

英语阅读教程
第二册

ENGLISH READING COURSE

for Speed and
Comprehension

BOOK ONE

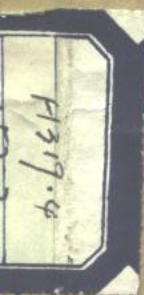
英语阅读教程

第二册

刘希彦 编写 高云翔 审校



吉林大学出版社



英语阅读教程

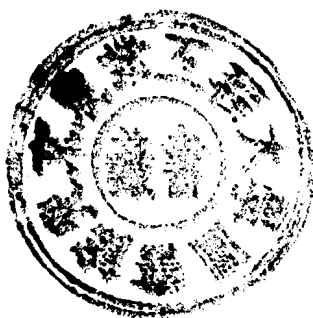
ENGLISH READING COURSE

for Speed and
Comprehension

BOOK TWO

(第二册)

刘希彦编写 高云翔审校



吉林大学出版社

2542/20

英语阅读教程
ENGLISH READING COURSE
for Speed and
Comprehension
BOOK TWO
(第二册)

刘希彦 编写

高云翔 审校

吉林大学出版社出版
(长春市解放大路85号)

吉林省新华书店发行
吉林大学印刷厂印刷

开本: 787×1092毫米1/16

1986年7月 第1版

印张: 19.125

1988年11月 第3次印刷

字数: 462千字

印数: 25 001-32 000册

ISBN 7-5601-0081-3/G·7 定价: 5.15元

CONTENTS

Unit 1	A French Boy's Adventure in Canada.....	3
Unit 2	Rubber	11
Unit 3	Artificial Waterways	19
Unit 4	What Makes the Weather.....	27
Unit 5	A Roof over Our Heads.....	35
Unit 6	How Well Do You See	43
Unit 7	Engineers of the Woods.....	51
Unit 8	A Time of Revolution.....	59
Unit 9	Magic.....	68
Unit 10	The History of Books.....	76
Unit 11	High Up in the Tropics.....	84
Unit 12	Life among the Aztecs.....	92
Unit 13	The Whale.....	100
Unit 14	Glass.....	108
Unit 15	The Secluded Life	116
Unit 16	Beauty on the Wing	124
Unit 17	Telling the Time.....	132
Unit 18	The Telephone and Its Inventor.....	140
Unit 19	New York's Big Ditch	148
Unit 20	Informing the World.....	156
Unit 21	Cats Are No Good But.....	164
Unit 22	The Treasure of Sanibel Island	172
Unit 23	Traveling Students.....	180
Unit 24	Taming the Elephant	188
Unit 25	Brave Ballerina	195
Unit 26	Rain Is Born.....	203
Unit 27	How Nice to Be Clean	211
Unit 28	The Pleasures of Eating	219
Unit 29	Tough Teen to Tennis Queen.....	227
Unit 30	The Day the Big Top Burned	236
Unit 31	Freedom from Pain	245
Unit 32	Mississippi Steamboat Days	2

Unit 33	Bring Up Children	261
Unit 34	Picnic in the Dining-room	270
Unit 35	Ghosts for Tea	279
Unit 36	Etiquette	288
Answer Key	298

Unit 1

PASSAGE FOR COMPREHENSION

A French Boy's Adventures in Canada

Starting Time: Minutes_____Seconds_____

Early one morning in the spring of 1652, three young men decided to go hunting. They left the little fort of Three Rivers, on the Saint Lawrence River, for the marshes of Lake St. Peter. On one side of the lake were the forest-covered hills. On the other side was the broad St. Lawrence, with miles of marshes. Wild ducks, geese, and other birds migrated there every year.

The three young men did not really know the dangers involved in leaving the fort at that time. Everyone else knew that the Iroquois Indians around the settlement had been lying in ambush for a long time. Every week some settler who worked his lands outside the protecting fence of the fort was set upon and killed. However, the boys, unaware, went happily along, boasting about how they would fight if the Indians attacked them. One boy stayed close to the forest, watching for Indians, the other two stayed by the river, looking for wild animals and birds to shoot. About a mile from the fort they met a herdsman. He warned them not to go too close to the hills because he had seen many Indians there.

