

总主编 / 洪云



21世纪实用研究生英语系列教程



# 英语快速阅读

(第二册 / 第二版)

主编 张丽丽

副主编 邓耘 鲁莹 栗梅 徐幽燕 吴静

 中国人民大学出版社

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# 前 言

根据 1993 年国家教委颁布的《非英语专业研究生英语(第一外语)教学大纲》,硕士生外语教学的目的是培养学生具有较熟练的阅读能力,一定的写、译能力和基本的听、说能力,能够以外语为工具进行本专业的学习和研究。可以看出,研究生英语教学仍把阅读教学放在各项技能的首位。此外大纲还具体规定了研究生在经过基础阶段的学习之后,在阅读能力方面需达到的要求:掌握并能运用各项阅读技能(如概括中心思想、猜词悟意、预见、推理和推论等),具有语篇水平的分析能力。能较顺利地阅读并正确理解有相当难度的一般性题材文章和其他读物,速度达到每分钟 60 词~70 词,读后能够理解中心思想及内容。计时阅读难度略低、生词不超过总词数 2% 的材料,速度达到每分钟 100 词~120 词,读后能理解中心思想及主要内容。由此可见,深化阅读教学,进一步提高阅读能力,仍是培养和提高研究生语言运用能力的关键所在。

本套教材是以《非英语专业研究生英语(第一外语)教学大纲》为指南,在参考国内外多种英语快速阅读教材的基础上,根据编者多年从事研究生英语快速阅读教学的经验,以及我国非英语专业研究生目前整体英语水平和实际英语能力,经过编委会认真、广泛的讨论之后编写而成的。

《英语快速阅读》分为两册,供非英语专业硕士或博士研究生一学年使用,与中国人民大学出版社出版的《新编研究生英语系列教程》(第三版)、《研究生英语系列教材》(第三版)和《研究生英语综合教程》配合使用。本套教材旨在帮助读者扩大英语词汇量,提高阅读速度和阅读理解能力,广泛深入地了解世界各国,尤其是欧美国家的历史文化、风土人情以及自然科学和人文科学等方面的知识。

第一册遵循理论与实践相结合的原则,讲练结合,分为两大部分:

第一,快速阅读概述及应试技巧;第二,快速阅读练习,共 32 篇短文。

第二册共精选短文 48 篇,内容涉及中西文化、教育、生活、媒介、历史、科技、哲学、文学等,按阅读量与难度的递增分为 3 个部分,每部分包括 16 篇文章。

两册书选材的原则突出体现科学性、信息性、可读性和趣味性,内容丰富、有趣、时尚,旨在帮助学生进行系统、有针对性的快速阅读训练,掌握基本阅读技能,培养良好阅读习惯,提高阅读效率。练习形式多样,既有选择填空的客观题型,又有简短回答、填空、对错判断等主观题型;既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能的训练,又与各级考试的阅读题型相结合;每册书后附有本册书练习的参考答案供师生参考。使用本套教材非常有利于学生通过各种水平的英语考试。

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由于编者水平有限,书中不足之处在所难免,敬请广大读者和同行专家批评指正。

编 者  
2012 年 6 月

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PART

i

 Passage 1

## Can Ethics Be Taught?

Starting Time: \_\_\_\_\_ : \_\_\_\_\_

Let a stock-broker be arrested for shady dealings or a new medical procedure pose unanticipated dilemmas, and there arises a demand for a course in ethics. Law schools, medical schools, business schools—even high schools—are urged to grapple with moral issues by instituting more of these courses. The idea behind such a demand is that anyone can be taught to distinguish right from wrong in much the same way as medical students are taught to distinguish the pancreas from the liver.

The typical ethics course centers on the case study. May a poor man steal medicine for his ailing wife? Should the young mother of three or the productive scientist get the only heart available for transplant? One would suppose the graduate, having mastered moral distinctions from this regimen, is able to recognize (and resist) a dubious deal or an improper request from a superior.

Unfortunately, this conclusion rests on a mistake about what makes people good. Moral behavior is the product of training, not reflection. As Aristotle stressed thousands of years ago, you get a good adult by habituating a good child to doing the right thing. Praise for truth-telling and sanctions for fibbing will, in time, make him “naturally” honest.

Abstract knowledge of right and wrong no more contributes to character than knowledge of physics contributes to bicycling. Bicyclists don't have to think about which way to lean, and honest people don't have to think how to answer under oath.

