



I can Read

我能读得更快

高中英语计时阅读周周练

Faster

高三年级第 二 学期



上海教育出版社
Shanghai Educational Publishing House



麦格劳-希尔出版公司
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我能读得更快

——高中英语计时阅读周周练

(高三年级第二学期)

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How to Use This Book

怎样使用本书

预备——开始！

加速阅读的进程开始了！每周我们都为你准备了 A、B 两篇阅读文章。为了便于阅读理解，我们对每篇文章中较难的单词、词组予以注释；文中的专有名词，不影响阅读理解的，未做解释。

阅读 A 篇：助你读得更快更好。阅读 A 篇时要记录自己的阅读时间，通过学习本书的阅读指导来改进阅读步骤和方法，让自己的阅读更有效率！

阅读 B 篇：助你掌握阅读技巧。考试时阅读理解会有各种不同的题型，通过 B 篇的针对训练，你就能轻松解决不同类型的阅读理解题啦。

完成一周阅读练习

准备阅读。别急着读文章，先花 15 秒时间预览一下 A 篇后的选择题。

阅读 A 篇。以比常速稍快的速度阅读文章，记得读完还要回答刚才预览过的问题。

记录阅读时间。看看自己读 A 篇花了多少时间，记录在阅读篇目右下角的计时栏内。

完成 A 篇练习。通过回忆文章内容和自己的思考推理，做一做文后的 10 道选择题。

阅读 B 篇。B 篇的文章比 A 篇更有故事性，阅读完后同样要完成文后的练习。

完成 B 篇练习。B 篇后共有 15 道练习，分五种题型，根据每部分的练习指令完成题目。

校对答案。根据参考答案批改自己的练习。

为自己打分

算算做对多少。一周的两篇阅读你做得好吗？把答对的题数记录在相应的栏内。

绘出你的进步曲线

阅读速度表。第 83 页的阅读速度表让你记录自己每周阅读 A 篇所花费的时间，还可以通过坐标读出自己的阅读速度达到每分钟多少个单词。别忘了每周都做记录，这样才能看出自己一学期来取得的进步。

阅读理解得分表。第 84 页的阅读理解得分表让你记录自己每周的得分，从而看出自己阅读理解的正确率。记录下自己的进步情况吧，你会很高兴看到自己的阅读能力在不断增强！

阅读技巧剖析图。第 85 页的阅读技巧剖析图，用来记录你阅读 B 篇的错误情况。了解

自己阅读的薄弱点在哪里,知己知彼才能百战不殆!

阅读方法指导

A 篇:读得更快更好

第一步:预览

你是不是习惯于直接从头开始读一篇文章呢?其实,要提高自己的阅读效果,应该在通篇阅读之前先预览一下全文。循着以下步骤来阅读 A 篇吧:

1. **读标题。**标题会向你预示文章的主题,给你思考空间:标题让你学到什么?看到标题有什么想法?对于这个主题有些什么了解?
2. **读首句。**如果文章头两句较短就读两句。首句可以助你了解文章内容或者作者的写作目的,而有些开头会吸引你读下去。
3. **读末句。**如果文章最末两句较短就读最末两句。通过结尾句你可以再次了解文章要点、作者总结出的结论或者观点的概括。
4. **览全文。**快速地扫视一下全文,再次增加自己对文章的认识。文中一定能找到帮助你理解文章的信息。读到名字、日期或数字的时候,放慢速度。知识性的文章中会包含许多事实论据;而谈话性的文章就像在作者与读者间进行一场轻松的对话。

第二步:理解文章含义

你是不是总是逐字地去阅读文章呢?是不是有时候疲于读单词却没能把握文章的含义呢?只有学会在文章的词句中探寻到文章的含义,才能加快自己的阅读速度。

1. **专心致志。**阅读时如果不专心就无法理解文章。心中要记着上一步预览时所得到的信息,就能集中注意阅读文章了。
2. **以意群为单位阅读。**改掉逐词阅读的习惯吧,力求以有意义的单词组合为单位来读文章。
3. **向作者提问。**边阅读边向作者提问,比如:“这是什么意思?”“这个信息有什么用?”

