



普通高等教育“十一五”国家级规划教材
普通高等教育“十二五”规划教材



大学英语 快速阅读 4 (第三版)

College English
Fast Reading

总主编 李正栓



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总主编 李正栓

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前言

《大学英语快速阅读》(4)为北京大学出版社出版的大学英语立体化网络化系列教材之一。共精选短文24篇,内容涉及中西文化、语言、教育、生活、媒介、科技、人性、哲学等,按主题分为8个单元。本教材突出选文的科学性、可读性和趣味性,阅读内容丰富、有趣、时尚;所有选材均为原汁原味的佳作,语言地道,表达准确。

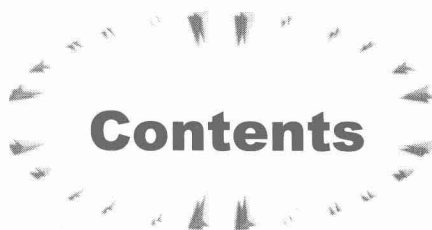
本教材旨在帮助读者扩大英语词汇量,提高阅读速度和阅读理解能力,广泛深入地了解有关历史、文化、风俗、人情以及自然科学和人文科学方面的知识。本教材着重培养学生英语快速阅读策略和技巧的运用,通过本教材系统、科学的强化训练,学员的英语快速阅读水平可在较短时间内得到大幅度提高。

本教材根据国家新颁布的《大学英语教学大纲》(修订版)关于大学英语四六级学生的快速阅读速度要求和《关于试点阶段的大学英语四级考试说明》设计单元练习,每个单元配有与学习内容相关的练习题。

本教程适合我国高校非英语专业大学二年级开设快速英语阅读课使用,也可作为四六级英语阅读强化班的培训教材,同时也适合参加托福、GRE、雅思、考研等各种英语考试的广大考生学习使用。

由于编者水平和时间所限,难免还有不足之处,敬请广大读者批评指正。

编者



Contents

Unit 1	1
Passage 1 Why Teach Thinking?	1
Passage 2 Quality Schools	7
Passage 3 High Anxiety	13
Unit 2	19
Passage 1 College Dorm Life and Beyond	19
Passage 2 Do You Need a Break?	25
Passage 3 Do It Now!	31
Unit 3	37
Passage 1 Traditional Bridal Showers	37
Passage 2 What's in the Name of American Indians?	43
Passage 3 The Frontier Disappears	49
Unit 4	55
Passage 1 Black Americans and Civil Rights	55
Passage 2 Mother Teresa: A Special Voice for the Poor	61
Passage 3 You've Got to Find What You Love—A Commencement Address by Steve Jobs	67
Unit 5	73
Passage 1 Prenuptial Agreements	73
Passage 2 Ethics Issue for Citizen Snappers	79
Passage 3 Superstition: The Faith We All Share	85
Unit 6	91
Passage 1 Saying No to the Net	91
Passage 2 Cell Phones: A Love-Hate Relationship with Staying Power	97
Passage 3 Who Killed the Newspaper?	103

Unit 7	109
Passage 1 Urbanization and the Environment	109
Passage 2 Extreme Weather: Is Global Warming to Blame?	115
Passage 3 The Global Green Deal	121
Unit 8	127
Passage 1 Food Safety and Security: What Consumers Need to Know	127
Passage 2 Can Stress Cause Women to Gain Weight?	133
Passage 3 Desk Rage: Workers Gone Wild	139
Key to Comprehension Exercises	145

Unit 1

Passage 1 (Time Required: 12' 00")

Why Teach Thinking?

Vocabulary Tips

be endowed with 赋予

millennium *n.* 一千年

paradigm *n.* 范例

pillar *n.* 栋梁

paranoia *n.* 妄想狂

vessel *n.* 容器

nurture *v.* 教养, 养育

Starting Time _____

Finishing Time _____

The word “creativity” has so many diverse meanings and interpretations. I remember telling an audience of teachers that creating a mess is also creative as long as new things and views are being conjured up. This led to much laughter and discussion about the meaning of “creativity.”

Most people feel that creativity has to gather results or products, and it is not wrong to think so. However, by giving such conscious or subconscious constraints, creativity may be improperly hindered. One must remember that many creative ideas and innovations were once considered impractical and “crazy” but now, they are part of our life. Take for example, the common usage of computers at home. It was once doubted by Thomas Watson, Sr. (the founder of IBM) as an impossibility but is now a reality. This demonstrates the point that the once unthinkable could one day be a fact of life in the near future.

