

# LEARNING TO READ: A COLLEGE ENGLISH COURSE

# 3

## 大学英语阅读提高教程

总 主 编 葛春萍  
副总主编 郎晓娟  
主 编 王莲香



 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
[www.sflep.com](http://www.sflep.com)

# LEARNING TO READ: A COLLEGE ENGLISH COURSE

3

## 大学英语阅读提高教程



主 编 王 强  
副主编 王 强  
编 者 王 强

WANGQIANG

# LEARNING TO READ: A COLLEGE ENGLISH COURSE

# 3

## 大学英语阅读提高教程

总 主 编 葛春萍

副总主编 郎晓娟

主 编 王莲香

副主编 陈振华

编 者 曹 霞 李一恬

孙水良 王晓春

赵雅丽

## 图书在版编目(CIP)数据

大学英语阅读提高教程. 3/王莲香主编. —上海: 上海外语教育出版社, 2012  
ISBN 978-7-5446-2889-1

I. ①大… II. ①王… III. ①英语—阅读教学—高等学校—教材  
IV. ①H319.4

中国版本图书馆CIP数据核字(2012)第214765号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

**电 话:** 021-65425300 (总机)

**电子邮箱:** bookinfo@sflep.com.cn

**网 址:** <http://www.sflep.com.cn> <http://www.sflep.com>

**责任编辑:** 蒋浚浚

**印 刷:** 昆山市亭林彩印厂有限公司

**开 本:** 787×1092 1/16 印张 6.25 字数 125千字

**版 次:** 2012年10月第1版 2012年10月第1次印刷

**印 数:** 4 500册

**书 号:** ISBN 978-7-5446-2889-1 / H · 1407

**定 价:** 13.00 元

本版图书如有印装质量问题,可向本社调换

# 前言

本套《大学英语阅读提高教程》是配合主干教材使用的,重点是培养非英语专业学生英语阅读能力和理解能力。新一轮的大学英语教学改革特别强调培养学生实际使用英语的能力,尤其是快速、准确地从阅读材料中获取所需信息的能力。教育部《大学英语课程教学要求(试行)》(2007版)中对阅读理解能力的一般要求是:“能够基本读懂一般性题材的英文文章,阅读速度达到每分钟70词,在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟100词,能基本读懂国内外英文报刊,掌握中心意思,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”因此,为帮助学生适应大学英语考试的阅读题型,帮助学生扩大阅读范围,提高阅读速度,我们组织编写了《大学英语阅读提高教程》系列教材,旨在积极应对大学英语教学改革的要求,使学生在阅读中丰富语言知识,培养独立阅读和广泛阅读的能力。

《大学英语阅读提高教程》的总体设计:

1. 本套教材共分四册,既可与新编的大学英语综合教程配套使用,也可单独使用。
2. 本套教材每册分8个单元。每一单元以“主题”为线索,安排知识内容相近、风格不同的阅读材料4篇,分为A1、A2、B1、B2,其中A1和A2是快速阅读,B1和B2是深度阅读。
3. 本套教材的阅读材料按照语篇长度和难度进行分级,由浅入深、由易到难、循序渐进。每一篇快速阅读材料的长度基本控制在900-1000个词,深度阅读材料的长度控制在500-800个词。
4. 本套教材阅读材料选材新颖,时代感强,所涉话题文、理、工、医、商等内容兼顾;练习题型多样,既有四、六级考试快速阅读题型的“是非判断”和“句子填空”,也设有“多项选择”和“简短问答”等题型,所有练习均附有答案。