第三步:抓住段落大意

段落是篇章意义表达的基本单位。要理解全文、加速阅读,就要快速发现和理解每一段的要点。

1. **找出主题句。**主题句是一段的主旨所在,通常是一段的首句或是末句。而有的段落没有主题句,这就要你自己归纳了。
2. **理解段落结构。**每一个段落都有其写作目的。阅读的时候,要了解每一段的主体结构,有助于你理解段落含意哦。

第四步:组织论据

阅读的前提是要理解作者是怎样把论据组合起来传递自己的信息的。这样你在阅读时

就不会觉得读到了一大堆互相没有明显联系的论据了。

1. **把握作者写作策略。**了解了作者对论据的组织方式,就抓住了理解文章的关键。千万别放过作者给你的明显提示哦。如果读到“……有三个原因”,就要注意寻找后面列出的三个条目。还有一些不那么明显的提示词语,如:moreover, otherwise, consequently 等,也向你提示了作者所传递的信息。
2. **在前后照应中阅读。**作者把富有趣味的信息整合在文章中。发现了其中的关系,这些信息也就快速而清晰地呈现出来了。

B 篇:掌握阅读技巧

在上下文中理解单词

通常一个单词的意义与其上下文是有联系的。比如,一篇关于园艺的文章中出现 soil 和 seeds 两词,你就可以推断这两个词是与园艺有关的。

以下文为例,如果你不知道 expired 在文中的意思:

Vera wanted to take a book out, but her library card had expired. She had to borrow mine because she didn't have time to renew hers.

要领会 expired 的意思,你可以提个问题:“Vera 必须借用别人的图书馆借书卡,那么她自己的借书卡呢?”如果她必须重新申领借书卡的话,她自己的借书卡一定是到期了。你就可以推断出 expired 一定是“到期,期满”的意思。推断正确!上下文向你暗示了单词的意思。

你认识的单词,意思也可能因上下文而有所不同。比如, key 这个单词有很多意思:乐器键盘,门钥匙,解开谜团的关键。你要通过上下文去理解,才能知道哪个意思才是正确的。

有时候你可以在一个难词后面找到对它的解释。下面这个句子中,如果你不理解 grave 这个单词:

He looked grave; there wasn't a trace of a smile on his lips.

其实该句子后半部分就对 grave 作出了解释:“wasn't a trace of a smile(没有一丝笑容)”,表示他表情严肃,因此 grave 的意思一定是 serious(严肃)。

如果你对一个句子的说明对象有所了解,也能确定该句中生词的意思。看看你能否推断下面句子中 revive 的意思:

Sunshine and water will revive those drooping plants.

该句是关于向植物供给光和水。植物要健康生长,需要光照和水分,凋萎的植物是不健康的,这些你都应该知道吧。由此可以推断出 revive 的意思是恢复健康。

区分事实和观点

我们每天都要分辨事实与观点。如果一位朋友说她昨晚看了梅尔·吉普森最棒的一部

电影,她是在向你表达她的观点。如果她说她看了梅尔·吉普森最新的一部电影,她可能是在说一件事实。你可以证明事实,查证那部电影是否真是梅尔·吉普森最近拍的一部电影。而观点是可以提出异议的,你可以问问周围的人,或许有人并不同意那部电影称得上是梅尔·吉普森最棒的一部。你所读到的和听到的东西,很多既包含了事实又包含了观点,你要培养区分两者的能力啊。

要证明事实的真实性,其证据必须是客观的、确实的。

下而列出了几件事实,它们的准确性和真实性是可以核实的。括号内注明了证明资料来源。

- 1998 年比尔·克林顿是美国总统。(参考报纸、新闻报道、竞选结果等。)
- 地球绕太阳旋转。(查阅百科全书、天文学杂志,询问博学人士。)
- 狗用四条腿行走。(自己观察所得。)

观点的真实性是无法证明的,没有客观的证据来核实一个观点的真实性。观点与事实不同,它表达了个人的信念和判断,显示一个人对一件事物的感受,而非事实。你可以同意或不同意他人的观点,却不能证明该观点的正误。

