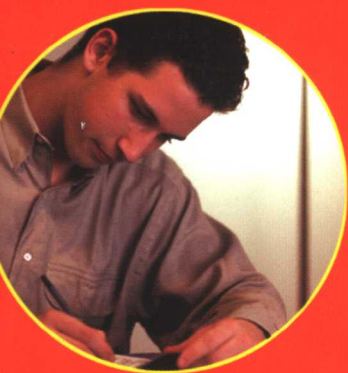


高 职 高 专 英 语 推 荐 教 材

NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程 读写教程

总主编：杨治中 主编：王海啸



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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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。针对这一群体学生的特点，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这套《新起点大学基础英语教程》系列教材。本套教材由长期从事大学英语和高职高专英语教学、具有丰富教学经验的教师编写，包括读写系列、听说系列、学习方法与阅读系列和自主综合训练系列，并附以相配套的教学课件和试题库。在编写过程中，本教材注意从我国高职高专学生的实际水平出发，循序渐进，拾级而上。教程所选篇章短小精悍、题材广泛、语言规范、内容新颖，富有时代气息，融知识性、趣味性和思想性于一体；全套教材练习形式多样，既便于教师在课堂上教学，也便于学生课后自学；各教程之间在内容上相互呼应、相互补充，使学生通过学习不仅掌握语言技能和知识，而且增进对中西文化的了解，掌握良好的学习英语的方法，为今后进一步学习英语打下扎实的基础。

我们希望这套《新起点大学基础英语教程》能以其自身的特色为高职高专教材增加一个新的品种，能为广大师生所接受和垂爱。同时我们也恳切希望广大师生在使用过程中对教材的不足之处提出批评和指正，使它得以不断地改进和完善。

编 者
2003年5月

编写说明

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

本套教材共4级，该书是第4级，共12个单元，每单元由4部分组成，第一部分的教学内容围绕两篇主题相同的阅读文章展开，侧重阅读理解的训练，同时兼顾写作、口语的训练，以及词汇、语法和文化知识的学习。第二部分针对本单元阅读课文中所涉及的词汇和短语进行多种形式的深入学习与强化练习。第三部分系统介绍大学基础英语语法要点，同时提供句子层次的写作训练和少量的英汉翻译练习。第四部分为实用英语写作训练。

就学习过程而言，每个单元以阅读课文为核心，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。单元各部分内容的主要编写目的如下。

项 目		主要编写目的
Reading	Before Reading Questions	提高阅读兴趣，激活学生已有的背景知识，为下一步的阅读理解作准备。同时训练口头表达能力。
	New Words and Expressions	帮助学生理解课文，同时进一步学习《基本要求》中所列的其他相关词性与释义。
	Main Ideas	对课文结构进行宏观分析。
	Detailed Understanding	通过判断正误与完成句子练习加深对课文的理解。
	Detailed Study of the Text	通过对难度较大的词句的分析，以及对相关背景知识的介绍，进一步加深对课文的理解。
Vocabulary Practice	Word Study	从词性、词义、用法、搭配、构词等方面介绍词汇。
	Sentence Completion	在建立词汇间联系的基础上完成句子，以此拓展学生的词汇。
	Sense or Form Group	通过词义或词形辨别拓展学生的词汇。
	Crossword	用游戏的方法巩固词汇。
	Word Formation	通过构词学习拓展学生的词汇。
	Confusing Words	通过对形、义容易混淆的词语的辨析，巩固对相关词语的掌握。
Grammar and Sentence Structure	Grammar Study	用图表的形式帮助学生系统复习学过的语法知识，兼顾新语法知识的学习。
	Grammar Exercise	对已学语法规则的应用。
	Sentence Patterns	提供句子层次上的写作训练，同时帮助学生对课文中的各种句型进行全面分析或再学习。
	Translation	提供基本翻译技能训练，并帮助学生全面复习课文。
Practical English Writing		提供各类应用文及其他短文的写作训练。

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Unit O ne

Before Reading

Text A

Discuss the following questions in class.

