

总编译：汪榕培

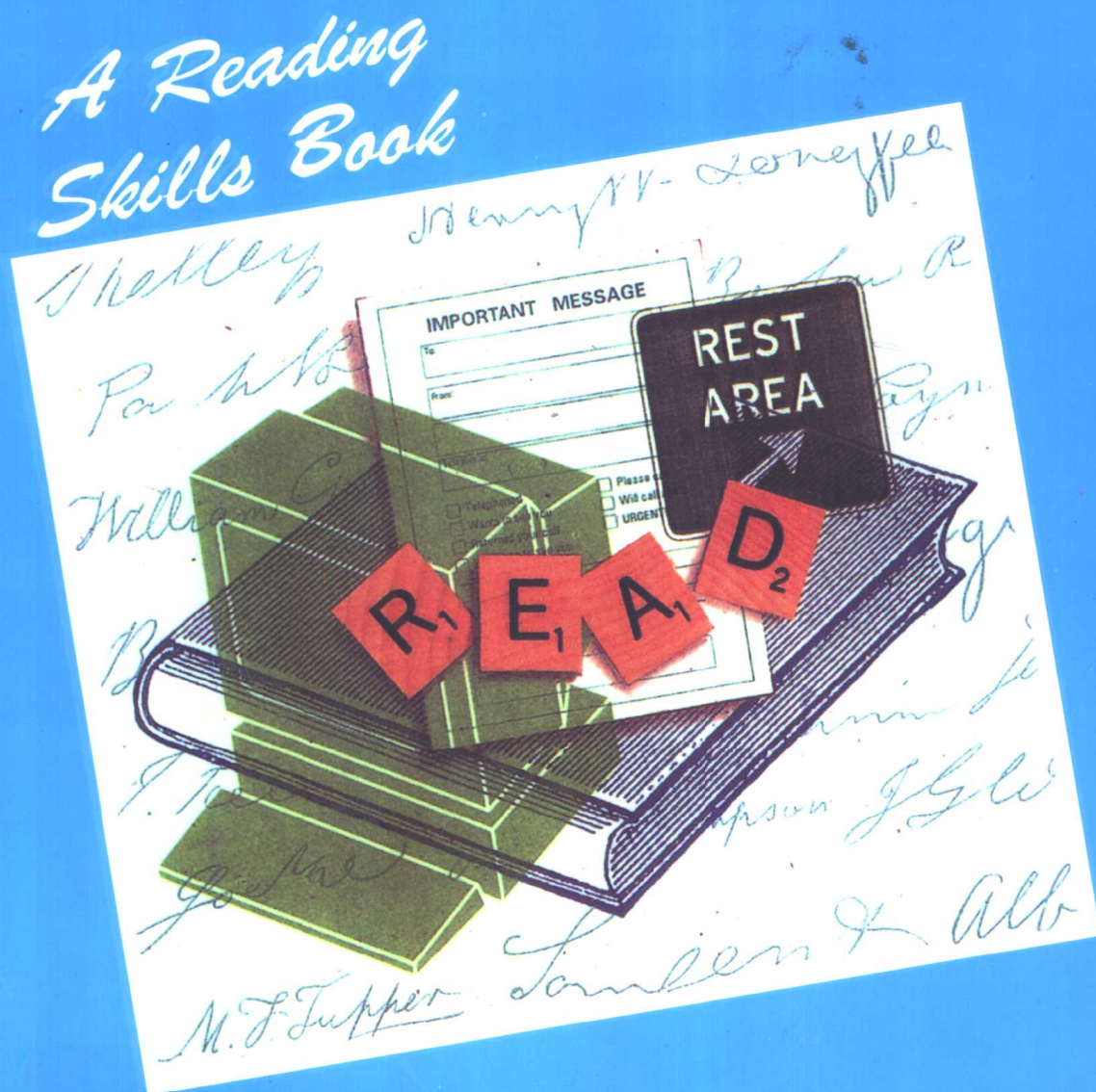
阅读通

4

美语路路通

系列教材

Mosaic



Brenda Wegmann
Miki Prijic Knezevic
Marilyn Bernstein
王尚胜 编译



辽宁教育出版社
美国麦克希尔出版公司

联合出版

美语路路通系列教材 Mosaic

总编译：汪榕培

阅 读 通 4

A Reading Skills Book 4

Brenda Wegmann

Miki Prijic knezevic 编

Marilyn Bernstein

王尚胜 编译

辽 宁 教 育 出 版 社
美 国 麦 克 希 尔 出 版 公 司

联合出版

美语路路通系列教材 Mosaic

总编译：汪榕培

阅读通分册主编译：王尚胜 徐伟儒

编译委员会：王文成 王尚胜 李思国 张绍杰
宋学侠 杨俊峰 赵忠德 徐伟儒

版权合同登记：图字 06 - 1998 - 230 号

图书在版编目 (CIP) 数据

阅读通 4/王尚胜编译. - 沈阳: 辽宁教育出版社, 1998.12

(美语路路通/汪榕培总编译)

ISBN 7 - 5382 - 5326 - 2

I. 阅… II. 王… III. 英语, 美国 - 阅读教学 - 教材 IV. H319.4

中国版本图书馆 CIP 数据核字 (98) 第 33536 号

Copyright © 1998 by McGraw-Hill Companies, Inc. All rights reserved. Jointly published by Liaoning Education Press/McGraw-Hill. This edition may be sold in the People's Republic Of China only. This book cannot be re-exported and is not for sale outside the People's Republic Of China. ISBN: 0 - 07 - 068998 - 9

本书中文简体字版由美国麦克希尔出版公司授权辽宁教育出版社独家出版, 只供在中华人民共和国境内销售。

版权所有, 翻印必究

辽宁教育出版社出版
(沈阳市和平区北一马路 108 号 邮政编码 110001)
沈阳新华印刷厂印刷 辽宁省新华书店发行

开本: 787 × 1092 毫米 1/16 字数: 476 千字 印张: 25
印数: 1—5 000 册
1998 年 12 月第 1 版 1998 年 12 月第 1 次印刷

责任编辑: 柳青松 许苏葵 责任校对: 马 慧 张 华

定价: 32.70 元



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，使这套在国际上营销多年、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》第四册，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流的能力。

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 and Study Skills
one	<ul style="list-style-type: none"> guessing new words from context completing a summary anticipating the reading: making predictions scanning for specific information skimming for main ideas reading a shaded map 	<ul style="list-style-type: none"> guessing meaning by breaking down words finding verbs with precise meanings stories behind words: expressions associated with animals word detective understanding acronyms and abbreviations enjoying quotations 	<ul style="list-style-type: none"> analyzing summary statements for a comprehension test
two	<ul style="list-style-type: none"> skimming for the main idea Identifying facts and opinions using the encyclopedia to prepare a report using predictions to aid comprehension DRTA (Directed Reading/Thinking Activity) 	<ul style="list-style-type: none"> learning terminology for narrative writing making inferences about character traits useful slang expressions using contextual clues to decipher unknown words 	<ul style="list-style-type: none"> recognizing the theme in an article or paragraph summarizing a narrative piece of writing for an essay test
three	<ul style="list-style-type: none"> distinguishing general from specific recalling main ideas and details drawing conclusions by using a chart identifying facts and opinions recognizing an ironic tone recognizing point of view 	<ul style="list-style-type: none"> hearing the rhyme in poetry coping with technical terms stories behind words: some gender words 	<ul style="list-style-type: none"> improving your chances on multiple-choice examinations fact/opinion practice questions paragraph writing practice for short essay questions
four	<ul style="list-style-type: none"> evaluating content: critical reading skimming a narrative story identifying support for a hypothesis 	<ul style="list-style-type: none"> matching key words to definitions understanding abbreviations using prefixes analyzing words and phrases 	<ul style="list-style-type: none"> improving test scores on true/false questions practice matching words and definitions for vocabulary tests

