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新世纪
大学英语系列教材
读写教程
第3册

主编 王海啸 王典民

南京大学出版社

READING &
WRITING

New Century College English

新世纪大学英语系列教材

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Reading and Writing

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总序

新世纪大学英语系列教材是一套面向大学英语学生的综合性系列教材。本教材以江苏省高校外国语教学研究会为依托,由南京大学、东南大学、南京航空航天大学 and 南京师范大学等多所著名高校联合开发。本套教材以现代应用语言学理论为指导,融入了各主编高校所承担的教育部和江苏省大学英语教学改革以及其他科研项目研究成果,同时也反映了国内其他高校在大学英语教学改革中所取得的最新成果。

本套教材由《读写教程》、《听说教程》、《阅读大观》和《综合训练》四个系列组成,它们分别由南京大学、东南大学、南京航空航天大学 and 南京师范大学主编。

为适应新世纪对大学英语所提出的更新、更高的要求,本套教材在编写思路和编写体系方面力图有所创新。这主要体现在以下几个方面:

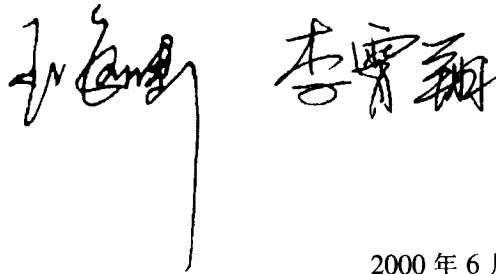
一、强调基础知识学习、基本技能训练与语言应用能力培养的有机结合。大学英语教学的目的是培养学生语言应用能力,然而应用能力的培养必须建立在扎实的语言基础之上。因此,从英语教学的实际需要出发,本套教材注重在帮助学生打好语言基本功的同时,为学生提供大量的旨在提高语言应用能力的教学指导与练习,以帮助学生将课本知识与课堂学习内容有效地转化为语言能力。在知识与技能的介绍上力争系统、全面,在练习的设计上重视交际性、趣味性与科学性的统一。在具体安排上,《读写教程》、《听说教程》和《阅读大观》将学习与练习并重,《综合练习》则侧重基本功训练。

二、强调语言学习与文化素质培养的有机结合。英语学习是大学生综合素质教育的一个重要组成部分。同时,文化知识的学习也是有效提高语言能力的一个重要前提。因此,本套教材从综合素质培养的角度出发,将大量与英语学习相关的文化知识贯穿于教学的全过程。这尤其体现在《听说教程》和《阅读大观》这两个系列中。这两个系列以与学生生活密切相关的话题为主线,广泛选择不同题材的文章,帮助学生了解英语国家的各种文化背景、风俗习惯、礼仪人情等种种知识内容的学习和了解。通过培养学生良好的文化素养和综合

的语言运用能力,为其以后适应现代社会的各种复杂要求打下良好的语言基础。

三、强调读、听、写、说、译等语言技能的协调发展。为适应现代社会对人才培养的需要,本系列教材在学生的语言技能培养上,除了传统的阅读技巧外,注重读、听、写、说、译的结合。这尤其是体现在《读写教程》和《听说教程》这两个系列上。这两个系列的教材分别从阅读和听音入手,一方面训练读和听的能力,另一方面引入话题与相关信息。然后在此基础上展开写、说和译等技能的训练,使学生言之有物。

教学改革,贵在探索。无论从哪个角度来说,我们都深知本系列教材还存在许多的不足。它的价值,也许更多地体现在外语界各位同仁探索大学英语教学改革的决心和勇气。因此,我们期待着更多的批评、建议以及积极的参与,在解决目前存在的各种教学问题的同时,完善我们的教材,完善新的教学体系。在探索大学教育现代化的道路上,留下我们共同的足迹。



Handwritten signatures of two individuals, likely the authors or editors of the text.

2000年6月

前 言

随着中学阶段的结束, 英语教学可谓完成了第一个过程。中学教育使学生们系统地学习了基础英语语法, 掌握了 1800 个左右的常用词汇, 获得了初步的读、听、写、说、译等技能。进入大学阶段, 英语教学应该在更高的起点上进入一个新的过程, 这个过程应该在更大程度上帮助学生实现从语言知识积累到语言运用能力提高的转变, 从孤立的语言现象学习到综合语言能力培养的转变。这既是英语学习自身的需要, 也是新世纪对英语教学所提出的要求。为此, 我们编写了《大学英语读写教程》。

