

英中对照

Linda Markstein  
Louise Hirasawa 著

# Developing Reading Skills

# 发展阅读技巧

(高级本)



世界图书出版公司

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王 蓝 译

钟成舟

郑永涛校

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L. Markstein 著  
L. Hirasawa

主 编 译

钟成舟 注

郑永洁

责任编辑: 苏 蕾

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# INTRODUCTION

This newly revised text, the second edition of *Developing Reading Skills: Advanced*, is a careful reworking of the earlier edition, which has been in popular use for the past nine years. The second edition of *Developing Reading Skills: Advanced* is designed for adults who want to strengthen their reading skills for academic, personal, or career purposes. These materials have been tested successfully with both native and non-native speakers of English.

This text is part of a reading series by the same authors. It is comparable in difficulty with *Expanding Reading Skills: Advanced*, and it can be used as (a) a predecessor or (b) a replacement for that book. The second edition of *Developing Reading Skills: Advanced* and *Expanding Reading Skills: Advanced* may be preceded by the intermediate texts by the same authors, *Developing Reading Skills: Intermediate* and *Expanding Reading Skills: Intermediate*.

All the texts in this reading series emphasize guided reading practice and the development of reading speed. The readings come from current nonfiction, magazine, and newspaper writing, and they cover a wide subject range in order to expose the reader to the content demands of different types of reading material. They are of graded difficulty and the exercises build upon vocabulary and structures introduced in preceding chapters. Therefore, we recommend that the chapters be presented in the given order if possible. In preparing this text, we have relied on the advice of the experts: ESL students and ESL teachers. Their suggestions have helped us develop these new materials that are challenging and relevant to a wide range of students.

## *Suggestions for Introducing the Reading*

Preparing the student for reading—activating the reader's awareness of preconceptions and expectations—is an essential element in the reading process. The more time spent introducing the reading, the better the results. There are many ways of working into the reading depending upon the goals of the lesson and the needs of the students. In general, we suggest activities of two basic types: A (content predictions) and B (word connotation and tone).

*Type A—Content Predictions*

1) *Before You Read:* This new pre-reading exercise offers several questions that relate to a major theme of the article. By answering these questions, the students will have developed a framework for reading the article.

2) *Illustrations and Title Clues:* Using only illustrative material (photograph, map, graph) and the title, have the students discuss (a) what they think the subject is; (b) what the picture tells them about the subject; (c) how they feel about the subject, taking care to examine in detail their past experience or knowledge of the subject.

3) *Content Expectations:* Ask the students what they expect the article to say before they read it. (*Note:* It is useful to write these statements on the chalkboard so that they can be re-examined later.)

4) *Point of View:* Ask the students how they think the writer feels about the subject. What view do they expect that he or she will present? Why?

*Caution:* It is quite natural for people to feel hesitant about hazarding these guesses at first. Care has to be taken to establish an environment of freedom where there is no penalty for being "wrong."

*Type B—Word Connotation and Tone*

In order to develop an awareness of word connotation and word tone, it can be both useful and challenging to focus on activities of another type. We usually introduce these activities with a word-phrase association. We choose a very general, comprehensive word or phrase related to the reading, write it on the chalkboard, and then ask the students to freely associate any words that come to mind until there are perhaps 30 to 40 words and phrases on the board. Some of the activities available at this point are:

1) *Categorizing:* Have the students make up a few general categories into which these words can be classified.

2) *Word Selection:* Have the students (a) decide which words have negative connotations and which ones positive; (b) choose three words they would like to delete; (c) choose the three words they think are most closely related to the subject. Ask them to explain the reasons for their choices.

Because these activities often generate lively discussion and disagreement, it can be useful to have the students work together in small groups.

There are many more ways to extend these introductory activities to suit the needs of a specific class. Above all, we urge you to vary your approach from time to time to heighten student interest and involvement.

*Reading-Skills Development—Suggested Procedures*

The reading class should be one in which students will develop useful reading skills. As in the development of any other skill, guided practice over an extended period of time is essential. In the beginning, many students will have difficulty in finishing the articles in the time you suggest, and they will need

encouragement and reassurance from you. (*Note:* In this text—unlike the previous edition—we have not recommended specific reading times. We have given reading speeds in words per minute after every reading. You can choose the most appropriate time limit for your class. We found too much variation between classes to recommend specific times.)

