

Steps to Academic Reading 5

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the

精通英语阅读系列

# 字里行间

第三版

Between the Lines

Jean Zukowski/Faust

Susan S. Johnston (美) 编著

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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导 读：许文胜

注 释：韩秀荣 谢山青

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## **字里行间**

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## “英语阅读文库”丛书总序

进入21世纪,全球经济一体化进程加快,国际交往日益频繁,科学和技术日新月异;我国加入WTO后,国内学英语、教英语、用英语的热潮持续升温,有关英语教学改革的新举措频频出台,令人鼓舞,催人奋进。我作为外语教学战线上的一名老兵,面临如此机遇和挑战,深受鼓舞和鞭策。这些年,我一直埋头于翻译研究和辞典编纂,外语教学研究领域涉及不多,但为我国英语教学出一份力的念头始终没有放弃过。现在,终于有了这样一个机会,外语教学与研究出版社独具慧眼,从众多国际知名出版社引进一套大型“英语阅读文库”,邀请我担任该文库的总主编。该文库首批推出12本英语阅读教材,内容涵盖了政治、经济、环保、教育、科学与技术等领域中广大读者最感兴趣和关心的话题,并由国内经验丰富的英语教学专家、教授、博士为各书撰写导读,为读者解疑释惑,指点迷津。文库后续几辑不久也将陆续与读者见面。出版这样大规模的英语阅读系列丛书,这在我国还是不多见的。这套阅读文库所带来的全新阅读教学理念,无疑为我国英语阅读教学和阅读教材的编写吹来了一股新风,也为广大英语师生、涉外人员和普通英语学习者献上了一套内容新颖、知识丰富、图文并茂的丛书,对此我感到由衷地高兴。

长期以来,人们认为,在听、说、读、写、译五项语言技能中,阅读一直是我国学生的强项。教育部颁布的《全日制高级中学英语教学大纲》和《大学英语教学大纲(修订本)》也将其目标分别定位在“侧重培养阅读能力”和“培养学生具有较强的阅读能力”。但是,有人却认为讲好英语或许更有助于我们在国际舞台上参与竞争。因此,外语教学界有人对大学英语教学大纲是否应该继续将培养阅读能力放在首位提出了质疑。

要解决这个问题,首先要弄清楚:英语在中国是“外国语”(EFL)还是“第二语言”(ESL)?我们不得不承认英语在中国还只是外国语。英语为母语或第二语言的学习者通常是在具备相当程度的听和说的能力后才开始学习阅读技能的。而在中国,情况绝非如此,这是不言自明的。尽管通过多年的努力,教授英语听和说的条件有所改善,但是由于种种条件的限制,听、说方面的条件仍不尽人意,因此阅读仍然是扩展英语知识和能力的重要途径。可以说,阅读输入是其他输出的主要前提条件。从某种意义上说,没有阅读就没有英语学习,学生要学好英语就必须广泛阅读。通过大量的语言输入,

开阔眼界，扩展知识，更好地理解所学语言。

解决了为什么要阅读这个问题，就需要弄清楚我们应该怎样看待阅读——是把阅读看成简单、被动的字符释义，还是看成读者与原文之间的互动交流？在这个问题上，大致上有两种观点：一种观点注重阅读的结果，强调文章的形式和意义，认为阅读只是字符的简单解码过程；另一种观点则注重阅读的过程，更重视读者在理解文章内容时所采用的策略，认为阅读过程中，读者调动已有的语言知识来理解所读文章的意思。一方面，阅读是大脑认知的过程；另一方面，阅读也是读者与文章之间的沟通与交流。现代语言学以及语言习得理论的研究成果告诉我们：要驾驭一门外语，学习者一定得经历从语言能力（linguistic competence）的成熟，到社交语用能力（socio-pragmatic competence）的成熟，最终到文化能力（cultural competence）的成熟这一必经的过程，三个阶段缺一不可。也就是说，学习一种外国语不只是学习语言本身及其运用的技巧，更需要学会跨越与该语言伴随而来的文化障碍，即不同的文化背景所产生的不同思维方式和生活习俗。而要完成上述过程，阅读能力的培养始终是英语教学的首要任务。因为阅读是语言输出的主要来源，是听、说、写、译的基础，也是学生毕业后继续深造的基石。