本教程为“新世纪大学英语系列教材”的一个系列, 侧重学生阅读和写作能力的培养, 同时兼顾其他能力的训练。本教材共分两大部分, 第一部分由一、二两册组成, 主要探讨不同体裁文章的阅读方法以及句子和段落层次的写作方式。第二部分由三、四两册组成, 侧重对各种阅读理解方法的训练, 并着力提高学习者篇章层次的写作能力。整个教学过程注重阅读和写作的有机结合, 知识学习与技能训练的有机结合, 语言知识和社会文化知识的有机结合。编者希望本系列教材能为大学英语教师和学生达到大学英语教学大纲的要求的努力中架起一道更为便捷的桥梁。

本教程的第一、第二册各包含十个单元, 除第一册第一单元外, 每一个单元都由四个部分组成。第一部分侧重阅读技能的训练, 第二部分侧重词汇学习, 第三部分主要训练写的能力, 第四部分为综合技能训练。在第一部分所介绍的两篇文章中, 前一篇可作作为一般阅读课文, 后一篇可作为精读课文。为方便读者的学习, 精读课文后配有详细的生词表, 词表分参考词汇与必学词汇。在参考词汇的生词表中, 标有“*”号的为大学英语六级后词汇, 其他为超纲词汇。在必学词汇的生词表中, 标有“*”号的为大学英语六级词汇, 其他均为四级词汇。

本册教材为《大学英语读写教程》的第三册, 供大学英语三级教学使用。参加本教材编写的人员有王海啸、王典民、李寄、吴秀霞、郭廉彰、全亚莉、肖莉、周莹、赵庆庆、王晓红、张沂昀等, 并承南京大学的 Duncan G. Wright 博士审读全部文稿。

本教材的编写出版得到了南京大学出版社的大力支持, 我们在此表示衷心感谢。

由于时间仓促, 编写者水平有限, 本教程一定存在许多不尽人意之处, 敬请广大师生批评指正。

编者

2001 年 8 月

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Unit One

Part A. Reading Skills: Guessing the Meaning of Unfamiliar Words from Context (I)

A constant problem that bothers College English students is that their vocabulary is always insufficient. In their desperate attempts to enlarge vocabulary, they often fail to apply a very effective and practical method, which is to make use of context clues. Context here refers to the sentence or paragraph in which a word appears. The most common types of context clues are:

1. Definition and/or synonym

When writers use words that may be unfamiliar to readers, they sometimes provide certain kinds of explanation. Such explanation can be in the form of an attributive clause,¹ an appositive clause,² or other modifiers,³ it can also be in the form of synonyms, or words with similar meanings. All of these give readers hint of the meaning of the unfamiliar words.

2. Contrast and/or antonym

This refers to the case in which two opposite sets of ideas are put together. By knowing the meaning of one idea or word, you can get the meaning of the other word which means just the opposite.

3. Cause and effect

Some statements express the result of one cause or they give the cause for some result. The cause and effect relationship helps readers get a better idea about the new word expressing either the cause or the effect.

4. Related word and idea

This means that in reading the description of a thing, an action, or a process, readers may know the meaning of a new word if they understand other words that are closely associated with the new one, or that provide clear enough hint to help readers guess what the new word refers to.

Making use of context clues is an effective way to help us get the meaning of new vocabulary items. A good command of such a skill requires a lot of practice.

¹ **attributive clause:** 定语从句

² **appositive clause:** 同位语从句

³ **modifier:** 修饰语

Practice

I. Choose the answer that matches the italicized word with the help of the context:

1. Magic, or *conjuring*, is a form of entertainment that is based on pretending to do things that are impossible.
A. charm B. comedy C. falsehood D. trick
2. The signing of the document was a great event, and yet it was but the symbol of another, still greater, and more *momentous*.
A. significant B. short C. monotonous D. permanent
3. Today, science has brought all the different quarters of the globe so close together that it is impossible to *isolate* them from one another.
A. unite B. separate C. differ D. conserve
4. There is no question that patients throughout the country are mismanaged in hospitals. Without the most *meticulous* supervision, serious errors can be made.
A. careful B. brave C. simple D. militant
5. For many Americans, they've basically *eliminated* the need to save, because they can have a comfortable retirement without saving.
A. illuminated B. enlightened C. removed D. dramatized
6. The Secretary of Educational Department says that schools must offer a stronger *curriculum* in the basics: English, math, science and history.
A. emphasis B. discipline C. testing system D. course of study
7. It is believed that as many as half of world-class athletes are using illegal drugs to *enhance* performance.
A. avoid B. improve C. delay D. treat
8. After a close investigation, they concluded that the land was too *arid* to permit farming and had no known source of water.
A. hot B. dry C. overgrown D. empty
9. Big helicopters can lift loads up to about ten tons. As they can go anywhere and can *hover* over any chosen spot, these helicopters make excellent flying cranes.
A. pass over B. land C. stop in the air D. take off

II. Use context clues to get the meaning of the italicized words and write down your definition, synonym, or description in the space provided:

Passage 1

When traveling through space or a uniform *medium*, light moves along straight lines.

