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新世纪
大学英语系列教材
读写教程
第2册

主编 王海啸

南京大学出版社

READING &
WRITING

New Century College English

新世纪大学英语系列教材

总主编 王海啸 李霄翔

Reading and Writing

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第 2 册

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总序

新世纪大学英语系列教材是一套面向大学英语学生的综合性系列教材。本教材以江苏省高校外国语教学研究会为依托,由南京大学、东南大学、南京航空航天大学 and 南京师范大学等多所著名高校联合开发。本套教材以现代应用语言学理论为指导,融入了各主编高校所承担的教育部和江苏省大学英语教学改革以及其他科研项目研究成果,同时也反映了国内其他高校在大学英语教学改革中所取得的最新成果。

本套教材由《读写教程》、《听说教程》、《阅读大观》和《综合训练》四个系列组成,它们分别由南京大学、东南大学、南京航空航天大学 and 南京师范大学主编。

为适应新世纪对大学英语所提出的更新、更高的要求,本套教材在编写思路和编写体系方面力图有所创新。这主要体现在以下几个方面:

一、强调基础知识学习、基本技能训练与语言应用能力培养的有机结合。大学英语教学的目的是培养学生语言应用能力,然而应用能力的培养必须建立在扎实的语言基础之上。因此,从英语教学的实际需要出发,本套教材注重在帮助学生打好语言基本功的同时,为学生提供大量的旨在提高语言应用能力的教学指导与练习,以帮助学生将课本知识与课堂学习内容有效地转化为语言能力。在知识与技能的介绍上力争系统、全面,在练习的设计上重视交际性、趣味性与科学性的统一。在具体安排上,《读写教程》、《听说教程》和《阅读大观》将学习与练习并重,《综合练习》则侧重基本功训练。

二、强调语言学习与文化素质培养的有机结合。英语学习是大学生综合素质教育的一个重要组成部分。同时,文化知识的学习也是有效提高语言能力的一个重要前提。因此,本套教材从综合素质培养的角度出发,将大量与英语学习相关的文化知识贯穿于教学的全过程。这尤其体现在《听说教程》和《阅读大观》这两个系列中。这两个系列以与学生生活密切相关的话题为主线,广泛选择不同题材的文章,帮助学生了解英语国家的各种文化背景、风俗习惯、礼仪人情等知识内容的学习和了解。通过培养学生良好的文化素养和综合

的语言运用能力,为其以后适应现代社会的各种复杂要求打下良好的语言基础。

三、强调读、听、写、说、译等语言技能的协调发展。为适应现代社会对人才培养的需要,本系列教材在学生的语言技能培养上,除了传统的阅读技巧外,注重读、听、写、说、译的结合。这尤其是体现在《读写教程》和《听说教程》这两个系列上。这两个系列的教材分别从阅读和听音入手,一方面训练读和听的能力,另一方面引入话题与相关信息。然后在此基础上展开写、说和译等技能的训练,使学生言之有物。

教学改革,贵在探索。无论从哪个角度来说,我们都深知本系列教材还存在许多的不足。它的价值,也许更多地体现在外语界各位同仁探索大学英语教学改革的决心和勇气。因此,我们期待着更多的批评、建议以及积极的参与,在解决目前存在的各种教学问题的同时,完善我们的教材,完善新的教学体系。在探索大学教育现代化的道路上,留下我们共同的足迹。

王 强 李 霄 翔

2000年6月

前 言

随着中学阶段的结束，英语教学可谓完成了第一个过程。中学教育使学生们系统地学习了基础英语语法，掌握了 1800 个左右的常用词汇，获得了初步的读、听、写、说、译等技能。进入大学阶段，英语教学应该在更高的起点上进入一个新的过程，这个过程应该在更大程度上帮助学生实现从语言知识积累到语言运用能力提高的转变，从孤立的语言现象学习到综合语言能力培养的转变。这既是英语学习自身的需要，也是新世纪对英语教学所提出的要求。为此，我们编写了《大学英语读写教程》。

本教程为“新世纪大学英语系列教材”的一个系列，侧重学生阅读和写作能力的培养，同时兼顾其他能力的训练。本教材共分两大部分，第一部分由一、二两册组成，主要探讨不同体裁文章的阅读方法以及句子和段落层次的写作方式。第二部分由三、四两册组成，侧重对各种阅读理解方法的训练，并着力提高学习者篇章层次的写作能力。整个教学过程注重阅读和写作的有机结合，知识学习与技能训练的有机结合，语言知识和社会文化知识的有机结合。编者希望本系列教材能为大学英语教师和学生达到大学英语教学大纲的要求的努力中架起一道更为便捷的桥梁。

