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主 编 陈 天 时 宏

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前言

Preface

阅读是提高外语技能的重要手段,而快速阅读又是阅读技能的重要方面,进行科学合理的快速阅读训练,有助于帮助学生运用和掌握正确的阅读方法,养成良好的阅读习惯,有效培养阅读能力,从而促进学习者外语综合技能的迅速提高。实际阅读都具有明确和特定的目的:对整篇文章主旨内容的把握,对文章观点的评判,对局部内容的理解,对事实与细节的分辨,对具体信息的捕捉等。

《大学英语快速阅读新目标》第1册至第4册按照《大学英语课程教学要求(试行)》,结合大学英语四级新题型对快速阅读能力的要求,并根据大学英语阅读能力培养的实际需要编写。所选内容遵循的原则是:内容新颖,时代感强,选材既有历史、传统的内容,也有社会、科技发展的最新信息;体裁和题材多样化,考虑到知识的多样性,文、理、工、医等内容兼顾;内容富有知识性和趣味性,既增长学习者的多元知识,又能使学习者保持阅读兴趣;材料来源多样化,语言地道。本套教材共4册,每册及单元之间由浅入深、由易到难、循序渐进。第1册至第4册文章的长度梯度增长,最终与大学英语四级考试的要求相吻合。每册由8个单元构成,每单元有4篇阅读材料。每篇阅读材料后面设10道测试题,按照大学英语四级快速阅读题型设计,一般前7题为理解题,后3题为填空题。为了便于学习者及时检验自己的阅读情况,后面附有参考答案。本教材每单元的内容,一部分可以作为课堂强化训练,一部分可以作为学习者的课后自主练习。

在编写这套教材的过程中,苏州大学出版社给予了多方面的支持。对此,我们表示感谢。

在使用过程中,如发现有不当之处,衷心希望广大老师和同学提出批评意见和建议,以便今后改进和完善。

编者

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Unit 1

Skimming and Scanning

Directions: Read the following passages quickly and answer the 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.

Passage 1 Smoking

For many years, scientists have warned that smoking tobacco is bad for your health. Yet people around the world continue to smoke. The World Health Organization (WHO) estimates that almost 5 million people around the world die each year from the effects of smoking. That number is increasing. WHO officials say tobacco use will kill more than 8 million people a year by 2020 if nothing is done to control the problem.

In the United States, more than 46 million adults currently smoke. American health experts say tobacco use is the leading preventable cause of death in the United States. This year, an estimated 440,000 Americans will die of diseases linked to smoking.

Smoking tobacco is the leading cause of lung disease. Smoking also has been linked to heart disease, stroke and many kinds of cancer. Scientists have identified more than forty chemicals in tobacco smoke that cause cancer in humans and animals. Smokeless tobacco and cigars also have been linked to cancer.

Experts say tobacco smoke also affects the health of people who do not smoke.



Smokers may harm the health of family members and people at work when they breathe out smoke from cigarettes. This is called “second-hand smoke”. Tobacco smoke causes an estimated 3,000 non-smoking Americans to die of lung cancer each year. Tobacco smoke also causes lung infections in as many as 300,000 American children each year.

The American Cancer Society says there is no safe way to smoke. It says smoking begins to cause damage immediately. All cigarettes can damage the body. Smoking even a small number of cigarettes is dangerous.

Nicotine is the major substance in cigarettes that gives pleasure to smokers. Nicotine is a poison. The American Cancer Society says nicotine can kill a person when taken in large amounts. It does this by stopping the muscles used for breathing.

The body grows to depend on nicotine. When a former smoker smokes a cigarette, the nicotine reaction may start again, forcing the person to keep smoking.

Most people who smoke have heard about the harmful effects of cigarettes. Some of them decide to smoke fewer cigarettes. However, most smokers find that is difficult. Experts say menthol cigarettes are no safer than other tobacco products. Menthol cigarettes produce a cool feeling in the smoker's throat. People who use menthol cigarettes can hold the smoke inside their lungs longer than smokers of other cigarettes. As a result, experts say menthol cigarettes may be even more dangerous.

