

大学英语系列教材

大学英语

快速

阅读教程

College English Fast Reading

1

总主编 / 穆后方

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总序 PREFACE

《大学英语快速阅读教程》1—4册是按照教育部《大学英语课程教学要求》中对快速阅读的要求编写而成的。其目的是有针对性地、系统地向学生传授英语快速阅读技巧,进行快速阅读训练,培养良好阅读习惯,丰富语言知识,扩大词汇量,提高阅读速度和理解的准确性。

一、编写原则

1. 本教程以新的外语教学理论为指导,以激发学生阅读兴趣、培养学生良好的阅读习惯及提高学生快速阅读能力为目标。

2. 《大学英语课程教学要求》规定,在一般要求层次,“在快速阅读篇幅较长、难度略低材料时,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。”本教程根据这一精神,确定选材的长度与难度以及阅读速度,通过多样性的材料和有针对性的技巧训练培养学生的快速阅读能力。

3. 按照循序渐进的原则,安排阅读技巧训练和阅读内容。选材的主题分别与《体验英语》和《新视野大学英语》配套,可配合这两种教材使用,也可单独使用。

4. 《大学英语课程教学要求》指出:“大学英语课程不仅是一门语言基础知识课程,也是拓宽知识,了解世界文化的素质教育课程。……要尽可能地利用语言载体,让学生了解科学技术、西方社会文化等知识。要强调通过大量的自主阅读来提高词汇量和增加知识。”本教程的选材尽量满足这些要求,题材涉及《大学体验英语》和《新视野大学英语》60多个主题,体裁主要为散文、故事、科普文章、议论文、应用文等。

二、编写特点

1. 本教程分4册,每册16单元,每单元有两篇短文和一篇长文。第1、2册每篇短文长度为300~400词,每篇长文为800~1000词;第3、4册每篇短文长度为400~500词,长文

长度为 900~1 200 词。

2. 本教程将快速阅读技巧分散在各册之中,每 4 单元讲解、训练一种阅读技巧。第 1、2 册重点训练如何形成良好的阅读习惯,了解四级考试中关于快速阅读的要求和应试技巧,如何获取文章的大意与细节,如何推测生词词义和预测等;第 3、4 册着重从文章的体裁方面入手,训练学生在阅读常见文体时应注重的的问题,从较深层次上了解作者的观点、写作目的与风格等。

3. 每篇文章的关键词放在文章开头,便于学生推测文章大意,培养学生的预测能力。生词以注释的方式附在文后,供自学参考。

4. 每单元的主题分别与《大学体验英语》和《新视野大学英语》的题材配套,偶数单元的两篇短文对应《体验英语》,奇数单元的对应《新视野大学英语》各册的前 8 个单元,各单元的文长与四级考试中的快速阅读相对应。

5. 练习编写以便于快速检查理解率为原则,主要为是非判断和选择题。每篇短文后附有是非判断题或选择题;长文后的练习题与四级考试快速阅读部分的考题形式一致。

6. 本教程的文章大多选自英美国家出版的报纸、杂志和教材,题材广泛,语体多样;同时注意内容的健康性、趣味性、信息性、时代性和实用性。

7. 本教程所选材料皆经过 Word Smith 分析,从词汇量、句子长度、单词长度等方面初步确定文章的难易度,然后再根据语篇结构、文化背景知识等因素由全体编委讨论确定最终的难易度。

三、使用建议

1. 本教程分 4 册,每册 16 个单元,分别供一、二年级四个学期使用。每周使用一个单元,每四周训练一种阅读技巧。

2. 建议先浏览关键词,推测文章的主题;再浏览是非判断题和选择题,猜测文章大意;接着快速浏览文章,然后做练习。

3. 短文后面提供每篇文章的单词数、阅读速度表和理解率表。学生记下自己的阅读时间、答对的题数,便可从表上查出自己的阅读速度与理解率。

4. 短文的阅读与做题时间控制在 6~8 分钟,长文的阅读与做题时间控制在 15 分钟以内。

本教程由穆后方担任总主编,负责全书整体设计和制定编写原则,对各册的练习题与注释进行修改与审核,并通读了全部书稿。第 1 册主编为吴明军、苏简军、穆后方;第 2 册主编为何学兵、穆后方;第 3 册主编为郭成玉、郑雨;第 4 册主编为王玉山、郑雨。

