

修订版

英语快速阅读文选

张健壮 秦秀珍 编著

FASTER ENGLISH
READING SELECTION

宇航出版社

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内 容 简 介

本书是《英语快速阅读文选》最新修订版，共有短文 274 篇。全书内容广泛，涉及自然科学和社会科学的许多学科，具有知识性、科学性、趣味性和新颖性，也有很强的实用性和适用性。

TOFFL、GRE 和 GMAT 已经进入电脑时代，考试内容也有更新；英语水平考试的内容也更多地反映科学技术的进步和社会的发展；MBA 在中国勃然兴起；电脑空间、国际互联网络、市场经济、国际竞争开始渗透人们的生活，英语已经成为许多人工作和生活的必需。针对这些，本版增加了许多新的内容，选材和注释方面都有新的创新。

本书保留了原版的风格。作者对文中的关键词、较难理解的语法现象、容易误用的同义词及不好掌握的惯用法均用英汉两种文字作了详细的解释，并给出例句，使读者大范围地扩大词汇量，大幅度地提高阅读速度。

本书可供高等院校的高年级学生、研究生、出国进修留学人员和经济管理科技人员使用。

英语快速阅读文选 (修订版)

Faster English Reading Selection

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修订版前言

本书是英语快速阅读教材，收入短文 274 篇，其中大部分篇目多次在 EPT（全国英语水平考试）教学中使用，效果很好，得到学员们的好评。本书是在《英语快速阅读文选》的基础上扩编而成。《英语快速阅读文选》自 1987 年出版后，受到广大读者的欢迎和喜爱，许多著名高等院校把它选为教材，许多读者来信要求再版，到 1992 年 8 月，第一版已重印 6 次。为满足读者的需求，我们编写了这个新的版本。在选用新材料时，着重考虑以下几个因素：

一、近几年来，国际政治、经济、社会、文化、科学技术等发生了巨大变化，科学技术发展日新月异，社会各种活动日趋频繁，各国人民之间的交往日趋广泛。

二、这几年，EPT 和 TOEFL 的内容做了调整，越来越多的内容涉及到现代科学技术的新成就和政治、经济、社会文化等方面的新变化。

三、我国改革开放深入发展，亿万群众不仅投身国内市场经济活动，而且也积极参与国际经济活动。我国人民与外国人民的交往已全面展开，人们对了解外国的欲望更加强烈。

四、编此书，除注意内容的科学性、知识性和趣味性外，力争实用性强，以满足大专院校学生的需求和适于出国留学进修人员使用。

此书的目的是帮助读者提高阅读速度，增强阅读理解能力，扩大英语词汇量，广泛了解社会科学知识、自然科学知识和世界各地的风土人情。

本书选材广泛，内容丰富新颖。每篇文章中的关键词、词组和应该特别注意的语言现象，以及地理名称、世界名人等，用英文和中文两种文字做了注释。这样可以帮助读者准确地理解全文的含义，有助于提高灵活运用英语同义词的能力，同时也能促进读者逐渐养成查阅英语原文词典的习惯和用英文思考的习惯。

全书分为十六个单元。一个单元一个梯度。每篇文章长度从 100 单词到 450 单词不等，由浅入深，从易到难。不同的读者可根据自己的特殊需要，选择不同的单元读起。建议读者阅读此书时以最快的速度进行，然后回答各个问题，以便掌握快速阅读能力提高的情况，并随之调整阅读速度。

本书适合在校学习的高年级大学生和研究生，特别是准备参加 EPT 全国英语水平考试和美国 TOEFL 考试的各类人员阅读。

由于我们的水平有限，书中难免会出现一些缺点和错误，敬请读者批评指正。

我们衷心希望广大读者能够喜爱这本新书。

编著者

1993 年 1 月

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UNIT ONE

Introductory passage 1

Faster effective reading

This book is designed to help you increase your reading speed. A higher reading speed, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language.

