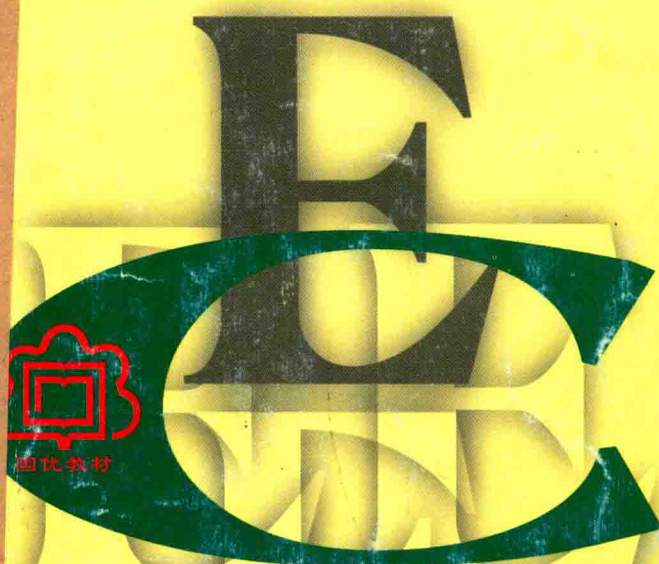


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修订本

# 大学英语

# 5

Shanghai Foreign Language Education Press

总主编 董亚芬

# 大学英语

College English (修订本)  
( Revised Edition )

## 快速阅读

Fast Reading

### 第五册

湛馨荪 (主编)  
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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。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李守京等。

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五册，供大学英语五级学生使用，由湛馨荪负责修订。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

1998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。篇幅跨度为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:

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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  
1998年3月



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## 1. The Standard of Living

The “standard of living” of any country means the average person’s share of the goods and services which the country produces. A country’s standard of living, therefore, depends first and foremost on its capacity to produce wealth. “Wealth” in this sense is not money, for we do not live on money but on things that money can buy: “goods” such as food and clothing, and “services” such as transport and entertainment.

A country’s capacity to produce wealth depends upon many factors, most of which have an effect on one another. Wealth depends to a great extent upon a country’s natural resources, such as coal, gold, and other minerals, water supply and so on. Some regions of the world are well supplied with coal and minerals, and have a fertile soil and a favourable climate; other regions possess none of them. The U.S.A. is one of the wealthiest regions of the world because she has vast natural resources within her borders, her soil is fertile, and her climate is varied. The Sahara Desert, on the other hand, is one of the least wealthy.

Next to natural resources comes the ability to turn them to use. Sound and stable political conditions, and freedom from foreign invasion, enable a country to develop its natural resources peacefully and steadily, and to produce more wealth than another country equally well served by nature but less well ordered. Another important factor is the technical efficiency of a country’s people. Old countries that have, through many centuries, trained up numerous skilled craftsmen and technicians are better placed to produce wealth than countries whose workers are largely unskilled. Wealth also produces wealth. As a country becomes wealthier, its people have a large margin for saving, and can put their savings into factories and machines which will help workers to turn out more goods in their working day.

A country’s standard of living does not only depend upon the wealth that is produced and consumed within its own borders, but also upon what is indirectly produced through international trade. For example, Britain’s wealth in foodstuffs and other agricultural products would be much less if she had to depend only on those grown at home. Trade makes it possible for her surplus manufactured goods

to be traded abroad for the agricultural products that would otherwise be lacking. A country's wealth is, therefore, much influenced by its manufacturing capacity, provided that other countries can be found ready to accept its manufactures.

To calculate the average standard of living of any country, one divides its "national income" by the number of people in it. Strictly, the term "national income" means the total of goods and services produced for consumption in that country in a year; but such a total cannot be divided unless it is expressed in money.

5 minutes

465 words

## 1. The Standard of Living

### Comprehension Exercise

1. A country's wealth depends upon \_\_\_\_\_.
  - a. its standard of living
  - b. its money
  - ☒ c. its ability to provide goods and services
  - d. its ability to provide transport and entertainment
2. The main idea of the second paragraph is that \_\_\_\_\_.
  - a. the U.S.A. is one of the wealthiest countries in the world
  - b. the Sahara Desert is a very poor region
  - c. a country's wealth depends on many factors
  - ☒ d. natural resources are an important factor in the wealth or poverty of a country
3. The third paragraph is about \_\_\_\_\_.
  - a. how wealth produces wealth
  - b. peaceful development of a country's natural resources
  - c. the importance of the technical efficiency of a country's people
  - ☒ d. all of the above
4. The word "margin" in "... a large margin for (line 8, para 3) ..." means \_\_\_\_\_.
  - a. the space at the side of the page
  - b. the edge
  - ☒ c. the amount earned but not needed for living
  - d. any money deposited in a savings account
5. Which of the following about Britain's wealth is true according to the passage?
  - a. Britain's wealth is entirely produced and consumed within its borders.
  - b. Britain is more dependent upon trade than any other country in the world.
  - ☒ c. Britain manufactures more than it needs for home consumption.
  - d. Britain's wealth lies only in what it can manufacture.



