



**COLLEGE
ENGLISH**

航海类专业适用

大学英语

—— 快速阅读 ——

Fast Reading

主 编 罗卫华 吕 弘



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为切实提高高等院校航海类专业学生的英语综合应用能力,顺利完成从普通英语向航海类专业英语的过渡,在《大学英语》(航海类专业适用)编委会的指导下,大连海事大学等院校的资深专家和一线教师组成编写组,历时两年编写了《大学英语》(航海类专业适用)系列教材。本套教材在满足普通大学英语教学要求的基础上,创新性地加入了与海事相关的题材和内容,实现了普通大学英语和航海类专业英语之间的衔接,是国内首套专门为航海类专业编写的大学英语教材,为航海类专业的英语教学提供了全新的解决方案。

一、教材特色

《大学英语》(航海类专业适用)是一套博采众长,具有开拓性的大学英语系列教材。本教材针对目前航海类专业大学英语教学发展趋势、航海类专业大学英语学习的规律及特点,以“新颖”、“实用”为原则进行编写。编写组就教材设计与编写等相关方面进行了广泛而深入的调查与研讨,在设计与编写中借鉴与采纳了近年来大学英语教学改革经验与成果,在把握大学英语教学的性质与目标的基础上,遵循分类指导、因材施教的原则,以适应航海类专业英语综合应用能力培养的要求。

具体特色如下:

- * 主题鲜明,每个单元体现一个主题,密切联系航海类专业学生的未来生活和工作。
- * 选材新、题材广,航海特色突出,内容表现形式多样,信息量大,注重文化内涵,反映时代发展,展现语言魅力。
- * 应用类内容充实,尤其是听、说的输入量高于同类教材。
- * 注重在跨文化交际情境中使用恰当、得体、地道英语能力的培养。
- * 注重由浅入深、由易到难、循序渐进,体现系统性和连续性。

二、编写意义

在国际海事组织推出 STCW 公约马尼拉修正案的大背景下,随着航海类专业教学改革和大学英语课程改革的发展,航海类专业大学英语的课程与教学体系亟待相应地改革完善,其中,教材建设是一项奠基性的工作。本套教材作为国内首套专门为航海类专业编写的大学英语教材必将为提高航海类专业教学质量,为大学英语教学的特色化发展做出贡献。

三、指导原则

《大学英语》(航海类专业适用)以教育部 2007 年颁发的《大学英语课程要求》为依

据,同时参考 STCW 公约有关船员英语语言能力方面的要求进行编写。总的指导原则是突出学生交际能力和语言综合应用能力的培养。教材的编写不仅立足于现实,也着眼未来,还考虑到近年来大学英语教学的进步和广大师生对教学改革的迫切愿望。为了使新编教材能适应 21 世纪经济和社会文化发展的新形势,编者在教学内容和编排结构等方面努力体现现代语言教学理论的新成果,并在编写过程中贯彻实用性、交际性、科学性、前瞻性和趣味性,注重培养学生听、说、读、写、译(“五会”)五种能力的全面提升,以及其思维能力和自学能力培养。

在编写设计上具体遵循以下原则:

1. 实用性原则

教材内容紧密结合学生的实际需要,符合航海类专业学生各阶段的学习特点,强调学以致用。

2. 交际性原则

教材充分考虑语言交际目的,针对航海类专业学生听说能力方面的特点,重视交际能力和语言综合应用能力的培养。同时,教材注重航运背景下的跨文化意识的培养,提高学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

3. 科学性原则

教材考虑了学生的特点,循序渐进地安排教学内容。教材不过于偏重语言知识或专业内容,而偏重于提高航海类专业学生的英语学习兴趣和其在相关领域的英语交际能力和阅读能力。另外,我们充分利用统计语言学的理论和实践,对教材的难易程度排列次序,对词汇的分布、出现频率以及四、六级词汇和海事相关词汇的覆盖率等重要数据进行了技术处理。

4. 前瞻性原则

教材还考虑到中学生英语能力、学习习惯、认知水平、思维方式不断提高对大学英语教学提出的更高层次、更多样化的需求,因此我们为课堂教学与网络自主学习提供了丰富的立体化资源,以满足新教学模式的需要,从而为学生创建个性化、自主化的学习环境。

四、组织结构

《大学英语》(航海类专业适用)针对大学英语“一般要求”设计,供两个学年使用。本套教材由《大学英语读写教程》、《大学英语视听说教程》和《大学英语快速阅读》三套教程构成。每套教程分 4 册,分别对应大学英语 1~4 级。每册含 8 个不同主题的单元,每个单元都有与海事相关的内容。

