

Roads & Ways

Reading

Writing

to Better English

Students' Book
学生用书·第三册

3

高等师范院校英语专业教材
北京外国语学院 朱次榴主编

英语读写教程

Higher Education Press

Roads & Ways to Better English 3

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北京外国语学院 朱次榴 主编

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前 言

本书主要是为英语师范专科二年级上学期的学生编写的，但与之水平相当的自学者也可使用。

本书突出了知识性，意图在于促使学生通过学习英语去扩展丰富知识，又通过口笔语练习表达所学知识，从而掌握英语。

本书还突出了读写相结合的原则，其模式是：读—说—写。通过阅读掌握内容；通过说提高口头表达的能力；通过写提高笔头表达的能力。

本书系统地介绍了英语课堂教学的基本理论与方法，并配有适当的练习，以便学生掌握这些教学方法。

本书配有详尽的用英文编写的教师用书，书中提供了所需的背景知识、课文难点的解释、复用词语的大量例句、课文内容的提纲和问题答案，以及教学法练习的答案等。

参加本书编写的有英国文化委员会所派专家珍妮·华丝(Jane Watts)，她编写了“学着教”(“Learn To Teach”)部分；有李智慧老师，她帮助收集了一部分有关的资料；有杨明秋副教授，她参与了本书的部分修改工作；有张杰和贺玲勇两同志，他们帮助打字并把全书输入了电脑。

本书在编写过程中，曾在北京师范大学、北京教育学院及北京外国语学院试用，并根据这些学院的教师所提的意见，作了认真的修改。

本书的主审是北京师范大学钱瑛教授。参加审校的有北京教育学院、大连外国语学院、四川教育学院、烟台师范学院的代表，他们都口头或笔头提出了宝贵的意见。

对上述同志及单位，编者在这里一并表示深切的谢意。

由于本书编写时间紧张，加之我们水平有限，书中编写不周之处在所难免，希望使用本书的教师和学员提出意见，以便修订时更正。

编 者

1989年2月

于北京外国语学院

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UNIT ONE

Text

Memoirs of a Secretary

by *Allan Road*

- 1 Shorthand emancipated Irene Angell. Three-quarters of a century ago, it gave her the means of surviving in a man's world.
- 2 At 90, Miss Angell still sends herself to sleep in her South London home thinking in shorthand and she can look back on a lifetime delineated in strokes and loops, hooks and dots.
- 3 Irene Angell was born in 1896, the year before Sir Isaac Pitman, inventor of the eponymous shorthand system, died. She has lived in six reigns and through two world wars.
- 4 Leaving school at 15, Irene attended the UK Secretarial College in Lavender Hill to learn shorthand and typing. 'You could either pay £5 and stay as long as necessary, or you could pay 15 shilling a quarter.'
- 5 Irene's parents could afford only 30 shillings. This financial handicap, she found, concentrated her mind wonderfully: 'I attended college on Mondays, Wednesdays and Fridays and I learnt shorthand and typing in six months.'

Off the Cuff

- 6 Once qualified, she obtained a post in the City, where she worked for 10 shillings a week. Her office was situated in the old Wool Exchange, which is now the site of the Chase Manhattan Bank. 'I loved the old City with all its little courtyards,' she recalled, 'but that's all gone now.'
- 7 Miss Angell admires at least one thing about today's secretaries. 'They dress so beautifully,' she said. In her early days,

2 Unit One

office uniform was a long navy-blue skirt and a white blouse. If you were daring, you might wear a pink blouse, she recalled.

8 To keep their sleeves clean, secretaries wore paper cuffs, which they changed each day and on which they would often jot shorthand notes. Hats were de rigueur — felt in winter and straw in summer — but lipstick was forbidden. 'Not that I would have worn it,' Miss Angell said.

9 Working conditions were terrible. Hours on week-days were from 9 a.m. till 6 p.m. and on Saturdays from 9 a.m. till 1 p.m. If the hours were long, the money was short. The return tram fare from Wandsworth to Southwark Bridge was three-pence a day and with lunch — steak and kidney pie, potatoes and a cup of tea — at sixpence, the young secretary was left with — ? — a week. After giving her mother five shillings for board and keep she retained precious little for her labours.

10 So good was Irene Angell's shorthand at interviews that prospective employers never bothered to take up her references. Her 120 words a minute won her several diplomas, a volume of Tennyson's poetry and 'Vanity Fair.'

11 'I loved Pitman's from the moment I saw it,' the 90-year-old recalled. 'You've got to love it to mop it up.' Efforts to simplify the system do not meet with her approval. 'It may be easier to put it down, but it's not easier to read it back,' she said. 'What's the use of saving time putting it down, if you then spend four hours puzzling over deciphering it?'

12 Time was a luxury not to be squandered in young Irene's day. In one office where she worked, about 50 secretaries sat in a large room watched over by a supervisor: 'The supervisor would call you and tell you your boss had rung,' Miss Angell recalled. 'When you went out and when you returned, you entered the times on a large board hanging on the wall and added in brackets the number of letters you had taken.'

