

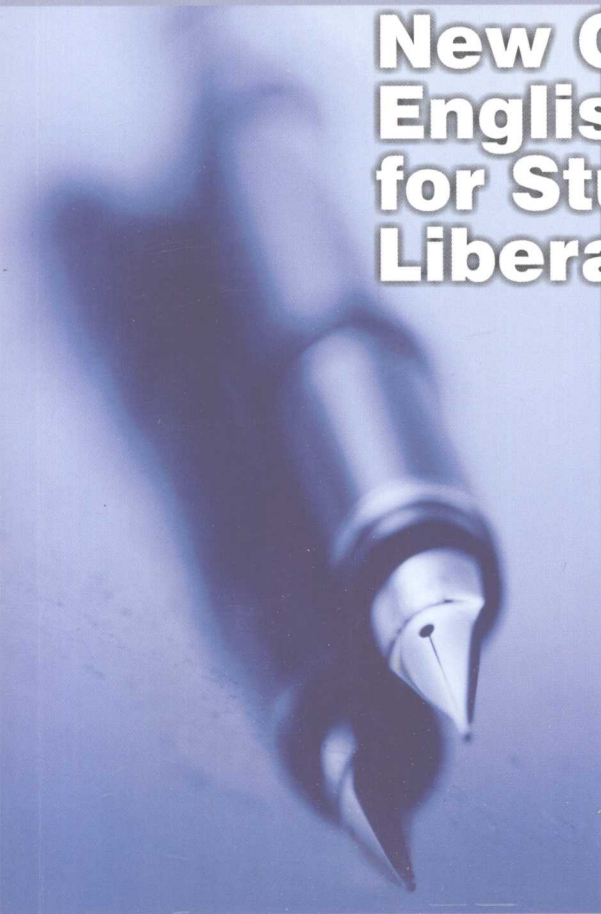
■ 大学英语应用提高阶段专业英语系列教材

主 编 余建中

新世纪 文科英语教程

第二分册 教师用书

**New Century
English Course
for Students of
Liberal Arts**



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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赠书



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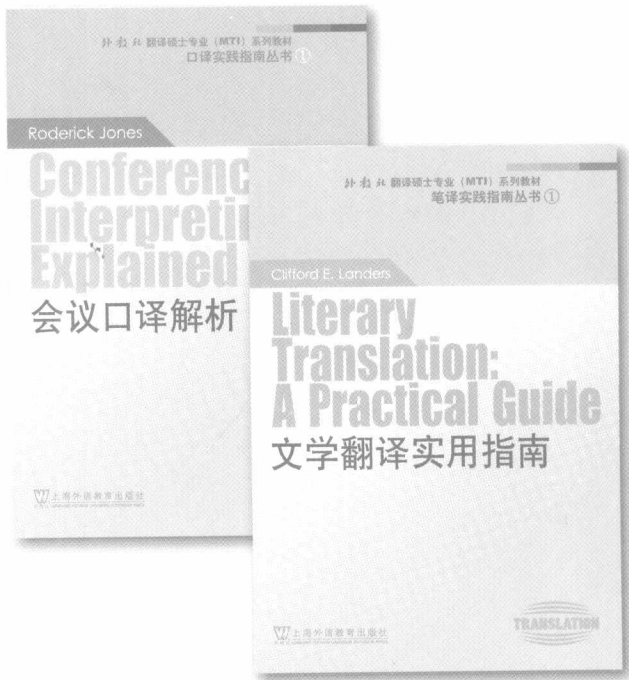
外教社翻译硕士专业 (MTI) 系列教材

随着我国国际地位的提升和对外文化、经济交流合作的迅速发展,国家对高层次、应用型翻译专门人才的需求日益迫切。2007年国务院学位委员会和教育部决定在我国开设翻译硕士专业学位 (Master of Translation and Interpreting, 简称MTI), 以培养具有专业口笔译能力的高级翻译人才。

