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Part A: Reading Skills — Making Inferences (I)

Inference is a process of reasoning in which the reader arrives at the meaning of a text which is intended by the author and not expressed openly or directly. In making an inference, the reader is required firstly to read carefully the related evidence and fully understand its meaning. Based on such an understanding, the reader then goes beyond the printed words, and by reading between the lines, arrives at the hidden meaning of the text.

Good inferences depend to a large extent on the reader's awareness of the distinction between the denotation and the connotation of words. Normally, all content words have certain general denotations (or definitions). In addition to this aspect of meaning, a word may carry with it some associated¹ meanings or connotations. For example, the definition of "mother" is "a female parent," but the associated meanings of the word may include "love, care, warmth, guardian, tenderness."

Synonyms often contain different shades of meaning. For instance, with the meaning of "thin," "slim" is regarded as a compliment²; "delicate" suggests weakness; "skinny" is uncomplimentary, and "emaciated" means thinness due to starvation. The word "residence" obviously lacks the warmth, comfort and security associated with "home" although they both mean "a place where someone lives." So, the reader should be responsive to the subtle meanings of words, particularly the descriptive words such as nouns, verbs, adjectives and adverbs, and find out what lies behind them.

¹ **associated:**
关联的

² **compliment:**
恭维话, 赞辞;
敬意, 礼仪

Practice

Read the following passages and answer the questions given after:

1

Weather routing is, simply put, a method of planning a course of travel around and through bad weather. It is the shortest course, generally, in terms of both time and risk. It is an instrument of control and efficiency in navigation, a means to greater safety and speed.

In recent years weather routing has been very much refined, yet as an idea, it

is new. Men have long been helpless before the weather and, like other creatures, have withdrawn in fear and simply suffered catastrophe. Those who exposed most suffered most, and these were mariners. But centuries of ill-tempered skies and quiet seas taught them both caution and courage. They understood the wind's message and faced with confidence or feared with reason the motions of the sea and sky.

1. It can be inferred from the passage that weather routing _____.
 A. does away with all known dangers
 B. is opposed by pilots and navigators
 C. is not a guarantee against all risks
 D. was practiced by early mariners
2. The passage suggests that safe travel often depends on _____.
 A. understanding the weather and careful planning
 B. safe equipment and self-confidence
 C. simple luck and common sense
 D. light winds and clear skies

2

On Sunday, October 8, 1871, the town of Peshtigo in the North Wisconsin woods lay baked and sultry¹ in the autumn heat. The air was eerie² in its stillness. Old-timer John Cameron recalled, "Not a crow, not a bird of any kind was heard to call." Over the past three months, crews building the North Western railroad nearby had been burning leftover timber. In the small, quiet town of Peshtigo, every man, woman, and child had eyes streaked³ with red. Shortly after 9 o'clock that Sunday evening, a low moaning could be heard far off in the timber. It soon became a steady roar, and folks began to emerge curiously from their doors. Suddenly a whirling slab of fire came hurtling out of nowhere and dropped onto the sawdust⁴ street. Within moments, a seething⁵, soaring hell broke loose, and a hurricane of fire turned some 700 people to white ash and black cinder.

1. The quotation "Not a crow, not a bird of any kind was heard to call," suggests that _____.
 A. all the birds had been killed by the fire
 B. wildlife is often sensitive to approaching danger
 C. birds are quiet during the autumn months
 D. all forms of wildlife had fled the area
2. The paragraph suggests that the fire was directly caused by _____.
 A. persistent hot weather
 B. careless burning by railroad crews
 C. a neglected campfire
 D. a lightning storm

¹ **sultry**: 闷热的

² **eerie**: 怪异的

³ **streak**: 加纹
理于, 加条纹于

⁴ **sawdust**: 锯屑

⁵ **seethe**: 煮滚;
沸滚

3

The term “satellite city” is used to describe the relationship between a large city and neighboring smaller cities and towns that are economically dependent upon it. Satellite cities may be collection and distribution points in the commercial linkage of a trading metropolis, or they may be manufacturing or mining centers existing with one-industry economies as the creatures of some nearby center. This latter form is what is generally meant when one uses the term “satellite city.” Taken in this sense, nineteenth-century Chicopee and Lowell, Massachusetts, were satellites of Boston. Both were mill towns created by Boston investors to serve the economy of that New England metropolis. Located on cheap land along water-power sites in the midst of a farming region that could supply ample labor, they were satellites in the full sense of the term. Pullman, Illinois, and Gary, Indiana, were likewise one-industry towns created in conjunction with¹ the much broader economy of nearby Chicago. Such places, as Vera Schlakman and Stanley Buder have pointed in their excellent urban² biographies, had a one-dimensional quality, a lack of social vigor. These cities could not stand alone; they were in a sense colonies of a multifunctional mother city.

1. Which of the following is a characteristic of a satellite city?
 - A. It is a self-sufficient community.
 - B. It offers cheap land to people.
 - C. It tends to concentrate on a single product.
 - D. It lies within a space station orbiting Earth.
2. It can be inferred from the passage Vera Schlakman and Stanley Buder are _____.
 - A. authors
 - B. investors
 - C. social workers
 - D. factory workers
3. It can be inferred from the passage that Vera Schlakman and Stanley Buder would describe the economics of towns like Pullman and Gary as _____.
 - A. diversified
 - B. dependent
 - C. vigorous
 - D. primitive

4

There is much discussion today about whether economic growth is desirable. At an earlier period, our desire for material wealth may have been justified. Now, however, this desire for more than we need is causing serious problems. Even though we have good intentions, we may be producing too much, too fast.

