

College English  
**大学英语**

# 快速阅读教程

第四级

Speed Reading Course  
Band 4

汪开虎 主编

A B C D E F G  
H I J K L M N  
O P Q R S T  
U V W X Y Z

上海交通大学出版社

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主    编  汪开虎  
本册编者  何  艳

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## 内 容 提 要

本书为套书大学英语快速阅读教程(1-6级)的第四级。本套书按大学英语的相应难度分为6级,每级一册,便于不同水平的读者选择使用。本套书选材新,体裁广,包括了科普、财经、体育、政治、经济等各领域文章,文章全部选自英语国家2000年出版的报纸、杂志等。选材具有时效性、趣味性和知识性等特点。

本书适合大学学生和具有同等英语水平的学习者使用。

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# 前 言

阅读能力是大学英语教学的重心。根据《大学英语教学大纲》(修订本),大学英语教学的目的是“培养学生具有较强的阅读能力和一定的听、说、写、译能力”。较强的阅读能力包括一定的阅读效率和速度。但是,阅读速度慢是广大英语学习者遇到的普遍问题。造成这一问题的主要原因之一是缺乏合适的快速阅读教材。虽然大学里的英语教材大都配有快速阅读,但对学习者来讲,仅仅这一点材料是远远不够的。为此,我们编写了这套《大学英语快速阅读教程》,为读者提供适量的训练材料,帮助读者培养良好的阅读习惯,提高阅读能力。

全套丛书共选编 300 篇文章,按难度分为 6 册,每级 1 册,每册含 50 篇文章。各级的难度大体与大学英语教学大纲的要求相符或略高一点。这些文章大多数出自英语国家 2000 年出版的各类报刊杂志,题材广泛,涉及政治、经济、金融、旅游、军事、外交、航天、天文、生物、基因科学、医药、计算机、体育等诸多领域;文章体裁丰富,有新闻、广告、专访、评论、论述、游记、感想、摘要等等。

本书初稿完成后,我们在上海交通大学组织在读大学生进行了阅读测试。根据反馈,我们对初稿进行了调整,撤换了过难和过易的文章,对正误集中的阅读理解题做了相应调整,为超过大纲要求并影响阅读理解的词汇加上了中文解释。

为便于读者了解文章的难易度,编者在每篇文章后面附上了文章的统计信息,包括字数、段落数、句数、段落平均句数、句子平均字数和被动句比例。正是这些因素决定了文章的难易,同时,它们也体现了英语不同文体的特点。对生词的统计信息是文章难易度分级的主要依据之一,因为编者对生词做了控制并适当加了注释,因此关于生词的信息我们没有列出来。

阅读速度项(Your Reading Speed),由读者自己记时填写,并可根

据下表检验是否达到相应等级水平。阅读效率项(Your Reading Efficiency),由读者参照书后答案计算出答题正确率。

级	阅读速度(wpm)		技能要求
	一般阅读	快速阅读	
一	60	80	能读懂语言难度一般的普通题材的文章。学会基本阅读技能。
二	65	90	同上
三	70	100	能读懂语言难度中等的一般性题材的文章。掌握基本阅读技能
四	70	100	同上
五	70	120	能读懂语言难度较高的一般性题材的文章。掌握较高的阅读技能
六	70	120	同上

——摘自《大学英语教学大纲》(修订本)上海外语教育出版社

本书可作为普通高校学生学习英语的快速阅读教材,也可供广大英语学习者自学。

本套丛书由汪开虎主编,参加本书编写的人员都是上海交通大学的英语教师,他们都长期从事英语教学工作。本书第一册(Band 1)由刘萍编写,第三册(Band 3)由王春艳编写,第四册(Band 4)由何艳编写,第五册(Band 5)由翼俊芳编写,第六册(Band 6)由汪开虎编写,第二册(Band 2)由上述人员共同完成。

本书在编撰过程中,得到上海交通大学外国语学院院部、英语系和大学英语教学部的大力支持与鼓励,在选材、统稿和校对过程中,得到温弢、郑晓卿及英国 Mary Feng 女士的大力帮助,特此致谢。另外,上海交通大学外国语学院英语系四年级 F9714001 班和 F9714002 班全体同学对本书初稿提出了不少宝贵意见,在此一并表示感谢。

本书大多数文章选自美国、英国、加拿大、澳大利亚、新西兰等国家 50 多种报纸和杂志,此处无法一一注明,谨此铭谢。

由于时间仓促,工作量较大,错误遗漏之处在所难免,望行家不吝指正。

汪开虎

2000 年 10 月 11 日

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## 1. Bigger Not Really Better

Starting Time: \_\_\_\_\_

General Motors is looking for a few good “risk-takers” and “rugged individualists” who want others to know what successes they’ve made of their lives. The way to give off this aura—buy a Hummer, the Godzilla of sport utility vehicles.

