

大学英语快速阅读系列

总主编 王健芳

大学英语 快速阅读教程

第2册

主编 唐 健



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总主编 王健芳

大学英语 快速阅读教程

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大学英语快速阅读技巧(代序)

一、阅读理解概述

应用语言学认为,阅读是一种积极的、相互的、建设性的思维活动。阅读能力的高低,直接表明了学生综合应用语言知识的实际能力的高低。阅读能力由两个值来衡量:阅读理解准确率和阅读速度。对大学英语来说,要求在达到上述阅读速度的同时阅读理解准确率不得低于70%。“阅读效率”是指在限定时间内完成某一阅读任务时阅读理解的准确率。实际上它也是用阅读理解准确率和阅读速度这两个指数来衡量的。

二、影响阅读理解的因素

影响阅读理解能力提高的因素有很多,主要涉及三个方面:语言基础、阅读实践、阅读技巧。这里主要谈谈快速阅读技巧的获得。

三、快速阅读技巧的培养

快速阅读就是指利用视觉运动的规律,通过一定的训练方法,在较短的时间内阅读大量的书籍、报刊等资料的一种科学的学习方法。快速阅读这一概念的内涵由阅读材料的快速性、阅读材料的无声性和阅读方法的科学性构成。

(一) 阅读材料的快速性

快速性的关键是眼肌能训练,即用特殊方法,使眼肌能灵活自如,达到视角、视幅、视停、视移等视觉最佳状态,使视线如行云流水般地快速阅读。训练方法可按手指法(即目光随着手指左右、上下移动,头不要摇动)、图谱法(如点、圆、抛物线等图形,目光沿着图形而快速移动)、词谱法等来进行快速阅读的基本功训练。当眼肌能训练适应之后,可采用快速阅读初级方法之一:跳读法。所谓跳读法就是指眼光从一个“字群”跳到另一个“字群”进行识读(字群是由多个单词组成的)。这个过程眼球按“凝视→跳跃→凝视”的程序进行连续不断的运动,如:

The boy/in the small boat/was reading a book.

当跳读练习熟练之后,就可进行扩大视力识读文字的单位面积的训练。首先

进行五个单词的练习,练习是主视区总应放在中间,也就是主视中间的3个单词,两边单词用余视力扫视。如:

They/have a bright/classroom.

在练习五个单词达到熟练之后,就可加宽视区练习,一下看六个单词、七个单词,甚至达到九个单词,逐渐加宽视区范围,延长目光移视的长度,这样就能缩短凝视时间,达到快速阅读的目的。

(二) 阅读材料的无声性

快速性只是快速阅读的先决条件,速读的关键还在于“无声”训练。在阅读速度上,无声要比有声快,这是因为有声阅读是眼、脑、口、耳四个器官一起活动。进行有声阅读时,文字符号首先反映到眼睛,再传到大脑,大脑命令口发音,耳在监听辨别正确与否;而无声阅读只是运用眼和脑两大器官,省去了口的发音和耳朵的监听,因而它的速度要比有声阅读快。在阅读过程中,快速阅读的信息变换方式为:书面信息→眼睛扫描信息→大脑记忆中枢的信息。因此学习者应用特殊的方法和手段消除读音和心音。所谓特殊手段就是用自身单声调鼻音,单声调心声或外界背景音乐抵消并消除读音和心音的手段,最后达到无音阅读。

(三) 阅读方法的科学性

阅读的时候,必须通过直觉、联想、想象、逻辑分析和综合判断等一系列思维活动,才能把顺次进入视觉的一连串文字信号转换成概念和思想,完成阅读过程,要完成其过程,必须进行科学阅读,进行科学阅读可由下列几个方法获得。

1. 快速泛读(Fast Extensive Reading)

这里的泛读是指广泛阅读大量涉及不同领域的书籍,要求读得快,理解和掌握书中的主要内容就可以了。要确定一个明确的读书定额,定额要结合实际,切实可行,可多可少。这样就能渐渐养成快速阅读的习惯。

2. 计时阅读(Timed Reading)

计时阅读指每次进行5~10分钟的阅读即可,不宜太长。因为计时快速阅读,精力高度集中,时间一长,容易疲劳,精力分散,反而乏味。阅读时先记下“起读时间”(starting time),阅读完毕,记下“止读时间”(finishing time),即可计算出本次阅读速度。随手记下,长期坚持,必定收到明显效果。

3. 略读(Skimming)

略读又称跳读(reading and skipping)或浏览(scanning),是一种专门的、非常实用的快速阅读技能。所谓略读,是指以尽可能快的速度阅读,如同从飞机上鸟瞰

