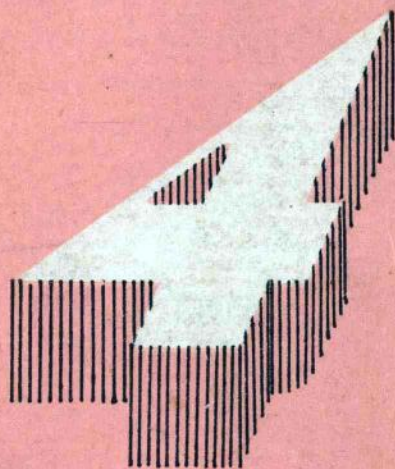


大学英语泛读教程

主 编 王大铭 副主编 王迈迈 涂超园



COLLEGE ENGLISH

EXTENSIVE READING

武汉大学出版社

大学英语泛读教程[4]

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前 言

《大学英语泛读教程》是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》而编写的大学英语基础阶段泛读系列教材,供各级各类高等院校大学英语基础阶段泛读课使用,亦可供具有中等水平的自修人员学习使用。

本教程依据泛读课自身的课型特点而自成体系,全套教材分为1—4册,可与大学英语精读1—4册配套使用,以适应大学英语1—4级的阅读教学需要,达到大纲所提出的“培养学生具有较强的阅读能力”的要求。如果使用得当,本教程还可先作快速阅读,再作泛读。

本教程各册分为10单元,每单元包括A, B, C三篇500—600词的短文,每篇有三项练习:阅读理解(Comprehension)、词汇学习(Vocabulary)、完形填空(Cloze)。前两项各有10道练习题,每题四个选择项,后一项共有20道练习题,每题4个选择项。10单元后附有10篇课外读物,每篇后有10道练习题(Comprehension Questions)。

每册入选文章全部选自近期英美书刊,为了将生词量控制在3%以内,部分选文经外籍专家稍作改写。各册选文题材广泛,体裁多样,内容新颖,具有较强的针对性、思想性、知识性、趣味性。科技读物约占 $\frac{1}{3}$ 。各项练习经过精心设计,以训练学生语言基本功,巩固和扩充语言知识,增加文化背景知识,培养阅读技能技巧,提高运用语言的能力为根本宗旨,同时,与大学英语四级考试在题型和要求上尽量一致,以训练和提高学生的应试能力。

本教程是一套具有科学性和实用性的泛读教材。以完形填空一项为例,其中所采用的短文为与之相应阅读文章的概要(Summary),大约200词,有助于掌握已读文章的主要内容,培养综合分析的能力和用英语思维的能力,也有利于提高写文章概要的能力。每篇填充短文简明扼要,文字规范,行文流畅,是很好的写作范文。由此可见,仅完形填空一项,就可收到一举多得的效果。同样,在设计其它各项练习时都从全面提高学生语言运用能力着眼,从“综合治理”入手,使这套教材具有科学性和实用性。

参加本系列教程编写的院校有:武汉大学、中南财经大学、武汉测绘科技大学、华中农业大学、湖北医科大学、中南政法学院、中南民族学院、湖北工学院、湖北中医学院、武汉城市建设学院、江汉大学、吉林延边农学院、孝感师范专科学校。

然而,一套教材是否真正具有生命力,不仅取决于编者的主观努力,还有待于读者在使用中的客观检验。衷心希望广大读者对书中不妥之处批评指正,使之不断完善,更好地为读者服务。

编 者

1993年8月

使 用 说 明

本教程同精读教程和快速阅读教程既有联系又有区别。精读教程侧重篇章教学以及词汇、语法的学习和掌握；快速阅读教程主要为了测试在规定时间内阅读速度和阅读理解准确率；泛读教程则强调从较大阅读量中，配合精读教学，进一步巩固语言知识，扩大词汇量，加强阅读技能技巧训练，培养阅读能力。

本书为《大学英语泛读教程》第四册，其使用方法大体可归纳为以下两种：

一、测试法。每单元 2 课时，包括阅读和练习，平均每篇 30 分钟，每项练习 10 分钟。第一次阅读，按快速阅读处理，只完成第一项练习。第二次阅读做第二项练习。第三次阅读做第三项练习。如果每单元完全按此程序处理，共需 90 分钟，教师还有 10 分钟作简要指导和总结。如果教师只挑其中 1 篇或 2 篇按此程序处理，则可以有较多时间进行指导和讲解，留下 1 篇让学生课后完成。学生一律不作准备，不需查词典。

