

AN INTENSIVE
COURSE

入
门
教
程

大学英语

赵建群编著

世界图书出版公司

Access to College English
An Intensive Course

大学英语入门教程

赵建群 编著

世界图书出版公司

上海·西安·北京·广州

大学英语入门教程

赵建群 编著

上海 世界图书出版公司 出版发行

上海市延安西路 973 号 801 室

邮政编码 200050

江苏省句容市排印厂印刷

各地新华书店经销

开本:850×1168 1/32 印张:12.75 字数:326 400

1998 年 3 月第 1 版 1998 年 3 月第 1 次印刷

印数:1-10 000

ISBN 7-5062-3549-8/H · 136

定价:16.00 元

编 者 的 话

大学基础阶段的英语学习是学生由中学英语进入大学英语学习的起始入门阶段,是学生由中学英语学习模式向大学英语学习模式转变的过渡性准备阶段,是提高后期阶段大学英语学习效率及教学质量的奠基时期。然而,在这个起始阶段中,作为过渡性准备的奠基性训练常被忽略,因而形成了制约和影响大学英语学习效率 and 教学质量的一个重要因素。从这个思考出发,在中英合作的基础上,我们编写了《大学英语入门教程》。该书的编写目的是为大学一年级英语专业第一学期起始入门阶段提供基础强化训练内容,使学生通过基础强化训练,在语言基础、语言技能基础、文化知识和学习能力等方面为后期阶段的深入学习和提高作较充分的准备。

该教程的内容设计立足专科,面向本科,并兼顾了大学预科和成人夜大及高中毕业后自学提高的需要。教程由 11 个单元构成。每个单元训练内容包括口头交际训练(听、说)、书面交际训练(读、写)和语言基础训练(语音、词汇)三大部分。单元与单元之间及单元各部分内容之间相互紧密联系,循序渐进,综合训练学习者的语言和信息理解能力、语言运用能力和语言学习能力。同时,也有助于扩大学习者的文化视野和词汇量。第 11 单元为复习单元。

该教程的编写得到了英国海外志愿服务社(VSO)的热情支持。许多专家对教程的设计和编写提出了宝贵的建议。在教程编写过程中,我们参考了国内外一些文献和资料。上海世界图书出版公司对教程的出版给予了积极的支持。朱宏华、宋发富、张全、黄琼英、杨昌云、董桂香、苏玲、邓万学及外籍专家 Edward G. Bracher 先生和 Robert Norfolk 先生参加了该书初稿的部分编写工作。在此,一并表示谢忱。

由于编者水平有限,难免会有错误和不足之处。敬请读者指正。

教 程 简 介

《大学英语入门教程》由 11 个单元组成。主题内容涉及运动、环境、社会交往、语言、语言和文化、娱乐、饮食、健康、假日、旅游等。每个单元由口头交际训练(Oral Communication)、书面交际训练(Written Communication)和语言训练(Language Development)三大模块构成。主要训练项目包含听能训练(Listening Comprehension)、口语训练(Speaking)、阅读技能训练(Reading Comprehension)、写作基础训练(Writing)、语音强化训练(Pronunciation Practice)和词汇学习训练(Word Study)等六项内容。每个单元的训练内容编排结构如下:

听能训练(Listening Comprehension)

听能训练以对话为环境,集中训练基础听力技能,并在此基础上训练语音语调和交际功能表达。该训练项目包含以下几个模块:

A. New Words And Expressions

该项内容的目的是把学习者带入对话的话题,并为随后的听力学习任务做准备。

B. Listening For The Gist

该项听力任务的目的是训练学习以句子为单位通过整体听力(global listening)了解对话主要信息内容的技能。其作用是使学习者明确第一遍听力的目标。

C. Listening For The Specific

该项听力任务的目的是训练学习者通过搜寻听力(Scan Listening)了解所需具体信息内容的技能。其作用是调整学习者第二遍听力的目标。

D. Listening For The Detail

该项听力任务的目的是训练学习者通过精听 (study listening) 理解信息细节内容及语言在对话环境中的确切意义的技能。其作用是调整学习者第三遍听力的目标。

