

计时英语

TIMED READING

北京邮电学院外语系汇编

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前 言

《计时英语》一书四册,共收集短文 500 篇。每篇大约 500 词,篇后均附有 10 道多项选择题,以检查在单位时间内的阅读效果。书后附有每篇短文的中文译文,可以帮助读者正确理解全文。

本书选材广泛,涉及面宽,内容新颖,文章短小精悍。短文均接近于大学英语四级、六级统考,EPT 考试及 TOEFL 或 GRE 等考试阅读理解题的题材及深度。本书全套无难度差异,可单独使用,也可全套使用。通过阅读实践,可以丰富知识面,全面提高阅读速度和技能。对参加各种应试,大有裨益。

参加第二册汇编工作的同志依次是:石小娣(1~5 篇)、田力平(6~15 篇)、林宝红(16~35 篇)、贺明(36~55 篇)、王义国(56~75 篇)、刘蘋(76~95 篇)、马燕英(96~115 篇)、贺敏(116~125 篇)。本册全部译稿由王义国老师审校。

北京邮电学院外语系

1993 年 1 月

Introduction to the Student

These Timed Readings are designed to help you become a faster and better reader. As you progress through the book, you will find yourself growing in reading speed and comprehension. You will be challenged to increase your reading rate while maintaining a high level of comprehension.

Reading, like most things, improves with practice. If you practice improving your reading speed, you will improve. As you will see, the rewards of improved reading speed will be well worth your time and effort.

Why Read Faster?









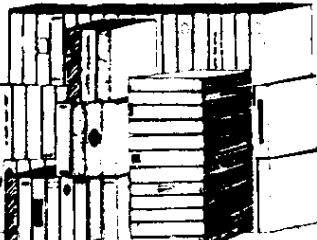
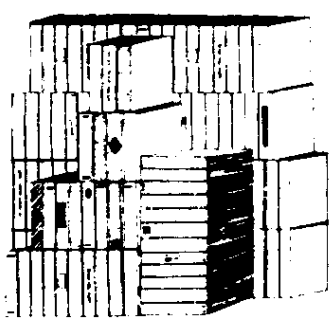
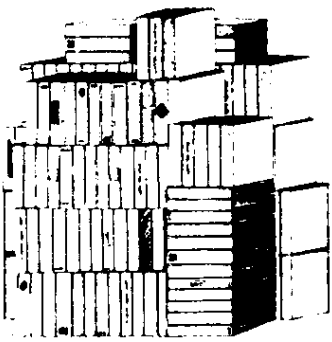
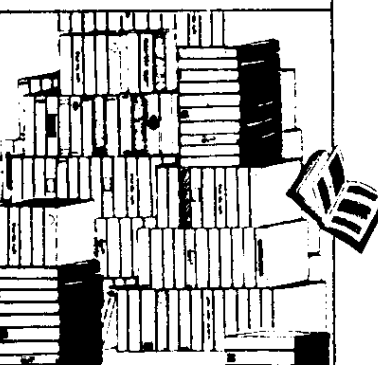
The quick and simple answer is that faster readers are better readers. Does this statement surprise you? You might think that fast readers would miss something and their comprehension might suffer. This is not true, for two reasons:

- 1. Faster readers comprehend faster.** When you read faster, the writer's message is coming to you faster and makes sense sooner. Ideas are interconnected. The writer's thoughts are all tied together, each one leading to the next. The more quickly you can see how ideas are related to each other, the more quickly you can comprehend the meaning of what you are reading.
- 2. Faster readers concentrate better.** Concentration is essential for comprehension. If your mind is wandering you can't understand what you are reading. A lack of concentration causes you to re-read, sometimes over and over, in order to comprehend. Faster readers concentrate better because there's less time for distractions to interfere. Comprehension, in turn, contributes to concentration. If you are concentrating and comprehending, you will not become distracted.

Want to Read More?

Do you wish that you could read more? (or, at least, would you like to do your required reading in less time?) Faster reading will help.

