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总 序

“新世界大学英语系列教材”以广大学习者的英语水平为基础,从实际需求出发,紧紧围绕并充分体现《大学英语课程教学要求》所提倡的教学原则、内容和方法。本系列教材选材新颖、内容丰富、理念先进、体系完备,是一套集视、听、说、读、写、译为一体,特色鲜明的大学英语立体化教材。

在引进美国著名教育出版公司 McGraw-Hill Education 最新版教材 *Hemispheres* 的基础上,出版社组织国内知名高校教师对其进行改编。编写组充分发挥外版教材优点,在此基础上自主研发出“新世界大学英语系列教材”,实现了本土化和国际化相结合的编写目标。

“新世界大学英语系列教材”具有以下几个特点:

一、力求体现基础性、科学性和时代性。基础性是指教材巩固并拓展学生的英语知识和能力,打好语言基础;科学性是指内容编排循序渐进,深入浅出,输入与输出紧密结合,符合语言学习规律;时代性是指教材根据大学英语教学改革的最新趋势,注重培养学生的英语综合应用能力,特别是听说能力。

二、体现了以学生为本的思想,使学习者想学、会学、乐学。在编写指导思想上,传统与现代教学理念相结合,既强调语言基础知识的掌握,又突出语言运用能力的培养。所选话题贴近学生生活,兼顾知识性与趣味性。同时,有机渗透素质教育,注意培养学生健康的人格,注重对学生的人文主义教育。

三、语料来自当代英语,题材广泛,体裁多样,语料真实,语言鲜活、地道。练习形式丰富多样,有针对性,有利于培养和发展学生的英语交际能力和自主学习能力,有利于学生掌握学习策略和方法。

四、教材体系比较完备。包括“读写教程”、“视听说教程”和“阅读教程”三个系列。每个系列均包括四个分册,供大学基础阶段英语教学使用。各系列教材自成系统,相对独立,以满足个性化、分层次外语教学的需要。同时,三个系列相互补充,彼此关联,配合起来使用可以有效提高学生的英语水平。

五、提供一个系统、完整的立体化英语教学平台。除学生用书外,本系列教材配有教师用书、助学光盘、电子课件、试题库、网络教程、教学资源库等,这种以网络技术为支撑的交互式、开放性学习环境既能发挥教师的主导作用,又便于学生开展自主学习。

六、与时俱进,精益求精。第一版教材自出版以来,受到了广大师生的好评,并被评为“十二五”本科国家级规划教材。为了更好地服务教学,我们对本套教材进行了全面修订,在保留教材原有特点和优点的基础上,进一步提升了教材的品质。修订内容主要包括以下几个方面:

1. 更新了部分语言素材,使其更加与时俱进,体现热点话题,以更好地激发学生的学习兴趣,增强其语言交流的活跃性。

2. 更新了部分练习与活动设计,以更加突出基本语言能力的训练,帮助学生打好语言基础,更有效地调动学生的积极性,增强活动的可操作性。

3. 更新了部分排版设计,使全书版面更加活泼、美观。

“新世界大学英语系列教材”各教程及主编如下:

系列名称	系列主编	
读写教程	王玉括	南京邮电大学
	乔小六	南京工程学院
视听说教程	肖 飞	南京林业大学
阅读教程	吴鼎民	南京航空航天大学

本系列教材单元内容按每两周 8 课时设计,具体操作各院校可根据实际情况灵活掌握。

王守仁

《读写教程》的编写与使用

《读写教程》是“新世界大学英语系列教材”的主干教程之一,严格根据教育部高等教育司颁发的《大学英语课程教学要求》编写,旨在培养和提高学生的读、写、译三项基本技能,并配合《视听说教程》和《阅读教程》,全面实现《大学英语课程教学要求》规定的“一般要求”的教学目标。《读写教程》共分四册,每册八个单元,分别供一至四级四个学期使用。

一、编写宗旨

《读写教程》指导学生在深入学习课文的基础上,从词、句、语篇等方面进行英语语言训练,以便帮助学生丰富英语语言知识,培养英语语言综合应用能力,尤其是读、写和译的能力。

二、教材特点

1. 本教程在 *Hemispheres* 原版教材的基础上改编而成。原书专为亚太读者设计,体裁新颖,语言生动。改编者在语料的选择上,注重了中西方文化的结合,融知识性、趣味性为一体;在内容的设计上,追求语言基本能力和批判性思维能力的有机结合。

2. 本教程充分考虑和尊重大学英语教学的实际,结合日积月累、行之有效的英语学习方法,并认真借鉴美国最新的教育理论与实践;全面落实《大学英语课程教学要求》提出的教学原则、教学内容和教学方法。

3. 针对中国学生普遍善于用英语表达西方而拙于表达中国的现实,本系列教材在确保学生接收原汁原味的西方文化的同时,独辟蹊径,注重用地道的英语表达当代中国的社会现实,以培养学生国际交往中准确表达自己身边事物的能力。

4. 本教程由学生用书、教师用书、电子教案、网络课程、配套题库等内容组成,构成了立体化的教学解决方案。

三、全书框架

《读写教程》共分四册。每册配有相应的教师参考书。每册学生用书分八个单元。每单元由七个部分组成:

第一部分 Lead-in: 通过具有知识性、趣味性的小问题、小测试,切入到本单元的内容主题,旨在吸引学生兴趣,引导学生进入主题。

第二部分 Reading and Speaking: 介绍一种阅读方法,并提供了与本单元主题密切相关的阅读短文。旨在帮助学生运用本单元所介绍阅读方法来阅读文章,激活学生已有的知识图式,为学习课文做好准备,同时培养和提高学生的快速阅读能力。

