

主编 赵志义

青海人民出版社

# 高校初级英语阅读 (上)

Elementary English Reading for college Students



青海师范大学资助出版

# College Elementary English Reading

## 高校初级英语阅读

上册

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## 前 言

《高校初级英语阅读》是按照《高等学校英语专业基础阶段英语教学大纲》中对阅读课程的要求而编写的,可供英语专业一年级的学生使用,也适用于英语自学者。教材旨在通过选取题材广泛的阅读材料以及不同的文体使学生在提高阅读理解能力和扩大词汇量的同时,学习掌握有用的目的语国家的文化背景知识。

本教材具有以下特点:

一、注重阅读过程中各种阅读技巧的训练。本教材致力于学生阅读技巧的训练,通过恰当的阅前和读后的练习设计,引导学生带着问题进行略读、查读,乃至精细阅读,找出主题句,确定中心思想;对单词、句子和通篇含义等进行推断,掌握语篇分析、文章概括、上下文推理的阅读过程和阅读方法。学生经过这样的训练,将加深对语言深层次含义的理解,提高阅读能力。

二、选文注重时效性与知识性,各种题材兼顾。本教程的选文特别注重文章内容的时效性、知识性,并与一年级阅读教学训练的适应性相结合。为了培养学生的阅读兴趣,方便活跃阅读课堂教学,教程的文章主要选取一些新颖的、喜闻乐见的、难度及篇幅基本符合英语专业教学大纲中的相关要求的文章,并注意题材涉及各种话题、领域以及各种体裁类型。如,说明文、议论文及记叙文等的结合。

三、此教材采用理解型速读方式,阅读量较大。上册的课文长度每篇平均为1200词,下册每篇1500词。阅读长度的加大旨在使学生在有效的时间内大量地输入语言信息并进行处理,在理解的前提下,不断加快阅读速度、扩大词汇量、拓展知识面,提高阅读理解准确度。

《高校初级英语阅读》分上下两册。每册13个单元(每单元分为三个部分。第一部分为课文A,课文A是单元的阅读主体,要求在课堂上处理,学生无须预习。第二部分为课文B,课文B是快速阅读,有三篇长度为300词左右的短文,要求学生在限定的时间范围内阅读并完成阅读理解问题。第三部分为课文C,课文C为课外阅读,提供较长的语言材料,要求学生在课外进行阅读并完成练习,教师在下次课上检查学生完成情况并给予评判。

本教材的主编和编写人员都是多年从事英语专业教学的教师,赵志义教授担任主编,罗冬梅副教授负责编写上册,王勇副教授负责编写下册。本书的编写和出版得到了青海师范大学有关部门和外语系的大力支持,也得到了青海人民出版社编辑的鼎力相助。在此,我们表示衷心感谢。由于时间紧迫、编者水平有限,恳切专家和读者不吝赐教,以便及时校正。

编者

2007年8月

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# Unit A

## Unit One

### Introducing SQ3R

Discuss the following Questions.

1. Are you afraid of reading long articles or thick books? Why?
2. How do you know if a book or an article is at your level?
3. Read the text quickly, paying attention to the Big Letter Words, and get the idea: "What does SQ3R stand for?"

## Text A

### Words you need

**grope:** feel or search about (for something) as one does in the dark

**thumb through:** turn over the pages of a book

**preliminary:** preparatory

### Pre-reading activity

Discuss the following Questions.

1. Are you afraid of reading long articles or thick books? Why?
2. How do you know if a book or an article is at your level?
3. Read the text quickly, paying attention to the Big Letter Words, and get the idea: "What does SQ3R stand for?"



## Introducing SQ3R

- 1 Imagine that on a very dark night a friend takes you to the door of a room you have never seen before. Your friend explains that the room is a fully furnished living room. The end of the room is a door that leads out onto a courtyard. Your task is to go through the room alone, open the door, and step out onto the courtyard. There is only one problem. It is very dark in the room, and you may not turn on any lights. What will probably happen? Not knowing the location of the furniture, you will begin to grope your way slowly, very slowly, until -- bang! You hit your body against the sofa, fall down, perhaps bruise yourself.
- 2 Now imagine that instead of having to grope your way without any knowledge of where you are, your friend had turned a light switch on for just a brief moment. Would this have helped? Most certainly. In the fraction of time that the light was on, you would have seen the sofa and the lamp and, more important, the path that leads to the courtyard door. Even after the light went off, you would be able to find your way in the dark more quickly, with less difficulty, and with less damage to yourself and to the furniture.
- 3 Trying to study a chapter in any textbook without preparing the chapter first is like groping your way in the dark without any idea of where things are. You finally come to the end of the chapter with your mind disarranged, not sure of how you got there and not sure of what you have

been through. This is why the SQ3R method of study is so helpful. What is this technique and how can it be of help?