When they had travelled some distance and shot a number of ducks, one boy said he had had enough. He decided he would go back to the fort. The second boy said that he would join him. However, the third boy, Pierre, laughed at the other two and continued hunting alone.

When Pierre had gone about nine miles from the fort, he came to a stream that was too deep to walk across, and he realized that he already had more birds than he could carry. He hid some of the birds in hollow trees and started back to the fort with a string of geese and ducks over his ³²shoulder.

Finally, Pierre saw the roofs of the settlement above the river, gleaming in the last rays of sunlight. A great flock of ducks was swimming on

the river and the sight of them reassured Pierre. He reasoned that if any people were nearby the ducks would have become frightened and would have flown away. Pierre decided not to miss this wonderful chance to shoot one or two more ducks. He moved quietly through the tall grass toward the water. Suddenly he stumbled over the bodies of his two friends. They had been stripped of their clothing and scalped.

Pierre tried to hide in the tall grass. He heard gun shots from the forest behind him, and fired back, but the Indians were too much for him. When he came to his senses, Pierre found himself being dragged back to the woods where the Iroquois showed him the scalps of his dead friends.

The Indians stripped Pierre of his clothes and tied him to a tree. Then they gathered around the fire for their evening meal. Suddenly an alarm was sounded: the French were coming. The Indians put the fire out immediately, and a number of Indians set out to see where their enemies were. The Indians soon returned with news which was evidently reassuring. A second fire was lit, and the meal continued.

Then Pierre's clothes were returned to him. When the young warriors offered Pierre some of their food, they saw that their rancid meat made him ill. Then they boiled some fresh meat in clean water and gave Pierre corn meal browned on burning sand with the meat. Since Pierre did not struggle or try to escape, he was untied. That night he slept between two Indians under a common blanket. In the morning they all set out for the Indian village.

The Indians shaved Pierre's head and decorated it with an Iroquois head-dress. They also taught him how to hold an oar and throw spears. Pierre reasoned that, since he had not been killed and scalped as his two friends had been, it might be because the Indians were impressed by the facts that he had gone on alone when his friends had turned back, and that he never seemed to be frightened of the Indians.

After several days of travelling, they arrived at a lake. The Iroquois went to a pool of water on the bank of the lake and threw hot stones into the pool until the water was steaming. Then each Iroquois took a bath, to clean himself before meeting his family.

The return of the Indians to their village was, as usual, a great occasion. The wives came to meet them. Then all the people of the village armed themselves with clubs and whips to torture the captives. The Indians formed two lines, through which the captives were forced to run. When it was Pierre's turn to run between the two lines of whippers, he was told quietly to run very fast so that he could not be hurt.

After Pierre had run through the line, a captive Huron woman, who had lived in the village for some time, took Pierre to her cabin. She gave him fresh clothes and food. Then he was taken to the Council Lodge of the Iroquois for judgment.

The wise men of the tribe sat around a fire, silently smoking their pipes. The old Huron woman came in and begged them to spare Pierre's life. The men listened and made signs of approval. Finally, the old woman was given permission to adopt Pierre as her son.

Pierre's new family dressed him in colored blankets and strings of wampum, which is made of shells and stones that are very highly polished. This wampum was used as money by the Indians.

So it was that Pierre came to live with the Iroquois Indians. They gave him a gun and he went hunting with them every day.

Although he was grateful for all these attentions, and happy to have made new friends, Pierre still hoped to return one day to his family at Three Rivers. He was finally allowed to return and, later in life, he became a fur-trader. His knowledge of the Indian customs and language helped him considerably in his explorations and commercial dealings. However, he was not always a successful man, because he was too independent to bow and scrape to governors and kings.

