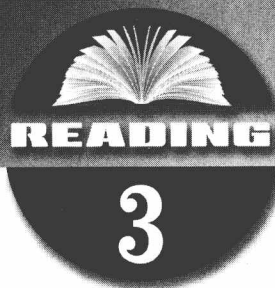
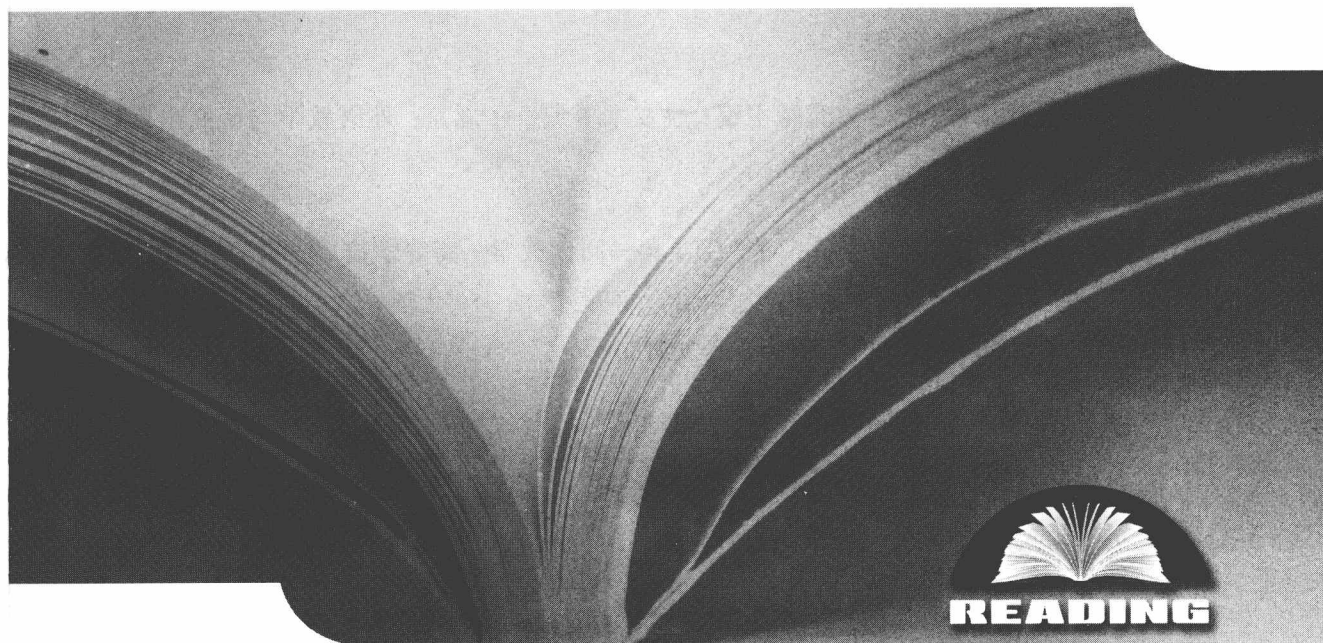


高职高专 英语泛读教程

主编：龚耀

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目(CIP)数据

高职高专英语泛读教程. 3 / 龚耀主编; 姚友本等编. — 北京: 外语教学与研究出版社, 2009. 11

ISBN 978-7-5600-9121-1

I. ①高… II. ①龚… ②姚… III. ①英语—阅读教学—高等学校: 技术学校—教材
IV. ①H319.4

中国版本图书馆 CIP 数据核字 (2009) 第 203136 号

出 版 人: 于春迟

责任编辑: 付分钗

封面设计: 赵 欣

版式设计: 张苏梅

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京爱丽龙印刷有限责任公司

开 本: 787×1092 1/16

印 张: 12.25

版 次: 2009 年 11 月第 1 版 2009 年 11 月第 1 次印刷

书 号: ISBN 978-7-5600-9121-1

定 价: 19.90 元

* * *

如有印刷、装订质量问题出版社负责调换

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物料号: 191210001

编写说明

《高职高专英语泛读教程》以当前我国高职高专英语教学的实际需要为出发点，以培养学生的英语综合应用能力为目标，以突出和强化学生阅读技能训练与培养为目的，而设计、开发的一套贴近高职学生生活，实用新颖，学、考并重的全新阅读教材。

