

总编译：汪榕培

# 阅读通

2

*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

Elaine Kirn  
Pamela Hartmann  
徐伟儒 编译

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## 美语路路通系列教材 Mosaic

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## 目 录

《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

## 本书前言

本书是《美语路路通》系列教材《阅读通》第二册，是为非英语国家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

本书目的在于培养学生通过阅读学会阅读。为此，我们提供的阅读内容，不但具有激励性，而且词汇和语法也不难理解；还向学生传授策略及方法，使阅读更容易。

本书中的策略和方法包括：根据上下文猜测意思、提高阅读速度、了解词干和词缀、学会预测、领悟不确切现象、进行推理、区别事实与评论。通过上述技能的学习，逐步提高学生的阅读能力。

### 二、本书特点

1. 设计明快。本书设计独特，引人注目。内容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，每章有四个部分：

第一部分：包括阅读之前的练习与问题、一篇经过调整的非虚构课文、阅读之后的练习，着重下列技能：了解中心思想、根据上下文猜测意思、理解课文结构、弄清细节、进行推理、分清事实与评论。最后是讨论题，将本章课文同学生自己生活经历

联系起来。

第二部分：由练习开始，通过略读，找出中心思想和主题句，学会总结。第二篇课文其主题与第一篇相同，并且大都是非虚构文章。阅读之后的练习关系到理解代词所指、学会总结、理解习惯用法、进行推理、区分事实与评论、运用信息以及个人角色化的讨论。

第三部分：各种练习帮助学生扩大词汇，其后的讨论活动，促使学生获得必要的技能。即使用字典、阅读标记、提高阅读速度、领会不确切性。

第四部分：示教实物阅读，如市区地图、银行表格、各类广告、选自报刊图书中的实用阅读片断、辅以阅读的问题。

## 四、教学建议

### 第一部分

#### 阅读之前

学生应该知道，预测是积极阅读的重要部分，预测技能可以通过讨论画面、回答导入部分的问题得以促进和加强。要认真对待“准备阅读”中的问题，并牢记在心。

#### 阅读课文

学生要默读课文，这是最快的读书方法；读第一遍时不要用字典，要学会猜测新词义，找出中心思想。

#### 阅读之后

阅读之后的练习，仍是围绕帮助学生获得英语阅读技能这一中心。重点放在理解中心思想及根据上下文猜测意思等技能。做完相关练习后，还可指令学生再读一遍，边读边记，少用字典。

学生讨论课文时，在表达意见、交流思想的同时，要积极实践新词。讨论的形式和规模可以有所变换。

### 第二部分

这部分的练习，与第一部分的练习相似，教学建议也相同，重点仍然是找出中心思想。

### 第三部分

扩大词汇的练习，可以指定为课后作业，但是有关学习技能的活动，特别是涉及提高阅读速度的技能性活动，应当在课堂上进行。

### 第四部分

快速获得信息的能力，是学生应掌握的一项重要技能，也是这部分的重点所在。各章都有示教实物阅读文章，读完后让学生以个人或小组形式回答相关问题。学生在寻找答案过程中，不要求他们必须看懂每个词。

编译者

1998年9月

## Summary of Reading Skills

*Note: all chapters contain practice in the reading skills of prediction and main idea and in the critical thinking skill of formulating an opinion and supporting it.*

