

普通高等教育
“九五”国家级重点教材




中国科学院研究生教学丛书

研究生英语系列教材

英语速读 (第二册)

连先 主编

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内 容 简 介

本书属于教育部立项的“普通高等教育‘九五’国家级重点教材”，同时还被列为“中国科学院研究生教学丛书”。

书中所选 60 篇短文大多引自当代英文原版书刊，题材广泛，可读性强。每篇短文后均配阅读理解题，书后附阅读速度测定表、阅读理解准确率测定表、阅读进度记录表及一份活页练习答案。

本书适用于非英语专业硕士研究生学位英语教学，也可作为高等院校各专业本科生提高英语技能的参考用书。

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《中国科学院研究生教学丛书》序

在 21 世纪曙光初露,中国科技、教育面临重大改革和蓬勃发展之际,《中国科学院研究生教学丛书》——这套凝聚了中国科学院新老科学家、研究生导师们多年心血的研究生教材面世了。相信这套丛书的出版,会在一定程度上缓解研究生教材不足的困难,对提高研究生教育质量起着积极的推动作用。

21 世纪将是科学技术日新月异,迅猛发展的新世纪,科学技术将成为经济发展的最重要的资源和不竭的动力,成为经济和社会发展的首要推动力量。世界各国之间综合国力的竞争,实质上是科技实力的竞争。而一个国家科技实力的决定因素是它所拥有的科技人才的数量和质量。我国要想在 21 世纪顺利地实施“科教兴国”和“可持续发展”战略,实现邓小平同志规划的第三步战略目标——把我国建设成中等发达国家,关键在于培养造就一支数量宏大、素质优良、结构合理、有能力参与国际竞争与合作的科技大军。这是摆在我国高等教育面前的一项十分繁重而光荣的战略任务。

中国科学院作为我国自然科学与高新技术的综合研究与发展中心,在建院之初就明确了出成果出人才并举的办院宗旨,长期坚持走科研与教育相结合的道路,发挥了高级科技专家多、科研条件好、科研水平高的优势,结合科研工作,积极培养研究生;在出成果的同时,为国家培养了数以万计的研究生。当前,中国科学院正在按照江泽民同志关于中国科学院要努力建设好“三个基地”的指示,在建设具有国际先进水平的科学研究基地和促进高新技术产业发展基地的同时,加强研究生教育,努力建设好高级人才培养基地,在肩负起发展我国科学技术及促进高新技术产业发展重任的同时,为国家源源不断地培养输送大批高级科技人才。

质量是研究生教育的生命,全面提高研究生培养质量是当前我国研究生教育的首要任务。研究生教材建设是提高研究生培养质量的一项重要基础性工作。由于各种原因,目前我国研究生教材的建设滞后于研究生教育的发展。为了改变这种情况,中国科学院组织了一批在科学前沿工作,同时又具有相当教学经验的科学家撰写研究生教材,并以专项资金资助优秀的研究生教材的出版。希望通过数年努力,出版一套面向 21 世纪科技发展、体现中国科学院特色的高水平的研究生教学丛书。本丛书内容力求具有科学性、系统性和基础性,同时也兼顾前沿性,使阅读者不仅能获得相关学科的比较系统的科学基础知识,也能被引导进入当代科学研究的前沿。这套研究生教学丛书,不仅

适合于在校研究生学习使用,也可以作为高校教师和专业研究人员工作和学习的参考书。

“桃李不言,下自成蹊。”我相信,通过中国科学院一批科学家的辛勤耕耘,《中国科学院研究生教学丛书》将成为我国研究生教育园地的一丛鲜花,也将似润物春雨,滋养莘莘学子的心田,把他们引向科学的殿堂,不仅为科学院,也为全国研究生教育的发展作出重要贡献。

钱亦祥

《研究生英语系列教材》序

中国科学院研究生教材建设项目是 1996 年启动的,其中中国科学院《研究生英语系列教材》已被教育部列为“普通高等教育‘九五’国家级重点教材”。

面对我国外语教育迫切呼唤改革与创新的现实,我们努力将多年的实践和思考融会在这一英语系列教材建设项目中,旨在探索构建我国硕/博研究生阶段英语教材建设的理论框架,注意扭转在这一层次上还依然存在着的以教授技能为核心的纯功利倾向。我们认为,硕/博阶段的外语教学应该强调教材的思想含量,应该批判性地引介西方的主流价值观和各种科学与文化思潮,从而使我们有从理论上给后期的、乃至全盘的外语教育做出正确的定位。

