

【安徽省高等学校“十一五”省级规划教材】

主编 何苏宁 马海波

# 新目标 大学英语 快速阅读

New Target 第2版  
College English Fast Reading

本册主编 何苏宁 黄频频 王 芳

第4册

中国科学技术大学出版社

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# 大学英语快速阅读

NEW TARGET

第2版

COLLEGE ENGLISH FAST READING

## 第4册

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# 前言

教育部制定的《大学英语课程教学要求》(以下简称《课程要求》)对于英语快速阅读能力的一般要求是:“在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟 100 词,能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”较高要求是:“阅读速度达到每分钟 120 词,能就阅读材料进行略读或寻读。”正是根据《课程要求》的具体要求,我们编写了这套《新目标大学英语快速阅读》教材,以期通过规范的选篇和练习设计循序渐进地提高学生的英语快速阅读水平,从而进一步增强他们的英语综合应用能力。

英语快速阅读与精读、泛读共同构筑起英语阅读技法的链状体系。快速阅读侧重于阅读的“时间观念”和“效率意识”,体现出信息化时代高速度、高效率的理念,是外语阅读技法中的新概念。对于广大非英语专业的大学生而言,英语阅读效率低是制约他们获取更多知识和信息的最大障碍。因此,培养快速阅读、准确捕捉信息的能力,是大学英语教学的一项重要任务。我们在编写本教材时,注重将语言的课堂教学与实际应用能力的提高相结合,做了一些尝试。

(1) 本教材共 4 册,分为 1~4 级,达到《课程要求》对快速阅读一般要求层次的具体要求。

(2) 本教材遵循理论与实践相结合的原则,讲练结合,每册分为两大部分:第一部分讲授快速阅读常用技能,采用中文讲解,清晰明了;第二部分为快速阅读综合技能训练,注重训练的渐进性和系统性。每册分 10 个单元,每个单元包含 3~4 篇阅读文章,每篇文章后配有练习。第 1、2 篇文章后的练习与四级考试新题型的形式一样,第 3、4 篇文章后的练习则侧重于训练某一项快速阅读技能,以达到通过训练熟练掌握快速

阅读技能的目的。

(3) 本教材所选篇目均是根据实际教学需要筛选而来,在保证科学性、知识性、趣味性和新颖性的同时,又尊重学生的兴趣爱好,内容涉及语言、文化、习俗、伦理、科学、社会焦点等方面。文章均从近期的国内外书籍和报刊中选编,难度适中。

(4) 1~4级阅读文章的长度和阅读速度分别为:1级 600~800 词,建议阅读速度为每分钟 90 词;2级 800~1000 词,建议阅读速度为每分钟 100 词;3级 1000~1100 词,建议阅读速度为每分钟 110 词;4级 1100~1200 词,建议阅读速度为每分钟 120 词。生词不超过短文词汇总量的 3%。在每篇短文之前都明确标出了完成短文阅读及练习的建议用时,学生可以记录完成时间和答题的正确率,以便对自己的阅读速度和阅读水平进行自我评估。

(5) 在练习的编排方式上注重形式多样。在注重寻读、略读、猜词悟义、写摘要等快速阅读基本技能训练的同时,在题型和阅读速度等方面结合四、六级考试的要求进行设定,旨在帮助学生熟悉新题型,提高应试能力。练习题的形式主要为判断题、信息填充题和综合题。

本教材的编写由解放军电子工程学院和解放军炮兵学院合作完成,所有编写人员均为在教学一线执教多年的教师,具有丰富的教学经验。全书由何苏宁、马海波主编,各分册主编分别为:第1册马海波、许良才;第2册方怡、王玫;第3册赵天红、潘云燕;第4册何苏宁、黄频频、王芳。

