

# 大学英语综合练习 之四

IV 级同步(教学、应试两用)

## WORK BOOK

to College English  
Band Four

金永准 主编

· 統考必備 ·  
· 實用可行 ·  
· 信息量大 ·

強化

每日半小時

天津科技翻译出版公司

# 大学英语综合练习之四

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天津科技翻译出版公司

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## 前 言

为贯彻全国统编大纲所提出的三个层次的要求即：“培养学生具有较强的阅读能力，一定的听的能力，初步的写和说的能力”，我们编写了这本以培养学生阅读能力为主的练习册（WORKBOOK），每级一册共四册。本书为第四册，是为大学英语四级学生编写的，也可供其他同等程度的英语学习者参考，内容包括“每日一读”阅读材料 75 篇，计达五万余词，还有阅读理解小测验 30 篇，完形填空 30 篇，语法词汇练习题 15 份，模拟试题 15 份，以及每日一读检测题 15 份。所有练习均附答案，列在书后附录中。

编写本书的指导原则是：（1）以近年来国内外有影响的语言教学理论为基础，**重视培养学生的交际能力，即实际使用外语的能力**。这一点已在大纲中确定为教学的指导思想。本着这一原则，我们注意从近年来出版的国内外书刊中编选材料，语言地道，题材广泛，涉及文教、科技等各个领域，文体多样，如新闻报道、科技文章、故事、书信等。科技文章与非科技文章约各占一半，这是考虑到大学理工科和文科学生将来毕业后的工作需要而编排的。另外，在阅读材料的注释中，运用“语篇分析”理论，对语篇水平（discourse level）上的难点，加以注释，如那些在脱离上下文语境时颇难理解或容易望文生义的词语。（2）**信息量大**。每周布置学生阅读五篇（计达 3600 词左右），做模拟试题 1 份。另外，教师可根据本班具体情况，从每单元 Sections II, III and IV 及附录 I 中任选，供课上检测或课下练习用。（3）**实用可行**。经我校两年多的教改试验，每日让学生读一篇，每次课上进行检测。大部分学生都可接受。对不同程度的学生在使用中可酌情减量。课上检测是督促学生完成课外阅读量的有效手段。（4）**编排体例新颖，选材面广，融知识性和趣味性于一体**。本书装订采用信笺胶粘式，教学使用十分方便。教师可根据本班具体情况灵活选用，酌情删减增补，也可将部分测验题或模拟试题单独取下，用于单元测验、期中或期末考试。选材范围广，如每日一读的 75 篇文章可分为两大类，一类为科普文章，涉及医学、动植物、天文地理、生态环境、常识、工业、农业等，另一类为文化教育方面的，包括饮食、体育、教育、风土人情、故事、名人轶事、语言、社会生活等。书中的其他部分也各有其特点：a) Quiz 每单元两篇，共 30 篇。每篇 200—300 词，短小精悍，题材广泛。b) Cloze 每单元两篇，共 30 篇，每篇篇幅与四、六级考题题量相近。c) Structure and Vocabulary 每单元一份，每份列一语法综合项目。d) 模拟试题，每单元一份，共 15 份，前 10 份为四级题，后 5 份为六级题。其中作文题体裁多样，范围广，如：给提示的命题作文；应用文，包括写信及看图表写作；给 Topic Sentences 写作等。（5）**难易度略低于统编的精读教材**，对超出四级词汇或教材中复现率低的词语加以注释。

我们编写此系列练习册（WORKBOOK，共四册）的目的是试图把教材与练习、教学内容与试题内容有机地结合起来，在完成正常教学的同时为四、六级统考做好准备。

在编写过程中参考了多种版本的练习册和阅读丛书，同时得到我院外籍教师 Ken Persaud 的指导和帮助。但由于我们的水平所限，加之时间仓促，难免有不妥之处，敬请读者不吝指正。

