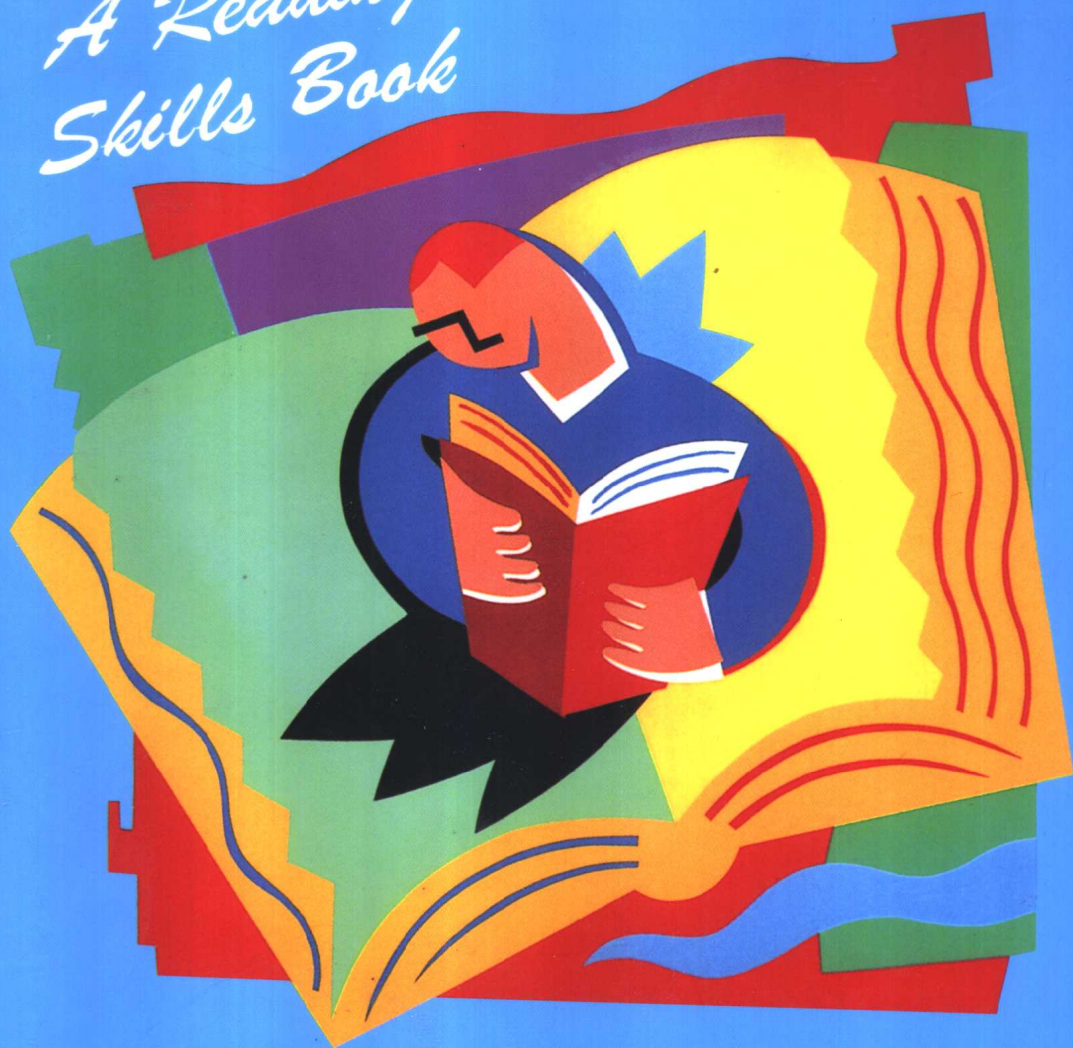


总编译：汪榕培

阅读通

3

*A Reading
Skills Book*



美语路路通

系列教材

Mosaic



辽宁教育出版社
美国麦克希尔出版公司

联合出版

Brenda Wegmann
Miki Prijic Knezevic
孙若红 编译

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总 序

《美语路路通》是最新从美国引进的一套美国英语系列教材。这套教材以非英语国家的学生为对象，帮助学生提高听、说、读、写的语言技能和整体提高语言水平。全套教材共 19 册，由《听说通》(五册)、《阅读通》(五册)、《写作通》(四册)和《交际通》(五册)四个系列组成。各个系列既相互联系、又相对独立，每个系列中的各个分册循序渐进、不断巩固已学的知识。因此，整个系列可以配合使用，学习英语技能的全部内容；每个系列也可以分别使用，适用于从入门阶段到中高级阶段各个层次的学生。