Chapter	Reading Skills	Vocabulary Skills	Focus on Testing and Study Skills
	<ul style="list-style-type: none"> forming a line of argument summarizing an article finding out about mysterious phenomena 	<ul style="list-style-type: none"> scanning context for synonyms stories behind words: mythology learning about riddles 	
five	<ul style="list-style-type: none"> sequencing ideas into chronological order learning to read an interview finding support for main ideas paraphrasing complicated passages DRTA (Directed Reading/Thinking Activity) predicting action 	<ul style="list-style-type: none"> relating vocabulary to an idea inferring attitudes and their causes word parts study: the suffix <i>-hood</i> interviewing a classmate noting differences between British and American English selecting adjectives for a context Canadian and American spelling differences 	<ul style="list-style-type: none"> avoiding “traps” in standardized vocabulary tests
six	<ul style="list-style-type: none"> comparing personal experience to a reading applying concepts: mnemonic devices finding support for or against a hypothesis identifying elements of horror (in gothic fiction) summarizing from a different point of view 	<ul style="list-style-type: none"> using charts and drawings to aid description small differences between British, and North American English reading 19th-century vocabulary paraphrasing complex ideas 	<ul style="list-style-type: none"> underlining and marginal glossing as aids for memory study mapping practicing comprehension quizzes reading for speed during tests

Chapter	Reading Skills	Vocabulary Skills	Focus on Testing and Study Skills
seven	<ul style="list-style-type: none"> • making inferences • applying inferences to specific situations • analyzing sentence structures • interpreting a table • distinguishing between general and specific • relating the reading to a new perspective 	<ul style="list-style-type: none"> • vocabulary relating to business ethics • understanding idiomatic phrases • finding related nouns and verbs • inferring the meaning of key words and expressions 	<ul style="list-style-type: none"> • reviewing study skills: underlining and marginal glossing
eight	<ul style="list-style-type: none"> • using clues to make inferences • summarizing the main point • using information to disprove false opinions • identifying a bias • matching general ideas and specific examples 	<ul style="list-style-type: none"> • finding the visual metaphors • identifying technical vocabulary from context • fitting scientific terms into context • guessing the meaning of idioms and colloquial phrases • studying word derivatives: finding related words 	<ul style="list-style-type: none"> • reading charts on tests • timed reading • reading diagrams on tests • timed reading
nine	<ul style="list-style-type: none"> • anticipating the reading: making predictions • making and supporting inferences • making inferences from a map • summarizing information about specific points • reading poetry for meaning 	<ul style="list-style-type: none"> • guessing the meaning of words in context • expressing reactions to music • paraphrasing complex ideas • expressing reactions to paintings 	<ul style="list-style-type: none"> • preparing for exams with study maps • timed reading • writing an instant summary
ten	<ul style="list-style-type: none"> • focusing on a key issue • guessing the meaning of new words from context • scanning to develop a contrast • building a summary from themes • relating facts to a specific part of a reading 	<ul style="list-style-type: none"> • solving problems in groups • solving a crossword puzzle using medical terminology • adding color with verbs • learning legal terms in context • scanning for antonyms 	<ul style="list-style-type: none"> • speaking in front of people (practice for oral examinations) • timed reading

Summary of Reading, Vocabulary, and Test-Taking Skills

Chapter	Reading Skills	Vocabulary Skills	Focus on Testing and Study Skills
eleven	<ul style="list-style-type: none"> • recalling major points of contrast • identifying and evaluating the point of view • relating the reading to a poem • recognizing historical significance • anticipating the reading: prediction • previewing an extended reading • summarizing the article • describing the author's point of view 	<ul style="list-style-type: none"> • distinguishing shades of meaning • paraphrasing key ideas • matching the illness with the cure • matching definitions to technical terms • choosing the correct synonym 	<ul style="list-style-type: none"> • answering short essay questions • practicing short essays • timed reading
twelve	<ul style="list-style-type: none"> • anticipating the reading: prediction • reading between the lines • reading a graph • making inferences • identifying an ironic point of view • finding a moral for the story 	<ul style="list-style-type: none"> • relating prophecies to past, present, and future • experimenting with astrology and related terms • choosing the correct words to complete a summary 	<ul style="list-style-type: none"> • writing an extemporaneous essay • practicing for a final exam • timed reading

Contents 目录

Summary of Reading Skills and Activities 技能表	1
----------------------------------------------	---

