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组织编写

# 大学英语 阅读教程

COLLEGE ENGLISH  
EXTENSIVE READING

1

厦门大学出版社

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# 大学英语阅读教程

(一)

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## 前 言

《大学英语阅读教程》由福建省高教处和福建省大学英语教学研究会共同组织编写。

大学英语教学的根本目的是培养学生迅速、准确获取所需信息的能力。本书的宗旨就是帮助高校学生养成良好的阅读习惯,掌握科学的阅读方法,有效地提高阅读速度和理解能力。

本书根据《大学英语教学大纲》有关英语阅读理解技能的要求,针对高校成年学生具有较强的分析、归纳、综合和推断的能力,有意识地介绍一些基本的阅读技巧,有针对性地配以大量的练习,以便在技巧的指导下,提高阅读效果,在阅读实践中掌握技巧。阅读理解题的设计,打破了以往经常用的多项选择的单一模式,增设了形式多样的题型,目的是为了更好地调动学生的思维积极性,适应大学英语统考题型变化的要求。

考虑到目前学生的实际英语水平和将来工作的可能需要,本书选材力求从简到繁,由易及难。阅读材料的题材主要包括科普常识,日常生活知识,人物传略,英语语言国家的社会、文化、教育的背景知识以及他们的风土人情、社会习俗等。选材的总原则是科学性、知识性、趣味性和时代性相结合。

全书分四册,为大学英语 1—4 级泛读课教学用书。一、二册主要介绍基本的阅读技巧,三、四册偏重于阅读技巧的复习和应用。每册分十个单元。在介绍阅读技巧的一、二册中,每单元由 **Section A**, **Section B** 和 **Section C** 三部分组成。**Section A** 主要介绍阅读技巧, **Section B** 提供有关练习,这两部分为课堂教学的基本材料。**Section C** 偏重于已学过的阅读技巧的综合运用,这部分可以根据学生的水平和需要自由选用。

本书第一册由厦门大学外语教学部张秉赵、林立、杨新平、李小芬编写。

厦门大学出版社宋文艳副编审为本书的编写、出版作了大量的协调工作。在编写过程中,集美大学黄志明老师,华侨大学黄小萍老师,福建中华职业大学谢碧英老师积极提供材料,借此向他们表示衷心感谢。

由于编者水平有限,时间仓促,谬误疏漏之处在所难免。诚望广大读者及同行提出宝贵意见,以便及时修改补充。

编者 1995 年 8 月

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## UNIT 1 IMPROVEMENT OF READING SPEED

Everyone can read if he or she has enough knowledge of the language he or she is reading, but not everyone can read well. A good reader, besides anything else, must be one who has some skills to help him read. And a good reading speed is one of the basic skills readers must have. This unit introduces some ways to improve your reading speed.

### Section A

Read the following passage as quickly as you can. Before you read, put down the time. When you finish reading, write down your time again. Then, without looking back at the text, answer the questions below.

Starting time: \_\_\_\_ minutes \_\_\_\_ seconds      Ending time: \_\_\_\_ minutes \_\_\_\_ seconds

Janet Smith is a citizen of the United States. She looks like a typical American woman; you might think that everything she owns is made in the United States. Let's see. First we'll consider her clothes. Her shoes are from Italy. Her purse is from Spain. The blouse she's wearing is imported from India and her skirt was made in Hong Kong with Australian wool. And she always wears imported French perfume. What about the other things she owns? Her car is German and runs on gasoline made from Saudi Arabian oil. Her tape recorder comes from Japan, and so does her watch. And the food she eats? Every morning she has Colombian coffee. One of her favorite foods is New Zealand lamb, and she loves Swiss chocolate. Is Janet a world traveler? Not at all. In fact, she rarely leaves her hometown. She does all of her shopping at local stores. But because Janet uses products from all over the world, we probably could say that she's a citizen of the world.

