



大学英语快速阅读教材系列

COLLEGE ENGLISH  
**FAST**  
READING  
**BOOK TWO**

大学英语  
快速阅读

(第二版)

吴新华 余诗龙 主编



WUHAN UNIVERSITY PRESS

武汉大学出版社



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# 前 言

《大学英语快速阅读教材系列》是根据教育部颁布的《大学英语教学基本要求》以及大学英语四、六级考试最新题型而编写的。改革后的大学英语考试题型更注重扫读和寻读能力的培养,并增加了阅读的篇幅,改进了阅读理解题型,要求学生在15分钟之内完成约1 000个单词文章的阅读量。传统的阅读教材在阅读篇幅、阅读时间以及阅读理解题型方面都很难满足新的要求。为了适应大学英语四、六级考试的新变化,我们及时修订了《大学英语快速阅读教材系列》。

本教材有以下几个特点:首先是紧扣最新变化,无论是阅读篇幅还是题型都严格按最新大学英语四级考试要求编写。其次是选材多样,内容新颖,信息量大,所选短文全部是近两年英美正式发表的,以介绍英美社会、人文、习俗等背景知识为主,每单元以一个话题为中心。我们的编写宗旨是不以应试为目的,而是给学生提供高质量的英语阅读文章,使学生在愉快的阅读中,欣赏美文,开阔视野,并在不知不觉中掌握阅读技能,尤其是快速阅读技能。为此,我们在每单元中添加了英语阅读技能介绍,以期从理论和实践两个方面提高学生的阅读能力。最后,本教材适合于课堂和自学两种教学模式。每单元由四篇文章组成,前两篇为课内阅读,由教师按规定的时间安排随堂练习,有计划、有步骤地培养学生的阅读技能;后两篇文章为课后阅读,可作为课后作业和学生自主学习材料,进一步强化和巩固课内所学的知识。

相信通过学习本教材,学生能更迅速和更有效地掌握英语阅读技能。

本教材由武汉大学外国语学院大学英语部负责编写。第二册由吴新华、余诗龙主编,张明尧、张青、顾颖、程向莉、蒋慧参编。

由于编者水平和经验有限,且时间紧迫,教材中难免还有不足之处,热切期望广大读者不吝指正。

编 者

2010年6月于珞珈山

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# Unit One

## Study Methods

### **In-Class Reading**

#### Passage I

### Successful English Learning

#### Words to Know

1. curiosity *n.* 求知欲;好奇心
2. commitment *n.* 责任;承诺;承担的义务
3. fluency *n.* 流利;流畅
4. current *a.* 通用的;流行的
5. slang *n.* 俚语
6. proficiency *n.* 熟练;精通
7. overnight *a.* 夜间的;一夜的
8. cumulative *a.* 累积的;(数量、大小等)渐增的
9. block *n.* 障碍物
10. representation *n.* 表现;表示
11. equation *n.* 相等;均衡
12. participate *v.* 参加;参与(某些活动或事业)

**Time Limit: 7'30"**

1 Research in the field of language indicates that there are many things you can do to become a successful learner. Curiosity about language and culture, daily study, and the commitment to use English in every possible situation while in an English-speaking environment, are very important



conditions for success.

2 A. Be clear and realistic about your goals. Your sense of success will depend on your needs for English and whether or not you meet your needs. It is not just a question of measured progress. If you need conversational fluency, note-taking skills will not meet your needs. If you must learn to write effective business letters, informal conversation with current slang will not help you achieve your goal.

3 Learning a foreign language is an inexact process. Very few people learn to use a foreign language as well as a native speaker does. Fortunately, very few people need to learn English like a native English speaker in every skill area. Be realistic and aware of your goals. There are many reasons to learn English, and your reasons are your own goals.

4 B. Be realistic about the length of time it takes to learn a language. Programs which promise overnight success are simply not being honest. Language learning is a cumulative process. You will experience bursts of accomplishment as well as blocks and delays in progress. You will notice improvement at different speeds in each skill area. Many students progress more quickly in passive skill areas (reading and grammar analysis) than in active and complex skill areas (speaking, note-taking during a lecture).

