

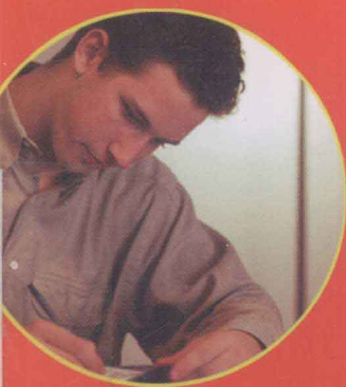
高 职 高 专 英 语 推 荐 教 材

NEW ESSENTIAL
COLLEGE ENGLISH

新起点 大学基础英语教程 读写教程

总主编：杨治中 主编：王海啸

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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3

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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。本套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、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坚实的基础。

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
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

Discuss the following questions in class.

1. How fast can you read? Do you think you can read four books a day?
2. Do you think reading newspapers is the same as reading books?

The Learning Revolution¹

1 Amazingly², few people know how to read properly. And we're not talking about super³-reading techniques of thousands of words a minute.

2 Let's start with two questions: Do you think you could regularly read four books a day and get the main points? Have you read a newspaper this week?

3 If you answered the first question no, and the second yes—think again, if you read a daily newspaper in any major city, you've read the equivalent⁴ of at least four books.

4 And how do you read a newspaper? You read only those things you are interested in. And how do you know? Because newspapers are divided⁵ into sections⁶, you only read the sports pages if you're interested in sports, the business pages for business. But even then you don't read every sports story or every business article. Newspaper headlines⁷ highlight⁸ the main points, and make it easy for you to choose. Besides⁹, the writing style of newspapers also makes it easy to understand the main points. After each headline, you'll generally find them summarized¹⁰ in the first paragraph¹¹. So you can either read the summary or devour¹² the whole story.

5 Very simply, you've known how to skim¹³ a newspaper every day. So you already know how to skim four books or anything else in print¹⁴. The same principle¹⁵ applies¹⁶ to all nonfiction¹⁷ reading.

6 Before you do your reading, first ask yourself: Why am I reading this? What do I want to get out of it? What new information will I want to learn? Then find the book's formula¹⁸. Nearly every nonfiction book will state its main purpose in an introduction¹⁹. This will tell you whether the book can provide the answers you want. Then you have to decide whether you need to read every chapter.

7 Generally, nonfiction authors write books like speeches in the introduction, the speaker tells you what he's going to tell you; then he tells you; then he summarizes what he's told you. And often each chapter is written in a similar way: The chapter title²⁰ and first paragraph or paragraphs indicate²¹ the theme²², the chapter develops it, and it may end with a summary. If the book has subheadings²³, they'll help as well.

8 Another tip: Do NOT read slowly. Even those pages you think you need to read will include much information that can be skimmed. Remember your purpose and the key answers you are seeking. If you're looking for main ideas, then that skimming may be all you'll need. If you're looking for specific information and quotes²⁴ to include in a report, article or book, you'll need to stop and note them. Mark key information with a highlighter. Highlighting will make it easy to refresh your memory when you want to retrieve²⁵ the information later.

