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NEW

新大学英语

同步练习

4

Experiencing

English

Workbook

总主编 余渭深 王海啸
主 编 余渭深



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前 言

体验式教学思想自古就有，但一直到20世纪才形成较为系统的体验式教育理念。在第二语言教学领域，人们已经普遍认识到语言、认知和社会知识是三个既有区别，又相互紧密联系的系统。语言学习的过程就是对新的语言系统不断体验，认知，再体验，再认知的过程。语言不但是外部世界在人脑中的反映，也是人们认识、体验外部世界的结果。

近年来，外语教学界所提倡的交际式外语学习强调语言的使用在外语教学中的重要作用。这一点也为体验式外语教学所提倡。但也有越来越多的研究表明，在外语教学中过分强调教学活动的交际性，忽略学习者对学习活动的反思，对新的语言现象的注意和有意识的练习，也不利于有效的外语学习。因此，体验式外语教学在强调语言使用的同时，也注重学习者对自身学习过程的认识。不同的学习者会有不同的学习风格和学习目的。因此，他们也可能选择不同的学习内容，使用不同的学习方法。外语学习的过程应该是一个不断体验和不断反思的过程。

我国大学英语教学现阶段所实施的《大学英语课程教学要求》指出，大学英语“是以英语语言知识与应用技能、跨文化交际和学习策略为主要内容”；大学英语教学应“促进学生个性化学习方法的形成和学生自主学习能力的提高”。应允许并使学习者能够“选择适合自己需要的材料和方法进行学习”。这些理念和要求与体验式外语教学思想有高度的一致性。本教材正是遵循这样的理念与要求编写的。

不同的教材编写理念主要体现在对语言材料的选择、编排和处理上。传统的外语教学往往根据语言难度选择和编排在内容上互不相关的语言材料。然后再将一份份完整的语言材料拆开来教授给学生。比如在阅读教学中，教师会在教学中将完整的阅读篇章分割成词汇、句子、段落、篇章结构等不同的形式呈现给学生。外语学习的过程基本上就是处理语言碎片的过程。本教材主张语言学习的过程是学习者对自己的语言体系不断创建和不断完善的过程。学习者不但需要从外界吸收语言形式，还要创造性地使用已有的语言材料，完成实际的交际任务，最终实现构建自己新的语言体系的目的。这也正符合《大学英语课程教学要求》所提出的“培养学生的英语综合应用能力”，“同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”这一总体教学目标。

为此，本教材的每一个单元都是围绕一个具有实际意义的项目来设计的。项目的完成涉及一系列的语言活动。单元学习的结果即是意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

在教材构成上，《综合教程》和《同步练习》形成有机的整体。前者所涉及的教学活动主要是围绕项目的完成而设计的。后者则更加强调对语言形式的学习，以及对相关学习内容和技能训练的拓展。这种编排形式更好地反映了基于项目学习（Project-based Learning）方法的特点，加强了项目学习活动的系统性和可操作性，突出了语言学习的自主性。二者在使用时需要相互参照，才能有效促进项目研究活动与学习的协调发展，才能促进课堂学习与课外自主学习的无缝链接。

本书为《同步练习》系列第四册，共8个单元，每个单元包含三项内容。第一项内容为《综合教程》相应单元中的读、听材料提供补充和延伸性质的语言活动，加深对学习材料的理解；第二项内容为学习者项目研究提供更多的视频和阅读材料，拓展对本单元主题的多维度理解，培养学习者的自主学习能力；第三项内容是围绕本单元主题进行的相关词汇、句型等的语言训练，供学习者在完成本单元学习任务的基础上对相关语言点进行巩固性练习。教材的最后还提供了相应单元的扩展阅读文章和本书练习的参考答案。本教材中的相关音频、视频资料请到中国外语网上下载。

本教材是我们对体验式外语教学理念在我国大学英语教学中的应用的一次新的尝试。由于编者水平有限，教材中如有疏漏和其他不尽完善之处，还请广大师生提出宝贵意见和建议。

编者

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A Greener Future

Part One

1. Skim the passage *Green Alert* within 15 minutes and answer the questions that follow. For questions 1–7, choose the best answer from the four choices marked A), B), C) and D). For questions 8–10, write your answers in less than 5 words to complete each statement.

Green Alert

The Prince of Wales

As climate change accelerates, so too will hunger, poverty, and perhaps even social unrest.

As the world edged into financial crisis, there were repeated warnings that we were headed for disaster. In the end, disaster struck. In many ways, the challenge of climate change has a similar feel, and the alarm bells are ringing just as loudly. But while it was possible to bail out the banks and to stimulate economic recovery with trillions of dollars of public finance, it will not be possible to bail out the climate — unless we act now.

