

Writing
-oriented

English Reading

写作导向型 阅读

主 编 陈万庆 赵小溪
副主编 张玉洁 常 田 张曦桐



西安电子科技大学出版社
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内 容 简 介

本书倡导从写作的三个重要过程——如何传递信息、如何选择语言、如何组织篇章——来细读文章，书中共选入 30 篇文章，由短到长，由简至繁，旨在提高读者的英语细读分析能力、语言表达能力和篇章组织能力。本书选文视角开阔、主题广博，书中的细读分析从两方面入手：一是分析参与话题讨论的各方观点有何异同；二是分析话题所涉及的各个因素之间是如何博弈的。语言表达的提高包括词汇学习、常用写作句式学习、同义词学习、长句构造和汉英翻译。篇章组织练习包括段落大意总结和摘要写作。

本书可作为在校本科生，大学英语四、六级应试者及英语中高级学习者的教材或自学用书。

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前 言

掌握并且熟练使用英语进行听、说、读、写的交流活动是大学生学习英语的主要目的。然而,多年来以应试为重点的教育,忽视了学生对英语语言综合能力的提升,造成了中国大学生做题能力提升,而在语言表达方面(如写作)能力严重滞后。通常学生进行英语阅读就是为了选出答案,一旦选出答案就意味着阅读结束,鲜有学生对所读文章进行深入分析、提取常用表达方式并自主地使用这些表达方式。这往往导致一个非常让人惋惜的结果:阅读前有畏惧心理,阅读中不能分析多方观点及诸多涉及因素,阅读后不能准确概括和复述,理解英语地道表达方式的能力和分析长难句的能力也未能跟上。另一方面,学生的写作基本使用初中的词汇和部分高中词汇,尽管会出现一些背诵的模板,但终不能掩盖词汇贫乏、用词不当等问题;写作的观点陈旧,逻辑混乱,段内语义重复现象丛生。一言之,写作和阅读严重分离,导致学生“学而”无法“时习之”,结果耗时高,效能低。

结合多年大学英语教学实践经验,编者认为阅读与写作是英语应用中不可分割的统一体。读写能力相辅相成,读是写的先导,写是读的深入;读启发写,写升华读。以分析性阅读为手段,在阅读中体会写作特点,学习语言,阅读后以写作为产出,从而提升学生语言输出能力。因此,本书在结构设计和内容编写上突出以下特点:

第一,培养批判式思维能力。

在阅读中对所讨论的话题涉及的诸多方面进行分析、分类、比较,有助于我们对文章的理解和记忆。对参与讨论的讨论者进行分析,有助于我们把握不同组织、人、研究者对某一主题的判断,这可以促使我们多角度看待问题,在阅读和写作中有意识地培养批判思维能力。

第二,阅读与写作相结合。

在读与写相结合的过程中,学生能够深入理解篇章,留意所读篇章的结构安排,从中获取自己从未使用过的表达方式,重新构建语篇结构,调用习得的新表达方式,使写作达到主题统一、语篇连贯的目的。这样,在提升阅读能力的同时也有效地提高了写作应用能力。

第三,篇章选材充分地道。

文章选自历年四、六级阅读理解真题以及英美国家的主流报纸杂志,内容覆盖当代社会政治、经济、科技、生活方面的热点问题,视角开阔,主题广博,兼具趣味性、知识性

和欣赏性。

第四，遵循讲练结合、循序渐进的原则。

全书按照篇章字数由少至多排列，分析遵循先示范后练习的原则。对于读者难以掌握的“话题参与者”、“博弈因素”等概念，全书从头至尾给予分析。对于读者较易掌握的“同义表述”，在第1~第15篇文章中进行了集中训练，在第16~第30篇文章中则直接列出同义表达方式。“摘要写作”在第20篇之前均给予一定的提示，先总结段落大意，再完成摘要，自第20篇起便去除了段落大意总结练习。短语翻译、复杂句练习、汉译英均来自所读原文，不附答案。

本书在编写过程中承蒙各位领导及同事的指点和帮助，在此一并表示感谢。由于编者水平有限，书中难免出现不当之处，恳请广大读者给予批评指正。

编 者

2016年8月于西安

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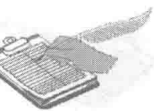