二、讨论法。每单元 1 课时。课前学生应完成各项练习，课堂上教师对教材中的难点和重点进行讲解和组织讨论，加深对所读篇章的理解。

练习要求：

一、阅读理解 (Comprehension)。每篇后有 10 道题，每道题有 4 项选择，选出一项最佳答案。

二、词汇学习 (Vocabulary)。每篇后有 10 道题，题句均选自该读物，测试部分用斜体印刷，下设 4 个选择项，选出一项最佳答案。

三、完形填空 (Cloze)。完形填空的短文就是相应读物的概要 (Summary)。短文中有 20 个空格，每空设有 4 项选择，只有一项无论从短文本身还是从阅读文章的原义上都完全符合，选出这一项。

四、课外阅读。课外阅读选文共 10 篇，学生按单元进度课后完成，自觉养成良好的阅读习惯。

编 者

1993 年 8 月

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Unit One

1 • A Tips for Working Parents—From Kids

Family life has changed dramatically. Two decades ago, most children had an employed father and a housewife mother. Today, many have two parents who work outside the home, or live in a single-parent household where the one parent works.

What does it mean for children to grow up with no parent at home, available, all day? To find out, we consulted the experts—more than a thousand of the children themselves. They not only told us about their problems but also suggested creative solutions.

Discuss Your Work

Children told us that they want to understand what the world of work is like. One nine-year-old remarked, “My friend doesn’t even know what her mother does at her job. I think that’s strange.” When you talk about your job, your child can develop an image of how you spend your working hours rather than wondering where you disappear to every day.

Even at age three or four, children can understand “Mommy teaches kids to read and write” or “Daddy fixes cars.” By nine or ten, children can understand aspects of work—duties, frustrations, regulations and schedules. And they can learn something even more important—the rewards of satisfying work. When you come home smiling over a project completed despite obstacles, your child knows your job makes you happy. You might even take your child to work with you occasionally if possible.

Don’t Go Out Too Often

Jimmy, 13, said, “On Tuesdays my parents play tennis. On Thursdays they have dinner with friends. Then they go out every weekend. I think they’d rather be out than be home with us.” In our interviews children frequently asked, “Why do my parents have to go out so much?”

Ask yourself how often you’re home during the week to have

dinner with your kids, check homework, or just spend a pleasurable evening together. Ask your children how they feel about being home without you.

Listen to Your Child

“If parents want to have a good relationship with their kids, they’ve got to be prepared to talk with them,” said Linda, 17. One child said, “My dad likes to read the paper and talk to me at the same time.” Another asked, “How can you talk to your parents if they’re always watching TV?”

The children we interviewed know what they want to talk about—feelings. They especially want to tell their parents when they’re afraid. But many children said parents brush aside all sensitive subjects. Listening to your child and answering questions can make an enormous difference in his emotional security and will strengthen your relationship with him.

Follow these suggestions and your child will know you’re really listening: 1. Set aside time for each child. 2. Sit close to him. 3. Pay attention to your child’s tone of voice and body language as well as his words. 4. Let him choose the topic. 5. Express understanding and sympathy. 6. Avoid being judgmental about his feelings or opinions.

Don’t Criticize Unfairly

Parents who rarely make time to listen still find time to criticize. Children don’t know how to respond to a parent’s verbal assaults. They complain particularly about unfair or embarrassing criticism. An example of unfair criticism is a parental complaint beginning with “You never…” or “You always forget to…” Just as no one is flawless, no one is consistently imperfect. And children have an unwritten rule: parents shouldn’t say anything that causes the child to lose face, especially with his peers. One 12-year-old observed, “When something has gone wrong at work, my dad starts calling me ‘fatso’ (胖子), even in front of my friends. It really hurts.”

Instead of harping on (叨唠) the negative, focus on your child’s good points in order to build his self-esteem. If he needs to be reprimanded, do it in private and in a way that maintains his dignity. Above all, don’t use your child as a target.

Start the Day Right

The time you spend with your children in the morning sets the tone for the day. Kim, 11, said, "My house is a zoo in the morning. Everyone is rushing around. My parents are always screaming that they're going to be late. They bark out orders— 'Make your bed! Hurry up and eat breakfast!' It's a lousy way to start the day." When parents speak harshly to kids before school, the words echo in their minds throughout the day and affect their schoolwork.

You can create a calm morning with your children by rising 15 minutes earlier and going through your routine at a slower pace. Eating breakfast together is most important. And don't forget a hug, kiss, or word of encouragement. A good start in the morning gives your child greater confidence to face the day.

