

Reading & Writing

英语读写教程 下

■ 主编 柏 桦



高等教育出版社
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Keys to Test Yourself (Units 13-16)

I. Vocabulary & Structure (20 points)

15. A B D C C 16. C D D C
11-15 D B A B D 16-20 D B A C

II. Reading Comprehension (40 points)

Section A (10 points)

Reading

Section C (16 points)

& Writing

英语读写教程 下

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前言

大学英语是学生进入大学后必修的一门语言类课程。它既是一门语言技能基础课程，又是一门跨文化能力培养课程，在人才素质培养过程中起着举足轻重的作用。

在经济全球化进程不断加快的今天，我们需要不同层次的专业人才为社会服务。如何针对不同层次需求，培养具有较高跨文化交际能力且满足各类工作岗位需要的学生，是摆在我国高等教育面前一个急需解决的课题。因此，开展教材建设，采用多元化的人才培养模式组织教学，按照学习对象各自不同的语言基础，构建“分层教学、分类指导、分别达标”的课程体系刻不容缓。

《英语读写教程》(上、下册)遵循了“因材施教”的人本原则，充分考虑了学生的语言基础现实。采取由浅入深的编写方法使教材能够体现层次化和阶梯化。目前，针对中等水平以上学生所编写的教材已经比较丰富，但针对语言基础相对薄弱的学生所编写的教材尚显不足。鉴于此，编写组展开充分的调研，深入了解这部分学生的学习需求，编写了这套教材，以满足教学的需要。

《英语读写教程》(上、下册)的编写目的在于通过本教材的使用，使学生掌握 2500 左右的单词和短语，能够读懂中等难度以下的英文文章，了解西方的文化，并能够掌握一定的写作技巧，具备一定的写作能力。同时也兼顾对学生语音基础、语法基础的培养，使学生具备一定的语感，为今后的学习打下坚实的基础。

《英语读写教程》(上、下册)，注重内容的趣味性、广泛性、可思性和前瞻性，同时兼顾语言的规范性和文体的多样性。教材以话题导入教学内容，所涉及的话题有：大学生生活、友情、餐饮、爱好、梦想、家庭、教育、节日、语言学习、网络、时尚、幸福与成功、生活方式、道德与准则、风度、旅行、爱情、文化、艺术、环境、名人、科学、个性、媒体、冒险、动物与自然、经济、压力、健康、灾难、社会问题和就业等方面。众所周知，阅读不仅是语言输入的主要来源，也是听、说、读、写、译等技能提高的主要基础，没有足够的语言输入，其他技能的发展也是有限的。因此，本教材补充了阅读赏析资料，使其行文布局更有利于学生的自主学习。

为了学生学习的方便和教学组织的高效运行，本教程精心设计了每个教学环节。首先是筛选出每课的重点词进行讲解，并让学生反复操练。其次，在课文内容前后，根据教学需要，配有相应的练习，逐步加强学生的语言基本功。为了更加全面地提高学生的语言能力，每单元还设计了对话练习、写作技巧、阅读技巧以及语法的讲解，并配有相应的练习，从理论和实践两个方面帮助学生提高阅读和写作能力。

此外，本教程重视学与练的结合，引导学生在教材上下功夫；通过同步练习测试，让学生对学习效果进行自我检测；在教材附录中，还增加了阅读欣赏，供学有余力的学生自主学习或供教师教学参考。

《英语读写教程》是编写组集体智慧的结晶。下册总主编为兰州交通大学柏桦。副主编为马晶文。编写组的主要成员有(以姓氏笔画为序，不分先后)马晶文、沈渭菊、范跃芬、柏桦、柴辉等人。在教学一线的工作中，他们积累了丰富的经验，掌握了学生的实际状况，并将他们的部分教学讲义融入到该书中。该教程在编撰工作中得到了美籍专家 Jan Pope 的帮助，她在审定文稿的过程中，对文中表达不尽满意之处，做了修改。对于她的辛勤工作，作者表示衷心的感谢。另外，本书在编写过程中也得到了高等教育出版社、兰州交通大学教务处及外国语学院的大力支持，在此一并感谢。

