



2009年江苏省高等学校立项精品教材

新世界

大学英语系列教材

总主编：王守仁

读写教程

系列主编：王玉括 乔小六

主编：韩永芳

原著：Diana Renn
Scott Cameron

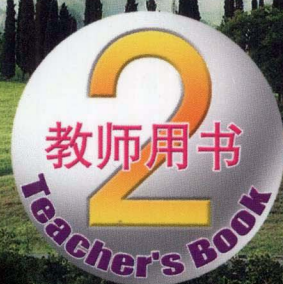
Hemispheres: Reading and Writing Course



凤凰出版传媒集团

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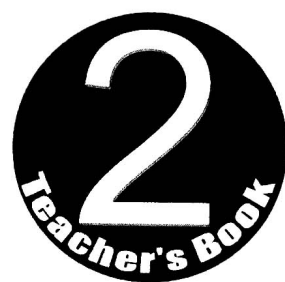
教师用书

凤凰出版传媒集团

 译林出版社

 McGraw
Hill

Education



图书在版编目(CIP)数据

新世界大学英语读写教程教师用书.2/韩永芳主编.

—南京:译林出版社,2010.2

ISBN 978-7-5447-1202-6

I. ①新… II. ①韩… III. ①英语—阅读教学—高等学校—教学参考资料
②英语—写作—高等学校—教学参考资料 IV. ①H31

中国版本图书馆 CIP 数据核字(2010)第 025409 号

Hemispheres 2 Teacher's Manual

978-0-07-320745-2

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This authorized English Adaptation is jointly published by McGraw-Hill Education (Asia) and Yilin Press.

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责任编辑 朱冬莲
封面设计 郭 渊

书 名 新世界大学英语读写教程·教师用书 2
出版发行 译林出版社(南京市湖南路 1 号 210009)
电 话 025-83658320
传 真 025-83658374
网 址 译林出版社 <http://www.yilin.com>
印 刷 扬中市印刷有限公司
开 本 787×1092 毫米 1/16
印 张 18.75
版 次 2010 年 2 月第 1 版 2010 年 2 月第 1 次印刷
标准书号 ISBN 978-7-5447-1202-6
定 价 41.80 元(附光盘)
本书若有印装错误可与出版社联系

总 序

“新世界大学英语系列教材”以广大学习者的英语水平为基础,从实际需求出发,紧紧围绕并充分体现《大学英语课程教学要求》所提倡的教学原则、内容和方法。本系列教材选材新颖、内容丰富、理念先进、体系完备,是一套集视、听、说、读、写、译为一体,特色鲜明的大学英语立体化教材。

2008年,译林出版社从美国引进新教材 *Hemispheres*,并组织国内知名高校教师对其进行改编。编写组充分发挥外版教材优点,在此基础上自主研发出“新世界大学英语系列教材”,实现了本土化和国际化相结合的编写目标。

“新世界大学英语系列教材”具有以下几个特点:

一、本系列教材力求体现基础性、科学性和时代性。基础性是指教材巩固并拓展学生的英语知识和能力,打好语言基础;科学性是指内容编排循序渐进,深入浅出,输入与输出紧密结合,符合语言学习规律;时代性是指教材根据大学英语教学改革的最新趋势,注重培养学生的英语综合应用能力,特别是听说能力。

二、本系列教材体现了以学生为本的思想,使学习者想学、会学、乐学。在编写指导思想上,传统与现代教学理念相结合,既强调语言基础知识的掌握,又突出语言运用能力的培养。所选话题贴近学生生活,兼顾知识性与趣味性。同时,有机渗透素质教育,注意培养学生健康的人格,注重对学生的人文主义教育。

三、本系列教材语料来自当代英语,题材广泛、体裁多样、语料真实、语言鲜活、地道。练习形式丰富多样,有针对性,有利于培养和发展学生的英语交际能力和自主学习能力,有利于学生掌握学习策略和方法。

