

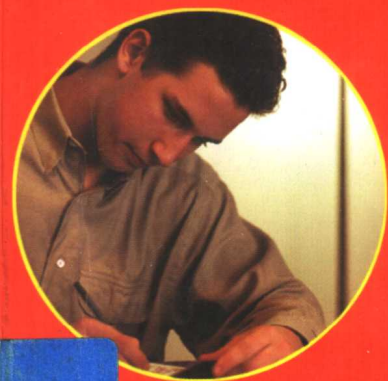
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NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程

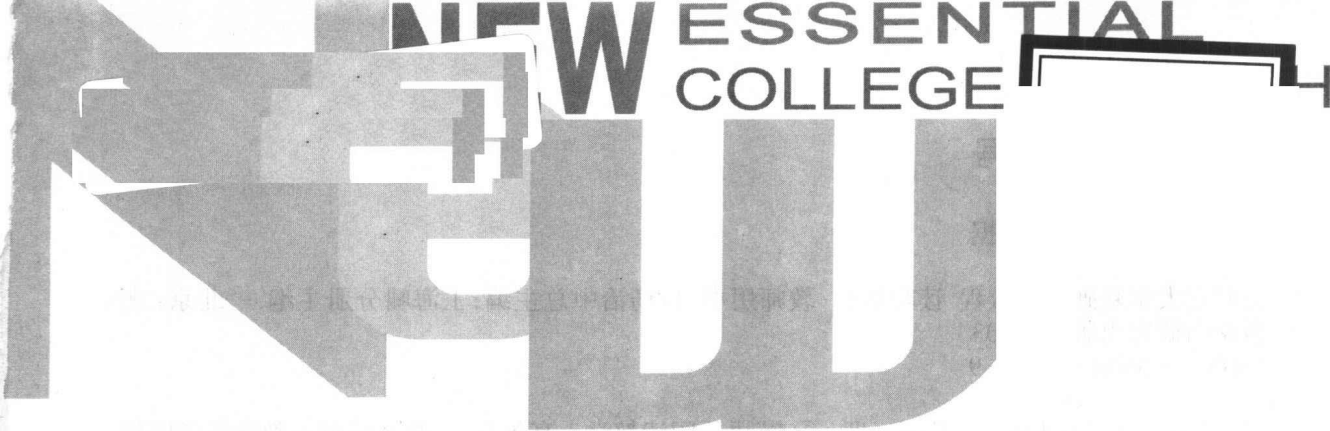
读写教程 教师用书

总主编：杨治中 主编：王海啸



外语教学与研究出版社

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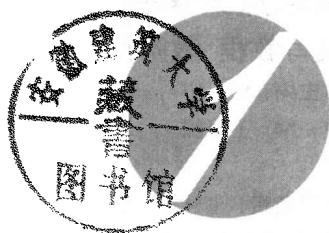
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读写教程 教师用书 1

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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和培养目标,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》。该《基本要求》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,为高职高专的英语教学指出了明确的方向。

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。本教材由长期从事大学英语和高职高专英语教学并具有丰富教学经验的教师编写,共分读写、听说、学习方法与阅读三种教程。本教材在编写过程中,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。教程所选篇章均短小精悍、题材广泛、语言规范、内容新颖,富有时代气息,融知识性、趣味性和可思性于一体;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指正,以使它不断改进和完善。

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。

本书共 12 个单元，每单元由 3 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。第三部分侧重句子层次的写作训练，同时系统介绍大学基础英语语法要点。

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是：

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》所列的其他相关词性与释义。
	Main Ideas	对课文的宏观分析，兼顾部分实义词与功能词的学习。
	Detailed Understanding	通过选择与填空两种练习形式加深对课文的理解。
	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、构词等方面对少数常用词作全面介绍。
	Synonym/Antonym Study	用同义、反义联想的手法拓展学生的词汇。
	Sense Group	用意群联想的手法拓展学生的词汇。
	Crossword	用游戏的方法巩固已学的词汇。
	Word Formation	通过构词学习拓展学生的词汇。
	Confusing Words and Expressions	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已学的语法知识，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，同时帮助学生对课文进行全面复习。

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Unit O ne

Session One

Opening Session

Tips for classroom activities:

