



第一册

Fast Reading of College English

大学英语快速阅读

总顾问 俞凤娣 主编 许珊珊

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内 容 提 要

大学英语快速阅读丛书是一套针对当代英语教育实际需要而编写的阅读教材,共分为四册,本书为第一册。丛书立足于培养大学生快速阅读浏览能力,快速捕捉信息等能力和解题能力,读者对象主要为独立院校三本学生。

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编者的话

一、编写宗旨

大学英语快速阅读是一套针对当代大学英语教学实际需要而编写的阅读材料。在多年的教学过程中,笔者发现学生普遍存在为过四、六级而盲目集中数月做训练题目应试的情况。作为教师,我们理解学生因就业竞争压力而疲于应试,但这诚然不是大学英语教学的初衷。鉴此,我们组织了一批有多年教学经验的教师,定期与数所大学的一线教师互相交流学习,讨论整理出当下 90 后学生较为关注的内容及其自身所欠缺的知识面,从而编写了此套阅读教程。换言之我们为学生筛选出较有意义并吸引他们的材料,让他们每天只花 10 分钟左右的时间进行快速阅读训练,提高他们的阅读技能,即信息捕捉能力以及对英语学习的兴趣,在材料的循循善诱之中,为他们过关四、六级打下技能基础。

二、本册教材特点

本册教材的各单元是按照阅读练习的难度梯次来排序的,在阅读难度的评测中我们综合考量了文章难度、长度以及题目难度三方面因素。

传统的阅读理解包括信息题、主旨题、推理题、计算题、词汇题等多种题型。本册中,编者本着由浅入深、由易到难的原则,侧重信息查找题的练习,主要锻炼的是学生的 skimming 和 scanning 两种技能。至于较难的题型(如要旨题、推理题等)将在以后几册中涉及。

三、编写过程

1. 选材阶段

首先,本书取材于国外优质资源,原汁原味,保证文章质量。其次,本书文章新颖、题材广泛。本书的阅读文章涉及社会、文化、经济、历史、科技、校园生活等领域(比如美国婴儿潮,餐桌礼仪,伦敦骚乱等)。其中不乏经久不衰、有阅读价值的经典文章,比如约翰·肯尼迪的演讲,亚里士多德的论读书。再次,本书难度适中,适合具备高中水平的英语学习者继续学习英语,并且在编写过程中对较冷僻词汇我们加注了中文或者直接替换。

2. 出题阶段

快速阅读的题目考的是略读题干和选项——短时记忆要点,定位词——回文章中定位——理解定位点周围关键句——比对 statement 或选项——微做推理或直接判断,所有题目做完,应对文章整体结构要点有全局性了解,而达到略读而知大意的效果。故我们要求所有编者先做文章的提纲,然后按照行文顺序均匀出题,题目尽量出于有理解难度的中心句上。

最后,衷心感谢为这套教材劳心劳力的诸位老师以及为这套教材提出诸多宝贵意见的各位专家、学者。

编者

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Unit 1

Text A

Using Paper Beads to Improve Ugandan Lives

By June Simms

Diamonds may be a girl's best friend, as the old saying goes. But some women are finding a lot to like about colorful beads from Uganda (乌干达) made of recycled paper. The beads are sold by a nonprofit organization in the United States called BeadforLife.

BeadforLife began as a chance meeting between three American women on a trip to Uganda and a local jewelry maker. Millie Grace Akena was rolling paper beads near her home. She worked at a rock quarry (采石场). She made paper beads as a hobby. But there was no real market for them in her country.

Torkin Wakefield says she, her daughter Devin Hibbard and Ginny Jordan brought some of the beads back to the United States. Immediately people started admiring the beads. "Oh, I like this. Where did you get this? It's so pretty."

The three Americans launched BeadforLife in 2004. Nearly seven hundred women have taken part. The group says its beaders earn an average of more than two thousand dollars a year in the program. This is five times what they earned before. Torkin Wakefield says the women spend up to eighteen months in the program.

During that time Millie can make regular income and she has a savings account and she begins to study and plan for launching a business, which is her business and which will sustain her once she graduates from BeadforLife. And the program includes a microfinance grant, money that she has actually made by selling beads that she gets at one time, so that she can make a big enough step into a business that is going to be sustainable.

The beads are sold across Uganda and at the BeadforLife headquarters in Boulder, Colorado. They are also sold online and at jewelry shows called bead parties. Because they

have meaning, because these are gifts that help people, folks in America and beyond, when they buy beads they feel a sense of generosity. They feel a direct connection, like they can really participate in getting rid of poverty.

Acrylic plastic is used to harden the paper. The jewelry costs between five and thirty dollars. BeadforLife reported sales in its last budget year of more than three and a half million dollars. It says for every ten dollar necklace sold, the beader gets two dollars and forty-three cents in money or materials.

It says more than ninety percent of earnings are reinvested in community development projects in Uganda. Torkin Wakefield estimates that BeadforLife has helped more than eight thousand people this way.

