

高等学校英语专业规划教材

# 初级英语阅读

## Basic English Reader

乐眉云 吴煜幽 编著



南京大学出版社

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## **Introduction**

This is a reading skills textbook designed for students of English at junior college, and learners of English at the same level. The purpose of this book is to improve students' skills in reading English as a foreign language, and to help them become efficient EFL readers, who, like educated native speakers, have a flexibility in performing all reading-related tasks, such as reading and understanding newspapers, magazines, business correspondence, official documents, textbooks, research reports, instructions, regulations, advertisements and other materials of practical use.

Like the two sides of the same coin, speed and comprehension are inseparable in efficient reading. An efficient reader not only can read slowly with good comprehension, but also can read fast with needed comprehension when circumstances require. Thus the major objective of this book is not only to enhance students' reading comprehension but also to improve their reading speed, so that they can vary their speed in reading different materials for different purposes.

For comprehension, this book focuses on micro-skills, such as skills for working out the meanings of unfamiliar words, understanding the meanings of sentences, and comprehending and interpreting paragraphs. For speed, this book emphasizes the speed of rapid reading, which includes scanning and skimming.

This book contains 18 units. Each unit has five parts: 1. Rapid Reading; 2. Word Study; 3. Sentence Study; 4. Paragraph Study; and 5. Reading Selection. For Rapid Reading, each unit deals with scanning or skimming a different type of practical material. For comprehension, in each unit, a skill for the study of words, sentences, and paragraphs is introduced, explained and illustrated with examples, and exercises for practicing the skill are designed. Reading Selection in each unit is a longer reading text dealing with various content areas. It is designed for students' application of the skills learned in the unit, and for increasing their interest in reading. Each unit begins with an abstract in Chinese to give students an idea of what the unit is about. Keys to exercises are provided at the end of the book, but students are advised not to read them before doing the exercises.

It is suggested that Rapid Reading be done in class under the control of the instructor, in the form of contest, without students' preview. For example, in scanning, the instructor may put a question to the students and ask them to scan the material to find the answer. Those who scan fast and find the answer first should be encouraged.

We hope that this book will also be useful for learners who learn English without an instructor.

**Yue Meiyun**

**Wu Yuyou**

Nanjing

July, 2008

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# Unit 1

**快速阅读:**一种常用的快速阅读技能是查阅(scanning)。本单元介绍什么是查阅,如何查阅,及如何查阅火车时间表。

**词汇学习:**利用上下文提供的线索(context clues)是一种常用的推测生词词义的技能。本单元介绍如何利用上下文提供的线索推测生词词义。

**句子学习:**理解句子的一种基本技能是找出指代关系(reference)。第一种表达指代关系的词是人称代词(personals)。本单元介绍如何找出人称代词表达的指代关系。

**段落学习:**理解段落的首要技能是找出段落的主题(topic)。本单元介绍如何找出段落的主题。

**篇章选读:**本单元通过阅读故事“遗嘱”(The Will)的上部应用所学的阅读技能。

## Rapid Reading

### Scanning: Introduction

Scanning is a reading skill used to locate a single fact or a specific bit of information without reading the whole material. Scanning is often done with materials that you know something about, and know what you are looking for. In this kind of rapid reading, your eyes move quickly over the words or figures until you find the particular information you are looking for. Because scanning is directed and purposeful, it should be extremely fast, especially if the material is arranged in numerical or alphabetical order. As you move your eyes over a page or down a column, keep in mind the specific information, especially the clue words, you are looking for. In scanning, it is important to know the organization or arrangement of the material. Once you are familiar with the arrangement of the material, you can proceed immediately to find the section or page which most likely contains the information you are looking for.

