



“十三五”规划精品教材

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# NORTHSTAR

## 新核心研究生英语

总主编：卫乃兴

# 读写教程

READING AND WRITING COURSE

原 著 【美】Judy L. Miller

【美】Robert F. Cohen

中方主编 赵秀凤



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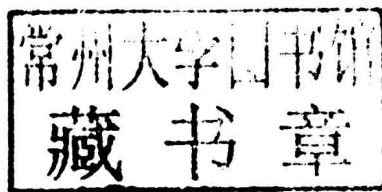
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Authorized Adaptation from the English language edition, entitled READING AND WRITING, 3E ( ISBN:978-0-13-233676-5 ), by MILLER, JUDY L.; COHEN, ROBERT F., published by Pearson Education, Inc, publishing as, Copyright ©2009, 2004,1998 by Pearson Education, Inc.

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本教材由培生教育集团授权出版, 改编自培生教育集团的NORTHSTAR 系列教材中的READING AND WRITING (第5册, 第3版, 原著: Judy L. Miller, Robert F. Cohen)

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上海市版权局著作权合同登记号图字: 09-2015-730

## 图书在版编目(CIP)数据

新核心研究生英语读写教程 / (美)米勒 (Miller, J.)等著; 卫乃兴, 赵秀凤主编. —上海: 上海交通大学出版社, 2015

ISBN 978-7-313-12424-1

I. ①新… II. ①米… ②卫… ③赵… III. ①英语—阅读教学—研究生—教材 ②英语—写作—研究生—教材 IV. ①H31

中国版本图书馆 CIP 数据核字 (2015) 第 181064 号

## 新核心研究生英语读写教程

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出版发行: 上海交通大学出版社	地 址: 上海市番禺路 951 号
邮政编码: 200030	电 话: 021-64071208
出 版 人: 韩建民	经 销: 全国新华书店
印 制: 上海锦佳印刷有限公司	印 张: 15.5
开 本: 889mm × 1194mm 1/16	印 次: 2015 年 8 月第 1 次印刷
字 数: 380 千字	书 号: ISBN 978-7-313-12424-1/H
版 次: 2015 年 8 月第 1 版	定 价 (含光盘): 42.00 元
ISBN 978-7-313-12424-1/H	ISBN 978-7-88844-987-9

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# PREFACE 总序

毋庸置疑,我国已成为举世瞩目的研究生教育大国。无论是在读硕士生,还是在读博士生,总量皆居全球前茅。如何扎实、有效地提升研究生教育质量,为国家的经济、社会、文化发展,综合国力攀升以及势头强劲的国际化战略指向提供不竭的优质人才资源,已是摆在高等教育工作者面前神圣而急迫的任务。其中,研究生英语教育质量的提升无疑是关键的一环。正是在这样一个环境下,上海交通大学出版社筹划、组编了这套《新核心研究生英语》系列教材。作为编写人员,我们深感任重力薄,诚惶诚恐。面对国内百花齐放、群雄并起的英语教材出版市场以及书目琳琅满目的局面,我们又能为莘莘学子们奉上什么样的作品呢?历经多次切磋、谋划、论证和会议研讨以及反复修正,我们确定了本套教材的编写蓝图、方针与策略,力图推出一套体现最新学术理念、特色鲜明、与我国研究生英语教学实际紧密结合的教材,为研究生英语能力的提升尽一份绵薄之力。

《新核心研究生英语》系列教材分为必修课、选修课和专业硕士课程三个系列。其中必修课教材包括《读写教程》和《听说教程》,供一个学期使用。教材从培生集团引进,原版教材 NorthStar 已再版多次,是屡次被培生集团用于高端学术英语培训的经典教材。选修课教材包括《学术英语写作》、《文献阅读与翻译》、《跨文化交际》、《国际会议交流英语》等。专业硕士教材包括《工程硕士英语读译教程》、《教育硕士英语》等。

我们对本系列教材的教学效益充满期待。本系列教材所秉持的先进理念、特色鲜明的内容与方法、编写人员的精益求精与孜孜以求,与教学过程中师生的勤勉努力相结合,必能扎实、有效地促进学生的多种英语能力发展,提升教学质量。

