



普通高等教育“十一五”国家级规划教材

NEW ESSENTIAL 新起点 COLLEGE ENGLISH

〔修订版〕

新起点 大学基础英语教程

总主编：杨治中 主 编：王海啸



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读写教程
教师用书

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目(CIP)数据

新起点大学基础英语教程. 读写教程. 教师用书. 2 / 杨治中总主编; 王海啸主编. — 修订本. — 北京: 外语教学与研究出版社, 2008. 11
ISBN 978-7-5600-7951-6

I. 新… II. ①杨… ②王… III. ①英语—阅读教学—高等学校: 技术学校—教学参考资料 ②英语—写作—高等学校: 技术学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2008) 第 175894 号

出 版 人: 于春迟

项目负责: 王建平 聂海鸿

责任编辑: 聂海鸿

执行编辑: 王俞涵

封面设计: 孙莉明

版式设计: 涂 俐

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京科印刷有限公司

开 本: 787×1092 1/16

印 张: 14.75

版 次: 2008 年 11 月第 1 版 2008 年 11 月第 1 次印刷

书 号: ISBN 978-7-5600-7951-6

定 价: 23.90 元

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物料号: 179510001

前言

高职高专教育是我国高等教育的一个重要组成部分, 高职高专学生是我国大学生中一个十分重要的群体。针对这一学生群体的特点, 教育部于2000年颁布了《高职高专教育英语课程教学基本要求》(试行)。该《基本要求》明确指出, 高职高专的英语教学应该以培养学生实际运用语言的能力为目标, 突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想, 外语教学与研究出版社组织编写了《新起点大学基础英语教程》系列教材。这套教材自2004年出版以来, 被众多高职高专院校采用, 作为提高学生英语综合应用能力的主要教材, 受到师生的广泛好评。近年来, 随着我国社会与经济的发展, 国家对高职高专院校人才培养提出了更明确的要求, 高职高专院校的英语教学改革也在不断深入。面临新的发展和新的要求, 《新起点大学基础英语教程》的编者遵循教育部的指导方针, 结合实际使用中的反馈意见, 经过认真细致的调研、策划与筹备, 对教材进行了认真修订, 以满足新形势下高职高专英语教学的需求。

为配合高职高专院校的教学安排, 《新起点大学基础英语教程》(修订版) 每册调整为10个单元, 删除并更换了部分选篇。其中《读写教程》还重新编写了语法内容, 应用英语写作的教学从第一册开始。此外, 《读写教程》和《听说教程》还配备了助学光盘, 使该套教材更加立体化。

《新起点大学基础英语教程》(修订版) 设1-4级, 供两个学年使用。每一级别均由《读写教程》、《听说教程》、《学习方法与阅读》和《自主综合训练》组成。与教材配套的还有录音带、助学光盘、电子课件和试题库, 各院校可根据实际需要选择使用。

编者

2008年2月

编写说明

本书是与《新起点大学基础英语教程 读写教程》相配套的教师用书。《读写教程》的编写思想是以学生和学习为中心，在教学过程中努力创造丰富的语言学习和语言使用的机会，在培养阅读、写作和翻译能力的同时，兼顾听力和口头表达能力的训练，使学生的英语语言能力得到综合发展。《读写教程》的单元编写是以阅读课文为核心，利用教材中所提供的形式多样的练习，使学习者通过自下而上、从内容到形式、输入与输出的多重反复等学习活动，不断加深对所学技能与知识的掌握。

在教师用书的编写中，我们秉承了学生用书的编写思想，不但提供了传统教师用书提供的课文译文和练习答案，更主要的是提供了大量的可供教师在课内组织学生进行多维度语言训练的活动设计。全书共分 10 个单元，每单元由 3 部分组成，第一部分为课堂活动设计和阅读课文的中文译文。第二部分提供了相关的背景知识材料。第三部分为练习答案。