- 4** The SQ3R method of study allows you to study a textbook chapter in less time, with better understanding and a better recollection of the information than you are used to experiencing. The results of research in both learning and memory are incorporated into this technique.
- 5** In order to be a good reader, you need to become actively involved in what the author is saying. You must listen to the author and try to understand the ideas being presented. Then you must react to them. The SQ3R method forces you to do that.
- 6** By taking the proper approach to reading you increase your efficiency. Preliminary planning pays. A few minutes' preview reduces total reading time. A few minutes' review keeps you from forgetting so fast. The formula is: SQ3R.
- 7** S in the formula stands for Survey which is the process of getting your position in an article, a chapter, or a book. This involves reviewing what you already know on the subject, finding out what the author is trying to do, and deciding on your purpose in reading the passage.
- 8** From the title of a book, for example, you get your first cue to what it is about. Then you ask yourself: "What do I already know about this subject?" By applying your previous knowledge to the book, you pave the way for comprehending and remembering what you read.

- 9 To find out what the author is trying to say, you quickly explore the book. Thumb through it. Look at the table of contents; get the feel of the book as a whole. Is the author trying to describe something, to prove something, to explain something, or to persuade you to do something? Speculate about the contents and work out the author's ideas hidden in long complicated sentences.
- 10 This preliminary survey helps you to decide what you want to get out of the material. Your purpose in reading depends on the nature of the material and on the use you wish to make of it. Some books and magazines are meant to be scanned quickly; others demand more of your time; and a few deserve intensive study.
- 11 The next step is represented by Q in the formula: Q stands for Questions -- specific questions you want to have answered by the book. Some of these may be questions related to your previous knowledge of the subject. Other questions relate directly to the information you want to obtain from the book. By asking these kinds of definite questions, you will gain immediate encouragement for reading.
- 12  $R_1$  is the third step: Read. Now you begin to read, after you have selected the method best suited to your purpose. If your purpose is to grasp the author's pattern of thought in a basic text, then you will read every paragraph to get the main idea and the supporting details. You will compare and analyze the meanings. If your purpose is to answer specific questions, then you will keep these questions in mind and read carefully the paragraphs that contain the answers. If

your purpose is to take part in a conversation or class discussion, then you will read to get ideas, interesting details, and points of view which you can contribute.

**13**  $R_2$  is the fourth step: Review. This is especially necessary in the study type of reading, such as textbooks and reference books. You go over the passage to be sure that you have obtained the answers to your questions and that you understand and remember accurately all the important ideas. This immediate checking and recalling of what you have learned also aids memory.

**14**  $R_3$  is the fifth step: Recite. This means to review the material in the form in which you will use it. Are you reading in order to take part in class discussion? Then you will recite the ideas that will be useful for this purpose. Are you reading in order to answer specific questions? Then you will go over the questions and the answers which you have found. Are you interested in building a firm foundation in a field of study? Then you may take time to write a summary relating and interpreting the main ideas which you have just gained.

**15** If you apply this formula, SQ3R, to all the study type of reading jobs you have to do, you will greatly increase your total reading efficiency.

(1024 words)

## Comprehension questions

**I. Read the passage carefully and decide whether the following statements are true or false.**

1. \_\_\_\_ It is a waste of time to preview a reading text.
2. \_\_\_\_ To survey is to find out your position in a reading text.
3. \_\_\_\_ While reading, you should just concentrate on what the author is telling about.
4. \_\_\_\_ By "recite", the author means that you should remember every word of the author by heart.
5. \_\_\_\_ Interesting details are the only things you need for a class discussion.

## II. Answer the following questions.

1. What are the two kinds of questions you ask while reading?

\_\_\_\_\_

\_\_\_\_\_

2. Do you think SQ3R method of study can help reader finish reading book more quickly?

\_\_\_\_\_

\_\_\_\_\_

3. Should one get prepared before reading anything?

\_\_\_\_\_

\_\_\_\_\_

4. Is revision particularly useful for the reading of textbooks and reference books?

\_\_\_\_\_

\_\_\_\_\_

5. Why do you want to get the main idea and the supporting details?

\_\_\_\_\_

\_\_\_\_\_

## III. Write about 5 sentences on one of the following topics.

1. Describe your former way of reading an article.
2. Give an account of your favorite way of study.
3. Try to guess what SQ3R stands for and the possible content.

## Text B

## Fast reading

**Directions:** Read the following passages and do the multiple choice exercises. Try to finish them within 15 minutes. Do not preview.

## 1

I once asked a teacher what he liked most about his branch of mathematics. He replied that it was the beauty and simplicity of theorems. "Such as what?" I asked. His eyes flashed with enthusiasm. "Such as the proof that the intersection of two quartics is a twisted cubic." Seeing a glazed look in my eyes, he began to sketch the proof. I held up a hand, laughing, and said, "Wait a minute. I've never even heard of these things." But, it was too late. The teaching fit was on him. He began to explain. I was perplexed and I said so. He began to grow exasperated, like most teachers when their "explanations" are not being understood. "It's really very simple!" he said, as his hands made complicated shapes in the air. I was amused but also appalled. Here was an experienced teacher who believed so strongly in the magical power of explanation that he thought he could drop me into the middle of an advance and complex branch of mathematics in which I had absolutely no knowledge or experience, and with a few words and waves of the hand make the whole thing perfectly clear.