### Scanning Train Schedule

In nonprose material such as train schedules there are no complete sentences. You must read words and numbers instead of sentences and paragraphs. In scanning train schedules, you know where you are going, so you should focus your attention on the time when a train leaves or arrives at a place. You should also know the frequently used abbreviations. Here are some of them:

Ar: arrive	Sat: Saturday
ex: except	Sun: Sunday
Lv: leave	Hol: holiday



## Exercise

*Scan the train schedule below to find the answers to the questions which follow :*

Schedule		
Lv Boston	Ar Midway	Ar New York
5:10 AM ex Sun	7:00 AM	10:45 AM
7:10 AM Daily	9:00 AM	12:45 PM
9:10 AM ex Sat & Sun	11:00 AM	2:45 PM
10:00 AM ex Hol	11:45 AM	—
1:15 PM Daily	3:15 PM	5:45 PM
3:40 PM ex Hol	5:40 PM	8:15 PM
5:20 PM Daily	7:20 PM	9:55 PM

1. How many times a week does the 9:10 AM train arrive in New York from Boston?  
\_\_\_\_\_
2. What is the shortest time from Boston to New York by train?  
\_\_\_\_\_
3. You have a luncheon date at Midway on Saturday. What time must you leave Boston in order not to be late?  
\_\_\_\_\_
4. Does every train on the route go through to New York?  
\_\_\_\_\_
5. Can you take the 10:00 AM train to New York on the fourth of July?  
\_\_\_\_\_
6. Which train must you take to arrive in New York on time for a history lecture at 4:00 PM?  
\_\_\_\_\_
7. You want to spend Sunday in New York sightseeing. What is the earliest time you can leave Boston in the morning?  
\_\_\_\_\_
8. You have a meeting in Boston which ends at 4:00 PM. Can you be in New York in time to watch the 7:00 PM news on TV?  
\_\_\_\_\_

## Word Study

### Context Clues: Introduction

There are three possible ways to learn the meaning of an unfamiliar word in reading. One way is to interrupt your reading immediately and look up the word in a dictionary. This is the safest way. It should probably be used, however, only when the other two ways are impossible. The second way is to use what you know about the formation of the word—the stems, the prefixes and suffixes. In this way you can make an intelligent guess at the meaning of a new word. And a useful way is to guess the meaning of a new word by looking carefully at its context, that is, by analyzing its context clues. Words have meaning in relation to other words and the situation in

which they are used. In the sentence “He was *haughty*”, there is no way to guess the meaning of the word *haughty*. It could mean anything like *proud*, *sick* and *happy*. But “His *haughty* manner of continually talking about himself and his accomplishments irritated even his friends” would give you enough information to guess that the word *haughty* must mean something like *proud* or *boastful*, because “continually talking about himself and his accomplishments” provides the context clues for your guess. This is sufficiently precise for the purpose of general reading comprehension.

### Exercise

**Give the meaning of each of the italicized words in the following sentences and write the context clues in the blank :**

- The desk was full of *objects*: books, papers, pens, etc.  
*Objects* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.
- A good teacher uses *simple* language to explain a lesson and the students understand it easily.  
*Simple* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.
- An *enthusiastic* teacher is always ready to help her students.  
*Enthusiastic* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.
- The farmer stored his grain and hay in his *barn*.  
*Barn* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.
- The horses pulled the *sled* quickly along the snow-covered road.  
*Sled* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.
- People’s Daily* is the most important newspaper in China.  
*Daily* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.
- Chinese universities are *enrolling* more and more students. The number of university students is increasing.  
*Enrolling* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.
- Read your composition carefully before handing in and try to *avoid* making careless errors.  
*Avoid* means \_\_\_\_\_  
 The context clues are “\_\_\_\_\_”.

### Sentence Study

### Reference: Personals

Writers often use reference words to substitute for words which they do not want to repeat. It is, therefore, important in reading to know what the reference words refer to. Reference words can refer back to words that have already been used. They can also refer forward to ideas yet to

be stated. They can even refer outwards to some person or object in the environment. Pronouns are the most familiar reference words, but some adjectives and adverbs can also be used as reference words. There are three types of reference words: personals, demonstratives and comparatives. We will discuss personals in this unit. Personals are personal pronouns. Here are some examples:

1. John has *his* friends and Marsha has *hers*.

The personals are *his* and *hers*. *His* refers to John's and *hers* refers to Marsha's.