Those who criticize economic growth argue that we must slow down. They

¹ in conjunction
with: 与…共同

² urban: 城市的;
住在都市的

believe that society is approaching certain limits on growth. These include the fixed supply of natural resources, the possible negative effects of industry on the natural environment, and the continuing increase in the world's population. As society reaches these limits, economic growth can no longer continue, and the quality of life will decrease.

People who want more economic growth, on the other hand, argue that even at the present growth rate there are still many poor people in the world. These proponents of economic growth believe that only more growth can create the capital needed to improve the quality of life in the world. Furthermore, they argue that only continued growth can provide the financial resources required to protect our natural surroundings from industrialization.

This debate over the desirability of continued economic growth is of vital importance to business and industry. If those who argue against economic growth are correct, the problems they mention cannot be ignored. To find a solution, economists and the business community must pay attention to these problems and continue discussing them with one another.

1. It can be inferred that in the past _____.
 - A. there was much argument over economic growth
 - B. people were worried about the negative effects of industrialization
 - C. people demanded justification for the fast economic growth
 - D. there were good reasons to develop economy
2. What can be inferred about natural resources?
 - A. Natural resources are not inexhaustible and may be used up.
 - B. Economic growth allows people to find new natural resources.
 - C. Industrial development will pave the way for the protection of natural resources.
 - D. The limited natural resources bring negative results to industry.
3. We may assume that proponents of economic growth are more interested in _____.
 - A. helping the poor people
 - B. protecting natural environment
 - C. becoming wealthier
 - D. finding more financial resources

Reading Selection One

The Ugly Truth about Beauty

By Dave Barry

If you're a man, at some point a woman will ask you how she looks.

"How do I look?" she'll ask.

You must be careful how you answer this question. The best technique is to form an

honest yet sensitive opinion, then collapse¹ on the floor with some kind of fatal seizure.² Trust me, this is the easiest way out. Because you will never come up with the right answer.

The problem is that women generally do not think of their looks in the same way that men do. Most men form an opinion of how they look in seventh grade, and they stick to it for the rest of their lives. Some men form the opinion that they are irresistibly handsome and they do not change this opinion even when their noses bloat³ to the size of eggplants and their eyebrows grow together to form what appears to be a giant forehead-dwelling tropical caterpillar⁴.

Most men, I believe, think of themselves as average-looking. Men will think this even if their faces cause heart failure in cattle at a range of 300 yards. Being average does not bother them; average is fine, for men. This is why men never ask anybody how they look. Their primary form of beauty care is to shave themselves, which is essentially the same form of beauty care that they give to their lawns. If, at the end of his four-minute daily beauty regimen⁵, a man has managed to wipe most of the shaving cream out of his hair and is not bleeding too badly, he feels that he has done all he can, so he stops thinking about his appearance and devotes his mind to more critical issues, such as the Super Bowl⁶.

Women do not look at themselves this way. If I had to express, in three words, what I believe most women think about their appearance, those words would be: “not good enough.” No matter how attractive a woman may appear to be to others, when she looks at herself in the mirror, she thinks: woof. She thinks that at any moment a municipal⁷ animal-control officer is going to throw a net over her and haul her off to the shelter.

Why do women have such low self-esteem? There are many complex psychological and societal reasons, by which I mean Barbie. Girls grow up playing with a doll proportioned such that, if it were a human, it would be seven feet tall and weigh 81 pounds, of which 53 pounds would be bosoms. This is a difficult appearance standard to live up to, especially when you contrast it with the standard set for little boys by their dolls ... excuse me, by their action figures. Most of the action figures that my son played with when he was little were hideous⁸-looking. For example, he was very fond of an action figure (part of the He-Man series) called “Buzz-Off,” who was part human, part flying insect. Buzz-Off was not a looker. But he was extremely self-confident. You could not imagine Buzz-Off saying to the other action figures: Do you think these wings make my hips look big?

But women grow up thinking they need to look like Barbie, which for most

¹ **collapse:** 倒下

² **seizure:** (疾病的)突然发作

³ **bloat:** 膨胀; 肿大

⁴ **caterpillar:** 毛虫

⁵ **regimen:** 养生法

⁶ **Super Bowl:** 超级杯赛(美国全国橄榄球联合会每年举行一次的决赛)

⁷ **municipal:** 市政的

⁸ **hideous:** 丑恶的

¹ **dispense:** 分配, 分发

² **genetic:** 遗传的

³ **mutation:** 突变体; 突变型

⁴ **demeaning:** 有失身份

⁵ **bolster:** 支持; 支撑

⁶ **be/become obsessed with:** 着迷于

women is impossible, although there is a multibillion-dollar beauty industry devoted to convincing women that they must try. I once saw an Oprah show wherein supermodel Cindy Crawford dispensed¹ makeup tips to the studio audience. Cindy had all these middle-aged women applying beauty products to their faces; she stressed how important it was to apply them in a certain way, using the tips of their fingers. All the women dutifully did this, even though it was obvious to any sane observer that, no matter how carefully they applied these products, they would never look remotely like Cindy Crawford, who is some kind of genetic² mutation³.

