



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]

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大学基础英语教程

总主编：杨治中 主 编：王海啸



4

读写教程

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



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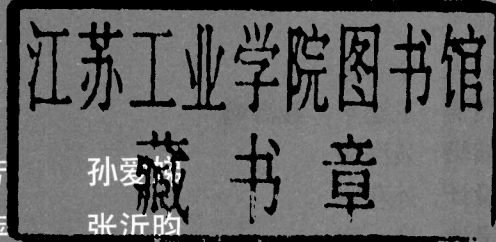
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前 言

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)。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、助学光盘、电子课件和试题库,各院校可根据实际需要选择使用。

编 者

2009年2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10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。第二部分对本单元阅读课文中所涉及的词汇和短语进行深入讲解。第三部分是写作训练,分为基础写作练习和实用写作练习两部分。

就学习过程而言,每个单元以阅读课文为核心,学习者通过自上而下、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	
Text A and Text B	Before Reading	通过问题激发学生的阅读兴趣,激活学生已有的背景知识,为下一步的阅读理解做准备。	
	Reading	通过对阅读文章的分析和讲解帮助学生理解课文。	
	After Reading	Main Idea	通过概括性的练习帮助学生从宏观分析,掌握文章的中心思想。
		Detailed Understanding	通过判断对错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,帮助学生进一步加深对课文的理解。
		Talking About the Text/ Further Work on the Text	通过问答的形式,让学生在练习口语的同时检查自己对阅读文章的掌握程度。
Vocabulary Practice	通过各种练习帮助学生巩固常用高频词的用法,同时练习文章中出现的生词和词组。		
Word Study	从词性、词义、常用搭配及派生词等各个角度对本单元的重点单词进行详细分析和讲解,帮助学生掌握重点词汇。		
Writing Practice	Exercises I-II/III	语法练习。帮助学生复习和巩固基础语法知识。	
	Exercises III/IV-VI/VII	针对本单元的写作和翻译。巩固本单元的重点句型结构和词汇的用法。	
	Exercise VII/VIII	应用文写作。帮助学生熟悉应用文的风格,练习应用文的写法。	

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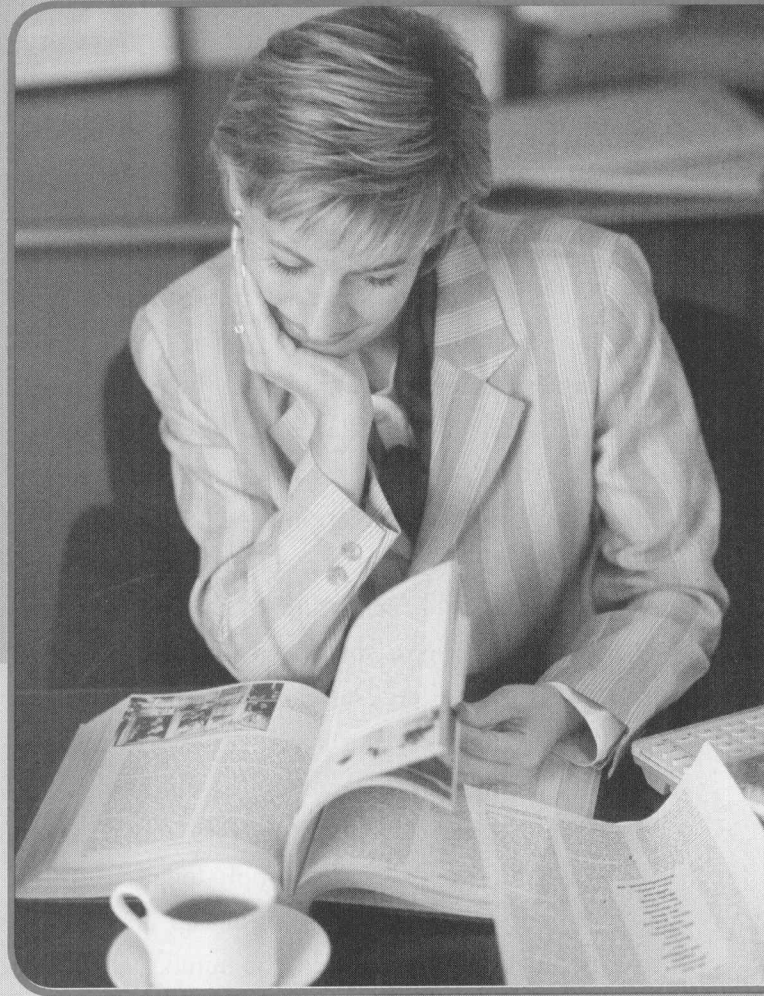
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1

