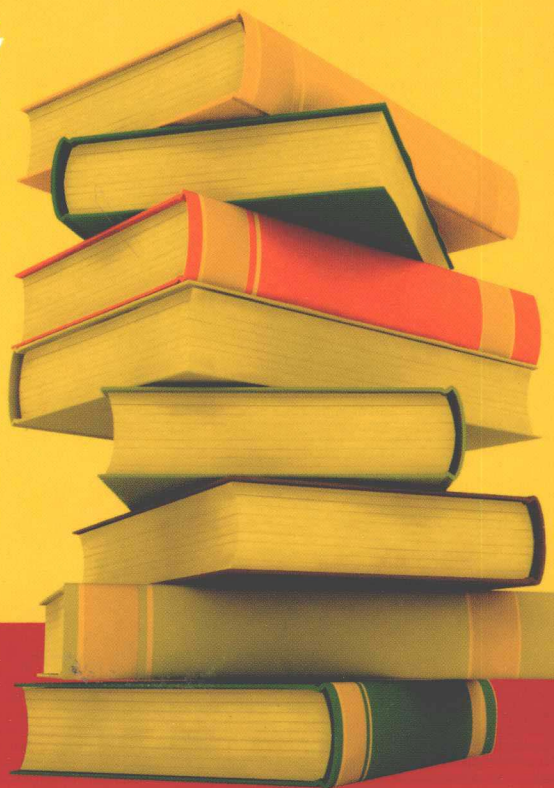


College English



Fast
Reading
Coursebook



大学英语
快速阅读教程



总主编：秦 旭 总主审：俞洪亮

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

College English Fast



Reading



Coursebook

大学英语 快速阅读教程



总主编：秦旭 总主审：俞洪亮

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前言

有效地提高学生的阅读速度以及培养学生的阅读能力一直是大学英语教学中的一个非常重要的环节。2004年,教育部启动了全国大学英语教学改革工作,明确提出了培养学生英语综合应用能力的教学目标。《大学英语快速阅读教程》即是根据大学英语教学改革的精神并依照教育部2007年9月颁布的《大学英语课程教学要求》中关于阅读能力培养的“一般要求”和“较高要求”的目标而编写的一套快速阅读教材。

英语综合应用能力是一个整体概念,是听、说、读、写等几种能力的有机结合。大学英语在教学定位时强调突出听说能力的训练,但绝不是要忽视或者削弱读写能力的培养。英语阅读能力是在大量阅读实践中培养的,对阅读的要求,首先是理解,其次是速度。培养英语阅读能力三个至关重要的因素包括阅读材料的选取、阅读策略的培养以及阅读速度的提高。在扩大阅读范围、提高阅读技能的同时,要充分挖掘快速阅读的潜力,这样的阅读活动,不但可以激发阅读的兴趣和动机,满足英语学习的成就感,而且还可以培养发现问题、解决问题的能力,也可以提高英语交际能力和自主学习的能力。

《大学英语快速阅读教程》充分研究了国内外英语快速阅读教材的编写原则和特点,吸纳了同类教材的长处和优点。教材在选材理念、内容体系、练习设计等方面主要体现如下几个特点:

一是在材料的选择上,既注意题材的人文性和科学性,又考虑选材的趣味性和实用性;既重视语言的可读性,又强调选材对学生跨文化交际意识的积累和培养。阅读材料的体裁主要是议论文、记叙文、说明文、科普作品等。每个单元涉及同一个话题,包括外语学习、校园生活、社会生活、娱乐时尚、文化、历史、教育、经济、传媒、计算机网络、外国地理、西方风情、体育、自然、灾害、环保、科技、旅游、艺术、留学、名人等内容,体现了“语言是文化的载体”这一重要理念。