Using ethics courses to teach morality carries more disquieting implications than merely the waste of everyone's time. The hard cases meant to shatter student complacency invariably involve conflict between conventional principles, such as property rights and life-saving in the case of the sick wife. Dwelling on these conflicts suggests that conventional morality is incoherent and, consequently, not rationally binding. Ethics education thereby provides one more excuse for shirking one's plain duties. The examples typical of ethics-education courses divert attention from the

content of morality proper. Honesty, industry and respect for others—not an itinerary of policy positions—form the gyroscope that stabilizes an individual on his journey through life. Yet ethics education, when inspired by public events, tends to focus on public action: How should profit be weighed against pollution? When should a government official blow the whistle?

These are interesting and difficult questions, but they are not likely to be faced by most people. Less intriguing, but cumulatively more important for the character of society, are each day's micro-challenges, such as deciding whether to split an unexpected bonus with a favorite charity or go on a spree. Complex world does present special moral puzzles, and there is certainly a place for philosophical reflection. But ethics courses are pointless exercises. Telling right from wrong in everyday life is not that hard; the hard part is overcoming laziness and cowardice to do what one perfectly well knows one should. As every parent learns, only good examples and apt incentives can induce that strength.

Ending Time: \_\_\_\_\_: \_\_\_\_\_

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 495

\_\_\_\_\_ Words/Minute



## Exercises

### I. Reading Comprehension

*Directions: Select the most appropriate answer for each of the following questions.*

- This passage mainly deals with \_\_\_\_\_.
  - personal behaviors
  - social habits
  - human willpower
  - ethics education
- One result of the idea that ethics can be taught is that \_\_\_\_\_.
  - many schools institute courses in ethics
  - many teachers have begun to study ethics
  - many students are determined to become a teacher of ethics

- D. ethics textbooks suddenly become best-sellers
3. According to those in favor of ethics education, a student who has learned ethics should be able to \_\_\_\_\_.
- A. stop a man stealing medicine for his ailing wife
  - B. distinguish right from wrong and do the right thing he is supposed to do
  - C. teach others social behaviors
  - D. live a happy life
4. The author thinks that an honest person \_\_\_\_\_.
- A. must have had a good knowledge of ethics
  - B. may have learned no ethics but knows what he should say truthfully
  - C. makes silly mistakes at court when he is required to answer some questions from a lawyer
  - D. can never be expected to fool his opponent
5. Apparently, the author's attitude towards ethics education is \_\_\_\_\_.
- A. positive
  - B. negative
  - C. ambiguous
  - D. not implied

## II. True or False

Directions: Put a T if the statement is true and an F if it is false.

- \_\_\_\_\_ 1. According to the passage, ethics is very important and must be taught as a compulsory course in any school.
- \_\_\_\_\_ 2. Aristotle would agree that a child must be trained so that he can be a good adult later in life.
- \_\_\_\_\_ 3. There is no conflict between keeping one's own property and having it stolen by someone who uses it for life-saving.
- \_\_\_\_\_ 4. There are three qualities that keep a person going through his life smoothly: honesty, industry and respect for others.
- \_\_\_\_\_ 5. Children can learn to overcome their laziness and cowardice to do what they know they should through good examples.

## Stricter Traffic Law Can Prevent Accidents

Starting Time: \_\_\_\_\_ : \_\_\_\_\_

From the health point of view we are living in a marvelous age. We are immunized from birth against many of the most dangerous diseases. A large number of once fatal illnesses can now be cured by modern drugs and surgery. It is almost certain that one day remedies will be found for the most stubborn remaining diseases. The expectation of life has increased enormously. But though the possibility of living a long and happy life is greater than ever before, every day we witness the incredible slaughter of men, women and children on the roads. Man versus the motor-car! It is a never-ending battle which man is losing. Thousands of people the world over are killed or horribly killed each year and we are quietly sitting back and letting it happen.

It has been rightly said that when a man is sitting behind a steering wheel, his car becomes the extension of his personality. There is no doubt that the motor-car often brings out a man's very worst qualities. People who are normally quiet and pleasant may become unrecognizable when they are behind a steering-wheel. They swear, they are ill-mannered and aggressive, willful as two-years-olds and utterly selfish. All their hidden frustrations, disappointments and jealousies seem to be brought to the surface by the act of driving.