Finishing Time: Minutes _____ Seconds _____

WORDS AND EXPRESSIONS

1. fort *n.* building or group of buildings specially erected or strengthened for military defence 要塞; 城堡; 堡垒
2. marsh *n.* low-lying, wet land 沼泽; 湿地
3. geese (pl. of goose) *n.* water-bird larger than a duck 鹅
4. migrate *v. i.* (of birds and fishes) come and go with the seasons (指鸟, 鱼) 随季节而迁移
5. involve *v. t.* cause (sb. or sth.) to be caught or mixed up in trouble or danger 使某人、某事陷于困境或危险之中
6. Iroquois *n.* a member of a confederacy of N. American Indian tribes 易洛魁人, 北美印第安部族之一
7. ambush *n.* troops, etc. lying in wait to make a surprise attack 埋伏; 伏兵
8. boast *v. t. & i.* use words in praise of oneself, one's acts, belongings, etc. 自夸; 自吹自擂
9. string *n.* series of things threaded on a piece of fine cord 穿在线上的东

西; 串; 列

10. gleam *v. i.* send out rays of soft light 闪光; 闪烁
11. ray *n.* line, beam, of radiant light, heat, energy 线; 射线
12. flock *n.* number of birds or animals of one kind, either kept together or feeding and travelling together 群; 鸟群; 兽群; 羊群
13. reassure *v. t.* remove the fears or doubts of 使安心; 除去对……之恐惧或疑虑
14. stumble *v. i.* strike the foot against sth. and almost fall 绊倒; 跌倒; 打趔趄
15. strip *v. t. & i.* take off 剥去; 脱去
16. scalp *v. t.* cut the skin and hair off the enemy's head as a trophy of victory by the Indians of N. America in olden times 剥去……的头皮
17. alarm *n.* warning of danger; apparatus used to give such a warning 警报; 警报器
18. evident *adj.* plain and clear 明显的; 显然的
evidently *adv.* 明显地; 显然地
19. rancid *adj.* with the smell or taste of stale, decaying fat or butter, ill smelling 有腐臭脂肪或奶油气味的; 恶臭的
20. corn *n.* maize 玉米
21. brown *v. t. & i.* bake 烘; 烤
22. shave *v. t. & i.* cut hair off the skin with a razor 剃; 刮
23. oar *n.* pole with a flat blade used to propel the boat through the water 桨; 橹
24. impress *v. t.* have a strong influence on; fix deeply on the mind, memory 给予强烈影响, 深刻印象
25. club *n.* heavy stick with one thick end used as a weapon 棍; 棒
26. torture *v. t.* cause severe suffering to 折磨
27. captive *n.* person kept as a prisoner 俘虏
28. Huron *n.* one of the Great Lakes of the U. S. A. and Canada, 休伦湖 (美国和加拿大之间五大湖泊之一); a member of the North American Indian tribes living between Lakes Huron, Erie and Ontario 休伦族人
29. cabin *n.* small, usu. roughly made house 小屋; 木屋
30. Council Lodge *n.* place where a council meets 会场
31. judgement *n.* judging or being judged 审判; 被审判
32. spare sb.'s life *phr.* not kill him or have him killed 饶某人的命
33. adopt *v. t.* take sb. into one's family as a son or daughter 收为养子或养女
34. wampum *n.* shells threaded like beads and used as ornaments by North American Indians 贝壳串珠

35. polish *v. t. & i.* make or become smooth and shiny by rubbing 磨光;
使变光; 擦光
36. grateful *adj.* feeling or showing thanks 感激的; 感谢的
37. attentions *n.* kind or polite act 殷勤; 厚待
38. fur-trader *n.* merchant doing business of fur 皮货商
39. commerce *n.* trade; the exchange and distribution of goods 贸易; 商业
commercial *adj.* 商业的; 商务的
40. dealing *n.* business 买卖; 交易
41. scrape *v. t. & i.* to draw back one foot in making a bow 将脚向后退一下鞠躬

COMPREHENSION

Here are ten questions or unfinished statements about the passage, each with four suggested ways of answering or finishing it. You are to choose the one you consider the most suitable without looking back at the passage. Give one answer only to each question.

