

Reading

& Writing

英语读写教程 上

■ 主编 柏 桦



高等教育出版社
HIGHER EDUCATION PRESS

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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，又是一门跨文化交际能力培养课程，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，是我国高等教育急需解决的一个课题。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》遵循“因材施教”的人本主义原则，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充分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，但针对中等水平以下学生所编写的教材尚显不足。鉴于此，编写组展开充分的教学调研，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》的编写目的在于通过本教材的使用，使学生掌握2 500左右的单词和短语，能够读懂中等难度以下的英语文章，了解一些西方文化，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和语法基础的培养，使学生具备一定的语感，为今后的学习打下坚实的基础。

本教程在编写过程中充分考虑了学生的语言基础，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。在选材上，以话题导入教学内容，所涉及的话题有大学生活、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、人与自然、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、写等其他技能提高的主要基础。没有足够的语言输入，其他技能的发展也会十分有限。为此，本教程补充了阅读赏析材料，并力图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师组织教学的高效运行，编者精心设计了每个教学环节。首先，筛选出每个单元的重点词进行讲解，并引导学生反复操练。其次，在课文前后根据教学需要配有相应的练习，逐步增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，每个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，本教程还重视学与练的结合，引导学生在教材上下功夫；通过同步练习测试，学生可以对学习效果进行自我检测；本教程还在附录中增加了语音练习和阅读欣赏，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。上册的主编为兰州交通大学柏桦；副主编为赖露；参加编写的还有兰州交通大学付勇君、杨小荣、赵文琼等。本教程在编写过程中得到了美籍专家Jan Pope的帮助，她在审读文稿的过程中，对文中表达不尽如人意之处做了修改。对于她的辛勤工作，编者表示衷心的感谢。另外，本书在编写过程中还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》分为上、下两册，每册16个单元。每单元包括Section A、Section B、Section C以及对话、阅读技巧、写作和语法等部分。上、下册各配有4套同步测试题。

一、《英语读写教程》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变化使得培养目标、教学管理、教学方法以及教学手段必须有所改变。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，但针对中等水平以下学生所编写的教材尚显不足。鉴于此，编写组展开了充分的教学调研，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》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。内容主要从英美等国的报刊书籍以及网络资源中选出，主要涉及语言、文化、习俗、科技、人物等，力求深入浅出。根据教学需要，编者对所选材料进行了删节、修改和简化。课文长度为500—700词左右，其重点在于加强学生的语言基本功，为后期的语言学习打下较为坚实的基础。

三、《英语读写教程（上）》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Communication Task、Pre-Reading Task、While-Reading Task、After-Reading Task以及Writing Skills五个部分。其中，Communication Task借助情景对话拓展学生在某一主题上的交际能力。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。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给出了行数提示，并在文后就专有名词以及有助于理解的知识点进行了注释。在After-Reading Task部分中，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；Vocabulary部分的几个练习可以帮助学生强化词汇基本功；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，学生可以学习英语句法结构的相关知识，并有针对性地进行充分的练习；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提高。

Section B为泛读训练，主要包括Reading Task (Text 2)、After-Reading Task (Comprehension of the Text、Detail Understanding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》的教学课时的安排

每册可供每周4学时、两个学期的教学使用。对阅读技巧、写作技巧以及语法等部分的教学内容，教师可布置学生自主学习、课后完成，也可在课内完成。两学年可完成本教程上、下册，达到教育部最新颁布的《大学英语课程教学要求》所规定的“一般要求”。

本教材的编写对于编者而言是一种教学理念和教学实践相结合的探索过程，其中难免会有不足和疏漏之处，在此恳请使用本教材的教师及同学给予批评和指正。

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二、《英语读写教程》的选材原则

本教材的选材原则是：选材广泛，内容丰富，注重实用性。选材广泛是指选材来源广泛，包括文学作品、新闻报道、科普知识、生活常识等。内容丰富是指选材内容充实，涵盖面广，能够满足不同层次学生的学习需求。注重实用性是指选材贴近生活，具有实际应用价值，能够帮助学生提高英语交际能力。

三、《英语读写教程》(上)的编排思路

本教材的编排思路是：循序渐进，注重基础，突出应用。教材分为上、下两册，上册侧重于基础知识的讲解和训练，下册侧重于应用能力的培养。教材的编排遵循由浅入深、由易到难的原则，注重基础知识的讲解和训练，同时突出应用能力的培养。教材的编排思路是：循序渐进，注重基础，突出应用。

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COLLEGE LIFE

Unit

1

Preview

College life is what you've dreamed of for such a long time. It is usually a very active lifestyle and everything looks wonderful on campus. However, college life may not be so enjoyable as it looks. Students who can't handle conflict will meet trouble with their roommates.

