



普通高等教育“十一五”国家级规划教材

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

# 新编大学英语

Fast Reading

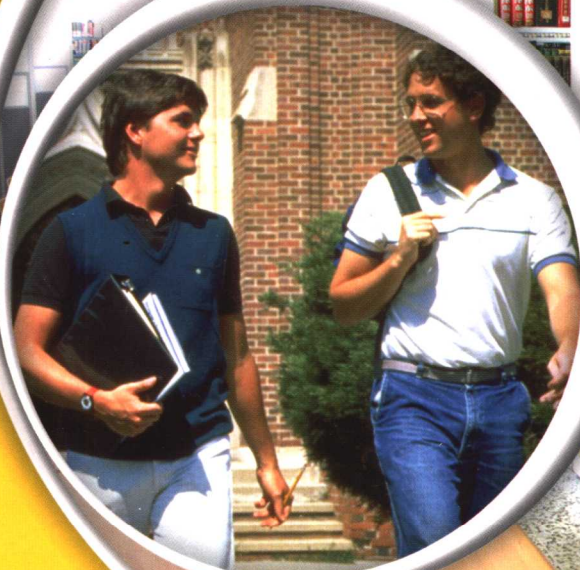
快速阅读 3

顾问：应惠兰

主编：史宝辉 编

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS





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## 前 言

《新编大学英语(第二版)快速阅读》分为1至4级,与《新编大学英语》(第二版)主教材配合使用,旨在帮助学生进行系统的、有针对性的快速阅读训练,掌握基本阅读技能,培养良好阅读习惯,提高阅读效率。

英语快速阅读与精读、泛读共同构筑了阅读技法的链状体系。快速阅读侧重于强化阅读的“时间观念”和阅读的“效率意识”,体现了信息化时代高速度、高效率的时代精神,是阅读技法中的现代化新概念。对于广大非英语专业的大学生而言,阅读效率低是制约他们获取知识与信息的最大障碍,由此,培养快速阅读、准确捕捉信息的能力是大学英语教学的重要任务。基于此种认识,我们悉心编写了这套快速阅读教材。

《新编大学英语(第二版)快速阅读》严格按照2004年教育部颁布的《大学英语课程教学要求(试行)》(以下简称《课程要求》)中关于快速阅读的要求编写而成。《课程要求》对英语快速阅读能力的一般要求是“在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟100词。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。能读懂工作、生活中常见的应用文体材料。能在阅读中使用有效的阅读方法。”对英语快速阅读能力的较高要求是阅读速度为每分钟120词,同时要求掌握寻读、略读技能。

本教材遵循理论与实践相结合的原则,讲练结合,每级分为两大部分:第一部分讲授快速阅读常用技能。采用中文讲解,深入浅出,清晰明了;第二部分为快速阅读综合技能训练。注重训练的渐进性和系统性,共10个训练单元。每个训练单元包含两篇阅读文章,每篇文章后配有两项练习。第一篇与主教材《新编大学英语》(第二版)对应单元的主题一致,方便教学中配套使用,建议课上完成;第二篇选用不同主题,有助于学生拓宽视野、增长知识,可在课下完成。

本教材所选篇目均是在实际教学中试用筛选而来,在保证科学性、知识性的同时,又尊重学生的兴趣爱好、保证难度适中。1至4级阅读文章的长度分别为:第1级600—800词,第2级800—1,000词,第3级1,000—1,200词,第4级1,200—1,400词。配套练习形式多样、设计合理,既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能的训练,又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语(第二版)快速阅读》系列教材由浙江大学应惠兰担任顾问。本册主编为北京林业大学史宝辉和管缨,副主编为北京林业大学黄晓玉、高月琴、白雪莲,参加编写的人员有北京林业大学吕丽塔、朱红梅、芦析、肖婵、南宫梅芳、郭陶,英国专家Sue Kay做了全稿的审订工作。

编者

2006年5月

# 快速阅读常用技能

本书先对设置注视点、扩大识别幅、意群视读、猜词悟意、寻找主题句、辨认信号词、预读、略读、寻读九项快速阅读常用技能进行系统讲解，以便学生理论联系实际，提高快速阅读水平。