The students must learn to stop reading word by word and, instead, read to grasp the general ideas of the article. This can be achieved by careful and consistent use of the rapid reading and comprehension exercises. The transition from specific words to general ideas takes time, and the students need a great deal of encouragement to make this adjustment. They should try to guess the probable meanings of unfamiliar words from their contexts rather than look these words up in the dictionary. (We recommend that dictionaries not be used at all in the classroom.)

The Comprehension Check is separate from the skills exercises. It reflects the major ideas of the article in order to help the students learn to focus on important information. When they read the article a second time, they will be aware, through the Check statements, of what information is important, and they should be encouraged to read with these statements in mind. The Check statements appear in the same order as the presentation of relevant information in the article to aid in recall of that information and to develop a sense of the article's organization.

The second edition of *Developing Reading Skills: Advanced* has been designed for self-instruction as well as for class instruction. (It is possible to purchase an answer key from Newbury House Publishers.) When the text is used for self-instruction, the student will achieve the best results by following the recommended reading procedures.

The rapid reading must be carefully controlled to be effective. We recommend the following steps and suggest that the entire first lesson be done carefully in class to make sure everyone understands the procedure:

- 1) The students should write the numbers 1 through 10 on both sides of a piece of paper, marking one side "Test 1" and the other side "Test 2."
- 2) The teacher then announces the amount of time for the first reading of the article. (*Note:* the time should be limited enough to provide challenge.) Students begin reading.
- 3) While the students are reading, they should be told at intervals how many minutes they have left and which paragraph they should be starting (for example, "Four minutes, paragraph seven"). If a timer clock is used, they can pace themselves.
- 4) When the teacher announces that time is up, the students *must* stop reading whether or not they have finished the article. (In the beginning, many students *may not* finish the article on the first reading.
- 5) Students should turn to the Comprehension Check at the end of the chapter, read the statements, and answer true (T) or false (F) on their papers under Test 1. The students should base their answers *only* on information contained in the article.

- 6) When they have completed the Comprehension Check, students should turn their papers over so that they cannot see Test 1 answers.
- 7) The teacher should ask the students to reread the article, *starting from the beginning* and skimming quickly over previously read portions.
- 8) The teacher should announce the time for the second reading. The second reading time should be shorter than the first to encourage scanning for specific information.
- 9) Repeat Step 3.
- 10) Repeat Step 5, marking answers under Test 2. Students should not look at their first answers (Test 1) or at the article. (Answers on Test 2 may differ from those on Test 1.)
- 11) When the reading is particularly long or difficult, a third reading may be necessary. If so, the same procedures should be repeated. Students can fold their test papers to make a fresh surface for Test 3 answers.
- 12) After the last Comprehension Check, students can work together in small groups to check their answers. Answers should be documented by reference to specific page and paragraph numbers in the article. The emphasis should be on *supporting* the answers. The teacher should encourage well-reasoned interpretations even if they disagree with the given answers.

The Comprehension Check should NEVER be used as a graded quiz. It is the student's personal record of progress and comprehension.

In order to teach another useful reading skill—initial surveying before a second, careful reading—we recommend that Steps 2 and 8 occasionally be reversed. When this is done, the reasons for change in procedure should first be explained to the students to avoid confusion and frustration.

In the beginning, students may show little improvement from Test 1 to Test 2 and, in some cases, scores may even drop. It is particularly important to remind students that it takes time and practice to develop reading skills—just as it does to develop any other skill. They should be encouraged to read the article again outside class for additional practice. With practice over a period of time, scores and comprehension should improve noticeably.

When the article is discussed in class, attention should generally be directed to sentence and paragraph content rather than to individual words. If a key word is unfamiliar, the students should be encouraged to guess the meaning from the context, and they should also be encouraged to see that words can have different meanings in different contexts.

Depending upon the students' needs and ability, there are several ways to review the article orally:

- 1) The teacher can ask questions about the content.
- 2) Students can ask each other questions about the content of specific paragraphs.
- 3) Individual students can explain the meaning of a paragraph in their own words.

3. According to paragraph 2, the first listed item ("Nearly 80 percent . . .") states that a \_\_\_\_\_ of people will live in less developed countries by the year 2000.