为了满足MTI教学的需要,上海外语教育出版社从St.Jerome Publishing、Multilingual Matters Ltd、Palgrave Macmillan等国外著名出版社引进了一批翻译实践研究方面的优秀图书,分为“笔译实践指南丛书”和“口译实践指南丛书”两个系列。丛书作者均为在翻译实践方面有着丰富经验的口笔译专家,其主要宗旨是指导翻译实践,培养熟练的口笔译技能和基本的译员素质。

为了方便读者阅读使用,上海外语教育出版社还特别邀请了国内翻译界的知名专家为每本图书撰写了中文导读,对图书内容进行点评和解析。丛书的引进,弥补了国内翻译实践研究原版参考书的空白。除了MTI学员以外,也适用于各领域的翻译工作者、翻译爱好者以及翻译方向的研究者。

丛书首批共10本,于2008年7月出版,以后还将陆续引进。



笔译实践指南丛书

1. 《文学翻译实用指南》 Literary Translation: A Practical Guide	Clifford E. Landers	导读: 朱振武 (上海大学外国语学院)
2. 《剧场翻译及电影改编: 一位实际工作者的观点》 Theatrical Translation and Film Adaptation: A Practitioner's View	Phyllis Zatlin	导读: 程朝翔 (北京大学外国语学院)
3. 《公文翻译》 Translating Official Documents	Roberto Mayoral Asensio	导读: 陶友兰 (复旦大学外文学院)
4. 《法律翻译》 Translating Law	Deborah Cao	导读: 宋 雷 (西南政法大学外语学院)
5. 《法律翻译解析》 Legal Translation Explained	Enrique Alcaraz Brian Hughes	导读: 宋 雷 (西南政法大学外语学院)
6. 《翻译与技术》 Translation and Technology	C. K. Quah	导读: 李正栓 (河北师范大学外语学院)

口译实践指南丛书

1. 《会议口译解析》 Conference Interpreting Explained	Roderick Jones	导读: 柴明颖 (上海外国语大学高级翻译学院)
2. 《口译: 技巧与操练》 Interpretation: Techniques and Exercises	James Nolan	导读: 柴明颖 (上海外国语大学高级翻译学院)
3. 《口译员的资源》 The Interpreter's Resource	Mary Phelan	导读: 王晓元 (香港岭南大学)
4. 《法庭口译导论》 Introduction to Court Interpreting	Holly Mikkelsen	导读: 杜金榜 (广东外语外贸大学)

前 言

本册书是《新世纪文科英语教程》第二分册的教师用书,供教学参考之用。

根据学生用书各单元的具体情况,本册书主要包含两部分内容。与课文相关的第一部分由以下三项内容构成:

1. Pre-reading Activities 本节内容提供了学生用书各单元中 Pre-reading Activities 的录音文字材料和练习答案。

2. About the Author 根据课文作者的知名度和取得有关材料的难易度,我们尽可能地为本教材的教师提供了有关课文作者的简要介绍。由于材料所限,有些作者的情况无从知晓,但是使用本教材的教师至少可从本节内容中了解课文的出处和发表的时间。

3. Text-related Information 本节内容提供了课文及其作者的一些背景材料并对一些相关的重要问题或人物作了必要的解释,对课文中提及的一些典故等则提供来源以供参考。

与练习相关的第二部分由以下两项内容构成:

1. Key to Exercises(Texts A, B & C),其中包括 Responding to the Text, Vocabulary, Writing 三大类练习的答案。

2. Translation Exercises 此项练习所包含的短语、句子或篇章是围绕单元中所有三篇课文设计的,因此,教师应该引导学生熟练掌握课文的相关语句,以便学生能顺利完成这部练习。

由于《新世纪文科英语教程》涉及的内容很广,本教师用书不可能顾及教学过程中的各个方面,因此教师在使用本书时可以视情况适当增删其中内容,以适合各类学生之所需。

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本册统稿、增补参考资料、注解等工作由余建中、宋梅、黄莺（均为复旦大学教师）完成。上海大学留美学者周德敏先生为选材提供了方便，英籍专家 Joy Waugh 审阅了全稿并提出了宝贵的修改意见，我们在此谨表谢意。

编者

2008 年 12 月

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UNIT ONE

Language

PRE-READING ACTIVITIES

Tapescript

Language is human speech, either spoken or written. Language is the most common system of communication. It allows people to talk to each other and to write their thoughts and ideas. The word “language” may be loosely used to mean any system of communication, such as traffic lights or Indian smoke signals. But the origin of the word shows its basic use. It comes from the Latin word “lingua,” meaning tongue. And a language still is often called a tongue.

