

English Fast Reading

英语 快速阅读

主编 陈葵阳 孟艾萍
主审 王吉良 周平



安徽大学出版社

English Fast Reading

英语快速阅读

主 编 陈葵阳 孟艾萍

主 审 王吉良 周 平

江苏工业学院图书馆
藏书章

安徽大学出版社

图书在版编目(CIP)数据

英语快速阅读 / 陈葵阳, 孟艾萍主编. —合肥: 安徽大学出版社, 2006. 8

ISBN 7-81110-201-3

I. 英... II. ①陈... ②孟... III. 英语—阅读教学—高等学校—教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2006)第 100004 号

英语快速阅读

陈葵阳 孟艾萍 主编

出版发行 安徽大学出版社
(合肥市肥西路 3 号 邮编 230039)

联系电话 编辑室 0551-5108498
发行部 0551-5107716

责任编辑 李梅

封面设计 孟献辉

印刷 合肥现代印务有限公司

开本 787 × 1092 1/16

印张 19

字数 436 千

版次 2006 年 9 月第 1 版

印次 2006 年 9 月第 1 次印刷

ISBN 7-81110-201-3/G · 406

定价 27.00 元

如有影响阅读的印装质量问题,请与出版社发行部联系调换

前 言

《英语快速阅读》,面向财经类院校非英语专业一、二年级学生,旨在培养学生快速获取信息的能力。全书分为《基础英语快速阅读》和《商务英语快速阅读》两个分册。《基础英语快速阅读》分册共 20 个单元,每单元 4 篇文章,侧重于同一相关话题,内容涉及语言、文化、信息、科学、社会焦点问题等,供大学一年级学生第一、二学期使用;《商务英语快速阅读》分册也是 20 个单元,每单元 3 篇文章,内容涉及国贸、金融、货币、证券、保险、营销、管理等方面的基本常识,供大学二年级学生第三、四学期使用。所选文章题材丰富,语言规范,篇幅跨度为 250—700 词左右,生词量为 3% 左右,练习形式为多项选择、回答问题和判断是非,并根据大学英语课程对学生的快速阅读能力所作的一般要求(每分钟 100 词),附以阅读所需的时间。

本书由安徽财经大学外国语学院陈葵阳、孟艾萍主编,王吉良、周平主审,吴勇、吴绍华、杨友朝、赵小稳、徐隼、冯娟、章红、马静、张维娜、阎先宝参编。教材编写有一个探索的过程,尤其是《商务英语快速阅读》在国内尚属首次尝试,不足之处,在所难免,敬请指正。

编 者

2006 年 6 月

Contents

基础英语快速阅读

Unit 1	(2)
Passage 1 English Language	(2)
Passage 2 Talking Without Sound	(3)
Passage 3 1066 and All That	(5)
Passage 4 Why English?	(7)
 Unit 2	 (10)
Passage 5 Intelligence	(10)
Passage 6 Intelligence Tests	(11)
Passage 7 How to Study	(13)
Passage 8 Learning to Keep You Cool during Tests	(15)
 Unit 3	 (18)
Passage 9 Energy	(18)
Passage 10 Oil Exploitation	(19)
Passage 11 Petrol	(21)
Passage 12 Atom	(22)
 Unit 4	 (25)
Passage 13 Breakfast and Human Health	(25)
Passage 14 Will It Matter if I Skip Breakfast?	(26)
Passage 15 Healthy Eating	(28)

Passage 16	A Carrot a Day May Keep Cancer Away	(30)
Unit 5	.....	(32)
Passage 17	Nursing	(32)
Passage 18	A Cold or Flu?	(33)
Passage 19	A New Doctor's Dilemma	(35)
Passage 20	The Red Cross	(37)
Unit 6	.....	(40)
Passage 21	Child Learns to Speak	(40)
Passage 22	What Makes Babies Learn?	(41)
Passage 23	Preschool Education	(43)
Passage 24	What Can a Child Do at Five	(45)
Unit 7	.....	(47)
Passage 25	Adult Education in the U. S.	(47)
Passage 26	School without Walls	(49)
Passage 27	Correspondence Schools in the U. S.	(50)
Passage 28	The World-Famous Universities	(52)
Unit 8	.....	(55)
Passage 29	Business	(55)
Passage 30	The Changing Shape of British Industry	(56)
Passage 31	How Britain's Parliament (议会) Makes New Laws	(58)
Passage 32	The Underclass—An Open Wound in Society's Belly	(60)
Unit 9	.....	(63)
Passage 33	Population Control	(63)
Passage 34	Environmental Pollution	(64)
Passage 35	Views of the Future	(66)
Passage 36	Industry and the Environment	(68)
Unit 10	.....	(71)
Passage 37	Iceberg	(71)

