



大学金砖英语数字化系列教材

# 社科类大学金砖英语 读写教程3

总主编 王正元

主 编 闫怡恂

College  
Golden Brick English  
Reading & Writing  
(For Social Science Students)

3



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# 编写说明

经过国内外二十余所大学的一百五十余名中、外英语教师的共同努力，我们完成了这套《大学金砖英语数字化系列教材》的编写以及教辅资源的开发和建设工作。

这套教材包括二十四本纸质教材和配套教辅资源“金砖英语在线”，工作量很大，为此，全体工作人员付出了艰巨的劳动。在此谨向这套教材编写学术委员会的专家、领衔主编的各位教授、参加编写和技术开发的全体教师，以及帮助出版本套教材的对外经济贸易大学出版社的领导和编辑，表示衷心的感谢。

## 一、编写依据

我们在组织编写这套教材前后，反复学习了教育部颁发的《大学英语课程教学要求》，在几所大学召开了英语教师和学生座谈会，就“你们喜欢什么样的大学英语教材”听取了师生的意见，并以《大学英语课程教学要求》为依据，组织编写了这套教材。

## 二、编写理念

我们在编写这套教材时，坚持满足“不同层次要求”和“个性化要求”两个基本理念，充分考虑了大学生英语“一般要求”、“较高要求”、“更高要求”的水平差异性及其不同专业人才对英语需求的个性，在教材设计上注意突出以下特点：

1. 满足“一般要求”、“较高要求”、“更高要求”的层级特点；
2. 满足“理工”、“医学”、“农林”、“社科”不同学科需求内容个性化特点；
3. 可以在线自主学习的数字化特点。

## 三、教材构成

这套《大学金砖英语数字化系列教材》由纸质教材和配套教辅资源“金砖英语在线”（[www.goldenenglishedu.cn](http://www.goldenenglishedu.cn)）两个部分构成。纸质教材按读者对象分为“理工”、“医学”、“农林”、“社科”四大类。

读写教程		视听说教程	
1-2 册	通用（1-2 学期）	1-2 册	通用（1-2 学期）
3-4 册	理工（3-4 学期）	3-4 册	理工（3-4 学期）
3-4 册	医学（3-4 学期）	3-4 册	医学（3-4 学期）
3-4 册	农林（3-4 学期）	3-4 册	农林（3-4 学期）
3-4 册	社科（3-4 学期）	3-4 册	社科（3-4 学期）

#### 四、教材文本

为了保证语言鲜活、地道、时尚,本套教材“视听说”全部文本由美国教师 Jeff Engell, Morgan Matens, Greg Hall 执笔编写;“读写教程”部分文本除了由上述美国教师编写外,另一部分由中方编者选编、改写。一、二册教材内容和文本侧重于通用的共性,三、四册教材文本内容侧重于专业个性。本教材所用的所有文本语言地道、规范、生动、时代性强。

#### 五、编写团队

本套教材的编写得到了以胡壮麟教授为主任的教材编写学术委员会各位专家的悉心指导,并获得了主编委员会二十余位教授的大力支持。来自吉林大学、东北大学、中国医科大学、华中科技大学、北京大学医学部等二十余所高校的有丰富教学经验的中、外英语教师,共计一百五十余人参加了本套数字化系列教材编写工作。

#### 六、感谢

本套教材的音频、视频录制得到了下列单位的帮助和支持:

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燕山大学外国语学院

燕山大学车辆学院

沈阳大学

总主编 王正元

# 前言

《大学金砖英语读写教程》第三册是“大学金砖英语数字化教材”的主干教程之一，我们严格按照教育部颁发的《大学英语课程教学要求》所编写，旨在培养和提高学生的阅读、写作和翻译三项基本技能，本教材适用于有社科需求的院校非英语专业第三学期教学使用。《大学金砖英语读写教程》第三册共十个单元，每个单元的板块划分如下：

1. **Lead-in:** 通过与课文相关的几个问题导入到本单元的内容主题。
2. **Skimming:** 通过语篇标记提示，快速浏览文章并回答与课文相关的问题，培养和提高学生的快速阅读能力。
3. **Scanning:** 查读文章的具体内容。
4. **Exercises:** 包括词汇、语法、阅读理解等与课文相关的练习，主要侧重于提高学生的阅读能力。
5. **Writing:** 以提纲的形式从词、句、段、篇循序渐进地介绍写作方法，以此提高学生写作能力。
6. **Translation:** 介绍常用的翻译方法并配有相关的练习。

**Text A** 是每个单元的核心内容，除了与主题相关的课文外，每个单元的 **Text A** 都附有完整的词汇、例句、阅读理解、写作、翻译等练习。**Text B** 和 **Text C** 中的写作与翻译练习汇总在光盘中供学习者使用。此外，每一单元文中都附有边注和课后注释，方便学生查找与课文相关的信息。

