大学英语立体化网络化系列教材·新大学英语系列教材

New College Reading

新大学英语阅读教程 1

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〔美〕Cheryl Benz

北京大学出版社
PEKING UNIVERSITY PRESS

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总 序

历史跨入21世纪之后，伴随着中华民族的发展和崛起，更好地培养具有高水平的英语应用能力的新世纪人才便成为我国大学英语教学所肩负的重要任务，也是时代所赋予的使命。如果说，在人类开始步入现代社会的19世纪，马克思说“外国语是人生奋斗的一种武器”，歌德说“只通晓一种语言的人无法真正理解他的母语”，主要是着眼于掌握和使用一门外语对作为个体的人的作用和意义，那么在当今社会各个领域都日益全球化、多元的民族文化融合交织的复杂背景下，无论是个人还是国家和民族，掌握并运用一门作为国际通用语言的外语，对其存在与发展的重要性都是不言而喻的。

在教育领域，教材历来是教学的重要基础，教材的质量与特征也在很大程度上决定教学效果。就大学英语教学而言，教材的不断更新和建设历来是促进教学改革、提高教学质量的重要基础和先行任务。在国家的宏观政策方面，国家教育部和全国高校外语教学指导委员会长期以来一直坚定推行大学英语教学改革，制定并颁布了新时期的《大学英语课程教学要求》，为大学英语教材的编写及其教学工作提供了指导与依据。在上述背景下，北京大学教材建设委员会重点立项“大学英语”教材建设，北京大学出版社具体组织、策划了本套《大学英语立体化网络化系列教材》的编写和出版工作，并被教育部批准为普通高等教育“十一五”国家级规划教材。

作为《大学英语立体化网络化系列教材》的重要组成部分，《新大学英语系列教材》原由美国最大的教育出版社之一 Houghton Mifflin 出版社刊行，其主要特色是：基于目前全球化的教育背景，在教材内容中注重培养国际化视野，传授综合性的学术知识，循序渐进地提高英语基础和应用能力。2009年，北京大学出版社将该教材引入国内后，我们根据国家教育部和全国高校外语教学指导委员会制定的《大学英语课程教学要求》，结合当前国内高校英语教学的普遍现状，对原教材进行了全面修订，酌情删节和补充，旨在保留其主要内容与特征的基础上，充分体现我国大学英语教学的宗旨和特色，并借助于与该套教材配套的立体化

多媒体网络资源，包括与教材内容相关的视频资料、文字资料、各种练习与测试内容，卓有成效地全面提高学生在听、说、读、写、译等方面应用英语的实际能力与技巧。

北京大学英语系刘树森教授、清华大学英语系刘世生教授担任《新大学英语系列教材》总主编。在教材改编过程中，我们得到了总主编和分册主编所在院校的大力支持和协助，并承蒙北京大学、清华大学、北京师范大学、对外经济贸易大学、北京农学院、西北政法大学、山东曲阜师范大学、青岛农业大学、山东临沂大学、山东泰山学院、郑州轻工业学院等院校数十位专家教授予以关注和支持，对此我们深表谢忱。我们也特别感谢参与本套系列教材编写的数十位中外英语教学专家认真负责、细致入微的工作与重要贡献。

我国大学英语教学改革任重道远，教材建设也没有止境。本套系列教材旨在推进大学英语改革，探索教学新路，提高教学质量，缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正，听到广大师生的改进意见，以便不断完善，更好地服务于大学英语教学。

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English for Academic Success Series

SERIES EDITORS

Patricia Byrd, Joy M. Reid, Cynthia M. Schuemann

What Is the Purpose of This Series?