- a. larger percentage
- b. smaller percentage
- c. similar percentage

4. Please read the section beginning with "The bulging centers . . ." in paragraph 2. The second sentence explains:

- a. why young people are better educated.
- b. why social unrest is likely to occur.
- c. why there are more young residents.

5. In paragraph 3, although he doesn't directly say it, Mr. Salas would probably agree that:

- a. there is no solution to the urban problems.
- b. governments should encourage people to live in the urban centers.
- c. people should be encouraged to live in rural areas.

Please explain your answer.

6. In paragraph 4 ("By the end of the decade, the number will escalate to 60 . . ."), 60 refers to:

- a. people.
- b. cities.
- c. estimated total.

7. Paragraph 5 implies, but does not directly state, that in North America and Europe:

- a. growth is slowing down in large cities.
- b. large cities are growing rapidly.
- c. urban clusters are disappearing.

Please explain your answer.

8. According to paragraph 5, what will happen to Chicago by the year 2000?

- a. Chicago will be the biggest city in the United States.
- b. Chicago will no longer be an urban area.
- c. Chicago will no longer be among the largest 25 cities in the world.

9. The subject of paragraph 6 is:

- a. the birthrate in the year 2000.
- b. individual women.
- c. the rate of population growth.

10. This article:

- a. explains the difficulties that are caused by the exploding population.
- b. suggests some solutions to the problems caused by the exploding population.
- c. both (a) and (b)



The new exercise types include:

- *Cloze*: In order to build an awareness of syntactic and semantic cues in language (specifically in print), the student is asked to fill in blanks in a passage from multiple choice selections. The appropriate filler will satisfy the semantic and syntactic constraints of the passage. Where more than one filler is possible, students will learn to consider register in making their choice.
- *Antonyms*: Vocabulary is extended through a study of word contrasts in meaningful context.
- *Punctuation*: To highlight common punctuation patterns and options, students are asked to restore capital letters, commas, and periods to a paragraph.
- *Graph Reading* and *Map Reading*: These exercises focus on the skills needed for reading various types of graphs and maps.
- *Dictionary Skills*: These reviews of dictionary skills will reinforce for students the many uses of their dictionary and the need to examine word meanings with care.
- *Sentence Paraphrase*: Students explore various ways of conveying the same ideas.

### *Review Examinations*

A short review examination appears after every four chapters.

### *Using the Reading Text to Reinforce Other Language Development Activities*

In many English as a Foreign Language and English as a Second Language programs, reading is taught in combination with other language-development activities. Consequently, teachers often ask us how our texts can be used to reinforce grammar, sentence structure, and composition activities. We believe that intellectual content is an essential component of real language activities no matter what they may be, and our readers provide content that can be effectively used for a variety of purposes.

Let us suppose that the grammar focus in a lesson is the past tense. Most of the readings in this book can be discussed using past tense:

- *What were some of the myths about the American grandmother?*
- *What were some of the differences the author mentioned between American grandmothers of today and the stereotype of grandmothers?*

In the discussion-composition topics near the end of each chapter, we have tried to phrase the topics in such a way as to naturally elicit different verb tenses. These topics may give you ideas for how to focus discussions in order to give practice in specific grammar elements.

If the aim of the lesson is to give practice in pronunciation and intonation, sentences from the reading (or perhaps the comprehension check) can be used. This can lend meaning to the practice.

The readings can be used very easily to teach sentence patterns—and to prove that the various sentence patterns of English are actually used! All the readings provide repeated examples of the sentence patterns.

We have always believed that the reading should be taught together with composition and that the best results come from developing these skills together: good readers are good writers are good readers. . . . We have tried to provide interesting, fully developed composition topics in order to guide students in their compositions. These composition topics have proved particularly effective when the students have been given ample opportunity to discuss them before they begin writing.

