

快速阅读

1

Real Communication
Fast Reading



新标准大学英语

NEW STANDARD
COLLEGE ENGLISH

总主编：Simon Greenall (英) 文秋芳

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

承外语教学与研究出版社与英国麦克米伦出版公司之邀，由中英双方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教材。

自 2005 年项目启动以来，《新标准大学英语》编委会成员密切合作，充分发挥各自优势与专长，就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中，我们拜访专家，研究现行教材，到课堂听课，与教师座谈，与学生交流，经过充分调研与反复论证，确定了本教材设计理念与编写方案。2008 年秋，我们在国内选定多所院校进行试用，在认真听取试用院校师生反馈意见与建议的基础上，又对教材进行了调整和完善。现正式出版，与广大高校师生见面。

编写依据

- 一、《新标准大学英语》以教育部颁布的《大学英语课程教学要求》为指导，在设计与编写中力求准确把握大学英语教学的性质与目标，遵循对学生英语综合应用能力培养的要求，贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时，《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果，希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二、《新标准大学英语》充分考虑与基础阶段英语教学的衔接，满足新形势下的教学需要。自 2001 年起，教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》，高中新课程实验自 2004 年开始实施。目前，根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学，他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求，并为教学提供了多种解决方案。
- 三、《新标准大学英语》体现“教师主导，学生主体”的教学思想，充分考虑学生与教师在教学过程中的关系、作用与需求，促进师生的积极互动与共同发展。本着“以人为本”的理念，《新标准大学英语》从教材到网络自主学习平台的设计，从每一教程、每一单元到每一具体语言点的设计，都以学生的学习与发展为根本；同时，在教学内容、教学活动与教学过程的安排中，注重教师的主导作用与师生的互动交流，从而实现在教师的启发与指导下，学生积极地、富有创造性地学习。

教材特色

一、选材内涵丰富，语言鲜活地道，体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点，主题内容以人与人、人与自然、人与社会的关系为主线，涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角，既有经久传诵的文学佳作，也有风格独特的优美时文。全书语言地道，贴近实际，鲜活生动，折射出社会的发展，也充分展现了语言的魅力。

二、融合多种技能，培养综合素质，提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应，相互配合，训练多种技能；同时，每一单元内各板块环环相扣，内容彼此联系，技能互为补充。

前言

丰富的语言材料、形式多样的活动、具有启发性的训练（如 Reading and interpreting, Developing critical thinking 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。

三、展示多元文化，探讨文化差异，培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势，在教材中融入世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较，还是专题文化短篇（Reading across cultures），都在潜移默化地传授文化知识，培养文化意识，提升学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

四、优化教学模式，提供立体资源，构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式，提供课堂教学与网络自主学习所需要的立体化资源。学生可以根据个人需要，通过多媒体光盘巩固所学知识，通过网络课程拓展学习内容。在网络平台中，学生可以在教师指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练；也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

五、寓教于乐，激发兴趣，创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围。其语言材料不但耐人寻味、启迪心智，而且体裁多样、文笔优美，读来让人身心愉悦；教材的版面设计色彩明快、构图新颖、画面生动；所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便，使学生在轻松的学习环境中享受学习的乐趣。

六、满足个性化教学需要，促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间，教师可根据学生特点与教学需要组合资源，因材施教。同时，与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流，提升教学效果，《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台，还开通了教师与编者之间沟通的渠道，使教师在教学中不断提高，在探索中不断发展。

教材构成

《新标准大学英语》针对大学英语“一般要求”设计，包含 1-4 级，供两个学年使用。每一级设有《综合教程》、《视听说教程》、《快速阅读》、《综合训练》与《同步测试》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级 10 个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《快速阅读》选材与主教材相呼应，选篇长度、体裁、练习设置、阅读速度等方面充分体现快速阅读的特点，并与大学英语四级考试快速阅读题型紧密结合。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活学活用。《同步测试》针对《综合教程》每单元教学重点，多角度考查学生学习效果，题目设计体现大学英语四级考试改革思路，帮助学生巩固知识，提高能力。