This description of Janet is probably true of most people in the world today. Even if you buy only things that are made in your country, some of the raw materials are likely to come from other countries. Every country in the world takes part in international trade. All countries are dependent upon foreign trade to make money. For example, the Netherlands sells 45 percent of the goods it produces to other countries. Some countries, such as the United States and the Soviet Union, export less than 4 percent of the goods they produce. They must, however, depend on imports for other products, like oil and , in the case of the Soviet Union, grain.

Trade has had many beneficial effects on the world. Some of the great voyages of discovery, such as Columbus' voyage to North America, were started in order to find new trade routes. Merchants traveling from place to place also helped to spread new ideas. For example, the Europeans didn't know about paper until early traders brought some back from the Arabs living

in North Africa.

There were also some bad results of international trade. For example, sometimes businessmen spread diseases, such as smallpox and measles, to new areas of the world. Today, international trade helps the economy of all nations and raises the standard of living for everyone. And because it allows nations to specialize in the production of the goods that they can produce the most cheaply, it also helps to use the world's resources efficiently.

1. In what way is Janet a citizen of the world?
  - A. She travels a lot around the world.
  - B. She has been to many countries in her trade activities.
  - C. She uses so many international products.
  - D. She looks like a typical American woman.
2. Which of the following about the products Janet uses is NOT true?
  - A. Her skirt is made of Australian wool.
  - B. Her watch is a Japanese made.
  - C. Her perfume is from France.
  - D. Her purse is made in Italy.
3. Which of the following is true according to the passage?
  - A. Most of the countries take part in international trade.
  - B. Foreign trade is important in economy all over the world.
  - C. 45 percent of the goods in the Netherlands is bought from foreign countries.
  - D. The United States exports less the goods they produce than the Soviet Union.
4. Which of the following is NOT a beneficial effect of trade?
  - A. The discovery of the New World.
  - B. The introduction of paper into Europe.
  - C. Spread of new ideas.
  - D. Travel of businessmen all over the world.
5. In what way can trade sometimes cause problems?
  - A. Businessmen spread diseases.
  - B. Goods produced at home have to be sold cheaply.
  - C. Living standards can be brought down.
  - D. International trade can cause wars.

Now check with the key to the questions above:

- 1C. The last sentence in Paragraph 1 tells us why Janet can be said to be a citizen of the world.
- 2D. Her purse is from Spain, but not from Italy.
- 3B. The 4th sentence of Paragraph 2 "All countries are dependent upon foreign trade to make money" tells us the importance of foreign trade in economy. A is wrong because not "Most countries", but all countries, take part in the international trade. C is wrong because the Netherlands sells, but not buys, its 45% of goods. D is wrong because the United States

and the Soviet Union both export less than 4%.

4D. Businessmen travel around the world is not an effect.

5A. The 2nd sentence in the last paragraph "businessmen spread diseases" gives the answer.

What is your words per minute (WPM)? Below 50? Between 50 and 70? Above 100? If your WPM is below 50, probably you are a slow reader. If you can read 50 to 70 words per minute, you still need to increase your reading speed. College English tries to train you to read more than 100 words per minute. Remember that average native speakers of English can read more than 250 WPM. Increasing reading speed is one of the first purposes when you are learning College English.

You may think that fast readers comprehend less. They do not. This can be seen from an examination of any sentence. Where does the meaning lie? Is it in a single word, or in the sentence as a whole? Many words have almost no meaning by themselves; they must be seen in the context of a whole sentence in order to make sense. This is why slow, word-by-word readers often understand far less, or miss much of the joy of excitement of reading.

Then what are ways to improve your reading speed?

### **Skill 1: Reading in Sense Groups**

One way to increase your reading speed is to read in logical word groups. A logical word group is a group of words that go together in a grammatical way. This sentence itself is made up of two main logical word groups; "*A logical word group*" (noun phrase), "*is a group of words that go together in a logical way*" (predicate). The predicate is also made up of several logical word groups; "*is a group of words*" (verb phrase); "*that go together*" (adjective clause); "*in a logical way*" (prepositional phrase). Reading is easier and faster if we can read in logical word groups. Now try to read the following; the slashes show logical word groups to take at one time.

