

College English Fast Reading
Students' Guide Book

大学英语 ①

快速阅读 新导学

(第一册)

总主编 蔡碧霞

主 编 孙 利

副主编 朱文清 饶 彬



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图书在版编目(CIP)数据

大学英语快速阅读新导学. 第1册/蔡碧霞总主编;
孙利分册主编. —杭州: 浙江大学出版社, 2009.6
ISBN 978-7-308-06866-6

I. 大… II. ①蔡…②孙… III. 英语—阅读教学
—高等学校—教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2009)第 103991 号

大学英语快速阅读新导学(第一册)

蔡碧霞 总主编 孙 利 本册主编

责任编辑 张 琛

封面设计 卢 涛

出版发行 浙江大学出版社

(杭州天目山路 148 号 邮政编码 310028)

(网址: <http://www.zjupress.com>)

排 版 杭州中大图文设计有限公司

印 刷 浙江良渚印刷厂

开 本 710mm×1000mm 1/16

印 张 8.5

字 数 208 千

版 印 次 2009 年 7 月第 1 版 2009 年 7 月第 1 次印刷

书 号 ISBN 978-7-308-06866-6

定 价 15.00 元

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浙江大学出版社发行部邮购电话 (0571)88925591

前 言

大学英语教学的目的是培养学生具有较强的阅读能力和一定的听说读写译能力,使他们能用英语交流信息。大学英语教学应帮助学生打下扎实的语言基础,掌握良好的语言学习方法,提高文化素养,即具有较强的英语综合应用能力,以适应社会发展和经济发展的需要。教育部颁发的英语教学大纲中,阅读的基本要求(四级)是:能顺利阅读语言难度中等的一般性题材的文章,掌握中心大意以及说明中心大意的事实和细节,并能进行一定的分析、推理和判断,领会作者的观点和态度,阅读速度达到每分钟 70 词。在阅读篇幅较长、难度略低、生词不超过总词数 3% 的材料时,能掌握中心大意,抓住主要事实和有关细节,阅读速度达到每分钟 100 词。

阅读理解始终都是各类测试的最重要内容,所占分数比重大。阅读理解既是英语学习和英语测试的重要手段,又是英语学习的终极目的之一。英语阅读是一种创造性的思维劳动,它不仅涉及语音、语法、词语这些最基本的语言要素,而且还包括许多非语言因素,如文化知识背景、思维习惯等。

现有的大学英语教材虽然种类繁多,但能真正帮助学生、针对性较强地解决学生阅读能力的教材却寥寥无几。在多年的教学实践中,我们深深感到,要有的放矢地提高学生的英语阅读能力,必须有相适应的英语阅读教材。其特点必须是由浅入深、体裁广泛、文体多样、趣味性强,既可作教材,在课堂内使用,更重要的是,可由学生在课外自主阅读。阅读量课内外的比例应是 1:4 左右。而由于课时原因,阅读不可能全部在课堂内进行,还必须在课外加强。这就要求我们必须给学生准备大量的快速阅读及泛读材料。

鉴于以上种种因素,我们在总结几十年教学经验的基础上,并根据学生的实际情况,殚精竭虑编写了这套《大学英语快速阅读新导学》。其目的就是让学生接触到大量以英语国家为背景的社会、人文、政治、经济、娱乐等方方面面的文字材料,创造出一个模拟的英文环境,在老师的帮助下,拓宽学生的视野。我们的编写原则是强调材料的数量及多样性。

《大学英语快速阅读新导学》共有四册,每册分为 8 个单元,每单元由 4

篇阅读文章组成。文章主要选自当代最新的英文报纸和英文著作,题材广泛,涵盖文化、教育、历史、地理、科技、经济、友情、亲情、校园生活等,并与学生的学习、生活密切相关,是大学生提高词汇量、扩展知识面、培养英语学习兴趣的好帮手。所有文章的内容思想健康,具有知识性、时代性和趣味性,既可提高学生的英语素养,又能增强学生的综合运用能力。每篇阅读文章配有针对性强、形式多样的练习,设有选择题、正误判断、翻译和问答题等题型,以增进英语的习得。所有练习均给出了参考答案。

在培养阅读能力的教学过程中,应在密切关注“快速阅读”的基础上,着重关注以下几个方面:理解文章的主旨和要义,理解文章的具体信息,根据上下文推断生词的词义,根据文章做出简单的推断和推理,理解文章的基本结构,理解作者的意图、观点和态度。另外必须注意的是:相应练习总是以文章为根据,这就是说,答案要在文章中找到根据。因此,我们不仅要求学生注意词汇、语法和阅读理解三大语言要素,掌握一定的语言背景知识,掌握阅读技巧,并有一定的分析和理解能力,同时还希望在注重量的同时注重阅读速度。

