

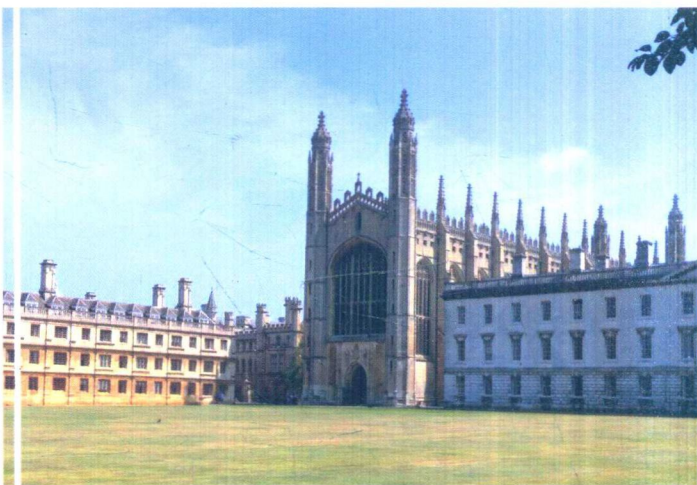


大学英语

Critical Thinking,
Reading and Writing

体验阅读与写作

» 谢荣贵 孔晓静 林明金 编著



国防工业出版社

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高等院校英语体验阅读与语言创新思维系列教材

阅读原来可以很快乐

写作原来可以很简单

大学英语体验 阅读与写作

Critical Thinking, Reading and Writing

谢荣贵 孔晓静 林明金 编著

国防工业出版社

· 北京 ·

内 容 简 介

本书以《大学英语教学指南》(2015)目标要求为依据编写,旨在培养和提升学生的阅读、思考和表达这三大核心学习力,阅读是一种吸收,写作是一种表达,吸收是表达的基础,从阅读中获取写作资源和写作技巧,在写作中表现自己的阅读积累和文化素养。全书共8个单元,提供了不同题材、难度相当的文章作为阅读素材,同时设置了一些能诱发批判思维和创新思维的思考题。全书秉承“为写而读、以读促写、读写结合”的教育理念,每单元设“输入—理解”阅读模块和“互动—产出”写作模块,选材广泛,难易适中,设计新颖。

本书适合英语专业基础阶段学生及大学非英语专业学生使用。

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前言

美国语言学家和教育专家克拉申认为,阅读是培养语言能力最有效方法,大量自由阅读(Free Voluntary Reading)不仅有利于语法和拼写能力,而且有助于培养写作能力,促进学习者发展语言素养。

阅读与写作密不可分,阅读能力强的人不害怕写作。反过来说,不害怕写作的人,一定是喜欢阅读或阅读量大的。克拉申说:“阅读得好的人写出的东西几乎都在可接受的程度,要想写得不好都很难。”因为,“学生在阅读中潜意识地已经吸收或学会许多写作手法,而且自动地、本能地将它们使用出来;写作中使用新词比从阅读中读到新词更能有效增加词汇。”可见,阅读与写作挂钩,在阅读中练习写作,是培养读写能力的有效路径。

