

English XP

x p e r i e n c e

New

新大学英语

教学参考书·鼎新篇

Experiencing English

Teacher's Book *Learning to change*

总主编 余渭深 王海峰
主 编 余渭深

高等教育出版社

New

新大学英语

教学参考书·鼎新篇

Experiencing English

Teacher's Book *Learning to change*

总主编 余渭深 王海啸

主 编 余渭深

图书在版编目(CIP)数据

新大学英语教学参考书. 鼎新篇 / 余渭深, 王海啸
主编; 余渭深分册主编. --北京: 高等教育出版社,
2014.8

ISBN 978-7-04-040296-4

I. ①新… II. ①余… ②王… III. ①英语-高等学
校-教学参考资料 IV. ①H31

中国版本图书馆CIP数据核字 (2014) 第150847号

出版发行	高等教育出版社	咨询电话	400-810-0598
社 址	北京市西城区德外大街4号	网 址	http://www.hep.edu.cn
邮政编码	100120		http://www.hep.com.cn
印 刷	北京天顺鸿彩印有限公司	网上订购	http://www.landaco.com
开 本	889mm×1194mm 1/16		http://www.landaco.com.cn
印 张	5.75	版 次	2014年8月第1版
字 数	157千字	印 次	2014年8月第1次印刷
购书热线	010-58581118	总 定 价	29.00元 (含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 40296-00

《新大学英语》编委会

主任（以姓氏笔画为序）：王守仁 石 坚 刘 援

总策划：刘 援 周 龙 贾 巍

主 审：孔庆炎

委 员（以姓氏笔画为序）：

王一普	王俊菊	王海啸	文 旭	白解红	刘龙根
刘涪波	孙倚娜	伍忠杰	向明友	何莲珍	李淑静
李霄翔	汪火焰	杨 跃	余渭深	张文霞	张敬源
周 龙	胡开宝	俞洪亮	战 菊	贾国栋	贾 巍
樊葳葳	黎 宏				

《新大学英语教学参考书》

总主编：余渭深 王海啸

《新大学英语教学参考书·鼎新篇》

主 编：余渭深

副主编：朱万忠 邹晓玲

编 者：王 旭 全 冬 李小辉 张 梅
欧 玲 黄贇琳 董平荣 韩 萍

策划编辑：徐艳梅 邓中杰

项目编辑：邓中杰

责任编辑：刘 瑾

封面设计：王凌波

版式设计：刘 艳 魏 亮

责任校对：马文敏

责任印制：朱学忠

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发展”。应允许并使学生能够“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，《新大学英语综合教程》和《新大学英语同步练习》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的学习（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《新大学英语教学参考书》系列“鼎新篇”，主要提供《新大学英语综合教程》中相关练习的参考答案、视听材料的脚本、各单元第三部分阅读课文的参考译文，以及与课文相关的背景材料等。

《新大学英语》系列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应用的一次新尝试。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

2013年5月

Contents

Unit 1	A Greener Future1
Unit 2	Corporate Culture.....12
Unit 3	Are You Career Ready?20
Unit 4	Understanding Animals.....32
Unit 5	Smoking Ban & Personal Choice.....44
Unit 6	Access to the Privacy of a Public Figure54
Unit 7	Dilemmas of Science63
Unit 8	Globalization73

Unit 1

A Greener Future

Part One Warming Up

1 ● Searching the issue

● Activity 1

(Open)

Script

Hello, I'm Lisa Jackson, Administrator of the Environmental Protection Agency.

At the first Earth Day 39 years ago, 20 million Americans stood up to protect human health and the environment.

It was a time when many American cities were blanketed with dangerous pollution and smog ... A time when in many communities, local waterways were too polluted for swimming, fishing or drinking ...

That first Earth Day grew into a movement that reached millions more, and built a better future for all of us.

We've helped clear harmful toxins from our air, our water, and land.

And what started with those 20 million Americans almost four decades ago will engage more than a billion people this Earth Day, April 22nd.

People all around the world will join together to say that it is our job to protect and preserve our planet and the people that live on it.

We've seen how far we can come if individuals take the initiative and get involved.

