

当代 研究生英语

ACTIVE
ENGLISH FOR
POSTGRADUATES

主编：刘润清 汤德馨 王贵明

Reading and Writing 1 读写教程 上

(教师用书)
Teacher's Guide

主
编

编：吴树敬
者：叶云屏
许建平

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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读写教程(上)(教师用书)**

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前言

《读写教程》(Reading and Writing)是一本中高级英语读写教程,是《当代研究生英语》系列教程的重要组成部分。本教程分上、下两册,供两个学期使用。每册有10个单元,每个单元又包含A、B两篇课文,A篇供精读使用,B篇供泛读使用。每个单元一般需要3~4个课时,教师可根据学生不同情况进行调整。

本教程的主要目的是培养研究生的篇章阅读能力,此外还侧重了对写作基本能力的训练和对应用文写作的指导。

本教程的教学方法宜采用课前学生预习,准备问题,课堂上由教师引导进行讨论,学生尽量用英语表达,如确有困难可以用双语进行交流。教师可以对重点、难点有针对性地讲解,但要防止满堂灌的教学方法;同时,应着重培养学生独立学习、思考的能力。本教程的主要特点有以下几个方面:

1. **课文选材范围广泛** 选文涵盖社会科学和自然科学诸方面,内容丰富,趣味性强。
2. **文章内容深刻** 选文思想内涵深刻,适合在研究生阶段的英语学习中进行讨论式教学,促使学生能就某些知识点发表个人观点。
3. **语言地道、表达准确** 所选文章经过多次筛选,均为原汁原味的佳作。真实的语境,恰当的用词,以及大量的语言点都使本书既适合研究生课堂教学,也适合于各类中高级英语培训班及自学之用。
4. **文章注释详细明了** 对选文的难点注释详细,有助于学生在预习时提前解决一些语言和文化上的难点,同时便于使用本教材自修的学生自学。
5. **所选词汇重点突出,且读写兼顾** 每篇文章后附有生词表,A篇还将单词和词组分别列出,便于学习、记忆,并重点帮助学生全面理解某些词语的用法。而且,每单元设有 Word Study,此项中既有动词搭配,又有专为不同题材写作提供的词汇,突出了读写结合的特点。
6. **写作部分学用结合** 本教程的写作部分既重视基本技能训练,又注重实际应用能力的培养,能够有效地提高研究生的英文写作水平。
7. **题型多样,难度适宜** 练习设计多样:分为多项选择题、问答题、讨论题和词汇题等;既有读前问题(Lead-in questions)也有复习巩固性的练习等。

《读写教程》(Reading and Writing) 在编写过程中曾得到外籍专家 Tom Kellie (美国) 的大力支持。他对本教程的稿件作了审读, 在此向他表示感谢。此外, 本教程选用了一些国外书刊上的有关内容。由于选材面涉及较广, 未能在此一一注明, 特此说明, 并向所有有关人士谨表谢忱。

不足或错讹之处敬请读者不吝赐教。

编者

2001 年 6 月于北京

TO THE TEACHER

This course book, *Reading and Writing*, is an important component of the series *Active English for Postgraduates*. Before entering the graduate program students have generally reached the level of CET-4 or higher. Accordingly, during their graduate studies they are expected to acquire the ability to proficiently read and understand both writings of general interest, and the literature within their own specific academic fields. In addition, they are expected to be able to express their ideas in writing, especially in such practical forms of English writing as business letters, resumes, abstracts, and essays. With this in mind, the compilers have endeavored to prepare a textbook that presents interesting and thought-provoking reading materials. To facilitate their independent work, ample notes and detailed explanations are provided within each unit following new words and expressions. There are quite a number of exercises for review, consolidation and expansion. A "Text B" is provided at the end of each unit with new words and expressions and questions for further independent learning. Within each unit there is a writing section which deals with various aspects of writing, from the format of letter, resume, short essay, to the professional writing of abstract, report and thesis. It is believed that if students methodically work through this course book under your careful guidance, they will develop competent English reading and writing ability, which is of vital importance to their 21st century Information Age careers.

Since ours is such a vast country with varied conditions for teaching graduate English, we have attempted to compile a textbook on reading and writing that will, as nearly as possible, meet the needs of different programs. Its primary features include:

1. Providing sufficient reading materials to expose the students to writings of different genres such as popular science, news reports, essays, and short stories. It is at your discretion, in accordance with the time allotted for English study within the graduate program, to choose and select appropriate materials or complete all of the readings.