## 一、编写理念

### 1. 学术英语的属性

如果说大学英语的课程属性仍有商榷的话,那么,研究生英语的学术英语属性应是一个不争的命题。一般而言,所有的英语使用活动都发生于具体语境或语域之中,从而具有语境制约性,而严格意义上的所谓“普通英语”并不真正存在。因其明确的学术研究和专业活动特征,研究生英语的学术交际目的与功能导向更加明显。概而言之,研究生英语旨在培养和提升学生的学术英语交际能力,包括用英语获取专业信息的能力、发表学术研究成果的能力、传播专业文化知识的能力,以及其他跨文化交际能力。这些能力的发展紧密联系于特征性的语言形式使用以及意义与功能表达,属于学术英语范畴。根据这些考量,我们设计了有关的教材门类,并围绕上述能力的发展聚焦相关的内容学习与技能训练。

### 2. 形式、意义、功能的共选

语言交际是意义驱动的活动。我们之所以讲话、写文,是因为要表达意义或功能。意义的表达需要一定的语言形式,包括词汇和语法。然而,意义制约着词汇及语法的选择,词汇及语法也作用于意义的表达,其间体现了一系列的共选关系。形式、意义、功能的共选产生了大量的半固定词语组合。如表达“某人论述某事”之义时,学术英语极有可能使用 X argues about Y correctly / convincingly / consistently / persuasively / strongly 等组合序列;用于文献评述时, X argues that, it has been argued that 等较为频繁出现;预防他人提出反对观点时,则使用 it might be argued that 表明自己并不认同有关的不同观点,等等。这些词语序列既是词汇的又是语法的。融二者于一体,紧密相关于话语的目的和语境。基于这些考虑,我们在教材中给予词语序列较多

的关注。我们认为,研究生英语不应再过多地关注孤立的语法和词汇,重要的是词汇与词汇、词汇与语法如何在不同的语境下恰当地组合在一起表达意义。

### 3. 程式语

任何具体语境下的语言交际活动都产生大量的半预制性质的程式语(formulaic expression)。程式语具有相对的词汇与结构稳定性以及明显的功能特征。学术英语也不例外。比如,表达自己对数据的观察和发现是要用 a close observation of the data reveals that 等词语手段;呈述研究发现时要用 data show that, evidence suggests that, results indicate that, analyses show that 这样一些程式化的表达手段;评述文献时则要用 recent studies show (suggest) that, previous studies suggest (show/indicate) that, previous research has shown that, past work suggest that, a recent study has shown that 等程式语手段。这些程式语及其一定范围内的变体是学术话语社团共同认可并接受的惯用话语手段。所谓语言的地道性和得体性即体现于其中。程式语使用的是否恰到好处与学术英语能力密切相关。毋须讳言,这套系列教材较多地强调了各种各样程式语的学习。

### 4. 多种技能的综合发展

如上所述,学术英语能力包括多种子技能。这些技能的发展与提高并非相互隔绝与孤立,而是相互协调、同步进行的。很难想象一个人用英语获取专业信息的能力很强却不会表达专业思想和概念,也很难想象跨文化交流能力低却能流利娴熟地传播学术成果。即使在基础英语学习中,多项微技能的发展也应综合进行,而非分而治之。反

之,以读促写、以写带读、听说融合等都是正确的做法。因此,阅读技能训练需要兼顾听说、写作和跨文化知识的学习,等等。这套教材虽分为不同的门类,但你中有我、我中有你,尽量实践综合训练、并行发展的理念。

## 二、教程特色

### 1. 语料库数据的使用

语料库语言学的兴盛发展给我们提供了前所未有的可用真实数据。来自语料库的词语搭配、句型、程式语以及各种各样的半固定序列保证了教材内容的真实性。这套系列教材的课文自然属于原生态的本族语文本。但是,我们的各种练习和任务编写也充分利用了现有的英语语料库资源。如英国国家语料库 (British National Corpus)、当代美国英语语料库 (Corpus of Contemporary American English) 以及我们自建的学术英语语料库。基于这些真实语料,我们编写练习,设计任务,引导学生分析和概括学术英语的语篇、词语、结构、意义、功能特征,以促进知识积累和能力提高。

### 2. 基于过程活动, 促进批判思维能力

围绕各种知识和技能,我们设计和编制了针对性强、形式多样、内容丰富的任务,包括词语知识、篇章分析、功能表达、文化意识、问题反思等等。我们坚信,知识的积累发生在积极的使用过程之中,知识转化为能力的关键环节也在于过程活动 (procedural activities)。与传统的语言知识练习活动只允许一个标准答案的做法不同,教材中较多的练习和任务并不仅仅指向一个固定的标准答案,而有多个可接受的答案。这样的设计更有利于引导师生积极投入学习活动,激发学生的积

