



普通高等教育精品教材

E时代

大学英语

1

——阶梯阅读教程

主编 郝雪琴 李洪伟 王秀珍

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E 时代大学英语—— 阶梯阅读教程 1

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内容提要

本书根据最新颁布的《大学英语教学指南》对大学英语阅读教程的要求编写,旨在提高学生的英语阅读能力。全书分为八个单元,每个单元有五篇文章和一篇阅读技巧介绍,包括五个模块——Reading in Depth、Banked Cloze、Skimming and Scanning、Tips for Effective Reading、Extended Reading of Chinese Culture。

本书结合大学一年级学生的英语水平和学习生活,每单元都设置了阅读技巧及策略指导,有助于夯实学生的阅读基础,解决其在英语阅读时出现的问题和疑惑。文化拓展部分提供了中文翻译,有助于提高学生的翻译水平。练习题设计了与英语四级考试相同的题型,使学生尽早了解、适应,使教材更加实用。

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PREFACE



最新颁布的《大学英语教学指南》特别强调英语阅读能力的培养，在基础目标、提高目标、发展目标三个层次中对于非英语专业的本科生所应达到的阅读能力都有清晰的描述，这些要求成为了大学英语四、六级考试中阅读考核的重要依据。

尽管我国的大学生已经有了十几年的英语学习经历，但目前学生的阅读理解能力仍然有待提高，因此进一步增强学生的阅读能力仍是目前大学英语课堂的重要任务。虽然现有的大学英语视阅读教程丰富多样，但由于各地区、各高校之间的实际教学情况存在差异，办学定位也有所不同，现有教材难以满足开展分类指导、因材施教的实际需要及大学英语四、六级考试训练的需求。基于上述考虑，编者编写了本套《E时代大学英语——阅读教程》系列教材。

本系列阅读教材主要针对大学英语四、六级两个层次的教学进行设计。一共四册，前三册针对四级教学，第四册针对六级教学。本书为学生用书的第一册，分为八个单元。在内容的安排上，各个单元都是围绕学生熟悉的题材进行选材，本册的主题包括：Studying in University、Discovering Yourself、Money Matters、Sports and Health、Kinship and Friendship、Web and Life、Reading Power、Secrets to Success。每个单元包含 Reading in Depth、Banked Cloze、Skimming and Scanning、Tips for Effective Reading、Extended Reading of Chinese Culture 五个模块，所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣。选篇和练习题均与四级考试题型一致，练习题设计侧重于培养学生的英语思辨能力；阅读技巧从最基本的培养良好阅读习惯讲起，便于学生随学随用；文化拓展部分涵盖了中国文化的各个方面，并附有中文翻译，有助于帮助学生提高翻译水平。

本套教材由北京工商大学外国语学院梁桂霞副教授总策划指导，带领北京工商大学、北京工业大学等高校一线教师团队倾情倾力打造而成。本册由郝雪琴、李洪伟、王秀珍三位一线优秀教师担任主编，在此对于他们的付出表示由衷的感谢和敬意！

为督促学生、提升教学效果，答案另外提供，可致函邮箱 759422446@qq.com 索取。由于时间和编者水平有限，错误和疏漏在所难免，敬请提出宝贵意见，以便改进。

编者

2016年6月

《E时代大学英语——阶梯阅读教程》编写说明

编写依据

《E时代大学英语——阶梯阅读教程》是根据最新版的《大学英语教学指南》对阅读教程的三个级别（基础目标、提高目标、发展目标）目标编写的。

作为本系列教材之一，这套教材旨在帮助大学生通过阅读大量有深度、有广度、贴近四、六级水平的英语精选文章，以及中国文化扩展阅读和阅读策略技巧点拨，来提升其应对大学英语四、六级考试的能力，并加强其英语阅读能力，丰富其文化知识，开阔其视野格局。

结构安排

全套阅读教材共分四册，每册8个单元8个主题，每个单元包括5篇文章和一篇阅读技巧介绍，前两篇为短篇深度阅读（约230~500词左右），第三篇为选词填空阅读（约300词左右），第四篇为长篇快速阅读（700~1100词左右），第五篇属于中国文化拓展阅读。面对中国文化“走出去”国家战略，拓展阅读旨在培养大学生跨文化意识，提升大学生用英语传播中国文化的能能力。

编写特色

（一）内容丰富，覆盖全面

本套教材选材涵盖了社会、经济、文化、环境、科学、自然等各个领域，文章体裁大多以说明文、议论文为主，旨在开拓学生视野，提高学生的人文学识和科学素养。

（二）因“才”施教，循序渐进

本套教材在内容设计上独具匠心，富有层次感。前三册设计难度贴近四级考试，第四册设计难度贴近六级考试。根据不同学期学生所关心和面临的不同问题进行选材，以便提高学生的学习兴趣。按照循序渐进的原则，各册教材的语言难度随着学生英语水平的提高而阶梯型逐步增加。