- 1. The teacher introduces herself/himself.
- 2. Ask 5 to 8 students to introduce themselves. If they cannot speak in English, encourage them to speak Chinese with as many English words as possible. The teacher can give an example. (The purpose is to get the students to talk in class.)
- 3. Introduce the overall structure of the textbook.
 - a. Twelve units.
 - b. Three parts in each unit: Part 1: Texts A and B with reading comprehension questions and notes to the texts; Part 2: Vocabulary Practice; Part 3: Grammar and Sentence Structure.
 - c. Each reading text is about 300 words long and is to be given equal attention.
- 4. Introduce the main teaching approaches.
 - a. Since this course aims at developing the students' English competency in an all-round way, attention will be given to the skills of reading, listening, writing, speaking and translation.
 - b. Students are expected to preview the lessons before class. If they do not do so, they will be unable to take part in many classroom activities.
 - c. Students should review the lessons and do all the exercises after class. Teachers will begin each class with a check on the students' review and exercises.
 - d. Students are encouraged to take an active part in class.
 - e. Students will be given plenty of opportunities to practice using the language in and outside class.
 - f. Students' classroom performance will be an important factor determining their final grades for the course.
- 5. Finally, ask the students if they are clear about the main points of the course and if they have any other concerns.

如何学习英语 (一)

1 学习外语的目的是交流。英语是一种用来同来自许多其他国家的人士进行交流的常用语言。

2 你也许计划要出国学习几年,也许希望与在中国的外国客人交流。你可能要和他们讨论怎么去找一家好的餐馆,或者你想利用引进的大量的外语电影、广播和电视节目、磁带以及杂志等。

3 不管你出于何种原因,需要记住的是:你的目的是理解别人,并让别人理解你。“丢面子”这种想法是语言学习的最大障碍,必须加以克服。你觉得你可以通过读书或看别人打球就能学会打篮球吗?你不能只是想或是谈论如何学习英语,你得要实践。

4 你要学会在班级里成为一个主动的,而不是被动的学生。你的老师不可能知道你在想什么。遇到不懂的问题时,你如果不提问,或不要求进一步讲解,老师是无从知晓的。提问题实际上是在帮助老师。在学习的过程中你必须采取主动。

5 学习时要注重英语的发音和句型,而不是想办法去把英语逐句地翻译成汉语。要学会用英语进行思维。

6 要做到这一点,你必须模仿别人用正常语速说话。这在开始时会很困难,但你要记住在英语国家没人说“特别英语”。如果你只学“特别英语”,你会发现你什么都听不懂。

Before Reading

Tips for classroom activities:

1. Divide the class into two parts and ask the students in each part to work on one question.
2. Ask the students to think for one minute and then exchange their answers in small groups for 2 minutes.
3. Ask 4 or 5 students to answer the questions.

After Reading

Tips for classroom activities:

1. Ask one or two students to read the “Main Ideas” exercise aloud to the class. Note that students may give answers which are correct or appropriate but different from those provided in the teacher’s book. Sometimes, correct words may be used in incorrect forms.
2. Check the answers to the first exercise under “Detailed Understanding”.
3. Ask the students to answer the following questions. While doing this activity, the students should have their books closed because this activity is based on the second exercise under “Detailed Understanding” and students are supposed to have done the exercise before class.
 - a. Why is English an important foreign language for Chinese students? (Because it is a common means of communication in the world.)
 - b. According to the text, what is the greatest difficulty to overcome in English learning? (The fear for losing face.)
 - c. What is a mind-reader? (A mind-reader is someone who knows what is in your mind.)
 - d. Is it good for Chinese students to translate English into Chinese sentence by sentence? Why? (No. Because then you’ll always think in Chinese.)
 - e. What is a good way to learn to speak English? (By imitating others’ speaking at normal speed.)
4. Ask the students to translate the following into English.
 - a. 为了交流 (for the purpose of communication)
 - b. 一种常见的交流方式 (a common means of communication)
 - c. 谈论如何找到一家好的餐馆 (talk about finding a good restaurant)
 - d. 利用外文电影 (make use of foreign language films)
 - e. 外语学习的最大障碍 (the biggest obstacle to foreign language learning)
 - f. 请求进一步解释 (ask for further explanation)
 - g. 积极主动地参与学习过程 (take an active part in the learning process)
 - h. 注重句型 (concentrate on sentence patterns)
 - i. 用英语思考 (think in English)
 - j. 用正常语速说话 (speak at normal speed)
5. Ask the students to translate the following into English.
 - a. 注重拼写 (concentrate on spelling)
 - b. 利用我们的业余时间 (make use of our free/spare time)

