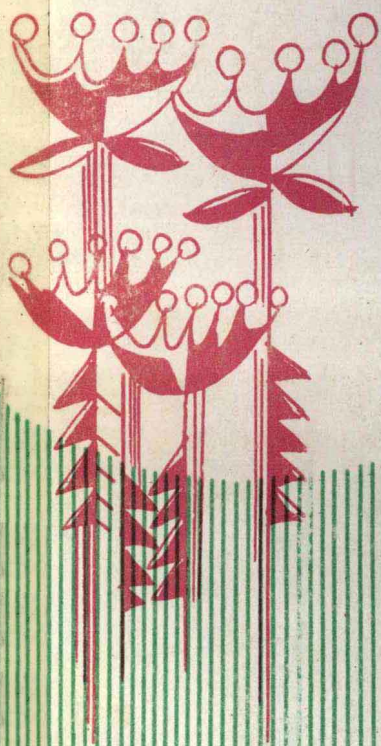


大学英语泛读教程

阅读能力训练

一至四册

李云楼等 主编



东北林业大学出版社

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Daxue Yingyu Fandu Jiaocheng

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Yudu Nengli Xunlian

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前 言

本套教材是根据《高等学校英语专业基础阶段教学大纲》和《大学英语教学大纲》对英语泛读课的具体要求编写的。它是普通高校一、二年级英语泛读课的专用教材。

本套教材由三大部分组成,每部分四个分册。每一分册都有具体的教学目标,十二册书的教学目标各不相同,它们相辅相成,从各个不同侧面全面培养学生的阅读能力。

1.《大学英语泛读教程——阅读能力训练》是本套教材的核心内容,其教学目的主要是扩大学生英语词汇量,拓宽学生知识面,发展逻辑思维能力,培养学生独立分析和理解语言的能力。每册书有16个单元,共选入124篇英语短文。每册书的前4个单元(8篇短文)由主编编写,作为范例。5、6、7、8单元由第一副主编编写。9、10、11、12单元由第二副主编编写。13、14、15、16单元由第三副主编编写。在实际编写过程中,每位副主编需要编写8个单元(16篇短文,约4万字)。二位主编逐篇审定,录用50%,以保证质量,避免重复。每册书的主编除了对这册书的教学目标、课文长度、课文难度、练习结构、练习形式以及该册书与其它部分之间的教学配合等方面作出具体安排外,还需要每人精选两课书的课文作为范例,阅读副主编交送的所有书稿,校正编写错误,决定取舍内容。同时,主编必须认真通读全套书,以避免本册书与其它部分产生选材重复。主编对课文中的每一句话都要负责。

2.《大学英语泛读教程——阅读速度训练》是为了提高学生阅读速度,培养良好的阅读习惯,训练各种快速阅读技能而设计的课堂前10分钟使用的强化训练的教材。第一、二、三册,每册16个单元,主编和副主编的分工与“阅读能力训练”部分相同,第四册共10个单元,主编和副主编每人负责2个单元的具体编写工作。

3.《大学英语泛读教程——课外指导阅读》是为了扩大学生阅读量而专门设计的辅助性教材。主要教学目的是拓展学生知识

面,培养学生良好的阅读习惯。通过大量的课外阅读,巩固学生课堂上所学到的阅读技巧、语法、词汇等方面的知识,增强语感,提高常用词汇和语法现象的识读速度。这四册书共选入 27 位西方文学家所著的 39 篇名作,根据教学需要注释改写。每位编者注释的内容均在书中明确,主编除了对自己编写的书稿负责外,还需要对全书中每一句注释内容的准确性负责。

所有参加本套书编写工作的教师都来自英语教学的第一线。他们不辞劳苦,勤奋工作,互相之间密切配合,本套书才得以及时出版。但是由于时间紧工作量大,参编人员来自不同高校组织工作多有不便,加之我们的水平有限,难免会出现这样和那样的问题,敬请外语界同仁不吝赐教,以便我们再版时修正。

本套书 120 多万字的的内容材料全部选编自近年来国内外出版的各种英语书刊和教师在教学中发现的部分优秀语言教学材料,取材广泛,涉及有关著作百余部。我们已经设法分别与原作者或出版社取得联系。我们感谢他们的大力支持。由于版面的关系,我们在此不能分别致谢,敬请谅解。

最后,我们全体编者想借此机会对东北林业大学出版社表示感谢,没有他们雷厉风行的工作作风和方方面面的大力相助,在一年内,这套书是无论如何无法完成。

编者

1995.8.20

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第一册

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Why Not Speed Up Your Reading?