四、教材体系比较完备,包括“读写教程”、“视听说教程”和“阅读教程”三个系列。每个系列均包括四个分册,供大学基础阶段英语教学使用。各系列教材自成系统,相对独立,以满足个性化、分层次外语教学的需要。同时三个系列相互补充,彼此关联,配合起来使用,可以有效提高学生的英语水平。

五、除学生用书外,本系列教材配有教师用书、助学光盘、电子课件、试题库、网络教程、教学资源库等,为教师和学生提供了一个系统、完整的立体化英语教学平台。这种以网络技术为支撑的交互式、开放性学习环境既能发挥教师的主导作用,又便于学生开展自主学习。

“新世界大学英语系列教材”各教程及主编如下:

教材名称	主 编	
读写教程	王玉括	南京邮电大学
	乔小六	南京工程学院
视听说教程	肖 飞	南京林业大学
阅读教程	吴鼎民	南京航空航天大学

本系列教材单元内容按每两周 8 课时设计,具体操作各院校可根据实际情况灵活掌握。

王守仁

2009年6月1日

前 言

《读写教程》是“新世界大学英语系列教材”的主干教程之一,严格根据教育部高等教育司颁发的《大学英语课程教学要求》所编写,旨在培养和提高学生的读、写、译三项基本技能,并配合《视听说教程》和《阅读教程》,全面实现《大学英语课程教学要求》规定的“一般要求”的教学目标。《读写教程》共分四册,每册八个单元,分别供一至四级四个学期使用。

《读写教程》主要有以下特点:

1. 本教程在美国著名教育出版公司麦格劳-希尔(McGraw-Hill)公司2008年推出的Hemispheres系列教材的基础上改编而成。原书专为亚太读者设计,体裁新颖,语言生动。改编者在语料的选择上,注重了中西方文化的结合,融知识性、趣味性为一体;在内容的设计上,追求语言基本能力和反思性思维能力的有机结合。

2. 本教程充分考虑和尊重大学英语教学的实际,结合日积月累、行之有效的英语学习方法,并认真借鉴美国最新的教育理论与实践,全面落实《大学英语课程教学要求》提出的教学原则、教学内容和教学方法。

3. 针对中国学生普遍善于用英语表达西方而拙于表达中国的现实,本教程在确保学生接收原汁原味的西方文化的同时,独辟蹊径,注重用地道的英语表达当代中国的社会现实,以培养学生在国际交往中准确表达自己身边事物的能力。

4. 本教程配备立体化的教学解决方案(教学模式)。本教程由学生用书、教师用书、电子教案、网络课程、配套试题库等内容组成,构成了立体化的教学解决方案(教学模式)。

《读写教程》每册八个单元的板块划分如下:

- **Lead-in:** 通过具有知识性、趣味性的小问题、小测试,切入到本单元的内容主题,开启与学生的互动。
- **Reading and Speaking:** 浏览与主题相关的短文,结合系统的阅读技巧训练,培养和提高学生的快速阅读能力。
- **Text A 和 Text B:** 每个单元的核心内容,包括两篇与主题高度相关的课文。文章内容新颖丰富,体裁广泛,贴近高校学生生活,有助于学生在学习语言的同时汲取多方面的知识。
- **Language Enhancement:** 通过精心设计的互动式练习,全面提高学生的词汇、语法、翻译等方面的能力。
- **Writing:** 以范例的形式介绍写作方法,提高学生写作能力。
- **Fun Time:** 提供与主题相关的幽默、笑话、谜语等内容,供使用者自行阅读,旨在增添活泼的学习气氛。

此外,本教程后还附有词汇总表,方便学生查找掌握。

《读写教程2》由广东外语外贸大学以及广东五邑大学负责编写。本书力求整合丰富的信息,探索全新的教学模式,不妥之处,敬请广大使用者批评指正。

王玉括 乔小六
2009年6月5日

《读写教程》的编写与使用

1. 编写宗旨

《读写教程》是“新世界大学英语系列教材”的主干教程之一，目的是指导学生在深入学习课文的基础上，从词、句、语篇等方面进行英语听、说、读、写、译的语言训练，以便帮助学生丰富英语语言知识，培养英语语言综合应用能力，尤其是读、写和译的能力。

