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Advanced Fast Reading for English

COLLEGE ENGLISH
FAST READING



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前 言

《高级英语快速阅读》是在《大学英语教学大纲》的原则指导下,为全国各类高等院校(包括外语院系)高年级学生及近期就读大学英语的研究生(相当于英语大纲规定的五级、六级水平)提供的英语阅读教材。

本书为《高级英语快速阅读》第二册,是由美国明尼苏达大学海伦·乔斯塔德(Helen Jorstad)教授、南开大学公共英语教学部汪士彬教授及明尼苏达大学博士陈大兴合作编写的。

本书由16个单元组成,每单元均配备阅读理解练习及其他旨在提高学生阅读速度及理解能力的各类阅读技巧练习。例如,继续安排大量的通过上下文猜词义的练习,使学生牢固地掌握这一重要的阅读技巧;配备足量的提高学生眼睛扫视速度的练习,训练一眼看3个或5个单词的能力,克服逐词阅读的不良习惯。这样做,阅读速度可成倍地增长,达到“一目十行”、“读书破万卷”的目的。另外还向读者详细介绍了行之有效的“SQ3R”学习方法及其他提高学生阅读理解能力的各种阅读技巧,并配备了相应的练习。

本书的阅读文章均选用美英出版的书报、杂志、百科全书等权威性原版著作,并获得了翻印版权。选文内容广泛;有科普知识、最

新科技动态(如人造卫星、宇宙飞船、空中实验室、航天飞机等)、美(前)苏两个超级大国在航空航天方面激烈竞争、美国的风土人情和生活习俗等(如对美国印地安人迁入、传宗接代、与自然搏斗,顽强地生活下去的描述,以加深对美国土著人的了解)、动物趣闻(如憨厚调皮的猩猩、硕大聪明的鲸鱼、笨拙怪癖的大象)等等。本书还有对“自由女神”这一世界奇迹的创造、修整及瞻仰等情况的描述及对人们感到迷惑不解的不明飞行物——飞碟的详尽记叙等。本书所选材料语言规范,内容活泼,通俗易懂,同时兼顾知识性、趣味性和科学性。每单元末尾简要注释了个别俚语、习语及背景知识等,对我国学生了解美国的文化背景很有帮助。

本书编写过程中,得到美国明尼苏达大学许多单位的大力支持。打字员卡西·泽麦克(Cathy Zemke)为书稿的完成做了大量的工作。南开大学黄跃华副教授、理工学院王志刚副教授为本书做了部份工作,何丽珍、陶昌盛等在校稿方面付出了辛勤劳动。在此,编者一并表示衷心感谢。

错误与疏漏之处,敬请批评指正。

编 者
2000 年 1 月

INTRODUCTION FOR STUDENTS

This is the second book of *Advanced Fast Reading for English*. The purpose of this book is to continue the process of helping you to read faster and with better comprehension.

As in Book One, the materials used in this book are authentic materials chosen from books, magazines, and newspapers as representative samples of general written American English. We feel that you should be continuing to develop the ability to guess new words from context whenever possible. The exercises we have provided are intended to help you do so.

You should use an English English dictionary when instructed to do so. Our exercises suggest that you use the *Longman Dictionary of Contemporary English*. **AT ALL TIMES YOU SHOULD TRY NOT TO USE AN ENGLISH-CHINESE DICTIONARY. WHETHER WORKING AT HOME OR IN CLASS.**

When you have finished these materials, you should feel more ready to read independently with good speed and comprehension.

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BUILDING READING POWER IX

WHAT DO WE KNOW ABOUT HOW PEOPLE READ?

In Book One you had several different types of exercises to help you become a better reader.

Some of the exercises included *prediction* about the content of a reading passage. To help predict the content, you looked at the headings of a passage, at the pictures, at the introduction and conclusion of the passage, and you talked about what kinds of information you might find in it — all before you read the passage at all. Activity of this type will always continue to be the most helpful of all in helping you comprehend better when you read. Research by reading experts has shown that the main factor which can help readers is the amount and type of information the reader knows before he begins. The background information you have about a topic helps you form *schemata*, or connected ideas, about the topic. Activities which help you activate and use your background knowledge can help you more than any other reading activities, at all reading stages—even the most advanced. We will continue such prediction exercises in Book Two, as well.

You had many activities in Book One that were designed to help you guess at word meanings from the context of the passage itself, and to use a dictionary for specific types of information. You also worked with prefixes and suffixes, and learned several ways to rec-

ognize definitions that were not clearly stated as definitions. In this book you will find other vocabulary-learning techniques.

In Book One you also had several types of activities which were designed to increase your reading rate; you also learned to use timed reading passages to build reading speed in ways you might not have used in earlier stages of reading. You learned about bad habits that made you read more slowly, and practiced techniques to break those bad habits. You also learned to look for the main subjects and verbs, and ignore other words which you might not have needed. Book Two will continue such exercises, and introduce others to help you increase your speed.

BUILDING READING POWER sections in Book Two will also introduce other ways to build your speed and comprehension, some similar to those you already learned, but some very different. The central focus of Book Two exercises will be on comprehension of the *complete passage*, through a variety of means.

You will learn and practice SQ3R, a studying technique that can help you to remember what you read.

