

浙江大学出版社

R 阅读和写作

Reading and Writing

(上册)

硕士生英语之一

张振中 主编

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张振中 主编

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前 言

《硕士生英语》为系列教材,它包括《阅读和写作》和《实用听力》。

这套教材的主要特点是结合硕士生的具体情况,力图在教材的总体上把作为教学内容的语言技能、语料所提供的技能运用语境和教材的使用对象这三方面有机地结合起来,具有鲜明的针对性。

我们的教学对象中有一半的学生并非应届大学毕业生,而硕士生的英语教学要求又基本上是大学英语的继续,这就规定了硕士生英语教材在总体上要既能适应教学对象的实情又能体现教学目标。因此本教材在教学内容设置和语言习得方法上既努力迎合应届大学毕业生在大学英语基础上继续提高的需要,又力图有利于历届大学毕业生能较系统地进行学习,实行系统学习和继续提高相结合,为区别对待不同层次学生的不同教学要求提供方便。

《阅读和写作》(硕士生英语之一)分上、下两册。阅读方面,努力在大学英语阶段的阅读技能、阅读速度、语料难度的基础上,着重通过阅读体现现代英语语言特点的各种文体的文章,学习、扩大硕士生英语阅读所必需的词汇量,培养直接从英语报刊杂志上吸取最新信息所必备的语篇理解力等阅读能力和提高阅读速度。写作方面,则着重让学生较系统地学习和实践在阅读中吸取信息、交流思想时所需要的基本写作技能,并加强对英语长难句子的英译汉训练,以提高学生用英语表达思想的写作能力和英译汉的笔译水平。

《阅读和写作》主课文的选材多来自诸如 National Geograph-

ic, Time, Newsweek, Science News, Scientific American, Science Digest, Scientific World, New Scientists 等刊物、杂志或参考书,文章大多为 80 年代新作,具有浓烈的时代气息。选用的文章体裁多样,有说明文、论文、辩论、特写、书评、演讲等;题材广泛而又相对集中,包括计算机科学、教育、经济、社会、心理、生物以及科技新成就等,以利学生运用习得的语言技能,参与交流,学以致用。

《阅读和写作》的另一特点是,将全书精读课文的所有词汇,对照《非英语专业研究生英语教学大纲》的词汇表,逐课列出分级词汇表,并突出了单词的前、后缀部分,让学生对每课的词汇都有一个自测过程,能从分级标号中明确自己的差距,增强目标意识和构词法意识,借以有效地扩大词汇量。本教材教学词汇的确定,先于《非英语专业研究生英语教学大纲》的公布,它是对照高等学校理工科用的《大学英语教学大纲》和高等学校文理科用的《大学英语教学大纲》以及《研究生英语分级词表》第一档的结果。本书的分级词汇表也有利于教师根据学生的具体情况较科学地确定教学词汇。

《阅读和写作》还考虑到语言习得的有利性和教材使用的方便性,在编排设计上作了些新尝试。二十个单元几乎均由关于某一个阅读技能的文章为开篇,精读课文居中,再由关于某一个写作技能的文章续后。其目的在于贯彻学以致用用的原则,把阅读技能应用于课文的阅读,在学了课文后,又用课文语料进行写作的实践,力图以此突出阅读和写作这两个重点,体现精读、泛读两者的结合。

《阅读和写作》上、下两册都分别包括有大量的语法练习、词汇练习、泛读文章和通过考模拟试题,以满足教、学两方面的需要。

《实用听力》(硕士生英语之二),分听力起步、技能训练和模拟测试三个部分。这种安排迎合了学生听力学时不多,不少学生听力技能较差的实际需要,目的是为了借助强趣味性的听力语料,激发学生主动恢复听力技能训练;在经过一段较短时间的分阶段、分专

项的较系统的听力技能训练后,再进行模拟考试的实践,为最后通过听力考试创造条件。《实用听力》配有磁带八盒,供教学使用。

《硕士生英语》是我们几年来对硕士生英语教学的反思和总结,是我们为改进、提高硕士生英语教学的新尝试。

本教材选用了大量的国外材料,均注有出处,因时间仓促,未及一一联系,编者借此机会对这些材料的作者、出版部门表示衷心的感谢。本书的出版得到浙江大学研究生院热情支持。外语系张青彦教授、应惠兰副教授给本教材提出不少宝贵的意见。语言专家 Michael Zammett 审阅了《阅读和写作》;外籍教师 Richard S. Forreot M. A. 审阅了《实用听力》。曹维加为《阅读和写作》中的全部词汇分析作了大量工作。我们谨向他们表示衷心的感谢。

全教材由张振中主编。编著者还有浙江大学外语系研究生英语教研室的(按姓氏笔划次序)王秋野、尚萃、洪钢、施晓伟、钱祖育,浙江省委党校的杨国强、邵漱芬。由于编者水平有限,教材中缺点和错误在所难免,敬请读者不吝指正。

编 者

一九九三年三月于求是园

上册

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Unit One

Section A Reading Skill

How Poor Habits Affect Your Reading Rate*

(Text A)

In the early 1960s, many newspapers carried news items about President Kennedy's rapid reading. He was supposedly able to whiz through huge amounts of printed information at the rate of 1200 words per minute. The idea of "Speed Reading" became very popular, and millions of Americans decided to add speed reading to speed driving, speed working, speed living.

You may have asked yourself, "Why can't I read faster?" The answers to that question may be trickier than you think.

In this selection, two main ideas will be discussed: (1) speed reading and what that term means, and (2) poor habits that may affect your reading troubles.

I. Speed Reading—or Speed Comprehension

Reading speed is usually measured in "words per minute", abbreviated WPM. An automobile speed meter gives you a fairly accurate picture of how fast a car is going. Gadgets, timing devices, and charts can easily tell you how many words per minute your eyes have travelled over.

But reading is more than an exercise of eye muscles. To read really well, you must understand, or *comprehend*, what you have seen.

* Source: Maxwell H Norman and Enid S Kass Norman, *How to Read and Study for Success in College*. Second ed. (New York, Holt, Rinehart and Winston, 1976).

Without comprehension, understanding, you are wasting your time. If “speed” is to be used with reading, your goal should be *speed comprehension*.

II. Setting Your Reading Rate

From a practical viewpoint, what should speed mean to you as far as your everyday reading is concerned? You should use the answers to two questions in fixing your rate for efficient reading:

1. What is your *purpose* in reading a particular selection?
2. How *difficult* is the material?

It is worth examining these two basic ideas. *Purpose*: Why are you reading a particular article, news item, chapter or book? Is the article to be used for a research paper in biology? Is the news story about the backfield star of next Saturday’s football game? Is the chapter one from your history text (test on Tuesday)? Is the book a mystery you’re reading strictly for relaxation and enjoyment? It’s easy to see that your purpose, your *reason*, for reading each of these is different. *And you change your rate to fit your purpose.*

The second factor—the *difficulty* of the chapter or book—is also important in setting the rate at which you tackle your reading. Is that magazine article for the research paper written for the general public, or is it a high level technical journal? If it is technical, the vocabulary, sentences, perhaps even its style, may make it much harder to read. It will be necessary to read slower *no matter how effective a reader you are!*

If you think about these two ideas—your purpose and the difficulty of the material—you can see that the question “At what speed should I read?” has no fixed answer. *Your rate must be flexible.* For each type of reading you should decide on what rate to use.

You can arrive at several other conclusions from this set-your-rate