



普通高等教育“十一五”国家级规划教材

NEW ESSENTIAL COLLEGE ENGLISH

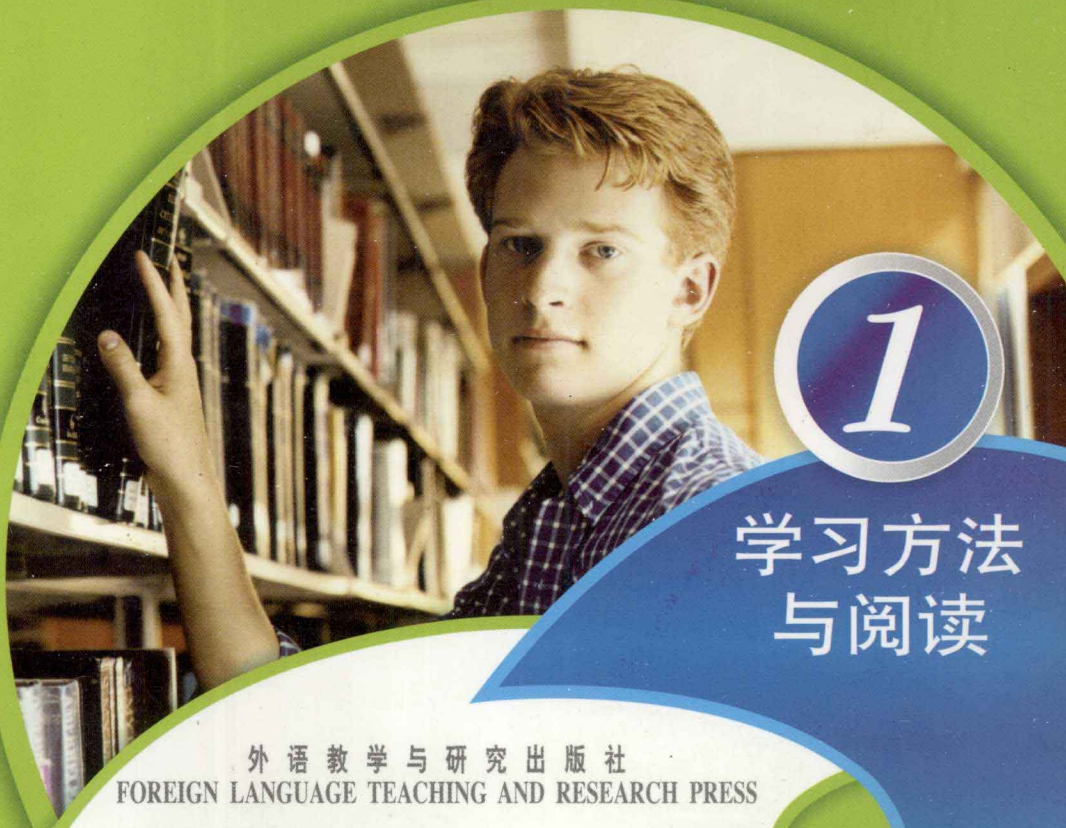
新起点

〔修订版〕

新起点

大学基础英语教程

总主编：杨治中 主 编：吴鼎民



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学习方法 与阅读

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



普通高等教育“十一五”国家级规划教材

NEW ESSENTIAL 新起点

[修订版]

新起点 大学基础英语教程

总主编 杨治中

主 编：吴鼎民

副主编：金泉元 陈海明 吴彩萍

编 者：谢小苑 戴树萱

陶 颐 戴芙蓉

审 校：David Harrison Horton (美)

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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)(简称《基本要求》)。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,对第一版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、学习光盘、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

本教材属于《新起点大学基础英语教程》中的学习方法与阅读系列，与读写系列、听说系列话题融通，技能互补，构成一个整体。

本册共 10 个单元，每个单元由 5 个板块构成。第一板块是微型讲座 (Mini-lecture)，主要介绍学习方法，回答英语学习过程中的常见问题，并提出一些有效的建议，目的是指导学生学会学习。第二板块是阅读实践 (Reading Practice)，每单元 4 篇短文，内容围绕同一个话题，目的是使学习者通过阅读增加词汇量，开阔视野，逐步掌握阅读方法。第三板块是中英文对照阅读 (Bilingual Reading)，内容多为中国文化知识，旨在使学习者了解有关中国文化的英文表达方式，提高英语的应用能力。第四板块是格言锦句 (Famous Sayings)。每单元选取了 5 句短小精炼、值得背诵的英语成语或古今中外的名人名言，希望学习者在诵读的同时既能培养英语语感，又能启迪智慧，感悟人生。第五板块是听歌学英语 (Reading & Singing)。选取了一些欧美经典歌曲，目的在于使学生通过读词听歌，劳逸结合，寓学于乐。

