

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

1

总主编 覃朝宪
尹明祥
主 编 张家政



重庆大学出版社

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主 编 张家政

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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1册,其难度相当于大学英语1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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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和教材编写经验、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



Passage 1

Dear Stacy,

How are you and your family? I've got some very exciting news! I'm planning to go to California during the summer from June 15 to July 16. I've arranged a very cheap flight (only \$400 roundtrip) through the tour company I work for. Regular fares are now around \$750. I plan to rent a car the whole time and travel through most of the state. I'll be visiting several cities, but I'll stay in San Diego for at least three days. I hope I can get to see you and your family while I'm there.

I've made a reservation at the South-coast Motel close to the beach. The address is 1515 S, Mission Bay Drive. I think that's near your house, too. I've reserved a room for three nights from June 26 to June 28. I get 10% off the regular rate because I'm staying for at least two nights, and another 20% off because I'm a travel agent. After I get there, I may decide to stay longer.

Which place do you recommend I visit in San Diego? Of course, I've heard of the famous San Diego Zoo. That will probably be the first on my list of places to see. I also want to visit the Coronado Hotel and Mission Bay.

It would be nice to know when you're available before I leave. If you don't have time to write, I'll call you when I arrive in San Diego. The number of the motel is 457-0293.

Take care and give my regards to your family.

Your friend,

Michiko



270 words

Suggested reading time: 3' 20"



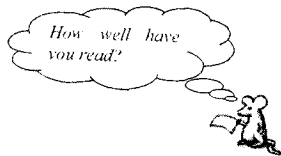
Go for exercises!



Reading Comprehension

Directions: Choose one best answer to each question.

1. How long will Michiko stay in California on her summer vacation?
 - a. Three days.
 - b. Two weeks.
 - c. One month.
 - d. The whole summer.
2. What is the discount that Michiko will have on the cost of her motel room?
 - a. 10%.
 - b. 20%.
 - c. 30%.
 - d. 40%.
3. In the context of the passage, the word "roundtrip" means _____.
 - a. both ways
 - b. at a discount
 - c. one way
 - d. regular fare
4. When will Michiko arrive in San Diego?
 - a. June 15.
 - b. June 26.
 - c. June 28.
 - d. June 25.
5. Which piece of information about the motel is not given in the passage?
 - a. The cost of a room for one night.
 - b. The address.
 - c. The phone number.
 - d. The percent of discount available.



Unit One

Passage 2

Is it difficult for you to get up in the morning? Do you sometimes oversleep? Are you often late for work or school? Then Hiroyuki Sujiyama of Japan has a special bed for you. Hiroyuki's bed will get you up in the morning! Here is how it works.

The bed is connected to an alarm clock. First, the alarm clock rings. You have a few minutes to wake up. Next, a tape recorder in the bed plays soft music or other pleasant sounds. The tape recorder in Hiroyuki's then says in a sweet voice, "Wake up, darling, please." A few minutes later, the second recording plays. The second recording can be loud music or unpleasant sounds. Hiroyuki hears a recording of his boss. His boss shouts, "Wake up immediately, or you'll be late!"

If you don't get up after the second recording, you'll be sorry. A mechanical "foot" is in the bed. The mechanical foot kicks you in the head. Then the bed waits for a few more minutes. What! You're still in bed! Slowly, the top of the bed rises higher and higher. The foot of the bed goes lower and lower. Finally, the bed is vertical. You slide off the bed and onto the floor. You are awake and out of bed.

Hiroyuki made his bed because he wanted to win a contest. He works for Honda Motor Company. Once every two years, Honda has a contest — the "All-Honda Idea Contest". It is for Honda's 200,000 employees. The employees think of new ideas. If their ideas win, the employees win prizes. In 1996 Hiroyuki Sujiyama won a prize for his bed.

