

现代远程教育和成人教育系列改革教材

丛书主编 胡杰辉 冯文坤

新坐标

大学英语

NEW COORDINATE COLLEGE ENGLISH

4

主 编 廖 敏

副主编 刘新慧 吕 汀 田 径



电子科技大学出版社

图书在版编目 (CIP) 数据

新坐标大学英语. 第4册 / 廖敏主编. —成都: 电子科技大学出版社, 2014.4

ISBN 978-7-5647-2282-1

I. ①新… II. ①廖… III. ①英语—高等学校—教材
IV. ①H31

中国版本图书馆 CIP 数据核字 (2014) 第 054799 号

XinZuoBiao DaXue YingYu
新坐标大学英语 (第4册)

主编 廖 敏

副主编 刘新慧 吕 汀 田 径

出 版: 电子科技大学出版社 (成都市一环路东一段 159 号电子信息产业大厦 邮编: 610051)

策划编辑: 杜 倩

责任编辑: 李述娜

主 页: www.uestcp.com.cn

电子邮箱: uestcp@uestcp.com.cn

发 行: 新华书店经销

印 刷: 成都市火炬印务有限公司

成品尺寸: 170mm×240mm 印张 16 字数 325 千字

版 次: 2014 年 4 月第一版

印 次: 2014 年 4 月第一次印刷

书 号: ISBN 978-7-5647-2282-1

定 价: 39.00 元

■ 版权所有 侵权必究 ■

◆ 本社发行部电话: 028-83202463; 本社邮购电话: 028-83201495。

◆ 本书如有缺页、破损、装订错误, 请寄回印刷厂调换。

前 言

一、编写背景

“大学英语”课程是高校现代远程教育中实行全国统一考试的重点公共基础课之一。该课程的考试是一种基础水平检测性考试，考试合格者的英语水平应与成人高等教育本科毕业生英语水平相当。目前已有的各类现代远程教育大学英语教材，未能充分考虑从业人员继续教育的特点，其中不少都是以普通高校大学英语教学的目标和要求编写的，不太适应现代远程教育的要求。因此，现代远程教育大学英语教材需要遵循现代教育应用型人才的培养目标，又要更加符合从业人员的现状，充分反映和利用现代远程教育的特点和优势。我们把它称为新的坐标。这个坐标的原点是学生原有参差不齐的英语水平，横坐标是学生接受现代远程教育的时间，纵坐标是不同的时间阶段所要求学生达到的最基本的语言水平和能力。这个水平和能力显然不能用普通高校大学英语教学的目标和要求来衡量，而应注重学生基础知识的强化和基本应用能力的培养，激发学生的英语学习兴趣，提高学生的自学能力。为此，我们组织了在教育一线长期从事现代远程教育大学英语教学的教师编写了这套《新坐标大学英语》。教材的目的是要紧密贴合现代远程教育当前的技术发展和学生的实际情况，强化学生英语基础语法和词汇知识的掌握，提高学生应用不同语言技能进行交际的基本能力，从而快速高效地达到现代远程教育大学英语教学大纲和考试大纲规定的各项内容和要求，也为广大现代远程教育学员顺利通过网络教育全国统考提供更好的帮助和指导。

二、教材特点

1. 针对大纲，广泛选材

本教材在文章选择、练习设置等方面的难度和题型都与新编大纲保持高度一致性。课文的选择以“帮助现代远程教育学生掌握英语基础知识，提高英语应用能力”为宗旨，尽量选择难度适合、题材生动、表达地道、语言规范的文章，既适合教师教学，又适合学生自学，激发学生阅读兴趣，便于理解和记忆。课文绝大多数为英美作者的原文，在必要情况下做了删节和改动。文章的类型包括记叙文、说明文、议论文和应用文；涉及的主题包括家庭、社会、文化、政治、经济、体育、文学、职场、风土人情、科普知识、人文修养、人际关系、道德伦理、性格塑造等方方面面。