高层次的外语教学理应内容与语言并重,使学生广泛涉猎知识和全面提高语言能力二者同步,以此增强学生对语言的兴趣,培养他们运用语言的良好习惯。我们同时还认识到,帮助学生学会分析与比较,激发学生想象与思考,也是这一层次的外语教学应负有的使命。针对理工类硕/博研究生,我们不仅考虑到他们原有的教育背景和已有的知识结构,更考虑到他们今后的发展前景,力争弘扬人文精神和科学精神并举。我们认为,外语教育乃是素质教育的重要组成部分,在经济全球化大潮涌动的 21 世纪,对这一组成部分与素质教育的关系进行全面的理性思考,必将成为我国教育界,尤其是高等教育界的一个严肃课题。

本系列教材分为精读、泛读、速读、听说和写作五大类,按计划自 2000 年起陆续出版。藉此,我们对中国科学院研究生教材出版基金评审会、中国科学院人教局、科学出版社的各位有关成员所给予的支持与鼓励,对中国科学院研究生院、中国科学技术大学和中国科学院上海分院进修学院所有参与、指导编写工作的中外籍专家,以及参与教学实践与评估的老师、学生,表示最诚挚的感谢!正是通过大家的热情支持和参与,本系列教材才可能按计划完成和出版。

限于全体编写人员的水平及经验,我们热切期望使用本套教材的专家学者和朋友从多方面给我们提出批评和指正,以期使本套教材得以不断提高和完善。

李 佩 龚 立

2000 年 12 月

编者的话

21 世纪的国际化和信息化社会对每一个教育工作者都提出了新的挑战,也对我国外语教育新世纪培养目标提出了新的要求。如何更有效地提高学生运用外语准确、快捷地摄取信息的能力,越加成为外语教学的重要课题,而这也正是本套《英语速读》教材关注的焦点。

中国科学院研究生英语系列教材《英语速读》共分三册,每册包括 60 篇短文和 60 组阅读理解题,并配有四个附表,即阅读速度测定表、阅读理解准确率测定表、阅读进度记录表及一份活页练习答案。本册为全书第二册,适用于硕士学位英语第二学期使用。

现将本书的整体策划和教学设计简述如下:

语言材料

书内所选短文大多引自当代英文原版书刊,并在脚注位置逐篇标明文章出处。除有部分删节或个别改动外,基本保留了原作的本来面目,尤其注意保持内容的完整性及原文的风格特色。第二册短文阅读量总计 25200 余字,短文长度 300~500 字不等。

◇ 采编原则

编者认为,以研究生这一层次为对象的教材应突出语言的知识性和信息量,同时注重趣味性。既要重视语言内容的深浅,又要考虑体裁内容和情景内容是否与学生的兴趣与需要相吻合。按照这个尺度,我们尽量做到严格把关、精心筛选。试用结果表明,使用者普遍对本书的选材感到满意。

◇ 题材与体裁

较之精读教材,本套速读教材以“短”为本,以“杂”见长,以“量”取胜,占“百科”之优势。在体裁的把握上,基本以正式文体为主,叙事、描述、说明、议论兼有之。我们既注意了文字的规范性,同时也兼顾了通俗易懂的原则。

第二册涉及的题材可分为社会历史、医疗保健、体育休闲、科技进步、文化艺术、交通旅游、法制伦理、自然与人、战争与和平、经济管理这十大门类。

◇ 语言难度

关于文本的可读性,我们根据微软文字处理软件提供的 Fleach-Kincaid 评级指数以及 FRY 测定法和 FOG 指数进行了多方位的测定。第二册的平均难度级数为 10.6 级,略高于第一册(10 级)。通常人们将 10 级对应于美国十年级学生(即高中一年级)的阅读水

平。也有专家称,10级相当于美国《读者文摘》文章的难度,11级相当于《时代周刊》和《新闻周刊》文章的难度。

为了从外语学习的角度把握教材的难度,我们对第二册也进行了生词量的统计。假定超出2000年新版《大学英语教学大纲词汇表》1~6级词汇的词均视为生词,第二册的生词率约为1.6%,平均每篇短文包含6~7个生词。这个指标符合国家教委1992年颁布的《非英语专业研究生英语教学大纲》所规定的“生词不超过总词数2%”的要求。

◇ 编排方式

遵循由浅入深、由易到难的原则,编排顺序主要依据篇幅长短和难度指数。但难度跨度并不十分明显,这样更有助于激发学生的阅读兴趣,增强学生提高阅读速度的信心。

习题及教材使用

◇ 习题设计

本套教材所配练习一律采用选择题形式,以求简便快捷,并保证理解率的检测效度。习题的数量随篇幅的加长而略有增加。

阅读理解题大致分为三类,即:1、理解记忆型;2、综合归纳型;3、分析推理型。第一类包括语言和词汇知识题,在本册约占50%左右,目的在于巩固现有知识并检验语言的熟练程度。后两类习题侧重于语言的运用能力和语篇知识的掌握,包括高层次阅读技巧的训练,如概括主旨、推导结论、判断作者意图等。这两类题型在本册各占25%左右。

