COLLEGE ENGLISH

航海类专业适用

大学英语

读写教程

Reading and Writing

总主编 王 捷

主 编 王维平

预备级

大连海事大学出版社

COLLEGE ENGLISH

航海类专业适用

大学英语

读写教程

预备级

总主编　王　捷
主　编　王维平
参　编　叶　盛　颜天明　徐　超

大连海事大学出版社

图书在版编目(CIP)数据

大学英语(预备级)读写教程 / 王维平主编. —大连 : 大连海事大学出版社，2014. 9

航海类专业适用

ISBN 978-7-5632-3079-2

Ⅰ. ①大… Ⅱ. ①王… Ⅲ. ①英语—阅读教学—高等学校—教材②英语—写作—高等学校—教材 Ⅳ. ①H31

中国版本图书馆 CIP 数据核字(2014)第 216117 号

策　　划: 徐华东
责任编辑: 席香吉
封面设计: 万点书艺
版式设计: 万点书艺　解瑶瑶
责任校对: 刘长影

出 版 者: 大连海事大学出版社
地　　址: 大连市凌海路 1 号
邮　　编: 116026
电　　话: 0411－84723216;0411－84728394
印 刷 者: 大连住友彩色印刷有限公司
发 行 者: 大连海事大学出版社

幅面尺寸: 185mm×260mm
印　　张: 11.75
字　　数: 167 千

出版时间: 2014 年 9 月第 1 版
印刷时间: 2014 年 9 月第 1 次印刷
书　　号: ISBN 978-7-5632-3079-2
定　　价: 25.00 元

前言 Preface

为配合大连海事大学出版社出版的《大学英语》(航海类专业适用)系列教材在航海类高等职业院校的使用,本套教材在全国交通运输职业教育教学指导委员会航海类专业教学指导委员会海事英语教学协作中心的组织下编写,由大连海事大学出版社出版。编写组由浙江国际海运职业技术学院、南通航运职业技术学院、青岛远洋船员职业学院等院校和航运企业的资深专家和一线教师组成,并在大连海事大学出版社的协助下完成。

本套教材作为《大学英语》(航海类专业适用)系列教材的预备级教材,综合考虑了目前航海类高等职业院校学生英语的实际水平,实现了航海类高等职业院校大学英语与《大学英语》(航海类专业适用)系列教材之间的衔接,是国内首套专门为航海类高等职业院校编写的大学英语教材之一,为高等职业院校航海类专业的英语教学提供了全新的解决方案。

本套教材由《大学英语(预备级)读写教程》、《大学英语(预备级)听说教程》和《大学英语(预备级)快速阅读》三本教材构成,可作为《大学英语》(航海类专业适用)的预备级教材,在航海类高等职业院校分层教学时使用,原则上供一个学期使用。学生通过学习本套教材,可基本适应《大学英语》(航海类专业适用)教材教学。同时,本套教材也可以适用于高等职业院校海事类专业和成人继续教育海事类专业。

本套教材总主编为浙江国际海运职业技术学院王捷。《大学英语(预备级)读写教程》主编为浙江国际海运职业技术学院王维平,《大学英语(预备级)听说教程》主编为南通航运职业技术学院刘岗,《大学英语(预备级)快速阅读》主编为青岛远洋船员职业学院陈莹、黄丽萍。参与本套教材策划与编写的还有国内外多位专家与教师,他们都为教材的合理使用与教学方法的创新提供了宝贵意见,在此,谨致以诚挚的谢意!

在教材使用中,我们希望得到更多高等职业院校师生的反馈意见与建议,以便我们不断完善教材,为使用者提供更全面的服务。

王 捷

2014年8月

编写说明

Christine Nuttal 在论述阅读课目的时提出，阅读课的重点既不在于语言也不在于内容，而在于两者的结合，即：语言是如何用来传达内容的。我们要培养学生从语言中获取内容的能力，成为一个有效的独立的阅读者。一个理想的阅读者可以从任何文本中获取内容，当然这种阅读者不可能存在，因为这样的阅读者不仅需要完全掌握语言，而且需要掌握每一领域的知识。但是我们可以推动学生朝着理想阅读者的目标努力，学会看懂他们最有可能碰到的文本。这就是我们进行阅读教学的目标。学生所阅读的每一篇课文都能使自己向着这个目标接近，具体的课文并不是目标，只是向着正确方向迈进的一步。本教材正是基于这样的理念进行编写的。

