



普通高等教育“十五”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

总主编 戴炜栋

泛读教程

READING COURSE 4

王守仁 姚媛 编

第四册



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总序

普通高等教育“十五”国家规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将达到150余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,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。教材作者均由编写委员会的专家在仔细审阅样稿后商定，有的是从数名候选人中遴选，总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足 21 世纪英语人才的培养需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

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，以使學生能真正掌握，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2002年5月列入教育部普通高等教育“十五”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庄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。



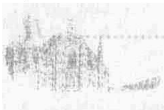




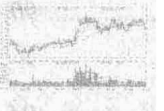
王守仁

2005年5月于南京大学

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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. 30 35

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. 40 45 50

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: 55

— 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. 60

— 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. 65

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.

70

75

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.

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

5. Which of the following tests can be regarded as an achievement test?
- Mid-term test.
 - Test for school-leaving certificates.
 - Test for admission.
6. A proficiency test _____.
- is related to particular courses that the students have taken
 - aims to assess students' ability to apply in actual situation what they have learned
 - focuses on one specific skill the students have acquired
7. The author chooses the TOEFL as an example of proficiency tests because _____.
- the TOEFL is a well-known test
 - the TOEFL includes free writing and oral production
 - 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?
- An achievement test is only concerned with the past.
 - An achievement test can sometimes be regarded as a placement test.
 - 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

- He _____. In other words, he studies hard.
- Jane _____. In other words, she studies very late at night.
- Mike _____. In other words, he fails to do well.
- Sally _____. In other words, she studies in a serious way.