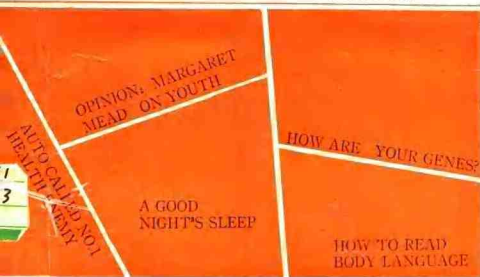


增进英语阅读技巧

(高级本)

DEVELOPING READING SKILLS

advanced



上海翻译出版公司

• 注释、英汉对照 •

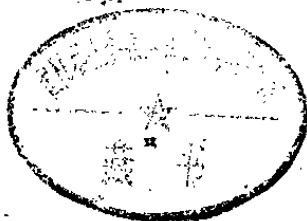


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[美] 路易丝·希拉萨瓦 编著
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Linda Markstein
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译 者 的 话

外语教师都会有这样的体会，阅读课的成败，在很大程度上取决于教材的选择。英语教材中，以 New Concept English (简称 NCE) 为引进最早。这套教材虽已使用多年，仍方兴未艾，不同版本的译文也相继出现，达六、七种之多。Developing Reading Skills 和 Expanding Reading Skills (简称 DRS, ERS) 这套教材引进较晚，采用为教材的目前还仅限于少数几个城市的高等院校。不过，凡是使用过这两套教材的人，都会发现，无论是教材取舍，还是练习设计，DRS, ERS 都有明显的优点：

一、课文的安排由浅入深，每篇课文之后配有精心设计的练习，认真完成，就能对课文中出现的单词、词组、习惯用语和句型自然吸收、消化。象 NCE 的第三册和第四册之间的飞跃是不存在的。

二、题材广泛新颖，所有课文大都选自七十年代后期的著名报刊杂志。由于内容引人入胜，学生不仅在上课时能全神贯注，而且在课间休息中，也往往就课文中某些论点自发地展开讨论，甚至争得面红耳赤，气氛十分活跃，不知不觉增强了学习效果。这种情况，以 NEC 为教材时，是很少见到的。

三、时代性和实用性强，文章大都反映了政治、经济、社会、科学技术各个方面的最新发展以及作者对于这些发展的看法。因此，不仅内容与现代生活息息相关，而且语言也有很大的实用性，易懂易学，学了就可用。象 NEC 第四册中类似 A gentleman is rather than does 这样既难讲解而懂了又用不上的句子是没有的。

四、对 TOEFL, GRE, EPT 以及国内研究生英语考试有一定的针对性：全书收编的课文基本上属于上述前三种试题中 Reading Comprehension 部分这一类型。课文中的某些内容，甚至与近年来 TOEFL 和 EPT 中的阅读理解部分的内容不谋而合；书中设置的理解选择题也都是英美学校中经常出现的问题。（请参阅原书序言）

总之，这套教材的优点很多，建议读者首先对原书的序言通读一遍，因本书的特色以及有效的学习方法，序言中都有详细的介绍。

上面已经提到，NCE 各种版本的译文已有六、七种之多，而 DRS, ERS 的译文仍付阙如。我们相信，广大读者也希望能有一本参考译文，以利自学。这就是我们试图填补空白的理由。课文尽量采用直译，以便对照。课文中的某些难点作了注释，并在必要时配上例句。例句大都取自英美出版的权威性辞书。为了帮助读者学习和提高阅读速度，各册另配声带。但由于仓促成稿，又限于译校者水平，错误或不妥之处，在所难免，衷心欢迎使用者批评指正。

张 联 璋

一九八六年十一月

INTRODUCTION

This text is designed to develop reading skills and to expand general vocabulary as a preparatory step toward reading and understanding college texts. Particular attention is given to reading technique and to the development of reading speed. The articles, representative of current magazine and newspaper writing, cover a wide range of subject matter in order to expose the students to various content demands of general reading material. These articles are of graded difficulty, and the exercises utilize vocabulary and structures introduced in preceding chapters. Therefore, the chapters should be presented in the given order whenever possible.