The English for Academic Success series is a comprehensive program of student and instructor materials. For students, there are four levels of student language proficiency textbooks in three skill areas (oral communication, reading, and writing), and a supplemental vocabulary textbook at each level. For both instructors and students, a useful website supports classroom teaching, learning, and assessment. In addition, for instructors, there are four Essentials of Teaching Academic Language books (Essentials of Teaching Academic Oral Communication, Essentials of Teaching Academic Reading, Essentials of Teaching Academic Writing, and Essentials of Teaching Academic Vocabulary). These books provide helpful information for instructors who are new to teaching and for experienced instructors who want to reinforce practices or brush up on current teaching strategies.

The fundamental purpose of the series is to prepare students who are not native speakers of English for academic success in U.S. college degree programs. By studying these materials, students in English for Academic Purposes (EAP) programs will gain the academic language skills they need to learn about the nature and expectations of U.S. college courses.

The series is based on considerable prior research as well as our own investigations of students' needs and interests, instructors' needs and desires, and institutional expectations and requirements. For example, our survey research revealed what problems instructors feel they face in their classrooms and what they actually teach; who the students are and what they know and do not know about the "culture" of U.S. colleges; and what types of exams are required for admission at various colleges.

Student Audience

The materials in this series are for college-bound ESL students at U.S. community colleges and undergraduate programs at other institutions. Some of these students are U.S. high school graduates. Some of them are long-term U.S. residents who graduated from a high school before coming to the United States. Others are newer U.S. residents. Still others are more typical international students. All of them need to develop academic language skills and knowledge of ways

to be successful in U.S. college degree courses.

All of the books in this series have been created to implement the English for Academic Success competencies. These competencies are based on those developed by ESL instructors and administrators in Florida, California, and Connecticut to be the underlying structure for EAP courses at colleges in those states. These widely respected competencies assure that the materials meet the real world needs of EAP students and instructors.

All of the books focus on...

- Starting where the students are, building on their strengths and prior knowledge (which is considerable, if not always academically relevant), and helping students self-identify needs and plans to strengthen academic language skills
- Academic English, including development of Academic Vocabulary and grammar required by students for academic speaking/listening, reading, and writing
- Master Student Skills, including learning style analysis, strategy training, and learning about the "culture" of U.S. colleges, which lead to their becoming successful students in degree courses and degree programs
- Topics and readings that represent a variety of academic disciplinary areas so that students learn about the language and content of the social sciences, the hard sciences, education, and business as well as the humanities

All of the books provide...

- Interesting and valuable content that helps the students develop their knowledge of academic content as well as their language skills and student skills
- A wide variety of practical classroom-tested activities that are easy to teach and engage the students
- Assessment tools at the end of each chapter so that instructors have easy-to-implement ways to assess student learning and students have opportunities to assess their own growth
- Websites for the students and for the instructors: the student sites provide additional opportunities to practice reading, writing, listening, vocabulary development, and grammar. The instructor sites provide instructor's manuals, teaching notes and answer keys, value-added materials like handouts and overheads that can be reproduced to use in class, and assessment tools such as additional tests to use beyond the assessment materials in each book.

What Is the Purpose of the Reading Strand?

The four books in the Reading strand focus on the development of reading skills and general background knowledge necessary for college study. These books are dedicated to meeting the academic needs of ESL students by teaching them how to handle reading demands and expectations of freshman-level classes. The reading selections come from varied disciplines, reflecting courses with high enrollment patterns at U.S. colleges. The passages have been chosen from authentic academic text sources, and are complemented with practical exercises and activities that enhance the teaching-learning process. Students respond positively to being immersed in content from varied disciplines, and vocabulary and skills that are easily recognized as valuable and applicable.

Because of the importance of academic vocabulary in both written and spoken forms, the Reading strand features attention to high-frequency academic words found across disciplines. The books teach students techniques for learning and using new academic vocabulary, both to recognize and understand the words when they read them, and to use important words in their own spoken and written expressions.

