

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

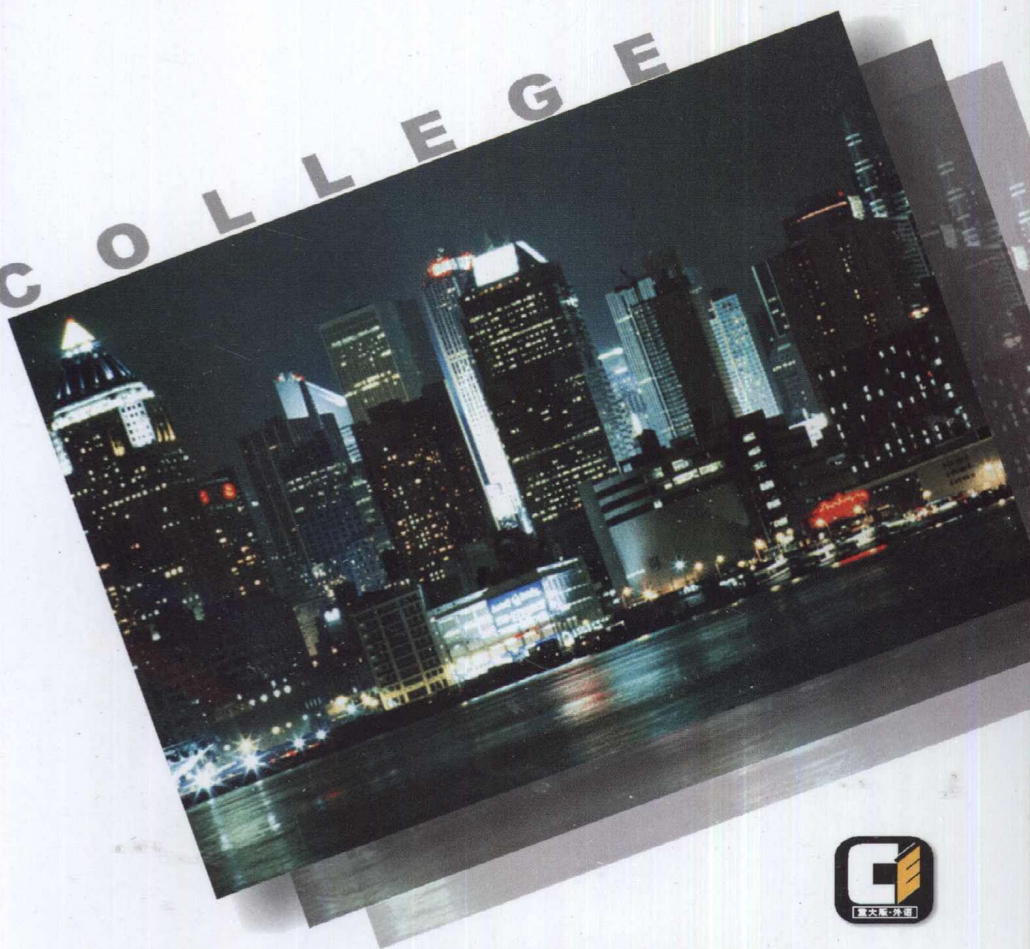


大学英语

快速阅读教程



主 编 马 瑜



重庆大学出版社

A COURSE IN FAST READING FOR COLLEGE ENGLISH

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

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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3册,难度相当于大学英语3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,为学生提供应试方面的指导。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**

Underline the word in the right column whose form is the same as the one in the left column. Try to finish in 15 seconds or less.

