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Learner Autonomy Series

大学英语

2

自主阅读



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大学英语自主阅读

Learner Autonomy Series

第二册

Book Two

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前言

随着我国现代化建设和改革开放的纵深发展,对既懂专业又熟练掌握外语的优秀人才的需求日益迫切,这无疑给大学英语教学提出了更新、更高的要求。因此,提高大学英语学习者综合素质,转变和更新大学英语学习者的学习理念,满足国家建设对人才的需求,成为了《大学英语自主阅读》的主攻方向和探索目标。

编写原则:根据《大学英语课程教学要求》(试行)的精神和要求,结合当前大学英语教学改革的发展趋势,力图以建构主义为理论基石,构筑“以动机为先导,以兴趣为动力,以学生为中心,以任务为基础,以自学为途径”的全新教学理念,编写了本套以自主学习为中心的新型教材。

编写思路:本着打造精品教材的宗旨,针对学习者的特点和大学英语教学现状,我们首先确定了编写的根本原则,由一批深谙大学英语教学理念且富有经验的专家和一线老师牵头设计了全书框架,精心编写出了两个样课单元并在学生中试用,然后以问卷调查及座谈的形式就教材体例、板块结构、文章题材等方面广泛征集了反馈信息,并以此为依据对教材进行反复修改,力求达到材料的最优组合和体系的最佳平衡,同时力求保持教材的科学性、趣味性和可操作性。

教材特色:在素材选取方面,本套教材注重精泛并举,涵盖了人文、地理、文学、法律、经贸、名人演讲、高科技等领域;在学习方式方面,本套教材突出了“自主性”,强调从学习者的学习兴趣、生活经验和认知水平出发,倡导自主、体验和实践的学习方式;在操作方式上,本套教材突出了“在读中练,在练中学,在学中用,在用中学”的特色,贴近学习者、贴近现实生活,从而更易于操作和自主学习。

本套教材从内容到形式都有不少新的尝试。但是不足之处在所难免,我们会虚心听取各位同行和学习者的宝贵意见,不断加以完善。

编者

2005年1月

使用 说明

本套教材共4册。每册共12个单元,并配有两套水平自测题,每个单元紧扣一个特色主题(theme)展开,融知识性与趣味性于一体。

第一、二册由以下四个部分构成:

Part One Comprehensive Reading (综合阅读)

1) Pre-reading Activities —主体课文热身活动,由Lead-in Questions 和 Word Warming-up 两部分组成,藉此扫清阅读中的部分单词障碍,增强学习者的阅读信心,同时训练其根据语境猜词的能力,提升阅读前的预期感。

2) Text —单元主体课文,由精选时文及美文佳作组成。文中生词均附在当页下方,以便学习者查阅;重要词组和难句难点均进行归纳和详注,有助于学习者明确语言要点、释疑解惑。

3) Post-reading Exercises —本部分旨在让学习者全方位掌握文章主旨并通过不同类型的练习内化语言知识。参考译文及练习答案附于每册书后,便于学习者自测自评。

Part Two Reading Skill and Word Building (阅读技巧与词形构造)

此部分对专项阅读技巧和词形构成进行精讲精练,以全面提高学习者的阅读能力,扩大学习者的词汇量,并减少学生在阅读过程中对词典的依赖。

Part Three Fast Reading (快速阅读)

本部分旨在使学习者透过海量资讯,快速获取所需信息,从而提高阅读速度。

Part Four Reading for Pleasure (趣味阅读)

秉持“外语学习是一种愉快的体验”的理念,我们设计了Reading for Pleasure 这一辅助板块,精选幽默故事、名人名言,采撷美文编汇诵读菁华,希望学习者既能领会到英语学习的愉悦,又能浸润感受英语语言的魅力,以缓解学习压力。

第三、四册大致沿承了第一、二册的体系,保留了Part One 和 Part Four 两个板块,并各自新增了一个特色板块。第三册中的Part Two 设置为Translation Skill (翻译技巧),对翻译的基本理论及技巧进行了讲与练,旨在提高学生的翻译能力;第四册中的Part Two 则设置为Figures of Speech (修辞手法),旨在培养学习者的修辞素养,提高鉴赏评析文章的能力。第三、四册中的Part Three 则设置为Reading for Test (阅读测试)。

本套教材拟定两个学年完成,建议一学期完成一册的学习任务,每个单元的学习时间以一周半为宜,而对于水平自测题,建议学习者能尽量在规定的两个小时之内完成。学习者也可根据个人情况参照我们的建议妥善调整。

编者

2005年1月

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UNIT ONE

The Art of Making Friends

Most people have one or two close or old friends in their lives, but how can you bring a new life to old friendship, enhance your old friendship and keep it fresh and resilient? This unit will give you some tips on strengthening your relationship with your old friends.