But we still have a long way to go ... to protect our most vulnerable communities, especially the children that live in them ... to remove pollution and toxic chemicals from our air, water, and land ... and to build a clean energy economy that creates new jobs, clears the air, and frees us from our dependence on foreign oil.

That way, people 39 years from now will remember that this generation helped to build a better future for all of us.

We won't get there without your help.

Visit epa.gov/earthday to find out about events and volunteer opportunities in your community.

Celebrate Earth Day this year by making April Earth Month. Then think about stretching that out into an entire year.

I look forward to joining you. Thank you very much.

● Activity 2

(Open)

2 ● Presenting your understanding

● Activity 1

(Open)

● Activity 2

(Open)

Part Two Initializing the Project

3 ○ Sharing information

● Activity 1

(Open)

● Activity 2

(Open)

● Activity 3

1. How do humans adversely affect the environment today?
2. What are the consequences of the burning of fossil fuels?
3. What impacts do emissions of carbon dioxide have on the environment?
4. Why does it matter if the Earth gets warmer and warmer?

● Activity 4

(Open)

4 ○ Watching a video

● Activity 1

1. To raise people's awareness of energy conservation and carbon reduction.
2. Because he thinks this can not only reduce waste but also help reduce greenhouse gas emissions.
3. It's a personal mission that will never end.
4. It offers guidance for a low-carbon lifestyle.
5. Only certain groups of people might choose to live a low-carbon life.

● Activity 2

1. environmental website
2. carbon offsets, including environment policies, tips on how to save energy, etc.
3. conservation organizations
4. 30 ways to save energy, why to save, what to eat, how to travel, and how to calculate savings
5. Check expiration dates
6. Try not to use paper cups, or select the smaller ones
7. Take public transportation to work
8. Use energy saving lights
9. Double print the paper

● Activity 3

(Open)

Script

Following the Copenhagen Conference, China set a target of cutting the nation's carbon intensity by 45 percent by 2020 compared with the level of 2005. Energy conservation and carbon reduction has become a challenge for the government and its people. Starting today, CCTV begins a special series called "My Low-carbon Life." We profile the small activities that could create big change in society. In our first episode, our reporter Han Bin finds out that low-carbon lifestyle has become a trend among certain groups of people.

Checking expiration dates. Lin Hui always selects products with longer shelf life when he shops. He says this is to reduce waste and ultimately reduce greenhouse gas emissions such as carbon dioxide.

He believes consumer attitudes can change methods of production, and encourage people to live a low-carbon lifestyle.

"Paper cups are made from cutting forests. We should try not to use them, or select the smaller ones when we do. Because trees can absorb carbon dioxide and reduce greenhouse gas."

Back in his office, Lin Hui works for an environmental website he and his friends set up two years ago. It provides all kinds of information about carbon offsets, including environment policies, tips on how to save energy and so on.

Lin Hui says promoting a low-carbon lifestyle is (a) personal mission that will never end.

"When people talk about low-carbon life, they often think it's the matter of entrepreneurs, but they forget they themselves are the real engines of production. We should promote low-carbon consumption."

Professor Li Lin is also a champion of the low-carbon lifestyle.

Taking public transportation to work is part of her daily routine.

Li Lin works for the WWF, one of the world's leading conservation organizations. She showed us the promotional activities for encouraging a low-carbon lifestyle over the past years.

Her office uses energy saving lights, which are turned off when not needed. This has greatly reduced electricity consumption. Li Lin says small actions like this can mean a lot in terms of carbon reduction.

Another way is to double print the paper.

"If you save one ton of paper, you'll save one ton of energy used for producing paper and pulp, that will translate (into) about two and a half tons of CO₂ reduced."

This booklet produced by WWF offers guidance for (a) low-carbon lifestyle. There are 30 ways to save energy, and the booklet covers everything from why to save, what to eat, how to travel, and how to calculate savings.

"All the efforts translated into saved nature, saved habitat for human as species, together with other species, and we would avoid all the negative impacts of global warming."

Although there has been much talk about climate change in China, not everyone understands the low-carbon lifestyle.

"Low-carbon?"

"I really don't know."

Policy makers should also play a role.