The surprising thing is that society smiles so benignly on the motorist and seems to condone his behaviour. Everything is done for his convenience. Cities are allowed to become almost uninhabitable because of heavy traffic; towns are made ugly by huge car parks; the countryside is desecrated by road networks; and the mass annual slaughter becomes nothing more than a statistic, to be conveniently forgotten.

It is high time a world code were created to reduce this senseless waste of human life. With regard to driving, the laws of some countries are notoriously lax and even the strictest are not strict enough. A code which was universally accepted could only have a dramatically beneficial effect on the accident rate. Here are a few examples of some the things that might be done. The driving test should be standardized and made

far more difficult than it is; all the drivers should be made to take a test every three years or so; the age at which young people are allowed to drive any vehicle should be raised to at least 21; all vehicles should be put through stringent annual tests for safety. Even the smallest amount of alcohol in the blood can impair a person's driving ability. Present drinking and driving laws (where they exist) should be made much stricter. Maximum and minimum speed limits should be imposed on all roads. Governments should lay down safety specifications for manufacturers, as has been done in the USA. All advertising stressing power and performance should be banned. These measures may sound inordinately harsh. But surely nothing should be considered as too severe if it results in reducing the annual toll of human life. After all, the world is for human beings, not motor-cars.

Ending Time: \_\_\_\_\_:\_\_\_\_\_

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 512

\_\_\_\_\_ Words/Minute



## Exercises

### I. Reading Comprehension

**Directions:** *Select the most appropriate answer for each of the following questions.*

1. What is the main idea of this passage?
  - A. Traffic accidents are mainly caused by motorists.
  - B. Thousands of people the world over are killed each year.
  - C. The laws of some countries about driving are too lax.
  - D. Only stricter traffic laws can prevent accidents.
2. What does the author think of society toward motorists?
  - A. Society is strict with the motorists.
  - B. Huge car parks are built in the cities and towns.
  - C. Victims of accidents are few.
  - D. Society condones their rude driving.
3. Why does the author say "his car becomes the extension of his personality"?
  - A. Driving can show his real self.



century, they will surely choose the label “Legless Man”. Histories of the time will go something like this: “in the twentieth century, people forgot how to use their legs. Men and women moved about in cars, buses and trains from a very early age. There were lifts and escalators in all large buildings to prevent people from walking. This situation was forced upon earth dwellers of that time because of miles each day. But the surprising thing is that they didn’t use their legs even when they went on holiday. They built cable railways, ski-lifts and roads to the top of every huge mountain. All the beauty spots on earth were marred by the presence of large car parks.”

The future history books might also record that we were deprived of the use of our eyes. In our hurry to get from one place to another, we failed to see anything on the way. Air travel gives you a bird’s-eye view of the world—or even less if the wing of the aircraft happens to get in your way. When you travel by car or train a blurred image of the countryside constantly smears the windows. Car drivers, in particular, are forever obsessed with the urge to go on and on: they never want to stop. Is it the lure of the great motorways, or what? And as for sea travel, it hardly deserves mention. It is perfectly summed up in the words of the old song: “I joined the navy to see the world, and what did I see? I saw the sea.” The typical twentieth-century traveler is the man who always says “I’ve been there.” You mention the remotest, most evocative place-names in the world like El Dorado, Kabul, Irkutsk, and someone is bound to say “I’ve been there”—meaning, “I drove through it at 100 miles an hour on the way to somewhere else.”

When you travel at high speeds, the present means nothing; you live mainly in the future because you spend most of your time looking forward to arriving at some other place. But actual arrival, when it is achieved, is meaningless. You want to move on again. By traveling like this, you suspend all experience; the present ceases to be a reality: you might just as well be dead. The traveler on foot, on the other hand, lives constantly in the present. For him traveling and arriving are one and the same thing: he arrives somewhere with every step he makes. He experiences the present moment with his eyes, his ears and the whole of his body. At the end of his journey he feels a delicious physical weariness. Satisfying sleep will be his: the just reward of all true travelers.

