

COLLEGE ENGLISH
READING

精编英语阅读

《精编英语阅读》编写组

下



兰州大学出版社

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下 册

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前 言

《精编英语阅读》是根据《大学英语课程教学要求》(试行)编写的一套阅读教材,可作为高等专科学校英语专业的泛读教材,也可用作较低起点的全日制本科一、二年级大学英语教材,同时也可供具有同等英语水平,期望进一步提高英语阅读能力的学习者使用。本套教材从编写设想、资料收集到汇编成稿,历时两年。在选材方面,力求做到语言规范,题材多样,内容新颖,且兼顾知识性、趣味性和科学性,以利于激发读者学习英语的积极性和兴趣。在编排上由浅入深、循序渐进,以便读者在学习中逐步增加词汇量,扩大知识面,养成良好的阅读习惯,增强阅读兴趣,为不断提高英语阅读水平,打下良好的基础。本套教材分为上、中、下三册,分别由刘玮、马彩琴、田文燕主编并统稿;张天虹、郭磊、常钢为参编,其具体编写分工如下:

上册:张天虹 第1-8单元,刘 玮 第9-24单元;

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作为校级教改项目,本套教材的编写得到了兰州工专校长何开源、副校长郭维俊,教务处长王华栋、副处长朱玉红、刘新辉等领导的关心和支持,我们全体主、参编人员对各位领导的帮助指导表示衷心感谢!同时,感谢甘肃天河彩印有限责任公司吴冬梅经理对本教材的精心策划和鼎力协助。

本套教材在编写过程中,参阅了大量国内外资料,限于篇幅,恕不一一注明,谨对原作者表示感谢。

由于时间仓促,加之水平有限,书中错误疏漏在所难免,恳请读者及同行不吝赐教。

编 者
2005年6月

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UNIT 1

SECTION A

The Left-footed Thief

By Donald Hall



¹ “Did I ever tell you,” my grandfather said, “how I caught the sheep stealer?”

² “Well, one day Fred and I went down to the sheep pasture to salt the sheep. When I called them together, my great prize sheep was gone.”

³ “I knew it wasn’t a dog that had done it, because the rest of the sheep were calm. It could have been an accident. Or it could have been the Godfreys, Turpinses, Harrises, or Freedoms. They were the families that did everything bad in the county.”

⁴ “Fred and I walked along the fence and looked for a break. When we got to the end of the pasture, Fred looked hard at a pile of fence stones. Some had been knocked loose. Then I saw a strand of wool on a branch. We both looked in the dirt of the road, but it was so hard we couldn’t see any tracks in it.”

ENGLISH READING

5 "We climbed over the wall—there were prints of work boots clear as day among a whole passel of hoofprints. We reckoned there was only one man. But we couldn't tell anything else from the bootprints. We crossed the fence and started to walk down the road."

6 "Something about the footprints kept bothering Fred. He turned around and jogged back toward the wall. Then he called to me. The bootprints were all left-footed!"

7 "We hitched up and drove to town to tell the sheriff, and on the way I did some thinking. 'It couldn't be a Freedom,' I told Fred, 'because all the Freedom boys are in jail. The Harris-es are sick, and the doctor told me yesterday that none of them will get out of bed for a week. So it's a Turpin or Godfrey.'"

8 "The sheriff listened to us and said to let him know when we found anything out. When we were through with him we decided to go to Albert Wrigley's store. In front of the window, Fred stopped still as a shot rabbit. There were two work boots in the window, both for the right foot.

9 "We went inside and took the boots out of the window to get a good look at them. There was nothing to keep them from being mates of the boots we were looking for."

10 "I asked Albert, 'Who's wearing the mates to those boots in the window?'"

11 "Old Albert nearly jumped out of his skin. 'What do you know about them left-foot boots?' he said. I thought he was ready to have us arrested. 'Nothing,' I said, 'except what-ever stole them from you stepped into them to steal a sheep from me.'"

12 "I told Albert the whole story. 'Doggone!' he said when I'd finished. 'It was just yesterday. I stepped into the back room for half a minute once all day. It must have happened then, but I didn't notice until I was closing up.'"

13 "'All we have to do,' I said, 'is to lie down on the grass outside and look at feet until we see two left feet taking a walk together,'"

14 "But Albert didn't have much of a sense of humor. 'Not even a Harris or a Godfrey would be dumb enough to wear them in town,' he snapped."

15 "For a short while we just stood there without saying anything. Then I had a thought. 'Did you mean anything special when you said a Harris or a Godfrey?' I asked Albert. 'Any reason why you didn't say a Turpin or a Freedom?'"

16 "'It couldn't be a Turpin or a Freedom,' said Albert. 'All the Freedoms are in jail. You know that. The Turpins went to Danbury yesterday and they're still there today. Rafe Turpin came in here yesterday morning when they were starting. After they left I took a good long look at my stock. The boots was all still there.'"