## 原 书 引 言

本书是《发展阅读技巧·高级本》的第二版，对在过去9年中得到广泛使用的初版本进行了细致的重新改制，内容是全新修订了的。《发展阅读技巧·高级本》第二版是为那些因学术、个人或职业需要而想加强自己阅读技巧的成年人编写的。这些材料都经英语为本国语者以及英语为非本国语者试用过，结果是成功的。

本书是同一对编者的阅读系列中的一部分，其难度与《扩充阅读技巧·高级本》相当，因此它可用作后者的(a)前编或(b)替代物。《发展阅读技巧·高级本》第二版以及《扩充阅读技巧·高级本》可以衔接同一对编者所编的中级课本：《发展阅读技巧·中级本》以及《扩充阅读技巧·中级本》。

这一阅读系列的所有内容都强调有指导的阅读实践与提高阅读速度。这些阅读材料都选自现代非小说类文学作品、杂志以及报纸上的文章，所涉面极广，目的是让读者去接触各种不同类型阅读材料的内容要求。它们是按难度循序渐进的，而练习则是根据前面所学各章已介绍过的词汇与结构而编排的。因此，我们建议，如可能，最好依所安排的顺序逐章教学。在编选本书内容时，我们请教了有关人士：ESL（英语作为第二语言的）学生和ESL教师。他们的意见帮助我们研究选定这些新的阅读材料，它们对广大学生来讲是既要求动动脑筋但又是合宜适当的。

### 导入阅读的建议

使学生做好阅读准备——即激发读者对设想与期望的认识——是阅读过程中必不可少的一环。在导入阅读方面花时越多，成果也就越好。根据课文的目的以及学生的需求，有多种准备阅读的方式。一般，我们建议两种基本类型的活动：A（内容预告）以及B（词的含义与语调）。

#### A型——内容预告

1) 在你阅读前：这一新的阅读前练习提出几个与文章主题有关的问题。通过回答这些问题，学生们将形成阅读此文的框架。

2) 插图与标题线索: 仅用插图材料(照片、地图、图表)与标题, 让学生讨论(a) 他们认为主题是什么; (b) 图片告诉他们有关主题的什么; (c) 他们对此主题感觉如何, 要留意详尽地检查他们对此主题以往的经验 and 知识。

3) 内容预期: 在学生还未读之前, 询问学生期望文章谈什么。(注意: 把这些表述写在黑板上是个好办法, 这样他们在读后可回过来核查。)

4) 观点: 问问学生, 他们认为作者对主题的态度如何, 他们希望作者(他或她)会持何种观点? 为什么?

注意: 人们起初进行这类猜测时显得犹豫不决是很自然的。要细心创造一种无拘束的气氛, “错了”也不致受罚。

### B 型——词的含义与语调

为了养成认识词的含义和词的语调的能力, 把注意力集中在另一类型的活动上可能是有效而又具挑战性的。我们通常是用词-短语结合来导入这些活动的。我们选择一个与读物有关的极其一般和含义广泛的词或短语, 把它写在黑板上, 然后要求学生无拘束地把他所能想到的任何词与之联结, 直到黑板上约有30~40个词和短语。此处适用的某些活动是:

1) 分门别类: 让学生列出几个总类目, 使这些词能有所归属。

2) 词的选择: 让学生(a) 判断哪些词具有否定含义, 哪些词具有肯定含义; (b) 挑出三个他们想要删去的词; (c) 挑出三个他们认为是与主题关系最密切的词。要求他们说明选择的原因。

这些活动常常会引起热烈的讨论和争论, 因此最好让学生分小组进行。

为适应特殊教学课的需要, 还有更多可以扩充这些导入活动的方式。最主要的, 我们主张你不时变换方式方法, 以提高学生的兴趣和参与积极性。

### 阅读技巧的培养——供采用的步骤

阅读课应是学生得以培养有效阅读技巧的课。正如所有其他技巧的培养一样, 在相当长的一段时间内, 有指导的实践是必不可少的。在开始, 许多学生将难以在你建议的时间内读完文章, 他们需要你的鼓励, 需要你再三帮助建立信心。(注意: 在本书——与前一版不一样——我们不再建议特定的阅读时间。我们在每篇阅读课文后附上每分钟单词数的阅读速度。你可以选择最适合你的班级的时间限定。我们发现, 在各个班级之间, 可建议的特定时间差异甚大。)

