



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]

# 新起点

## 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

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

《新起点大学基础英语教程》(修订版)系列教材是普通高等教育“十一五”国家级规划教材。本教材在保持原有优势的基础上,根据教育部《高职高专教育英语课程教学基本要求》(试行)的精神,结合高职高专院校英语教学改革的需求,从整体结构到具体内容都进行了认真修订,以满足新形势下高职高专英语教学的需要。

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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 and 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 对课文进行宏观分析,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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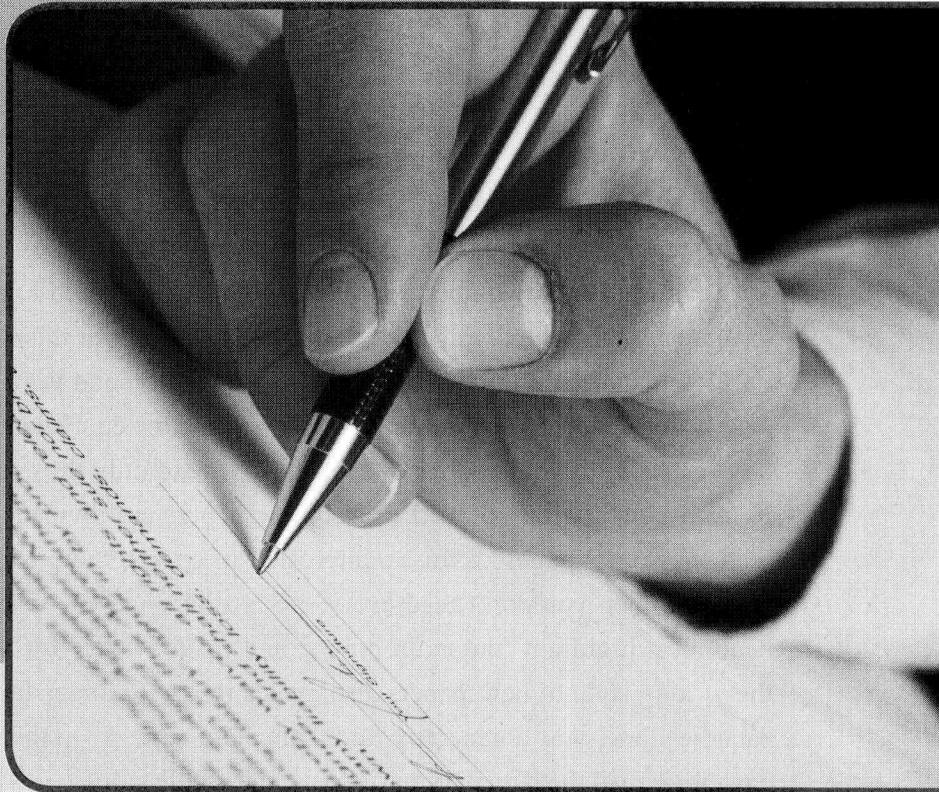
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# 1

Unit



## Text A



## Before Reading

Discuss the following questions in class.

1. 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?



## Reading

The Learning Revolution<sup>1</sup>

- 1 Amazingly<sup>2</sup>, few people know how to read properly. And we're not talking about super<sup>3</sup>-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 equivalent<sup>4</sup> 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 divided<sup>5</sup> into sections<sup>6</sup>, 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 headlines<sup>7</sup> highlight<sup>8</sup> the main points, and make it easy for you to choose. Besides<sup>9</sup>, the writing style of newspapers also makes it easy to understand the main points. After each headline, you'll generally find them summarized<sup>10</sup> in the first paragraph<sup>11</sup>. So you can either read the summary or devour<sup>12</sup> the whole story.
- 5 Very simply, you've known how to skim<sup>13</sup> a newspaper every day. So you already know how to skim four books or anything else in print<sup>14</sup>. The same principle<sup>15</sup> applies<sup>16</sup> to all nonfiction<sup>17</sup> 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 formula<sup>18</sup>. Nearly every nonfiction book will state its main purpose in an introduction<sup>19</sup>. 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 title<sup>20</sup> and first paragraph or paragraphs indicate<sup>21</sup> the theme<sup>22</sup>, the chapter develops it, and it may end with a summary. If the book has subheadings<sup>23</sup>, 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 quotes<sup>24</sup> 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 retrieve<sup>25</sup> the information later.

