



高等教育大学英语系列教材·网络教学版

INNOVATION  
COLLEGE ENGLISH  
A READING, WRITING  
AND TRANSLATION COURSE

主 编◎王大伟

# 大学英语

## 读写译教程

· 学生用书 ·



华东师范大学出版社

# 大学英语读写译教程 网络版 3

(学生用书)

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# 出版说明

为了满足高等院校大学英语教学改革的需要,我们专门组织编写了这套专门针对应用型本科院校的教材,供高等学校非英语专业本科生及同等程度的学习者使用。

随着全球化的日益发展,国际间的政治、经济、商业和文化交流活动越来越频繁,社会需要既掌握专业技能又懂外语的人才。新时代的大学生必须在学好本专业知识的同时,提高外语水平和实际运用能力,这样才能在激烈的竞争中站稳脚跟。因此我们所编的这套大学英语教材,既包含当前教学所需的最新、实用的内容,又融入新的教学理念和教学方法,以期从容应对日益增长的社会需求。

本套教材的编写十分注重构建真实的交际语境,以学生的需要为中心而设计,强调实用性,即为学生设计贴近实际应用的交际任务,通过互动练习,激发、鼓励学生的自主思考。本教材还通过设置目标、设置问题,让学生在达成目标、解决问题的过程中,以积极主动的态度来达到最佳的学习效果。此外,还特别针对应用型本科院校学生的实际需求,设计了不少生动有趣的模块。这些设计都是为便于学生理解、掌握和运用。

本系列教材邀请来自各高等院校的外语专家组成编写委员会。为了编好这套教材,我们曾多次召开编写会议。北京外国语大学、上海外国语大学、广东外语外贸大学、华中科技大学、华东师范大学、北京交通大学、华南理工大学、华东理工大学、东南大学、四川外国语学院、湖南师范大学、中南财经政法大学、上海理工大学、浙江工商大学、曲阜师范大学、扬州大学、上海海事大学、上海师范大学、北京第二外国语学院、三峡大学、北京师范大学珠海分校、九江学院、黄山学院、安阳师范学院、黄冈师范学院、合肥学院、嘉兴学院等高校的英语教育专家和一线教师,对教材的编写工作提出了宝贵的意见,在此谨表示衷心的感谢。

最后,我们希望本教材能为我国大学英语教学改革和创新作出一点贡献,同时真诚地希望英语教学专家、学者、大学英语教学一线教师以及广大读者对本套教材提出宝贵意见,以便不断改进,精益求精。

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# 前言

本系列第一至四册为读、写、译综合教材,供非英语专业本科学生使用,也可供程度相当的自学者使用。

英语语言基础在大学英语教学中的重要地位和作用是显而易见的。但由于学生入学时英语水平程度差异较大,不少大学英语教材在应用型本科院校中使用起来普遍偏难,教师授课困难较大。针对这些状况,我们编写本系列教材,希望能对解决这些问题作出我们微薄的贡献。

本教程以应用型本科院校学生入学水平的中等程度为起点,即在学习本教程之前,学生已掌握基本的英语语音和语法知识,能认知中学大纲中的大部分英语单词,并在听、说、读、写等方面受过初步训练。在学完本教程后,力争做到:中上等水平的学生在英语语言知识和语言的实际运用能力方面,可以达到大学英语六级的水平;中等水平的学生能够达到大学英语四级水平,能够在工作中运用英语进行与工作相关的交际。

本教程的编写指导思想是全面打好学生英语基础,以课文为中心,由浅入深,循序渐进,进行语法、词汇等基础知识的综合教学;对学生的读、写、译等基本技能进行全面的训练,培养学生准确运用所学知识进行语言交际的能力。

教材的质量关系到国家人才的培养。为了编写出高质量的教材,本教程编写者怀着强烈的质量意识,踏踏实实、一丝不苟地工作,在整体编写中遵循如下理念:

丰富而实用的选材。精读教材课文的核心地位为英语教学所公认,因此我们在选材上付出的努力最多。本教程的所有课文力求内容丰富,题材各异,主题贴近生活与工作实际,视角触及面广,关注实用性。

精心而系统的练习。练习设计的重要性不亚于课文。丰富多样的练习活动能体现各种技能训练的要求,可为学生提供更多提高读、写、译等各项技能的机会,极大地增强学生学习语言的兴趣。