## 2. Descending the Rapids

We had now reached the most dangerous part of the river, for there were here three rapids at no great distance apart which had to be passed. The waters were then low and the rocks numerous, threatening no little danger to the boats. When the water is high, navigation is less difficult, for the difference of level in the rapids becomes much less, and the danger of being driven on to the rocks is also greatly diminished. The increasing roar caused by the falling water warned us of the close proximity of the rapid, though we had heard it a long way back. At the first big fall we unloaded our boat, carrying everything on the men's shoulders along the shore beyond the dangerous part; but we all returned to the boat to make our dash through the foaming waters. For me it was quite a new sensation; and indeed, I felt it was quite possible I might never have the opportunity of narrating it. I had full faith in my Kayans, however, and especially in the expert who wielded the steering paddle at the stern. Drawn up to his fullest height, he looked eagerly for the best passage. This was no easy task, for not only had the steersman to avoid the rocks which were above water, but those just covered by it, which were still more dangerous, capsizing the canoe in an instant. At first the current seemed nothing out of the common, but, as we approached, it increased in force until there seemed almost something uncanny in its overwhelming strength. About fifty or sixty yards (45 or 54m) from the rapid our steersman had already made up his mind as to the line to be followed. His great object was to keep the boat with plenty of way on in the current; for woe betide us if we but swerved an instant — we should have been at once capsized and done for! As we approached the bigger part of the fall the paddlers redoubled their efforts, and our long, light, narrow boat shot like an arrow down the swell, and in an instant was righted in the bubbling waters of the pool beneath, in a cloud of pulverized water which formed a mistlike column around us. I feel that it would be attempting the impossible to endeavour to translate into words the emotions of that moment, which came and went like a flash of lightning!

When we got into the comparatively tranquil waters beyond, our boat was full



## 2. Descending the Rapids

### Comprehension Exercise

1. How did the writer and his companions know that they were very close to the rapids?
  - a. They saw rocks protruding above the water.
  - ☒ b. They saw the waters becoming lower.
  - c. They saw the falling water.
  - ☒ d. They heard the increasing roar of the falling water.
2. \_\_\_\_\_ presented the greatest danger to the steersman.
  - a. The swift current.
  - b. The rocks above the water's surface
  - ☒ c. The rocks just below the water's surface
  - ☒ d. The bubbling waters in the pool beneath
3. The writer felt that it would be too difficult to accurately express in words \_\_\_\_\_.
  - a. his fear at hearing the rush of the rapids
  - ☒ b. the uncanny power of the rushing water
  - c. his surprise at having safely travelled through the rapids
  - ☒ d. his emotions as he passed through the rapids
4. The steersman was standing in order to \_\_\_\_\_.
  - a. balance the weight in the boat
  - b. watch for rocks below the water's surface
  - ☒ c. determine the best passage through the rapids
  - ☒ d. prevent the canoe from capsizing
5. What would have happened to the men in the boat if it had swerved from the path it was travelling?
  - ☒ a. They would have been thrown out of the boat and drowned.
  - b. They would have jumped to safety.
  - c. They would have been stranded at the fall without a boat.
  - ☒ d. They would have been plunged into calmer waters below the fall.



6. Several of the Kayans jumped out of the boat in order to \_\_\_\_\_.  
a. recover the packages left on the shore  
b. reduce the weight in the boat  
c. swim in the bubbling waters  
d. get a lost paddle back
7. When the boat got into calmer waters, it \_\_\_\_\_.  
a. was as good as it was before  
b. had sprung a leak and water was rushing in  
c. was full of water  
d. was badly damaged

### 3. Influenza

Influenza has been with us a long, long time. According to some Greek writers on medical history, the outbreak of 412 B. C. was of influenza. The same has been suggested of the sickness that swept through the Greek army attacking Syracuse in 395 B. C. Flu is a disease that moves more quickly among people living in crowded conditions, hence it is likely to attack armies.

During the nineteenth century there were five widespread outbreaks of influenza. The last of the five happened in 1889 and marked the beginning of the story of influenza in our time. Like the present outbreak, it started in Asia.

For more than forty years before that outbreak, influenza had steadily decreased and was believed to be dying out. A new group of outbreaks was introduced by the great outbreak of 1889-1890 and for the next quarter of a century flu remained a constant threat.

In April 1918, flu broke out among American troops stationed in France. It quickly spread through all the armies but caused relatively few deaths. Four months later, however, a second outbreak started which proved to be a killer. It killed not only the old and already sick but also healthy young adults. It went through every country in the world, only a few distant islands in the South Atlantic and the Pacific remaining untouched. It brought the life of whole countries to a stop; food supplies stopped and the work loss was very great. Before the great outbreak ended, it had killed at least 15 million people.

Medical science is still not certain what hit us in 1918. The influenza virus was not found until 1933, so all that today can be said about the 1918 outbreak was the kind of antibodies it produced.

The 1918 outbreak was never controlled. It simply burned itself after taking a great number of human lives. Before man could have done much to lessen the effect of such an outbreak, he would have had to find the influenza virus so that vaccine could be developed. It would also help to have an international reporting system so that countries threatened with the disease could prepare to defend themselves.