总主编 甘莉萍

College English
Fast Reading

大学英语
快速阅读教程

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《大学英语快速阅读教程4》编写者

总　主　编　　甘莉萍

主　　　编　　徐勇前

编　　　者　　徐勇前

责任编辑　　倪琴芬

前 言

　　《大学英语课程教学要求》将大学英语的教学目标确定为"培养学生的英语综合应用能力，特别是听说能力，使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要"，并对大学英语教学提出了分层次（即"一般要求"、"较高要求"和"更高要求"）和分类指导的要求。这是基于非英语专业的学生在毕业之后的实际工作需要而定的。他们在今后的工作中更多地是要通过准确阅读来直接获取最新信息，吸取世界各国的先进经验和技术。因此，抓好阅读教学，培养学生分析、推断、综合的阅读理解能力是十分重要的。

　　《大学英语快速阅读教程》（1—4册）（非英语专业本科生用）根据《大学英语课程教学要求》编写而成，特别注重对学生语言综合应用能力的培养，顺应我国大学英语教学改革的最新要求。编写者充分考虑了不同起点学生的实际需求，在努力帮助学生打下扎实的语言基础的同时，又为基础较好的学生创造了发展的空间。整套教材有利于学生个性化的学习，同时也能满足不同专业学生各自的发展需求。

　　本阅读教材的特点如下：

　　1.激发学习者的学习兴趣，培养其自主学习能力；2.加强阅读技能训练，培养学生获取文章大意、定位信息的能力；3.培养学习者学习阅读策略，提高语言交际能力；4.训练学生识别衔接关系和逻辑语义关系，发挥学习者自身的认知能力；5.除了使用材料的语言适合学习者的语言水平之外，还考虑到他们是否具备理解文章所需要的非语言知识。

　　本阅读教程选择的绝大部分文章源于国际互联网或国内最新出版的各种报章杂志，其选材新颖、题材广泛、体裁多样、信息量大，且具有较强的时代特征，并注重知识性、趣味性、可读性、针对性和系统性的融合。内容涉及人文社会、政治经济、教育科技、食品与健康、网络技术、语言知识和社会焦点等各个方面，为学生提供了各种英语表达的范例。学生可以欣赏地道的英语文章，培养英语语感，扩大词汇量和拓宽知识面，在进一步提高阅读能力的同时，发展其思辨能力，增强其人文素养。课后练习形式多样、题量适中、由浅入深、循序渐进；练习的设计包含判断题、多项选择题和填空题等类型；并针对常用的阅读技巧设立了专项训练，让学生逐步掌握常用的阅读技巧，全面提高学生综合应用英语的能力，为今后的自主阅读打下坚实的基础。编者在编写中非常谨慎地对生僻词汇进行了少量替换与处理，为学生提供了其难易程度均不超过大纲规定的词汇范围。总之，教材编写宗旨不以应试为目的，而在于给学生提供高质量的英语阅读文章，使学生在愉快的阅读中，欣赏美文，开阔视野，并在不知不觉中掌握阅读技能，提高英语应用能力。

本套教材分为4册，文章难度循序渐进，长度依次递增。教材的总主编为甘莉萍教授，第一册的主编为甘莉萍，第二册主编为杜文，第三册主编为黄林，第四册主编为徐勇前；参加编写的教师有张利萍、但冰洁、童瑶、陶满星、陈昶、甘露、安旭红、王瑶、赵洁、王兰、董芊、王朝阳、何宇洪等。

在本套教材的编写过程中，得到了广大兄弟院校英语教师及复旦大学出版社领导和编辑的支持和帮助，编者在此表示最诚挚的谢意！并恳请使用本教材的广大读者及同仁多多提出宝贵意见，以便再版时得以更正、改进和完善！

