

清华大学远程教育专升本系列教材

英 语 读 写 译

(供非英语专业第一学期使用)

第一册

English for Reading, Writing and Translation

Book I

主 编：罗立胜

副主编：崔荣佳 李秀丽

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内 容 提 要

本书为清华大学远程教育专升本系列教材之一。主要供非英语专业专升本第一学期使用。该书严格依据专升本教学大纲要求,全面培养学生的英语语言基础能力和综合实用能力。结合远程教育特点与学生实际情况,所选文章集趣味性、知识性、实用性于一体,语言规范、难度适中。写作与翻译部分讲解精辟、配有针对性极强的练习。

主要读者对象:专升本非英语专业学生、中级英语水平的自学者。

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作 者:罗立胜 主编 崔荣佳 李秀丽 副主编

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前 言

随着高等教育的快速发展，专升本教育得到了社会及广大考生的极大关注。近年来，为了进一步满足社会的需求，部分高等院校开设了远程专升本课程。清华大学早在 10 年前就在远程教育方面进行了积极而有益的探索。而较大规模的专升本课程则是在 2000 年正式启动的。为了保证远程英语课程的授课质量，为了使远程学员能够顺利地完这门课程的学习以及较好地达到该课程的教学要求，我们编写了这本英语教程。

在编写该教程的过程中，我们主要遵循了以下编写原则：

1. 较全面地体现教学大纲的有关要求；以大纲的规定为依据，使学习者能够通过本教程的学习，顺利达到教学大纲所规定的目标。
2. 重视语言基础及语言运用能力的培养。在进一步巩固学习者语言基础的同时，强调语言交际能力的综合训练。
3. 强调该教程的趣味性、思想性、实用性及针对性。
4. 所选素材具有较强的时代气息；内容新颖、语言规范、难度适中、练习形式多样。

《英语读写译》共分为二册。第一册共有 10 个单元，可供一个学期 64 学时使用。每个单元包括 Part A Text、Part B Skill Training 和 Part C Supplementary Reading。Part A 中包括了阅读理解、获取信息、词汇练习、口语活动等练习。Part B 主要是对学生进较系统的写作和翻译的训练。Part C 旨在进一步加强学习者获取有关书面信息的能力。

本教程所选课文基本上是近几年来国内外期刊和杂志上所刊登的文章；考虑到这类学生的特点，在课文内容的安排上做到循序渐进、力求实用。教程中的写作部分主要是以基础写作和应用型写作为主，如：段落发展、信函、通知、议论文等。翻译部分要求学习者进行一定量的语言翻译实践，以便适应本专业的学习和将来工作的需要。

本书由喻洁、卢珊、张晓芳、朱红梅、周严等编写。在编写这本教程的过程中，我们得到了清华大学继续教育学院和清华大学出版社的大力支持；美籍英语教师 Andrew Leone 审阅了全书并对部分内容及练习做了修改，在此一并表示衷心的感谢。

由于编者水平有限，时间紧迫，错误和疏漏之处一定不少，热情欢迎批评指正。

编 者
2000 年 8 月

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UNIT ONE

English for Reading, Writing and Translation

Part A Text

Warm-up Questions

1. Where is your hometown?
2. What is your hometown famous for?
3. What is the history of your hometown?
4. What is the most important thing to be done in your hometown's development?

San Francisco in the 1840's

Johan Cruyff

During the last two years of the 1840's, San Francisco exploded onto the world map; a small village on America's West Coast rose in just a few months to become a "boom" town for gambling, drinking and violence. From the four corners of the earth, from Europe, China, India and Australia, men met on the west coast with one aim—Gold. This was the magnet that attracted these first settlers.

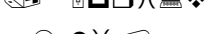
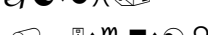
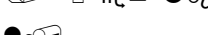
It all started on January 24th 1848, when a workman came across gold in a river in the Sacramento valley. Almost overnight, this discovery was known up and down the Pacific coast, and the news of quick fortunes to be made spread rapidly eastwards with amazing effects. Men who had previously been thought sensible and industrious left their jobs, wives, families and homes and set out to join the rush to California. All possible routes were taken by the forty-niners (as these pioneers came to be called), who set out to find gold; they sailed round Cape Horn, they crossed at the Isthmus of Panama, or they traveled across the continent along the Oregon or California Trails. And with the honest fortune-seekers came men who were less particular as to how they made their money. It was inevitable that the more reckless and adventurous, those who had least to lose, and those who were among the first to jump onto the bandwagon, came off best. The common desire to get rich quickly sparked off the violence and terrorism that swept the California gold-fields.

