

总主编：肖建安

主 编：熊丽君

# 大学英语 快速阅读教程

arents owe their children privacy  
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best way to teach such values is by example. A child who is lied to will lie. A child who sees his parents steal  
tools from the factory or towels from a hotel will think that it is all right to steal. A youngster who sees no  
laughter and no love in the home will have a difficult time laughing and loving.

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

# 大学英语 快速阅读教程

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藏书章

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# 前言

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英语快速阅读能力的培养是大学英语教学的重要任务。

大学英语快速阅读的教学目的是培养学生的英语综合理解和快速反应能力，特别是思辨性的理解能力，提高英语综合水平，使之在今后的工作和社会交往中能用英语有效地进行信息交流，以适应我国社会发展和国际交流的需要。

《大学英语快速阅读教程》是以新的《大学英语课程教学要求（试行）》为指南，在参考国内外多种英语快速阅读教材的基础上，根据编者多年从事大学英语快速阅读教学的经验，以及我国大学生目前整体英语水平和实际英语能力编写而成。

本教程共分4册，每册18个单元，每单元三篇课文，长度大约为700—1,200词。其中Text A略难于Text B和Text C，为教师课堂训练和指导的材料，Text B和Text C供学生自我训练用。

每篇课文后精心设计针对性较强的10个相关练习题，其中前面7个为正误判断题，后面3个为填空题，大多数答案是原文中出现的词语，要求读者在15分钟内完成。书后附有练习的参考答案。文章中的超纲词在括号内用汉语进行标注，便于阅读理解。

本套教材的编写体现了如下特点：

内容新：阅读材料选自近几年的国内外书刊原文；

选材广：题材涉及友谊、环保、历史、科普等，体裁涉及叙事文、议论文、书信、广告宣传等；

题型活：按照新的《大学英语课程教学要求（试行）》进行题型设计，采取了主观题和客观题相结合的办法，便于检验读者的阅读水平；

难度适中：采取循序渐进的原则，注意了每册书之间的难易梯度。

参加本教程编写的单位有：长沙理工大学、中南林业科技大学、湖南农业大学、湖南工业大学、湖南工程学院等。

本教材在编写过程中得到了曾凡贵、刘明东等教授的指导和帮助，得到了外语教学与研究出版社的大力支持，在此一并表示感谢。

编者  
2006年4月于长沙

# 快速阅读理论与策略

## 一、快速阅读的理论依据

阅读常常被认为是信息的被动接收过程，信息在传递过程中，可能会遇到障碍，信息接收者的脑海里产生了疑问。读者是否能完全接收到作者的信息，取决于读者对信息的难易程度和信息类型的了解。在阅读过程中，读者能否将被动信息迅速转化为主动接收信息，取决于读者自身的知识和经历。Goodman (1967) 以及Smith (1971) 认为：阅读是积极的认知过程，阅读效率高的读者根据阅读材料的线索期望对阅读内容作出预测，然后迅速确认或排除这些预测。信息确认后，读者就在大脑里贮存主题信息。

根据不同阅读目的和不同类型的阅读材料，阅读理解可分为如下几种类型：一是字面理解 (literal comprehension)，即理解、记忆或回忆文章中明确表述的信息；二是推理性理解 (inferential comprehension)，指运用读者的经验和直觉通过推理去寻找文中隐含的信息；三是评论性或评价性理解 (critical or evaluative comprehension)，即把文章中的信息主旨与读者本人知识和价值观念进行比较；四是欣赏性阅读 (appreciative comprehension)，即通过阅读文章得到感情上或认知上的共鸣。快速阅读就是迅速、准确地获取所需信息，并对相关问题迅速作出判断。读者的阅读速度取决于对阅读技巧的运用。

Jeremy Harmer (1983) 把阅读技巧定义为接收性技巧 (receptive skills)，共分为6项：(1) 预测技巧 (predictive skills)，即读者对课文内容作出预测，边读边理解所预测内容是否与课文内容相符；(2) 寻读 (scanning)，即提取某个信息；(3) 略读 (skimming)，即获取全文大意；(4) 获取细节信息 (extracting detailed information)；(5) 根据上下文推断意义 (deducing meaning from context)；(6) 辨认 (识别) 语法功能，语篇结构及提示词 (recognizing function and discourse patterns and markers)，即识别文中的时态、指示代词等，识别文章的种类，文章的论点、论据，识别承上启下词等。

