



普通高等教育“十一五”国家级规划教材

新时尚
New
Vogue

大学 实用英语

◆总主编 陈仲利 李德荣 ◆副总主编 郭浩儒 王秀珍 郭万群



快速阅读教程 2

主编 赵增虎

上海交通大学出版社



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内容提要

本教程依据教育部颁布的《大学英语课程教学要求》，针对独立学院和非重点大学的教学实际，坚持以动机为先导，以兴趣为动力，以学生为中心，强调自主学习和任务型学习。注重选材语言的“原汁原味”和内容风格的新鲜多样，突出快速阅读能力和跨文化交际能力的培育。特别导入了“快速扫视法”，有效训练学生眼与脑的协调配合，提高阅读速度和效果。

本教程适用于独立学院和地方本科院校以及成人教育本科学生使用，也可作为英语学习爱好者的参考读物。

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前言

为推动大学英语教学改革,提高大学英语教学质量,教育部颁布了《大学英语课程教学要求》。该《要求》明确指出大学英语课程的教学目标是:培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。同时,该《要求》对我国大学英语教学提出了三个层次的要求,并要求各高校充分利用现代信息技术,采用基于计算机和课堂的英语教学模式,改进以教师讲授为主的单一教学模式。

为了有效地进行大学英语教学改革,我们实施了教育部批准的“实用性英语教学的改革与实践”教改项目。在该项目中,我们首次提出了“三主一体化”的教学理念,即主线、主体、主导为一体的教学机制。尤其要体现学生在学习过程中的主体地位和教师在教学中的主导作用。这一理念在《大学英语课程教学要求》中得到了体现和应用,在即将面世的《大学实用英语》教材中得到验证。

为贯彻落实教育部深化高等教育教学改革,加强教材建设的精神,针对独立学院和非重点大学的教学实际,我们组织了国内大学英语教学、教材研究专家和教学一线的优秀教师联合编写了《大学实用英语》系列教材。该教材分为《大学实用英语视听说教程》(共4册)、《大学实用英语综合教程》(共4册)、《大学实用英语快速阅读教程》(共4册)。

《大学实用英语》体现了大学英语教学的指导思想。以建构主义为理论,以动机为先导,以兴趣为动力,以学生为中心,以任务为基础,强调培养学生的英语听说能力,以及读写译等英语综合应用能力,适应主体化、个性化、自主化英语教学和学习的需要。《大学实用英语》无论是主要基于计算机的视听说教程还是基于课堂教学的综合教程,其内容都充分体现个性化,整套教材采用“以学生为中心的主题教学”理念。“以学生为中心”旨在理解和体现学生在知识、智力、情感、个性等方面的需求。“主题教学”指以主题为依据,选取与学生校园和社会生活息息相关的有关话题,提供给学生大量的、相互有联系的、符合认知需求的语言材料和丰富的语汇。《大学实用英语》提供了全新的教学模式,使英语教学朝着个性化、主动式学习方向发展,体现了英语教学的实用性、文化性和趣味性的融合,充分调动了教师与学生两个方面的积极性,确立了学生在学习过程中的主体地位。《大学实用英语》遵循了以学生的发展为本的理念,强调教材内容从学生的学习兴趣、生活经验和认知水平出发,倡导交互、体验、实践、参与、合作与交流,提高学生的综合语言运用能力。

《大学实用英语》应用了最新的英语教学理论,吸收了最新的英语教学成果,符合我国大学英语教

学改革的最新要求，其主要特色如下：

一、结构严谨，精细实用

本教材以培养学生英语综合应用能力（use English in an all-round way）和学习能力（learn to learn）为目的，前后按照由浅入深、循序渐进的原则系统而连贯地设计完成，篇章纵横结合、相得益彰，各册互相渗透、融会贯通，形成科学的有机整体。

二、个性鲜明，针对性强

本教材广泛汲取国内外同类教材的精华，针对独立学院和非重点大学的教学实情，按照《大学英语课程教学要求》设定英语学习起点和目标，充分体现国家教育部有关大学英语教学改革的精神，真正彰显英语教学个性化风格。

