



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 3
Teacher's Book

总主编 / 刘学明

本册主编 / 吴丁娥

English
Reading
Skills
And
Practice



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



普通高等教育“十一五”国家级规划教材

英语 (II) 教师用书

主编：吴丁娥 (吴甲娥) 湖南师范大学出版
2007年
(湖南师范大学英语专业英语系列教材)

English Reading Skills And Practice 英语阅读技巧与实践

计时阅读

BOOK 3 Teacher's Book

总主编 / 刘学明

本册主编 / 吴丁娥



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

图书在版编目 (CIP) 数据

英语阅读技巧与实践. 3, 计时阅读 (教师用书) / 吴丁娥主编. —长沙: 湖南师范大学出版社, 2007. 7

(高等院校英语专业阅读课系列教材)

ISBN 978 - 7 - 81081 - 758 - 5

I. 英... II. 吴... III. 英语—阅读教学—高等学校—教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字 (2007) 第 084779 号

英语阅读技巧与实践·计时阅读·Book 3 (Teacher's Book)

◇总主编: 刘学明 本册主编: 吴丁娥

◇策划组稿: 李 阳

◇责任编辑: 李 阳

◇责任校对: 李永芳

◇出版发行: 湖南师范大学出版社

地址/长沙市岳麓山 邮编/410081

电话/0731. 8853867 8872751 传真/0731. 8872636

网址/http: //press. hunnu. edu. cn

◇经销: 湖南省新华书店

◇印刷: 长沙化勘印刷有限公司

◇开本: 730 × 960 1/16

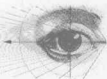
◇印张: 20

◇字数: 420 千字

◇版次: 2008 年 2 月第 1 版 2009 年 1 月第 2 次印刷

◇书号: ISBN 978 - 7 - 81081 - 758 - 5

◇定价: 30.00 元



致教师

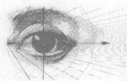
《英语阅读技巧与实践》自出版以来一直得到各主管部门的好评及广大师生的厚爱。1995年获湖南省教学成果三等奖。1996年获湖南省优秀教材二等奖。1996年被湖南省教委确定为湖南省高等教育“九五”重点教材。1997年进行第一次修订。2000年进行第二次修订。2001年,“英语阅读课教材、教学方法及测试改革(含教材)”获国家级教学成果二等奖和省级教学成果一等奖。2004年进行第三次修订。2005年获中国大学出版社协会优秀教材一等奖。2006年被教育部确定为普通高等教育“十一五”国家级规划教材。

►►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,它总体上分为两大板块:

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。

第二大板块为练习的答案、注释及词汇表。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,最后就是讲解课文中的重点和难点。词汇表为教师的备课提供方便。



►►本册教学使用说明

本册的重点仍然是运用第一册学到的基本阅读技巧,千方百计扩大词汇量,提高阅读速度和理解率。每篇文章后都注明有单词数,以便教师按《高等学校英语专业英语教学大纲》规定的阅读速度组织教学(《高等学校英语专业英语教学大纲》规定的阅读速度是:二级要求一般阅读速度为每分钟 70~120 个单词;四级要求一般阅读速度为每分钟 120~180 个单词,理解准确率不低于 20%,快速阅读为每分钟 200 个单词。教学大纲没有规定三级的阅读速度。按常规,三级的阅读速度应快于二级,慢于四级。)。首先教师要求学生在规定的时间内读完课文并做完第一大练习题(理解题),然后检查答案。课后还有很多其他练习题,除了快速阅读以外,教师要特别注重 Cloze test,因为它是对学生语言综合能力的检测。在做这道题时,教师不能只对答案,而应教给学生如下技巧:上下文线索、习惯搭配、语法知识及常识。利用这四条,一般能做对 70%~80%。

编者

2008 年 2 月于湖南师范大学



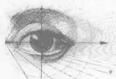
序

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話，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，不会作诗也会吟”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



长而使學生产生厌烦情绪,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。

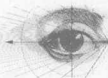
全套书总主编为刘学明教授。第1册和第2册由刘学明教授主编;第3册和第6册由吴丁娥教授主编;第4册和第5册由刘金玲教授主编;第7册由蒋洪新教授和郑燕虹副教授主编。

