

# 中高级英语阅读

*Extensive Reading for Intermediate-Advanced Learners of English*

折鸿雁 王闯 编



世界图书出版公司

# 中高级英语阅读

Reading Strategy for Intermediate and Advanced Learners

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上海外语教育出版社

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# 中高级英语阅读

折鸿雁 王 闯 编

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## 简 介

本书荟集了大量取材于国外文化、经济、地理、历史等方面的英语阅读文章,以详尽的实例,系统地阐述了阅读理解以及掌握和运用阅读技巧的方法,旨在增强读者的实际阅读能力,使读者实现从理论到实践的飞跃。

### 中高级英语阅读

Extensive Reading

For Intermediate-Advanced Learners of English

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## 前 言

《中高级英语阅读》主要是为已经达到大学英语四级水平的读者编写的。既可作研究生的泛读教材，也可作科技人员的自学用书，同时也适用于水平较好的本科生。

全书共分5大章。前4章以详尽的实例系统地阐述了阅读理解、掌握和运用阅读技巧的方法，以便使读者实现从理论到实践的飞跃。第5章为综合技巧与阅读训练，目的在于使读者把学到的技巧应用于实际。文章语言规范，题材主要涉及英美文学、历史、地理、文化、教育、语言、习俗、政治、经济、哲学、法律、伦理学、心理学、数学、图表、物理、化学、生物、医学、天文、气象、建筑、考古等各个方面。

在编写过程中，我们参阅了大量国内外论著，博采众长，结合我们多年来的教学实践，刻意创新，使读者在提高阅读技巧的同时扩大知识面。本书内容丰富，情趣高雅，融知识性、趣味性和科学性为一体，选材新颖，语言规范，实为英语学习者的好帮手。

本书由西安交通大学外语系副主任，陕西省大学外语教学研究会会长王监龙教授审校。

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1993年5月于西安

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# **Chapter One**

**Isolating Details &**

**Recalling Specific Facts**

## **Part One**

### **ISOLATING DETAILS AND RECALLING SPECIFIC FACTS**

The purpose of this chapter is to demonstrate how your memory can be trained to make easier the recall of details and facts which directly affect complete and accurate reading comprehension.

Isolating Details and Recalling Specific Facts are two closely related reading comprehension skills. Both skills require you, the reader, to recall from memory certain details and facts.

The reading comprehension skills Isolating Details and Recalling Specific Facts are defined below. However, it is not necessary that you remember the definition, nor is it necessary that you remember how the skills differ. It will be useful, however, to read the definitions for reasons of general information.

(1) The comprehension skill Isolating Details requires the reader to recall from memory a single detail from among other, closely related details.

(2) The comprehension skill Recalling a Specific Fact requires the reader to recall from memory a certain fact which stands alone and is not part of a series of related facts.

It is obvious from these definitions that both skills require the reader to recall details and facts from memory. And, since the words *details* and *facts* are very close in meaning, it seems reasonable and practical to combine the two skills under one



heading and simply refer to them as Recalling Facts.

Grouping the two skills under this single heading will also help to avoid confusion and to make learning easier .

The skill of recalling facts is not the most critical of the reading skills. Understanding the Main Idea, Making an Inference, and Drawing a Conclusion are obviously more sophisticated skills, but in order to find the main idea, make inferences, and draw conclusions, the reader must first recall the facts upon which these are based.

Recalling Facts, therefore, is an important reading skill which makes use of memory and is necessary for complete and accurate comprehension.

## **Part Two**

### **EFFECTIVE WAYS TO RECALL FACTS**

You are reading this lesson because, like many other students, you have found that your memory is not always reliable and you want to improve it. This short lesson cannot attempt to accomplish what a complete course in memory training could do for you, but it will attempt to highlight some of the memory techniques which have helped people remember easily such facts and details as names, places, dates, events, circumstances, etc.

A student who registered at a well-known school of memory training told his instructor that he had spoken to a study counselor about his bad memory. He was told that noth-

ing could be done about his problem; his was just a naturally poor memory. That was probably one of the cruelest bits of advice ever given. This student was made to believe that he had been born with a poor memory and would have to learn to live with it.

No one is born with a naturally poor memory. Of course, individuals differ widely in their powers of memory, just as they do in other areas. But there is no real excuse for accepting a poor memory as a fact of life.

