

NEW CENTURY ENGLISH

ELEMENTARY LEVEL

BOOK FOUR

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新世纪英语教程



浙江大学出版社

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前言

《新世纪英语教程》专科部分是一套为高等职业技术学院、高等专科院校而编写的英语教材,旨在为新世纪的大学英语教学服务,为培养具有较强英语能力的学生探索一条创新之路。

本套教材的使用者应该已经有大约 900 词的英语词汇量(参见第一册书后所附的基本词汇表),具有初步的英语语法知识和读、听、说英语的能力。本套教材的培养目标是:培养学生掌握较扎实的英语基础知识,具有较强的英语阅读能力,能听懂一般的英语会话材料,可以进行简单的日常英语会话,具有一定的翻译和写作能力。

本套教材专科部分由课本 4 册和与各册配套的《新世纪英语教程自学指导》组成,供 4 个学期使用。第一、二册含 15 课,第三、四册含 12 课,进度基本上可以按每周一课安排。本教材每课均涉及同一个主题,两篇文章各有侧重。围绕这些与学生生活和工作息息相关的热门话题,学生可以在教师的指导下充分发挥其学习的主动性,进行一定的语言活动,提高语言应用能力。由于自学指导中有较详细的课文注释并附有练习答案,因此教师不必再花太多的宝贵课堂教学时间讲解课文,而可以将更多的课堂时间用在提高学生的语言应用能力上,从而使学生真正成为课堂教学的主角。另外,由于话题相同,词汇复现率大大提高,有助于学生改善单词记忆效果。本教材每课前均配有听力材料,其主要目的是使学生通过听力训练来掌握英语的常用会话句型,从而达到进行简单日常口头交际的能力。

考虑到英语教学改革的现状和部分学生自主学习英语的需要,本套教材的自学指导对每课课文都进行了相当详细的注释。这些注释涉及语法、词汇等语言难点,对常用句型结构和词汇均通过给出例句说明其用法,并对常用的同义词和近义词进行了辨析。这些详细的注释有利于使用本教材的读者加深对课文的理解。

一词多义是英语词汇的一大特点,因此尽管有些词已出现在基本词汇表中,但考虑到它们的词义变化和用法,我们仍在课文后的词汇表中列出,并在课文注释中进行讲解,在课文练习中进行操练,以提高学生运用这些常用词的能力。

本套教材的练习相对来说是不多的,这与我们的教学理念不无关系。我们从多年的教学实践中深刻体会到,练习只是英语教学中的一个环节。大量的练习在一定

情况下(如为了参加某种考试)是有效的,但要想真正提高语言应用能力,还是要把时间和精力花在语言本身,即大量地接触所学语言上。我们希望读者把更多的时间用在听英语(课文、广播、电视节目、VCD等)上,用在广泛地阅读原文上,并在可能的情况下,多说英语,多进行英语写作和翻译训练,从而提高英语应用能力。在学习本套教材时,读者应把更多的时间放在课文学习中,通过反复朗读,直至可以背诵课文来学习英语,以培养起良好的语感。持之以恒,必见成效。

为了保持英语语法体系的完整性,我们将语法单独编写成册,另配一册语法书,而不再分项编在每课中。但教师可根据学生的实际语法水平,每学期就3—5个语法专题进行专题讲座式的讲解,以加深学生对英语语法的掌握。

本套教材的编者都是长期工作在大学英语教学和成人英语教学第一线的教师,对中国学生学习英语的特点有多年的研究。在本书的编写中,我们将我们的想法和体会贯穿其中,使本套教材具有了上述特色。我们真诚地希望这些编写特色有助于提高读者的自学效率。

本套教材由黄建滨总主编。第四册由顾晔主编,许华琳副主编,编者为:张璇、张亚萍、杨清、唐爱军。本套教材承教育部高等学校大学外语教学指导委员会委员、中国农业大学外语系主任李建华教授主审,特此表示衷心的感谢。本套教材的编写得到了浙江大学成人教育学院的大力支持,他们将本套教材列入“2001年浙江大学成人教育教材建设基金、教学建设基金立项项目”并给予了重点资助。值此教材出版之际,谨向浙江大学成人教育学院表示衷心的感谢。浙江大学出版社为本书的尽早出版做了大量工作,责任编辑徐宝澍先生对本套教材的编写、版式、结构等提出了许多宝贵的意见,为本书增色不少,也谨在此向他们表示衷心的感谢。

