

《21世纪大学英语》配套教材

主编 朱金花 钱文伟

阅读 1

READING 1

上海大学出版社

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阅 读 1

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编者的话

本系列教材是普通高等教育国家级重点教材《21 世纪大学英语》的配套系列教材,包括《阅读》、《口语》和《词汇》三种,每一种分一、二、三册,供大学非英语专业的基础英语课堂教学和练习使用。

《阅读》以提高学生的阅读能力为目的。第一册和第二册每册十单元。每一单元介绍一种阅读技能,并带针对性训练。各单元还配有三篇快速阅读,旨在通过反复训练以帮助学生掌握阅读技能,提高阅读速度。第三册以介绍文学名著为主,通过对各种不同文体和风格的文字进行讲解与分析,以增强学生对文学作品的欣赏能力。

《口语》用图片、图表等形式,围绕课文的主题,通过朗读、陈述、讲故事、小组讨论、辩论以及情景对话等活动,加深学生对课文的理解,帮助学生提高口语表达能力,以实现“大学英语课程要求”所规定的“培养学生的英语综合能力,特别是听说能力”的教学目标。

《词汇》教材主要以训练为主,结合每个单元所学到的词汇,通过课内课外各种形式的练习,使学生掌握前缀、后缀和词根等语言基本知识,丰富词汇量,夯实语言功底,从而使学生达到并超越“大学英语课程要求”所规定的词汇的一般要求。

《阅读》、《口语》和《词汇》是围绕《21 世纪大学英语》这一主干教材并针对课堂教学而设计的。题材广泛,内容丰富,语言规范,结构巧妙,训练多样,不仅能使教师从“一言堂”和以教师为中心的课堂教学中解放出来,而且能使学生的主观学习能动性发挥出来,变被动学习为主动学习。

本系列教材由上海大学外国语学院教师编写,美籍专家 John Nix 对《口语》和《阅读》部分内容作了修改和补充,《口语》教材的部分插图由上海大学美术学院的陈阡陌、孙剑、黄诗嘉、张睿、苏晔婷、王一鸣、顾姝琳等同学创作,对他们的辛勤工作,我们表示衷心的感谢。

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Unit One

Secrets of A Students

I. Reading Strategy: Cause and Effect

Cause and effect is the relationship between two things when one thing makes the other happen. For example, if we eat too much food and do not exercise, we gain weight. Eating food without exercising is the “cause”; weight gain is the “effect”. There may be multiple causes and multiple effects. A *cause essay* usually discusses the reasons why something happens. An *effect essay* discusses what happens after a specific event or circumstance.

Looking for the reason why things happen (cause/effect) is a basic human drive. So, understanding the cause/effect text structure is essential in learning the basic ways the world works. Writers use this text structure to show order, inform, speculate, and change behavior. This text structure uses the process of identifying potential causes of a problem or issue in an orderly way. It is often used to teach social studies and science concepts.

Strategies that have been found effective in learning the cause/effect text structure include:

1. Find signal words that show cause/effect relationships, e.g., *because, so, so that, if... then, consequently, thus, since, for, for this reason, as a result of, therefore, due to, this is how, nevertheless, and accordingly.*
2. Look for the different kinds of cause/effect relationships:

Stated cause/effect relationships: the relationship is stated clearly;

Unstated cause/effect relationships: students must be taught how to “read between the lines”;

Reciprocal cause/effect relationships: effects may be part of a chain. In this kind of structure, one effect goes on to cause a second effect, which may

then cause a third effect.

II. Applying the Reading Strategy

In this part, you are required to use the reading strategy you have just learned. Read the following paragraphs and answer the questions after them.

(1)

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

Which of the following does not have a direct effect on urbanization?

- A. The increasing factory jobs resulting from the industrialization of the 19th century.
- B. The factory jobs, which tended to be located in cities, attracted many people from rural areas.
- C. Many schools were established to educate the children of the new factory laborers and exclude those whose parents didn't have factory jobs, which made the city population larger.
- D. The failure of the birth control policy.