编 者

2011年5月

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## 快速阅读的基本方法与技巧

### 1. 略读(skimming)

略读,或称为跳读,就是粗略地、快速地阅读全文,包括文题、作者、写作时间、注释说明等,要求读者有选择性地忽略阅读材料中的部分内容,其目的是明确背景,抓住线索,了解梗概,把握主旨。略读虽不免“粗疏”,但绝不是粗枝大叶地、一般地浏览,而是有目的地把握“全局”,对全文做一鸟瞰式的俯视,这就要求在阅读时精神高度集中,能提纲挈领地抓住全文关键的问题。其特点是:(1) 以极快的速度阅读大量材料,寻找字面上或事实上的主要信息和少量的阐述信息;(2) 有选择性地跳过某个部分或某些部分阅读内容;(3) 适当地降低阅读理解的准确率;(4) 事先读者对阅读材料往往是一无所知。

略读可以运用下列技巧:

(1) 利用印刷细节(typographical details)。如利用书或文章的标题、副标题、小标题、斜体词、黑体词、脚注、标点符号等,对书或文章进行预测略读(preview skimming)。预测略读要了解作者的思路、文章方式(模式),以便把握文章大意、有关的细节及其相互关系。标题性的信息是作者提供的重要阅读线索,一般而言,通过标题可以知道文章的主题。对文章的首段和末段要多加注意,以便发现作者的观点。忽视了标题、引言、总结、说明及图解等信息,会限制读者的阅读思考,影响阅读效率。

(2) 弄清文章体裁,快速理解文章。以一般阅读速度(每分钟 200~250 词)阅读文章开头的一两段,力求抓住文章大意、背景情况、作者的文章风格、口吻或语气等。对不同体裁的文章,就要根据其体裁的特点,运用不同的方法快速阅读,正确

理解。

记叙文往往一开始就交待人物(who)、时间(when)、地点(where)及事件(what),然后再详细叙述事件发生的原因(why)。

议论文中,作者先提出一个论点,再对此进行分析,或举例加以论证,得出结论。

说明文中,作者首先提出说明对象,然后从时间、空间、用途、方法、步骤等各个不同侧面加以说明。

(3) 抓住关键词句(key words and topic sentences)。为了提高阅读速度,首先应抓住关键词句,因为它们是联接上下文的纽带。快速阅读时只要注意瞬时关键词,其他都可迎刃而解。抓住关键句子也就是找出主题句,主题句是文章中用来概括大意的句子,主题句往往是每个段落的第一个句子,有时可能是最后一个句子,在特殊情况下也可能出现在段落中间。通过识别主题句,可以快速、准确地抓住文章中各个段落的主要意思。如果把每一个段落的大意抓住了,那么全篇文章的中心思想也就把握住了。在阅读中识别主题句,并准确理解其意思,可帮助读者了解作者的行文思路,分析文章的内容结构,搞清楚各个段落之间的逻辑关系,有利于提高阅读的速度和理解的准确性。

(4) 读首、尾句,预测文中细节。一般情况下,英语文章多是按“总一分一总”的思路写的。因此,研读首、尾句,对快速阅读理解文意具有重要的意义。读者不但由此可以抓住文章的内容,还可以揣测作者的态度、意图,从而进一步猜出作者所要写的细节。

(5) 注意连接词,揣测作者意图。英语文章中,作者往往先叙述或介绍常人的观点、他人的态度和看法,然后再提出自己的想法或与之不同的观点,即作者本人的意图或事实真相及本文的主旨。两者之间常用 but, however, yet, in spite of, though, although, moreover 等连词或短语,或 but in fact, on the contrary, in addition, even though, even if 等短语连接。掌握了文章的阅读方法,就大大加快了阅读速度,同时理解的正确性也就大大提高了。

