

# 第一章 英语阅读概述

中国有句古话：“读书破万卷，下笔如有神。”它形象地描述了阅读的重要性，对英语阅读也同样适用。在全球化的今天，如何有效快速地获取信息是重要的认知能力之一。阅读是人们获取知识、认识事物、发展智力和情感的重要途径。本章将着重探讨影响阅读的相关因素，总结阅读过程中常见的不良习惯，同时提出有关阅读训练的相关建议。

## 第一节 快速阅读与仔细阅读

快速阅读，是相对于传统意义上逐个单词的仔细阅读而言的阅读方法。快速阅读以“快速”为形式，以“理解”为前提，在有限的时间内获取最大的信息量。快速阅读就是利用视觉运动规律，通过一定的训练方法，在最短的时间里阅读大量资料的一种科学的阅读方法。它要求读者对文字以组、行或块为单位进行大小不一的整体阅读，而各个单位所包含的信息可能是词组、半行、一行、多行甚至整页内容。因此，它也是一种让我们能够从文字材料中迅速接受信息的阅读方法。此外，快速阅读要求读者在规定的时间内能够进行积极、有目的、有方法、有效果的阅读，并综合运用各种阅读技能，获取所需要的信息。

快速阅读不仅在测试中具有实用价值，在日常学习中也可以帮助读者有效地增加背景知识、扩大词汇量、培养结构意识，从而提高阅读效率。从语言习得的角度看，快速阅读能更好地促进读者语言技能的综合发展。快速阅读还能培养良好的阅读习惯，消除学习者的紧张情绪和挫败感，使学习者受益。因此，快速阅读训练是极其必要的。实践证明，在理解能力同等的情况下，经过快速阅读技巧训练的学生，其理解水平和阅读速度均优于其他学生。

仔细阅读一般需要获取所有的语言信息，不会采用跳读的方式，阅读速度也相对慢一些。从阅读材料的理解层次上讲，仔细阅读要求读者能够精确地理解原文，不仅要掌握阅读材料的梗概，还要掌握细节性信息，把握相关概念，并能进行一定的逻辑演绎。此外，较高层次的仔细阅读要求读者能深刻领会作者的写作意图、文章的内涵和语言的修辞手法。快速阅读则在很大程度上要求读者在较短时间内阅读材料，从庞杂的信息中高效、准确地提取所需信息，忽略次要和干扰信息。因此，仔细阅读与快速阅读更多的是阅读方式的区别，不必把快速阅读和仔细阅读对立起来。

## 第二节 影响阅读的因素

英语阅读能力是发展其他语言技能的基础和前提，也是英语学习的主要目标。阅读作为语言输入的重要途径，不但可以巩固和丰富已有的语言知识，还能够帮助读者提高语言表达质量，增强语言应

用能力。因此，英语阅读能力不仅是重要的语言能力之一，也是学生必须掌握的学习技能之一。

英语学习者应该具备一定快速获取信息的能力。那么，如何培养和增强学生的英语阅读能力呢？众所周知，阅读能力由两个部分组成，即理解能力和阅读速度。理解能力取决于学生的词汇量、基础语法知识等因素，而阅读速度则取决于学生的阅读技巧。作为一项综合性很强的技能，不但在阅读过程调动读者的眼和脑，而且阅读能力受其所积累的各种语言知识、社会文化背景知识与常识、阅读技巧及阅读习惯等多种因素影响。本节将对影响阅读能力的因素做详细介绍。

## 一、语言知识

语言知识指语音、词汇、短语、句子结构、段落、篇章结构等方面的知识。语言是信息的载体，是传递信息的媒介，是辨认视觉信号输入的基本手段。阅读时，读者的语言知识起着相当重要的作用，语言知识的缺乏和不足会影响和阻碍阅读技巧的发挥。所以，学生应该注意提高自己的语言知识水平，提高阅读理解能力。

## 二、文化背景知识

阅读理解不是被动的识字过程，而是主动的语言与思维相互作用的心理活动过程。阅读材料的内容包罗万象，涵盖历史、地理、经济、政治、科技、体育、卫生、环境、生活、习俗、风土人情等各个方面。学习者对世界的认识、对某一方面具体知识了解的多少都会直接影响其阅读速度和理解能力。因此，在阅读中，文化背景知识也是影响阅读速度极其重要的因素之一。在平时的学习中，学生应该增加阅读量、多方面涉猎、扩大知识面以获取丰富的背景知识，这样在阅读时才能积极主动地思维、快速准确地理解，从而有助于提高阅读水平。