The illustration on the next page shows the number of books someone might read over a period of ten years. Let's see what faster reading could do for you. Look at the stack of books read by a slow reader and the stack

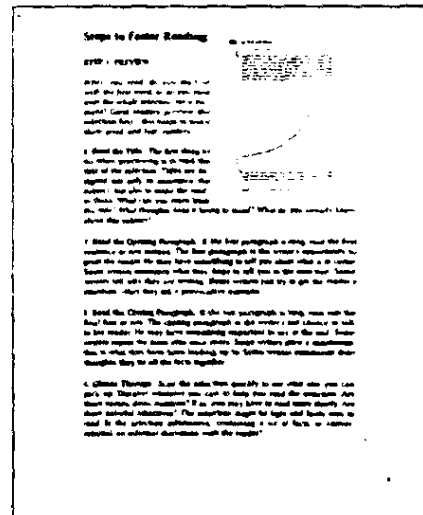
	Slow Reader (150 words per minute)	Fair Reader (250 words per minute)	Good Reader (350 words per minute)
1 WEEK	 ¾ book	 1¼ books	 1¾ books
1 MONTH	 3 books	 5 books	 7 books
1 YEAR	 36 books	 60 books	 84 books
10 YEARS	 360 books	 600 books	 840 books

read by a good reader. (We show a speed of 350 words a minute for our "good" reader, but many fast readers can more than double that speed.) Let's say, however, that you are now reading at a rate of 150 words a minute. The illustration shows you reading 36 books a year. By increasing your reading speed to 250 words a minute, you could increase the number of books to 60 a year.

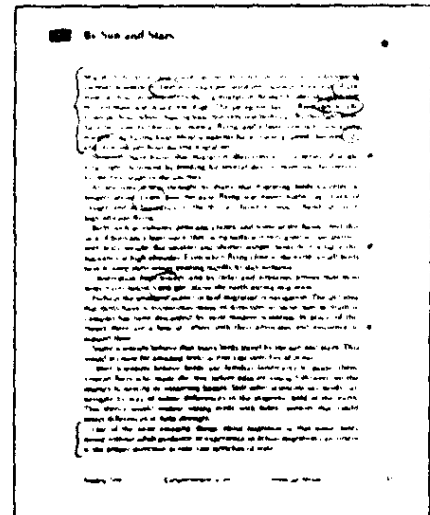
We have arrived at these numbers by assuming that the readers in our illustration read for one hour a day, six days a week, and that an average book is about 72,000 words long. Many people do not read that much, but they might if they could learn to read better and faster.

Faster reading doesn't take time, it saves time!

How to Use This Book



1 Learn the Four Steps
Study and learn the four steps to follow to become a better and faster reader. The steps are covered on pages 9, 10, 11, and 12.



2 Preview
Turn to the selection you are going to read and wait for the instructor's signal to preview. Your instructor will allow 30 seconds for previewing.

1. 1990年12月15日，在《人民日报》发表署名文章《中国要警惕新的“大跃进”》，指出“中国要警惕新的‘大跃进’”。文章指出，中国要警惕新的“大跃进”，防止“左”的错误。文章指出，中国要警惕新的“大跃进”，防止“左”的错误。文章指出，中国要警惕新的“大跃进”，防止“左”的错误。

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3 Begin reading

When your in

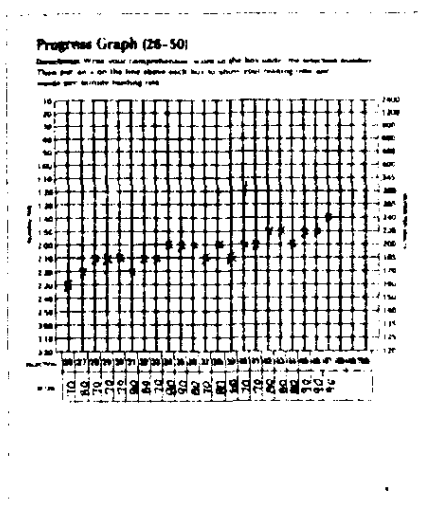
3 When your instructor gives you the signal, begin reading. Read at a slightly faster-than-normal speed. Read well enough so that you will be able to answer questions about what you have read.