In this unit, the first text provides a few effective tips to prepare for a pleasant college life, the second describes the memorable days at college, while the last pictures the college life of diverse colors.

Section A

Communication Task

Dialogue 1

A: What are you doing here?

B: I'm planning my winter vacation.

A: Winter vacation? How are you going to spend it?

B: Well, I'm still not sure. I want to stay on campus, but I miss my family very much. What do you think I should do?

A: Hey, I'm not going home this vacation, either. What do you say we go skiing? The new skiing camp is not far from here.

B: Yes. It's fun. But is it boring to ski for three weeks? Do you want to spend your Spring Festival on the skiing ground?

A: Yeah. That'll be a problem. So what do you reckon (认为)?

B: Why don't we go skiing for the first week and go home for the Spring Festival in the second week, and then ...

A: Back to school in the third week?

B: Yes. That is the last week of the vacation. We can spend it in preparing for the speech contest ...

Dialogue 2

- A: Excuse me, Professor Dickinson.
 B: Oh, hello, Amy. How are you getting on with your paper?
 A: I'm still looking for some important reference books and papers.
 B: Have you read the book by Brown and Yule? Like I said, no book is more important than that one. It should be on the top of your reading list.
 A: I know. And actually, that is why I'm coming here.
 B: Really? What's your problem?
 A: I can't find the book in the library. Someone has **checked it out** (向图书馆借书). I wonder if you could help me.
 B: I see. I have a copy here. But I'm afraid I can't lend it to you right now because I'm reading it myself. Can you wait until tomorrow? I should have finished my work then.
 A: Oh, that's wonderful. Certainly I can wait until then. Thank you, Professor Dickinson.

Pre-Reading Task

1. New Words

1. conflict ['kɒnflikt] *n.* 冲突, 斗争
 [kən'flikt] *v.* 抵触, 冲突
 e.g. *Can this peace agreement bring an end to years of conflict?* 该和平协议能结束多年的冲突吗?
There are conflicting views about what caused the accident. 大家对导致这次事故的原因持互相抵触的观点。
Now you try: 我的利益同他们的冲突。
2. handle ['hændl] *v.* 处理, 操作
 e.g. *Most customers were satisfied with the way their complaints were handled.* 大多数顾客对处理他们投诉的方式感到满意。
Now you try: 他们密切关注首相如何应对这次危机。
3. boundary ['baʊndəri] *n.* 界线, 边界; 范围
 e.g. *The Mississippi River forms a natural boundary between Iowa and Illinois.* 密西西比河在艾奥瓦州和伊利诺伊州之间形成了一道天然的界线。
Now you try: 在经济全球化背景下, 国界似乎变得越来越没有意义了。
4. survive [sə'vaɪv] *v.* 幸存, 生还; 在...之后还活着
 e.g. *I'm sure she will survive this crisis.* 我确信她能度过这次危机。
Now you try: 查尔斯比他妻子多活了三年。
5. counselor ['kaʊnsələ] *n.* 顾问, 法律顾问
 e.g. *Maybe we should see a marriage counselor.* 或许我们应该去咨询一下婚姻问题顾问。
Now you try: 毫无疑问, 他是一位很有影响力的顾问。

6. focus ['fəukəs] v. 使集中于...; 聚焦

e.g. He stared out the window for a moment, trying to **focus** his thoughts. 他朝着窗外凝视了一会儿, 努力想集中一下思绪。

Now you try: 我们需要让公众关注这件事。

7. academic [,ækə'demɪk] a. 学术的; 理论的

e.g. Her name is well-known in **academic** circles. 在学术界, 她非常出名。

Now you try: 自信心的不断增强有助于提高学习成绩。

8. extracurricular [,eskstrə'kʊrɪkjələ] a. 课外的, 业余的

e.g. Evidence can be found in **extracurricular** activities as well. 在课外活动中也能找到证据。

Now you try: 由于恶劣的天气, 学校取消了课外活动。

9. intention [ɪn'tenʃən] n. 意图, 目的

e.g. They went into town with the **intention** of visiting the library. 他们进城想去参观图书馆。

Now you try: 皮特买这座房子的目的是想修后再卖掉。

10. involve [ɪn'vɒlv] v. 使陷入, 使卷入; 牵涉

e.g. How should we **involve** ourselves in school life? 我们应该怎样投入学校生活?

