



普通高等教育“十五”国家级规划教材

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读写译学生用书

Reading, Writing & Translation (Second Edition)
Student's Book



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新时代交互英语 NEW ERA INTERACTIVE ENGLISH



网络版

3

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《新时代交互英语》*New Era Interactive English*

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《新时代交互英语——读写译（学生用书）》第 3 级

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在经济全球化进程不断加快的今天,如何培养大批具有较高英语应用能力、能适应国际交流需要的各类专业人才,是摆在我国高等教育面前的一个急需解决的课题。为此,教育部启动了“高等学校教学质量与教学改革工程”。“大学英语教学改革”被列入该项工程的首批重点项目。教育部新近制定的《大学英语课程教学要求》(试行)规定我国大学英语的教学目标是“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效的进行口头和书面的信息交流。”在我国现有条件下,只有在更新教学理念,充分利用先进信息技术,尤其是多媒体技术和最大限度地吸收和继承原有的课堂教学优点的基础上,进一步改革大学英语教学模式,发挥多媒体技术在英语学习中的作用,提高学生的学习积极性,使学生能够自主学习、个性化学习和协作学习,才能够实现这一宏伟目标。

在教育部的领导下,清华大学出版社组织美国密歇根州立大学等国内外 30 多家单位 100 多位专家学者开发研制了具有全新教学理念的软件学习系统和立体化教材——《新时代交互英语》(New Era Interactive English)。

《新时代交互英语》根据《大学英语课程教学要求》设计开发,是教育部大学英语教学改革重点项目。她以全新的教学理念、崭新的教学模式和教学内容以及高新技术的渗透与国际尖端教育技术的应用,被列入“十五国家重点图书出版规划”项目,并得到了国家 863 计划、国家信息产业部电子发展基金和国家高新技术产业示范工程项目的大力支持。

《新时代交互英语》由《视听说》与《读写译》两个相对独立、又相互联系的部分组成,主要用于高校非英语专业大学生的基础英语学习。除《视听说》和《读写译》网络课程的学习系统及书本教材以外,《新时代交互英语》还包括“网络辅助平台”、“英语水平测试平台”和“学习资源库”等资源。计算机教学软件包含网络课程的主要内容,可用于局域网或基于 Web 的计算机网上学习,教科书和练习册等用于传统的课堂教学和学生课下练习。网络辅助平台为学籍管理、教学管理、教学评估、信息查询、网上提交与批改作业、信息反馈等服务。测试系统主要为新生进行英语实际水平分级测试,制定个人学习方案提出建议。学习资源库则是为培养学生学习兴趣,扩大学习范围,提供基本的学习援助而设计的。

《新时代交互英语》的主要特点如下:

一、具有世界一流高品质教学资源。《新时代交互英语》的教学内容根据我国最新大学英语教学的要求和中国学生学习英语的特点以及中国学生参加国内外各类英语考试的实际需要,在国际著名的朗文公司和汤姆森学习集团等最新原版录像、教学课件及文字教材的基础上改编而成。教材除了十分注重思想性、人文性、科学性、趣味性以及语言的真实地道、正确实用以外,还十分注重语言应用能力、学习策略、国际交流等能力的培养。另有包含电视报道等在内的大量的录像资料为学生营造语言环境,弥补学生出国机会少,与外国人接触不多、缺少听外籍教师讲课机会等的缺憾。

二、大量使用先进的信息技术。语音识别、语速控制、录音比较、阅读速度的选择与控制、高清晰度视频与音频的传送等技术在《新时代交互英语》中被广泛采用,可满足不同学生交

互式、个性化、自主学习的需求。

三、计算机学习与课堂教学紧密结合。《新时代交互英语——视听说》课程的大部分内容依靠计算机丰富的视频、音频、Flash 等多媒体表现手法以及标准示范、跟读模仿、录音对比、机器判别等技术,激发学生的学习兴趣,充分调动学生的学习积极性,由学生在计算机上进行个性化的自主学习。与此同时,教师的小班辅导、课上与课下的作业和练习、教师的评价及检测等也是听说课程不可缺少的组成部分。而《新时代交互英语——读写译》课程原则上以课堂教学为主,但配合以由机器控制的阅读速度训练、示范朗读、朗诵比较、翻译及注释的链接与查询、作业的判别与提交、相关录像资料的播放与讲解,以及每单元的测试与评估等计算机辅助功能,以弥补课堂教学的某些局限。