编　者
2014年3月

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阅读常用技能

在阅读过程中,读者最常用的有8项技能:设置注视点、扩大识别幅、意群视读、猜测词意、寻找主题句、辨认信号词、略读、寻读。

1. 设置注视点（Finding a Fixation Point）

注视点是眼停瞬间眼睛实际注视的目标。注视时,眼睛瞄准到视野中的一个固定点,接受视觉信息。例如,在读到 a close friend of mine 这个短语时,对于一目一词地阅读的读者,他的注视点是从 a 开始,一个词一个注视点,直到 mine 结束。由于注视点多,眼跳次数增多,阅读的速度必然会受到影响,而人脑的内部语言思维速度是非常迅速的,缓慢的阅读速度与大脑处理信息的节奏不协调直接影响了阅读理解。因此,要提高阅读速度,就必须努力改掉一目一词的习惯,减少注视点,培养成组视读（phrasal reading）的习惯,如上述词组,只需把注视点集中在较为重要的 friend 这个焦点词上,两眼同时吸收其左右两边的单词,这样大脑里便闪现出完整的意群,从而摆脱了对孤立单词的依赖,真正进入积极而有意义的阅读状态。除此之外,由于视时短,视觉接受文字信息的节奏与大脑信息处理的节奏趋于同步,记忆效果亦得到增强。

2. 扩大识别幅（Increasing Recognition Span）

眼睛注视焦点词的同时所能吸收左右两边词的范围叫做识别幅,也称视幅。研究表明,大脑和眼睛识别一个词和多个词所需时间几乎是相同的,因为信息数量都处于一个视幅广度之内。因此,每次注视到的焦点词两边的词越宽,识别幅就越大,阅读速度就越快。

有效的识别幅可以是一个短语,比如:take off, like English, by the way, 也可以是一个较大的语言意群,比如:the same life pattern, too old to live alone, take the time to eat, 等等。因此,如果想要在规定的时间内获得最佳的阅读效率,就要尽量加宽视区范围,尽量摄入较多的文字信息,尽量向大脑输入完整的语言意义单位,使之获得最有意义的认知反应。

3. 意群阅读

意群(thought groups)指意义和语法结构上联系较为密切的一组词。在阅读中,一个意群之内通常不允许停顿。在用意群阅读时,我们通常采取意群视读。意群视读是指我们在阅读文章时,将句子分解成几个意义理解单位,通过眼球转动,逐个扫视意群,整体领会意义。以意群为单位的阅读可以克服逐词阅读的不良习惯,有助于对句子结构及段落意义的清晰把握,从而快速准确地理解文章大意,获取重要信息。

4. 猜测词意

阅读速度的提高离不开培养猜词悟意的能力,在快速阅读中,高效读者通常采用各种方法来猜测词意。

4.1 利用线索即信号词来猜测词意

文章里的一些信号词可以提供线索,帮助读者理解由于生词造成的理解障碍。常用的信号词有:that is, i.e., namely, or, such as, in other words, for example, for instance 等。

a. Mary is indecisive, that is, she can't make up her mind.

b. The young man's irascibility, or bad temper, was criticized by his girlfriend.

4.2 利用常识猜测词意

利用常识猜测词意即运用自己已有的知识去判断生词或短语的意义。

a. The foreigners visited the Terra-Cotta Warriors in Xi'an and were amazed by the greatness.

从地名"西安"和单词 greatness 可以判断 the Terra-Cotta Warriors 是驰名中外的兵马俑。

b. Alan found himself on the first floor of an old, seemingly abandoned building. As he walked up to the second floor he could hear the old wooden stairs creak with each step he took.

通过描写建筑物的形容词 old, abandoned 可以推断 creak 是指上楼时破旧的木板发出的吱吱声。

4.3 利用相反信息猜测词意

利用相反的信息也能帮助猜测生词的含义,通常会提供一些表示对照的词,如 while, however, unlike, but 等。

a. Lily's father is thin while her mother is really obese.

从上下文可以判断 obese 和 thin 意思相反,因此其意肯定是"肥胖的"。

b. Most of us agreed; however, Bill dissented.

从 however, 可以判断 dissent 和 agree 的意思相反,其意是"不同意,持异议"。

4.4 利用标点符号猜测词意

破折号、逗号、分号、冒号等标点符号常引出表示补充说明、解释或下定义的句子,因此充分利用标点符号有助于猜测词意。

a. The harbor is protected by a jetty — a wall built out into the water.

通过破折号的说明,得知 jetty 的意思是"防波堤,码头"。

b. Many of the Romans were quite willing to deify their Caesars, to make gods of them.

