

# ENGLISH READING COURSE

for Speed and  
Comprehension

(二次修订本)

吉林大学出版社

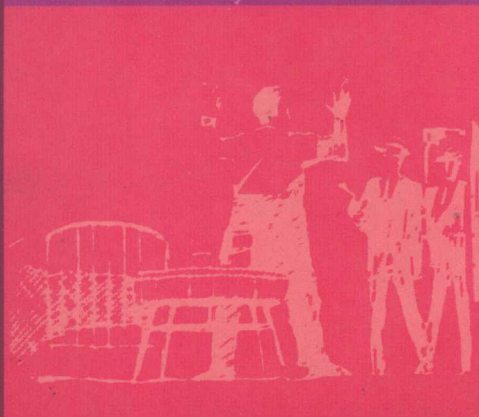
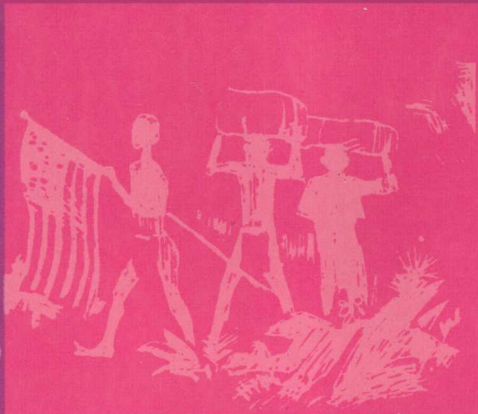
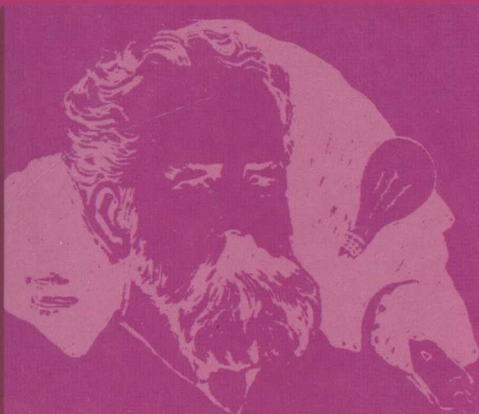
## BOOK ONE

# 英语阅读教程

第一册

原编著：刘希彦

修订者：刘希彦、姜涛、曲晨



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Comprehension  
2nd Edition

(2007/2010)

英 语 阅 读 教 程

第二版

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(二次修订本)

第一册

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修订者 刘希彦 姜涛 曲晨

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## 前 言

在这个信息时代,存在着三大矛盾:一是无限的书籍和有限的阅读时间的矛盾;二是呈几何级数激增的信息和人们原有接收能力的矛盾;三是大量新知识和人们理解能力的矛盾。要解决这些矛盾,现代读者(包括政府工作人员,企事业管理人员,科技人员,大学生和研究生)都必须具备快速阅读能力和高度理解能力。为了培养他们的阅读能力,在过去的二十多年里,在全世界范围内掀起一个讲授阅读课的热潮,快速阅读法已成为不少国家的时髦课。

几年来,我国选派了大批本科生、研究生及进修生出国留学深造,他们大都必须通过某种形式的英语考试。在这些试题中,无论是TOEFL,还是GRE,阅读理解和词汇都占有相当大的比例。

在国外试题影响下,我国英语测试正发生深刻变革。英语专业四、六级统考,非英语专业四、六级统考,高等院校本科生、研究生入学英语考试,EPT,VST等试题中,阅读理解都是不可缺少的内容,并占有相当大的比例。

为了训练学生的快速阅读能力,培养他们对各种测试手段的应变能力,阅读课已成为我国大专院校英语专业学生的骨干课,也是非英语专业学生提高阅读能力,扩大词汇量,增加文化背景知识的重要途径。特别是实行英语专业四、六级统考,非英语专业四、六级统考以来,阅读课倍受重视。

为适应大专院校英语教学的需要,我们早在1985年编写了这套《英语阅读教程》(以下称《教程》)。*《教程》*一问世就受到了读者的热烈欢迎,出版的当年,第一次印刷的两万套便销售一空。迄今为止,《教程》已重版了十次,累计印数已突破十万大关。

