

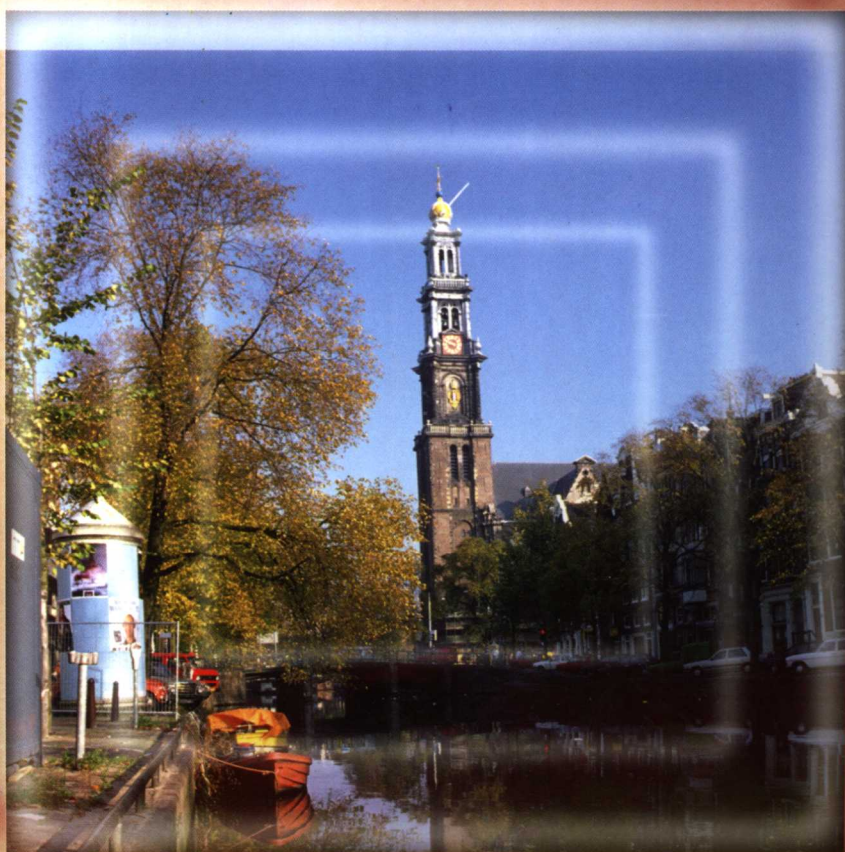
大学 英语 阅 读 教 材

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COLLEGE ENGLISH

大学英语主题阅读

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主 编 / 胡 敏



· 华中科技大学出版社 ·

大学英语主题阅读

(第 1 册)

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内 容 提 要

本书是《大学英语主题阅读》系列的第1册，共分12个单元，每一单元针对同一主题分别安排了3篇课文——1篇基础课文，1篇快读课文，1篇泛读课文。基础课文和泛读课文后有注释及难句讲解，快读课文则在文中注释生词含义。泛读课文属于深入阅读课文，以同行侧排释义的形式，帮助学生理解课文。词汇表中标出4级、6级词汇标识，方便学生自主学习。

书中文章选材丰富，内容涉及中国首飞航天员、计算机、医药卫生、职业生涯、美国文化、生活时尚、体育运动、学习方法、婚姻与爱情等方面，贴近生活，时代感强。

学生通过该书的使用，在提高了阅读技能的同时，也掌握了一定的应试技巧，为能顺利通过大学英语四级考试打下一定的基础。

前 言

《大学英语主题阅读》(1~4 册)是按照教育部最新颁布的《大学英语课程教学要求(试行)》中关于英语阅读理解能力的一般要求而编写的一套阅读教材。该教材以 4 个学期来安排 1~4 级的阅读课程,并根据我国高等教育多样化的特点,将学习者定位于绝大多数普通高等院校的学生。该教材可以作为独立的阅读教材使用,也可以配合大学英语主干教材使用,从而丰富语言表达方式,提高阅读能力。该教材的作者来自直接授课的大学英语教师,他们教学经验丰富,熟悉教学大纲,了解学生的现实基础和教学中的实际环境。根据教学实践活动的反映,帮助学生答疑解惑,提高英语阅读能力,进而完成大学英语阅读课程的任务。同时,为体现教学中的循序渐进原则和多样化形式的结合,各册的编排形式和体例基本统一,又根据学期和进度,各有特点。

