

(高级本)

全 新 版

# 增进英语阅读技巧

英汉对照

advanced  
**DEVELOPING**  
**READING**  
**SKILLS**

徐依珩 编注  
张联璋 审校

上海远东出版社

# 期 限 表

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## 编者的话

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，New Concept English（简称 NCE）最为流行。这套教材虽已使用多年，仍很受欢迎，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）这两套教材引进较晚，但已有不少高等院校作为主要或辅助教材，至于在社会上作自学教材使用的就更多了。凡是使用过这两套教材的人，都会发现，无论是材料取舍，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。像 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：特别是 DRS 高级本第二版，课文几乎全部更新，取材于 80 年代著名报刊及有影响的文献资料。根据使用过本教材的师生们反映，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，也往往会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。这种情况在使用 NCE 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。像 NCE 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。本书的特色以及有效的学习方法, 序言中都有详细的介绍。

我们对课文尽量采用直译, 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。但限于译注者水平, 错误或不妥之处, 在所难免, 衷心欢迎使用者批评指正。

# INTRODUCTION

This newly revised text, the second edition of *Developing Reading Skills: Advanced*, is a careful reworking of the earlier edition, which has been in popular use for the past nine years: The second edition of *Developing Reading Skills: Advanced* is designed for adults who want to strengthen their reading skills for academic, personal, or career purposes. These materials have been tested successfully with both native and non-native speakers of English.

This text is part of a reading series by the same authors. It is comparable in difficulty with *Expanding Reading Skills: Advanced*, and it can be used as (a) a predecessor or (b) a replacement for that book. The second edition of *Developing Reading Skills: Advanced* and *Expanding Reading Skills: Advanced* may be preceded by the intermediate texts by the same authors, *Developing Reading Skills: Intermediate* and *Expanding Reading Skills: Intermediate*.

All the texts in this reading series emphasize guided reading practice and the development of reading speed. The readings come from current nonfiction, magazine, and newspaper writing, and they cover a wide subject range in order to expose the reader to the content demands of different types of reading material. They are of graded difficulty and the exercises build upon vocabulary and structures introduced in preceding chapters. Therefore, we recommend that the chapters be presented in the given order if possible. In preparing this text, we have relied on the advice of the experts: ESL students and ESL teachers. Their suggestions have helped us develop these new materials that are challenging and relevant to a wide range of students.

## *Suggestions for Introducing the Reading*

Preparing the student for reading—activating the reader's awareness of preconceptions and expectations—is an essential element in the

reading process. The more time spent introducing the reading, the better the results. There are many ways of working into the reading depending upon the goals of the lesson and the needs of the students. In general, we suggest activities of two basic types: A (content predictions) and B (word connotation and tone).

### *Type A—Content Predictions*

- 1) *Before You Read:* This new pre-reading exercise offers several questions that relate to a major theme of the article. By answering these questions, the students will have developed a framework for reading the article.
- 2) *Illustrations and Title Clues:* Using only illustrative material (photograph, map, graph) and the title, have the students discuss (a) what they think the subject is; (b) what the picture tells them about the subject; (c) how they feel about the subject, taking care to examine in detail their past experience or knowledge of the subject.
- 3) *Content Expectations:* Ask the students what they expect the article to say before they read it. (*Note:* It is useful to write these statements on the chalkboard so that they can be re-examined later.)
- 4) *Point of View:* Ask the students how they think the writer feels about the subject. What view do they expect that he or she will present? Why?

*Caution:* It is quite natural for people to feel hesitant about hazarding these guesses at first. Care has to be taken to establish an environment of freedom where there is no penalty for being "wrong."

### *Type B—Word Connotation and Tone*

In order to develop an awareness of word connotation and word tone, it can be both useful and challenging to focus, on activities of another type. We usually introduce these activities with a word-phrase association. We choose a very general, comprehensive word or phrase related to the reading, write it on the chalkboard, and then ask the students to freely associate any words that come to mind until there are perhaps 30 to 40 words and phrases on the board. Some of the activities available at this point are:

- 1) *Categorizing:* Have the students make up a few general categories

into which these words can be classified.