本教程在编写过程中参阅了许多国内外有关书籍和文献,有些引文由于辗转引用,无法查出原著作者,在此,编者对原作者表示衷心的感谢。

由于编者水平有限,不当或谬误之处在所难免,恳请专家、师生和其他读者批评指正。

编者

2009 年 6 月

前言 FOREWORD

《大学英语快速阅读教程》是根据教育部颁发的《大学英语教学基本要求》以及大学英语四、六级考试最新题型编写的。改革后的大学英语四、六级考试的阅读理解部分更注重快速阅读能力的培养。本教材旨在帮助读者提高阅读速度和阅读理解能力,扩大英语词汇量,了解有关历史、文化、风俗、人情以及自然科学和人文科学方面的知识。本教材旨在系统、科学地训练学习者的英语快速阅读水平。全套教材共分4册,本书是第1册。

《大学英语快速阅读教程》第1册由两部分组成:快速阅读技巧指导和快速阅读练习。在遵循《大学英语快速阅读教程》总体编写原则的同时,充分考虑到中学英语学习和大学英语学习的衔接,本册重点介绍什么是快速阅读、略读、扫读和快速阅读理解题的类型等。首先详细地说明了如何进行视幅训练,提高阅读速度。其次,介绍了略读时的常用技巧,如充分利用印刷细节、仔细阅读文中所给的插图或表格、阅读段落的主题句和结论句以及根据文章开头段,快速抓住大意等。再次,介绍了扫读的三个步骤:确定扫读的目标、确定阅读范围和快速搜寻。最后,介绍了大学英语四级考试中快速阅读的三种题型:判断题、填空题和选择题。

本册共精选文章48篇,每个单元的话题分别与大学英语教材《新视野大学英语读写教程》第1册和《大学体验英语综合教程》第4册前8个单元的话题基本一致,阅读材料的内容涉及 successful learning、college life、generation gap、study online、kind act of deep caring、leisure activities、body language、living on your own、health、sources of information、feelings、sports、gun problem、learning strategies、the importance of imagination、love & friendship 等主题。本册选材注重科学性、可读性和趣味性,为学生提供了内容丰富、新颖有趣、语言地道、格式规范的英语文本。每个单元共有三篇文章,分别为 Text A, Text B 和 Text C,其中 Text A 和 Text B 长度在250~450个单词之间,与全国大学英语四级考试的仔细阅读长度相当,难易度相当,Text C 文章的平均长度为1 000词左右,与全国大学英语四

级考试快速阅读部分的长度相当,难易度相当。

本册共有 16 个单元,每个单元三篇文章,供大学一年级学生第一学期使用。由于本书每个单元主题的选择和《新视野大学英语读写教程》第 1 册和《大学体验英语综合教程》第 1 册对应单元的主题基本一致,因此,教师可在教授完每个单元后,根据学生的实际能力情况辅导学生完成本册教材两个单元的内容。这样,绝大多数学生在学期结束时能够完成整册书的快速阅读技巧训练任务,达到训练目标。

《大学英语快速阅读教程》由穆后方任总主编,负责全书整体设计和制定编写原则,对各册的阅读技巧、练习题与注释进行修改与审核,并审阅了全部书稿。本册主编为吴明军、苏简军、穆后方。吴明军负责阅读技巧与 Text A、Text B 两篇短文及其练习部分的编写,苏简军、穆后方负责长文 Text C 及其练习部分的编写。穆后方审核了全册的书稿。