Passage 38	The Beauty of Clouds	(72)
Passage 39	Gifts of the Nile	(74)
Passage 40	The Sunspot Connection	(76)
Unit 11	.....	(79)
Passage 41	The High Cost of Living	(79)
Passage 42	Aging	(80)
Passage 43	Mind Your Manners	(82)
Passage 44	The Culture of “Lead Time”	(84)
Unit 12	.....	(86)
Passage 45	The Romans and the Arabs	(86)
Passage 46	Brazil—A Success at Reducing Population Growth	(87)
Passage 47	Take Care, America.	(89)
Passage 48	Memories of Afghanistan	(91)
Unit 13	.....	(95)
Passage 49	Teachers and Actors	(95)
Passage 50	From Song to Sound	(96)
Passage 51	The Deaf Composer	(98)
Passage 52	I. M. Pei	(100)
Unit 14	.....	(103)
Passage 53	Starting Your Own Business	(103)
Passage 54	Self-Sufficiency	(105)
Passage 55	Paying Your Way	(107)
Passage 56	Working Your Way around the World	(109)
Unit 15	.....	(112)
Passage 57	Computer and Brain	(112)
Passage 58	Can Computing Machines Think?	(113)
Passage 59	Electronic Mail Brings Business Closer Together	(115)
Passage 60	Can Computers Replace People?	(117)

Unit 16	(120)
Passage 61 How to Acquire Reading Ability?	(120)
Passage 62 Read Good Books	(121)
Passage 63 What Is a Good Reader?	(123)
Passage 64 Reading—the Most Important Way to Learn English	(125)
 Unit 17	 (129)
Passage 65 Space Telescope	(129)
Passage 66 First Planet from the Sun	(130)
Passage 67 The U. S. Space Shuttle	(132)
Passage 68 E. T. —A Fairy Tale of the Space Age	(134)
 Unit 18	 (137)
Passage 69 Brave New World of Biometrics	(137)
Passage 70 Black Box Tells Its Secrets	(139)
Passage 71 Cloning	(141)
Passage 72 Black Holes	(143)
 Unit 19	 (146)
Passage 73 Women in the Workforce	(146)
Passage 74 Feminine Force	(148)
Passage 75 Men and Women	(150)
Passage 76 Women	(152)
 Unit 20	 (155)
Passage 77 The Fun and Excitement of “Reality”	(155)
Passage 78 Family Rituals	(157)
Passage 79 The Jeaning of America and the World	(159)
Passage 80 The Thanksgiving Story	(161)

商务英语快速阅读

Unit 1	(166)
Passage 1 Market Economy	(166)

Passage 2	Economic Growth	(168)
Passage 3	The Euromarket	(169)
Unit 2	.....	(171)
Passage 4	The U. S. as an Industrial Giant	(171)
Passage 5	Development of the U. S. Business (I)	(173)
Passage 6	Development of the U. S. Business (II)	(175)
Unit 3	.....	(178)
Passage 7	US-China Trade	(178)
Passage 8	US-Japan Trade	(180)
Passage 9	Investment and Consumption	(182)
Unit 4	.....	(184)
Passage 10	What, How, and for Whom in the Market Economy	(184)
Passage 11	How Is Inflation Measured?	(186)
Passage 12	Raising the Money You Need	(187)
Unit 5	.....	(190)
Passage 13	On Guard against Advertising	(190)
Passage 14	Advertising and Economic Development	(192)
Passage 15	Advantages of Personal Selling	(193)
Unit 6	.....	(195)
Passage 16	Product Utilities	(195)
Passage 17	Horners Department Stores	(197)
Passage 18	Banking on a Brand	(198)
Unit 7	.....	(201)
Passage 19	Import and Export in the Late 1990s	(201)
Passage 20	International Trading Processes to Be Simplified?	(203)
Passage 21	Anti-dumping Regulations	(205)

Unit 8	(208)
Passage 22 A Smart Move or an Error	(208)
Passage 23 The IBM Way	(210)
Passage 24 The IBM Culture	(212)
Unit 9	(214)
Passage 25 Why Nations Trade	(214)
Passage 26 Problems with Letter of Credit	(216)
Passage 27 Why Documentation is Necessary	(218)
Unit 10	(220)
Passage 28 How Money Came into Being	(220)
Passage 29 Barter, Coins, and Cash	(221)
Passage 30 Money Tomorrow	(223)
Unit 11	(226)
Passage 31 Marketing Myopia	(226)
Passage 32 Reebok and Its Shoes	(228)
Passage 33 Market Research	(230)
Unit 12	(232)
Passage 34 Patent	(232)
Passage 35 Benefits of Patent	(234)
Passage 36 Fighting Back with Patent Power	(235)
Unit 13	(238)
Passage 37 Who Controls the Corporation?	(238)
Passage 38 Government's role in Free Market Economy	(240)
Passage 39 Business Forms and Their Liabilities for Debts	(242)
Unit 14	(244)
Passage 40 Primary and Secondary Labor Market	(244)
Passage 41 Staff Appraisals—More Trouble Than They're Worth?	(246)
Passage 42 The Money Persuader	(248)

