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新世纪
大学英语系列教材
读写教程
第1册

主编 王海啸

南京大学出版社

READING &
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：

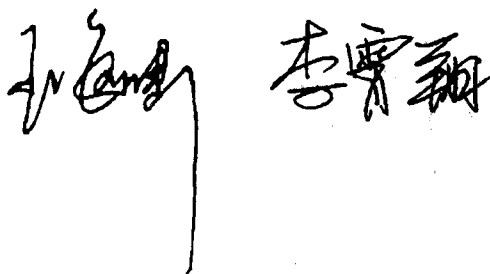
一、强调基础知识学习、基本技能训练与语言应用能力培养的有机结合。大学英语教学的目的是培养学生语言应用能力，然而应用能力的培养必须建立在扎实的语言基础之上。因此，从英语教学的实际需要出发，本套教材注重在帮助学生打好语言基本功的同时，为学生提供大量的旨在提高语言应用能力的教学指导与练习，以帮助学生将课本知识与课堂学习内容有效地转化为语言能力。在知识与技能的介绍上力争系统、全面，在练习的设计上重视交际性、趣味性与科学性的统一。在具体安排上，《读写教程》、《听说教程》和《阅读大观》将学习与练习并重，《综合练习》则侧重基本功训练。

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。



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》一至四册。

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作能力，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》的第一册，供大学英语一级教学使用。参加本教材编写的人员有王海嘯、刘成、肖飞、郭廉彰、汪清、肖莉、全亚莉等，并承南京大学中美文化研究中心的 Orinkirshmer Kirshner 教授和 Tom Linmongello 先生审读全部文稿。

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

2000年6月

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Unit One

Congratulations!

Congratulations to you all!

As you have turned the cover of this textbook, you have turned a new page in the history of your English study. Now that you have left your glorious middle school life behind you and started a brand new college life in a new environment¹, you must be filled with great excitement and expectations. But on the other hand, you must also have a lot of uncertainties about college study in general and about English study in particular.

Well, don't worry! We have thought about at least some of the problems for you. In the following part of the Unit, we will try to answer a few of the questions that you might like to ask about this course. Of course, no attempt has been made to try to answer all of your questions in the following part of our textbook. Instead, we will list and then try to answer those questions that are of concern to most of the students of this course. When you finish with our answers to the questions given below, you are also encouraged to discuss other questions and concerns with your teachers and classmates and share your views on these and many other questions and concerns.

Now let's turn to the questions that most students might like to ask about the course.

1. "What is the aim of this course?"

This course mainly aims at improving students' abilities in reading and writing in the English language. Certain efforts should also be made towards the training of students' abilities in listening and speaking. It is understood that those who start this course will already have a command of 1,800 English words and some basic knowledge of English pronunciation and grammar and have received training in reading and writing with some practice in listening and speaking.

This course is divided into four bands or stages and each band is to last one semester².

¹ **environment:** 环境

² **semester:** 学期

By the end of Band 4, students will be expected to have mastered 4,200 English words, strengthened their knowledge in grammar, and developed abilities to read texts of general topics and average difficulty with a fair understanding at a speed of between 70 and 100 words per minute and to write according to the given requirements a short and smoothly developed essay of about 100 to 120 words with no major grammatical mistakes. They should also be able to understand some spoken English and express themselves orally in simple English.

2. "How are things organized in this textbook?"

This textbook is made up of four ^卷 volumes, each containing ten units. The first two volumes, intended for the use of students of Bands 1 and 2, mainly introduce different styles of English writing and emphasize the practice of writing at sentence and paragraph levels. The other two volumes, for Bands 3 and 4, aim at training students' other reading comprehension skills and more advanced writing skills.

In Volumes I and II, each unit, except this one, includes four parts, presented from Part A to Part D. The first part introduces a reading skill or a variety of English writing, followed by some short and then two longer reading passages for your practice with the skill or the style of English writing introduced at the beginning. (There is no short passage reading practice in Units 1 to 3.) Part B explains some of the new words and expressions taken mostly from the second longer reading passage and then there will be some exercises for you to practice some of the words and expressions and other word forms. Part C contains some exercises designed to strengthen your writing ability at the sentence (for Volumes I and II) and paragraph (for Volume II) levels. Finally in Part D, there is an activity that requires you to do some reading first and then provide some kind of response to the content or certain ideas in the reading passage or to the questions given after the reading passage.

