

《新起点》系列教材

COLLEGE ENGLISH  
READING & WRITING

# 大学英语 读写教程

第一册

王海啸 编  
南京大学出版社

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## 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1600个左右的常用词汇,获得了初步的读、听、写、说等技能。进入大学阶段,英语教学应该在一个新的起点上进入第二个过程。这便是本系列教材名称中的“新起点”三字的由来。

大学英语学习之所以要一个新的起点上开始,主要基于以下几个方面的认识:

一、大学英语学习需要一个新的观点。大学英语不再是简单的一门课,而是一项包含了读、听、写、说等语言技能的训练,语言及社会文化等知识的学习,各种智力和非智力能力的培养等多项内容的综合教学活动,它是大学生素质教育中不可缺少的一部分。

二、大学英语学习需要一个新的中心。如果说中学的英语教学侧重于打好学生的语言基础,那么大学的英语教学则在继续强调基础的同时,更加注重将所获得的语言能力转变为交际能力。因此,交际能力的培养应成为大学英语教学的中心任务。

三、大学英语学习需要一套新的方法。大学英语的学习过程不仅是语言能力和交际能力的培养过程,也是学习方法的探索过程和独立工作等多方面能力的提高过程。在这里,语言交际不再只是学习目的,它同时还是学习的手段。另外,为了确保良好的学习效果,学习方法也需要不断地探索、总结与改进。

本着以上的认识,我们编写了“新起点系列教材”《大学英语读写教程》,本教程共分两大部分,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,并加强学习者篇章写作的能力。整个教程注重精读和泛读的有机结合,阅读和写作的有机结合,语言知识和社会文化知识的有机结合,学习与训练的有机结合。编者希望本教程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。

本册教材为《大学英语读写教程》的第一册,供大学英语一级学生使用。

参加本教材编写的人员有王海啸、郭廉彰、刘志勇、周进、王健、高晓彬、庄爱群、魏群等。

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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

1995年8月

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# UNIT ONE

## ABOUT YOUR QUESTIONS

### I . What is the aim of this course?

This course mainly aims at improving students' abilities in reading and writing in the English language. Certain efforts should also be made towards the training of students' abilities in listening and speaking. It is understood that those who start this course will already have a command of 1,600 English words and some basic knowledge of English pronunciation and grammar and have received training in reading and writing with some practice in listening and speaking.

This course is divided into four bands or stages and each band is to last one semester. By the end of the fourth band, students are expected to have mastered 4,000 English words, strengthened their knowledge of grammar, and developed abilities to read texts of general interest and average difficulty with a fair understanding at a speed of 50 words per minute and to write according to the given requirements a short and smoothly developed passage of about 100 to 120 words with no major grammatical mistakes. They should also be able to understand some spoken English and express themselves orally in simple English.

### II . How are things organized in this textbook?

This textbook is made up of four volumes, each containing ten units. The first two volumes, intended for the use of students of Bands One and Two, mainly introduce the reading skills of distinguishing different styles of English writing and emphasize the practice of writing at sentence and paragraph levels. The other two volumes, for Bands Three and Four, aim at training students' other reading comprehension skills and more advanced writing skills.

In Volumes One and Two, each unit, except this one, includes four parts. Part One introduces a reading skill or a variety of English writing with four reading passages for practice. Parts Two and Three are for vocabulary learning and writing practice. Finally in Part Four, further reading passages are presented to give students more background knowledge about the U. K. and the U. S. A.

### III . How can I know about my present speaking and writing abilities?

Write short answers to the following questions and then talk about the topics with your teacher or classmates:

1. What is your name and where are you from?

My name is zmm. I'm from Xuzhou.

2. What kind of family have you got?

A ordinary family.

3. How do you like your hometown?

It's becoming more and more beautiful. It  
develope very fast and more like a big city.

4. What do you think of this college or university?

Through it's not a very good and known university.

5. How much do you understand your teacher when he/she speaks in English?

75 percent.

us.  
↑  
me.