2. Providing very detailed textual notes and explanations in order to facilitate the students' independent study. It is advisable to ask the students to individually work on the texts and then bring to class their questions and insights. In so doing it is not necessary to

be excessively concerned about words and phrases within the texts. You can therefore teach the texts from a discursal point of view, concentrating more on the ideas and emotions expressed by the authors, their methods of organizing the texts, their points of view and other subtleties of culture which students need to know to be efficient and critical readers. If, on the other hand, your students have more difficulty grasping the text on their own, it might be useful to first help them acquire reading comprehension as accurately as possible with the help of the notes and then go beyond the sentence level to that of discourse and the general ideas within each text.

3. Starting each unit with an "Introducing the Topic" section, which is used to introduce the students to the general topic discussed in the text, and to activate their knowledge framework which they already possess in a Chinese context, so that they may take advantage of this framework in their English reading. Research has shown the importance of pre-reading activities, and in the case of graduate students who are fairly knowledgeable both in their specific fields and otherwise, such activities are especially relevant. Remember, however, that pre-reading activities are meant to stimulate rather than intimidate your students, so don't make it too hard for them to answer some of the questions even before they have acquired the necessary expressions in English to do so. The questions are there merely to provoke student thinking. Correctly answering them may often wait until after the text is read and understood.

4. Preparing exercises for students of different proficiency. There are exercises that are meant to strengthen their command of words, phrases and difficult grammatical points, and others of a more communicative nature, testing their global understanding and appreciation and asking them to discuss and argue a certain point. It is felt that a combination of the two will be most beneficial for learning, and we hope that you will not just do one kind of exercise at the expense of the other.

5. Building a connection between reading and writing through the "Word Study", which contains especially useful collocations for our students to use in their writing. It may not be necessary for you to work on this part; in most cases, calling your students' attention to this will be adequate.

6. The writing section deals with what the students need most, from the writing of letter to that of short essay, which often appears in writing tests. In Book 2 more topics are dealt with to enable students to ultimately write their theses in English. It has been proved that imitation provides a good starting point for learning. Therefore several samples are provided as an integral part of each unit. These samples are intended to help your students, rather than to confine them. They are encouraged to do their own writing to serve real-life purposes.

We believe that graduate English teaching should be conducted in a way different from the teaching of undergraduate English. While it unmistakably sets higher demands on the instructor, it is in turn significantly more rewarding. The students will bring their real-life problems in the use of English to the classroom, thus making the teaching truly communicative in nature. Greater flexibility must be incorporated in textbooks used for teaching graduate students. This two-volume course book for reading and writing contains enough materials for roughly 80 hours of teaching in increments of 4 hours for each unit. Each volume consists of 10 units intended for 40 hours of classroom instruction. A teacher's guide is provided to assist your teaching.

Finally, as much as we emphasize the importance of reading and writing in graduate English, we never for a moment minimize the importance of listening and speaking skills for graduate students. We view language as an integrated whole with all four fundamental skills feeding into and complementing one another. We are confident that you will implement this idea in your teaching of this book so as to assist your students to develop their proficiency not only in reading and writing, but in listening and speaking as well.

The Compilers

Contents

Unit	1	.....	1
Unit	2	.....	12
Unit	3	.....	24
Unit	4	.....	35
Unit	5	.....	46
Unit	6	.....	56
Unit	7	.....	68
Unit	8	.....	80
Unit	9	.....	91
Unit	10	.....	102

Unit 1

Text A

Introducing the Topic

Esther Dyson was born in 1951 in Zurich, Switzerland. She grew up in Princeton, New Jersey, and received a B. A. from Harvard. Dyson is the editor and publisher of the widely respected computer newsletter *Release 1.0* which circulates to 1,600 computer industry leaders. She is chairperson of the Electronic Frontier Foundation, an industry-financed civil liberties watchdog group. Dyson is also the organizer and moderator of the annual Personal Computer Forum. "Cyberspace: If You Don't Love It, Leave It" appeared in the *New York Times Magazine* (July 1995).

Cyberspace generally refers to the Internet and the information contained on it. Useful information is easily accessible to any computer user via a modem and a server. For this reason, many people are fascinated with cyberspace. Unfortunately, cyberspace also offers undesirable information and indecent pictures. Some websites even give instructions in stealing, gambling and other crimes, thus creating social problems. Therefore, for some, cyberspace is a nasty place that good citizens should avoid and government should control. What should be done? Should cyberspace be destroyed? Should it be strictly regulated? These issues are discussed in the present article.

