

英语阅读技巧与训练

ENGLISH READING SKILLS AND TRAINING

第三、四册

中山大学出版社

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中山大学外语系大学英语教研室编

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编 者 的 话

高等院校非英语专业的学生必须进行大量的和题材广泛的阅读训练，一改过去“一本精读课本读到底”的学习方法，才能做到有效地扩大英语词汇量，熟习惯用法，提高理解力，加快阅读速度，从而全面提高英语阅读水平。同时也只有通过有目的有步骤的训练，才能使他们掌握较为科学的阅读方法，使阅读做到事半功倍。为此，我们从国外各类书刊中精选出各种文章选段，编成《英语阅读技巧与训练》一书，供高等院校非英语专业第一至第六级作课堂快速阅读训练使用，也可供业余或成人教育单位或自学者作英语基础课辅助读物或教材。

全书各篇选文均选自国外出版的语言教科书，题材有寓言、传说、科普知识、科学史话、历史人物、风土人情和名人轶事等，内容具有一定的知识性和趣味性。

本书共分四册，每册既互相衔接，又因侧重点不同而各有其特点。第一册分为两部分：第一部分着重于提高学生掌握文章事实和理解意念的能力，供第一级学生使用；第二部分在继续训练理解意念的基础上增加了词汇练习，以帮助学生扩大词汇量，该部分用于第二级。第二册对最常见的几种阅读技巧作简单介绍，然后针对每一种技巧反复进行多次训练。该册供第三、四级使用。第三、四册为后续高级阅读材料，致力于进一步巩固和熟习阅读技巧，提高阅读速度，以阅读速度结合理解准确度检查阅读成效。这两册供第五、六级使用。

为利于测定阅读速度，第一、三、四册的每篇选文都标明了字数。第二册的每一篇都标有阅读时限，以供使用者参考。练习的参考答案附在每册的最后。

本书主要由徐级明、林烈城、夏纪梅、吴潜龙、许剑雄等教师编写，由高铭元教授审校。限于水平和经验，欢迎使用者批评指正。

编 者

一九八四年十一月

第三册使用说明

《英语阅读技巧与训练》第三册，适于高等院校非英语专业第五级的学生作课堂速读训练使用。

本册共编有选文四十课，旨在扩大学生的词汇量，提高学生的阅读理解能力，因此，选文具有广泛性和一定的难度。

本册练习着重于对学生阅读理解及语言技巧的训练，训练内容主要有以下几个重要的阅读思维技巧：（一）整体思维，如读完文章后回忆中心意思或详细内容；（二）回忆文章所提到的某一事件发生的前因和后果；（三）回忆文章的结构，即说出事件发生的先后次序；（四）说出文章的含义和结论，如说出文章的目的、作者的观点或意图等；（五）利用上下文猜测词义。

本册每篇正文后面都注明词数，便于计算阅读。每篇文章后面都有10道练习题，并附有评分栏，读者可采用自身评分法，阅后对照答案，检查自己阅读理解力提高的情况。

CONTENTS

BOOK 3

1. An on the Spot Opinion: Long Hair	(1)
2. The Cause of Lightning	(4)
3. The Secondary Education	(7)
4. Cotton Production	(10)
5. Packed Like Sardines	(12)
6. America's Thirsty Machine.....	(14)
7. Twenty-Eight Years in a Cave	(17)
8. Marine Mineral Resources	(19)
9. A Winter to Remember	(21)
10. Major Risk Factors	(24)
11. Poles Apart	(27)
12. Black Snow	(29)
13. Lead Poisoning VS. Children.....	(31)
14. A Nation of Contrasts	(33)
15. Read the Label	(35)
16. Handiwork of the Gods	(38)
17. Germs	(40)
18. An Unexpected Drama.....	(42)
19. Miniature Gardens	(44)
20. A Little Grass Shack.....	(46)
21. A Watch Shop	(48)
22. Jets	(51)
23. The Pop Music Festival	(53)
24. Britain's Football Clubs	(56)
25. My First Job.....	(59)
26. Measure Time	(62)
27. Different People Like Different Recreations	(64)
28. On the Roof of the World.....	(67)
29. A Place to Live	(70)
30. The Vacuum	(73)