与教材配套的还有教学参考书、MP3 光盘和网络支持平台。

五、使用建议

《大学英语读写教程》每册 8 个单元,每单元围绕同一主题展开,包含两篇主要阅读文章(其中一篇涉及海事相关内容),达到听、说、读、写、译各项技能有机结合。《大学英语视听说教程》、《大学英语快速阅读》与《大学英语读写教程》各单元主题呼应,并通过各类活动与练习提高学生的听说读写综合能力。

与《大学英语》(航海类专业适用)教材相配套的还有航海类大学英语四级考试系统。教师可根据本校教学条件及学生英语水平选择适合的教学内容,进行四个级别的分级教学和测试;同时充分利用网络教学资源,合理安排课堂授课与课下自主学习的内容。

建议在教材使用过程中注重对学生自主能力的培养。每个单元教师精讲材料应约占教材内容的 1/3,学生自主学习和合作学习约占 2/3。课时安排为 256~328 学时。如果可用课时较少,可以根据实际教学情况适当减少学生活动、小组讨论、阅读、写作方面的时间安排。每个单元一般需要 3~6 学时,教师可以根据实际教学情况灵活安排教学时数。

六、编写人员

《大学英语读写教程》主编为罗卫华教授和王海华教授,《大学英语视听说教程》主编为罗卫华教授和张树学教授,《大学英语快速阅读》主编为罗卫华教授和吕弘教授。教材主审为范凤祥教授和夏廷德教授。

参与《大学英语》(航海类专业适用)系列教材策划与编写的还有国内外多位专家与教师。本套教材的编委会成员包括来自大连海事大学、大连海洋大学、集美大学、青岛远洋船员职业学院等多所院校的英语教师,他们都为教材的合理使用与教学方法的创新提供了大量建议。Susan Webber Eshleman, Lynn S. Fair 和 John David Redenbach 等外籍专家认真审阅了本教材,并提供了宝贵意见和帮助。

在教材使用中,我们希望得到更多院校师生的反馈意见与建议,以便我们不断完善教材,为使用者提供更全面的服务。

《大学英语》(航海类专业适用)编委会
2011 年 7 月

编写说明

《大学英语课程要求》中“一般要求”层次对阅读理解能力规定：“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、难度略低的材料时，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。”

为了使學生熟练掌握阅读技能，增强学生的阅读能力和应试能力，我们以上述要求为指导，遵循从实际出发的教学理念，编写了这套《大学英语快速阅读》教材。

本套教材是《大学英语》(航海类专业适用)系列教材的重要组成部分。全套教材共分 4 册，每册 8 个单元，每个单元 4 篇文章。各单元文章都紧扣《大学英语读写教程》中相应单元的主题，其目的是使学生对同一主题从词汇量到信息量都有更多的信息“输入”，其中每单元的 B 篇为海事英语题材，以求强化学生对航海类专业英语的阅读能力。教材中文章大多选自近年来出版的原版英文图书、报刊及英语国家的一些主要媒体的网站。为了使文章做到难易适度、长短适宜，编者对其中一些原文进行了适当的删减，对个别超纲词汇作了同义更换或给出了中文注释。

为了达到事半功倍的效果，学生应逐渐掌握《大学英语课程要求》中提到的略读(skimming)和寻读(scanning)的阅读技能。略读是指“全景式”地通览全文，通过快速阅读获取文章的主旨大意或中心思想；寻读是指快速地扫视所读的文章，利用各种提示，如数字、大写单词、段首句或句首词等，寻找特定信息。

本套教材每篇文章后都给出阅读文章的建议用时。学生可以参照建议用时，对自己的阅读速度进行评估。

本书可作为课堂测验之用，故正文各页订口处设计了撕开打孔线，以便撕开。

本册教材由罗卫华和吕弘任主编，陈文铁、鹿学军和李燕任副主编。参加编写的人员还有费玉双、高玉芬和杨文光。外籍教师 John David Redenbach 对全书进行了审校并提出了宝贵的意见，在此表示诚挚的谢意。

编 者
2012 年 7 月

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Unit 1

Ethics

Passage A

When Kids Say “I hate you”

I'll never forget the first time my oldest son, then about six, screwed up his face, already contorted in anger because I wouldn't buy him a new action figure, and spat out the words, “I hate you, Mom.”