Other smokers believe that cigarettes with low tar levels are safer. Tar is a substance produced when tobacco leaves are burned. It is known to cause cancer.

In 2001, the National Cancer Institute published a report about low tar cigarettes. It found that people who smoke these cigarettes do not reduce their risk of getting smoking-related diseases. In fact, some people who use low tar or low nicotine cigarettes often smoke more. The report found no evidence that changes in cigarette design and production during the past 50 years have improved public health.

It is not easy to stop smoking permanently. However, doctors say you probably will live longer if you do stop smoking. The American Cancer Society says the sooner smokers stop smoking, the more they can reduce their chances of getting cancer and other diseases. It says blood pressure returns to normal 20 minutes after smoking the last cigarette. Carbon monoxide gas levels in the blood return to normal after 8 hours. After one day, the chance of heart attack decreases. After one year, the risk of heart disease for a non-smoker is half that of a smoker.

Experts say there are several products designed to help end a smoker's



dependency on cigarettes. There are several kinds of nicotine replacement products that provide small amounts of the substance. These can help people stop smoking.

A drug to fight depression has proved effective for many smokers. The anti-depressant drug is called Zyban. It does not contain nicotine. The drug works by increasing levels of the chemical dopamine in the brain. Dopamine produces feelings of pleasure. Studies have shown that Zyban reduces the urge to smoke for some people.

There is strong evidence that people who have suffered from depression are much more likely than other people to smoke. The same is true for people who have brain disorders such as schizophrenia(精神分裂症). Doctors say these people can think better and feel better when they are smoking. It also is much harder for them to stop smoking than it is for other people.

We have some other ideas to help you stop smoking. The American Cancer Society says there is not just one right way to stop. It says one method or a combination of methods may be successful. They include attending self-help programs or following directions in a book. The group says any way to stop smoking that is legal, moral and effective is worth trying.

To stop smoking, you should carefully plan your actions for at least one week. Try to stay away from people and situations that might trouble you. Do not go to public places where people are smoking. If you drink alcohol, you probably will need to stop drinking temporarily. Many people lose their inner strength when they drink alcohol.

Many experts say it is best to stop smoking completely. Even one cigarette can make you a smoker again. In the first week or two without cigarettes, you probably will feel terrible. You may be angry all the time or you may feel sad. You may have a headache or your stomach may feel sick. Do not lose hope. If you stay away from tobacco, those feelings will go away in a few weeks. Tell yourself that you will be happier as a non-smoker. Tell yourself that nicotine should not control your life.

For a long time, you will continue to have periods when you really want a cigarette. Yet these times will come less often. One day, you will recognize that you have won the struggle against smoking.

(www.unsv.com/voanews/specialenglish)

1. According to WHO officials, more than eight million people die of diseases linked



- to smoking each year in the United States. ()
2. Smokeless tobacco and cigars will not do harm to human health. ()
 3. About 3,000 non-smokers died of lung cancer each year in the United State caused by “second-hand smoke”. ()
 4. According to the American Cancer Society, nicotine can kill a person if taken in large amounts by stopping the nerves used for breathing. ()
 5. Menthol cigarettes and cigarettes with low tar level will reduce smokers’ risk of getting smoking-related diseases. ()
 6. If smokers stop smoking for a year, they may reduce the risk of lung cancer greatly. ()
 7. The anti-depressant drug Zyban has proved effective to help people stop smoking. ()
 8. Dopamine is a kind of chemical matter in the brain which can produce _____.
 9. There’s evidence that people who have suffered from depression and who have _____ are much more likely to smoke than other people.
 10. Smokers who drink alcohol are suggested to stop drinking temporarily when they try to give up smoking because they may lose their _____ when they drink.

Passage 2 Life With a Disability in America:

Finding Ways, and Money, to Educate the Young

Years ago, children with mental or physical disabilities were usually kept at home or in a hospital. Mental hospitals especially were often dirty, horrible places. Early reforms demanded better care for the people who had to live in them.