在编写本书的过程中参阅了许多国内外有关书籍、文献以及网络资源,在此,编者对原作者表示衷心的感谢。

鉴于编者水平有限,如有不当之处,恳请专家、师生和其他读者批评指正。

编者

2009 年 6 月

34 阅读技巧：快速阅读

38 UNIT 5

目 录 CONTENTS

39 Text B

41 Text C Eat for a Good and Healthy Life

44 UNIT 6

44 Text A

46 Text B

47 Text C Two Truths and a Metaphor

51 UNIT 7

51 阅读技巧：什么是快速阅读 1

51 UNIT 1 4

52 Text A 4

52 Text B 6

52 Text C How to Get Ready to Study Abroad 8

52 UNIT 2 11

61 Text A 11

63 Text B 13

63 Text C The English Language 15

63 UNIT 3 19

72 Text A 19

72 Text B 21

74 Text C Student Housing Options 23

74 UNIT 4 26

79 Text A 26

79 Text B 28

81 Text C In South Korea, the Internet is a Path to Suicide 29

85 Text C Do's and Don'ts of Magazine Article Writing

阅读技巧：略读 34

UNIT 5 38

Text A 38

Text B 39

Text C Eat for a Good and Healthful Life 41

UNIT 6 44

Text A 44

Text B 46

Text C Two Truths and a Metaphor 47

UNIT 7 51

Text A 51

Text B 53

Text C Population Growth in Different Nations 55

UNIT 8 59

Text A 59

Text B 61

Text C Writing True Crime: A Twelve-Step Process 63

阅读技巧：扫读 67

UNIT 9 72

Text A 72

Text B 74

Text C Sun and Skin Cancer 76

UNIT 10 79

Text A 79

Text B 81

Text C Do's and Don'ts of Magazine Article Writing 82

UNIT 11	86
Text A	86
Text B	88
Text C The History of Chinese Americans	89
UNIT 12	93
Text A	93
Text B	96
Text C Choosing a Writers Conference	98
阅读技巧：快速阅读理解题的类型	102
UNIT 13	109
Text A	109
Text B	110
Text C How to Become an Effective Manager	112
UNIT 14	115
Text A	115
Text B	117
Text C Why Prisons Don't Work	119
UNIT 15	122
Text A	122
Text B	124
Text C Types of Tests	126
UNIT 16	129
Text A	129
Text B	131
Text C Dish of Happiness — <i>Ouhe</i>	133
KEYS	137

阅读技巧

什么是快速阅读 (What is Fast Reading)

快速阅读产生的背景

随着信息社会的发展,知识更新与信息传播的速度愈来愈快。据统计,现在全世界每年发表的科学论文大约有五百万篇,平均每天一万三千余篇;登记的发明创造专利每年超过三十万件,平均每天有八百至九百件专利问世。20世纪70年代以来,全世界每年出版图书五十万种,每一分钟就有一种新书出版。据联合国教科文组织提议建立的“世界科学技术情报系统”的统计,科学知识每年的增长率,20世纪60年代以来已从百分之九点五增长到百分之十点六,到1990年,增长率达百分之十二点五。在这种历史背景下,快速阅读应运而生,成为人们获取更多信息、增长知识、提高学习和工作效率的一种主要手段。

快速阅读是一种科学的学习方法,它利用大脑快速处理视觉信息规律,通过一定的阅读训练,能在较短的时间里获得大量的信息。快速阅读不仅包含阅读的快速性,还包含理解的快速性、想象的快速性、记忆的快速性。所谓理解的快速性,是指在阅读过程中能尽快地理解文章的字面意义和字里行间的意义。所谓想象的快速性,是指对文章中事物形象的想象和背景的理解能与阅读同步。所谓记忆的快速性,是指伴随着阅读进程,迅速记住所读文章的要旨、重要数据和事实。因此,快速阅读与只求速度而置准确率不顾的走马观花有着本质的区别。掌握英语快速阅读法,对于扩大英语阅读量,增加词汇量,丰富语言知识,增强语感都大有裨益。

提高阅读速度的基本方法

就快速阅读的方法而言,它是一种“眼脑直映”的科学地运用视觉和大脑的方法,即文字信号通过视觉直接映入大脑记忆中枢进行理解和记忆。这是一种运用视觉和大脑的阅读方式,而不是眼、脑、口、耳四个器官一起活动的阅读方式:文字符号首先反映到眼睛,然后传到大脑,再由大脑命令嘴发音,耳朵监听、辨别朗读得正确与否。这也许就是为什么我们经常问别人“你在看什么书?”,而不是问“你在读什么书?”的原因。一般来说,阅读速度主要取决于阅读者视幅的宽窄,要提高阅读速度,就得对视幅进行训练。

读者在阅读时,眼球必须不时地在某些文字上作短暂的停顿,才能看清楚阅读材料上的文字符号。这种停顿称为“眼停”或“注视(fixation)”。视幅(eye span),是指每次眼停时,眼睛所能看清的字数多少。许多未经训练的人习惯于逐词阅读,一目一词,视幅很窄,速度很慢。通过良

