大学体验英语阅读教程

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大学体验英语 阅读教程 ②

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前言

根据《大学英语课程教学要求》和大学英语四、六级考试改革趋势,针对非英语专业大学生训练英语阅读技能、提高英语阅读能力的要求,我们编写了这套《大学体验英语阅读教程》。全套书分为四册,其主要特点是:

- 1. 从快乐阅读的理念出发,侧重于在阅读过程中激发学生的学习动机和兴趣,培养学生的阅读技巧和能力;
- 2. 强化语言学习过程中学生的英语语言思维能力培养,以提高学生运用英语的能力;
- 3. 强调阅读技巧的训练,每册教材介绍数种阅读技巧,通过大量的、由易到难的阶梯式训练,帮助学生理解并掌握这些技巧,以达到熟能生巧的训练目的。
- 4. 练习设计注重学生之间的互动,通过一对一或小组讨论等活动,不断强化学生英语阅读能力和英语思维的训练和培养,使学生在互动交流中实现英语听、说、读、写四项技能的同步提高。
- 5. 兼顾众多非英语专业学生参加大学英语四、六级考试的需要,还结合教材中的重点词 汇和短语,设计了句子翻译和与中国文化相关的段落翻译,以期在一定程度上提高学 生的翻译能力和用英语介绍中国文化的能力。
- 6. 为方便学生自学,本教程配有词汇表、文化注释,并提供了各单元练习的参考答案。

为使本教程达到预期的教学效果,使用时应注意以下几点:

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7	F	月	教师	IJ

- □ 为学生提供低焦虑的学习环境,使其轻松地尝试各种新的阅读技巧。
- □ 给予学生充分的练习机会、帮助他们运用并掌握新的阅读策略。
- □ 通过引导和计时,给学生以适当的压力。
- □ 利用典型例证引导学生更好地处理文本。
- □ 为学生提供有效阅读所需要的思维模式。
- □ 帮助学生体验成为出色英语阅读者的进步过程。

作为学生

- □ 克服逐字阅读的习惯。否则,只能理解单个的词或句子,却不知晓整段或全文的 含义。
- □ 学会用英语进行思考。不必把英文译成中文,否则会减低阅读速度,影响文章的 理解。

- □ 积极扩展英语词汇。
- □ 勤于练习。
- □ 尽可能发现并了解新观点和新事实。

最后,有必要再次提醒广大教师和学生,《大学体验英语阅读教程》是以提高阅读技能为目的编写而成的,希望在教学和学习过程中始终抓住这一关键。

本教材编写过程中,得到高等教育出版社的大力支持和帮助。在此,编者表示衷心的 感谢。

由于编者水平与经验所限,教材中难免有不妥之处,敬请广大读者批评指正。

编 者 2014年4月

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Introduction to Extensive Reading

Questionnaire

Answer the questions below on your own. Then compare your answers with a group of two to four students.

- 1. Looking back at your childhood, what do you remember about your first reading experiences?
- 2. What kinds of reading material did your parents have in the house when you were young?
- 3. Do you remember having books or other materials read to you as a child? If so, what did you like best?
- 4. When you were able to read on your own, what did you enjoy reading?
- 5. Did your parents or other family members like reading? If so, what did they read?
- 6. What kind of reading is important in your life today? For example, do you read a lot for school or for your job?
- 7. About how many hours a week do you usually read materials of your own choice (magazines, newspapers, novels, nonfiction)?
- 8. Do you have a favorite writer in your first language? A favorite book?
- 9. What books have you read in English?
- 10. If you could easily read anything in English, what would you like to read?

What Is Your Goal?

Would you like to...

- ... read English faster with good comprehension?
- ... increase your vocabulary in English?
- ... improve your grammar in English?
- ... improve your writing skills in English?
- ... succeed in academic courses in English?
- ... gain broad knowledge of the world?

If you answered yes to these questions, then extensive reading is for you.

What Is Extensive Reading?

- reading a lot—at least one book every two or three weeks;
- choosing a book that is interesting to you;
- no tests on comprehension or vocabulary.

You will benefit most from extensive reading if you follow these three essential rules:

Rule 1: Enjoy!