1. Have you been to museums and galleries? If yes, which museum or gallery do you like best?
2. What are the similarities and differences between museums and galleries on the one hand, and colleges and universities on the other hand?

Reading

Adult Learning in Museums and Galleries¹

- 1 Learning in museums and galleries—that’s just for school kids, right? Wrong!
- 2 Museums and galleries can be interesting learning environments for people of all ages, cultures and backgrounds². And interest is the key—on the whole, children are in compulsory³ education, but there’s nothing compulsory about adult learning. If you don’t engage adults’ interest, they can just quit learning at any time.
- 3 Adult learning is high on the Government’s agenda⁴; recent projects such as the formation⁵ of the Learning and Skills Councils⁶ to manage all post-16 education and the University for Industry are just two examples of the current trend in learning—away from old style “education”. Learning in the 21st century is something that delivers not facts to be digested⁷ under controlled conditions, but knowledge that can be applied to novel⁸ situations and challenges—to emphasize⁹ real understanding and innovation and to equip you to learn “how to learn”, and keep learning throughout your life—something that is becoming essential in a world where the only constant¹⁰ is change. It’s the speed of change that’s driving many adults back into learning—what they knew yesterday doesn’t always apply today.
- 4 The other element¹¹ driving up the number of adults in learning has to do with our population (for example, the number of older people will have doubled from 6 million to 12 million people between 1961 and 2021). Vitality¹² for museums and galleries, policy-makers are now becoming more interested in learning outcomes¹³, rather than who delivers it, which means the

boundaries¹⁴ between formal¹⁵ providers¹⁶ (like colleges) and non-formal providers (like museums and galleries) are breaking up¹⁷ as the desire to give people access to learning whenever and wherever¹⁸ they are increases.

5 Museums and galleries are perfectly placed to rise to the challenge and become one of the new types of flexible adult learning suppliers¹⁹. They have rich resources, are rooted in their communities and have the power to motivate²⁰ learning and build the confidence of adult learners. Take a recent project in Oxfordshire as an example. Drawn from Memory was funded by the Department for Education and Skills and saw older people participate in creative writing sessions²¹ using museum exhibits²². One session introduced participants to create calendars from their own old photos of Oxfordshire. Most had never used computers before, but with the motivation of the end product (the calendar with their own photos) in mind, they overcame their fears by working in a supportive²³ environment, with like-minded people. Participants commented afterwards, "They'll never believe what I've done!"

6 We would like to see a day when museums and galleries are seen as a first point of call for adult learning by providers and learners alike. We still have a way to go, but if we act now, we can reach this goal and help to change people's lives.

New Words and Expressions

- ¹ gallery▲ /'gæləri/ *n.* 1. 美术馆, 画廊 2. 阳台, 走廊
- ² background /'bækgraʊnd/ *n.* 1. 出生背景, 经历 2. (画等的) 背景, 底子
- ³ compulsory■ /kəm'pʌlsəri/ *a.* 强制性的, 必须做的, (课程) 必修的
- ⁴ agenda★ /ə'dʒendə/ *n.* 议事日程
- ⁵ formation▲ /fɔ:'meɪʃən/ *n.* 1. 形成, 组成 2. 形成物, 结构
- ⁶ council★ /'kaʊnsəl/ *n.* 委员会, 理事会
- ⁷ digest★ /dɪ'dʒest/ *vt.* 1. 吸收, 领悟 2. 消化
- ⁸ novel /'nɒvəl/ *a.* 新的; 新颖的; 新奇的 *n.* (长篇) 小说
- ⁹ emphasize /'emfəsaɪz/ *v.* 强调, 着重
- ¹⁰ constant /'kɒnstənt/ *n.* 1. 恒定的事物, 不变的事 2. 常数, 恒量
- ¹¹ element /'elɪmənt/ *n.* 1. 成分, 要素 2. 元素
- ¹² vitally /'vaɪtəli/ *ad.* 重大地; 紧要地
vital /'vaɪtəl/ *a.* 重大的; 紧要的
- ¹³ outcome /'aʊtkʌm/ *n.* 结果
- ¹⁴ boundary★ /'baʊndəri/ *n.* 分界线, 界限
- ¹⁵ formal /'fɔ:məl/ *a.* 1. 正式的, 正规的 2. 形式上的, 表面的
- ¹⁶ provider# /prəʊ'vaɪdə(r)/ *n.* 供给者; 准备者
- ¹⁷ break up 消散; 分解; 解体