Sack Me, Please

13 M... es are anathema to Irene Angell. Today she will not have

television set in her Clapham home and she tolerated the type writer only because it enabled her to pursue her beloved shorthand. When dictaphones were first introduced she knew they would not catch on, she said, and when a firm where she was working adopted audio typing, she went to the boss and said he would have to sack her.

14 The boss did no such thing and Irene Angell continued working as a secretary until she was 82. Even then her addiction to Pitman's would not allow her to kick the shorthand habit and she continued giving private lessons to the children of neighbours.

15 One Victorian value this lively nonagenarian retains is her preference for a male boss. 'Once you put a woman in charge, she becomes autocratic and unbearable,' she warned. 'Look at Maggie Thatcher.'

(from *The Observer*, E.F.L.Service)

Prep Work

1. Background material:

1. Sir Isaac Pitman (1813 - 1897), English school teacher who invented a famous shorthand based on phonetic principles.
2. Alfred Tennyson (1809 - 1892), English poet. His elegy (挽诗) *In Memoriam* (1850) became the favourite of Queen Victoria, who appointed him Poet Laureate (桂冠诗人).
3. *Vanity Fair* (《名利场》) (1848), a gentle satire of the early 19th-century middle classes by the English novelist William Makepeace Thackeray (1811 - 1863).
4. The six reigns and two world wars Miss Irene Angell has lived in and through:
 - 1) Queen Victoria (1837 - 1901)
 - 2) King Edward VII (1901 - 1910)
 - 3) King George V (1910 - 1936)
 - 4) King Edward VIII (Jan. 20 - Dec. 11, 1936)
 - 5) King George VI (1936 - 1952)
 - 6) Queen Elizabeth II (1952 -)
 - 7) World War I (1914 - 1918)

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8) World War II (1939 – 1945)

II. *Proper nouns*

1. Irene Angell / ai 'ri: ni 'eindzəl /
2. Isaac Pitman / 'aizək 'pitmən /
3. Lavender Hill / 'lævində hil /
4. Wool Exchange / wul iks 'tʃeindʒ /
5. Chase Manhattan Bank / tʃeis mən 'hætən bæŋk /
6. Wandsworth / 'wɒndz wəθ /
7. Southwark / 'sʌðək 'sauθwək /
8. Alfred Tennyson / 'ælfrið 'tenisn /
9. William Makepeace Thackeray / 'wɪljəm 'meɪkpi: s 'θækəri /
10. Clapham / 'klæpəm /
11. Maggie Thatcher = Margaret Thatcher / 'mɑ: grɪt 'θætʃə /

III. *Vocabulary:*

Give the English meaning of the following words as they are used in the text?

1. to emancipate (para. 1)
2. daring (para. 7)
3. to jot (para. 8)
4. de-rigueur (para. 8)
5. precious little (para. 9)
6. to take up (para. 10)
7. to mop (something) up (para. 11)
8. to squander (para. 12)
9. anathema (para. 13)
10. to catch on (para. 13)

IV. *Comprehension:*

1. What, in your own words, is 'shorthand'?
2. Irene's parents were quite poor, but how did this help her?
3. What do you understand by 'board and keep'? (para. 9)
4. Why does Irene not approve of simplified systems?
5. What objection do you think Irene had to dictaphones?

6. By using the word 'addiction' and the phrase 'kick the habit' (in para. 14), what does the writer compare Irene Angell's love of shorthand to?

Exercises

I. Questions on content:

1. Who is Miss Irene Angell?
2. How old is she?
3. Where does she live?
4. When was she born?
5. When did she leave school?
6. What college did she attend after she left school?
7. What did she learn at the college?
8. How long did she study there?
9. Why could she not study at college longer than six months?
10. In what way did she find her financial handicap helped her?
11. Where did she work after she was qualified?
12. How much was her weekly pay?
13. How was she dressed in her early days as a secretary?
14. How many hours did she have to work every week?
15. How much was her weekly spending (including tram fares, lunches, and board and keep)?
16. How much was left with her?
17. Why does Irene not approve of simplified systems?
18. What objection do you think Irene had to dictaphones?
19. According to the writer, what is the one Victorian value she retains?

II. Mathematical questions:

1. When she did her shorthand and typing course Irene said she paid '30 shillings a quarter'. How much is that in modern English money per week?
2. a. In 'old' money (pre 1971) there were 12 pence in a shilling and 20 shillings in a pound. Can you work out the missing

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figure in paragraph 9?

- b. If you assume a lunch break of one hour, how much an hour did Irene Angell earn?
- c. How much personal spending money did she have a week?

III. *Translate the following into Chinese:*

1. She can look back on a lifetime delineated in strokes and loops, hooks and dots.
2. This financial handicap, she found, concentrated her mind wonderfully.
3. After giving her mother five shillings for board and keep she retained precious little for her labours.
4. So good was Irene Angell's shorthand at interviews that prospective employers never bothered to take up her references.