- | | |
|--------------|--|
| 1. butcher | butter butcher budget bluster blotter |
| 2. continue | continuous contain continue continent confront |
| 3. therefore | thereof thereon therefore before furthermore |
| 4. tomorrow | tomato tomorrow borrow furrow tomatoes |
| 5. ignorant | ignoring ignore ignite pregnant ignorant |
| 6. appearing | appearance appearing appearances appealing application |
| 7. together | altogether get-together together gathering moreover |
| 8. recognize | recognition organize realize recognize reorganize |
| 9. servant | service servant serving severe serious |
| 10. approach | approve appropriate approach reproach probable |



Passage 1

When we speak and when we write we represent ideas and feelings with words. In painting, ideas and feelings are represented by paint, by colour, shape and line, etc. Painting is language. There are many different languages in the world. There are the traditional languages of the many countries and cultures, and there are the special languages of scientists, sports lovers and others. There are just as many styles of painting in the world. In the National Gallery in London there are about 450 pictures, painted at different periods in history and by very different people, so many of these are very different from each other.

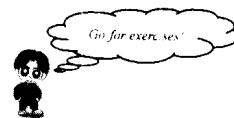
We have to learn to understand and to speak a language. In the same way, we have to learn to understand a style of painting before we can begin to appreciate all its qualities and what the artist is trying to say to us. Babies have to learn to see and then learn to understand what they see. Seeing and understanding are not like breathing! They are not *instinctive*. When blind people have an operation in hospital they have to learn to see. At first everything is just a wild pattern of colours and light. They have to see the information which tells them about how near objects are. They have to learn to associate the shape of a cat with what they have previously known through sound, touch and smell. We are learning to see all the time. Someone who is learning to drive a car may see as much as the other road users, but he may not understand what is important. An experienced car driver has learnt to understand what he or she sees.

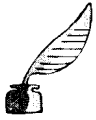
(282 words)



How fast do you read?

282 words ÷ _____ minutes = _____ wpm





Exercise : Multiple Choice

1. What is the main idea in the first paragraph?
 - A. There are many pictures in the National Gallery.
 - B. There are many different languages in the world.
 - C. Painting is language.
 - D. Painting and language are different.
2. "Painting is Language" because _____.
 - A. in paintings, ideas and feelings are represented by words.
 - B. painting can be used to represent ideas and feelings in the same way a language does.
 - C. painting represents the history of language.
 - D. there are as many pictures in the world as languages.
3. Before we begin to appreciate a picture, we have to _____.
 - A. learn to understand the particular way of painting it
 - B. learn to speak a language
 - C. learn to see the world
 - D. learn to paint a picture
4. The word "instinctive" means _____.
 - A. imaginative
 - B. natural born
 - C. important
 - D. special
5. Which of the following is NOT true?
 - A. Seeing is as important as understanding.
 - B. Babies understand what they see after they learn to see.
 - C. Before operation the blind people know a cat through sound, touch and smell.
 - D. An experienced car driver may see as much as the other roads users, but he may not understand what is important.



Passage 2

The painting, one of the first oil paintings in the world and certainly one of the greatest by Jan van Eyck, shows the actual marriage of Giovanni and Giovanna. At that time, in 1434, people didn't have to go to church in order to marry. People could get married when there were other people as witness to the important and solemn occasion.

Giovanni and his bride are not wearing shoes because they are showing that the floor is holy ground. Giovanni takes his bride's hand and raises his right hand to show his promise to her. The mirror shows that there are witnesses in the room, and Jan van Eyck has shown that he was there: he has written in Latin on the wall, "Johannes de Eyck fuit hic", which means "Jan van Eyck was here".

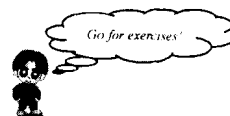
There are more symbols in the picture: the single, burning candle symbolizes Jesus Christ and the presence of Christ at the marriage. The little dog at the woman's feet symbolizes faithfulness. The crystal beads on the wall, the perfect mirror and the blue of the woman's sleeves and underskirt are all symbols of purity. The oranges and the apple may symbolize the innocence of the "Garden of Eden" in which man and woman were created, according to the Christian bible. Around the mirror there are ten scenes from the life of Christ and on the high wooden chair next to the bed is a figure, probably of St Margaret, who looked after childbirth.