## 1 设置注视点 (Finding a Fixation Point)

注视点是眼停瞬间眼睛实际注视的目标。在正常观看静止物体（如印刷文字）时，眼睛交替地进行扫视和注视两种运动。注视时，眼睛瞄准到视野中的一个固定点，接受视觉信息。眼睛的扫视时间是短暂的，而注视时间较长。既然注视时间较长，那么阅读时视线应集中在什么位置阅读效率才比较高呢？

在读 answer this question 这三个词时，有的读者一目一词地阅读，先把注视点集中于第一个词 answer 上，然后集中于 this，最后才是 question，这样，每一个词在大脑中闪现一遍，难以迅速形成完整的概念（即意群），这种阅读方式不仅影响阅读速度而且影响阅读理解。要提高阅读速度就必须努力改掉一目一词的习惯，逐步养成成组视读（phrasal reading）的习惯。如上述词组，只需把注视点集中在 this 上，两眼同时吸收其左右两边的 answer 和 question，这样脑海里便闪现出完整的意群，从而摆脱了对字母和孤立单词的依赖，真正进入积极而有意义的阅读状态。

## 2 扩大识别幅 (Increasing Recognition Span)

眼睛注视焦点词的同时所能吸收左右两边词的范围叫作识别幅（recognition span），亦称视幅。阅读心理学研究表明，大脑和眼睛识别一个词和多个词所需时间几乎是相同的，因为信息数量都处于一个视幅广度之内。因此每次注视到的焦点词两边的词越多，识别幅越大，阅读速度就越快。

首先可进行五个单词的练习，练习时主视区总应放在中间，也就是主视中间三个焦点词，两边单词用余光扫视。如：

We /have a colour / TV

在练习五个单词达到熟练之后，即可加宽视区练习，一下看六七个单词，甚至达到九个单词，逐渐加宽视区范围，延长目光移视长度，这样就能缩短凝视时间，达到快速阅读的目的。

### 3 意群视读 (Reading in Thought Groups)

#### 3.1 什么是意群和意群视读

所谓意群是指几个相邻的表示同类意思的词。意群可以是一个单词、一个词组或短语，也可以是并列句的一个分句或复合句的一个主句、从句等。

意群视读是指我们在阅读文章时，以意群为单位，通过眼球转动，逐个扫视意群，整体领会意思。阅读意群时，要把重点放到实词上，而不必过多注意虚词。在按意群阅读时，视线需从一个意群跳到另一个意群，不断地按“停顿——跳跃——停顿”的程序快速往前跃动，进行识读。

#### 3.2 如何进行训练

- ◆ 首先，要端正坐姿，眼睛距离书本约一尺，这样才能尽可能多地摄入文字信息。
- ◆ 其次，要把所读的句子划分成意义较完整的意群，目光要尽量少停顿。如果意群划分得短，视线跨度小，眼睛注视停顿的次数就多，阅读速度会因此而降低。
- ◆ 从一个意群跳到另一个意群时，目光不要盯在字行本身，而要停留在字行上端，这样映入眼帘的便是词组而不是单个的词。目光在一个意群停顿的时候，眼睛只需注视每个意群的核心词或词组，并以它为中心，用余光扫视两侧的词。意群划分可采用断开或划斜线两种方式。

##### 【例 1 断开式】

To increase your reading rate and become a rapid reader, you should practice finding a fixation point in the middle of a phrase or a word group comprising a thought unit, so that you perceive this entire word group or thought unit during a brief fixation pause. Since ideas come in groups of words rather than single words, you will find your comprehension is also improved.

##### 【例 2 斜线式】

Another way to develop / your recognition span / is to go through an article / putting in slash marks / where the phrases should be divided. / After several sessions / you'll find yourself / automatically dividing sentences into phrases / in your mind. / Transfer your newly acquired habits of phrasing / to the reading of many interesting books. / You will be reading / with fewer and briefer fixations. / You will develop / a wide recognition span. / You will make few or no regressions. / You will learn to / concentrate on units of concepts and ideas, / not individual words. / You will develop flexibility / so that you can fit your rate / to your purpose. / You will find yourself / reading more / because you enjoy it.