Chapter	Reading Skills	Study Skills & Vocabulary	Focus on Testing
<b>one</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: punctuation, synonyms, clues in another sentence</li> <li>finding topic sentences</li> <li>pronoun reference</li> </ul>	<ul style="list-style-type: none"> <li>words in context</li> <li>scanning for information</li> </ul>	<ul style="list-style-type: none"> <li>following directions</li> </ul>
<b>two</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: examples, opposites, details</li> <li>distinguishing general and specific ideas</li> </ul>	<ul style="list-style-type: none"> <li>parts of speech</li> <li>related words</li> <li>dictionary use</li> <li>scanning for information</li> </ul>	<ul style="list-style-type: none"> <li>guessing meaning from context</li> </ul>
<b>three</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: abbreviations (e.g., i.e.) part of speech</li> <li>topics and topic sentences</li> <li>pronoun reference</li> </ul>	<ul style="list-style-type: none"> <li>words in categories</li> <li>parts of speech: suffixes for nouns and adjectives</li> <li>scanning</li> </ul>	<ul style="list-style-type: none"> <li>increasing reading speed: reading in phrases</li> </ul>
<b>four</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: review</li> <li>topics and topic sentences</li> <li>analyzing sentence structure: parallelism</li> </ul>	<ul style="list-style-type: none"> <li>adjective and noun phrases</li> <li>compound words</li> <li>scanning</li> </ul>	<ul style="list-style-type: none"> <li>increasing reading speed: reading in phrases/left-to-right eye movement</li> </ul>
<b>five</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: review</li> <li>figuring out the main idea when there is no topic sentence</li> <li>summarizing</li> </ul>	<ul style="list-style-type: none"> <li>suffixes (nouns, verbs, adverbs)</li> <li>prefixes</li> <li>dictionary use: words with more meaning</li> </ul>	<ul style="list-style-type: none"> <li>analogies</li> </ul>
<b>six</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: literal and figurative meanings</li> </ul>	<ul style="list-style-type: none"> <li>outlining</li> <li>idioms</li> <li>scanning</li> <li>increasing reading speed</li> </ul>	<ul style="list-style-type: none"> <li>making inferences</li> </ul>

Chapter	Reading Skills	Study Skills & Vocabulary	Focus on Testing
<b>seven</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: review</li> <li>making inferences</li> <li>synthesizing information</li> </ul>	<ul style="list-style-type: none"> <li>outlining</li> <li>idioms</li> <li>categories of words</li> <li>prefixes and suffixes</li> <li>word roots</li> <li>vocabulary learning methods</li> </ul>	<ul style="list-style-type: none"> <li>comprehension questions</li> </ul>
<b>eight</b>	<ul style="list-style-type: none"> <li>guessing meaning from context: writing definitions</li> <li>finding words that fit definitions</li> <li>making inferences</li> </ul>	<ul style="list-style-type: none"> <li>outlining</li> <li>words with similar meanings</li> <li>dictionary use</li> <li>connotation</li> <li>increasing reading speed</li> </ul>	<ul style="list-style-type: none"> <li>multiple-choice tests</li> </ul>
<b>nine</b>	<ul style="list-style-type: none"> <li>distinguishing facts from theories</li> <li>making inferences</li> </ul>	<ul style="list-style-type: none"> <li>words with similar meanings</li> <li>categories (content areas)</li> <li>word roots and affixes</li> <li>marking a book</li> <li>summarizing</li> </ul>	<ul style="list-style-type: none"> <li>guessing meaning from context</li> </ul>
<b>ten</b>	<ul style="list-style-type: none"> <li>guessing vocabulary from context: review</li> <li>making inferences</li> <li>distinguishing facts from theories</li> <li>applying information</li> </ul>	<ul style="list-style-type: none"> <li>word categories</li> <li>word roots and affixes</li> <li>outlining</li> <li>summarizing</li> </ul>	<ul style="list-style-type: none"> <li>analogies</li> </ul>
<b>eleven</b>	<ul style="list-style-type: none"> <li>guessing vocabulary from context: finding words that fit definitions</li> <li>recognizing time relationships</li> <li>distinguishing facts from opinions</li> </ul>	<ul style="list-style-type: none"> <li>tolerating ambiguity of meaning</li> <li>hyphenated words</li> </ul>	<ul style="list-style-type: none"> <li>figurative language</li> </ul>
<b>twelve</b>	<ul style="list-style-type: none"> <li>guessing vocabulary from context: writing definitions</li> <li>making inferences</li> </ul>	<ul style="list-style-type: none"> <li>categories of words</li> <li>outlining</li> </ul>	<ul style="list-style-type: none"> <li>comprehension questions</li> </ul>