Now you try: 我没想到演一出剧意味着这么多的工作。

11. unavailable [,ʌnə'veɪləbl̩] a. 难以获得的, 不可得到的

e.g. Many common medicines are **unavailable** in the country. 在这个国家好多普通药品都无法获得。

Now you try: 晚上是不可能了, 因为我得在一个会议上讲话。

12. transfer [træn'sfə:] v. 转学; 调任; 转移

e.g. You'll be **transferred** to the Moscow office. 你将被调往莫斯科办事处。

Now you try: 肯定是在我们转车的时候我把行李丢了。

13. affect [ə'fekt] v. 影响; 感动

e.g. Scientists are investigating the ways in which climate changes **affect** the ozone. 科学家们正在研究气候变化是如何影响臭氧的。

Now you try: 疾病已经影响到中枢神经系统。

14. resolve [rɪ'zɒlv] v. 解决; 决心, 决定

e.g. Congressmen called for a third meeting to **resolve** the conflict. 国会议员们呼吁召开第三次会议来解决这次冲突。

Now you try: 会谈是解决你们分歧的唯一途径。

15. resolution [,rezə'lju:ʃən] n. 解决; 决心, 决定; 决议

e.g. The company held an emergent meeting for the **resolution** of commercial disputes. 公司召开了紧急会议来解决商务纠纷。

Now you try: 而且, 还有6票反对这个决议。

16. critical ['krɪtɪkəl] a.

评论的, 批评的; 危急的

e.g. Many economists are **critical** of the government's economic policies. 很多经济学家对政府的经济政策持批评态度。

Now you try: 8人遇难, 还有4人处于危险中。

17. brainstorm ['breɪnstɔ:m] v.

集体讨论, 献计献策

e.g. We should get together and try to **brainstorm** a better idea. 我们应该集思广益, 尝试想出更好的办法。

Now you try: 我们必须想出些新点子, 所以就让我们先开动脑筋。

18. inevitable [ɪn'evɪtəbl] a.

不可避免的, 必然的

e.g. It was **inevitable** that he'd find out her secret sooner or later. 毫无疑问, 他迟早会发现她的秘密的。

Now you try: 争论是不可避免的, 因为他们彼此非常厌恶。

19. negative ['negətɪv] a.

消极的; 否定的, 否认的

e.g. In order to change **negative** attitudes towards employing women, the government is bringing in new laws. 为了改变人们对女性就业的消极态度, 政府正在出台新法律。

Now you try: 我饮酒的习惯开始对我的工作产生了消极的影响。

20. contract ['kɒntrækt] n.

合同, 契约

[kən'trækt] v.

签订(合同); 感染(疾病); 收缩

e.g. My **contract** guarantees me a 15% pay raise every year. 我的合同保证我每年的薪水能增加15%。

The city of Chicago has **contracted** to purchase three city buses that will be powered by fuel cells. 芝加哥市已经签约购买三辆由燃料电池供能的市区公交车。

Now you try: 钱伯斯医生正在设法调查有多少人可能已经感染上了疾病。

21. communicate [kə'mju:nɪkeɪt] v.

交换(看法); 通信; 传染(疾病)

e.g. Parents sometimes find it difficult to **communicate** with their teenage children. 父母有时候觉得跟正处在青春期的子女交流很困难。

Now you try: 一般来说, 教师肯定能把自己的思想向学生表达清楚。

22. benefit ['benɪfɪt] n.

利益, 好处

v.

有益于, 有助于

e.g. The new credit cards will be of great **benefit** to our customers. 新信用卡将对我们的顾客大有好处。

I'm sure you'll **benefit** greatly from the visit. 我确信你能从这次参观中得到很大收获。

Now you try: 我们刚开始从辛勤工作中获益。

23. gossip ['gɒsɪp] v.

说闲话, 传播流言

n.

闲话, 闲谈

e.g. It's best not to tell Frank anything. You know how he **gossips**. 最好什么也别告诉弗兰克, 你知道他有多爱搬弄是非。

I heard an interesting piece of **gossip** about Beth Ann. 我听到一件关于贝斯·安的有趣传言。

Now you try: 这就是当地人常来闲聊或谈论政治的地方。

24. available [ə'veɪləbəl] *a.* 可用到的, 可利用的
 e.g. *Do you have a room available for this weekend?* 这个周末你们有空房吗?
 Now you try: 我们已经用光了所有可利用的空间。
-
25. mental ['mentl] *a.* 精神的; 心理的; 智力的
 e.g. *The center provides help for people suffering from mental illness.* 该中心为那些患有精神疾病的人们提供帮助。
 Now you try: 我尽力从她的描述中想象他的样子。
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26. depression [dɪ'preʃən] *n.* 沮丧, 消沉; 经济萧条期
 e.g. *He has been suffering from depression since his wife died last year.* 自从去年他妻子去世以来, 他的情绪一直很消沉。
 Now you try: 在德国, 20世纪20年代后半期的经济危机帮助希特勒掌握了大权。

