



普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

快速阅读与词汇扩展 3

Become a Fast Reader and Beyond

主编 蒋静仪

Increase Your Reading Speed & Collocation Awareness
提高你的
阅读速度和词汇搭配能力

视觉传达设计(第3版)

Visual Communication Design (3rd Edition)

第3版



清华大学出版社



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总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、六级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、



前言

《快速阅读与词汇扩展》是为全国高等院校英语专业一年级和二年级的本科生而编写的,着重训练学生的阅读速度,培养他们阅读理解和词汇搭配的能力。

《高等学校英语专业英语教学大纲》对阅读教学提出了具体的要求,对阅读速度按级划分,从入学时的60单词/分钟,理解正确率达到70%,到四级时的120—180单词/分钟,理解正确率不低于70%。英语专业多年来缺少快速阅读训练的教材,《快速阅读与词汇扩展》正是为弥补这一欠缺而编写。教材的第一部分(I AM A FASTER READER)可以结合上海外语教育出版社出版的新世纪高等院校英语专业本科生“十一五”国家级规划教材《综合教程》或《阅读教程》,作为英语专业精读课程或泛读课程的配套或辅助教材,用于课堂内进行快速阅读训练。

传统的快速阅读大多停留在速度训练上,没有引导学生对文本进行深入的关注。这套教材在这方面有所突破,在训练提高学生阅读速度的同时注重培养学生归纳总结能力和词汇搭配能力,教材的英文名 *Become a Fast Reader and Beyond* 表达的就是这层意思。教材第二部分的阅读分析归纳和词汇扩展(I AM MORE THAN A FAST READER)和第三部分(I AM A REFLECTIVE READER)中的各种练习就是围绕提高学生归纳总结能力和词汇搭配能力而设计的,这两部分是本套教材的核心。

我们编写这套教材所依据的理念主要有以下几点:

1. 快速阅读的能力是生活在信息知识爆炸时代的人们必须具有的一个重要能力。我们每天通过报纸、杂志和网络等媒体要接触大量的信息,没有较快的阅读速度往往会疲于应付。在英语学习中,一定的阅读速度可以保证我们广泛、大量地阅读各种英语资料,更多地接触目的语材料,从而促进目的语的学习。

2. 注意在学习过程中起着不可忽视的作用,注意可以引起语言输入向语言吸入的转化。在实际教学中就学生词汇能力发展的重点和难点之一——词语搭配——设计教学活动,引导他们的注意力,增强他们的词语搭配意识,可望促进他们的词语搭配学习,使他们产出更地道的目的语。

3. 词汇语法(即词语搭配)非常重要,忽略词汇语法,学生往往会产出符合语法但欠地道的目的语,他们会用冗长的语句来表达简单的思想。当语言的处理超越了以逐个单词为单位的局限,相应单词合成“词块”时,语言的处理就趋向“自动化”,产出速度相应大大加快,较复杂的语言任务能够快速完成。让学生大量掌握词语搭配,可帮助他们提高目的语水平,用目的语较快、较流畅地表达思想。

依据以上的理念,我们将这套教材的重点和特色总结如下:

1. 结合课内教学和课外自主学习:英语课堂教学时间有限,要很好地掌握目的语,

大量的学习任务需要由学生课后独立完成。教材中阅读速度的训练在课堂内进行，文章的归纳总结练习和词语搭配练习建议由学生课后完成。教材通过详细、具体的学习任务指令指导学生完成各个练习，并提供每个练习的参考答案，这样可以逐渐培养学生的自主学习能力。

2. 强调阅读速度和阅读理解：国内现有的快速阅读教材大多停留在速度训练上，学生在规定的时间内完成快速阅读练习，得到答案后，阅读文章往往就被放置一边，其结果是阅读效果仅仅停留在对文章基本意义理解的层面，总结归纳不够，对具体的语言形式注意不够。这套教材既强调学生的阅读速度，又强调阅读理解的归纳总结能力。

3. 提高词汇搭配意识：准确地使用目的语的词语搭配是衡量二语学习者目的语使用是否地道、精炼的一个重要标准。这套教材充分地利用了快速阅读训练文章相对简单的特点，在学生完成快速阅读后，围绕阅读文章设计各种形式的练习，以唤醒和加强学生对词语搭配的注意，增强学生词汇知识的广度和深度。

本套教材希望以一种较新颖的形式，将阅读速度、理解训练与词汇搭配学习有机结合起来，达到既提高学生的阅读速度又提高学生的词汇搭配意识的目的，使学生更快、更好地习得目的语。由于编写者水平有限，时间仓促，教材中疏失之处在所难免，恳请各位老师和同学不吝赐教。