## 三、阅读习惯

在阅读中，读者的一些不易察觉的阅读习惯往往会直接影响到阅读的质量。不良的阅读习惯（详见下节）会导致阅读速度减慢、阅读效果不理想。总而言之，阅读习惯直接影响到阅读能力。因此，学生在平时的阅读训练中应该注重培养良好的阅读习惯。

# 第三节 不良的阅读习惯

本节将着重介绍在英语学习者中普遍存在的不良阅读习惯，大概有以下几种情况：

## 一、边看边读，发出声音或心音

出声读即在阅读的时候读出声。出声读往往使阅读的速度等同于说话的速度，从而拖慢阅读速度。大部分人在阅读的时候普遍存在边看边读的习惯，即使没有读出声，也在心里默默诵读。在阅读速度上，无声比有声快，因为有声阅读是眼、脑、口、耳四个器官一起活动，而无声阅读只是运用眼和脑，省去了口的发音和耳的监听，所以速度要快。实验证明，朗读文字的速度只能达到每分钟 150 单词左右，而阅读的速度可以比它快三倍。在英美人士中，阅读速度快的甚至可以达到每分钟 700 多个单词。因此，彻底消除读音和心音将大大提高我们的阅读速度。

## 二、逐字逐句阅读

逐字逐句阅读在很多情况下虽然能够增加读者对阅读材料的理解程度，但是往往会把意思完整的句子割裂成单个的单词，注意力也因此而分散，从而减慢阅读的速度，削弱获取信息的能力。要改变这种习惯，应从“意义阅读”改变为“单词、词组阅读”，即在阅读过程中注重文章的意义流动、转折、补充、加强等，而不是具体关注单词或是词组。从思考问题的模式来看，逐字逐句阅读模式是侧重于微观的思考问题模式。但是在一个特定的阅读过程中应注重宏观思维和微观思维的结合。

## 三、指 读

指读就是阅读时用手指着句子，手指指到哪里就读到哪里。指读是一种相对初级的阅读习惯，这一习惯不利于快速阅读。要改变这个习惯，就必须强制自己将手拿开，只靠眼睛的移动来阅读。

## 四、回 读

回读，是指在阅读过程中总是认为自己漏读或是没有弄清楚已经读过的内容而不断返回阅读的习惯。毋庸置疑，回读也是影响快速阅读的主要因素之一。在阅读过程中不断地回读不但会影响阅读的速度，而且很容易造成一种心理暗示，进而形成一种阅读过程中“不自信”的心理，总是认为自己没有完全理解读过的内容。因此，在快速阅读的训练过程中，一要强化注意力，二要增加自信心，从视觉和心理两方面进行练习与调整。

## 五、潜在翻译

潜在翻译是指读者在阅读时把读到的英语在心里翻译成母语以帮助理解。实际上，英语和汉语属于不同语系，在文化习俗、生活习惯的语言表达上存在很大差距。因此，要把一篇英语材料在短时间内对等地翻译成中文对读者来讲是件费力不讨好的事，这样做势必会减慢阅读速度。

## 六、频繁停顿

在阅读中，一些读者一遇到生词时，便会习惯性地终止阅读，停下来查字典，或者过多地分析段落、句子、语法等。这些频繁停顿会打乱阅读的节奏，减慢阅读速度，打断阅读思路，妨碍完整地理解和消化所读信息。在阅读时，应集中注意力，一气呵成完成整个阅读过程。

## 七、不利的思维习惯

不利的思维习惯也是影响学生英语阅读理解水平的重要因素，常见以下几方面。① 语料输入严重不足。② 对语篇没有连贯反应的能力，无法在把握主旨的基础上清晰透彻地理解全文。③ 基本功不扎实，对语言点的掌握不牢固，不能根据上下文和语境来推测不熟悉的词语的意义。④ 文化视野狭窄，对英语国家的风俗习惯、历史传统不够了解，影响对文章的理解。