(bird's eye view) 地面上的明显标志一样,迅速获取文章大意或中心思想。换句话说,略读是要求读者有选择地进行阅读,可跳过某些细节,以求抓住文章的大概,从而加快阅读速度。据统计,训练有素的略读者(skimmer)的阅读速度可以达到每分钟 3 000 到 4 000 个词。

阅读时,先把文章粗略地浏览一下,看看文章中是否有自己工作和学习需要的或自己感兴趣的资料和信息,然后确定这篇文章是否值得细读。在查找资料时,如果没有充分时间,而又不需要高度理解时,就可以运用略读技巧。“不需要高度理解”并非指略读时理解水平可以很低,而是说略低于一般阅读速度所取得的理解水平是允许的。

一般阅读的目标是在保持一般阅读速度的条件下,获得尽可能高的理解水平,通常达到 70% 或 80%。略读时,理解水平略低一些是预料之中的事。

略读有下列四个特点:

- 1) 以极快的速度阅读大量材料,寻找字面上或事实上的主要信息和少量的阐述信息。
- 2) 可以跳过某个部分或某些部分不读。
- 3) 理解水平可以稍低一些,但也不能太低。
- 4) 根据文章的难易程度和达到的目的,不断灵活地调整阅读速度。

略读可以运用下列技巧:

1) 要利用印刷细节 (typographical details), 如书或文章的标题、副标题、小标题、斜体词、黑体词、脚注、标点符号等,对书和文章进行预测略读 (preview skimming)。预测略读要了解作者的思路、文章方式(模式),以便把握大意、有关的细节及其相互关系。

2) 以一般阅读速度 (200~250wpm), 阅读文章开头的一二段,力求抓住文章大意、背景情况、作者的文章风格、口吻或语气等。

3) 阅读段落的主题句和结论句。抓住主题句就掌握了段落大意,然后略去细节不读,以求得略读速度。

4) 注意转折词和序列词。转折词如 however, moreover, in addition 等;序列词 firstly, secondly 等。

5) 若无需要,不必阅读细节。

4. 寻读 (Scanning)

寻读又称查读,同略读一样,寻读也是一种快速阅读技巧。熟练的读者善于运用寻读获得具体信息,以提高阅读效率。

寻读是一种从大量的资料中迅速查找某一项具体事实或某一项特定信息,如人物、事件、时间、地点、数字等,而对其它无关部分则略去不读的快速阅读方法。运用这种方法,读者就能在最短的时间内掠过尽可能多的印刷材料,找到所需要的

信息。例如,在车站寻找某次列车或汽车的运行时刻,在机场寻找某次班机的飞行时刻,在图书馆查找书刊的目录,在文献中查找某一日期、名字、数字或号码等,都可以运用这种方法。

作为一种快速寻找信息的阅读技巧,寻读既要求速度,又要求寻读的准确性。具体地说,寻读带有明确的目的性,有针对性地选择问题的答案。因此,可以把整段整段的文字直接映入大脑,不必字字句句过目。视线在印刷材料上掠过时,一旦发现有关的内容,就要稍作停留,将它记住或摘下,既保证寻读的速度,又做到准确无误,所以寻读技巧也很有实用价值。

寻读与略读不同。略读时,读者事先对材料一无所知,而寻读则是在读者对材料有所了解的情况下进行的。例如,寻读电话号码簿,读者知道受话人的姓名,还知道电话号码簿是按姓的字母顺序排列的。这样,在寻找 Jack 的电话时,就可以利用书页上方的标识词,再按姓的字母顺序很快翻到以 J 开头的书页,从而找到 Jack 名下的电话页码。

为了有效地进行寻读,读者应运用下列技巧。

1) 利用材料的编排形式。资料多半是按字母顺序排列的。如词典、索引、邮政编码簿、电话号码簿以及其它参考资料簿等。当然并非所有资料都是按字母顺序排列的。例如,电视节目是按日期和时间排列的。历史资料是按年代排列的,报纸上的体育版面是按比赛类别(足球、排球、网球)排列等等。不管资料来源怎样,它都是按照某种逻辑方法排列的。例如,要知道某事是何时发生的,要查日期;某事是谁做的,要查人名等。

