



研究生教材

英语阅读和技能

华威 潘能 编

37

西安交通大学出版社

内 容 提 要

本书供高等理工院校研究生, 英语水平达到四级标准的本科生以及英语自学者使用。本书以八章的篇幅综合了英语阅读理解所必须具备的技能和实践, 选材广泛, 体裁多样, 内容丰富, 生动有趣, 可配合精读, 写作, 听力作课堂教学之用, 亦可单独使用, 作为英语阅读教程的教材。

英 语 阅 读 和 技 能

华 威 潘 能 编

责 任 编 辑 李 道 仁

西安交通大学出版社出版

(西安市咸宁路 28 号)

西安交通大学出版社印刷厂印装

陕西省新华书店发行 各地新华书店经售

开本 850×1168 1/32 印张 5.875 字数: 145 千字

1988 年 4 月第 1 版 1988 年 9 月第 1 次印刷

印数: 1—29000

ISBN 7—5605—0086—2/H·6

定价: 1.70 元

《研究生教材》总序

研究生教育是我国高等教育的最高层次，是为国家培养高层次人才的人才。他们必须在本门学科中掌握坚实的基础理论和系统的专门知识，以及从事科学研究工作或担负专门技术工作的能力。这些要求具体体现在研究生的学位课程和学位论文中。

认真建设好研究生学位课程是研究生培养中的重要环节。为此，我们组织出版这套《研究生教材》，以满足当前研究生教学，主要是公共课和一批新型的学位课程的教学需要。教材作者都是多年从事研究生教学工作，有着丰富教学和科学研究经验的教师。

这套教材首先着眼于研究生未来工作和高技术发展的需要，充分反映国内外的最新学术动态，使研究生学习之后，能迅速接近当代科技发展的前沿，以适应“四化”建设的要求；其次，也注意到研究生公共课程和学位课程应有它最稳定、最基本的内容，是研究生掌握坚实的基础理论和系统的专门知识所必要的，因此在研究生教材中仍应强调突出重点，突出基本原理和基本内容，以保持学位课程的相对稳定性和系统性，内容有足够的深度，而且对本门课程有较大的覆盖面。

这套《研究生教材》虽然从选题、大纲、组织编写到编辑出版，都经过了认真的调查论证和细致的定稿工作，但毕竟是第一次编辑这样的高层次教材系列，水平和经验都感不足，缺点与错误在所难免。希望通过反复的教学实践，广泛听取校内外专家学者和使用者的意见，使其不断改进和完善。

西安交通大学研究生院

西安交通大学出版社

1986年12月

PREFACE

This book is designed not simply to provide practice material, but to teach progressively and systematically the various skills which are necessary for successful reading comprehension. It has been our experience that even "advanced" learners of English as a second language tend to be slow readers, and that their slow reading speed constitutes a serious handicap when they commence their studies at the university. Therefore the emphasis in the exercises of this book is on increasing reading speed. Reading materials have been selected for their appropriateness for graduate students.

General Plan of the Book

This book, as is obviously shown by the name "EIGHT STEPS TO SUCCESSFUL READING" (ESSR), is divided into eight steps, which should be taken up in sequence for maximum effectiveness. Each step includes three parts: Part A mainly deals with one reading skill under a general headline with a number of exercises intended for consolidating the skill so far learned; Part B provides students with technical prose reading materials and materials of various writing styles. The former, as is well known, is essential for students of science and technology in their stepping up to the mastery of EST; the latter is aimed at widening the students' knowledge, which may also help them a great deal in their future studies and work; Part C offers ample chances for students to get familiar with nonprose reading, which, not actually very technical though, is of practical value in helping them handle their academic lives either at home or abroad.

Step One consists of a set of exercises to determine the students' general reading ability at the outset of the programme. Step Two and Step Three are designed to provide practice in responding rapidly but accurately to increasingly longer units of writing: first the paragraph, then the complete article. Step Four deals with the techniques of scanning for particular information. Step Five comprises exercises on guessing unknown words, important and/or difficult words and phrases. Steps Six and Seven concentrate on skills of writing which students need when they learn to write in English, ranging from highly controlled "rewriting" tasks to a fairly free expression of the students' own views or arguments, such as writing on a given model, writing with given facts, writing letters, abstracts, summaries, etc. Step Eight focuses on special forms of English in common use.