由于编者水平有限,如有错误和不当之处,欢迎广大教师同仁和同学们提出宝贵的批评意见和建议,以便今后改进和完善。

编者  
2012年5月

# Contents

<b>Unit 1</b>	<b>Love without Limitations .....</b>	<b>1</b>
Text A-1	Traveling with a Disabled Person.....	1
Text A-2	Playing Favorites .....	4
Text B-1	Excerpts From <i>The 5 Love Languages</i> .....	6
Text B-2	When the Ferry Catches Fire .....	9
<b>Unit 2</b>	<b>Food and Nutrition .....</b>	<b>11</b>
Text A-1	World Is Getting Fatter .....	11
Text A-2	Half of Americans Sip Sugary Drinks Daily.....	14
Text B-1	Tea Treats and Treatments.....	17
Text B-2	Cartoon Characters Attract Kids to Junk Food.....	19
<b>Unit 3</b>	<b>Traditional Customs.....</b>	<b>22</b>
Text A-1	Saint Lucy's Day.....	22
Text A-2	Two Fascinating Festivals in Spain .....	25
Text B-1	Fun for Easter .....	28
Text B-2	Flag Day (US).....	31
<b>Unit 4</b>	<b>Tourism.....</b>	<b>34</b>
Text A-1	On the Road.....	34
Text A-2	Sands of Time .....	37
Text B-1	Dangers on the Road.....	40
Text B-2	Dancing the Hula in Hawaii .....	42
<b>Unit 5</b>	<b>Natural Disasters .....</b>	<b>45</b>
Text A-1	In the Eye of the Storm .....	45
Text A-2	Earthquake in Japan .....	48
Text B-1	How to Protect Yourself in the Hurricanes? .....	51
Text B-2	Tsunami.....	53
<b>Unit 6</b>	<b>Celebrities.....</b>	<b>56</b>
Text A-1	Celebrities .....	56
Text A-2	J. K. Rowling.....	59
Text B-1	Sigmund Freud and the Dreams .....	62
Text B-2	Albert Einstein .....	64
<b>Unit 7</b>	<b>Law and Politics .....</b>	<b>67</b>
Text A-1	Debate Continues over US Gun Laws .....	67
Text A-2	Nation Needs to Mobilize Its Soft Power Resources to Win More Hearts .....	70
Text B-1	Everything You Need to Know about Prenuptial Agreements .....	74

Text B-2    Keep Your Hands off My Virtual Wealth..... 76

**Unit 8    Friendship..... 79**

Text A-1    Friendship..... 79

Text A-2    The Friendship Factor..... 82

Text B-1    Is True Friendship Dying Away? ..... 86

Text B-2    Friendship Day History and Celebration..... 88

**Key to the Exercise.....91**

# Love without Limitations

## Text A-1

### Directions:

In this part, you will have 15 minutes to go over the passage quickly and answer the 10 questions. For questions 1–7, mark

**Y** (for Yes) if the statement agrees with the information given in the passage;

**N** (for No) if the statement contradicts the information given in the passage;

**NG** (for NOT GIVEN) if the information is not given in the passage.

For questions 8–10, complete the sentences with the information given in the passage.

### Traveling with a Disabled Person

As Christmas approaches, many people will be traveling to spend time with family and friends. My parents and sister are visiting from South Africa and I've been reminded of the challenges that disabled people face when away from their home environment. My sister has mental and physical disabilities and although she can walk, she is slow and unsteady on her feet and needs a supporting hand when out of the house. I've had to slow my pace and look for the best ways to help her and accommodate her needs.

This got me thinking about disabled visitors. If you have a disabled friend or relative visiting over the holiday season, there are ways to make life easier for them. A little forward planning can go a long way, so read through these suggestions and make plans and preparations before they arrive.

#### Accommodation for People with Disabilities

Depending on the type of disability, a person may have specific needs when it comes to living arrangements. Meeting these requirements as far as possible can make the visit a pleasant one for all concerned. These are some of the areas to consider. Does the person need a special bed? What height, type of mattress and firmness is required? Will protective sheets be necessary and what about a safety rail? Do they prefer to shower or bath and do they need a bath seat or other equipment? Is your home wheelchair friendly and are there stairs and uneven surfaces? It is possible to hire some equipment and the best thing to do, is discuss the issues with the person concerned before making arrangements.



