



朗文快捷英语丛书·阅读

TOEFL、GRE等出国考试、大学四六级、考研首选教材

上

朗文大学英语精读

(第五版)

Structured Reading 5th edition

编著 Lynn Quitman Troyka
Joseph Wayne Thweatt



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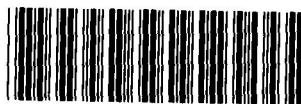
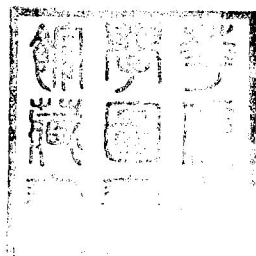
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编著 Lynn Quitman Troyka
Joseph Wayne Thweatt



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出版者的话

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本书英文名“STRUCTURED READING”，是著名的朗文公司近年来推出的重点图书，至今已印至第5版。

STRUCTURE一词，在本书中体现在两个方面：

一、选材组织上的“结构”

全书由5部分组成，从选词、句式、知识量等角度按照由易到难的顺序编排；在每一个部分中，篇幅和难度上同样循序渐进。

二、指导方法上的“结构”

结合每部分的内容，作者从生词记忆、读前预热策略、快速阅读方法与要点，到速度与准确性的均衡、主要细节与次要细节的区分，再到主旨或段落大意的提取、全篇的组成与布局分析，进行了循序渐进的、从微观到宏观的指导，有很强的实用性。读一读使用指南，读者就会清楚这一点。

为帮助读者更透彻地理解课文，北京第二外国语大学英语系的郑晓阳、蒋云珍两位老师就相关的背景知识和国内考试中常见的短语进行了简要注释，并提供了参考译文，二者与练习答案合编成一册出版。在此向两位老师表示感谢。

本书适合于大学高年级学生，TOEFL、GRE等出国考试的备战者，以及所有希望提高阅读效率的读者。

语言学习需要一个过程，方法是过程中的重要工具。好的方法能够帮助我们事半功倍地实现目标，但它替代不了自觉而艰苦的努力。对于目前外语学习中泛滥的方法大潮，认为掌握方法就等于掌握了外语，甚至方法比学习本身更重要，我们深表怀疑，因为精选的材料、科学的方法对有恒心者才是有效的。

真诚期待着广大读者提出使用意见和建议，以便再版时改进、完善。

世纪东方外语部

2003·7

PREFACE

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The publication of the Fifth Edition of *Structured Reading* holds special significance for the two of us because it is the occasion of our first dual authorship. We met about fifteen years ago at a conference for college teachers of English. We have stayed in contact because we share an unshakable commitment to students and their success in college, the workplace, and personal life. Our combined total of almost five decades of teaching developmental and first-year college level reading and writing have been dedicated to helping every college student achieve that success by learning to read skillfully, effectively, and with pleasure. In collaborating on *Structured Reading*, Fifth Edition, we always kept students in mind as we talked through each decision. In that process, we have maintained what has worked ever since the book's first edition and, especially with Joseph Wayne Thweatt's expertise, updated the material for even greater effectiveness.

As always, *Structured Reading* offers a systematic, research-based approach for helping students improve their reading comprehension skills. Research in reading improvement consistently confirms that grade-point averages are raised significantly when instruction emphasizes the analytical and critical reading skills used in this book. Our approach in *Structured Reading* is grounded in psycholinguistic theory, based on the principle that readers improve not by reading about reading. They learn best from guided, hands-on experience with reading of complete, not excerpted, selections. Proof of our convictions is that teachers by the thousands in the United States and Canada have continued to depend on *Structured Reading*. These teachers have witnessed the rapid results possible when students are given frequent chances to read and apply real-world analytic and critical engagements with the written word.

We list now the major features of *Structured Reading*, Fifth Edition:

- The opening chapter acquaints students with the reading process. It offers students practical advice about reading for different purposes, building vocabulary while becoming aware of context clues for unfamiliar words, and using all exercises to practice analytic and critical thinking while reading.
- Thirty reading selections form the foundation of the book. Ten are new for this fifth edition. The final mix of selections represents our desire to offer an instructive, stimulating balance from books, magazines, newspapers, and textbooks in disciplines across the curriculum.