该教材的选材特点是注重题材的新颖性与信息性,所选课文大多来自近期出版的英美书籍、报刊,贴近生活、时代感强。为配合教学需要,对选材的部分内容进行适当的简化和删改,选材内容丰富,涉及教育、体育、文化、通信、广告、科技等社会生活的方方面面。每一单元三个部分的阅读文章围绕同一个主题选材,这样有利于语言点的重复率;同时,这三篇文章又注意涉及该主题的不同侧面,照顾到了该主题的广度。

该教材的结构特点是每个单元的总标题给出了该单元的主题,每个单元三个部分题材相近,但体裁、目的和要求不尽相同。基础课文,要求学生反复阅读,深刻理解。浏览课文后有初读后的问答题提示与训练,可鼓励学生形成思考性的积极阅读习惯。初读目的在于了解文章大意,抓住主题,培养学生见“树”亦见“林”的能力。在了解词汇的基础上进行复读,复读目的在于了解细节信息,要求学生深入理解并掌握相关词汇和表达方式的使用。快读课文,主要目的在于培养学生快速阅读的能力。泛读课文,旨在扩大学生的知识面,培养阅读兴趣。三篇课文的长度根据不同学期的不同要求而不同,快速阅读为了计时方便,文章稍短,字数约为 300~400 字,泛读文章较长,600 字以上,而基础文章适中,大约为 500 字。具体如下。

第 1 册共 12 个单元。每个单元对同一主题安排 3 篇课文——基础课文、快读课文、泛读课文。基础课文要求学生通篇基本掌握。快读课文属于快速阅读的范畴,要求学生在限时限字的条件下了解大意。泛读课文属于拓展阅读之类,目的是扩大词汇量和知识面,训练阅读技巧。

第 2 册共 12 个单元。每个单元对同一话题安排 3 篇课文——基础课文、快读课文、泛读课文。基础课文通过初读和复读,来了解要点和信息,再完成课后习题。快读课文主要是训练阅读速度与方法。泛读课文有一定的阅读深度,目的是通过扩大词汇量和阅读量,输入更多的信息。

第 3 册共 9 个单元。每个单元安排了 1 篇基础课文、1 篇快读课文、1 篇泛读课文。基础课文注重通篇课文的理解,安排了句子分析的内容,并有适量的练习。泛读课文各有不

同重点。在难句分析中以举例和类比的形式加强训练，有利于学生在已有基础上理解词汇和结构的运用。

第4册共9个单元。每个单元安排了1篇基础课文、1篇快读课文、1篇泛读课文。基础课文有注释和难句讲解。泛读课文属于深入阅读课文，但程度不一，有一定层次要求。

由于3篇课文考查角度、层次各异，选材篇幅、体裁多样，练习方式、难度不同，可以激发学生的学习兴趣，也使学习过程富于变化，生动活泼。另外，编排形式注重以学生为主体，充分考虑学生的自主学习实际，词汇表标出4级、6级、6级后词汇标志（词汇右上角数字标注，未标注的即为6级后词汇），采用同行侧表注释等。总之，通过该系列教材的学习，满足大学英语1~4级阅读教学要求，使学生们顺利通过大学英语四级考试。

该教材经过各位主编、编者和策划编辑对框架结构的讨论而确定，在编写过程中得到有关院系领导、老师们以及出版社领导、英语编辑的支持，在此表示谢意；不足之处恳请广大读者和同仁指教。

编 者

2004年7月

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How to Study

1

Intensive Reading

How to Read Essays You Must Analyze

Take a pencil in your hand.

Read the essay over once, quickly, looking for the main idea, for what the essay is about in general, and for what the author seems to be saying. If you come to an unfamiliar word, circle it but go on reading.

- 5 Check the meaning of unfamiliar words. If they seem to be key words, i.e., if the author uses them more than once, scribble a brief definition at the bottom of the page or at the end of the essay.