Introduction

When Chinese students are asked about English reading, what might pop up in their minds is mostly reading for tests, that is, get the right answers for questions from the 4 choices supplied; when they are asked about writing, they would probably say that reciting some model essays or sentence patterns would suffice. So we can see that their reading process and writing practice are often separated in their English learning. However, reading and writing are actually interconnected. We read for information or ideas writers intend to inform us of, we read for language writers convey their ideas with, and we read for the analysis and reasoning that writers employ to get their ideas organized and across. If we read for these multiple purposes, we will improve both reading and writing. This is writing-oriented reading that the authors of this book advocate. We are not talking about getting the right answers to the comprehension questions as quickly as possible for fear that some readers rely too heavily on the technical skills rather than real comprehension, though improving test score is also one of the byproducts of this type of critical reading.

In this reading process, information or ideas come first. Then it is the words, phrases or sentences to be highlighted. Finally, take a look at the organization.

For information or ideas, readers need to take three key factors into their minds. The first one is the **topic**, that is, what issue is being talked about. The second is the **participants** who are involved in the discussion and what forces are at play in the discussion. Of course, the author is always an important participant. Apart from the author, there may be some other people, organizations, or countries whose interests are affected in dealing with the issue or who are also independently studying the issue concerned. Identifying these participants and forces at play will present us a clear picture about what's being talked about. The third factor is **judgments** (statements) made by



different participants. Very often, these statements are reasons, justifications, beliefs, worries, or excuses behind each participant's position.

For language, readers, of course, can mark or underline any new words or phrases as they often do. Anyway, reading is also supposed to build their vocabulary. Here they are also expected to pay special attention to how these expressions are used. Another group of language points worthy of attention is the use of synonymous expressions. In writing, the author has to rely heavily on repetition to get his ideas across to the readers. Repetition here is defined broadly, including reference, synonym, hypernym, hyponym or expressions loosely related in meaning. A third group of language points deserving attention are sentence patterns often employed by foreign writers. Also, attention should be given to how complex sentences, a unique feature of English, are constructed in the writing.

For organization, readers need to identify what ideas are conveyed in each paragraph and what questions the author is trying to answer. How does the author start his essay? How does he quote others' research findings or words to support his view? How does he refute others' arguments?

Let's take a short passage as an example.

Cyberspace (网络空间), data superhighways, multi-media — for *those who have seen the future*, the linking of computers, television and telephones, will change our lives forever. Yet for all the talk of a forthcoming technological utopia (乌托邦) little attention has been given to the implications of these developments for *the poor*. As with all new high technology, while *the West* concerns itself with the “how,” the question of “for whom” is put aside once again.

Economists are only now realizing the full extent to which the communications revolution has affected the world economy. Information technology allows the extension of trade across geographical and industrial boundaries, and *transnational corporations* take full advantage of it. Terms of trade, exchange and interest rates and money movements are more important than the production of goods. The electronic economy made possible by information technology allows *the haves* to increase their



control on global markets — with destructive impact on *the have-nots*.

For *them* the result is instability. *Developing countries* which rely on the production of a small range of goods for export are made to feel like small parts in the international economic machine. As “futures”(期货) are traded on computer screens, *developing countries* simply have less and less control of their destinies.

So what are the options for regaining control? One alternative is for developing countries to buy in the latest computers and telecommunications themselves — so-called “development communications” modernization. Yet this leads to long-term dependency and perhaps permanent constraints on developing countries’ economies.

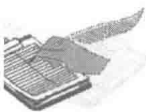
Communications technology is generally exported from *the U.S., Europe or Japan*; the patents, skills and ability to manufacture remain in the hands of *a few industrialized countries*; it is also expensive, and imported products and services must therefore be bought on credit — credit usually provided by *the very countries whose companies stand to gain*.

Furthermore, when new technology is introduced there is often too low a level of expertise to exploit it for native development. This means that while *local elites, foreign communities* and *subsidiaries of transnational corporations* may benefit, *those lives that depend on access to the information* are denied it.

First, read for information and ideas.

Topic: Reading this essay, we find that the author is talking about information technology and poor countries, or “implications of information technology for the poor.”

Participants: Participants of this talk and different forces at play are italicized and in bold type. Of course, the author cannot be forgotten. Very easily, we find they mainly fall into two different groups: the beneficiaries and victims of information technology.



