

精选阅读(英文版)

Genuine Articles

Authentic reading texts for
intermediate students of
American English

Student's Book

Catherine Walter

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Cambridge University Press

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For Sister Mary Elizabeth McCullough, in gratitude

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To the student

Careful studies have been done on people reading texts in their own language where the subject matter was difficult and some of the vocabulary was new. The people who did well under these circumstances almost all dealt with the difficult text in the same way:

1. First they read the text once, carefully, with pauses to think about what they had read.
2. Then they read the text at least once more, pausing from time to time to look at other parts of the text. This was in order to see the connections between different parts of the text, and to build a summary in their minds.

A very large percentage of people who read in this way remember both general ideas and details better than people who read in other ways.

Of course, if you are not used to reading English in this way, deciding to change is not enough. So each text in *Genuine Articles* has a *Summary skills* or similar exercise first. This exercise does not ask you to *write* a summary, but it requires you to look back at the text and organize the information in it. By the time you have finished the book, you will have had enough practice to do this yourself with any text you read.

In addition to summary building, there are other reading skills that are particularly important when you read a foreign language. Certain skills will be necessary for every text you read in English, for example, guessing unknown words.

Others, like realizing what words like *it* mean, will be needed only for certain types of texts. In this book, you will practice these skills with specially designed exercises. Each set of exercises is based on the particular problems of the text it follows, and each exercise aims to help you with one particular skill.

All of the texts in the book are real samples of written English. You will find newspaper articles, advertisements, passages from books of fiction and nonfiction, part of a travel brochure, letters, and poetry. None of them was written especially for foreigners. This means that some texts may be easier to understand than others; but even the easier texts will help you read better. The exercises accompanying difficult texts will give you ways of dealing with other texts outside the classroom. Remember that you can get a lot of information from a text without understanding every word.

There are definitions for a few words in some texts. These words are important to an understanding of the text, and are difficult or impossible to guess. Some difficult words are not defined, but these are not important to an understanding of the text: Do not worry about them. Remember, too, that the definitions given are for the words as they are used in the text; you may want to check with your teacher or look in a good dictionary before using the same word in another situation.

To the student

There are no multiple-choice questions in *Genuine Articles*. There are several reasons for this. One is that while people who have good summary skills do well on multiple-choice tests, the reverse is not always true. So if you are preparing for an examination that includes this type of question, *Genuine Articles* will help you.

This book was written for use in the classroom. However, if you want to use it on your own, there is an answer key to the exercises in the Teacher's Manual.

To the teacher

Genuine Articles aims to equip intermediate students with a range of specific reading strategies, so that they will be able to deal with the variety of written material they meet outside the classroom. Twenty-four authentic texts are accompanied by a series of exercises; each exercise works on one of the skills that make for success in reading difficult texts.

The texts

The range of written material people encounter in their lives is very wide. In order to develop in students the flexibility necessary for dealing with this range of material, four selection criteria were used: authenticity, variety of discourse type, range of subject matter, and diversity of source. Authenticity here means using largely unadapted excerpts of texts not specifically written for non-native speakers. Where some of the texts have been slightly adapted, the changes are of the sort a native speaker would expect in an abridged article or novel: They were made to preserve the flow of the shortened text rather than to simplify the language.

The choice of authentic texts within the book is based on six important discourse functions (instructions, description, process, narrative, persuasion, and categorization). For each function, four texts were selected, each exemplifying the function in a different way. So in Part 4 on narrative, for example, there are texts about a diamond cutter (from a novel), an unusual thief (from a news magazine), mishaps during opera performances (from a book), and chemical contamination (from a newspaper article). Covering all or most of the units as students progress through an intermediate course will thus help prepare them for the many different kinds of texts they may come up against outside the classroom.

However, it is not strictly necessary to follow the order of the units in the book. Because the texts are authentic, length and difficulty vary slightly from one text to the next; there is not a progression in difficulty from the beginning of the book to the end. In addition, the unit based on each text is self-contained, so teachers can feel free to “dip in” to the book, choosing texts that fit into the topics or functions they are dealing with in class. Of course, teachers following a functional syllabus will probably want to use the four units of each part in succession, in order to demonstrate different realizations of the same function.