Besides, you will learn about:

- how to help your friends out of depression;
- the reading skill — patterns of organization (I);
- some suffixes: -er, -ee, -or, -is, etc.



Part One

Comprehensive Reading



Pre-reading Activities



I Lead-in Questions

1. There is a famous English proverb that goes: A friend in need is a friend indeed. What do you think of it?
2. Do you agree that friends should always keep in close contact? Why or why not? And what is your suggestion on maintaining friendship?



II Word Warming-up

Directions: All the italicized words in the sentences below are taken from the following text. Use the context provided to determine their meanings. Write a definition, synonym, or description for each of them.

1. Air and water are *indispensable* to life.
2. Those speeches do nothing to *enhance* your status in the company. You should work hard so as to get a promotion.
3. To achieve our aim, we should *count on* cooperation, hard work, mutual understanding between each other.
4. You should *reinforce* your argument with more details, evidences and theoretical ground so that it will become more convincing.
5. We should not let our great course become *stagnant*. We should work hard to inject fresh life into it with advanced technology so that it will move forward.



Text

Old Friends, Good Friends

Kathryn Rose Gertz

- 1 More than 30 years ago, when I took my first job in New York City, I found myself working with a number of young women. Some I got to know just in passing, but others gradually became my friends. Today, six of these women remain a **vibrant**^[1] part of my life. They are more than simple friends, more even than close friends. They are **old** friends, as indispensable as sunshine and more dear to me than ever. According to many experts, I am certainly not alone: Most people at midlife attach great importance to long-term friendships.
- 2 The reason why the years draw us back to — and closer to — these **abiding**^[2] attachments has to do with perspective. Not only do we come to appreciate the texture of old friendships, but we also view them from the vantage point of accumulated years. These people share a long-standing history with us and provide a **reassuring**^[3] sense of balance and continuity.
- 3 In fact, old friends are a lot like promises. They put reliability into the uncertainty of life and establish a reassuring link between the past, present, and future. But no matter how far back a good friendship goes, it remains a work in progress, forever in need of attention. Here are some suggestions on how to enhance your old friendships and keep them fresh and **resilient**^[4].

Honor Your Emotional Contract

Be Flexible

Stay in Touch

Give a Little Extra

Think Back

Honor Your Emotional Contract

- 4 The attachment between friends who have known each other for many years is bound to be complex. There is no formal obligation or legal arrangement whatsoever, but the understanding that exists can often sustain us in ways that family cannot. A long-standing friendship is based on a history of mutual exchanges, offering comfort, sharing confidences, providing support — these are among the terms of this powerful emotional **bond**^[5].
- 5 Perhaps the most defining characteristic of an old friendship is its predictability, says Roger Granet, M. D., a **psychiatrist**^[6] at the Weill Cornell Medical College in New York City. People find much

[1] vibrant /'vaɪbrənt/ *adj.* full of life and energy; exciting 充满生气的;精力充沛的

[2] abiding /ə'baɪdɪŋ/ *adj.* enduring; permanent 持久的;永久的

[3] reassuring /rɪ'ɪʃʊərɪŋ/ *adj.* comforting and removing sb.'s fears or doubts 安慰(性)的

[4] resilient /rɪ'zɪliənt/ *adj.* able to recover or regain strength soon 能迅速恢复或重新振作的

[5] bond /bɒnd/ *n.* a written agreement or promise that has legal force 契约;合同

[6] psychiatrist /saɪ'kaɪətrɪst/ *n.* a doctor who treats people with mental illnesses 精神病专家

comfort in knowing what to expect. By now, for example, I know that I can count on Leah, one of the six close friends I mentioned, for practical advice about how best to handle a particular situation like a family problem. On the other hand, Joanna, another member of this group, is better at listening to me when I can't find my way out of a confusing mood. Old friends have individual strengths that we grow to rely on, strengths that **nourish**^[7] and reinforce our connection.

- 6 However, predictability does not mean that the friendship is stagnant or that it must always remain the same, says Granet. One week a friend and I may have lunch together and talk on the phone every day, and then we may not be in contact for months. On occasion we are exceedingly close, and at other times one or both of us **invariably**^[8] step back. Ebb and flow. Thick and thin. How smoothly and gently we negotiate these hills and valleys has everything to do with how well the friendship ages.

