

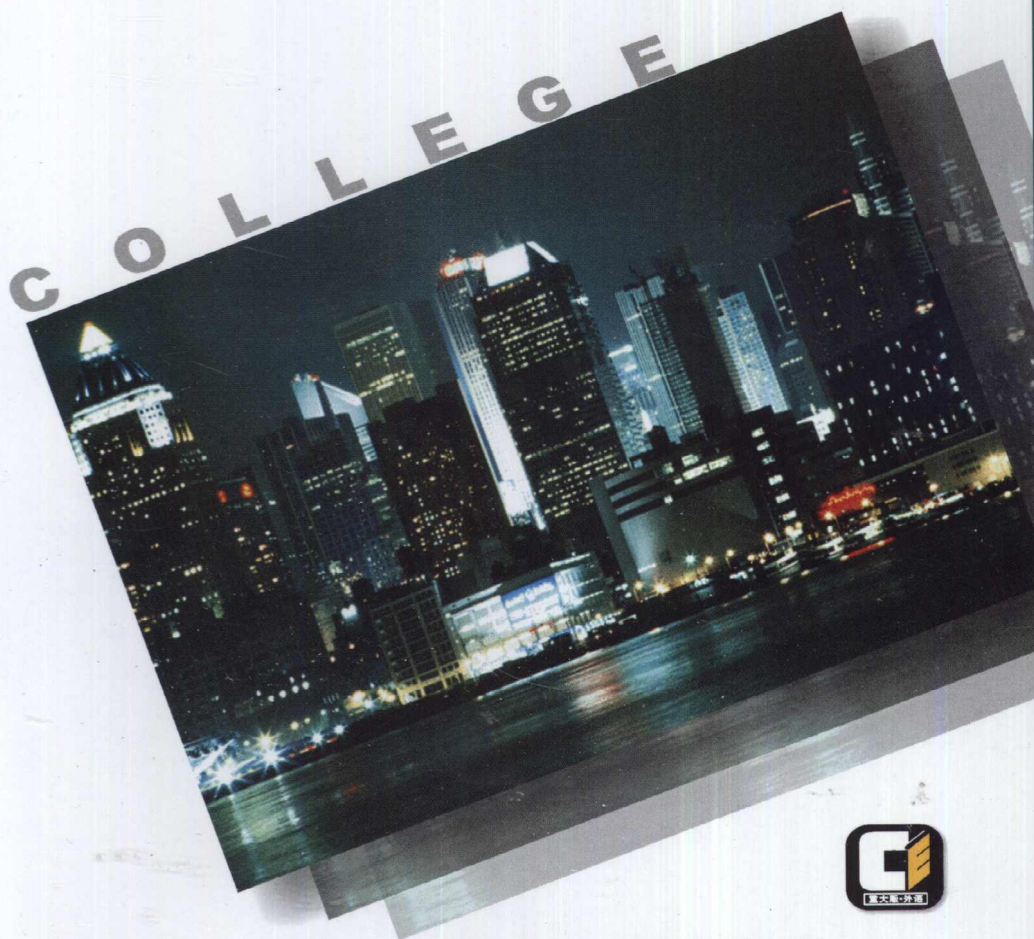
大学英语课程配套系列
A Series of Course Books for College English



大学英语 快速阅读教程

4

主 编 李昌银



重庆大学出版社

A COURSE IN FAST READING FOR COLLEGE ENGLISH

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大学英语 快速阅读教程

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主 编 李昌银
编 者 李昌银 李革勇 卢春梅



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内 容 提 要

《大学英语快速阅读教程》是“大学英语课程配套系列”之一,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。

本书为第4册,难度相当于大学英语4级。全书共16单元。每单元首先通过一个小型练习对学生进行速度训练,培养其正确的阅读习惯以及词汇辨认能力、短语辨认能力、猜测词义的能力等。接着编排3篇文章,并在每篇文章后给出了字数及速度计算公式,方便学生记录自己的阅读速度。每篇文章后提供阅读理解练习,供学生检测阅读效果。每单元最后提供一个公式让学生计算自己本单元阅读理解的准确率。全书语言规范,材料新颖,既有知识性,又有趣味性。

全书版式新颖,采用活页形式,适合教师课堂教学和学生自学使用。

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前 言

《大学英语课程配套系列》是以教育部颁布的《大学英语教学大纲(修订本)》为依据,根据西部地区大学英语教学实际情况和学生英语水平编写的。在编写前,我们先后在数百名教师和学生中进行了调查,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。基于调查结果和大纲对大学英语教学的基本要求,我们确定了系列教材的编写方案和编写思路。在编写过程中,我们不断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有着丰富教学经验和教材编写经验,熟悉教学法和语言习得理论,科研成果突出。可以说,这套教材凝聚了他们多年的教学经验、心得体会和理论成果。