为了达到良好的阅读效果，读者可以分析自己的阅读习惯，对照以上列出的不良习惯，有则改之，无则加勉。

## 第四节 阅读训练的建议

想要克服前文提到的普遍存在的不良阅读习惯，有效地提高阅读能力，在平时阅读训练中应注意以下几个方面。

### 一、训练眼睛的移动

阅读首先是基于视觉运动规律的活动。在阅读时我们用眼睛接收文字信号，眼睛在阅读过程中不是静止的，而是有间歇地、快速地移动。眼球移动时，大脑不能接收有意义的文字符号，所看到的英文单词也是一片模糊不清的视觉符号。会阅读的人看一行字，眼球只移动一至两次。他们在阅读的时候有较宽的认知度。因此，首先应该训练眼肌，使其灵活自如，采用让目光随着手指上下左右移动或沿着点、圆、抛物线等图形快速运动的方法，训练眼睛达到视觉、视幅、视停、视移等视觉的最佳状态，使视线行云流水般地快速滑动。

### 二、巧用视线余光

在按照意群阅读的过程中，应每次将凝视的焦点落在每个意群的中心词上，用视线的余光掠过其他功能词或修饰语。假设在阅读的每页书中间都有一条垂直线，读者的视线就逐行以这条垂直线为凝视的焦点，用余光摄取这条线左右两旁的文字。在开始阶段，可以用铅笔在文章的每一页中间画一条垂直线进行练习，直到能够将这条线隐形在脑海中。

### 三、养成快速泛读的习惯

平时要养成快速泛读的习惯。这里讲的泛读是指广泛阅读大量涉及不同领域的书籍，要求读得快，理解和掌握书中的主要内容就可以了。应明确读书定额，定额要结合自己的实际，切实可行，可多可少。例如每天读 20 页，一个学期以 18 周计算，就可以读 21 本中等厚度的书（每本书约 120 页）。

### 四、养成计时阅读的习惯

课余要养成计时阅读的习惯。计时阅读每次进行 5—10 分钟即可，不宜太长。因为计时阅读时，精力高度集中，时间一长，容易疲劳、精力分散，反而乏味。阅读时先记下“起读时间”(starting time)，阅读完毕，记下“止读时间”(finishing time)，即可计算出本次阅读速度。随手记下，长期坚持，必定收到明显效果。

### 五、选择适当的阅读材料

阅读需要动力，这种动力最初往往来源于兴趣，因此阅读材料的选择有决定意义。阅读材料的选择应注重知识性、趣味性和覆盖度，除专业阅读学习材料外，还可以通过图书、报刊、互联网等介质广泛涉猎自己比较生疏的领域，了解英语国家的文化、历史和社会背景。阅读太难的材料会挫伤阅读

积极性。一般来说，选择阅读的材料中所包含的生词不宜多，控制在 10% 左右，但词汇量则不妨多一些。同时应经常注意形式和内容的适当变换，从而使阅读保持新鲜的感觉。

## 六、提高语言文化知识的数量和质量

首先，要掌握一定的词汇量。如果词汇量不达标，势必造成阅读障碍导致阅读难以顺利进行。其次，必须正确掌握词义与词的搭配关系。再次，要掌握英语的语法和习惯用法，牢固掌握多重复合句、被动句、插入成分、省略句、倒装句等，并能够熟练运用。另外，英语国家的文化背景知识是培养阅读能力的重要基础。在学习中，学生应当培养主动学习、吸收相关的文化背景知识和专业英语知识，这样在阅读过程中就可以运用已具备的背景知识，根据上下文预测和理解。

## 七、加强语篇层次的理解

在阅读过程中，真正需要理解的是整篇文章的主题和贯穿其中的逻辑关系。每读一篇文章，不要把弄懂每一个单词、每一句话作为标准，文章结构实质上是作者逻辑思维的体现，把握文章的逻辑结构异常重要。因此，必须把句子层面的阅读理解提高到语篇层面上。所谓语篇层面的阅读理解，包括在宏观上理解上下文的逻辑关系、清楚作者思路的开展、掌握文章的主题思想、通过概括得出结论、了解作者的观点和态度等。