- 18 wherever /hweər'evə(r)/ *ad.* 无论什么地方
- 19 supplier[#] /sə'plaɪə(r)/ *n.* 供应者, 供给者
- 20 motivate^{*} /'məʊtɪveɪt/ *vt.* 1. 激励, 激发 2. 作为……的动机
- 21 session[▲] /'seʃən/ *n.* (从事某项活动的) 集会 (或一段时间)
- 22 exhibit /ɪg'zɪbɪt/ *n.* 1. 陈列品; 展品 2. 展出; 展览会
- 23 supportive[#] /sə'pɔ:tɪv/ *a.* 支持的; 赞许的

注: * 表示 A 级词汇, ▲ 表示大学英语四级词汇, ■ 表示大学英语四级后词汇, # 表示以常用词汇为词根所构成的派生词。单词后的第 1 项释义为该单词在课文中的意思。

Proper Noun ■

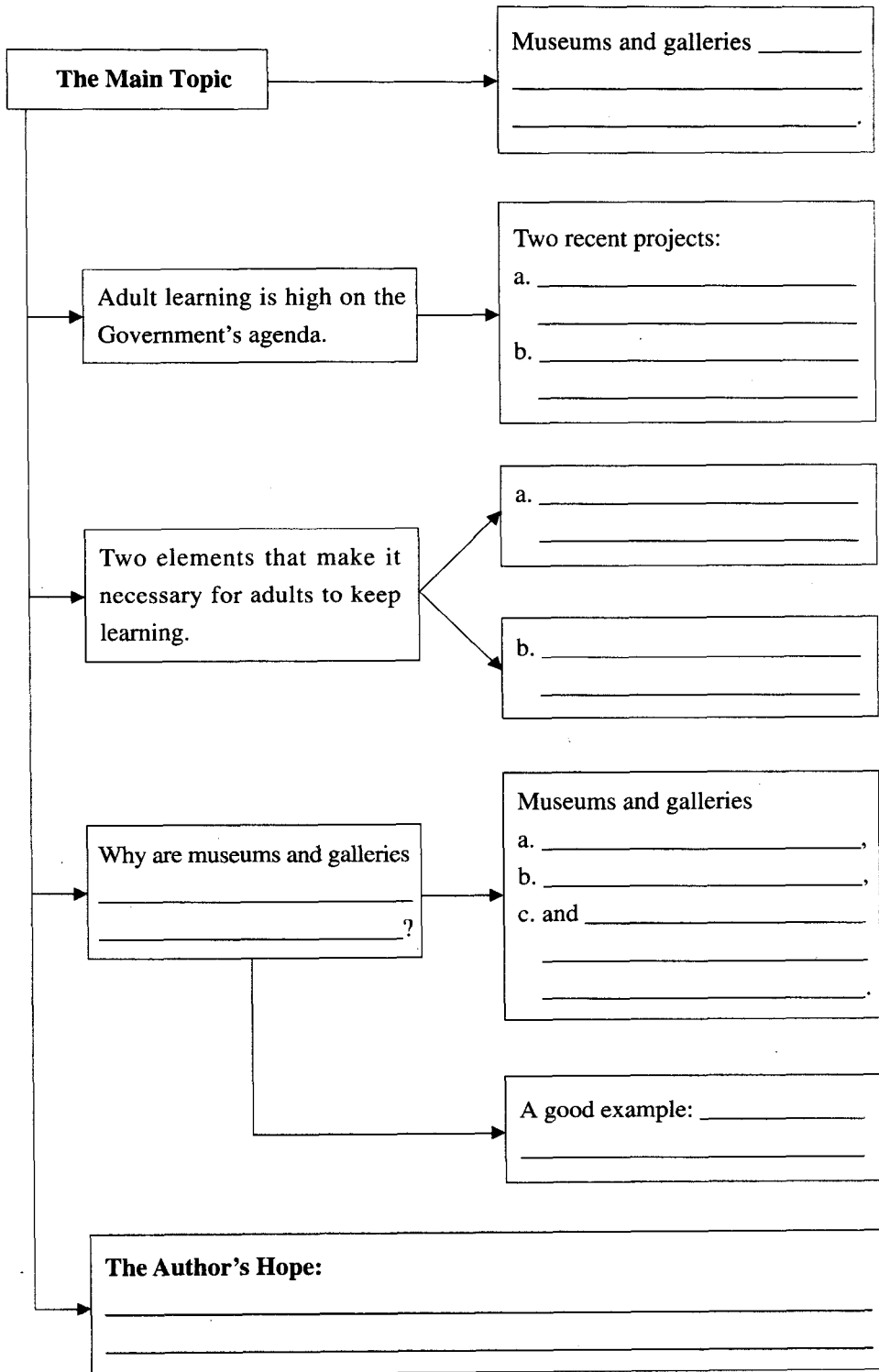
Oxfordshire /'ɒksfədʃɪə(r)/ 牛津郡 [英国英格兰郡名]