So what about Millie Grace Akena, the jewelry maker? Mrs. Wakefield says she has gone on to organize a small group of women who work with her, and they sell their beads to a religious group.

(From www.voanews.com, 460 words)

Directions: For the following statements 1-5, write Y for YES, if the statement agrees with the information; N for NO, if the statement contradicts the information; NG for NOT GIVEN, if there is no information on this in the text. Complete the statements 6 and 7 with the information given in the passage.

- () 1. Torkin Wakefield went to meet Millie because she planned to find someone to make colorful beads for the organization BeadforLife.
- () 2. People in the US are more crazy about colorful beads made of paper than diamonds.
- () 3. Women can earn more from making beads than before.
- () 4. Millie has already launched her own business in selling beads.
- () 5. The earnings from the sale of beads will be used to help the poor.
6. BeadforLife helps people in the way of investing the earnings in _____
_____ in Uganda.
7. Millie organizes a small group of women to sell their bead to a _____.

Text B

For Some Teens, a Busy Life Takes Fun Out of High School

For years the University of California, Los Angeles, has done a national survey of first-year college students. Some of the questions in the Freshman Survey relate to emotional health and stress. Last year, 29 percent said they often felt “overwhelmed” by all they had to do in their last year of high school. That was 2 percentage points higher than the year before.

There was a big difference between men and women. Almost 40 percent of women reported feeling that level of stress, compared to just 18 percent of men.

Deborah Stipek is dean of the School of Education at Stanford University in California. She says a lot of students are under too much pressure from parents and schools.

“They are not enjoying what can be the incredible satisfaction of learning and developing understandings and skills. Learning can be an adventure. But instead of an adventure, it’s really about the test, it’s about the college application.” Stipek said.

Professor Stipek recently wrote about this issue in the journal *Science*. She used the example of her own daughter in high school. Her daughter has taken advanced placement, or AP, courses in French to earn credit toward college. She told her mother she would be happy to never speak French again.

“I think that revealed the real basic problem, which is the AP courses that she was taking in French were not about learning French, not about being able to communicate with a different culture, or to travel, or to have a skill that could be useful in life. It was about getting a score on an AP test that would help her get into the college of her choice.” Professor Stipek says high schools should listen to their students.

“One of the things that schools are doing that we’re working with is doing yearly

surveys of students to find out what their sources of stress and anxiety are, and get their ideas on what the school can do, what kinds of policies can be supportive of them. And this has been actually amazing, because we've gone into schools where they say 'This isn't a problem.' And then they do a survey of the students, and they are just blown away by what they get back from the students when the students are actually asked."

In 2009, a documentary film looked at the pressure on many students to succeed in school and in lives busy with activities and homework. The film is called "Race to Nowhere." In the film, a student said, "If you were dedicating your whole life to your grades, you have to be smart. And you have to be involved in the arts. I have soccer practice every day. Plus the homework on top of that. Produce, produce, produce. It's impossible. I couldn't cope."

Deborah Stipek says the film shows that many students today are not experiencing the joys of learning. "I was interviewed in it, as many others were, and I think the most compelling interviews were of the students. These are students who felt under enormous pressure to perform, and I want to underscore the word 'perform' as opposed to 'learn'".

She says the hardest lesson for society may be that young people will grow up lacking interest in learning.

(From *www.voanews.com*, 555 words)

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

1. The Freshman Survey conducted by the University of California is a survey _____.
 - A. on what students had to do in the last year of high school
 - B. on the anxiety among college students
 - C. targeting all the college students
 - D. targeting only first-year students
2. According to Deborah Stipek, learning, for many students, has become _____.
 - A. an adventure
 - B. aimed at applying for college

- C. an incredible satisfaction
- D. fun
3. Stipek's daughter took her French Course as a _____.
- A. a score helpful for college application
- B. a communication with a different culture
- C. a tool for a future travel
- D. a skill useful in life
4. Professor said "this has been actually amazing" (underlined in Para. 7) because _____.
- A. many schools do yearly surveys among students on their stress and anxiety
- B. many schools collect students' ideas on emotional health
- C. many schools ask students what they actually think
- D. many schools do nothing even though they get students' ideas

Directions: Complete the sentence with the information given in the passage.

5. The film "Race to Nowhere" shows that many students today fail to _____
_____.

Not All Going on a Summer Holiday

By Sean Coughlan

Children in England and Wales have the shortest school summer holidays in the European Union.

With many schools about to begin a six-week holiday—there are schools on the continent which are shut for 16 weeks over the summer.

But there is little sign of a link between longer hours in the classroom and higher standards.

Schools in Finland, one of the most successful education systems, have been on holiday since the beginning of June.

Germany and Liechtenstein(列支敦士登, 中欧国家) are also at the bottom of the holiday league with six-week summer breaks—but many European countries have holidays that stretch between 10 and 12 weeks.

Family friendly?

It means that English and Welsh state school pupils are still studying when almost every other classroom in Europe is empty and family holidays are in full swing.

