New College English

新编大学英语
扩展教程 4

主编 王 颖

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■ 前　言

　　《新编大学英语扩展教程》广泛借鉴了国内外优秀英语教材的编写经验,认真细致筛选了大量国外知名报纸、杂志、网站的文章,并依据教育部颁布的《大学英语课程教学要求》(以下简称《课程要求》)设计和编写而成。《新编大学英语扩展教程》重视外语教学理论对实践的指导作用,为大学英语教学评估和教学科研提供条件,同时更注重全面培养学生的英语综合实践应用能力。

　　《新编大学英语扩展教程》在教材体系的设计上体现出听、说、读、写、译各项技巧讲解和习题训练的相辅相成,实现接受技能和产出技能训练的有机结合;同时各分册之间相互关联,全面培养学生不同语言技能间的综合应用能力。本教材在注重学生综合能力提高的前提下,还强调对听力能力的培养和训练,为大学英语听力部分的课堂授课与课外学生自主学习提供条件。

　　《课程要求》在一般要求、较高要求和更高要求三个层次上都提出了对积极词汇掌握的要求。《新编大学英语扩展教程》突出《课程要求》所规定的各层次的高频词汇,通过高频单词的高重现率提高学生对积极词汇的掌握,充分体现了对积极词汇的关注和重视。

　　《新编大学英语扩展教程》配套习题以学业成绩测试为主,提供听、说、读、写、译等不同形式的测试题,为形成性评估和终结性评估提供了工具与途径,便于教师全面、客观、准确地获取教学反馈信息,改进教学方法和教学管理,也便于学生及时调整学习策略,提高学习效率。

系列结构

　　《新编大学英语扩展教程》针对大学英语一般要求、较高要求和更高要求三个层次教学设计而成,包含四册,其中:第一册为大学英语三级难度,第二册为大学英语四级难度,第三册难度由大学英语四级逐渐过渡到大学英语六级,第四册为大学英语六级难度。各分册之间难度呼应,既分工明确、各司其职,又互为补充、相辅相成,可供专升本、全日制本科、研究生等不同需求学生使用。《新编大学英语扩展教程》为深化

大学英语教学改革,提高大学英语教学质量,实现不同层次的教学要求和教学目标提供了选择和保障。

各册内容结构

《新编大学英语扩展教程》每册书均由 10 个单元构成,每单元包括 3 个部分:

1. Part I 为大学英语四、六级考试应试技巧介绍。本书每单元均提供大学英语听、说、读、写、译的应试技巧讲解,并辅以相关例子,针对性更强,便于教师开展课堂教学,利于学生掌握英语实践技巧。

2. Part II 包含一篇长文章和相关习题。Part II 的习题形式包括 Reading Related Tasks(共 3 项,分别为 Comprehension of the Text,Blank Filling,Reading Comprehension),Translation 和 Writing。

3. Part III 为听力训练,帮助学生掌握和运用主要听力技能。内容包括 Understanding Short Conversations(8 项),Understanding Long Conversations,Understanding Passages 及 Compound Dictation。

教学使用建议

《新编大学英语扩展教程》内容丰富,习题多样,在使用时可以根据本校实际教学情况及因材施教的原则,适当选择教学内容。建议每单元安排 2 课时,可以根据学校教学条件,选择不同的教学平台,按照教学计划安排面授精讲、自主学习和平时测试等内容。

大学英语听、说、读、写、译技巧讲解贯穿《新编大学英语扩展教程》四册书,其中:第一、二册为大学英语四级难度技巧讲解;第三册作为过渡,前两个单元延续四级难度,后八个单元开始介绍六级难度技巧;第四册为大学英语六级难度技巧讲解。教师可以根据教学需要适当选择讲解内容。

对于课文理解、翻译及写作等主观题,参考答案并非唯一正确答案,仅供教师参考。

《新编大学英语扩展教程》4 册书基本覆盖《课程要求》所规定的单个层次要求,教师可根据教学计划及教学情况,灵活使用本套教材,也可以作为学生自主学习、巩固提高的教辅用书。

