

新世纪

大学英语

快速

1

New Century College English

Fast Reading

阅读

ENGLISH



东南理工大学出版社

新世纪

大学英语
快速阅读

1

COLLEGE
ENGLISH

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Fast Reading 1

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·广州·

内容简介

新世纪大学英语快速阅读(1~4册)选材新颖,内文活泼,可读性强。每册分10个单元,每个单元有2篇阅读材料。在每篇材料的开头均给出了本篇材料的单词量、要求完成时间、要求阅读速度及阅读理解得分等栏目,由学生在训练时填写以方便教师及学生本人掌握阅读情况,从而有针对性地进行阅读能力及技巧的训练。本套教材使用方便,教师可在堂上统一安排训练,也可由学生在课余时间进行自我训练,教师和学生都可根据教学的实际情况做出合理安排。

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使用说明

本教程旨在培养学生的正确阅读习惯，提高学生的阅读能力和速度。为保证语言文字的规范化，课文全部选自英、美原著，但有少量删改。选材力求多样化，知识性和趣味性兼顾。

全书共分4册，每册10单元20课。每篇选文均配有10个多项选择练习，以测试学生对课文的理解能力。快速阅读主要着眼于培养阅读速度，强调在单位时间内快速获取所需信息，因此每篇材料均略浅于相应的精、泛读课文。篇幅跨度为280~600词之间，生词量力求控制在3%左右。快速阅读的全部教学活动都要求在课内进行。每单元进行一次，每次使用一至两篇，阅读后即做练习。为帮助学生培养良好的阅读习惯，控制和检验阅读速度，每篇课文前均注明篇幅长度、规定阅读速度、规定阅读时间（含做题时间）和实际阅读时间，以供使用者在阅读时参考并进行记录。

使用本教程时，应注意下列各点：

1. 为便于教学，本教程印成活页，由教师保管，使用时临时分发。学生不得预习。
2. 阅读时不能查阅词典，如有生词，可根据上下文进行猜测以确定词义。
3. 培养边阅读、边理解、边记忆的良好习惯。读完课文即做练习，做练习时，不再翻阅已读过的课文。
4. 严格按照规定时间阅读和做题，时间一到，应立即停止阅读。

编者

2001年3月

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Unit 1

1. My First Day at University

Length of Text: 299 words Target Time: 3.5 minutes Target Speed: 80 wpm

Starting at: _____ Finishing at: _____ Time Taken: _____

Reading Speed: _____ Comprehension Score: _____

¹ I still remember the day when I first came to this university. Everything that occurred on that particular day still remains fresh in my mind.

² As the morning sun was rising, my father and I walked into the university. I was so excited and curious that I grasped my father's hand tightly and looked around me all the time as if I were the little Alice in wonderland. We directly went to the registration office and finished the procedure at about 9 o'clock. Then we went to the auditorium crowded with parents and students and teachers. I asked my father to wait for me outside, and then went into the crowd to pay the tuition with the money and my student ID card. I thought I did everything perfectly except that I was sometimes in a little frantic rush. When I came out, I saw my father standing in the September warm sun smiling at me. I was sure that was because what I did show my independence. It was already noon, so we ate lunch together in the dining hall. After lunch, we went shopping. I wanted to stay with my father as long as I could, but he had something urgent to do and had to leave. So we said good-bye at about one o'clock at the entrance to a shop. I stood alone in the street, and tears came into my eyes. Then I began walking to my university, where I would study and live for four years, where my good sisters and brothers gather, and where my new college life would begin.

³ My first day at university marked the beginning of my university life. What happened on that day will never be forgotten. Whenever I recall that day, I cannot help feeling excited and gay.

