

安徽省高等学校“十一五”省级规划教材

主编 / 郝涂根

新 ³
New Target
目标
大学英语泛读
College English Extensive Reading

本册主编 / 曹军 陈文

中国科学技术大学出版社

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New Target College English Extensive Reading



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中国科学技术大学出版社

图书在版编目(CIP)数据

新目标大学英语泛读. 3/郝涂根主编;曹军,陈文分册主编. —合肥:中国科学技术大学出版社,2008. 9

ISBN 978-7-312-02377-4

I. 新… II. ①郝… ②曹… ③陈… III. 英语—阅读教学—高等学校—教材 IV. H319. 4

中国版本图书 CIP 数据核字(2008)第 094933 号

出版发行 中国科学技术大学出版社
安徽省合肥市金寨路 96 号 邮编:230026
网址: <http://www.press.ustc.edu.cn>

印刷 安徽辉隆农资集团瑞隆印务有限公司
经销 全国新华书店
开本 710mm×960mm 1/16
印张 15.25
字数 280 千
版次 2008 年 9 月第 1 版
印次 2008 年 9 月第 1 次印刷
定价 23.00 元

前 言

教育部《大学英语课程教学要求》规定:大学英语课程以英语语言知识与应用技能、学习策略和跨文化交际为主要内容,其目标是培养学生的英语综合应用能力。改革后的大学英语四、六级考试,也侧重于考查学生的英语应用能力,提高了阅读理解的难度和阅读速度,以测试快速捕捉信息的水平。我们以此为依据,编写了《新目标大学英语泛读》。

本教材以凸显文化性为主要特色,注重选择了一些有关中西方文化、教育理念、学习策略以及科技、经济、社会生活等方面的文章。我们从普通高校非英语专业学生入学时英语水平的实际情况出发,同时紧扣大学英语四、六级考试新题型,设置了丰富多样的练习题,从内容到练习形式,都极力体现《大学英语课程教学要求》中有关大学英语泛读教学的指导理念,以期满足普通高校非英语专业大学生学习英语的需求。

本教材 1 套 4 册,每册 15 单元,每单元围绕一个主题,由三大部分构成:

Part I Text: 主题性文章一篇。文章前配有相关插图和汉语阅读提示,以便于学生把握学习方向。生词采用边注形式,有助于学生排除阅读障碍。文后附有难句译文及形式多样的练习题。

Part II Skimming and Scanning: 快速阅读文章 1 篇。文中生词采用夹注形式,练习题形式多样,有判断练习、完成句子练习和填表练习等。

Part III Reading in Depth: 仔细阅读文章 2 篇。第一篇文章的练习题形式为填词和简短问答题,旨在提高学生的书面表达能力。第二篇文章配有 5 个与四、六级考试阅读理解题型相同的选择题。

需要说明的是,我们在本教材文章素材的选取上,注重了知识性、趣味性、时代性,同时着重选编了一些有关中国文化和学习策略的文章,相信这对于拓宽同学们

的英语表达领域、增强自主学习观念会有所帮助。期望同学们通过对本教材的学习,提高对英语学习的兴趣,养成独立阅读的良好习惯,增强国际交际能力。

《新目标大学英语泛读》编委会

2008年6月

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Unit 1

Autonomous¹ Learning

Part I Text

Learner Autonomy

自主学习是现代教育领域中的一个热门话题。学会如何学习,具备终身学习的理念,是对21世纪高素质人才的基本要求。



Over the last two decades, the concepts of learner autonomy and independence have gained momentum², the former becoming a “buzzword³” within the context of language learning. It is a truism⁴ that one of the most important spinoffs⁵ of more communicatively oriented language learning and teaching has been the premium placed on the role of the learner in the language

1. ★ autonomous /ɔ:'tɒnəməs / *adj.* 独立自主的
2. ★ momentum /məʊ'mentəm / *n.* 势头
3. ◆ buzzword /'bʌz wɜ:d / *n.* 时髦词语
4. ◆ truism /'tru:izəm / *n.* 自明之理; 不言而喻的事; 老生常谈

注: ★ = 较高难度的词 ▲ = 更高难度的词 ◆ = 超纲的词

5. ◆ spinoff /'spɪnɔ:f /
n. 派生产品, 副产品
6. go without saying
(口) 不用说, 不言而喻
7. vacuum /'vækjʊəm /
n. 真空
8. ◆ reshape /'ri:ʃeɪp /
vt. 使再成形, 再塑造
9. so to speak [用作插入语] 可以说; 容许我打个譬喻; 恕我直言
10. ▲ conducive /kən'dʌktɪv /adj. 有助的, 有益的
11. age-old adj. 存在很久的; 古老的
12. plague /pleɪɡ /vt. 使痛苦, 使烦恼
13. ★ redundant /rɪ'dʌndənt /adj. 多余的
14. ◆ perennial /pə'reniəl /adj. 四季不断的, 终年的, 长期的
15. ★ responsive /rɪ'spɒnsɪv /adj. 应答的; 响应的
16. ▲ intervention
/ɪntə'veɪʃən /n.
(由父母对孩子进行指导的) 介入教学
17. static /'stætɪk /adj. 静态的

