



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 ·



网络版  
2



华东师范大学出版社

# 大学英语读写译教程 网络版 2

(学生用书)

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## 大学英语读写译教程 网络版 2(学生用书)

主 编 王大伟  
项目编辑 李恒平  
责任校对 周跃新  
装帧设计 戚亮轩

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# 前 言

本例第一至四册为读、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学者所公认,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;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

主 编 王大伟

副主编 汪 洋 王同飞

编 者 胡永芳 鲁丽荣 佟和龙 陈 乐

肖 惜 曹静怡 孔玉华



# Bookmap

Content	Text A	Text B	Language in Use	Writing
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Unit 2	Football World Cup; Cultural Sharing	Benefits of Aerobic Exercise	Business words	Sports
Unit 3	Music to Echo Your Mood	The MP3; The Future of Music?	Newest topic: stress	A Plus or a Minus
Unit 4	English Food	Starbucks Coffee History	Business words	Letters of Apology and Explanation
Unit 5	Powerful Tips for Interns	Job Hunting in the New Economy	Job description	Letter of Application for a Job
Unit 6	Holiday Shopping	Guide to Safe Online Shopping	Interview	Letters of Business Enquiries
Unit 7	To Be Hired or To Be Promoted, Attitude Is the Key	Tips for Handling Job Setbacks	Tourism	Business Report
Unit 8	Summertime, the Season to Travel	Home Exchange	Company	Letters Replying to Enquiries
Unit 9	How to Resign Gracefully	Turning The Loss into Your Gain	Entrepreneurship and small business	Résumé
Unit 10	Love Is Just a Thread	Singles Day	Job hunting	Speech (2)

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## E-learning (2)

### READING 1

#### How to be a better language learner for A to Z

By T. Tetzlaff, Appleton North

Avoid heavy reliance on a dictionary.

It shouldn't be your first impulse. Read once, underlining unknown words. Try to guess meaning from context (whole sentence or passage; synonyms, examples, definitions). Use knowledge of "real" world (cognates, derivations, common sense, etc.).

Be assertive. Make and take opportunities to use the language in natural communication both inside and outside of class.

Make phone calls. Ask directions. Read newspapers, books, etc. on topics of interest. Write regularly for your own purpose (letters, notes to self, grocery lists, etc.). Keep a journal in the L2. Think in the L2 whenever possible (cafeteria, restaurant, grocery store, ect.) Talk to yourself (imagine a partner).

Compensate for your lack of linguistic ability:

Use mother tongue occasionally to keep lines of communication open, keep conversation flowing, and elicit help. Ask for help (please repeat, clarify, slow down, give examples). Use mime or gesture (only 35% of message is oral anyway). Re-phrase or choose alternate words or phrases (He's in first grade (year)). Make up new words (air ball, for balloon). Describe the concept for which you lack a word (It's a thing that you use to write notes and homework assignments in (notebook)). Like playing "Taboo." Use hesitation filters when you need time to think (uh ... Let's see ... Hold on a minute ... Just a minute ... Just a sec ... It's on the tip of my tongue ...).

Don't be afraid to make mistakes.

Being afraid is a vicious cycle: You become more inhibited, so you won't speak, and then you finally do speak, you make errors because you haven't practiced. L2 Acquisition is a gradual process; progress comes in stages. Errors are natural, not necessarily permanent, and not a sign of intelligence or even of comprehension. You may over generalize a rule of transfer or transfer some structure from the L1. There is generally a fixed order of acquisition (articles are usually last). If you make errors, you may be corrected, or you may be able to recognize them yourself and correct them. You can learn

from hearing others' errors too. Your errors can tell your teacher what problems you are having. Your errors help to eliminate faulty hypotheses and change them.

Evaluate your own progress.