What we call forgetting is, in reality, faulty recall. Techniques can be learned to improve recall, for the memory is an intellectual faculty which can be strengthened and developed.

### **Reading with Interest Helps the Reader Recall Facts**

Why do we pay special attention to some things and not others? Certain things command our attention because they interest us more or are more important to us.

For example, Bob read the owner's manual he received with a new trail bike he bought. Actually, he skimmed rapidly through the manual. A few days later, the engine stalled when Bob was miles from nowhere. He remembered reading somewhere in the manual the steps which should be followed in case of engine failure, but his recollection was vague. When he had read the manual, Bob did not seek out with interest those facts which could be of use to him. He read the facts, but they failed to make an impression on him because he failed to actualize his interest. When Bob eventually got home, he reread with interest that section of the manual which was now important to him. Needless to say, the next time he has engine trouble he will know exactly what to do.

If you want to remember certain facts and details, try to associate them with as many of your personal interests and needs as possible. This effort will help keep the facts at the surface of your memory for instant recall and use. How will this information affect me ? Will it help me to get better grades? Why should I try to remember it ? These questions in themselves will tend to awaken your interest and greatly increase the likelihood of recall. If you are strongly motivated to remember, chances are you will remember.

### **Good Recall Depends on Careful Observation and Concentration**

Why do we remember some things and forget others? The following exercise may help to supply the answer.

Call to mind the last time you walked in a downtown area. Read the following questions and write your answers on a separate piece of paper. Try to make your answers definite.

1. Did you meet any friends?
2. Can you describe the clothing worn by these friends?
3. Did you talk to anyone?
4. Did you pass many shop windows?
5. Can you remember any displays shown in these windows?

Examine your answers carefully. You will probably wonder why you have remembered some things and forgotten others. Research has shown that we remember part of what we see and hear but forget most. This applies not only to the details of the walk which you have tried to recall, but also to every other human activity, including reading.

Why do we remember certain things and forget others?

A person remembers best those things which he finds in-

teresting, examines carefully, and thinks about seriously.

If you refer to the questions you have just answered, I think you will agree that the facts and details of your walk which you remember best are those which interested you at the time and received more than just a passing thought. This general principle also applies to remembering facts and details in your reading.

### **Reading with the Intention of Recalling Facts**

Of course, not all the facts on a printed page are worth recalling. In your everyday casual reading and certainly in more serious reading, you should make distinctions between important and unimportant facts. It is impractical to try to recall everything we read; for, even if that were possible, our minds would be overloaded with much useless information. Decide, as you read, which facts are meaningful and important. Tell yourself that you will need this information at a later time, and take the time to reread. If you do this, you will have a good chance of recalling these facts when you need them. When you take the time to decide if certain facts are important, you are likely to remember them better, for your interest was aroused and you invested a few seconds to think about them.

### **Recalling Facts and Rate of Reading**

Speed reading courses have attracted much public interest in the past ten or fifteen years. Reading advisers claim that they can help anyone double his reading rate while improving his comprehension. It is important to remember that the rate of reading should never be so high as to interfere with understanding.

Comprehension should never be sacrificed in favor of speed.

If a student has difficulty comprehending ideas and recalling facts in his reading assignments, he should not attempt to increase his rate of reading. Excessive speed will only compound the problems he already has with word meaning, sentence meaning and paragraph meaning. A slow reader is not condemned to remain a slow reader. His rate of reading will increase as he learns and makes better use of the techniques which contribute to improved recall of facts and better understanding of ideas.

### **Summary**

The four aids to recalling facts and details discussed in this lesson are really common-sense techniques which take into consideration a person's emotional and psychological makeup.

Unless someone is blessed with an unusual memory, he has to use practical methods to improve his ability to recall facts and details when reading.

Inability to recall facts when reading can be traced to faulty recall. But, since no one is born with a bad memory, it stands to reason that something can be done to improve recall.

We have seen that a person recalls easily those facts and details which are of genuine interest to him. This interest naturally results in an increase in that person's level of thought and concentration. This mental activity jogs the memory and produces a lasting impression.

We cannot be interested equally in everything we read, but it is useful to know that our ability to recall can be increased if we make a conscious effort to develop some interest in those

facts and details which could be of use to us in the classroom or elsewhere.

