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NEW VISION COLLEGE ENGLISH

新思路大学英语

读写译教程 第二册

总主编 蔡昌卓
主 编 王健芳



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序

杨治中

近三十年来，随着教学改革不断深化，得益于广大第一线教师的不懈努力，我国的大学英语教学取得了十分可喜的成绩，学生的英语语言水平总体有了明显的提高。这是改革开放政策在高等教育战线的体现，是经济建设和社会发展的需要，也是广大师生的热切期望。

但是，应该看到，学习英语是一个持续的、长期的过程，它不仅是知识的积累，更是能力的培养。大学英语教育是高等教育的一个重要组成部分，它也不同于一般的、为特殊目的举行的实用型培训。不能只凭一时的热情或“疯狂”、借助某种捷径或“灵丹妙药”，就期望把英语学好。只有通过不断的学习和反复的、刻苦的操练，才能掌握真正有实用价值的语言运用能力。

另外，由于全国各类高等院校在培养目标、办学条件、师资力量、学生入学水平等方面存在着较大差异（即使同一院校中不同院系的培养目标和学生入学水平也不完全相同），教学要求不可能整齐划一。各院校完全应该而且可以根据自己的培养目标和学生的实际水平，实事求是地制定自己的教学要求，突出自己的教学重点，切忌盲目攀比，切忌强求一步到位。在教学中要坚持承认差别，允许并且鼓励不同的起点、不同的教材、不同的教学模式，做到准确定位、因材施教。

教材和教学法是为具体教学对象和教学目的服务的。针对不同的教学对象和教学目的，应该使用不同的教材和教学法。评价教材的标准主要应看其是否符合教学的客观规律、是否符合科学的教材编写原则、是否适合所教对象的教学要求，而不是看其出版时间的先后和内容的时尚性。教材的内容和涵盖总是有限的，但对教材的研究和开发是无限的。在教材的使用过程中不断对教材进行研究和开发，不断挖掘教材中的闪光点，根据每



个教学周期的实际情况调整教学内容，积累教学的经验，是教师自身提高和完善的一个重要方面。同样，教学法也没有“先进”与“落后”之分，它也是服务于特定教学对象和教学要求的。针对教学对象、符合教学要求的教学法就是好的教学法。在教学中切忌生搬硬套所谓的国外“先进”教学理念和教学法，要努力探索真正符合中国国情、本校校情和教学对象要求的各类大学英语教学模式。

中国人民大学出版社出版的这套《新思路大学英语》系列教材由一批长期从事大学英语教学、具有丰富教学经验的教师编写，主要供英语水平略低于《大学英语课程教学要求》所规定入学要求的学生使用。该系列教材集语言和文化、知识和技能于一体，辅以配套的网络教学课件，力求做到题材广泛、语言规范、循序渐进、方便教学，有利于学生打下较为扎实的语言基础、培养综合的语言运用能力。当然，一套教材能否为广大师生接受并取得预期的教学效果，还有待教学实践的检验，有待教材自身的不断充实和完善。但我相信，《新思路大学英语》系列教材以其自身的特色，一定能为当前百花齐放、群芳争艳的大学英语教材百花园里增加一朵小花、增添一份风采。

2009年6月

于南京

前言

蔡昌卓

1998年春，我随杨治中先生和李霄翔教授一起组织了12个省区50所院校77位专家和一线骨干教师合作编写出版了《大学基础英语》系列教材，共25册，获得了教育部推荐使用教材和全国普通高等院校优秀教材二等奖，当时外语类一等奖空缺。这套教材曾在全国许多院校推广使用，受到了广大师生的好评。作为项目负责人，我与所有的编者一样，虽然十分辛劳，但深感欣慰！

弹指一挥间，十年时光忽忽流逝。如今，我国大学英语教学取得了举世瞩目的成绩，这主要表现在教育部2007年7月颁发《大学英语课程教学要求》后在各个方面所发生的显著变化，尤其是大学生英语听说能力的提高和多媒体辅助教学手段的广泛运用。该课程要求进一步界定了大学英语的教学性质，即“大学英语是以外语教学理论为指导，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，并集多种教学模式和教学手段为一体的教学体系”，同时明确了大学英语的教学目标是“培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用地进行交际，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”。这不仅为我国大学英语教学的发展指明了方向，也为我国大学英语教学的发展提出了新的要求。