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。

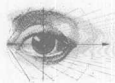
编者

2008年2月于湖南师范大学

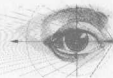


CONTENTS

PASSAGE 1	Your Job May Be Next!	1
PASSAGE 2	Hitch-hikers	7
PASSAGE 3	Coping with Crisis	13
PASSAGE 4	Get Ready for a Digitalized Future	19
PASSAGE 5	Leave to Enter	25
PASSAGE 6	The Ozone	30
PASSAGE 7	Back to Nature	36
PASSAGE 8	First Lady of the Seeing Eye	40
PASSAGE 9	Robots	46
PASSAGE 10	The Heart	51
PASSAGE 11	Counterfeiters Cash in on Reject Chips	57
PASSAGE 12	Rice Harvesting with Uncle Lansana	63
PASSAGE 13	Socrates	69
PASSAGE 14	Salt	75
PASSAGE 15	Pioneers in Space	81
PASSAGE 16	Aging in the Western Tradition; Cultural Origins of the Modern Life Course	87
PASSAGE 17	Planned Cities	94
PASSAGE 18	Louis Armstrong—a Jazz Immortal	100
PASSAGE 19	Tokyo Goes Underground	106
PASSAGE 20	The Disney World	111
PASSAGE 21	The Midnight Visitor	118



PASSAGE 22	The Plant Wizard	124
PASSAGE 23	Roof Work	130
PASSAGE 24	Benjamin Franklin	136
PASSAGE 25	Ants Are Smarter Than We Think	143
PASSAGE 26	Taming the Elephant	149
PASSAGE 27	Pockety Women Unite?	155
PASSAGE 28	Chinese Americans	160
PASSAGE 29	Some Benefits of Large Families in India ...	167
PASSAGE 30	Man and Insects	173
PASSAGE 31	Two Major Political Parties in America	179
PASSAGE 32	Discovery by Accident	185
PASSAGE 33	When Marriage Is a Crime	191
PASSAGE 34	Characteristic Features of English	198
PASSAGE 35	Imports and Exports	204
PASSAGE 36	International Transfer of Money	211
PASSAGE 37	The Haunted Spacesuit	218
PASSAGE 38	A Killer Is Born	226
PASSAGE 39	Clone Technology	235
PASSAGE 40	Microbes, Infection and Disease	240
APPENDIX	Keys, Notes and Vocabulary	246



PASSAGE 1

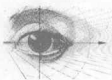
Your Job May Be Next!

Text

[1] The mood in the conference room was light and festive. It was just two weeks before Christmas 2002 and many of the 300 or so Dell[®] employees were getting set for the holidays and year-end vacation time as they gathered at Dell's campus in Austin, Texas, for a "town hall" meeting. They were ill prepared for the message that senior vice president Jeff Clarke was about to deliver^②. Meetings of this sort were usually big on awards, recognition, and introductions of new products and project teams. And despite the market drubbing of tech stocks in general, Dell had posted another banner year in sales balance, Mr Clarke noted. Then came the bad news. The company was announcing new personnel "attrition goals" of 10 percent per year, about double the normal attrition rate^③. These positions would not be filled in the United States, Clarke explained. They would be filled by new hires in India, China, and other countries where Dell is shifting business.

[2] Audible gasps came from the employee audience, a hi-tech assemblage of Dell software engineers, electrical engineers, test engineers, group managers, and administrative talents. A Dell employee who attended the meeting told *The New American*[®]: "A definite pall came over the crowd. It did not make for a happy Christmas."

[3] Although Clarke's announcement came as a shock, there had been hints of



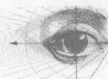
an impending axe-fall^⑤. In 2000, Dell had announced the launching of its China Design Centre in the People's Republic of China (PRC). A steady trickle of Chinese engineers, project planners, and managers had been brought to Dell's Austin campus for training, and some US Dell employees had made the trek to China for four-to-six-month stints to train Chinese personnel there. Around the Dell headquarters in Austin, employees had begun wryly referring to the "Chinese invasion" as "training our replacements." Few expected that the replacing would start so soon.

