



普通高等教育“十一五”国家级规划教材

英语阅读技巧与实践

计时阅读

BOOK 2
Teacher's Book

总主编 / 刘学明

本册主编 / 刘学明

English
Reading
Skills
And
Practice



湖南师范大学出版社
HUNAN NORMAL UNIVERSITY PRESS



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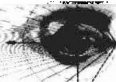
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致教师

《英语阅读技巧与实践》自出版以来一直得到各主管部门的好评及广大师生的厚爱。1995年获湖南省教学成果三等奖。1996年获湖南省优秀教材二等奖。1996年被湖南省教委确定为湖南省高等教育“九五”重点教材。1997年进行第一次修订。2000年进行第二次修订。2001年,“英语阅读课教材、教学方法及测试改革(含教材)”获国家级教学成果二等奖和省级教学成果一等奖。2004年进行第三次修订。2005年获中国大学出版社协会优秀教材一等奖。2006年被教育部确定为普通高等教育“十一五”国家级规划教材。

►►教师用书编排说明

教师用书共7册,分别与学生用书对应。教师用书的内容及编排方式与一般的教师用书不同,每部分或每课总体上分为四大板块:

第一大板块是课文和练习。此板块与学生用书基本相同,不同的是教师用书有重点和难点的注释符号,这样,教师只需要一本教师用书就够了,既方便实用又节省开支。

第二大板块是练习的答案和对难题的详细分析。这样编排是为了方便教师,因为上阅读课的惯例是教师先布置学生阅读课文和做练习题,然后马上核对答案并针对学生阅读理解方面存在的问题进行讲解。

第三大板块是注释,供教师讲解重点和难点时参考。

第四大板块是词汇表,供教师备课时参考。



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在使用本册时,要求运用第一册所学的各种阅读技巧进行计时阅读。每篇文章后都注明有单词数量,教师可根据《高等学校英语专业英语教学大纲》中确定的 wpm(word per minute)规定学生的阅读时间,在学生读完并做完阅读理解题后检查他们的理解率(《高等学校英语专业英语教学大纲》对二级的阅读速度和理解要求为:“每分钟 70~120 个单词,理解中心大意,抓住主要情节或论点。”)。

为了帮助学生迅速扩大词汇量和提高阅读理解能力,课文后编有丰富的练习,如果时间不够,有些练习可以让学生在课外完成。除课文的阅读理解题外,要特别注意词汇转换题,因为它们是扩大词汇的最佳途径之一;同时也要留心那些相似句,因为它们往往使人望文生义,直接影响到学生的阅读理解。

编者

2007 年 6 月于湖南师范大学

序

黄源深

阅读对于学习语言的重要性是不言而喻的。古人有言，“读书破万卷，下笔如有神”，指的就是阅读对掌握语言、提高写作能力所起的作用。另一说“读万卷书，行万里路”，也包含着类似的意思。至于“青灯黄卷”、“寒窗苦读”，则除了倡导发愤学习，还说明了对大量阅读的重视。

语言学习是相通的。大量阅读对掌握外语也同样重要。阅读有助于培养语感。对一种语言的感受，是建立在对该语言的频繁接触上的。对在母语环境里的外语学习者来说，可以说没有大量阅读就不可能产生对所学外语的语感，而没有语感，则只能得语言之皮毛。大量阅读也有助于增加语汇和表达方式，无论是本国语还是外语，我们所掌握的用以书面传递思想的词汇和句法，大多是通过阅读得来的，书读得越多，掌握的表达方式也越多，表达能力也越强。阅读对写作所起的作用更为直接。通常，写不好的根本原因，除了思想贫乏、逻辑混乱等内在智力因素外，主要还应归结于读得太少，没有从阅读别人的文章中学得自己写作所需的语汇和表达方式。阅读还能丰富我们的文化知识，培根就认定“读书使人充实”，而掌握有关国家的文化背景知识，对外语学习者来说尤为重要。一篇域外的文章，一部外国的小说，都会向我们展示一个新的世界，都有助于我们对其语言的了解和领悟。阅读对学习外语的重要性是怎么强调也不会过分的。

如果把英语学习中的阅读分为精读和泛读两类的话，那么现时人们的注意力往往过多地置于精读，而忽略了泛读。精读不能说不重要，古人也有“熟读唐诗三百首，不会吟诗也会吟”之类强调精读之说。问题在于我们大多着眼于试验田式的小块文章上的“精耕细作”（不厌其烦地释义，反反复复地解释语法，不无炫耀地解析词汇等等），而把“大量阅读”放在极其次要的地位。虽然设有泛读课，但大多泛读不“泛”，阅读量极其有限，说到底不过是精读的变种。尽管对一小篇课文的研读可以把文中的词汇与句式搞得滚瓜烂熟，对英语学习也有所帮助，