《新思路大学英语》是继教育部普通高等教育“十一五”国家级规划教材《大学基础英语》之后又一套全新力作，在设计、编写和制作上严格贯彻《大学英语课程教学要求》对大学英语教学性质、教学目标、教学模式、教学管理及大学英语参考词汇表等各方面所做的界定和描述，进行教学理念和教学模式的创新研究，期望能为高校师生带来一些新的希望、新



的思路、新的方法和新的变化。

本系列教材由我国知名学者杨治中先生精心设计和严格把关，全套教材由《基础教程》(2册)、《视听说教程》(4册)、《读写译教程》(4册)及其教师参考书构成。《基础教程》专为我国民族地区高等院校零起点民族学生设计与编写。《读写译教程》和《视听说教程》严格按照《大学英语课程教学要求》中基本要求的规定，以《高中英语课程标准》7级为起点，以《大学英语课程教学要求》中基本要求为终点。其主要特色有：

1. 严格遵循新的课程要求，在设计与编写上“充分体现个性化，考虑不同起点的学生，既要照顾起点较低的学生，又要为基础较好的学生创造发展的空间；既能帮助学生打下扎实的语言基础，又能培养他们较强的实际应用能力尤其是听说能力；既要保证学生在整个大学期间的英语语言水平稳步提高，又有利于学生个性化的学习，以满足他们各自不同专业的发展需要”。

2. 吸取现行全国大学英语教材的经验教训，博采众长，借鉴国内外先进教学理论与方法，融零起点、读写译、视听说和网上学习系统于一体，强调大学英语基础知识的重要性和英语综合能力尤其是交际能力的培养。每个教程既自成体系又紧密相连，例如《读写译教程》把精读、泛读和快速阅读融为一体，同时又跟《基础教程》和《视听说教程》紧密相连，体现了内容的系统性和延展性，也减轻了学生的心理压力和经济负担。

3. 坚持大学教育拓宽基础、文理渗透、素质与应用并重的培养方向。课文题材广泛、短小精悍、体裁多样，非常具有时代感、知识性、实用性和趣味性，兼顾人文、社会、科普、文化、技能、应用等多种多样的内容体系，以达到文、理、工、农、医、艺、体及独立学院、高职高专院校的通用性。丰富多彩的教学内容和简洁实用的练习形式为实现分类要求和因材施教提供了可能，也为教师根据实际需要选择教学内容、制订个性化的教学方案提供了方便。

4. 确保质量与创新。在选材、练习设计及编写等许多环节体现出自己的创新风格与鲜明特色，同时严格要求，科学细致，反复修改，不断完善，确保质量。

5. 编写成员来自全国10多个省区，他们都是一些在大学英语教学和研究方面颇有成就、编写和出版过许多好教材、在全国或各省区较有影响

的英语专家。同时还邀请了国外知名学者 Ray Wright 教授、Steven Marthan 博士、Paul Clastenlin 教授和 Widya Suharto 博士参加指导与审读。还有其他许多热心的海外朋友伸出友谊之手，尽其所能提供各种帮助。在我应邀出国访问或讲学时，他们主动地到我的住地跟我商讨编写工作，提出修改意见，审读英文文稿，并免费寄来大量珍贵的参考资料。中国人民大学出版社的领导对此项目倾注了许多心血，在各个方面给予了大力的支持。在此，我谨代表编委会向他们致以诚挚的谢意。

教材编写是一项艰苦复杂的科研工作，既耗时又费力。世界上，一切事情说起来容易，做起来难，教材编写更是如此。一部好的教材，需要在教学实践中不断完善，反复修订，长此以往，方能有持久的生命力。在此，恳请专家学者和广大师生多提宝贵意见，使之不断充实与更新，更好地为广大师生服务。

2010年1月6日

于桂林



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Unit 1 Family and Marriage

W a r m - u p

1. Get to know the following phrases and talk about family types.

extended family (大家庭)

nuclear family (核心家庭)

single-parent family (单亲家庭)

blended family (混合家庭)

adopted family (领养家庭)

2. Talk about your mother. Which of the following words best describes your mother?

gentle caring hardworking courageous patient strict

easy-going humorous inspiring quick-tempered generous

3. In the face of a disaster, how will you maintain the will to survive?

Text A

Imagine that someone you love went missing during a severe earthquake and there was little hope that he or she would survive. What would you do? Would you give up your hope or would you do your best to find him/her? Read the following moving story to find out what a mother did when faced with such a situation and how she discovered the power of love.