Children growing up today accept as normal having both parents at work, but they still expect their own needs to be met. By paying close attention to these needs, parents can successfully balance the responsibilities of both children and careers.

I. Comprehension

1. The word "Tips" in the title might mean a _____.
A) thin end of something
B) small piece at the end
C) gift of money to a porter, waiter, etc
D) piece of advice, information
2. What does the word "problems" in the last sentence of the second paragraph refer to?
A) Generation gap.
B) High divorce rate.
C) A real family life.
D) Some forms of mental illness.
3. According to the authors, a discussion with children about your work is good for children's _____.
A) imagination
B) comprehension
C) knowledge
D) all of the above
4. Implied but not stated, if parents go out too often, children will _____.
A) complain about it
B) wonder why
C) feel no love
D) all of the above
5. Which of the following sentences best suits the subtitle "Listen to Your Child"?
A) If parents want to have a good relationship with their kids, they've got to be prepared to talk with them.

- B) Listening to your child and answering questions can make an enormous difference in his emotional security and will strengthen your relationship with him.
 - C) Follow these suggestions and your child will know you're really listening.
 - D) None of the above.
6. Which statement best expresses the main idea of the subtitle "Don't Criticize Unfairly"?
 - A) Children don't know how to respond to a parent's verbal assaults.
 - B) Just as no one is flawless, no one is consistently imperfect.
 - C) Instead of harping on the negative, focus on your child's good points in order to build his self-esteem.
 - D) Above all, don't use your child as a target.
 7. What is the important thing that starts the day right?
 - A) Early rising and going through your routine at a slow pace.
 - B) Having breakfast with children.
 - C) A hug, kiss, or word of encouragement.
 - D) All of the above.
 8. The passage is written from _____ point of view.
 - A) the author's
 - B) working parents'
 - C) single parent's
 - D) children's
 9. The attitude of the author is _____.
 - A) humorous
 - B) serious
 - C) sympathetic
 - D) Both B and C
 10. In writing this article the author seems to draw largely on _____.
 - A) his memories
 - B) his experience
 - C) his research and knowledge
 - D) his imagination

II. Vocabulary

1. Family life has changed *dramatically*.
A) suddenly B) rapidly C) radically D) completely
2. By nine or ten, children can understand aspects of work—duties, *frustrations*, regulations and schedules.
A) resistance B) obstacles C) defeats D) disappointments
3. You might even take your child to work with you *occasionally* if possible.
A) regularly B) frequently C) now and then D) sometimes
4. In our *interviews* children frequently asked.
A) conferences B) discussions
C) talking D) meetings for discussion
5. Listening to your child and answering questions can make an enormous

difference in his emotional *security* and will strengthen your relationship with him.

A) reliability B) certainty C) steadiness D) agreement

6. Don't Criticize *Unfairly*.

A) unjustly B) wrongly C) reasonably D) slightly

7. Children don't know how to *respond* to a parent's verbal assaults.

A) react B) answer C) argue D) bargain

8. They complain particularly about unfair or *embarrassing* criticism.

A) serious B) severe C) shaming D) mild

9. If he needs to be *reprimanded*, do it in private and in a way that maintains his dignity.

A) scolded B) blamed C) criticized D) punished

10. When parents speak harshly to kids before school, the words *echo* in their minds throughout the day and affect their schoolwork.

A) select B) repeat C) copy D) replace

III. Cloze

Many children said that their parents often 1 their temper 2 the end of the workday. When they meet 3 some 4 in the work they usually 5 into rage at the kids. For example, they'll 6 at their children for very small things like 7 noise while they play.

Children need concern and attention. When they have a bad time they will pour 8 their troubles and they are 9 to hear the 10 from their parents. When the parents get home they should hold themselves 11 and make a special effort to get 12 with the children.

Parents may 13 their kids' personalities by spending some time with them every day, talking with them, singing with them and 14 a walk with them. And they should also be patient enough to listen to the kids. But many parents are 15 to take no 16 of the topics 17 to their kids, which really 18 the kids and 19 them feel 20. Listening to your children and answering their questions will strengthen their emotional security and will improve your relationship with them.