极思维,有利于批判思维能力的发展。

### 3. 话题的普适性和趣味性

根据不同的性质与教学目标,不同门类的教材都较好地选择了普适性强的话题作为主要的内容聚焦,并高度关注课文与任务的趣味性。基础教材和跨文化教材的课文与任务涉及广泛的社会文化热点话题,以便最大限度地激发学生的兴趣。学术英语写作教材聚焦于适用所有专业学生的一般学术话题和内容,激发不同专业背景的学生兴趣。

### 4. 聚焦常用学术英语词汇与语法

教材的各类学习活动聚焦于学术英语的基本和核心词汇,即准技术词汇(sub-technical words)。英语水平和使用能力高低的标志不在于学得了大量生僻词汇,而在于对普通、常用词汇的地道、恰当、娴熟的使用。一个人即使死记硬背了数万条单词的定义或意义,而对常用词汇的地道用法却不甚了了、捉襟见肘,其水平和能力必低无疑,绝不可能胜任英语交际任务。毫无疑问,普通词汇和准技术词汇是我们训练的重点。它们频繁发生的词语搭配、频繁使用于的结构、频繁产生的词语系列、频繁表达的意义和功能,是教材各类学习活动的焦点和重中之重。它们是良好学术交际能力的基础所在。

我们竭尽所能地在这套系列教材的编写过程中实践了上述理念,凸显了上述特色。然而,由于学养薄浅,失误和不当之处在所难免。作为总主编,一方面我对所有参与编写的同仁怀有诚挚的敬意,由衷地感激他们付出的辛勤劳动。另一方面,我殷切希望使用这套教材的师生不吝指正谬误,帮我们修正完善,并在教学过程中创造性地开发



新型学习活动,最大限度地发挥教材的教学效益。

上海交通大学出版社的领导对这套教材的出版提供了可贵的支持,教材图书出版中心的臧燕阳主任、张冠男副主任以及有关同仁对教材的筹划、论证、组织、编校付出了大量心血。我向他们致以深深的敬意!

卫乃兴

2015年5月于北京

# INTRODUCTION 编写说明

NorthStar 是培生教育集团(Pearson Education)出版的一套经典教材,使用对象为“英语作为外语”的学习者。全套教材共分五个级别,每个级别都有《听说教程》和《读写教程》两个分册,本教材改编自该系列的第五级《读写教程》。原教材具有以下三个特色:

## 一、内容丰富新颖,逻辑严密,语言生动地道

本教材内容丰富,主题既涉及当代最新的生物医学、心理学的研究成果,又涉及语言和文化、社交媒体和伦理之间的关系。读者不仅可以读到一群孩子是如何通过学习舞蹈成长变化的有趣故事,也可以读到 20 世纪 90 年代在战火纷飞的萨拉热窝,一个手无寸铁的大提琴家如何在枪林弹雨和废墟中冒着生命危险,勇敢地用音乐发出对战争发动者的抗议和对和平的呼唤。通过阅读和学习这些蕴含丰富情感的文章,学习者不仅可以对人性有更深刻的洞察,还可以更深切地感受到在强权和暴力面前不可侵犯的生命与尊严。

## 二、结构清晰,练习设计目标性强、形式丰富

每个单元结构包含三个部分:

第一部分为 FOCUS ON THE TOPIC。通过选词填空和多项选择等词汇练习,帮助学习者掌握和理解课文中重点词汇的意义和用法。此外,该部分还包含一些与课文内容相关的启发性问题,以问题或思维导图等形式,激发学习者的学习兴趣,培养学习者的思辨能力。这些练习有利于加深学习者对文章主题和重点词汇的理解。

第二部分为 FOCUS ON READING。该部分通过两篇主题相关、观点相异或相反的文章和一系列阅读理解练习,培养学习者的逻辑推理能力和批判性思维能力。

第三部分为 FOCUS ON WRITING。通过精心设计的拓展练习,不仅可以促进学习者掌握并应用课文中的重点词汇,还可以扩展词根词

缀知识,培养学习者基于文体的写作能力。

### 三、语言技能培养与逻辑思维训练并重、知识学习和思想情操陶冶并重

在侧重培养学习者阅读和写作能力的同时,本教材还精心设计了一系列练习,旨在培养学习者的语言表达能力和批判性思维能力。通过阅读和练习,学习者的思想情操,如真诚、勤奋、热爱祖国、关注社会弱势群体等可以潜移默化地得到培育。学习者在学习过程中,可以明显体会到原书编著者的教育理念——教育不仅是学习知识和提高能力的过程,还应是为社会培养有思想、有情操、有人文情怀的人才的过程。

综上所述,本书是一本与众不同的优质英语教材。改编这样一本经典教材让人既兴奋,又深感挑战。改编的主要目的是让其更加适合国内现阶段非英语专业研究生英语课堂教学的实际需求。