The reading passages which follow are of an average level of difficulty. They are all approximately 100 – 450 words long. They are about topics of general interest which do not require a great deal of specialized knowledge.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speed can be improved. Tests in the University of Minnesota, USA, for example, have shown that students without special training can read English of average difficulty, for example, Tolstoy's *War and Peace* in translation, at speeds of between 240 and 250 w. p. m. with about 70% comprehension. Minnesota claims that after 12 half-hour lessons, once a week, the reading speed can be increased, with no loss of comprehension, to around 500 w. p. m. It is further claimed that with intensive training over seventeen weeks, speeds of over 1000 w. p. m. can be reached, but this would be quite exceptional.

If you get to the point (where you can read books of average difficulty) at between 400 and 500 w. p. m. with 70% or more comprehension, you will be doing quite well, though of course any further improvement of speed-with-comprehension will be a good thing.

In this and the following three passages we shall be looking at some of the obstacles to faster reading and what we can do to overcome them.

Think of the passage as a whole

When you practice reading with passages shorter than book length, like the passages in this book, do not try to take in each word separately, one after the other. It is much more difficult to grasp the broad theme of the passage this way, and you will also get stuck on individual words which may not be absolutely essential to a general understanding of the passage. It is a good idea to skim through the passage very quickly first to get the general idea of each paragraph. Titles, paragraph headings and emphasized words can be a great help in getting this skeleton outline of the passage. It is surprising how many people do not read titles, introductions or paragraph headings. Can you, without looking back, remember the title of this passage and the heading of this paragraph?

1. A higher reading rate will help in other subjects as well as English

- A. provided there is no loss of understanding
- B. only if we memorize well
- C. but not in any other language
- D. though not as a general principle

2. You would expect to read a difficult economics textbook

- A. as fast as you read your textbooks
- B. more slowly than you read a newspaper
- C. more quickly than you read these passages
- D. only very rarely

- 3. You can expect to read the passage on this course**
- A. more quickly than you read your textbooks.
 - B. more quickly than you read a newspaper.
 - C. more slowly than you read your textbooks.
 - D. faster than any other kind of material
- 4. The average untrained native speaker at the University of Minnesota**
- A. reads at 600 w. p. m.
 - B. reads at about 300 w. p. m.
 - C. cannot read difficult works in translation
 - D. reads at about 245 w. p. m.
- 5. The University of Minnesota claims that in 12 half-hour lessons**
- A. it can triple a student's reading speed.
 - B. it can double a student's reading speed.
 - C. it can increase a student's reading speed four times.
 - D. no real increase in reading speed can be achieved.
- 6. Intensive training over seventeen weeks can**
- A. triple an untrained student's reading speed
 - B. increase an untrained student's reading speed four times
 - C. double an untrained student's reading speed
 - D. triple the student's comprehension scores
- 7. You will be doing quite well if you can read books of average difficulty**
- A. at about 450 w. p. m. with 70% comprehension
 - B. at about 600 w. p. m. with 60% comprehension
 - C. at about 300 w. p. m. with 70% comprehension
 - D. at about 250 w. p. m. with 50% comprehension
- 8. Reading words one at a time is bad because**
- A. it hurts your eyes
 - B. all word are equally important
 - C. it is more difficult to get the general idea of a paragraph
 - D. some words are longer than others
- 9. It is a good idea to skim through a passage quickly first**
- A. at about 350 w. p. m.
 - B. to get the general idea of each paragraph
 - C. so that you can take in each word separately
 - D. to make sure you get to the end at least once
- 10. Titles and paragraph headings**
- A. are more important than anything else
 - B. are surprising to many people
 - C. can easily be remembered without looking back
 - D. can help us get the outline of a passage

Introductory passage 2

Obstacles to faster effective reading

Perhaps you have seen very young children— or very old people—learning to read. They move the index finger along the line of print, pointing to each word, sometimes even to individual letters, saying the word or letters to themselves in a low voice. This is called “vocalizing.” Sometimes the learner makes no sound though his lips may move to form the words, sometimes there is not even any perceptible movement of the mouth at all, but the learner is still activating his throat muscles slightly to ‘say’ the words to himself. He is still vocalizing.

