



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

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(学生用书)

主 编 王大伟

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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

《大学英语读写译教程》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困难,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(假)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	College Freshman: How to Get Over Homesickness	College Study Tips: Work Smarter, Not Harder	Cover Story	Why Attend College
Unit 2	Countering Computer Game Addiction: Step Away from the Screen!	The History of Disneyland	Business words	Letter Writing in General
Unit 3	What Makes Email Different?	Here Are a Few Tips about Email Safety	Advertisement	Emails
Unit 4	To Spank or Not to Spank?	Modern British Families	Newest topic: sports	Notice
Unit 5	Business Telephone Etiquette for Success	Telemarketing	Critical analysis	Messages
Unit 6	Blockbuster	Titanic	Business words	Posters
Unit 7	Hard Work and Success	Prepare for Your First Day at Work	Organisation	Speech (1)
Unit 8	Do Animals Have Feelings?	Animals for Adoption	Reading for fun	For or Against
Unit 9	How to Plan a Meeting	Beware, Globe-Trotting Meeters!	Business words	Minutes
Unit 10	Overcoming Test Anxiety	Happiness Is a Choice	Business terms	Letters of Thanks

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E-learning (1)

READING 1

E-learning (网络学习) refers to the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. E-learning is inclusive of, and is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital educational collaboration. These alternative names emphasize a particular aspect, component or delivery method.

E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underly many e-learning processes.

E-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. E-learning is suited to distance learning and flexible learning, but it can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used.

It is commonly thought that new technologies make a big difference in education. Many proponents of e-learning believe that everyone must be equipped with basic knowledge of technology, as well as use it as a vehicle for reaching educational goals.

Various technologies are used to facilitate e-learning. Most e-learning uses combinations of these techniques, including blogs, collaborative software, ePortfolios, and virtual classrooms.

Audio

The radio has been around for a long time and has been used in educational classrooms. Recent technologies have allowed classroom teachers to stream audio over the internet. There are also webcasts and podcasts available over the internet for students and teachers to download. For example, iTunes has various podcasts available on a variety of

subjects that can be downloaded for free.

Video

Videos allow teachers to reach students who are visual learners and tend to learn best by seeing the material rather than hearing or reading about it. Teachers can access video clips through the internet instead of relying on DVDs or VHS tapes. Websites like YouTube are used by many teachers. Teachers can use messaging programs such as Skype, Adobe Connect, or webcams, to interact with guest speakers and other experts. Interactive video games are being integrated in the curriculum at both K – 12 and higher education institutions.

Research on the use of video in lessons is preliminary, but early results show an increased retention and better results when video is used in a lesson. Creating a systematic video development method holds promise for creating video models that positively impact student learning.

Computers, tablets and mobile devices

Computers and tablets allow students and teachers access to websites and other programs, such as Microsoft Word, PowerPoint, PDF files, and images. Many mobile devices support m-learning.

Blogging

Blogs allow students and teachers to post their thoughts, ideas, and comments on a website. Blogging allows students and instructors to share their thoughts and comments on the thoughts of others which could create an interactive learning environment.

Webcams

The development of webcams and webcasting has facilitated the creation of virtual classrooms and virtual learning environments. Virtual classrooms supported by such technology are becoming more and more popular, especially since they are contributing as a main solution to solving problems with travel expenses. Virtual classrooms with such technology also provide the benefits of being easy to set up.

Whiteboards

Interactive whiteboards (“smartboards”) allow teachers and students to write on the touch screen, so learning becomes interactive and engaging.

Screencasting

Screencasting is a recent trend in e-learning. There are many screencasting tools available that allow users to share their screens directly from their browser and make the video available online so that the viewers can stream the video directly. The advantage of such tools is that it gives the presenter the ability to show his ideas and flow of thoughts rather than simply explain them, which may be more confusing when delivered via simple text instructions. With the combination of video and audio, the expert can mimic the one-on-one experience of the classroom and deliver clear, complete instructions. From the learner’s point of view this provides the ability to pause and rewind and gives the learners the advantage of moving at their own pace, something a classroom cannot always offer.

Combining technology

Along with the terms learning technology, instructional technology, the term educational technology refers to the use of technology in learning in a much broader sense than the computer-based training or Computer Aided Instruction of the 1980s. It is also broader than the terms Online Learning or Online Education which generally refer to purely web-based learning. In cases where mobile technologies are used, the term M-learning has become more common. E-learning, however, also has implications beyond just the technology and refers to the actual learning that takes place using these systems.

In higher education especially, the increasing tendency is to create a virtual learning environment (VLE) (which is sometimes combined with a Management Information System (MIS) to create a Managed Learning Environment) in which all aspects of a course are handled through a consistent user interface standard throughout the institution. A growing number of physical universities, as well as newer online-only colleges, have begun to offer a select set of academic degree and certificate programs via the Internet at a wide range of levels and in a wide range of disciplines. While some programs require students to attend some campus classes or orientations, many are delivered completely online. In addition, several universities offer online student support services, such as online advising and registration, e-counseling, online textbook purchases, student governments and student newspapers.