好训练,人的视幅一般至少可以达到 29 个字母所组成的文字长度,约为 6 个单词的长度。假如阅读由 16 个单词构成的句子 Learning foreign languages was one of the most difficult yet most rewarding experiences of my life,如逐词阅读, Learning/foreign/languages/was/one/of/the/most/difficult/yet/most/rewarding experiences/of/my/life,读者需要 16 次眼停才能读完,要花费 3.5 秒左右的时间才能读完(每次眼停需 $1/10 \sim 3/10$ 秒,阅读过程中目光移动所需要的时间占眼停时间的 5%)。而视幅为 5 个单词字的人只需 4 次眼停就能读完该句, Learning foreign languages/was one of the most/difficult yet most rewarding experiences/of my life,只要花 0.9 秒左右的时间,前者的阅读时间大约是后者的 4 倍。可见,视幅决定阅读的速度:视幅越宽,阅读速度越快。

请阅读下面的句子,练习视幅的宽度。

Education/ plays a very important role/ in everybody's life.

Do you mind/ my opening the window?

When reading word by word, / you really waste valuable time.

The degree to which/ people get involved in societies/ varies a great deal.

熟练了 5 个单词的视幅后,可继续进行加宽视幅的练习:6 个单词的视幅,甚至 7 个单词的视幅。加宽视幅的范围,延长目光移视的长度,这样就能减少眼停次数,达到快速阅读的目的。

下面是视幅为 7 个单词的练习。

Students graduating from colleges today are not fully prepared to deal with the "real world." It is my belief that college students need to be taught more skills and information to enable them to meet the challenges that face everyone in daily life. The areas in which students need training are playing the credit game, planning their personal financial strategy, and consumer awareness.

Learning how to obtain and use credit is probably the most valuable knowledge a young person can have. Credit is a dangerous tool that can be of tremendous help if it is handled with caution. Having credit can enable people to obtain material necessities before they have the money to purchase them outright. But unfortunately, many, many young people get carried away with their handy plastic cards and awake one day to find they are in serious financial debt. Learning how to use credit

properly can be a very difficult and painful lesson indeed. Of equal importance is learning how to plan a personal budget.

People have to know how to control money; otherwise, it can control them. Students should leave college knowing how to allocate their money for living expenses, insurance, savings, and so forth in order to avoid the “Oh, no! I’m flat broke and I don’t get paid again for two weeks!” anxiety syndrome. Along with learning about credit and personal financial planning, graduating college students should be trained as consumers. The consumer market today is flooded with a variety of products and services of varying quality and prices. A young person entering the “real world” is suddenly faced with agonizing decisions about which product to buy or whose services to engage. He is usually unaware of such things as return policies, guarantees, or repair procedures. Information of this sort is vital knowledge to everyday living. For a newly graduated college student, the “real world” can be a scary place to be when he or she is faced with such issues as handling credit, planning a budget, or knowing what to look for when making a purchase and whom to purchase it from. Entering this “real world” could be made less traumatic if persons were educated in dealing with these areas of daily life. What better place to accomplish this than in college?

总之,要想快速从文本中获取信息,关键是训练视幅,大部分人的阅读速度约为每分钟200~300字,而掌握了快速阅读技巧的人则能以每分钟2000字的速度阅读书籍和资料。使用正确的方法,经常练习,阅读速度会不断提高的。

Unit 1

Text A

Key Words: distance learning university cost

Open or distance learning has had a major impact¹ on higher education through the Open University, the only university to provide exclusively for adult learners studying at a distance. Our 100,000 students are currently studying at the Open University. We found limited development of distance learning in the case studies, with the exception of some postgraduate and professional² courses. Even here, however, there seemed to be limits on further expansion because of the high costs involved in setting up new distance learning courses, as well as uncertainties of demand (particularly in terms of the perceived financial returns on study). One of the case study universities provided video facilities³ and visiting staff to a rural area for a group

of undergraduate students about 50 miles away. This was a new development which was working well and likely to be expanded to involve other universities.

The main reason for general lack of development of distance learning, especially at undergraduate level, may be the dominance of the Open University. Other universities have been unable to afford the considerable set-up costs and student support facilities. As costs of technology come down this might change. The Open Learning Foundation is developing greater joint effort between universities to set open learning approaches⁴ within existing programs of study and thus encourage their greater use. This is seen as likely to develop further in the future.