This book may be used alone or in conjunction with "Advanced English Course", an intensive reading course for graduate students, and "Lend Me Your Ears", a book for improving listening comprehension which is supposed to come out later. The combination of the three books is expected to create an effective programme for building the integrated skills of listening, speaking, reading and writing.

Timing the Exercises

Have the students time themselves while reading a passage. On an individual basis this can best be done using a stop watch but on a group basis the teacher can write down the elapsed time every ten seconds on the blackboard using any watch with a second hand as a timer. The students should write down the time it took them to read the passage as soon as they have completed reading it.

Comprehension

There is nothing more important than comprehension in reading. The main purpose in reading is to understand the author's thoughts.

The multiple choice questions that follow each of the selections in this book are roughly divided into two types of questions. One type of questions are matters of fact (factual questions) and the other type of questions require a little more thinking than rote recall of facts, such as the ability to find what is meant even though it is not specifically stated or the ability to put several different ideas together to form a new idea (subjective questions).

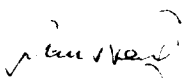
A bad reader is typically one who reads everything at the same speed, usually a slow speed. Another type of bad reader is one who reads so rapidly that he never has any good comprehension. Hence, the important thing for a good reader to achieve is balance between speed and comprehension. And, through training such as you are getting in this book, you should be able to increase your speed while maintaining a normal level of comprehension.

Urged by the Press, the authors really feel pressed for time in finishing the manuscripts. It is hoped that, though not well carved, this book will be of help to the graduate students in their English studies. Criticisms and suggestions from those who teach or study this book will be most welcome.

Finally, thanks to Mr. Xie Jia-shu, associate professor of English of Xi'an Jiaotong University, for his careful reading of this book and his precious suggestions.



Hua Wei



Pan Neng

Aug. 1986

CONTENTS

STEP ONE

Part A: Reading Skills-- Increasing Your Sentence Comprehension	
Speed.....	1
1. Sentence Study: Introduction.....	1
2. Sentence Study: Comprehension.....	3
Part B: Reading Selections.....	9
1. Sentence Completion.....	9
2. Reading Sentences for General Meaning.....	13
Part C: Nonprose Reading.....	17
The Menu.....	17

STEP TWO

Part A: Reading Skills--Reading for Central Idea.....	21
1. Reading Paragraphs for Central Idea.....	21
2. Finding Topic Sentences.....	27
Part B: Reading Selections.....	30
1. Conversation.....	30
2. Technical Prose.....	34
Part C: Nonprose Reading.....	37
Newspaper Advertisements (1).....	37

STEP THREE

Part A: Reading Skills--Reading for Full Understanding.....	43
1. Paragraph Analysis: Reading for Full Understanding..	43
2. Paragraph Reading: Restatement and Inference.....	51
Part B: Reading Selections.....	53
1. Short Stories.....	53
2. Technical Prose.....	57
Part C: Nonprose Reading.....	59
Newspaper Advertisements (2).....	59

STEP FOUR

Part A: Reading Skills--Reading to Locate Specific Information:	
Scanning and Skimming.....	67

1. Scanning Short Paragraphs	70
2. Scanning/Skiming Articles	76
Part B: Reading Selections	86
1. Poetry	86
2. Technical Prose	87
Part C: Nonprose Reading	88
Resume	88

STEP FIVE

Part A: Reading Skills—Guessing Unknown Words	90
1. Context Clues (1)	90
2. Context Clues (2)	93
Part B: Reading Selections	96
1. Newspaper Questionnaire	96
2. Articles	100
3. Technical Prose	103
Part C: Nonprose Reading	105
Indexes	105