Ending Time: \_\_\_\_\_ : \_\_\_\_\_

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 523

\_\_\_\_\_ Words/Minute

## Notes

1. **paleolithic** *adj.* 旧石器时代的
2. **neolithic** *adj.* 新石器时代的
3. **El Dorado** *n.* (由当时西班牙征服者想象中的南美洲)黄金国, 宝山, 富庶之乡
4. **Kabul** 喀布尔(阿富汗首都)
5. **Irkutsk** 伊尔库茨克(原苏联亚洲城市)



## Exercises

## I. Reading Comprehension

*Directions: Select the most appropriate answer for each of the following questions.*

1. The reason why today's men will be labeled as "Legless" is \_\_\_\_\_.
  - A. people forget how to use his legs
  - B. people prefer cars, buses and trains
  - C. lifts and escalators prevent people from walking
  - D. there are a lot of transportation devices
2. People travel at high speeds means that \_\_\_\_\_.
  - A. their focus is mainly on the future
  - B. transportation devices are fast
  - C. time is limited
  - D. there are too many scenic spots
3. Why does the author say "we are deprived of the use of our eyes"?
  - A. People forgot to use their eyes.
  - B. people have no time to use their eyes when travel at a high speed.
  - C. People are not allowed to use their eyes on their way of travel.
  - D. People want to sleep during traveling.
4. What is the purpose of the author in writing this passage?
  - A. Legs become weaker.
  - B. Modern means of transportation make the world a small place.
  - C. There is no need to use eyes.
  - D. The best way to travel is on foot.

5. What does "a bird's-eye view" mean?
- A. See view with bird's eyes.  
 B. A bird looks at a beautiful view.  
 C. It is a general view from a high position looking down.  
 D. A scenic place.

## II. True or False

Directions: Put a T if the statement is true and an F if it is false.

- \_\_\_\_\_ 1. We are legless because lifts and escalators in all large buildings prevent us from walking
- \_\_\_\_\_ 2. Anthropologists described "Paleolithic Man", "Neolithic Man" and "Legless Man" by the same rules.
- \_\_\_\_\_ 3. When one says "I've been there", he means he experienced everything by himself.
- \_\_\_\_\_ 4. When you travel at high speeds, the present is meaningless for you.
- \_\_\_\_\_ 5. By "true travelers", the author refers to people who enjoy traveling by foot.

### 7 Passage 4

## Benjamin Spock

Starting Time: \_\_\_\_\_ : \_\_\_\_\_

Dr. Benjamin Spock, hailed as the grandfather of pediatrics, is known as the leading authority on child rearing. With his first book, the renowned *Baby and Child Care*, Spock single-handedly broke the tradition of cold and rigid discipline, radically changing popular ideas about raising children. Since it was published in 1945, *Baby and Child Care* has been translated into 39 languages and has sold more than 40 million copies, making it second only to the Bible in sales worldwide.

The first edition of the book appeared in 1945, and was an instant hit. For

several years, more than 750,000 copies were sold annually, the rough equivalent of one for every two marriages, according to *Newsweek*. Spock has been credited with profoundly changing the way children are reared, doing away with the “spare the rod, spoil the child” philosophy. He also is noted as a pioneer in the fields of pediatrics and psychology, clearing the way for other parental advice books.

Spock was a high profile political activist in the 1960s, retiring from medicine in 1967 to devote himself full time to the anti-Vietnam War movement. He was arrested numerous times for civil disobedience, and even ran for U.S. president under the People’s Party in 1972.

Spock’s political views have prompted criticism from conservative foes, especially from New York minister and author Rev. Norman Vincent Peale, who died in 1993. Peale blamed Spock personally for the student rebellions of the 1960s, noting that the youths protesting war were the first generation to be raised by Spock’s “permissive” principles of child rearing. Spock dismissed those accusations, noting, “I’ve always advised parents to give their children firm, clear leadership, and to ask for cooperation and politeness in return.”

For nearly 50 years, Spock has been a prolific author, writing 13 books including an autobiography, *Spock on Spock* and numerous magazine articles. In his most recent book, *A Better World for Our Children*, which was published in 1994 when he was 91 years old, he wrote that parents should worry more about politics, less about their own children, and more about issues that impact the well-being of all children. “American parents are child centered, but only about their own children,” he said. “It’s part of our tradition of rugged individualism, but we’ve got to start thinking of others and of society. People also need to become politically active to make politicians serve the people, not just big corporations.”

Ending Time: \_\_\_\_\_:\_\_\_\_\_

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 404

\_\_\_\_\_ Words/Minute