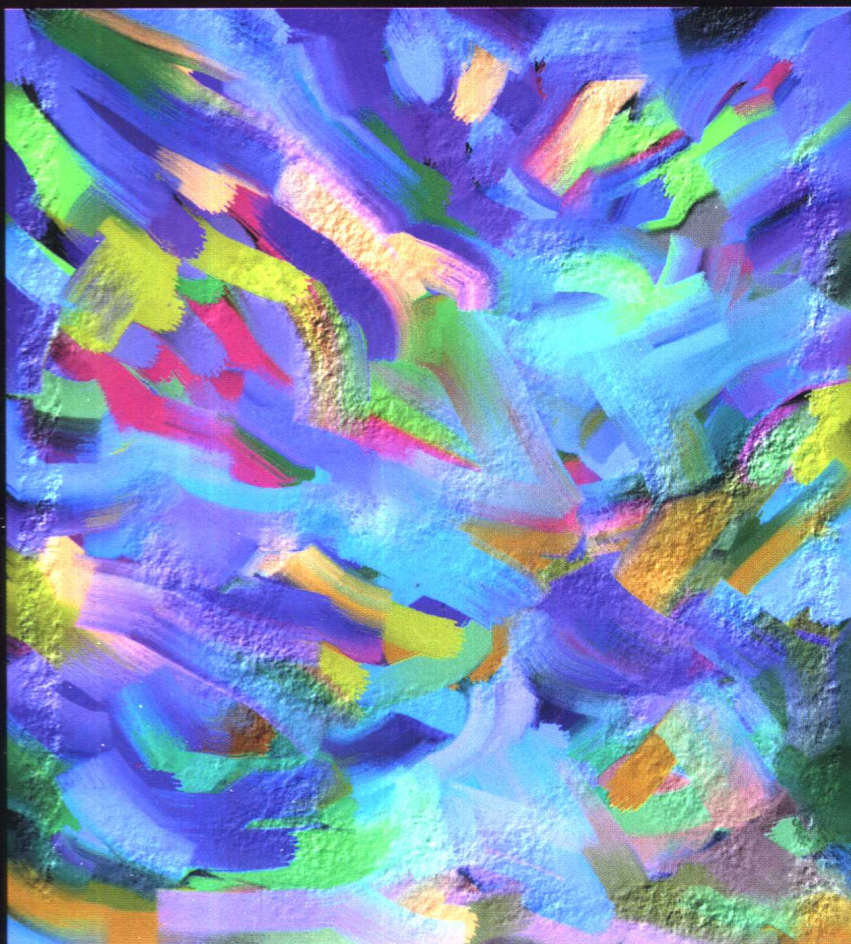


黄必康 编著

Advanced College English
— Reading and
Writing Course

大学高级英语系列教材



 中国人民大学出版社

大学英语高级教程——阅读与写作

北京大学外语学院教材基金资助项目

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大学高级英语系列教材

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前 言

1999年9月,国家教育部委托高等学校大学外语指导委员会修订出版了新的《大学英语教学大纲》(修订本)。新的教学大纲在充分重视打好语言基础的前提下,强调学生对语言的应用能力的培养,提出各高校应采取具体措施,确保大学英语学习四年不断线,为可以达到六级要求且学有余力的学生开设高级英语课程,以激励学生充分利用在校期间的有利条件,继续提高英语水平。《大学英语高级阅读与写作教程》正是为了贯彻这一原则而编写的。

本教程在内容题材和文章体裁、语言难度设置和技能培养等方面既考虑到要与大学英语基础阶段保持一定的连贯性,又力求显示出一定的坡度进阶。课文在题材上人文类文章与科技类文章并重,既注意贴近学生所关注的经验知识,又注意涉猎当代最新热点议题,同时偏重思辨争论性的文章体裁,以提高学生学习语言的兴趣,并加深对西方文化的理解。在语言技能培养方面,本教程力图修正大学英语教学中重读避写或读写脱节的倾向,着力培养学生对英语语言的应用能力。编者认为,当今社会信息化和全球化的趋势对人们以书面方式处理和应用语言的能力提出了更高的要求。我国经济的高速增长和对外合作交流的日益扩大对大学毕业生以书面方式驾驭英语语言的能力也有更高的期待。而这正是大学英语教学中的薄弱环节。本教程的最大特点就是读写并连、并重。学生的阅读内容亦是写作练习的主题内容;阅读过程中的信息输入和处理成了锻炼语言写作和应用能力的基础。这样,学生通过一定强度的篇章阅读提高阅读能力,在此基础上锻炼英语思维能力,直接促进和推动语言书面表达能力(应用能力)的提高。为了强化这一动态学习过程,本教程对选文不做删节,而是以边注形式进行导读与释疑。课文在语言难度上也略高于六级水平,同时在写作的篇幅和难度上高于大纲的要求。

