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NEWVISION

COLLEGE ENGLISH

新视界大学英语

总主编: Simon Greenall (英) 周 燕

主 编: 金立贤 (英) Martin Cortazzi (英)



综合教程
教师用书

An Integrated Course
Teacher's Book

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

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阅 览

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总主编: Simon Greenall (英) 周 燕

主 编: 金立贤 (英) Martin Cortazzi (英)

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《新视界大学英语》系列教程

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前言

《新视界大学英语》(New Vision College English)是由外语教学与研究出版社和英国麦克米伦出版集团合作开发,中外英语教育专家共同设计,国内多所高校教师参与编写的一套国际化、立体化大学英语教材。在编者和出版者等多方努力下,历经三年多的调研、策划与编写,现正式出版,与全国高校广大师生见面。

一、编写依据

《新视界大学英语》全面贯彻《大学英语课程教学要求》,在设计与编写中借鉴近年来大学英语教学的成功经验与教学成果,汲取国内外先进的教学理念与教学方法,并充分考虑国内高校大学英语教学的实际以及学生学习和发展的需要。系列教材体现了“分类指导、因材施教”的教育原则与“教学相长、学用相成”的教学理念。

《新视界大学英语》以普通本科院校的大学生为教学对象,针对此类院校的生源特点、培养目标与教学特色,在打好语言基础、提高英语综合应用能力的总体目标下,更加关注学生的学习兴趣和学习方法,注重培养学生的实践能力。教材目标明确,特色突出,力求以丰富的内涵、新颖的形式、立体的资源为普通本科院校的大学英语教育注入新的活力,推动教学发展与人才培养。

《新视界大学英语》的编写以《大学英语课程教学要求》“一般要求”为教学目标,其有效教学也能为进一步提高学生的语言水平与综合能力、实现“较高要求”和“更高要求”打下良好基础。

二、教材特色

《新视界大学英语》在广泛调研的基础上,充分考虑了普通本科院校大学英语课程的教学模式和学生的学习特点,在语言、内容、练习、资源等方面体现了以下特色:

夯实基础,培养能力

从普通本科院校的英语教学实际出发,通过不同形式的语言训练,帮助学生巩固语言基础;通过真实的语境、生动的语料和灵活的练习,提升学生的语感,提高学生不同情境下应用语言的能力。

激发兴趣,开拓视野

主题贴近学生生活,体现时代特色,涵盖校园生活、社会万象、经济文化、职业发展等。选材内容丰富、角度新颖,语言地道实用、生动鲜活,版式设计赏心悦目、充满创意,有助于学生愉快学习,拓展视野。

引导方法,注重实用

任务设计鼓励参与,启发思考,各类结合真实场景的活动有助于培养学生的实践能力;语言练习提供听、说、读、写等技能的策略讲解,帮助学生养成良好的语言学习习惯,提高自主学习能力。

结合测试,有效评估

语言练习参考大学英语四六级考试的改革方向,体现语境真实、技能综合、注重应用的设计原则,有助于学生以练促学;通过单元复习、辅学练习册、试题库等多种方式,检验学习成效,提高教学质量。

资源立体,便于教学

除主干教材外,提供《快速阅读》、《综合训练》等辅助教材,并设计了光盘、网络课程、教学课件与试题库等立体化资源,为师生提供全方位、个性化的教学支持。

三、教材体系

《新视界大学英语》针对大学英语“一般要求”层次的教学进行设计,包含1—4级,供两个学年使用。每一级由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)、《综合训练》和《快速阅读》。

《综合教程》与《视听说教程》每级各为8个单元,每单元围绕同一主题展开。《综合教程》每单元包含一篇主要阅读文章、一篇辅助阅读文章和一篇文化专题短篇,文章主题广泛、体裁多样、难度适中,帮助学生学习基本词汇、巩固语法知识、提高语言能力,着重训练学生英语阅读、写作及翻译的技能。《视听说教程》每单元提供三段视频和多段音频材料,形式包含短对话、长对话、短篇、新闻报道、采访等,情境真实、语言地道,并配有各类听说练习,帮助学生提高听力与口头表达能力。《综合训练》配合《综合教程》使用,提供补充的语言练习,包括词汇、语法、阅读、翻译等不同方面。《快速阅读》每单元主题与《综合教程》呼应,提供5篇快速阅读文章,循序渐进地训练学生的快速阅读能力及技巧。

