



大学金砖英语数字化系列教材

大学金砖英语 读写教程1(通用)

教学参考书

总主编 王正元

主 编 王健坤

College
Golden Brick English
Reading & Writing
(General Course)
Reference Book

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对外经济贸易大学出版社
University of International Business and Economics Press



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Reference Book**

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(通用) 教学参考书
College Golden Brick English Reading & Writing 1
(General Course) Reference Book

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编写说明

经过国内外二十余所大学的一百五十余名中、外英语教师的共同努力，我们完成了这套《大学金砖英语数字化系列教材》的编写以及教辅资源的开发和建设工作。

这套教材包括二十四本纸质教材和配套教辅资源“金砖英语在线”，工作量很大，为此，全体工作人员付出了艰巨的劳动。在此谨向这套教材编写学术委员会的专家、领衔主编的各位教授、参加编写和技术开发的全体教师，以及帮助出版本套教材的对外经济贸易大学出版社的领导和编辑，表示衷心的感谢。

一、编写依据

我们在组织编写这套教材前后，反复学习了教育部颁发的《大学英语课程教学要求》，在几所大学召开了英语教师和学生座谈会，就“你们喜欢什么样的大学英语教材”听取了师生的意见，并以《大学英语课程教学要求》为依据，组织编写了这套教材。

二、编写理念

我们在编写这套教材时，坚持满足“不同层次要求”和“个性化要求”两个基本理念；充分考虑了大学生英语“一般要求”、“较高要求”、“更高要求”的水平差异性及其不同专业人才对英语需求的个性，在教材设计上注意突出以下特点：

1. 满足“一般要求”、“较高要求”、“更高要求”的层级特点；
2. 满足“理工”、“医学”、“农林”、“社科”不同学科需求内容个性化特点；
3. 可以在线自主学习的数字化特点。

三、教材构成

这套《大学金砖英语数字化系列教材》由纸质教材和配套教辅资源“金砖英语在线”（www.goldenenglishedu.cn）两个部分构成。纸质教材按读者对象分为“理工”、“医学”、“农林”、“社科”四大类。

读写教程		视听说教程	
1-2 册	通用（1-2 学期）	1-2 册	通用（1-2 学期）
3-4 册	理工（3-4 学期）	3-4 册	理工（3-4 学期）
3-4 册	医学（3-4 学期）	3-4 册	医学（3-4 学期）
3-4 册	农林（3-4 学期）	3-4 册	农林（3-4 学期）
3-4 册	社科（3-4 学期）	3-4 册	社科（3-4 学期）

四、教材文本

为了保证语言鲜活、地道、时尚,本套教材“视听说”全部文本由美国教师 Jeff Engell, Morgan Matens, Greg Hall 执笔编写;“读写教程”部分文本除了由上述美国教师所写外,另一部分由中方编者选编、改写。一、二册教材内容和文本侧重于通用的共性,三、四册教材文本内容侧重于专业个性。本教材所用的所有文本语言地道、规范、生动、时代性强。

五、编写团队

本套教材的编写得到了胡壮麟教授为主任的教材编写学术委员会各位专家的悉心指导,并获得了主编委员会二十余位教授的大力支持。来自吉林大学、东北大学、中国医科大学、华中科技大学、北京大学医学部等二十余所高校的有丰富教学经验的中、外英语教师,共计一百五十余人参加了本套数字化系列教材编写工作。

六、感谢

本套教材的音频、视频录制得到了下列单位的帮助和支持:

辽宁电视台

秦皇岛港务局魔笛音乐工作室

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燕山大学车辆学院

沈阳大学

总主编 王正元

前言

本书为使用《大学金砖英语读写教程1(通用)》的高校教师提供教学参考。本书的编写依据语篇分析的方法从语篇文体特征入手,力求全方位、多角度、大容量地诠释《大学金砖英语读写教程1(通用)》中的词汇、句型、课文练习等内容。