编写队伍

《新编大学英语扩展教程 1》主编为吴建江,副主编依次为陈志新、严瑾、张璐。

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编 者
2015 年 8 月

■ CONTENTS

Unit 1

六级作文简介

◆ **写作教学要求**

写作部分测试学生英语进行书面表达的能力,所占分值比例为 15%,考试时间为 30 分钟。

写作选用考生所熟悉的题材,要求考生根据规定的题目和所提供的提纲、情景、图片或图表等写出一篇 150—200 词的短文。写作要求思想表达准确、意义连贯、无严重语法错误。

◆ **写作评分标准**

作文采用总体评分的方法,评分时考虑文章是否切题,是否充分表达思想,语言错误是否造成理解上的障碍,遣词造句是否清楚而准确地表达思想。

本题满分为 15 分,成绩分为 6 个档次:13—15 分、10—12 分、7—9 分、4—6 分、1—3 分和 0 分。各档次的评分标准见下表:

档　次	评　分　标　准
13—15 分	切题。表达思想清楚,文字通顺、连贯,基本上无语言错误,仅有个别小错。
10—12 分	切题。表达思想清楚,文字较连贯,但有少量语言错误。
7—9 分	基本切题。有些地方表达思想不够清楚,文字勉强连贯;语言错误相当多,其中有一些是严重错误。
4—6 分	基本切题。表达思想不清楚,连贯性差。有较多的严重语言错误。
1—3 分	条理不清,思路紊乱,语言支离破碎或大部分句子均有错误,且多数为严重错误。
0 分	未作答,或只有几个孤立的词,或作文与主题毫不相关。

字数不足扣分标准如下：

字数	140—149	130—139	120—129	110—119	100—109	90—99	80—89	<79
扣分	1	2	3	4	5	6	7	9

注意：如题目中给出主题句、起始句、结束句，均不得计入所写字数；规定的内容未写全者，按比例扣分；如果扣为 0 分，要慎重处理。

Part II   Reading

Welcome, Freshmen. Have an iPod. [①]

By Jonathan D. Glater [②]

[A]   Taking a step that many professors may view as a bit counterproductive，some colleges and universities are doling out Apple iPhones and Internet-capable iPods to their students.

[B]   The always-on Internet devices raise some novel possibilities，like tracking where students gather together. With far less controversy，colleges could send messages about canceled classes，delayed buses，campus crises or just the cafeteria menu.

[C]   While schools emphasize its usefulness — online research in class and instant polling of students，for example — a big part of the attraction is，undoubtedly，that the iPhone is cool and a hit with students. Being equipped with one of the most recent cutting-edge IT products could just help a college or university foster a cutting-edge reputation.

[D]   Apple stands to win as well，hooking more young consumers with decades of technology purchases ahead of them. The lone losers，some fear，could be professors.

[E]   Students already have laptops and cell phones，of course，but the newest

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① http：//www. nytimes. com/2008/08/21/technology/21iphone. html? _r = 0

② Jonathan D. Glater is an Assistant Professor of Law at School of Law，University of California（Irvine）. He used to write articles for *The New York Times* during 2000 to 2009，and has been awarded several Publisher's Awards（internal honor）for outstanding news coverage.

devices can take class distractions to a new level. They practically beg a user to ignore the long-suffering professor struggling to pass on accumulated wisdom from the front of the room — a prospect that teachers find most irritating and students view as well, inevitable.

[**F**] "When it gets a little boring, I might pull it out," acknowledged Naomi Pugh, a first-year student at Freed-Hardeman University in Henderson, Tenn., referring to her new iPod Touch, which can connect to the Internet over a campus wireless network. She speculated that professors might try harder to make classes interesting if they were to compete with the devices.

[**G**] Experts see a movement toward the use of mobile technology in education, though they say it is in its infancy as professors try to come up with useful applications. Providing powerful hand-held devices is sure to fuel debates over the role of technology in higher education.

[**H**] "We think this is the way the future is going to work," said Kyle Dickson, co-director of research and the mobile learning initiative at Abilene Christian University in Texas, which has bought more than 600 iPhones and 300 iPods for students entering this fall.

