

英语阅读教程1

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重庆大学出版社

书 名：英语阅读教程1

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出 版 社：重庆大学出版社

出版时间：2004

ISBN：7-5624-3262-7 /H319.4

定 价：18.00

Robert as I Know Him

Clifford Fan (樊恒夫)

My English friend Robert G. Jackson is a living book, and his life and work makes a good story.

Robert was born in Croston, a small village in the Northwest of England. He began school on his third birthday and, when he was ten years old, won a scholarship(奖学金) to Ormskirk Grammar School. At the age of 17 he won a state scholarship to Liverpool University where he studied Mechanical Engineering. He graduated in December, 1942 and began his first job in January, 1943, as a Junior Scientific Officer at the Royal Aircraft Establishment (英国皇家飞机公司). There he did research on aircraft engines to find ways to improve their performance (性能).

In 1946, he joined the staff of a research centre of the Shell International Petroleum Company (壳牌国际石油公司), where he worked on a variety of projects concerned with the performance of fuels. In the years that followed, he made a number of trips to Holland, France, Germany, Japan, the United States, Brazil and New Zealand, to visit Shell or Continental activities in those countries.

As part of his duties, Robert first came to China in 1993, and we began to know each other on his second business trip to Xi 'an in October, 1994. Since then we have been working, as friends and partners, in promoting some coal-gas power generating (发电) projects he and his company have worked on. He has, however, been able to watch Xi 'an, and China, grow and has felt for much of the time that he is part of a great adventure. Currently he is a Senior Vice President of EPIC and Chief Representative of the EPIC Agency in Xi 'an. In 1996, he met a Chinese engineer who became his wife in 1997. His new wife brought into his life her beautiful daughter who he adopted in 2001.

He became associated with the GL Information Technology College of NPU in 1999 as a guest speaker and began to teach senior students the correct way to speak and write English. He is now a guest professor of GL-Information Technology College of NPU and an advisor in teaching English for the College 's International Exchange Programme.

前 言

《英语阅读教程》(1—4)的主要作者罗伯特·杰克逊先生出生在英国,作为英荷壳牌公司高级技术专家在美国工作和生活了20多年,又在中国生活和工作了十几年,周游了24个国家,阅历丰富。本书内容涉及作者的童年、家庭亲情、同事和朋友之间的友情、参观访问游记等。作为一名高级科技人员,他对环境污染、野生动物保护、煤的气化、液体火箭推进剂的研究和发展都发表了自己的看法,并进行了论述。他现在的妻子是中国人,他对中国光明的前途充满了信心,对中国在发展中存在的丑恶现象深恶痛绝。他写进这本书的内容实际上是东西方文化碰撞的结果,是作者丰富的人生阅历和渊博的知识的反映,也是他人生价值观的反映,读起来不光有趣味性、知识性,而且可以欣赏到各种异国风光。

本教程的其他主要编者均是从事外语教学和研究30年以上的教授、副教授或译审,都有丰富的教学或翻译经验;他们的学识和经验成为提高本教程质量和实用性的重要保证。

从英语教学的角度看,每篇文章都是独立的故事。作者文笔流畅,语调诙谐幽默。本书词汇丰富而常用,知识面非常广,涉及现实生活的方方面面,可以说上至天文,下至地理,无所不包。有时候非常复杂的事理,作者能用简单的英语句子和词语表达清楚。

我们把《英语阅读教程》作为泛读教材在两届学生中使用之后,根据教师和广大学生的要求,简写了原来较复杂的一些科技文章,把原来的2本书变成4本,主要是依据语言学家 Crision 的“ $i + 1$ ”原则,使输入由易到难。此外,在保持原风格、原主要内容的基础上,又增加了许多实用文体的文章,例如个人简历、日记、求职信、商务推销广告、表格、文章摘要、读书报告、事故报道、各种便函等,其目的不光是让学生熟悉这些应用文体的写作方式,更是要达到学以致用目的。我们编写这套阅读教材,除了因为其内容新颖、语言地道、文笔流畅外,主要想让学生通过一个外国人对许多异国风土人情的描写、自身丰富经历的叙述,来扩大知识面、词汇量,包括科技词汇,从而能达到跨文化交际的目的。

根据编者多年的教学经验,外语学习和本族语学习一样,谁也不能违背听、说、读、写这样一个自然学习顺序;听说永远是第一位的,其实践量远远大于读写。但是,外语学习者由于不能在一个真实的环境中依靠听真实的语言材料来获取大量的信息,只有通过阅读来弥补信息缺损量,特别是词汇量。在一定的学习阶段,英语词汇