四、自主学习和学习过程管理相结合。学生在计算机系统上的学习不受时间地点的限制,但个性化、自主性学习不等于没有教学管理和质量控制的随意学习。为了解除老师对学生跟计算机学英语无指导、无管理、无交互、无质量控制等方面的忧虑,实现对学习过程实时管理与有效的质量控制,《新时代交互英语》的教学软件根据学习并真正掌握外语实际应用能力的内在逻辑和学生的认知规律,对学习过程进行了严格的教学设计,要求学生认真完成每一个学习环节与步骤,并达到预定教学目标的要求,否则系统将提出重新学习的指令或强制性地让学生重新完成作业。

五、注重教学管理和教学相长的原则。教学软件设计通过网络辅助平台将学生的学习时间、学习进度、学习成绩、学习作业、学生与老师约课时间等相关信息及时传递给教师与管理者,便于教师对学生的上机学习的情况进行实时监控,并对其进行有针对性的辅导和管理。学生也可通过网络辅助平台,根据教师信息选择自己信任和喜欢的老师上课。通过网络辅助平台,还可以进行网上答疑,网上提交作业,对教学和教师进行评估等多项交互活动。

六、实时的形成评价和阶段性测试相结合。教学软件除了能及时、客观、公正地自动生成学习反馈和评价意见之外,还分别在《视听说》和《读写译》课程当中的不同单元、阶段及级别上设置了主客观测试题,为学生寻找薄弱环节、总结经验、适应考试、调整学习计划与方法提供良好的手段。

七、注重基础,培养兴趣。整个学习系统除了含有大量的课程内容以外,还配有电子词典、语音库、语法库、词汇表、录像片断、补充阅读等丰富的学习资源,为学生学习更多的知识提供方便。

八、整套教材还具有表现形式立体多样,活泼新颖,技术性强,安全可靠,简单易操作等特点。

综上所述,《新时代交互英语》是一套采用先进信息技术和最新多媒体教学资源的全方位立体化新型教材。我相信该教材会给广大师生带来新的感受,推动学生英语听说以及读写译实际应用能力的提高。同时我也期待《新时代交互英语》的出版与使用为我国大学英语教学改革做出新的贡献。

由于《新时代交互英语》的研发是一个新的尝试,系统中难免会存在缺点和不足,望专家学者及广大师生不吝赐教。

李萌华

2003年11月16日

《新时代交互英语》是一套根据教育部最新《大学英语课程教学要求》开发编写而成的系列教材,主要供大学英语基础阶段使用。本系列教材由《视听说》系列、《读写译》系列以及配套的基于网络的多媒体学习课件和多媒体教学资料组成。

《新时代交互英语》体现了最新大学英语教学的指导思想,即强调培养学生的英语听说能力,以及读写译英语综合应用能力,适应立体化、网络化、个性化英语教学和学习的实际需要。

《新时代交互英语》无论是主要基于计算机网络课程的《视听说》系列,还是主要基于课堂教学的《读写译》系列,其内容都充分体现个性化,考虑不同起点的学生,既照顾起点较低的学生,又给基础较好的学生以充分发展的空间。

《新时代交互英语》提供了全新的教学模式,即以现代信息技术,特别是网络技术为支撑,使教学朝着多元化、主动式学习的方向发展。新的教学模式体现了英语教学的实用性、文化性和趣味性融合,充分调动了教师和学生两个方面的积极性,确立了学生在教学过程中的主体地位。

《新时代交互英语》遵循以学生发展为本的理念。强调教材内容从学生的学习兴趣、生活经验和认知水平出发,倡导体验、实践、参与、合作与交流,发展学生的综合语言运用能力。

《新时代交互英语》的《读写译》系列教材根据清华大学出版社独家引进的《博采英语》改编而成。本系列教材具有以下鲜明特色:

1. “母本”教材精准时尚,原《博采英语》贯穿新的外语教学理念,由国外优秀外语教学专家编写而成。它选材精当,语言真实地道,知识内容丰富,内涵深刻又具亲和力。

2. 读写译三种语言技能有机结合,相互渗透,使学生能在每一单元里将各单项能力融会贯通,从而提高学生的实际运用能力。

3. 教材十分注重培养学生在读写译三方面掌握正确的学习策略,以提高学习效率和学习能力。

4. 课堂活动及课后练习丰富多彩。本教材强调以学生为中心,所设计的课堂活动巧妙生动,能大大提高学生的学习兴趣。所设计的练习有的放矢,能使学生在完成练习及测试的过程中掌握和巩固所学内容,并养成良好的学习习惯。

