



教育部推荐使用大学外语类教材  
全国高等学校第二届优秀教材特等奖  
国家教委高等学校第二届优秀教材一等奖

第三版  
Third Edition

# 大学英语快速阅读 College English

总主编 董亚芬

FAST READING

## Book 1

主编 黎宏

W 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com





教育部推荐使用大学外语类教材  
全国高等学校第二届优秀教材特等奖  
国家教委高等学校第二届优秀教材一等奖

第三版  
Third Edition

# 大学英语快速阅读 College English

总主编 董亚芬  
FAST READING

## Book 2

主 编 黎 宏  
编 者 黎 宏 宋庆华 阎 艳  
主 审 石 坚

## 图书在版编目(CIP)数据

大学英语快速阅读. 第2册 / 黎 宏主编. —3版.

—上海: 上海外语教育出版社, 2011

(大学英语系列教材)

ISBN 978-7-5446-2188-5

I. ①大… II. ①黎… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

中国版本图书馆CIP数据核字(2011)第045411号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 陶 怡

---

印 刷: 上海中华印刷有限公司

开 本: 787×1092 1/16 印张 3.5 字数 92千字

版 次: 2011年4月第1版 2011年8月第2次印刷

印 数: 50 000 册

---

书 号: ISBN 978-7-5446-2188-5 / H · 0986

定 价: 13.00 元 (附光盘)

本版图书如有印装质量问题, 可向本社调换



# 总 序

《大学英语》是遵照 1986 年国家教委审定的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

## 本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

## 本次修订重点:

### 精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分相形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1)words to drill(通过反复操练能熟练掌握其用法的单词);(2)words to remember(能记住其形、音、义的单词);(3)words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

#### 泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

#### 听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

#### 快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

#### 语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

#### 精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,

选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬  
2006 年 3 月

## 编者的话

---

《大学英语》系列教材(第三版)快速阅读教程依据教育部2004年颁布的《大学英语课程教学要求(试行)》,并结合目前我国大学英语的实际情况编写。本教程旨在培养学生正确的阅读习惯和有效的阅读方法,提高学生浏览、阅读和查读的能力。

本教程取材于近年来英美和其他英语国家出版的书籍和报刊杂志,内容涵盖了当前社会经济、文化、科技、政治、教育等方面,使本教程具有时代性、趣味性、知识性和广泛性等特点。

本书为快速阅读教程第二册,共20课。为了保证快速、有效地阅读,课文篇幅在300~500词左右,生词量不超过总词数的3%。本教程每课练习安排有多项选择、是非判断或句子填空等题型,以检查学生快速阅读理解和获取信息的能力。本教程可配合精读教程使用,也可作为快速阅读专项训练材料单独使用。使用时应规定阅读时间,以每分钟100词为宜。

本教程由四川大学外国语学院负责编写。黎宏任主编,石坚任主审。参加本册编写的有宋庆华和阎艳。

在本书的编写过程中,美籍专家 Eleanor Ward 和英籍专家 Anthony Ward 审阅了全书,并提出了许多宝贵的意见,在此一并表示谢意。

由于编者水平和经验有限,教材中难免有疏漏和不当之处,敬请广大使用者批评指正。

编者

2006年3月

# 《大学英语》第三版 编委会名单

总主编 董亚芬

编 委 (以姓氏笔画为序)

王德杰 (兰州大学)

石 坚 (四川大学)

刘洵波 (华南理工大学)

余渭深 (重庆大学)

张 森 (河北科技大学)

李 超 (西南民族大学)

李霄翔 (东南大学)

杨世强 (昆明理工大学)

杨惠中 (上海交通大学)

周玉忠 (宁夏大学)

姜毓锋 (哈尔滨理工大学)

贾国栋 (中国人民大学)

章少泉 (江西师范大学)

曾凡贵 (湖南大学)

雷小川 (华中科技大学)

白永权 (西安交通大学)

刘龙根 (上海交通大学)

庄智象 (上海外国语大学)

宋 黎 (大连理工大学)

张砚秋 (北京大学)

李荫华 (复旦大学)

杨 跃 (西安电子科技大学)