I'm not saying that men are superior. I'm just saying that you're not going to get a group of middle-aged men to sit in a room and apply cosmetics to themselves under the instruction of Brad Pitt, in hopes of looking more like him. Men would realize that this task was pointless and demeaning⁴. They would find some way to bolster⁵ their self-esteem that did not require looking like Brad Pitt. They would say to Brad: "Oh YEAH? Well what do you know about LAWN CARE, pretty boy?"

Of course many women will argue that the reason they become obsessed with⁶ trying to look like Cindy Crawford is that men, being as shallow as a drop of spit, WANT women to look that way. To which I have two responses:

1. Hey, just because WE'RE idiots, that does not mean YOU have to be; and

2. Men don't even notice 97 percent of the beauty efforts you make anyway. Take fingernails. The average woman spends 5,000 hours per year worrying about her fingernails; I have never once, in more than 40 years of listening to men talk about women, heard a man say, "She has a nice set of fingernails!" Many men would not notice if a woman had upward of four hands.

Anyway, to get back to my original point: If you're a man, and a woman asks you how she looks, you're in big trouble. Obviously, you can't say she looks bad. But you also can't say that she looks great, because she'll think you're lying, because she has spent countless hours, with the help of the multibillion-dollar beauty industry, obsessing about the differences between herself and Cindy Crawford. Also, she suspects that you're not qualified to judge anybody's appearance. This is because you have shaving cream in your hair.

Comprehension-----

I. Tell if the following statements are true or false according to the passage:

1. ____ A woman is never satisfied with her look.

2. ____ Most men think of themselves as average-looking.
3. ____ Men's beauty care regimen is to prevent them from bleeding too badly while shaving.
4. ____ Beauty industry is devoted to convincing women that they should try to look like Barbie.
5. ____ Cindy Crawford is well known for her beauty.
6. ____ Brad Pitt is a person who knows how to use cosmetics to make himself look more beautiful.
7. ____ Generally, men don't notice women's beauty efforts.
8. ____ A man is not able to judge a woman's appearance because he usually lies about how he thinks of her look.

II. Use context clues to explain the italicized words in the following sentences:

1. The best technique is to form an honest yet sensitive opinion, then collapse on the floor with some kind of *fatal* seizure. _____
2. Some men form the opinion that they are *irresistibly* handsome ... _____
3. A man devotes his mind to more *critical* issues, such as the Super Bowl. _____
4. Girls grow up playing with a doll *proportioned* such that, if it were a human, it would be seven feet tall and weigh 81 pounds ... _____
5. ...when she looks at herself in the mirror, she thinks: *woof*. _____
6. She thinks that at any moment a municipal animal-control officer is going to throw a net over her and *haul* her off to the shelter. _____
7. Cindy Crawford dispensed makeup *tips* to the studio audience. _____
8. She stressed how important it was to *apply* them in certain ways. _____
9. It was obvious to any sane observer, no matter how carefully they applied these products, they would never look *remotely* like Cindy Crawford. _____
10. ...men, being as *shallow* as a drop of spit, WANT women to look that way. _____

Reading Selection Two

Sex, Lies and Conversation: Why Is It So Hard for Men and Women to Talk to Each Other?

By Deborah Tannen

I was addressing a small gathering in a suburban Virginia living-room—a women's group that had invited men to join them. Throughout the evening, one man had been particularly talkative, frequently offering ideas and anecdotes, while his wife sat silently

beside him on the couch. Toward the end of the evening, I commented that women frequently complain that their husbands don't talk to them. This man quickly concurred. He gestured toward his wife and said, "She's the talker in our family." The room burst into laughter; the man looked puzzled and hurt. "It's true," he explained. "When I come home from work I have nothing to say. If she didn't keep the conversation going, we'd spend the whole evening in silence."

This episode crystallizes the irony that although American men tend to talk more than women in public situations, they often talk less at home. And this pattern is wreaking havoc with marriage.

Sociologist Catherine Riessman reports in her new book *Divorce Talk* that most of the women she interviewed — but only a few of the men — gave lack of communication as the reason for their divorces. Given the current divorce rate of nearly 50 percent, that amounts to millions of cases in the United States every year — a virtual epidemic of failed conversation.

In my own research, complaints from women about their husbands most often focused not on tangible inequities such as having given up the chance for a career to accompany a husband, or doing far more than their share of daily life-support work like cleaning, cooking, social arrangements and errands. Instead, they focused on communication: "He doesn't listen to me," "He doesn't talk to me." I found that most wives want their husbands to be, first and foremost, conversational partners, but few husbands share this expectation of their wives.

How can women and men have such different impressions of communication in marriage? Why the widespread imbalance in their interests and expectations?

In the April issue of *American Psychologist*, Stanford University's Eleanor Maccoby reports the results of her own and others' research showing that children's development is most influenced by the social structure of peer interactions. Boys and girls tend to play with children of their own gender, and their sex-separate groups have different organizational structures and interactive norms.

I believe these systematic differences in childhood socialization make talk between women and men like cross-cultural communication. My research on men's and women's conversations uncovered patterns similar to those described for children's groups.