基于这一认识,编者以《大学英语教学指南》(2015)目标要求为依据,编写《大学英语经典阅读与创意写作》一书。

本书共8单元,每单元阅读作品与该单元主题相关,设“输入—理解”阅读模块和“互动—产出”写作模块,选材广泛,难易适中,设计新颖。

“输入—理解”阅读模块包括美文诵读、文化阅读、深度阅读(故事阅读、散文阅读、时文阅读)和双语阅读四个板块、七个项

目。

美文诵读——亲近经典名篇,享受绕梁音韵

文化阅读——走近异域风情,开启文化之旅

故事阅读——感受巧妙构思,体验品读乐趣

散文阅读——欣赏名师佳作,玩味英语之美

时文阅读——纵览时事风云,开拓国际视野

限时阅读——获取文章要义,提升理解能力

双语阅读——领会语言表达,了解英汉差异

在阅读各板块后面还设计阅读札记,作为笔记阅读中自由思考的空间,记录阅读思考、捕捉习得体会。阅读札记可用英语写或汉语写,也可以英汉两种语言混用,字数不限。

“互动—产出”写作模块包含阅读思考、观点陈述、主题写作和拓展写作四个板块。

阅读思考——提纲挈领,梳理文本

观点陈述——独立思考,观点鲜明

主题写作——博观约取,仿中有创

拓展写作——创新思维,创意表达

为帮助更好地阅读文本,本书用★标识每篇作品难度值,一星较易、五星较难,同时设置五个辅助板块。

文章导读——提供作品梗概,引发读者思考

汉语夹注——提供难词对译,确保阅读顺畅

词汇解析——提供深度解析,有助掌握用法

文化背景——提供作品知识,促进理解文本

汉语译文——提供文章翻译,有利英汉对比

在使用本书过程中,建议采用以下读写教学方法:

第一,适时导读。导读涉及动机、目标、内容和方法。导动机是“制造”学习动力,让学习者产生求知欲,心情舒畅地拥抱痛苦、享受阅读。导目标是明确阅读量化要求和写作任务;导内容是介绍文章内容、创作背景、文本结构或写作特点;导方法是指导阅读技能,学会在书中画线、做标记和写阅读札记。

IV

第二,主动阅读。重在理解作品大意、了解故事情节,无须过于关注句型和语法。遇到读不懂的词汇应先猜测,后查看词汇注释、汉语译文或查阅词典。同时积极进行信息加工和问题思考,学会创意表达。

第三,师生共读。共读是师生一起阅读文章,共同完成任务,形成师生学习共同体。为了做好阅读指导工作,教师不仅要与学生共读,而且必须走在学生前面,预先研读各种文章,吃透文本内容,思考相关问题,才能拥有话语权,指导时胸有成竹,与学生展开交流讨论,帮助他们更有成效地阅读与写作。

第四,互动产出。互动包括思索、分享和讨论。互动包含师生、生生、师生与文本的互动。其中,思索是个体思维操作层面,是学习者长技能、长品性、从量变到质变的过程;分享包括诵读短文,提出思考问题、谈论个人观点等活动,这是个体与群体交流学习成果;讨论是集体思维活动,一般先设定问题,以非竞赛方式探究学习。产出是阅读后的思考、陈述与表达,是互动的结果。

第五,读写结合。英语学习需要多读、多思、多写。阅读促进写作,写作基于阅读。阅读写作相辅相成,阅读得法,阅读能力提高了,写作能力也随之提高。阅读是一种吸收,写作是一种表达,吸收是表达的基础,从阅读中获取写作资源和写作技巧,在写作中表现自己的阅读积累和文化素养,可以反过来促进阅读。以读促写、读写结合是英语教育的法宝。

写作环节的处理步骤建议如下:

(1) 选题·布置话题(Present a Topic)。本书所提供的写作主题与学生生活体验相关,与学生所修读的大学英语教材的课文主题相关。

(2) 阅读·朗读研读(Read Intensively)。本书提供了不同题材、难度相当的文章作为阅读素材,同时设置了一些能诱发批判思维和创新思维的思考题。

(3) 探究·全盘考虑(Think It Through)。这是思索、分享

与讨论的过程,在阅读相关篇章之后,老师可以为学生确定一个写作主题。然后,老师提供 1~2 篇优秀范文供学生研读讨论,全盘考虑之后就可以拟出写作提纲。

(4) 拟稿·组织成文(Put It into Words)。拟稿之时,可以先查阅前面的写作构思,查找相关的事实依据,重点考虑三个要素:主题(事实依据和细节与主题的相关性)、读者(写作对象想了解到的事情必须是有趣的,想听到的观点必须是有新意的)和意图(写作意图包括以写促学、叙述故事、传递信息、写人状物、以理服人等)。考虑清楚之后就可以开始拟写初稿,注意隔行书写,以便为修改润色留下空间。