◇ 教学手段

计时训练是本教材的主旨,因此,学生不宜预习教材内容,全部训练均在课上完成。自学者使用本书也应当坚持计时阅读,以期收到最佳学习效果。

若每周完成四篇短文,每学期则可完成一册教材,总计教学时数10~12小时,仅占阅读课总学时的10%~15%。建议将速读训练安排在每次阅读课的前20~40分钟内完成。这种与精读“搭车”的做法,从时间上讲少而精,讲求教育效益。

编者已将每一篇短文的指定阅读时间标在“阅读速度测定表”中。训练时教师可帮助学生计时,然后宣布习题答案,最后督促学生将读速(WPM值,即每分钟阅读字数)和理解率记录在册。

规定的阅读时间也包括解题时间,因此习题字数也计入了阅读字数。同时编者考虑到解题的过程不完全等同于阅读过程,在计算速率时额外计入每题五秒的时间。这样,学生可获得每题五秒的间歇用作答题时间。

读速一时达不到预期要求的学生,也可根据实际完成的题数在“阅读速度测定表”中查到自己的读速。这样,无论学生的阅读速度是否低于训练指标,均能得到一个量化的测算结果。

为简便起见,学生可将读速和准确率的进展曲线反映在同一张“阅读进度记录表”内。

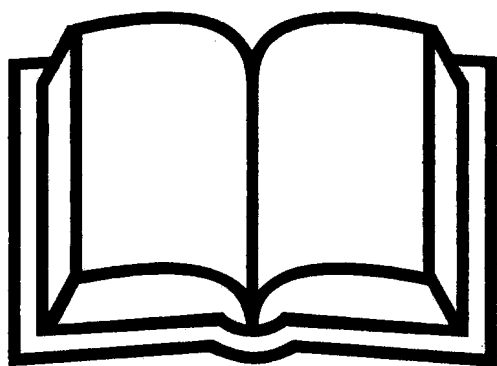
可用红、黑两种笔色分别代表读速和准确率,以示区别。

编写教材既是一项意义重大的科研活动,又是一项艰苦细致的工作,需要付出大量的劳动。值得庆幸的是,本套速读教材从策划到出版,得到了中国科学院上下各方面的支持与配合,也注入了中科院研究生院外语系全体教师的心血,是集体智慧的结晶。还值得一提的是,本书初稿曾在我院连续三届硕士生中试用,其间不少教师及学生为本教材的修订提供了宝贵的意见。在此,编者谨向参与总体策划和评议的张亦政老师和参加前期选材的韩文盛、张文芝、彭工、梁寒老师以及参与后期试用的各位老师和同学致以最诚挚的谢意,并向参与前期审校工作的 Richard O'Connell 和 Philip Dykshoorn 两位外籍教师表示感谢。

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1. QUAKE-PROOFING A HOUSE

5 Most houses and commercial structures that were constructed after 1980, when Japan's building code had its last major revision, are still standing. But more than 80,000 older buildings suffered serious damage. The government has promised tougher standards for new buildings, but the immediate challenge is how to improve existing structures. Charles Scawthorn, vice president of EQE International, a San Francisco firm that specializes in quake-resistant engineering, says that "This is the real heart of the seismic-hazard problem."

10 Scawthorn happened to be in Osaka when the quake hit and spent the next several days surveying the damage in Kobe. What he saw convinced him that relatively simple precautions could have prevented the most common form of damage: the roofs and upper stories of buildings crashing down onto lower floors. Such "pancake" collapses accounted for 90% of the 5,090 deaths in Kobe.

15 Older Japanese homes are often perched a half-meter or so off the ground on wooden frames. "It's as if the house is standing on stilts," says Scawthorn. "In a quake it collapses, and the house comes down." Well-placed plywood braces, combined with steel-expansion bolts anchoring the house in a cement foundation, would keep the base intact.

20 In the traditional Japanese house, Scawthorn says, the first floor lacks interior walls that could help support the weight of the second floor, as they would for a Western home; in Japan rooms are frequently separated by flimsy, sliding shoji screens. Scawthorn's recommendation is to place a few steel braces along the exterior walls, and reinforce one or two interior walls so they can help carry the weight of the second story. "Last of all," he says, "I would take those heavy tiles off the roof and replace them with the lighter-weight plastic ones available in Japan now." All told, the work and materials needed to reinforce a typical Japanese house might cost \$20,000.

30 Many older commercial buildings in central Kobe, mostly constructed with reinforced concrete, suffered pancake collapses. In such cases the prescription is also to add stronger interior reinforcing, often by replacing a few existing room dividers with permanent, weight-bearing walls. Retrofitting buildings to survive another Big One is still rare in Japan, but in the wake of the Kobe tragedy it may catch on.