结构清晰,易于教学。教程形式活泼多样,与众不同,图文并茂,互动性强。每册教材的侧重点不同,但注意系统性和独立性的有机结合。本系列教程可成套使用,亦可根据使用者的实际情况选择使用。

本教程共分4册,即每学期一册。第一、二册在学生原有基础上,系统安排语法、阅读和写作等基础语言知识,其内容主要参考《大学英语课程教学要求》所列项目;第三、四册在巩固基本功的基础上,进一步加强语言实际运用能力的培养。每课授课时间可根据教学对象的水平和课程总体安排等情况,由教师酌定。每课内容构成如下:

- 精读课文(生词表、课文、注释、课文理解练习、与课文相关的词汇练习、语法练习)

- 选讲课文(生词表、课文、注释、课文理解练习、课后练习等)
- 语言在用(朗读、综合练习、职业技能)
- 写作专题

与本教程配套使用的视听说教程(1—4)是一套特色鲜明、易学易教的教材。大学英语实践性较强的听说训练均放在听说教材中;视听说教程的主题与读写译教程、学生实际生活、大学英语四、六级考试及各类与工作关系密切的职业英语考试紧密衔接。

最后,本教程在编写过程中得到多位英语教学界专家的支持,在此一并对他们表示衷心的感谢。

大学英语系列教材编写委员会

2013年6月

# 编者说明

本教程偏重实用性,讲究学习效率,特别适合于应用型大学学生。

本教程的课文含有大量实用性材料,包括不少当今热点话题,写作练习也偏重应用,这些因素都有利于提高学生的就业适应性。本教程严格控制课文中的语言难度,绝大部分词汇是大纲内的词汇(只有少量热点新词汇和专用名词超纲),这有利于提高英语学习的效率,提高四级考试通过率。有些精读教材的第一册中便大量出现六级后词汇。某些现行教材中约有1/3的词汇,应用型院校多数学生一辈子也不可能掌握,浪费较大。本教程通过精心选材与编写,避免了这种浪费,确保学生所学内容都是有用的。

## 一、对象

本教程主要为非重点院校本科生编写。现有的大学英语教材主要由名牌大学负责编写,对非重点大学本科生来说,有时难度显得略大。

此外,现有大英教材的课文以文学性、学术性较强的内容为主,有利于学生打下扎实的语言基础,有利于今后考研、考博,而与今后工作岗位直接相关的内容偏少。但非重点院校的大部分毕业生将直接踏上工作岗位,更需要能学以致用用的英语。

有鉴于此,我们编写了一套新教材,根据应用型院校学生实际水平,严格控制语言难度,在课文选择上,对人文性与应用性的材料兼收并蓄,以适度提高学生的就业适应性。

## 二、教材内容与结构

1. 本教程每个单元的阅读文章(以及配套的《视听说教程》中的对话短文)都围绕同一话题而且内容各不相同,便于学生不断深入学习。

2. 教材含有很多实用性、应用性的材料,能让学生学以致用。

3. 本教程不但包括商务英语中的一些话题(如电话、会议、买卖、广告、公司运作等),还注意内容的新颖性,例如包含了电子通讯、次贷危机、房地产、股票等热点话题。

4. 本教程每单元安排3篇阅读课文,分别用于精读、半精读与泛读。

## 三、练习题的编写

1. 练习形式多样化,不但包含精读教材中的常见题型,而且包含各种考试题型。

2. 由于包含了大学英语四、六级考试的题型,所以应试效果较好。

3. 导入部分设计颇具特色的口语练习题,对有些口语题目提供了大量导入性的思考点和语言点,便于学生开展讨论。此外提供了口语问题的参考答案,以减轻教师备课的工作量。

4. 在各种练习题(如语法、短语动词、翻译、作文等)中,穿插了很多与校园生活、职场工作、经济活动相关的实用性例句,让学生尽可能多地浸泡在应用型语言之中。

5. 每个单元在8句汉译英练习后安排了(模拟)同声传译。在教师用书中我们提供

了基本符合原中文顺序的英译文,供教师参考。目前尚无人使用过这种看似十分简单的练习题型,但根据编者和部分同事多年的教学经验,这是使全班集体开口的简单易行的好办法,对活跃课堂气氛大有裨益。

