



世纪实用研究生英语系列教程

总主编/王健芳


ENGLISH READING

(第二册)

# 英语快速阅读

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 中国人民大学出版社

21世纪实用研究生英语系列教程

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(第二册)

中国人民大学出版社

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# 前 言

根据 1993 年国家教委颁布的《非英语专业研究生英语（第一外语）教学大纲》，硕士生外语教学的目的是培养学生具有较熟练的阅读能力，一定的写、译能力和基本的听、说能力，能够以外语为工具进行本专业的学习和研究。可以看出，研究生英语教学仍把阅读教学放在各项技能的首位。此外大纲还具体规定了研究生在经过基础阶段的学习之后，在阅读能力方面须达到的要求：掌握并能运用各项阅读技能（如概括中心思想、猜词悟意、预见、推理和推论等），具有语篇水平的分析能力。能较顺利地阅读并正确理解有相当难度的一般性题材文章和其他读物，速度达到每分钟 60 词~70 词，读后能够理解中心思想及内容。计时阅读难度略低、生词不超过总词数 2% 的材料，速度达到每分钟 100 词~120 词，读后能理解中心思想及主要内容。由此可见，深化阅读教学，进一步提高阅读能力，仍是培养和提高研究生语言运用能力的关键所在。

本套教材是以《非英语专业研究生英语（第一外语）教学大纲》为指南，在参考国内外多种英语快速阅读教材的基础上，根据编者多年从事研究生英语快速阅读教学的经验，以及我国非英语专业研究生目前整体英语水平和实际英语能力，经过编委会认真、广泛的讨论之后编写而成的。

《英语快速阅读》分第一、二两册，供非英语专业硕士或博士研究生一学年使用，与中国人民大学出版社出版的《新编研究生英语系列教程》（第二版）、《研究生英语系列教材》（第三版）和《研究生英语综合教程》配合使用。本套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，广泛深入地了解世界各国，尤其是欧美国家的历史文化、风土人情以及自然科学和人文科学等方面的知识。

本套教材编写严谨。第一册遵循理论与实践相结合的原则，讲练结合，分为两大部分：（1）快速阅读概述及应试技巧；（2）快速阅读练习，共 32 篇短文。第二册共精选短文 48 篇，内容涉及中西文化、教育、生活、媒介、历史、科技、哲学、文学等，按阅读量与难度的递增分为 3 个部分，每部分包括 16 篇文章。两册书选材的原则突出体现科学性、信息性、可读性和趣味性，内容丰富、有趣、时尚，旨在帮助学生进行系统的、有针对性的快速阅读训练，掌握基本阅读技能，培养良好阅读习惯，提高阅读效率。练习形式多样，既有选择填空的客观题型，又有简短回答、填空、对错判断等主观题型；既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能的训练，又与各级考试的阅读题型相结合；每册书后附有本册书练习的参考答案供师生参考。使用本套教材非常有利于学生通过各种水平的英语考试。

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编 者  
2009 年 2 月



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PART

i

i



## Can Ethics Be Taught?

Starting Time: \_\_\_\_\_:\_\_\_\_\_

Let a stock-broker be arrested for shady dealings or a new medical procedure pose unanticipated dilemmas, and there arises a demand for a course in ethics. Law schools, medical schools, business schools—even high schools—are urged to grapple with moral issues by instituting more of these courses. The idea behind such a demand is that anyone can be taught to distinguish right from wrong in much the same way as medical students are taught to distinguish the pancreas from the liver.

The typical ethics course centers on the case study. May a poor man steal medicine for his ailing wife? Should the young mother of three or the productive scientist get the only heart available for transplant? One would suppose the graduate, having mastered moral distinctions from this regimen, is able to recognize (and resist) a dubious deal or an improper request from a superior.

Unfortunately, this conclusion rests on a mistake about what makes people good. Moral behavior is the product of training, not reflection. As Aristotle stressed thousands of years ago, you get a good adult by habituating a good child to doing the right thing. Praise for truth-telling and sanctions for fibbing will, in time, make him “naturally” honest.

Abstract knowledge of right and wrong no more contributes to character than knowledge of physics contributes to bicycling. Bicyclists don't have to think about which way to lean, and honest people don't have to think how to answer under oath.

