

大学英语阅读系列教材

大学英语

快读与泛读教程

(第3册)

◎ 主 编 方晓梅

COLLEGE ENGLISH

*F*ast Reading and
Extensive Reading

华中科技大学出版社

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前 言

《大学英语快读与泛读教程》(1~4册)是按照教育部最新颁布的《大学英语课程教学要求(试行)》(以下简称《课程要求》)中的基本要求和较高要求而编写的一套阅读教材。本教材的难度对应目前我国大多数本科高校使用的大学英语教材,可作为普通高等院校大学英语的独立阅读教材使用,也可配合大学英语主干教材使用,以拓宽学生的阅读视野,丰富英语语言知识和表达方式,提高阅读能力。本教材的编者均来自授课第一线的大学英语教师,他们既有丰富的教学经验,又熟悉教学要求,了解学生的基础、需求和所能适应的教学方法,所以能按学习的需求来设计、编写教材,使本教材既能适用于老师讲授,又可方便学生自学。

本教材所选素材全部来自近期出版的英、美等英语国家的报刊、书籍,贴近生活,贴近时事。为了让大学生们多接触到真实(authentic)英语,体验时代气息,选材力求内容丰富,趣味性强,涉及大学生生活和就业、金钱与幸福观、家庭、教育、情感、社会问题,直至人口、全球化等现实世界生活的多个方面,可让学生在提高英语能力的同时,汲取更多的文化、社会知识,增强综合素质。

本教材特别突出学生学习的“自主性”,将课堂学习与课后学生自学相结合。按目前的大学英语教改方案,考虑到大学英语四、六级考试改革后推出的阅读理解部分中的仔细阅读理解和快速阅读理解之分,每册书编排10~11个单元,每单元有2篇快速阅读和1篇泛读。快速阅读部分选材较短,生词也较少,主要训练学生快速阅读理解的能力,学生可记录阅读时间,理解题对错比率,并参考《课程要求》中的一般要求阅读速度(70~100词/分钟)或较高要求的阅读速度(80~120词/分钟),设定适合自己的目标。泛读部分,旨在扩大学生的相关话题阅读面,更多地接触有关的信息知识和英语语言表达形式。在泛读材料的阅读理解后,我们还编写了适量的练习,以训练学生的篇章综合能力,并将重点放在篇章阅读理解和篇章词汇理解两个方面,习题形式包括多项选择、选词填空、是非判断、句子填充、错误辨认并改正、简短回答及翻译。

本教材考虑到大学英语课程的实际,对阅读材料的量采取“精”的方式处理;总量适当,力求培养大学生的自主学习和独立思考的能力。我们希望,本教材能作为



英语学习的一座桥梁, 帮助学生直接进入真正的英语阅读世界。

本教材的1~4册在整体框架结构上是一致的, 但是考虑到目前大学英语教学的多样化形式, 在细节的处理上各有特点。如1~2册泛读课文的生词部分均含音标, 考虑到第3、第4学期的教学实际, 第3~4册中相应部分采用只给出词性和释义的形式, 以强化学生阅读的能力。

本教材编写时间仓促, 不足之处, 恳请广大读者和同仁不吝指教; 承蒙华中科技大学出版社杨鸥老师等的大力支持, 在此表示衷心感谢。

编 者

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Unit 1

American Higher Education

Fast Reading A

Length of Text: 533 words

Target Time: 6.7 minutes

Target Speed: 80 wpm

Starting at: _____

Finishing at: _____

Time Taken: _____

Reading Speed: _____

Comprehension Score: _____

A Professor in USA

1 In the United States a university professor is granted a few months of freedom from his duties approximately (*ad.* 大约) every seventh year for travel or advanced study. This period of freedom from teaching is called a "sabbatical leave" (公休假). Its purpose is to give the professor experiences which will make him a wiser person and a better teacher when he returns to his university.

2 At the age of 51, Dr. Coleman, president of Haverford College, was determined to escape from university life for a few months and to get a variety of experiences in the world of work. He especially wanted to learn about people. People who do hard physical labor were particularly interesting to him.

3 Telling no one of his plans, Dr. Coleman started his sabbatical leave on a farm in Canada, hundreds of miles from his college. Getting up at 4:30 each morning, working thirteen hours a day in fields and barns, he prepared himself physically for his next job, digging ditches, in Atlanta, Georgia. After that, the college president washed dishes in a Boston restaurant. During the last ten days of his leave, he worked as a garbage collector.