No Matter What Happens I'll Always Be There for You

In 1989 a 6.9 earthquake almost flattened America, killing a lot of people in less than four minutes. In the midst of the disaster, a mother rushed to the school where her son was supposed to be, only to discover that the building was as flat as a pancake.

5 After the unforgettable initial shock, she remembered the promise she had made to her son: "No matter what happens, I'll always be there for you!" Tears began to fill her eyes. As she looked at the pile of ruins that once was the school, it looked hopeless, but she kept remembering her commitment to her son.

10 She began to direct her attention towards where she walked her son to school each morning. Remembering her son's classroom would be in the back right corner of the building, she rushed there and started digging through the ruins.

As she was digging, other helpless parents arrived, clutching their hearts, saying: "My son!" "My daughter!" Other well-meaning parents tried to pull her off what was left of the school, saying: "It's too late! They're all dead!" "You can't help! Go home!" "Come on, face reality, there's nothing you can do!"

15 To each parent she responded with one line: "Are you going to help me now?" And then she continued to dig for her son, stone by stone. The fire chief showed up and tried to pull her off the school's ruins, saying, "Fires are breaking out, explosions are happening everywhere. You're in danger. We'll take care of it. Go home." To which this loving, caring American mother replied, "Are you going to help me now?"

20 Courageously she went on because she needed to know for herself: "Is my boy alive or is he dead?" She dug for eight hours...12 hours...24 hours...36 hours...then, in the 38th hour, she pulled back a large stone and heard her son's voice. She screamed her son's name, "ARMAND!" She heard back, "Mom!?! It's me, Mom! I told the other kids not to worry. I told them that if you were alive, you'd save me, and when you saved me, they'd be saved. You promised, no matter what happens, I'll always be there for you! You did it, Mom!" "What's going on in there? How is it?" his mother asked.

"There are 14 of us left out of 33, Mom. We're scared, hungry, thirsty and thankful you're

here. When the building collapsed, it made a triangle, and it saved us.

“Come out, son!”

“No, Mom! Let the other kids out first because I know you’ll get me! No matter what happens, I know you’ll always be there for me!”

30

(440 words)

New Words

clutch /klatʃ/ *vt.*

collapse /kə'leɪps/ *vi.*

commitment /kə'mɪtmənt/ *n.*

courageously /kə'reɪdʒəsli/ *adv.*

explosion /ɪks'pləʊʒən/ *n.*

flatten /'flætən/ *v.*

initial /ɪ'nɪʃəl/ *adj.*

kid /kɪd/ *n.*

reality /rɪ'ælɪti/ *n.*

ruins /'ruɪnz/ *n.*

scared /skeəd/ *adj.*

thankful /'θæŋkful/ *adj.*

triangle /'traɪæŋgl/ *n.*

to hold (sth.) tightly 抓住, 紧抓

to fall down suddenly 倒塌

a promise to do sth. or to behave in a particular way

承诺, 诺言

bravely 勇敢地

爆炸

to make sth. flat or flatter, or to become flat or flatter
(使)变平

happening at the beginning; first 最初的, 开始的

a child 小孩, 儿童

what actually happens or is true, not what is imagined
or thought 现实

[复数]倒塌的建筑物, 废墟

frightened 恐惧的

grateful 感激的

三角形

Phrases and Expressions

break out	(火灾等)突然发生, 爆发
clutch one's heart	揪心
direct one's attention towards	将注意力转向
in the midst of	在……之中
make a promise	承诺
show up	到达, 露面
well-meaning	善意的

Proper Names

Armand /'ɑ:mənd/

阿曼德 (男子名)