我们的改编主要出于以下方面的考虑:

1. 适当删去原书中一些中国学生在中学和大学阶段已经掌握的词汇和语法知识练习。

2. 增加了词汇搭配练习。改编者利用最新的语料库技术,从当今世界最大的语料库——COCA(美国当代英语语料库)中提取语料,增加了词汇搭配和翻译练习,以有效培养学生对多义词的理解和运用,拓宽学生的思维,提升学生的想象力,纠正学生以词典释义为唯一正确依据的语言学习习惯。

3. 在当今这个信息变得越来越重要的时代,能否在第一时间有效地把外语,尤其是英语中的重要信息翻译成汉语,从而在一些研究和技术领域占领信息和知识的制高点,对学生未来事业的发展至关重

要。培养学生的翻译能力是培养其语言能力的一个重要方面。因此,我们在 FOCUS ON READING 部分增加了翻译练习。具体作法是从每个单元的两篇文章中摘选出一些能体现英汉语言和思维差异的句子,设计成翻译习题。通过完成这些习题,学生既可以对文章中的难句有更深刻和清晰的理解,还可以掌握翻译中的词性转换、语序调整、句子拆分、语意合并、增词、减词等必不可少的翻译技巧,从而不断提升翻译能力,加深对英汉两种语言和思维方式的认识。

感谢上海交通大学出版社的信任和总主编卫乃兴教授的指导,也特别感谢出版社教材出版中心主任臧燕阳老师和副主任张冠男老师专业细致的工作。我们相信这样一套优秀的英语教材,一定能在当前中国的研究生英语教学中发挥它的价值。

本教材适用于非英语专业研究生和高年级本科生的英语读写课程,也适用于学术类出国留学培训的读写训练。

编者

2015年6月

# UNIT STRUCTURE 单元结构



## FOCUS ON THE TOPIC

This section introduces students to the unifying theme of the reading selections.

**PREDICT** and **SHARE INFORMATION** foster interest in the unit topic and help students develop a personal connection to it.

**BACKGROUND** AND **VOCABULARY** activities provide students with tools for understanding the first reading selection. Later in the unit, students review this vocabulary and learn related idioms, collocations, and word forms. This helps them explore content and expand their written and spoken language.

**1 UNIT** Mickey's Team

**1 FOCUS ON THE TOPIC**

**A PREDICT**

Look at the photo of Mickey Mantle, a famous baseball player elected to the Baseball Hall of Fame. What do you already know about Mickey Mantle? What do you already know about the kinds of personal problems that famous people often have?

Unit 1 Mickey's Team 1

**UNIT 1**

**SHARE INFORMATION**

Mickey Mantle credited his skill as a baseball player to the influence of one person. Think of all the people who have influenced your development. What did they contribute to your personality? Was their influence always positive? How old were you when their influence was felt?

Fill in the chart. Then share your answers with a small group.

WHO INFLUENCED YOU?	HOW DID THIS PERSON INFLUENCE YOU?	HOW OLD WERE YOU?
Family member		
Friend		
Teacher or religious leader		
National celebrity (athlete, politician, movie star, performer)		
Other		

**BACKGROUND AND VOCABULARY**

Choose the word(s) that correctly explain the meaning of the boldfaced word. There can be more than one correct answer. Compare your answers with a partner's.

- For a long time, he thought that he, too, would die from the **hereditary** disease that killed his father.
  - inherited
  - genetic
  - inborn
  - acquired
- Despite tough competition, Mantle rose from the lead mines of the West to the heights of fame.
  - demanding
  - strong
  - intense
  - fierce

2



## FOCUS ON READING

This section focuses on understanding two contrasting reading selections.

**READING ONE** is a literary selection, academic article, news piece, blog, or other genre that addresses the unit topic. All the readings are authentic.

**READ FOR MAIN IDEAS** and **READ FOR DETAILS** are comprehension activities that lead students to an understanding and appreciation of the first selection.

### FOCUS ON READING

#### READING ONE: My Time in a Bottle

Before you read, discuss the question with a partner.  
What effect can a parent's addiction have on a child?

## MY TIME IN A BOTTLE



St. Louis Cardinals fan. In fact, Mickey Cochrane, the Hall of Famer and Detroit Red Sox pitcher, was the greatest ballplayer who did everything to help me out. Even though he was dog tired, he would still pitch to me in the backyard when work, beginning from the time I was 10, was too much for me. My mother would call the meal would wait until I was 10. Dad was a big drinker. Dad would buy a pint of whiskey on Saturday night and put it in the icebox. Then every night when he came home from working eight hours in the lead mines of Oklahoma, he'd head for the icebox and take a swig of whiskey.

