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21世纪

大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

快速阅读（全新版）

（第一册）

张增健 主编

复旦大学出版社

21st Century College English

Fast Reading

Book I

21 世纪大学英语

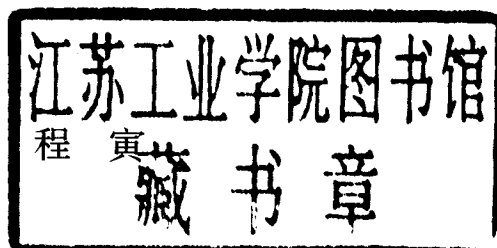
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《21 世纪大学英语·快速阅读》

编写及使用说明

《21 世纪大学英语·快速阅读》是为配合《21 世纪大学英语》教学而编选的一套阅读教材。全书共分四册，材料主要选自近年来英、美等国出版的原文作品或报刊文章。语言清新、活泼，内容生动、多样，文章具有一定的趣味性、知识性或信息性。

《快速阅读》每册设八个单元，每单元安排三篇课文。文章篇幅，第一册一般保持在三五百词左右。第二册增至 350—650 词之间。尔后两册，长度及难度再略增加，以形成一定的梯度。为引导学生有意识地提高阅读速度，每篇皆明确设定一完篇时限（time limit）。篇后还配置一定的练习，供学生在教师的指导下检测自己的阅读理解能力。

《快速阅读》一至四册均印成活页，单独成册，由教师保管。过去，本人执教大学英语时，一直是以“抓紧精读，巧用速读”的方式来处理《快速阅读》教材的。而当年使用《快速阅读》的情景，现在仍记忆犹新。

《快速阅读》材料短小精悍，内容生动有趣，语言清新流畅。教师留在手头，似乎拥有某种“新式武器”的感觉。每次使用前，先将材料准备好，可放在上课前，作为课程的“开篇”；也可放在课程中间，作为活跃课堂气氛的一种教学手段；也可于某堂课结束前使用，作为这堂课程结束时的一个“小高潮”。总之，要成功使用《快速阅读》教材，就必须“见缝插针”，发挥其“轻骑兵”的作用。

《快速阅读》本属读写教程的一个组成部分。英语读写教程的目的，在于全面培养学生的语言读写技巧及使用能力，其中自然也包含培养学生提高阅读速度的一项。鉴于 21 世纪是信息世纪，通过阅读英语资料获取信息，已成为生活、工作中不可或缺的一环。

此外，新颁布的修订版《大学英语教学大纲》及《大学英语四、六级考试大纲》，也对大学生的英语快速阅读能力提出进一步的明确要求。所以，根据形势，有必要编选一套着眼于强化快速阅读的教材，努力提高学生阅读速度并增强学生快速获取信息的能力。

谈到提高阅读速度，很多人首先会想到速读技巧的传授和掌握。其实，最直接影响个人阅读速度的，倒是各自平时的阅读习惯。有人在阅读时，或是逐词逐字地“细嚼慢咽”，或是在“有语无声”地进行默默诵读（vocalization，在读一些经典性好文章时倒是需要这样来念的）。要提高阅读速度，首先要改变这两种不良阅读习惯。这次我们在随书发

行的光盘中,试用多种方式,引导学生养成良好的阅读习惯,以利阅读速度的提高。其中一种就是在阅读时,要求读者的眼睛不是随着行文逐词逐字地向前挪动,而是按“意群”(词组或语法结构)快速往前跃动。例如下文,我们用斜线符号“/”将短文按“意群”划开,以引导学生扩展“视线跨度”(eye span),能按“意群”加以视读。这不但能加快阅读速度,而且还可以收到“眼到意明”的理解效果:

Mr. Jones was surprised / to see the professor / come to a halt / when he saw the rope, / and look carefully up and down the road. / When he saw that / there was nobody in sight, / he stepped quietly into the garden, / put his umbrella, / newspaper, / bag and hat / neatly on the green grass / and took hold of the rope. / He pulled it hard / to see whether it was strong enough / to take his weight, / then ran as fast as he could / and swung into the air / on the end of the rope, / his grey hair blowing / all round his face. / Backwards and forwards he swung, / occasionally / taking a few running steps / on the grass / when the rope began to swing / too slowly for him. /

关于“快速阅读技巧”,这里想再简单讲几句。所谓“速读技巧”,一般即指“skimming”(略读)和“scanning”(掠读)两项阅读技能。平时,我们拿到一份材料或一篇文章后,多半会很快地从头至尾浏览一遍,了解内中大致讲些什么。我们这么做,实际上已在运用 skimming 这一技巧了。用快速阅读的术语说,就是“Skimming for the main idea”。而速读中的 scanning,则多半用于搜索所需的特定信息或材料,例如查阅电话簿,翻看电影广告,查找史书中某一事件的年代等等,这就是所谓的“Scanning for the specific fact or information”。