STEP SIX

Part A: Reading Skills—Using the Dictionary	111
1. Finding Information in the Dictionary (1)	111
2. Finding Information in the Dictionary (2)	117
Part B: Reading Selections	119
1. Magazine Articles	119
2. Popular Science	124
3. Technical Prose	1
Part C: Nonprose Reading	128
Directions	128

STEP SEVEN

Part A: Reading Skills—Introduction to Summary	140
1. Paraphrasing Sentences	140
2. Summarising a Passage	140

Part B: Reading Selections.....	144
1. Letters.....	144
2. Feature Articles.....	148
3. Technical Prose.....	153
Part C: Nonprose Reading.....	155
Library References.....	155

STEP EIGHT

Part A: Reading Skills—More Special Forms of English....	163
1. Telegrams.....	163
2. Instructions.....	164
3. Newspaper Headlines.....	164
Part B: Reading Selections.....	167
1. Textbook.....	167
2. Technical Prose.....	175
Part C: Nonprose Reading.....	177
Biographical Information.....	177

STEP ONE

Part A: Reading Skills—Increasing Your Sentence Comprehension Speed

1. SENTENCE STUDY: INTRODUCTION

When you have difficulty understanding a passage, just reading further will often make the passage clearer. Sometimes, however, comprehension of an entire passage depends on your being able to understand a single sentence. Sentences which are very long, sentences which have more than one meaning, or sentences which contain difficult grammatical patterns often cause comprehension problems for readers. The sentence study exercise which follows as well as similar ones in later parts give you the opportunity to develop strategies for attacking complicated sentences.

Although there is no easy formula that will help you to arrive at an understanding of a difficult sentence, you should keep the following points in mind.

1. Try to determine what makes the sentence difficult:

- a. If the sentence contains a lot of difficult vocabulary it may be that the sentence can be understood without knowing the meaning of every word. Try crossing out unfamiliar items:

The West had sent armies to ~~capture and hold~~ Jerusalem; instead they themselves fell ~~victim to a host of~~ new ideas and ~~subtle~~ influences which left their mark on the development of European literature, ~~chivalry~~, warfare, ~~sanitation~~, commerce, political institutions, medicine, ~~and the papacy itself~~.

- b. If the sentence is very long, try to break it up into smaller parts:

The West had sent armies to capture and hold Jerusalem. The West fell victim to a host of new ideas and subtle influences. These ideas and influences left their mark on the development of European literature, chivalry, warfare, sanitation, commerce, political institutions, medicine, and the papacy.

- c. Also, if the sentence is very long, try to determine which parts of the sentence express specific details supporting the main idea. Often clauses which are set off by commas, or introduced by words like which, who, and that are used to introduce extra information or to provide supporting details. Try crossing out the supporting details in order to determine the main idea:

These ideas, ~~which left their mark on the development of European literature, chivalry, warfare, sanitation,~~

~~commerce, political institutions, medicine, and the~~
~~papaay~~, greatly changed Western culture.

Be careful! A good reader reads quickly but accurately.

2. Learn to recognize the important grammatical and punctuation clues which can change the meaning of a sentence.

a. Look for single words and affixes which can change the entire meaning of a sentence:

Summery weather is not uncommon.

The average daytime high temperature is approximately 56.

b. Look for punctuation clues:

Wally [Ⓢ]sings[Ⓢ] at all of his friends' parties.

Barry said, "George has been elected president[Ⓢ]"

Note that all of the underlined words or affixes and the circled punctuation above are essential to the meaning of the sentences; if any of these are omitted, the meaning of the sentence changes significantly.

c. Look for key words that tell you of relationships within a sentence:

The school has grown from a small building holding 200 students to a large institute which educated 4,000 students a year.

From...to indicates the beginning and end points of a period of change.

Many critics have proclaimed Doris Lessing as not only the best writer of the postwar generation, but also a penetrating analyst of human affairs.

Not only...but also indicates that both parts of the sentence are of equal importance.

In order to graduate on time, you will need to take five courses each semester.

In order to, is like if; it indicates that some event must occur before another event can take place.