Yet even when the basic science of climate change has been accepted by almost all scientists, many others still seem to think that it is unfounded, and that the world has more important questions to address. Reducing poverty, increasing food production, combating terrorism, and sustaining economic recovery are seen as more deserving of our attention. But this is a false choice, for climate change is not an alternative priority to all of these; it is in fact a “risk multiplier,” a factor that will undermine our ability to achieve any of these things.

For example, ending poverty so that every person has the opportunity to lead a good life is already a hugely challenging ambition, and rapid climate change will make it more so. Several studies have set out how climatic change will threaten economic development, especially in the most vulnerable and poorest countries. This will, in turn, damage programs to reduce poverty.

Food security is already at risk because of soil erosion and the volatility of oil and gas prices that sustain industrial farming, while demand is rising because of population growth and changing diets. Climate change will exacerbate this squeeze. According to a United Nations Environment Program projection, agricultural productivity could drop by up to 50 percent in many developing countries by 2080 — not least because of changed patterns of rainfall.

These environmental stresses are likely to heighten social tensions. If in the future it becomes clear that the world's big polluters knew but did little or nothing about these problems, a whole new generation of resentment might be born.

With this in mind, it seems to me that we need to adopt a new approach. Surely the starting point must be to see the world as it really is, and perhaps to accept that the economy is a wholly owned subsidiary of Nature and not the other way around. Nature is, after all, the capital that underpins capitalism. The world's tropical rainforests provide a powerful case in point.

These incredible ecosystems harbor more than half the Earth's terrestrial biodiversity, on which, whether we like it or not, human survival depends. They generate rainfall; they are home to many of the world's indigenous peoples; and they help meet the needs of hundreds of millions of other people. They also hold vast quantities of carbon. But they are being cleared and burned at a rate of about 6 million hectares per year. In addition to hastening a mass extinction of species — many of which could hold the answer to the treatment of human diseases as well as the key to new technologies based on mimicking Nature's genius — this is causing massive greenhouse gas emissions, accounting for about a fifth of the total.

This is precisely why my Rainforests Project has expended so much effort during these last two years to help facilitate a consensus on increasing international cooperation to cut deforestation. Back in April, I was able to host a meeting of world leaders at St. James's Palace in London, in the margins of the G20 summit, where it was agreed to establish a new informal working group to look at how rates of deforestation could be slowed as rapidly as possible. The group came back with recommendations just a few weeks ago, and it is enormously heartening to see the degree of partnership that has developed between countries, environmental groups, and companies that are determined to work together toward implementing the proposals for dealing with the underlying economic root causes of deforestation.

Through providing countries with financial rewards for their positive performance in cutting deforestation (or for not starting it in the first place), we would make it possible for rainforest nations to implement strategies for sustainable development more quickly and without having to rely so heavily on the kind of economic activities that cause deforestation. By using — in addition to public-sector finance — innovative, long-term investment instruments, perhaps facilitated by the multilateral development banks, we could restore vast areas of already degraded land to increase food output. At the same time, money would be available for new health and education

programs, as well as genuinely integrated rural-development models. In return, the world would sustain the vital ecosystem services upon which we all rely for our economic, physical, and spiritual survival.

(819 words)

- 1) According to the author, what is the most urgent problem the world is now facing?
 - A. Combating terrorism.
 - B. Ending poverty.
 - C. Increasing food output.
 - D. Dealing with climate change.
- 2) What does the the author think can help a bank to recover from financial crisis?
 - A. Public action.
 - B. Large sums of money.
 - C. Financial knowledge.
 - D. Scientists' effort.
- 3) What effect will climate change have?
 - A. It will reduce food productivity.
 - B. It may change people's diets.
 - C. It will lower gas prices.
 - D. It may damage industrial farming.
- 4) What does the author think of the relationship between economy and Nature?
 - A. Nature could not provide any support to the development of economy.
 - B. Economic development will inevitably cause damage to Nature.
 - C. Nature and economy are independent of each other.
 - D. Economy and Nature are related, but Nature is more important than economy.
- 5) According to the passage, about a fifth of the world's greenhouse gas emissions are caused by _____.
 - A. various plants and animals on the Earth
 - B. the world's tropical rainforests
 - C. the destruction of the Earth's ecosystems
 - D. the ever-increasing population in the world

- 6) What does the Rainforests Project aim to do?
- A. Help cut deforestation.
 - B. Develop new technologies.
 - C. Find cures for human diseases.
 - D. Meet the needs of millions of people.
- 7) How could rainforest nations achieve sustainable development?
- A. By increasing their food output.
 - B. By depending on their own economic activities.
 - C. By developing partnership with other countries.
 - D. By rewarding them financially for their efforts in protecting nature.
- 8) Rapid climate change will make the ambition to end poverty in poor countries _____
- _____.
- 9) It's very likely that stresses on the environment may cause _____ in society.
- 10) We human beings depend on the world's ecosystems for our _____.