阅读是一个循序渐进、厚积薄发的过程,所以这套丛书分为四册,由浅入深,最后达到大学英语四级所要求的词汇量、阅读量和阅读速度。

本册是《大学生英语快速阅读新导学》的第一册。本册为学生提供了比较系统的、丰富多彩的阅读材料和课外阅读材料,其目的是培养学生养成正确的快速阅读习惯,在大量阅读中了解英美文化,扩大词汇量。

本丛书的相关语言问题由英语专家审阅把关,从而保证了质量。

在编写这套书的过程中,尽管我们从主题设计、文章选择、练习设置等方面花了大量的时间和精力,力求使其达成我们理想的教学目的,但由于种种原因,未必能做到尽善尽美。因此,我们衷心希望广大教师和学生在使用过程中不吝指教,以便我们在重印或再版时修正提高。

编者
2009 春

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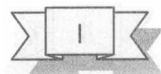
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Unit 1

College Life

Of course there's a lot of knowledge in universities: the freshmen bring a little in; the seniors don't take much away, so knowledge sort of accumulates.

—Abbott Lawrence Lowell

Passage 1

A Turning Point in My Life

My decision to attend college eight years after graduating from high school has been a real turning point for me. It has made me feel more confident about the possibility of having a better job,

1

more security, and a more enjoyable lifestyle. But I think it more important than these things that it has been a decision that has made me feel more positive about myself and raised my self-esteem.

I graduated from high school in 1977 and began working as a carpet layer, then as a construction worker, and finally here at Purdue in the Food Stores. I have been fairly happy in all these jobs, but they all have been positions without many possibilities for advancement. Working at these jobs not only showed me where a college education could take me in the work place, but also helped me discover that I wasn't happy with myself or where my future was going. I had reached the age of twenty-six, was married, and had a daughter, and I began to feel that it was time for me to do something that would help me find work with a chance for advancement. As a result of a lot of thinking and encouragement from my family and friends, I decided to start at Purdue on a part-time basis.

2

One of the major influences on my decision to attend college was a close friend of mine who started going to Purdue after being out of high school for nearly twelve years. He and I have similar backgrounds. We have worked at the same types of jobs, our surroundings are alike, and we both have families. He and his family sold their house and moved into married student housing and basically started over. After seeing how happy he was with his decision to return to school, I decided it was time for me to give it a try.

3

One of the most important things that have come about from my decision to start at Purdue is the positive feeling I have gained about myself. By starting back to school, I have gotten rid of a

4

lot of self-doubt and disappointment because I now have a set goal to work toward that will improve my life and my family's in many ways. I feel my decision has been a good one because it not only means that I'm working at furthering my education, I'm also gaining a lot of positive thinking that will help me in everything I do.

(415 words)

How fast do you read?

415 words \div _____ minutes = _____ wpm

Exercises for Passage 1

I. Decide whether each of the following statements is true or false.

Put "T" for true and "F" for false in the space provided.

- _____ 1. Attending college has made the author feel more positive about himself and raised his self-esteem.
- _____ 2. The author began working as a construction worker, then as a carpet layer.
- _____ 3. The author decided to start at Purdue in the Food Stores on a full-time basis.
- _____ 4. The author's decision to attend college was mainly influenced by his wife.
- _____ 5. By starting back to school, the author has gotten rid of a lot of self-doubt and disappointment.

II. Choose the best answer for each of the following items in accordance with the passage.

1. The most important reason why the author considers attending college a turning point in his life is that _____.
A. college education definitely leads to a better future career
B. someone with college education is free to choose the way of life he desires
C. college education is likely to build a more positive life attitude
D. with college education one doesn't have to worry much about bread and butter
2. Which of the following roles has NOT been taken by the author according to the passage?
A. A carpet layer.
B. A construction worker.
C. A Purdue student.
D. A college teacher.
3. Which of the following statements is true according to the author?
A. The author decided to start at Purdue on a full-time basis.
B. The author's friends discouraged him when he decided to continue his education.
C. The author's decision to attend college was mainly influenced by his wife.
D. The author didn't regret for his decision to attend college.
4. The word "self-esteem" (Line 7, Para. 1) means _____.
A. self-respect
B. self-reliance
C. self-control
D. self-doubt
5. It can be inferred from the passage that _____.
A. it is better to work for a few years before you start the college education
B. one tends to be influenced by the people around, especially the friends
C. education matters if you are pursuing a promising future
D. you should go to college only when you think it's necessary



Passage 2

Not Always Bad

In my first semester of college, I found myself reluctantly enrolled in a beginning economics class. I say “reluctantly” because I was not the slightest bit interested in economics, nor did I see how a physical therapist really needed to know a lot about economics. I was not looking forward to this required class. I was mainly interested in taking courses in my major, graduating, and then getting a job and some money. 1

I soon learned, however, that I was badly mistaken. I had failed to realize that once I graduated, I would be working and one of my goals was to earn money and become financially secure. The economics class was intended to help me learn to understand how to achieve that security. 2

During the semester, we studied all about the various ways of earning money, wise methods of investment and saving, different ways to budget, how to shop wisely and be a smart consumer, etc. We also studied the various economic principles and theories, including national and international markets. 3

I was amazed to find out how little I really knew about financial and economic matters. One of the areas the instructor covered in the class was home buying. One of my plans for the future was to own my own home; needless to say, this unit proved to be 4

important to me. We covered areas of home buying such as mortgages, insurance, interest rates, etc. It was very practical and very informative. The next semester, I found myself enrolled in this composition class. I really didn't see the necessity for my taking a composition class, either. After all, physical therapists do very little writing... or so I thought.

