

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1册

主编 唐秀娟



南京大学出版社

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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,定额要结合自己的实际,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: 5 minutes)

### The Importance of School

The school obviously plays an important part in your whole education. But what part? Is it just a place — a place where you go to read your textbooks, to write, to hear people talking with you? Is it just an institution — an institution which is approved by the Government, which pays the salaries of your teachers, which issues periodic reports on you to your parents, which rewards you, which punishes you, which gives you an official grading for your years' work?

It is certainly both these things — a place and an institution. But it is neither as a place nor an institution that the school contributes most to your education. It is as a gathering of people that the school is of greatest value to you educationally.

It is people who bring a building to life, and people who determine the success or failure of an institution. So it is people who must rate highest in your assessment of the educational value of your school.

There are lots of arguments about what education really is. But someone perceptive once said that "Education is what's left over when you have forgotten all that you've learned."

Education does not consist in remembering a particular theorem (定理) or date or definition or formula. It does not consist in getting a couple of credits and distinctions in the public exam at the end of the year. It does not consist in doing school work that enables you to join a particular social class later on. All these things are the by-products of education.

Genuine education is deeper; it is more a part of yourself. It gives you certain attitudes which are more permanent than selected facts. It gives you a

training in reasoning. It gives you mental self-restraint: you get into the habit of looking at both sides of the question before coming to a decision. It gives you a respect for truth. It gives you a respect for people.

(327 words)

## Exercise

### I. Reading Comprehension

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

- According to the writer, the school is of greatest value to us educationally as \_\_\_\_\_.  
 A. a place for us to have lessons and read books  
 B. an institution to issue periodic reports to our parents  
 C. an institution to assess our school work  
 D. a gathering of people
- The author's purpose in writing the passage probably is to \_\_\_\_\_.  
 A. entertain the staff  
 B. support a theory  
 C. question a phenomenon in society  
 D. inform the readers the importance of the school
- Which proverb has the similar meaning with the underlined sentence at the end of paragraph 4?  
 A. It is never too old to learn.  
 B. Let bygones be bygones.  
 C. What is learned in the cradle is carried to the grave.  
 D. He laughs best who laughs last.
- If you are an excellent teacher, you want to give your students a real education, what should you do?  
 A. Help students get distinctions in exams.

- 
- B. Continually assess a student's work throughout the academic year.
  - C. Pay no attention to official grading for a student's work.
  - D. Do not concentrate on the learning of facts.

5. Which of the following statements is true according to the passage?
- A. Real education consists in getting some distinctions in public exams.
  - B. Remembering theorems or definitions is only a by-product of education.
  - C. Today people have the same opinion on education.
  - D. Education is what can be easily forgotten.

## II. True or False

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

- \_\_\_\_\_ 1. According to the passage, the school plays an important part in our life.
- \_\_\_\_\_ 2. The school is of greatest value to you educationally as a place and an institution.
- \_\_\_\_\_ 3. People must be considered as the most important factor when we assess the educational value of the school, because it is people who determine the success or failure of the school.
- \_\_\_\_\_ 4. Getting credits and distinctions in the public exam is only a by-product of education.
- \_\_\_\_\_ 5. Genuine education gives us a respect for people.

## Passage 2

(Reading Time: 4 minutes)

**The Aim of a University Education**

If then a practical end must be assigned to a university course. I say it is that of training good members of society. Its art is the art of social life, and its end is fitness for the world. It neither borders its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. Works, indeed, of genius fall under no art; heroic minds come under no rule; an University is not a birthplace of poets or of undying authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of Aristotles or Newtons, of Napoleons or Washingtons, of Raphaples or Shakespeares, through such miracles of nature it has before now contained within its precincts. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope. But a university training is the great but ordinary means to a great but ordinary end. It aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating(使容易) the exercise of political power, and refining the communication of private life. It is the education which gives a man a clear, conscious view of his own opinions and judgments, a truth in developing them, an eloquence(口才) in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to untie a skein(一束) of thought, to detect what is sophistical(似是而非的), and to throw away what is irrelevant. It prepares him to fill any post with credit, and to master any subject easy.

(315 words)



society.

- \_\_\_\_\_ 2. University must create famous authors and heroes.
- \_\_\_\_\_ 3. University training is the great but ordinary means to a great but ordinary end.
- \_\_\_\_\_ 4. University education gives a man a clear, conscious view of his own opinions and judgments.
- \_\_\_\_\_ 5. Everyone must come to the university and accept the education.



## Section B

### Passage 1

(Reading Time: 5 minutes)

### How Should One Read a Book (1)

In the first place, I want to emphasize the note of interrogation (疑问) at the end of my title. Even if I could answer the question for myself, the answer would apply only to me and not to you. The only advice, indeed, that one person can give another about reading is to take no advice, to follow your own instincts, to use your own reason, to come to your own conclusions. If this is agreed between us, then I feel at liberty to put forward a few ideas and suggestions because you will not allow them to fetter that independence which is the most important quality that a reader can possess. After all, what laws can be laid down about books? The battle of Waterloo was certainly fought on a certain day; but is Hamlet a better play than Lear? Nobody can say. Each must decide that question for himself. To admit authorities, however heavily furred and gowned, into our libraries and let them tell us how to read, what to read, what value to place upon what we read, is to destroy the spirit of freedom which is the breath of those sanctuaries (圣所). Everywhere else we may be bound by laws and conventions—there we have none.

But to enjoy freedom, if the platitude is pardonable, we have of course to control ourselves. We must not waste our powers, helplessly and ignorantly, squirting (喷射) half the house in order to water a single rosebush (玫瑰丛); we must train them, exactly and powerfully, here on the very spot. This, it may be, is one of the first difficulties that faces us in a library. What is “the very spot”? There are many well seem to be nothing but a conglomeration and huddle of confusion: poems and novels, histories and memories, dictionaries and blue books; books written in all languages by men and women of all characters, races, and ages jostle (紧贴) each other on the shelf. Where are we to begin? How are we to bring order into this multitudinous (数目众多的) chaos and get the deepest and widest pleasure from what we read?

(356 words)

## Exercise

### I. Reading Comprehension

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

1. The only advice one person can give the other about reading is to \_\_\_\_\_.  
 A. try to read by yourself                      B. take no advice  
 C. take the author's advice                      D. take notes
2. Which is the most important quality that a reader can possess?  
 A. Independence.                                  B. Instincts.  
 C. Reasons.    D. Conclusion.
3. From paragraph 1 we can know that \_\_\_\_\_.  
 A. experts can tell us which book we should read  
 B. Hamlet is a better play than Lear  
 C. we have no laws to bound in the sanctuaries of books  
 D. we must follow the suggestions of the author
4. \_\_\_\_\_, then we can enjoy freedom.  
 A. Control ourselves                                  B. Help others  
 C. Be happy    D. Train ourselves
5. "The very spot" in paragraph 2 means \_\_\_\_\_.  
 A. books    B. poems  
 C. novels    D. blue books

### II. True or False

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

- \_\_\_\_\_ 1. If you do not agree with the author's views, this article is useless for you.