编者

2012年春

《快速阅读与词汇扩展》问与答

一、《快速阅读与词汇扩展》的编写目的是什么？

在教材前言中我们已经讲到，编写这套教材有三个目的：(1)培养学习者归纳总结的能力；(2)提升词汇搭配意识；(3)提高自主学习能力。我们希望同学们通过这套教材的学习能逐步成为一个积极主动思考的学习者，拥有较好的阅读总结、归纳能力，较强的词语搭配意识以及自主学习能力，让自己的目的语更地道，这也是编写这套教材的意义所在。

二、《快速阅读与词汇扩展》的单元结构是怎样设计的？

《快速阅读与词汇扩展》全套共四册，可与高等院校英语专业本科一、二年级的精读课程或泛读课程(又称阅读课程)配合使用，每学期一册，分两学年四学期完成。教材每册有十五个单元，建议每周完成一个单元。每个单元由三大板块组成，各板块主要内容如下：

第一个板块是快速阅读，目的在于提高同学们的阅读速度和理解能力。我们根据阅读文章的语言和内容设计了多种形式的阅读理解练习，包括多项选择、问答、正误判断、填空、配对和排序等。

第二个板块是词汇搭配练习，也是教材的核心。我们在教材的前言部分已阐述了提高同学们词汇搭配意识的重要性(请参阅教材前言)。此板块共有三个部分，所有的练习可由同学们课后独立完成，课内老师有选择地检查、组织讨论。各部分的内容和目的如下：

第一部分要求同学们再次阅读文章后用一到两句话总结归纳阅读文章的中心思想，然后用两三个词语概述阅读文章的核心内容。这个活动将阅读从单纯的阅读理解提升了一个高度，逐渐培养同学们的分析总结能力以及评判能力。

第二部分是词语搭配专项训练，从要求同学们于阅读文章中摘选词汇搭配，到短语练习，再到具体词语的搭配练习，均围绕词语搭配训练展开。此部分任务指令扣紧原文，仔细详尽，目的就是逐渐增强同学们对上下文词语的意识。

第三部分是一个口语形式的任务，设计的情景要求同学们尽可能地利用快速阅读文章中的词汇来完成该项任务，目的是巩固加强本单元所学的词汇搭配。

教材的第三个板块为总结反思，要求同学们在完成整个单元的学习后，对阅读文章和词汇用法进行回顾总结，引导同学们逐渐成为主动、积极的学习者。

三、《快速阅读与词汇扩展》每篇阅读文章及练习后面的参考时间是如何得到的？

我们在每篇快速阅读理解练习后面提供了平均用时(Average Time)。这里的“平均用时”并非单纯的由阅读文章的长度来决定的。练习形式不同(如正误判断和问题回答)，

所需的时间也相应不同。我们在试用这套教材时,选择了国内三个有代表性的不同层次高等学校英语专业若干同学参加了快速阅读文章和理解练习测试,在剔除了正确率不到60%的数据之后,将三组同学完成阅读文章的用时加权平均得到较为科学、合理的平均时间。老师和同学们可以参考这一时间来检查阅读速度和理解正确率,具体可以作以下解释:

1. 若正确率在平均数以上,且所用时间在平均数之上,建议注意提高阅读速度;
2. 若正确率在平均数以下(或正确率低于50%),且所用时间在平均数之下,建议适当放慢阅读速度,注意提高阅读理解能力;
3. 若正确率在平均数以下(或正确率低于50%),且所用时间在平均数之上,要着重加强阅读综合能力的训练;
4. 若正确率在平均数以上(特别是正确率高于90%),且用时间在平均数之下,说明该部分同学的阅读能力高于一般同学,可以进一步有意识地提高阅读速度。

四、如何使用《快速阅读与词汇扩展》?