本教材的主题包括科学知识、人文历史、礼仪及网络上的热门话题（如养生、有机食物等），课文材料的选择既有趣味性，又有实用性，既有学术性，又有真实性。通过阅读教学，学生在接触不同文体语言的同时能够更多地了解世界、历史、文化、礼仪以及生活常识，有助于提高学生的跨文化交流能力。

本教材在体裁设计上遵循交际法教学原则，课文设计分为 Pre-reading，While-reading 和 Post-reading 三大阶段，具体来讲，Warm up 为 Pre-reading 阶段，通过该活动或让学生对即将要阅读的课文有所准备，或激发学生阅读课文的欲望；Theme-related Reading 包括两篇课文，为学生主要阅读材料，也是教师进行重难点讲解及设计阅读任务的材料；课文后的练习属于 Post-reading 阶段，对所学习的课文进行归纳既是对阅读课文的回顾，也是阅读后进行写作的练习，旨在训练学生直接根据读过的课文进行造句的能力，并且解决中国学生在英语学习中的一大难题——词序的问题。为了让学生掌握一些实用的阅读技能，每个单元设置了 Reading Skill Learning 模块，分为阅读技能知识讲解和实战练习，全书共介绍了 10 种技能，基本涵盖了常用的阅读技能。通过本模块的训练，学生能够接触到更多相关主题的文章，并增强阅读技能学习的意识，进一步提升阅读能力。本教材设计的第三部分 Writing Skill Learning 旨在培养学生学会使用适当的连词表达各种逻辑关系，提高遣词造句能力。最后的 A Fun Task to Do 可作为学生课外作业，也可作为小组活动的材料，是单元主题的相关内容在实际生活中的应用。

本教材共 10 个单元，第 1、7、8、9、10 单元由浙江国际海运职业技术学院王维平编写；叶盛编写第 2、3 单元；颜天明编写第 4 单元；徐超编写第 5、6 单元。本教材在编写过程中得到了大连海事大学出版社的大力支持，在此表示衷心的感谢。

由于编者水平有限，书中难免存在错误和不足，恳请读者批评指正并将您的意见和建议发到邮箱：wangweiping@zimc.cn。

编者

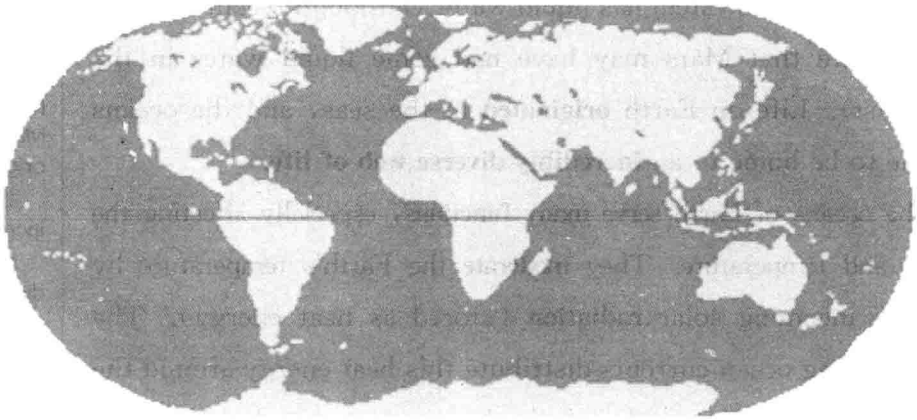
2014 年 9 月

CONTENTS

Unit 1

Continents and Oceans

Warm up



Put the following words into the proper places in the picture above.

North Pacific Ocean	North Atlantic Ocean	South Pacific Ocean
South Atlantic	Ocean	Indian Ocean
Southern Ocean	Europe	Australia
Africa	North Arctic Ocean	South America
Antarctic	America	Asia

Part Ⅰ Theme-related Reading

Text A The Oceans

Questions for brainstorming:

1. How many oceans are there? What are they?
2. Can you list some seas? What are the largest ones?

Text

Oceans cover about 70% of the Earth's surface. The oceans contain **roughly** 97% of the Earth's water supply.