5. 提供主体式多方位的教学方式。使用本系列教材时,教师可采用多种教学手段。与平面教材配套的有多媒体教学课件,还配有 CNN 录像节目。这样的多种教学方式不仅可以摆脱枯燥乏味的学习过程,还可以通过录像节目深入了解不同国家社会的方方面面,从而提高学生的文化素质。

6. 改编工作思路明确,教材设计扬长避短。参加此次教材改编工作的是在二十多所重点大学长期从事大学英语教学工作的经验丰富的教师。他们知道中国大学生英语学习的难点所在,了解影响中国大学生学好英语的心理障碍,因而能够最大限度地利用“母本”教材的诸多优势,配之以适合中国大学生特点的多种练习,实现了“强手联合,创出精品”的目标。

7. 语言学习与文化摄取并重,本套教材选材合理得当,内容丰富翔实,涉及不同国家的经济、政治、科技、文化生活等方方面面,这就使学生在切实掌握语言的同时充分接触异域风情和外来文化。书中语言与文化的结合自然贴切、水乳交融,这样的背景文化为学生学习语言提供了更加真实的语言场景,也激发了学生学习语言的兴趣。

《新时代交互英语——读写译》系列的结构如下:每级 10 个单元。每单元从读、写、译三方面循序渐进地提高学生的语言技能。

其中,阅读部分包括五个方面内容:

(1) 语言学习方法 (Language Learning Strategy): 旨在帮助学生最大程度地掌握所学的知识,并为他们提供使用的机会。

(2) 阅读材料 (Reading): 包括主课文和副课文共两篇文章。文章涉及各类文体,题材触及国际社会共同关注的教育、卫生、环保、高科技、社会保障等方方面面。每篇文章都有课前预备练习 (Getting Ready to Read)、阅读 (Read) 和课后练习 (After You Read),旨在提高学生对文章的理解并使熟练掌握本课出现的词汇语法等现象。

(3) 录像部分 (Tuning In): 每单元均配有相关的美国有线新闻电视网 (CNN) 节目录像。语言鲜活,具有时代感和趣味性,能引发学生的思考,扩充本单元的阅读内容。

(4) 学习能力培养 (Academic Power Strategy): 旨在教给学生做一名成功的自主学习者所需要的知识与技巧。

(5) 综合能力提高 (Putting It All Together): 这部分内容是在学生学习过一单元之后的一个总结,并且这一部分在本单元已学知识点、语言点的基础上相应地设置了一些拓展练习,这就进一步巩固、加强了学生对所学内容的掌握,进一步提高了学生综合能力。

写作部分也包括五个方面内容:它们分别是语言学习方法 (Language Learning Strategy)、学习能力培养 (Academic Power Strategy)、写作知识 (Writing Knowledge)、语法应用 (Grammar You Can Use) 和写作练习 (Let's Write)。写作知识按照循序渐进的原则在每一单元分门别类地讲解了各种文体的写作方法和技巧,使学生在写作之前就能够做到胸有成竹。其中,语言学习方法和学习能力培养这两个方面与阅读部分的两个方面是相似的。这样设置的目的是为了阅读和写作两个部分互为补充,即通过写作知识的学习提高阅读欣赏的能力,同时,通过阅读再进一步扩展写作知识,提高写作技能。语法应用则是总结了本单元写作中必须或者可能用到的语法重点和难点,以期使学生养成规范写作的习惯。最后的写作练习则是针对本单元已经学过的语言点、语法点、知识点等知识技能进行针对性的训练,将理论与实践完美地结合起来,真正使学生步步为营、稳扎稳打,学一个单元就有一份收获,最终达到提高写作能力和水平的目的。

翻译部分包括两个方面内容:分别是翻译常识技巧 (Translation Skills) 和翻译练习 (Let's Translate)。与阅读和写作部分的形式有所不同的是,翻译部分将每个单元所要涉及的语言、语法的重点、难点以及相关翻译理论和技巧都做了统一归纳,放入翻译常识技巧部分,并冠以分类题目,提纲挈领地对本单元的翻译常识、技能融会在一起,然后通过课后练习加以巩固。这与阅读、写作部分的设计殊途同归,目的就是要使读写译三个部分既各有侧重、各具特色,又环环相扣、不可分割。根据《大学英语课程教学要求》,在编排和体例上比较注重讲解学生翻译中实际出现的问题,以及如何解决这些问题的能力。特别需要指出的是,本部分汉译英的例句大多为母语是英语的译者所译,是原汁原味的英语。