My dad loved baseball, played semiprofessional ball on the weekends, and was a tremendous

swig: a gulp of a liquid, usually alcohol  
Hodgkin's disease: a cancer of the blood characterized by enlargement of nodes, and liver. It is hereditary. For a long time, Mickey Mantle thought he had it. One of his sons had it and died around the same age as Mantle's father

rehab' work to do, but I wouldn't do it. I'd be out drinking... Everything had always come naturally to me. I didn't work hard at it.

After I retired at 27, my drinking got really bad. I went through a deep depression. Billy Martin, Whitey Ford, Hank Bauer, Moose Skowron [my Yankee teammates], I left all those guys and I think I left a hole in me... We were as close as brothers. I haven't met anyone else I've felt as close to.

I never thought about anything serious in my life for a continuous period of days and weeks until I checked into the Betty Ford Center.<sup>1</sup> I've always tried to avoid anything emotional, anything controversial, anything serious, and I did it through the use of alcohol. Alcohol always protected me from reality.

You are supposed to say why you ended up at the Center. I said I had a bad liver and I was depressed. Whenever I tried to talk about my family, I got all choked up. One of the things I really missed up, besides baseball, was being a father. I wasn't a good family man. I was always out, running around with my friends. My son Mickey Jr. could have been a wonderful athlete. If he had had my dad, he could have been a major league baseball player. My kids never blamed me for not being there. They don't have to. I blame myself.

During my time at the Betty Ford Center, I had to write my father a letter and tell him how I felt about him. It only took me ten minutes to write the letter, and I cried the whole time, but after it

was over, I felt and I wish he let better than I told him I loved him. I have told him Dad would know that Ford and have he would have the first place.

For all those didn't know, Mickey Mantle

Epilogue<sup>2</sup> As one of I wanted to eat called "Mickey" Texas, where He planned announcement invented a slogan: "Mickey Jr.," "I'm going to be Richard Jerry the Road," Pe

rehab, rehabilitation: training to restore a person to good physical health  
Betty Ford Center: a live-in treatment center for drug and alcohol abuse, founded by Betty Ford and her husband, Richard, in Mirage, California. It is named in honor of the wife of former U.S. President Gerald R. Ford  
epilogue (in American English, also epilog): a passage or speech that concludes a book or play as a conclusion.

#### READ FOR MAIN IDEAS

Answer the questions based on your understanding of the passage.

1. What effect did Mickey Mantle's addiction have on his family?
2. How did Mickey Mantle feel about his father?

3. How did Mickey Mantle feel about his father?

#### READ FOR DETAILS

Fill in the time line below by creating sentences using the following phrases.  
was cured at the Betty Ford Center      joined the Yankees  
left baseball      started a campaign for donor awareness  
father died      father began teaching him baseball

## THE LIFE OF MICKEY MANTLE

October 20, 1931	Mickey Charles Mantle was born in Spavinaw, Oklahoma.	1968	
1935		1974	Mickey Mantle was voted into the Baseball Hall of Fame.
1950		1994	
1951		1995	
1962	He married Marilyn Louise Johnson, who worked in a bank.	June 1995	Mickey Mantle received a liver transplant at Baylor Hospital in Dallas, Texas.
1956	The first of Mantle's four sons was born.	August 14, 1995	Mickey Mantle died of cancer with his family at his bedside.

#### MAKE INFERENCES

Working with a partner, circle the choice that best completes each sentence. Refer to Reading One to support your choices.

1. Mickey Mantle's father \_\_\_\_\_.  
a. caused Mickey's drinking problem  
b. may have influenced Mickey's drinking problem  
c. had nothing to do with Mickey's drinking problem

Following this comprehension section, the **MAKE INFERENCES** activity prompts students to "read between the lines," move beyond the literal meaning, exercise critical thinking skills, and understand the text on a more academic level. Students follow up with pair or group work to discuss topics in the **EXPRESS OPINIONS** section.

**READING TWO** offers another perspective on the topic and usually belongs to another genre. Again, they are authentic. This second reading is followed by an activity that challenges students to question ideas they formed about the first reading, and to use appropriate language skills to analyze and explain their ideas.

**INTEGRATE READINGS ONE AND TWO** presents culminating activities. Students are challenged to take what they have learned, organize the information, and synthesize it in a meaningful way. Students practice skills that are essential for success in authentic academic settings and on standardized tests.

