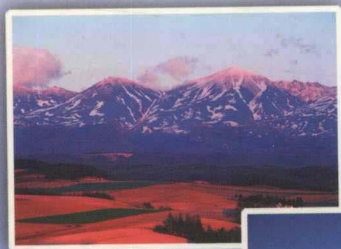


TRANSITIONS

第 1 册

主编 钱亚敏



广东高等教育出版社

新 里 程 大 学 英 语 教 材

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前 言

大学英语教学改革是我国高等教育教学改革的一个重要组成部分，2003 年，教育部正式启动“高等学校教学质量和教学改革工程”，并采取相应措施，大力改革大学英语教学。面对这样的机遇与挑战，广东外语外贸大学基础英语学院顺势而上，在近几年里针对大学英语教学，进行了大刀阔斧的改革，其中一个重要举措是启动英语教材的编写与建设。现在呈现在读者面前的即是基础英语学院《新里程大学英语教材》中的一个重要组成部分——一年级英语教材：Transitions。

众所周知，英语中的 transitions 意为“(instance of) changing from one state or condition to another”。由此可以看出，transitions 意即：从一种状态或阶段到另一种状态或阶段的转变、变迁、过渡。学生由高中升入大学，是一个非常重要的转变，从此，学生便步入了一个崭新的人生发展里程。这正是我们将本教材命名为 Transitions 的初衷。我们希望，通过学习 Transitions 教材，学生们能够顺利实现由中学学习到大学学习的过渡，转变学习理念，学会学习、学会生活、学会做人。

一、编写理念

Transitions 从构思、编写到试点教学，都体现了我们对大学英语教育教學改革的思索和探讨。这是一个从“以教师为中心的课堂教学”到“以学生为中心的全面教育”的过程。

Transitions 采用了人本主义课程编写理念，它源于 20 世纪 60 年代，着重人作为受教育的主体在受教育的过程中心理的变化和自我意识的提高，提倡教育的总体目标应该包括帮助解决学生的个人困惑，推动学生成为具有终生学习精神的、有公德心的、有社会责任感的、有同情心的公民。

Transitions 在编写中还采用了 K-S-A 模式。在 K-S-A 模式中，K 指的是 Knowledge 即学习者应该了解的知识；S 指的是 skills，即在社会实践中所需运用的技能。K-S 都是为了提高学生的认知能力。A 指的是 attitude，即学生对某些话题应持有的态度，通过教学促使学生形成健康的世界观和人生观。



Transitions 以 K-S-A 模式设计教学总体目标和各单元目标。将学生大学学习期间这个全新的人生阶段所遇到的困惑作为主题,通过听、说、读、写等各种形式,在提高学生英语语言能力的同时,将学生培养成为“有公德心、有责任感、有终生学习意识的公民”,从而建立“以学生为中心的课程体系”。

二、本教材使用建议

第一册共 5 个单元,第二册为 6 个单元。每单元可用 5~6 学时。每单元的小测以 presentation 的形式为主。

每个单元的话题都提供了一些富有争议的观点,每部分的阅读量均大于实际可用学时量。教师可参考教师用书,自行选择组合。

本教材除了学生用书外,还配备了教师用书、听力材料等。读者可根据实际需要,灵活使用。

三、本教材参编人员

除主编外,本教材其他参编人员还有:

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编 者

2004 年 8 月于广州白云山下

Preface

Most first year university students arrive on campus in September with mixed emotions. On the one hand, they are relieved and elated to have succeeded in their goal of qualifying for further education at an institution of higher learning. On the other, they are apprehensive of what challenges may await them, uncertain about their plans for the future and mentally exhausted from the effort expended in getting there in the first place.

The new recruits' are met at the gate by university teachers and administrators with their own set of anxieties and expectations in terms of English language training. How well prepared are these students for university life? How will we, their teachers, equip them for both academic success in their CET –4 and CET –6 examinations and communicative competence in the workplace of tomorrow?