CHAPTER one 第一章

Language and Learning 语言和学习 **1**

SELECTION ONE	"Native Americans," by Jamake Highwater	2
---------------	-----------------------------------------	---

SELECTION TWO	"Library: The Buried Treasure," by David B. Ellis	10
---------------	---------------------------------------------------	----

SELECTION THREE	"English as a Universal Language," by Patricia Aburdene and John Naisbitt	16
-----------------	---------------------------------------------------------------------------	----

WHAT DO YOU THINK?	<i>Attack on English</i>	26
--------------------	--------------------------	----

学习指导	I—1
------	-----

CHAPTER two 第二章

Danger and Daring 危险和冒险 **27**

SELECTION ONE	"Adventurers of Today," by M. Prijic	28
---------------	--------------------------------------	----

SELECTION TWO	"A High Dive," by L. P. Hartley	36
---------------	---------------------------------	----

SELECTION THREE	"The World We Lost," by Farley Mowat	44
-----------------	--------------------------------------	----

WHAT DO YOU THINK?	<i>Courting Danger</i>	51
--------------------	------------------------	----

学习指导	II—1
------	------

CHAPTER three 第三章

Man and Woman 男人和女人 **53**

SELECTION ONE	"For Better or Worse, Arranged Marriages Still Thrive in Japan," by Urban C. Lehner	54
---------------	-------------------------------------------------------------------------------------	----

SELECTION TWO	"The Sexes: Anatomy of a Difference," by Signe Hammer	65
---------------	-------------------------------------------------------	----

SELECTION THREE	"I Want a Wife," by Judy Syfers	76
-----------------	---------------------------------	----

WHAT DO YOU THINK?	<i>How Men and Women Communicate</i>	81
--------------------	--------------------------------------	----

学习指导	III—1
------	-------

CHAPTER four 第四章**Mysteries Past and Present** 古今之谜 **83**

SELECTION ONE	"Against All Odds," by Richard Blodgett	84
SELECTION TWO	"The Lady or the Tiger?" by Frank R. Stockton	92
SELECTION THREE	"It All Started with Dragon Bones," by Raymond Chang and Margaret Scrogin Chang	102
WHAT DO YOU THINK?	<i>The Secret of Firewalking</i>	112
学习指导		IV—1

CHAPTER five 第五章**Transitions** 人生转折 **113**

SELECTION ONE	"Life Cycle Planning," by Grace W. Weinstein	114
SELECTION TWO	"Conversations in Malaysia," by V. S. Naipaul	123
WHAT DO YOU THINK?	<i>The Refugee Problem</i>	129
SELECTION THREE	"Grisha Has Arrived," by Tanya Filanovsky	130
学习指导		V—1

CHAPTER six 第六章**The Mind** 大脑 **139**

SELECTION ONE	"A Memory for All Seasonings," by Stephen Singular	140
SELECTION TWO	"Under the Skull," by Nigel Calder	152
SELECTION THREE	"The Tell-Tale Heart," by Edgar Allan Poe	161
WHAT DO YOU THINK?	<i>The Treatment of Mental Illness</i>	170
TIMED READING	"May's Boy," by Maja Penikis	171
学习指导		VI—1

CHAPTER seven 第七章**Working** 工作 **175**

SELECTION ONE	"Why Ethics?" by Robert C. Solomon and Kristine Hanson	176
SELECTION TWO	"A Lifetime of Learning to Manage Effectively," by Ralph Z. Sorenson	180

SELECTION THREE	"Barriers Fall for Women at Work," by Lisa Genasci	190
TIMED READING	"The Worse Recruiters Have Seen," from <i>The Wall Street Journal</i>	
WHAT DO YOU THINK?	<i>Home Offices</i>	202

学习指导

VII—1

CHAPTER **eight** 第八章

Breakthroughs 突破 203

SELECTION ONE	"DIA's Best Feature," by Christopher Broderick	204
SELECTION TWO	"Sowing the Seeds of Super Plants," by Sana Siwolop	212
SELECTION THREE	"Science Is Dandy, But Promotion Can Be Lucrative," by Stephen P. Maran	220
TIMED READING	"Are Computers Alive?" by Geoff Simons	230
WHAT DO YOU THINK?	<i>Advances in Communication</i>	232

