



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



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读写教程  
教师用书

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



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# 新起点 大学基础英语教程

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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

2008年2月

## 编写说明

本书是与《新起点大学基础英语教程 读写教程》相配套的教师用书。《读写教程》的编写思想是以学生和学习为中心，在教学过程中努力创造丰富的语言学习和语言使用的机会，在培养阅读、写作和翻译能力的同时，兼顾听力和口头表达能力的训练，使学生的英语语言能力得到综合发展。《读写教程》的单元编写是以阅读课文为核心，利用教材中所提供的形式多样的练习，使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。

在教师用书的编写中，我们秉承了学生用书的编写思想，不但提供了传统教师用书提供的课文译文和练习答案，更主要的是提供了大量的可供教师在课内组织学生进行多维度语言训练的活动设计。全书共分 10 个单元，每单元由 3 部分组成，第一部分为课堂活动设计和阅读课文的中文译文。第二部分提供了相关的背景知识材料。第三部分为练习答案。

单元各部分的主要内容与编写目的是：

项 目	主要内容及编写目的
Session One and Session Two	<b>Opening Session/ Revision of Text A</b> 第一次课的 Opening Session: 复习前一次课的教学内容，处理相关练习；第二次课的 Revision of Text A: 以笔头或口头等形式复习前一课处理的 Text A。
	<b>Chinese Translation of Reading Texts</b> 提供课文的中文译文，供教师在处理课文中参考使用。
	<b>Before Reading</b> 这一部分安排了一些与课文主题相关的交际性活动，激发学生对课文学习的兴趣，激活相关的背景知识和语言知识。
	<b>After Reading</b> 以对话、翻译、改写、浏览、造句、词型转换等形式练习课文中出现的相关词语、句型等。
	<b>Homework</b> 复习本单元已学内容，处理相关练习，预习下一次课的教学内容。
<b>Additional Resources</b>	提供相关的背景知识材料。教师可以利用这些材料设计相关的阅读、听力、写作或口语练习。
<b>Key to Exercises</b>	提供本单元所有练习的答案，供教师在教学中参考。建议教师尽量避免机械地与学生对答案，可考虑在教学过程中穿插处理相关练习，或在课堂中用翻译、快速查找、句型转换等形式处理练习，适当的时候还可以引进抢答、猜谜等活动形式，增加练习处理的趣味性，提高学生的学习兴趣。

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# 1

## Unit



# Session One

## Opening Session

### Tips for classroom activities:

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- ▶ 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 in 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. Ten units.
  - b. Three parts in each unit: Part 1: Texts A and B with reading comprehension questions and notes to the texts; Part 2: Word Study; Part 3: Writing Practice.
  - 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.



## Text A

 Chinese Translation

## 如何学习英语（一）

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工具。

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。

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。

你要学会在班里成为一个主动的，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的方式。

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。

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“慢速英语”。如果你只学“慢速英语”，你会发现你什么都听不懂。

 Before Reading

**Tips for classroom activities:**

- ▶ 1. Divide the class into two groups and ask the students in each group to work on one question.
- ▶ 2. Ask the students to think for one minute and then exchange their answers in small groups for two minutes.
- ▶ 3. Ask four or five students to answer the questions.



## After Reading

### Tips for classroom activities:

---

- ▶ 1. Ask one or two students to read the Main Idea 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.
- ▶ 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.
  - 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 someone else is thinking without being told.*)
  - 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 student asks many questions in class. (*active*)
  - In a class of 40 students, only one likes to ask questions in class. (*special*)
  - Most Americans drive at a speed of 55 miles an hour. (*normal*)
  - Bill never speaks in class unless he is asked by the teacher. (*passive*)
  - Nowadays computers can be found everywhere. (*common*)
  - 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.
- special, overcome
  - concentrate, explanation
  - purpose, imitate
  - 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.* 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.* | *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. 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:

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

## Session Two



### Revision of Text A

#### Tips for classroom activities:

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- ▶ 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 five randomly selected students for later checking by the teacher.
- ▶ 2. Ask two students to give a summary of Text A orally.
- ▶ 3. Check the students' answers to the Vocabulary Practice exercises after Text A.

## Text B

 Chinese Translation

## 如何学习英语（二）

认真听老师讲课、听录音磁带，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。

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。

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。

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，你也就学得更多。

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 Idea 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.
- ▶ 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.
  - 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 (*methods 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 (*methods 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 in the Student's Book 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 find appropriate verbs from the new word list.
- a. It is Friday today and I have had all my classes this week. (*relax*)
  - b. It is my first time in New York and I have an old friend here. (*contact*)
  - c. I am writing a composition. I have got all the materials for the writing. (*organize*)