(2)

The erosion (腐蚀; 侵蚀) of the middle of the labor market is easy to misinterpret (曲解), because its roots are multiple. During the 1970s, the entry

into the work force of an unprecedented (空前的) number of women and of young adults born during the baby boom resulted in too many workers for the jobs available, and depressed wages. The decline of the middle also has something to do with the explosive growth in world trade since 1960. As manufacturing technologies have become more mobile, and multinational firms more footloose (自由自在的; 到处走动的), production jobs have migrated from the U.S. to countries where wages are low. In addition, technology itself has helped to provoke (驱使; 激怒) the shifts in the job market. For example, fewer American workers would have been needed to make steel in 1980 than in 1960 even if the pressures of global competition had not been a factor, because new machines have made many of their tasks redundant. Finally, the high rate of unemployment caused by these trends has tended to drive wages down further, especially at the low end, since it forces unskilled workers to compete for their jobs with unemployed people who are willing to do the work for less.

Which of the following is not the cause for the erosion of the middle of the labor market?

- A. Baby boom plays a part in the erosion of labor market.
- B. Stepped-up world trade results in the migration of production jobs from the U.S.
- C. The advance of technology has had an effect on the shape of the job market.
- D. Skilled workers are unwilling to do the jobs which were taken by the unemployed people.

III. Reading Task

A. Pre-reading activity

Have you ever met with or heard of such events that someone is actually very good at some course or demonstrates special talent in some field, but unfortunately he/she fails to get a high score? What do you think of such things? And what do you think of the current prevailing grading system?

B. Reading

Motivation to Learn

Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact with, and make sense of their environment. As one author puts it, "Rarely does one hear parents complain that their preschooler is 'unmotivated'".

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of students — more than one in four — leave school before graduating. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning.

Awareness of how students' attitudes and beliefs about learning develop and what facilitates learning for its own sake can assist educators in reducing student apathy.

What is student motivation?

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

A student who is *intrinsically* motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. An *extrinsically* motivated student performs *in order* to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher approval.

The term *motivation to learn* has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner — regardless of whether or not they are intrinsically interesting". Another notes that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning.

What factors influence the development of students' motivation?

According to Jere Brophy (1987), motivation to learn is a competence

acquired “through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers).”

Children’s home environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children’s natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying.

When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Conversely, when children do not view themselves as basically competent and able, their freedom to engage in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished.

Once children start school, they begin forming beliefs about their school-related successes and failures. The sources to which children attribute their successes (commonly effort, ability, luck, or level of task difficulty) and failures (often lack of ability or lack of effort) have important implications for how they approach and cope with learning situations.

The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence. As Deborah Stipek (1988) notes, “To a very large degree, students expect to learn if their teachers expect them to learn.”

Schoolwide goals, policies, and procedures also interact with classroom climate and practices to affirm or alter students’ increasingly complex learning-related attitudes and beliefs.

And developmental changes comprise one more strand of the motivational web. For example, although young children tend to maintain high expectations for success even in the face of repeated failure, older students do not. And although younger children tend to see effort as uniformly positive, older children view it as a “double-edged sword”. To them, failure following high effort appears to carry more negative implications — especially for their self-concept of ability — than failure that results from minimal or no effort.

What can be done to help unmotivated students?

A process called **ATTRIBUTION RETRAINING**, which involves modeling, socialization, and practice exercises, is sometimes used with discouraged students. The goals of attribution retraining are to help students to (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up; and (3) attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of ability.

Because the potential payoff -- having students who value learning for its own sake -- is priceless, it is crucial for parents, teachers, and school leaders to devote themselves fully to engendering, maintaining, and rekindling students' motivation to learn.

