

 Steps
& Skills

英语技能提高丛书

- John Langan (美) 著
- 兰翠竹 译注

大学英语 阅读进阶

第四版

TEN STEPS

to Improving

College Reading Skills

Fourth Edition

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

1317.4
598

 Steps
&Skills

英语技能提高丛书

■ John Langan (美) 著

■ 兰翠竹 译注

大学英语 阅读进阶

第四版

TEN STEPS

to Improving

College Reading Skills

Fourth Edition

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

京权图字：01 - 2005 - 4664

Copyright © Townsend Press, Inc.

Copyright © by 2008 Townsend Press, Inc. and Foreign Language Teaching and Research Press.

This work is originally copyrighted by Townsend Press in the United States and no parts of the work may be reproduced in any form without a written permission from the Publishers.

本书由汤生出版社授权外语教学与研究出版社出版发行。此版本仅限在中华人民共和国境内（香港特别行政区和澳门特别行政区除外）销售。

图书在版编目(CIP)数据

大学英语阅读进阶：第4版 / (美) 兰甘(Langan, J.) 著. — 北京：外语教学与研究出版社，2008.6

(英语技能提高丛书)

ISBN 978 - 7 - 5600 - 5541 - 1

I. 大… II. 兰… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字 (2006) 第 037915 号

出版人：于春迟

项目负责人：段长城

责任编辑：高颖

封面设计：刘冬

版式设计：付玉梅

出版发行：外语教学与研究出版社

社址：北京市西三环北路19号(100089)

网址：<http://www.fltrp.com>

印刷：保定市中画美凯印刷有限公司

开本：787×1092 1/16

印张：38.25

版次：2008年6月第1版 2008年6月第1次印刷

书号：ISBN 978 - 7 - 5600 - 5541 - 1

定价：57.90元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话：(010)88817519

物料号：155410001

导 读

听、说、读、写是外语学习者的四大基本功。作为基本功之一的“读”，近年来明显地受到了更多的重视，好的阅读教材也不断涌现。由John Langan编写的《大学英语阅读进阶》便是深受广大英语学习者欢迎的教材之一，现在已出版了第四版。

全书共分三大部分，围绕提高英语阅读效率、培养清晰的思考能力以及如何学以致用而设。第一部分分十章介绍了十个重要的提高阅读技巧的步骤，即

- 1) 通过语境理解词汇
- 2) 识别主题思想
- 3) 找出支持性细节
- 4) 识别隐含的主题思想和中心论点
- 5) 理解涉及补充和时间的语句或段落间的关系
- 6) 理解例证、类比/对比、因果关系等语句或段落间的关系

此外，以下是四种指导高级阅读和评判性阅读的技巧，即

- 7) 区分事实与观点
- 8) 推理
- 9) 识别作者的目的是语气
- 10) 对论证进行评价

第一部分的每一章首先对阅读技巧进行简洁明了的讲解，并配有大量的练习予以说明，继而总结本章主要技巧，并提供了补充练习的网址，为进一步练习提供资源。最后是复习测试题和熟练测试题。我们以第一部分的第一章为例了解这一特点。

第一章讲的是如何通过上下文理解词汇。作者首先举出几个比较难的单词，然后给每个单词提供了上下文，也就是提供了理解生词的线索，学生便能据此猜出生词的意义。作者继而对此种线索的类别进行了总结：通过上下文中的举例提供理解线索；通过同义词提供理解线索；通过反义词提供理解线索；通过语句或语篇的大意提供理解线索。针对每一种类别，作者又提供了大量练习。最后，作者总结整个章节的内容，并且针对章节小结的要点提供了四套复习测试题。为了让学生通过练习达到熟能生巧的目的，在复习测试题后面还设计了六套熟练测试题。通过如此反复多样的练习，学生可以对本章讲解的重要技巧有深刻的体会，更易于在实际阅读当中熟练地应用这些阅读技巧。