[**I**] Although plenty of students take their laptops to class, they don't take them everywhere and would prefer something lighter. Abilene Christian settled on the devices after surveying students and finding that they did not like hauling around their laptops, but that most of them always carried a cell phone, Dr. Dickson said.

[**J**] It is not clear how many colleges and universities plan to give out iPhones and iPods this fall; officials at Apple were unwilling to talk about the subject and said that they would not leak any institution's plans.

"We can't announce other people's news," said Greg Joswiak, vice president of iPod and iPhone marketing at Apple. He also said that he could not discuss discounts to universities for bulk purchases.

At least four institutions — the University of Maryland, Oklahoma Christian University, Abilene Christian and Freed-Hardeman — have announced that they will give the devices to some or all of their students this fall. Other universities are exploring their options. Stanford University has hired a student-run company to design applications like a campus map and directory for the iPhone. It is considering whether to issue iPhones but not sure it's necessary, noting that more than 700 iPhones were registered on the university's network last year. At the Massachusetts Institute of Technology,

iPhones might already have been everywhere, if AT&T, the wireless carrier offering the iPhone in the United States, had a more reliable network, said Andrew Yu, mobile devices platform project manager at M. I. T. "We would have probably gone ahead with this, maybe just getting a thousand iPhones and giving them out," Mr. Yu said.

[K] The University of Maryland at College Park is proceeding cautiously, giving the iPhone or iPod Touch to 150 students, said Jeffrey Huskamp, vice president and chief information officer at the university. "We don't think that we have all the answers," Mr. Huskamp said. By observing how students use the gadgets, he said, "We're trying to get answers from the students."

[L] At each college, the students who choose to get an iPhone must pay for mobile phone service. Those service contracts include unlimited data use. Both the iPhones and the iPod Touch devices can connect to the Internet through campus wireless networks. With the iPhone, those networks may provide faster connections and longer battery life than AT&T's data network. Many cell phones allow users to surf the Web, but only some newer ones are capable of wireless connection to the local area computer network.

[M] University officials say that they have no plans to track their students (and Apple said it would not be possible unless students give their permission). They say that they are drawn to the prospect of learning applications outside the classroom, though such lesson plans have yet to surface.

[N] "My colleagues and I are studying something called augmented reality (a field of computer research dealing with the combination of real-world and virtual reality)," said Christopher Dede, professor in learning technologies at Harvard University. "Alien Contact," for example, is an exercise developed for middle-school students who use hand-held devices that can determine their location. As they walk around a playground or other area, text, video or audio pops up at various points to help them try to figure out why aliens were in the schoolyard.

"You can imagine similar kinds of interactive activities along historical lines," like following the Freedom Trail in Boston, Professor Dede said. "It's important that we do research so that we know how well something like this works."

[O] The rush to distribute the devices worries some professors, who say that students are less likely to participate in class if they are multi-tasking. "I'm not someone who's anti-technology, but I'm always worried that technology

becomes an end in and of itself，and it replaces teaching or it replaces analysis，" said Ellen Millender，associate professor of classics at Reed College in Portland，Ore. （She added that she hoped to buy an iPhone for herself once prices fall.）

[**P**] Robert Summers，who has taught at Cornell Law School for about 40 years，announced this week — in a detailed，footnoted memorandum — that he would ban laptop computers from his class on contract law.

[**Q**] "I would ban that too if I knew the students were using it in class." Professor Summers said of the iPhone，after the device and its capabilities were explained to him. "What we want to encourage in these students is an active intellectual experience，in which they develop the wide range of complex reasoning abilities required of good lawyers."

[**R**] The experience at Duke University may ease some concerns. A few years ago，Duke began giving iPods to students with the idea that they might use them to record lectures （these older models could not access the Internet）.

"We had assumed that the biggest focus of these devices would be consuming the content," said Tracy Futhey，vice president for information technology and chief information officer at Duke.

[**S**] But that is not all that the students did. They began using the iPods to create their own "content," making audio recordings of themselves and presenting them. The students turned what could have been a passive interaction into an active one，Ms. Futhey said.