2. 系统规划，精心设计

全套书共分四册，在主题分配和练习设置上经过了系统的规划和精心的设计，强调各册教材的横向联系，互相补充，形成整体。第一册以“大学生生活”为主题，第二册以“成长经历”为主题，第三册以“人文与科学”为主题，第四册以“社会与就业”为主题。学生在学习语言的过程中，循序渐进地了解大学生生活的方方面面，感受成长需要经历的快乐与困惑，掌握必要的人文与科学知识，为进入社会、成功就业打下坚实的基础。

同时注重各册书内部的纵向联系，前后呼应，自成体系。各册书围绕同一个大的主题选材，以增强学生的阶段性认知和系统性体验。各册书的课后练习、语言应用、语法、阅读写作等大致形式统一，但又各有特色，帮助学生按部就班、循序渐进地掌握语言基础知识，提高语言应用能力。

3. 新增视听，寓教于乐

本教材每个单元增加了适量适度的听说练习，Use of English 部分的听力可以让学生体验英语在实际语言场景或环境中的应用，便于学生练习和模仿。Extension 部分的视听材料让学生在观看视频、欣赏歌曲或幽默故事的同时练习听说，寓教于乐。听说训练可以加深学生对整个单元内容的理解，提高学生的语言实际应用能力，从而真正实现“听、说、读、写、译”全方位能力的提高。

4. 注重示范，规范模拟

本教材在每篇课文后面有详尽的注解，介绍相关的文化背景、重点词汇和短语的讲解、难句的分析与翻译；课后练习、英语的应用和语法部分有详细的讲解和例句，写作部分除提供参考句型外，还有两篇范文和思路框架（填空模板），帮助学生举一反三，熟能生巧。

每册教材同时提供三套模拟题，quiz 1 是针对 unit 1~4 的单元测验，quiz 2 是针对 unit 5~8 的单元训练，而 unit 3 是针对全册的总体测试。模拟题题目设置规范，与统考模拟题保持一致，难度适中，内容紧贴教材，学生能及时检测学习内容，熟悉考试题型。

三、教材框架

本教材全套书共四册，每册八个单元，供一学期使用。每单元包括七部分：

1. 主题导入（Lead-in）

本部分以名人名言、格言、箴言、谚语、习语等导入主题，配有外教原声朗读，激发学生兴趣，同时为学生提供优秀经典的背诵范本。

2. 精读课文（Intensive Reading）：课文 A（Text A）

本部分为语言认知和巩固的重点，结合课文，帮助学生掌握重点词汇、短语和句型，从词、句、语篇的角度进行读、写、译的语言操练。A 课文又

由以下几部分组成:

1) **Text**: 主课文, 主要语言输入文章, 体现主题词汇、短语和句型(在文章中用**黑体**标明);

2) **New Words, Phrases and Expressions** 和 **Proper Names**: 列出课文 A 中的生词和常用短语, 本部分增加了外教原声朗读, 方便学生的学习模仿;

3) **Notes**: 介绍课文 A 的文化背景知识和详解课文中出现的语言点;

4) **Text Comprehension**: 本部分以模拟题中出现的新完形填空和新阅读理解的形式, 帮助学生从整体和细节上理解课文;

5) **Language Focus**: 本部分以词汇和句型练习为主, 帮助学生掌握课文 A 的重点词汇、短语和句型;

3. 泛读课文 (**Extensive Reading**): 课文 B (**Text B**)

1) **Text**: 课文 B 与单元主题相关, 与课文 A 相比, 更突出阅读技能的训练;

2) **New Words, Phrases and Expressions** 和 **Proper Names**, 列出课文 B 中的生词和常用短语, 本部分增加了外教原声朗读, 方便学生的学习模仿;

3) **Notes**: 介绍课文 B 的文化背景知识和详解课文中出现的语言点;

4) **Exercises**: 针对课文 B, 设置了词汇、句型和翻译等多种练习。

4. 英语应用 (**Use of English**)

针对现代远程教育新大纲的要求, 每个单元围绕一个主题, 介绍实用交际英语知识。

1) 对话样例 (**Sample Dialogue**): 本部分针对主题, 有 1~2 个对话样例, 并配有外教原声朗读, 设置了听力填空题;

2) 关键句型 (**Key Sentences**): 本部分围绕主题提供在多种语境中适用的关键句型;