正是基于这样的认识，“英语阅读文库”丛书的编写者们在充分汲取英美阅读理论的研究成果的基础上，围绕培养学生的“阅读速度”和“理解深度”这两个中心环节，紧扣学生学习过程中可能碰到的问题，以准确、通俗、精练的文字，对英语阅读的基础理论、方法和技巧作了深入浅出的归纳和介绍，并围绕每一核心话题，配以内容涵盖了人文类、社科类和科普类等日常生活的方方面面的练习，环环紧扣，自然合理，符合阅读训练的规律，较好地处理了教材编写中“知识性与可思性、系统性与灵活性、可接受性与前瞻性、语言规范与时代气息”之间的关系，让我们有机会了解到21世纪国际外语教学变革的最前沿动态。

总之，“英语阅读文库”体现了教育部制定的英语教学大纲的指导思想、教学目的和教学要求，顺应21世纪外语教学改革的大趋势。它以语言能力为基础，以跨文化交际能力为核心，以提高交际能力为目的，为读者提供了理论与实际相结合、适合教学或自学之用的辅助材料，对英语学习者一定有很大的吸引力。我相信这套丛书会成为广大读者的良伴益友。

是为序。

**张柏然**

南京大学教授  
博士生导师

## 导 读

### 一、对英语阅读能力的培养

现代外语教学理论指出,英语阅读教学的目标不仅仅是培养学生的阅读理解能力。英语阅读教学的目标理念必须建立在人的发展概念上,让学生养成良好的阅读习惯,掌握一定的阅读技巧,拥有主动学习和合作的精神,具有自我学习的能力,为终身学习打下基础。

阅读理解能力为语言能力的一种,主要包括三个方面:1.处理语言形式的的能力——语能;2.处理语言意义的能力——才能;3.达到交际意念的能力——智能。另外,近来普遍为教师所采用的以学生为中心的课堂教学方法不仅强调培养学生的语言能力,而且注重培养学生的技能,因而阅读理解能力还应包括阅读技能。这样,阅读理解能力主要由四种能力组成:语能、才能、智能和技能。这四种能力构成整个阅读理解能力,也为阅读教材的编写提供了基本的理论依据。

阅读语能应包括词句和篇章结构两个层面的语能。这就要求阅读教材不仅要注意系统地呈现语言知识,培养学生处理词、句的语能,而且要注意培养学生处理篇章结构的语能。就培养学生的阅读才能来讲,阅读教材应注意提供读者阅读才能所及的内容,注意学生是否具备关于文章内容的背景知识以及对这些内容感兴趣的程度。阅读智能包括猜词悟意阅读智能、推理阅读智能、概括阅读智能和预测阅读智能。它在英语阅读活动中自始至终起着重要作用,因而阅读教材应该包括对读者的阅读智能的培养。例如,为了培养读者猜词悟意智能,教材各章节应该设有练习,专门训练学生根据上下文猜测词义的能力。阅读技能在读者的阅读过程中与其所具有的背景知识和文章中的信息产生交互作用,帮助读者高效地、有目的地阅读理解。

从以上的分析可以看出,要想达到培养和提高读者阅读能力的目的,必须从培养和提高读者的语能、才能、智能和技能四方面入手编写教材。只有这样,才能给读者呈献上一本好的阅读教程。

### 二、关于“精通英语阅读”系列

“精通英语阅读”系列可谓最新推出的不可多得的英语分级阅读教程。该套教程主要有五大特征:1.文章选题广泛,而且都是读者所感兴趣和关心的话题;2.注重阅读技巧的传授和训练,有助于学习者系统地掌握阅读技能,改掉不良阅读习惯及方法,提高阅读能力;3.既注重培养学生阅读词、句的能力,也注重培养学生分析篇章结构的能力;4.注重培养学生的阅读智能,比如,在阅读后的练习中有意识地训练学生猜词悟意的能力、推理判断的能力;5.注重在阅读过程中培养学生的交际能力。阅读后的讨论话题多样且与学生的生活经历有密切关系,这样既可避免阅

读练习题的机械性，也培养了学生的交际能力。

### 三、关于《字里行间》(Between the Lines)

本书为“精通英语阅读”系列的第五册，是专为中级英语水平的学习者设计，由两位美国的英语教学博士编写的。全书共包括9个单元，其中1个入门单元，8个阅读单元，每个单元都精选了内容生动有趣的科普文章数篇，涉及生态学、经济学、生物技术、地质学、社会学、心理学、影视艺术、历史和考古学等学科领域。每篇课文还配有一系列的练习，侧重训练阅读技巧，并与母语阅读技巧进行对比。本册教材主要涉及以下阅读策略：

