

新

英语  
教程

第四版

New English Course

Fourth Edition

Reading , Writing & Translation

Instructor's Manual

Book Two

丛书主编 吕中舌

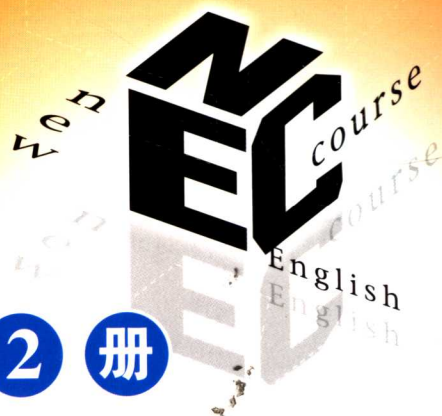
丛书副主编 何福胜 张文霞

# 读写译

教 学 参 考 书 第 2 册

主编：邢如

编者：杨芳 沈明波 覃学岚 张文霞



清华大学出版社

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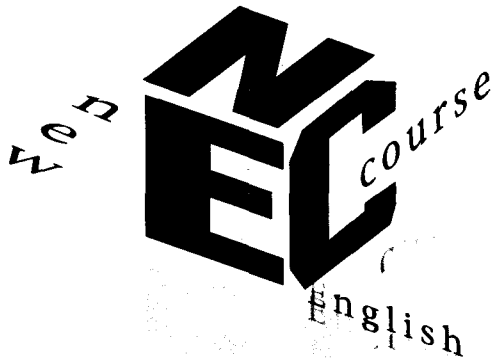
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北京

## 内 容 简 介

本书为《新英语教程——读写译》(第四版)第二册的教学参考书,共8个单元。每个单元包括教学参考、练习答案和课文的参考译文三部分。教学参考为教师教授课文内容提供了全面有效的指导。练习答案和参考译文供教师在实际讲课中参考使用。

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# PREFACE

## 第四版前言

新

英语教程 (第四版)

第四版《新英语教程》(New English Course) 是一套全国通用的大学英语教材, 由清华大学外语系根据 2004 年教育部颁发的《大学英语课程教学要求》主持编写。它总结了清华大学及一些兄弟院校近二十年的教学实践经验, 经广泛征求学生和教师意见, 对原教材进行了多方面的修改与完善, 是我们对现代语言教学理论、教学方法以及《大学英语课程教学要求》理解的具体体现。希望我们的第四版《新英语教程》对兄弟院校的大学英语教学、语言测试和评估能尽绵薄之力。

《新英语教程》是我国大学外语界具有广泛影响的教材之一。

《新英语教程》第一版在 1987 年首次由清华大学出版社出版, 1992 年荣获国家教委优秀教材奖。为体现语言的时代性, 我们先后对此教材作过多次修订。第二版面世于 1994 年。第三版出版于 1999 年。第三版的《新英语教程》荣获两项大奖: 2001 年北京市政府颁布的北京市教育教学成果二等奖; 2002 年教育部颁布的全国普通高等学校优秀教材二等奖。目前, 《新英语教程》系列教材是清华大学大学英语国家级精品课的主干教材。

随着我国改革开放的不断深入, 大学英语教学也经历了无数次的变革。无论是学校或社会用人单位都对大学生的英语水平有很高的期待, 这就促使大学英语教学必须不断改进、不断提高。2004 年教育部颁布的《大学英语课程教学要求》又对大学英语教学提出了新的目标。为全面贯彻《大学英语课程教学要求》的主旨, 我们再次对《新英语教程》进行修订, 编写出版了此套第四版《新英语教程》。

**第四版《新英语教程》主要有以下两方面大的变动:**

- ▶ 新的《大学英语课程教学要求》在教学目标中指出大学英语应注重培养学生的语言综合运用能力, 为贯彻执行这一精神, 我

们将培养学生的语言“综合运用能力”作为第四版《新英语教程》的主要突出的特点，我们在指导思想和编写原则方面都将围绕这一特点展开。通过一段时间的调研，我们发现以往教材对说、写、译重视不够，对语言的五种技能（听、说、读、写、译）衔接不够。因此我们对《新英语教程》（第三版）系列教材重新整合：将写作与阅读紧密地结合在一起，扩展了翻译部分，从而形成主干教材为读写译和听说两部分。听说部分也在原有基础上加大了口语交流和表达的比例。这样，我们一方面淡化培养学生被动接受的能力，将重点放在培养学生的产出能力，注重学生口笔头交际能力的培养，从而提高学生语言的各项技能和综合运用语言的能力。

