

NEW
ENGLISH

新编基础英语系列教材

丛书主编 马 萧 廖美珍

新编基础英语教程

第一册

主编 吕万英



WUHAN UNIVERSITY PRESS

武汉大学出版社

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编写说明



《新编基础英语系列教材》是根据《高等学校英语专业英语教学大纲》(含修订意见,下称《新大纲》)编写的一套综合英语教材,供普通高等学校英语专业学生一至二年级使用。本教材秉承《新大纲》宗旨,重点训练学生综合英语技能,培养学生综合运用英语的能力和创新思维能力,提高学生提出问题、分析问题和解决问题的能力。本教材大部分课文选自英美国家近年来的原版报纸杂志,辅以经典文学作品,广泛涉及当今社会、政治、经济、文化、教育、科技等题材。所选文章文字优美,语言地道,贴近现代生活,富有时代气息。选材注重“以文载道,启迪心灵”,兼顾信息性、趣味性、实用性,满足学生对多元文化信息的需求,为课堂教学提供了丰富的素材,让教师有充分的发挥余地。

本教材共分四册,每册供一个学期使用。每册由15个单元组成,每单元按6学时要求编写。每单元包括Lead-in, Text(包括Text A、Text B)和Exercises。其中Lead-in部分直接与课文内容相关,旨在训练学生听力的同时,兼顾导入课文的功能;每篇课文后均附有生词、短语和注释;Exercises部分精心设计,Text A后的练习分为三个部分:Consolidation exercises(巩固性练习)、Extension exercises(扩展性练习)和Creative exercises(创意性练习)。巩固性练习旨在加深学生对课文的理解(包含课文内容与篇章结构的理解),通过练习熟悉课文内容;扩展性练习旨在拓展学生的语言知识和能力,使学生在学课文的同时,掌握基础阶段应掌握的词汇知识、语法知识、修辞知识、文体知识等;创意性练习旨在提高学生创造性运用英语的能力,包括口语互动练习、话题讨论、各种文体的写作以及在广泛查阅文献的基础上用英语进行连贯陈述、小组辩论和班级讨论等。每册书最后提供了

单词总表，附有汉语释义，供学生参考。总体而言，第一、二册侧重提高学生语言基本技能，第三、四册在注重语言基本技能的基础上侧重丰富学生英美文化知识、英语文体和修辞知识。

《新编基础英语系列教材》在博采众长的基础上，突出以下特色：

1. 以主题为中心设计单元内容。每一单元围绕一个主题展开，从课文选材到练习、口语活动和写作训练的设计都相互关联，使学生在大量输入同一话题语言材料的基础上有效输出，有利于培养学生语言应用能力。

2. 注重语言基础技能训练的系统性。本系列教材根据专业特点，按照循序渐进的原则选择语言知识点、语言功能性项目设计和活动模块。

3. 注重拓宽学生的知识面。本系列教材全面系统地介绍了词汇、修辞、语篇、写作知识。在选材上特别注重涵盖英美国家人文、社会和历史知识。在设计练习时要求学生创造性运用各种知识进行口头和笔头训练，从而提高学生综合运用英语分析问题的能力。

本系列教材的编写得到了许多专家、同行和朋友的帮助和指导。同时，武汉大学出版社为本套教材的出版提供了大力支持。另外，外籍教师 Richard McDonald、Lisa Gail Averill、Peter Harrison Smith、Richard Clute、Louis H. Knight、Michelle C. Storm-Carroll 等先后参加了校对工作。在此，编写组对他们一并表示感谢。

由于时间有限，不足在所难免，恳请广大师生和同行批评指正。

《新编基础英语系列教材》编写组

2016年1月

前言



随着我国改革开放的全面展开，全球化的步伐不断加快，我国政治、经济、文化、教育、军事等各个领域的对外交流与合作逐步深化，英语作为一门国际化的语言已成为我们日常生活和工作的重要工具。