Why is creative thinking an important and much talked-about topic these days? Why is the government of Singapore so eager about creating “Thinking Schools, Learning Nation”? Have we just begun to realize that without creativity and innovation, we cannot progress and will lose our competitive edge in the global markets? I just hope we are not too late in realizing this obvious fact that creative ideas, products, services, policies are the forces that drive an economy like Singapore which is not endowed with natural resources. It is time we learn to enhance and manage effectively our BRAINWARE and move our path towards knowledge capital rather than physical capital!

I am much relieved that the far-sighted government of Singapore has taken steps to work at this fact by initiating numerous think-tank groups to deal with this lack of innovation and competitive edge in these violent times. Let me rephrase my sentence for better echo. It is for SURVIVAL!!! To survive in this global economy when your

neighbors are producing at a comparatively lower cost, we have to seriously consider other ways and means to attract foreign investors in terms of knowledge and innovation to compensate for what we lack. How do we go about doing this as we are nearing the end of this millennium?

The answer is EDUCATION. It is urgent that we educate all Singaporeans, especially the young, to see the importance of being creative. In early June 1997, PM Goh Chok Thong unveiled his vision of "Thinking Schools, Learning Nation" and has led to numerous changes in the curriculum and also the training of teachers in the use of thinking tools. Many schools have started their own thinking program to keep in cycle with the vision.

As with any new initiatives and programs, there are obstacles and problems along the way that will be faced by the schools. One of the major obstacles faced by Singaporeans at large is that we suffer from creative paranoia. Creative paranoia is a term I coined to describe the insecurity of most Singaporeans in their ability to be creative and as a result, they cease any attempts to be creative. Such negativity will definitely hinder Singapore in its pursuit to be a center of creativity and innovation. This is a major problem in the education of the young on creative thinking. The courses on teaching thinking by the ministry are necessary and a great help to many teachers who are wandering in the "jungle" of teaching thinking. In my opinion, the main concern of this paradigm shift towards a thinking culture in school is not the pupil's lack of ability to absorb thinking skills. On the contrary, perhaps it is the educators who are imparting the thinking skills to the young that deserve our attention. Are educators here psychologically prepared to be vessels of thinking skills to the future pillars of Singapore? Or, are we still victims of self-induced creative paranoia? We have to break the limits of creative paranoia first, before we, as educators, are able to impart the thinking skills to the young with strength and passion.

Another problem of implementing a thinking program in school is the resistance to change of the teachers. Teachers who are used to their traditional methods of teaching may find the learning and use of new teaching strategies a chore for them. A word of advice to heads of schools who are planning to implement this program—NURTURE the change. A program will not be successful unless every member involved is ready for the changes ahead and is willing to undertake his tasks with responsibility and passion. Thus, the success of this program is inevitably dependent on the ability of the head of the school to communicate the vision and to gather support from the staff involved.

In short, a credible thinking program should not just enhance the brainware but also the "HEARTWARE." There is a need to inculcate a creative thinking culture in schools for thinkers (including staffs and students) to challenge them to seek continuous improvements. Slogans such as "DARE to CHANGE, DARE to INNOVATE" and other inspiring messages must be taught and be deeply fixed in the hearts and minds of our people. Yes, I have to admit that this is a revolution indeed! A "Thinking Revolution" that will ensure Singapore's progress and prosperity in these violent times as we marched into the next millennium.

To conclude, this article does not seek to explain fully the workings of nurturing a thinking culture / program in Singapore's education system but to create an awareness of its importance to meet the nation's future challenges. There will be glitches along the path towards the vision but I am sure we, the educators of Singapore, would THINK SMART and INNOVATE to ensure its success. So, should we teach thinking? The question is rhetorical.

(961 words)

Comprehension Exercises

For the first seven questions, choose the best answer from the four choices. For the last three questions, complete the sentences with the information given in the passage.

1. Thomas Watson, Sr. once thought the common usage of computer at home is _____.
 - A. a crazy idea
 - B. an impossibility
 - C. worthy of our effort
 - D. something that can be a fact of life in the near future.
2. Singapore is a country which is _____.
 - A. creative and innovative
 - B. short of natural resources
 - C. without competitive edge in the global market
 - D. a knowledge capital
3. The government of Singapore has taken steps to _____.
 - A. deal with the lack of innovation and competitive edge
 - B. enhance the strength in the global market
 - C. produce at a lower cost
 - D. attract foreign investment
4. "Thinking Schools, Learning Nation" by PM Goh Chok Thong has resulted in _____.
 - A. changes in the curriculum and disagreements among teachers
 - B. hot discussion
 - C. some thinking programs in many schools
 - D. changes in the vision of the government
5. Along the way with the new initiatives and programs, a major obstacle Singaporeans face is _____.
 - A. lack of money
 - B. lack of resource
 - C. creative paranoia
 - D. the change in thinking patterns

6. _____ will be sure to hinder Singapore in its pursuit to be center of creativity.
- A. The cease in the attempts to be creative
 - B. Negativity
 - C. The education of the young
 - D. The courses on teaching thinking
7. What is the main concern of the shift towards a thinking culture?
- A. Students' inability to comprehend thinking skills.
 - B. Educators' psychological preparation and sense of responsibility.
 - C. Governments' financial support.
 - D. The continuous improvement of the thinking vision.
8. Except for creative paranoia, another problem of carrying out a thinking program in school is _____.
9. A program will be successful if the members involved are prepared and are willing to accept the tasks with _____.
10. _____ should be taught and repeated in schools for teachers and students to challenge and seek continuous improvement.

