

NEW ENGLISH COURSE

新 英 语 教 程

5th Edition

第五版

总 主 编：张文霞

执行总主编：刘梅华

主 编：汪火焰

综 合

2

清华大学出版社



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清华大学出版社

北京

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图书在版编目(CIP)数据

新英语教程.综合.2 / 张文霞总主编;汪火焰主编. —5版. —北京:清华大学出版社, 2017
ISBN 978-7-302-42479-6

I. ①新… II. ①张… ②汪… III. ①英语—高等学校—教材 IV. ①H31

中国版本图书馆CIP数据核字(2015)第311676号

责任编辑:朱琳
封面设计:平原
责任校对:王凤芝
责任印制:王静怡

出版发行:清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址:北京清华大学学研大厦A座 邮 编:100084

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质量反馈:010-62772015, zhiliang@tup.tsinghua.edu.cn

印装者:北京盛通印刷股份有限公司

经 销:全国新华书店

开 本:210mm×285mm 印 张:11 字 数:254千字

版 次:1986年1月第1版 2017年4月第5版 印 次:2017年4月第1次印刷

定 价:43.00元

产品编号:065940-01

前言

《新英语教程》始于1986年,是国内较早出版的大学英语系列教材之一,近30年历经4次改版,始终紧跟国内大学英语教学的发展步伐,是一个历久弥新的品牌。

大学外语教育是我国高等教育的重要组成部分,国家也给予高度重视。《国家中长期教育改革和发展规划纲要(2010—2020)》指出:“提高质量是高等教育发展的核心任务。”近年来,国内大学生入学英语水平的飞速提高,网络多媒体技术在教学中的广泛应用,以及新一轮的教学改革启动后课堂教学方式和内容的变革,都对大学英语教学质量提出了更高的要求。为了更好地满足教学需求,《新英语教程》进行了全新改版。

《新英语教程》(第五版)是一套系统、开放、动态、立体的大学英语教材,以即将颁布的《大学英语教学指南》为纲,遵循“以教师为主导,以学生为主体”“语言是媒介,内容是核心”“输入为先,产出随后”“文化兼容,学以致用”的教学理念,依托数字化教学管理平台,实现信息化教学。本系列教材遵循布卢姆教育目标分类原则(Bloom's taxonomy of educational objectives),注重培养学生的英语应用能力,增强其跨文化交际意识和交际能力,进而提高其批判性思维 and 创新能力,同时注重发展学生的自主学习能力,提高其综合文化素养。

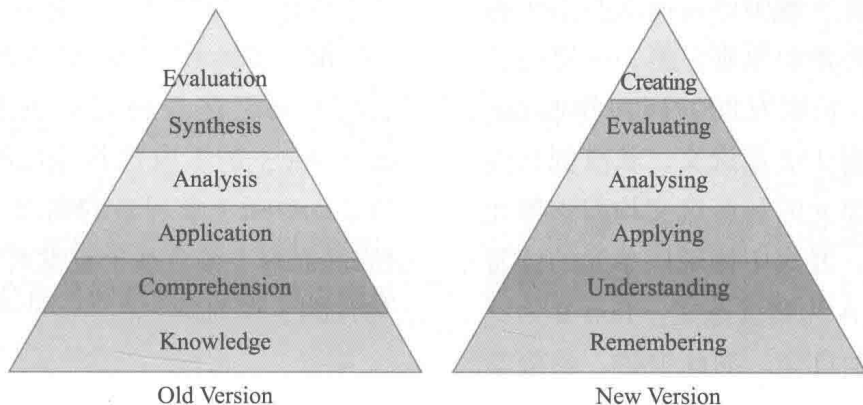
教材特色

《新英语教程》(第五版)由清华大学出版社和全国一流院校的编者团队通过多次调研后精心策划而成,具有鲜明的特色:

1 全新的指导思想,全新的教材设计:以即将颁布的《大学英语教学指南》为蓝本,体现英语教学的基础性和应用性相结合的原则,满足大学英语分层次教学的要求,培养学生综合语言素质,增强国际学术交流能力,提升与语言相关的人文素质,提高学生自主学习能力,旨在促进大学生知识、能力和综合素养的协调发展。