**TRANSLATION** helps to establish the students' consciousness to language and thinking differences between their mother language, Chinese and their foreign language, English by stressing the translation of some distinctively native expressions from English into Chinese.

3. Did Mickey Mantle think that his life was a success?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EXPRESS OPINIONS**

Discuss the questions in a small group. Share your group's conclusions with the rest of the class.

- Do you think Mickey Mantle is a hero?
- In your opinion, should anyone be allowed to use drugs? Why or why not?

**READING TWO: Addiction**

Below is a passage from a psychology textbook. Answer the question with a partner.

Why do people become addicted to gambling, or eating?

**PSYCHOLOGY TODAY**

**ADDICTION**

Addiction is one of the toughest problems to solve within the family as well as many other national and international problems that is not just a matter of willpower. People do not become addicted to substances because pleasure. There are usually many reasons that make an addiction difficult to overcome.

**Key Elements of Addiction**

- Addiction has two elements that are essential: the person is drawn to addictive behavior and the behavior is repeated. They enhance each other. Tolerance means the substance is required to produce the same effect. In the case of eating, experience is required for satisfaction. Chemical addictions, one may become tolerant. There is also the risk of overdose, the loss of control, and the loss of interest in other activities.
- The second element that is important is that an individual has a need when the substance or behavior is not present. This is often a result of a chemical substance. Removal of this stimulation affects the individual. Complete withdrawal is often necessary for recovery.
- Factors That Influence Addiction
  - There is often a genetic inclination to become addicted. It is not just a matter of willpower. The nature of the addiction may well be inherited. Some people are genetically "positive" response to alcohol.
  - Trauma can also shape and form addiction. People who have experienced trauma that is related to the substance, such as war veterans, are more likely to become addicted.
  - Another important factor is social learning. We learn from others, but it is not just a matter of willpower. Shame is often a result of the addiction. Shame is often a result of the addiction.
  - One last contributor to addiction is the pressure that makes the next two hours seem like the most important time of your life. It is an agitated feeling, very different from the melancholy depression that causes a person to sit in bed all day unable to get up or get dressed.

**Recovery**

Recovery from any addiction is not easy. The withdrawal process may help to ease the addiction initially, but it must be addressed, and the damage to the person's life caused by the addiction must be gradually healed as much as possible. It is hard, demanding work, but the rewards are great.

**INTEGRATE READINGS ONE AND TWO**

Working with a partner, read each statement and decide if it is T (true) or F (false). If it is false, correct it. Find support for your answers in the reading passage.

- Addictive personalities are easily cured.  
This is false because the recovery process is very complex.
- If you have too many nights out having fun, you can become addicted.
- Getting used to a drug and eventually needing more and more of it in order to enjoy its effects is an example of tolerance.
- If you become addicted, genes are the only factor.
- Addiction is a cure for emotional pain.

**STEP 1: Organize**

Reading Two was about the causes of addiction. Reread Reading One and give examples from Mickey Mantle's life that illustrate each appropriate box. When you are done, discuss your examples with a partner.

FEATURES OF ADDICTION	EXAMPLES
Tolerance	
Withdrawal	
Genetic Disposition	
Trauma	
Shame	
Depression	
Recovery	

**STEP 2: Synthesize**

You are a journalist writing a feature article about different celebrities with addictions. Using the chart you completed in Step 1, on a separate piece of paper, write a paragraph about Mickey Mantle. Start your paragraph with this topic sentence: "Mickey Mantle had the classic addictive personality."

**TRANSLATION**

Translate the following sentences from Readings One and Two into Chinese. Pay attention to the underlined parts which may require some translation skills for a proper version.

- As one of Mickey's last wishes, he wanted to establish a donor awareness program, called "Mickey's Team," at Baylor Hospital in Texas, where he received a liver transplant. He planned to tape a series of public service announcements for the program and even invented a slogan before he died: "Be a hero, be a donor."
- A person is drawn to addictive behavior or to a substance because of the way they affect his or her emotions. They enhance some feelings and deaden others. Emotional pain is reduced momentarily, and the person hopes that it will not return. But it invariably does.
- One last contributor to addiction is the pressure that makes the next two hours seem like the most important time of your life. It is an agitated feeling, very different from the melancholy depression that causes a person to sit in bed all day unable to get up or get dressed.

# 3

## FOCUS ON WRITING

This section emphasizes development of productive skills for writing. It includes sections on vocabulary, and the writing process.

The **VOCABULARY** section leads students from reviewing the unit vocabulary, to practicing and expanding their use of it, and then working with it—using it creatively in both this section and in the final writing task.