编 者

1993 年 4 月

# 使用说明

## I. 目的

大学英语全国统编大纲特别强调对学生阅读能力的培养。这一精神在四、六级考试大纲及样题中得以充分体现:阅读理解题占 40%,完形填空占 10%,总计测试学生阅读能力的题占全部试题的 50%。这一数字足以说明阅读在大学英语教学和学习中举足轻重的地位。加强培养学生的阅读能力,是本书的编写目的。

## II. 对象

本书是为大学英语四级学生编写的练习册,也可供同等程度的其他英语学习者参考。

## III. 编排体例

本书分两大部分:正篇 15 个单元,附录 3 个,具体内容如下:

### 1. 正篇:每单元分五项内容

(1)Section One:Everyday Reading(每日一读),包括五篇阅读材料,附阅读理解练习题,题型为多项选择和正误判断(True and False)两种。每单元阅读总量平均约 3600 词,供一周阅读。

(2)Section Two:Quiz(小测验),包括 A,B 两篇阅读理解练习,每篇文章字数约 200 词,与四级测试题每段篇幅长短相近。

(3)Section Three:Cloze(完型填空),包括 A,B 两篇,每篇 200 词左右。

(4)Section Four:Structure and Vocabulary(语法词汇练习),每单元约设 30 题。

(5)Section Five:Test(模拟试题),每单元设一份四级模拟试题。

### 2. 附录

(1)Appendix I:Test for Exeryday Reading(附录 I:每日一读检测题),每单元设一份检测题,用于检测五篇文章的阅读情况。

(2)Appendix II:Key to the Exercises(附录 II:第 1—15 单元的练习答案),包括模拟题答案。

(3)Appendix III:Key to Test for Everyday Rrading(附录 III:每日一读检测题的答案)。

## IV. 使用方法

每周布置学生课下读一个单元中的五篇阅读材料,每周课上检查一次,约占 5—10 分钟。检测题见附录 I。检测时,可让学生阅读原文。根据大纲规定,四级阅读速度每分钟 50—80 个词,视文章难易程度而定。因此,每日平均阅读量约为 700 个词,占用时间 15—30 分钟。阅读材料中的难点均有注释,但要求学生在阅读并做完练习题之后再读注释,这将有助于学生阅读理解能力的提高。

在教学中,教师可根据本班学生的具体情况,每次上课时从每单元的 Quiz,Cloze 和 Structure and Vocabulary 练习中任选 1—3 篇,约占用课上 10 分钟的时间。余下的练习可布置学生课下完成。语法练习仅选择了若干难项。就所选项目而言,也不是面面俱到,仅为起到诊断性(diagnostic)作用,便于教师发现问题并及时补课或复习。语法练习比较枯燥,语法讲解亦然。为此,我们编写的这种练习,旨在为教学提供方便,零打碎敲,达到语法复习之效。在词汇练习



的选择上,由于篇幅小,有很大的局限性。因此,在选用语法词汇练习时,教师可根据学生的具体情况增添或删减。

我们编写本书时注意到与六级全国统考的衔接和四缘统考应试超前准备。因此从第 11 单元到 15 单元为六级内容和六级模拟试题,以便居高临下充满信心地去参加四级考试。模拟试题由学生在课下完成,每周做一份试题。我们选择了部分全国统考所用的四级试题。模拟试题的题型和难易度与近年出版的四级考试大纲样题一致。试题中的作文体裁多样、范围广,如看图作文,给 Topic Sentences 等。现将四级统考试题的题型介绍如下,供参考。

Part I	Listening Comprehension:	20 题,	占 20%,	20 分钟
Part II	Reading Comprehension:	20 题,	40%,	35 分钟
Part III	Structure and Vocabulary:	30 题,	15%,	20 分钟
Part IV	Cloze:	20 题	10%,	15 分钟
Part V	Writing:	1 题,	15%,	30 分钟

合计: 90+1 题, 100%, 120 分钟

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## Unit 1

### Section One: Everyday Reading

#### A. Education and Social Demands

When your parents advise you to "get an education" in order to raise your income, they tell you only half the truth. What they really mean is to get just enough education to provide manpower for your society, but not so much that you prove an embarrassment to your society<sup>1</sup>.