31. Aventure in Space	(75)
32. Have You Seen This Man	(77)
33. Two Magazine Articles	(80)
34. I'm a Bank Teller.....	(83)
35. Holiday	(86)
36. Volcanoes	(89)
37. Should We Interfere With the Process	(92)
38. Why do We Study Geography	(95)
39. Emotion and Health	(98)
40. What is Science	(101)
Answer Key	(104)

BOOK 4

1. The Pace of Life	(107)
2. Insurance	(110)
3. The Standard of Living	(113)
4. Beware of Bargains	(116)
5. Being Stranded in London	(119)
6. The Early Railways	(122)
7. Alone at Sea.....	(125)
8. Duel in Antarctica	(128)
9. A frightening Experience	(131)
10. Disaster in the air	(134)
11. A Letter to a Friend	(137)
12. Scuba Diving.....	(140)
13. Finding Oil in Alaska.....	(143)
14. The Binding Force	(146)
15. Life at the Limit	(149)
16. Modern Advertising.....	(152)
17. A Biological Necessity?	(155)
18. Entertainments Outside the Home.....	(158)
19. The English Mission	(162)
20. The Process of Writing	(165)

21. Dried Food.....	(168)
22. Vitamin	(171)
23. The Birth of the Ku Klux Klan	(174)
24. Depression after depression.....	(177)
25. Pearl River-Why?.....	(180)
26. Modern American Literature	(184)
27. Etiquette.....	(187)
28. Can Asia's Population Boom be Defused	(190)
29. The Olympics: Unfair to Women	(193)
30. What do Babies Know	(196)
31. On the Horizon: Life Without Disease	(199)
32. A Salvage Mission in Space	(202)
33. Hidden Treasures at a Dead End	(205)
34. Are Vdt's Health Hazards	(208)
35. Modern Watchdog for Home Security	(211)
36. Norman Mailer	(214)
37. J. F. Kennedy	(218)
38. The Birth of the Nuclear Age.....	(221)
39. The Shadow of Racism	(224)
40. Japan on the Downturn	(227)
Answer Key	(230)

1. An on the Spot Opinion: Long Hair

What's your opinion of long hair on men? Our staff reporter Simon Webb asked this question yesterday.



Catrina Soames
aged 19, typist

Oh, I like it. Men used to wear their hair long in the old days and nobody got worried about that. Men look handsome with long hair. It's good that boys look like girls and girls look like boys. People always look for differences between the sexes. But men and women aren't all that different. After all, we're all human, aren't we?

No, I don't like it at all. I used to wear my hair very long—down to my shoulders. All my friends have long hair, you see. But I couldn't stand it. Long hair is hard to wash and hard to dry. I spend a lot of my time under cars or looking at engines and my hair used to get very dirty. Now it's short. I'm much happier.



Roy Brooks
aged 21, car mechanic



Jennifer Coutts
aged 57, housewife

Long hair? It's terrible, ^{22 of the} absolutely terrible. It should be banned. Men shouldn't be allowed to wear their hair long. When I was young, girls used to look like girls and boys used to look like boys. There was none of this long hair nonsense. If I could, I'd get all these silly boys together and cut their hair off myself. Long hair should be against the law!

They're lucky, young people today, aren't they? They can do as they please. When I was a lad my mum used to put a basin over the top of my head and shave the rest. I always wanted to have long hair, but I wasn't allowed to. I think long hair's lovely. If I had any hair myself, I'd let it grow and grow and grow!



Matthew Walsh
aged 49, TV engineer

Number of Words 306 ÷ Reading Time in Minutes..... = Rate.....

Choose the Best Answer

1. Catrina likes long hair on men
 - ☒ A. because men used to wear long hair in the old days.
 - B. because girls look like boys.
 - C. for a number of reasons.
 - D. because there's no difference between the sexes.
2. Catrina probably believes that
 - A. there are more differences than similarities between men and women.
 - B. there are more similarities than differences between men and women.
 - C. girls and boys are the same.
 - ☒ D. human beings all look much the same.
3. Roy didn't like his long hair because it was
 - A. always dirty.
 - B. down to his shoulders.
 - C. always wet.
 - D. hard to manage.
4. If Roy's hair were long now he would feel
 - A. better.
 - B. less worried.
 - C. less happy.
 - D. more interesting.
5. Jennifer doesn't like
 - A. men.
 - B. boys and girls.
 - C. long hair.
 - D. men with long hair.
6. When she says "girls used to look like girls and boys used to look like boys," she probably means
 - A. girls used to have long hair and boys used to have short hair.
 - B. boys used to have long hair and girls used to have short hair.
 - C. boys and girls used to have long hair.
 - D. boys and girls used to have short hair.

