English 主编 陈文珊

# Fast Reading

for S1B



高中英语

# 快速阅读



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# 供速阅读

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English Fast Reading for S1B





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2



# The Special English Programs

On October 19, 1959, the first Special English program was broadcast on the Voice of America. It was an experiment. The goal was to communicate by radio in clear and simple English with people whose native language was not English. Experts said the goal was admirable, but the method would not work. They were proved wrong. The Special English programs quickly became some of the most popular on VOA. And they still are.

Forty years later, Special English continues to communicate with people who are not fluent in English. But during the years its role has expanded. It also helps people learn American English. And it provides listeners, even those who are native English speakers, with information they cannot find elsewhere.

Today, Special English broadcasts around the world seven days a week, five times a day. Each half-hour broadcast begins with 10 minutes of the latest news followed by 20 minutes of feature programming. There is a different short feature every weekday about science, development, agriculture and environment, and on the weekend, about news events and American idioms.

Three elements make Special English unique. It has a limited vocabulary of 1,500 words. Most are simple words that describe objects, actions or emotions. Special English is written in short, simple sentences that contain only one idea. And Special English is spoken at a slower pace, about two-thirds the speed of Standard English. This helps people who are learning English hear each word clearly. It also helps people who are English speakers understand complex subjects.

Through the years, Special English has become a very popular tool for teaching English, even though it was not designed as a teaching program. It succeeds in helping people learn English in a non-traditional way. In countries around the world, English teachers assign

Special English to their students. They praise it for improving their students' ability to understand American English and for the content of the programs. Universities and private companies in many countries produce packages of Special English materials for students' use.

Suggested reading time:

4.5 min.

| C   | noose the best answers:                          |                           |            |  |  |  |  |
|---|--|---------------------------|------------|--|--|--|--|
| 1.  | 1. At the beginning, Special English program was |                           |            |  |  |  |  |
|   | A. well received                                 | B. rejected by native     | people     |  |  |  |  |
|   | C. doubted by some professionals                 | D. intended for teachi    | ng English |  |  |  |  |
| What kind of English is spoken on Special English?                    |  |                           |            |  |  |  |  |
|   | A. British English.                              | B. American English.      |            |  |  |  |  |
|   | C. Both British and American English.            |                           |            |  |  |  |  |
| 3.  | Which of the following are the elements that     | at make Special English   | unique?    |  |  |  |  |
|   | a. Limited vocabularies.                         | b. Short simple senter    |            |  |  |  |  |
|   | c. Good communication methods.                   | d. Slow speed.            |            |  |  |  |  |
|   | e. Interesting feature programming.              | S                         |            |  |  |  |  |
|   | A. a, b, e B. a, c, d                            | C. a, b, d                | D. b, d, e |  |  |  |  |
| 4.  | Which of the following statements is TRUE?       |                           |            |  |  |  |  |
| A. Special English has been founded for less than 50 years.           |  |                           |            |  |  |  |  |
| B. Native English speakers don't go in for Special English much.      |  |                           |            |  |  |  |  |
| C. Special English usually starts with 20 minutes of the latest news. |  |                           |            |  |  |  |  |
|   | D. People can learn some idioms from Spe         | ecial English.            |            |  |  |  |  |
| 5.  | From the last paragraph we can infer that _      |                           |            |  |  |  |  |
| A. Listening to Special English can be a student's homework           |  |                           |            |  |  |  |  |
|   | B. Listening to Special English can improve      | e the content of the prog | gram       |  |  |  |  |
|   | C. Some students record the Special English      | sh material for sale      |            |  |  |  |  |
|   | D. Learning English from VOA is a tradition      | nal way for English learr | ners       |  |  |  |  |
|   |  |                           | Score:     |  |  |  |  |
| Na  | me: No.:   |                           |            |  |  |  |  |
| An  | swer:  | ·                         |            |  |  |  |  |
|   |  |                           |            |  |  |  |  |
| 2   | English Fast Reading for S1B                     |                           |            |  |  |  |  |

Words:

340



### Queen of Gymnastics— Svetlana Khorkina

As the most successful gymnast in Russia, she is tall and graceful — Svetlana Khorkina is more than a champion. She is a star.

Khorkina was born on January 19, 1979 in Belgorod. She was introduced to gymnastics by her mother when she was only four years old. When asked how to start her gymnastics career, she smiled. "As a child, I was very particular about my food. My mother hoped that if she put me into gymnastics, I would start eating breakfast after having spent a lot of energy in the gym."

