

张德禄 陈其功 许鲁之 编著

# 英语语体阅读教程

MEANING AND STYLE OF ENGLISH TEXTS  
A READING COURSE BOOK



青岛海洋大学出版社

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**英语听力训练教程**

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## 前 言

《英语语体阅读教程》是根据《大学英语教学大纲》与《高等学校英语专业基础阶段英语教学大纲》的总体要求和英语基础阶段教学的实际与今后实际工作的需要编写的,旨在使基本达到基础阶段要求的学生通过阅读初步感知文体特点。从而在篇章分析基础上进一步提高阅读能力和写作能力。

本书的语体划分,主要依据语言使用的大致范围和普通公认的语体分类编排的。本书所选择的几种语体只是几种常用的语体。同时,我们也意识到,(1):语体的划分具有层级之别,也就是说,某一语体可能只是某一更抽象,更概括的语体的一个次分类,但它同时还可以划分为几种“精密度”更高的语体类型。这样,在讨论语言的语体时,所讨论或比较的语体必须是在同一抽象层上,不然其比较的可信度就会受到影响。在选材时,我们尽力做到这一点,但也还受到另一因素的影响,即(2):语体的类别可以依据不同的标准进行划分。这样,按此标准划分。某一语篇属于这一抽象层的类别;而换一个标准,此语篇属于这一类别的语篇,而按另一标准,它就属于另一类别了。所以,怎样把语体的分类标准确定的恰到好处,是语体学家应该继续研究的问题。我们在选材中,也考虑到了这些因素。

全书包括十二个单元,代表十二大类别的语体。每个单元又分为三课,代表三个次类别的语体。在三个次类别的选择上,我们既受到以上两个方面的因素的影响,同时也受到材料本身的限制,但我们觉得,其中的绝大多数都是本单元的直接类别,另外还有几类尚需商榷。

每单元前,都配有一篇对本类语体的功能、结构和文体特点的简单介绍。由于篇幅所限,我们只能把重点置于其突出的功能、结构和特点上,而且这种论述也是“蜻蜓点水”式的。可能有些特点还有待确认,有些由于编者水平所限,没有发现,还有待读者进一步研究。

每课后都配有阅读理解题,主要用来帮助读者检查对该课的理解。另外,在每单元后,还配有一个单元练习,主要用来帮助总结和练习该单元以及其中各课的文体特点。

此书可作为大学英语基础阶段泛读补充教材和高级阶段泛读教材,也可作英语专业二年级泛读教材。也是其他英语专业人员和英语业余爱好者的阅读和参考材料。

本书的编写得到了多位专家和同行的支持和帮助。北京大学胡壮麟教授在百忙中审阅了本书的全稿。山东大学李玉陈教授,聊城师范学院张传真副教授,曲阜师范大学王守元副教授,石油大学赵化学副教授等审读了本书初稿的大部分章节并提出了宝贵的意见;青岛大学贺永功副教授对本书的编写和出版给予热情鼓励 and 大力支持。对上述师长和友人的帮助,编者表示衷心的感谢。

编写此类教材尚属尝试。因编者水平有限,难免出现疏漏和错误,切望读者和外语界同行赐教。

编者

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# **UNIT ONE**

## **PERSONAL LETTERS**

### **Introduction**

Personal letters refer to a variety of genres that are used for written communication between individuals, concerned with information about the matters that interest both sides, usually private matters. The function of the letters may be only to convey personal feelings, greetings, attitudes, aiming at improving personal relationships, or just providing information on a particular subject, public or private, or to persuade the other to take certain stand or action, or to give or ask certain goods or services. They include letters between relatives, colleagues, friends, those who have the same or different viewpoints, those who are engaged in the same profession, or simply those who share a common interest, etc.

Personal letters are generally short and concise, directly conveying the information intended, but there are no set requirements for length, and some are indeed very long.

Personal letters are generally informal, concerned with personal feelings, opinions, attitudes or judgements, however, the slangy, vulgar words and expressions should be avoided. And also the formality of the letters also depends on the relationship between

the writer and the addressee, or on the function of the letters. For example, a formal invitation is really very formal.

Personal letters are often characterized by their courteous expressions, honorary addresses and intimacy. That is the writer always appears to be more polite than in other forms of communications, and to be more intimate than their actual personal relationship.