- Structured exercises foster analytic and critical reasoning. They are the major reason that teachers and students praise *Structured Reading*. They demand intensive work in reading for literal meaning, for inferential meaning, and for critical thinking. This developmental approach is one we have seen repeatedly leads to students' successfully internalizing increasingly complex reading and thinking skills.

- The progression of exercises that follows each reading selection is retained, with one exception from previous editions: "Vocabulary"; "Central Theme and Main Ideas"; "Major Details"; "Inferences"; "Critical Thinking: Fact or Opinion" (where appropriate); and "Critical Reading: The Writer's Craft." As of the fifth edition, the final exercise of each progression is "Reader Response: To Discuss or to Write About," which draws on new developments in reader response theory.

- The "look" of our answer options might resemble multiple choice items, but the similarity stops there. What is so special about *Structured Reading* exercises is that the incorrect answers (the "distracters") are carefully crafted to stimulate close reading and to demand deliberative analysis. Students cannot help but marshal higher-order reasoning skills to think through the challenge. To further our goals, we urge teachers to build students' powers of persistence and focus by requiring them not only to identify correct answers but also to analyze and articulate why other choices are incorrect.

- Complete, authentic dictionary entries accompany each reading selection to address the more difficult words in the piece. This unique, popular feature of *Structured Reading* provides students with hands-on experience with dictionary use. We have again been fortunate to offer entries from *Webster's New World™ College Dictionary*. Our appendix, "Guide to Dictionary Use," gives information in plain English about how to retrieve information from dictionary entries.

- The book is divided into five parts. Each part is increasingly difficult, with shorter-to-longer selections within each part.

- The "Thinking: Getting Started" sections that open each of the five parts are yet another unique feature of *Structured Reading*. We use posters, photographs, advertisements, cartoons, and other visuals to encourage students to engage in predictive reading, the preparation of the mind for the topic to come.

The *Instructor's Resource Manual* marks another milestone for *Structured Reading*, Fifth Edition. We are honored to welcome Jossie Moore of State Technical Institute at Memphis in Tennessee as its author. She has updated former editions of this resource, and she has significantly expanded its contents. While building on the fine materials contributed to former editions of the manual by Gail Benchener and by Betty Semtner, Rose State College, Professor Moore has added many pages of additional

material. Most especially, but not exclusively, she has added for each reading selection a "Comprehension Booster," an information-processing activity to stimulate depth of reading comprehension. The manual also offers varied discussions of teaching strategies (including new, innovative ones for this edition), information about statewide college competency reading tests, overhead transparency masters based on material in the text, and additional vocabulary exercises for each chapter. A complete answer key completes the volume.

Lynn Quitman Troyka, *New York City*
Joseph Wayne Thweatt, *Memphis, Tennessee*
Structured Reading

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使用指南

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“工欲善其事，必先利其器”，凡事如此。请耐心读完这篇指南，它对提高阅读能力极为重要。本篇指南有两个目的：一，介绍本书的全篇结构；二，以该书为例概述阅读技巧。

一、全篇结构

《朗文大学英语精读》共3册。上、下分册均由5大部分组成，每部分的结构相同，但难度上递进。每部分由6篇精心挑选的英文文选构成，篇幅逐渐加长，难度上亦由易到难，词汇量逐渐加深加大，以循序渐近地培养、巩固阅读能力。第3册为译文参考和答案。

上、下分册的每一部分开头均配插图，如漫画、海报和广告等，预热即将读到的内容。

每篇文章后是字典词条，所有词条均为《韦伯斯特新世界美国英语词典》（大学第3版）上该条目的原版再现，读者可以直接通过最权威的字典来学习生词。为了让读者养成使用字典的习惯、熟悉字典的使用方法，该书附有“字典使用指南”。

字典词条后是词汇练习，对文中的重点词汇和生词学而即用。

结构式练习涵盖了主要的阅读技巧：总结中心思想和段落大意，找出主要细节和次要细节，进行推论，区别客观事实与个人观点，分析写作特点，讨论与写作，以及评析性思考训练。通过这些练习，学生可以得到反复的指导性实践，锻炼提高阅读技巧。

为了使读者更充分地理解文章，书中对国内考试中常见的短语和相关的文化背景知识作了简要注释。

每篇文选后均设有一个测评表(How Did You Do)，可以用它对阅读练习的正确率和阅读速度作统计分析。

另外，两册的附录中都有Progress Charts和Reading Competence Table，以帮助读者对自己的阅读速度和进步情况进行直观的量化分析，非常简便、实用。

