

# ENGLISH READING COURSE

for Speed and  
Comprehension

(二次修订本)

吉林大学出版社

## BOOK TWO

# 英语阅读教程

第二册

原编著：刘希彦

修订者：刘希彦 马文颖 石磊



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## 前 言

在这个信息时代,存在着三大矛盾:一是无限的书籍和有限的阅读时间的矛盾;二是呈几何级数激增的信息和人们原有接收能力的矛盾;三是大量新知识和人们理解能力的矛盾。要解决这些矛盾,现代读者(包括政府工作人员,企事业单位管理人员,科技人员,大学生和研究生)都必须具备快速阅读能力和高度理解能力。为了培养他们的阅读能力,在过去的二十多年里,在全世界范围内掀起一个讲授阅读课的热潮,快速阅读法已成为不少国家的时髦课。

几年来,我国选派了大批本科生、研究生及进修生出国留学深造,他们大都必须通过某种形式的英语考试。在这些试题中,无论是TOEFL,还是GRE,阅读理解和词汇都占有相当大的比例。

在国外试题影响下,我国英语测试正发生深刻变革。英语专业四、六级统考,非英语专业四、六级统考,高等院校本科生、研究生入学英语考试,EPT,VST等试题中,阅读理解都是不可缺少的内容,并占有相当大的比例。

为了训练学生的快速阅读能力,培养他们对各种测试手段的应变能力,阅读课已成为我国大专院校英语专业学生的骨干课,也是非英语专业学生提高阅读能力,扩大词汇量,增加文化背景知识的重要途径。特别是实行英语专业四、六级统考,非英语专业四、六级统考以来,阅读课倍受重视。

为适应大专院校英语教学的需要,我们早在1985年编写了这套《英语阅读教程》(以下称《教程》)。《教程》一问世就受到了读者的热烈欢迎,出版的当年,第一次印刷的两万套便销售一空。迄今为止,《教程》已重版了十次,累计印数已突破十万大关。

为了使《教程》更加适应教学改革的需要,我们在第一次修订的基础上进行了第二次修订。在修订过程中,我们继续将知识性、科学性和趣味性放在首位。同时,我们也注重了内容的更新和高中英语与大学英语的过渡与衔接。

在更新方面,40~50%的课文已被更换。我们既保留了那些讲述传统文明的佳作,又增加了一些描写现代文明的优秀文章,这就使《教程》更具有时代感。

在过渡与衔接方面,我们仔细地研究了中学英语教学大纲和教科书。在此基础上,选择那些难易程度适中的原文材料,这就可使学生流畅地过渡到大学英语学习。

修订后的《教程》,每册30个单元。一、二册,每个单元由导读(READING GUIDE),课文(PASSAGE FOR COMPREHENSION),生词和习语(WORDS AND EXPRESSIONS),语言与文化注释(NOTES ON CULTURE AND LANGUAGE),理解练习(COMPREHENSION),快速阅读练习(FAST READING PRACTICE)和完形填空(CLOZE TEST)七部分组成。三、四册增加了综合改错(PROOFREADING),减去了完形填空。其它部分不变。

本书可作为大学英语专业泛读课教材,也可作为文理工医师农科学生准备四、六级统考练习用书,还可供各类中、高级英语培训班及有一定英语基础的人提高阅读能力使用。

本书由刘希彦主持修订,由马文颖、石磊、刘希彦共同完成。

编 者

二〇〇一年十月

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## Unit 1

### READING GUIDE

Can you travel the world in eighty days? Have you voyaged sixty thousand miles under the sea? Can you imagine what the moving sidewalk will be like? The world famous writer Jules Verne could and did it a hundred years ago! Jules Verne, a famous French fiction writer, wrote over one hundred works of fiction in his life. His fiction was full of fancy, he combined literature with science. So people called him: "The writer among the scientists, and the scientist among the writers".

Let's follow his thinking, and go into his romantic and scientific world to make sense of striding across time, and living in the future in advance.