The **EXPAND** in particular in this section facilitates the students' development of reproductive language ability by focusing firstly on the conversion of different parts of speeches of words, and secondly on the translation of quite many collocations of polysemous words. Besides, it stimulates the students' interest in both their mother language, Chinese and their foreign language, English because its exercises require very deep understanding of both meanings and usages of the polysemous words in the two languages, which necessarily benefits the enrichment of the students' imagination and association.

4. Recovery from any addiction is not easily achieved. The emotional issues that helped to cause the addiction initially have to be addressed, and the damage to the person's life caused by the addiction must be gradually healed as much as possible. It is hard, demanding work, but the rewards are great.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3 FOCUS ON WRITING

#### A VOCABULARY

##### REVIEW

Imagine that the following letter was the one Mickey Mantle wrote at the Betty Ford Center to his long-dead father. Fill in each blank with one of the words from the box below.

avoided	depressed	failed	sober
blame	devastated	instruction	tolerance
choked up	enhanced	recovered	tough

Dear Dad,

Your death really (1.) devastated me. I don't think I have ever (2.) \_\_\_\_\_ from the pain and the fact that I never managed to tell you how much I loved you. The hardest thing I ever had to do was to say good-bye to you.

How do I account for my success? I owe it all to your patient (3.) \_\_\_\_\_ in baseball, your faith in me, and your love. If you had lived, you would have seen my four beautiful sons. You would have shared my fame, and your presence would have added to and (4.) \_\_\_\_\_ my success. You would have seen me realize those dreams we had so long ago.

More than anything else in the world, I wanted you to be proud of me. When I

lost you, I lost my guide, my anchor in life. You were such a responsible person, but I (5.) \_\_\_\_\_ to follow your example. You had no (6.) \_\_\_\_\_ for wrong behavior, but I became very (7.) \_\_\_\_\_ after your death. Despite all the success, I lost my way for a long time, but I have beaten my addiction and now I am always (8.) \_\_\_\_\_. Whatever happens, I am determined to use the rest of my life to make things up to my family.

Even though I was elected to the Baseball Hall of Fame, I was not the great father to my sons during their childhood that you were to me during mine. I can't deny that in their own ways, my kids bear the scars of my neglect. I get all (9.) \_\_\_\_\_ when I think about all this because they don't (10.) \_\_\_\_\_ me for my failures as a parent. I only wish that I had been there for my kids in the same way that you were always there for me. You were (11.) \_\_\_\_\_ on me, but you always wanted the best. Perhaps I could have (12.) \_\_\_\_\_ some of this suffering if, years ago, I had had the courage to tell you how much I loved you.

Your loving son,  
Mickey

##### EXPAND

1. Working in a small group, complete the following sentences with the correct forms of the word in each group. Use a dictionary if necessary.

###### 1) depress

- I know he is too optimistic but I don't want to \_\_\_\_\_ him. (v.)
- \_\_\_\_\_ is a mental state in which you are sad and feel that you cannot enjoy anything, because your situation is so difficult and unpleasant. (n.)
- All subjects of the research had varied degree of \_\_\_\_\_ mood. (a.)
- All in all, it appeared that a pretty \_\_\_\_\_ summer awaited Jones. (a.)

###### 2) avoid

- There was a careful \_\_\_\_\_ of the sensitive topic in the scholastic circles. (n.)
- Women have to dress modestly, to \_\_\_\_\_ being harassed by the locals. (v.)
- More than a quarter of the \_\_\_\_\_ deaths in the developing world are caused by TB (tuberculosis). (a.)
- The recession has resulted in an \_\_\_\_\_ increase in spending on unemployment benefit. (a.)



The **WRITING** section of each unit leads students through the writing process and presents a challenging and imaginative writing task that directs students to integrate the content, vocabulary, and grammar from the unit.

- Students practice a short **pre-writing strategy**, such as freewriting, clustering, brainstorming, interviewing, listing, making a chart or diagram, categorizing, or classifying.
- Then students organize their ideas and write, using a **specific structural or rhetorical pattern** that fits the subject at hand.
- Students then learn **revising techniques** within a sentence-level or paragraph-level activity to help them move towards **coherence and unity** in their writing.

**UNIT 1**

**WRITING**

In this unit, you read an excerpt from an autobiographic Mantle and a passage about the nature of addictions. You will write an autobiographical narrative about a problem you deal with and how you tried to overcome it.\*

**PREPARE TO WRITE: Notetaking**

- 1 Jot down notes of the different times you have faced a problem in your life. Your notes can be in words, numbers, pictures, or other symbols that help you to respond most comfortably.
- 2 Think of what you tried to do to resolve the specific problem. Find solutions? Why or why not? Which situation was the most difficult? As you write your notes, do not worry about grammar. Just express your ideas as they occur to you.
- 3 Share your notes with a partner. Compare insights and discuss experience would be the best one to write about in an autobiography.