Reading Facts	Understanding the Passage
1. According to the text, the last of the birds to be taken was the _____.	1. The author suggests that the birds _____.
<input type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird <input checked="" type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird	<input type="checkbox"/> a. last bird <input checked="" type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird
2. The author suggests that _____.	2. The author suggests that _____.
<input type="checkbox"/> a. last bird <input checked="" type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird	<input type="checkbox"/> a. last bird <input checked="" type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird <input type="checkbox"/> a. last bird
3. The author suggests that _____.	3. The author suggests that _____.
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4. The author suggests that _____.	4. The author suggests that _____.
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5. The author suggests that _____.	5. The author suggests that _____.
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40 80

5 Answer the questions
 Answer the ten questions on the next page. There are five fact questions and five thought questions. Pick the best answer to each question and put an x in the box beside it.

6 Correct your answers
 Using the Answer Key on pages 116 and 117, correct your work. Circle your wrong answers and put an x in the box you should have marked. Score 10 points for each correct answer. Write your score at the bottom of the page on the line labeled Comprehension Score.



7 Fill in the progress graph
 Enter your score and plot your reading time on the graph on page 118 or 119. The right-hand side of the graph shows your words-per-minute reading speed. Write this number at the bottom of the page on the line labeled *Words per Minute*.

Instructions for the Pacing Drills

From time to time your instructor may wish to conduct pacing drills using Timed Readings. For this work you need to use the Pacing Dots printed in the margins of your book pages. The dots will help you regulate your reading speed to match the pace set by your instructor or announced on the reading cassette tape.

You will be reading at the correct pace if you are at the dot when your instructor says "Mark" or when you hear a tone on the tape. If you are ahead of the pace, read a little more slowly; if you are behind the pace, increase your reading speed. Try to match the pace exactly.

Follow these steps.

Step 1: Record the pace. At the bottom of the page, write on the line labeled *Words per Minute* the rate announced by the instructor or by the speaker on the tape.

Step 2: Begin reading. Wait for the signal to begin reading. Read at a slightly faster-than-normal speed. You will not know how on-target your pace is until you hear your instructor say "Mark" or until you hear the first tone on the tape. After a little practice you will be able to select an appropriate starting speed most of the time.

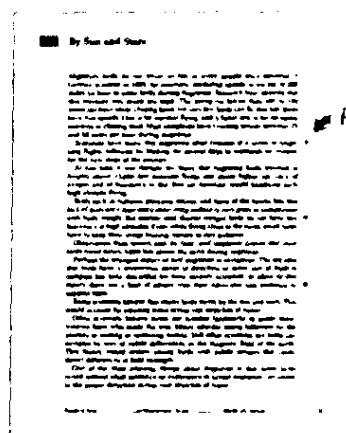
Step 3: Adjust your pace. As you read, try to match the pace set by the instructor or the tape. Read more slowly or more quickly as necessary. You should be reading the line beside the dot when you hear the pacing signal. The pacing sounds may distract you at first. Don't worry about it. Keep reading and your concentration will return.

Step 4: Stop and answer questions. Stop reading when you are told to, even if you have not finished the selection. Answer the questions right away. Correct your work and record your score on the line *Comprehension Score*. Strive to maintain 80 percent comprehension on each drill as you gradually increase your pace.

Step 5: Fill in the pacing graph. Transfer your words-per-minute rate to the box labeled *Pace* on the pacing graph on page 120. Then plot your comprehension score on the line above the box.

These pacing drills are designed to help you become a more flexible reader. They encourage you to "break out" of a pattern of reading everything at the same speed.

The drills help in other ways, too. Sometimes in a reading program you reach a certain level and bog down. You don't seem able to move on and progress. The pacing drills will help you to work your way out of such slumps and get your reading program moving again.



Steps to Faster Reading

STEP 1: PREVIEW

When you read, do you start in with the first word, or do you look over the whole selection for a moment? Good readers preview the selection first—this helps to make them good, and fast, readers.

1. Read the Title. The first thing to do when previewing is to read the title of the selection. Titles are designed not only to announce the subject, but also to make the reader think. What can you learn from the title? What thoughts does it bring to mind? What do you already know about this subject?

