

· 注释 英汉对照 ·

提高英语阅读技巧

(高级本)

EXPANDING
READING
SKILLS.

advanced

GO TO BED GET
A GOOD NIGHT'S DREAM

THE LONG HABIT

NEW BABIES
ARE SMARTER
THAN YOU THINK

BROWN
LUNG LEGACY

MEXICAN MASKS



上海翻译出版公司

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译者的话

外语教师都会有这样的体会，阅读课的成败，在很大程度上取决于教材的选择。英语教材中，以 New Concept English (简称 NCE) 为引进最早。这套教材虽已使用多年，仍方兴未艾，不同版本的译文也相继出现，达六、七种之多。Developing Reading Skills 和 Expanding Reading Skills (简称 DRS, ERS) 这套教材引进较晚，采用为教材的目前还仅限于少数几个城市的高等院校。不过，凡是使用过这两套教材的人，都会发现，无论是教材取舍，还是练习设计，DRS, ERS 都有明显的优点：

一、课文的安排由浅入深：每篇课文之后配有精心设计的练习，认真完成，就能对课文中出现的单词、词组、习惯用语和句型自然吸收、消化。象 NCE 的第三册和第四册之间的飞跃是不存在的。

二、题材广泛新颖，所有课文大都选自七十年代后期的著名报刊杂志。由于内容引人入胜，学生不仅在上课时能全神贯注，而且在课间休息中，也往往就课文中某些论点自发地展开讨论，甚至争得面红耳赤，气氛十分活跃，不知不觉增强了学习效果。这种情况，以 NCE 为教材时，是很少见到的。

三、时代性和实用性强：文章大都反映了政治、经济、社会、科学技术各个方面的最新发展以及作者对于这些发展的看法。因此，不仅内容与现代生活息息相关，而且语言也有很大的实用性，易懂易学，学了就可用。象 NCE 第四册中类似 A gentleman is rather than does 这样既难讲解而懂了又用不上的句子是没有的。

四、对 TOEFL, GRE, EPT 以及国内研究生英语考试有一定的针对性：全书收编的课文基本上属于上述前三种试题中 Reading Comprehension 部分这一类型。课文中的某些内容，甚至与近年来 TOEFL 和 EPT 中的阅读理解部分的内容不谋而合；书中设置的理解选择题也都是英美学校中经常出现的问题。（请参阅原书序言）

总之，这套教材的优点很多，建议读者首先对原书的序言通读一遍，因本书的特色以及有效的学习方法，序言中都有详细的介绍。

上面已经提到，NCE各种版本的译文已有六、七种之多，而DRS, ERS的译文仍付阙如。我们相信，广大读者也希望能有一本参考译文，以利自学。这就是我们试图填补空白的理由。课文尽量采用直译，以便对照。课文中的某些难点作了注释，并在必要时配上例句。例句大都取自英美出版的权威性辞书。由于仓促成稿，又限于译校者水平，错误或不妥之处，在所难免，衷心欢迎使用者批评指正。

张 联 璋
一九八八年一月

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INTRODUCTION

Expanding Reading Skills: Advanced is designed for adults who are interested in strengthening their reading skills for academic, personal or career purposes. It has been tested successfully with both native and non-native speakers of English. *Expanding Reading Skills: Advanced* is comparable to *Developing Reading Skills: Advanced* by the same authors, and it can be used as (a) a replacement or (b) a follow-up for people who want to expand their reading skills further. With the possibility of sequence in mind, the authors have taken care to avoid duplication of exercise items in the two texts.

In both *Developing Reading-Skills: Advanced* and *Expanding Reading Skills: Advanced*, particular attention is given to guided reading practice and to the development of reading speed. The readings, representative of current non-fiction, magazine and newspaper writing, cover a wide range of subject matter in order to expose the reader to various content demands of general 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.

Suggestions for Introducing the Reading

We have become increasingly aware of the importance of preparing for reading--of activating reader awareness of preconceptions and expectations--as an essential element in the reading process. 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:

Type A--Content Predictions.