Reading-Skills Development-Method

The reading class should be one in which students will develop useful reading skills. As in the development of any other skill, guided practice over an extended period of time is essential. In the beginning, many students will not finish the articles in the recommended time, and they will need reassurance from the teacher. The students must learn to stop reading word by word and, instead, read to grasp the general ideas of the article. This can be achieved by faithful use of the rapid reading and comprehension exercises. The transition from specific words to general ideas takes time, and the students need a great deal of encouragement to make this adjustment. They should try to guess the probable meanings of unfamiliar words from their contexts, rather than look these words up in the dictionary. (Dictionaries should not be used in class at all.) The Comprehension Check reflects the major ideas of the article in order to help the students learn to focus on important information. When they read the article a second time, they will be aware, through the Check questions, of what information is important, and they should be encouraged to read with these questions in mind. The Check statements are in the same order as the presenta-

tion of relevant information in the article to aid in recall of that information and to develop a sense of the article's organization.

This text has been designed for self-instruction as well as class-instruction (answers are provided at the end). When the text is used for self-instruction, the student should carefully follow the recommended reading procedures.

The rapid reading must be carefully controlled to be effective. We recommend the following method and suggest that the entire first lesson be done carefully in class to make sure everyone understands the procedure.

- 1) The students should write the numbers 1 through 10 on both sides of a piece of paper, marking one side "Test 1" and the other side "Test 2".
- 2) The teacher then announces the specified amount of time for the first reading of the article (see recommended reading times at the end of each article). Students begin reading.
- 3) While the students are reading, they should be told at intervals how many minutes they have left and which paragraph they should be starting, for example, "Four minutes, paragraph seven." (Ideally, a timer clock should be used.) Thus they can pace themselves.
- 4) When the instructor announces "Time is up!" the students *must* stop reading, whether or not they have finished the article.
- 5) Students should turn to the Comprehension Check at the end of the chapter, read the statements, and answer true (T) or false (F) on their papers under Test 1. The students should base their answers *only* on information contained in the article.
- 6) When they have completed the Comprehension Check, students should turn their papers over so that "Test 1" answers cannot be seen.
- 7) The teacher should instruct the students to reread the article, *starting from the beginning* and *skimming quickly over previously-read portions*.
- 8) The teacher should announce the time for the second reading

(see recommended reading times at the end of each article). The second reading time is reduced by several minutes to encourage skimming for specific information.

- 9) During the second reading, the teacher should follow the same pacing procedures described in Step 3.
- 10) Repeat Step 5, marking answers under Test 2. Students should not look at their first answers (Test 1) or at the article. (Answers on Test 2 may differ from those on Test 1.)
- 11) When the reading is particularly long and / or difficult, a third reading may be necessary. If so, the same procedures should be followed. Students can fold their test papers to make a fresh surface for Test 3 answers.
- 12) After the last Comprehension Check, students can work together in small groups in checking their answers. Answers should be documented by specific reference to page and paragraph numbers in the article. The emphasis should be on *supporting* the answers. The teacher should encourage all well-reasoned interpretations even if they disagree with the given answers.

The Comprehension Check should NEVER be used as a graded quiz. It is a student's personal record of progress and comprehension.

In order to teach another useful reading skill — initial surveying before a second, careful reading — we recommend that Steps 2 and 8 occasionally be reversed. When this is done, the reasons for change in procedure should first be explained to the students to avoid confusion and frustration.

In the beginning, students may show little improvement from Test 1 to Test 2 and, in some cases, scores may even drop. It is particularly important to remind students that it takes time and practice to develop reading skills, just as it does to develop any skill. (Encourage them to read the article quickly again outside class for additional practice.) With practice over a period of time, scores and comprehension should improve noticeably.

When the article is discussed in class, attention should generally be focused on sentence and paragraph content rather than on individual

words. If a key word is unfamiliar, the students should be encouraged to guess the meaning from the context and be made aware that words can have different meanings in different contexts.