For women, as for girls, intimacy is the fabric of relationships, and talk is the thread from which it is woven. Little girls create and maintain friendships by exchanging secrets; similarly women regard conversation as the cornerstone of friendship. So a woman expects her husband to be a new and improved version of a best friend. What is important is not the individual subjects that are discussed but the sense of closeness, a life shared, that emerges when people tell their thoughts, feelings, and impressions.

Bonds between boys can be as intense as girls', but they are based less on talking, more on doing things together. Since they don't assume talk is the cement that binds a relationship, men don't know what kind of talk women want, and they don't miss it when it isn't there.

Boys' groups are larger, more inclusive, and more hierarchical, so boys must struggle to avoid the subordinate position in the group. This may play a role in women's complaints that men don't listen to them. Some men really don't like to listen, because being the listener makes them feel one-down, like a child listening to adults or an employee to a boss.

But often when women tell men, "You aren't listening," and the men protest, "I am," the men are right. The impression of not listening results from misalignments in the mechanics of conversation. The misalignment begins as soon as a man and a woman take physical positions. This became clear when I studied videotapes of children and adults talking to their same-sex best friends. I found that at every age, the girls and women faced each other directly, their eyes anchored on each other's faces. At every age, the boys and men sat at angles to each other and looked elsewhere in the room, periodically glancing at each other. They were obviously attuned to each other, often mirroring each other's movements. But the tendency of men to face away can give women the impression they aren't listening even when they are. A young woman in college was frustrated: Whenever she told her boyfriend she wanted to talk to him, he would lie down on the floor, close his eyes, and put his arm over his face. This signaled to her, "He's taking a nap." But he insisted he was listening extra hard. Normally, he looks around the room, so he is easily distracted. Lying down and covering his eyes helped him concentrate on what she was saying.

Analogous to the physical alignment that women and men take in conversation is their topic alignment. The girls in my study tended to talk at length about one topic, but the boys tended to jump from topic to topic. Girls exchanged stories about people they knew. The second-grade boys teased, told jokes, noticed things in the room and talked about finding games to play. The sixth-grade girls talked about problems with a mutual friend. The sixth-grade boys talked about 55 different topics, none of which extended over more than a few turns.

These differences begin to clarify why women and men have such different expectations about communication in marriage. For women, talk creates intimacy: you can tell your feelings and thoughts, and still be loved. Their greatest fear is being pushed away. But men live in a hierarchical world, where talk maintains independence and status. They are on guard to protect themselves from being put down and pushed around.

Once the problem is understood, improvement comes naturally, as it did to the young woman and her boyfriend who seemed to go to sleep when she wanted to talk. Previously, she

had accused him of not listening, and he had refused to change his behavior, since that would be admitting fault. But then she learned about and explained to him the differences in women's and men's habitual behaviors in conversation. The next time she told him she wanted to talk, he began, as usual, by lying down and covering his eyes. When the familiar negative reaction bubbled up, she reassured herself that he really was listening. But then he sat up and looked at her. Thrilled, she asked why. He said, "You like me to look at you when you talk, so I'll try to do it." Once he saw their difference as cross-cultural rather than right and wrong, he independently altered his behavior.

Comprehension-----

I. Supply the missing information in the following table:

Communication Patterns of Men and Women

Men	Women
	Talk more in the family.
Bonds between men are based on doing things together.	
	When talking, women face each other directly.
	Focus on one topic.
Men do not want to be pushed around.	

II. Choose the answer that best completes each statement or answers each question:

- According to the author, why is it so hard for men and women to talk to each other?
 - Men do not want to talk to women in the first place.
 - Women know how to communicate while men do not.
 - Women enjoy conversations while men only enjoy listening.
 - Women and men have different communication patterns.
- According to the research done by Catherine Riessman, what was the major reason given by the women she interviewed for their divorces?
 - Too much housework.
 - Lack of communication.
 - Not enough commitment.
 - Too many conversations.
- Riessman's research shows that most wives want their husbands to be _____.
 - successful career men
 - conversation partners

- C. good cooks D. family spokesmen

4. Eleanor Maccoby shows in her research that children's development is most influenced by _____.

- A. the standard behaviors of their peer group
 - B. their family tradition
 - C. the organizational structures of the adult society
 - D. the interactions between boys and girls
5. According to the author, what is important for a woman when she talks to her husband?
- A. Interesting subjects.
 - B. Sense of closeness.
 - C. Impressions.
 - D. Feelings.
6. Which of the following is NOT mentioned by the author as one of the systematic differences affecting the communication between women and men?
- A. For women, talk creates intimacy. For men, it maintains independence.
 - B. When talking, women tend to face each other while men tend to face away.
 - C. Women view conversation as a cross-cultural communication. For men, it is an intellectual exchange.
 - D. Women usually talk at length about one topic but men jump from topic to topic.

III. Choose the answer that best explains each of the following sentences:

1. *“Throughout the evening, one man had been particularly talkative, frequently offering ideas and anecdotes while his wife sat silently beside him on the couch.”*
 - A. During the evening, one man had talked about specific things such as ideas and interesting stories and his wife was silently supporting him by sitting beside him.
 - B. One man had kept talking the whole evening, presenting ideas and telling interesting stories while his wife sat beside him, saying nothing.
 - C. One man had kept talking to his wife the whole evening and his wife listened to his ideas without giving any comment.
 - D. One man had been very communicative by articulating interesting ideas and his wife sat beside him supplying ideas and anecdotes.
2. *“The man looked puzzled and hurt.”*
 - A. The man felt angry for the injury brought to him by his listeners.
 - B. The man was frustrated because he failed to communicate with others.
 - C. The man was confused and sad because he assumed people did not believe him.
 - D. The man felt depressed because people would not listen to him.
3. *“This pattern is wreaking havoc with marriage.”*
 - A. This pattern is causing damage to marriage.