（三）授生以渔，策略点拨

本套教材中，每个单元的长篇快速阅读之后都设置了“阅读策略”，旨在指导培养学生采用正确、有效的阅读方法，向学生介绍一些实用的阅读策略和技巧，以消除学生在阅读过程中常见的困惑。

(四) 适用实用，一石多鸟

本套教材均设置了与大学英语四、六级考试题型相近的阅读题型，帮助老师便易地训练学生的阅读能力，让学生了解和熟悉四、六级考试阅读题型，锻炼学生的解题能力，提高学生的考试水平。同时，所选深度阅读短文也完全可以作为精选作文，中国文化扩展阅读部分也完全可以作为四、六级翻译训练材料，可谓“一石多鸟”，对大学英语教与学非常适用及实用！

编写团队

本套教材由北京工商大学外国语学院梁桂霞副教授总策划指导，带领北京工商大学、北京工业大学等高校一线教师团队倾情倾力打造而成。

本套教材在策划和编著过程中有幸得到《英韵三字经》译者、翻译家和语言学家天津外国语大学博士生导师、国家二级教授赵彦春教授和北京师范大学博士生导师、翻译研究所张政教授的指导点拨，在此对于他们的付出表示由衷的感谢和敬意！

附：《E时代大学英语》简单说明

编写背景

最新出版的《大学英语教学指南》（以下简称《指南》）明确了大学英语教学的目标为：基础目标、提高目标和发展目标三个级别。《指南》明确指出了大学英语教学任务是：一方面要满足国家发展战略需求，为国家改革开放和经济社会发展服务；另一方面要满足对当代大学生培养的需要，通过学习英语，帮助大学生开阔视野，树立世界眼光和国际意识，提高其人文素养。

为了贯彻《指南》要求，我们特别组织国内知名英语教学专家编写了《E时代大学英语》系列教材。

教材组成

《指南》提出，大学英语教学可分为通用英语、专门用途英语和跨文化交际三部分，由此形成相应的三大类课程，即必修课、限定选修课和任意选修课。

《E时代大学英语》是为大学生通用英语学习阶段设计的系列教材，包括《E时代大学英语——读写教程》、《E时代大学英语——视听说教程》、《E时代大学英语——阶梯阅读教程》、《E时代大学英语——快速阅读教程》和《E时代大学英语——综合训练》5种，每种各4册。



教材特色

本系列教材着重于全面培养大学生的英语综合运用能力，具体包括培养大学生英语听、说、读、写、译的能力。本套教材在内容和形式安排上充分体现了英语语言的特色和优势，尽量体现英语学习的工具性和人文性，使学生在提高英语水平的同时，提升学生的人文素养和科学素养，开阔学生的国际视野，为他们一生的发展提供有益的帮助、打下良好的基础，从而更好地为国家的政治、经济、文化建设服务。

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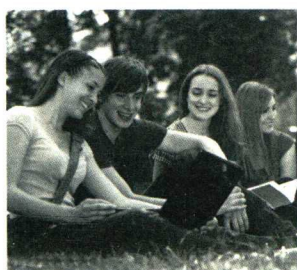
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Unit *One*

Studying in University

“Education is the most powerful weapon which you can use to change the world.”

—Nelson Mandela

“Education without values, as useful as it is, seems rather to make man a more clever devil.”

—C.S. Lewis

Part I Reading in Depth

In this part, you are going to read 2 passages. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice according to the information given in the passage.

Passage A

Time taken: _____ minutes



A New Start

The university has a well-respected higher education system and a large variety of knowledge **reserve**. University life means a brand new stage of your learning experience. And it can widen your knowledge, build up your **personality** and finally lead to your success. But to those who are new to it all, it can be **overwhelming** and sometimes confusing.



The month that begins school in autumn is usually the busiest month in the **academic** calendar. Universities will welcome their freshman students and they have something called Freshers' Week. It's a great opportunity to make new friends, join lots of clubs and settle into university life.

However, having just left the comfort of home and all your friends behind, the **prospect** of meeting lots of strangers in big halls can be nerve-wracking. Where do you start? Who should you make friends with? Which clubs should you join? Luckily, there will be thousands of others in the same boat as you worrying about starting their university social life on the right foot. So just take it all in slowly. Don't rush into anything that you'll regret for the next three years.

Here are some top tips from past students on how to **survive** Freshers' Week:

Blend in. Make sure you are aware of social **etiquette**. Break the ice by talking about weather or some other safe topics. Use polite greetings and responses while communicating with your new housemates and classmates.

Be hospitable. Getting snacks handy for those around is **extremely** helpful. Cups of tea or even slices of toast can give you a head start in making friends.