顾名思义，《听说通》是训练听说技能的课本；《阅读通》是训练阅读技能的课本；《写作通》是训练写作技能的课本；《交际通》是以语法为线索全面训练语言各项技能的课本。

全套教材具有下列显著的特点：

1. 课文取材新颖，每章围绕一个主题式语言功能。内容引人入胜，难易程度适中，语言要点反复循环出现，可以有效地激励学生的学习热情。

2. 传授技能要点和学习策略，使听、说、读、写的技能成为可以逐步掌握的内容。这个特点是《美语路路通》有别于其他同类教材的一个重要方面，技能的各个环节既可以分解为若干方面，又可以通过反复循环达到熟练掌握的程度。

3. 练习形式多种多样，练习内容紧密结合生活实际。掌握语言技能的关键在于反复实践，必须在轻松愉快的实践过程中自然而然地获得，单纯的机械性模仿达不到这个目的，这套教材的练习使学生自始至终处于交际活动中，可以收到事半功倍的效果。

4. 听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练，可以明显地收到触类旁通的效果。

《美语路路通》具有上述显著特点，所以在使用的过程中受到普遍的欢迎。自 1985 年第 1 版问世以来，在美国成为外国移民提高英语水平的首选教材，在世界许多国家成为学习英语的热门教材。这套教材由于受到普遍的欢迎，在接受教学实践的反馈以后，先后于 1990 年出版了第 2 版，于 1996 年出版了第 3 版，两次做出重大修改，使教材更臻完善。

辽宁教育出版社引进《美语路路通》，出版中文版，在原书的基础上加入了中

文的学习指导，结合中国学生的学习难点配以详细的解释，对许多中国学生不熟悉的文化现象予以介绍，并对学习方法和建议开展的课堂活动增添大量的补充说明。中文的学习指导不仅为在中国的课堂里使用这套教材提供了方便，也为广大的英语自学者提供了帮助。

进行中文版改编的是辽宁和吉林两省五所高等学校(大连外国语学院、辽宁大学、东北大学、沈阳师范学院、东北师范大学)富有教学经验的教授和专家们，他们把教授中国学生学习英语的体会和经验融入学习指导中去，使这套在国际上畅销多年、享有盛誉的教材更加适合中国学生的需要，可以用做大专院校英语专业和非英语专业学生的学习教材、英语培训班的技能训练教材，也可以用做广大英语自学者的自学教材。

《美语路路通》中文版的问世是一个成功的尝试，不仅为中国广大的英语学习者又增加了一种新的选择，而且为改变传统的教学方法和教学观念提供了一个示范的样板。我相信，凡是使用这套教材的教师和学生都会喜欢这套教材，并从中受益。

汪榕培

1998年9月10日

本书序言

本书为《美语路路通》系列教材《阅读通》第三册，是为非英语国家的学生进一步提高英语水平，尤其是提高阅读技能的教材。

一、编写意图

本书的目的在于提高学生的英语阅读能力，使他们能顺利地读懂较复杂的科技和文艺内容的阅读材料。旨在通过学习，培养学生一种自觉的、思考性的阅读态度，使学生能读前知后，能区别不同类型的文章和根据不同目的来阅读，而不把时间浪费在推敲枝节问题上。本书的后半部分含有限时阅读训练，但在本阶段一般不鼓励学生进行快速阅读。

阅读材料选自各种不同的来源，如科技或文学教科书、贸易书籍、期刊等。选择这些材料的目的是想引起不同文化读者群的关注和兴趣，并想以略具挑战性的方式介绍各种代表性的习俗、人物、价值观念以及美国人和加拿大人的思维方式。