第三部分 TEXT A: 呈现一篇与单元话题相关的课文。文章内容新颖丰富,体裁广泛,贴近高校学生生活,有助于学生在学习语言的同时汲取多方面的知识。

生词释义采用英、汉结合的方式。一般要求的单词不设标记,较高要求的单词标记为★,更高要求的单词标记为▲,超纲单词标记为斜体。

练习部分主要包括以下几个方面:

阅读理解(Reading Comprehension): 含匹配题、选择题和问答题,旨在帮助学生理解课文,并就相关主题进行思考、展开讨论。

词汇(Vocabulary): 通过图表的方式帮助学生在复习所学重要词汇的同时,扩大词汇量。

批判性思维(Critical Thinking): 通过生动、逼真的模拟情境,引导学生多问“为什么”,培养其独立思考的能力。

第四部分 TEXT B: 呈现一篇与单元话题相关的课文。文章内容新颖丰富,体裁广泛,贴近高校学生生活,有助于学生在学习语言的同时汲取多方面的知识。

生词释义采用英、汉结合的方式。一般要求的单词不设标记,较高要求的单词标记为★,更高要求的单词标记为▲,超纲单词标记为斜体。

练习部分主要包括以下几个方面:

阅读理解(Reading Comprehension): 含问答题和选词补全摘要题,旨在帮助学生理解课文、丰富知识、扩大词汇量。

课文结构分析(Text Organization Analysis): 通过图表的方式帮助学生掌握段落或篇章展开的方法,提高阅读和写作能力。

第五部分 Language Enhancement: 通过精心设计的互动式练习,全面提高学生的词汇、语法、翻译等方面的能力。主要包括以下几个方面:

词汇(Vocabulary): 设计多种词汇练习形式,旨在帮助学生复习本单元所学词汇、学习构词法、扩大词汇量。

语法(Grammar): 呈现一种语法现象,旨在帮助学生通过操练来复习相关语法知识,提高使用英语的准确性。

翻译(Translation): 包括汉译英和英译汉,旨在为学生提供基本的翻译训练,同时帮助他们复习在本单元课文中所学到的重要的单词、词组、句型及语法结构。

实际生活技能(Real Life Skills): 以图表的形式教会学生一项使用英语的实际生活技能。

第六部分 Writing: 以范例的形式介绍一种写作方法,并指导学生使用该方法进行写作练习,提高写作能力。

第七部分 Fun Time: 提供与主题相关的幽默、笑话、谜语等内容,供使用者自行阅读,旨在增添活泼的学习气氛,培养学生学习英语的兴趣。

此外,本教程后还附有词汇总表,方便学生查找、掌握。

四、使用说明

《读写教程》每册学生用书分八个单元,供一学期使用。建议每四课时完成一个单元的教学。

第 1 课时:Lead-in 和 Reading and Speaking

第 2 课时:TEXT A 及练习

第 3 课时:TEXT B 及练习

第 4 课时:Language Enhancement, Writing 和 Fun Time

使用时,各校可根据具体情况灵活调整。

《读写教程 2》由五邑大学及广东外语外贸大学负责编写。

本书力求整合丰富的信息,探索全新的教学模式,不妥之处,敬请广大使用者批评指正。

王玉括 乔小六

Map of the Book

Unit	Lead-in	Reading and Speaking		Main Reading	
		Passage	Skill Focus	Text A	Text B
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UNIT 1

First Impressions



Text A

Make a Lasting Impression

Text B

Four Minutes That Get You “Hired”

LEAD-IN

Look at the pictures below and try to answer the following questions after discussing them with your partner.

1. Find three words or phrases to describe each figure in the pictures below.

a.



b.



c.



d.



2. Would you like to make friends with the person in each picture? Tell your reason.
3. Are first impressions always accurate? What matters most when judging a person?

READING AND SPEAKING

A. Scan the article to find the main idea. Circle a, b, or c.

- First impressions happen in seconds.
- It takes eight minutes to make a first impression.
- Speed dating is a good way to meet people.

Skill Focus

Identifying Pronoun References

A pronoun often refers to a specific noun that comes before it. Writers use pronouns to avoid repeating words.

In the Blink of an Eye

It's Friday night in a Chicago restaurant. Seventy men and women are talking in pairs at tables. They appear happy—they are smiling and laughing. After eight minutes, a bell rings. Everyone stands up and finds a new partner. This is the world of speed dating, where singles go on eight “dates” in one evening. Each date lasts only eight minutes. But can you really get to know someone in eight minutes? “Of course,” says Kim Daniels, 23. “I don't even need that long to get all the information I need.”

She may be right. Experts say we form our opinion of strangers in seven to seventeen seconds. And, according to Malcolm Gladwell, the author of *Blink*, it takes even less time to make a first impression. He says that humans make judgments and assumptions about other people in the blink of an eye: just two seconds. We naturally look for “surface clues” about someone. These include appearance, clothing, and body language.

So are first impressions always accurate? Some speed daters say no. “I'm quiet, so women usually think I'm shy,” one man complains. “But I'm not shy. People who judge other people quickly are so superficial.” Similarly, an attractive woman says that some people presume she's not smart. But in fact, that's a big misconception: she's a doctor.

Gladwell says first impressions may be wrong, but they're almost impossible to reverse. The saying “You never get a second chance to make a first impression.” is true.