1. The young hunters did not hesitate to leave the fort because
 - a. they were very brave.
 - b. they did not know how dangerous it was.
 - c. they saw some ducks and geese to shoot.
 - d. they were only going for the day.
2. When the Indians heard that the French were coming, they
 - a. got their horses ready to fight.
 - b. tried to dress Pierre like an Indian.
 - c. put out the fire.
 - d. showed Pierre the scalps of his dead friends.
3. When Pierre could not eat the meat, the Indians
 - a. laughed at him.
 - b. offered him a hot bath.
 - c. put war-paint on his face.
 - d. boiled him some fresh meat.
4. When they arrived at the village, Pierre was not tortured or killed because
 - a. he had shown his courage.
 - b. the old woman wanted to adopt him.
 - c. everyone was too happy celebrating.
 - d. the French did not attack.
5. In what century did this story take place?
 - a. Sixteenth.
 - b. Eighteenth.
 - c. Seventeenth.
 - d. Nineteenth.
6. Before the Iroquois met their families, they

- a. tried to show they had been brave.
 - b. prepared their collection of scalps.
 - c. threw hot stones into a pool.
 - d. painted their faces.
7. From the way the Indians treated Pierre, it seemed they admired the trait of
- a. courage.
 - b. silence.
 - c. curiosity.
 - d. hostility.
8. Wampum was different from plain shells and stones because
- a. the Indians put a special spell on it.
 - b. the Indians decorated it with special paints.
 - c. the Indians polished each piece for a long time.
 - d. the Indians collected the wampum from the St. Lawrence.
9. Pierre realized the French were not going to attack when the Indians
- a. tied a rope around his waist.
 - b. started to do a war dance.
 - c. relit the fire and ate.
 - d. displayed the scalps of his two friends.
10. This story shows that a European living with the Indians
- a. could never be happy.
 - b. gradually forgot about his family.
 - c. was never really trusted.
 - d. could get along quite well with them.

VOCABULARY

In each of the following sentences, one word or phrase is underlined, you are to select the best meaning or synonym for the word or phrase among the choices given.

1. Wild ducks, geese, and other birds migrated there every year.
 - a. settled down
 - b. went from one region to another ✓
 - c. travelled constantly
 - d. roved about
2. However, the boys, unaware, went happily along, boasting about how they would fight if the Indians attacked them.
 - a. deliberately ignorant
 - b. careless
 - c. not knowing ✓
 - d. indifferent
3. He hid some of the birds in hollow trees and started back to the fort with a string of geese and ducks over his shoulder.
 - a. a connected series of things
 - b. a long cord

- c. binding material d. a moving formation .
4. A great flock of ducks was swimming on the river and the sight of them reassured Pierre.
- a. made confident again b. excited
c. confused d. turned down
5. The Indians soon returned with news which was evidently reassuring.
- a. suggestively b. sensibly
c. plainly, clearly d. sensuously
6. When the young warriors offered Pierre some of their food, they saw that their rancid meat made him ill.
- a. unusual tasting b. foul smelling
c. badly prepared d. quite rare
7. That night he slept between two Indians under a common blanket.
- a. most unusual b. shared by all
c. very ordinary d. plain looking
8. Pierre reasoned that, since he had not been killed and scalped as his two friends had been, it might be because the Indians were impressed by the facts that he had gone on alone when his friends had turned back, and that he never seemed to be frightened of the Indians.
- a. made a statement b. was intelligent
c. had hope d. decided by clear thinking
9. The men listened and made signs of approval.
- a. showing concern b. giving permission
c. showing authority d. demanding discipline
10. His knowledge of the Indian customs and language helped him considerably in his explorations and commercial dealings.
- a. unfair transactions b. professional cards
c. business affairs d. swapping and trading

FAST READING PRACTICE

You are given three minutes to finish reading the following passage and making your choices according to the information given in the passage.

Because he wrote his name so that it could be read easily, John Hancock has a place in the dictionary.

John Hancock was a wealthy man who helped the patriots in the

American Revolution. He was president of the Continental Congress. He was also governor of Massachusetts and one of the first men to sign the Declaration of Independence. Yet he is remembered best for his

large signature.

The story is told that when Hancock sat down to sign the Declaration of Independence, he said that he would write his signature large enough for John Bull to read without his glasses. (John Bull stands for England, as Uncle Sam stands for the United States.) Hancock's signature on the Declaration is four and three-quarters inches long—an inch longer than his usual signature.

Today John Hancock can be used to mean any person's signature.

1. This selection is mainly about
 - a. the American Revolution.
 - b. John Hancock's handwriting.
 - c. how an American expression began.
 - d. signing the Declaration of Independence.
2. Hancock is remembered best because he
 - a. was governor of Massachusetts.
 - b. helped the patriots in the Revolution.
 - c. signed his name in large letters.
 - d. was president of the Continental Congress.