I felt the mixture of emotions most parents do. Part of me was tempted to laugh because I knew he didn't mean it—he was parroting something he'd heard from his friends. But another part of me was crying and upset. How could my son, whom I loved so dearly, say he despised me? At the same time, I recognized how brave it was. There he was, a little pipsqueak (小东西), standing up to his powerful mom. Announcing that he hated me was his way of serving me notice that he was separate enough to fight on a more grown-up level and felt secure enough to show me the full force of his fury, in a way I never could as a child.

“I hate you!” is just the first of many personal zingers (有力的反驳) our kids throw when they're angry with us. As they grow from ages five to thirteen, most of us hear any number of them, such as: “You always say no!” “Dad (or Mom) is nicer than you are!” “You're so unfair!” “You're such a hypocrite.” It's worth remembering that one way kids and especially adolescents develop is by arguing and defying us, sometimes using withering

(毁灭性的) scorn.

Don't Overreact

Though it's very hard not to boil over at moments like these, the best way to weather our children's expressions of hatred and anger toward us is to take a deep breath or two or even three, and not allow ourselves to get drawn into an on-the-spot protracted (拖延的) argument. Focus on the emotions, not the words, and stay calm.

"I know that you're very angry at me," I told my son. "We'll talk about it, but not right now. Let's wait until you're calmer."

It's important that kids hear you acknowledge their underlying feelings without trying to contradict or deny them, experts advise. To say, "You don't really hate me" or "I'm not being unfair" flies in the face of their own perceptions and feelings at that moment. At the same time, we do our kids a favor by helping them realize that erupting angrily and personally during an argument isn't appropriate.

Air Grievances (抱怨)

The timing of follow-up discussions is also important. You don't want to wait too long! Try to gauge (判断) how long it takes for your child—and you—to return to some kind of emotional equilibrium (平静). "I know I can approach my son after a blowup when I hear him humming in his room," observes Sheila, eight-year-old Jonah's mom. "If he's still angry, he's conspicuously silent."

Once you sit down to talk, forget personal feelings and think of the discussion as a fact-finding mission. "I focus on asking questions and listening," says Lila, mother of eleven-year-old Marta. "I want to get her talking about what's bothering her, what I did that made her so angry. I have to work extra hard at not being defensive when she accuses me of purposely trying to ruin her life by not letting her go to the mall, though she knew she shouldn't go—she had a test the next day. But I just nod. From her perspective, it was my fault. I can explain my view at a later time."

Lila has also learned that if she interrupts her daughter during a gripe

session, Marta, like most kids, ends up feeling frustrated all over again.

Ask for Their Ideas

Swing into action only after your child has aired the entire list of grievances, advises Lila. She asks, “What can we do to make sure we don’t have this fight again?” By asking your child to come up with a specific solution, you’re putting the ball in her court. Not only does she feel you value her opinion, but she has the challenge of coming up with something that will make her feel better.

Remember, too, that our kids’ gripes are sometimes justified. Parents do promise to buy something and then renege (否认), impose unrealistic expectations, or blame the kids for something they didn’t do.

Usually our children’s requests for a change prove easy to comply with. Evelyn’s seven-year-old son complained that he hated it when she talked on the phone after dinner because he wanted her to be available for help when he did his homework. She realized she could make her calls later and rearranged her schedule to accommodate his wishes.

End with Love

It’s also comforting for kids to hear that we all have feelings of intense anger, even hatred, but that these are natural and don’t last long. “Even when I’m angry at you I still love you,” I told my sons when they were little, and they still repeat this back to me after our fights. I see that they feel reassured. Violent emotions leave everyone feeling tempest-tossed, and kids of all ages need to be reminded that once the storm abates, they’ll find themselves in a harbor where they are safe and loved.

Total Number of Words	867
Time Suggested	9 minutes
Time Spent	minutes



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

1. According to the author, children will say "I hate you, Mom" when they feel _____.
A. surprised
B. angry
C. upset
D. pleased
2. Which of the following is NOT a good response to children's complaints?
A. To calm down instead of getting drawn into a protracted argument at once.
B. To point out immediately that they are wrong.
C. To wait a period of time for both to reach emotional stability.
D. To encourage the children to derive some kind of constructive ideas.
3. What does the author mean by saying "you're putting the ball in her court"?
A. When playing golf, you will be the winner if you can put the ball in the other's court.
B. You are trying to give responsibilities to others.
C. You should learn to play golf with your children in the court.
D. You should know how to take responsibilities instead of passing them over to your children.
4. According to the author, which of the following is NOT the reason for children's confrontation with their parents?
A. They think they can take some action on a more grown-up level and show their power to their parents.
B. They are right sometimes.
C. They want to get some understanding and comfort from their parents.
D. They just want to rebel against their parents for nothing important.
5. What is the main idea of the passage?
A. It is wrong to deal with children's complaints and hatred directly.
B. It is inevitable that children will come across a lot of problems during their growth.
C. Love and patience can finally help parents to solve problems with their children.
D. It is the parents' fault not to get on well with their children.