《大学英语课程配套系列》为大学英语主干课程的配套教材,包括以下分册:

《大学英语快速阅读教程》:共4册,难度分别相当于大学英语1~4级。旨在培养学生正确的阅读习惯,提高其阅读速度。每册16单元,每单元包括快速阅读技巧讲解或小型速度训练以及三篇文章,每篇文章后均配有理解练习。采用活页形式,便于教师课堂操作。

《大学英语四级应考进阶强化训练》:共4册,模拟试题集,难度分别相当于大学英语1~4级。每册包括10套试题,各套试题分开装订,方便教师和学生使用。所有试题均采用全国四级考试标准题型。每册书后附有听力录音文稿、答案及注解。注解部分简洁、明了,为教师讲解与学生自测提供有利的参考和切实的帮助。每册书的听力部分均配有录音磁带。

《大学英语四级分级词汇手册》:共1册。旨在既教会学生如何使用单词,又有助于扩大学生的单词量,为学生顺利通过四级考试打下良好的基础。将大纲规定的四级词汇按1~4级分开编写,采用双语解释,并配以例句。同时提供相应的同义词、反义词和派生词,并对学生容易混淆的同义词展开辨析。此外还给出了一些重点单词的用法。

《大学英语六级分级词汇手册》:共1册。旨在既教会学生如何使用单词,又有助于扩大学生的单词量,为学生顺利通过六级考试打下良好的基础。将大纲规定的六级词汇按5~6级分开编写,采用双语解释,并配以例句。同时提供相应的同义词、反义词和派生词,并对学生容易混淆的同义词展开辨析。此外还给出了一些重点单词的用法。

《大学英语写作手册》:共1册。按照大纲对学生不同阶段写作能力的要求,分为上篇、中篇、下篇,分别介绍了大学英语基础写作、应试写作和应用文写作的技巧。本书循序渐进,内容丰富,含有大量的练习及优秀范文的点评。它不仅能切实提高学生写作能力,而且对学生四、六级考试和研究生入学考试进行写作指导。

《大学英语同步辅读》:共2册。本书是为大学英语精读课程提供的同步辅助练习。它以

全国有影响的精读教材为基础,但又不拘泥于某套教材,供学生在学完每个单元以后进行巩固和扩散练习。上册难度相当于大学英语 1~2 级,下册相当于 3~4 级。每单元由词汇与结构(覆盖现行有影响教材相应的核心词汇)、阅读理解、完型填空、句子翻译等题型组成。

本系列具有以下特点:

1. 充分考虑西部地区学生的英语水平及英语学习的特点,无论从选材和难易度上,还是从内容体系上,我们都从本地区学生的实际出发,认真筛选,精心设计。

2. 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,同时兼顾扩大学生知识面,开拓视野。本系列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,有利于学生扎实、有效地从各方面提高英语应用能力。与此同时,我们在编写时充分重视语言材料的信息含量和知识含量,力争采用最新的文章,努力拓宽文章所涵盖的知识面,让学生在提高语言技能的同时获取广泛的知识。

3. 训练学生语言技能的同时,训练其四、六级考试的应试能力。我们在编写时有意识地向国家四、六级考试靠拢,并在有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,为学生供应试方面的指导。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技能的提高。

4. 充分为使用者着想,努力提供方便。从内容体系、版式设计到装帧设计,都考虑到了如何既方便教师课堂操作,又利于学生课后自学。例如,《大学英语快速阅读教程》和《大学英语四级应考进阶强化训练》两套书均采用活页形式,方便教师课堂安排定时练习。又如,在《大学英语快速阅读教程》中,我们为学生提供了文章字数和阅读速度计算公式,便于学生自测时记录自己的速度;在《大学英语四级应考进阶强化训练》中,我们提供答案注解,为教师备课提供参考,同时方便学生自测后自我检查、自我诊断。

在编写过程中我们得到了云南省大学外语教学及考试指导委员会会长梁育全教授、广西高校大学外语教学研究会前会长刘明忠教授、贵州省外语学会会长丁廷森教授的悉心指导和热情支持,在此向他们表示衷心的感谢!