量成为英语专业学生和其他专业学生的主要障碍。把被动词汇转化为主动词汇,听、说、读、写、译的大量实践是惟一的途径。我们在编写教材时,考虑到以上外语学习的特点,安排了阅读理解问题、讨论和写作练习、翻译练习,便于教师在实际操作中把听、说、读、写、译有机地结合起来,从整体上提高学生的语言实用能力。

读什么一直是大家争论的主要问题,有人主张读文学名著,有人主张读报纸、杂志,有人主张读诗歌。但是,不管读什么,我们作为语言教师,一直为之奋斗的是如何培养学生有效的语言输入能力(即听、读能力)和输出能力(即说、写能力),从而最终能有效地使用所学语言。在我们强调语言输出能力时,决不意味着忽视输入能力,而语言输入的信息量永远大于输出量,也就是说,学习者在听和读时获得的信息量中,只有很少部分被消化理解,变成能运用的东西;要确保输出能力,首先要确保大量的语言输入量。语言作为一种文化载体和交际工具,自然要通过学习 and 实践运用才能掌握。但是在学习过程中,最重要的是所输入的语言信息必须贴近现实生活,必须实用,这样学习者才感兴趣,才易于掌握。而我们所编写的这套阅读教材就满足了这一要求。

有些人错误地认为掌握了语法规则、语音知识、一定的词汇量,就能和外国人交流了;其实,情况并非如此。当前社会上千千万万的人自称精通英语,而真正能熟练用口语和笔语与外国人进行有效交流的人并不多。原因之一是许多人对每个词汇所涵盖的文化信息没有弄清,对不同的情景下如何说话得体所涉及的文化背景没有弄懂。原因之二,在较高层次的外语学习上,许多人不能把本族语学习中获得的大量技能迁移到外语学习中,因而在外语口语和笔语表达的准确性和逻辑连贯性方面,总是底气不足。大量阅读外文,也能有效地提高本族语的水平,而本族语的提高又能促进外语的提高。原因之三,外语学习到了一定的阶段,知识面的宽窄直接影响到外语水平的进一步提高。外语学习者不可能成为许多领域的专家,但完全可以成为科普知识丰富的“杂家”。《英语阅读教程》无论是从文化背景知识方面、词汇覆盖面方面、科普知识方面,还是从听、说、读、写、译的结合方面,都是一套难得的英语中高级读物。我们希望学习者在阅读后能长见识,增词汇,能实实在在地提高英语语言应用能力。

另外,考虑到个性化教育和高职学生的个体差异大这一特点,我们希望部分学生通过使用简写本能达到教学最低要求。

编者

2004年7月

Childhood and China

简评：

作者通过回忆自己的童年及求学时代，描述了英国乡村景象及各级学校教育情况。文章文字流畅，属典型的记叙性文章。

Version 1

Some time ago, I found a Chinese cable channel show a British programme with a Chinese dialogue, and I persuaded my wife to watch to see something of the English countryside. Normally, the story is about a rural area but this time it wandered into an urban area. Suddenly, a row of houses typical of those provided, throughout the Industrial North in Victorian times, appeared. Those houses had to be available quickly and they had little of modern amenities. As my wife saw this she said, "Now I now why you can live in China, this is not so different as China is now."

I was born in a small rural village and I suppose I was lucky compared to other children. Across the street from my home was a similar row of houses. It started with a greengrocer's shop and finished with a bank and a haberdasher's and in a neighbouring small square was one of the village's seven pubs.

I started school on my third birthday because my best friend from across the street, who was older than I, had already started and I could not wait to join him.

The school was associated with the local church and was approached through a narrow and cobbled street, lined on both sides by a continuous row of small low houses. It was divided into two parts, one room for

infants and a larger room where I was taught to read and write. I cannot remember much about my early schooling although I do remember the method of learning to read and to learn arithmetic. It was all done by continuous repetition.

When I was ten I took "The Scholarship Exam" in which I did well enough to begin my further education at Ormskirk Grammar School. Ormskirk Grammar School was founded in the 16th century and the oldest part of the school, built of stone, was still in use when I arrived there, although part of it had become the headmaster's house.

The school headmaster was an Anglican priest. I had not been at school a whole term when it was announced that he would retire at the end of the term and that Mr. Pierce, the senior Latin teacher, would act as temporary head until a new person was appointed.

The following September we had a new headmaster. His name was Mr. Dickinson and he was not a priest. He had, in fact, come to the school from the position of Head of the Chemistry Department of Liverpool College, a public school with a splendid reputation for scholastic achievement. He introduced many changes setting for himself the task of making sure that Ormskirk Grammar School would soon gain a name for scholastic achievements.

