

Extensive

Reading

2

英语泛读教程

总主编 虞苏美 黄源深

主 编 刘乃银

高等教育出版社

总主编 虞苏美 黄源深

Extensive Reading

英语泛读教程

主 编 刘乃银
副主编 戚咏梅
编 者 张 逸 孙闰欣
陈 舒 邓昱平
戚咏梅 刘乃银 吕洪灵

高等教育出版社

内容提要

《英语泛读教程》系受教育部委托编写的教材,供高等学校英语专业一、二年级使用,亦适用于同等程度的英语自学者。

全套教材共4册。本书为第二册,共15个单元,每单元一般分为四部分:第一部分为阅读课文及练习。练习包括判断课文中心思想、阅读理解、课堂讨论题和词汇练习;第二部分为阅读技巧,重点介绍各种阅读技能,并配有相应的练习;第三部分为快速阅读练习,提供3篇短文,要求在规定的时间内完成;第四部分为课外阅读,提供和课文长度相当的语言材料,配有阅读理解和思考题。书后附有练习答案,供教师和学生参考。

图书在版编目(CIP)数据

英语泛读教程. 2 / 刘乃银 主编. —北京:高等教育出版社, 2000. 12

ISBN 7-04-008919-X

I. 英… II. 刘… III. ①英语—口语—教材②英语—阅读教学—教材 IV. H31

中国版本图书馆 CIP 数据核字(2000)第 77246 号

英语泛读教程 2

总主编 虞苏美 黄源深 主编 刘乃银

出版发行 高等教育出版社

社 址 北京市东城区沙滩后街 55 号

电 话 010-64054588

网 址 <http://www.hep.edu.cn>

<http://www.hep.com.cn>

邮政编码 100009

传 真 010-64014048

经 销 新华书店北京发行所

印 刷 北京外文印刷厂

开 本 850×1168 1/16

印 张 18.25

字 数 516 000

版 次 2000 年 12 月第 1 版

印 次 2000 年 12 月第 1 次印刷

定 价 20.00 元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

版权所有 侵权必究

前 言

《英语泛读教程》系受教育部委托编写的教材，供高等学校英语专业一、二年级使用，亦适用于同等程度的英语自学者。教材旨在提高学生英语阅读理解能力，扩大词汇量，并且掌握基本的阅读技巧。

本教材编写的主要特点是：

- 一、阅读材料题材广泛，涉及英语国家社会、政治、经济、文化等方面；内容新颖，注意收入反映近年来社会进步和科学技术发展的文章；注重趣味性，文体多样。
- 二、突破传统教材课文篇幅太短的局限，阅读量明显加大。课文长度从第一册的1 200词增加到第四册的2 400词。学生通过阅读实践，扩大英语词汇量，提高阅读速度和理解能力。
- 三、注重培养学生快速、准确、有效地获取信息的能力，把握文章中心思想，重点训练学生见“树”亦见“林”的能力。

《英语泛读教程》全套共4册。每册15个单元，按阅读材料的内容和难度进行编排。每单元一般分为四部分。第一部分为阅读课文及练习。练习包括判断课文中心思想、阅读理解、课堂讨论题和词汇练习；第二部分为阅读技巧，重点介绍各种阅读技能，并配有相应的练习；第三部分为快速阅读练习，提供3篇短文，要求在规定的时间内完成；第四部分为课外阅读，提供和课文长度相当的语言材料，配有阅读理解和思考题。书后附有练习答案，供教师和学生参考。

本册教材编写过程中曾有多位教师参加，张逸同志曾协助主编作了许多工作，在此谨表谢意。该教材的一部分曾在华东师范大学英语系试用，有关教师和同学给予了热情的支持。华东师范大学英籍教师Frank Torige先生仔细阅读了教材，提出了修改意见，为保证教材质量作出了贡献。复旦大学孙骈教授、高等学校外语专业教学指导委员会委员华南理工大学秦秀白教授、大学英语专业课程指导委员会委员北京师范大学王蔷教授、湖北黄冈师范学院蓝葆春教授和河南新乡师范学院郭爱先副教授也为本书提出了宝贵意见，谨在此一并表示感谢。由于编者的水平和经验的限制，错误和缺点在所难免，欢迎读者批评指正。