二是在内容体系的安排上,与新的《大学英语课程教学要求》中关于阅读能力的“一般要求”和“较高要求”的目标全面接轨,满足分层次教学的需要。全套教材共128篇文章,其中每册8单元,每单元4篇;每单元含Section A和Section B两部分,每部分含Passage 1和Passage 2。全部文章均采用以词频为基础设计的词汇统计软件程序——RANGE进行了自动评估,分析比较了不同文本的词汇量大小、措辞的异同和词汇的复现率等,然后按照语篇的长度和难度进行了分类和分级。1至4册语言难度逐步提高,其中每册各单元Section B中的两篇文章的长度和难度均大于Section A中的两篇文章。各册每单元1至4篇文章的长度分别控制在350—450词、450—550词、550—650词和650—800词左右。对部分词汇作了简化处理,即用更常见的单词替换了原来难度较大的单词;对影响阅读理解的超出课程要求的词汇或短语在首次出现时在文中进行了汉语注释;对不影响阅读

理解的超出课程要求的词汇不作注释,鼓励学生根据上下文对词义进行猜测。对文章中出现的个别专有名词、词组或者缩略语在文后进行了注释。每个单元有一段英文导读,阐释本单元的主题,引导学生对阅读材料进行整体思考和把握。

三是在练习的设计上,既注重打好语言基础,又强化阅读理解能力的综合训练,特别是多样化的题型充分体现了快速阅读的策略和特点。练习的设计围绕略读(skimming)、寻读(scanning)和判断等策略,训练学生进行猜词悟义、文章主旨判断、特定信息寻找、行文顺序安排、文章大意概括、小标题或者主题句与内容对应、事实或者观点辨析等快速阅读能力的培养。

每篇文章后标出了具体的单词数,目的是让学生按照《大学英语课程教学要求》中关于阅读能力培养的“一般要求”和“较高要求”的目标进行训练。阅读理解能力的“一般要求”是:“能基本读懂一般性题材的英文文章,阅读速度达到每分钟70词。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。能就阅读材料进行略读和寻读。能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章,掌握中心大意,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。”阅读理解能力的“较高要求”是:“能基本读懂英语国家大众性报刊杂志上一般性题材的文章,阅读速度为每分钟70-90词。在快速阅读篇幅较长、难度适中的材料时,阅读速度达到每分钟120词。能阅读所学专业的综述性文献,并能正确理解中心大意,抓住主要事实和有关细节。”因此,在使用本教材时,可以将100词/分钟设定为“一般要求”的目标阅读时间,将120词/分钟设定为“较高要求”的目标阅读时间。按照每篇的单词数和自己的实际阅读时间计算出自己的阅读速度,并且将自己的实际阅读时间和目标阅读时间进行对照,寻找差距,循序渐进,逐步提高阅读速度。

本套教材是集体智慧的结晶。全套教材的文章选题、内容安排以及练习题型设计由秦旭总策划并担任总主编,秦旭、王骏编写了各个单元的英文导读,王毅负责文本词汇的评估和分级。全套教材由秦旭、王骏负责初审,俞洪亮担任总审。秦旭、王维倩、邓笛、朱建新分别担任第一、二、三、四册主编。

本套教材是江苏省高等教育教改立项研究重点课题“地方综合性高校学生英语综合应用能力培养模式与途径”(苏教高[2007] 18号)的成果之一。外语教学与研究出版社的编辑们在整套教材的编写、策划、版式设计等方面做了大量工作,在此,编者表示感谢。

