

大学英语系列教材  
College English Series

# ENGLISH 大学英语 课堂限时阅读

COLLEGE ENGLISH

In-Class Timed Reading

3

总主编 覃朝宪  
尹明祥  
主 编 成 军



重庆大学出版社

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# **E** **GLISH 大学英语** **课堂限时阅读**

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编 者 成 军 李 俊



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## 内容提要

《大学英语课堂限时阅读》是大学英语系列教材之一,旨在培养学生正确的阅读习惯,提高学生阅读速度和阅读理解能力。

本书为第3册,其难度相当于大学英语3级。全书共15单元,每单元3篇文章,每篇文章后附有文章字数和建议阅读时间以及相应的阅读理解练习,便于学生自测。文章语言规范,材料多数选自英美原著或英美报刊杂志,内容覆盖面宽,集知识性、趣味性、时代性于一体,可读性较强。

全书版式新颖,采用活页形式装订,便于拆卸,适合教师课堂教学和学生自学使用。

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3

主 编 成 军

责任编辑 周小群 杨益光

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# 前 言

《大学英语系列教材》是以教育部颁布的《大学英语教学大纲(修订本)》为依据,根据重庆地区大学英语教学实际情况和学生英语水平编写的。在组织编写前,我们先后对重庆地区 300 多名学生和 100 多名教师进行了问卷调查,充分了解了大学英语教与学的实际情况和师生的真正需求。基于调查结果和教学大纲对大学英语教学的基本要求,我们确定了书目,并为每一本书制定了详细的编写计划和方案。在编写过程中,我们不断地将所编写的部分用于教学实践,并不断对其进行修正。参加系列教材编写的人员均为重庆市有着丰富大学英语教学经验 and 教材编写经验、熟谙教学法与语言习得理论、科研成果突出的教师。可以说,这套教材凝聚了重庆市大学英语教师多年的教学经验、心得体会和理论成果。

本系列教材具有以下特点:

1. 在编写中充分考虑重庆地区学生英语学习的特点,即语言基础知识较扎实,但听、说、读、写、译等综合运用能力,尤其是听说能力普遍较差。无论从教材选材、难易度还是内容体系上,我们都从重庆地区学生的实际出发,认真筛选,精心设计。

2. 本系列教材既注重教师课堂使用,又注重学生课外自学,将课堂内外很好地结合起来。首先,它便于教师课堂操作。如系列教材中的《大学英语课堂限时阅读》、《大学英语 CET-4 考前冲刺》装订形式灵活,可以拆卸,教师可以在每次安排课堂限时阅读或综合训练时,随堂将课文和练习发给学生。其次,它便于学生课外自学。系列教材中的《大学英语课堂限时阅读》、《大学英语阅读进阶》、《大学英语自主听力》等分册每单元的材料除了足够教师课堂使用以外,还留有大量的阅读、听力等练习供学生课外操练。

3. 本系列教材以培养学生扎实的语言技能、提高学生全面应用能力为主要目标,同时兼顾提高其四、六级考试应试能力。本系列教材注意吸收我国长期在大学英语教学和教材编写中积累的经验,同时采纳国外先进的教学理论和方法,保证了教材编写的科学性和合理性,以利于学生扎实、有效地从各个方面提高英语应用能力。同时,我们在编写系列教材的练习时,有意识地将题型向全国大学英语四、六级考试靠拢,以增强学生的应试能力,并在某些分册中对应试技巧给予适当的讲解。这当然不是提倡应试教育,而是以素质教育为基础,对学生进行应试方面的指导。更何况,全国大学英语四、六级考试是英语运用能力的考试,引导学生向其靠拢,反过来会促进学生语言能力的提高。

本系列教材包括以下分册。

《大学英语阅读进阶》:共 6 册,难度分别相当于大学英语 1 ~ 6 级,适合非英语专业 1 ~ 3 年级学生使用。它类似于传统的泛读教材,但又有所突破。每分册提供大量的阅读材料,并在

每单元安排快速阅读练习、阅读自测练习以及阅读技能、词汇等的综合练习。本教材既可供课堂泛读教学用,又可供学生课外自学。

《大学英语课堂限时阅读》:共4册,难度分别相当于大学英语1~4级,系快速阅读教材。每册15单元,每单元3篇文章,每篇文章均配有理解练习,并附有字数和建议阅读时间。装订形式灵活,可拆卸。教师既可在课堂上安排限时练习,又可让学生课外自行规定时间练习。