囿于水平加之时间紧张,本套教材一定还有许多不尽如人意之处,我们恳请使用本套教材的读者提出宝贵的意见和建议,使之更能满足广大读者的需求。

黄建滨

2002年12月于求是园

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Noise Pollution

Listening Comprehension

I. A Dialogue

Using a Bank Account

Words and Expressions

| | | | |
|----------|------------|------------------|--------|
| teller | 出纳 | checking account | 活期存款账户 |
| withdraw | 取(钱) | make out | 填写 |
| endorse | 在(支票等)背面签字 | | |

Exercise 1

Directions: Listen to the dialogue and choose the best answer to each of the following questions.

1. Why is Dan in the bank?
 - A. He wants to open a checking account.
 - B. He wants to close a checking account.
 - C. He wants to save some money.

New Century English _____

- D. He wants to draw out some money.
2. How much money does Dan want to make out?
A. \$ 14. B. \$ 40. C. \$ 44. D. \$140.
3. How should Dan write the amount of money?
A. He should write the amount in numbers only.
B. He should write the amount in words only.
C. He should write the amount both in numbers and in words.
D. He should write the amount either in number or in words.
4. Why is Dan advised to draw a line from the end of the amount to the word "dollars"?
A. It helps computers to work more easily and correctly.
B. It prevents other people from changing the amount.
C. It improves the efficiency of bank clerks.
D. It means this is a used check.
5. Which of the following is the last thing Dan should do to make out his check?
A. Signing his name on the back of the check.
B. Signing his name at the bottom of the check.
C. Writing the correct date.
D. Writing the amount of money.

Exercise 2

Directions: *Listen to the dialogue again and fill in the blank check.*

| | |
|------------------------------|-------------|
| Daniel Kirkland | |
| 4091 Deerwood Lane | |
| Minneapolis, MN55441 | () |
| Pay to the order of () | \$ () |
| () | dollars |
| Metro North Savings Bank | () |

II. A Passage

Unit One

Words and Expressions

| | | | |
|---------------|------|--------|----|
| jewelry | 珠宝 | copper | 铜 |
| Mediterranean | 地中海的 | trader | 商人 |



Exercise 1

Directions: Listen to the passage and choose the best answer to each of the following questions.

1. According to the passage, what was used by people to pay for things thousands of years ago?
A. Coins and paper money. B. Salt.
C. Food. D. Copper.
2. Why did Roman army use salt to pay their soldiers in early Rome?
A. Because Roman army did not have enough money.
B. Because salt was very precious.
C. Because Rome was rich in salt.
D. Because salt could make soldiers stronger.
3. What is the origin of the word "salary"?
A. The Latin word for money.
B. The Latin word for exchange.
C. The Latin word for salt.
D. The Latin word for payment.
4. Which metal was first used to pay for products?
A. Copper. B. Iron. C. Gold. D. Silver.
5. When did the idea of money begin?
A. When paper money was used in exchange.
B. When animals were used to pay for things.
C. When salt was used to pay soldiers in Rome.
D. When valuable metals were used to make coins.

Exercise 2

Directions: Listen to the passage and fill in the blanks with the missing words.

• • •

New Century English _____

Thousands of years ago, people didn't use _____ 1 _____ or paper money. If they wanted to buy something, they paid for it with animals, _____ 2 _____, or food. In early Rome, the army paid their soldiers with salt because it was difficult to get and therefore it was very _____ 3 _____. In fact, the English word _____ 4 _____ comes from the Latin word for salt.

When _____ 5 _____ was found on an _____ 6 _____ in the Mediterranean Sea, _____ 7 _____ began to use it to pay for products. Countries then made coins from copper and other valuable _____ 8 _____, and the idea of money was born. Today, most people use paper money or coins when they want to buy something.

Reading Comprehension

Pre-Reading Comprehension

Directions: Answer the following questions before you begin to read the text.