本教程的第一、第二册各包含十个单元，除第一册第一单元外，每一个单元都由四个部分组成。第一部分侧重阅读技能的训练，第二部分侧重词汇学习，第三部分主要训练写的能力，第四部分为综合技能训练。在第一部分所介绍的两篇文章中，前一篇可作为一般阅读课文，后一篇可作为精读课文。为方便读者的学习，精读课文后配有详细的生词表，词表分参考词汇与必学词汇。在必学词汇的生词表中，标有“*”号的为大学英语六级词汇，其他均为四级词汇。

本册教材为《大学英语读写教程》的第二册，供大学英语二级教学使用。参加本教材编写的人员有王海啸、赵靖宇、孙伊娜、汪清、李寄、夏珺、郭廉彰、吴秀霞等，并承南京大学的 Duncan G. Wright 博士审读全部文稿。

本教材的编写出版得到了南京大学出版社的大力支持，我们在此表示衷心感谢。

由于时间仓促，编写者水平有限，本教程一定存在许多不尽人意之处，敬请广大师生批评指正。

编者

2000 年 12 月

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Unit One

Part A: Reading Skills—Detecting Topic Sentences

As is known to all, the paragraph is a very important construction in most writings. Usually in each paragraph there is one controlling idea called the main idea or central idea. Sometimes, this idea is implied. Readers have to come to their own conclusions by reading all the materials provided in the paragraph. However, very often, writers want to make things easier for readers by explicitly stating the main idea in one of the sentences in the paragraph. We call this sentence the topic sentence. So, as the name suggests, a topic sentence is one that expresses the main or central idea of a paragraph.

According to the different structures of paragraphs, topic sentences occupy different positions in a paragraph. In most paragraphs, topic sentences occur at the beginning. When this happens, topic sentences point to the direction the author wants the readers to follow. Sometimes, topic sentences may be found at the end of paragraphs and they may serve the function of paragraph conclusions. Other topic sentences may need a brief introduction before they are introduced or may be followed by further explanations. When it happens, topic sentences may be put in other positions of paragraphs

Practice

Underline the topic sentence of each paragraph if there is any and give reasons for your choice:

1. Albert Einstein, one of the world's geniuses¹, failed his university entrance examinations on his first attempt. William Faulkner, one of America's noted writers, never finished college because he could not pass his English courses. Sir Winston Churchill, who is considered one of the masters of the English language, had to have special tutoring² in English during elementary school. These few examples show that failure in school does not always predict failure in life.

¹ genius: 天才

² tutor: teach

Your Reasons: _____

2. Hurricanes¹, which are also called cyclones, exert tremendous power. These violent storms are often a hundred miles in diameter², and their winds can reach velocities³ of seventy-five miles per hour or more. Furthermore, the strong winds and heavy rainfall that accompany⁴ them can completely destroy a small town in a couple of hours. The energy that is released⁵ by a hurricane in one day exceeds the total energy consumed by human kind throughout the world in one year.

Your Reasons: _____

3. Small families are the product of industrial society and always consist of two generations: parents and children. The good and bad sides of a small family are just the opposite of a large family. In my view, neither large family nor small family is ideal. The ideal model is middle-sized family, which should include three generations. In this kind of family, the old can help take care of the young; the former's experiences of life are a mirror to the latter. The most important thing of all is that we can take care of our parents when they get old and let them share the happiness we attain⁶.

Your Reasons: _____

4. Which do you think larger: the number of all numbers, both even and odd⁷, or the number of even numbers only? Of course you would say the number of all numbers is larger because it contains in itself all even numbers and, in addition, all odd ones. But that is just your impression, and in order to get the exact answer you must use the above rule for comparing two infinities⁸. And if you use it, you will find to your surprise that your impression was wrong. In fact, the infinity of even numbers is exactly as large as the

¹ hurricane: 飓风; 狂风

² diameter: 直径

³ velocity: 速度; 速率

⁴ accompany: 伴随

⁵ release: 释放

⁶ attain: 获得

⁷ odd: 奇数的

⁸ infinity: 无穷大

infinity of all numbers.