本套教材是我们在大学英语教学内容和课程体系改革方面所作的一次努力,其中定会有存在不当和疏漏之处,敬请使用者批评指正。

编者

2009年6月

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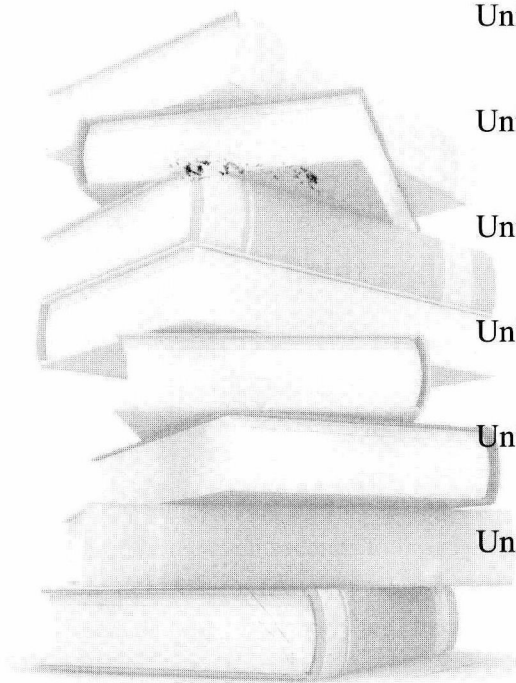
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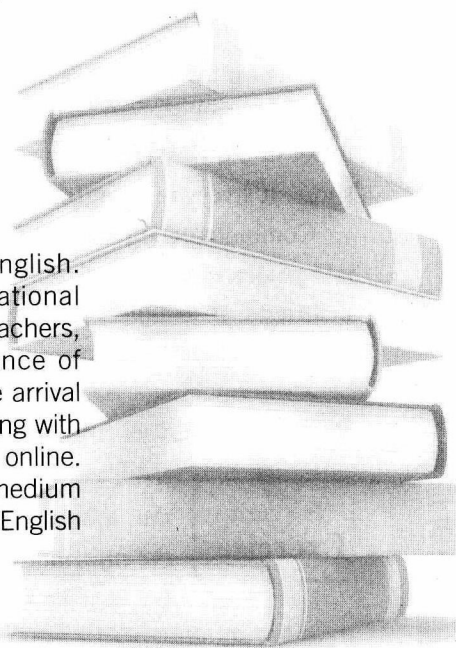
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Unit One

Lead-in

As the world goes global, everyone is expected to learn English. However, there is a debate as to how to grasp the international language. While traditional approaches centered on the role of teachers, modern ones give more and more weight to the performance of students. Thanks to the technological advances, particularly the arrival of Internet, the study of English is diversifying. Aside from learning with a teacher, a student today can also learn to read, listen or speak online. Recently, there is a new trend toward choosing English as the medium of instruction. MBA, for example, is one of the subjects where English dominates.



Section A

Passage One

Relax and Learn English

When I taught students how to prepare for the IELTS test, I found that they could learn a lot of English but were still very nervous when the test came. I started using a new technique in my class to help them to relax and to learn better. The technique is a three-step approach to relaxation.

Step one is very simple. Just start by taking deep breaths. The first few breaths should be very slow. Take about five to seven seconds to breathe in, and then hold your breath for a few seconds before breathing out. After a few very deep breaths, you can take in some breaths that are only three or four seconds long. Your body will have more oxygen, which will allow you to relax and think more clearly.

The second step takes a bit more time. It is called “progressive relaxation”. Start by focusing on your head, letting each muscle relax—the muscles of your face, the top of your head, then the back of your head and neck. Focus on the muscles that are around your mouth. Let your tongue, cheeks and chin relax. Feel the muscles around your eyes relax. It feels good, doesn’t it? Now do this with each part of your body—your arms, then your back, then your legs and feet. When you are done, your whole body should feel light and comfortable. It’s a good feeling, isn’t it?

The third step is to add your imagination. Choose a nice, relaxing place and imagine that you are there right now. For me, the best place is the beach. I imagine myself sitting on the sand, or

floating on top of the water, with the warm sunshine on my skin—it feels great! Then I imagine the sights and sounds—the sky is blue with a few clouds slowly floating by, and the sun starting to set in the west. I can hear a few birds in the distance along with some small waves hitting the shore. It's very relaxing!