Using ethics courses to teach morality carries more disquieting implications than merely the waste of everyone's time. The hard cases meant to shatter student complacency invariably involve conflict between conventional principles, such as property rights and life-saving in the case of the sick wife. Dwelling on these conflicts suggests that conventional morality is incoherent and, consequently, not rationally binding. Ethics education thereby provides one more excuse for shirking one's plain duties. The examples typical of ethics-education courses divert attention from the



content of morality proper. Honesty, industry and respect for others—not an itinerary of policy positions—form the gyroscope that stabilizes an individual on his journey through life. Yet ethics education, when inspired by public events, tends to focus on public action: How should profit be weighed against pollution? When should a government official blow the whistle?

These are interesting and difficult questions, but they are not likely to be faced by most people. Less intriguing, but cumulatively more important for the character of society, are each day's micro-challenges, such as deciding whether to split an unexpected bonus with a favorite charity or go on a spree. Complex world does present special moral puzzles, and there is certainly a place for philosophical reflection. But ethics courses are pointless exercises. Telling right from wrong in everyday life is not that hard; the hard part is overcoming laziness and cowardice to do what one perfectly well knows one should. As every parent learns, only good examples and apt incentives can induce that strength.

Ending Time: \_\_\_\_\_:

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 495

\_\_\_\_\_ Words/Minute



## Exercises

### I. Reading Comprehension

**Directions:** Select the most appropriate answer for each of the following questions.

- This passage mainly deals with \_\_\_\_\_.
  - personal behaviors
  - social habits
  - human willpower
  - ethics education
- One result of the idea that ethics can be taught is that \_\_\_\_\_.
  - many schools institute courses in ethics
  - many teachers have begun to study ethics
  - many students are determined to become a teacher of ethics
  - ethics textbooks suddenly become best-sellers

3. According to those in favor of ethics education, a student who has learned ethics should be able to \_\_\_\_\_.
- A. stop a man stealing medicine for his ailing wife  
 B. distinguish right from wrong and do the right thing he is supposed to do  
 C. teach others social behaviors  
 D. live a happy life
4. The author thinks that an honest person \_\_\_\_\_.
- A. must have had a good knowledge of ethics  
 B. may have learned no ethics but knows what he should say truthfully  
 C. makes silly mistakes at court when he is required to answer some questions from a lawyer  
 D. can never be expected to fool his opponent
5. Apparently, the author's attitude towards ethics education is \_\_\_\_\_.
- A. positive  
 B. negative  
 C. ambiguous  
 D. not implied

## II. True or False

**Directions:** Put a T if the statement is true and an F if it is false.

- \_\_\_\_\_ 1. According to the passage, ethics is very important and must be taught as a compulsory course in any school.
- \_\_\_\_\_ 2. Aristotle would agree that a child must be trained so that he can be a good adult later in life.
- \_\_\_\_\_ 3. There is no conflict between keeping one's own property and having it stolen by someone who uses it for life-saving.
- \_\_\_\_\_ 4. There are three qualities that keep a person going through his life smoothly: honesty, industry and respect for others.
- \_\_\_\_\_ 5. Children can learn to overcome their laziness and cowardice to do what they know they should through good examples.



## On the Education

Starting Time: \_\_\_\_\_ : \_\_\_\_\_

The key position and role of women in the process of development is increasingly being recognized. Although the three great World Conferences of women were more concerned with recognizing and compiling approaches to emancipation, we can currently confirm a general sharpening of awareness. It has become clear that the Third World cultures, in earlier times strongly matriarchal, have been weakened in this respect by the methods of colonial education which are almost exclusively directed towards the male. Of the many criticisms of this situation let one voice be heard: "Development education groups and programs are very much male-dominated and lack woman's perspective." So, too, the hopes placed in vocational training—"vocalization"—as an aid to equality have been disappointed since this in its turn was to a large extent focused on the male.

In these circumstances we should not be surprised that until now women have participated least in the educational processes which have been introduced. Only 20% attend primary school and the percentage of those who leave early is highest among girls. Because of the lack of basic training only around 10% take part in Adult Education programs. Hence it is vitally important to secure a turning-point by increasing the awareness of the need for education.

The International Conference at Jomtien provided the solution to this: "A more educated mother raises a healthier family. She has fewer and better-educated children. She is more productive at home and in the workplace and is better able to get further education." Many problems in school are consequences of incorrect or improperly balanced nutrition combined with inadequate hygiene. Together these factors can lead to failure to keep pace in school.