Notes

1. 1989年10月17日, 美国旧金山发生大地震, 震级里氏6.9级。这是20世纪美国大陆经历的第二次最大地震, 仅次于1906年闻名全球的旧金山8.6级大地震。据测定, 震中位于太平洋边缘的圣克鲁斯以北16公里。地震波及加利福尼亚州从旧金山到萨克拉门托的大部分地区。这次地震灾害造成的经济损失巨大。
2. ...a mother rushed to the school where her son was supposed to be, only to discover that the building was as flat as a pancake. 本句中的 only to 表示某种未曾预料的结果。
3. No matter what happens, I'll always be there for you! 本句的意思是: 不管发生了什么事, 我总会来帮你。这里的 No matter what 也可以用 Whatever 代替。
4. Other well-meaning parents tried to pull her off what was left of the school, ... 本句意思是: 另外一些好心的父母试图把她从学校所剩的那堆废墟中拉开……。What was left of the school 与下一段中的 the school's ruins 意思相同。“what was left of...”表示“……所剩下的”, 例如:
At that time he could only eat what was left of the meal. 那时他只能吃些剩饭剩菜。
5. There are 14 of us left out of 33. 本句意思是: 33人中只剩下我们14人。本句中的 left 和注释4中的 left 一样, 表示“剩余”的意思。

Online Resources

More information about earthquakes is available at:

<http://en.wikipedia.org/wiki/Earthquake>

<http://video.nationalgeographic.com/>

Exercises

Comprehension

I. Answer the following questions according to the text.

1. What was the mother's feeling the moment she saw the ruins of the school?

2. What was it that made the mother determined to find her son, regardless of whether he was alive or dead?

- When other parents said, "Come on, face reality, there's nothing you can do!", what did they mean?

- How many children in the boy's class were killed in the earthquake?

- Which sentence in the text do you think best represents the spirit of the mother?

Vocabulary

II. Fill in the blanks with the words or expressions given below, changing the form if necessary.

initial	commitment	collapse	scared	thankful
clutch	respond	ruins	well-meaning	chief

- After graduation, Mike was employed _____ as a temporary (临时的) worker.
- The hunter _____ the rope we threw to him and climbed up the cliff.
- After the earthquake, the building was in _____ and no one survived.
- No matter who praised him, Armand _____ with a big smile.
- Our company has a _____ to quality and customer service.
- The roof of the house _____ in the storm.
- The police _____ announced that the murderer had been arrested.
- Youth should learn to be _____ for small acts of kindness.
- Although she knows that her friend is very _____, sometimes Mary doesn't understand her actions.
- My grandma was so _____ of flying that she always preferred to take a train.

III. Fill in the blanks with the appropriate forms of the given words.

- The crops were _____ (flat) by the heavy rain.
- Columbus _____ (discover) America in the year 1492 and this _____ (discover) changed the course of history.
- As far as I was concerned, the trip to South Africa was a (an) _____ (forget) experience in my life.
- The poor man lay _____ (help) in hospital, with no relatives or friends to take care of him.
- Tom _____ (tear) up his test paper so that his mother wouldn't see his low grades.
- To some people, TV is often used as an escape from _____ (real).
- Politics can be an _____ (explosion) subject. Let's discuss a lighter topic.
- He was wrong, yet _____ (courage) to admit his mistake.



Writing

IV. Study the model and complete the following sentences by translating the Chinese into English using *only to*.

Model: Tom arrived at the South Pole (南极) on January 18th, _____ (结果发现阿曼德已先抵达).

→ Tom arrived at the South Pole on January 18th, only to find that Armand had got there before him.

1. Mary ran all the way to the railway station, _____ (结果发现火车已经离开了).
2. Jack hurried to the booking office, _____ (结果发现所有的票都已经卖完了).
3. Tom hurried home, _____ (结果发现自己忘记了带钥匙).
4. The CEO got to the office early in the morning, _____ (结果却发现空无一人).
5. The news reporters hurried to the airport, _____ (结果被告知电影明星已经离开了).

V. Paragraph Writing

Part one: Introduction

A paragraph is a basic unit of organization in writing, in which a group of related sentences develop one main idea.

A paragraph may stand by itself. It may also be a part of a longer piece of writing such as an essay or a chapter in a book.

Part Two: Parts of a Paragraph

A paragraph has three major structural parts: a topic sentence, supporting sentences, and if necessary, a concluding sentence.

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea.

Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

The concluding sentence signals the end of the paragraph, sums up the argument made, and leaves the readers with important points to remember.

1. Choose the best topic sentence and concluding sentence for the following two paragraphs. (There are two sentences you don't need.)

- Many aspects of human communication are nonverbal (不用言辞表达的).
- Thanks very much for your letter.
- So, body language in all its forms is a powerful tool for communication.
- Call me and let me know what's happening.