- 判断意思
- 分析因果关系
- 提高阅读速度
- 学习生词
- 从上下文中抓大意
- 提问
- 根据阅读内容写作文
- 评判性阅读
- 复述中心思想
- 略读寻找关键意思
- 理解定义和顺序关系

本书的最大特点是编排上独具匠心。第一单元是入门单元，介绍阅读所必须具备的基础知识，如阅读策略、词汇学习策略。此外，每个单元开始都有一个阅读准备部分，列出本单元将会出现的具体阅读策略，启发学生激活以前学过的相关知识，更好地理解课文的内容。单元的第二部分是课文，由一篇重点阅读文章和2至4篇相关阅读文章组成，文章后面都配有练习。各单元还特别设计了写作练习，单词记忆技巧练习和一篇400词的限时阅读练习。练习的类型根据每篇阅读材料的篇章特点而定，因此，练习种类丰富多样，很少雷同。

本教程可用于课堂精读教学或科技英语阅读课程。它在编排上十分灵活，因此，教学安排也可灵活多样。各单元自成体系，内容相对独立，教师可以灵活取舍单元。这里向教师推荐一种方法供参考。授课可按下列顺序进行：

1) 介绍本单元的大体内容和阅读准备部分的阅读技巧，并组织學生回答问题。这部分内容可以帮助学生激活以前所学的知识。具体方法包括浏览单元文章、重点理解标题、找出相关词汇等。

2) 重点阅读文章是各单元的最主要内容，每篇文章都详细介绍了本专业的有关知识和信息，因此，教师要将其作为教学重点。每篇材料后的练习教师可有所选择，挑选内容与重点文章最有关、学生最感兴趣的阅读材料1至2篇进行教学。

3) 教学时要尽量让学生对文章的内容和结构进行讲评，引导学生深入思考，

通过推理、分析、区分事实与观点等手段了解文章深层次的含义。当然,评判性的阅读技巧难度较大,对教师和学生的要求较高,应根据学生的外语水平逐步运用。

4) 采取多种方法对教学效果进行评估。如果教学的重点是阅读策略,应及时了解学生运用策略的情况。如果教学重点是词汇,就要评估学生掌握词汇的情况如何。

总之,阅读是一个互动的过程,涉及心理、经验、知识、读者意图、文本的意义、篇章结构和目的等因素,《字里行间》有机地将这些要素结合在了一起。

为了保持“精通英语阅读”系列原有的风格,帮助广大师生更好地使用这套丛书,我们只对丛书做了以下必要的辅助性工作,具体包括:

- 1) 对课文标题进行双语对照;
- 2) 对每册教材的特点和编写结构做了导读;
- 3) 对课文中涉及的应重点掌握的词汇做了汉语注释;
- 4) 对课文内容做了文化背景注释。

一套优秀成熟的阅读教材是多年积累和反复磨炼的结晶。我们相信,这套引进的好书必将对我国大学和中学的英语阅读教学和英语阅读教材的改革起到积极的推动作用。

谨以此套丛书献给立志提高阅读水平、学好英语的广大学生和朋友们。

**许文胜**

南京大学外国语学院

# Preface

## 前言

Reading is a complex interactive process involving the mind, experiences, knowledge, and intention of the reader, and the meaning, organization, structure, and purpose of the text. While the printed text remains fixed in time and space, the reader's understanding and interpretation of the text changes with each reading and over time. When second language learners approach a text in the target language, the reading process becomes even more complex as they work additionally to decode meaning with new language and unfamiliar cultural contexts. Each learner's reading of a text is therefore unique, variable, and creative. When readers are second language learners, they can use practice in explicit reading strategies to assist with the reading process.

*Steps to Academic Reading 5, Between the Lines* is a collection of readings with academic content designed to meet the interests and needs of high-intermediate English language learners. Each of the eight main Units contains a cluster of high-interest readings related to an academic field: Ecology, Business, Biotechnology, Geology, Sociology, Psychology, Film, History, and Archaeology. Each reading has an accompanying series of activities focusing on reading strategies that naturally emerge from the text. These strategies encourage learners to use what they already know about reading in their first language. The text also introduces new strategies to support learners in becoming effective academic readers in English. Some of the strategies introduced include strategies for:

- anticipating ideas
- analyzing cause and effect 因果
- increasing reading speed
- learning new words
- looking for meaning in context
- making questions
- organizing information for writing
- reading critically
- restating main ideas
- scanning for key ideas
- understanding definitions
- understanding sequence
- understanding the audience

## Unit Structure

Each unit begins with a Preparation section with specific strategies for anticipating the ideas in the unit. These strategies give learners practice in activating their prior knowledge so they can better synthesize the content of the various theme-based readings. The Main Reading and activities follow, setting the context for the unit. Two to four readings related in topic to the main reading follow, also with strategy-focused activities. Each unit has writing activities, strategies for maintaining a personal vocabulary journal, and a 400-word timed reading. The activity types are dependent upon textual features of each reading, so each unit has a variety of activities types.

