

New College English

最新大学英语

总主编 熊沐清

快速阅读

Fast
Reading

主 编
杨 玉 兰



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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最新大学英语 快速阅读

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内容提要

《最新大学英语快速阅读》依据教育部颁布的《大学英语课程教学要求》编写,以适应新世纪、新形势对大学生的新要求。本书有助于学生在就业和将来的工作、生活以及社会交往中,能够运用英语进行有效的口头和书面交流,同时有助于增强学生自主学习的能力,提高综合文化素养。阅读材料均选自21世纪出版的国内外最新书籍、报刊以及互联网资源,致力于学生快速阅读能力与水平的提高。

《最新大学英语快速阅读》系列教程包含1~4级,题材丰富,难度适中,题型灵活,旨在全面提高学生英语综合运用能力和人文素养。

本教程的使用对象为大学英语本专科生,也适用于研究生和英语爱好者。

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前言



Preface

一、指导思想

本教程的编写严格执行教育部颁发的《大学英语课程教学要求》(以下简称《要求》),以相关的外语教学理论为指导,激发学生阅读兴趣、培养学生自主学习及快速阅读的能力,将提高学生实际英语阅读能力与大学英语四、六级解题能力有机结合,全面实现提高学生英语综合运用能力和人文素养的教学目标。

二、编写原则

本教程根据《要求》编写,充分体现“分层次、分类指导的教学要求”,教程分为一、二、三、四册。在编写过程中我们始终贯彻“以激发学生的学习兴趣为基点、以培养学生综合素质为目标”的原则,所选阅读材料具有知识性、实用性、趣味性和时代性。整套材料的阅读难度和技巧介绍与训练都由浅入深,循序渐进,提高快速阅读能力。与阅读材料配套的练习与大学英语四、六级考试快速阅读出题原则及题型保持一致。

三、使用对象

本教程主要使用对象为高等院校非英语专业学生,也可用于英语专业一、二年级学生。本教程可以单独使用,也可与目前广泛使用大学英语主干教材配套使用。

四、材料难度

每册难度略高于外语教学与研究出版社的《新视野快速阅读》。其难度系数分别由美国年级分数(Flesch-Kincaid Grade Level)和可读性分数(Flesch-Kincaid Reading

Ease Score) 确定的。相关指标具体如下(可略有上下浮动, 主要以满足第一指标为准):

二级**Flesch-Kincaid Grade level: 7—9.****Flesch-Kincaid Reading Ease score: 65—80.****三级****Flesch-Kincaid Grade level: 9—11.****Flesch-Kincaid Reading Ease score: 45—65.****四级****Flesch-Kincaid Grade level: 11—13.****Flesch-Kincaid Reading Ease score: 40—50.****六级****Flesch-Kincaid Grade level: 13—15.****Flesch-Kincaid Reading Ease score: 30—45.**

五、内容安排

本教程将阅读策略的培养、快速阅读技巧、四级考试快速阅读的实例分析与快速阅读实践有机融为一体。

1) 全套教材共四册, 每册分8个单元, 每单元共4篇文章, 各册共计32篇文章, 每篇文章长度大约1000词左右;

2) 文章题材尽可能体现多样化, 每单元之间主题或独立或并列;

3) 为了提高学生的快速阅读能力, 每册都有四个快速阅读技巧训练(介绍);

4) 练习题设计以多项选择题和填空题为主, 并辅之以Y, N和NG类型。为了便于学生自学自测, 练习答案通过附录形式放在书后;

5) 第一册附有大学英语三级阅读模拟题; 第二册附有四川外语学院的专业二级题阅读材料(相当于大学英语四级难度); 第三册附有大学英语四级真题阅读材料; 第四册附有大学英语六级真题阅读材料;