- 10 Now re-read more slowly and carefully, making a conscious attempt to begin to isolate the single most important generalization the author makes: his thesis^①. The thesis is the generalization the author is attempting to prove valid.^② Your job then is to ask yourself, "What is the author trying to prove"? Follow his line of thought; try to get some sense of structure. The thesis determines the structure, so the structure can lead you to the thesis. What is the main point the author is making; Where is it? Remember, examples or "for instances" are not main points.

- 15 Another way of identifying the thesis is to ask yourself, "What is the unifying principle of this essay?" or "What idea does everything in this essay talk about?" or "Under what single main statement could all the subdivisions fit?"

- 20 The thesis is apt to be stated somewhere in the last few paragraphs, in which case the preceding paragraphs gradually lead up to it, or else somewhere right after the introduction, in which case the balance of the essay justifies the statement and refers back to it.^③ Sometimes, however, the author never states the entire thesis in so many words; he gives it

to you a piece at a time. Never mind. You can put it together later.

When you think you have grasped the main point the whole essay goes to prove, underline it and write thesis in the margin. If you find you have several possible theses, don't panic; they all fit together somehow. One or more will probably turn out to be supporting the thesis rather than part of it.

Now re-read for structure. You are looking for the main divisions of the essay. There will (probably) be an introduction: draw a line clear across the page after the introduction and write into the margin. Now tackle the body of the essay. You are already pretty sure what the main idea is. What are the main points the author makes in leading up to his thesis, or in justifying it?

You will find in a longer essay that you are now dealing with groups of paragraphs, all having to do with the same subdivision of the main subject. Draw lines between the main groups and give the groups labels. Under each group there would be sub-groups.

Occasionally, you will find a paragraph that doesn't seem to accomplish much. Some paragraphs, for instance, are purely illustrative: the "for example" type of paragraph. Some are just comments or impressions by the author. The "that reminds me" type. A third very common type is the transitional paragraph, which just takes you rather gracefully from one point to another. When you come across a paragraph like one of these, label it in the margin.

Within each structural subdivision find out what points the author is making. In other words, identify the topic sentence of each important paragraph. Underline the sentence. Sometimes the topic sentence is at the beginning of the paragraph and sometimes at the end. Sometimes the topic is not stated but is only implied.

You now have the skeleton of the author's argument and should be able to follow his reasoning.^① If you are still having trouble, try scribbling a word or two in the margins and summing up the paragraphs as if you were annotating a textbook. You can also underline key transitional or structural words or phrases like "but", "however", "moreover", "on the other hand", "nevertheless".

Now write out a thesis statement for the essay. Remember, the thesis was his guiding PURPOSE. What audience did he have in mind? What assumptions did he make i.e., what did he take for granted his audience already knew, or already believed, or both? Is his audience hostile or friendly?

1***First reading — Reading for gist***

Which of the following statements best summarizes the gist of the text?

A. How to read essays?

- B. How to identify the thesis?
 C. How to find the topic sentence?
 D. How to interpret the author's argument?