6. How did you learn your English in middle school?

Doing many exercises and reading aloud.

7. What do you think is your main problem in learning English?

using ability and listening ability.  
spoken English

8. What do you think is the best way to learn English?

Speak more and listen wherever you can.

#### IV. How can I know about my present reading ability?

In the following part, you will find a reading passage with ten multiple choice questions to check your comprehension. Before you read the passage, please put down your start time. When you finish, write down the time you have used to read the whole passage. Then you may work on the reading comprehension questions. As this practice is to test how fast you can read as well as how well you can understand, you do not have to get all your answers correct. All you should do is to read as quickly as possible, so far as you think you can understand most of the things in the passage. When you are doing the reading comprehension questions, try not to go back to the reading passage too often. Check your answers with what you remember. If you can finish the reading in 20 to 25 minutes and get 70% or more of the answers correct, that means your speed of reading is OK, and you can go on with this course without much difficulty in reading comprehension. So DO NOT try all you can to get all the answers correct.

Start time: :45



## It Could Be Useful One Day

Our house is full of things which nobody will ever use again. There is the old bicycle without wheels in the garage, and there are all the old tools for the car which I sold two years ago. And the attic of the house could provide enough material for a yard sale. There are baskets full of the children's old toys, and there are big cases with old clothes, there is a broken mirror, a cracked tea-pot, a bunch of plastic flowers, the door bell of the house we used to live in when we got married, a clock without hands, and there are a lot more things, all gathering dust and, as I said before, completely useless. So why don't we throw them away?

"I need a new toaster," my wife informed me some weeks ago. "The old one has just broken."

"And why can't we have it repaired?"

"Too expensive," she explained. "You can get two new ones for what it would cost to repair it. But I'll put it somewhere, we might ask your brother to repair it when he comes at Thanksgiving."

I softly reminded her of the fact that the attic was already full of junk, mostly hers.

"I'll keep it in the garage then," she said. "Besides, if you threw away all your old copies of *The New Yorker*, I might even find space in the attic. And just think of all your old trousers we keep there. Whenever you go on your spring diet, we have to buy new ones, and you always insist that the old ones are still too good to throw away, and in winter you usually put on more weight than ever before, and then you can't wear the new ones, either."

The reason she attacked me was that the attic is actually full of stuff that belongs to her. Well, apart from a few pieces of furniture, which we keep there because one day they might be useful in the summer house (which we'll probably never have.)

At this point I realized that something had to be done about all the junk in the house, otherwise I'd go mad. I insisted that everybody would have to throw away all the things which were no longer needed. I looked at my daughter. "Let's start with your room," I said, believing that I was on safe ground here. After all, she is only eight, and usually gives in more easily than her teenage brother (or even my wife!). She followed me to her room in silence.

"Well?" I said.

"There isn't anything to throw away," she replied firmly.

"Oh, and what's this, for example?" I picked up a stone from her bookshelf.

"That's my collection," she explained.

"Collection of what?"

"Stones, of course. I've just started it. You're collecting minerals, aren't you?"

"Look, this is just one single stone . . . ."

"Well, what's the difference, then? This one is from our trip to Yellowstone Park. I'm going to collect one every trip we go on in future. It's like buying picture postcards, isn't it? Mom collects picture postcards, doesn't she? And stones are a lot cheaper."

I gave up. There would be an excuse for all the things in her room, and arguing about



damaged bird-cages, the collection of sticks (souvenirs from former trips, of course!), or about all the old children's books, would take me more time than tidying up the garage.

A few days later my wife bought the new toaster.

"Where's the old one?" I wanted to know.

"In the attic. I threw away some of your old clothes. Some of your suits fitted the garbagemen who emptied the cans this morning."

That evening I tried to find the old grey jacket which I had worn on Saturday when I went over to the drugstore to fetch a few cans of coke. My wallet was still in it. I asked my wife.

"I've thrown it away," she said brightly.

"Together with \$150 and all my credit cards?" I replied sadly.