一般要求的单词不做标记,较高要求的单词标记为*,更高要求的单词标记为^,超纲词汇标记为斜体。

*blink [blɪŋk]	<i>n.</i>	眨眼
date [deɪt]	<i>n.</i>	异性约会
Kim Daniels ['dænjəlz]		金·丹尼尔斯
according to		根据
Malcolm Gladwell ['mælkəm 'glædwel]		马尔科姆·格拉德威尔
assumption [ə'sʌmpʃən]	<i>n.</i>	假定,假设
naturally ['nætʃərəli]	<i>ad.</i>	自然地
clue [klu:]	<i>n.</i>	线索
complain [kəm'pleɪn]	<i>vi.</i>	抱怨
superficial [ˌsu:pə'fɪʃəl]	<i>a.</i>	表面的,肤浅的
similarly ['sɪmɪləli]	<i>ad.</i>	同样地,类似地
*presume [prɪ'zju:m]	<i>vt.</i>	认为;假定
^misconception [ˌmɪskən'sepʃən]	<i>n.</i>	误解
reverse [rɪ'vɜ:s]	<i>vt.</i>	改变;倒转

B. Find these excerpts from the article. Identify what the pronouns refer to.

1. They appear happy ...

They = _____ (Paragraph 1)

2. She may be right.

She = _____ (Paragraph 2)

3. He says that humans make judgments ...

He = _____ (Paragraph 2)

4. These include appearance, clothing and body language.

These = _____ (Paragraph 2)

C. Discuss the following questions with your classmates.

1. According to most experts, how long does it take to form an opinion about someone?
According to Gladwell, how long does it really take? What do you think?
2. What “surface clues” does Gladwell mention? Can you think of other surface clues?
3. The article refers to this saying: “You never get a second chance to make a first impression.” Do you agree upon this? Why or why not?

TEXT A

An impression is just like a footprint in the sand at a beach, which will eventually fade away, but a lasting impression is one that does not.

Time your reading.

Start time: _____

Finish time: _____

Your reading rate: _____ wpm

Make a Lasting Impression

By Bo Bennett

¹ Throughout life, the average person meets thousands of people and is exposed to even more ideas, concepts, and beliefs. The content of a conversation, or the words used to convey a message, quickly fade, but the impression remains.

² An impression is an effect, feeling or image retained as a consequence of experience. However, like a footprint in the sand at a beach, impressions eventually fade away; a lasting impression is one that does not. When we refer to making a lasting impression in terms of success, we are referring to a positive impression. Those who know how to, and are capable of making lasting impressions on others, have a level of influence over others that is most useful in the pursuit of success. How can you make a lasting impression? Think back to your own experiences in life and think of the impressions that were made on you. What were the circumstances? If you carefully think about this, you will discover three key circumstances:

³ **Strong emotion.** The stronger the emotion, the stronger the impression. It is easy for us to recall events in our lives where we were feeling strong emotion, either positive or negative. However, we generally cannot recall everyday events such as what we had for lunch last Tuesday (unless the meal was exceptionally good or exceptionally horrible).

⁴ To make a lasting impression on someone, get them to feel some kind of emotion. The anti-smoking commercials use ex-smokers with holes in their throats to get the public to feel fear. Beer commercials use half-naked people to make us feel good while seeing their product. Of course, your approach to getting others to feel strong emotion can be less shocking and should certainly be less manipulative.

⁵ **Use of imagery.** People remember best in pictures, not words. This is why the use of imagery is so important in both memory and creating a lasting impression. For example, one

of the most effective techniques for remembering numbers is to convert the numbers into words, then convert the words into mental pictures. The more vivid the imagery, the more memorable it becomes.

⁶ A great use of imagery is the use of dramatization. Effective communicators use this frequently in presentations, meetings, lectures, speeches, lessons, and in everyday conversation. For example, instead of just telling someone they are wasting money, take a handful of change and throw it in the garbage coin by coin (I would say burn a dollar bill but I think that's illegal, and I do not want to promote illegal activities).

⁷ **Differentiation.** The law of contrast states that which is different or unique makes a greater impression than that which is ordinary. We notice the one light bulb that is burned out more than we notice all the light bulbs that are not. It is the unique and the different that makes a lasting impression.

⁸ Never be afraid to be different or take the road less traveled. Do not be afraid to do or say something others will not. Be creative and stand out from the crowd in a positive way.

⁹ The impression is what is left over when the words and details have faded. Practice leaving people with positive lasting impressions and when the time comes, they will remember you, your advice, and/or your product.

(544 words)

New Words

fade	[feɪd]	vi.	to disappear gradually 逐渐消失
retain	[rɪ'teɪn]	vt.	to keep something or continue to have something 保持, 保留
footprint	['fʊt,prɪnt]	n.	a mark left on a surface by a person's foot or shoe or by an animal's foot 脚印, 足迹
emotion	[ɪ'məʊʃən]	n.	a strong feeling 强烈的情感
generally	['dʒenərəli]	ad.	in most cases 通常
*exceptionally	['ɪk'sepʃənəli]	ad.	used to emphasize how strong or unusual the quality is 非常地, 异常地
naked	['neɪkɪd]	a.	not wearing any clothes 裸体的, 裸露的
shocking	['ʃɒkɪŋ]	a.	very surprising, upsetting, and difficult to believe 惊人的, 骇人的, 令人难以置信的
manipulative	[mə'nɪpjələtɪv]	a.	skilful at influencing somebody or forcing somebody to do what you want, often in an unfair way 操纵的, 会控制的, 会摆布人的