1) *Illustration and Title Clues* (Instructions): Using only illustrative material (photograph, map, graph) and the title, discuss in

a group (a) what you think the subject is; (b) what the picture tells you about the subject; (c) how you feel about the subject, taking care to examine in detail your past experience or knowledge of the subject.

2) *Content Expectations*: What do you expect this article to say? List these ideas in the form of questions so that you can confirm or change your expectations as you read. (Note to the teacher: It is useful to write these questions on the chalkboard so that they can be re-examined later.)

3) *Point of View*: How do you think the writer feels about the subject? What view do you expect that he or she will present? why?

A note of 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. These activities we usually introduce with a wordphrase association. We choose a very general, comprehensive word or phrase related to the reading and 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 options available at this point are:

1) *Categorizing* (Instructions): Make up some general categories into which these words can be classified.

2) *Word Selection*: a. Decide which words have negative connotations and which ones positive. b. Choose three words you would like to delete. c. Choose the three words that you think are most closely related to the subject. In all cases, explain your choices.

Note: Because these activities usually 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.

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 not finish the articles in the recommended time, and they will need reassurance from the teacher. 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 faithful 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. (Dictionaries should not be used in class at all.) The Comprehension Check 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 are 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.

This text has been designed for self-instruction as well as class instruction (answers are provided at the end). When the text is used for self-instruction, the student should carefully follow the recommended reading procedures.

The rapid reading must be carefully controlled to be effective. We recommend the following procedure 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 specified amount of time for the first reading of the article (see recommended reading times at the end of each article). 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." (Ideally, a timer clock should be used.) Thus they can pace themselves.
- 4) When the instructor announces "Time is up!" the students *must* stop reading, whether or not they have finished the article.
- 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 Test 1 answers cannot be seen.
- 7) The teacher should instruct 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 (see recommended reading times at the end of each article). The second reading time is reduced by several minutes to encourage skimming for specific information.
- 9) During the second reading, the teacher should follow the same pacing procedures described in 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 and/or difficult, a third reading may be necessary. If so, the same procedures should be followed. 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 in checking their answers. Answers should be documented by specific reference to page and paragraph numbers in the article. The emphasis should be on *supporting* the answers. The teacher should encourage all well-reasoned interpretations even if they disagree with the given answers.

The Comprehension Check should NEVER be used as a graded quiz. It is a 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 skill. (Encourage them to read the article quickly 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 focused on sentence and paragraph content rather than on individual words. If a key word is unfamiliar, the students should be encouraged to guess the meaning from the context and be made aware 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 context.
- 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.

- 4) Students can summarize the article orally as a class exercise.
- 5) Students can bring related articles to class and give reports on them.

Reading-Skills Development-Exercises

As in *Developing Reading Skills: Advanced*, the exercises in *Expanding Reading Skills: Advanced* are directed to three areas of reading skills development: 1) vocabulary development; 2) structural analysis; 3) relational and inferential analysis.

Both the Analysis of Ideas and Interpretation exercises develop the student's ability to understand the inner meaning and to discover what is written "between the lines." In these exercises, many types of questions commonly used in schools in English-speaking countries have been included.

Analysis of Ideas and Relationships: This exercise will help the student develop the ability to distinguish between main and supporting ideas, to detect implications, interpret facts, and reach conclusions about the major points in the article. In this way, the student can see the main ideas presented in the article, learn how to identify implications and opinions, and develop his skill in active, critical reading.

Interpretation of Words and Phrases: Important and/or difficult sentences, idioms, and concepts are singled out for analysis of meaning, which will lead to better understanding of the article read.

Reading Reconstruction: This exercise provides an opportunity for the student to use his increased skills in comprehension to aid his vocabulary development and writing. After reading the paragraph, the student can take the ideas presented and use them in a paragraph of his own. Sometimes students add additional information to their own paragraphs. If this information is relevant and helpful, it should be allowed and encouraged.

If students need oral rather than written practice, the reconstruction can be done orally. In addition, this exercise can be used

to practice aural comprehension, in which case the teacher reads the paragraph to the class several times. Then the students can be asked for either oral or written reconstructions.