Rule 2: Enjoy!

Rule 3: Enjoy!

Because extensive reading is enjoyable, you will read faster and more, which makes it more enjoyable, so you will read even faster and more. This is the cycle of positive reinforcement that leads to the positive effects on comprehension and general language skills.

What do the experts say about extensive reading? "Extensive reading is the most efficient way to help students change old habits and become confident second language readers." Prof. Mary Lee Field, Wayne State University, Michigan

- "... reading for pleasure [extensive reading] is the major source of our reading competence, our vocabulary and our ability to handle complex grammatical constructions." Prof. Stephen Krashen, University of Southern California
- "Extensive reading may play a role in developing the capacity for critical thinking so important for success in higher education." Prof. Richard R. Day, University of Hawaii and Prof. Julian Bamford, Bunkyo University, Japan

"It is clear from these studies that extensive reading can be a major factor in success in learning another language." Prof. I. S. P. Nation, Victoria University of Wellington, New Zealand

Choosing a Book for Extensive Reading

How to Choose a Book?

- 1. Choose a book that interests *you*. Your teacher and classmates may have good suggestions, but choose the book that is best for you, not for them.
- 2. Choose a full-length book, not a collection of articles or stories. Reading a whole book by a single author allows you to feel comfortable with the writer's style and vocabulary.
- Avoid a book whose story you are already familiar with because you have read it in another language or have seen the movie made from it. Knowing what will happen may make it less interesting for you.
- 4. Evaluate the book. Find out about the author and the genre (type of book), read the front and back covers. Read the first few pages, find out about the style and the subject.
- 5. Check the level of difficulty. If a book is too easy, it may be boring; if it is too difficult, you may become discouraged and stop reading. Find out how difficult the book is for you, count the number of unknown key words (A key word is a word you must know in order to follow the general meaning.) on a typical page. Five unknown key words on one page means the book is difficult for you. No unknown key words means the book is easy for you.

Hints for Success in Extensive Reading

- ☐ Set a goal for yourself. Decide how many books you would like to read during the semester.
- ☐ Make reading a part of your daily routine. Set a schedule for reading
- □ Carry your book wherever you go and read it whenever you have
- ☐ Keep a journal. Write about your reactions to the book or any thoughts that are stimulated by your reading.

Reading and Discussing Nonfiction

In this unit, you will practice reading and discussing nonfiction on a topic from *the New York Times*, "Why the Internet Isn't the Death of the Post Office."

Before you read through the article, preview it.

- 1. Read the first paragraph. Can you tell what the article will be about?
- 2. Scan the article for names, dates, numbers, and underlined words.
- 3. Read the last paragraph.

Read the article all the way to the end. As you read, underline any unfamiliar words with a pencil but do not look them up in a dictionary now. (You can do that later.)

Why the Internet Isn't the Death of the Post Office

by James Fallows

Millions of people now rent their movies the <u>Netflix</u> way. They fill out a **wish list**¹ from the 50 009 titles on the company's website and receive the first few DVDs in the mail; when they mail each one back, the next one on the list is sent.

The Netflix model has been exhaustively

analyzed for its disruptive, new-economy implications. What will it mean for video stores like <u>Blockbuster</u>, which has, in fact, started a similar service? What will it mean for movie studios and theaters? What does it show about "long tail" businesses²—ones that amalgamate many niche markets³, like those

¹ wish list: It refers to where we can save our wish of things we want. 心愿榜

² **long tail business:** It refers to the products in low demand or low sales volume that can collectively make up a market share that rivals or exceeds the relatively few current bestsellers. 长尾经济

³ niche market: The subset of the market on which a specific product is focusing. 利基市场

for Dutch movies or classic musicals, into a single target audience?

But one other major implication has barely been mentioned: what this and similar Internet-based businesses mean for that stalwart of the old economy, the <u>United States</u> Postal Service.

Every day, some two million Netflix envelopes come and go as **first-class mail**⁴. They are joined by millions of other shipments from online pharmacies, <u>eBay</u> vendors, <u>Amazon.</u> <u>com</u> and other businesses that did not exist before the Internet.