编者
2008年7月

编写体例及使用说明

《英语读写教程》教材共分为上、下两册，每册分为 16 个单元。每单元包括：Section A, Section B 和 Section C 以及对话、阅读技巧、写作和语法等部分，每册配有同步测试题四套。

一、《英语读写教程(下)》(上、下册)的编写目的

进入 21 世纪，人才培养模式呈现出多元化的趋势。学生英语基础与学习能力的不同，使得培养目标、教学管理、教学方法及教学手段必须有所不同。因此，本着“以人为本，因材施教”的原则，按照学习对象各自不同的语言基础，构建“分级、分层教学、分类指导、分别达标”的课程体系迫在眉睫。而编写适合不同层次的教材恰恰是人才培养过程中的一个重要环节。目前，针对中等水平以上的学生编写的教材已经比较丰富，但针对语言基础相对薄弱的学生所编写的教材尚显不足。鉴于此，编写组展开了充分的调研，深入了解了中等水平以下学生的学习需求，编写了这套教材，以满足分层教学的需要。

二、《英语读写教程(下)》(上、下册)的题材选用

针对在校大学生的语言基础、思维能力和学习兴趣的不同，本套教材的材料选择首先确定了学生感兴趣的 32 个话题，力争在选材时做到内容丰富、题材广泛以及体裁多样。编写内容主要涉及语言、文化、习俗、科技以及人物等等，力求深入浅出。课文内容主要从英美等国报刊书籍以及网络资源中选出。根据教学需要，编写人员对所选材料进行了删节、修改和简化。课文长度为 500 词到 700 词左右，其重点在于加强学生的语言基本功，为以后的语言学习打下较为坚实的基础。

三、《英语读写教程(下)》(上、下册)的设计思路

每单元开始的 Preview 部分引出单元主题并分别对 Text 1、Text 2 以及 Text 3 的主要内容进行了概括。

Section A 为精读训练，包含 Pre-Reading Task、While-Reading Task、After-Reading Task 以及 Writing Skills 四个部分。其中，Pre-Reading Task 通过 New Words 和 Phrases and Expressions 两部分的讲解为学生阅读 Text 1 做好充分准备，并借助例句和模仿练习促使学生对课文相关词汇和表达进行操练。本册比《英语读写教程(上)》难度有所提高，可以体现在 New Words 里面添加了英文注释。这就可以提高学生用英文思考的能力。While-Reading Task 包含 Text Reading 和 Text 1 本身——Text Reading 中 Thematic Discussion 和 While-Reading Questions 两部分从主题以及内容上为学生进行阅读扫清障碍；为了方便学生阅读，Text 1 部分给出了行数提示，并在文后就生词、专有名词以及有助于理解的知识点进行了注释。在 After-Reading 部分中，Text Structure Analysis 使学生可以把握 Text 1 的整体结构；Reading Aloud 要求学生 Text 1 的精选段落进行朗诵直至可以背诵；Comprehension of the Text 通过练习加深学生对课文的理解；在完成 Vocabulary 部分的几个练习之后，学生可以强化自己的词汇基本功，并为应试做好准备；Word-Building 部分继续强化学生的词汇知识，通过对构词法的学习逐步拓展词汇量；在 Structure 部分，学生可以学习到英语句法结构的相关知识，并有针对性地得到充分的练习；Translation 部分要求学生利用已学知识进行中、英文互译练习。鉴于本套教程强调读、写的特质，Section A 部分以 Writing Skills 结束。在这一部分中，通过对 Structured Writing 和 Applied Writing 两个部分的学习以及两个相关 Writing Practice 的练习，学生的写作能力可以得到实质性的提高。