与教材配套的还有学习光盘(学生用)、教学光盘(教师用)、网络教学管理平台、试题库等立体化资源,全方位支持课堂教学与学生自学的需要。

四、教学建议

《新视界大学英语》以《大学英语课程教学要求》提出的“大学英语教学应贯彻分类指导、因材施教的原则,以适应个性化教学的实际需要”为指导,提供了丰富的材料和多种形式的资源,不同学校可根据学生特点和教学需要进行选择和组合,实现分类指导、因材施教。

《新视界大学英语》充分利用现代信息技术,支持基于课堂和计算机网络的英语教学模式。通过《新视界大学英语》网络教学管理平台,教师可以合理安排课堂授课和网络自主学习的时间,还可以利用网络平台中完备的教学管理功能,对学生的自主学习进行监控管理,随时记录、了解和检测学生的学习情况。

为便于学生熟悉教材结构,了解教材特色,《综合教程》与《视听说教程》分别提供了本册教材的“编写说明”,教师可引导学生在课前阅读和掌握。同时,为支持教师选择适当的教学内容与教学方法进行授课,《新视界大学英语》教师用书中提供了大量教学建议、策略指导与补充练习,供教师参考。

作为一套理念新颖、内容丰富的新型教材,《新视界大学英语》鼓励教师在教学实践中探索与创新,结合教学需要与自身优势,发挥教材特色,提升教学效果。《新视界大学英语》的编写团队也将为广大教师提供网上资源、教学研讨、教师培训等不同形式的教学支持。

五、编写团队

《新视界大学英语》系列教材的中方主编为北京外国语大学中国外语教育研究中心周燕教授,英方主编为国际英语教师协会(IATEFL)前任主席、英语教育与教材编写专家 Simon Greenall 教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

《新视界大学英语》系列教材在策划与编写过程中还得到了国内外多位专家和教师的指导与关心,教材中凝聚了他们的经验、创意与智慧。我们期待这套教材在新的时期、以新的理念,开拓大学英语教与学的“新视界”!

《新视界大学英语》编委会

2011年3月

Introduction

Each Teacher's Book (TB) provides, firstly, three basic elements to you: answers to the exercises, useful background information and culture points to the content of each unit. Further, each TB also gives examples of language expressions for the activities in the Student's Book (SB) and gives you guidance on how to teach the material and improve teaching skills.

Features of the Teacher's Book

The TB has different kinds of information and ideas which are not in the SB:

Introduction

Each unit has a brief introductory paragraph to set the scene and give a rationale for the unit theme. This will answer questions about why the theme has been chosen. The introduction shows the importance and relevance of the theme and makes specific links to the topics of the three main sections of *Active reading*, *Further reading* and *Reading across cultures*. It may refer briefly to the content and skills developed in the unit. You can use this introduction as a basis to formulate your own initial questions to students or to develop your own starting activity.

Answers

- Answers to the closed exercises: There is only one answer to these.
- Example answers to the open-ended activities: These are suggestions because there are other possible answers and different opinions.

Teaching steps

These notes tell you how to carry out a particular activity with clear steps, especially in earlier units. In later units, only different steps or steps for new

activities are suggested. For similar activities, you can check the steps given in earlier units.

Teaching tips

These offer specific guidance on how to conduct some activities in class. Again, these are not given for every activity, but only where there is an extra point to be made.

Teaching techniques

These are practical techniques for teaching which are introduced in relation to specific contexts. They can be applied to similar context in any unit. They are connected to *Teaching steps* and *Teaching tips*.

Additional activities

These additional activities are optional extras which will be interesting for you to read and consider; they will bring greater variety of interaction to class work, and help you as a teacher to extend your repertoire of teaching strategies.

Thought for the day

This is a brief quotation or proverb for you to share with students so that they reflect a bit more on the topic. This is a way to train students with reflective, evaluative and critical thinking.

The TB encourages students to use the limited language they already know with greater confidence and fluency, perhaps with simple vocabulary. At the same time, the TB has three further features – *Language support*, *Language for teachers and students*, and *Classroom language for teachers* – to develop these oral skills in ways that will be relevant to developing reading and writing skills too.

Language support

For some speaking activities, useful vocabulary and expressions are provided to help students express themselves.

