

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 2

主 编 张志福



重庆大学出版社

A COURSE IN FAST READING FOR COLLEGE ENGLISH

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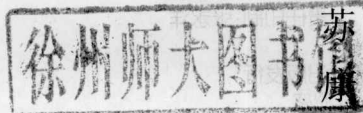
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内 容 提 要

《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2册,难度相当于大学英语2级。全书共16单元。每单元首先对快速阅读技巧进行简要的介绍,或者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 ...

☆利用上下文猜测词义(1)

首先,利用生词与句中其他词语的语法关系判断出它的词类:动词?名词?形容词?这样做可以限制词义的范围。其次,从上下文中寻找各种线索来帮助理解词义。最后推测出词义,达到理解目的。下面通过例句来说明常见的几种上下文线索。

1. The workers' lives were *wretched*; they worked from morning to night in all kinds of weather, earning only enough money to buy their simple food and cheap clothes.

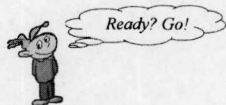
wretched 一词的含义由分号后的文字来解释。标点符号,尤其是破折号、分号、逗号和括号经常用来引出对单词或术语的解释和补充说明。

2. In writing footnotes researchers rarely use *Ibid.* any longer. *Ibid.* is a Latin abbreviation (缩写) for *Ibidem* that means "in the same place".

有时对于一个比较专业或生僻的名词,作者会给出它的定义。在下定义时,往往就要用到 *be*, *mean*, *be called*, *be defined as* 等词。句中 *Ibid* 一词的意义就是通过 *is* 用下定义的方式给出的。

3. Carlos looked *dazed*, that is, stunned, as if someone had shocked him with bad news or with a heavy blow to the head.

如果作者觉得某个词或短语读者可能难于理解,他往往会以另外的方式重新叙述或说明一下。这种情况下常用的表达有 *that is (i.e.)*, *that is to say*, *in other words*, *or*, *to put it another way* 等。



You do not need every word to understand the meaning of what you read. In fact, too much emphasis on individual words both slows your speed and reduces your comprehension. You will be given the chance to prove this to yourself, but meanwhile, let us look at the implications.

First, any habit, which slows down your silent reading to the speed at which you speak, or read aloud, is inefficient. If you point to each word as you read, or move your head, or form the words with your lips, you read poorly. Less obvious habits also hold back reading efficiency. One is "saying" each word silently by moving your tongue or throat or vocal cords; another is "hearing" each word as you read.

These are habits that should have been outgrown long ago. The beginning reader is learning how letters can make words, how written words are pronounced, and how sentences are put together. Your reading purpose is quite different; it is to understand meaning.

It has been estimated that up to 75% of the words in English sentences are not really necessary for conveying the meaning. The secret of silent reading is to seek out those key words and phrases that carry the thought, and to pay less attention to words that exist only for the sake of grammatical completeness.

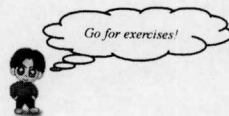
An efficient reader can grasp the meaning from a page at least twice as fast as he can read the page aloud. Unconsciously perhaps, he takes in a whole phrase or thought unit at a time. If he "says" or "hears" words to himself, they are selected ones, said for emphasis.

(280 words)



How fast do you read?

280 words ÷ 4 minutes = _____ wpm





Exercise : Multiple Choice

1. This passage is mainly about _____.
- A. improving eye movements
 - B. reading more wisely
 - C. getting rid of poor reading habits
 - D. concentrating while reading
2. Saying each word to yourself as you read _____.
- A. improves comprehension
 - B. increases reading speed
 - C. prevents understanding
 - D. reduces reading efficiency
3. Your reading purpose should be _____.
- A. to understand all the words
 - B. to make fewer eye movements
 - C. to understand meaning
 - D. to understand the grammatical structures
4. It has been estimated that up to 75% of words in English sentences are _____.
- A. grammatically unnecessary
 - B. essential to the meaning
 - C. not absolutely essential to the grasp of meaning
 - D. reread more than once by poor readers
5. Efficient readers usually _____.
- A. move their heads quickly
 - B. take in whole phrases at a time
 - C. point at key words
 - D. miss some important points for speed



A higher reading rate, with no loss of comprehension, will help you in other subjects as well as in English, and *the general principles apply to any language*. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook — but you can raise your average reading speed over the whole range of materials you wish to cover so that the percentage gained will be the same whatever kind of reading you are concerned with.