Depending upon the students' needs and ability, there are several ways to review the article orally:

- 1) The teacher can ask questions about the content.
- 2) Students can ask each other questions about the content of specific paragraphs.
- 3) Individual students can explain the meaning of a paragraph in their own words.
- 4) Students can summarize the article orally as a class exercise.
- 5) Students can bring related articles to class and give reports on them.

Reading-Skills Development-Exercises

Both the Analysis of Ideas and Interpretation exercises develop the student's ability to understand the inner meaning and to discover what is written "between the lines." In these exercises, many types of questions commonly used in schools in English-speaking countries have been included.

Analysis of Ideas and Relationships: This exercise will help the student develop the ability to distinguish between main and supporting ideas, to detect implications, interpret facts, and reach conclusions about the major points in the article. In this way, the student can see the main ideas presented in the article, learn how to identify implications and opinions, and develop his skill in active, critical reading.

Interpretation of Words and Phrases: Important and/or difficult sentences, idioms, and concepts are singled out for analysis of meaning, which will lead to better understanding of the article read.

Reading Reconstruction: This exercise provides an opportunity for the student to use his increased skills in comprehension to aid his vocabulary development and writing. After reading the paragraph, the student can take the ideas presented and use them in a paragraph of his own. Sometimes students add additional information to their own paragraphs. If this information is relevant and helpful, it should

be allowed and encouraged.

If students need oral rather than written practice, the reconstruction can be done orally. In addition, this exercise can be used to practice aural comprehension, in which case the teacher reads the paragraph to the class several times. Then the students can be asked for either oral or written reconstructions.

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AUTO CALLED NO. 1

HEALTH ENEMY

- 1) Three Yale University professors agreed in a panel discussion¹ to-night that the automobile was what one of them called "Public Health Enemy No. 1 in this country." Besides polluting the air and congesting the cities, cars are involved in more than half the disabling accidents and they contribute to heart disease "because we don't walk anywhere anymore," said Dr. H. Richard Weinerman, professor of medicine and public health. Dr. Weinerman's sharp indictment of the automobile came in a discussion of human environment on *Yale Reports*, a radio program broadcast by Station WTIC in Hartford, Connecticut. The program opened a three-part series on "Staying Alive." "For the first time in human history, the problem of man's survival has to do with his control of man-made hazards," Dr. Weinerman said. "Before this, the problem had been the control of natural hazards."
- 2) Relating many of these hazards to the automobile, Arthur W. Galston, a professor of biology, said it was possible to make a kerosene-burning turbine car that would "*lessen smog by a very large factor.*"² But he expressed doubt that Americans were willing to give up moving about the countryside at 90 miles an hour in a large vehicle. "America seems *wedded to*³ the motor car — every family has to have at least two, and one has to be a *convertible*⁴ with 300 horsepower," Professor Galston continued. "*Is this the way of life that we choose because we cherish these values?*"⁵
- 3) For Paul B. Sears, professor emeritus of conservation, part of the blame lies with "a society that regards profit as a supreme value, under the illusion that anything that's technically possible is,

therefore, ethically justified." Professor Sears also called the country's dependence on its modern automobiles "lousy economics" *because of the large horsepower used simply "moving one individual to work."*⁶ But he conceded that Americans have pointed themselves into a corner by allowing the national economy to become so reliant on the automobile industry.

- 4) According to Dr. Weinerman, automobiles, not factories, are responsible for⁸ two-thirds of the smog in America's cities, and the smog presents the possibility of a whole new kind of epidemic, not due to one germ, but due to polluted environment. "Within another five to ten years, it's possible to have an epidemic of lung cancer in a city like Los Angeles. This is a new phenomenon in health concern," he said.
- 5) The solution, he continued, is "not to find a less dangerous fuel, but a different system of inner-city transportation. Because of the increasing use of cars, public transportation has been allowed to wither and degenerate, so that if you can't walk to where you want to go, you have to have a car in most cities," he asserted. This, in turn, Dr. Weinerman contended, is responsible for the "arteriosclerosis" of public roads, for the blight of the inner city and for the middle-class movement to the suburbs.