本教材依据《高职高专教育英语课程教学基本要求（试行）》，结合高等学校英语应用能力A、B级考试和大学英语四级考试，按照实用、够用的原则，设计、编排各单元的内容和体例，旨在帮助学生培养良好的阅读习惯，掌握实用的英语阅读知识和技巧，提高英语的文字处理能力，顺利通过A、B级和四级考试，并为学生的可持续性发展创造良好条件。

《高职高专英语泛读教程》共三册，每册十个单元。每单元的编排体例如下：

一、Passage A: 每单元围绕一个主题，广泛选取近年来各种题材的既有知识性、思想性，又有较强可读性的精美原文作为主阅读课文。这些课文语言规范、地道，难度恰到好处。难点、重点、背景知识都作了相应的介绍和注释，并针对阅读课文设置了紧密结合A、B级和四级考试题型的多项练习，包括选择填空、常用词汇操练（第一册B级、第二册A级、第三册四级）、回答问题等，以检查学生阅读理解的能力。

二、Reading Skills: 全面、系统又深入浅出地介绍了高职高专学生需要掌握的一些实用英语阅读技巧。文字介绍简单、易懂，所配例题清楚、明了，设置的练习针对性强，能有效帮助学生尽快提高阅读水平。

三、Passage B: 文章和单元主题相关，主要用来训练学生的快速阅读能力。其难度和主阅读课文的难度相当或略低。生词量控制在B级（第一册）、A级（第二册）、四级（第三册）考试要求之内。对较难的生词和短语，都标注了中文意思。练习旨在检查学生对文章细节、主旨大意的理解和运用阅读技巧的熟练程度。

四、Reading Comprehension from CET-4: 从历年真题（第一册B级、第二册A级、第三册四级）中，精选两篇和单元主题相关的阅读理解文章，对学生进行更深层次、更加实用的训练和测试，充分

体现学、考并重，把语言知识、技能的传授和实际考试训练有机结合在一起。

五、Reading for Fun: 挑选轻松、幽默、健康的有趣短文，让学生体验阅读的乐趣，在会心一笑之中，放松紧张的身心，消除阅读的疲劳，提高兴趣，拓宽知识面。

本书是《高职高专英语泛读教程》第三册，由龚耀主编（编写第八、九、十单元）。编委有：姚友本（第一单元）、张秀芹（第二、三单元）、何正英（第四、五单元）、刘欣娟（第六、七单元）。

在本书的编写过程中，我们参阅了大量的国内外资料 and 文章，得到了外语教学与研究出版社的大力支持和帮助。由于我们编写时间紧，水平有限，书中难免有不妥之处。恳请使用本书的同行批评指正。

编者

2009年10月

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Unit 1

Conducting Preschool Education

Passage A A Shout Out to Preschool Teachers Everywhere!

Cindi Rigsbee

Last week I gave a speech to beginning teachers and mentors in a large school district in my state. I always begin my presentations by trying to get to know my audience, much like the way I get to know the students in my classroom on the first day of school. So I begin by playing a little game I call “That’s Me!” I say a statement like “I am a high school teacher” and all the high school teachers jump up and shout, “That’s Me!” It’s just loads of fun. So on this day I named everything I could think of from beginning teachers to mentors to elementary, middle, and high school teachers to administrators.

When I finished I asked, “Did I forget anyone?” All of a sudden a gang of teachers jumped up and yelled, “Preschool teachers!” Preschool teachers...oh my gosh! How could I have forgotten about them? I acknowledged them and apologized for the oversight. I then took a minute to tell them about my experience with my granddaughter Taylor as she started preschool last August. It had been a defining moment.

So as I was driving home, I had a little time (three hours, to be exact) to think about the role of the preschool teacher. I was thinking about how cute those little kiddies are and how they never curse at the teacher or forget their homework. I had some nice little daydreams about becoming a preschool teacher, just another idea in a long list of potential opportunities that I’ve thought about recently. I must be having a career identity crisis.

