

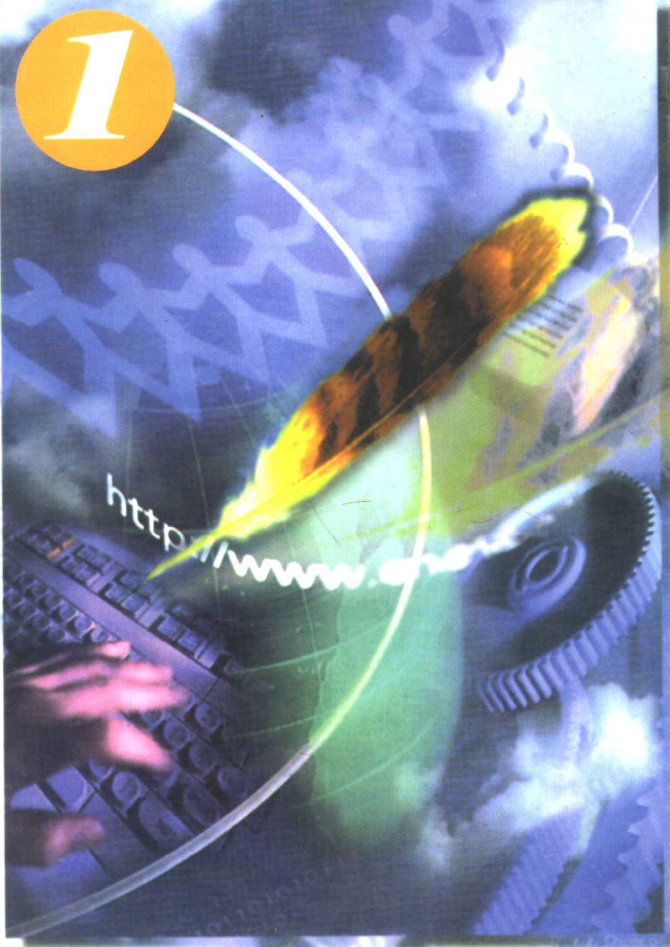
外研社《新编大学英语》教学参考书

《新编大学英语》学习手册

NEW COLLEGE ENGLISH GUIDE

第一册

张隆胜 郭 萍 主编



华中师范大学出版社

中国大学《新编大学英语》系列教材

《新编大学英语》学习手册

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第二版

主编 熊 英 副主编

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张隆胜 郭萍 主编

彭玲 卢云 邹晶
周宏图 王芬 薛梅 编写
林莉 张隆胜 郭萍

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序

张隆胜

由外语教学与研究出版社推出的《新编大学英语》是按“以学生为中心的主题教学模式”编写而成的，它充分体现了交际教学法的基本原则。这套教材一面世就受到广大师生的青睐。在教学实践中我们切实体会到，这套教材具有激发学习兴趣、调动学习积极性和主动性等许多优势。同时我们也感到，若有一套既能体现该教材指导思想又能结合学生学习实际介绍语言理论、分析语言风格、综合语言知识、概括学习技巧、提供地道范文的配套学习指导书，学生就会事半功倍地提高学习效率，改进学习效果，提高语言的使用能力。正是为了上述目的，在仔细分析和研究教材的基础上，我们组织教学经验丰富的教师精心编写了这套《〈新编大学英语〉学习手册》(共4册)。

各册分别与教材对应，由12单元组成。每单元包括“准备活动”、“以听力为中心的语言活动”、“以阅读为中心的语言活动”、“巩固和提高”四大部分，重点放在“以阅读为中心的语言活动”部分。

在“准备活动”部分中，有针对性地开展活动提供语料和可供参考的样板。

在“以听力为中心的语言活动”部分中，结合听力材料的内容介绍语音知识和听力技巧，使读者在实践中熟悉和掌握语音理论知识和听力技巧，有效地提高听力水平，运用语音理论知识提高口头表达的流利度。

在“以阅读为中心的语言活动”部分中,突出“以点带面”的原则,概括课内阅读文章的中心思想、分析作者的语言风格和写作技巧、讲解重难点语句、比较同义词及词组、概括典型语法现象、提供课文参考译文及练习答案,旨在提高读者的阅读欣赏能力,将所学的语言知识融会贯通,提高语言使用能力;同时提供课外阅读文章的参考译文,旨在加深阅读理解的深度,通过大量阅读来增强语言表达能力。

在“巩固和提高”部分中,提供讨论主题可供参考的表达方式和范文,供读者借鉴和比较,增强口头表达的信心,全面提高语言表达能力。

在本书的编写过程中,得到了许多大学英语教学同仁的支持和帮助,在此,特向他们表示衷心的感谢。

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Unit 1

Love

爱乃人之天性,且人人都需要爱。本单元的几篇文章描述了几种不同的爱,读来发人深思。

Part One Preparation

I. Getting to Know Each Other

In English-speaking countries, if one wants to start a conversation with others, he always starts with talking about the weather and if he wants to know more from others, he should make a self-introduction first. He would avoid asking questions about the age, marital status, income, whether you have had your meals or where you have been, which to native speakers of English are matters of personal business.

