

研究生

英语 精读 (上册)

唐振声 主编

ENGLISH
INTENSIVE
READING

EAR

同济大学出版社

Intensive Reading

精

读(上)

研究生英语

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内 容 提 要

本书根据1990年10月重庆召开的全国高校研究生院院长会议的精神编写, 本书重视语言基础教学; 选材突出实用性、知识性和趣味性; 通过练习帮助学生复习巩固已学过的知识; 书末列出了全书的单词表。本书供高校研究生作教材使用, 也可供相应水平的读者自学之用。

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前 言

1. 本书根据1990年10月重庆召开的全国高校研究生院院长会议的精神编写。部分教材经过试用。
2. 本书的主要对象是具有四年以上工龄的硕士研究生，也可作为其他硕士研究生的辅助教材及英语自学教材。
3. 本书重视语言基础教学。选材突出实用性（如1—4课）、知识性（如5、6、7、11、12课）和趣味性（如8、9、10课）。
4. 根据四年以上工龄研究生的实际情况，我们对原文中的个别难词、难句进行了改写，并将少量已学过的单词重新编入词汇表内。
5. 本书试图通过练习帮助学生复习巩固已学过的知识，因此练习较多。教师在使用本书时，可根据实际情况决定取舍。
6. 本书由同济大学研究生院组织编写，在编写过程中得到了美籍教师 Cindy Lawrence 和 John Briggs 的帮助。词汇总表的编写得到了高钦同志的帮助。
7. 本书在出版过程中得到同济大学出版社张智中先生的大力帮助，深表谢意。
8. 限于水平，疏漏及不妥之处在所难免，希望读者及同行批评指正。

编者

1991.9

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TEXT

Faster Effective Reading

The comprehension passages on this course are designed to help you increase your reading speed. A higher reading rate, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook—but you can raise your *average* reading speed over the whole range of materials you wish to cover so that the percentage gain will be the same whatever kind of reading you are concerned with. 5

The reading passages which follow are all of an average level of difficulty for your stage of instruction. They are all approximately 500 words long. They are about topics of general interest which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less demanding kind you will find in a newspaper or light novel. If you read *this* kind of English, with understanding, at, say, 400 words per minute, you might skim through a newspaper at perhaps 650-700, while with a difficult textbook you might drop to 200 or 250. 10 15

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota, U.S.A., for example, have shown that students without special training can read English of average difficulty, for example Tolstoy's *War and Peace* in translation, at speeds of between 240 and 250 w.p.m. with about 70% comprehension. Minnesota claims that after 12 half-hour lessons, one a week, the reading speed can be increased, with no loss of comprehension, to around 500 w.p.m. It is further claimed that with intensive training over seventeen weeks, speeds of over 1000 w.p.m. can be reached, but this would be quite exceptional. 20 25

If you get to the point where you can read books of average difficulty at between 400 and 500 w.p.m. with 70% or more comprehension, you will be doing quite well, though of course any further improve- 30

ment of speed-with-comprehension will be a good thing.

In this and the following three passages we shall be looking at some of the obstacles to faster reading and what we can do to overcome them. 35

Think of the passage as a whole

When you practise reading with passages shorter than book length, like the passages in this course, do not try to take in each word separately, one after the other. It is much more difficult to grasp the broad theme of the passage this way, and you will also get stuck on individual words which may not be absolutely essential to a general understanding of the passage. It is a good idea to skim through the passage very quickly first (say 500 words in a minute or so) to get the general idea of each paragraph. Titles, paragraph headings and emphasized words (underlined or in italics) can be a great help in getting this skeleton outline of the passage. It is surprising how many people do not read titles, introductions or paragraph headings. Can you, *without* looking back, remember the title of this passage and the heading of this paragraph? 40 45 50

NEW WORDS

- effective [i'fektiv] *adj.* producing the desired result; having a noticeable or desired effect
- comprehension [kɒmpri'hensən] *n.* the act of understanding; the ability of the mind to understand
- passage ['pæsidʒ] *n.* a usu. short part of a speech or a piece of writing or music, considered by itself
- average ['ævərɪdʒ] *adj.* being about midway between extremes; of the usual or ordinary kind
- range [reɪndʒ] *n.* extent; distance between limits; variety
- cover *v.* include; deal with
- percentage [pə'sentɪdʒ] *n.* an amount stated as if it is part of a whole which is 100; proportion
- approximately [ə'prɒksɪmɪtli] *adv.* nearly correctly but not exactly
- demanding [dɪ'mɑːndɪŋ] *adj.* that needs a lot of attention or efforts; difficult
- light *adj.* not serious; unimportant
- say *int.* (used to express surprise or a sudden idea) for instance;