However slight the extent of vocalizing may be, it will still be impossible for such a reader to reach a speed of more than about 280 w. p. m. . The appreciation of written words must be entirely visual and we must read more than one word at a time.

Look at ‘you’, the second word of this passage. Even if you look straight at the ‘o’ of that word, without moving your eyes at all you can clearly see ‘perhaps’ and ‘have’ on either side. So you can read three words at once. When you are reading well, your eyes will be one or two groups ahead of the one your mind is taking in.

Practice on something easy and interesting

Many students trying to increase their effective reading speed become discouraged when they find that if they try to race through a passage faster, they fail to take in what they have read. At the end, they have been so busy ‘reading faster’ that they cannot remember what the passage was about. The problem here is that the material they are practicing on is either too difficult for them in vocabulary or content, or not sufficiently interesting. We hope that the passages in this book will be both interesting and fairly easy, but you should also practice as much as you can in your own time. Read things you like reading. There is bound to be some area that interests you and in which you can find books of about your level of ability or just below.

If you want a quick check on how easy a book is, read through three or four pages at random. If there are, on average, more than five or six words on each page that are completely new to you, then the book (though you may persevere with it for interest’s sake) is not suitable for reading-speed improvement. Incidentally, (you should try to read three or four times as much ‘light’ speed reading material) (whether it is *China Daily*, *Godfather*, or *A Tale of Two Cities*.) as you do close, slow textbook work. You cannot achieve a permanent improvement in your reading speed if most of the time you are practicing reading slowly.

1. The appreciation of written words must be

- A. entirely visual
- B. completely aural
- C. wholly vocalizing
- D. all above

2. According to the article

- A. Very old people learn to read very fast
- B. Very young children learn to read very fast
- C. Very old people and very young children learn to read very fast in the same way
- D. Very old people and very young children learn to read very fast in the different ways

3. Vocalizing will prevent readers from reading at speed of

- A. over 100 w. p. m.
- B. over 150 w. p. m.
- C. over 200 w. p. m.
- D. over 280 w. p. m.

4. Which of the following statements is not true?

- A. When you are reading well, your eyes will be one or two word groups ahead of the one your mind is taking in
- B. It is sometimes possible to see three words at once without moving the eyes
- C. Vocalizing is an obstacle to faster effective reading
- D. We cannot read more than one word at a time

5. Some students get discouraged

- A. when they first start reading faster
- B. when they fail to take in what they have read
- C. when the reading materials are not sufficiently interesting
- D. both A and B

6. Reading practice material should be

- A. interesting and not too hard
- B. suggestive and special
- C. biographical and illustrative
- D. basic and choicest

7. One can achieve a permanent improvement in reading speed

- A. if most of the time he is practicing reading slowly
- B. if most of the time he is practicing reading fast
- C. if he practices reading one hour a day
- D. if he practices reading two hours a day

8. The author thinks that *Godfather* and *A Tale of Two Cities* are

- A. both interesting and fairly easy
- B. unsuitable for students
- C. suitable for students
- D. both A and C

9. Which of the following statements is true?

- A. It is possible to check quickly how difficult a book is
- B. It is impossible to check quickly how difficult a book is
- C. Students should read things even if they do not like reading
- D. One can never find books of his level of ability

10. The author suggests that students should practice reading

- A. when they find suitable books
- B. as much as they can in their own time
- C. when they are not very busy
- D. if they are not discouraged by the reading material

Introductory passage 3

Hints for reading practice (part I)

Set aside time each day

Most of us can find 15 minutes or half an hour each day for some specific regular activity. It may be a free period or a regular wait, say, in the queue for a bus or meal—even while eating breakfast. One famous surgeon always made it a rule to spend at least 15 minutes on general reading before he went to sleep each night. Whether he went to bed at 10 p. m. or 2:30 a. m. made no difference. Even if you cannot keep to this kind discipline, it is a good idea to make sure you always have a general interest book in your pocket. Don't forget it should be a book which entertains you and the English must not be too difficult for you.