二、本书特点

1. 设计明快。本书设计独特，引人注目。各部分及各种练习编排醒目，关键信息配有字符底纹，练习编号排序，使用方便。
2. 内容新颖。本教科书选题广泛，社会性强。
3. 相关信息。每一章开头均设有一方框，介绍引人入胜的相关内容，以激发学生对本章主题的好奇心，使他们开动脑筋，积极学习。
4. 检测要点。每一章均设有标准化模拟测试题，如托福考试的阅读部分。
5. 配有录音。本书配有盒式录音磁带，在每章配有录音的地方标有盒式录音带标志。
6. 技能表。在目录后附有归纳本书各章的阅读技能表。
7. 学习指导。每章末尾附有学习指导，包括导言和注释。

三、章节安排

本书共分十二章，每章开头有一篇本章主题的简短介绍。这一介绍可作为一个起点，为以后的讨论作准备，同时也使教师和学生对这一主题具有一个初步的印象。随后是三篇课文，每篇之前都有一个或两个读前练习，每篇之后有理解和技能培养练习。这些练习中通常有“各抒己见”部分，偶而也有小组讨论等活动，要求学生作

出反应或把所学内容应用于新情况。此外还有写作或查阅图书资料等作业。最后这几项可供学生选择,使这一课本具有更大的灵活性。还有一部分内容称为“词的故事”,着重强调词汇的某些特殊方面。另外有些练习涉及到科技术语、俚语、习用语,以及美国英语、英国英语和加拿大英语之间的区别。

你如果浏览一下全书,就会发现其中并没有每章都具备的固定模式的练习。练习的形式随着每篇课文的难点和着重训练的技能而变化。这种变化可减少出现非思考性的机械训练的可能性。在前面进行过的技能训练在后面各章里会反复加强,但往往是采用不同类型的练习来复习同一种技能。

读前练习的主要目的是使学生在开始阅读之前先想一想。第一章中各篇课文后面的技能培训练习着重复习基础技能,如略读、查读和词汇分析。后面各章在复习基础技能时还强调更高级的技能。这些练习有时也复习读前练习中介绍过的某种技能。在本书的后半部分还出现选择性阅读材料与阅读测试题,以训练限定时间内特定目标的阅读技能。

四、教学建议

读前练习可根据学生水平用不同方法来做。在开始阶段教师可与学生一起用口头做这些练习,以此来预习课文,同时也可试探一下学生的水平。这些练习(尤其是那些直接引用课文的练习)会起到桥梁的作用,帮助学生理解文章中的难点。几星期之后,如果学生对理解文章不再觉得有多大困难,这些练习就可以留做家庭作业,然后在课前用少量时间讲评一下即可。

如果在一课之内没有其他小组活动内容的话,不妨在课文后面的练习中选出较难的部分在小组内做,这样可以增加做练习的自发性。全班学生可分成小组,用10或15分钟时间来做练习,然后每组选出一人向全班报告练习结果。只宜把一部分练习留做家庭作业,其余练习可在小组内做。在做复习某一技能的练习时,可选一名性格外向的学生充当教师(不妨预先告诉他)。这肯定会引起全班学生的注意,大家都想看看这位新“老师”是否会出错。对一名学习较好而且充满信心的学生来说这是一种挑战,如果没有这样的挑战他也许会对课程失去兴趣。

通过双人或小组活动的合作学习法能提高效率,对学生有利,因此本书内有很多活动配合这一学习法。大多数阅读材料后面都有“各抒己见”,适用于双人或小组活动。这类练习促进学生之间的相互作用,使日常的课堂活动出现一些刺激性的变化,同时也能培养学生的自信心和人际交往的能力。

对多数小组来说,合作活动必须逐步开展。如在第二周内,在每堂课结束之前可从“各抒己见”内选二三个有趣的问题,让学生每两人一组进行讨论,然后汇报讨论结果。这样的活动进行过几次之后,就可组织全班学生对这一学习方法的优点进行讨论。