## **What about the Garden**

People with mobility problems and impaired vision will find a hilly garden with rock features and narrow paths difficult to manage. If you are planning on outdoor entertaining, try and center this around areas that are suitable for your guests. Flat paved areas with shelter from the elements are ideal. Be careful of any loose stones or cracks that could snag (绊住) a crutch (拐杖) or trip someone up. If you have a pool, invite the disabled person to join in the fun. Many find water exercise ideal and with assistance can have a great time. Even if they prefer to sit on the steps and splash around, it will be enjoyable for them.

## **Food Requirements**

In some cases, a person will have dietary requirements. Ask whether they have specific needs such as puréed or mashed food or a general requirement such as low fat or sugar free. When laying the table, ask what they normally eat with. A spoon may be easier for some and a cup with handles may be needed. Some disabilities such as amputated limbs (截肢) can be the result of a condition such as diabetes. Do some research and check the supermarket shelves for suitable foods and look for take-out stores that have healthy alternatives available.

## **Disabled Parking Permits**

Most disabled people will have a disabled parking sticker or permit in their home town. Call your local authorities to see if this will be accepted in your area or make inquiries about getting a temporary permit. It can make life much easier if you are able to park close to a restaurant, mall or theater. Other factors to consider are the height of your vehicle, the number of doors and whether it can carry a wheelchair. Always allow extra time for a road trip with a disabled person as it takes time to help them in and out of vehicles and set up wheel chairs, etc.

## **Out and About with the Disabled**

If you know in advance that a disabled person will be visiting, make it a habit to check out disabled facilities as you go about daily life. Make mental notes of which malls and other public areas have the best restrooms and most accessible elevators for the disabled. All these places are required to provide these facilities but some are tucked away in obscure corners and are not as user friendly as others.

## **Flying with a Disabled Person**

Airports, especially international terminals can stretch for long distances. It is often easier for people with mobility or visual problems to ask for wheelchair assistance. Some airlines require prior notification for this, so make sure you ask when booking. It is also worth asking for a seat with extra legroom. People with mobility problems are normally boarded first and taken off last, so be prepared for a long wait.

## **Sightseeing with a Disabled Person**

By forward planning, you can include a disabled friend on a sightseeing trip. Obviously extreme sports such as bungee jumping and white water rafting are not going to be suitable but the person may enjoy watching you jump from a bridge or similar. Again, the key is communication. Make plans that include something for everyone and discuss what the family

would like to do as a whole.

Generally, disabled people would prefer to have a frank discussion about their limitations and needs than be left embarrassed and struggling with inadequate facilities. By asking what they need, you are showing concern and thoughtfulness. On the other hand, they won't like being the center of everyone's attention and would hate to be the deciding factor in where the family is going and what they are doing. With open communication and planning, Christmas can be a wonderful time for extended families. It's a time to get together and share experiences and memories ... and learn to extend grace and mercy and consider others before ourselves.

<http://www.takerootandwrite.com/2009/12/traveling-with-a-disabled-person.html#tp>

- 1. It will be very helpful if you can meet the special needs of the disabled before they arrive. ☐
- 2. A hilly garden is difficult for people who are disabled or have poor eyesight. ☐
- 3. We'd better check the supermarket shelves before preparing food for the disabled. ☐
- 4. In public areas, the disabled facilities are easy to find and use. ☐
- 5. People with mobility or visual problems can take a plane at any time they like because the airport can provide all the facilities they need. ☐
- 6. If you want to park near the restaurant or the mall, you can take the disabled ones with you who bear the disabled parking sticker or permit with them. ☐
- 7. You will make the disabled feel embarrassed if you ask what they need specifically before going out. ☐
- 8. For an outdoor party, you should try and center the places so that it will be enjoyable for people \_\_\_\_\_.
- 9. A disabled person would not like to be \_\_\_\_\_ when it comes to where to go on holidays.
- 10. Christmas can be a wonderful time if you can have a \_\_\_\_\_ with them before going out.

## Text A-2

### Directions:

In this part, you will have 15 minutes to go over the passage quickly and answer the 10 questions. For questions 1–7, mark

- Y** (for Yes) if the statement agrees with the information given in the passage;
- N** (for No) if the statement contradicts the information given in the passage;
- NG** (for NOT GIVEN) if the information is not given in the passage.