The Gist of the Article

This article mainly answers three questions:

- What is the nature of cyberspace?
- What does cyberspace comprise?
- Should cyberspace be regulated? If so, how should it be regulated?

In paragraphs 1 to 5, the author defines the nature of cyberspace by comparing it with real estate. According to the author, cyberspace is like real estate consisting of many different areas such as parkland, shopping mall, school district, church, state and drugstore. Cyberspace also consists of different places, each place catering to the tastes and interests of a particular group of people. It is up to the individual to decide which area to go to. Unfortunately, some places are not suitable for children, others are nasty places that good citizens should avoid. Therefore, many people think that cyberspace should be regulated.

Paragraphs 6 to 10 discuss what cyberspace comprises. According to the author, cyberspace comprises three parts. First, there are e-mail conversations. Second, there are information and entertainment services. Third, there are communities in which individuals can choose to participate. If they are not interested in a particular cyberspace community and its rules, they can simply leave it.

The author argues in paragraphs 11 to 16 that, besides government regulations, cyberspace communities should also rule themselves by setting and enforcing their own community standards. Some

communities are already doing so.

The author admits at the end of the article that cyberspace, like any terrestrial place, is not a perfect place; it has its own problems, but individuals can exercise their freedom to choose what suits them: they can have individual choice and responsibility.

Teaching Suggestions

◆ Lead-in questions

Time: 10 minutes

Purposes:

- To present key words and phrases related to Internet and cyberspace
- To encourage students to think about the topic of the coming text, i. e. cyberspace
- To arouse students' interest in the topic of the coming text
- To develop students' skill in predicting the main idea of the text

Methodology:

1. In activity 1, some key words and phrases along with their definitions are presented. Although many students are already familiar with these words and phrases, they cannot always give accurate definitions of them in English. To make sure that the whole class participate in the discussion, let them work in pairs first and then encourage them to compare their answers with other neighboring classmates. By working with a partner first and then more classmates, students should be able to match the terms and definitions correctly. There is no need to check the answers in class, but be ready to provide any help they need while they are working.
2. Activity 2 is designed to arouse students' interest in the topic of the text and prepare them to read the text actively. Make sure that everybody is interviewing or is being interviewed. They can ask the five questions listed in the textbook. Also encourage them to think of other questions to ask. If time permits, you can find one or two students to report to the class what they have found.
3. In order to get the whole class involved, pair-work is recommended for activity 3. It may be very easy for your students to give a list of reasons why they like cyberspace. For example, they can do all the things listed in activity 2 and perhaps many others. Encourage students to think critically about cyberspace, for example, what problems cyberspace has created or may create, what harm it may do to adults and children in their life, work and studies, etc.
4. Activity 4 can be a class discussion. But control the time!

Key to lead-in questions

1. Match the terms with the definitions.

- 1) cyberspace: the Internet and the information on it (e)
- 2) cyberspace community: a group of people with similar interests and tastes communicating among themselves on the Internet (f)
- 3) e-mail: messages that computer users send to each other via a modem and servers on the Internet (b)
- 4) the Internet/Net: a network of computers through which people with a computer and a modem can exchange messages (c)
- 5) surfing the Internet: looking for information on the Internet (a)
- 6) website: the place where screens of information are found on the Internet (d)

2. & 3. (略) Answers can be diverse.

4. The title “Cyberspace: If You Don’t Love It, Leave It” consists of two parts divided by a “:”. The first part tells us the subject of the article; the second part indicates a choice: love it, or leave it. You have complete freedom.

◆ Detailed reading of the text

Time: 45 – 50 minutes

Purposes:

- To help students draw important facts of each paragraph
- To help students identify and remove the source of difficulty in understanding the text
- To help students actively interact with the text and develop strategies to work out the meaning of the text
- To give students practice in note-taking

Methodology:

When working through the text, you can, besides explanation (refer to “Detailed Explanation of the Text” in the student’s book), use the technique of asking questions to develop students’ understanding. Make sure students always keep their text open when they answer the questions. The purpose of asking questions is to make students actively interact with the text and develop their strategies to draw the meaning from the text. At the same time, they can become aware of the way language is used to convey meaning. There is a close connection between answering questions and developing understanding.

At the start, three types of questions should be designed for this purpose. First, straightforward questions need to be asked to draw students’ attention to important facts in the text and to ensure they understand the literal meaning of the facts. The second type of

questions should be used to develop students' skills of tackling difficult sentences. The third type should make students recognize grammatical and lexical features that play a crucial part in the interpretation of the text.