By the second half of the 20th century, however, these laws were not enough. There was a movement to demand not just better care but human rights for people with disabilities. All they wanted, people said, was fair treatment and an equal chance to succeed.

On December thirteenth, the United Nations General Assembly approved a treaty, the Convention on the Rights of Persons with Disabilities. This is the first treaty designed to protect the rights of the world’s estimated 650 million disabled. It includes rights to education, health care, work and other protections. The treaty calls

on nations to pass laws and other measures to improve disability rights. It also urges them to end any law or customs that discriminate against persons with disabilities.

The treaty will be open for signing beginning March 30th. It will come into force after twenty countries have approved it.

For a long time, many schools in the United States refused to admit children who were blind, deaf or mentally delayed. In 1970, only 20% of American children with disabilities attended public schools.

It was 1975 before the nation had a law to require a free and appropriate public education for all children with disabilities.

The words “free and appropriate public education” have become very important in American education. Appropriate means that the education is designed to meet the needs of an individual student.

The law is now called the Individuals with Disabilities Education Act, or IDEA. New versions are approved by Congress every few years.

Today more than 6 million children in the United States receive special education services from public schools. These services are available from birth to age 21.

Schools also provide testing services to help parents decide if their children need special education.

Susan is a young woman who lives in the state of Maryland. She was not talking very much by the time she was two years old. Tests showed that her hearing was fine, but her ability to speak was delayed. So she attended a special private school when she was three and four years old. Her family did not have to pay for it.

At the school, Susan learned to communicate with her hands, using sign language the way deaf people do. But remember, she could hear just fine. Little by little, she learned to use her voice and not her hands to communicate.

When Susan was five years old, she started going to the same public school as her brother and the other children in her community. Susan spent part of each day with a teacher who was trained to work with children with delayed speech. And she spent another part of the day with children who were developing normally.

Educators call this “inclusion” —having disabled and non-disabled children study and play together.

Many educators and parents believe inclusion is important. At Susan’s school, music teacher Teri Burdette directed a group of hearing children and deaf children. All the children sang with their voices and with their hands.



Susan, the young woman in Maryland, had more tests as she got older. These tests found that some of her mental abilities were also delayed. She could not think very clearly.

Sometimes she was taught only with students who had delays like hers. Other times, she was with groups of children of different ability levels. In these groups, the teachers sometimes asked Susan to do work that was different from what other students had to do.

Susan received special education services from the time she was two years old until she was nineteen.

Now she goes to a small college in her community. All of the students in her classes share something in common—they all have disabilities like hers. They are learning simple mathematics. They are also learning better reading skills, and how to find a job.

Schoolchildren who need special services have what is called an individual education plan, or IEP. It describes what the child needs to learn during the school year.

For example, with children who have severe disabilities, the goal could be to help them learn to feed themselves or hold a pencil. For other children, the plan could require that the student receive extra help in reading or math.

Creating an individual education plan for each child who needs one takes time and effort. Parents and educators do not always agree about the services that a child needs. Parents can go to school officials to try to settle a disagreement. They also have a right to go to court. Some special education cases have gone all the way to the United States Supreme Court.

It costs a lot for schools to provide special education services. American public schools currently spend an average of almost 8,000 dollars a year to educate one student. But the cost for a special education student can be thousands of dollars more—especially if it includes placement in a private school.

Over the years, the Federal government has promised to pay 40% of the costs of special education. But the National Education Association, a teachers union, says that by 2004, the government was paying less than 20%.

As a result, state governments and local schools must find billions of dollars to pay for the services that the Federal government requires. This can create disagreements in communities. Schools may find they have to cut regular education



services so they can have enough money to pay for special education.

But these programs have enabled many more young people with disabilities to attend colleges, find jobs and live life more independently.