2. People go to libraries when *they* want to borrow books.

The personal is *they*. It refers to people.

3. Learning a language is easy. Even a child can do *it*.

The personal is *it*. It refers to learning a language.

### Exercise

*In the following sentences, find the personals and write in the blank what each of them refers to.*

1. When scientists study families, they find they have different shapes and sizes.

The personals are \_\_\_\_\_.

The first refers to \_\_\_\_\_.

The second refers to \_\_\_\_\_.

2. No matter whether it is young or old, large or small, traditional or modern, every family has a sense of what a family is.

The personal is \_\_\_\_\_.

It refers to \_\_\_\_\_.

3. China has stood up. She is no longer a victim of foreign oppression and exploitation.

The personal is \_\_\_\_\_.

It refers to \_\_\_\_\_.

4. Perhaps your language learning has been less than successful. Then you might do well to try some of these techniques.

The personals are \_\_\_\_\_.

They refer to \_\_\_\_\_.

5. Most of us know what a family is. However, we can learn more about families from social scientists.

The personals are \_\_\_\_\_.

They refer to \_\_\_\_\_.

6. As the Internet evolves—with its webcams(网络视频), iPods, Instant Messaging, broadband, wi-fi and weblogs—its image as a relationship-wrecker is changing.

The personals are \_\_\_\_\_.

They refer to \_\_\_\_\_.

7. The study of the placebo(安慰剂) opens up new knowledge about the way the human body can heal itself.

The personal is \_\_\_\_\_.

It refers to \_\_\_\_\_.

8. For somebody like myself this is a big surprise.

The personal is \_\_\_\_\_.

It refers to \_\_\_\_\_.

### Paragraph Study      Topic

All the sentences in a paragraph are about one thing, the *topic* of the paragraph. The topic is the subject of the paragraph—usually a phrase of a few words. It tells you about the kind of information in the paragraph. Consider the following example:

The color of a star tells you its temperature. The hottest stars are blue, sometimes reaching a surface temperature of over 60,000 °F. Yellow stars, of which the sun is one, have a surface temperature of about 10,000 °F. The coldest and oldest stars in the universe are red ones, whose surface temperature may be as low as 3,500 °F.

The whole paragraph is about the relationship between the color of a star and its temperature. Therefore, the topic of this paragraph should be “the color of a star and its temperature”.

#### Exercise

*Read the following paragraphs and choose the topic of each paragraph.*

##### Paragraph 1

Computer chips have changed our way of life. With computer chips we can make very small computers. Space scientists use these small computers in satellites and spaceships. Large companies use these small computers for business. We can make very small calculators with computer chips. Some calculators are as small as a credit card, and these calculators are not very expensive. Computer chips are also used for making digital watches. A normal watch has a spring and moving hands, but a digital watch has no moving parts. A digital watch shows the time and the date with numbers, and some digital watches even have an alarm and a stop-watch. The computer chip makes all of this possible.

What is the topic of this paragraph?

- |                     |                            |
|---------------------|----------------------------|
| A. Small computers. | B. Uses of computer chips. |
| C. Digital watches. | D. Uses of computers.      |

##### Paragraph 2

Karl Marx contributed both to the philosophy of his day and to the politics of his time. He did much to reinterpret the works of the German philosopher Hegel. His political writings were thorough studies of socialism and communism. He saw communism as the logical progression in the governments and economic systems of European countries.

What is the topic of this paragraph?

- |                            |                               |
|----------------------------|-------------------------------|
| A. Karl Marx's philosophy. | B. Karl Marx's contributions. |
|----------------------------|-------------------------------|

C. Karl Max's political writings.

D. Karl Marx's studies.

### Paragraph 3

Today most cars use gasoline, but in the future many people may drive electric cars. Electric cars do not pollute the air. Electricity from a battery powers the motor of an electric car. Drivers of electric cars do not fill their cars with gasoline; they connect their cars to an electrical outlet to charge the battery with electricity. The driver of an electric car connects the car to an electrical outlet at night. In the morning, the battery is charged with enough electricity to drive all day. Electric cars are not as fast as gasoline-powered cars, and they cannot travel more than 150 miles (270 kilometers). After 150 miles, the driver must charge the battery again. However, electric cars may be one answer to the problems of pollution and high gasoline prices.