2 内容新颖,话题具有时代气息:内容鲜活,涵盖多个现代生活话题,如经济、工程、环境、哲学、信息工程、社会科学等,且观点多样,丰富学生的思想。

3 遵循布卢姆教育目标分类原则:即每一分册、每个单元都有各自的既定目标,整套教材也有自己的最终目标。第一、第二



布卢姆教育目标分类原则

册旨在使学生掌握并运用、提高基础英语的听、说、读、写技能；第三、第四册旨在使学生掌握并运用学术英语的听、说、读、写技能。同时，学生需要理解阅读和听力的输入内容，之后能将之转化为写作和口语的输出能力，进而提高自己的批判性思维和创新能力。

4 体现大学英语课程的工具性和人文性双重性质：培养学生跨文化交际意识和能力这一宗旨贯穿本系列教程，同时培养学生自主学习能力，鼓励学生自我评价和激励，进而形成

良好的学习策略能力，成为一个“主动学习者”。

5 依托全新的数字化互动教学平台：本系列教材将课程的整体性与学生的个性化需求有机结合，依托全新的数字化互动教学平台，实现泛在学习、多维交互、翻转课堂、教学管理与研究，对学生的学习效果进行评估的同时，帮助教师对学生的行为进行有效分析，真正实现教、学、练、考、评、研多位一体的立体化教学。

教材结构

“综合”系列教材的各册按照课文主题内容分为八个单元，每个单元均有 1~2 篇阅读选文，可根据课时设置需要安排 4~6 个课时完成每个单元的教学，一个学期内完成全册内容的教学。每个单元的结构如下：

1 单元目标：明确阐述每个单元的学习目标，以便学生学习。

2 Lead in：本部分含 2~3 个与本单元话题相关的听说练习，以激发学生对本单元话题和学习重点的兴趣，引导他们进入正式学习。

3 英文阅读选文：遵循语言输入与输出相结合及输入为先的原则，第 1~3 册每单元各有 2 篇选文，长度为 800~1500 字左右；第四册每单元各有 1~2 篇选文，长度视具体文章而定。每个单元的每篇选文均与该单元的话题密切相关，并集中体现该单元的读写技能。其中 Text A 为精读选文，Text B 为泛读选文，可由学生自学。如此安排，希望学

生能通过不同形式的阅读进一步熟悉、掌握各种英语读写技能，扩大英语词汇量（包括学术词汇量），并能够熟练运用。

4 英语读写技能讲解：本系列教材各册的每个单元均侧重某个（些）特定的英语读写技能，如文章结构、连贯与衔接、段落结构、引用、避免抄袭等。

5 词汇表：选词标准主要包括 frequency（词汇在各种文章中出现的频率）、coverage（词汇取代其他词的能力）、needs and interest（学习者的需求及兴趣度）以及 familiarity（编者基于直觉对词汇有用性和具体性的主观判断）。

6 **课后练习:** 为了帮助学生更好地掌握和运用各种英语读写技能, 本系列教材各册中每个单元的每篇选文后都配有相应的课后练习。练习主要分为五大类:

- 1) **阅读理解:** 旨在帮助学生理解课文、复述、概述课文内容、阐述与课文内容相关的看法与观点等;
- 2) **词汇与语法:** 旨在帮助学生巩固本单元所学的重点词汇和语法结构;
- 3) **翻译:** 旨在训练学生的英汉、汉英翻译能

力, 增强他们对英汉两种语言和思维体系差异的认识;

- 4) **口语练习/讨论:** 旨在以各种形式帮助、鼓励学生学以致用, 提高其英语口语运用能力;
- 5) **写作:** 要求学生运用本单元所学的写作技能完成特定题目的写作, 也为进一步的写作打下基础。

7 **单元复习:** 从该单元的学习目标出发, 检测学生对该单元的理解和掌握。

“听说”系列教材的各册按照课文主题内容分为八个单元, 每个单元均有不同的听说任务, 可根据课时设置需要安排 2~3 个课时完成每个单元的教学, 一个学期内完成全册内容的教学。每个单元的结构如下:

1 **单元目标:** 明确阐述每个单元的学习目标, 以便于学生学习。

2 **各种类型的与单元话题和听说技能相关的听说任务:**

- 1) **Focused listening and speaking:** 本部分含 2~3 个听说练习, 引出本单元侧重的听说技能, 以激发学生对本单元话题和学习重点的兴趣, 引导他们进入正式学习;
- 2) **Listening and speaking for communication:** 本部分以各种形式培训学生对该单元的重点听说技能的掌握和运用;
- 3) **Extended listening:** 本部分进行听力技能训练, 同时为学生提供应试培训;
- 4) **Hakospace:** 本部分要求学生学以致用, 运用所学创造自己的东西, 同时可以满足

水平高的学生的要求。

3 **英语听说技能讲解:** 本系列教材各册的每个单元均侧重某个(些)特定的英语听说技能, 如重音、连读、描述、表达观点、辩论、预测、口头报告等, 对这些技能的讲解分布在各 Task 中。

4 **词汇表:** 选词标准主要包括 frequency (词汇在各种文章中出现的频率)、coverage (词汇取代其他词的能力)、needs and interest (学习者的需求及兴趣度) 以及 familiarity (编者基于直觉对词汇有用性和具体性的主观判断)。

5 **单元复习:** 从该单元的学习目标出发, 检测、加强学生对该单元的理解和掌握。

前言

适用对象和教学目标

本系列教材适用对象是国内本科 1~2 年级的学生，或水平相当的英语学习者，适合大学英语基础阶段使用，旨在培养学生的基础和学术英语听说读写技能，为将来进一步的学术发展打下基础。具体教学目标是帮助学生掌握如下英语技能和知识：

1 掌握基础英语的听、说、读、写技能，
如单词重音、记笔记、辨别重点信息、
掌握篇章结构等能力；

2 运用和提高基础英语的听、说、读、写
技能，如描述、表达观点、写英文书信、
辩论等能力；

3 掌握学术英语的听、说、读、写技能，
如掌握讲座的组织结构、口头及书面总
结与评价、会写研究报告等能力；

4 了解英语口语与正式用语的差别；

5 扩大学术英语词汇量，掌握高频学术词
汇的运用。

编写团队

《新英语教程》（第五版）总主编为清华大学张文霞，执行总主编为清华大学刘梅华。本丛书 1~4 级的分册主编分别是清华大学胡阳、武汉大学汪火焰、北京交通大学蒋学清和中山大学王哲，同时有来自这四所高校的几十名专家和骨干教师参与了本丛书的设计和编写。在丛书修改定稿过程中，清华大学陈永国与 Bill Curtis、David Grace、James Swider、Whitney Cull 等外籍专家审定全稿。