《大学英语课程配套系列》

编写组

2002 年 7 月

编者的话

《大学英语快速阅读教程》是根据教育部颁布的《大学英语教学大纲(修订本)》编写的一套快速阅读教材,为“大学英语课程配套系列”之一,供大学英语教学第一、二学年使用。

阅读是掌握语言知识、打好语言基础、获取信息的重要渠道。阅读能力是大部分大学生今后工作所需的主要语言技能。从语言学习的规律来看,英语应用能力的提高是建立在大量的语言输入,尤其是大量的阅读的基础之上的。因此,英语阅读能力的培养与提高显得十分重要。本书就是基于培养学生的快速阅读能力,迅速获取信息的能力而编写的。它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。本书的特点是文章短小精悍,内容新颖,题材多样,具有可读性、可思性和趣味性。书中插入相应的阅读技巧介绍,方便学生灵活运用。练习的设计科学、合理,使学生通过练习,加深对文章的理解,从而达到提高阅读能力的目的。

《大学英语快速阅读教程》共分4册,难度分别相当于大学英语1~4级,每册16单元。第1、2册每个奇数单元在正文前介绍一些阅读注意事项和快速阅读技巧,每个偶数单元则根据前面单元的介绍设计一个小型练习,训练阅读速度;第3、4册在每个单元的正文前安排1个小型练习,对学生进行阅读速度训练。这些技巧和训练旨在培养学生正确的阅读习惯以及词汇辨认能力、短语辨认能力、猜测词义能力等。1~4册正文部分每单元各包含3篇文章,每篇文章均给出字数以及速度计算公式,方便学生记录自己的阅读速度。每篇文章后设计阅读理解练习,供学生检测阅读效果。每单元最后提供一个公式让学生计算自己本单元阅读理解的准确率。由于课堂时间有限,建议教师在课堂上根据情况从每单元中选取1~2篇文章对学生进行训练,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. 学生在阅读正文之前仔细阅读每单元的技巧讲解,并在规定的时间内做完速度训练题。在阅读正文的过程中有意识地运用学过的技巧。

2. 学生要养成先了解问题,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. 学生阅读时不要查词典,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。读完课文立即做练习,做练习时,不再翻阅已读过的课文。

广西大学外国语学院刘明忠教授在百忙中审阅了《大学英语快速阅读教程》1~4册的全部书稿,并提出了宝贵的意见。在此,我们向他表示诚挚的谢意!

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Unit 1

Before you read ...

☆ **Speed Drills**

The phrase "the world cup" appears 10 times in the following two columns. Underline it every time it appears. Try to finish in 10 seconds or less by reading down the column, not left to right.

Key phrase: the world cup

| | |
|-------------------|------------------|
| the world cup | the war battle |
| the world cap | the world sports |
| the world cup | the world cup |
| the word cup | the world car |
| the world cup | the work card |
| the worker's cup | the world cup |
| the world cop | the word cap |
| the world cup | the world cup |
| the warm cup | the word cop |
| the wonderful cat | the world cup |
| the world cup | the worship cup |
| the world's cup | the world cup |
| the world copper | the word cup |
| the wolf's cookie | the word cap |



Passage 1

The average person learns most of the 30,000 — 40,000 words whose meaning he or she recognizes by hearing or reading them in context or simply absorbing them without conscious effort. The best way to a good vocabulary, therefore, is to read a great deal and to participate in a lot of good talk. There are relatively few words that we learn permanently by purposefully referring to dictionaries or keeping word lists. However, even those extra few are of value, and no one will make a mistake by working on developing a larger vocabulary. Here are some suggestions of how to do it.

Read plenty of good books. When you come across a new word, or a new meaning of an old word, stop and see if you can understand it from its context (the words around it). If you can't, and if you can't manage it without interrupting the thought of the book too much, look it up in a dictionary or ask somebody and then repeat its meaning in a personal vocabulary list — preferably using it in a sentence. (You can use the blank lined pages at the end of each section of this book for your list, or you can keep a special vocabulary notebook.) Go over the list from time to time. Further, try to use a new word in writing or conversation a few times over the next several days.

Listen to good talk and be alert to new words you hear or to new meanings of words you already know. Then treat them just as you do new words you read.

Learn and be alert to parts of words: prefixes, suffixes, and roots. Knowing them enables you to make intelligent guesses about the meanings of words.

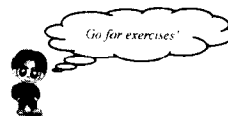
If you are studying a foreign language, be alert for words in that language which relate to words in English. English has inherited or borrowed much of its vocabulary of 500,000 — 600,000 words from Latin, Greek, French, Spanish, and German.

(310 words)



How fast do you read?

310 words ÷ _____ minutes = _____ wpm





Exercise : Multiple Choice

1. The most suitable title for the passage would be _____.
 - A. Vocabulary Building
 - B. Language Study
 - C. Conscious Reading
 - D. Attentive Listening
2. When you come across a new word in reading, the first thing you should do is to _____.
 - A. guess its meaning
 - B. look it up in a dictionary
 - C. ask someone
 - D. write it down
3. "Be alert to" (line 1, para. 3) may best be replaced by _____.
 - A. "look at"
 - B. "pay attention to"
 - C. "write down"
 - D. "learn by heart"
4. According to the passage, which of the following statements is NOT true?
 - A. We learn much of our vocabulary without conscious effort.
 - B. Keeping a personal vocabulary list is a good way to enlarge one's vocabulary.
 - C. Listening to people talking is of little help to one's vocabulary building.
 - D. All the suggestions given also apply to foreign language study.
5. The passage is most probably written for _____.
 - A. children
 - B. the old
 - C. people with poor memory
 - D. the common reader



