



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

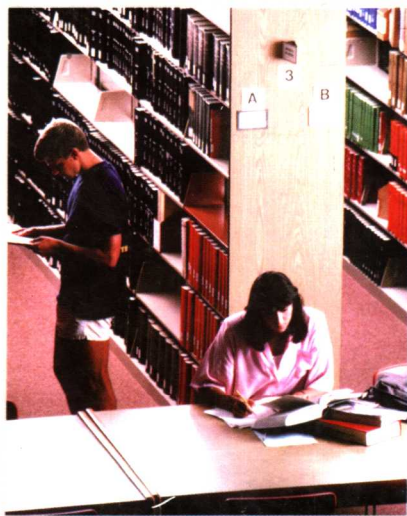
总主编 戴炜栋

泛读教程

READING COURSE 3

王守仁 姚媛 编

第三册



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上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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图书在版编目 (CIP) 数据

泛读教程. 第3册 / 王守仁, 姚媛编.

—上海: 上海外语教育出版社, 2005

(新世纪高等院校英语专业本科生系列教材)

ISBN 7-81095-352-4

I. 泛… II. ①王… ②姚… III. 英语—阅读教学—高等学校—教材

IV. H319.4

中国版本图书馆 CIP 数据核字 (2004) 第 081027 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杭 海

印 刷: 上海华业装璜印刷厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 18.5 字数 480 千字

版 次: 2005 年 6 月第 1 版 2005 年 6 月第 1 次印刷

印 数: 20 000 册

书 号: ISBN 7-81095-352-4 / H·098

定 价: 24.00 元

本版图书如有印装质量问题, 可向本社调换

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总序

普通高等教育“十五”国家规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将达到150余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树

的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足21世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

前 言

根据教育部2000年颁发的《高等学校英语专业英语教学大纲》，我们编写了《泛读教程》，供高等学校英语专业一、二年级泛读（阅读）课教学使用。

《泛读教程》的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言素材题材广泛，内容呈百科知识性，涉及英语国家的社会、政治、经济、文化、文学、历史、宗教、体育、医药、环保、风土人情、科普知识等各个领域。同时，语言素材的文体呈多样性，既有文学作品，又有记叙、说明、议论、新闻、广告等语言风格不同的各类文章。就“读”而言，《泛读教程》提供全面系统的阅读训练，指导学生掌握细读、略读、寻读等方法，学会快速、准确地获取并处理信息，并通过各种练习，培养假设判断、分析归纳、推理检验等逻辑思维能力。学生学了这套教材，可以提高英语的阅读理解能力和阅读速度，增强英语语感，扩大词汇量，增加英语国家文化背景知识。

《泛读教程》全套四册。每册十八单元，按阅读方法编为三到四组。每一单元分三个部分，结构如下：

第一部分 (Section A) 是为课堂教学设计的，一般不要求学生预习。

词汇测试 (Word Pretest) 所列单词选自第一部分 (Section A) 的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

课文 (Text) 根据难易程度，由浅入深编排。课文长度从第一册的650字左右逐渐增加到第四册的1200字左右。

阅读方法 (Reading Skill) 循序渐进地系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，熟悉英语句子结构，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木，不见森林”的现象，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评鉴赏能力。阅读方法属单项技能强化训练，即同一种阅读技能要连续在几个单元内反复操练，以使学生能真正掌握，运用自如。

词汇练习 (Vocabulary Building) 在四册书中各有侧重，第一册系统介绍常见构词法，第二册除构词法外，还有语义辨认、动词搭配、同义词及反义词等方面的练习，第三、第四册进行词形变化训练，第四册增加了习语、类比推理及词汇综合练习等内容。

补充词汇 (Glossary) 增列与题材相关的单词，旨在帮助学生扩大词汇量。

完形填空 (Cloze) 重点测验学生阅读理解能力，培养学生语感。

第二部分 (Section B) 有四至五篇相关题材的短文, 主要用于快速阅读训练, 学生不得预习。阅读必须在规定时间内完成, 但教师可根据学生的情况对阅读时间进行适当调整。