approximately (= let's say) 比如说, 即使说; 大约

skim *v.* read quickly, noting only the chief point

claim [kleim] *v.* declare; say that something is a fact

intensive [in'tensiv] *adj.* which gives a lot of attention or action to a small amount of something/in a small amount of time; deep and thorough

exceptional [ik'sepʃənəl] *adj.* unusual; out of ordinary

obstacle ['ɒbstəkəl] *n.* something which stands in the way and prevents action, movement, or success

grasp [grɑ:sp] *v.* seize firmly with the hand(s); understand with the mind

theme [θi:m] *n.* the subject of a talk or a piece of writing

individual [ˌindi'vidjuəl] *adj.* single; particular; separate

absolutely ['æbsəlj)u:tli] *adv.* completely; unconditionally; certainly

essential [i'sensjəl] *adj.* necessary; most important; indispensable

paragraph ['pærəgrɑ:f] *n.* a division of written or printed piece made up of one or more sentences, of which the first word is set a little inward to the right of a new line

heading ['hedɪŋ] *n.* the words written as a title at the top of a piece of writing, or at the top of each part of it

emphasize ['emfəsaɪz] *v.* place special force (value, importance) on

underline [ˌʌndə'lain] *v.* draw a line under (a word, etc.) to show importance; emphasize

italic [i'tælik] *n.* sloping letter

skeleton [s'kelɪtn] *n.* something forming a framework; framework of a building, plan, theory, essay, etc. 轮廓; 梗概

outline ['aʊləɪn] *n.* statement of the chief facts, points, etc.

introduction [ˌɪntrə'dʌkʃən] *n.* a written or spoken explanation at the beginning of a book or speech

Phrases & Expressions

1. apply to: have relevance to or valid connection with
2. take in: understand
3. get stuck: remain or become fixed; fail to work properly; stop moving or working

Proper Names

Minnesota [mɪni'səʊtə] *n.* 明尼苏达 (美国州名)

Tolstoy [təʊls'tɔɪ] Lev Nikolaevich Tolstoy (1828-1901)
列夫·尼古拉耶维奇·托尔斯泰(俄罗斯作家)

Note This text is taken from *Practical Faster Reading* by Gerald Mosback and Vivienne Mosback, published by Cambridge University Press.

* * *

I. Understanding the text

A. Select the answer which is most accurate according to the information given in the passage.

- 1 A higher reading rate will help in other subjects as well as English _____.
 - a. provided there is no loss of understanding
 - b. only if we memorize well
 - c. but not in any other language
 - d. though not as a general principle
- 2 You would expect to read a difficult economics textbook _____.
 - a. as fast as you read a newspaper
 - b. more slowly than you read a newspaper
 - c. more quickly than you read these passages
 - d. only very rarely
- 3 You can expect to read the passages on this course _____.
 - a. more quickly than you read your textbooks
 - b. more quickly than you read a newspaper
 - c. more slowly than you read your textbooks
 - d. faster than any other kind of material
- 4 The average untrained native speaker at the University of Minnesota _____.
 - a. reads at 600 w.p.m.
 - b. reads at about 300 w.p.m.
 - c. cannot read difficult works in translation
 - d. reads at about 245 w.p.m.
- 5 The University of Minnesota claims that in 12 half-hour lessons _____.
 - a. it can triple a student's reading speed
 - b. it can double a student's reading speed
 - c. it can increase a student's reading speed four times
 - d. no real increase in reading speed can be achieved
- 6 Intensive training over seventeen weeks can _____.

- a. triple an untrained student's reading speed
 - b. increase an untrained student's reading speed four times
 - c. double an untrained student's reading speed
 - d. triple the student's comprehension scores
- 7 You will be doing quite well if you can read books of average difficulty _____.
- a. at about 450 w.p.m. with 70% comprehension
 - b. at about 600 w.p.m. with 60% comprehension
 - c. at about 300 w.p.m. with 70% comprehension
 - d. at about 250 w.p.m. with 50% comprehension
- 8 Reading words one at a time is bad because _____.
- a. it hurts your eyes
 - b. all words are equally important
 - c. it is more difficult to get the general idea of a passage
 - d. some words are longer than others
- 9 It is a good idea to skim through a passage quickly first _____.
- a. at about 350 w.p.m
 - b. to get the general idea of each paragraph
 - c. so that you can take in each word separately
 - d. to make sure you get to the end at least once
- 10 Titles and paragraph headings _____.
- a. are more important than anything else
 - b. are surprising to many people
 - c. can easily be remembered without looking back
 - d. can help us get the outline of a passage

B. Spot the topic

Which of the following choices a), b) or c), most adequately sums up the ideas of the *whole* paragraph?