2. Phrases and Expressions

1. run into 陷入, 达到; 偶遇
 e.g. *They therefore do not run into this difficulty.* 因此他们不会陷入困境的。
 Now you try: 生意几乎马上就陷入了财政困难中。
-
2. focus on 集中
 e.g. *The next chapter will focus on this problem in greater detail.* 下一个章节将更为具体地集中于这个问题上。
 Now you try: 画展主要展览的是1945年以后的作品。
-
3. at the expense of 以...为代价
 e.g. *The client may win in court, but at the expense of destroying the business relationship.* 当事人可能在法庭上赢得官司, 但却是以损坏生意关系为代价。
 Now you try: 他不想以牺牲家庭为代价而在自己的生意上投入更多的时间。
-
4. become involved in 卷入, 陷入
 e.g. *Chaotic scenes occurred as thousands of people became involved in a desperate attempt to register.* 当上千人拼命抢着去注册时, 场面出现了混乱。
 Now you try: 我不想卷入这件事当中。
-
5. speak up for 为...辩护, 替...讲好话
 e.g. *You'll have to learn to speak up for yourself.* 你必须要学会维护自己的权益。
 Now you try: 他愿意为妇女的权利大声疾呼。
-
6. deal with 处理; 涉及; 做生意
 e.g. *I spend most of my working day dealing with customer inquiries.* 我花了大部分的时间来回答顾客的询问。
 Now you try: 我们不直接跟演员打交道, 而是通过他们的经纪人。

While-Reading Task

Text Reading

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

University campus is a magical place. It can bring you a bright future, but it can also steal your time and money — all depends on your own thoughts and actions. Sometimes, life at college may not be the best experience you will ever live through, owing to your relationship with the roommates. Susan Fee, a professional counselor, is giving parents some advice on how to help their kids adjust to the new environment.

2. **Pre-Reading Questions:**

- Q 1. What type of college life do you expect to have?
- Q 2. Do you think it's very important to get along well with your roommates? Why?
- Q 3. How do you cope with the difficulties or conflicts with others?

Text 1



Hidden College Costs: Roommate Conflict

1 “Students who can't **handle** conflict **run into** trouble with roommates soon,” said Susan Fee who is the author of “My Roommate Is Driving Me Crazy!”, “Solve Conflicts, Set **Boundaries**”, and “**Survive** the College Roommate from Hell”. “They avoid the problem rather than solve it, causing more stress, lower grades, and extra moving and housing expenses,” said Fee, who is a professional **counselor**. She said students who **focus** only **on academic** success do so **at the expense of** other life skills.

2 “Some students have spent so much time studying and fitting in **extracurricular** activities that they never develop necessary social skills. Well-**intentioned** parents have **become** too **involved in** their kids' lives, planning their time, and solving their problems. By the time these kids enter college, they have no confidence in **speaking up for** themselves,” said Fee.

3 The bottom line for parents: Children's poor communication skills can hurt your wallet. Kids who can't get along with their roommates need single rooms, which are not only more costly, but usually **unavailable**. Others move off campus, **transfer** to another school, or return home. Grades can be **affected** by the stress causing some students to repeat entire terms. “The ultimate solution is for students to learn how to **resolve** their roommate differences rather than find ways to avoid them,” said Fee.

4 She offers these five points to parents:

5 Offer suggestions, not solutions. Telling your child what to do, or worse, handling the problem yourself, does more harm than good. Conflict **resolution** is a skill that needs to be practiced and the more you do for your kids, the longer it will take them to become confident. Instead, help them become **critical** thinkers by imagining difficulties, **brainstorming** solutions, and considering possible

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outcomes.

6 Prepare for conflict. Conflict is **inevitable** because people are different. Even best friends should expect to have differences in needs, **living habits**, stress levels, and communication skills. Teach your child that conflict does not have to be **negative**; it's an opportunity to be creative and learn how to **deal with problems**.

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7 Share expectations. Roommate contracts are popular today and many universities expect them as a way to get kids talking about their expectations. Even if your child's school does not have formal **contracts**, encourage him to discuss things like sleep and study habits, bills, sharing items, cleaning, and the best times to have visitors. The more that's discussed, the better the relationship.

8 Encourage face-to-face conversations. More and more, kids today would rather **communicate** through e-mail and text messaging rather than talking face-to-face. Without the **benefit** of facial expressions, tone of voice, and body language, messages can be misunderstood. Also, warn kids that **gossiping** to others instead of talking to their roommate directly only broadens the problem.

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9 Ask for help. Campus counseling centers are also **available** for help if a roommate is showing signs of **mental illness** such as **depression**. If nothing else, counseling can help your child learn to better deal with stress and find other ways to manage the situation.

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(495 words)

Proper Name

Susan Fee ['su:zn 'fi:]

苏珊·菲

After-Reading Task

Part I Text Structure Analysis

Part I From Paragraph _____ to Paragraph _____.

Topic in This Part: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Part II From Paragraph _____ to Paragraph _____.

Topic in This Part: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Detail 3: _____

Supporting Detail 4: _____

Supporting Detail 5: _____

