

大学英语系列教材

大学英语

快速阅读教程

College English Fast Reading

4

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主 编 / 王玉山 郑 雨



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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、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 and 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《大学体验英语》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》中的 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 800~1 000 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《大学体验英语》,奇数单元的对应《新视野大学英语》各册的前 8 个单元,各单元的长文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. 短文的阅读与答题时间控制在 6~8 分钟,长文的阅读与答题时间控制在 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。

遵循《大学英语快速阅读教程》的编写宗旨和原则,本册重点训练四种较高层次的阅读技巧,即如何推断作者的写作意图和态度,如何理解比喻性语言,如何区分事实和观点以及如何理解习语。作者的写作意图和作者对某个问题的态度,阅读时应重点关注;比喻性语言如明喻、暗喻和拟人,理解这些修辞方法有助于加深对文章的理解;读者还应学会辨别作者的观点,找出证明观点的事实;习语隐含了许多西方文化背景知识,它的使用可以使文章更加精炼。本册的训练目标是使学生能掌握篇章层次上的阅读技巧,从而准确把握文章的主旨,推断作者的写作意图和态度,学会欣赏比喻性语言,了解英语中常用的习语和西方文化知识,提高阅读理解能力,成为一个有批判性思维的读者。

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》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,内容涉及时尚生活、性别歧视、名人故事、文化差异、残疾人士、版权、电子产品、经济发展、选举、基因、全球化等。在选材上注意选文的科学性、可读性和趣味性,内容丰富有趣,尽量选择原汁原味的佳作,使学生能够接触到语言地道,表达准确,格式规范的英语文章,也为学生的英语写作提供了范文。每个单元共有 3 篇文章,分别为 Text A、Text B 和 Text C,其中 Text A 和 Text B 平均长度约为 500 词,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 文章的平均长度大约为 1 000 词,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。

本册练习的设计,旨在训练学生如何推断作者的写作意图、态度,理解比喻性语言的真

正含义,学会区分事实和观点,了解中西习语的差异。此外,还保留一些能够继续训练前3册书中涉及到的快速阅读技巧的练习,例如猜测词义及通过阅读主题句掌握文章主旨等。练习题的形式分别为是非判断、选择及补全句子,与全国大学英语四、六级快速阅读理解考题的题型一致。

本册共有16个单元,每个单元三篇文章,供大学二年级学生第二学期使用。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4册和《大学体验英语综合教程》第4册对应单元的主题基本一致,因此,教师可在授完每个单元后,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,从而达到训练目标。

本书在编写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

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阅读技巧

如何推断作者的写作意图和态度？

(Recognizing the Author's Purpose and Tone)

每篇文章都有特定的写作意图，有时作者会明确表达出来，有时作者却把写作意图隐含在文章之中，让读者去猜测或推断。一个好的读者应该时刻注意去寻找一篇文章的写作目的，从而更好地理解文章。

一般来说，写作目的有四种，有的作者会告诉你一个话题的有关事实或有关的真实信息(to inform)，有的作者会写一些虚构的故事来娱乐读者(to entertain)，有的作者想解释某个问题(to explain)，有的作者想说服你或试图让你做一些事情(to persuade)。

推断作者的写作意图，可以使用略读法，跳过文章中不重要的细节，集中注意力读文章的标题、副标题、每段的开头句和结尾句，如看一篇文章的标题是 Why Do People Oppose Globalization? 我们就可以推断出这篇文章的目的是解释为什么一些人反对全球化。我们还可以从文章的类型进行推断，如说明文的写作目的一般是告诉读者某些事实(to inform)，议论文的写作目的往往是说服读者相信某个观点(to persuade)，幽默故事、小说之类的文章则是为了娱乐读者(to entertain)。此外，我们还可以从文章中关键词、句子来了解作者的写作目的，请看下例：

Like fine food, good writing is something we approach with pleasure and enjoy from the first taste to the last. And good writers, good cooks, do not suddenly appear full-blown. Quite the contrary, just as the cook has to undergo an intensive training, mastering the skills of his trade, the writer must sit at his desk and devote long hours to achieving a style in his writing, whatever its purpose-schoolwork, matters of business, or purely social communication. You may be sure that the more painstaking the effort, the more effective the writing, and the more rewarding.

There are still some remote places in the world where you might find a public scribe to do your business or social writing for you, for a fee. There are a few managers who are lucky enough to have the service of that rare kind of secretary who can take care of all sorts of letter writing with no more than a quick note to work from. But for most of us, if there is any writing to be done, we have to do it ourselves.