There were about 350 pupils when I joined the school and it was not famous for its scholastic achievements. In fact, it was, I believe, some years since anyone had gone on from school to university. When I left the school, some six years later, the school had more than seven hundred and fifty pupils and I was one of seven pupils who had won a State Scholarship, the first to honour the school in this way for more than a decade.

It is many years since I last visited the school and I often wonder if the tradition, set by Mr. Dickinson, is still carrying on or whether it has become the victim of the modern education thinking in many countries of the Western world that believes that all children should have the same education in spite of some being brighter than others.

Now answer the comprehension questions printed after Version 2.

For those who want to know the whole story, and those who are advanced English learners, the complete version can be read below.

Version 2

One of the programmes I used to watch on Chinese television comes out of Hong Kong but is a British programme called Heartbeat. I like it because it was shot in Yorkshire in a beautiful part of England where the roads twist and turn as they pass from one place of beauty to another.

Some time ago, while roaming the channels, I found that one of the Chinese cable channels had begun to show the programme dubbed in Chinese. As a result a few nights later I persuaded my wife to watch and see not only the programme but also something of the English countryside.

Primarily the action takes place in the rural areas of the country but it sometimes wanders into a more urban area and it did so on this occasion. Suddenly on the screen appeared a row of houses typical of those provided, throughout the Industrial North in Victorian times, to house the workers needed to man the new factories, which were being built.

Those houses had to be available quickly and they had little of modern amenities. Generally they would be in rows of twenty or so, often with no break between individual houses, and sometimes no back as they were built "back to back" to economise on cost and land usage. Those who were lucky would have a small passage between adjacent houses that gave access to the back and, because a room could be built over the passage, would have a third small bedroom, either to the front or the back.

As she saw this scene my wife turned to me and said, "Now I know why you can live in China, you were brought up in a country which is not so different to China now" and I suppose to a large extent that is near to the truth.

I was born in a small rural village whose main industry was farming

ut did boast brick making and a cotton mill, where my mother worked as a weaver. It was also centrally placed to three market towns, none more than eight miles away. There, on some days of the week, but never on Sunday, stalls were set up along the streets or in permanent covered areas. The markets sold about anything and everything and as in China on market days were thronged with people.

To slake the thirst of the shoppers, and I suppose the sellers, the pubs in the neighbourhood were allowed to stay open during market hours or, in those days, the opening times of the pubs were strictly controlled.

I suppose I was lucky compared to some of the other children in the village. Across the street from my parents' home was one of those rows of houses. It started with a greengrocer's shop and finished with a bank and a haberdasher's and in a neighbouring small square was one of the village's seven pubs. As far as I know six of them are still there, the seventh succumbed during my early years, not to lack of custom but to the fact that it was built on supports over the river and was declared unsafe.

I started school on my third birthday. The regulations allowed this but were more directed to saying every child must have begun school by their fifth birthday. I started so early because my best friend from across the street, who was older than I, had already started and I could not wait to join him.

The school was associated with the local church and was approached through Church Street, one of the oldest in the village, and noticeable by having the disused village pump and the Village Cross at its entrance. The street was narrow and cobbled and, as was common at the time, was lined on both sides by a continuous row of small low houses.

The school was divided into two parts, the smaller for infants with one large classroom where one played as much as learned, and a room where Miss Bretherton taught me to read and write. To learn to write, one had to copy the letters carefully onto guidelines. It was such an exact method I cannot understand why my writing has been consistently bad ever since.

I cannot remember much about my early schooling although I do remember the method of learning to read and to learn arithmetic. It was

ll done by continuous repetition. So c-a-t spelled cat, d-o-g spelled dog, two plus two equalled four, six times seven equalled forty two, and so on until one was in possession of a good vocabulary and knew the 12 times tables backwards and forwards.

When I was nine my schoolteacher and my parents told me that I was clever enough to take "The Scholarship Exam". As a result, the following March I was taken to the local market town of Ormskirk to take the test. If I did well enough, then later in the year I would be able to go to the Grammar School. I did take that test and taking the test was an adventure in itself. A ten-year-old in those days did not travel out of his village very much and taking the test involved a journey on the train, sitting for a whole day in a strange classroom and putting my best efforts into three examinations.

One exam involved an English paper in which I wrote an essay describing my favourite house (my great aunt's), an arithmetic paper that was very easy as a result of Miss Bretherton's excellent teaching and an intelligence test. In those days this was looked upon as the standard to decide who was clever and who was not. I did well at the time and I have subsequently discovered that whether one does well or not is more a matter of having a knack to do the test than being especially intelligent.

