



教育部师范教育司组织编写
中学教师进修高等师范本科(专科起点)教材

专升本

● 总主审 秦秀白

上

英语阅读教程

English Reading Course

陈立华 主编



高等教育出版社

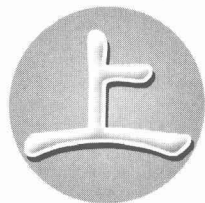
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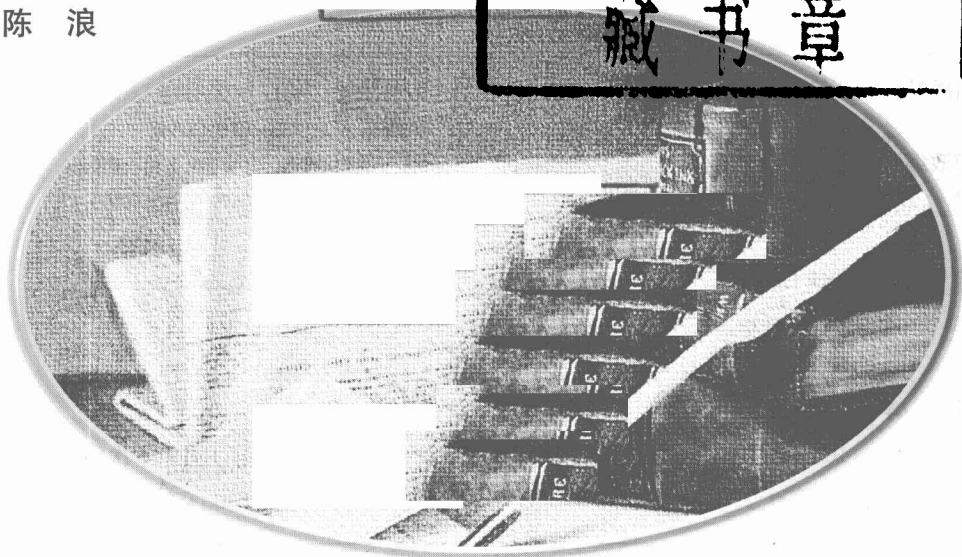


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陈立华 主编
谢 群 编
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江苏工业学院图书馆
藏书章



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前 言

为了适应我国教育事业的发展,培养高素质的中学师资队伍,我们编撰了《英语阅读教程》教材。《英语阅读教程》主要供专科起点的中学教师进修高等师范本科英语专业泛读课使用,也可用于高师英语专业学生的泛读课实践。使用本教材的目的在于有效地训练学生的阅读技能,培养学生阅读能力,提高阅读速度,丰富语言知识,增强英语语感,从而使学生的英语语言水平迈上一个新的台阶。

《英语阅读教程》分上、下两册,供一学年教学使用。教材每册分为16个单元,每单元课文分别由A、B、C三大部分组成。A部分课文主要选自当代英文报纸,内容包括新闻摘要、文化、体育报道、财经报道、科技报道、生活栏目等。A部分的训练重点是快速阅读,要求学生参考规定时间计时阅读,经常检查阅读速度是否加快,理解能力是否提高。B部分课文选自当代英、美书刊,内容包括英、美国家人文地理、民俗典故及社会生活的方方面面。每课课文后附有各种不同形式的练习题,要求学生熟知课文内容,理解课文的段落大意和中心思想,能够根据上下文猜测生词的意思,学会归纳要点、撰写内容提要。B部分还简略介绍基本阅读技巧与方法,训练学生将阅读技巧运用到实践中去。课文前的预热练习是为了调动学生的积极性,鼓励学生主动地参与到阅读中来,使课堂气氛热烈、活跃。C部分课文选自英语经典文学作品,内容包括优秀短篇小说、经典诗歌、散文、短篇剧作及长篇小说选读等。每课课文前介绍基本的文学理论与文学评论知识,课后附加一定的思考题与分析题,目的在于培养学生分析、鉴赏文学作品的能力,了解常见的文学评论知识。所有课文内容思想健康,具有知识性和趣味性。各个单元阅读量都较大,选材范围广,题材、体裁力求多样化,语言地道,形式新颖。在阅读材料的难易程度安排上,尽可能做到由浅入深、循序渐进。所编练习力求实用性强,可操作性强,切实帮助学生理解课文难点,把握重点,掌握高效、实用的阅读方法。书后附有练习参考答案。