Another important idea is that the author of a passage often intends more than is written. We will improve your ability to decide whether something you read is a fact or opinion, as well as to decide what the author's intention was.

You will learn more about finding key words and key ideas in reading passages in Book Two, and practice writing summaries and abstracts of what you read.

Finally, you will learn more about how an author uses tables,

Building Reading Power IX

charts, and graphs to help give information to the reader.

We hope that you will enjoy your journey through these materials and activities, and grow to feel more and more that you are able to comprehend more, and at the same time read faster, than when you began. Throughout the reading activities, we hope you will feel that you are *interacting with*, communicating with the author. The process of reading is actually the process of getting inside someone else's head, hearing his or her words, and learning exactly what he or she means, as well as the intention of the author in writing them. This is a great challenge—but a fascinating opportunity, as well.

Contents

Introduction for Students/ I

Acknowledgements to Publishers/ III

Building Reading Power IX

What Do We Know about How People Read? /VI

Unit Seventeen :The More We Learn, the Less We Know/1

Part A: Cosmic Uncertainty/1

Part B: Last Chance for Halley's/7

**Timed Reading: The End of the World? No, the Chance of a
Lifetime/15**

Unit Eighteen: Second-Class Citizens? /25

Part A: Computers: A Male Culture? /25

Part B: Girls Don't Like Macho Games! /31

Timed Reading: Computers Are for Everyone/39

Building Reading Power X

Recognizing Fact and Opinion/53

Unit Nineteen: NASA: The Inside Story/61

Part A: The Universe at Our Fingertips/61

Timed Reading: Communication: Tracking the Data/72

Unit Twenty: The Loneliness of the Long-Distance Astro-

naut/81

Part A: The Salyut Experience/81

Part B: Psychological Support/87

Timed Reading: All the Comforts of Home/95

Building Reading Power VI

Writing Summaries and Abstracts/108

**Unit Twenty-One: Moscow's Drive to Seize the Edge in
Space/114**

Part A: The Tortoise and the Hare/114

Timed Reading: Cooperation for Progress/123

Unit Twenty-Two: Putting the Future on Hold/133

Part A: Tragedy on the Road to Space/133

Part B: New Frontiers Delayed/138

Timed Reading: NASA Changes Discourage Space Research/148

Building Reading Power XII

Finding Key Words to Build Speed and Comprehension/164

**Unit Twenty-Three: Animals in Research: The Case for
Experimentation/168**

Part A: Why Not Use Animals? /168

Timed Reading: Moral Responsibility/178

Unit Twenty-Four: Giants of Land and Sea/189

Part A: Stepping out with the Elephants/189

Part B: Whales and Whaling/195

**Timed Reading: Redmond Comes out of Cave to Lecture on
African Elephants/204**

Building Reading Power XIII

Quizzing Yourself on What You Read/211

Unit Twenty-Five: Making a Chimp out of Man/215

Part A: **It's All in the Family/215**

Timed Reading: **Not Such Distant Cousins/228**

Unit Twenty-Six: Is There a Doctor in the House? /239

Part A: **Fighting the Silent Attacker/239**

Part B: **Aspirin Called Aid against Second Heart Attack/246**

Timed Reading: **Boynton Opens Do-it-yourself Cold Clinic/253**

Building Reading Power XIV

Information-Transfer/263

Unit Twenty-Seven: Indians—The First Americans/269

Part A: **The Early People of North America/269**

Part B: **Types of Indian Societies/277**

Timed Reading: **The Practice of Selective Borrowing/286**

Unit Twenty-Eight: The First Line of Defense against

Pollution: Air Quality Standards/297

Part A: **Who Is Fighting in the Battle for Life?/297**

Part B: **Can Anyone Win the Battle?/305**

Timed Reading: **Carbon Monoxide/315**

Building Reading Power XV

Reading Between the Lines/323

Unit Twenty-Nine: What's in a Face?/330

Part A: **Part of an Evolutionary Plan?/330**

Part B: **No Two Faces Are Alike/337**

Timed Reading: **Showing Our Emotions/351**

Unit Thirty: Celebrating with a Grand Old Lady/365

Part A: **America Salutes Liberty/365**

Part B: **Lady Liberty's New Look/376**

Timed Reading: **Liberty: Standing for the Future/386**

Building Reading Power XVI

**Understanding Text Organization Can Make You a
Better Reader/404**

Unit Thirty-One:**The Great Hudson Valley UFO Mystery/
408**

Part A: **Can All the People Be Wrong?/408**

Timed Reading: **Who is Pulling Our Legs?/420**

Unit Thrity-Two: **Flying Saucers—Are They Us?/434**

Part A: **Are We All Aliens?/434**

Part B: **Lost in a Time Warp/444**

Timed Reading: **Earth—A Way Station in Time/456**

Answer Keys

Unit Seventeen/472

Unit Eighteen/474

Unit Nineteen/475

Unit Twenty/477

Unit Twenty-One/478

Unit Twenty-Two/480

Unit Twenty-Three/481

Unit Twenty-Four/483

Unit Twenty-Five/484

Unit Twenty-Six/486

Unit Twenty-Seven/487

Unit Twenty-Eight/489

Unit Twenty-Nine/491

Unit Thirty/493

Unit Thirty-One/494

Unit Thirty-Two/496