imagery	['ɪmɪdʒəri]	<i>n.</i>	the use of images to describe something 意象, 形象化描述
effective	[ɪ'fektɪv]	<i>a.</i>	producing a successful result 有效的
technique	[tek'ni:k]	<i>n.</i>	a special way of doing something 技巧, 方法
convert	[kən'vɜ:t]	<i>vt.</i>	to make something change from one form to another (使)转变, (使)转化
vivid	['vɪvɪd]	<i>a.</i>	producing very clear pictures in mind 生动的, 逼真的
memorable	['memərəbəl]	<i>a.</i>	easy to remember or very good, enjoyable, or unusual, and worth remembering 难忘的; 值得纪念的
dramatization	[,dræmətaɪ'zeɪʃən]	<i>n.</i>	the act of dramatizing 戏剧化
communicator	[kə'mju:nɪkətə]	<i>n.</i>	a person who is able to describe their ideas and feelings clearly to others 交流者, 交际者
frequently	['fri:kwəntli]	<i>ad.</i>	very often or happening many times 经常地, 屡次
presentation	[,prezən'teɪʃən]	<i>n.</i>	an event at which you describe or explain a new product or idea 陈述, 演讲
handful	['hændfʊl]	<i>n.</i>	an amount that you can hold in your hand 一把, 少数
*differentiation	[,dɪfərənʃɪ'eɪʃən]	<i>n.</i>	difference between things or people 区别
contrast	['kɒntrɑ:st]	<i>n.</i>	a difference between people, ideas, situations, things, etc. that are compared 差异, 差别
bulb	[bʌlb]	<i>n.</i>	the glass part that fits into an electric lamp, etc. to give light when it is switched on 电灯泡
detail	['di:teɪl]	<i>n.</i>	information that helps complete what you know about something 细节, 详情

Phrases and Expressions

be exposed to	使接触, 使体验
fade away	逐渐消失
refer to	提到, 谈及
stand out	突出, 显眼
be left over	留下, 剩下

Reading Comprehension

A. Identify the paragraph from which the following information is derived.

1. Making a lasting impression on others can be useful in the pursuit of success.
(Para. _____)
2. You are likely to be remembered when you leave people a positive impression.
(Para. _____)
3. The use of vivid imagery is important in creating a lasting impression. (Para. _____)
4. What is unique and different makes a lasting impression. (Para. _____)
5. People tend to forget everyday events. (Para. _____)

B. Choose the best answer from the four choices marked A, B, C, and D.

1. The purpose of the author in writing this passage is to _____.
A. explain the importance of making lasting impressions
B. give suggestions on how to make lasting impressions
C. make comments on making lasting impressions
D. urge readers to make lasting impressions
2. The case of “the anti-smoking commercial” is apparently to support the conclusion that _____.
A. it is urgent to launch an anti-smoking campaign
B. it is necessary to make an impressed advertisement for the anti-smoking campaign
C. the more unique the example, the more persuasive the impression
D. the stronger the emotion, the stronger the impression
3. People are encouraged to convert numbers into mental pictures because pictures are _____.
A. pleasant to watch
B. easy to remember
C. simple to tell
D. effective to use
4. If you have difficulty in making effective communication, _____ is a good way to be employed.
A. presentation B. dramatization C. repetition D. differentiation
5. According to the author, _____ is an illegal activity.
A. wasting money B. throwing coins in the garbage
C. burning a dollar bill D. being half-naked

C. Answer the following questions according to the text.

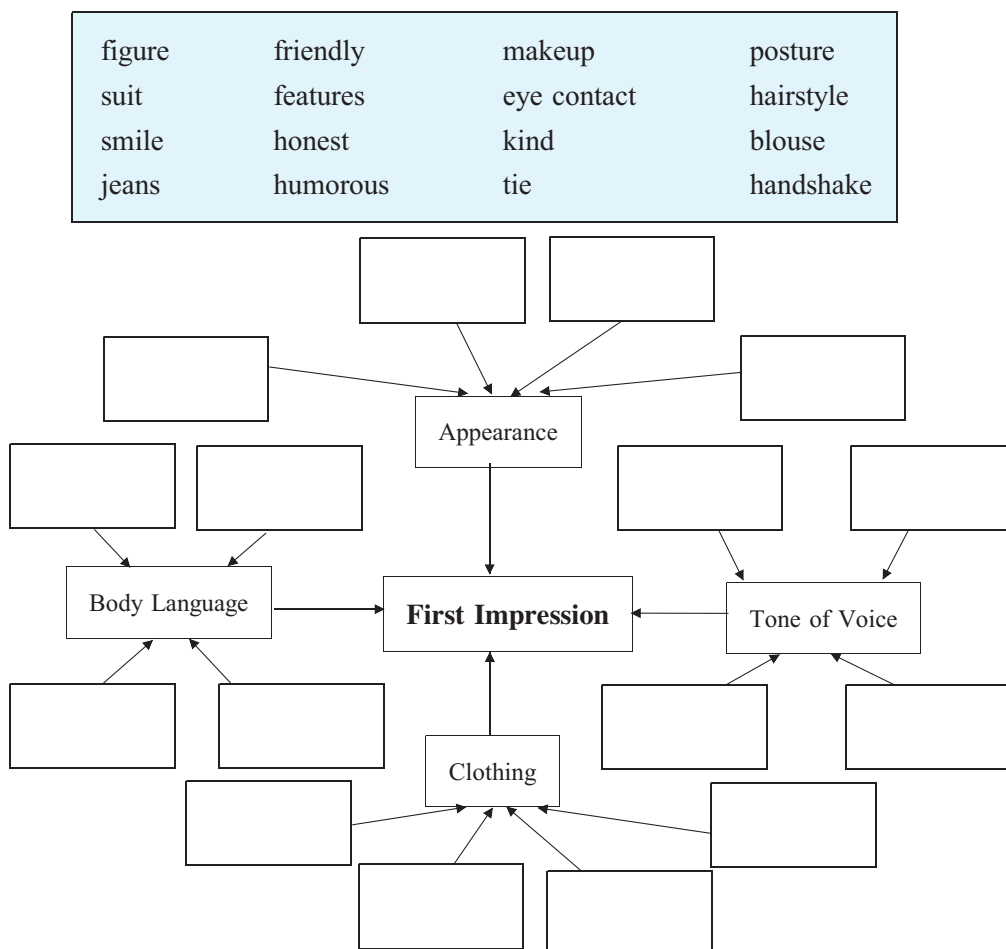
1. How would you define a lasting impression?

