



高等院校
英语专业
系列教材

湖南省高等教育21世纪课程教材
2001年荣获国家级教学成果二等奖
2001年荣获湖南省教学成果一等奖

◎ 英语专业阅读课系列



英语阅读技巧与实践

English Reading Skills And Practice

计时阅读

◎ 刘学明/编著

BOOK: 2

修订本

◆ 湖南师范大学出版社

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英语阅读技巧与实训

计时阅读 BOOK 2

修订本

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修订说明

《英语阅读技巧与实践》1~4册于1990年出版,1991年获湖南师范大学优秀教材奖,1995年获湖南省教学成果三等奖,1996年获湖南省优秀教材二等奖。1996年,经专家评审,该书被湖南省教委确定为湖南省高等教育“九五”重点教材。1997年,我们对1~4册进行了全面修订并续编了5~6册。2000年,又经专家评审,该书被省教育厅确定为湖南省高等教育21世纪课程教材后,我们再次对其进行了修订并新编了第7册。2001年,“英语阅读课教材、教学方法及测试改革(含教材)”获国家级教学成果二等奖和省级教学成果一等奖。

该书自出版以来一直受到广大教师的好评和广大学生的厚爱。为了更好地为使用者服务,此次我们对全书又做了如下修订:

1. 更新了部分内容,使内容更符合时代精神。
2. 练习中增加了一些新题型,以便让读者熟悉 PETS(公共英语等级考试)和 IELTS(雅思)等的阅读理解题型。
3. 在每册的最后部分增加了词汇表,以方便读者。
4. 为了既方便教师,又克服以前练习答案附在书上使学生有依赖思想而不认真阅读的弊病,此次,我们把教材上的答案全部去掉,另外新编了一本《英语阅读技巧与实践(1~7册)教学参考书》。《教学参考书》共分三大部分:第一部分为教学使用说明;第二部分为“语言重点及难点”(教材上已用注释号标出);第三部分是“练习参考答案”以及难题解析。
5. 我们还将开本扩大,以便使读者使用起来更加方便。

编 者

2004年6月于湖南师范大学外国语学院

序

黄源深

阅读对于学习语言的重要性是不言而喻的。古人有言，“读书破万卷，下笔如有神”，指的就是阅读对掌握语言、提高写作能力所起的作用。另一说“读万卷书，行万里路”，也包含着类似的意思。至于“青灯黄卷”、“寒窗苦读”，则除了倡导发愤学习，还说明了对大量阅读的重视。

语言学习是相通的。大量阅读对掌握外语也同样重要。阅读有助于培养语感。对一种语言的感受，是建立在对该语言的频繁接触上的。对在母语环境里的外语学习者来说，可以说没有大量阅读就不可能产生对所学外语的语感，而没有语感，则只能得语言之皮毛。大量阅读也有助于增加语汇和表达方式，无论是本国语还是外语，我们所掌握的用以书面传递思想的词汇和句法，大多是通过阅读得来的，书读得越多，掌握的表达方式也越多，表达能力也越强。阅读对写作所起的作用更为直接。通常，写不好的根本原因，除了思想贫乏、逻辑混乱等内在智力因素外，主要还应归结于读得太少，没有从阅读别人的文章中学得自己写作所需的语汇和表达方式。阅读还能丰富我们的文化知识，培根就认定“读书使人充实”，而掌握有关国家的文化背景知识，对外语学习者来说尤为重要。一篇域外的文章，一部外国的小说，都会向我们展示一个新的世界，都有助于我们对其语言的了解和领悟。阅读对学习外语的重要性是怎么强调也不会过分的。

如果把英语学习中的阅读分为精读和泛读两类的活，那么现时人们的注意力往往过多地置于精读，而忽略了泛读。精读不能说不重要，古人也有“熟读唐诗三百首，不会吟诗也会吟”之类强调精读之说。问题在于我们大多着眼于试验田式的小块文章上的“精耕细作”（不厌其烦地释义，反反复复地解释语法，不无炫耀地解析词