下而列出了几项观点,括号内注明了理由。

- 比尔·克林顿生来注定是位总统。(你无法通过参考出生记录来证明。这句话没有证据可以证明。)
- 太阳系中其他行星有智慧生物。(没有证据证明。或许未来能够证明,但目前只是猜测,而非事实。)
- 狗是人类最好的朋友。(这不是事实;你最好的朋友可能并不是一条狗。)

事实和观点在文中常常是混合在一起的。下而的段落既包含了事实也包含了观点。

The new 2000 Cruising Yacht offers lots of real-life interior room. It features a luxuriant aft cabin, not some dim "cave." The galley comes equipped with a full-size refrigerator and freezer. And this spacious galley has room to spare. The heads (there are two) have separate showers. The fit and finish are beyond equal and the performance is responsive and outstanding.

此段第三、第五句是事实,而其他句子都表达了观点。作为读者,事实和观点对我们来说都是很有用的。现在你知道事实和观点的区别了吧。

为事件排序

作者写作会遵循一定顺序。阅读时要去发现和理解作者对细节的组织形式,以增强阅读能力。

比如,顺时法是以发生的顺序来排列事件。不过作者也会改变写作顺序,他可能会突然提起往事、跳转到未来,以突出一件事的重要性。

做出正确推论

阅读文章中会包含很多暗示,作者不会总是明显地表达他们想传达的内容。文中有许多暗含的信息等着你去领会呢。推论可以让你从所阅读的内容中最大程度地获得信息。

每天你都会做很多推理。比如,你第一次去朋友家,看到一袋狗食,你推断这家人养了一条狗。或者有一天,你无意中听到别人的谈话,听到两位演员的名字,还有布景、对白、导演这些词,由此可以推断他们在讨论一部电影或者一场演出。

根据观察到或是读到的内容推导出其他信息,你学会了吗?不擅推论的人就无法了解不直白表达的信息。阅读作者告诉你的事实只是个开始,接着你要继续思考——推断出言外之意。

下面的段落是关于查尔斯·狄更斯的。试着推论一下吧。

Charles Dickens visited the United States in 1867. Wherever he went, the reception was the same. The night before, crowds arrived and lined up before the door. By morning the streets were campgrounds, with men, women, and children sitting or sleeping on blankets. Hustlers got ten times the price of a ticket. Once inside, audiences were surprised to hear their favorite Dickens characters speak with an English accent. After 76 readings Dickens boarded a ship for England. When his fellow passengers asked him to read, he said he'd rather be put in irons!

有没有从这个段落中做出很多推论?狄更斯吸引了非常多的人,——狄更斯很受欢迎。他的英式口音让观众很吃惊,——很多人不知道他是英国人。黄牛卖高价票,——黄牛倒票并不是什么新鲜事了。狄更斯拒绝在船上朗读,——他已经精疲力竭,累得不能向观众朗诵了。这些是从以上段落中可以很明显地推论出来的。现在你了解该怎样去推论了么?

推论要谨慎。你可能根据一个事实做出几个推论,但有些可能是错的。正确的推论可是需要很多证据支持的。

理解文章主旨

主旨是一个段落或篇章的主题所在。它是最重要的观点,表明了写作意图和角度。段落或篇章的其余部分都解释、阐述或证明了主旨。没有主旨,文章就只是一堆零零散散的思想。

下面这一段的主旨已经用斜体标明。看看其他的句子是怎样阐明主题的。

Typhoon Chris hit with full fury today on the central coast of Japan. Heavy rain from the storm flooded the area. High waves carried many homes into the sea. People now fear that the heavy rains will cause mudslides in the central part of the country. The number of people killed by the storm may climb past the 200 mark by Saturday.

在这段里,主题句在段首,后面的句子都是解释、证明主旨。

有时主题句出现在段末,作者写作目的常常是说服、劝说。读读下面的段落,出现在段末的主旨句是否很容易接受呢?