Here are some more words you may find helpful in your self-introduction.

table-tennis	basketball	football	volleyball
badminton 羽毛球	the high-jump	the broad jump	
vault 撑杆跳	javelin 标枪	shot 铅球	discus 铁饼
athlete 田径运动员	amateur 业余的		

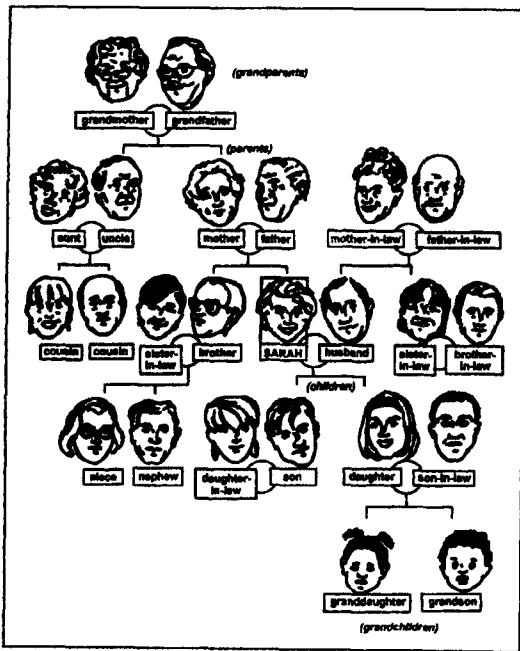
Sample

I am Ma Ying and I come from Wuhan, Hubei Province. I had

my secondary education in the First Middle School attached to Central China Normal University. Wuhan is a very big city and also very beautiful. It has the East Lake, which is well-known in our country. I love my hometown.

Perhaps I do not seem to be strong physically, but I am very energetic and I like sports. I enjoy playing basketball and volleyball and I am an amateur athlete.

II. Getting to Know the Members of the Family



III. Talking about Someone You Love

Sample

I love both my parents and grandparents, but I love my father

most, because he is very strict with me. When I was a child, I was very naughty and found it very difficult to stay inside the home doing my homework or reading books for children. My father used to try every means to understand me and make me realize the importance of learning. He helped me make a list of my weekly tasks and then make a schedule of my time. If I followed my timetable and finished my tasks efficiently, he would play table-tennis with me or take me for a walk, or tell me amusing stories. Under his influence, I gradually formed a good study habit. How much I owe my presence here with you to my father!

Part Two Listening-Centered Activities

I. Listening Skill

连读(Liaison)

为了有效地听懂英语和连贯流利地讲好英语,掌握读音规则和了解听力技巧是大有裨益的。本单元谈谈连读。

什么叫连读?如果遇到一个以辅音发音结尾的词,其后紧接一个以元音发音开头的词,则将辅音和元音合成一个音节读出来,这种情况就叫连读。在本单元 Listening I 里,有一句“*What about having a pizza first?*”,其中的“*What about*”就应读成 [hwətə'baut]。在本单元的 Listening III 中,有“*In love songs, all over the world, love almost always goes together with the heart.*”一句。在这句话中, *all over* 就读成 [ɔ:l'əʊvə]。本单元的听力中还有许多连读的情况,在此不一一列举。然而,连读一般只应出现在同一意群里。例如在本单元 Listening I 里,有一句“*Why don't I pick you up at your house?*”。虽然这句话中的 *up* 以辅音发音结尾, *at* 以元音发音开头,但它们之间没有连读,因为这两个单词不

在一个意群之中。

II. Listening I

A. Tapescript

Susan: Hello.

Michael: Hi, Susan. It's me, Michael.

Susan: Oh, hi, Michael. How are you doing?

Michael: Oh, not bad. Say, are you doing anything Saturday night?

Susan: No, nothing special. Why?

Michael: Well, do you feel like going to that new disco?

Susan: Oh, that's a terrific idea.

Michael: Great. What about having a pizza first?

Susan: Sure, why not? Where do we want to meet?

Michael: Why don't I pick you up at your house?

Susan: OK. What time?

Michael: Is seven o'clock OK?