尽管这种试验田里的悉心耕耘有着一定的必要性，但我们忽视了将其推向“大田”，即放松了对语言学习至关重要的“大量阅读”，无法获得真正的大面积丰收。小块文章的狭窄语境（加之缺乏重复）限制了学习者对词语的理解和领悟；靠反复诵读而记住的词汇和结构往往难以活用，导致生搬硬套而出错；很小的阅读量当然无法培养语感。其结果，学习者不得不依赖记忆中的语法条条和结构来遣词造句，所得句子也许语法无误，但往往不地道，甚至出现笑话，这应当说是轻视“大量阅读”所造成的恶果。

近几年来，这个问题已引起了部分院校的注意，开始在大量阅读上下工夫，其中我知道比较突出的例子是湖南师范大学外国语学院。他们采取了周密的措施来加强学生的阅读，尤其是课外阅读。说实在的，一种外语光靠课内的几个学时是无论如何也学不好的，必须大力开拓课外空间才行。湖南师范大学外国语学院的老教师们深谙这个道理，并努力付诸实施。他们通过各种途径自筹经费，买来一批批课外读物，年复一年，日积月累，建立了一个粗具规模的图书室。每学期之始，教师开出书单，规定学生要读完这些书，并定期用口头和书面（写读书报告）的方式进行检查，检查结果计入成绩，作为学业评估的一个重要部分。几年坚持下来，学生的英语水平大幅度地提高，为其他院校所瞩目。除了因为该校的英语教学管理得当之外，这不能不说是落实大量阅读的一大功绩。

湖南师范大学外国语学院对阅读的重视，还体现在由刘学明教授牵头、有蒋洪新教授等参加，精心编写了一套《英语阅读技巧与实践》的阅读教材，对学生进行较系统的阅读技巧指导，使课内外阅读互相呼应。这套教材针对性强，注重实用，富有特色。它把讲授阅读理论与技巧同大量的阅读实践结合起来，使学生能在有关阅读理论的指导下，通过“大运动量”的阅读训练，掌握“根据上下文判断推理、抓大意、快速阅读”等技巧，达到最终提高阅读能力的目的。全套教材由浅入深，从基本阅读技巧入手，逐步过渡到有相当难度的评判性阅读和鉴赏性阅读，便于学生吸收和掌握。此外，该套教材内容丰富，体裁多样，涉及小说、散文、诗歌等。书中的文章短小精悍；富有时代气息，趣味性强，极具吸引力。总之，这是一套系统性强、富有创意、便于操作、编写得相当出色的教材，特予以推荐。

2000年6月30日

于上海



前 言

《英语阅读技巧与实践》是为高等学校英语专业学生编写的一套阅读（以前称为泛读）教材。全套书共7册，既可供英语专业本、专科生使用，也可供教师进修学院、函授大学和夜大的英语专业学员使用。

本套教材依据《高等学校英语专业英语教学大纲》对英语阅读课程的要求编写，其编写的目的是：教给学生阅读理论和技巧，培养他们细致观察语言的能力和假设判断、推理验证等逻辑思维能力；培养他们阅读的兴趣，使他们在较短的时间里尽快扩大词汇量和知识面，提高思想和文化素养，从而提高阅读水平和能力，通过阅读更快更好地获取世界上各国有用的政治、经济、文化和科技等方面的信息，为我国的改革开放和社会主义建设服务。

本套教材的特点是：①编排的独特性。全书以阅读理论和技巧为主线，使学生在理论和技巧的指导下进行实践。②内容的广泛性。书中既有政治、社会、经济、文化、历史、天文、地理、科普、图表等内容，也有小说、诗歌等内容。③选材的知识性。学生在学语言的同时也能学到很多领域方面的知识，扩大视野。④课文的精练性。课文短小精悍，适合于课堂使用，避免文章太



长而使学生产生厌烦情绪,以及过长的 silent reading 而使课堂死气沉沉(长篇阅读在课外阅读中解决)。⑤练习的丰富性。“练习部分”具有很强的针对性和实用性,能牢牢吸引学生的注意力。

第1册为四个单元,集中介绍各种重要的阅读理论和技巧,并在技巧指导下进行实践。在第2~4册中,每册有40个 passages,每篇后注明单词数并配有各种练习,便于学生综合运用各种技巧,进行计时阅读。第5册为评判性阅读,共四个单元。第6册为报刊阅读,共三个单元。第7册为鉴赏性阅读,共三个单元。