《大学英语自主听力》:共2册。上册难度相当于大学英语1~2级,下册相当于3~4级。上册每个单元既有基础的辨音练习,又有会话、短文听力,还有电影对白等趣味听力。下册按照四级听力考试的题型对学生进行大量的听力训练。它可作教材用,也可供课外自学。本书配有录音磁带。

《大学英语写作教程》:本书从学生习作常见的错误出发,安排技巧讲解,设计有的放矢的练习。内容有:对写作技巧的循序渐进的指导,对学生习作中典型错误的评点,对优秀范文的赏析,以及一些旨在提高学生学习兴趣的、为学生提供语言素材的锦言妙语、幽默故事和谜语等。同时还对大学英语应试写作和英语应用文写作进行有效的指导。

《大学英语 CET-4 考前冲刺》:本书作者具有多年的大学英语四级考试辅导经验及四级考试强化教材编写经验。他们在认真研究历年四级考试命题特点的基础上,严格按照考纲规定的题型编写了本书。全书含10套全真模拟试题,并附答案与注解。注解部分简洁、明了,对考生有实实在在的帮助。本书配有听力部分的录音磁带。

《大学英语四级词汇进阶记忆与自测》:本书以现行主干教材为基础,将大纲规定的四级词汇分1、2、3、4级排列,并列岀词义;然后从每级中选取核心词汇编撰自测练习。它简明扼要,有助于学生通过练习记忆单词。

本系列教材由重庆大学、西南师范大学、西南农业大学、重庆医科大学、第三军医大学、中国人民解放军后勤工程学院、渝州大学、重庆邮电学院、重庆交通学院、重庆商学院、重庆通信学院等长期从事大学英语教学的骨干教师编写。编写过程中,我们得到了国家级专家,全国大学英语四、六级考试委员会委员韩其顺教授,以及重庆市各高校英语界领导、同仁的悉心指导和热情支持,在此向他们表示衷心的感谢!

《大学英语系列教材》

编写组

2002年4月

# 编 者 的 话

《大学英语课堂限时阅读》是根据教育部颁布的《大学英语教学大纲(修订本)》编写的大学英语系列教材之一,供大学英语教学第一、二学年使用。

本教材旨在培养学生正确的阅读习惯,提高学生的阅读速度和阅读理解能力。在选材时注重内容的趣味性、知识性、时代性、语言文字的规范性和文体的多样性。课文绝大多数选自英美原著、正式出版的英文报刊杂志等,并根据需要作了适当的修改。

本套教材共分4册,每册15单元,每单元3篇文章。每篇选文均配有多项选择练习或简短回答问题练习,以测试学生对文章的理解能力。限时阅读主要着眼于提高学生阅读速度,强调在单位时间里快速获取信息的能力,因此每篇文章的长度和难度均低于相应的精读、泛读课文(部分较难的单词配有汉语注释),并且每篇文章后均附有该篇材料的长度和建议阅读时间,供教师和学生在使用时参考。由于课堂时间有限,建议教师在课堂上根据具体情况从每单元中选取1~2篇文章练习,余下的留给学生课后完成。

使用本教材时,应注意以下几点:

1. 为便于教学,本教材印成活页,由教师保管,使用时分发,学生不得预习。
2. 让学生养成先了解问题后读文章的良好习惯,做到有的放矢,以达到提高阅读速度和准确率的效果。
3. 学生阅读时不能查词典,如有生词,可根据上下文和构词法进行猜测以确定词义,或直接跳过那些不影响理解的生词。
4. 学生应注意培养边阅读、边理解、边记忆的良好习惯。读完课文即做练习;做练习时,不再翻阅已读过的课文。
5. 学生应在建议时间内快速读完文章,较准确地完成课后练习。

编 者

2002年4月

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# Unit One

Note to students

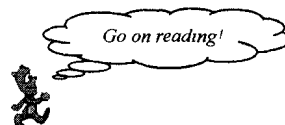
Passage 1—4 revise points you may have covered in preliminary reading courses, but they may include some hints. Read these passages carefully. They will also serve to familiarize you with the layout of the passages and questions for the speed reading practice in the following passages.

