



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

# 泛读教程

## READING COURSE 2

王守仁 高虹 编

### 第二册



上海外语教育出版社

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# 总序

普通高等教育“十五”国家规划教材  
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将达到 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树

的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足21世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

# 前 言

根据教育部2000年颁发的《高等学校英语专业英语教学大纲》，我们编写了《泛读教程》，供高等学校英语专业一、二年级泛读（阅读）课教学使用。

《泛读教程》的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言素材题材广泛，内容呈百科知识性，涉及英语国家的社会、政治、经济、文化、文学、历史、宗教、体育、医药、环保、风土人情、科普知识等各个领域；同时，语言素材的文体呈多样性，既有文学作品，又有记叙、说明、议论、新闻、广告等语言风格不同的各类文章。就“读”而言，《泛读教程》提供全面系统的阅读训练，指导学生掌握细读、略读、寻读等方法，学会快速、准确地获取并处理信息，并通过各种练习，培养假设判断、分析归纳、推理检验等逻辑思维能力。学生学了这套教材，可以提高英语的阅读理解能力和阅读速度，增强英语语感，扩大词汇量，增加英语国家文化背景知识。

《泛读教程》全套四册。每册十八单元，按阅读方法编为三到四组。每一单元分三个部分，结构如下：

**第一部分（Section A）**是为课堂教学设计的，一般不要求学生预习。

**词汇测试（Word Pretest）**所列单词选自第一部分（Section A）的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

**课文（Text）**根据难易程度，由浅入深编排。课文长度从第一册的650字左右逐渐增加到第四册的1200字左右。

**阅读方法（Reading Skill）**循序渐进地系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，熟悉英语句子结构，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木，不见森林”的现象，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评鉴赏能力。阅读方法属单项技能强化训练，即同一种阅读技能要连续在几个单元内反复操练，以使學生能真正掌握，运用自如。

**词汇练习（Vocabulary Building）**在四册书中各有侧重，第一册系统介绍常见构词法，第二册除构词法外，还有语义辨认、动词搭配、同义词及反义词等方面的练习，第三、第四册进行词形变化训练，第四册增加了习语、类比推理及词汇综合练习等内容。

**完形填空（Cloze）**重点测验学生阅读理解能力，培养学生语感。

**第二部分（Section B）**有四至五篇相关题材的短文，主要用于快速阅读训练，学生

不得预习。阅读必须在规定时间内完成，但教师可根据学生的情况对阅读时间进行适当调整。

**第三部分 (Section C)** 所选课文长度超过第一部分课文，内容是对相关题材的深化或补充，供学生课外阅读，教师在课堂上进行检查，也可结合第一部分 (Section A) 的课文作适当讲解。

每个单元的最后有两至三道思考题，供学生在课内或课外讨论。

《泛读教程》是在原《新编英语泛读教程》基础上改编的。我们保持了《新编英语泛读教程》的基本框架，但替换了部分课文，并重新编排了相应的练习。我们希望《泛读教程》能适应不断变化的新形势，满足新世纪英语教学的实际需要。

陈陆鹰、康文凯、周富强参与了本书部分单元的编写工作。

《泛读教程》于2002年5月列入教育部普通高等教育“十五”国家级教材规划，评审专家对我们的工作给予了充分肯定。在教材编写过程中，我们得到了上海外语教育出版社智象社长的关心和指导，责任编辑李健儿同志提出了很好的建议和意见，在此一并致谢。

王守仁

2004年9月于南京大学



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## READING SKILL: Finding the Main Idea

In Book I you have already learned to distinguish between the topic and the main idea in a reading passage. The topic is the subject the passage is about. The main idea is the writer's opinion, judgment, or idea about the topic. It is the controlling idea that the writer wishes to prove or explain. The details are the proof or explanation that supports this general concept.

The main idea is a generalization, whereas the supporting details are more specific. Being able to tell the main idea from the specific details is another essential skill to aid comprehension. Read the following paragraph, looking for the idea that is the most general.