Get a high school diploma, at least. Without that, you will be occupationally dead unless your name happens to be George Bernard Shaw or Thomas Alva Edison, and you can successfully drop out<sup>2</sup> in grade school<sup>3</sup>.

Get a college degree, if possible. With a B. A., you are on the launching pad<sup>4</sup>. But now you have to start to put on the brakes. If you go for a master's degree, make sure it is an M. B. A.,<sup>5</sup> and is famous law of diminishing returns begins to take effect<sup>7</sup>.

Do you know, for instance, the long-haul truck<sup>8</sup> drivers earn more per year than full professors? Yes, the average 1977 salary for those truckers was \$24,000. While the full professors<sup>9</sup> managed to earn just \$23,030.

A Ph. D.<sup>10</sup> is the highest degree you can get. Except for a few specialized fields such as physics or chemistry where the degree can quickly be turned to industrial or commercial purposes, if you pursue such a degree in any other field, you will face a dim future. There are more Ph. S.s unemployed or underem-

ployed in this country than in any other part of the world.

If you become a doctor of philosophy in English or history or anthropology<sup>11</sup> or political science or languages or——worst of all——in philosophy, you run the risk of becoming overeducated for our national demands. Not for our needs, mind you, but for our demands.

Thousands of Ph. D.s are selling shoes, driving cars, waiting on tables, and endlessly filling out applications month after month. They may also take a job in some high school or backwater<sup>12</sup> college that pays much less than the janitor<sup>13</sup> earns.

You can equate<sup>14</sup> the level of income with the level of education only so far. Far enough, that is, to make you useful to the gross national product, but not so far that nobody can turn much of a profit on you.

1. According to the writer, what the society expects of education is to turn out people who \_\_\_\_\_.
  - A. will not be a disgrace to society
  - B. will become loyal citizens
  - C. can take care of themselves
  - D. can meet the nation's demands as a source of manpower
2. Many Ph. D.s are out of a job because \_\_\_\_\_.
  - A. they are improperly educated
  - B. they are of little commercial value to their society

- C. there are fewer jobs in high schools  
D. they prefer easier jobs that make more money

3. The nation is only interested in people

- \_\_\_\_\_.  
A. with diplomas  
B. who specialize in physics and chemistry  
C. who are valuable to the gross national product  
D. both a and c

4. Which of the following is Not true?

- A. Bernard Shaw didn't finish high school, nor did Edison.  
B. One must think carefully before pursuing a master degree.  
C. The higher your education level, the more money you'll earn.  
D. If you are too well-educated, you'll be over-educated for society's demands.

### Words and Expressions

- but not so much that you prove an embarrassment to your society 但接受过多的教育而给社会带来尴尬局面 (造成棘手的社会问题——就业难)。
- drop out 退学
- grade school 小学
- B. A. (=Bachelor of Arts) 文学士
- the launching pad 发射台 you are on the launching pad 你就站在了你事业的起点上
- M. B. A. (Master of Business Administration) 工商管理硕士
- famous law of diminishing returns begins to take effect 著名的报酬递减律开始生效 (报酬递减律为政经学的一种理论)。
- long-haul truck 长途运输卡车
- full professor 正教授
- Ph. D (Doctor of philosophy) 哲学博士

- anthropology 人类学
- backwater 边远偏僻的
- janitor 看门人; 照管房子的工友
- equate 使等同

### B. Intelligence

When we talk about intelligence, we do not mean the ability to get a good score on a certain kind of test, or even the ability to do well in school. These are at best only indicators of something larger, deeper, and far more important. By intelligence we mean a style of life, a way of behaving in various situations. The true test of intelligence is not how much we know how to do, but how we behave when we don't know what to do.