(249 words)



How fast do you read?

249 words ÷ _____ minutes = _____ wpm





Exercise : Multiple Choice

1. The purpose of the passage is to _____.
 - A. introduce how people get married in 1434
 - B. introduce an oil painting by Jan van Eyck
 - C. tell a story of a young couple
 - D. tell a story from Christian bible
2. Where do Giovanni and Giovanna hold their wedding ceremony?
 - A. in a church
 - B. in front of a church
 - C. on a square
 - D. in the room
3. Why don't Giovanni and his bride wear shoes?
 - A. Because they are too poor to buy shoes.
 - B. Because the floor in the room is too clean to be stepped on with shoes.
 - C. Because they want to show their respect to the holy ground.
 - D. Because it is too hot to wear shoes.
4. What object is NOT painted in the picture?
 - A. mirror
 - B. candle
 - C. a little cat
 - D. a bed
5. What does the mirror symbolize in the picture?
 - A. purity
 - B. faithfulness
 - C. new life
 - D. Jesus Christ



Expressionism can be applied to paintings from the early years of the century right up to the 1950s. It is not the title of a special group as much as a general term applied to a succession of artists. The Expressionist painter will purposefully distort the shape of the objects he draws in order to emphasize the emotions he wishes to express in this work, and will enrich their colour to strengthen the exaggerated effect.

Edward Munch (1863—1944) is often considered to be the first true Expressionist. A Norwegian, he had considerable influence, particularly in Germany. A mentally ill and miserable man with a profound fear of women, he allowed his works to express an introspective(内省的) consciousness of individual isolation. One of his most famous works, *The Cry*, concentrates on a single terrified figure, his cry echoed in the brightly coloured sky and wild landscape. Munch had written in his diary in 1892, "I stopped and leaned against the fences, very tired, and I looked at the flaming clouds that hung over the blue-black fjord(峡湾) and the city like blood and sword. My friends walked on. I stood there, trembling with fear. And I felt a loud, unending scream cutting through nature". The freedom to paint such a strong personal experience became a basic principle of Expressionism — while the distorted forms and bright colours became its method.

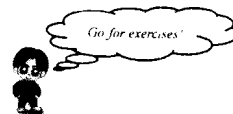
The first Expressionist group gathered at Dreden in 1905. Known as The Bridge, they were apparently similar to the Fauves(野兽派) in Paris in their use of brilliant colour. While the Fauves were using colour as means towards giving pictures a compositional unity, the young artists of The Bridge wanted colour to have a symbolic meaning as well. Their works were strikingly creative and the contrasts between them are almost more apparent than the similarities.

(303 words)



How fast do you read?

303 words ÷ _____ minutes = _____ wpm





Exercise: True or False Statements

1. () Expressionism is a style of painting that expresses the feelings rather than describing objects as they really are.
2. () The Expressionists applied dark and gloomy colours to their pictures in order to express their strong emotions.
3. () Edward Munch, the Father of Expressionism, was a Norwegian by birth but lived in Germany.
4. () In one of his most famous works, *The Cry*, Edward Munch described the fear and loneliness of the individual in the world.
5. () The Expressionists were different from the Fauves in that the colour in their works often had a symbolic meaning.

How well have you read?

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



*Have you made
any progress?*

Unit 2

Before you read ...

☆ **Speed Drills**

Find and underline the word in each group that appears twice. Try to finish in 15 seconds or less.

1. elective electric electrical electricity electron electric
2. generation general generalize generate generative generalize
3. unbelievable unavoidable unbearable unbelievable uncountable uncharitable
4. possession possessive possess possessed possessor possession
5. substance subsidy substitute substance subsidence substandard
6. statement statistics statesman stability statistics student
7. exercise excuse express exhibition exhaling exhibition
8. whether weather whelming whether wither withstand
9. carpenter carpet spinster crustier crustier carrier
10. permission permitting perplex missionary permitting pumpkin