Leonard A. Stevens

- 1 For many people today, reading is no longer relaxation. To keep up with their work they must read letters, reports, trade publications, interoffice communications: a never-ending flood of words. In getting a job or advancing in one, the ability to read and comprehend quickly can mean the difference between success and failure. Yet the unfortunate fact is that most of us are poor readers.
- 2 A few months ago a man who had been promoted to a top management job came to see Dr. Emmett A. Betts, director of Temple University's Reading Clinic. The first morning on his new job he had found a huge pile of mail on his desk. He realized it would take him most of the day just to read the letters; moreover, a similar pile would confront him every morning.
- 3 A reading test showed that the executive was reading only about 160 words a minute. He was an engineer who had spent years plowing through difficult technical material. He had been forced to go slowly to get the meaning. Soon he began reading everything, even light fiction, at the same turtle's pace. Dr. Betts diagnosed the executive's reading problem as a common one: inability to "shift gears". If the subject matter were difficult, careful reading was justified; when it was easy, he should have zipped through it.
- 4 First, Dr. Betts forced the executive to read exceptionally fast some first and second grade material. Then he gave him increasingly difficult texts. Soon the former engineer was reading on his job at about 900 words a minute—and his problem was over.
- 5 Bad readers trudge home with briefcases bulging with material that should have been read on the job. Recently the vice-president of a large company conferred with Paul D. Leedy, adult adviser at New York University's Reading Institute. Nights and week-ends, he said, he had to catch up on reading he should have done at the office, leaving little time to devote to his family.
- 6 Leedy found that the executive was a word-by-word reader. He gave him special assignments to help him grasp whole phrases instead of individual words, and also gave him assignments on a reading accelerator. This moves a curtain down a page at a predetermined rate of speed, forcing the student to read faster to keep ahead of it. At first the executive felt he was reading only superficially. But as his speed picked up, he found he was getting more out of his reading. Soon he was reading nearly 1,200 words a minute.
- 7 An engineer reported graphic evidence that faster reading improves con-

centration. He told of working with a reading accelerator in a room outside which children were playing noisily. At first he couldn't keep up with the pace set by the accelerator because of the clatter. As an experiment he set the device to scan the pages even faster. He soon found that he was concentrating so hard on keeping up with the machine that he was no longer aware of the noise.

- 8 Most reading faults can be traced to early school training. According to Dr. Betts, two persons out of five in school were forced to read material too difficult for them to understand at the time, a frustrating experience which left them with bad reading habits.
- 9 Fortunately, almost anyone can learn to read faster and with more comprehension. Age makes little difference. According to a recent study of 138 students at The Reading Laboratory, Inc., all age groups showed a marked increase in reading rate after training—from 93 percent for the 50—59 age group to 142 percent for the 20—29. Dr. Mila Banton Smith, director of New York University's Reading Institute, says that the average adult student, in 28 training hours, nearly triples his reading speed and boosts his comprehension by about 30 percent.
- 10 The best way to improve your reading, of course, is to enroll in a reading clinic. If there's no clinic handy or you cannot afford special training, most experts agree you can improve your reading ability yourself—provided you have no eye trouble. (If reading tires you easily or makes your eyes or head ache, you should consult a doctor.)
- 11 Here are some suggestions on how to train yourself.
- 12 If you are a lip reader, mouthing each word so you are slowed down to a snail's pace, place a finger on your lips and hold them firmly until the habit has been broken.
- 13 If your head swings as your eyes move along a line, lock your head between your hands as you read.
- 14 To break yourself of the habit of following print with your finger, grip the sides of what you are reading firmly with both hands.
- 15 Read in a quiet spot, as free from distractions as possible. But don't daydream; force yourself to concentrate on what you are reading.
- 16 If you stumble over unfamiliar words, try to guess the meaning from the context, then check the meaning in a dictionary later.
- 17 Make your eyes literally leap over lines of print and try to grasp the meaning of whole phrases at a time.
- 18 Race an alarm clock. Estimate the number of words in an article of book chapter and set a time limit on how long you should take to read it. Set the alarm for that period of time. See if you can finish before the alarm goes off. Gradually shorten your target time.
- 19 After reading a section as fast as you can, pause and summarize in your mind the author's main points. Check yourself by reviewing the section.
- 20 Don't reread. Pretend the words disappear as your eyes pass over them. You'll probably be surprised to find that you didn't miss anything important.