第二部分包括十篇精选阅读文章，旨在提高学生的阅读技巧和思维技巧。每篇阅读文章都包括以下内容：

- 1) 预览：起解题的作用，包括提供文章的相关背景，使学生为理解文章作好心理准备。

- 2) 难词解释: 每篇文章的难词数量不等; 挑出来的词通过同义词或短语进行解释, 以扫除阅读时的可能障碍。
- 3) 基本技巧题: 每篇文章后面有十道题目, 启发学生从“上下文”、“主题思想”、“支持性细节”、“转折技巧”、“组织模式”等方面去思考问题。
- 4) 高级技巧题: 启发学生考虑“事实与观点”、“推理”、“目的与语气”、“论证”等问题。
- 5) 写小结: 书中提供了小结的部分内容, 其余内容提供了几项选择, 学生根据自己的阅读判断选择其中一个, 完成本篇小结。
- 6) 讨论题: 每篇文章设有四道讨论题, 帮助学生回忆或进一步理解和思考文章内容。

根据选文内容, 有些文章后面还设有填图的练习, 考查学生的理解程度。最后是学生自己对阅读效率的检验, 进行自我评分。

第三部分为拓展学习材料, 提供了15篇综合技巧阅读材料及相关测试; 介绍了七种常见的宣传技巧; 讲解了常见的逻辑谬误, 还配有写作技巧的详细介绍。通过学习这一部分, 学生不仅可以全面复习所学内容, 而且可以巩固阅读技巧, 提高阅读效率, 更好地掌握写作技巧。

总结起来, 本书具有以下特点:

1. **注重基础** 本书对阅读技巧作了非常明了的、详尽的解释, 通过多种方法给学生提供反复操练的机会, 既有理论, 又有实践, 让学生通过练习打下坚实的阅读技能基础。
2. **材料新而有趣** 如果阅读材料枯燥无味, 使用者最终会对教材弃之不用。令人高兴的是, 本书的阅读材料都能引人入胜。不仅如此, 书中的材料还让人感受到强烈的时代气息, 如“The Real Story of Flight 93”讲的是恐怖分子准备劫机撞击华盛顿特区一幢政府大楼但最终被乘客制止的事, 让我们犹见“911”事件中的冲天火光和滚滚浓烟。
3. **使用方便** 各章内容安排合理, 从解释、举例到练习, 再到复习测试和熟练测试, 非常便于教学。而且文中讲解重点部分配有中文注释, 便于学习者理解和掌握。
4. **网上练习** 本书第一部分每章后面增加了网上练习。学生每完成一章后都可以登录到townsend出版社网站 (www.townsendpress.com), 完成针对每一种技巧的两套补充练习。这些网上练习既能给学生以指导, 又能给他们提供练习机会, 是教材中活动和测试的有益补充。
5. **读写结合** 除了讲解阅读技巧和提供阅读训练之外, 本书以写提纲、写小结直到最后的写作技巧训练的方法, 让学生不仅学习阅读技巧, 提高阅读效率, 还能学到写作的技巧, 得到写作的实际训练, 培养思维能力。

掌握一门语言需要大量的阅读，这已是不言而喻的事。我国国内高等学校英语教学一向对阅读比较重视，近年强调听说能力培养以来，对英语阅读能力的要求非但未有降低，反而更加重视。《大学英语阅读进阶》（第四版）这本集中、系统地阐述阅读技巧的教材，以其精心的编排，不仅为广大读者提供了系统的阅读技能培养方法，还提供了丰富的阅读材料，从而使读者收到理论与实践相结合的功效。对大学本科生甚至研究生来说，熟谙本书中的基本阅读技能，并通过书中的阅读实践加以巩固，对于提高整体阅读水平，更自如地应对大学英语四、六级考试等各种英语水平测试，无疑有很大的帮助。对于教授英语阅读的教师来说，本书也具有很高的参考价值，书中提供的系统阅读技巧、科学编排的阅读材料、建议的阅读方式肯定会给教学工作以帮助和启迪。总之，《大学英语阅读进阶》（第四版）是一部难得的进行阅读教、学、训练的优秀教材，适合高等学校广大师生使用。

宁一中

北京语言大学英语学院院长 教授

Preface: To the Instructor

We all know that many students entering college today do not have the reading skills needed to do effective work in their courses. A related problem, apparent even in class discussions, is that students often lack the skills required to think in a clear and logical way.