- 2) *Word Selection:* Have the students (a) decide which words have negative connotations and which ones positive; (b) choose three words they would like to delete; (c) choose the three words they think are most closely related to the subject. Ask them to explain the reasons for their choices.

Because these activities often generate lively discussion and disagreement, it can be useful to have the students work together in small groups.

There are many more ways to extend these introductory activities to suit the needs of a specific class. Above all, we urge you to vary your approach from time to time to heighten student interest and involvement.

### *Reading—Skills Development—Suggested Procedures*

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 have difficulty in finishing the articles in the time you suggest, and they will need encouragement and reassurance from you. (*Note:* In this text—unlike the previous edition—we have not recommended specific reading times. We have given reading speeds in words per minute after every reading. You can choose the most appropriate time limit for your class. We found too much variation between classes to recommend specific times.)

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 careful and consistent 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. (We recommend that dictionaries not be used at all in the classroom.)

The Comprehension Check is separate from the skills exercises. It 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 statements, of what information is important, and they should be encouraged to read with these statements in mind. The Check statements appear in the same order as the presentation of relevant information in the article to aid in recall of that information and to develop a sense of the article's organization.

The second edition of *Developing Reading Skills: Advanced* has been designed for self-instruction as well as for class instruction. (It is possible to purchase an answer key from Newbury House Publishers.) When the text is used for self-instruction, the student will achieve the best results by following the recommended reading procedures.

The rapid reading must be carefully controlled to be effective. We recommend the following steps 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 amount of time for the first reading of the article. (*Note:* the time should be limited enough to provide challenge.) 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"). If a timer clock is used, they can pace themselves.
- 4) When the teacher announces that time is up, the students *must* stop reading whether or not they have finished the article. (In the beginning, many students *may not* finish the article on the first reading.
- 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 they cannot see Test 1 answers.
- 7) The teacher should ask 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. The second reading time should be shorter than the first to encourage scanning for specific information.
- 9) Repeat 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 or difficult, a third reading may be necessary. If so, the same procedures should be repeated. 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 to check their answers. Answers should be documented by reference to specific page and paragraph numbers in the article. The emphasis should be on *supporting* the answers. The teacher should encourage well-reasoned interpretations even if they disagree with the given answers.

The comprehension Check should NEVER be used as a graded quiz. It is the 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 other skill. They should be encouraged to read the article 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 directed to sentence and paragraph content rather than to individual words. If a key word is unfamiliar, the students should be encouraged to guess the meaning from the context, and they should also be encouraged to see 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*

As in the previous edition, the exercises in the second edition of *Developing Reading Skills: Advanced* concentrate on three areas of reading skills development: 1) vocabulary development; 2) structural analysis; 3) relational and inferential analysis. We have added several new exercise types in this edition and have revised some of the other exercises.

- *Analysis of Ideas* (Exercise A) and *Interpretation of Words and Phrases* (Exercise B) 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, to interpret facts, and to reach conclusions about the major points in the article. In this way, the student can develop skill in active, critical reading.

- *Interpretation of Words and Phrases*: Important (and difficult) sentences, idioms, and concepts are singled out for analysis of meaning. This will lead to better understanding of the article.

- *Reading Reconstruction*: This exercise provides the opportunity to practice some of the newly learned vocabulary in a short, clearly constructed paragraph. After reading the paragraph several times, the student can then try to restate the content of the paragraph (either orally or in writing). Another variation on this exercise is to read the paragraph to the students several times, and then ask the students to reconstruct the content based upon their aural comprehension of the paragraph.

- *Synonyms:* Vocabulary is extended through a study of word similarities in the context of the reading topic.
- *Word Forms:* Vocabulary is developed through a study of word families. A chart of forms accompanies each exercise.
- *Participles:* The use of participles as adjectives is examined to provide another tool for comprehension.
- *Determiners and Prepositions* concentrate on particular areas of language difficulty while using content from the article.
- *Sentence Construction* draws attention to various possibilities for creating sentences in English. Students are asked to make a meaningful sentence out of a group of words in the order in which they are given. Students should be encouraged to try for variety in their sentences.