The intelligent person, young or old, meeting a new situation or problem, opens himself up to it. He tries to take in<sup>1</sup> with mind and senses everything he can about it. He thinks about it, instead of about himself or what it might cause to happen to him. He grapples with<sup>2</sup> it boldly, imaginatively, resourcefully and if not confidently, at least hopefully; if he fails to master it, he looks without fear or shame at his mistakes and learns what he can from them. This is intelligence. Clearly its roots lie in a certain feeling about life, and one's self with respect to life. Just as clearly, unintelligence is not what most psychologists seem to suppose, the same thing as intelligence only less of it. It is an entirely different style of behavior, arising out of entirely different set of attitudes.

Years of watching and comparing bright children with the not-bright, or less bright, have shown that they are very different kinds of people. The bright child is curious about life

and reality, eager to get in touch with it, embrace it, unite himself with it. There is no wall, no barrier, between himself and life. On the other hand, the dull child is far less curious, far less interested in what goes on and what is real, more inclined to live in a world of fantasy. The bright child likes to experiment, to try things out. He lives by the maxim that there is more than one way to skin a cat. If he can't do something one way, he'll try another. The dull child is usually afraid to try at all. It takes a great deal of urging to get him to try even once; if that try fails, he is through.

Nobody starts off stupid<sup>3</sup>. Hardly an adult in a thousand, or ten thousand, could in any three years of his life learn as much, grow as much in his understanding of the world around him, as every infant learns and grows in his first three years. But what happens, as we grow older, to this extraordinary capacity for learning and intellectual growth? What happens is that it is destroyed, and more than by any other one thing, it is destroyed by the process that we misname<sup>4</sup> education—a process that goes on in most homes and schools.

1. The writer believes that intelligence is \_\_\_\_\_.
  - A. school grades
  - B. doing well on some examinations
  - C. a certain type of behavior
  - D. an indicator of something more important
2. The writer believes that "unintelligence" is \_\_\_\_\_.
  - A. similar to intelligence
  - B. less than intelligence
  - C. the common belief of most psychologists
  - D. a particular way of looking at the world
3. According to the passage, a bright child is \_\_\_\_\_.
  - A. perplexing
  - B. open-minded
  - C. egotistical
  - D. the child who creates obstacles between himself and life
4. Which of the following is true about an unintelligent child?
  - A. He/She rarely daydreams.
  - B. He/She takes the initiative.
  - C. He/She isn't afraid of failing.
  - D. He/She gives up easily.
5. Why does the writer say that education is misnamed?
  - A. Because it takes place more in homes than in school.
  - B. Because it discourages intellectual growth.
  - C. Because it helps dull children with their problems.
  - D. Because it helps children understand the world around them.
6. In the paragraphs which follow the above passage, the writer probably discusses: \_\_\_\_\_.
  - A. how education destroys the development of intelligence
  - B. how bright children differ from dull children
  - C. how intelligence is inherited
  - D. how the child's intellectual capacity grows at home and school.

#### New Words and Expressions

1. take in 了解、领会、吸收
2. grapple with 尽力解决
3. start off stupid 一开始就傻
4. misname 对……称呼不当, 误称

### C. Telephone Numbers (1)

Lads <sup>1</sup> and Lassies <sup>2</sup> Play School	375-7742
2902 N. W. 22nd Place	
Land Clearing Service	462-1606
RFD Millville	
Lannon's Real Estate <sup>3</sup>	372-9636
905 S. E. 2nd Terrace	
Larry's Pools Inc.	377-4276
4100 Oak Street	
London Recreation Club <sup>4</sup>	378-8432
214S. 33rd Drive	