1. My First Day at University

Comprehension Exercises

- From the passage, we can conclude that the author was a A at that time.
 - freshman
 - sophomore
 - junior
 - senior
- The meaning of the word "fresh" in Paragraph 1 is DC.
 - clean
 - healthy
 - clear
 - inexperienced
- According to the passage, which of the following statements is true? D
 - The author went to the university alone.
 - The author's father accompanied him all day.
 - The author hurried his father home after supper.
 - The author's father was proud of his son's behavior.
- According to the passage, the author went to many places on the first day except C.
 - the registration office
 - the dining hall
 - the library
 - the auditorium
- Why did the author grasp his father's hand tightly and look around him all the time? A
 - Because he was very excited and curious.
 - Because he was very shy.
 - Because he was very much scared.
 - Because he was very grateful.
- From what the author did on the first day at university, we can conclude that the author was C.
 - a dependent person
 - a reliable person

6. C. an ~~independent~~ person
 D. a shy person
7. The phrase "my good sisters and brothers" in the last sentence of Paragraph 2 refers to the author's A.
- A. classmates
 B. workmates
 C. schoolmates
 D. own sisters and brothers
8. The author's new life began from B.
- A. March
 B. September
 C. October
 D. December
9. It can be inferred from the passage that D.
- A. the author's parents worried about him
 B. the author's parents lived with him in the college
 C. the author did not finish his entrance procedure on the first day
 D. the day was a very important and special day in his life
10. The passage is mainly about A.
- A. the beginning of the author's university life
 B. the author's college life
 C. the author's unforgettable experience
 D. the author's new classmates

2. Student Life in America

Length of Text: 376 words Target Time: 5 minutes Target Speed: 80 wpm
 Starting at: _____ Finishing at: _____ Time Taken: _____
 Reading Speed: _____ Comprehension Score: _____

¹ In America, teachers appear to be more like friends to students. They know that “All work and no play makes Jack a dull boy”. They don’t force students to study and to exclude all other activities. There are no obvious different levels in one grade. Students needn’t pass through placement exams to enter a high school.

² Most families have at least two children, so the parents’ love and hopes are not pinned on one child. In addition, they don’t believe that hard study is the only route to success.

³ American curricula have a smaller core requirement and more electives. An American student may study biology and omit chemistry or physics. This narrows their knowledge span in science.

⁴ Yet American students have their strong points. For instance, they can think independently. They have broad social experience because their schools are not rigid. As social institutions, schools are expected to be agents of both social stability and social change. They teach understanding of the America as it is.

⁵ In America, students are free to learn about social systems and world affairs. In some classes, teachers talk with students about social issues and how to address them. With a light homework load, students can take part-time jobs.

⁶ American children have many choices and are free to manage their own schedules and affairs. Children are much in touch with the world around them. When a child encounters something new, they discuss it with their parents. They may learn how to run a business from the father, and how to manage money from their mother. American students find there is more to learn in

life than in lecture hall. That is one reason they appear more socially mature than students of the same age in many other countries. They feel that making good living is the highest priority, and this is evident in their creativity at earning extra income. For example, a girl might make necklaces in school and sell them for extra money.

Comprehension Exercises

7 Most American students like schools, but mainly as a place to meet with friends. So schools should make some changes. Students will appreciate school only when schools and parents work together to arouse their interest in books. Then they will apply their book learning to everyday life.

- 1. According to the passage, teachers in the U.S.A. think that
A. are very strict with their students
B. are not very strict with their students
C. do not care their students at all
D. have a very narrow knowledge
- 2. According to the passage, parents in the U.S.A. think that
A. hard work is the only way to success
B. hard work is not the only way to success
C. college education is necessary if one wants to succeed
D. college education is not necessary if one wants to succeed
- 3. Which one of the following is the strong point of American students?
A. They are hard working.
B. They are very clever.
C. They can think independently.
D. They do not have to worry about money.
- 4. The word "span" in Line 3 of Paragraph 3 probably means
A. range
B. distance
C. a bridge
D. time
- 5. As far as curricula are concerned, an American student
A. is completely free to choose the subjects he likes
B. is free to choose the subjects he likes but a few core required courses
C. has a lot of required core courses to study