- B. The pattern is constantly going on in marriage.
 - C. The pattern tends to play a major role in marriage.
 - D. The pattern can bind husband and wife.
4. *"Most wives want their husbands to be, first and foremost, conversational partners, but few husbands share this expectation of their wives."*
- A. Most wives want their husbands to be important partners in conversation but husbands usually do not want to do as their wives have expected.
 - B. Husbands and wives can be very good partners in conversations though they do not have the same expectations about talking.
 - C. To most wives, what is most important for them is that their husbands can share conversations with them, but few husbands think the same as their wives.
 - D. Wives usually expect their husbands to be talkative though few husbands can be what their wives have expected.
5. *"...these systematic differences in childhood socialization make talk between women and men like cross-cultural communication."*
- A. Communication between men and women, who have different ways of socialization, is like cross-cultural communication.
 - B. Talk between women and men, like cross-cultural communication, has systematic patterns of socialization.
 - C. Talk between women and men undergoes different socialization and cross-cultural communication processes.
 - D. Because of the systematic differences in their childhood socialization, communication between men and women resembles that between difference cultures.
6. *"For women, ..., intimacy is the fabric of relationships, and talk is the thread from which it is woven."*
- A. Intimacy, built up through talk, is the basic structure of women's relationships.
 - B. Women weave fabrics together so that they can have long-standing relationships.
 - C. Intimacy is essential for the maintenance of talks between women.
 - D. In women's relationships, intimacy is very necessary so that they can talk.
7. *"The impression of not listening results from misalignments in the mechanics of conversation."*
- A. Women have the impression that men have some other arrangements to structure their conversation.
 - B. The impression of not listening is caused by the misjudgment of conversational principles.

- C. The impression of not listening is that men and women adjust their conversational mechanics in an incorrect way.
- D. Due to the lack of understanding of the rules men follow in conversation, women have the impression that men do not listen to them.
8. “*Analogous to the physical alignment that women and men take in conversation is their topic alignment.*”
- A. Women and men have different topics when they are trying to arrange their positions in conversation.
- B. Women and men differ in their way of taking physical positions; similarly, they have different ways of arranging their conversational topics.
- C. Similar to the physical positioning of women and men, conversational topics are arranged in advance.
- D. Women and men take the same physical positions but make different topic arrangements during conversation.

Part B: Vocabulary Skills

Vocabulary Study

I. The following words and expressions are for your reference.

anecdote* /'ænikdəʊt/ *n.* 轶事, 奇闻

attune /ə'tju:n/ *vt.* (为乐器) 调音, 使合调, 使相合

Catherine Riessman /'kæθəri:n 'raɪzmən/ *n.* 凯瑟琳·莱斯曼 [人名]

concur /kən'kɜ:/ *v.* to agree

Deborah Tannen /'debərə 'tænən/ *n.* 黛博拉·塔依 [人名]

Eleanor Maccoby /'eni:nə mə'kɒbi/ *n.* 埃莉诺·麦考比 [人名]

errand /'erənd/ *n.* 差事, 差使, 使命

gender* /'dʒendə/ *n.* [语法] 性, <口>性别, 性

socialization /səʊʃəlaɪ'zeɪʃən/ *n.* 社会化, 社会主
义化

tangible* /'tændʒəbl/ *a.* 1. 明确的, 切实的 2. 可触
摸的, 有形的

Virginia /və'dʒɪnjə/ *n.* 弗吉尼亚 [美国州名]

wreak havoc /ri:k 'hævək/ 造成危害

II. Make a close study of the following words and expressions.

amount /ə'maʊnt/ *vi.* 1. to reach in kind or quality:
She wants her son to amount to something. 2.
to reach a total : *The bill amounts to \$10.* | *n.*
the total number or quantity: *annual amount of
rainfall*

analogy* /ə'nælədʒi/ *n.* resemblance in some
particulars between things otherwise unlike;
comparison based on such resemblance 类比:
*The author draws an analogy between the way
water moves in waves and the way light travels.*

anchor /'æŋkə/ *n.* 1. 锚 2. a reliable or principal support 3. 新闻节目主持人 | *vt.* 1. to hold in place in the water by an anchor 2. to serve as an anchorperson of: *She anchors the top-rated news show.*

angle /'æŋɡl/ *n.* 1. 角: An angle of 90° is called a right angle. 2. a corner, e.g., of a building or piece of furniture 3. the precise viewpoint from which something is observed or considered | *vt.* 1. to turn, move, or direct at an angle 2. to present (as a news story) from a particular point of view: *She angles her reports to suit the people she is speaking to.*

angle for: to try to get by means of indirect remarks or requests 追逐, 谋取: *She's angling for an invitation.*

balance /'bæləns/ *vt.* 1. to cause to be steady and keep in balance esp. in a difficult position: *When you learn to ride a bicycle you must learn to balance.* 2. to equal or equalize in weight, number, or proportion 3. to compare: *You have to balance the advantages of living in a big city against the disadvantages.* | *n.* 1. an instrument for weighing 秤, 天平 2. 平衡: *He lost his balance and fell off his bicycle.* / *We try to strike a balance between justice and mercy.*

