



创新型普通高等教育“十三五”规划教材

E-TIME
College English — Graded Reading
E 时代大学英语
—— 阶梯阅读教程 ①

主编 E时代大学英语编写组



外文出版社
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前言

创新型普通高等教育“十三五”规划教材

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E 时代大学英语——

阶梯阅读教程 1

主编 E 时代大学英语编写组

贵州师范学院内部使用



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前言

PREFACE

非常感谢大家使用《E时代大学英语》系列教材。

随着信息时代的来临，大学英语的教学理念、教学方法、教学模式和教学技术都发生了很大的变化。为了达到《大学英语教学指南》提出的要求，大学英语教学不仅要帮助学生打好语言基础，更要与现代教学技术结合，注重培养学生的学习兴趣和英语应用能力。这就要求我们对大学英语教学进行改革与创新。

大学英语教学的创新首先是教材的创新。为此，我们潜心多年对市场上的大学英语教材进行了充分研究，并走访了众多院校，举办了数场大学英语教学改革和教材编写研讨会，与众多英语教学专家和优秀一线教师反复讨论、研究，编写而成《E时代大学英语》系列教材。

《E时代大学英语》系列教材体现了外语教育者在教材改革方面所做的开拓创新尝试，借鉴近年来大学英语教学改革的成功经验与教学实践的成果，使用多样的教学手段和创新的教学方法，力求提升学生的英语综合应用能力，支持教师提高课堂教学质量，推动大学英语教学迈向新台阶。

本系列教材理论、结构、教法互为依据、互为完善、互为转换，构成了一个灵活、方便、高效的教学系统。

一、《E时代大学英语》系列教材简介

《E时代大学英语》系列教材以教育部颁发的《大学英语教学指南》为指导，在设计和编写中准确把握大学英语的课程定位和性质，深入分析教学目标和教学要求，总结归纳课程结构与内容，采用多种教学方法和教学手段，力求将能力培养和能力测试紧密结合，以促进大学生知识、能力和综合素质的协调发展。

该系列教材包括《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》五种，每种四册。

二、《E 时代大学英语——阶梯阅读教程》特色

《E 时代大学英语——阶梯阅读教程》结合现代高等教育教学的特点，旨在提高学生的英语阅读能力，其特色具体表现在以下几个方面。

1 内容丰富，覆盖全面

本套教材听力资料的选材涵盖了社会、经济、文化、环境、科学、自然等多个领域，题材多样，旨在开拓学生视野，提高学生的人文学识和科学素养。

2 因材施教，循序渐进

本套教材在内容设计上富有层次感，每册根据不同学期学生所关心和面临的问题设置单元主题、进行选材，以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呈阶梯型逐步增加；练习形式丰富多样，内容安排环环相扣，以有效地提高学生的阅读能力。

3 思想碰撞，文化交流

本套教材在贯彻其工具性，提高学生英语阅读能力的同时，注重其人文性，强调语言作为文化载体的作用，旨在充分挖掘大学英语课程丰富的人文内涵，实现工具性和人文性的有机统一。

在学习交流先进的科学技术或专业信息、了解国外的社会与文化、增进对不同文化的理解、培养跨文化交际能力的同时，还积极响应中国文化“走出去”的国家战略，增加具有中国特色的题材，让学生在英语学习中不断积累中华文化知识。鼓励学生进行中外文化思想的碰撞、观点的交锋，使学生具备了解国外文化和信息的能力和将中国文化和特色传播出去的能力，促进与各国人民的广泛交往，提升国家软实力。

4 授生以渔，策略点拨

本套教材中，每个单元长篇快速阅读后都设置了“阅读策略”，介绍了一些实用的阅读策略和技巧，旨在培养学生采用正确、有效的阅读方法阅读英文材料的能力。

三、《E 时代大学英语——阶梯阅读教程》单元结构

本套教材每册包括八个单元，每个单元包括 Reading in Depth, Banked Cloze, Skimming and Scanning, Tips for Effective Reading, Extended Reading of Chinese Culture 五个模块。单元的设计和编排既考虑到题材和难易度，也照顾到策略训

练的先后顺序；练习题设计侧重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，从而有针对性地加强学生英语阅读能力的培养。

无论我们如何追求完美，书中仍可能存在不完善和疏漏之处，敬请各位读者给予指正。此外，在编写本书的过程中，我们借鉴了一些文献资料，在此向这些文献的作者表示最诚挚的谢意。

编 者

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4. 授生以渔，策略点拨

本套教材中，每个单元长篇快速阅读后都设置了“阅读策略”，介绍了一些实用的阅读策略和技巧，旨在培养学生采用正确、有效的策略去阅读英文材料的能力。

《E时代大学英语——阶梯阅读教程》单元结构

《E时代大学英语——阶梯阅读教程》包括八个单元，每个单元包括 Reading in Depth, Reading Care, Skimming and Scanning, Tips for Effective Reading, Extended Reading of Chinese Texts 五个模块。单元的设计和编排既考虑到题材和难易度，也兼顾阅读策略

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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 two 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**¹. University life means a brand new stage of your learning experience. And it can widen your knowledge, build up your **personality**² and finally lead to your success. But to those who are new to it all, it can be **overwhelming**³ and sometimes confusing.