Example; Braille was born / in 1809. / When he was three, / he was struck / in the eye / with a sharp tool. / He became / completely blind. / He wanted to learn, / but in his small town / there was no school / to teach him. / At that time, / most blind people / did not become educated. / Braille went to Paris / to study. / But there were few books / for the blind.

### **Skill 2: Developing Word-recognition**

In order to read rapidly, you must see correctly the words being read. Researchers have done a lot of experiments to show that when our eyes see a certain amount of words (usually one word or so), they will stop for a while and then continue to read. This brief pause is called eye fixations. Fixation takes up nearly 90% of our reading time. Therefore, we should practise to make the most of each fixation or stop. The more words our eyes can recognize at each fixation, the fewer stops we need make along the line, the faster we will read.



Ideally, a reader can read a line of print with about three eye fixations; a poor reader may need to fixate on each word, thus slowing the reading process.

Example: Move your eyes rapidly across each line, quickly underline the numbered word each time it appears on the same line:

1. shirt          shirk          shirt          shirk          shrink          shirt
2. utter          under          until          utter          utter          unless

3. Key phrase: **he wanted it**

to this day   he wanted it   like no other   in a troubled world   she wanted it  
shake your hand   to this day   no more bad times   a popular classic   should  
not have   he wanted it   nor can I   much of the water   within the limit   to  
test your luck

### Skill 3: Correcting Some Faulty Reading Habits

Some slow readers have several bad habits. Body movement, such as turning the head from side to side, pointing at the line with a finger or pencil, or moving the lips, are some of the bad habits. Do you have these habits? Reading is mostly something that takes place in your brain, and body movement helps neither speed nor comprehension. Another common fault many slow readers have is "subvocalization", or forming words in the throat, that is, saying the words to oneself while reading. Good readers can read at least twice as fast as they can talk. , so if one tries to link reading with talking speed, his reading is sure to slow down.

## Section B

### Exercise 1—1: Rapid Word-recognition

**Directions:** Underline the numbered word on each line. Do not look back. Work as rapidly as you can. Don't stop to change your markings. Time yourself or have someone time you. Try to finish each set in less than 30 seconds.

Beginning time: \_\_\_ minutes \_\_\_ seconds

Ending time: \_\_\_ minutes \_\_\_ seconds

- |            |        |        |        |         |        |        |
|------------|--------|--------|--------|---------|--------|--------|
| 1. laugh   | tough  | laugh  | tough  | tough   | tough  | laugh  |
| 2. cough   | cough  | rough  | rough  | rough   | cough  | rough  |
| 3. phrase  | phase  | phase  | phrase | phase   | phase  | phase  |
| 4. right   | right  | right  | night  | night   | night  | night  |
| 5. night   | might  | might  | might  | might   | night  | might  |
| 6. sought  | sought | fought | sought | fought  | sought | fought |
| 7. freight | weight | weight | weight | freight | weight | weight |
| 8. fight   | tight  | tight  | fight  | fight   | tight  | tight  |
| 9. sliver  | silver | silver | silver | silver  | sliver | silver |

10. chrome	chrome	chronic	chrome	chronic	chronic	chrome
11. bough	dough	bought	dough	dough	dough	bough
12. whale	while	while	whale	while	while	while
13. udder	undder	utter	utmost	udder	utter	until
14. think	thank	think	think	thank	thank	thank
15. minks	sinks	minks	minks	sinks	sinks	sink