In addition to language development, the books provide for content and academic skill development with the inclusion of appropriate academic tasks and by providing strategies to help students better understand and handle what is expected of them in college classes. Chapter objectives specified at the beginning of each chapter include some content area objectives as well as reading and academic skills objectives. For example, student work may include defining key concepts from a reading selection, analyzing the use of facts and examples to support a theory, or paraphrasing information from a reading as they report back on points they have learned. That is, students are not taught to work with the reading selections for some abstract reason, but to learn to make a powerful connection between working with the exercises and activities and success with teacher-assigned tasks from general education disciplines. The chapter objectives are tied to the series competencies which were derived from a review of educator-generated course expectations in community college EAP programs and they reflect a commitment to sound pedagogy.

Each book has a broad "behind-the-scenes" theme to provide an element of sustained content. These themes were selected because of their high interest for students; they are also topics commonly explored in introductory college courses and so provide useful background for students. Materials were selected that are academically appropriate but that do not require expert knowledge by the teacher. The following themes are explored in the Reading strand-Book 1: Society, Book 2: Enduring Issues, Book 3: Diversity, and Book 4: Memory and Learning.

The series also includes a resource book for teachers called *Essentials of Teaching Academic Reading* by Sharon Seymour and Laura Walsh. This practical book provides strategies and activities for the use of instructors new to the teaching of reading and for experienced instructors who want to reinforce their practices or brush up on current teaching strategies.

The website for each book provides additional teaching activities for instructors and study and practice activities for students. These materials include substantial information on practical classroom-based assessment of academic reading to help teachers with the challenging task of analysis of student learning in this area. And, the teacher support on the series website includes printable handouts, quizzes and overhead transparency forms, as well as teaching tips from the authors.

What Is the Organization of College Reading 1?

College Reading 1 incorporates intellectually stimulating reading material and language exercises to help low-intermediate level college bound ESL students begin bridging the gap in preparing for academic study.

Themes

Six chapters of readings in psychology, geology, sociology, art, technology, and science present concepts and language that many students will encounter in future courses. The academic disciplines have been chosen to match courses that ESL students most often take in U.S. colleges and universities. The scope of the topics is broad enough to cover a range of interests for students and teachers.

Competencies

College Reading 1 develops the reading competencies listed on page xvii, and referred to as objectives at the start of each chapter. Additional content specific objectives are also listed there. These competencies are developed and reinforced in logical sequence based on reading assignments and hierarchical task complexity.

Reading Development

- Recognizing topics, finding main ideas and supporting details, and recognizing organizational patterns are part of the reading essentials in this book.
- Developing critical thinking skills such as making predictions, drawing conclusions, and contrasting fact vs. opinion are also addressed.

Academic Success

Special feature elements include reading strategy boxes, and Master Student Tips, to highlight important advice for students, and Power Grammar notes to draw attention to grammar shifts that influence meaning. Rather than "grammar in context," College Reading 1 exploits "grammar from [the] context," of the readings[1]. For example, through reading, students learn to examine parts of speech, explanation or definition markers, and language features that characterize different writing styles found in academic passages.

Content Knowledge

- Three readings per chapter theme facilitate sustained content reading.
- Content skill building is present in every chapter, from learning about heredity and intelligence in Chapter 1 to understanding relationships between art and society in Chapter 2, to analyzing human behaviors in Chapter 4, and to considering questions of ethics and research in Chapter 6.

Vocabulary Development

Vocabulary development is a key feature of *College Reading 1*, so each reading selection was analyzed for its Flesch-Kincaid Grade Level and other factors to ensure that readings were appropriate for this level.

The Web Vocabulary Profiler[2] was used to identify academic[3] and high-frequency[4] vocabulary items in each selection. These analyses aid teachers tremendously in determining which vocabulary items should be stressed in pre-and post-reading activities. *College Reading 1* features a range of vocabulary-building activities aimed at student retention of academic and high-frequency words.

Academic vocabulary words in the reading selections are unobtrusively marked with dotted underlines and a footnoted glossary provides extra help for students when needed.