Her coach wanted her to train in rhythmic gymnastics because of body type, but Khorkina insisted on learning artistic gymnastics. Boris Pilkin was the only coach throughout her entire career. Then her height, normally considered a negative in gymnastics, became a positive.

For the past ten years, Khorkina also did much for the Russian gymnastic team. Many times she had to take part in competitions with wounds, but she managed to win!

Please remember the period when Khorkina bravely entered the world of show business, and had even more courage to enter the world of theater. She was successful there! She was supposed to quit gymnastics after becoming a famous person, but she did not! "You should perform for us!" said her coach and fans as they understood that there were no such strong gymnasts as Khorkina in the Russian team.

In 2004, Khorkina, 25 years old, announced that she would retire after the Athens Olympics. She wanted to end her gymnastics career with a gold medal, so she went to Athens. But the result disappointed her. She gained only a silver on individual all-around and a bronze on team. "Actually, I feel I'm capable of competing still, but I believe it's

time for me to finish. As any other woman does, I'd like to have a family. I'd like to have kids. I'd like to be loved. "Khorkina said. She is an artist in a sport that doesn't reward artistry anymore, old in a sport that worships youth. So it's time for her to leave.

On August 19, 2004, she played the artist one final time. Even Olympic boss Jacques Rogge stopped by. Asked to name his favorite gymnast, he replied, "Khorkina. She's a real woman."

Words: 378

Suggested reading time: 4.5 min.

| Choose | the | hoet | anev  | ore.  |
|--------|-----|------|-------|-------|
| CHUUSE | HIE | near | dilav | vers. |

| OI   | loose the best allswers:                       |        |                     |           |         |   |
|--|--|--------|---------------------|-----------|---------|---|
| 1. Why did her mother have Khorkina attempt gymnastics very young? |  |        |                     |           |         |   |
|  | A. To make her a world famous gymnast.         | B.     | To continue her of  | career.   |         |   |
|  | C. To make her eat more food.                  | D.     | To serve her mo     | therland. |         |   |
| 2.   | Which of the following is true about Khorkin   | na's   | body type?          |           |         |   |
|  | A. It was perfect for gymnastics.              |        |                     |           |         |   |
|  | B. It was a disadvantage but she turned it     | into   | an advantage.       |           |         |   |
|  | C. It was usually thought unsuitable for gym   |        |                     |           |         |   |
|  | D. It was difficult to achieve greatly with se | uch a  | a body type.        |           |         |   |
| 3.   | Khorkina tried all of the following careers e  | excer  | ot .                |           |         |   |
|  | A. sports                                      |        | show business       |           |         |   |
|  | C. the world of theatre                        |        | teaching gymnast    | ice       |         |   |
|  |  | ٥.     | todorning gyrrindsi | 103       |         |   |
| 4.   | Which of the following can describe Khorkin    | na's t | feeling at the Ath  | ens Olyn  | npics?  |   |
|  | A. Disappointed. B. Sorrowful.                 | C. :   | Successful.         | D. Surp   | orised. |   |
| 5.   | The author mentioned Jacques Rogge in ord      | der to | )                   |           |         |   |
|  | *  |        | orove Khorkina's    | great nit | tv      |   |
|  | _  |        | comfort Khorkina    |           | . *     |   |
|  | • a across #15                                 | ,      |                     |           |         |   |
| Vlai   | mo No  |        |                     | S         | Score:  | _ |

Answer:



### A Girl's Dream

While acting may run in the family, it wasn't Angelina Jolie's only choice when thinking about her future. Although Jolie has studied her craft since childhood, at one point, the 26-year-old, who stars this month in <u>Tomb Raider</u> with her father, actor John Voight, wanted to be a funeral director. "I thought that the crossing over could be a beautiful thing and a time of comfort when people could reach out to each other."

Tradition is always attractive and interesting to Jolie, who moved with her mother, Marcheline Bertand, and brother after her parents separated when she was two. "I never had one home. I never had an attic that had old things in it. We always moved, so I was never rooted anywhere. And I always dreamed of having that attic of things that I could go back and have a look. I'm very drawn to some things that are traditions, that are roots, and I think that may be why I paid such special attention to funerals."

Finally, she chose acting. "Following in my father's footsteps," she says, "is an interesting thing, because I think we speak to each other through our work. You don't really know your parents in a certain way, and they don't really know you. So he can watch a film and see how I am as a woman, the way I'm dealing with a husband who's been hurt, or the way I'm crying alone."

"And it's the same for me: I can watch films of his and just see who he is. I've learned to understand him as a person."