We have to write school papers, business papers or home papers. We are constantly called on to put words to paper. It would be difficult to count the number of such words,

messages, letters, and reports put into the mails or delivered by hand, but the daily figure must be enormous. What is more, everyone who writes expects, or at least hopes. We want whatever we write to be read, from first word to last, not just thrown into some “letters-to-be-read” *file* (档案) or into a wastepaper basket. This is the reason we bend our efforts toward learning and practicing the skill of interesting, effective writing. 从文中最后一句 This is the reason we bend our efforts toward learning and practicing the skill of interesting, effective writing. 可以帮助我们推断出作者的写作目的是向读者说明练习写作技能的理由。

作者的态度有主客观两种。在客观描写中,作者的态度往往通过陈述事实较明显地表现;主观态度则需要从字里行间推断,是反对、批判某种观点或现象,还是赞成支持某种做法,读这类文章时要注意:

1. 对于新闻报道,作者往往持中立态度。而对于议论文,作者的态度要么支持,要么反对,带中立色彩的选项常常是错误的。同时,带有绝对化或感情过于强烈的表达也应排除。
2. 学会区分作者的态度和作者引用的别人的态度。
3. 有时需要根据作者使用的词语的褒贬性去判断作者的态度。
4. 注意辨认哪些是事实,哪些是观点,在此基础上将上下文联系起来分析,最后确认文章所陈述的内容到底哪些代表了作者的观点。下面看一个例子:

Nursing at Beth Israel Hospital produces the best patient care possible. **If we are to solve the nursing *shortage* (不足), hospital administration and doctors everywhere would do well to follow Beth Israel's example.**

At Beth Israel each patient is assigned to a primary nurse who visits at length with the patient and constructs a full-scale health account that covers everything from his medical history to his emotional state. Then she writes a care plan centered on the patient's illness but which also includes everything else that is necessary.

The primary nurse stays with the patient through his hospitalization, keeping track with his progress and seeking further advice from his doctor. If a patient at Beth Israel is not responding to treatment, it is not uncommon for his nurse to propose another approach to his doctor. **What the doctor at Beth Israel has in the primary nurse is a true colleague.**

Nursing at Beth Israel also involves a *decentralized* (分散的) nursing administration; every floor, every unit is a self-contained organization. There are nurse-managers instead of head nurses; in addition to their medical duties they do all their own hiring and dismissing, employee advising, and they make salary recommendations. Each unit's nurses decide among themselves who will work what shifts and when.

Beth Israel's nurse-in-chief ranks as an equal with other vice presidents of the hospital. She also is a member of the Medical Executive Committee, which in most hospitals includes only doctors.

Question: The author's attitude towards the nurse system at Beth Israel Hospital is _____.

A) negative

B) critical

C) neutral

D) positive

从第一段最后一句和第三段最后一句中的 do well, a true college 等用词, 可以判断出作者的态度是肯定这家医院的护理制度的。再看一例:

Where do *pesticides* (杀虫剂) fit into the picture of environmental disease? We have seen that they now pollute soil, water and food, that they have the power to make our streams **fishless** and our gardens and woodlands **silent and birdless**. Man, however much he may like to pretend the contrary, is part of nature. Can he escape a pollution that is now so thoroughly distributed throughout our world?

We know that even single exposures to these chemicals, if the amount is large enough, can cause extremely **severe poisoning**. But this is not the major problem. The sudden illness or death of farmers, farm workers, and others exposed to sufficient quantities of pesticides is **very sad** and should not occur. For the population as a whole, we must be more concerned with the delayed effects of absorbing small amounts of the pesticides that invisibly pollute our world.

Responsible public health officials have pointed out that the biological effects of chemicals are *cumulative* (累积) over long periods of time, and that the danger to individual may depend on the sum of the exposures received throughout his lifetime. For these very reasons the **danger** is easily ignored. It is human nature to shake off what may seem to us a threat of future **disaster**. "Men are naturally most impressed by diseases which have obvious signs," says a wise physician, Dr. Rene Dubos, "yet some of their **worst enemies** slowly approach them unnoticed."

Question: What is the author's attitude toward pesticides?

A) Negative.

B) Indifferent.

C) Positive.

D) Concerned.

从作者使用的 severe, sad, danger, disaster, worst, enemies 等含有贬义的词可以看出作者对杀虫剂的使用是持否定态度的。

Exercise: Read each of the following writings and decide whether the author's purpose is to persuade/inform /entertain.

1. Rosie had the best time making her valentine cards for her classmates. She used red and white paper, heart stickers, markers and anything else she could find. It was great. Her friends are planning a valentine party on Feb 14th at school. The one she made for her best friend is funny. Funny valentines are nice to get.