读者在快速阅读过程中，常常运用的阅读技巧有：略读 (skimming，抓住主要信息、忽略次要信息)，寻读 (scanning，即带着目的阅读，迅速在文中寻找相应信息)，交互型阅读方法 (interactive reading，即采取自上而下、自下而上的阅读方法全面理解语言信息)等。

在传统阅读中，大脑对文字信息处理的过程是书面的文字信息对眼睛产生光学刺激之后，视网膜把这种物理过程转化为神经活动，由此传送到大脑的视觉中枢，由视觉中枢处理后再传达到语言中枢，语言中枢再传递到听觉中枢，最后由听觉中枢传输到记忆中枢。这种阅读实际是在“读书”，而不是在真正“看书”。而快速阅读是一种“眼脑直映”式的阅读方法，它是将书面的文字信息对眼睛产生光学刺激之后所产生的整体文字图像，直接传送到右脑以图像的形式记忆住，之后再由大脑将文字图像解析出来。快速阅读这种“眼脑直映”式的阅读方法省略了语言中枢和听觉中枢这两个可有可无的中间环节，即文字信号直接映入大脑记忆中枢进行理





解和记忆，省去了发声阅读或心声阅读的环节，这是一种单纯运用视觉的阅读方式。“眼脑直映”式的快速阅读才是真正意义上的“看书”。

由于人的思维反映非常迅速，特别是大脑内的言语思维，有很强的跳跃性和简缩性，常常是一闪而过。但是在传统阅读中，文字信息在到达大脑记忆中枢的过程中，一定要有听觉中枢的参与，由于听觉中枢要将文字转化为声音，而声音又只能一个一个“串行”式地传输到大脑，所以，精读不能很快且大量地提供给大脑足够的信息进行处理，这样一快一慢，两者不能协调运作，效率当然就很差，阅读速度自然受影响和牵制而快不起来。快速阅读时就应特别注意眼脑配合的训练。

就阅读的理解和记忆效果而言，快速阅读能利用人脑对图像的超强记忆能力来整体记忆摄入的文字，运用经训练后所具备的优良的超宽视觉能力，大量和快速地摄取文字信息，使得提供信息的速度和大脑处理信息的节奏更接近，更容易协调和匹配，能够在很短的时间处理大量的文字材料。所以经过严格、科学、系统的快速阅读训练，大脑的理解记忆水平毫不逊色于传统阅读方式下的理解记忆。一个技巧熟练的快速阅读者，在速读时的理解记忆效果也比较好。所以速读是最有利于记忆的阅读。

二、大学英语快速阅读的基本要求

快速阅读的目的是扩大阅读范围，增加词汇数量，提高阅读速度，丰富语言知识，增强学生英语语感，培养学生独立和广泛阅读的能力。新的《大学英语课程教学要求（试行）》对大学英语快速阅读作出了定性定量的具体要求，根据学生情况分为3个不同层次：

《大学英语课程教学要求（试行）》对快速阅读能力的要求

要求层次	阅读速度(词/分钟)	阅读要求
一般要求	100	能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节，阅读理解准确率不低于 70%。
较高要求	120	能就阅读材料进行略读或寻读，并能正确理解中心大意，抓住主要事实和有关细节，阅读理解准确率不低于 75%。
更高要求	未规定	能读懂有一定难度的文章，理解其意义，能借助词典阅读英语原版教材和英语国家报刊杂志上的文章，能比较顺利地阅读所学专业的综述性文献。阅读理解准确率不低于 80%。

### 三、大学英语快速阅读的特性

所谓快速阅读就是利用视觉运动的规律,通过一定的方法训练,在较短的时间阅读大量的文字资料的一种科学的摄入信息的方法。快速阅读这一概念的内涵应由以下几个属性构成:

①阅读文字材料的快速性;②阅读文字材料的无声性;③阅读方法的科学性。

#### 阅读文字材料的快速性

要达到阅读的快速性,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(目光沿着点、圆、抛物线等图形快速移动)、词谱法,或用投影仪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“意群”跳到另一个“意群”进行识读(意群是由多个单词组成的)。这个过程中,眼球按“凝视——跳跃——凝视”的程序不断运动,例如:

The man in/the brown coat/was reading a book.