学习指导

VIII—1

CHAPTER **nine** 第九章

Art and Entertainment 艺术和娱乐 233

SELECTION ONE	"The Man Who Was an Orchestra," by Nat Hentoff	234
SELECTION TWO	"'To Paint Is to Live': Georgia O'Keeffe, 1887–1986," by M. Prijic	241
SELECTION THREE	"Chicano Poetry: The Voice of a Culture," by Deana Fernández	248
TIMED READING	"Jackie Can!" by Richard Corliss	256
WHAT DO YOU THINK?	<i>Body Decoration</i>	261

学习指导

IX—1

CHAPTER **ten** 第十章

Ethical Questions 伦理问题 263

SELECTION ONE	"Doctor's Dilemma: Treat or Let Die?" by Abigail Trafford	264
WHAT DO YOU THINK?	<i>Choosing the Sex of a Child</i>	273
SELECTION TWO	"Older Generation in Borneo Fighting to Retain Values of Its Native Culture," from <i>The Rocky Mountain News</i>	274
SELECTION THREE	"You Be the Judge," by John A. Ritter	279
TIMED READING	"Extinction," by Paul and Anne Ehrlich	285

学习指导

X—1

Contents

iii

CHAPTER eleven 第十一章

Medicine	医药	289
SELECTION ONE	"Best of Both Worlds," by Barbara Gullahorn-Holecek	290
SELECTION TWO	"The Scientist-Philosophers," by Desmond Stewart	296
SELECTION THREE	"Parents Brave Medicine's New World," by Nancy Ross-Flanigan	304
WHAT DO YOU THINK?	<i>Organ Transplants</i>	314
TIMED READING	"Education Doesn't Happen Only in Schools," by Jeffrey Zaslow	315
学习指导		XI—I

CHAPTER twelve 第十二章

The Future	未来	319
SELECTION ONE	"The Kremani Prophecies," by Milos and Mitar Tarabic	320
SELECTION TWO	"Omni Future Almanac," edited by Robert Weil	325
SELECTION THREE	"Men Are Different," by Alan Bloch	333
TIMED READING	"The Affectionate Machine," by Neil Frude	336
WHAT DO YOU THINK?	<i>Back from the Future</i>	340
学习指导		XII—I

CHAPTER **one**

Language and Learning

语言和学习



The author of the first selection describes his early encounters with learning English, the language that finally helped him to overcome his feelings of being an outsider in the dominant culture. The second selection discusses how to use the library. The third reading talks about the role of English in today's world.

in this chapter

SELECTION **one**

Native Americans

Before You Read

Guessing the Meaning of New Words from Context

exercise 1

Try to guess the meanings of unfamiliar words as you read. One way of understanding a new word is to break it into smaller words, prefixes¹ and suffixes.² Another way is to look for a synonym or explanation near the word. Practice these skills by writing your own definitions for the italicized words in the following sentences taken from the first reading selection. Use the hints to help you.

1. "We are born into a cultural *preconception* that we call reality and that we never question." (*Hint*: Do you know the meaning of the prefix *pre-* and the word *concept*?)

preconception: _____

2. "We essentially know the world in terms of that cultural package³ or *preconception*, and we are so unaware of it that the most liberal of us go through life with a kind of *ethnocentricity*." (*Hint*: The word *ethnic* means "belonging to a particular culture or group." What do you think *centr-* means?)

ethnocentricity: _____

3. "I grew up in a place that was called a *wilderness*, but I could never understand how that amazing ecological park could be called '*wilderness*,' something wild that needs to be harnessed." (*Hint*: What part of the sentence explains the meaning of *wilderness*?)

wilderness: _____

4. "Nature is some sort of foe, some sort of *adversary*, in the dominant culture's mentality." (*Hint*: Because of the repetition of the words *some sort of*, you can see that there is another word that is very close in meaning to *adversary*. What word is this?)

adversary: _____

exercise 2

If you cannot break a word apart or find a nearby synonym or explanation, you simply have to guess a likely meaning to fit the context. Choose the best word to substitute for each italicized word in the following sentences from the selection.