意群视读可大大提高阅读速度。以上面两段为例，如果读者采用每次视线停留只看一个单词的逐词阅读法，那么完成例 1 的阅读，视线需移动 66 次。完成例 2 的阅读，视线需移动 112 次。而如果用意群阅读法，每次视线停留时可看到一个意群，那么视线由意群到意群，阅读例 1 只需移动 13 次，阅读例 2 只需移动 24 次，甚至更少。

## 4 猜词悟意 (Guessing Unknown Words)

阅读速度的提高离不开培养猜词悟意的能力。见生词就查词典不仅影响阅读速度还会使阅读变得索然无趣。有效的办法是在该词的上下文中寻找线索,如与其意义相同、相近、相关甚至相反的单词、词组或解释说明性语句,悟出其意,从而使阅读有效地进行。

### 4.1 利用线索、信号词猜测词义 (Using Context Clues to Guess the Meaning)

当文章作者觉得所使用词汇可能会造成理解障碍时,他往往会利用一些线索、信号词对其进行解释说明,以帮助读者理解。常用的线索、信号词有: that is, i.e., namely, or, such as, in other words, for example, for instance 等。

【例 1】The young man's *irascibility*, or bad temper, was criticized by his girlfriend.

【说明】or 表明作者在用 bad temper 解释生词 irascibility, 因此不难理解其意思是“脾气暴躁”。

【例 2】John is *indecisive*, that is, he can't make up his mind.

【说明】that is 表明 indecisive 和 can't make up his mind 同义,意思是“犹豫不决”。

### 4.2 利用常识猜测词义 (Using General Knowledge to Guess the Meaning)

有很多词,读者可根据自己的生活经验或学科常识猜出意思。

【例 1】I heard a noise, like a rabbit being killed by a *stoat*.

【说明】即使我们猜测不出 stoat (白鼬,鼠类的一种)的准确意思,但根据常识可以判断,能杀死兔子的 stoat 肯定是一种攻击性很强的动物,这样就不会影响我们对该句的理解。

【例 2】The woman next door kept me awake *bawling* at her husband half the night.

【说明】根据经验可想象出,让人深夜难以入睡的原因是隔壁夫妻争吵, bawling 的意思是“叫嚷,大喊”。

### 4.3 利用相反信息猜测词义 (Using Contrastive Information to Guess the Meaning)

利用相反的信息也能帮助猜出生词的含义。文章通常会提供一些表示对照的词,如: while, however, unlike, but 等。

【例 1】American businessmen expect employees to be *punctual*. They do not expect that the workers will come *late*.

【说明】从上下文中可以判断 punctual 和 late 意思相反,因此其意为“准时的”。

【例 2】Mary's father is *thin* while her mother is really *obese*.

【说明】从上下文中可以判断 obese 和 thin 意思相反,因此其意肯定是“肥胖的”。

## 4.4 利用标点符号猜测词义 (Using Punctuation Strategies to Guess the Meaning)

破折号、逗号、分号、冒号等标点符号常引出表示补充说明、解释或下定义的句子，因此充分利用标点符号也有助于猜测词义。

【例 1】The harbor is protected by a *jetty*—a wall built out into the water.

【说明】破折号表明 *jetty* 的意思就是 a wall built out into the water (防波堤)。

【例 2】Many of the Romans were quite willing to *deify* their Caesars, to make gods of them.

【说明】逗号后的 to make gods of them 是解释 *deify* 的，因而 *deify* 意为“把……神化”。

## 4.5 利用构词法知识猜测词义 (Using Word Formation Knowledge to Guess the Meaning)

有些词可根据构词法知识猜出其意。如 *untaxable*，根据该词的三个不同组成部分 *un*, *tax*, *able* 我们可以判断其意思是“不征税的，免税的”。用同样的方法试着猜测下面几个词的意思：*pre-heated*, *over-sensitivity*, *discontinuous*, *horsy*, *bookish*, *inky black*, *wavy hair*.