Vocabulary

scribble ⁶	['skribl]	vt./vi.	潦草地书写；在……上面乱涂(或乱画)
conscious ⁴	['kɒnfəs]	a.	有……意识的，有知觉的，故意的
generalization ⁶	[dʒenərəlaɪ'zeɪʃən]	n.	普遍化；概括，综合，归纳
valid ⁴	['vælɪd]	a.	有根据的，确凿的，令人信服的；合法的，有效的，经正当手续的
identify ⁴	[aɪ'dentɪfaɪ]	vt.	确认，识别；发现，确定
unify ⁶	['ju:nɪfaɪ]	vt.	使成一体，统一，联合；使相同，使一致
subdivision ⁶	['sʌbdɪvɪʒən]	n.	再分，细分；(细分的)一部分，分支，分部
apt ⁶	[æpt]	a.	[+to-v]易于……的，有……倾向的；恰当的，贴切的；[(+at)]聪明的，反应敏捷的
preceding ⁴	[pri(:)'si:diŋ]	a.	在前的，在先的；前面的
margin ⁴	['mɑ:dʒɪn]	n.	边缘，页边空白；栏外
panic ⁶	['pænik]	vt.	使恐慌；【美】【俚】使大笑；使喝彩
tackle ⁶	['tækl]	vt.	着手对付(或处理)
justify ⁴	['dʒʌstɪfaɪ]	vt.	证明……是正当的；证明……无罪；开释
label ⁴	['leɪbl]	n.	商标，标记，符号
illustrative ⁶	['ɪləstreɪtɪv]	a.	用作说明的；作为例证的
transitional ⁶	['træn'zɪʃənəl]	a.	转变的；过渡期的，过渡性的
gracefully ⁴	['greɪsfulɪ]	ad.	雅致地，温文地
skeleton ⁶	['skelɪtn]	n.	骨骼，骸骨；概略，大纲
annotate ⁶	['ænəuteɪt]	vt./vi.	注解，给……作注解
assumption ⁶	['ə'sʌmpʃən]	n.	[+(that)]假定，设想；担任，承担
hostile ⁴	['hɒstail]	a.	敌人的，敌方的；[(+to)]怀敌意的，不友善的

Notes

- ① ...making a conscious attempt to begin to isolate the single most important generalization the author makes: his thesis. ……企图找到作者的论点。
- ② The thesis is the generalization the author is attempting to prove valid. 论点是作者试图论证为正确的(站得住脚的)观点。
- ③ The thesis is apt to be stated somewhere in the last few paragraphs, in which case the preceding paragraphs gradually lead up to it, or else somewhere right after the introduction, in

which case the balance of the essay justifies the statement and refers back to it. 论点的阐述或在文章结尾部分出现, 而论点由先前的段落逐渐引出; 或紧跟在引言之后出现, 而论点由后续的段落加以阐述和印证。

- ④ You now have the skeleton of the author's argument and should be able to follow his reasoning. 你一旦把握了作者论据的梗概, 就能理解作者所做的推论了。

2***Second reading — Reading for information*****True or false.**

- () 1. It's suggested that one should scribble a brief definition somewhere if the unfamiliar words seem to be key words.
- () 2. The thesis is the general statement the author is trying to prove invalid.
- () 3. The thesis should be clearly stated somewhere in the essay, either in the last few paragraphs, or right after the introduction.
- () 4. Some possible theses might turn out to be supporting ideas of the thesis rather part of it.
- () 5. Transitional paragraph takes readers from one point to another.
- () 6. Readers have to read between the lines if the topic sentence of a paragraph is not clearly stated.
- () 7. Underlining structural words does no good to help us understand the essay.
- () 8. To have the skeleton of the author's argument in mind will probably enable readers to follow his reasoning.

Choose the best answer to each of the following questions.

1. What is advisable while encountering an unfamiliar word according to the passage?
- A. To circle it and go on reading. B. To check the dictionary immediately.
- C. To scribble a definition. D. To ignore it.
2. How to identify the thesis?
- A. To look at the first paragraph. B. To make sense of the structure.
- C. To look at the last few paragraphs. D. To ask yourselves questions.
3. It's suggested to _____ after we've grasped the gist.
- A. circle it B. interpret it in your own words
- C. identify the structural divisions D. find supporting ideas
4. Where can we find the topic sentence in each paragraph?
- A. At the beginning. B. At the end.
- C. Nowhere. D. All above.
5. What can we do if we have difficulty in following the author's reasoning?

- A. To sum up the paragraphs. B. To underline structural words.
C. Both A and B. D. None of them.

Fast Reading

The Need to Improve Your Reading

We learn to read as children. As the years go by, we read simple material effortlessly, almost unconsciously (无意中, 不知不觉地). We seemingly strip (剥去) meaning from the page, sentence by sentence. We don't necessarily know how we read; we just do it—as you are doing now!

5 As we go on in school, reading becomes more difficult. The vocabulary of discussion becomes increasingly technical. Sentence structure is increasingly complex. Most people find reading no longer effortless.

