

新

英语教程

第四版

New English Course

Fourth Edition

Reading, Writing & Translation

Instructor's Manual

Book Three

丛书主编 吕中舌

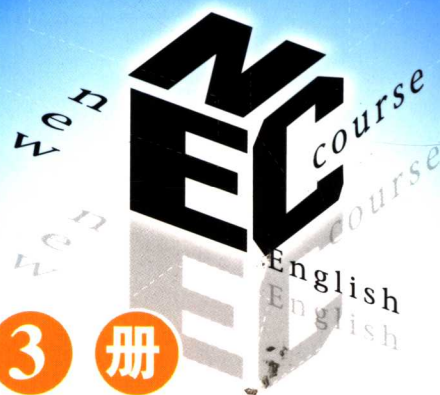
丛书副主编 何福胜 张文霞

读写译

教 学 参 考 书 第 3 册

主编：王英

编者：常青 吴霞 覃学岚 高满满



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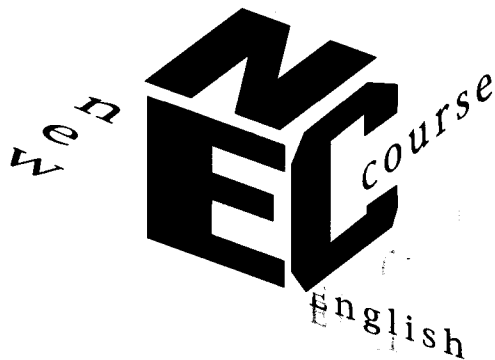
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北京

内 容 简 介

本书为《新英语教程》(第四版)读写译第三册的教学参考书,共8个单元。每个单元备有教学参考、练习答案和课文的参考译文三部分。教学参考详细介绍每个单元 Part A 的教学目的和教学步骤,并对 Part B 的讲授给出总体建议。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》荣获两次奖项: 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和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、教师用书；《听说》学生用书、教师用书；《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》教师用书亦分为 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》教师用书分为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) 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)第三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向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。

本书的编者为王英、常青、吴霞、覃学岚和高满满。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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Teaching Reference

Aims and Objectives

1. Genre/Style: Exposition
2. Word Power: Prefix & Conversion
3. Grammar: Concessive Clauses
4. Writing Skill: Be Aware of False Friends
5. Translation Skill: Exposition (1)
6. Reading Skill: Introduction to Effective Reading

Brief Introduction to the Text

The first article in this unit *Books*, points out the importance of learning to read at a young age, and making reading a lifelong habit. The author pleads for government and family support for reading and having many books available. The intensity of the author's feelings is illustrated by a reference to the "New Dark Age". This term is not widely known, but shows how passionate the author is for the subject. Books put the world at our fingertips and those who take advantage of it learn how to live a more fulfilled life.

Part A

Books

Suggested Teaching Procedures

1. Warm-Up Questions

Ask students to answer the following warm-up questions:

1) Do you think reading is the best way to gain knowledge? Why?

2) Make a list of ways through which one can acquire knowledge.

(reading, watching TV, talking with friends, net-surfing, traveling, attending classes, doing homework, going to the theatre, playing sports, etc.)

2. First Reading

Ask students to go through the whole text to get the general idea. Let them find answers to the questions in the margins and do Task 3 in Reading Comprehension.

3. Second Reading

To get a better understanding of the text, ask students to do Task 4 and Task 5 in Reading Comprehension.

4. Word Study

1) acquire

- The ability to use a language can be *acquired* only by the act of using the language. (获得)
- By the time James was twenty he had *acquired* a store of his own. (经过努力)得到 (具体东西)

2) dip (into)

- I haven't read that book properly. I've only *dipped into* it. (随便翻阅)
- Some books are intended to be read at length, others to be *dipped into*. (浏览)

3) fashion

- Long, curly hair is the *fashion*/ in *fashion* this summer. (时髦, 风尚)
- She held the fork in her right hand, American *fashion* (= as Americans do). (方式)

4) desert

- He never *deserts* his friends when they are in need of him. (抛弃)
- His courage *deserted* him when he found himself all alone in the desert. (失去, 脱离)
- During the war, if soldiers *deserted* and were caught, they were shot. (从……开小差)

5) possession

- Does the *possession* of wealth bring happiness? (拥有)
- The ring is one of her most treasured *possessions*. (拥有的东西, 财物)

6) curious

- The boy was *curious* about everything he saw. (好奇的)
- It was a *curious* feeling, as though we were floating on air. (奇特的, 奇怪的)

7) emerge

- As the clouds drifted away the sun *emerged*. (出现)
- We saw the submarine *emerging* from the water. (浮现, 出现)
- The facts behind the scandal are sure to *emerge* eventually. (显露)

8) hatred

- The motive for this shocking attack seems to be racial *hatred*. (仇恨, 憎恨)
- He looked at me with intense *hatred*. (憎恶)

9) cruelty

- The deliberate *cruelty* of his words cut her like a knife. (残酷)
- The farmer was accused of *cruelty* to animals. (虐待)