(答案：*pre-heated* 预热的；*over-sensitivity* 过分敏感；*discontinuous* 中断的；*horsy* 似马的，脸型瘦而尖的；*bookish* 爱读书的，书呆子气的；*inky* 漆黑的；*wavy* 波浪式的)

当然，猜词悟意只是提高阅读理解能力的一种手段，如果将其视为阅读的目的，就有点本末倒置了。因此，阅读时如果有一两个词猜不出来也没关系，只要不影响理解，就继续读下去而不要停下来查词典。

## 5 寻找主题句 (Locating the Topic Sentence)

主题句即某一段落主题思想的概括。大多数的主题句出现在段落的开头，开宗明义；有些主题句在段尾，概括全文；有时主题句出现在段中，承上启下。还有些段落没有明显主题句，需要读者自己来概括总结。

【例 1】段首主题句 Topic Sentence at the Beginning of the Paragraph

Sleep patterns undergo major changes for most people between early adulthood and late middle age. By age 60, people who used to wake up once during the night are now waking up six times, and their sleep is much lighter than it used to be. Women's sleep patterns do not change as dramatically as those of men and resemble the sleep of men 10 years younger. (66 words)

**Topic Sentence:** Sleep patterns undergo major changes for most people between early adulthood and late middle age.

本段中其他句进一步阐述了睡眠模式的变化，如不同年龄和男女之间的变化。

【例 2】段末主题句 Topic Sentence at the End of the Paragraph

How much do you remember of what you have learned over the past academic year? How many of your high school classmates could you call by name right now? How many times a week do you forget appointments, chores, and other details of everyday life? Before you groan in self-disgust, take heart at how normal you are. We all forget all kinds of things all the time. (67 words)



**Topic Sentence:** We all forget all kinds of things all the time.

本段开头提出一系列问句作为我们日常生活中健忘的例子，最后引出主题句。

**【例 3】** 段中主题句 Topic Sentence Within the Paragraph

有时主题句既不是段首句，也不是段尾句，而是段落中的某一句。

When we speak of an individual's "status" in casual conversation, the term usually conveys connotations of influence, wealth, and fame. However, sociologists use status to refer to any of the full range of socially defined positions within a large group or society—from the lowest to the highest position. Within American society, a person can occupy the status of president of the United States, fruit picker, son or daughter, violinist, teenager, resident of Minneapolis, dental technician, or neighbor. Clearly, a person holds more than one status simultaneously. For example, Alina is an economist, an author, a sister, a resident of Connecticut, and a Puerto Rican at the same time. (109 words)

**Topic Sentence:** However, sociologists use status to refer to any of the full range of socially defined positions within a large group or society—from the lowest to the highest position. (the second sentence in the paragraph)

第一句只是说明人们对“地位”(status)一词的普遍理解，第二句有关社会学家对“地位”的阐述才是本段主题句。主题句后面的句子则是用细节和例子来进一步阐明和诠释“地位”。

6

辨认信号词 (Recognizing Transitions or Signal Words)

6.1 什么是信号词

信号词预示着读者将要读到的内容与上下文存在什么样的逻辑关系。快速、准确地把握信号词就能使我们更清楚地理顺上下文的逻辑关系及作者的思路，从而提高阅读理解的速度和准确率。

6.2 常用信号词列表

| 常用信号词 (Useful Transitions and Linking Expressions) |             |                 |           |           |
|--|-------------|-----------------|-----------|-----------|
| 表示空间位置的信号词 Transitions Used to Show Location:      |             |                 |           |           |
| above  | across      | against         | along     | alongside |
| amid   | among       | around          | away from | back of   |
| behind   | below       | beneath         | beside    | between   |
| by   | down        | in front of     | inside    | into      |
| near   | off         | onto            | on top of | outside   |
| over   | throughout  | to the right    | under     |           |
| 表示时间的信号词 Transitions Used to Show Time:            |             |                 |           |           |
| about  | after       | before          | during    | first     |
| second   | third       | prior to        | till      | until     |
| today  | tomorrow    | yesterday       | next week | soon      |
| afterward  | immediately | finally         | then      | next      |
| as soon as   | when        | in the meantime | later     | meanwhile |

(待续)