## *Introductory Passage 1*

The comprehension passages on this course are designed to help you increase your reading speed. A higher reading rate, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook — but you can raise your average reading speed over the whole range of materials you wish to cover so that the percentage gain will be the same whatever kind of reading you are concerned with.

The reading passages which follow are all of an average level of difficulty for your stage of instruction. They are all approximately 500 words long. They are about topics of general interest which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less demanding of English, with understanding, at, say, 400 words per minute, you might skim through a newspaper at perhaps 650 ~ 700, while with a difficult textbook you might drop to 200 or 250.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota,



U. S. A. , for example, have shown that students without special training can read English of average difficulty, for example, Tolstoy's *War and Peace* in translation, at speeds of between 240 and 250 w. p. m. with about 70% comprehension. Minnesota claims that after 12 half-hour lessons, one a week, the reading speed can be increased, with no loss of comprehension, to around 500 w. p. m. It is further claimed that with intensive training over seventeen weeks, speeds of over 1,000 w. p. m. can be reached, but this would be quite exceptional.

If you get to the point where you can read books of average difficulty at between 400 and 500 w. p. m. with 70% or more comprehension, you will be doing quite well, though of course any further improvement of speed-with-comprehension will be a good thing.

In this and the following three passages, we shall be looking at some of the obstacles to faster reading and what we can do to overcome them.

*Think of the passage as a whole*

When you practice reading with passages shorter than book length, like the passages in this course, do not try to take in each word separately, one after the other. It is much more difficult to grasp the broad theme of the passage this way, and you will also get stuck on individual words which may not be absolutely essential to a general understanding of the passage. It is a good idea to skim through the passage very quickly first (say 500 words in a minute or so) to get the general idea of each paragraph. Titles, paragraph headings and emphasized words (underlined or in italics) can be a great help in getting this skeleton outline of the passage. It is surprising how many people do not read titles, introductions or paragraph heading. Can you, *without* looking back, remember the title of this passage and the heading of this paragraph?



548 words

Suggested reading time: 5' 30"

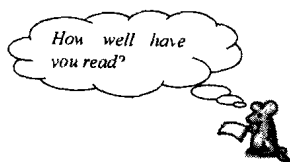




## Reading Comprehension

**Directions:** Choose one best answer to each question.

1. A higher reading rate will help in other subjects as well as English \_\_\_\_\_.  
☒ a. provided there is no loss of understanding  
b. only if we memorize well  
c. but not in any other language  
d. though not as a general principle
2. You would expect to read a difficult economics textbook \_\_\_\_\_.  
☒ a. as fast as you read a newspaper  
b. more slowly than you read a newspaper  
c. more quickly than you read these passages  
d. only very rarely
3. You can expect to read the passages on this course \_\_\_\_\_.  
☒ a. more quickly than you read your textbooks  
b. more quickly than you read a newspaper  
c. more slowly than you read your textbooks  
d. faster than any other kind of material
4. It is a good idea to skim through a passage quickly first \_\_\_\_\_.  
a. at about 350 w.p.m.  
☒ b. to get the general idea of each paragraph  
c. so that you can take in each word separately  
d. to make sure you get to the end at least once
5. Titles and paragraph headings \_\_\_\_\_.  
a. are more important than anything else  
b. are surprising to many people  
☒ c. can easily be remembered without looking back  
d. can help us get the outline of a passage





# Unit One

## *Introductory Passage 2*

Perhaps you have seen very young children — or very old people — learning to read. They move the index finger along the line of print, pointing to each word, sometimes even to individual letters, saying the word or letters to themselves in a low voice. This is called “vocalizing”. Sometimes the learner makes no sound though his lips may move to form the words, sometimes there is not even any perceptible movement of the mouth at all, but the learner is still activating his throat muscles slightly to “say” the words to himself. He is still vocalizing.

However slight the extent to vocalizing may be, it will still be impossible for such a reader to reach a speed of more than about 280 w.p.m. The ~~appreciation~~ <sup>理解</sup> of written words must be entirely visual and we must read *more than one word at a time*.

Look at “you”, the second word of this passage. Even if you look straight at the “o” of that word, without moving your eyes at all you can clearly see “perhaps” and “have” on either side. So you can read three words at once. Now look at the word “word” on line 3. With a very slight movement of the eyes, you can take in the whole phrase “... saying the word or letters...” in the same glance. In the same way, you can probably take in a complete short sentence on one line, like the one on line 9, at one glance. None of the lines of print on a page this size should need more than three eye movements. Take line 5. This would perhaps break up into three word groups: (1) ...times there is not even ... (2) ... any perceptible movement ... (3) ...of the mouth at all, but ... When you are reading well, your eyes will be one or two word groups ahead of the one your mind is taking in.