After Reading

A. Main Ideas

Complete the following diagram with the sentences or expressions given below.

1. have rich resources
2. In today's world, the only constant is change.
3. have the power to motivate learning and build the confidence of adult learners
4. preferable learning providers
5. can be interesting learning environments for all kinds of people
6. are rooted in the learners' communities
7. The population of the older people is increasing rapidly.
8. the Learning and Skills Councils
9. the University for Industry
10. Museums and galleries can be regarded as a first point of call for adult learning by providers and learners alike.
11. the Drawn from Memory project in Oxfordshire



B. Detailed Understanding

I. Tell if the following statements are true (T) or false (F) according to the text.

1. ____ People often mistakenly regard learning in museums and galleries as only for school kids.
2. ____ Children have to go to school, and so do adults.
3. ____ The Government is mainly interested in improving higher education.
4. ____ The Government formed the Learning and Skills Councils and the University for Industry to help create more chances for adults to learn.
5. ____ In the 21st century, people don't have to learn any facts.
6. ____ Adults in the 21st century have to learn "how to learn".
7. ____ People have to learn throughout their lives because things are changing too rapidly.
8. ____ Policy-makers used to be interested in education outcomes rather than education providers.
9. ____ The learning provided by museums and galleries is more flexible than that of schools and universities.
10. ____ Museums and galleries can motivate people to learn.
11. ____ Older people on the Drawn from Memory project used computers to make calendars from their own photos.
12. ____ The older participants were proud of what they had made.

II. Explain the sentences by filling in the blanks.

1. **Text sentence:** ... but there's nothing compulsory about adult learning.
Interpretation: ... but the law _____.
2. **Text sentence:** If you don't engage adults' interest, they can just quit learning at any time.
Interpretation: If you fail _____, adults may stop learning at any time.
3. **Text sentence:** Adult learning is high on the Government's agenda...
Interpretation: The Government gives _____.

4. **Text sentence:** Learning in the 21st century is something that delivers not facts to be digested under controlled conditions, but knowledge that can be applied to novel situations and challenges...

Interpretation: Instead of _____,
learning in the 21st century delivers knowledge that can be used
in new situations and challenges...

5. **Text sentence:** ... what they knew yesterday doesn't always apply today.

Interpretation: ... what people learned in the past _____.

6. **Text sentence:** ... the boundaries between formal providers (like colleges) and non-formal providers (like museums and galleries) are breaking up...

Interpretation: there is _____ between
formal providers and non-formal providers...

7. **Text sentence:** Museums and galleries are perfectly placed to rise to the challenge and become one of the new types of flexible adult learning suppliers.