Hence even Primary Education for girls should be directed towards the basic needs and necessities and provide answers which are as simple as possible. In rural districts such answers will be different from those given in urban areas. The education of girls

and women must, to a large degree, be an education for the life they will lead, tailored to a woman's position. In saying this we are in fact demanding that the education of women, like all educational work in the Third World, should be an integrated part of the community. Consequently there are many partners in this process: school, family, small businesses, governmental and non-governmental organization. The educational skill consists in keeping this interplay active in such a way that there is no deficiency in material content. An important consequence of this is the awakening of the desire to question, which, on the one hand presses for further education and on the other for its practical application.

Ending Time: \_\_\_\_\_:

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 436

\_\_\_\_\_ Words/Minute



## Exercises

### I. True or False

Directions: Put a T if the statement is true and an F if it is false.

- \_\_\_\_\_ 1. From the passage it can be inferred that in the Third World colonial education has strengthened the matriarchal culture.
- \_\_\_\_\_ 2. The passage is about the role of women in the development of education.
- \_\_\_\_\_ 3. It is very important to be more aware of the need for education of women because so far very few girls and women take part in the educational processes.
- \_\_\_\_\_ 4. The solution provided on the conference at Jomtien suggests that a more educated woman has more encouraging influence on her offspring.
- \_\_\_\_\_ 5. The author's demand is that the education of women should include all educational work as done in the Third World.

### II. Sentence Completion

Directions: Complete the following statements according to the information given in the passage.

1. We can know from the passage that the Third World cultures in earlier times are \_\_\_\_\_.
2. It is vitally important to secure a \_\_\_\_\_ by increasing the awareness of the need for women education.
3. According to the International Conference at Jomtien many problems in school are resulted by \_\_\_\_\_ balanced nutrition combined with inadequate hygiene.
4. According to the passage, the education of girls and women must be \_\_\_\_\_ for the life they will lead.
5. According to the author, further education and \_\_\_\_\_ are needed for women in the Third World.



Starting Time: \_\_\_\_\_ : \_\_\_\_\_

Alegria de Pio is in the province of Oriente, in the Niquero zone, near Cabo Cruz. It was there, on December 5, 1956, that we were set upon by Batista's troops.

We were much weakened after a march more arduous than long. On December 2 we had landed in a place called Playa de las Coloradas, losing almost all our equipment and walking for endless hours through salt-water marshes. We all wore new boots which had blistered our feet. But our footwear and the resulting fungal infections were not our only enemies. We had left the Mexican port of Tuxpan on November 25, a day on which the north wind made navigation hazardous. We landed in Cuba after seven days of crossing the Gulf of Mexico and the Caribbean. We sailed without food, our boat was in poor repair, and most of us, unused to sea travel, were seasick. All this had left its mark on the troop of rookies who had never known combat.

Nothing remained of our equipment but a few rifles, cartridge belts, and some wet bullets. Our medical supplies had disappeared; our packs had for the most part been left in the swamps. The previous day we had walked by night along the border of the cane fields of Niquero sugar mill, which in those days belonged to Julio Lobo. We satisfied our hunger and thirst by eating cane as we walked, and, inexperienced as we were, we left the peelings behind. We found out years later that the enemy did not in fact need

these careless clues to our presence since our guide, one of the principal traitors in the Revolution, brought them to us. The guide had been given the night off, an error we were to repeat several times during the war, until we learned that civilians of unknown background were always to be closely watched when we were in danger zones. We should never have allowed our treacherous guide to leave.

At dawn on the 5th only a few of us could go a step further; our exhausted men could walk only short distances, and then needed long rests. A halt at the edge of a cane field was ordered. Most of us slept through the morning in a thicket near the dense woods.

At noon we became aware of unusual activity. Piper Cub planes as well as other military and private aircraft began to circle in the vicinity. Some of our men were calmly cutting and eating cane as the planes passed overhead, without thinking how visible they were to the low-flying aircraft.

As the troop's doctor, it was my job to treat the men's blisters. I think I remember my last patient on that day. He was Humberto Lamotte, and as it turned out, it was his last day on earth. I can still see his tired and anxious face as he moved from our primitive clinic towards his post, carrying the shoes he would not wear.

Ending Time: \_\_\_\_\_:\_\_\_\_\_

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 497

\_\_\_\_\_ Words/Minute



## Exercises

### I. Reading Comprehension

**Directions:** *Select the most appropriate answer for each of the following questions.*

1. What had the author's troop suffered from?
  - A. A strenuous march.
  - B. A hungry voyage.
  - C. New boots.
  - D. All of the above.