- c. 为了更好的理解 (*for the purpose of better understanding*)
- d. 请求帮助 (*ask for help*)
- e. 改革的最大障碍 (*the biggest obstacle to reform*)
- f. 用汉语写 (*write in Chinese*)
- g. 用正常的速度开车 (*drive at normal speed*)
- h. 高速开车 (*drive at high speed*)
- i. 最快的旅行方式 (*the quickest means of travel*)
- j. 积极参加体育活动 (*take an active part in sports*)
- k. 谈论如何挣更多的钱 (*talk about making more money*)

6. Ask the students to rewrite the following sentences in different ways but keep the original meaning.

- a. People learn a foreign language because they want to communicate with others. (*Learning a foreign language is for the purpose of communication.*)
- b. No matter what reason you have, you need to remember that your purpose is to understand others and make others understand you. (*Whatever your reason, you need to remember that your purpose is to understand and make yourself understood.*)
- c. You must learn to be an active and not a passive student in class. (*You must learn to be an active rather than a passive student in class.*)
- d. Your teacher can't know if you don't ask a question. (*Your teacher can't know unless you ask a question.*)
- e. If you ask questions, you are helping the teacher. (*You are helping the teacher by asking questions.*)
- f. While you are learning, try to concentrate on English sounds and sentence patterns and try not to translate English into Chinese sentence by sentence. (*While learning, try to concentrate on English sounds and sentence patterns instead of trying to translate English into Chinese sentence by sentence.*)
- g. You'll find you can't understand others if you only learn "Special English". (*You'll find yourself unable to understand if you only learn "Special English".*)

7. Give the students some verbs and ask them to find nouns in the new word list that can serve as grammatical objects. If time allows, ask the students to make a sentence with each combination.

- a. find (*magazine; tape; reason; means; process; speed*)
- b. overcome (*obstacle*)
- c. cut off (*communication; tape*)

8. Give the following descriptions and ask the students to find appropriate adjectives from the new word list. If time allows, ask the students to make a sentence

with each adjective.

- a. A student asks many questions in class. (*active*)
- b. In a class of 40 students, only one likes to ask questions in class. (*special*)
- c. Most Americans drive at a speed of 55 miles an hour. (*normal*)
- d. Bill never speaks in class unless he is asked by the teacher. (*passive*)
- e. Nowadays computers can be found everywhere. (*common*)
- f. I want to talk with a foreign tourist but my English is poor. (*unable*)

9. Students work in pairs, making a sentence with each of the following pairs of words.

- a. special, overcome
- b. concentrate, explanation
- c. purpose, imitate
- d. communicate, process

10. The following vocabulary information is for teachers' reference.

abroad *ad.* in or going to a foreign country: *He has gone abroad. / I've just got back from abroad.* 【近】overseas

communicate *v.* 1. to use speech, radio signals, or body movements, to give or exchange information or opinions: *He communicates with Miami by radio. / I can't communicate with them; the radio doesn't work.* 2. to convey one's ideas, feelings, etc. clearly to others: *I don't think that the speaker communicates his thoughts very clearly.* 【近】convey

tape *n.* 1. a long thin piece of narrow material covered with a magnetic substance used for various purposes such as recording sounds, pictures, and computer information: *Tapes can be used to record sounds such as speech or music.* 2. a long narrow piece of material in the form of a band, used for tying up parcels, packets, etc.: *Tapes are used to tie things together or to identify who a piece of clothing belongs to.* | *v.* 1. to attach or fix something by using a tape: *The doctor taped up the wound. / I taped the shopping list to the fridge door.* 【近】stick 2. to record (sounds or pictures) on magnetic tape

whatever *pron. & det.* 1. no matter what: *We are determined to fulfill the task, whatever happens. / Whatever excuse he makes will not be believed. / Davis has given up whatever hopes he may have had.* 【近】regardless of 2. everything or anything that: *I went to the library and read whatever I could find about Robert Owens. / He volunteered to do whatever he could. / Do whatever you like.*

purpose *n.* 1. an intention or plan, or the reason for an action: *The purpose of the meeting was to discuss the committee's report. / It was agreed that the money could only be used for peaceful purposes. / Did you come to London for the*