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汇等等), 而把“大量阅读”放在极其次要的地位。虽然设有泛读课, 但大多泛读不“泛”, 阅读量极其有限, 说到底不过是精读的变种。尽管对一小篇课文的研读可以把文中的词汇与句式搞得滚瓜烂熟, 对英语学习也有所帮助, 尽管这种试验田里的悉心耕耘有着一定的必要性, 但我们忽视了将其推向“大田”, 即放松了对语言学习至关重要的“大量阅读”, 无法获得真正的大面积丰收。小块文章的狭窄语境(加之缺乏重复)限制了学习者对词语的理解和领悟; 靠反复诵读而记住的词汇和结构往往难以活用, 导致生搬硬套而出错; 很小的阅读量当然无法培养语感。其结果, 学习者不得不依赖记忆中的语法条条和结构来遣词造句, 所得句子也许语法无误, 但往往不地道, 甚至出现笑话, 这应当说是轻视“大量阅读”所造成的恶果。

近几年来, 这个问题已引起了部分院校的注意, 开始在大量阅读上下功夫, 其中我知道比较突出的例子是湖南师范大学外国语学院。他们采取了周密的措施来加强学生的阅读, 尤其是课外阅读。说实在的, 一种外语光靠课内的几个学时是无论如何也学不好的, 必须大力开拓课外空间才行。湖南师范大学外国语学院的老师们深谙这个道理, 并努力付诸实施。他们通过各种途径自筹经费, 买来一批批课外读物, 年复一年, 日积月累, 建立了一个粗具规模的图书室。每学期之始, 教师开出书单, 规定学生要读完这些书, 并定期用口头和书面(写读书报告)的方式进行检查, 检查结果计入成绩, 作为学业评估的一个重要部分。几年坚持下来, 学生的英语水平大幅度地提高, 为其他院校所瞩目。除了因为该校的英语教学管理得当之外, 这不能不说是落实大量阅读的一大功绩。

湖南师范大学外国语学院对阅读的重视, 还体现在由刘学明教授牵头、有蒋洪新教授等参加, 精心编写了一套《英语阅读技巧与实践》的阅读教材, 对学生进行较系统的阅读技巧指导, 使课内外阅读互相呼应。这套教材针对性强, 注重实用, 富有特色。它把讲授阅读理论与技巧同大量的阅读实践结合起来, 使学生能在有关阅读理论的指导下, 通过“大运动量”的阅读训练, 掌握“根据上下文判断推理、抓大意、快速阅读”等技巧, 达到最终提高阅读能力的目的。全套教材由浅入深, 从基本阅读技巧入手, 逐步过渡到有相当难度的评判性阅读和鉴赏性阅读, 便于学生吸收和掌握。此外, 该套教材内容丰富, 体裁多样, 涉及小说、散文、诗歌等。书中的文章短小精悍, 富有时代气息, 趣味性强, 极具吸引力。总之, 这是一部系统性强、富有创意、便于操作、编得相当出色的教材, 特予以推荐。

2000年6月30日
于上海

前言

《英语阅读技巧与实践》是为高校英语专业学生编写的一套阅读（以前称为泛读）教材。全书共7册，可供英语专业本、专科生（1~7册）使用。本教材也可供教师进修学院、函大和夜大的英语专业学员使用。

该书依据《高等学校英语专业基础阶段英语教学大纲》和《高等学校英语专业高年级教学大纲》编写。按《大纲》的要求，基础阶段以事实性阅读为主，高年级阶段以评判性和鉴赏性阅读为主。

该书编写的目的是：教给学生阅读理论和技巧，培养他们细致观察语言的能力和假设判断、推理验证等逻辑思维能力；培养他们阅读的兴趣，使他们在较短的时间里尽快扩大词汇量和知识面，提高思想和文化素养，从而提高阅读水平和能力，通过阅读更快地获取世界上各国有用的政治、经济、文化和科技等方面的信息，为我国的改革开放和社会主义建设服务。