(677 words)

Time taken: \_\_\_\_\_ use 7 minutes

**Multiple choice questions:**

1. The author believes that, like a broken mirror, a clock without hands \_\_\_\_\_.  
A. can never be repaired  
B. is completely useless  
C. should be sold to somebody who could use it  
D. can gather dust
2. The author keeps all those old and broken things in the garage and the attic \_\_\_\_\_.  
A. because they help him to keep the happy memories of the past  
B. because he believes he can use them one day  
C. though he knows he will never use them again  
D. though his wife is against this kind of practice
3. At a yard sale people sell \_\_\_\_\_.  
A. old things B. new products  
C. expensive goods D. children's toys
4. Why is the author's wife against having the toaster repaired at once?  
A. It will waste too much time.  
B. It will cost more than buying a new one.  
C. She likes to use a new one.  
D. They have never had anything repaired before.
5. The author becomes \_\_\_\_\_ in winter.  
A. thinner B. more handsome  
C. easily excited D. heavier
6. The daughter does not want to throw away her stone because \_\_\_\_\_.  
A. she likes its colour and shape  
B. she has a large room

- ☒ C. she is fond of collecting stones  
☐ D. stones are better than postcards
7. What did the wife do to the old toaster?
- ☐ A. She threw it away.  
☐ B. She put it in the attic.  
☒ C. She gave it to the garbagemen.  
☐ D. She repaired it at the cost of \$150.
8. Which of the following statements is TRUE?
- ☒ A. The parents and their daughter live in the same bedroom.  
☐ B. The author has a car which was bought two years ago.  
☒ C. The author cleaned up the garage after he had failed to tidy up his daughter's room.  
☐ D. Everyone in the family have the habit of keeping old and useless things.
9. There are at least \_\_\_\_\_ people in the author's family.
- ☐ A. two      ☒ B. three      ☐ C. four      ☐ D. five
10. When the author's wife threw away his grey jacket, \_\_\_\_\_.
- ☒ A. she also threw away the money in the pocket  
☐ B. the garbagemen picked it up  
☐ C. he was still in the drugstore  
☐ D. she expected that she could get it back if she wanted

## V. What is the best way to learn English?

While discussing the topics in Part III of this unit you might have found that there is no exactly ONE SINGLE best way to learn English for everybody. However, if we can break down the learning into specific tasks of training our reading, writing, listening and speaking skills, we do find certain practices that have been proved very successful with many people. Here are two passages introducing two methods for general-purpose reading and writing:

### SQ3R

SQ3R is a method that helps you understand what you read. It gives you a useful series of steps that can improve your reading comprehension. You may recognize parts of SQ3R because this is what many teachers would like to suggest to their students. But SQ3R pulls together five different steps into a whole system. You can use the system for your reading, especially in textbooks, newspapers, and magazines.

What is SQ3R? The letters stand for the following activities:

**Survey / Question / Read / Recite / Review**

The S in SQ3R is for *survey*. The Q is for *question*. The 3 R's stand for three words that begin with an R: *read*, *recite*, *review*.

#### 1. Survey

When you survey, you preview. Its purpose is to give you information about what you are reading *before* you actually begin.

When you survey, you

- \* read the sentences that introduce the chapter.
- \* read headings and subheadings (look for *boldface* or *italic* print).
- \* look at illustrations and photos and read all captions (sentences that explain the pictures).
- \* read checklists and questions at the end of the selection.
- \* read introductory sentences at the beginning of the chapter.

In surveying, don't read all the material. Your purpose here is *not* to read the complete piece. You want an overview. Take only a few minutes to survey.

## 2. Question

When you question as part of the SQ3R process, you actually produce your own questions. You identified headings and subheadings when you surveyed. Now look again at the headings (usually in boldface print). Turn each heading into a question. Write the questions down.

To construct your question you might want to use one of these word groups: \* **Why is (are)?** / \* **How do (did)?** / \* **When did?** / \* **Why did?** / \* **What is (are)?**

## 3. Read

The first *R*, *Read*, means that now you read the selection from one heading to the next and stop before going on. While you read, try to find the answer to the question that you've made up from the heading.