E. Listening For The Pronunciation

该项听力任务的目的是训练学习者以对话为环境在语流中综合学习和运用语音语调及语言交际功能表达的能力。其作用是把语言表达的内容意义与语音语调形式相结合, 形成一个新的听力目标。

Notes On The Dialogue

该项内容提供了对话中的语言和内容难点注释, 以增强学习者对会话内容和语言的理解和运用。

口语训练 (Speaking)

该项目的训练内容包含运动、气候、电讯、书籍、饮食、健康、娱乐、观光、了解信息等十个话题训练。该部分的特点是话题与功能相融合, 每项话题训练提供了话题常见表达 (Common Expressions)。该项目的目的是训练学习者对常见话题的基础表达能力。

阅读技能训练 (Reading Comprehension)

阅读技能训练以语篇为环境, 集中训练基础阅读技能和以语篇为环境学习理解词汇的能力。该训练项目包含以下几个模块:

A. Reading Notes

该项内容的目的是把学习者带入阅读的主题内容, 主要提供了语篇中含有文化内容的生词, 其作用是调动学习者对主题的已有知识, 并以此为基础预测语篇的主题内容。

B. Reading For The Gist

该项任务的目的是训练学习者通过浏览阅读 (skimming) 了

解篇章梗概内容的阅读技能,其作用是向学习者提出第一遍阅读的目标。

C. Reading For The Detail

该项任务的目的是训练学习者通过搜寻阅读(scanning)了解篇章中所需的具体信息内容的技能,其作用是调整学习者第二遍阅读的目标。

D. Reading For The Language

该项任务的目的是训练学习者通过精读(study reading)篇章和依据语篇环境学习理解语言和利用环境线索推断词语的确切意义的能力,并在此基础上扩大词汇量。

Notes On The Text

该项内容提供了课文中的语言和内容难点注释,以增强学习者对课文内容和语言的理解和运用。

写作训练(Writing)

该部分的训练内容包括句子结构学习和造句及词汇学习和翻译两项,其目的是训练学习者对所学语言进行书面表达运用的能力,其作用是增强学习者对所学语言的理解和运用能力。

语音强化训练(Pronunciation Practice)

该项训练内容包含发音(Sound Articulation)、辨音(Sound Discrimination)和词重音(Word Stress)三部分。其目的是通过听说相结合,集中训练学习者的语音弱项。其作用是使学习者把语音学习与语言学习相结合,提高语音学习的意义性和学习效果,并在训练中学习和归纳英语语音的规律,同时扩大自己的文化视野和词汇量。

词汇训练(Word Study)

该项训练内容是同族词学习(Cognate Words)。其方式是以课文词汇为基础,训练学习者有效使用词典学习和扩大词汇量的能力。

教程听力训练的对话内容和语音强化训练内容配有录音磁带,由上海世界图书出版公司出版发行。教程的附录一为练习参考答案,附录二为听力部分的对话原文,供学习者学习参考之用。

TO THE TEACHER

In order to promote the efficiency and productiveness in both the teaching and learning of the course, it is suggested that the teacher take into consideration the following factors:

- **Preparation**

To ensure that students are active in learning participation and productive in learning achievement, they should be first of all prepared before they move into certain topic or engage themselves in certain learning task or activity. This pre-learning preparation serves as a warm-up, which helps to promote learning by drawing students attention, linking the known to the unknown, the familiar to the unfamiliar, motivating students and setting them thinking.

- **Integration**

Language knowledge and language skills are interrelated and interdependent. Therefore, following the integrative nature of language and language learning, the teaching and learning of language and skills should be integrated so that language is used to develop skills and skills help to promote language proficiency. The organization of the course requires the integration of the three major components of each unit and the former units with the latter ones, so that students will be able to build upon what they have learnt for what they are going to learn.

- **Interaction**

Interaction promotes language learning, and language learners learn to communicate appropriately when they can interact. Therefore, the teacher should give attention to designing interac-

tive settings and providing opportunities for language learning in the classroom.