3. "How can I improve my reading ability?"

Since this course concerns itself mainly with reading and writing, you might want to know if there is a good method to improve your reading. You will certainly be disappointed if you are told that there is no exactly ONE SINGLE best way to learn to read better in English for everybody. Unfortunately, this is indeed the case. However, this does not mean that we can't do anything to improve our reading ability. In the past experiences of many language learners, certain practices have proved to be effective for

most, if not all, people for certain purposes of reading. Here is one for general-purpose reading:

SQ3R

SQ3R is a method that helps you understand what you read. It gives you a useful series of steps that can improve your reading comprehension. You may recognize parts of SQ3R because this is what many teachers would like to suggest to their students. But SQ3R pulls together five different steps into a whole system. You can use the system for your reading, especially in textbooks, newspapers, and magazines.

What is SQ3R? The letters stand for the following activities:

Survey

Question

Read

Recite

Review

The S in SQ3R is for survey. The Q is for question. The 3R's stand for three words that begin with an R: read, recite, review.

I. Survey

When you survey, you preview. Its purpose is to give you information about what you are reading before you actually begin.

When you survey, you

- read the sentences that introduce the chapter.
- read headings¹ and subheadings² (look for boldface³ or italic⁴ print).
- look at illustrations⁵ and photos and read all captions (sentences that explain the pictures).
- read checklists and questions at the end of the selection.
- read introductory sentences at the beginning of the chapter.

¹ heading: 标题

² subheading: 小标题; 副标题

³ boldface: 粗体字; 黑体字

⁴ italic: 斜体的; 斜体字

⁵ illustration: 插图

In surveying, don't read all the material. Your purpose here is not to read the complete piece. You want an overview. Take only a few minutes to survey.

II. Question

When you question as part of the SQ3R process, you actually produce your own questions. You identified¹ headings and subheadings when you surveyed. Now look again at the headings (usually in boldface print). Turn each heading into a question. Write the questions down.

To construct your question you might want to use one of these word groups:

- Why is (are)?
- How do (did)?
- When did?
- Why did?
- What is (are)?

III. Read

The first R, Read, means that now you read the selection from one heading to the next heading and stop before going on. While you read, try to find the answer to the question that you've made up from the heading.

Reading in this way gives you a purpose for reading. It keeps you focused on segments (short pieces) of the text. You do not read the whole selection at once.

When you read the sentences from one heading to the next, stop before you continue. Your purpose is to read in order to find out the answers to your questions. When you answer them, then go on to read down to the next heading. Keep repeating the process.

IV. Recite

The second R, recite, means that after you've read from one heading to the very next one, you look up from the book and try to answer the question.

When you first start using SQ3R, recite your answer out loud. As you gain more experience, say the answers to yourself. Remember, the

¹ identify: 识别

key here is

1. to look at the question that you made up from the heading;
2. to read only from one heading to the next;
3. to stop before going on; and
4. to recite the answers to the questions.

After you answer the question, read down to the next heading. If you can't come up with an answer, read the sentences under the heading again.

V. Review

After you read the whole selection, review your reading. Review means "look again." What is the best way to look again at what you've done? Simply go back and read your questions another time. Try to answer the questions.

This time, however, do not read the material under each heading. Now you're trying to remember what you read by thinking about each question and giving an answer.

If you can't answer a particular question, then reread only the material under the heading that will answer your question.

4. "How can I improve my writing ability?"

As with the training of reading ability, different people often have different ways to improve their writing abilities. The author of the following essay, Mr. Masoud Shafiei, who teaches English as a Second language at the University of Houston (Texas), was a former student of English as well. He was born and raised in Iran¹. He went to the US seven years ago. Let's see what advice he gives about the improvement of writing.

WANT TO WRITE BETTER?

Try This

By *Masoud Shafiei*

Writing is one of the most challenging skills for many EFL

¹ Iran: 伊朗

students. The following are some of the ways that can help improve your writing. They certainly helped me when I was an English student way back when.

Read often. Reading has shown to have very positive impact¹ on all aspects of language. Reading English newspapers, magazines, and books will not only help you with your spelling, but it also improves your grammar and writing. While you're reading a text, pay special attention to the main idea, and how the writer has supported his/her opinions.

Keep a personal journal in English. Writing is a skill, and in order to become competent in this skill, you have to practice. Learning how to write won't in itself make your writing better. To become a good swimmer, you have to jump into the water and apply and practice what you've learned about swimming.