(www.unsv.com/voanews/specialenglish)

1. The Convention on the Rights of Persons with Disabilities will come into force on March 13th. ()
2. It was not until 1975 that all children with disabilities in the US were entitled to receive a free and appropriate public education by law. ()
3. The Individuals with Disabilities Education Act is renewed by US Congress every year. ()
4. Today public schools in the United States provide special education services for six million children from birth to age 21. ()
5. After two years of study at a special private school, Susan began to receive the same education as other children at the same public school in her community. ()
6. Susan's parents did not need to pay for their daughter's study at the public school. ()
7. "Inclusion" is an educational practice in which disabled and non-disabled children study and play together. ()
8. Each child who receives special education services at school has a(n) _____ which describes what he or she needs to learn during the school year.
9. Parents can go to school officials, the court, or even _____ to settle a disagreement on IEP.
10. In order to provide adequate money for special education, some schools have to cut costs on _____.

Passage 3 Jane Jacobs: Her Activism

Helped Shape the Look and Feel of Cities

Jane Jacobs was an activist, writer, moral thinker and economist. She believed cities should be densely populated and full of different kinds of people and activities. She believed in the value of natural growth and big open spaces.

She opposed the kind of city planning that involves big development and urban



renewal projects that tear down old communities. She was also a critic of public planning officials who were unwilling to compromise.

Jacobs helped lead fights to save neighborhoods and local communities within cities. She helped stop major highways from being built, first in New York City and later in Toronto, Canada.

Developers and city planners often criticized her ideas. Yet, many urban planning experts agree that her work helped shape modern thinking about cities.

Jane Butzner was born in Scranton, Pennsylvania, in 1916. After graduating from high school, Jane took an unpaid position at the Scranton Tribune newspaper. A year later she left Scranton for New York City.

As a young woman, Jacobs had many interests, including economics, law, science and politics. Her higher education was brief, however. She studied for just two years at Columbia University in New York. Jacobs did not complete her college education, but she did become an excellent writer and editor. While working as a writer for the Office of War Information she met a building designer named Robert Jacobs.

In 1944, they married. They later had three children. Her husband's work led to her interest in the monthly magazine, *Architectural Forum*. Jacobs became a top editor for the publication.

Experts have described Jacobs as a writer who wrote well, but not often. She is best known for her book *The Death and Life of Great American Cities*. The book was published in 1961. It is still widely read today by both city planning professionals and the general public.

In the book, Jacobs criticized the urban renewal projects of the 1950s. She believed these policies destroyed existing inner-city communities and their economies. She also thought that modern planning policies separated communities and created unnatural city areas. Jacobs described the nature of cities, their streets and parks, the different cultures represented by citizens and the safety of a well-planned city. Safety was an important issue in big cities that had high rates of crime.

Jacobs wrote that peace on the streets of cities is not kept mainly by the police even though police are necessary. It is kept by a system of controls among the people themselves. She believed the problem of insecurity cannot be solved by spreading people out more thinly.



Jacobs argued that a well-used city street is safer than an empty street. Safety, she argued, is guaranteed by people who watch the streets every day because they use the streets every day.

Jane Jacobs also noted New York City's Greenwich Village as an example of an exciting city community. This is one of the communities that was saved, in part at least, because of her writings and activism. In 1962, Jacobs headed a committee to stop the development of a highway through Lower Manhattan in New York City. The expressway would have cut right through Greenwich Village and the popular SoHo area.

Influential New York City developer Robert Moses proposed the plan. But huge public protests in 1964 led the city government to reject it. Jacobs' book, *The Death and Life of Great American Cities* helped influence public opinion against the expressway.

In 1969, Jacobs moved to the Canadian city of Toronto where she lived for the rest of her life. Part of her reason for leaving the United States was because she opposed the United States' involvement in the war in Vietnam. At that time, she had two sons almost old enough to be called for duty. Jacobs continued to be a community activist in Toronto.

She was involved in a campaign to stop the Spadina Expressway through Toronto. Jacobs organized citizens against the Spadina Expressway and the politicians who supported it. One of her most important issues was this question: "Are we building cities for people or for cars?"

