

21st Century college English

Fast Reading

Book II

# 21世纪大学英语

## 快速阅读

(全新版)

第二册

主 编 张增健

复旦大学出版社

# 21st Century College English

## Fast Reading

Book II

## 21 世纪大学英语

### 快 速 阅 读

( 全新版 )

第二册

主 编 张增健

编写者 张增健 吴建衡 程 寅

复旦大学出版社

图书在版编目（C I P）数据

21 世纪大学英语 快速阅读 第 2 册 / 主编 张增健（全新版）

上海市：复旦大学出版社，2005.09

ISBN 7-309-04751-6

21st Century College English Fast Reading Book II

【原书定价】15.00

【主题词】英语（学科：阅读教学 学科：高等学校）英语 阅读教学

【中图法分类号】H319.4（语言、文字＞常用外国语＞英语＞语文教学＞读物）

【参考文献格式】张增健主编；张增健，吴建衢，程寅编写．21 世纪大学英语快速阅读 第 2 册 全新版．上海市：复旦大学出版社，2005.09.

# 《21 世纪大学英语·快速阅读》

## 编写及使用说明

《21 世纪大学英语·快速阅读》是为配合《21 世纪大学英语》教学而编选的一套阅读教材。全书共分四册,材料主要选自近年来英、美等国出版的原文作品或报刊文章。语言清新、活泼,内容生动、多样,文章具有一定的趣味性、知识性或信息性。

《快速阅读》每册设八个单元,每单元安排三篇课文。文章篇幅,第一册一般保持在三五百词左右。第二册增至 350—650 词之间。尔后两册,长度及难度再略增加,以形成一定的梯度。为引导学生有意识地提高阅读速度,每篇皆明确设定一完篇时限(time limit)。篇后还配置一定的练习,供学生在教师的指导下检测自己的阅读理解能力。

《快速阅读》一至四册均印成活页,单独成册,由教师保管。过去,本人执教大学英语时,一直是以“抓紧精读,巧用速读”的方式来处理《快速阅读》教材的。而当年使用《快速阅读》的情景,现在仍记忆犹新。

《快速阅读》材料短小精悍,内容生动有趣,语言清新流畅。教师留在手头,似乎拥有某种“新式武器”的感觉。每次使用前,先将材料准备好,可放在上课前,作为课程的“开篇”也可放在课程中间,作为活跃课堂气氛的一种教学手段;也可于某堂课结束前使用,作为这堂课程结束时的一个“小高潮”。总之,要成功使用《快速阅读》教材,就必须“见缝插针”,发挥其“轻骑兵”的作用。

《快速阅读》本属读写教程的一个组成部分。英语读写教程的目的,在于全面培养学生的语言读写技巧及使用能力,其中自然也包含培养学生提高阅读速度的一项。鉴于 21 世纪是信息世纪,通过阅读英语资料获取信息,已成为生活、工作中不可或缺的一环。

此外,新颁布的修订版《大学英语教学大纲》及《大学英语四、六级考试大纲》,也对大学生的英语快速阅读能力提出进一步的明确要求。所以,根据形势,有必要编选一套着眼于强化快速阅读的教材,努力提高学生阅读速度并增强学生快速获取信息的能力。

谈到提高阅读速度,很多人首先会想到速读技巧的传授和掌握。其实,最直接影响个人阅读速度的,倒是各自平时的阅读习惯。有人在阅读时,或是逐词逐字地“细嚼慢咽”;或是在“有语无声”地进行默默诵读(vocalization,在读一些经典性好文章时倒是需要这样来念的)。要提高阅读速度,首先要改变这两种不良阅读习惯。这次我们在随书发行的光盘中,试用多种

方式,引导学生养成良好的阅读习惯,以利阅读速度的提高。其中一种就是在阅读时,要求读者的眼睛不是随着行文逐词逐字地向前挪动,而是按“意群”(词组或语法结构)快速往前跃动。例如下文,我们用斜线符号“/”将短文按“意群”划开,以引导学生扩展“视线跨度”(eye span),能按“意群”加以视读。这不但能加快阅读速度,而且还可以收到“眼到意明”的理解效果:

Mr. Jones was surprised / to see the professor / come to a halt / when he saw the rope, / and look carefully up and down the road. / When he saw that / there was nobody in sight, / he stepped quietly into the garden, / put his umbrella, / newspaper, / bag and hat / neatly on the green grass / and took hold of the rope. / He pulled it hard / to see whether it was strong enough / to take his weight, / then ran as fast as he could / and swung into the air / on the end of the rope, / his grey hair blowing / all round his face. / Backwards and forwards he swung, / occasionally / taking a few running steps / on the grass / when the rope began to swing / too slowly for him. /