Check your progress through pacing

Nearly all 'speed reading' courses have a 'pacing' element—some timing device which lets the students know how many words a minute he is reading. You can do this simply by looking at your watch every 5 or 10 minutes and noting down the page number you have reached. Check the average number of words per page for the particular book you are reading. How do you know when 5 minutes have passed on your watch if you are busy reading the book? Well, this is difficult at first. A friend can help by timing you over a set period, or you can read within hearing distance of a public clock which strikes the quarter hours. Pace yourself every three or four days, always with the same kind of easy, general interest book. You should soon notice your habitual w. p. m. rate creeping up.

Check comprehension

Obviously there is little point in increasing your w. p. m. rate if you do not understand what you are reading. When you are consciously trying to increase your reading speed, stop after every chapter (if you are reading a novel) or every section or group of ten or twelve pages (if it is a textbook) and ask yourself a few questions about what you have been reading. If you find you have lost the thread of the story, or you cannot remember clearly the details of what was said, re-read the section or chapter.

'Lightning speed' exercise

Try this from time to time. Take four or five pages of the general interest book you happen to be reading at the time. Read them as fast as you possibly can. Do not bother about whether you understand or not. Now go back and read them at what you feel to be your 'normal' w. p. m. rate at which you can comfortably understand. After a 'lightning speed' reading through (probably around 600w. p. m.) you will usually find that your 'normal' speed has increased—perhaps by as much as 50 – 100w. p. m. This is the technique athletes use when they habitually run further in training than they will have to on the day of the big race.

1. The passage recommends setting aside for reading practice

- A. two hours a day
- B. one hour a day
- C. 15 minutes or half hour a day
- D. three times a day before meals

2. One famous surgeon always made it a rule to read

- A. for 15 minutes at 10 p. m. each night
- B. at least 15 minutes at bedtime
- C. at least 15 minutes at either 10 p. m. or 2. 30 a. m.
- D. whenever he had a spare moment

3. It is a good idea always to carry in our pocket

- A. a book you will never forget
- B. a serious book
- C. several books of various kinds
- D. an easy and entertaining English book

4. A 'pacing' device

- A. times a student's reading speed
- B. is not included in most speed reading courses
- C. is an aid to vocabulary learning
- D. should be used whenever we read alone

5. Looking at your watch every 5 or 10 minutes

- A. avoids the need for reading faster
- B. is not the same as pacing
- C. is not easy at first
- D. helps you to remember the page number you were at last time

6. The passage recommends pacing yourself

- A. every two days with different kinds of book
- B. every three or four days with the same kind of book
- C. every week with the same kind of book
- D. as often as you read a book

7. When you are reading a novel the passage advises you to pause to check the content

- A. every chapter
- B. every hour
- C. every three or four pages
- D. after every page

8. The purpose of pausing for thought every so often is to

- A. rest the eyes
- B. make sure you have not missed any pages
- C. make sure you really understand what you have read
- D. prevent brain fatigue

9. If you have lost the thread of a story you are reading, the passage recommends

- A. choosing an easier book
- B. glancing back over the chapter you have just read
- C. asking a friend to help you with the difficult words
- D. learning the previous chapter by heart

10. The purpose of the lightning speed exercise is to

- A. increase your normal speed by practicing at a very high rate
- B. get through the book in half the time so that you can go on to the next

Introductory passage 4

Hints for reading practice (part 2)

Dictionaries slow you down!

If you have chosen the right, fairly easy, sort of book for your general reading practice, you will not need to use a dictionary for such an exercise. If you really must know the dictionary meaning of all the words you meet (a doubtful necessity) jot down on a piece of paper to look up later. Actually, the meanings of many words will be clear from the sentences around them—what we call the ‘context’. Here is an example. Do you know the word ‘sou’wester’? It has two meanings in English as the following sentences indicate:

- a) In spite of the fact that the fisherman were wearing sou’westers, the storm was so heavy they were wet through.
- b) An east or north-east wind brings cold, dry weather to England, but a sou’wester usually brings rain.

