

大 \ 学 \ 英 \ 语 \ 阅 \ 读 \ 教 \ 材

大学英语自主

阅读教程

(第2册)

Active College English Reading



主编：徐宜良

华中科技大学出版社

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(第2册)

主 编：徐宜良

副主编：何立红 杨 梅

编 者：(按姓氏笔画为序)

叶亚云 刘 序 吴 斌

张亚楠 徐宜良 黄 兵

彭珊红 谢 斯 谢红艳

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徐宜良 主编

策划编辑:杨 鸥

责任编辑:李 琼

责任校对:胡金贤

封面设计:刘 卉

责任监印:张正林

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内 容 提 要

《大学英语自主阅读教程》(第2册)全书共11个单元,每个单元针对同一主题从不同侧面分梯度安排有2篇快读课文和1篇泛读课文,题材涉及友情、现代生活、城市、语言、爱、旅行、运动与健康、健康与疾病等,材料新颖,可读性强。

《大学英语自主阅读教程》以培养学生阅读自主能力为目的,从引导的角度注重题型设计的实用性和灵活性,快速阅读是根据每篇文章的长度、并按照一定的速度要求规定完成阅读的目标时间;泛读部分除考查学生对于文章内容的理解外,还根据课文内容,设计有词汇题、语法题等,注重了学生综合能力的提高。

前 言

《大学英语自主阅读教程》(1~4册)是按照教育部最新颁布的《大学英语课程教学要求(试行)》(以下简称《课程要求》)中的基本要求和较高要求而编写的一套阅读教材。本教材的难度对应目前我国大多数本科高校使用的大学英语教材,可作为普通高等院校大学英语的独立阅读教材使用,也可配合大学英语主干教材使用,以拓宽学生阅读视野,丰富英语语言知识和表达方式,提高阅读能力。本教材的编者均来自授课第一线的大学英语教师,他们既有丰富的教学经验,又熟悉教学要求,了解学生的基础、需求和所能适应的教学方法,所以能按学习的需求来设计、编写教材,使本教材既能适用于老师讲授,又可方便学生自学。

本教材所选篇章全部来自近期出版的英、美等英语国家的报刊、书籍,贴近生活,贴近时事。为了让大学生们多接触到真实(authentic)英语,体验时代气息,选材力求内容丰富,趣味性强,涉及大学生生活和就业、金钱与幸福观、家庭、教育、情感、社会问题,直至人口、全球化等现实世界生活的多个方面,可让学生在提高英语能力的同时,汲取更多的文化、社会知识,增强综合素质。

本教材特别突出学生学习的“自主性”,将课堂学习与课后学生自学相结合。按目前大学英语教改方案考虑到大学英语四、六级考试改革后推出的阅读理解部分中的仔细阅读理解和快速阅读理解之分,每册书编排10~11个单元,每单元有2篇快速阅读和1篇泛读。快速阅读部分选材较短,生词也较少,主要训练学生快速阅读理解的能力,学生可记录阅读时间,理解题对错误比率,并参考《课程要求》中的一般要求阅读速度(70~100词/分钟)或较高要求的阅读速度(80~120词/分钟),设定适合自己的目标。泛读部分,旨在扩大学生的相关话题阅读面,更多地接触有关的信息知识和英语语言表达。在泛读材料的阅读理解后,我们还编写了适量练习,以训练学生的篇章综合能力,并将重点放在篇章阅读理解和篇章词汇理解两个方面,习题形式包括多项选择、选词填空、是非判断、句子填充、错误辨认并改正、简短回答及翻译。

本教材考虑到大学英语课程的实际,对阅读材料的量采取“精”的方式处理。总量适当,力求培养大学生们自主学习和独立思考的能力。我们希望,本教材能作为英语学习的一座桥梁,帮助学生直接进入真正的英语阅读世界。

本教材的 1~4 册在整体框架结构上是一致的,但是考虑到目前大学英语教学的多样化形式,在细节的处理上各有特点。如 1~3 册泛读课文的生词部分均含音标,考虑到第 4 学期的教学实际,第 4 册中相应部分采用只给出词性和释义的形式,以训练学生强化阅读的能力。