"to make gods of them"是解释 deify 的,因而 deify 意为"把……神化"。

4.5 利用构词法

通过构词法推测词意是最常用的猜测生词方法之一,有些词可根据构词法知识猜出其意。如 unbelievable,根据该词的三个不同组成部分 un, believe, able 可以判断其意思是"难以置信的","不可相信的"。在平时学习中,积极积累一些构词法知识,在阅读中通过分析生词的词缀、词根,可以有效地猜测生词的意义,扫除阅读障碍,提高阅读效率。

常用词根表

	audience	听众
audi = hear	auditorium	观众席,礼堂
	audit	旁听、审计
	rebel	反叛,反抗,反对
bell = war	rebellion	谋反,叛乱,反抗
	rebellious	反叛的,叛乱的
	biology	生物学
bio = life	biotic	生命的,生物的
	antibiotic	抗生素
	biocide	杀虫剂
	circle	圆圈
	encircle	包围,绕……行一周
circ（圆周）	semicircle	半圆
	circulation	循环,流通
	circuit	环行,电路
clar = clear	declare	表明,声明,宣告
	clarify	阐明,澄清
	exclude	不包括,不许入内
clud = close, shut	exclusive	排外的,排他的,除外的;独家(新闻)
	include	包含,包括,使……成为整体中的一部分
	cognition	认识,认知
cogn = know	cognitive	认识的
	recognition	认出,认识,识别
cur = care	security	安全
	secure	安全的,无忧的
dict = say	dictate	听写,命令,支配
	predict	预测
	fluent	流利的,流畅的
flu = flow	influence	影响
	fluid	流体

常用词根表

geo = earth	geography	地理
	geometry	几何
	geology	地质学
graph = writing, record or drawing	photograph	照片
	autograph	亲笔签名,手迹
	monograph	专题研究,专论
ject = throw	project	发射,投掷
	inject	(给某人)注射
	reject	抛弃,拒绝
lingu = language	linguist	语言学家
	bilingual	双语的
	multilingual	多语的
liter = letter	literate	有读写能力的,有文化的
	literature	文学
	literal	完全按照原文的,照字面本义的
loc = place	local	当地的
	locate	找出,指出(某人、某事物)的准确位置或地点
	collocate	搭配,配合
log = speak	dialogue	对话
	eulogy	颂词,颂文
manu = hand	manuscript	手稿
	manufacture	制造,编造
	manual	手工的,手制的
mar = sea	marine	海的,近海的
	submarine	潜水艇
memor = memory	memory	记忆
	memorial	纪念碑,纪念仪式
milit = solider	military	军人的,军队的
	militarism	军国主义
mort = death	mortal	致死的,致命的
	mortuary	太平间,停尸间
phon = sound	microphone	麦克风,传声器
	telephone	电话
	videophone	电视电话,可视电话

5. 寻找主题句

对语篇主旨大意的理解离不开寻找主题句,主题句即某一段落主题思想的概括。主题句出现的位置与作者谋篇布局的写法息息相关。常见的段落写作模式有以下 5 种。

5.1 演绎模式:主题句出现在开头,开宗明义

The private motor vehicle has given us a freedom our ancestors could only dream about. We can travel swiftly, and usually safely, over the roads which have been built to accommodate our cars. People can display their wealth by driving a car which may cost as much as another person's home.

5.2 归纳模式:用"分说——总述"的顺序进行表述,总结归纳在最后。

With a bucket of red paint for gaiety and \$300 in cash, Frank Woolworth opened his store. At first there were only a few things on the counters. But each week there were more, for a wonderful thing began to happen. The more people bought with their dimes, the more their dimes were able to buy. **Frank Woolworth's little red store had proved a great American truth — that the power of people's nickels and dimes, working together, can accomplish anything.**

5.3 居中模式:主题句出现在段落中间

The job is difficult and the hours long. The training is exacting and the responsibilities heavy. **Yet, 300,000 American women have chosen the challenging profession of nursing.** They comfort patients, help doctors, and aid in a thousand ways to smooth the operation of hospitals across the nation.

5.4 首尾呼应模式:段首引出主题句,段末再首尾呼应

Make good use of your time in class. Listen to what the teacher says in class means less work later. Sit where you can see and hear well. Take notes to help you remember what the teacher says. **Then you can use your time efficiently in class.**

5.5 描写模式:作者只是描写人物、场景、事件等,没有出现主题句,读者要根据描写来总结

Among the great geniuses of the Renaissance, many were artists, like Raphael, Titan, Michelangelo, Van Dyck, and Rembrandt. Others were poets, such as Spenser, Shakespeare, Tasso, and Ronsard. Still others were pioneers in science: Galileo and Kepler in astronomy, for instance, and Vesalius and Harvey in medicine.