6. 写作部分主要是各种形式的应用型写作练习,包括信函、通知、议事日程、会议记录、备忘录、博客、求职信、简历等。教材先给予指导,再提供写作的样板,最后要求学生自己独立写作。这一部分也包含大学英语四级作文应试指导,提供了实用词语,介绍如何有意识地使用高层次词语以便获取高分,推荐了迅速拓展思路、快速完成作文的具体办法。

王大伟

2013年6月



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# Bookmap

Content	Text A	Text B	Language in Use	Writing
Unit 1	Advertisers' Useful Service to the Community	Articles and Press Releases As Business Promotion	Price	Advertisements
Unit 2	The Art of Negotiating the Lowest Price	The Seller's Strategies for Price Negotiation	Employment	Letter of Counter Offer
Unit 3	GPS Cell Phones	Cell Phones of the Future	Partnership	Letters of Order
Unit 4	Americans' Chinese Restaurants	Chinese Dining: Beliefs and Etiquette	Job Rotation	Dinner Parties
Unit 5	Dealing with Angry Customers	Fix Everything in Two Ways	Job Application	Letter of Complaint and Claim
Unit 6	Sony Faces Stiff Competition	A Threat to the Starbucks Brand	Stock Market	Exposition of Companies and Products
Unit 7	The World Financial Situation	Why Most People Lose Money in the Stock Market	Advertisement	Invitation Letter and Invitation Card
Unit 8	How to Save and Invest Money	Beware of Your Spending	Food Industry	Table and Chart Writing
Unit 9	Environmental Problems	Death by Invisible Gas	Internet	Exposition of the Environment
Unit 10	Noise Pollution	Mental Reasons for Exercise	Office Hour	Letter of Sympathy

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# E-learning (3)

## READING 1

### Autonomous Learning

Autonomous learning (自主学习) is a school of education which sees learners as individuals who can and should be autonomous i.e. be responsible for their own learning climate.

Autonomous education helps students develop their self-consciousness, vision, practicality and freedom of discussion. These attributes serve to aid the student in his/her independent learning.

Autonomous learning is very popular with those who home educate their children. The child usually gets to decide what projects they wish to tackle or what interests to pursue. In home education this can be instead of or in addition to regular subjects like doing math or English.

Strategy training is an important approach to developing autonomy.

### Language learning strategies

The weakness with rote learning is that it implies a passive reading or listening style. Educators such as John Dewey have argued that students need to learn critical thinking-questioning and weighing up evidence as they learn. This can be done during lectures or when reading books.

One method used to focus on key information when studying from books is the **PQRST method**. This method prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam. PQRST is an acronym for Preview, Question, Read, Summary, Test.

1. **Preview:** The student looks at the topic to be learned by glancing over the major headings or the points in the syllabus.

2. **Question:** The student formulates questions to be answered following a thorough examination of the topic(s).

3. **Read:** The student reads through the related material, focusing on the information that best relates to the questions formulated earlier.

4. **Summary:** The student summarizes the topic, bringing his or her own understanding into the process. This may include written notes, spider diagrams, flow diagrams, labeled diagrams, mnemonics, or even voice recordings.

5. **Test:** The student answers the questions drafted earlier, avoiding adding any

questions that might distract or change the subject.

Another method is the Good Language Learner (GLL) Strategies.

1. find a learning style that suits you
2. involve yourself in the language learning process
3. develop an awareness of language both as system and as communication
4. pay constant attention to expanding your language
5. develop the L2 as a separate system
6. take into account the demands that L2 learning imposes

O'Malley & Chamot, however, list maximal strategies as follows.

A.	Metacognitive strategies: 'higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity' (O'Malley & Chamot, 1990, 44)	<i>advance organisers</i> : planning the learning activity in advance — "You review before you go into class".
		<i>directed attention</i> : deciding to concentrate on general aspects of a learning task.
		<i>selective attention</i> : deciding to pay attention to specific parts of the language input or the situation that will help learning.
		<i>self-management</i> : trying to arrange the appropriate conditions for learning — "I sit in the front of the class so I can see the teacher".
		<i>advance preparation</i> : planning the linguistic components for a forthcoming language task
		<i>self-monitoring</i> : checking one's performance as one speaks — "Sometimes I cut short a word because I realize I've said it wrong".
		<i>delayed production</i> : deliberately postponing speaking so that one may learn by listening "I talk when I have to, but I keep it short and hope I'll be understood".
		<i>self-evaluation</i> : checking how well one is doing against one's own standards
B.	Cognitive strategies	<i>self-reinforcement</i> : giving oneself rewards for success
		<i>repetition</i> : imitating other people's speech overtly or silently.
		<i>resourcing</i> : making use of language materials such as dictionaries.
		<i>directed physical response</i> : responding physically 'as with directives'.
		<i>translation</i> : 'using the first language as a basis for understanding and/or producing the L2'
		<i>grouping</i> : organising learning on the basis of 'common attributes'.
		<i>note-taking</i> : writing down the gist etc of texts.
		<i>deduction</i> : conscious application of rules to processing the L2.
		<i>recombination</i> : putting together smaller meaningful elements into new wholes.