为了使《教程》更加适应教学改革的需要,我们在第一次修订的基础上进行了第二次修订。在修订过程中,我们继续将知识性、科学性和趣味性放在首位。同时,我们也注重了内容的更新和高中英语与大学英语的过渡与衔接。

在更新方面,40~50%的课文已被更换。我们既保留了那些讲述传统文明的佳作,又增加了一些描写现代文明的优秀文章,这就使《教程》更具有时代感。

在过渡与衔接方面,我们仔细地研究了中学英语教学大纲和教科书。在此基础上,选择那些难易程度适中的原文材料,这就可使学生流畅地过渡到大学英语学习。

修订后的《教程》,每册30个单元。一、二册,每个单元由导读(READING GUIDE),课文(PASSAGE FOR COMPREHENSION),生词和习语(WORDS AND EXPRESSIONS),语言与文化注释(NOTES ON CULTURE AND LANGUAGE),理解练习(COMPREHENSION),快速阅读练习(FAST READING PRACTICE)和完形填空(CLOZE TEST)七部分组成。三、四册增加了综合改错(PROOFREADING),减去了完形填空。其它部分不变。

本书可作为大学英语专业泛读课教材,也可作为文理工医师农科学生准备四、六级统考练习用书,还可供各类中、高级英语培训班及有一定英语基础的人提高阅读能力使用。

本书由刘希彦主持修订,由姜涛、曲晨、刘希彦共同完成。

编 者

二〇〇一年十月

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# Unit 1

## READING GUIDE

Have you ever written letters to any others? Have you ever received any letters from others? Have you ever thought of how our letters travel a long way to be sent to the destination or how we can get letters which come from a remote place? We have taken so many things for granted, especially the things which we are familiar with. Now read the following passage, then you will know how the postal service developed, particularly in the United States. And you will understand everything in our society is not easily got.

## PASSAGE FOR COMPREHENSION

### Early Days of the Mail

By Hanson Hart Webster

Starting Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

1 Today we take it for granted that the mail will be delivered daily at our door. But many years ago it might have been placed in a tree trunk or underneath a rock. In the early days of the mail no one could be sure about where or when it would arrive.

2 At the southern tip of Africa there was once a post office under a rock. In the old days the route from England to India was around the Cape of Good Hope<sup>1</sup>. The journey was stormy and dangerous. It took six long months. Sailors often wished to send mail home, but they seldom met ships bound back to England. So at the cape the sailors would go ashore. They headed for a certain large stone. On the stone were scratched the words "Look hereunder for letters." They would leave their letters there, knowing that the next homeward-bound ship would stop and pick them up.

3 There was another post office like this at the southern tip of South America. During the gold rush days, boats sailed around Cape Horn to California<sup>2</sup>. At Cape Horn was a keg nailed to a post. Boats coming from the east coast would send a small boat ashore to this post office. They picked up any letters in the keg. At the same time they mailed letters home that boats sailing east could pick up.

4 In the State of Washington<sup>3</sup> stands the stump of a huge cedar. It, too, was once a post office. Settlers needed a place for the mail carrier to leave their letters. Their houses were so widely scattered that the mail carrier could not reach all of them, and the post office was far away over rough roads. So the settlers found a tree that stood where several trails crossed. They cut the tree down ten feet from the ground, hollowed it out, and covered it with a roof. Inside they nailed a roll of wooden boxes. Each box was marked with a family's name. The mail carrier

could leave letters there for everyone for miles around.

5 For the first few years after the English colonists came to America, there was no regular postal service. People gave their letters to any traveler who happened to be going in the right direction. Often they gave them to a peddler or a traveling shoemaker. When the traveler reached the town where the letter was going, he might stop at an inn. He would leave the letters there. But there they stayed until the person they were addressed to happened to come by and stop at the inn.

6 What about places like Virginia<sup>4</sup> where there were very few inns? People who wished to send letters would leave them at one of the large plantations. The owner of the plantation would then send the letters on to a neighbor. The neighbor would do the same. It was a slow mail system. After many years regular mail carriers on horseback were hired. They went from one big town to another. Between New York<sup>5</sup> and Boston<sup>6</sup>, for example, there was one "postrider" a month. He traveled only by day and took two weeks for the trip. Often the postrider left all the mail for a whole town at a crossroad store. It still took many weeks for a letter to reach the person it was addressed to.