Words: about 300 Suggested reading time:

#### Choose the best answers:

1. The passage is about a woman who

4 min.

| A. was once a funeral director   |                      |
|--|----------------------|
| B. is the leading actress in Tomb Raider                                   |                      |
| C. wants an attic to live in   |                      |
| D. was hurt by her husband   |                      |
|  |                      |
| 2. Which of the following can best support "Tradition is always attractive | e and interesting to |
| Jolie"?  |                      |
| A. Jolie longed to have old things from her childhood.                     |                      |
| B. Having more than one home is always interesting to Jolie.               |                      |
| C. Jolie's parents separated when she was very young.                      |                      |
| D. Tradition is always rooted somewhere.                                   |                      |
|  |                      |
| 3. The words "Following in my father's footsteps" most probably mean       |                      |
| A. listening to my father's advice B. taking my father as an ex            | ample                |
| C. walking after my father D. looking for my father's for                  | otsteps              |
| *  |                      |
| 4. Angelina Jolie finally chose acting because she thought she and         | d her father could   |
| ·  |                      |
| A. work together several months a year                                     |                      |
| B. bring into memory what happened in the past                             |                      |
| C. pay attention to things they are interested in                          |                      |
| D. get to know each other through their films                              |                      |
| 5. 7.  |                      |
| 5. The underlined sentence implies that                                    |                      |
| A. praying to God can comfort people's hearts                              |                      |
| B. passing the church is a beautiful thing                                 |                      |
| C. she might love the job in the church                                    | Ε.                   |
| D. she felt sad when someone died  |                      |
|  |                      |
|  |                      |
|  |                      |
|  |                      |
|  |                      |
|  | Score:               |
| Name: No.:   |                      |
|  |                      |
| Answer:  |                      |
|  |                      |

**English Fast Reading for S1B**此为试读。需要完整PDF请访问: www.ertongbook.com



#### Where Is God?

A couple had two little boys, aged 8 and 10, who were excessively mischievous. They were always getting into trouble. And their parents knew that. If any mischief occurred in their town, their sons were probably involved.

The boys' mother heard that a clergyman in town had been successful in disciplining children, so she asked if he would speak with her boys. The clergy agreed, but asked to see them individually. So the mother sent her 8-year-old first in the morning, with the older boy to see the clergyman in the afternoon.

The clergyman, a huge man with a booming voice, sat the younger boy down and asked him sternly, "Where is God?" The boy's mouth dropped open, but he made no response, sitting there with his mouth hanging open, wide-eyed. So the clergyman repeated the question in an even sterner tone, "Where is God!?" Again the boy made no attempt to answer. So the clergyman raised his voice even more and shook his finger in the boy's face and shouted, "WHERE IS GOD!?"

The boy screamed and ran directly home and rushed into his closet, slamming the door behind him. When his older brother found him in the closet, he asked, "What happened?"

The younger brother, gasping for breath, replied, "We are in BIG trouble this time, Dude. God is missing, and they think WE did it."

Words: about 250

Suggested reading time: 3.5 min.

| C     | 100  | se the best answers:        |            |              |                |          |        |   |  |
|-------|------|-----------------------------|------------|--------------|----------------|----------|--------|---|--|
| 1.    | Th   | ne underlined sentence mear | าร         |              |                |          |        |   |  |
|       | Α.   | their sons were probably b  | oeaten     |              |                |          |        |   |  |
|       | B.   | their sons were probably h  | nurt       |              |                |          |        |   |  |
|       | C.   | their sons probably played  | d a part   | in it        |                |          |        |   |  |
|       | D.   | their sons were happy       |            |              |                |          |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |
| 2.    | Th   | ne clergyman promised to    |            | ,            |                |          |        |   |  |
|       | Α.   | frighten the children       |            |              |                |          |        |   |  |
|       | В.   | beat the children           |            |              |                |          |        |   |  |
|       | C.   | talk to the two children at | the sam    | ne time      |                |          |        |   |  |
|       | D.   | talk to the two children on | e by one   | е            |                |          |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |
| 3.    | Ac   | cording to the passage, wh  | nich of th | ne following | g sentences    | is TRUE? |        |   |  |
|       | Α.   | The two children always of  | beyed th   | neir mothei  | ·.             |          |        |   |  |
|       | В.   | Their father didn't know th | at their   | children w   | ere naughty    |          |        |   |  |
|       | C.   | The clergyman was very r    | ich.       |              |                |          |        |   |  |
|       | D.   | The two children liked to p | olay trick | KS.          |                |          |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |
| 4.    | Ву   | asking "Where is God?",     | the clere  | gyman wan    | ted to tell th | ne child |        |   |  |
|       |      | they should behave themse   |            |              |                |          |        |   |  |
|       | В.   | he was angry, for they have | ve had s   | tolen God    |                |          |        |   |  |
|       | C.   | that God is missing         |            |              |                |          |        |   |  |
|       | D.   | to find God                 |            |              |                |          |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |
| 5.    | At   | last, when the younger chil | d rushed   | d home, he   | e was          |          |        |   |  |
|       |      | happy B. frightene          |            | C. ill       |                | D. angry |        | 3 |  |
|       |      |                             |            |              |                | 0,       |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |
|       |      |                             |            |              |                |          | •      |   |  |
|       |      |                             |            |              |                |          |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |
|       |      | 1                           |            |              |                |          | 0      |   |  |
| Var   | ne.  | : No. :                     |            |              |                |          | Score: |   |  |
| T-CAI | .10: |                             |            |              |                |          |        |   |  |
| ٩ns   | :We  | er:                         |            |              |                |          |        |   |  |
|       |      |                             |            |              |                |          |        |   |  |