When students answer your questions they should also practice taking notes.

You can ask the following questions orally.

1. What do Americans like to do?
2. Is there a place on earth where you can go and be yourself?
3. What was cyberspace formerly? Who go to cyberspace now?
4. What is real estate?
5. What metaphor does the author use to describe cyberspace?
6. In what way is cyberspace similar to real estate?
7. What places in cyberspace are capturing the popular imagination?
8. What advantage does cyberspace have over television system?
9. Why, according to the author, do e-mail conversations require no regulations?
10. In what way is cyberspace like bookstores, malls and movie houses?
11. In what way is cyberspace like bars and restaurants?
12. How do cyberspace communities evolve? Give examples to illustrate your point.
13. What is the unique characteristic about cyberspace according to the author?
14. What freedom do people in cyberspace have that people in terrestrial environments do not have?
15. What will happen if people in a cyberspace community sign off?
16. What kind of government will cyberspace communities need?
17. What measures can be taken to deal with questionable items in cyberspace? Can you give an example?
18. Is cyberspace a perfect place? If not, why are people so excited about it?

◆ Global understanding and appreciation of the text

Time: 20 – 25 minutes

Purposes:

- To help students get a full understanding of the text as a whole
- To increase students' awareness of the organization of the text
- To help students read between the lines and put together the pieces of information that are scattered in the text
- To help students read critically and evaluate the text in terms of the writer's attitude, bias, as well as the force and effectiveness of her argument
- To make students aware of the rhetorical devices and language style of the text

Methodology:

In this text the author uses analogy to define the nature of cyberspace. Let students

refer back to the text to see how the comparison between real estate and cyberspace is made. To make sure the students fully understand the text, you can ask them to transform information from the text into chart.

First, let your students do the global understanding and appreciation exercises individually, and then ask one of them to report the information from the chart in complete sentences.

Promote active discussion about the author's argument and her attitude towards cyberspace, especially about how cyberspace should be regulated. Students may come up with bright ideas and sound suggestions.

◆ Vocabulary development

Time: 30 – 35 minutes .

Purposes :

- To focus on important vocabulary items (phrases and collocations) that occur in the text
- To provide, in the form of Word Study, a number of common verb phrases, nouns and adjectives that can be used in students' writing
- To provide different exercise types so that students can work out their own strategies for consolidating and using vocabulary

Methodology:

It is not always necessary to explain every vocabulary item. But you may want to explain the unfamiliar ones and explain them in contexts. The “Detailed Explanation of the Text” in the student's book has provided explanations and, sometimes, examples to show how a vocabulary item is used. You can refer particular vocabulary usage to this part of the student's book.

For vocabulary exercise A, students can refer to the paragraphs indicated in the brackets to find similar words and expressions. Ask students to check their answers with each other when they finish. This exercise is relatively easy, so it is up to you to decide whether it is necessary to give correct answers in class.

Vocabulary exercise B is a type that often appears in examinations. This exercise is intended to increase the accuracy in using vocabulary. Students may find it difficult to distinguish one choice from another. Therefore, you may need to explain the subtle differences between the choices.

◆ Cloze

Time: 15 – 20 minutes

Purposes :

- To consolidate language related to the text

- To develop students' skills of recognizing complex sentence structures
- To give students practice in using common vocabulary items

Methodology:

Individual differences may be rather wide in students' ability to do this exercise. Encourage all students to work out the answers independently, because this is a good exercise to involve students in using the language actively. Should there be any difficulties, they can discuss with each other or in class after they finish it.

◆ Translation

Time: 10 minutes

Purposes:

- To consolidate, by translating the particular part of the text, understanding of the text
- To help students memorize vocabulary items used in the text
- To give students practice in developing their translation skills

Methodology:

This exercise can be assigned as homework. It will do students good to give them some written work. After reading their work, you can comment on students' common mistakes or problems in class if there are any.

Key to Exercises

I. Reading comprehension

A. Read the text and answer the following questions.

Students can use their own words to answer the questions. The answers provided here are only for reference.

1. Americans love new frontiers. For example, they hanker after wide-open spaces; they like to explore; they like to make rules but refuse to follow them.
2. Cyberspace.
3. Real estate, because both real estate and cyberspace consist of different parts, and each part is suitable for a particular group of people.
4. Yes, but first, it is fundamental to understand the nature of cyberspace.
5. Self-rule.
6. E-mail conversations, information and entertainment services, cyberspace communities.
7. People of similar interests and tastes form a community. For example, communities on CompuServe tend to be professional, those on America Online are affluent young singles. . .
8. It allows communities of any size and kind to flourish. Cyberspace rules have

moral authority that terrestrial governments don't have.