New Words and Expressions

- 1 revolution /ˌrevəˈljʊ:ʃən/ *n.* 1. 革命, 大变革 2. 旋转
- 2 amazingly /əˈmeɪzɪŋli/ *ad.* 令人惊异地, 非常
- 3 super- /ˈsju:pə(r)/ [前缀] 表示“超”, “超级”
- 4 equivalent* /ɪˈkwɪvələnt/ *n.* 等量(物); 相当(物) *a.* 相等的, 等价的
- 5 divide /dɪˈvaɪd/ *vt.* 1. 分, 分开, 分隔 2. 分配, 分享 *n.* 分歧, 分开
- 6 section* /ˈseksjən/ *n.* 1. 部分 2. 章节
- 7 headline /ˈhedlaɪn/ *n.* 1. 大字标题; 页头标题 2. [pl.] 新闻提要
- 8 highlight* /ˈhaɪlaɪt/ *vt.* 强调, 突出, 使显著
highlighter# /ˈhaɪlaɪtə(r)/ *n.* 记号笔
- 9 besides /brɪˈsaɪdz/ *ad.* 而且, 此外 *prep.* 除……之外(还)
- 10 summarize /ˈsʌməraɪz/ *vt.* 概括, 总结; 做……的摘要
summary /ˈsʌməri/ *n.* 摘要, 概要
- 11 paragraph /ˈpærəgrɑ:f/ *n.* (文章的) 段落, 节
- 12 devour■ /dɪˈvaʊə(r)/ *vt.* 1. (热切地) 读(或看等) 2. 狼吞虎咽地吃光, 吞食
- 13 skim▲ /skɪm/ *vi.* 浏览, 略读
- 14 in print 以印刷的形式; 已出版的
- 15 principle /ˈprɪnsəpl/ *n.* 1. 原理, 原则, 道义 2. 基本信念, 信条
- 16 apply /əˈplai/ *vi.* 1. 适用 2. (尤指以书面形式) 申请, 请求 *vt.* 应用, 运用
- 17 nonfiction■ /nɒnˈfɪkʃən/ *n.* 非小说类写实文学
- 18 formula* /ˈfɔ:mjələ/ *n.* 1. 方案, 原则 2. 公式, 方程式
- 19 introduction /ɪntrəˈdʌkʃən/ *n.* 1. 引言, 导论 2. 介绍
- 20 title /ˈtaɪtl/ *n.* 1. 题目, 标题 2. 称号, 头衔
- 21 indicate* /ɪˈɪndɪkeɪt/ *vt.* 1. 表明, 暗示 2. 标示, 指示, 指出
- 22 theme▲ /θi:m/ *n.* 主题, 题目
- 23 subheading# /ˈsʌbˌhedɪŋ/ *n.* 小标题
- 24 quote▲ /kwəʊt/ *n.* 引语, 引述
- 25 retrieve■ /rɪˈtri:v/ *vt.* 1. 检索 2. 重新得到, 取回, 收回

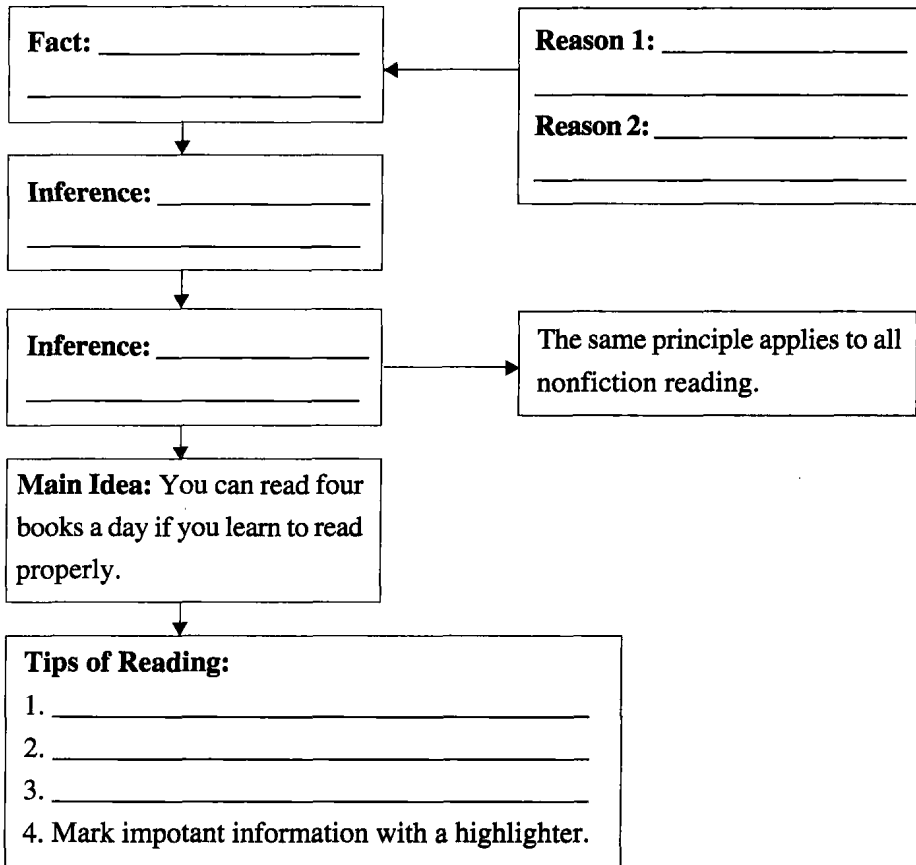
注: ★表示 A 级词汇; ▲表示大学英语四级词汇; ■表示大学英语四级后词汇; #表示以常用词汇为词根所构成的派生词。单词后的第 1 项释义为该单词在课文中的意思。

After Reading

A. Main Ideas 

Complete the following diagram with the sentences given below.