本书注释详细，配有总词汇表，每单元的练习答案都附在书后，便于在课时不够的情况下由学生自主学习。

苦 隆

2008 年 5 月

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Key

Glossary

“大学英语”课程



Unit One



“大学英语”课程，是大学阶段的一门重要课程。它不仅要求学生掌握扎实的英语基础知识，还要求学生具备良好的英语应用能力。在课程中，学生将学习大量的英语词汇、语法和句型，并通过听、说、读、写等多种形式的训练，提高自身的英语水平。此外，课程还注重培养学生的自主学习能力和团队合作精神，使学生能够在未来的学习和工作中更好地运用英语。

微型讲座

Mini-lecture

从“中学英语”到“大学英语”

告别中学校园，跨入大学门槛，大家的英语学习仍在延续。与“中学英语”相比，“大学英语”从学习内容、教学目的、教学方法到课时的投入各方面等都有所不同。同学们有必要了解这些变化，积极调整观念，改进学习方法，使自己尽快适应“大学英语”的学习。

在中学，很多同学英语学习刚刚起步，主要依靠老师教会英语知识，掌握基本的英语语言规则，比如发音、语法、词汇等。“中学英语”要为高考做准备，要为“大学英语”作铺垫，所以“中学英语”的教学更强调语言基础知识的学习和基本技能的训练。“大学英语”以“中学英语”为基础，以培养英语应用能力为主要目的，为继续深造或者就业做准备。所以，大学老师授课的重点不再是语言知识，而是把主要精力放在语言技能的训练上。一些同学感到不适应，出现了所谓“一年级现象”，主要表现为：一方面觉得课程太难，生词太多；另一方面又觉得在课堂上学不到什么东西，好像不如中学英语学得实在。产生第一种感觉的原因可能是因为“中学英语”还没有完全达标，留下一些漏洞。而第二种感觉产生的原因恐怕是因为对“大学英语”强调的重点不大了解。

为了帮助大家克服“一年级现象”，学好“大学英语”，这里给同学们提出三点建议：一、处理好学校教学计划和个人学习计划的关系。学校教学计划是为全体学生设计的，不一定完全适应每个人的需求。所以，同学们除了要完成学校教学计划的要求，还要制定个人学习计划，要针对自己的漏洞和不足增加学习内容，补缺补差。二、处理好课内学习和课外学习的关系。“中学英语”学习时间为6年，“大学英语”学习时间为2年。如果按课时平均分配，在大学，仅每次课要求掌握的生词量就远远超过中学的要求。所以，学好“大学英语”仅靠课堂上那一点时间是远远不够的，同学们要大大增加课外学习时间，对课本内容课前要预习，课后要消化。此外，还要多读课外书籍和报刊。三、处理好“教”与“学”的关系。学习英语教学双方需要配合，学生和老师要扮演好各自的角色。教师如同“教练”，学生如同“运动员”。

有一个好教练进行科学的训练，加上运动员自身的刻苦努力，才会出好成绩。如果说中学教师扮演的是教导者、指挥者的角色，那么，大学教师扮演的是指导者、帮助者的角色。所以，学好“大学英语”不能只是依靠老师教，更重要的是在老师的指导下自己主动地学。“学会学习”是新时代大学生的一项重要能力，21世纪的文盲将是那些没有“学会学习”的人。



阅读实践

Reading Practice

1

How Do I Increase My Vocabulary?

Vocabulary learning is a continuing process. It continues throughout your life. When you are young you learn something day in and day out. You should keep squeezing every moment of the day into a new and different learning situation. You continually ask questions and drive yourself to learn more. The more you learn, the more vocabulary you will know. No matter what your age, you must continue to learn. Words are “symbols” for ideas. These ideas make knowledge and knowledge is gained largely through words. The following are some suggestions which may help you increase your vocabulary:

1. Read books from fields other than your major.
2. Read books which interest you and concentrate while you read.
3. The more you read, the more words you will come into contact with.
4. Use new vocabulary in your everyday communication (speaking, writing).
5. Become familiar with the vocabulary in your textbooks.
6. Become familiar with the dictionary. Understand the pronunciation rules as well as the multiple meanings of words.
7. Try to learn five new words a day and use them in your communication.