(接上表)

| 表示对比的信号词 Transitions Used to Compare:                  |                         |                   |                    |                   |
|--|-------------------------|-------------------|--------------------|-------------------|
| in the same way  | also                    | likewise          | as                 | similarly         |
| equally  | just                    | just as           | in like manner     | alike             |
| like   | as in a similar fashion |                   |                    |                   |
| 表示相反意义的信号词 Transitions Used to Contrast:               |                         |                   |                    |                   |
| but  | however                 | even so           | in the meantime    | nevertheless      |
| on the contrary  | although                | even though       | otherwise          | counter to        |
| as opposed   | yet                     | still             | conversely         |                   |
| 表示强调的信号词 Transitions Used to Emphasize:                |                         |                   |                    |                   |
| again  | to repeat               | above all         | for this reason    | in fact           |
| truly  | indeed                  | important to note | most of all        | with this in mind |
| to emphasize   |                         |                   |                    |                   |
| 表示总结或概括的信号词 Transitions Used to Conclude or Summarize: |                         |                   |                    |                   |
| as a result  | finally                 | in conclusion     | consequently       | thus              |
| therefore  | accordingly             | all in all        | in summary         | in short          |
| to sum up  |                         |                   |                    |                   |
| 表示递进或添加信息的信号词 Transitions Used to Add Information:     |                         |                   |                    |                   |
| again  | also                    | additionally      | in addition        | important         |
| another  | and                     | besides           | equally            | next              |
| furthermore  | likewise                | further           | furthermore        | moreover          |
| finally  | as well                 | together with     | along with         |                   |
| 表示举例或阐述的信号词 Transitions Used to Clarify:               |                         |                   |                    |                   |
| that is  | in other words          | put another way   | stated differently | to clarify        |
| for instance   | for example             |                   |                    |                   |
| 表示因果关系的信号词 Transitions Used to Show Cause and Effect:  |                         |                   |                    |                   |
| because  | therefore               | so that           | cause              | reason            |
| effect   | thus                    | consequently      | since              | as a result       |
| if... then   | result in               | (be) due to       |                    |                   |

## 7 预读技能 (Previewing)

所谓预读,就是在阅读文章之前,快速浏览作者所强调的一切。预读应进行得很快,半分钟至一分钟即可。预读可使读者减少 90% 的阅读时间而获取将近一半的信息。

## 8 略读技能 (Skimming)

### 8.1 什么是略读

略读要求读者有选择地进行阅读,可跳过某些细节,以迅速获取文章大意或中心思想。据统计,训练有素的略读者的阅读速度可以达到每分钟 3,000 到 4,000 个词。

### 8.2 略读技巧

◆ 利用文章标题、副标题、小标题、黑体、斜体、脚注、标点符号、图表、图画以及章节后面的问

题等对文章进行预测略读 (preview skimming)。

- ◆ 以一般阅读速度阅读文章开头的段落，以熟悉作者将要讨论的主题。然后阅读下面各段的第一句和最后一句，以掌握段落大意。之后阅读最后一段或结论段，这是全文的概括和总结。
- ◆ 注意转折词和序列词。转折词如 but, however, nevertheless, yet, on the other hand 等；序列词如 in the first place, first, secondly 等。

## 8.3 略读应试策略

### 8.3.1 略读部分考点设置

- ◆ 文章或段落的主题思想；
- ◆ 作者的基本态度、文章风格、语气等；
- ◆ 某条重要线索在文中的发展、变化；
- ◆ 重要部分的总结、判断。

### 8.3.2 应对策略

略读的关键是判断文章哪些部分该读、哪些部分可略过不读。对于考试中的快速阅读部分，建议学生首先略读文章后考题的内容，再根据这些内容有针对性地进行略读。

1) 一般而言，需要阅读的内容包括：

- ◆ 文章的标题和副标题，这是文章提纲挈领的骨架；
- ◆ 文章的首段，很多语篇会开门见山说明全文核心内容；
- ◆ 文章最后一段，尾段往往会归纳总结整篇文章；
- ◆ 每段的首句和尾句，这两个位置是每段的中心句最常出现的地方；
- ◆ 黑体、斜体、有下划线等特殊标识的地方；
- ◆ 注意转折词和序列词，有助于理清文章脉络；
- ◆ 考题中出现的相关信息，如数字、专有名词（人名、地名等），以及跟考题中提到的具体内容一致的句子。