Your Reasons: _____

5. Nutritional¹ studies have shown that a large amount of raw² egg white in the diet³ is unhealthy. When the egg white is not cooked, one of its proteins⁴ combines with an essential B vitamin in the egg. Then the body cannot absorb this B vitamin. When researchers at the University of Georgia fed laboratory animals raw egg whites, the animals lost their hair, got anemia⁵, and became nervous. However, when the animals ate the egg that was cooked until the white was firm, all of these symptoms⁶ disappeared.

Your Reasons: _____

6. A bus driver must answer questions while guiding a bus through heavy traffic. All day long the driver answers the same questions without becoming angry. Every few minutes a bus driver has to ask passengers to step to the rear⁷ of the bus. In spite of traffic snarls⁸ and thoughtless passengers who cause delays, a bus driver is expected to cover his or her route on schedule.

Your Reasons: _____

7. I began the letter of application by pointing out my secretarial skills. Specifically, I noted that I type ninety words per minute and take dictation at one hundred and thirty words per minute. Next, I indicated my past work experience on three similar jobs. Finally, I gave a summary of the evaluations⁹ of my immediate superiors¹⁰ on the three previous jobs. In short, I stressed my secretarial skills, my experience, and my evaluations in the letter of application.

¹ **nutritional:** 营养的; 滋养的

² **raw:** 生的

³ **diet:** 通常所吃的食物

⁴ **protein:** 蛋白质

⁵ **anemia:** 贫血; 贫血症

⁶ **symptom:** 症状

⁷ **rear:** 后面; 背后; 后方

⁸ **snarl:** 混乱

⁹ **evaluation:** 评价

¹⁰ **superior:** 上司

Your Reasons: _____

8. Camouflage is the art of hiding objects. People took the idea from nature's protective coloration of plants and animals. Camouflage is often used to hide military equipment and troops from an enemy. The army covers its large guns with earth and leaves from trees. During World War II, ships were painted to blend¹ with the sea and the sky. Some armament² factories were camouflaged to look like golf courses from the air. People played golf on the roofs to make the camouflage even more realistic.

Your Reasons: _____

Reading Selection One

Before the First Reading-----

At first look, the title of the following selection may seem funny. People sleep with their eyes closed. How could they move their eyes during sleep? And move them rapidly? Scientists interested in the study of sleep have found that people not only move their eyes during sleep but this eye movement seems to be a necessary part of sleep.

Keep these questions in your mind when you read.

1. What is REM sleep?
2. Why do we need REM sleep?
3. Does everybody have the same REM time length?

What is REM (Rapid Eye Movement) Sleep?

During a night's sleep we do not merely fall into deeper and deeper sleep and then gradually wake up. Instead, our brain waves show a cyclical³ pattern that repeats about every 90 minutes. First we fall into deeper and deeper sleep, 1

¹ blend: 交融; 混成一体

² armament: 军备; 武器

³ cyclic(al): 周期的; 循环的

but then we gradually return to a waking pattern. At this point, though, we do not wake up, as might be expected. Instead, we remain sound asleep and our eyes move rapidly back and forth under our closed eyelids. This stage is known as REM sleep. The average person has about four of five episodes¹ of REM sleep each night, totaling about 25 percent of sleep time, or from one and a half to two hours.

When researchers first observed REM sleep, they suspected, that the stage might be related to dreaming. To investigate² this, they woke subjects during the REM and Non-REM sleep and found that during REM periods dreams with vivid mental pictures occurred about 80 percent of the time. During Non-REM periods, in contrast, the storylike episodes that we normally consider dreams occurred far less frequently.

One interesting fact about REM sleep is that in some respects it seems similar to being awake. This is indicated³ by the brain wave pattern recorded that looks very much like that of someone who is awake. On the other hand, during REM sleep, people are very difficult to awaken and do not respond to touch or sound rapidly. For this reason REM sleep is sometimes called paradoxical⁴ sleep: people seem to be awake and yet deeply asleep at the same time.

Do we need REM sleep? Suspecting that dreams might in some way be essential to our psychological well-being, William C. Dement, a psychologist, interrupted sleepers' REM sleep over a series of nights. Whenever he saw the beginning of a REM period, he would awaken the sleeper. He found that it became harder to arouse the sleeper and that the longer he denied⁵ REM, the more frequent its appearance became. When, on the fifth night, he let the sleeper go into REM without interruption, he found that the total time spent in REM doubled over the person's normal level.