2. Read the Opening Paragraph. If the first paragraph is long, read the first sentence or two instead. The first paragraph is the writer's opportunity to greet the reader. He may have something to tell you about what is to come. Some writers announce what they hope to tell you in the selection. Some writers tell why they are writing. Some writers just try to get the reader's attention—they may ask a provocative question.

3. Read the Closing Paragraph. If the last paragraph is long, read just the final line or two. The closing paragraph is the writer's last chance to talk to his reader. He may have something important to say at the end. Some writers repeat the main idea once more. Some writers draw a conclusion: this is what they have been leading up to. Some writers summarize their thoughts; they tie all the facts together.

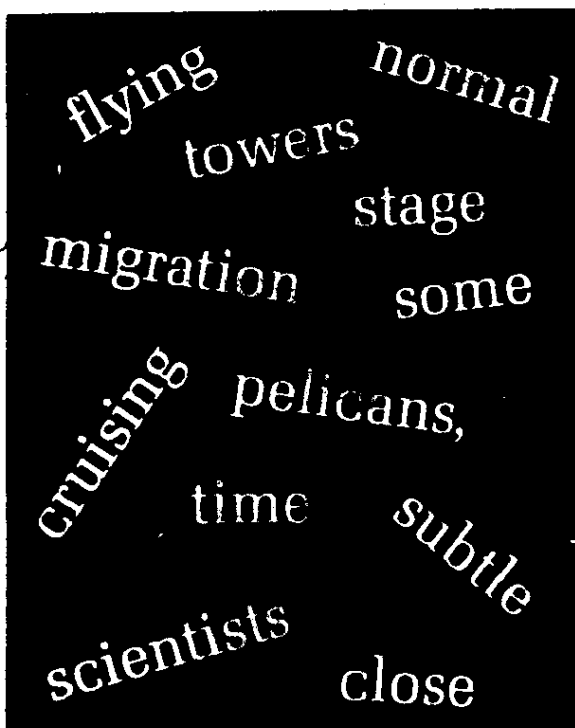
4. Glance Through. Scan the selection quickly to see what else you can pick up. Discover whatever you can to help you read the selection. Are there names, dates, numbers? If so, you may have to read more slowly. Are there colorful adjectives? The selection might be light and fairly easy to read. Is the selection informative, containing a lot of facts, or conversational, an informal discussion with the reader?

22 By Sun and Stars

Migratory birds do not travel as fast as some people once believed. A German scientist in 1895, for example, attributed speeds in excess of 200 miles an hour to some birds during migration. Research later showed that this estimate was much too high. The peregrine falcon flies 165 to 180 miles per hour while chasing food, but very few birds can fly this fast. Birds have two speeds. One is for normal flying, and a faster one is for escaping enemies or chasing food. Most songbirds have cruising speeds between 25 and 50 miles per hour during migration.

One of the most amazing things about migration is that some birds are led without adult guidance or experience in actual migration can orient in the proper direction across vast stretches of water.

Reading Time _____ Comprehension Score _____ Points per minute _____



Steps to Faster Reading

STEP 2: READ FOR MEANING

When you read, do you just see words? Are you so occupied reading words that you sometimes fail to get the meaning? Good readers see beyond the words—they read for meaning. This makes them faster readers.

1. Build Concentration. You cannot read with understanding if you are not concentrating. Every reader's mind wanders occasionally; it is not a cause for alarm. When you

discover that your thoughts have strayed, correct the situation right away. The longer you wait, the harder it becomes. Avoid distractions and distracting situations. Outside noises and activities will compete for your attention if you let them. Keep the preview information in mind as you read. This will help to focus your attention on the selection.

2. Read in Thought Groups. Individual words do not tell us much. They must be combined with other words in order to yield meaning. To obtain meaning from the printed page, therefore, the reader should see the words in meaningful combinations. If you see only a word at a time (called word-by-word reading), your comprehension suffers along with your speed. To improve both speed and comprehension, try to group the words into phrases which have a natural relationship to each other. For practice, you might want to read aloud, trying to speak the words in meaningful combinations.