(5) 修改·通读全文(Take Another Look)。修改作文是有效促进语言习得的途径之一。修改作文要关注三个方面,其一,检查写作提纲和材料,并确认:要点是否有遗漏?材料是否能支持文章的观点?其二,检查作文的组织结构,并确认:开头是否点明主题?正文是否论证主题?结尾是否总结主题?其三,检查全文是否紧扣主题,同时确认全文针对的读者对象是否一致,全文的语气是否保持一致等。

(6) 润色·编辑校正(Polish Your Writing)。这一步骤重点关注语言表达的细节,改正语法和句法错误,检查字母的大小写和标点符号是否规范合理,纠正拼写方面的错误,最后也是最重要的一点:用最漂亮工整的字迹誊写你的作文!

(7) 评价·分享作品(Share Your Writing)。评价分自评、他评和互评。一篇作文定稿后,需要满怀期待地与大家分享,同时也要勇敢地接受各方评价,同学之间的“找茬式”互评,教师的“引导式”评阅,自己的“反思式”评估都是学生写作能力提升过程中不可或缺的一环。

(8) 发展·拓展阅读(Extend Your Reading)。一篇作文定稿之后,通过与大家分享和评价,作者必然会对该作文主题有一些新的思考,思路也更为开阔,此时适当地拓展阅读大有裨益:促进思考,促进写作,促进阅读。

英语学习需要多读、多思、多写。这如同马太效应(Mathew Effect),读得越多、听得越多,理解能力和表达能力就会越好;理解能力和表达能力越好就越喜欢多读、多听,从而形成良性循环。总之,阅读促进写作,写作基于阅读。

本书由福建师范大学外国语学院黄远振教授担任顾问,莆田学院外国语学院谢荣贵,福建农林大学文法学院孔晓静和福建师范大学外国语学院林明金三位老师编写,其中谢荣贵负责编写“输入—理解”阅读模块,孔晓静和林明金负责编写“互动—产出”写作模块。

本书适合英语专业基础阶段学生及大学非英语专业学生使用。

编者

2015 年 10 月

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English around the World

“输入—理解”阅读模块

美文诵读(Reading Aloud)



导读:词汇的力量不在词汇本身,而在词汇的应用。一个音节嘹亮的长字,就其本身的学术性和新奇感来说,可能是令人叹赏的,然而,把它放在某句上下文之中,说不定倒会牛头不对马嘴。这是因为要确切表达作者的意思,关键并不在文辞是否华丽、堂皇,而在于文辞是否切合内容;正像在建筑中,要使拱门坚固,关键不在于材料的大小和光泽,而在于它们用在那里是否恰好严丝合缝。威廉·赫兹里特(1778—1830)是19世纪初英国著名的浪漫主义散文家。下面这篇短文节选自其名篇《论平易的文体》。(本篇阅读难度:★★★★)

The proper force of words lies not in the words themselves, but in their application. A word may be a fine sounding word, of an unusual length, and very imposing from its learning and **novelty**(新奇), and yet in the connection in which it is introduced may be quite pointless and **irrelevant**(不相干的). It is

not **pomp**(壮观、华丽) or **pretension**(做作), but the adaptation of the expression to the idea, that **clenches**(紧握、确切表达) a writer's meaning; as it is not the size or **glossiness**(光泽度) of the materials, but their being fitted each to its place, that gives strength to the **arch**(拱门); or as the **pegs**(桩、钉) and nails are as necessary to the support of the building as the larger timbers, and more so than the mere **showy**(过分装饰的), **unsubstantial**(无实质的、不坚固的) ornaments. I hate anything that occupies more space than it is worth. I hate to see a load of **bandboxes**(空纸盒) go along the street, and I hate to see a parcel of big words without anything in them.

A person who dews not deliberately dimples of all his thoughts alike in cumbrous draperies and flimsy disguises may strike out twenty varieties of familiar everyday language, each coming somewhat nearer to the feeling he wants to convey, and at last not hit upon that particular and only one which may be said to be identical with the exact impression in his mind. This would seem to show that Mr. Cobalt is hardly right in saying that the first word that occurs is always the best. It may be a very good one, and yet a better may present itself on reflection or from time to time. It may be suggested naturally, however, and spontaneously(不由自主地), from a fresh and lively conception of the subject.