杨治中 (南京大学)

汪火焰 (武汉大学)

罗立胜 (清华大学)

徐青根 (苏州大学)

崔 敏 (吉林大学)

谢之君 (上海大学)

虞苏美 (华东师范大学)

臧金兰 (山东师范大学)





# Contents

---

1. A Touching Story .....	1
2. An Unexpected Kindness .....	3
3. Why Do We Lie? .....	5
4. School Uniforms .....	7
5. Wonderful Encouragement .....	9
6. A Long and Healthy Life .....	11
7. The Earth's Past .....	13
8. Plastic Trash, an Environmental Concern .....	15
9. Meat Industries Are Destroying the Planet .....	17
10. The Hunters .....	19
11. The Woman Who Thought She Was Going to Be Robbed .....	21
12. E-Mail and Tomatoes .....	23
13. Keys for Kids .....	25
14. The Power of Love .....	27
15. My One and Only Marathon .....	29
16. Romantic Love? .....	31
17. A Paradox .....	33
18. Broken Wing .....	35
19. He Called It "Quits" .....	37
20. The Industrial Revolution .....	39
ANSWER KEYS .....	41



# 1. A Touching Story

Twenty years ago, I drove a cab for a living. I encountered (遇见) people whose lives amazed me, ennobled me, made me laugh and weep. But none touched me more than a woman, who I picked up late one night when I had got a call from a small brick apartment building in a quiet part of town.

When I arrived at 2:30 a.m., the building was dark except for a single light in a ground floor window. I walked to the door and knocked.

"Just a minute," answered a frail (虚弱的), elderly voice. After a long pause, the door opened. A small woman in her 80s stood before me. She was wearing a print dress and a pillbox hat with a veil (面纱) pinned on it, like somebody out of a 1940s movie.

"Would you carry my bag out to the car?" she said. I took the suitcase to the cab, and returned to assist the woman. She took my arm and we walked slowly toward the curb ((人行道的)路边). She kept thanking me for my kindness.

"It's nothing," I told her. "I just try to treat my passengers the way I would want my mother treated."

"Oh, you're such a good boy," she said.

When we got in the cab, she gave me an address, and then asked, "Could you drive through downtown?"

"It's not the shortest way," I answered quickly.

"Oh, I don't mind," she said. "I'm in no hurry. I'm on my way to a hospice (救济院)."

I looked in the rearview mirror (后视镜). Her eyes were shining with tears.

"I don't have any family left," she continued. "The doctor says I don't have long."

I quietly reached over and shut off the

meter. "What route would you like me to take?" I asked.

For the next two hours, we drove through the city. She showed me the building where she had once worked as an elevator (电梯) operator. We drove through the neighborhood where she and her husband had lived when they were newlyweds (新婚夫妇). She had me pull up in front of a furniture warehouse (仓库) that had once been a ballroom where she had gone dancing as a girl. Sometimes she'd ask me to slow in front of a particular building or corner and would sit staring into the darkness, saying nothing.

As the first hint of sun was creasing the horizon (地平线), she suddenly said, "I'm tired. Let's go now."

We drove in silence to the address she had given me. After we pulled up, I opened the trunk ((汽车)行李箱) and took the small suitcase to the door.

"How much do I owe you?" the woman asked.

"Nothing," I said.

"You have to make a living," she answered.

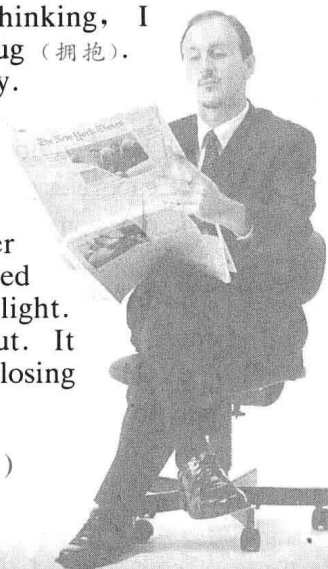
"There are other passengers," I responded.

Almost without thinking, I bent and gave her a hug (拥抱). She held onto me tightly.