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1. Byrd, P. and Reid, J. (1998) *Grammar in the Composition Classroom.* Boston: Heinle.
2. The Web Vocabulary Profiler, maintained by Tom Cobb, analyzes a reading to identify academic and high-frequency vocabulary words within the text. A link to his site can be found by visiting our site at elt.heinle.com/collegereading.
3. *Academic* words refers to the Academic Word List compiled by Dr. Averil Coxhead of Massey University, New Zealand. These 570 word families are commonly found in academic texts from all subjects. A link to her site with the complete list can be found by visiting our website at elt.heinle.com/collegereading.
4. *High-frequency* vocabulary words refer to the 2,000 most frequently used words, the General Service List of English words, also known as the West List (1953).

Chapter Organization and Exercise Types

Each chapter is clearly divided into sections marked Reading Assignment 1, 2, etc. The Reading Assignment sections include common features that indicate prereading, reading, and postreading activities. Following the Reading Assignment sections, each chapter has a final component called Assessing Your Learning at the End of a Chapter.

Getting Ready to Read

Schema-building activities—photographs, group discussions, etc.—activate students' prior knowledge before reading. Students also study potentially unfamiliar vocabulary and key concepts and terms in the academic discipline before they read.

Reading for a Purpose

In this section, readers are guided to read for specific information through prereading tasks such as prediction of ideas, formation of prereading questions responding to short pretest items, and other exercises. These activities focus readers' attention on a particular purpose for reading: finding key ideas.

Demonstrating Comprehension Instead of monotonous comprehension exercises, *College Reading 1* features a variety of interest-peaking activities to monitor comprehension. After each reading, there is not just one or two, but multiple opportunities to assess comprehension. Main idea, major points, supporting ideas, text organization, and confirmation of prereading tests and other activities provide repeated checks of students' understanding of reading.

Questions for Discussion Once students demonstrate a basic understanding of a reading selection, they delve more deeply into its content and language through group and pair discussions. Students write complete sentence answers to the questions after their discussions to exploit the language gained from reading in developing writing skills.

Reading Journal The reading journal feature also facilitates the reading-writing link. Students express reactions to key ideas in reading or write extended answers to discussion questions. Journal writing also serves as another way to check reading comprehension.

Learning Vocabulary Each chapter includes directed vocabulary learning exercises and strategy suggestions for students.

Focusing on (Subject Area) Here students are exposed to more in depth exercise types that focus on content learning expectations or assignments from the different discipline areas associated with each chapter.

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Linking Concepts In this section, readers synthesize information gained from two or more sources and transfer ideas from reading to their experiences. Students express these connections in discussion and writing.

Assessing Your Learning at the End of a Chapter

This final section of each chapter asks students to revisit the chapter objectives in a reflective manner, and review for a test. Then, a practice self–test tied to the objectives is provided. Students can test themselves on their understanding and retention of important content and language features in the readings. The items in the student practice tests are similar to items included on the sample tests provided for instructors to use. (Visit the series website at elt.heinle.com/collegereading.) Finally, academic vocabulary from the chapter is also revisited, and a For Further Study web link reminder is provided for students.

What Student Competencies Are Covered in *College Reading 1*?

Description of Overall Purposes

Students develop the ability to read text on familiar, basic academic topics with an emphasis on vocabulary expansion and application of critical reading skills.

Materials in this textbook are designed with the following minimum exit objectives in mind:

Competency 1: (level/global focus) The student will comprehend texts appropriate to the level on familiar academic topics with emphasis on vocabulary expansion. (Sources include material from secondary textbooks, approximate readability level 6–9)

Competency 2: (components) The student will distinguish between main ideas, such as theories to be learned, and supporting information/ details/examples in selected texts.

Competency 3: (organization) The student will use textual clues to identify simple patterns of organization (e.g., connectors and transitions) to comprehend reading passages appropriate to the level.