学完每个单元之后,学生都要在网络教学课件上完成一个单元测试,而在学完每个级别(每册书)之后,要完成一个级别测试。教学课件会及时提供单元测试和级别测试的反馈信息与测试报告,学生和教师可通过教学辅助平台随时查询成绩记录。测试试卷及时考查了学生在每单元或每个级别的阅读能力、语法词汇的掌握、写作技能和翻译技能。其题型新颖,测试内容合理、有效,对学生参加全国统考或其他考试均有帮助。

教学建议:每单元的授课时间为4学时左右。

《新时代交互英语》是中外专家集体科研,努力合作的结果,它的编写和出版得益于国内外二十多所院校、研究所专家、教授的参与和辛勤工作。加籍专家 Nicola P. Gram 审阅了书稿, Thomson Learning 为课文配制了录音,清华大学出版社的编辑们在整套教材的策划、编写、版式统计等方面做了大量工作,在此编者一并表示感谢。

《新时代交互英语》是一套全新的教材,是我们在大学英语课程建设中所作的一次大胆改革与创新,其中难免有疏漏之处,敬请使用者批评指正。

编者

2003年11月20日

符号说明

SIGNS

1. 圆括号()
 - 1) 词义的一部分。例如:(使)离开,意思是“离开”,“使离开”。
 - 2) 说明和注释。例如:semester (美)学期;Crete 克利特岛(位于地中海东部,属希腊)。
2. & 号用于表示其前后两部分是任意关系。
例如:individual *n. & a.*表示该词条可用作 *n.*或 *a.*。
3. / / 内是国际音标。例如:distract / di'strækt/
;用来分隔美式英语与英式英语。美音在前,英音在后。
/ɪ/ 既可读做 /i/ 也可读做 /ə/。
/(ə)/、/(r)/ 既可发音,也可省略不读。
4. *号表示该词条为较高要求词汇。
5. ▲号表示该词条为更高要求词汇。
6. ◆号表示该词条为要求外词汇。
7. 单词表中大纲外词汇未做标记。
8. 阅读课文中的生词均以加粗字体显示。
9. 常用缩略符号对照表

<i>a.</i>	adjective
<i>ad.</i>	adverb
<i>n.</i>	noun
<i>prep.</i>	preposition
<i>pron.</i>	pronoun
<i>sb.</i>	somebody
<i>sth.</i>	something
<i>v.</i>	verb
<i>para.</i>	paragraph

《新时代交互英语——读写译》第三级供大学英语第三学期的学生使用。本级共 10 个单元。每个单元由 Part A, Part B 和 Part C 三个部分组成,一般可安排 3~4 个学时完成。

每个单元以“目标设定”(Setting Goals)开始,以便让学生及时了解本单元应掌握的读写译的知识和技巧。

Part A 为阅读部分。包括:

(1) 语言学习方法(Language Learning Strategy):旨在帮助学生最大程度地掌握阅读的知识,并为他们提供使用的机会。

(2) 阅读材料(Reading):包括 Reading 1 和 Reading 2 共两篇文章。文章涉及各类文体,题材触及社会、生活、文化等方方面面。每篇文章都有课前预备练习(Getting Ready to Read)和课后练习(After You Read)。其中 Reading 1 作为主课文学习。其前的预备练习包括 Warm-up,旨在帮助学生对文章的理解,和 Vocabulary Check,以便于检查学生对本篇文章中出现的词汇的掌握。其后的课后练习一般包含 4~5 题,主要考查学生对文章中心和重要细节的理解、对重点词语的掌握以及对重要句型和语法的掌握。Reading 2 可以作为副课文供学生自学用。每篇文章中的生词均用黑体标出。文章后列有该篇文章的生词分布情况,便于了解四级、六级和六级以上的词汇占文章总词数的比例。生词表中对六级及六级以上词汇用特殊符号注出。

(3) 录像部分(Tuning In):选自与本单元话题相关的美国有线电视新闻网(CNN)节目录像,并配有练习。可作为阅读的扩充内容,进一步发展学生的语言技能。

(4) 学习能力培养(Academic Power Strategy):旨在教给学生进行自主学习所需要的知识与技巧。

Part B 为写作部分。每个单元包括:

