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大学英语

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上海外语教育出版社



大学英语

快速阅读

第四册

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上海外语教育出版社

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高等学校教材
大 学 英 语
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第四册
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上海外语教育出版社出版发行
(上海外国语学院内)

上海市群众印刷厂印刷

开本 787×1092 1/16 5.75 印张 106 千字
1991 年 6 月第 1 版 1992 年 6 月第 2 次印刷
印数: 280,001—480,000 册
ISBN 7-81009-557-9/H·310
定价: 2.05 元

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。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

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;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。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。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”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合作编写,复旦大学董亚芬教授审订。

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,分工审阅了全套教材并提出宝贵意见。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。

《大学英语》快速阅读教程由中国人民大学外语系负责编写。谌馨荪教授担任主编,许孟雄教授担任主审,参加编写的有余申燕副教授和王阳同志。

在编写过程中,本教程还承英籍专家 Anthony Ward 审阅,谨此致谢。

本书为快速阅读教程第四册,供大学英语四级学生使用。

由于时间仓促,编者水平与经验有限,教材中不妥之处在所难免,希望广大读者批评指正。

编 者

1990年2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。

全书共分六册,每册十单元二十课。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。篇幅跨度为 250—600 词左右,生词控制在 2%—3% 之间。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,所需时间(包括练习)约十分钟。每次练习后,学生应及时记录阅读和练习所分别占用的时间,供日后进行自我评估。

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. 阅读后,由教师收回快速阅读材料和练习,予以批改并记录成绩。

编者

1990 年 2 月

College English

Fast Reading

Book Four

By

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with the assistance of

Yu Shenyao

Wang Yang

Shanghai Foreign Language Education Press

FAST READING IV

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1. The Attack on Pearl Harbour

It seems that fate was on the side of the Japanese. At 6.30 a. m. on 7 December a small Japanese submarine entered a prohibited area off Oahu and was sunk by destroyers and aircraft. The naval watch-officer was informed and, in his turn, informed the Chiefs-of-Staff at Pearl Harbour; but for some reason no general alert was given. More extraordinary still, it is a fact that at 7.00 a. m. the operator of a provisional detector station out in the Pacific belonging to the American Army reported a large flight of aeroplanes about 210 kilometres from Oahu to the east-north-east. An army lieutenant decided that the aeroplanes must obviously be friendly ones and took no action. An unusually cloudy sky added to Japanese luck. A routine dawn patrol of American aircraft had passed over Oahu and reported nothing.

At 7.50 a. m. on that Sunday morning a great noise of approaching aircraft was heard on Oahu and at 7.55 the first bombs fell. Low-level bombers and torpedo aircraft attacked the ships in the harbour and the naval installations; high-level bombers bombed the airfields and also Honolulu some 11 kilometres away. The attacks were followed by fighter planes firing machine-guns with incendiary bullets, particularly at the planes on the airfield; some pocket submarines attacked the harbour at the same time.

Just as there had been no adequate air or sea patrols, so inside Pearl Harbour no precautions against attack had been taken; warships were moored close one against another and a large proportion of officers and ratings were on leave and many sleeping ashore. A similar peace-time carelessness pervaded the Hickham army airfield close to Pearl Harbour and other aerodromes on the island. Before the last attack, which was made at 9.00 a.m. and which met with heavy anti-aircraft and naval gun-fire, the Japanese were able to strafe their objectives almost without resistance and the aircraft were able to return to their carriers to refuel and to return to the attack.

Of the eight battleships, the *Arizona*, *California* and *Utah*, a target ship, were sunk outright; the *Oklahoma* capsized shortly after being bombed; the *Nevada* was set on fire and put out of action for many months; the three others were more or less seriously damaged. Considerable additional damages were done to ships, a minelayer was sunk, three cruisers damaged, two destroyers sunk and another damaged. Some 2,300 officers and men were killed and some hundreds of the nearly two thousand wounded died later. The Japanese are said to have lost 60 aircraft, whilst the Americans had 173 destroyed and over 100 damaged.