What is the topic of this paragraph?

A. Pollution and expensive gasoline.

B. The batteries of electric cars

C. Gasoline cars.

D. Electric cars.

### Paragraph 4

Weisman's Bookstore sat at the top of Newcastle Drive, the main street running through this quaint Massachusetts town. A red brick facade and a rich oak door with an antique bronze door-knob beckoned even the laziest readers in. Here, one found all books in mint condition, organized neatly in rows along bookshelves that lined the walls from beamed ceilings to parquet floors. Most of the leather-bound books were easily over a hundred years old. Yet they were not tattered, worn books. Their gold-lettered titles seemed to have escaped all the pain of the twentieth century. Even the fairly uninterested passerby had a hard time leaving this haven for the noisy street outside.

What is the topic of this paragraph?

A. Massachusetts.

B. A bookstore.

C. Weisman's Bookstore.

D. Newcastle Drive.

### Reading Selection

#### The Will\* ( I )

by Anne Courtney Blackford

(Adapted)

A boy walked along George Washington Carver Street, singing a sad song. He walked with his head down, carefully placing his dark feet in clear areas between the **cracks** of the sidewalk. Once he looked up and noticed the sign across the street, painted on the side of an old house.

On the sign a **giant** woman with yellow hair and a five-foot smile held out a giant bottle. "Drink Coca-Cola," the sign said. In the evening light the boy could not see the sign very well,

---

\* A person's will states who should receive his money and other property after he dies.

but the woman in the picture seemed to be saying, "Don't you want some nice Coca-Cola?"

"Boy!"

The silence was cut by a sudden cry. He turned around quickly to see who had called.

An old woman was standing at her door. Old Mrs. Jackson. He remembered hearing about her, about how old she was, about how she never left her house.

"You, boy! Come here this minute!"

He looked around. The street was empty. The old woman looked at him so **intensely** that he was afraid to run.

Slowly the boy stepped onto the cold **flat** stones **leading** to the old woman's house.

"Hurry up and come here," she commanded.

When he arrived at her door, she reached out her hand and **wrapped** her dry old fingers around his arm.

"Help me inside, boy."

He helped her pull her bent old body into the house.

"Help me over to my bed. What's your name?"

"Joseph," he said.

"All right, Joseph. Help me down **gently**. There. Now, put my feet on the bed and hand me my blanket. Over there. That's fine now. Sit down in that chair there. No, move the chair so I can see you."

Joseph sat stiffly on the edge of the chair and looked around the room. It was dark in there. The room was **crowded** with broken furniture, old empty bottles, and photographs which had been cut from newspapers. Beside Joseph there was a rough table. On the table he saw a few sheets of paper and the end of an old pencil.

The old woman on the bed tried to sit up, raising herself on her elbow. Water ran from her eyes and mouth. The sight of her made Joseph feel sick.

"I'm dying, Joseph. You can see that, can't you? I want you to write my will for me. There's paper and pencil on the table there."

(to be continued)

### Exercise 1

*Answer the following questions or choose T (True) or F (False) for each of the following statements.*

1. Was Joseph white or black? How do you know?

2. (T/F) Joseph saw the old woman before she called him.

3. (T/F) The old woman was quite rich.

4. (T/F) Joseph knew the old woman well.