## 八、熟练运用阅读技巧

在阅读的过程中，读者若能掌握并熟练运用一些阅读技巧，根据材料进行一定的推理和判断，从而掌握所读材料的主旨和大意、了解事实和细节，在理解上下文逻辑关系的基础上对所读材料进行有效的理解。下一章将对阅读基本技巧进行重点阐述。

## 九、进行必要的阅读实践

阅读学习是一项终身的活动，学生不可能在短时间内全面掌握各种阅读技能，应该进行有计划、有目的的大量阅读实践，在阅读实践中建立预感，掌握正确的阅读方法，提高阅读技能。只有通过广泛的阅读才有可能实现阅读能力从量变到质变的飞跃。

综上所述，学生不仅要有良好的阅读习惯和恰当运用英语阅读方法和技巧的能力，而且也要长期坚持阅读实践。只有这样，才能尽可能地克服英语阅读中的障碍，更快更好地提高英语阅读水平，增强英语阅读能力。

## 第二章 阅读技巧

在阅读过程中，读者若能熟练应用相关阅读技巧，对阅读能力的提升将起到事半功倍的作用。本章将重点介绍略读、扫读、预测、推理等常见的阅读技巧，并在每一节后面附上相关阅读文章以供练习使用。

### 第一节 略 读

略读又称跳读或浏览，是一种专门的、非常实用的快速阅读技能。所谓略读，是指以尽可能快的速度阅读，快速阅读材料，并找寻中心思想的技巧。换句话说，略读要求读者有选择地进行阅读，可跳过某些细节，以求抓住文章的大概，从而加快阅读速度。在读报纸的时候，我们不会逐字逐句地仔细阅读，而是浏览报纸上的文章和消息，这就是略读。略读的速度一般要比正常的阅读快两到四倍。据统计，训练有素的略读者的阅读速度可以达到每分钟 3 000 到 4 000 个词。

如果要在一定的时间内阅读大量的材料，通常采用略读的方法。如果需要尽快知道一篇文章是否适合自己的研究兴趣，也会采用略读的技巧。阅读结束后回顾要点，采取的还是略读技巧。

略读时，应重点注意以下内容。

#### 一、关键词

书或文章的标题、副标题、小标题、斜体词、黑体词、脚注、图解、标点符号等都可作为关键词。因为这些短小精悍的部分，尤其是标题类词语，是对文章或书籍主旨大意最精炼的概括。对这部分内容的理解准确、透彻，会取得事半功倍的效果。

#### 二、重点段落

重点段落包括书籍或文章的引言、摘要、文章开头的一两段、总结性段落或最后一段，因为作者往往会在开始的段落里概括总体思想，然后在最后结束部分重申要点。

#### 三、重点句子

除了上文提及的重点段落外，其他段落的开始句也很重要。

#### 四、作者的思路、文章的组织模式以及转折词和序列词

注意转折词 *however, moreover, in addition* 等，序列词 *firstly, secondly* 等有助于正确把握大意、有

关的细节及相关关系的词。

此外，要想通过略读找到中心思想，可以采取以下步骤：

- (1) 阅读前，首先必须明确自己的目的，保持注意力高度集中。
- (2) 关注大标题、小标题。
- (3) 以稍快于正常的速度阅读摘要、引言（如果有的话）、第一段，并快速扫视其他部分。
- (4) 关注其他段落的开始句，留意重点词语，大致了解作者的思路和文章的组织方式。
- (5) 以稍快于正常的速度阅读结束语或最后一段，印证自己已作出的判断。

## 【实战演练】

### Passage 1

#### Vocabulary

- segregate *v.* 对……实行种族隔离  
 impart *v.* 给予；传授  
 integrated *adj.* 取消隔离的；平等对待的  
 conservative *n.* 保守派人  
 simulation *n.* 模拟；模拟实验  
 initiate *v.* 发起  
 deficit *n.* 赤字  
 concurrent *adj.* 同时发生的；并存的  
 collapse *v.* 倒塌；瓦解  
 ally *n.* 同盟国；支持者  
 summit *n.* 最高官阶  
 brief *v.* 摘要  
 neophyte *n.* 新手  
 agenda *n.* 议程