422 words

1. The Attack on Pearl Harbour

Comprehension Exercise

1. How was fate on the side of the Japanese?
 - a. A Japanese submarine was able to enter a prohibited area.
 - b. A cloudy sky covered the Japanese movement.
 - c. No general alert was given by the Chiefs-of-Staff.
 - d. All of the above.
2. What information did the naval watch-officer give his superiors at Pearl Harbour?
 - a. The Japanese were sending their submarines into the prohibited area off Oahu.
 - b. Japanese destroyers and aircraft had entered the prohibited area off Oahu.
 - c. A small Japanese submarine had entered a prohibited area off Oahu.
 - d. An unidentified submarine was sunk by destroyers and aircraft.
3. What was "extraordinary" about the sighting of planes by the provisional detector station?
 - a. The planes were too far away to be seen.
 - b. An army lieutenant took no action, thinking the planes were friendly.
 - c. The planes were immediately shot down.
 - d. The station was supposed to be looking for ships, not planes.
4. When did the attack on Pearl Harbour take place?
 - a. Early on Sunday morning.
 - b. Late Saturday evening.
 - c. During a regular workday.
 - d. In the middle of the night.
5. Where is Pearl Harbour located?
 - a. Near Japan.
 - b. Close to the United States mainland.
 - c. In the Hawaiian Islands.
 - d. In Alaska.
6. What does "moored" mean?

- a. "Docked".
 - b. "Parked".
 - c. "Built".
 - d. "Sunk".
7. How many battleships were sunk outright?
- a. "Three".
 - b. "Two".
 - c. "Eight".
 - d. "Four".
8. What does "capsized" mean?
- a. "Caught fire".
 - b. "Started its engines".
 - c. "Overturned".
 - d. "Escaped".
9. Which of the following was NOT a U. S. battleship?
- a. California.
 - b. Arizona.
 - c. Utah.
 - d. Honolulu.
10. Why was the United States unprepared for the attack?
- a. All the ships of the U. S. Navy were somewhere else.
 - b. The attack came as a complete surprise.
 - c. The U. S. and Japan had just signed a peace treaty.
 - d. The U. S. thought it would attack Japan first.

2. The Blues — the Song of the Walking Wounded

Jazz is the art of surprise, producing always the sudden and unexpected. But the blues is something else. Jazz has been developed into one of those intellectual art forms that scares people away. The blues can be faked. It is faked more today than ever before. But it is an emotional song and even the finest of blues singers cannot always possess true emotions, the real grief which is at the heart, in the soul.

Of course, I had heard the blues all my life. I had heard it all as a teenage jazz fan in America, travelling long distances to sit, perfectly still, listening with religious reverence to the great progressive jazzmen of the day. But I was never moved by the blues until I was a young soldier, marching along one long, desperately hot afternoon under a south Texas sun. We were marching four abreast, rifles slung, singing as we swung along.

An officer marched at the head of us. He did not sing. God knows how we hated them, the officers. We all hated them. The officer was only there for show. Like a fancy motor car radiator cap. Suddenly on our left there appeared this ghostly vision. All in white. Pure white. It was men. A prison work-gang. All black men dressed in white. They sang as they worked. They were not in chains, but men on horseback watched over them.

The men on horseback were unmoved, bored by the singing of the prison work-gang. Maybe they heard too much of it. But the beauty of their singing stirred us. We stopped singing our own silly song as we drew near them. Many of us were university graduates. Being soldiers in the infantry was the closest we would ever come, with luck, to joining the down-trodden of the earth.

The prison gang were singing some work-song. We all, all of us felt it; knew the feeling of the song for we were prisoners too and knew something at least of the longing that went into that song.

Without ever stopping their work the black convict gang saw us. The scene, the beauty of their singing, of these black men who were the grandsons of kidnapped African men and women, the descendants of slaves, burned our eyes. The blues, sung like this, in the condition of penal servitude which was its true roots, and set against this dusty lonesome Southern backdrop, was the real thing. All the concerts, jazz sessions and recordings I had listened to again and again — none of them was like this.