Last week there was a head-on collision at Huntington and Canton streets. Just a month ago a pedestrian was struck there. Fortunately, she was only slightly injured. In the past year there have been more accidents there than at any other corner in the city. In fact, nearly 10 percent of all city accidents occur there. This intersection is dangerous, and a traffic signal should be installed there before a life is lost.

通过一系列细节的编排,顺理成章地引出了段末的主题句。

很多段落的主旨并不是由一个句子来表达的。你一定要整体理解,判断主旨所在。阅读下面的段落:

The American author Jack London was once a pupil at the Cole Grammar School in Oakland, California. Each morning the class sang a song. When the teacher noticed that Jack wouldn't sing, she sent him to the principal. He returned to class with a note. It said that he could be excused from singing if he would write an essay every morning.

在这段中,你得理解每句话才能判断其主题:杰克·伦敦的作家生涯是从文法学校的“惩罚”开始的。

你一定已经理解了主旨的概念,知道怎样找到主旨了吧,这是很关键的。一定要把它运用到你的阅读和学习中去哦。

大家先熟悉一下在练习中常常遇到的词句吧,这样你遇到新题型的时候就不会一头雾水了:

Recalling Facts 记忆事实

Understanding Ideas 理解观点

Recognizing Words in Context 在上下文中理解单词

synonym 同义词

antonym 反义词

label 标示,标识

Distinguishing Fact from Opinion 区分事实与观点

Keeping Events in Order 为事件排序

Making Correct Inferences 做出正确推论

correct inference/reasonable guess 正确推论/合理推测

incorrect/faulty inference 错误推论

Understanding Main Ideas 理解文章主旨

too general/too broad 过于笼统/过于宽泛

too narrow 过于狭隘

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The term *fisheries* refers to the industry, or occupation, of catching, processing, and selling fish, shellfish, and other aquatic resources. It is an international industry that has become concerned not only with harvesting but also with the correct use and preservation of fish resources.

Great technical advances have been made in fish processing in the latter half of the twentieth century. Fish provide a valuable source of protein, and commercial fisheries are aware that the quality of the product must be high in order to retain and increase their share of the market. Many processing methods have been developed. Fish and fish products are available in many forms: fresh, frozen, whole, filleted, canned, dried, salted, minced, and smoked. Industrial fish such as the menhaden are processed commercially to produce fishmeal for animal and poultry feed. Fish oil, which is mainly exported to Europe for use in margarine, shortening, and cooking oil, is another product from menhaden, as is fertilizer.

Humans have always captured fish as food. In Norway, 5,000-year-old bone fishhooks, differing little from modern ones, were found at the site of a Stone Age fishing village. The rise of the Dutch as a sea power in the seventeenth century grew from their dominance of the North Sea fisheries.

As improvements and technical advances were made, the fishing industry expanded to cover most parts of the globe where fish were found in sufficient quantity to make commercial fishing profitable. With the introduction of steam-powered vessels, and later diesel-powered ones, traveling became faster and fishing trips could be longer. The use of power equipment aboard ship made it possible for sailors to handle larger nets and other equipment. Improvements in freezing methods enabled ships to make still longer trips because the seafood would not spoil. The development of factory, or mother, ships on which filleting, freezing, canning, and the manufacturing of by-products can be conducted made it possible for large fleets of fishing vessels to operate thousands of miles (kilometers) from their home ports.

The supply of fish in the world's waters was once thought to be inexhaustible. Since the turn of the twentieth century, however, fishing activities have seriously depleted a great number of fish stocks. Conservation methods that limit gear types and catches are now often applied to ensure a continual supply of fish and fish products from the vast expanse of water that is called the sea.