[4] Dell's new China Design Centre in Shanghai joins similar research and design centres in China, Russia and India built by Microsoft, Motorola, Boeing, General Electric[®], and other corporate titans. The hi-tech centres are a distinctly new development, in contrast to the huge number of foreign manufacturing plants—especially in Mexico and China built by US companies over the past couple of decades. These early rounds of "globalization" cost millions of US jobs, but various experts assured us that this should not concern us because these were blue collar "rust belt" jobs^⑦. Old technology, they claimed. Manufacturing is passé and development—these would be the clean, high-paying jobs that would keep America on top^⑧.

[5] But guess what? After years of stripmining America's industrial base, US corporate élitists and their political allies in Washington, DC, Beijing, Mexico, Moscow, and elsewhere are now looking to dispense with upscale white collar jobs as well. College graduates who obtained degrees in computer science and engineering are finding themselves replaced by Third World counterparts willing to work for 20 ~ 50 percent less pay. In corporate globalese this replacement process is euphemistically called "outsourcing"^⑩. Adding insult to injury, many of the replacement foreign workers received tax-subsidized education in US universities.^⑪

[6] According to *Business Week*[®]: In a recent PowerPoint presentation, Microsoft Corp. Senior Vice-President Brian Valentine—the No. 2 executive in the company's Windows unit—urged managers to "pick something to move offshore today." In India, said the briefing, you can get "quality work at 50% to 60% of the cost. That's two heads for the price of one."

[7] *Business Week* offered this forecast: Now, all kinds of knowledge work can be done almost anywhere. "You will see an explosion of work going overseas,"

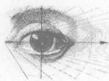


says Forrester Research Inc. analyst John McCarthy. He goes so far as to predict at least 3.3 million white-collar jobs and \$136 billion in wages will shift from the USA to low-cost countries by 2015. (about 660 words)

Exercises

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

- All the following words can be used to describe the mood of the Dell's employees in the conference room at the beginning Except _____.
A. joyful B. gloomy C. gratifying D. light-hearted
- The message delivered by senior vice president _____.
A. brought happiness to everyone in the conference room
B. made all the employees in the conference room very satisfied
C. caused a great cheer among the employees in the conference room
D. was entirely beyond expectation of the employees in the conference room
- The purpose of the "town hall" meetings held at Dell's campus used to include all the following contents but _____.
A. analyze the situation of stock market
B. award prizes to the excellent employees
C. give recognition to those who made great achievements
D. made the introduction of new products and project teams
- Though Dell did quite well in sales, growth, and profits last year, the new "attrition goals" this year has been _____.
A. the same B. doubled C. tripled D. reduced
- The news of 10 percent of attrition rate was a great _____ to all the employees at the meeting.
A. joy B. wonder C. shock D. crash
- With the shift of its business, Dell has launched its _____ in 2000.
A. China Design Centre B. China Training Centre
C. China Personnel Centre D. China Project Centre
- Many Dell's employees considered training Chinese personnel in Austin as "Chinese invasion" because _____.
A. they envy anyone who can do better than them
B. they don't want to be outworked by Chinese employees



- C. they dislike seeing foreign workers at their headquarters
D. they thought Chinese workers have taken their job away
8. Besides Dell, many other American companies have set up the hi-tech centres in China, Russia, and India as a result of _____.
A. modernization B. globalization C. industrialization D. standardization
9. In the USA, many experts believe that manufacturing is _____.
A. uprising B. blooming C. outmoded D. globalized
10. It can be inferred from the passage that many American hi-tech companies shifted their business abroad is because of the _____.
A. low cost of the workforce B. high cost of land at home
C. high quality of the workforce D. lack of the intelligent people at home

II. Guess the meaning of each of the following words.

1. The word “banner”(Para. 1) denotes an idea of _____.
A. leading B. foremost C. outstanding D. symbolizing
2. The word “attrition”(Para. 1) has the meaning of _____.
A. contribution to strength B. reduction in numbers
C. decrease in production D. increase in quality
3. The word “assemblage”(Para. 2) refers to _____.
A. gathering of things B. attendants at the meeting
C. sculptural composition D. arrangement of objects
4. The word “cutting-edge”(Para. 4) can be explained as _____.
A. interdisciplinary B. most advanced
C. quite significant D. especially important
5. The word “dispense with”(Para. 5) means “_____”.
A. give up B. deal out C. distribute D. administer