2. Why is it important to make a positive lasting impression?

3. How does “differentiation” help make a lasting impression?

Vocabulary

Complete the diagram below using the words or phrases in the box. Then add other words or phrases you know to your word web.



Critical Thinking

Discuss the following paragraph with a partner.



I work in a field that is devoted to assessing people. One of the concepts we talk about is known as the “halo effect”. It occurs when one good quality about a person leads us to over-attribute good qualities to them in other areas. What I’m realizing is that the halo effect also extends to a person’s appearance. I think that is why a positive first visual impression is so important.

1. What’s your understanding of the “halo effect”?

2. Do you agree that a person’s appearance has a great influence on the forming of an invaluable first impression? Why or why not?

TEXT B

In a job interview, how would you make a positive impression on the interviewers and make the job yours? You are bound to benefit from reading the following passage.

Four Minutes That Get You “Hired”

By Connie Brown Glaser & Barbara Steinberg Smalley

¹ First impressions are often lasting. Indeed, if you play your cards right, you can enjoy the benefits of what sociologists call the “halo effect”: if you’re viewed positively in the first four minutes, the person you’ve met is likely to assume that everything you do is positive.

² Four minutes! Studies tell us that’s the crucial period in which impressions are formed. Within a mere ten seconds, that person will begin to make judgments about our professionalism, social class, morals and intelligence. People tend to focus on what they see (dress, eye contact, movement), on what they hear (how fast or slowly we talk, our voice tone and volume), and on our actual words.

³ Most employers believe that those who look as if they care about themselves are more likely to care about their jobs. We know “it’s what inside that counts”, but research shows that physically attractive people are generally perceived by prospective employers as more intelligent, likable and credible. Your goal should be to come across in the best possible light—attractive in the way you dress, in your gestures and facial expression and in your speech.

⁴ Here’s how to make those crucial four minutes count.

⁵ **Look your best.** It signals success. Studies have linked clothes-consciousness to self-esteem and job satisfaction. Yet many people fail to understand the importance of projecting a professional image. Forget about personal style. At work, your clothes must convey the message that you are competent, reliable and authoritative. Dress for the job you



want, not the job you have. If you’re scheduled to have an interview at a company you’ve never visited and aren’t sure what to wear, ask for a copy of its annual report and study what the employees pictured are wearing, or pop in ahead of time to see how they dress.

⁶ **Monitor your body language.** Your gestures will greatly influence an interviewer's first impression of you. In a study of communications, psychologist Albert Mehrabian discovered that seven percent of any message about our feelings and attitudes comes from the words we use, 38 percent from our voice, and a startling 55 percent from our facial expressions. In fact, when our facial expression or tone of voice conflicts with our words, the listener will usually put more weight on the nonverbal message.

⁷ To make your first encounter a positive one, start with a firm handshake. If the interviewer doesn't initiate the gesture, offer your hand first. Whenever you have a choice of seats, select a chair beside his or her desk, as opposed to one across from it. That way there are no barriers between the two of you and the effect is somewhat less confrontational. If you must sit facing the desk, shift your chair slightly as you sit down, or angle your body in the chair so you're not directly in front of your interviewer.

⁸ Good eye contact is also important. One study found that job applicants who make more eye contact are perceived as more alert, dependable, confident and responsible.

⁹ **Say what you mean.** Your goal is to show confidence and be believed. Clinch that favorable first impression by making your words consistent with your body language and appearance. If not, your mixed message is bound to confuse your interviewer.

¹⁰ Open and close your conversation on a positive note. For example, if you've studied the company's annual report—and you should have!—consider remarking on any substantial progress the firm has made within the past year, or cite an area of company involvement that interests you. When you leave, summarize why you're the candidate for the job and thank the person for his or her interest.

¹¹ As Christopher Lasch says, "Nothing succeeds like the appearance of success." So take advantage of those crucial first four minutes. Look your best, move with confidence, speak with conviction—and the job you want can be yours.

(647 words)

New Words

★sociologist	[ˌsəʊsi'ɒlədʒɪst]	n.	an expert in the scientific study of societies and human behavior in groups 社会学家
halo	['heɪləʊ]	n.	circle of light shown round or above the head of a sacred figure (环绕圣像头上的)光轮, 光环
positively	['pɒzətɪvli]	ad.	in a way that shows you are thinking of the good about a situation, not the bad 肯定地, 积极地