Reading Time _____

occupation <i>n.</i> 职业	shellfish <i>n.</i> 贝类, 甲壳类水生物	aquatic <i>a.</i> 水的, 水生的	harvest <i>v.</i> 收获
protein <i>n.</i> 蛋白质	filleted <i>a.</i> (鱼、肉)切成片的	minced <i>a.</i> 切碎的, 剁碎的	menhaden <i>n.</i> 鲱鱼
poultry <i>n.</i> 家禽	margarine <i>n.</i> 人造黄油	fishhook <i>n.</i> 鱼钩	vessel <i>n.</i> 船, 舰
fleet <i>n.</i> 船队	deplete <i>v.</i> 耗尽, 用光		spoil <i>v.</i> 变质, 变坏

Recalling Facts

1. Fish provide a valuable source of
 - ☐ a. minerals.
 - ☐ b. fat.
 - ☐ c. protein.
2. Margarine, shortening, and cooking oil are made from
 - ☐ a. fish oil.
 - ☐ b. fertilizer.
 - ☐ c. filleted fish.
3. Longer trips for fishing vessels were made possible by the invention of
 - ☐ a. large sails.
 - ☐ b. diesel engines.
 - ☐ c. new fishing methods.
4. Bone fishhooks, 5,000 years old, were found in
 - ☐ a. Holland.
 - ☐ b. England.
 - ☐ c. Norway.
5. Ships on which fish processing occurs are called
 - ☐ a. mother ships.
 - ☐ b. commercial ships.
 - ☐ c. fleets.

Understanding Ideas

6. You can conclude from the article that before modern advancements, fishing vessels were forced to
 - ☐ a. stay at sea for several months.
 - ☐ b. operate close to their home ports.
 - ☐ c. depend on good weather to operate.
7. You can conclude that industrial fish
 - ☐ a. are not very useful.
 - ☐ b. make excellent eating.
 - ☐ c. are more useful for their by-products than as food.
8. A likely problem faced by early fishing vessels was
 - ☐ a. keeping fish fresh.
 - ☐ b. finding sufficient quantities of fish.
 - ☐ c. polluted seas.
9. A dwindling fish supply has resulted from
 - ☐ a. technical advances in the fishing industry.
 - ☐ b. years of bad weather.
 - ☐ c. poor fishing methods.
10. The article suggests that the world's supply of fish
 - ☐ a. will continue to dwindle.
 - ☐ b. will remain stable.
 - ☐ c. is inexhaustible.

We rose at 3:15 A.M. for a morning of deep-sea salmon fishing. Fog slowed our drive, and we arrived at the pier at 5:45 with barely enough time to purchase our fishing licenses and down motion-sickness tablets. The charter boat was leaving promptly at 6:00.

On open water, the captain cut the motor, and the boat drifted. Attendants baited our hooks and dropped the lines over the side, and then we waited and watched our poles. At first, there was very little activity, and we changed location several times. Then Bob's pole jumped. He grabbed it and started cranking the reel rapidly, but in just a matter of seconds, the line went slack. Almost immediately, Gail got a bite and everybody shouted, "Keep the line tight!" Gail struggled, making no headway against the frantic fish, so an attendant grabbed her rod and reeled the fish in. Others netted this first catch of the day and swung it onto the deck.

In three hours, everyone aboard the boat had caught at least one salmon. I caught two fairly large salmon—13 and 15 pounds (5 and 6 kilograms)—that I proudly held up as I posed for snapshots. Then the fish went to the cannery, which gave each of us an amount of canned salmon equal to what we had caught. Tired but happy, we headed home for breakfast and a long nap.

salmon *n.* 鲑鱼 pier *n.* 码头 charter *n.* 包船 attendant *n.* 服务员 bait *v.* 把饵装上
crank *v.* 转动曲柄 reel *n.* 线轴, 绕线筒 slack *a.* 松弛的 frantic *a.* 发狂的 rod *n.* 钓鱼竿
deck *n.* 甲板 snapshot *n.* 快照 cannery *n.* 罐头工厂

1. Recognizing Words in Context

Find the word *cut* in the passage.

One definition below is a *synonym* for that word; it means the same or almost the same thing. One definition is an *antonym*; it has the opposite or nearly opposite meaning. The other has a completely different meaning. Label the definitions S for *synonym*, A for *antonym*, and D for *different*.

- _____ a. stopped
- _____ b. started
- _____ c. sliced

2. Distinguishing Fact from Opinion

Two of the statements below present *facts*, which can be proved correct.

