

新编 大学基础英语

快速阅读 2

总主编 卢思源

主 编 张 虹

编 者 尹春霞



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PREFACE 前言 |

在英语教学中,我们一直强调听、说、读、写四种能力并重。根据我国的国情,我们认为阅读能力是英语水平的主要标志。在学习英语过程中,要提高阅读能力应该注重三种阅读方法:精读、泛读和快速阅读。本套教材就是要帮助高职高专等大学基础阶段的学生强化英语快速阅读的能力。

在母语环境中,我们进行阅读出于多种原因,其中兴趣是很重要的一个原因。然而,在以学习为目的的外语阅读中,阅读往往是一种能力的培养。我国的英语学习者在阅读中,比较偏重于词汇和语法,久而久之会养成逐词逐句地死抠词义和句子结构的坏习惯。有些学生简直是在破译“密电码”,结果对阅读的兴趣荡然无存。因此,我们以为,学生在阅读过程中应该注重阅读内容,并且养成快速阅读的能力。根据语言学家和外语教学者的研究,在保证理解阅读材料 70% 的情况下,阅读速度越快越好。为此,我们编写了本套教材,旨在帮助英语学习者强化阅读兴趣,提高阅读速度和能力。

本书是根据教育部高职高专英语类专业教学指导委员会 2009 年最新颁布的《高等职业教育英语课程教学要求》编写的。本书具备以下特点:

1. 选材广泛、内容丰富,注重科学性、知识性、趣味性。题材灵活多样,情节生动。
2. 所选材料语言地道,难度深浅适中。目的是帮助学生尽早、尽快接触到原汁原味的语言,有利于激发学生学习英语的兴趣,帮助他们养成自觉阅读的习惯和能力。
3. 本册按话题单元编写,共 15 个单元。每个单元包括三篇阅读材料,第一、二

两篇为 300 词左右的短文,难度介于 PET 考试 A 级和大学英语四级考试之间;第三篇是采用大学英语四级考试的快速阅读(skimming & scanning)题型,为 1,000 词左右的泛读材料。此部分阅读练习旨在帮助那些希望通过大学英语四级考试的学生熟悉题型,提高阅读理解能力。本册练习设计形式多样,有选择题、判断是非(T/F)、填空和简单回答问题等,使学生的思维得到多方面的锻炼,真正提高阅读能力而非应试技巧。本册亮点还在每个单元的开头以“小贴士”的形式简要说明有关的阅读技巧,以便学生参考。

4. 所选文章的语言适合快速阅读,又适合朗读和背诵,将培养快速阅读技巧、阅读理解能力和养成背诵范文的良好习惯融为一体。使用此书可收到“一举三得”的功效。

我们相信,这本教材在某种程度上能够适应学生们的需求,既能促进他们的阅读习惯和能力,又能开阔他们的视野;对于使用此教材的教师而言,为他们提供了更大的教学空间,书中所选的文章是课本教学的补充和延伸,可以供课堂教学选用,也可作为课外阅读之用。

本书在编写时得到了梁宝华、戴逸轩、朱清清等的帮助,谨表谢忱。由于经验、水平有限,书中疏漏在所难免,恳请广大同行、专家不吝赐教。

编者
2010 年 3 月

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Unit One

Colleges and Universities

Basic Reading Skills(1)

Subject Matter

Subject Matter(SM, 中心思想)是作者在文章中要表达的主要内容,是贯穿全文的核心。作者在文章中努力通过各种 Supporting Details 来阐明中心议题。因此,把握主要思想对于全文理解具有重要意义。对于 SM 问题,往往需要通读全文后才能做出判断,应采用快速阅读法(Skimming)浏览全文,理解文章主旨大意,阅读时要注意抓住中心思想的句子,这些句子在文章中的位置也不同,但阅读时,文章的开头、结尾及段落的段首句和段尾句特别重要,因为它们往往包含文章的中心议题。

Passage One Examinations Exert a Pernicious (有害的) Influence on Education

We might marvel at the progress made in every field of study, but the methods of testing a person's knowledge and ability remain as primitive as ever they were. It really is extraordinary that after all these years, educationists have still failed to device anything more efficient and reliable than examinations. For the entire pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person's true ability and aptitude.

As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day. It doesn't matter that you weren't feeling very well, or that your mother died. Little things like that don't count: the exam goes on. No

one can give of his best when he is in mortal terror (极度恐慌), or after a sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of competition where success and failure are clearly defined and measured.

