

高教自学考试学习丛书

# 英语 泛读

第一册

.4

1

EXTENSIVE READING

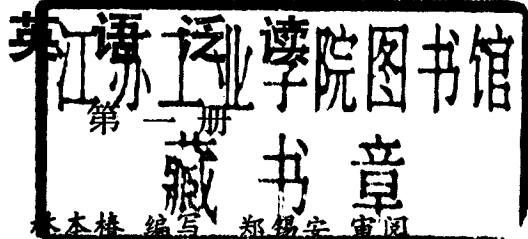
福建人民出版社

H319.4

155/1

高教自学考试学习丛书

(试用本)



福建人民出版社

一九八五年·福州

封面设计：翁祖团

高教自学考试学习丛书

英语泛读 第一册

王庆西 林本椿 编写 郑锡安 审阅

\*

福建人民出版社出版

(福州得贵巷27号)

福建省新华书店发行

三明报社印刷厂印刷

开本 787×1092毫米 1/32 7.25 印张 157千字

1985年8月第1版

1985年8月第1次印刷

印数：1—25,960

书号：7173·682

定价：~~1.50元~~

1.25元

## 前 言

学习外语，最基本的一个途径是尽可能大量地接触所学语种的口语和书面语。从我们当前情况来说，缺少外语环境，没有条件多与英美人士交谈，英语影片，英语广播，也还不够普及，唯一简易可行的接触外语的方法就是大量阅读。然而，多年来的外语教学都着重于精读，忽视泛读，甚至只有精读，没有泛读。我们认为成年人学外语，精读是必要的，尤其在起始阶段。但当掌握了一定的语法语音知识和最基本的词汇之后，就必须开展泛读。因为精读的量不可能很大，一本精读教材一般只有十几二十篇短文，四本（一般用两年时间学完）也只有七八十篇，一共还不到四万字，语言复盖面十分狭窄有限。任何一种语言，内容都极其丰富多样，决非几十篇文字能包罗得了的。再说，精读课的基础知识也必须通过大量的语言实践才能加深理解，并通过反复实践得到巩固。通过泛读，还可以增大词汇量，扩大知识面。正因为如此，近年来，泛读逐渐受到重视，有些语言学者及教师还做了一些有益的研究实验，阐明了泛读的重要性。

要进行泛读，必须有一套适用的学习材料，目前不但自学者缺少泛读教材，就是一些全日制高校也感到教材匮乏。筹备自学考试以来，我们遍寻学习材料，所见教材一则十分零散，二则数量不够，不敷需要。有鉴于此，我们约请福建师大外语系的七位同志，编写了这一套泛读材料。全套有四本，共收约200篇读物，内容涉及政治述评、特写报道、人

物传记、神话、寓言、科普小品、科幻故事、史地常识、英美习俗等方面。每篇读物后配有注释和若干练习，各册自成单元，附有若干自我测试题，书末附有习题参考答案。第一册至第三册，完全适用于专科水平的读者，第四册的一部分课文较深，作为提高部分，用以满足程度较高的读者的要求。由于许多文章没有注明原出处，为统一起见，这套读物的所有文章一律不注明出处。

王庆西、宋顺龄、陈开俊、陈维振、庄陶、林本椿、陈普等七位同志在繁重的教学工作之余，短期内编写了这四册读物，并由郑锡安同志审阅，我们特此致谢。

因时间短促，编写不免有错漏之处，请读者提出意见，以利修订。

福建高等教育自学考试英语专业主考校  
福建师范大学外语系英语自学考试指导组

一九八四年九月

## Contents

1. Keep Your Mind on What You Are	
Reading.....	( 1 )
2. Word Meanings and How to Get Them.....	( 2 )
3. Fit Your Speed to Your Needs.....	( 5 )
4. The United Nations.....	( 8 )
5. Schools and Education.....	( 10 )
6. Work and Careers.....	( 12 )
7. Recreation and Sports.....	( 14 )
8. Hobbies and Interests.....	( 16 )
9. Newspapers and Magazines.....	( 18 )
10. Countries and Nationalities.....	( 20 )
11. Radio and Television.....	( 22 )
12. Life at a University.....	( 25 )
13. The Fox and the Crane.....	( 27 )
14. Beaver Summer.....	( 31 )
15. The Lion and the Mouse.....	( 35 )
16. A Shepherd's Dream.....	( 36 )
17. Cat with a Phone Number.....	( 39 )
18. Salt Water into Fresh.....	( 44 )
19. Volcanoes.....	( 47 )
20. Rockets in the Sky.....	( 50 )
21. Never Take an Elephant Out to Lunch.....	( 53 )
22. Boxed In.....	( 58 )