A note on glosses: A word is glossed only (1) if its meaning is vital to the comprehension of the text and (2) if it cannot be guessed from context. It may be a good idea to point out to your students that the

glosses are not dictionary definitions: A gloss covers only the way the word is used in the text.

The exercises

There are a certain number of skills that can be easily assimilated and that provide powerful tools for the foreign-language learner approaching a difficult text. Among these, for example, are skill in guessing words from context and the ability to link a language item (such as *her* or *these areas*) to an earlier element in the text. Each text in *Genuine Articles* is followed by a set of exercises focusing on the particular difficulties contained in it; each exercise concentrates on a single skill. This one-exercise, one-skill approach is designed to give students a clear picture of what they are learning in each unit – something that is not always easy to achieve at an intermediate level and that aids student motivation.

The most important exercise in each unit (usually entitled *Summary skills*) almost always faces the text, and for a precise reason: Its aim is to make students practice the same eye movements that successful native readers use when trying to understand a text whose content and vocabulary are difficult for them. For a detailed discussion of the rationale behind this approach, see the Introduction to the Teacher's Manual and Answer Key.

The Teacher's Manual and Answer Key

The Teacher's Manual gives suggestions for the classroom exploitation of all the exercises, as well as a key to the answers. Because many teachers like to use texts as springboards for other classroom and homework activities, detailed suggestions for follow-up work are also given in each unit, including:

1. Complete instructions for a classroom activity practicing speaking skills and approaching the theme of the text from a different standpoint. This might be, for example, a task-based discussion, a role-play activity, or a class survey.
2. Suggestions for more intensive vocabulary work, designed to help students incorporate some of the words from the text into their active usage.
3. An idea for a writing practice exercise based on the theme of the unit.

**Genuine Articles
Student's Book**

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Part 1 Instructions: How to do things

1 How to shine at a job interview

This is the first page of a magazine article. Read it carefully, as many times as you want. Then answer the questions.

The smart job-seeker needs to get rid of several standard myths about interviewing before starting to pound the pavement looking for a job. What follows is a list of some of these untruths and some tips to help you do your best at your next interview.

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Myth 1: The aim of interviewing is to obtain a job offer

Only half true. The real aim of an interview is to obtain the job *you want*. That often means rejecting job offers you don't want! Incompetent job-seekers, however, become so used to accommodating employers' expectations that they often easily qualify for jobs they don't want. So, before you do back-flips for an employer, be sure you want the job.

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Myth 2: Always please the interviewer

Not true. Try to please yourself. Giving answers that you think will suit a potential employer, losing touch with your own feelings (in order to get in touch with some other person's feelings) and, in general, practicing an abject policy of appeasement are certain to get you nowhere. Of course, don't be hostile – nobody wants to hire someone disagreeable. But there is plainly a middle ground between being too ingratiating and being hostile. An effective interview (whether you are offered the job or not) is like an exciting encounter in conversation with your seatmate on an airplane.

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Myth 3: Try to control the interview

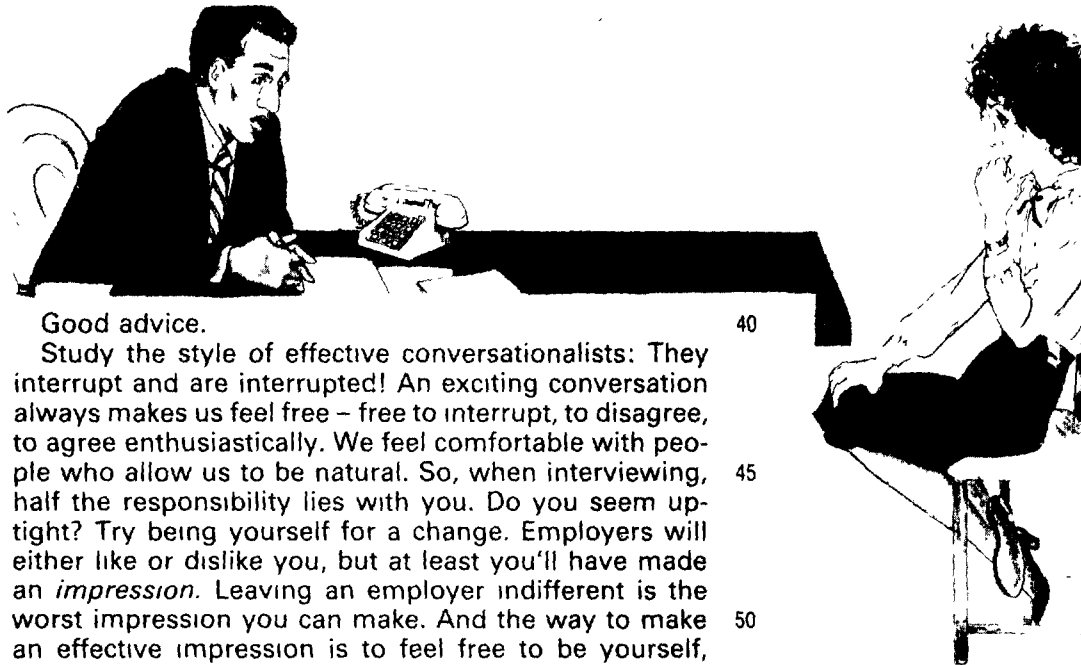
Nobody "controls" an interview – neither you nor the interviewer – although one or both parties often try. Then it becomes a phony exchange between two human beings; no business is likely to be transacted. When somebody tries to control us, we resent it. When we try to control somebody, they resent us. Remember, you can't control what employers think of you, just as they can't control what you think of them. So hang loose when interviewing: Never dominate the interview. Compulsive behavior turns off your authenticity.