Reading in this way gives you a purpose for reading. It keeps you focused on segments (short pieces) of the text. You do not read the whole selection at once.

When you read the sentences from one heading to the next, stop before you continue. Your purpose is to read in order to find out the answers to your questions. After you answer them, go on to read down to the next heading. Keep repeating the process.

## 4. Recite

The second *R*, *recite*, means that after you've read from one heading to the very next one, you look up from the book and try to answer the question.

When you first start using SQ3R, recite your answer out loud. As you gain more experience, say the answers to yourself. Remember, the key here is

1. to look at the question that you made up from the heading;
2. to read only from one heading to the next;
3. to stop before going on; and
4. to recite the answers to the questions.

After you answer the question, read down to the next heading. If you can't come up with an answer, read the sentences under the heading again.

## 5. Review

After you read the whole selection, *review* your reading. *Review* means "look again."

What is the best way to look again at what you've done? Simply go back and read your questions another time. Try to answer the questions.

This time, however, do not read the material under each heading. Now you're trying to remember what you read by thinking about each question and giving an answer.

If you can't answer a particular question, then reread only the material under the heading that will answer your question.

## **What is Writing?**

It's really not surprising that most people are not confident about their writing abilities. Whenever it comes to the task of writing, they worry about making mistakes instead of worrying about getting the job done, about accomplishing a purpose with writing. They think good writing is writing which doesn't break the rules of grammar, usage, and spelling.

However, rules are only rules. Writing is meant to be read. Avoiding mistakes is not the purpose of writing, any more than avoiding an accident is the purpose of driving a car. The simplest way to avoid accidents is to stay out of the car. The simplest way to avoid mistakes in writing is to stay away from writing. In either case — as a driver or as a writer — you're not going to get anywhere, and you're not going to have the fun of controlling the vehicle.

Of course, this does not mean that grammar, usage, punctuation, and spelling are not important. We do need some rules or conventions — agreements, really — about how things should be done. These are like the agreement to drive on the right side of the road. We agree to write from left to right, to indent to begin a paragraph, to punctuate the end of a sentence, to leave spaces between words, and to use a capital letter to begin a sentence. These are all conventions or agreements. Following these conventions will help you to make your ideas understood, for we do need some agreements between writers and readers of the language. Yet, you could write something which breaks none of these rules but still does not accomplish your purpose with your audience.

As for exactly what is writing, the question could be approached at two different levels. At a lower level, the process of writing can be thought to consist in the three separate stages of planning, writing, and revising.

Planning involves clarifying why you are writing, what you are going to write and how you are going to present your ideas. As the final purpose of writing lies in the communicating of ideas to the intended readers, you must make sure that no matter what beautiful words or structures you use, if your ideas do not get through to the readers, you will not achieve your purpose.

When you write, you are advised to think in two directions: both backwards and forwards. Like car driving, you should always be alert to what is behind you, i. e. what you have already written down, and what you are going to write next.

Once the first draft is finished, you should put it aside for a while. When you pick up the writing again, approach it not as a writer but as a reader, and a critical reader. Check it first with your original purpose of writing, and then see if you have always followed the technical

conventions of writing.

At a higher level, writing is considered to be a process of creating and shaping ideas, as well as recording them. Here, planning, writing, and revising are not taken as separate stages in the process of writing. By being an alert and sensitive audience, you can have a conversation with the writer within you. It is this conversation which allows planning, writing and revising to occur in any order, from one to another and back again. It is true that good reading requires this same kind of dialogue or conversation in the mind of the reader. The best way to keep track of your audience is to take its place frequently and "hear" its response.

## UNIT TWO

### **Part A. Reading Skills — Making a Good Start**

When discussing the learning of reading, people often talk about the division of intensive reading and fast reading. In intensive reading, students learn to read a text very closely, often sentence by sentence or even word by word, in order to understand and learn from the text as much as possible. In fast reading, however, students often read quickly and roughly only to get the main idea, or some specific information. So, it seems, the two are quite different processes of reading.