imbalance *n.* lack of balance; the state of being out of proportion: *racial imbalance in schools*

bind /baɪnd/ *vt.* 1. to make secure by tying 2. to cause to stick together 3. to put under an obligation

bubble /'bʌbl/ *n.* a small body of gas within a liquid; a thin film of liquid inflated with air or gas 泡, 气泡 | *vi.* to form or produce bubbles

cement /sɪ'ment/ *n.* 1. 水泥 2. 接合剂 | *vt.* 1. to cover with cement 2. to join or make firm as if with cement: *Our holiday together cemented our friendship.*

create /kri'eɪt/ *v.* to cause to exist; bring into being: *Do you know how the universe was created?*

crystal /'krɪstl/ *n.* 1. 水晶, 石英晶体 2. something resembling crystal in transparency and colorlessness | *a.* 1. clear, transparent 2. relating to or using a crystal

crystallize *vt.* to cause to take a definite form: *He write diaries to crystallize his thoughts.*

current /'kʌrənt/ *n.* 1. 水流; 气流; 电流 2. 思潮, 潮流; 趋势, 倾向: *currents of public opinion* | *a.* 1. occurring in or existing at the present time 2. generally accepted, used, or practiced at the moment: *The word is no longer in current use.*

distract /dɪs'trækt/ *vt.* to draw or direct (as one's attention) to a different object or in different directions at the same time 分散(注意力等): *The celebrations distracted public attention from the government's problems.*

divorce /dɪ'vɔ:s/ *n.* 1. the official ending of a marriage, esp. as declared by a court of law: *She wants a divorce.* 2. separation | *v.* 1. to end marriage with (one's spouse) by divorce: *She divorced him after years of unhappiness.* 2. to separate completely: *It is difficult to divorce politics from ideology.* / *Some of his ideas are divorced from reality.*

elsewhere /'els'hweə/ *ad.* in or to another place

emerge /ɪ'mɜ:dʒ/ *vi.* 1. to come out or appear from inside or from being hidden: *The sun emerged from behind the clouds.* 2. to become known, esp. as a result of inquiry: *Eventually the truth of the matter emerged.*

employee /,emplɔɪ'i:, ɪm'plɔɪ/ *n.* one employed by another usually for wages or salary 雇员

epidemic /,epɪ'demɪk/ *n.* 1. 流行病 2. an outbreak or product of sudden rapid spread, growth, or development (风尚等的)流行 | *a.* affecting or tending to affect a large number of individuals within a population, community, or region at the same time

episode /'epɪsəʊd/ *n.* 1. a particular event which is separate, but also forms part of a larger whole:

It was one of the funniest episodes in my life 2. a single broadcast that is one of a continuous set telling a story: In the final episode we will find out who married him.

expectation /ˌekspek'teɪʃən/ *n.* the act of expecting or something that is expected: *He has every expectation of success. / I usually enjoy his films, but that one didn't come up to my expectations.*

fabric /'fæbrɪk/ *n.* 1. a cloth made by threads woven together in any of various ways 织品, 织物, 布 2. structure: *The fabric of the society was changed by the war.*

foremost /'fɔːməʊst/ *a.* most important, leading: *He was the foremost conductor of his day.*

first and foremost: 首要的是: *He's written many different kinds of books, but he's first and foremost a poet.*

habitual /hə'bitʃʊəl/ *a.* having the nature of a habit: *habitual smoking*

hierarchy /'haɪərɑːki/ *n.* 1. a system by which the members of an organization are grouped and arranged according to higher and lower ranks, esp. official ranks 等级制度: *There's a very rigid hierarchy in the Civil Service.* 2. the group of people in an organization who have power or control 统治集团: *The party hierarchy has the final say on matters of policy.*

hierarchical *a.* of, relating to, or arranged in a hierarchy

improvement /ɪm'pruːvmənt/ *n.* 1. the act or process of improving: *There is still room for improvement.* 2. the state of being improved: *This is a great improvement on your previous work.*

inclusive /ɪn'klʊːsɪv/ *a.* covering or intended to cover all items, costs, or services: *The rent is inclusive of water and heating.*

intense /ɪn'tens/ *a.* 1. existing in an extreme degree 激烈的, 强烈的; 紧张的: *The excitement was*

intense. 2. 热烈的, 热情的: *intense efforts*

interaction /ˌɪntər'ækʃən/ *n.* mutual action or influence 相互作用, 相互影响: *the interaction between teachers and students*

interactive /ˌɪntər'æktɪv/ *a.* 1. mutually active 2. of or for the exchange of information between a computer and a user while a program is in operation: *interactive educational software*

intimate /'ɪntɪmɪt/ *a.* 1. marked by a warm friendship developing through long association 亲密的, 亲近的: *He is intimate with the President.* 2. suggesting informal warmth or privacy 个人的, 私人的: *intimate clubs* | *n.* a close friend /'ɪntɪmeɪt/ *vt.* 暗示, 提示: *He intimated a wish to leave by saying that it was late.*

irony /'aɪərənɪ/ *n.* 1. the use of words to express something other than and especially the opposite of the literal meaning: *There was a note of irony in his voice.* 2. the amusing or strange aspect of a situation different from what you have expected: *The irony is that when he finally got the job, he discovered he didn't like it!*