该书的特点是：1. 编排和论述的独特性。全书以阅读理论和技巧为主线，使学生在理论和技巧的指导下进行实践。2. 内容的广泛性。书中既有政治、社会、经济、文化、历史、天文、地理、科普、图表等内容，也有小说和诗歌等。3. 所选材料的知识性。学生在学语言的同时学到很多领域方面的知识；扩大视野。4. 课文的精练性。课文短小精悍，适合于课堂使用，避免文章太长而使学生产生厌烦情绪，以及过长

的 silent reading 而使课堂死气沉沉(长篇阅读在课外阅读中解决)。5. 练习的丰富性。“练习部分”具有很强的针对性和实用性,能牢牢吸引学生的注意力。

第1册为四个单元,集中介绍各种重要的阅读理论和技巧,并在技巧指导下进行实践。在第2~4册中,每册有40个 passages,每篇后注明有单词数并配有各种练习,便于学生综合运用各种技巧,进行计时阅读。第5册为评判性阅读,共四个单元。第6册为报刊阅读,共三个单元。第7册为鉴赏性阅读,共三个单元。

使用该书时,要求学生不进行预习(评判性和鉴赏性阅读除外),否则很多练习(尤其是猜新词和理解练习)将失去意义,而且教师也无法了解学生对技巧的掌握及他们的阅读速度和理解率。

全书主编刘学明(教授)。1、2册由刘学明编著。3、6册由吴丁娥(教授)编著,4、5册由刘金玲(教授)编著,第7册由蒋洪新(博士、教授)和郑燕虹编著。

该书的编写和出版得到了湖南省教委、湖南师范大学、湖南师范大学出版社及湖南师范大学外国语学院等的大力支持,我们深表谢意。湖南省各高校的英语阅读教师对该书提出了很多宝贵意见,我们在此一并表示感谢。

由于水平有限,尤其是对高年级阅读教材的编写经验不足,书中一定会有许多不足之处,敬请广大读者,尤其是使用该书的同行们提出宝贵意见,以便进一步修正。

编者

2000年5月于湖南师范大学

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PASSAGE 1

English as a World Language

[1] The number of speakers of English in Shakespeare's time is estimated to have been about five million. Today it is estimated that some^① 260 million people speak it as a native language, mainly in the United States, Canada, Great Britain, Ireland, South Africa, Australia and New Zealand. In addition to^② the standard varieties of English found in these areas, there are a great many^③ regional and social varieties of the language, as well as various levels of usage^④ that are employed^⑤ in both its spoken and written forms.

[2] It is virtually impossible to estimate the number of people in the world who have acquired an adequate working knowledge of English in addition to their own languages. The purposes for which English is learned and the situations in which such learning takes place are so varied that it is difficult to define and still more difficult to assess what constitutes^⑥ an adequate working knowledge for each situation.

[3] The main reason for the widespread demand for English is its present-day importance as a world language. Besides serving the infinite needs of its native speakers, English is a language in which some of the most important works^⑦ in science, technology, and other fields are being produced, and not always by native speakers. It is widely used for such purposes as meteorological and airport communications, international conferences, and the dissemination of information over the radio^⑧ and television networks of many nations. It is a language of wider communication for a number of developing countries, especially former British colonies. Many of these countries have multilingual populations and need a language for international communication in such matters, as government, commerce, industry, law and education as well as for international communication and for access to the scientific and technological

developments in the West. (about 300 words)

Exercises

I. Tick off the best choice according to the information given in this passage.

- Which of the following statements is true?
 - Today some five million people speak English as a native language.
 - In Shakespeare's time about 260 million people spoke English as a native language.
 - Today about 260 million people speak English as a native language.
 - Today about 2 600 million people speak English as a native language.
- Which of the following statements is Not true?
 - Some 260 million people in the world have an adequate working knowledge of English.
 - There are some 260 million native speakers of English in the world.
 - It is almost impossible to estimate the number of people with an adequate working knowledge of English.
 - People learn English for a variety of reasons.
- According to this passage, what is one main reason for the widespread use of English?
 - It was popular during Shakespeare's time.
 - It was used in former British colonies.
 - It serves the needs of its native speakers.
 - It is a world language that is used for international communication.
- What makes up an adequate working knowledge of English?
 - The ability to read newspapers.
 - It is difficult to assess because it differs for each situation.
 - Being multi-lingual.
 - Being a native speaker.
- What type of developing countries would be most likely to use English?
 - Those geographically close to the United States.
 - Those geographically close to Great Britain.
 - Former colonies of Great Britain.
 - Countries where international conferences are held.