编 者

2000年10月

责任编辑 闵 阅
封面设计 王凌波
插图选配 闵 阅
版式设计 张 彤
责任校对 闵 阅
责任印制 陈伟光

CONTENTS

Unit 1	1 Text	The Shadowland of Dreams	1
	2 Reading Skills	Using the Dictionary	6
	3 Testing	Fast Reading	8
	4 Home Reading	Isambard Kingdom Brunel	12
Unit 2	1 Text	A Very Special Goose	18
	2 Reading Skills	Dealing with Synonyms and Antonyms	27
	3 Testing	Fast Reading	29
	4 Home Reading	Happy Accidents	32
Unit 3	1 Text	Environmental Problems	38
	2 Testing	Fast Reading	44
	3 Home Reading	Farming	48
Unit 4	1 Text	The Lady on Pemberton Street	53
	2 Reading Skills	Dealing with Homonyms	59
	3 Testing	Fast Reading	60
	4 Home Reading	It's Our World, Too!	64
Unit 5	1 Text	A Mother's Place	71
	2 Reading Skills	Skimming	78
	3 Testing	Fast Reading	79
	4 Home Reading	To Grandmother's House We Go	83
Unit 6	1 Text	Fathers & Sons: the Bonding Process	91
	2 Testing	Fast Reading	97
	3 Home Reading	My Father's Music	101
Unit 7	1 Text	Numbers and Omens	106
	2 Reading Skills	Scanning	114
	3 Testing	Fast Reading	116
	4 Home Reading	Red Envelopes: It's the Thought That Counts	120
Unit 8	1 Text	Getting Enough Sleep? Dream on	127
	2 Reading Skills	Choosing Reading Speeds	134
	3 Testing	Fast Reading	136
	4 Home Reading	Three Hours to Save Your Life	140

Unit 9	1 Text	First There Was the Land	147
	2 Testing	Fast Reading	153
	3 Home Reading	The Birth of the Modern World	157
Unit 10	1 Text	Ancient Olympic Games	164
	2 Reading Skills	Facts and Opinions	170
	3 Testing	Fast Reading	172
	4 Home Reading	Modern Olympic Games	175
Unit 11	1 Text	"We are Still Alive!"	182
	2 Reading Skills	Making Inferences	189
	3 Testing	Fast Reading	191
	4 Home Reading	Darwin—Cyclone Tracy in 1974	195
Unit 12	1 Text	The Beauty and the Yak	201
	2 Testing	Fast Reading	207
	3 Home Reading	A New Future for Dorah	211
Unit 13	1 Text	Danger by Candlelight	217
	2 Reading Skills	Underlining and Listing	224
	3 Testing	Fast Reading	226
	4 Home Reading	A Physicist's Life in a Turbulent World	230
Unit 14	1 Text	Overdue Interest	236
	2 Reading Skills	Summarizing	244
	3 Testing	Fast Reading	246
	4 Home Reading	G. A. Fitch's Diary	250
Unit 15	1 Text	The Old Man and the Sea (I)	257
	2 Testing	Fast Reading	266
	3 Home Reading	The Old Man and the Sea (II)	270

Appendix: Answer Keys

Bibliography

279

283

Unit 1

1 Text

The Shadowland of Dreams

by Alex Haley¹

Many people cherish the fond dream of becoming a writer but not many are able to see their dream come true. Alex Haley also wanted to be a writer and he succeeded. Read the following for reasons of his success.

Many a young person tells me he wants to be a writer. I always encourage such people, but I also explain that there's a big difference between "being a writer" and writing. In most cases these individuals are dreaming of wealth and fame, not the long hours alone at a typewriter. "You've got to want to write," I say to them, "not want to be a writer."

The reality is that writing is a lonely, private and poor-paying affair. For every writer kissed by fortune there are thousands more whose longing is never requited. Even those who succeed often know long periods of neglect and poverty. I did.