### "Computer Crime"

Read the following passage and then choose the most suitable heading from this list for each paragraph of the passage. Note that there is one extra heading.

- A. Computer criminals are all low-paid but intelligent people.
- B. Computers don't have human's emotions.
- C. Police are worrying about computer crimes.
- D. Computers have been used to steal money.
- E. Computer crimes are difficult to track down.
- F. Exemplification of computer crimes.

it and simply does what it is told. The head teller at a New York City Bank used a computer to steal more than one and a half billion dollars in just four years. No one noticed this

| because he moved the money from someone else's account. This man was caught only   |
|--|
| because he was a gambler. When the police broke up a gambling operation, his name was  |
| in the records.  |
|  |
| 4.   |
| Some clerks use the computer's power to get revenge on bosses whom they consider   |
| unfair. Recently, a large company fired its computer-tape assistant for reasons that were  |
| connected with her personal rather than her professional life. She was given thirty days'  |
| notice. In those thirty days, she got rid of all the company's computerized records.   |
| 5.   |
|  |
| Most computer criminals have been clerks in low position. Now police wonder if this is "the tip of the iceberg". As one of the officials says, "I have a feeling that there are more |
| crimes out there than we are catching. What we are seeing now is all so poorly done. I   |
| wonder what the real experts are doing — the ones who really know how a computer   |
| works."  |
| WOING.   |
| Words: about 350 Suggested reading time: 4 min.  |
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| *  |
| Score:   |
| Name: No.:   |
|  |
| Answer:  |
|  |



# The Work of a Housewife

As a nanny, cook, cleaner, shopper, driver, and gardener, she has one of the most demanding jobs in Britain today. And paying someone else to do the chores (家务活) which take the average housewife 71 hours a week would cost €349.

At over  $\in$ 18,000 a year, that's more than the earnings of 70 percent of the population, including train drivers, firemen, prison officers, and social workers. Looking after a baby less than a year old takes a housewife into an even higher pay league. According to a study, she earns  $\in$ 457 a week — at nearly  $\in$ 24,000 a year, the same as teachers, engineers, and chemists.

Researchers put a price on each chore, then tried to find out how long the average person takes doing them. They found housewives spend an average 70.7 hours a week on housework — with looking after the children(17.9 hours) and cooking and cleaning (12.3 hours each) the most time-consuming.

A wife with a part-time job still works an average of 59 hours a week at home. Those in full-time employment put in more hours at home than in the workplace. The good news is that these hours drop sharply as children get older. While the average mother with a child under one puts in 90 hours weekly, the figure drops to 80 hours from one to four and to 66 hours from five to ten.

Mother-of-four Karen Williams from London said, "Paying the housewives may not be practical, but the government should recognize the value of housework, perhaps through the tax. Running a house takes a lot of time and most husbands don't understand this. For example, my husband only puts a shelf up now and again. He never cleans the kitchen — that's the real test."

| sta | and the passage carefully. Then answer the questions or atements in the fewest possible words.  Who earns the most according to the text? A social worker, a fireman, teacher? | a gardener | or a |
|-----|--|------------|------|
| 2.  | We learn from the text that looking after childrenother housework.   | than doing | any  |
| 3.  | According to the text, a housewife with a baby less than one year old m  | ay work    |      |
| 4.  | By mentioning her husband, Karen Williams wants to show that   |            |      |
|     | ·  |            |      |
|     |  |            |      |
|     |  |            |      |
|     |  |            |      |
|     |  |            |      |
|     |  |            |      |
|     |  | Score:     |      |

<sup>12</sup> English Fast Reading for S1B