2. 全书框架

《读写教程》共分四册。每册配有相应的教师参考书。每册学生用书分八个单元。每单元由七个部分组成：

第一部分：导入(Lead-in)

第二部分：阅读与口语 (Reading and Speaking)

第三部分：课文 A (TEXT A)

第四部分：课文 B (TEXT B)

第五部分：语言培养 (Language Enhancement)

第六部分：写作 (Writing)

第七部分：快乐时光 (Fun Time)

3. 本书简介

本书为《读写教程》学生用书的第二册，供修读大学英语二级的学生使用。本书包括八个单元，每个单元包括七个部分，组成了一个有机的整体。现将每个单元的七个部分分别简介如下：

第一部分 Lead-in: 以生动的形式为每个单元提供了一项与本单元主题密切相关的课堂活动，指导学生完成并讨论，旨在吸引学生兴趣，引导学生进入主题。

第二部分 Reading and Speaking: 介绍一种阅读方法，并提供了与本单元主题密切相关的阅读短文。旨在帮助学生运用该阅读方法阅读文章，讨论话题，激活学生已有的知识图式，为学习课文做好准备。

第三部分 TEXT A: 由课文、词表和练习三部分组成。

生词释义采用英、汉结合的方式。一般要求的单词不设标记，较高要求的单词标记为★，更高要求的单词标记为▲，超纲词汇标记为斜体。

练习部分主要包括以下几种：

阅读理解(Reading Comprehension): 含选择题、问答题和讨论题，旨在帮助学生理解课文，并就相关主题进行思考、展开讨论。

词汇(Vocabulary): 通过图表的方式帮助学生在复习所学重要词汇的同时，扩大词汇量。

第四部分 TEXT B: 围绕同一话题,由课文、词表和练习三部分组成。练习部分主要包括以下几种:

阅读理解(Reading Comprehension): 含问答题和选词补全摘要题,旨在帮助学生理解课文,丰富知识,扩大词汇量。

课文结构分析(Text Organization Analysis): 通过图表的方式帮助学生掌握段落或篇章展开的方法,提高阅读和写作能力。

第五部分 Language Enhancement: 练习主要包括以下几种:

词汇(Vocabulary): 设计多种词汇练习形式,旨在帮助学生复习本单元所学词汇,学习构词法,扩大词汇量。

语法(Grammar): 呈现一种语法现象,旨在帮助学生通过练习复习相关语法知识,促进使用英语的准确性。

翻译(Translation): 包括汉译英和英译汉两种题型,旨在帮助学生复习在本单元课文中所学习的重要词、词组、句型及语法结构,能按照翻译的“信、达、雅”三项原则翻译单句。

实际生活技能(Real Life Skills): 以图表的形式教会学生一项使用英语的实际生活技能。

第六部分 Writing: 以范例的形式介绍一种写作方法,并指导学生使用该方法进行写作练习,提高写作能力。

第七部分 Fun Time: 主要通过幽默故事、字谜等方式培养学生学习英语的兴趣,增强英语语感。

4. 本书使用说明

《读写教程》每册学生用书分八个单元,供一学期使用。建议每 4 课时完成一个单元的教学。

第 1 课时: Lead-in 和 Reading and Speaking

第 2 课时: TEXT A 及练习

第 3 课时: TEXT B 及练习

第 4 课时: Language Enhancement, Writing 和 Fun Time

使用时,各校可根据具体情况灵活调整。

编 者

2009 年 11 月

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Unit 1 First Impressions

In This Unit

The topic of Unit 1 concerns first impressions we form of people when we first meet them. Students will practice the reading skill of identifying pronoun. The grammar activity focuses on the modals. In the writing section, students will learn about the parts of a paragraph. Finally, students will practice the skill of recognizing examples as part of an integrated skill to complete a paragraph about the place they know.

LEAD-IN

Look at the pictures below and try to answer the following questions after discussing them with your partner.