Susan: Fine. Well. See you at seven.

Michael: Right. So long for now.

Susan: Bye.

B. Exercise 1

1. Michael.
2. He wanted to invite Susan to a new disco.
3. She thought it was terrific/marvelous/great.
4. He would pick up Susan at her house.
5. They would meet at seven Saturday night.

C. Exercise 2

略

III. Listening II

A. Tapescript

Love Story

Where do I begin to tell the story of how great love can be,
The sweet love story that is older than the sea?
The simple truth about the love she brings to me.
Where do I start?

With her first hello, she gave a meaning to this empty world of
mine.

There's never been another love another time.

She came into my life and made the living fine.

She fills my heart, she fills my heart,

With very special things, with angel's songs, with wild
imaginings.

She fills my soul with so much love,

That anywhere I go, I'm never lonely, with her along,

Who could be lonely?

I reach for her hand, it's always there.

How long does it last?

Can love be measured by the hours in a day?

I have no answers now but this much I can say,

I know I need her till the stars fade away,

And she'll be there.

B. Exercise 1

- | | | | |
|----------|-----------|------------|------------|
| 1. older | 2. brings | 3. start | 4. meaning |
| 5. time | 6. fine | 7. special | 8. soul |

9. hand 10. last 11. hours 12. say

C. Exercise 2

略

IV. Listening III

A. Tapescript

Traditionally the heart is the part of the body where emotions come from. If you are a warm-hearted person, for example, you are kind and thoughtful towards others. If you have a heart of gold, you are a very generous person. But if you are heartless, you are cruel and indifferent.

Of all the emotions, it is love that is the most associated with the heart. In love songs, all over the world, love almost always goes together with the heart. As the song from *Titanic* says: "You are here in my heart and my heart will go on and on. Love can touch us one time and last for a lifetime, and never let go till we're gone."

Perhaps the role of the heart in love comes from what happens to it when you feel really attracted to someone. The strong feelings of attraction make your breathing speed up and your heart beat faster.

B. Exercise 1

- 1) kind 2) gold 3) heartless 4) love
5) songs 6) says 7) touch 8) lifetime
9) gone 10) happens 11) feelings 12) speed

C. Exercise 2

lover, affection, like, love at first sight, lovely, lovable, heartache, heartbroken, with all one's heart, a heart-to-heart talk, break one's heart, warm-hearted, heartless, half-hearted, sweetheart, fall in love

Part Three Reading-Centered Activities

In-Class Reading

A Good Heart to Lean On

I. Discourse Analysis

A. Main Idea

A good heart is necessary, beneficial and instructive both in life and in society. In this reading passage, the author describes the good heart of his father in an attempt to show its significance and influence on the making of the author's personality. Although the author's father has been gone for many years, his good heart still urges and inspires the author to keep balance when he is in confusion.

B. Writing Style

The theme of this unit is love. To love is humane and to need love is human. We have different kinds of love. In our reading passage *A Good Heart to Lean On*, fatherly love is presented in an enlightened form.

The passage is a narration and is written from the first person's point of view. Although the father is severely crippled and very short, he has influenced the son greatly through his personality in a positive way. The author has managed to create a vivid picture in the reader's mind by way of contrast: "You set the pace. I will try to adjust to you." These words are used in a literal sense by the father but in a metaphorical meaning by the son. The repetition of

the same structure as in “I think of him *when I complain about trifles, when I am envious of another’s good fortune, when I don’t have a ‘good heart’.*” makes his comment more emphatic. The incidents selected to illustrate the theme are organized chronologically — that is, one incident is followed by another in time order. All the incidents and the comments are woven around the theme that his father has a good heart, which means a balanced attitude towards his own misfortune (his deformity) and the good fortune and happiness of others.

C. Division of the Passage

Part 1. (L. 1—16) This part describes the father’s physical condition and how he managed to get to work.

Part 2. (L. 17—25) This part gives the son’s comment on the father’s personality.

Part 3. (L. 26—41) This part reveals the father’s attempt to experience things directly or indirectly.

Part 4. (L. 42—47) This part shows the father’s influence on his son.

II. Notes to the Difficult Sentences

1. When I was growing up, I was embarrassed to be seen with my father. 随着我渐渐长大,当别人看见我和父亲在一起,我感到很尴尬。(L. 1)

句中 to be seen 是被动语态,意为“被人看见”。

2. Our usual walk was to or from the subway, which was how he got to work. 我们通常步行的路线是家和地铁站之间,这是他上班的必经之路。(L. 8)

1) 句中 to or from the subway 指从家里走到地铁处,或从地铁处走回家。