You should have guessed very easily that in sentence a) the word sou’wester refers to some kind of waterproof clothing, presumably quite thick and heavy since it is worn by fishermen in storms. In sentence b) it is clearly a kind of wind, coming from a south-westerly direction. Incidentally, you would have had the greatest difficulty in finding this word in most dictionaries since it often appears a long way down among the secondary meanings of south. If you did not know that sou’ meant ‘south’ in the first place you could only have found the word by the merest chance.

Pay attention to paragraph structure

Most paragraphs have a ‘topic sentence’ which expresses the central idea. The remaining sentence expand or support that idea. It has been estimated that between 60 and 90% of all expository paragraphs in English have the topic sentence first. Always pay special attention to the first sentence of a paragraph; it is most likely to give you the main idea.

Sometimes, though, the first sentence in the paragraph does not have the feel of ‘main idea’ sentence. It does not seem to give us enough new information to justify a paragraph. The next most likely place to look for the topic sentence is the last sentence of the paragraph.

Remember that the opening and closing paragraphs of a passage or chapter are particularly important. The opening paragraph suggests the general direction and content of the piece, while the closing paragraph often summarizes the very essence of what has been said.

1. The use of a dictionary is

- A. advisable for speed reading practice
- B. unnecessary for speed reading practice
- C. essential for speed reading practice
- D. of no help in improving general reading ability

2. You can avoid the need for reference books by

- A. learning many vocabulary items in advance
- B. choosing fairly easy book
- C. asking a friend
- D. simply ignoring unknown words

3. If you really want to know what all the words mean

- A. make a note and check later

- B. use a bigger dictionary
 - C. ask your instructor
 - D. read more slowly
- 4. To understand a general reading book, a knowledge of the meaning of every single word in that book is**
- A. doubtfully necessary
 - B. absolutely unnecessary
 - C. absolutely necessary
 - D. most advisable
- 5. Even if you don't know a word you can often get the meaning by**
- A. wild guessing
 - B. working it out mathematically
 - C. working it out from the context
 - D. comparing it with similar words
- 6. Words like sou'wester are often difficult even to find in a dictionary. They may be**
- A. spelled wrongly
 - B. listed under another word
 - C. only put in by chance
 - D. taken from another language
- 7. The topic sentence of an expository paragraph in English**
- A. usually comes in the middle
 - B. is most likely to be found at the end
 - C. is most often at the beginning
 - D. is usually omitted in expository writing
- 8. Most expository paragraphs in English have a clearly defined topic sentence. In such paragraphs the topic sentence comes first**
- A. in about 40% of cases
 - B. in about 80% of cases
 - C. in about 20% of cases
 - D. very rarely
- 9. Sometimes we know the first sentence is not the topic sentence because**
- A. it does not seem to give us enough new information
 - B. it is not long enough
 - C. it does not come at the beginning
 - D. it does not make complete sense
- 10. The closing paragraph of a piece of writing**
- A. is not really very important
 - B. is often unnecessary repetition
 - C. often comes at the end
 - D. often summarizes the essence of the passage

UNIT TWO—1

To a lot of Americans, it now seems that prosperity can be bought like insurance. If you lose your job you can sue for the mental distress of being fired. If your bank goes broke, the government has insured your deposits. If your marriage goes wrong you can divorce... and then sue for a share of the money your spouse would have earned, had he or she not given up a lucrative job. If you drive drunk and crash you can sue somebody for failing to warn you to stop drinking. There is always somebody else to blame.