Competency 4: (vocabulary) The student will develop vocabulary by recognizing context clues and using roots, affixes, definition, restatement, and appositive clues.

Competency 5: (vocabulary) The student will develop strategies for discriminating important terminology to be learned for academic purposes such as test-taking, writing, and classroom discussion.

Competency 6: (critical thinking) The student will develop the following critical thinking skills when reading The student will:

a. draw plausible conclusions from stated information.

b. make simple plausible predictions.

c. transfer insights gained from readings to personal experiences.

d. apply content knowledge to academic tasks such as solving problem sets, taking tests, or completing other work that would be required by a discipline instructor, based on subject matter content.

Competency 7: (purpose) The student will recognize that the ultimate purpose for reading for college students is to gain content knowledge for use in other tasks.

Competency 8: (culture) The student will recognize limited cultural references.

Competency 9: (dictionary) The student will enhance English/English dictionary skills.

Competency 10: (study strategies) The student will develop an awareness of study skills necessary when reading for academic purposes.

What Are the Features of the Reading Books?

The English for Academic Success series is a comprehensive program of student and instructor materials. The fundamental purpose of the program is to prepare students who are not native speakers of English for academic success in U.S. college degree programs.

The Reading strand of the English for Academic Success series focuses on the development of reading skills and general background knowledge. It is dedicated to meeting the academic needs of students by teaching them how to handle the reading demands and expectations of freshman-level college classes. The four books provide reading selections from authentic academic text sources and practical exercises and activities that enhance the teaching-learning process. Students respond positively to being immersed in vocabulary, content, and skills that are easily recognized as valuable and applicable.

Authentic Academic Reading Selections The reading selections come from varied disciplines reflecting freshman-level courses with high enrollment patterns at U.S. colleges. The selections represent true reading demands college students face.

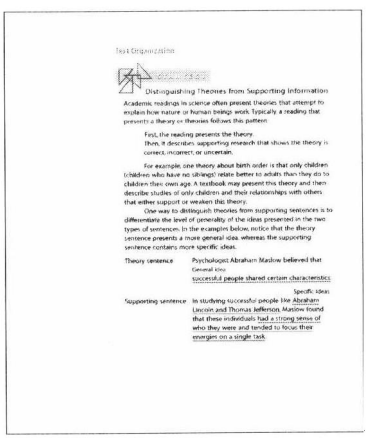
THE ROOTS OF OLD AND NEW WORLD FOODS

By Fredil Tellaq

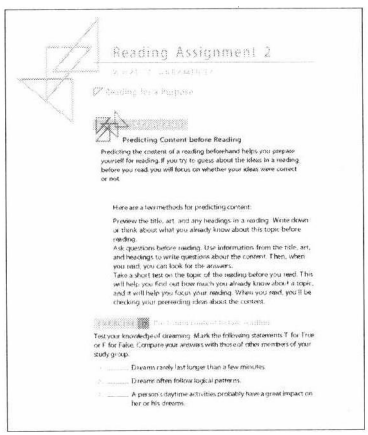
A SLAVE'S JOURNEY IN SUDAN

By Nicholas D. Kristof

Content and Academic Skill Development In addition to language development, the books provide for content and academic skill development with the inclusion of appropriate academic tasks and by providing strategies to help students better understand and handle what is expected of hem in college classes.



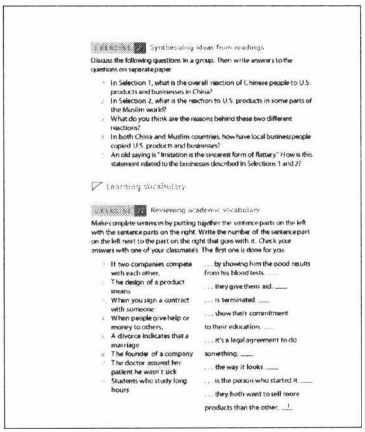
Distinguishing Theories from Supporting Information



Reading Assignment 2

Predicting Content before Reading

Academic Vocabulary Academic vocabulary is important in both written and spoken forms, so the Reading strand features attention to high-frequency academic words found across disciplines. The books teach students techniques for learning and using new academic vocabulary and provides many practice exercises.