The purpose of *Ten Steps to Improving College Reading Skills, Fourth Edition*, is to develop effective reading and clear thinking. To do so, **Part I** presents a sequence of ten reading skills that are widely recognized as essential for basic and advanced comprehension. The first six skills concern the more literal levels of comprehension:

- Understanding vocabulary in context
- Recognizing main ideas
- Identifying supporting details
- Recognizing implied main ideas and the central point
- Understanding relationships that involve addition and time
- Understanding relationships that involve examples, comparison and/or contrast, and cause and effect

The remaining skills cover the more advanced, critical levels of comprehension:

- Distinguishing between facts and opinions
- Making inferences
- Identifying an author's purpose and tone
- Evaluating arguments

In every chapter in Part I, the key aspects of a skill are explained and illustrated clearly and simply. Explanations are accompanied by a series of practices, and each chapter ends with four review tests. The last review test consists of a reading selection so that students can apply the skill just learned to real-world reading materials, including newspaper and magazine articles and textbook selections. Together, the ten chapters provide students with the skills needed for both basic and more advanced reading comprehension.

Following each chapter in Part I are **at least six mastery tests for the skill in question**. The tests progress in difficulty, giving students the additional practice and challenge they may need for the solid learning of each skill. While designed for quick grading, the tests also require students to think carefully before answering each question.

Part II is made up of ten additional readings that will improve both reading and thinking skills. Each reading is followed by *Basic Skill Questions* and *Advanced Skill Questions* so that students can practice all ten skills presented in Part I. In addition, an *Outlining, Mapping, or Summarizing* activity after each reading helps students think carefully about the basic content and organization of a selection. *Discussion Questions* then afford instructors a final opportunity to engage students in a variety of reading and thinking skills and thus deepen their understanding of a selection.

Part III serves a variety of purposes. Fifteen combined-skills passages and tests review the skills taught in Part I and help students prepare for the standardized reading test that is often a requirement at the end of a semester. A section on propaganda techniques offers instruction and practice in a reading skill that some (but probably not all) instructors will have time to address. Next, there is a section on logical fallacies that can be covered depending on student needs and course requirements. Finally, there are writing assignments for all twenty readings in the text. When time permits, asking students to write about a selection will help reinforce the reading and thinking skills they have practiced in the book.

Important Features of the Book

- **Focus on the basics.** The book is designed to explain in a clear, step-by-step way the essential elements of each skill. Many examples are provided to ensure that students understand each point. In general, the focus is on teaching the skills—not just on explaining or testing them.
- **Frequent practice and feedback.** Because abundant practice and careful feedback are essential to learning, this book includes numerous activities. Students can get immediate feedback on the practice exercises in Part I by turning to the limited answer key at the back of the book. The answers to the review and mastery tests in Part I, the reading questions in Part II, and the combined-skills tests in Part III are in the *Instructor's Manual*.

The limited answer key increases the active role that students take in their own learning. They are likely to use the answer key in an honest and positive way if they know they will be tested on the many activities and selections for which answers are not provided. (Answers not in the book can be easily copied from the *Instructor's Edition* or the *Instructor's Manual* and passed out at the teacher's discretion.)

- **High interest level.** Dull and unvaried readings and exercises work against learning. Students need to experience genuine interest and enjoyment in what they read. Teachers as well should be able to take pleasure in the selections, for their own good feeling can carry over favorably into class work. The readings in the book, then, have been chosen not only for the appropriateness of their reading level but also for their compelling content. They should engage teachers and students alike.