使用本套教材前四册时,要求学生不进行预习,否则很多练习(尤其是猜新词和理解练习)将失去意义,而且教师也无法了解学生对技巧的掌握及他们的阅读速度和理解率。

全套书总主编为刘学明教授。第1册和第2册由刘学明教授主编;第3册和第6册由吴丁娥教授主编;第4册和第5册由刘金玲教授主编;第7册由蒋洪新教授和郑燕虹副教授主编。

本套教材的编写和出版得到了湖南省教育厅、湖南师范大学、湖南师范大学出版社及湖南师范大学外国语学院等的大力支持,我们深表谢意。全国许多高校的英语阅读课教师对该书提出了很多宝贵意见,我们在此一并表示感谢。

由于水平有限,书中一定会有许多不足之处,敬请广大读者,尤其是使用该书的同行们提出宝贵意见,以便进一步修正。

编者

2007年6月于湖南师范大学



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PASSAGE 1

Hunting for Viruses on the Amazon^①

Text

[1] The mouth of the Amazon River has long been a starting place for hunters going to the jungles of Brazil. In recent years it has been, too, the headquarters^② for a middle-aged American couple who hunt for the smallest living things and perhaps the most deadly viruses. Dr. Causey and his wife have discovered more new types and more old ones in new places than all of the other research teams.

[2] Dr. Causey insists that their success is due to the large number of viruses in the forests of the Amazon^③. He says that it is not the skill that he and his wife have developed during their eighteen years of work in Brazil that has caused their wonderful discoveries.

[3] “We have found the loveliest diseases right in our back yard^④,” he told me one day as we walked through a light rain along a jungle trail.

[4] “Oh, these viruses are here all right. There is in the jungle a great pool of disease which is carried in the blood of animals and birds^⑤. Some of the diseases can be caught by people. It may be that we shall find that the jungle is a great centre of virus disease and that it overflows from here to other parts of the world. It may be that birds carry the viruses to far countries. It may be that some viruses which are not harmless, but which now reproduce in man without making him ill, may change and become deadly to him^⑥. ‘Viruses waiting for a disease’, they are sometimes called^⑦. This is just an idea, you understand. We do not know—but it



is important that we find out, and the first step in finding out is to learn what viruses there are in the jungles.”

[5] There is a Brazilian story about the beginning of the world which goes: “When God was making the world, he tried to keep everything in balance. When he made a desert, he provided it with some green places. When he made a land that was beautiful, he gave it storms and other terrible things caused by the weather. Where the earth was rich below the surface, it was hard to live on. Where the land could be farmed, the weather was too hot or too cold or too dry. Where there was enough water, he made it so that there should sometimes be too much water.”

[6] “But in one place God made a land that was rich, where everything grew easily, where it was not too hot and certainly not too cold, where animals were plentiful and fruit hung from the trees all the year round.”

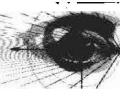
[7] “The angels looked at this loveliness and were jealous of man®. They asked God if this was too beautiful, too much like heaven, this valley of the Amazon.”

[8] And God said, “True, this land looks like heaven, but wait until you see what happens to man when he tries to live here.” (about 490 words)

Exercises

I. Tick off the best choice according to the information given in the passage.

1. In this passage viruses are described as 1.
 - A. the smallest and most deadly of all the living things
 - B. another new discovery made by Dr. Causey and his wife
 - C. the quietest things existing in the jungles of Brazil
 - D. the largest number of things existing in the jungles of Brazil
2. When did Dr. Causey and his wife begin their research in Brazil?
 - A. Early in their life.
 - B. Late in their life.
 - C. In their forties.
 - D. In their twenties.
3. Dr. Causey and his wife's achievement was greater than the other researchers because 1.
 - A. they had stayed in Brazil for 18 years
 - B. they had found not only more new types of viruses but also more old



types in new places

- C. they had discovered the most deadly-viruses and developed the ways to kill them
- D. they were the first to find the new kind of viruses in the jungles of Brazil
4. According to Dr. Causey, all the viruses in the world might come from _____.
A. the jungles near Amazon River in Brazil
B. the animals and birds in the jungles of Brazil
C. men and women once lived in Brazil
D. the mouth of the Amazon River leading to the jungles
5. How do birds and animals carry the viruses to distant countries?
A. By their skin. B. By their feather.
C. By their blood. D. By their bodies.
6. According to the passage, what Dr. Causey was not quite clear about was that _____.
A. why people chose the jungles of Brazil to carry out their research work
B. what the first step in his research work was
C. why some viruses changed in man's body
D. what there were in the jungles of Brazil
7. The story about the beginning of the world tells us that _____.
A. God is very cruel to mankind
B. God is the real creator
C. there is nothing perfect in the world
D. there is nothing to be worried about in the world
8. According to the Brazilian story, which of the following is NOT true of the valley of the Amazon?
A. It is rich, and with a moderate climate.
B. It is so good that all living things can live there.
C. It looks like heaven in the angles eyes.
D. It was made by God.
9. The answer given by God to the angles implies that _____.
A. man will do something wrong to offend God
B. God will not allow man to live in the valley of the Amazon



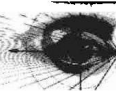
- C. the angels were wrong in asking God something about the valley of the Amazon
 - D. man will suffer from virus diseases if they live in the valley of the Amazon
10. What point is the author making by telling us the Brazilian story?
- A. The existence of viruses in the valley of the Amazon is natural.
 - B. The Amazon area will not be a suitable place for man to live in.
 - C. It is an old-wife's tale that Dr. Causey and his wife could find viruses in Brazil.
 - D. Places all over the world are created and controlled by God.

