

全新版

NEW

大学英语 全程导航1+1

主编 高云 张鹏



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

A GUIDE OF COLLEGE ENGLISH

二册

综合教程
+
听说教程

全新版

大学英语

全程导航1+1

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内容提要

《全新版大学英语全程导航 1+1》丛书(第一册至第四册)是为《大学英语》(全新版)综合教程和听说教程而编写的具有实用价值的教学辅导参考书。本丛书与教材同步,综合教程每册分为 8 个单元,每个单元包括:学习目标、课前准备活动、Text A 和 Text B 的课文赏析、背景知识、课文概要、语言点、写作技巧、参考译文、课后练习的参考答案以及与课文紧密结合的写作范文赏析和每课一练,内容充实且使用方便。此外,每册精心设计了一套自测题,并提供了听说教程的听力文本材料和练习答案。

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Foreword 前言

《全新版大学英语全程导航 1+1》为《大学英语》(全新版)综合教程和听说教程的同步辅导丛书,适应大学英语的新大纲、新标准、新形式、新要求。为了满足大学英语教学改革及考试的要求,进一步开发该教材的教学潜力,培养学生扎实的语言功底和应试能力,本丛书编者根据教材内容,组织编写了与课程相配套、紧扣教材的辅导与练习,具有很高的实用价值。

该丛书共分四册,综合教程每册分为 8 个单元,每个单元包括:学习目标、课前准备活动、Text A 和 Text B 的课文赏析、背景知识、课文概要、语言点、写作技巧、参考译文、课后练习的参考答案、写作范文赏析和每课一练。另外每册编写了一套自测题,同时提供了听说教程的听力文本材料和练习答案。全套丛书内容丰富,知识面广,使用方便,使读者感觉亲临课堂,是学生答疑解惑的好老师和自主学习的得力助手。

本丛书的特色及亮点:

一、知识丰富 内容新颖

在丛书每个单元的课文欣赏和文化背景中都介绍了作者以及课文中所涉及的相关人物、节日风俗等有关的背景知识,在帮助学生理解课文的同时,拓宽其知识面,提高其文化素养。

二、写作技巧 风格独特

本丛书对每单元的课文体裁、作者的写作风格都加以介绍和评析,以帮助学生更加深入地领会作者的思想。同时针对每单元的语篇结构和课文内容,配有范文赏析板块,力求引导学生写出耐人寻味且篇章结构清晰、文理通畅的优秀短文。

三、词汇讲解 详略得当

本丛书对每个单元收录的核心词条进行详细讲解并增加了经典例句、扩展、辨析等内容,以帮助学生在扎扎实实地掌握词汇的同时不再感到枯燥、乏味。

四、课后练习 同步实用

本丛书中每单元设计的每课一练,其内容紧扣课文,多选题中的前10题为模拟题,后10题为历年四、六级考试真题;翻译练习与课文内容同步,培养学生灵活运用语言的能力。此外,教材中的课后练习均配有译文与解析,以帮助学生巩固所学知识。

在本丛书的编写过程中,得到西安交通大学出版社的大力支持和帮助,谨向他们表示由衷的感谢。

编者

2008年7月

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综合教程 2 (Integrated Course 2)

UNIT 1

Ways of Learning



Part I

学习目标 Learning Objectives

1. Grasp the main idea and structure of the text.
2. Appreciate the employment of **exemplification** (举例) and **two different ways of comparison** (比较) and **contrast** (对比) in the text.
3. Master the key language points and grammatical structures in the text.
4. Conduct various listening, speaking, reading and writing activities related to the theme of this unit.



Part II

准备活动 Pre-Reading Task

New Words & Expressions

- | | |
|--|----------------------------|
| 1. on the road; 在旅途中 | 2. code: <i>n.</i> 准则 |
| 3. live by; 以……为生 | 4. hell; <i>n.</i> 苦境 |
| 5. go by; (从……旁)走过 | 6. feed on; 以……为食 |
| 7. sigh; <i>vi.</i> 叹息 | 8. tender; <i>adj.</i> 年幼的 |
| 9. inspire; <i>vi.</i> & <i>vt.</i> 鼓舞 | |

Key to pre-reading task

1. It's clear that learning isn't a one-way street and parents shall not always put themselves in a superior position over their children. They should teach each other and learn from each other.
2. Yes. We should share our dreams for a better life with our parents. For one thing, they will gain as much as we do while we are pursuing our dreams. For the other, sometimes we will be able to learn a lot from them when we encounter difficulties and troubles.
3. My point of view is that it's unlikely for children to understand their parents completely and the vice versa. Parents and children are products of different social backgrounds. What's more, they

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concern different things and value different things since they are at the different ages and experience different life. However both parts shall try to understand each other better.