Language for teachers and students

This section has phrases for conversational interaction to share with students; they may present challenges of expression and they may help you to use natural English in the classroom.

Classroom language for teachers

This section helps you to develop your own skills in using oral English to give instructions or explanations, organize classroom activities and give students feedback. These are adaptable examples which over the sequence of the units will help you to build up your skills in using English more naturally in class.

Teaching the sections in the Student's Book

The TB is organized into eight units which correspond to the eight units in the SB.

Starting point

Often there will be specific guidance in the form of *Teaching tips* or *Teaching steps*. Sometimes, where relevant, key vocabulary items or expressions which are central to the activity will be glossed or explained. This may be particularly useful for those activities where students are asked to talk about their personal experience or to give opinions. Example answers are provided, although students' answers will vary according to their experience, opinions or interpretations.

Active reading

Likely or possible answers are provided for the initial predicting activity.

Sections of information for each unit in the TB which is not in the SB include:

- *Background information*: a brief note on the type of text or style, often details of the author

and sometimes the background in which the passage was written.

- *Main idea of the passage*: a brief summary of the main idea.
- *Culture points*: specific terms, words or phrases which occur in the passage. This section gives brief explanations of background knowledge or points of cultural reference, sometimes with explicit comparisons with Chinese life and culture.
- *Language points*: definitions, glosses or explanations of words and phrases in the passage which are likely to be new or to cause difficulty for learners. Some complex or difficult-to-understand sentences may be explained here and attention is drawn to useful collocations with further examples; sometimes synonyms, antonyms and other associated words are added.

For *Reading and understanding*, *Dealing with unfamiliar words*, and *Reading and interpreting*, the TB gives answers or example answers and sometimes explains why common or likely choices are wrong. In one section or another some *Teaching tips*, *Teaching steps*, or *Teaching techniques* are provided to show standard or alternative ways to handle these activities in class.

The TB provides examples of answers to the questions in *Developing critical thinking*, often with alternatives. *Teaching tips* may note the kind of critical thinking expected in particular activities in different units, eg to show alternatives, to develop argumentation or explanation, to give examples, to draw on evidence, to present justified opinions or personal viewpoints, and so on. This is a progressive development through the four books.

Talking point

This section encourages students to express their experience or opinions; the activities are related to the theme and to students' life. The TB examples reflect different points of view from students in China, reflecting different localities or personal experiences over different units.

Language in use

The TB generally gives the answers but may sometimes show alternatives.

Further reading

The TB provides notes for *Background information* on the theme, the author or the passage, *Main idea of the passage*, *Culture points*, and *Language points*. Answers or example answers are given, sometimes with explanations about why common or likely choices are inappropriate. *Teaching tips*, *Teaching steps* and *Teaching techniques* are given, though not for every activity. A similar approach is used as above for *Reading and understanding* and *Dealing with unfamiliar words*.

Many teachers use part or all of the *Further Reading* section for out-of-class work or self-study by the students, so in some units this section highlights an aspect of language learning by students so that they can develop greater independence. The points here vary from unit to unit; they include different language skills or feature aspects such as learning and memorizing vocabulary, uses of reference materials and the Internet, aspects of reading for self-study, or developing writing skills. You can share this guidance directly with students via the board, PowerPoint, wall posters or other means.

Reading across cultures

Like *Active reading* and *Further reading*, this section often includes *Background information* on the theme, *Main idea of the passage*, *Culture points*, and *Language points*. Again there may be further *Teaching tips*, *Teaching steps* and *Teaching techniques*.

Guided writing

The TB gives answers and examples, written from the students' point of view.

Unit task

This section involves several short steps towards a writing activity based on personal experience or opinion, or local applications or comparisons between China and the West, related to the unit theme. The TB gives examples of completing the task, appropriate to the particular task, but over different units the examples are systematically related to a range of student experiences, locations and regions in China.