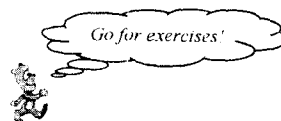
Hiroyuki wanted to win a prize. He also wanted to solve a problem. "Getting up in the morning is difficult for me," Hiroyuki said, "Often I am almost late for work. Maybe this bed will solve my problem."

Hiroyuki's bed is not in stores. There is only one bed — the bed Hiroyuki made for the contest. Maybe someday a company will make Hiroyuki's bed and sell it in stores. Many people will buy millions of beds. Then Hiroyuki will be rich. If the bed makes Hiroyuki rich, it certainly will solve his problem. Hiroyuki will have a lot of money. He won't need to get up early.



384 words

Suggested reading time: 4' 50"





Reading Comprehension

Directions: answer the following questions according to the passage you have just read.

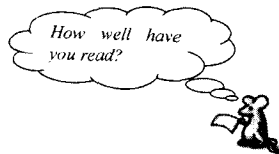
1. What is the special character of Hiroyuki's bed?

2. The mechanical "foot" will kick you after _____.

3. The bed has brought about _____ to Hiroyuki.

4. According to the passage, Hiroyuki's problem is actually lack of _____.

5. Can you buy such a bed if you want to get up early in the morning?



Unit One

Passage 3

For years, villagers believed that Endly farm was haunted. The farm was owned by two brothers, Joe and Bert Cox. They employed a few farm hands, but no one was willing to work there long. Every time a worker gave up his job, he told the same story, that they always woke up to find that work had been done overnight. Hay had been cut and cowsheds had been cleaned. A farm worker, who stayed up all night, claimed to have seen a figure cutting corn in the moonlight. In time it had been an accepted fact that the Cox brothers employed a conscientious ghost that did most work for them.

No one suspected that there might be someone else on the farm that had never been seen. This was indeed the case. A short time ago, villagers were astonished to learn that the ghost of the Endly had died. Everyone went to the funeral, for the "ghost" was none other than Eric Cox, a third brother who was supposed to have died as a young man. After the funeral, Joe and Bert revealed a secret that they had kept for over forty years.

Eric had been the oldest son of the family. He had been obliged to join the army during World War I. As he hated army life, he decided to desert his regiment. When he learnt that he would be sent abroad, he returned to the farm and his father hid him until the end of the war. Fearing the authorities, Eric remained in hiding after the war as well. His father told everybody that Eric had been killed in an accident. The only other people who knew the secret were Joe and Bert. They did not tell even their wives. When their father died, they thought it their duty to keep Eric in hiding. All these years, Eric lived as a recluse. He used to sleep during the day and work at night, quite unaware of the fact that he had become the ghost of Endly. When he died, however, his brothers found it impossible to keep the secret any longer.



358 words

Suggested reading time: 4' 30"



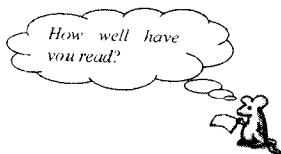
Go for exercises!



Reading Comprehension

Directions: Choose one best answer to each question.

1. Eric remained in hiding after the war because _____.
 - a. he feared the punishment he might receive for his desertion
 - b. his father had told everyone he had died
 - c. he was afraid of being sent abroad
 - d. he was fond of the life of a recluse
2. While farm hands stayed at Endly farm, _____.
 - a. they found during the night their work had been done for them
 - b. they often saw a figure working in the fields at night
 - c. they did not have any work to do
 - d. it never occurred to them that there was someone in hiding on the farm
3. Why did the Coxes reveal the secret at last? Because _____.
 - a. the war ended
 - b. the father died
 - c. they had to bury their brother
 - d. villagers feared them very much
4. Why was this secret kept so well? Because _____.
 - a. the Coxes never told others about that
 - b. Eric never appeared in the daytime
 - c. villagers never imagined that there was someone hiding in the farm
 - d. all of the above
5. What is the best title to this passage?
 - a. The Secret of a "Ghost".
 - b. A Big Secret.
 - c. Three Brothers.
 - d. A Haunted Farm.





