



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

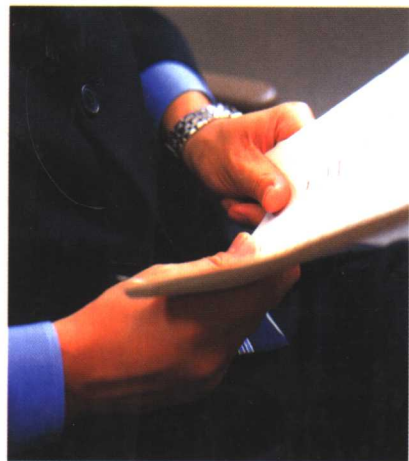
总主编 戴炜栋

# 泛读教程

## READING COURSE 1

王守仁 赵文书 编

### 第一册



上海外语教育出版社 外教社  
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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# 总序

普通高等教育“十五”国家规划教材  
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺应这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将达到150余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树

的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足21世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

# 前 言

根据教育部2000年颁发的《高等学校英语专业英语教学大纲》，我们编写了《泛读教程》，供高等学校英语专业一、二年级泛读（阅读）课教学使用。

《泛读教程》的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言素材题材广泛，内容呈百科知识性，涉及英语国家的社会、政治、经济、文化、文学、历史、宗教、体育、医药、环保、风土人情、科普知识等各个领域。同时，语言素材的文体呈多样性，既有文学作品，又有记叙、说明、议论、新闻、广告等语言风格不同的各类文章。就“读”而言，《泛读教程》提供全面系统的阅读训练，指导学生掌握细读、略读、寻读等方法，学会快速、准确地获取并处理信息，并通过各种练习，培养假设判断、分析归纳、推理检验等逻辑思维能力。学生学了这套教材，可以提高英语的阅读理解能力和阅读速度，增强英语语感，扩大词汇量，增加英语国家文化背景知识。

《泛读教程》全套四册。每册十八单元，按阅读方法编为三到四组。每一单元分三个部分，结构如下：

**第一部分（Section A）**是为课堂教学设计的，一般不要求学生预习。

**词汇测试（Word Pretest）**所列单词选自第一部分（Section A）的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

**课文（Text）**根据难易程度，由浅入深编排。课文长度从第一册的650字左右逐渐增加到第四册的1200字左右。

**阅读方法（Reading Skill）**循序渐进地系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，熟悉英语句子结构，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木，不见森林”的现象，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评鉴赏能力。阅读方法属单项技能强化训练，即同一种阅读技能要连续在几个单元内反复操练，以使学生能真正掌握，运用自如。

**词汇练习（Vocabulary Building）**在四册书中各有侧重，第一册系统介绍常见构词法，第二册除构词法外，还有语义辨认、动词搭配、同义词及反义词等方面的练习，第三、第四册进行词形变化训练，第四册增加了习语、类比推理及词汇综合练习等内容。

**补充词汇（Glossary）**增列与题材相关的单词，旨在帮助学生扩大词汇量。

**完形填空（Cloze）**重点测验学生阅读理解能力，培养学生语感。

**第二部分 (Section B)** 有四至五篇相关题材的短文, 主要用于快速阅读训练, 学生不得预习。阅读必须在规定时间内完成, 但教师可根据学生的情况对阅读时间进行适当调整。

**第三部分 (Section C)** 所选课文长度超过第一部分课文, 内容是对相关题材的深化或补充, 供学生课外阅读, 教师在课堂上进行检查, 也可结合第一部分 (Section A) 的课文作适当讲解。

每个单元的最后有两至三道思考题, 供学生在课内或课外讨论。

《泛读教程》是在原《新编英语泛读教程》基础上改编的。我们保持了《新编英语泛读教程》的基本框架, 但替换了部分课文, 并重新编排了相应的练习。我们希望《泛读教程》能适应不断变化的新形势, 满足新世纪英语教学的实际需要。

康文凯和高虹两位老师参与了本书部分单元的编写工作。

《泛读教程》于2002年5月列入教育部普通高等教育“十五”国家级教材规划, 评审专家对我们的工作给予了充分肯定。在教材编写过程中, 我们得到了上海外语教育出版社庄智象社长的关心和指导, 责任编辑同志提出了很好的建议和意见, 在此一并致谢。