When I left a 20-year-career in the Coast Guard to become a freelance writer², I had no prospects at all. What I did have was a friend in New York City, George Sims, with whom I'd grown up in Henning, Tenn. George found me my home, a cleaned-out storage room in the Greenwich Village apartment building where he worked as superintendent. It didn't even matter that it was cold and had no bathroom. I immediately bought a used manual typewriter and felt like a genuine writer.

After a year or so, however, I still hadn't gotten a break and began to doubt myself. It was so hard to sell a story that I barely made enough to eat. But I knew I wanted to write. I had dreamed about it for years. I wasn't going to be one of those people who die wondering, What if? I would keep putting my dream to the test — even though it meant living with uncertainty and fear of failure. This is the Shadowland of hope, and anyone with a dream must learn to live there.

Then one day I got a call that changed my life. It wasn't an agent or editor offering a big contract. It was the opposite — a kind of siren call tempting me to give up my dream. On the phone was an old acquaintance from the Coast Guard, now stationed in San Francisco. He had once lent me a few bucks and liked to egg³ me about it. "When am I going to get that \$15, Alex?" he teased.

"Next time I make a sale."

"I have a better idea," he said. "We need a new public-information assistant out here, and we're paying \$6 000 a year. If you want it, you can have it."

Six thousand a year! That was real money in 1960. I could get a nice apartment, a used car, pay off debts and maybe save a little something. What's more, I could write on the side.

As the dollars were dancing in my head, something cleared my senses. From deep inside a bull-headed resolution welled up. I had dreamed of being a writer — full time. And that's what I was going to be. "Thanks, but no," I heard myself saying. "I'm going to stick it out and write."

Afterward, as I paced around my little room, I started to feel like a fool. Reaching into my cupboard—an orange crate nailed to the wall— I pulled out all that was there: two cans of sardines. Plunging my hands into my pockets, I came up with 18 cents. I took the cans and coins and jammed them into a crumpled paper bag. *There, Alex*, I said to myself. *There's everything you've made of yourself so far.* I'm not sure I've ever felt so low.

I wish I could say things started getting better right away. But they didn't. Thank goodness I had George to help me over the rough spots.

Through him I met other struggling artists like Joe Delaney, a veteran painter from Knoxville, Tenn. Often Joe lacked food money, so he'd visit a neighborhood butcher who would give him big bones with morsels of meat and a grocer who would hand him some wilted vegetables. That's all Joe needed to make down-home soup.

Another Village neighbor was a handsome young singer who ran a struggling restaurant. Rumor had it that if a customer ordered steak the singer would dash to a supermarket across the street to buy one. His name was Harry Belafonte⁴.

People like Delaney and Belafonte became role models for me. I learned that you had to make sacrifices and live creatively to keep working at your dream. That's what living in the Shadowland is all about.

As I absorbed the lesson, I gradually began to sell my articles. I was writing about what many people were talking about then: civil rights, black Americans and Africa. Soon, like birds flying south, my thoughts were drawn back to my child-



hood. In the silence of my room, I heard the voices of Grandma, Cousin Georgia, Aunt Plus, Aunt Liz and Aunt Till as they told stories about our family and slavery.

These were stories that black Americans had tended to avoid before, and so I mostly kept them to myself. But one day at lunch with editors of Reader's Digest I told these stories of my grandmother and aunts and cousins; and I said that I had a dream to trace my family's history to the first African brought to these shores in chains. I left that lunch with a contract that would help support my research and writing for nine years.

It was a long, slow climb out of the shadows. Yet in 1976, 17 years after I left the Coast Guard, *Roots* was published. Instantly I had the kind of fame and success that few writers ever experience. The shadows had turned into dazzling limelight.



For the first time I had money and open doors everywhere. The phone rang all the time with new friends and new deals. I packed up and moved to Los Angeles, where I could help in the making of the *Roots* TV mini-series. It was a confusing, exhilarating time, and in a sense I was blinded by the light of my success.

Then one day, while unpacking, I came across a box filled with things I had owned years before in the Village. Inside was a brown paper bag.