3) 练习 (**Exercises**): 本部分提供五道与模拟题类似的客观选择题, 检测学生的学习效果;

4) 相关知识 (**Related Information**): 提供与主题相关的英语应用知识, 对整个部分进行拓展和补充。

5. 语法讲解 (**Grammar**)

针对现代远程教育学生英语基础较弱的特点, 本部分系统地介绍和讲解主要语法知识。

1) 语法讲解: 本部分是对主题语法的详细讲解, 配有相关例句;

2) 练习: 包括选择题、填空题和翻译题等多种题型。

6. 写作技能 (**Writing Skills**)

本部分在四册书中进行了系统的分配, 第一册以记叙文为主, 第二册以说明文为主, 第三册以议论文为主, 第四册以应用文为主。每个单元的作

主题与单元主题或英语应用部分主题密切相关，一方面详尽讲解写作技巧和方法，帮助学生循序渐进地掌握多种写作风格和类型；另一方面方便学生模仿使用本单元的新单词、短语和句型。

1) **Reference Sentences** (参考句型): 提供多种参考句型;

2) **Sample** (范文): 围绕同一个主题, 提供两篇范文;

3) **Exercise** (练习): 设置相关作文练习, 充分考虑到现代远程教育学生的英语基础, 一般采用填空式作文。

7. 拓展学习 (Extension)

本部分围绕单元主题, 用英语经典歌曲、电影片段、幽默故事、心理测试或图片的形式, 设置听力练习和口语讨论题, 为学生展示英语语言的别样魅力和英语文化的丰富多彩, 从而做到寓教于乐, 帮助学生在动态有趣的学习氛围中提高英语学习的兴趣, 也是对整个单元的有效补充和拓展。

四、使用说明

本套教材可供现代远程教育各层次(高中起点专科和专升本)非英语专业大学生作为大学英语教程使用。本教材也为广大英语爱好者、自学者提供了一个系统学习英语基础知识, 全面提高英语应用技能, 丰富英美语言文化知识的机会。

第一册和第二册适用于现代远程教育高中起点专科阶段大学英语教学, 第三册和第四册适用于现代远程教育专升本阶段大学英语教学。每学期使用一册。每册设八个单元。在课堂教学模式中每单元可安排 6~8 个学时完成, 课堂教学以讲解课文 A 的重点语言、难点句型为主, 配以相关课后练习。其余部分可由教师根据教学实际情况安排课堂教学或学生自学。学生可在配套软件和网络学习平台的辅助下, 在两周内完成一个学习单元。

本书的编写有着不少新的尝试, 但由于时间仓促, 加之水平有限, 不妥之处, 敬请同行专家和广大读者批评指正。

编者

2013 年 3 月

目 录

Unit 1 A Cultured Person.....	1
Part I Lead-in	1
Part II Intensive Reading Text A.....	2
Part III Extensive Reading Text B	9
Part IV Use of English	13
Part V Grammar.....	16
Part VI Writing Skills.....	21
Part VII Extension.....	22
Unit 2 Making a Difference.....	25
Part I Lead-in	25
Part II Intensive Reading Text A.....	26
Part III Extensive Reading Text B	33
Part IV Use of English	39
Part V Grammar.....	42
Part VI Writing Skills.....	47
Part VII Extension.....	49
Unit 3 Globalization.....	52
Part I Lead-in	52
Part II Intensive Reading Text A.....	53
Part III Extensive Reading Text B	60
Part IV Use of English	65
Part V Grammar.....	69
Part VI Writing Skills.....	73
Part VII Extension.....	74
Unit 4 Cultural Diversity.....	76
Part I Lead-in	76
Part II Intensive Reading Text A.....	77
Part III Extensive Reading Text B	84
Part IV Use of English	88
Part V Grammar.....	92
Part VI Writing Skills.....	97