The paths are called light rays. The direction of light rays can be changed by using lenses,¹ mirrors, and *prisms*. *Optics* is the study of how light rays are affected by bouncing off or passing through materials. When light crosses the boundary from one *transparent* material to another (from air to glass, for example), its direction generally changes. This bending of light rays is termed *refraction*. The amount of refraction is different for each of the various wavelengths of light, with blue light bent more than red. The shorter the wavelength, the greater the angle of refraction. Through refraction, white light can even be broken up into light of differing wavelengths, so that its *component* colors are visible. Smooth surfaces return light by bouncing back the rays. This process is called *reflection*. A light ray bounces off a *polished* surface in the same way a ball bounces off a smooth wall; the ball rebounds at an angle equal to the angle at which it hits. Thus, reflection does not depend on the wavelength of the light.

1. medium: _____

2. prism: _____

3. optics: _____

4. transparent: _____

5. refraction: _____

6. component: _____

7. reflection: _____

8. polished: _____

Passage 2

When a person *commits* a crime, he is not always sent to prison. If he committed some minor offense, he may be released from *detention* and allowed to remain in the community. This type of punishment is usually *administered* to *juveniles*. It is young people who usually commit the less serious crimes. In this way they are given less punishment. Although the individual is not in *jail*, he is under the *supervision* of special police officers. These officers watch his actions very closely. This type of punishment is called *probation*. If there is a *breach* of the probation order, the *offender* may be *taken off* probation and placed in jail.

¹ lens: 透镜

1. commit: _____
2. detention: _____
3. administer: _____
4. juvenile: _____
5. jail: _____
6. supervision: _____
7. probation: _____
8. breach: _____
9. offender: _____
10. take off: _____

Reading Selection One

First Love

By *Lawrence Thompson*

[1] The poet Robert Frost frequently told me about his first love. She was, he said, a dark-haired, dark-eyed, mischievous¹ tomboy. Her name was Sabra Peabody and she and Frost had been schoolmates, many years before, in Salem, New Hampshire. As an awkward 12-year-old he wrote her ardent² notes, but the young lady had many other admirers and did not encourage him. Eventually he moved away from the village and heard no more from her. 1

[2] As Frost's official biographer, I mentally filed this information. But I did nothing about it until years later, when I heard that the same Sabra Peabody, now a widow, had returned to Salem to live. I wrote for an interview and received a cordial invitation from her to come to call. 5

10

¹ **mischievous:** 顽皮的

² **ardent:** 热情的

[3] I was received by a tall, lithe,¹ vibrant² woman in her 70's, white-haired, and still beautiful. Her memories about the school days with Frost were much like those the elderly poet had given me. She told me how she, her brother Charles and young Frost used to roam the woods together after school and on Saturdays. Adventurous like her brother, she used to tease³ Frost into keeping pace with them. She recalled that he sometimes quarreled with her over her other beaux.⁴

[4] I did not stay long that day, but was encouraged to return. It was during my second visit that the unexpected happened—the kind of thing biographer's dream of but seldom encounter.

[5] We had talked again, even more freely than before. Finally I stood to take my leave. Sabra remained seated. "Was there something else?" I asked. Yes, said Sabra, she had just been waiting for the right moment. She told me that this house, to which she has returned after her husband's death, had been her childhood home. Recently she had opened a dusty steamer trunk in the attic and found several family keepsakes, among them a wooden pencil box she had used in grammar-school days.

[6] Holding it in her hand, she had suddenly remembered that in the bottom of the box there was a secret compartment which could be opened by sliding the thin wooden base outward. She tried it. The secret compartment opened, and out fell four notes, notes written by Frost to Sabra, perhaps in the fall of 1886. She now wanted me to see them.

[7] As she took the notes out of a desk drawer and gave them to me, I felt great excitement in the knowledge that, almost by accident, I held the earliest known writing of a major literary figure.

[8] The former Sabra Peabody had no idea of the importance of this find. When she offered to give me the notes, I explained that their market value was too high for me to accept them as a gift. But would she consider donating them to the collection of Robert Frost's papers at the Jones Public Library in Amherst, Massachusetts?

¹ **lithe:** (身体等)柔软的

² **vibrant:** 有活力的

³ **tease:** 取笑; 强求

⁴ **beau:** 男友

[9] She agreed, and I delivered them a few days later to Charles R. Green, curator¹ of the collection. Since I feared that the poet might not approve of my snooping, I asked that this gift be kept a secret. I further requested that the notes be wrapped in heavy paper; that the package be tied with string, and placed in the vault² of the library with the notation "Not to Be Opened During Robert Frost's Lifetime."