- 1 *Para. 1* (lines 1-9)
- a. How to increase your reading speed.
 - b. The advantages of a generally higher reading speed.
 - c. The advantages to your English of a higher reading speed.
- 2 *Para 2* (lines 10-18)
- a. The interest of the reading passages in this course.
 - b. Newspapers can be read more quickly than textbooks.
 - c. The speed at which you might expect to read different types of English.
- 3 *Para. 3* (lines 19-29)

- a. How native English speakers read faster than others.
 - b. How speed reading courses affected students' reading speeds.
 - c. How native English university students increased their reading speed to 1000 w.p.m. on average.
- 4 *Para 4* (lines 30—33)
- a. A guide to the reading speed you could aim for.
 - b. The point of reading books of average difficulty.
 - c. Why further improvement is a good thing.
- 5 *Para. 6* (lines 38—end)
- a. Advice on how to get the general idea of a piece of reading quickly.
 - b. The use of the title.
 - c. The disadvantage of too careful initial reading.

I. Vocabulary

- A. Find the following words in the passage and select the meaning you think is *most likely* to correspond among the choices given.

- 1 *rate* (line 2)
- a. speed b. tax c. score d. awareness
- 2 *naturally* (line 4)
- a. easily b. unfortunately c. without training d. of course
- 3 *range* (line 8)
- a. distance b. variety c. territory d. farm
- 4 *demanding* (line 15)
- a. difficult b. questioning c. insisting d. asking
- 5 *skim through* (line 17)
- a. read quickly through b. make smooth with
 - c. concentrate on d. strain through
- 6 *native* (line 20)
- a. unsophisticated b. primitive
 - c. uneducated d. taught from childhood
- 7 *obstacles* (line 35)
- a. prohibitions b. hindrances
 - c. disadvantages d. objections
- 8 *take in* (line 39)
- a. understand b. adjust c. memorize d. say
- 9 *grasp* (line 40)
- a. grip tightly b. understand c. hold loosely d. avoid
- 10 *italics* (line 46)

a. brackets b. margins c. sloping letters d. smaller print

B. Complete each of the following sentences with an appropriate word or phrase from the list given. Change the form where necessary:

- 1) skim through 2) light 3) design 4) naturally
5) obstacles 6) concern...with 7) skeleton 8) exceptional
9) level 10) claim 11) get stuck 12) demanding
13) rate 14) apply to 15) range 16) cover
17) essential 18) whatever 19) take in 20) approximately

1. Tests have been _____ to assess mathematical ability.
2. The birth _____ is the number of births compared to the number of the people.
3. Scientific discoveries are often _____ industrial production methods.
4. _____ you will be feeling tired after your long walk.
5. The children's ages _____ from 5 to 15.
6. We _____ many topics in our conversation.
7. _____ you do, don't keep him waiting!
8. When she finished working, she _____ herself _____ looking after the old people in her area.
9. We are writing an English course, intermediate _____, for students of science.
10. This book is intended as an intensive course of _____ ten to twelve weeks for intermediate students of English.
11. The task of writing a textbook is _____.
12. _____ books, plays, or pieces of music entertain you without making you think very deep.
13. I thought I could _____ a few of the letters while you were eating your ice cream.
14. A caller to the broadcasting station _____ responsibility for the bombing.
15. There have been an _____ number of raining days this summer.
16. There have been bureaucratic _____ to getting her mother to the United States to look after her baby.
17. I didn't _____ what you were saying.
18. They used the dictionary when they _____ on words.
19. We can live without clothes, but food and drink are _____ to life.
20. They only employ a _____ staff of fulltime workers at week-ends.

I. Word Formation

When we look at a new word, we probably think only of its meaning. Meaning, of course, is important, but it is also a good idea to learn new words by knowing the use and meaning of their different forms. By form we mean any meaningful elements in a word. There are three word forms: stem, prefix and suffix.

Generally speaking, the stem carries the basic meaning. It can be changed by adding a prefix at the beginning or a suffix at the end. The stem may be any word class; the prefix does not change the word class, but the suffix does.

Prefixes of Negation I

	added to:	examples:
un-	<i>adj.</i> participles	unfair unexpected
non-	various classes	non-smoker non-violent
in-	<i>adj.</i>	inactive
dis-	<i>adj. v. n.</i>	disloyal dislike disfavor

Below are 15 adjectives. On the blank line in the following phrases, write the negative form of the adjective.

Model:

stable an unstable person

1. standard _____ pronunciations
2. capable _____ of doing anything well
3. consistent a very _____ argument
4. existent profits that were very small and almost _____
5. similar three quite _____ brothers
6. definite an _____ answer
7. distinct an _____ finger print
8. advantage the _____ of living in cities
9. efficient an _____ method of studying
10. stop a _____ fly from London to Shanghai
11. impressive an _____ record of attendance
12. please be _____ with some bad behaviour
13. economic an _____ use of time
14. lucky _____ enough to be ill on the first day of the
holiday
15. significant a small _____ mistake

GRAMMAR

Concord I

Subject-verb Concord

The most important type of concord is concord of number between subject and verb.