1. Implied but not stated:

- A. if you have a car accident, you will lose your money
- B. one can become rich by suing someone else
- C. one can get nothing from his spouse when he gets

- divorced
- D. if you lose your job, no one cares

2. According to the article

- A. it is safe to deposit money in a bank
- B. if your bank fails, the government will make compensation
- C. you may sue somebody for your drunkenness
- D. all above

3. It is very easy to find someone to blame

- A. if something goes wrong
- B. when you are in a bad mood
- C. when you get a divorce from your spouse
- D. if you suffer from a mental distress

Notes:

- sue: v. start a lawsuit against (a person, company, or other group); prosecute in court. 起诉, 控诉
broke: a. ruined financially, bankrupt 一个钱也没有的, 破产的
insure: v. arrange for money payment in case of loss, accident, or death; make safe against loss by paying money to an insurance company 给……保险, 投保
lucrative: a. bringing in money; yielding gain or profit; profitable 赚钱的, 生利的, 有利的
crash: v. strike violently and shatter; move or go with force and a loud noise 撞碎, 碰撞, 撞击

UNIT TWO—2

America has many contradictions, but none greater than the fact that it was founded by puritans and yet invented tolerance. The tension between the busybodies of 1620 and the free spirits of 1776 has often marked American history: the puritan had the upper hand in Prohibition, the permissive had it at Woodstock. And like all things American, the contrast knob is turned up highest in California. San Franciscans treat homosexuals almost without prejudice, but 60% of Californians tell

pollsters they want contraceptives forcibly implanted into drug-taking single mothers. Los Angeles allows people of every color and creed complete freedom to sink or swim, yet employs a police force notorious for its racism and violence.

1. Americans are described as

- A. consistent people
- B. contradictory people

- C. changeable people
- D. frivolous people

2. According to the article, the busybodies of 1620 and the free spirits of 1776 were

- A. in harmony
- B. on a friendly footing
- C. on good terms

- D. in opposition

3. The double-face of Californians can be found in their attitudes towards

- A. drug-taking single mothers
- B. people of every color and creed
- C. homosexuals
- D. all above

Notes:

puritan: n. one who in the time of Elizabeth and the Stuarts wished to carry the reformation of the Church of England further by purifying it of ceremony 清教徒

busybody: n. one who meddles in other's affairs 爱管闲事的人

spirit: n. a leading, independent, or lively person 领导人, 具有独立精神的人物

Prohibition: the forbidding by law of the manufacture, transportation, and sale of alcoholic drinks (美国历史) 禁酒

permissive: n. the people allowing much freedom in social conduct 允许别人自由地进行社会活动的人

pollster: n. one who carries out, or puts his faith in, a public opinion poll. 民意调查者

contraceptive: n. a drug, device or other means of contraception 避孕药, 避孕器具

creed: n. any system of belief. 任何一种信仰

upper hand: n. mastery, advantage, control 上风, 优势

Woodstock: a village of southeast New York. In August, 1969 a large rock music festival named after the village was held at another small town in the Catskill Mountains. The festival drew 300, 000 youths from all over America for 4 days. Despite traffic jams, thunderstorms, and shortages of food, water, and medical facilities the gathering is orderly with a sense of loving and sharing, but thousands in the audience were stoned or tripping on narcotics. Woodstock 音乐与艺术节

UNIT TWO—3

To the surprise of many of Japan's senior managers, their new white-collar recruits display a disturbing indifference to corporate traditions. Equipped with technical, linguistic or artistic skills that older workers never acquired, younger workers are also changing jobs more frequently, these risk-takers are precisely the kind of employees that Japanese firms are now convinced they need in order to thrive the next decade. To attract them and to keep them, Japanese companies are ever so slowly becoming more like western ones.

1. New white-collar recruits are

- A. indifferent to corporate traditions
- B. adhering to Japanese traditional culture
- C. in harmony with their senior managers

- D. developing new working style

2. New white-collar recruits are dissimilar to older workers in

- A. managerial skills
- B. technical skills
- C. linguistical skills
- D. both B and C

3. We may describe new white-collar recruits as

- A. trouble-makers
- B. trouble-shooters
- C. risk-takers
- D. artists

UNIT TWO—4

Not all the satellites in the Gulf war tracked Scuds, spotted hidden bunkers or eavesdropped on whispered orders; some just sat in orbit and warbled coded time signals. But these satellites, which make up the Global Positioning System (GPS), were as vital as any others. They allowed troops with portable radio receivers to find their way across trackless desert and end up exactly where they wanted to be. Having seen its success, the American forces are busily equipping everything, from battleships to cruise missiles, with GPS systems. The technology may have as many applications in peace as in war—or even more.