关于“快速阅读技巧”这里想再简单讲几句。所谓“速读技巧”,一般即指“skimming”(略读)和“scanning”(掠读)两项阅读技能。平时,我们拿到一份材料或一篇文章后,多半会很快地从头至尾浏览一遍,了解内中大致讲些什么。我们这么做,实际上已在运用 skimming 这一技巧了。用快速阅读的术语说,就是“Skimming for the main idea”。而速读中的 scanning 则多半用于搜索所需的特定信息或材料,例如查阅电话簿,翻看电影广告,查找史书中某一事件的年代等等,这就是所谓的“Scanning for the specific fact or information”。

所以,skimming 和 scanning 这两项速读技巧,实际上也是常识性技巧,我们在生活和学习中一直都在使用,只是没有意识到罢了。现在,我们只要有目的、有意识地在阅读中加以运用,相信很快会熟练掌握好的。

最后似乎还得强调一点。提高阅读速度固然重要,但是阅读理解总体能力的加强,才是英语阅读教学中的“重中之重”。阅读速度的提高若无助于阅读理解,那么这种提高显然毫无意义;反之,如果阅读理解能力总体加强了,自会促进阅读速度的提高——这一道理想必是不言而自明的吧。

但愿大家能喜欢这套教材,更希望能在使用中提出宝贵意见。

张增健  
2005 年 5 月

# CONTENTS

## Unit One

Reading 1	Tommy's Hobby .....	1
Reading 2	Reading Rates and Reading Habits .....	5
Reading 3	The Saving of the Damaged Books .....	8

## Unit Two

Reading 1	A Home Away from Home .....	12
Reading 2	An American Woman's Daring Exploit .....	16
Reading 3	Henry Ford and His "Model T" .....	20

## Unit Three

Reading 1	Difference Between Film and Television Work .....	24
Reading 2	If You Want to Win in Sports, Wear Red .....	28
Reading 3	Don't Think Twice .....	32

## Unit Four

Reading 1	An "Honest" Government Official .....	36
Reading 2	Getting Rich .....	40
Reading 3	Norton: the "First Emperor of the United States" .....	44

## Unit Five

Reading 1	A Big Party on the Ice .....	49
Reading 2	The Night a Town Disappeared .....	53
Reading 3	Pompeii: The City That Slept for 1,500 Years .....	57

Unit Six

Reading 1	George Dawson: Never Too Late to Learn	61
Reading 2	Nursery School Children Gone Online	65
Reading 3	CAI Programs	69

Unit Seven

Reading 1	Try This One On for Size	73
Reading 2	Megavitamins	77
Reading 3	Mind Over Cancer	81

Unit Eight

Reading 1	How Can I Improve It?	85
Reading 2	A Tribute to Courage	89
Reading 3	Teaching an Old Dog New Tricks	93

Appendix

	Key to Comprehension Check	97
--	----------------------------	----

Reading 1 (Suggested Time Limit:  $3\frac{1}{2}$  minutes)

## Tommy's Hobby

*by L. A. Hill*

The class teacher thought that hobbies were very important for children to cultivate their intellectual curiosity. She encouraged all her pupils to have one, and sometimes arranged for their parents to come and see the work they had done as a result.

One Friday morning, the teacher told the class that those who had a hobby could have a holiday that afternoon to get the things they had made as parts of their hobbies ready for their parents to see the following afternoon.

So on Friday afternoon, while those who had nothing to show did their usual lessons, the lucky ones who had made something were allowed to go home, on condition that they returned before five o'clock and brought with them what they were going to show, and arranged it.

When the afternoon lessons began, the teacher was surprised to see that Tommy was not there. He was the laziest boy in the class, and the teacher found it difficult to believe that he had a hobby. However, at a quarter to five, Tommy arrived with a beautiful collection of butterflies in glass cases. After his teacher had admired them and helped him to arrange them on a table in the classroom, she was surprised to see Tommy pick them up again and begin to leave.

"What are you doing, Tommy?" she asked. "Those things must remain here until tomorrow afternoon. That's when the parents are coming to see them."

"I know they are coming then," answered Tommy, "and I will bring them back tomorrow; but my big brother doesn't want them to be out of our house at night in case they are stolen."

“But what has it got to do with your big brother?” asked the teacher. “Aren’t the butterflies yours?”

“No, ” answered Tommy. “They belong to him. ”

“But Tommy, you are supposed to show the results of your own hobby here, not someone else’s!” said the teacher.

