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修 订 本 前 言

《大学英语》是根据国家教育委员会审定批准的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听力、快速阅读、语法与练习五种教程，于1986年出版试用本，1992年出版正式本。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册，每级一册，供1—6级使用；语法与练习编写四册供1—4级使用。精读与听力教程均配有教师用书和录音磁带；泛读教程1—6级也配有教师用书。对低于大纲规定入学要求的学生，另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写，复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见并通过问答卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪，将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况，对课文作适当调整，提高大纲词汇的覆盖率和常用词汇的重现率，进一步完善练习，突出重点词语的操练；同时加强各教程间的横向联系，做到既自成体系又相互补充，形成整体。修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

《大学英语》快速阅读教程由中国人民大学外语系负责编写。湛馨荪担任主编、许孟雄担任主审，参加本册编写的有余申燕和王敏。

在编写过程中，本教程还承英国专家 Anthony J. Ward 审阅，谨此致谢。

本书为快速阅读教程修订本第二册，供大学英语二级学生使用，由湛馨荪修订。上海外语教育出版社的编辑同志在付梓前仔细编审，精心设计，给予我们很大帮助和促进，谨此一并致谢。

由于编者水平与经验有限，教材中难免还有不足之处，希望广大读者批评指正。

编 者

1997年3月

使用说明

本教程旨在培养学生的正确阅读习惯,提高学生的阅读能力和速度。为保证语言文字的规范化,课文全部选自英、美原著,但有少量删改。选材力求多样化,知识性和趣味性兼顾。

全书共分6册,每册10单元20课。每篇选文均配有多项选择练习,以测试学生对课文的理解能力。快速阅读主要着眼于培养阅读速度,强调在单位时间内快速获取所需信息,因此每篇材料均略浅于相应的精、泛读课文。篇幅跨度在250—600词之间,生词量力求控制在3%左右。快速阅读的全部教学活动都要求在课内进行。每单元进行一次,每次使用一至两篇,阅读后即做练习。为帮助学生培养良好的阅读习惯,控制和检验阅读速度,每篇课文前规定阅读时间(含做题时间),超过规定而未完成阅读者为不合格。

使用本教程时,应注意下列各点:

1. 为便于教学,本教程印成活页,由教师保管,使用时临时分发。学生不得预习。
2. 阅读时不能查阅词典;如有生词,可根据上下文进行猜测以确定词义。
3. 培养边阅读、边理解、边记忆的良好习惯。读完课文即做练习,做练习时,不再翻阅已读过的课文。
4. 严格按照规定时间阅读和做题,时间一到,应立即停止阅读。

编者
1997年3月

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1. The Missing Wallet

I don't often lose things and I'm especially careful with money, so I was quite surprised when I reached for my wallet and it wasn't there. At first, I thought it was possible that I could have left it at home. Then I remembered taking it out to pay for the taxi, so I knew I had it with me just before I walked into the restaurant. I wondered if it was possible that it could have slipped out of my pocket while I was eating dinner. Thinking about that possibility, I turned and walked back to the table where I had been sitting. Unfortunately, there were several people sitting at the table at the time, so I called a waiter and explained to him that my wallet had fallen out of my pocket while I was sitting at the table a few minutes earlier. I had the waiter go over to the table to see if my wallet was on the floor. While the waiter was looking for it, the manager of the restaurant came up to me and asked me if anything was wrong. I didn't want to get a lot of people involved in the problem, but I knew I had to get the wallet back. I told the manager what had happened. He had me describe the wallet to him, and then he insisted that I report the missing wallet to the police. I told him that I didn't particularly want to get the police involved in it; besides, I was in a hurry because I had an appointment with my doctor in just a few minutes. I explained to him that my biggest worry at the moment was how I was going to pay the check. He told me not to worry about that. He had me write down my name and address, and he said he would send me a bill.

4 minutes

317 words

1. The Missing Wallet

Comprehension Exercise

1. Why was the writer so sure he had brought his wallet with him?
 - a. He remembered that he didn't leave it at home.
 - b. He always felt his pocket for the wallet before he left home.
 - c. He believed his own memory.
 - d. He had taken it out to pay the taxi-driver.
2. According to the passage, the writer most probably lost his wallet when _____.
 - a. he took it out to pay for the taxi
 - b. he walked into the restaurant
 - c. he was eating dinner
 - d. he was ordering his dish
3. Why did the writer walk back to the table where he had been sitting?
 - a. He was sure his wallet was still there.
 - b. It was possible that he could find his wallet there.
 - c. He could ask someone there about his wallet.
 - d. He saw the wallet lying on the floor near the table.
4. What did he actually do when he walked back to the table?
 - a. He asked the people at the table about his wallet.
 - b. He explained to the waiter what had happened a few minutes earlier.
 - c. He himself started looking for his wallet.
 - d. He talked with the manager about what had happened.
5. The manager _____.
 - a. didn't appear till very late
 - b. didn't come at all because he was very busy
 - c. came up pretty soon to see what had happened
 - d. came to the table and found the wallet
6. As the writer didn't want to get a lot of people involved in the problem, _____.
 - a. he only told the manager what had happened
 - b. he didn't tell the manager anything

- c. he reported to the police immediately
 - d. he only told the story to the manager and the waiter
7. Why did the manager tell the writer not to worry about paying the check?
- a. He was going to report the incident to the police.
 - b. He could pay the doctor for the writer.
 - c. He would send the writer a bill later for his meal.
 - d. He was sure the missing wallet would soon be recovered.