近三十年来，我国的英语教学为国家和社会培养了大量的英语人才，功不可没。然而，在新形势下，英语教育事业也遇到了一些前所未有的新问题和新的挑战。比如：(1)以往的一些教学方法和教学手段的缺陷已在实践中暴露出来。过分强调听说教学，导致学生表面上似乎“能说会道”，但实际上仔细一听，发现语言质量并不高。要进行实际深入的交流显得缺乏思想，困难重重；课堂教学效率不高。教师和学生课堂上的互动似乎很热闹，但表演作秀的情况很严重，一堂课下来，没有足够的实质内容；写作训练过于模式化，禁锢了学生的创造性思维，缺乏创意写作的训练。结果导致学生语言基本功不扎实，张口有误，动笔出错。(2)随着中学英语教学的改革和发展，中学生英语水平普遍提高，以往的教材已无法与中学教材衔接，呼唤着新的教材的出现，以适应变化了的新形势。(3)社会对英语人才的要求更高，需要学生的语言产出和语言运用能力更强。为了满足新形势的需要，进一步提高我国高等院校英语专业教学水平，我们在进行广泛深入调查研究的基础上，精心组织了一支专业学术功底扎实、教学经验丰富、对专业英语实践教学有独到观察和研究的专家队伍主持编写了这套《新编基础英语系列教材》(1~4册)。

本系列教材由学生用书、教学辅导用书、光盘、视频等多种载体构成，是一套立体化英语专业教材。教材以任务模块为中心，以话题—活动为基础，以学生自主学习、同伴学习和团队学习为基础的教学组织模式，实验和实践新的教学理念与教学模式，强调训练学生的听、说、读、写、译等语言综合能力，同时培养学生的独立思考能力和创新思维能力，充分满足英语专业基

基础阶段教学的新需求。

一、编写思路

本系列教材遵循国家“十三五”规划的方针政策,按照《高等学校英语专业英语教学大纲修订说明》(下称《新大纲》)的要求,组织具有教学实践经验的专家和教师精心编写而成。旨在培养学生获取并运用知识的能力,提高学生独立思考问题、分析问题和解决问题的能力,提高学生综合运用英语的能力和创新思维能力。使用对象主要是普通高等学校英语专业基础阶段的学生。

本套教材以交际教学理念为基础,以任务教学为核心,以现代教育技术为平台,采用文字、图片、音频、视频等多种语言呈现方式,展开听、说、读、写、译等一系列技能活动。同时,配有专项技能发展训练模块,做到理论与操作相辅相成,强调学生的实际语言运用能力。

本套教材的能力目标设计主要基于两点:第一,《新大纲》对英语专业学生的能力要求;第二,编委会在国内广泛调查后得出的数据和结论。我们对《新大纲》的能力要求进行细化,设计能力细目,在此基础上编写每一单元的内容。本套教材所有单元的任务和技能发展均基于这一能力细目而设计。

本套教材以英语基础教育现实和大学新生实际英语水平为依据,特别注重大学一年级与高中三年级英语教学的有效合理衔接,引入数量可观的适合90后学生思维习惯和用词习惯的新词、热词及短语。在此基础上,编者也结合外语教学理论与实际教学需要,探索创新的教学理念和教学模式,开拓大学英语教与学的新思维。

二、编写原则和特点

《新编基础英语系列教材》认真贯彻英语专业教学《新大纲》的精神,突出新思维、新理念,努力体现高度的科学性、合理性和实用性,充分考虑外语教学的主客体需求。编委会尽量吸收国内外相关教材的长处和优点,充分借鉴他人的经验,同时,立足中国国情,全面培养学生的英语能力,重视学生英语语言基本功和交际能力的培养。编写过程也充分考虑了《新大纲》中核心词汇和新词汇的覆盖率和再现率,也考虑了专业四级和八级考试的题型与考试模式。

第一,本教程题材广泛、真实地道、原汁原味、新颖独特。突出语言的时代性、新颖性和经典性,做到经典性和时代性有机结合。课文主要选自英美国近年来的原版报纸杂志、经典著作,广泛涉及当今社会、政治、经济、文化、科技、教育、体育、习俗、伦理道德、信息技术等人类生活的方方面面。文章内容新鲜,语言地道,贴近现代生活,富有时代气息。在选材上,特别注重“文以载道,启迪心灵”,在学习中陶冶高尚情操,培养高尚品格。同时,兼顾信息性、趣味性、实用性、前瞻性和教育性,满足学生对多元文化信息的需求,为课堂教学提供丰富的素材,使教师也有充分的发挥余地。编委会尽可能地使用符合时代特征的语言素材,同时也响应教育部“一纲多本”、体现特色的号召,编写时比较突出地展现了以全国地区高校的学生特点和教学特点。