	Info tech benefits ...	Info tech harms ...
The author (on the side of poor countries)	those who have seen the future, the West, the haves (with info tech), the U.S., Europe or Japan,	the poor, developing countries, the have-nots (without info tech) them (have-nots),
Economists (a clear picture of info tech's effect)	a few industrialized countries, the very countries whose companies stand to gain, local elites, foreign communities and subsidiaries of transnational corporations	those lives that depend on access to the information

Statements:

Statements are mainly made by the author of this passage.

Rich countries benefit a lot from information technology. The underlined part details the various benefits rich countries reap with communications technology. In this sense, they are synonymous.

1. They take full advantage of information technology, which allow them more control on global markets;
2. They control terms of trade, exchange and interest rates and money movements, which are more important than the production of goods;
3. ...“futures”(期货) are traded on computer screens;
4. Patents, skills and ability to manufacture remain in the hands of a few industrialized countries;
5. The credit on which poor countries buy technology is provided by the very countries whose companies stand to gain.
6. Local elites, foreign communities and subsidiaries of transnational corporations may benefit.

Developing countries, without info tech, suffer destructive effect. The underlined part details the various negative effects poor countries suffer with the technology. In this sense, they are synonymous.



1. They rely on the production of a small range of goods for export and are made to feel like small parts in the international economic machine;
2. Developing countries will have less control of their destinies and suffer instability.
3. Buying in telecommunications will place permanent constraints on developing countries' economies;
4. It (information technology) is also expensive, and imported products and services must therefore be bought on credit;
5. When new technology is introduced, there is often too low a level of expertise to exploit it for native development.
6. ... those lives that depend on access to the information are denied it (benefit).

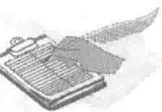
Second, read for language.

Words and phrases

After reading, you can try testing your vocabulary building by translating the following Chinese into English.

1. 技术发展对穷人的影响
2. 人们很少关注……
3. 尽管人们对即将来临的技术乌托邦谈论甚多
4. 西方只关注如何做的问题
5. ……的问题却放到了一边
6. 信息技术使得贸易可以跨越地域和产业界限
7. 跨国公司
8. 充分利用……
9. 由信息技术所带来的电子经济
10. 对不拥有信息技术的国家带来破坏性的影响
11. 那么有什么样的办法能……
12. 一个可供选择的办法是
13. 专利、技能、生产的能力
14. 依然在少数几个发达国家的手中

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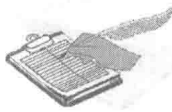


15. 引入新技术
16. 专业知识不够
17. 利用信息技术来促进本国发展
18. 当地精英、外国团体和跨国公司的分支机构会受益
19. 获取信息的机会
20. 那些依赖于获取信息机会的人

These translations are not just intended to check your spelling. Instead, it is also meant to check your command of words. If you have difficulty offering a right answer, that may indicate that you haven't commanded this language point. If your answer doesn't agree with the answers below, you are supposed to compare them, find the differences and decide which one is more idiomatic.

Now, you can check your translations against the answers below.

1. the implications of these developments for the poor
2. little attention has been given to ...
3. yet for all the talk of a forthcoming technological utopia
4. the West concerns itself with the "how"
5. the question of ... is put aside
6. Information technology allows the extension of trade across geographical and industrial boundaries.
7. transnational corporations
8. take full advantage of ...
9. the electronic economy made possible by information technology
10. with (have) destructive impact on the have-nots
11. So what are the options for ... (regaining control)?
12. One alternative is ...
13. patents, skills and ability to manufacture
14. remain in the hands of a few industrialized countries
15. new technology is introduced
16. a low level of expertise
17. exploit information technology for native development



18. local elites, foreign communities and subsidiaries of transnational corporations may benefit
19. access to the information
20. those lives that depend on access to the information

Synonymous expressions

Go back to read the essay again, and you will find some words are underlined. All of these underlined words are related to *information technology*, a key element of the topic.

Refer to the *beneficiaries* and *victims* of information technology, and you will find some synonyms such as *poor countries/developing countries/have-nots*, or *the West/those who have seen the future/the haves/ the U.S., Europe or Japan/a few industrialized countries/the very countries whose companies stand to gain*.

Take a look at some broadly synonymous expressions showing *the implications of information technology on rich countries and poor countries*. Those synonymous expressions are underlined. (See Page 4-5)

Sentence patterns

1) Identifying a question to be addressed (what has been talked about and what has not)

- a. ... Yet for all the talk of a forthcoming technological utopia little attention has been given to the implications of these developments for the poor.
- b. As with all new high technology, while the West concerns itself with the "how," the question of "for whom" is put aside once again.