Section B 为泛读训练，主要包括 Reading Task (Text 2)、After-Reading Task (Comprehension of the Text 和 Vocabulary)、Reading Skills (Reading Skills 和 Reading Practice) 以及一个趣味欣赏项目。其中，Reading Skills 部分主要通过对一些基本阅读技巧的讲解以及相应的练习来提高学生的阅读能力。

Section C 为拓展阅读训练，由 Reading Task、After-Reading Task、Additional Task 和 Grammar Focus 四个部分构成。其中，Grammar Focus 部分旨在帮助学生系统复习各个语法项目。教师可以根据具体情况在课堂上讲解或是让学生在课后进行自主学习。

四、《英语读写教程(下)》(上、下册)的教学课时安排

本册可供每周 4 学时、两个学期(各 16 周)的教学使用。对阅读技巧、写作技巧以及语法等部分的教学内

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LOVE

Unit

1

Preview

What is love? Just like a poem says: "Love is holding hands in the street, marriage is holding arguments in the street. Love is a romantic drive, marriage is a blacktop drive." Text 1 introduces the origin and changes of St. Valentine's Day. If you read carefully you'll discover that you are a lot more loved than you have realized. Read the love stories and you'll find that the world is a very loving place after all. Text 2 discusses what the real love is in life. Text 3 illustrates the parents' love which helps you understand well what the real love means!

Section A

Pre-Reading Task Try to learn the following new words and phrases with the help of your teacher.

1. New Words

1. outlaw /'aʊtlɔ:/ *v.* to make (sth.) no longer legal 宣布……为非法
e.g. *Certain countries have outlawed the sale of alcohol.* 某些国家已宣布销售酒犯法。
Now you try: 政府警告说, 将禁止在公共场所吸烟。
2. execute /'eksɪkjʊt/ *v.* kill sb., especially as a legal punishment 处死, 处决
e.g. *Hundreds have been executed for political crimes.* 几百人由于政治罪而被处决。
Now you try: 罪犯于次日凌晨被处决。
3. prevail /prɪ'veɪl/ *v.* to gain the victory (over); to be widespread, done 获胜; 盛行, 流行
e.g. *Justice has prevailed; the criminal has been punished.* 正义已胜利, 罪犯已受惩罚。
e.g. *The use of horse for plowing still prevails in this place.* 用马耕作在这个地方仍很普遍。
Now you try: 我们完全相信真理必胜。
4. expectation /,ekspek'teɪʃən/ *n.* the state of awaiting 期望, 期待
e.g. *I have high expectations for this job.* 我对这份工作有很高的期待。
Now you try: 今天预计不会下雨。