王守仁

2004年3月于南京大学



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## READING SKILL: Context Clue to Word Meaning I

What would you do when you come across a new word in your reading? You take a guess, and then read on, because you expect the writer to give you some clues to the meaning of the new word. Actually, the meanings of many words will be clear from context — the words or sentences before or after the item you do not know. You can figure out the meaning of an unfamiliar word by looking for clues provided by context. For example, if you did not know the word “context” but finished reading the previous sentence, you will have comprehended well enough what it means: “the words or sentences before or after the item you do not know.”

Context sometimes provides **definition clues**. Consider: “*Linguistics*, the scientific study of language, is very important for language students.” Notice the italicized word is clearly defined. Besides the formal definition, the writer may also give explanation after such punctuation marks as comma (,), dash (—) or within parentheses. Consider: “Some good readers find it helpful to use their sense to *visualize* — or picture — what they read.” Using information provided in the context, you will have some idea of the meaning of the italicized word “visualize”: “to form a picture of something in the mind.”

Context sometimes gives **example clues**. Consider: “Like horses, human beings have a variety of *gaits*: they amble, stride, jog, and sprint.” Notice several examples are given to shed light on the meaning of the italicized word “gait”: “a way of walking.” In the sentences with example clues, the examples are usually signaled by certain words or phrases like *such as*, *including*, *for example*, *for instance* or *to illustrate*. Consider: “*Phobias*, such as fear of height, fear of water, or fear of crowds, can be eliminated through conditioning.” With the help of the example clues given by the context, you can quite easily guess the meaning of the italicized word: “a strong, unnatural, and usually unreasonable fear.”

Although context clues are useful in discovering the meaning of an unknown word, there are some limitations to this approach. The meaning you get from the context may be vague or general. Sometimes there is too much unfamiliar language to allow you to use the context. While you do not interrupt your reading to look up new words in a dictionary, you may still want to check your guess if you find that some words are used often and seem to be important in your field. In such cases, mark the unknown words when you are reading, and look them up later.



# UNIT 1



## University Student Life

### Section

#### A

**Directions:** You are expected to study this section in class. Do not preview.



### WORD PRETEST

For each italicized word, choose the best meaning below.

- In high school, he won several Best Student Awards for his outstanding *academic* achievements.  
A. philosophical      B. reasonable      C. hardworking      D. scholarly
- She is known for her *accomplishment* in improving the country's medical system.  
A. policy      B. achievement      C. failure      D. action
- The customer asks the salesman to *demonstrate* how to use the machine.  
A. express      B. show      C. protest      D. sample
- The company is run by capable and *dedicated* people.  
A. professional      B. clever      C. devoted      D. hardworking

5. New York is a culturally *diverse* city.  
 A. same                      B. rich                      C. unique                      D. different
6. In New York in the 1990s, there was a *fad* for wearing skin-tight pants called “leggings.”  
 A. strange custom or style                      B. fashionable clothing  
 C. faded clothing                      D. fashion for a short period
7. This research gives some *validity* to the theory that the drug might cause cancer.  
 A. foundation                      B. forcefulness                      C. efficiency                      D. currency
8. Sister Mary is a person of great *humility*.  
 A. sympathy                      B. modesty                      C. nobility                      D. pride

---

## TEXT I

### *On Being a Student*

Donald E. Simanek

A student means more than merely being a pupil. Times change. The definition of “student” once was “one who studies something.” Today it can mean merely “one who attends a school, college or university.” This modern definition does not suggest that the person does anything other than “attend.” College and university professors still use the first definition, and schools have ways, such as exams and grades, to ensure that those who attend will study and learn something.

What makes the student stand out from the rest of the class? The four As — attitude, academic skills, awareness, and accomplishment — certainly are a large part of it, and a student who has them will be very likely to earn As.