第三部分 (Section C) 所选课文长度超过第一部分课文, 内容是对相关题材的深化或补充, 供学生课外阅读, 教师在课堂上进行检查, 也可结合第一部分 (Section A) 的课文作适当讲解。

每个单元的最后有两至三道思考题, 供学生在课内或课外讨论。

《泛读教程》是在原《新编英语泛读教程》基础上改编的。我们保持了《新编英语泛读教程》的基本框架, 但替换了部分课文, 并重新编排了相应的练习。我们希望《泛读教程》能适应不断变化的新形势, 满足新世纪英语教学的实际需要。

贾云和张俊煊两位老师参与了本书部分单元的编写工作。







《泛读教程》于2002年5月列入教育部普通高等教育“十五”国家级教材规划, 评审专家对我们的工作给予了充分肯定。在教材编写过程中, 我们得到了上海外语教育出版社智象社长的关心和指导, 责任编辑同志提出了很好的建议和意见, 在此一并致谢。




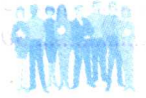




王守仁





2004年3月于南京大学

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READING SKILL: Skimming

Skimming is reading for the general idea or the big picture. As a rapid-reading skill, skimming is not new to you. If you do one of the following, you will find yourself skimming:

1. Reread material you have already studied.
2. Look over and sort out your mail.
3. Flip through a new book or magazine.
4. Keep informed in a general way about the news.

When you do not intend to read closely, you start skimming. The key word for skimming is "general." Your attention should be focused on a general overview, not a detailed knowledge. You should look for only the topic, the main idea, the main points. Skimming is not the same as careful reading. In fact, some people don't call it reading at all; they call it "semi-reading." Good skimmers read selectively, completely skipping over some sentences, paragraphs, even whole pages. They know that they can always come back and read for details, if they wish.

How to skim: Let your eyes "float" down over the content of the text, looking for clue words that may tell you *who, what, when, where, how many, or how much*. Look also for the writer's direction words. Such words as *furthermore* and *also* suggest that the preceding thought is still being discussed. Words such as *however, yet* and *on the contrary* suggest that the thought is apt to reverse itself or take another direction. The following practical steps for skimming are suggested to help you get started:

1. Read the title.
2. Note the author's name and the source of the text.
3. Read the first paragraph completely.
4. Read subheadings and first sentences of remaining paragraphs.
5. Alternately read and "float" over the body of the material, looking for the following:
 - Main ideas of paragraphs, with some of the more important supporting details;
 - Clue words, such as names, dates, and qualifying adjectives;
 - Direction words indicating the writer's agreement or disagreement with the idea under discussion;
 - Numbered sequences and ideas set off by attention-getting markings, such as italic or boldface type, capital letters, asterisks and so on.
6. If the final paragraph appears to be a summary, read it completely.

Reading Comprehension

UNIT 1



Reading Strategies

Section

A

Directions: You are expected to read this section in class. Do not preview.



LETTER PERCEPTION

This drill consists of a meaningless unit of letters on the left, followed by five units of letters on the right. The key unit is repeated once among the five groups on the right. Find the identical unit as quickly as you can and cross it out.

key unit

1. ade

nad

rad

ced

ned

ade

2. str

stc

xtr

srt

str

rts

3. ion

iou

ion

icn

lon

iom

4. pev	per	pcv	qev	bcr	pev
5. uck	uch	nck	uok	uck	noh
6. ght	gth	ghr	yht	ght	yhr
7. wly	wlh	wly	mly	wig	miy
8. vue	vuc	vne	vue	uve	une
9. tia	tia	ria	tla	tio	rio
10. oun	nou	nuo	onu	uon	oun
11. gar	yar	gac	gor	gar	yor
12. siv	siv	sic	sir	xiv	slv
13. ake	akc	ake	oke	ahe	okc
14. lax	las	iax	lox	lax	iox
15. tim	tin	tiw	tim	rim	riw