- 在经过对部分任课教师及学生调研的基础上，保留了第三版比较受欢迎的文章，补充了一些精选的内容，补充新课文数量在30%~50%左右，各册不同：第一册新增课文多达50%，目的是让用户有耳目一新的感觉；其余各册均在30%以上。听说教材增加了说的比例，且替换内容也在30%以上。教参不但指出各课的重点和难点，并给出比较详尽具体的教学参考步骤。更值得一提的是我们在翻译和写作部分加大了力度。我们不仅提供了范文，而且还提供了相当一部分学生真实的翻译和写作样本，并对这些样本作了大量的分析和评论。目的是让老师在教学过程中有的放矢；学生在学习过程中引以为戒，取长补短。

#### 第四版《新英语教程》有以下几个显著特点：

1. “综合运用能力”是此教材强调和突出的特点。我们不仅强调听说读写译五项技能全面发展，同时还强调五项技能的衔接性和互补性。
2. 英语教学不仅要教授学生语言的技能，同时也要教授学生世界文化方面的知识，以开阔学生的眼界，拓宽学生的知识面。同时，为体现“授人以渔”，我们在传授国际文化的同时，特别注重培养学生的文化意识，以提高学生的文化素养，更好地做好国际交流工作。
3. 在教学方法和教学模式方面我们主要采用传统教学法与交际法，既有知识输入的环节，又有输出操练的环节，同时我们也不摒弃其他模式，如：增加了利用网络查询知识点等网络自主化学习的模式，使学生在使用语言中获得技能。
4. 该套教材倡导学生自主学习。我们不仅在每册目录中，为学生提供了一份内容框架图，其中包括每一单元文章的主题、体裁、语言难点、语法重点、阅读技能、翻译技能及写作技能的要求。同时，还在每单元开始之前列出本单元具体的教学目标和课文导读，学生既可以有目的地去学习，也可在每一单元学习结束后检查自己对所要求内容掌握的情况。
5. 坚持选材的真实性、趣味性和前瞻性。阅读图文并茂，听力材料有真实背景音，使学

生置身于更真实的语言环境中。注重将知识性和趣味性相结合,充分调动学生的学习热情和主观能动性。将替换掉的文章用最新的时文来取代,以体现语言的时代感,与时俱进。

6. 在课文选材的长度和词汇要求方面,严格按《大学英语课程教学要求》的尺度来衡量。对积极词汇有标示和演练。
7. 练习在总体设计方面以国内外外语教学理论为指导,形式采用流行的 **task-based approach**,并力求最大限度地培养学生的思维能力即: **thinking skills**。
8. 学练结合,强调可操练性,让学生在学中练,练中学。练习紧密结合课文内容合理编排设计。课文是范例,是学生模仿的对象,在掌握课文的基础上,学生要举一反三,直至掌握范例中的语言技巧。听、说、读、写、译各项技能既独立操作又互相渗透,以培养学生综合的语言技能和语言运用的能力。
9. 翻译和写作不仅有简明扼要的知识点讲解,还提供了与课文紧密结合的练习、学生真实译作的实例。并且,我们还在教参中提供了范文及比较详尽的评语和解释。
10. 教参具有较强的针对性和操作性,对每一教学步骤我们都提供了具体的参考意见。
11. 在配套 CD-ROM 中,适当扩充趣味性内容,以及学习方法的引导。

#### 教材内容:

本套第四版《新英语教程》包含《读写译》学生用书、教学参考书;《听说》学生用书、教学参考书;《新英语教程》学生必备;语法全一册及光盘版《新英语教程》。

《读写译》学生用书共4册,每册8个单元。每个单元包括5部分内容:

- 1) 课文 A 及综合练习
- 2) 翻译技巧及练习
- 3) 写作技巧及练习
- 4) 2 篇课文 B 及练习
- 5) 阅读技巧

《读写译》教学参考书共4册,内容包括:

- 1) 课文背景知识介绍
- 2) 课堂组织建议
- 3) 语言难点解析
- 4) 练习答案
- 5) 写作范文及解析
- 6) 翻译参考答案及解析
- 7) 精泛读课文参考译文