教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”；同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合能力、自主学习策略以及综合文化素质的目的。

编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玟教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学等多所院校的英语教师，他们都为教材的合理使用与教学方法的创新提供了许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。在教材使用中，我们希望得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新标准大学英语》编委会

2009年3月

Introduction

Overview

New Standard College English has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

Components and course organization

There are four levels for *New Standard College English* to be used over the two years of English language instruction. Each level contains:

- Real Communication: An Integrated Course Student's Book
- Real Communication: Listening and Speaking Student's Book
- Real Communication: Workbook

- Real Communication: An Integrated Course Teacher's Book
- Real Communication: Listening and Speaking Teacher's Book

The Listening and Speaking course contains video and audio passages. The whole course is supported by an online version, which will both enhance the textbook version and include specially written material.

Each Student's Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the College English Curriculum Requirements (CECR) and supported by the *Macmillan English Dictionary for Advanced Learners* (2nd edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

Unit organization

Real Communication: An Integrated Course

The unit follows a basic pattern:

Starting point introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

Active reading (1) contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

Talking point is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

Active reading (2) contains the second main reading passage, and covers the same stages as in Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

Talking point occurs again, and serves a similar function to the first Talking point.

Language in use is designed to explore aspects of grammar and complex sentence patterns which are presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

Reading across cultures contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

Unit task provides a task which allows the students to review all the language skills they have encountered in the whole unit.

Unit file is a summary of the language points and skills presented in the unit.

Real Communication: Listening and Speaking

Starting point is a pair- or group-work activity which introduces the unit theme.

Inside view provides listening practice by means of

Introduction

a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it shows their typical lives, interests and concerns, and provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

Talking point is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

Outside view uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

Listening in contains two listening passages which provide further practice listening to roughly graded material. As with Outside view, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

Presentation skills includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

Pronunciation focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

Unit task contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

Unit file is a summary of the language points and skills presented in the unit.

English in 21st-century China

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

The Chinese proverb is equally well-known in English. *New Standard College English* plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

Above all, *New Standard College English* lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall
Co-editor in chief
New Standard College English

《新标准大学英语 快速阅读》编写说明

本书为《新标准大学英语》系列教材的重要组成部分。本书的编写以《大学英语课程教学要求》（以下简称《课程要求》）为指导，遵循“以人为本”的教学理念，注重对学生语言综合能力、跨文化交际意识以及创造性、批判性思维的培养。

《课程要求》在一般要求层次中规定：“在快速阅读篇幅较长、难度略低材料时，阅读速度达到每分钟100词。能就阅读材料进行略读和寻读。能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章，掌握中心大意，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。”在较高要求层次中规定：“在快速阅读篇幅较长、难度适中的材料时，阅读速度达到每分钟120词。能阅读所学专业的综述性文献，并能正确理解中心大意，抓住主要事实和有关细节。”本书在选篇长度、阅读速度等方面参考《课程要求》，以期通过难易适度的文章、由浅入深的练习和循序渐进的方法有效地培养学生的英语快速阅读能力，提高学生的阅读理解水平，从而进一步提高他们的英语综合能力。

《新标准大学英语 快速阅读》分为1-4级，每级10个单元，每单元4篇文章。文章长度从第一级每篇700词左右过渡到第四级的1,200词左右。练习形式与大学英语四级考试快速阅读题型紧密结合，主要为多项选择题、判断对错题和信息填充题。

《新标准大学英语 快速阅读》每单元围绕同一主题展开，并与《新标准大学英语 综合教程》各单元主题相呼应，选篇不仅题材广泛、内容丰富、与时俱进，而且注重当今中国大学生的学习兴趣，着力凸现文章的趣味性、信息性、知识性和新颖性。所选文章内容主要涉及英语国家的语言文化、风土人情、科学技术、教育思想、社会热点等等。文章主要来源于近五年来出版的国内外书籍以及英语国家主要媒体的网站。