Part Two

2. Watch a video clip on low-carbon life and fill in the blanks with the information you get.

Energy 1) _____ and carbon reduction has become a 2) _____ for the government and people of China. CCTV begins a special series called "My Low-carbon Life" to report on a low-carbon lifestyle which has become a 3) _____ among certain groups of people.

Lin Hui always selects products with longer 4) _____ when he shops. He says this is to reduce waste and ultimately reduce 5) _____ such as carbon dioxide.

He believes consumer attitudes can change methods of production, and encourage people to live a low-carbon lifestyle. Lin Hui says promoting a low-carbon lifestyle is a 6) _____ that will never end. We should promote low-carbon 7) _____.

Professor Li Lin, WWF (World Wildlife Fund) Head of Conservation Strategy, is also a 8) _____ of the low-carbon lifestyle. She said, "If you save one ton of paper, you'll save one ton of energy used for producing 9) _____, that will translate (into) about two and a half tons of CO₂ reduced."

3. Watch the video clip again and write down expressions used to express greenhouse effects, reasons for a green life, methods and suggestions. Some examples are given below. Try to add more.

1) reporting greenhouse effects

- ... has become a challenge for ...
- This has greatly reduced ...
- There has been much talk about ...

2) talking about reasons for a green life

- Because trees can ...
- As a result of ...

3) talking about methods and suggestions

- He believes ...
- We should try (not) to ...
- We should promote ... Another way is to ...

4. Listen to five sentences taken from the video clip. Each sentence will be played twice. While listening for the first time, take notes of the sentences. For the second time, read the sentences aloud.

1) _____

2) _____

3) _____

4) _____

5) _____

5. Watch two video clips about green living. While watching video 1, match the information in column A with that in column B. While watching video 2, take notes by filling in the major information in the table.

Video 1

A	B
a. 52% of CO ₂	1) plants
b. 9% of CO ₂	2) started R & D
c. 115 years	3) worth of gypsum CO ₂ generated
d. 20 billion pounds	4) of CO ₂ generated by gypsum drywall process a year
e. by 80%	5) first panel produced
f. in 2006	6) generated by passenger cars
g. 5000	7) of gas equivalent to build one house
h. on Dec. 3	8) to reduce CO ₂ by using EcoRock
i. 4	9) generated by buildings
j. 8000 gallons	10) different mixes people had to use
k. 2.5 million cars	11) history of gypsum drywall process

Video 2

Embodied energy: the amount of energy that goes into _____.

Procedure of building a greenhouse:

- 1) We start with _____. So first, we _____ it.
- 2) We then _____ to put in a rainwater catchment tank _____.
- 3) And then we poured a big foundation for _____.
- 4) We then _____.
- 5) We then put in _____, _____ and insulate.
- 6) And then you _____.

Final construction energy:

We've built a house for _____ of the _____ for building a house like this.

Part Three

6. Write down as many words associated with “green” as you can think of. Compare your list with those of your classmates, then try to group the words into categories.

Categories	Words Associated with “Green”
Green energy	
Green building	
Green living	
Green economy	
Others _____	

7. Guess the meaning of the underlined words and expressions in the following sentences.

- Students have got into the spirit, waging competitions to boost recycling and **slash** energy use in dorms.
A. reduce B. increase C. decrease D. promote
- They cut **discarded** books from bindings so the paper could be recycled.
A. misplaced B. abandoned C. disordered D. damaged
- Green buildings are also **cropping up** on campuses, from Duke with its green-roofed “Smart Home” to the new University of California, Merced.
A. putting up B. going up C. coming up D. holding up
- Yet even when the basic science of climate change has been accepted by almost all scientists, many others still seem to think that it is **unfounded**.
A. uninterested B. unheard C. unidentified D. unsupported
- This is precisely why my Rainforests Project has expended so much effort during these last two years to help facilitate a **consensus** on increasing international cooperation to cut deforestation.
A. agreement B. movement C. change D. dialogue

6) If in the future it becomes clear that the world's big polluters knew but did little or nothing about these problems, a whole new generation of **resentment** might be born.