There is a tendency among non English majors to regard English language ability as a means to an end; one more “hoop” to jump through before they can graduate in their chosen field of study. Unlike their English major counterparts, they do not regard English as a “working” language, to be practiced at each and every opportunity inside and outside the classroom. This attitude results in many EFL classrooms becoming isolated islands of communicative English awash in a vast sea of spoken and written Chinese.

The text that you now hold in your hand is a sincere effort by a group of dedicated EFL teachers to develop an English language curriculum that is not only based on the latest methodological developments, but is also designed to be relevant to the lives and learning experiences of these first year students as they confront the reality and responsibility of “life away from home”. The text and accompanying exercises follow' the students through their first year experience at university in a carefully constructed sequence of communicative

tasks and strategies. At the end of the course, the freshman students will possess the language competencies needed for further English study as well as a solid foundation in the work and study skills necessary for success as an autonomous L2 learner.

According to the Canadian Language Benchmarks 2000: Theoretical Framework (Pawlikowska – Smith, 2002), communicative proficiency requires not only the linguistic, textual, functional and socio-cultural competence stressed in most EFL college textbooks, but *strategic* competence as well. As the author explains

Strategic competence manages the integration and application of all the other language competence components to the specific context and situation of language use. Most of all, its function is to ensure effectiveness of communication “transactions” (p. 7).

In my opinion, it is the emphasis on “strategy” that makes this text unique. The authors have developed a plan to ensure not only that the student develops new communicative abilities in each of the six L2 strands of speaking, listening, reading writing, viewing and presenting, but also strives to make them *aware* of their progress throughout the year. In doing so, the student is provided with both a purpose and desire to pursue mastery of English as a skill that will serve them well in the future.

As the Chinese sage remarked, “Every journey begins by putting one foot forward.” This text is an excellent first step in the right direction.

Ed Nicholson, Ph D.

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Unit One

Getting To Know Ourselves

Part I Knowing Me, Knowing You

I . About me

1. You will hear your teacher introduce himself/herself. Write down the basic information as required below

Name :

The meaning of his/her name :

Birthplace :

Hobbies :

Experience :

Hopes for the future :

2. Introduction cards

2.1 Card A


Read Card A. What information do you find on the card?


- his name
- his family background
- his hobbies
- his strengths and weaknesses
- his likes and dislikes
- the meaning of his name
- some of his characteristics
- his hopes for the future

Any other information?

Card A

Introduction card

SSF JS4 Du Kindt Id? 


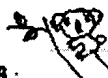
- ① Um, I have no Kanji. "Duane" means "beautiful singer" but ...
- ② I like , computers, languages, traveling, and playing with Mari & Sean.
- ③ I like hard rock: REM, Smashing Pumpkins, Radiohead, Tragically Hip, etc.
- ④ Well, I'm a pretty fast reader, can do some computer design and write!
- ⑤ I want to get a PhD. someday! 😊
- ⑥ I like studying Japanese by comparing cultures, watching cartoons...
- ⑦ I'd like to help students feel comfortable when communicating!

2.2 Card B

Read Card B and finish the exercises.

Card B

Introduction Card II

class	room	Your Name	DD#
<p>1. I have one brother. He is 19 years old. He have an interest in DJ.</p>			
<p>2. Because we can understand each other, like telepathy.</p>			
<p>3. I don't know. But my friend says that I had better become a shopgirl of a boutique because I look childish and I won't be able to be employed in a company.</p>			
<p>4. Crowded trains. Because I feel pain. </p>			
<p>5. I want to speak English and French well. Because I am interested in learning foreign language and culture.</p>			
<p>6. I want to go to Australia. Because I want to hold a koala in my arms. </p>			
<p>7. If I had more free time, I would learn dressmaking.</p>			

Exercises

- What information do you find on this introduction card?
 -
 -
 -
 -
 -
 -
- Underline and revise the grammatical mistakes on Card B.

3. A poem

Grandpa, Who Am I?

by Nick Brown

Many, many years ago when I was twenty-three,
I married a sweet _____ who was pretty as could be.
This widow had a _____ who had hair of red.
My _____ fell in love with her, and soon the two were wed.