在使用《英语阅读教程》的过程中,应从学生的实际水平出发,指导学生循序渐进地阅读各类题材的读物。第一学期阅读速度的起点为每分钟120个单词,逐渐提高,理解准确率为70%;第二学期阅读速度则从每分钟140个单词开始,逐渐达到每分钟180个,最后应达到约220个单词左右的阅读速度,理解准确率不低于75%。在课堂教学中,教师应按泛读课教学大纲的综合要求,结合教材的特点,采取灵活多样的教学方法。同时要通过各种方式对学员进行测试和检查,以了解学员对阅读内容的掌握程度和存在的问题,及时采取改进措施。

由于我们水平有限,教材中疏漏与错误之处在所难免,恳请同仁与广大读者批评指正。

编 者

2001年4月

附：课时分配参考表

课程名称	课时分配					考核形式	
	脱产	业余	函授			考试	考查
			面授	自学	合计		
英语阅读教程	72	72	54	108	162	✓	
Unit 1	4	4	3	6			
Unit 2	4	4	3	6			
Unit 3	4	4	3	6			
Unit 4	4	4	3	6			
Unit 5	4	4	3	6			
Unit 6	4	4	3	6			
Unit 7	4	4	3	6			
Unit 8	4	4	3	6			
Unit 9	4	4	3	6			
Unit 10	4	4	3	6			
Unit 11	5	5	4	8			
Unit 12	5	5	4	8			
Unit 13	5	5	4	8			
Unit 14	5	5	4	8			
Unit 15	6	6	4	8			
Unit 16	6	6	4	8			

**教育部师范教育司组织编写中学教师进修
高等师范本科(专科起点)英语专业规划教材一览表**

	书 名	总主审	主 编
专 业 必 修 课	综合英语教程 (1~4)	秦 秀 白	张维友
	综合英语教程教师参考书		张维友
	综合英语教程录音带		张维友
	英语阅读教程 (上、下)		陈立华
	英语听力教程 (上、下)		李国芳
	英语听力教程录音带		李国芳
	英语口语教程 (上、下)		陈佑林
	英美概况		隋铭才
	英美文学史及作品选读 (英国部分)		刘洵波
	英美文学史及作品选读 (美国部分)		刘洵波
	英文写作		刘家荣
	英汉汉英翻译教程		张春柏
	语言学概论		杨 忠
	英语教学理论与实践		田式国
选修课	经典英语电影作品赏析		刘晓天

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UNIT

1

- Hawaii—Jiang's First US Stop
- What's Right about Reading
- A Nincompoop



Section **A**

Hawaii—Jiang's First US Stop

Liu Shinan

Total words : 543 words

Suggested reading time: 4'48

- 1 HONOLULU—Chinese President Jiang Zemin said “Aloha!” to the American people as he arrived at what he termed as the “major converging point of cultures of the East and West” on Sunday to kick off his state visit to the United States.
- 2 Besides Honolulu and a few other American cities, Jiang will travel to Washington DC for the long-expected summit meeting with US President Bill Clinton.
- 3 Jiang's visit, in response to Clinton's invitation, is the first state visit to the United States made by a Chinese head of state in 12 years. Late President Li Xiannian visited the North American country in 1985.
- 4 At the dinner hosted by Hawaiian Governor Benjamin Cayetano on Sunday evening, Jiang said he was looking forward to discussions with Clinton on developing Sino-American relations, “oriented towards to the 21st century,” and major international and regional issues, so as to usher the relations of the two countries into a new stage.
- 5 The Chinese president reminded his hosts of the responsibilities shared by China and the United States for peace and development in the Asia-Pacific region and the world, for “both countries carry considerable weight in the world today.”
- 6 Jiang stressed that a stable, sound and growing Sino-US relationship not only serves the fundamental interests of the two peoples and the rest of the world, but also conforms to the trend of the times towards peace and development.