- **Ease of use.** The logical sequence in each chapter—from explanation to example to practice to review test to mastery test—helps make the skills easy to teach. The book’s organization into distinct parts also makes for ease of use. Within a single class, for instance, teachers can work on a new skill in Part I, review other skills with one or more mastery tests, and provide variety by having students read one of the selections in Part II. The limited answer key at the back of the text also makes for versatility: the teacher can assign some chapters for self-teaching. Finally, the mastery tests—each on its own tear-out page—and the combined-skills tests make it a simple matter for teachers to test and evaluate student progress.
 - **Integration of skills.** Students do more than learn the skills individually in Part I. They also learn to apply the skills together through the reading selections in Parts I and II as well as the combined-skills tests in Part III. They become effective readers and thinkers through repeated practice in applying a combination of skills.
 - **Online exercises.** As they complete each of the ten chapters, students are invited to go online to the Townsend Press website to work on two additional practice exercises for each skill—exercises that reinforce the skill taught in the chapter.
 - **Thinking activities.** Thinking activities—in the form of outlining, mapping, and summarizing—are a distinctive feature of the book. While educators agree that such organizational abilities are important, these skills are all too seldom taught. From a practical standpoint, it is almost impossible for a teacher to respond in detail to entire collections of class outlines or summaries. This book then, presents activities that truly involve students in outlining, mapping, and summarizing—in other words, that truly make students *think*—and yet enable a teacher to give immediate feedback. Again, it is through continued practice *and* feedback on challenging material that a student becomes a more effective reader and thinker.
 - **Supplementary materials.** The three helpful supplements listed below are available at no charge to instructors who have adopted the text. Any or all can be obtained quickly by writing or calling Townsend Press (1038 Industrial Drive, West Berlin, New Jersey 08091; 1-800-772-6410), by sending a fax to 1-800-225-8894, or by e-mailing Customer Service at <townsendcs@aol.com>.
- 1 An *Instructor’s Edition*—chances are that you are holding it in your hand—is identical to the student book except that it also provides hints for teachers (see the front of the book), answers to all the practices and tests, and comments on selected items.
 - 2 A combined *Instructor’s Manual and Test Bank* includes suggestions for teaching the course, a model syllabus, and readability levels for the text and the reading selections. The test bank contains four additional mastery tests for each of the ten skills and four additional combined-skills tests—all on letter-sized sheets so they can be copied easily for use with students.

- 3 *Computer software* (in Windows and Macintosh formats) provides two additional mastery tests for each of the ten skill chapters in the book. The software contains a number of user- and instructor-friendly features: brief explanations of answers, a sound option, frequent mention of the user's first name, a running score, and a record-keeping score file.
- **One of a sequence of books.** This is the intermediate text in a series that includes three other books. The first book in the series, *Groundwork for College Reading*, is suited for ESL students and basic adult learners. The second book, *Ten Steps to Building College Reading Skills*, is often the choice for a first college reading course. The *Improving* book is appropriate for the core developmental reading course offered at most colleges. *Ten Steps to Advancing College Reading Skills* is a higher developmental text than the *Improving* book. It can be used as the core book for a more advanced class, as a sequel to the intermediate book, or as a second-semester alternative to it.


A companion set of vocabulary books, listed on the copyright page, has been designed to go with the *Ten Steps* books. Recommended to accompany this book is *Improving Vocabulary Skills* (300 words and word parts) or *Improving Vocabulary Skills, Short Version* (200 words).

Together, the books and all their supplements form a sequence that should be ideal for any college reading program.

To summarize, *Ten Steps to Improving College Reading Skills, Fourth Edition*, provides ten key reading skills to help developmental college students become independent readers and thinkers. Through an appealing collection of readings and a carefully designed series of activities and tests, students receive extensive guided practice in the skills. The result is an integrated approach to learning that will, by the end of the course, produce better readers and stronger thinkers.

Changes in the Fourth Edition

Teacher suggestions and class use of the text have led to a number of major changes in the book:

- **Online exercises for each of the ten chapters in the book.** These are signaled at the end of each chapter with the following icon: . Students can go to the Townsend Press website (www.townsendpress.com) to do two additional practice exercises for each skill. Each exercise consists of ten items, and as students answer the items, they are provided with both a running score and explanations of each answer. The exercises, in other words, teach as well as offer practice, and they should serve as an excellent supplement to the activities and tests in each chapter of the book.