### **A sample of strategy-focused activities in *Steps to Academic Reading 5, Between the Lines***

<u>Strategy Focus</u>	<u>Purpose</u>
Analyzing the Sequence	to become aware of <u>pronoun references</u> , transitions, and time progressions
Discussing the Ideas	to push the use of concepts and domain-specific vocabulary in meaningful spoken contexts ( <i>pushed-output</i> )
Finding Main Ideas	to practice reading consciously; to generalize and <u>synthesize</u>
Learning about Word Families	to apply knowledge of word stems, prefixes, and suffixes for vocabulary extension
Learning Vocabulary in Context	to reduce dictionary dependence and to analyze the relationship between context, coherence, and meaning
Making Inferences	to practice determining facts, opinions, and implications and to become aware of a writer's intentions
Scanning for Details	to read rapidly in search of particular types of information
Understanding Internal Structure	to become aware of English rhetorical patterns and their uses

An effort has been made to include both contrast and multiple points of view. For example in Unit 3, "Biotechnology: Feeding the Billions," the main article has two points of view, one advocating biotechnology, the other arguing against it.

## Approaches to using the text

*Steps to Academic Reading 5, Between the Lines* can be used as a classroom text for intensive reading practice in a general English program or in an English-for-academic-purposes program. One of the most important features of the text is the variety of choices available to both the teacher and students. The text is arranged in a flexible manner, so that once the instructor establishes that learners understand the basic strategies presented in the Preliminary Unit, the instructor can work with the learners to decide which thematic units to cover. Within each unit there are choices as well—learners can be polled to decide which related readings are the most interesting or relevant for them. Research indicates that when learners have real choices relating directly to their learning, they perform better.

### Units can be presented in the following manner:

1. Introduce the general theme of a unit by doing the **Preparation** section. The Strategy for Anticipation activity presents strategies for helping learners activate prior knowledge. Introducing the theme can mean surveying the unit, noting the titles, and generating vocabulary words. The concepts behind these activities are that
  - adult learners can use their own world knowledge and experience actively in predicting what will form the ideas of a reading.
  - vocabulary associated with a topic awakens the awareness of the topic in the students.
2. The **Main Reading** is essential reading for each unit because it introduces the theme with the greatest depth. Activities associated with each reading can be selected by the instructor, but it is recommended that they be followed as presented. Decide with the learners—or, of course, you as instructor can decide—which of the **Related Readings** are most interesting or relevant for the learners. Of course, it is best to read as much as possible, but depending on the level of the group of participants and the time constraints, it may not be possible to present every reading in a unit.
3. Engage the class in critical thinking about the readings whenever possible. The activities that require critical thinking skills (Making Inferences, Analyzing Evidence, Distinguishing Fact from Non-Fact, for example) quickly bring out differences of opinion that underscore cultural differences. Point of view might be an important concept to present. The critical reading exercises in which students are distinguishing facts from opinions and judgments, for this reason, might be the most challenging for an instructor, who must remain flexible and ask for clear thinking from the learners. If a disagreement develops, a clearly stated rationale from each participant forces the learners to use their full language abilities.

4. Evaluate what you have been teaching in multiple ways. If you are emphasizing strategies, are the students aware of the strategies and how to use them? If you are working on vocabulary acquisition, are the students using their vocabulary journals to expand their active vocabulary knowledge? Do the students understand the content of the unit? Do their writing products reflect their comprehension and application of the unit theme, structures, and vocabulary?

# **Introducing the Authors**

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## **作者介绍**

**Jean Zukowski/Faust, Ph.D.**, is an ESL/EFL methodologist, specializing in teaching reading and writing, a teacher, and a teacher educator. She has taught English to students in the United States, Turkey, and Poland and worked with teachers in many other places around the world. She has authored or co-authored four other texts in the Steps to Academic Reading series published by Heinle: *Steps to Academic Reading 1, Steps and Plateaus*; *Steps to Academic Reading 2, Out of the Ordinary*; *Steps to Academic Reading 3, Across the Board*; *Steps to Academic Reading 4, In Context*. She is a professor at Northern Arizona University.

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Jean Zukowski/Faust

Susan S. Johnston

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