由于编写时间仓促，编者热忱欢迎兄弟院校的使用者对本书的缺点和不足之处提出批评和指正。

《新英语教程读写》（第五版）编写组

2016 年 5 月

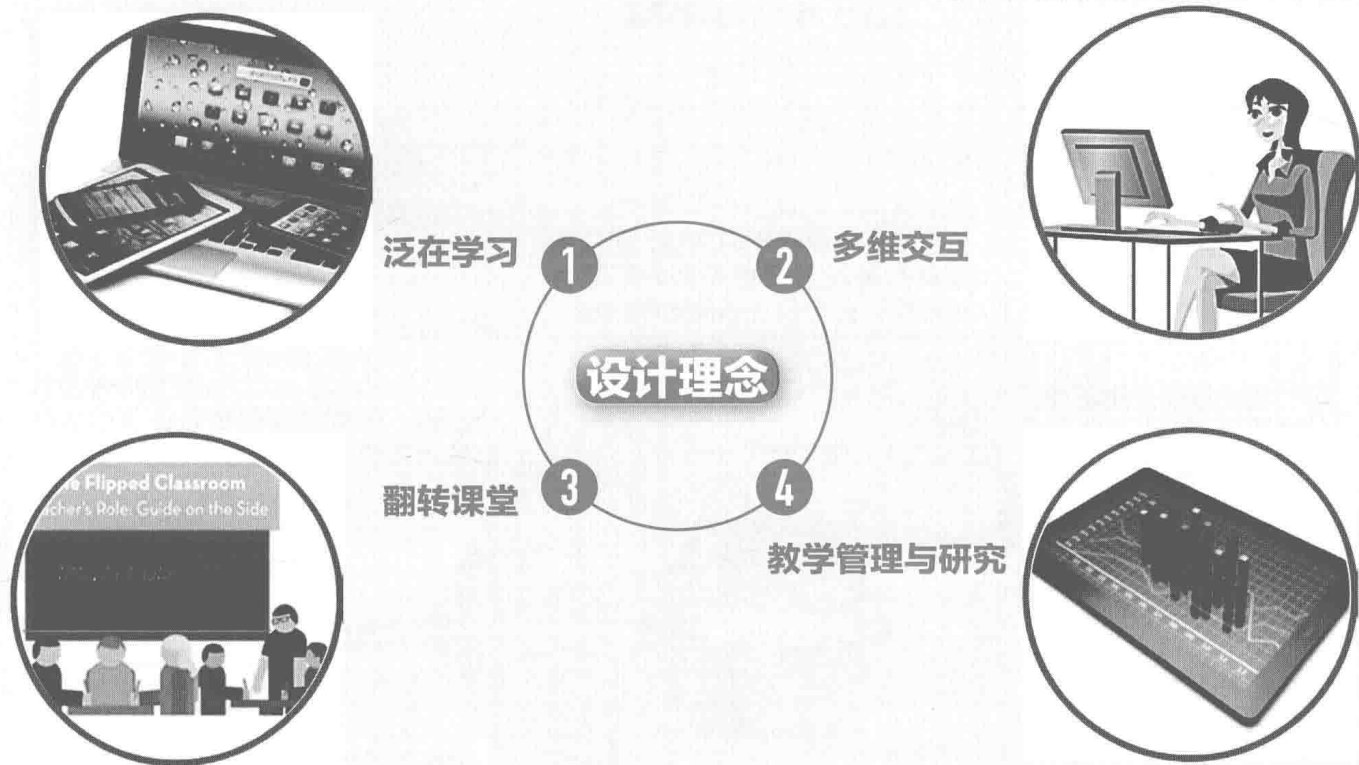
大学英语数字化互动教学平台

简介

清华大学出版社大学英语数字化互动教学平台是以个性化课程为中心、能力测试为手段，兼顾课堂教学和自主学习，与教材内容紧密结合并拓展更多教学资源，集教、学、练、考、评、研等功能于一体的网络课程教学平台。目的是通过平台上的交互式学习内容和新型教学模式，提高教学效率和效果，培养学生的语言综合运用能力、跨文化交际能力及自主学习的能力，同时为教师备课、教学、批改、科研提供便利。

学生通过现代化的网络手段（Web 端、Pad 客户端、手机客户端）随时随地登录平台进行学习，真正达到无时无刻的沟通和无处不在的学习，体验泛在学习的便捷与快乐。

实现师生间交互、学生间交互、教师间交互、人机间交互的多维交互，充分调动学生学习的主动性和教师教学的积极性，为学生营造轻松、便捷的交互学习环境，为教师减轻教学负担。