For questions 8–10, complete the sentences with the information given in the passage.

## Playing Favorites

There's sweetness in the lies parents tell their kids, which is a very good thing, since they tell a lot of them. But from clan (宗族, 大家族) to clan, culture to culture, there's one tall tale nearly all parents tell, and they tell it repeatedly: "We do not have a favorite child."

Mom and Dad will say it earnestly, they'll repeat it endlessly, and in an overwhelming share of cases, they'll be lying through their teeth. It's one of the worst-kept secrets of family life that all parents have a preferred son or daughter, and the rules for acknowledging it are the same everywhere: The favored kids recognize their status and keep quiet about it — the better to preserve the good thing they've got going and to keep their siblings off their back. The unfavored kids howl about it like wounded cats. And on pain of death, the parents deny it all.

The stonewalling is understandable. Most parents want to spare unfavored kids the hurt that true candor (正直, 坦率) could cause. Moreover, the court of public opinion can respond pitilessly — even furiously — to moms or dads who speak the forbidden truth. Last March, a mother of two wrote a candid post on the website Babble.com under the headline I THINK I LOVE MY SON JUST A LITTLE BIT MORE. The mom went on at length describing the greater warmth she feels for her baby boy compared with her toddler girl and even included a photo of herself and her unfavored daughter.

She was, predictably, blowtorched. "Please work on your issues lady!" said one typical response. "I feel absolutely horrible for your daughter!" read another. But then there was this: "I completely understand. I too feel this way."

The hard truth is, most parents do. In one oft-cited study, Catherine Conger, a professor of human and community development at the University of California at Davis, assembled a group of 384 sibling pairs and their parents and visited them three times over three years. She questioned them about their relationships and videotaped them as they worked through conflicts. Overall, she concluded that 65% of mothers and 70% of fathers exhibited a preference for one child, usually the older one. And those numbers are almost certainly lowballs, since parents try especially hard to mask their preferences when a researcher is watching.

If the scientists don't see through the ploy, however, kids usually do — and react accordingly. From the moment they're born, brothers and sisters constantly jostle for the precious resource of parental attention, each fighting to establish an identity that will best catch Mom's or Dad's eye. I'm the smart one! I'm the funny one!

Just who will win that love-me-best sweepstakes is hard to predict. The father-son bond is the stuff of legend — unless it's the father-daughter one that's the rule in your family. A mother innately understands her daughters — unless the girls turn out to be a mystery to her and she adores one of her boys best. It's equally hard to predict the fallout from favoritism. Being the favorite may boost self-esteem and confidence. But studies show it can also leave kids with a sense of arrogance and entitlement. Unfavored children may grow up wondering if they're somehow unworthy of the love the parents lavished on the golden child. But they may

do better at forging relationships outside the family as a result of that. And there's no telling how the differential treatment will play out among the kids.

"My mom didn't like my older sister and did like me," says Roseann Henry, an editor and the married mother of two girls. "Everyone assumed I had it great, except that my sister tortured me pretty much all the time — and really, what affects daily life more for a kid, the approval of a parent or the day-to-day torment of an older sister?"

### **Nature's Rules**

If the parental habit of assigning different values to different children can cause such pain, it's hard to understand why it ever became such a firmly established part of human nature. As with so much else in child-rearing behavior, it begins with the parents' survival needs: the biologically narcissistic act of replicating themselves through succeeding generations. This impels Mom and Dad to tilt in favor of their biggest, healthiest offspring, since those kids will be more reproductively successful and get more of the family's genes into the next generation.

That kind of reductionist, bottom-line behavior is something we share with creatures throughout the animal kingdom. "The function of the second chick is insurance," says Douglas Mock, a professor of zoology at the University of Oklahoma. "If the first chick is healthy, the policy is canceled." Humans may be a lot smarter than black eagles — and certainly more loving — but we're driven by the same evolutionary impulses, even if we're unaware of them.