9. Communities cater to their own members' inclination.
10. Their own local government besides terrestrial government.
11. Banning them and using labels and automatic filters to get rid of them. Yes.
12. No, it is not. People are excited about it because it offers a lot of information and freedom.

B. Global understanding and appreciation of the text.

1. The analogy between real estate and cyberspace:

Real estate	Cyberspace
parkland, church	common land
shopping mall, drugstore	private and rented out
red-light zone	places to be avoided
school district	places for children

Main point: A real estate is made up of different areas, and it recognizes the differences between these parts. The same is true of cyberspace. So when the author suggests that we think of cyberspace as a real estate, she is using a good analogy.

2. Different parts in cyberspace, their corresponding similes and characteristics:

Parts	Similes	Characteristics
1. e-mail conversations	telephone conversations	They are private, consensual and require no regulation.
2. information and entertainment services	bookstores, malls, movie houses	Items are not given if not requested.
3. cyberspace communities	bars, restaurants, bathhouses	Rules are being imposed to keep out unwanted ads, discussions and participants.

3. Differences between the rules in a terrestrial government and those of a cyberspace community:

The rules in a terrestrial government: People cannot choose their own community; they are forced to be a member of a certain community just because they happen to be born or live in a place. Rules of a terrestrial government do not have moral authority.

The rules of a cyberspace community: Any minority groups are allowed to exist and flourish. People choose their own communities and follow community rules.

If they do not like the rules, they can leave freely. So the rules of cyberspace communities have moral authority.

4. This article is written in an informal and conversational style. For example, the author uses some slangy words, incomplete sentences, contractions, and addresses the reader as “you”.

II. Vocabulary

A. Find a word or phrase from the paragraph indicated in the bracket that means the same as the following.

- | | | | |
|-------------------|-------------|-----------------|---------------|
| 1. formerly | 2. embrace | 3. artificial | 4. regulate |
| 5. precisely | 6. unwanted | 7. extraneous | 8. passionate |
| 9. be targeted to | 10. at hand | 11. be sued for | |

B. Choose the best word to complete each of the following sentences:

- | | | | | |
|------|------|------|------|-------|
| 1. A | 2. C | 3. C | 4. D | 5. B |
| 6. B | 7. C | 8. A | 9. C | 10. D |

III. Cloze

- | | | | |
|--------------|--------------|---------------|-------------|
| (1) even | (2) as | (3) that | (4) won |
| (5) annually | (6) by | (7) they | (8) virtual |
| (9) because | (10) simply | (11) across | (12) still |
| (13) exactly | (14) concern | (15) response | (16) access |
| (17) to | (18) led | (19) between | (20) place |

IV. Translation (略)

Translation of the Text

信息空间: 出入随愿

1 美国人的内心深处具有一种酷爱探索新领域的气质。我们渴求宽敞的场地, 我们喜欢探索, 喜欢制定规章制度, 却不愿去遵守。在当今时代, 却很难找到一块空间, 可以供你任意驰骋, 又不必担心影响你的邻居。

2 确实有这样一个空间, 那就是信息空间。这里原本是计算机迷的游戏天地, 但如今只要想像得到的各类人群应有尽有, 包括少年儿童、轻佻的单身汉、美籍匈牙利人、会计等。问题是他们都能和睦相处吗? 人们是否会因为害怕孩子们躲在卧室里看网上的淫秽图片而将它封杀?

3 首先要解决的问题是, 什么是信息空间。我们可以抛开高速公路、前沿新领域等比喻, 把信息空间看作一个巨大的庄园。请记住, 庄园是人们智慧的结晶, 是合法的、人工营造的氛围, 它建立在土地之上。在庄园里, 公园和商业中心、红灯区与学校、教堂与杂货店都能区分开来。

4 你可以用同样的方法把信息空间想像为一个巨大的、无边无际的虚拟庄园。其中有些房产为私人拥有并已租出, 有些是公共场所; 有的场所适合儿童出入, 而有些地方人们最好避开。不幸的是, 正是这些应该避开的地方使得人们心向往之。这些地方教唆你如何制造炸弹、为你提供淫秽材料、告诉你如何窃取信用卡。所有这些使信息空间听起来像是一个十分肮脏的地方。正直的