Today I had the chance to test my skills. I had Taylor over so I thought we’d have some school time after nap. We started a little shaky, though. I first became aware that Taylor was awake when I heard her shrieking, “It’s a HEART ATTACK! It’s a HEART ATTACK!” from the bed. Apparently, the dog was excited to hear Taylor rustling in the covers and jumped on her as a friendly doggie greeting. Taylor was not quite as excited.

After a nice snack of cheese nips and apple juice, I gathered the materials and started “school.” First I wrote Taylor’s name in big letters with my marker and asked her to copy them with hers. She did really well with “T”. She did pretty well with “A”. Then she took the marker and wrote on my sleeve. Realizing that the first green mark was not nearly big enough, she made another one, this time longer and thicker, and running the length of my arm. Before I could reprimand her, she began writing on her own hand.

“Taylor,” I said. “What’s Mommy going to say when she sees marker on your hand?” She continued working on her body art creation. “She will say she LUB me.”

Hmmm. I then used my best refocus tools to get her back on track—Cookies.

She attempted the other letters but was obviously losing interest so I decided to try something I had heard preschool teachers talk about: a part of their curriculum called “dramatic play.” Taylor loves to play “pretend” so I thought this activity would be very educational.

We walked over to the toy box, and I grabbed some play cups, plates, and a little set of utensils—a spoon, a little strainer, and a measuring cup. Taylor immediately grabbed the strainer and came at me like a race horse out of a gate. Before I knew what was happening she announced, “Let’s flush out your nose” and jammed the cute little strainer halfway up my face. I was horrified, not to mention in pain, so I tried to find a diversion. I reached for a ball, but she was on me again, this time explaining, “We have to get all that gooey out!”

Finally I had the ball in my clutches.

“Here, Taylor. Catch.” Taylor obediently caught the ball...then she promptly beamed me in the just flushed nose.

“We’re playing football,” she squealed.

Then I got another idea. Preschool teachers surely take their students outside to learn about nature. Taylor and I filled her Disney Princess pitcher with water and braced ourselves against the winter elements to water some flowers. She did great for two seconds. Then she “watered” my car. It’s okay. The ice will melt in the spring.

It was about that time I realized that I may not ever be a good preschool teacher. So I decided to conduct a little research.

“Taylor,” I asked. “What do you learn at school?”

“My A’s and B’s,” she answered.

“What else?”

“I learn to be nice. No biting. No pushing.”

I’m thinking...*no nose flushing*.

But it’s okay, Taylor. We can play school like that anytime you want...because I *LUB* you. And thank you for helping me understand that there is no preschool classroom in my future. Not for all the cheese nips and apple juice in the world.

New Words

1. preschool	<i>a.</i>	学龄前的, 学前的
2. mentor	<i>n.</i>	导师, 有经验可信赖的顾问
3. gang	<i>n.</i>	一伙, 一群, 一帮
4. yell	<i>v.</i>	叫喊, 大声喊
5. gosh	<i>interj.</i>	(用以替代God的委婉说法) 啊呀
6. acknowledge	<i>v.</i>	表示感谢
7. oversight	<i>n.</i>	疏忽, 失察
8. define	<i>v.</i>	清楚地显示出
9. cute	<i>a.</i>	有吸引力的, 漂亮的, 逗人喜爱的
10. kiddy	<i>n.</i>	[俚] 小孩, 小家伙
11. curse	<i>v.</i>	诅咒
12. shaky	<i>a.</i>	不坚定的, 不可靠的
13. shriek	<i>v.</i>	尖叫
14. rustle	<i>v.</i>	发出沙沙声
15. snack	<i>n.</i>	小吃, 点心
16. nip	<i>n.</i>	一小块或部分
17. sleeve	<i>n.</i>	袖子
18. reprimand	<i>v.</i>	训斥
19. refocus	<i>v.</i>	重调焦距
20. track	<i>n.</i>	轨迹
21. curriculum	<i>n.</i>	课程
22. grab	<i>v.</i>	夺取, 抢夺
23. utensil	<i>n.</i>	器具
24. strainer	<i>n.</i>	过滤器, 滤网
25. flush	<i>v.</i>	冲洗
26. jam	<i>v.</i>	压紧, 堵塞
27. diversion	<i>n.</i>	转移
28. gooky	<i>a.</i>	粘的, 滑腻的, 肮脏的
29. clutch	<i>n.</i>	紧抓
30. obediently	<i>ad.</i>	顺从地
31. promptly	<i>ad.</i>	迅速地, 敏捷地
32. bean	<i>v.</i>	击头部

33. squeal	v.	尖叫
34. pitcher	n.	大水罐
35. melt	v.	融化

Notes

1. I always begin my presentations by trying to get to know my audience, much like the way I get to know the students in my classroom on the first day of school.