The reading passages which follow are all of an average level of difficulty for your stage of instruction. They are all about five hundred words long. They are about topics of general interests which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less demanding kind you will find in a newspaper or light novel. If you read this kind of English, with understanding at four hundred words per minute, you might skim through a newspaper at perhaps 650 — 700, while with a difficult textbook you might drop to two hundred or two hundred and fifty.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota, U. S. A., for example, have shown that students without special training can read English of average difficulty, for example, Tolstoy's *War and Peace* in translation, at speeds of between 240 and 250 words per minute with about seventy percent comprehension. Students in Minnesota claim that after twelve half-hour lessons, once a week, the reading speed can be increased, with no loss of comprehension, to around five hundred words per minute.

(302 words)



How fast do you read?

302 words ÷ _____ minutes = _____ wpm



Go for exercises!



Exercise: Multiple Choice

1. What does "... the general principles apply to any language" (para. 1) mean?
 - A. English is a generally used language that requires higher reading speed.
 - ☒ B. A higher reading speed will help comprehension in any language.
 - C. If a reader wants a higher speed, he has to lose comprehension.
 - D. If a reader reads faster, it will benefit him in learning any language.
2. Which of the following statements might be true according to the passage?
 - ☒ A. It is natural for a reader to slow down when he is reading a physics textbook.
 - B. It's impossible to read every kind of materials at the same speed.
 - C. A reader can not cover every kind of materials in his whole life.
 - D. A reader must read everything at the same speed.
3. It can be inferred from the second paragraph that the following passages _____.
 - A. may be difficult for readers to understand
 - B. are of various interesting topics from a newspaper
 - ☒ C. do not require specialized knowledge in textbook
 - D. will be neither easy nor too difficult to read
4. The test in Minnesota indicates that _____.
 - A. native English-speaking university students can read faster
 - ☒ B. students in U.S.A have difficulty in reading fast
 - C. Tolstoy's *War and Peace* is very difficult to read
 - D. Reading rate can be improved by special training
5. What may be the best title of this passage?
 - A. Faster Effective Reading.
 - B. Faster and Better Comprehension.
 - C. How to Read Faster.
 - ☒ D. Reading and Comprehension.



A man, who had lost all his money in gambling, slipped into a room through an open window. He searched through all the room, but he didn't find any cash except a bankbook. "If I have some credentials of its owner, I'll be able to cash it in the bank." With such thought in his mind, he began to move his eyes up and down in the room. Suddenly, to his wild joy, he caught sight of an identity card on the surface of a desk just before him. So he snatched it and went out in a hurry.

A few minutes later, the man went into a certain bank office and handed both the bankbook and the citizenship card to a young woman clerk inside the counter. Taking over the bankbook and the card, the woman clerk was so shocked that her face turned pale and she sat there dumb founded for a while. But she tried her best to hold back her expression, and then in a calm voice said to this uncommon customer, "Excuse me, can you tell me what relation is between you and the owner of the bankbook?" Being so asked, the man blushed instantly: "He...he...oh, sorry I mean she...she is my...my wife..." "Now, I see." Said the woman clerk, and almost at the same moment she gave a quick touch on a button. It was an alarm bell! And in no time an aged policeman came out of a side room.

"Come along with me, young man!" said the policeman.

"What's the matter?" the man talked back in a cold voice.

"Please ask yourself."

"What have I done wrong? Show me your evidence, please."

"Look, it's here!" It was a woman's angry voice from behind the counter.

The man couldn't help looking up and found it was the woman clerk who was holding the citizenship card under her face. Alas, the photo on it suggested she was just its owner! Now the man could say nothing but to hang down his head.

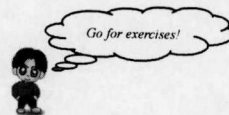
"An unlucky thief, isn't it?" With an ironical smile on his face, the policeman said, "You are the most unlucky thief I have ever met with."

(221 words)



How fast do you read?

221 words ÷ _____ minutes = _____ wpm





Exercise: True or False Statements

1. (F) The man had lost all his money in the room.
2. (F) The man stole money from the drawer of the desk.
3. (F) The owner of the bankbook was the wife of the man.
4. (T) The woman clerk was the owner of the bankbook.
5. (T) The woman clerk informed the policeman by touching on a button.

How well have you read?



Have you made
any progress?

$$\frac{\quad}{\quad} \div 15 \times 100\% = \frac{\quad}{\quad} \%$$

Unit 2

Before you read ...

☆ Speed Drills

Guess the meaning of the following words in *italics* using context clues. Compete with your partner to see who does better and faster.

1. The *principal* — money he put in his savings account to earn interest — was safe even though the bank was closed by the police.
2. The modern age of medicine began with the *stethoscope*, an instrument for listening to a patient's heartbeat and breathing.
3. The *horizon*, where the earth seems to meet the sky, looks far away in the clear mountain air.
4. History books usually present events in *chronological* order. In other words, they start with the earliest events and end with the most recent ones.
5. Many people are interested in *botany*, or the science of plants.