Unit Two



Passage 1

If you've been on campus for very long, I'm certain that you've already heard about this course. You may know that last term about fifty percent of the students who attended my course failed it. Let me explain how this came about before you draw any conclusions. In the first place, since this is a composition class, I expected my students to follow certain rules of form. Unfortunately, students today dislike having to follow rules of any kind, especially those that they may feel to be unnecessary. For example, I ask that each of your papers be typed and centered on the paper correctly. I take away points for various kinds of mistakes. A misspelled word will cost you 5 points. You've lost 25 points if you've misspelled five words. If you write an incomplete sentence, you've lost 10 points. If you give me two complete sentences and one is without correct punctuation, you've lost 15 points. I do not accept late papers. You will receive a zero for any paper which you fail to hand in on time. I expect you to read assignment. To make certain that you have read the assignment, I will give you a short unannounced quiz from time to time. This class meets on Mondays, Wednesdays, and Fridays. You will have a total of six major tests throughout the term. Your final grade will be based on an average of these major tests, quiz tests, and eight written papers. If you have any questions at any time, you can see me on Tuesday. My office is on the second floor of this building. Your assignment for Wednesday is to read Hemingway's short story on page 55. Friday will be the last class day of this week, so you can expect to write a short in-class paper for me then. That's all for today, I'll see you on Wednesday.



329 words

Suggested reading time: 4'00"



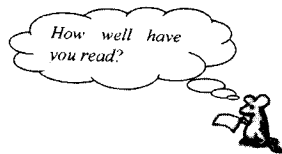
Go for exercises!



Reading Comprehension

Directions: Choose one best answer to each question.

1. When was this lecture given?
 - a. On Monday.
 - b. On Wednesday.
 - c. On Thursday.
 - d. On Friday.
2. How many papers will the students be required to write during the term?
 - a. Ten.
 - b. Six.
 - c. Eight.
 - d. Twelve.
3. If a student writes an incomplete sentence with a misspelled word, how many points will he or she lose?
 - a. 5.
 - b. 10.
 - c. 15.
 - d. 20.
4. When does the teacher give a short quiz on students' reading assignments?
 - a. On Monday.
 - b. On Wednesday.
 - c. On Friday.
 - d. Unannounced.
5. Which word may describe the teacher best?
 - a. Interesting.
 - b. Kind.
 - c. Strict.
 - d. Sympathetic.



Unit Two

Passage 2

If you want to become a better reader, what should you know about speed, or rate, of reading?

Some people read very rapidly; others read very slowly; someone who reads everything very quickly may say, "I am a rapid reader. I can read an entire book in one evening." Someone who reads slowly may say, "I read slowly, but I know what I read. I don't miss a thing."

The rapid reader may be a good reader when he reads a storybook for fun. But he may not be able to slow down enough to read directions carefully. He may read so rapidly that he does not take time to understand fully the ideas and information which is important to remember.

The very slow reader may be a good reader when he reads directions for making something. But he may take altogether too much time to read a simple story that is meant to be enjoyed but is not important enough to be remembered.

So, you see, neither the reader who reads everything rapidly nor the one who reads everything slowly is really a good reader.

If you wish to become a better reader, here are four important things to remember about rate, or speed, of reading.

1. Knowing why you are reading, what you are reading will often help you to know whether to read rapidly or slowly.

2. Some things should be read slowly throughout. Examples are directions for making or doing something; arithmetic problems; science and history books, which are full of important information. You must read such things slowly to remember each important step and understand each important idea.

3. Some things should be read rapidly throughout. Examples are simple stories meant for enjoyment; news letters from friends; items or bits of news from local, or hometown papers, telling what is happening to friends and neighbors.

4. In some of your reading, you must change your speed from fast to slow and slow to fast, as you go along. You will need to read certain pages rapidly and then slow down and do more careful reading when you come to important ideas that must be remembered.



372 words

Suggested reading time: 4'40"