E-learning can also refer to educational websites such as those offering learning scenarios, worksheets and interactive exercises for children. The term is also used extensively in the business sector where it generally refers to cost-effective online training.

Virtual classroom

Virtual Learning Environments (VLE), also known as learning platforms, utilize virtual classrooms and meetings which often use a mix of communication technologies. One example of web conferencing software that enables students and instructors to communicate with each other via webcam, microphone, and real-time chatting in a group setting, is Adobe Connect, which is sometimes used for meetings and presentations. Participants in a virtual classroom can also use icons called emoticons to communicate feelings and responses to questions or statements. Students are able to 'write on the board' and even share their desktop, when given rights by the teacher. Other communication technologies available in a virtual classroom include text notes, microphone rights, and breakout sessions. Breakout sessions allow the participants to work collaboratively in a small group setting to accomplish a task as well as allow the teacher to have private conversations with his or her students.

The virtual classroom also provides the opportunity for students to receive direct instruction from a qualified teacher in an interactive environment. Students have direct and immediate access to their instructor for instant feedback and direction. The virtual classroom also provides a structured schedule of classes, which can be helpful for students

who may find the freedom of asynchronous learning to be overwhelming. In addition, the virtual classroom provides a social learning environment that replicates the traditional “brick and mortar” classroom. Most virtual classroom applications provide a recording feature. Each class is recorded and stored on a server, which allows for instant playback of any class over the course of the school year. This can be extremely useful for students to review material and concepts for an upcoming exam. This also provides students with the opportunity to watch any class that they may have missed, so that they do not fall behind. It also gives parents the ability to monitor any classroom to ensure that they are satisfied with the education their child is receiving.

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

READING 2

By almost any measure, there is a boom in Internet-based instruction. In just a few years, 34 percent of American universities have begun offering some form of distance learning (DL), and among the larger schools, it's closer to 90 percent. If you doubt the popularity of the trend, you probably haven't heard of the University of Phoenix. It grants degrees entirely on the basis of online instruction. It enrolls 90,000 students, a statistic used to support its claim to be the largest private university in the country.

While the kinds of instruction offered in these programs will differ, DL usually signifies a course in which the instructors post syllabi (课程大纲), reading assignments, and schedules on Websites, and students send in their assignments by e-mail. Generally speaking, face-to-face communication with an instructor is minimized or eliminated altogether.

The attraction for students might at first seem obvious. Primarily, there's the convenience promised by courses on the Net; you can do the work, as they say, in your pajamas (睡衣). But figures indicate that the reduced effort results in a reduced commitment to the course. While dropout rates for all freshmen at American universities is around 20 percent, the rate for online students is 35 percent. Students themselves seem to understand the weaknesses inherent in the setup. In a survey conducted for eCornell, the DL division of Cornell University, less than a third of the respondents expected the quality of the online course to be as good as the classroom course.

Clearly, from the schools' perspective, there's a lot of money to be saved. Although some of the more ambitious programs require new investments in servers and networks to support collaborative software, most DL courses can run on existing or minimally upgraded (升级) systems. The more students who enroll in a course but don't come to campus, the more the schools saves on keeping the lights on in the classrooms, paying doorkeepers, and maintaining parking lots. And, while there's evidence that instructors must work harder to run a DL course for a variety of reasons, they won't be paid any

more, and might well be paid less.

Choose the correct answer after reading.

- What is the most striking feature of the University of Phoenix?
 - All its courses are offered online
 - Its online courses are of the best quality
 - It boasts the largest number of students on campus
 - Anyone taking its online courses is sure to get a degree
- According to the passage, distance learning is basically characterized by _____.
 - a considerable flexibility in its academic requirements
 - the great diversity of students' academic backgrounds
 - a minimum or total absence of face-to-face instruction
 - the casual relationship between students and professors
- Many students take Internet-based courses mainly because they can _____.
 - earn their academic degrees with much less effort
 - save a great deal on traveling and boarding expense
 - select courses from various colleges and universities
 - work on the required courses whenever and wherever
- What accounts for the high drop-out rates for online students?
 - There is no strict control over the academic standards of the courses
 - The evaluation system used by online universities is inherently weak
 - There is no mechanism to ensure that they make the required effort
 - Lack of classroom interaction reduces the effectiveness of instruction
- According to the passage, universities show great enthusiasm for DL programs for the purpose of _____.
 - building up their reputation
 - cutting down on their expenses
 - upgrading their teaching facilities
 - providing convenience for students

READING 3

Choose the correct answer after reading.

A. personal	B. further	C. aspects	D. tuition	E. degrees
F. launch	G. simply	H. created	I. traditional	J. revolutionized

Back in the last century self-study used to mean trying to learn from books. Then as technology moved on, electric products 1 the way people learn a language. Audio cassettes enabled people to practice listening, video provided a vivid cultural environment of the language, computers made interactivity possible, and the 2 of the Windows 95 operating system opened the door to full multimedia programs that could offer more than