

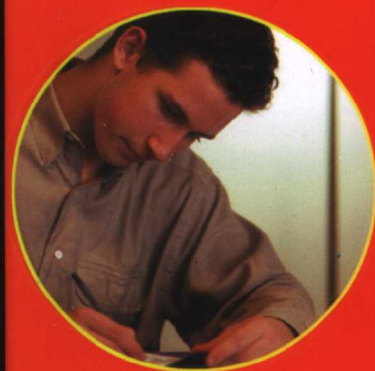
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NEW ESSENTIAL
COLLEGE ENGLISH

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

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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。本教材的内容编排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、互参互补，使学生通过学习不仅掌握语言技能和知识，而且增进对中西方文化的了解，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，并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，以使它得以不断的改进和完善。

编 者
2005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 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》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，同时帮助学生从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

Session One

Opening Session

Tips for classroom activities (for beginning classes):

1. The teacher introduces himself/herself.
2. Introduce the overall structure of the textbook.
 - a. Twelve units.
 - b. Five parts in each unit: Part 1: Text A with its reading comprehension questions; Part 2: Text B with its reading comprehension questions; Part 3: Vocabulary Practice; Part 4: Grammar and Sentence Structure; Part 5: Practical English Writing.
 - c. Each text is about 400 words long and is to be given equal attention.
3. Introduce the main teaching approaches.
 - a. Since this course aims at developing students' English competence 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 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.
4. Finally, ask the students if they are clear about the main points of the course and if they have any other concerns.

Tips for classroom activities (for continuing classes):

By now, students have been studying English in the college for one semester or a year. They may be asked to recall what they said what they could do with English when they first entered college and compare it with what they can do with it now. In what aspect(s) have they made the greatest progress? In what aspect(s) have they remained the same or even gone worse? Ask them to discuss in groups and try to find some possible reasons for their progress or lack of progress. In the end, some student representatives can be asked to report the results of their discussion to the class.

Text A

Chinese Translation

学习革命

- 1 很奇怪，没几个人掌握正确的阅读方法。我要说的还不是那种每分钟读几千单词的超级阅读技巧。
- 2 我们先来看两个问题：你认为你每天能看完四本书而且能领会它们的主要内容吗？这个星期你看过一份报纸吗？
- 3 如果你对第一个问题的回答是否定的，而对第二个问题的回答是肯定的，那么请你再想一想，假如你读过随便哪个大城市的一份日报，那么你的阅读量至少相当于四本书。
- 4 你是怎么看报纸的？你只看那些感兴趣的东西。你是怎么知道的？因为报纸有不同的版面，如果你对体育感兴趣，你只看体育版，对商业感兴趣则只看商业版。即使这样，你也不会看所有的体育报道或商务文章。报纸的标题挑明了文章的要点，这就方便了你的选择。另外，报纸的写作格式也使得你很容易了解大意。每一个

标题的下面，你一般都会在第一段中读到对要点的综述。这样一来，你便可以选择只读综述或通读全文。

5 很显然，你已经知道每天如何浏览报纸，所以你也应该知道如何浏览四本书或其他印刷品。同样的原理也适用于所有非小说类读物。

6 阅读之前先问自己：我为什么要读这本书？我要从中获得什么？我希望了解什么新信息？然后，看看这本书的结构。几乎所有非小说类读物都会在引言中介绍其主要内容，它会告诉你这本书会不会提供你所要的答案，这样你就能决定是否每章都要读。

7 在一般情况下，非小说类读物的作者会以讲话的口吻写引言。一个演讲者会先告诉你他将要讲什么，然后是演讲的主体，最后再总结演讲的要点。而书的每一个章节往往也是用相似的方法写成的：章节的标题以及第一段或开头几段会说明主题，然后是进一步讨论，结束时可能会有一个总结。如果书中有小标题，这些小标题也会有帮助。

8 另一个提示：不要看得太慢。即使是那些你觉得需要仔细看的部分也会包含只需略读的内容。记住你读书的目的以及你所要寻找的主要答案。如果你想了解主题思想，那么前面的浏览也许就足够了。如果你要寻找具体的信息和引文以便用于一份报告、一篇文章或一本书，那你就得停下阅读，把所需的内容记下来。用记号笔将关键的内容标出来。当你以后想重新寻找相关信息时，这些标记会帮你回忆。

Before Reading

Tips for classroom activities:

1. Write "Comparing newspaper reading with book reading" on the blackboard. Divide the class into two groups, one trying to find as much as possible about the similarities between the two kinds of reading while the other concentrating on the differences. Students in each group may begin by brainstorming independently. Then they can share their findings in pairs. Finally, different pairs may pool their findings to form ONE list of similarities or differences between the two kinds of reading.
2. Representatives from each group report the results of the group discussions to the whole class.