6) 用计时的方式检验教学效果。在每篇阅读材料结尾标有该篇材料的字数及“目标阅读时间”。学生可以将自己的实际阅读时间与目标时间进行对照, 寻找差距。学生还可以根据每篇文章的字数和自己的实际阅读时间计算自己的阅读速度。此外, 在每册书的最后分别附有“阅读速度与阅读理解记录表”。学生可以记录自己每一篇文章的阅读速度和理解的正确率, 以监控自己快速阅读能力的提高情况;

7) 为了方便学生使用, 每册还附有配套光盘。

六、材料选择

1) 材料来源: 本教程相关文章为最新国外原版报刊或国内外英文媒体材料, 所有材料均标明文献来源;

2) 选材的主要范围为: 散文、小小说、科学论文、科普作品、广告、说明书等, 话题涉及教育、生活、体育、艺术、经济、科技等;

3) 材料特色: 注重文化内涵、思想深意, 内容贴近实际; 语言地道鲜活、内涵丰富, 体现社会发展和时代特色。

七、作者致歉

由于编者水平和时间有限, 缺点、错误在所难免, 诚挚欢迎广大同仁、读者批评指正。

编者

关于大学英语快速阅读

快速阅读是以较快的速度在规定的时间内有目的、有方法、高效率地阅读材料，以便从中获得所需的信息的阅读方法。在实际工作和生活中，80%~90%的阅读一般都是快速阅读。在大学英语四、六级考试中，快速阅读部分（Skimming and Scanning）占总分值的10%。通过快速阅读，读者可以更广泛、更大量地阅读资料，猎取知识，增长见识，开阔眼界。通过大量阅读，频繁地接触语言材料，可以有意识或潜意识地学习或领会大量的词汇和语汇，培养跨文化意识，熟练阅读技巧，提高阅读能力，培养阅读兴趣和习惯。

一、快速阅读分类

1. 略读/浏览(Skimmming)

即跳过不重要的细节，抓住文章的主要内容，以尽可能快的速度进行的阅读。它是一种常用的速读技巧，是广泛阅读的重要手段，是帮助读者扼要地摄取信息的最有使用价值的阅读方法。浏览的目的是要求读者在很有限的时间内迅速抓住文章的中心大意以及大致了解文章的写作意图。由于浏览的目的不同，对文章的理解程度允许高于或者低于50%。普通读者的浏览速度一般为每分钟300~500词，能力强的读者可以超过1000词。

掌握浏览技巧的关键是要在短暂的时间内判断哪些是文章的重点，哪些是非重点，从而决定哪些该读，哪些可以忽略不读。读者浏览时要善于利用文章的标题，文章的体裁；抓住句子的关键词、段落的主题句及文章的首尾段；还要注意文章中的逻辑信号词。

2. 查阅/寻读/跳读(Scanning)

即带着问题去寻找答案，是一种有选择、有目的的阅读方式。

读者在开始阅读前已明确知道自己需要从读物中获得什么信息，没有必要逐字逐字地理解文章。在读一篇文章时，读者要善于发现“提示词”以及与“提示词”有联系的关键词，如人名、地名、时间等等。尽可能迅速地在不连贯的、跳跃式的阅读过程中找到有用的信息。跳读已不是一般意义上的阅读，它往往只是一个“辩字”活动。读者在找到能为自己提供有用信息有关数字、公式、人名、地名、时间、事例等

后就算完成了阅读任务。跳读是高速度的阅读，其读速可以是常用读速的十倍，每分钟能超过2000词。

跳读中应注意以下方面：首先，必须熟悉材料的编排体例。材料的编排体例主要有（a）按字母先后顺序编排，如电话号码簿、词典等；（b）按时间编排，如历史年表；（c）按内容分类编排，如报纸上的运动项目专栏。其次，用眼睛快速扫描线索词（clue words）所限定的部分，直到查到所需资料。最后，重复阅读（Re-skimming）的训练。为了提高读速，经常做些重复阅读训练大有益处。比如，第一遍阅读时，如果读速是200WPM，第二遍要尽量达到300WPM，第三遍争取超过400WPM。需要注意的是，重复阅读不能流于形式，要有一定的目标，训练时应着重培养“扫描”的能力。