教学参考书共由9个单元组成,与教材同步,供一学期的教学使用。每个单元主要从课程覆盖(Curriculum Coverage)、主要作用(Key Functions)、主要语法(Key Grammar)三个方面给予每个单元中Text A、Text B和Text C进行详细点拨。单元中的每篇课文都包含以下6个部分:

1. 全方位、精心设计的指导课文阅读和写作的互动教学模式。
2. 对话篇文体特征进行详尽的分析,传递语篇类型和句式特征等方面的信息。
3. 精辟讲解课文中的核心词汇,并根据英语学习和考试中的常见同义、近义词汇和短语,力图从语义和用法上予以简明扼要的辨析,并提供相应的实例,加深学生对其词义的理解,增加语感,也便于教师教学时参考使用。
4. 注释课文难点句、长句。剖析句子结构,理顺语法难点,不断培养和提高学生对于长句、难句的分析能力,从而增强学生的阅读、写作和翻译的能力。
5. 课文参考译文。
6. 习题参考答案。

本书的参编人员皆是具有丰富的英语教学实践经验,多年从事英语专业、公共外语教学的一线教师。她们在承担着繁重的本职教学和科研任务的情况下孜孜以求,一丝不苟地完成了本书的编写工作。对她们为本书付出的辛勤劳动我表示由衷的谢意!

由于编者水平有限,在教材的编写内容上难免存在瑕疵或纰漏,编者诚恳希望使用本书的教师、学生提供宝贵意见。

主编 王健坤

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Unit

1

Beginning of a New Life

Curriculum Coverage

- Read and find information in *Entering University, Of Studies* and *Reflections on Life*, and try to understand main points in the articles on how to meet your new challenges when you enter a university, how to study well and how to develop a more positive attitude toward life. Learn to write an expository paper about how young adults begin to lead a new and meaningful university life.

Key Functions

- Explaining a monumental change in life, the true meaning of studies as well as a positive attitude toward life.
- Using process, classification and division, comparison and contrast, cause and effect to expound how to begin a new life and adopt a healthy and meaningful life style.
- Giving enough facts and views in the proper order of logical sequence depending on the nature of a meaningful life.

Key Grammar

- Review and practice tenses:
the simple present tense, the simple future tense, the present perfect tense
- Phrases and expressions:
fade away, rely on, strike out, originate in, take for granted, be apt to, long for, hold sway
- Discourse skills
 1. Demonstrative reference:
*A monumental change... **This** change... (Text A: Para.3-4)*
 2. Comparative reference:
*For most students, ...However, for **others**,... (Text A: Para.5)*

3. Complex enhancing sentences:

However mean your life is, meet it and live it; (condition: concessive) (Text C Para.1)

*I have sought love, first, **because**...* (cause: reason) (Text C: Para.6)

...if a man write little, he had need... (condition: positive) (Text B: Para.3)

4. Parallel structures:

...if...if...and if...but...So...So... (Text B: Para.3)

...because..., ... because..., because... (Text C: Para.6)

Text A Entering University

Reading Instruction

Pre-task activity

Encourage learners to ask each other:

- Who are constantly finishing the scribing of one chapter of our lives and moving on to writing new ones?
- What can be the first real change that young adults experience without the emotional support of their close friends and family?
- Why do young adults need to leave the safety net of their families and friends and strike out on their own to see what possibilities lie in the outer bounds of their imagination?

Task

Discuss in small groups of four about the main idea of the text:

- What do you feel when you left home for the first time to go to university?
- How will you face the new challenges in the new environment?
- Do you think entering university an exciting time or lonely and hard to adjust to?
- How do you like to take advantage of all the opportunities or new experiences to adjust to new university lifestyles?
- What do you think it worth doing to avoid forming an unhealthy lifestyle when you

- experience this particular life transition?
— What should you do to adapt to a new life if you are a astute student?

Extension

Learners discuss what made them choose the university they've entered and how they should do to make good use of the university time. Talk about the topic "Entering University Can Be Exciting and Stressful".