23.	Who Wants Purple Potatoes?	( 62 )
24.	The Story of William Tell	( 65 )
25.	The Common King	( 68 )
26.	Alexander's Horse	( 72 )
27.	A Sound in the Air	( 75 )
28.	Fly with Me	( 79 )
29.	Life that Kills	( 82 )
30.	Helping Hands	( 86 )
	Test I	( 92 )
31.	Stars in His Eyes	(100)
32.	Mark Twain	(105)
33.	The Lady of the Lamp	(107)
34.	A Trip that Took Twenty Years	(111)
35.	Sweden's Supergrandpa	(115)
36.	The Good Samaritan	(119)
37.	The Donkey's Secret	(121)
38.	A Friend in Need	(125)
39.	Work Is What You Make It	(129)
40.	The Best Answer	(134)
41.	Aba Gebre's Marriage	(138)
42.	The Rich Earth	(143)
43.	Careless Carlos	(147)
44.	Salvador's Song	(151)
45.	The Thief of Mandarins	(155)
46.	Big Ben of London	(161)
47.	The Lake District	(165)
48.	Taxes	(167)

49. The Tides.....	(169)
50. Fire.....	(171)
51. Deserts.....	(175)
52. Insects.....	(181)
53. Canals.....	(186)
54. Two Letters (I).....	(189)
55. Two Letters (II).....	(192)
56. Noah Builds an Ark.....	(196)
57. The Great Flood.....	(199)
58. A Patriotic Girl.....	(203)
59. Your John Hancock.....	(210)
60. Dictionaries.....	(213)
Test II.....	(216)
Answer Key to Exercises.....	(222)



## 1. Keep Your Mind on What You Are Reading

Did you ever stop to think what reading really is? What happens when you read? You look at words and say, or pronounce them when you read out loud. You look at each word and think of its name when you read to yourself. But reading is more than saying or thinking words. It is understanding the message the words have for you.

There are certain things you must do if you wish to understand what you read. The first thing you must do is to keep your mind on what you are reading. You cannot read history and think about football at the same time.

The best way to keep your mind on what you are reading is to know why you are reading. If, each time you read, you know what you are trying to find out, the fact you know will help you to become a better reader.

### Note

1. message 要旨

### Exercises

Choose the best answer to each question:

1. What is reading?

- A) Reading is looking at words.
  - B) Reading is saying words.
  - C) Reading is looking at words and thinking of their names.
  - D) Reading is understanding the meaning the words have for you.
2. If you wish to understand what you read, what is the first thing you must do?
- A) I must keep my mind on what I am reading.
  - B) I must read each word aloud.
  - C) I must look up each word in a dictionary.
  - D) I must pronounce each word correctly.
3. What is the best way to keep your mind on what you are reading?
- A) Choose a good book.
  - B) Know why I read.
  - C) Try to find interesting details.
  - D) Read while listening to music.

## 2. Word Meanings and How to Get Them

If you are to understand the message which a sentence has for you, you must know the meaning of every word. You may be able to pronounce all the words correctly and still not understand what the sentence is telling because you are puzzled about the meaning of just one word. Suppose we prove that this is true.

The moon is on the *wane*.

Can you pronounce the last word? Do you know what the sentence means? Why not?

When you are reading and come to a word which you can pronounce but whose meaning you do not know, what should you do? There are several things you may do. The easiest way to decide upon the meaning of a word is from the way the word is used in the sentence. Many times, but not always the meaning of the sentence explains the meaning of the word.

Watch what happens when we change the sentence.

When the moon wanes, it grows smaller.

Now do you know the meaning of the word *wane*?

Many words have more than one meaning. *Bank* may mean the shore of a lake or river. When we go coasting<sup>②</sup> in winter, we may roll into a *bank* of snow<sup>③</sup>. *Bank* may mean the building into which we put money for safekeeping. A pilot may *bank*<sup>④</sup> his airplane when he turns to the right with his right wing down.

When a word has several meanings, we say that it has multiple meanings.

If a word has several meanings, how are we to know which meaning it has in a certain sentence? The best way to decide is to use context clues<sup>⑤</sup>.

Sometimes you must read more than one sentence

to find the meaning of a word. The context clues may be in the sentences which come before the word. You may find them in the sentences which follow the word. But a reader who keeps his mind on what he is reading will find the clues.

When context clues do not work, what is the next thing to do? The next step is to discover whether or not the book you are reading has a glossary. Use the glossary® in the book.

## Notes

1. puzzle 使迷惑    you are puzzled about... 你被...难住, 你不懂
2. go coasting 去滑行(下坡)
3. a bank of snow 雪堆
4. bank 使倾斜
5. context clues 上下文提供的线索
6. glossary 词汇表

## Exercises

Choose the best answer to each question.