本教程共分9个单元,每单元由2节词汇认知和练习、1篇2500词~3000词的课文阅读和理解练习、主题理解填充练习和写作指导分析及写作实践练习等几部分组成,可供每周2学时的进度使用一学期。建议2周4学时完成1单元:第1周2学时用于词汇学习和练习、阅读及理解;第2周2学时用于讨论课文和写作示范练习,而后要求学生课后根据课堂练习和讨论结果写出本单元写作作业的初稿。教师可视具体情况批阅并插入课程讲评。教师应要求学生参照附录1的提示学会对自己的习作或同学的习作进行修改。

每单元各项内容和编排说明如下:

一、Learning New Words 通过猜义、认知(释义)、语境参照(例句)、变换词性复用(词形、词性转换)、强化词汇练习等手段,切实提高学生学习课文词汇的质量。

二、Learning Words of Acquaintance 调动学生可能已知的词汇，扩大词汇领会范围，用联想领悟的方法达到扩大词汇量之目的并为课文阅读做好准备。

三、Text 本部分分以下4项：

1. Pre-reading questions 根据课文的主要观点和态度组成一组讨论题，目的在于激发学生对课文内容的兴趣和想像力。

2. Reading 文章长度一般在2 500词~3 000词之间，难度为六级或略高。采取边注方式，对课文中的语言难点、文章结构特征等做出注释、点评和导读。这样做可以培养学生主动用英文思维的能力，为写作训练提供思想基础。同时，这种形式也便于自学。

3. Reading comprehension check 检验学生对课文事实和推论的理解。

4. Test on topic awareness 组合一段有关课文主题的填空段落，让学生再次领悟课文主旨和关键信息，在不回看课文的条件下填入关键词。这项练习的目的在于锻炼学生自觉驾驭英文篇章的能力，为写作做好准备。

四、Toward Writing 是学生写作的准备阶段，也是沟通阅读与写作、建立写作意识和立意集材的重要环节，它包括以下三个方面的读写活动：

1. Mimetic sentence writing 选用课文中的几个难句让学生改写，这项练习着眼于锻炼学生造句表意的语言能力。

2. Writing skill recognition 针对本单元课文体裁结构的特点，提供一段有关写作知识和要领的指导性文字，使学生能够参照课文，在动笔写作之前获得一定的相关写作知识，从而更好地指导自己的写作实践。

3. Writing process: collecting ideas 对学生提出了内容与课文有关的讨论问题，要求学生根据自己已知的知识和对课文的理解任意写下自己的想法并加以整理和组织，达到活跃思想、促进动笔的目的。

五、Writing Task 建议写作题目，根据上述的写作练习结果划定写作重点和行文步骤，指导学生参照课文内容和写作手法写出一篇表述自己想法的短文。

六、First Draft 学生根据前面的准备和写作形成一篇作文初稿。应用双倍行距写作，以便教师和自己做进一步修改。

《大学英语高级阅读与写作教程》于1999年初开始编写，第一单元样课由华南理工大学外语系郭杰克教授校阅指正，并提出了宝贵建议，编者在此深表谢忱。北京大学英语系柯彦玢副教授、张薇博士对读写并重并连的教学思想给予了充分的肯定，对编写路子提出不少有益的意见。中国人民大学出版社刘敏博士十分关心本教材的编写，给予编者足够的时间并几次允准延迟交稿，编者在此一并表示谢意。最后，编者感谢中国人民大学出版社林顺言女士和刘光宇女士，她们认真细致的编辑和校对工作使本教程最终以顺利出版。

编者

2001年8月

于北京大学燕北园

About the Authors

William Zinsser (1922 ~), distinguished American educator and essay writer, was educated at Princeton University. Zinsser is well-known for his writings on journalism, drama criticism, magazine columns, and English writing technique. He taught at Yale from 1971 and had collected rich experiences in approaching writing process for his prolific publications on writing. The following essay first appeared in the *Blair and Ketchum's Country Journal* (1979).

Bertrand Russell (1872 ~ 1970), English philosopher and mathematician, made significant contributions to philosophical thought in the 20th century. He established his reputation with *Principles of Mathematics* in 1903 and continued to write for an educated audience until his death. Some of his famous treatises concern pacificism, ethics, and education. He received the Nobel Prize for Literature in 1950. This essay, written in 1935, is from his book entitled *In praise of Idleness and Other Essays*.