(1) 语言学习方法(Language Learning Strategy):旨在提供常见的写作方法和技巧。

(2) 学习能力培养(Academic Power Strategy):旨在教给学生做自主学习者所需要的知识和技能。

(3) 语法指导(Grammar You Can Use):帮助学生巩固与写作相关的语法知识。

(4) 写作知识(Writing Knowledge):以便学生了解不同文体的写作常识。

(5) 写作练习(Let's Write):包括两个练习。一个练习围绕着阅读单元的主题展开,而另一个练习重在将 Writing Knowledge 部分的知识点应用在实际写作中。

Part C 为翻译部分。包括翻译技巧的讲解和练习。练习中配有提示,如在有关词下划横线,以便学生掌握重点,做到自我检查。

热忱欢迎对本书的缺点和不足之处提出批评和指正。

CHAPTER

1 A Campus of Readers

Page 1

2 The Road Ahead

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SKILLS FOCUS

- Expressing the main ideas in readings to others
- Asking questions before you read in order to focus your reading
- Using an ESL learner's dictionary
- Predicting your audience's reaction to your writing
- Budgeting your time efficiently when writing an essay
- Learning how to make classifications in your writing
- Learning useful expressions for classification

SKILLS FOCUS

- Identifying a writer's audience & purpose
- Learning to use figurative language
- Keeping a Vocabulary Log
- Using topic sentence outlines to check the organization and content of your essay
- Editing your writing one line at a time
- Writing on computers carefully
- Learning how to write comparisons (1)
- Learning useful expressions for comparison

LANGUAGE LEARNING STRATEGIES

- Express the main ideas in the readings to determine whether you have understood the passage
- Ask questions before you read in order to focus your reading
- Use an ESL learner's dictionary
- Predict your audience's reaction to your writing

LANGUAGE LEARNING STRATEGIES

- Identify a writer's audience and purpose to help you enjoy, understand and remember what you read
- Learn to use figurative language to help you to recognize a writer's meaning and feel eager to read on
- Use topic sentence outlines to check the organization and content of your essay
- Edit your writing one line at a time

ACADEMIC POWER STRATEGIES

- Set goals to break down your learning into smaller, more manageable parts
- Budget your time efficiently when writing an essay

ACADEMIC POWER STRATEGIES

- Keep a vocabulary notebook in order to enlarge your vocabulary and to handle college-level reading and writing
- Write on computers carefully

CNN VIDEO CLIP

- "Adult Illiteracy"
- English learners depict the challenges and benefits of learning to read and write as adults

CNN VIDEO CLIP

- "Wireless Trends"
- Experts demonstrate a range of new products that use wireless technology, from hand-held computers to eye-recognition software

READING

- Reading 1: Reading for Pleasure Versus Reading for Learning
- Reading 2: Ten tips for Reading College Textbooks

READING

- Reading 1: Site-Seeing on the Internet
- Reading 2: Mapping Cyberspace

WRITING

- Learn how to classify factors
- Learn useful expressions for classification

WRITING

- Learn how to write comparisons (1)
- Learn useful expressions for comparison

TRANSLATION

- Cohesion and coherence

TRANSLATION

- Free from the original text

3 Tales of the Sea

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4 Is Your Food Safe?

Page 61

SKILLS FOCUS

Building up your reading rate
 Creating a study schedule
 Synthesizing material from different sources
 Using directed freewriting to help develop ideas for writing
 Writing summaries of what you read to remember information
 Managing a large amount of information by making a chart that summarizes the information
 Learning how to write comparisons (2)
 Using adjective clauses (1)

SKILLS FOCUS

Utilizing visual features in readings
 Using word part clues for word meanings
 Making a list or diagram of your essay's organization to help you write
 Finding problems in your writing by reading the writing aloud
 Participating in study groups to get different perspectives and to help you remember information better
 Learning how to write comparisons (3)
 Using adjective clauses (2)

LANGUAGE LEARNING STRATEGIES

Build up your reading rate in order to handle a heavy academic reading load
 Synthesize ideas from different sources and draw conclusions supported by different events and viewpoints
 Use directed freewriting to help develop ideas for writing
 Write summaries of what you read to remember information

LANGUAGE LEARNING STRATEGIES

Utilize visual features in reading as they identify, repeat, or summarize important information
 Use word part clues for word meanings in readings
 Make a list or diagram of your essay's organization to help you write
 Find problems in your writing by reading the writing aloud

ACADEMIC POWER STRATEGIES

Create a study schedule in order to handle a heavy academic load
 Manage a large amount of information by making a chart that summarizes the information

ACADEMIC POWER STRATEGIES

Use government online and print resources to get more information
 Participate in study groups to get different perspectives and to help you remember information better

CNN VIDEO CLIP

"Dog at Sea"
 A dog endures the challenges of the sea after he is left alone aboard his owners' motorboat

CNN VIDEO CLIP

"Anatomy of a Breakout"
 A description of an incident that was caused by food poisoning in a small town

READING

Reading 1: The Story of the Titanic: "A Night to Remember"
 Reading 2: The Story of the Titanic: "Abandon Ship"

READING

Reading 1: Microbes and Food Safety
 Reading 2: Can Your Kitchen Pass the Food Safety Test?