Set modest goals, write them down, check them periodically, and adjust them. Compare your progress in specific, measurable (not global) terms: Do NOT ask, "Am I a better speaker of Spanish now?" or "Do I understand Spanish better?" ASK "Do I pronounce / ch / better?" or "Has my intonation improved?" "What % of a magazine article do I understand now as compared to one month ago?" "Do I understand my teachers instructions better now?"

Forget about your age or aptitude when learning a foreign language.

It's too late to worry about age. You can compensate for aptitude by being assertive, being persistent, and approaching the L2 systematically.

Guess when in doubt.

You are not powerless. Use extra-linguistic rules to interpret (facial expressions, gestures, real world knowledge of human behavior, etc.).

Hypothesize: Before you read a grammar rule, try to formulate it by yourself by analyzing the examples (inductive).

Use creative construction. If you are wrong, it's not a problem. It gets corrected and at least you have started the process, so you 're more likely to remember the rule.

If you don't understand say so.

You don't gain anything by pretending to understand because then you'll get no repetition or paraphrase.

Just be persistent!

Remember that language learning is a gradual process that moves through stages and takes time. There are no miracles or no shortcuts, so ignore ads in magazines that promise them.

Keep a language diary.

Keep track of you language strategies, progress, expressions, discoveries, and experiences. The more aware you are of you learning process, the more you can help yourself to increase productive behaviors and decrease nonproductive ones.

Limit your expectations to those that are reasonable and attainable and be patient.

Some common myths are that you should: understand 100 %, speak fluently in three months, and feel you are progressing all the time. Rather, you should expect to regress, to experience plateaus, to make more progress in the beginning stages than advanced levels.

Memorize creatively by using images, rhymes, sounds, colors, etc.

The brain can store 100 trillion bits of information-but the problem is in the retrieval and coding system. Verbs in red, nouns in blue, adjectives in green, adverbs in yellow, ect. Use context clues. I before E except after C.

Negotiate with your teacher when you want errors corrected.

Teacher's don't want to lower your confidence (or raise your affective filter-Krashen). Acquisition takes place when focus is on meaning and communication. Tell your teacher when you want correction, how much and what kind (i.e. only with vocabulary, grammar, or pronunciation, etc. Or only after class, during break, in conference, during a particular class, ect.) Be sure you understand the teacher's corrections. After correction, use the form again to reinforce correction.

Open your mind and develop a better attitude toward the native speakers and their culture.

"A mind is like a parachute: It only functions when open." Accept native speakers as being like oranges compared to the apples of your culture. Remember that differences are not bad or good-they just are, and there are always reasons why people

(individuals and cultural groups) behave as they do.

Praise yourself in writing.

Writing it down reinforces the praise. "It was hard for me to talk in class today, but I tried." "I'm doing the best I can." "I understood 75% of today's lecture."

Quit making excuses.

If you are not making improvements in the foreign language, before blaming your teacher or the textbook, ask yourself if you are using the strategies of a good language learner. That is: Is your attitude positive? Are you really working hard? Are you taking risks? Are you taking advantage of every opportunity to practice? Are you making hypotheses? Are you trying not to translate?

Relax before you go to class and doing homework assignments.

Breathe deeply; Meditate; > Listen to classical music; Laugh; sit in comfortable chairs; use dim lights

Study with a partner or in groups.

Language is usually a social and communicative act, which requires interaction. Often two heads are better than one. A partner(s) can reinforce, challenge and clarify, and give opportunities to do the same.

Try not to translate in your head; instead, try to speak spontaneously.

The goal is to make language more automatic. The more translation, the more hesitation. Besides, you know there is rarely a reliable correspondence between one language and another.

Use this list as a checklist, and check it periodically.

Due to cognitive development, adults usually need a systematic, organized approach.

Vocabulary and grammar rules should be recorded in a notebook ... but do it systematically.

Don't just write lists of words; write down the context, the meaning of the word, the types of situations in which it would normally be used, and a new sentence using it.

Wear your successes and reward them.

On a good day, buy yourself an ice cream cone or some other treasured snack, and

say, "This is because I did really well."