在演讲开始的时候我总是要设法认识我的听众们，就跟我在教室里上第一节课时认识我的学生们一样。

presentation: 讲座或者演讲等

2. All of a sudden a gang of teachers jumped up and yelled, “Preschool teachers!”

突然，一群老师站起来，大声叫道：“幼儿园老师！”

all of a sudden: 突然

a gang of: 一伙，一群

3. I must be having a career identity crisis.

我一定是正在经历职业身份危机。

4. I had Taylor over so I thought we’d have some school time after nap.

我请泰勒到我家来做客，我想午睡过后我可以给她上点课。

have sb. over: 请某人来家做客

5. Apparently, the dog was excited to hear Taylor rustling in the covers and jumped on her as a friendly doggie greeting.

显然，小狗听到泰勒在被子里发出抖抖索索的响声，非常兴奋，立即跳到她身上，向她表达小狗友好的问候。

doggie: (儿语) 小狗，狗

6. ...she made another one, this time longer and thicker, and running the length of my arm.

……她又画了一条印子，这一次又长又黑，我的整条手臂都划满了。

7. She will say she LUB me.

她会说她爱我。

LUB: 在这里的意思是指 love，这是因为Taylor发音不清楚而把love说成了LUB。

8. I then used my best refocus tools to get her back on track—Cookies.

然后，我动用我最有效的手段——饼干——使她的注意力重新回到正轨上来。

Exercises**1. Choose the best answer.**

- 1) Whom did the author forget about when she played a little game to get to know the audience?
 - A. High school teachers.
 - B. Beginning teachers.
 - C. Administrators.
 - D. Preschool teachers.

- 2) Why did the author think of becoming a preschool teacher?
 - A. She was experiencing a career identity crisis.
 - B. She felt sorry to the preschool teachers.
 - C. She thought those little kids were very cute.
 - D. She was thinking about changing a job recently.

- 3) How did Taylor do when she wrote her own name?
 - A. She did quite well with first two letters.
 - B. She couldn't write even one letter.
 - C. She lost interest in the game from the very beginning.
 - D. She wrote her name on the author's arm.

- 4) How did Taylor behave when the author tried the curriculum called "dramatic play"?
 - A. Taylor wasn't interested in playing this game.
 - B. Taylor was horrified to play this game.
 - C. Taylor grabbed the strainer and jammed it up the author's face.
 - D. Taylor played the game very well to the satisfaction of the author.

- 5) What was Taylor's response when the author played the ball game with her?
 - A. Taylor played the game obediently all the time.
 - B. Taylor hit the ball on the author's nose.
 - C. Taylor threw the ball outside the room.
 - D. Taylor couldn't catch that goofy ball.

2. Complete the statements that follow the questions.

- 1) Why did the author play the game called "That's me!" to begin the presentation?
Because the author tried to _____.

- 2) Why did the author have Taylor over?
The author wanted to _____.

3) What did Taylor take as snack before starting school?

Taylor had a nice snack of _____.

4) Why did the author take Taylor outside to water flowers?

Because the author wanted Taylor to _____.

5) How did the author feel after the school time with Taylor?

The author understood that there was _____.

3. Match the following words with the definitions below and then fill in the blanks with their proper forms.

elementary	gang	apparently	grab	obedient
cute	wander	attempt	dramatic	prompt
define	curse	curriculum	diversion	melt

1) (*verb*) to utter impolite words to express violent anger

Every time he saw me, he _____ his bad luck.

2) (*verb*) to move around in an area or go from place to place without any special purpose

What's the matter with Jenny? She was _____ aimlessly up and down the road.

