

# 中高级实用英语 快速阅读教材

黄 光 太

Faster Reading Practice  
for

Intermediate and  
Advanced Students

西安交通大学出版社

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## 内 容 提 要

本书分两部分：第一部分包括 30 篇课文和练习。所选课文题材广泛，内容新颖，趣味无穷，可读性强，练习编排合理实用，可帮助学生解决在阅读中出现的问题，以达到逐步提高阅读速度和理解能力的目的。第二部分包括练习答案、阅读速度等记录表，以便于学生课后自我检查和教师备课参考。

本书供各类专业大学生，研究生以及语言培训中心英语中、高级班学员使用，也可以作为准备参加水平考试 (EPT) 和托福 (TOEFL) 考生的重要参考书。

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#### Faster Reading Practice For Intermediate & Advanced Students

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## 编 者 的 话

运用科学方法进行大量阅读是提高英语水平的必经之路。为了帮助学生通过快速阅读实践，熟练掌握快速阅读技巧，较短时间内扩大英语词汇量，提高阅读速度和理解能力，以收事半功倍之效，我们从国外出版的英语教科书和其它有关书刊中精选了各种文章，汇编成《中高级实用英语快速阅读教材》一书。这本教材可供语言培训中心学员、高等院校非英语专业二年级以上学生作课堂快速阅读训练使用，也可作为业余教育成人教育单位成员或自学者的泛读教材或课外补充读物，对于参加国内外一些重大考试，例如，英语水平考试（EPT）和“托福”（TOEFL）等也有重要参考价值。

全书共三十篇课文，按由易到难的原则编排。内容涉及文、理、工、农、医等各种专业，题材有故事、传记、传说、科普知识名人轶事等，具有一定的知识性和趣味性。每篇课文后配有意思理解、词汇和完形填充三类练习，以加深或巩固内容、词汇、语法难点等方面的知识。书后有习题答案，以便于教师备课时参考和学生自我检查时使用。

本书在出版前，曾在西安外国语学院C级学员中连续试用过三期。试用期间，曾多次对阅读理解和词汇练习部分进行了反复修改。在此谨对参加本书试用、并提出过宝贵意见的中外教师和学员表示感谢。曾在我院培训部工作的英语专家约翰·M·格雷尼先生（Mr. John Graney）对本书的编写和出版极为关注，不仅热情地承担了该书的最后审定工作，而且给予作者许多具体的帮助和指教，对此尤表深切的敬意和感激。西

安交通大学外语系王监龙副教授对本书的审校和编辑做了大量的工作，在此亦表谢意。

本书虽经试用，并多次进行修改，但由于作者水平有限，缺点和错误仍在所难免，衷心欢迎专家和广大读者批评指正。

为了要求学生根据文章主要意念拟出标题，因此目录放在正文之后。

黄 光 大

一九八九年八月于西安

# Introduction

This book is a drill book to help Chinese science and technology students improve their reading speed and comprehension. It may be used either alone or with any speed reading textbook.

The book consists of 30 short, interesting reading selections, at intermediate and advanced levels. The selections are arranged in ascending order of difficulty. Each is followed by ten comprehension questions, two types of cloze passages and a vocabulary in context drill. The exercises were designed to help students to prepare for EPT-type examinations.

How to use this book

## COMPREHENSION

Begin each reading selection with the COMPREHENSION exercise. Since the improvement of reading speed is required, timed reading is suggested. When you finish reading, find your reading rate by the formula (Number of Words ÷ Reading Time in Minute = WPM), correct your answers by checking with the answer key on page 363, and then fill in the Timing Box

at the top of the page. Score 10 points for each correct answer. Very few students can read these passages once and get all of the multiple choice questions correct. A score of about 70 or 80 percent is normal. If you get 90 or 100 percent correct, you are probably reading too slowly and you should speed up. But, if your score is below 70 percent your comprehension needs work.

Achieving a proper balance between speed and comprehension is one of the most important things that you will learn in this book.

One method of improving your comprehension is to study your wrong answers further, and it should be done right after the drill rather than at some later time.

As important as finding the correct answer is determining what makes the other answer wrong.

## VOCABULARY IN CONTEXT

Accompanying each selection is a vocabulary-in-context exercise. These exercises consist of ten words or expressions from the selection reprinted in context. Following each word, four meanings are given. The student's task is to select the best meaning for the word or expression as used in this selection.