Part VII Extension.....	99
Unit 5 E-business.....	106
Part I Lead-in	106
Part II Intensive Reading Text A.....	107
Part III Extensive Reading Text B	115
Part IV Use of English	120
Part V Grammar.....	124
Part VI Writing Skills.....	128
Part VII Extension.....	129
Unit 6 Business Etiquette.....	131
Part I Lead-in	131
Part II Intensive Reading Text A.....	132
Part III Extensive Reading Text B	140
Part IV Use of English	145
Part V Grammar.....	149
Part VI Writing Skills.....	155
Part VII Extension.....	156
Unit 7 Career Planning.....	158
Part I Lead-in	158
Part II Intensive Reading Text A.....	159
Part III Extensive Reading Text B	166
Part IV Use of English	171
Part V Grammar.....	175
Part VI Writing Skills.....	180
Part VII Extension.....	182
Unit 8 Ready for Society.....	184
Part I Lead-in	184
Part II Intensive Reading Text A.....	185
Part III Extensive Reading Text B	193
Part IV Use of English	199
Part V Grammar.....	202
Part VI Writing Skills.....	209
Part VII Extension.....	211
I Key to Exercises.....	223
II Key to Test Papers	240
III Chinese Translation of the Texts	243

Unit 1

A Cultured Person

Part I Lead-in

Listen to the following quotations and read them aloud. Then learn them by heart.

1. The cultured man is an artist, an artist in humanity.

Ashley Montagu

有文化的人是一位艺术家，一位研究人性的艺术家。（阿什利·蒙塔古）

2. Civilization is not by any means an easy thing to attain to. There are only two ways by which man can reach it. One is by being cultured, the other by being corrupt.

Oscar Wilde

文明绝不是轻易获得的。有两种获取途径摆在人类的面前：一是文化，二是腐败。（奥斯卡·王尔德）

3. It is the duty of every cultured man or woman to read sympathetically the scriptures of the world. If we are to respect others' religions as we would have them respect our own, a friendly study of the world's religions is a sacred duty.

Mahatma Gandhi

以同情、支持的态度阅读世界各地的经文，这是每一个有文化的人的责任。如果因为我们希望别人尊重我们的宗教，我们也尊重他们

的宗教，那么友好地研究世界宗教将成为是一项神圣的事业。（圣雄甘地）

4. It is the mark of the cultured man that he is aware of the fact that equality is an ethical and not a biological principle.

Ashley Montagu

平等是基于道德而非生物学，认识到这个事实是成为一名有文化的人的标志。（阿什利·蒙塔古）

5. A man should be just cultured enough to be able to look with suspicion upon culture at first, not second hand.

Samuel Butler

一个具有足够文化意识的人应该带着怀疑的眼光首先审视文化，而非其他。（塞缪尔·巴特勒）

Part II Intensive Reading

Text A

The Cultured Man

Aatish Palekar

1. It is very difficult to define culture. Different people have different views of culture, and their views differ so **sharply** that instead of **clarifying** they tend to confuse and mislead. Therefore, instead of wasting time in **fruitless** efforts to define culture, it would be well if we **proceed** to consider the various qualities of head and heart which **distinguish** a cultured man. In other words, let us try to answer the question, what a really cultured man is.
2. A cultured man is one who has a friendly approach, an understanding **approach** to life and its problems. As Pandit Nehru once said, a cultured person has the **capacity** to understand the point of view of others and also to make himself understood by others. He is kind and **considerate** to all without distinction, but is especially careful of the weak and the

- suffering, and avoids doing or saying anything which may hurt their feeling. In short, a cultured man has **tact** enough to turn any occasion of **friction** and quarrel into one of co-operation and friendship. As a result of this friendly and **sympathetic** approach, he is at good terms with all. All are his friends, and none is his enemy.
3. A truly cultured man is one “who lives in contact with the best that has been said and thought in the world”. He is educated in the true sense of the word. He reads and re-reads the best that has been written not only in his own mother-tongue but also in other languages. And what is still more important, he **ponders** long and deep over what he reads. He tries to examine critically the view that a particular writer has expressed, and if he agrees with those views, he tries to act upon them. In this way, his study transforms his thoughts and his actions. As a result of his study, he acquires serious depth and moderation of judgments-the signs of real culture. He loves learning its own sake because it enables him to correct his own errors and, by his own example, those of others as well. His study makes him nobler, better and more **refined**.
 4. As a cultured man passes most of his time in contact with the noblest that has even written, he is entirely unselfish and honest in his dealings. Service of his **fellowmen** is his ideal of life. He does his best to extend his own opportunities to others, to make the path of others easy and smooth. His greatest pleasure is to remove **hindrances** and obstructions from the way of others. He knows that virtue is its own reward and that a good turn done to others carries with it, its own satisfaction. As a result, he is always happy, contented and at peace with himself. He serves his fellowmen not because of any ulterior motives, but because service gives him pleasure. He does not expect anything in return. Besides this, he serves all without distinction. Just as the sun shines upon all and makes no distinction of good and evil, so also a cultured man is kind and loving to all.
 5. Thus, a cultured man is noble, kind and unselfish. In short, he is a perfect gentleman such as is rarely met with in real life.