10 Early in our schooling, most of us think published texts offer an accurate view of the world, — “the truth, the whole truth, and nothing but the truth.” To know about a topic, we have only to read a single source. Studying usually means memorizing.

15 Sometime around high school, our view of reading changes. Questions no longer have single, or even simple, answers. Authors draw finer and finer distinctions (细微区别). We must recognize diverse (不同的) perspectives (观点, 看法), and distinguish between, social, political, and economic factors, or between personal, social, and institutional (制度上的) concerns. Whereas once we discussed American Indians as a group, we now recognize the diversity (差异, 多样性) of the cultures and the individual concerns of the various tribes. Studying now involves a deeper understanding. We must recognize and appreciate (重视, 赏识) alternative understandings and perspectives. We must distinguish between fact, opinion, and belief.

20 As we go on to college, teachers no longer ask us to “read and remember”. Now they ask: How does the author view the topic? What is the underlying thesis of the book?

25 The goal of reading is not simply to see what is said, but to understand the bias (偏见), assumptions (假定, 设想, 假说), and perspectives underlying the discussion. We no longer see the world through a text; we now see how the world is portrayed (描绘, 描写, 描述) by a text. Reading comes to mean understanding one writer's portrayal of reality.

(301 words)

Write down the time you started	
Write down the time you finished	
Work out your reading speed	
Check your answers	

Reading comprehension

Choose the best answer to each of the following questions.

1. Prior to our schooling, reading seems _____.
A. effortless
B. difficult
C. meaningful
D. valuable
2. Most of us presume that published texts represent the actual world _____.
A. prior to our schooling
B. early in our schooling
C. sometime around high school
D. as we go on to college
3. "Questions no longer have single, or even simple, answers." probably suggests _____.
A. answering questions become more challenging than ever
B. difficult questions are raised by teachers
C. we are taught to be open to all aspects of an issue
D. there is a number of possible right answers to the questions
4. Studying means memorizing _____.
A. prior to our schooling
B. early in our schooling
C. sometime around high school
D. as we go on to college
5. The goal of reading in college is to _____.
A. understand what's read
B. see what's said
C. depict the world around us
D. know more facts

Extensive Reading

Learning to Read and Write

How can you learn to read and write better by reading? First of all, reading is primary. One can write only as well as one reads.

Not all readers are writers. Many people read newspapers and novels and never write an *original* word

original⁴ a. 最初的, 本来

themselves. They can *decipher* words and sentences on the page, but do not have a *sufficient* grasp of spelling and grammar to construct their own sentences.^① But all writers must be readers! You cannot write without reading as you write. You cannot write without first understanding how the language works to communicate ideas.

All writers rely on their skills as readers. They must realize not only what they have said, but what they have done. And they must *evaluate* how what they have done will get them where they want to go.^② What additional *ingredients* are required? What other aspects must be considered? What misunderstandings must be prevented?

To write better, you must learn to read better. To consciously evaluate your writing you must become more conscious of reading behaviors. Finally, throughout our education and employment we are expected to be able to read far more *complicated* texts than we are expected to write. Once again, reading is primary.

Readers and writers already speak the language. Our concern here, then, is not with knowing the language itself — with vocabulary and basic sentence structure — but with facility in the use of the written language.^③ And our concern is not so much with the structure of individual sentences, with the correct and resourceful use of spelling, grammar, *punctuation*, and appropriate word choice, as with the broader elements involved in constructing an extended discussion.^④ While these issues are important for good writing, our attention here lies more with shaping and analyzing extended discussion, with broader questions of how thoughts are developed and how meaning is *conveyed* within a written discussion.

Writing is traditionally taught in terms of examples. Students are asked to read well-formed essays (often examples of *rhetorical* categories such as argument, explanation, and description) and to *mimic* their structure. But few if any essays really demonstrate only one form. A

的; 原始的

*decipher*⁶ *vt.* 破解(密码等); 解释(古代文字等); 辨认(潦草的字迹等)

*sufficient*⁴ *a.* [(+for)][+to-v] 足够的, 充分的

*evaluate*⁴ *vt.* 估……的价; 对……评价; 为……鉴定
*ingredient*⁶ *n.* (构成)要素, 因素

*complicated*⁴ *a.* 复杂的, 难懂的

*punctuation*⁶ *n.* 标点, (全部)标点符号

*convey*⁴ *vt.* 传播(声音等), 传达, 传递

*rhetorical*⁶ *a.* 修辞学的

*mimic*⁶ *vt.* 模仿, 学……的样子; 照样子画

text might argue by explaining with a description as evidence.