2 UNIT ONE

Men who had given up everything became desperate in their search for wealth; they would rob their friends of gold, jump each others' claims, make their fortunes only to lose them, and possibly their lives, in the gambling saloons of San Francisco. And of course, hot on the heels of the gold prospectors came others, more practiced in the art of money-making, like businessmen, lawyers and saloon-owners, to serve the newly-rich settlers. There speculation in land was an easier and safer way to get rich than separating gold from dirt in the gold-fields; and so was the job of providing whisky, women and gambling facilities for the prospectors, usually at very high prices measured in pinches of gold.

The excitement was, however, short-lived; within a very few years the place of these first violent settlers had been taken by ranchers and farmers, shop-owners and professional men, who undertook in a more proper fashion the formation of the new state of California.

NEW WORDS

boom		<i>n.</i>	景气, 繁荣, 新兴
gamble		<i>vi.</i>	赌博
magnet		<i>n.</i>	磁铁
fortune		<i>n.</i>	财产; 命运
previously		<i>ad.</i>	以前地, 先前地
sensible		<i>a.</i>	理智的, 明智的
industrious		<i>a.</i>	勤劳的
reckless		<i>a.</i>	不顾一切的
adventurous		<i>a.</i>	冒险的
desperate		<i>a.</i>	令人绝望的
saloon		<i>n.</i>	大厅

prospector	  □ □ ☉ ♦ ☰ □	<i>n.</i>	勘探者, 淘金者
speculation	  ♠ & ♦ ☉   ♦ □ ♠ & er	<i>n.</i>	搞投机
facility	  ✂ ☉ ☰ ♦ ✂ ● ✂	<i>n.</i>	设备
pinch	 ✂ ✂  □ ✂ ■ ♦ ✂	<i>n.</i>	一撮
rancher	  ☰ □ ✂ ☰ ■	<i>n.</i>	农场主
professional	 ✂ ☉ ☰  ✂ ✂ ☰ ✂ ♠	<i>a.</i>	职业的
fashion	 ☉ ☰ ☉ ●   ☰ ✂ ✂ ☉	<i>n.</i>	方式

📄 PHRASES

come across	(偶然) 发现, 遇见
set out	开始, 着手; 出发
give up	放弃; 停止
travel across	穿过, 横穿
come off	结果是, 成功
spark off	激发, 引发
on the heels of	紧随……之后
separate from	从……分离, 分开
speculation in land	搞土地投机买卖
in a ...fashion	以……方式

 NOTES

San Francisco	旧金山 (美国城市名)
Sacramento	萨克拉门托 (美国城市名)
Cape Horn	合恩角 (智利)
Isthmus of Panama	巴拿马地峡
Forty-niners	(美国) 1849 年争往加利福尼亚州淘金的人
Oregon	俄勒冈 (美国州名)
jump a claim	强占别人的矿区

 EXERCISES

I. Reading Comprehension

Choose the best answer to each question.

- _____ attracted so many people in 1840's to San Francisco.
A. Gambling B. Cheap land C. Gold D. Free drinking
- _____ first discovered the gold in San Francisco.
A. A saloon-owner B. A businessman C. Professionals D. A workman
- _____ led to the violence and terrorism in San Francisco.
A. A desire to expand the land fast B. A desire to get rich quickly
C. Speculation in land D. Gambling and drinking
- According to the passage, which of the following was easier to get rich than working in the gold fields?
A. Speculation in land. B. Providing services for settlers.
C. Working on a farm. D. Opening a shop.
- _____ contributed the most in the formation of a new California.
A. People involved in gambling and drinking
B. Newly-rich settlers and their family members
C. Gold-field owners and their workers
D. Professional men, farmers and shop-owners

II. Getting Information

Answer the following questions in English.