Used as an armored car by the military during the Persian Gulf War, the Hummer, like much of the rest of the Cold War apparatus, is getting its discharge papers, preparing to go forth to enhance images and egos of newly minted stock market millionaires.

Michael D. DiGiovanni, GM’s commander of Hummer operations, told The New York Times, “They really have not much intention of going off the road, but it’s really important for them to tell people how successful they are.”

Thus, they want to look like Indiana Jones about to head out for high adventure on an archeological dig in Central Asia without bothering to go through the rigors of flying to Kabul.

Image is everything these days.

Listen to what one teen Hummer driver says: “I love the fact that the Hummer is a tank,” said Cooper Schwartz of Bellevue, Wash. “It’s like a tank with fashion, it’s like having your own war toy. I like something where I can look down into another car and give that knowing smile that, ‘I’m bigger than you.’ It makes me feel powerful.”

Standing nearly as tall as John Wayne (6 feet, 3 inches), Hummers will dwarf every other vehicle. By contrast the Saturn SL2 is two feet



shorter. Hummers stand wide as well as tall, its width 7.25 feet, nearly 1.75 feet wider than the Saturn. It weighs in at 7,154 pounds. The suggested retail price is \$93,000.

Of course, it's an environmental disaster, emitting nearly five times more smog-causing nitrogen oxides than a passenger car. Its gas mileage is no more than 13 miles per gallon in the city and 15 on the highway. Its bumpers are higher than those on any other sport utility vehicle, meaning it is even more likely to crunch into passenger compartments during rear-end collisions.

In a society in which military service is no longer required, the Hummer will allow those whose youthful fantasies were sparked by GI Joe to dream how heroically they might have behaved had they decided to become Marines instead of stockbrokers or lawyers.

Not a part of any fantasy is ending up in court being held responsible for a fatal accident. Be sure trial lawyers will get access to the Times article quoting GM officials about the Hummer's ego-enhancement features. Safety? Others better get out of the way if they can. You can almost hear them warming up: "You built this dangerous vehicle—an armored car designed for war—and put it on the road for no other reason than to appeal to the fantasies of irresponsible Generation X. Next case, your honor."

GM isn't alone. Ford recently announced its SUVs were generally environmental disasters but will continue manufacturing them while trying to make improvements. For all our boasting on behalf of free markets, what it often provides us is what is popular, not what we need. If golden calves are in demand for worship, people will get a herd of golden calves—for a price, that is. Let's hope the Hummer lands on its polluting tailpipe.

Meanwhile, if you're waiting for a light to change and get a tingling feeling at the base of your neck, and you look up and see a knowing smile that says, "I'm bigger than you," it's best for you to scoot away.

Finishing Time: \_\_\_\_\_

## Reading Comprehension

1. The potential buyers of Hummer are the following EXCEPT \_\_\_\_\_.
  - A. lawyers
  - B. stockbrokers
  - C. showoffs
  - D. reporters
2. "... the Hummer lands on its polluting tailpipe" in the last but one paragraph means "\_\_\_\_\_".
  - A. hummer pollution harms its own driver
  - B. hummer is not allowed for sale because of pollution problems
  - C. hummer damages its tailpipe
  - D. hummer gets broken on the road
3. Hummer creates a \_\_\_\_\_ image for its driver.
  - A. powerful
  - B. knowledgeable
  - C. skillful
  - D. respectable
4. The writer's attitude towards the introduction of Hummer is \_\_\_\_\_.
  - A. positive
  - B. negative
  - C. objective
  - D. not clear

## Statistics on the Passage

Words	590	Sentences per Paragraph	2.4
Paragraphs	12	Words per Sentences	20.3
Sentences	29	Passive Sentences	3%

**Your reading speed: \_\_\_\_\_ words/minute**

**Your reading efficiency: \_\_\_\_\_%**

## 2. Shelf Awareness

Starting Time: \_\_\_\_

What's in a brand name? Quality, sometimes. But it pays to determine if a label is worth the added cost.