But in our real life reading activities, we do not always pick up reading materials and read them intensively. Neither do we always read things fast. What is often the case is that things are read quickly and roughly first and then, if the first reading has satisfied our need, the reading process is over, but if the need is not satisfied or new interests are aroused during this first reading, the process will go on, and in this case, we will most likely read more closely or intensively.

This is not only true of our general purpose reading in our daily life, but also true of the learning of reading. The skill of reading consists in both speed (how fast you can read) and comprehension (how much you can understand). The practice of fast reading will help to increase your reading speed, but fast reading alone does not guarantee an improved ability of understanding. Intensive reading, on the other hand, contributes to the rate of comprehension and the learning of new language items, but slow reading, especially the kind of reading that is focused on words and sentences, often prevents people from perceiving the general structure and overall idea of the text being read, thus making it impossible for them to fulfill the main purpose of reading.

So we suggest that, in working with this textbook, you read each reading selection first quickly, to gain the main idea of the text, and then slowly and carefully, to pay more attention to the details, the hidden messages as well as what you think is worth learning.

Below, you will find some reading passages. First, read each of them quickly, and answer the questions given under **"After the First Reading"**. Answering these questions only requires a general understanding of the passage. When you have finished this, you will go back to the text and read it more carefully in order to answer the questions given under **"During Further Readings"** which will require a deeper or more detailed understanding of the text.

## Aesop and His Fables

*Aesop's fables, ever since they were first told in the 6th Century B. C. and written down two hundred years later, have been enjoyed by people all over the world. Their moral lessons are as true today as they were 2,500 years ago when Aesop was alive.*

Aesop was a Greek writer who lived more than 2,500 years ago. The stories that he wrote are called fables. Each of Aesop's fables has a moral, or a lesson which we can learn from. Fables are never about true events, but they can tell us things about ourselves. Aesop wrote many fables about animals that talked and acted like humans. Most people like reading stories about animals, and when they can see themselves in them, they enjoy the stories even more.

In one of Aesop's fables, an old man owned a monkey. The man was very fond of the monkey, who was very clever. The old man loved to sit in the garden and sleep in the afternoon. When birds came into the garden and made noises, the monkey chased them away. He also chased away flies which landed on the man's face while he was sleeping. One hot summer afternoon, the old man was asleep in his chair. A fly came and sat on the end of his nose. The monkey was sitting at the old man's side. He saw the fly and chased it away from his owner's nose. Soon the fly returned. The monkey chased it away again. The fly came back and the monkey chased it, and this happened five or six times.

Now the monkey was angry. He stood up and said, "You won't do that again!" He jumped up, ran into the garden, and picked up a large stone. He ran back to the old man and saw the fly once again landing on his nose. This time, the monkey didn't chase the fly away; he hit it with the stone. He killed the fly. He also broke the man's nose!

Aesop wanted to tell a simple story which people would enjoy. He also wanted to tell us that many of us act like the monkey. We do things quickly, without thinking. We act because we're angry, and instead of doing good, we hurt people. Sometimes friends do more harm than enemies.

Another monkey in an Aesop fable was sitting in a palm tree by the river. Two fishermen came to the river with a net. They stretched the net from one side of the river to the other so that it hung down into the water. They hoped to catch the fish that swam along the river.

The monkey decided that the net was a good idea. He knew where there was an old net, but until now, he hadn't known what it was for. As soon as the fishermen left to eat their dinner, the monkey went to the old net and brought it to the river.

"If those fishermen can use a net to catch fish, then I can, too," the monkey said to himself. "I might even use some of their net." He put his old net in the water next to the net of the fishermen, and soon the nets and the monkey were tangled together in the water. It took the monkey a long time and a lot of luck to get out of the water. He almost drowned.

"I guess I don't know how to fish," he said after he got safely to the shore. "In the fu-



ture, I'll just continue to pick coconuts!"

