

高等院校选用教材系列 (成教类)



# 大学英语教程

修订本

COLLEGE ENGLISH



# 辅读教程

云南大学成人教育学院 组编

主 编 张镇华

副主编 刘海玲 寸丽元 杨明光

审 校 Hilary Wheadon (英)



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## 内 容 简 介

本书分一、二两部分，第一部分针对《大学英语教程》第一、二册编写，第二部分针对《大学英语教程》第三、四册编写。第一部分中每课包括：教学目的，关键结构，疑难词、句的特别含义，语词研究，补充练习；第二部分中每课包括：教学目的，与课文有关的知识介绍，疑难词、句的特别含义，语篇分析，课文梗概，同义词和近义词辨析，修辞与写作。

全书共附有 6 套英语模拟试题，以配合每一个阶段的教学任务，帮助学生复习、巩固所学英语知识，提高语言应用能力。

本书可作为成人高校英语专业学生用书，也可供普通高校英语专业学生作为参考。

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## 前 言

随着社会的进步和我国经济的迅速发展，社会对复合性人才的需求加大。1993 年原国家教委决定在全国高等院校的函授、夜大学里开办第二专科学历教育，即已获得国民教育系列专科以上文凭的公民，可以通过夜大学或函授教育的形式，免试攻读第二个专科学历。这无疑使大批已经获得专科以上学历，希望通过业余学习形式获得新的专业教育和更新知识的大批中青年有了再学习的机会。我院从 1993 年开始招收第二学历学生，报名攻读的学员不断增加，二学历的专业也不断增加。尤其是随着我省对外开放力度的加大和旅游事业的日益兴旺，外语人才的需求量不断增加，需要学习外语和渴望学习外语的在职人员纷纷报名参加二学历英语学习。夜大二学历英语专业成为我院夜大的一个热门专业。在 6 年多的教学过程中，我院的教师和教学管理人员围绕成人如何学习英语，怎样保证教学质量付出了艰辛的努力，在教材建设、教学方法和教学内容、教学手段等方面都取得了不少成绩。为总结教师们的教学经验，提高教学质量，进一步规范英语专业的教学进度、教学内容、教学重点和教学检查，云南大学成人教育学院决定，围绕英语专业的长线课程——“大学英语”编写一本《辅读教程》，并投入资金给予出版。为此成立了以主管教学副院长为组长、英语专业教学负责人为副组长的教材编写领导小组。

经过一年多的努力，这本《辅读教程》终于问世了。这是一本在成人专业英语教学过程中，根据成人特点和成人学习的规律，结合高等英语专业教材《大学英语教程》编写的辅读教材。教师们在编写中，结合在职学习的规律、特点，对《大学英语教程》的学习重点、难点和疑点进行了由浅入深的分析，对不适合成人学习的一些内容进行了大胆的扬弃，同时补充了和时代、生活密切相关的一些内容和具体的专项练习。作为提供给业余学习英语的成人学生的一本辅读教程，希望会对教、学双方都有较大的帮助。

在本书即将付梓之时，我们要感谢云南大学成人教育学院的院领导对教学、教材建设及经费的支持，感谢教材编写人员废寝忘食的工作，同时感谢科学出版社的吕虹女士的热心鼓励与支持。正是所有人员的共同努力，才使得本书能够如期出版。

李 炎

1999 年 10 月

## 使用说明

本书是根据全国高等学校英语专业用书《大学英语教程》(修订本),面向 21 世纪,结合成人高等英语教育的特点及其规律而编写的辅读教程。

本书上、下合一,成一册,可供使用《大学英语教程》(修订本)的成人高校和普通高校英语专业一、二年级学生使用,同时也可作为教师备课、英语爱好者自学的辅助读物。

全书按《大学英语教程》(修订本)的体例编写,即分为一、二两部分,与原《教程》的 1、2 册,3、4 册相配套。1、2 册的每课内容包括:(1)教学目的(Focus);(2)关键结构(Key Structure);(3)疑难词、句的特别含义(Special Meanings);(4)词语研究(Word Study);(5)补充练习(Supplementary Exercises)。3、4 册每课内容包括:(1)教学目的(Focus);(2)与课文有关的知识介绍(Information Related to the Text);(3)疑难词、句的特别含义(Special Meanings);(4)语篇分析(Discourse Analysis);(5)课文内容梗概(Outline for Book 3; Summary for Book 4);(6)同义词、近义词辨析(Discrimination of Synonyms);(7)修辞与写作(Rhetoric & Writing)。

