

# 大学生高级实用英语

## ——新型阅读技巧 (下册)

Advanced Practical English for College Students

主编 郝庆华 副主编 李 艺 薛念文



南开大学出版社

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## 前 言

改革开放的深入,社会与经济的发展,已在很大程度上改变了中国人的观念与意识,对未来的建设者们——当今的大学生——自然也提出了新的要求。具体说就是:英语专业的学生要有些其它专业知识,而其它专业的学生在英语方面则不仅要能读懂,而且还要有一定的听、说、写的能力。本书正是为适应这种英语学习的大趋势而编写的。

本书分上、下两册,每册二十个单元,每单元有三篇文章,文章后是练习。文章均选自当代英美报刊、杂志、小说及广告说明材料等。内容上涉及学科较广,可为学生提供多方面的知识。练习设计以快速阅读为基础,准确理解为核心。各个练习互有连带关系,前一个练习为后一个练习作准备,后一个练习又以前一个练习为基础。由于练习中加强了口语与写作的较系统的训练,以满足学生的要求,并为学生日后实际工作与学习打下基础,所以,它使读者适应改革开放的形势,满足一个对外交流蓬勃发展的社会对外语人才的需要。

本书编写过程中,参考了大量国外出版的英语最新书籍,并得到了南开大学出版社及英国和澳大利亚友人的大力支持与帮助,在此特表谢意。

参加本书编写工作的有:内蒙古工学院外语系王淑艳、天津轻工业学院外语教学部李艺、南开大学公共外语部薛念文、南开大学外文系郝庆华(以姓氏笔画为序)。由于时间紧迫,水平有限,书中定有不少缺点错误,敬请读者批评指正。

编者  
1994年7月

## 本书使用说明

本书的重点是要通过一系列技巧练习,使有一定英语基础的学生在理解原文及作者意旨方面有新的认识与提高,同时也逐步培养起听、说、写的习惯与能力,以适应今后的社会需要。为使读者更好地使用此书,现将本书中练习的主要类型及目的介绍如下:

### 1. 预猜

在看到文章标题后,阅读文章之前,让学生对文章思想内容进行一下猜测,(学生猜得正确与否并不重要),目的是:(1)从一开始就引导学生注意文章思想内容,而不是一头扎进词汇堆里。(2)阅读前即对文章有一定猜想,然后在阅读中印证、检查,能增加思想内容的新鲜感,加强学生记忆力。(3)组成小组(3—4人为宜)对文章内容进行预猜讨论,可以增加口语练习机会。(注意:这一项不管是回答问题还是讨论,均要求口头做)。

### 2. 速读

预猜完毕,便让学生速读该篇文章,为后面的讨论或分析做准备。速读中有时会产生误解或错解,原因可能是碰到了生词,但也可能是由于未掌握合理的阅读技巧。生词可以通过查词典自己解决,本书所侧重的是阅读技巧。将如何快速阅读安排在上册第一篇,目的是让学生了解后去实践、练习。

### 3. 抓中心思想

这项练习是在速读中找出文章的主题思想。文章或数百字或上千言,要讲许许多多的内容,但作者所言必有主有次。有时读者主次混淆,不能准确了解作者的意旨,就达不到阅读的目的。这项练习是通过各种不同形式的练习培养学生分清文章内容主次、迅速抓住中心思想的本领。

### 4. 克服生词障碍

阅读中,最常遇到的问题是生词。其实,根据上下文已知内容,多数情况是可以猜出该词的大概意思的。这项练习旨在培养学生进行合理的猜测。此练习本可放在“抓中心思想”之前,但为了避免

课文,加深记忆,为随后的口语讨论等练习作好准备。让学生了解全文组织结构,从文章组织上看作者的意图,也可以克服学生只注意词义,句义而忽略作者在全文中的意旨这种只见树木不见森林的学习方法。本书中组织分析练习主要采用下列三种方法:

### (1)文章组织中次序的分析

为使内容表达清楚,作者有时依事物的发生、发展和结果这样一定顺序和一定过程中的阶段和步骤来写作。如果阅读时能理出这种顺序,看到每个事件之间的逻辑关系,就会对所述内容有更深入的认识,对作者的意图有更深入的了解。一般来讲,作者在表达这种顺序时,常用一些信号性词来提醒读者,如: before, after, first, next, later, finally, last, when, while, since, today, then, as soon as, time, date, number 等。

### (2)看清因果关系

有时作者把各种想法或行动加以梳理组织,以强调事物的起因。这时,我们所要注意的就不应该只是个别行动。因为作者往往通过把一个个行动或想法联结起来以表现一个行动怎样直接或间接导致另一行动。表示起因的信号性词有: lead to, bring about, determine, affect, because of, make, the reason why, are factors on, influence 等。

也有时,作者把各种想法或行动加以梳理组织,以表达某行动的结果。这时,我们也不应只注意具体行动。因为作者是通过一个行动对另一个行动所产生的作用,来说明某事件或想法的结果。表示结果的信号性词有: result, as a result of, outcome, thus, a consequence of, derived from, led to, brought about by, therefore 等。在快速阅读中,只注意具体事件而不注意作者将这一个个事件联系起来要表达的前因后果,这是造成某些学生对所读文章似懂非懂的原因。此项练习就是通过种种训练手段来培养学生正确的阅读习惯。