续 表

Cognitive strategies	<i>imagery</i> : visualising information for memory storage — “Pretend you are doing something indicated in the sentences to make up about the new word”.
	<i>auditory representation</i> : keeping a sound or sound sequence in the mind — “When you are trying to learn how to say something, speak it in your mind first”.
	<i>key word</i> : using key word memory techniques, such as identifying an L2 word with an L1 word that it sounds like.
	<i>contextualisation</i> : ‘placing a word or phrase in a meaningful language sequence’.
	<i>elaboration</i> : ‘relating new information to other concepts in memory’.
	<i>transfer</i> : using previous knowledge to help language learning — “If they’re talking about something I have already learnt (in Spanish), all I have to do is remember the information and try to put it into English”
	<i>inferencing</i> : guessing meanings by using available information — “I think of the whole meaning of the sentence, and then I can get the meaning of the new word”.
C. Social Mediation strategies:	<i>question for clarification</i> : asking a teacher or native for explanation, help, etc.
	<i>cooperation</i> : working with fellow-students on language

After you’ve read the passage, summarize it in one sentence that includes the main idea (gist) from the text.

## READING 2

Today, there are many avenues open to those who wish to continue their education. However, nearly all require some break in one’s career in order to attend school full time. Part-time education, that is, attending school at night or for one weekend a month, tends to drag the process out over time and puts the completion of a degree program out of reach of many people. Additionally, such programs require a fixed time commitment which can also impact negatively on one’s career and family time. Of the many approaches to teaching and learning, however, perhaps the most flexible and accommodating is that called distance learning. Distance learning is an educational method which allows the students the flexibility to study at his or her own pace to achieve the academic goals which are so necessary in today’s world. The time required to study may be set aside at the student’s convenience with regard to all life’s other requirements.

Additionally, the student may enroll in distance learning courses from virtually any place in the world, while continuing to pursue their chosen career. Tutorial assistance may be available via regular airmail, telephone, facsimile machine, teleconferencing and over the Internet.

Good distance learning programs are characterized by the inclusion of a subject evaluation tools with every subject. This precludes the requirement for a student to travel away from home to take a test. Another characteristic of a good distance learning program is the equivalence of the distance learning course with the same subject materials as those students taking the course on the home campus. The resultant diploma or degree should also be the same whether distance learning or on-campus study is employed. The individuality of the professor-student relationship is another characteristic of a good distance learning program. In the final analysis, a good distance learning program has a place not only for the individual student but also the corporation or business that wants to work in partnership with their employees for the educational benefit, professional development, and business growth of the organization-Sponsoring distance learning programs for their employees gives the business the advantage of retaining career-minded people while contributing to their personal and professional growth through education.

*Choose the correct answer after reading.*

1. According to the passage, which of the following is NOT a disadvantage of part-time education?
  - A) It requires some break in one's career.
  - B) It tends to last too long for many people to complete a degree program.
  - C) It affects one's career.
  - D) It gives the student less time to share with the family.
2. Which of the following is NOT an advantage of distance learning?
  - A) The student may choose his or her own pace.
  - B) The student may study at any time to his or her convenience.
  - C) They can pursue their chosen career while studying.
  - D) Their tutorial assistance comes through regular airmail, telephone, facsimile machine, etc.
3. What benefit will distance learning program bring to a business according to the passage?
  - A) Recruitment of more talented people.
  - B) Good image of the business.
  - C) Better cooperation with universities.
  - D) Further training of employees and business growth.
4. Good distance learning program has the following characteristics EXCEPT \_\_\_\_\_
  - A) distance learning course is the same as students taking courses on campus
  - B) the resultant diploma or degree should be the same as on-campus study
  - C) professor-student relationship is strictly one to one all through the course
  - D) includes subject evaluation tools