5 C. Be aware of your learning style. If you know that you learn more quickly when you listen to an English statement a few times before writing it, or if you know that seeing a picture or graphic representation of a word or expression help you to remember the word, then develop study habits which use the most effective techniques for you. Excellent instructors who know that students must be involved in active learning will create active learning experiences to connect you with the language.

6 D. Learn something about "language learning". Remember that language is a complex system of meaningful sounds organized with a series of rules (grammar). Every student has to study enough pronunciation, grammar and sentence structure to understand this! It is also true that language is a form of behavior involving the human need to communicate and to be understood. Language learning involves motivation, emotion, a sense of self, and a set of cultural beliefs. Language is much more than sound and

words and grammar. Language learning requires that you make mistakes. Do not be afraid of a language or afraid of making errors. Develop an ability to relax; “playing” with a new language is an important part of learning.

7 E. Take responsibility for your own learning. A good instructor is half the equation for successful language learning. Take charge of your learning; participate actively in your program. Look for opportunities to use your new language in any of many new environments. Be willing to make mistakes and learn from these mistakes. Focus on your goals, your study habits, and your willingness to “learn to learn”. Enjoy the process!

(525 words)

### Comprehension Exercises: Yes / No / Not Given

**Directions:** Judge whether or not the following statements agree with the information given in the passage, and mark Y for Yes, N for No, or NG if information is not given in the passage.

1. \_\_\_\_\_ Note-taking skills will be enough to meet his needs, if a student needs conversational fluency.
2. \_\_\_\_\_ Many people are required to use a foreign language like a native English speaker does.
3. \_\_\_\_\_ Experienced teachers know how to create active learning practices for students to participate in actively.
4. \_\_\_\_\_ Language learning requires that one go to university to learn from teachers.
5. \_\_\_\_\_ One should not be afraid of making mistakes in language learning.

## Passage II

### Read Good Books

#### Words to Know

1. derive v. 得到

2. instruction *n.* 教育;指导
3. identity *n.* 身份
4. contentment *n.* 满足;满意
5. lessen *v.* 减轻;变少
6. portray *v.* 描写
7. resemble *v.* 与……相似(像)
8. acquaintance *n.* 相识;熟人
9. weary *v.* (使)疲倦;(使)厌倦
10. desert *v.* 抛弃
11. bestow *v.* 赠予;赋予
12. stream-lined *a.* 流线型的
13. passport *n.* 护照
14. thrill *n.* 一阵激动
15. hazardous *a.* 危险的
16. lofty *a.* 高耸的
17. peril *n.* 危险
18. scorching *a.* 灼热的
19. studio *n.* 摄影室
20. mingle *v.* 混合
21. throng *n.* 一大群(人)
22. boulevard *n.* 林荫大道

**Time Limit: 6'30"**

1 From good reading we can derive pleasure, companionship, experience, and instruction. A good book may absorb our attention so completely that for the time being we forget our surroundings and even our identity. Reading good books is one of the greatest pleasures in life. It increases our contentment when we are cheerful, and lessens our troubles when we are sad. Whatever may be our main purpose in reading, our contact with good books should never fail to give us enjoyment and satisfaction.

2 With a good book in our hands we need never be lonely. Whether the characters portrayed are taken from real life or are purely imaginary, they may become our companions and friends. In the pages of books we can walk with the wise and the good of all lands and all times. The people we meet in

books may delight us either because they resemble human friends whom we hold dear or because they present unfamiliar types whom we are glad to welcome as new acquaintances. Our human friends sometimes may bore us, but the friends we make in books need never weary us with their company. By turning the page we can dismiss them without any fear of hurting their feelings. When human friends desert us, good books are always ready to give us friendship, sympathy, and encouragement.