学生必须学会避免逐词阅读, 而要学会通过阅读来抓住文章的主要意思。而要做到这一点, 就得用心地、不断地应用快速阅读和理解练习。从一个个特定的词过渡到主要的意思是很费时的, 学生们需要大量的鼓励才能完成这一调整。他们应该尽力从上下文中来猜测生词的可能含义, 而不是去查阅词典。(我们建议, 课堂里完全不用词典。)

“理解测定”这一栏是与技巧练习分列的。这一栏反映了文章的主要意思, 以帮助学生会专注于重要信息。他们第二次阅读时, 通过这些“测定”表述, 就会明白那些信息是重点, 应该鼓励学生记住这些表述去阅读。这些“测定”表述排列的次序与文章中有关信息出现的顺序是相同的, 这样会有助于回忆起有关信息并有助于形成文章结构的概念。

《发展阅读技巧·高级本》第二版的编排设计既适用课堂训练也适用于自学(可

从纽伯雷屋出版社购到练习答案)。如果是用于自学,只要遵循所建议的阅读步骤,学员将可获得最好的效果。

快速阅读必须谨慎控制才能奏效。我们提供下列步骤并建议整个第一课在课堂里周密地进行以保证每一个人都明白这一步骤:

- 1) 学生必须在一张纸的正反两面都编上1到10的号码,正面写上“测试1”,反面写上“测试2”。
- 2) 接着,教师宣布第一次阅读的时间(注意:时间应略加限制,使稍有难度)。学生开始阅读。
- 3) 在学生阅读时,隔一会就应告诉他们一下,还剩下多少分钟,他们应开始读第几段了(例如:“4分钟,第7段”)。如果用了定时器,学生就能自行掌握。
- 4) 当教师宣布时间到,学生必须停止阅读,不论是否读完文章。(在开始阶段,许多学生在第一次阅读时可能读不完文章。)
- 5) 学生应翻到本章末尾的“理解测定”栏,阅读各条表述,并在他们的纸张标有“测试1”这一面写上正(T)或误(F)答案,学生只能依据文章所含的信息来作出答案。
- 6) 当他们做完“理解测定”后,应把纸张翻面,这样他们便无法看到“测试1”的答案了。
- 7) 教师应要求学生重读文章,从头开始,先前已读过的部分则快速浏览。
- 8) 教师应宣布第二次阅读的时间。第二次阅读时间应比第一次短,以促使察读特定的信息。
- 9) 重复步骤3。
- 10) 重复步骤5,在“测试2”这一面标上答案。学生不应翻看第一次答案(“测试1”)或文章。(“测试2”的答案可能与“测试1”的不同。)
- 11) 如果阅读材料长或难,第三次阅读可能是必要的。这样的话,同样的步骤应该重复。学生可以把测试纸折叠起来,腾出一个空白面供填写“测试3”答案。
- 12) 在做完最后一次“理解测定”后,学生可分成小组检查答案。应给答案找到证据,为此,可指明有关的页数和文章的段数。要突出强调的部分应是支持答案的。老师应鼓励理由充分的说明,即使与公布的答案有分歧。

“理解测定”切勿用作评分测试。它仅仅是学生的进步和理解方面的个人记录。

为了传授另一种有用的阅读技巧——第二遍细致阅读之前的初步概览——我们建议偶而不妨将步骤2与步骤8颠倒一下。这样做时,应先向学生讲清顺序改变的原因,以免造成混乱和失败。

在开始阶段,学生们从“测试1”到“测试2”可能显不出什么改善,间或分数还可能下降。这时特别要紧的是提醒学生:要提高阅读技巧,就象提高任何其他技巧一样,需要时间和实践。应鼓励学生在课外作为实践再次阅读文章。经过一段时期实践后,分数和理解能力都应有明显改善。

在课堂讨论文章时,注意力一般应放在句子和段落内容上,而不是单个词语上。如果有个关键词是生词,应鼓励学生从上下文来猜测其含义,同时也应鼓励他们看到,在不同的上下文词可能有不同的含义。

根据学生的需要和能力,口头复习文章的方式可分几种:

- 1) 教师可就文章内容向学生提问。
- 2) 学生可就各段落的内容互相提问。
- 3) 个别学生可用自己的话解释段落意思。
- 4) 学生可以口头对文章作总结,当作课堂练习。
- 5) 学生可将有关文章带来并介绍这些文章。