本书每篇文章前标出阅读文章及完成练习的建议用时，学生可以记录实际使用的时间和答题的正确率，参照建议用时，对自己的阅读速度和阅读水平进行评估。建议标准阅读速度从第一级每分钟90词过渡到第四级每分钟120词。本书同时提供“快速阅读技能指南”，针对快速阅读的特点，提供切实有效的阅读方法，以取得较好的阅读效果。

本书同时提供配套光盘。学生可根据自己的阅读水平，调节阅读速度与阅读模式，以实现个性化学习。

快速阅读技能指南

快速阅读是一种科学的阅读方法，旨在以较快的速度有目的、有方法、高效率地阅读材料，从中获得所需的信息。在快速阅读时，学生没有必要识别所有的信息，只需选择少量的、必需的信息，以便在短时间内获得最佳的理解效果。与其他语言能力一样，快速阅读能力也是一种需要专门学习、培养和训练的能力，可以通过适当的方法掌握。

1. 快速阅读的特点及方法

1) 速度与理解并重

与传统仔细阅读着重强调整理的准确性不同，快速阅读首先突出的是一个“快”字，即在规定的时间内完成材料的阅读。同时，在保证阅读速度的前提下，理解文章的主旨大意、主要事实和重要细节，理解准确率不低于 70%。

2) 浏览阅读 (Skimming)

浏览阅读主要是指“全景式”通览全文，有选择地阅读材料中的部分内容，快速了解文章大意。换句话说，这种浏览可以跳过某些细节，以求从宏观上把握文章的主要信息，从而加快阅读速度。比如，我们在阅读新闻报道时，就常用这种方法：浏览文章的开头段落以了解文章的主题及文章大体内容，然后即可快速阅读，了解文章的一些辅助细节，不需要逐字逐句地阅读。

3) 查找阅读 (Scanning)

查找阅读也称为扫描式阅读，指用较短的时间快速扫视文章，迅速查找出某一个具体事实或某一个特定信息，主要适用于细节检索式问题的解答。这是一种带着明确目的寻找特定信息、忽略无关内容的点式阅读方法。运用这种方法，读者能在最短的时间内掠过尽可能多的材料，找到所需要的信息。例如，在车站寻找某次列车或汽车的运行时刻，在图书馆查找书刊的目录，在文献中查找某一日期、名字、数字或号码等。

2. 快速阅读的一般步骤

1) 浏览全文，了解大意

拿到快速阅读文章的第一件事情就是花一到两分钟的时间浏览全文，理解文章主旨以及作者的观点和态度。在此过程中，重点浏览文章标题、副标题和段落标题等。如果文章没有副标题和段落标题，则重点浏览文章的起始段落以及各段的首句和尾句。

2) 阅读题干，确定关键词

完成对文章的总体把握后，则需要认真阅读文章后的试题，明确阅读任务。在题干中确定一两个能够表示题干话题的词，即信息点，作为从文章中寻找答案的参照词。

3) 查读文章, 定位相关信息

阅读完题干后, 根据关键词, 快速阅读文章, 对文章中与题干相关的语句进行定位, 对直接帮助解题的短语或小句进行标记。

4) 比较题目与原文, 进行判断、选择或填空

标记完相关语句后, 认真比较原文和题目, 做出判断、选择或补全句子。

3. 快速阅读的解题技巧

快速阅读练习的题型大体可分为主旨题和细节题两种, 而细节题又包括细节辨析题、细节推断题和同义转述题, 题目主要形式包括判断题、选择题和填空题三种。

1) 主旨题

在解答主旨题时, 重点浏览文章的标题、小标题以及首段和尾段。

例 [1] (填空题)

This passage discusses how advertisers select _____ for advertisements.

(2008年6月 CET-4 快速阅读第10题)

原文信息点:

Media Selection for Advertisement

After determining the target audience for a product or service advertising agencies must select the appropriate media for the advertisement ...