三、选材广泛，内容鲜活

本教材选材语言规范，场景真实准确，表达地道优美，让学生在浩瀚的知识海洋中，多方汲取营养；内容涉猎文学、政治、科技、经贸、金融、教育、文化、艺术、宗教、娱乐等多个领域，适合不同专业学生的学习需求。

四、理念新颖，题型多样

本教材练习题型的设计基于帮助学生促进猜测、预测和验证能力的提高，运用最新的“相互关联”（Interactive）阅读模式，将“用法”（Usage）与“运用”（Use）有机地结合在一起。同时，为适应 CET 4/6 机考最新要求，加大了视听说训练，并在第四册设计具有针对性的 CET 应试强化内容。

本系列教材适用于独立学院和非重点大学以及成人教育本科学生使用，也可作为英语学习爱好者的参考读物。作为我国大学英语教学改革实践的创新成果，虽经我们精心编纂，精心制作，但难免百密一疏，恳请各位读者和专家提出宝贵意见，以便在修订中日臻完善。

总主编 陈仲利

编写使用说明

一、编写思想和原则

《大学实用英语快速阅读教程》与《大学实用英语综合教程》、《大学实用英语视听说教程》相配套，适用于高校独立学院、地方普通本科院校及成人本科院校非英语专业学生使用。

本教程立足于《大学英语课程教学要求》的一般层次要求，以学生为中心，强调自主学习和任务型学习，突出快速阅读能力和跨文化交际能力的培育；内容实用，主题鲜明，时代性强；体裁多样，风格各异，个性突出；语言地道，难易适中，循序渐进；任务设计顺应大学英语四级考试改革要求，侧重学生自我评价、反思与个人发展。在编写原则上，遵循基本的阅读理论和外语教学理论，立足高校独立学院及地方普通高校学生实际，着重呈现以下方面：

1. 真实性原则

首先，选材坚持真实性原则，突出语言材料的“原汁原味”，采用常规出版物和丰富多彩的互联网资源，力求内容实用、选材多样、难易适当，满足学生学习与个人发展的多样性要求。其次，在编写体例中以真实性为驱动，在每个单元的练习和课后拓展活动设计中，都很好地贯彻了真实性原则。

2. 任务型教学原则

每个单元的练习设计和课后拓展活动都努力遵循任务驱动的原则，突出语言理解以及理解基础上的信息转换及语言输出。学以致用，以学生将来可能从事的职业或可能遇到的生活场景为中心，落实任务型教学原则。

3. 跨文化语言学习原则

在课文选材、练习设计诸方面，力求全面实用，注重培养学生的跨文化交际能力；课文选材以《大学英语课程教学要求》为基准，注意选择与大学生学习和生活息息相关的内容，并通过推荐主题网站，引导学生开展有效的课外阅读，提升学生的跨文化交际意识和能力水平。

二、编写体例

快速阅读教程共四个分册，每册八个单元，按照主题线索编写，单元主题与《大学实用英语》综合教程、视听说教程系列教材保持一致。

每个单元包括 Warming-up, Passages, Practice, Reader's Notes 和 Useful Websites 五大部分。

• 【Warming-up】

每个单元以 Warming-up 热身训练开始，旨在提高读者的扫视速度，训练“一目数词”的能力，克服逐词阅读的不良习惯，提高眼睛的运动技能，从而更加有效地发挥眼与脑的协调作用。热身训练包括 Horizontal Word Recognition Drill（左右扫视训练）；Vertical Word Recognition Drill（上下扫视训练）；和 Beginning-and-End Scanning Drill（首尾段寻读训练）三种类型。每个单元选用其中一种类型。

Horizontal Word Recognition Drill 旨在训练提高眼睛自左至右的扫视速度。首先，辨认目标词，即每行行首紧挨顺序标号边的单词；然后，在所给选项（4~5 个单词）中找出与之拼写相同的一个。要求在 15 秒以内完成这一练习，所花时间越短，说明扫视速度越快，当然还要检查正确率。训练要领是不要回头看；不要发出读声；脑子里也不要下意识地发声。