所以,skimming 和 scanning 这两项速读技巧,实际上也是常识性技巧,我们在生活和学习中一直都在使用,只是没有意识到罢了。现在,我们只要有目的、有意识地在阅读中加以运用,相信很快会熟练掌握好的。

最后似乎还得强调一点。提高阅读速度固然重要,但是阅读理解总体能力的加强,才是英语阅读教学中的“重中之重”。阅读速度的提高若无助于阅读理解,那么这种提高显然毫无意义;反之,如果阅读理解能力总体加强了,自会促进阅读速度的提高——这一道理想必是不言而自明的吧。

但愿大家能喜欢这套教材,更希望能在使用中提出宝贵意见。

张增健
2005 年 5 月

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Reading 1 (Suggested Time Limit: 4 minutes)

The Professor and the “Swing”

by L. A. Hill

Mr. Jones woke up early one morning, before the sun had risen. It was a beautiful spring morning, fresh and bright, so he went to the window and looked out. He was somewhat surprised to see a neatly dressed, middle-aged professor, who worked in the university just up the road from Mr. Jones's house, coming from the direction of the town. He had grey hair and thick glasses, and was carrying an umbrella, a morning newspaper and a bag. Mr. Jones thought that he must have arrived by the night train and decided to walk to the university instead of taking a taxi.

Mr. Jones had a big tree in his garden, and the children had tied a long rope to one of its branches, so that they could swing on it for fun.

Mr. Jones was surprised to see the professor come to a halt when he saw the rope, and look carefully up and down the road. When he saw that there was nobody in sight, he stepped quietly into the garden, put his umbrella, newspaper, bag and hat neatly on the green grass and took hold of the rope. He pulled it hard to see whether it was strong enough to take his weight, then ran as fast as he could and swung into the air on the end of the rope, his grey hair blowing all round his face. Backwards and forwards he swung, occasionally taking a few running steps on the grass when the rope began to swing too slowly for him.

Mr. Jones was standing by the window, watching the professor with a broad smile. After a long while, the professor stopped swinging at last. He straightened his tie, combed his hair carefully, put on his hat, picked up his umbrella, newspaper and bag, and continued on his way to

the university. And again, he was looking as quiet and correct and respectable as one would expect a professor to be.

330 words

*Reading 1***The Professor and the “Swing”****Comprehension Check**

Decide whether each of the statements below is true or false according to the text. Write the letter *T* or *F* before each statement.

- _____ 1. This story happens on a beautiful spring morning; that morning Mr. Jones got up as early as he usually did.
- _____ 2. Mr. Jones looked out of the window, and to his surprise, he saw a neatly-dressed man approaching his house from the direction of the town.
- _____ 3. The man was a professor who taught in a nearby university.
- _____ 4. In Mr. Jones's garden, there was a swing under a big tree, which caught the professor's eye.
- _____ 5. The professor hesitated for a while before he decided to step into the garden.
- _____ 6. He pulled the rope to see if it was solid enough to carry his weight.
- _____ 7. From time to time the professor got off and took a few quick steps so that he could keep swinging high into the air.
- _____ 8. The professor didn't enjoy much, because while swinging he had to keep alert all the time for fear that he might be seen by his students.
- _____ 9. The professor didn't forget to straighten his tie and comb his hair before he left the garden, and put on a look as respectable as a professor is expected to be.
- _____ 10. The author implies in this story that there is always a trace of childlike innocence

retained in our heart, and that sometimes we might stop putting on an act and be ourselves.

Unit One

Reading 2 (Suggested Time Limit: 5 minutes)

The First Day of School

by Karl Krahne

I have been teaching for seventeen years now. For the last three years I have been teaching the second grade at Washington Elementary School. Most of what happens on the first day of school every year is not new for me because I have been doing it for too long. But I still approach each new school year differently.

One way that each year is different is that I always hope that each year's new students will be different. I hope that this year's students will be smarter, better behaved, and more ready to settle down and start acting as though they are in school and not on vacation. I also hope that the new students will not cry, will have their lunch money, and will know what bus they are supposed to take to get home or whether their parents will be picking them up.

Another way I hope new school years will be different is that I hope I will be better prepared. I know that I have started school years before, so I should be ready to help the students organize their supplies and put them in the blue and red storage boxes at the back of the room. I should be ready for the children to get tired and start to fall asleep by two o'clock in the long afternoon. I should be ready to check that the students can write their names and can recognize their names when they see them.