(228 words)

(Types: 133 Word length: 5.25 letters Sentence length: 20.91 words)

Reading time	1'00	1'15	1'30	1'45	2'00	2'15	2'30	2'45	3'00
Reading speed (w/m)	228	182	152	130	114	101	91	83	76

Comprehension rate	0	20%	40%	60%	80%	100%
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Comprehension Exercise

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

- The Open University provides particularly for students who _____.
 A) do not like attending conventional universities
 B) fail the entrance examination
 C) do not need to pay for their study
 D) prefer to study at a distance
- The further expansion of distance learning at postgraduate and professional levels is limited by _____.
 A) high costs involved in setting up new distance learning courses
 B) a limited registering of student members
 C) uncertainties of demand
 D) lack of balance between the expensive input and uncertain financial returns
- According to the case study, there is a limited development of distance learning at the _____ level.
 A) undergraduate B) graduate C) postgraduate D) professional
- General lack of development of distance learning may be related to all of the following except _____.
 A) the high costs of technology
 B) the dominance of the Open University
 C) inability to afford student support facilities
 D) limits imposed by existing programs of study
- The tone of this passage can best be described as _____.
 A) discouraging B) encouraging C) persuasive D) scientific

	Notes						Reading time
	1. impact	n.	the effect or impression of one thing on another				Reading speed (w/m)
	2. professional	adj.	of, relating to, engaged in, or suitable for a profession				Comprehension rate
	3. facility	n.	something that facilitates an action or process				

4. approach *n.* the method used in dealing with or accomplishing

3'00	2'45	2'30	2'15	2'00	1'45	1'30	1'15	1'00	Reading time
87	88	91	101	114	130	153	182	228	Reading speed (w/m)
100%	80%	60%	40%	20%	0				Comprehension rate

Text B

Key Words: engineer education science

Engineering students are supposed to be who went to big engineering “factories” examples of practicality and logic, but when where they didn’t care if you had values or it comes to my college education I am an were flexible³. I was going to be a complete idealist and a fool. In high school I wanted engineer: technical genius and sensitive to be an electrical engineer and, of course, humanist all in one. any sensible¹ student with my aims would Now I’m not so sure. Somewhere along have chosen a college with a large the way my noble ideals⁴ crashed into reality, engineering department, good reputation as all noble ideals eventually do. After three and lots of good labs and research years of struggling to balance math, physics and equipment. But that’s not what I did. engineering courses with liberalarts courses, I

I choose to study engineering at a small have learned there are reasons why few liberal arts² university that doesn’t even offer engineering students try to reconcile engineering a major in electrical engineering. Obviously, this with liberalarts courses in college. was not a practical choice; I came here for The reality that has blocked my path to become the typical successful student is that more noble reasons. I wanted a broad education engineering and the liberal arts simply don’t that would provide me with flexibility and a mix as easily as I assumed in high school. value system to guide me in my career. I Individually they shape a person in very wanted to open my eyes and expand my vision different ways; together they threaten to by interacting with people who weren’t studying confuse. The struggle to reconcile the two science or engineering. fields of study is difficult.

I headed off to college; sure I was going to have an advantage over those students

(Types: 175 Word length: 4.66 letters Sentence length: 21.5 words)

Reading time	1'30	1'45	2'00	2'15	2'30	2'45	3'00	3'15	3'30
Reading speed (w/m)	203	174	153	136	122	111	102	94	87
Comprehension rate	0	20%	40%	60%	80%	100%			



Comprehension Exercise

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

- The author chose to study engineering at a small liberal arts university because he _____.
 A) wanted to be an example of practicality and logic
 B) intended to be a combination of engineer and humanist
 C) wanted to coordinate engineering with liberal arts courses in college
 D) intended to be a sensible student with noble ideas
- According to the author, by interacting with people who study liberal arts, engineering students can _____.
 A) balance engineering and the liberal arts
 B) receive guidance in their careers
 C) become noble idealists
 D) broaden their horizons
- In the eyes of the author, a successful engineering student is expected to _____.
 A) have an excellent academic record
 B) be wise and mature
 C) be imaginative with a value system to guide him
 D) be a technical genius with a wide vision
- The author's experience shows that he was _____.
 A) creative
 B) ambitious
 C) unrealistic
 D) irrational
- The word "they" in "... together they threaten to confuse." (Para. 5) refers to _____.
 A) engineering and the liberal arts
 B) reality and noble ideals
 C) flexibility and a value system
 D) practicality and logic



Notes

- sensible *adj.* acting with or exhibiting good sense
- liberal arts academic disciplines, such as languages, literature, history, philosophy, that provide information of general cultural concern
- flexible *adj.* responsive to change; adaptable
- ideal *n.* a conception of something in its absolute perfection