II. Guess the meaning of the given words according to their contexts.

1. The word "estimated" (in Paragraph 1) means _____.
 A. calculated or formed a judgment B. written
 C. told D. established
2. The word "virtually" (in Paragraph 2) means _____.
 A. not B. almost C. naturally D. vividly
3. The word "adequate" (in Paragraph 2) means _____.
 A. adverb B. equal C. active D. enough
4. The word "constitutes" (in Paragraph 2) means _____.
 A. exists B. concludes C. co-operates D. makes up
5. The word "access" (in Paragraph 3) means _____.
 A. way or entrance B. possession C. wave D. money

III. Choose a correct word to fill in the blank. Use suitable verb tenses, singular or plural forms for nouns, and passive voice where necessary.

1. developer, development, to develop, developing, developed
 A. I don't know anything about the historical _____ of capitalism.
 B. China is still a _____ country.
 C. The United States is a _____ country.
 D. Oh, I think he is a real estate _____.
 E. Go on and _____ your argument fully.
2. nation, national, nationally, nationality
 A. That product was _____ advertised on TV.
 B. Do you know all of the words to the _____ anthem?
 C. Which is the largest _____ in the United Nations?
 D. What's your _____?
3. speaker, speech, to speak, speechless
 A. Yesterday I _____ to 20 people on the phone.
 B. Carlos is such a good _____ that everyone likes to hear him talk.
 C. He always gives an excellent _____.
 D. I was so surprised that I couldn't say a word; I was _____.
4. industry, industrial, industrious
 A. Heavy _____ is very important for a country.
 B. Shanghai is an _____ city.
 C. The Chinese people are brave and _____.

5. variety, variation, to vary, various, variously

A. I have visited _____ countries in Europe.

B. Customs _____ in the countries I have visited.

C. I tried a _____ of new foods in every country.

D. From time to time, I have _____ worked as a printer, an editor, and an artist.

E. There are _____ in public opinion.

IV. Do you know the meaning of the following pairs of sentences?

1. { She is with child.
She is with a child.

2. { He is in black.
He is in the black.

3. { She is in pink.
She is in the pink.

4. { He keeps shop.
He keeps a shop.

5. { He went to pot.
He went to a pot.

6. { Mr. Smith took a chair.
Mr. Smith took the chair.

7. { The boss gave the worker a sack.
The boss gave the worker the sack.

8. { He took flight.
He took a flight.

V. Fast reading.

Every day in our lives we use coins in many different ways. We use them in candy machines and telephone booths, on the bus and in the store. We use coins to buy stamps, food, and all the little things that make our lives more comfortable.

Aside from allowing us to buy things with them, coins are an important reminder of our national heritage. They tell about the liberties and freedoms we cherish. The symbols on them tell us of the long history of our country and of the work and sacrifices of our forefathers.

The American colonists suffered under the burden of having to use many different types of coins from England, Spain, France, Holland and Germany. The mixture of these coins was confusing because they did not all have the same value. After the American Revolution, one of the first duties of the new leaders of the United States was to create coins. A law was

passed by Congress in 1792 providing for a national coinage and the establishment of a United States Mint to make coins. The first official Mint was located in Philadelphia, where copper cents and half cents were first made for public use.

Other laws permitted the building of Mints in different cities throughout the country and also allowed the government to establish the Bureau of the Mint as part of the United States Treasury Department. The headquarters of both the Mint and the Treasury are in our nation's capital. Today there are three Mints that produce our national coinage. They are located at Philadelphia, Denver, and San Francisco. The Philadelphia and Denver Mints are open daily for visitors.