### 阅读技巧的培养——练习

《发展阅读技巧·高级本》第二版的练习,与前一版的一样,集中于阅读技巧培养的三个方面:1) 词汇能力培养;2) 结构分析;3) 关系与推理分析。在这一版中我们增添了一些新的练习类型并修订了部分其他练习。

• 意思分析(练习A)和词与短语释义(练习B)培养学生理解内在含义的能力以及发掘“字里行间”含蓄处的能力。在这些练习里,包含了许多在英语国家学校里通用的问题型式。

• 意思与关系分析:这一练习将帮助学生培养起区别主要和附属意思的能力、探测言外之意的能力、阐明论据的能力、做出文章要点结论的能力。这样,学生就能培养积极、批判阅读的技巧。

• 词与短语释义:重要的(和有难度的)句子、习语和概念被单独标出以供意思分析。这将导致对文章的更好理解。

• 阅读重述:这一练习提供机会以使学生在一小段结构清楚的文字中实际使用部分新学的词汇。在阅读这段文字数遍之后,学生可以努力复述此段内容(口头或书面)。这一练习也可变换一下方式:把这段文字给学生读上几遍,然后要求学生根据自己所听理解重述此段内容。

• 同义词:通过在环绕阅读主题的上下文中意义相同词的学习以扩充词汇量。

• 词的形式:通过对同族词的学习以发展词汇量。每个练习都配有一个形式表。

• 分词:检验作为形容词的分词的用法,以提供另一种理解工具。

• 限定词与介词:使用的是文章的内容,目的是集中练习特殊的语言难点方面。

• 句子结构:此练习使学生注意英文造句的多样化的可能性。练习要求学生使用所给的一组词按原排列顺序造出一个有意义的句子来。应鼓励学生在自己的句子中进行多样化尝试。

新的练习型式包括:

• 完形:要求学生从所提供的多种选择词中挑出可用的词填入段落的空白内,以培养对语言(尤指发表的文章)中句法与语义方面线索的理解力。合适的填入词将符合段落的语义及句法的规定要求。如果可填的词可能不止一个,学生在做选择时将学会考虑精确配准的问题。

• 反义词:通过在意思明白的上下文中词的对比学习来扩充词汇量。

• 标点符号:要求学生给一段文字恢复大写字母、逗号和句号,使集中注意通用的标点符号格式和选择。

• 表格识读和地图识读:这些练习专注于识读各式各样图表和地图所必需的技巧。

• 查阅词典技巧:这些查阅词典技巧的复习将为学生增添词典的许多用处并强化细心查核词义的必要性。

- 句子释义：学生可探索表达同一思想的不同手段。

### 复习测验

每隔4章后配一简短的复习测验。

### 用阅读课文来加强另一些语言发展活动

在许多英语作为外国语以及英语作为第二语言的大纲中，阅读是和其他语言发展活动结合在一起教的。因此，教师们常常询问我们，应如何使用我们的课文以加强语法、句子结构和作文等活动。我们相信，需动脑筋的内容是真正语言活动的必不可少的组成部分，不论这些活动可能是什么，而我们这些读物正提供了可有效地供各种目的使用的内容。

我们假定某一课的语法重点是过去时。本书的大部分阅读材料都可用过去时来讨论：

- What were some of the myths about the American grandmother?
- What were some of the differences the author mentioned between American grandmothers of today and the stereotype of grandmothers?

在每章近结尾处都有供讨论和作文用的题目，在这些题目中，我们在描述时力图做到能自然引出各种动词时态。这些题目可能供给你启发：如何调节好讨论以做到在专门语法项目方面进行实践。

如果这一课的目的是进行发音和语调实践，可以利用阅读材料（或者“理解测定”）的句子。这样能给实践添加意义。

阅读材料能很容易用以讲授句型——并用以证明，英语中的各类句型确实是在使用着！所有的阅读材料提供了句型的反复出现的例子。

我们一直相信，阅读应与作文一起教学，只有同时培养这些技巧才能取得最佳效果：读得好才能写得好，写得好才能读得好……。我们力图提供有趣的、不拘一格的作文题目以指导学生写作。学生在开始写作前如能获得充分机会展开讨论，这些作文题目将被证实是特别有效的。

