

21st Century College English

Fast Reading Series II

21 世纪大学英语

快 速 阅 读

(第三版)

第二册

主 编 张增健

副主编 王爱民

编写者 张增健 吴建衡 程 寅

復旦大學 出版社

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编写及使用说明

《21 世纪大学英语·快速阅读(第三版)》是为配合《21 世纪大学英语》教学而编选的一套快速阅读教材。全系列共含 4 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(第三版)》每册设 8 个单元,每单元收 3 篇课文。文章篇幅:第一册保持在 500—800 词之间。后三册,课文长度及难度均略有增加,以形成一定的梯度。为引导学生有意识地提高阅读速度,每篇皆设定一完篇时限(time limit)。篇后配置的练习:Comprehension Check 系按大学英语四级考试最新题型的要求加以设计,供学生在教师的指导下检测自己的阅读理解能力;Additional Practice 则是一组供学生自行选择使用的翻译练习。

《快速阅读(第三版)》1—4 册,均印成活页,单独成册,由教师保管。过去,笔者执教大学英语时,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,至今记忆犹新。

《快速阅读(第三版)》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;更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(第三版)》教材,就必须“见缝插针”,发挥其“轻骑兵”的作用。

《快速阅读(第三版)》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》《大学英语四、六级考试大纲》及近两年的大学英语四、六级的实际测试,都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切实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,以利于阅读速度的提高。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:

I am excited / because I have a new group of students to teach, / and I look forward to / watching them learn writing, / mathematics, / and information about the community / and the world they live in. / Although it is sometimes difficult, / it is very satisfying to be a teacher. / I believe / each child has / a unique (独一无二的) pattern of qualities and abilities / that makes him or her special. / I am as concerned with their character / as with their success / and feel proud that / I am helping so many children become useful, / well-mannered, / and well-educated adults.

关于“快速阅读技巧”,这里想简单再讲几句。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,了解其中大致讲些什么。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,只要我们有目的、有意识地在阅读中加以运用,相信很快就会熟练掌握好的。

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”。如果阅读速度的提高无助于阅读理解,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

2009 年 8 月

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Reading 1 (Suggested Time Limit: 5 minutes)

Reading Rates and Reading Habits

by Janet Maker

Reading Rates

Fast reading is not necessarily good reading. *How* you read is more important than *how fast* you read. If you read a 12-page assignment in one hour but remember only 60 percent of what you read, that is obviously not good enough.

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 (熟记) for an exam should be read more slowly than material you read for relaxation. The third factor is your level of skills. If you are good at picking out main ideas (skimming) and locating specific information (scanning), 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 (熟练的) 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 (word-by-word reading) 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 and pronouncing each word (vocalizing) while you read decreases reading

speed. Talking is much slower than reading, and moving your lips slows you down.

Regressing (倒退) means looking back at what you have already read. Even the best readers regress when they read something very difficult. However, some readers habitually (习惯性地) 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; An apple a day / keeps the doctor away.

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. And always keep this in mind: a good reader is one who reads with efficiency and flexibility (灵活性).

(513 words)

Reading 1

Reading Rates and Reading Habits

Comprehension Check

Exercise A

*Read carefully the following set of statements about the passage. Write **Y** (for **Yes**) in the space if the statement agrees with the information given in the passage; write **N** (for **No**) if the statement contradicts the information given in the passage; write **NG** (for **Not Given**) if the information is not given in the passage.*

- _____ 1. Reading fast is not always good; 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. Personal backgrounds of experience also play into our reading efficiency.
- _____ 4. Reading word by word is absolutely a poor reading habit — you decrease your reading speed by stopping at each word — even though you may have a slightly better comprehension.
- _____ 5. Put a hand over your mouth while you are reading, and you will gradually break the habit of moving your lips.
- _____ 6. Efficient readers never regress — they needn't look back at what they have read. They know that regressing will not only slow them down but interfere with their comprehension.

_____ 7. We may draw such a paradoxical conclusion from the passage that when we read too fast or too slowly, we practically understand nothing.

Exercise B

Complete each of the following statements by filling in the blank with suitable words on your own.

8. Some readers look back at what they have already read simply because they _____.
9. _____ can we replace poor habits with good ones.
10. Good readers are those _____.

Additional Practice

Exercise C

The following sentences are taken from the passage. Carefully read them again and put them into Chinese.

1. *How* you read is more important than *how fast* you read. If you read a 12-page assignment in one hour but remember only 60 percent of what you read, that is obviously not good enough.

2. Material that you must memorize for an exam should be read more slowly than material you read for relaxation.

3. 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.

4. You now know some methods for breaking poor reading habits. But remember — only conscious practice will replace bad habits with good ones. And always keep this in mind: a good reader is one who reads with efficiency and flexibility.