learning process^①. It goes without saying⁶, of course, that this shift of responsibility from teachers to learners does not exist in a vacuum⁷. It is the result of a chain of changes from the curriculum itself to a more learner-centered kind of learning. What is more, this reshaping⁸, so to speak⁹, of teachers' and learners' roles has been conducive¹⁰ to a radical change in the age-old¹¹ distribution of power and authority that used to plague¹² the traditional classroom. Cast in a new perspective and regarded as having the capacity for critical reflection, decision-making, and independent action, autonomous learners, are expected to assume greater responsibility for, and take charge of, their own learning.

However, learner autonomy does not mean that the teacher becomes redundant¹³, giving up his/her control over what is occurring in the language learning process. In the present study, it will be shown that learner autonomy is a perennial¹⁴ dynamic process responsive¹⁵ to educational interventions¹⁶ rather than a static¹⁷ product, or a state, which is reached once and for all¹⁸. Besides, what permeates this study is the belief that in order to help learners assume greater control over their own learning it is important to help them become aware of and identify the strategies that they have already used or could potentially use.^② At any rate, individual learners differ in their learning habits, interests, needs, and motivations, and develop varying degrees of independence throughout their lives.

The term learner autonomy was first coined¹⁹ in 1981 by Henri Holec, the "father of learner autonomy". Many definitions have since been given to this term,

depending on the writer, the context and the level of debate that educators have come to²⁰. Some of the most well-known definitions in present literature are as follows:

(1) Autonomy is the ability to take charge of one's own learning.

(2) Autonomy is essentially a matter of the learner's psychological²¹ relation to the process and the content of learning.

(3) Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions.

(4) Autonomy is a recognition of the rights of learners within educational systems.

One of the key aspects to consider in defining learner autonomy is whether we view it as a means to an end (learning a foreign language) or as an end in itself (making people autonomous learners). These two options do not exclude²² each other, and both of them can be part of our views on language learning or learning in general.

To all intents and purposes²³, the autonomous learner plays an active role in the learning process, generating ideas and availing²⁴ himself or herself of learning opportunities, rather than simply reacting to various stimuli of the teacher.^③ As we shall see, this line of reasoning operates within, and agrees with, the theory of constructivism²⁵. The autonomous learner is a self-activated²⁶ maker of meaning, an active agent in his own learning process. He is not the one to whom things merely happen; he is the one who, by his own will,

18. once and for all 一劳永逸地; 永远地

19. ◆ coin /kɔɪn/ vt. 杜撰(新字等)

20. come to 涉及; 谈到

21. psychological /sai kə'ɒlədʒikəl/ adj. 心理的

22. exclude /iks'klud/ vt. 不包括, 排斥

23. to all intents and purposes 几乎在一切方面, 实际上

24. ★avail ə'veil/ vt. 有助于, 有益于

25. ◆constructivism kən'strʌktɪvɪzəm/ n. 建构主义

26. ★self-activated /self'æktɪveɪtɪd/ adj. 自我激活的

27. ★ self-initiated /sel

fɪ'nɪʃɪətɪd /adj. 自
己发起的, 自创的

28. ◆ rote /rəʊt /n. 死

记硬背

29. ★ memorization

/ɪ'memərəɪ'zeɪʃən /

n. 记忆

30. at all costs 不惜任

何代价, 无论如何

31. ★ hypotheses /haɪ

'pɒθəsɪz n. 假设

(pl.)

hypothesis /haɪ'pɒθəsɪs

n. 假说, 假设

causes things to happen. Learning is seen as the result of his own self-initiated²⁷ interaction with the world.

Within such a conception, learning is not simply a matter of rote²⁸ memorization²⁹; it is a constructive process that involves actively seeking meaning from (or even imposing meaning on) events. Within the context of education, though, there seem to be seven main attributes characterizing autonomous learners:

(1) Autonomous learners have insights into their learning styles and strategies;

(2) Autonomous learners take an active approach to the learning task at hand;

(3) They are willing to take risks, i. e., to communicate in the target language at all costs³⁰;

(4) They are good guessers;

(5) They pay attention to form as well as content, that is, they attach importance on accuracy as well as appropriateness;

(6) They develop the target language into a separate reference system and are willing to revise and reject hypotheses³¹ and rules that do not apply;

(7) They have a tolerant and outgoing approach to the target language.