单元各部分的主要内容与编写目的是：

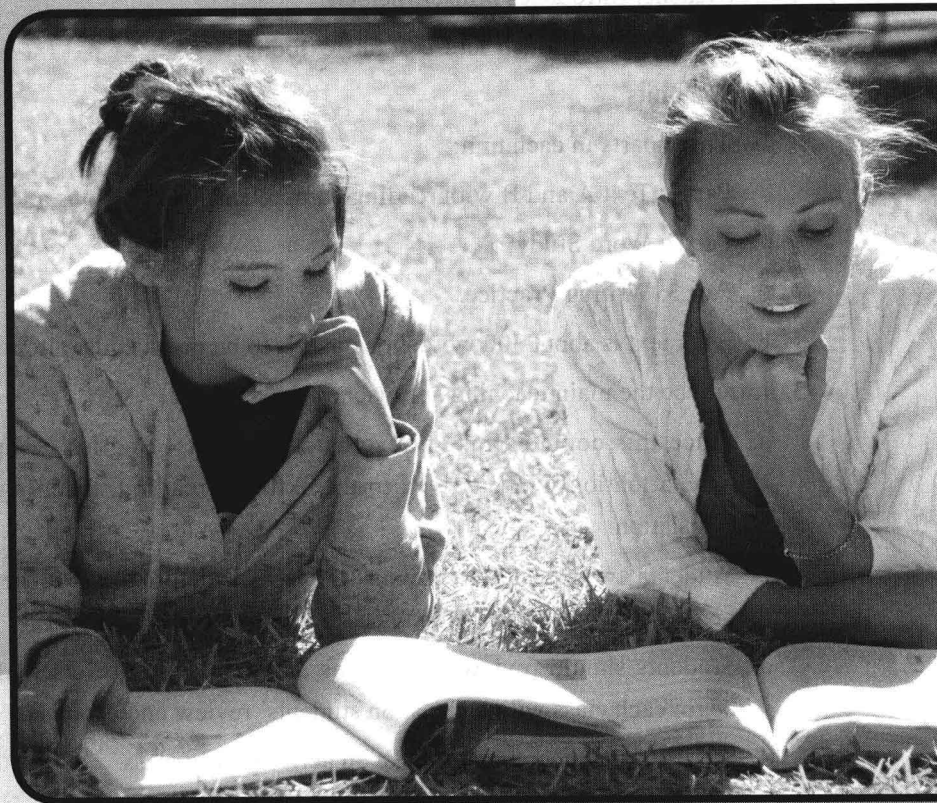
项 目		主要内容及编写目的
Session One and Session Two	Opening Session/ Revision of Text A	第一次课的 Opening Session: 复习前一次课的教学内容，处理相关练习；第二次课的 Revision of Text A: 以笔头或口头等形式复习前一课处理的 Text A。
	Chinese Translation of Reading Texts	提供课文的中文译文，供教师在处理课文中参考使用。
	Before Reading	这一部分安排了一些与课文主题相关的交际性活动，激发学生对课文学习的兴趣，激活相关的背景知识和语言知识。
	After Reading	以对话、翻译、改写、浏览、造句、词型转换等形式练习课文中出现的相关词语、句型等。
	Homework	复习本单元已学内容，处理相关练习，预习下一次课的教学内容。
Additional Resources	提供相关的背景知识材料。教师可以利用这些材料设计相关的阅读、听力、写作或口语练习。	
Key to Exercises	提供本单元所有练习的答案，供教师在教学中参考。建议教师尽量避免机械地与学生对答案，可考虑在教学过程中穿插处理相关练习，或在课堂中用翻译、快速查找、句型转换等形式处理练习，适当的时候还可以引进抢答、猜谜等活动形式，增加练习处理的趣味性，提高学生的学习兴趣。	

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Unit



Session One



Opening Session

Tips for classroom activities (for beginning classes)

- ▶ 1. The teacher introduces himself/herself.
- ▶ 2. Introduce the overall structure of the textbook.
 - a. Ten units.
 - b. Three parts in each unit:
 - Part 1: Text A and B with reading comprehension questions and notes to the texts;
 - Part 2: Word Study;
 - Part 3: Writing Practice.
 - c. Each text is about 300 words long and is to be given equal attention.
- ▶ 3. Introduce the main teaching approaches.
 - a. Since this course aims at developing students' English competency in an all-round way, attention will be given to the skills of reading, listening, writing, speaking and translation.
 - b. Students are expected to preview the lessons before class. If they do not do so, they will be unable to take part in many classroom activities.
 - c. Students should review the lessons and do all the exercises after class. Teachers will begin each class with a check on students' review and exercises.
 - d. Students are encouraged to take an active part in class.
 - e. Students will be given plenty of opportunities to practice using the language in and outside class.
 - f. Students' classroom performance will be an important factor determining their final grades for the course.
- ▶ 4. Finally, ask the students if they are clear about the main points of the course and if they have any other concerns.

