

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

# 泛读教程

## Reading Course

王守仁 姚媛 / 编



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# 总序

“十二五”普通高等教育本科国家级规划教材  
新世纪高等院校英语专业本科生系列教材(修订版)

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,

以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校 40 余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识的三大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾 200 种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长

# 前 言

根据教育部2000年颁发的《高等学校英语专业英语教学大纲》，我们编写了《泛读教程》，供高等学校英语专业一、二年级泛读（阅读）课教学使用。

《泛读教程》的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言素材题材广泛，内容呈百科知识性，涉及英语国家的社会、政治、经济、文化、文学、历史、宗教、体育、医药、环保、风土人情、科普知识等各个领域。同时，语言素材的文体呈多样性，既有文学作品，又有记叙、说明、议论、新闻、广告等语言风格不同的各类文章。就“读”而言，《泛读教程》提供全面系统的阅读训练，指导学生掌握细读、略读、寻读等方法，学会快速、准确地获取并处理信息，并通过各种练习，培养假设判断、分析归纳、推理检验等逻辑思维能力。学生学了这套教材，可以提高英语的阅读理解能力和阅读速度，增强英语语感，扩大词汇量，增加英语国家文化背景知识。

《泛读教程》全套四册。每册十八单元，按阅读方法编为三到四组。每一单元分三个部分，结构如下：

**第一部分 (Section A)** 是为课堂教学设计的，一般不要求学生预习。

**词汇测试 (Word Pretest)** 所列单词选自第一部分 (Section A) 的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

**课文 (Text)** 根据难易程度，由浅入深编排。课文长度从第一册的650字左右逐渐增加到第四册的1200字左右。

**阅读方法 (Reading Skill)** 循序渐进地系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，熟悉英语句子结构，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木，不见森林”的现象，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评鉴赏能力。阅读方法属单项技能强化训练，即同一种阅读技能要连续在几个单元内反复操练，以使学生能真正掌握，运用自如。

**词汇练习 (Vocabulary Building)** 在四册书中各有侧重，第一册系统介绍常见构词法，第二册除构词法外，还有语义辨认、动词搭配、同义词及反义词等方面的练习，第三、第四册进行词形变化训练，第四册增加了习语、类比推理及词汇综合练习等内容。

**完形填空 (Cloze)** 重点测验学生阅读理解能力，培养学生语感。

**第二部分 (Section B)** 有四至五篇相关题材的短文，主要用于快速阅读训练，学生不

得预习。阅读必须在规定时间内完成,但教师可根据学生的情况对阅读时间进行适当调整。

**第三部分 (Section C)** 所选课文长度超过第一部分课文,内容是对相关题材的深化或补充,供学生课外阅读,教师在课堂上进行检查,也可结合第一部分 (Section A) 的课文作适当讲解。

每个单元的最后有两至三道思考题,供学生在课内或课外讨论。

《泛读教程》是在原《新编英语泛读教程》基础上改编的。我们保持了《新编英语泛读教程》的基本框架,但替换了部分课文,并重新编排了相应的练习。我们希望《泛读教程》能适应不断变化的新形势,满足新世纪英语教学的实际需要。

杨敬清、环英智、张翼三位老师参与了本书部分单元的编写工作。

《泛读教程》于2008年列入教育部普通高等教育“十一五”国家级教材规划,评审专家对我们的工作给予了充分肯定。在教材编写过程中,我们得到了上海外语教育出版社智象社长的关心和指导,责任编辑同志提出了很好的建议和意见,在此一并致谢。








王守仁

2008年于南京大学



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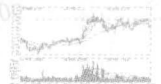
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# UNIT 1



## Language Testing

### Section

#### A

**Directions:** You are expected to read this section in class. Do not preview.



### WORD PRETEST

For each italicized word, choose the best meaning below.

1. What is your *assessment* of this state of affairs?  
A. evaluation                      B. prediction                      C. position
2. He teaches a *remedial* class for first-graders.  
A. elementary                      B. advanced                      C. helping
3. We received a *lift* from his speech.  
A. message                      B. encouragement                      C. disappointment
4. The ability to speak several languages was among his *attainments*.  
A. merits                      B. achievements                      C. virtues

5. He drove at a *constant* speed.  
 A. unchanging                      B. various                      C. great
6. We made plans for a visit, but *subsequent* difficulties with the car prevented it.  
 A. unexpected                      B. continuous                      C. later
7. The *prospective* member of Parliament for our town will be introduced to the local party tonight.  
 A. ambitious                      B. promising                      C. expected
8. I didn't know anything about any of the books so my choice was quite *arbitrary*.  
 A. based on facts                      B. based on reason                      C. based on chance or personal opinion