“I know that, ” answered Tommy. “My hobby is watching my brother collecting butterflies. ”

334 words

## Reading 1

## Tommy's Hobby

## Comprehension Check

Decide whether each of the statements below is true or false according to the text. Write the letter *T* or *F* before each statement.

- \_\_\_\_\_ 1. The class teacher believed that hobbies were of great importance for school kids to develop their mental powers.
- \_\_\_\_\_ 2. The teacher encouraged her pupils to pursue, at least, one hobby and arranged, on a regular basis, a display of the work done as part of their hobbies.
- \_\_\_\_\_ 3. The teacher decided to hold such a show on a Friday afternoon.
- \_\_\_\_\_ 4. Those pupils who had a hobby could have the afternoon off to get ready the things they had made, but they had to come back to school before 5 o'clock and bring with them what they were going to show.
- \_\_\_\_\_ 5. That afternoon those who had nothing to show were supposed to stay at school, doing preparatory work for the display.
- \_\_\_\_\_ 6. The teacher was surprised to see that Tommy was not there, because she didn't expect that Tommy, the laziest boy in the class, would have developed a hobby.
- \_\_\_\_\_ 7. To her amazement, Tommy returned late that afternoon with a beautiful collection of butterflies in a huge box.
- \_\_\_\_\_ 8. The teacher was happily helping him arrange the collection on a table in the classroom when Tommy picked it up again and intended to leave.

\_\_\_\_\_ 9. It turned out that Tommy had borrowed the beautiful collection of butterflies from his big brother.

\_\_\_\_\_ 10. Tommy claimed that he did have a hobby, which was watching his brother collecting butterflies.

Reading 2 (Suggested Time Limit: 4  $\frac{1}{2}$  minutes)

## Reading Rates and Reading Habits

*by Janet Maker***Reading Rates**

Fast reading is not necessarily good reading. The speed at which you should read depends on four factors. The first is the difficulty of the material, even the best readers read obscure material slowly. The second is the purpose for which you are reading. Material that you must memorize for an exam should be read more slowly than material you read for relaxation. The third factor is your level of skill. If you are good at picking out main ideas, if you are familiar with college level vocabulary, and if you have a wide background of experience so that the ideas you are reading are not completely new to you, you will read faster than someone who is less adept at reading. The fourth factor is the absence of bad reading habits that slow you down.

**Habits That Slow You Down**

*Reading word by word* will interfere both with your speed and with your comprehension of what you read. To demonstrate, read this sentence, stopping at every word: We / speak / in / phrases; / we / should / read / in / phrases. Now read the same sentence by phrases as it is marked: We speak / in phrases; / we should read / in phrases.

*Moving your lips* while you read decreases your reading speed. Talking is much slower than reading, and moving your lips slows you down.

*Regressing* means looking back at what you have already read. Even the best readers regress

when they read something very difficult. However, some readers habitually feel insecure about their comprehension and regress unnecessarily. This slows them down and can even interfere with comprehension. To demonstrate, read this: An apple apple a day an apple a day a day keeps the doctor doctor doctor away doctor away. The sentence is confusing because we naturally try to read in phrases.

## Breaking Bad Habits

To stop reading word by word, practice reading in phrases or units of thought. You can hear phrasing in normal speech. Phrase reading will improve not only speed, but comprehension as well.

To break the habit of moving your lips, place your finger between your front teeth while you read.

To prevent unnecessary regressions, you can use a controlled reading machine that prevents you from looking back, if your reading lab has one. However, an equally effective method is to cover what you have already read with a card, sliding the card down the page just above what you are reading.

You now know some methods for breaking poor reading habits. But remember — only conscious practice will replace bad habits with good ones.

## Reading 2

## Reading Rates and Reading Habits

## Comprehension Check

Decide whether each of the statements below is true or false according to the text. Write the letter *T* or *F* before each statement.

- \_\_\_\_\_ 1. Reading fast is not necessarily good reading; good reading should be selective, depending to a large extent on what and why you are reading.
- \_\_\_\_\_ 2. Reading speed is one thing and reading comprehension is quite another: there is no necessary connection between them.
- \_\_\_\_\_ 3. Reading word by word is a poor reading habit by itself; you stop at each word and decrease your reading speed, even though you may have a slightly better comprehension.
- \_\_\_\_\_ 4. Put a hand over your mouth while you are reading, and you will break the habit of moving your lips.
- \_\_\_\_\_ 5. Efficient readers never regress; they needn't look back at what they have read. They know that regressing not only slow them down but interfere with their comprehension as well.
- \_\_\_\_\_ 6. To break the habit of regressing we will have to rely on a controlled reading machine that prevents us from looking back.
- \_\_\_\_\_ 7. Only through conscious practice can we replace poor habits with good ones.
- \_\_\_\_\_ 8. The author of this article might agree to this paradoxical conclusion: "When we read too fast or too slowly, we understand nothing."