本教材得到辽宁省社会科学规划基金的支持（项目名称：辽宁沿海经济带外语人才需求预测及对策研究，序号：L09AYY001）。

编者

2013年5月



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Scanning	Writing	Translation
An exposition: The greenhouse effect and its influence on the climate	Write an exposition using adverb clauses.	Negation in Translation
An exposition: The value of biodiversity and conservation efforts	Write an exposition using non-predicate verbs.	Conversion of Parts of Speech in Translation
An exposition: The manmade versions of wetlands	Write an exposition using attributive clauses.	Division in Translation
A news report: The greater investment than ever in our store of human capital.	Write an exposition with transitional words showing Cause and Effect relationship (so 1).	Translation of Long English Sentences
An exposition: The positive aspects and problems that an older population may bring to us	Write an exposition with transitional words showing Cause and Effect relationship (so 2).	Amplification in Translation(I)—a detailed study
An exposition: The dramatic increase in the number of births	Write an exposition with phrases and sentences which are used to end an exposition.	Omission in Translation—an introduction
A news report: illustrating why graduates prefer green jobs now	Write a composition with a general statement supported by details.	Conversion of English Nouns Into Chinese Verbs and Vice Versa
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Unit	Title	Skimming
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	<b>Text C Home Truths</b>	Skim the text to find out the general idea and the discourse clue markers: compare and contrast

Scanning	Writing	Translation
An essay: exploring another way to solve the problem of Juvenile Crime	Write an exposition which starts with a correction of one idea and goes on to present another idea.	Translation of Condition Adverbial Clauses
An essay: illustrating the reasons that decrease Juvenile Crime	Write a composition discussing two different facts or two opposite ways of thinking about a situation.	Translation of Passive Sentences With Non-referring <i>It</i> As Formal Subject
An essay: questioning if locking up kids for life is the answer to Juvenile Crime	Write with the structure that has a general statement supported by an example.	Conversion of English Adjectives Into Chinese Verbs
A news report: exploring a new way to understand strokes	Organize a paragraph by using topic sentences.	Sentence Division and Combination in Translation
A news report: the impact of health reform	Practice supporting a topic sentence or a thesis statement.	Translation of Coordinate Structure
An exposition: the soothing function of music	Write an exposition with further information.	Translation of Modification
An exposition: left-handed people being minorities in the right-handed world	Write an exposition with a list of different ideas.	The Use of Insertion in Translation
An exposition: unfair problems on medi-care and social security	Write an exposition with advantages and disadvantages (learning to use “yet”-1).	Translation of Traditional Chinese Terms
An exposition: the opinion of tough parenting	Write an exposition with time adverbials.	Addition and Deletion in Translation
An exposition: American is optimistic about their economic outlook	Learn how to develop an exposition.	Translation Skill—Generalization
An exposition: whether the economy is getting away from the financial crisis or not	Write an exposition with transitional words showing Cause and Effect relationship (hence).	Conversion between Affirmation and Negation in Translation
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Unit	Title	Skimming
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## Key to the Exercises

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Scanning	Writing	Translation
An exposition: the change of role happening to IT industry	Learn how to develop comparison and contrast in an exposition.	Omission in Translation—more practice
An exposition: consumer data have lead to a revolution	Learn how to develop an exposition with proper examples.	Conversion of the Passive Voice into the Active Voice
An exposition: internet-based piracy is penetrating	Learn how to make a concession in an exposition.	Rearrangement of Lexical Sequence in Translation
An exposition: achieving education for all	Learn how to develop paragraphs.	Amplification in translation—A review
An exposition: seeking the value of a higher education	Write an essay by comparison and/or contrast (I).	Segmentation in Translation (I)
An exposition: exploring the universal education in the US	Write an essay by comparison and/or contrast (II).	Segmentation in Translation (II)
An exposition: knowing the Statue of Liberty	Learn how to support a thesis with specific evidence.	Translation of Passive Voice I
A news report: younger generations losing passions to coffee	Learn how to begin an essay by using a specific example.	Translation of Passive Voice II
A news report: the Great Recession solidifying, not eroding, the marital bond.	Learn how to make transitions in an essay.	Affirmation and Negation in Translation

# Unit 1

## Environment

### **A** What Is Global Warming?

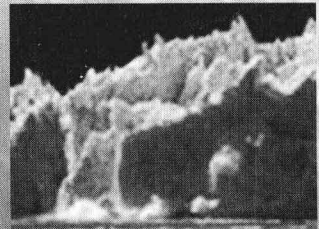
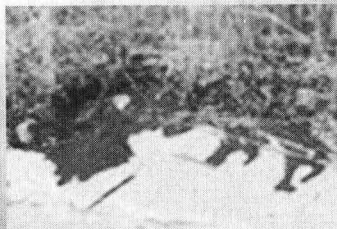
Glaciers are melting, sea levels are rising, cloud forests are drying, and wildlife is scrambling to keep pace. It's becoming clear that humans have caused most of the past century's warming by releasing heat-trapping gases as we power our modern lives.

### **B** Profiting From Biodiversity

Last year the nations of the world gathered in Copenhagen in hopes of advancing the global agenda for climate change. Similarly—with much less fanfare yet no less importance—they are now gathered in Nagoya, Japan, to improve the prospects for the living planet and its biodiversity.

