

COLLEGE ENGLISH

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Fast Reading 1

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大学英语快

1

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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。

总主编 亨昌栋

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主 編 黄运率

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编者 2001年3月

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Unit 1

1. My First Day at University

My First Day at Universit

Length of Text: 299 words	Target Time: 3.5 minutes	Target Speed: 80 wpm
Starting at:	Finishing at:	Time Taken:
Reading Speed:	Comprehension Score:	B. sophomore
		C. junior
¹ I still remember the day when I first came to this university. Everything that occurred		
that particular day still remain	s fresh in my mind.	2. The menting of the word "tresh

5. Why did the acabor grasp his lather's hand tightly and look around him all the tun

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.

A. a dependent person

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

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.

Unit 1

A. a dependent personB. a reliable person

1. My First Day at University

Comprehension Exercises
1. From the passage, we can conclude that the author was a at that time.
A. freshman at: Time Taken: A freshman at:
Reading Speed: Comprehension Score:
C. junior
1 I still remember the day when I first came to the care easy. Everything that sings C on
2. The meaning of the word "fresh" in Paragraph 1 is
A. clean
2 As the morning sun was rising, my father and I walked into the university. I when a healthy
t C. clear and the am bound bosed bas without and the transfer of the land currous bosed to the state of the
were the little Alice in wonderland. We directly went to the registration office and finished the
3. According to the passage, which of the following statements is true? \mathbb{D}
A. The author went to the university alone.
B. The author's father accompanied him all day.
C. The author hurried his father home after supper
D. The author's father was proud of his son's behavior.
4. According to the passage, the author went to many places on the first day except .
A. the registration office
urgent to do and had to leave. So we said good-bye at about one o clock at the countries of an all all and the distribution of
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 sixters and brothers murrotibus adt. C
5. 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.
B. Because he was very shy. Due long of the control of the contro
C. Because he was very much scared.
D. Because he was very grateful.
6. From what the author did on the first day at university, we can conclude that the author was

make	
C. an independent person	
D. a shy person	
The phrase "my good sisters and brothers" in the la	
author's Alessine America Alessine	Z. Stude
A. classmates	
B. workmates besign to be To have a sharing & rount	Langth of Trate 376 Iwards at Larget,
C. schoolmates up a Tomi T	Santiagraps of how should and well inishing
D. own sisters and brothers	Rolding Spredy man Andread Comprol
The author's new life began from $\underline{\beta}$.	
or like friends to students. They know [AraM].A	In America, teachers appear to be m
B. September of study and to st	and no play makes Jack a dull boy". Th
ut levels in one grade. Students needn redotoOO.	
D D 1	placement-exams to enter a high school.
It can be inferred from the passage that	
A. the author's parents worried about him	A Most families have at least two child
B. the author's parents lived with him in the colleg	one child. In addition, they don't believe
C. the author did not finish his entrance procedure	on the first day
D. the day was a very important and special day in	American curricula have a smaller con
The passage is mainly about	may study biology and omit chemistry
A. the beginning of the author's university life	science.
B. the author's college life	
C. the author's unforgettable experience	4 Vet American students bear th
De the author's new classmates	independently. They have broad social or
specialist of both social stability and social change. The	and of harvery one absolute agreement
181	teach understanding of the America as it

8.

9.

10

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 out take part time jobs.

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 now, they discuss it with their parents. They may learn how to run a business from the factor, and how to manage money from their mother. American students find there is more to learn in

It can be interced from the passage that

2. Student Life in America

My Firm Day at University

Length of Text: 376 words	Target Time: 5 minutes	Target Speed: 80 wpm
Starting at:	Finishing at:	Time Taken:
Reading Speed:	Comprehension Score:	D. own sisters and brothers
	. d. mo	8. The author's new life began fi

- 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.
- 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.

the author did not finish his entrance procedure on the first day

- 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.
- Yet American students have their strong points. For instance, they can think independently. They have broad social experience because their schools are not <u>rigid</u>. 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.
- 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

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

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.