### PASSAGE FOR COMPREHENSION

#### Mister Imagination

by George Kent

Starting Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

1 There were very few places in the world that Jules Verne, the *writer*, did not visit. He went round the world a hundred times or more. Once he did it in eighty days, unheard of in the nineteenth century. He voyaged sixty thousand miles under the sea, whizzed around the moon<sup>1</sup>, explored the center of the earth, and chatted with natives in Australia.

2 Jules Verne, the *man*, was a stay-at-home. He was more apt to be tired from writer's cramp than from traveling<sup>2</sup>. He did make a few visits to Europe and North Africa. And he made one six-week tour of New York State. But that was all. He spent less than one of his seventy-seven years really traveling. Yet he was the world's most extraordinary tourist.

3 His books are crowded with hunting and fishing expeditions. Jules actually went hunting only once. Then he raised his gun and shot off the game warden's hat!<sup>3</sup>

4 He never held a test tube in his hand. But he was an inspiration to the scientist in the laboratory. Long before radio was invented, he had TV working in his books. His name for it was phono-telephoto. He had helicopters fifty years before the Wright brothers flew their first plane at Kitty Hawk. In fact, there were few wonders of the twentieth century that this man of the nineteenth century did not foresee. In his stories you can read about neon lights, moving sidewalks, air conditioning, skyscrapers, guided missiles, tanks, electrically operated submarines, and airplanes.

5 Many people took his ideas seriously. One reason was that he wrote about these marvels in such exact detail. Learned men would argue with him. Experts in mathematics would spend



weeks checking his figures. When his book about going to the moon was published, five hundred persons volunteered for the next expedition.

6 He inspired many famous people. Admiral Richard E. Byrd, returning from his flight across the North Pole, said that Jules Verne had been his guide. Simon Lake, father of the modern submarine, wrote in the first sentence of his autobiography: "Jules Verne was the director general of my life." He started many other men thinking. Among them were the inventor of the helicopter and the creator of the telegraph.

7 Verne's first book was *Five Weeks in a Balloon*. Fifteen publishers looked at it, and fifteen sent it back. In a rage, Jules flung it into the fire. His wife rescued it and made him promise he would try once more. So he tucked the slightly charred manuscript under his arm. He went to show it to one last publisher, a man named Pierre Hetzel. Jules waited nervously while the man read the book through. Finally Hetzel said he would publish it if Jules would rewrite it in the form of a novel.

8 In two weeks Jules had done so. *Five Weeks in a Balloon* became a best seller. It was translated into every great language. At the age of thirty-four, Jules Verne was famous.

9 Verne signed a contract with Hetzel. He promised to produce two novels a year. This he did. In his forty-year career he was actually to write more than one hundred books!

10 Perhaps the best known of all his books is *Around the World in Eighty Days*. It first appeared as a serial in a Paris newspaper. Its hero had made a bet that he could circle the globe in eighty days, and his progress aroused great interest.

11 In every country of Europe people made bets on whether the imaginary Mr. Fogg would arrive in London in time to win his bet. Verne kept the popular interest alive<sup>4</sup>. His hero rescued a widow from death and fell in love with her. He was attacked by Indians while crossing the American plains. Arriving in New York, he saw the ship that was to take him to England disappearing over the horizon—without him<sup>5</sup>.

12 All the big steamship companies offered Verne large sums of money if he would put Fogg on one of their ships. The author refused. Instead, he had Fogg charter a ship. As the world held its breath, Fogg reached London with only minutes to spare.

13 Many of Verne's other books were set in the future<sup>6</sup>. In these stories, people made synthetic diamonds and developed a convertible automobile-ship-helicopter-plane. They received news flashes on television, worked in giant skyscrapers, and rode to work on highways much like the ones we ride today. It is hard to believe that the books were written nearly one hundred years ago.

14 Jules Verne's last years were not happy ones. He lived such an isolated life that many gossips said there was no such person as Jules Verne. What was worse, the thinkers of the time began to sneer at him and his ideas. His last novels, filled with fear for the world's future, reflect his unhappiness.

15 Ill and nearly blind, Verne died in 1905. The world mourned him. One newspaper wrote: "The old storyteller is dead. It is like the passing of Santa Claus<sup>7</sup>"

16 Jules Verne had lived to see many of his fancies come true<sup>s</sup>. But this had not surprised him, for he had once said; "What one man can imagine, another man can do."