## New Words and Expressions



- 1 revolution /ˌrevə'ljʊ:ʃən/ *n.* 革命, 大变革
- 2 amazingly /ə'meɪzɪŋli/ *ad.* 令人惊异地, 非常
- 3 super- [前缀] 表示“超”, “超级”
- 4 equivalent\* /ɪ'kwɪvələnt/ *n.* 等量 (物); 相当 (物)
- 5 divide /dɪ'vaɪd/ *vt.* 分, 分开
- 6 section\* /'sekʃən/ *n.* (书、报纸等的) 栏; 版
- 7 headline /'hedlaɪn/ *n.* 大字标题; [*pl.*] 新闻提要
- 8 highlight\* /'haɪlaɪt/ *vt.* 强调, 突出, 使显著  
highlighter# /'haɪlaɪtə(r)/ *n.* 记号笔
- 9 besides /br'saɪdz/ *ad.* 而且, 此外
- 10 summarize /'sʌməraɪz/ *vt.* 概括, 总结  
summary /'sʌməri/ *n.* 摘要, 概要
- 11 paragraph /'pærəgrɑ:f/ *n.* (文章的) 段落, 节
- 12 devour# /dɪ'vaʊə(r)/ *vt.* (热切地) 读 (或看等)
- 13 skim^ /skɪm/ *vi.* 浏览, 略读
- 14 in print 以印刷的形式; 已出版的
- 15 principle /'prɪnsəpl/ *n.* 原理, 原则
- 16 apply /ə'plai/ *vi.* (to) 适用
- 17 nonfiction# /nɒn'fɪkʃən/ *n.* 非小说类写实文学
- 18 formula\* /'fɔ:mjʊlə/ *n.* 程式; 方案
- 19 introduction /ɪn'trɒ'dʌkʃən/ *n.* 引言, 导论

- 20 title /'taɪtl/ *n.* 题目, 标题  
 21 indicate <sup>\*</sup> /'ɪndɪkeɪt/ *vt.* 表明, 暗示  
 22 theme <sup>^</sup> /θi:m/ *n.* 主题, 题目  
 23 subheading <sup>#</sup> /'sʌb.hedɪŋ/ *n.* 小标题  
 24 quote <sup>^</sup> /kwəʊt/ *n.* 引语, 引述  
 25 retrieve <sup>■</sup> /rɪ'tri:v/ *vt.* 检索; 重新得到

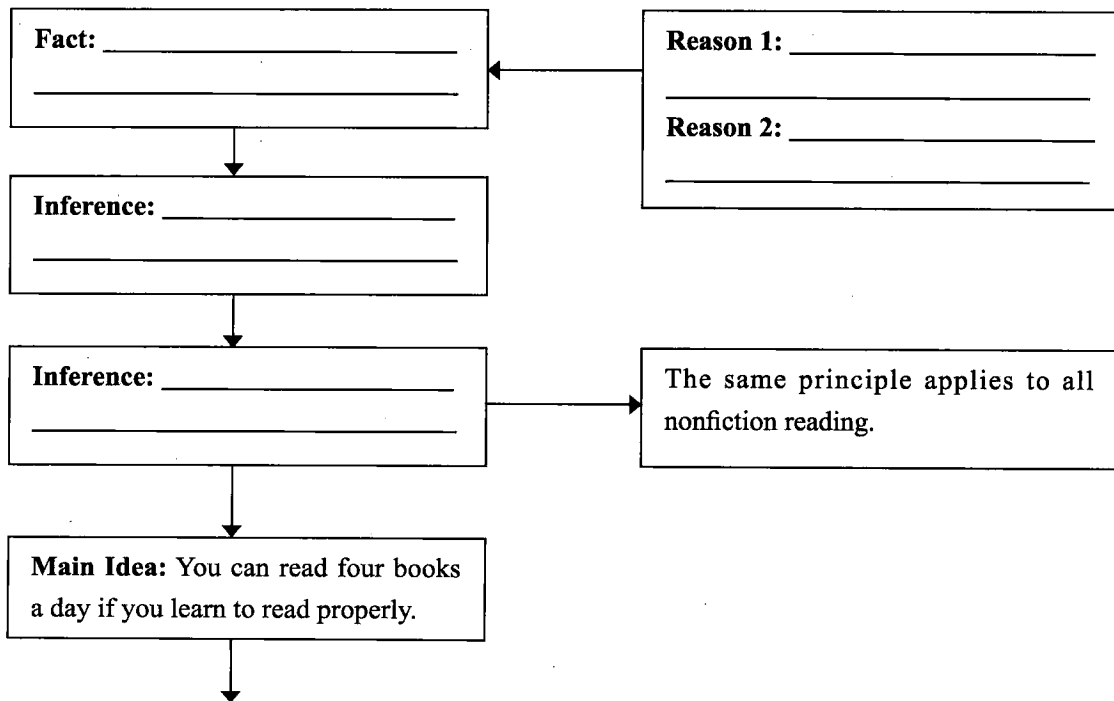


## After Reading

### A. Main Idea

Complete the following diagram with the sentences given below.