Be sociable. The more active you are, the more likely you'll be to meet new friends in the campus. Don't separate yourself from the new classmates and friends in the campus. Don't lock yourself inside the room all day. Someone who never leaves room is hard to get himself **involved** in the campus life around.

Bring a doorstep. Keep your door open when you're in and that sends positive messages to your neighbours that you're friendly.

So with a bit of clever planning and motivation, Freshers' Week can give you a great start to your university life and soon you'll be passing on your wisdom to next year's new recruits. (391 words)



1. Which of the following statements about "Freshers' Week" is correct?
 - A) Freshers' Week defines the time when freshmen start their college education.
 - B) Freshers' Week indicates freshmen's usual learning time.
 - C) During the Freshers' Week, freshmen usually feel relaxed and bored.
 - D) College students can experience Freshers' Week every month.

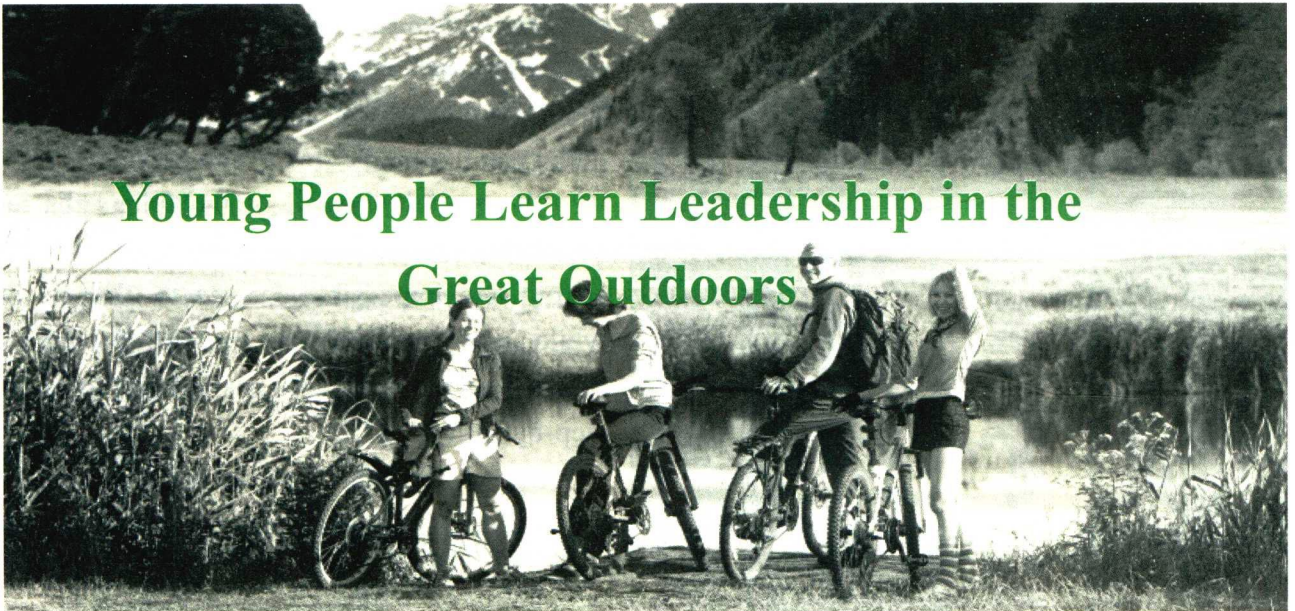
2. Which of the following problems freshmen face is NOT mentioned in the passage?
 - A) Where to start.
 - B) Who to make friends with.
 - C) How to make a study schedule.
 - D) Which club to join.
3. What does the underlined word “nerve-wracking” mean according to the context?
 - A) Exciting.
 - B) Troublesome and difficult.
 - C) Dull.
 - D) Interesting.
4. Which topic is NOT possibly safe while talking with your new roommates according to your own experience?
 - A) Hometown.
 - B) Weather.
 - C) Age.
 - D) Hobby and interest.
5. What's the purpose of the writer by writing the passage?
 - A) To stress the importance of university education.
 - B) To help survive the Fresher's Week.
 - C) To help students become sociable.
 - D) To pass on wisdom to the new recruits.

Word Bank

- | | |
|--|-----------------------------------|
| 1. reserve <i>n.</i> 储备, 储存 | 6. survive <i>v.</i> 幸存, 幸免于 |
| 2. personality <i>n.</i> 个性, 品格 | 7. etiquette <i>n.</i> 礼仪 |
| 3. overwhelming <i>adj.</i> 势不可挡的, 压倒的 | 8. extremely <i>adv.</i> 非常地, 极其地 |
| 4. academic <i>adj.</i> 学术的, 学院的 | 9. involved <i>adj.</i> 有关的, 介入的 |
| 5. prospect <i>n.</i> 前途, 预期, 景色 | |

Passage B

Time taken: _____ minutes



Young People Learn Leadership in the Great Outdoors

The Cottonwood Institute was founded by Ford Church, M.A. in the U.S. city of Denver, Colorado in Sept. 2004 and it is a **nonprofit** group that works with teenagers. It helps them learn about leadership while also learning about the environment.