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memorize. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce (引起, 导致) cramming. They lower the standards of teaching, for they deprive the teacher of all freedoms. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques.

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiners. Examiners are only human beings. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge's decision you have the right of appeal, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities. The best comment on the system is this illiterate message recently scrawled (乱涂, 潦草地写) on a wall, "I was a teenage drop-out and now I am a teenage millionaire."

(460 words)

Notes

1. For the entire pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. 尽管所有那些虔诚的说法说考试能测定你所知道的东西, 但其结果常常是适得其反, 这是众所周知的。
2. As anxiety-makers, examinations are second to none.
second to none 固定搭配, 意义为不亚于任何人或事物。
考试作为忧虑的制造者, 真是出类拔萃。
3. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time.
然而, 他们不得不在限定的时间内, 给一大堆匆忙涂写而成的笔试卷批分。

**➔Exercises****I. Choose the best one for each question according to the text.**

- () 1. The main idea of this passage is _____.
A. examinations exert a pernicious influence on education
B. examinations are ineffective
C. examinations are profitable for institutions
D. examinations are a burden on students
- () 2. The author's attitude toward examinations is _____.
A. detest B. approval C. critical D. indifferent
- () 3. The fate of students is decided by _____.
A. education B. institutions
C. examinations D. students themselves
- () 4. According to the author, the most important of a good education is _____.
A. to encourage students to read widely
B. to train students to think on their own
C. to teach students how to tackle exams
D. to master his fate
- () 5. Why does the author mention judge?
A. Give an example.
B. For comparison.
C. It shows that teachers' evolutions depend on the results of examinations.
D. It shows the results of court is more effective.

II. Decide whether the following statements are True (T) or False (F).

- () 1. The methods of testing a person's knowledge and ability remain as primitive as ever they were.
- () 2. Examinations can be a good means of testing memory, or the knack of working rapidly under extreme pressure, and they can tell you something about a person's true ability and aptitude.
- () 3. Examinations do not encourage a student to read widely, but to restrict his reading.
- () 4. The most successful candidates are always the best educated, and they are also the best trained in the technique of working under pressure.



- () 5. There are many simpler and more effective ways of assessing a person's true abilities.

Passage Two Being a Woman Scientist

I don't ever want to talk about being a woman scientist again. There was a time in my life when people asked constantly for stories about what it's like to work in a field dominated by men. I was never very good at telling those stories because truthfully I never found them interesting. What I do find interesting is the origin of the universe, the shape of space-time and the nature of black holes.

At 19, when I began studying astrophysics, it did not bother me in the least to be the only woman in the classroom. But while earning my Ph. D at MIT and then as 3 post-doctor doing space research, the issue started to bother me. My every achievement—jobs, research papers, awards—was viewed through the lens of gender(性别) politics. So were my failures. Sometimes, when I was pushed into an argument on left brain versus(相对于) right brain, or nature versus nurture(培育), I would instantly fight fiercely on my behalf and all womankind.

Then one day a few years ago, out of my mouth came a sentence that would eventually become my reply to any and all provocations: I don't talk about that anymore. It took me 10 years to get back the confidence I had at 19 and to realize that I didn't want to deal with gender issues. Why should curing sexism be yet another terrible burden on every female scientist? After all, I don't study sociology or political theory.

Today I research and teach at Barnard, a women's college in New York City. Recently, someone asked me how many of the 45 students in my class were women. You cannot imagine my satisfaction at being able to answer 45. I know some of my students worry how they will manage their scientific research and a desire for children. And I don't dismiss those concerns. Still, I don't tell them "war" stories. Instead, I have given them this: the visual of their physics professor heavily pregnant doing physics experiments. And in turn they have given me the image of 45 women driven by a love of science. And that's a sight worth talking about.

(372 words)

Notes

1. **black hole**: In general relativity, a black hole is a region of space in which the



gravitational field is so powerful that nothing, including light, can escape its pull. The black hole has a one-way surface, called an event horizon, into which objects can fall, but out of which nothing can come. It is called “black” because it absorbs all the light that hits it, reflecting nothing. 黑洞。

2. **MIT**: The Massachusetts Institute of Technology (MIT) is a private research university located in Cambridge, Massachusetts, United States. MIT has five schools and one college, containing a total of 32 academic departments, with a strong emphasis on scientific and technological research. 麻省理工学院[美国]。

➡ Exercises

I. Decide whether the following statements are True (T) or False (F).

- () 1. The author wants to talk about being a woman scientist again because she is fed up with the issue of gender discrimination.
- () 2. The author constantly fought against bias while she was doing her Ph. D and post-doctoral research because of unfair accusations from both inside and outside her circle.
- () 3. The author feels great satisfaction when talking about her class because more female students are pursuing science than before.
- () 4. The image the author presents to her students suggests that women students needn't have the concerns of her generation.