3. Question the Author. To sustain the pace you have set for yourself, and to maintain a high level of comprehension, question the writer as you read. Continually ask yourself such questions as, "What does this mean? What is he saying now? How can I use this information?" Questions like these help you to concentrate fully on the selection.

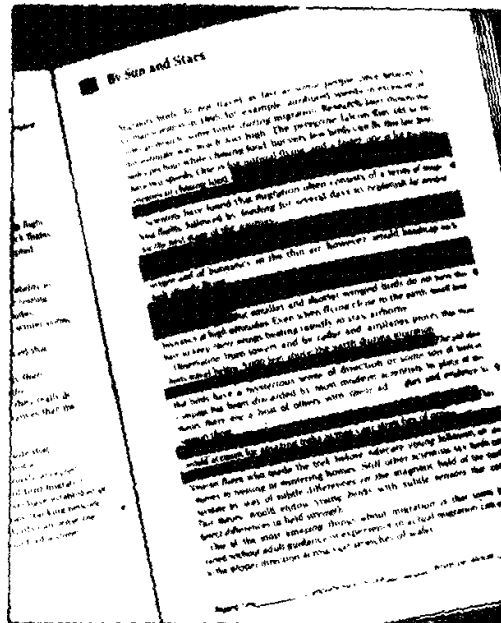
Steps to Faster Reading

STEP 3: GRASP PARAGRAPH SENSE

The paragraph is the basic unit of meaning. If you can discover quickly and understand the main point of each paragraph, you can comprehend the author's message. Good readers know how to find the main ideas of paragraphs quickly. This helps to make them faster readers.

1. Find the Topic Sentence. The topic sentence, the sentence containing the main idea, is often the first sentence of a paragraph. It is followed by other sentences which support, develop, or explain the main idea. Sometimes a topic sentence comes at the end of a paragraph. When it does, the supporting details come first, building the base for the topic sentence. Some paragraphs do not have a topic sentence. Such paragraphs usually create a mood or feeling, rather than present information.

2. Understand Paragraph Structure. Every well-written paragraph has purpose. The purpose may be to inform, define, explain, persuade, compare or contrast, illustrate, and so on. The purpose should always relate to the main idea and expand on it. As you read each paragraph, see how the body of the paragraph is used to tell you more about the main idea or topic sentence. Read the supporting details intelligently, recognizing that what you are reading is all designed to develop the single main idea.



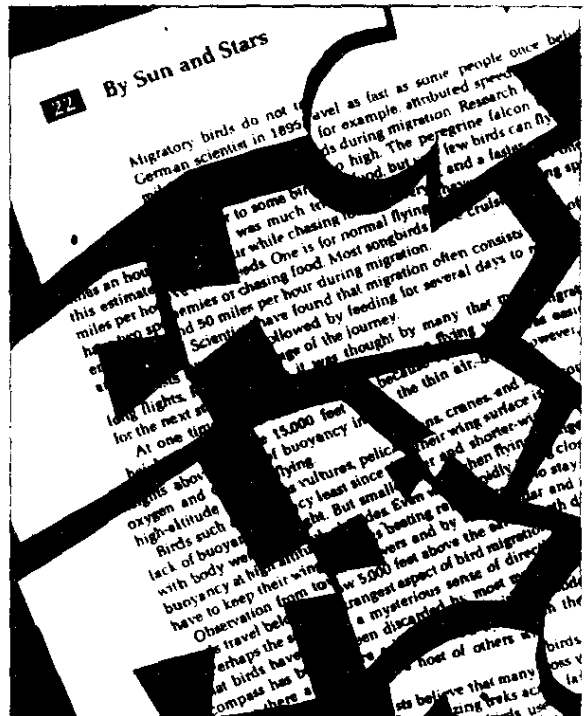
Steps to Faster Reading

STEP 4: ORGANIZE FACTS

When you read, do you tend to see a lot of facts without any apparent connection or relationship? Understanding how the facts all fit together to deliver the author's message is, after all, the reason for reading. Good readers organize facts as they read. This helps them to read rapidly and well.

