

根据最新《大学英语教学指南》编写

总主编 向明友

教师用书

New Voyage

新起航大学英语

College English

主编 张滢

读写教程

Reading and Writing

3



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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总 序

自 20 世纪五六十年代我国开启大学英语教学以来,出于社会不同发展阶段的不同需求,受制于不同的客观实际,基于不同人的不同理解,就大学英语教什么、教多少、如何教的问题,从教育主管部门到学界一直存在不同的声音。反映在大学英语教材建设上,文革前有《文科英语》《理科英语》和《高等工业学校英语》的三足鼎立;从文革结束到 20 世纪 80 年代中叶仍然沿用《英语》(供理科用)、《英语》(高等学校文科非英语专业教材)及《英语》(供工科用)的三足模式;伴随 1985 年和 1986 年分别供理工科和文理科使用的两份《大学英语教学大纲》的先后颁布,《大学英语》《大学核心英语》《新英语教程》及《现代英语》等教材应运而生;随着 1999 年大学外语教学指导委员会对原理工科和文理科两份《大学英语教学大纲》的修订、合并完毕,尤其是 2007 年《大学英语课程教学要求》的问世,国内《新编大学英语》《21 世纪大学英语》《全新版大学英语》《新视野大学英语》《现代大学英语》《新世纪大学英语》等教材如雨后春笋般涌现。群雄并起的大学英语教材编写战可谓一路硝烟。如今,大学英语的内涵已不再是一门大学英语课所能包含的,其工具性和人文性的双重特质不断得以彰显;其作为我国高等学校人文教育一部分的功能已为大家所认知;其量大面广的优势已成为不争的事实。致力于指导和规范我国大学英语教学的《大学英语教学指南》(简称《指南》)即将面世。《指南》呼吁构建“服务于学校办学目标、院系人才培养目标和学生个性化发展需求”的新的大学英语课程体系,倡导“can do”理念,提出“基础”、“提高”和“发展”三级教学目标,推荐“通用英语”、“专门用途英语”和“跨文化交际”三大教学内容。修正旧问题,应对新要求,建设服务于新的大学英语课程体系的新教材已成为我国大学英语教育工作者无法回避的重要使命。因应这一新的形势,在上海交通大学出版社的推动下,我们策划出版《新起航大学英语》系列教材。该系列教材由《读写教程》《泛读教程》和《听说教程》等三套主干教材和一套《阅读》辅助教材构成,每套教材分别包括四个分册。

我们认为,英语更多是学生学出来的,不完全是教师教出来的。学好英语的关键是学生的内生动力,而非单靠教师的课堂操劳。在英语学习过程中,教师仅发挥组织教学、引导学习的教练作用。一套好的教材对帮助教师组织课堂,激发学生学习积极性、主体性有着不可替代的作用。依循英语学习规律,编写一套力求简单、明了,突显趣味性、科学性、思辨性和时代性的大学英语教材,既能激发学生的内生动力,又能满足大学英语教学新内涵的要求。

《新起航大学英语》系列教材中的《读写教程》《听说教程》和《泛读教程》等三套主干教材撇开应试干扰,着重培养学生的英语应用能力。《阅读》辅助教材旨在巩固学生英语知识的同时,引导学生

熟悉和适应国家级英语水平考试。本系列教材参照《大学英语教学指南》“基础”和“提高”阶段的教学目标要求,按每周4个学时设计。

《读写教程》在系统讲解英语构词、语法、修辞、文体知识的基础上,着重训练学生“读”、“写”能力,兼顾“说”的能力,并适时导入跨文化交际、学业英语及批判思维元素。

《听说教程》为引进改编教材,旨在培养学生英语“听”、“说”能力,兼顾“写”的能力。教材在保留原版教材生动鲜活语料的基础上,通过改编使之契合整套系列的理念、定位和目标。

《泛读教程》旨在培养学生良好的阅读习惯和有效的阅读技巧,在重点提升学生阅读能力,兼顾“说”、“写”训练的同时,扩大学生知识面,补充学生学习和工作所需的专门用途英语知识,课文选题涵盖自然科学、社会科学、人文素养及工程技术等五十余个学科。

《阅读》作为教辅,既是《读写教程》的延伸补充,又是对国家级英语水平考试的训练。本教辅围绕《读写教程》的单元主题设计阅读题目,题型向国家级考试靠拢,同时体现《大学英语教学指南》的要求与精神。