Vertical Word Recognition Drill 旨在训练眼睛自上而下的扫视速度。首先，辨认目标词组（Target Phrase）；然后，用秒表或带秒针的手表，记下开始时间（Starting Time），以最快速度一眼看整个词组，而不是一个单词，在左栏中自上而下看，用铅笔给与目标词组相同的词组标上记号，做完左栏，再做右栏。结束时记下完成时间（Finishing Time），从完成时间中减去起始时间就得出了实际使用时间（Total Reading Time）。该练习最好在 10 秒以内完成，所花时间越短越好。在 20 个选项中，目标词共出现 5 次，看看能找出多少。

Beginning-and-End Scanning Drill 旨在训练眼睛的语篇扫视速度。通过首尾段寻读训练，一方面可以强化关注语篇首尾段信息的阅读习惯；另一方面可以强化学生成组视读（Phrase Reading）的阅读习惯。重视首尾段扫读的重要性不言而喻，成组视读也是训练视读技能的重要方法之一。通过这些训练，逐步克服逐字母阅读和逐词阅读的不良习惯，不断扩大视野角度，逐步养成成组视读的习惯，有效提高阅读速度（参见汪士彬主编《中级英语快速阅读》，南开大学出版社，2009：14）。

• 【Passages】

每个单元围绕预定话题，选编阅读材料四篇。每个 Passage 配置一条“Reading Tip”，简要给出本篇阅读材料的核心阅读技巧，（即为每个 Passage 各支一招），启发学生在阅读训练中有意识地巩固和运用所学的阅读技巧。

每篇材料后附有阅读速度登记栏，参照《大学英语课程教学要求》中规定的一般层次要求，确定了每册教材每个单元阅读材料的阅读速度，按册分单元递增划定，具体标准如下：Book 1：69~76 词/分钟；Book 2：77~84 词/分钟；Book 3：85~92 词/分钟；Book 4：93~100 词/分钟。在此基础上，每单元每篇文章后有参考阅读时间（Target Reading Time）。学生可参考该时间进行阅读训练，读完文章后，在表中填入自己阅读所用的时间（Actual Reading Time），进而计算出自己的阅读速度（Reading Rate），并把这个阅读速度填入书后的“快速阅读测试自我评价表”中。

• 【Practice】

每单元每篇阅读材料后都有一份测试题，练习后附有 Your comprehension rate（理解率），即得分率，学生可根据附录“参考答案”，自我评价，并将自己每篇练习的得分率填入附录的“快速阅读测试自我评价表”中，进而计算出自己每篇练习的阅读效率（详见下文“三、附录及其使用说明”）。

• 【Reader's Notes】

为了强化学生的学习反思、语言吸收与输出，每个单元四篇阅读训练之后，设计了“Reader's Notes”，要求学生完成 Look up & Write down 和 Review & Recite 两项任务。前者旨在帮助学生反思阅读中的 3~5 个关键词语，通过查阅字典加深理解，巩固学习成果；后者要求学生或者就所阅读的材料主题进行评论（Review），或者把阅读材料中的重要语句或段落抄写下来进行背诵（Recite）。

• 【Useful Websites】

每个单元最后都安排了“课外阅读”，向学生推荐与本单元主题紧密联系的主题网址，引导学生充分利用互联网资源，进一步扩大阅读量。

三、附录及其使用说明

第 2 册附有“参考答案”，以便学生自测评定；“快速阅读测试自我评价表”，以便学生及时进行自我评价；“阅读效率进展表”，以帮助学生及时了解自己的进步情况。

本教程旨在帮助学生循序渐进地提高快速阅读技巧和效率。在学习过程中，学生应该学会处理速度和效率之间的平衡关系。为此，本教程引入了国际上通用的施道弗阅读效率计算公式，以便学生能够及时了解自己的阅读效率，并及时调整阅读速度。根据美国阅读学家施道弗博士的阅读效率公式，阅读速度和理解率互相制约，两者应适当保持平衡。通常情况下，如果理解率介于 70%~80%，说明阅读速度适中；如果理解率低于 70%，应该适当放慢阅读速度，如果理解率高于 90%，则表示阅读速度过慢，应该适当加快。