## Reading 3 (Suggested Time Limit: 7 minutes)

## The Saving of the Damaged Books

*by Paul Steven Stone*

It was a librarian's nightmare. The time was 2:51 a. m. Water from an underground pipe poured into the basement of Stanford University's Meyer Library. There was no one in the building. The mudBZ water was running from the basement to the subbasement. As the water poured from the pipe, it washed over thousands and thousands of valuable books. Twenty-four minutes would pass before the water would be shut off. During that time, the flood would damage more than 46, 000 books. Some of those volumes dated back to the 1600s. Many of them could never be replaced.

"The sight was sickening," recalled John Heyeck. Heyeck was the first school official to view the damage. "Water was showering from the ceiling. As the water drained out, an inch-thick layer of mud and silt covered the floor. "

"The big enemy was mildew," Heyeck said. "Once the mold starts in books, it's very hard to stop. We knew we had to take fast action. "

From the start it was a race against time. The staff knew they had to move all the damaged books into frozen storage within 48 hours. If they took any longer, the books would begin to get molBZ. Once the books were stored at  $-20^{\circ}\text{F}$  ( $-28.8^{\circ}\text{C}$ ), the present danger would be over. Scientists would then be free to search out the best means for restoring the water-logged books.

Taking the books off the shelves, wrapping them in freezer paper, and packing them in boxes was an immense task. Careful records would have to be kept telling which books went into which boxes. The boxes would then be numbered, and loaded onto freezer trucks for shipment to storage.

It wasn't just a matter of rounding up enough people to do the job on time. It was also a problem of finding enough of the right equipment. The staff had to find 4,500 boxes, 12,000 yards of freezer paper, two freezer trucks, and a cold storage area. They also needed pads, marking pens, plastic bags, tape, and milk crates.

News of the flood spread quickly throughout Northern California, where Stanford is located. By mid-morning there were enough volunteers to start the crating job. Meanwhile, more and more people learned that help was needed. Phone calls from people offering assistance began to flood the library switchboard. Local dairies offered the use of trucks and freezers. A moving company donated thousands of empty cartons. A bakery donated freezer paper. One student rented a truck and brought it to the building. Saving the books became a community project.

By 9:00 p. m. on the day after the flood — all the books were stored at a cold storage company in San Jose. About 42 hours had passed since the pipe burst. Part One of the project was a success. Part Two, however, was still to come.

### **Dry Out in “Outer Space”**

After weeks of careful stuBZ, library staff decided to freeze-dry the damaged books. In the freeze-drying process the books would be heated in an airless chamber, or vacuum. The water taken out of the books would turn to vapor. Thus, it would create no extra problems. The question was no longer how to restore the books, but where.

The solution lay in outer space. Actually, the books would be restored in a vacuum chamber used to duplicate the conditions of outer space. A firm that made space equipment had developed the chamber to test its equipment. The company provided Stanford with the free use of its vacuum chamber. It also assigned engineers and technicians to assist with the task.

On February 5, the first shipment of books was moved to the chamber and placed on book racks. Each book rack had aluminum foil electric heaters attached. The books — many with frost and ice on them — were dried in a vacuum that equaled the pressure found at 200,000 feet above the earth. The process worked so well that library officials estimated that only ten percent of the books were damaged beyond repair. That's a very low loss rate indeed!

The saving of the books was a community effort. But it wasn't merely a case of people helping a library; they were helping future generations.

## Reading 3

## The Saving of the Damaged Books

## Comprehension Check

Choose the best answer for each of the following questions.

- What happened to the books in the Meyer Library basement late that night?
  - Thousands and thousands of valuable books were buried under an inch-thick layer of mud.
  - There was one flood for the books — water from an underground pipe washed over thousands and thousands of books.
  - As a pipe in the basement had broken, the basement was flooded, and a huge number of books were damaged.
  - After a downpour, water was showering from the ceiling and damaging a lot of valuable books.
- Library officials raced to get the damaged books into frozen storage \_\_\_\_\_.
  - because at  $-20^{\circ}\text{F}$  water-logged books would dry out without any damage
  - in order to protect them against mildew
  - so as to win the time for scientists to find the best method to restore them
  - both B and C
- News of the flood spread rapidly throughout Northern California, and saving the books became a community project, as \_\_\_\_\_.
  - a lot of people volunteered to do the crating job
  - local dairies offered special vehicles for shipment