Discuss the following questions in a group. Then write answers to the questions on separate paper.

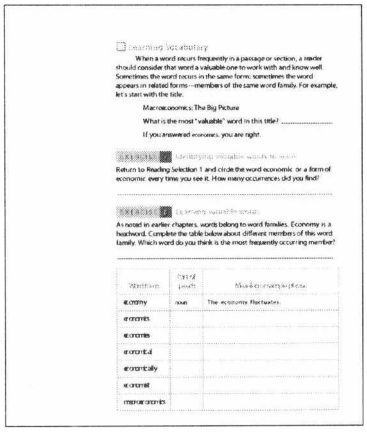
1. In Selection 1, what is the overall reaction of Chinese people to U.S. products and businesses in China?
2. In Selection 2, what is the reaction to U.S. products in some parts of the Muslim world?
3. What do you think are the reasons behind these two different reactions?
4. In both China and Muslim countries, how have local business people copied U.S. products and businesses?
5. An old saying is "Imitation is the sincerest form of flattery." How is this statement related to the businesses described in Selections 1 and 2?

Learning Vocabulary

Make complete sentences by putting together the sentence parts on the left with the sentence parts on the right. Write the number of the sentence part on the left next to the part on the right that goes with it. Check your answers with one of your classmates. The first one is done for you.

1. If two companies compete with each other,
2. The design of a product means
3. When you sign a contract with someone
4. When people give help or money to others,
5. A divorce indicates that a marriage
6. The founder of a company
7. The doctor assured her patient he wasn't sick.
8. Students who study long hours

... by showing him the good results from his blood tests.
... they give them aid.
... is terminated.
... show their commitment to their education.
... it's a legal agreement to do something.
... the way it looks.
... is the person who started it.
... they both want to sell more products than the other.



When a word occurs frequently in a passage or section, a reader should consider that word a valuable one to work with and know well. Sometimes the word occurs in the same form; sometimes the word appears in related forms—members of the same word family. For example, let's start with the title.

Macroeconomics: The Big Picture

What is the most "valuable" word in this title? .....

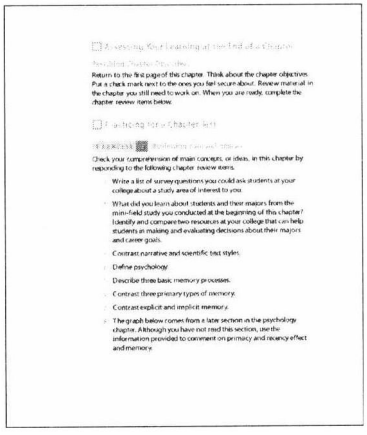
If you answered economics, you are right.

Return to Reading Selection 1 and circle the word economic or a form of economic every time you see it. How many occurrences did you find?

As noted in earlier chapters, words belong to word families. Economy is a headword. Complete the table below about different members of this word family. Which word do you think is the most frequently occurring member?

Word form	Part of speech	Model or example from the economy reading
economy	noun	The economy fluctuates.
economics		
economic		
economical		
economically		
economist		
macroeconomics		

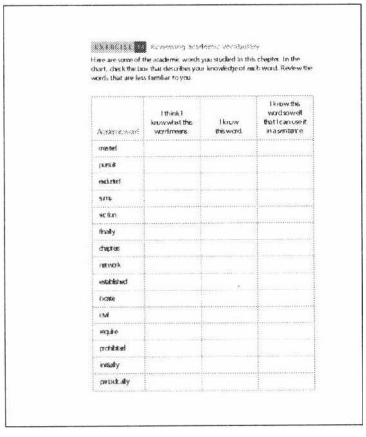
Integrated Review and Assessment Each chapter closes with revisiting objectives and vocabulary and a practice test.