-
5. collapse /kə'leɪps/ *v.* to fall down or in 崩溃, 瓦解
e.g. *When the earthquake hit, the whole building collapsed.* 当地震发生时, 整个建筑物倒塌了。
Now you try: 他的身体因工作过度而垮掉了。
-
6. revive /rɪ'vaɪv/ *v.* to come or bring back to consciousness (使)复活, 复兴
e.g. *The doctor revived the person who has fainted.* 医生使这个晕厥的人苏醒过来。
Now you try: 总统承诺将振兴经济。
-
7. lace /leɪs/ *n.* a piece of decorative cloth which is made by weaving thin thread in delicate patterns with holes in them 花边, 饰带
e.g. *He dressed with a lace collar in the party.* 在舞会上他穿着镶着花边衣领的衣服。
Now you try: 我希望没有花边就好了。
-
8. glue /gluː/ *v.* to stick, make fast 用胶粘合
n. sticky substance that is used for joining things together 胶, 胶水
e.g. *He glued two pieces of wood together.* 他把两片木头粘起来。
e.g. *He attached the paper to the book with glue.* 他用胶水把这张纸粘到书上。
Now you try: 你能把破碎的花瓶粘合起来吗?
-
9. mystery /'mɪstəri/ *n.* an event, situation etc. that people do not understand or cannot explain because they do not know enough about it 神秘的事物
e.g. *The murder remained an unsolved mystery.* 那个谋杀案仍然是个未解之谜。
Now you try: 为什么他们选择了他, 对我来说完全是个谜。
-
10. motivate /'məʊtɪveɪt/ *v.* to be the reason why someone does sth. 引起动机, 激发
e.g. *If we introduce this scheme, our staff will be motivated to make sales.* 如果我们采取这一方案, 我们的员工将受到激励完成更多的销售额。
Now you try: 这个计划将激励学生们更加努力地学习。
-
11. secrecy /'siːkrɪsi/ *n.* the state of keeping secrets 守秘密
e.g. *Whatever happens, we rely on his secrecy.* 无论发生什么, 我们相信他不会泄密。
Now you try: 他已经发誓对这件事保密。
-
12. theme /θiːm/ *n.* topic 主题
e.g. *Professor Brown will give a lecture on the theme.* 布朗教授将就主题做个讲座。
Now you try: 这首诗的主题是爱与和平。
-
13. justice /'dʒʌstɪs/ *n.* the quality of being right and fair 公平, 公正
e.g. *We long for that day when liberty and justice are for all!* 我们渴望着给所有人自由和正义的那一天!
Now you try: 他们正在要求权利和公正。
-
14. plot /plɒt/ *n.* a piece of ground; secret plan (通常指小的)一块地; 密谋
e.g. *He lives on a vegetable plot.* 他靠一小块菜地养活自己。
e.g. *Although there are so many signs, he little suspects the plot.* 尽管有很多迹象, 他却对那个阴谋毫无察觉。

Now you try: 我在那一小块土地上种植蔬菜。

-
15. suspect /sə'spekt/ *n.* person suspected of wrong doing 嫌疑犯
v. to feel doubt about sth. 怀疑
 e.g. *Police have issued a photograph of the suspect.* 警方已经发布了嫌疑犯的照片。
 e.g. *Given her reaction, I suspect the truth of her statement.* 鉴于她的反应, 我对她陈述的真实性很怀疑。
Now you try: 他们怀疑他杀了人。
-
16. client /'klaɪənt/ *n.* a person who gets help from a lawyer 当事人
 e.g. *He is a successful lawyer with hundreds of clients.* 他是一名有很多客户的律师。
Now you try: 律师给委托人解释法律上的问题。
-
17. violet /'vaɪələɪt/ *n.* a small wild or garden plant with purple or white flowers 紫罗兰
 e.g. *She planted some violets in the garden.* 她在花园里种了一些紫罗兰。
Now you try: 一些人认为紫罗兰色是种神秘的颜色。
-
18. symbolize /'sɪmbəlaɪz/ *v.* to represent sth. 象征
 e.g. *What do the Olympic rings symbolize?* 奥运五环象征什么?
Now you try: 在西方, 12朵红玫瑰象征着爱情。
-
19. purity /'pjʊəɪti/ *n.* the state or quality of being not mixed with anything 纯净, 纯洁
 e.g. *We must ensure the purity of drinking water.* 我们必须确保饮用水的纯净。
Now you try: 众所周知, 白色是纯洁的象征。
-
20. code /kəʊd/ *n.* the collecting of laws 章程, 规约
 e.g. *The new code of conduct lays down the ground rules for management-union relations of law.* 新的管理章程为劳资关系确定了基本法律的原则。
Now you try: 你必须遵守法律的规则。
-
21. passionately /'pæʃənətli/ *ad.* in a way of being easily moved by strong feelings 热情地
 e.g. *She is still passionately fond of football, regardless of the difficulties.* 尽管有困难, 但她仍热爱足球。
Now you try: 他们成功了, 因为他们热情地痴迷于科学。
-
22. detective /dɪ'tektɪv/ *n.* a person whose job is to examine crimes and catch criminals 侦探
 e.g. *The company hired a detective to investigate the accident.* 公司雇佣了一名侦探来调查这次事故。
Now you try: 我对侦探小说非常感兴趣。
-