- **Feedback**

To promote productive learning, emphasis should be given to the process of learning, that is, the performance of tasks and activities. For each learning activity the teacher should draw feedback from students and provide needed feedback to them. In this way, you will place students in a positive position of learning and help to bring them out of the possible confusion.

- **Study Skill And Thinking Ability**

Learning skill and independent thinking are promotive factors for language growth. Therefore, for each learning task and activity, the teacher should give adequate attention to developing students' study skills and thinking abilities, and provide them the opportunity to learn and think independently, rather than jump to give them "the correct answer" before they have tried independently and used their own minds.

- **Assessment**

Assessment helps to check students understanding and monitor their learning. Through assessment the teacher will be able to have a clear picture of students' progress as well as their possible weaknesses. And accordingly, the teacher will be able to make necessary adjustments to the teaching focus and address to their needs accordingly. For this purpose, both the continuous assessment and achievement assessment are necessary.

- **Contextualisation**

Language that is meaningful to the learner supports the learning process, and activities in which language is used for car

rying out purposeful tasks promote learning . The contextualisation of learning tasks and activities provides this purposefulness and meaningfulness. Since learning a language is not simply learning a set of grammar rules or learning something fixed as historical facts or mathematic formula, true language learning should be conducted in a contextualised way, that is, in the specific linguistic and cultural environment in which language is used to communicate meaning. The linguistic context determines the exact meaning of a word and the cultural context determines the appropriateness of language use. Therefore, the teaching of grammar and vocabulary should be integrated with the linguistic and cultural contexts.

CONTENTS

TO THE TEACHER	XII
----------------------	-----

UNIT ONE	SPORTS(运动)	1
SECTION ONE	ORAL COMMUNICATION	1
Part One	Listening Comprehension	1
Dialogue 1	A Good Football Player	1
Dialogue 2	What's Your Favourite sport?	5
Part Two	Speaking: Sport	8
SECTION TWO	WRITTEN COMMUNICATION	11
Part one	Reading Comprehension	11
Text	Sports In Britain	11
Part Two	Writing	18
SECTION THREE	LANGUAGE DEVELOPMENT	20
Part One	Pronunciation Reinforcement Practice	20
Part Two	Word Study: Cognate Words	23
UNIT TWO	RECREATION(消遣)	29
SECTION ONE	ORAL COMMUNICATION	29
Part One	Listening Comprehension	29
Dialogue 1	Going Rock Climbing	29
Dialogue 2	What's Your Hobby?	32
Part Two	Speaking: Party And Cinema	36
SECTION TWO	WRITTEN COMMUNICATION	38
Part One	Reading Comprehension	38

Text	Recreations In Britain	38
Part Two	Writing	46
SECTION THREE	I. LANGUAGE DEVELOPMENT	48
Part One	Pronunciation Reinforcement Practice	48
Part Two	Word Study; Cognate Words	50
UNIT THREE	ENVIRONMENT(环境)	55
SECTION ONE	ORAL COMMUNICATION	55
Part One	Listening Comprehension	55
Dialogue 1	The Weather In Spain	55
Dialogue 2	Save The World!	57
Part Two	Speaking; Weather	62
SECTION TWO	WRITTEN COMMUNICATION	65
Part One	Reading Comprehension	65
Text	People And Environment	65
Part Two	Writing	71
SECTION THREE	LANGUAGE DEVELOPMENT	73
Part One	Pronunciation Reinforcement Practice	73
Part Two	Word Study; Cognate Words	76
UNIT FOUR	SOCIAL CONTACT(社会交往)	83
SECTION ONE	ORAL COMMUNICATION	83
Part One	Listening Comprehension	83
Dialogue 1	A Telephone Conversation	83
Dialogue 2	True Music	87
Part Two	Speaking; Telecommunication	94