purpose of seeing your family or for business purpose? 【近】 objective 2. the object or end of which a thing is made, done, or used: *Don't waste your money; put it to some good purpose. / He studied for three years to good purpose. / What is the purpose of this machine?*

on purpose with a purpose and not by accident or chance: *He had gone there on purpose, to see what happened. / Do you think I did it on purpose? / I'm sure nobody shot Jack on purpose. It was an accident.* 【反】 accidentally

overcome v. to successfully deal with or control (a problem or feeling): *He overcame his fear of heights. / Finally, Tom overcame his difficulties in language learning.*

active a. 1. busy in (an activity or organization) and working hard for it: *He was active in drawing public attention to our problems. / He takes an active part in school affairs.* 【反】 passive 2. showing much or constant action: *The enemy forces were still active in the north. / Market is active.* 3. energetic and lively, showing much action: *She has an active imagination. / The cat is an active animal.* 【近】 energetic; lively

passive a. 1. not influenced by outside forces and not responding actively to things said or done: *She was so angry that she could remain passive no longer.* 2. submissive or receptive to outside forces: *The slaves gave passive obedience to the master. / passive smoking*

explanation n. a process of explaining, or something that explains something else: *Did he have anything to say in explanation of his conduct? / His explanations are always difficult to believe.* 【近】 account; description

process n. 1. a connected set of human actions or operations performed intentionally in order to achieve a particular result: *It has been a long process getting this information. / The process of learning to read takes a long time.* 2. a connected set of developments happening naturally and resulting in a biological or chemical change: *It has passed through an interesting process of evolution. / Coal was formed out of dead forests by chemical processes.* 3. any method of treating raw materials in a factory in order to manufacture a finished product: *Cotton goes through several processes when being made into cloth. / Will you describe the process of building a boat?* 【近】 technique | v. to treat something or put it into a system in order to deal with it or so that it can be used or sold: *The cloth has been processed to make it waterproof. / His application will take a few weeks to process. / Eight or ten computers are processing the new data.*

concentrate v. (on) 1. to give all attention, energy, etc., to something that one is working on: *Concentrate on your driving. / He believed that governments should concentrate more on education.* 【近】 focus 2. to come together in or around a small area:

Modern industry has been concentrated in a few large cities. / The crowd concentrated in the center of the town. 3. to remove unnecessary substances such as water, etc., from a liquid or substance so that it can increase its strength and power: *This device is used to concentrate sugar solution into syrup.*

imitate v. 1. to copy the behavior of others: *Other societies have begun to imitate the wastefulness of the West. / The little boy imitates the way his father does things.*
2. to try to make something like another by following a pattern or model: *It's plastic, made to imitate leather.*

normal a. usual and ordinary, in accordance with what people expect: *This heavy traffic is normal for this time of day.* 【近】 typical 【反】 abnormal

Homework:

1. Preview Text B together with the comprehension questions.
2. Finish the exercises in Vocabulary Practice.

Session Two

Revision of Text A

Tips for classroom activities:

1. Choose one paragraph from Text A for dictation. When this is done, the teacher can have the following options to check the results:
 - a. Ask one student to read aloud his/her dictation;
 - b. Ask all the students to check their dictation against the original text;
 - c. Ask the students to check each other's dictation;
 - d. Collect the dictation from 5 randomly selected students for later checking by the teacher.
2. Ask two students to give a summary of Text A orally.

如何学习英语 (二)

1 认真听老师讲课和录音磁带，跟着大声朗读。如果你尽可能准确地重复你所听到的一切，练多了，你的发音就会得到改进。在老师的帮助下，找出你所特有的问题，并逐日、逐个地将它们解决。不要孤立地学习单词，要把它们放在词组中学习。

2 要在课上和课下跟老师和同学说英语。如果你找不到合适的词汇，就把思想重新组织一下，换一种方式来表达自己的意思，而不要放弃，转回用汉语表达。

3 找旅游者对话。游客一般会乐于跟“真正的”中国人(即导游以外的中国人)接触。他们会很高兴地跟你们交谈。

4 要掌握有效的学习方法。中国学生一般愿意长时间地苦读。这是一种好品质，但并不是有效的学习方法。效率高的学生睡得好，吃得好，休息得好。你每天都需要散散步，打打篮球，唱唱歌，或做点别的能使自己放松的事。你不时地还需要和朋友一起出去玩玩，看场电影，或听场音乐会。当你重新开始学习的时候，你的脑袋就会更清醒，你也就会学得更多。

5 也许我们可以说学英语就像吃中药一样。我们不是说它事实上很苦。如果你有好的学习方法，学英语可以很有趣。慢慢地学，这样日复一日，其效果就会像中药的药效一样慢慢地显现出来。

Before Reading

Tips for classroom activities:

1. Ask the students to recommend two of their classmates who are believed to be strong in spoken English.
2. The two recommended students introduce to the class their strategies for improving oral English.