424 words

2. The Blues — the Song of the Walking Wounded

Comprehension Exercise

1. Which of the following is NOT mentioned in the passage?
 - a. The blues is an emotional song.
 - b. Jazz is the U. S. A.'s contribution to popular music.
 - c. The blues originated in U. S. slavery.
 - d. The author was a jazz fan when he was in his teens.
2. According to the passage, blues songs express _____.
 - a. delight
 - b. grief
 - c. luck
 - d. surprise
3. The writer travelled long distances to attend jazz performances because he _____.
 - a. admired great jazzmen
 - b. had joined the U. S. Army
 - c. felt inspired by their songs' lyrics
 - d. believed in God
4. The writer compares an officer to a car radiator cap to show that _____.
 - a. the officer was good for nothing
 - b. he resented the officer
 - c. the officer annoyed him
 - d. all of the above
5. Being an infantry soldier, the writer _____.
 - a. could return to Nature
 - b. could come close to the poor and the weak
 - c. could act on impulse
 - d. remained cut off from the poor and the weak
6. The soldiers enjoyed the prisoners' song because _____.
 - a. they identified themselves with its singers

- b. its words were clearly enunciated
 - c. it was sung in their native language
 - d. they recognized its tune
7. Which of the following is NOT true?
- a. The prisoners sang songs while they worked.
 - b. The prisoners' song expressed their emotional response to forced labour.
 - c. The black prisoners wore white clothes.
 - d. The prisoners worked for wages.
8. The soldiers _____ these black prisoners.
- a. sympathised with
 - b. admired the singing of
 - c. were moved by
 - d. all of the above
9. The sentence "none of them was like this" means _____.
- a. "the prisoners' songs differed from those on tapes, sung at concerts and jazz sessions"
 - b. "the prisoners' songs were incomprehensible"
 - c. "the prisoners composed their own songs"
 - d. "the prisoners sang work songs"
10. The writer is most likely a _____.
- a. black prisoner
 - b. middle-class white
 - c. middle-class black
 - d. musician

3. A Carrot a Day May Keep Cancer Away

Among all the malignancies, lung cancer is the biggest killer; more than 100,000 Americans a year die of the disease. Giving up smoking is one of obvious ways to reduce the risk, but another answer may lie in the kitchen. According to a new report, even heavy smokers may be protected from developing lung cancer by a simple dietary measure: a daily portion of carrots, spinach or any other vegetable or fruit containing a form of vitamin A called carotene.

The finding, published in the British medical journal *The Lancet*, is part of a long-range investigation of diet and disease. Since 1957 a team of American researchers has monitored the dietary habits and medical histories of 2,000 middle-aged men employed by the Western Electric Co. in Chicago. Led by Dr. Richard Shekelle of Chicago's Rush-Presbyterian-St. Luke's Medical Center, the researchers recently began to sort out the links between the subjects' dietary patterns and cancer. Other studies of animals and humans have suggested that vitamin A offers some protection against lung cancer. The correlation seemed logical, explains Shekelle, since vitamin A is essential for the growth of the epithelial tissue that lines the airways of the lungs.

Vegetables: But the earlier research did not distinguish between two different forms of the vitamin. "Preformed" vitamin A, known as retinol, is found mainly in liver and dairy products like milk, cheese, butter and eggs. But vitamin A is also made in the body from carotene, which is abundant in a variety of vegetables and fruits, including carrots, spinach, squash, tomatoes, sweet potatoes and apples.

In the Western Electric study, Shekelle and his colleagues found little correlation between the incidence of lung cancer and the consumption of foods containing preformed vitamin A. But when they examined the data on carotene intake, they discovered a significant relationship. Among the 488 men who had the lowest level of carotene consumption, there were fourteen cases of lung cancer; in a group of the same size that ate the most carotene, only two cases developed. The apparent protective effect of carotene held up even for longtime smokers — but to a lesser degree.

Further studies will be necessary before the link between lung cancer and carotene can be firmly established. In the meantime, researchers warn against taking large numbers of vitamin A pills, because the tablets contain a form of the chemical that can be extremely toxic in high doses. Instead, they advise a well-balanced diet that includes foods rich in carotene. For a smoker, a half-cup of carrots every day might possibly make the difference between life and death.

432 words