Wherever there is human society, there is language. Most forms of human activity depend on the cooperation of two or more people. A common language enables human beings to work together in an infinite variety of ways. Language has made possible the development of advanced, technological civilization. Without language for communication, there would be little or no science, religion, commerce, government, art, literature, and philosophy.

According to linguists, there are about 6,000 languages spoken in the world today. This number does not include dialects. Many languages are spoken only by small groups of a few hundred or a few thousand people. There are more than 200 languages with a million or more speakers. Of these languages, 23 have about 50 million or more speakers each. They include Arabic, Chinese, English, French, German, Japanese, Russian, Spanish, and so on.

Young children quickly acquire command of a language when they have regular contact with fluent speakers of that language. Children listen to older people, imitate them, and gradually master a group of sounds used in the language. They also learn to associate particular words, such as “dog,” “black,” or “bark,” with objects, ideas, and actions. At the same time, youngsters learn to make up sentences that other speakers accept as correct. (289 words)

Key to Pre-reading Activities

1. F 2. T 3. T 4. F 5. T 6. T

TEXT A

Is Our Language in Decay?

About the Author

Jean Aitchison (1938 –) is a Rupert Murdoch Professor of Language and Communication, University of Oxford. This text is taken from the *Independent*, Feb. 7, 1996.

Text-related Information

1. Ferdinand de Saussure (1857 – 1913)

Swiss linguist. One of the founders of modern linguistics, he established the structural study of language, emphasizing the arbitrary relationship of the linguistic sign to that which it signifies. Saussure distinguished synchronic linguistics (studying language at a given moment) from diachronic linguistics (studying the changing state of a language over time); he further opposed what he named *langue* (the state of a language at a certain time) to *parole* (the speech of an individual). Saussure's most influential work is the *Course in General Linguistics* (1916), a compilation of his lecture notes.

2. Samuel Johnson (1709 – 1784) and *A Dictionary of the English Language*

It was on September 18, 1709 that Samuel Johnson was born in England. The son of a bookseller, Samuel Johnson went on to become one of the best-known English men of letters: he was an essayist, a critic, and most famously, the lexicographer who gave us *A Dictionary of the English Language* in 1755.

Samuel Johnson's dictionary was not the first dictionary of English words, but it was the most definitive of its time. It included more than 43,000 words and nearly 120,000 illustrative quotations.

When he began working on his dictionary, Johnson had nothing approaching enough money to cover its cost. His publisher advanced him enough to get started,

but nothing more. When he asked Lord Chesterfield to be his patron, the man offered a token ten pounds, so Johnson kept his day jobs and financed the work himself. During the eight years in which he worked on his dictionary, Johnson also wrote poetry, produced a play, and edited *The Rambler* magazine.

Once it became clear that the dictionary would succeed, Lord Chesterfield made a belated offer of patronage. Johnson spurned him just as a dictionary editor should, with a scathing definition of patron:

Is not a patron ... one who looks with unconcern on a man struggling for life in the water, and when he has reached ground encumbers him with help? The notice which you have been pleased to take of my labors, had it been early, had been kind, but it has been delayed ... till I am known, and do not want it.

Excerpt from the Preface to *A Dictionary of the English Language*:

If the changes that we fear be thus irresistible, what remains but to acquiesce with silence, as in the other insurmountable distresses of humanity? It remains that we retard what we cannot repel, that we palliate what we cannot cure. Life may be lengthened by care, though death cannot be ultimately defeated. Tongues, like governments, have a natural tendency to degeneration. We have long preserved our constitution, let us make some struggles for our language.