crucial	['kru:ʃəl]	a.	extremely important 至关重要的, 关键性的
count	[kaʊnt]	vi.	to be of value or importance 有价值, 有重要性
mere	[mɪə]	a.	used to emphasize how small or unimportant something or someone is 仅仅的, 只不过
professionalism	[prə'feʃənəlɪzəm]	n.	the high standards that you expect from a person who is well-trained in a particular job 专业水平, 专业素质
tone	[təʊn]	n.	the way your voice sounds, which shows how you are feeling or what you mean 语调, 音调
volume	['vɒljʊ:m]	n.	the amount of sound produced by a television, radio, etc. 音量
employer	[ɪm'plɔɪə]	n.	a person, company, or organization that employs people 雇主, 老板
physically	['fɪzɪkli]	ad.	in relation to your body rather than your mind or emotions 身体上
perceive	[pə'si:v]	vt.	to understand or think of something or someone in a particular way 理解, 认识
*prospective	[prə'spektɪv]	a.	likely to be or become 预期的, 未来的
likable	['laɪkəbəl]	a.	pleasing, attractive 可爱的, 值得喜欢的
*credible	['kredəbəl]	a.	deserving or able to be believed or trusted 可信的, 可靠的
*consciousness	['kɒnʃənsɪs]	n.	the condition of being awake and able to understand what is happening around you 意识, 知觉
professional	[prə'feʃənəl]	a.	relating to a job that needs special education and training 职业的, 专业的
competent	['kɒmpɪtənt]	a.	having enough skill or knowledge to do something to a satisfactory standard 有能力的, 胜任的
*authoritative	[ɔ:'θɒrɪtətɪv]	a.	that you can trust and respect as true and correct 权威性的
annual	['ænjʊəl]	a.	happening once a year 一年一次的, 每年的
interviewer	['ɪntəvju:ə]	n.	the person who asks the questions in an interview 会见者, 面谈者; 采访者
psychologist	[saɪ'kɒlədʒɪst]	n.	someone who is trained in psychology 心理学家
startling	['stɑ:tɪŋ]	a.	very unusual or surprising 令人吃惊的
conflict	[kɒn'flɪkt]	vi.	to be in opposition or disagreement 抵触, 冲突
*nonverbal	[,nɒn'vɜ:bəl]	a.	not using words 不用语言的
handshake	['hændʃeɪk]	n.	the act of taking someone's right hand and shaking it 握手
barrier	['bæriə]	n.	a rule, problem, etc. that prevents people from doing something, or limits what they can do 障碍物
somewhat	['sʌm,wɒt]	ad.	more than a little but not very 稍微, 有点
*confrontational	[,kɒnfrən'teɪʃnəl]	a.	likely to cause arguments or make people angry 对抗的
slightly	['slɑ:tlɪ]	ad.	a little 些微地

applicant	['æplɪkənt]	n.	someone who has formally asked, usually in writing, for a job, university place, etc. 求职者, 申请者
alert	[ə'lɜ:t]	a.	able to think quickly and clearly 机警的, 机敏的
dependable	[dɪ'pendəbəl]	a.	able to be trusted to do what you need or expect 可依靠的
responsible	[rɪ'spɒnsəbəl]	a.	sensible and able to make good judgments so that you can be trusted 可信赖的, 可靠的
confidence	['kɒnfɪdəns]	n.	the belief that you have the ability to do things well or deal with situations successfully 信心
▲clinch	[klɪntʃ]	vt.	to succeed in getting something after trying very hard 赢得
favorable	['feɪvərəbəl]	a.	making people like or approve of someone or something 讨人喜欢的, 赢得赞许的
consistent	[kən'sɪstənt]	a.	in agreement with 一致的, 相符的
remark	[rɪ'mɑ:k]	vi.	to say something, especially about something you have just noticed 评论, 谈论
substantial	[səb'stænʃəl]	a.	considerable in importance, value, degree, amount, or extent 重要的
cite	[saɪt]	vt.	to mention something as an example 引用, 引证
involvement	[ɪn'vɒlvmənt]	n.	the act of taking part in an activity or event 卷入, 牵连
summarize	['sʌməraɪz]	vt.	to make a short statement giving only the main information 概述, 总结
candidate	['kændɪdɪt]	n.	someone who is being considered for a job or is competing in an election 候选人, 竞选者
conviction	[kən'vɪkʃən]	n.	a very strong belief or opinion 深信, 确信

Phrases and Expressions

play one's cards right	处理得当
halo effect	晕轮效应
come across	给人以……印象
in ... light	从……的角度
ahead of	提前, 早于
conflict with	与……冲突
put weight on	重视, 强调
as opposed to	相对于, 而非
consistent with	与……一致的, 和……相符的
take advantage of	利用

Proper Names

Albert Mehrabian ['ælbət 'merəbiən]

艾伯特·梅赫拉卜

Christopher Lasch ['krɪstəfə 'lɑ:tʃ]