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Myth 4: Never interrupt the interviewer

No dice. "Never talk when I'm interrupting," said McGeorge Bundy.



Good advice.

Study the style of effective conversationalists: They interrupt and are interrupted! An exciting conversation always makes us feel free – free to interrupt, to disagree, to agree enthusiastically. We feel comfortable with people who allow us to be natural. So, when interviewing, half the responsibility lies with you. Do you seem uptight? Try being yourself for a change. Employers will either like or dislike you, but at least you'll have made an *impression*. Leaving an employer indifferent is the worst impression you can make. And the way to make an effective impression is to feel free to be yourself, which frees your interviewers to be *themselves*!

Myth 5: Don't disagree with the interviewer

Another silly myth. If you don't disagree at times, you become, in effect, a "yes" man or woman. Don't be afraid to disagree with your interviewer – in an agreeable way. And don't hesitate to change your mind. The worst that could happen would be that the interviewer thinks, "There's a person with an open mind!" The conventional wisdom says "be yourself," true enough. But how many people can be themselves if they don't feel free to disagree?

myth something false that most people believe is true *in touch* in contact

Do you have the main ideas?

Here are eight sentences. Only four of them express important ideas from the text. The other ideas are in the text, but they are not the author's main concerns. Choose the four main points, looking back at the text as often as you want. Then compare answers with some other students before discussing them with your teacher.

1. A good interview is like an exciting conversation during a journey.
2. Remember that you are trying to find a job that satisfies *you*.
3. Change your mind if you want to.
4. Be yourself.
5. Don't try to dominate the conversation with your interviewer.
6. Try to let interviewers be themselves.
7. Don't be aggressive.
8. Don't be overly respectful of your interviewer.

Guessing words from context

Match each italicized word in column A with one of the meanings in column B. Sometimes you can guess the meaning from the sentence where you find the word; sometimes you will have to look at what comes before and after that sentence. Be careful: There are some extra meanings in column B.

COLUMN A

1. What follows is a list of some of these untruths and some *tips* to help you do your best... (line 4)
2. Giving answers that you think will suit a *potential* employer... (line 16)
3. ...*practicing an abject policy of appeasement*... (lines 18–19)
4. But there is plainly a *middle ground* between being too ingratiating and being hostile. (lines 21–22)
5. When somebody tries to control us, we *resent* it. (line 31)
6. So *hang loose* when interviewing. (line 34)
7. Study the style of *effective* conversationalists... (line 41)
8. Do you seem *uptight*? (lines 46–47)

COLUMN B

- a) relax
- b) don't telephone often
- c) appreciate
- d) nervous
- e) possible (in the future)
- f) model answers
- g) powerful
- h) successful
- i) doing anything to avoid disagreement
- j) suggestions
- k) a moderate position
- l) dislike, feel as unfair
- m) the time between two jobs



How will it continue?

How do you think this article will continue? Here are six sentences. Choose the ones that might logically be used to continue the article.