Finishing Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

## WORDS AND EXPRESSIONS

1. imagination [ˌɪmædʒɪˈneɪʃən] *n.* power of the mind to imagine 想象力; 想象  
imaginary [ɪˈmædʒɪnəri] *adj.* existing only in the mind; unreal 想象中的; 不真实的
2. voyage [ˈvɔɪdʒ, ˈvɔɪdʒ] *n.* journey by water, esp. a long one in a ship 航行; 航海
3. whiz [hwɪz] *v. t.* make the sound of sth. rushing through the air 作嗖嗖声
4. chat [tʃæt] *v. t.* have a friendly talk about sth. unimportant 闲谈, 聊天
5. stay-at home *n.* person who seldom goes out anywhere 很少外出的人
6. apt [æpt] *adj.* having a tendency; likely 倾向于..., 易于...
7. cramp [kræmp] *n.* painful tightening of the muscles, usu. caused by cold or overwork, making movement difficult 抽筋; 痉挛
8. tour [tuə] *n.* journey out and home again during which several or many places are visited 旅行; 漫游  
tourist [ˈtuərɪst] *n.* person making a tour for pleasure 旅行者; 观光者
9. game [geɪm] *n.* animals and birds hunted for sport and food 猎物
10. warden [ˈwɔːdn] *n.* person having control or authority 看守人; 监护人; 有管辖权的人
11. inspire [ɪnˈspaɪə] *v. t.* fill with creative power; put uplifting thoughts, feelings, or aims into 灌注以创造力; 予以灵感; 激发; 鼓励  
inspiration [ˌɪnspəˈreɪʃən] *n.* influence arousing creative activity in literature, music, art, etc. 灵感
12. phono-telephoto *n.* TV as named by Jules Verne in his books 威恩在他的书中描绘并命名的电视; 声像机
13. helicopter [ˈhelɪkɒptə] *n.* kind of aircraft with horizontal revolving blades or rotors, able to take off and land in a very small space and remain stationary in the air if necessary 直升飞机
14. wonder [ˈwʌndə] *n.* thing or event that causes the feeling of surprise combined with admiration, bewilderment, etc. 奇物; 奇观; 奇迹; 奇事
15. foresee [fɔːˈsiː] *v. t.* see beforehand or in advance 预知; 预见
16. neon light [niːˈənlɪt] *n.* coloured light produced when an electric current passes through a bulb or tube containing neon 霓虹灯
17. sidewalk [ˈsaɪdwɜːk] *n.* path at the side of a street for persons on foot 人行道
18. missile [ˈmɪsaɪl; ˈmɪsəl] *n.* object or weapon that is thrown or discharged from a machine or by means of rocket propulsion 投出的物件或武器; 飞弹
19. marvel [ˈmɑːvəl] *n.* wonderful thing; sth. causing great surprise, pleased astonishment 奇异的事; 惊奇的事