2) Indicating the effects resulting from a cause

- a. Information technology allows the extension of trade across geographical and industrial boundaries, and transnational corporations take full advantage of it.
- b. The electronic economy made possible by information technology allows the haves to increase their control on global markets — with destructive impact on the have-nots.
- c. For them the result is instability.

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d. Yet this leads to long-term dependency and perhaps permanent constraints on developing countries' economies.

3) Indicating a possible solution to a problem and judging it

So what are the options for regaining control? One alternative is for developing countries to buy in the latest computers and telecommunications themselves — so-called “development communications” modernization. Yet this leads to long-term dependency and perhaps permanent constraints on developing countries' economies.

4) Clarifying a statement

Furthermore, when new technology is introduced there is often too low a level of expertise to exploit it for native development. This means that while local elites, foreign communities and subsidiaries of transnational corporations may benefit, those lives that depend on access to the information are denied it.

Joining simple sentences

In reading the essay, we have encountered many complex sentence structures that we may wish to employ in our own writing. Here are some simple sentences, and put them together with some conjunctive words or punctuations.

- 1) a. Cyberspace, data superhighways, multi-media, are, for those who have seen the future the linking of computers, television and telephones.
b. They will change our lives forever.
- 2) a. The West concerns itself with the “how.”
b. All new high technology is treated the same way.
c. The question of “for whom” is put aside once again.
- 3) a. The electronic economy is made possible by information technology.
b. That economy allows the haves to increase their control on global markets.



- c. This will have destructive impact on the have-nots.
- 4) a. Developing countries rely on the production of a small range of goods for export.
b. They are made to feel like small parts in the international economic machine.
- 5) a. It (High technology) is also expensive.
b. Imported products and services must therefore be bought on credit.
c. The credit is usually provided by countries.
d. The companies of these countries stand to gain.

You may discover that joining them together now isn't a simple task. Compare what you have written with the answers below and work out what it is that builds the simple sentences into a complex one.

- 1) Cyberspace, data superhighways, multi-media — for those who have seen the future, the linking of computers, television and telephones, will change our lives forever.
- 2) As with all new high technology, while the West concerns itself with the "how," the question of "for whom" is put aside once again.
- 3) The electronic economy made possible by information technology allows the haves to increase their control on global markets — with destructive impact on the have-nots.
- 4) Developing countries which rely on the production of a small range of goods for export are made to feel like small parts in the international economic machine.
- 5) It is also expensive, and imported products and services must therefore be bought on credit — credit usually provided by the very countries whose companies stand to gain.

In reading, we may find some expressions so typical that we may want to put them into our own writing. Translation has proved to be a good practice. Please translate the following into English.



- 1) 网络空间、数据高速公路、多媒体将会永远改变我们的生活。
- 2) 但是尽管对这个技术乌托邦谈论的不少，人们还是很少注意这些技术发展对于贫穷国家的影响。
- 3) 如同对待以往所有的高科技一样，西方世界只关注“怎样搞”，至于“为了谁”，则再一次被撂到一边去了。
- 4) 由信息技术所带来的电子经济使得那些拥有技术的国家增强了对全球市场的控制，而对那些没有拥有技术的国家带来的则是灾难。
- 5) 怎样才能重新控制命运呢？一个方法是发展中国家自己买进最新的电脑和通信技术，这也就是所谓的“发展通信技术”的现代化。

Answer

- 1) Cyberspace, data superhighways, multi-media will change our lives forever.
- 2) Yet for all the talk of a forthcoming technological utopia little attention has been given to the implications of these developments for the poor.
- 3) As with all new high technology, while the West concerns itself with the “how,” the question of “for whom” is put aside once again.
- 4) The electronic economy made possible by information technology allows the haves to increase their control on global markets — with destructive impact on the have-nots.
- 5) So what are the options for regaining control? One alternative is for developing countries to buy in the latest computers and telecommunications themselves — so-called “development communications” modernization.

Third, read for organization.

When turning attention to the organization of the essay, readers need to identify what ideas are conveyed in each paragraph and what questions the author is trying to answer. How does the author start his essay? How does he quote others' research findings or words to support his view? How does he refute others' arguments?

First, summarize the key message of each paragraph with a sentence.

Para 1: Despite much talk of information technology, the implications of it on poor