Tips for classroom activities (for continuing classes)

- ▶ 1. Ask the students to work in groups of four or five and talk about something interesting that happened during the winter/summer vacation. Students are encouraged to talk in English. If they have difficulty expressing themselves, they can ask their classmates or the teacher for help. Or they can use Chinese expressions in their English sentences.
- ▶ 2. Ask one student from each group to report their discussions to the class.
- ▶ 3. Another way to begin the class is to ask the students to write a few sentences describing how they plan to improve their English listening, speaking, reading and writing in the new semester. Then the teacher can ask five to six students to talk about their plans to the class.

Text A

Chinese Translation

词汇学习

- 1 词汇学习不仅仅与文学有关, 词汇是你思维的工具。没有它们, 你甚至无法思考。试一下, 如果你在计划今天下午去商业区, 你会发觉自己在自言自语: “我想下午去商业区。” 如果不使用词汇, 你连如此简单的决定都无法作出。
- 2 没有词汇你就无法作出任何决定和判断。一个钢琴家头脑中或许会有最美妙的曲子, 但假如他的钢琴只有五个键, 他最多只能奏出这些曲子的一小部分。
- 3 你拥有的词汇是开启你思维的钥匙。你所掌握的词汇越多, 你的思维就越深邃、越清晰、越准确。
- 4 掌握好英语不仅会改善你的思维过程, 也会给你信心, 使你自信, 为你的个性增色, 增加你的人气。你的用词显示你的个性, 你的词汇就是你。
- 5 作为你的朋友, 我们只能凭你所用的语言来了解你、评价你。你没有别的途径向我们传达你的思想来说服我们、劝导我们或给我们下达指令。
- 6 单词如炸药。词组里装满了 TNT。一个简简单单的词能毁掉朋友间的友谊, 也能争得一笔不小的订单。百货商店的职员使用了恰当的言辞会使销量增加一倍。政治领袖会由于用词不当而导致竞选失败。
- 7 言辞改变了历史前进的方向, 它们也能改变你生活的方向。善用言辞往往能使一个平庸的人取得成功。

- 8 如果你有意识地增加词汇量, 你就会无意识地在生活中赢得更重要的地位。而你赢得的新的更高的地位反过来又为你提供更好的丰富词汇的机会。这是一个美妙而卓有成效的循环。



Before Reading

Tips for classroom activities

- ▶ 1. Write “Benefits Brought by a Good Command of Vocabulary” on one side of the blackboard and “Harm Brought by the Use of Wrong Words” on the other side. Divide the class into two groups: one group deals with the first topic and the other group deals with the second topic. Ask the students to develop each topic with one or two examples.
- ▶ 2. Ask two or three students from each group to report their discussion results to the class.



After Reading

Tips for classroom activities

- ▶ 1. Ask one or two students to read the Main Idea exercise aloud to the class. Note that the students may give answers which are correct or appropriate but different from those provided in the Teacher’s Book. Sometimes, correct words may be used in incorrect forms.
- ▶ 2. Check the answers to the first exercise under Detailed Understanding.
- ▶ 3. Ask the students to answer the following questions. While doing this activity, the students should have their books closed because they are supposed to have done the exercise in writing before class.
 - a. In what way can words be compared to the keys on a piano? (*A pianist uses the keys to play the tunes while a speaker uses words to express his/her thoughts.*)
 - b. How do we usually learn about other people’s characters? (*By judging their words.*)
 - c. What may happen if a clerk in a department store has a good command of English? (*The sales of the store may be doubled.*)
 - d. What might happen to a political leader when he uses wrong words? (*He might lose an election.*)
 - e. In what way can a higher social position help you? (*A higher social position may bring us a better opportunity for further enriching our vocabulary.*)