二、快速阅读的必要条件

进行英语快速阅读的必要条件是基本知识、语言基础和阅读技能等。快速阅读不是一种孤立的能力，它必须以了解一定的基本知识为先决条件，以具备一定的词汇和基本语法为基础，还要掌握一些重要的阅读技能。

基本知识主要是指所涉及英语的专业知识。没有一定的专业知识，要想把内容理解透具有相当大的难度。语言基础知识主要指词汇量和句型结构。要有一定的词汇量。这包括公共部分词汇量和专业部分词汇量。公共英语部分词汇量至少要达到4000个词汇量，而专业部分最好要有1500个。要有一定的句型分析能力。英语文章最大的语法难点是句型，句型中的难点是定语从句。一个句子很长，往往是由于定语从句的连环套即定语中套着定语。这样的连环从句表达专业概念非常严谨，却给我们阅读带来困难。因此，只有能够进行层次分析，准确把握各从句之间的关系，才能提高阅读速度。同时，还要了解词性的变化，名词的动用和动词的名用。至于时态等其它的语法现象对具备一定语法知识的读者而言，基本上构不成多大障碍。

三、阅读习惯培养

从主观上讲要克服注意力容易分散即所谓“思想开小差”的毛病，善于高度集中自己的注意力；从客观上讲要克服各种无意中形成或由来已久的坏习惯，如摇头晃脑、抖动双腿、玩弄纸笔、念念有词等现象，因为这些“小动作”，也会分散注意力、影响思考，降低阅读速度。陈葵阳和孟艾萍（2006）提出了如下培养快速阅读习惯的方法。

（1）视幅要宽：快速阅读时每一眼看到的词要尽量地多。我们阅读表面上是用眼睛看，实际上是用脑子读，眼睛只是起了照相机镜头的作用。要努力使自己的眼睛变

成“广角镜”，把尽可能多的词能一眼“尽收眼底”。

(2) 视时要短：快速阅读时第一眼和第二眼之间停顿的间隙要尽量短。我们阅读时，若视幅相同，谁的停顿时间短，谁就能读得快。

(3) 意群要长：快速阅读时每个视幅中不是要把很多单个的单词都收进脑海，而是要善于从中摄取有意义的词组，这个有意义的词组就是意群。读得慢的读者是逐字地读，视幅就很窄，句子中间的停顿就多，而频繁的停顿必然妨碍正常的理解。快速阅读者是半句或一句句地读。视幅大大加宽，停顿的间隙少而短，获取的都是有意义的词组，因而理解全句或全段就能做到水到渠成。

与此同时，在快速阅读中（在任何阅读中），要尽量避免以下不良习惯：

(1) 出声读：因为眼睛的移动速度比舌头的动作快，读出声不但影响速度，而且会分散一部分精力去注意自己的发音；

(2) 逐字读：许多常见词，如功能词，不需停顿单独理解；

(3) 默读：虽然没有大声读出来，但在脑中一字字地读，也会影响速度，分散精力；

(4) 指读：以手指挨个指着读，有碍理解和速度。除非手指飞速移动，引导眼睛快看；

(5) 回读：眼睛来回移动，寻找先前读过的信息，而不是继续读下去以获取完整的概念；

(6) 不必要的语法分析和英汉翻译：在阅读过程中进行翻译（心译），也是影响阅读速度提高的原因之一。为了提高阅读速度，要学会用原文进行思维，将原文直接吸收、消化，省去中间的多余环节，加快阅读速度。

只有通过平时学习过程中的培养和训练，才能在考试过程中发挥得淋漓尽致，达到满意的效果。因此，在日常学习中，要有意识地按照快速阅读的要求进行大量的训练，一步一个脚印地进行。只要持之以恒，必然会见效。

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Passage 4 How Middle-Class Girls Today Are under Greater Pressure to Succeed