本套教材具有定位明确、目标清晰、手段具体、可操作性强等特点。我们按照不同规格高校人才培养的不同需求,把本套教材的服务对象明确定位为“985”院校的非英语专业学生。三套主干教材遵照《大学英语教学指南》有关“基础”和“提高”阶段大学英语教学要求,以“can do”为目标,训练学生用英语交流和思辨,增强学生跨文化交际意识和交际能力,培养学生批判思维能力,提升学生综合文化素养,丰富学生专门用途英语知识,倡导并向学生输入正确价值观,鼓励学生不仅学会用英语讲述西洋风情,还要会用英语介绍中国故事,可谓目标清晰;本系列教材启用听、说、读、背、咏、辩、写等多种训练手段,多管齐下,多模态综合,操练手段十分具体;本系列教材以《读写教程》为龙头,以《听说教程》和《泛读教程》为主体,形成教材主干,集知识、素养、能力提升于一体,着力增强学生英语应用能力、思辨能力和跨文化交际能力,把《阅读》列为辅助教材,引导学生掌握国家级考试的相关要求,这样既务实,又可操作。

针对教材服务对象的客观实际,我们综合参照高中英语选修1课程要求和“Collins Co—build”基础词表,核准本教材的起点词汇,不追求英语词汇量的盲目扩大,也不赶长难句的时髦,注重新知识的系统循序导入,严把词汇及知识点的重现率,让学生能够温故知新,以简单、有趣和省力来激发学生学习英语的内生动力。

感谢本套教材的全体主创人员,正是得益于大家的共同努力,本套教材才能够按计划如期面世。上海交通大学出版社领导对这套大学英语系列教材的出版提供了可贵支持,我向他们致以最真挚的敬意!

向明友

2016年3月于北京

编写说明

作为《新起航大学英语》系列教材的主干教材,《读写教程》由四册构成,供我国非英语专业本科生“基础”和“提高”阶段的英语教学使用,按每周4个学时设计,重点培养英语“读”、“写”能力,同时兼顾“说”的能力。本教材旨在增强大学生英语应用能力的同时,着力培养其人文素养、思辨能力和跨文化交际能力,倡导并向学生输入正确的价值观,鼓励他们用英语说中国的事。本册适用于上述本科生“提高”阶段的英语教学。

与同类教材相比,本套教材偏易,求精。《读写教程》编写的重点不在于学生对语言知识的占有,而在于学生语言技能的习得。其中第三册的编写原则是:融合“阅读—修辞—写作”元素,以篇章为导向,课文甄选结合经典与时文,知识讲解兼顾篇章与词汇—语法,实现“通过篇章阅读和任务输出而提高写作能力”的目标。

本册共有八个单元,每单元分为 Text A、Text B、Knowledge Empowering、Integrated Exercises 和 Culture Express 五个部分,其中 Text A 及 Text B 课文话题相近,长度为1200字左右,生词量约为5%,Text A 之后的主客观阅读理解练习旨在帮助学生掌握篇章主旨、细节、逻辑衔接和连贯模式,Text B 之后通过详尽的“读写”练习和背诵要求来培养学生的篇章写作能力。本册 Knowledge Empowering 部分分为 Vocabulary Building、Grammar for Writing 和 Rhetoric and Writing,始终贯穿“词汇—语法知识为篇章写作服务”的原则,结合课文,系统讲解词汇—语法资源如何实现篇章策略、篇章结构、篇章衔接和连贯。Integrated Exercises 提供针对 Text A、Text B 以及 Knowledge Empowering 内容的强化练习,通过分点、分层面、分模块的“任务型”操练,使学生掌握相应的词汇—语法知识,最终实现篇章写作。Culture Express 部分则提供文化短篇,旨在引导和增进学生的跨文化语言学习。

《读写教程教师用书》第三册主编为上海海事大学张滢;参加编写的教师有上海海事大学张滢、蒋哲杰、刘洋、王雷、崔淑芬,同济大学李芳。外籍教授 Frank Lovell(美)和 Marsha Lovell(美)对本册英文部分做了文字审定。总主编向明友教授对全书进行了审定并提出修改意见。

编者

2016年6月



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Teaching Tips

第三册《读写教程》的编写原则是：融合“阅读-修辞-写作”元素，以篇章为导向，对于课文的讲解要兼顾篇章与词汇-语法，以实现“通过篇章阅读和任务输出而提高写作能力”的目标。

第三册每个单元都围绕一个社会热议话题：

Unit 1: Culture Matters—intercultural communication

Unit 2: Tradition or Innovation—the relationship between tradition and innovation

Unit 3: The Role of Practice—the value of practice

Unit 4: Home-ownership—house buying

Unit 5: Observing Others—what does the real life mean?