3. John Hancock said that he made

his signature large so that

- a. people would see it.
- b. it would show that he was proud to be a patriot.
- c. John Bull could read it without his glasses.
- d. he would be remembered as one of the signers.

4. His real reason for writing large was probably that he wanted to

- a. have people see that he had signed.
- b. show that he was proud to be a patriot.
- c. see how large he could write.
- d. be remembered for writing large.

5. John Bull is

- a. another name for Uncle Sam.
- b. England's Uncle Sam.
- c. a name that stands for England.
- d. both b and c

6. According to the dictionary, a John Hancock is a

- a. governor.
- b. man who signs petitions.
- c. strong patriot.
- d. person's signature.

Unit 2

PASSAGE FOR COMPREHENSION

Rubber

Starting Time: Minutes _____ Seconds _____

Rubber is a very useful vegetable product. It is made from latex, a white liquid found in the stems and leaves of many plants. Latex is even found in milkweed and dandelions. However, not all latex contains rubber. And in some plants there is too little latex to use for making rubber.

More than nine-tenths of the world's supply of rubber comes from a tree known as the para rubber tree, which is native to the Amazon Valley in Brazil. There is another variety of rubber tree which is native to Central America. There is also a desert shrub which produces a rather large amount of rubber. And the Russians have even obtained rubber from a species of dandelion.

When Christopher Columbus made his first trip to the Americas, he saw Indians playing a game with rubber balls. Obviously, the Indians of South and Central America had discovered rubber long before the Europeans arrived.

Explorers reported that they saw the Indians make little statues, cups, and shoes out of latex. The Indians allowed the latex to dry in molds, which they made out of mud. When the latex was dry they removed it from the mold and smoked it over a fire. Smoking strengthened the latex and reduced its stickiness. Explorers also noticed that, in dances and processions, the Indians burned torches that were made with latex that was allowed to harden on the ends of sticks.

A Frenchman named Charles La Condamine introduced rubber to Europe. La Condamine was sent to South America to make scientific observations. When traveling in the Amazon Valley, he noticed many Indians collecting latex. He was interested to see how the Indians used the latex they collected. After making detailed observations, La Condamine sent samples of latex to Europe, along with a description of the ways in which the Indians

used it. Before very long, Europeans found uses for latex too.

Latex was first used for waterproofing cloth. Melted rubber was spread on cloth and allowed to dry. The first experiments were not very satisfactory because the cloth became sticky in hot weather and cracked in cold weather.

However, more satisfactory methods were soon developed. In England, a man named Charles Mackintosh found a good method of making cloth for raincoats. Even today, many people call a raincoat a "mackintosh."

An Englishman named Sir Harry Wickham shipped seeds of the wild rubber tree to England. After several unsuccessful attempts to grow rubber trees from the seeds, Wickham shipped about seventy thousand seeds to the Royal Botanical Gardens at Kew. The seeds were planted there and about two thousand of them produced plants. When the plants were about two months old, they were sent by boat to the Botanical Garden in Ceylon.

Another Englishman went to Brazil and collected more seeds, which he sent to Kew. Plants from these seeds were also sent to the East. From these trees came the millions of rubber trees in Ceylon, Java, Malaya, Borneo, Burma and parts of India.

An English chemist gave rubber its English name. He discovered that it could be used to rub out pencil marks. Since his rubber had come from India, he called it "India rubber."

After the rubber plantations were established in the East Indies, many experiments were made to discover the best ways of tapping the trees. At about the same time as the first rubber plantations were established, a disease killed most of the coffee trees growing in the East Indies. Many Dutch and English planters were left without a cash crop. The governments of England and Holland encouraged these planters to put in rubber trees instead of coffee trees.

More and more people began to buy automobiles, which need rubber tires. Soon the automobile industry was using most of the rubber produced. The rubber production from wild trees in South America declined because the plantation system was more economical. As the rubber business declined in South America, Brazil turned to the production of coffee. Now Brazil produces more coffee than any other country in the world.

Rubber plantations in the East Indies are of two main kinds—small family farms and large plantations. The small plantings are cared for and tapped by the family. These farmers usually grow rice and other food as well. They tap their rubber trees when the price of rubber is high enough to permit them to make a profit. About half of the world's rubber comes from such

farms.