- 4 This unusual sabbatical leave was conducted in great secrecy (n. 保密, 秘密). Coleman telephoned his family once a week, "Just to let someone know where I was and that I was healthy." None of his students or co-workers at Haverford College knew what their president was doing. On each job he avoided letting people know who he was. "When people would ask me about myself, I'd try to turn the conversation back to them," he explained. "Some co-workers might have thought I was a little different, a little quiet maybe, but I doubt anyone knew I was a college president.
- 5 There was only one employer who sensed something unusual. At a restaurant in Boston. I had been on the job exactly one hour—I was washing dished—when the boss came over and said, 'I'm afraid you won't do,' and handed me two dollars. Immediately I asked him why, but he just said, 'It's not your work. Sorry.'"
- 6 That was the first time in more than thirty years as a job holder that Coleman had heard such words. It helped him understand how a man of his age might feel when he suddenly realized he had lost his job.
- 7 After two months of working with his hands, Coleman returned from his unusual sabbatical leave, convinced that the experience had been worthwhile. He had some good things to say about people who do hard physical work. "A lot of my co-workers would complain when the work was too heavy," he said, "but they'd complain a lot more when there was nothing to do."
- 8 He found that pride and satisfaction came chiefly in the form of praise from co-workers. Even though pay was important, what brought the greatest satisfaction was knowing that someone had noticed how a job was being done.
- 9 At the end of his sabbatical leave, Dr. Coleman felt that his time had been well spent. He now believes that every young person should be required to spend at least half a year in the world of work before starting university studies.

**Comprehension exercises.**

1. Which of the following is false?

John R. Coleman is _____.

- A. a professor
B. a physician
C. holding a doctor's degree
D. President of Haverford College

2. Dr. Coleman took the sabbatical leave because he _____.

- A. was entitled to
B. was tired of the university life
C. wanted to get a variety of experiences in the world of work
D. was interested in doing physical labor

3. The purpose of a sabbatical leave is to give a professor a chance to _____.

- A. travel around
B. go to the world of work
C. enrich his knowledge and experience, making himself a wiser and better teacher
D. relax completely so that he can work better in the future

4. Mr. Coleman has done the following jobs EXCEPT _____.

- A. farming
B. digging ditches
C. restaurant management
D. washing dishes

5. The sentence "handed me two dollars" means Dr. Coleman was _____.

- A. then a worker paid by hours
B. doing a good job
C. not fit for the job
D. dismissed

6. The story tells that _____.

- A. it is not easy to keep a secret and Mr. Coleman is finally recognized by someone
B. it is easier to be a job holder than to be an employee
C. it is easier to lose a job than to get a job
D. it is required young men should spend at least six months in the world of work before starting university studies

7. At the end of his sabbatical leave he convinced himself that _____.

- A. young persons must spend at least half a year in the world of work before starting university studies
B. the experience has been worthwhile
C. praises from co-workers had given him pride and satisfaction
D. he now realized how a man of his age might feel when he lost his job

Fast Reading B

Length of Text: 546 words

Target Time: 7 minutes

Target Speed: 80 wpm

Starting at: _____

Finishing at: _____

Time Taken: _____

Reading Speed: _____

Comprehension Score: _____

Community Colleges in America

Community colleges offer advantages to international students starting their higher education in America. Although there are differences among community colleges from one state to another, they all share the common purpose of teaching. Unlike large universities where instructors (*n.* 教师) are chosen primarily on the basis of their published research, community college professors are chosen on the basis of their ability to teach. It is common practice in large universities for professors to lecture to 300 students in introductory courses in subjects like economics, history and psychology. It is left to graduate students acting as teaching assistants to explain the course material in smaller meetings. The same introductory course is taught by a professor in a community college who meets with a class of 30 or 40 students three hours a week. The professor knows his students by their names and personally corrects their exams and papers.

Community colleges are also more accessible (*a.* 可以接近的) to international students than most universities. While most universities require a minimum of 550 on the TOEFL test, many community colleges accept students with a TOEFL level of 450. Although students must take English as a Second Language course in community college to bring their English up to university-transfer course level in mathematics and other subjects, they do not require intensive reading and essay writing.

International students may have a difficult problem in choosing the best university for their needs in America. By starting at a community college, students

have two years to choose the university where they will complete the final two years and earn a BA (文学学士学位) or BS (理学学士学位) degree. They will also be admitted by the universities as third-year students on the basis of their grades in the transfer-level courses they have taken in the community college.

4 Unlike the system in Europe and Asia, where students take only courses in their major field of study throughout their higher education, all undergraduates in America must take introductory courses in several fields, including humanities, science, and mathematics before taking the advanced courses in their major field. Community college offer students the same opportunity to take the same general education courses they would take at the university. Not only will the community college students receive more personal attention, they will also pay far lower tuition than they would at a university.