1. Find three words or phrases to describe each figure in the pictures below. (*Answers will vary.*)

a



fashionable

cool

blue

b

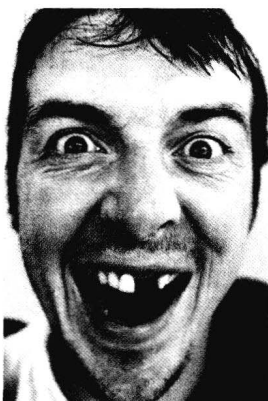


beautiful

happy

easy-going

c



clownish

disgusting

untidy

d



unfriendly

dark

strong

2. Would you like to make friends with the person in each picture? Tell your reason.

3. Are first impressions always accurate? What matters most when judging a person?

READING AND SPEAKING

A. Scan the article to find the main idea. Circle

a, b, or c.

a. First impressions happen in seconds.

b. It takes eight minutes to make a first impression.

c. Speed dating is a good way to meet people.



Identifying Pronoun References

A pronoun often refers to a specific noun that comes before it. Writers use pronouns to avoid repeating words.

In the Blink of an Eye

It's Friday night in a Chicago restaurant. Seventy men and women are talking in pairs at tables. They appear happy—they are smiling and laughing. After eight minutes, a bell rings. Everyone stands up and finds a new partner. This is the world of speed dating, where singles go on eight “dates” in one evening. Each date lasts only eight minutes. But can you really get to know someone in eight minutes? “Of course,” says Kim Daniels, 23. “I don’t even need that long to get all the information I need.”

She may be right. Experts say we form our opinion of strangers in seven to seventeen seconds. And, according to Malcolm Gladwell, the author of *Blink*, it takes even less time to make a first impression. He says that humans make judgments and assumptions about other people in the blink of an eye: just two seconds. We naturally look for “surface clues” about someone. These include appearance, clothing, and body language.

So are first impressions always accurate? Some speed daters say no. “I’m quiet, so women usually think I’m shy,” one man complains. “But I’m not shy. People who judge other people quickly are so superficial.” Similarly, an attractive woman says that some people presume she’s not smart. But in fact, that’s a big misconception: she’s a doctor.

Gladwell says first impressions may be wrong, but they’re almost impossible to reverse. The saying “You never get a second chance to make a first impression.” is true.

一般要求的单词不做标记;较高要求的单词标记为*,更高要求的单词标记为^;
超纲词汇标记为斜体

*blink [blɪŋk]	<i>n.</i>	眨眼
date [deɪt]	<i>n.</i>	异性约会
Kim Daniels ['kɪm 'dænjəlz]		金·丹尼尔斯
according to		根据
Malcolm Gladwell ['mælkəm 'glædwel]		马尔科姆·格拉德威尔
assumption [ə'sʌmpʃən]	<i>n.</i>	假定,假设
naturally ['nætʃərəli]	<i>ad.</i>	自然地
clue [klu:]	<i>n.</i>	线索
dater ['deɪtə]	<i>n.</i>	速配之人
complain [kəm'pleɪn]	<i>vi.</i>	抱怨
superficial [,su:pə'fɪʃəl]	<i>a.</i>	表面的,肤浅的
similarly ['sɪmɪləli]	<i>ad.</i>	同样地,类似地
*presume [prɪ'zju:m]	<i>vt.</i>	认为;假定
^misconception [,mɪskən'sepʃən]	<i>n.</i>	误解
reverse [rɪ'vɜ:s]	<i>vt.</i>	改变;倒转

B. Find these excerpts in the article. Write the nouns that the pronouns refer to.

1. They appear happy ...

They = seventy men and women (Paragraph 1)

2. She may be right.

She = Kim Daniels (Paragraph 2)

3. He says that humans make judgments ...

He = Malcolm Gladwell (Paragraph 2)

4. These include appearance, clothing and body language.

These = surface clues (Paragraph 2)

C. Discuss the following questions with your classmates.

1. According to most experts, how long does it take to form an opinion about someone?
According to Gladwell, how long does it really take? What do you think?
2. What “surface clues” does Gladwell mention? Can you think of other surface clues?
3. The article refers to this saying: “You never get a second chance to make a first impression.” Do you agree upon this? Why or why not?