- **Attitude** means an honest desire to learn and the willingness to do hard intellectual work. It is also shown by how well you can work on subjects in which you have little interest, and how much you can achieve even when a professor’s style isn’t to your liking.
- **Academic skills** include ability to read with comprehension, intelligent use of resources (including library resources), logical skills, efficient study habits, and the ability to communicate clearly and fluently in speaking and writing.
- **Awareness** of what’s going on in the world around you, and the habit of intelligently relating it to your courses. For example, when taking a course in political science, you should relate what you are learning to what is happening around the world.
- **Accomplishment** is demonstrated by the successful application of what you understand. The evidence of that is:
  1. correct and confident application of what you’ve learned to new problems and challenges,
  2. clear and effective communication of your understanding through speaking and writing, and
  3. possession of information, skills and understanding sufficient to allow you to continue your

education outside of the classroom, throughout your life.

All of these add up to a fifth A: ability. The goal of education is to achieve the ability to apply one's knowledge in new, creative, and correct ways. Abilities are not entirely something you are born with; some are achievable through dedicated efforts.

Other qualities of a good student include:

- **Self-discipline.** The successful student has learned to plan and use time efficiently, and will do the things that need to be done when they must be done, whether or not one feels like it at the time.
- **Initiative.** To have initiative means to be able to do things without being told. The student does not wait for assignments to read ahead in the textbook, or to seek out and study related books to gain understanding. The good student does more exercises than assigned, and does them even when none are assigned.
- **Breadth of interests.** College provides a great opportunity to broaden your interests and explore new things. You may never again have opportunity to use such a convenient and comprehensive library, such diverse and inexpensive cultural events and academic activities. Much education can occur outside class, if you seek it.
- **An open mind.** Having an open mind does *not* mean that one follows every new fad. An open mind is one that is willing to rationally analyze new ideas and evaluate them objectively against established knowledge and the facts at hand.
- **A critical habit of mind.** Education includes the ability to acquire new information, to critically evaluate that information, and to correctly and effectively use it. One of the values of a good education is the ability to see through false claims and deceptions.
- **Objectivity.** Most of us begin our education with a self-centered view, expecting everything to be related to our needs. Education can broaden that view. We find out that mere unsupported personal opinions have no value in an academic discussion. We learn to recognize the validity of facts and ideas which we may not like.
- **Humility.** However much one knows, one must realize there's a lot more to learn, and that some of what one knows may turn out to be wrong. Knowing lots of things is good, but knowing the limitations of one's knowledge is essential to using it properly.

*Work to be educated, not merely trained.*

Total words: 699

Total reading time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds

The text is adapted from "On Being a Student" by Donald E. Simanek  
(<http://www.lhup.edu/~dsimanek/goodstud.htm>) (10 July 2003).



**READING SKILL : Context Clues to Word Meaning**

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*Guess what the italicized word or phrase means in each sentence. Underline the words which you think define the italicized word or phrase.*

1. *Academic skills* include ability to read with comprehension, intelligent use of resources (including library resources), logical skills, efficient study habits, and the ability to communicate clearly and fluently in speaking and writing.
2. To have *initiative* means to be able to do things without being told.
3. A *carrel* is a small table with “walls” around three sides.
4. This revision should be *cumulative* — adding a bit to the total at a time, covering briefly all the work done so far in the term.
5. Put it in a *prominent*, or noticeable, place in your room, or carry it with you.

**READING COMPREHENSION**

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*According to the text, decide whether each of the following statements is true or false. Write T in front of the true statement and F in front of the false one.*

- \_\_\_\_\_ 1. University professors give exams to make sure that the students attend school.
- \_\_\_\_\_ 2. Good students should be able to do well on subjects in which they are not interested.
- \_\_\_\_\_ 3. Communicative ability is not so important as other academic skills.
- \_\_\_\_\_ 4. Students should form the habit of relating what they are learning to what is happening around the world.
- \_\_\_\_\_ 5. Good students make sure that they master what is taught in class and do not waste their time in activities outside class.
- \_\_\_\_\_ 6. University students must keep up with every new trend.
- \_\_\_\_\_ 7. Unsupported personal opinions have no value in an academic discussion.
- \_\_\_\_\_ 8. Knowing the limitations of one’s knowledge has nothing to do with using it properly.