SOME BENEFITS OF LARGE FAMILIES¹ IN INDIA

- 1) Munshi Ram, an illiterate laborer who lives in a crude mud hut in the village of Babarpur, India, 60 miles north of New Delhi, has no land and very little money. But he has eight children, and he regards them as his greatest wealth.
- 2) "It's good to have a big family," Mr. Ram explained, as he stood in the shade of a leafy neem tree, in a hard dry courtyard crowded with children, chickens, and a dozing cow. "They don't cost much and when they get old enough to work they *bring in*² money. And when I am old, they will take care of me."
- 3) Millions of Indians share Mr. Ram's view. And that, in the opinion of a number of family-planning workers, is a major obstacle to the effort to curb the rapid growth of this country's population.
- 4) A decade or so ago, many people here, including some of the Americans who had *flooded in*³ to help, assumed that once a villager understood birth control he would practice it, so as to keep his family small and thus improve his economic status. But lately some experts have concluded that simply spreading the word about birth control, and providing the means, is not enough, because many poor people actively want to have more children, *even after they know how not to*.⁴ A Haryard-educated sociologist named Mahmood Mamdani put it this way in a recent study here:
- 5) "*People are not poor because they have large families.*⁵ Quite the contrary; they have large families because they are poor. *To practice contraception would have meant to willfully court*

economic disaster."⁶

- 6) Some of the reasons *relate to*⁷ social customs that the government is trying to abolish. The dowry system, for example, often compels a couple with two or three daughters to keep trying for sons to offset the economic liability they will face when their daughters marry.
- 7) For Mr. Ram, a man in his *mid-fifties*⁸ who wears a tattered gray turban and an Indian dhoti, having eight children means security, especially since five of them are rarely here, but no matter what kind of disaster befalls Babarpur, he said, there will almost certainly be someone to take care of him until he dies.
- 8) His wife's view appeared to be of little consequence. When any questions about family planning were put to her, Mrs. Ram, a woman of about 45, *giggled*⁹ shyly and turned away without answering.
- 9) In a similar village west of here, a water carrier recently greeted a *visiting social worker*¹⁰ this way: "You were trying to convince me in 1960 that I shouldn't have any more sons. Now, you see, I have six sons and two daughters, and I sit at home in leisure. They are grown up and they bring me money. You told me I was a poor man and couldn't support a large family. Now you see, because of my large family, I am a rich man."
- 10) *The effects on the society at large*¹¹ of course, are quite different from the effects noted by these two proud fathers of eight. With 600 million people, and a pace of development that never quite outdistances the population growth, India is making a determined effort to bring down its birth rate, which is currently about 35 per 1,000, more than twice that in the United States.
- 11) Several Indian states are drafting legislation that would force the sterilization of people who have more than two or three children, and the federal government is strengthening its programs of incentives to encourage voluntary sterilization. But India has nearly 600,000 villages like this one, and few people think that compulsion will really be possible all across the

land.

- 12) "The best contraceptive is development." says **Health Minister Karan Singh**, meaning that when people's standards of living are raised, and health care improves, their birth rate declines without compulsion or government pressure. "Where child mortality is high, fertility is high, because people are never sure whether their children are going to survive, so they have more children than they require." Mr. Singh said recently.
- 13) The family of eight children that Mr. Ram had here in Babar-pur is, statistically, *the size that many Indians have thought they had to aim for*¹² over the years to be sure that, after allowing for¹³ girls, and for boys who die during youth, they would still have two adult sons.
- 14) Mr. Ram, who says he is not likely to have more children, is aware that the government is now campaigning hard with the birth-control slogan, "Stop at two." *But he has no regrets.*¹⁴ "Children are the gods' gift," he said, as several of his own clustered around him. "Who are we to say they should not be born?"

TURN TO COMPREHENSION CHECK AT END OF CHAPTER

READING SPEED

1st reading _____ minutes

2nd reading _____ minutes

*RECOMMENDED READING

TIMES

8 minutes = 99wpm

*7 minutes = 113wpm

6 minutes = 131wpm

*5 minutes = 158wpm

4 minutes = 195wpm

A. *Analysis of Ideas and Relationships*: Circle the letter next to the best answer.