某些谜语和解决问题练习的答案以及“你来当裁判”的答案都放在附录里。

编译者

1998年9月

Summary of Reading, Vocabulary, and Test-Taking Skills

Chapter	Reading Skills	Vocabulary Skills	Focus on Testing
one	<ul style="list-style-type: none"> • reading without understanding every word • analyzing topic sentences • reading for a specific purpose • finding main ideas/topic sentences 	<ul style="list-style-type: none"> • guessing word meaning from context • using an English dictionary • choosing correct definitions 	<ul style="list-style-type: none"> • doing a close reading of a text
two	<ul style="list-style-type: none"> • selecting the main idea • describing an author by inference • using techniques for faster reading • guessing meaning from context • scanning for specific information 	<ul style="list-style-type: none"> • recognizing slang and informal style • scanning for words from clues • guessing word meaning from context 	<ul style="list-style-type: none"> • taking objective exams
three	<ul style="list-style-type: none"> • reading a statistical chart • scanning for facts • identifying general and specific statements • selecting the main idea • identifying sentence fragments 	<ul style="list-style-type: none"> • understanding jargon • learning Latin roots • guessing word meaning from context • finding synonyms 	<ul style="list-style-type: none"> • choosing the correct option in multiple choice
four	<ul style="list-style-type: none"> • using headings as guides • stating key ideas • paraphrasing • skimming for ideas • answering specific points of argument • identifying support for ideas • separating fact from opinion 	<ul style="list-style-type: none"> • guessing word meaning from context • paraphrasing specialized vocabulary • paraphrasing idioms • applying definitions of medical terms • adding suffixes to form adjectives 	<ul style="list-style-type: none"> • analyzing compound words
five	<ul style="list-style-type: none"> • skimming for the whole context • scanning for details • making inferences • identifying organizational clues • using key words to make a summary • inferring the author's purpose 	<ul style="list-style-type: none"> • defining new words from context • coping with technical terms • scanning for abbreviations • guessing word meaning from context 	<ul style="list-style-type: none"> • identifying restatements of ideas
six	<ul style="list-style-type: none"> • anticipating the contents • reading for speed • examining point of view • predicting the action 	<ul style="list-style-type: none"> • scanning for word families • using the context to explain business terms • recalling idioms and expressions 	<ul style="list-style-type: none"> • reading between the lines

Chapter	Reading Skills	Vocabulary Skills	Focus on Testing
seven	<ul style="list-style-type: none"> • skimming to identify “voices” • analyzing anecdotal evidence • analyzing the evidence in graphs • inferring point of view • paraphrasing the main idea • reading for speed • making comparisons 	<ul style="list-style-type: none"> • guessing the meaning of expressions • scanning for words from clues • guessing the meaning of slang from context • identifying onomatopoeia • building a word description 	<ul style="list-style-type: none"> • previewing the questions
eight	<ul style="list-style-type: none"> • reading for <i>who, what, why</i> • summarizing • making inferences and drawing conclusions • inferring the intended image of an interview • paraphrasing main ideas 	<ul style="list-style-type: none"> • inventing definitions for technical terms • learning about word origins • checking knowledge of shapes and forms • scanning for words from clues • finding synonyms 	<ul style="list-style-type: none"> • thinking twice about tricky questions
nine	<ul style="list-style-type: none"> • scanning for key definitions • making inferences • finding support for main ideas • making inferences about character • expressing the theme • hearing rhyme and rhythm in poetry 	<ul style="list-style-type: none"> • scanning for words from clues • guessing word meaning from context • paraphrasing figurative language 	<ul style="list-style-type: none"> • finding statements and implied ideas
ten	<ul style="list-style-type: none"> • skimming for organization in biography • finding support for character inference • surveying extended readings • understanding humor • finding the basis for inference • finding the point in long sentences • analyzing argument • drawing conclusions from a graph 	<ul style="list-style-type: none"> • guessing word meaning from context • scanning for compound synonyms • classifying words as good or bad • scanning for words from clues 	<ul style="list-style-type: none"> • judging between true and false
eleven	<ul style="list-style-type: none"> • separating fact from opinion • comprehending complex sentences • outlining as you read • comparing outlines • reading for speed 	<ul style="list-style-type: none"> • learning about word origins • understanding acronyms • defining words from context 	<ul style="list-style-type: none"> • doing the easy ones first
twelve	<ul style="list-style-type: none"> • open reading: application of all skills 	<ul style="list-style-type: none"> • open reading: application of all skills 	