The West had sent armies to capture and hold Jerusalem; instead they themselves fell victim to new ideas and subtle influences.

Instead indicates that something happened contrary to expectations.

As a result of three books, a television documentary, and a special exposition at the Library of Congress, the mystery has aroused considerable public interest.

As a result of indicates a cause and effect relationship. The clause that follows as a result of is the cause of some event. The three books, television program, and ex-

position are the cause; the arousal of public interest is the effect.

Because of the impact of these ideas, which had been introduced originally to Europe by soldiers returning from the East, the West was greatly changed.

Because of indicates a cause and effect relationship. The West was changed as a result of these ideas. The information between the word which and the final comma(,) refers to these ideas.

2. SENTENCE STUDY: COMPREHENSION

Read the following sentences carefully. The questions which follow are designed to test your comprehension of complex grammatical structures. Select the best answer.

- A
1. I disagreed then as now with many of John Smith's judgments, but always respected him, and this book is a welcome reminder of his big, honest, friendly, stubborn personality.

How does the author of this sentence feel about John Smith?

- ☐ a. He dislikes him but agrees with his ideas.
☐ b. He considers him to be a disagreeable person.
☐ c. He disagrees with his ideas but respects him.
☐ d. He disagreed with him then but agrees with him now.

2. Concepts like passivity, dependence, and aggression may need further research if they are to continue to be useful ways of thinking about human personalities.

What might require more research?

- ☐ a. human thought processes
☐ b. certain concepts
☐ c. human personalities
☐ d. useful ways of thinking

3. In order for you to follow the schedule set by the publisher, your paper must be looked over over the weekend, revised, and handed in in its final form on Monday.

What must you do on Saturday and Sunday?

- ☐ a. meet the publisher
☐ b. examine your paper
☐ c. hand in a paper
☐ d. look over the weekend

4. The real reason why prices were, and still are, too high is complicated, and no short discussion can satisfactorily explain this problem.

What word or phrase best describes prices?

- ☐ a. complicated
☐ b. adequately explained
☐ c. too high in the past, but low now
☐ d. too high in the past and in the present

5. This is not just a sad-but-true story; the boy's experience is horrible and damaging, yet a sense of love shines through every word.

How does the author of this sentence feel about the story?

- ☐ a. It transmits a sense of love.
- ☐ b. It is just sad.
- ☐ c. It is not true.
- ☐ d. It is horrible and damaging.

6. In the past five years the movement has grown from unorganized groups of poorly armed individuals to a comparatively well-armed, well-trained army of anywhere from 10,000 to 16,000 members.

What is the present condition of this movement?

- ☐ a. The members are poorly armed.
- ☐ b. There are only a few poor individuals.
- ☐ c. There are over 16,000 members.
- ☐ d. The members are organized and well armed

7. The financial situation isn't bad yet, but we believe that we have some vital information and, if it is correct, unemployment will soon become a serious problem.

What do we know about the financial situation?

- ☐ a. It won't change.
- ☐ b. It will become a serious problem.
- ☐ c. It is not bad now.
- ☐ d. It will improved.

8. The general then added, "The only reasonable solution to the sort of problems caused by the current unstable political situation is one of diplomacy and economic measures and not the use of military force."

What type of solution does the general support?

- ☐ a. economic and diplomatic action
- ☐ b. diplomatic and economic action if military force fails
- ☐ c. only diplomatic action
- ☐ d. military actions in response to political problems

9. Because the supply of natural gas was plentiful in comparison to other choices like coal and fuel oil, and because it burns cleaner, many people changed their heating systems to natural gas thereby creating shortages.

Why did people prefer gas?

- ☐ a. It was natural.
- ☐ b. There were no other choices.
- ☐ c. The other fuels were dirtier and less plentiful.
- ☐ d. There is, even today, a plentiful supply of it.

B

1. My discovery of Tillie Olsen was a gift from a friend; years ago she gave me her copy of Tell Me A Riddle, because she liked the stories and wanted to share the experience.

What do we know about Tillie Olsen?