Television (小标题 1)

Newspapers (小标题 2)

Radio (小标题 3)

Magazines (小标题 4)

Out-of-home advertising (小标题 5)

Internet (小标题 6)

Direct mail (小标题 7)

从题干中的 The passage discusses 可以看出这个问题考察的是文章的主旨。从标题与文章首段可以看出, 本文主要介绍的是如何为广告选择合适的媒介, 从小标题则可以看出, 文章是对各种媒介所起的广告作用的逐一分析。由此可以看出, 本题的答案是 the appropriate media。

2) 细节辨析题

在解答细节题时，首先要仔细阅读题目，找到题干的信息点，然后浏览文章，定位信息点所在的段落。

例 [2] (判断题)

Robert Ellis Smith believes identity theft is difficult to detect and one can hardly do anything to prevent it.

(2007 年 6 月 CET-4 快速阅读第 1 题)

原文信息点：

Identity theft is “an absolute epidemic,” states Robert Ellis Smith, ... “It’s worldwide. It affects everybody, and there’s very little you can do to prevent it, and worst of all, you can’t detect it until it’s probably too late.”

首先，从 Robert Ellis Smith 这个关键词在文中找到相应的信息点。从以上引用的相应的信息点即可看出，这道题是对以上信息的复述。因此本题的答案是 Y。

例 [3] (判断题)

The real-estate broker the author knows is talented in home redecoration.

(2006 年 12 月 CET-4 快速阅读第 7 题)

原文信息点：

Most of us grown-ups are seriously fun-deprived. High-energy people have the same day-to-day work as the rest of us, but they manage to find something enjoyable in every situation. A real-estate broker I know keeps herself amused on the job by mentally redecorating the houses she shows to clients. “I love imaging what even the most run-down house could look like with a little tender loving care,” she says.

通过题干的关键词 real-estate broker，可以定位到相应的段落和句子，即上文中的第三句，“我认识的一位房产经纪人，在想象中装修卖给客户的房子，通过这种方法使她保持对工作的兴趣”。而题干命题则是“作者认识的一位房产经纪人对装修很有天赋”，这是在原文中没有说明的，因此本题的答案为 NG。

例 [4] (选择题)

What bothered Tiffany during an interview with her candidate?

- A) He just wouldn't look her in the eye.
- B) He was slow in answering her questions.
- C) His resume didn't provide the necessary information.
- D) His answers to some of her questions were irrelevant.

(2009 年 6 月 CET-4 快速阅读第 1 题)

原文信息点：

As a manager, Tiffany is responsible for interviewing applicants for some of the positions with her company. During one interview, she noticed that the candidate never made direct eye contact. She was puzzled and somewhat disappointed because she liked the individual otherwise.

通过题干的关键词 Tiffany 和 interview, 可将此题定位到相应的段落。文中提到, Tiffany 在面试时注意到, 应聘者与她没有直接的眼神交流, 这使她感到疑惑和些许失望。在这一题还要注意, 题干中的 bother 就是原文中 be puzzled 和 disappointed 的同义转述。因此, 正确答案为 A。

3) 细节推断题

有的题目, 不仅要理解文章细节的表层意思, 而且还需要推断其深层含义。

例 [5] (选择题)

After one of the workshops, account executive Dale realized that _____.

- A) he had hired the wrong person
- B) he could have done more for his company
- C) he had not managed his workforce well
- D) he must get rid of his gender bias

(2009 年 6 月 CET-4 快速阅读第 5 题)

原文信息点：

Dale is an account executive who attended one of my workshops on supervising a diverse workforce. "Through one of the sessions, I discovered my personal bias," he recalls. "I learned I had not been looking at a person as a whole person, and being open to differences." In his case, the blindness was not about culture but rather gender.

题干中的人名 Dale 帮助我们迅速把问题锁定在相关段落。Dale 通过亲身经历告诉我们, 通过参加研讨会, 他发现了自己的个人偏见, 即性别偏见。从这个细节能够推断出 Dale 意识到“他必须摆脱对他人的性别偏见”, 因此正确答案为 D。

4) 同义转述题

在快速阅读练习中, 还有一种情况就是题干 / 答案是对原文某句话或某段话的同义转述。

例 [6] (判断题)

The author believes that emotional energy is inherited and genetically determined.