20. volunteer [ˌvɒləntiə] v.t.&.i. offer willingly 自动; 自愿
21. autobiography [ˌɔːtəbaɪ'ɒɡrəfi] n. story of a person's life written by himself 自传
22. creator [kri(:)'eɪtə] n. one who creates 创造者
23. fling [flɪŋ] v.t.&.i. throw violently 猛投; 抛
24. tuck [tʌk] v.t.&.i. put or push into a desired or convenient position 塞置于理想或方便之地; 塞进
25. char [tʃɑː] v.t.&.i. make or become black by burning 烧焦
26. manuscript ['mænjuskript] n. book, etc., as first written out by hand 手稿; 原稿; 草稿
27. contract ['kɒntrækt] n. binding agreement; agreement to supply goods, do work, etc. at a fixed price 合约; 合同
28. serial ['siəriəl] n. a story appearing in parts in a periodical 连载小说; 分期刊载的故事
29. bet [bet] n. agreement to risk money on an event of which the result is doubtful 赌; 打赌
30. arouse [ə'raʊz] v.t. awaken; cause sb. to become active 唤起; 引起, 鼓动; 激起
31. horizon [hə'raɪzn] n. line at which the earth or sea and sky seem to meet 地平线; 海平线
32. steamship ['stiːmʃɪp] n. ship driven by steam 汽船; 轮船
33. offer ['ɒfə] v.t.&.i. say what one is willing to pay, give 出价
34. sum [sʌm] n. amount of money 金额; 钱数
35. charter ['tʃɑːtə] v.t. hire or engage a ship, an aircraft for an agreed time, purpose, and payment 租; 包; 包租
36. hold one's breath *phr.* stop breathing for a moment from fear, excitement, etc. 屏息
37. synthetic [sɪn'tetɪk] *adj.* produced by combination of separate parts, elements, substances, etc., into a whole or into a system 合成的; 人造的
38. convertible [kən'veɪtəbl] *adj.* that can be changed from one form, use, etc., into another 可变换的; 可改变的
39. flash [flæʃ] n. sudden burst of flame or light 闪烁; 闪光
41. gossip ['ɡɒsɪp] n. idle, often ill-natured, talk about the affairs of other people. 闲话
40. isolate ['aɪsəleɪt] v.t. separate, put, or keep apart from others 使隔离; 使孤立; 使隔绝
42. sneer [sniə] v.t. show contempt by means of a derisive smile; utter contemptuous words 嘲笑; 讥诮; 说轻蔑的话
43. reflect [rɪ'flekt] v.t.&.i. send back an image of 反映

## NOTES ON CULTURE AND LANGUAGE

1. ...whizzed around the moon; go quickly around the moon. 在月球上飞行。
2. ...he was more apt to be tired from writer's cramp than from travelling; he spent his time writing articles about travelling, while not actually travelling. 他宁愿在家里写文章, 也不愿出去旅游。
3. then he raised his gun and shot off the game warden's hat; the only thing he actually shot was the hat on top of the game warden's head, not an animal. 然后他举起枪, 打掉了看守人

的帽子。

4. *Verne kept the popular interest alive:* he kept people interested in the book by having many exciting adventures in it. 威恩让人们对书中的事件始终保持兴趣。

5. *to take him to England disappearing over the horizon—without him:* the ship just started its trip itself, without taking him. 他看到他要乘坐的那条英国船已经走远了, 然而并没有带上他。

6. *many of Verne's other books were set in the future:* the background and setting of the book were in the future. 威恩在其他许多书中所幻想的事情在以后都发生了。

7. *Santa Claus:* person who, small children are told, put toys in their stockings by night at Christmas 圣诞老人

8. *Jules Verne had lived to see many of his fancies come true:* many of the things he said would happen and did happen before he died. 在威恩的有生之年, 他已经看到他所幻想的事情变成了现实。

## COMPREHENSION

Here are ten questions or unfinished statements about the passage, each with four suggested ways of answering or finishing it. You are to choose the one you consider the most suitable without looking back at the passage. Give one answer only to each question.

1. The author mentions two Jules Vernes to show that

- a. there were two men named Jules Verne.
- b. Jules Verne published his books under a different name.
- c. Jules Verne had two different sides.
- d. Jules Verne had a brother.

2. Verne was able to write so many books because

- a. he was a famous tourist.
- b. he made a lot of experiments in his laboratory.
- c. he was a man full of imagination.
- d. he had a lot of reference books.

3. Many people believed in Verne's inventions because he

- a. was known as a brilliant scientist.
- b. tested his inventions before writing about them.
- c. described his inventions in detail.
- d. would give them a lot of money.

4. The fact that learned men argued with Verne showed that they

- a. respected his ideas and took them seriously.
- b. had less imagination than he had.
- c. knew he could easily be proved incorrect.
- d. wanted to defeat him.

5. Verne threw his first book into the fire because

- a. he felt it was poorly written.
- b. his wife didn't like it.
- c. no one would publish it.
- d. his wife told him to do so.

6. In rewriting *Five Weeks in a Balloon*, Verne was

- a. stubborn.
- b. rapid.
- c. cautious.
- d. slow.