Reference source: <http://www.publicaffairs.ubc.ca/ubcreports/2007/07aug09/entering.html>

Writing Instruction

Pre-task activity

In pairs or small groups, ask learners to write a paragraph of 50-100 words about how to meet the challenges in a new university. Pay attention to using discourse clue markers in their writing.

Task

Ask learners to work in pairs and discuss how to express one clause extending another. We can do this by adding something new to it. For example, the word "*however*" is one of the cohesive expressions of adversative additions. In a text, this kind of discourse clue marker can help the movement from one sentence to the next to flow smoothly and logically. Its function is to indicate the logical meaning and relation between sentences. There are other cohesive expressions such as "*in addition*", "*moreover*", "*on the other hand*" and so on.

Ask learners to practice writing a short paragraph using the above discourse markers about how to begin a new university life.

Extension

In small groups, learners can take it in turns to read out the text. After that, some learners can ask one student some questions according to each paragraph, and the student being asked can answer them based on the text learnt or his own opinions. His

statement must be logical and coherent. His topic also can be around "The Effects of Entering a University".

Reference source: http://www.eslbee.com/effects_of_entering_a_university.htm

Stylistic Analysis of the Text

The text is an expository paper exploring going to college or university which is a monumental change that happens for many of us in our young adult lives. The author begins the process of entering university by comparing life's change with an ocean sea. Then the text is developed around the change which may bring young adults many difficulties such as leaving the safety of their families and good friends. Through contrasting the different lifestyles two kinds of students may choose the author makes his viewpoint clear that as long as a student remains focused on the larger goal, they will achieve it and meet a bright future. The simple present tense has been found in the most part of the text, which shows this tense is widely used in the style.

Words, Phrases and Grammatical Points

1. **monumental** /ˌmɒnju'mentəl/ *adj.* very big 巨大的: It is a *monumental* waste of time. 那是时间的巨大浪费。
2. **commence** /kə'mens/ *vi. & vt. FORMAL* [正式] to begin something 开始, 着手: We will *commence* building work in September of next year. 我们将于明年九月开始破土动工。
同义辨析 **begin, commence, start, initiate** 均指开始。**begin** 为本组动词中含义最广的词, 指任何进程的第一步骤, 如 I'll *begin* thinking on the matter right now. 其反义词为 *end*。**commence** 比 *begin* 正式, 多用于法律方面, 如 We *commenced* a lawsuit yesterday. 其反义词为 *conclude*。**start** 强调起始点, 如 My mother *started* the washing machine working by pressing a button. **initiate** 创始发起, 只着重某进程的最初步骤, 如 He *initiated* the reform but the committee instituted them. 其反义词为 *continue* 或 *maintain*。
3. **strain** /streɪn/ *vi. & vt.* to become stretched or to experience stress or to make something do or experience this (使) 紧张, (使) 承受压力; 拉紧; 损伤: My daughter has put on such a lot of weight recently—that dress is *straining* at the seams. 女儿最近胖了很多——那条裙子穿上后紧绷绷的。// Don't read in the dark—you'll *strain* your eyes! 不要在黑暗中看书——会伤害你的眼睛!

补充词义 *n.* a force that stretches or puts pressure on something causing damage 压力;

张力；作用力：Their constant arguments were putting a *strain* on their marriage. 他们持续不断的争吵使他们的婚姻关系非常紧张。

4. **soothe** /su:ð/ *vt.* to make someone feel less worried 安慰：She tried her best to *soothe* the crying baby. 她全力使哭闹的婴儿安静下来。

5. **pitfall** /'pitfɔ:l/ *n.* a likely mistake or problem in a situation 隐患；陷阱：There's a video that tells new students about *pitfalls* to avoid. 有一部录像告诉新生应避免的错误。

6. **astute** /ə'stju:t/ *adj.* clever and quick to see how to take advantage of a situation 敏锐的；精明的：He is an *astute* observer of human behaviour. 他是人类行为的敏锐观察者。

同义辨析 **shrewd, astute** 均指敏锐的、明智的。**shrewd** 指天生聪明的、机灵的，具有神奇的洞察力的，通常也指精明而讲究实际的，如 He was shocked with her *shrewd* remarks. **astute** 指因博学、成熟而产生的透彻而深刻的悟性，如 We should make an *astute* assessment of the strengths and weaknesses of the plan.