### Exercise 1—2

**Directions:** Same as Ex. 1—1.

Beginning time: \_\_ minutes \_\_ seconds

Ending time: \_\_ minutes \_\_ seconds

1. cereal	serial	cereal	ceral	serial	ceral
2. cheerful	cheerful	careful	careful	careful	careful
3. whirl	whirr	whim	whirl	whim	whir
4. rinsed	raised	raised	raised	rinsed	rinsed
5. shift	shirt	shirt	shift	shirt	shift
6. blush	brush	blush	brush	blush	brush
7. breath	breathe	breathe	breathe	breath	breathe
8. altar	alter	alter	alter	altar	altar
9. course	coarse	course	course	coarse	coarse
10. bathe	bathe	bath	bathe	bath	bath
11. statue	status	status	statue	status	statue
12. peach	peach	peace	peace	peace	peach
13. pester	pastor	pastor	pastor	pastor	pester
14. wares	wars	wars	wares	wares	wars
15. twist	twins	twist	twins	twins	twins

### Exercise 1—3

**Directions:** Same as Ex. 1—1.

Beginning time: \_\_ minutes \_\_ seconds

Ending time: \_\_ minutes \_\_ seconds

1. factual	factual	factors	factual	factors	factors
2. simile	smile	simile	simile	smile	simile
3. uniform	unicorn	unicorn	uniform	unicorn	uniform
4. fiction	fiction	fiction	fraction	fraction	fiction
5. filed	field	field	filed	field	filed
6. crutch	crutch	catch	crutch	crutch	catch
7. tired	tired	tired	tired	tried	tired
8. farthest	farthest	fastest	fastest	fastest	fastest
9. underneath	underground	underground	underneath	underground	underneath
10. exploded	exploded	explored	exploded	explored	explored

11. wrath	worth	worth	worth	wrath	wrath
12. parson	person	parson	parson	parson	person
13. quantity	quantity	quality	quantity	quality	quality
14. flavor	favor	flavor	flavor	favor	flavor
15. precious	precious	precise	precise	precise	precious

#### Exercise 1—4: Rapid Visual Perception of Phrases

**Directions:** For the following drills, move your eyes down the columns, looking for the key phrase. Every time the key phrase appears, make a mark by it. Do not use one word in the phrase as a clue to identification. Read the whole phrase. Work quickly. Try to finish each drill in less than 15 seconds.

Key phrase: **fast and efficient**

Beginning time: \_\_ minutes \_\_ seconds

Ending time: \_\_ minutes \_\_ seconds

fat and efficient	fronted with moss	fill the air
far and wide	fifth avenue museums	fast and efficient
fast and efficient	fantastically rich	fantastically rich
friendly or not	fast and efficient	full of color
fantastic person	fine log fires	furniture from France
furniture from France	full of color	frantic with terror
flourish for now	fill the air	fast and efficient
fashionable one	fifty to nothing	flourish for now
festival in honor	fast and efficient	full of color
fast and efficient	fourteen for one	fill the air

#### Exercise 1—5

**Directions:** Same as Ex. 1—4.

Key phrase: **success in something**

Beginning time: \_\_ minutes \_\_ seconds

Ending time: \_\_ minutes \_\_ seconds

suddenly you see	success in nothing	susceptible to solution
success in something	supressed at something	suddenly you see
still stands there	sell for some one	shadow once more
success in nothing	success in something	still stands there
susceptible to solution	shadow once more	success in something
sell for some one	still stands there	success in nothing
shadow once more	success in nothing	sell for some one
success in something	susceptible to solution	suddenly you see
suddenly you see	success in something	shadow once more

success in nothing

seems to me

susceptible to solution

### Exercise 1—6

**Directions:** Same as Ex. 1—4.

**Key phrase:** good at its thing

Beginning time: \_\_ minutes \_\_ seconds

Ending time: \_\_ minutes \_\_ seconds

once in a lifetime    what I wanted    good at it    over and over    good at its thing    may be  
vulgar    expect to win    nor can I    heard it before    good at its thing    in all those areas  
much of the lure    over the ground    not displeased    good at its thing    its own reward    not  
for me    never on time    its own reward    good at its thing    the current passion    on the  
market    not now or ever    endless flirtation    good at its thing    what I wanted    something  
just beyond    endless remarks    good at its thing    heard it before    to look at    endless  
trouble    may be wrong    within the limit    good at its thing

### Exercise 1—7

**Directions:** Read the following passages in sense groups which are divided with space between them. After you have finished reading, answer the questions below each passage.