7 Finally, about two hundred years ago, Benjamin Franklin<sup>7</sup> was made postmaster for all the colonies. His first act was to make a long journey to find out the best routes for carrying the mail. Then he set up a line of post stations between the northern and southern colonies. He ordered his postriders to travel by night as well as by day.

8 Franklin's postriders could carry more letters in a shorter time from one colony to another. The better service helped the young American colonies learn more about each other. They learned that they were all interested in the same things. This gave them the feeling of unity that later helped them win their independence.

9 In time the nation set up its own government. But there were still only seventy-five post offices in the whole country. Between cities along the coast, mail was sent in sailing boats. But most letters were carried from one post office to another in stagecoaches. Trips were made three times a week in summer and twice a week in winter. The stages stopped in all towns, large and small. It stopped fifteen minutes in a small town and two hours in a larger one. But still the people of the town might reach the post office too late to catch the stagecoach. Sometimes, too, the drivers forgot the mail or even lost it. It still took a week for news to go from Washington D. C.<sup>8</sup> to New York.

10 Today, an airmail letter can travel across the world in much less time than that. A modern post office handles more mail in a day than the colonial carriers handled in a whole year. You know that the letter you send will go where you want it to go, and when.

Finishing time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

## WORDS AND EXPRESSIONS

1. take sth. for granted *phr.* regard it as true or as certain to happen 认为真, 认为是理



所当然

2. underneath [ʌndə'ni:θ] *prep.* beneath; below 在...下面; 在...之下
3. route [ru:t] *n.* A course of travel, esp. between two distant points 路线
4. cape [keip] *n.* high point of land going out into the sea; headland 海角, 岬
5. journey ['dʒə:ni] *n.* a movement over a considerable distance from one place to another, esp. by land or air (cf. voyage) 旅行, 旅程
6. stormy ['stɔ:mi] *adj.* marked by strong wind, heavy rain or snow or hail 暴风雨的, 激烈的, 暴怒的
7. bound [baund] *adj.* ready to start; having started 正要启程的, 开往...去的
8. ashore [ə'ʃɔ: ] *adv.* on, onto, the shore 在岸上, 向岸上
9. scratch [skrætʃ] *v.* write hurriedly; scribble 匆促地写, 乱写,
10. hereunder [hiə'ʌndə] *adv.* under this 在此之下, 在这底下
11. homeward ['həumwəd] *adj.* going towards home 回家的, 向本国的
12. gold rush *n.* rush to a newly discovered gold field 淘金热
13. keg [keg] *n.* small barrel, usu. of less than 10 gallons 小桶
14. nail [neil] *v.* to make fast with a nail or nails 用钉子钉牢
15. stump [stʌmp] *n.* part of a tree remaining when the trunk has fallen or has been cut down just above the ground 树桩
16. cedar ['si:də] *n.* evergreen tree with hard, red, sweet-smelling wood used for making boxes, pencils, fences, etc. 西洋杉, 杉木
17. scatter ['skætə] *v.* to be widely separated or distributed, esp. at random 分散, 散开
18. trail [treil] *n.* path through rough country 小径, 崎岖小道
19. mailcarrier *n.* mail-man; postman 邮差, 信使
20. hollow ['hɒləu] *v.* to make a little hole or holes in 挖洞, 挖空
21. colonist ['kɒlənist] *n.* a person who settles in a new country 开拓新殖民地者
22. peddler ['pedlə] *n.* person who goes from house to house selling small articles 小贩, 沿街叫卖的小贩
23. inn [in] *n.* public house where lodging, drink, and meals may be had, usu. in the country 旅馆 (多指乡下小旅馆)
24. address [ə'dres] *v.* to speak or write formally to 写姓名地址, 向...致辞
25. plantation [plæn'teɪʃən] *n.* a large estate on which tea, cotton, sugar, or other commercial crop is cultivated 种植园, 大农场
26. post rider ['pəustraidə] *n.* a postman on horse back 骑马邮差
27. crossroads ['krɒsrəudz] *n.* place where two roads cross 十字路口
28. postmaster ['pəustmɑ:stə] *n.* the Minister of the Post Office Department 邮政部长
29. colony ['kɒləni] *n.* country or territory that has been developed by people from another country and is still, fully or partly, controlled from the mother country 殖民地
30. unity ['ju:niti] *n.* the state of being united; arrangement of parts to form a complete whole 联合, 统一, 协调