克里斯托弗·拉奇

Reading Comprehension

A. Answer the following questions with the information from the text.

1. What is the crucial period in which impressions are formed?

2. How do you understand the sentence “it’s what inside that counts”?

3. How do prospective employers view those who are physically attractive?

4. Why is good eye contact important?

5. How can you clinch a favorable first impression?

B. Complete the following paragraph with the words in the box below. There are more words than needed.

likely

crucial

viewed

employers

credible

convey

applicant

candidate

mere

tend

speech

sociologist

focus

slightly

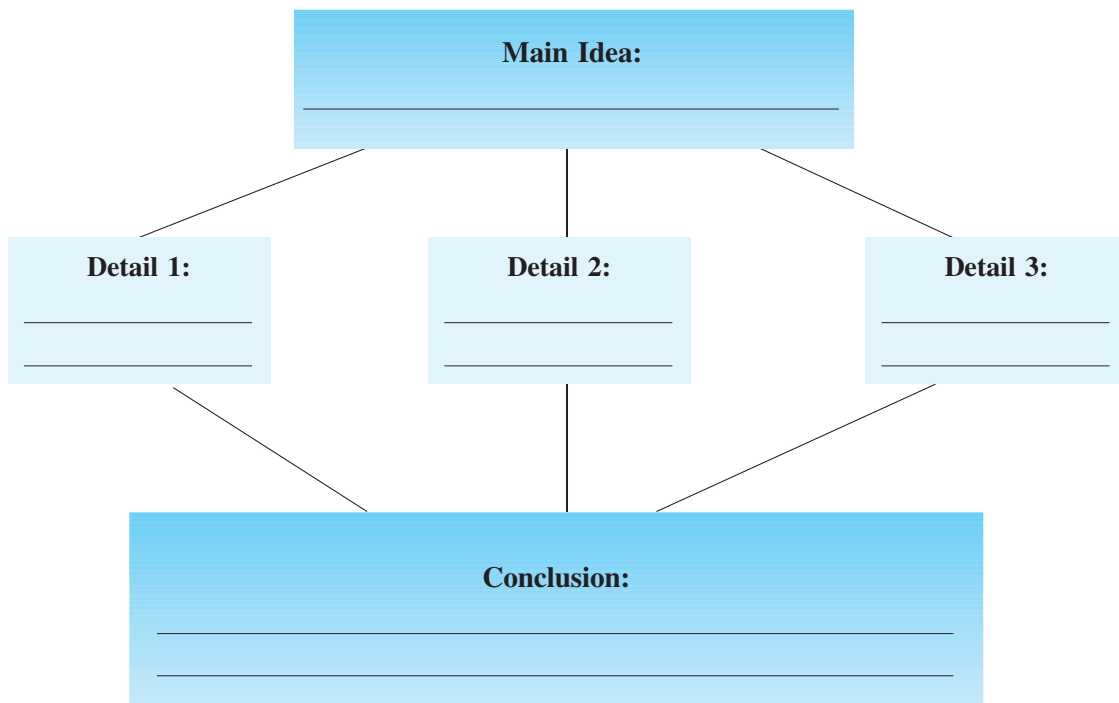
appearances

How do people make their first impression? The first four minutes is _____. Within a _____ ten seconds, you are _____ as whether to be positive or negative. People _____ to make judgments by what they see and hear. Studies show that most _____ hold that the more people care about themselves, the more _____ they will care about their jobs. So it is suggested that in a job interview, the job _____ should look attractive in his or her appearance, body language and _____. People should concern the following three steps: project your best image, monitor your body language, and say what you mean. If you can learn to achieve the _____ of success, you are the _____ for the job.

Text Organization Analysis

Main Idea & Supporting Details

Text B is mainly about how to make a positive impression in a job interview. The author develops the essay by listing the factors significant to cope with the first four minutes. In so doing, the author helps the reader understand the topic better. One of the most important techniques in writing an essay is to develop a main idea by using supporting details. Now read Text B again and fill in the chart below.



LANGUAGE ENHANCEMENT

Vocabulary

A. Fill in the chart below with different forms of the given words. Then complete each sentence with the best words chosen from the chart. Change the form if necessary.

Noun	Verb	Adjective	Adverb
	appear	apparent	
impression			
judgment		judgmental	judgmentally
assumption		assumed	/
	/	accurate	
	/	superficial	
		presumptive	presumably
misconception		misconceived	

- James is concerned about his _____. He spends all his money on clothes. Some people think he's _____.
- I'm _____ by how open-minded Su Kyung is. She never _____ other people by the way they look.
- People hold an _____ that Rachel is quiet, but this is a _____. She loves to talk and laugh with her friends.
- I _____ that Gladys was on vacation, but as to her _____ destination, I've got no idea.

B. In Text A, you read the words “presentation”. The word ends with the suffix “-ation”. There are several other suffixes as: -ence, -ance, -sion, -ion, and -ment, which are used to form nouns from verbs. Complete the following sentences using the words from the box below. Change the form if necessary.

verb	noun	verb	noun	verb	noun
express	expression	present	presentation	involve	involvement
satisfy	satisfaction	dramatize	dramatization	judge	judgment
apply	application	differentiate	differentiation	depend	dependence
		communicate	communication		

1. He smiled in _____ when he won the race.
2. Don't _____ me in your quarrel!
3. He gave an impressive _____ on the project, which won the support of most committee members.
4. I sent them flowers as an _____ of thanks.
5. _____ between old and young people is not so difficult as you think.
6. Health _____ on a balanced diet, fresh air and enough sleep.
7. Don't _____ your problems. It's not a big fuss.
8. He has _____ for a post in England.
9. He showed good _____ in deciding not to invest in the coal business.
10. This company does not _____ between men and women—they employ and pay both equally.

C. Fill in the blanks with the words or phrases from the box below. Change the form if necessary. There are more words than needed.

conviction	contrast	perceive	fade	image
detail	mere	conflict with	technique	emotion
ahead of	effective	vivid	put weight on	competent

1. The medicine is an _____ cure for a headache.
2. The project was completed _____ the expected date.
3. His smile _____ as he saw his rival coming into the room.
4. Some of the new policies _____ the need of local people and brought some negative effects to their everyday lives.
5. Love, hatred, and grief are _____ that most people may experience in life.
6. Film stars pay great attention to their public _____.
7. It's necessary to explain the whole thing in great _____.
8. Amelia is _____ in the planning of the project.
9. At the meeting this morning, he _____ the difference in security measures at the two airports.
10. The students possess the _____ that they can make a difference to their community.

Grammar: Modals

A. Underline the correct modals in the following sentences.

1. Before you travel to another country, you (can/have to) get a passport.
2. You (mustn't/needn't) return the book now. You (can/might) keep it for another week if you like.
3. When you go to a job interview, you (shouldn't/don't have to) wear expensive clothes.
4. Charlie, you (needn't/can't) play with the knife. You (may/should) hurt yourself.
5. I have no idea. You (could/will) try talking to Jason.
6. Stephen must be a doctor judging from his behavior, (mustn't/isn't) he?
7. —What's your impression of Gina?
—I think she is a promise breaker. I waited for her at the mall for two hours. Finally, I gave up. Later, she said that her boyfriend came over, so she forgot.
—She (needn't/shouldn't) put her boyfriend before you. Friends (should/must) come first. I think you (have to/ought to) speak up. Tell her you were angry.
8. —It seems that Miguel has left a good impression on you.
—Oh, it's not the truth. He wants to eat in expensive restaurants all the time, but I can't spend so much. What should I do?
—You (can't/don't have to) spend a lot of money to have fun. You (could/must) exercise together for free. What's more, you (couldn't/shouldn't) feel like this is a problem.