Time: _____

Errors: _____

WORD PERCEPTION

This drill consists of a key word on the left, followed by five words on the right. The key word is repeated once among the five words on the right. Find the identical word as quickly as you can and cross it out.

key word

1. save	safe	save	rave	same	shave
2. expert	export	expire	express	expert	expend
3. figure	finger	future	feature	figural	figure
4. plod	plod	plot	plop	prod	prop
5. hate	hat	kite	rate	heat	hate
6. speed	speak	sped	speed	spade	speech
7. tale	tall	tale	sale	take	tail
8. lists	lists	lost	lease	less	lisp

9. well	will	wool	wall	welt	well
10. set	sit	sat	set	sot	sell
11. must	most	much	mast	must	mist
12. shift	shaft	shift	shelf	sheriff	shrift
13. cure	cure	sure	core	cute	cue
14. main	mail	mane	man	main	mall
15. tries	ties	tries	tired	rises	cries

Time: _____

Errors: _____



WORD PRETEST

For each *italicized* word or expression, choose the best meaning below.

- Please *figure out* the total cost.
 - number
 - work out
 - count
- Many readers do not realize how much faster they can read and they *plod along* at one-third their possible speed all their lives.
 - read carefully
 - read quickly
 - read slowly
- The students spend so many hours reading every day that they get *eyestrain*.
 - tired
 - pain in the eyes
 - squint eyes
- Although they live in the big city now, they still *cling to* their small town values.
 - give up
 - stick to
 - glue together
- The bodyguards should always remain *alert*.
 - aggressive
 - attentive
 - strong
- It is the common Chinese *notion* that the elderly should be respected.
 - idea
 - superstition
 - notice
- You are wasting your *potential* on this job.
 - hidden ability
 - rich knowledge
 - great energy
- Look out of the window and you can *savor* the view of the mountain.
 - notice
 - see
 - appreciate
- Many of these writers used to study in writing *clinics*.
 - hospitals
 - circles
 - workshops
- Her *objective* is to get a college education.
 - dream
 - aim
 - promise

TEXT I

Why Read Faster

The most obvious and practical answer to the question “Why read faster?” is to save yourself time. How much is your time worth to you? Suppose you could do your required reading in one-half or one-third of the time it takes you now. Could you find something to do with the time saved? Most of us could.

Think of the time and money that could be saved by schools, businesses, and the government if people read more efficiently. A reading expert once figured out how much money would be saved if every American over fifteen years of age were given reading training for a month. Computed at fifty cents an hour, the savings in time required for all the reading in the nation would be worth about five billion dollars.

It is amazing how many readers will plod along at one-third their possible speed all their lives. They think they are going to miss a word and forget it is ideas they are reading for. They miss the view of the forest because they look at the trees so hard. They make reading such slow, hard work that they hate to read. They feel themselves getting eyestrain, losing their train of thought, dozing off, and finally giving up.

These readers cling to some old wives’ tales about reading fast. Beverly Harte Gray, a former Evelyn Wood instructor, lists some of these false ideas and answers them in this way.

1) *Fast readers understand and remember less than slow readers.*

FALSE. Fast readers are alert, active, and efficient readers. Vast research as well as records kept by speed-reading teachers proves this notion to be untrue. On the other hand, slow readers tend to be passive and unskilled. Their comprehension or understanding is often low because they work too far below their potential to remain alert and interested. As a result, their minds wander.

2) *Only very bright people can read fast.*

FALSE. Research and the records of hundreds of teachers show that anyone with average intelligence (and good eyesight) can read and understand simple material at 800–1,200 words per minute (wpm). The brain can absorb more rapidly than one can send material to it. A habit of lazy, passive reading has produced slow readers. Eye muscles will respond to training. One needs a mental “set” to absorb material quickly.

3) *Rapid reading is satisfactory for only easy or unimportant material.*

FALSE. It is true that efficient readers do not read everything at the same rate. They vary speed and techniques according to the difficulty of the material and their purpose of reading it. They will