The other statement is an *opinion*, which expresses someone's thoughts or beliefs. Label the statements F for *fact* and O for *opinion*.

- _____ a. Everyone caught at least one salmon.
- _____ b. The attendants should have let Gail catch her own fish.
- _____ c. One salmon weighed 15 pounds (6 kilograms).

3. Keeping Events in Order

Two of the statements below describe events that happened at the same time. The other statement describes an event that happened before or after those events. Label them S for *same time*, B for *before*, and A for *after*.

- _____ a. Bob started to crank the reel rapidly.
- _____ b. Gail got a bite.
- _____ c. Everyone shouted, "Keep the line tight!"

4. Making Correct Inferences

Two of the statements below are correct *inferences*, or reasonable guesses. They are based on information in the passage. The other statement is an incorrect, or faulty, *inference*. Label the statements C for *correct* inference and F for *faulty* inference.

- _____ a. Successful deep-sea salmon fishing requires experience.
- _____ b. In charter-boat fishing, attendants do a lot of the work.
- _____ c. Anyone may catch a fish on a charter trip.

5. Understanding Main Ideas

One of the statements below expresses the main idea of the passage. One statement is too general, or too broad. The other explains only part of the passage; it is too narrow. Label the statements M for *main idea*, B for *too broad*, and N for *too narrow*.

- _____ a. Gail, unable to reel in her fish, is helped by an attendant.
- _____ b. Deep-sea salmon fishing, in one person's experience, includes periods of both little or no activity and high excitement.
- _____ c. Deep-sea salmon fishing is a popular sport.

Correct Answers, Part A _____

Correct Answers, Part B _____

Total Correct Answers _____

Acting is a momentary art; once the performance is over, there is nothing left but the memory of it. There is no history or record of acting itself before the end of the nineteenth century, but there are the written recollections of those people who saw it.

The great periods of acting are those in which actors were valued highly by society. Greek acting developed from the reciting and singing of poetic texts and from ritual dances honoring Dionysus, the god of wine and fertility. The first actor, tradition says, was Thespis, who introduced impersonation—pretending to be another person—to Athens in about 560 B.C. Early actors developed acting with a mask in order to portray several characters in one play. Through mime—stylized gestures indicating the characters' emotions—they made the body express what the face, hidden by a mask, could not.

The Romans derived their theater from that of the Greeks and further developed an emphasis on voice. The art of oratory, or public speaking, was often compared to acting, and the rules for orators have continued to influence actors. Actors in Rome were slaves, and the theater was viewed principally as entertainment. Acting as showmanship flourished as the virtuosity and beauty of an individual were emphasized.

Along with the serious acting tradition of the Greeks was a comical style of acting. Little is known about it except that it was very physical, relied on crude jokes and situations, and was apparently popular. Serious professional acting declined along with the Roman Empire and was suppressed by the church in the Middle Ages. Wandering minstrels kept the art of acting alive during this period.

In Elizabethan drama of the late sixteenth and early seventeenth centuries in England, actors faced the problem of portraying not types but individuals. The characters of Shakespeare demand that actors have an understanding of the psychology that is driving the action on stage. Still, Elizabethan acting was probably not acting in the modern sense. The emphasis was still on admirable vocal delivery and choice of gestures appropriate to the poet's words.

Superior acting has continued on the basis of strong national theatrical traditions; this is especially true in Great Britain. The popular theatrical traditions of minstrelsy, variety, and vaudeville culminated in the United States with a group of brilliant actors, including W. C. Fields and Will Rogers, whose work blossomed in early motion pictures.