3) (*noun*) group of young people, usu. males in their teens and early twenties

After careful investigation, the police found that the phone box was damaged by a _____ of youths living in the neighborhood.

4) (*verb*) to grasp sth. suddenly or roughly

A man walking ahead of me suddenly turned round, _____ my bag from my hand and ran off.

5) (*adjective*) of play for the theater, radio or TV

The play is a _____ representation of a real event.

6) (*noun*) entertaining activity, esp. one that turns the attention from work, study, etc.

It's difficult to concentrate when there are many _____.

7) (*adjective*) easily to solve or answer

The questions were so _____ that he easily passed the test.

- 8) (*adjective*) sharp-witted; clever

It's my feeling that I have had enough of your _____ remarks.

- 9) (*verb*) to show clearly; outline

When boundaries between countries are not clearly _____, there is usually trouble.

- 10) (*adverb*) as it seems

He had _____ escaped by bribing a guard.

- 11) (*verb*) to make an effort to accomplish; try to do sth.

The prisoners _____ an escape, but failed.

- 12) (*noun*) subjects included in a course of study or taught at a particular school, college, etc.

Is German on your school's _____ for MBA?

- 13) (*adjective*) willing to obey; doing what one is told to do

The preschool teacher likes John most because he is the most _____ one among all the children.

- 14) (*adjective*) done without delay; punctual

_____ payment of the invoice would be highly appreciated.

- 15) (*verb*) to become liquid through heating

The ice _____ when the hot sun shone on it.

4. Complete the following sentences by translating the Chinese into English, using the phrases given below.

shout out all of a sudden have sb. over be/become aware of/that
come at flush out not to mention reach for

- 1) In the 21st century, everyone _____ (都意识到了信息的重要性).
- 2) I was recommended fruit juices _____ (从体内排除有害物质).
- 3) He has a big house and an expensive car, _____ (更不用说在法国还有一套别墅了).
- 4) When the dog is approaching him, he _____ (伸脚勾来一块石头).

- 5) I will be _____ (请几位朋友来家吃饭) tomorrow evening.
- 6) The cute girl _____ (向老师大声地说出自己的名字).
- 7) We were driving fast along the expressway, _____
(轮胎突然爆裂了).
- 8) His words added fuel to the fire. She _____ (用鞋子向他打去).

Reading Skills

Expansion of Topic Sentence

主题句拓展

在前两册中，我们学习了寻找主题句的阅读技巧，知道了在一个段落中主题句是反映中心思想的那句话，因而是一个段落中最重要的部分。那么，这个段落中的其他句子都有什么作用呢？这就是本单元所要讲述的内容，即关于主题句的扩展。在一篇文章中，必须有一个主题，此外还需有事实、细节、论述等内容对主题进行补充、衬托、完善和扩展。同样地，在一个段落里，除了主题句外，其他的句子都是围绕这个主题展开的，或作说明，或为补充，或解释，或叙述，我们统称之为主题句的扩展。它能使我们对文章的内容有更深入、更细致的了解，帮助我们更准确地领会作者的写作意图和态度。为了达到有效的阅读理解，我们在速读的基础上，仍要把握有关的细节内容。没有扩展部分的细节句 (supporting details)，中心思想就无法得到体现。因此，只有将二者紧密、有机地联系在一起，它们才能构成一个表达思想的整体。在应试时，我们往往会遇到有关主题 (theme)、中心思想 (main idea) 和主题句 (topic sentence) 的问题，同时也要回答有关细节 (supporting details) 的问题。下面举例说明文章中主题句扩展的方式和应注意的问题。

Sample 1

Read the following paragraph and point out its topic sentence and the expansion of topic sentence.

① Body temperature can affect how happily, or unhappily, we awaken. ② During the course of a day, our body temperature rises and falls at regular times. ③ Although we don't notice the change, it does affect our sleeping patterns. ④ When body temperature is up, we are awakened. ⑤ As it falls, we grow tired and, eventually, we sleep. ⑥ As a result, anyone who has a fast-rising temperature cycle is a "morning person" and can bounce out of bed. ⑦ An "evening person" on the other hand, has a body temperature that rises slowly. ⑧ It doesn't hit its high point until mid-afternoon, when this person feels best.