Unit Two

Passage 1 Fighting the Stress of Pregnancy

Passage 2 Motivating Your Teen to Stay Active

Passage 3 Yoga: A Therapy to Mental Problems

Passage 4 Helen Keller

技巧训练九 四、六级快速阅读之概述

大学英语四、六级考试快速阅读部分一般采用1篇较长篇幅的文章或多篇短文（但是近几年都采用了一篇长文章），总长度约为1000-1400词。要求考生运用略读和寻读的技能（详细讲解见“关于大学英语快速阅读”）从篇章中获取信息。略读考核学生通过快速阅读获取文章主旨大意或中心思想的能力，阅读速度约每分钟100-150词左右。寻读考核学生利用各种提示，如数字、大写单词、段首或句首词等，快速查找特定信息的能力。考生要在限定的15分钟内完成文章后的10道题，其题型主要有判断题（Y，N和NG）、选择题、完成句子等。快速阅读的文章一般分为题目+小标题和题目+无小标题两种类型。

四、六级快速阅读在方法和技巧上没有本质的差别。从文章的篇幅来看，六级快速阅读长度为1200~1400词，文章的信息量加大，这就对阅读的速度和快速查找信息的能力提出了更高的要求；从命题的形式来看，六级快速阅读明显加大了主观性题目的考查。例如：在四级快速阅读中，以前的判断题Y/N/NG有7道，补全信息的填空题有3道，而在六级考试中，判断题只有4道，填空题却多达6道，很显然六级考试更能反映一个学生快速阅读的真实能力；从题目本身的难易程度来看，部分新六级的补全信息完成句子涉及对信息的理解和整合，不全是四级那样“直接照抄原文”就行了，这也是四六级快速阅读的一个重要区别。

值得注意的是，在2007年12月后的快速阅读题中，原来判断Y、N或NG的部分改成了与仔细阅读类似的选择題。虽然出题形式有变化，但无论是从出题风格还是总体难度水平来看起伏都不大。对考生来说，关键是要从词汇、阅读速度等方面扎扎实实地提高自己的快速阅读技能，并通过做题总结掌握必要的应试技巧。

作业：查阅自2006年大学英语考试改革以来所有大学英语四、六级考试中快速阅读题型，做到“知己知彼”。

UNIT

1

最新大学英语快速阅读

Passage 1

The History of the Yellow Ribbon

Passage 2

Love Family

Passage 3

Young Girls Now Drink More

Passage 4

How Middle-Class Girls Today Are under
Greater Pressure to Succeed

PASSAGE I**The History of the Yellow Ribbon****History and Meaning of the Yellow Ribbon**

The yellow ribbon is being displayed quite prominently in America these days. The yellow ribbons began appearing in large numbers after the Gulf War when we began sending large numbers of troops overseas to the Middle East.

What is the history behind the display of ribbons? For a long time ribbons have been kept as a symbol of remembrance of men and women who served in places far from home. They have been kept especially by wives, mothers and sisters in times of war in memory of their soldier boys abroad. They are powerful symbols of the ties that bind. Many military medals have ribbons attached to them.

Young women in former times would tie ribbons in their hair. In this they would be telling the world that they are set apart and not available for courtship. They are remembering someone, or waiting for someone special. Right now he has gone out from them. He is abroad. But he is with them in spirit. And he will be back. He will be coming home to them some day. Until that day of his return they will wait for him. He occupies a special place in their hearts. They will remember him with their display of the ribbon. And they will tell others about him.

Ribbons are kept in remembrance of those with whom we have a special bond. There is the sense that unless we remember these special ones and lift them up in a communal way they could become lost. This would bring us into a world of desolation. The ribbons are reminders of those whom we love, lest we forget them.

Many are asking questions about the origin and the meaning of the yellow ribbons. It has been suggested that it is just a recent phenomenon. Some say that it dates back to 1981 with the return of the American hostages from Iran. But have we seen the yellow ribbon before then? Is there an earlier history of the yellow ribbons?