7. Around the World in Eighty Days was popular mainly because of its  
 a. realism. b. suspense c. foresight d. romance.
8. All the big steamship companies offered Verne large sums of money if he would put Fogg on one of their ships because  
 a. they were deeply moved by the story.  
 b. they were inspired by Verne's imagination.  
 c. they wanted the book to be an advertisement for their companies.  
 d. they had a lot of money.
9. Verne's early books set in the future contained  
 a. great fear about the world's future. b. sarcastic replies to his critics  
 c. mention of many inventions now in use. d. many adventures.
10. If Jules Verne were writing today he would be most likely to write about  
 a. a trip to the North Pole. b. the latest scientific discoveries.  
 c. life in outer space. d. a trip on the plane.

## FAST READING PRACTICE

You are given only five minutes to read the following passage and make your choices according to the information given in the passage.

### Give Your Children the Gift of Music

Most young children are naturally enthusiastic about music. And whether or not they continue to play musical instruments into adulthood, love of music is a gift that will continue to enrich them all their lives.

Music educators say that the best way to impart this gift is by making music a part of your children's experience from their earliest days.

Even when your children are small, you can listen, sing and dance to recorded music with them. Introduce them to the joys of classical music, and take them to children's concerts so they will hear live music.

The first and most accessible instrument is human voice, and in school, children should have the chance to experience the pleasure of singing in choirs.

If your child shows natural ability or keen musical interest, you might want to consider private lessons. They ensure that your child gets focused instruction. A competent instructor should have good referrals. Ask to observe a lesson or a student recital to get sense of how the teacher communicates with children. After all, if music lessons aren't enjoyable your child won't want to go.

But first, you have to help your child choose the right instrument. We wonder, for example, what would have happened if violin virtuoso Yehudi Menuhin had been made to learn the trumpet originally.

Second, it's important to wait until your child is physically and mentally ready for the discipline of formal lessons. According to Ben-Tovim and Boyd, "For 95 percent of children, the best time to start learning their first instrument is sometime between the ages of eight and eleven."

If private lessons aren't in your budget, consider group lessons, which give children the opportunity to practise with others. Music educator David Weldon Watts thinks learning in groups has some advantages over private lessons. "They can be considerably less stressful than private lessons, because children don't need to worry that they'll be corrected every time they make a mistake."

Of course, it's not smart to push music lessons and practice to the point where you and your children are screaming at each other. After all, your goal is to give your children the gift of music in whatever way they can best enjoy it, to be cherished for the rest of their lives.

- 1....and take them to the children's concerts so they will hear live music. Here, "live" means:
  - a. be alive
  - b. reside
  - c. not recorded in advance (on tape or records)
  - d. not used
2. In the para. 5 "They ensure that your child gets focused instruction". Here the word "They" refers to:
  - a. parents
  - b. children
  - c. instructors
  - d. private lessons
3. Yehudi Menuhin is famous for playing the —
  - a. piano
  - b. trumpet
  - c. flute
  - d. violin
4. When is the best time to start learning people's first instrument?
  - a. 3—4
  - b. 9—10
  - c. 6—7
  - d. 13—14
5. According to the passage, what is the main reason for children to join the group lesson?
  - a. financial difficulties
  - b. enjoy people
  - c. timid
  - d. more relaxed

## CLOZE TEST

There are 20 blanks in the following passage. For each blank there are four choices marked a.b.c.d. on the right column. You are to choose the one that best fits into the blank.

1 we look, we see Americans running. They 2 every reason 3 could think 4. They run for health, for beauty, to lose weight, to feel fit, and because it is 5 they love to do. Every year, for example, thousands 6 thousands of people are running

- |                 |               |
|-----------------|---------------|
| 1. a. Where     | b. There      |
| c. When         | d. Everywhere |
| 2. a. clash for | b. run for    |
| c. run out      | d. run into   |
| 3. a. somebody  | b. nobody     |
| c. anybody      | d. everybody  |
| 4. a. of        | b. over       |