Unit 6: Love Being a Fallacy—love

Unit 7: Controversies in Education—the issues of educational simplicity and standardization

Unit 8: Discrimination: Racial and Sexual—discrimination and separation between sexes and races

我们并不主张把英语课堂划分为“背景知识介绍—单词解释—句型操练—课文结构划分—句子翻译”这样泾渭分明的“标准模块”，这与“以篇章为导向的二语习得”教学理念冲突。语言教学应该帮助学习者从语篇的角度、自上而下(top-to-bottom)地习得语言，语言的单位不是词汇，也不是句子，而是用于实现实际交际目的的语篇；语音、词汇、语法等语言层次实现、建构具有特定功能和结构模式的语篇。因此，我们不建议在 Text Analysis 部分把对篇章修辞的讲解与对单词和句法等“语言点”分裂开来。

I. Text A

Pre-reading Thoughts & Lead-in Questions

目的：此部分就单元话题引入名人名言、谚语等，丰富学生的表达方式，逐渐带领学生进入课文。

方法：教师可以初步分析名人名言、谚语等，向学生提问导入性问题，必要时可以将班级学生分组，对导入性问题、单元话题以及即将要学的课文进行讨论、发表意见。

注：在该部分，教师除了要引入话题，还要不动声色地帮助学生建立起围绕该单元话题的关联性词汇、短语，随着接下来对课文的处理，最后形成 Topic Expressions Bank，不仅扩充学生的词汇量，更方便学生在练习写作时使用。

Read for Main Ideas

目的：检验并帮助学生理解课文主旨，熟悉课文篇章结构。

教学步骤：Step 1: Have the students read and do the comprehension exercises.

Step 2: Lead the students to the parts of the text relevant to comprehension exercises.

Step 3: Connect the parts of the text to textual organization, giving light to English writing skills.

Step 4: Pick lexis, sentence structures and grammar out of these relevant parts of the

text, present and drill.

Read for Details

目的: 在课文主旨和篇章结构下理解细节,帮助学生学会使用恰当的词汇-语法资源实现篇章目的。

教学步骤: Step 1: Have the students read and do the comprehension exercises.

Step 2: Lead the students to the parts of the text relevant to comprehension exercises.

Step 3: Connect the parts of the text to the cohesion and coherence of the text, giving light to English writing skills.

Step 4: Pick out lexis, sentence structures and grammar out of these relevant parts of the text, present and drill.

Make Inferences

目的: 帮助学生理解课文、了解类似文体的逻辑性,并逐渐熟悉英文行文方式,增加篇章语感。

教学步骤: Step 1: Have the students read and do the comprehension exercises.

Step 2: Lead the students to the parts of the text relevant to comprehension exercises.

Step 3: Connect the parts of the text to the thesis statement and supporting points of the text, giving light to English writing skills.

Step 4: Pick lexis, sentence structures and grammar out of these relevant parts of the text, present and drill.

Critical Thinking

目的: 通过主观性问题,帮助学生提高批判性思维能力,引导学生注意课文中的写作技巧、修辞手段以及主旨意义,并用简单的语言表达出来。

教学步骤: Step 1: For every question, give some clue words and expressions to students.

Step 2: Ask students to string those clue words into one or two sentences as the answer to the question.

Step 3: The teacher can divide students into groups to discuss and answer the question.

Step 4: Expand those relevant writing skills and rhetorical devices mentioned here to other examples, that is, the teacher can assign some situations for students to describe imitating the very writing skills and rhetorical devices.