- What kind of men were the first settlers thought to be before they entered California?

2. Who came to San Francisco on the heels of the gold prospectors?

3. Why was it reckless and adventurous to join the rush to California according to the passage?

4. Why was the excitement for the gold rush short-lived?

5. How did the men get to San Francisco on the sea?

III. Vocabulary and Structure

A. Choose the correct word/phrase to fill into each sentence, using the proper form.

attract
explode

boom
previous

come across
spark off

desperate
facility

gamble
claim

1. In June bombs _____ in the palace destroying three rooms of arts.
2. He felt _____ after the failure of his plans.
3. She _____ this book in an old bookstore on Fourth Avenue.
4. It was a _____ year for private companies in that city.
5. The zoo _____ many visitors, especially school children.
6. The Institute provided all the material and _____ he needed.
7. We were afraid that his rude words would _____ a fight.
8. Have you had any _____ experience in teaching?
9. He made a lot of money _____ at cards.
10. Both teams _____ victory after yesterday's game.

B. Find the opposites of the following words in the text. The first letter of each word has been given out.

- | | | | |
|--------------|---------|------------|---------|
| 1. peace | v _____ | 2. unwise | s _____ |
| 3. lazy | i _____ | 4. poverty | w _____ |
| 5. dangerous | s _____ | 6. join | s _____ |

IV. Translation

A. Translate the following into Chinese.

1. become a "boom" town for gambling and drinking

2. attracted these first settlers to California

3. This discovery was known up and down the Pacific coast.

4. They were less particular as to how they made their money.

5. Terrorism swept the California gold-fields.

B. Translate the following into English.

1. 小偷抢走了我的手表。(rob of)

2. 交通事故的消息很快传遍了这座城市。(spread)

3. 他们着手写一本工业革命的书。(set out)

4. 做股票投机买卖使他变穷了。(speculation in stocks)

5. 他量了房间的大小，发现可以容纳 20 人。(measure)

V. Writing Task

Write about your hometown in about 100 words. Try to cover the following points.

1. The location of your hometown.
2. Something special about your hometown.
3. What is the most important thing in the development of your hometown?

VI. Oral Practice

Work in pairs to talk about your hometown or the place where you live. Give a brief presentation in English before the class.

Part B Skill Training

A. Letter Writing (I)**1. 信封**

通常情况下，信封左上角写发信人的姓名和地址。收信人的姓名、地址要居信封中央或稍右。每行末尾最好不用标点，地址要与里面信纸上的地址相一致。信封样式：

Mr. Wang Bing Foreign Languages Department Tsinghua University Beijing 100084, P. R. China	Mr. Robert Schofield 27 Allen Street Seattle 4, Washington USA.
---	--

Exercise 1

Try to write an envelop with your address on it to Mr. John Marshall, 60 Jefferson Street, New York 2, N.Y. USA.

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2. 英文书信

英文书信的种类可分为社交信、家信和商业信三种。一封信主要由以下部分组成：

- | | |
|-------------------|------|
| 1) heading | 信头 |
| 2) inside address | 信内地址 |

8 UNIT ONE

- 3) salutation 称呼
- 4) body of letter 信的正文
- 5) complimentary close 结束语
- 6) signature 签名

1) 信头是指发信人的单位名称、地址、电话号码、传真号码，以及发信日期。信头一般是印好的。如：

<i>Foreign Languages Department</i> <i>Tsinghua University</i> <i>Beijing 100084, China</i> Tel: (8610) 62785002 Fax: (8610) 62785003 fld@tsinghua.edu.cn
信 纸

2) 信内地址: 指收信人姓名和地址。如：

<i>Foreign Languages Department</i> <i>Tsinghua University</i> <i>Beijing 100084, China</i> Tel: (8610) 62785002 Fax: (8610) 62785003 fld@tsinghua.edu.cn
Mr. Robert Schofield 27 Allen Street (收信人姓名和地址) Seattle 4, Washington USA.