4. Different people have different attitudes towards learning styles.



Part III 课文详解 Text Analysis

Text. Learning, Chinese-style

I. 课文赏析 Introduction

本文是一篇带有学术性质的报告,报告人是美国哈佛大学认知学和教育心理学专家 **Howard Gardner**。作者通过对中国一个多月的教育考察后,从一个美国人的观察角度,揭示了中美两国在儿童教育上的不同特点:中国人注重基础技能的快速掌握;美国人注重儿童早期创造能力的培养。随后,作者对这种差异进行了分析和对比,认为这两种方式殊途同归,因此建议最好能把二者有效地结合起来。

文章以故事开头,叙述了作者 18 个月大的儿子在探索如何将宾馆房间的钥匙插入槽口的事情上,中国人与美国人在儿童教育上所采取的不同态度,由此引出了作者要讨论的主题。文章的选材贴近生活——开头所叙述的故事能够立刻吸引读者的注意力。结构分明——在第 6 至第 13 段对中西方学习方式差异的分析中,作者使用了三个小标题: **TWO DIFFERENT WAYS TO LEARN, TEACHING BY HOLDING HIS HAND, CREATIVITY FIRST**, 把分析内容分成了三部分,使得条理清晰,各部分内容一目了然。最后,作者以问句的形式提出自己的建议。为了使读者更容易理解,全文采用了通俗易懂的文字。另外,文中大量使用对比和比较的手法,使文章读起来更生动,内容的逻辑性更强。

II. 背景知识 Background Information

1. Howard Gardner (霍华德·加德纳)

Howard Gardner was born in Scranton (斯克兰顿), Pennsylvania (宾夕法尼亚州) in 1943. He started his education in a nearby preparatory school in Kingston, Pennsylvania. From there Howard Gardner went to Harvard University. Howard's interest in psychology and the social sciences grew there and he graduated in 1965. He entered Harvard's doctoral program in 1966, comple-

ting his PhD in 1971. He was a lecturer (1971-1986) and then professor in education (1986-). His first major book, *The Shattered Mind* appeared in 1975 and some fifteen have followed. Howard Gardner is currently Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education and adjunct professor of neurology (神经学) at the Boston University School of Medicine.

2. Education in the West (西方的教育)

There is no common agreement in the West concerning the best method of education. Much of the current debate over education revolves round the extent to which learning should be teacher-based (以教师为中心) or student-based (以学生为中心). Comparing Western and Asian methods of learning, it is generally true that Western methods are more student-centered, expecting students to discover things for themselves other than relying on their teachers to tell them.

III. 课文概要 Summary

This text begins with an anecdote happening in Jingling Hotel. Through the text the author reveals that there're different learning styles between China and America. In the first part of the text, the author describes his and Chinese staff members' different attitudes toward his son's attempt to insert the key into the slot. From this and his own observations of art education in kindergartens and elementary schools, he learns that there's a sharp contrast between these two extremes. While American people value creativity and self-independent highly, Chinese people seem to believe that teaching skills at an early age is more important. At the end of the text, the author proposes his conclusion with a question instead of a statement. Actually he thinks people can find a way to combine these two different ways and form a much better approach toward learning style.

IV. 语言点 Language Points

1. But one of the most telling lessons Ellen and I got in the difference between Chinese and American ideas of education came not in the

classroom but in the lobby of the Jinling Hotel where we stayed in Nanjing. (L. 4)

【释义】My wife and I learned some difference between Chinese and American ideas of education in classroom. However the most impressive lesson came from the lobby of the Jinling Hotel. When we stayed in Nanjing, we lived there.

telling: *adj.* effective; impressive (有效的; 有力的; 生动的)

【例句】History is the most telling witness. (有力的见证人)
This is the most telling passage in the novel.

2. **tender: *adj.* (L. 12)**

1) soft, not hard or tough (嫩的)

【例句】The meat is tender.

2) sore (痛的)

【例句】His injured arm is still tender.

3) gentle (温柔的)

【例句】She had a tender heart.

4) young and immature (不成熟的; 年幼的)

【例句】Because of his tender age, he would often fail.