1. A) lose B) release C) uncover D) drop

2. A) in B) on C) at D) by

3. A) across B) with C) upon D) at

4. A) questions B) issues C) difficulties D) problems

5. A) develop B) start C) rush D) burst

6. A) shout B) cry C) scream D) roar

7. A) causing B) making C) producing D) building

8. A) upon B) up C) out D) by

- | | | | |
|--------------------------|--------------------|-----------------|------------------|
| 9. A) excited | B) jealous | C) impatient | D) eager |
| 10. A) comfort | B) peace | C) satisfaction | D) encouragement |
| 11. A) on | B) in | C) inside | D) down |
| 12. A) by | B) close | C) at | D) along |
| 13. A) generate | B) produce | C) develop | D) bring |
| 14. A) to have | B) have | C) taking | D) had |
| 15. A) declined | B) inclined | C) trending | D) tending |
| 16. A) note | B) attention | C) notice | D) regard |
| 17. A) of importance | B) it is important | | |
| C) which to be important | D) important | | |
| 18. A) disappoints | B) disregards | C) displaces | D) dismisses |
| 19. A) makes | B) causes | C) forces | D) induces |
| 20. A) unconcerned | B) discouraged | | |
| C) dissatisfied | D) unlucky | | |

1 • B Radar

In 1943 Germany's submarines—the U-boats—were winning the Battle of the Atlantic. Large numbers of U-boats were waiting for Allied ships and were sending hundreds of them to the bottom of the ocean. The Germans lost submarines, but they were small and not easy to find; for every U-boat that the British and Americans found and sank, they lost several ships to the submarines. Germany built U-boats as fast as she could, Britain began to get worried over the serious loss of shipping, and the Americans had great difficulty in sending enough men and war materials across the Atlantic.

Suddenly Germany's U-boat losses doubled in one month. The next month they almost doubled again. In three months nearly 100 U-boats were sunk, mostly by aircraft. What had happened?

Once before the U-boats had been in trouble because of aircraft. Before that, they had learnt to avoid danger from the air by staying below the surface during the daytime. They had to come up at night to charge their batteries, but that was fairly safe at first. As soon as it became possible to fit radar into the British coastal command aircraft there was a change. Radar allowed the planes to search large areas of the sea, to find a submarine even at night and in fog, and to attack before the U-boat could go under the water. The Germans began to lose U-boats to these attacks. They guessed that the

aircraft were using radar, and they succeeded in finding out the details of the type of set. German scientists quickly developed an instrument which picked up the radar signal and gave the U-boat warning.

The U-boat commanders were delighted. Their new instruments allowed them to come to the surface at night and destroy Allied ships, knowing that their instruments would warn them of radar-carrying aircraft. That is when they began to win the Battle of the Atlantic. Then in 1943 the British developed a new type of radar set which used a much shorter wavelength. In a few months it was so dangerous for a U-boat to come up that the Battle of the Atlantic was almost at an end.

That is only one example of the many uses of radar in war. What about its uses in peace?

Every motorist will tell you that radar is used most unfairly by the police to catch drivers who are accidentally going a little faster than the speed limit.

"There you are," the motorist will say, "driving quite safely at 45 (72k. p. h.) on a wide road almost in open country. Then a policeman steps out from nowhere and holds his hand up. You stop. He tells you that his radar has measured your speed as 48 in a built-up area."

Radar has made a great difference to the life of a ship's officer. The radar screen in the wheelhouse shows him every ship that is near him. every piece of land, every rock, every buoy (浮标). And he can see them clearly at night or in thick fog. He can measure their distance from his own ship, and he knows the speed of the other ships and the direction they are travelling in.

Radar is a great help to the pilot of an airliner too. Even in thick fog the officers in the control tower at the airport can see his aircraft. They know his exact position—height, distance, direction, speed. And they know the same things about all other aircraft in the area. They can "talk down" the pilot to the point where he can actually see the runway. With even more recent systems, using a combination of radar and other instruments on the aircraft and on the ground, the pilot can now land completely blind in perfect safety.

The airport usually has radar of more than one kind. A very narrow, pencil-like beam is used to discover the exact position of a particular aircraft. The aerial (天线) which sends out the signal and

receives the reflected signal is pointed straight at the aircraft. A narrow beam of that kind is not suitable for search over a wide area in order to find all aircraft that are near the airport. So a separate rotating aerial is used for that purpose. The original radar combined these two things, as its English name showed (Detection is finding something as the result of a search; Ranging is finding the exact distance): Hence Radio Detection And Ranging RADAR.