(554words)

<http://www.publishyourarticles.net/eng/articles/the-cultured-man.html>

New Words

sharply	['ʃɑːplɪ]	adv.	明确地；锋利地
clarify	['klærəfaɪ]	v.	使清楚，澄清
fruitless	['fruːtlɪs]	adj.	无成果的；无益的
proceed	[prə'siːd]	vi.	进行；前进
distinguish	[di'stɪŋɡwɪʃ]	v.	区分，辨别，分清
approach	[ə'prəʊtʃ]	n.	方法；途径；接近
capacity	[kə'pæsɪti]	n.	容量；才能；性能
considerate	[kən'sɪdərɪt]	adj.	体贴的，体谅的；深思熟虑
tact	[tækt]	n.	机智，机敏；老练
friction	['frɪkʃən]	n.	摩擦；冲突，不和
sympathetic	[,sɪmpə'θetɪk]	adj.	有同情心的；赞同的
ponder	['pɒndə]	v.	仔细考虑，沉思
refined	[rɪ'faɪnd]	adj.	举止优雅的
fellowman	['feləʊ'mæn]	n.	同胞；同类
hindrance	['hɪndrəns]	n.	妨害，障碍

Phrases and Expressions

without distinction	无差别的；一视同仁地
in short	简而言之
at good terms with	与……相处融洽
in contact with	与……接触中
in return	作为报答
good and evil	善恶



Notes

1. **(Para. 1) Different people have different views of culture, and their views differ so sharply that instead of clarifying they tend to confuse and mislead.**

tend to: 倾向（于），趋向（于）

tend to 的使用可缓和句子的语气，使其更客观，更易于读者接受。试将原文与下面的句子进行比较：

Different people have different views of culture, and their views differ so sharply that instead of clarifying they confuse and mislead.

参考译文：不同的人对文化有不同的观点，而他们的观点又往往大相径庭。这种差别并没有起到帮助我们理解的作用，反而可能更容易导致困惑和误解。

2. **(Para. 2) Pandit Nehru:** Indian statesman and leader with Gandhi in the struggle for home rule; was the first prime minister of the Republic of India from 1947 to 1964 (1889-1964).
3. **(Para. 2) In short, a cultured man has tact enough to turn any occasion of friction and quarrel into one of co-operation and friendship.**

turn ... into: 将……转化为……

参考译文：简而言之，有教养的人有足够的智慧将任何场合的摩擦和争吵转化为合作和友谊。

4. **(Para. 3) And what is still more important, he ponders long and deep over what he reads.**

ponder ... over: 在……仔细思考

e.g. You'd better pause and ponder over your responsibility.

你最好停下来，仔细想想你的职责是什么。

ponder 既可以做及物动词也可以做不及物动词，做不及物动词时，通常与 over, upon 连用。

参考译文：而且更为重要的是，他会对他所读到的内容进行长时间深入的思考。

5. (Para. 4) Just as the sun shines upon all and makes no distinction of good and evil, so also a cultured man is kind and loving to all.

make no distinction of: 一视同仁

e.g. We will make no distinction between the terrorists who committed these acts and those who harbor them.

我们将对参与此次袭击的恐怖分子和那些庇护他们的人严惩不贷。

参考译文: 正如太阳照人不分善恶, 有教养的人于世间万物也是一视同仁地爱和关怀。

Text Comprehension

Reading for Main Idea

Fill in the blanks with appropriate words according to the text.