We see yellow ribbons on display all around us today. As a nation and as a community the yellow ribbons are out for all to see. We think of our soldiers, sailors, and airmen abroad. They have gone out from amongst us to places far away. Now they are in arms way. Many of them are facing our foes. We remember them. And we pray for their safe return.

She Wore a Yellow Ribbon

Some have traced the tradition back to the song "Round her neck she wore a yellow

ribbon". This song has been around in various forms for 400 years. A film with a similar name, *She Wore a Yellow Ribbon* came out in 1949. It starred John Wayne. In this film it is also interesting to note the yellow bandanas worn by officers of the U.S. Cavalry in the 19th century. Are they a connection to the yellow ribbons as well?

There are several interesting elements to this song of legend. It may help us in our search for the meaning of the yellow ribbon. In the song, the lady in question testifies to her lover. She wears the yellow ribbon to remember him. He was the one who tied the yellow ribbon in her hair. He did this because he would be leaving her for a period of time.

According to the song he tied the yellow ribbon in her hair because of the bold look in her eyes and because of her golden hair. In the symbolism there is a question about the girl that seems to be related with the meaning of the yellow ribbon. Her lover is not entirely sure of her. There is also a reference to her golden hair. If the girl in question proves true this would seem to be a promise of a future crowning glory. We pick up this theme in the song as it was sung by the Andrews Sisters back in the 40's.

Origin of the Yellow Ribbon

Our search takes us back to America's early beginnings. There does not seem to be any connection of the yellow ribbon with the American Indians. So we begin to look at the European settlers who came to the New World. The yellow ribbon tradition must have been carried in with the European settlers. But which ones? Could the Pilgrims or the Puritans (清教徒) have brought it to America with them?

The Puritans were certainly the movers and shakers of their time. And as the 1600's opened up they had high hopes for a brighter future in England. But they found that the social, political, and ecclesiastical (基督教的) powers had closed their doors to them. The royal powers and the English Church were immovable. They were stuck in the status quo (现状). The Puritans were unable to bring in the changes they so desperately wanted to see. The Reformation was going far too slowly for them. But the Puritans now rising up in the English middle class were not ones to sit around waiting on ceremony. And they wanted immediate action on their demands.

The Puritans wanted their national Church of England to be based on the newly emerging Biblical Christianity. They also wanted the king to address political issues related to 'taxation and representation'. They wanted the English Crown to share power with representatives of the people in Parliament. The Puritans became very influential in Parliament. An acrimonious (激烈的) war of words went on for some years between Parliament and King Charles I. It finally erupted into outright civil war.

The Puritans took to the battlefield against the king in the 1640's. It is when we begin to

look into the English Civil War that we get our first big break. Right here on the battlefields of the Puritan Revolution we can clearly see the yellow ribbons. We see them being displayed quite clearly on their battledress. Indeed, the yellow ribbons are part of the heraldry (纹章) of the Puritan Army. The soldiers of Oliver Cromwell's Puritan Army wore a yellow ribbon. These were worn onto the battlefield. The ribbons were worn as identifiers to mark out friend from foe in the chaos of battle.

(1062 words)

(http://en.wikipedia.org/wiki/Yellow_ribbon)

Starting Time:

Finishing Time:

Suggested Reading Time: 8 minutes

Flesch-Kincaid Grade Level: 11

Flesch-Kincaid Reading Ease Score: 50



For questions 1~7, choose the best answer from the four choices marked A, B, C and D.

1. The yellow ribbons began appearing in large numbers _____.
 - A. after the Civil War
 - B. when America sent large numbers of troops overseas
 - C. after the Gulf War
 - D. when America sent large numbers of troops to Iran
2. For a long time yellow ribbons have been kept as a symbol of _____.
 - A. memory of men and women who served in places far from home
 - B. remembrance of men and women who stayed far from home
 - C. powerful military medals
 - D. boys abroad
3. Young women in former times would remember their special ones far away by _____.
 - A. the display of a red ribbon in their hair
 - B. the display of a yellow ribbon in their hands
 - C. the display of a yellow ribbon in their hair
 - D. none of the above