### **C** Not All Wetlands Are Created Equal

People are coming to realize that these seemingly wasted plots where land meets water provide a valuable ecological service. In addition to nurturing biodiversity, wetlands purify water, produce fish, store carbon dioxide that would otherwise contribute to global warming, and protect shorelines from floods, storm surges and erosion.





## **Text A What Is Global Warming?**

### **I Lead-in**

Predicting content: You're going to read *What Is Global Warming*. Please predict:



1. Do you know anything about the global warming?
2. Can you give some examples of climate changes?
3. What causes the global warming?
4. What can we do to slow the global warming?

### **II Skimming**

Skim the text to find out the general idea. Look quickly through the discourse clue markers:

1. It's becoming...humans have caused...warming by releasing... modern lives. (Para1);
2. The "greenhouse effect" is... trap heat. (Para 3);
3. Now, humans have increased... since the industrial revolution. (Para 6);
4. The rapid rise in greenhouse gases is a problem because...to adapt. (Para.7)

### **Exercises**

1. What is the greenhouse effect?
2. Can the temperature change nature?
3. Why is the rapid rise in greenhouse gases a concern?

### III Scanning

Scan the text for specific information

1 Glaciers are melting, sea levels are rising, cloud forests are drying, and wildlife is scrambling to keep pace. *It's becoming clear that humans have caused most of the past century's warming by releasing heat-trapping gases as we power our modern lives.* Called greenhouse gases, their levels are higher now than in the last 650,000 years.

2 We call the result global warming, but it is causing a set of changes to the Earth's climate, or long-term weather patterns, that varies from place to place. As the Earth **spins** each day, the new heat swirls with it, picking up **moisture** over the oceans, rising here, settling there. It's changing the rhythms of climate that all living things have come to **rely upon**. What will we do to slow this warming? How will we **cope with** the changes we've already set into motion? While we struggle to figure it all out, the face of the Earth as we know it—coasts, forests, farms and snow-capped mountains—hangs in the balance.

3 The "greenhouse effect" is the warming that happens when certain gases in Earth's atmosphere trap heat. These gases **let in** light but keep heat from escaping, like the glass walls of a greenhouse. First, sunlight shines onto the Earth's surface, where it is absorbed and then **radiates** back into the atmosphere as heat. In the atmosphere, "greenhouse" gases trap

**release:** v. let (something) fall or spill a container 释放; 发射

Fat cells **release** cytokines, chemicals that promote inflammation, and an allergic reaction triggers inflammation as well.

**spin:** v. turn quickly around a central point. 转动

The latest disks, used for small portable computers, **spin** 3,600 times a minute.

**moisture:** n. wetness caused by water 水分; 湿度

Many of them woke up to the sweet smell of **moisture** in the air.

**rely on:** put trust in with confidence; be dependent on 依靠, 依赖

Special equipment has been installed so that Olympians can **rely on** sight to know when to go and when to stop.

**cope with:** satisfy or fulfill 处理, 应付

What are the challenges facing Asia and how can the Philippines **cope with** such challenges?

**let in:** allow air, light, or water to get into 让 (空气、光线或水等) 进入

Minute cracks in insulation and watertight enclosures can **let in** moisture, causing lines to trip out of service.

**radiate:** v. send out rays or waves 辐射; 流露; 发光

The sun **radiates** heat.

**enhance:** *v.* increase 提高; 增加

This will **enhance** your enjoyment.

**kicked off:** begin 开始 (事件、比赛等)

The shows **kick off** on October 24th.

**sophisticated:** *adj.* advanced or complex

高级的; 复杂的

Their supply chains are more **sophisticated** because they have to be.

**fossil:** *n.* the hard remains of a prehistoric animal or plant that are found inside a rock. 化石

Global warming is not a local problem, but **fossil** fuel spews out more than carbon dioxide.

**current:** *n.* a steady and continuous flowing movement of some of the water in a river, lake, or ocean. 水流

**Currents** generated by the winds likewise vary.

some of this heat, and the rest escapes into space. The more greenhouse gases are in the atmosphere, the more heat gets trapped.

✍ Scientists have known about the greenhouse effect since 1824, when Joseph Fourier calculated that the Earth would be much colder if it had no atmosphere. This greenhouse effect is what keeps the Earth's climate livable. Without it, the Earth's surface would be an average of about 60 degrees Fahrenheit cooler. In 1895, the Swedish chemist Svante Arrhenius discovered that humans could **enhance** the greenhouse effect by making carbon dioxide, a greenhouse gas. He **kicked off** 100 years of climate research that has given us a **sophisticated** understanding of global warming.

✍ Levels of greenhouse gases (GHGs) have gone up and down over the Earth's history, but they have been fairly constant for the past few thousand years. Global average temperatures have stayed fairly constant over that time as well, until recently. Through the burning of **fossil** fuels and other GHG emissions, humans are enhancing the greenhouse effect and warming the Earth. Scientists often use the term "climate change" instead of global warming. This is because as the Earth's average temperature climbs, winds and ocean **currents** move heat around the globe in ways that can cool some areas, warm others, and change the amount of rain and snow falling. As a result, the climate changes differently in different areas.