WRITING

Learn how to write comparisons (2)
 Use adjective clauses (1)

WRITING

Learn how to write comparisons (3)
 Use adjective clauses (2)

TRANSLATION

Limits of a translator's freedom

TRANSLATION

The value of dictionaries

5 The Gender-Role Revolution

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SKILLS FOCUS

Identifying causes and effects in readings
 Creating graphic organizers
 Recognizing and using bibliographic citations
 Reading your essay aloud to revise
 Editing your nemesis errors separately
 Finding ways to overcome “writer’s block”
 Learning how to write definitions
 Using adjective clauses (3)

LANGUAGE LEARNING STRATEGIES

Identify causes and effects in readings
 Create graphic organizers to help visualize and remember important ideas
 Recognize bibliographic citations and make similar uses
 Read your essay aloud to revise
 Edit your nemesis errors separately

ACADEMIC POWER STRATEGIES

Identify causes and effects in readings and apply them in your writing
 Use graphic organizers to present relationships between ideas, etc.
 Use bibliographic citations appropriately
 Find ways to overcome “writer’s block”

CNN VIDEO CLIP

“Working Women”
 About the worldwide situation of working women

READING

Reading 1: Women’s Changing Roles
 Reading 2: The Sex-Role Revolution

WRITING

Learn how to write definitions
 Use adjective clauses(3)

TRANSLATION

The limitations of dictionaries
 Use English-English dictionaries for meanings

6 Media and Culture

Page 111

SKILLS FOCUS

Confirming Predictions
 Distinguishing Fact from Opinion
 Recognizing a Writer’s tone
 Synthesizing material from different sources
 Making new material personally meaningful in order to remember it better
 Highlighting information in a text to prepare for writing
 Alleviating your stress by figuring out what causes your stress

LANGUAGE LEARNING STRATEGIES

Distinguish fact from opinion in order to make clearer judgments
 Group words into similar domains, or fields, to effectively remember new vocabulary
 Make new material personally meaningful in order to remember it better
 Highlight information in a text to prepare for writing

ACADEMIC POWER STRATEGIES

Decide in advance how you want to participate in class discussions
 Make relevant comments about the topic
 Alleviate your stress by figuring out what causes your stress

CNN VIDEO CLIP

“Violent Teens”
 A discussion of Cause for teen violence

READING

Reading 1: The Culture War
 Reading 2: Culture and Media

WRITING

Learn how to write causes and results
 Learn useful expressions for causes and results (1)

TRANSLATION

Puns and translatability

7 Affluenza

Page 133

SKILLS FOCUS

Drawing inferences from reading
 Learning how to write effective thesis statements, introductions, and conclusions
 Learning useful expressions for causes and results (2)
 Using mind pictures to remember new vocabulary
 Brainstorming the content for your essay
 Using the Internet to find information on careers and educational requirements

LANGUAGE LEARNING STRATEGIES

Draw inferences, or conclusions, from your reading

ACADEMIC POWER STRATEGIES

Communicate with your professors regularly to discuss your academic progress

CNN VIDEO CLIP

“Consumer Credit”

A couple manages their debts with assistance from a consumer help organization.

READING

Reading 1: Does Economic Growth Improve Human Morale?
 Reading 2: Affluenza

WRITING

Learn how to write effective thesis statements, introductions, and conclusions
 Learn useful expressions for causes and results (2)

TRANSLATION

Register as a factor

8 Ancient Americans

Page 159

SKILLS FOCUS

Creating timelines
 Distinguishing main ideas from supporting ideas in readings
 Learning the elements of persuasive writing
 Using a foreign language/English dictionary
 Using a thesaurus to find synonyms
 Taking a break before you edit to edit more efficiently

LANGUAGE LEARNING STRATEGIES

Create timelines to help you recall important dates and events after you read a historical text
 Distinguish main ideas from supporting ideas to recognize what is most important in what you read
 Take a break before you edit
 Use a foreign language/English dictionary