Passage B

Study Finds Factors for Overcoming Isolation

Seafaring can be an interesting and rewarding occupation. But it can also take its toll on family and social life unless the sense of isolation felt by many seafarers is overcome.

Ever decreasing crew sizes are making the problem worse for many. In this special report we examine the problem and offer some solutions.

Companies which want their seafarers to be stable, contented and safe should give some attention to their families, says a study from the Seafarers' International Research Centre (SIRC).

"A seafarer's life is all about freedom. He comes, he goes, he travels—but he still needs a base. Without a base, he has nothing."

The British master who spoke these words is lucky in several respects: his senior rank means his wife, and even his children, can probably sail with him. He will probably have access to a mobile phone and email for everyday communication. He will be well paid and will not have to undertake training in his own time. Yet the effect of his job on his home, family and friends could still be so severe that he may consider shortening his service.

Loneliness, homesickness and "burn out" syndrome have been identified as the three main psychological problems among seafarers. These are caused by long periods away from home, the reduced number of seafarers per ship, and increased automation. But the biggest cause of stress found in a study of Australian seafarers was the relationship between home and work. Marital and family problems are known to contribute to suicides at sea.

The SIRC examined various facets of seafarers' lives, and the effect on

their families. Detailed interviews with 35 seafarers and their partners in the UK, India and China show that different pressures exist. But there is enough common ground to identify eight major factors that would mitigate (减轻) the impact on the family life of seafarers in all countries.

How Long at Sea?

China: Six months at sea and six months' leave for local companies. Foreign shipowners require that a year or more be worked before a seafarer is allowed three or four months' leave.

India: Similar to above for ratings, but shorter for officers—three weeks to six months, but mostly three or four months away.

UK: Three weeks to six months (mostly three to four months) with leave varying from equal time to two-to-one work to leave.

The overall picture: Only British women whose partners worked for four weeks or less found the period apart acceptable. All nationalities said they faced loneliness during absence, then irreconcilable (不可调和的) emotional distances when they were together.

Demands on Leave Time

China: Training courses of up to three months can be required in leave time.

India: Ratings and petty officers may have to report in to the office, often a flight distance away, on their return.

UK: Less tangible (有形的), but exhaustion on coming home then worry about returning, caused by on-board stress and demands, have an impact on home life.

The overall picture: Leave time is not free of work worries for any nationality. Chinese and Indian seafarers have to do their training in their leave time. UK officers often return exhausted and take a long time to recover.

Ship Visits and Women Sailing

China: Some companies now allow wives of senior officers to join their husbands for a voyage. Traditionally, wives have visited their husbands on board in port. But shorter turnaround times have reduced the duration, and

journeys are often long and hard.

India and the UK: Officers' wives, and some ratings' wives, can sail—sometimes with children.

The overall picture: Women feel much closer to their partners and understanding of their occupation if they are allowed to sail with them. Those not allowed to sail regret it and feel shut out and alienated (隔开的) from his life on board.

Company Support

China: The Seafarers' Wives Committee is a channel through which wives can ask for help from other seafarers. This is helped by the fact that families in port cities live close together. Companies have traditionally supported wives, but economic reform has led to a reduction in their involvement.

India: Senior officers' wives have good company support and access, but ratings' wives are not informed and some feel deliberately kept in the dark.

UK: Company contact is low, and although wives are not intimidated, their experience and impression of the shipping companies are generally not good. They feel work schedules are unpredictable and disruptive to family life.

The overall picture: Company support of all kinds, no matter how minor, is valued and helpful. It is particularly important to be able to get in touch with a seafarer in an emergency, and partners like to know where the seafarer's ship is. Contact with other seafaring families is valuable.

Communication

China: More homes have telephones, but it is expensive to make international calls, and seafarers cannot call home easily because of fast turnaround times and out-of-town ports.

India: Indian officers' households have phones and, commonly, email. But some ratings' families have only recently had domestic phones installed. Ship-to-shore communication is especially important when couples are in an arranged marriage.