What are the 1)_____ of a cultured person? First of all, a cultured person can 2)_____ all the differences in a friendly and understanding manner, especially towards those at disadvantaged position. Besides, a cultured person lives in 3)_____ with the best that the world could offer. S/he tries to examine the world 4)_____ so as to transform her or his thoughts and actions. What's more, the cultured person always regards 5)_____ of his or her fellowmen as his ideal life.

- | | | |
|-------------|---------------|------------|
| A) service | B) critically | C) contact |
| D) approach | E) qualities | |

Reading for Detailed Information

Answer the following questions according to the text.

- 1) People agree on how to define culture.
A) T B) F
- 2) A cultured person can understand the world and people better.

- A) T B) F
- 3) A cultured person is always ready to accept all the words published.
A) T B) F
- 4) A cultured person cares about other people and act in an unselfish and noble manner.
A) T B) F
- 5) A cultured person is equal to an educated person.
A) T B) F

Language Focus

1. Fill in the blanks with the words given below. Change the forms where necessary.

sharply	distinguish	considerate	hindrance	clarify
capacity	at good terms with	refined	ponder	tact

- 1) The teacher treats everyone equally and _____.
- 2) Unemployment among the college graduates has risen _____ in recent years.
- 3) This spokesman was unable to _____ the complicated situation.
- 4) This new student has been _____ his classmates during very short period of time.
- 5) Her speech and manners are _____.
- 6) It is necessary to _____ the two types of writing.
- 7) I keep _____ over how to improve my time management efficiency.
- 8) Handling this tough situation demands _____.
- 9) Each stadium has a seating _____ of about 50,000.
- 10) You would be more of a _____ than a help.

2. Decide the exact meaning of the given phrases according to the context.

i. *capacity*

A. 才能 B. 容量

- 1) The theatre has a capacity of 1000. _____
- 2) Individual capacity for giving care, love and support is limited. _____

ii. approach

A. 方法 B. 接近

- 1) Employers are more interested in your approach to this problem. ____
- 2) These signs denote a crisis is approaching. _____

iii. refined

A. 举止优雅的 B. 精良的

- 1) This place is well known for the production of refined salt. _____
- 2) These ladies are well-dressed and refined. _____

3. Study the models and complete the following sentences by translating the Chinese into English using “approach”.

Model: As spring approaches, the colors of plants change.
 We will come up with different approaches to solving this problem.
 The government has approached the issue in a practical way.

- 1) He became more and more anxious _____.
 (随着考试的临近)
- 2) The path serves as _____.
 (通向学校大门)
- 3) _____, they stopped talking.
 (当我靠近的时候)
- 4) _____ counts more.
 (你如何处理这个问题)
- 5) _____ (我们已经想出
 了三种方法) to helping this homeless girl.

Part III Extensive Reading

Text B

A Cultured Man in Anyone's Language

Hannah Lee

1. Not many things can **unite** as well as divide — culture is one of them, Thivhilaeli Makatu believes.
2. In his home country, language — one of the common elements that **constitute** different cultures — was once used to decide where people lived, says the Hong Kong-based South African **consul-general** who speaks all 11 languages commonly used in his home country.
3. People once lived in different “zones” depending on what language they spoke, he says.
4. Some people used to keep **livestock** and only moved when they had to find greener **pastures**, while others hunted and moved from place to place all the time to track down animals, Mr. Makatu explains.
5. Because of their different ways of living, they developed different languages.
6. “But they still managed to live together on the same land when they needed to, and were attached to their lands,” he says.
7. “It’s not right to take them away from their lands, to force them to live away from their homes.”
8. **Diversity** and different cultures should be a means to unite, not divide, he believes.
9. “We are all of the same people with the same roots ultimately.”
10. Together with his wife and three children, Mr. Makatu arrived in Hong Kong nearly three years ago and has less than two to go.
11. “I applied to be posted here because I wanted to experience the **oriental** culture ... In Africa, the influence is western, in particular American,” he says.
12. “So many **aspire** to be what they see on TV and at the movies. But