7. **fade away**: to slowly disappear, lose importance or become weaker 逐渐消失；变得无足轻重；变弱：As the years passed, the memories *faded away*. 岁月流逝，那些记忆都淡忘了。

扩展短语 **be fading away/fast**: to be growing weaker and thinner and to be likely to die soon 变得虚弱；奄奄一息

8. **rely on**: to trust someone or something or to expect them to behave in a particular way 信赖，信任；指望：British weather can never be *relied on*—it's always changing. 英国的天气向来靠不住——它总是变幻无常。

同义辨析 简单地说 **rely on** 侧重于“依赖，依靠”，**depend on** 侧重于“取决于”。

9. **strike out**: to start doing something new, independently of other people 独立开创新事业；自立谋生：After working for his father for five years, he felt it was time to *strike out* on his own. 他在为父亲工作了五年之后，感觉到是该自己独立开创一番事业的时候了。

扩展短语 **strike sb. down**: to cause to die suddenly or start to suffer from a serious illness 使某人猝然死去；使某人病倒 // **strike on/upon sth.**: to discover or think of something 发现；想起 // **strike back**: to attack someone who has attacked you 反击，回击

10. **Human evolution is the process of growing older by moving forward that lasts for the entirety of our lives. (Para.2)**

解析 that lasts for the entirety of our lives 是定语从句修饰 process。

11. **If we choose to move away from our hometowns, which many of us do, the vast distance between the life we had and the life we will build forces us to shoulder burdens and deal with challenges that some students handle better than others. (Para.3)**

解析 本句是一个以 if 引导的条件状语从句，主句为 the vast distance forces us to shoulder burdens and deal with challenges。

12. **Friends we once relied on for moral and emotional support have to be replaced with**

new friendships whose bonds can be bound in closer proximity to our new station. (Para.4)

解析 句中 we once relied on for moral and emotional support 是定语从句, 修饰 friends。主句为 Friends have to be replaced with new friendships。其中 friendships 后面的成分为它的后置定语从句。bound 一词为动词 bind 的过去分词, 意为“stick to firmly 结合”。in closer proximity to 意为“being nearer 靠近”。

- 13. However, for others, the gravity of this particular life transition can lead to lifestyle choices that are not healthy and will prove undesirable if they become habit forming as they age into young adults. (Para.5)**

解析 该句为简单句, 其中包含一个由 if 引导的条件状语从句的复合句作为 choices 的定语从句。状语从句中 forming as they age into young adults 为后置定语, 修饰 habit。gravity 意为“heavy pressure 压力”。

- 14. To reach our highest potential we must learn to leave the safety net of our families and friends and strike out on our own to see what possibilities lie in the outer bounds of our imagination. (Para.6)**

解析 句中有两个由 and 连接的并列谓语 learn to leave 和 strike out。其中 what possibilities lie in the outer bounds of our imagination 作动词 see 的宾语。bounds 意为“limits 界限”。



Reference Version of Text A

步入大学

- 【1】** 人生中关键的恒量就是改变。作为人类, 我们控制着自己生命的开始和结束, 还包括这段时间我们所走过的旅程。“开始至结束然后再开始”是一个简单的短语, 它描述了我们大多数人的生活方式。
- 【2】** 人类的进化是一个不断向前推进的逐渐变老的过程, 这一过程会持续到我们生命的结束。我们不断地谱写生命的篇章, 完成一章后还会继续写新的篇章。就像大海一样, 一浪接一浪的改变会让我们在成长和成熟的过程中从一个阶段步入另一个阶段。
- 【3】** 多数青年人所经历的巨大变化是从高中步入大学。作为普通人, 我们所经历的从高中到大学的转变是第一次真正的改变。那时, 我们感受不到好友和家人对我们精神上的支持。如果我们像许多人一样决定离开家乡, 那么我们已有的生活和将要构建的生活之间的鸿沟会迫使我们肩负责任, 迎接挑战。在这一点上, 一些同学会比其他同学处理得更好。
- 【4】** 这种转变对于多数学生来说是段艰难的经历。他们第一次离开家人并离开常