He found out that he shouldn't fool around with things he doesn't understand.

### After the First Reading

Answer the following questions;

1. What kind of animal is involved in both stories?

\_\_\_\_\_

2. What did you learn from the first story?

\_\_\_\_\_

3. What did you learn from the second story?

\_\_\_\_\_

### During Further Readings

I. Join appropriate parts of Column A and Column B to form true statements according to the passage:

#### A

1. \_\_\_ Fables tell us things about ourselves
2. \_\_\_ The monkey chased away birds
3. \_\_\_ The monkey broke the old man's nose
4. \_\_\_ Aesop wrote the first story
5. \_\_\_ The two fishermen wanted to catch fish
6. \_\_\_ The monkey had known about the old net
7. \_\_\_ The monkey didn't try to catch fish on his own
8. \_\_\_ The monkey managed to get out of the nets

#### B

- a. in order to tell us that careless actions may do harm to our friends.
- b. by hanging a net across the river.
- c. as the noises they made might disturb the man's sleep.
- d. until the fishermen had left for lunch.
- e. long before he saw the fishermen catching fish with their net.
- f. though they are about events that never took place.
- g. before he was drowned.
- h. instead of helping him to sleep well.

II. Complete the following sentences according to the passage:

1. A fable is not a true story, but \_\_\_\_\_.
2. A moral means \_\_\_\_\_.
3. People enjoy reading those animal stories in which \_\_\_\_\_ themselves.
4. The monkey in the first story was very clever in that \_\_\_\_\_ and \_\_\_\_\_.
5. The monkey chased the fly five or six times, but failed to drive it away. Therefore, \_\_\_\_\_.
6. When the monkey threw the stone, he didn't expect that \_\_\_\_\_.

7. In order to catch the fish that swam along the river, the two fishermen in the second story \_\_\_\_\_ across \_\_\_\_\_ so that \_\_\_\_\_.
8. When the monkey said, "If those fishermen can use a net to catch fish, then I can, too", he forgot that \_\_\_\_\_.
9. When the monkey said, "In the future, I'll just continue to pick coconuts", he meant \_\_\_\_\_.

\* \* \*

### The Time Grandfather Tickled a Tiger

*In the following passage you will find another kind of animal. This time the passage is not a fable, but a true story.*

Timothy was our pet tiger cub. While we were living in India, Grandfather found the tiny beast. He was hiding among the roots of a giant tree. Grandfather brought the cub home and named him Timothy.

Timothy's favorite sport was hunting people, most of all, me. With a sly look in his eyes, Timothy would creep closer and closer. Suddenly he would make a dash for my feet. Then, rolling on his back and kicking with joy, he pretended to bite my ankles.

In time, Timothy discovered that he could growl. He practiced often. We did not mind, but the neighbors did. Grandfather would smack the cub on the mouth. Then Timothy would keep quiet — for a while.

The cub soon grew as big as a collie dog. I took him on walks, for exercises. People gave us lots of room. Our part of the path was never crowded.

When Timothy was about six months old, his hunting games became too rough for the family. No one could trust him any more.

Grandfather decided it was time to put the tiger in a zoo. The nearest zoo was about 200 miles away. So he and Timothy traveled there, sharing the same room on the train. Nobody bothered the pair. Who would dare to?

The zoo was very happy to have the tiger, so well-fed, beautiful —and tame. He was put into a cage at once. Grandfather was a little sad when he said good-bye to Timothy.

Six months later, Grandfather had a chance to visit the zoo. He went right to Timothy's cage. The tiger was now fully grown, with a handsome striped coat.

"Hello, Timothy!" Grandfather said.

He put his arm through the bars of the cage. The tiger came to him and let Grandfather put both arms around his head. Grandfather stroked him and tickled his ears. Each time the animal growled, Grandfather smacked him on the mouth.

The tiger licked Grandfather's hands, but seemed very nervous. A leopard in the next cage started snarling. Grandfather shooed the leopard away.