ACADEMIC POWER STRATEGIES

Practice peer testing to prepare yourself and a study partner for examinations
 Use a thesaurus to find synonyms

CNN VIDEO CLIP

“Thanksgiving”

Native Americans protest against Thanksgiving celebrations in the United States

READING

Reading 1: The First Americans
 Reading 2: Ancient Mound Builders

WRITING

Learn the elements of persuasive writing
 Learn useful expressions for causes and results (3)

TRANSLATION

Significance of formal structures

9 Ethnic Identity

Page 181

SKILLS FOCUS

- Recognizing classification words
- Trying to avoid using more words than necessary to convey your meaning clearly
- Watching out for new errors you create while editing
- Using student/teacher conferences to track your progress and to get writing feedback
- Learning how to make strong persuasion (1)
- Learning how to express hypothetical meanings
- Learning how to translate texts of various types

LANGUAGE LEARNING STRATEGIES

- Recognize the way that certain words help organize or classify important ideas, things or people. Identifying these special words will help you better understand what you are reading
- Try to avoid using more words than necessary to convey your meaning clearly
- Watch out for new errors you create while editing
- Translate texts of various types

ACADEMIC POWER STRATEGIES

- Cultivate a multicultural outlook to help you thrive in the college community and in the world
- Use student/teacher conferences to track your progress and to get writing feedback

CNN VIDEO CLIP

- "Malaysia Aborigines"
- A discussion on the land problem of the aborigines in Malaysia

READING

- Reading 1: Ethnic Boundary Markers
- Reading 2: The Problems of States and Nationalities

WRITING

- Learn how to make strong persuasion (1)
- Learn how to express hypothetical meanings

TRANSLATION

- Types of text

10 The Job Puzzle

Page 203

SKILLS FOCUS

- Annotating or marking texts
- Recognizing generalizations and examples
- Arranging your time properly for a test
- Analyzing your test after you get a graded essay test back
- Conducting a survey to collect information for your paper
- Learning how to make strong persuasion (2)
- Learning how to express obligation

LANGUAGE LEARNING STRATEGIES

- Write notes or marks in the margins next to important ideas
- Arrange your time properly for a test
- Analyze your test after you get a graded essay test back

ACADEMIC POWER STRATEGIES

- Research the job market in order to predict the best careers for the future
- Conduct a survey to collect information for your paper

CNN VIDEO CLIP

- "Hot Jobs"
- Employment experts recommend majors that offer college graduates the best chances of getting good jobs

READING

- Reading 1: Work It Out!
- Reading 2: Computer Scientists, Computer Engineers, and Systems Analysts

WRITING

- Learn how to make strong persuasion (2)
- Learn how to express obligation

TRANSLATION

- Literary translation

A CAMPUS OF READERS

The ability to read college-level material is critical to your academic future. Indeed, educators estimate that 70 percent of your college success depends on how effectively you read. Chapter 1 presents some specific ideas to help you meet this challenge.

Setting Goals

In this chapter, you will learn how to:

- ◆ express the main ideas
- ◆ ask questions before reading
- ◆ set goals

What other goals do you have for this chapter? Write two more in the blanks.

On a scale of 1 to 5, where 1 means “not at all,” 2 means “not very well,” 3 means “moderately well,” 4 means “well,” and 5 means “very well,” rate the level you wish to achieve for each goal.

GOALS	LEVEL YOU WISH
Express the main ideas.	1 2 3 4 5
Ask questions to focus your reading.	1 2 3 4 5
Use summary files to prepare for mid-term and final examinations.	1 2 3 4 5
Your own goals: _____	1 2 3 4 5

Part A Reading

LANGUAGE LEARNING STRATEGIES

Express the Main Ideas in Readings

Express the main ideas in readings to others in order to determine whether you have understood the passage. The main idea of a text generally appears at the beginning of the reading. In short texts, the main idea may appear in the first sentence; in longer readings, it can occur in the introductory paragraphs.

The main idea includes the general topic (what the reading is about) and its most important specific points (what is being said about the general topic).

Apply the Strategy

Read the following statements and choose the one that best expresses the main idea of Reading 1. Discuss your answer with your classmates.

Statement 1: There are techniques to improve your reading of college-level texts.

Statement 2: Reading for pleasure means you don't have to read a text twice.

Statement 3: Look over your textbook before the course begins.