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# CHAPTER **one**

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## ***Education and Student Life***

## 教育和学生生活



**T**he first reading selection discusses some differences between the educational system in much of Asia and the system in the United States and Canada. The second selection discusses how college students in the United States today are different from those of the past. The last part of the chapter teaches you how to find information quickly in an application form and a letter from an American school in Los Angeles.

in this chapter

# **PART One**

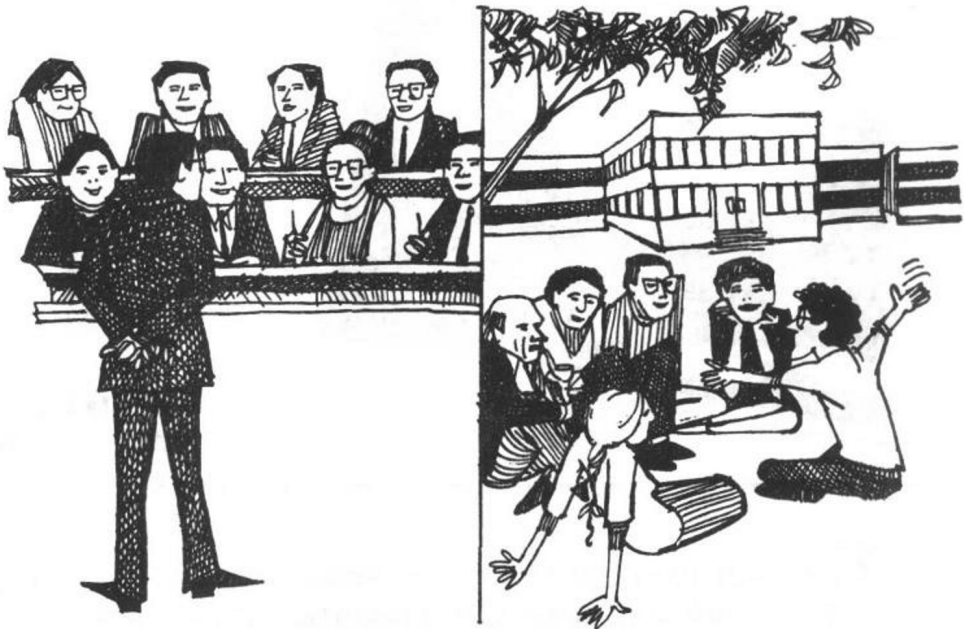
## ***Methods of Education: East Versus West***