The eclipse of "snail mail⁵" in the age of instant electronic communication has been predicted at least as often as the coming of the paperless office. But the consumption of paper keeps rising. (It has roughly doubled since 1980, with less use of newsprint and much more of ordinary office paper.) And so, with some nuances and internal changes, does the flow of material carried by mail. On average, an American household receives twice as many pieces of mail a day, as it did in the 1970s.

"Is the Internet hurting the mail, or helping?" asks Michael J. Critelli, a co-chairman of the public-private Mail Industry Task Force. "It's doing both." Mr.Critelli's day job is chief executive of Pitney Bowes—yes, that Pitney Bowes, once known for its postage meters and now a "mail and document management" company. In the last few years, it has also functioned as a research group for the mail industry, commissioning a series of studies,

available free at PostInsight@PB.com, that contain startling findings about the economic, technological and cultural forces that affect use of mail.

The harmful side of the Internet's impact is obvious but statistically less important than many would guess. People naturally write fewer letters when they can send e-mail messages. To leaf through a box of old paper correspondence is to know what has been lost in this shift: the pretty stamps, the varying look and feel of handwritten and typed correspondence, the tangible object that was once in the sender's hands. To stay in instant touch with parents, children and colleagues around the world is to know what's been gained.

But even before e-mail, personal letters had shrunk to a tiny share of the flow. As a consultant, Fouad H. Nader, wrote in a Pitney Bowes study, personal mail had "long ago been reduced to a minimum with the proliferation of telephone services in the last 50 years."

Personal letters of all sorts, called "household to household" correspondence, account for less than 1 percent of the 100 billion pieces of first-class mail that the Postal Service handles each year. Most of that personal mail consists of greeting cards, invitations, announcements, and other mail with "emotional content," a category that is generally holding its own.

The same higher-income households that rely the most on e-mail correspondence also send and receive the most letters. Whatever shrinkage

⁴ **first-class mail:** (in the US) Including postcards, letters, large envelopes (flats) and small packages, providing each piece weighs 13 ounces or less. 特快邮件

⁵ **snail mail:** Named after the snail with its slow speed, it refers to letters and missives carried by conventional postal delivery services. 普通邮件

e-mail has caused in personal correspondence, it is not likely to do much more.

The Internet and allied technologies, meanwhile, are increasing the volume of old-fashioned mail in three ways.

The first follows the Netflix example: Postal Service fulfillment of transactions made on the Internet. About two million prescriptions a day—roughly one-fifth of the total—are delivered by first-class mail. EBay's vendors list five million new items daily, and those that are sold ship mainly by mail. One Pitney Bowes study found that online retailers were increasingly using paper catalogs sent through the mail to steer people to their sites.

The second force also involves finance. Many studies conclude that people are more and more willing to make payments online, but that they strongly prefer to receive the original bills on paper, by mail.

Since the late 1980s, mail to households from credit card companies has risen about 10 percent a year. Americans' financial lives have become more complicated, in part because of choices created by the Internet. In turn, banks, telecommunication companies, insurance companies and investment houses send more mail.

The third is the sleeper: the increasing sophistication of the Postal Service's own technology. Everyone takes for granted that FedEx and the United Parcel Service can track the movement of each item through their systems. The Postal Service has now installed similar scanning equipment, and in principle

it can bar-code and scan every envelope or postcard and know where it is at any time. In reality, it does this mainly for a fee, for businesses that want to know their material has reached the right audience at the right time—for instance, the **Thursday before a weekend sale**⁶ at a local store.

In Internet terms, this and related improvements are intended to make advertising mail less like spam—unwanted and discarded—and more like embedded ads, tied to the content of a particular website.

"Over time, there is an increasing ability to send you only what's interesting to you, at a time when you're interested in it," Mr. Critelli says. If you have just moved, for example, that may mean mail from your new area's window-cleaning or handyman services. He says response rates to these targeted mailings are better than the dismal rates for the usual direct-mail campaigns.

The most touching artifact among these e-mail studies is a survey conducted by the Postal Service called "The Mail Moment."

"Two-thirds of all consumers do not expect to receive personal mail, but when they do, it makes their day," it concluded. "This 'hope' keeps them coming back each day." Even in this age of technology, according to the survey, 55 percent of Americans said they looked forward to discovering what each day's mail might hold.