1. You only read what you are interested in.
2. Find out where the introduction is, where the development is and where the summary is.
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.



(to be continued)

(continued)

**Tips of Reading:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. Mark important information with a highlighter.

**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. \_\_\_\_\_ The introductions of 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 the same 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) ……如果你每天看随便哪个大城市的一份日报，那么你每天的阅读量至少相当于四本书。  
 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 start your reading?
8. What do you know about the general structures of books?
9. What is the last tip given by the author?

## E. Vocabulary Practice

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

1. Even the cheapest car costs the \_\_\_\_\_ of 10 years' salary for a government worker.
2. It was the first time he had seen his name \_\_\_\_\_.
3. We were \_\_\_\_\_ into groups and each group was given a different task.

4. Basically, the article can be \_\_\_\_\_ in three sentences.
5. He developed a mathematical \_\_\_\_\_ describing the distances of the planets from the Sun.
6. He began the chapter with a \_\_\_\_\_ from the Bible.
7. The \_\_\_\_\_ of the conference is education toward social progress.
8. A survey of retired people has \_\_\_\_\_ that most are independent and enjoying life.
9. His project is concerned with \_\_\_\_\_ the technology to practical business problems.
10. The teacher says the book is good \_\_\_\_\_ to physics.

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

1. A: Can you tell me something about the Industrial \_\_\_\_\_?  
B: It began in the 18th century and was marked by the general use of machines.
2. A: The essay is too long.  
B: I have prepared a \_\_\_\_\_ for you. You can read it in one minute.
3. A: The machine is complicated.  
B: But the \_\_\_\_\_ behind it is very simple.
4. A: The house is too expensive and too big.  
B: \_\_\_\_\_, it's too far from where we work.
5. A: Have I missed the program?  
B: Yes, But don't worry. The \_\_\_\_\_ of the match will be shown later this evening.
6. A: Where did you get this line?  
B: I \_\_\_\_\_ it from your own article.
7. A: What is the \_\_\_\_\_ song of the 29th Olympic Games?  
B: It's "You and Me".
8. A: Your son is in the \_\_\_\_\_ of all local newspapers.  
B: He got the "Best Actor" award yesterday.



## Text B



## Before Reading

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 Academic<sup>1</sup> Cornerstone<sup>2</sup>

- 1 To Dr. Sommers, head of the Expository<sup>3</sup> Writing Program at Harvard University, and to many of the students, writing is the academic cornerstone of college. All Harvard freshmen take a semester<sup>4</sup> of expository writing, a seminar<sup>5</sup> emphasizing<sup>6</sup> close reading, revision<sup>7</sup>, and research, laying the foundation<sup>8</sup> for future Harvard courses.
- 2 In addition to its central<sup>9</sup> academic role, Sommers says that writing provides a vital<sup>10</sup> means of support, helping students “see that they are active participants<sup>11</sup>, that they can do the work”.
- 3 Sommers came to Harvard in 1987 as associate<sup>12</sup> director<sup>13</sup> 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 dozens of<sup>14</sup> classes with titles like “The Culture of Consumption<sup>15</sup>”, “Mapping the Mind”, and “Love in the Western World”, which are designed to give them “an intellectual<sup>16</sup> occasion” for writing.
- 5 Sommers seized her own occasion in 1996, when she got a grant to study undergraduate<sup>17</sup> writing. She received additional<sup>18</sup> support from the Harvard president’s office, and, in the fall of 1997, invited<sup>19</sup> all freshmen to participate in a Web-based survey<sup>20</sup>. Sommers hoped for a 10 percent response rate, and was astonished<sup>21</sup> when one quarter<sup>22</sup> 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 analyzing<sup>23</sup> every paper they wrote. Last June, that group graduated from college—and left Sommers with over 500 pounds of essays, poetry and prose.