What does it take    to dance?    Your body must move    with grace.    And you must  
understand space,    time,    shape    and motion.    These are    the most important factors  
for many dancers.    First,    the dancer must be aware    of space,    both inside and outside  
his or her body.    A feeling for time    is also very important.    The rhythm or beat    is the  
heart of the music.    And the timing    of a step    must be good.

A sense of shape    is needed    as well.    A dance must look    graceful and controlled.  
The image    of a dancer in motion    stays in the viewer's mind    even after the dance is done.  
Some dancers practice    for hours    in front of mirrors    to perfect the shapes    their bodies  
form    when they dance.    Finally,    motion is    what dance is made of.    All movements  
must be    both smooth and expressive.

The next time    you see dancers perform,    watch closely.    Both their bodies and minds  
will be working together    to create their art for you.

1. What must a dancer be aware of?
  - A. Grace, shape, time and motion.
  - B. Space, time, movement and shape.
  - C. Step, motion, music and shape.
  - D. Body, rhythm, motion and grace.
2. Why does a dancer practice for hours in front of mirrors?
  - A. To see himself or herself.
  - B. To watch closely the timing is good.

- C. To create a good image.
  - D. To understand space.
3. What other people share the dancer's concern about space, time and motion?
- A. Painters.
  - B. Football players.
  - C. High school teachers.
  - D. Bankers.

### Exercise 1—8

**Directions:** Same as Ex. 1—7

Space is getting crowded. That's the latest worry for many scientists. About ten thousand objects are flying around our planet now. Some are satellites that have a job to do. Other items have finished their work. Parts of rockets may have been thrown away during a flight and left behind in space.

This is becoming a real problem. More items in space lead to more danger. Some of the objects now flying through space are pieces of rubbish that are just a few inches in size. But they can still do harm. If they hit a spacecraft or spacelab, they might destroy it.

Space scientists can now find objects in space with a computer. Yet, accidents still happen. Someone may see that two objects seem to be very close. But they have no power to prevent the crash. Experts can only plan courses to help future rockets avoid some of the space rubbish.

1. In what way is space getting crowded?
  - A. There are many flying objects in space.
  - B. Scientists are worried about our space.
  - C. Some satellites are useless.
  - D. Parts of rockets may have been thrown away.
2. What problem may crowdedness cause?
  - A. There is a rubbish problem in space.
  - B. Some of the objects are just a few inches in size.
  - C. Some of the objects are very close to each other.
  - D. Spaceships may be destroyed by flying objects.
3. A word in the passage is used twice to describe objects in space that are useless and dangerous. Circle the word each time it is used.

### Section C

### Exercise 1—9

**Directions:** Same as Ex. 1—7

Dear Mohammed,

You wanted to know how I was going on socially in the United States. Let me tell you about an experience I had last week. I was at a party, having a friendly conversation with a very interesting woman who suddenly said, "Well, I guess I'll try some of the hors d'oeuvres (餐前小吃)." I didn't know what to do. Did she want me to go with her to try some of the hors d'oeuvres, or was she saying good-bye? And so I just said, "Nice meeting you," and let her disappear from my life forever. Fortunately, I had done the right thing and hadn't made a faux pas (失礼). My American roommate explained afterwards that the woman probably wanted to have the opportunity to meet other people, and that "I guess I'll try some of the hors d'oeuvres" was a polite good-bye.

