

Second Edition

# NEW ENGLISH COURSE

装订成一本

## FAST READING

1

第二版

# 新英语教程

## 快读

第一册

程建华 饶健华 谈良虎 编

张砚秋 审阅

清华大学出版社



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**ENGLISH**  
**COURSE**

# 新英语教程

(第二版)

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**Book One**

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## 内 容 提 要

本书为活页式,系《新英语教程》(第二版)阅读第三册的补充读物。全书 10 单元,共选编短文 20 篇,每篇长度 350—600 词不等,生词量控制不超过 3%。选文涉及人类社会及其环境的诸多方面,语言规范,知识性较强。文后附阅读理解题,以便检测学习者的快读水平。

本书可供选用《新英语教程》的大专院校教学之用,亦可供具有相应水平的自学者和英语爱好者使用。

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## 第二版前言

《新英语教程》是一套全国通用的大学英语教材,由清华大学外语系主持编写,国家教育委员会大学外语教材编审委员会(现更名为“大学外语教学指导委员会”)审定,清华大学出版社出版。该书自1987年问世以来,经过几十所院校的反复使用,证明这套教材较好地体现了国家教委颁布的《大学英语教学大纲》的指导思想和教学要求,但也存在一些缺点和不足,在改革开放的形势下,迫切需要修订和完善。

《新英语教程》第二版在继承和发扬第一版优点和特色的基础上,力图反映国内外外语教学理论研究的成果。吸取我国80年代末90年代初以来的大学英语教学实践经验,使教程获得新的活力,同时注意解决如下问题:一、处理好语言能力与交际能力的关系,它们分别是基础和目标,相辅相成,不可偏废;二、根据我国学生的实际状况,加强写作基础的训练;三、加强实践环节,围绕各种能力的培养目标,设计出形式多样的练习,并尽可能提供各种课外学习资料,使大学英语课程“寓学于用,学用结合,以用促学”;四、注意学生独立学习能力的培养,为他们今后的提高和知识深化打下潜在的基础。

为了便于任课教师积累教学经验,并能腾出部分精力致力于教学方法的改进,以促进教学质量的提高,第二版课文的选编本着保持相对稳定的原则。

《新英语教程》全套教材的结构及对第一版内容的修订如下:

1. **阅读:**更新了第一版部分课文,保留原课文约70%;重编了大部分练习,使阅读理解从整体到局部,再由局部到整体逐步加深;设置多种形式的词汇练习,确保重点词汇的理解和运用;加强汉译英从句子到段落翻译能力的训练。另外,为1、2级增编两册**补充读物**,为3、4级增编两册**快读教材**(全部采用活页形式),旨在扩大学生的阅读量,培养他们独立阅读的兴趣,增强语感。

2. **写作:**写作是目前英语教学中的薄弱环节,几年来学生写作水平与阅读和听力相比,没有明显的提高,亟需一本针对非英语专业学生实际状况的写作教材。故此,第二版将原来分散在阅读教材中的写作部分独立成册,以练习为主组织教材,重点放在句子的表达、句间衔接及中英文语言表达的差异上。

3. **听说:**第一版《综合英语》原以培养学生的听说能力为目标,但缺点较多,第二版作了根本性的修改,并更名为《听说》。全书重在交际能力的培养,使听说教学融贯于近似真实语境的实际交流中。此教材在试用过程中受到欢迎。

4. **修订听力练习册,重编语法练习册,补编词汇练习册**,以适应当前的教学要求。

5. **编辑大学英语通用词汇例句库(1—4级)及阅读、听说配套教参**,以方便教师根据实际情况灵活组织教学。

6. 新编文史哲系列读物,供有余力的学生课外选用。

要特别指出的是,以上各册教材均以 1993 年 12 月版《大学英语教学大纲通用词汇表》(1—4 级)为依据统计词汇,并提高了纲内词汇的覆盖率。

《新英语教程》自出版以来,有幸被众多院校采用,并得到广大师生的关心爱护。他们提出的宝贵意见和建议无不是对修订工作的启示和鞭策。为了更好地吸取兄弟院校的教学经验,使第二版更具广泛的适应性,清华大学外语系特邀华中理工大学、河北师范大学、北方交通大学等多所院校共同承担教程的修订工作。从这个意义上说,《新英语教程》第二版又是兄弟院校通力协作的结果。考虑到协调和指导整套教材修编、出版的需要,清华大学外语系特成立了编写委员会。编委会成员为:主任 杨庆午,副主任 侯一麟、刘平梅,委员蒋毅君、萧家琛、方琰、何福胜。