II. Text B

Pre-reading Thoughts & Lead-in Questions

目的: 此部分仍然就单元话题引入名人名言、谚语等,丰富学生的表达方式,带领学生在 Text A 基础上进入 Text B;

方法: 教师可以初步分析名人名言、谚语等,向学生提问导入性问题,必要时可以将班级学生分组,结合 Text A,对导入性问题、单元话题以及即将要学的课文进行讨论、发表意见。

注: 在这部分,仍然要帮助学生建立起围绕该单元话题的关联性词汇、短语,随着对课文的处理,最后形成 Topic Expressions Bank,不仅扩充学生的词汇量,更方便学生在练习写作时使用。

Reading for Writing

Text B 与 Text A 话题相近、观点相符或相反,篇章类型不一定相同,还是建议教师利用一个课时的

时间在课堂上处理 Text B, 而不是完全留给学生课后自己处理。

目的: 通过对篇章结构、篇章逻辑、篇章衔接和连贯进行“完型”练习, 帮助学生习得既定话题下特定篇章类型的发展, 掌握篇章写作技巧。

方法: Step 1: Ask students to read Text B in detail before class.

Step 2: Connect Text B with Text A in terms of the sharing topic, respective thesis, and text type.

Step 3: Ask students to complete the reading for writing exercise.

Step 4: Check their fulfillment of the exercise and explain the text structure.

Recitation

建议教师要向学生解释为什么要求他们背诵相关段落(语言、写作技巧、观点等), 并且要对学生的背诵情况落实检查。必要的时候可以结合 Text A 的相关段落一起要求同学们背诵。

III. Knowledge Empowering

本册 Knowledge Empowering 部分分为 Vocabulary Building、Grammar for Writing 和 Rhetoric and Writing, 始终贯穿“词汇-语法知识为篇章写作服务”的原则, 结合课文, 系统讲解词汇-语法资源如何实现篇章策略、篇章结构、篇章衔接和连贯。

Vocabulary Building

目的: 通过学习词缀, 帮助学生既掌握课文中出现的词汇, 又扩展词汇量。

教学步骤: 建议教师列出词缀, 要求学生在课文中找出具有该词缀的单词, 在课文语境中解释该单词的意义和作用。

Step 1: Ask students to locate in Text A those words with listed prefixes and suffixes.

Step 2: Give meaning to those prefixes and suffixes.

Step 3: Ask students to explain those words in Text A, and to paraphrase sentences with those words.

Step 4: Brainstorming the very prefix and suffix, that is, ask students to find at least 5 other words with them.

在本册中, 各单元所要讲解和训练的篇章写作策略如下:

Unit 1: subjunctive mood for contrast and comparison; parallelism; transitional words; thesis statement writing

Unit 2: *what*-nominal clause for definition and elaboration; writing logos through *if*-clause; definition writing

Unit 3: *not...but, it is not the case that...* for negation and refutation; writing contrast; purpose, audience and mood in writing

Unit 4: using proper modifiers; writing about cause and effect; argumentation

Unit 5: *with, of*-prepositional phrase for place/figure description; grammatical resources for impressionistic description; topic sentences in place/figure description

Unit 6: *with* absolute construction; fragments in writing; narration

Unit 7: tense agreement in narration; *-ed, -ing* for sentence expansion; using personal experience in argumentation

Unit 8: relative clauses and appositive clauses for elaboration in argumentation; grammatical resources for evaluation; counterargument

Grammar for Writing

目的: 结合课文系统讲解具体的词汇-语法资源如何用以实现篇章策略、篇章结构、篇章衔接和连贯写作目的,以此培养学生“以读促写”,既对课文行文方法有了深入了解,又在模仿的基础上进行相应操练,从而提高篇章写作能力。

教学步骤: 建议教师以提问的方式引导学生一步步注意到课文中的词汇-语法资源原来是用于实现篇章目的的,同时进行详细讲解,并带领学生在课堂上进行相应操练。

Step 1: Lead students to those lexical-grammatical, or syntactical, resources in Text A.

Step 2: Connect those lexical-grammatical, or syntactical, resources to the textual strategies, structure, cohesion and coherence, giving detailed analysis.

Step 3: Lead students to exercises in this part.

Step 4: Ask students to make sentences imitating the structure analyzed, explaining for what textual purpose their sentences can help fulfill.

Rhetoric and Writing

目的: 这一部分更进一步,直接从篇章的角度介绍段落、篇章的写作,并与相应的篇章类型结合。

教学步骤: 建议教师仍然以提问的方式,引导学生注意到课文中的篇章修辞手段。“修辞”并不是单纯指隐喻等“修辞格”,而是包括所有缀词成句、缀句成篇章的衔接、连贯手段以及符合篇章类型的相应篇章结构。

Step 1: Lead students to those rhetorical resources in Text A, such as transitional expressions, contrast writing and so on.