"You gave an old woman a little moment of joy," she said. "Thank you."

I squeezed her hand, and then walked into the dim morning light. Behind me, a door shut. It was the sound of the closing of a life.

(506 words)





## Comprehension Exercises

**I. Choose the best answers to the following questions.**

- What does this story suggest?
  - People must make a living in a decent way.
  - We should be ready to give a hand to anyone in need.
  - We should express thanks when other people help us.
  - The aged should not be overlooked.
- When they arrived at the hospice, it was about \_\_\_\_\_.
  - 2:50 a.m.
  - 6:30 a.m.
  - 3:30 a.m.
  - 4:30 a.m.
- Why did the woman ask to drive through downtown?
  - Because it was a clear and easy route.
  - Because she wanted to find out what was going on along the downtown streets.
  - Because she knew it might be her last trip there.
  - Because she wanted to get something unusual.
- From the passage we know that the woman was \_\_\_\_\_ many years ago.
  - a movie actress
  - an elevator operator
  - a warehouse worker
  - a dancer
- Why did the driver give a hug to the old woman before they said good-bye to each other?
  - Because he wanted to comfort the lonely, poor, old woman.
  - Because he wanted to give her a little moment of joy.
  - Because he was in sympathy with the old lady.
  - Because he treated the woman as if she were his mother.

**II. Complete the following sentences with the information given in the passage.**

- The cabdriver picked up the old woman at \_\_\_\_\_ in a quiet part of town and then took her to a hospice.
- The cabdriver shut off the meter because he \_\_\_\_\_.
- The old woman asked the man to drive through downtown to have a last look at the places \_\_\_\_\_.
- The driver found the woman's eyes \_\_\_\_\_ by looking in the rearview mirror.
- The old woman was dressed like \_\_\_\_\_ when she went on her way to the hospice.

## 2. An Unexpected Kindness

I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. This was my first visit to the international section of the airport. I couldn't make sense of all the signs. Where was the ticket counter? Where should I take my luggage (行李)? I had no idea where the customs line was. I began to panic (惊慌).

I tried to ask a passing businessman for help, but all my words came out wrong. He just looked at me angrily and walked away. What had happened? I had been in this country for a whole semester, and I couldn't even remember how to ask for directions. This was awful! Another bus arrived at the terminal (机场), and the passengers came out carrying all sorts of luggage. Here was my chance!

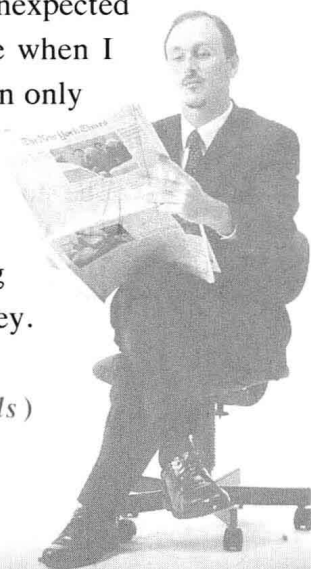
I dragged my enormous suitcase behind me and followed the group. We finally got to the elevators. Oh, no!! They all fit in, but there wasn't enough room for me. I watched in despair as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned and gazed at all the buttons. Which one would it be? I pressed button 3. The elevator slowly climbed up to the third floor and jerked (猛然一动) to a stop.

A high squeaking (发出吱吱声的) noise announced the opening of the doors, and I looked around timidly (胆怯地).

Tears formed in my eyes as I saw the deserted lobby (空旷的大厅) and realized that I would miss my airplane. Just then an old airport employee shuffled (慢慢地走) around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I told him of my trouble. He smiled kindly, took me by the hand, and led me down a long hallway. We walked up some stairs, turned a corner, and at last, there was the customs! He led me past all the lines of people and pushed my luggage to the inspection counter (检查台).

When I turned to thank him for all his help, he was gone. I will never know that wonderful man's name, but I will always remember his unexpected kindness. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

(411 words)







## Comprehension Exercises

7.

Choose the best answers to the following questions.