This made my dad my _____ and changed my very life.
My daughter was my mother, for she was my father's wife.
To complicate the matters worse, although it brought me joy,
I soon became the father of a bouncing _____.

My little baby then became a _____ to dad
and so became my _____, though it made me very sad.
For if he was my uncle, then that also made him brother
to the widow's grown-up daughter who, of course, was my _____.

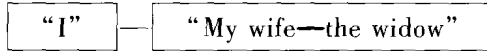
Father's wife then had a son, who kept them on the run.
And he became my _____, for he was my daughter's son.
My wife is now my mother's mother and it makes me blue
because, although she is my wife, she is my _____ too.

If my wife is my grandmother, then I am her _____.
and every time I think of it, it simply drives me wild.
For now I have become the strangest case you ever saw
as the husband of my _____, I am my own _____!

Exercises

1. Fill out the blanks.

2. Describe the relationships mentioned in the poem.



3. There is more vocabulary about the relationships in a family besides the ones in the poem. List the rest.

4. Who am I

Read the following poem and write a similar one about yourself.

4.1 Persona-poem (I)

Kate . .

tall, energetic, happy, intelligent

mother of Danny

who loves music, books and fresh air

who is afraid of President Bush, spiders and heights

who wants to see Latin America, the end of poverty and summer

resident of this moment

. . . Thompson

Exercise

Write your own persona-poem.

_____ (your first name)

who loves _____

who is afraid of _____

who wants to _____

resident of _____

(your last name)

Or :

Write an acrostic using all the letters of your name as the first letter for each line.

For example :

B brave, _____

O outspoken, _____

B bright, _____

4.2 Persona-poem (II)

Read the poem and write a similar one for yourself.

It Happens

When I'm happy I: play with my fingers and smile

When I'm sad I: am numb to the world

When I'm excited I: giggle, make up my own words

When I'm scared I: tightly cross my arms

When I'm lonely I: eat

When I'm in love I: smile and bite my lip

**When I'm angry I: do something physical/something that hurts or yell at
someone who doesn't deserve it**

When I'm thinking I: see sad

When I'm sleeping I: run (so he says) , talk , dream

Exercise

Pattern writing.

It Happens

When I'm happy I: _____

When I'm sad I: _____

When I'm excited I: _____

When I'm scared I: _____

When I'm lonely I: _____

When I'm in love I: _____

When I'm angry I: _____

When I'm thinking I: _____

When I'm sleeping I: _____

5. Listening comprehension: formal or informal

5.1 Listen to passage A and fill in the blanks

(1) I am _____.

(2) I've taught at _____ for _____
_____ now.

(3) I consider myself to be a _____.

(4) I enjoy _____.

(5) ... and I also have a _____ for _____, which I have _____
_____ by _____ around Asia.

(6) According to the passage, she can speak _____.

5.2 Listen to passage B and answer these questions

(1) Is this a formal or an informal self-introduction?

(2) Where is the speaker from?

(3) When did he graduate?

(4) How many people are there in his family?

(5) What does he like?

6. Activities

Introduce yourself to a group of your classmates (5 ~ 6 students). Your classmates will make comment on your introduction using the following rubric.

The speaker gave sufficient information ; he told me everything I wanted to know.	1	2	3	4	5
The speaker communicated information and ideas with a high degree of clarity .	1	2	3	4	5
His introduction was logical and well-organized .	1	2	3	4	5
The speaker used a wide range of vocabulary .	1	2	3	4	5
His sentences were grammatically correct .	1	2	3	4	5
The student spoke very clearly and fluently .	1	2	3	4	5
The speaker seemed very confident .	1	2	3	4	5
The speaker was very creative .	1	2	3	4	5
There was sufficient eye contact between the speaker and his audience.	1	2	3	4	5
The speaker used humor appropriately	1	2	3	4	5
TOTAL SCORE	... / 50				

(1 = I completely disagree. 5 = I completely agree.)

Scores: _____

Student A: _____

Student B: _____

Student C: _____

Student D: _____

Student E: _____

Student F: _____