Step 2: Explain in detail those rhetorical devices.

Step 3: Lead students to exercises in this part.

IV. Integrated Exercises

本册教材练习编写的理念是 task-based textual competence development,即定位培养学生“通过读篇章—操练篇章修辞与写作任务—实现篇章产出”。“语篇语言观”观照下的“任务型”语言教学需要根据语篇所涉及的具体内容设计出各项能涉及语言各层次、围绕语篇构建的交际活动,在活动中使学生掌握如何运用适当的语言进行交际互动,在此过程中,推动学习者产生语言习得。

Words

抽取两篇课文(尤其是 Text A)中的单词以及词组,并且这些单词以及词组根据“Collins Co-build”词表确定为两星以上的表达,帮助学生逐步掌握:(1)词汇之间的搭配关系;(2)同一词汇在不同词性时的不同含义、搭配和功能。

Sentences

本部分练习实际上是“篇章产出”的第一步:以篇章为目的的句子写作。不同部分的句型练习都以主观题型出现,要求学生根据 models 改写或组合相应句子,形成符合一定篇章目的的句子。练习呼应 Grammar for Writing 以及 Rhetoric and Writing 所讲到的词汇-语法资源实现篇章目的,设计相应的句型操练,提高学生具体的句子产出能力,但始终要为“篇章写作”策略服务。

方法: 教师应引导观察 models 句子结构特点,并联系前面 Grammar for Writing 以及 Rhetoric and Writing 的讲解,不仅让学生写出符合要求的句子,并且要大声朗读,推动学生相应语感的提高。

Translation

汉译英部分仍然抽取两篇课文(尤其是 Text A)中的单词以及词组,并且这些单词以及词组根据

“Collins Co-build”词表确定为两星以上的表达,帮助学生逐步掌握它们在不同情形中的用法。英译汉选择课文中的难句、长句以及含有符合上述特点表达的句子,要求学生通过翻译法来确认理解,并培养学生基本的语言转换能力。

Writing

这个部分是写作训练专项练习。内容包括针对该单元话题和写作策略的分步练习和情景性命题作文训练。

Task 1

教学步骤:

Step 1: Ask students to read the section and describe their understanding of the writing task.

Step 2: Explain the writing task in detail, and connect it to the part of Grammar for Writing and Rhetoric and Writing.

Step 3: Assign some time in class for students to complete this writing task.

Step 4: Ask students to discuss and peer-review their writing in groups.

Step 5: Project one or two of students' writing on the blackboard, and give reviews.

Task 2

这一部分命题作文需在课堂上对学生进行一定的提示和讲解,说明作文既要与课文主题相关,也要能够运用本单元所学的写作技能以及本单元所学的词汇和句型。教师要鼓励学生之间进行 peer-review, 连同 peer-review 的内容交上来请教师评阅。

V. Culture Express

根据教育部高等学校大学外语教学指导委员会最新的《大学英语教学指南》,要让学生了解国外的社会与文化,增进对不同文化的理解,同时培养学生的跨文化意识,鼓励学生以双向视角来看待不同文化,因此本册教材提供经典文化短篇,根据每个单元的具体话题,节选汉语文化、英语文化或对比性经典篇章,提供中英文,旨在引导和增进学生的跨文化语言学习。本部分建议教师引导学生进行相应的诵读,然后把学生分组,要求他们根据该话题和本部分内容,查找文献、多媒体资料,进行话题策划,然后各组制作出 PPT,选择代表在班级进行表达和阐释。

Unit 1

Culture Matters

I. Language Points

Text A

1. It is not the country which impressed this one. It is the people—the men and women themselves so **individual**, who hold individual **integration** and privacy as high and dear as they do liberty and freedom; holding these so high that they take it for granted that all other men and women are individuals, too, and treat them as such, doing this simply by letting them alone with absolute and complete **dignity** and **courtesy**. (Para. 1)

Paraphrase: People here are distinctive because they pay the most attention to their personal space as they do to freedom and independence. They think other people emphasize personal space so much as they do, so they would treat other people politely and never interfere with other people's affairs.