7. Jennifer
- A. would like to send all these boys with long hair to the barber.
 - B. would like to cut their hair off herself.
 - C. often cuts hair herself.
 - D. cuts her own hair.
8. According to Jennifer long hair should not be
- A. allowed. B. grown. C. cut. D. seen.
9. Matthew seems to be in favour of
- A. punishment. B. misbehaviour.
 - C. other people's opinion. D. freedom.
10. Matthew hasn't got long hair now because
- A. he's 49. B. he doesn't want to have long hair.
 - C. he hasn't any hair. D. he thinks it's lovely.

Score:.....

Total Score:..... 8

2. The Cause of Lightning

From Dr. R. S. Scorer of Britain's Imperial College of Science comes the latest theory about the cause of lightning flashes. Dr. Scorer believes the cause is hail falling through supercooled clouds. Ice particles bouncing off the falling hail acquire a positive charge and rise to the top of the cloud while the hail carries a negative charge to the bottom of the cloud.

According to Dr. Scorer, Benjamin Franklin first proved thunderclouds are charged with electricity. Later investigations showed that the tops of the clouds have a great positive charge and the bottoms a great negative charge.

When the charges become great enough to break down the insulating properties of the air, lightning flashes carry the electricity within the cloud, or from cloud to cloud, or from cloud to earth. But the question remained: how do the charges develop within the cloud?

To seek the cause, Dr. scorer and his colleagues at the college first duplicated thundercloud currents in a liquid tank. They found that mixture takes place only in the tops of the clouds.

Next a study of thunderclouds over the North Atlantic showed that lightning occurs only when the air temperature around the cloud is below freezing, particles at the top of the cloud begin to freeze but those in the remainder of the cloud stay unfrozen although below freezing temperature.

To measure moisture, the scientists sent planes equipped with external refrigerated rods into the clouds. The idea was that moisture would freeze on the rods and could later be measured. The men found, however, that some of the moisture particles bounded off the rods. This accidental discovery set the scientists on a new course of action.

In the laboratory, S. E. Reynolds whirled a refrigerated rod through ice particles and found that the particles bounced off the rod acquired a positive charge. This was the missing link, without hail and supercooled clouds, he concluded, there could be no lightning.

Number of Words 323 + Reading Time in Minutes..... = Rate.....

Choose the Best Answer

1. This article is about a
A. law. B. hypothesis. C. guess. ☒ D. theory.
2. According to Dr. Scorer, lightning is caused by
A. rain falling through clouds.
☒ B. hail falling through supercooled clouds.
C. hail falling through superheated clouds.
D. ice particles falling through any cloud.
3. According to the article, Benjamin Franklin was the first to prove that
A. lightning is caused by hail falling through supercooled clouds.
B. thunderclouds are not charged with electricity.
☒ C. thunderclouds are charged with electricity.
D. lightning was not an invention of the devil.
4. After Benjamin Franklin's discovery, others showed that
A. the tops of thunderclouds have a great positive charge.
B. the bottoms of the clouds have a great negative charge.
C. only the middles of thunderclouds are electrically charged.
☒ D. both A and B.
5. Lightning flashes carry electricity
☒ A. within the cloud. B. from cloud to cloud.
C. from cloud to earth. D. all of these.
6. The refrigerated rod served the same function as
☒ A. falling hail. B. supercooled clouds.
C. lightning rods. D. moisture particles.
7. A study of thunderclouds over the North Atlantic showed that lightning occurred only when the air temperature
☒ A. around the cloud was below freezing.
B. above the cloud was lower than the temperature below the cloud.
C. around the cloud was above freezing.
D. of the cloud was above freezing.
8. To measure moisture, planes were sent into the clouds equipped with
A. thermometers. ☒ B. refrigerated rods.
C. refrigerated ailerons. D. hydrometers.
9. Ice particles bouncing off hail falling through a cloud acquire
A. a negative charge. B. no electric charge at all.