The big plantations are run by companies. Since many workers are needed, the companies generally provide them with housing, food, and medical care, in addition to their salaries. Most companies have research departments that carry out experiments to find better and cheaper ways of producing rubber. Usually, plantation rubber is of a higher quality than the rubber from small farms.

Rubber trees are grown from seeds. These seeds are planted in beds of specially prepared, rich soil so that they will come up quickly. When the plants are a few inches tall, they are set out in new beds. Those trees which do not develop well are removed, and the healthy trees are grafted so that they will produce a larger amount of latex.

When the trees are between five and six years old, they are ready to be tapped. This means cutting the bark in a certain way to allow the latex to flow into a cup, which is attached to the tree trunk. Some trees are tapped every day, but most trees are tapped every other day. Tapping goes on all year long, except for the period when the tree changes its leaves.

A tree produces a few spoonfuls of latex each time it is tapped. In a year, one young tree produces about three pounds of rubber. Well-grafted trees may produce ten pounds of rubber in a year, while some exceptional trees yield as much as twenty-five pounds in a year.

Finishing Time: Minutes _____ Seconds _____

WORDS AND EXPRESSIONS

1. vegetable *adj.* of, from, relating to, plants or plant life 植物的, 由植物得来的, 关于植物的, 蔬菜的
2. latex *n.* milk-white liquid of plants 植物之乳汁, (尤指) 橡胶乳汁
3. stem *n.* part of a plant coming up from the roots 茎, 杆
4. milkweed *n.* name used for several kinds of wild plant with a juice like milk 乳草
5. dandelion *n.* small wild plant with bright-yellow flowers and deeply notched leaves 蒲公英
6. para rubber tree *n.* a famous kind of rubber tree growing in the Amazon Valley in Brazil 生长在亚马逊流域的橡胶树
7. native *adj.* originally belonging to, having origin in 土生的, 土产的, 原产于
8. shrub *n.* plant with woody stem, lower than a tree, and with several separate stems from the root 灌木

9. species *n.* sort 种; 类
10. obvious *adj.* easily seen or understood, clear, plain 显而易见的, 明白的
obviously *adv.* 显而易见地; 明白地
11. mold *n.* container, hollow form, into which molten metal or a soft substance is poured to cool into a required shape, the shape or form given by this container 模子; 模型
12. reduce *v. t. & i.* make less 减少
13. sticky *adj.* that sticks or tends to stick to anything that touches it 粘的; 有粘性的
stickiness *n.* 粘性; 粘度
14. procession *n.* number of persons or vehicles, moving forward and following each other in an orderly way 人, 车的行列, 队伍
15. sample *n.* specimen, one of a number, part of a whole, taken to show what the rest is like 标本; 样品
16. water-proof *adj.* which does not let water through 不透水的; 防水的
waterproof *v. t.* make waterproof 使防水; 使不透水
17. spread *v. t. & i.* put a substance on a surface and extend its area by flattening 涂; 敷
18. satisfactory *adj.* good enough for a purpose, giving pleasure or satisfaction 良好的; 令人满意的
19. crack *n.* line of division where sth. is broken but not into separate parts 裂缝
crack *v. t. & i.* get or make a crack or cracks in 破裂
20. raincoat *n.* light coat of waterproof 雨衣
21. mackintosh *n.* raincoat 雨衣
22. attempt *n.* try, making a start at doing sth. 试作; 尝试
23. rub *v. t. & i.* make sth. clean or dry by moving one thing backwards and forwards on the surface of another 擦; 搓; 擦净; 擦干
24. cash *n.* money in coin or notes 现款; 现金
25. encourage *v. t.* give hope, courage, or confidence to, support 鼓励; 支持; 援助
26. decline *v. t. & i.* continue to become smaller, weaker, lower 继续变小, 变弱, 变低
27. system *n.* ordered set of ideas, theories, principles, etc. 体系; 体制; 制度; 方式
28. economical *adj.* careful in the spending of money, time, etc., and in the use of goods, not wasteful 经济的; 节俭的
29. profit *n.* money gained in business 利润; 盈利
30. in addition to *phr.* as well as 除...以外