2. The Nose on Your Face

The human nose has given to the languages of the world many interesting expressions. Of course, this is not surprising. Without the nose, we could not breathe or smell. It is the part of the face that gives a person special character. Cyrano de Bergerac said that a large nose showed a great man — courageous, courteous, manly, and intellectual.

A famous woman poet wished that she had two noses to smell a rose! Blaise Pascal, a French philosopher, made an interesting comment about Cleopatra's nose. If it had been shorter, he said, it would have changed the whole face of the world!

Historically, man's nose has had a principal role in his imagination. Man has referred to the nose in many ways to express his emotions. Expressions concerning the nose refer to human weakness: anger, pride, jealousy and revenge.

In English there are a number of phrases about the nose. For example, to hold up one's nose expresses a basic human feeling — pride. People can hold up their noses at people, things, and places.

The phrase, to be led around by the nose, shows man's weakness. A person who is led around by the nose lets other people control him. On the other hand, a person who follows his nose lets his instinct guide him.

For the human emotion of rejection, the phrase to have one's nose put out of joint is very descriptive. The expression applies to persons who have been turned aside because of a competitor. Their pride is hurt and they feel rejected. This expression is not new. It was used by Erasmus in 1542.

This is only a sampling of expressions in English dealing with the nose. There are a number of others. However, it should be as plain as the nose on your face that the nose is more than an organ for breathing and smelling!

4 minutes

310 words

2. The Nose on Your Face

Comprehension Exercise

1. This passage is about _____.
 - a. the human nose as an organ for breathing and smelling
 - b. the nose providing us with various expressions
 - c. a woman poet's wish to have two noses
 - d. interesting comments made on Cleopatra's nose
2. "To hold up one's nose" is an expression of _____.
 - a. contempt
 - b. revenge
 - c. anger
 - d. jealousy
3. A person who is led around by the nose _____.
 - a. lets his instinct guide him
 - b. has no will of his own
 - c. is strong-minded
 - d. is full of imagination
4. A man who is described as "to have his nose put out of joint" _____.
 - a. is happy
 - b. wants to smell a flower
 - c. is ill
 - d. feels hurt and rejected
5. "A sampling of expressions" in the last paragraph means _____.
 - a. "the giving of only one example to show one's feelings"
 - b. "quite a number of examples"
 - c. "expressions given to serve as examples"
 - d. "expressions that need examples"
6. When you say it is "as plain as the nose on your face" you mean _____.
 - a. "it is easy to solve"

- b. "something looks like your nose"
 - c. "it is something quite easy to understand"
 - d. "there is a plain-looking nose on your face"
7. "The nose is more than an organ for breathing and smelling" means _____.
a. "the only two functions of the nose are breathing and smelling"
b. "the nose is more important than any other organ"
c. "more can be said of this human organ than its function of breathing and smelling"
d. "no other organ functions for breathing and smelling"

3. Guilty or Not?

George had stolen some money, but the police had caught him and he had been put in prison. Now his trial was about to begin, and he felt sure that he would be found guilty and sent to prison for a long time.

Then he discovered that an old friend of his was one of the members of the jury at his trial. Of course, he didn't tell anybody, but he managed to see his friend secretly one day. He said to him, "Jim, I know that the jury will find me guilty of having stolen the money. I cannot hope to be found not guilty of taking it — that would be too much to expect. But I should be grateful to you for the rest of my life if you could persuade the other members of the jury to add a strong recommendation for mercy to their statement that they consider me guilty."

"Well, George," answered Jim, "I shall certainly try to do what I can for you as an old friend, but of course I cannot promise anything. The other eleven people on the jury look terribly strong-minded to me."

George said that he would quite understand if Jim was not able to do anything for him, and thanked him warmly for agreeing to help.

The trial went on, and at last the time came for the jury to decide whether George was guilty or not. It took them five hours, but in the end they found George guilty, with a strong recommendation for mercy.

Of course, George was very pleased, but he didn't have a chance to see Jim for some time after the trial. At last, however, Jim visited him in prison, and George thanked him warmly and asked him how he had managed to persuade the other members of the jury to recommend mercy.

"Well, George," Jim answered, "as I thought, those eleven men were very difficult to persuade, but I managed it in the end by tiring them out. Do you know, those fools had all wanted to find you not guilty!"

4 $\frac{1}{2}$ minutes

348 words

3. Guilty or Not?

Comprehension Exercise

1. Which phrase best defines a “jury”?
 - a. A person who works in a court.
 - b. A policeman.
 - c. A judge.
 - d. A group of people who decide if someone on trial is guilty or not guilty.
2. According to the passage George wanted his friend Jim _____.
 - a. to help him run away from prison
 - b. to believe he was not guilty
 - c. to make others believe that he was guilty
 - d. to make the jury ask for less severe punishment for George
3. Jim could not promise anything. Why?
 - a. He thought George was guilty.
 - b. George’s case was too serious.
 - c. The other members might not listen to his recommendation.
 - d. He did not want to help George.
4. The jury made a decision _____.
 - a. immediately after hearing Jim’s argument
 - b. after having had a vote
 - c. shortly after Jim said George was guilty
 - d. only after several hours of heated discussion
5. Why did George feel pleased about the decision?
 - a. He thought he deserved the punishment.
 - b. Jim did what he had promised.
 - c. He would be set free immediately.
 - d. The punishment was less severe than expected.
6. Why is it that the recommendation for mercy was made as Jim had wished?
 - a. George’s case turned out to be not so serious.
 - b. Jim kept asking the jury for mercy for George.