Unit 15	.....	(251)
Passage 43	Why Tax Is Necessary	(251)
Passage 44	Reagan's Tax Reform	(252)
Passage 45	Income Tax and Life Insurance	(254)
Unit 16	.....	(256)
Passage 46	Money Transfer	(256)
Passage 47	Telephone Banking	(257)
Passage 48	Credit Cards	(259)
Unit 17	.....	(261)
Passage 49	Insurance	(261)
Passage 50	Ocean Marine Insurance	(262)
Passage 51	Bill of Lading	(264)
Unit 18	.....	(266)
Passage 52	Exchange Rates	(266)
Passage 53	Foreign Exchange Trading	(268)
Passage 54	The Mexican Financial Crises	(269)
Unit 19	.....	(271)
Passage 55	Stocks and Shares	(271)
Passage 56	Women in Stock Exchange	(272)
Passage 57	Securities Markets	(274)
Unit 20	.....	(276)
Passage 58	The World Bank and the International Monetary Fund	(276)
Passage 59	What Is in a Name?	(279)
Passage 60	Multi-national Corporation	(280)
Key to Units	.....	(282)

Basic English Fast Reading

基础英语快速阅读

Unit 1

Passage 1 English Language

The number of speakers of English in Shakespeare's time is estimated to have been about five million. Today it is estimated that some 260 million people speak it as a native language, mainly in the United States, Canada, Great Britain, Ireland, South Africa, Australia and New Zealand. In addition to the standard varieties of English found in these areas, there are a great many regional and social varieties of the language, as well as various levels of usage that are employed both in its spoken and written forms.

It is virtually impossible to estimate the number of people in the world who have acquired an adequate working knowledge of English in addition to their own language. The purposes for which English is learned and the situations in which such learning takes place are so varied that it is difficult to define and still more difficult to assess what constitutes an adequate working knowledge for each situation.

The main reason for the widespread demand for English is its present-day importance as a world language. Besides serving the infinite needs of its native speakers, English is a language in which some of the most important works in science, technology, and other fields are being produced, and not always by native speakers. It is widely used for such purposes as meteorological and airport communications, international conferences, and the dissemination (传播) of information over the radio and television networks of many nations. It is a language of wider communication over the radio and television networks of many nations. It is a language of wider communication for a number of developing countries, especially former British colonies. Many of these countries have multilingual populations and need a language for internal communication in such matters as government, commerce industry, law and education as well as for international communication and for access to the scientific and technological development in the West.

(316 words / 3 minutes)

1. Which of the following is the main idea of this passage?
 - A. There are many different levels of English usage throughout the world.
 - B. English is becoming more and more widespread in the world.
 - C. The number of English speakers has been increasing in recent years.
 - D. English is used widely in science, technology and other fields.
2. Which of the following is NOT TRUE according to this passage?
 - A. Austrians do not speak English as their native language.
 - B. About 260 million people in the world have an adequate working knowledge of English.
 - C. English is widely used in some developing countries, especially former British colonies.
 - D. For some multi-lingual countries it is necessary to choose a language for both internal and international communications.
3. The English language is used _____.
 - A. for only one reason that English is becoming an international language
 - B. mainly by people from the American continent and the Europe
 - C. as an official language in an international conference on the American culture
 - D. in science and technology as well as in cultural and historical studies of all the countries in the world
4. The meaning of the word “meteorological” in the third paragraph is “_____”.
 - A. of or relating to the studies of the atmosphere or weather conditions
 - B. of or relating to the studies of philosophy
 - C. of or relating to the technological problems in airport communications
 - D. of or relating to international communication in airplanes
5. Which of the following is the best title for this passage?
 - A. Internal and International Communications.
 - B. Varied Reasons for Learning English.
 - C. English as an International Language.
 - D. Wide Employment of the English Language in Science.

Passage 2 Talking Without Sound

Each Indian tribe had a different language. Many Indians never learned any language except their own. Do you know how Indians from different tribes talked to

each other? They had two ways to talk without sound. One way was by sign language; another way by signals.