2. Phrases and Expressions

1. according to 按照, 根据
 e.g. *According to facts in my possession he can not possibly be guilty.* 根据我所掌握的事实, 他是不可能犯罪的。

Now you try: 每个人的工资将依据其能力而定。

2. fall in love (with sb.) 恋爱, 爱上
e.g. *In the film, the young man fell in love with his teacher's daughter.*
Now you try: 他爱上那位美丽的姑娘是很自然的事。

3. link to 把……和……联系起来
e.g. *You can link to other blogs from your blog.* 从你的博客可以连接其他博客。
Now you try: 您可以点击此链接进入这个网址。

4. under the weight of 在……重压下; 迫于……
e.g. *He felt nervous under the weight of great expectation.* 巨大的期望值使他备感紧张。
Now you try: 书太重, 把袋子撑破了。

5. a series of 一系列, 一连串
e.g. *A series of accidents has been reported after the severe earthquake.* 在严重的地震后, 媒体报道了一连串的事故。
Now you try: 学校上周有一个系列的讲座。

6. in addition to 除……之外(还)
e.g. *In addition to football, he likes basketball.* 除了足球, 他还喜欢篮球。
Now you try: 除薪水外, 他还得到一笔奖金。

7. stand for 代表, 主张
e.g. *We stand for self-reliance.* 我们主张自力更生。
Now you try: 民主所代表的不仅仅是这些。

8. spell out 费力地读懂, 清楚地说出
e.g. *Please spell out what you mean, I don't quite understand.* 请详细解释一下, 我不太明白你的意思。
Now you try: 我觉得很难理解他的意思。

While-Reading Task

Text Reading

1. **Thematic discussion:** Discuss the theme of this text with your classmates after you finish reading it.

Love is about sharing each other's feelings and letting each other know how much you really care. Love is appreciating each other for who you are. The following text talks about the origin of the loving holiday, St. Valentine's Day. It has changed its original meaning and become the day of lovers. On Valentine's Day, people send cards and roses to express their love to each other. Undoubtedly, love will never extinguish, nor will roses that say "I love you" passionately.

2. *While-reading questions:*

- Q 1. Do you believe in “love at first sight”? Why?
- Q 2. Mother’s love is unselfish and full of devotion. Can you tell us what your mother impresses you most?
- Q 3. What will you do if you love someone who doesn’t love you?

Text 1



The Day of Love

1 Love has its own special day, St. Valentine’s Day. **According to** the legend, the Roman emperor Claudius II needed soldiers to fight for him. So he **outlawed** marriage. This did not stop people from **falling in love**. Valentine, a priest, secretly married many young couples. For this crime, he was arrested and **executed** on February 14. No romantic elements were present in the original early days. But Saint Valentine became **linked to** romance in the fourteenth century.

2 St. Valentine’s Day has changed a lot. Love **prevailed** and the day lost its original side. Valentine’s Day became a day to exchange expressions of love. Small children gave each other paper hearts. Adults exchanged flowers and chocolates.

3 Valentine’s Day was popular in Europe in the early 1800s as a day men brought gifts to the women they loved. Gradually the **expectations** grew higher, the gifts got bigger, and eventually the holiday **collapsed under the weight of** the bills.

4 It was **revived** when the custom of exchanging love letters and love cards replaced the gifts. A young man’s love was measured in how much time he spent making a card with paper, **lace** and feathers. If the young man wasn’t good with scissors and **glue**, the job could be hired out to an artist.

5 Valentine’s Day grew more popular when machine-made cards became available, and people didn’t have to make their own. In England in 1840, the nation-wide Penny Post made it cheap for everyone to send Valentine cards. In the United States, cheap national postal rates were set in 1845, and Valentine cards filled the mail.