第二,在内容编写上突出互动性。这种互动性是多方面的,多维度的,包括教师和学生

生的互动、学生和学生之间的互动、学生和教材之间的互动、学生和社会的互动等。

第三, 特别注重内容和方法的生动性。本套教材强调语言的人文性, 不把英语当做机械的工具来教和学。我们尽可能地采用生动活泼的材料, 使用生动活泼的形式来进行教学。特别重视视听说材料的生动性, 丰富性和活泼性。多篇课文穿插有游戏活动情节和生活情景再现活动。

第四, 强调中国国情和特点。中国的外语教学必须适应中国人的特点和情况, 不完全照搬西方的做法。我们特别注意教材与大学生生活、心理以及就业文化等通识知识的衔接; 注重语言能力和逻辑思维推理能力训练。

第五, 重视现代信息技术的利用。本教材充分利用现代信息技术, 培养学生的英语综合能力。同时, 重视外语教学理论对实践的指导作用, 为教学评估和教学科研提供条件。

三、教材设计

《新编基础英语系列教材》针对普通高校英语专业基础阶段的学生分级设计, 包括教学用书 1~4 册, 教学辅导用书 1~4 册, 供两学年四学期使用, 并附有音像光盘。第一、二册着重语言基本技能和语言基础知识的训练; 第三、四册着重语言能力的实际运用和创造性思维的训练。各学校可根据实际需要选择使用, 以满足不同层次的教学需求。

四、编写队伍

参加本套教材编写工作者主要来自于武汉大学、华中师范大学、华中科技大学、中国地质大学(武汉)、中南民族大学、黄冈师范学院、湖北科技学院等院校。主编全部具有高级职称和博士学位。参编人员均具有丰富的编写经验和先进的教学理念, 为本套教材增色不少。

智者千虑, 必有一失。尽管我们尽了最大的努力, 但是不足之处在所难免。欢迎教师 and 同学们提出批评意见, 以便我们及时采纳修订!

《新编基础英语系列教材》编写组

2016 年 1 月

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Unit 1

Family

Lead-in

1. Spot Dictation: Listen to the recording and fill in the blanks.

I do believe, however, that throwing away food is bad for my 1) _____ and for my children's. I do believe that taking our abundance of food for granted to the point that we throw away perfectly 2) _____ foods because we don't reuse leftovers is not the best way to show 3) _____ for those blessings we have, or to show kindness towards those poorer than us.

Jesus performed the miracle of the loaves and the fishes, creating 4) _____ where there were only five small loaves of barley bread and two small fishes. There was plenty more where that came from. And yet, when it was all over, he had his disciples gather the 5) _____ and report to him how much was left. I don't know what he did with those fragments, but I doubt he just threw them all away. Here are some fragments you might gather:

Save leftover vegetables in a 6) _____ in the freezer and add them to soup. We recently had a pumpkin dish for lunch that wasn't the greatest success. It wasn't awful, it just wasn't that great. I put the leftovers in the blender and 7) _____ them into a lamb ragout in the pot — it was a wonderful 8) _____.

Reusing leftovers isn't a punishment or a 9) _____ thing. It's a privilege. Get the most out of your food dollars with joy and an attitude of thankfulness for your 10) _____ and compassion for others. It's also a chance to be creative.

2. Picture Description: In pairs, look at the pictures and say as many words as you can related to each picture and then describe each with the words you get.



A



B



C



D

Text A

Cheap Father¹

By Lauren Weber

1. Cheap.
2. Cheap suit. Cheap date. Cheap shot.² It's a dirty word, rife with negative associations. We hear the word cheap and we think, miser, Wal-Mart,³ something that's going to fall apart. It's an insult, almost any way you look at it.
3. My father has been called cheap for most of his life, by family members, friends, colleagues, and me. Dad is an economist in both senses of the word. He was an

economics professor for 33 years. And he's also a master economizer, a legend in our extended family. I remember him dashing around the house turning lights off all the time, even if the room's occupant had just left to make a brief phone call. If I was in the shower for longer than a few minutes, I'd hear a knock on the bathroom door, followed by my father's voice saying "Lauren, you're using too much water." He refuses to use the dishwasher; instead, he insists on washing all the plates and cutlery by hand. At some point, we discovered that he was using cold water and no soap; that explained why the knives and forks were often encrusted with the remnants of recent meals.