在施道弗公式（ $E=RC$ ）中， E 为阅读效率， R 为阅读速度， C 为理解率。阅读速度一般以分钟为单位，即以单词总数除以分钟数： $R=G/T$ 。理解率指阅读测试的通过率或得分率： $C=\text{答对题数}/\text{总题数}$ ，或 $C=\text{所得分}/\text{总分}$ 。本教程每单元阅读训练后，学生可以根据参考答案进行自我评价，将每篇阅读练习的阅读速度、阅读理解率、阅读效率填入书后所附的“快速阅读测试自我评价表”中，并将每个单元的“总评”阅读效率，填入所附的“阅读效率进展表”中，以及时掌握自己的阅读效率变化，了解自己的进步情况，进而适时调整学习计划。

本教程编写过程中，得到了汪士彬教授的热情指导，借鉴了汪士彬教授关于快速阅读“扫视”训练的做法。在此，表示衷心的感谢。

由于编者水平有限，加之时间仓促，书中难免存在疏漏，敬请指正。

编 者

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UNIT ONE

Family Life



Warming-up: Horizontal Word Recognition Drill

Directions: Note the word by the number on the left of each line; then scan the words given behind from left to right. Underline the word where it appears again in the same line. Try to finish it in 15 seconds or less.

Starting Time: _____

- | | |
|--------------------|--|
| 1. precious | preciousness precious precise pressure |
| 2. conscientiously | consciously conscience conscientiously conscientious |
| 3. contrary | contract contrast contrary control |
| 4. juice juicy | juicily juicer juice |
| 5. sibling | singing siblings sibling single |
| 6. Mumsnet | Mumsnit Mumnet Mumsnot Mumsnet |
| 7. disturbance | distance disturbance disturb disturbing |
| 8. invitation | inviting invite invitee invitation |
| 9. gorgeous | gorges gorgon gorgeousness gorgeous |
| 10. christening | christian christening christen christened |

Finishing Time: _____

Total Reading Time: _____ seconds

Errors: _____ Check each line carefully for mistakes.

Passage 1

Reading Tip: Try to guess the meaning of the word and phrase from the context.

Precious First Born: Mothers Admit They Really Do Favour First Child

Mothers really do favour their 'precious first borns' over their later children, research has found.

There are many examples of attention over-spent on the ‘precious first borns’ (PFBs). For example, some mothers rubbed shampoo into their own eyes before using it on their baby to ensure it wouldn’t sting. And some others pull their prams (婴儿车) backwards for miles to keep the sun off their adored (挚爱的) offspring.

They conscientiously disinfect (消毒) everything that comes into contact with their PFB, and change them up to 150 times a week. On the contrary, their later children have to make do with items licked clean by the dog, and stew (炖) in their own juices until their parents are ready to deal with them.

The term PFB and its poorer sibling, the Neglected Subsequent Children (NSCs), were coined by members of the parenting website Mumsnet.

Among the tales reported was one of a mother that used a hairdryer on her baby’s bottom after changing her.

“She was chatting to her neighbour and asked if they were ever disturbed by her crying.”

“The neighbour assured her they were not, but that they had been woken once or twice by what sounded like a hairdryer.”

Another self-obsessed mother turned down an invitation to a baby’s christening (洗礼仪式) party. Because she thought her own child’s “total gorgeousness (漂亮) would outshine others and make them feel bad”.

Another confirmed the differing hygiene (卫生的) practices used for Child One and Two. She said, “First child, suckable items must be sterilised (杀菌) in Milton or steamed after they’ve dropped on the floor. Second child: items must be wiped over with a clean damp cloth.

“Third child: give them to the dog to lick clean.”

Justine Roberts, co-founder of Mumsnet, told the reporters that most mothers would agree they treated the first child differently to later children.