But I am always surprised at the beginning of school. This year, for example, I had twenty-three new students. On the first day, six of them had forgotten to bring lunch money and did not have lunches of their own. I had to lend them money so they could eat in the cafeteria. Most of them knew how to get back home, but one little boy, Manfred, got on the wrong bus, and I had to

pick him up and drive him home. He cried all the way.

I was also surprised this year when three of the students did not seem to be able to read, and one of them would not write her name. I had given them easy books to read after lunch, while I was trying to make up some lists of students' names for the office. I noticed that the three children were looking at the pictures in the book but not at the writing. I stopped and asked them what they were reading, but they did not seem to know. I hope that they were just confused and afraid on the first day of school and that they will be able to read along with the other children.

In general, though, the first day of school is an exciting one, for the children and for me. They are excited to get away from home and to be with a lot of other children their age. They look forward to the new year in school and ask me a lot of questions about what we will do during the year. I am excited because I have a new group of students to teach, and I look forward to watching them learn writing, mathematics, and information about the community and the world they live in. Although it is sometimes difficult, it is very satisfying to be a teacher and to know that I am helping so many children become useful and educated adults.

573 words

*Reading 2***The First Day of School****Comprehension Check**

Choose the best answer for each of the following questions.

1. From the passage we learn that the author is _____.
 - A) an expert on special education
 - B) an elementary school headmaster
 - C) a primary school teacher with many years' teaching experience behind him
 - D) a teacher specializing in teaching beginners
2. Which of the following is true?
 - A) Whatever happens on the first day of school is nothing new to the author.
 - B) The author deals with each new school year in a more or less different way.
 - C) The author has become sort of indifferent to what happens on the first school day.
 - D) What happens on the first day of school seldom takes the author by surprise.
3. To the author, each year is different in that _____.
 - A) he hopes he will have different new students
 - B) he hopes he may have brighter, better behaved students
 - C) he hopes his students may be more ready for the new semester
 - D) all of the above
4. On the first day of school the author is expected to do the following EXCEPT that _____.
 - A) he will see to it that the students can write and recognize their names

- B) he will help the students organize their supplies and put them in their respective lockers
 - C) he will drive those students home whose parents do not come to pick them up
 - D) he will help the students settle down for the new school year
5. It can be inferred from the passage that _____.
- A) a few students are not well prepared for the new school year after the long vacation
 - B) the author is certain that some pupils in his class have special difficulty in reading
 - C) many parents forgot to give their children lunch money on the first day of school
 - D) quite a few children are scared on the first day of school
6. According to the author, it is both exciting and satisfying to be a teacher because you can _____.
- A) help the students learn more about the world they live in
 - B) watch the children learn reading, writing and mathematics
 - C) help children grow into useful and educated adults
 - D) all of the above

Reading 3 (Suggested Time Limit: $5\frac{1}{2}$ minutes)

Learn How to Love Reading

by Laura Gregory

Reading has been a passion all my life. When I was little, my mother read to me. I consumed books growing up. Many nights were spent hiding under the covers with a flashlight to finish a book.

Gone with the Wind captured me at the age of 13, and my parents still talk about how I essentially missed a family trip to the beach. Scarlett and Rhett so absorbed me I resented anything that took me from the hotel room and my book.

Reading is a part of my life every day. Sometimes the newspaper will be enough, other times a book must be at hand as well. Reading was more real to me than most things.

I was a teen-ager before becoming fully aware there were people who didn't like to read and, even worse, people who couldn't read. I can imagine a life without chocolate before a life without books.

Do you know how early you can start reading to a child? Did you know the first day of life isn't too early? Reading to a child isn't just about teaching them to read; it is about teaching them to love to read. Reading to a child from infancy offers several special gifts to the child.

First is the gift of the physical closeness you enjoy as you cuddle up while you read. Children love to be held, and reading together offers a great opportunity to do just that. I have seen readers with three and four children crowded on their laps to listen to a story.

The second gift is you are helping a child's brain develop. Early-brain research shows the first

three years of life are the most critical for laying the foundations of literacy. Talking to and reading to children, whether they can respond or not, helps them learn to process words. You are helping them develop language and pre-reading skills that are vital to their readiness to learn when they go to school.

The third gift is you are helping them learn to love reading. Sharing books with children demonstrates reading is a wonderful thing. This should help them approach learning to read — and lifelong reading — with enthusiasm.

Reading should be a joy, not a burden. It is necessary to get along in daily life, it is necessary for learning and it is an open door to everything our world has to offer.

I believe that everyone should learn to read. I support efforts that make reading a reality for everyone. But the skill of reading is just the first step. The second step is to enjoy reading. Whether it is poetry or prose, fiction or nonfiction, books, newspapers, magazines or the Internet, I hope everyone has something they love to read. And I hope they read as often as possible. Reading can be educational, entertaining, inspiring. Whatever you need to get from reading, it can give you.

485 words