Interpretation: Museums and galleries, as a new type of flexible adult learning supplier, are _____.

8. **Text sentence:** ... but with the motivation of the end product (the calendar with their own photos) in mind, they overcame their fears by working in a supportive environment, with like-minded people.

Interpretation: ... but keeping in mind _____
_____, they shared the same objective,
supported each other and overcame their fears.

C. Detailed Study of the Text



- ① And interest is the key—on the whole, children are in compulsory education...

(Para. 2) 关键是兴趣——总的来说，孩子们有接受教育的义务……

很多国家都规定少年儿童有接受教育的义务，如英国规定5到16岁的少年儿童必须接受教育，美国的大部分州也规定少年儿童在16岁前必须接受义务教育，义务教育一般也都是免费的。

- ② ... the formation of the Learning and Skills Councils to manage all post-16

education... (Para. 3) ……成立了“学习与技能委员会”，负责16岁以后的教育……

16岁以后的教育指非义务教育，通常指职业教育、普通高等教育以及其他形式的成人教育或继续教育等等。

- ③ ... something that is becoming essential in a world where the only constant is change. (Para. 3) …… (在21世纪，学习是) 某种在一个变化无常的世界里越来越必不可少的东西。

constant在数学和物理学中解释为“常数”或“恒定(值)”。此句中where the only constant is change意为“不变的规律是变化”。

- ④ ... they overcame their fears by working in a supportive environment, with like-minded people. (Para. 5) ……通过与志同道合的人一起工作，相互鼓励，他们克服了恐惧。

their fears是指他们对电脑的恐惧。

- ⑤ We still have a way to go, but if we act now, we can reach this goal and help to change people's lives. (Para. 6) 我们还有很长的路要走，但如果我们从现在做起，就能够实现这一目标，并帮助人们改变生活。

have a way to go等于have a long way to go，意为“还有很长的路要走”或“还有很多的事要做”。this goal指的是前一句中讲的museums and galleries are seen as a first point of call for adult learning by providers and learners alike。

D. Talking About the Text



Work in pairs. Ask and answer the following questions first and then put your answers together to make an oral composition.

1. What can museums and galleries be for all kinds of people?
2. Has the Government realized the importance of museums and galleries?
3. What should people in the 21st century be able to do?
4. What else should they do throughout their lives? Why?
5. What is the other reason for people to keep learning?
6. Why is this an important opportunity for museums and galleries?
7. Why can museums and galleries be good adult learning suppliers?
8. What does the author hope providers and learners can do?

Before Reading

Text B

Discuss the following questions in class.

1. When you graduate from college, would you like to go on studying for higher degrees? If yes, how long would you like to study?
2. How do you understand the saying "One is never too old to learn"?

Reading

Something to Rely On

1 Learning has always been an important part of my life. In fact, I have never stopped studying since graduating over 15 years ago. Strangely¹, the more knowledge I have acquired², the more I have found myself lacking in knowledge. It seems that, once the process of learning has been started, it is hard to stop.

2 After obtaining³ my first degree in mechanical⁴ engineering, I studied building services and environmental⁵ technology. I obtained an honours degree in physics and mathematics, a postgraduate⁶ diploma⁷ in construction⁸ project management⁹, an MBA¹⁰ and a Master's in English for Special Purposes and took some other courses without academic awards. Today, I am pursuing a part-time Ph.D.¹¹ in English Studies.

3 Some friends wonder how I have kept studying for so many years. They usually ask: "Is it worth studying that much?", "What are the motivations?" and "How can you cope with the pressure of working full-time and studying part-time?"

4 I always find it hard to give definite answers. I have never actually weighed¹² the cost of studying a programme against the expected returns and have not had any specific objectives in mind when I enrolled. All I thought was that the programme was interesting and could provide me with the knowledge I wanted. Probably, my appetite for knowledge gave me the motivation to go on.

5 Taking a formal programme helps one acquire in-depth knowledge in a structured way. I see academic awards as milestones¹³ of personal achievement.

6 Like many other part-time adult learners, I do sometimes feel the pressure of working full-