The most conspicuous (显著的) sign of fitness, of course, is physical appearance, and parents have a connoisseur's (专业的) eye for what's appealing in a child. I was the second of four in an all-boy brood, and by almost any measure, the third in line, Garry, should have been the favorite, simply because he was gorgeous, born with extravagantly long eyelashes, absurdly perfect features and platinum blond hair that completed his found-in-a-cabbage-patch look.

There is not a parent on the planet who would admit to favoring a beautiful child over a less beautiful one, but scientists aren't constrained by the same pretense of impartiality. Long-standing bodies of work point to humans' deeply wired bias for the lovely over the less so — in the family, in the workplace and certainly in the dating market. It's part of what psychologist and sibling expert Catherine Salmon of the University of Redlands in California calls the "general heuristic (启发式的, 探索的) that things that are attractive are healthy and good and smart."

For all this, however, Garry wasn't the favorite. For my father, it was Steve, the oldest, a selection made mostly on the basis of primogeniture. That's not uncommon. Firstborns are often the family's favorite, and the reason is one corporations understand well: the rule of sunk costs. The more effort you've made developing a product, the more committed you are to seeing it come to fruition. "There's a kind of resource capital parents pour into firstborns," says Ben Dattner, a business consultant and organizational psychologist at New York University. "They build up a sort of equity in them."

And that equity often pays off. The oldest in most families have historically been the

tallest and strongest, thanks to the fact that at the beginning of their lives, they don't have to share food stores with other kids. One 2007 Norwegian study similarly showed that firstborns have a 3-point IQ advantage over later siblings, partly a result of being the exclusive focus of their parents' attention in the earliest part of life. These benefits accrue like compounding interest. A small IQ advantage, for example, may yield a similar edge in SAT scores, which may tip a firstborn off the Harvard waiting list and into the entering class.

<http://www.time.com/time/magazine/article/0,9171,2094371-2,00.html>

1. Children do not know who is the preferred son or daughter because it's a secret in every family. ☐
2. Catherine Conger's study shows that a large proportion of parents have a favored child in the family. ☐
3. The unfavored kid in the family cannot do well when forging relationships in society. ☐
4. It is for reproductive reasons that parents would favor their biggest and healthiest offspring. ☐
5. Firstborns usually have more pressure because of the love from their parents. ☐
6. The child with a good physical appearance can gain more love from their parents. ☐
7. Firstborns are often the family's favorite because of the high cost when rearing them. ☐
8. The favored kid in the family, on the one hand, can be confident about themselves; on the other hand, can make them \_\_\_\_\_. ☐
9. As to why parents tend to assign different values to different children starts from \_\_\_\_\_. ☐
10. The Norwegian study showed that firstborns have a 3-point IQ advantage over later siblings because of \_\_\_\_\_ from their parents when they are still young. ☐

## Text B-1

### Directions:

Read the following passage and then answer the questions. Choose the best answer from the four choices marked A, B, C and D.

### Excerpts From *The 5 Love Languages*

*Love* is the most important word in the English language — and the most confusing. Both secular and religious thinkers agree that love plays a central role in life.

Psychologists have concluded that the need to feel loved is a primary human emotional

need. For love, we will climb mountains, cross seas, traverse desert sand, and endure untold hardships. Without love, mountains become unclimbable, seas uncrossable, deserts unbearable, and hardships our lot in life.

If we can agree that the word *love* permeates (遍布, 充满) human society, both historically and in the present, we must also agree that it is the most confusing word. We use it in a thousand ways. We say, “I love hot dogs,” and in the next breath, “I love my mother.” We speak of loving activities: swimming, skiing, and hunting. We love objects: food, cars, and houses. We love animals: dogs, cats even pet snails. We love nature: trees, grass, flowers, and weather. We love people: mother, father, son, daughter, wives, husbands, and friends. We even fall in love with *love*.

If all that is not confusing enough, we also use the word *love* to explain behavior. “I did it because I love her.” That explanation is given for all kinds of actions. A politician is involved in an adulterous relationship, and he calls it love. The preacher, on the other hand, calls it sin. The wife of an alcoholic picks up the pieces after her husband’s latest episode. She calls it love, but the psychologist calls it codependency. The parent indulges all the child’s wishes, calling it love. The family therapist would call it irresponsible parenting. What is loving behavior?