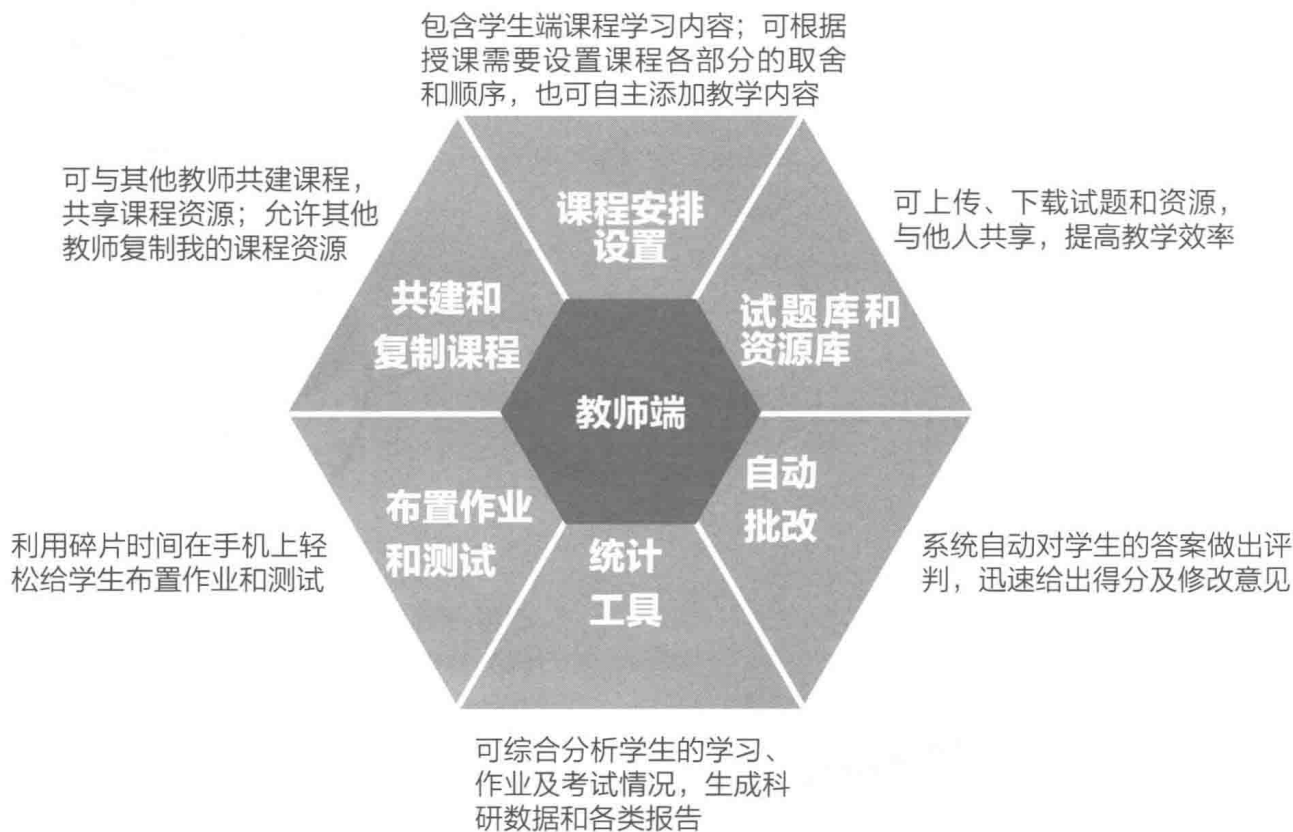
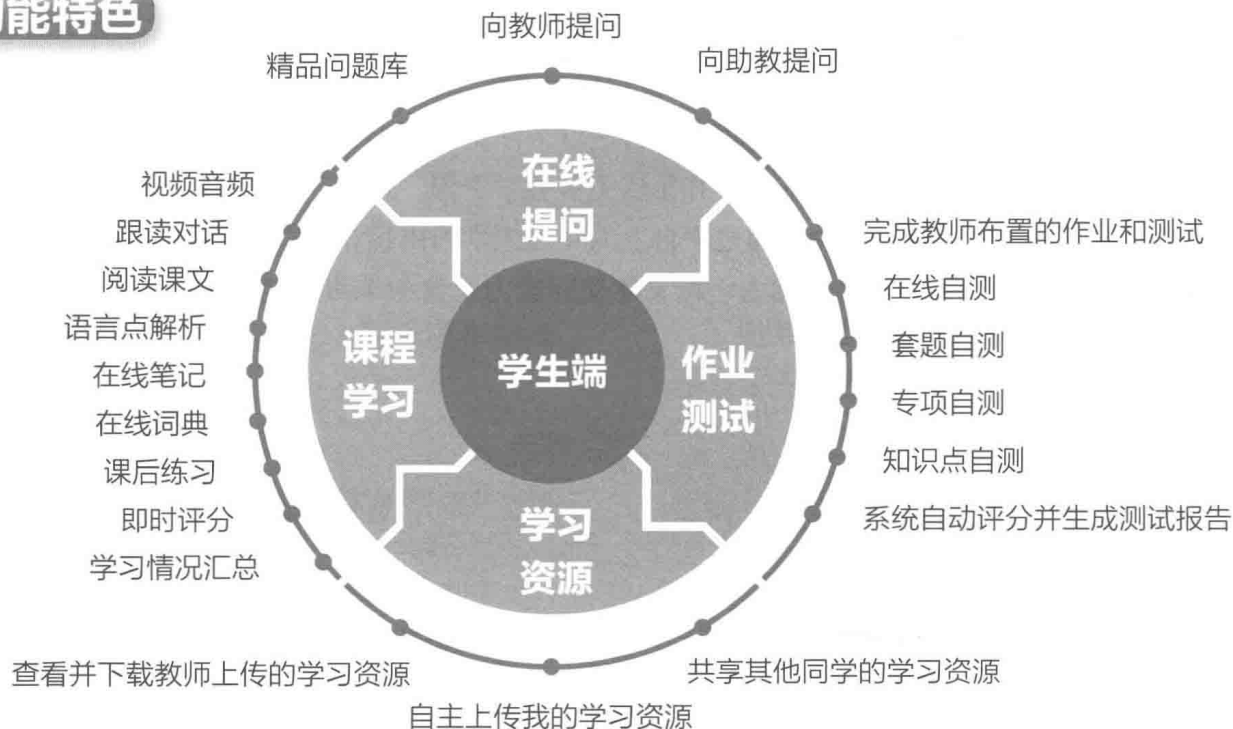