(6) 若无需要,不必阅读细节。

## 2. 寻读(scanning)

寻读又称查读,就是从阅读材料中快速准确地找出某些具体信息。读者往往

是有目的地去阅读,并从阅读材料中查找自己所需要的资料。如查找电话号码簿,翻词典查生词,了解飞机、车、船时刻表,在工具书或报纸杂志中查考一个人名、地名、典故、数据及有关资料等。其特点是:(1)既要求速度,又要求寻读的准确性;(2)带有明确的目的性,有针对性地选择所需信息;(3)事先读者对阅读材料有所了解。

寻读可以运用下列技巧:

(1) 利用材料的编排形式。资料多半是按字母顺序排列的,如词典、索引、邮政编码簿、电话号码簿以及其他参考资料簿等。当然,并非所有资料都是按字母顺序排列的,例如,电视节目是按日期和时间排列的,历史资料是按年代排列的,报纸上的体育版面是按比赛类别(足球、排球、网球等)排列的,等等。不管资料来源怎样,它们都是按照某种逻辑顺序排列的。例如,要知道某事是何时发生的,要查日期;要知道某事是谁做的,要查人名等。

(2) 利用章节标题和说明。寻读时,首先看看文章标题或章节标题,确定文章是否包含自己所需要的材料,或者哪一部分包含哪些材料,这样可以直接翻到那个部分,进行寻找。

(3) 利用提示词。读者找到包含所需信息的章节,准备寻读时,要留心与那个具体信息有关的提示词。例如,在报纸体育运动版上寻找某田径运动员的某项运动成绩,他的国名是提示词;在百科全书上寻找纽约市的人名,翻到 New York City 那一章后, population, census, inhabitants 等词就是提示词。找到提示词,就可以采用一般阅读速度,获得所需要的信息。

(4) 利用上下文猜出词义。充分利用上下文给出的线索,有些生词的意思是可以猜出来的。基本方法有:

① 利用定义的线索。在生词出现的上文或下文,有时能找到对它所下的定义或解释,由此可判断其词义。

② 利用同义的线索。一个生词出现的上下文中有时会出现与之同义或近义的词,它往往揭示或解释了生词的词义。

③ 利用反义的线索。在某一生词的前面或后面有时会出现它的反义词或常用来对比的词语,由它可以推测生词的词义。

④ 利用常识猜测词义。有时一句话中尽管有生词,但我们可以利用已有的知识去判断生词的词义。

⑤ 利用等式或符号猜测生词。一段话后面有时会给出一些等式或符号,如前

面的话中有生词,由后面的等式或符号可以猜出生词的词义。

### 3. 需克服的不良阅读习惯

在阅读过程中,某些不良的阅读习惯不仅影响阅读速度,而且影响阅读理解的有效性,因此需要加以克服。常见的不良习惯有:

(1) 音读。音读就是在阅读过程中读出声音来。因为眼睛的移动速度比舌头动作快,音读的最大弊端是使阅读速度等同于说话的速度,从而拖慢阅读速度。出声读不但影响速度,而且会分散一部分精力去注意自己的发音。

(2) 逐字读。许多常见词,如功能词等,不需停顿下来去单独理解。逐字阅读并不能增加对文章的理解程度,把意思完整的句子割裂成字、词,注意力被单个文字所分散,只会妨碍、减慢对全句或全段的理解,就好似只看每一棵树而不见森林。

(3) 默读。虽然没有大声读出来,但在脑中一字字地读,也会影响速度,分散注意力。

(4) 指读。用手指指着字句阅读,因为手指不及眼睛敏捷,所以会降低阅读速度,并影响理解。

(5) 回读。眼睛回向移动,寻找先前读过的信息,而不是继续读下去以获取完整的概念。回读是快速阅读最大的障碍,一方面是因为精力不集中,另一方面是担心看得快就会看不清、记不住,结果,新的内容得不到充分理解,只好又回头重读。回读严重影响阅读速度,更重要的是造成信息的混乱、流失,影响记忆。

(6) 纠缠生词。在阅读过程中,遇到生词、难句在所难免。如果一碰到生词、难句就追根刨底,孤立地去思考,甚至还想把它译成汉语才罢休,其结果不但会打乱阅读节奏,减慢阅读速度,而且会打断阅读思路,妨碍完整地理解所读信息。

# Unit 1

## Passage 1

**Directions:** Go over the passage quickly and answer the questions. For questions 1—7, select the most appropriate answer for each of the questions. For questions 8—10, complete the sentences with information given in the passage.