Aunt Stella never forgets to send a card on the birthdays of her friends. She remembers anniversaries and graduations better than anyone else in the community. If she says she'll lend you a book or send you an article she saw in the newspaper, she always comes through. And somehow she manages to keep straight not just the names of her fifteen nieces and nephews, seven brothers and sisters, and their thirty-five children, but she also remembers such things as who loves the color blue and who hates pink and who loves roller-skating and who dislikes trips to the beach.

Let's check your comprehension. All the sentences have something to do with Aunt Stella's memory, so that is the topic. What specifics do you learn about her memory? She remembers a) birthdays of friends, b) anniversaries and graduations, c) promises, and d) names and interests of family members. Now, judging from the details listed here, what general statement can you make about Aunt Stella's memory? *Main idea:* Aunt Stella has an exceptionally good memory. If you wrote a sentence similar to this one, you have got the main idea of the paragraph. It is quite clear that the details are an expansion of the main idea, that is, in turn, an expansion of the topic.

Usually the main idea is directly stated by the writer in one or more sentences within a reading passage. The sentence that states this main idea is called the topic sentence. The location of the topic sentence is not fixed; it may appear in the beginning, the middle or the end of the passage. Sometimes the passage lacks the topic sentence. In this case, the reader is required to work out the general idea by himself.





# UNIT 1



## Reading

### Section

**A**

Directions: You are expected to study this section in class. Do not preview.



### WORD PRETEST

For each *italicized* word or expression, choose the best meaning below.

1. This map shows a *complex* network of roads in this big city.  
A. hard                                      B. complicated                                      C. simple
2. As a teacher you have to *adjust* your methods to suit the needs of slower children.  
A. change                                      B. adopt                                      C. develop
3. The last five years have seen a *consistent* improvement in the country's economy.  
A. gradual                                      B. continuous                                      C. increasing
4. The two doctors gave different *diagnoses* of my disease.  
A. medical judgments                                      B. dialogues                                      C. operations

5. The *literal meaning* of "television" is seeing from a distance.  
 A. literary meaning                      B. original meaning                      C. extended meaning
6. They complained of *bias* in the way the news media reported the story.  
 A. enthusiasm                      B. indifference                      C. prejudice
7. The pictures give great *aesthetic* pleasure.  
 A. mental                      B. artistic                      C. real
8. The body is *stimulated* to build up resistance.  
 A. helped                      B. controlled                      C. aroused



## TEXT I

### *How Can a Person Learn to Read Faster?*

Almost anyone can benefit from a developmental reading course. For most people, unless they have taken a reading course, training in how to read ends with elementary school. This is unfortunate because as the student advances in school, textbooks become increasingly difficult, vocabulary more complex, and reading assignments longer. The student needs training in the vocabulary of each subject area, in recognizing the format and content of his various textbooks, in adjusting his reading rate for different purposes, and in recognizing different areas of comprehension such as author's theme and purpose, inferences, humor, irony and other literary devices. Just learning to read words faster does not help develop these specific areas of reading. 5

You can learn to read faster by first learning something about the reading process and by then comparing your way of reading with the proper way of reading. Once you've done this, better and faster reading is just a matter of consistent practice. 10

Here are four areas of the reading process that will help you develop:

**1. The visual process.** Since the reading process needs the eyes, it is necessary to make certain that you have no visual problems. Sometimes very poor readers need eye muscle exercises to correct an imbalance of eye movement. If you have difficulty, consult your instructor or see an eye doctor for professional diagnosis. However, if you have no physical visual problems, your eyes work in the following way. As you move your eyes from left to right on a line of print, they make very short stops called fixations. Usually you make from three to five eye movements per second. You normally are unaware of these movements because these slight pauses or fixations are too quick. Sometimes your eyes regress, that is, your eyes move in reverse. While regression is not abnormal, too many regressions, especially if there is no need to read backwards on a line, will cause you to have a slower reading rate. 15 20 25

Eye movement photography shows that the average reader makes about four eye stops

per second. Poor readers require more pauses; good readers require fewer.