The month that begins school in autumn is usually the busiest month in the **academic**⁴ 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**⁵ 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**⁶ Freshers' Week:

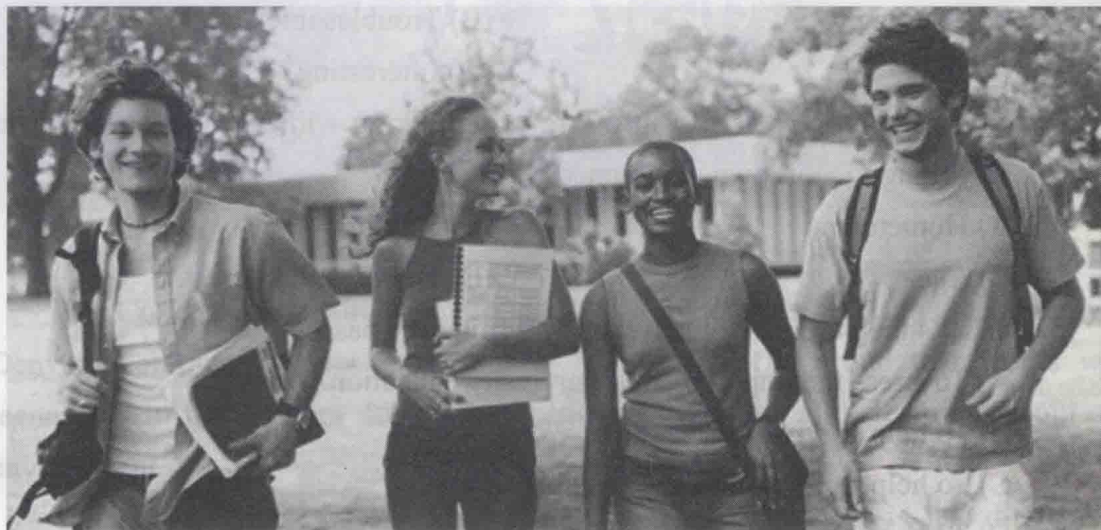
Blend in. Make sure you are aware of social **etiquette**⁷. Break the ice by talking about weather or some other safe topics. Use polite greetings and responses while communicating with your new housemates and classmates.

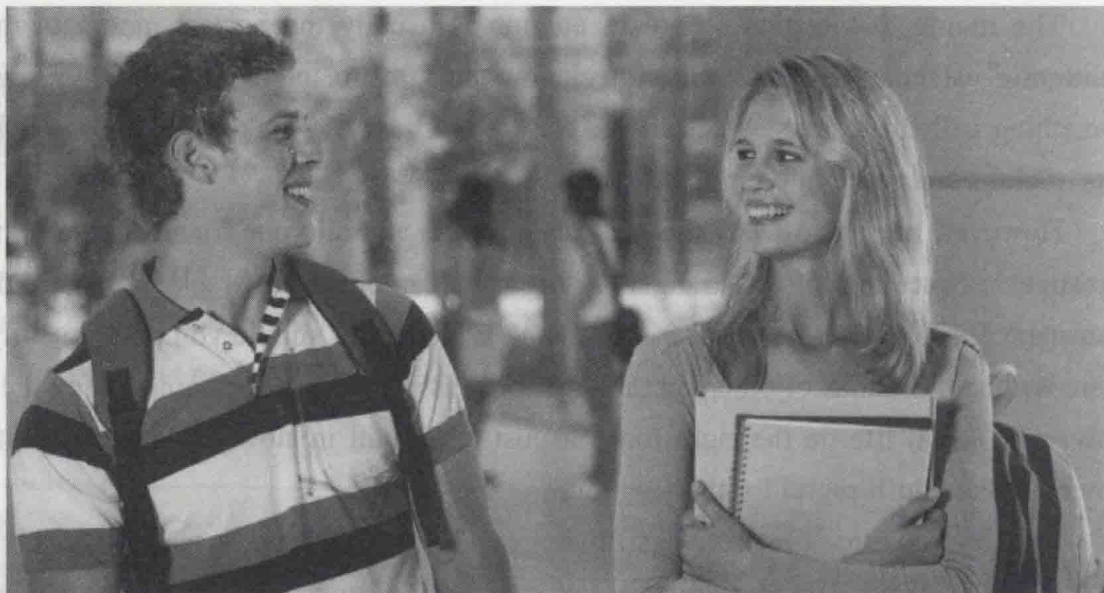
Be hospitable. Getting snacks handy for those around is **extremely**⁸ helpful. Cups of tea or even slices of toast can give you a head start in making friends.

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**⁹ 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> 挺过, 艰难度过 |
| 2. personality <i>n.</i> 个性, 品格 | 7. etiquette <i>n.</i> 礼仪, 礼节 |
| 3. overwhelming <i>adj.</i> 令人不知所措的 | 8. extremely <i>adv.</i> 非常地, 极其地 |
| 4. academic <i>adj.</i> 学校的, 学院的 | 9. involve <i>v.</i> 参与 |
| 5. prospect <i>n.</i> 将要发生的事 | |

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**¹ 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

persuade² young people to go into the mountains and search for **solutions**³ to environmental problems.

“Getting kids out into the environment **inspires**⁴ 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**⁵ disorder, which has to do with the disappearance of bees. I’ve also learned a lot about tracking and water pollution.”

Ford Church **launched**⁶ 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**⁷ 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**⁸ 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 <i>adj.</i> 非营利的 | 5. collapse <i>n.</i> 崩溃, 瓦解 |
| 2. persuade <i>v.</i> 说服, 劝服 | 6. launch <i>v.</i> 发起, 建立 |
| 3. solution <i>n.</i> 解决, 解决方法 | 7. ecology <i>n.</i> 生态, 生态学 |
| 4. inspire <i>v.</i> 鼓舞, 激励 | 8. negative <i>adj.</i> 有害的, 不良的 |

8

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**¹ them 1) _____ into three groups: those who have a **passion**² for learning, those who wish to attain a bright future, and those who learn with no 2) _____ goals.