Ever since manufacturers began slapping their names on products, certain names have created consumer magic. Say "Rolls-Royce" or "Macintosh" or "Rolex" and everybody forms an image. Good brands aren't always pricey. Shopping at Target suggests good quality at a great price, brand experts say. But names aren't always the consumer's best guide. Sometimes, they're just confusing.

That's the problem with brand-name shopping these days. So many products, so many claims. Everybody knows that well-recognized companies don't always deliver the best value.

But how do you find out about that hidden gem from a lesser-known company? And even if you know how, who has the time to sort it all out? Answer: You do. Just jump on the Internet.

A few simple steps into cyberspace can give you a pretty good idea of when a brand name deserves its reputation and when it doesn't. Watch out, though. Just as the Internet can tear down a company's reputation, it's also breeding its own class of brands that don't always offer the best value. "A brand name is sometimes a good shorthand for quality. The trouble is that brands aren't absolutely constant," says David Heim, managing editor of Consumer Reports, the monthly magazine published in Yonkers, N. Y. "Companies are bought and sold. Things change. Even brands that are more consistent than most [can] make a mistake

with a particular product.”

“If the product is really not that good and the brand is strong, in the long run, it’s not going to succeed,” says Deepak Sirdeshmukh, a marketing professor at Case Western Reserve University in Cleveland. “There are a lot of terrible products being put out by great brand names, except we call it ‘test marketing.’”

For example, in late 1992 Pepsi introduced a clear soft drink called Pepsi Crystal with great fanfare. Within a few months, it disappeared from stores. The problem wasn’t the product itself so much as its fit with the Pepsi brand, Professor Sirdeshmukh says. Customers expected the new drink to taste like a Pepsi. When it didn’t, they abandoned the product. Sometimes, companies face the opposite problem: Their products rate better than their brand name.

Take running shoes. Although Nike dominates the market, other lesser-known companies—such as Etonic and Asics - have rated better in Consumer Reports

Clothing poses a special challenge. “The same company will produce designer couture . . . at several levels,” says Susan Cowell, vice president of Union of Needletrades, Industrial & Textile Employees, based in New York. “The designer-level clothing—the stuff you see on the runway—is very high quality and generally made in this country. [But] you see designer labels on fairly cheap goods a lot of the time.”

Often, they’re assembled in the same Asian and Latin American factories that produce cheaper store brands. And sometimes the same product is produced under widely different conditions.

When labor activist Charlie Kernaghan traveled to Nicaragua earlier this month, he took about 50 pairs of jeans, including two pairs with the Gloria Vanderbilt label. One pair was made in Israel, where workers were paid roughly \$6.50 an hour, he says. When told of that fact, Nicaraguan workers who made the other pair got angry. They only

earned—with “bonuses”—48 cents an hour.

Companies “want you to think about the image,” complains Mr. Kernaghan. “They don’t want you to think about the women locked in factories 12 hours a day.” In any case, the wage differential didn’t make any difference in the price at the store.

Of course, consumers don’t buy solely on the basis of quality. “In the fashion area, the fact that a garment has Ralph Lauren’s name on it may mean a whole lot more” than its actual quality, says Tom Healey, a partner dealing with media and marketing practices. “You’re buying cachet, you’re buying fashionability, you’re buying permission.” Sometimes, though, you’re just buying trouble. When Consumer Reports tested knit shirts three years ago, it found that a \$7 shirt from Target outlasted the \$49 Ralph Lauren Polo shirt, which faded after several washings. Consumers can filter out the marketing hype(大肆宣传). In the old days, that meant scouring magazines and asking friends. The Internet speeds up that research.

Some observers believe brands will become less important as consumers become more empowered with easily available price and quality data online. “It seems branding is becoming much more honest,” says Mike Speiser, cofounder of Epinions.com, “Over time, performance and brand will be synonymous.”

Other experts disagree. “The Tides of the world, because of what they’ve done and their history and their brand equity, do not have to worry as much,” says Paddy Padmanabhan, a marketing professor at Washington University in St. Louis. “The problem is that the No. 3 [and] No. 4 brands find it increasingly hard to [keep up].”

And the Internet is creating brands of its own. For example, among computer users, Amazon.com has the second highest brand power online after Microsoft, according to Greenfield Online, an Internet market-research company in Wilton, Conn. But when Michael Smith and Erik

Brynjolfsson, professors at the Massachusetts Institute of Technology, studied Amazon, they found the site charged an average of 7 to 12 percent more than lesser-known sites, such as Books.com

Maybe that's because Amazon has a better site or service. Maybe it's because, even online, branding still works.