35 (370 words)

COMPREHENSION EXERCISE (1)

1. The year 1980 witnessed in Japan
 - A. a large number of buildings badly damaged.
 - B. an important revision of the building standards.
 - C. a big earthquake.
 - D. the government's failure to predict the seismic hazard.

2. Charles Scawthorn was particularly concerned about
 - A. why earthquakes occur so frequently in Japan.
 - B. what material is the best for the floor construction.
 - C. when the reinforcement of buildings should be started.
 - D. how to keep thousands of existing buildings safe during a quake.

3. Scawthorn found that people in Kobe
 - A. were greatly afflicted by the serious damage of buildings.
 - B. were experienced in coping with seismic damages.
 - C. mostly lived in commercial areas.
 - D. suffered a death toll of over six thousand.

4. According to Scawthorn, houses built on wooden frames are
 - A. less secure than those with a cement foundation.
 - B. unlikely to suffer pancake collapse.
 - C. not given enough care by the Japanese government.
 - D. too old to be worth protection.

5. The passage suggests that weight-bearing interior walls are common in
 - A. the Japanese houses.
 - B. the Western houses.
 - C. the houses with sliding room dividers.
 - D. the houses with heavy tiles on the roof.

6. The word "retrofitting" as used in this passage (L.31) can best be interpreted as
 - A. decorating.
 - B. furnishing.
 - C. reinforcing.
 - D. replicating.

7. "To survive another Big One" means to survive another big
 - A. collapse.
 - B. revision.
 - C. replacement.
 - D. earthquake.

2. THE OFFICIAL LANGUAGE

Immigration to the United States is approaching near-record levels, so the current interest in making English the official language is not surprising. Not since the first decades of the twentieth century have so many people entered the United States. More significantly, the percentage of the population that is foreign-born (about 8.7 per cent) is higher than at any time since 1940.

US Census figures show that a remarkable 47 per cent of America's foreign-born population – that is about ten million people – cannot speak English “very well” or “at all.” Spanish speakers make up the vast majority of these non-English speakers; Spanish is the dominant language in large areas of California, Arizona, New Mexico and Texas and in many urban neighbourhoods elsewhere. But they are by no means alone. The ten million figure is also made up of speakers of Creole, Farsi, Chinese, Korean, Vietnamese, Russian and the many Native American languages spoken on reservations in the West.

The main consequence of making English the official language would be that all official government documents, such as election ballot papers or tax forms, would be printed only in English. Funds for bilingual education would also be ended. Supporters say that this would encourage immigrants to learn English more quickly. They argue that immigrants speaking poor English are cut off from mainstream America's economy, and are thus doomed to depend on the largesse of the state.

Opponents of English as an official language say that bilingual education is a more realistic, long-term solution for helping foreign-born Americans assimilate. They cite statistics showing that, regardless of ethnic background, the children of immigrants in America do tend to learn English and manage to move towards the mainstream economy. They argue that it is America's native-born black population that is lagging behind.

The issue seems to come down to this: if the Government ends bilingual education and insists on immigrants taking their driver's exams in English, for example, will that tend to divide or unite such a diverse population? Unfortunately, there is no conclusive data on that question.

(342 words)

COMPREHENSION EXERCISE (2)

1. Current interest in making English the official language is not surprising since
 - A. English has become the dominant language in the world.
 - B. most immigrants do not speak their native language.
 - C. immigration to the U.S. is soaring rapidly.
 - D. foreign-born residents are willing to learn English.
2. The foreign-born population in the U.S.
 - A. is about 20 million.
 - B. is about 10 million.
 - C. accounts for 47 per cent of its whole population.
 - D. has reached a record level in history.
3. The better part of non-English speakers speak
 - A. Chinese.
 - B. Spanish.
 - C. Native American languages.
 - D. Creole.
4. One argument for making English the official language is that
 - A. speaking English will help immigrants to teach their children.
 - B. people all over the world are learning English.
 - C. bilingual education can encourage people to learn English.
 - D. speaking good English can help speed up assimilation.
5. We learn from the passage that
 - A. immigrants cannot vote if they don't read English.
 - B. the driving test papers are all in English.
 - C. state governments provide financial supports to some immigrants.
 - D. the black people in the United States are mostly foreign-born.
6. People who oppose making English the official language believe that
 - A. the American blacks should speak better English.
 - B. bilingual education will not make the diverse population more divided.
 - C. the children of immigrants are unwilling to assimilate.
 - D. immigrants can hardly move towards the mainstream economy because of their ethnic background.
7. Making English the official language in the United States
 - A. will soon achieve consensus among the US language policy makers.
 - B. has become a major concern of the federal government.
 - C. is currently a controversial issue.
 - D. can be accomplished by promoting monolingual education.