1. Give some examples of noise pollution.
2. Name some solutions to protect people from noise pollution.

Text

Noise Pollution

1 The sense of sound is one of our most important means of knowing what is going on around us. We are warned of danger by sounds¹ —by a siren or a rattling snake. Sound serves to please us in music.² Sound has a waste product, too, in the form of noise.³ Noise has been called unwanted sound.⁴ Noise is growing and it may get much worse before it gets any better.⁵

2 Scientists, for several years, have been studying how noise affects

Unit One

people and animals.⁶ They are amazed by what they have learned.⁷

3 Peace and quiet are becoming harder to find. Noise pollution—the crashing, banging, hammering of people—is no joke.⁸ It is a threat that should be looked at carefully.⁹

4 Sound is measured in units called “decibels”.¹⁰ At a level of 140 decibels people feel pain in their ears.

5 Automobiles, trucks, buses, motorcycles, airplanes, boats, factories, bands—all these things make noise. They bother not only our ears, but our minds and bodies as well.¹¹

6 There is a saying about it being so noisy that you can't hear yourself think.¹² Doctors who study noise believe that we must sometimes hear ourselves think.¹³ If we don't, we may have headaches, other aches and pains, or even worse mental problems.¹⁴ Noise adds more tension to a society that already faces enough stress.¹⁵

7 But noise is not a new problem. In ancient Rome, people complained so much about noise that Julius Caesar stopped chariots from moving through streets at night!¹⁶

8 Noise can be separated into a few general groups. The following examples are taken from hearings before the U.S. Senate Subcommittee on Air and Water Pollution in 1970.¹⁷

9 Occupational noise. Factory workers who always hear noise have poorer hearing than other groups.

10 Aircraft noise. Around airports or on air routes the noise of airplanes taking off and landing causes the greatest complaints.¹⁸

11 Traffic noise. Away from the noise of planes, traffic sounds break in on our peace and quiet. Trucks and motorcycles cause the most problems.¹⁹

12 Outdoor noise. For people in the city, noise of buildings going up



10

15

20

25

30

35

40

and that of emergency automobiles are the greatest problems.²⁰ In the suburbs barking dogs, playing children, and lawn mowers cause the problems.

13 Indoor noise—radios, record players and TV, the sounds of plumbing, heating and air conditioning are all noise to some people. 45

14 There are two ways to cut down on the harm caused by noise.²¹ One is to cut down on the amount of noise.²² The other is to protect ourselves against the noise we can't stop.²³

15 Ways of making less noise are now being tested. There are groups for the prevention of noise in the U.S. There are even laws controlling noise.²⁴ 50

16 We cannot return to the “good old days” of peace and quiet.²⁵ But we can reduce noise—if we shout loudly enough about it.

New Words

| | | | |
|--------------|------------------|----|-------------|
| airplane | /ˈɛəpleɪn/ | n. | 飞机 |
| banging | /ˈbæniŋ/ | n. | 重击, 突然的巨响 |
| chariot | /ˈʃæriət/ | n. | 四轮马车 |
| crashing | /ˈkræʃɪŋ/ | n. | 撞击声, 爆裂声 |
| decibel | /ˈdesɪbel/ | n. | 分贝 |
| hammer | /ˈhæmə/ | v. | 锤打 |
| hearing | /ˈhiəriŋ/ | n. | 听力, 听觉, 听证会 |
| indoor | /ˈɪndoʊ/ | a. | 室内的 |
| lawn | /loʊn/ | n. | 草地, 草坪 |
| means | /mi:nz/ | n. | 手段, 方法 |
| motorcycle | /ˈməʊtəsaɪkl/ | n. | 摩托车, 机车 |
| mower | /ˈməʊə/ | n. | 割草机 |
| noise | /nɔɪz/ | n. | 噪声 |
| occupational | /ˌɒkjʊˈpeɪʃənəl/ | a. | 职业的 |
| plumbing | /ˈplʌmɪŋ/ | n. | 管道工作业发出的声音 |
| pollution | /pəˈlu:ʃən/ | n. | 污染 |
| prevention | /priˈvenʃən/ | n. | 预防, 防止 |