本教材编写时间仓促,不足之处,恳请广大读者和同仁不吝指教;承蒙华中科技大学出版社领导和英语编辑杨鸥老师等的大力支持,在此表示衷心感谢。

编 者

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CONTENTS

1	Children and Mother	[1]
	Fast Reading 1 Children's Fears and Phobias	[1]
	Fast Reading 2 A Story of a Palestinian Child Massacred for Playing with His Eid's Toy	[3]
	Extensive Reading My Mother: A Lebanese American Woman's Life	[4]
2	Friendship	[11]
	Fast Reading 1 Study English in Britain	[11]
	Fast Reading 2 What Is Friendship	[13]
	Extensive Reading Friendship	[15]
3	Modern Life	[22]
	Fast Reading 1 Meet Challenges	[22]
	Fast Reading 2 Time Tells	[24]
	Extensive Reading Housework Hassles	[25]
4	City	[31]
	Fast Reading 1 New York — A City of the World	[31]
	Fast Reading 2 Tokyo — A City Rebuilt	[33]
	Extensive Reading Cities in America	[34]
5	Language	[39]
	Fast Reading 1 Learning a New Language	[39]
	Fast Reading 2 Politics and the English Language	[41]
	Extensive Reading What English Do I Need	[43]

6	Love	[49]
	Fast Reading 1 Just a Little Smile	[49]
	Fast Reading 2 Love in the Aisles	[51]
	Extensive Reading Tell Mommy I Love Her	[52]
7	Travel	[57]
	Fast Reading 1 Travel to China	[57]
	Fast Reading 2 Holiday Travel in China	[59]
	Extensive Reading Tips for the Road	[61]
8	Sports and Health	[66]
	Fast Reading 1 It's Important — How to Be Healthy	[66]
	Fast Reading 2 Soccer: The World Cup	[68]
	Extensive Reading Daniel Mendoza	[70]
9	Health and Disease	[75]
	Fast Reading 1 New Attempts to Eradicate AIDS Virus	[75]
	Fast Reading 2 China Seeks Donors to Narrow Bone Marrow Gap	[77]
	Extensive Reading Obesity	[79]
10	Living and Life	[84]
	Fast Reading 1 Spacing in Animals	[84]
	Fast Reading 2 Men's Finger Length Predicts Aggressive Behavior: Study	[86]
	Extensive Reading Tsunami Threats	[88]
11	Keep Love Alive	[93]
	Fast Reading 1 Dear Mother...Now I Have Only the Memory	[93]
	Fast Reading 2 Why Having Fun Makes Time Speed	[95]
	Extensive Reading A Voyage of Discovery	[97]
	Keys	[103]

Children and Mother

1

Fast Reading 1

Length of Text: 304 words Target Time: 4 minutes Target Speed: 80 wpm
Starting at: _____ Finishing at: _____ Time Taken: _____
Reading Speed: _____ Comprehension Score: _____

Children's Fears and Phobias

- 1 Children's fears are often natural, and arise at specific times in their development. Children may develop fears from a traumatic (*a.* 外伤的, 创伤的) experience (e.g. traumatic dog attack), but for some children, there is no clear event that cause the fear to arise. Some children become fearful simply by watching another child acting scared. Some children may refuse to sleep alone, due to fears of creatures in their closet, while other children report feeling afraid of the dark. Children's fears are often associated with (将一事与另一事连在一起) avoidance discomfort, and physical complaints, such as rapid heart beat, stomach distress, sweaty palms (*n.* 手掌, 掌), or trembling. Researchers have found certain fears arise at specific ages in all children, and these fears tend to disappear naturally with time, as the child grows older. When children's fears persist beyond the age when they are appropriate and begin to interfere with there daily functioning, they are called phobias. Typically, children who are experiencing a phobia should be referred for treatment by a psychologist.
- 2 Most children, when asked, are able to report having several fears at any given age. Some research shows that 90% of children between the ages of 2—14 have at least one specific fear. If your child's fear is not interfering with his /her daily life (e.g. sleep, school performance, social activities), or your family's life,

then most likely you will not need to bring your child to a psychologist for help. Here are a list of fears that are found to ages: infants/toddlers(ages 0—2 years) loud noises, strangers, separation from parents, large objects.