*Practise on something easy and interesting*

Many students trying to increase their ~~effective~~ <sup>便</sup> reading speed become ~~discouraged~~ <sup>受阻碍</sup> when they find that if they try to race through a passage faster, they fail to take in what

Go on reading!



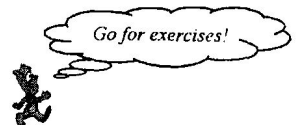
they have read. At the end, they have been so busy “reading faster” that they cannot remember what the passage was about. The difficulty for them is in vocabulary or content, or not sufficiently interesting. We hope that the passages in this course material will be both interesting and fairly easy, but you should also practise as much as you can in your own time. Read things you like reading. Go to the subject catalogue in the library. Biography, sport, domestic science, the cinema...there is bound to be some area that interests you and in which you can find books of about your level of ability or just below.

If you want a quick check on how easy a book is, read through three or four pages at random. If there are, on average, more than five or six words on each page that are completely new to you, then the book (though you may persevere with it for interest's sake) is not suitable for reading-speed improvement. Incidentally, you should try to read three or four times as much “light” speed reading material (whether it is *Newsweek*, *The Saint* or *A Tale of Two Cities*) as you do close, slow textbook work. You cannot achieve a permanent improvement in your reading speed if most of the time you are practicing reading slowly.



582 words

Suggested reading time: 5' 45"

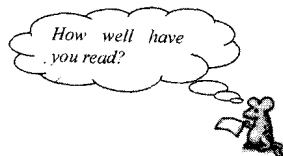




## Reading Comprehension

**Directions:** Find the following words in the passage and select the meaning you think is most likely to correspond among the choices given.

1. index finger (line 2)
  - a. little finger
  - b. thumb
  - c. ring finger
  - d. first finger
2. perceptible (line 5)
  - a. observable
  - b. loud
  - c. excessive
  - d. piercing
3. activating (line 5)
  - a. restraining
  - b. feeling
  - c. operating
  - d. acting
4. appreciation (line 8)
  - a. approval
  - b. satisfaction
  - c. perception
  - d. increase
5. glance (line 13)
  - a. look
  - b. line
  - c. breath
  - d. stance
6. discouraged (line 20)
  - a. interested
  - b. disabled
  - c. dissatisfied
  - d. courageous
7. race (line 21)
  - a. hurry
  - b. compete
  - c. concentrate
  - d. read carefully
8. content (line 23)
  - a. satisfaction
  - b. ideas
  - c. amount
  - d. pleasure
9. area (line 27)
  - a. space
  - b. extent
  - c. subject
  - d. width
10. persevere with (line 28)
  - a. try hard with
  - b. dispense with
  - c. dispose of
  - d. despair of







# Unit One

## **Introductory Passage 3**

### *Set aside time each day*

Most of us can find 15 minutes or half an hour each day for some specific regular activity. It may be a free period or a regular wait, say in the queue for a bus or meal — even while eating breakfast. One famous surgeon always made it a rule to spend at least 15 minutes on general reading before he went to sleep each night. Whether he went to bed at 10 p. m. or 2.30 a. m. made no difference. Even if you cannot keep to this kind of discipline, it is a good idea to make sure you always have a general interest book in your pocket. Don't forget it should be a book which entertains you and the English must not be too difficult for you.

### *Check your progress through pacing*

Nearly all “speed reading” courses have a “pacing” element — some timing device which lets the student know how many words a minute he is reading. You can do this simply by looking at your watch every 5 or 10 minutes and noting down the page number you have reached. Check the average number of words per page for the particular book you are reading. How do you know when 5 minutes have passed on your watch if you are busy reading the book? Well, this is difficult at first. A friend can help by timing you over a set period, or you can read within hearing distance of a public clock which strikes the quarter hours. Pace yourself every three or four days, always with the same kind of easy, general interest book. You should soon notice your habitual w.p.m. rate creeping up.

### *Check comprehension*

Obviously there is little point in increasing your w.p.m. rate if you do not understand what you are reading. When you are consciously trying to increase your reading speed,