2) 可跳过不读的内容有：

- ◆ 枝节性的内容：段落中核心句之外拓展性的内容；
- ◆ 解释性的内容：破折号后面的部分、括号里的内容、注释、举例说明等；
- ◆ 重复性的内容：前文已经出现过的内容、已经阐述过的观点；
- ◆ 生词、结构复杂的句子（除非与考题密切相关）；
- ◆ 考题中没有涉及的内容。

3) 特别提示：

- ◆ 如果通读之后对文章主题没有把握，建议先做其他题，最后再做主旨题。因为在略读全文、寻读获取若干细节信息后，会加深对文章内容的理解，从而有助于准确判断或总结全文主题。
- ◆ 建议阅读速度快的学生，做题前用略读方法通读全文以便迅速、准确查找后面考题所涉及的内容。对于阅读速度较慢的学生，或阅读生词较多、句型复杂、内容晦涩的文章时，建议先看题，然后在文章中寻找与之相关的信息，其余部分略过不看。

## 9 寻读技能 (Scanning)

### 9.1 什么是寻读

寻读又称查读，是一种从大量的资料中迅速查找所需信息的快速阅读方法。例如，在图书馆

查找书刊目录，在文献中查找某一日期、名字等，都可运用这种方法。寻读带有明确的目的性，因此，不必字字句句过目。

## 9.2 寻读与略读的区别

寻读与略读不同。在略读前，读者对所涉及材料一无所知；而寻读则是在读者对材料有所了解的情况下进行的。略读略去文章某些细节以求抓住文章大意，从而加快阅读速度，而寻读舍弃不需要的信息以求快速、准确地检索到所需信息。

## 9.3 寻读技巧

### 9.3.1 利用材料的编排形式

- 1) 资料多半是按字母顺序排列的，如词典、索引、邮政编码簿、电话号码簿等；
- 2) 电视节目按日期和时间排列；
- 3) 历史资料按年代排列；
- 4) 报纸上的体育版是按比赛类别（足球、排球、网球）排列；
- 5) 畅销书、唱片等根据销售数量按照数字排列。

不管资料来源怎样，都是按照某种逻辑关系编排的。

### 9.3.2 利用章节标题和说明

### 9.3.3 注意提示词

例如，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，就可以采用正常的阅读速度，获得所需要的信息。

## 9.4 寻读应试技巧

四级新题型样题中快速阅读部分的10道题中，只有一题涉及文章的大意，其余9题全是文章中的重要细节。我们通过略读来摸清文章脉络，通过寻读来查找所需具体信息。

### 9.4.1 寻读常见题型

- ◆ 根据具体信息判断正确 (Yes)、错误 (No)，或文中没有提及 (Not Given)；
- ◆ 句子填空，补全信息；
- ◆ 多项选择题；
- ◆ 简答题。

### 9.4.2 寻读部分考点设置及应对要领

- ◆ 细节题的排列顺序与文中对应信息出现的顺序是一样的，可逐项在文中搜寻；
- ◆ 抓住信号词和关键词，关键词是指那些专有名词、年代、数字、地名等大写的词；
- ◆ 用题干里的信号词或关键词扫描文章里对应的原始句。仔细阅读该词所在的句子，一般情况下这就是考点所在之处。
- ◆ 尤其注意转折句、因果句，这里是考察细节信息的重点所在。

### 9.4.3 特别提示

- ◆ 有些题可通过常识判断答题，不必再到文中寻读，以节省时间；
- ◆ 寻读后没有找到答案的题可放至最后来做，有时会在搜寻其他考题答案时迎刃而解。

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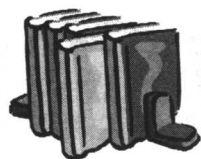




# ***Unit 1***

## ***Personality***

In-Class Reading: What Makes a Good Teacher?  
After-Class Reading: Weddings in America



## In-Class Reading

### What Makes a Good Teacher?

1 In an attempt to find out what we all think about teachers and teaching I recently asked a variety of people the question "What makes a good teacher?" I was especially interested to see what their instant response would be since that might throw some light upon deeply-held beliefs about this fundamental part of human experience. The following is one of the teachers' claims about the most important qualities of a good teacher and the teacher's personality and training as well.