Reading Time _____

momentary <i>a.</i> 瞬时的	recollection <i>n.</i> 回忆	impersonation <i>n.</i> 扮演	portray <i>v.</i> 饰演	mime <i>n.</i> 哑剧
stylized <i>a.</i> 程式化的	gesture <i>n.</i> 姿势, 手势	showmanship <i>n.</i> 演技	flourish <i>v.</i> 盛行	
virtuosity <i>n.</i> 鉴赏力	crude <i>a.</i> 拙劣的	minstrel <i>n.</i> 吟游诗人	vocal <i>a.</i> 有声的	
minstrelsy <i>n.</i> 吟游技艺	vaudeville <i>n.</i> 歌舞杂耍	culminate <i>v.</i> 达到高潮		

Recalling Facts

1. In about 560 B.C., the Greek actor Thespis introduced
 - ☐ a. comedy.
 - ☐ b. impersonation.
 - ☐ c. mime.
2. Stylized gestures indicating the characters' emotions is called
 - ☐ a. impersonation.
 - ☐ b. oratory.
 - ☐ c. mime.
3. Often compared to acting, oratory is
 - ☐ a. ritual dancing.
 - ☐ b. reciting poetic texts.
 - ☐ c. public speaking.
4. During the Middle Ages, acting
 - ☐ a. flourished.
 - ☐ b. was suppressed.
 - ☐ c. was mostly comical.
5. W. C. Fields and Will Rogers became famous as
 - ☐ a. early motion picture actors.
 - ☐ b. minstrels.
 - ☐ c. orators.

Understanding Ideas

6. Orators, like actors,
 - ☐ a. place a great deal of emphasis on the voice.
 - ☐ b. pretend to be another person.
 - ☐ c. are entertainers.
7. You can conclude from the article that acting is
 - ☐ a. a modern invention.
 - ☐ b. a product of Western culture.
 - ☐ c. an ancient art form.
8. The aim of acting today is
 - ☐ a. largely ceremonial.
 - ☐ b. to entertain.
 - ☐ c. educational.
9. Elizabethan drama introduced a new element to acting, that is,
 - ☐ a. an understanding of the reasons behind actions on the stage.
 - ☐ b. gestures appropriate to the spoken word.
 - ☐ c. appropriate vocal interpretation.
10. During the long history of acting, actors have generally been considered
 - ☐ a. lowly entertainers.
 - ☐ b. important contributors to society.
 - ☐ c. politically influential.

Mark Stein is the stage manager for a production of *Guys and Dolls* at his university drama school. As stage manager, he has orchestrated the various parts of the production—stagehands and carpenters, properties and costumes, lighting, actors, and orchestra—making sure everyone does his or her job. Finally, the production is ready for opening night, but Mark's job does not end.

Mark gives the signal to dim the lights and raise the curtain, trying hard to start on time. Throughout the performance, he wears a head mike and calls cues for scenery changes, lighting, and everything that happens on stage. If a prop breaks or a zipper sticks during a costume change, that's his problem, and so Mark carries tape and safety pins and keeps his fingers crossed. During intermission, he makes sure that everything is ready for the second act, and he signals the house manager to dim the outside lights to call the audience back into the theater for the rest of the performance.

After curtain calls, Mark listens to complaints from everybody about things that didn't go right even if the audience didn't notice the problems. He writes everything down and promises to have it fixed by tomorrow. There are no curtain calls for stage managers, but plays wouldn't happen without them.

orchestrate v. 组织 stagehand n. 后台工作人员 carpenter n. 木匠 property n. 道具
costume n. 服装, 戏服 dim v. 使昏暗, 暗淡 mike n. 麦克风 cue n. 提示, 暗示 pin n. 别针
intermission n. 幕间休息 curtain call 谢幕

1. Recognizing Words in Context

Find the word *orchestrated* in the passage. One definition below is a *synonym* for that word; it means the same or almost the same thing. One definition is an *antonym*; it has the opposite or nearly opposite meaning. The other has a completely different meaning. Label the definitions S for *synonym*, A for *antonym*, and D for *different*.

- _____ a. disarranged
- _____ b. coordinated
- _____ c. enjoyed

2. Distinguishing Fact from Opinion

Two of the statements below present *facts*, which can be proved correct. The other statement is an *opinion*, which expresses someone's thoughts or beliefs. Label the statements F for *fact* and O for *opinion*.

- _____ a. Mark makes sure everyone does his or her job.
- _____ b. Mark wears a head mike and calls cues during the performance.
- _____ c. Plays wouldn't happen without stage managers.