[10] Frost had stored in that same vault a small metal strongbox containing manuscripts of some early poems. Shortly after the four notes had been turned over to the library, he appeared there unexpectedly to retrieve³ one of the poems. Green offered to bring the box out, but Frost said time could be saved if they both went into the vault. The poet opened his strongbox, took what he wanted, closed it—and looked around. "What's this?" he asked.

[11] Green had inadvertently placed the secret package on a nearby shelf. Frost peered at it, then read aloud, "Not to Be Opened During Robert Frost's Lifetime." He turned accusingly to the curator. "This is your handwriting, Mr. Green."

[12] Flustered, Green said yes, yes it was, but Larry Thompson had asked him to write it because....

[13] Frost was in no mood for explanations. With clenched hands he broke the string, then tore the wrapping off the package. After reading the notes carefully, the old gentleman shoved the material back on the shelf. Then he turned and, without a word to anyone, stalked out of the library.

[14] Nothing happened until the following June when I arrived in Vermont to spend some time with the poet as he and I had planned. When I reached his farm, he was in his vegetable garden setting out a row of lettuce seedlings. We went up to his cabin and sat down before the stone fireplace. Frost began to tell me how a fox had made off with one of his hens. "I didn't react fast enough," he said. "Nothing like that has happened to me since I was a boy in Salem and...."

¹ **curator:** someone who is in charge of a museum

² **vault:** 拱顶

³ **retrieve:** to find something and bring it back

[15] Salem! Reminded of unfinished business, he stopped in the middle of the sentence. His expression changed. He leaned toward me, shook the index finger of his right hand under my nose, and said, "You! You! What you did to me!"

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[16] He said that as soon as he saw the admonition¹ on the packet and heard Green say my name, he knew that I'd been prying. Hurt and angry that I hadn't confided in¹ him, he had broken the string and torn open the package almost before he realized what he was doing.

100

[17] The feeling of resentment had been swept away by the opening words: "Dear Sabe." No one could possibly understand, he said, how overwhelmed he was by the memories which flooded up as he read. By the time he finished the last note, he could feel the tears burning in his eyes. He couldn't bear to have Green see those tears; he couldn't talk to anyone. So he fled. When Frost paused and silence filled the room, I was the one whose eyes stung.

105

[18] Then, suddenly, his manner changed and he looked me straight in the eye. "So you found her?" he asked quietly.

110

[19] I nodded.

[20] "Where?"

[21] "Salem."

[22] He continued to stare at me and I didn't dare go on. The silence became uncomfortable. Finally he spoke, almost to himself. "Sixty years!" I had to lean forward to hear him. "Sixty years... and I've never forgotten."

115

[23] Then he leaned back. "You can start," he said quietly. "Start at the beginning and tell me all about her."

120

Comprehension-----

I. Put a check to the statement you think is right about Sabra Peabody and Robert Frost:

About Sabra Peabody

1. _____ She and Frost used to be schoolmates when they were living in Salem, New Hampshire.
2. _____ A beautiful blonde, she was loved by many boys.

¹ admonition: a warning

3. _____ She was a quiet and docile girl, not liking to play mischief.
4. _____ Since she had many admirers, she must be a pretty girl.
5. _____ Although a lot of boys loved her, Sabra preferred Robert Frost.
6. _____ Sabra was a boyish girl who enjoyed outdoor activities.
7. _____ Sabra always valued the writings of Frost because she knew he would be famous.

About Robert Frost

1. _____ Robert Frost was a celebrated American poet.
2. _____ When Frost was young, he was a mischievous and naughty boy.
3. _____ As a shy boy, Frost probably did not distinguish himself.
4. _____ Frost used to take a walk with Sabra and her brother in the woods.
5. _____ Frost lost contact with Sabra ever since he left Salem.
6. _____ For all the sixty years, Robert Frost treasured the memories of his first love.

II. Use context clues to explain the meaning of the following words. The number in the brackets indicates the paragraph where the word appears:

1. cordial (2): _____
2. roam (3): _____
3. compartment (6): _____
4. donate (8): _____
5. snoop (9): _____
6. inadvertently (11): _____
7. stalk (13): _____
8. pry (16): _____

III. Complete the sentences, paying special attention to the italicized words or phrases:

1. A *tomboy* is a girl who _____
 2. A *biographer* is a writer who _____
 3. Sabra Peabody is a *widow* now, her husband _____
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¹ confide in: 信任; 依赖