I opened it, and there were two corroded sardine cans, a nickel, a dime and three pennies. Suddenly the past came flooding in like a riptide. I could picture myself once again huddled over the typewriter in that cold, bleak, one-room apartment. And I said to myself, *The things in this bag are part of my roots too. I can't ever forget that.*

I sent them out to be framed in Lucite. I keep that clear plastic case where I can see it every day. I can see it now above my office desk in Knoxville, along with the Pulitzer Prize; a portrait of nine Emmys awarded the TV production of *Roots*; and the Spingarn medal — the NAACP's highest honor. I'd be hard pressed to say which means the most to me. But only one reminds me of the courage and persistence it takes to stay the course in the Shadowland.

It's a lesson anyone with a dream should learn.

Notes



1. Alex Haley (1921-1992), black American writer, author of *Roots*.
2. freelance writer: a writer who sells work to different buyers at different times
3. egg: urge persistently
4. Harry Belafonte: American singer and actor who became a popular folk-music star in the 1950's


xercises
A. Determining the main idea.

Choose the best answer. Do not refer to the text.

The main idea of the story is that _____.

- a. Haley didn't accept a job with a high pay and finally became a successful writer
- b. Haley recalled how his past experiences helped him to produce his masterpiece
- c. Haley recalled how he kept writing in spite of setbacks and poverty and succeeded in becoming a writer at last
- d. Haley showed that some dreams could come true while others couldn't

B. Comprehending the text.

Choose the best answer.

1. According to Haley, there is a difference between "being a writer" and writing and the latter means _____.
 - a. a dream you cherish
 - b. spending hours at the typewriter writing
 - c. expecting the fame and wealth of a writer
 - d. mistaking "writing" for wealth and fame
2. Haley thinks that _____.
 - a. writing is in fact a lonely, private and poor-paying affair
 - b. only those who succeed in writing know neglect and poverty
 - c. as long as you work hard at writing your work will achieve recognition
 - d. only those whose longing is never requited know long periods of neglect and poverty
3. Which of the following is true about Haley?
 - a. When Haley decided to work as a freelance writer, he was 20 years old.
 - b. When Haley began writing full time, he lived in a room with modern facilities.

- c. A year after Haley began writing full time, he found that he could hardly support himself by writing.
 - d. When Haley began writing, he thought that he was a great writer.
4. The call that changed Haley's life was from c.
- a. an agent who offered to make a big contract with him
 - b. an editor who was quite interested in one of the books Haley was writing
 - c. an old acquaintance who made an offer tempting him to give up his dream
 - d. a friend who demanded him to pay back some debt
5. Haley didn't accept the job with \$6 000 a year because d.
- a. he wanted a nice apartment and a used car
 - b. the money was too easy
 - c. he couldn't have any time for writing
 - d. he wanted to be a full time writer
6. Haley cited the examples of Joe Delaney and Harry Belafonte to show that b.
- a. some people never succeed despite their hard work
 - b. people who have dreams have to suffer
 - c. people have to make sacrifices to live creatively
 - d. successful artists always have dreams
7. What project put Haley in the spotlight of fame? d
- a. He wrote articles that began to sell.
 - b. He wrote essays about civil rights .
 - c. He went south and wrote about his childhood.
 - d. He researched and traced his family's history in his book, *Roots*.
8. When Haley rediscovered his sardine cans and eighteen cents years later, d.
- a. he could hardly believe that they once belonged to him
 - b. he felt sad and cold, thinking of his past years as a lonely writer
 - c. he had them framed because they won him a lot of awards
 - d. he thought that they were part of his roots and important to him

C. Discussing the following topics.

1. Why did the phone call change Haley's life? If you were in the same situation, would you accept the offer?
2. What lesson did Haley learn in the end ?

D. Understanding vocabulary.

Choose the correct definition according to the context.