Combining deep breathing with progressive muscle relaxation and imagining a relaxing place is a powerful technique. My IELTS students found this very helpful in preparing for and taking their tests. If you do it for at least 10 minutes every day, or better yet, do it twice a day, I'm sure you will enjoy greater success in learning English! (397 words)



Read the following statements, mark Y (for YES) if the statement agrees with the information given in the passage; N (for NO) if the statement contradicts the information given in the passage; NG (for NOT GIVEN) if the information is not given in the passage.

- _____ 1. According to the passage, the student tends to feel nervous before an English test because he's learnt little English.
- _____ 2. The new technique offered in the passage can ensure success for a learner of English.
- _____ 3. More oxygen in your body can help refresh your mind.
- _____ 4. The second step is called "progressive relaxation" because it goes from one to each part of the body.
- _____ 5. The most relaxing moment for the writer comes when he takes a trip to the beach.
- _____ 6. The IELTS students will fail the exam if they do not follow the technique of relaxation.

► *Number the statements below 1, 2, 3, 4 and 5 to show the steps of relaxation promoted by the writer.*

- 7. _____ A) imagine yourself sitting on the sand
- 8. _____ B) take deep breaths
- 9. _____ C) allow your arms, legs and feet to relax
- 10. _____ D) visualize the blue sky and sailing clouds over the beach
- 11. _____ E) relax the muscles of your face

Passage Two

Is “Learning English on the Internet and on TV” Enough?

The other week I received a question from a reader who was interested in becoming a qualified English teacher. The problem for this college student was whether “learning English on the Internet and on TV” was enough—and if not “what else should/could” be done?

It's true. Real opportunities for mixing with native English language speakers are few and far between. This is the situation for most English students in China yet many make it to an intermediate or above level—enabling them to be good and effective English language teachers—so what is the key?

Is “learning English on the Internet and on TV” enough?

Personally I would have to say it isn't. Ideally, when it comes to language practice comprehensive exposure to reading, writing, listening and speaking occurs. Within this “learning English on the Internet and on TV” can cover most bases but one needs to be proactive rather than passive.

With the addition of new technologies such as Skype that allows for voice chatting, and popular programs like QQ, there are opportunities now, which don't have to cost money, that enable Chinese English language learners to practice with native speakers from all over the world.

With the growing popularity of Chinese as a foreign language, many foreigners are interested in starting up language exchanges online. Once you find a partner and you are able to practice chatting away, perhaps for 30 minutes first in English and then 30 minutes in Chinese, you are getting good “one to one” conversation practice.

I know one Chinese fellow who in his early 20's was a self-study student. He had excellent English and he told me the way he progressed came about by his watching movies with the English subtitles. With a pen and pad he would write down any of the language he was unfamiliar with, particularly slang, which makes up a large part of modern spoken English. Later he would go on to practice and learn it. Through this he also adopted a fairly strong Hollywood accent in his speaking and of course his listening was very good too.

Now according to the British Council, the place where Chinese English language students are falling down is in their writing composition. Can this be addressed by focusing solely on the Internet? Personally I don't think so unless you have a very patient and considerate ally who gives you writing assignments and corrects your work and constantly goes over your errors.

One thing I have noticed is that over time too much chatting on QQ or MSN can lead to excessive spelling mistakes and an over emphasis on lazy grammar. Once asked to produce well-crafted academic reports or essays, then you can find such errors quickly become obvious. So in this case, it will take more than just chatting online to improve your writing skills.

Finally, to the student who wrote me the letter—I'd like to offer encouragement. I believe language is for life and there is no quick short cut. If you are to go onto a career as a Chinese

English language teacher, then take comfort that through daily work practice your English will be improving steadily over time. Ideally it won't be too long before you, too, are given an opportunity to work, study or travel abroad. (550 words)



Read the following statements, mark Y (for YES) if the statement agrees with the information given in the passage; N (for NO) if the statement contradicts the information given in the passage; NG (for NOT GIVEN) if the information is not given in the passage.