信 纸

- 3) 称呼: 如不知对方姓名, 常用的称呼有: Dear Madam, Dear Sir, Dear Sirs,
如已知对方姓名, 可选用如下称呼: Dear Mr..., Dear Mrs..., Dear Miss...,
Dear Ms...
- 4) 信的正文: 正文的内容要表达清楚, 语言需简单明了, 态度应诚恳礼貌。
- 5) 结束语: 常用的结束语有: Yours sincerely, Cordially yours, Yours very truly,
Faithfully yours 等。
- 6) 签名: 写信人署名后, 可以写上自己的职称或头衔。如:
- | | |
|------------------------|------|
| Yours sincerely | (打字) |
| (signed) | (手签) |
| Peter Smith | (打字) |
| Professor of Chemistry | (打字) |

Exercise 2

Write a letter to your friend telling him or her about your English studies here. Try to include all the six items mentioned above in your letter.

B. Translation

Try to translate the underlined sentences in the following passage into Chinese.

Reading is thought to be a kind of conversation between the reader and the text. The reader puts questions, as it were, to the text and gets answers. In light of this he puts forth further questions, and so on. (1) For most of the time this “conversation” goes on below the level of consciousness. At times, however, we become aware of it. This is usually when we are running into difficulties, when a mismatch is occurring between expectations and meaning. (2) When successful matching is being experienced, our questioning of the text continues at the unconscious level.

(3) Different people converse with the text differently. Some stay very close to the words on the page; others take off imaginatively from the words, interpreting, criticising, analyzing and examining. The former represents a kind of comprehension, which is written in the text.

The latter represents higher levels of comprehension. The balance between these is important, especially for advanced readers.

(4) There is another conversation which from our point of view is equally important, and that is to do not with what is read but with how it is read. We call this a “process” conversation as opposed to a “content” conversation. It is concerned not with meaning but with the strategies we employ in reading. (5) If we are advanced readers, our ability to hold a content conversation with a text is usually pretty well developed. This is not so with our ability to hold a process conversation. It is precisely this kind of conversation that is of importance when we are seeking to develop our reading to meet the new demands being placed upon us by studying at a higher level.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Part C Supplementary Reading

Vitus Bering—Across Siberia to North America

Patricia Ackert

In 1733, the most important scientific expedition in history, up to that time, left St. Petersburg, Russia, to explore the east coast of Siberia and discover if Asia and North America were joined. The scientists planned to report on everything: the geography, climate, plants, animals, and the customs and languages of the Siberian people.

The expedition had to cross Siberia in order to reach the Pacific Ocean. Vitus Bering, the leader of the whole expedition, left St. Petersburg with almost 600 people. The group

included a few scientists, skilled workers of all kinds, soldiers and sailors.

It took 7 years for Bering's group to cross Siberia. They traveled mostly in flat-bottomed boats on the rivers. Then they moved on to Okhotsk on the eastern coast. It took 2 more years to build ships so they could explore and map the east coast.

Bering made careful plans, but there were always problems.

For example, they lost a lot of their food when one of the ships sank in a storm. But finally, their 2 ships started for North America. They had only one summer instead of 2 years for their explorations because of the many problems and delays. And summers are short in the North.

There was more bad luck. There were storms, and the two ships were separated, but at last the sailors on Bering's ship saw mountains a short distance across the sea. This proved that North America and Asia were two separate continents.

Their problems continued. Their water supply was low, but when the men went ashore in Alaska, they got water that was a little salty. Many of the men were sick from scurvy, a disease caused by the lack of vitamin C. When they drank the salty water, they became even sicker. Then they started dying, one after another.

As the ship sailed south, back toward Okhotsk, it became lost in storms. Finally, a storm drove it onto a small island, and the men knew their ship could not sail again. They were in a place with no trees, but there were birds and animals for food, and fresh water to drink. However, it was too late for many of them. Men continued to die from scurvy, and on December 8, 1741, Bering died and was buried on the island that is now named for him. When spring came, the few remaining men were able to build a small ship from the wood in the old one and leave the island.

By this time, the Russian government had lost interest in the North Pacific. Bering's reports were sent back to St. Petersburg and forgotten. Decades later, people realized that Bering was a great explorer. His expedition gathered important scientific information about the interior of Siberia, made maps of the eastern coast, and discovered a new part of North America. Today we have the Bering Sea between Siberia and Alaska to remind us of the leader of this great scientific expedition.



NEW WORDS