In the vocabulary exercises each word or phrase is printed in the sentence from the selection to help the student recall how it was originally used. Also given is the line reference to the word or expression so that, if necessary, the student can reread the entire passage in context. Successful readers need to be able to guess the meaning of an unfamiliar word rather than always resorting to the dictionary.

#### CLOZE TECHNIQUE

Following the more traditional multiple choice questions are cloze technique passages. The cloze technique, by leaving out words, provides a method of questioning during the reading of a passage. These cloze techniques are of two types:

1. Subject matter words omitted in the passage. Subject matter words are the nouns, verbs, adjectives and adverbs which make one passage uniquely different from another.

2. Structure words omitted in the passage. Linguists define structure words as little words such as "the" and "of", which are necessary mechanically for holding the language together, but which contribute little to the unique meaning of a passage.



Multiple choice questions are a recognition task while the cloze technique involves knowledge of English structure and recall. All of these are important parts of reading comprehension, and they are the type of skills which will help the students do well on many kinds of examinations.

The cloze passages are taken from passages in the article. The student can locate the sentences and correct his own responses or use the key to get the correct answer. The students are required to supply the author's exact words.

## Acknowledgement

The author is grateful to the following for permission to reproduce quoted passages: P.A.R. Incorporated for Passages 1-20, 29-30 from Reading For Power by Smith/Brownsword/Hanley; William Heinemann Limited and Harper and Row, Publishers, Inc. for Passage 21 from Ossian's Ride by Fred Hoyle; Author's agents for Passage 22 from Travel in England by Thomas Burke; Jonathan Cape Limited and the Estate of Hugh Dormer for Passage 23 from Hugh Dormer's Diaries; Hodder and Stoughton Limited and J.B. Lippincott Company for Passage 24 From The Golden's Story by P.R. Reid. College Skills Center for Passages 25, 26, 27, 28 from 100 Passages by Allan Sack and Jack Yourman.

Clark Morgan and Louise Malnachuk, English teachers in the Training Department of Xian Foreign Languages Institute, have been generous and helpful with the revision of the exercises.

Special thanks must go to Mr. John M Graney, an English expert, who patiently went over the whole book and made a number of thoughtful suggestions.

I

Reading Time \_\_\_\_\_

Comprehension Score \_\_\_\_\_

Words per Minute \_\_\_\_\_

It was just noon on that 25th day of April, 1945. I had gone through my first minutes of combat. The 456th Bomber Group, based in Italy, had gone into Austria. They had hit the railroad yards at Linz along the Danube River.

5

My job was to drop chaff. They were the little bundles of tin that confused enemy radar. Through the 3-inch-square chaff chute, I could see the enemy shells exploding just below us.

Just after "bombs away," a sharp blow rocked our plane. An enemy shell had ripped a hole in the floor of the airplane. It was about a yard from the engineer's feet.

10

"Engineer to pilot," his voice said, "We've been hit."

15

"Bad?"

"Don't think so. It missed the control cables -- went out through the top."

No more talk. It was over. But it left a shaky feeling. We knew that the war was almost over. A guy's chances of getting home were good.

20

Each of us was thinking the same thing. If that shell had hit us half a second sooner, it might have hit the pilot. Three inches to the left and it would have cut some cables. A tiny

25

instant later, and it would have hit one of us.

The bomb run ended. The bomb bay doors slid shut. Suddenly we were in the clear open sky.

We let ourselves feel a bit safer now. We had the three-hour flight home. It was across part of Yugoslavia. Then came the voice of our nose gunner. 30

"Fighter. Eleven o'clock now. Coming in fast." 35

"Whose?" somebody said.

"Not ours," came the answer, forward. "Never saw anything like it. It's closing in now ... fast ... fast ... never saw anything so fast."

"I see him!" the left waist gunner said. 40  
"It's a jet—one of those new Me 262's!"

"Can't even hold him in the sight," the gunner said.

If one of their new jets hits you, just start shooting and hope that you hit him. You won't get a chance to aim. That's what we had been told. The enemy had a fighter so fast we couldn't even hold a sight on it. It was something we had never heard of. Something they called a "jet". 45 50

And now the jet came at us! Our nose turret turned wildly to follow it. The electric motors of the turret hummed. The gunner tried to bring his guns around.