**2. Word knowledge and experience.** A good vocabulary is necessary for fast reading. The longer it takes for you to recognize and interpret the definition of a word, the longer it will take you to apply it to the total meaning of the phrase, sentence or paragraph you are reading. Often it is your vocabulary that determines your reading speed. If you have a good vocabulary in the social studies area, you will read material in the subject much faster than an area such as science, where you may have a weaker vocabulary. A very rapid reader responds to the meanings of words by their sight or contextual use rather than by their sound. A slow reader must see the words and think the sounds in his mind before the words have any meaning to him. One of the best ways to develop your reading power is to develop your vocabulary. 30 35

**3. Establishing a purpose for reading.** Having a predetermined purpose before actually beginning to read helps you control your speed and focuses your attention for more efficient comprehension. When you know why you are reading and what you want to learn from your reading, you can adjust your rate to fit your needs. Unfortunately, too many readers have the idea that good comprehension is a result of trying to remember everything they read. They generally read everything, no matter what type of material, the same way — slowly and carefully. A good reader plans ahead. He attempts to establish a purpose or goal for reading. This he does in several ways, depending on the material. Sometimes he previews or looks over the material to be read to see how much he may know about the subject and then decides how carefully he may need to read. Sometimes he first reads the questions found in the text, if there are any, and then uses them as a guide. Sometimes he simply asks himself, "Why am I reading this material and what do I think I'll need to remember?" In school, of course, purpose in reading is often determined by the instructor and his demands. But you must learn to establish a purpose for reading which helps you, whether it be reading in school or out. 40 45 50

**4. Comprehension fundamentals.** Just as you have more than one type of vocabulary (science, math, social studies), so you have more than one type of comprehension. There is a *literal understanding* which is basic to good recall of what you read. This type is used when you need to remember facts, dates, places, events, and main ideas presented. Then there is a *critical understanding* which is needed to judge what you read, to compare and contrast the main ideas being presented with what you know and feel about the subject. This type also requires that you recognize bias and propaganda and distinguish fact from opinion. Still another type of comprehension is *aesthetic understanding* or being able to appreciate the style and technique of an author, to recognize satire, irony, humor, and the author's ability to stimulate the senses. It is important that you develop all levels of your comprehension powers if you want to read faster. 55 60

Total words: 886

Total reading time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds



The text is based on *Increasing Reading Speed (second edition)* by W. Royce Adams, Collier Macmillan Publishers, London, 1982.



## READING SKILL : Finding the Main Idea

Read the following passage carefully and answer the questions below.

A good vocabulary is necessary for fast reading. The longer it takes for you to recognize and interpret the definition of a word, the longer it will take you to apply it to the total meaning of the phrase, sentence or paragraph you are reading. Often it is your vocabulary that determines your reading speed. If you have a good vocabulary in the social studies area, you will read material in the subject much faster than an area such as science, where you may have a weaker vocabulary. A very rapid reader responds to the meanings of words by their sight or contextual use rather than by their sound. A slow reader must see the words and think the sounds in his mind before the words have any meaning to him. One of the best ways to develop your reading power is to develop your vocabulary.

1. What is the topic or subject being discussed?
2. In your own words, what is the writer's main idea about this topic?
3. What are the specific details that support the main idea?



## READING COMPREHENSION

Circle the letter of the best answer.

1. Developmental reading course is necessary for almost anyone because \_\_\_\_\_.  
 A. school training in how to read is not good enough  
 B. school training in how to read ends too early in one's life  
 C. it is demanded at one's work
2. Reading faster requires the following except \_\_\_\_\_.  
 A. reading words faster                      B. knowing the reading process                      C. consistent practice
3. The average reader makes about \_\_\_\_\_ eye stops per second.  
 A. two    B. four    C. six