31. government [ˈɡʌvənmənt] *n.* ministry; body of persons governing a state 内阁, 政府
32. stagecoach [ˈsteɪdʒkəʊtʃ] *n.* horse-drawn public vehicle carrying passengers along a regular route 公共马车
33. airmail [ˈeəmeɪl] *n.* mail carried by air 航空邮件
34. handle [ˈhændl] *v.* to manage; deal with ; control 处理

## NOTES ON LANGUAGE AND CULTURE

1. *Cape of Good Hope* a southernly high point of land going out into the sea in South Africa, discovered by Dias in 1487 and rounded for the first time by Vasco da Gama in 1497 好望角
2. *California* a state on the Pacific coast of the U.S.A. 加利福尼亚州
3. *Washington* a state of the northwest U.S.A. 华盛顿州
4. *Virginia* a state on the southern Atlantic coast of the U.S.A. 弗吉尼亚州
5. *New York* the chief city and port of the U.S.A. at the mouth of the Hudson River in New York State. It consists of five boroughs: Brooklyn, Manhattan, the Bronx, Queens and Richmond, all except the Bronx being on islands 纽约
6. *Boston* the capital of Massachusetts, U.S.A., a port, important industrially and commercially and a centre of learning. First settled in 1630, Boston was one of the centres of resistance to British rule during the War of American Independence (1775-1783) 波士顿
7. *Benjamin Franklin (1706-1790)* American statesman, scientist, and writer. Disillusioned with British rule in America, he helped to draft the Declaration of Independence in 1776. He was ambassador to France (1776-1785) and took part in the peace negotiations (1781-1783) at the end of the War of American Independence. He gained a worldwide reputation for his scientific work, which included a new theory of the nature of electricity and for his inventions, which included the lightning conductor. 本杰明·富兰克林
8. *Washington D.C.* A federal district and seat of the national government of the U.S.A., coextensive with the capital city of Washington 华盛顿行政特区

## COMPREHENSION

Here are ten questions or unfinished statements about the passage, each with three suggested ways of answering or finishing it. You are to choose the one you consider the most suitable without looking back at the passage. Give one answer only to each question.

1. The post office at Cape of Good Hope was once
  - a. a large rock.
  - b. a keg nailed to a post.
  - c. a hollowed tree stump.
2. The instruction "look hereunder for letters" was directed to sailors going
  - a. to England.
  - b. to India.
  - c. in either direction.
3. Cape Horn is located at the tip of
  - a. Africa.
  - b. India.
  - c. South America.

4. The post office at Cape Horn was
  - a. a keg nailed to a post.
  - b. a large stone.
  - c. a hollow tree stump.
5. Settlers in Washington needed a place for carriers to leave mail because
  - a. they had no other post office.
  - b. the carrier could not learn each family's name.
  - c. their houses were so widely scattered.
6. For the first few years after the English colonists came to America people gave their letters to
  - a. any traveler who happened to be going in the right direction.
  - b. a peddler or a traveling shoemaker.
  - c. both a and b.
7. Mail left at a plantation was passed on to
  - a. the next plantation.
  - b. the nearest inn.
  - c. a peddler or other traveler.
8. Franklin speeded up the mail service by
  - a. finding out the best routes.
  - b. having carriers travel night and day.
  - c. both a and b.
9. After the colonies became a nation, most mail was carried by
  - a. ships.
  - b. stagecoaches.
  - c. postriders.
10. After the colonies became a nation, how long did it take for news to go from Washington D. C. to New York?
  - a. A month.
  - b. Two weeks.
  - c. A week.

## FAST READING PRACTICE

You are given four minutes to finish reading the following passage and making your choices according to the information given in the passage.

Finding enough meat was a problem for primitive man. Keeping it for times when it was scarce was just as hard. Three ways were found to keep meat from spoiling: salting, drying, and freezing.

People near salty waters salted their meat. At first they probably rubbed dry salt on it, but this preserved only the outside. Later they may have pickled their meat by soaking it in salt water.

In hot, dry lands, men found that they could eat meat that had dried while it was still on the bones. They later learned to cut meat into thin strips and hang it up to dry in the hot air.

Men in cold climates found that frozen meat did not spoil. They could leave their meat outside and eat it when they pleased.