The author's purpose of this writing is to _____.

A) entertain

B) persuade

C) inform

D) create a mysterious mood

2. The easy Chopper 3 will chop your vegetables for you in about 30 seconds. It is easy to use and you can use any vegetable. The cost is \$29.95. Order yours today!

The author's purpose of this writing is to _____.

A) entertain

B) persuade

C) inform

D) create a mysterious mood

3. Abraham Lincoln's birthday is on Feb, 12th. He was a great President of the United States. He was our 16th President. He is remembered for freeing the slaves.

The author's purpose of this writing is to _____.

A) entertain

B) persuade

C) inform

D) create a mysterious mood

4. Lisa always looked forward to the fall because of the Harvest Festival. Of course, she loved the rides, but she really enjoyed the shows. This year would be the best. Lisa had a special opportunity to perform in the talent show.

The author's purpose is to _____.

A) entertain

B) persuade

C) inform

D) create a mysterious mood

5. What do you do with aluminum cans? Do you throw them in the trash, or do you recycle when you are finished with them? At the rate we are filling our landfills, we will not have anywhere else to put our trash. If you recycle, you will help the environment. The next time you throw away your Coke can, think about putting it in a recycling bin. Your effort will help save your community.

The author's purpose is to _____.

A) entertain

B) persuade

C) inform

D) create a mysterious mood

6. Tomatoes were once considered poisonous. Some brave people finally took a bite of a tomato, and they survived. Now, we use tomatoes in our salads and sandwiches. Do you ever use tomato sauce or ketchup? These products are made of tomatoes. If it weren't for these brave individuals, you might not be able to enjoy ketchup with your french-fries.

The author's purpose is to _____.

A) entertain

B) persuade

C) inform

D) create a mysterious mood

7. The impressive eagle is a national symbol in the United States for patriotism and freedom. Because the bald eagle was once hunted for sport, it is on the verge of extinction. If you kill a bald eagle, you can go to jail. Unfortunately, the bald eagle still maybe become extinct.

The author's purpose is to _____.

A) entertain

B) persuade

C) inform

D) create a mysterious mood

8. Most people think that gorillas are mean, but actually they are shy. It seems that such a huge animal with very large teeth would be aggressive. Hollywood movies help convey this

image of the scary, ferocious gorilla. In fact, gorillas only attack if they are provoked. However, gorillas usually don't have to fight other animals because of their impressive size.

The author believes that _____.

- A) Gorillas are misunderstood as vicious animals
- B) Gorillas are mean animals
- C) Gorillas don't like other animals
- D) Gorillas communicate well with other animals

9. This was Kathy's first baby-sitting job. She was so excited, but she was really nervous. Kathy's parents made her attend a baby-sitting workshop before she could baby-sit her neighbor's five-year-old son, Matthew. Kathy knew this was a lot of responsibility, but she thought she was ready. Kathy marched confidently to Matthew's house and waved goodbye to Matthew's parents. It seemed as soon as his parents left, Matthew fell and hit his chin on the coffee table. Without panicking, she remembered what she learned in her baby-sitting class and applied first-aid.

The author wants to show that _____.

- A) Matthew should not run in the house
- B) Kathy is ready to baby-sit
- C) Kathy needs to attend more baby-sitting workshops
- D) Coffee tables can be dangerous

Keys: 1. A 2. B 3. C 4. A 5. B 6. C 7. C 8. A 9. B

Unit 1

Text A Rising Stars — the Brain and the Temptation of Cake

Yvonna Reekie

Key Words: brain amygdala emotions behavior research response depression

Emotions colour every part of our lives. They dominate so many aspects of human thought and behaviour yet they still remain a biological enigma¹. In the past, because of their elusive² nature, emotions were never considered worthy of scientific study. So they were generally left to the realms of philosophy. In the last century, catalysed³ by breakthroughs in brain structure and function, this attitude has changed. Emotion is now a research topic of intense interest. Considering one in six adults suffer from emotional disorders like depression it's never been so important for us to understand the biology of emotions. With a clearer understanding we hope to produce better

treatments.

Here in Cambridge we've been exploring the changes that occur in both our bodies and our brains during positive emotions. For example, if you were to catch a sight or a whiff⁴ of your favourite food; let's say a chocolate cake. So far, brain imaging studies have shown that the area that initially responds to emotional triggers like cake is a small arm-shaped structure located deep in the brain called the amygdala⁵. What's the amygdala's role in emotion? Let's say you're walking past a bakery. You see and smell a fresh cake. Despite not even having thought of cake until this point you suddenly really feel like