1. You can never be too quiet in an interview. Employers value people who can listen.
2. Get the help of an employer who has a job you *don't* want: He or she might give you information about finding a job you *do* want.
3. Good job-hunters never tell employers how much they expect to earn: This might make a bad impression.
4. If you aren't sure about what kind of job you want, don't waste time interviewing for jobs now! First find people doing jobs you might want to do and make appointments with them to get more information.
5. Don't cancel appointments to interview even after accepting a job offer you do want. Remember, you are never employed until you are on the payroll.
6. If you don't know the answer to a question, don't say "I don't know." Give what you think is a probable answer: It may be right.

2 How to protect yourself

This is part of a magazine article. Read it carefully, as many times as you want, and don't hesitate to stop to think about what you've read.

At Home

1. *Have a home security checkup.* Ask that a member of your local police department inspect your home and show you which areas are most vulnerable to an intruder. Have him recommend appropriate security devices.

2. *Secure exterior doors and windows.* Replace glass-paned doors with those made of solid wood. Install double-cylinder dead-bolt locks (which must be opened with a key from either side of the door) on all exterior doors, and make sure door hinges have non-removable hinge pins. French doors or other sliding doors that operate on tracks should be made of shatterproof material and kept locked at all times. As an added measure, wedge a broomstick handle on the inside track (cut to fit) – the door will not slide open even if the lock is forced.

Make sure all windows – especially those obscured by bushes – are locked securely. Locking devices vary depending on the type of window. Consult your local hardware store about which kind will be most effective for you. Also, be sure to secure air conditioners so they cannot be pushed in.

3. *Illuminate your home and property.* Position 100-watt bulbs or flood-lamps at the front and rear of your home. If you use a side drive or garage, keep these areas brightly lit. Burglars can easily hide out in high shrubbery, so be sure to cut back any bushes near the entrances to your house.

4. *Never open the door to someone you don't know.* Instead, check the caller's identity through a window or door peephole. DO NOT TRUST CHAIN LOCKS – they're easily forced open. If a stranger claims it's an emergency and needs to use your phone, don't be persuaded – tell him to wait outside and place the call for him. If he claims to be a delivery or serviceman, ask him to slide his credentials under the door or through the letter box and check thoroughly. Or call his company to verify his identity. Get the phone number from the operator; don't take the one he gives you.

5. *Ask friends to phone before they drop by.* This precaution will save you a lot of anxiety when the doorbell rings. If you live in an apartment, never buzz unidentified persons into your building or let them in when you're entering. If you see a suspicious-looking person in your lobby, don't enter. Call a neighbor to escort you in, or wait for him to leave.

6. *Let friends know when a repairman is coming to your home.* Invite a neighbor over for coffee or have a friend telephone while he's there. If you feel uncomfortable, trust your instincts. Call a friend and pretend you'll be late for a date (let her know there's a stranger in your home) and ask her to call you back in five minutes – giving you the opportunity to ask for help.

7. *If a visitor starts behaving suspiciously or makes a threatening gesture, get out!* Scream FIRE! or POLICE! to attract your neighbors' attention, and run to the nearest public place or neighbor's home. The point is to remove yourself from a potentially dangerous situation at once.

80 8. *Give the impression that someone is home when you go out.* Activate interior lights with timers set to go on and off alternately in different rooms. The sound of a television or radio on in a house or apartment also helps – these
85 can be timer-activated too.

9. *Engrave valuable items, expensive appliances and tools with an identification number.* Use your driver's license or other identifying number and register it with the police. Keep a list of the engraved possessions in your safe-deposit box.

10. *Don't advertise the fact that you live alone.* List only your last name and first initial in the phone directory. Do the same on your mailbox (or list two

names, giving the impression that you live with a roommate).

11. *Never give information over the phone to an unknown caller.* Instruct your children not to recite your number to a wrong-number caller or give your address over the phone. If you receive a call informing you of some "emergency," ask for a number to call back, then hang up and verify the call. A bogus emergency phone call is a common burglar's ruse to get you out of the house.

12. *If you use a telephone-answering machine, never say you are not at home on your recorded message.* Instead say, "You have reached the Browns' residence, but we are unable to talk with you just now."

Summary skills

Here are some pictures illustrating the text. Each one corresponds to one of the numbered instructions in the text, but they are not in order. Match numbers and pictures. Be careful: Some numbers will have no picture.