SECTION TWO	WRITTEN COMMUNICATION	96
Part One	Reading Comprehension	96
Text	Different Meanings Of Time	96
Part Two	Writing	105
SECTION THREE	LANGUAGE DEVELOPMENT	107
Part One	Pronunciation Reinforcement Practice	107
Part Two	Word Study: Cognate Words	109
UNIT FIVE	LANGUAGE(语言)	115
SECTION ONE	ORAL COMMUNICATION	115
Part One	Listening Comprehension	115
Dialogue	Origins Of New Words	115
Part Two	Speaking: Seeking Information	121
SECTION TWO	WRITTEN COMMUNICATION	123
Part One	Reading Comprehension	123
Text	Language In communication	123
Part Two	Writing	132
SECTION THREE	LANGUAGE DEVELOPMENT	134
Part One	Pronunciation Reinforcement Practice	134
Part Two	Word Study: Cognate Words	137
UNIT SIX	LANGUAGE AND CULTURE(语言和文化).....	143
SECTION ONE	ORAL COMMUNICATION	143
Part One	Listening Comprehension	143
Dialogue 1	Two Languages?	143

Dialogue 2	A Family Argument	148
Part Two	Speaking; Books	153
SECTION TWO	WRITTEN COMMUNICATION ...	155
Part One	Reading Comprehension	155
Text	Where There Is A Language There Is A Culture	155
Part Two	Writing	165
SECTION THREE	LANGUAGE DEVELOPMENT	167
Part One	Pronunciation Reinforcement Practice	167
Part Two	Word Study; Cognate Words	170
UNIT SEVEN	FOOD(饮食)	179
SECTION ONE	ORAL COMMUNICATION	179
Part One	Listening Comprehension	179
Dialogue 1	Lunch At Emma's Home	179
Dialogue 2	What Is Chinese Food?	181
Part Two	Speaking; Food	185
SECTION TWO	WRITTEN COMMUNICATION ...	186
Part One	Reading Comprehension	186
Text	Food And Culture	186
Part Two	Writing	197
SECTION THREE	LANGUAGE DEVELOPMENT	200
Part One	Pronunciation Reinforcement Practice	200
Part Two	Word Study; Cognate words	203
UNIT EIGHT	HEALTH(健康)	210

SECTION ONE	ORAL COMMUNICATION	210
Part One	Listening Comprehension	210
Dialogue	Seeing The Doctor	210
Part Two	Speaking: Health	214
SECTION TWO	WRITTEN COMMUNICATION ..	215
Part One	Reading Comprehension	215
Text	Life And Health	215
Part Two	Writing	226
SECTION THREE	LANGUAGE DEVELOPMENT	228
Part One	Pronunciation Reinforcement Practice	228
Part Two	Word Study: Cognate Words	232
UNIT NINE	HOLIDAYS(假日)	240
SECTION ONE	ORAL COMMUNICATION	240
Part One	Listening Comprehension	240
Dialogue 1	What Will You Do In The Holidays?	240
Dialogue 2	Each To Their Own	243
Part Two	Speaking: Performance And TV Programmes	247
SECTION TWO	WRITTEN COMMUNICATION ..	248
Part One	Reading Comprehension	248
Text	Holiday Celebrations	248
Part Two	Writing	257
SECTION THREE	LANGUAGE DEVELOPMENT	260
Part One	Pronunciation Reinforcement Practice	260

Part Two	Word Study: Cognate words	263
UNIT TEN	TRAVEL(旅行)	270
SECTION ONE	ORAL COMMUNICATION	270
Part One	Listening Comprehension	270
Dialogue 1	Travelling To London	270
Dialogue 2	Caught In A Traffic Jam	272
Part Two	Speaking: Sightseeing	276
SECTION TWO	WRITTEN COMMUNICATION ...	278
Part One	Reading Comprehension	278
Text	Modern Travel	278
Part Two	Writing	287
SECTION THREE	LANGUAGE DEVELOPMENT	289
Part One	Pronunciation Reinforcement Practice	289
Part Two	Word Study: Cognate Words	292
UNIT ELEVEN	REVISION(复习)	300
Part One	Pronunciation	300
Part Two	Grammar	306
Part Three	Vocabulary	319
APPENDIX I	SUGGESTED ANSWERS(参考答案) ...	332
APPENDIX II	DIALOGUE SCRIPTS(对话原文)	370