Passage 2 (Time Required: 12' 31")**Quality Schools****Vocabulary Tips**criterion *n.* 标准; 范围; 准则; 依据

bog down (使) 陷于困境, 使停顿

aide *n.* 助手, 助理dictate *n.* 命令; 指挥, 指令rubric *n.* (正式) 指示, 说明corroborate *v.* 支持, 加强 (声明, 主张等)

Starting Time _____ Finishing Time _____

After presenting these ideas at the NAREN (National At-Risk Education Network) in Wisconsin last week, I was asked to write an article that would be able to reach more people to spread the exciting word about Dr. William Glasser's work in the area of Quality Schools.

There are many characteristics that are required in order for a school to be listed as a Quality School. There are currently 13 such schools in the country, with many more on their journey to become Quality Schools.

In a Quality School, relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated. Total Learning Competency is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All schooling as defined by Dr. William Glasser has been replaced by useful education. All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".

Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser. Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school. Staff, students, parents and administrators view the school as a joyful place.

All of the above criterion must be in place to be listed as a Quality School. When a school is a Quality School, the dictates of "No Child Left Behind" take care of themselves. Now, of course there will be a few children who have totally rejected school that are unreachable but for the majority, they will learn and do quality work.

The way to achieve this is to implement the three conditions of quality. First, the school and each classroom must create an environment that will meet the needs of the students, and consequently of teachers. All humans are born with five basic human needs. We have the need for survival, connection/love, power, freedom and fun/learning. This is true of students and teachers.

In order to help students meet their need for survival, the school and classroom must

be safe. They must feel that they won't be hurt physically or emotionally. When students feel safe, there is no need to threaten teachers or other students.

In order for students to satisfy their need for connection/love, they must have a relationship with the teacher and the other students. They must believe that the teacher has their best interest at heart. The more you give love and connection away, the more they come back to you.

In order to satisfy a student's need for power, teachers must listen to and respect their students' ideas and issues. This does not mean that teachers must agree with their students but they must at least let the students know that they are important. When students feel listened to and respected, they don't disrespect their teachers and they tend to listen more.

For students to have freedom, they must have choices. They must not be bogged down in rules and regulations. When students have choices, they won't have the need to create destructive choices of their own.

In school, learning should be fun. Learning is always fun when the learning is useful and the students want to learn what is being taught. Imagine students having fun learning! Isn't that the dream of teachers everywhere? When your students are having fun, you do too.

I know it sounds like an impossible task but there are many schools doing just that with training in Dr. William Glasser's Choice Theory. Creating a need-satisfying environment is what actually eliminates discipline problems. If someone has a legitimate, appropriate way to get his/her needs met, then there is no reason to create discipline problems.

Switching courses over to a competency-based approach is critical to the Quality School concept. Students are not permitted to get credit for less than B work and they have opportunities to improve their work until it meets the minimum standard for a B. Concepts are taught in such a way that reduces the need for memorizing facts that can be found in any encyclopedia or text.

This and more speaks to the second condition of quality that students will only be asked to do useful work. It is the teacher's job to convince students that what they are being asked to do is useful in the real world. If you are successful in that endeavor, you will have willing students. Wouldn't that make your job more enjoyable for you?

The final condition of quality is self-evaluation. Students are asked to grade their own work. There are two essential items that must be met in order to get accurate self-evaluations from students. First, they must have no fear that the teacher or anyone else will hurt them with an honest self-evaluation. Second, there must be a clear rubric in place that will give students a model against which to compare their own work.

Self-evaluation does not replace the need of the teacher or teacher's aide (another student already judged to be competent in that particular area) from corroborating the student's self-evaluation. Students are not punished for less than competent work. Rather they are shown where their work is lacking and given the opportunity to fix it. This, again,

is a skill that is seen everyday in the real world. Rarely do people actually lose their jobs for substandard work. They are told what is wrong and asked to fix it.

Of course this is just a thumb nail sketch of what is necessary to become a Quality School, but if you or anyone you know is interested in learning more, visit www.coaching-forexcellence.biz and check our calendar for upcoming teleclasses, chats and workshops.

(985 words)