二、如何提高阅读技巧

阅读不只是读单词，还要从中获取信息并进行整理。要成为熟练、高效的读者，首先要理解阅读过程，然后不懈地练习阅读技能，直到成为自己的阅读习惯；最后是通过频繁阅读保持下去。下面将分析阅读过程，介绍怎样利用本书提高阅读技能。



1. 阅读速度

阅读速度主要受以下因素的影响。

- **词汇** 词汇量过小会影响理解文意的能力,降低阅读速度。
- **背景知识** 对所读内容的先验知识会影响阅读速度。熟练的读者会很快跳过自己已知的信息,在不熟悉的地方慢下来。因此,广泛阅读多学科的内容,加上生活经验,将有助于阅读能力的提高。
- **阅读目的** 明确的阅读目的有助于选择最佳的阅读方法,从而确定出需要对文章理解的程度。阅读目的可分为:
 - 休闲阅读** 为了放松或娱乐而阅读,此时细节并不重要。
 - 浏览** 为了找到特定信息而阅读,如事实、日期、名字或某些细节。
 - 泛读** 为了理解并记忆一些常识或主要内容而阅读。
 - 研究** 为了全面理解、准确记忆而阅读,这时通常会反复阅读,并做笔记。
- **阅读材料的难易程度** 弄清一篇新文章的难易程度的最好方法就是预览或预读(preread)其中的一部分。如果是一篇论文,先读一读首尾两段,因为其主题常常出现在这两段中,然后阅读一些段落的前几行。如果是教程中的一章,读一读概述和文中的小标题,如果作者在文中进行了总结,也要阅读。阅读前预习单词,在字典中找出主要生词的词义解释。预览会使你对将要阅读的内容有一定了解,还能知道难点会出现在什么地方,而未经预览的阅读只能一行一行地去理解。
- **阅读方法** 熟练的读者会在阅读中寻找每一层意思,并把它们联系起来。没有经验的读者会一个字一个字地读,在理解时把思维集中在每个字上。这是由于不自信、所遇生词过多过难、思想不集中造成的。这就常常导致不必要的重复阅读(regression)和习惯性地在大脑中重复每个单词(subvocalization)。

不妨采用下面的方法,养成新的阅读习惯。

消除“白边” 一页文字中大约有1/3是“页边空白”,试着把注意力集中在中间的内容上,不看两边的空白。下面是两段文字。请注意:在其两边内缩五个字母处划了两条线。只阅读线内的文字,目光不要超出左右边两根直线之外。

(1) I was sitting in back of a little girl flying as an unaccompanied minor, put on the plane by a mother who placed a Care Bear in her arms and told her to remind Daddy to call when she got to California. The girl adjusted her seat belt and sniffed back a tear, bravely setting her jaw.

(2) As we prepared for takeoff, the man next to the girl asked her the name of her bear and nodded in approval, saying Furry was a good name for a bear. When the little girl told him she was 6 years old, the man replied that he had a daughter who was 6 years old. His daughter was missing the same teeth, in fact. He asked how much money the tooth fairy was giving out in New York these days.

为了运用这一技巧，在阅读本书前，花点时间用铅笔在文字内划上两条线，读的时候把这两条线作为分界线，以逐步适应这种方法。

意群阅读 逐/字/阅/读/的/读/者/总/是/把/思/维/集/中/在/每/一/个/单/词/上/，/因/而/常/常/不/知/道/所/读/内/容/的/整/体/意/义。相反，/效率高的读者/在阅读时/把单词/按表达/分成意群，/因为/进入大脑的/是意群/，就更容易/理解全段/以至全篇的内容。为培养这种习惯，在阅读前先用斜线将一段文章的意群标出来。阅读时，目光集中在每一组中间的单词，并尽可能将该组中的全部单词纳入眼中，其后就有意识地作意群阅读。

确定合适的速度 有的读者常常将目光急急地扫过文字，以期提高阅读速度，然而他们很快就会失去耐心；有些人在阅读时则显得慢腾腾的，力图抓住每一点细节，他们也会很快失去兴趣。正如成功的长跑运动员在长跑中总会给自己设定一定的步速，熟练的读者同样会就不同的阅读内容给自己设定流畅的节奏和机动的速度。