SCHOOL SUMMER HOLIDAYS
England, Wales: 6 weeks
Germany: 6 weeks
Scotland: 7 weeks
Austria: 9 weeks
Sweden: 10 weeks
Finland: 11 weeks
Italy: 12 weeks
Portugal: 12 weeks
Bulgaria: 16 weeks

Both the government and opposition have been campaigning on supporting the family.

But if the drive for extended schools continues, families in England could see even less of their children—with plans for more schools to provide term-time “wrap-around services”, offering after and before-school activities between 8am and 6pm.

And the English school system also involves children starting in education at a very

young age-with increasing numbers of three year olds in nursery classes attached to primary schools.

In contrast, many northern European countries do not start compulsory education until children are seven.

But there is no evidence that spending so many more hours in the education system delivers better results-in fact, the countries with the lowest teaching hours have the most successful systems.

Less is more?

Each year, the OECD (Organization for Economic Co-operation and Development) publishes a report comparing the performance of education systems in the industrialised world.

And this shows that the countries which have the lowest number of hours in the classroom—Finland, Norway, Sweden, South Korea and Denmark—are also among the countries with the highest level of achievement.

TOTAL HOURS IN SCHOOL
England: 7,274
Spain: 6,827
Sweden: 5,924
Germany: 6,250
Finland: 5,523
(Hours in school between aged 7 and 14)

Independent schools in England, which often get two more weeks in the summer than state schools, are among the highest flyers in exam league tables, apparently not suffering from their reduced hours.

The ATL teachers' union heard warnings at its conference earlier this year that parents' long working hours—and children's increasing time in school and child-care—meant that family life was being damaged.

Teachers warned that such a long-hours culture for children, away from the influence of family life, was a factor in aggression and anti-social behaviour.

We invited your comments. Here is a selection of some of your views:

I have been teaching primary school in the UK for the past two years, and I have to say that, although I would appreciate a longer summer holiday (the last ten days of school

are hard on both students and staff), I really do enjoy the frequent 1- and 2-week holidays scheduled throughout the year. Just when I feel I can't bear another moment in the classroom, a holiday pops up. Very good for re-building energy and boosting morale. Last year, when I told my students about the 3-month-long summer holidays in parts of the USA, there was a universal moan of envy—until they heard the trade-off, that US students get a few long weekends, two weeks at Christmas and a week at Easter, and no other holidays during the school year. Suddenly a long break did not look so pleasant anymore.

Lawrence Wilson , Mayfield, East Sussex

Not everything is learned in school. Part of learning comes from spending time with family and great summer experiences...that shouldn't be taken away from kids. There's more outside books and classrooms.

Nisha, Chicago

(From <http://news.bbc.co.uk/2/hi/6288114.stm>, 690 words)

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

1. When children in England and Wales have six-week holiday, summer holidays in many northern European countries may last _____.
 - A. seven to eight weeks
 - B. eight to nine weeks
 - C. nine to ten weeks
 - D. ten to twelve weeks
2. If the school hours in English and Welsh state schools are extended, _____.
 - A. the government will support the opposition
 - B. classrooms would be empty
 - C. families in England could see less of their children
 - D. the opposition will support the family
3. In England, more and more kids are attending nursery classes at the age of _____.

- A. three
 - B. seven
 - C. five
 - D. four
4. According to the report by OECD, the relationship between the number of hours in classroom and the level of achievement is that _____.
- A. the higher the former, the higher the latter
 - B. the lower the former, the higher the latter
 - C. the two are not related
 - D. the higher the latter, the higher the former
5. There is a warning that the long-hours culture for children to stay away from family can lead to _____.
- A. higher flyer in exam league tables
 - B. parents' long working time
 - C. teachers' more pressure
 - D. aggression and anti-social behaviour

Directions: Complete the sentences with the information given in the passage.

6. Lawrence Wilson's students can not have _____ as students in parts of the USA, but they can enjoy many _____ during the school year.
7. Nisha holds that kids can learn from spending time _____ and _____.

Lecture or Interactive Teaching?

Professors have lectured for centuries. But how effective is lecturing to students compared to working with them?

A new study compared two classes of a beginning physics course at the University of British Columbia in Canada. There were more than 260 students in each section. Both were taught by popular and experienced professors.

The study took place for one week near the end of the year. One class continued to be taught in the traditional lecture style. The other professor was replaced by two teachers. They had little teaching experience but received training in interactive teaching methods. The training was led by Carl Wieman, a Nobel Prize-winning physicist who leads a science education program.

There was almost no lecturing. The teachers put the students in small groups to discuss and answer questions. They gave them readings and quizzes to finish before class so they would come prepared to discuss the material.

Professor Wieman says before the experiment with these and other activities, test scores for both classes were the same. “There was a great deal of careful data collected showing how identical the two sections, these two large sections of the class were beforehand. And this focused very much on looking at exactly what could be learned with the different methods from the classroom experience, the time when you have the maximum instructor interaction, or face-to-face interaction time.”

Afterward, both classes took the same test. Students in the interactive class scored nearly twice as high as those in the traditional class. Attendance also increased that week.

Graduate student Ellen Schelew was one of the teachers. She says the methods they