It has been demonstrated that interest stimulates concentration and that together they greatly improve memory. If, in addition to interest and concentration, you read at a calm, unhurried pace, and deliberately reread those facts and details which you have the intention of recalling, you will remember them.

These aids to recall are quite simple. They will produce encouraging results if you make a conscious and deliberate effort to use them.

The sample exercise which follows will provide you with an opportunity to apply the principles of recall which have been highlighted in this lesson. Before you go on to Part Three, reread the four headings of the lesson and keep them in mind as you read the sample paragraph.

## **Part Three**

### **SAMPLE EXERCISE**

The following exercise is a sample exercise. Its purpose is to show the information you have studied in Part One and Part Two can be put to use in reading.

A second purpose of the sample exercise is to preview the 20 exercises which appear in Part Four. Reading the sample passage and answering the sample questions will help you get off to a good start.

The answers to all the questions are fully explained. Reasons are given showing why the correct answers are the best an-

swers and where the wrong answers are faulty.

Complete the sample exercise carefully and thoughtfully. Do not go on to Part Four until you are certain that you understand the methods which make recalling facts easier.

### **Sample Exercise**

I am going to climb on my soap box and talk. I am going to put on my work gloves and work. I am going to put on my walking shoes and walk. I am going to put on my fighting gloves and fight. I am going to kill Charlie Brown.

Wait a minute! Don't think I have slipped! I know that Charlie Brown is a comic strip character, but I am not talking about that Charlie Brown. I am talking about the Charlie Brown that is in me and the Charlie Brown that is in you. Everyone has a Charlie Brown in him. That is the Charlie Brown that I am fighting to kill.

All of you are familiar with the comic strip character, Charlie Brown. He presents a negative image. Things are always happening to Charlie Brown because of his negative image. The way to get rid of a negative image is to convert it to a positive image. That is how to kill Charlie Brown.

1. Charlie Brown is
  - A. an unrealistic character.
  - B. a comic strip character.
  - C. an American dream.
  - D. a fighting champion.
2. The Charlie Brown the author wants to kill is
  - A. the comic strip character.

- B. the Charlie Brown that is in all of us.  
C. the baseball manager.  
D. the Charlie Brown that everybody loves.
3. The author wants to kill Charlie Brown because of this
- A. positive image.                      C. political rival.  
B. evil character.                      D. negative image.
4. Underline the sentence which states how a negative image can be destroyed.

### Answers and Explanations

1. The best answer to the first question is *B*, Charlie Brown is a comic strip character. This is a straightforward fact.

Answers *A*, *C*, and *D* are wrong for these reasons:

Answer *A*: Charlie Brown is a very realistic character. The facts of the paragraph bear this out.

Answers *C* and *D*: No mention is made in the paragraph that Charlie Brown is an American dream or a fighting champion. The facts state otherwise.

2. The best answer to the second question is *B*, the author wants to kill the Charlie Brown that is in all of us. This is made clear when the author states, "I am talking about the Charlie Brown that is in me and the Charlie Brown that is in you."

Answers *A*, *C*, and *D* are wrong for these reasons:

Answers *A*, *C*, and *D*: The author does not object to the comic strip character that sometimes plays the role of a baseball manager and that is liked by everybody. The author objects to what Charlie Brown represents.

3. The best answer to the third question is *D*, the author wants to kill the negative image which Charlie Brown



represents.

Answers *A*, *B*, and *C* are wrong for these reasons:

Answer *A*: If Charlie Brown represented a positive image, the author would certainly not object to it.

Answers *B* and *C*: There are no facts in the paragraphs which support these answers.

4. The fourth question asks for a solution to the negative image problem. The fourth sentence of the third paragraph supplies the fact which solves the problem: The way to get rid of a negative image is to convert it to a positive image.

If you had difficulty answering these questions correctly, review the passage and questions. If, after that, you still do not understand the answers and explanations, check with your instructor before going on.

## **Part Four**

### **PRACTICE EXERCISES**

The 20 practice exercises which follow are designed to help you put to use your ability to isolate details and recall specific facts. Read each passage well and answer carefully and thoughtfully the ten questions with it.

#### **Passage 1**

Aristotle, the Greek philosopher, summed up the four chief qualities of money some 2,000 years ago. It must be lasting and easy to recognize, to divide, and to carry about. In other words it must be, "durable, distinct, divisible and portable". When we think of money today, we picture it either as