【译文】给我印象最深的不是这个地方,而是这个地方的人;男人、女人们都十分个体化,珍视个体独立和私密空间,有如对待自由和自主,而以至于他们想当然地觉得其他人也是如此个体化,要置之以绝对、完全的尊重和礼遇。

- (1) **individual:** *adj. an individual style, way of doing things, etc. is different from anyone else's—usually used to show approval [= distinctive]* 个人的;个别的;独特的

e. g. • a tennis player with a highly individual style

• a very individual way of dressing

- (2) **integration:** *n. the combining of two or more things so that they work together effectively* 整体

- (3) **dignity:** *n. the ability to behave in a calm controlled way even in a difficult situation* 尊严;自尊

- (4) **courtesy:** *n. polite behaviour and respect for other people* 礼貌,谦恭

e. g. • The family faced their ordeal with dignity.

• He didn't even have the courtesy to call and say he couldn't come.

cf. But the social tact of the Masai was most impressively demonstrated by the fact that they rarely asked for anything.

cf. self-respect; self-esteem

【搭配】It's not... It is... (强调句的成对使用)

e. g. It's not me you should be talking to. It's Lawrence—he is your tutor.

详细参见 Grammar for Writing: 2. 排比(parallelism)在写作中的作用。

2. Like this. (Para. 2): 例如。

表例证(Illustration)的过渡词: for instance, for example, such as, once, as an illustration, specifically...

详细参见 Rhetoric and Writing: 1. 过渡词(transitional words)的写作。

3. hilly (Para. 2): *adj.* (hillier, hilliest) A hilly area has many hills. 多山丘的

e. g. a hilly area/region

4. costume (Para. 2): *n.* the clothes worn by people from a particular place or during a particular historical period 服装, 装束

5. sheep-lined (Para. 2): *adj.* with wool or leather in the cloth 羊毛(皮)里子的

line: *v.* [often passive] to cover the inside of something with a layer of another material to keep it clean, make it stronger, etc. 做衬里

e. g. Line the pan with greaseproof paper.

6. That's what I mean. (Para. 9) 这正是我想说的。

表澄清(clarification)的过渡词: What I am trying to say is (that) + SENTENCE. / (Well) the point I am trying to make is (that) + SENTENCE. / I think what I mean is (that) + SENTENCE. / What I mean is (that) + SENTENCE. / What I am saying is (that) + SENTENCE.

详细参见 Rhetoric and Writing: 1. 过渡词(transitional words)的写作。

7. In the West, the Californian would have been a farmer only by hobby, his true **dedication** and **calling** being that of a car trader, who would **assure** us that our car could not possibly **make the crossing** but that he had not only a car that could make it, but the only car west of the Rocky Mountains that could do it... (Para. 9)

Paraphrase: Different from the New Englanders, the Californian people would not take farming as their profession, rather, they would be more of a car trader. And if they had been in such a situation, they would have directly told us that we couldn't cross the mountain, and they would have used their car to help us.

【译文】若是在西部,加利福尼亚州人做农夫只是出于兴趣,而他真正的从事的职业或许是汽车经销商,他就会说我们的车翻越不了这座山,但他有车,而且还是落基山脉以西唯一一辆能帮助我们成功翻越的车。

(1) **dedication:** *n.* hard work or effort that someone puts into a particular activity because they care about it a lot 献身, 致力

e. g. To reach a high level of skill requires talent, dedication, and a lot of hard work.

(2) **calling:** *n.* a strong desire or feeling of duty to do a particular kind of work, especially religious work [= vocation] 职业; 行业

e. g. It wasn't until Durant was in her thirties that she found her calling.

(3) **assure:** *v.* to tell someone that something will definitely happen or is definitely true so that they are less worried [= reassure] 使(某人)确信(某事); 使信服, 使相信

e. g. The dealer had assured me of its quality.

cf. promise → pledge (more formal)

e. g. The new governor pledged to reduce crime.

cf. ensure: *v. to make certain that something will happen properly* [= *make sure*] 保证, 担保, 确保

e. g. All the necessary steps had been taken to ensure their safety.

(4) **make the crossing** 穿过; 越过

e. g. He made two crossings through Andersonstown to familiarize them with the work which they would have to do.

8. **obscure** (Para. 9): *adj. If something or someone is obscure, they are unknown, or are known by only a few people.* 鲜为人知的

e. g. Picasso's first exhibition received only a short mention in an obscure Parisian newspaper.

But then again, so much about this brilliant, underappreciated composer, arranger and pianist has remained obscure for decades.