For example, central heating is supplied by thermal power stations, the majority of offices use non-adjustable heating system, which has lessened users' willingness to save energy.

As global warming becomes a mounting challenge, low-carbon development is considered to be the best way forward in the long term. Despite increasing efforts by the government to promote the low-carbon lifestyles, it might continue to be just a trend within certain groups, and not for all Chinese. Han Bin, CCTV, Beijing.

5 ○ Talking it over

(Open)

Part Three Exploring the Field

6 ● Trying your hand

(Open)

参考译文

绿化，永无止境

安妮·安德伍德和丹尼尔·斯通

【1】环保主义思想已经深深地扎根于校园。从加利福尼亚大学戴维斯分校的“零浪费”运动场到纽约州瓦瑟学院2007级学生献给学校的价值10 000美元的太阳能电池板，你可以看到环保运动已经蔓延到了全国。环保意识已经深入学生们的内心，他们通过开展一些竞赛活动来推进回收再利用，并且大幅减少学生宿舍能源的使用。学校里还开设了一些与环境相关的课程与专业，甚至还设立了一些奖学金。这些新的举措是很有意义的。高等教育明确定位，不仅要为社会培养有环保意识的公民，还要培养环保工程师、环保建筑师和环保政策的制定者。康奈尔大学的校长戴维·斯科顿说得好：“可持续发展势在必行。”

【2】想要探寻环保运动已经广泛开展的证据，只需关注全国各大学都热衷参与的“回收狂”（RecycleMania）竞赛便能找到答案。2008年的冠军不是像哈佛大学和斯坦福大学这些以环保著称的著名学府，而是密歇根州的一所微不足道的学院——卡拉马祖学院。在历时十周的比赛，卡拉马祖学院的同学们共回收利用了59%的废物。（哈佛是27%，斯坦福是30%）。回收俱乐部的成员们开展了名为“宿舍风暴”的活动，在每个寝室埋伏了同学来专门观察和宣传那些减少浪费的行为和美德。他们还从校内垃圾桶里收集可回收材料——甚至运送泡沫塑料和废旧电脑到公司，以便加工后再利用。他们把废弃的书拆开来使得纸张可以再利用。一些旧的椅子、杯子、扬声器，甚至一台钢琴也在校园的二手货交易地重获新生，这里满屋子都是一些二手货，当然还是免费的。

【3】从杜克大学里带有环保屋顶的“智慧屋”（一个同时可作为绿色生活实验室的宿舍）到加利福尼亚大学默塞德新校区，那里的所有建筑都达到了美国绿色建筑委员会制定的标准，环保建筑也如春笋般突然出现在校园中。位于南卡罗莱纳州格林维尔市的福尔曼大学也实施了一项最不寻常的计划。2008年6月，福尔曼大学与《南方生活》杂志协力创建了名为“绝壁村舍”的太阳能展示区。它占地3 400平方英尺（315.9平方米），在将来也许会成为环保主义者的梦想住宅。它拥有地热、有机花园、竹子地板（因为竹子长得快）和符合美国能源之星环保标准的设备。有了室外的太阳能板和室内的能源节约技术，这间屋子产生的能源比它所消耗的能源多6到10倍。一年以后，“绝壁村舍”将向外界开放。此后，该建筑将变成学校的可持续发展中心，该中心将开设一系列关于绿色生活的课程。

【4】对于那些想要找寻更严谨的方法来研究环境的人来说，选择是很多的。科罗拉多州立大学开设了100多门涉及了从工程学到大气科学等领域的课程。科罗拉多州立大学校长拉里·爱德华·彭利说：“学生们可以和那些致力于减缓气候变化和制造新能源的教授们一起学习和工作。”几年前，工程专业的学生们就提出了改造雪上汽车中二冲程发动机的方法，此方法可以使汽车更环保，更节能。一家名为Envirofit国际集团的公司正在亚洲地区销售这种技术，以帮助减少机动车辆带来的污染。当科罗拉多州立大学巨大的风力田建成后，学生们也将能够参与相关的多领域研究项目。