Be Flexible

- 7 Sometimes events **intervene**^[9] in a way that requires us to rework the terms of a relationship. A friend starts a second career, let's say, and suddenly has less free time. Another remarries, adding someone new to the equation. Or friendships we've shared as a couple change because of divorce or death. "Talk honestly and listen to each other to find out if the other's needs are being met," advises Granet. Renegotiating pays full tribute to life's inevitable changes and says that we **deem**^[10] our friendships worthy of preserving.

Stay in Touch

- 8 Old friends also need time — by this I mean the time spent doing things together, of course, but just as important, comparing notes, **commiserating**^[11] about life's bumps and potholes. Whether it's face to face over a cup of coffee, side by side while jogging, ear to ear over the phone, or via e-mail and letters, don't let too much time go by without sharing your thoughts with each other.
- 9 Staying in "touch" sometimes means just that. Researchers have become increasingly aware of the healing and strengthening power of physical touch. Touch can reinforce friendships as well. Putting an arm around a friend's shoulder for comfort or offering a reassuring pat on the back provides warm evidence of affection. As Longfellow wrote: "Ah, how good it feels! The hand of an old friend."

Give a Little Extra

- 10 Those who are near and dear to you sometimes need special recognition in keeping with their place in your life. So now and then take a long look at them with fresh eyes, suggests Cohen. "Remind

[7] nourish /'naɪʃ/ vt. maintain or increase (feeling etc.) 保持; 增长(情绪等)

[8] invariably /ɪn'veəriəbli/ adv. always or almost always 总是

[9] intervene /ɪntə'veɪn/ vi. (of events etc.) happen in such a way to prevent sth. from being done (事情等)发生(以致阻碍某事)

[10] deem /di:m/ vt. consider, regard 视为, 认为

[11] commiserate /kə'mɪzəreɪt/ vi. feel, or say that one feels, sympathy 同情; 怜悯

yourself why you appreciate them, **foibles**^[12] and all," she says. "Then go out of your way to show your regard with gestures that make their life happier and easier."

- 11 In other words, put yourself out for the sake of the friendship — and sometimes put yourself second. Change your plans so you can be nearby if you feel your presence would ease a friend's burden. Do double duty at the market if a friend's car is under repairs. Make time to listen carefully when a friend needs a sympathetic ear, even though your schedule is full. Knowing a friend's needs is key.

Think Back

- 12 Memories give you roots, and **evoking**^[13] them helps both to preserve your identity and **navigate**^[14] the road ahead. "**Reminiscing**^[15] can spark good ideas because you can savor things you enjoyed at an earlier time but may have forgotten," notes psychologist James Birren, Ph.D., of the University of California in Los Angeles. And the older the friend, the better he or she can help you reflect on where you've been and how you got there.
- 13 So **coddle**^[16] your friends while you may. Gather them close and **nurture**^[17] them. Bring them blankets and magazines. Be ready with a **pitcher**^[18] of water before your friend holds out a glass. Is this how I treat my old friends? I hope so. Of course, you would have to ask them — but if the continued affection and concern I get in return is any indication, I must be doing something right.

(1,035 words. Suggested time for reading: 10 min. 30 sec.)



Phrases to Learn

1. **in passing**: casually; incidentally 随便地;碰巧地;顺便地
2. **vantage point**: position from which one has a good or advantageous view of sth. (观看某物)有利的地点
3. **attach sth. to sth.**: connect sth. to sth.; attribute sth. to sth. 将某事物与另一事物相联系
4. **be bound to do sth.**: be certain to do sth. 一定做某事
5. **find one's way out of ...**: find a method of solving a problem, or avoiding a difficult situation 发现解决问题的办法
6. **on occasion**: now and then; whenever there is need 不时;偶尔
7. **ebb and flow (of sth.)**: regular increase and decrease of sth. (声音、流行式样等)消长;兴衰

[12] foible /'fɔɪbl/ n. small and harmless weakness in a person's character (性格上的)小缺点

[13] evoke /'i:vəʊk/ vt. produce a strong feeling or memory in someone 唤起,引起

[14] navigate /'nævɪɡeɪt/ vi. find one's way through 设法穿越

[15] reminisce /remɪ'nɪs/ vi. think or talk about past events and experiences, usu. with enjoyment 缅怀过去或叙谈往事(通常为愉快地);回忆