3 One of the most valuable gifts bestowed by books is experience. Few of us can travel far from home or have a wide range of experiences, but all of us can lead varied lives through the pages of books. Whether we wish to escape from the seemingly dull realities of everyday life or whether we long to visit some far-off place, a book will help us when nothing else can. To travel by book we need no bank account to pay our way; no airship or ocean liner or stream-lined train to transport us; no passport to enter the land of our heart's desire. Through books we may get the thrill of hazardous adventure without danger. We can climb lofty mountains, brave the perils of an Antarctic winter, or cross the scorching sands of the desert, all without hardship. In books we may visit the studios of Hollywood; we may mingle with the gay throngs of the Paris boulevards; we may join the picturesque peasants in an Alpine village or the kindly natives on a South Sea island. Indeed, through books the whole world is ours for the asking. The possibilities of our literary experiences are almost unlimited. The beauties of nature, the enjoyment of music, the treasures of art, the triumphs of architecture, the marvels of engineering, are all open to the wonder and enjoyment of those who read.

(451 words)

### Comprehension Exercises: Sentence Completion

**Directions:** *Complete the following sentences with the information given in the passage with no more than three words for each answer.*

- 
1. The reason why we sometimes forget our surroundings and even our identity while reading is that the book we are reading is so \_\_\_\_\_.

2. The author told us in the first paragraph that \_\_\_\_\_ can be achieved by reading good books.
3. According to the author, all characters, \_\_\_\_\_, portrayed in books may become our companions and friends.
4. People like their acquaintances in books even more, because they never \_\_\_\_\_.
5. In the third paragraph, we are told that we may obtain \_\_\_\_\_ from reading good books.

## After-Class Reading

### Passage I

### English Idioms

#### Words to Know

1. peculiar *a.* 独特的;特别的;奇异的
2. particular *a.* 特定的
3. persistent *a.* 持久的;不断的
4. lively *a.* 生动的;鲜明的
5. terse *a.* 简洁的;简短的
6. alter *v.* 改变
7. synonym *n.* 同义词
8. wording *n.* 用词;用语
9. falsify *v.* 伪造;歪曲
10. deceive *v.* 欺骗
11. precise *a.* 正确的;准确的
12. plural *a.* 复数的
13. scorn *v.* 蔑视;嘲笑
14. vigorous *a.* 充满活力的
15. stilted *a.* 不自然的;浮夸的
16. elaborate *a.* 精致的;精心的

17. perseverance *n.* 坚韧; 坚持

Time Limit: 11'30"

1 Ask any teacher of English what it is that students of English find most difficult and the answer in most cases will be "idioms".

2 Idioms are peculiar uses of particular words, and also particular phrases and expressions which, from long usage, have become part of the English language. English is particularly rich in idiomatic expressions, and it takes long years of hard and persistent work before a student can master them well.

3 Idioms are usually lively, terse and vivid; the same meaning could be expressed in some other way, but not with equal force and terseness. "You've taken the words right out of my mouth" is shorter and so much more vivid than "What you've said is exactly what I was going to say". As a general rule an idiomatic phrase cannot be altered; replacing any word with a synonym or changing the wording will usually destroy the idiom and sometimes make the expression meaningless. For example, "to cook the results (of an experiment)" means to falsify the results in order to deceive. If a synonym of "cook" is used, e. g. "to boil the results", the phrase makes no sense at all. "To learn by heart" is a very common expression. If a student says "to learn by the heart", he will be understood but the idiom is destroyed—he has spoken poor English. Therefore the student must be careful to learn the precise words that make up an idiom, and also the exact order of those words.

4 The greatest difficulty for most students is verbal idioms. It is not easy to explain why we can say "make a journey", and not "make a walk", but must say "take a walk"; or, why we can say "set free" and "set at liberty", but not "set at freedom"; or why, when we can correctly say either "take hold of" or "lay hold of", we can only say "take care of", but not "lay care of"; or why it must be "take care of" and not "keep care of".

5 Prepositions are especially troublesome. Even native speakers are not always sure of the correct one to use. There are several reasons for this. Many prepositions are used in so many different ways that they have no clear

meaning apart from the phrase in which they occur. For example, the most common sense of "on" is "sitting *on* a chair", "putting something *on* the table", but we also say "*on* duty", "*on* fire", "*on* arrival". We agree *to* a proposal, but agree *with* a person and agree *on* a plan. We are angry *at* a thing, but angry *at* or *with* a person. Something differs *from* (is unlike) another thing, but we differ *with* (disagree with) a person. We go *in* search of something, but *search for* something. Someone stays *at* home, but stays *in* Beijing for a month. Idiom requires us to say "capable *of* doing something", not "capable *to* do", and "able *to* do", not "able *of* doing".