17 "'Then it's a Godfrey!' I said, and told Albert why it couldn't be a Harris."

18 "So that night after everyone was in bed, Fred and I sneaked three miles in the dark to the Godfreys' place. We went into the woods past the house and came around in back of the old

barn. The only thing we found was a bucket all covered with flies. 'Yep,' I said under my breath, 'that's where they caught the blood.' Till then I had hoped to find my sheep alive."

¹⁹ "But I couldn't prove anything on a bucket of blood, so I had to find where they'd hidden the pelt."

²⁰ The moon was up now. We stood in the shadows and looked around. Then I saw a piece of something white sticking out from the bottom of a heap of rubbish. It was my pretty sheep's pelt, the poor old thing.

²¹ "Next morning after milking, we came back with the sheriff. A little later, he caught Sam, the youngest Godfrey boy. Sam was trying to limp away in those left-footed boots."

NOTES

Para2: to salt the sheep 给羊喂盐吃

Para2: prize sheep 优种羊

Para4: looked for a break 寻找缺口

Para5: clear as day 清清楚楚

Para5: a whole passel of [美国方言] 许多

Para5: couldn't tell anything else 瞧不出别的什么问题

Para7: hitched up 套上车

Para8: still as a shot rabbit 一动也不动像只打死的兔子

Para9: There was ... looking for 毫无疑问这两只靴子跟我们找的那两只配对

Para11: jumped out of his skin 大吃一惊

Para12: Doggone! [美俚] 该死!

Para18: yep = yes [美俚]

Para18: under one's breath 小声地

Para18: That's where they caught the blood. 这就是苍蝇发现羊血的地方

HOW WELL DID YOU READ ?

How exact was your reading?

- The events of the story happened to _____.
A. the author's grandfather B. the author C. neither A nor B
- The discovery that the bootprints were left-footed was made by _____.

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A. the sheriff B. Fred C. The sheep's owner

3. The theft of the boots had occurred about _____.

- A. a day before the sheep was missed B. a week before the sheep was stolen
C. three weeks before the theft was solved

When did it happen?

4. The sheep's owner knew that the thief was a Godfrey when he _____.

- A. saw the footprints in the pasture B. learned where the Turpins were
C. examined the boots in the window

5. The owner of the sheep realized that it was dead when he _____.

- A. discovered the bucket B. found its pelt C. recovered its body

Can you draw the right conclusions?

6. The store owner examined his stock after Rafe Turpin's visit because he _____.

- A. did not have what Rafe had wanted B. noticed that one item was missing
C. knew Rafe was capable of stealing

7. The theft of the sheep would probably have gone unsolved if the thief had not _____.

- A. killed the sheep B. stolen the boots C. tried to run away

LEARN ABOUT WORDS

A. Often you can tell the meaning of a word by reading the words around it.

Directions: Find the word in the paragraph that means _____.

1. grazing land (2)
2. still; undisturbed (3)
3. string; thread (4)
4. worrying (6)
5. companions (9)
6. trash (20)

- B.** A word may have more than one meaning. Its meaning depends on the way it is used.

Directions: Read the three meanings for each word. Look back to the paragraph to see how the word is used in the story. Then choose the correct meaning and write the letter that stands before it .

7. break (4)

A broken place B escape C beginning

8. clear (5)

A orderly B obvious C innocent

9. right (8)

A correct; proper B opposite of left C normal

10. stock (16)

A tree trunk B supply of goods C shares in a business

11. pelt (19)

A heavy blow B speed C animal skin

SECTION B

Passage 1

A father's relationship to his child's current and future academic success and the level of his or her development in academic potential and scholastic achievement are both factors with some rather interesting implications that educators are beginning to study and appraise. As a matter of fact, "life with father" has been discovered to be a very important factor in determining a child's progress or lack of progress in school.

A recent survey of over 16,000 children made by the National Child Development Study in London, England, revealed that children whose fathers came to school conferences and accompanied their children on outings did measurably better in school than did those children whose fathers were not involved in these activities. The study, which monitored children born during a week in March, 1958, from the time of their birth through the years of their schooling, further revealed that the children of actively involved fathers scored as much as seven months higher in reading and math than those children whose only involved parent was the mother. The purpose of the study was to evaluate the role played by fathers in the raising of a child. It indicated a much higher level of parental involvement by the father than had been anticipated. Over 66% of the fathers were said to have played a major role in parental responsibility.

The study also suggested the greatest level of parental parenting took place in the families of only child. As the number of children and financial obligations increased, the father's apparent interest and involvement with the children decreased. However, no matter what the size or financial condition of the family, a father's active participation in the child's development made a great difference in the child's progress.