建议用时: 12'58"

实际用时:

### A Brief History of the English Language

#### Old English, Until 1066

Immigrants from Denmark and NW Germany arrived in Britain in the 5th and 6th centuries A. D., speaking in related dialects belonging to the Germanic and Teutonic branches of the Indo-European language family. Today, English is most closely related to Flemish, Dutch, and German, and is somewhat related to Icelandic, Norwegian, Danish, and Swedish. Icelandic, unchanged for 1,000 years, is very close to Old English. Viking invasions, begun in the 8th century, gave English a Norwegian and Danish influence which lasted until the Norman Conquest of 1066.

#### Old English Words

The Angles came from an angle-shaped land area in contemporary Germany. Their name "Angli" from the Latin and commonly-spoken, pre-5th century German changed into the Old English "Engle". Later, "Engle" changed to

“Angel-cyn” meaning “Angle-race” by A. D. 1000, changing to “Engla-land”. Some Old English words which have survived intact include: feet, geese, teeth, men, women, lice, and mice. The modern word “like” can be a noun, adjective, verb, and preposition. In Old English, though, the word was different for each type: gelica as a noun, geic as an adjective, lician as a verb, and gelice as a preposition.

### **Middle English, from 1066 Until the 15th Century**

The Norman Invasion and Conquest of Britain in 1066 and the resulting French Court of William the Conqueror gave the Norwegian-Dutch influenced English a Norman-Parisian-French effect. From 1066 until about 1400, Latin, French, and English were spoken. English almost disappeared entirely into obscurity during this period by the French and Latin dominated court and government. However, in 1362, the Parliament opened with English as the language of choice, and the language was saved from extinction. Present-day English is approximately 50% Germanic (English and Scandinavian) and 50% Romance (French and Latin).

### **Middle English Words**

Many new words added to Middle English during this period came from Norman French, Parisian French, and Scandinavian. Norman French words imported into Middle English include: catch, wage, warden, reward, and warrant. Parisian French gave Middle English: chase, guarantee, regard, guardian, and gage. Scandinavian gave to Middle English the important word of law. English nobility had titles which were derived from both Middle English and French. French provided: prince, duke, peer, marquis, viscount, and baron. Middle English independently developed king, queen, lord, lady, and earl. Governmental administrative divisions from French include county, city, village, justice, palace, mansion, and residence. Middle English words include town, home, house, and hall.

### **Early Modern English, from the 15th Century to the 17th Century**

During this period, English became more organized and began to resemble the modern version of English. Although the word order and sentence construction was still slightly different, Early Modern English was at least recognizable to the Early Modern English speakers. For example, the Old English “To us pleases sailing” became “We like sailing”. Classical elements,

from Greek and Latin, profoundly influenced word creation and origin. From Greek, Early Modern English received grammar, logic, arithmetic, geometry, astronomy, and music. Also, the “tele-” prefix meaning “far” later used to develop telephone and television was taken.

### **Modern English, from the 17th Century to Modern Times**

Modern English developed through the efforts of literary and political writings, where literacy was uniformly found. Modern English was heavily influenced by classical usage, the emergence of the university-educated class, Shakespeare, the common language found in the East Midlands section of present-day England, and an organized effort to document and standardize English. Current inflections have remained almost unchanged for 400 years, but sounds of vowels and consonants have changed greatly. As a result, spelling has also changed considerably. For example, from Early English to Modern English, *lyf* became *life*, *deel* became *deal*, *hoom* became *home*, *mone* became *moon*, and *hous* became *house*.