- 7 He also pointed out that the two countries had “stood side by side in the fight against Fascism” during World War II.
- 8 Honolulu Mayor Jeremy Harris also hosted a luncheon reception in honor of Jiang. Both Harris and Governor Cayetano expressed pleasure at Jiang’s choosing Honolulu as the first stop on his state visit.
- 9 Harris, who had just returned from a trip to China last week, mentioned the sister city agreement signed by his city and Zhongshan in Guangdong Province to promote cultural, educational and economic exchanges, calling for closer ties between US and Chinese cities.
- 10 Admiral Buluhe Prueher, commander in chief of US Pacific Forces, hosted the welcoming ceremony at the airport. He then accompanied Jiang on a tour of Pearl Harbour.
- 11 The Chinese president laid a wreath at the US Arizona Memorial to “salute the sailors of the Arizona warship killed in the battle.”
- 12 The battleship sank, with 1,177 sailors on board, during a surprise Japanese attack on the American military base in the Pacific on December 7, 1941.
- 13 Jiang met the representatives of the Chinese community in Hawaii on Sunday afternoon in a tightly scheduled one-day stay in Honolulu.
- 14 He told the representatives of his belief that the promotion of Sino-US relations through the summit meeting between the top leaders of both countries “also accords with the hopes of Chinese communities abroad.”
- 15 On the eve of his American trip, President Jiang said he was going to the United States with the wish of “expanding and strengthening the common points and friendly co-operation” between the two countries.
- 16 He said apart from talks and meetings in Washington DC, he will also meet with a variety of people and get in touch with the general public to “deepen mutual understanding and enhance friendship” between the two peoples.

Your reading time: _____



Comprehension

Rearrange the activities according to the schedule of President Jiang Zemin's visit to U.S.

- Meet the representatives of the Chinese community in Hawaii.
- Attend the summit meeting with U.S. President Bill Clinton.
- Attend a luncheon reception hosted by Honolulu Mayor.
- Present at the dinner hosted by Hawaii Governor.
- Lay a wreath at the US Arizona Memorial.
- Attend the welcoming ceremony hosted by commander in chief of US Pacific Forces.

Total number right _____ Percent _____

Your reading proficiency = (words/time) × (right)% =

Section B

Read the title of the following passage and ask yourself what you know about the subject matter. This makes it easier to see what information is new to you and what information you already know about as you read the passage. Read these comments below and find out if you share any of these ideas.

- When I hear the word "reading" I immediately think of classroom, thick textbooks and dictionaries. There are always so many new words...
- Reading is just part of our school. You have to take it... you know you don't have any choice.
- I only read when I'm waiting for a train or an airplane. It's a good way to kill time.
- I hate reading, especially when I'm exhausted with my work. Why? There are so many

- interesting things to do in this world...
- e. Reading is fun. I read whenever I am free. You can't imagine what you can get from a book.

Read the passage below and check if you share the same idea with the author.

What's Right about Reading

Begin here for the real facts about fiction

Anna Quindlen

- 1 Ever since I was very small, I've had the sense that I ought to be somewhere else. I remember watching trains click by—a blur of gray, the diamond glitter of the sunshine on grass—and wishing I was aboard. I remember going to the airport with my parents when I was 13 and reading the destinations board, seeing all the places I could go: San Juan, Cincinnati, Los Angeles, London.
- 2 But the trains sped by and the planes took off without me, so I wandered the world through books. I went to Victorian England in the pages of *Middlemarch* and *A Little Princess*, and to St. Petersburg before the fall of the czar with *Anna Karenina*. I went to Tara and Manderley and Thornfield Hall, all those great houses with their high ceilings and high drama, as I read *Gone with the Wind*, *Rebecca* and *Jane Eyre*.
- 3 My home was in a pleasant place outside of Philadelphia. But I really lived, truly lived, somewhere else. I lived within the covers of books.
- 4 There was a club chair in our house, a big one, with curled arms and a square ottoman, sitting in the living room catty-corner to the fireplace, with a barrel table next to it. In my mind, I am flung into it, reading, with my skinny legs slung over one arm. "It's a beautiful day," my mother is saying. She said that always—autumn, spring, even when there was fresh snowfall. "All your friends are outside."
- 5 It was true; they always were. Sometimes I went out with them, coaxed into the street, out into the fields, down by the creek, drawn by the lure of what I knew intuitively was normal childhood. I have clear memories of lifting rocks at the creek that ran through Naylor's Run to search for crayfish, of laying pennies on the tracks of the trolley and running to fetch them, flattened, when the trolley had passed.