3. Write “Chinese Medicine” on one side of the blackboard and “English Learning” on the other side. Ask the students to tell the similarities and differences between the two. Then write the main points on the blackboard.
4. Ask one or two students to summarize the main points.

After Reading

Tips for classroom activities:

1. Ask one or two students to read the “Main Ideas” exercise aloud to the class. Note that students may give answers which are correct or appropriate but different from those provided in the teacher’s book. Sometimes, correct words may be used in incorrect forms.
2. Check the answers to the first exercise under “Detailed Understanding”.
3. Ask the students to answer the following questions. While doing this activity, the students should have their books closed because this activity is based on the second exercise under “Detailed Understanding” and students are supposed to have done the exercise before class.
 - a. What kind of people can help you with your English learning? (*Teachers, students and tourists.*)
 - b. Can you name some ways to relax yourself? (*Having enough sleep, food, rest, and relaxation; taking a walk; playing basketball, singing a song, going out with friends, seeing a movie, or going to a concert.*)
 - c. What is an efficient method of English learning? (*Repeating what you hear as closely as you can; determining your particular problems; not giving up speaking English when you have difficulties; finding a chance to talk to tourists; learning to relax yourself when necessary.*)
4. Ask the students to translate the following into English.
 - a. 练习大声地模仿老师(说话) (*practice imitating the teacher aloud*)
 - b. 在老师的帮助下 (*with the help of the teacher*)
 - c. 逐个地, 逐日地 (*one by one, day by day*)
 - d. 同学 (*fellow students*)
 - e. 把你的意思说出来 (*say what you mean*)
 - f. 除了导游以外的人 (*someone other than the tourist guide*)
 - g. 学习方法 (*method of study*)
 - h. 你觉得能让你放松的事 (*something you find relaxing*)
 - i. 不时地 (*every now and then*)

- j. 听音乐会 (*go to a concert*)
- k. 像吃中药一样 (*be like taking Chinese medicine*)

5. Ask the students to translate the following into English.

- a. 年复一年 (*year by year*)
- b. 工友 (*fellow workers*)
- c. 告诉我你要什么 (*tell me what you want*)
- d. 每天练习跑步 20 分钟 (*practice running for 20 minutes every day*)
- e. 除了英语以外的课程 (*subjects/courses other than English*)
- f. 看电影 (*go to a movie/film; see a movie; go to the cinema*)
- g. 教学方法 (*method of teaching*)
- h. 像睡在冰上一样 (*be like sleeping on the ice*)
- i. 在同学的帮助下 (*with the help of one's fellow students*)
- j. 我觉得令人兴奋的事 (*something I find exciting*)

6. Ask the students to rewrite the following sentences in different ways but keep the original meaning.

- a. You hear something and then you repeat it as closely as you can. (*Repeat what you hear as closely as you can.*)
- b. As you practice, your pronunciation will improve. (*Your pronunciation will improve with practice.*)
- c. If you can't find just the right words, think in a different way. (*If you can't find just the right words, reorganize your thoughts.*)
- d. If you can't find just the right words, express your meaning in a different way. (*If you can't find just the right words, find another way to say what you mean.*)
- e. Don't give up and use Chinese again. (*Don't give up and fall into Chinese.*)
- f. When you come back to your studies, your mind will be fresh again. (*When you return to your studies, your mind will be refreshed.*)
- g. If you have a good method of study, it can be very enjoyable to study English. (*If you have a good method of study, studying English can be very enjoyable.*)
- h. You will see the effects like those of Chinese medicine. (*The effects will come like Chinese medicine.*)

7. Give the students some verbs and ask them to find nouns in the new word list that can serve as grammatical objects. If time allows, ask the students to make a sentence with each combination.

- a. organize (*thought; tourist; method; concert*)
- b. produce (*thought; method; concert; effect*)
- c. give up (*tourist; method; relaxation; concert*)

8. In the following situations, some actions should be taken. Ask the students to