

COLLEGE
ENGLISH

Fast Reading 1

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《大学英语》系列教材（全新版）

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，以适应教学需要。然而，随着我国改革开放步伐的加快，社会各方面对大学生的外语学习，尤其是他们的外语实用能力，提出了更高的要求，要求他们不仅应具有较好的阅读水平，而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此，《大学英语教学大纲》进行了修改并于1999年公布了修订本，从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面，作为教学思想的一种载体，理应有新的作为。

正是在这种新的形势鼓舞下，上海外语教育出版社组织、策划了《大学英语》系列教材（全新版）的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，于2000年秋季在复旦大学等院校部分班级试用，同时征询了二十多个省市，数百所院校的意见。历经近三年时间的准备后，我们决定从今秋起陆续推出全新版，更好地服务于我国的大学英语教学。

《大学英语》系列教材（全新版）（以下简称《全新版》）由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编，董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1) 《全新版》根据《大学英语教学大纲》（修订本）编写，供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如pair work、group discussion、debate等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有数量的一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

3. 全书框架

全书由下列几部分组成:

综合教程(1—6册)

(每册由8个单元组成)

阅读教程(1—6册)

(每册由8个单元组成)

快速阅读(活页)

(每册由8个单元组成)

听说教程(1—6册)

(每册由16单元组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有语法手册一本,供学生课外参考使用。

除快速阅读外,各教程均配有教师用书;综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。使用时,各校可根据具体情况灵活掌握。

编者

2001年3月

关于《快速阅读教程》的编写和使用

1. 为什么要快速阅读?

在当今的信息时代,我们需要阅读的英语资料浩如烟海,而我们又没有时间去仔细阅读每本书或每一篇文章。因此,要适应信息量日益膨胀的形势并从中获取我们需要的信息,提高我们的阅读速度是十分必要的。新颁布的《大学英语教学大纲》(修订本)要求大学英语一级的学生的快速阅读速度在生词不超过总数3%的材料时,达到每分钟80个词。

2. 学习快速阅读应注意的事项。

我们平时进行阅读时,阅读的速度会因所读的材料和阅读目的的不同而有所变化。例如,如果我们阅读的目的是要看懂一篇学术论文或一本教科书的某一章节时,我们的阅读速度显然要比看一份报纸慢一些。也就是说,阅读速度取决于阅读目的。此外,阅读速度和阅读理解之间也存在一定的辩证关系,即阅读速度快了,阅读理解会相应地有所降低。因此,我们的阅读速度要根据阅读目的和阅读材料的内容来定。

人们平时阅读一般的书刊资料时,并不总是要求弄清每一个细节和看懂每一个词。较常见的要求是正确理解文章的中心大意和抓住主要事实和有关细节。在这一前提下,我们进行快速阅读时,阅读理解的准确率不应低于70%。

要提高阅读速度,就要采取正确的方法,摒弃那些不利于提高阅读速度的不良习惯,如阅读时嘴巴随视线的移动而逐字默读或轻轻地将每个词读出声来,因为这样会大大影响阅读速度。同样,用手指指着单词逐一地往前移也是不可取的,因为这和逐词默读一样也会使我们的阅读速度减慢。

3. 要培养正确的阅读方法。

阅读过程是由物理过程和心理过程这两部分组成的。所谓的物理过程指的是眼睛从左到右对印刷的字母进行扫描,并且一行一行地扫下去这一过程。但眼睛对文字进行扫

描时并不是均衡不断地进行，而是跳跃式地不断把成组的信息传送到大脑进行处理。此时双眼并没有进行阅读，即理解，因为阅读或理解过程是由大脑完成的。但眼的移动能决定你的阅读速度和阅读效率。真正的阅读过程是在大脑里进行的。人的大脑对由眼睛传来的信息进行分类和识别，并将之组成连贯的句子思想，这便是我们所说的阅读。这两个过程是同时进行的。因此，眼睛扫视的速度越快，你的阅读速度也就会跟着加快。

我们在第三节已指出，我们的双眼在对成行成句的文字进行扫描时，是跳跃式而不是逐词进行的。因此，如果我们进行阅读时，能以意群或句子为单位进行阅读，我们的阅读速度可大幅度地提高。所谓意群，指的是那些有意义的语法结构或词组。为了方便初学者，我们用斜线符号“/”将意群分隔开。例如：

Successful language learning / is active learning. / Therefore, / successful learners / do not wait / for a chance / to use the language; / they look for such a chance. / They find people / who speak the language / and they ask these people / to correct them / when they make a mistake. / They will try anything / to communicate. / They are not afraid / to repeat / what they hear / or say strange things; / they are willing / to make mistakes / and try again. / When communication is difficult, / they can accept information / that is inexact or incomplete. / It is more important / for them to learn / to think in the language / than to know the meaning / of every word.