2) 利用章节标题和说明。寻读之后,首先看看文章标题或章节标题,确定文章是否包含自己所需要的材料,或者哪一部分包含哪些材料,这样可以直接翻到那个部分,进行寻找。

3) 抓提示词。读者找到包含所需信息的章节,准备寻读。这时,要留心与那个具体信息有关的提示词。例如,在报纸体育运动版上寻找某田径运动员的某项运动成绩,他的国名是提示词。在百科全书上寻找纽约市的人名,翻到 New York City 那一章后, population, census, inhabitants 等词就是提示词,找到提示词,就可以采用一般阅读速度,获得所需要的信息。

当然,阅读方法还有许多,学习者可以在大量的阅读实践中获得。掌握并应用一定的阅读技巧,对于抓住重点,提高阅读理解速度和理解能力大有益处,而阅读技巧则是通过大量的阅读实践而习得的。在实际阅读中,并不是单一使用某一种技巧,很多时候是各种技巧的交替使用。

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Unit 1

Section A

Passage 1

(Reading Time: 4 minutes)

My Lecture on Anxiety

Not long ago, I was invited to lecture on anxiety to several hundred mental-health professionals. My talk was scheduled to follow those of a number of well-known psychiatrists(精神病学者). When my turn came, I was especially nervous because the speaker before me had been particularly impressive and charming. My heart beat wildly and my mouth went completely dry. “What am I doing here?” I asked myself again and again.

To make matters worse, my presentation partly dealt with fear of public speaking. To calm myself, I asked the audience, “How many of you feel nervous when you give a speech?” Nearly every hand went up. “Well, to tell you the truth, that’s exactly how I feel right now!”

The audience responded with a loud laughter. I relaxed and was able to get on with my presentation.

At times, we all find ourselves in situations that make us nervous. Perhaps you are afraid of saying foolish things at a drinks party, stumbling(结巴地说话) over a presentation at work or having your mind go blank during a test. For some of us the anxiety is so severe that it can hardly be coped with. It is really hard to get rid of it.

Over the years, my work with hundreds of patients has taught me that anyone can increase his or her social confidence, even in the most stressful situations.

One of a few simple but helpful tips is to make the other person the focus of the conversation. Ask a few questions: “How did you get interested in such and

such?" or "Will you tell me more about it?" All most people want is for you to pay attention to them. Psychiatrists and psychologists make handsome livings just by nodding their heads knowingly and asking a few questions. If they can get away with it, so can you.

(322 words)

Exercises

I. Reading Comprehension

Directions: Select the best choice for each of the questions or incomplete statements.

1. Why did the author feel especially nervous when his turn to give the presentation came?
 - A. Because the presentation of the speaker before him had been extremely boring.
 - B. Because the speaker before him had been very interesting.
 - C. Because the speaker before him had been very charming and impressive.
 - D. Because the speaker before him didn't like his topic.
2. What did his presentation partly deal with?
 - A. His presentation partly dealt with fear of public speaking.
 - B. His presentation partly dealt with anxiety of public speaking.
 - C. His presentation partly dealt with discovery of public speaking.
 - D. His presentation partly dealt with problems of public speaking.
3. Before a large audience, we know that the author would deal with the problem of feeling nervous _____.
 - A. by asking the audience a question
 - B. by answering the audience a question
 - C. by making the other person the focus of the lecture
 - D. by following the suggestions of the audience

4. In what situations may people feel nervous according to the author?
- A. When they have to talk at a drinks party, give a presentation at work or take a test.
 - B. When they have to lecture on anxiety before a large audience.
 - C. When they have to give a presentation before patients.
 - D. When they have to give a presentation about fear of public speaking.
5. Which of the following is the author's advice in the last paragraph?
- A. To let the other person ask him a question.
 - B. To make the other person the focus of the conversation.
 - C. To make himself the focus of the conversation.
 - D. To let the other person give the presentation for him.

II. True or False

Directions: Decide whether the following statements are true (T) or false (F).

- _____ 1. The author was invited to lecture on anxiety to several hundred mental-health professionals.
- _____ 2. When the author's turn came, he was especially nervous and he didn't want to give his presentation.
- _____ 3. The author's presentation partly dealt with fear of public speaking.
- _____ 4. The audience let out a loud laughter because the author was particularly impressive and charming.
- _____ 5. The author's work with his patients has taught him that anyone can increase his or her social confidence, even in the most stressful situations.

Passage 2

(Reading Time: 5 minutes)

Education Level Can't Ensure High Salary

When they advise your kids to get an education if you want to raise your income, they tell you only half the truth. What they really mean is to get enough education to provide manpower for your society, but not too much that you prove an embarrassment to your society.

Get a high school diploma at least. Without that, you are occupationally dead, unless your name happens to be George Bernard Shaw or Thomas Alva Edison and you can successfully drop out in grade school.