1. Some tribes learned that they could pickle meat by
  - a. rubbing dry salt on it.
  - b. soaking it in salt water.
  - c. cooking it with salt.
  - d. cutting it into strips.

2. The tribes in the desert learned to dry meat by
- a. hanging it up in strips in the hot air.
  - b. leaving the animals where they were killed.
  - c. hanging it in strips over their fires.
  - d. leaving the meat on the bones.
3. The method used to keep meat from spoiling depended on
- a. how much meat had to be kept.
  - b. where the tribe lived.
  - c. how long the meat had to be kept.
  - d. Both b and c
4. It seems true that
- a. freezing was the easiest way to keep meat.
  - b. pickling was the best way to keep meat.
  - c. dried meat stayed fresh the longest.
  - d. none of these was a good way to keep meat.
5. The best title for this selection is
- a. How To Pickle Meat
  - b. Finding Enough Meat
  - c. Primitive Man
  - d. Man Learns To Preserve Meat

## CLOZE TEST

A famous writer who was 1 Japan, was invited to give a lecture at a university to a large group of students. As 2 of them could not understand 3 English, he had to have an interpreter.

4 his lecture he told an 5 story which went on for 6 a long time. At last he stopped to 7 the interpreter to translate it into 8, and was very surprised when the man did this in a 9 seconds, after 10 all the students laughed loudly.

After the lecture, the writer 11 the interpreter for his good work and 12 said

- |                   |                 |
|-------------------|-----------------|
| 1. a coming       | b visiting      |
| c staying         | d reaching      |
| 2. a none         | b few           |
| c most            | d one           |
| 3. a standardized | b simplified    |
| c spoken          | d written       |
| 4. a For          | b During        |
| c Among           | d On            |
| 5. a amusing      | b interested    |
| c enterprising    | d entertained   |
| 6. a very         | b rather        |
| c too             | d so            |
| 7. a make         | b let           |
| c have            | d allow         |
| 8. a Chinese      | b English       |
| c Russian         | d Japanese      |
| 9. a little       | b long          |
| c few             | d short         |
| 10. a that        | b this          |
| c a while         | d which         |
| 11. a prized      | b congratulated |
| c thanked         | d appreciated   |

to him, "Now please tell me 13 you translated that long 14 of mine into 15 a short Japanese one."

"I didn't tell the story 16 all, "the interpreter 17 with a smile. "I 18 said, 'The 19 lecturer has just told a funny story. You will all 20, please."

- |                  |              |
|------------------|--------------|
| 12. a again      | b rudely     |
| c then           | d sadly      |
| 13. a why        | b how        |
| c whether        | d when       |
| 14. a lecture    | b report     |
| c speech         | d story      |
| 15. a thus       | b such       |
| c so             | d this       |
| 16. a for        | b at         |
| c in             | d to         |
| 17. a thought    | b looked     |
| c interpreted    | d answered   |
| 18. a always     | b almost     |
| c just           | d hardly     |
| 19. a honourable | b honorary   |
| c respectful     | d respective |
| 20. a cheer      | b clap       |
| c laugh          | d smile      |

## Unit 2

### READING GUIDE

Little is known about the two authors. However, they present us with some new concepts of reading. Some people see reading as a chore. They try to make reading part of their lives but doing so seems impossible. Such people may be the victims of certain false ideas about reading. The following passage explains three false notions that interfere with good reading. They are that every word must be read, that reading once is enough, and that reading has to be work. We must be aware of these false ideas and do not let any of them prevent us from developing into better readers.

### PASSAGE FOR COMPREHENSION

#### False Ideas About Reading

By Robert and Pam Winkler

Starting Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

1 There are a few false ideas, or myths, that people have about the reading process. These myths prevent them from becoming better readers.

#### MYTH 1: YOU MUST READ EVERY WORD

2 Perhaps the most common such myth is that whenever you read a book, you have to read every word. Victims of this myth may not feel it's their duty to read every word in a newspaper or magazine story, but put a book in their hands and their attitude changes. They treat the book like sacred Scripture<sup>1</sup> and regard every word as a holy thing. Because they think that every word must be carefully read, they are not likely to read anything.