- 21 Try glancing only at nouns and verbs in sentences to see how much you can get out of reading this way. Underlining these key words may help you get started, but stop underlining as soon as you catch on to the technique.
- 22 Draw a line down the center of a newspaper column. Center your vision on the line and try to grasp the meaning of the words on each side as you move down the page.
- 23 The secret of success is constant practice. The pay-off will be worth the effort.

Notes:

reading accelerator *n.*

阅读加速器

diagnose *v.* 诊断

trudge *v.* 跋涉

distraction *n.* 分散注意力

A. look only at verbs and nouns.

B. read every morning.

C. enroll in a reading clinic.

5. The age group study showed that

A. age makes little difference.

B. young people read quicker.

C. old people read slower.

I. Reading Comprehension

- A test showed that the executive was reading _____ a minute the first time he came to see Dr. Emmett A. Butts.
A. 160 words B. 200 words
C. 280 words
- Reading speed is very important today, because
A. it can decide your success or failure.
B. it can help you understand well.
C. it can make you a boss.
- There are _____ suggestions there for speeding up our reading in the article.
A. nine B. ten C. twelve
- According to the writer, the best way to prove your reading is to

II. Vocabulary

- In the paragraph, find the word that means
1. forcing a way through(3)
2. a person who manages affairs(3)
3. reasonable(3)
4. read it quickly(3)
- Read the three meanings for each word and choose the best one.
5. consult(10)
A. advise B. go for an opinion
C. find and study
- distraction(15)
A. attention B. breaking the quiet
C. drawing away one's attention
- summarize(19)
A. make a general account
B. hold the highest point
C. judge

Unit 1/Text B

The Youngest Painter In The World

- Pablo Picasso was born in 1881. So probably you are wondering why we have called him "the youngest painter in the world." When he died in 1973, he was ninety-one years old. But he still took up his paints and brushes to start a new picture as if he were seeing things for the first time.
- That's why we have called him the "youngest" painter. Young people are always trying new things and new ways of doing things. They don't

hesitate to attempt one thing after another. Eager to experiment, they welcome new ideas. They are restless and alive and never satisfied. They seek perfection.

3 Older people often fear change. They know what they can do best. They prefer to repeat their successes, rather than risk failure. They have found their own level in life and don't like to depart from it. We know fairly well what to expect from them.

4 When he was over ninety this great Spanish painter still lived his life like a young man. He was still restlessly looking for new ideas and new ways to use his artistic materials. No one knew what to expect from him next. No one could be sure what kind of picture he would produce. If he had painted a picture of you it might have looked exactly like you. Or it might have been all lines, squares, circles and strange-coloured shapes. It might not have looked human at all.

5 Picasso's figures sometimes face two ways at once, with the eyes and nose in odd places. Sometimes they seem to be stretched out of shape or broken. The colours are fierce and unnatural. The title of the picture tells us it is a person but it may look more like a machine.

6 At such times Picasso was trying to paint what he saw with his mind as well as with his eyes. He put in the side of the face as well as the front. He painted the naked body and the clothes on it at the same time. He often painted it flat, as though it had no depth.

7 Sometimes he seemed to paint just as a child paints, simply for his own pleasure. He didn't imitate others. "If the subjects I wanted to express suggested different ways of expression, I never hesitated to use them," he said. In other words, he painted his pictures in whatever manner seemed best to him, without considering other people's opinions.

8 Most painters discover a style of painting that suits them and stick to that, especially if people admire their pictures. As the artist grows older his pictures may alter, but not very much. But Picasso was like a man who had not yet found his own particular style of painting. He was still struggling to find perfect expression for his own uneasy spirit.

9 The first thing one noticed about him was the look of his large, wide-open eyes. Gertrude Stein, a famous American writer who knew him in his youth, mentioned this hungry look, and one can still see it in picture of him today. Picasso painted a picture of her in 1906 and the story is an interesting one.

10 According to Gertrude Stein she visited the painter's studio eighty or ninety times while he painted her picture. While Picasso painted they talked about everything in the world that interested them. Then one day Picasso wiped out the painted head on which he had worked for so long. "When I look at you I can't see you any more," he remarked.