### New Words and Phrases

comparable ['kɒmpərəbl] *a.* 可比较的 (with); 类似的  
predecessor ['pri:disəsə] *n.* 前辈; 前任者; (被取代的) 原有事物  
precede [pri:'si:d] *v.* 先于..., 位于...之前, 比...优先  
nonfiction [nɒn'fɪkʃən] *n.* 非小说类文学作品 (如传记、随笔等)

relevant ['relɪvənt] *a.* 有关的; 恰当的; 相应的  
preconception ['pri:kən'sepʃən] *n.* 预想  
expectation [ekspek'teɪʃən] *n.* 预期, 期望  
prediction [pri'dɪkʃən] *n.* 预言, 预告  
connotation [kɒnəu'teɪʃən] *n.* 含蓄; (词等的) 涵义

hesitant [ˈhezɪtənt] *a.* 踌躇的; 犹豫的

hazard [ˈhæzəd] *v.* 使遭危险; 冒险作出 ~ a guess 作无把握的猜测, 妄猜一下

penalty [ˈpenlti] *n.* 处罚

categorize [ˈkætɪgəraɪz] *v.* 把...分门别类, 把...分类

category [ˈkætɪgəri] *n.* 种类, 部属; 类目

delete [diˈli:t] *v.* 删去

involvement [ɪnˈvɒlvmənt] *n.* 牵连, 卷入

procedure [prəˈsi:dʒə] *n.* 过程; 步骤; 程序

extended [ɪksˈtendɪd] *a.* 扩大的; 延长的

transition [trænˈsɪʒən] *n.* 过渡; 转变, 变迁

adjustment [ədʒʌstmənt] *n.* 调整, 调节; 校正

skim [skim] *v.* 略读、快读; (over) 浏览

reference [ˈrefrəns] *n.* 提及; 查询, 了解; 参考

initial [ɪˈniʃəl] *a.* 最初的, 开始的

surveying [səˈveɪɪŋ] *n.* 环视, 概观; 测量

frustration [frʌsˈtreɪʃən] *n.* 挫败; 挫折

inferential [ɪnfəˈrenʃəl] *a.* 推论的, 推理的

detect [diˈtekt] *v.* 发觉, 发现; 探测

aural [ˈɔ:rəl] *a.* 耳的

topic [ˈtɒpɪk] *n.* 题目, 主题

accompany [əˈkʌmpəni] *v.* 伴随

cloze [kləʊz] *a.* 补漏测验法的

syntactic [sɪnˈtæktɪk] *a.* 句法的

semantic [siˈmæntɪk] *a.* 语义的

cue [kju:] *n.* 提示, 暗示

constraint [kənˈstreɪnt] *n.* 强制  
option [ˈɒpʃən] *n.* 选择; 供选择的事物

paraphrase [ˈpærəfreɪs] *n.* 释义, 意译

stereotypy [ˈstiəriətaɪp] *n.* 陈规

elicit [ɪˈlɪsɪt] *v.* 得出, 引出 (真理等)

ample [ˈæmpl] *a.* 广大的; 丰富的, 充足的

# TABLE OF CONTENTS      目      录

Introduction / 1

原书引言

1. Two Billion More People by Century End / 1  
到本世纪末将再添20亿人口

2. Islamic Customs Limit Kuwaiti Women / 21  
伊斯兰习俗限制科威特妇女

3. How to cope with Insomnia / 41  
如何处理失眠

4. Conversations with a Gorilla / 59  
与大猩猩交谈

Review Examination I / 74

复习测试 I

5. How to Find a Job / 81  
如何求职

6. Made in Japan: A Day in the Life of a Typical Japanese  
Worker / 103

日本制造——一个典型日本工人生活中的一天

7. How to Read Body Language / 129  
如何识读形体语言

8. To Trust, Perchance to Buy / 153  
信任, 就可能购买

Review Examination II / 170

复习测试 II

9. Indo-European Languages / 177  
印欧语系语言



10. From the Other Side of the Generation Gap / 199

代沟的另一方面

11. Protein: Can You Get By Without Meat? / 217

蛋白质——不吃肉你能凑合着过吗?

12. The Healing Power of Belief / 239

信念有助恢复健康

Review Examination III / 259

复习测试III

Answers / 268

答案

Credits / 281

课文作者及出处