Most civilizations and cultures — in their sacred writings, in their oral traditions, in their folk stories — have some reference to the origin of language. Only rarely (at least in the records that have come down to us) did the ancients try to learn something about speech phenomenon by observation or experimentation. The Greek historian Herodotus (fifth century B. C.) records one such incident: an Egyptian king named Psammetichos wished to determine which of the world's languages was oldest. To gain this information, he decided to isolate two newborn infants until such time as they should begin to speak; the assumption being that, lacking any pattern to imitate, they would therefore naturally employ the most primitive of the languages. In the course of time the children were heard to utter something that was recorded as *bekos* — which turned out to be similar to the Phrygian word for "bread". Therefore, Phrygian (a language once spoken in Asia Minor) was held to be the first language of mankind, at least by King Psammetichos and, we may presume, by his court.

(200 words)



How fast do you read?

200 words ÷ _____ minutes = _____ wpm



Go for exercises!



Exercise: Multiple Choice

1. The central idea of the passage is _____.
 - A. Psammetichos concluded that the first word that children speak is the word for “bread”
 - B. Psammetichos concluded that Phrygian was the oldest language in the world
 - C. Psammetichos concluded that the oldest word in any language is the word for “bread”
 - D. Psammetichos concluded that Phrygian was the easiest language to learn
2. The story about Psammetichos is intended to show that _____.
 - A. most civilizations and cultures have some reference to the origin of language
 - B. the ancients only rarely tried to learn something about speech phenomena by observation or experimentation
 - C. most civilizations and cultures tried to learn about speech phenomena by observation and experimentation
 - D. observation and experimentation are the best way to learn about the origin of language
3. Herodotus is _____.
 - A. an ancient Greek historian
 - B. a modern Greek historian
 - C. a modern Egyptian historian
 - D. an ancient Egyptian historian
4. Psammetichos _____ the assumption that, lacking any pattern to imitate, the two children would naturally employ the most primitive of the languages.
 - A. proved
 - B. refuted
 - C. told Herodotus about
 - D. based his experiment on
5. The author _____ Psammetichos’ conclusion.
 - A. supports
 - B. criticizes
 - C. does not believe in
 - D. praises



English can be dropped altogether. Charles W. Eliot of Harvard and others put English into our schools in 1900 by making it a requirement for the College Board Examinations. Eliot's idea was that pupils can be compelled to present ideas clearly and to enjoy literature. He would drill these skills into them. The sheer quantity of disciplined effort would get result and turn our 18-year-olds into incisive, clear, witty writers.

The result of all these massive drill over nearly a century has been to make our youths somewhat duller than before. Our few famous writers now are notable for their gloom, their insobriety, and their utter inability to come up with answers to our problems. It would seem that English was made a required subject to no purpose whatsoever.

The correct way to teach English fundamentals — grammar, spelling, sentence structure — is to teach them as a part of other subjects. That way, English has a chance of being interesting. Just in this way, one teaches the use of a hammer in the process of teaching carpentry; one does not take a special course in hammering. It would be fiendishly dull if one did.

(220 words)



How fast do you read?

220 words ÷ _____ minutes = _____ wpm



Go for exercises

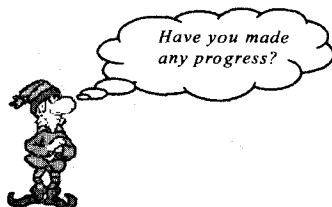


Exercise: True or False Statements

1. () Charles W. Eliot thought that pupils can be forced to write clearly and to enjoy literature.
2. () According to the author, English as a required subject is necessary.
3. () Massive drills have made American youths more intelligent than before.
4. () According to the author, it is necessary to teach English fundamentals, but only as a part of other subjects.
5. () According to the author, English as a required subject is very interesting.

How well have you read?

_____ $\div 15 \times 100\% =$ _____ %



Unit 2

Before you read ...

☆ **Speed Drills**

Each of the following is composed of two sentences. Tell whether they are the same in form or not. Try to finish in 10 seconds.

1. Some fish produce enough electricity to drive electric motors. || Some fish produce electricity enough to drive electric motors.
2. When people travel across the US or Canada today, they usually fly. || When people traveled across the US or Canada, they usually flew.
3. Which of the following statements is not true according to the passage? || Which of the following statements is true according to the passage?
4. The whole world is faced with the problem of the increasing population. || The whole world is faced with the problem of the increased population.
5. Food, family and attention have nothing to do with intelligence. || Food, family and attention have something to do with intelligence.