Although we apparently have a need for REM sleep, what REM sleep actually does for us is not clear. Any interrupting of sleep—whether REM or Non-REM—may make a person somewhat tired. But loss of our dream time seems to be no

¹ episode: (一系列事件中的)一个事件

² investigate: 调查

³ indicate: 表明

⁴ paradoxical: 自相矛盾的

⁵ deny: 拒绝; 不给

more psychologically troubling than loss of other kind of sleep. Still, REM sleep may be of special value. Some evidence¹ suggests that REM sleep may be time when the brain adapts to² like experiences. In our study, for example, some medical students wore glasses with distorting³ lenses⁴ for several days. The students slept at night in the laboratory. While they were adapting to these lenses, they showed a greater than usual amount of REM sleep; but once they had become used to the lenses, REM sleep dropped back to normal.

REM sleep helps maintain⁵ the ability of the brain to respond. The evidence of this comes from the fact that REM time gradually reduces as people age⁶. New-born babies spend about half their sleep time in REM, babies under two years 30 to 40 percent, adults about 20 to 25 percent, and older people less than 5 percent. Some researchers suggest that dreams offer the brain a source of mental exercise. Such exercise may allow certain areas in the brain to prepare to respond to the outside activities during waking. The need for such exercise time is greatest in the new-born baby and decreases with age, just as does REM time.

After the First Reading-----

Answer the following questions:

1. At what stage does REM sleep occur?

2. What is the interesting aspect of REM sleep?

3. Why is REM sleep necessary?

4. How does REM sleep differ as people age?

¹ evidence: 迹象

² adapt to: 适应

³ distort: 使变形

⁴ lens: 透镜

⁵ maintain: 保持

⁶ age: 变老

During Further Readings-----

I. Underline the topic sentence of each paragraph if there is any and explain why you think so.

II. Form true statements by joining items in Column A with those in Column B according to the passage.

- | A | B |
|---|---|
| 1. We are sound asleep | a. during REM periods. |
| 2. Dreams occur far more frequently | b. though we may move our eyes rapidly. |
| 3. To say people seem to be "awake" when they are deeply asleep | c. to prepare for the outside activities during waking. |
| 4. REM sleep increases | d. the harder it is to wake them up. |
| 5. The mental exercise offered by dreams may allow certain areas in the brain | e. we mean their brain wave pattern is similar to that of someone who is awake. |
| 6. The less REM sleep people gets, | f. if the sleeper has been uncomfortable with something in his life. |

III. Answer the following question:

1. During a night's sleep, what happens first and what happens later?

2. How do you explain the "paradoxical sleep?"

3. What was the purpose of William C. Dement's experiments?

4. What did the experiment on some medical students prove?

5. If a person is 40, what is the percentage of his REM sleep?

Reading Selection Two

Before the First Reading-----

Remembering or forgetting things is very common in daily life. Scientists are trying to probe into the reasons for this phenomenon. This text will tell you something about their

perspectives and the application of their theories to your studies.

Keep these questions in your mind while you read:

1. How does time interfere with your memory?
2. How can a person improve his ability to remember?
3. How many different ways are mentioned in the text that students can use to remember what they learn?

Remembering and Forgetting

Remembering is closely linked to learning. People need more than the ability to learn swiftly and well. They must be able to remember what they learn.

Psychologists have tried to explain how people remember and why they forget many of the things they learn. No one has yet found all the answers, but there are several theories to explain remembering and forgetting.

It is believed that when a person learns something, a physical change of some kind takes place. A trace, or pattern, is left in the brain. According to one theory, memories or the traces memory may leave in the brain simply fade away in the course of time. Thus, things learned long ago are forgotten before things learned more recently. This is largely true, but there are enough exceptions to make scientists look for further explanations of forgetting. Older people, for example, often remember clearly events of their childhood, but are unable to remember things they did only a few hours earlier.

According to another theory, memories of different things sometimes interfere with one another. When this happens, one displaces the other from memory. Something that you have just learned may cause you to forget something you already knew. Or something you have already learned may prevent you from learning and remembering something new.

The way you felt about a particular experience may also determine whether you remember it or forget it. In general, people are apt to forget things that are unpleasant or upsetting and remember things that are pleasant.

With some effort on your part, it may be possible to improve your ability to remember. In trying to recall a simple thing like a name or a word, it often helps to stop trying to remember and to think of something else. The