(2006 年 12 月 CET-4 快速阅读第 4 题)

原文信息点：

Unlike physical energy, which is finite and diminishes with age, emotional energy is unlimited and has

nothing to do with genes and upbringing. So how do you get it? You can't simply tell yourself to be positive. You must take action.

通过题干中的 emotional energy 可定位到 ... emotional energy is unlimited and has nothing to do with genes and upbringing。原文中的 genes 是题干中的 inherited 和 genetically determined 的同义转述，与其意思完全相同，只不过原文中用 has nothing to do with 表达了否定的意思，而题干则是肯定的表述，因此本题的答案为 N。

例 [7] (选择题)

What is becoming essential in the course of economic globalization according to the author?

- A) Hiring qualified technical and management personnel.
- B) Increasing understanding of people of other cultures.
- C) Constantly updating knowledge and equipment.
- D) Expanding domestic and international markets.

(2009 年 6 月 CET-4 快速阅读第 3 题)

原文信息点：

Many of us have had similar encounters with behaviour we perceive as different. As the world becomes smaller and our workplaces more diverse, it is becoming essential to expand our understanding of others and to re-examine some of our false assumptions.

本题题干中 in the course of economic globalization 为原文中的 As the world becomes smaller 的同义转述，B 选项中的 increasing understanding of people of other cultures 也是对原文中 expand our understanding of others 的转述，因此本题的正确答案为 B。

再看两个填空题的例子。

填空题的考察内容同样是文章的重要细节。通常情况下，填空题题干都是对原文某段话或某句话的转述，要求我们填入文中出现的词汇或者短语，补全题干。

例 [8] (填空题)

When we view people as individuals and get rid of stereotypes, we can achieve diversity and benefit from the _____ between us.

(2009 年 6 月 CET-4 快速阅读第 10 题)

原文信息点：

Once we start to see people as individuals, and discard the stereotypes, we can move positively toward inclusiveness for everyone. Diversity is about coming together and taking advantage of our differences and similarities. It is about building better communities and organizations that enhance us as individuals and reinforce our shared humanity.

首先，确定题干中需要填写词的词性，由于空格前有定冠词 the，因此这里需要填的内容一定是

名词或名词短语。接着，通过题干中的关键词 *view people as individuals and get rid of stereotypes* 定位到相关段落，题干实际就是上述段落第一、二句话的同义转述。题干中的 *benefit from* 的意义即是原文中的 *taking advantage of*，因此答案为 *differences and similarities*。

在有些情况下，填入题干的词汇是原文语态的变形。

例 [9] (填空题)

Applicants for athletic merit scholarships need a recommendation from a coach or a referee who _____ their exceptional athletic performance.

(2009 年 12 月 CET-4 快速阅读第 9 题)

原文信息点：

Athletic merit scholarships are meant for students that excel (突出) in sports of any kind, from football to track and field events. Recommendation for these scholarships is required, since exceptional athletic performance has to be recognized by a coach or a referee (裁判). Applicants need to send in a tape containing their best performance.

首先分析题干，所填的词是定语从句的一部分，而此定语从句无谓语，因此答案一定是谓语动词；其次根据关键词 *Applicants for athletic merit scholarships* 定位到上述段落，重点理解第二句话。原文是 *exceptional athletic performance has to be recognized by a coach or a referee*，而题干则是 *a referee who _____ their exceptional athletic performance*，将原文的被动语态复述为了主动语态，即把 *be recognized* 转化为 *recognize*。同时还要注意，题干中的这句话是一般现在时，且定语从句先行词为单数，因此本题的答案为 *recognizes*。

以上介绍了快速阅读的常用技巧和方法以及快速阅读的解题思路。要提高阅读速度和水平，还需要在平时科学练习的基础上多阅读、多积累、多思考、多总结，养成良好的阅读习惯，并通过持续的训练稳步提高阅读速度和阅读效果。

编者

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