### (3)认识文章中的比较与对比

有时,作者运用比较和对比,来表现事物间的同异。在这种情况下,我们所要注意的不应只是作者对每个事物的描写,而应是作者进行比较或对比的用意。因为作者是通过事物描写,比较到这些事物的共同点、相近点与不同点,或其同异程度。此项练习的目的是使学生在阅读中,逐步从注意对具体事物的描写转移到注意

学生看到文章就陷进生词堆里,所以决定还是首先来解决“中心思想”的问题,并通过分析思考,解决关键词义的识别问题。

处理生词有各种方法,除查字典外,还可以用抓词根,看前、后缀等方法进行猜测。但本练习的重点在于根据上下文找线索,然后根据线索去对生词的词义进行猜测。找线索的主要方法有:

(1)有时作者在一句话、一段话或一篇文章中,通过另外的几个单词或短语,以直陈或暗示的方式为某个生词作某种程度的解释,这就为我们理解该词提供了线索。

(2)作者有时用逗号、冒号、括号、破折号以及重复等手法来表明两个相邻的词为同义或近义,这也为我们理解其中生词提供了线索。

(3)有时作者也用一些信号性的词来表明其后的词语与前边的词语互为反义。这些信号性词语也就为我们理解生词提供了线索。这些信号性词语有: rather than, while, not, however, on the other hand, but 等。

(4)有时作者以举例的形式对一些重要观点或论点进行说明或解释。这样,文中的例子自然也就成了读者理解文章文字的线索。这样的线索有时又有下列信号性词: many types, such as, several, characteristics, include, consist of, are source of ... 等。

(5)同一个英文词在不同句子里有不同的意思,这也是学生在学习英文中常遇到的难题。其实,既然词义都寓于其所在的句子或段落所创造的环境及氛围里。那么,从整句整段文字所表达的含义中去猜测词的意思与功能就是顺理成章的了。这样,我们就可以以句意或段意为线索,去推断某词的意思。

### 5. 通过速读获取某信息或检查理解

在有了对文章的总体理解,熟悉了中心思想后,可进行该项练习,目的在于加强对文章的进一步理解。练习的内容是让学生通过速读去了解细节情况及信息。在生活中,为了解某种信息,有时无需通读全文,例如在考试中,以及回答某具体问题等,但要准确而迅速找出你所需信息,则需要反复练习并掌握一定技巧。本练习就是为训练这种技巧而设计的。

### 6. 文章组织分析

对文章的组织结构进行分析,可使学生看到作者如何将句子连成段,将段连成文章以展现自己意图。这种分析有助于深入理解

作者的意图、目的。有关比较和对比的常用词有: like, but, or, on the other hand, conversely, differences, similar, equal, nor, alike, both, neither. 等。

在练习中,无论是回答问题还是进行讨论均应用英语进行。另外,由于课文文字的难易不同,学生对其内容熟悉程度的不同,为充分发挥课文的作用,以达最好教学效果,每课课后的练习有时不尽相同,其练习先后顺序也未毕统一。这主要是因为本书的编写遵循形式服从效果的原则。



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## UNIT 1

### Passage A: Lincoln's Autobiography

#### Warming-up

1. Among the many historical figures, Abraham Lincoln, the 16th President of the United States, is one about whom a lot of anecdotes and stories are told. Share what you know about him with your classmates.
2. In case the stories and anecdotes have been exhausted, you may expand this topic to other American presidents.

#### Predicting

1. What do you expect to find in this short autobiography of Lincoln? Make a list of the details which you think will be included in this passage. You may compare notes with your neighbour.
2. Tick the words or expressions that you think will appear in the passage.

origin	poverty	emigrate	self-made	education
reside	ambitious	intelligence	willpower	jury
lawyer	assassin	necessity	clerk	military
campaign	legislature	candidate	reject	height

### LINCOLN'S AUTOBIOGRAPHY

*Abraham Lincoln*

ABRAHAM LINCOLN wrote his brief "Autobiography" while trying to win election as senator from Illinois in 1858. He lost to Stephen Douglas — but two years later, he defeated the same Stephen Douglas for the Presidency. After guiding the nation through the Civil War (1861—1865), Lincoln was assassinated by a half-crazed actor, John Wilkes Booth, in Ford's Theater in Washington. Among the many good biographies of Lincoln are those by Carl Sandburg and James Daugherty.

I was born February 12, 1809, in Hardin County, Kentucky.

My parents were both born in Virginia, of undistinguished families — second families, perhaps I should say. My mother, who died in my tenth year, was from a family named Hanks, some of whom now reside in Adams County, and others in Macon County, Illinois. My paternal grandfather, Abraham Lincoln, emigrated, about 1781 or 1782, from Virginia to Kentucky, where he was killed by the Indians a year or two later, not in battle, but when he was laboring to open a farm in the forest.