1. You only read what you are interested in.
2. Find out where is the introduction, where is the development and where is the summary.
3. Do not read slowly.
4. You know how to skim a newspaper.
5. If you are an average reader, you can read a daily newspaper a day.
6. Newspaper headlines and the writing style make it easy to read.
7. Decide what to look for before you read.
8. You know how to skim four books a day.



B. Detailed Understanding

I. Tell if the following statements are true (T) or false (F) according to the text.

1. ___ The passage is for people who know nothing about skimming.
2. ___ People normally think that they can read properly.
3. ___ The reading of a daily newspaper of a major city is about the same as the reading of four books.
4. ___ If people are interested in certain sections of a newspaper, they will read everything in those sections.
5. ___ The main points of newspaper articles are made clear by the headlines and the special writing style.
6. ___ According to the author, nonfiction reading is similar to newspaper reading.
7. ___ You should ask a few questions before reading because you can select what to read and what not to read.
8. ___ Introductions in nonfiction books can provide answers to your questions.
9. ___ The introductions of nonfiction books usually include three sections and the chapters often share the same structure.
10. ___ When you read a book, you should decide what to look for.

II. Explain the sentences by filling in the blanks.

1. **Text sentence:** And we're not talking about super-reading techniques of thousands of words a minute.

Interpretation: We are not concerned about ways in which _____
_____.

2. **Text sentence:** ... if you read a daily newspaper in any major city, you've read the equivalent of at least four books.

Interpretation: ... reading four books is about the same as _____
_____.

3. **Text sentence:** You read only those things you are interested in.

Interpretation: If you are not interested in something, _____
_____.

4. **Text sentence:** Newspaper headlines highlight the main points, and make it easy for you to choose.

Interpretation: Newspaper headlines help you _____
_____ because they highlight the main points.

5. **Text sentence:** After each headline, you'll generally find them summarized in the first paragraph.

Interpretation: You can generally find the summary of a newspaper article _____.

6. **Text sentence:** So you can either read the summary or devour the whole story.

Interpretation: So you can read the whole story or _____
_____ only.

7. **Text sentence:** The same principle applies to all nonfiction reading.

Interpretation: It is the same with _____.

8. **Text sentence:** Then find the book's formula.

Interpretation: Then find how the book _____.

9. **Text sentence:** Generally, nonfiction authors write books like speeches in the introduction, ...

Interpretation: Generally, nonfiction authors write the introductions in a similar way _____, ...

10. **Text sentence:** Even those pages you think you need to read will include much information that can be skimmed.

Interpretation: You may think you need to read certain pages, but even here, you _____.

11. **Text sentence:** If you're looking for main ideas, then that skimming may be all you'll need.

Interpretation: That skimming may help you _____ you want.

C. Detailed Study of the Text

- ① ... if you read a daily newspaper in any major city, you've read the equivalent of at least four books. (Para. 3) ……阅读任何一份大城市的日报都相当于阅读至少四本书。
西方国家的主要报纸一般都有几十页，有的甚至有几百页，所以阅读量特别大。
- ② ... you only read the sports pages if you're interested in sports, the business pages for business. (Para. 4) ……如果你对体育感兴趣，你只看体育版；如果你想了解商业信息，你只看商业版。
句中的 the business pages for business 说全了可以是：you only read the business pages for business news.
- ③ What do I want to get out of it? (Para. 6) 我想要从中获得什么？
句中 it 指前句中所说的 reading。
- ④ If you're looking for specific information and quotes to include in a report, article or book, you'll need to stop and note them. (Para. 8) 如果你要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，你就得停止阅读，把这些信息和引文记下来。
句中 stop 后省略的是 reading，而 them 指的是你要找的 specific information and quotes.

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. Have you read a newspaper of a major city this week?
2. If you have, what does this mean?
3. How do you read a newspaper?
4. How do you know your way of reading a newspaper?
5. In what way do newspaper headlines and the special writing style help you?
6. So now, what do you think about book reading?
7. What should you do before you do your reading?
8. What do you know about the general structures of books?
9. What is the last tip given by the author?

Before Reading

Text B

Discuss the following questions in class.

1. Do you think writing ability is important for college students?
2. How can you improve your writing ability at college?

Reading

Writing: An Academic¹ Cornerstone²

1 To Dr. Sommers, head of the Expository³ Writing Program at Harvard University, and to many of the students, writing is the academic cornerstone of college. All Harvard freshmen take a semester⁴ of expository writing, a seminar⁵ emphasizing⁶ close reading, revision⁷, and research, laying the foundation⁸ for future Harvard courses.