1. Why did the author begin to panic at the airport?
  - A. Because that was her first visit home.
  - B. Because she was afraid she would miss her plane.
  - C. Because she got to the airport three hours late.
  - D. Because she couldn't find her luggage.
2. It can be inferred from this passage that the author was \_\_\_\_\_ then.
  - A. a businesswoman
  - B. a salesgirl
  - C. a tourist
  - D. an international student
3. Tears came into the author's eyes when \_\_\_\_\_.
  - A. she could not read the signs
  - B. the passing businessman made no response to her
  - C. there was not enough room for her in the elevator
  - D. she found herself alone in the lobby
4. The author surely felt \_\_\_\_\_ after she passed the customs and the inspection counter.
  - A. deeply frustrated
  - B. very desperate
  - C. much satisfied
  - D. extremely grateful
5. How did the author get over her difficulty at last?
  - A. In an unexpected way.
  - B. By herself alone.
  - C. With the help of an airport employee.
  - D. Under the guidance of a passing businessman.

77.

Judge whether or not the following statements agree with the information given in the passage. and mark Y for YES. N for NO. or NG if information is not given in the passage.

- ( ) 1. The story is based on the author's first visit to the international section of the airport.
- ( ) 2. The author was going home since she had finished her studies in the country.
- ( ) 3. The author had never felt anxious before she had the bitter experience at the airport.
- ( ) 4. The author thought it awful that she could not even remember how to ask for directions though she had stayed in the country for a semester.
- ( ) 5. The problem was settled when one of the author's friends came to her assistance in time.

### 3. Why Do We Lie?

As little children, most of us were taught the virtue (美德) of honesty from fairy tales and other stories. The story of Pinocchio, who begins life as a puppet (木偶), teaches us the importance of telling the truth. In the story of young George Washington, who lies about cutting down the cherry tree, we learn that he earns his father's praise only when he admits what he has done. Even though we know that "honesty is the best policy," why do we often lie in our everyday life? The fact is that we lie for many reasons.

We sometimes lie to minimize (将……最小化) our errors and mistakes. For example, some students might lie to their teachers about unfinished homework. They might say that they left the work at home when, in fact, they didn't even do the work. These students don't want to be irresponsible (无责任感的), so they make up a lie to save face.

Another reason we lie is to get out of situations we don't want to be in. If we just don't want to attend the dorm meeting early on Saturday morning, we might give this excuse: "I've been fighting off a cold all week, and I need to sleep on Saturday morning." We lie because we believe that telling the truth will cause problems. When we don't know how to say no, we often use lies to avoid difficulties.

However, lies are not always nega-

tive (消极的); in fact two kinds of lies can yield positive (积极的) results. The first is commonly referred to as a "white lie." We tell white lies when we don't want to hurt other people's feelings. For example, if a good friend shows up with an unflattering (难看的) haircut, we could be truthful and say, "That haircut is awful. It doesn't suit you at all!" Instead, we are more likely to lie and say, "I like your haircut. It looks good on you," and spare our friend's feelings. The second kind of positive lie is the "protective lie." This one can help us get out of or avoid dangerous situations. Parents often teach their children to use this kind of lie. For example, parents tell their children not to say that they are home alone if they receive phone calls from strangers. In this situation, lying can prevent harm or disaster.

People lie for many reasons, both good and bad. However, before we resort to (采用) lying to cover up mistakes or to avoid unpleasant situations, perhaps we should rethink our motives (动机) for lying.

(417 words)





## Comprehension Exercises

**I.** Choose the best answers to the following questions.

1. What is mainly discussed in this passage?
  - A. The importance of telling the truth.
  - B. Positive and negative results produced by lies.
  - C. The reasons or motives for telling lies.
  - D. How to stop telling lies.
2. Which of the following is a “white lie” according to the passage?
  - A. A lie told by a student to his teacher about unfinished homework.
  - B. A lie told by someone who wants to avoid hurting others.
  - C. A lie told by a child to avoid an unfavorable situation.
  - D. A lie told by a boy who cried wolf.
3. Why do some students lie to their teachers about their unfinished homework?
  - A. Because they want to minimize their mistakes.
  - B. Because they have no idea about the virtue of honesty.
  - C. Because they have left their homework at home.
  - D. Because they don't have a sense of responsibility.
4. Which of the following can be regarded as an “unflattering haircut”?
  - A. A haircut that is pleasant to the eye.
  - B. A haircut that suits somebody well.
  - C. A haircut that does not look good on someone.
  - D. A haircut that is fashionable and popular.
5. Which of the following statements is NOT true according to the passage?
  - A. People tell lies in order to maintain their friendship.
  - B. Telling the truth may cause problems on some occasions.
  - C. “Protective lies” can help us get out of dangerous situations.
  - D. Lies do not always produce negative results.