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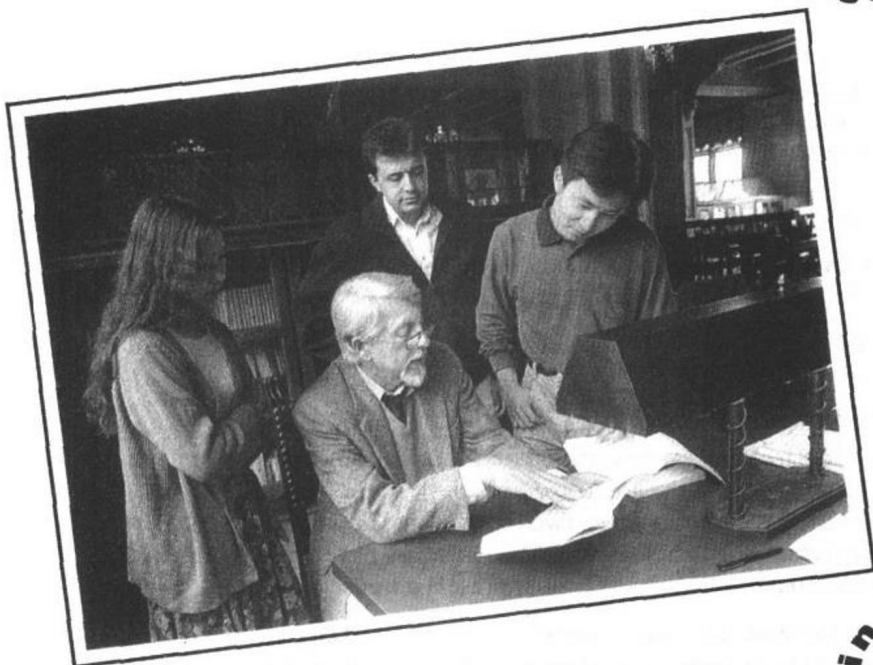
学习指导

XII - I

CHAPTER **one**

New Challenges

新的挑战



It is difficult to define a "true" American or a "true" Canadian because both Canada and the United States are very large. Both have many different regions and citizens who come from varied backgrounds, as can be seen by looking at the names in any telephone directory. Here we discuss some common American customs and attitudes, examine one Canadian's view of the differences between the people of his country and their American neighbors to the south, and look at one view of New York City.

in this
chapter

SELECTION **One**

Customs Vary with Culture

Before You Read

Reading Without Understanding the Meaning of Every Word

exercise

The following article will probably contain a number of words you do not know. This is not surprising. Linguists tell us that, for various historical reasons, English has a larger vocabulary than any other known language. Later in this book you will learn more vocabulary and, more importantly, skills for guessing the meaning of new words from their context or form. Right now, practice the important skill of reading without knowing the meaning of every word by following these three steps:

1. Look over the entire article quickly, paying attention to the headings of the different sections and trying to get a general idea of the contents of each one.
2. Read the article for the main ideas. *Skip over* words and phrases you do not understand. Do *not* slow yourself down by looking words up in a dictionary. Keep going.
3. Do the postreading exercise called Recalling Information. If you have trouble with it, read the article (or parts of it) again. You will probably understand it better this time. Two or three quick readings are much better for understanding than one slow one. Once you have worked the exercise, you have read well enough for your present purpose.

The following selection is a chapter taken from a book called *Living in the U.S.A.* by Alison Raymond Lanier, author and lecturer on social change and behavior. What purpose do you think the author had for writing this book? Are you surprised by some American customs? Perhaps you will find an explanation for them in this selection.

Customs Vary with Culture

Many American customs will surprise you; the same thing happens to us when we visit another country. People living in varied cultures handle many small daily things differently. What a dull world it would be if this were not true!