如果我们用成组视读的方法去阅读上述段落，就很容易看出这一方法的速度要比逐词阅读法高好几倍。

4. 两种快速阅读的方法。

1) 略读。

所谓略读即“全景式”地通览全文。进行一般的阅读时，读者通常不会忽略一些表达辅助性细节或次要内容的词句。但略读则不同。为了达到阅读目的，略读要求读者有选择性地忽略阅读材料中的部分内容。运用略读法的主要目的是为了了解一篇文章或一本书的某一章节的内容大意，把握作者的思想脉络，因此可以对一些表示枝节性的内容加以忽略不读。运用略读法进行阅读时，读者可以忽略部分内容不读以提高阅读速度。略读速度的快慢会因人而异，但通常是一个人的普通阅读速度的一倍。

如上所述，阅读速度一快，阅读理解的准确率亦会有所降低。运用略读法进行阅读时，阅读理解的准确率不应低于60%。

如何利用略读法进行快速阅读？假如我们要略读的是一篇新闻报道，应首先浏览文章的开头几个段落以了解文章的题目和主题是什么，以及文章的大体内容。一旦对文章的概貌有了一个了解，即可加快阅读速度，重点寻读文章段落的主题句和一些主要的辅助细节。

主题句体现了每一个段落的主题思想。在一般情况下，主题句通常出现在段落的开

头，开宗明义；有时主题句亦会放在段落的末尾，画龙点睛；有时主题句还会出现在段落中间，承上启下。有时有些段落则没有主题句，此时，读者还须通读好几个句子，甚至整个段落才能最后总结出该段落的主题思想。还有一点要指出的是，文章的最后一段往往对全文进行归纳和总结，因此应加以通读。

综上所述，我们可以说略读有以下三个特点：（1）要有选择地忽略部分阅读内容；（2）适当地降低阅读理解的准确率；（3）快速的阅读速度。

2) 寻读。

所谓寻读，指的是快速地扫视所读的文章以寻找所需要的信息。使用寻读的目的是为了寻找某一具体信息或是某一问题的答案，而不是要了解文章的内容大意。使用寻读时，视线通常跳过与你所寻找的信息无关的内容去捕捉你需要的具体事实或信息。寻读和略读不同，在进行略读前，我们对要阅读的材料一无所知，而在进行寻读时，我们对要查找的资料较熟悉。一般来说，寻读材料有以下几类：（1）工具书，如：词典、百科全书和各种手册等；（2）报刊、杂志；（3）飞机、火车、轮船等的时刻表；（4）广告、电视节目表等；（5）教科书、论文等；（6）备忘录、说明书等；（7）电话簿、索引等。

如何利用寻读法去快速查找信息？寻读的目的是尽快地查找我们所需要的信息，因此阅读速度要尽量地快。进行寻读时，我们对要查的资料一般会有所了解，而这些资料根据其类型亦会按一定的逻辑顺序或结构形式进行编排。例如，教科书后面的内容索引通常是按字母顺序排列的；一台传真机的使用说明书也会按照一般的使用说明书的篇章结构进行编排。因此，我们进行寻读时，要充分利用这些资料的特点和相关的关键词语去快速查阅我们所需的信息。如以上所述，寻读法用于查找某一具体事实或细节，因此阅读速度不仅要快，而且阅读的准确率要求为100%。

5. 如何使用本书进行快速阅读？

1) 进行快速阅读时，应先预览篇章的标题以了解其题材。由于标题通常反映了文章的主旨，因此一旦明确了篇章的主旨，便可有目的地进行阅读。

2) 阅读篇章时不要查阅词典，如有生词，应根据上下文对词义进行猜测。

3) 培养边阅读、边理解的阅读习惯。读完篇章后即做练习，做练习时，不再翻阅已读过的篇章。

4) 严格按照规定时间读完篇章，时间一到，应立即停止阅读。

6. 本书共分八个单元，其中每个单元由A-1、A-2和B-1、B-2四篇短文组成。每个单元的A-1和B-1供课堂上使用，A-2和B-2供课外阅读。

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Unit 1

Fast Reading I

Text A-1 (Reading Time: 5 minutes)

Johnny the Explorer

Johnny was three when he ran away from home for the first time. Somebody left the garden gate open. Johnny wandered out, crossed some fields, and two hours later, arrived in the next village. He was just able to give his name and address.

By the time he was seven, Johnny used to vanish from home two to three times a year. Sometimes he covered quite long distances on foot. On other occasions he got on a bus or even a train, and simply sat there until someone asked for his ticket. Generally the police brought him home. "Why do you do it?" they used to ask. "You aren't unhappy at home, are you?" "Of course not," Johnny replied. "Then why?" "I just like seeing places," Johnny told them.

Johnny continued to "see places" although everyone tried to stop him. His parents used to watch him closely, and so did his teachers; but sooner or later Johnny managed to slip away. As he grew older, his favorite trick was to hide on a long distance truck. Sometimes he used to travel hundreds of miles before anyone discovered him.

It is hardly surprising that eventually Johnny managed to get on board a plane. He was twelve at the time. It was a cargo plane and, a few hours later, Johnny found himself in Cairo. How did he get on board? No one knows! According to Johnny himself, it was easy: he just went into the airport, walked along some corridors and got on board the nearest plane.