Richard Rodriguez (1944 ~), American essayist and educator. The descendent of Mexican-American immigrants, Rodriguez spoke only Spanish until six. He then attended Stanford University, Columbia, and the University of California at Berkeley where he earned a Ph.D. in English literature. Rodriguez now writes for a variety of publications and serves as an editor at *Pacific News Service* in San Francisco. His most recent book, *Mexico's Children* (1992), examines the experience of Mexicans living in the United States.

Robert Hoffman (1932 ~), American philosopher and educator. He attended Brooklyn College and earned a Ph.D. at New York University. Hoffman is now a professor of philosophy at York College of the City University of New York. He is the author of *Language, Minds, and Knowledge*, as well as many articles in journals and magazines. The present article is selected from *The Journal of General Education* published by the Pennsylvania State University.

Michael Novak (1933 ~), American writer and educator, professor of philosophy

and religious studies. He has written numerous articles and books about the changing Catholic church in America. His book *The Rise of the Unmeltable Ethics* (1972) made many Americans modify their conventional “melting-pot” theories about American culture. In the following article, Novak makes a strong statement defending the traditional family of “white ethics.”

Judith Viorst (1936 ~), American magazine editor and columnist. She is well known for her books about children and volumes of light verse. Viorst’s writing style, which often combines deeply felt emotion and humor, has made her works popular and widely read. The following selection first appeared in *Redbook* in 1977, explicating various degrees of intimacy we share with other people who can generally be called friends.

Erich Fromm (1890~1980), German-American psychoanalyst and social philosopher. Born in Frankfurt, he received a Ph.D. in philosophy from the University of Heidelberg, then trained at the Psychoanalytic Institute in Berlin. He immigrated to the United States in 1934, where he held a succession of academic appointments at various influential universities. Fromm wrote twenty books, among which are *Escape from Freedom* (1941), *The Forgotten Language* (1951), and *The Art of Loving* (1956).

Davor Solter (?) is teaching and doing research work in the Department of Developmental Biology, Max-Planck-Institut für Immunbiologie, Stübeweg, Freiburg, Germany. The following selection is from *Nature*, vol. 394, 23/July 1998. The article explains that Dolly, the first mammal cloned from differentiated adult cells, caused sensational doubts about its origin as a clone. But by now these doubts can be set aside and the cloning technique has been further proved by the cloning of mice.

Carl Sagan (1934 ~ 1996), American astronomer, science writer, and novelist. Sagan obtained his Ph.D. in astronomy from the University of Chicago in 1960. He taught successively as a professor of astronomy at the University of California, Berkeley, Harvard, and Cornell. He has written widely on our solar system and planetary exploration. He often writes as a concerned scientist proposing warnings against the current abusive uses of science and technology.

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Unit 1

College Pressures

William Zinsser

Learning New Words

New words preview

Guess the meaning of the boldfaced word in each of the following sentences. In the blank at the end of each sentence, write one or two simple words/phrases that may be similar in meaning to the word in boldface. The first sentence is done for you.

- Mononucleosis** is an incurable disease. fatal illness, cancer
- A **suppliant** asks humbly for something. _____
- She **scribbles** something on his notebook. _____
- I don't like the silent and **clammy** air of the meeting. _____
- Movie stars are now **venerated** as national heroes. _____
- Luckily he was **matriculated** into this famous university. _____
- The rich man spent all his money and died a **pauper**. _____
- Money **accrues** in bank but runs out in pocket. _____
- John **vacillated** between staying home and going out. _____
- He is ordinary, getting **mediocre** grades in school. _____

New words study

Now study these words by definition and in context. For each word, write the possible Chinese equivalent in the blank at the end of each definition. The first blank is filled up for you.

mononucleosis /mɒnəʊnju:kli'əʊsɪs/ n.

a disease caused by too many mononuclear leukocytes (白细胞) in the blood (白血病)

Dr. Jackson warned that people who worry too much might develop certain incurable disease such as cancer and **mononucleosis**.

suppliant /ˈsʌpliənt/ *n.*

a person who begs for something humbly ()

syn. (a person who) **entreats, beseeches, implores**

*For days, these **suppliants** have repeatedly forwarded their **supplication** to the government which has decided to turn a deaf ear to such **supplicating**.*

scribble /ˈskribl/ *vi.*

to write hastily and carelessly ()

*Bob is well-known as a **scribbler**. He is often seen dashing his pencil across a piece of paper during a lecture, **scribbling** notes which nobody could understand.*

clammy /ˈklæmi/ *adj.*

1. being damp, soft, sticky and usually cool ()