- Which number would you call if you wanted to play tennis?  
A. 372-9636    B. 375-7742  
C. 378-8432    D. 377-4276
- Which number would you call if you were looking for a house or an apartment?  
A. 375-7742    B. 372-9636  
C. 462-1606    D. 378-8432
- Which number would you call to find a place to keep your children?  
A. 378-8432    B. 3755-7742  
C. 377-4276    D. 462-1606
- Which number is most likely not a local number?  
A. 375-7742    B. 378-8432  
C. 462-1606    D. 372-9636

### Telephone Numbers (2)

Wilson Service Station	727-5920
US Hwy No 130 Pat	
Windsor Hill Kennels <sup>5</sup>	259-2655
20 Broad Rd Prin	
Winegard M B	397-1172
Floral Dr Tren	

Winkler Geo, MD<sup>6</sup>

12 Continental La Tville

737-3069

- Which number would you call about boarding<sup>7</sup> a pet dog?  
A. 727-5920    B. 259-2655  
C. 397-1172    D. 737-3069
- Which number would you call to make an appointment for a physical examination?  
A. 727-5920    B. 259-2655  
C. 397-1172    D. 737-3069
- Which number would you call for automobile repair  
A. 727-5920    B. 259-2655  
C. 397-1172    D. 737-3069

### Telephone Numbers (3)

Toskes Henry R. MD

Harris Medical Center ..... 358-2398

Nights, weekends, holidays .....  
..... 358-9765

Total Energy Insulation<sup>8</sup>

25 N. Broadway ..... 354-7512

Total Security Systems

3540 N. W. 23rd Ave. .... 358-7893

Town Tire Co.<sup>9</sup>

456 S. W. 6th St. .... 357-4829

Toyland, Inc.<sup>10</sup>

3800 N. Grandview ..... 358-9658

Trane Janitorial Center

3428 Sunland Rd ..... 767-3829

- Which number would you probably call to locate<sup>11</sup> a present for a child?  
A. 767-3829    B. 358-9658  
C. 354-7512    D. 358-9765
- Which number would you probably call to have a burglar alarm installed in your business?  
A. 358-7893    B. 354-7512

- C. 767-3829      D. 358-9658
10. Which number would you call if a friend were ill?
- A. 358-2398      B. 767-3829
- C. 357-4829      D. 358-7893
11. Which number would you probably call if your wheels were out of alignment<sup>12</sup>?
- A. 354-7512      B. 357-4829
- C. 767-3829      D. 358-9658

### Telephone Numbers (4)

USEFUL TELEPHONE NUMBERS	
Campus Information .....	886-2791
Health Center .....	886-3499
Housing Office .....	886-1265
International Office .....	886-5835
Police .....	886-6666
Residence Halls .....	886-9210

12. Which number would one call in order to make an appointment with a doctor?
- A. 886-2791      B. 886-5835
- C. 886-9210      D. 886-3499
13. Which number would one call in order to obtain a telephone number not listed in the directory?
- A. 886-1265      B. 886-2791
- C. 886-6666      D. 886-9210

### Words and Expressions

1. lad 男孩、少年
2. lassie 小姑娘、少女
3. real estate 不动产；(此处大写，指) 房地产公司
4. recreation club 俱乐部
5. kennels 养狗场
6. MD (Doctor of Medicine) 医学博士
7. board 寄养，提供食宿

8. insulation 绝缘
9. Town Tire Co. 市轮胎公司
10. Toyland Inc 玩具世界股份有限公司
11. locate 探出、找出、找到
12. out of alignment 不成一直线

### D. Rescuing

A 14-year-old boy, who last year had to be rescued by ladder after getting himself stuck at the top of a tree, was involved in an even more spectacular<sup>1</sup> rescue on Saturday when he climbed up Hunstanton cliffs to get a closer look at a seabird and got stuck 40 feet up.

Hunstanton firemen and a chimney sweeper from King's Lynn combined successfully to rescue the boy, Allen Peters, of 28, Queensway, Melton Mowbray, who was among a group of young people who had come to Hunstanton on an outing organised by a Methodist Youth Club<sup>2</sup>.