5 Some differences are minor, and one soon becomes accustomed to them. At first, for example, some foreign women may be startled by having their hair cut and styled by men. Visitors may be amazed to see men wearing wigs or short shorts on women in downtown streets.

10 The constant restless motion of Americans may be startling at first. People in the flat Middle West think nothing of driving seventy-five to a

15 hundred miles just to have dinner with a friend; they go to a far-off city for an evening of theater or music or even a movie. Countless young people select a college thousands of miles away from their families "just to see another part of the country." Barely in their teens, they go off in droves to see what lies beyond.

People

20 Who are these people who are swirling around you? Some 245 million of them now call America home, but in fact they have their origins in every part of the world. The names you see over shop doors tell you so, as do the varied types of faces you pass on the streets. A roll call of school children will include such names as Adams, Ali, Bykowski, Capparella, Fujita, Gonzales, Mukerji, Nussiebeh, and Wong. Mostly, these diverse backgrounds have not been blended in the so-called American "melting pot." In fact, the idea that America is a melting pot is largely a myth. What exists

25 more often is a kind of side-by-side living in which ethnic groups retain many of their own customs and social traditions. They merge into the American stream only in certain aspects of life—in schools, sports, business, and science, to name a few—but keep to many of their own customs and patterns socially and at home.

30 Because our people have come from so many nationalities, there is a far wider range of what is "acceptable" than in some countries where the inhabitants have grown up with a common heritage. As a result, no one needs to feel uncomfortable in following his or her own customs.

Informality

35 Although American informality is well known, many interpret it as a lack of respect when they first encounter it, especially in the business world. The almost immediate use of first names, for example, still jars nerves long accustomed to deference or respect from people of lower rank.

40 Americans have a minimum feeling for "rank," especially socially. Most do not themselves enjoy being treated with respect for age or position; it makes them uncomfortable. Many Americans find even the terms "Mr.," "Mrs.," or "Ms." stiff and formal. You hear people well beyond middle age say—even to quite young people—"Just call me Sally (or Henry or Don)." Being on first-name terms is taken as a sign of acceptance and friendliness. However, this need not bother you. If you are not comfortable in following the boss's immediate request to "Call me Andrew," it is quite all right. Just smile and say, "After a while perhaps, but thank you anyway" (meaning, for feeling that friendly!).

45

What we do use, however, are *occupational titles*. Occupations that

50 most frequently carry titles include: diplomats (Ambassador Jones), mem-
bers of the Senate (Senator Smith), or certain other top government offi-
cials" (Governor Rockefeller), judges (Judge Harley), doctors (Dr. Brown),
professors (Dr. or Professor Green, Ph.D.), clergy (Reverend Gray), etc.

Personal Questions

55 Conversational questions may seem to you both too personal and too nu-
merous—especially when you first arrive. "Where do you work?" "Are
you married?" "How many children do you have?" "Have you taken your
vacation yet?" are not personal questions by American standards. They
are a search for common ground on which to build a relationship or base
60 a conversation. Understand that such questions are meant to be friendly;
the questioner is interested in you. If you are asked questions that seem to
you to be too personal, you need not answer them. You can simply smile
or say pleasantly that you "do not know" or "In my country that would be
a funny question," or turn the questions gently aside¹⁵ by some comment
65 such as "Isn't it interesting to see how different nationalities begin a con-
versation?" or something similar. The American will not be offended, but
he or she will get the point.

Alison Raymond Lanier

After You Read

Recalling Information

exercise 1

After reading the article, tell which of these statements about Americans are true and which are false. Correct the false statements to make them true.

Americans . . .

1. ____ often drive long distances to go to a play or a movie.
2. ____ frequently send their children to colleges far away from home.
3. ____ live and work side by side but often observe different customs.
4. ____ are more informal than people from other countries.
5. ____ often call people by their first names as soon as they meet them.
6. ____ are very conscious of rank in business and usually call their boss by a title to show respect.
7. ____ use titles for certain occupations.
8. ____ like to pry into the affairs of foreigners and embarrass them by asking personal questions.