- 3 Preschoolers (3 — 6 years) imaginary figures (e.g. ghosts, monsters, supernatural beings, the dark, noises, sleeping alone, thunder, floods).
- 4 School aged children/adolescents (7—16 years) more realistic fears (e.g. physical injury, health, school performance, death, thunderstorms, earthquakes, floods).

Choose the best answer for each of the following questions or sentences.

1. According to the passage, children's fears are often _____.
A. terrible B. natural C. serious D. great
2. Children may develop fears from a/an _____ experience.
A. unexpected B. exciting C. traumatic D. sweaty
3. When children's fears begin to interfere with their daily functioning, they are called _____.
A. phobias B. anxiety C. interfere D. distress
4. Children who are experiencing a phobia _____.
A. should go to a dentist B. should go to see a surgeon
C. should stay at home D. should go to see a psychologist
5. Some research shows that _____ children between the ages of 2—14 have at least one specific fear.
A. few B. a few C. little D. most
6. More realistic fears (e.g., physical injury, health, etc.) are normal for children aged _____.
A. 0—2 years B. 3—6 years C. 0—10 years D. 7—16 years

Fast Reading 2

Length of Text: 242 words Target Time: 3 minutes Target Speed: 80 wpm
Starting at: _____ Finishing at: _____ Time Taken: _____
Reading Speed: _____ Comprehension Score: _____

A Story of a Palestinian Child Massacred for Playing with His Eid's Toy

- 1 A Palestinian child got a toy which was just bought for him to play with during the Eid festival (开斋节).
- 2 The Palestinian sweet child was enjoying practicing his innocent childhood on his occupied beloved land with his new Eid teddy bear (儿童玩具熊). The Eid teddy bear was promised by “Dadi” exactly, in the same way an Israeli child would.
- 3 The lovely child didn't realize that the Israeli occupation soldiers who have for long been occupying his lovely land and giving daily holocausts (*n.* 大规模的毁灭) to Palestinian people and children, are also children but of another type.
- 4 They are cruel not yet grown up children/soldiers who are obsessed with their toys but not like his naive (*a.* 天真的) and harmless obsession (*n.* 萦绕于心的事物; 成见, 念头). Their obsession with their toys, i.e., real lethal American-made weapons is, directed toward massacring real wonderful children.
- 5 When they saw the Palestinian child snuggling (*v.* 挨近; 蜷伏) in front of his home playing with his Eid's toy on Thursday, they couldn't bear that. They felt jealous and their jealousy is bloody (*a.* 流血的, 伤亡很重的) and harmful.
- 6 One of the Israeli children/soldiers used his real toy-American machinegun and killed that innocent cute Palestinian tiny child. The guilt for the dead was that he was having the pleasure of enjoying his childhood in his occupied land on the Day of Eid.
- 7 The Palestinian children have been killed perhaps round about 50 000 by Israeli children/soldiers since 1947.
- 8 He must've driven those Israeli children/soldiers so mad to shoot him in that cruel and wicked way. He must have reminded them that, Palestinians are still

exist and they will always despite their 4-decade-aged occupation, holocausts and massacres.

- 9 It just cannot be said that, this new Israeli crime is anything other than horrifying (a. 骇人的, 可怕的) and shocking.

Choose the best answer for each of the following questions or sentences.