在一起的同学。一生的友谊因为距离遥远而发生改变。当回想起妈妈为我们烹制的熟悉的饭菜或是我们最喜爱的静谧的场所或是和爸爸一起度过的学习时光时，我们都会感到无比舒适和安慰。但所有的回忆都将会因为地理距离的遥远而渐渐褪色。我们所熟悉并看来简单的事物突然变得新奇与不同。我们曾经所依赖的并给过我们道德和情感支持的朋友会被新的朋友所取代。新的友谊的建立完全是由于我们离得很近。对于一些学生来说，这次转变是令人激动的时刻，同时也是让他们了解自己个性的时刻。对于其他学生而言，这次转变会让他们感到孤独并很难去适应。

【5】 通常，学生们会不顾一切地利用所有近在咫尺的机遇及新经历来适应大学里崭新的生活方式。对于大多数学生来说，此举是积极的，同时也是青年人以多种形式进行实验过程中健康的一部分。然而，对于其他学生来说，特别的生活转变所带来的压力会令他们选取非健康的生活方式。如果这种生活方式长此已久直至他们成年，并演变成一种习惯的话会对他们十分不利。

【6】 为了避免步入大学门槛后犯意想不到的错误，同学们必须把精力放到自己在那里将努力实现的更远大的目标上。当生活发生改变将要经历新生活时，精明的学生一定要牢记“千里之行，始于足下”。为了发挥我们最大的潜力，我们必须学着离开家庭和朋友的庇护，开辟属于自己的崭新的世界，去见识一下我们无法想象的可能发生的事情。只要我们着眼于结果，前方的行程就不会出轨。

(985字)

Key to Exercises of Text A

II Skimming

Exercises

1. The essential change for young adults is the transition from senior high school to the university.
2. Many students feel it tough to adjust to the new life change because it's the first time for them to leave the safety of their families and long time classmates. They have to face a totally new surroundings and decide everything on their own.
3. We should learn to leave the safety net of our families and friends and strike out on our own to see what possibilities lie in the outer bounds of our imagination.

III Scanning

Exercises

Fill in the blanks with the words or phrases we have learned and change the form where necessary.

- | | |
|------------------------|----------------------|
| 1) <u>stroke out</u> | 2) <u>faded away</u> |
| 3) <u>gone through</u> | 4) <u>lie in</u> |
| 5) <u>rely on</u> | 6) <u>move on to</u> |
| 7) <u>far apart</u> | 8) <u>proximity</u> |

IV Exercises

Reading comprehension

1 T/F. Mark T (True) or F (False) to each statement according to Text A.

- 1) T 2) F 3) F 4) F 5) T

Dealing with key words

2. Blank-filling. Fill the blanks in the following sentences by using the right words given.

- | | |
|----------------------|---------------------|
| 1) <u>challenges</u> | 2) <u>desperate</u> |
| 3) <u>evolution</u> | 4) <u>constant</u> |
| 5) <u>pitfall</u> | 6) <u>soothe</u> |
| 7) <u>bounds</u> | 8) <u>moral</u> |
| 9) <u>potential</u> | |

Structuring sentences

3. Multiple choices. Choose the best answer to each of the questions.

- 1) C 2) B 3) D 4) B 5) A

Matching games

4. Match the words on the right with blanks in the sentences on the left by dragging them over.

- 1) → a 2) → d 3) → b 4) → e 5) → c

V Writing

1. Grammar

▼ Match the advantages of "Going Abroad" to its disadvantages.

- a → e
b → f
c → d