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4. His latest conceit? He doesn't like to use the brakes on his car because he doesn't want to wear them out. So he coasts when he's approaching a red light, which he believes minimizes brake wear and tear. Dad also prefers to use hand signals out the window instead of the car's turning lights.

5. I recently learned that he uses his teabags not three or four times, like most proud cheapskates, but 10 or 12 times. "I just dip it in for a few seconds, until the water gets a little color," he says.

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6. I spent my girlhood doing homework at the kitchen table, feet nestling on the radiator, hands resting on the oven as it cooled down from dinner. This was the only way to stay warm during New England⁴ winters, when my father forbade us from turning the heat above 50 degrees.⁵ Cold? "Put on another sweater," he'd snap in his native Queens accent.⁶ Once, he even tried to ration toilet paper, sitting the family down after dinner to tell us how much we could use for each bodily function. Proving too hard to enforce, however, these rules were eventually forgotten.

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7. Cheap as he is, my father is also one of the most generous people I know. All my life, he has given time and money to causes he cares about, from homelessness and hunger to AIDS and political campaigns. He rarely passes a panhandler on the street without giving him the coins in his pocket. He's scrupulously honest; if a restaurant undercharges him, he points out the error and pays the higher check. After my grandmother's savings ran out, he and my mother began bankrolling all of her expenses at the assisted-living facility⁷ where she resides, rather than see her move into a Medicaid-funded home. When it came time for my sister and brother and me to attend college, we were never told to limit our sights to a state school or other lower-cost option. Instead, our parents sent us to some of the best and priciest schools in the country. Neither our father nor our mother ever complained about the high tuition. That was not only generosity in the extreme, but also a sign of my parents' priorities. The house may be freezing, and my father may still wear the maroon polyester blazer that he's owned for 30 years, but he and my mother provided three kids with priceless educations, and they continue to set an example of decency, generosity, and open-

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hearted engagement with the world around them.

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8. So is my father cheap or thrifty when he turns off lights, or when he refuses to use the car for what he calls “dippy-shit trips,” like a quick run to the grocery store for a single forgotten item? Is he cheap or thrifty when he notes which station sells gas for a penny or two less than the competition? He always seems to be branded with the former, even by relatives and friends who don’t have two nickels to rub together and who could learn a thing or two from my father about low-cost living.

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9. I still haven’t totally forgiven my father for keeping the house so cold I could sometimes see my breath, and neither has my mother.⁸ I asked her recently how she had managed to co-exist with Dad’s stinginess. “I should’ve divorced him a long time ago,” she said bitterly. But as an adult, when I found myself walking 20 blocks to save \$2 on the subway fare, I realized I had turned into my father. I realized that I had internalized a lot of his attitudes towards money. I also inherited a basic set of skills for living within my means, and a respect for the ability to do that.

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New Words

cheap [tʃi:p]	<i>adj.</i> (disapproving) not generous
association [əˌsəʊʃi'eɪʃən]	<i>n.</i> the process of bringing ideas or events together in memory or imagination; connection
miser ['maɪzə]	<i>n.</i> a person who loves money and hates spending it
insult ['ɪnsʌlt]	<i>n.</i> a rude expression or act intended to offend or hurt
economist [i'kɒnəməst]	<i>n.</i> an expert in the science of economics; a person who does not spend more money than necessary
economizer [i'kɒnəmaɪzə]	<i>n.</i> a frugal person who limits spending and avoids waste
legend ['ledʒənd]	<i>n.</i> a story about mythical or supernatural beings or events; a very famous person especially in a particular field
occupant ['ɒkjʊpənt]	<i>n.</i> someone who lives at a particular place for a prolonged period or who was born there
cutlery ['kʌtləri]	<i>n.</i> tableware implements for cutting and eating food
encrust [ɪn'krʌst]	<i>vt.</i> cover with a thin hard layer
remnant ['remnənt]	<i>n.</i> a small part or portion that remains after the main part no longer exists
conceit [kən'si:t]	<i>n.</i> a seemingly clever idea