2. What does the slang “rookies”(Line 9, Para. 2) refer to?
  - A. Inexperienced army recruits.
  - B. Civilians.
  - C. Enemies in new uniform.
  - D. Soldiers with modern equipment.
3. What did their guide do that night?
  - A. He led the troop past the cane field.
  - B. He closely watched another guide.
  - C. He left to help the troop’s enemy.
  - D. He stole something from the troop.
4. What is said about Humberto Lamotte?
  - A. He died of incurable disease.
  - B. He lost his life in the war.
  - C. He served as the troop’s doctor.
  - D. He became a traitor.
5. What can the passage be entitled?

|                       |                        |
|-----------------------|------------------------|
| A. A Wounded Soldier. | B. The Troop’s Doctor. |
| C. An Ambush.         | D. Surrender.          |

## II . Sentence Completion

**Directions:** Complete the following statements according to the information given in the passage.

1. We spent \_\_\_\_\_ to cross the Gulf of Mexico and the Caribbean.
2. We landed in \_\_\_\_\_.
3. We ate \_\_\_\_\_ during the walk.
4. According to the author, most of them slept through the morning in \_\_\_\_\_ near the dense woods.
5. As the troop’s doctor, it was the author’s job to treat the men’s \_\_\_\_\_.



## Benjamin Spock

Starting Time: \_\_\_\_\_ :

Dr. Benjamin Spock, hailed as the grandfather of pediatrics, is known as the leading authority on child rearing. With his first book, the renowned *Baby and Child Care*, Spock single-handedly broke the tradition of cold and rigid discipline, radically changing popular ideas about raising children. Since it was published in 1945, *Baby and Child Care* has been translated into 39 languages and has sold more than 40 million copies, making it second only to the Bible in sales worldwide.

The first edition of the book appeared in 1945, and was an instant hit. For several years, more than 750,000 copies were sold annually, the rough equivalent of one for every two marriages, according to *Newsweek*. Spock has been credited with profoundly changing the way children are reared, doing away with the “spare the rod, spoil the child” philosophy. He also is noted as a pioneer in the fields of pediatrics and psychology, clearing the way for other parental advice books.

Spock was a high profile political activist in the 1960s, retiring from medicine in 1967 to devote himself full time to the anti-Vietnam War movement. He was arrested numerous times for civil disobedience, and even ran for U.S. president under the People's Party in 1972.

Spock's political views have prompted criticism from conservative foes, especially from New York minister and author Rev. Norman Vincent Peale, who died in 1993. Peale blamed Spock personally for the student rebellions of the 1960s, noting that the youths protesting war were the first generation to be raised by Spock's “permissive” principles of child rearing. Spock dismissed those accusations, noting, “I've always advised parents to give their children firm, clear leadership, and to ask for cooperation and politeness in return.”

For nearly 50 years, Spock has been a prolific author, writing 13 books including an autobiography, *Spock on Spock* and numerous magazine articles. In his most recent book, *A Better World for Our Children*, which was published in 1994 when he was 91



years old, he wrote that parents should worry more about politics, less about their own children, and more about issues that impact the well-being of all children. "American parents are child centered, but only about their own children," he said. "It's part of our tradition of rugged individualism, but we've got to start thinking of others and of society. People also need to become politically active to make politicians serve the people, not just big corporations."

Ending Time: \_\_\_\_\_ : \_\_\_\_\_

Total Number of Minutes: \_\_\_\_\_

Total Number of Words: 404

\_\_\_\_\_ Words/Minute



## I. True or False

Directions: Put a T if the statement is true and an F if it is false.

- \_\_\_\_\_ 1. According to the passage, the book, *Baby and Child Care*, was best sold around the world.
- \_\_\_\_\_ 2. Norman Vincent Peale was convinced of Spock's cooperation theory.
- \_\_\_\_\_ 3. Dr. Spock has not worked as a critic.
- \_\_\_\_\_ 4. Spock was well known for his political dedication in the 1960s.
- \_\_\_\_\_ 5. Spock insisted that parents should criticize most of the American politicians.

## II. Sentence Completion

Directions: Complete the following statements according to the information given in the passage.

1. Dr. Benjamin Spock is renowned for his ways in \_\_\_\_\_.
2. We can infer from the passage that \_\_\_\_\_ sells the most in the world.
3. Spock is noted as a pioneer in the fields of \_\_\_\_\_, too.
4. As a political activist, Spock devoted himself to \_\_\_\_\_ movement.
5. In the book \_\_\_\_\_, Spock mentioned that parents should worry more about issues that impact the well-being of all children.