Coins are round so they won't wear holes in people's pockets. Centuries ago, coins were carried in pouches with a draw-string around the mouth of the bag. The same string allowed people to tie the moneybag to their belts when clothing didn't have a lot of pockets and women didn't carry purses. Another reason coins are round is that round coins are easier to use in vending machines.

The sizes of our coins today are decided by law, but they generally follow a tradition set by the ancient Greeks and Romans. It is necessary for coins to be a convenient size, not too small to be easily lost or overlooked, and not so large that they are uncomfortable or difficult to use and carry. (400 words)

1. The colonists used coins from _____.

- | | | | |
|------------|-------------|-------------|------------|
| A. Denmark | B. Portugal | C. Portland | D. Holland |
|------------|-------------|-------------|------------|

2. The United States Mint was established in the early _____.

- | | | | |
|----------|----------|----------|----------|
| A. 1790s | B. 1820s | C. 1830s | D. 1840s |
|----------|----------|----------|----------|

3. The first official mint was located in _____.

- | | | | |
|-------------|------------------|-----------------|---------------|
| A. New York | B. San Francisco | C. Philadelphia | D. Washington |
|-------------|------------------|-----------------|---------------|

4. The first coins were made of _____.

- | | | | |
|-----------|---------|-----------|---------|
| A. silver | B. gold | C. copper | D. iron |
|-----------|---------|-----------|---------|

5. Today, one U.S. Mint is located in _____.

- | | | | |
|-----------|------------|-----------|---------------|
| A. Denver | B. Chicago | C. Boston | D. Washington |
|-----------|------------|-----------|---------------|

6. Coins are round so that _____.

- | | |
|---|----------------------------------|
| A. they can be stacked in even piles | B. they will not damage clothing |
| C. they will take less space in bank vaults | D. they will look more beautiful |

7. The sizes of American coins are like those used by _____.

- | | |
|-----------------------------------|---------------------------|
| A. ancient Oriental civilizations | B. early European peoples |
| C. South American governments | D. early Africans |

8. The author implies that a study of coinage reveals _____.
A. trends in clothing fashions over the years
B. the history of American expansion
C. people's preferences for certain metals
D. the change of life
9. Most of this selection is concerned with _____.
A. laws governing the use of coins
B. the process of minting coins
C. the history of coins
D. the value of coins
10. We can conclude that American coins _____.
A. are easy to handle
B. are the most popular in the world
C. show historic events
D. have high value

PASSAGE 2

Owls

[1] A fat young mouse runs out to play at night. The moon is full and round. A few soft white clouds drift in the sky. The cows sleep in the stalls^①. Now the big hound is not on watch^②. It sleeps in its house, growling a bit as it dreams. The hawks, which have hunted all day, have gone to sleep^③, too. It is safe. Our mouse grows bold. It crosses the road.

[2] Down swoops a gray owl^④. Not a sound does it make. Its claws close tight on the mouse. And the owl flies back to its tree. Down its throat slides our young mouse — in one piece! The owl munches its mouse lunch. Then the owl spits small round balls of ground-up bones^⑤ out on the ground. Owls hunt food at night. They like meat, and they catch rats, moles, and shrews.

[3] Owls have big heads, strong hooked beaks, and strong claws. The eyes sit in round disks, side by side, and not on the side of the head, like the hawk's^⑥. The eyes of the owl do not move from side to side. The owl must move his whole head to the left and right to see. Owls see best at night. They catch sounds by means of big slits on the side of the head^⑦.

[4] Owls do not like crowded towns, so they live close to the woods^⑧. Small owls build nests in holes in trees. Some build nests in the ground. Big owls may live in old hawk's nests. In spring you may find from one to twelve round white eggs in an owl's nest.

[5] At least 500 kinds of owls have been counted. The small elf owl is just six inches high. The big gray owl grows to be 30 inches high. It has a wing span of 60 inches — five feet! But big owls and small ones seem to have the same wise look as they watch us with big wide eyes. And a big owl and a small one make the same kind of call, as if asking "Who-oo-oo?"^⑨ (about 350 words)