Second is that your child is physically and mentally ready for the  
 discipline of the program. For 90 percent of children,  
 the program is something that is something between the ages of eight and  
 eleven.  
 If your child is ready for the program, which gives children the  
 opportunity to practice with others, music teacher David Wilson thinks learning is  
 groups has some advantages as a lesson.  
 7. one race, the Boston Marathon, the best known long distance race in the U-  
 nited States. In recent years, there 8  
 nearly 5000 official competitors and it  
 takes three 9 minutes for the crowd  
 of runners 10 to cross the starting  
 line. You may have heard the story of the  
 Greek runner Pheidippides. He ran from  
 Marathon to Athens to 11 the news  
 of the great victory 2,500 years ago.  
 No one knows 12 it took him to run  
 this long distance. But the story tells us  
 that he died 13 the effort. Today no  
 one 14 in a Marathon race. But the  
 effort is 15 enormous. Someone  
 does come in first in this tiring long race,  
 but at the finish line, we see 16 this  
 race is 17—not being first, but  
 finishing.  
 The real victory is not 18 one's fellow  
 runners 19 one's own body. It's a  
 victory of 20 power over fatigue. In  
 the Boston Marathon each person who  
 crosses that finish line is a winner.

c.out d.on

5.a.that b.which

c.the thing d.something

6.a.upon b.of

c.on d.over

7.a.on b.in

c.for d.at

8.a.is b.are

c.has been d.have been

9.a.fully b.inclusive

c.wholly d.whole

10.a.lately b.just

c.exactly d.actually

11.a.deliver b.enunciate

c.put forth d.grant

12.a.how much b.how many

c.how long d.what time

13.a.because of b.of

c.for d.in

14.a.dying b.dead

c.dies d.killed

15.a.still b.even

c.yet d.as

16.a.where b.which

c.when d.what

17.a.on b.of

c.at d.about

18.a.against b.to

c.over d.at

19.a.nor b.but

c.or d.except

20.a.will b.commitment

c.physical d.muscular

## Unit 2

### READING GUIDE

In zoos and circuses, many animals are good performers. Dogs, lions, and horses are smart enough to learn certain things. Among all the animals, the elephants are the most docile. They can learn to walk in line, stand on their hind legs, to lie on their sides and they can even learn to dance! But do you know: training the huge animal is a big job? If you want to know how to capture an elephant, how to tame a young elephant, and how to tame an adult elephant, please keep on reading!

### PASSAGE FOR COMPREHENSION

#### Taming the Elephant

#### A BIG JOB, BUT WORTH DOING

by Armstrong Sperry

Starting Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

- 1 Usually the elephant of Malaya and Indonesia is referred to as the Indian elephant. Probably it should really be called the Asian elephant. The elephants in zoos and circuses are usually Asian elephants. They are far easier to tame than their wild African cousins.
- 2 For generations, the natives of Asia have captured elephants and trained them to do different kinds of work. Until 1929, elephants were used for transportation by the Dutch East Indian army.
- 3 Driving a herd of wild elephants into a trap is thrilling and dangerous. To make a trap, trees twenty-five feet long must be cut down and dragged to the spot where the trap is to be built. They are driven deep into the ground, in a circle. Each post is braced by smaller trees<sup>1</sup>, so that it will be able to withstand the great pressure of the wild pushing herd. The strong posts are fastened together with ratten ropes as strong as wire. The ropes are woven into a web which is stretched between the posts. The whole thing is camouflaged with leaves. When it is finished, the trap looks like a part of the surrounding jungle.
- 4 If an elephant herd is located a few miles away, it is the hunters's job to drive the great animals into the trap. Men called beaters form a long line behind the herd, holding drums and other noisemakers. At first they must be perfectly quiet. If the elephants suspect that the hunters are near, the entire herd may stampede and get away.
- 5 When the hunters are ready, a signal is given. The men pound their drums. The noise is deafening. The elephants lunge away to escape the uproar<sup>2</sup>. The only route left open to them leads toward the hidden trap. With trunks upraised, the great beasts trumpet shrilly as the beaters herd them through the jungle.



6 At last the elephants storm into the runaways leading to the trap's entrance. When the last elephant is safely inside, the gate crashes down<sup>3</sup>. There is a great din of bellowing and trumpeting.