Ormskirk Grammar School was founded in the 16th century and the oldest part of the school, built of stone, was still in use when I arrived there, although part of it had become the headmaster's house.

The school had two characteristics. One, the headmaster was an Anglican priest and two, half the pupils were fee paying. They were able to attend the school because they had wealthy parents and had the ability to reach a minimum standard in a rather simple test. They generally entered the school at seven or eight years of age and were taught in two classrooms in the original part of the school.

Because of an accident of birth I was able to take this exam and enter the school a year earlier than my fellow freshmen because anyone with a birthday in the last three months of the year could sit the exam at ten and again at eleven. My birthday is the first of October and I gained my place at my first attempt, so nobody could be younger than I was.

For a ten-year-old this new life was rather overpowering. I had walked the two minutes to school since the day I started but now I had a ten-minute walk to the railway station, a twenty-minute train journey and a fifteen-minute walk to school after I arrived in Ormskirk. Even when I arrived at school I felt out of place. I was small for my age and the youngest member of the class and it was quite a few years before I concluded that the rest of the class were not giants.

I had not been at school a whole term when a dramatic change took place. The headmaster, the Reverend Bates, announced he would retire at the end of the term and that Mr. Pierce, the senior Latin teacher, would act as temporary head until a new person was appointed. When it came, that appointment changed the school forever.

There were about 350 pupils when I joined the school and it was not famous for its scholastic achievements. In fact, it was, I believe, some years since anyone had gone on from school to university. Ormskirk was in the country, was a market town and, apart from its market it was mainly famous for making the best gingerbread pastries and having a church with a tower and a steeple. So university scholarships were far from the school board's minds.

The following September we had a new headmaster. His name was Mr. Dickinson and he was not a priest. He had, in fact, come to the school from the position of Head of the Chemistry Department of Liverpool College, a public school with a splendid reputation for scholastic achievements.

He introduced many changes setting for himself the task of making sure that his Grammar School would soon gain a name for scholastic achievements. When I left the school, some six years later, the school had more than seven hundred and fifty pupils and I had won a State scholarship. I was one of seven pupils to do so, the first to honour the school in this way for more than a decade. The following years saw more impressive gains including, three years later, the first pupil in the school's history to gain an open scholarship to Cambridge University.

It is many years since I last visited the school and I often wonder if the tradition, set by Mr. Dickinson, is still carrying on or whether it has become the victim of the modern education thinking in many countries

f the Western world. This new philosophy believes that all children
eserve the same education in spite of some being brighter than others.



Words and Expressions

roam	v.	wander aimlessly	换频道; 闲逛
dub	v.	added sound track to a movie in different language	译制配音
amenity	n.	helpful and pleasant things	使人愉快的事物、环境
adjacent	a.	very close	邻近的
access	n.	way	通道
to a large extent			在很大程度上
stall	n.	a booth, cubicle, or stand used by a vendor, as at a market	集市上小贩的货摊、摊位或棚店
throng	v.	go(as if) in a crowd	挤, 群集
slake	v.	satisfy thirst	解(渴)
greengrocer	n.	seller of vegetables	蔬菜水果商
haberdasher	n.	dealer in small articles and sewing materials	服饰、针线杂货商
succumb	v.	cease to exist	不复存在
cobbled	a.	surfaced with rounded stones or large pebbles	铺鹅卵石的
consistently	ad.	always about the same	一贯地, 经常地
arithmetic	n.	the science of numbers; the adding, subtracting, multiplying etc., numbers	算术
knack	n.	ability to do sth. easily	诀窍
Anglican	n & a.	of the Church of England	英国国教的(教徒); 圣公会的(教徒)
proceed	v.	move forward	进行
gingerbread	n.	cookie made with ginger	姜饼
steeple	n.	tower on a church	(教堂) 尖阁或尖塔

victim	n.	one suffering an injury	受伤者, 受害者, 牺牲品
philosophy	n.	any of various systems of thought having this as its base	哲学, 哲学思想体系
deserve	v.	be owed by merit	应该得到