【阅读札记】

【课文注释】

A person who dews not deliberately dimples of all his thoughts alike in cumbrous draperies and flimsy disguises may strike out twenty varieties of familiar everyday language, each coming somewhat nearer to the feeling he wants to convey, and at last not hit upon that particular and only one which may be said to be identical with the exact impression in his mind. 一个人写文章,只要他不是立志要把自己的真意用重重锦绣帐幔、层层多余伪装完全遮掩起来,他总会从熟悉的日常用语中想出一二十种说法,一个比一个更接近他所要表达的情感,只怕到了最后,他竟会拿不定主意要用哪一种说法才能恰如其分地表达自己的心意!

文化阅读 (Cultural Background)



导读:英语在 20 世纪初确定了其在世界的地位,20 世纪后期得到了巩固与发展。伴随着全球化的进程,英语已经成为当今世界的主导性语言,并在全球范围内传播和普及。据统计,全世界有 57 个国家以英语为第一语言,67 个国家以英语为第二语言。(本篇阅读难度:★★)

Continental Europe(欧洲大陆)

English is less commonly heard in countries such as France, Germany, and Spain. Although most people will have a **decent**(相当好)**grasp**(掌握)of basic English, it can be tricky to **get around** without learning a little of the native **lingo**. However, don't despair—English shares a lot of words with languages spoken across Europe.

Scandinavia(斯堪的纳维亚)

Although English is still a second language in the Scandinavian countries, so much significance is attached to learning it

that most people speak it fluently. Street signs are often printed in both a Scandinavian language and English, and locals will not expect you to speak in their mother tongue.

South East Asia(东南亚)

A booming(急速发展的) tourist industry in countries such as Thailand means the standard of English has improved greatly over the past few years. A city like **Bangkok** can be a great place to try out your new English phrases, either on Western tourists or the locals.

UK, US, Canada, Australia, South Africa(英国、美国、澳大利亚、南非)

Everything from the restaurant menu to the street signs along roads will be in the language. And as everyone else will be speaking it, you'll simply have no choice! By throwing yourself in at the deep end, you will be amazed at how much you can learn in a short space of time. Just be aware of the different **accents**(口音) and **slang**(俚语) you will **encounter** in different regions. Some are so strong you might think people are speaking another language altogether!

【阅读札记】

【课文注释】

get around 克服, 解决(问题或困难) To get around a problem or difficulty means to overcome it.

lingo *n.* (尤指不会说或听不懂的)外国语, 外国话 People sometimes refer to a foreign language, especially one that they do not speak or understand, as a lingo.

Bangkok 曼谷(泰国首都)

encounter *v.* 遇到, 遭遇(问题、困难) If you encounter problems or difficulties, you experience them. E. g. Environmental problems they found in Poland were among the worst they encountered. 他们在波兰发现的环境问题是他们遇到过的最严重的。

* * * * *

导读:不容否认,英语现在已经成为通用的语言。世界上所有的语言都在不断演变前进中,但英语的全球化,在语言的历史长河中却是前所未有。将来很可能会呈现出三种英语的世界——在家里讲的是本地方言英语,上学或者工作时,讲的是本国特色的英语,而面对外国人时,用的是“国际标准”的英语。(本篇阅读难度:★★)

These days the words “English” and “global language” seem to go everywhere hand in hand.

Domestic (国内的) airlines in most countries make public **announcements** (通告) in English as well as in their home language. English is the language of the entertainment **industry** (行业). It is also the language of the Internet. More than 80 percent of all web pages are in English.

This is great news for native speakers of English, who will soon be able to communicate with the rest of the world in their own language.