New Words

counterproductive	*adj.*	产生相反结果的,事与愿违的
always-on	*n.*	永远联网状态
crisis	*n.*	(pl. crises)危机,危急关头
hit	*n.*	成功而风行一时的事物;很受欢迎的人
cutting-edge	*adj.*	先进的,尖端的
foster	*vt.*	培养,促进,鼓励
distraction	*n.*	分心;分心的事物
long-suffering	*adj.*	长期受苦的
infancy	*n.*	初期;婴儿期

(To be continued)

(Continued)

fuel	*vt.*	激起，刺激
initiative	*n.*	积极性，项目
haul	*v.*	拖，拉
directory	*n.*	目录，指南
issue	*v.*	正式发给；发表；公布；发行
gadget	*n.*	小玩意儿
draw	*v.*	(drew, drawn)拖，拉
surface	*vi.*	浮到水面；显露
memorandum	*n.*	备忘录
reasoning	*n.*	推理；推论；论证

Phrases and Expressions

view as	视为，看作
dole out	少量地发放
equip with	用…装备起来；使具备…
bulk purchase	成批采购
wireless carrier	无线运营商
mobile device	移动装置
be capable of	有能力，能够
augmented reality	增强现实技术（在虚拟现实基础上发展起来的新技术）
virtual reality	虚拟现实
pop up	突然出现，冒出来
participate in	参与，参加
contract law	合同法学
Chief Information Officer (CIO)	首席信息官

Proper Names

Freed-Hardeman University	弗里德-哈德曼大学
Abilene Christian University	艾柏林基督大学

(To be continued)

University of Maryland at College Park	马里兰大学(帕克分校)
Oklahoma Christian University	俄克拉荷马基督教会大学
Stanford University	斯坦福大学
Massachusetts Institute of Technology（M. I. T）	麻省理工学院
AT&T	美国电话电报公司(财富 500 强公司之一,总部所在地美国,主要经营电讯)
Harvard University	哈佛大学
Freedom Trail	自由之路(波士顿市政府设计的一条观光路线,将美国独立战争时期 16 处重要历史古迹用人行道上一条红砖形成的轨迹连接,是美国独立和波士顿发展的重要历史见证)
Reed College	里德学院
Cornell Law School	康奈尔法学院[康奈尔大学的一所研究生学院,美国 5 所常春藤联盟(Ivy League)法学院之一]
Duke University	杜克大学

Exercises

I. Reading-related Tasks

Task 1   Comprehension of the Text

Directions: *In this task，you are going to read ten statements attached to the text. Each statement contains information given in one of the paragraphs. Each paragraph is marked with a letter. Identify the paragraph from which the information is derived. You may choose a paragraph more than once.*

1. The distribution of iPhones among students has raised concerns that they will further distract students from class participation.

2. Experts like Dr. Kyle Dickson at Abilene Christian University think that mobile technology will be more widely used in education.

3. Professor Robert Summers at Cornell Law School banned laptop computers from his class because he thinks qualified lawyers need to possess a broad array of complex reasoning abilities.

4. Many professors think that giving out Apple iPhones or Internet-capable iPods to students may not benefit education as intended.

5. University officials claim that they dole out iPhones and iPods so as to facilitate students' learning outside of class.

6. Naomi Pugh at Freed-Hardeman University speculated that professors would have to work harder to enliven their classes.

7. In the author's view, being equipped with IT products may help colleges and universities build an innovative image.

8. The experience at Duke University may ease some concerns because the students have used iPods for active interaction.

9. The University of Maryland at College Park is proceeding with caution, concerning the use of iPhones and iPods.

10. Ellen Millender at Reed College in Portland is concerned that technology will take the place of teaching or analysis.

Task 2   Blank Filling

Directions: *In this task, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. You may not use any of the words in the bank more than once.*

Questions 11 to 20 are based on the following passage.

Highly proficient musicianship is hard won. Although it's often assumed musical ability is (11) _____ , there's abundant evidence that this isn't the case. While it seems that at birth virtually everyone has perfect (12) _____ , the reasons that one child is better than another are motivation and practice.