The implied topic sentence above can be:"The Renaissance produced many great talents."

6. 辨认信号词

作者在文章中常常使用信号词,信号词预示着读者将要读到的内容与上下文存在什么样的逻辑关系,读者可以借助信号词来抓住阅读材料的中心思想。信号词有以下几类。

6.1 表示同类的信号词

and, likewise, furthermore, also, more than that, moreover, in addition, what is more, for

instance, for example

6.2 表示转折的信号词

but, however, otherwise, even though, on the contrary

6.3 表示事件发生顺序的信号词

after, before, first, second, third, finally, as soon as

6.4 表示总结或概括的信号词

as a result, in conclusion, consequently, thus, therefor, to sum up, in summary, in short

6.5 表示因果关系的信号词

because, therefore, so that, cause, thus, since, as a result, result in,（be）due to

7. 略读技能（Skimming）

略读就是将读物中的重要部分和有意义的细节挑出来阅读,而不用通读全文。开始略读一篇文章时,须以正常速度通读第一段。因为通常第一段会对文章所要探讨的内容作一个介绍。然后阅读下面各段的第一句和最后一句,以掌握段落大意。

略读的特点在于:通过略读获取文章或段落的主题思想;辨别作者的语气、观点和态度;了解文章风格,把握作者思路;摸清某条线索在文中的发展、变化,形成对文章重要内容的归纳总结、评价判断等。

一般而言,略读需要用到的技巧包括:利用文章的标题和副标题对文章的内容进行预测;重点阅读文章首段,因为很多语篇材料会开门见山说明全文的核心内容;仔细阅读文章最后一段,因为尾端往往会归纳总结全文大意;认真对待每一段落的首句和尾句,这是每段主题句最有可能出现的地方;抓住黑体、斜体,有下划线等特殊标识的地方,这些往往都是文中主要内容、中心题旨所在;注意转折词和序列词,它们有助于理清文章脉络,了解作者的写作意图;关注考题中出现的相关信息,如数字、专有名词(人名、地名等),尽量在原文中查找与考题中提到的具体内容一致的句子。

8. 寻读技能（Scanning）

寻读又称查读,是一种从大量的资料中迅速查找所需信息的快速阅读方法。例如,在图书馆查找书刊目录、索引,在文献中查找特定的信息如:日期、人名、地名、年代、数字等。寻读带有明确的目的性,是带着问题去寻找答案。因此,在进行寻读时,读者有意识地跳过文中某些不重要的信息,不被无关信息分散注意力,而是预测性地估计所需信息的位置,查找到线索词后,再细心地、有针对性地去阅读。

寻读与略读都是选择性阅读,但两者又有所不同。在略读前,读者对所涉及材料一无所知,读者的目的是为了在短时间内以浏览的方式,略去细节、通读文章、感知大意;而寻读则是在读者对材料有所了解的情况下进行的,读者的目的是在短时间内从众多的信息中舍弃不需要的信息以求快速、准确地检索、筛选和识别所需信息。

8.1 寻读部分的常见题型

导读常见的题型有:根据具体信息判断正确（Yes）、错误（No）,或文中没有提及（Not Given）题、

句子填空补全信息题、多项选择题、简答题等。

8.2　寻读考点设置及应对要领

　　一般来说,细节题的排列顺序与文中对应信息出现的顺序是一致的,寻读时可逐项在文中搜寻。寻读的要点首先是抓住信号词和关键词。关键词包括专有名词、年代、数字等;用题干里的信号词或关键词扫描文章里对应的原始句,仔细阅读该词所在的句子,一般情况下这就是考点所在之处。尤其注意转折句、因果句,这里是考查细节信息的重点所在。

Unit One

Sports

Reading 1

An Ugly and Violent Month for Soccer

By Bob Hughs

LONDON — How quickly can soccer turn from the Beautiful Game to the Ugly Game?