2. Student Life in America

Comprehension Exercises

- This passage is mainly about the _____ in the U.S.A.
 - school life
 - family life
 - children
 - school problem
- We can infer from the passage that teachers in the U.S.A. _____.
 - are very strict with their students
 - are not very strict with their students
 - do not care their students at all
 - have a very narrow knowledge
- According to the passage, parents in the U.S.A. think that _____.
 - hard work is the only way to success
 - hard work is not the only way to success
 - college education is necessary if one wants to succeed
 - college education is not necessary if one wants to succeed
- Which one of the following is the strong point of American students?
 - They are hard working.
 - They are very clever.
 - They can think independently.
 - They do not have to worry about money.
- The word "span" in Line 3 of Paragraph 3 probably means _____.
 - range
 - distance
 - a bridge
 - time
- As far as curricula are concerned, an American student _____.
 - is completely free to choose the subjects he likes
 - is free to choose the subjects he likes but a few core required courses
 - has a lot of required core courses to study

- D. has no choice at all but to attend the courses offered by the school
7. When an American child encounters something new, he or she will discuss it with his or her _____.
- A. parents
- B. brothers or sisters
- C. classmates
- D. close friends
8. American students find there is more to learn _____ than in the lecture hall.
- A. in the classroom
- B. in life
- C. in school
- D. at home
9. The American students think _____ is the highest priority.
- A. a good living
- B. a good grade
- C. teachers' praise
- D. parents' praise
10. Most American students like school because the school is _____.
- A. a place to study
- B. a beautiful and quiet place
- C. a comfortable place to play in
- D. a place to meet with friends

3. The King and the Fisherman

Length of Text: 319 words Target Time: 4 minutes Target Speed: 80 wpm
 Starting at: _____ Finishing at: _____ Time Taken: _____
 Reading Speed: _____ Comprehension Score: _____

- 1 Once there was a king who never ate a meal unless there was a dish of fish with it. But one day there was a big storm and the fishermen were not able to go out to catch fish, so the king had no breakfast and no lunch. Then he ordered his servants to tell everybody in his capital that if anyone brought him a fish, he would give him anything that he asked for.
- 2 At last, a fisherman who was fishing from the shore with a hook and line caught a big fish and hurried to the king's castle with it. But the king's prime minister met him on his arrival and would not give him permission to go in until he promised to give him half of whatever the king gave him for the fish.
- 3 The king was very happy when he saw the fish, and after his cooks had cooked it and he had eaten it, he said to the fisherman, "Now, what do you want for your fish?"
- 4 "I want you to beat me two dozen times with a rod," said the fisherman.
- 5 The king was very surprised, and argued with the fisherman, but in the end he said, "I promised faithfully to give you whatever you wanted, and I suppose that I must keep my promise," so he began to hit the fisherman softly with the rod.
- 6 "No," said the fisherman, "hit me as hard as you can!"
- 7 After the king had hit him a dozen times, the fisherman jumped away and said, "That's enough for me. I promised the other dozen to your prime minister."
- 8 Again the king was very surprised, but the prime minister had to admit that the fisherman

was right. The king not only gave him the dozen hits with the rod, but also said, "You will not be my prime minister any more. The fisherman will take your place."

Comprehension Exercises

1. From the story we can see that _____
 A. the king liked eating fish too much
 B. the fisherman was both clever and honest
 C. the prime minister was ready to help
 D. fishes were too difficult to catch
2. One day the king had neither his breakfast nor lunch because _____
 A. there was a big storm that day
 B. the fisherman couldn't catch any fish
 C. no servants attended his meals that day
 D. there was no fish for his meals
3. Upon the arrival of the fisherman with the fish, the prime minister _____
 A. reported the news to the king at once
 B. asked the fisherman to give him some money
 C. didn't allow the fisherman to go in
 D. accepted the fish and ate it himself
4. The fisherman only asked the king to best him two dozen times with a rod because _____
 A. he feared the king would give him no money
 B. the prime minister could share the beat with him
 C. he wanted to punish the greedy prime minister
 D. the prime minister had already told him to do so
5. When the king found out that his prime minister was _____, he replaced him with the fisherman.
 A. unfaithful to him
 B. unable to get him any fish
 C. too old to work any more
 D. fond of fish as much as he was
6. The word "shore" in the first sentence of Paragraph 2 may most probably mean _____
 A. the land along the edge of the large area of water
 B. the land close to the edge of the sea
7. The word "hook" in the first sentence of Paragraph 2 may be a curved piece of wood used _____
 A. for fishing in the sea
 B. for catching fish
 C. for fishing on the shore
 D. for fishing in the river
8. At first, the king hit the fisherman with his rod _____
 A. because he couldn't understand why he had to do that
 B. because he was afraid that he might hurt the fisherman
 C. because he was so kind that he never punished anyone severely
 D. because he wanted to show his kindness to the fisherman
9. The king _____
 A. had been an eating fish
 B. was very very _____
 C. was a _____
 D. kept his promise
10. The author of the story wants to tell us that _____
 A. the fisherman was _____
 B. the king was _____
 C. _____
 D. _____