#### Time Limit: 14'30"

Starting time \_\_\_\_\_

Finishing time \_\_\_\_\_

#### Condoleezza Rice

Condoleezza Rice (赖斯) was born on November 14, 1954 in Birmingham, Alabama, which was then still officially segregated. Growing up during the disorderly days of the civil rights movement, Rice attended a segregated school in Birmingham and lived in a world inhabited almost only by black people. On September 15, 1963 she was just a few miles away when a bomb planted in a Baptist church by white supremacists exploded, killing four black girls, one of whom was Rice's friend. Her father, an ordained Presbyterian (基督教长老教会的) minister and dean of Still man College, a black school in Tuscaloosa, and her mother, an accomplished pianist and teacher of music and science, imparted to their only daughter the sense that – in spite of the racism all around her – she could do anything she desired with her life.

When Rice's father became vice chancellor at the University of Denver, the family moved to Colorado, where Rice enrolled at an integrated Roman Catholic high school. Despite her high grades, a counselor there once told her that she was not "college material", but Rice was not discouraged by that assessment. Having

skipped two grades Rice became a freshman at the University of Denver at the age of 15.

Rice graduated with a degree in international relations in 1974, then entered the master's program in economics at the University of Notre Dame, in Indiana. She later returned to the University of Denver, where in 1981 she earned a PhD in international studies, with a specialty in Soviet politics and culture.

In 1981 Rice became an assistant professor at Stanford University (斯坦福大学). She spent her entire academic career there, an unusual figure in the school's Department of Political Science not only because she is black and female in a field that is mainly white and male, but also because she is political conservative on a campus that has historically been liberal.

In the classroom, Rice has often employed what she terms "applied" teaching methods, including simulations of national-security crises in which students prepare strategic responses in real time. She is known as a demanding teacher, one who pushes her students to excel and encourages heated debate. "I tell my students, 'If you find yourself in the company of people who agree with you, you're in the wrong company, '" she told a reporter for the New York Times (June 23, 1993). Rice has won two of her department's highest honors – the 1984 Walter J. Gores Award for Excellence in Teaching and the 1993 School of Humanities and Science Dean's Award for Distinguished Teaching. She has written three books on the Cold War: *Uncertain Allegiance: The Soviet Union (苏联) and the Czechoslovak (捷克斯洛伐克) Army, Germany Unified and Europe Transformed*, with Philip Zeilikow, and *The Gorbachev Era*, with Alexander Dallin.

Rice made national headlines in 1993, when she was named Stanford's provost, or chief financial and academic officer, a powerful position that placed her second in rank to the university president. Rice was the youngest provost in the university's 103-year history, as well as the first woman and first African-American. During her six-year tenure, Rice successfully initiated a cost-saving program to eliminate the university's \$ 43 million deficit and balance the billion-dollar budget.

As an academic star and Soviet expert, Rice attracted the attention of Washington policymakers during the Cold War, and in 1986 she was awarded a fellowship from the Council on Foreign Relations to work on nuclear strategic planning with the director of the Joint Staff of the Joint Chiefs of Staff. After the election of George Herbert Walker Bush as president, in 1998, Rice accepted several concurrent, high-level appointments in Washington: director of Soviet and East European Affairs with the National Security Council, special assistant to the president for national security affairs, and senior director for Soviet Affairs. She arrived at an extraordinary moment in history: during her three years of service, the Berlin Wall, which had separated East and West Berlin since 1961 and had come to symbolize the rift between the Western and Communist worlds, fell; Germany was reunified; the Soviet bloc collapsed; and – unthinkable only a few years earlier – the United States enlisted Russia as an ally in the war against Iraq in the Persian Gulf. Throughout this series of remarkable events, Rice was the only full-time Soviet specialist in the White House, and as such had a strong voice in shaping policy toward the new Europe. Rice attended three U.S. – Soviet summit meetings and served as a delegate to talks on German unification.

Through her relationship with the former president, Rice developed a friendship with the Bush family. In July 2000, at George W. Bush's request, Rice took a leave of absence from Stanford to become chief foreign-policy adviser in his presidential campaign. She briefed him once a week on world development, offering advice about situations likely to arise over the next few years. When asked her opinion of the qualifications of the younger George Bush, who has rarely traveled outside the U.S. and is often described as a foreign-policy neophyte, Rice has frequently mentioned his record as governor of Texas, a border state,

and his ability to set an agenda and function as an effective leader.