Ask Questions Before You Read to Focus Your Reading

Ask questions before you read in order to focus your reading. Thinking about the content of a reading before you read is always a good strategy. Successful readers often do more than just preview the title, headings, and the images that accompany the reading. They use the information they find through previewing to write questions about the reading. They write questions that they have about the topic, then look for the answers as they read. For example, the title of Reading 1, "Reading for Pleasure Versus Reading for Learning," may make a reader ask, "What are the major differences between these two types of reading?" or "Which type is more difficult?" Previewing and questioning the reading content focuses your attention as you read because you are looking for answers to your questions. This strategy is especially useful for students, because the questions you ask and answer often appear when reading the text.

Apply the Strategy

Consider the title of Reading 2, "Ten Tips for Reading College Textbook". Make a list of three or more questions that you have about this topic. Compare your list with one or more of your classmates.

Reading 1

Getting Ready to Read

I. Warm-up

Describe what you generally read. In the following chart, check the types of reading you read. Talk to a classmate and check the types of reading he/she does. Mark each type of reading as P (pleasure) or L (learning).

I Read	My Classmate Reads
___ cookbooks	___ cookbooks
___ newspapers	___ newspapers
___ magazines	___ magazines
___ action-adventure stories	___ action-adventure stories
___ sports articles	___ sports articles
___ romance novels	___ romance novels
___ business letters	___ business letters
___ textbooks	___ textbooks
___ instruction manuals	___ instruction manuals
___ other	___ other
___ other	___ other

II. Vocabulary Check

Match the word with its meaning.

Group A

- | | |
|----------------|-----------------------------------------------------|
| 1. assistance | a. mainly, primarily |
| 2. principally | b. a very young child |
| 3. retain | c. help or support |
| 4. infant | d. to learn and remember |
| 5. memorize | e. to keep possession of |
| 6. expose | f. concept, idea |
| 7. vital | g. a book giving information on how to do something |
| 8. manual | h. to uncover, leave without protection |
| 9. tip | i. of the greatest importance |
| 10. notion | j. a helpful piece of advice |

Group B

- | | |
|------------------|-------------------------------------------|
| 11. cram | k. in opposition to |
| 12. postponement | l. very, great |
| 13. extract | m. to choose |
| 14. contemplate | n. moving to a later time |
| 15. dawdle | o. to waste time |
| 16. awfully | p. to take out with effort |
| 17. versus | q. increasing one by one |
| 18. memo | r. to prepare quickly for an exam |
| 19. opt | s. to think deeply and thoughtfully about |

20. cumulative t. a brief communication written for internal circulation

KEY:
Group A: 1.c 2.a 3.e 4.b 5.d 6.h 7.i 8.g 9.j 10.f
Group B: 11.r 12.n 13.p 14.s 15.o 16.l 17.k 18.t 19.m 20.q

Reading for Pleasure Versus Reading for Learning

Read



'Tis the good reader
that makes the good
book.

—Ralph Waldo Emerson

- 1 Maybe you already think you read pretty well. After all, you've been doing it for most of your life.
- 2 Or maybe you don't feel comfortable about reading. You prefer television to print. Or you think you get information better when someone tells it to you. Or you find English a hard language to follow. 5
- 3 Whatever your skills, there are techniques to improve your reading abilities so that you can better handle subjects at the level of higher education. Some of them I'll describe in this chapter. If you don't find what you need here (for example, you feel you need help in reading English as a second language), you can get **assistance** through your college's learning center or lab. 10

Two Types of Reading

- 4 Reading is **principally** of two types—for pleasure and for learning.
- 5 **For pleasure:** You can read action-adventure, **romances**, sports, and similar material just one time, for **amusement**. This is the kind of material that appears in many novels, magazines, and newspapers. You don't have to read it carefully, unless you want to. 15
- 6 **For learning:** Most of the other kind of reading you do is for learning of some sort, because you have to understand it and perhaps **retain** it. For instance, you certainly have to pay close attention when you're reading a cookbook or **instructions** on how to fix a car. 20
- 7 Reading for learning is something you will have to do all your life, whether it's studying to get a driver's license or finding out how much medicine to give an **infant**. Indeed, what many managers and administrators are doing all day, when they read reports, letters, and **memos**, is reading to learn.
- 8 But here's a difference between those kinds of reading for learning and 25 reading textbooks. In higher education, you'll often have to read the same material more than once. The reason, of course, is that in higher education, you have to understand and **memorize** so much of what you read.

Reading to Feed Your Long-Term Memory

- 9 "Oh, boy," you may think, "you mean there's no way I can just read stuff 30