《听说》学生用书共4册，每册16个单元，两套测试题。《听说》除更换了30%的内容外，还相当程度地增加了说的比重。《听说》教学参考书分为四册，内容包括：

- 1) 课文背景知识介绍
- 2) 课堂组织建议
- 3) 语言难点解析
- 4) 练习答案
- 5) 听力原文资料

第四版《新英语教程》在编写过程中得到了清华大学外语系、清华大学教务处及清华大学出版社的大力支持；也得到了一些兄弟院校的鼓励和非常有建设性的意见和建议。在此我们谨向有关单位和同仁表示最衷心的感谢！在《新英语教程》第四版出版之际，编委会特向《新英语教程》第一版、第二版及第三版的编者们的表示最诚挚的谢意，感谢他们近二十年来为《新英语教程》所付出的关爱、劳动和智慧。

最后，我们真诚地欢迎我们的前辈、同行对这套教材的缺点和不足提出宝贵的意见和建议。

《新英语教程》（第四版）编写委员会  
2005年5月于清华园

# GUIDE

## 使用说明

新 英语教程 (第四版)

本书是为配合《新英语教程——读写译》(第四版)第二册而编写的教学参考书。内容如下:

### I. Teaching Reference

1. Aims and Objectives (教学目标): 为各课明确地指出了 Part A 部分的文体、词汇重点、语法重点、相关的阅读技巧、翻译技巧及写作技巧。

2. Brief Introductions to the Texts (课文简介): 为 Part A 及 Part B 中所有文章做概括性介绍。

3. Suggested Teaching Procedures (所建议的教学步骤): 为各单元提供可供参考的实施教学的具体步骤。

4. Warm-Up Questions (“预热式”提问): 提问以课文外围为中心, 一般不涉及课文中具体内容。

5. Word Study (词汇学习): 它包括每个单元 Part A 中需要熟练掌握的积极词汇, 并附以例句。

6. Summary (概要): 供教师转述时使用。

7. Dictation (听写): 供课堂听写时使用。

### II. Key to Exercises (练习答案): 由编写者提供。

III. 参考译文: Part A 和 Part B 中课文的汉语译文。在修订中我们对旧版中漏译、错译和不妥之处都做了改正。

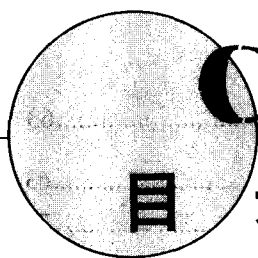
在此向第三版的编者及先后参加过本书编写工作及关心本教参并提出宝贵意见的诸位老师和使用者表示由衷的感谢。

本书的编者为邢如、杨芳、沈明波、覃学岚、张文霞。程慕胜教授、刘平梅教授、罗立胜教授、吕中舌教授、陈永国教授审阅了全部书稿, 在我系任教的美籍教师 David Peck 参与了除参考译文以外全部文章及练习的审阅工作, 我们对以上各位教师表示衷心感谢。

编 者

2005 年 5 月于清华园





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新

英语教程 (第四版)

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## Teaching Reference

### Aims and Objectives

1. Genre/Style: Exposition
2. Word Power: The Usage of "As"
3. Grammar Focus: Gerund/Partial Negation
4. Writing Skill: Classification
5. Translation Skill: Splitting and Combing (1)
6. Reading Skill: Compound Words

### Brief Introductions to the Texts

**T**he three passages in this unit are designed to be examples of expository writings, i.e. to present information. The first article, "Speech Communities" explains that speech communities developed around people who use the same language. The article focuses on the English speech community. Students might be asked to discuss the benefits they anticipate coming into their lives as a result of becoming a part of the English speech community. Why do they want to learn English as opposed to other foreign languages?

Students might be asked to speculate on the chances of a different language replacing English as the international second language for most nations of the world. Could one language ever become the basis of only one worldwide speech community? What are the pros and cons of being a member of multiple speech communities?

The second article, "Graduates Spoil Job Chances with Spelling Mistakes," written by a British author, gives information about how many job applicants fail to be seriously considered for employment because of poor literacy skills. The information is designed to impress students with the importance of spelling and

grammar. Many students learning English today may believe that spelling and grammar are not important for them to learn because computer programs have spelling and grammar checking functions. It should be pointed out that a spelling check program does not prevent the use of improper words. The grammar checking function often requires the user to have knowledge about grammar to make appropriate choices among alternatives presented by the computer program.

