【安徽省高等学校“十一五”省级规划教材】

主　编　马海波　何苏宁

新目标 大学英语 快速阅读

New Target College English Fast Reading

本册主编　赵天红　潘云燕

第3册

中国科学技术大学出版社

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前　　言

教育部制定的《大学英语课程教学要求》(以下简称《课程要求》)对于英语快速阅读能力的一般要求是:"在快速阅读篇幅较长、难度略低的材料时,阅读速度达到每分钟100词,能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。"较高要求是:阅读速度达到每分钟120词,能就阅读材料进行略读或寻读。正是根据《课程要求》的具体要求,我们编写了这套《新目标大学英语快速阅读》教材,以期通过规范的选篇和练习设计循序渐进地提高学生的英语快速阅读水平,从而进一步增强他们的英语综合应用能力。

英语快速阅读与精读、泛读共同构筑起英语阅读技法的链状体系。快速阅读侧重于阅读的"时间观念"和"效率意识",体现出信息化时代高速度、高效率的理念,是外语阅读技法中的新概念。对于广大非英语专业的大学生而言,英语阅读效率低是制约他们获取更多知识和信息的最大障碍。因此,培养快速阅读、准确捕捉信息的能力,是大学英语教学的一项重要任务。我们在编写本教材时,注重将语言的课堂教学与实际应用能力的提高相结合,做了一些尝试。

(1) 本教材共4册,分为1～4级,达到《课程要求》对快速阅读一般要求层次的具体要求。

(2) 本教材遵循理论与实践相结合的原则,讲练结合,每册分为两大部分:第一部分讲授快速阅读常用技能,采用中文讲解,清晰明了;第二部分为快速阅读综合技能训练,注重训练的渐进性和系统性。每册分10个单元,每个单元包含3～4篇阅读文章,每篇文章后配有练习。第1、2篇文章后的练习与四级考试新题型的形式一样,第3、4篇文章后的练习则侧重于训练某一项快速阅读技能,以达到通过训练熟练掌握快速

阅读技能的目的。

(3) 本教材所选篇目均是根据实际教学需要筛选而来，在保证科学性、知识性、趣味性和新颖性的同时，又尊重学生的兴趣爱好，内容涉及语言、文化、习俗、伦理、科学、社会焦点等方面。文章均从近期的国内外书籍和报刊中选编，难度适中。

(4) 1～4级阅读文章的长度和阅读速度分别为：1级600～800词，建议阅读速度为每分钟90词；2级800～1000词，建议阅读速度为每分钟100词；3级1000～1100词，建议阅读速度为每分钟110词；4级1100～1200词，建议阅读速度为每分钟120词。生词不超过短文词汇总量的3%。在每篇短文之前都明确标出了完成短文阅读及练习的建议用时，学生可以记录完成时间和答题的正确率，以便对自己的阅读速度和阅读水平进行自我评估。

(5) 在练习的编排方式上注重形式多样。在注重寻读、略读、猜词悟义、写摘要等快速阅读基本技能训练的同时，在题型和阅读速度等方面结合四、六级考试的要求进行设定，旨在帮助学生熟悉新题型，提高应试能力。练习题的形式主要为判断题、信息填充题和综合题。

本教材的编写由解放军电子工程学院和解放军炮兵学院合作完成，所有编写人员均为在教学一线执教多年的教师，具有丰富的教学经验。全书由马海波、何苏宁主编，各分册主编分别为：第1册马海波、喻纲；第2册方怡、王玫；第3册赵天红、潘云燕；第4册何苏宁、黄频频。

编　者

2008年5月

目　录

快速阅读的基本方法与技巧

1. 略读(skimming)

略读,或称为跳读,就是粗略地、快速地阅读全文,包括文题、作者、写作时间、注释说明等,要求读者有选择性地忽略阅读材料中的部分内容,其目的是明确背景,抓住线索,了解梗概,把握主旨。略读虽不免"粗疏",但绝不是粗枝大叶地、一般地浏览,而是有目的地把握"全局",对全文做一鸟瞰式的俯视,这就要求在阅读时精神高度集中,能提纲挈领地抓住全文关键的问题。其特点是:(1) 以极快的速度阅读大量材料,寻找字面上或事实上的主要信息和少量的阐述信息;(2) 有选择性地跳过某个部分或某些部分阅读内容;(3) 适当地降低阅读理解的准确率;(4) 事先读者对阅读材料往往是一无所知。