The oceans of Earth are **unique** in our **Solar System.** No other **planet** in our Solar System has liquid water (although recent finds on **Mars** indicate that Mars may have had some liquid water in the recent past). Life on Earth **originated** in the seas, and the oceans continue to be home to an **incredibly diverse web of life.**

The oceans of Earth **serve many functions**, especially affecting the weather and temperature. They **moderate** the Earth's temperature by absorbing incoming solar **radiation** (stored as heat energy). The always-moving ocean currents distribute this heat energy around the globe. This heats the land and air during winter and cools them during summer.

The Earth's oceans are all connected to one another. Until the year 2000, there were four recognized oceans: the Pacific, Atlantic, Indian, and Arctic. In the Spring of 2000, the International Hydrographic Organization delimited a new ocean, the Southern Ocean (it surrounds Antarctica and extends to 60 degrees latitude).

roughly *ad.* 大约
unique *a.* 独一无二的
Solar System 太阳系
planet *n.* 星球
Mars 火星
originate *v.* 起源
incredibly *ad.* 难以想象地
diverse *a.* 多样的
web of life 生命之网
serve many functions 发挥很多作用
moderate *v.* 使缓和
radiation *n.* 辐射

There are also many seas (smaller branches of an ocean). Seas are often partly enclosed by land. The largest seas are the South China Sea, the Caribbean Sea, and the Mediterranean Sea.

Exercises

I. Answer the following questions in full.

1. How much of the Earth's surface do oceans cover? How much of the Earth's water supply do the oceans contain? (and)
2. Why are the oceans of Earth unique in the Solar System?
3. Did the life on Earth originate in the seas or not? Are the oceans home to all kinds of life or not? (and)
4. What functions do the oceans have? (such as)
5. Are the Earth's oceans all connected to one another or not?
6. How many oceans were there before the year 2000? What are they? (which)
7. Was a new ocean called the Southern Ocean delimited in the Spring of 2000 or not?
8. Are seas often partly enclosed by land or totally enclosed by land?
9. Which are the largest seas?

II. Write down the full answers to the above questions using the link words given in brackets.

Text B The Earth's Major Plates

Questions for brainstorming:

1. How many Earth's plates are there?
2. Can you name some major ones?

Text

The Earth's rocky **outer crust solidified** billions of years ago, soon after the Earth formed. This crust is not a solid shell; it **is broken up into** huge, thick plates that drift **atop** the soft, underlying **mantle.**

outer crust 外壳
solidify *v*. 使凝固
be broken up into 被分裂为
atop *prep*. 在…顶上；在顶端
mantle *n*. 地幔

The plates are made of rock and drift all over the globe; they move both **horizontally** (sideways) and **vertically** (up and down). Over long periods of time, the plates also change in size as their margins are added to, crushed together, or pushed back into the Earth's mantle. These plates are from 50 to 250 miles (80 to 400 km) thick.

horizontally *ad*. 水平地
vertically *ad*. 垂直地

The map of the Earth is always changing; not only are the underlying plates moving, but the plates change in size. Also, the sea level **changes over time** (as the temperature on Earth varies and the poles melt or freeze to **varied** extents), covering or exposing different amounts of crust.

change over time 随着时间而改变
vary *v*. 变化

The current continental and oceanic plates include: the Eurasian plate, Australian-Indian plate, Philippine plate, Pacific plate, Juan de Fuca plate, Nazca plate, Cocos plate, North American plate, Caribbean plate, South American plate, African plate, Arabian plate, the Antarctic plate, and the Scotia plate. These plates **consist of** smaller sub-plates.

consist of 包括

When two plates move sideways against each other (at a transform plate **boundary**), there is a **tremendous** amount of friction which makes the movement **jerky**. The plates slip, then stick as the friction and pressure build up to incredible levels. When the pressure is released suddenly, and the plates suddenly jerk apart, this is an earthquake.

boundary *n*. 边界
tremendous *a*. 巨大的
jerky *a*. 忽动忽停的

Exercises

I. Answer the following questions in full.

1. Are the Earth's plates made of rock or not?
2. Do they move horizontally or not? Do they move vertically or not? (both... and)
3. Do the plates change in size or not?
4. How thick are the plates?
5. Why is the map of Earth changing? (not only... but also)
6. What are the current continental and oceanic plates?
7. When will a tremendous amount of friction happen? Does the friction make the movement jerky or not? (which)
8. When does an earthquake happen?