Major points in the article include: spelling, grammar, the problem of “trying too hard” or using gimmicks to attract attention to their application, and a failure of applicants to research the company or business they are making application to.

The last passage, “Our Crazy Language,” gives students information about some of the odd word formations and speech patterns of English. This article was written in British English. It could be pointed out that “sweetmeats” are described as candy by the author. Americans would not know what sweetmeats or sweetbreads are. These terms are not used by Americans. If Americans heard these terms, they might try to guess the meaning from the word parts, and, of course, would be wrong. Likewise, parkway is a British term for a road which is not used by Americans. The other words and terms used in the passage are commonly used in both British and American English.

This passage is humorous to native speakers of English. Students who can understand and sense the humor intended by this article will demonstrate a good grasp of the vocabulary and its sometimes “crazy” usage.

## Part A

### *Speech Communities*

### *Suggested Teaching Procedures*

#### ☞ 1. Warm-Up Questions

Ask students to answer the following warm-up questions.

- 1) What language is used by more people in the world than any other language?
- 2) What language is used most widely in the world?
- 3) How many countries do you know that have English as their native language? What are they?

- 4) Why do we learn English as a foreign language?  
 5) Must the people who speak the same language belong to the same country?

## 2. Word Study (Active Vocabulary)

### 1) **community** *n.* group with shared origins or interest; the public, society

- He's well-known in the local *community*. (*n.* 社区)
- There's a large black *community* living in this area. (*n.* 团体)
- The job of a politician is to serve the *community*. (*n.* 社会)

### 2) **deny** *vt.* to say that sth. is not true; refuse to give or allow

- The prime minister has categorically *denied* reports that she is about to resign. (*vt.* 否认)
- Her request for time off work *was denied*. (*vt.* 拒绝)
- No one should *be denied* a good education. (*vt.* 拒绝给予)

### 3) **compose** *v.* to make up, to form (sth.) by putting sth. together; create (a piece of music or writing); calm (oneself)

- A diet *composed* entirely of processed foods is not good for you. (*vi.* 组成)
- The audience *was composed* largely of young people. (*vi.* 组成)
- He took a minute or two to *compose* his thoughts before he replied. (*vt.* 使……平静)
- He *composed* this poem for his wife. (*vt.* 创作)

### 4) **boundary** *n.* border, the limiting or dividing line of surfaces or spaces

- We crossed the state *boundary* at midnight. (*n.* 边界)
- Scientists continue to push back the *boundaries* of knowledge. (*n.* 范围)
- The company has ambitious plans to expand beyond national *boundaries*. (*n.* 边界)

### 5) **obviously** *ad.* it can be easily seen (that), plainly

- *Obviously* we don't want to spend too much money. (*ad.* 显而易见地)
- *Obviously* the school cannot function without teachers. (*ad.* 显而易见地)
- He was in tears and *obviously* very upset. (*ad.* 明显地)

### 6) **latter** *a. & n.* second (of two people or things just spoken of) *a.* nearer to the end, later

- There are plastic and wooden garden chairs but the *latter* are more expensive. (*n.* 后者)
- We have to decorate the kitchen and the hall—I'd rather do the *latter* room first. (*a.* 后者)
- In the *latter* years of his life he lived alone and never welcomed visitors. (*a.* 末了的)