Juliet Luna attends New Vista High School. She says it is not difficult to **persuade** young people to go into the mountains and search for solutions to environmental problems.

“Getting kids out into the environment **inspires** them to protect it, because if you don’t know what you’re protecting, why would you bother?”

The Cottonwood Institute works with teachers to help them combine classroom studies with environmental projects.

A group of students choose an environmental problem to solve. Over 6 or 12 weeks, they look for answers and join with local environmentalists to make those **solutions** work. After the project ends, the students have a greater understanding of the environment.

Jaden Games is in his final year of high school. “I’ve learned a lot about CCD, which is colony **collapse** disorder, which has to do with the disappearance of bees. I’ve also learned a lot about tracking and water pollution.”

Ford Church **launched** the Cottonwood Institute ten years ago. He says he wants young people to learn about the environment so that it will be healthy many years from now. He believes that students can’t be expected to care about the environment if they never have a chance to explore the outdoors.

“The big thing that’s important for us is making sure that our students take care of the land that we’re exploring. In the city you might trash on the ground and it’s not a big deal and that’s a big deal to us because this is our playground—this is our office so to speak—and we really wanna take care of it.”

Jaden Games and his classmate Cassidy Lam say being involved with the project has shown

them that one person can make a difference.

“It’s really good to learn about the **ecology** (生态学) and learn about the issue that we cause on the environment and how we can work on that and try to fix that.”

“It just felt like all of the things that are happening to our planet that are **negative** feel so big and impossible for me to change; but while getting involved in this program I realized that it’s actually really easy to take it step-by-little-step.”

Up to now, the Cottonwood Institute has guided the teenagers through almost several thousand hours of projects, giving them a chance to explore life outside the classroom and



make a difference in their community. (445 words)

6. Which statement is NOT true about the Cottonwood Institute?
 - A) The Cottonwood Institute helps the teenagers learn about leadership while also learning about the environment.
 - B) The Cottonwood Institute helps combine classroom studies with environmental projects.
 - C) People of all ages and all social levels can attend the Cottonwood Institute.
 - D) The Cottonwood Institute offers chances to explore life outside the classroom and make a difference in community.
7. What’s the meaning of the underlined sentence “...if you don’t know what you’re protecting, why would you bother?”
 - A) Students can protect the environment actively by simply learning the knowledge in classroom.
 - B) It’s not necessary for students to know what they’re protecting by exploring outdoors.
 - C) Students can’t be expected to care about the environment if they never have a chance to explore outdoors.
 - D) Students should never bother to care about what they are protecting.
8. According to Ford Church, what’s the important thing for the Institute?
 - A) Making sure that students take care of the land they’re exploring.
 - B) Making sure that students can make a difference.
 - C) Making sure that students are confident in themselves.
 - D) Making sure that students can find solutions to the environmental problems.
9. What do Jaden Games and his classmate Cassidy Lam learn from the program?
 - A) One person can never make a difference.
 - B) It is not difficult to persuade young people to go into the mountains and search for



solutions to environmental problems.

- C) It's really good to learn about the ecology and learn about the issues caused on the environment and how to work on that and try to fix that.
- D) To trash everywhere is a bad habit.

10. What's this passage mainly about?

- A) The students who took part in the projects of the Institute.
- B) Teachers involved in the projects of the Institute.
- C) The environmental problems that should be solved.
- D) The Cottonwood Institute and its projects.

Word Bank

1. nonprofit *adj.* 非营利的

2. persuade *v.* 说服, 劝服

3. inspire *v.* 鼓励, 激励

4. solution *n.* 解决

5. collapse *n.* 塌陷

6. launch *v.* 发射, 建立

Part II Banked Cloze

In this part, there is one passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter.

Time taken: _____ minutes

Different Students with Different Goals

University students come from different parts of the country and they have various goals. However, a closer look at their reasons for learning in the university will enable us to **classify** them 1) _____ into three groups: those who have a **passion** for learning, those who wish to attain a bright future, and those who learn with no 2) _____ goals.

Firstly, there are many students who learn simply because they pursue their goal of learning. Some read a wealth of British and American novels because they are keenly 3) _____ in literature. Others sit in front of the computer screen, working on a new program, 4) _____ day and night, because they find some computer programs fascinating, and they dream of becoming a "Bill Gates" some day.

Secondly, there are many students who work hard mainly for a better and more **prosperous**