9. **discern** (Para. 9): *v. (fml.) If you can discern something, you can just see it, but not clearly.* 隐约看见[正式]

e. g. We could just discern a town in the distance.

Synonym: perceive

10. **set/put... in motion** (Para. 9): 发动

e. g. ● He has set the ball in motion.

● The Church voted to set in motion the process allowing women to be priests.

11. **wreck** (Para. 10): *v. To wreck something means to completely destroy or ruin it.* 摧毁
cf. damage; destroy

e. g. ● The building had been wrecked by the explosion.

● After the earthquake, the road was filled with wrecked cars.

12. Because he is free, private, not made so by the stern and **rockbound** land—the poor thin soil and the hard long winters—on which his **lot was cast**, but **on the contrary**: having elected deliberately **of his own volition** that stern land and weather because he knew he was tough enough to cope with them; having been **bred** by the long history which sent him from old worn-out Europe so he could be free; taught him to believe that there is no **valid** reason why life should be soft and **docile** and **amenable**, that to be individual and private is the thing and that the man who cannot cope with any environment anywhere had better not **clutter** the earth to begin with. (Para. 10)

Paraphrase: The environment the New Englanders live is rough and crude with bare rocks, poor thin soil and hard long winters. But the New Englanders are of strong-minded enough to decide on their own to live here. They have been grown up and then left the long-history Europe. Their background has given them a lesson that life is difficult, that any person should have his own personal space, and that people have to be strong and determined if they want to live on.

【译文】 新英格兰人的独立和自我不是由险峻和岩石密布的土地造成的。虽然他们建立起的家园有着贫瘠的土壤和严寒漫长的冬季,但那是他们自己的选择,他们相信自己够强大,可以克服环境。新英格兰人从破败、古老的欧洲而来寻求自由,他们已经懂得生活没有顺服和屈从,保持自我和独立是本质,不能克服环境的人根本没有理由活着。

- (1) **throw in/cast your lot with somebody/something**: *to join or support someone or something, and accept that what happens to them will affect what happens to you* 与……共命运

e. g. All you have to do is to throw in your lot with me.

- (2) **of your own volition** (fml.): *If you do something of your own volition, you do it because you have decided for yourself that you will do it and not because someone else has told you to do it.* 出于自愿 [正式]

e. g. • Deena left the company of her own volition.

- One gentleman has fled the country of his own volition, using yet another identity.

- (3) **on the contrary**: *You use on the contrary when you have just said or implied that something is not true and are going to say that the opposite is true.* 恰恰相反

e. g. • It wasn't a good thing; on the contrary it was a huge mistake.

- —“I suppose your wife doesn't understand you.”—“On the contrary, she understands me very well.”

- —“Are they happy?”—“No, no, quite the contrary.”

- (4) **breed**: *v. If you breed animals or plants, you keep them for the purpose of producing more animals or plants with particular qualities, in a controlled way.* 养殖; 养育、教育

e. g. • These trees are bred to resist pollution.

- Society's obsession with money has bred a generation of unhappy children.

- (5) **valid**: *adj. based on what is logical or true* 有根据的

e. g. • She had valid reasons for not supporting the proposals.

- The point you make is perfectly valid.

ant. **invalid**

- (6) **docile**: *adj. A person or animal that is docile is quiet, not aggressive, and easily controlled.* 温顺的, 易管教的

e. g. • Kangaroos are not as docile as they look.

- As workers we were considered ideal: well educated, very docile, and cheap.

cf. obedient

- (7) **amenable**: *adj. If you are amenable to something, you are willing to do it or accept it.* 服从的

e. g. • She was always a very amenable child.

- Young people are more amenable than older citizens to the idea of immigration.

13. **be superior to** (Para. 11): *If one thing or person is superior to another, the first is better than the second.* 比……好; 优于

ant. **be inferior to**

e. g. • Your computer is far superior to mine.

- He could have felt superior and thought them all fools for pitying him for getting what he wanted.

- Their performance was inferior to that of other teams.

- Some people view American wines as inferior in quality to European wines.

14. **decline** (Para. 11): *v. to become gradually worse in quality [= deteriorate]* 越来越糟糕; 退化

e. g. • Her health has been declining progressively for several months.

- Qualified staff are leaving and standards are declining.

Text B



1. **Cultural awareness** is the **foundation** of communication and it involves the ability of stepping back