- 4. Ask the students to translate the following into English.
- 与……有关系 (*have something to do with*)
 - 思维工具 (*tools of thought*)
 - 去商业区 (*go downtown*)
 - 自言自语 (*say to oneself*)
 - 作出决定 (*make a decision*)
 - 给你的个性增添色彩 (*lend color to your personality*)
 - 依据……判断 (*judge by ...*)
 - 装满 (*be packed with*)
 - 百货商店 (*department store*)
 - 竞选失利 (*lose an election*)
 - 丰富某人的词汇 (*enrich one's vocabulary*)
- 5. Ask the students to translate the following into English.
- 足球比赛失利 (*lose a football match*)
 - 去购物 (*go shopping*)
 - 与……毫无关系 (*have nothing to do with ...*)
 - 通过实践丰富经验 (*enrich one's experience with practice*)
 - 在线音乐商店 (*online music store*)
 - 给某人的生活增添色彩 (*lend color to one's life*)
 - 一辆挤满了人的公共汽车 (*a bus packed with people*)
 - 作出重要的决定 (*make an important decision*)
 - 那就是说 (*that is to say*)
 - 交流的工具 (*tools of communication*)
 - 以貌取人 (*judge a person by his appearance*)
- 6. Ask the students to rewrite the following sentences in different ways but keep the original meaning.
- To study and acquire words is not just something related to studying literature. (*The study of words is not merely something that has to do with literature.*)
 - If there were no words in your mind, you could not make any decisions and form any judgments. (*Without words you could make no decisions and form no judgments whatsoever.*)
 - Although a pianist may have got the most beautiful music in his mind, if he had only five keys on his piano, he would merely play a small part of the music. (*A pianist may have the most beautiful tunes in his head, but if he had only five keys on his piano he would never get more than a fraction of these tunes out.*)

- d. If you have mastered as many words as possible, your thinking will be deeper, clearer and more accurate. (*The more words you have at your command, the deeper, clearer and more accurate will be your thinking.*)
- e. A political leader who used the wrong words has lost an election. (*The wrong words used by a political leader have lost him an election.*)
- f. If you enlarge your vocabulary on purpose, you will get a more important position in life without knowing it. (*If you consciously increase your vocabulary you will unconsciously raise yourself to a more important station in life.*)
- g. As a result, the new and higher position you have got will provide you with a better chance to further increase your vocabulary. (*And the new and higher position you have won will, in turn, give you a better opportunity for further enriching your vocabulary.*)
- 7. Give the students some verbs and ask them to find nouns in the new word list in the Student's Book that can serve as grammatical objects. If time allows, ask the students to make a sentence with each combination.
- make (*decision; judgment*)
 - improve (*personality*)
 - give (*assurance*)
- 8. Ask the students to find at least one verb or verb phrase (verb + prep.) in the new word list in the Student's Book that can take each of the following nouns or noun phrases as its grammatical object.
- (*assure*) success
 - (*land*) a large order
 - (*judge*) by his actions
- 9. Students work in pairs, making a sentence with each of the following pairs of words.
- merely, order
 - simple, judge
 - beautiful, convince
 - command, lend
- 10. The following vocabulary information is for the teacher's reference.
- literature** *n.* 1. books, plays, poems, etc. that people think have value: *English literature*
 2. works such as these that are studied as a subject: *a course in modern American literature*
 3. all the books, articles, etc. on a particular subject: *literature on the history of science* 【近】 writings
- decision** *n.* 1. a choice or judgment that you make after a period of discussion or thought: *Who made the decision to go there?* 【近】 choice 2. the quality of being able to make

choices or judgments quickly and to act on them with firmness: *This job requires the ability to act with decision.* 【近】firmness 【反】indecision

judgment *n.* 1. the ability to make decisions about situations or people: *His remarks show a lack of political judgment.* 2. an official decision given by a judge or a court of law: *a judgment delivered by the supreme court* 3. an opinion formed after thinking carefully about something: *In my judgment, we should refuse his offer.* 【近】opinion

tune *n.* a series of musical notes that are played or sung one after another to make a pattern of sound that is usually pleasant to listen to: *I recognize that tune but I can't remember the name of the song.* | *v.* to make a musical instrument play at the right pitch: *Someone is coming tomorrow to tune the piano.*

in tune playing or singing the correct musical note: *She can't sing in tune.*

fraction *n.* 1. a very small amount of something: *She is careful with her money, and only spends a fraction of her earnings.* 2. a division or a part of a whole number in mathematics: *1/2 and 2/3 are fractions.*