3 In contrast to popular belief there are two sound reasons why you need not read every word. First of all, your purpose in reading may not require it. Perhaps you are reading a textbook chapter and all you need to cover are main ideas. You know this from past tests the teacher has given or because the teacher has said directly, "All you have to know are the high points of the chapter." In such cases, there may be no need to read many of the supporting details that may occupy 75 percent or more of the space in the chapter. Instead, you might skim quickly through the chapter, skipping secondary information and reading only main points and enough details to help you understand those main points. You then have more time to study, learn, and remember those main ideas.

4 Or perhaps you are using the textbook only to supplement class notes. which will be the real basis for a test. All you may need, then, are certain key points from the text to round off ideas in your notes. In that case, you can just scan the text - that is, look it over quickly with the goal

of finding the few points you need. The second reason not to read every word is simply that certain material may not interest you. It may bore you because of your personal interests or because the material is dull, or both. If the material is in a class textbook and is important, you have no choice. But if it is in personal reading, you do have a choice - you can simply skip the uninteresting material. Some people, for instance, often skip passages of nature description or dry commentary. But many others feel it is their duty to plow through long, dull passages they could not care less about. In fact, they are so unwilling to skip anything that they are more likely to quit reading altogether.

5 Here is a story that will help you feel less guilty about omitting words. One British writer recalls in her autobiography how shocked she was when her professor at Oxford University<sup>2</sup> said to her, "You will never be a reader unless you learn the art of skipping." She explains how from her earliest years she had been taught that skipping a word in reading was like cheating at cards. Her professor pointed to the books jamming the shelves in his office and said, "Do you mean to assert that every word in all these volumes is worth reading? You must choose in life what is worth and what is not worth your attention." After this talk with her professor, the woman was able to skip, without guilt, sections of many of the books she read.

#### **MYTH 2: READING ONCE IS ENOUGH**

6 Students who believe they must read every word are often victims of a related myth — the idea that reading something once is enough. Such students think that since they forced themselves to read every word, they've done all the work that is necessary. Whatever is important in the book should be imprinted by then in their brain, ready for them to transfer to a test paper upon command. If there's something they don't know, or don't remember, they think, "It's a lost cause. I'm not going to waste any time trying any further." Or they think, "If one reading isn't enough, it's because I'm stupid. There's no point in my trying to read any more." Students with such a crazy attitude are good candidates for failure, since one reading is seldom enough for study purposes. Instead, it is often the first step in the mastery of material. Any person with normal intelligence will have to go back, reread the material, and then take notes on the material if he or she hopes to master and remember it.

#### **MYTH 3: READING HAS TO BE WORK**

7 A final myth about reading, perhaps the worst one of all, is that reading has to be work. It is true that reading is at times a most demanding (and rewarding) effort. But reading doesn't always require hard work. It can be simply for fun, for relaxing pleasure.

8 Unfortunately, students are unlikely to read for fun for two reasons. First, most or all of the reading in school is associated with work. One must do it and then be tested and graded on it. The result of such school experience is that reading is seldom connected with pleasure. Second, students, and people in general, are unlikely to read for entertainment because it is easier to turn on the television. The fact that many people watch television is understandable. Some shows are good, and while many others are trash, even trash can be fun to watch, at least

once in a while. After a long, hard day of work, it is relaxing to sit passively and unthinkingly, soaking up the bright images that flash across the screen. The danger is that one will sit night after night, for many hours on end, doing nothing but watching television. Then it truly becomes an "idiot box."

What many people need to do, in order to widen their experience and resources, is to learn how to read for pleasure. Unfortunately, people are likely to have the false idea that reading is a chore, not entertainment. The fact is that such people haven't given reading a chance. They should expect to do a bit of work at first, until they become accustomed to the reading process. But if they persist, and if they give a book time to gain their interest, they will almost certainly experience a pleasant surprise. And if one book does not gain their interest, there are many more that will. They will soon find a whole new source of enjoyment open up to them. It is helpful to remember, too, that reading for pleasure will provide bonuses that other forms of recreation cannot. It will develop word power, improve spelling, increase reading speed, and help people discover and explore parts of themselves that they may not know existed.

9 A simple way to learn pleasure reading is to set aside some time for a book each day. It might be half an hour ordinarily spent watching television or time before going to bed. What is important is that it be a realistic time slot that you can use for reading more or less regularly. What is important, too, is that you persist — that you give a book a chance to catch on, and yourself a chance to get into a book.