Highly musical children were (13) _____ to more as infants and more encouraged to join in song games as kids than less musical ones, long before any musical ability could have been (14) _____ . Studies of classical musicians prove that the best ones practised considerably more from childhood onwards than ordinary orchestral players, and this is because their parents were (15) _____ them to put in the hours from a very young age.

The same was true of children selected for entry to specialist music schools, compared with those who were rejected. The chosen children had parents who had very actively (16) _____ music lessons and daily practice from young ages, giving

up substantial periods of leisure time to take the children to lessons and concerts.

The singer Michael Jackson's story, although unusually brutal and extreme, is illuminating when considering musical *prodigy*（天才）. Accounts suggest that he was (17) _____ to cruel beatings and emotional torture, and that he was *humiliated*（羞辱）constantly by his father. What sets Jackson's family apart is that his father used his reign of terror to train his children as musicians and dancers.

On top of his extra ability, Michael also had more (18) _____ . This may have been the result of being the closest of his brothers and sisters to his mother. "He seemed different to me from the other children — special," Michael's mother said of him. She may not have realised that (19) _____ her son as special may have been part of the reason he became like that.

All in all, if you want to bring up a Mozart or Bach, the key factor is how hard you are prepared to (20) _____ the whip. Thankfully, most of us will probably settle for a bit of fun on the recorder and some ill-executed pieces of music on the piano from our children.

A）from	B）inherited	C）supervised	D）crack
E）sung	F）treating	G）disrupt	H）subjected
I）collection	J）at	K）pitch	L）gesture
M）evident	N）drive	O）emerging	

Task 3 Reading Comprehension

Directions: *There is one passage in this task. The passage is followed by 5 questions. For each of them there are four choices marked A）, B）, C）and D）. You should decide on the best choice.*

In 2011, many shoppers chose to avoid the frantic crowds and do their holiday shopping from the comfort of their computer. Sales at online retailers gained by more than 15%, making it the biggest season ever. But people are also returning those purchases at record rates, up 8% from last year.

What went wrong? Is the lingering shadow of the global financial crisis making it harder to accept extravagant indulgences? Or that people shop more impulsively — and therefore make bad decisions — when online? Both arguments are plausible. However, there is a third factor: a question of touch. We can love the look but, in an online environment, we cannot feel the quality of a texture, the shape of the fit, the

fall of a fold or, for that matter, the weight of an earring. And physically interacting with an object makes you more committed to your purchase.

When my most recent book *Brandwashed* was released, I teamed up with a local bookstore to conduct an experiment about the differences between the online and offline shopping experience. I carefully instructed a group of volunteers to promote my book in two different ways. The first was a fairly hands-off approach. Whenever a customer would inquire about my book, the volunteer would take them over to the shelf and point to it. Out of 20 such requests, six customers proceeded with the purchase.

The second option also involved going over to the shelf but, this time, removing the book and then subtly holding onto it for just an extra moment before placing it in the customer's hands. Of the 20 people who were handed the book, 13 ended up buying it. Just physically passing the book showed a big difference in sales. Why? We feel something similar to a sense of ownership when we hold things in our hand. That's why we establish or reestablish connection by greeting strangers and friends with a handshake. In this case, having to then let go of the book after holding it might generate a subtle sense of loss, and motivate us to make the purchase even more.

A recent study also revealed the power of touch, in this case when it came to conventional mail. A deeper and longer-lasting impression of a message was formed when delivered in a letter, as opposed to receiving the same message online. Brain imaging showed that, on touching the paper, the emotional center of the brain was activated, thus forming a stronger bond. The study also indicated that once touch becomes part of the process, it could translate into a sense of possession. This sense of ownership is simply not part of the equation in the online shopping experience.

21. Why do people prefer shopping online according to the author?

    A) It is more comfortable and convenient.

    B) It saves them a lot of money and time.

    C) It offers them a lot more options and bargains.

    D) It gives them more time to think about their purchase.

22. Why do more customers return their purchases bought online?

    A) They regretted indulging in costly items in the recession.

    B) They changed their mind by the time the goods were delivered.

    C) They had no chance to touch them when shopping online.