- ☐ a. She is a friend.
- ☐ b. She likes stories
- ☐ c. She gives gifts
- ☐ d. She is an author

2. A few government officials even estimate that the war has created more than half a million refugees who need immediate food, clothing, and shelter.

Exactly how many refugees are there?

- ☐ a. half a million
- ☐ b. over half a million
- ☐ c. We don't know exactly.
- ☐ d. Only a few government officials know the exact figure.

3. The Green Tiger Press believes that the relatively unknown works of great children's illustrators are sources of vast beauty and power, and is attempting to make these treasures more easily available.

What is the goal of this printing company?

- ☐ a. to publish more children's books
- ☐ b. to develop powerful stories
- ☐ c. to make children's illustrations more easily available
- ☐ d. to encourage artists to become children's illustrators

4. Although he calls the \$1,000 donation "a very generous amount, especially in these times," the president expresses hope that the project will attract additional funds from companies and other sources so that it can continue beyond this first year.

What does the president know about the project?

- ☐ a. It will cost only \$1,000.
- ☐ b. It is very special.
- ☐ c. Special sources will support it.
- ☐ d. It cannot continue without additional funding.

5. Any thought that this new custom will remain unchanged-or in Europe will remain uniquely English-is ridiculous.

What does the author believe about the new custom?

- ☐ a. It will remain limited.
- ☐ b. The custom will change.
- ☐ c. Acceptance of the custom is ridiculous.
- ☐ d. The custom will remain in Europe.

6. These robust and persistent sailors gathered from all the nations of western Europe, and set out on the voyages that laid foundations for four great empires with no other power than sail and oar.

Why were these voyages important?

- ☐ a. Sailors came from many countries in Europe.
 - ☐ b. The voyages laid the foundations for western Europe.
 - ☐ c. The foundations for empires were established.
 - ☐ d. Western Europe lost its power.
7. Young people need to develop the values, attitudes, and problem-solving skills essential to their participation in a political system which was designed, and is still based, on the assumption that all citizens would be so prepared.

What is a basic assumption of this political system?

- ☐ a. All people will be capable of participation.
 - ☐ b. All people participate in the system.
 - ☐ c. All people should have the same values and attitudes.
 - ☐ d. Most people cannot develop the skills to participate in the system.
8. While we may be interested in the possibilities of social harmony and individual fulfillment to be achieved through nontraditional education, one cannot help being cautious about accepting any sort of one-sided educational program as a cure for the world's ills.

How does the author feel about nontraditional education?

- ☐ a. He believes that it has no possibility of success?
- ☐ b. He doubts that it can cure the world's ills.
- ☐ c. He feels that it is a cure for the world's ills.
- ☐ d. He believes it will bring social harmony.

1. Like physical anthropology, orthodontics (dentistry dealing with the irregularities of teeth) tries to explain how and why men are different; unlike anthropology it also tries to correct those differences for functional or aesthetic reasons.

How does orthodontics differ from physical anthropology?

- ☐ a. Physical anthropology is concerned with aesthetics; orthodontics is not.
- ☐ b. Physical anthropology deals with the irregularities of teeth.
- ☐ c. Orthodontics tries to explain why men are different, anthropology does not.
- ☒ d. Anthropology does not try to correct differences among men; orthodontics does.

2. What is most obvious in this book are all those details of daily living which make Mrs. Richards anything but common. According to this statement, what kind of person is Mrs. Richards?

- ☐ a. She is very obvious.
- ☐ b. She is an unusual person.
- ☒ c. She is anything she wants to be.
- ☐ d. She is quite ordinary.

3. A third island appeared gradually during a period of volcanic activity that lasted over four years. Later, the 1866 eruptions, which brought to Santorin those volcanologists who first began archeological work there, enlarged the new island, through two new crater vents.

What enlarged the third island?

- ☐ a. the eruptions of 1866
- ☒ b. a four-year period of volcanic activity
- ☐ c. the activities of the men who came to study volcanoes
- ☒ d. archeological work, which created two new crater vents

4. Just before his tenth birthday John received a horse from his father; this was the first of a series of expensive gifts intended to create the impression of a loving parent.