1. During the Gulf war American satellites

- A. eavesdropped on whispered orders
- B. tracked Scuds

- C. spotted hidden bunkers
- D. all above

2. The Global Positioning System allowed American troops to

- A. locate themselves
- B. find the enemy's position
- C. spot hidden bunkers
- D. track Scuds

3. Implied but not stated; the GPS can be used

- A. aboard whaling ships
- B. aboard international airliners
- C. in cars
- D. all above

Notes:

Gulf War: 海湾战争

track: v. trace in any way; follow 追踪, 跟踪

Scud: 飞毛腿导弹

spot: v. locate exactly 精确地定位

bunker: n. fortified shelter built partly or entirely below ground 地堡

eavesdrop: v. listen to talk one is not supposed to hear; listen secretly to a private conversation 偷听

warble: v. sing with trills, quavers, or melodious turns 啾鸣, 优美地歌唱

Global Positioning System (GPS): 全球定位系统

trackless: a. without paths or trails 无道路的

battleship: n. a very large warship having the heaviest armor and the most powerful guns 战舰

cruise missile: 巡航导弹

UNIT TWO—5

The old auto junkyard isn't what it used to be. Since the early 1980s, auto makers increasingly used galvanized steel to build rust-resistant cars. But that has created a new problem. Recycling galvanized scrap from

autos and trucks costs a hefty \$ 50 per ton, including environmental control systems to capture the steel's toxic zinc coating.

An American company has developed a degalvaniz-

ing process that can slash these costs. Scrap is put into vats of sodium hydroxide. When an electric current is applied, the zinc collects on an electrode, where it can be removed easily. The process should allow the steel-makers to use more galvanized scrap in place of primary ores. That could save the equivalent of 9 million barrels of oil annually.

1. Galvanized steel are used to make

- A. Cadillacs
- B. Benzs
- C. Browns
- D. rust-resistant cars

2. Recycling galvanized steel is very

- A. cheap
- B. costly
- C. easy
- D. difficult

3. A newly—developed degalvanizing process can help car makers

- A. use more galvanized scrap
- B. reduce recycling costs
- C. save a lot of oil every year
- D. all above

Notes:

junkyard: n. a yard used to store usually resalable junk 废品堆集场地

galvanize: v. coat (iron or steel) with zinc 镀锌

recycle: v. pass again through a series of changes or treatment 回收利用旧物

hefty: a. impressively large 很大的

slash: v. cut; reduce 削减

scrap: n. manufactured articles or parts rejected or discarded and useful only as material for reprocessing; waste and discarded metal 废金属, 废料

vat: n. large vessel 大桶大盒, 瓮, 缸

barrel: n. a round bulging vessel; cylindrical metal box 桶

UNIT TWO—6

University restrictions are in marked contrast to the freedom and tolerance with which those same students were treated by their parents and school teachers just a few years earlier. They were given unimaginable licence to drive cars, telephone friends, stay out late, watch violent films, earn a living at supermarket check-outs. In 1988 38% of 17-year-old American girls had had sex, compared with 23% in 1973. As for younger children, parents prefer to nurture their self-esteem than use discipline. Teenagers are treated as adults, free to take decisions, half-free to take responsibility for their actions, taught that actions have consequences. Yet when they get to university they are suddenly plunged back into a world of condescending “because I say so” conformity.

1. Before university days, the students enjoyed a lot of freedom and tolerance, they were permitted to

- A. watch violent films
- B. have sex
- C. stay out late
- D. both A and C

2. Parents nurture their younger children in

- A. self-esteem
- B. discipline
- C. friends making
- D. car driving

3. The conformity in universities is

- A. strict
- B. condescending
- C. pleasant
- D. complacent