In spite of all this, Johnny did well at school. He enjoyed maths and languages and, perhaps not surprisingly, he was especially good at geography. "What do you want to be when you grow up?" his teachers asked him. Johnny did not take long to answer that question. "An explorer!" he answered. "But it's difficult to become an explorer in this modern age." they tried to tell him, "unless you go into space!" But it was no use: Johnny knew what he wanted!

Just before he left school, Johnny saw a notice in one of the daily papers. An expedition was about to go to Brazil to travel up the Amazon River. There were vacancies for three young people

“willing to work hard and with a sense of adventure”. Johnny applied, and, two months later, he was on his way to Brazil.

402 words

Unit 1

Fast Reading I

Text A-1

Johnny the Explorer

Comprehension Exercise

Select the most appropriate answer for each of the following questions.

1. The first time Johnny ran away from home, _____.
 - A) he was only 7 years old
 - B) he reached a town far away from home
 - C) he walked for two hours before he reached another village
 - D) he went into the fields after managing to open the garden gate
2. Johnny frequently left home because _____.
 - A) he was unhappy there
 - B) he loved walking long distances
 - C) he liked taking risks
 - D) he liked seeing new places
3. Johnny's favorite means of traveling was _____.
 - A) going around on foot
 - B) taking a train
 - C) taking a bus
 - D) hiding on a long distance truck
4. People around Johnny _____.
 - A) tried to stop Johnny from going away from home
 - B) watched Johnny day and night in turn
 - C) talked him out of slipping away from home
 - D) kept following him to get him back

5. In school, Johnny _____.
- A) was only good at geography
 - B) did well in all subjects
 - C) was always thinking of exploring
 - D) was interested in learning about space
6. We learn from the passage that Johnny _____.
- A) went to Brazil two months after he finished school
 - B) answered an ad in the newspaper and found a job
 - C) went exploring along the Amazon river
 - D) left home for an expedition to Africa

Text A-2 (Reading Time: 8 minutes)

Growing Pains

I guess it was not Scottie's day. We did not know if something had happened, or if Scottie was just feeling his age. After all, how grown up is a four-year-old supposed to act? But to really understand what happened, let us start at the beginning.

Mary and I had invited our nephew, Scottie, over for his usual Sunday supper. We always looked forward to having him because he was a neat little boy. On this particular evening, he arrived on time as usual. However, instead of hugs and kisses, Scottie just pushed past us and headed for the sofa. I had to take a second look to make sure this was the right little boy.

While we waited for the roast chicken — Scottie's favorite — to finish cooking, we sat on the sofa talking. Right in the middle of one of my sentences, Scottie said suddenly, "Hey, Uncle Arnold, I want to play my record." The conversation came to a halt. A minute later, the record player was on as loud as it could go with "Disco Duck". Scottie was dancing and singing in the middle of the room. Mary was talking to me, but I could not hear a thing she was saying. I was puzzled that I let the matter pass with only a slight comment.

Soon dinner was served. We sat down, lit the candles, and started to eat. Scottie usually would be the first to start eating, but tonight he just sat there and stared at me. "Aren't you hungry?" I asked. "Yes," replied Scottie. "Then aren't you going to eat?" "No, I'm not," he answered. "It's your favorite dinner," said my wife. "I don't want to eat," answered Scottie. Paying no attention to his strange behavior for the moment, I said, "Okay, if you don't want to eat, you don't have to eat. You may sit and keep us company until we finish our delicious meal." As we continued our dinner, Scottie's face looked confused and uncertain.

After we finished dinner, we began clearing away the dishes, leaving Scottie to sit there with that look of disappointment on his little face. When I removed the dish containing the roast beef, it was more than he could bear. He stood up and threw his napkin across the table. Unfortunately, it hit

one of the candles and caught fire. I do not know who cried out the loudest, myself or Scottie. We both stood there with a look of horror on our faces. I took the napkin and put it out. Scottie started crying. "I'm sorry," he said. " I was just trying to be Dennis. My teacher read us the book about Dennis the Menace, and we thought all the things he did were so funny. But they are not funny when I do them. I don't want to be Dennis any more." We were glad that he was not Dennis any more, just our little Scottie.

617 words

Fast Reading I

Unit 1

Text A-2

Growing Pains

Comprehension Exercise

Put a T in the blank if the statement is true and an F if it is false.

- _____ 1. Scottie was angry that dinner was not ready.
- _____ 2. Mary was Arnold's wife.
- _____ 3. Scottie had always been a discipline problem.
- _____ 4. Scottie's parents did not teach him any manners.
- _____ 5. The narrator was used to being kissed by Scottie.
- _____ 6. Scottie turned on "Disco Duck" in order to get the attention of Arnold and Mary.
- _____ 7. Scottie had no brothers and sisters.
- _____ 8. Scottie did not intend to burn the napkin.
- _____ 9. Scottie was acting like his preschool friends.
- _____ 10. Arnold and Mary understood Scottie's change in behavior at the end of the story.