略读可以运用下列技巧:

(1) 利用印刷细节(typegraphical details)。如利用书或文章的标题、副标题、小标题、斜体词、黑体词、脚注、标点符号等,对书或文章进行预测略读(preview skimming)。预测略读要了解作者的思路、文章方式(模式),以便把握文章大意、有关的细节及其相互关系。标题性的信息是作者提供的重要阅读线索,一般而言,通过标题可以知道文章的主题。对文章的首段和末段要多加注意,以便发现作者的观点。忽视了标题、引言、总结、说明及图解等信息,会限制读者的阅读思考,影响阅读效率。

(2) 弄清文章体裁,快速理解文章。以一般阅读速度(每分钟 200~250 词)阅读文章开头的一两段,力求抓住文章大意、背景情况、作者的文章风格、口吻或语气等。对不同体裁的文章,就要根据其体裁的特点,运用不同的方法快速阅读,正确

理解。

记叙文往往一开始就交待人物（who）、时间（when）、地点（where）及事件（what），然后再详细叙述事件发生的原因（why）。

议论文中，作者先提出一个论点，再对此进行分析，或举例加以论证，得出结论。

说明文中，作者首先提出说明对象，然后从时间、空间、用途、方法、步骤等各个不同侧面加以说明。

（3）抓住关键词句（key words and topic sentences）。为了提高阅读速度，首先应抓住关键词句，因为它们是联接上下文的纽带。快速阅读时只注意瞬时关键词，其他都可迎刃而解。抓住关键句子也就是找出主题句，主题句是文章中用来概括大意的句子，主题句往往是每个段落的第一个句子，有时可能是最后一个句子，在特殊情况下也可能出现在段落中间。通过识别主题句，可以快速、准确地抓住文章中各个段落的主要意思。如果把每一个段落的大意抓住了，那么全篇文章的中心思想也就把握住了。在阅读中识别主题句，并准确理解其意思，可帮助读者了解作者的行文思路，分析文章的内容结构，搞清楚各个段落之间的逻辑关系，有利于提高阅读的速度和理解的准确性。

（4）读首、尾句，预测文中细节。一般情况下，英语文章多是按"总—分—总"的思路写的。因此，研读首、尾句，对快速阅读理解文意具有重要的意义。读者不但由此可以抓住文章的内容，还可以揣测作者的态度、意图，从而进一步猜出作者所要写的细节。

（5）注意连接词，揣测作者意图。英语文章中，作者往往先叙述或介绍常人的观点、他人的态度和看法，然后再提出自己的想法或与之不同的观点，即作者本人的意图或事实真相及本文的主旨。两者之间常用 but, however, yet, in spite of, though, although, moreover 等连词或短语，或 but in fact, on the contrary, in addition, even though, even if 等短语连接。掌握了文章的阅读方法，就大大加快了阅读速度，同时理解的正确性也就大大提高了。

（6）若无需要，不必阅读细节。

2. 寻读（scanning）

寻读又称查读，就是从阅读材料中快速准确地找出某些具体信息。读者往往

是有目的地去阅读，并从阅读材料中查找自己所需要的资料。如查找电话号码簿，翻词典查生词，了解飞机、车、船时刻表，在工具书或报纸杂志中查考一个人名、地名、典故、数据及有关资料等。其特点是：(1) 既要求速度，又要求寻读的准确性；(2) 带有明确的目的性，有针对性地选择所需信息；(3) 事先读者对阅读材料有所了解。

寻读可以运用下列技巧：

(1) 利用材料的编排形式。资料多半是按字母顺序排列的，如词典、索引、邮政编码簿、电话号码簿以及其他参考资料簿等。当然，并非所有资料都是按字母顺序排列的，例如，电视节目是按日期和时间排列的，历史资料是按年代排列的，报纸上的体育版面是按比赛类别（足球、排球、网球等）排列的，等等。不管资料来源怎样，它们都是按照某种逻辑顺序排列的。例如，要知道某事是何时发生的，要查日期；要知道某事是谁做的，要查人名等。

(2) 利用章节标题和说明。寻读时，首先看看文章标题或章节标题，确定文章是否包含自己所需要的材料，或者哪一部分包含哪些材料，这样可以直接翻到那个部分，进行寻找。

(3) 利用提示词。读者找到包含所需信息的章节，准备寻读时，要留心与那个具体信息有关的提示词。例如，在报纸体育运动版上寻找某田径运动员的某项运动成绩，他的国名是提示词；在百科全书上寻找纽约市的人名，翻到 New York City 那一章后，population，census，inhabitants 等词就是提示词。找到提示词，就可以采用一般阅读速度，获得所需要的信息。