Notes

- | | |
|------------------------------------|----------------------------------------------|
| 1. day in and day out 天天(常表示连续不息) | 7. concentrate /'kɒnsəntreɪt/ vi. (on) 集中注意力 |
| 2. squeeze /skwi:z/ vt. 挤; 压 | 8. come into contact /'kɒntækt/ with 接触 |
| 3. drive /draɪv/ vt. 驱使; 驱动 | 9. become/be familiar /fə'mɪljə(r)/ with 熟悉 |
| 4. no matter what your age 不管你年龄多大 | 10. pronunciation /prəˌnʌnsɪ'eɪʃən/ n. 发音 |
| 5. symbol /'sɪmbəl/ n. 符号, 记号 | 11. multiple /'mʌltɪpl/ a. 复合的, 众多的 |
| 6. other than 不同于 | |

1. Put the following information into the circles according to the passage about the process of learning words.
 - A. You make yourself learn more.
 - B. You often ask questions.
 - C. You learn something every day.
 - D. You master the words by using them in everyday speaking and writing.
 - E. Learning more means getting more ideas which will become part of your knowledge.
 - F. Knowledge is gained mainly through language.

G. You squeeze time into new learning situations.



II. Decide whether the following statements are true (T) or false (F) according to the passage.

- () 1. When you reach a certain age, your vocabulary stops expanding.
- () 2. You should squeeze time for learning new words.
- () 3. Knowledge is gained mainly through words.
- () 4. You can increase your vocabulary only by reading books related to your major.
- () 5. You cannot master new words unless you use them in everyday communication.

III. Find out the words or phrases in Column B to match the words or phrases in Column A.

Column A

- 1. vocabulary
- 2. continue
- 3. day in and day out
- 4. drive oneself to
- 5. largely
- 6. increase
- 7. come in contact with
- 8. multiple
- 9. symbol
- 10. other than

Column B

- A. mainly
- B. every day
- C. many
- D. sign
- E. force oneself to
- F. keep in touch with
- G. words
- H. different from
- I. enlarge
- J. go on

2 Dealing with Unknown Words

Students often find it hard to understand some of the books they have to read because of some new words. Many students try to understand every single word while reading. In fact, this is not always necessary. Often you can understand the main points without knowing every single word.

If you meet a new word and you are not sure what it means, follow these steps:

- 1. Try to guess the meaning of the new word from the way it is used.
- 2. Then without wasting any more time, carry on reading.
- 3. If necessary, come back to the new word later.
- 4. If you don't think the word is important, ignore it.
- 5. If you think the word is important, look it up in a dictionary.

Notes

- 1. carry on 继续
- 2. ignore /ɪg'nɔ:(r)/ vt. 忽视
- 3. look up 查 (生词)
- 4. effectively /ɪ'fektɪvli/ ad. 有效地

In this way you will learn how to deal with unknown words. You will also learn how to read faster and more effectively.

I. Fill in the steps you can follow when you meet unknown words.

If you are not sure of the meaning of a word, you can 1. _____.

Then without wasting time any more, 2. _____. If necessary, 3. _____.

If you don't think the word is important, 4. _____. If you think the word is important, 5. _____.

II. Fill in the following table with verbs or verb phrases from the passage to combine with the phrase "a new word".

1. deal with	<pre>graph LR; 1[1.] --> 7[a new word]; 2[2.] --> 7; 3[3.] --> 7; 4[4.] --> 7; 5[5.] --> 7; 6[6.] --> 7; 7[7.] --> 7;</pre>
2.	
3.	
4.	
5.	
6.	
7.	
a new word	

3 Learning Languages Is Easy—or Is It?

Have you ever noticed advertisements which say "Learn a foreign language in 6 weeks, or your money back! From the first day your pronunciation will be excellent. Just send..." and so on. Of course, it never happens quite like that. The only language that is easy to learn is the mother tongue. And think how much practice that gets! Speaking a foreign language is what most people want. Every year millions of people start learning one. How do they do it?

Some people try at home, with books and records or tapes; some use radio or television programs; others go to evening classes. If they use the language only 2 or 3 times a week, learning it will take a long time. Clearly it is easier to learn a language in the country where it is spoken. However, most people cannot afford this, and for many it is not necessary. They just need the language to do their work better. For example, scientists and doctors chiefly need to read books and reports in the foreign language. Whether a language is learnt quickly or slowly, learning itself is hard work. Machines and good books will help, but they cannot do the student's work for him.