在熟练跳读练习之后,可进行扩大视力识读文字单位面积的训练。首先进行5个单词的练习,练习时主视区总应放在中间,也就是主视区中间的3个单词,两边单词用余视力扫视。例如:

We/have a colour/TV.

5个单词的训练熟练之后,就可加宽视区练习,一下看6—7个单词,甚至达到9个单词,逐渐加宽视区范围,延长目光移视长度,这样就能缩短凝视时间,达到快速阅读的目的。

#### 阅读文字材料的无声性

阅读时无声要比有声快,这是因为有声阅读是眼、脑、口、耳四个器官一起活动,文字符号反映到眼睛后再传到大脑,大脑命令嘴发音,耳再监听辨别正确与否。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,因而它的速度要快。快速阅读的信息转换方式为:书面信息→眼睛扫描信息→大脑记忆中枢的信息。因此可用特殊方法和手段消除读音和心音。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,对特别顽固的不发音不能阅读的人,还可用一套自创歌曲,边唱边读,获得“眼脑直映”式的快速阅读效果,最后达到无音阅读以提高阅读速度。

#### 阅读文字材料的科学性

阅读的科学性是提高阅读效果的重要环节。在快速阅读时,读者必须通过直觉、联想、想象、逻辑分析和综合判断等一系列思维活动,才能把按顺序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。进行科学阅读可以采纳以下几个技巧:



### 1. 略读的运用

略读是用最快的速度抓住文章大意。为了提高阅读速度首先应抓住关键词句, 因为它是连接上下文的纽带, 快速阅读时只注意瞬时关键词, 其他便可迎刃而解。抓住关键句子也就是找出主题句, 主题句是文章中用来概括大意的句子, 主题句往往是每个段落的第一个句子, 有时可能是最后一个句子, 在特殊情况下可能出现在段落当中。通过识别主题句, 可以快速、准确地抓住文章中各个段落的主要意思。如果抓住了每一段落的大意, 就抓住了全文中心思想。在阅读中识别主题句, 准确理解其意思, 可帮助读者了解作者的行文思路, 分析文章的内容结构, 弄清各个段落之间的逻辑关系, 有利于提高阅读速度和理解的准确性。

### 2. 寻读的运用

寻读指有目标地去找文中某些特定信息。对文章有所了解(即略读)后, 在文章中查找与某一问题、某一观点或某一单词有关的信息, 寻找解题的可靠依据。寻读时, 需快速扫视文章, 确定所查询的信息范围。同时, 还应该注意题目中体现出的所查信息的特点。例如在问题或填空的句子中涉及到人名、地名时, 则寻找首字母大写的单词; 有关日期、数目的问题, 则要查找具体数字; 有关某个事件、某种观点等, 就需要寻找与此相关的关键词, 而与所查信息无关的内容可一掠而过。如在: In the United States the building of landfills is the job of both federal and local governments 一句中, 一些特殊的用词 United States、building of landfills 能提示读者顺利找到原文 In the United States, taking care of trash and building landfills are local government responsibilities, 由此本命题的正误判断练习 In the United States the building of landfills is the job of both federal and local governments 的答案也就一目了然了。

### 3. 逻辑关系的运用

快速阅读理解能力的提高尤其应注意文章中逻辑关系的运用。逻辑关系体现在句子内部、句子以及段落之间。最基本的逻辑关系有以下几种:

- ① 因果关系: as a result、therefore、hence、consequently、because、for、due to、thence、consequently 等。
- ② 并列、递进关系: and、or、then、in addition、besides、in other words、moreover 等。
- ③ 转折关系: however、but、yet、in fact 等。