**WRITE: An Autobiographical Narrative**

- 1 Working with a partner, read the paragraph from "Mantle" and discuss the questions.
 

"Even though he was dog tired after long days at the still pitch batting practice to me in the backyard when I work, beginning from the time I was four years old, I call us to dinner, but the meal would wait until Dad struck me from the right and left sides of the plate. man. If I'd done something wrong, he could just look have to say anything—and I'd say, 'I won't do it no more my father, although I couldn't tell him that, just like he

  1. Who is being described here?
  2. Who is the narrator (the person who is telling the story)?
  3. During which period in the narrator's life does the action take place?
  4. What verb tenses are used?
  5. What statement refers to an issue that caused the author to write this passage?

\* For Alternative Writing Topics, see page 23. These topics can be used in this unit or as homework. The alternative topics relate to the theme of the same grammar or rhetorical structures taught in the unit.

18 RESEARCH ANSWERS

**UNIT 1**

You can:

- a. describe your personality as it was during a special event in your life
- b. consider how that period or special event affected your system of values to change or rest
- c. describe any individuals who had a great influence on you
- d. share with the reader the issue that was most difficult for you
- e. discuss whether there was anything you should have done differently

Refer to the notes that you wrote at the beginning of the unit. You can expand upon one of the ideas that you mentioned.

**REVISE: Using Quotes for Interest and Impact**

Direct quotations attract the reader to the writing. Without direct quotations, the writing may seem flat. You must use quotation marks when you use the words of another person. You place the second quotation mark, or exclamation point, after the closing quotation mark.

Mickey Mantle wrote, "Dad was a tough man." "Dad was a tough man," said Mickey Mantle.

- 1 Working with a partner, rewrite the direct quotation.
  1. Beginner's luck they said. (Beginner's luck? They said.)
  2. I'm only playing for \$50 a night. It's nothing but.
  3. But he adds it's up to you to do the hard work.
  4. Just lend me your ATM card I'd say.
  5. They'd say over and over again you're becoming a professional.
  6. Get help as soon as you can I tell them.

22 RESEARCH ANSWERS

Unit 1: Mickey's Dream 21

**UNIT 1**

- 2 Read the autobiographical paragraph. Working with a partner, decide where each of the quotations on page 21 should be inserted in the paragraph. Place the number of each sentence on the appropriate line.
 

Gambling is not a pastime for me; it's a compulsion. It took me many years to recognize my addiction. The first time I went to a casino, I played my \$55 into \$10,000. The next night, I lost it all. In senior year, I frequently begged my college roommate for his credit card. When I got my first job, I assured my uncle I was not an addict. My friends also tried to warn me of the dangers. But I wouldn't listen. Like all addicts, I needed more and more intense experiences, risking more and more money until I lost my job and my self-respect. Today, I am in a recovery program. My doctor suggests that losing my parents in a car accident when I was ten made me psychologically vulnerable. What do I say to others who risk addiction?

After you have finished, reread the paragraph with the direct quotations in place. Discuss with your partner why the paragraph is now better than it was without the quotations.
- 3 Look at the first draft of your narrative. Have you used direct quotations correctly? Have you also used other effective stylistic devices, such as questions and interesting language and imagery?

**EDIT: Writing the Final Draft**

Write your final draft. Carefully edit it for grammatical and mechanical errors. Make sure you used some of the vocabulary and grammar from the unit. Use the checklist to help you write the final draft. Then neatly write or type your narrative.

**FINAL DRAFT CHECKLIST**

- Does your narrative give a clear picture of the problem?
- Are the three main elements of autobiographical narratives—character, technique, and theme—properly addressed?
- Do you use correct punctuation for the direct quotations that are included?
- Is the past unreal conditional used correctly to evaluate the consequence of past actions on your life?
- Has vocabulary from the unit been used?

22 RESEARCH ANSWERS

In the final phase of the writing process, students edit their work with the help of a checklist that focuses on mechanics, completeness, enhancing style, and incorporating the vocabulary and grammar from the unit.

**ALTERNATIVE WRITING TOPICS** are provided at the end of the unit. They can be used as alternatives to the final writing task, or as additional assignments. **RESEARCH TOPICS** tied to the theme of the unit are organized in a special section at the back of the book.