6 However, love mostly goes wrong in **mystery** stories. In a **series of** novels, if the continuing character is living a full life, love enters the storyline somewhere. Even real crimes are sometimes **motivated** by love and **secrecy** which are written in true crime books. Husbands, wives and lovers kill each other, or kill for each other. Love is not returned. Murders are motivated by real or imaginary love. The famous novelist Ernest Hemingway said, “If two people fall in love with each other, there can be no happy end to it.” So it goes in the mysterious **theme**. **Justice** may win, but love is often the loser.

7 **In addition to** plots driven by love or the lack of it, there are detectives who encounter love in the solving of the crime. The handsome or beautiful detective meets the **suspect** or the **client**.

8 Whatever happens, love is a happy thing. “Roses are red, **violets** are blue” was a popular phrase on Valentine cards, but Valentine’s Day has no specific flower. Instead, it has colors — red, pink and white. Red **symbolizes** warmth and feeling. White **stands for** purity. According to one romantic flower **code**, messages can be **spelled out** with flowers. Roses say “I love you” **passionately**. Not surprisingly, the rose is now the top flower of love, especially on St. Valentine’s Day.

(488 words)

Proper Names

- Roman Emperor Claudius II /'klɔ:diəs/ 罗马皇帝克劳迪亚斯二世 (213年或214年 — 270年)
Valentine /'væləntaɪn, -tɪn/ 瓦伦丁
Ernest Hemingway /'ɜ:nɪst 'hemɪŋweɪ/ 欧内斯特·海明威 (1899 — 1961)

Notes and Online Resources

1. Penny Post: 便士邮政。有许多种邮政系统都是只花1便士就可以寄普通的信件, 而便士邮政就是其中的一种。
2. St. Valentine's Day: 2月14日, 是西方传统的圣瓦伦丁节, 又称情人节。
3. Ernest Hemingway: 美国小说家, 1954年度的诺贝尔文学奖获得者。

After-Reading Task

Part I Text Structure Analysis

This text can be divided into _____ parts.

Part I From Paragraph _____ to Paragraph _____.

Topic in This Part: _____

Supporting Detail: _____

Part II From Paragraph _____ to Paragraph _____.

Topic in This Part: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Detail 3: _____

Supporting Detail 4: _____

Part III From Paragraph _____ to Paragraph _____.

Topic in This Part: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Part IV From Paragraph _____ to Paragraph _____.

Topic in This Part: _____

Supporting Detail: _____

Part II Reading Aloud

Read the following paragraph from the text and try to memorize it.

Whatever happens, love is a happy thing. "Roses are red, violets are blue" was a popular phrase on Valentine cards, but Valentine's Day has no specific flower. Instead, it has colors — red, pink, and white. Red symbolizes warmth and feeling. White stands for purity. According to one romantic flower code, messages can be spelled out with flowers. Roses say "I love you" passionately. Not surprisingly, the rose is now the top flower of love, especially on St. Valentine's Day.

Part III Comprehension of the Text

Choose the best answer according to the text.

- The Roman emperor Claudius II didn't allow his soldiers to marry, _____.
A. because he loved his soldiers
B. because his soldiers liked to marry
C. because he was afraid that his soldiers didn't love him
D. because he wanted his soldiers to fight for him
- Valentine was a _____.
A. soldier
B. farmer
C. priest
D. lawyer
- What did adults do on Valentine's Day with the passage of time?
A. To give each other paper hearts.
B. To share cake.
C. To give flowers and chocolates to each other.
D. To give a kiss to each other.
- People needn't make cards by themselves in the 19th century if _____.
A. the young men weren't good at using scissors
B. love cards were not popular any longer
C. it was easy to get machine-made cards
D. the young men didn't like to make cards
- Which sentence was a popular phrase on Valentine cards?
A. I love you passionately.
B. Roses are red, violets are blue.
C. I love you secretly.
D. I return your love.

Part IV Vocabulary

1. Fill in the blanks with the right words according to the text.

- Twenty years after the event his death remains a my _____.
- The King asked the soldier to e _____ the man immediately.
- Belief in magic still p _____ in some rural parts of the country.
- There's no j _____ in the world when people can be made to suffer like that.