- **New teaching features within the chapters.** Three new features—Study Hints and Tips, “Check Your Understanding” exercises, and Chapter Reviews—make the book even easier to use. In addition, a new format for practice and test questions makes them even simpler to grade. If you were happy before with the notably clear format of the book, you’ll be even more pleased with the Fourth Edition.
- **A completely revised chapter on main ideas.** No skill is more important to good comprehension, so a great deal of time and class testing went into developing a fresh approach to teaching main ideas. The result is a chapter that, in an exceptionally clear, step-by-step way, shows students three specific ways to locate main ideas. This central skill will now be even more accessible to students.
- **New sections on reading tables and graphs and on figurative language.** The chapter on inferences has been expanded to include the reading of visual materials—tables and graphs. Students also learn to infer the meanings of similes and metaphors that are so often a part of literary writing.
- **New introductory chapters.** The Introduction has been expanded to include three separate chapters. One of the added chapters will help motivate students to read regularly—the most essential step to sustained reading growth; another chapter presents some quick study tips every student should know.
- **Greater visual appeal.** Additional photographs and cartoons in this edition create visual appeal and also help teach key skills. Boxes, rules, and screens set off patterns of organization, chapter reviews, and important points. The book is more visually friendly without becoming visually cluttered.
- **Many new models and practice materials and four new readings.** One reading is particularly noteworthy: “The Real Story of Flight 93” celebrates the heroic passengers who thwarted the terrorist plan to fly a hijacked plane into a second Washington, D.C. government building.

Acknowledgments

I am grateful for the many helpful suggestions provided by the following reviewers: Glenda Bell, University of Arkansas Community College at Batesville; Gwendolyne Bunch, Midlands Technical College; Donna Clack, Schoolcraft College; Kay Fell, Tarrant County College; Linda Gilmore, Carroll Community College; Belinda C. Hauenstein, Burlington County College; Nancy Joseph, Southeast Community College; Ellen Kaiden, Ramapo College; Miriam Kinard, Trident Technical College; Jerre J. Kennedy, Brevard Community College; Jackie Lumsden, Greenville Technical College; Vashti Muse, Hinds Community College; Helen Sabin, El Camino College; Eileen Suruda, Essex Community College; Mary Temerson, Richmond Community College; José Rafael Trevino, Laredo Community College; B. Jean Van Meter, Montgomery College; Paula

Wimbish, Hinds Community College; and Leta Wium, Florida Community College at Jacksonville. In addition, Joanne Ernst of Manatee Community College provided helpful feedback on the prepublication copy of this edition. And I particularly appreciate the invaluable comments and suggestions made by Iris Hill, a reading instructor at Wake Technical Community College. Her insights led to changes in both the content and the format of the Fourth Edition and were pivotal to the new approach taken in the chapter on main ideas.

At Townsend Press, I thank Eliza Comodromos, Beth Johnson, Paul Langan, Carole Mohr, and Barbara Solot for the help they provided along the way. And I owe special thanks to editor extraordinaire Janet Goldstein. Because of her superb design and editing skills, the book enjoys an even more clear and “user-friendly” format than the previous edition. Her talents have also made possible the creation of the *Instructor’s Edition*, complete with answers and marginal comments, that accompanies the book. It is always a special pleasure to work with people who aspire toward excellence. With help from my colleagues in the teaching profession and at Townsend Press, I have been able to create a much better book than I could have managed on my own.

John Langan

Contents

Preface: To the Instructor	vii
INTRODUCTION	1
绪论	
1 How to Become a Better Reader and Thinker 如何更好地阅读和思考	3
2 Reading for Pleasure and Power 为乐趣和力量而阅读	9
3 Some Quick Study Tips 高效学习的捷径	14
PART I TEN STEPS TO IMPROVING COLLEGE READING SKILLS	17
提高大学英语阅读技巧的十个步骤	
1 Vocabulary in Context 语境中的词汇	19
<i>Reading: Night Watch Roy Popkin</i>	34
Mastery Tests	39
2 Main Ideas 主题思想	51
<i>Reading: Here's to Your Health Joan Dunayer</i>	77
Mastery Tests	83
3 Supporting Details 支持性细节	95
<i>Reading: Child-Rearing Styles Diane E. Papalia and Sally Wendkos Olds</i>	115
Mastery Tests	119
4 Implied Main Ideas and the Central Point	131
隐含的主题思想和中心论点	
<i>Reading: Rowing the Bus Paul Logan</i>	151
Mastery Tests	158
5 Relationships I 语句或段落间的关系(一)	175
<i>Reading: Students in Shock John Kellmayer</i>	194
Mastery Tests	199
6 Relationships II 语句或段落间的关系(二)	211
<i>Reading: I Became Her Target Roger Wilkins</i>	234
Mastery Tests	239
7 Fact and Opinion 事实和观点	259
<i>Reading: New Respect for the Nap, a Pause That Refreshes Jane E. Brody</i>	276
Mastery Tests	283