— <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>

(743 words)

Notes

① It is a truism that one of the most important spinoffs of more communicatively oriented language learning and teaching has been the premium placed on the role of the learner in the language learning process.

语言教学更重视交际, 由此产生的最重要的派生物之一, 即高度重视语言学习

过程中学习者的作用。这是不言而喻的。

② Besides, what permeates this study is the belief that in order to help learners to assume greater control over their own learning it is important to help them to become aware of and identify the strategies that they already use or could potentially use.

此外,贯穿本项研究的观点是:为帮助学习者更好地把握他们自己的学习,帮助他们发觉和确定自己已经使用的或者可能使用的策略是重要的。

③ To all intents and purposes, the autonomous learner takes an active role in the learning process, generating ideas and availing himself or herself of learning opportunities, rather than simply reacting to various stimuli of the teacher.

实际上自主学习者在学习过程中发挥了积极作用,产生想法并利用学习机会,而不是仅仅对老师给出的各种刺激做出反应。

Exercises

I. Decide whether the following statements are true (T) or false (F) according to the text.

- () 1. More communicatively oriented language learning and teaching has attached great importance to the role of the learner in the language learning process.
- () 2. The distribution of power and authority used to be harmful to the traditional classroom teaching.
- () 3. Learner's autonomy can be achieved by the learners without the instruction of the teacher.
- () 4. We should either see autonomous learning as a means to an end, or as an end in itself. The two views are incompatible.
- () 5. One characteristic of autonomous learners is that they pay attention to language content instead of language form.

II. Fill in the blanks in the following sentences, using the words or phrases given below. Change the form where necessary.

attend	avail oneself of	impose	go without saying	so to speak
come to	at all costs	exclude	plague	revise

1. It _____ that children should not play with guns.
2. There were 30 people in the hotel, _____ the hotel workers.
3. When it _____ politics, I know nothing.
4. You must stop the press from finding out the truth _____.
5. I wish I _____ to his advice.
6. I would like to _____ myself of this opportunity to express our heart-felt thanks to the hostess for what she has done for us.
7. He _____ on me his own ideas about the novel.
8. I'll prepare a _____ estimate for you.
9. Therefore I think we must, _____, resort to more extreme measures.
10. The area is _____ by soil erosion and flooding.

III. *Put the following into Chinese.*

1. Over the last two decades, the concepts of learner autonomy and independence have gained momentum, the former becoming a “buzz-word” within the context of language learning.
2. What is more, this reshaping, so to speak, of teacher and learner roles has been conducive to a radical change in the age-old distribution of power and authority that used to plague the traditional classroom.
3. At any rate, individual learners differ in their learning habits, interests, needs, and motivation, and develop varying degrees of independence throughout their lives.
4. Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation

of those decisions.

IV. *Discuss the following questions.*

1. **What's your understanding of autonomous learning?**
2. **Discuss the ways to take charge of one's own learning.**

Part II *Skimming and Scanning*

Learner autonomy: what and why?

In our plenary (全体出席的) talk at JALT (Japan Association for Language Teaching 日本语言教学协会)98 we shall illustrate, interpret, and theorize (从理论上说明) some of the things that happen in a foreign language classroom where the teacher is intent (专注的) on fostering (促进) the development of learner autonomy. In our other contributions to the conference we shall explore specific issues related to learner autonomy in greater depth. Here, by way of introduction, we briefly explain what is learner autonomy and why we think it is important.

What is learner autonomy?

It is generally agreed in the theoretical literature that learner autonomy grows out of the individual learner's acceptance of responsibility for his or her own learning. This means that learner autonomy is a matter of explicit or conscious intention: we cannot accept responsibility for our own learning unless we have some idea of what, why, and how we are trying to learn. The learner must take at least some of the initiatives that give shape and direction to the learning process, and must share in monitoring progress and evaluating the extent to which learning targets are achieved. The pedagogical justification (正当的理由) for wanting to foster the development of learner autonomy rests on the claim

that in formal educational contexts, reflectivity(思考) and self-awareness(自我意识) produce better learning.

Terminology(术语)

The ideas that cluster(群集) around the concept of learner autonomy have also been promoted under banners such as, “humanistic language teaching”, “collaborative learning”, “experiential(经验的) learning”, and “the learning-centered classroom”. We prefer the term “Learner autonomy” because it implies a holistic(全盘的) view of the learner as an individual. This seems to us important for two reasons. First, it reminds us that learners bring to the classroom a personal history and personal needs that may have little in common with the assumed background and implied needs on which the curriculum is based. Secondly, it reminds us that the ultimate measure of success in second or foreign language learning is the extent to which the target language becomes a fully integrated part of the learner’s identity.