Notes on language and culture

1. propel; drive forward
2. interact with; act in such a way as to have an effect on each other
3. shrink; become or make smaller in size or amount
4. drudgery; hard, menial, or dull work
5. for something's sake; for the purpose of; in the interest of; in order to achieve or preserve
6. apathy; lack of interest, enthusiasm, or concern
7. motivation; reason one has for acting or behaving in a particular way
8. intrinsically; essentially
9. evoke; call up; bring out
10. extrinsically; not part of the essential nature of someone or something; coming or operating from outside
11. regardless of; without paying attention to the present situation; despite the prevailing circumstances
12. commitment; state or quality of being dedicated to a cause or activity
13. initial; existing or occurring at the beginning
14. constellation; a group of associated or similar people or things
15. nurture; care for and encourage the growth or development of
16. autonomy; right or condition of self-government, especially in a particular

sphere

17. efficacy: ability to produce a desired or intended result
18. be apt to: have a tendency to do something
19. inherent: existing in something as a permanent, essential, or characteristic attribute
20. conversely: in an opposite manner (introducing a statement or idea which reverses one that has just been made or referred to)
21. diminish: make or become less
22. implication: conclusion that can be drawn from something although it is not explicitly stated
23. affirm: declare positively
24. strand: (量词)股; 缕; 条。(故事等)发展的线索或情节
25. attribution: 归因
26. engender: cause or give to (a feeling, situation, or condition)
27. rekindle: revive (something that has been lost) 再点燃

C. Post-reading activity

Think and answer the following questions.

What is student motivation?

How does different sources of motivation effect on students?

What influences can home environment have on children?

How do teachers' beliefs and expectations influence the students?



IV. Fast Reading

In this part, you are required to read three passages and choose the best answers to the questions after each passage, using the skill you have just learned where necessary.

(1) Using Study Groups to Increase Learning

Some students find that the Study Group method helps to learn some kinds of material faster and better. However, it must be used in a particular way, otherwise it is frustrating and a waste of time.

The following guidelines will help to plan and carry out the method in a

way to ensure that it works for you.

The size of the group is important. It can involve as few as two, but a more desirable number is between three and six. Then if one member cannot make the meeting, the group can still carry on. Members should be taking the same course, and be able to get together on a regular basis. One person should act as Chair, to see that the method is carried out correctly, without too much idle talk or one person getting excess "air time."

An agenda should be prepared for each meeting, with each member responsible to report on or explain a section of the reading or to give the answers to selected questions.

All members must do their homework of preparing for the meeting, each preparing his/her assigned parts, and all making themselves familiar with all the material.

The group meeting should be conducted to cover all the reports within the planned time from one to two hours depending on the agenda. Each person should make his/her presentation so good that it "teaches" the material to the others. Then the presentation should be questioned and discussed freely and thoroughly, with everyone participating. Finally, each should make brief notes on the important ideas that were brought out.

The next step is to take about five minutes to talk about the value of the session, and in particular to discuss ways in which each member could make it better next time.

The final step is to plan the agenda for the next meeting, after which members may reward themselves with socializing.

It may take two or three sessions to get the method working, but if you stick to it and follow the procedure, it will usually increase learning and make it more interesting. If the method suits your learning style and the course material, form a Study Group and give it a fair trial. If, by chance, it does not work, adapt it. And if that fails, drop it. Always and only go with what works.

1. Why is the Study Group method frustrating and a waste of time if not properly used?
 - A. When it involves too few people, the group can not carry on sometimes.
 - B. If its members take different courses, or cannot meet regularly, then the

study group will fall apart sooner or later.