Today, experts say Toronto is one of only a few major cities in North America to have successfully kept a large number of neighborhoods in its downtown area. Many experts believe this is because of the anti-Spadina movement led by Jane Jacobs.

Jane Jacobs spent her life studying cities. She wrote seven books on urban planning, the economy of cities, and issues of commerce and politics. Her last book, published in 2004, was *Dark Age Ahead*. In it, Jacobs described several major values that she believed were threatened in the United States and Canada. These included community and family, higher education, science and technology and a government responsive to citizens' needs.

In *Dark Age Ahead*, Jacobs criticized how political decision-making is influenced by economics. Governments, she said, have become more interested in wealthy interest groups than the needs of the citizens. Jacobs also warned against a culture





that prevents people from preventing the destruction of resources upon which all citizens depend.

Jane Jacobs had her critics. Many of them argued that her ideas failed to represent the reality of city politics, which land developers and politicians often control. Others argued that Jacobs had little sympathy for people who wanted a lifestyle different from the one she proposed.

Still, many urban planning experts say her ideas shaped modern thinking about cities. She has had a major influence on those who design buildings and towns that aim to increase social interaction among citizens.

Jane Jacobs died in 2006 in Toronto at the age of eighty-nine. Her family released a statement on her death. It said: "What's important is not that she died but that she lived, and that her life's work has greatly influenced the way we think. Please remember her by reading her books and carrying out her ideas."

(www.unsv.com/voanews/specialenglish)

1. For the benefit of the quick growth and big open spaces of the cities, Jane Jacobs thought that old communities should be taken into consideration by urban renewal projects. ()
2. Though criticized by developers and city planning officials, Jane Jacobs was believed to help shape the look and feel of the cities by many urban planning experts. ()
3. Jane Jacobs became interested in architecture when she studied at Columbia University in New York. ()
4. Though an excellent and productive writer, Jane was best known for her book *The Death and Life of Great American Cities*. ()
5. Jacobs believed that it was the citizens not the police who should guarantee the safety of the city. ()
6. Jacobs managed to help stop the building of an expressway through Lower Manhattan in New York City proposed by Robert Moses in 1964. ()
7. After her two sons had been recruited by US army, Jane Jacobs moved to Toronto, Canada and spent the rest of her life there. ()
8. Published in 2004, Jacobs's last book _____ described several major values that were threatened in the United States and Canada.
9. Jacobs also criticized that governments had paid much more attention to the



interests of _____ than the needs of the citizens.

10. Some of Jacobs' critics thought that she had failed to represent _____ which is often controlled by land developers and politicians.

Passage 4 Developing the First Atomic Bombs

World War II ended with one of the most important events in the history of warfare, science, and technology. A team of American scientists, working in secrecy, designed and built the first atomic bombs. President Harry Truman made the decision to use these weapons against Japan.

America's use of atomic weapons brought to an end a terrible worldwide conflict. But it also marked the beginning of the modern nuclear period. And it showed the growing importance of science and technology in a modern economy and military system.

The leaders of the United States have been interested in science since the early days of the nation. Benjamin Franklin and Thomas Jefferson were famous not only as great political leaders, but as inventors and scientists. President Abraham Lincoln and the Congress established the National Academy of Sciences during the Civil War in 1860s.

By the start of World War I in 1914, the Federal government was using scientists in many ways. However, government support for science before World War II generally was quite limited. The government was willing to pay for research only to meet certain clear goals, such as better weapons or military transport systems.

World War II greatly changed the traditional, limited relationship between American scientists and the federal government in Washington. In the early years of the war, the German forces of Adolf Hitler showed the world the strength of their new tanks, guns, and other weapons. American President Franklin Roosevelt knew that the United States would need to develop modern weapons of its own if it entered the war.

For this reason, Roosevelt established a National Defense Research Committee in 1940 to support and organize research on weapons.

The new committee included some of the top scientists in America. It did its work so well that Roosevelt later formed an even more powerful Office of Scientific Research and Development.