[16] coddle /'kɒdl/ vt. treat (sb.) with great care or tenderness 悉心照顾或照料某人

[17] nurture /'nʌrtʃə/ vt. help the development of (sth.) 扶植(某物);支持

[18] pitcher /'pɪtʃə(r)/ n. large container for liquids 大罐,大壶

8. **thick and thin**: difficulties 艰难
9. **pay tribute to (sb./sth.)**: express one's admiration or respect for sb. or sth. 对某人(某物)表示赞赏或敬意
10. **go out of one's way (to do sth.)**: take particular trouble to do sth. 特意不怕麻烦做某事
11. **put oneself out**: do sth. even though it is inconvenient for oneself 虽对自己不便仍做某事



Notes

1. The reason why the years draw us back to — and closer to — these abiding attachments has to do with perspective (Para. 2): The reason why we are getting closer to those lasting attachments with our friends is concerned with how we look at it.
2. Not only do we come to appreciate the texture of old friendships ... (Para. 2): This sentence contains a figure of speech, METAPHOR (隐喻), which is found in all languages. It makes images vivid; it brings so much life to language. English is rich in metaphors and one often finds expressions as the following:

Time is money.

He had been half mule and half beaver in running the store.

Through using metaphors, people often associate certain qualities with certain creatures or objects. These qualities often arouse certain reactions or emotions, usually facilitating readers' understanding of the sentence. In this example of our text, "texture" is used to refer to the element or component of friendship.

3. whatsoever (or whatever) (Para. 4): "Whatsoever" is often used after *no + n.*, *nothing*, *none*, etc. for emphasis.
4. Perhaps the most defining characteristic of an old friendship is its predictability, ... (Para. 5): Perhaps the most important and crucial characteristic of friendship is its predictability.
5. M. D. (Para. 5): M. D. is short for Doctor of Medicine (医学博士), which is from the Latin *Medicinae Doctor*.
6. How smoothly and gently we ... how well the friendship ages (Para. 6): Here "age" is used as a verb, which means "become mature".
7. Sometimes events intervene in a way that requires us to rework the terms of a relationship. (Para. 7): Sometimes events unexpected interfere into (干涉) our friendship so that we have to rethink about the relationship among us.
8. ... commiserating about life's bumps and potholes (Para. 8): The phrase "bumps and potholes" is used to refer to the various difficulties, frustrations, and disappointments.
9. Reminiscing can spark good ideas because you can savor things you enjoyed at an earlier time but may have forgotten, ... (Para. 12): This sentence means that recalling the past good memory can give you good ideas because you can refind pleasure in the memory that you may have forgotten.

10. ... but if the continued affection and concern I get in return is any indication, ... (Para. 13): If the continued affection and concern I get in return from those friends I take care of is any indication of my hospitality to them, ...



Post-reading Exercises



I Questions

Directions: Answer the following questions according to the information you get from the text.

1. How does the author think of her six close friends?
2. What is the significance of old friendship in the author's eyes?
3. How shall we understand "predictability" (Para. 6), the most defining characteristic of an old friendship?
4. Does "be flexible" contradict predictability of old friendship?
5. According to the author, in what way can we stay in touch with our friends?



II True or False

Directions: Decide whether each of the following statements is true (T) or false (F) according to the text.

- () 1. The author has six close friends in her life.
- () 2. Although the author enjoys the long-term friendship between her and her friends, she is still alone sometimes.
- () 3. Once people become friends, they usually sign a sort of formal friendship contract, among the terms of which there are mutual exchanges, offering comfort, sharing confidence, and providing support.
- () 4. We shall constantly nourish and strengthen our connection with friends so that it matures as time goes on.
- () 5. Physical touch between friends, according to some researchers, can help us heal our wounds and strengthen our body.



III Words Used Alive

Directions: Fill in each of the blanks with the appropriate word provided in the box below. Change the form if necessary.

indispensable	attach	accumulated	reliability	enhance
complex	predictability	reinforce	comprehensive	strengthening
comfort	appreciate			

1. Economists _____ that the market collapse was caused by weakness of the dollar.
2. I feel a strong _____ to my family and my love.
3. The reporter gave us a _____ description of the temple.
4. Nowadays we _____ increasingly on computers to help us.
5. The hotel is well equipped with many advanced facilities; we find it _____ to stay there.
6. The _____ of the situation really caused great trouble to the policemen.
7. We had _____ our armies with more tanks and other high-tech weapons.
8. The _____ of experience is one of the most valuable treasure through our whole life.
9. A garage is useful but not _____, because it is not always in need.
10. Please accept this gift in _____ of all you have done for us.
11. These clothes do nothing to _____ your appearance.
12. The latest development _____ my determination to leave.



Discussion

Directions: Do you agree with the author's suggestions on how to enhance old friendship? If yes, do you have any more advice?