My father, at the death of his father, was six years old, and he grew up literally without education. He moved from Kentucky to Indiana when I was seven. We reached our new home about the time the state came into the Union. It was a wild region, with many bears and other wild animals still in the woods. I grew up there. There were some so-called schools, but no other qualification was ever required of a teacher beyond "reading, writing, and adding." If a stranger supposed to understand Latin happened to reside for a time in the neighborhood, he was looked on as a wizard. There was absolutely nothing to excite ambition for education. Of course, when I came of age, I did not know much. Still, somehow, I could read, write, and add, but that was all. The little advance I have now made upon this store of education, I have picked up under the pressure of necessity.

I was raised to farm work, which I continued until I was twenty-two. At twenty-one, I came to Illinois. I remained in New Salem, Illinois for a year as a clerk in a store. Then the Black Hawk War came; I was elected a captain of volunteers, a success which gave me more pleasure than any I have had since. I went into the campaign, ran for the legislature the same year (1832), and was defeated — the only time I have ever been rejected by the people. In the next and the three succeeding biennial elections I was elected to the legislature. I was not a candidate afterward. During that legislative period, I studied law, and moved to Springfield to practice it. In 1846 I was elected to the lower house of Congress. I was not a candidate for re-election. From

1849 to 1854 I practiced law more assiduously than ever before. I was losing interest in politics when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

If any personal description of me is thought desirable, it may be said that I am nearly six feet, four inches in height; lean in flesh, weighing one hundred and eighty pounds on the average; I have a dark complexion, with coarse black hair and gray eyes. I have no other marks or brands.

### **Glossary**

- ①reside [ri'zaid] v. live
- ②paternal [pə'tə:nl] adj. related through the father
- ③literally ['litrəli] adv. adhering to fact or to the ordinary construction or primary meaning of a term or expression
- ④wizard ['wizəd] n. a very clever or skillful person, magician
- ⑤legislature ['ledʒisleitʃə] n. law-making body
- ⑥reject [ri'dʒekt] v. refuse to accept
- ⑦biennial [bai'eniəl] adj. happening every alternate year
- ⑧assiduously [ə'sidjuəsli] adv. diligently; sedulously
- ⑨repeal [ri'pi:l] v. rescind or annul by authoritative act, esp. revoke or abrogate by legislative enactment
- ⑩desirable [di'zaiərəbl] adj. having pleasant qualities
- ⑪lean [li:n] adj. having less than the usual proportion of fat
- ⑫complexion [kəm'plekʃn] n. natural color, appearance, etc. of the skin, esp. of the face

### **Exercises**

#### **Extracting the main idea**

In this short autobiography Lincoln mainly writes about

- 
- 1. his childhood experience
  - 2. his legal career
  - 3. his political career
  - 4. his brief experience up to 1854

### Reading for comprehension

Decide whether the following statements are true (T) or false (F). Justify your decisions. Write T before those that are true and F before the ones that are false.

1. Lincoln's parents came from Kentucky.
2. Lincoln's paternal grandfather was killed by the Indians during a battle.
3. At about the same time Lincoln's father reached their new home in Indiana, the state joined the Union.
4. Lincoln didn't receive a good education because he was not ambitious.
5. Later Lincoln taught himself out of necessity.
6. Lincoln was brought up to become a president.
7. Lincoln acted as a lawyer from 1849 to 1854.

### Dealing with unfamiliar words

1. From the list of words below, select the correct synonym for the underlined word in each sentence.

undistinguished	wizard	complexion	reside
excite	brands	emigrated	defeated
coarse	laboring	rejected	pressure
literally	assiduously	ambition	region
repeal	qualification	supposed	pretty

- a) I was born of common people. *usual*
- b) Some of the Hanks family now live in Adams County.
- c) My grandfather moved from Virginia to Kentucky.
- d) He died when he was working hard to open a farm. *laboring*
- e) He grew up actually without education.
- f) It was a wild area.
- g) The stranger was thought to understand Latin.
- h) He was looked on as a magician.
- i) There was nothing to stimulate ambition for education
- j) I was beaten.
- k) It was the only time I've ever been turned down by the peo-

ple.

l) I practiced law more diligently than ever before.

m) The revocation of the Missouri Compromise aroused me again.

n) What I've done since then is fairly well-known.

o) I have a dark skin color.

2. Find in Column A the best antonym for each word in Column B.

A	B
a) undistinguished	1) uncomely
b) coarse	2) indiscernible
c) literally	3) smooth
d) defeated	4) victorious
e) successful	5) prominent
f) aroused	6) figuratively
g) required	7) unfit
h) raise	8) appointed
i) educated	9) ignorance
j) supposition	10) unlettered
k) voluntary	11) unnecessary
l) personable	12) adapted
m) elected	
n) qualified	
o) knowledge	
p) rejected	
q) distinguishable	

### Analyzing the organization

Except for the last paragraph which is a brief personal description of the author himself, the rest of the passage is arranged in chronological order. Fill the missing information in the diagram below.

Para. 1 family origin



Para. 2 childhood and education

Para. 3 the different kinds of work Lincoln did

a)

b)

c)

d)

e)

Para. 4 personal description

### **Further work**

Modeling upon the text, write a brief autobiography of yourself.

It should include your family origin, your childhood, and your education.