Unit



Text A



Before Reading

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 Museums¹ and Galleries²

- 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 backgrounds³. And interest is the key—on the whole, children are in compulsory⁴ 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 agenda⁵; recent projects such as the formation⁶ of the Learning and Skills Councils⁷ 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 digested⁸ under controlled conditions, but knowledge that can be applied to novel⁹ situations and challenges—to emphasize¹⁰ 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 constant¹¹ 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 element¹² 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 between 1961 and 2021). Vitality¹³ for museums and galleries, policy-makers are now becoming more interested in learning outcomes¹⁴, rather than who delivers¹⁵ it, which means the boundaries¹⁶ between formal¹⁷ providers (like colleges) and non-formal providers¹⁸ (like museums and galleries) are breaking up¹⁹ as the desire to give people access²⁰ to learning whenever and wherever 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 suppliers²¹. They have rich resources, are rooted in their communities and have the power to motivate²² 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 of Education and Skills and saw older people participate in creative writing sessions²³ using museum exhibits²⁴. 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 supportive²⁵ 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 museum /mju:'ziəm/ *n.* 博物馆
- 2 gallery [▲] /'gæləri/ *n.* 美术馆, 画廊
- 3 background /'bækgraund/ *n.* 背景, 经历
- 4 compulsory [■] /kəm'pʌlsəri/ *a.* 强制性的, 必须做的
- 5 agenda [★] /ə'dʒendə/ *n.* 议事日程
- 6 formation [▲] /fɔ:'meɪʃən/ *n.* 形成, 组成
- 7 council [★] /'kaʊnsəl/ *n.* 委员会, 理事会
- 8 digest [★] /dɪ'dʒest/ *vt.* 吸收, 领悟
- 9 novel /'nɒvəl/ *a.* 新的; 新颖的
- 10 emphasize /'emfəsaɪz/ *v.* 强调, 着重
- 11 constant /'kɒnstənt/ *n.* 恒定的事物, 不变的事
- 12 element /'elɪmənt/ *n.* 成分, 要素
- 13 vitally /'vaɪtəli/ *ad.* 重大地; 紧要地
vital /'vaɪtəl/ *a.* 重大的; 紧要的
- 14 outcome /'aʊtkʌm/ *n.* 结果
- 15 deliver /dɪ'lɪvə(r)/ *v.* 提供 (服务)

- 16 boundary^{*} /'baʊndəri/ *n.* 分界线, 界限
 17 formal /'fɔ:məl/ *a.* 正式的, 正规的
 18 provider[#] /prəʊ'vaɪdə(r)/ *n.* 供给者
 19 break up 消散
 20 access /'ækses/ *n.* 享用权, 享用机会
 21 supplier[#] /sə'plaɪə(r)/ *n.* 供应者, 供给者
 22 motivate^{*} /'məʊtɪveɪt/ *vt.* 激励, 激发
 23 session[^] /'seʃən/ *n.* (从事某项活动的) 一段时间
 24 exhibit /ɪg'zɪbɪt/ *n.* 陈列品; 展品
 25 supportive[#] /sə'pɔ:tɪv/ *a.* 支持的; 赞许的