45 Reading can teach us some things about the language, but reading good essays can only go so far in enabling us to become better writers. Seeing how well someone else expresses himself or herself does not mean we will suddenly be able to do the same ourselves. Just because we appreciate something does not mean we can mimic, imitate, or 50 *duplicate* it.^⑥ Only when we understand how ideas are expressed can we begin to do the same ourselves.

duplicate⁶ vt. 复制

To learn from reading essays, we must learn how to analyze those essays. We must know more about what we can expect to find in a text and more about how to draw 55 meaning from what we find. We must, in other words, become more aware in our reading.

Reading instruction is *dual-purpose*. It serves both to improve our ability to understand texts that we read and to develop our own writing abilities. When we see how we 60 draw meaning from others, we can see how to *instill* meaning in our own work.

dual⁶ a. 双倍的, 双重的

To fully understand texts, both in terms of what they mean (as readers) and how they are constructed (as writers), you must read and discuss texts in a number of ways. Here 65 we will look closely at three combinations of reading *strategies* and their *respective* forms of discussion or *accountability*:

instill⁶ vt. [(+into)]徐徐滴入; [(+in/into)]逐渐灌输

- what a text says — restatement
- what a text does — description
- 70 ● what a text means — interpretation

The section on three ways to read and discuss texts examines how to recognize each style of reading and discussion and when each form of discussion and reading style is most appropriate.

strategy⁴ n. [(+for)][(+to-v)]策略, 计谋; 对策

respective⁴ a. 分别的, 各自的

accountability⁶ n. 应作解释; 可说明性

75 The discussion throughout focuses on *nonfiction* texts, simply because the *bulk* of reading in school, business, and the world involves nonfiction texts. The same principles can,

nonfiction⁶ n. 非小说类文学作品

bulk⁴ n. [(+of)]大部分, 主

however, be applied to fictional works — to stories, drama, and poetry.

体, 大多数

80 The approach here is concerned with helping you to realize what you already know about the language as a speaker of the language, and with enabling you to consciously apply that knowledge to reading and writing.

85 The result is a more active, *reflective*, problem-solving approach to reading, and a more resourceful approach to writing.

reflective⁶ a. 反射的, 反映的; 思考的, 沉思的

Notes

- ① They can decipher words and sentences on the page, but do not have a sufficient grasp of spelling and grammar to construct their own sentences. 他们虽能理解书面字句, 却缺乏足够驾驭单词和语法的能力, 写出自己的章句。
- ② And they must evaluate how what they have done will get them where they want to go. 并且他们必须评估他们所做的将如何使他们达到期望的目的。
- ③ Our concern here, then, is not with knowing the language itself — with vocabulary and basic sentence structure — but with facility in the use of the written language. 那么, 我们关注的不是语言本身, 诸如词汇及基本句子结构, 而是书面语言的熟练运用。
- ④ And our concern is not so much with the structure of individual sentences, with the correct and resourceful use of spelling, grammar, punctuation, and appropriate word choice, as with the broader elements involved in constructing an extended discussion. 就单个的句子结构, 正确而丰富地运用拼写、语法、标点, 贴切用词而言, 我们更关注的是展开讨论中所需运用的更大的语言单位。
- ⑤ Just because we appreciate something does not mean we can mimic, imitate, or duplicate it. 欣赏某种东西并不意味着我们就能对其加以模拟、仿效或复制。

Exercises

Choose the best answer to each of the following questions.

1. Reading is primary because _____.
 - A. reading better helps us write better
 - B. reading enables us to write
 - C. reading is more important than writing
 - D. reading places higher demands on us
2. How is writing taught traditionally?
 - A. In terms of examples.
 - B. In terms of explanation.