After Reading

Tips for classroom activities:

1. Ask one or two students to convert the graph in the Main Ideas exercise into a paragraph that summarizes the main idea of the text and report their answers to the class. Students can use the words and expressions provided in the exercise. They can also accomplish the task using their own language.
2. Read the following statements to the class and ask the students to correct them according to the text.
 - a. This passage tries to teach people some super-reading techniques. (The author talks about using newspaper reading skills in nonfiction reading.)
 - b. The passage is for people who know nothing about skimming. (The passage is for people who know how to skim newspapers.)
 - c. Businessmen only read the business sections of newspapers. (People read the sections they are interested in. If businessmen are interested in other issues, they may also read other sections of newspapers.)
 - d. If people are interested in certain sections of a newspaper, they will read everything in those sections. (Even if people are interested in certain sections of a newspaper, they will only read part of them.)
 - e. Newspaper headlines give background information related to the news stories. (Newspaper headlines highlight the main points of the articles.)
 - f. Introductions in nonfiction books can provide answers to your questions. (Introductions in nonfiction books can give the main points.)
 - g. The questions you ask yourself before reading can help you remember the main points of what you read. (The questions you ask yourself before reading can help you select the parts of a book that you are interested in.)
 - h. Reading slowly can help you understand better. (You should not read the parts that have nothing to do with the purpose of your reading.)
 - i. Highlighting will help you find the main points. (Highlighting will make it easy to refresh your memory when you want to retrieve the information later.)
3. Explain the following sentences taken from Text A.
 - a. And we're not talking about super-reading techniques of thousands of words a minute. (And we are not concerned about ways in which people read thousands of words a minute.)
 - b. ... if you read a daily newspaper in any major city, you've read the equivalent of at least four books. (... reading four books is about the same as reading a daily newspaper in a major city.)

- c. You read only those things you are interested in. (If you are not interested in something, you will not read it.)
- d. Newspaper headlines highlight the main points, and make it easy for you to choose. (Newspaper headlines help you choose what you read because they highlight the main points.)
- e. After each headline, you'll generally find them summarized in the first paragraph. (You can generally find the summary of a newspaper article in the first paragraph.)
- f. So you can either read the summary or devour the whole story. (So you can read the whole story or just the summary.)
- g. The same principle applies to all nonfiction reading. (It is the same with all nonfiction reading.)
- h. Then find the book's formula. (Then find how the book is organized/structured.)
- i. Generally, nonfiction authors write books like speeches in the introduction... (Generally, nonfiction authors write introductions in much the same way as they do in speeches...)
- j. Even those pages you think you need to read will include much information that can be skimmed. (You may think you need to read certain pages, but even here, you don't have to read everything.)
- k. If you're looking for main ideas, then that skimming may be all you'll need. (That skimming may be enough to help you find the main ideas you want.)

4. Have the students do After Reading Exercise D on Page 7.

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

- a. 正确地阅读 (read properly)
- b. 每分钟几千词 (thousands of words a minute)
- c. 相当于四本书 (the equivalent of four books)
- d. 使某人易于做某事 (make it easy for someone to do something)
- e. 写作风格 (writing style)
- f. 浏览报纸 (skim a newspaper)
- g. 印出来的东西 (something in print)
- h. 从书中获得某些信息 (get some information out of a book)
- i. 提供你所要的答案 (provide the answer you want)
- j. 总结他所告诉你的一切 (summarize what he's told you)
- k. 以一首歌结束 (end with a song)
- l. 检索特定信息 (retrieve the information)

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

- a. 以一个问题开始 (begin with a question)
- b. 复述一个故事 (retell a story)