【5】能给人们提供学习机会的不仅仅是自然科学。位于宾夕法尼亚州卡莱尔的迪金森学院在政治系和历史系开设了70多门与环保相关的课程。环境历史学家杰里米·维特尔说：“人类改造了环境，环境也影响着人类事件。”他提到了20世纪30年代的沙尘暴时期，当恶劣的沙尘暴毁坏了大量的农田后，政府不得不介入表层土的保护问题。福尔曼大学甚至还在核心课程里增加了环保方面的课程，如可持续企业，环境写作等课程。福尔曼大学还每年提供高达7 500美元的奖学金给那些热衷于环保工作的学生。

【6】很多学生的最终目标是把他们在环保方面的经验应用到实习和工作中。对于迪金森学院08届毕业生玛吉·斯通卡什来说，那意味着她将花6个月的时间参与管理学校15英亩（60 702.8平方米）的有机农田。她和同事们会开展实地考察旅行，到像罗德研究所那样的地方去参观。罗德研究所是可持续发展农场的典范，在它周围的农场中饲养了完全食草的牛，他们还运用免耕技术来保护表层土壤。在那里他们充分体验着沉浸式的农场生活（他们住在圆顶帐篷中——一种宽大的，圆形的蒙古族风格的帐篷，那是一个用太阳能作能源并且没有电网的地方）。斯通卡什说：“我热爱有机耕作，因为这是人们恢复可持续生活方式的一个渠道。”

7 ○ Reading carefully

(Open)

● Activity 1

1. (Para. 1) By saying “Sustainability is no longer an elective”, Cornell president implies that students have taken great initiative in Earth-protecting movement.
2. (Para. 2) Kalamazoo College’s winning of the 2008 champion of RecycleMania competition indicates that recycling has been widely spread among college students.
3. (Para. 3) A green building features geothermal heating, organic gardens, bamboo flooring and ENERGY STAR appliances.
4. (Paras. 4 & 5) They offer courses and scholarships to encourage students to study the environment.
5. (Para. 6) To put into practice what they have learned in courses and research projects.

● Activity 2

The organization of the passage is based on a “general to specific” order, i.e. the author first introduces the nationwide RecycleMania competition among colleges (Para. 2), followed by the introduction of green buildings (Para. 3) and a variety of courses, research projects and scholarships (Paras. 4 & 5) at several universities. In the last paragraph the author illustrates the popularity of environmentalism among college

students by citing one specific example of Maggie Stonecash and her fellow students. The structure of the passage is constructed as follows:

Section	Paragraph(s)
Introduction	Para. 1
Competitions among colleges	Para. 2
Zero-waste buildings on campuses	Para. 3
Courses, majors and scholarships	Paras. 4 & 5
A case of sustainable farming	Para. 6

Activity 3

- 1) Kalamazoo College
- 2) launched a “dorm storm”
- 3) collected recyclables from public bins around campus
- 4) cut discarded books from bindings
- 5) a laboratory for green living
- 6) the U.S. Green Building Council
- 7) the sun
- 8) geothermal heating
- 9) organic gardens
- 10) bamboo flooring
- 11) ENERGY STAR appliances
- 12) engineering
- 13) atmospheric science
- 14) policy studies
- 15) history
- 16) \$7 500

Activity 4

(Open)

Part Four Constructing the Project

8 ● Identifying research questions

(Open)

9 ● Reading for research

● Activity 1

(Open)

● Activity 2

1. *Green Alert*
2. 4 sections
3. To raise people's awareness of protecting nature
4. Rapid climate change may accelerate hunger, poverty and even social unrest.
5. 1) Rapid climate change will threaten economic development.
2) Climate change will worsen food security.
3) Environmental stresses are likely to heighten social tensions.
4) A case in point: the world's tropical rainforests

● Activity 3

Reasons for Advocating a Green Economy	Green Tips
<ul style="list-style-type: none">☆ Green-collar jobs could combat climate change. Energy sources such as wind and solar do not generate greenhouse gases.☆ Energy prices are going up, greenhouse gases are going up, and the economy is going down.☆ The guaranteed market of renewable energy means green tech start-ups grow faster and hire more workers.☆ Green jobs can revitalize whole communities.☆ The resulting green economy can generate a lot of good jobs at a far greater scale than a pollution-based economy.	<ul style="list-style-type: none">☆ Weatherizing homes and offices;☆ Installing solar panels;☆ Retrofitting factories with energy-efficient technologies;☆ Cutting down on the number of loads of laundry;☆ Recycling towels and linens in hotels;☆ Replacing vans / cars with earth friendlier natural gas models;☆ Buying "eco-approved" goods;☆ Having dinner in a "certified organic" restaurant;☆ Unplugging electric appliances.