III. Match the word with its synonym or definition.

- | | |
|------------------------|-----------------------------------|
| 1. pall (Para. 2) | A. fixed periods of work |
| 2. impending (Para. 3) | B. giants |
| 3. stints (Para. 3) | C. persons who believe in élitism |
| 4. titans (Para. 4) | D. imminent |
| 5. élitists (Para. 5) | E. heavy covering of woods |

IV. Cloze test.

Birds use many different materials to 1 nests. Some 2 use bits of grass. The tailor-bird of Africa and India 3 grass to sew leaves together. 4



birds find twigs and pebbles useful.

Building a 5 takes time and effort. But some starlings 6 Australia have had human help. People in Inham, a town 7 northern Queensland, cut rope 8 short lengths. The 9 was frayed and dyed in bright colors. Then the pieces were left for the 10 to find.

The result pleased the people as 11 as the birds. In one week the starlings had 12 a large tree into a blaze of color.

V. Fast reading.

Most people know that water is unevenly distributed over the earth's surface in oceans, rivers and lakes. Few realize, however, how very uneven the distribution actually is. It is important to think of the total amount of water on the planet Earth, the areas where the water occurs, and the longterm importance of the findings.

The oceans of the world cover 140 million square miles of the Earth's surface. The average depth of the ocean basins is about 12 500 feet. If the basins were shallow, seas would spread far onto the continents. Dry land areas would consist mainly of a few major island groups with high mountain ranges rising above the sea.

Considered as a continuous body of fluid, the atmosphere is another kind of ocean. Yet, in view of the total amount of rain and snow on land areas in the course of a year, one of the most amazing water facts is the very small amount of water in the atmosphere at any given time. The volume of the lower seven miles of the atmosphere—the realm of weather events—is roughly four times the volume of the world's oceans. But the atmosphere contains very little water. It is chiefly in the form of invisible vapor, some of which is carried over land by air currents. If all vapor suddenly fell from the air onto the Earth's surface, it would form a layer only about one inch thick. A heavy rainstorm on a given area may use up only a small percentage of the water from the air mass that passes over. How, then, can some land areas receive more than 400 inches of rain per year? How can several inches of rain fall during a single storm in a few minutes or hours? The answer is that rain-yielding air masses are in motion and as the driving air mass moves on, new moist air takes its place.

The basic source of most water vapor is the ocean. Evaporation, vapor transport, and precipitation make up a major arc of the hydrologic cycle—the



continuous movement of water from ocean to atmosphere to land and back to the sea. Rivers return water to the sea along one chord of the arc. In an underground arc of the cycle, flowing bodies of water discharge some water directly into rivers and some directly in to the sea. (400 words)

1. What is the average depth of the ocean basins?
A. 5 500 feet. B. 12 500 feet. C. 23 500 feet. D. 24 000 feet.
2. How high in the atmosphere does the weather occur?
A. Three miles. B. Five miles. C. Six miles. D. Seven miles.
3. The atmosphere is described as a continuous body of _____.
A. gases B. fluid C. particles D. oil
4. The basic source of atmospheric water is _____.
A. rivers B. streams C. lakes D. oceans
5. How much annual rainfall do some areas receive?
A. 60 inches. B. 250 inches. C. 400 inches. D. 500 inches.
6. This article is concerned primarily with the _____.
A. atmosphere B. ecology of oceans
C. water pollution D. water cycle
7. According to the author, most people realize that _____.
A. water is distributed unevenly on the earth
B. precipitation never falls in some parts of the world
C. some lakes are deeper than oceans
D. water is rare
8. We may describe the author's style as _____.
A. factual and informative B. light-hearted and humorous
C. instructive and helpful D. ironical
9. The process of water returning to the atmosphere is called _____.
A. condensation B. evaporation C. precipitation D. running
10. According to the author, a change in the ocean's depth would have an effect on _____.
A. the size and shape of dry land areas
B. our water and food supplies
C. the delicate balance of the water cycle
D. climates