- 6 But there was always a part of me, the best part of me, at home, within some book laid flat on the table to mark my place, its imaginary people waiting for me to return and bring them back to life. That was where the real people were, the trees that moved in the wind, the still, dark waters.
- 7 In books I traveled not only to other worlds, but into my own. I learned who I was and who I wanted to be, what I might aspire to, and what I might dare to dream about my world and myself. In the years since those days in my club chair, I have learned that I was not alone in my devotion to books, although at the time it seemed I was the only child anyone knew who preferred reading a book to ice skating or playing kick-the-can.
- 8 By the time I became an adult, I realized that the world was often as hostile, or at least as blind, to the joy of reading as my girlfriends had been when they banged on our screen door, begging me to put down the book—"that stupid book," they usually called it.
- 9 While we pay lip service to the virtues of reading, there is still in our culture something that suspects those who read too much (whatever "too much" means) as lazy, aimless dreamers, as people who need to grow up and come outside where the real life is, as people who think themselves superior in their separateness.
- 10 There is something in the American character—a certain hale and heartiness—that is suspicious of reading as anything more than a tool for advancement. America is also a nation that prizes sociability and community, that believes that alone leads to loner, loner to loser. Any sort of turning away from human contact is suspect.
- 11 We have a get-out-and-get-going ethos at the heart of our national character. The images of American Presidents that stick are those that portray them as men of action: Theodore Roosevelt on safari, John Kennedy throwing a football around with his brothers. There may only be Lincoln to give solace to the inveterate reader, a solitary figure sitting by the fire who believed that books held the knowledge he so eagerly sought. "My best friend's the man who'll get me one," he once said.
- 12 Perhaps at base we readers are dissatisfied people, yearning to be elsewhere, to live vicariously through words in a way we cannot live directly through life. Perhaps we are the world's great nomads, if only in our minds. I travel today in the way I once dreamed of traveling as a child—on airplanes and in trains. And the irony is that I don't care for it very much. I am the sort of person who prefers to stay at home, surrounded by family, friends, familiarity, books. The only thing I do like about traveling is the time on airplanes spent reading.

- 13 It turns out that when my younger self thought of taking wing, she wanted only to let her spirit soar. Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.

Extracting the Main Idea

The main idea of a passage is the thought that is present from the beginning to the end. In a well-written paragraph, most of the sentences support, describe, or explain the main idea. In order to determine the main idea, you should ask yourself what idea is common to most of the text. What is the idea that relates the parts to the whole? What opinion do all the parts support?

Go through the passage again and decide which of the following statements will supply the main idea of the passage.

1. The author loves reading because she enjoys traveling but she can't travel in her real life.
2. The author loves reading because President Lincoln has set a good example for her.
3. The author reads because she likes the feeling that her spirit is soaring.
4. The author loves reading because it helps fulfill her dream as a great writer.

Reading for Specific Information

On some occasions, such as in examinations, you need to study the passage very closely to find the answer to a question. The information you require is in the passage; all you have to do is to find it.

Read the passage again and choose the correct answers to fill in the blanks.

1. When she was 13, the author visited _____.
 - a. San Juan and Cincinnati
 - b. Los Angeles and London
 - c. none of these places
2. She visited Manderley and Thornfield Hall by _____.
 - a. reading
 - b. seeing movies

- c. train
3. Her mother was _____ as she saw her daughter reading all day.
- happy
 - proud
 - worried
4. As she was playing with other girls, she did NOT _____.
- search for crayfish
 - look for coins
 - jump off a trolley
5. When the author became an adult, her girlfriends _____.
- asked her not to read
 - asked her to read
 - joined in reading
6. The author says that in America, people pay lip service to the virtues of reading. This means that they _____.
- really enjoy reading
 - just talk about reading instead of doing reading
 - pronounce the words while they are reading
7. The author says that in America people believe _____ is more important.
- being sociable
 - being silent
 - being diligent in learning
8. Lincoln may give solace to the inveterate reader because _____.
- he was also an inveterate reader
 - he hired inveterate readers as officials
 - he wrote articles to encourage inveterate readers