10 ● Blogging yourself

(Open)

11 ○ Exhibiting your designs

● Activity 1

(Open)

● Activity 2

(Open)

● Activity 3

(Open)

● Activity 4

(Open)

12 ● Presenting your paper

(Open)

Background Information

1. Carbon footprint

Carbon footprint is a measure of the total amount of carbon dioxide (CO₂) and methane (CH₄) emissions of a defined population, system or activity, considering all relevant sources, sinks and storage within the spatial and temporal boundary of the population, system or activity of interest.

The concept name of the carbon footprint originates from ecological footprint, which estimates the number of “earths” that would theoretically be required if everyone on the planet consumed resources at the same level as the person calculating their ecological footprint. However, carbon footprints are much more specific than ecological footprints since they measure direct emissions of gasses that cause climate change into the atmosphere.

2. Copenhagen Conference

The 2009 United Nations Climate Change Conference, commonly known as the Copenhagen Summit, was held at the Bella Center in Copenhagen, Denmark, between 7 and 18 December. The conference included the 15th Conference of the Parties (COP 15) to the United Nations Framework Convention on Climate Change (UNFCCC) and the 5th Meeting of the Parties (MOP 5) to the Kyoto Protocol.

The Copenhagen Accord was drafted by the United States, China, India, South Africa on 18 December, and judged a “meaningful agreement” by the United States government. It was “taken note of,” but not “adopted,” in a debate of all the participating countries the next day, and it was not passed unanimously. The document recognized that climate change is one of the greatest challenges of the present day and that actions should be taken to keep any temperature increases to below 2°C. The

document is not legally binding and does not contain any legally binding commitments for reducing CO₂ emissions. Many countries and non-governmental organizations were opposed to this agreement, but, throughout 2010, 138 countries had either formally signed on to agreement or signaled they would.

3. Dust Bowl

The Dust Bowl, or the Dirty Thirties, was a period of severe dust storms causing major ecological and agricultural damage to American and Canadian prairie lands in the 1930s, particularly in 1934 and 1936. The phenomenon was caused by severe drought combined with farming methods that did not include crop rotation, fallow fields, cover crops, soil terracing and wind-breaking trees to prevent wind erosion.

During the drought of the 1930s, without natural anchors to keep the soil in place, it dried, turned to dust, and blew away with the prevailing winds. At times, the clouds blackened the sky, reaching all the way to East Coast cities such as New York and Washington, D.C. Much of the soil ended up deposited in the Atlantic Ocean, carried by prevailing winds. Millions of acres of farmland were damaged, and hundreds of thousands of people were forced to leave their homes.

4. Earth Day

Earth Day is an annual day on which events are held worldwide to increase awareness and appreciation of the Earth's natural environment. Earth Day is planned for April 22 in all years at least through 2015. The April 22 date was designated as International Mother Earth Day by a consensus resolution adopted by the United Nations in 2009. Earth Day is now coordinated globally by the Earth Day Network, and is celebrated in more than 192 countries every year.

5. G20

The Group of Twenty Finance Ministers and Central Bank Governors (also known as the G-20, and Group of Twenty) is a group of finance ministers and central bank governors from 20 major economies: 19 countries plus the European Union. The G20 heads of government or heads of state have also periodically conferred at summits since their initial meeting in 2008.

The G20 was proposed by former Canadian Prime Minister Paul Martin as a forum for cooperation and consultation on matters pertaining to the international financial system. The group was formally inaugurated in September 1999, and held its first meeting in December 1999. It studies, reviews, and promotes high-level discussion of policy issues pertaining to the promotion of international financial stability, and seeks to address issues that go beyond the responsibilities of any one organization.