The new exercise types include:

- *Cloze:* In order to build an awareness of syntactic and semantic cues in language (specifically in print), the student is asked to fill in blanks in a passage from multiple choice selections. The appropriate filler will satisfy the semantic and syntactic constraints of the passage. Where more than one filler is possible, students will learn to consider register in making their choice.
- *Antonyms:* Vocabulary is extended through a study of word contrasts in meaningful context.
- *Punctuation:* To highlight common punctuation patterns and options, students are asked to restore capital letters, commas, and periods to a paragraph.
- *Graph Reading and Map Reading:* These exercises focus on the skills needed for reading various types of graphs and maps.
- *Dictionary Skills:* These reviews of dictionary skills will reinforce for students the many uses of their dictionary and the need to examine word meanings with care.
- *Sentence Paraphrase:* Students explore various ways of conveying the same ideas.

### *Review Examinations*

A short review examination appears after every four chapters.

### *Using the Reading Text to Reinforce Other Language Development*

## Activities

In many English as a Foreign Language and English as a Second Language programs, reading is taught in combination with other language—development activities. Consequently, teachers often ask us how our texts can be used to reinforce grammar, sentence structure, and composition activities. We believe that intellectual content is an essential component of real language activities no matter what they may be, and our readers provide content that can be effectively used for a variety of purposes.

Let us suppose that the grammar focus in a lesson is the past tense. Most of the readings in this book can be discussed using past tense:

- *What were some of the myths about the American grandmother?*
- *What were some of the differences the author mentioned between American grandmothers of today and the stereotype of grandmothers?*

In the discussion—composition topics near the end of each chapter, we have tried to phrase the topics in such a way as to naturally elicit different verb tenses. These topics may give you ideas for how to focus discussions in order to give practice in specific grammar elements.

If the aim of the lesson is to give practice in pronunciation and intonation, sentences from the reading (or perhaps the comprehension check) can be used. This can lend meaning to the practice.

The readings can be used very easily to teach sentence patterns — and to prove that the various sentence patterns of English are actually used! All the readings provide repeated examples of the sentence patterns.

We have always believed that the reading should be taught together with composition and that the best results come from developing these skills together: good readers are good writers are good readers.... We have tried to provide interesting, fully developed composition topics in order to guide students in their compositions. These composition topics have proved particularly effective when the students have been given ample opportunity to discuss them before they begin writing.

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# 1

**Before you read, here are some questions to think about:**

- Do you think that overpopulation is a problem today? Why do you think so? What evidence have you seen of this problem?
- Have you ever lived in a place that was clearly overpopulated? What were some of the problems that developed?
- What can be done to slow population growth?
- Do you think the government should be involved in population control? Why? Or why not?



# TWO BILLION MORE PEOPLE BY CENTURY'S END

[By the end of this century, it is expected that the world's population will reach 6.4 billion people. This article discusses some problems that will likely occur when so many people must compete for space, food, and jobs.]

1 The world's exploding population signals even more growing pains<sup>1</sup> ahead for already crowded areas. A new United Nations study forecasts that by the year 2000, 2 billion persons will be added to the 4.4 billion in the world today.

2 Even more troubling than the increasing number of inhabitants are the projections of where they will be concentrated. The study by Rafael M. Salas, executive director of the U.N. Fund for Population Activities, notes that by the year 2000:

- Nearly 80 percent of all people will live in less developed countries, many hard pressed to support their present populations<sup>2</sup>. That compares with 70 percent today<sup>3</sup>.
- In many of these Third World lands, metropolises will become centers of concentrated urban poverty because of a flood of migration from rural areas.
- The bulging centers, mainly in Asia and Latin America, will increasingly become fertile fields for social unrest. More young residents of the urban clusters will be better educated, unemployed, and demanding of<sup>4</sup> a better lifestyle.

3 To slow the rush to urban centers, countries will have to vastly expand opportunities in the countryside, the study suggests. Says Salas: "The solution to the urban problem lies as much in the rural areas as in the cities themselves<sup>5</sup>."

4 Worldwide, the number of large cities will multiply. Now 26 cities