The study further revealed that while the frequency of overnight absences reflected a corresponding deficiency of the child's level in math and reading, a father's employment on late shifts appeared to have little effect on the child's academic progress. The data from the study was obtained primarily through interviews with parents, teachers and physicians. The information evaluating the level of the father's parenting performance was elicited primarily from the admittedly subjective observations of their wives.

Questions 1 – 4 are based on the passage:

1. The most unusual discovery in the study implied that _____.

- [A] children in large families tend to do poorly in school
- [B] a father's influence played a significant factor in the level of the child's academic progress
- [C] mothers were subjective in evaluating the roles played by fathers
- [D] there is a correlation between socio-economic status and scholastic achievement

2. The data was obtained through _____.

- [A] observation by social psychologists
- [B] conversations with mothers of the children being studied
- [C] interviews, school records and physicians' reports
- [D] school authorities' appraisal of children's homework

3. According to the study, children who tend to make greater academic progress are typically _____.

- [A] children whose mothers give them affection unlimitedly
- [B] children who have no brothers or sisters
- [C] children whose fathers are actively involved in parenting
- [D] children whose fathers often stays away at nights

4. Evidence indicated that a high percentage of fathers were involved in the parenting process, which amounted to _____.

- [A] about 2/3 of the fathers involved in the study
- [B] slightly less than half of the fathers surveyed
- [C] a little less than one hundred of all the fathers involved
- [D] more than three-quarters of the fathers in the study

Passage 2

In the first year or so of Web business, most of the action has revolved around efforts to tap the consumer market. More recently, as the Web proved to be more than a profession, companies have started to buy and sell products and services with one another. Such business-to-business sales make sense because business people typically know what product they are looking for.

Nonetheless, many companies still hesitate to use the Web because of doubts about its reliability. "Businesses need to feel they can trust the pathway between them and the supplier," says senior analyst Blame Erwin of Forrester Research. Some companies are limiting the risk by conducting online transactions only with established business partners who are given access to the company's private internet.

Another major shift in the model for Internet commerce concerns the technology available for marketing. Until recently, Internet marketing activities have focused on strategies to "pull" customers into sites. In the past year, however, software companies have developed tools that allow companies to "push" information directly out to consumers, transmitting marketing messages directly to targeted customers. Most notably, the Pointcast Network uses a screen saver to deliver a continually updated stream of news and advertisements to subscribers' computer monitors. Subscribers can customize the information they want to receive and proceed directly to a company's Web site. Companies such as Virtual Vineyards are already starting to use similar technologies to push messages to customers about special sales, product offerings, or other events. But pushing technology has earned the contempt of many Web users. Online culture thinks highly of the notion that the information flowing onto the screen comes there by specific request. Once commercial promotion begins to fill the screen uninvited, the distinction between the Web and television fades. That's a prospect that horrifies Net purists.

But it is hardly inevitable that companies on the Web will need to resort to push strategies to make money. The examples of Virtual Vineyards, Amazon. com, and other pioneers show that a Web site selling the right kind of products with the right mix of interactivity, hospitality, and security will attract online customers. And the cost of computing power continues to free fall, which is a good sign for any enterprise setting up shop in silicon. People looking back 5 or 10 years from now may well wonder why so few companies took the online plunge.

Questions 1 – 4 are based on the passage:

1. We learn from the beginning of the passage that Web business _____.
[A] has been striving to expand its market
[B] intended to follow a fanciful fashion
[C] tried but in vain to control the market
[D] has been booming for one year or so

2. Speaking of the online technology available for marketing, the author implies that _____.
[A] the technology is popular with many Web users

- [B] businesses have faith in the reliability of online transactions
- [C] there is a radical change in strategy
- [D] it is accessible limitedly to established partners

3. In the view of Net purists, _____.

- [A] there should be no marketing messages in online culture
- [B] money making should be given priority to on the Web
- [C] the Web should be able to function as Television set
- [D] there should be no online commercial information without requests

4. We can learn from the paragraph that _____.

- [A] pushing information on the Web is essential to Internet commerce
- [B] interactivity, hospitality and security are important to online customers
- [C] leading companies began to take the online plunge decades ago
- [D] setting up shops in silicon is independent of the cost of computing power

UNIT 2

SECTION A

Early Days of the Mail

By Hanson Hart Webster



¹ Today we take it for granted that the mail will be delivered daily at our door. But many years ago it might have been placed in a tree trunk or underneath a rock. In the early days of the mail no one could be sure about where or when it would arrive.

² At the southern tip of Africa there was once a post office under a rock. In the old days the route from England to India was around the Cape of Good Hope. The journey was stormy and dangerous. It took six long months. Sailors often wished to send mail home, but they seldom met ships bound back to England. So at the cape the sailors would go ashore. They headed for a certain large stone. On the stone were scratched words "Look hereunder for letters." They