Personal letters have set textual forms; the beginning, the salutation, the body, and the close, all having to be written in a set way. Any alteration may result in inefficient communication.

In terms of diction, formulaic expressions always appear, and informal, attitudinal, or emotional words and expressions are frequent.

The syntactic structures of personal letters are characterized by short sentences, but though short, there are few or no elliptical sentences.

In letter-writing, especially in writing private letters, the writer seems to talk face—to face with his addressee. Therefore, letters, in particular, personal letters, have the strong characteristics of spoken language. Words and structures that typically occur in oral speech are used in letter-writing, such as well, by the way, just think ... etc.

Here we have chosen three types of personal letters for discussion; family letters, letters to intimate friend and correspondence for scientific personnel.

Family letters are written for communication between family members and close relatives. They are usually informal, intimate, more concerned with personal feelings, and more colloquial in lan-

guage.

Letters to intimate friends, on the other hand, are used for communication between friends. They are mainly concerned with maintaining social relations, exchanging opinions or giving advices.

Correspondence for scientific personnel is utilized for communication between people engaged in similar, or the same profession. Such letters are usually more formal and more specialized, concerned mainly with specialized fields. Thus words concerned with that field, i. e. jargons, are frequently used.

## **1. Family Letters**

### **A. Husband to Wife**

My dearest Mary,

You'll be glad to learn that I arrived here safe and sound last Friday afternoon, and have been hard at work. I have to make it clear that I have been unable to write to you earlier because of being busy with work. Of course you are constantly in my thoughts. Today being Thursday, I am able to set apart a quarter of an hour to write you a letter, telling you what has happened during my trip. The time I spent of the train was very enjoyable indeed. I met two of my old schoolmates who were on the way here on duty. We had a pleasant chat which brought many recollections to our mind.

I telephoned your sister last Saturday, she asked me to go over and see them, and I found her and her family in the best health. Her husband has been very successful in his recent business work. I am staying at the Asia Hotel. My feeling of loneliness is somewhat relieved by the charming company of Mr. H. Brown, my former English teacher. He is here awaiting the arrival of his son, who is coming back from America, as a graduate of Cornell. I am going to visit some of the famous places here, and will tell you all about it in my next letter.

Take good care of yourself.

Your loving husband.

## B. Daughter to Father

Dear Dad,

I am in a great quandry. To take them or not to take them. That is the question. Put the college board exams for the object, and my uncertain future for the reason for my indecision and you get a fair picture of my mental attitude. If I go to the University of Wisconsin where I do not need a record in examination, there is no reason to go through the strain and stress of writing them; and I shall be perfectly happy at Wisconsin and certainly have excellent courses from which to choose, especially should I take history, science, or journalism. The historical library is second only to Harvard's, I understand, and the lecturers the finest to be found, all of them truly scientific historians. There is no place where one has more fun along with work than at Madison. I'll have a grand time there, Dad.

Then, on the other hand, I seem headed for the classics and modern language. I can specialize in that, too, at the University. And yet why have I studied so hard to prepare for the exams if I side-step them at the end? Do you think there is any likelihood of my going to Westminster? I'm glad I've studied to learn all this stuff. What shall I do?

In most profound perplexity,

Ruth

## Reading Comprehension

A.

1. After arriving at the destination the husband wrote the letter



- A. immediately.                      B. six days later.  
C. one week later.                      D. thirteen days later.
2. From the letter we know that the husband  
A. immediately set to work after arriving there.  
B. had not found a job when writing the letter.  
C. was busy at looking for a job when writing the letter.  
D. was spending his weekend at leisure when writing the letter.
3. The husband went there by  
A. plane.                      B. train.                      C. ship.                      D. bus
4. When writing the letter the husband  
A. had not seen his wife's sister.  
B. had telephoned his wife's sister, but hadn't paid her a visit yet.  
C. had paid a visit to his wife's sister.  
D. was ready to see his wife's sister.
5. This letter was written in  
A. America.                      B. an American hotel.  
C. Cornell.                      D. the Asia Hotel.

**B.**

1. In the sentence "To take them or not to take them!", "them" refers to  
A. college courses.                      B. some pictures.  
C. college board exams.                      D. some books.
2. From the letter we know that Ruth  
A. has a fair picture.                      B. has a clear object.  
C. has no idea about her future.  
D. has not decided whether to take the exams or not.