- c. 穿蓝衣服的小女孩 (a girl in blue)
- d. 浏览一个章节 (skim a chapter)
- e. 从她那里了解到真相 (get the truth out of her)
- f. 说话风格 (speaking style)
- g. 正确地写作 (write properly)
- h. 提供村民们所需要的水 (provide the water the villagers want)
- i. 把他给你的东西给我看看 (show me what he's given you)
- j. 相当于三个苹果 (the equivalent of three apples)
- k. 每天几百公里 (路) (hundreds of kilometers a day)
- l. 使某人难于做某事 (make it difficult for someone to do something)

7. The following words are taken from the New Words and Expressions part of Text A. Ask the students to choose one word from each column and make a sentence with the pair of the words chosen. For example, one can use “summary” and “divide” to make such a sentence: “The summary can be divided into three parts.” Each student should make at least five sentences. Students can do this task on their own first, and then compare notes in pairs or groups of three or four. If time allows, ask some students to share their sentences with the whole class.

Column A	Column B
revolution <i>n.</i>	divide <i>v.</i>
equivalent <i>n.</i>	highlight <i>v.</i>
section <i>n.</i>	summarize <i>v.</i>
headline <i>n.</i>	skim <i>v.</i>
summary <i>n.</i>	apply <i>v.</i>
paragraph <i>n.</i>	indicate <i>v.</i>
principle <i>n.</i>	amazingly <i>ad.</i>
introduction <i>n.</i>	besides <i>ad./prep.</i>
title <i>n.</i>	
theme <i>n.</i>	
quote <i>n.</i>	

8. The following words are often used with certain prepositions. Find the preposition that often goes with the word and make a sentence with them.
- a. equivalent (of; to)
 - b. divide (into)
 - c. (in) print
 - d. (in) principle

- e. apply (*to; for*)
- f. introduction (*to*)
- g. quote (*from*)

9. The following vocabulary information is for the teacher's reference.

amaze *vt.* to surprise someone very much: *Dave amazed his friends by suddenly getting married.* 【近】 surprise | **amazed** *a.* very surprised: *You'd be amazed how much money you can save./Visitors are often amazed to discover how little the town has changed.* 【近】 surprised | **amazing** *a.* so surprising you can hardly believe it: *It's amazing how often you see drivers using mobile phones.* 【近】 surprising | **amazingly** *ad.:* *These shoes were amazingly cheap.*

super- *prefix* more, larger, greater, or more powerful: *the super-rich/super-efficient*
equivalent *n.* something that has the same value, purpose, job, etc. as something else: *This word has no equivalent in English./He had drunk the equivalent of 5 bottles of beer.* | *a.* having the same value, purpose, job, etc. as a person or thing of a different kind: *a decrease of 10% in price compared with the equivalent period in 1998* 【近】 same

section *n.* 1. one of the parts that something such as an object or a place is divided into: *the non-smoking section of the place* 【近】 part, area 2. a separate part of a book, newspaper, document, report, etc.: *This issue will be discussed further in section two.*

highlight *vt.* 1. to make a problem or subject easy to notice so that people pay attention to it: *Your resume should highlight your skills and achievements.* 2. to mark written words with a special colored pen, or in a different color on a computer: *Use the cursor to highlight the name of the document you want to print.* | *n.* the most important, interesting, or enjoyable part of something such as a holiday, performance, or sports competition: *That weekend in Venice was definitely the highlight of our trip.*

besides *prep.* in addition to someone or something that you are mentioning: *People choose jobs for other reasons besides money./Besides myself, the only English people there were Keith and Doreen.* 【近】 in addition (to)

summarize *vt./vi.* to make a short statement giving only the main information and not the details of a plan, event, report, etc.: *The authors summarize their views in the introduction./To summarize, in most cases the schools were achieving the standards set.* 【近】 sum up

summary *n.* a short statement that gives the main information about something, without giving all the details: *A brief summary is given on a separate sheet./*

The group produces a monthly summary of their research./In summary, do not sell your shares.