8 Inferences 推理	295
<i>Reading: Gender Inequality in Health Care and in the Workplace</i>	
<i>James M. Henslin</i>	320
Mastery Tests	327
9 Purpose and Tone 目的和语气	339
<i>Reading: The Scholarship Jacket</i> <i>Marta Salinas</i>	359
Mastery Tests	367
10 Argument 论证	379
<i>Reading: In Praise of the F Word</i> <i>Mary Sherry</i>	397
Mastery Tests	403
 PART II TEN READING SELECTIONS	 415
十篇精选阅读文章	
1 The Yellow Ribbon <i>Pete Hamill</i>	417
2 Urban Legends <i>Beth Johnson</i>	425
3 Shame <i>Dick Gregory</i>	434
4 The Bystander Effect <i>Dorothy Barkin</i>	443
5 The Real Story of Flight 93 <i>Karen Breslau, Eleanor Clift, and Evan Thomas</i>	453
6 Coping with Nervousness <i>Rudolph F. Verderber</i>	464
7 Compliance Techniques: Getting People to Say Yes <i>Shelley E. Taylor, Letitia Anne Peplau, and David O. Sears</i>	473
8 Lizzie Borden <i>James Kirby Martin and others</i>	483
9 Nonverbal Communication <i>Anthony F. Grasha</i>	493
10 Preindustrial Cities <i>Rodney Stark</i>	501
 PART III FOR FURTHER STUDY	 511
拓展学习	
1 Combined-Skills Tests 综合技巧测试	513
2 Propaganda 宣传	540
Mastery Tests	553
3 More About Argument: Errors in Reasoning 论证写作补充:推理错误	565
4 Writing Assignments 写作练习	576
 Acknowledgments	591
Index	593
Reading Performance Chart	<i>Inside back cover</i>

INTRODUCTION

1 How to Become a Better Reader and Thinker

如何更好地阅读和思考

你的阅读水平很可能还没达到大学应有的水平。如果的确如此，你也不必惊讶。因为你生活在一个人们平均每天看七个多小时电视的文化氛围里。长时间被动地看电视使你并没有多少时间去阅读，而阅读是一种需要积极练习的技能。一个简单的事实就是，不经常阅读的人其阅读水平也不会高。

- 想想你一般每天大约看多长时间的电视？ _____

除了电视，另一个使你没有多少时间阅读的原因是你可能身负多种责任。你可能需要边读书边工作，也可能有很多家庭事务。由于日程安排紧张，你抽不出多少时间去阅读。当你闲下来时，早已筋疲力竭，此时打开电视要比翻开书本轻松得多。

- 你经常阅读吗？（比如，读日报，翻阅周刊，或偶尔读读小说）？

- 你最可能在什么时间阅读？ _____

你不常阅读的第三个原因就是学校使你将阅读同作业、训练、读书报告和考试分数联系在一起。专家们认为很多学校在帮助学生发现读书的乐趣和好处方面做得并不好。如果在学校阅读是一件苦差事，那么你可能会认为平时的阅读也不会有什么乐趣。

- 你认为学校让你讨厌阅读，而不是喜欢阅读吗？

除此以外，再问你自己三个问题：

- 你是否认为自己不需要阅读课程，因为你“已经知道如何阅读了”？ _____

- 如果可以选择的话，你会选择阅读课程吗？（没关系，你尽可以说实话。）

- 你是否认为你只需要少量的快速阅读训练就足够了？ _____