living room *n.* 起居室, 客厅

mechanic /mɪ'kænɪk/ *n.* 1. a manual worker; a person who repairs machines 技工, 机修工 2. [-s] a branch of physical science that deals with energy and forces and their effect on bodies 力学, 机械学 2. mechanical or functional details or procedure 过程, 方法, 技术性: *The mechanics of how payment will be made will be discussed later.*

mutual /'mjuːtʃʊəl, 'mjuːtʃʊəl/ *a.* 1. directed by each toward the other or others; having the same feelings for the other 相当的, 彼此的: *mutual affection / I like her and I hope the feeling is mutual.* 2. shared in common 共同的, 共有的: *an agreement that will be for our mutual benefit*

norm ^{*} /nɔ:m/ *n.* a standard of behavior or ability that is regarded as average or generally acceptable: *a departure from the norm / social norms*

particularly /pə'tɪkjʊləli/ *ad.* in a particular manner

periodic ^{*} /pɪərɪ'ɒdɪk/ *a.* occurring or recurring at regular intervals; consisting of or containing a series of repeated stages, processes, or digits 周期的, 定期的, 时而发生的: *a periodic vibration*

periodically *ad.* from time to time; frequently

protest /prə'test/ *v.* to express one's disagreement, feeling of unfairness, annoyance 抗议, 反对: *The players protested bitterly to the referee about his decision. / protest the abuse of human rights* | *n.* complaint or strong expression of disapproval, disagreement, opposition, etc.: *The local people have made a strong protest to the minister about the new airport.*

reaction /rɪ(ː)'ækʃən/ *n.* 1. a case of reacting; response: *What was your reaction to the news?* 2. a change back to a former condition: *The popularity of these old-fashioned views reflects a reaction against the permissiveness of the 1960s.*

reassure ^{*} /ri:ə'ʃʊə/ *vt.* to say or do something that makes somebody less frightened or worried: *We tried to reassure her, but she still felt anxious.*

similarly /'sɪmɪləli/ *ad.* 1. in almost the same way: *They were similarly successful.*

sociology ^{*} /səʊsɪ'ɒlədʒi/ *n.* 社会学

subordinate ^{*} /sə'bɔ:dɪnɪt/ *a.* 1. placed in or occupying a lower class, rank, or position: *In many societies women are subordinate to men.* 2. less important: *All other issues are subordinate to this one.* | *n.* one that is subordinate: *She studies human relationships between the subordinates and superiors.* | *vt.* to treat as of less value or importance: *It was sad that safety considerations were subordinated to commercial interests.*

suburb /sʌbɜ:b/ *n.* an outlying part of a city or town; the residential area on the outskirts of a city or large town 郊区

systematic /sɪstɪ'mætɪk/ *a.* done according to a system or plan, in a thorough, efficient or determined way: *a systematic approach to solving the problem*

tendency /'tendənsɪ/ *n.* direction or approach toward a place, object, effect, or limit 趋向, 趋势: *He has a tendency to talk too much when he is nervous.*

version /'vɜ:ʃən/ *n.* 1. 版本, 译本: *The English version of the novel was published last year.* 2. a description of an event from the point of view of a particular person or group of people 说法: *Do you believe in her version of what had happened that day?*

video /'vɪdɪəʊ/ *n.* 录像: *a video shop* | *vt.* to record a television program using a video recorder; to film somebody or something using a video camera: *Videoing students can be a useful teaching practice.*

videotape *n.* a recording of visual images and sound (as of a television production) made on magnetic tape

virtual /'vɜ:tʃʊəl, -tʃʊəl/ *a.* 1. almost or very nearly the thing described, so that any slight difference is not important: *The company has a virtual monopoly of trade in this area.* 2. made to appear to exist by the use of computer software: *New technology has enabled development of an online "virtual community."*

weave /wi:v/ *vt.* 织, 编: *Most spiders weave webs that are almost invisible.*

Vocabulary Practice

I. Fill in the blanks with appropriate words and expressions from Reading Selection

Two:

In speaking of _____ between men and women, the linguist Deborah Tannen notes, "Different words, different worlds." Women's communication _____ and practices differ in form and substance from those of men. For most women, communication, which fosters connections, support, _____, and understanding, is a primary way to establish and _____ relationships with others. In their talk, they achieve symmetry and equality by matching experiences and create an _____ pattern in conversation rather than rigid turn taking.

For most men, the primary purpose of communication is to exert control, preserve _____, and enhance status. In men's _____, content, rather than feelings, is emphasized. Their language is usually forceful and direct. They tend not to be very responsive because the rules of men's speech dictate that responses make one vulnerable.

Generally speaking, women are concerned with personal _____ when they communicate, but men are concerned only with getting the job done. Whereas women seek to include everyone, men seek to establish their own _____. It is easy to see how the different rules and features of women's and men's speech create the potential for _____ and conflict between women and men.