II. Discuss the Brazilian story in this passage.

"When God was making the world he tried to keep everything in balance. When he made a desert, he provided it with some green places. When he made a land that was beautiful, he gave it storms and other terrible things caused by the weather. Where the earth was rich below the surface, it was hard to live on. Where the land could be farmed, the weather was too hot or too cold or too dry. Where there was enough water, he made it so that there should sometimes be too much water."

III. Choose a correct word to fill in the blank. Use suitable verb tenses, singular or plural forms for nouns, and passive voice where necessary.

1. to develop, developer, development, developing, developed
- A. I don't know anything about the historical _____ of capitalism.
 - B. China is still a _____ country.
 - C. The United States is a _____ country.
 - D. I think he is a real estate _____.
 - E. Our country _____ very quickly now.
2. discover, discoverer, discovery
- A. Who _____ electricity?
 - B. Who is the _____ of that mine?
 - C. The _____ of a new chemical element is very important.
3. insist, insistence, insistent
- A. Mary _____ that she was innocent.
 - B. Bob was _____ on going to the party.
 - C. He married the woman at his family's _____.



4. provide, provider, provision

A. They are responsible for the _____ of water to domestic families.

B. Who is the _____ of the goods?

C. The government _____ them with funds.

5. reproduce, reproducer, reproduction, reproductive

A. They are women in their _____ years.

B. He is studying _____ of rabbits.

C. I have bought a disk _____.

D. Humans can not only _____ themselves but also produce the necessities of life.

IV. Translate the following pairs of similar sentences into Chinese.

1. { She is with child.
She is with a child.

2. { He is in black.
He is in the black.

3. { She is in pink.
She is in the pink.

4. { He keeps shop.
He keeps a shop.

5. { He went to pot.
He went to a pot.

6. { Mr. Smith took a chair.
Mr. Smith took the chair.

7. { The boss gave the worker a sack.
The boss gave the worker the sack.

8. { He took flight.
He took a flight.

V. Fast reading.

Every day in our lives we use coins in many different ways. We use them in candy machines and telephone booths, on the bus and in the store. We use coins to buy stamps, food, and all the little things that make our lives more comfortable.

Aside from allowing us to buy things with them, coins are an important reminder of our national heritage. They tell about the liberties and freedoms we cherish. The symbols on them tell us of the long history of our country and of the



work and sacrifices of our forefathers.

The American colonists suffered under the burden of having to use many different types of coins from England, Spain, France, Holland and Germany. The mixture of these coins was confusing because they did not all have the same value. After the American Revolution, one of the first duties of the new leaders of the United States was to create coins. A law was passed by Congress in 1792 providing for a national coinage and the establishment of a United States Mint to make coins. The first official mint was located in Philadelphia, where copper cents and half cents were first made for public use.

Other laws permitted the building of mints in different cities throughout the country and also allowed the government to establish the Bureau of the Mint as part of the United States Treasury Department. The headquarters of both the Mint and the Treasury are in our nation's capital. Today there are three mints that produce our national coinage. They are located at Philadelphia, Denver, and San Francisco. The Philadelphia and Denver Mints are open daily for visitors.

Coins are round so they won't wear holes in people's pockets. Centuries ago, coins were carried in pouches with a draw-string around the mouth of the bag. The same string allowed people to tie the moneybag to their belts when clothing didn't have a lot of pockets and women didn't carry purses. Another reason coins are round is that round coins are easier to use in vending machines.

The sizes of our coins today are decided by law, but they generally follow a tradition set by the ancient Greeks and Romans. It is necessary for coins to be a convenient size, not too small to be easily lost or overlooked, and not so large that they are uncomfortable or difficult to use and carry. (400 words)

1. The colonists used coins from _____.
A. Denmark B. Portugal C. Portland D. Holland
2. The United States Mint was established in the early _____.
A. 1790s B. 1820s C. 1830s D. 1840s
3. The first official mint was located in _____.
A. New York B. San Francisco C. Philadelphia D. Washington
4. The first coins were made of _____.
A. silver B. gold C. copper D. iron
5. Today, one U. S. Mint is located in _____.