1. Discover the Writer's Plan. Look for a clue or signal word early in the article which might reveal the author's structure. Every writer has a plan or outline which he follows. If the reader can discover his method of organization, he has the key to understanding the message. Sometimes the author gives you obvious signals. If he says, "There are three reasons . . ." the wise reader looks for a listing of the three items. Other less obvious signal words such as *moreover, otherwise, consequently* all tell the reader the direction the writer's message will take.

2. Relate as You Read. As you read the selection, keep the information learned during the preview in mind. See how the ideas you are reading all fit into place. Consciously strive to relate what you are reading to the title. See how the author is carrying through in his attempt to piece together a meaningful message. As you discover the relationship among the ideas, the message comes through quickly and clearly.



Best Buy for Your Money

Breads and cereals are healthy and convenient. They are cheap and fit easily into meal plans. Some cost just cents per serving. Even though they are cheap, the whole-grain or enriched products have good amounts of vitamins and minerals. One food study showed that just 20 cents of each food dollar went for flour, cereals, and bakery products.

To help you get your money's worth from breads and cereals, there are some things you should keep in mind. Whole-grain or enriched foods have much more nutrition than unenriched products. Most white bread is enriched. Some special breads, such as French, Italian, and raisin, and many other bake shop products are also enriched. Check the wrapper or ask the baker to be sure.

You should also know that it takes three pounds of unenriched white bread to give the amount of thiamine that is contained in one pound of enriched bread at a much lower price. A pound of whole wheat bread also costs less than three of unenriched white bread, while providing the same nutritional value. Also remember, a large loaf of bread does not always weigh more or contain more food value than a small loaf. Compare prices of equal weights of bread to find the better buy. The weight is shown on the wrapper.

Spaghetti, macaroni, and noodles in packages marked "enriched" are more nutritious and usually cost no more than unenriched ones. Enriched rice is more nutritious than white milled rice. It costs more but the extra food value it provides is well worth the cost.

Ready-to-serve cereals in packs of small boxes are expensive. They may cost two or three times as much per ounce as the same cereal in a large box. Pre-sugared cereals cost more per ounce than unsweetened ones. Sugared cereals have more calories but less food value. Cereals you sweeten yourself are a better buy. Cereals you cook yourself almost always cost less than ready-prepared ones.

It may help to know that day-old bread and baked goods may be bought at a great saving. Ask or watch for these in stores where you shop. Baked goods made at home are a good idea. They often cost less than ready-baked products. When made at home with enriched flour, they may have more nutrition, too.

So the next time you shop, make sure you are getting the most nutrition for your money.

Recalling Facts

1. How much out of every food dollar goes for flour, cereals, and bakery products?
☐ a. 20 cents
☐ b. 50 cents
☐ c. 64 cents
2. Unenriched products are not as nutritious as
☐ a. milled foods.
☐ b. packaged foods.
☒ c. whole-grain foods.
3. How many pounds of unenriched bread does it take to give the amount of thiamine in one pound of enriched bread?
☐ a. two
☒ b. three
☐ c. four
4. To get the best bread buy, compare the
☐ a. flavors.
☐ b. weights.
☐ c. prices.
5. To make sure a product is enriched, you should check the
☐ a. price.
☐ b. store.
☐ c. wrapper.

Understanding the Passage

6. What is the main idea of this passage?
☐ a. Breads and cereals provide nutrition and taste.
☐ b. Milled rice is not as nutritious as enriched rice.
☐ c. Ready-baked products are not very expensive.
7. This article hints that
☐ a. breads and cereals are expensive.
☐ b. unenriched foods are high in vitamins.
☒ c. whole-grain foods are nutritious.
8. It's cheaper to buy
☐ a. pre-sweetened cereal.
☐ b. small boxes of cereal.
☐ c. cereals cooked at home.
9. Pre-sugared cereals are
☐ a. just as nutritious as enriched cereals.
☐ b. not very popular with most parents.
☒ c. not as nutritious as unsweetened cereals.
10. When you bake homemade pastry, it's a good idea to use
☐ a. brown sugar.
☒ b. enriched flour.
☐ c. milled rice.