1. For every writer kissed by fortune there are thousands more whose longing is never requited.
a. reconsidered b. realized c. required d. rewarded

2. When I left a 20-year-career in the Coast Guard to become a freelance writer, I had no prospects at all.
 - a. chances of future success
 - b. financial support
 - c. social connections
 - d. permanent job
3. On the phone was an old acquaintance from the Coast Guard, now stationed in San Francisco.
 - a. working
 - b. found
 - c. busy
 - d. resting
4. What's more, I could write on the side.
 - a. full time
 - b. as a secondary occupation
 - c. with more concentration
 - d. with enough time
5. From deep inside a bull-headed resolution welled up.
 - a. rose like water
 - b. took shape
 - c. came into sight
 - d. overwhelmed
6. Through him I met other struggling artists like Joe Delaney, a veteran painter from Knoxville, Tenn.
 - a. poorly paid
 - b. practical
 - c. senior
 - d. experienced
7. Often Joe lacked food money, so he'd visit a neighborhood butcher who would give him big bones with morsels of meat and a grocer who would hand him some wilted vegetables.
 - a. less than fresh
 - b. cheap
 - c. edible
 - d. less nutritious
8. The shadows had turned into dazzling limelight.
 - a. substantial success
 - b. center of public attention
 - c. places without shadow
 - d. full daylight
9. It was a confusing, exhilarating time, and in a sense I was blinded by the light of my success.
 - a. entertaining and interesting
 - b. urgent and decisive
 - c. delighting and exciting
 - d. critical and rare
10. I opened it, and there were two corroded sardine cans, a nickel, a dime and three pennies.
 - a. rusted
 - b. used
 - c. corrupted
 - d. salted

2 Reading Skills



Using the Dictionary

Understanding the meanings of new words is important. One way you can find the meanings of new words is to look up new words in a dictionary. For a

student of English, an English-English dictionary is indispensable. Dictionaries provide much information about the entry word.

Look at the following example from The Random House College Dictionary:

re-call (v. rɪ'kɔl; rɪ'kɔ:l / n. 'rɪ,kɔl; 'rɪ:kɔ:l) v.t. 1. to bring back to conscious memory; recollect; remember. 2. to call back; summon to return. 3. to bring (one's thoughts, attention, etc.) back to matters previously considered. 4. to revoke or withdraw. 5. (of a manufacturer) to call back (esp. an automobile) for inspection or repair of a defective part. — *n.* 6. an act of recalling. 7. recollection; remembrance. 8. the act or possibility of revoking something. 9. the removal or the right of removal of a public official from office by a vote of the people upon petition. 10. the act of calling back (esp. of an automobile) of inspection or repair of a defective part. — **recall'able**, *adj.* — **syn.** 1. see **remember**. 4. rescind, retract, recant, repeal; annul. 7. memory. 8. revocation, retraction, repeal; nullification. — **Ant.** 1. forget.

From the above entry you can find much information about the word "recall":

Recall
Mexico
Russia

- ◆ **the different meanings of the word** (It has ten different meanings, five as a verb and five as a noun.)
- ◆ **how to spell the word**
- ◆ **how to break down the word into syllables** (syllables separated by "-")
- ◆ **how to pronounce the word**
- ◆ **how the word fits into the English system of grammar** (what part of speech it is: the word can be used both as a verb and a noun)
- ◆ **synonyms of the word**
- ◆ **an antonym of the word**
- ◆ **another word that derived from the word** (recallable)

Knowing how a word is used in a sentence, that is, what its part of speech is, can help you pick in the dictionary the exact meaning of the word in that sentence. Dictionaries use abbreviations for parts of speech. The following are some abbreviations. You can find a complete list of parts of speech at the beginning of most dictionaries.

Part of speech	Dictionary Abbreviation
Adjective	adj.
Adverb	adv.
Noun	n.
Pronoun	pron.
Verb	v.



Read each sentence below and determine the part of speech of the underlined word. Then, choose the dictionary meaning that best defines the word and write its part of speech and meaning number in the blanks.