(4) 利用上下文猜出词义。充分利用上下文给出的线索，有些生词的意思是可以猜出来的。基本方法有：

① 利用定义的线索。在生词出现的上文或下文，有时能找到对它所下的定义或解释，由此可判断其词义。

② 利用同义的线索。一个生词出现的上下文中有时会出现与之同义或近义的词，它往往揭示或解释了生词的词义。

③ 利用反义的线索。在某一生词的前面或后面有时会出现它的反义词或常用来对比的词语，由它可以推测生词的词义。

④ 利用常识猜测词义。有时一句话中尽管有生词，但我们可以利用已有的知识去判断生词的词义。

⑤ 利用等式或符号猜测生词。一段话后面有时会给出一些等式或符号，如前

面的话中有生词，由后面的等式或符号可以猜出生词的词义。

3. 需克服的不良阅读习惯

在阅读过程中，某些不良的阅读习惯不仅影响阅读速度，而且影响阅读理解的有效性，因此需要加以克服。常见的不良习惯有：

（1）音读。音读就是在阅读过程中读出声音来。因为眼睛的移动速度比舌头动作快，音读的最大弊端是使阅读速度等同于说话的速度，从而拖慢阅读速度。出声读不但影响速度，而且会分散一部分精力去注意自己的发音。

（2）逐字读。许多常见词，如功能词等，不需停顿下来去单独理解。逐字阅读并不能增加对文章的理解程度，把意思完整的句子割裂成字、词，注意力被单个文字所分散，只会妨碍、减慢对全句或全段的理解，就好似只看每一棵树而不见森林。

（3）默读。虽然没有大声读出来，但在脑中一字字地读，也会影响速度，分散注意力。

（4）指读。用手指指着字句阅读，因为手指不及眼睛敏捷，所以会降低阅读速度，并影响理解。

（5）回读。眼睛回向移动，寻找先前读过的信息，而不是继续读下去以获取完整的概念。回读是快速阅读最大的障碍，一方面是因为精力不集中，另一方面是担心看得快就会看不清、记不住，结果，新的内容得不到充分理解，只好又回头重读。回读严重影响阅读速度，更重要的是造成信息的混乱、流失，影响记忆。

（6）纠缠生词。在阅读过程中，遇到生词、难句在所难免。如果一碰到生词、难句就追根刨底，孤立地去思考，甚至还想把它译成汉语才罢休，其结果不但会打乱阅读节奏，减慢阅读速度，而且会打断阅读思路，妨碍完整地理解所读信息。

Unit 1

Passage 1

Directions: *Go over the passage quickly and answer the questions. For questions 1—7, mark Y (for YES) if the statement agrees with the information given in the passage; N (for NO) if the statement contradicts the information given in the passage; NG (for NOT GIVEN) if the information is not given in the passage. For questions 8—10, complete the sentences with information given in the passage.*

建议用时：12′59″
实际用时：

Space Shuttle Columbia

Space Shuttle Columbia was the first spaceworthy(能作航天飞行的) space shuttle in NASA's orbital fleet. On February 1, 2003, Columbia disintegrated during re-entry over Texas, on its 28th mission. All seven crew members aboard perished.

History

Construction began on Columbia in 1975 primarily in Palmdale, California. After construction, the orbiter arrived at John F. Kennedy Space Center on March 25, 1979, to prepare for its first launch. On March 19, 1981, during preparations for a ground test, five workers were asphyxiated(窒息而死) during a nitrogen purge(净化), resulting in two deaths.

Columbia was first launched on April 12, 1981, and returned on April 14, 1981, after orbiting the earth 36 times. Columbia then undertook three further research missions to test its technical characteristics and performance. Its first operational mission, with a four-man crew, was STS-5, which launched on November 11, 1982. At this point Columbia was joined by Challenger, which performed the next three shuttle missions.

In 1983, Columbia undertook its second operational mission, this time with six astronauts, including the first non-American astronaut on a space shuttle, Ulf Merbold. Columbia was not used for the next three years, during which time the shuttle fleet was expanded to include Discovery and Atlantis.

Columbia returned to space on January 12, 1986, with the launch of STS-61-C.