“Precious First Born syndrome (综合征) is something we can all relate to – most mums will confess to having checked on their sound asleep firstborns several times a night, whilst neglected subsequent children are liable to bawl (放声大哭) for an age before we even notice,” she said.

(Word count: 344)

Target reading time	4'28"
Your reading time	
Your reading rate	_____ words/min.



Practice

Directions: Go over the passage quickly and then answer the questions. For questions 1~7, choose the best answer from the four choices marked A), B), C) and D). For questions 8~10, complete the sentences with the information given in the passage.

1. In order to ensure the shampoo wouldn’t sting, some mothers _____ before using it on

- their PFBs.
- A) put some in their own mouth B) rub some into their own noses
C) rub some into their own ears D) put some into their own eyes
2. Things used by the later children are usually _____.
A) disinfected by their mothers B) disinfected by the dog
C) licked by the dog D) licked by their mothers
3. What did a mother use to dry the baby's bottom according a report?
A) A hairdryer. B) A micro-oven.
C) An oven. D) Toilet tissue.
4. The mother was told by her neighbour that they were woken up by _____ once or twice.
A) the child's cry B) the mother's shout
C) the noise of the hairdryer D) the children's quarrel
5. Why did the mother refuse her friend's invitation?
A) Because her friend failed to invite her on time.
B) Because she thought her child would outshine the others and it would embarrass others.
C) Because she thought others would look down upon her child and it would embarrass her.
D) Because she was not allowed to announce that her child was most gorgeous.
6. _____ mothers admitted that they treated their children differently.
A) Most B) Some C) All D) Few
7. How often do mothers check on their sound asleep firstborns a night because of PFB syndrome?
A) Two times. B) Several times.
C) Many times. D) Not mentioned.
8. According to one mother _____ items for the first born must be sterilised in Milton or steamed after they've dropped on the floor.
9. Items for the second child must be wiped over with a _____ cloth.
10. Neglected subsequent children are liable to cry for an age before mothers even _____.

Your comprehension rate

%

Passage 2

Reading Tip: Use the sequence of the questions to locate the answers.

A Promise of Flowers

For my wife and me, money isn't as available as it used to be as I switched to a more interesting job

that paid less. Then the baby James came.

You find ways to house and feed yourself for less, but the big-ticket stuff is over: vacations in France or Mexico, Friday-night dinners in nifty (漂亮的) new restaurants. Even our long holiday weekends are now spent at home.

Through all the downsizing, though, one thing hasn't changed: the flowers. Starburst lilies crowd one another on the antique-blue sideboard. White tulips in a pitcher on the kitchen butcher block, freesia (水仙花) and daffodils (黄水仙) on the plank dining-room table, sunflowers on the sill—they are all there. And on Janet's night stand, always a single pale pink rose rests in a cut-crystal vase. It smells perfect. Over the course of a week, as each new rose opens, a mystery is played out. For three dollars, that mystery is the world's best bargain.

It's my job to buy the flowers. When the sprays begin to droop and scatter petals, I hurry to the florist. I ask which flowers will last the longest, wondering which look best. Sometimes when money is especially tight, the kitchen goes without. Still, whenever Janet's rose begins to brown or petals drop away, a replacement is quickly bought. Every now and then, I keep a running tab of the weekly cost; so far, the most it's come to is \$17. We can still swing that.

In the beginning, I brought my wife flowers because they surprised her, and she'd smile. After the bouquets and roses became more commonplace, she'd still have that brief astonished expression when she unwrapped them—which counts for something. I've seen her step out of hotshot (豪华的) restaurants with a lesser glow on her face.

Now there are other reasons to buy flowers. Because we've always had them. Because they've become a touchstone against bad things. Because their small, bright presence helps our life smell a lot more like joy than hardship.

Plato believed such small beauties were a privilege of nature. All I know is that by spending a few squeaky (吱吱响的) dollars each week to make Janet smile, I smile. Among her flowers, late at night, I sometimes find calm. And in the quiet house—listening to my wife and baby sleep, suspended in the still-waiting promise of a future built around a woman and the few things you can love and hold—the flowers still seem beautiful. And, minutes later, more beautiful still.