【扩展】tenderly: *adv.* 温和地, 体贴地
tenderness: *n.* 嫩; 亲切; 柔和; 敏感; 棘手

3. **Benjamin was not bothered in the least. (L. 15)**

【释义】Benjamin wasn't bothered at all.

not ... in the least: not at all (一点也不……)

【例句】She doesn't seem to understand in the least what the news is about.

4. **He probably got as much pleasure out of the sounds the key made as he did those few times when the key actually found its way into the slot. (L. 15)**

【分析】此句主、谓语都很简单, 宾语为 *as... as...* 的并列结构, 其中有两个定语从句 *the key made* 和 *when the key actually found its way into the slot*。did 替代前面所出现的 *got much pleasure*, 以避免重复。

5. **The “teacher” would then smile somewhat expectantly at Ellen or me, as if awaiting a thank you — and on occasion would frown slightly, as if considering us to be neglecting our parental duties.**

(L. 24)

【释义】After any of the Chinese staff taught my son how to insert the key, they always seemed to wait for a “Thank you” from us. Sometimes they would frown on us because they believed that we didn’t perform our parental duties.

neglect: *vi.* & *vt.*

1) pay no attention or too little attention to (忽视)

【例句】The public neglected his genius (天赋) for many years.

2) fail to do sth. (漏做某事)

【例句】He neglected to answer the letter.

n. lack of care and attention (忽略; 疏忽; 玩忽)

【例句】The lawn is suffering from neglect.

【扩展】fall into neglect: 渐渐被忽视 (忽略)

in a state of neglect: 处于无人照管的状态

treat sb. with neglect: 怠慢某人

6. **investigate:** *vi.* & *vt.* (L. 29)

1) examine or inquire into carefully (调查)

【例句】The police are investigating the mystery.

2) study scientifically (探究)

【例句】Let’s investigate the syntax (句法) of Chinese.

【扩展】investigable: *adj.* 可调查研究的

investigation: *n.* 调查, 研究

investigative: *adj.* 研究的, 好研究的

investigator: *n.* 调查人

7. **accomplish:** *vt.* complete sth. successfully (完成某事) (L. 55)

【例句】Have you accomplished your task?

【扩展】accomplishable: *adj.* 可达成的, 可完成的

accomplished: *adj.* 完成的; 熟练的

accomplishment: *n.* 成就, 完成; 技艺

8. **in due course:** at the appropriate or normal time (在适当时机) (L. 43)

【例句】In due course, this seed will grow into a tree.

9. **sympathetic:** *adj.* (L. 45)

1) showing or feeling sympathy (同情的)

【例句】She was very sympathetic when I failed my exam.

2) looking upon with favor (支持)

【用法】be sympathetic to / toward sth. 同情; 支持

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【例句】He is sympathetic to the project.

【扩展】sympathetically: *adv.* 同情地, 怜悯地

sympathize: *vi.* 同情; 共鸣, 同感; 同意

sympathizer: *n.* 同情者; 支持者

sympathy: *n.* 同情, 同情心

10. **make up for**: repay with sth. good; compensate for (补偿, 弥补)
(L. 52)

【例句】Her parents bought her a present to make up for her birthday.

11. **And, more generally, he is less likely to view life — as Americans do — as a series of situations in which one has to learn to think for oneself, to solve problems on one's own and even to discover new problems for which creative solutions are wanted.** (L. 54)

【分析】本句的难点是不定式结构。不定式 *to view life as a series of situations* 后面有一个定语从句。从句中又有三个并列的不定式结构 *to think for oneself, to solve problems on one's own, to discover new problems* 作宾语。而第三个不定式又有一个定语从句 *for which creative solutions are wanted*。

12. **in retrospect**: in looking back on past events (回顾)(L. 59)

【例句】In retrospect, he wishes that he had chosen computer science and engineering as his major.

13. **continual**: *adj.* happening again and again; repeated (不断的, 一再重复的)(L. 70)

【例句】No one likes continual interruption while playing.

【辨析】continual continuous

continual 主要表示“间歇性的或每隔一段时间重复的东西”; **continuous** 含有在时间、物质或广度上没有间断的意思。

14. **apply**: *vi. & vt.* (L. 71)

1) use (sth.) for some purpose (应用; 运用)

【用法】**apply to** 应用于……; 适用于……

【例句】Michael applied his wits to planning their prison break.

This rule does not apply to children.

2) request sth., esp. in writing (申请; 请求(尤指书面))