本段文字的主题讲的是我们的体温与睡眠的关系，很显然，①是主题句，②～⑧句是扩展句，分别说明了体温是变化的，以及体温的变化影响我们睡眠习惯的具体表现。通过细节句的体现使主题得到了充实和验证。

Sample 2

Read the following paragraph and analyze the relations between the topic sentence and its expansion.

① I am always worried before a swim. ② I don't know until the day of the race what the water will be. ③ Will the wind be whipping up 15-foot waves? ④ Or will the surface of the water be like glass? ⑤ On the morning of a swim, our trainers wake us at around 3 a.m. for breakfast. ⑥ We see the press, we eat. ⑦ Nobody talks. ⑧ The tension in the room is amazing. ⑨ I never look at the swimmers. ⑩ I look out at the lake and wonder what it will do to me. ⑪ I wonder whether I'll be able to cross it. ⑫ The race is more than me against my competition. ⑬ There is always the risk that I may not conquer the water.

本段的话题是游泳，第一句点明题意：作者对游泳的担忧。②～④句讲述了担忧的具体内容。⑤～⑨句描写了游泳前的紧张气氛，⑩～⑬句又回到作者的忧虑。通过这些细节句的描写，使本段的主题更加充实、细致、具体。

Exercises

Read the following passage, and then fill in the table.

① In 1860, Fishport was a small rural settlement on the west of Newland with a population of 204 pioneers. ② The inhabitants were small farmers and fishermen. ③ They farmed the land during the summer months and survived the subzero temperatures from November to May by fishing and hunting. ④ The population of Fishport rose steadily. ⑤ The birth rate and longevity increased, and child mortality decreased due to improvements in medical care and greater attention to problems of nutrition. ⑥ By 1950, there were 2,000 people living the community.

⑦ In the 1940s and early 1950s, exploration companies discovered large deposits of iron ore and other minerals in a region some 500km inland. ⑧ There is now a 500km railroad which carries minerals from Iron City and Fairview to Fishport. ⑨ There, the minerals are loaded directly onto ships to be transported to the industrial centers in southern Newland or exported to foreign countries. ⑩ As a result of this development, Fishport's population rose dramatically until, by 1980, there were 110,000 residents. ⑪ Immigration from other countries was higher than that of other areas of Newland and, consequently, Fishport is now a multi-lingual urban community. ⑫ It has a small but busy airport and road, rail and sea links with most important towns in the rest of the country.

⑬ The Fishport town council is now seriously concerned about the size of the community and about its future. ⑭ If the town continues to grow at the same rate as for the last twenty-year

period, it will have nearly 200,000 inhabitants in the near future. ⑤ If this happens, hospitals, housing, schools and other important services will all be inadequate.

Information about the occupations of the early inhabitants of Fishport is found in sentences ① and ② in the passage. In which sentence(s) are the following ideas or information contained? Write the number(s) of the sentence(s) in the blanks on the right.

Ideas or Information	sentences
e.g. Information about the occupation of the early inhabitant of Fishport.	① ②
① The fact that January temperatures in Fishport are usually below freezing point.	
② Reasons why the population of Fishport increased from 1860 to 1950.	
③ The cause of the rapid increase in Fishport's population starting in the 1950s.	
④ Information suggesting that the occupation of the majority of Fishport's inhabitants is no longer farming and fishing.	
⑤ The fact that more than one language is spoke in Fishport.	
⑥ Information about Fishport's present public transportation services.	
⑦ Specific causes of concern for the town council about Fishport's future.	

Passage B How Do I Help My Preschooler Beat Separation Anxiety?

Read the passage and choose the best answer.

- How did Julia behave on the first day of her preschool class?
 - She shed a few tears for her mommy.
 - She behaved perfectly well.
 - She wanted to rescue from the preschool.
 - She sat outside the door.
- Why did the author sit outside the door overhearing her daughter's cry?
 - The author wanted her daughter to survive and beat her fear.
 - The author knew that Julia was just being naughty.
 - The author knew that Julia was not profoundly anxious.
 - The author recalled her own anxious feeling.