Proper Noun



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

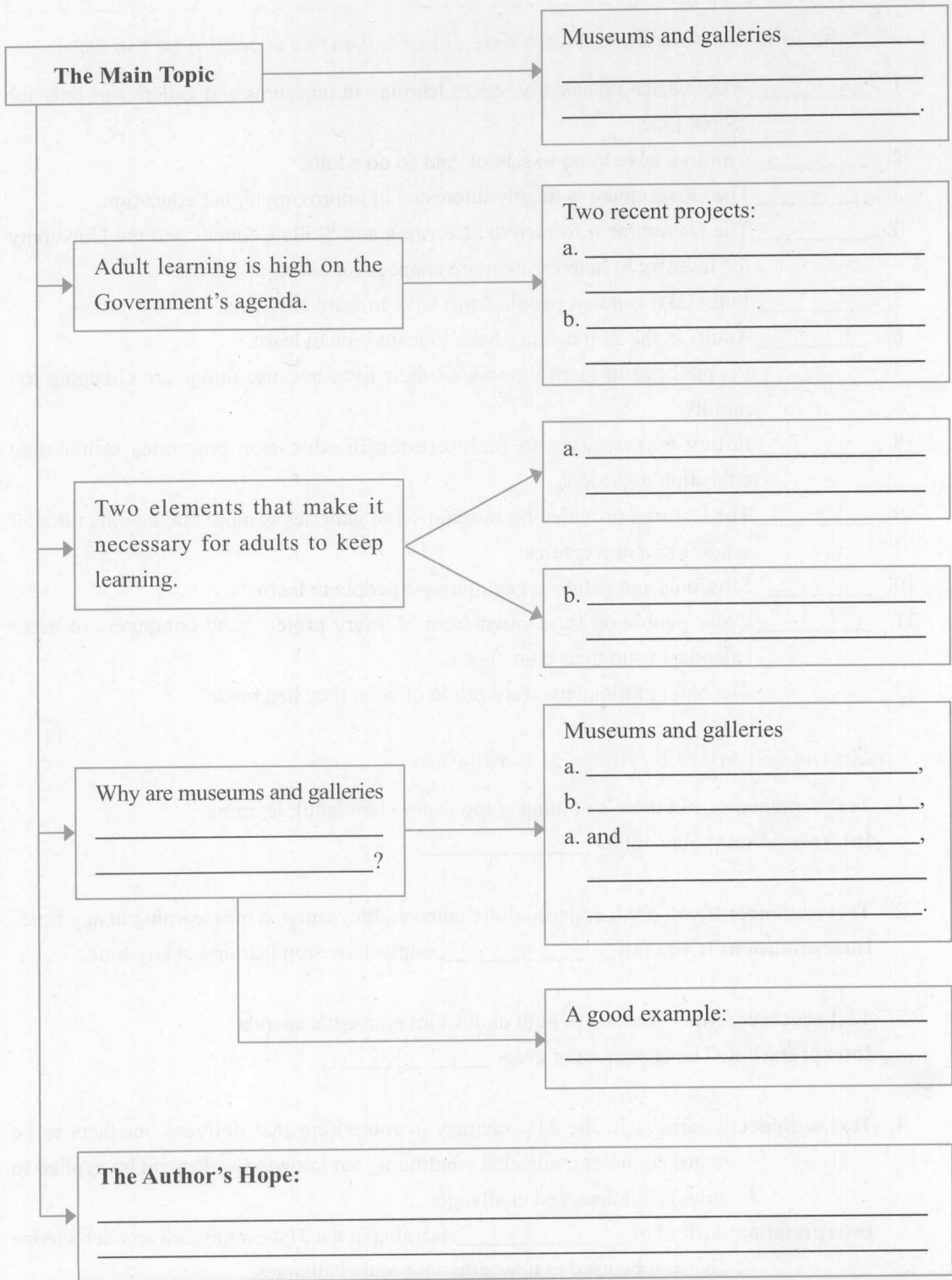


After Reading

A. Main Idea

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 adults _____.
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 thus 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，孩子们接受的是义务教育……

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，相互支持，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 another 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?

E. Vocabulary Practice

I. Fill in the blanks with the new words or expressions from Text A.

1. I have read the report but have not _____ everything.
2. The electronic age is forcing us to look at ourselves and our brains in a _____ way.
3. She introduced a new issue and _____ its importance to us.
4. An agreement on the _____ of a new government was reached on June 6.
5. Water is a compound containing the _____ of hydrogen and oxygen.
6. He usually speaks casually, but today he gave a _____ speech.

7. When he was asked why he helped the child, he said he was _____ by love, and expected nothing in return.
8. The _____ of the election was out of the expectation of the general public.
9. Anyway, she is a popular figure _____ she is.
10. The insurance industry plays a _____ role in the British economy.

II. Complete the following dialogs with appropriate words or expressions from Text A.

1. A: What's her educational _____?
B: She's got a bachelor's degree in Physics from Nanjing University.
2. A: Is this a _____ course?
B: No, it's an elective course. You can decide whether to take it or not.
3. A: Let's move to the last item on the _____.
B: Yes, sir.
4. A: What _____ her to leave home?
B: Her parents disagreed with her in almost every aspect of her life.
5. A: Tom and Jane are next-door neighbors.
B: That's right, and the fence marks the _____ between Tom's property and Jane's.
6. A: We are one of the largest _____ of employment in the area.
B: That's why so many applicants want to get a job here.
7. A: Hey Mary, I heard that your _____ won the first prize at the flower show.
Congratulations!
B: Thank you very much.
8. A: What do you think are the _____ of a good life?
B: Honesty, industry and kindness.
9. A: I like milk, but I can't _____ it.
B: What a pity! Maybe you can try soya bean milk.
10. A: Your ad says that you don't need any _____ qualifications for this job?
B: Yes, but we would like you to have some experience.

Text B

 Before Reading

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. Strangely, the more knowledge I have acquired¹, the more I have found myself lacking² in knowledge. It seems that, once the process of learning has been started, it is hard to stop.
- 2 After obtaining my first degree in mechanical engineering³, I studied building services⁴ and environmental technology⁵. I obtained an honors degree in physics and mathematics, a postgraduate⁶ diploma⁷ in construction project management⁸, an MBA⁹ 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.¹⁰ 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 motivations¹¹?" and "How can you cope with the pressure of working full-time and studying part-time?"
- 4 I always find it hard to give definite¹² answers. I have never actually weighed¹³ the cost of studying a programme against the expected returns and have not had any specific¹⁴ 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 milestones¹⁵ of personal achievement.
- 6 Like many other part-time adult learners, I do sometimes feel the pressure of working full-time and studying part-time. Relaxing myself for short periods whenever