#### Personal Qualities Required of a Teacher

2 First, the teacher's personality should be pleasantly alive and attractive. This does not rule out people who are physically plain, or even ugly, because many such people have great personal charm. But it does rule out such types as the over-excitabile, *melancholy* (忧郁的), unfriendly, sarcastic, *cynical* (愤世嫉俗的), frustrated, and *overbearing* (专横的). I would say too, that it excludes all of dull or purely negative personality, because school children probably suffer more from bores than from brutes.

3 Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy—in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, and especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant—not, indeed, of what is wrong, but of the *frailty* (品德上的弱点) and immaturity of human nature which induces people, and again especially children, to make mistakes.

4 Thirdly, I hold it essential for a teacher to be both intellectually and morally honest, which, however, does not mean being a saint. It means that he will be aware of his intellectual strengths and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act—to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

5 A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually—which is to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable (they happen!) and able to improvise, if necessary at less than a moment's notice.

6 On the other hand, a teacher must be capable of infinite patience, which, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. Also, he must be pretty flexible; teaching makes great demands on nervous energy. And he should be able to *take in his stride* (从容应对) the innumerable petty irritations any adult dealing with children has to endure.

7 Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn.

### Personality and Teaching

8 People who argue that good teachers are born and cannot be made, or trained, usually base their position upon a teacher's personality. They maintain that with the right personality, training is superfluous; with the wrong personality, training is useless.

9 From my own student recollections it seems to me that this is a personal impression. My strongest recollections are those of teachers who had strong personalities.

10 In examining this argument, let us first define our terms. In everyday speech, the terms "character", "individuality" and "personality" are apt to be used almost interchangeably, which means that if we put the adjective "strong" or "weak" before them, the expressions mean more or less the same thing.

11 If, however, we pick our words more carefully, we make distinctions. Thus, when we speak of a person's character, the reference is to his moral standing; when we speak of his individuality, we refer to qualities which make him especially different from, although genetically similar to, other persons; and when we speak of his personality, we refer to him as a social force.

12 Thus some of my strongest student memories are of a teacher who was *convivial* (欢乐的), a good mixer, and had an impressive sociable personality.

13 Therefore, a person may be of high character and marked individuality, and yet may be the kind of person who could never make, for example, a good salesman or politician, because he fails to impress people: or, as we say, he lacks a social force, which is the same as having no personality, or a "weak personality".

14 Obviously then, having a really weak personality is a fatal disqualification for teaching. On the other hand, a teacher's personality that is too powerful may also be a disqualification, because of his tendency to dominate and rule the classroom situation. He may fail to cultivate personality and individuality in his pupils. Such a dominating instructor left painful memories in my early schooldays when I was struggling to discover my own identity.

15 However, this consideration of the teacher's personality, from the point of view of training him to teach in a college or university, does not seem to me to weaken the case for good teacher training. On the contrary, it may strengthen it if the training course includes effective psychological analysis of the classroom situation, and the interaction between teachers' and students' personalities.

16 It was a fruitful interaction like this between another high school teacher and myself that persuaded me to continue my studies in the field of education. I now assume from this experience that his own teacher training had included wise guidance in how best to adapt his personal qualities to the classroom situation. He struck me then as being alive, honest, adaptable, patient and constantly trying to improve himself in his profession. If I had been asked then whether he was a good teacher or not, I would have said that he fulfilled all the reasonable expectations of any young high school student. (1,042 words)

Time taken: \_\_\_\_\_ minutes

# Exercises



## I Skimming and Scanning

**Directions:** Go over the passage quickly and answer the following questions.

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.

1. Physically ordinary, or even plain-looking people may also have great personal charm. ( )
2. A teacher should be sympathetic with and tolerant of all the mistakes made by his pupils. ( )
3. A teacher is really an actor, who should be able to give a performance in class. ( )
4. If a teacher does not keep mentally alert, he will lag behind intellectually. ( )
5. Teaching is highly demanding in terms of such qualities as patience, flexibility and endurance. ( )
6. Even if a teacher has the right personality, he still needs teacher training. ( )
7. Being a social force is the least important requirement for a teacher. ( )
8. A teacher with a charming personality is able to \_\_\_\_\_ in his students.
9. A teacher's success depends on his \_\_\_\_\_ as well as on his intellectual qualities.
10. In conclusion, the author claims that a good teacher must be \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and constantly trying to improve himself in his profession.