我们建议这样使用这套教材:

1. 在开始使用本套教材时,建议从第一册教材后面的五个 mini-lectures 开始,可由老师或同学作快速阅读技巧和词汇搭配知识的专题讲座。同时老师可利用课堂时间,对第一板块的快速阅读技巧,第二板块第一、第二部分的练习进行一定的指导,尤其是帮助每个同学学会注意并选取阅读文章中的词汇搭配,这种指导逐渐减少至同学们掌握为止。
2. 每单元的快速阅读练习最好在课堂上集中完成,由老师控制时间,完成练习后,统一校对答案,根据完成情况老师作一定的讲解,组织讨论等。该项练习课堂上预计用时10—15分钟。
3. 同学们课后完成第二板块第一、第二部分的练习,依据教材后提供的答案自行核对,同时准备该板块第三部分的任务。可以鼓励同学们以小组分享的形式完成这部分练习。下一周上课老师可就第三部分的任务抽查部分同学或组织小组活动。该项练习预计课堂上用时8—10分钟。
4. 老师不定时检查同学们完成第三板块的情况,适时提供指导帮助,包括如何利用因特网资源进行拓展性的阅读等。老师的指导在第一、二学期尤为必要,是帮助同学们成为积极主动的反思型学习者的一个重要环节。

五、将《快速阅读与词汇扩展》设计为活页形式的好处是什么?

本教材采用活页的形式是为了让老师们在教学时可以更灵活地使用这套教材。老师可以在整个学期中结合精读课程或泛读课程选择使用某一个单元,不一定拘泥于单元的顺序。

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Average Accuracy Rate: 89.1%
Your Time: ____'____"
Your Accuracy Rate: ____%

READING 1

Traditional Fashion for Today's Women

Even though I live in Los Angeles (or "the United States") today, I am very proud of the traditional clothing of my native country, Sri Lanka. I still love the rich cultural traditions there. However, when I go back home to visit, I can see that attitudes toward traditional fashions are changing, especially for women.

Traditionally, women in Sri Lanka wear saris. A sari is a long piece of cloth worn like a dress. The sari is wrapped around a woman's waist and then is draped over her shoulder. Under the sari, women wear a matching blouse. Most older women wear saris every day. Younger women, on the other hand, tend to wear dresses or pants rather than saris. Some of them think saris are too old-fashioned. Others simply think that saris are not practical for their everyday life. On hot days they can be very warm and it can be difficult to walk in them because they are so long. In general, if young women are hanging out with friends, they want to wear something more modern.

This is not to say that all young Sri Lankan women want to be more modern. In some cases it depends on their family history. There are two main groups of people in Sri Lanka — the Sinhalese and the Tamils. There are also some other ethnic groups, like the Sri Lankans, who are part European. The women who are part European tend to wear Western clothing because they had relatives who also wore Western clothing. But the women who are Sinhalese or Tamil tend to be more traditional. Therefore, today in Sri Lanka a woman's background can still influence the type of clothing she chooses to wear.

Even though fashion in Sri Lanka is heavily influenced by the West, Sri Lankans have not given up their traditional way of dressing. In fact, as Sri Lankans become more aware of fashion, they are becoming more daring and adventurous about wearing saris. Babi Darmasena, a 25-year-old woman, says, "A sari looks nicer and more elegant than a dress." She is happy with the variety of designs now available in stores. Darmasena admits that she feels pressured into wearing a sari on formal occasions, especially weddings. She adds, "My parents would never hear of me wearing a Western-style dress."

There seems to be an unwritten rule for women to wear saris for formal events. However, rather than feel limited by this, women take advantage of it. Punya Premadasa, who owns a sari shop in the capital, Colombo, says that there are a number of possible ways to wear a sari. Among the many choices is to drape it over one arm like a shawl instead of draping it over the shoulder. Or, if the blouse is finely decorated, then it does not need to be covered at all by the sari.

I am not upset about these changes. The world changes, and we have to expect our traditions to change a little, too. As I see it, the sari is just changing with the times.

(510 words)

Part 1 I AM A FAST READER (in-class tasks)

Finish the following comprehension tasks based on the information given in the text.

1 Choose the best answer to complete each of the following sentences.

- 1 The text mainly talks about _____.
A why young Sri Lankan women don't like saris
B why Western fashions are favored in Sri Lanka
C the appropriate ways to wear saris on formal occasions
D the changing attitudes towards wearing saris in Sri Lanka
- 2 Younger Sri Lankan women prefer dresses and pants to saris for all of the following reasons except that _____.
A saris are too long
B saris are not formal
C saris are not convenient
D saris are not fashionable
- 3 According to the text, all of the following may influence the type of clothing a Sri Lankan woman wears except _____.
A age
B ethnicity
C relatives
D educational background
- 4 From the text we know that Babi Darmasena _____.
A only likes Western clothing
B thinks saris are for formal occasions
C is glad to see saris in various designs
D agrees with her parents' views of saris
- 5 The writer is _____ towards the changes about how to wear a sari.
A positive
B neutral
C curious
D negative

2 Decide whether each of the following statements is true or false. Tick T if you think the statement is true or F if false.