2. lacking normal human warmth and sympathy ()

syn. **moist, pasty, slimy, detached, apathetic**

*Through the **clammy**, and intensely cold mist, the city could be seen rising an industrial giant.*

*Once you step into his office, you immediately feel the **clammy** atmosphere of a modern business institution, impassive and pressurizing.*

venerate /ˈvenəreɪt/ *vt.*

to worship; to look upon with deep respect ()

syn. **revere, adore, esteem, hallow**

*People listened to the **venerable** senator with **veneration** and love. The old man's speech came to his **venerators** with conquering vigor and power which expressed well his seniority and **venerability**.*

*It is odd that movie stars are **venerated** as national heroes everywhere in the world!*

matriculate /məˈtrɪkjuleɪt/ *vt.*

to enroll students into a college or university ()

syn. **register, enlist, recruit, sign up**

*Each year, only about 20 percent of the high school graduates are **matriculated** by colleges and universities in China. Such a college **matriculation** rate is far from enough for a country with such a huge population.*

pauper /'pɔ:pə/ *n.*

a person who lives on charity; a person who is extremely poor ()

syn. **bankrupt, mendicant, tramp**

*Jack has been robbed of everything he owns and has become a **pauper**. He enjoys his **pauperism**, though, saying that healthy poverty is complete freedom from care.*

*Historians believe that the industrialization and urbanization inevitably lead to the quick **pauperization** of the majority of people.*

accrue /ə'kru:/ *vi.*

to grow slowly and naturally, especially of interest and money ()

*Put money in the bank, for it will **accrue** and you could then live on interest **accrue**ment.*

vacillate /'væsileit/ *vi.*

1. to sway to and fro; to fluctuate ()

2. to show indecision and irresolution ()

syn. **hesitate, waver, falter**

*The student **vacillated** between various optional courses and his **vacillatory** mind made him fail most of these courses.*

*His failure is the result of his long-time **vacillation**.*

mediocre /'mi:diəukə/ *adj.*

middle, moderate, ordinary or of low quality ()

syn. **commonplace, ordinary, average, uninspired**

*Young students are by no means **mediocre** people. They are usually ambitious, never trying to conceal their contempt for meanness and **mediocrity** in life.*

Exercise 1 New words

Fill in the blanks with the words you have just learned.

1. This year, City College has _____ 2 540 students from an applicant pool of 34 440.
2. The bankrupt millionaire is now leading a colorless and _____ life.
3. Tramps and _____ can be found everywhere in this miserable country.
4. Scientists have found means to combat such incurable diseases as _____.
5. As a congressman, he has never escaped the _____ grip of politics in his life.
6. Excellent football players are _____ in this country as national heroes.
7. A courageous man never _____ when confronted with difficulties.
8. He would rather starve than yield like a _____, begging for charity.
9. In a hurry, the secretary took out his notebook and _____ on it.

10. It is not unusual for a student today to _____ 5 000 yuan in loans after four years of his university education.

Learning Words of Acquaintance

The following words are taken from the text. They may not be completely new to you. Study these words carefully with the help of the brief definitions provided. Then in the blanks provided, write the likely Chinese equivalent for each word. The first word is done for you.

panicky /ˈpænikɪ/ <i>adj.</i>	nervous because of sudden pressure (惊慌失措的)
privy /ˈprɪvi/ <i>adj.</i>	very close to; acquainted privately with ()
savor /ˈseɪvə/ <i>n.</i>	feeling of taste or of smell ()
grim /grɪm/ <i>adj.</i>	cruel, savage and merciless; appearing threatening ()
stud (with) /stʌd/ <i>vi.</i>	distributed with, dotted with ()
exhilarate /ɪgˈzɪləreɪt/ <i>vi.</i>	to make cheerful, merry or lively ()
batter /ˈbætə/ <i>vt.</i>	to beat or strike with blow after blow ()
premium /ˈpri:mjəm/ <i>n.</i>	a reward or prize especially as an encouragement ()
tenacity /tɪˈnæsɪti/ <i>n.</i>	the state of being firm in holding ()
well-rounded /welˈrʌndɪd/ <i>adj.</i>	having variety of interests ()
furtive /ˈfɜ:tɪv/ <i>adj.</i>	acting in a stealthy manner ()
muse /ˈmju:z/ <i>n.</i>	goddess of poetry ()
clack /klæk/ <i>vi.</i>	to make an abrupt, sharp sound, especially by striking two pieces of metal together ()