Return to the first page of this chapter. Think about the chapter objectives. Put a check mark next to the ones you feel secure about. Review material in the chapter you still need to work on. When you are ready, complete the chapter review items below.

Check your comprehension of main concepts or ideas in this chapter by responding to the following chapter review items.

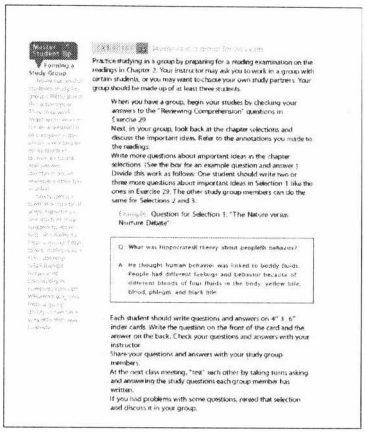
1. Write a list of survey questions you could ask students at your college about a study area of interest to you.
2. What did you learn about students and their majors from the mini-field study you conducted at the beginning of this chapter? Identify and compare two resources at your college that can help students in making and evaluating decisions about their majors and career goals.
3. Contrast narrative and scientific text styles.
4. Define psychology.
5. Describe three basic memory processes.
6. Contrast three primary types of memory.
7. Contrast explicit and implicit memory.
8. The graph below comes from a later section in the psychology chapter. Although you have not read this section, use the information provided to comment on primacy and recency effect and memory.



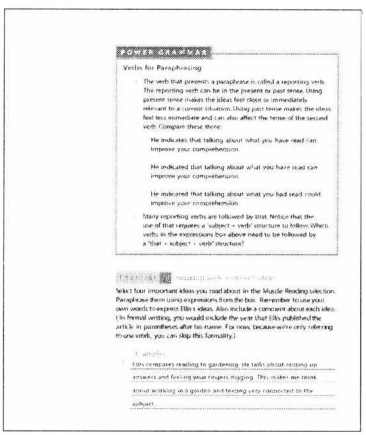
Have are some of the academic words you studied in this chapter. In the chart, check the box that describes your knowledge of each word. Review the words that are less familiar to you.

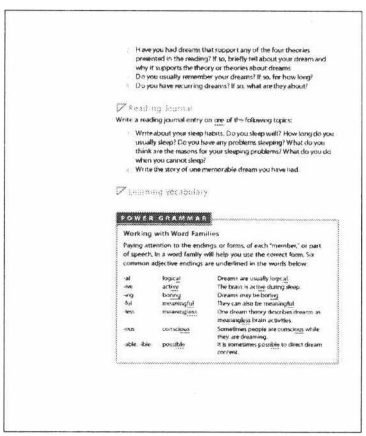
Academic word	I think I know what the word means.	I know this word.	I know this word well that I can use it in a sentence.
revise			
pursue			
indicate			
sure			
victim			
finally			
chapter			
network			
established			
locate			
civil			
require			
prohibited			
initially			
periodically			

Master Student Tips Master Student Tips throughout the textbooks provide students with short comments on a particular strategy, activity, or practical advice to follow in an academic setting.



Power Grammar Boxes Students can be very diverse in their grammar and rhetorical needs so each chapter contains Power Grammar boxes that introduce the grammar structures students need to be fluent and accurate in academic English.





Ancillary Program The following items are available to accompany the English for Academic Success series Reading strand:

- Instructor website: Additional teaching materials, activities, and robust student assessment.
- Student website: Additional exercises and activities.
- The English for Academic Success series Vocabulary books: You can choose the appropriate level to shrinkwrap with your text.
- *The Essentials of Teaching Academic Reading* by Sharon Seymour and Laura Walsh is available for purchase. It gives you theoretical and practical information for teaching oral communication.

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