Sign language is a way of talking by using signs. Indians used sign language when they met strangers. In this way, they could find out whether the stranger was a friend or an enemy. In Indian sign language, signs were made with the hands. One sign meant "man". Another meant "horse". To tell the time of day when something happened, an Indian pointed to the sky. He showed where the sun had been at the time.

Indians usually used signals when they wanted to send messages to someone far away. To make signals, an Indian might use a pony. He might use a blanket. Or he might use smoke, a mirror or fire arrows. To signal that he had seen many animals, an Indian rode his pony in a large circle. Sometimes the Indian gave a signal like this and then went away to hide. This meant that there was danger.

The blanket signal was visible from far away. An Indian held the corners of a blanket in his hands. Then he began to swing the blanket from side to side in front of him. An Indian could send many different signals with his blanket.

He could also send many signals with a mirror. He usually used the mirror to warn someone of danger. Or he attempted to get the attention of a person faraway. But he also used it to send messages in code. Of course, mirrors could be used only when the sun was shining. At night, Indians used fire arrows for signaling.

An Indian also sent signals with smoke. He made a small fire of dry wood. Then he put grass or green branches on it. He held a blanket over the fire for a minute. When he removed the blanket from the fire, there was a cloud of smoke. The number of clouds of smoke told his message in code.

Now you can see that Indians didn't need to learn each other's language. They could talk to one another by using signals or sign language.

(392 words / 4 minutes)

1. The story tells about _____.
 - A. people living in India
 - B. the Indians who had many kinds of languages
 - C. the Indians who didn't use their languages
 - D. how Indians communicated between different tribes
2. Sign language is _____.
 - A. a language only for Indians

- B. a way to express one's ideas by making gestures
 - C. a way to communicate by making signs on paper
 - D. a secret way of talking to strangers
3. When an Indian meant there was danger, he _____.
- A. rode his pony back and forth several times
 - B. rode his pony in a large circle and then went away to hide
 - C. began to make a fire
 - D. drew a big circle on the ground
4. An Indian used a mirror to _____.
- A. warn someone of danger
 - B. get the attention of someone far away
 - C. send messages in code
 - D. all of the above
5. Indians didn't need to learn each other's language because _____.
- A. they never met each other
 - B. they could use signals or sign language
 - C. they could write messages in a special language
 - D. they thought they could easily make themselves understood without learning a new language

Passage 3 1066 and All That

There is no doubt that today English is one of the most important and richest of the world's languages. Probably the most significant factor accounting for the latter quality was the Conquest of England by the Normans more than 900 years ago. The conquering Normans spoke French. Most of the inhabitants of the conquered nation spoke varieties of Anglo-Saxon of Germanic origin.

Of course, the Normans were stronger than the local inhabitants politically and naturally their language became the language of the King's court. It also became the language for written documents, together with Latin, and was generally regarded as "more literary" and somehow "better" than the language of the common people. In spite of apparently being "worse", however, the language of the ordinary inhabitants of England, and especially the language spoken by the inhabitants of the central part of the country, did not die out. For centuries, the two languages continued to exist side-by-side.

The individual most responsible for bringing them together (and one of the greatest writers in English literature) was a customs official who lived in the late fourteenth century named Geoffrey Chaucer. Chaucer, whose *Canterbury Tales* is one of the most extraordinary works in English, practically created, or at least made acceptable, a new language, which was a combination of the more elegant French and the cruder but more powerful Germanic elements.

Since Chaucer's time the two languages have been woven closer and closer together, forming the single language that we now know as English. However, even today, vestiges of the differences survive, for words of French or Latin origin still tend to occur more frequently in formal written English than in spoken English. This naturally means that, for Spanish speakers, it is often easier to understand written English than spoken English. You can find evidence of this in this paragraph. Go through it and underline the words which are similar to words in Spanish. It is virtually certain that these will be words of Latin (or Greek) or French derivation, and probably they were brought to England by William the Conqueror and his men long ago.

One clear example of the dual origins of English is to be found in the ways comparatives and superlatives of adjectives are formed. Adjectives of one syllable, usually of Germanic origin, form comparatives and superlatives by the addition of suffix (-er, -est) as in German. There are nine examples of such form in this passage. On the other hand, longer adjectives tend to be derived from French or Latin and form their comparatives and superlatives (in the same way as in Spanish, of course) through the addition of words preceding the adjective (more, most), which itself remains unchanged. Can you find the eight examples of such forms in this passage? Do you find the second type easier or more difficult to understand than the first?

(451 words / 4 1/2 minutes)

1. What does the author say is responsible for the richness of the English language?
 - A. The Conquest of England by the Normans.
 - B. The wealth of England.
 - C. The number of words derived from Latin.
 - D. The richness of Chaucer's poetry.
2. Why did the Normans' language dominate at the court and in documents?