5 In California, international students pay about half the tuition at a community college than they would at a campus of the University of California and about one third of the tuition they would pay at a private university. Because community colleges are part of the state system of higher education, both the University of California and California State University accept courses taken at the community colleges exactly as their own courses. The University of California also gives priority (*n.* 优先权) to community college students in accepting students for transfer if they have completed the general education courses with a high enough grade point average.

6 While community colleges generally do not have dormitories, those with quality international students programs provide assistance in finding economical housing in homestay (*n.* 当地居民家) or apartments. Most students find these arrangements offer more privacy and flexibility (*n.* 灵活性) than dormitory living. Many of the leading community colleges also offer special counseling (*n.* 咨询) and orientation (*n.* 指导) sessions for international students that help ease the transition (*n.* 转换) to higher education in America.



Comprehension exercises.

1. Which of the following do community colleges offer to international students?
 - A. Professors in community colleges pay more attention to students.
 - B. Courses in community colleges are easy to study.
 - C. Fewer credits will be required in a community college than in a state or private university.
 - D. Mathematics students don't need to study English.
2. What is the main difference of teachers between community colleges and large universities?
 - A. Teachers at large universities are usually world-class experts, while those at community colleges are not.
 - B. Teachers at large universities do not know students' names, while those at community colleges do.
 - C. Teachers at large universities teach very little, while those at community colleges give detailed teaching.
 - D. Teachers at large universities are chose mainly on the basis of their published research, while those at community colleges are chosen on the basis of their ability to teach.
3. What do community colleges and large universities have in common?
 - A. Professors have to lecture to 300 students in introductory courses.
 - B. Professors are chosen on the basis of their ability to teach.
 - C. International students are easy to be admitted.
 - D. Introductory courses are almost the same.
4. A student starting at a community college may be taken in by large universities so long as he takes _____.
 - A. the TOEFL test again and gets a grade no less than 550
 - B. introductory courses in several fields of general education
 - C. the transfer-level courses in the community college and gets a good grade
 - D. the advanced courses in the field he specializes in
5. "They will also be admitted by the universities as third-year students..." (Para.3). "They" refers to _____.
 - A. international students
 - B. students at community colleges
 - C. community colleges
 - D. large universities



6. It can't be inferred from the passage that _____.
 A. the tuition at a campus of the University of California is about two-thirds of the tuition at private university
 B. the university of California provides chances for the students who want to transfer from community colleges
 C. the tuition at a campus of the University of California is much higher than that at California State University
 D. the University of California belongs to the system of higher education as community colleges do
7. Which of the following statement is NOT true?
 A. Community colleges generally don't have dormitories.
 B. Most international students like to find cheap places to live in.
 C. Dormitory living could not offer privacy and flexibility.
 D. Many famous community colleges help international students adapt themselves to a new social environment.

Extensive Reading

How to Save Money

I will never forget one day in my first year in high school. I was sitting on the stairs *descending* into the *basement*, putting my head in my hands and crying out in *despair* to parents that I would never be able to save enough money for college. My parents tried to *console* me, but it seemed impossible to save \$64 268, the cost for private *institution* that I desperately wanted to attend.

Now let me tell you the amazing story of how I earned this sum of money.

It all began with a paper *route* in Ankeny, IA^①. I hated *delivering* that route, but was determined to stick it

descend v. 下来, 下降

basement n. 地下室

despair n. 绝望, 失望

console v. 安慰

institution n. 公共机构, 协会

route n. 路线, 路程

deliver v. 递送

out^② for six months until my family moved to Wausau, WI^③. With few *meager* dollars from my paper route, a small nest egg began to develop.^④ My next job was with an *athletic* company as a telephone customer service *representative*. The savings account continued to grow very slowly. Then, the fall of my junior year of high school, I began to waitress at Denny's restaurant. It was hard work, but the money began to roll in and this job paid at least twice as much money per hour.

By the time my senior year arrived, I had saved a *considerable* amount of money. This was encouraging, but I knew that I would also need some help, so began the process of applying for scholarships. Sometimes it was discouraging because I was *rejected* again and again. Then, my first scholarships offer came in, \$2 000 a year to play tennis. This is only a small dent at a school that costs approximately \$14 000 a year, but it was a start. Several other *academic* scholarships also came my way and soon I was up to have \$9 050 in scholarships. Between scholarships and savings, I had enough money for my first year!