3. Jocks and Burnouts

Jocks and Burnouts: Social Categories and Identity in the High School is a book written by Penelope Eckert, a professor at the Department of Linguistics, Stanford University.

Focusing on adolescents in a high school in the Detroit area, Eckert's thesis is that the public high school is based on middle-class values, emphasizes college preparatory programs, and rewards those students who adjust to school hierarchical patterns; a dissonance is thus created in students from working-class backgrounds (the "burnouts"), resulting in maladjustment and alienation from school. Students from middle-class backgrounds (the "jocks"), on the other hand, adjust to the high school culture and successfully complete the school program.

4. Lenny Henry (1958 -)

Lenny Henry is a British comedian and actor. In 1976, at the age of sixteen, Lenny Henry won the British television talent show *New Faces*, as a comic and impressionist, and he became one of Britain's best-known personalities.

In 1976, Henry was offered a part in *The Fosters* (LWT 1976 – 1977), British television's first ever black television situation comedy. Working alongside established black actors, Henry learned more about acting and the dynamics of television. Henry created a myriad of familiar caricatures but the most popular one earned him his own series, *The Lenny Henry Show* (BBCTV 1984 – 1988). Henry was influenced by comedians from the United States and became the first British comedian to make a live stand-up comic film, *Lenny Henry Live And Unleashed* (1989). By the late 1980s, Lenny Henry began to broaden his repertoire and became increasingly interested in "serious" acting roles.

Since the mid 1970s, Lenny Henry has risen from being a talent show hopeful to being the most popular black British light entertainer. He has won numerous awards, including the Radio and Television Industry Club Award for BBC Personality of the Year in 1993. Although Henry does not see himself as a specifically black comedian, he does believe that being black enriches his work. The development in his work and the breadth of his appeal signifies the different contexts within which he has managed to sustain his popularity and credibility as one of the key players in British comedy.

5. Janet Street-Porter (1946 –)

A former BBC executive and television presenter, Janet Street-Porter is now best known as the editor of *The Independent on Sunday* and the founder of the defunct cable channel, Live TV.

Born on the 27th of December, 1946, Janet was educated at the Lady Margaret Girl's School and also the Architectural Association. Her first job was as a writer for *Petticoat Magazine* and from there she moved on to *The Daily Mail*, then a short hop over to the *London Evening Standard*.

In the 1970s she did some broadcasting on LBC Radio and from there progressed to presenting, devising and producing shows for London Weekend Television (including the Six O'clock Show). Janet was BBC Head of Youth and Entertainment Features from 1988 to 1994, was the MD of cable channel Live TV for a year and cofounded Screaming Productions in 1996. She currently works as editor of *The Independent on Sunday*.

An award winning broadcaster, she was winner of the British Academy of Film and Television Arts (BAFTA) award for originality in 1988, and the Prix Italia for her production of *Vampyr — A Soap Opera* in 1993. She has also been nominated for the Carlton TV Mae West Award for the most outspoken woman in the industry.

部分基本专业术语

ambiguity 歧义
euphemism 委婉语
language contact 语言接触
language planning 语言规划
lexicon 词汇
linguistic variety 语言变体
phonetics 语音学
pidgin 洋泾浜语
semantics 语义学
syntax 句法, 句法学
vernacular 本地话, 本国话

discourse 话语, 语篇
idiolect 个人语言特点
language family 语系
lexicology 词汇学
linguistic diversity 语言多样性
linguistic taboo 禁忌语
phonology 音位学
pragmatics 语用学
speech act 言语行为
utterance 话语

TEXT B

Language and Electronics: The Coming Global Tongue

About the Author

Author not available. This text is taken from *The Economist*, Dec. 21, 1996.