11 Picasso went away for the summer. When he returned he went at once to the unfinished picture in the corner of his studio. Quickly he finished the face from memory. He could see the woman's face more clearly in his mind than he could see it when she sat in the studio in front of him.

- 12 When people complained to him that the painting of Miss Stein didn't look like her, Picasso would reply, "Too bad. She'll have to arrange to look like the picture." But thirty years later Gertrude Stein said that Picasso's painting of her was the only picture she knew that showed her as she really was.

Notes:

1. imitate *vt.* 模仿
2. alter *vt.* 改变
3. studio *n.* 工作室

I. Reading Comprehension

1. We called "Picasso the youngest painter in the world", it is because
 - A. he was younger than other painters.
 - B. he always tried some new things with his brushes and paints.
 - C. there were too many old painters.
2. The article suggested that young people
 - A. liked old people
 - B. accepted change more easily than old people.
 - C. wanted to be artists.
3. "A hungry look in Picasso's large, wide opened eyes" showed
 - A. he was very handsome.
 - B. he was greedy.
 - C. he was always looking for something new.
4. Picasso was different from other painters because
 - A. he started to paint in his own ways.

- B. he imitated others.
 - C. he painted a machine.
5. Which of the following statement is not true?
 - A. Picasso painted an American writer.
 - B. Picasso liked to paint what he saw with his mind and also with his eyes.
 - C. Picasso liked to paint women's faces.

II. Vocabulary

- A. In the paragraph, find the word that means
 1. liquid colouring matter(1)
 2. the state being good(2)
 3. strong(5)
 4. uncomfortable in body and mind (8)
 5. workroom for a painter(10)
- B. Look back at the paragraph and find the word that best fits.
 6. He works with such enthusiasm _____ he never knew fatigue. (1)
 7. He _____ his arm to take the book. (5)
 8. Picasso painted without _____ other's opinions. (7)
 9. John _____ the resemblances between the two things. (10)

Unit 2/Text A

The Language Of Social Occasions

- 1 People who know one another very well indeed—husband or wife or close friends for instance—may sit or walk together for long periods without feeling it necessary to speak. But otherwise silence between people is

distinctly awkward. If for instances we invite people to an evening meal and there are long silences in the conversation, we feel the occasion is not going well and do our best to get the talk going.

- 2 Because words can break silence, and thus remove tension, we often use them for this reason and not mainly for what they mean. When two people are introduced one says, 'How do you do?' Now this is not really a question, despite its apparent meaning, and the other person will reply not 'very well, thank you,' but 'How do you do?' This is the conventional formula. The purpose of the phrase 'How do you do?' is not to communicate meaning but to break the tension which would result from silence, and to express, along with the handshake, a vague goodwill towards the new acquaintance.
- 3 Introductions are generally followed by some general conversation, again partly with the purpose of chasing away silence. In the British Isles this is usually about the weather, a preoccupation which people from other countries often find amusing. One of them is reported to have said, with reference to English houses, he knew no nation which talked so much about the weather and did so little about it. But other nations also have their conversational small change which we would find equally strange. In some parts of the world it is perfectly in order to discuss each other's incomes or the number and quality of one's wives. To talk about the weather is not to exchange information but to express good will. A man going along the street might easily agree with someone he meets that it is 'a lovely day', and with someone else that it is 'distinctly nippy'.
- 4 We often call this small change of conversation 'small talk', but this description seems to denigrate it unduly. On social occasions, at parties for example, 'small talk' is usually a necessary preliminary to deeper human relationships and more serious conversation—if these are desired. They may not always be desired, however; one may entertain a business acquaintance and his wife to dinner without wishing to make them bosom friends for life. And in this case we need a form of language which is not too intimate and does not commit the other party unduly.
- 5 Many people become unnecessarily anxious on social occasions because they do not recognise this function of language and feel that they will find themselves out of their depth. As a matter of fact, the topics which the majority of people discuss have a reassuring ordinariness: their families—particularly their children; their houses—particularly the heating system; traffic problems—particularly their journey to work; shopping—particularly bargains and overcharging; gardens—particularly their roses; and their holidays. Amongst other women, women discuss their husbands; amongst other men, men do not discuss their wives. Conversation is not a discussion in the sense that one has to arrive at a definite conclusion. A topic may be picked up and dropped in favour of another. The only rules are that it should be interesting to the people concerned—and that they should all be able to contribute something to it; so-called conversation-alists are often reciters of a monologue.