7 Breaking the baby elephants is easy. Small holes are cut in the rotten webbing between the posts so that the babies can be coaxed away from their parents. At birth the babies stand about three feet high and weigh about two hundred pounds. They are easily raised in captivity<sup>4</sup>. A native trainer dips the infant's trunk into a pail of warm milk. Then he doubles up the trunk and puts it back into the baby's mouth. The little elephant quickly catches on<sup>5</sup>. Soon it is feeding itself.

8 But breaking the grown wild elephants is a more different matter. One false move on the part of the trainers may mean disaster. At first the animals are given only a little food, because they are easier to handle when they are hungry.

9 Enormous posts are driven into the ground to form standing V-shaped stocks<sup>6</sup>. Bales of food are placed inside. One by one the hungry elephants are guided straight into the stocks. When an elephant has put its head through to reach the food, the posts are tied together at the top. They hold each elephant securely behind the ears. Ropes tie down its feet and knees so that the animal cannot escape.

10 For some time the elephant remains in the stocks. A special trainer is assigned to it. The trainer sees that the animal is well fed and rinsed at regular intervals with water. Its back is scratched. Under the kindest treatment, the animal loses its fear of man in a short time.

11 When the elephant will let the trainer sit on its head, it is released from the stocks. It is still strongly hobbled. At this moment a dozen men stand by to trip the elephant if it should try to run away.

12 Soon it learns to kneel, to turn, to back and pull. It becomes intensely fond of its trainer. When the elephant is finally put to work, the mahout, or driver, rides on its neck. He presses with his knees on the elephant's ears. Without uttering a sound, the mahout can direct his mount to go forward, to turn left or right, to pick up objects, to salute or halt.

13 In the teak forests of Java and Burma, elephants are even trained to supervise other elephants. In the big lumber mills, these beasts roll the teak logs into position for the saws. With their heads, two elephants push the logs up inclined skids to the platform, while a third elephant bosses the job<sup>7</sup>. The boss elephant knows that the log must move up the skids in a certain way, and that the two pushers must keep exact time. In his trunk the boss holds a length of chain, which he uses like a whip. If one pusher slacks his effort, the boss whacks him with the chain.

14 As you can guess, the elephant is an intelligent animal. In fact, one scientist put the elephant third among the ten most intelligent wild animals. Only the chimpanzee and the orangutan outrank it.

15 It is also a willing worker. Once broken, the mighty elephant remains docile and obedient throughout its long life.

Finishing Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

## WORDS AND EXPRESSIONS

1. cousin ['kʌzn] *n.* child of one's uncle or aunt 堂兄弟; 堂姐妹; 表兄弟; 表姐妹
2. thrill [θril] *v.t. & i.* cause an excited feeling passing like a wave along the nerves.  
使震颤; 使激动
3. drive [draɪv] *v.t. & i.* force a nail, screw, stake, etc. into sth. 钉入; 打入
4. withstand [wɪð'stænd] *v.t.* resist; hold out against 抵抗; 对抗; 抗拒
5. rattan [rə'tæn] *n.* cane-like stem 藤
6. rope [rəʊp] *n.* piece or length of thick strong cord or wire cable made by twisting finer cords or wires together 粗绳; 金属缆; 索
7. web [web] *n.* network 网
8. camouflage ['kæmʊflɑ:ʒ] *v.t.* try to conceal by the use of paint, netting boughs of trees, smoke- screens, etc., to deceive the enemy by giving a false appearance to things 伪装
9. beater ['bi:tə] *n.* man employed to drive birds or animals, etc., to those waiting with guns to shoot them 追猎者
10. noisemaker *n.* device for making loud noise 产生音响的器具
11. stampede [stæm'pi:d] *v.i. & t.* take part in a sudden rush of frightened people or animals  
惊逃; 逃窜
12. pound [paʊnd] *v.t. & i.* strike heavily and repeatedly 连续猛击
13. deafen ['defn] *v.t.* make so much noise that hearing is difficult or impossible 震耳欲聋
14. lunge [lʌndʒ] *v.t.* make a sudden forward movement of the body 向前冲
15. uproar ['ʌprɔ:] *n.* noise and excitement; tumult 喧嚣, 骚动; 鼓噪
16. trunk [trʌŋk] *n.* long nose of an elephant 象鼻
17. upraise [ʌp'reɪz] *v.t.* lift up 扬起; 抬起
18. trumpet ['trʌmpɪt] *v.t. & i.* (esp. of an elephant) make loud sounds 高声鸣叫
19. shrill [ʃrɪl] *adj.* sharp; piercing; high-pitched 尖声的; 刺耳的; 高频率的  
*shrilly adv.* 尖声地; 刺耳地
20. din [dɪn] *n.* loud, confused noise that continues 不断的喧闹声; 嘈杂声
21. break [breɪk] *v.t. & i.* train or discipline 训练; 驯养
22. dip [dɪp] *v.t. & i.* put or let down into liquid 把...放于液体中; 蘸
23. double up *phr.* fold up; bend 折叠; 使弯
24. false *adj.* wrong; incorrect 错误的; 不正确的
25. handle ['hændl] *v.t.* deal with; control 处理; 对付; 管理
26. stocks [stɒks] *n.* wooden framework with holes for the feet in which wrong doers were formerly locked in a sitting position 足枷; 足械
27. bale [beɪl] *n.* large bundle 捆; 束; 扎
28. securely *adv.* safely 安全地