读者常见的这些逻辑提示词不但能衔接文章的句子, 而且还提示读者哪些句子是有效信息, 哪些是相对重要的信息, 哪些是相对不重要的。读者在处理文章的时候, 必须思路清晰, 才不会整版阅读文章, 转而重点去寻找能帮助获取主旨信息的关键词。例如: You have just finished your meal at a fast-food restaurant and you throw your uneaten food, food wrappers, drink cups, utensils and napkins into the trash can. You don't think about that waste again. On trash pickup day in your neighborhood, you push your can out to the curb, and workers dump the contents into a big truck and haul it away. You don't have to think about that waste again, either. But maybe you have wondered, as you watch the trash truck pull away, just where that garbage ends up. 该段最后一句话里的but, 说



明该句的逻辑主旨发生了变化，因此，转折逻辑词之前的信息就显得并不重要了。简单的处理方法是重点扫视转折词之后的信息。同样，并列、递进关系等词，意味着其前后衔接的信息主旨未发生变化，只突出了前后句子主旨的相似性，所以阅读其中一半便可。这样，既保证了阅读质量，又提高了阅读速度。如在 *How Is a Landfill Operated?* 中有这样一段：

Along the site, there are drop-off stations for materials that are not wanted or legally banned by the landfill. A multi-material drop-off station is used for tires, motor oil, lead-acid batteries. Some of these materials can be recycled.

In addition, there is a household hazardous waste drop-off station for chemicals (paints, pesticides, other chemicals) that are banned from the landfill. These chemicals are disposed of by private companies.

其中in addition意味着其后内容和上一段信息主旨基本一致，可以放弃本句的阅读。

#### 4. 标点符号的运用

标点符号(破折号、小括号、冒号)可用于了解生词或句子的含义。由于快速阅读用词相对比较简单，很容易理解和把握标点前的被解释信息，所以，可以将这些标点符号后面的信息删除，从而更加快速地把握文章的主旨。例如：

Dump—an open hole in the ground where trash is buried and that is full of various animals (rats, mice, birds). (This is most people's idea of a landfill!)

Landfill—carefully designed structure built into or on top of the ground in which trash is isolated from the surrounding environment (groundwater, air, rain). This isolation is accomplished with a bottom liner and daily covering of soil.

Sanitary landfill—landfill that uses a clay liner to isolate the trash from the environment.

Municipal solid waste (MSW) landfill—landfill that uses a synthetic (plastic) liner to isolate the trash from the environment

在 dump、landfill 之后分别有一个破折号，其作用在于对前者进一步进行解释，明白这些单词的基本含义后则可放弃其后信息的阅读。因为阅读理解强调把握文章主旨信息，而不是具体的细节信息。

#### 5. 特殊信息点的运用

“特殊信息点”指文章中很容易识别的词汇，诸如时间、数字、大写字母等形式的语言点。这些信息点一方面很容易识别出来，另一方面，其表现的一般都是文章的琐碎信息，对于主旨的理解和把握而言，不过是更进一步论证说明而已，因此，可以忽略这些信息的阅读。如果测试题中确实涉及到了，再回来细读也无妨，毕竟它们的表现形式非常利于查找和定位判断。如：

The trash production in the United States has almost tripled since 1960. This trash is handled in

various ways. About 27 percent of the trash is recycled or composted, 16 percent is burned and 57 percent is buried in landfills. The amount of trash buried in landfills has doubled since 1960.

在这段文字中充斥了大量的数字信息，可以判断该部分信息为具体描述，可以放弃阅读。

总之，快速阅读旨在培养学生在短时间内获取篇章主旨和特定信息的能力，因此，它更强调正确的阅读方法和技巧的运用。只要掌握一定的方法，培养良好的阅读习惯，就能取得事半功倍的效果。

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# Unit 1

**Directions:** In this part, you are to go over three passages quickly within the given time and answer the questions that follow.

For questions 1-7, mark

**Y** (for YES) if the statement agrees with the information given in the passage;

**N** (for NO) if the statement contradicts the information given in the passage;

**NG** (for NOT GIVEN) if the information is not given in the passage.

For questions 8-10, complete the sentences with the information given in the passage.