Now more than ever before, Rice is in the spotlight, as part of what has been touted as a notably diverse Republican administration. For years, Rice has been asked if her sex and skin color have hurt or helped her in her career. “I don’t spend too much time thinking about it.” She pointed out that she “can’t go back and recreate (herself) as a white male” to test one theory or another. Nevertheless, she also said that “black middle class should spend less time think about itself and more worrying about poverty and race. That is something that those of us who are black and privileged have a lot of responsibility for.”

Called “Condy” by her friends and close associates, Rice has been a National Fellow at the Hoover Institute on War, Revolution, and Peace and has been awarded an honorary doctorate from the University of Notre Dame. She has never been married.

(1,050 words)

**Direction:** For each of the following questions, decide on the best choice.

- Which of the statements is NOT TRUE about Rice’s childhood?
  - She was born into a well-educated family.
  - She experienced segregation and racial discrimination.
  - Her parents taught her to be self-confident.
  - She did well in her studies and all her teachers were proud of her.
- By telling her students that “if you find yourself in the company of people who agree with you, you’re in the wrong company” (Paragraph 5), Rice encouraged her students to \_\_\_\_\_.
  - think differently
  - be aggressive
  - learn the skills of debate
  - get rid of the disagreement
- Rice caught the attention of the US government because \_\_\_\_\_.
  - she is female black
  - she is an expert on international studies, especially on Soviet politics
  - she was an excellent teacher in Stanford University
  - she wrote three books on Soviet and East-European politics
- During her three years of service for the former President Bush’s government, Rice witnessed the following important events in history EXCEPT that \_\_\_\_\_.
  - the Berlin Wall fell
  - Germany was reunified
  - The Soviet bloc collapsed
  - Saddam Hussein’s (萨达姆·侯赛因) government collapsed
- What is Rice’s attitude toward her skin color?
  - She is proud of it.
  - She is ashamed of it.
  - She does not mind it.
  - She does not think about it too much since she thinks it useless doing so.

## Passage 2

### Vocabulary

championship *n.* 锦标赛

Sports Illustrated 《体育画报》(美国杂志)  
 Rockets (NBA) 火箭队  
 tournament *n.* 锦标赛; 联赛  
 sneak *v.* 偷偷地走; 潜行  
 Los Angeles 洛杉矶  
 shoot *v.* 拍摄  
 Bucks (NBA) 雄鹿队  
 commercial *n.* 商业广告  
 limo *n.* 豪华轿车  
 studio *n.* 摄影棚  
 vitamin *n.* 维生素  
 choke *v.* 窒息; 使呼吸困难  
 Hollywood 好莱坞  
 gin *n.* 杜松子酒  
 hospitality *n.* 优待  
 adjust to 适应; 调节  
 point guard *n.* (篮球中) 负责发起进攻的防守队员  
 stretch *v.* 伸展; 伸长  
 autograph *n.* 亲笔签名  
 commitment *n.* 承诺; 义务  
 jersey *n.* 运动衫  
 poster *n.* 海报  
 promotion *n.* 宣传; 推销  
 stand out 突出; 出色

**Time Limit: 16'**

Starting time \_\_\_\_\_ Finishing time \_\_\_\_\_

**YAO: A Life in Two Worlds**

I once said I just wanted to be a basketball player, I didn't want to be the face of a whole nation. But remember the movie *Spiderman*? Before the uncle dies, he says, "With great power comes great responsibility." I believe that. If I'm making a lot of money, I have a responsibility to play well and improve myself. I have learned that I can't make everybody happy. My problem is that I want to try. I know the history of China and what it means to people there for me to be successful.

**Lost Luggage, Stolen Uniform**

The first thing to go wrong in the U.S. happened when I came over with the Chinese national team for the 2002 World Championships. *Sports Illustrated* wanted to take my photo in a Rockets uniform to put on the cover before the season started. The Rockets started. The Rockets sent me my uniform.