Part Two

Reading Skill and Word Building



Reading Skill — Patterns of Organization (I)

While you are doing extensive reading, you need first to figure out how the author organizes information in the text before you can get an understanding of the general idea of the text, because the organization can reveal to you how the author structures the whole text. So in this unit, together with the following two, we will talk about patterns of organization of a text.

Organization in writing is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. You can extract out ideas from the flow of a piece of writing. In the text, the author usually uses details to support an explicit or implied main idea. Authors often organize supporting details in a particular order,

thus creating a pattern. We just call it patterns of organization. Patterns of organization are the groupings of the supporting details. Separating supporting points from main ideas is an important reading skill. The organization of the supporting details will help you understand how an author thinks. Detecting the patterns of organization of the major and minor details can facilitate comprehension and retention. Generally speaking, recognizing the patterns, basically knowing the organization of the supporting details, will help you

- understand how an author thinks,
- logically order the information, and
- begin predicting test questions.

The types of patterns of organization include: Sequence, Listing of Related Ideas or Examples, Comparison/Contrast, Cause and Effect, Definition and Example, Classification, Order of Importance, Problem-Solution, Process, Mixed Patterns. From Unit 1 to Unit 3, we will mainly focus on the three most popular types: Listing of Related Ideas or Examples (Unit 1), Sequence (Unit 2) and Comparison/Contrast (Unit 3).

Listing of Related Ideas or Examples:

Listing is also known as series, addition and enumeration. The information listed may be items, facts, reasons, examples, features or characteristics. The writer chooses the order, but changing the order of the list does not change the meaning. This pattern, which is commonly used in history, art history, the social sciences and political science, answers the questions regarding the appropriate proof, back-up or support.

In this pattern, the writer's main idea is stated in the form of a generalization. This is followed by a list of supporting details.

Example A

Many modern people are turning themselves into social victims. One example is a Tennessee woman who is suing McDonald's because she was badly burned on the chin by a hot pickle in her hamburger. A Canadian woman is another example. She wants to ban the South Park television show because her son Kenny is victimized by the show's Kenny character, who is killed in each episode. A third example is a group of European and Australian women who want to ban urinals in men's restrooms because they require men to stand in a way that suggests violence toward women. Another group argues that single people are victimized because society ignores them.

Look at the underlined words. They will tell you each time the author lists a case of modern people who turns themselves into social victims. These underlined words are signal words. They function somewhat like traffic signals. Each signal calls your attention to something — in this case, the author's examples. The following is another example:

Example B

People have many different ideas about what makes a great vacation. Some people like to go for long walks in the forest, where they won't see anyone for days. Other prefer to spend

their holiday in an exciting city. There they can visit museums, theaters, and good restaurants. Still others enjoy the fresh air at the seashore. They can spend their days at the beach and listen to the ocean waves at night. A few people decide to stay at home and do some major household projects. They might spend their vacation painting a porch or washing all the windows in their apartment.

The main idea in this paragraph is: People have many different ideas about what makes a great vacation.

Some signal words for this pattern includes: *and, too, in addition, moreover, or, also, furthermore, as well as, plus, in fact, moreover, another, further, several, a number of, include, involve, including, such as, besides ...* You may notice that it is not always necessary to use signal words when an example is given.



Skill-specific Training

Exercise

I **Directions:** Read the following paragraphs. Look for the signal words and summarize the main idea for each paragraph.

1. There are two reasons why the manipulation of white space in particular yields useful results. First, changing the number of trailing spaces has little chance of changing the meaning of a phrase or sentence. Second, a casual reader is unlikely to take notice of slight modifications to white space.

Signal words: _____

Main idea: _____

2. In this essay, my major focus includes differing points of view about the central meaning of literacy, organizing my discussion around three metaphors: literacy as adaptation, literacy as power, and literacy as a state of grace.

Signal words: _____

Main idea: _____

3. This term several useful and interesting courses have been offered. *An Introduction to European Culture*, for instance, gives us a lot of background knowledge of the history of European philosophy, literature, and arts. From time to time, we see slide shows of famous paintings and hear tapes of famous pieces of music, and they make the lectures all the more interesting. *American Society and Culture* is another course that attracts a large audience. The teacher, who visited the United States not long ago, discusses new trends and changes in American life as well as American history and traditions. We like these and other courses very much.

Signal words: _____

Main idea: _____

4. Teachers of foreign languages should be extremely well-qualified in order to carry out their duties properly. First, a teacher should possess a minimum of a graduate degree from a certified