(Word count: 418)

Target reading time	5'26"
Your reading time	
Your reading rate	_____ words/min.



Practice

I. Read the following statements, and mark

- Y (for YES) if the statement agrees with the information given in the passage;
 N (for NO) if the statement contradicts the information given in the passage;
 NG (for NOT GIVEN) if the information is not given in the passage.

- _____ 1. I'm interested in my new job but I earn less money than before.
- _____ 2. We can still go abroad for vacation.
- _____ 3. For Janet, red rose is her favorite.
- _____ 4. I spend a little money, but it makes my families happy, which is great.
- _____ 5. It's me who always buy the flowers.
- _____ 6. I spend \$ 17 on flowers every month.
- _____ 7. Janet still prefers flowers to going to the cinema.

II. Locate the following underlined words in the passage and tell which explanation is closest to its meaning.

8. The word "house" in Paragraph 2 is a (n) _____.
 A) noun B) verb C) adjective
9. The word "nifty" in Paragraph 2 is equal to _____.
 A) ninety B) nasty C) nice
10. The word "swing" in Paragraph 4 means _____.
 A) afford B) roll C) sway

Your comprehension rate

%

Passage 3

Reading Tip: Try to identify the main points of a passage as well as supporting details.

Chinese Culture: Role of Family

For the last two decades, Chinese families have gone through numerous dynamic changes. In a modern Chinese family, a new structure has replaced much of the old traditional Chinese family's structure. And new values have also replaced many of the old.

In the past, the Chinese family was a large extended family. Several generations and immediate families all lived under one roof. It provided care for child and the elderly. So for its members, the family was self-sufficient.

But it is no longer true for the modern Chinese family.

In Birmingham, the Chinese family structure is mainly a nuclear one. The husband and wife live with their children and sometimes their parents. Only a small number of Chinese families may have relatives living with them.

Therefore, the Chinese family no longer provides mutual help with child care. Nor does it do for the non-immediate elderly.

However, the Chinese go on to think high of the family values and to maintain close family links. There is a strong bond between parents, children and other family members. So on Chinese New Year's

Eve, or other festivals, Chinese parents will expect all their children to return home for dinner or celebrations. It is a custom.

Chinese men continue to occupy a dominant position in the family in decision making. Meanwhile, Chinese women help with their income or labour in their family business. So they are acquiring greater equality with men.

Equal roles are more widely accepted in families of Chinese professionals. However, many Chinese families still feel differently. In their mind, women's roles are mainly for the raising of children and the running of the home.

Marriage

Because of various limitations and lack of facilities, marriage customs for the Chinese in Birmingham are becoming different from the original. The legal requirements of registration are complied with, while other additional rituals would be based on the couple's religion.

Christians would have their wedding ceremony in the church. But Buddhists or Chinese with traditional belief would pay respects to their ancestors and elders at home.

Wedding banquets are usually held in Chinese restaurants in the afternoon. Guests are expected to give the new couple or their parents laisee (lucky money) or presents. There is no fixed amount of laisee and it is generally based on the closeness in relationship. But, according to Chinese traditions, the amount of laisee should begin and end with an even digit, e. g. £20.

Many Chinese elderly couples do not have marriage certificates. Because at that time, there was no legal requirement in their countries of origin. Some may have registered their marriage in their clan's register (but no certificates have been issued) Others may have held their wedding in the Citang (community hall for the village), with fellow villagers as their witnesses. Marriage customs of this sort used to be regarded as legal in their home country.

Arranged marriages were once common and formed an integral part of traditional Chinese society. Though Chinese parents are still very keen to see that their children are married to "suitable" families, now they have been abandoned for several decades.

(Word count: 519)

Target reading time	6'44"
Your reading time	
Your reading rate	_____ words/min.



Practice

I. Answer the following questions by completing each sentence with ONE or TWO words for each blank.

Q1. What kind of changes have Chinese families witnessed in the last 20 years?

They have gone through _____ 1 _____ changes in the last 20 years.