3. The King and the Fisherman

Comprehension Exercises

- From the story we can see that _____.
 - the king liked eating fish too much
 - the fisherman was both clever and honest
 - the prime minister was ready to help
 - fishes were too difficult to catch
- One day the king had neither his breakfast nor lunch because _____.
 - there was a big storm that day
 - the fishermen couldn't catch any fish
 - no servants attended his meals that day
 - there was no fish for his meals
- Upon the arrival of the fisherman with the fish, the prime minister _____.
 - reported the news to the king at once
 - asked the fisherman to give him some money
 - didn't allow the fisherman to go in
 - accepted the fish and ate it himself
- The fisherman only asked the king to beat him two dozen times with a rod because _____.
 - he knew the king would give him no money
 - the prime minister could share the beat with him
 - he wanted to punish the greedy prime minister
 - the prime minister had already told him to do so
- When the king found out that his prime minister was _____, he replaced him with the fisherman.
 - unfaithful to him
 - unable to get him any fish
 - too old to work any more
 - fond of fish as much as he was
- The word "shore" in the first sentence of Paragraph 2 may most probably mean _____.
 - the land along the edge of the large area of water

- B. the place where the land meets the water ✓
 C. the land along the side of the river
 D. the land close to the edge of the sea
7. The word "hook" in the first sentence of Paragraph 2 may be a curved piece of metal used _____.
 A. for fishing in the sea ✓
 B. for catching fish
 C. for fishing on the shore
 D. for fishing in the river
8. At first, the king hit the fisherman softly because he _____.
 A. couldn't understand why he had to do so ✓
 B. was afraid that he might hurt the fisherman
 C. was so kind that he never punished anyone severely
 D. wanted to show his kindness to the fisherman
9. It can be concluded that the king _____.
 A. was keen on eating fish
 B. was very clever ✓
 C. was very brave ✓
 D. kept his promise
10. The author of the story wants to tell us that _____.
 A. the fisherman was clever
 B. the prime minister was stupid
 C. good will be rewarded with good ✓
 D. fish could be useful sometimes

3. The King and the Fisherman

Comprehension Exercises 4. Dog for Sale

Length of Text: 297 words Target Time: 4 minutes Target Speed: 80 wpm
 Starting at: _____ Finishing at: _____ Time Taken: _____
 Reading Speed: _____ Comprehension Score: _____

- 1 A man walked into a pet shop one day with a large and very ugly dog.
- 2 It had long hair, short legs, no tail and a very wet nose.
- 3 "Good morning, sir," the owner of the pet shop said, "How can I help you?"
- 4 "I want to sell this dog."
- 5 The pet shop owner looked at the dog and shook his head.
- 6 "I'm sorry. I can't give you anything for that animal. No one will want to buy him."
- 7 "Why not?" asked the man. "He's clean, well-behaved and healthy."
- 8 "Look at him, sir," said the pet shop owner. "He hasn't got a tail, his legs are too short and his hair's too long. Who would want to buy such a dog?"
- 9 "Well, I guess you're right," the man said. "But he can talk."
- 10 "What do you mean he can talk?" the pet stop owner asked.
- 11 "Yes, he can speak perfect English. Just listen." the man answered.
- 12 The dog then spoke.