29.rinse [rɪns] v.t.wash with clean water in order to remove unwanted substances, etc.

用清水冲洗

30.treatment n.particular way of dealing with sb. or sth.对待; 待遇

31.hobble ['hɒbl] v.t.&.i.tie a horse's legs to prevent it from going far away 捆缚马腿阻其远离

32.trip v.i.&t. cause to stumble 绊倒

33.kneel [ni:l] v.i. go down on knees; rest on the knees 跪下; 跪倒

34.mahout [mə'haut] n.elephant driver 驭象人; 象夫

35.mount [maʊnt] n.that on which a person or thing is or may be mounted 承载物

36.salute [sə'lju:t] v.t.&.i.greet; give a salute to 行礼; 致敬或致意

37.halt [hɔ:t] v.t.&.i. come to a stop 停止

38.teak [ti:k] n.large tree of India,Burma, Malaya etc 麻栗树

39.incline [ɪn'klaɪn] v.t.&.i. lean, slope or slant 倾斜

40.skid [skɪd] n.piece or frame or timber serving as support, inclined plane,fender, etc 滑材;

垫板; 枕木

41.platform ['plætfɔ:m] n.flat structure built at a higher level 台

42.boss [bɒs] v.t.be the boss of;give orders to 指挥; 控制; 管理

43.slack [slæk] v.t.be lazy or careless in one's work 懈怠; 疏忽职守

44.whack [hwæk] v.t.strike sb.or sth. with a hard blow 猛击

45.chimpanzee [tʃɪmpən'zi:] n.African ape,smaller than gorilla 非洲人猿; 黑猩猩

46.orangutan ['ɔ:rən'ʊ:tæn] n.large, long-armed ape of Borneo and Sumatra 长臂巨猿; 猩猩

47.outrank [aʊt'ræŋk] v.t.rank higher than 在级别方面比...高; 在地位方面比...高

48.docile ['dəʊsail,'dɒsail] adj.easily trained or controlled 易训练或管制的; 温顺的

## NOTES ON CULTURE AND LANGUAGE

1.*each post is braced by smaller trees*: each post is supported by two smaller trees.每一根树桩都由小树固定。

2.*the elephants lunge away to escape the uproar*:the elephants move quickly and run away.大象迅速地跑开了

3.*the gate crashes down*: the gate falls down.门关上了。

4.*they are easily raised in captivity*:the young elephants are easy to bring up while in captivity.幼象在囚禁过程中, 很容易饲养。

5.*the little elephant quickly catches on*: the little elephant understands quickly.幼象很快明白了。

6.*enormous posts are driven into the ground to form standing V-shaped stocks*: large posts are stuck into the ground to form a V-shape into the air.大的树桩被钉入土中, 并在空中形成V字形。

7.*...while a third elephant bosses the job*: another elephant supervises the job.第三只象监管这项工作。