**II.** Complete the following sentences with the information given in the passage.

1. Students may sometimes tell lies to their teachers in order to \_\_\_\_\_.
2. Parents and teachers often tell little children the story of George Washington to teach them the \_\_\_\_\_.
3. In the author's eyes, there are two kinds of positive lies. They are \_\_\_\_\_ and \_\_\_\_\_.
4. Children may tell some positive lies when they try to \_\_\_\_\_.
5. The author suggests that before we lie, we should think again about \_\_\_\_\_ for lying.

## 4. School Uniforms

Individualism (个性化) is a fundamental value in the United States. All Americans believe in the right to express their own opinion without fear of punishment. This value, however, is coming under fire in an unlikely place — the public school classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students be required to wear a uniform? School uniforms are the better choice for three reasons.

First, wearing school uniforms would help make students' lives simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit (套装) after outfit in an effort to choose. Uniforms would not only save time but also would get rid of the stress often associated with this chore (琐事).

Second, school uniforms influence students to act responsibly in groups. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity (整体) among students. For example, when students do something as a group, such as attending meetings in the auditorium (礼堂) or eating lunch in the cafeteria (餐厅), the fact that they all wear the same uniform would create a sense of community. What's more important, statistics (数据) show the positive effects that school uniforms have on vio-

lence and absence from school. According to a survey (调查) in Florida, incidents of school violence dropped by 50 percent, attendance and test score improved, and student suspensions (休学) declined approximately 30 percent after school uniforms were introduced.

Finally, school uniforms would help make all the students feel equal. People's standards of living differ greatly, and some people are well-off, while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." School uniforms make all the students look the same regardless of their financial status (经济状况). School uniforms would promote their pride and help to raise the self-esteem of students who cannot afford to wear stylish clothing.

In conclusion, there are many well-proved benefits to school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

(372 words)





## Comprehension Exercises



I.

Choose the best answers to the following questions.

1. According to this passage, the author takes a \_\_\_\_\_ position on the issue of school uniforms.
  - A. positive
  - B. negative
  - C. neutral
  - D. radical
2. What would come under fire with the introduction of uniforms in public schools?
  - A. Individualism.
  - B. Equality.
  - C. Responsibility.
  - D. Independence.
3. With the introduction of uniforms into public schools, students' lives become \_\_\_\_\_.
  - A. more colorful
  - B. more individuated
  - C. simpler
  - D. more complicated
4. School uniforms are the better choice because they will help \_\_\_\_\_.
  - A. students become active in campus life
  - B. students develop a sense of responsibility
  - C. students cultivate their mind
  - D. students achieve their goals
5. What conclusion does the author arrive at?
  - A. Students should be allowed to make individual decisions about clothing.
  - B. School uniforms have great influence on students' future career choice.
  - C. School uniforms help to give students pride and raise their self-esteem.
  - D. The introduction of school uniforms can benefit students and society as a whole.

II.

Judge whether or not the following statements agree with the information given in the passage, and mark Y for YES, N for NO, or NG if information is not given in the passage.

- ( ) 1. The author argues that school uniforms are not a good choice because it goes against the basic value of individualism in the United States.
- ( ) 2. It has been advocated in the United States that high school students should wear school uniforms.
- ( ) 3. School uniforms remind students that school is a special place where they should act responsibly both in groups and as individuals.
- ( ) 4. With the introduction of school uniforms, students' attendance in class has dropped by approximately 30 percent.
- ( ) 5. School uniforms help to cultivate the students' sense of equality.