承蒙清华大学教材委员会、清华大学出版社慷慨资助,清华大学外语系领导、教工积极支持与配合,以及各参编单位和其他兄弟院校热情鼓励和帮助,《新英语教程》第二版方得以尽快付梓并广泛发行。在此,谨向有关单位和人士表示衷心的感谢和诚挚的敬意。

《新英语教程》编写委员会

1994 年 1 月于清华园

## 使用说明

本书为《新英语教程》阅读第三册的补充读物,旨在帮助学生掌握正确的阅读技巧,提高阅读速度,增强阅读能力。

本教材共分两册,供大学英语三、四级使用。每册 10 单元,共 20 篇课文。文章难度略低于相应的精读课文,篇幅跨度在 350—600 词之间,生词控制在 3% 以下。文章题材风格多样,语言规范,知识性和趣味性较强。每篇课文都配有多项选择题,以检测学生对课文的综合理解能力。

为了方便课堂使用,本教材采用活页形式。教师上课时,可根据情况,临时将课文和练习发给学生当堂阅读。每单元阅读和做练习的时间,控制在 15 分钟左右。阅读和做练习时,不能查词典。练习做完后,由教师公布答案或收回批改。

编者

1994 年 12 月

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**PASSAGE 1**

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**PUBLIC SPIRIT**

Each nation has its own peculiar character which distinguishes it from others. But the peoples of the world have more points in which they are all like each other than points in which they are different. One type of person that is common in every country is the one who always tries to do as little as he possibly can and to get as much in return as he can. His opposite, the man who is in the habit of doing more than is strictly necessary and who is ready to accept what is offered in return, is rare everywhere.

Both these types are usually unconscious of their character. The man who avoids effort is always talking about his 'rights': he appears to think that society owes him a pleasant, easy life. The man who is always doing more than his share talks of 'duties': he feels that the individual is in debt to society, and not society to the individual. As a result of their views, neither of these men thinks that he behaves at all strangely.

The man who tries to do as little as he can is always full of excuses: if he has neglected to do something, it was because he had a headache, or the weather was too hot—or too cold—or because he was prevented by bad luck. At first, other people, such as his friends and his employer, generously accept his stories; but soon they realize what kind of person he is. In the long run he deceives only himself. When his friends become cool towards him and he fails to make progress in his job, he is surprised and hurt. He blames everyone and everything except himself. He feels that society is failing in its duties towards him, and that he is being unjustly treated. He soon becomes one of the discontented members of the society he lives in.

His public-spirited opposite is never too busy to take on an extra piece of work; that is the strangest thing about the whole business. If you want something done in a hurry, don't go to the man who has clearly not much to do. He will probably have a dozen excellent excuses for not being able to help you, much



as he claims he would like to. Go to the busiest man you know, particularly if you are sure that he has not a spare minute in the week. If your world is really important, he will make time for it.

(420 words)

**READING COMPREHENSION**

1. Which of the following characters is common to most people of the world according to the author?
  - A. Thrifty.
  - B. Hard-working.
  - C. Selfish.
  - D. Selfless.
2. The man who is always talking about his 'rights' seems to think that \_\_\_\_\_.
  - A. society is in debt to him
  - B. the individual owes something to society
  - C. both types of people behave strangely
  - D. everyone should live a happy life
3. The passage suggests that the man who tries to avoid effort \_\_\_\_\_.
  - A. often falls ill
  - B. can't stand bad weather
  - C. often has bad luck
  - D. always excuses himself
4. As it is used in the third paragraph, 'in the long run' means \_\_\_\_\_.
  - A. in the end
  - B. for a long time
  - C. after running a long distance
  - D. step by step
5. If you want something done in a hurry, go to the busiest man you know because \_\_\_\_\_.
  - A. he claims he would like to help others
  - B. your work is really important
  - C. he is willing to do an extra piece of work
  - D. he hasn't any excuses for not being able to help you
6. The author's main purpose in writing this selection was most likely to \_\_\_\_\_.
  - A. tell us different people have different characters
  - B. comfort the discontented members of the society
  - C. give advice to those who want something done in a hurry
  - D. promote the public spirit



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## PASSAGE 2

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### THE INFLUENCE OF TELEVISION

Those who doubt TV's influence on our lives might consider the effect of automobile on American society. When the automobile first appeared on the highways, most Americans saw it as a horseless carriage, not as an important symbol of a new way of life. Similarly, those of us who grew up before television tend to think of it as just another medium in a series of 20th-century mass-communication systems, such as movies and radio. But television is not just another medium.