EXamine your own language learning strategies, problems, successes and preferences, and talk about them with other students. (Also, learn from the successes of your classmates).

This is called metacognition (talking about language). It makes learning language more conscious. Emulate strategies that others use or which others say work well for them.

Yesterday's material should be reviewed systematically and creatively.

Not just once a day. Review at regular intervals; 15 minutes after class; 1 hour after class; 5 hours after class, next day, etc. By reviewing your learning will spiral.

**ZZZZZZZZZZZZZZZZZZZZZZ ... Wake up!! Don't sleep in class. Perform every class activity.**

Even when the teacher calls on someone else, try to answer the question in your head or write it down.

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

## READING 2

## Helping Remember New Words

By Jack C. Richards

1. One of the most difficult tasks facing a language learner is remembering the new words one encounters (遭遇, 遇到) in lessons. Before I discuss a simple technique to help remember new words, however, a word of caution (提醒, 警告). Every language contains more than 100,000 words, but many of these words are not used very frequently. Native speakers regularly use only a small number of the total words in their language, perhaps only 5000 or so, although they may understand many more than that, depending on their educational level and the amount of reading they do. So for a student the first question to consider when meeting a new word is, is this word one that I should try to remember? You can answer this question by thinking about the equivalent (等价物, 相等物) of the word in Chinese. Is this a word that I will find useful in the future? If your answer is yes, then the word is a target for remembering. Keep in mind that a target of 30 or so new words a week for active learning is probably a realistic (现实(主义)的) target for most language learners.

2. One useful way of remembering new words is to keep a vocabulary book, in which you record and classify new words and phrases. Any kind of notebook will do for this purpose, but a pocket-sized book with thick covers that can be easily carried around is preferable (更可取的, 更好的). You can use your vocabulary book to study words in spare moments, such as when you are traveling on the bus.

3. When you start keeping a vocabulary book it is important to organize the new vocabulary clearly. There are three main ways you can record it:

1. Write down all the important new words from one unit of a book together on the same page.
2. Organize your vocabulary book alphabetically (字母顺序地, 字母地).
3. Keep sections of your vocabulary book for different areas you may be studying, for example physics, or for hobbies like photography.
4. You must then decide how to enter each word. If you want to use the word or phrase correctly in the future, you will need to record more than just the meaning or a translation. You should think about these points.

1. Is the word a noun, verb, adjective etc.?
2. If it's a phrase, have you entered the complete phrase?
3. Will an example help you understand and remember its use?
4. Is there any other useful information you need to record about the word?
5. The important thing to remember is to choose your words carefully, and then to review your entries (条目) from time to time to make sure you can remember these words. If you keep a vocabulary notebook in this way you will find that your vocabulary will increase more rapidly and you will be more successful at remembering words you come across in your textbook or elsewhere.

*Choose the correct answer after reading.*

1. We learn from the first paragraph that \_\_\_\_\_.
  - A) Every language contains 100,000 words or so.
  - B) Native speakers pay no attention to the low frequency words.
  - C) It's suggested in the passage that there is no need to remember every new word you come across.
  - D) For most language learners, they should remember at least 30 words.
2. By saying 'You can answer this question by thinking about the equivalent of the word in Chinese, the author means that \_\_\_\_\_.
  - A) You should try to remember the Chinese meaning for the word.
  - B) You should give an example in Chinese to help you remember the new word.
  - C) In Chinese you can know the word is a noun, or a verb, or an adjective etc.
  - D) By deciding if the Chinese meaning for the word is useful or not, we can choose which English word should be remembered carefully.
3. According to the passage, one useful way of remembering new words is to \_\_\_\_\_.
  - A) study the words in spare moments, say, traveling on the bus.
  - B) take a pocket-sized dictionary along with you.
  - C) keep in mind that a target of 30 or so new words a week.
  - D) keep a vocabulary book, recorded and classified by yourself and review it from time to time.
4. Which statement is NOT true according to the passage \_\_\_\_\_

A) Write down the important new words from one unit on the same page.