## TEXT I

## Types of Test

## Placement

A *placement* test is designed to sort new students into teaching groups, so that they can start a course at approximately the same level as the other students in the class. It is concerned with the student's present standing, and so relates to general ability rather than specific points of learning. As a rule the results are needed quickly so that teaching may begin. A variety of tests is necessary because a range of different activities is more likely to give an accurate overall picture of a student's level than a single assessment. 5

Sometimes one member of staff sees each student individually before the final class allocation is made. This procedure has several advantages. It helps to complete the assessment for each individual student by disclosing factors which are not revealed by the written tests, either positive ones such as a friendly, outgoing character or a higher level of production than a writing test suggests, or negative ones such as a slight stammer or more than average shyness. Perhaps the greatest advantage of the interview is that there is now the opportunity to assess both oral production (the ability to make English sounds) and fluency (the ability to sound English in a social situation) at one and the same time. 10 15

## Diagnostic

A *diagnostic* test (sometimes called a *formative* or *progress* test) checks on the student's progress in learning particular elements of the course. It is used for example at the end of a unit in the course book or after a lesson designed to teach one particular point. These tests can take the form of an extension of the lesson from a practice phase into an assessment phase. They can provide information about progress which may be used systematically for remedial work. The diagnostic test tries to answer the question "How well have the students learned this particular material?" If his learning has been successful, the results will give a considerable lift to the student's moral and he is likely to approach the next learning tasks with 20 25

fresh enthusiasm. If he finds he has not mastered the point at issue, the test should give him clear indications of how he falls short, so that he can do some useful revision.

### Achievement

An *achievement* test (also called an *attainment* test) looks back over a longer period of learning than the diagnostic test, for example a year's work, or a whole course, or even a variety of different courses. It is intended to show the standard which the students have now reached in relation to other students at the same stage. This standard may be established for a country, as with school-leaving certificates; or it may relate to an individual school or group of schools which issues certificates to students attending courses. But the important point which is common to all these situations is that the standard remains constant as far as possible from course to course and from year to year and is external to the individual class or textbook.

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### Proficiency

The aim of a *proficiency* test is to assess the student's ability to apply in actual situations what he has learnt. It seeks to answer the question "Having learnt this much, what can the student do with it?" This type of test is not usually related to any particular course because it is concerned with the student's current standing in relation to his future needs. Efforts must be made to use in the tests the kind of language which actually occurs in the situations the student will meet. For example, a test which sets out to assess the proficiency of a student hoping to follow a university course in an English-speaking country would need to take into account not only his level of skills in listening to lectures, but also his ability to take notes, to make full use of what is written on the blackboard or projected, and finally to use the information he has gained from the lecture in his subsequent writing. An important element in proficiency testing is to assess in some way the student's ability to repair breakdowns in communication, by asking for a repetition or an explanation, for example, or by rephrasing what he has just tried to say.

A rather typical example of a standardized proficiency test is the Test of English as a Foreign Language (TOEFL). It is used by nearly 1,000 institutions of higher education in the United States as an indicator of a prospective student's ability to undertake academic work in English. The TOEFL consists of the following sections:

— Listening Comprehension. It measures the ability to understand English as it is spoken in the United States.

— Structure and Written Expression. It measures mastery of important structural and grammatical points in standard written English.

— Vocabulary and Reading Comprehension. It tests the ability to understand the meanings and uses of words in written English as well as the ability to understand a variety of reading materials.

Proficiency tests sometimes add sections that involve free writing and/or oral production.

This division of tests into separate categories is clearly rather arbitrary, and though it is

convenient to say that the purpose of any test can be defined in this way, there are in practice several different purposes for every test. For example, it has been argued above that an achievement test assesses the learning that has gone before, and is therefore concerned with the past, but a student taking this kind of test usually does so because he needs the qualification to convince someone else of his future potential, either as a student in a more advanced course or as an employee. In the same way, although a proficiency test is not in theory concerned with how the student's present stage of competence has been arrived at, he may well have prepared for it by taking a course designed to help him to pass.

Total words: 979 words

Total reading time: \_\_\_\_\_

The text is based on *A Language Testing Handbook* by Andrew Harrison, London: Macmillan Press, 1983.



## READING COMPREHENSION

Circle the letter of the best answer.