Unit One



| | | | |
|--------------|---------------|----|-----------------|
| rattle | /ˈrætl/ | v. | 发出“卡嗒,卡嗒”声 |
| senate | /ˈsenit/ | n. | 参议院,上院 |
| siren | /ˈsaɪərən/ | n. | 汽笛,警报器 |
| subcommittee | /ˈsʌbkəˈmiti/ | n. | 委员会的附属委员会,小组委员会 |
| tension | /ˈtenʃən/ | n. | 紧张(状态),不安 |
| threat | /θret/ | n. | 恐吓,凶兆,威胁 |
| unwanted | /ˈʌnˈwɒntɪd/ | a. | 讨厌的,有害的 |

Phrases and Expressions

| | |
|---------------------|-----------------|
| air conditioning | 空气调节,空调设备 |
| break in on | 突然打断,突然扰乱……而使中断 |
| cut down on | 减少 |
| in the form of | 以……的形式,呈……状态 |
| protect ... against | 防止……遭受,使……免于 |
| take off | (飞机)起飞 |
| warn ... of | 警告,提醒,告诫 |

Proper Names

| | |
|---------------------------------|---|
| Julius Caesar /ˈdʒuːljəsˈsiːzə/ | 尤利乌斯·恺撒 (100-44BC)古罗马统帅,政治家,与庞培、克拉苏结成前三头联盟,后击败庞培,成为罗马独裁者。 |
| Rome /rəʊm/ | 罗马(意大利首都) |

Reading Comprehension Exercises

I. Multiple-Choice

Directions: There are 8 questions or incomplete sentences in this part. Each of them is

followed by four choices marked A, B, C and D. You should decide on the best choice according to the passage you have read.

1. Why scientists studying noise are amazed by what they have learned?
 - A. Because they find sound has a waste product—noise.
 - B. Because noise affects people and animals.
 - C. Because noise is everywhere and it becomes a threat to people's health.
 - D. Because noise is one of our most important means of knowing what is going on around us.
2. Doctors studying noise believe that we must sometimes hear ourselves think, because _____.
 - A. if we don't, we may have headaches or other aches
 - B. if we don't, we will die of heart attack
 - C. we don't want to have more stress
 - D. we are faced with many mental problems
3. Which of the following is TRUE?
 - A. We are warned of danger by noise sometimes.
 - B. The problem of noise is getting better.
 - C. People feel pain in their ears at a level of 114 decibels.
 - D. More stress is added to us by noise.
4. Julius Caesar stopped chariots from moving through streets at night. What does this example tell us?
 - A. Chariots bore no relation to the night scene of Rome.
 - B. Noise from chariots became a problem in ancient Rome.
 - C. People in ancient Rome disliked chariots.
 - D. Chariots were replaced by cars.
5. What does occupational (Para.9) mean?
 - A. Relating to a factory.
 - B. Relating to an occasion.
 - C. Relating to a machine.
 - D. Relating to a person's job.
6. Which of the following causes most serious traffic noise problems?
 - A. Airplanes taking off and landing.

Unit One



- B. Buses and boats.
 - C. Automobiles and trucks.
 - D. Motorcycles and trucks.
7. What causes the outdoor noise problem for people in the suburbs?
- A. Noise of buildings going up.
 - B. Crashing, banging and hammering.
 - C. Record players and TV.
 - D. Barking dogs.
8. What is one of the ways to cut down on the harm caused by noise?
- A. Returning to the “good old days” of peace and quiet.
 - B. Reducing the amount of noise.
 - C. Stopping the sounds of plumbing, heating and air conditioning.
 - D. Shouting loudly enough about reducing noise.

II . Short Answer Questions

Directions: Answer the following questions in the fewest possible words(not exceeding 10 words).

- 1. How do we know what is going on around us?
- 2. Sound has a waste product, what is it?
- 3. How many decibels make people feel pain in their ears?
- 4. Why don't we sometimes hear ourselves think?
- 5. Why does the author say noise bothers not only our ears, but also our minds and bodies?
- 6. Why does the author mention people's complaint about chariots in ancient Rome?
- 7. According to the text, how many groups can noise be separated into and what are they?
- 8. According to the passage, what is the way to cut down on the harm caused by noise apart from reducing the amount of noise?

III . Further Thinking

Directions: Discuss the following questions with your classmates.