process *n.* 1. a series of natural developments or events that produce gradual change: *a slow process of chemical change* 【近】course 2. a series of actions that someone takes in order to achieve a particular result: *the process of learning to read* 3. a particular system or treatment of materials used esp. in producing goods: *an advanced industrial process* 【近】procedure; technique | *v.* to treat something or put it into a system in order to deal with it so that it can be used or sold: *The cloth has been processed to make it waterproof.* / *His application will take a few weeks to process.*

assure *vt.* 1. to tell someone that something will definitely happen or is definitely true so that they are less worried: *The man assured us that everything would be all right.* 2. to be able to feel certain that something will happen: *The political leader is assured of success in the election.* 3. to make something certain to happen or to be achieved: *Excellent reviews have assured the film's success.* 【近】ensure

assurance *n.* a feeling of calm confidence in your own abilities: *She spoke in a tone of assurance.* 【近】self-confidence

personality *n.* someone's character, esp. the way they behave towards other people: *His earlier childhood experiences have a strong influence on his personality.* 【近】character

popularity *n.* the quality of being liked or supported by a large number of people: *Western music is steadily gaining in popularity.* / *The president's popularity has declined considerably.* 【近】fame

medium *n.* 1. a way of communicating information and news to people, such as newspapers, television, etc.: *the medium of television* 【近】means 2. a substance through which a force travels: *Sound travels through the medium of air.* 【近】agency |

a. of middle size between large and small; of middle height between tall and short, etc.: What size do you want — large, medium, or small?

convince *v.* 1. to make someone feel certain that something is true: *We managed to convince them of our innocence.* 2. to persuade someone to do something: *I have been trying to convince Mary to come with me.* 【近】persuade

order *n.* 1. a request by a customer for a company to supply goods or for a meal in a restaurant: *The company has placed a large order for electronic equipment.* / *The waiter came over to take my order.* 【近】request 2. a command given by someone in authority: *The officer expected his orders to be obeyed.* / *I am the one who gives the orders around here.* 【近】command 3. the way that several things, events, etc. are arranged or put on a list, showing whether something is first, second, third, etc.: *The list shows the order of events for the day.* / *We should keep the files in order.* 【近】sequence 4. the political, social, or economic situation at a particular time: *the present economic order / the established social order / the new world order* | *v.* 1. to tell someone to do something, using your authority or power: *"Freeze!" the policeman ordered.* / *If you make any more noise I will order you out of the room.* 【近】command; instruct 2. to ask for goods or services: *He has ordered a steak.* 3. to ask for something to be brought, made, etc., in return for payment: *John ordered himself three new suits.* 【近】require 4. (of a doctor) to advise (something) as necessary: *The doctor ordered him a week's rest in bed.* 【近】advise; instruct

double *v.* to become twice as much or as many, or to make something twice as big: *Unemployment more than doubled in recent years.* / *The government has doubled its tax on cigarettes.* | *a.* 1. twice as big, as much, or as many as usual; twice as big, as much, or as many as something else: *The production now is double what it was nine years ago.* 2. consisting of two parts that are similar or exactly the same: *a railway with a double track* / *You can't park on double yellow lines.* 3. made to be used by two people: *a double room / a double bed*

Homework

- 1. Finish the Vocabulary Practice exercises after Text A.
- 2. Preview Text B together with the comprehension questions.

Session Two



Revision of Text A

Tips for classroom activities

- ▶ 1. Choose one paragraph from Text A for dictation. When this is done, the teacher can have the following options to check the results:
 - a. Ask one student to read aloud his/her dictation;
 - b. Ask all the students to check their dictation with the original text;
 - c. Ask the students to check each other's dictation;
 - d. Collect the dictation from five randomly selected students for later checking by the teacher.
- ▶ 2. Ask two students to give a summary of Text A orally.
- ▶ 3. Check students' answers to the Vocabulary Practice exercises after Text A.