- _____ 1. With China on the way to globalization, there are more and more opportunities for Chinese learners of English to mix with native English language speakers.
- _____ 2. Many students in China have achieved an intermediate or above level of English because they have more chances interacting with native English language speakers.
- _____ 3. The writer looks at “learning English on the Internet and on TV” in the negative light.
- _____ 4. With the advance of new technology like QQ, new chances arise now for Chinese learners of English to practice the language with native speakers from all over the globe.
- _____ 5. One can improve his writing competence if he is patient enough when he teaches himself online.
- _____ 6. You can barely learn how to write academic essays if you merely chat online.

► *Facts are statements that tell what really happened or is really the case. A fact is based on direct evidence and can be proved. Opinions are statements of belief, judgement or feeling. Opinions show what someone thinks about a subject. Label the following statements F for fact and O for opinion.*

- _____ 7. Real opportunities for mixing with native English language speakers are few and far between.
- _____ 8. Ideally, when it comes to language practice comprehensive exposure to reading, writing, listening and speaking occurs.
- _____ 9. With the growing popularity of Chinese as a foreign language, many foreigners are interested in starting up language exchanges online.
- _____ 10. Once you find a partner and you are able to practice chatting away, perhaps for 30 minutes first in English and then 30 minutes in Chinese, you are getting good “one to one” conversation practice.
- _____ 11. Now according to the British Council, the place where Chinese English language students are falling down is in their writing composition.



Section B

Passage One

In Many Business Schools the Bottom Line Is in English

When economics students returned this winter to the famous École Normale Supérieure in Paris, a simple one-page petition was posted along the corridors demanding an unlikely privilege: French as a teaching language. “We understand that economics is a discipline, like most scientific fields, where the research is published in English,” the petition read, in apologetic tones. But it declared that it is “unacceptable” for a native French professor to teach standard courses to French-speaking students in the adopted tongue of English. This, however, goes against the trend that English is becoming as commonplace for business courses as creeping ivy for old castles.

In the last five years, the world’s top business schools and universities have been pushing to make English the teaching tongue in a bid to raise revenues (收入), overcome declining birthrates and respond to globalization. Business universities are driving the trend, but English is spreading to the undergraduate level, with some South Korean universities offering up to 30 percent of their courses in the language.

“We are shifting to English. Why?” said Laurent Bibard, the dean of MBA programs at ESSEC, a French business school in a suburb of Paris that is a breeding ground for chief executives. “It’s the language for international teaching. English allows students to be able to come from any place in the world and for our students—the French ones—to go everywhere.”

In fact, this year the university is celebrating its 100th anniversary in its adopted tongue. The school’s new publicity film made its debut (首映) in English and French. Along one of the main roads leading into Paris appeared a giant blue billboard boasting about the birthday in French and, in smaller lettering, English. A number of elements are transforming English into a teaching tool. One is that international accreditation (认证) standards required business schools in the late 1990s to include English-language components. Another is the competition for foreign students, who offer new revenue sources to universities. At ESSEC and the Lille School of Management in France, for example, the tuition for a two-year master’s degree in business administration is €19,800, or more than \$26,000, for European Union citizens and €34,000 for non-EU citizens.

“The French market for local students is not unlimited,” said Christian Bredillet, the associate dean for the Lille School of Management’s MBA and postgraduate programs. “Revenue is very important, and in order to provide good services we need to cover our expenses for the library and research journals. We need to cover all these things with a bigger number of students, so it’s quite important to attract international students.” ESSEC, whose population of foreign students has leapt by 38 percent in four years, to 909 today out of a student body of 3,700, is now offering 25 percent of its 200 courses in English. Its ambition is to speed up the English offerings to 50

percent in the next three years. Santiago Iñiguez, dean of the Instituto de Empresa, argues that the trend is a natural result of globalization, with English functioning as Latin did in the 13th century as the lingua franca most used by universities.