IV. *Explain the italicized expressions:*

1. a. In summer we *took up* the carpet.
b. Blotting-paper *takes up* ink.
c. The furniture *takes up* too much room.
d. Who is going to *take up* the story at the point where she has left off?
e. When he left school he *took up* journalism.
2. a. We cannot wait any longer, as we have to *catch* a train at 3.30.
b. What train are you *catching*?
c. There have been several attempts to introduce gayer colours and styles in men's clothing, but none of them *has caught on*.
d. You go ahead; I'll *catch you up* in a few minutes.
e. If only the idea *catches on*, we should be able to make quite a lot of money.
f. The farmer *caught the boy stealing* his apples.

V. *Translate the following into English, using one of the expressions listed below:*

can afford sth or to do sth;

recall sth or doing sth;

be addicted to sth;

take up;

catch on

1. 我可没有你那么有钱，还买不起彩电和冰箱。
2. 我一天只抽3支烟，没有上瘾。
3. 我认识他，但记不起他的名字了。
4. 难道你连我是你的哥哥都记不起来了？
5. 当心，别光着手去端那烫锅。
6. 这棵老树应连根拔起。
7. 她是什么时候对音乐发生兴趣的？
8. 我忘了故事的下一个细节，我的弟弟就接下去说了。
9. 我看这种奇装异服不会流行开来。
10. 请你重复一下，我刚才没听懂。
11. 我妹妹最大的优点是管什么都懂得快，学得快。

VI. Give the plural form of the following words:

- | | |
|-----------|------------|
| 1. potato | 6. volcano |
| 2. tomato | 7. cuckoo |
| 3. solo | 8. negro |
| 4. photo | 9. piano |
| 5. bamboo | 10. radio |

VII. Note the suffix -or in supervisor, and then add -or or -er to the following verbs:

- | | |
|------------|-------------|
| 1. survive | 6. keep |
| 2. send | 7. give |
| 3. look | 8. act |
| 4. invent | 9. profess |
| 5. admire | 10. inspect |

VIII. Rewrite the following sentences:

Note the inversion in the sentence 'So good was Irene Angell's shorthand at interviews *that* prospective employers never bothered to take up her references.' (para.10) Rewrite the following sen-

tences, putting emphasis on the italicized word or words:

1. I have *often* heard it said that he is not to be trusted.
2. World wars have taken place *twice within my lifetime*.
3. I have climbed that hill *many a time as a boy*.
4. You will *not* find so many happy, contented people *anywhere else*.
5. It is *seldom* wise to disregard the advice that he gives.
6. He *not only* has a first-class brain but he is a tremendously hard worker.

IX. Oral work:

Roleplay: Interview

Imagine a reporter has been sent to interview Irene Angell on her 90th birthday. The class should divide into reporters and interviewees. The reporters should prepare a list of questions to ask Miss Angell, based on the text. They can help each other but should have their questions checked before the interviews start. Students playing the part of Miss Angell should read the text thoroughly several times and try to remember as much as possible so that they can answer the reporters' questions without having to refer back to the article.

Supplementary Readings

Reading (A)

London's History (I)

The site of London, about 50 miles from the North Sea along the Thames River, attracted the practical-minded Romans. The river was navigable, and its broad mouth faced the continent of Europe. Near the site, the Thames narrowed, offering the first place upstream where the river could be crossed easily. There may have been a Celtic settlement there before the arrival of the Roman troops in A. D. 43. Less than 20 years later Tacitus, the Roman historian, described the settlement as being "crowded with traders." The Romans called their city Londinium. They built a wall that enclosed an area

almost exactly half the size of the present city. Fragments of it still stand today. Through the area ran Walbrook Stream, draining the fens, or marshes, of Finsbury and Moorfields. The stream now flows into the Thames through a culvert, and the fens are densely populated.

- 2 Britain was a Roman province for almost four centuries. Then Rome had to call its legions to help fight invading barbarians. Little is known about London's history during the period immediately thereafter. London began to regain its importance after a man named Mellitus became the first bishop of London in 604. Under Alfred the Great the fortifications of London were repaired in the 9th century.
- 3 A period of great activity began after the invasion of William the Conqueror and his Norman followers from France in 1066. In 1078, William had Gundulf, bishop of Rochester, build the White Tower, which is now the oldest part of the Tower of London. It stands today almost exactly as it did then. It has served as fortress, palace, prison, and court of law.
- 4 The Middle Ages was a period of great commercial growth for London. In 1191, the City had been given a special status with an independent governing body. This freedom gave the City special trade advantages and marked the beginning of a prosperous era. By the late 14th century, London had about 50 craft guilds, and the Thames was crowded with wharves.

Notes

1. the North Sea 北海
2. the Thames River /temz/ 泰晤士河
3. Celtic /'keltik/ 凯尔特人的
4. Tacitus /'tæsɪtəs/ 泰西塔斯 (55? — 117?), 罗马史学家
5. Walbrook Stream /'wɔ:lbrʊk/ 瓦尔布鲁克河
6. the fens 沼泽
7. Finsbury /'fɪnzbəri/ 芬斯伯里
8. Moorfields /'mɔ:fi:ldz/ 穆尔菲尔兹
9. culvert /'kʌlvət/ 暗渠, 阴沟