That's when things started to go wrong. On the second day of the tournament, after our morning practice, I came back to find my room cleaned and the uniform gone. I remember leaving it out on a table in my room. I didn't think that much about it, because in China you would just make a call and whoever made the uniform would give you another one. I've learned it's not like that in the U.S. The Rockets wanted me to pay for the uniform, and it was very expensive.

*Sports Illustrated* still put me on their cover, I snuck out of my room and had my picture taken in my China national team uniform. Then SI used their computers to turn it into the Houston Rockets uniform. Technology is a great thing.

### **No Credit, No Purchase**

The next thing happened after I went back to China for the Asian Games. My Mom came to Houston early to find a house. But the person selling the first one she found didn't really own it. And then, because I signed with the Rockets only after I arrived in the U.S. in October, I didn't have money yet to buy a house. And because I am Chinese and had no financial history in the U.S., the banks here didn't want to lend me money.

### **Drinking on the Job**

I know New Year's Eve is a popular time for people in America to get into trouble drinking, but my first New Year's Eve was different. After beating the Milwaukee Bucks on New Year's Eve in Houston, I went straight to the airport to fly to the Los Angeles to shoot my first commercial. We arrived in L.A. at two o'clock in the morning.

A limo took us to the studio. Team Yao also had me taking a lot of vitamins to keep my strength up, but sometimes I'd forget. Bill Sanders asked if I had taken my vitamins that morning, and I said no. There had a glass container in the limo that looked like it had water in it. So I took out vitamins and asked Colin to pour me a glass. "OK," he said. He poured a big glass.

I was tired, so I drank it all at once. Straight down. No stopping. I thought, "That's how water feels? The water in Houston and Los Angeles is different?" And then my face got hot. I was coughing. "Colin," I said in a choked voice, "that's not water!"

I can remember all the times I've had too much to drink – maybe five or six times my whole life. Now, thanks to Hollywood and Colin, I can also put gin on my list.

I felt funny right away, and I was still red in the face when we arrived at the studio. "You need sleep?" someone asked. "I think so," I said, "Colin can shoot the commercial for me, because it was his fault."

But everything turned out OK. It was a couple of hours before we began shooting the commercial. It was for Apple computers, with me and Mini-Me. A lot of people saw it, but no one's ever asked if I was drunk, maybe that means I'm a better actor than I think.

### **Super-Sized Hospitality**

I also had to adjust to all the traveling in the NBA. I've played in a lot of countries with the Chinese national team, but in most places we were there for a tournament. That meant we spent a week in one city, staying in one room in one hotel. In the NBA, we stay at lot of nice hotels, and they give their best rooms to NBA plays, but that still doesn't mean that the bed or the doors will be enough for someone like me. Most hotels would put a bench at the end of a regular king-size bed so my feet would have a place to rest.

Then there were places that tried too hard. We got into our Washington, D.C. hotel very late, after playing in New York. When I walked into my room, I found two beds – not side by side, but end to end. There was so much room that our little point guard, Moochie Norris, could have slept at one end and I could have stretched out at the other, and we never would have known the other one was there.

### **The Price of Fame**

What I love about basketball is playing, whether it's in practice or games. Signing jerseys and balls and

posters, taking promotion photos – that's just part of the job. In China, because they don't do all the business, I am free of it. In either country, though, I'm careful when I go out in public. Because of my height, I've always stood out. But I've always wanted to fit in, to be just another kid, or just another teenager, or just another person on the street going to a movie or shopping or playing video games. Before people came to know me as a basketball player, I still had that most of the time. I always wanted to be famous, but I saw only the things being famous gives you; I never thought what it takes away.

(1,045 words)

**Direction:** For each of following questions, decide on the best choice.

1. After the Rockets uniform was gone, \_\_\_\_\_.
  - A. the Rockets sent Yao another one
  - B. Yao paid for it
  - C. Yao managed to have his picture taken with the help of high technology
  - D. Yao refused to take the photo
2. It can be inferred that \_\_\_\_\_.
  - A. Yao is not a heavy drinker
  - B. Yao likes drinking
  - C. Colin tricked Yao into drinking gin
  - D. The commercial for Apple computers was not successful
3. One of the problems NBA players may encounter while traveling is that \_\_\_\_\_.
  - A. they have to suffer from the jet lag
  - B. the service of the hotels is not good enough
  - C. the beds and the doors are not big enough
  - D. they often change hotels
4. It can be concluded that \_\_\_\_\_.
  - A. Yao wants to be an ordinary person
  - B. Yao loves his job
  - C. Yao is often required to sign autographs
  - D. Yao is not satisfied with his height
5. Which of the following statements is TRUE about Yao?
  - A. He likes to take commercial activities only.
  - B. He wants to live an ordinary life.
  - C. He enjoys his life in America.
  - D. He does not want to take on great responsibility.