"Internationally, the competition is everywhere," Bredillet said. "For a master's degree in management, I'm competing with George Washington University. I'm competing with some programs in Germany, Norway and the U.K. That's why we're delivering the curriculum in English." (567 words)



There are three definitions given for the underlined word in each of the following sentences. One definition is closest to its meaning. One definition has the opposite or nearly opposite meaning. The remaining definition has a completely different meaning. Label the definitions C for closest, O for opposite, and D for different.

1. ...a simple one-page petition was posted along the corridors demanding an unlikely privilege...
 _____ A) refusal _____ B) request _____ C) display
2. ...the university is celebrating its 100th anniversary in its adopted tongue.
 _____ A) borrowed _____ B) lent _____ C) adapted
3. Along one of the main roads leading into Paris appeared a giant blue billboard boasting about the birthday in French and, in smaller lettering, English.
 _____ A) agreeing with unanimity
 _____ B) speaking with pride
 _____ C) stating with shame
4. ESSEC, whose population of foreign students has leapt by 38 percent in four years...
 _____ A) jumped _____ B) stood _____ C) turned
5. ...the trend is a natural result of globalization, with English functioning as Latin did in the 13th century as the lingua franca most used by universities.
 _____ A) language used by the students taking compulsory courses
 _____ B) language used by the students of different native languages
 _____ C) language used by the students sharing the same native language

► *Choose the best answer from the four choices marked A), B), C), and D) according to the information given in the passage.*

6. The writer holds a(n) _____ attitude towards the economics students returning to the famous École Normale Supérieure who called for the teaching language of French.
 A) discouraging B) encouraging C) disinterested D) apologetic
7. It can be inferred from Paragraph 2 that taking English as the teaching language can help to _____.
 A) increase the birthrate B) encourage the birth control

4) Read out all of your grammar exercises. So many students “know” grammar but cannot use it! This is because they rarely practice linking the grammar they study to the speech center of the brain. If your mouth is not comfortable using the grammar patterns, it will be difficult to use them in everyday conversations. Repeat the example sentences (or sentences you have corrected in class) in a clear, loud voice, and be sure to practice while looking away from the paper. It is also a good idea to practice away from your desk—walk around your room practicing your reading! When you speak English out of school, you will not be sitting at a desk—so don’t practice only when you are at a desk!

5) Watch TV and movies, and listen to the radio. Even if you don’t understand everything, you will still be learning. It is possible to understand the content even if you know only 30% of the words that you hear! Your listening ability will improve day by day—and it’s fun!

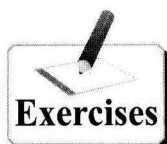
6) Keep a vocabulary notebook in a separate notebook from your class notes. Take an active approach to learning new vocabulary. If you find 5 words a day, 6 days a week (you can rest for one day), you will learn about 140 new words a month; 10 words a day would bring you over 280 new words a month! Because you are searching for words that you want to know, it will be easier to remember them. (Hint—approach new words by subject: things in the kitchen; things in the bedroom; things connected to your hobbies, etc.) Do it this way:

- a) Think of a word you know in your language.
- b) Look it up in your dictionary.
- c) When you find the English word, write it down on the left side of your vocabulary notebook.
- d) In the middle of the page, write down if the word is a noun (*n.*), verb (*v.*), adjective (*adj.*), etc, so that you will know how to use the word.
- e) Look the word up in an English-English dictionary.
- f) Write the English definition on the right side of the page (or on the next page).
- g) Copy a sentence from the dictionary. This will help you learn how to use the word correctly. Do not yet write your own sentence. Practice reading this sentence until it becomes natural for you.

7) Speak lots of English with your friends, even your friends from the same country! You improve your spoken English by speaking English in different situations with people of all nationalities. If you want to speak English better in the future, speak it as much as possible now!