and this is evident in the	are creativity at earling extra meonic. For example, a girl might make
necklaces in school and s	ell them for extra money.
Most American stude	nts like schools, but mainly as a place to meet with friends. So schools
should make some chang	es. Students will appreciate school only when schools and parents work
_	interest in books. Then they will apply their book learning to everyday
life.	C. children
	D. school verblein
	2. We can infer from the passage that reachers in the U.S.A.
	A. are very strict with their students
	C. do not care their students at all
the report ande.	D. Juyo a very narrow knowledge
	3. According to the passage, parents in the U.S.A. think that
	B. hand work is not the only with the sincess of Laster all the
	C. college education is increase golf one wants to succeed
	D. college education is not necessary if one wants to succeed
C. a comportable 1986	4. Which one of the following is the strong using of American students
U s place to meet se	A. They are hard working.
	B. They are very clever.
	C. They can think independently.
	D. They do not have to worry about money.
	5. The word "span" in Line 3 of Paragraph 3 probably means
	A. range
	B. distance
	C. a bridge
	D. time
	6. As far as curricula are concerned, an American student
	THE PERSON AND PROPERTY AND ADDRESS OF THE PERSON OF THE P

life than in lecture half. That is one reson they appear more socially mature than students of the same age in many of callest priority. Student Life in America is the highest priority.

1. This passage is mainly about the ______in the U.S.A. add strobute his tender to M. A. school life should read who have a minute life should read a school life.

2.	Student	I former sufference result live	nerklaces in school and
Comprehension Exerc	cises		

	Ti. School me
All)	B. family life and who will apply their merest in textes. Then they will apply their work leading life and their merest in textes.
	C. children
	D. school problem
2.	We can infer from the passage that teachers in the U.S.A
	A. are very strict with their students with the Sandara seed to be a state of the s
	B. are not very strict with their students
	C. do not care their students at all
	D. have a very narrow knowledge
3.	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
4.	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.
5.	The word "span" in Line 3 of Paragraph 3 probably means
	A. range to students are tree to learn about could systems and to all alters, in some
	B. distance tall with southerns about sould assues and how to address them. With a light
	C. a bridge
	D. time
6.	As far as curricula are concerned, an American student neededules and a linear concerned.

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

	Fast Reading 1 New Century College English
D. has no choice at all but to a	ttend the courses offered by the school
THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN TW	nters something new, he or she will discuss it with his or her
	Marine and the second s
A. parents nameda	3. The King and the Fig
B. brothers or sisters	
C. classmates boogs rount	Length of Text: 319 words - Target Times 4 minutes
D. close friends pole I omi	Surfing at: Finishing at:
3. American students find there is	more to learn than in the lecture hall. I gribes I
A. in the classroom	
B. in life in lab a grow	Once there was a king who never ate a meal unless there
	day there was a big storm and the lishermen went not able t
	had no lireakfast and no lunch. Then he ordered his servants
	is the highest priority. dell a mid adjuord enoyas hi
A. a good living	
B. a good grade	At last, a fisherman who was fishing from the shore with
C. teachers' praise	and horried to the king's castle with it. But the king's prin
D. parents' praise	and would not give him permission to go in until he promise
10. Most American students like s	chool because the school is sile for all mill over guid
A. a place to study	
B. a beautiful and quiet place	The king was very happy when he saw the fish, and after
C. a comfortable place to play i	caten it, he said to the fisherman, "Now, what do on wan
D. a place to meet with friends	

The king was very surprised, and argued with the lisherman, 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 lisherman sofily with the rod.

"I warn you to best not two dozen times with a rod," said the fisherman.

[&]quot;No." said the fisherman, "hit me as hard as you can!"

After the king had his him a dozen times, the fisherman jumped away and said, "That's enough for me. I promised the other dozen to your prime minister."

Again the king was very surprised, but the prime minister had to admit that the fishermen

3. The King and the Fisherman

Length of Text: 319 words	Target Time: 4 minutes	Target Speed: 80 wpm
	Finishing at:	Time Taken:
Reading Speed:	Comprehension Score:	American students find there
		A transference of the contract

- 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.
- 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.
- 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 <u>dozen times</u>, 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