England jailed a thug on Monday after he ran onto the field and hit the opposing team's goalie, Chris Kirkland of Sheffield Wednesday, in the face with both hands. The assailant turned out to be a 21-year-old hooligan who was supposedly banned from attending games, and he attributed his actions to the three-quarters of a liter of vodka, the 7 to 10 pints of cider and the several glasses of beer that he remembered consuming before the game.

This follower of Leeds United was so well known for previous violence that his profile was all over the Internet within minutes of the assault Friday. Justice was swift; he was sentenced to 16 weeks' imprisonment just as soon as court resumed after the weekend break in Sheffield.

The magistrate left no doubt that society would not tolerate the revival of so-called soccer hooliganism in England after being outlawed almost 20 years ago. But that the attack happened at all is disturbing enough, as was the fact that the assailant, Aaron Cawley, was just one of a number of young men who easily ran onto the playing field during the derby match between Sheffield and Leeds.

The goalmouth where the attack took place is in front of the Leppings Lane stand where 96 Liverpool fans died in 1989 during an F. A. Cup match, many of them crushed against steel fencing used to prevent spectators from accessing the field. As a consequence of that tragedy, British stadiums are no longer fenced in. Even before the assault on Kirkland, it has been an awful October so far around the sport.

Just over a week ago, an African Cup of Nations game between Senegal and Ivory Coast had to be abandoned when Senegalese supporters, angry that their team was losing, lit fires, stoned the players and began tearing apart the seating. In the same week, Serbian fanatics racially abused black English players during an Under-21 contest. The Football Association of Serbia claimed that none of its fans was responsible, but the evidence is out there on YouTube, and UEFA, the European soccer authority, is dragging its heels on reacting to the behavior.

UEFA claims it needs until the middle of November to decide what punishment, if any, is appropriate for racial intimidation on a mass scale toward a visiting team. While that festers, players from a multitude of nations who earn their living with English clubs were asked to take part in a pre-match show of unity. All players were invited to wear a T-shirt proclaiming "One Game, One Community." About 30 star players, many of them black, refused to do it. They believe that campaign groups like Kick It Out and Show Racism the Red Card are not strong enough to press FIFA and UEFA into real and progressive action against racism in and around the global game.

Soccer officials are hard-pressed. The return of hooliganism in an English stadium, the slow UEFA response to Serbia and the outburst of lawlessness in Senegal all came at once.

At the same time, a police official in Dortmund, Germany, on Saturday admitted that having 1,200 officers at his disposal was not sufficient to prevent extensive fighting before, during and after the 141st Ruhr derby between two close neighbors, Borussia Dortmund and Schalke.

A vibrant soccer contest became the excuse for premeditated violence on the streets and in the stadium. It was, in the words of the police director, Michael Stein, the worst violence and aggression on his watch in years. More police officers than fans had to be treated in hospital, and presumably in due course the courts will decide what is to be done with the 163 Schalke and 17 Dortmund fans arrested at the scene.

This is sport? It is, alas, in some places a corrupted sport. In China, in Europe and in the Americas, the beauty is so easily contaminated. That is why police forces, Interpol and local officers are involved in tracking the villains. But even in small communities, like in Cyprus, violence can be mindless. On Sunday, a Colombian striker, Ricardo Laborde, was on the ground, being treated for an injury, when a firecracker exploded within a few inches of his face and the face of a trainer.

Neither was seriously hurt. Laborde played on for Anorthosis Famagusta against visiting Omonia Nicosia. But how did anyone get into the stadium with a weapon as potentially dangerous as a firecracker?

Soccer at the professional level is a business. It may alienate some supporters that they are living the recession while players come and go at their clubs, for seemingly recession-proof salaries.

Nevertheless, the Leeds lout jailed Monday had enough money to get himself drunk, to travel many miles and to evade orders he be banished from the game. Such orders may be particularly unenforceable in England, where there is no requirement to carry identity cards.

But at least on this occasion the law quickly put the transgressor behind bars. In Italy, six years after the match-fixing investigation known as Calciopoli, 14 men have just been ordered by a court to pay the Italian soccer federation compensation of 4 million, or about $5.25 million.

The two leading selectors of refereeing in 2006, Paolo Bergamo and Pierluigi Pairetto, have been hit with fines equivalent to more than a million dollars. Forget whether they can meet those fines or will ever