6 Thus there is often no logic to idioms, and very often they do not follow grammar rules. It is idiomatic-at least in speech-to say "It's me"; and it is perfectly correct to use the plural with "none".

7 Word stress is also important to note, when learning verbal idioms. The English stress a preposition or adverb when it is part of a verbal idiom. "The woman fainted but soon came *to*." There is a stress on the word "to" in "came to". On the other hand, when the preposition or adverb after the verb belongs more to a following noun or phrase, then the verb itself is stressed rather than the preposition or adverb. Thus in "the streets were empty and we soon *came* to the park", the stress falls on "came", not on the word "to".

8 Idiomatic expressions are to be found in the daily speech of English-speaking people more than in formal writing. In fact most idioms originated in the everyday speech of the working people. Many of them were at first scorned and looked down upon by intellectuals but, as time passed, they became accepted as part of the language. Today language used on the radio and TV, in novels, newspapers and magazines is rich in idioms. In fact, there is a steady tendency in writing English to develop a simple, vigorous, idiomatic style, and to get rid of stilted, elaborate writing.

9 In learning English idioms, therefore, the student should study good modern authors. Magazines, and talks by native speakers will also prove useful. We would say to the student who wishes to use English idioms correctly, "Read a lot and note the idiomatic peculiarities. When you listen to someone speaking English, try to catch the exact expressions used. And write a lot, get your work corrected and pay careful attention to the

corrections. ”

10 Perseverance in all this will in time enable the student to use English fluently and idiomatically.

(830 words)

### Comprehension Exercises: Multiple Choice

**Directions:** *For each of the following questions or incomplete statements, decide on the best choice.*

1. Idioms are \_\_\_\_\_.
  - A. particular phrases and expressions from long usage
  - B. part of the English language
  - C. peculiar uses of particular words
  - D. all of the above
2. It is very difficult for students to master the usages of idioms because an idiomatic phrase \_\_\_\_\_.
  - A. can be used casually
  - B. cannot be replaced by any synonym
  - C. can be destroyed easily
  - D. can be replaced by any synonym
3. Prepositions are especially troublesome because \_\_\_\_\_.
  - A. they have no clear meaning apart from the phrase they occur in
  - B. there are no appropriate equivalents in Chinese
  - C. they are not explained in grammar books
  - D. English is particularly rich in these words
4. Idiomatic expressions were originally used in \_\_\_\_\_.
  - A. newspapers
  - B. magazines
  - C. everyday speech
  - D. formal writing
5. The advice the author suggest for a student on the use of English idioms correctly is \_\_\_\_\_.
  - A. to catch the exact expressions in spoken English
  - B. to read a lot and note the idiomatic peculiarities



- C. to write a lot
- D. all of the above

## Passage II

### Reading for A's

#### Words to Know

- 1. vary *v.* 变化
- 2. credit *n.* 信任;信誉;学分
- 3. self-justified *a.* 自我证明正当的
- 4. pop *v.* 突然动起来
- 5. temptation *n.* 诱惑
- 6. noble *a.* 崇高的
- 7. purchase *v.* 购买
- 8. margin *n.* (书页边等的)空白
- 9. sketch *v.* 草拟;略述
- 10. flip *v.* 快速地翻(书页等);浏览
- 11. subheading *n.* 小标题
- 12. budget *v.* 预算
- 13. guarantee *v.* 保证
- 14. convince *v.* 说服;使信服

**Time Limit: 15'**

1 Where and when and what you study are all important. But how to study, if you don't already have some clue, is probably the hardest thing you will have to learn in college. Methods of studying vary; what works well for some students doesn't work at all for others. The only thing you can do is experiment until you find a system that does work for you. But two things are sure: nobody else can do your studying for you, and unless you do find a system that works, you won't get through college.

2 Meantime, there are a few rules that work for everybody. The first is