### **Advantages and Disadvantages of Modern English**

Modern English is composed of several languages, with grammar rules, spelling, and word usage both complimenting and competing for clarity. The disadvantages of Modern English include: an alphabet which is unable to adequately represent all needed sounds without using repeated or combined letters, a limit of 23 letters of the 26 in the alphabet which can effectively express twice the number of sounds actually needed, and a system of spelling which is not based upon pronunciation but foreign language word origin and countless changes throughout history. The advantages of Modern English include: single consonants which are clearly understood and usually represent the same sounds in the same positions, the lack of accent marks found in other languages which permits quicker writing, and the present spelling displays European language origins and connections which allow European language speakers to become immediately aware of thousands of words.

### **Modern English Words**

British English, known as Standard English or Oxford English, underwent changes as the colonization of North American and the creation of the United States occurred. British English words changed into American English words, such as *centre* to *center*, *metre* to *meter*, *theatre* to *theater*, *favour* to *favor*,

honour to honor, labour to labor, neighbour to neighbor, cheque to check, connexion to connection, gaol to jail, the storey of a house to story, and tyre for tire. Since 1900, words with consistent spelling but different meanings from British English to American English include: to let for to rent, dual carriageway for divided highway, lift for elevator, amber for yellow, to ring for to telephone, zebra crossing for pedestrian crossing, and pavement for sidewalk.

### **American English, from the 18th Century Until Modern Times**

Until the 18th century, British and American English were remarkably similar with almost no variance. Immigration to America by other English peoples changed the language by 1700. Noah Webster, author of the first authoritative American English dictionary, created many changes. The “-re” endings became “-er” and the “-our” endings became “-or”. Spelling by pronunciation and personal choice from Webster were influences.

#### **Cough, Sought, Thought, and Through**

Why do these “ough” words have the same central spelling but are so different? This is a characteristic of English, which imported similarly spelled or defined words from different languages over the past 1,000 years.

**Cough** From the Middle High German kuchen meaning to breathe heavily, to the French-Old English cohian, to the Middle English coughen is derived the current word cough.

**Sought** From the Greek hegeisthai meaning to lead, to the Latin sagire meaning to perceive keenly, to the Old High German suohhen meaning to seek, to the French-Old English secan, to the Middle English sekken, is derived the past tense sought of the present tense of the verb to seek.

**Thought** From the Old English thencan, which is related to the French-Old English word hoht, which remained the same in Middle English, is derived the current word thought.

**Through** From the Sanskrit word tarati, meaning he crossed over, came the Latin word, trans meaning across or beyond. Beginning with Old High German durh, to the French-Old English thurh, to the Middle English thurh, thruh, or through, is derived the current word through. (1,156 words)

1. Today, English is most closely related to \_\_\_\_\_.

- A. Indo-European language, Flemish, and Dutch  
B. German, French, and Latin  
C. Flemish, Dutch and German  
D. Icelandic, Norwegian, Danish and Swedish
2. The Angles came from the area in contemporary \_\_\_\_\_.  
A. France  
B. Germany  
C. Denmark  
D. Greece
3. From 1066 until about 1400, English almost disappeared because \_\_\_\_\_.  
A. French Court of William the Conqueror gave English a Norwegian-Dutch effect  
B. the Parliament opened with English as the language of choice  
C. French and Latin dominated it  
D. people didn't like to speak English
4. Many new words added to Middle English came from \_\_\_\_\_.  
A. French and Scandinavian  
B. German, Dutch and Norwegian  
C. Dialects belonging to some branches of Indo-European language family.  
D. French, Greek and Latin
5. According to the passage, Early Modern English \_\_\_\_\_.  
A. looked the same as present-day English  
B. had totally different word order and sentence construction  
C. received grammar, logic, etc. from Greek and Latin  
D. became more organized than Middle English
6. Which of the following is not true? \_\_\_\_\_.  
A. Modern English developed through the efforts of literary and political writings.  
B. Modern English was influenced by Shakespeare, an organized effort to document and standardize English, etc.  
C. Sounds of vowels and consonants have remained almost unchanged, but current inflections have changed greatly.  
D. Spelling has changed considerably for 400 years.
7. Advantages of Modern English include: \_\_\_\_\_.  
A. single consonants which are clearly understood and usually represent the same sounds in the same positions  
B. the lack of accent marks found in other languages which permits quicker writing