## Text A

### What Do Parents Owe Their Children?

**Words:** 774 **Reading Time:** 8 minutes

If I had to select a word that best describes the majority of American parents, that word would be guilt-ridden (内疚的). How sad it is to see parents become the willing victims of the “give-me game”, only to discover that, no matter what they do, it isn’t enough. In the end, they are despised (轻视) for their lack of firmness and blamed when their spoiled children get into trouble. With this in mind, I shall first answer the question: “What do parents owe their children?” And I shall start with what they don’t owe them.

Parents don’t owe their children every minute of their day and every ounce of their energy. They don’t owe round-the-clock (日夜不停的) car service, singing lessons, tennis lessons, expensive bicycles, a motorcycle or a car when they reach sixteen, or a trip to Europe when they graduate.

I take the firm position that parents do not owe their children a college education. If they can afford it fine, they can certainly send them to the best universities. But they must not feel guilty if they can’t. If the children really want to go, they’ll find a way. There are plenty of loans and scholarships for the bright and eager who can’t afford to pay.

After children marry, their parents do not owe them a down payment (首付) on a house or money for the furniture. They do not have an obligation to baby-sit or to take their grandchildren in their home when the parents are on vacation. If they want to do it, it must be considered a favor, not an obligation.

In my opinion, parents do not owe their children an inheritance (遗产), no matter how much money they have. One of the surest ways to produce a loafer (游手好闲的人) is to let children know that their future is assured.

Do parents owe their children anything? Yes, they owe them a great deal.



One of their chief obligations is to give their children a sense of personal worth, for self-esteem is the basis of a good mental health. A youngster, who is constantly made to feel stupid and unworthy, constantly compared to brighter brothers, sisters, or cousins, will become so unsure, so afraid of failing, that he (or she) won't try at all. Of course, they should be corrected when they do wrong; this is the way children learn. But the criticisms should be balanced with praises, preferably with a smile and a kiss. No child is ever too old to be hugged.

Parents owe their children firm guidance and consistent discipline. It is frightening for a youngster to feel that he is in charge of himself; it's like being in a car without brakes. The parent who says "No" when other parents say "Yes" sends a double message. He is also saying: "I love you, and I am ready to risk your anger, because I don't want you to get into trouble."

Parents owe their children some religious training. The fact that so many strange cults (偶像崇拜) are enjoying such success is proof that children feel the need for something spiritual in their life.

Parents owe their children a comfortable feeling about their body, and enough information about sex to balance the misinformation that they will surely receive from their friends.

Parents owe their children privacy and respect for their personal belongings. This means not borrowing things without permission, not reading diaries and mail, not looking through purses, pockets, and drawers. If a mother feels that she must read her daughter's diaries to know what is going on, the communication between them must be pretty bad.

Parents owe their children a set of solid values around which to build their lives. This means teaching them to respect the rights and opinions of others; it means being respectful to elders, to teachers, and to the law. The best way to teach such values is by example. A child who is lied to will lie. A child who sees his parents steal tools from the factory or towels from a hotel will think that it is all right to steal. A youngster who sees no laughter and no love in the home will have a difficult time laughing and loving.

No child asks to be born. If you bring a life into the world, you owe the child something. And if you give him his due, he'll have something of value to pass along to your grandchildren.

- ( ) 1. According to the author, most American parents spoil their children too much.
- ( ) 2. Parents don't have to pay for their children a motorcycle or a car when they reach sixteen.
- ( ) 3. Parents must send their children to the best universities.
- ( ) 4. Parents don't have obligation to look after their grandchildren.
- ( ) 5. A child doesn't need to be hugged when he grows up.
- ( ) 6. A mother can read her daughter's diaries and mail.
- ( ) 7. Parents don't have their right to choose whom their children are going to be married to.
- 8. The reason why the author chooses the word "guilt-ridden" is that he thinks \_\_\_\_\_ too much.

9. From the sentence “A child who is lied to will lie”, we can conclude that parents should \_\_\_\_\_ to the children.
10. From the passage, we could know that children should be \_\_\_\_\_ no matter how rich their parents are.