- A. anger B. miracle C. trouble D. innovation

7) The presidential candidates all **tout** green-collar jobs like McAnally's as part of their plans to combat climate change.

- A. criticize B. welcome C. praise D. include

8) "I can't say for sure what kind of steak it is," the waitress **solemnly** answered, "but I can assure you it was raised in a stress-free environment."

- A. jokingly B. seriously C. happily D. loudly

9) Several studies have set out how climate change will threaten economic development, especially in the most **vulnerable** and poorest countries.

- A. easily hurt B. poorly armed C. densely populated D. highly centralized

10) By using innovative, long-term investment instruments, perhaps facilitated by the multilateral development banks, we could restore vast areas of already **degraded** land to increase food output.

- A. cultivated B. fertile C. poor D. worsened

8. Read the following passage about carbon footprint with ten blanks. Select one word for each blank from the box below. You may not use any of the words more than once.

A. used	E. emit	I. affect	M. respectively
B. leading	F. average	J. changing	N. followed
C. residents	G. interest	K. surprise	O. capita
D. individually	H. mild	L. impact	

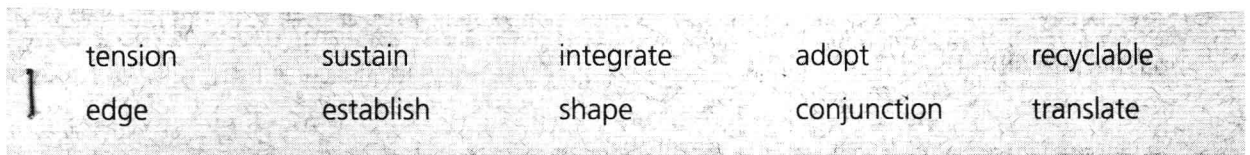
It ain't easy being green. But surprisingly, big city dwellers have less of an environmental 1) _____ than their country cousins. According to a new report by the Brookings Institution released Thursday, 2) _____ of the 100 biggest metropolitan areas 3) _____ on average 2.47 metric tons of carbon per person per year, 14 percent less than the 2.87 ton American

4) _____. The cities with the smallest carbon footprint per 5) _____: Honolulu, Los Angeles and metropolitan Portland.

The worst offenders? Ohio's Cincinnati-Middletown area, which came in at No. 98, 6) _____ by Indianapolis, as well as Lexington-Fayette, Kentucky, ranked 99 and 100, 7) _____. The reason: the reliance on coal. Carbon dioxide is released from fossil fuels and is the 8) _____ greenhouse gas.

The cities with the smallest and biggest carbon footprints were no 9) _____ to researchers at Brookings — dense cities with good public transportation systems in 10) _____ climates emit less carbon than more spread out, car-dependent cities in warmer climates. A case in point: Los Angeles.

9. Complete the following sentences with words chosen from the box below. You may not use any of the words more than once. Change the form where necessary.



- 1) Higher education is well positioned to _____ not only eco-aware citizens, but green engineers, architects and policymakers.
- 2) The 2008 champion wasn't a powerhouse university like Harvard or Stanford with a(n) _____ reputation for environmentalism.
- 3) They collected _____ from public bins around campus — even carting styrofoam and old computers to companies that could reprocess them.
- 4) In June 2008, the college opened a solar-powered showcase home called Cliffs Cottage in _____ with *Southern Living* magazine.
- 5) Ultimately, the goal for many students will be to _____ their experiences into internships and jobs.
- 6) As the world _____ into financial crisis, there were repeated warnings that we were headed for disaster.
- 7) Food security is already at risk because of soil erosion and the volatility of oil and gas prices

that _____ industrial farming, while demand is rising because of population growth and changing diets.

- 8) These environmental stresses are likely to heighten social _____.
- 9) With this in mind, it seems to me that we need to _____ a new approach.
- 10) At the same time, money would be available for new health and education programs, as well as genuinely _____ rural-development models.

● 10. Translate the following sentences into English.

- 1) 政府与环境组织、公司一起努力减少气候变化，开发新能源。(in conjunction with)
- 2) 科学家们将不得不出新办法来增加世界的粮食供应。(come up with)
- 3) 总统候选人都对“绿领”工作充满了热情并把它看成是他们抗击气候变化计划的一部分。(feel passionate about)
- 4) 考虑到这一点，我们将有可能使热带雨林国家实施可持续发展策略。(with this in mind)
- 5) 无论我们喜欢不喜欢，我们都在与将威胁经济发展的气候变化作斗争。(whether we like it or not)