Since this is one of my last semesters here, I just recently started to do some job hunting. One of the things necessary for finding that job is to be able to write a decent literate letter seeking employment. When I went in for some interviews for jobs, I was asked to fill out applications, which sometimes included questions that required more than a yes or no answer. For example, one question asked me to write several paragraphs about why I wanted to work in the field of physical therapy, why I wanted to work in a specific clinic or office, etc. I found that taking the composition course gave me the knowledge and confidence to approach that writing.

I have also discovered in talking to people who work full time in the physical therapy field that they do write on the job. There are reports, memos, letters, etc. I'm glad now that I took the course, even though I probably wouldn't have if it hadn't been required.

I know now that required courses are not always bad. I was sure I would be taking classes that wasted my time and money and that bored me to death. Instead, I learned some things that I can use. Required courses aren't so bad.

(491 words)

How fast do you read?

491 words \div _____ minutes = _____ wpm

Exercises for Passage 2

I. Choose the best answer for each of the following items in accordance with the passage.

1. The author found himself reluctantly enrolled in a beginning economics class because _____.
 - A. he must ensure sufficient time for his major study
 - B. he thought economic principles and theories were boring
 - C. he underestimated the role of economics in his future career
 - D. he believed he had had enough knowledge on economics
2. According to the passage, the author's major is _____.
 - A. economics
 - B. physical therapy
 - C. finance
 - D. linguistics
3. What might have caused the author to change his view toward required courses?
 - A. An experience of home buying.
 - B. An experience of job hunting.
 - C. The teachers' advice.
 - D. The classmates' influence.
4. In the area of home buying, the instructor covered the following issues except for _____.
 - A. installment
 - B. mortgages
 - C. insurance
 - D. interest rate
5. It can be inferred from the passage that _____.
 - A. the author has developed new interest in economics and writing and will consider changing his major
 - B. economics and writing are the required courses for all majors in universities since they are very important
 - C. taking too many required courses is a waste of time and money
 - D. the author will no longer neglect those required courses seemingly irrelevant to his major

II. Translate the following sentences from the passage into Chinese.

1. I had failed to realize that once I graduated, I would be working and one of my goals was to earn money and become financially secure.

2. When I went in for some interviews for jobs, I was asked to fill out applications, which sometimes included questions that required more than a yes or no answer.

3. I was sure I would be taking classes that wasted my time and money and that bored me to death.

Passage 3

Credits and Student Affairs

The Course-Credit System in the American universities has existed for more than one hundred years. In order to graduate from a university in America, a student must attend a certain number of courses. In the majority of American universities, students have to work towards completing thirty-six courses.

1

Each course is worth a credit and runs for one semester. Every credit gained by the students is then counted towards their final degree. A typical course will run three classes a week for fifteen weeks, which is the length of one semester. While attending a university, a student will probably attend four or five courses during each semester. There are two semesters in one American university year, and students can expect to study for four years before graduating with a degree. However, it is possible for students to take longer than four years to complete all thirty-six courses. Since American students earn credits for every course they study, they can effectively change from one university to another if they wish to do so. This is not common practice, however.

Every student is given a grade for each course that he/she follows. The university will keep a record of these grades, which means that students can show their results to prospective employers. Because of this, students studying in American universities will feel under constant pressure to do well in all their exams and to work hard for each course. 2

In spite of the workload, some students still find time to take an active role in student bodies and associations. Elections are held to determine who should take on certain roles within a student organization, and this generates much interest and enthusiasm. Maintaining discipline is usually carried out by the students themselves, who then advise the appropriate authority. Any student who is thought to have broken the rules, for example, by cheating, will have to plead his/her case before a student court. 3

In any university in America there will be a considerable number of students, which means that the work involved in a student 4

organization is not to be taken lightly. Indeed, a student who is engaged in these associations will have demonstrated that he/she is responsible, hardworking and passionate. Because of this, a student who has held a position of authority within a student association is greatly respected, and this will be of great benefit to him/her later in his/her career.

(398 words)

How fast do you read?

398 words \div _____ minutes = _____ wpm

Exercises for Passage 3

I. Answer the following questions according to the passage.

1. How many courses does a student have to complete in many American universities?

2. Why do students in American universities usually feel under constant pressure?

3. Why does a student do his/her best to hold a position of authority within a student association?