If you were born before 1950, television came into your life after your formative years. Even if you are now a TV fan, it will be difficult for you to understand the changes it has brought. For example, imagine spending six hours a day at the local cinema when you were 12 years old. No parent would have allowed it. Yet, among the children we asked, nearly half the 12-year-olds watch an average of six or more hours of television per day. For many of them the habit continues into adulthood. From our surveys, we estimate that about one third of all American adults watch an average of four or more hours of television per day.

None of us is totally dependent upon television for our view of the world. However, many of us have not had the opportunity to observe the reality of police stations, courtrooms, corporate board rooms, or hospital operating rooms. Critics complain about the stereotyped characters and plots of TV dreams. But many viewers look on them as representative of the real world.

If adults can so easily accept the reality of television, imagine its effect on children. By the time the average American child reaches public school, he has already spent several years in an electronic nursery school. At the age of 10, the average child spend more hours a week in front of the TV screen than in the classroom. Given continuous exposure to the world of TV it's not surprising that the children we tested seemed to be more strongly influenced by TV than were the adults.

At the other end of the life cycle, television becomes the steady and often the

only companion of the elderly. As failing eyesight makes reading difficult, and getting around becomes a problem, many old people spend much of the day watching TV. Here the action of fictional drama helps make up for the inaction of their lives.

(400 Ws)

**READING COMPREHENSION**

1. The author suggested television be thought of as \_\_\_\_\_.
  - A. a new medium
  - B. a symbol of a new way of life
  - C. an electronic nursery school
  - D. nothing new just as the automobile
2. Which of these is true according to the passage?
  - A. Young children usually spend too much time at the cinema.
  - B. All the children watch six hours of TV per day.
  - C. Many grown-up people sit for 6 or more hours in front of the TV screen per day.
  - D. Half of the 12-year-olds do not watch TV.
3. Television exerts strong influence upon people's view of the world because \_\_\_\_\_.
  - A. many people spend much time watching TV
  - B. people usually regard TV dramas as the real world
  - C. the plots of TV dramas are very complicated
  - D. many viewers think that TV dramas reflect the real world
4. "An electronic nursery school" in the 4th paragraph refers to \_\_\_\_\_.
  - A. a special medical school
  - B. television
  - C. a place where babies are cared for
  - D. a very modern training center
5. Without TV, the elderly would \_\_\_\_\_.
  - A. feel more lonely
  - B. do more reading
  - C. have more time to travel
  - D. write more fictional dramas
6. Implied but not stated: \_\_\_\_\_.
  - A. Many old people don't like reading
  - B. The adults are also influenced by TV
  - C. TV has its advantages and disadvantages
  - D. TV is a steady companion for the elderly



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**PASSAGE 3**

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**FREEDOM**

A man living absolutely alone in a desert or forest is free from other people; but he is not absolutely free. His freedom is limited in several ways. Firstly, by the things around him, such as wild animals or cliffs too steep to climb. Secondly, by his own needs; he must have sleep, water, food and shelter from extreme heat or cold. Lastly, by his own nature as a man; disease may attack him, and death will certainly come to him sooner or later.

When men live together, on the other hand, protection against wild animals is easier and they can work together to get food and build shelters; but each man has to give up some of his freedom so that he can live happily with the others.

When men become organized into very large groups, and civilization develops, it is possible to get freedom from hunger, thirst, cold, heat and many diseases, so that each person can live a happier life than he could if he were living alone; but such a society cannot work successfully unless the freedom of each human being is to some extent limited so that he is kept from hurting others. I am not free to kill others, nor to steal someone else's property, nor to behave in a way that offends against the moral sense of the society in which I live. I have to limit my own freedom myself so that others will not limit it too much; I agree to respect the rights of others, and in return they agree to respect mine.

The advantages of such an agreement are great; one man can become a doctor, knowing that others will grow food, make clothes and build a house for him, in return for the work he does to keep them healthy. If each man had to grow his own food, make his own clothes, build his own house and learn to be his own doctor, he would find it impossible to do any one of these jobs really well. By working together, we make it possible for society to provide us all with food, clothes, shelter and medical care, while leaving each of us with as much freedom as it can.

(375 Ws)