- According to the author, placement test can provide information about students' \_\_\_\_\_.
  - specific points of learning
  - general ability
  - progress learning in the course
- The interview has the following advantages EXCEPT \_\_\_\_\_.
  - disclosing factors which are not revealed by the written tests
  - assessing both oral production and fluency at the same time
  - reducing the workload of faculty members
- A diagnostic test checks on students' \_\_\_\_\_.
  - general language ability
  - ability to communicate
  - progress in learning particular elements of the course
- It can be inferred that the diagnostic test is often \_\_\_\_\_.
  - a test for one course
  - a test for a variety of courses
  - external to the individual course or textbook

5. Which of the following tests can be regarded as an achievement test? \_\_\_\_\_
- A. Mid-term test.  
B. Test for school-leaving certificates.  
C. Test for admission.
6. A proficiency test \_\_\_\_\_.
- A. is related to particular courses that the students have taken  
B. aims to assess students' ability to apply in actual situation what they have learned  
C. focuses on one specific skill the students have acquired
7. The author chooses the TOEFL as an example of proficiency tests because \_\_\_\_\_.
- A. the TOEFL is a well-known test  
B. the TOEFL includes free writing and oral production  
C. the TOEFL is designed to test students' ability to conduct academic studies in English in the United States
8. With which of the following statements would the author most likely agree?
- A. An achievement test is only concerned with the past.  
B. An achievement test can sometimes be regarded as a placement test.  
C. A proficiency test has only one purpose.



## VOCABULARY BUILDING

### ① Definition

*Define the following terms in your own words.*

placement test  
diagnostic test  
achievement test  
proficiency test

### ② Idioms

*Complete the following sentences with the appropriate idiomatic expressions which are related to the idea of HARD WORK. Make sure they fit the blanks.*

burn the midnight oil	hit the books
do back-breaking work	work like a dog
fall down on the job	work one's fingers to the bone

1. He \_\_\_\_\_. In other words, he studies hard.
2. Jane \_\_\_\_\_. In other words, she studies very late at night.
3. Mike \_\_\_\_\_. In other words, he fails to do well.
4. Sally \_\_\_\_\_. In other words, she studies in a serious way.



5. He \_\_\_\_\_. In other words, he does very difficult physical work.  
 6. Tom \_\_\_\_\_. In other words, he works hard and seriously.

### ③ General Vocabulary Exercise

Choose the word or expression that correctly completes the sentence.

- The candidates who wish to \_\_\_\_\_ from the examination must notify the secretary immediately.  
 A. resign      B. remove      C. suspend      D. withdraw
- Gradually the balloon \_\_\_\_\_ out and rose into the air.  
 A. swelled      B. expanded      C. stretched      D. enlarged
- When you take medicine, be careful not to \_\_\_\_\_ that amount printed on the bottle.  
 A. exceed      B. substitute      C. surpass      D. overcome
- The current political \_\_\_\_\_ of our country is favorable for foreign investments.  
 A. weather      B. climate      C. temperature      D. state
- Our spokesman has \_\_\_\_\_ our position on this question.  
 A. verified      B. certified      C. testified      D. clarified
- A teacher should give attention to each \_\_\_\_\_ student in his class.  
 A. personal      B. private      C. own      D. individual
- The population of Hong Kong is \_\_\_\_\_ Chinese.  
 A. popularly      B. regularly      C. commonly      D. predominantly
- Children feel that their parents do not give enough \_\_\_\_\_ to the problems of young people.  
 A. consent      B. appeal      C. affection      D. recognition
- He wears a red hat to make himself \_\_\_\_\_ so as to arrest the driver's attention.  
 A. conspicuous      B. subconscious      C. ambiguous      D. inconspicuous
- Anything you say will be \_\_\_\_\_ and maybe used in evidence.  
 A. taken down      B. taken off      C. taken at      D. taken away
- A helicopter is a very convenient means of transportation. It is able to \_\_\_\_\_ and land vertically.  
 A. take away      B. take off      C. take up      D. take down
- I cannot lend you any money because I still \_\_\_\_\_ one hundred dollars on that car.  
 A. charge      B. owe      C. own      D. loan
- The income from the estate probably \_\_\_\_\_ about \$8,000 a year.  
 A. amounted to      B. amounted      C. added to      D. added up
- She \_\_\_\_\_ her homework immediately after breakfast.  
 A. set aside      B. set off      C. set back      D. set about
- I cannot \_\_\_\_\_ myself that she has already left.  
 A. remind      B. convince      C. confirm      D. convict
- They talked about their business \_\_\_\_\_ a cup of tea.  
 A. with      B. for      C. at      D. over