Lixian Jin
Martin Cortazzi

《新视界大学英语综合教程 教师用书》

编写及使用说明

作为《新视界大学英语综合教程》的配套教师用书，本书以《大学英语课程教学要求》为指导，遵循“分类指导，因材施教”的教育原则与“教学相长，学用相成”的教学理念，注重教学思想的创新和教学活动的设计，为教师提供多角度、开放式、多样化的教学指导，旨在帮助教师提升教学效果，促进教师发展。

本教师用书不仅提供详细的教学辅助材料，如语言讲解、文化信息、练习参考答案等，更为教师提供全面的教学支持和参考，如教学策略、教学建议、个性化的教学活动等。

本书包括1-4级，每级8个单元。每个单元主要内容如下：

Introduction

介绍与单元内容相关的背景知识，包含历史文化、社会生活及风土人情各方面，帮助教师拓宽教学内容。

Answer keys

提供学生用书中各类练习的答案。对于Developing critical thinking等开放式问题以及Starting point、Talking point等课堂活动，提供多样的视角和多维的探讨，供教师参考。

Culture points

补充重要的文化信息，帮助学生扫清障碍，深层理解阅读材料，拓展文化视野。

Language points

提供详细的语言点讲解，充分考虑学生的英语水平差异，供教师选择使用，实现因材施教。

Teaching steps / Teaching tips / Teaching techniques

针对学生用书中不同目标、不同类型的练习，提供多样的教学步骤、教学建议、教学策略，帮助教师灵活运用教学策略，合理安排教学步骤，有效组织课堂活动，不断提升教学技能，最终达到教学目的。

Additional activities

拓展学生用书中的活动，或提供补充练习（包括pair work、group work、class work等），供教师选择，满足不同学生的个性化需求。

Language support / Language for teachers and students

提供补充词汇、常用表达、经典例句，便于教师选用，组织各类口语活动，帮助学生增强信心，开拓思路。

Classroom language for teachers

提供教师课堂用语范例，供教师用于组织课堂活动，点评学生表现，体现教学活动的专业性。

Thought for the day

补充名言名句，并设置相应练习，供教师上课选用，帮助学生开拓思维。

《新视界大学英语综合教程 教师用书》着眼教学过程，注重教学效果，以开放的教学思路和全面的教学方案，帮助教师进一步探索教学方法，提升专业水平，发挥教程特色，真正做到“教学相长，学用相成”。通过教学，教师能够培养学生的学习兴趣，帮助他们改进学习方法，提高英语应用能力，开拓国际视野，提升文化素养。

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A world inside

Introduction

This opening unit focuses on issues of self-image and the achievement of self-fulfilment through honesty with ourselves and careful self-analysis. Most people beneath a brave exterior are sensitive and fairly easily hurt – the material recognizes this and tries to prepare the young people in the class for future disappointments and rejections, which should not in most cases be taken personally. The concept of a successful career is also examined and questioned.

To balance these more subjective and forward-looking topics, the unit ends by drawing the students' attention to the overall pattern of a human life and the rites of passage which mark our progress through it, and asks them to create a timeline of important events in their lives so far.

Activities to start the unit

- Ask what the opening picture shows and means (*the girl looking through binoculars <望远镜> representing someone looking into the future or their inner self*).
- Ask the class to read the various titles and predict the content of the unit.
- Ask Ss to contribute to a list of psychological problems teenagers may face (eg *lack of confidence, dissatisfaction with personal appearance, shyness* etc).
- Ask the class to suggest aspects of ourselves we should fear (eg *violence, anger, greed* etc).
- Ask Ss to share with the class a time they felt proud of themselves or a time they felt disappointed and let down.
- Ask Ss to create a list of types of people (eg *the communicator, the facilitator, the extrovert, the loser, the joker, the worker* etc).

Starting point

①

TEACHING STEPS

教学步骤

To ensure Ss understand the words, do some exercises with them first so the class can pool its knowledge.

- Ask volunteers to act out words on the list while the class guess which word they intend (*a girl looking at her feet and being nervous = shy; a dialogue about a new watch = envious; someone just smiling and saying he's brought cakes for everyone = like to give to others*).
- Ask which words have opposites starting with *un-* (*fair, ambitious, social, argumentative*) and *dis-* (*respectful*).
- Ask Ss to match these words with their opposites in the list (*mean – like to give to others; peaceable – argumentative; social – like to be alone; bold – shy; careless – thoughtful; easily-led – strong-willed; insulting – respectful; lazy – hard-working; content – ambitious; unjust – fair*).
- Ask Ss to say what sorts of people are shown in the photos on Page 2.