One day one of my American neighbors called to invite me to a brunch (a meal between breakfast and lunch) he was giving the next Sunday. We were having a very pleasant conversation and I was feeling good because I could understand almost everything he was saying when suddenly he said, "I know you're busy, so I'll let you go." Once again I was confused. I wasn't busy, and I told him so. There was a long awkward pause. After a few minutes of conversation, he finally said that he had to run because the doorbell was ringing. I realized after I had put down the receiver that when he said, "I know you're busy, so I'll let you go," he was trying to say good-bye. I learn something new every day.

By the way, have you noticed the two French phrases in my letter, "hors d'oeuvres" and "faux pas"? English uses a lot of words from other languages, so I'm not only learning English, but I'm picking up words from French and other languages, too.

By the way, how is your little niece, Farida? Has she learned how to wave her hand and say "bye-bye" yet? Saying good-bye is clearly easier for babies.

I'm looking forward to seeing you next month.

Your friend,

Ahmed

1. What problem does Ahmed have in the United States?
  - A. He cannot understand English very well.
  - B. He has no experience in parties.
  - C. He has some social difficulties.
  - D. He does not know how to say "good-bye".
2. What did the woman at the party mean to say?
  - A. She wanted to end the conversation in a polite way.

- B. She was going to eat something.
  - C. She was going to learn French from others.
  - D. She wanted to meet him again.
3. When Ahmed's neighbor was trying to say "good-bye",
- A. Ahmed was awkward.
  - B. Ahmed could understand.
  - C. Ahmed let him go.
  - D. Ahmed did not know what he meant.
4. How do you think Ahmed felt trying to understand these situations?
- A. He was sure of himself.
  - B. He was eager to learn.
  - C. He was confused and embarrassed.
  - D. Both B and C.
5. Some of the following expressions are those that people use when they part. Pick them out.

good-bye, bye-bye, long time no see, take care, see you, have a say, come on, so long, I really have to run, farewell, have a good time, good luck, it's been good talking to you, thanks for your time, look here, listen, you see

#### Exercise 1—10

**Directions:** Read the following passage and answer the questions below it.

An Indian driver or carpenter has to work about two hours to buy a kilogram of rice while drivers or carpenters in Austria, the Netherlands and Switzerland need work only fifteen minutes for it.

In Botswana, Greece and Romania, forty minutes of driving earns a kilogram of rice. This is part of the data collected by the International Labour Office on hourly rates for forty-one kinds of jobs and consumer prices for a sample of household items in about 100 countries.

It is realized that international comparisons are difficult because of the different standards used by different countries to gather data. Some items may be in great demand by workers in one country and not so much in another. But generally the data gives an idea of the value of the basic pay received for an hour's work in various parts of the world as far as food purchasing power is concerned. Take a baker in Syria or Botswana. He has to work almost two hours to earn one kilogram of bread, but a Canadian or Belgian baker could earn the same loaf by working just ten minutes.

Sugar is considered a very expensive thing in Burma, where most of the workers have to put in at least thirteen hours' work before they can earn one kilogram of it. But the same thing could be had for ninety minutes' work in Benin and Nigeria, thirty minutes labor in Guadeloupe, and for mere ten minutes work in Mexico.

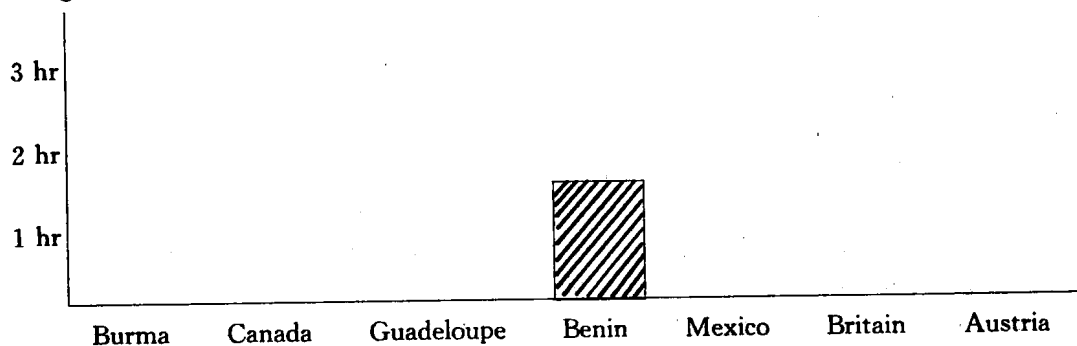
Most of the wage earners in the market-economy countries, the study shows, can buy one kilogram of sugar with less than twenty minutes' wages. And for Austrian, Bermudan and