- 1 The writer notices that fashion trends are changing in Sri Lanka when she visits her native country. [T][F]
- 2 The traditional way of wearing a sari is to wrap it around a woman's waist and then drape it over the shoulder. [T][F]
- 3 Like young women, most older Sri Lankan women also like to wear Western clothing. [T][F]
- 4 Sinhalese and Tamil women are usually more traditional. [T][F]
- 5 Various types of saris can be bought in stores now in Sri Lanka. [T][F]
- 6 Sri Lankan women are forbidden from formal events if they don't wear saris. [T][F]
- 7 People are trying new ways to wear saris to be fashionable. [T][F]
- 8 Punya Premadasa, the sari shop owner, doesn't like the new ways to wear saris. [T][F]

Part 2 I AM MORE THAN A FAST READER (after-class tasks)

Read the text again carefully after class and finish all the following tasks.

1 Focus on the Main Idea

- A. Use one or two sentences to summarize the main idea of the text and write it down in the space provided.

- B. Think of at least two words or phrases that can best describe the text or part of the text and write them down in the space provided.

2 Note Down Good Expressions

Write down in the space provided the good expressions in this passage that you have noticed and want to learn.

3 Use the Right Expressions

Fill in the blanks with the expressions given in the box. Make sure that each sentence is grammatically correct.

take advantage of	in general	hang out
even though	at all	on the other hand
rather than	not hear of	

- 1 I think we should _____ the fine weather to paint the fence.
- 2 _____ you are on a fairly strict diet, you can still go out for a good meal.
- 3 Each of us agrees that we need to improve our educational system _____.

- 4 Surely if the woman had any decency _____, she'd have withdrawn.
- 5 I've always wanted to be an actor, but Dad _____ it.
- 6 Well, we don't have to do anything. We can just _____ and have a good time.
- 7 Well, all right, hospitals lose money. But, _____, if people are healthy, don't think of it as losing money; think of it as saving lives.
- 8 She made students think for themselves, _____ telling them what to think.

4 Enhance Your Collocation Awareness

- A. The author loves "the rich cultural traditions" in her native country. However she tells herself that she has to expect "traditions to change a little." What other words can go with "tradition"? Give as many collocates as you can think of that can go with "tradition" and put them in the right category.

adj. + tradition	1) 2) 3) ...
v. + tradition	1) 2) 3) ...
tradition + v.	1) 2) 3) ...

- B. Complete each of the following sentences with a word or phrase in the box. There may be more than one word or phrase possible for a blank. Make sure that each sentence is grammatically correct.

high	go out of	out of
passing	fall out of	keep up with
follow	in	keep pace with

- 1 The store sells everything from sports clothes to _____ fashion.
- 2 This theory, though recent, is more than a _____ fashion.
- 3 Careful spending has _____ fashion in our consumer society.
- 4 I've given up trying to _____ the latest fashions.
- 5 Long hair is _____ fashion.

- C. Fill in the blanks of the short text below with the expressions given in the box. Make sure that the answers are grammatically correct.

instead of	rather than
give up	on formal occasions
an unwritten rule	hang out with friends
traditional clothing	drape over her shoulder
become more aware of fashion	daring and adventurous about

Saris are the _____ for women of Sri Lanka. The sari is usually wrapped around a woman's waist and then is _____. Traditionally it has been accepted as _____ for women there to wear saris _____. However, due to the heavy influence of the West, many younger Sri Lankan women choose to wear dresses and pants _____ saris, especially when they _____. This, however, does not mean Sri Lankans have _____ the traditional way of dress. In fact they have _____, and are becoming more _____ wearing saris. Younger women would drape a sari over one arm like a shawl _____ draping it over the shoulder. Sri Lankans are fine with the changes in how a sari is worn. After all, traditions have to change with the times.

- D. Listed in the right column are some of the nouns used in the text. Match the adjectives in the left column with the nouns.

adjectives	nouns
1) ambivalent	a) rules
2) latest	b) events
3) medical	c) design
4) comfortable	d) history
5) adventurous	e) clothing
6) memorable	f) occasions
7) forthcoming	g) fashions
8) unwritten	h) attitudes

- E. According to the writer, "attitudes toward traditional fashions are changing" in Sri Lanka. Read the following sentences and give more words that can replace the italicized words.

- Ms. Lee seems to have a very *relaxed* / _____ **attitude** towards discipline in her class.
- The manager is glad to see that the young man has the *right* / _____ **attitude** for the job.
- The government has *taken* / _____ a positive **attitude** to this problem.
- This sort of **attitude** *exists* / _____ among certain groups of people.