- The teacher became exasperated when the speaker could not \_\_\_\_\_.
  - reduce the proof to its simplest terms
  - understand the proof
  - enjoy the proof for its own sake
  - repeat the proof
- When the teacher saw that his explanation had not been understood, he tried to explain it further by using \_\_\_\_\_.
  - elaborate and confusing gestures

- B. another teacher's explanations  
 C. mathematic textbook  
 D. his lecture notes
3. From the passage, one can infer that the speaker more than the teacher \_\_\_\_\_.  
 A. understands the difficulties involved in teaching  
 B. regards mathematics as an important area of study  
 C. is uninterested in the educational experience of students  
 D. intends to continue seeking the perfect proof
4. The speaker is critical of the teacher for having underestimated the \_\_\_\_\_.  
 A. importance of education  
 B. beauty of the theorem  
 C. complexity of the problem  
 D. hostility of the student
5. The phrase *the whole thing* refers to the \_\_\_\_\_.  
 A. theorem  
 B. teacher's exasperation  
 C. teacher's method  
 D. speaker's mental processes

## 2

Long bus rides are like television shows. They have a beginning, a middle, and an end -- with commercials thrown in every three or four minutes. The commercials are unavoidable. They happen whether you want them or not. Every couple of minutes a billboard glides by outside the bus window. "Buy Super Clean Toothpaste." "Drink Goodn Wet Root Beer." "Fill up with Pacific Gas." Only if you sleep, which is equal to turning the television set off, are you spared the unending cry of "You Need It! Buy It Now!"

The beginning of the ride is comfortable and somewhat exciting, even if you've traveled that way before. Usually some things have changed -- new houses, new buildings, sometimes even a new road. The bus driver has a style of driving and it's fun to try to figure it out the first hour or so. If the driver is particularly reckless or daring, the ride can be as thrilling as a suspense story. Will the driver pass the truck



in time? Will the driver move into the right or the left-hand lane? After a while, of course, the excitement dies down. Sleeping for a while helps pass the middle hours of the ride. Food always makes bus rides more interesting. But you've got to be careful of what kind of food you eat. Too much salty food can make you very thirsty between stops.

The end of the ride is somewhat like the beginning. You know it will soon be over and there's a kind of expectation and excitement in that. The seat, of course, has become harder as the hours have passed. By now you've sat with your legs crossed, with your hands in your lap, with your hands on the arm rests — even with your hands crossed behind your head. The end comes just at no more ways to sit.

1. According to the passage, what do the passengers usually see when they are on a long bus trip?
  - A. Buses on the road.
  - B. Films on television.
  - C. Advertisements on the board.
  - D. Gas stations.
2. What is the purpose of this passage?
  - A. To give the writers opinion about long bus trips.
  - B. To persuade you to take a long bus trip.
  - C. To explain how bus trips and television shows differ.
  - D. To describe the billboards along the road.
3. The writer of this passage would probably favor \_\_\_\_\_.
  - A. bus drivers who weren't reckless
  - B. driving alone
  - C. a television set on the bus
  - D. no billboards along the road
4. The writer feels long bus rides are like TV shows because \_\_\_\_\_.
  - A. the commercials both on TV shows and on billboards along the road are fun
  - B. they both have a beginning, a middle, and an end, with commercials in between
  - C. the drivers are always reckless on TV shows just as they are on buses



- D. both traveling and watching TV are not exciting
5. The writer thinks that the end of the ride is somewhat like the beginning because both are \_\_\_\_.
- A. exciting
- B. comfortable
- C. tiring
- D. boring

## 3

The British psychoanalyst John Bowlby maintains that separation from the parents during the sensitive “attachment” period from birth to three may scar a child’s personality and predispose to emotional problems in later life. Some people have drawn the conclusion from Bowlby’s work that children should not be subjected to day care before the age of three because of the parental separation it entails, and many people do believe this. But there are also arguments against such a strong conclusion.

Firstly, anthropologists point out that the insulated love affair between children and parents found in modern societies does not usually exist in traditional societies. For example, in some tribal societies, such as the Ngoni, the father and mother of a child did not rear their infant alone — far from it. Secondly, common sense tells us that day care would not be so widespread today if parents, care-takers found children had problems with it. Statistical studies of this kind have not yet been carried out, and they have uniformly reported that day care had a neutral or slightly positive effect on children’s development. But tests that have had to be used to measure this development are not widely enough accepted to settle the issue.

But Bowlby’s analysis raises the possibility that early day care has delayed effects. The possibility that such care might lead to, say, more mental illness or crime 15 or 20 years later can only be explored by the use of statistics. Whatever the long-term effects, parents sometimes find the immediate effects difficult to deal with. Children under three are likely to protest at leaving their parents and show unhappiness. At the age of three or three and a half, almost all children find the transition to nursery easy, and this is undoubtedly why more and more parents make