Canadian bakers and carpenters an hour's wage could fetch ten kilograms of sugar.

In fact there is an enormous range in the working time necessary to earn various things. Butter can "cost" up to three hours' work, but only requires twenty minutes in Australia and New Zealand. A carpenter in the USA earns enough to pay fourteen dozen eggs in the time it would take carpenters in Portugal or Fiji to earn a dozen, and if a British carpenter feels like a litre of beer, it will take him forty-five minutes to earn it—three times as long as a worker in the Netherlands.

1. Fill in the chart below to give information about the relative prices of sugar in different countries.

Time taken  
to earn 1kg  
of sugar



2. What is being compared in the first paragraph?  
A. Rice. B. Sugar. C. Bread. D. Eggs.
3. In what country does rice cost most in terms of working time?  
A. India. B. Austria. C. Burma. D. Canada.
4. In what country does rice cost least in terms of working time?  
A. India. B. Austria. C. Burma. D. Canada.
5. What information has been collected?  
A. The hourly rate of pay in all the countries.  
B. The hourly rate of pay in 41 kinds of jobs.  
C. The basic pay for all kinds of food.  
D. The basic food that people consume.
6. Which of the following is true?  
A. Australian workers have to work three hours to buy a pound of butter.  
B. Egg price is higher in America than in Fiji.  
C. Beer price in the Netherlands is much lower than in Britain.  
D. Rice price in Austria is higher than that of sugar.



## UNIT 2 UNDERSTANDING KEY WORDS AND COMPLICATED SENTENCES

In your reading, one of the difficulties you may sometimes have is that you find sentences too long to comprehend. Every beginners has this problem time and again. After reading this unit, you may have some ideas about how to make this problem less annoying.

### Section A

Read the following passage and answer the questions below it.

When the United States Geological Survey makes its report on earthquakes every year, California usually leads the nation in the number of quakes that people, rather than measuring instruments, can "feel". California also suffered the most serious damage from an earthquake in the Survey's 1983 report on "significant" earthquakes. These are the quakes that measure at least 6.5 on the Richter scale. Small earthquakes are included if they cause considerable damage or deaths. In 1983, four significant quakes took place in the United States. This compares to 70 earthquakes worldwide. The strongest United States quake took place in south central Idaho and measured 7.3. It killed two children in Challis, a nearby town. It caused \$2.5 million in damages. A 6.5 quake in Coalinga, California, injured 45 people and cost \$31 million. Large areas of Coalinga had to be destroyed or torn down because the buildings could not be repaired.

A quake off the southern coast of Alaska in the Pacific Ocean measured 6.5 but caused no damage. However, a 6.6 quake on the Big Island in Hawaii hurt six people and cost \$6 million.

California had a total of 119 earthquakes that people "feel" and reported to the government in 1983. Hawaii was second with 75, and Alaska was third with 64 earthquakes.

1. Which of the following states is reported to be No. 1 in the number of earthquakes in the country?  
A. California      B. Hawaii      C. Idaho      D. Alaska
2. A significant earthquake usually \_\_\_\_\_.  
A. measures over 6.5 on the Richter scale  
B. does not kill anybody  
C. happens in the ocean  
D. can be "felt"
3. Which earthquake mentioned caused the most serious damage?  
A. The quake off the Big Island.