1. "The moon is on the wane." means \_\_\_\_\_.  
A) the moon is full  
B) the moon is growing smaller  
C) the moon is dark      D) the moon is bright
2. The most important and easiest way to decide upon the meaning of a word is \_\_\_\_\_.  
A) to use context clues  
B) to look up the word in a dictionary  
C) to ask a teacher about the meaning of the word

- D) to read aloud
3. Does context clue always work?
- A) Yes, it does.                      B) Yes, sometimes.  
C) No, it never works.              D) No, it doesn't.
4. What should we do when context clues do not work?
- A) Ask a teacher about the meaning of the word.  
B) Read again and again.  
C) Use the glossary in the book.  
D) Guess the meaning of the word.

### 3. Fit Your Speed to Your Needs

If you want to become a better reader, what should you know about speed, or rate, of reading?

Some people read very rapidly; others read very slowly. Someone who reads everything very quickly may say, "I am a rapid reader. I can read an entire book in one evening." Someone who reads slowly may say, "I read slowly, but I know what I read. I don't miss a thing."

The rapid reader may be a good reader when he reads a storybook for fun. But he may not be able to slow down enough to read directions carefully. He may read so rapidly that he does not take time to understand fully the ideas and information which it is important to remember.

The very slow reader may be a good reader

when he reads directions for making something. But he may take altogether too much time to read a simple story which is meant to be enjoyed but is not important enough to be remembered.

So, you see, neither the reader who reads everything rapidly nor the one who reads everything slowly is really a good reader.

If you wish to become a better reader, here are four important things to remember about rate, or speed, of reading:

1. Knowing why you are reading—what you are reading to find out—will often help you to know whether to read rapidly or slowly.

2. Some things should be read slowly throughout. Examples are directions for making or doing something; arithmetic problems; science and history books, which are full of important information. You must read such things slowly to remember each important step and understand each important idea.

3. Some things should be read rapidly throughout. Examples are simple stories meant for enjoyment; newsy letters from friends; items, or bits, of news from local, or home-town, papers, telling what is happening to friends and neighbours.

4. In some of your reading, you must change your speed from fast to slow and slow to fast, as you go along. You will need to read certain pages rapidly

and then slow down and do more careful reading when you come to important ideas which must be remembered.

## Notes

1. arithmetic [ə'riθmətik] 算术

2. newsy letters 报道许多消息的信

## Exercise

Choose the best answers, one to each question.

1. Is a slow reader or a rapid reader really a good reader?  
A) A slow reader.                      B) A rapid reader.  
C) Both.                                  D) Neither.
2. How fast should you read?  
A) Rapidly.                      B) Slowly.  
C) It depends on what we are reading.  
D) 200 words a minute.
3. What should be read slowly?  
A) Something full of important information.  
B) Newspapers and magazines.  
C) Letters.                      D) Novels.
4. What should be read rapidly?  
A) Directions for making something.  
B) Text book.  
C) Science and history books.  
D) Storybooks, newspapers, letters and so on.
5. What is the important rule you should keep in mind about speed of reading?  
A) Read as fast as possible.  
B) Fit your speed to your needs.

- C) Read as slowly as possible.
- D) Keep a speed at 200 words a minute.

## 4. The United Nations<sup>①</sup>

Shortly before the end of World War II, leaders of many nations, including the United States, decided to form an international organization. It was hoped that nations could discuss their disagreements in this organization instead of<sup>②</sup> fighting over them.

On April 25, 1945, two hundred representatives from many nations came to San Francisco<sup>③</sup>, California<sup>④</sup>, to make the rules that would govern this organization. After many months of hard work, arguments, and compromises<sup>⑤</sup>, the United Nations organization was established.

Today thousands of people visit the United Nations headquarters in New York city. They see the large rooms where representatives from about a hundred nations meet to discuss their problems. They find out about the work of the United Nations.

Children who visit the United Nations are especially interested in learning about the help given to children. Teams of workers from the United Nations visit countries in Latin America, Africa and Asia to help children who are sick and hungry.



They bring food and medicine. They also teach people what doctors have learned about keeping children strong.

People who work for the United Nations believe that happy, healthy people are more likely to be friendly to other nations. They believe that helping people will help keep the world at peace.

### Notes

1. The United Nations 联合国
2. instead of 而不是
3. San Francisco ['sænfɾən'siskəʊ] 旧金山(美国城市)
4. California [ˌkælə'fɔ:njə] 加利福尼亚(美国州名)
5. compromise ['kɒmprəmaɪz] 妥协

### Exercises

Choose the best answer.

1. Where and when was the United Nations formed?  
A) At San Francisco on April 25, 1945.  
B) At San Francisco in 1945.  
C) In New York shortly after the end of World War II.  
D) In New York in 1945.
2. Where is the headquarters of the United Nations?  
A) At San Francisco.      B) At Washington.  
C) In New York.      D) In California.
3. The United Nations is \_\_\_\_\_.  
A) an international organization  
B) an international organization of peace  
C) an organization of the United States  
D) an organization of big powers