Now I'll confess my bias. My first real job was at the post office. On the day when I was paroled from the sorting floor to substitute

⁶Thursday before a weekend sale: Stores generally reorganize their racks on Thursdays in order to add goods for the weekend sale. So the businesses' material should reach the shoppers on Thursday. 周末促销前的周四

PART 1 Extensive Reading

for an absent letter carrier, I felt as if I were the route. It's nice to think that such moments bringing "the mail moment⁷" to people along will survive the Internet.

- A. Write any unfamiliar words that made comprehension difficult and write their dictionary definitions. Compare your words with those of another student. Do you have any of the same words?
- B. Discuss the article with another student. Consider these questions.
- 1. Where does the writer tell you what this article is about?
- 2. What do you already know about this?
- 3. Were there any parts of the article that you did not understand?
- C. Read the article again. Then discuss these questions with a group of three or four students.
- 1. Why does the writer believe that the Internet is not the death of the post office?
- 2. Do you agree with the writer? Why or why not?
- 3. What evidence does the writer give to support his ideas?
- 4. How do you use the post office?
- 5. Have you ever bought things online?
- D. Translate the following passage from Chinese into English.

中国的快递公司主要有两种:一种是私营的,另一种是国营的。私营快递公司包括顺丰速运(S.F. EXPRESS)、申通快递(SHENTONG EXPRESS)、圆通速递(YTO EXPRESS)等,主要承担国内快递服务。国营快递公司主要指中国邮政经营的邮政特快(EMS),除了提供国内几乎所有地方的快递服务之外,还可与全球两百多个国家和地区通邮。一般来说,私营快递公司的邮递速度快一些,服务更好一些,但如果往边远地区邮递,则只能选择国营快递公司。

⁷ the mail moment: The time when people open their mail with anticipation. 拆邮件的时刻

Reading and Discussing Fiction

In this unit you will practice reading and discussing fiction — a short story entitled "All Summer in a Day" by Ray Bradbury.

Before you read, discuss these questions with another student.

- 1. Have you ever heard of this author? Have you read any of his stories or books, or seen movies made from them?
- 2. Ray Bradbury's other books include *Fabrenbeit 451*¹ and *The Martian Chronicles*². Do these titles help you to guess what kind of fiction Bradbury writes?
- 3. Think about the title of this story, "All Summer in a Day", and try to imagine what the title might refer to. Guess what type of story it will be.

Read the story all the way to the end. As you read, underline any unfamiliar words with a pencil but do not look them up in a dictionary now. Mark any confusing part of the story with a question mark (?). Make notes in the margin about your reactions. Then complete the exercises that follow.

All Summer in a Day

"Ready."

"Soon."

"Now?"

"Do the scientists really know? Will it

¹ **Fahrenheit 451:** A novel by Ray Bradbury, which presents a future American society where books are outlawed and "firemen" burn any books that are found. The title refers to the temperature that Bradbury understood to be the autoignition point of paper. 《华氏451度》

² **The Martian Chronicles:** A 1950 science fiction short story collection by Ray Bradbury that describes the colonization of Mars by humans fleeing from a troubled and eventually atomically devastated Earth, and the conflict between original Martians and the new colonists. 《火星编年史》

PART 1 Extensive Reading

happen today, will it?"

"Look, look; see for yourself!"

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping!"

"Yes, yes!"

Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall.

Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tatting drum, the endless shaking down of clear

bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

All day yesterday they had read in class about the sun, about how like a lemon it was, and how hot. And they had written small stories or essays or poems about it:

I think the sun is a flower, That blooms for just one hour.

That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

"Aw, you didn't write that!" protested one of the boys. "I did," said Margot. "I did."

"William!" said the teacher.

But that was yesterday. Now the rain was slackening, and the children were crushed in the great thick windows.

"Where's teacher?"

"She'll be back."

"She'd better hurry, we'll miss it!"

They turned on themselves, like a feverish wheel, all tumbling spokes.

Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What're you looking at?" said William.

Margot said nothing.

"Speak when you're spoken to." He gave