B) You must pay special attentions to sections for physics, or for hobbies like photography.

C) To use the word or phrase correctly, only know the meaning or a translation is not enough.

D) Organize your vocabulary book in the order of 26 letters.

5. The passage mainly discusses that \_\_\_\_\_.

A) The most difficult task facing a language learner is remembering new words.

B) Choose your words carefully, and then to review your entries.

C) A simple technique to help remember new words.

D) An easily carried pocket-sized book with thick covers is preferable.

### READING 3

There are only so many hours in a day, a week, and a term. You cannot change 1 hours, but you can decide how to best use them. To be successful in school, you must carefully 2 your study time. Here is a strategy 3 doing this.

4 a term, prepare a Term Calendar. Update it as the term goes on. Each 5 before a school week, prepare a Weekly Schedule. Update it as the week goes on. Each 6 before a school day, prepare a Daily Organizer for the next day. Place a ?? 7 each thing to do as you 8 it.

Your Weekly Schedule should have more details than your Term Calendar. Your Daily Organizer should have more details than your Weekly Schedule. 9 a Term Calendar, a Weekly Schedule, and a Daily Organizer will help you 10 your time.

*Choose the correct answer after reading.*

1. (A) a number of      (B) numbers of      (C) the number of      (D) number of
2. (A) manage      (B) conduct      (C) operate      (D) direct
3. (A) with      (B) against      (C) over      (D) for
4. (A) At the end of      (B) At the beginning of  
(C) In the middle of      (D) In the course of
5. (A) Tuesday      (B) Sunday      (C) Wednesday      (D) Thursday
6. (A) evening      (B) morning      (C) afternoon      (D) midnight
7. (A) about to      (B) near to      (C) next to      (D) as to
8. (A) realize      (B) perform      (C) accomplish      (D) fill
9. (A) Using      (B) Being using      (C) Used      (D) Being used
10. (A) make a big difference of      (B) make fun of  
(C) make a significant sense of      (D) make the best use of



## READING 4

Read the following passage. Decide the sentences (1—6) “Right” or “Wrong”. If there isn’t enough information to answer “Right” or “Wrong”, choose “Not Given”.

### Why Seeing Is Succeeding

Robert Celik of the New York Business Institute tells:

There are some executives who get it right. They launch winning products, and have a feeling for what customers like and dislike. They do not depend on research or secondary information, and yet they know the market extremely well.

Take Steve Banks, developer of the best-selling personal finance software, Nicat. He had noticed how difficult it was to use existing software products, and realized there was a gap in the market. Although 51 competing packages were available when Nicat was launched, it quickly succeeded in attracting the majority of customers.

Then consider the JR oil group who learnt that a new chain of hypermarket petrol stations was overtaking its own outlets. The competitor’s success was due to a higher standard of service and facilities. The oil group’s managers could have discovered this by going to observe these stations for ten minutes. Instead the oil group contacted an agency to carry out more market research.

One of the institute’s most striking findings is that the best business strategists see things for themselves. They do not just analyze, but get out into the field with their customers, and gain first-hand experience of their products.

1. Successful executives base their strategies on reliable data about their clients’ requirements.

(A) Right (B) Wrong (C) Not Given

2. Nicat became popular because it was easier to work with than competing products.

(A) Right (B) Wrong (C) Not Given

3. A rival to the JR oil group was performing better because of its pricing policy.

(A) Right (B) Wrong (C) Not Given

4. The JR oil group sent its executives to visit a competitor’s petrol stations.

(A) Right (B) Wrong (C) Not Given

5. The JR oil group changes certain policies in order to recover its market share.

(A) Right (B) Wrong (C) Not Given

6. The New York Business Institute believes that good business people try out their company’s products.

(A) Right (B) Wrong (C) Not Given