The next shuttle mission was undertaken by Challenger. It was launched on January 28, 1986, ten days after STS-61-C had landed. The mission ended in disaster shortly after launch. In the aftermath NASA's shuttle timetable was disrupted, and Columbia was not used again until 1988, after which it resumed normal service as part of the shuttle fleet.

STS-93, launched on July 23, 1999, was commanded by Lt. Col. Eileen Collins.

Prototype Orbiter

Columbia was roughly 8,000 lb. heavier than subsequent orbiters such as Endeavour, which was of a slightly different design, and had benefited from advancements in material technology. In part this was due to heavier wing and fuselage(飞机机身) spars, and an internal airlock that was not fitted to the other shuttles. Despite refinements to the launcher's thermal protection system and other enhancements, Columbia would never weigh as little unloaded as the orbiters in the fleet.

Externally, Columbia was the only orbiter in the fleet that had an all-tile thermal protection system (TPS), although this was later modified to incorporate nomex felt insulation blankets on the fuselage and upper wing surfaces. Also unique to Columbia were the black "chines" on the upper surfaces of the shuttle's forward wing. These black areas were added because the first shuttle's designers did not know how re-entry heating would affect the craft's upper wing surfaces.

Until its last refit(改装), Columbia was the only operational orbiter with wing markings consisting of an American flag on the left wing and the letters

"USA" on the right. Challenger, Discovery, Atlantis, and Endeavour all until 1998 bore markings. From its last refit to its destruction, Columbia bore markings identical to those of its sister orbiters — the NASA "meatball" logo on the left wing and the American flag afore the "Columbia" designation on the right; Columbia's distinctive wing "chines" remained.

Another unique external feature, termed the "SILTS" pod(可分离舱), was located on the top of Columbia's tailfin, and was installed after STS-9 to acquire infrared and other thermal data. The tailfin was later modified to incorporate the drag chute first used on Endeavour in 1992.

Internally, Columbia was originally fitted with Lockheed-Martin-built ejection seats(弹射座椅). These seats were active on the initial series of orbital test flights, but were deactivated(使不活动) after STS-4 and were removed entirely after STS-9. Columbia was also the only orbiter not delivered with heads-up displays for the pilot and copilot, although these were incorporated after STS-9. Like its sister ships, Columbia was eventually retrofitted (at its last refit) with the new MEDS "glass cockpit" display and lightweight seats. Unlike the other orbiters, Columbia retained an internal airlock, but was modified so that it could be fitted to accept the external airlock and docking adapter needed for flights to the International Space Station. If Columbia had not been destroyed, it would have been fitted with the external airlock/docking adapter for mission STS-118, an International Space Station assembly mission, in November 2003.

After the STS-118 mission, Columbia's career would have started to wind down. The shuttle was planned to service the Hubble Space Telescope two more times, once in 2004, and again in 2005, but no more missions were planned for it again until 2009 when, on STS-144, it would retrieve the Hubble Space Telescope from orbit and bring it back to Earth.

Flights

Space Shuttle Columbia flew 28 flights, spent 300.74 days in space, completed 4,808 orbits, and flew 125,204,911 miles in total, including its final mission. It is the only spaceworthy shuttle to have never visited either the Russian Space Station Mir or the International Space Station.

Final Mission

On its final mission, Columbia carried a crew of seven astronauts.

On the morning of February 1, 2003, the shuttle re-entered the atmosphere after a 16-day scientific mission. NASA lost radio contact only minutes before the expected landing at Kennedy Space Center in Florida. Video recordings show the craft breaking up in flames over Texas, at an altitude of approximately 39 miles and a speed of 12,500 mph (5.6 km/s).

In the months following the tragedy, NASA scientists determined that a hole was punctured(刺穿) in the leading edge on one of Columbia's wings, made of a carbon-carbon composite. The hole had formed when a piece of insulating foam from the external fuel tank peeled off during the launch 16 days earlier, puncturing the edge of the wing. Hot gases penetrated the interior of the wing, destroying the support structure and causing the rest of the shuttle to break apart during the intense heat of re-entry.

Forensic(法医的) analysis of the debris was conducted jointly with the Materials Science Department of Lehigh University. The collected debris of the vessel is currently stored on the 16th floor of the Vehicle Assembly Building at the Kennedy Space Center; recovered items are occasionally loaned for research into the hypersonic flight regime.

The shuttle's final crew were honored in 2003 when the USGS's Board of Geographic Names approved the name Columbia Point for a 13,980 feet mountain in Colorado's Sangre de Cristo Mountains. Not more than a half-mile away lies Challenger Point, a peak named for America's other lost shuttles.