1. As she relived the suffering, fear and humiliation of the past 30 years, tears rolled down her cheeks.
Part of speech _____
Meaning number _____
2. I'd say I wanted to go to the toilet, or pretend to cry.
Part of speech _____
Meaning number _____
3. Afterward, as I paced around my little room, I started to feel like a fool.
Part of speech _____
Meaning number _____
4. Another Village neighbor was a handsome young singer who ran a struggling restaurant.
Part of speech _____
Meaning number _____
5. I could picture myself once again huddled over the typewriter in that cold, bleak, one-room apartment.
Part of speech _____
Meaning number _____
6. The river was set on gravel which let the water through.
Part of speech _____
Meaning number _____

3 Testing



Your Reading Comprehension and Speed

Directions: Read the following passages and do the multiple-choice exercises. Record the time you have used and the number of correct answers you have got.

Fast Reading



The quest for success always begins with a target. As Berra once said, "You got to be very careful if you don't know where you're going, because you might not get there."

Too many people wander through life like sleepwalkers. Each day they follow familiar routines, never asking, "What am I doing with my life?" and they don't know what they're doing because they lack goals.

Goal-setting is a focusing of the will to move in a certain direction. Begin with a clear conception of what you want. Write down your goals and date them — putting them into words clarifies them. Rather than concentrating on objects to acquire and possess, focus on fulfilling your desires to do, to produce, to contribute — goal-setting that yields the true sense of satisfaction we all need.

It's important to visualize yourself accomplishing your goal. While losers visualize the penalties of failure, winners visualize the rewards of success. I've seen it among athletes, entrepreneurs and public speakers.

I've done it myself. I was terrified of air travel. Friends quoted statistics contrasting air and highway safety, but it made no difference. I had read too many articles describing crash scenes and imagined these scenes vividly. I had programmed myself, without realizing it, to stay off planes.

Then one summer I had the opportunity to fly on a private plane with friends to a resort. I didn't want to miss out on a great vacation. So I spent two weeks imagining a smooth flight on a beautiful sunny day and an easy landing.

When the day arrived, I was eager to go. To everyone's surprise, I got on the plane and flew. I loved every minute of it, and I still use the techniques I employed that day.

Time _____ (290 words)

1. According to the passage, if you want to be successful, the first thing for you to do is to _____.

target

- find the right methods
- be careful
- know your ability
- have a clear goal

2. If you have a target, you will _____.

- wander like a sleepwalker
- know well what you are doing
- do the same work everyday without questioning it
- work very hard

3. Goal-setting means _____.

- concentrating on things you want to possess
- listing all the things you desire to have
- focusing on doing things truly valuable

- d. visualizing the penalties of failure
4. The problem with the author before he overcame his fear of air travel is that _____.
- he didn't know air travel is safer than highway travel
 - he knew he was reluctant to fly but was unable to do anything about it
 - he read too much about plane crashes and tried to avoid flying unconsciously
 - he wanted to take a private plane instead of a public one
5. A good title for the passage is _____.
- Define Your Goals
 - Visualize Rewards of Success
 - Overcome the Fear of Air Travel
 - Sleepwalking Through Life



My father was 17 when he left the farm in Cameron, N.C., and set off for Baltimore to apply for a job at the Martin Aircraft Company. When asked what he wanted to do, he said, "Everything."

He explained that his goal was to learn every job in the factory. He'd like to go to a department and find out what was done there. When the supervisor determined his work was as good as anyone else's, he'd want to go to a different department and start over. The personnel people agreed to this unusual request, and by the time H. T. Morris was 20, he'd made his way through the huge factory and was working in experimental design for a fantastic salary.

Whenever he went to a new department, he looked for the guys who had been around forever. These were the people novices usually avoided, afraid that next to them they'd look like the beginners they were.

My father asked them every question he could think of. They liked this inquisitive young man and showed him shortcuts they had developed that no one else had ever asked about. These sages became his mentors. Whatever your goals, plan to network with those who know more than you. Model your efforts on theirs, adjusting and improving as you go.

Time _____ (218 words)

6. The author's father applied for a job at the Martin Aircraft Company and his goal was _____.
- to be a good worker with a special knowledge about his work
 - to do everything assigned him willingly
 - to be able to do whatever job there was in the factory
 - to be a good supervisor himself in the future
7. The request made by the author's father was regarded by the personnel department as _____.
- natural
 - strange
 - unacceptable
 - over-reaching
8. It took the author's father about _____ years to be able to do every job in the big factory.