Get a college degree, if possible. With a B. A., you are on the launching pad. But now you have to start to put on the brakes. If you go for a master's degree, make sure it is an M. B. A. and only from a first-rate university. Beyond this, the famous law of diminishing returns (回报递减律) begins to take effect.

Do you know, for instance, that long-haul truck drivers earn more a year than full professors? Yes, the average 1977 salary for those truckers was \$24 000, while the full professors managed to average at least \$23,980.

A Ph. D is the highest degree you can get. But except in a few specialized fields such as physics or chemistry where the degree can quickly be turned to industrial or commercial purposes, you are facing a dim future. There are more Ph. Ds unemployed or underemployed in this country than in any other part of the world by far.

If you become a doctor of philosophy in English or history or anthropology or political science or languages or worst of all — in philosophy, you run the risk of becoming overeducated for our national demands. Not for our needs, mind you, but for our demands.

Thousands of Ph. Ds are selling shoes, driving cabs, waiting on tables and filling out fruitless applications month after month. And then maybe taking a job in some high school or backwater college that pays much less than the janitor (看门人) earns.

You can equate the level of income with the level of education only so far. Far enough, that is, to make you useful to the gross national product, but not so far that nobody can turn much of a profit on you.

(388 words)

Exercises**I. Reading Comprehension**

Directions: Select the best choice for each of the questions or incomplete statements.

1. According to the author, what the society expects of education is to turn out people who _____.
 - A. will make great contributions to the society
 - B. will become an efficient manager
 - C. can make a lot of money
 - D. can meet the demands as a source of manpower
2. If you are as gifted as Bernard Shaw or Edison, _____.
 - A. you can pass exams and get a high school diploma easily
 - B. you will be as famous as Edison or Bernard Shaw
 - C. you can be professionally successful even without a diploma
 - D. a university diploma is of no importance
3. Ph. Ds are most likely to _____.
 - A. have difficulties getting properly employed
 - B. to find good jobs in the fields of commerce or industry
 - C. have to fill out application forms for other people
 - D. work in schools or colleges with very low pay
4. Which of the following is NOT true?
 - A. Bernard shaw didn't finish high school, nor did Edison.
 - B. There are far more Ph. Ds than the society demands.
 - C. The higher your education level, the more money you will earn.
 - D. If you are too well- educated, you'll make things difficult for the society.
5. The author is critical of _____.
 - A. the educational system
 - B. the Ph. Ds
 - C. the society
 - D. the employers

II. True or False

Directions: Decide whether the following statements are true (T) or false (F).

- _____ 1. If you want to raise your income, you must get the highest degree.
- _____ 2. Without getting a high school diploma at least, you are occupationally dead.
- _____ 3. If you can get a Ph. D, you can find a job with high pay easily.
- _____ 4. According to the passage, a doctor of philosophy will take the risk of becoming overeducated for the national demands.
- _____ 5. A person's higher education level doesn't necessarily ensure his or her high salary.

Section B**Passage 1**

(Reading Time: 4 minutes)

Evaluating the Instructor

Completing teacher evaluations requires maturity and objectivity. Different people have different attitudes towards teacher evaluations. Every semester we are given the opportunity to evaluate our instructors. We are supposed to judge their lectures, interest in student problems, methods of assigning work, and general ability to conduct a class. Then when the instructor has left the room, we must write our evaluations on the forms provided. We are not supposed to exchange views or discuss our responses. After everyone has completed the forms, one student collects and tallies (计算,统计) the responses and then seals them in an envelope.

It is very difficult to evaluate another person's performance objectively. Some students are not responsible for teacher evaluations. For example, Senta recently wrote irresponsible remarks about her instructor because she was failing the course. In fact, she made unfair judgment about her instructor. Her friend Sam wrote a marvelous description of the same instructor because he was receiving an A in the course. Both Senta and Sam were not fairly evaluating the instructor. They were influenced by the grades they were earning and biased in their judgments.

Another irresponsible form of evaluation occurred when James rated his instructor as excellent because the instructor was "easy". He gave few tests and only assigned one paper during the entire term. His lectures were often filled with jokes and endless stories about his family. On the other hand, James rated Professor Jones as poor because he assigned text work daily, gave pretest reviews and posttest reviews, packed his lectures with information.

Senta, Sam and James have not thought about their instructors' abilities. They wrote unfair evaluations and did not give thought to their ratings. They did not make fair judgments, but swayed by personality and equated little work with excellence in teaching.

(308 words)