1. Comprehension

1. What is the main idea of the passage?
 - A) Radar's contribution to the Allied countries in the War.
 - B) The great invention of radar in the Second World War and its significance for man.
 - C) The British and Americans took great advantage of radar against Germany's submarines.
 - D) Radar is of great use both in wartime and peacetime.
2. Why did the British and Americans suffer a great losses in transport across the Atlantic Ocean?
 - A) Because of attacks by Germany's submarines.
 - B) Because of the dense fog on the ocean.
 - C) Because radar had not been invented up to that time.
 - D) Because Germans developed an instrument which picked up the radar signal and warned the U-boats.
3. With the invention of radar, most German submarines were destroyed _____.
 - A) by Allied warships
 - B) by Allied submarines
 - C) by Allied radars
 - D) by Allied planes
4. By radar a policeman can catch a driver _____.
 - A) who is hurt in a traffic accident
 - B) who is held up by traffic
 - C) who drives over the speed limit
 - D) who drives fairly fast
5. Paragraph 8 may be summarized as follows:
 - A) radar is very helpful in navigation
 - B) radar has the function of measuring the distance from itself to other objects
 - C) radar can find the location of other ships
 - D) it can't do without radar
6. The clause in paragraph 9 "the pilot can now land completely blind in perfect safety" means that _____.

- A) the pilot must close his eyes when he is going to land with radar
 - B) the pilot can land in perfect safety even though he is asleep
 - C) the pilot can land safely even though he can't see the ground
 - D) if the landing is to be perfectly safe the pilot has to open his eyes to look at the radar screen
7. In order to search for objects over a large area, what aerial on the radar is recommended?
- A) An aerial that sends out a very narrow, pencil-like signal.
 - B) An aerial that sends out the signal and receives the reflected signal.
 - C) A separate rotating aerial.
 - D) All of the above.
8. Which of the following statements is not true?
- A) It was very difficult for a pilot to land on the right runway before the invention of radar.
 - B) The pilot possibly often missed the runway when landing before the invention of radar.
 - C) Air accidents and shipwrecks happened more before the invention of radar.
 - D) People could keep things moving before the invention of radar because they could use low-speed ships and aircraft.
9. According to paragraph 2, about how many of Germany's U-boats were sunk in the last month of the three?
- A) 50. B) 60. C) 45. D) 70.
10. The tone of the passage is _____.
 A) challenging B) praising C) matter-of-fact D) indifferent

II. Vocabulary

1. But that was *fairly* safe at first.
 A) very B) quite C) extremely D) pleasantly
2. They had to come up at night to *charge* their batteries.
 A) add power for the batteries
 B) give more electricity for the batteries
 C) add energy for the batteries
 D) give more strength for the batteries
3. German scientists quickly developed an instrument which *picked up* the radar wave and gave the U-boat warning.
 A) held up B) received C) accepted D) took up
4. The U-boat commanders were *delighted*.
 A) pleased B) gloomy C) fair D) delicate
5. Radar is used by the police to catch drivers who are *accidentally* going over

the speed limit.

- A) suddenly B) ultimately C) unexpectedly D) unintentionally
6. Then a policeman *steps out* from nowhere and holds his hand up.
A) turns down B) turns to C) turns out D) turns up
7. His radar has measured your speed as 48 km/h in *a built-up* area.
A) a densely built area. B) an improperly built area
C) a completely built area D) a well-built area
8. So a separate *rotating* aerial is used for that purpose.
A) revolving B) turning C) circling D) changing
9. They can *talk down* the pilot to the point where he can actually see the runway.
A) hold talks with B) give help to
C) give instructions to D) say something to
10. The pilot can now land completely *blind* in perfect safety.
A) sleeping B) without being able to see
C) with no attention D) with no judgment

III. Cloze

Radar is a great 1 of humanity. It can detect objects 2 a distance and exactly locate them, and 3 measure their speed and direction if they are 4.

Radar was 5 in the Second World War when a great 6 of Germany's submarines destroyed hundreds of Allied ships. Immediately after it became possible to fit radar into the British Coastal command aircraft, a big change happened. Radar 7 a wide search 8 large areas of the sea, to find a submarine even 9 night and 10 fog, and enabled planes 11 before the submarines could go under water.

Radar can also be 12 to the management of traffic. If people drive on a highway a little faster than the speed limit, a policeman will stop them and tell them of their speed measurement made by radar.

Radar has 13 a good deal of difference to the life of a ship's officer. The radar screen 14 him every ship in the area, every piece of land, every rock and every buoy.

Radar sends 15 a signal and 16 the reflected signal 17 its aerial, and 18 the distance to the object 19 calculating the signal speed and the time the signal takes 20 its way.

1. A) production B) invention C) design D) device
2. A) by B) for C) at D) in
3. A) precisely B) particularly C) specifically D) correctly
4. A) running B) driving C) moving D) going