Learner autonomy and freedom

The term “autonomy” is semantically(语义上地) complex. It carries a strong implication of freedom. The question is, of course, freedom from what? Learner autonomy has been interpreted as freedom from the control of the teacher, freedom from the constraints of the curriculum, and even freedom to choose not to learn. Each of these freedoms must be confronted and discussed in any serious consideration of learner autonomy, but for us the most important freedom that autonomy implies is the learner’s freedom from self, by which we mean his or her capacity to transcend(超出) the limitations of personal heritage. In our view this is the most important sense, educationally and linguistically(语言地), in which the development of autonomy empowers the individual learner.

Autonomy in developmental learning and experiential learning

It is a mistake to suppose that learner autonomy rests on capacities that come into play only in contexts of formal learning. After all, autonomy in a general behavioral sense is one of the obligatory(强制性的) outcomes

of developmental learning and experiential learning. For example, first language acquisition succeeds only to the extent that the child becomes an autonomous user of her mother tongue. Similarly, the learning through experience that helps to define what it is to be human serves the purpose of enlarging the capacity for autonomous behavior. In this sense, even the most teacher-dependent learners practice a wide range of autonomous behavior outside the classroom, which implies that in principle all learners should be capable of autonomous behavior in the classroom.

The continuity(持续性, 连续性) between autonomy in developmental learning and experiential autonomy in learning on the one hand and learner autonomy in formal educational contexts on the other is by no means straightforward. Whereas developmental learning and experiential learning proceed for the most part without an explicit agenda(工作计划), formal learning is by definition a matter of conscious intention. In the world outside the classroom, we may achieve a high degree of general behavioral autonomy without being explicitly aware of the fact. But when the development of learner autonomy is central to our pedagogical agenda, we cannot help but make it a matter of conscious intention, as we noted in our introductory definition. Of course, individual learners will always differ in the degree to which they develop the capacity for reflective thinking that is central to the concept of learner autonomy. But this is only to acknowledge that some learners are more successful than others.

Learner autonomy does not mean learner isolation

Because the term autonomy focuses on individuality and independence, it is sometimes assumed that learners make the best and fastest progress when they work on their own. According to this view, classrooms are a matter of administrative convenience, a necessary evil. This, however, is a mistake. We are social creatures, and as such we depend on one another in many ways. Without the stimulus and comfort of social interaction, for example, child development is disastrously impaired(损害). It is our condition that we learn from one another. Thus, the

independence that we exercise through our developed capacity for autonomous behavior is always conditioned and constrained by our inescapable interdependence. In contexts of formal learning as elsewhere, we necessarily depend on others even as we exercise our independence. This implies a positive view of classrooms as places where teachers and learners can collaborate(合作) to construct knowledge. More precisely, classrooms are physical environments where teachers and learners have the opportunity to become a learning community. When the focus of learning is a second or foreign language, the target language itself is one of the principal tools with which that collaborative process is shaped.

The textbook

In most language classrooms, including most so-called communicative classrooms, a textbook is often used as the starting point. The textbook serves as the script of the learning process that teachers seek to enact with their learners. However much the textbook may try to take account of learners' needs and interests, it is essentially external to them. In most cases it rests on the assumption that learning will take place as the teacher guides her learners through each successive unit. This implies a view of learning as an indirect process: knowledge, skills, and expertise are gradually transferred from the textbook to the learners. Individual interests and needs, affective factors, and motivations are all important issues that this view of learning does little to accommodate, except by accident. Some learners nevertheless succeed in developing a high degree of proficiency in the target language, and in doing so they also develop a high degree of autonomy, but again by accident.

— <http://jalt-publications.org/tlt/files/98/oct/littledam.html>
(1091 words)

1. Read each of the following statements. Write "Yes" if the statement agrees with the information given in the passage; write "No" if the statement contradicts the information given in the passage; write "Not Given" if the information is not given in the passage.

1. The passage is mainly about how learner autonomy is understood and why it is important.
2. Learner autonomy means that the learners are responsible for their own learning only when they have realized what, why, and how they are trying to learn.
3. The most important freedom that autonomy implies is the learner's freedom from the control of the teachers.
4. Outside the classroom, the learner cannot achieve a high degree of general behavioral autonomy.
5. The best and fastest progress is made when learners work independently.
6. In contexts of formal learning as elsewhere, it is unnecessary for us to depend on others when we learn to work independently.
7. The view that learning will take place as the teacher guides his/her learners through each unit of textbooks one by one implied a one-way process of learning.

II. *Complete the sentences with the information given in the passage.*

1. Compared with developmental learning and experiential learning that proceed for the most part without an explicit agenda, formal learning is by definition a matter of _____.
2. The independence that the learners exercise through their developed capacity for autonomous behavior is always _____ by their inescapable interdependence.
3. A textbook is taken as their _____ by most language classrooms, including most so-called communicative classrooms.

Time required: 15 minutes

Time used: _____ minutes