I liked the metaphor the first time I heard it: “Inside every child is an emotional tank waiting to be filled with love. When a child really feels loved, he will develop normally, but when the love tank is empty, the child will misbehave. Much of the misbehavior of children is motivated by the cravings (强烈的欲望) of an empty love tank.” I was listening to Dr. Ross Campbell, a psychiatrist who specialized in the treatment of children and adolescents.

As I listened, I thought of the hundreds of parents who had paraded the misdeeds of their children through my office. I had never visualized an empty love tank inside those children, but I had certainly seen the result of it. Their misbehavior was a misguided search for the love they did not feel. They were seeking love in all the wrong places and in all the wrong ways.

I remember Ashley, who at thirteen years of age was being treated for a sexually transmitted disease. Her parents were crushed. They were angry with Ashley. They were upset with the school, which they blamed for teaching her about sex. “Why would she do this?” they asked.

In my conversation with Ashley, she told me of her parents’ divorce when she was six years old. “I thought my father left because he didn’t love me,” she said. “When my mother remarried when I was ten, I felt she now had someone to love her, but I still had no one to love me. I wanted so much to be loved. I met this boy at school. He was older than me, but he liked me. I couldn’t believe it. He was kind to me, and in a while I really felt he loved me. I didn’t want to have sex, but I wanted to be loved.”

Ashley’s “love tank” had been empty for many years. Her mother and stepfather had provided for her physical needs but had not realized the deep emotional struggle raging inside her. They certainly loved Ashley, and they thought that she felt their love. Not until it was

almost too late did they discover that they were not speaking Ashley's primary love language.

The emotional need for love, however, is not simply a childhood phenomenon. That need follows us into adulthood and into marriage. The "in love" experience temporarily meets that need, but it is inevitably a quick fix and, as we shall learn later, has a limited and predictable life span. After we come down from the high of the "in love" obsession, the emotional need for love resurfaces because it is fundamental to our nature. It is at the center of our emotional desires. We needed love before we "fell in love", and we will need it as long as we live.

(Chapter 2, *The 5 Love Languages: The Secret to Love That Lasts*, authored by Gary Chapman, ISBN: 080247315, Northfield Pub.)

1. Why do we say that love is the most confusing word?
  - A. Because we use the word *love* in many ways.
  - B. Because we use the word *love* as excuses for our behavior.
  - C. Because with love we can conquer many difficulties.
  - D. All of the above.
2. Which of the following is *codependency* according to the passage (Para.4)?
  - A. I put aside my own interests and hobbies in order to do what my loved ones want.
  - B. A mother buys everything the child wants.
  - C. A doctor involves in an adulterous relationship.
  - D. A father meets the children's physical needs and fills their love tank.
3. The author mentioned Ashley to prove that the children's misbehavior may be due to \_\_\_\_\_.
  - A. parents' divorce
  - B. that the parents seek love in wrong places and in wrong ways
  - C. parents' ignorance of the children's emotional need for love
  - D. her lack of physical needs
4. Which is true according to the passage?
  - A. To love is the primary emotional need for human beings.
  - B. Indulging children's wishes is a proper loving behavior.
  - C. To satisfy the children's physical needs is not enough.
  - D. The "in love" experience is the most important in our life.
5. What is the passage mainly talking about?
  - A. Love is the most important English word.
  - B. We should keep the love tank full.
  - C. How the adolescents behave without love.
  - D. The relationship between "love" and "in love".

## Text B-2

### Directions:

Read the following passage and then answer the questions. Choose the best answer from the four choices marked A, B, C and D.

### When the Ferry Catches Fire

The South China Sea looked calm and inviting at around 7 in the morning when 19-year-old Sandaran and his group of 23 arrived at the Mersing Jetty in Rompin, Pahang last October, the 13th.