- Who robbed lands from Palestinians?
A. Gaza. B. West Bank. C. Israel. D. Japanese.
- The Palestinian child was playing with _____.
A. a doll B. teddy bear C. dog D. a cat
- The Palestinian child was playing his Eid's toy _____.
A. at home B. in front of the hall
C. in front of his home D. by a river
- Why was the Palestinian child killed by an Israeli child?
A. Because he was enjoying his childhood in his occupied land on the Day of Eid.
B. Because he was guilty.
C. Because he was bad.
D. Because he was bloody.
- The Israeli child killed the Palestinian child with _____.
A. an Eid's toy B. a brick
C. a gun D. a real toy-American machinegun
- About 50 000 Palestinian children have been killed by Israeli children /soldiers since _____.
A. 1847 B. 1940 C. 1958 D. 1947

Extensive Reading

My Mother: A Lebanese American Woman's Life

My mother Salemi (Celia Ann) Zogby died last week at the age of 92.

The headline in the local *Utica*, New York newspaper, "Zogby Matriarch dies at 92", told only part of her story. She had been, to the end, a leader of my extensive extended family. But she was also a leader in her community. An educator of two generations of Uticans, she shaped the lives of thousands of young people who passed through her classrooms^①.

Utica ['ju:tik] 由提卡 (美国纽约州中部城市)

Her story was that of a Lebanese American woman *committed* to religion, to family, to education and to service of others.

commit [kə'mit] v. 答应负责; 使自己负有责任

This year marks the 100th anniversary of her father's coming to the United States as an immigrant from Lebanon. My mother was born eight years later, 1906, in a small coal mining town in Pennsylvania. It was there that she was educated, worked and spent the first third of her life.

She had always been an independent soul.^②

Early on, we heard from some of her *contemporaries* that when she was asked to address^③ her high school graduating class, she tore up the speech that had been written for her and delivered, in her own words, a *commentary* on women's rights.

contemporary [kən'tempərəri] n. 同时代的人

commentary ['kɒməntəri] n. 连续的评论或说明

My father, who immigrated from Lebanon at the age of 25, was extraordinarily proud of this strong woman. He *initially* proposed marriage to her when she was 19. At that time, she said no. She wanted to become educated, to develop herself. She did not, as she put^④ it, want to sit back in the kitchen while the men solved problems in the living room.

initially [i'niʃəli] ad. 在起初; 在开始

And so she went to school, worked to support brother Salem through law school, and worked in the family business through the Depression and World War II. Nineteen years later, when she was 38, my father returned to ask her again. This time she said yes.

In 1944, they married and moved to central New York where my father's mother, four brothers and two sisters had settled and opened businesses. Through all of her years in that community, my mother's leadership role in the family and community was never in question. For my mother, leadership came through service to others. Her education and her wisdom, and the support of my father, made her a recognized problem solver for the family: whether it was preparation of legal papers, language training for recent immigrants, or providing care, guidance or advice to cousins, nephews or nieces.

My father died when we were still young. Despite the pain and *vulnerability*, my mother, like so many other strong women, rose to the challenge and provided us not only support and inspiration. She also kept alive for us the memory and values of my father. She continued her work as an elementary school teacher, and she remained active both within the family and in community organizations. My mother spoke three languages, and her conversations were *liberally sprinkled* with colorful Arabic proverbs^⑤ (always preceded by "as my mother always would say") and, in equal measure^⑥, quotations from Shakespeare, Tennyson, Spencer and the like. She taught three generations of Zogbys four centuries of

vulnerability [ˌvʌlnərəˈbɪlɪti]

n. 易受伤害的人

liberally [ˈlɪbəɹəli] *ad.* 丰富地

sprinkle [ˈsprɪŋkl] *vt.* 喷洒,

撒(某物)于表面上

65	family history and would <i>captivate</i> any audience with her delightful stories of the early Arab immigrants to America.	<i>captivate</i> ['kæptiveit] vt. 使着迷
70	She was above all, a mother to my sister, Selwa, my brother, John and myself, and she provided us with her strength, faith and guidance. She was our teacher, she inspired our achievements and <i>provoked</i> our thinking. My sister followed in her footsteps and has been an outstanding elementary school teacher since 1961. My brother is now one of the leading pollsters and <i>pastors</i> analysts in the United States.	<i>provoke</i> [prə'vəuk] vt. 致使; 激起, 引起 <i>pastor</i> ['pɑ:stə] n. 牧师
75	My <i>advocacy</i> work is also <i>derivative</i> of my mother's commitment to her <i>heritage</i> and her community. From her earliest years, she was involved in the activities of the Arabic community. She wrote for Arab American newspapers and for several years was an officer in a number of Arab American women's organizations.	<i>advocacy</i> ['ædvəkəsi] n. 主张; 支持, 拥护 <i>derivative</i> [di'rivətiv] a. 由他物而来的 <i>heritage</i> ['heritidʒ] n. 继承物, 遗产