II. Make sentences with the words given:

1. address, particularly, sensitive

2. expectation, widespread, report

3. issue, influence, status

4. interaction, development, gender

5. version, individual, intense

III. Translate the following expressions into English:

1. 随之而来的进步 _____

2. 行为的习惯方式 _____

3. 彼此适应 _____

4. 眼光注视对方的脸庞 _____

5. 从一个话题换到另一个话题 _____
6. 持续几个来回 _____

Vocabulary Expansion

I. Study the following prefixes and stems and the meaning of the words given below:

1. **epi-**: *on, upon*
 epifocal epigraph epitome
2. **super-**: *above, greater, better*
 superpower superconductivity supervisor
3. **clud(clus)**: *close*
 include exclusion preclude
4. **prim**: *first, beginning; chief*
 primitive primogeniture prime
5. **spect**: *look at*
 inspect perspective spectacular
6. **sent(sens)**: *feel; know*
 dissent resentment sensible
7. **-ify**: *to make*
 beautify signify classify
8. **-ship**: *the state of being; the art or skill*
 membership workmanship sportsmanship

II. Find in Column B the definition for each word in Column A:

- | A | B |
|----------------------|--|
| 1. ____ fellowship | a. having or showing good sense or judgment |
| 2. ____ epilogue | b. existing at or from the beginning |
| 3. ____ sensible | c. a short concluding passage or speech |
| 4. ____ primordial | d. the state of sharing mutual interest or activities |
| 5. ____ supernatural | e. an impressive public show or scene |
| 6. ____ sensory | f. relating to the sensation or the senses |
| 7. ____ simplify | g. the state of being the most important thing or person |
| 8. ____ spectacle | h. a person who chooses to live alone |
| 9. ____ primacy | i. to make thing easier |
| 10. ____ recluse | j. beyond the observable physical world |

Part C: Guided Writing and Translation

A. Guided Writing

Description (I)

Description is the form of composition by means of which we try to provide our readers with the same picture or the same impression that we ourselves get from the place, object, or person described. By a skillful selection and arrangement of details of sight, sound, smell, taste, and touch we attempt to create for them an appropriate image, put in them a fitting mood, or arouse a proper emotional response.

According to the purpose of writing, descriptions can be divided into two major categories.

- If our aim in giving a description is to represent with photographic accuracy every detail in the appearance of a place, an object, or a person, so that our description may be used for purpose of identification, the result is an *expository description*.
- If our aim in giving a description is to furnish others with pleasure by stimulating their imagination, appealing to their sense of beauty, or arousing their sense of emotion, the result is an *artistic description*.

Some descriptions are strictly expository, some are highly artistic. But in general, descriptions exist along a continuum from the extremely objective to the extremely subjective. Job and school applications, business letters, advertisements, theses and research papers, and most essays written for the pleasure of the reading public are in between.

Exercises:

I. Read the descriptive paragraph below and then try to answer the questions that follow:

The scene represents the Manton library. The room is furnished¹ in walnut² and is hung with rich draperies³. At the center of the back wall is an open fireplace, in which a fire burns cheerily. To the left of the fireplace is a door opening into the dining-room. In the left wall is a wide door hung with heavy portieres⁴. In the right wall is a French window. A large brown velvet⁵ rug and two smaller rugs cover the floor. Bookcases line the walls. Several

¹ **furnish:** 装备, 布置, 装修; 提供

² **walnut:** 胡桃木

³ **drapery:** 帷幔

⁴ **portiere:** 门帘, 门帷

⁵ **velvet:** 天鹅绒制的; 天鹅绒似的, 柔软的

¹ **statuary**: 雕像, 塑像

² **etching**: 蚀刻画

³ **luminous**: 发光的

⁴ **intimidate**: 恐吓

⁵ **bustle**: 喧闹, 熙攘

⁶ **nonchalant**: 若无其事的

easy chairs, a library table covered with magazines, a floor reading lamp, a smoker's stand, one or two pieces of statuary¹, and several framed etchings² complete the furnishings.

1. Is it an expository description or an artistic one?

2. What kind of order does the writer follow in describing the library?

II. A student writer describes her (and others') feelings as beginning college freshmen in the passage below. Now read the passage and list the words and phrases that reflect feelings. Then list words and phrases that give details that help you visualize the scene:

We packed our clothes, our stuffed animals, our stereos, our frisbees, and our toothbrushes all into boxes and hauled them off to college. As the luminous³ buildings that were to be our homes came into sight, the butterflies in our stomachs began to stir. What had seemed to be ages away was now the present. Our lives of secure dependence on our parents came to an abrupt end as we were left off in a world of strangers on the college campus. Left in a daze after the parting hugs and kisses of Mom and the bear hug from dear old Dad, we sat and waited for something, someone to tell us what to do next... but no one did. We looked around for something familiar to tell us we were still at home...but nothing was there. We longed for our friends and lovers... but they weren't there either. We were alone and frightened and undeniably on our own. But somehow, we freshmen have made it through the school year and have grown into independent young adults.

As we left for class on that first day of school, we wandered around looking as if we had just landed on an alien planet. We felt small, intimidated⁴, and young among the upperclassmen, who seemed to know we were the new crop of students. Bright, shiny new backpacks hung from our shoulders. We stood in the middle of the bustle⁵ of students trying to look nonchalant⁶ as we scoped out the path to our classes on the college map we had pasted to the inside covers of our three-ring notebooks. Too proud (or too shy) to ask anyone directions, we sometimes had to learn the hard way that we were in the wrong class, classroom, or even building.

1. Words & phrases that reflect feelings: _____

2. Words & phrases that give details that help you visualize the scene: _____