1. Victorian times: 维多利亚时代(1819—1901), 此时代建筑以巨大构造与精美装饰为特点。
2. Grammar School: 英国 16 世纪以拉丁语等为主课的文法学校, 后随着社会发展成注重学生能力的中等学校, 开设一种为大学入学和从事各种职业做准备的学术程。学生通常 12 岁入学。第一次世界大战后, 成立许多综合学校, 将文法学、现代学校和技术学校的建校原则综合在一起。尽管许多有名望的文法学校被留下来, 但是 20 世纪 60 年代末, 全国性的 11 岁儿童入学考试制度已被废除。
3. School Board: 英(旧时的)地方教育委员会。
4. I like it because it was shot in Yorkshire in a beautiful part of England where the roads twist and turn as they pass from one place of beauty to another.
我喜欢这个电视节目, 因为那是在英格兰一个美丽的地区约克郡拍摄的。在那儿, 曲径通幽, 景色美不胜收。(在本句中, place of beauty 是 beauty-spot 的意思)
5. Primarily the action takes place in the rural areas of the county but it sometimes wanders into a more urban area and it did so on this occasion.
通常情况下, 开始先拍摄该郡农村地区的景致, 然而有时候也有一些更城市化的镜头。这一次, 拍摄的景致正是按这个次序展开的。
6. Suddenly on the screen appeared a row of houses typical of those provided, throughout the industrial north in Victorian times, to house the workers needed to man the new factories which were being built.

突然, 屏幕上出现了一排房子, 那是维多利亚时代遍及北方工业区的典型式样, 为

在建设中的新工厂所需要的工人提供住所。(本句为倒装句)

7. Generally they would be in rows of twenty or so, often with no break between individual houses, and sometimes no back as they were built back to back "to economize on cost and land usage.

一般情况下,这种房子都是一排一排的,约有20多排,房子之间不留空地。为了节约费用和土地,建造时有时不建后背墙,而是采取“背靠背”的方法,共用一面背墙。



. Questions for Comprehension

1. What is the article mainly about?
 - A. Life in England.
 - B. The author's education.
 - C. Taking examinations.
 - D. Ormskirk Grammar School.
2. Did the author enjoy life in his country?
 - A. Yes, when he watched television.
 - B. Only when he went to school with his friend.
 - C. Yes, because it was so like China.
 - D. The story does not tell us but implies he did.
3. What was the method of learning as remembered by the author?
 - A. By listening to Miss Bretherton talk.
 - B. By writing in a special book.
 - C. By continuous repetition.
 - D. By using an exact method.
4. Can you give a summary of what you know about Ormskirk Grammar School?
 - A. It was old but improving.
 - B. The headmaster was the Latin teacher and it made gingerbread.
 - C. It was not small but became so.
 - D. The new headmaster made it better.

5. What was the difference between when the author started and when he left? What did the school gain after the author left?
- A. More buildings and a new Headmaster.
 - B. It was reorganised but gained state scholarships.
 - C. It had more pupils and a scholarship to Cambridge.
 - D. Mr. Dickinson had replaced Reverend Bates and married the PE teacher.
6. What did the changes in Ormskirk Grammar School imply?
- A. It is natural to make progress with time.
 - B. Education administration is important even for a town like Ormskirk.
 - C. A priest cannot be a good headmaster.
 - D. If one wants to have some scholastic achievement in one's school one must appoint a dean from a college department as the school's headmaster.

. Translation from English into Chinese

1. I like it because it was shot in Yorkshire in a beautiful part of England where the roads twist and turn as they pass from one place of beauty to another.
2. Primarily the action takes place in the rural areas of the county but it sometimes wanders into a more urban area and it did so on this occasion.
3. I started school on my third birthday because my best friend from across the street, who was older than I, had already started and I could not wait to join him.
4. He introduced many changes setting for himself the task of making sure that his Grammar School would soon gain a name for scholastic achievements.
5. I often wonder if the tradition, set by Mr. Dickenson, is still carrying on or whether it has become the victim of the modern education thinking in many countries of the Western world that believes that all children should have the same education in spite of some being brighter than others.

. Topics for Discussion and Writing

It is important that students are not only able to pick the correct answer out of four choices, they also should be able to answer the questions in the form of a short paragraph that summarises the answer in about 50 words.

1. What is the article mainly about?
2. Did the author enjoy life in his country?
3. What was the method of learning as remembered by the author?
4. Can you give a summary of what you know about Ormskirk Grammar School?
5. What was the difference between when the author started and when he left? What did the school gain after the author left?
6. What did the changes in Ormskirk Grammar School imply?

R ead More

Self-introduction

A

It 's really great to have a chance to introduce myself first. My name is Winny. I 'm from China. I 'm here in America for further study for my BA. I 'm going to be in America for two years. But I don 't think I 'm going to stay here any longer, because I already miss China very much. I enjoy being here, but I miss home at the same time.

B

Hello, glad to meet you all. My name is Howard Hu. I 'm 27 years old and I live in Guangzhou with my wife Selma. I 'm working as programmer for a network company. My major activity, however, is golf. Weather permitting, I play every day. My game has improved very much. I hope we would have a chance to play a game together in the future. Thank you!