8) Think positively. People who say “I can’t speak English well” are correct. People who say “Every day in every way, my English is getting better and better” are also correct. What you think is what you get. Practice saying the second sentence every day, and you will see greater improvement in your English and in your confidence.

Remember: The more fun you have with English, the easier it will be to learn. Enjoy English!
(783 words)



Facts are statements that tell what really happened or is really the case. A fact is based on direct evidence and can be proved. Opinions are statements of belief, judgement or feeling. Opinions show what someone thinks about a subject. Label the following statements F for fact or O for opinion.

_____ 1. Most people say, "I have nothing to write."

_____ 2. Sitting at a table looking at your notebook is not the best way to study English.

_____ 3. Writing your notes a second time will allow you to remember more strongly what you studied.

► *Correct inferences are reasonable guesses. They are based on information in the passage. Otherwise, they are incorrect or faulty inferences. Label the statements C for correct inference and F for faulty inference.*

_____ 4. Many interesting things are somewhere in the depth of your memory even when you complain "I have nothing to write".

_____ 5. Reading children's English storybooks can often help build connection between your senses and English.

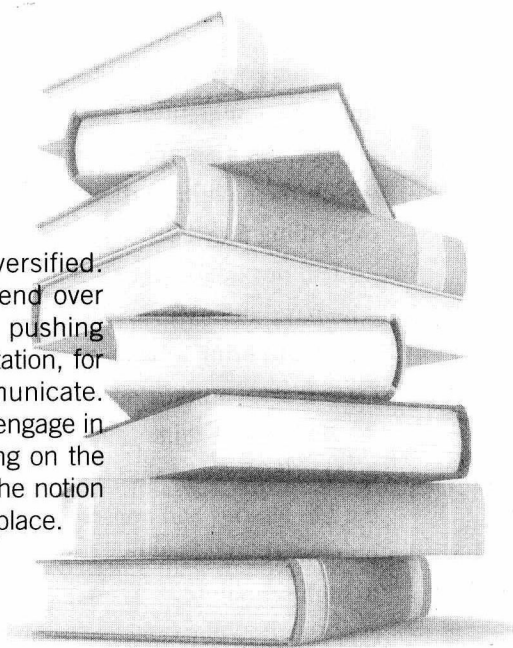
_____ 6. You cannot learn to use English if you stay practicing grammar over the desk.

_____ 7. An active approach to learning vocabulary means you are searching for the words you want to know.

Unit Two

Lead-in

As the world goes complicated, campus life is getting diversified. Aside from traditional or regular studies, where students bend over books swallowing knowledge, there is a new trend towards pushing them to learn in a proactive and interactive way. Oral presentation, for example, can encourage them to think, express and communicate. Besides book knowledge, students today are also expected to engage in social practice. That's why clubs or associations are flourishing on the campus. All the new developments on the campus highlight the notion that today's students must learn to be independent in the first place.



Section A

Passage One

College Bound

Do you know parents of high school students who come to the rescue whenever their son or daughter is in a tough spot? Are they still delivering forgotten lunches or gym clothes to school? Have they tried to negotiate with the school for a different teacher or a better grade?

If so, they may be helicopter parents.

Helicopter parents hover and swoop in to rescue their children from any adversity. College admission offices began using this moniker (绰号) a few years ago when they noticed that parents were becoming increasingly involved in the daily lives of their college-age children.

Helicopter parents are problematic at different stages of development. For young children, constant hovering can inhibit a child's ability to develop his or her own motivation, self-confidence or sense of responsibility. Why should Johnny make the effort to remember his trombone if he knows that Dad will bring it to school? Cell phones, even for young children, have made this type of communication and request for help common.

However, helicopter parents pose different problems for high school students. High school students are trying to separate and individuate from their parents, and parents who can't let go can inhibit that process.

Moreover, students who haven't had the opportunity to navigate their own obstacles—whether social or academic—emerge from adolescence ill-equipped to handle the demands of college and adulthood.