调整课堂内外的时间，将学习的主动权由教师转移给学生。教师课前上传学习材料，学生课前自主学习，课上时间组织讨论、答疑、展示等活动，加强学生对知识的理解，提高课堂效率。

教师在平台上实时查看、监督学生的学习情况，及时向学生反馈，延伸教师的管理时空，使教学管理变得轻松而高效；运用统计工具对学生的学习行为进行综合分析，为科研提供确切的数据支持。

大学英语数字化互动教学平台

功能特色



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Unit

1

History



Learning objectives

- To learn how to objectively evaluate historical events and people;
- To learn how to guess word meanings through reading context;
- To learn how to develop body paragraphs through process analysis.

Lead in

Task 1

Listen to the passage and answer the following questions.



1. What happened in Watergate Building on the morning of June 17, 1972?
2. What was connected with the prowlers?
3. What was the result of the Watergate Scandal?
4. What was Gerald Ford's reaction towards the scandal?
5. Do you think Nixon knew of the wiretap in the building?

Task 2

Discuss the following questions with your partner.

1. Do you know any significant historical event? Please describe it.

2. Do you know any significant historical figures? How and why do you remember them?
3. Can you define "history" in your own words?
4. Should we move forwards without looking back-wards? Why or why not?

Text A

East and West Germany reunite

1 The East German people revolted against their oppressive government, and the two Germanies, which had been separated since 1949, reunited socially, politically, and economically.

A nation divided

2 The end of World War II saw a deep division drawn among the nations of Europe. With Nazism and fascism overrun and with a need for massive rebuilding, the United States, the Soviet Union, England, and France¹ moved in to assert their influence over the damaged countries and ensure that tensions would not again *escalate* into a world war. The four nations, however, could not agree on what to do with Germany.

3 In 1949, two German states emerged: the Federal Republic of Germany, or West Germany, governed by a democratic and pro-Western

administration, and the German Democratic Republic, or East Germany, under the **stranglehold** of the Soviet Union's **regime**. After 1955, both Germanies joined rival military pacts. West Germany became a member of the North Atlantic Treaty Organization (NATO), and East Germany became a member of the Warsaw Pact². They were caught on opposite sides of the Cold War³.

4 When Germany split into two, relatives and friends who had previously been citizens of the same country now found themselves **barred from** each other. Many who were stuck in East Germany crossed over to the West in search of freedom and better living conditions. These refugees were an embarrassment to the East German government, which reacted by closing nearly seventy border crossings. In 1961, the **infamous** Berlin Wall⁴ was built as a barrier between East and West. It was guarded by armed soldiers, and many who tried to cross the Wall were killed or captured and held as political prisoners.