5. Why did Joseph go into the old woman's house, instead of running away?

6. What did Joseph know about the old woman?

7. (T/F) Joseph was not interested in the "Drink Coca-Cola" sign.
8. Why did the old woman want to make a will?  
\_\_\_\_\_
9. Describe the room the old woman took Joseph into.  
\_\_\_\_\_
10. How did Joseph feel as he sat in the room with her? What words in the story tell you this?  
\_\_\_\_\_  
\_\_\_\_\_

## Exercise 2

*Fill in each blank with an appropriate word from the boldfaced words in the reading selection, and give the context clues for your choice.*

1. The boy walked carefully, placing his feet in the open spaces between the \_\_\_\_\_ in the sidewalk.  
The context clues are "\_\_\_\_\_".
2. The old woman looked at him so \_\_\_\_\_, staring straight at his eyes, that he was afraid to move.  
The context clues are "\_\_\_\_\_".
3. Yao Ming is 2.26 meters tall; all his fans, both in China and abroad, call him "Little \_\_\_\_\_".  
The context clues are "\_\_\_\_\_".
4. There were no hills in that part of the country; the land was \_\_\_\_\_.  
The context clues are "\_\_\_\_\_".
5. As he did not want to break the dish, he put it down very \_\_\_\_\_.  
The context clues are "\_\_\_\_\_".
6. Knowing he was already late, he began to run down the road \_\_\_\_\_ to the school.  
The context clues are "\_\_\_\_\_".
7. Mary had so many things that they were all \_\_\_\_\_ into her small room.  
The context clues are "\_\_\_\_\_".
8. John tried to walk away, but the robber \_\_\_\_\_ his fingers around his arm.  
The context clues are "\_\_\_\_\_".

## Exercise 3

*In the following sentences taken from the reading selection, find the personals and write in the blank what each of them refers to.*

1. He walked with his head down, carefully placing his dark feet in clear areas between the cracks of the sidewalk.  
The personals are \_\_\_\_\_.  
They refer to \_\_\_\_\_.
2. Don't you want some nice Coca-Cola?  
The personal is \_\_\_\_\_.

It refers to \_\_\_\_\_.

3. He remembered hearing about her, about how old she was, about how she never left her house.

The personals are \_\_\_\_\_.

The first refers to \_\_\_\_\_.

The second to the fifth refer to \_\_\_\_\_.

4. Help me over to my bed.

The personals are \_\_\_\_\_.

They refer to \_\_\_\_\_.

5. No, move the chair so I can see you.

The personals are \_\_\_\_\_.

The first refers to \_\_\_\_\_.

The second refers to \_\_\_\_\_.

6. It was dark in there.

The personal is \_\_\_\_\_.

It refers to \_\_\_\_\_.

7. The old woman on the bed tried to sit up, raising herself on her elbow.

The personals are \_\_\_\_\_.

They refer to \_\_\_\_\_.

8. I want you to write my will for me.

The personals are \_\_\_\_\_.

The first, the third and the fourth refer to \_\_\_\_\_.

The second refers to \_\_\_\_\_.



## Unit 2

**快速阅读:**本单元介绍如何查阅杂志目录(magazine contents)。

**词汇学习:**第一种上下文提供的线索是例子(examples)。本单元介绍如何利用有信号词(signal words)标明的例子推测生词词义。

**句子学习:**第二种表达指代关系的词是指示代词(demonstratives)。本单元介绍如何通过找出指示代词表达的指代关系理解句子。

**段落学习:**一个主题有时包含两个或更多的副主题(subtopics)。本单元介绍如何通过找出副主题理解段落。

**篇章选读:**本单元通过阅读故事“遗嘱”(The Will)的下部应用所学的阅读技能。

### Rapid Reading

### Scanning Magazine Contents

Magazine contents are arranged alphabetically according to different departments. In scanning this kind of nonprose material, first decide which department you are looking for; then, look for the first letter of the department. When you have located the department, read it carefully to get the information you seek.

#### Exercise

*Scan the magazine contents below and answer the questions which follow.*

World affairs .....	27
Business News .....	42
Art .....	45
Sports .....	47
Books .....	50
Movies .....	54
Medicine .....	56
Science .....	58
Other Departments	
Letters .....	3
Editorial .....	5
Newsmakers .....	7
Interview .....	60

1. If you want to know what a critic says about a best seller, you turn to page \_\_\_\_\_.
2. If you want to know who won the World Volleyball Tournament, you turn to page \_\_\_\_\_.
3. Where do you look for news about a famous actress' marriage?