Text B



Chinese Translation

礼貌与无礼

- 1 也许你已经发现, 学习一门外语并非只是学学生词和语法而已。为了说得流利——为了避免窘境——你必须学会怎样在特定文化背景下使用这些词语和语法结构。
- 2 你不仅要学习词汇, 而且要学会在什么情景下选择什么词。说英语的人使用许多委婉语——礼貌的、非直接的词语来表达某些会令人尴尬的事物或想法。有时意思相同的词会使听者产生不同的感觉, 因此你必须根据场合来仔细选择用词。
- 3 每种文化都有关于礼貌举止的特定规则以及特定场合中使用的特定词汇。不同文化也有其习惯的行为、看待和接触他人的方式。在一种文化背景下被认为是礼貌的行为到了另一种文化背景下可能会是非常无礼的。学习外语的困难之一是了解在特

定语言所属的文化背景下,什么是礼貌的行为,什么是无礼的行为。词典上是找不到这些的。

- 4 你还记得对北美人(或是来自其他文化的人们)的第一印象吗?你有没有注意到北美人喜欢给自己留出很大的个人空间,假如非要站得很靠近别人,他们会感到不自在?也许你曾诧异过他们为什么站得离你那么远。
- 5 你对北美人的进餐方式感到惊讶吗?不同文化不仅有不同的食品,而且人们的吃法也不尽相同。在美国和加拿大,用餐是一项社交活动,人们喜欢边吃边聊。北美人嘴里有食物的时候是出声也不说话的。一个人吃东西时,另一个人开口说话,然后第二个人开口说话时,第一个人吃东西。
- 6 学习目标文化中人们的举止就像学习一种新的舞步,起初你会感觉笨手笨脚,但一旦学会了规则,你就能跟上曲调,轻松地进行交流了。



Before Reading

Tips for classroom activities

- ▶ 1. Write the following on the blackboard: "Besides the new words and grammar, learning the culture of a foreign country is important, if we want to learn the language of the country well." Ask the students to support the statement with one or more examples.
- ▶ 2. The students work in groups of two or three and discuss or exchange their opinions. Encourage them to be specific in their discussions.
- ▶ 3. Ask several students from the groups to report to the class the results of their discussions.



After Reading

Tips for classroom activities

- ▶ 1. Ask one or two students to read the Main Idea exercise aloud to the class. Note that the students may give answers which are correct or appropriate but different from those provided in the Teacher's Book. Sometimes, correct words may be used in incorrect forms.
- ▶ 2. Check the answers to the first exercise under Detailed Understanding.
- ▶ 3. Ask the students to answer the following questions.
 - a. What do English speakers use while talking? (*They use a lot of euphemisms.*)
 - b. What are euphemisms? (*They are polite, less direct words used to avoid some embarrassing situations.*)

- c. Can you tell what is special about eating in North America? (1. It is regarded as a social occasion. 2. People avoid making noise while they eat. 3. They do not talk when they have food in their mouths.)
- d. Do North Americans stand close to one another while talking? Why or why not? (No. They keep a certain distance to one another and have a lot of personal space around them. They feel uncomfortable when they have to stand too close to others.)

► 4. Ask the students to translate the following into English.

- a. 在……背景下 (*within the context of ...*)
- b. 依据情景而定 (*depend upon/on the situation*)
- c. 学习外语的困难之一 (*one of the difficulties of learning a foreign language*)
- d. 对北美人的进餐方式感到惊讶 (*be surprised at the way North Americans eat*)
- e. 社交场合 (*social occasion*)
- f. 目标文化 (*target culture*)
- g. 学会规则 (*pick up the rules*)
- h. 跟上曲调 (*follow the tunes*)
- i. 享受交流的轻松自在 (*enjoy the ease of communication*)

► 5. Ask the students to translate the following into English.

- a. 享受听音乐的轻松自在 (*enjoy the ease of listening to music*)
- b. 对老师所说的话感到惊讶 (*be surprised at what the teacher said*)
- c. 目标语言 (*target language*)
- d. 学到一些文学知识 (*pick up some knowledge of literature*)
- e. 根据天气而定 (*depend upon/on the weather*)
- f. 在目前的政治形势背景下 (*within the context of the present political situation*)
- g. 对北美人的印象之一 (*one of the impressions of North Americans*)
- h. 社交集会 (*social gathering*)
- i. 领会讲话的内容 (*follow a speech*)

► 6. Ask the students to rewrite the following sentences in different ways but keep the original meaning.

- a. You have to learn more words by heart and at the same time you have to know what kind of words to use for special situations. (*Not only must you learn the vocabulary, but you must learn which words to choose in which situations.*)
- b. Some manners are thought to be polite in one culture, but they might be considered extremely rude in another. (*What are considered polite manners in one culture might be terribly rude in another.*)