Text-related Information

1. TCP/IP

TCP and IP were developed by a US Department of Defense (DOD) research project to connect a number of different networks designed by different vendors into a network of networks (the "Internet"). It was initially successful because it delivered a few basic services that everyone needed (file transfer, electronic mail, remote logon) across a very large number of client and server systems. Several computers in a small department can use TCP/IP (along with other protocols) on a single LAN. The IP component provides routing from the department to the enterprise network, then to regional networks, and finally to the global Internet. On the battlefield a communications network will sustain damage, so the DOD designed TCP/IP to be robust and automatically recover from any node or phone line failure. This design allows the

construction of very large networks with less central management. However, because of the automatic recovery, network problems can go undiagnosed and uncorrected for long periods of time.

2. *Webster's Third New International Dictionary and the Collegiate Dictionary*

The 1890s saw the introduction of two classic trademarked Merriam-Webster dictionary series, works that still form the foundation of the company's product line: the *International* and the *Collegiate*.

The Merriams recognized that English was used worldwide and that Merriam-Webster references could serve people all over the globe. To reflect this global outlook, *Webster's Unabridged* was officially renamed *Webster's International Dictionary, Unabridged*, with the publication of the 1890 edition. *Webster's International Dictionary* was an enormous achievement — and a big, heavy book. The company recognized that there were times when such a large volume was impractical, so in 1898 it introduced *Webster's Collegiate Dictionary* as a compact and convenient reference intended to meet the needs of the general readers and especially the college students.

Since they were first released, *Webster's International Dictionary* and *Webster's Collegiate Dictionary* have been updated and revised many times. New editions of the unabridged appeared in 1909 (*Webster's New International Dictionary*), 1934 (*Webster's New International Dictionary, Second Edition*), and 1961 (*Webster's Third New International Dictionary, Unabridged*). Addenda sections, featuring words that came into use after publication of the 1961 edition, have been added regularly, most recently in 2002.

Webster's Collegiate Dictionary is updated annually and has been completely re-edited and revised every 10 to 12 years. In 1993, the company officially renamed the work *Merriam-Webster's Collegiate Dictionary* to help distinguish it from the many other Webster's dictionaries, of varying quality, produced by other publishers.

3. *Berlitz International*

Berlitz, a worldwide leader in global training and development services, offers customized language and cultural training, and translation and interpretation services through 400 locations in more than 50 countries.

The organization now known as Berlitz International, Inc. was founded in 1878 by Maximilian D. Berlitz in Providence, Rhode Island, USA. Berlitz developed a system of language teaching that today is still the basis for the world-famous Berlitz

courses. His innovative approach to teaching languages met with almost immediate success in Providence, and by 1880, he was encouraged to open a language center in Boston. This was followed in quick succession by language centers in New York City and Washington, D. C. Further success led him to open centers in other American cities and in Europe, where the popularity of Berlitz's teaching technique spread even more rapidly.

In the 1950s, Berlitz opened its first Latin American language center in Mexico, following shortly with locations in Brazil, Venezuela, Argentina, Colombia, and Chile. The Tokyo language center came in 1968, the first of what are now approximately 50 Berlitz centers in Asia. Berlitz has a strong presence in Europe, with more than 126 Berlitz centers there, and of course in North America, with more than 70 centers in the US and Canada. The current number of Berlitz centers worldwide is more than 400.

From the founding of the company in 1878, Berlitz was geared primarily to the needs of travelers and those studying for personal enrichment. In the 1950s, however, it found the composition of its student body changing. Berlitz was increasingly confronted with business people, professionals, and technicians headed for foreign posts and needing language skills for their new assignments, and major corporations seeking to enroll large numbers of personnel, and their families, to learn languages as quickly as possible.

TEXT C

Chinese Whispers

About the Author

Author not available. This text is taken from *The Economist*, Jan. 3, 1999.

Text-related Information

1. Cockney

The term "Cockney" refers to both the people born or living in the eastern section of London and their distinctive accent. The etymology of Cockney has long been discussed and disputed. One explanation is that "Cockney" literally means cock's egg, a