Allen said afterwards: "I was looking up at the cliffs and I saw a young seabird on a ledge<sup>3</sup> so I thought I would climb up and have a look at it. I like birds. I looked after a pigeon once for quite a long time."

The first part of the climb was quite easy but after a bit it became more difficult and eventually Allen found that he could not get any higher. Worse still he realised he could not climb down again.

"My foot kept on slipping on the sandstone," he said. "I was scared that I was going to fall so I just tried to keep still."

His friend, 13-year-old Ricki Sanches, of 15, Blakeney Gardens, Melton Mowbray, tried to help. He said: "I climbed up as far as I could but I couldn't get near him."

It was then that Mr. Ronnie Bramham, a



garageman, of 10, Kingsway, King's Lynn, became involved. Seeing the boy in difficulty he climbed up the cliff until he reached Allen and held on to him until rescue came.

Mr. Bramham said: "It seemed like half an hour. It would have been all right if I could have brought him down but once I got to him I realised I was stuck too. I wasn't worried about the height as I used to be a chimney sweeper."

By then the alarm had been raised and Hunstanton firemen drove across the grassy clifftop and parked a few feet from the edge. A rope was then lowered down. Allen was lowered to safety first and Mr. Bramham a few minutes later. The whole incident lasted about 20 minutes and was watched by hundreds of holidaymakers enjoying a perfect summer's day on the beach.

Ricki said: "About a year ago Allen climbed right to the top of a tree in Melton Mowbray and they had to get a ladder to get him down."

Asked if he would do any more climbing Allen said: "I like climbing but I don't think I will climb anything made of that soft sandstone again. I couldn't get a proper grip."<sup>4</sup>

1. The word "spectacular" (line 2) most nearly means
  - A. dangerous.
  - B. noticeable.
  - C. peculiar.
  - D. necessary.
2. Allen lived
  - A. in Hunstanton.
  - B. in Melton Mowbray.
  - C. near King's Lynn.
  - D. near Hunstanton.
3. Allen climbed up Hunstanton cliffs because
  - A. he liked climbing.
  - B. he wanted to prove his courage.

- C. he wanted to observe the behaviour of the seabird.
- D. he wanted to find if there was a pigeon too.

4. Mr. Bramham
  - A. could bring Allen down easily if he was still a chimney sweeper.
  - B. climbed up the cliff in order to hold on to Allen.
  - C. tried to bring Allen down but failed.
  - D. successfully rescued Allen because it was easy for him to climb the height of the cliff.
5. Allen was rescued
  - A. by Hunstanton firemen.
  - B. by his friend Ricki Sanches.
  - C. by Mr. Ronnie Bramham.
  - D. by holidaymakers.

### Words and Expressions

1. spectacular 引人注意的, 惊人的
2. Methodist Youth Club (基督教) 美以美青年会
3. ledge 暗礁
4. grip 抓紧, 控制

### I The World's Illiteracy<sup>1</sup>

It is estimated that some seven hundred million people—about half the world's adult population—are unable to read or write, and there are probably two hundred and fifty million more whose level of attainment<sup>2</sup> is so slight that it barely qualifies as literacy.

Recently the attack on illiteracy has been stepped up. A world plan has been drawn up by a committee of UNESCO experts in Paris, as part of the United Nations Development Decade, and a international conference on the

subject has also been held. UNESCO<sup>3</sup> stresses that functional literacy is the aim. People must learn the basic skills of responsible citizenship: the ability to read notices, newspapers, time-tables, letters, price-lists; to keep simple records and accounts, to sort out the significance of the information gathered and a fill in forms.

The major areas of illiteracy are in Asia, Africa, and Central and South America. In Africa there are at least one hundred million illiterates, comprising eighty to eighty-five per cent of the total population. In Europe the figure is about twenty-four millions, most of them in Southern Europe, with Spain, Italy, Portugal, and Yugoslavia heading the list (the United Kingdom has about seven hundred thousand).