10 To review, then, there are three damaging myths that interfere with good reading. They are that every word must be read, that reading something once should be enough, and that all reading must be work. Be aware of these myths and how they may affect your own attitudes about reading. Don't let any of them prevent you from developing into a better reader.

Finishing Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

## WORDS AND EXPRESSIONS

1. myth [miθ] *n.* a false story or idea 神话, 荒诞的说法
2. victim ['viktɪm] *n.* a person, animal, or thing that suffers pain, death, harm, destruction, etc., as a result of other people's actions, or of illness, bad luck, etc. 受害人, 牺牲品
3. attitude ['ætɪtʃu:d] *n.* judgement, opinion 态度, 看法, 意见
4. sacred ['seɪkrɪd] *adj.* religious in nature or use 神的, 宗教的, 庄严
5. holy ['həʊli] *adj.* of God or religion 神圣的, 圣洁的
6. sound [saʊnd] *adj.* based on truth or good judgement, not wrong; logical 可靠的, 合理的
7. require [rɪ'kwaɪə] *v.* to demand, to order 需要, 要求, 命令
8. chapter ['tʃæptə] *n.* one of the main divisions of a book or long article, usu. having a number or title 书籍的章
9. detail ['di:teɪl] *n.* a small point or fact 细节, 详情



10. occupy ['ɒkjʊpaɪ] *v.* to take or hold possession of 占, 占用
11. skim [skɪm] *v.* to read quickly to get the main ideas 略读
12. skip [skɪp] *v.* to pass over or leave out (something in order); not do or deal with (the next thing) 跳读
13. supplement ['sʌplɪmənt] *v.* to make additions to 补充
14. round off *phr.* to complete, put the finishing touches to 完成
15. scan [skæn] *v.* to look at quickly without careful reading 浏览
16. material [mə'tɪəriəl] *n.* knowledge of facts from which action may be taken or a (written) work may be produced 素材
17. commentary ['kɒməntəri] *n.* a written collection of opinions, explanations, judgments, etc., on a book, event, person etc.; explanations or interpretations 注释, 评价
18. guilty ['ɡɪltɪ] *adj.* having broken a law or disobeyed a moral or social rule 有罪的
19. omit [ə:'mɪt] *v.* to leave out, not include, by mistake or on purpose 忽略
20. assert [ə'sə:t] *v.* to state or declare forcefully, claim 断言, 声称
21. volume ['vɒljʊ:m] *n.* a book, esp. a large one 卷, 册
22. imprint [ɪm'prɪnt] *v.* to print or press (a mark) on something; to impress 留下烙印
23. transfer [træns'fɜ:] *v.* to move from one place or position to another 传递, 转移
24. crazy ['kreɪzi] *adj.* mad, ill in the mind 疯狂的, 狂热的
25. candidate ['kændɪdeɪt] *n.* a person who offers himself, or is nominated, for some post or office (esp. in election) 候选人
26. intelligence [ɪn'telɪdʒəns] *n.* the ability of perceiving logical relationships and using one's knowledge to solve problems and respond appropriately to novel situations 智力, 智能
27. demanding [dɪ'mɑ:ndɪŋ] *adj.* requiring a great deal of service or attention 过分要求的, 苛求的
28. rewarding [rɪ'wɔ:dɪŋ] *adj.* giving personal satisfaction 报答的, 有益的
29. relax [rɪ'læks] *v.* to become less tense, esp. in nerves and muscles 放松, 使松弛
30. unfortunate [ʌn'fɔ:tʃənɪt] *adj.* not favoured by chance, fortune etc., unlucky 不幸的
31. be associated with *phr.* to be connected with; to be linked with 与...相连, 与...关联
32. grade [ɡreɪd] *v.* to give a mark to 评分
33. trash [træʃ] *n.* rubbish; meaningless talk or writing, nonsense 垃圾
34. passive ['pæsɪv] *adj.* not reacting to an external influence, inert; inactive 被动的
35. soak up *phr.* to take in (usu. liquid) by absorbing 吸收
36. image ['ɪmɪdʒ] *n.* a mental picture or concept 图像
37. flash across *phr.* to move quickly 闪过
38. screen [skri:n] *n.* the surface on which a television image or radar pattern is produced in a television or radar receiver 屏幕
39. or end *phr.* one after another without a break 连续不断
40. idiot ['ɪdɪət] *n.* a foolish person 白痴