Example answers

- Why do you think I am hard-working? I am afraid I am quite lazy.
- Thank you for agreeing I am a fair person.
- I suppose if I argue because you think I am argumentative, you will say it proves you are right!
- Really, I think you are a very thoughtful person. You sometimes surprise me at how much concern you have for your friends and how carefully you like to think before you do things.

②

- 1 I think being hard-working, fair, thoughtful and social are all positive. Then there are some qualities which are positive in small amounts: respect, ambition, strong will and liking to give to others. Having too much of these, however, can be harmful.
- 2 Shyness is negative – not in the sense of being bad, but it makes life harder. Envy is ugly. Argumentative people are no pleasure to be with. I am not sure about liking to be alone. If it means avoiding people, it's negative, but if it means you are happy to spend time alone reading and thinking, that's rather good.
- 3 Well, that depends on the job! But being hard-working is always right, and thinking carefully must always be good.
- 4 I suppose we can go beyond the list here – kindness and liking to give to others will bring you friends, a sense of beauty is important and being faithful to those you work with means you never have to feel guilty.

Active reading

Two kinds of judgment

①

TEACHING TIPS

教学建议

Of course, Ss cannot make accurate predictions (actually, all four types occur), but by thinking about the differences among the types of judgment they will be more prepared for the reading passage. Ask Ss to comment on the four types and give examples of them.

- To be guilty of a robbery or a legal judgment after a trial.
- A judgment as to whether people have been treated equally – it is unfair if two people paying the same in a restaurant receive different amounts of food.
- The method by which a judgment is made – setting maths test as against tasting some food and saying whether it's good or not.
- Measuring someone's ability in a non-competitive test such as a piano grade exam or an IQ score, or choosing one from a group of applicants to be employed by a company.

Classroom language for teachers

Asking questions about the passage

- Can you summarize that paragraph for me?
- Why does the writer use the phrase "of course" there?
- Can you give me an example of "an appeals process"?
- What word in that sentence means "employment"?
- What verb does the word "decision" come from?
- What does "it" in that sentence refer to?
- What do you think that word means? Look at the context carefully.
- What part of speech does "distribution" appear to be?
- With what words could I replace that phrase?
- Why has the writer used that tense?
- Does that paragraph have a topic sentence?
- How does this paragraph relate to the last one?
- Does the writer give any example of this?
- What words suggest the writer is not 100 per cent sure?
- How would you describe the style of the passage? Is it formal or conversational or ...?
- What's the writer's main point?

Background information

The writer of the passage, Paul Graham, is a well-known British computer programmer whose success has enabled him to move into venture capitalism – financing clever new ideas in information technology. He also posts essays on his website, some of which have been published in book form.

In this essay, he argues that there is a considerable difference between being objectively assessed in an examination, where it makes sense to think of failing, and being selected or rejected in an application process. In the latter case, there are many candidates of basically the same worth and it is more a matter of chance who the selector chooses. This means we should not take the process personally or feel worthless if we are not chosen, but should be motivated to think of ways of selling ourselves and catching the attention of those in charge of the selection process.

Language points

1 Sometimes judging you correctly is the end goal. (Line 2, Para 1)

This sentence means the purpose of the exercise is to judge your ability at a skill, or your guilt or innocence; the focus is on you.

end goal: final purpose

2 ... there's usually some kind of appeals process. (Line 5, Para 2)

There is normally an established procedure for complaining against a mistaken judgment.

3 But in fact there is a second much larger class of judgments where judging you is only a means to something else. (Line 1, Para 4)

In this second type of judgment the focus is achieving a specific goal, such as creating a good team, getting the right sort of employees or selecting a year's intake for a college. People must be qualified, but not all those qualified can be chosen.

4 Suppose for the sake of simplicity that this is a game with no positions ... (Line 2, Para 5)

To keep this thought experiment simple let's forget about positions, such as defender, attacker, centre, goal keeper etc. Let's think of all players as equal.

a game with no positions: It means there are no fixed positions where players stand on the field.

5 The only place your judgment makes a difference is in the borderline cases. (Line 7, Para 5)

borderline cases: belonging to the area which is part of both circles – not excellent, nor poor – but good and a potential choice

6 Probably the difference between them will be less than the measurement error. (Line 15, Para 5)

The difference between those being selected is so small that the selector does not need to worry about a perfectly accurate measurement of their relative abilities.

the measurement error: a term from statistics, the difference between a measured