5 The first chancellor of West Germany, Konrad Adenauer⁵, refused to recognize the **legitimacy** of East Germany as an independent state. His country's constitution accepted only one German citizenship for all Germans. For many years, there were no official diplomatic relations between the two governments. Only after socialist Willy Brandt⁶ became chancellor of West Germany in 1969 did the two nations establish closer contact. In 1972, the two Germanies signed a *Basic Pact*⁷ that regulated official contacts between them. The following year they were both admitted into the United Nations.

6 After 1972, the two states increased economic and political contacts. Even during tense periods of increased East-West conflict, they attempted to continue a policy of **détente**. Despite official West

German commitment to German unification, as late as October, 1989, two-thirds of West Germans did not expect German reunification to occur in the 20th century. Furthermore, the East German leader, Erich Honecker⁸, pursued a policy **aimed at** creating an independent East German identity. He was disliked by many East Germans. The East German regime depended on the support of Moscow for its survival. Large Soviet forces **stationed** in East Germany provided protection for the leadership in the event of social uprising disturbances.

Toward unification

7 The emergence of Mikhail Gorbachev⁹ as a new, liberal Soviet leader in 1985 **drastically** altered conditions. The Brezhnev Doctrine¹⁰, which had promised Soviet military assistance to endangered regimes, was abandoned. In May, 1989, Hungary began **dismantling** its border **fortifications** with Austria, allowing thousands of East Germans to flee to the West. By the summer of 1989, East Germans were **flooding into** West German embassies in Budapest, Prague, and Warsaw. Finally, in early October, the East German government allowed thousands of its citizens to emigrate. These concessions by the East German leaders, however, were not enough to prevent more mass demonstrations and calls for reform in East Germany.

8 On October 7, 1989, Honecker officially celebrated East Germany's 40th anniversary. A few days later, he was **ousted from** office and replaced by his former **protégé**, Egon Krenz¹¹. Krenz promised to bring reforms, but the East German people were not satisfied with just promises. On October 30, more than 200,000 people demonstrating in Leipzig¹² demanded the legalization of New Forum¹³, an opposition **coalition** group.

9 In a desperate attempt to stop the flow of refugees

to West Germany, the East Germans officially opened the Berlin Wall in November 1989. The leaders expected that the East Germans would choose not to flee if they were given access to the West.

¹⁰ After only a few months as leader, Krenz resigned in response to continuing demonstrations. He was replaced by the reformist Hans Modrow¹⁴. Modrow wanted to reform the political system of East Germany, but he did not favor unification with West Germany. While he resisted, the East German masses increasingly called for union and continued to pour into West Germany.

¹¹ In late November, West German chancellor Helmut Kohl¹⁵ announced his ten-point plan for gradual German unification. The issue was not simply an internal German question. The powers that had defeated Germany in World War II were concerned that a reunited Germany might eventually cause trouble again. By December, 1989, U.S. President George Bush and U.S. Secretary of State James Baker had begun to support Kohl's efforts with the *stipulation* that Germany had to remain a member of NATO. On February 10, 1990, Kohl visited Moscow and received Gorbachev's approval that the two German states could define their internal issues of unification. In Ottawa, Canada, a "Two-plus-Four" system¹⁶ was established that allowed the two German states to *work out* the details of German unification while they negotiated

the external aspects of German unification with France, England, the United States, and the Soviet Union.

¹² On March 18, 1990, the East Germans, in their first democratic election, voted in favor of the pro-Western Christian Democratic coalition. The new East German Prime Minister, Lothar de Maiziere¹⁷, supported Kohl's efforts to reunite the two German states without delay. By July 1, the Germans had established a monetary union. In a meeting with Gorbachev on July 15-16, at Stavropol¹⁸ in the Soviet Union, Kohl was able to remove the last obstacle to German unification by obtaining Gorbachev's approval that a united Germany could remain a member of NATO. On August 31, the two Germanies signed a treaty that called for unification by October 3, 1990.

Consequences

¹³ On October 3, 1990, the two German states were officially united, and on December 2, the first general election was held in the new nation. Chancellor Kohl's coalition government emerged victorious. Although numerous political, economic, and social problems remained to be resolved, the new Germany had *become* firmly *anchored in* a democratic framework and closely tied to the European community.