(1,061 words)

1. In its first flight, Columbia orbited the earth 36 times in 2 days. ________
2. Six American astronauts were on board when Columbia undertook its second mission. ________
3. Though the launch of Challenger on January 28, 1986 became a disaster, NASA's timetable was not disrupted. ________
4. The lighter weight of Endeavour was a result of advances in material technology. ________
5. Challenger also had an all-tile thermal protection system. ________
6. Columbia was unique in having the "SILTS" pod located on the top. ________
7. The Lockheed-Martin-built ejection seat was later fitted to Columbia. ________
8. Space Shuttle Columbia flew ________, including its final mission.

9. On its final mission, ________ were on board when it broke apart.
10. ________ led to the disaster of Columbia.

Passage 2

Directions: *Go over the passage quickly and answer the questions. For questions 1—7, select the most appropriate answer for each of the questions. For questions 8—10, complete the sentences with information given in the passage.*

建议用时：12′15″ 实际用时：

Nanotechnique-armed Spacesuit

Astronomy and space exploration will be revolutionized under nanotechnology's influence. More humans will move onto "floating" worlds in earth orbit, or onto colonies built in the Mars or the Moon. Launches into space will become as commonplace as flying an airplane when molecular manufacturing makes launch vehicles that are light and strong, and developments in "smart" materials will lead to a rocket that can change its aerodynamic(空气动力学的) shape upon launch and reentry(重返地球) for maximum efficiency. As people from the Earth begin to fan out to the stars, many may well wonder how many people lived for so long without the benefits of nanotechnology.

Since nanotechnology lends itself to making small things, consider the smallest person-carrying spacecraft: the spacesuit. Forced to use weak, heavy materials, engineers now make bulky(庞大的), clumsy spacesuits. A look at an advanced spacesuit will illustrate some of the capabilities of nanotechnology.

Imagine that you are aboard a space station, spun(使……快速旋转) to simulate the Earth's normal gravity. After instruction, you have been given a suit with a transparent helmet. You take it down, heft(举起测试……重量,举起) its substantial weight, and step in through the open seam(边缝) on the front.

The suit feels softer than the softest rubber, but has a slick(平滑的) inner surface. It slips on easily and the seam seals at a touch. It provides a skintight(紧身的) covering like a thin leather glove around your fingers. Behind your shoulders, scarcely noticeable, is a small backpack. Around your head, almost invisible, is the helmet. Below your neck the suit's inner surface hugs your skin with a light, uniform touch that soon becomes almost imperceptible(觉察不到的).

You stand up and walk around, experimenting. You bounce on your toes and feel no extra weight from the suit. You bend and stretch and feel no restraint(约束), no wrinkling, no pressure points. When you rub your fingers together they feel sensitive, as if bare — but somehow slightly thicker. As you breathe, the air tastes clean and fresh. In fact, you feel that you could forget that you are wearing a suit at all. What's more, you feel just as comfortable when you step into the vacuum of space.

The suit manages to do all this and more by means of complex activity within a structure having a texture almost as intricate(复杂难懂的) as that of living tissue. A glove finger a millimeter(毫米) thick has room for a thousand micro-thick layers of active nano-machinery and nano-electronics. A fingertip-sized patch has room for a billion mechanical nano-computers, with 99.9 percent of the volume left over for other components.

In particular, this leaves room for an active structure. The middle layer of the suit material holds a three-dimensional weave of diamond-based fibers acting much like artificial muscle, but is able to push as well as pull. These fibers take up much of the volume and make the suit material as strong as steel. Powered by microscopic electric motors and controlled by nanocomputers, they give the suit material its supple(容易弯曲的) strength, making it stretch, contract, and bend as needed. The suit has no difficulty holding its shape in a vacuum; it has strength enough to avoid blowing up like a balloon. Likewise, it has no difficulty supporting its own weight resistance. This is one reason why it almost seems not to be there at all.

Your fingers feel almost bare because you feel the texture of what you touch. This happens because pressure sensors cover the suit's surface and active structure covers its linings(衬里): the glove feels the shape of whatever you touch — and the detailed pattern of pressure it exerts — and transmits the same texture pattern to your skin. It also reverses the process, transmitting to the outside the detailed pattern of forces exerted by your skin on the inside of the glove. Thus the glove pretends that it isn't there, and your skin feels almost