Notes

1. or your money back 不然就退钱
2. excellent /'eksələnt/ a. 极好的, 优秀的
3. mother tongue /tʌŋ/ 母语
4. record /'rekɔ:d/ n. 唱片
5. afford /ə'fɔ:d/ vt. 承受得起

I. Answer the following questions briefly.

1. What do the advertisements ask you to send?

2. What language is easy to learn according to the passage?

3. How do the people start learning a foreign language?

4. Why do many people learn a foreign language?

5. What is the most important factor (因素) in learning a foreign language?

II. Put the following phrases into English.

1. 学外语

3. 听唱片、磁带

5. 上夜校

7. 学生的勤奋学习

2. 母语

4. 看电视节目

6. 阅读外文报告

4 Successful Language Learners

If we take a close look at successful language learners we may discover a few techniques which make language learning easier for them.

First of all, successful language learners are independent learners. They do not depend on books or teachers; they discover their own way to learn the language. Instead of waiting for the teacher to explain everything, they try to find the patterns and the rules for themselves. They are good guessers who look for clues and form their own conclusions.

Successful language learning is active learning. Therefore, successful learners do not wait for a chance to use the language; they look for such a chance. They find people who speak the language and ask these people to correct them when they make a mistake. They will try anything to communicate. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn a language

because they are interested in the language and the people who speak it. It is necessary for them to learn the language in order to communicate with these people and to learn something useful from them.

Notes

- | | |
|---------------------------------------------------|---------------------------------------------------|
| 1. discover /dɪs'kʌvə(r)/ <i>vt.</i> 发现, 看出 | 5. guesser /'gesə(r)/ <i>n.</i> 猜测者 |
| 2. technique /tek'ni:k/ <i>n.</i> 技术; 技能 | 6. correct /kə'rekt/ <i>vt.</i> 纠正 |
| 3. independent /ˌɪndɪ'pendənt/ <i>a.</i> 独立的; 自主的 | 7. inexact /ˌɪnɪg'zækt/ <i>a.</i> 不准确的, 不精确的 |
| 4. pattern /'pætn/ <i>n.</i> 型, 模型 | 8. incomplete /ˌɪnkəm'pli:t/ <i>a.</i> 不完全的, 未完成的 |

1. Choose the best answer to each of the following questions.

- What is the purpose of this passage?
 - To explain the importance of language learning.
 - To teach people to speak foreign language.
 - To introduce some useful techniques of language learning.
 - To compare language learning with language teaching.
- Which one of the following statements is true about successful language learners according to the passage?
 - They are more intelligent than others.
 - They use special techniques.
 - They have good teachers and good books.
 - They spend much more time learning than others.
- When successful language learners meet some new words, they usually _____.
 - pay no attention to them
 - look them up in the dictionary at once
 - ask their teachers for help
 - try to guess their meaning
- Successful language learning is active, so successful learners _____.
 - look for a chance to use the language
 - wait for a chance to use the language
 - try to avoid using the language
 - only use the language in class
- Successful language learners want to learn the language because _____.
 - they have to pass the examination
 - they have interest in the language
 - they think it's very easy to learn the language
 - they want to find better jobs

II. Each of the following questions consists of a "test word" followed by four possible meanings. Pick out the word that means about the same as the "test word".

Example: **B shut**

A. watch ✓ B. close C. sleep D. need

When you *shut* a door, you *close* it. Therefore the verb *close* means about the same as the "test word" *shut*.

1. speak

A. point B. talk C. hope D. see

2. chair

A. paper B. truth C. hill D. seat

3. begin

A. feel B. leave C. start D. promise

4. near

A. pretty B. small C. real D. close

5. receive

A. cry B. get C. wonder D. mean

6. remain

A. stay B. laugh C. watch D. trade

7. fight

A. labor B. ship C. plants D. battle

8. desire

A. open B. want C. marry D. paint

9. answer

A. reply B. return C. touch D. save

10. simple

A. ready B. short C. easy D. daily

11. large

A. yellow B. round C. big D. middle

12. amusing

A. funny B. straight C. proper D. real

13. people

A. gardens B. methods C. papers D. folks

14. perhaps

A. always B. maybe C. truly D. therefore

15. sick

A. full B. true C. different D. ill