5. Distance learning brings \_\_\_\_\_ to an employee of a business.
- A) personal and professional growth
  - B) good relationship with the employer
  - C) good impression on the employer
  - D) higher salary

### READING 3

Many teachers believe that the student should be responsible for learning. 1 a long reading assignment is given, teachers expect students to be familiar with the 2 in the reading even if they don't discuss it in class or take an exam. The ideal student is considered to be 3 who is motivated to learn for the sake of 4, not the one interested only in getting high grades. Sometimes homework is returned 5 brief written comments but without a grade. Even if a grade is not given, the student is responsible for learning the material assigned. When research is 6, the professor expects the student to take it actively and to complete it with 7 guidance. It is the 8 responsibility to find books, magazines, and articles in the library. Professors expect students to be able to exhaust the reference 9 in the library. Professors will help students who need it, but prefer that their students should not be too dependent on them. In the United States, professors have many other duties 10 teaching, such as administrative or research work. Therefore if a student has a problem with class work, the student should make an appointment to see a professor during office hours.

*Choose the correct answer after reading.*

- |                  |                |                |                |
|------------------|----------------|----------------|----------------|
| 1. A. If         | B. Although    | C. Because     | D. Since       |
| 2. A. suggestion | B. context     | C. abstract    | D. information |
| 3. A. such       | B. one         | C. any         | D. some        |
| 4. A. fun        | B. work        | C. learning    | D. prize       |
| 5. A. by         | B. in          | C. for         | D. with        |
| 6. A. collected  | B. distributed | C. assigned    | D. finished    |
| 7. A. maximum    | B. minimum     | C. possible    | D. practical   |
| 8. A. student's  | B. professor's | C. assistant's | D. librarian's |
| 9. A. selections | B. collections | C. sources     | D. origins     |
| 10. A. but       | B. except      | C. with        | D. other than  |

### READING 4

#### The Mystery of Time

If you can read a clock, you can know the time of day. But no one knows what time itself is. We cannot see it. We cannot touch it. We cannot hear it. We know it only by



the way we mark its passing.

For all our success in measuring the smallest parts of time, time remains one of the great mysteries of the universe.

One way to think about time is to imagine a world without time. There could be no movement, because time and movement cannot be separated.

A world without time could exist only as long as there were no changes. For time and change are linked. We know that time has passed when something changes.

In the real world — the world with time — changes never stop. Some changes happen only once in a while, like an eclipse of the moon. Others happen repeatedly, like the rising and setting of the sun. Humans always have noted natural events that repeat themselves. When people began to count such events, they began to measure time.

Humans have used many devices to measure time. The sundial was one of the earliest and simplest.

A sundial measures the movement of the sun across the sky each day. It has a stick or other object that rises above a flat surface. The stick, blocking sunlight, creates a shadow. As the sun moves, so does the shadow of the stick across the flat surface. Marks on the surface show the passing of hours, and perhaps, minutes.

The sundial works well only when the sun is shining. So, other ways were invented to measure the passing of time.

One device is the hourglass. It uses a thin stream of falling sand to measure time. By the eighteenth century, people had developed mechanical clocks and watches. And today, many of our clocks and watches are electronic.

In 1884, an international conference divided the world into twenty-four time areas, or zones. Each zone represents one hour. The astronomical observatory in Greenwich, England, was chosen as the starting point for the time zones. Twelve zones are west of Greenwich. Twelve are east.

The time at Greenwich — as measured by the sun — is called universal time. For many years it was called Greenwich Mean Time.

*Choose the correct answer after reading.*

- Which of the following is TRUE about time?
  - No one knows what time itself is.
  - Time remains one of the great mysteries of the universe.
  - We know it only by the way we mark its passing.
  - All of the above.
- The following natural changes are mentioned in the passage except \_\_\_\_\_.
  - an eclipse of the moon
  - the rising of the sun
  - the setting of the sun
  - the rise and fall of the sea
- How many kinds of devices to measure time are mentioned in the passage?
  - Two.
  - Three.
  - Four.
  - Five.
- The sundial \_\_\_\_\_. Which one is FALSE?