- C. There should be someone in charge of the group, or the group get-together may become a waste of time.
 - D. All of the above.
2. Which of the following may contribute to the failure of a group method?
- A. Each member only prepares a part assigned to him/her and doesn't have to be familiar with all the material.
 - B. The group meeting should last within the pre-planned time.
 - C. The presentation should be made well enough to make the other members learn from it and then participate in it.
 - D. Each member should take notes on the important ideas that have been brought out.
3. What is the second step for the whole process of the Study Group method?
- A. Select one person as Chair.
 - B. All members are assigned parts to prepare.
 - C. The presentation should be questioned and discussed freely and thoroughly.
 - D. Spend several minutes talking about the value of the session and discussing ways in which each member could make it better next time.
4. Which of the following may be the effect of the Study Group method?
- A. It can increase learning efficiency if it suits your learning style and course material.
 - B. It can improve students' social ability and make them get fun from it.
 - C. It is likely to be a failure, so before you form a study group, think twice.
 - D. Both A and B.

(2) How to Study Read (I)

Most students don't know how to study read. They usually open their textbooks to the assigned page and start reading. But before long, their minds have wandered off somewhere. Or they read and mark up the pages by underlining everything that seems important. Study reading is different from regular reading. You are expected to remember more, and in most cases, will be tested on what you read. Here is a four-step method for study reading that can help improve comprehension and promote retention of what is read.

Step One: Prepare to Read

It's important to prepare yourself to read. Much time can be lost when you try to plunk yourself into reading an assigned chapter when your mind isn't ready. Because you can think faster than you can read, your mind can easily go into daydreams or other thoughts if you aren't ready to read an assignment. The wisest thing to do is to skim over the chapter to be read. Let the title sink in. Read an opening paragraph or two to see what the chapter is about. Then read the headings and sub-headings. Next read the summary or the last couple of paragraphs. It may not make a lot of sense, but your mind will begin to clear out other thoughts. You'll begin to think about the content of the chapter. If there are study questions at the end of the chapter, read those. Having questions about what you are reading helps concentration and gives you a purpose for reading.

Step Two: Read

After you've looked over the chapter, you are ready to read. If you don't have any questions about the content of the chapter, make some up. You can do this by turning the title and headings into questions. If you are reading a long chapter, don't try to read too much at once. It's better if you read from one heading to the next. Then stop and follow Step Three below. If there are no headings in the chapter, read about two pages; then stop and follow Step Three below.

1. What does "study read" (para. 1, line 1) mean?
 - A. To read in detail.
 - B. To learn how to read.
 - C. To read in a study.
 - D. To read regularly.
2. Study reading is different from regular reading in that _____.
 - A. one's mind wanders off somewhere before long in regular reading
 - B. one does regular reading at certain time every day
 - C. one reads and marks up the pages by underlining everything that seems important in study reading
 - D. retention is important in study reading and what is read will often be tested

3. To prepare yourself to read, you should _____.
 - A. skim over the chapter to be read and read the study questions
 - B. let the title sink in, then read an opening paragraph or two
 - C. read the headings and sub-headings
 - D. read the summary or the last couple of paragraphs
4. What's the purpose of preparing yourself to read?
 - A. To think faster than you can read.
 - B. To skim over the chapter to be read and get a general idea.
 - C. To make your mind clear out other thoughts and prevent daydreaming while reading.
 - D. To find the study questions to concentrate on what you read.

(3) How to Study Read (II)

Step Three: Examine What You Read

By reading only short passages and then stopping, you stand a better chance of concentration on the chapter's content. The third step is now to examine what you read. Put the textbook aside, and write some notes in your own words. In a few key words or phrases, write down the major points you just read. Research shows that doing this aids comprehension and retention for future tests. If you don't believe in taking reading notes, at least try to recite to yourself the key points you just read. When you are satisfied you understand what you read, then read from the next heading to the next, stopping every once in a while to take notes or go over what you read. Follow this step until you are finished with the chapter. Though this may seem slow, as you practice this study reading technique, you'll discover it's really faster because you don't waste time by losing concentration or having to reread what you've read.

Step Four: Plan to Review

This last step does not take place immediately after you read, but it's very important for remembering what you read and can mean the difference between a C and an A on a test. You should make a definite plan to review your reading notes every week. As you move through a course, you have more and more to learn. You can't remember it all. In fact, unless we review every week what has been studied before, we can forget over 80 percent of what we read. So