The subject-verb concord must follow at least one of the three rules: grammatical concord, notional concord, and principle of proximity.

The boys like their toys. (grammatical concord)

The committee have broken all their promises. (notional concord)

No one except his friends agree with him. (principle of proximity)

But when to apply one rule instead of another can be a problem. Often the idiomatic usage is the final judge.

IV. Grammar Exercises

Fill in each blank with 'is/are', 'was/were', or 'has/have'.

1. Nelly, and not you, _____ won the prize.
2. The officer, with all his men, _____ killed in a battle with the enemy last month.
3. Each of the visitors at the show last night _____ given a cup as a present.
4. John, as well as his sisters, _____ coming to our dance this evening.
5. You, who _____ my best friend, should not keep me in the dark.
6. She is one of the brightest girls that _____ ever studied in our college.
7. I think the quality of these clothes _____ better than that of those.
8. _____ any of you ever been here before?
9. The great poet and dramatist _____ just arrived from America.
10. Again and again the public _____ reminded not to leave anything valuable in the hall.
11. Forty thousand dollars _____ a large sum.
12. A case containing secret data _____ stolen by a spy last night.
13. At that time the board of directors _____ still divided in opinion.
14. Not even one of the three girls _____ present at the last general meeting.
15. Which of these two jars _____ yours?

16. Large quantities of fruit _____ been picked in the orchard.
17. We found that a large number of sheep _____ grazing in the fields.
18. The police said that nothing but some dirty books _____ found in the criminal's bedroom.
19. Not only I but also my friends _____ been invited to the ball.
20. Two-thirds of the wine in the bottle _____ been spilt.
21. A large number of dogs _____ imported from Germany last month.
22. The number of books assigned for weekly reading _____ gradually increased to four.
23. Neither of these two books _____ worth reading.
24. A black and white doggy _____ found in the garden yesterday.
25. None of the girls there _____ my sister.
26. Six months _____ a long time to wait, don't you think so?
27. Three pints _____ not enough for the baby.
28. About three quarters of the earth's surface _____ covered with water.
29. It is said that the rich _____ not always happy.
30. Her present whereabouts _____ still a mystery.
31. A committee of seven members _____ been appointed by the Mayor to investigate the case.
32. There _____ lots to drink at the party.
33. There _____ one or two things we'll have to do tonight.
34. The police _____ not made any arrests so far.
35. All but one _____ present at yesterday's gathering.
36. Mathematics _____ my headache when I was at school.
37. Two more dollars _____ missing from the drawer today.
38. The majority of people _____ interested in watching games rather than in playing games.
39. The majority of support _____ earned the hard way.
40. Only 36 percent of the capital _____ Chinese owned.
41. There _____ lots of fun in reading.
42. The Chinese _____ very proud of their long history.
43. A substantial portion of reports _____ false.
44. Eight divided by two _____ four.
45. A great pile of old tin cans _____ in front of me.
46. A series of Asian Games memorial stamps _____ been issued this week.
47. More than one _____ going to the cinema.

48. No news _____ good news.
49. Every train and bus _____ crowded.
50. Every ten oranges _____ put in a carton box.
51. Many a man _____ made mistakes in life.
52. It is I who _____ responsible for the accident.
53. He is the only one of these men who _____ interested in knitting.
54. The Duck and Wack _____ well known for good beer.
55. How is it that your answer and your deskmate's _____ identical.
56. Every flower and every bush _____ to be cut down before the construction begins.
57. His friend and fellow soldier _____ going to start the venture.
58. The long and the short of the matter _____ that they both suffered a lot.

V. Cloze

Fill each of the following blanks with one suitable word.

- A. What do you read each day? Your first _____ might be books, _____ or magazines. But, _____ you read other things as _____? Don't you read biscuit boxes, instructions for playing games _____ messages on bulletin boards?
- B. No one can read everything that is printed. In fact, you _____ want nor need to read it all. But _____ you do read something, _____ from necessity or for your own enjoyment, you want to be _____ to understand it. Reading comprehension, or understanding _____ you read, is the _____ that unlocks the treasure-house of knowledge.

VI. Translate the following sentences into English:

1. 这条规则人人适用。(apply)
2. 我们班的平均年龄是24岁。(average)
3. 我们是不是下午去看看他? 三点怎么样?(say)
4. 他声称自己是作家, 但至今不见有什么作品发表。(claim)
5. 当你不高兴的时候, 你就不容易理解新事物。(take in)
6. 阅读时, 如果你停留在个别的单词上, 你的速度就快不了。(get stuck)

VII. Reading Skills

Word Attack

While reading we are sure to come across many new words. To know these new words, we can consult dictionaries. But a good reader also makes