- C. a positive charge. D. both A and C.
10. Implied but not stated:
- A. Positive charges are in the top of the cloud, negative charges in the bottom.
 - B. When positive and negative charges within a cloud cannot break down the insulating properties of air, no lightning is formed.
 - C. Without hail and thunder, there could be no lightning.
 - D. Without refrigerated rods, lightning could not be created.
-

Score:

Total Score: 8

3. The Secondary Education

The three main types of secondary education in the United States have been provided by the Latin grammar school, the academy, and the public high school. The first of these was a colonial institution. It began in New England with the establishment in 1635 of the Boston Free Latin School. The curriculum consisted
5 mainly of the classical languages, and the purpose of this kind of school was the preparation of boys for college, where most of them would be fitted for the ministry.

The academy began in the early 1750's with Benjamin Franklin's school in Philadelphia, which later became the University of Pennsylvania. It extended generally to about the middle of the nineteenth century, except in the southern states
10 where the public high school was late in developing and where the academy continued a principal means of secondary education even after 1900. The academy was open to girls as well as to boys, and it provided a wider curriculum than the Latin grammar school had furnished. It was designed not only as a preparation for college but also for practical life in commercial and business activities. Although its wide
15 educational values were evident and are recognized as important contributions to secondary education in this country, the academy was never considered a public institution as the public high school has come to be.

The public high school had its origin in Massachusetts in 1821 when the English Classical School was established in Boston. In 1827, that state enacted the first
20 state-wide public high-school law in the United States. By 1840, there were perhaps a dozen public high schools in Massachusetts and many in other eastern states; by 1850, they were also to be found in many other states.

Just as the curriculum of the academy grew out of that of the Latin grammar school, so the curriculum of the public high school developed out of that of the
25 academy. The public high school in the United States is a repudiation of the aristocratic and selective principle of the European educational tradition. Since 1890, enrollments in secondary schools, mainly public high schools, have practically doubled in this country every ten years.

Number of Words 370 ÷ Reading Time in Minutes..... = Rate.....

Choose the Best Answer

1. According to the author, the main types of secondary education in the United States have been provided by
 - A. the colonial institution.
 - B. the Latin grammar school and the academy.
 - C. the public high school.
 - ☒ D. both B and C.
2. The article states that the curriculum of the Latin grammar school was intended to prepare all students for
 - A. the academy.
 - B. high school.
 - ☒ C. college.
 - D. the academic life.
3. According to the passage, which of the following sequences indicates the order in which the schools developed?
 - A. Latin grammar school, public high school, academy.
 - ☒ B. Latin grammar school, academy, public high school.
 - C. public high school, Latin grammar school, academy.
 - D. public high school, academy, Latin grammar school.
4. According to the author, Franklin's school, as distinguished from the Latin grammar school, was
 - A. more academic in nature.
 - B. not exclusively college preparatory.
 - C. coeducational.
 - ☒ D. both B and C.
5. In the opinion of the author the academy, compared to the public high school, was
 - A. obviously better academically.
 - B. more discriminatory in student selection.
 - C. coeducational.
 - ☒ D. not generally considered a public institution.
- ☒ 6. Since 1890, secondary-school enrollments have
 - ☒ A. almost doubled every ten years.
 - ☒ B. practically doubled.
 - C. declined.
 - D. increased tenfold.
7. The year 1827 marks the
 - ☒ A. enactment of the first state-wide public high-school law.
 - B. founding of the Latin Grammar School in Boston.
 - C. establishment of the English Classical School in Boston.
 - D. year Massachusetts made free public education compulsory after the eighth grade
8. In the southern states, the principal means of secondary education even after 1900 continued to be the
 - A. Latin school.
 - B. church school.

C. classical language school. D academy.

9. One can properly infer from this article that "Latin grammar school" refers to

A. the Boston Free Latin School.

B. all elementary schools in the United States.

C schools which taught Latin exclusive of all other subjects.

D a number of grammar schools which developed in New England.

10. Implied but not stated:

A. European educational systems are not good.

B There was an aristocratic and selective principle in the European educational tradition.

C. The people of the United States repudiated their European heritage.

D As high schools developed in the United States, the decision was made to make them available to people from all classes of society.

Score:

Total Score: 7