### Passage 3

#### Vocabulary

Series *n.* 系列节目

bachelor *n.* 学士

Collegium *n.* 执行管理居委会

pharmacy *n.* 药剂师

**Time Limit: 6'6"**

Starting time \_\_\_\_\_

Finishing time \_\_\_\_\_

### Choosing Between a College or a University

This is the VOA Special English Education Report.

What is the difference between a college and a university? This is the subject of part three in our series for students who want to attend a college or university in the United States.

Colleges and universities have many things in common. Both provide a greater understanding of the world and its past. Both provide education in the arts and sciences. And both can help prepare young people to earn a living.

Students who complete their undergraduate studies either at a four-year college or a university receive a bachelor's degree. One difference is that many colleges do not offer graduate studies.

Universities are generally bigger, offer more programs and do more research.

Modern universities developed from those of the Middle Ages in Europe. The word "university" came from the Latin "universitas". This described a group of people organized for a common purpose.

The word "college" came from a Latin word with a similar meaning, "collegium". In England, colleges were formed to provide students with places to live. Usually each group was studying the same thing. So college came to mean an area of study.

But a college can also be a part of a university. The first American universities divided their studies into a number of areas and called each one a college. This is still true.

Programs in higher learning may also be called schools. The University of Arizona in Tucson, for example, has eighteen colleges and ten schools. They include the colleges of pharmacy, education, engineering and law. They also include the schools of architecture, dance and public administration.

College is also used as a general term for higher education. A news report might talk about "college students" even if they include students at universities. Or someone might ask, "Where do you go to college?"

Today, most American colleges offer an area of study called liberal arts. These are subjects first developed and taught in ancient Greece. They include language, philosophy and mathematics. The purpose was to train a person's mind instead of teaching job skills.

And that's the VOA Special English Education Report, written by Nancy Steinbach. Our Foreign Student Series continues next week with a report about online education. You can find our reports at [www.unsv.com](http://www.unsv.com). And international students can learn more about higher education in the United States at [educationusa.state.gov](http://educationusa.state.gov). I'm Steve Ember.

( 404 words )

**Direction:** Go through the passage quickly and answer the questions below.

For Questions 1 – 3, 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. Both colleges and universities offer graduate studies.
2. A university may be divide into a number of college and schools.
3. Liberal arts are the subject of brain-training.

For Question 4 – 6, complete the sentences with the information given in the passage.

4. \_\_\_\_\_ is also used to name the programs in higher learning.



first day at the jungle known as college. I thought to myself, one down only another three years to go!

(404 words)

**Direction:** *Go over the passage quickly and answer the questions below.*

For Questions 1 – 3, 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. Today wasn't my first day at college; it was the start of a journey.
2. I arrived at college half an hour earlier.
3. Today I talked with the other students about the campus.

For Questions 4 – 6, complete the sentences with the information given in the passage.

4. The people on campus are compared to \_\_\_\_\_ in the concrete jungle by the writer.
5. According to the timetable, I was in the next morning at \_\_\_\_\_.
6. I will stay at the college for \_\_\_\_\_ years.

For Questions 7 – 8, select the best answer from the options to each of the following questions below.

7. "I asked the lady behind the desk where my classroom was." In the line, the word "lady" can be best replaced by \_\_\_\_\_.

- |                     |                    |
|---------------------|--------------------|
| A. the waitress     | B. the professor   |
| C. the receptionist | D. the bell-ringer |

8. "There were the jungle animals I would spend the year with." In the line, the term "jungle animals" actually means \_\_\_\_\_.

- |                     |                                      |
|---------------------|--------------------------------------|
| A. wild animals     | B. wild animals living in the jungle |
| C. domestic animals | D. college students                  |