A. the land slong the edge of the large area of water

was right. The king not only gave him the d	ozen hits with the rod, but also said, "You will not
be my prime minister any more. The fisher	man will take your place."
D. the head close to the edge of the sea	
	Comprehension Exercises
	1. From the story we can see that
	A. the king liked eating fish too much
C. for fishing on the shore	B. the fisherman was both clever and honest
D. for fishbut in the river	C. the prime minister was ready to help
	2. One day the king had neither his breaking nur
B was alread that he might hagt the Issue	A show your a live atoms that days a wall of
	your way to have a date to date to the second of the S
D. wanted to show his kindness to the fis	C. no servants attended his medis that day
is can be concluded that the king	D. there was no fish for his meals
A. the been on enting fish	3. Upon the arrival of the fisherman with the fish.
5. vas very elever . X	A. reported the news to the king at once
	B. asked the fisherman to give him some money
D. kept his promise	C. didn't allow the fisherman to go in
Q. The author of the strey wants to rell us,	D. accepted the fish and ato it himself
A. the laborator was river occursed but a drive some description own min	4. The fisherman only asked the king to beat I
Colon of wall be new under with grow	
D. Tab engld be useful somewhere	A. he knew the king would give him no money
inni	B: the prime minister could share the best with
	C. he wanted to punish the greedy prime minist
	D. the prime minister had already told him to d
r was, he replaced him with the	5. When the king found out that his prime minister
	fisherman.
	A. ordaithful to binn
	 unable to get him eny fish
	C. too old to work any more
	D. fond of fish as much as he was
aph 2 may most probably mean	6. The word "share" in the lirst sentence of Paragr

3. The King and the Fisherman serial and an add

King and the Fisherman

gly. The king not only gave him the dozen hits with the rod, but also said. "You will not

Comprehension Exercises

C	omprehension 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	the process of the
	A. there was a big storm that day	dien gledimbere pi di
	B. the fishermen couldn't catch any fish	
	C. no servants attended his meals that day	
	D. there was no fish for his meals	yok and bur made a log for
3.	Upon the arrival of the fisherman with the fish, the prime min	nister
	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 beat him two doze	n times with a rod because
	·	
	A. he knew 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	my but in the coulds such.
	D. the prime minister had already told him to do so	sampose the I must see a
	When the king found out that his prime minister was	
	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

iz The dog then spoke.

В	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. T	he word "hook" in the first sentence of Paragraph 2 may be a curved piece of metal used
Sin-	become alone for \$150 1191 BOOpe; And Please tray me and find a result
A	. for fishing in the sea
В	Length of Text; 297 words Target Time; 4 minutes
C	. for fishing on the shore
D	Reading Speech Commenced C
8. At	first, the king hit the fisherman softly because be
A.	couldn't understand why he had to do so
В.	was afraid that he might hurt the fisherman
C.	was so kind that he never punished anyone severely was so kind that he was a severely was so kind the severely was severely was so kind that he was a severely was seve
	wanted to show his kindness to the fisherman
9. It	can be concluded that the king was goods and and an analysis and an analysis and an analysis and analysis analysis and analysis analysis analysis analysis analysis analysis a
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
	"Look at him, sir," said the pet shop owner. "He hasn't got a tail, his legs are too
	and his hair's 100 long. Who would want to buy such a dog?"
	" all at your cold at H" him you had " add
	Well, I guesa you're right," the man said. "But he can talk."
	10 "What do you mean he can talk?" the pet stop owner asked.
	reage rativo dote and arm tants are ber and dwiter do you the W
	"Yes, he can speak perfect English. Just listen." the man answered.

10

The dog then spoke.

3. The King and the Pister hard goods bad Unit 2

B. the place where the land meets the water

D. the land close to the edge of the sea

A. for fishing in the sea

Comprehension Exercises 4. Dog for Sale

The word "hook" in the first sentence of Paragraph 2 may be a curved piece of metal used

Length of Text: 297 words	Target Time: 4 minutes	Target Speed: 80 wpm	
Starting at:	Finishing at:	Time Taken:	
Reading Speed:	Comprehension Score:	D. for fishing in the river	
1 A man walked into a pet	shop one day with a large and	very ugly dog.	
It had long hair, short le	gs, no tail and a very wet nose		
³ "Good morning, sir," the	e owner of the pet shop said. "	How can I help you?"	
	runt with the fish, the prote-	W. Trump fresh cash for	
The pet shop owner looke	ed at the dog and shook his hea	permend say what 'fr	
	you anything for that animal.	Went the wild a rod business	
	an. "He's clean, well-behaved	and healthy."	
⁸ "Look at him, sir," said	the pet shop owner. "He hasn would want to buy such a dog?	't got a tail, his legs are too short	
		n talk." replaced him with the	

"What do you mean he can talk?" the pet stop owner asked.

"Yes, he can speak perfect English. Just listen." the man answered.