TURN TO COMPREHENSION CHECK AT END OF CHAPTER

READING SPEED:

1st reading _____ minutes

2nd reading _____ minutes

*RECOMMENDED READING TIMES:

* 6 minutes = 81 wpm

5 minutes = 97 wpm

* 4 minutes = 121 wpm

3 minutes = 162 wpm

- A. Analysis of Ideas and Relationships:** Circle the letter next to the best answer.

1. The main idea of this article is that:
 - a. Americans are too attached to their cars.
 - b. American cars are too fast.
 - c. automobiles endanger health.
2. The best classification for the information in paragraph 1 is:
 - a. automobile: health hazard
 - b. automobile: pollution
 - c. automobile: Yale University
3. In paragraph 2, *although he doesn't say it directly*, Professor Galston is implying that:
 - a. people are more interested in fast automobiles than in their health.
 - b. kerosene-burning engines would pollute the environment more than gasoline-burning engines do.
 - c. Americans feel more closely tied to their cars than to their wives.
4. Galston says in paragraph 2 that kerosene-powered cars would:
 - a. reduce air pollution.
 - b. increase air pollution.
 - c. not change air-pollution levels.
5. In paragraph 2, Galston implies, *but does not directly say*, that kerosene-powered cars would:
 - a. go faster than gasoline-powered cars.
 - b. reduce smog.
 - c. go slower than gasoline-powered cars.
6. In paragraph 2, when Galston says that every family has to have two cars, *he implies, but does not directly say*, that:
 - a. he agrees with this attitude.
 - b. he disagrees with this attitude.
 - c. he is neither for nor against this attitude.
7. In paragraph 3, Professor Sears is implying, *but not directly saying*, that:
 - a. technology is always good for people.
 - b. technology is not always good for people.
 - c. financial profit is more important than technological advance.

ment.

8. The main idea of paragraph 4 is that:
 - a. factories cause less pollution than automobiles.
 - b. an epidemic is caused by germs.
 - c. smog could cause an epidemic of lung cancer in the future.
9. Paragraph 5 implies, *but does not directly say*, that:
 - a. a fuel less dangerous than gasoline must be found.
 - b. people should get rid of their cars and take the bus to work.
 - c. public transportation should be improved so that people can become less dependent upon their cars for inner-city transportation.
10. *Although he does not say it directly*, Dr. Weinerman would probably agree that, if public transportation were improved:
 - a. the inner city might improve.
 - b. the middle class would move to the suburbs.
 - c. public roads would get worse.

B. Interpretation of Words and Phrases: Circle the letter next to the best answer or the one nearest in meaning to the italicized words.

1. Three professors took part in a panel discussion. *A panel discussion* is:
 - a. an argument or disagreement conducted in private.
 - b. a television guessing game.
 - c. a discussion by several people in front of an audience.
2. Professor Sears called America's dependence on cars "*lousy* economics."
 - a. inferior
 - b. clever
 - c. necessary
3. Society regards profit as a *supreme* value.
 - a. most important
 - b. important

- c. least important
4. The *inner city* is:
- a city in the center of the country.
 - the central area of a city.
 - the suburbs.
5. Americans have *painted themselves into a corner* by allowing the economy to become so reliant on the automobile industry.
- become painters
 - increased their wealth
 - trapped themselves
6. "The public transportation systems *have been allowed to degenerate*" means that the transportation systems:
- haven't been maintained or improved properly.
 - are used by too many people during rush hours.
 - don't exist any more.

C. *Synonyms*: From this list, choose a synonym for the italicized word or phrase in each sentence. Rewrite the sentence using the synonym. Use appropriate tenses for verbs and appropriate singular or plural forms for nouns.

car	crippling	deterioration
to be concerned with	to crowd	to love
polluted air	danger	must
dependent		

- Do Americans *cherish* their automobiles too much?
Do Americans *love* their automobiles too much?
- Cars are involved in many *disabling* accidents.
- Cities *are congested* with cars.
- The problem of survival *has to do with* man's control of man-made hazards.
- People want to travel around in a large *vehicle*.
- Previous problems were caused by natural *hazards*.
- There is a lot of *smog* in the cities.