- C. the present spelling which allows European language speakers to become immediately aware of thousands of words
- D. all the above
8. Present-day English is approximately 50% \_\_\_\_\_ and 50% \_\_\_\_\_.
9. As the colonization of North American and the creation of the United States occurred, some of British English words changed into \_\_\_\_\_ words.
10. Immigrants of other English peoples to America made some changes in British English by 1700, but many changes were created by \_\_\_\_\_.

## Passage 2

**Directions:** Go over the passage quickly and answer the questions. For questions 1—7, select the most appropriate answer for each of the questions. For questions 8—10, complete the sentences with information given in the passage.

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### Chinese Language Learning in the World

More than 2,300 universities in over 100 countries have introduced Chinese courses to their curricula, and young overseas nationals flock to China each year to learn Chinese. In 2004, the number of international students in China was 400,000, with an annual increase of 20 percent in the past five years, according to the Chinese Ministry of Education.

#### The Rise of China's Economy

Monsieur Label and his wife, both respected architects living in Paris' Sixth Quarter, have enrolled their daughter in a nearby school where Chinese classes start at kindergarten. Monsieur Label says of China: "My colleagues and I witnessed the country's amazing development when we attended a recent seminar in Shenzhen. I believe that China will be the economic superpower of the future. My wife and I speak French, English and Spanish, but my daughter should also learn Chinese because it will be useful to her when she grows up." Since Chinese courses were added to the curricula of 132 French junior and senior high schools,

their enrollment has doubled. That at the Oriental Language and Culture College, one of France's largest Chinese teaching colleges, has skyrocketed in recent years, according to Xu Dan, dean of the Chinese Department. She confirms that Chinese and Japanese are now the two most studied Asian languages. French junior student Beida is totally fluent in Chinese. "I'm learning Chinese because I want to be an international lawyer in China," he explains. Young French entrepreneur Patric Penia established his Beiyan Consultancy Company in Paris, and it now works together with China Central Television in introducing French traditions and culture to Chinese audiences. Patric also cooperated with Beijing University of Finance and Economics and Central University of Finance and Economics in launching a three-week crash course in Chinese in Beijing. In 2005, he initiated the "Chinese people and business management" training course in Paris, which consists of seminars to help French businessmen understand how Chinese business operates.

Germany has also caught on to the benefits of Chinese language learning, and has added Chinese to its high school graduation exams. Many international corporations also hold introductory Chinese courses for employee's assigned work in China. "English isn't enough," says Herr Gerck, president of Siemens China, "We need to equip our staff with the ability to deal with Chinese merchants in their own language." In the U. S., Chinese is part of the Advance Placement Program for American high school students. This means that students can take college-level Chinese in the same way as they learn French, Spanish and German and gain credits if they get good test results.

### Cultural Echoes

Chinese characters, along with the Confucian philosophy, have always had profound influence on Han cultural circles in Asia, and after a brief hiatus, Chinese language teaching is in demand once more in the ROK, Singapore, Japan and Vietnam. "Singaporeans rushed to learn English in the 1970s, when it was believed to be the most useful language for the future. Now, in the 21st century, a lack of Chinese-speaking skills is seen as a disadvantage," says one Singaporean student, who recently graduated from Beijing University with a BA in international relations. The German ambassador to the ROK once told vice minister of Education Zhang Xinsheng: "Nowadays, high school teachers of German and French must also learn Chinese if they want to keep their jobs." In