"When people get some value from a brand, they keep coming back, even if they know they can get it cheaper from somewhere else." says Kathy Micken, a marketing professor at Roger Williams University in Bristol, R.I.

Finishing Time: \_\_\_\_

### Reading Comprehension

1. "Target" (Para. 2) is \_\_\_\_.
  - A. a famous product
  - B. a well-known manufacturer
  - C. a shop selling good quality products at low prices
  - D. a shop selling good quality goods at high prices
2. A brand is not absolutely constant because \_\_\_\_.
  - A. brands may shift hands
  - B. not all products in a brand are good ones
  - C. the reputation of a brand changes with time
  - D. both A and B
3. Jeans of a same label made in Israel and Nicaragua are sold \_\_\_\_.
  - A. at the same prices even though their cost are not the same
  - B. at the different prices because their cost are different
  - C. outside the two countries at different prices
  - D. at the same prices because their cost are roughly the same
4. Which of the following statements is true?

- A. If the product is really not that good and the brand is strong, in the long run, it's still going to succeed.
- B. Good quality is usually associated with good brand.
- C. Lesser-known companies may produce shoes better than Nike's.
- D. Good brands stand for fashion.

### **Statistics on the Passage**

Words	946	Sentences per Paragraph	3.9
Paragraphs	18	Words per Sentence	14
Sentences	63	Passive Sentences	4%

**Your reading speed: \_\_\_\_\_ words/minute**

**Your reading efficiency: \_\_\_\_\_ %**

### 3. Make Time for Reading Help

Starting Time: \_\_\_\_\_

Beyond the social adjustments so necessary for success in school, there are a host of academic concerns. A wise parent engages in ongoing investigative reporting, and asks and answers questions like these: Did my first grader learn to read? Did my second grader gain fluency in reading? Did my upper grade students make noticeable gains in math and other subject areas? If the answers to these questions are “no” or “I don’t know,” take the time to uncover and face the possibly disagreeable facts.

The fact is, no parent can or should assume their children are learning simply because they attend school every day. They may, in fact, be present in the classroom but falling further and further behind in skills and concepts. This is difficult to ascertain unless one happens to know the curriculum, or have comparisons to other children of the same age and grade, or have noticed difficulty or frustration with home assignments.

Unfortunately, report cards often give a “meets standards” evaluation without noting that the student is just barely meeting those standards. Parents must be their children’s advocates and consider home tutoring a part of their job. Parents whose children just completed their first grade year and are not yet reading traffic or street signs or picking up books to read might do well to try these strategies to really find out how the child is faring with early reading.

Ask your child to read any words in the headlines of a paper or magazine while you cook dinner or iron.



Ask your child to help you figure out and spell words for an easy crossword puzzle with clues adapted to young children.

Play rhyme time. Say a rhyming couplet (original, amusing ones work best) for the child to tell which words rhyme. For example: There is a dog laying there like a bump on a log. Here is my sink, I wish it were pink. I am your mom, I am not Tom.

Notice resistance or reluctance rather than enthusiasm and confidence. See if your child does, in fact, peer silently for long minutes at words in the paper. Notice if your child uses phonics skills to sound out unknown or unfamiliar words or to spell responses for the crossword. Note if the attempt is largely successful, notwithstanding the forgivable failure to correctly accent a syllable.

However, if there are lots of turning of pages without quick decoding and/or tentative or unsuccessful decoding, it will be helpful to spend time boosting and supporting these early reading skills before the child returns to school. If the child cannot deduce the rhyming words, and cannot spell with any degree of accuracy, language facility is poor and the child will likely have great difficulty with reading and/or spelling.

Oddly enough, good readers can be atrocious spellers. There is something amiss in the system that is supposed to pull the matching letters from the sounds heard.

Another specific assessment piece offers crucial diagnostic information. Ask the child to read this sentence: Jack had a tan vest. If the child responds, Jake had a town visit (or something else off the mark), you will absolutely know that the child is totally confused about short and long vowel sounds, and that is a good place to start.

All is not lost. Ten minutes a day or any time riding in the car, waiting at the doctor's office, resting on hot afternoons, or walking together on cool evenings can be 10 minutes spent "hearing" a rhyme, reading and spelling phonetically regular words with short vowels only,