skim vt. to read something quickly to find the main facts or ideas in it: *Julie skimmed the sports page./Just skim through the second section to save time.* 【近】 scan

principle n. 1. a moral rule or belief about what is right and wrong, that influences how you behave: *Schools try to teach children a set of principles./He's got no principles at all!* 2. the basic idea that a plan or system is based on: *The general principle is that education should be available to all children up to the age of 16.*

【近】 theory

apply v. 1. to have an effect on or to concern a particular person, group, or situation: *Do the same rules apply to part-time workers?* 2. to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something: *She applied for a job with the local newspaper./I applied to four universities and was accepted by all of them.*

formula n. 1. a method or set of principles that you use to solve a problem or to make sure that something is successful: *We're still searching for a peace formula./a formula for the withdrawal of US forces from the area* 【近】 solution 2. a series of numbers or letters that represent a mathematical or scientific rule: *the formula for calculating distance*

introduction n. 1. a written or spoken explanation at the beginning of a book, speech, etc.: *In the introduction he explains why he wrote the book.* 2. the act of formally telling two people each other's names when they first meet: *Pete, are you going to make the introductions?* 3. the act of bringing something into use for the first time: *the introduction of a range of new products*

title n. 1. the name given to a particular book, painting, play, etc.: *The title of this play is "Thunderstorm".* 【近】 name 2. a name that describes someone's job or position: *Her official title is editorial manager.* 【近】 position

indicate vt. 1. to show that a particular situation exists, or that something is likely to be true: *Research indicates that over 81% of teachers are dissatisfied with their salary./The study indicates a strong connection between poverty and crime.*

【近】 show 2. to say or do something to make your wishes, intentions, etc. clear: *Professor Johnson has indicated his intention to retire at the end of next year.*

【近】 tell

theme n. the main subject or idea in a piece of writing, speech, film, etc.: *The book's theme is the conflict between love and duty.* 【近】 subject, main idea

quote n. a sentence or phrase from a book, speech etc. which you repeat in a speech or a piece of writing: *a quote from the minister's speech* | v. to repeat exactly what

someone else has said or written: *She quoted from a newspaper article./*
He quoted a short passage from the Bible. 【近】 quotation

Homework:

1. Preview Text B together with the comprehension questions.
2. Finish all the vocabulary exercises.

Session Two

Review 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 back his/her paragraph;
 - b. Ask all the students to check their paragraphs with (against) the original text;
 - c. Ask the students to check each other's paragraphs;
 - d. Collect the paragraphs from five randomly selected students for checking later.
2. Ask two students to give a summary of Text A orally.

写作：大学学习的基石

1 对于哈佛大学说明文写作教学组主任萨默斯博士以及许多学生而言，写作是大学学习的基石。哈佛大学所有一年级学生都要上一个学期的说明文写作课。这门研讨课强调仔细的阅读、改写和研究，它是为学生们今后在哈佛所读的课程打基础的一门课程。

2 萨默斯说，写作不仅在大学学习中占有核心地位，作为一种有力的工具，它能帮助学生“认识到自己是积极的参与者，他们有能力学习”。

3 萨默斯于1987年来到哈佛大学，当时担任说明文写作教学组副主任。到1993年任主任时，她将美国最早的大学写作教学带入第三个百年。

4 有几十门写作课程供一年级学生选择，这些课程包括“消费文化”、“绘制思维之图”、“西方世界的爱”等等。这些课程的开设为学生的写作提供了一个“有感而发的机会”。

5 萨默斯于1996年抓住了自己的机会。这一年，她得到了一个用于研究本科生写作的资助，还得到了哈佛大学校长办公室的帮助。1997年秋，她请所有一年级的学生参加一项在线调查。当时她预计会有百分之十的回答率，但后来惊讶地发现有四分之一，即422名学生登录并表达了他们对写作的期望。

6 在接下来的四年里，她的研究小组集中研究了65名学生，每个学期都与他们见面，分析他们所写的每一篇作文。去年6月，这组学生从大学毕业，为萨默斯留下了500磅重的论文、诗歌和散文。

7 当萨默斯开始这项研究时，她对写作在本科生教育中的作用还不清楚，但很快她便意识到，随着学生写作业难度的不断增加，写作的作用每年都在发生着变化。

8 萨默斯说：“一年级学生写作中的一个典型特点是概念化及非