Why did John receive the horse?

- ☐ a. because he was ten
- ☒ b. because his father loved him
- ☐ c. because his father wanted to seem loving
- ☒ d. because his father wouldn't be able to give him expensive gifts in the future

5. Since industry and commerce are the largest users of electrical energy, using less electricity would mean a reduced industrial

capacity and fewer jobs in the affected industries and therefore an unfavorable change in our economic structure.

According to this sentence, decreasing the use of electricity _____.

- _____ a. must begin immediately.
- _____ b. ☒ isn't important.
- _____ c. will cause difficulties.
- _____ d. ☒ won't affect industry.

6. The medical journal reported that heart attack victims who recover are approximately five times as likely to die within the next five years as those people without a history of heart disease.

What did this article say about people who have had a heart attack?

- _____ a. They are more likely to die in the near future ☒ than others.
- _____ b. They will die in five years.
- _____ c. They are less likely to die than people without ☒ a history of heart disease.
- _____ d. They are likely to recover. ☒

7. Few phenomena in history are more puzzling than this one: that men and women with goals so vague, with knowledge so uncertain, with hopes so foggy, still would have risked dangers so certain and tasks so great.

What historical fact is puzzling?

- _____ a. that people had such vague goals
- _____ b. that people took such great risks
- _____ c. that people had foggy hopes and uncertain knowledge
- _____ d. that people completed such great tasks

8. Next he had to uncover the ancient secret--so jealously guarded by the ancients that no text of any kind, no descriptive wall painting, and no tomb inscriptions about making papyrus are known to exist..

What secret did this man want to discover?

- _____ a. ☒ how to understand wall paintings
- _____ b. how to read tomb inscriptions
- _____ c. ☒ how to read the ancient texts
- _____ d. ☒ how to produce papyrus

9. Alexis, ruler of a city where politics was a fine art, concealed his fears, received the noblemen with extravagant ceremonies, impressed them with his riches, praised them, entertained them, bribed them, made promises he had no intention of keeping--and thus succeeded in keeping their troops outside his city walls.

Why did Alexis give money and attention to the noblemen?

- _____ a. because they praised him
- _____ b. in order to prevent their armies from entering

- the city
- _____ c. in order to impress them with his riches
- _____ d. because they were his friends

Part B: Reading Selections

In this part you will be given two very different kinds of exercises to increase your speed at comprehending full sentences. In these exercises you should try to read the sentences rapidly for their general meaning only. Do not attempt to consider each word by itself, for this reading habit will quickly affect both your speed and your comprehension.

1. SENTENCE COMPLETION

Directions: Each problem consists of a sentence with a word missing. You are then given four words, only one of which will complete the sentence in a logical way. Decide which word should be used in the sentence and draw a line under it.

All the words in this exercise are easy ones. The object is to see how fast you can read the sentences and still understand what you are reading. Therefore work as rapidly and as accurately as you can.

- After writing the letter, Paul found that he couldn't mail it because he had no _____.
a. paper b. friends c. stamps d. paint
- If the coffee isn't sweet enough, I'll bring you some _____.
a. salt b. cream c. butter d. sugar
- There was so much noise that Betty couldn't hear the man's angry.
a. shout b. wave c. cheer d. glance
- None of the stores had the kind of shoes I wanted, so I didn't _____ any.
a. sell b. return c. buy d. save
- You can't lock the door if you don't have a _____.
a. map b. key c. check d. sheet
- If you want me to cut this rope, you'll have to get me a _____.
a. nail b. pole c. knife d. brush
- It is too dark to read in here without a _____.
a. light b. pen c. book d. desk
- I thought we still had some milk, but the bottle is _____.
a. level b. bare c. cold d. empty
- Mary wanted to go to New York by herself, but her father and mother would not give their _____.
a. control b. example c. consent d. limit
- I was surprised to meet Martha's husband, for I hadn't known that she was _____.
a. busy b. married c. angry d. single