In India the problem is still staggering. The 1951 census revealed that of a total population of three hundred and fifty millions, eighty-two percent were illiterate. In 1947 the target was set to reduce illiteracy by half within five years. This was hopelessly unrealistic and led to short cuts and lowering of standards. The familiar each one teach one formula was expanded to each one teach two and there was much talk about laws to make learning and teaching compulsory. Since 1952 campaigns have been smaller, usually in blocks of about one hundred villages. Village camps lasting four to six weeks are the favourite method; the camp atmosphere helps to create the psychological ferment necessary to overcome the inertia of centuries<sup>4</sup>.

In Northern Nigeria just after the war ninety percent of the population had never been to school and literacy was regarded as the preserve of a small, often despised, minority of clerks, teachers and officials. There was no popular hankering after literacy, and local

rulers were indifferent, even hostile, so that progress was slow, and still is today.

In Morocco, on the other hand, where a national campaign was launched in 1956 the response was immediate and overwhelming. Adults fought to get into crowded schools; inexperienced teachers ran into difficulties, and had to be given emergency courses.

It is generally agreed that extension and improvement of primary education is the best single weapon against illiteracy. But there is equally no doubt that adults—even very old ones—can learn if they want to and if they are imaginatively taught. A constant danger is that of a relapse into illiteracy<sup>5</sup> through lack of practice. Continuation schools for adults are badly needed; the hope is that, having explored the pleasures and the usefulness of literacy they will demand that their children are thoroughly educated, and become a positive force for progress.

1. The number of people with slight level of attainment is \_\_\_\_\_ the number of people who are unable to read or write.
  - A. bigger than
  - B. smaller than
  - C. the same as
  - D. no less than
2. "...responsible citizenship" refers to \_\_\_\_\_.
  - A. the ability to read notices, newspapers, time-tables, letters, price-lists
  - B. to keep simple records and accounts, to sort out the significance of the information gathered
  - C. to fill in forms
  - D. all of the above
3. "...Spain, Italy, Portugal, and Yugoslavia heading the list." means \_\_\_\_\_.

- A. the four countries are at the top of the list  
 B. the four countries are in charge of the list  
 C. the four countries have most of the illiterates in Europe  
 D. the four countries are at the front of the list
4. "... still staggering." means \_\_\_\_\_.  
 A. still remaining  
 B. still very surprising  
 C. still unbelievable  
 D. still serious
5. We know from the context, in 1947 the target set by India to reduce illiteracy \_\_\_\_\_.  
 A. was too high to be attained  
 B. was fulfilled at last  
 C. was very practical  
 D. was too low for it to reach
6. According to the text, in Northern Nigeria \_\_\_\_\_.  
 A. illiteracy still exists as a big problem  
 B. local rulers were all the same, taking no notice of illiteracy  
 C. the ten percent of population-literates were respected by the society  
 D. illiteracy is no longer a problem now
7. Literacy campaigns have been most successful in \_\_\_\_\_.  
 A. India Asia  
 B. Western Europe  
 C. Northern Nigeria  
 D. Morocco
8. Which is true?  
 A. Primary education is the best single weapon for adults to overcome illiteracy.  
 B. Taught flexibly adults can also learn well if they want to.  
 C. Adults can only learn well under the condition that they have imaginations.  
 D. Adults can learn well if they have a desire to.

#### New Words and Expressions

1. illiteracy 文盲
2. attainment 造诣
3. UNESCO—United Nations Education, Scientific and Cultural Organization 联合国教育科学及文化组织
4. create the psychological ferment necessary to overcome the inertia of centuries 形成必要的心理刺激以利于克服长久以来存在的惰性
5. that of a relapse into illiteracy 恢复到以前文盲状态