## Text B

### A Father's Heartfelt Words

**Words:** 986    **Reading Time:** 10 minutes

My 23-year-old son Dan stood in the doorway, ready to say goodbye to his home. His rucksack (帆布背包) was packed and ready for the journey. In a couple of hours he was going to fly out to France. He was going to be away for at least a year to learn a foreign language and experience life in a foreign country.

It was a milestone (里程碑) in Dan's life, a transition (转变) from school days to adulthood. When we were to say goodbye, I looked closely at his face. I would like to provide him with some good advice that would last longer than just here and now.

But not a sound came over my lips. There was nothing that broke the silence in our house by the sea. I could hear the sharp cry of the seagulls outside, while they circled over the ever-changing and roaring surf. Inside I stood motionless and silent, looking into my son's green eyes with that penetrating (有洞察力的) look.

I knew that this wasn't the first time I let such an opportunity pass me by, and that made everything even more difficult. When Daniel was a little boy, I followed him to the bus on his first day in preschool. I felt the excitement in his hand that held mine when the bus came round the corner. I saw the color spread in his cheeks when the bus stopped. He looked at me—just like he did now.

What's it like, Dad? Can I do it? Will I do all right? And then he boarded the bus and disappeared. The bus drove away. And I hadn't said a word.

Some ten years later, a similar episode took place. His mother and I drove him to the university where he was going to study. On the first night he went out with his new friends, and when we met the next morning, he threw up (呕吐). He was sick with glandular fever (腺热), but we thought he had a hangover (宿醉).

Dan was ill in bed in his room when I wanted to say goodbye. I tried to come up with something to say, something that could inspire courage and self-confidence in him in this new era of his life.

Again the words let me down. I mumbled something like “I hope you're better, Dan”. Then I turned around and left.

Now I stood in front of him and recalled all the times when I hadn't made use of those opportunities. How often has that not happened to all of us? A son graduates or a daughter is married. We do what has to be done at those kinds of ceremonies. But we don't pull our children aside to tell them what they have meant to us. Or what they might expect of the future.

There was one chance I didn't miss, however. One day I told Dan that the biggest mistake in my life was that I had not taken a year's sabbatical (假期) after I graduated from university. I could have traveled around the world, because I believed that was the best way to get a deeper insight to life. When first I was married and began working, the dream about living in another culture soon had to be shelved.

Dan thought about it. His friends told him it was crazy of him to put off his career. But he quickly realized that probably it was not that bad an idea. And after he graduated from university, he worked as a waiter, a messenger, and an assistant in a bookstore, so he could make enough money to go to Paris.

The night before his departure, I lay twisting and turning in bed, puzzling about what to tell him. I couldn't think of anything. Maybe, I thought, it wasn't really necessary after all. Seen in the perspective of an entire life, how important is it that a father tells his son what he thinks of him deep inside?

But when I stood in front of Dan, I knew that it really did mean something. My father and I were fond of each other, and yet I have never felt sorry that he never expressed his feelings for me in words, that I didn't have a memory of such a moment. Now I felt my palms becoming moist and my throat draw together. Why does it have to be so difficult to tell your son what you feel? My mouth was dry, and I knew that I could only say a few words.

"Dan," I finally stammered out (结巴地说). "If I had the choice myself, I would have chosen you."

That was all I could say. I was not sure he understood what I meant. But then he stepped towards me and put his arms around me. For a short while the world and everything in it disappeared, and there were only Dan and I in our home by the sea.

He was about to say something, but my eyes welled up and I didn't catch what he said. I only noticed his stubble (须茬) pressing against my face. Then the moment was over, I went to work and a couple hours later, Dan took off with his girlfriend.

It all happened a while ago. I think about him when I walk along the beach. Many miles away he may be hurrying across Boulevard St. Germain, strolling through the halls of Louvre, or having a drink at a café on the left bank of the Seine.

What I told Dan was clumsy and commonplace. It was nothing. And yet it was everything.

- ( ) 1. Dan was going to study in France for about a year.
- ( ) 2. This was the first time I would like to express my feeling for my son in words from school days to adulthood.