II. Write down the full answers to the above questions using the link words given in brackets.

Part Ⅱ Reading Skill Learning

Section A Reading Skills

Using Context Clues for Word Meanings
用上下文推测词义

When you read a comprehension text, you will inevitably find some words you don't know. Sometimes you take time out to look up a new word in the dictionary, but doing that too many times slows down your reading. In fact, you can often figure out meanings for new words or expressions without using the dictionary. Look at the context of each word or expression—the sentence that the word or expression is in and the sentences that come before and after. It is usually possible to find hints or clues about its definite from the context.

当你阅读一篇文章时总会遇到一些你不认识的单词。有时你会花时间查一下词典，但是查词典次数太多又会减慢阅读速度。事实上，很多时候你不查词典也能猜出一些生词的意思。看一下该词的上下文——它在句中的位置，句子的前后等，通常都能发现一些提示或线索。

1. Context Clue 1: Definition 上下文线索一：定义

Sometimes a writer knows that a word is unfamiliar or strange to many readers. To make the word easier to understand, the writer may include a definition of the word in a sentence. This context clue is the easiest one to spot.

有时候作者知道某个词对很多读者来讲不熟悉或陌生，为了使单词易于理解，作者会加上这个词的定义。上下文线索最容易发现。

e.g.

1) A satellite is a machine which orbits the Earth to relay communication signals over long distance.

2) Telecommunications means, simply, communication from a distance. It may be cable or radio or by the use of electrical or electronic signals.

3) Elephants have very long noses which we call "trunk".

2. Context Clue 2: Restatement 上下文线索二：重述

More often, you may find a restatement, which tells you almost as much as a definition.

更多情况下，你会发现一些重新描述的句子，其意思和定义差不多。

e.g.

1) Japan is now in recession. Its economic growth is slowing down, business profits are declining, and more and more people are out of work.

2) I am a resolute man. Once I set up a goal, I won't give up easily.

3) His car is a piece of junk. It is always breaking down. .

3. Context Clue 3: General knowledge 上下文线索三：常识

More often than not, the meaning of many words can be readily guessed if you use your own experience or general knowledge of the subject.

很多情况是，用你的经验或常识可以很容易猜测出很多词的意思。

e.g.

1) The door was so low that I hit my head on the lintel.

2) An apple falls down instead of up because of gravity.

4. Context Clue 4: Related information 上下文线索四：相关信息

Sometimes you can make an intelligent guess of the meaning of some new words or expressions if you put together related information from the surrounding text. When you come across a new word or expression in a comprehension passage, you are well advised to notice how the word or expression is repeated later in the text. Generally the more often it is used, the easier it is to understand.

有时候，你可以把上下文的相关信息综合起来就能猜测出一些生词或短语的意思。当你遇到一些生词或短语时，建议你注意这些生词或短语在下文中是如何重复的。通常是使用得越多越容易理解。

e.g.

1) If you choose a window seat, you'll be able to enjoy the scenery. In contrast, if you choose an aisle seat, you'll be able to leave quickly.

2) Just before the exam, Bill's heart beat fast and his hands shook so much that he could not hold a pen. He really had a phobia about taking tests.

5. Context Clue 5: Examples 上下文线索五：举例

Examples can also give you some clues or hints to the meanings of unfamiliar words.

举例可以给你一些提示。

e.g.

1) They have lacked the obvious provisions, such as central heating, constant hot water supply, electrically operated lifts from top to bottom, and so on.

2) Doctors recommend that everyone exercises every day, particularly those who spend many hours doing sedentary activities like reading, typing, or sewing.

6. Context Clue 6: Comparison 上下文线索六：比喻

When we compare things, we see how they are like each other. So comparison in writing can give you clues to the meanings of unfamiliar words. Look at the following examples to see if you can get an idea of the meaning of each italicized word.

我们用比喻时就能发现相互之间的相似之处。所以写作中的比喻可以给你一些发现生词意思的线索。看以下例子，你能否猜出每个斜体字部分的单词意思。

e.g.