Tired from the six hour drive from Klang, a nearby town, the young apprentice electrician woke his boss Pang Kee Chuan, and the rest of Pang's family. They had booked the earliest ferry to Tioman Island where they would be spending a holiday. The rest of the group trickled in slowly in their own cars.

Earlier, his mum had asked him not to go because he was still working on a residential wiring project. But Pang had insisted, sending a team to replace Sandaran on the job so he could join the trip. Their relationship went a long way back; Sandaran had joined Pang as an apprentice when he dropped out of school at the age of 11.

At 10:30 am, the group, comprising mostly of Pang's family and relatives, excitedly scrambled aboard the Seagull Express 2, the ferry that would carry them to their holiday destination. Laden with 106 holiday-goers, the wooden vessel set off for the four-hour trip to Tioman.

Sandaran immediately noticed something was wrong — their ferry was moving extremely slowly. Another ferry that had launched five minutes later had already overtaken them. Concerned, Pang asked the captain if anything was wrong and was curtly told it was safer to go slow in choppy waters.

Half an hour later, smoke began billowing out from the back of the ferry. "The engine must have broken down," Sandaran commented. The ferry jerked along for the next 20 minutes before people began to scream, "Fire! Fire!" from the air conditioned lower deck. Panicked passengers below stampeded up through the narrow stairway. Crew members and passengers frantically broke windows to release the trapped smoke. Sandaran knew instinctively they'd have to abandon ship. Fighting the heaving crowd, he pushed his way down into the smoky lower deck to get life jackets.

An explosion came from the bow, shaking the ferry and causing more screams. Grabbing four life jackets, he rushed upstairs. Another explosion erupted as he threw the life jackets at Pang's brother-in-law's children. The fire was spreading fast, spurred by the sea breeze. "My child is down there!" Sandaran thought he heard his boss's wife scream. He rushed to



the lower deck again and searched madly for the child. Finding no one, he crawled up again, gasping for air, with fire eating at his shirt and jeans. A third explosion signaled that the ferry was sinking, and passengers leaped into the sea. Surfacing Sandaran grabbed a nearby float and threw it at a group of adults and children trying to stay afloat with one life jacket.

Three ferries approached and immediately threw some inflatable rafts into the sea. Sandaran climbed aboard one of them, but the sight of many people struggling in churning waters made him leap back into the sea. Grabbing hold of as many people as he could, he led them to rafts or the ferries. His back and legs stung from fresh burns, but he felt no pain as he dove again and again into the water, saving a total of 18 people, among whom were seven children.

Several news reports later stated that nine people died in that ferry incident, including Pang's uncle and aunt. "More could have died if Sandaran had not plucked them out from the open sea," says Pang.

Subsequent investigation by the Malaysian authorities revealed that the ferry company was operating without a valid license. Although the accident kept him awake for an entire week, Sandaran is **nonchalant** about his heroism. "I couldn't just save myself and let all those people drown. They could have been my family members," he says.

(Adapted from *Reader's Digest*, July 2008, Pages 18-20, Reader's Digest Association Far East Ltd. ISSN 0034-0383)

1. What made Sandaran notice that something was wrong with the ferry?
  - A. The smoke.
  - B. The fire.
  - C. Another ferry.
  - D. The extremely lower speed.
2. Since they traveled from Klang, how many hours have passed when the smoke billowed out?
  - A. Four.
  - B. Seven.
  - C. Ten.
  - D. Ten and a half.
3. Why did Sandaran jump back into the water after he climbed aboard?
  - A. Because he was a man of heroism.
  - B. Because he heard his boss's wife scream.
  - C. Because he saw many people struggling in water.
  - D. Because he was searching his uncle and aunt.
4. According to the passage, what does "nonchalant" mean (the last paragraph)?
  - A. Dissatisfied.
  - B. Famous.
  - C. Happy.
  - D. Unconcerned.
5. From the passage, which of the following statements is true?
  - A. Sandaran was well trained for rescue though he dropped out of school at an early age.
  - B. Pang was working on a residential wiring project before he joined the trip.
  - C. The fire broke out and made the engine break down.
  - D. The ferry began to sink after three explosions.