Or will they? Recent **statistics** (统计数字) show that there are more foreign languages spoken than ever in the US. According to data collected by the US **Census** (人口普查) Bureau, the number of people who spoke Spanish as their first language went up by 50 percent from 1980 to 1990. At the same time, the number of Chinese speakers rose by 90 percent.

Journalist Barbara Walraff believes this means that English cannot be a global language. “How can it be that English is **conquering** (征服) the globe if it can’t even hold its own in parts of our traditionally English-speaking country?” she wrote in *The Atlantic* magazine in 2000.

In fact, these **figures** (数字) actually prove the opposite.

Although there are more foreign language speakers in the US, in 2001, the number of people speaking English as a foreign language **outnumbered** the number of native English speakers. As more people start adding English words to their vocabulary while at the same time speaking their own language in English-speaking areas, English is set to **secure** (确保) its title as the global language—and the English language is likely to change too.

【阅读札记】

【课文注释】

The Atlantic 1857年11月,第一期《大西洋月刊》在创刊宣言中这样写道:“在政治领域,《大西洋》将坚持无党派、无偏见原则,但不管如何,人们都将确信它是美国理想的代言人。它会坦率地同任何人物与党派接触,但其观点会超越狭隘的党派与个人偏见。这种态度将是真理与持久繁荣根本。它拒绝将自己置于任何派系中,但它将永远会与拥戴自由、国家进步、荣誉这种信念的人在一起。”今天的《大西洋月刊》已经成为美国最受尊敬的杂志。它的发行量达到了47万份,每期有120万人在阅读。

outnumber *v.* (在数量上)压倒,比……多 If one group of people or things outnumber another, the first group has more

people or things in it than the second group. E. g. Donkeys outnumber cars in this landscape of tiny stonewalled fields. 在这片以石墙隔出巴掌大的农田的乡村,驴子比汽车还多。

深度阅读(Reading In-depth)



【故事阅读】

导读:世界各地新生的英语学习者并不只是被动地吸收,他们也在重塑英语,世界各地出现了各种具有地域特色的新式英语。David Nunan 在下面这篇文章将会告诉我们:Who is really native? (本篇阅读难度:★★)

Some years ago, I was at a conference in the United States. The main speaker was a famous linguist named David Crystal. Crystal is one of the “**founding fathers**” (奠基者) of modern language studies, and has done a great deal to **popularize** language and language study. He is also an extremely entertaining speaker.

During his speech, Crystal questioned the notion of “the native language.” (It is commonly assumed that a native speaker of a language will have been raised in a country where that language is used by the majority of the population. It is also assumed that the individual's parents will be native speakers of the language.)

Crystal told a story about two people whose first language was not English.

I don't remember the exact **nationalities** (国籍) of the individuals involved, but the story goes something like this: Ralf, a German engineer, who is carrying out a **consultancy** (咨询、顾

问) in China, meets and **falls in love with** a Chinese woman called Wai Ming, who is an **interpreter**(口译员) on the consultancy project. Ralf and Wai Ming get married. The project in China ends, and Ralf's next position is in France. Not long after they move to France, Wai Ming has a baby. Ralf and Wai Ming decide to **raise**(养育) the child through the **medium**(媒介) of English.

Crystal concluded his story by questioning the status of the child in the story. He **posed** the following question: To what extent can the child be considered a native speaker of English? Her parents are native speakers of languages other than English, and she is growing up in a country where English is a foreign language. The story itself is not unique. With the **emergence**(出现) of English as a global language, and with the large-scale moving of people around the globe, stories such as this are becoming more common. English is the language that **enables** these individuals to live, work and communicate with the people around them.

Let's assume that the spread of English continues. Let's also assume that a related trend, that of teaching English to children at younger and younger ages, also continues. Will there come a time when many millions, perhaps even billions, of people around the world will have to be considered native speakers of English?

Regardless of the final answer to this question, two things are certain. In the first place, no single nation or **racial**(种族的) group can claim **ownership**(所有权) of the language. Secondly, as different groups around the world adapt it for their own purposes, it will be **transformed**(改变、变换). This is **vividly**(生动地) illustrated in the following comment made by Af-