1) The argument was heated. He was very *obstinate* like a mule.

2) Part of explanation for his indirect refusal was that he was as *cunning* as a fox.

7. Context Clue 7: Contrast 上下文线索七：对比

The use of a contrast can give you a hint to the meaning of an unfamiliar word. Sometimes a sentence tells you the opposite of what a new word means. Look at the following examples to see if you can get an idea of the meanings of the italicized words.

对比也能给你一些提示。有时候会有一句话告诉你一个生词的相反意思。看以下例句，你能否猜出斜体字部分的单词意思。

e.g.

1) Mary was *jubilant*, but Jane was sorrowful.

2) Danny was *hesitant* whereas Jean learned forward eagerly.

3) Unlike her *gregarious* sister, Jane is a shy, unsociable girl who does not like to go to parties or to make new friends.

Section B Reading Practice

I. Read the following passage and see if you can apply the skills you have just learned.

In 1915, the German *geologist*(地质学家) and *meteorologist*(气象学家) Alfred Wegener (1880—1930) first proposed the theory of continental drift, which states that parts of the Earth's crust slowly drift atop a liquid core. The *fossil*(化石) record supports and gives *credence* (凭证) to the theories of continental drift and plate *tectonics* (构造地质学).

Wegener *hypothesized*(假设) that there was an original, gigantic *supercontinent* (超大陆) 200 million years ago, which he named Pangaea, meaning "All-earth". Pangaea was a supercontinent consisting of all of Earth's land masses. It existed from the Permian through Jurassic periods. It began breaking up during the Jurassic period, forming continents Gondwanaland and Laurasia, separated by the Tethys Sea.

Pangaea started to break up into two smaller supercontinents, called Laurasia and Gondwanaland, during the Jurassic period. By the end of the Cretaceous period, the continents were separating into land masses that look like our modern-day continents.

Wegener published this theory in his 1915 book, *On the Origin of Continents and Oceans*. In it he also proposed the existence of the supercontinent Pangaea, and named it (Pangaea means "all the land" in Greek).

Eduard Suess was an Austrian geologist who first realized that there had once been a land bridge between South America, Africa, India, Australia, and Antarctica. He named this large land mass Gondwanaland (named after a district in India where the fossil plant Glossopteris was found). This was the southern supercontinent formed after Pangaea broke up during the Jurassic period. He based his *deductions*(推测) on the plant Glossopteris, which is found throughout India, South America, Southern Africa, Australia, and Antarctica.

Fossils of *Mesosaurus* (中龙)—one of the first marine reptiles, even older than the *dinosaurs*(恐龙)—were found in both South America and South Africa. These finds, plus the study of *sedimentation*(沉淀) and the fossil plant Glossopteris in these southern

continents led Alexander duToit, a South African scientist, to *bolster*(支持)the idea of the past existence of a supercontinent in the southern hemisphere, Eduard Suess's Gondwanaland. This lent further support to A. Wegener's Continental Drift Theory.

II. Read the following passages and complete the exercises.

Passage 1

The Antarctica is actually a desert. It is the only continent on the Earth without a river or a lake.

The Antarctica is all ice all year round. The warmest temperature ever recorded there is zero, at the South Pole. *Explorers*（探险家）used to think that a place so cold would have a heavy snowfall. But less than ten inches of snow falls each year. That is less than half an inch of water. Ten times that much *moisture*（水分）falls in parts of the Sahara.

The little snow that falls in Antarctica never *melts*（融化）. It continues to pile up deeper and deeper year after year and century after century. When the snow gets to be about eighty feet deep it is turned to ice by the weight of snow above it.

Choose the best answer according to the passage.

1. Antarctica is called a desert because it _____.
   A. is sandy
   B. has the same temperature as a desert
   C. has little moisture and no lakes or rivers
   D. there are no people there
2. Antarctica has _____.
   A. ten times as much moisture as the Sahara
   B. the same amount of moisture as the Sahara
   C. about one-tenth of the moisture of the Sahara
   D. ten times more moisture than the Sahara
3. The snow in Antarctica is very deep because it _____.
   A. never stops falling
   B. piles up year after year
   C. never melts
   D. both B and C
4. The snow turns to ice when _____.
   A. it gets wet
   B. the next snowfall comes