Translation

A. Translate the following sentences into Chinese.

1. Those who know how to, and are capable of making lasting impressions on others, have a level of influence over others that is most useful in the pursuit of success.

2. The law of contrast states that which is different or unique makes a greater impression than that which is ordinary.

3. We know “it’s what inside that counts”, but physically attractive people are generally perceived as more intelligent, likable and credible.

4. Clinch that favorable first impression by making your words consistent with your body language and appearance.

B. Translate the following sentences into English.

1. 他打算利用这个暑假参加一些培训课程。(take advantage of)

2. 和其他人比起来,她的才能很突出。(stand out)

3. 付完账后,我们就没剩多少钱了。(left over)

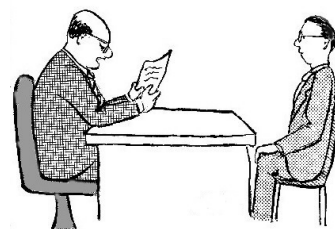
4. 我想他不可能写过那份报告。(be likely to)

C. Translate the following passage into English.

孔子(Confucius)有许多弟子(disciples)。其中一个名叫宰予的能说会道,给孔子的第一印象不错,但后来人们发现他十分懒惰。孔子的另一个弟子叫子羽,相貌丑陋。孔子开始认为他不会成才,但他刻苦努力,进步很快。后来,子羽的声誉很高,弟子有三百人。孔子感慨道:“我只凭言辞判断人的品质和能力,结果对宰予的判断就错了;我只凭相貌判断人的品质和能力,结果对子羽的判断又错了。”

Real Life Skills

A. A popular saying goes like this: *“It is not the person who is most qualified that gets the job. The person who gets the job is the one who interviews best.”* The following are three things that interviewees should do. Put them in order.



- a. Send a thank-you note to the interviewer. b. Do some research on the target company. c. Put your best foot forward during the interview.

Order: ——

B. Rearrange the facts related to a job interview in the order of their significance. Then exchange your list with your partner and explain why you think the first factor on your list is the most important and the last factor is the least important.

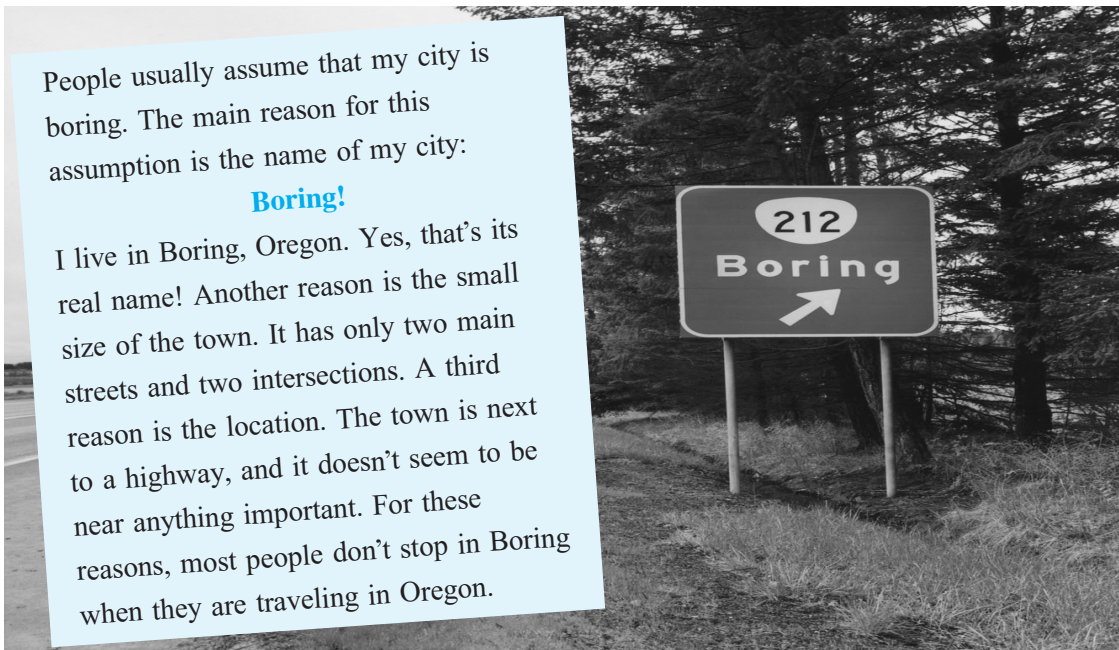
- Do in-depth research and gather useful information of the company.
- Get familiar with the job description and the requirements.
- Identify your strengths, abilities and skills.
- Use positive body language.
- Dress for success.
- Relate your strengths to the job.

Order: —————

Writing

Understanding the Parts of a Paragraph

A. Underline the topic sentence and the concluding sentence in the paragraph below. Then write down the three points that support the main idea.



People usually assume that my city is boring. The main reason for this assumption is the name of my city:

Boring!

I live in Boring, Oregon. Yes, that's its real name! Another reason is the small size of the town. It has only two main streets and two intersections. A third reason is the location. The town is next to a highway, and it doesn't seem to be near anything important. For these reasons, most people don't stop in Boring when they are traveling in Oregon.

The three points supporting the main idea:

1. _____
2. _____
3. _____

B. List the assumptions people make about a place you know. Choose one assumption and list three reasons for this assumption. Then write a paragraph about the place you've chosen.

FUN TIME

What Is He Doing?

Guess what this man is doing. We can see it is quite funny how a first impression marks us. This is true mostly for most people in real life. Next time try to question the obvious!