Notes

1. ...she shaped the lives of thousands of young people who passed through her classrooms.
……她为成千上万她教育过的年轻人指明了生活的道路。
2. She had always been an independent soul.
她是个很独立的人。
3. address
vt. ① say sth. to in speech or writing 向……说话
I'm going to address the meeting. 我将在大会上演讲。
② write, on a letter, parcel, etc. particulars of the person, town, street, number of the house, etc. to which it is to be delivered (在信封、包裹等上) 写收件人的姓名、地址

n. particulars of the town, street, house, etc. where a person may be found and to which his letters, etc. may be sent 通讯处; 住址

4. put

Put a price on each article. 在每件东西上标明价码。

5. My mother spoke three languages, and her conversations were liberally sprinkled with colorful Arabic proverbs... 我母亲会讲三种语言, 她的话中时常夹杂着生动的阿拉伯谚语……

In equal measure, this book shows the author's intelligence. 同样地，这本书表现出了作者的智慧。

I . Complete the following sentences with the appropriate form of the words or expressions given in the brackets.

1. They refuse to learn the Arabic language, and if they know it they are reluctant, through shame, _____ (hear) speaking it.
2. How can we ever aspire to win the _____ (admire) and esteem of our American friends?
3. Do as you can to make yourself _____ (understand).
4. It was said that the East Lake is a _____ (tour) attraction.
5. They suggested that we _____ (set off) at once.
6. He broke the window _____ (enter) his house.
7. Will you need an _____ (experience) desk clerk for your hotel?

II. Choose the word or expression which is approximate in meaning to the *italicized* one.

1. Her story was that of a Lebanese American woman *committed* to religion, to family, to education and to service of other.
- A. performed a crime B. gave up

- C. made oneself responsible D. pledged
2. Early on, we heard from some of her *contemporaries* that...
- A. persons contemporary with others B. persons live for a short time only
- C. something lasting for a long time D. great people
3. Her education and her wisdom, and support of my father, made her a *recognized* problem solver.
- A. acknowledged B. outstanding C. famous D. extraordinary
4. He inspired our achievement and *provoked* our thinking.
- A. made angry B. aroused C. encountered D. forced
5. From her earliest years, she *was involved in* the activities of the Arabic community.
- A. was solved B. was concerned in
- C. was worried about D. was busy with

III. Cloze.

It did not ____ 1 ____ me, then, when Bill Clinton, the president who lost his mother only a few years ago, called me the day ____ 2 ____ my mother's ____ 3 ____ . He was sending a note of condolence, but decided to speak ____ 4 ____ me as well. He spoke of his sorrow ____ 5 ____ her passing and ____ 6 ____ the important role that mothers ____ 7 ____ in our lives. I told him truthfully (my mother always insisted ____ 8 ____ truth) that she had been angry ____ 9 ____ him but that she had supported him to the very end. The "get well" note he had sent to her the month ____ 10 ____ was still proudly displayed on her mantle.

- | | | | |
|----------------|-----------|-------------|-------------|
| 1. A. surprise | B. afraid | C. frighten | D. scare |
| 2. A. after | B. since | C. as | D. when |
| 3. A. death | B. die | C. dead | D. died |
| 4. A. without | B. with | C. about | D. for |
| 5. A. for | B. in | C. at | D. to |
| 6. A. to | B. from | C. of | D. into |
| 7. A. play | B. get | C. make | D. give |
| 8. A. on | B. to | C. at | D. about |
| 9. A. at | B. for | C. on | D. with |
| 10. A. ago | B. beyond | C. before | D. previous |