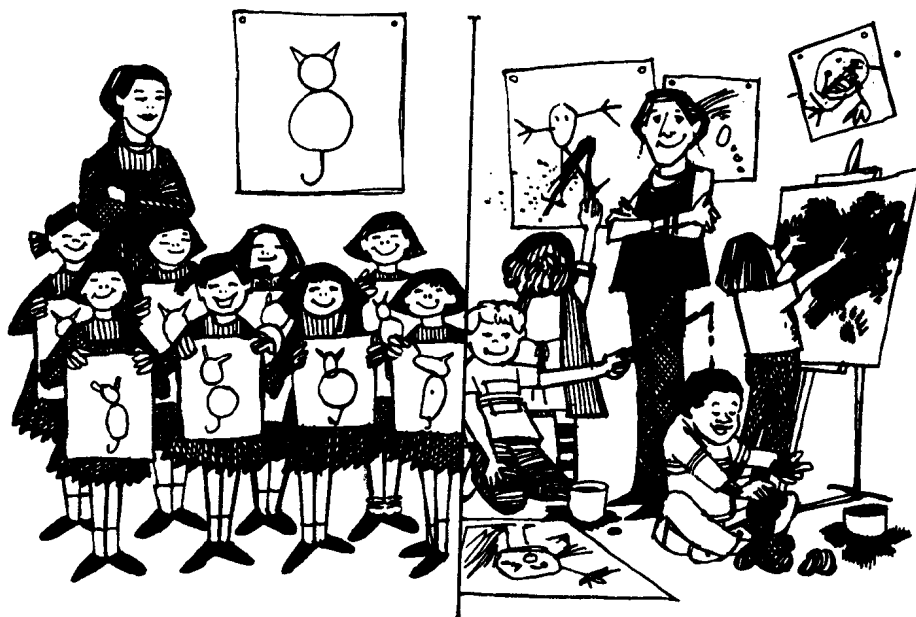
### **Before You Read**

#### **Getting Started**

Look at the pictures and discuss them.

1. Where is each scene taking place? What is happening?
2. Compare the methods of education in the two pictures at the top of page 3 with the methods in the two pictures on this page.
3. Which type of class do you prefer? Why?





## Preparing to Read

As you read the following selection, think about the answer to this question. How is the educational system in most Asian countries different from the system in Western countries such as the United States and Canada?

Read the following selection quickly. Do not use a dictionary. Then do the exercises that follow the reading.



A

### ***Methods of Education: East Versus West***

A teacher from a Western country recently visited an elementary school<sup>1</sup> in an Asian country. In one class, she watched<sup>2</sup> sixty young children as they learned to draw a cat. The class teacher drew a big circle on the blackboard, and sixty children copied it on their papers. The teacher drew a smaller circle on top of<sup>3</sup> the first and then put two triangles on top of it. The children drew in the same way.<sup>4</sup> The lesson continued until<sup>5</sup> there were sixty-one identical cats in the classroom. Each student's cat looked exactly like<sup>6</sup> the one on the board.

B

The visiting teacher was startled by<sup>7</sup> the lesson. She was surprised because the teaching methods were very different from<sup>8</sup> the ways of teaching in her own country. A children's art lesson<sup>9</sup> in her own country

produced a room full of<sup>10</sup> unique pictures, each one completely different from the others. Why? What causes this difference in educational methods? In a classroom in any country, the instructor teaches more than art or history or language. He or she also teaches culture (the ideas and beliefs of that society). Each educational system is a mirror that reflects the culture of the society.

In a Western society such as the United States or Canada, which has many national, religious, and cultural differences,<sup>11</sup> people highly value<sup>12</sup> individualism—the differences among people—and independent thinking. Teachers place a lot of importance on the qualities<sup>13</sup> that make each student special. The educational systems in these countries show these values. Students do not often memorize information. Instead, they work individually and find answers themselves, and they express their ideas in class discussion. At an early age, students learn to form their own ideas and opinions.

In most Asian societies, by contrast, the people have the same language, history, and culture. Perhaps for this reason, the educational system in much of Asia reflects society's belief in group goals<sup>14</sup> and traditions rather than individualism. Children in China, Japan, and Korea often work together and help one another on assignments. In the classroom, the teaching methods are often very formal. The teacher lectures, and the students listen. There is not much discussion. Instead, the students recite rules or information that they have memorized.

There are advantages and disadvantages to both these systems of education. For example, one advantage to the system in Japan is that students there learn the social skill of cooperation—of working together. Another advantage is that they learn much more math and science than American students learn by the end of high school. They also study more hours each day and more days each year than North Americans do. The system is difficult, but it prepares students for a society that values discipline and self-control.<sup>15</sup> There is, however, a disadvantage. Memorization is an important learning method in Japanese schools, yet many students say that after an exam, they forget much of the information that they have memorized.

The advantage of the educational system in North America, on the other hand, is that students learn to think for themselves. They learn to take the initiative<sup>16</sup>—to make a decision and take action without someone telling them what to do. The system prepares them for a society that values creative ideas. There is, however, a drawback,<sup>17</sup> a disadvantage. When students graduate from high school, they haven't studied as many basic rules and facts as students in other countries have.