(1,062 words)

1 the United States, the Soviet Union, England, and France: 1945年7月17日至8月2日, 斯大林、杜鲁门、丘吉尔(因丘吉尔在大选中失败, 从7月27日起由艾德礼接替他参加)在柏林附近的波茨坦召开的会议上, 签订了《波茨坦协议》(*The Potsdam Agreement*), 讨论并通过了“管制初期关于处置德国的政治及经济原则”。三国首脑从各自的利益出发, 一致同意共同占领和控制德国, 决定先由三国军队对德国实行占领, 并同意法国也参加对德国的占领。苏联占领德国东部地区, 英国占领德国西北部地区, 法国占领德国西部地区, 美国占领德国西南部地区。柏林由四国派军队共同占领。在四国占领期间对德国开展了非纳粹化运动, 非纳粹运动对德国人民是一场教育运动, 对德国是一场民主化改造运动。

2 NATO & Warsaw Pact: 东、西德国成立后, 1955年5月5日《巴黎协定》(*The Paris Agreement*)生效, 西德加入了西欧联盟和北大西洋公约组织(NATO)。北约组织包括美国、英国、法国、意大利、西德、荷兰、比利时、卢森堡和加拿大。1955年5月11日至14日, 《华沙条约》通过, 华沙条约组织(Warsaw Pact)成立。华约组织包括苏联、阿尔巴尼亚、匈牙利、保加利亚、东德、波兰、罗马尼亚、捷克斯洛伐克。

3 Cold War: 1947年6月美国国务卿马歇尔在哈佛大学毕业典礼上提出的欧洲复兴计划(马歇尔计划)是实现美国控制西欧盟国、激活西德经济、抗衡苏联西扩的具体方案。1948年4月, 马歇尔计划开始正式执行, 以苏联为首的社会主义阵营和以美国为首的资本主义阵营的东西方之间的“冷战”格局也正式形成。1991年12月, 苏联解体, “冷战”结束。

4 Berlin Wall: 为了阻止东德人员逃往西方, 以及防止西方对东德的颠覆活

动, 东德计划在东、西柏林之间和东德其他地区与西柏林之间修筑“柏林墙”, 封锁柏林。1961年8月13日, 东德出动大批武装警察、军队和坦克, 对西柏林边界实行封锁, 开始沿西柏林边界构筑“柏林墙”, 在边界上只留下13个通道口。“柏林墙”长达161公里, 前后花了4年时间方告完成。“柏林墙”开始只有6英尺高, 之后又被逐步加高。“柏林墙”分内、外两层, 与西柏林交界的外墙高达14英尺, 两墙之间有100米宽的“无人地带”, 配备有强光灯、电网和瞭望塔等。“柏林墙”的构筑使西柏林成为一座孤岛。1989年11月9日, 东德统一社会党决定开放“柏林墙”。1990年2月19日, 东德军队从勃兰登堡门开始大规模拆除“柏林墙”。

5 Konrad Adenauer: 康拉德·阿登纳(1876年—1967年), 1946年3月1日当选为基督教民主联盟主席, 1949年9月15日当选为首任西德总理, 20日正式成立, 首都定在伯恩。阿登纳执政到1963年, 在其执政期间, 西德经济高速增长, 为国内稳定和建设福利国家创造了条件, 他被称为“铁腕人物”。

6 Willy Brandt: 维利·勃兰特(1913年—1992年), 1969年9月28日以社会民主党人当选西德总理。1969年10月28日, 勃兰特政府发表声明指出: “德国存在着两个国家”, 但“彼此不是互为外国, 它们之间的关系只能是特殊性质的关系”, “西德不能考虑在国际法上承认东德”, 表示愿意与东德进行接触和谈判。在勃兰特执政期间, 保证了经济增长和就业, 扩大了社会福利, 对外推行“新东方政策”, 缓和了与苏联东欧各国关系。为表彰勃兰特为德国和欧洲和平事业做出的种种努力和贡献, 勃兰特于1971年底获诺贝尔和平奖。

7 Basic Pact: 1972年12月, 两个德国签署了《基础条约》(全称为《关于