Reading 2 (Suggested Time Limit: 5 minutes)**George Dawson: It Is Never Too Late to Learn***by Cynthia Kirk*

One of the most important changes in education in the last century is the effort that many countries and communities are making to educate adults and other older learners who did not get the education they wanted or needed when they were in school, or who did not have the opportunity to go to school at all. Governments are starting programs to teach adults how to read and write and how to do their jobs better.

George Dawson spent the first ninety-eight years of his life doing many different things. Yet he could not read or write. His life changed several years ago, when he decided to go back to school and learn to read and write. Since then, his story has been changing other lives, too.

George Dawson was born in the State of Texas. He was the grandson of slaves. He began working on the family farm when he was four. When he was twelve, he worked on a nearby farm to help feed his parents and four younger brothers and sisters. For the next eighty-five years, he held a number of different jobs, most of them involving hard labor.

As a young man, George Dawson traveled often, usually by stealing rides on trains. He visited Mexico. He went to Canada to see snow.

George Dawson lived a happy life even though conditions were difficult. When he was ten years old, he saw a young African-American man murdered. He said his two biggest problems were racial unfairness in America and his inability to read and write.

George Dawson kept it a secret that he could not read. But he said he always dreamed that he would learn. Although he had no education, he taught his children to work hard in school.

George Dawson's life changed in 1998. A man came to his house in Dallas, Texas, and told him that adult education classes were being taught at a nearby school. So the man who had signed his name with an "X" for almost one-hundred years started to go to school.

People wondered why Mr. Dawson did not go to school earlier. He said he never had the time because of his farm work. And he never knew about adult education programs available.

George Dawson was learning very quickly, partly because he was smart and hard-working and partly because he knew how important reading and writing were to one's life. And his efforts to learn to read and write not only changed his own life but influenced students of all ages as well. He spoke on many occasions to young people about the importance of learning to read and write.

Mr. Dawson received many honors for his efforts. He appeared on television shows and received honorary awards from universities. Last year, a schoolteacher from Washington State helped him write a book about his life. The book is called "It Is Never Too Late to Learn."

George Dawson died last month at the age of one-hundred-five. He never stopped attending school until his death.

(503 words)

*Reading 2***George Dawson: It Is Never Too Late to Learn****Comprehension Check****Exercise A**

*Read carefully the following set of statements about the passage. Write **Y** (for **Yes**) in the space if the statement agrees with the information given in the passage; write **N** (for **No**) if the statement contradicts the information given in the passage; write **NG** (for **Not Given**) if the information is not given in the passage.*

- _____ 1. With the notion of lifelong learning growing popular, governments are starting programs to teach adults how to read and write and how to do their jobs better.
- _____ 2. George Dawson, an Afro-American born in Texas, started to work at the age of four for a plantation owner.
- _____ 3. Not until 1998 did he come to realize that his inability to read and write had become a problem in his life.
- _____ 4. He decided to learn to read and write at age of 98 when he was told that adult education was available at a nearby school.
- _____ 5. As a centenarian (100 岁的) learner, he had practically become a celebrity.
- _____ 6. His story was publicized a lot by mass media and his efforts to learn to read and write influenced many people, young and old.
- _____ 7. The story of George Dawson is intended as an example of effective promotion of adult education by governments and communities.

Exercise B

Complete each of the following statements by filling in the blank with suitable words on your own.

8. When he was young, George Dawson traveled a lot, usually by _____.
9. As a ten-year-old boy, he learned from real life about _____ in the United States.
10. With the help of a schoolteacher, George Dawson wrote a book about his own life, which is entitled _____.

Additional Practice

Exercise C

The following sentences are taken from the passage. Carefully read them again and put them into Chinese.

1. One of the most important changes in education in the last century is the effort that many countries and communities are making to educate adults and other older learners who did not get the education they wanted or needed when they were in school, or who did not have the opportunity to go to school at all.

2. He began working on the family farm when he was four. When he was twelve, he worked on a nearby farm to help feed his parents and four younger brothers and sisters. For the next eighty-five years, he held a number of different jobs, most of them involving hard labor.

3. When he was ten years old, he saw a young African-American man murdered. He said his two biggest problems were racial unfairness in America and his inability to read and write.

4. Mr. Dawson received many honors for his efforts. He appeared on television shows and received honorary awards from universities. Last year, a schoolteacher from Washington State helped him write a book about his life. The book is called “It Is Never Too Late to Learn”.

Reading 3 (Suggested Time Limit: 8 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. There was no one to witness the muddy water running from the basement to the sub-basement. 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 (排干), an inch, thick layer of mud and silt (淤泥) covered the floor."

"The big enemy was mildew (霉)," 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 moldy. Once the books were stored at -20°F (-28.8°C), the present danger would be over. Scientists would then be free to search out the best means for restoring the water-logged (浸透水的) 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 (集拢) enough people to do the job on time. It was also a