Looking over the other waist gunner's 55  
shoulder, I saw the enemy jet. I saw its shining  
green nose and its high rudder. It knifed  
through the spring air toward our plane.

In seconds the jet's cannon would fire. In  
seconds it would all be over. Our bomber would 60  
fold. It would streak down to smash in the  
mountains below.

In seconds ... Then I noticed that we had  
not yet fired a single shot. All of us stared.  
We were ready for the blow. But no one fired! 65

The jet was in range. Its shining nose was  
on us as it closed in for the kill.

Then the unbelievable; the enemy jet leveled  
off. It flashed below us and was gone.

"Close!" somebody said. "Too close!" 70

Then we went back to the business of getting  
home. I guess most of the crew forgot about  
that jet that had us in its sights. But I have  
never forgotten it.

Was ~~the~~ German pilot out of ammunition? 75  
Did ~~his~~ guns jam at the last second? Or was it  
more than that? Was he tired of killing?

I'll never be sure. I don't know what held  
the fire of our own gunners. But the sky chang-  
ed from a ring of hate to a blue sky of hope. 80

(600 words)

COMPREHENSION: Answer the questions without looking back at the passage. When finished, correct your answers by checking with the answer key on page 364 . Then fill in the Timing Box at the top of the page. Write your Reading Time on the first line, Comprehension Score on the second, and Words per Minute on the bottom line.

1. The date of this story is \_\_\_\_
  - a. April 19, 1945.
  - b. March 25, 1944.
  - c. April 25, 1942.
  - d. April 25, 1945.
  
2. The 456th Bomber Group had just bombed \_\_\_\_
  - a. Italy.
  - b. Linz.
  - c. Danube.
  - d. Munich.
  
3. The author's job was to \_\_\_\_
  - a. pilot an aircraft.
  - b. drop chaff.
  - c. shoot shells.
  - d. engineer aircrafts.
  
4. The narrator says that the war \_\_\_\_
  - a. was nearly over.
  - b. was just beginning.

- c. was half over.
- d. would never end.

5. The crew felt safer \_\_\_\_
- a. after the shell hit them.
  - b. when they were in clear sky.
  - c. while the bombs were being dropped.
  - d. on the way to the mission.
6. The name of the jet was \_\_\_\_
- a. X-15.
  - b. MM 592.
  - c. Me 109.
  - d. Me 262.
7. The crew had been told that \_\_\_\_
- a. the jets could not be used.
  - b. they wouldn't get much chance to aim.
  - c. a jet is better than a bomber.
  - d. this would be their last mission.

The author was surprised because \_\_\_\_

- a. the shell did no damage.
  - b. their plane was as fast as the jet.
  - c. the jet didn't fire.
  - d. the war was almost over.
9. The author says that the German pilot \_\_\_\_

- a. might have been tired of killing.
- b. was a coward.
- c. was too close to fire.
- d. might have been going too fast to fire.

10. The author \_\_\_\_

- a. had flown in combat many times.
- b. had just seen his first minutes of combat.
- c. says that he was frightened.
- d. hoped he would meet a jet.

VOCABULARY: The following words or expressions have been taken from the selection you have just read. Choose the best meaning or synonym for the word or expression as used in the selection.

1. had gone through (line 2 )

"I had gone through my first minutes of combat."

- a. had passed through
- b. had examined
- c. had carried out
- d. had experienced

2. missed (line 17 )

"It missed the control cables--went out through the top."

- a. failed to hit

002818



- b. escaped from
  - c. failed to meet
  - d. touched
3. nose (line 33 )  
"Then came the voice of our nose gunner."  
a. the front end of a plane  
b. part of the face  
c. courageous  
d. something like a nose in position
4. hold in the sight (line 42 )  
"Can't even hold him in the sight," the  
gunner said.  
a. aim at  
b. see clearly  
c. keep visible  
d. shoot down
5. fighter (line 47 )  
"The enemy had a fighter so fast we couldn't  
even hold a sight on it."  
a. a soldier  
b. an aircraft  
c. a boxer  
d. a machine-gun
6. came at (line 51 )  
"And now the jet came at us!"