10) urgent

- Many people are in *urgent* need of food and water. (急迫的, 紧要的)
- I have had an *urgent* letter from Quinn. (紧急的)
- It's *urgent*, come quick! (急迫的)

11) cultivate

- The villagers *cultivate* mostly maize and beans. (种植)
- An ideal school should *cultivate* the students' creativity and mental independence. (培养)
- It takes time and patience to *cultivate* one's good manners. (养成)

12) enquiry/ inquiry

- I want to make *enquiries* about the membership of the reading club. (了解)
- We made *enquires* of a switchman as to when the next train would be leaving. (询问, 打听)

13) in the name of

- We are donating the money *in the name of* the school. (以……的名义)
- He was punished *in the name of* justice. (以……的名义)

14) take a stand(on/over)

- We need to *take a stand on* the current issues of anti-corruption. (表明态度)
- What *stand* are you going to *take over* the teaching reform? (表明态度)

15) see that

- *See that* everyone gets the notice about the postponed meeting. (保证使)
- *See to it that* everything is done before next week. (务必做到)

5. Language Points

1) Par. 1 sentence 2, **literate population**: the population which can read and write

2) Par. 1 sentence 2, **something light**: something that is cheerful, or not serious

Some attributive adjectives come immediately after the noun, instead of before it.

More examples from the text: something more serious; a character both serious and independent; peace of mind necessary to a quiet hour with a book; a real live person.

3) Par. 1 sentence 2, **never advance beyond the sports page of a newspaper, a fashion article or the comics**: they only read the sports page of a newspaper, a fashion article or the comics.

4) Par. 2 sentence 4, **The circumstances... and independent**: The conditions which help a child become a reader of books are — a life above poverty so that the family is able to think about and do things beyond the basic necessities of life; the availability of books which you will not have to pay for, as in the home or in a public library; and having a character that is curious and independent.

The main clause of this sentence is: “The circumstances... are: a life above real poverty..., the availability of free books...; and the possession of a character both curious and independent.”

to set a child on the path to literary adventure: to start a child on the way to becoming a reader.

literary adventure: an exciting experience gained through reading.

A life even barely above real poverty: a life which is just a little bit above the line of real poverty.

scope for: chance for action or thought; the opportunity or chance to do or develop something.

free books: books which do not need to be paid for or books one does not have to spend money on. It is common for a well-off family to have a family collection of books and the public library system is well developed in many western countries; such public libraries may include university libraries, city libraries, town libraries, community libraries, school libraries, church libraries, etc., all open to the public through certain procedures.

- 5) Par. 3 sentence 4, **It is a wonder...knowledgeable**: It is surprising that not all children have their intellect killed by their education, and that they become open-minded, and knowledgeable individuals.
- survive their schooling**: learn well in spite of the poor and weak education they receive.
- 6) Par. 4 sentence 2, **the New Dark Age in which we live today**: the present time is full of disorder, violence and irrationality; the present time is as savage and as uncivilized as the Dark Ages.
- 7) Par. 5 sentence 1, **Ideally then, ...is encouraged**: Ideally then, a school system should encourage children to love to learn, rather than make them memorize facts; the system should encourage them to ask questions.

6. Main Idea of Each Paragraph

- Par. 1: One can acquire knowledge in many ways, but the best way is through reading. Different people have different reading habits and purposes.
- Par. 2: The circumstances which help develop a child's reading habit are: adequate economic means, the availability of books, and the possession of an independent and curious character.
- Par. 3: Both an overstrict and a lazy education system will prevent some children from keeping their curiosity and mental independence alive, whereas a few can survive to become open-minded and knowledgeable people.
- Par. 4: The present-day troubles make us rarely feel able to sit down with a book. But just because of our troubles we need to read more in order to understand and solve the problems.
- Par. 5: School, family and government, each should play its own role in encouraging the love of learning and reading books.

Part B

Teaching Tips

I. Cannons, Cell Phones and Zippers

1. Brief Introduction to the Text

The passage by Dave Barry *Cannons, CellPhones and Zippers* is an attempt by the author to use humor to make the point that sometimes technology goes too far. As you read the article, ask yourself, is this author serious or is he just trying to write a humorous story? Does the humor used by the author translate well into Chinese thought?

2. Language Points

Par. 8 last sentence, **In a related development, an escaped robot cockroach broke into an OakLand wal-Mart and made off with an estimated 17,000 AA batteries.**

AA battery: 5 号电池

II. What Does a Credit Card Bring Us?

1. Brief Introduction to the Text

What Does a Credit Card Bring Us? by Eillton Henley is a brief but excellent article about credit cards. The author explains how credit cards work and points out both the positive and negative reasons for having them. American consumers are probably the most likely people in the world to use credit cards, however, the use of credit cards is expanding into almost every country in the world. The key point made by the author is that users should pay the amount owed in full at the time a bill is sent from the credit card company. This protects all the advantages and avoids all the disadvantages of using credit cards.