TEXT A

An impression is just like a footprint in the sand at a beach which will eventually fade away, but a lasting impression is one that does not.

Time your reading.

Start time: _____

Finish time: _____

Your reading rate: _____ wpm

Make a Lasting Impression

By Bo Bennett

¹ Throughout life, the average person meets thousands of people and is exposed to even more ideas, concepts, and beliefs. The content of a conversation, or the words used to convey a message, quickly fade, but the impression remains.

² An impression is an effect, feeling or image retained as a consequence of experience. However, like a footprint in the sand at a beach, impressions eventually fade away; a lasting impression is one that does not. When we refer to making a lasting impression in terms of success, we are referring to a positive impression. Those who know how to, and are capable of making lasting impressions on others, have a level of influence over others that is most useful in the pursuit of success. How can you make a lasting impression? Think back to your own experiences in life and think of the impressions that were made on you. What were the circumstances? If you carefully think about this, you will discover three key circumstances:

³ **Strong emotion**. The stronger the emotion, the stronger the impression. It is easy for us to recall events in our lives where we were feeling strong emotion, either positive or negative. However, we generally cannot recall everyday events such as what we had for lunch last Tuesday (unless the meal was exceptionally good or exceptionally horrible).

⁴ To make a lasting impression on someone, get them to feel some kind of emotion. The anti-smoking commercials use ex-smokers with holes in their throats to get the public to feel fear. Beer commercials use half-naked people to make us feel good while seeing their product. Of course, your approach to getting others to feel strong emotion can be less shocking and should certainly be less manipulative.

⁵ **Use of imagery**. People remember best in pictures, not words. This is why the use of imagery is so important in both memory and creating a lasting impression. For example, one

of the most effective techniques for remembering numbers is to convert the numbers into words, then convert the words into mental pictures. The more vivid the imagery, the more memorable it becomes.

⁶ A great use of imagery is the use of dramatization. Effective communicators use this frequently in presentations, meetings, lectures, speeches, lessons, and in everyday conversation. For example, instead of just telling someone they are wasting money, take a handful of change and throw it in the garbage coin by coin (I would say burn a dollar bill but I think that's illegal, and I do not want to promote illegal activities).

⁷ **Differentiation.** The law of contrast states that which is different or unique makes a greater impression than that which is ordinary. We notice the one light bulb that is burned out more than we notice all the light bulbs that are not. It is the unique and the different that makes a lasting impression.

⁸ Never be afraid to be different or take the road less traveled. Do not be afraid to do or say something others will not. Be creative and stand out from the crowd in a positive way.

⁹ The impression is what is left over when the words and details have faded. Practice leaving people with positive lasting impressions and when the time comes, they will remember you, your advice, and/or your product.

(544 words)

New Words

fade	[feɪd]	<i>vi</i>	to disappear gradually 逐渐消失
image	['ɪmɪdʒ]	<i>n.</i>	a mental picture that you have of what somebody or something is like or looks like 印象, 形象
retain	[rɪ'teɪn]	<i>vt.</i>	to keep something or continue to have something 保持, 保留
footprint	['fʊt,prɪnt]	<i>n.</i>	a mark left on a surface by a person's foot or shoe or by an animal's foot 脚印, 足迹
emotion	[ɪ'məʊʃən]	<i>n.</i>	a strong feeling 强烈的情感
generally	['dʒenərəli]	<i>ad.</i>	in most cases 通常
*exceptionally	[ɪk'sepʃənəli]	<i>ad.</i>	used to emphasize how strong or unusual the quality is 非常地, 异常地
naked	['neɪkɪd]	<i>a.</i>	not wearing any clothes 裸体的, 裸露的
shocking	['ʃɒkɪŋ]	<i>a.</i>	that offends or upsets people; that is morally wrong 令人震惊的; 不道德的