2 In addition to its central⁹ academic role, Sommers says that writing provides a vital¹⁰ means of support, helping students “see that they are active participants¹¹, that they can do the work.”

3 Sommers came to Harvard in 1987 as associate¹² director¹³ of the Expository Writing Program. In 1993, she became director, pushing America’s oldest college writing program into its third century.

4 Freshmen choose from dozens¹⁴ of classes with titles like “The Culture of Consumption¹⁵”, “Mapping the Mind”, and “Love in the Western World”, which are designed to give them “an intellectual¹⁶ occasion” for writing.

5 Sommers seized her own occasion in 1996, when she got a grant to study undergraduate¹⁷ writing. She received additional¹⁸ support from the Harvard president’s office, and, in the fall of 1997, invited¹⁹ all freshmen to participate in a Web-based survey²⁰. Sommers hoped for a 10 percent response rate, and was astonished²¹ when one quarter²² of the class—422 students—logged on to share their writing expectations.

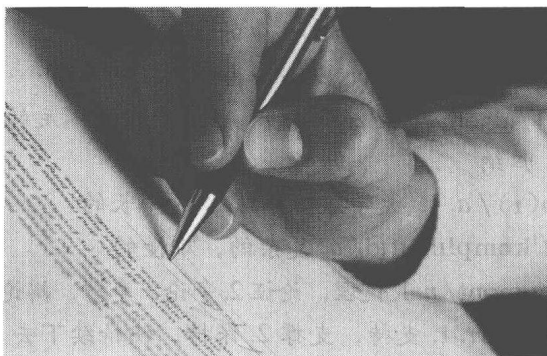
6 For the next four years, her team of researchers focused on 65 students, meeting with them each semester and analyzing²³ every paper they wrote. Last June, that group graduated from college—and left Sommers with over 500 pounds of essays, poetry and prose.

7 Sommers launched²⁴ her study wondering what role writing plays in undergraduate

education, but quickly realized that the role changes yearly, as students undertake²⁵ increasingly intensive²⁶ writing projects.

8 “Freshman writing is often characterized²⁷ by generalizations²⁸ and either/or thinking,” Sommers says, “but by the senior²⁹ year, there is a complicated³⁰, complex argument³¹ sustained³² throughout. Students first learn to imitate what they learn, and then they go beyond imitation³³, beyond the questions of the course, to ask questions of their own.”

9 In Sommers’ experience, those questions can launch an astonishing process of self-discovery, as students pursue³⁴ research of their own choosing and undertake assignments that “help to shape their passions and show them what they’re interested in”.



New Words and Expressions

- 1 **academic** ▲ /ˌækəˈdemɪk/ *a.* 学术的; 学院的
- 2 **cornerstone** # /ˈkɔːnəstəʊn/ *n.* 基础; 基石
- 3 **expository** ■ /ɪkˈspɒzɪtəri/ *a.* 说明的, 叙述的
- 4 **semester** ★ /sɪˈmestə(r)/ *n.* (主美) 学期 (15—18 星期)
- 5 **seminar** ★ /ˈsemɪnɑː(r)/ *n.* (大学的) 研究班, 研讨会
- 6 **emphasize** /ˈemfəsaɪz/ *vt.* 强调, 着重
- 7 **revision** # /rɪˈvɪʒən/ *n.* 修订; 修改, 修正
- 8 **foundation** ★ /faʊnˈdeɪʃən/ *n.* 1. 基础, 基本原理, 根据 2. 建立, 设立, 创办
- 9 **central** /ˈsentrəl/ *a.* 1. 中央的, 核心的 2. 中心的, 位于中心的
- 10 **vital** ★ /ˈvaɪtəl/ *a.* 1. 生死攸关的, 极其重要的 2. 有生命的, 充满生机的
- 11 **participant** ★ /pɑːˈtɪsɪpənt/ *n.* 参加者, 参与者
participate /pɑːˈtɪsɪpət/ *vi.* (*in*) 参与, 参加
- 12 **associate** ★ /əˈsəʊʃɪət/ *a.* 副的 *vt.* (在思想上) 把……联系在一起
- 13 **director** /dɪˈrektə(r)/ *n.* 1. 指导者, 主管 2. 导演
- 14 **dozen** /ˈdɒzən/ *n.* (一) 打, 十二个
- 15 **consumption** ★ /kənˈsʌmpʃən/ *n.* 1. 消耗, 消费, 挥霍 2. 消耗量, 消费量