That's true about writing, too. In order to improve your writing, you have to practice as much as you can. One way to do so is by keeping a personal journal. A journal is different from a diary in that you don't simply write about your daily routines². In a journal, you mention the important daily events and then you express your feelings, thoughts, and opinions about those events. You can also write a journal entry about something that you read in English, such as a news report, a novel, a poem, etc. Such an interactive³ process between reading and writing will eventually result in your thinking in English while writing.

Find a pen pal. There are many companies and web sites⁴ that can help you find a pen pal to have correspondence⁵ with. A pen pal is like a friend, but since he or she lives in another, and often distant, country, the only way you can communicate with each other is through writing. Writing to a pen pal not only improves your writing, but it is also a good way to learn about other cultures. Your pen pal doesn't have to be a native speaker of English. You can still improve your writing in English by corresponding with another English learner. When I was learning

¹ impact: 影响

² routine: 琐事

³ interactive: 交互(式)的

⁴ web site: 网站

⁵ correspondence: 通信

English, I had four pen pals, none of whom were English speakers. Nevertheless, as a result of our correspondence my English writing improved tremendously, partly because I would try to correct my pen pals' errors.

Try it!

5. "What to do now?"

By now, you must have a better idea about what this course is about and what to do with your learning in the future. However, you must have many more questions and uncertainties about the learning of this course. If this is indeed the case, why don't you take a few minutes and discuss with your classmates and teachers some of the issues that are of great concern to you? During your discussion you may soon find that what seems to be problematic to you might pose no problems to others and by sharing your thoughts and experiences about English language learning, you can find answers to many of the problems by yourselves.

Now take a few minutes and write down the questions that you want to ask about English language learning:

1. _____
2. _____
3. _____
4. _____
5. _____

When you have finished with the questions, discuss with your classmates and teacher and see if you can get good answers to some of them by yourselves.

Now it is time to put all you have learned in this unit together. Suppose you have a pen pal named Kimi Takada in Japan. This morning, you have just received an e-mail message from her. Please read the message first and then write a reply to her. In your reply, you can make use of some of the things that you have learned in this unit either by reading the above texts or by discussing with other people in the class.

From: Kimi Takada

To: My friend in China

Dear friend,

I'm a college student and I major in fashion design. I came to this college a few days ago. I am very excited about the new college life, but I am also worried about my new studies. Among the courses we study, I worry most about English. I know you are also a new college student and you also have to learn English. Can you tell something about your college or university and how you learn English over there in China? Can you also give me some advice especially on how I can improve my English reading and writing abilities?

Sincerely yours,

Kimi Takada

Your reply:

From: _____ (*Your name*)

To: Kimi Takada

Dear Miss Kimi Takada,

Sincerely yours,

_____ (*Your name*)

Unit Two

Part A: Reading Skills—Making a Good Start

When discussing the learning of reading, people often talk about the division of intensive reading and fast reading. In intensive reading, students learn to read a text very closely, often sentence by sentence or even word by word, in order to understand and learn from the text as much as possible. In fast reading, however, students often read quickly and roughly only to get the main idea, or some specific information. So, it seems, the two are quite different processes of reading.

But in our real life reading activities, we do not always pick up reading materials and read them intensively. Neither do we always read things fast. What is often the case is that things are read quickly and roughly first and then, if the first reading has satisfied our need, the reading process is over. But if the need is not satisfied or new interests are aroused during this first reading, the process will go on, and in this case, we will most likely read more closely or intensively.

This is not only true of our general purpose reading in our daily life, but also true of the learning of reading. The skill of reading consists in both speed (how fast you can read) and comprehension (how much you can understand). The practice of fast reading will help to increase your reading speed, but fast reading alone does not guarantee¹ an improved ability of understanding. Intensive reading, on the other hand, contributes to² the rate of comprehension and the learning of new language items, but slow reading, especially the kind of reading that is focused on words and sentences, often prevents people from perceiving³ the general structure and overall idea of the text being read, thus making it impossible for them to fulfill the main purpose of reading.

So we suggest that in working with this textbook you read each reading selection first quickly, to gain the main idea of the text, and then slowly and carefully, to pay more attention to the details, the hidden messages as well as what you think is worth learning.

Below, you will find some reading passages. First, read each of them quickly, and

¹ guarantee: 保证

² contribute to: 有助于

³ perceive: 了解