一、二两部分既自成体系,又相互关联。编写内容由浅入深,循序渐进,不求面面俱到,但求有所新意,有所见地。为了使英语专业的学生多接触英语、运用英语、熟悉英语的各种表达方式、语言技巧、文化内涵,有的项目用英文撰写,力求语言浅显、规范、实用,有的部分用汉语撰写,这是兼顾成人的实际情况及其学习英语的特点,毕竟学生在深层次的理解上还或多或少依赖于母语。

本书除了同类教程所具有的主要内容外,还根据现代语言学的最新发展和研究成果,专门设计了“语篇分析”、“词语辨析”和“修辞与写作”等三项内容。其目的在于帮助英语专业的学生从语篇角度看待具体的语言现象,理解跨文化交际中的种种差异,增强语言应用能力,达到学完该教程后初步掌握英语文章的文体、修辞和写作特点的目的。

另外,1、2 册每课“补充练习”项附有大量练习。练习形式多样,涉及面广,有利于提高学生综合运用语言的能力,教师可根据学生的实际水平及教学需要选择使用。

最后,本教程编委在征求任课教师意见的基础上,根据现行英语教学大纲的要求,编写了六套模拟试题(Simulated College English Test)以配合各阶段教学任务的实施,帮助学生复习、巩固所学的英语知识和各种语言技能,使学生能逐渐用英语自由交谈。

## Preface

When I was asked to edit this *Companion to the Study of College English* I wondered what it would add to the series that would be of value. I am struggling to learn Chinese, trying to make myself understood, so I am very aware of the many problems everyone faces when trying to learn a second language. It is hard enough without having to contend with complex grammar, obscure terminology, and all the complexities we know go with learning any language in depth. When we learn our mother tongue we don't even think of grammar, we just use it to communicate with others in the most natural way. We learn a little grammar at school, and if we are language scholars, then we probably go on to learn more in college, but it actually makes little difference to our spoken language, just helps us with writing more coherently.

So, I was afraid that this series would contain a lot of grammar that even I, as a native speaker but no grammar expert, would not understand. I had seen too many of these types of textbooks, and I did not feel they contributed to anyone's fluency! They just contributed to the difficulty of trying to express yourself correctly. If you spend too long thinking about the grammar you will never say anything.

However, when I began to read what had been written in this new set of books, I was happy to discover that there was little grammar, hardly any long and obscure grammar terms, and what is more no long explanations in barely understandable English, or even worse, in Chinese. What there is is just what every student needs – plenty of repetition, examples of the use of words in short and easily understandable, practical sentences, more reading, and a test to prove that the text has been thoroughly understood. But, maybe more importantly, there is more insight into the actual usage of words and phrases in conversation, and a chance to discover the finer shades of meaning of many words. There are three extremely valuable sections in Books 3 and 4. The first one—Discourse Analysis—helps us to understand the way the passage is written. How has the writer presented the material, how does he achieve the affect he wants? This is very useful for students, helping them to discover how to create humour, tension, drama, etc. The second—Discrimination of Synonyms—is a wonderful way of increasing the vocabulary without strain. Learning words with similar meanings is rather like learning Chinese and finding all the words which act in pairs, and the shades of meaning that can be achieved—it is easy. A very valuable added tool. The third—Rhetoric and Writing—helps students to understand in their own language just what tools the writer uses to achieve his effect.

The work which has gone into producing this series of books has been the result of many years of teaching. This is not just a theoretical textbook, but the result of years of experiencing and discovering the needs of the students. The compilers are all teachers, and the content is the direct result of students' questions and difficulties. I do sincerely congratulate Zhang Zhenhua and his colleagues on producing an excellent added tool for the teaching of English, and I wish

all the students joy in studying it. I hope they will find it a valuable asset, and that their comments will be passed back to their teachers so that the teaching of language can continue to progress in the future.

Hilary Wheadon

1999.9.23

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