Another interesting development *emerged*. I began testing out of classes^⑤. Running anxiously to the mailbox in *anticipation* of my test scores became part of my daily routine. Excitement mounted as text after test came back with passing results. Each passing result saved me *approximately* \$1 000 in *tuition* and then enabled me to graduate a year early. This would save room and board expenses^⑥ as well.

Finally, I was off to college. Because of careful saving, I did not have to work during the school year. Then, summer hit and it was time to work harder than ever. I continued working as a waitress at night, *instructed* tennis

meager a. 瘦的, 贫乏的, 不足的

athletic a. 运动的

representative n. 代表

considerable a. 相当大的, 相当多的

reject v. 拒绝, 不接受

academic a. 教学的, 学术的

emerge v. 显现, 浮现, 暴露

anticipation n. 预期, 预料

approximately ad. 近似地, 大约

tuition n. 学费

instruct v. 教, 教导, 指示

camps several mornings a week and worked as a secretary for a few hours in the afternoons. Being a little *overzealous*, I decided to also take a class at a community college. This class at the community college saved me \$650. It was an *exhausting* summer and made me anxious to return to my relatively easy life at college.

During my second and third years of undergraduate schooling, I decided to work about five hours per week in the campus *admissions* office^⑦ answering phones. This provided a little spending money and kept me from *draining* my savings.^⑧ The overall situation looked hopeful as I *approached* my senior year as long as I could make as much money as I had the *previous* summer. That is when I decided to go to Israel to study for 3 weeks. I hesitated in making this decision and had just about decided not to go because it would cost me \$1 600 more to get the *credits* in Israel.^⑨ About two weeks later my Mom called to tell me that I had \$1 600 in the bank that I had forgotten about! One of my concerns about this trip was not only the cost, but the loss of time to make money; however, I made as much that summer in the ten weeks that I was home as I had made during fourteen weeks that I was home the summer before. The way everything worked together to make this trip *feasible* was one of the most exciting things that has ever happened to me.

Finally, my senior year of college was upon me and to keep things interesting, I decided to buy a car. I obviously did not have a lot of money to spend for a car and yet I wanted something *reliable* to make the ten-hour trips between home and school.^⑩ I searched many newspaper ads and my father and I began searching for good used cars. I was *ecstatic* when I found a crashed car that had

overzealous a. 过分热情的

exhausting a. 使用尽的, 令人疲惫不堪的

admission n. 允许进入, 入学

drain v. 排出, 流掉

approach v. 走近, 靠近

previous a. 在前的, 早先的

credits n. 学分

feasible a. 可行的, 切实可行的

reliable a. 可靠的, 可信赖的

ecstatic a. 狂喜的, 心醉神



been fixed up for only \$4 200.

Then, I also attended an 8-week course on marriage and family in Colorado. This was an *incredible* experience that taught me a great deal about my worldview and how to develop a healthy family. This experience was also very costly, \$4 000. I was surprised to find that I had graduated with no debt and so many *remarkable* journeys along the way.

This experience has shaped me in many important ways. The first thing that I learned was the importance of a strong work *ethic*. Working long hours did a lot to mold my character and helped me learn the value of a dollar. It also made me learn how to craft *creative* solutions to difficult *dilemmas*.^①

Whenever I am *overwhelmed* or afraid of future, I can remember my \$64 268 *miracle*.

迷的

incredible a. 难以置信的

remarkable a. 不平常的, 非凡的

ethic n. 道德规范, 伦理

creative a. 创造性的

dilemma n. 进退两难的局面, 困难的选择

overwhelm v. 淹没, 覆没, 受打击

miracle n. 奇迹, 奇事

Notes

- ① IA: Iowa (衣阿华州) 的缩写形式, 它是美国中北部一个州, 1846 年被接纳为第 29 个州。德梅因是该州首府, 也是该州最大的城市。
- ② stick it out: 坚持到底
- ③ WI: Wisconsin (威斯康星州) 的缩写形式, 它是美国中北部一个州, 1848 年作为第 30 个州加入。首先由法国殖民者建立, 1763 年割让给大不列颠, 1787 年成为西北地区的一部分。麦迪逊市是该州首府, 密尔沃基市是该州最大的城市。
- ④ With few meager dollars from my paper route, a small nest egg began to develop. 随着每天送报纸换来的几块钱, 我的存款开始慢慢地多了起来。
small nest egg 比喻“存款”。
- ⑤ testing out of classes: 通过自修的形式参加考试以取得学分
- ⑥ room and board expenses: 食宿开支
- ⑦ admissions office: 招生办公室