### 7) **activity** *n.* movement or action; the state of being active or lively

- Ministers are concerned by the low level of economic *activity*. (*n.* 活动)
  - We offer our clients a wide range of educational *activities*. (*n.* 活动)
  - Garden plants are finally showing signs of *activity* after the long winter. (*n.* 活力)
- 8) **alternative** *a.* (of two or more things) that may be used, had, done, etc., instead of another; other *n.* one of two choices
- The opposition parties have so far failed to set out an *alternative* strategy. (*a.* 可选择的)
  - Have you got an *alternative* suggestion? (*a.* 供替代的)
  - One of the *alternatives* open to you is to resign. (*n.* 选择)
- 9) **widespread** *a.* spread over a large area or among many people
- There is *widespread* public concern about this problem. (*a.* 普遍的)
  - Malnutrition in the region is *widespread*—affecting up to 78% of children under five years old. (*a.* 普遍的)
  - The campaign has received *widespread* support. (*a.* 普遍的)
- 10) **economic** *a.* connected with trade, industry, and wealth; or concerning economics
- The government's *economic* policies have led us into the worst recession in years. (*a.* 经济的)
  - What has gone wrong with the *economic* system during the last ten years? (*a.* 经济的)
  - The country is in a bad *economic* state, so we must reduce profits. (*a.* 经济的)
- 11) **strengthen** *vt.* to make or become strong or stronger
- This latest development has only *strengthened* my determination to leave. (*vt.* 增强)
  - The organization's aim is to *strengthen* the cultural ties between Britain and Germany. (*vt.* 加强)
  - The bank loan has greatly *strengthened* our financial position. (*vt.* 巩固)
- 12) **rely** *vt.* to depend on with confidence; trust, have confidence in
- British weather can never *be relied upon*—it's always changing. (*vt.* 信赖)
  - They cannot *be relied upon* to offer much support or advice. (*vt.* 依赖)
  - She cannot *be relied on* to tell the truth. (*vt.* 信赖)
- 13) **replace** *vt.* to take the place of; to put back
- The factory *replaced* most of its workers with robots. (*vt.* 取代)
  - Machines have *replaced* people in many areas of industry. (*vt.* 代替)
  - The librarian *replaced* the books correctly on the shelves. (*vt.* 把……放回原处)
- 14) **emotional** *a.* of, directed to, the emotions; causing or intended to cause strong

feeling; having feelings which are strong or easily made active

- My doctor said the problem was more *emotional* than physical. (a. 情感的)
- Both parents should take equal responsibility for the *emotional* needs of their children. (a. 情感的)
- That music's so *emotional*—it always brings tears to my eye. (a. 激起情感的)
- People get very *emotional* about issues like animal welfare. (a. 易激动的)

15) **comprehend** vt. to understand fully

- His lectures are always so difficult to *comprehend*. (vt. 理解)
- I'll never *comprehend* why she did what she did. (vt. 理解)
- The committee can't seem to *comprehend* what limited mobility means. (vt. 理解)

16) **vision** n. ability to see; an imagined mental image of sth.

- Since the accident, he has suffered from memory loss and impaired *vision*. (n. 视力)
- To all his writing Gibson brought a breadth of *vision* and a depth of historical understanding. (n. 视野)
- I had *visions* of us getting completely lost. (n. 想像)

17) **dimensions** n. size, extent; an aspect of a situation, problem

- What are the *dimensions* of the room? (n. 大小)
- It will be a building of vast *dimensions*. (n. 大小)
- There is a further *dimension* to this issue that we have not yet discussed. (n. 方面)

18) **ability** n. power to do sth. physically or mentally; talent

- He has the *ability* to solve complex technical problems. (n. 能力)
- He was given work more suited to his *abilities*. (n. 能力)
- What I need is a camera which has the *ability* to focus automatically. (n. 性能)

### 3. First reading

Ask students to go through the whole text to get the general idea. Let them find answers to the questions in the margin and do Reading Comprehension Task 3 (or identify the topic sentence of each paragraph).

### 4. Second Reading

To get a better understanding of the text, ask students to read the text again and do Task 4. Ask students to underline the difficult language points as they are reading.



**Par. 1**

**Main Idea:** The formation of the English language and English speech community.

**Par. 2**

**Main Idea:** A speech community is any group of people who speak the same language no matter where they happen to live.

**Par. 3**

**Main Idea:** The English speech community includes those who use it as their native language and those who use it as a second language.

**Par. 4**

**Main Idea:** English serves as an international second language in many areas.

**Par. 5**

**Main Idea:** Learning a second language extends one's vision and expands the mind.

## 5. Language Points

- 1) Help the students solve difficult language problems.
- 2) Explain important language points missed by the students.
- 3) Explain

### A. The Usage of Gerunds

**Par. 1**

**There is no denying that English is a useful language.**

There is (was) no +-ing = It is (was ) impossible to do

e.g. a. There is no going there in such weather.

b. There is no telling what he'll do.

### B. The Usage of "As"

**Par. 2**

a. **Often they live side by side, as they do in a neighborhood...** (引导方式状语从句)

b. **National boundaries, however, are not always the same as the boundaries of a speech community.** (用于 the same as 结构)

**Par. 4**

c. **English serves as a functional alternative language in ... which use it as an international second language.** (介词)

d. **... it has been adopted as the language of aviation and air traffic.** (介词)