

GATEWAY TO ENGLISH READINGS

吴上元 主编



英语阅读入门 100篇



上海遠東出版社

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戚嘉运 吴上元 译

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前 言

本书是一本内容广泛,适合于具有中等英语水平的学生和广大读者阅读的英语读物。

本书在编选过程中,涉猎了数量众多的英语阅读材料,取其内容健康、文字优美、题材多样、篇幅适中的加以选编。内容包括自然现象、知识小品、人物故事、世界见闻、科学知识、品德素质、幽默故事、医学与健康、文化与人生等。本书按英语原文以英汉对照的形式全文译出,并加以注释。为了使读者能通过这些材料扩大视野,领会英语特点,对英语语言风貌有所了解,本书选材时充分考虑到英语语言的知识性、文章内容的趣味性和科学性。

全书共收入英语短文 100 篇,内容深浅搭配,旨在使读者在欣赏阅读之际创设一个英语园地;读者兴之所至,可以自由选择,以期在阅读本书过程中,对英语语言真正有所领悟,从而达到自我提高英语水平的目的。

本书承蒙戚嘉运先生的热诚协助,翻译部分短文(1~70),并有友好者提供相关的参考资料,特此鸣谢。

编 者



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1. Reading as Conversation

Reading is thought to be a kind of conversation between the reader and the text. The reader puts questions, as it were, to the text and gets answers. In the light of these he puts further questions, and so on.

For most of the time this “conversation” goes on below the level of consciousness. At times, however, we become aware of it. This is usually when we are running into difficulties, when mismatch is occurring between expectations and meaning. When successful matching is being experienced, our questioning of the text continues at the unconscious level.

Different people converse with the text differently. Some stay very close to the words on the page; others take off imaginatively from the words, interpreting, criticising, analyzing and examining. The former represents a kind of comprehension which is written in the text. The latter represents higher levels of comprehension. The balance between these is important, especially for advanced readers.

There is another conversation which from our point of view is equally important, and that is to do not with what



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is read but with how it is read. We call this a “process” conversation as opposed to a “content” conversation. It is concerned not with meaning but with the strategies we employ in reading. If we are an advanced reader our ability to hold a content conversation with a text is usually pretty well developed. Not so our ability to hold a process conversation. It is precisely this kind of conversation that is of importance when we are seeking to develop our reading to meet the new demands being placed upon us by studying at a higher level.

Answer the following questions

1. How does the writer think that reading is a kind of conversation?
2. Do all people converse with the text in the same way?
3. What is precisely the kind of conversation of importance for reading?

New words and expressions

1. in the light of 根据
2. consciousness ['kɒnʃənsɪs] *n.* 知觉
3. mismatch [ˌmɪs'mætʃ] *v.* 错配
4. strategy ['strætɪdʒɪ] *n.* 策略
5. seek [si:k] *v.* 探究

Read and remember

at times=sometimes 有时,不时



1. At times, we become aware of it.

我们不时会意识到它。

2. We sometimes have letters from her. (We have letters from her at times.)

我们有时收到她的信。

3. We sometimes go to the cinema. (At times, we go to the cinema.)

有时我们上电影院。

4. At times, I feel toothache. (I sometimes feel toothache.)

我有时觉得牙痛。

参考译文

1. 阅读好比对话

阅读被认作是读者与文本之间的一种对话。可以说是读者向文本提问题而获得答案。据此,他进一步提问等等。

多数时候,这种“对话”是在未达自觉的层次发生的。可是,有时我们会意识到。这往往发生在我们阅读遇到困难的时候,诸如所期望的与含义搭配不上。当成功的搭配被体验到,我们对文本的探究继续处于无意识的层次。

不同的人与文本交流也不同。有的人紧扣页面上的用词,而另一些人则浮想联翩,对文字加以阐释评论,分析考察。前者体现一种对文本中已阐明的理解,后者则相当于高层次的理解。两者之间的平衡至关重要,尤其



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对高层次的读者来说。

从我们的观点来说,另外还有一种对话也同样重要,即不计读些什么,而重视怎样阅读。我们称之为一种“过程”的对话。以相对“内容的”对话来说,它并不侧重意义而是侧重我们在阅读时所使用的策略。假如我们是高层次读者,我们掌握与文本作“内容”对话的能力,通常已经相当出色了。但我们掌握“过程”对话的能力却并非如此。对于我们新的要求来说,正是这种对话在寻求我们的阅读如何适应高层次学习方面是具有其重要意义的。



2. How Can You Tell the Age of a Tree?

A pine tree in California was regarded as the oldest tree in the world. People thought it was nearly 5,000 years old, but they could not be sure. Then someone cut the tree down with a chain saw. Killing the oldest tree in the world was a silly thing to do. But when the tree was cut down, everyone knew its age. It was 4,900 years old.

How can you tell the age of a tree? If you ever see a tree that has just been cut down, take a look at the cut part. You will see rings. There are little rings in the middle. Around each ring near the bark is the biggest one of all.

Count these rings. A sixty-year-old tree has sixty rings. How many rings does a 4,900-year-old tree have?

Answer the following questions

1. What can you see at the cut part of a tree?
2. How many rings can you see for a sixty-year-old tree?
3. How can you tell the age of a tree?