II. Complete the following sentences according to the passage.

1. When she was 19, the author began _____.
2. Today I research and teach at Barnard, _____.
3. Now my reply to any and all provocations is _____.

Passage Three Universities Branch Out

Directions: Go over the passage quickly and answer the questions. For questions 1 ~ 7, choose the appropriate answer to each question. For questions 8 ~ 10, complete the sentences with the information given in the passage.

As never before in their long history, universities have become instruments of national



competition as well as instruments of peace. They are the focus of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

In response to the same forces that have propelled the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire spectrum of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative research programs to advance science for the benefit of all humanity.

Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's Ivy League institutions and 10 percent of all undergraduates in the U. K. In the United States, 20 percent of newly hired professors in science and engineering are foreign-born, and in China the vast majority of newly hired faculty at the top research universities received their graduate education abroad.

Universities are encouraging students to spend some of their undergraduate experience in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are mobilizing their alumni to help place students in summer internships abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity—and providing the financial resources to make it possible. Universities are also establishing more-ambitious foreign outposts to serve students primarily from the local market rather than the parent campus.



Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Tian Xu, Yale professor and Howard Hughes Medical Institute investigator, directs a research center focused on the genetics of human disease at his alma mater, Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdocs and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdocs and faculty get on-the-job training from a world-class scientist and his U. S. team.

As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard.

For all its success, the United States remains deeply ambivalent about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been fitful and sporadic rather than steady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period; legislation to double these expenditures in 10 years is currently pending. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign

students seeking admission to U. S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U. K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students. An abortive attempt last year by the Commerce Department to extend the scope of export control regulations in university research labs reinforced this unfortunate signal.

Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two overriding positive effects: first, the very best of them stay in the States and—like immigrants throughout history—strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

(1,035 words)

(CET 4 2007. 12)

Notes

1. The **ERASMUS programme**, or European Region Action Scheme for the Mobility of University Students, is a European student exchange programme established in 1987. It forms a major part of the European Union's Lifelong Learning Programme 2007—2013, and is the operational framework for the European Commission's initiatives in higher education. “伊拉斯谟计划”,它最初是欧共体国家为了促进各成员国之间的交流,从1987年开始的一项助学计划。2004年由欧盟委员会重新发起,主要内容在于硕士层次的高等教育交流。
2. **Silicon Valley** is the southern part of the San Francisco Bay Area in Northern California, United States. The term originally referred to the region's large number of silicon chip innovators and manufacturers, but eventually came to refer to all the high-tech businesses in the area; it is now generally used as a metonym for the high-tech sector. 硅谷(美国—高科技区名)。

**➡Questions**

- () 1. From the first paragraph we know that present-day universities have become _____.
- A. more and more research-oriented
 - B. in-service training organizations
 - C. more popularized than ever before
 - D. a powerful force for global integration
- () 2. Over the past three decades, the enrollment of overseas students has increased _____.
- A. by 2.5 million
 - B. by 800,000
 - C. at an annual rate of 3.9 percent
 - D. at an annual rate of 8 percent
- () 3. In the United States, how many of the newly hired professors in science and engineering are foreign-born?
- A. 10%.
 - B. 20%.
 - C. 30%.
 - D. 38%.
- () 4. How do Yale and Harvard prepare their undergraduates for global careers?
- A. They organize a series of seminars on world economy.
 - B. They offer them various courses in international politics.
 - C. They arrange for them to participate in the Erasmus program.
 - D. They give them chances for international study or internship.
- () 5. An example illustrating the general trend of universities' globalization is _____.
- A. Yale's collaboration with Fudan University on genetic research
 - B. Yale's helping Chinese universities to launch research projects
 - C. Yale's student exchange program with European institutions
 - D. Yale's establishing branch campuses throughout the world
- () 6. What do we learn about Silicon Valley from the passage?
- A. It houses many companies spun off from MIT and Harvard.
 - B. It is known to be the birthplace of Microsoft Company.
 - C. It was intentionally created by Stanford University.
 - D. It is where the Internet infrastructure was built up.