阅读时可以用手来设定速度，用整只手掌在纸上左右移动来控制节奏，把注意力集中在文字的意义上，而不应该用手指或铅笔来指着一个一个的单词。开始时就像前面讲的那样，内缩一定距离，集中阅读意群。阅读熟悉的材料时加快速度，感觉特别难时就放慢速度。不要回头重读，读下去，直到文章的结尾，然后再回过头来重读先前错过的内容。

2. 词汇

学习新词，常见的方法是在阅读中发现并掌握它。遇到生词时，做个记号。读完一节后，回头找出那些做了记号的单词，猜猜意思。

(1) **猜词** 就是联系上下文 (context) 估测词义。上下文中的线索通常以4种形式出现。

重复提示 许多作者在写作时经常使用修饰成分或同义词来重复观点。例如：

It was Tom Harken's long-held secret: For most of his life, he had been *illiterate, unable to read even the simplest sentences*, to order from printed menus or to fill out a form.

这样，就通过后面的重复描述表达了 *illiterate* 的意思，指 “ignorant; uneducated; especially not knowing how to read or write”。

对比提示 对比可以帮助读者估计单词的意思。如：

She expected me to take her shopping, cook for her, stay at her house, drive her everywhere, listen to her endless complaints. I became so exhausted that it began to dawn on me that she wasn't weak and helpless, she was a *tyrant*!

tyrant 与 weak and helpless 形成对比，因此，*tyrant* 所指的应是 “power and strength”，查字典可知是 “暴君”。

举例提示 作者常常会通过举例让读者更容易推测生词的含义。如：

I sensed that staying home would be *therapeutic*. The chronic competitiveness and aggressiveness that had served me well as a daily journalist would subside. Something better would emerge, something less obnoxious. My ulcer would heal.

therapeutic的意思是“serving to cure or heal”和“serving to preserve health”。书中举了两个例子，一个是溃疡的愈合，另一个是因为竞争的减少使生活变得“less obnoxious”，完全有可能猜测出来。

定义提示 下定义是最常见的上下文提示方法。这时，尽管不像给出数学定义那样的形式，作者会在单词前或紧跟其后给出它的解释。一般说来，单词的解释会暗含在阅读材料里。如：

If I were to ask you who are the most *aggressive* people you know, chances are you would describe someone who tells other people what to do, bosses people around, has a great deal of energy—a forceful personality.

这个句子本身就解释了*aggressive*的意思。把该句的顺序稍微调整一下，就可以看到这个单词的定义：“Aggressive people have a forceful personality in that they tell other people what to do, boss people around, and have a great deal of energy.”

构词法分析 如果上下文的线索不足，分析该词的构词成分——前缀、词根、后缀——就可以得到词义的进一步提示。大约60%的英语单词包含有希腊和拉丁语的构词成分。如：

With his parents' *reluctant* permission, he dropped out.

如果知道前缀re-的意思是“against”，luct-的意思是“struggle”，而后缀-ant的意思是“the condition of”，就可以通过分析掌握词义，*reluctant*的解释就是“the condition of struggling against”。

(2) **生词记忆** 怎样训练记忆生词的能力？仅靠看单词和词义解释是不够的，那样往往是刚一学会就忘了。因此需要适合自己的词汇学习方法，可以试一试下面的方法。

选词 每周从阅读中所遇到的单词里选出大约10个单词进行记忆。不要试图一次掌握大大超过10个以上的单词，因为你得对每一个单词进行仔细、反复的研究。

做卡片 将每个单词放大写在扑克牌大小的索引卡片上。和词表相比，用卡片学习单词效果更好，因为这样每次只需集中记忆一个单词。单词卡片易于携带，可以在一天的不同时候拿出来快速学一遍。

把单词的出处用小字体写在该词下面，以此为参考大脑就更容易记住这一单词。另外，可以把阅读中出现该词的句子抄下来做例句。

查阅字典，然后用自己的话把单词的解释写在卡片的另一面。注意它如何出现在上下文中。如果该词含有构词成分，也要在卡片上做笔记。

下面就是以前面讨论过的单词*aggressive*为例所做的卡片样本：

(正面)	word	<i>aggressive</i>
	source	Structured Reading, “Tyranny of Weakness,” page 67
	context	“If I were to ask you who are the most aggressive people you know, chances are you would describe someone who tells other people what to do, bosses people around, has a great deal of energy—a forceful personality.”