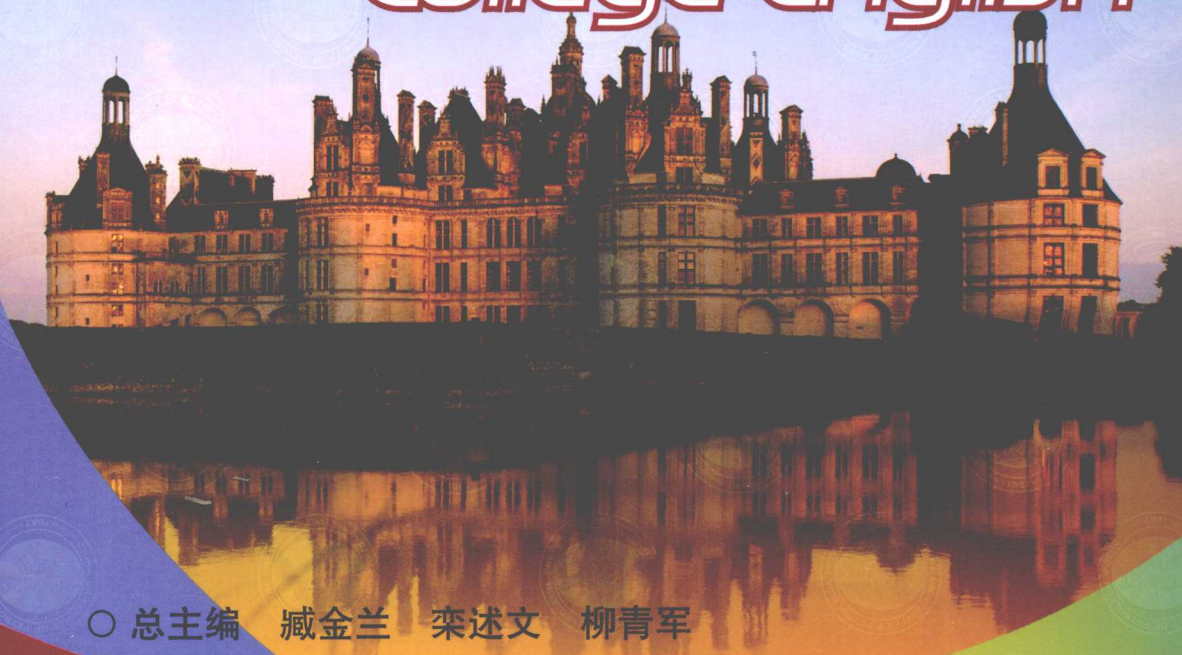




普通高等教育“十一五”国家级规划教材

山东省高职高专统编通用英语教材

New Times College English



○ 总主编 臧金兰 栾述文 柳青军

新时代 大学英语

3

教师用书

第二版

主编 柳青军 刘素媛 隋志娟



中国石化大学出版社



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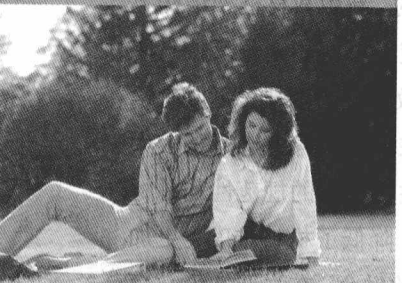


Preface

前言

教育部《高职高专教育英语课程教学基本要求》(以下简称《基本要求》)指出,高职高专非英语专业的公共英语课程经过180~220学时的教学,使学生掌握一定的英语基础知识和技能,具有一定的听、说、读、写、译的能力,从而能借助词典阅读和翻译有关英语业务资料,在涉外交际的日常活动和业务活动中进行简单的口头和书面交流,并为今后进一步提高英语的交际能力打下基础。《新时代大学英语》(New Times College English)是一套按照主题教学模式而编写的教材。整套教材的听力、词汇和阅读等项目均依据国家教育部颁布的《基本要求》的各项规定及量化指标编写。

在过去几年的使用过程中,该套教材得到了广大高校师生的好评,认为本套教材在加强英语语言基础知识和基本技能训练的同时,重视了培养学生实际使用英语进行交际的能力,是一套适合山东省高职高专教学实际情况的好教材。与此同时,针对教材中存在的一些问题和不足,使用者们也提出了一些建设性的意见。我们这次改版,正是基于这些反馈意见以及更广泛深入的调研展开的。新版教材框架结构上变化并不大,而是吸取了英语教学的经验,使教材更能充分反映高职高专学生学习英语的特殊规律和要求。新版教材分为四册,每册有学生用书、教师用书和学习指导与同步测试。在教材内容上进行了较大调整。紧跟时代步伐,贴近大学生的生活,注重语言的规范性和题材的广泛性。增强了知识性、趣味性和实用性,降低了材料难度,更加注意结构主义的知识观和交际主义的交际观的融合,在强调知识教育的同时,又突出文化教育,不仅学习语言知识,更要了解英语文化,开拓学习者的跨文化交际视野,让学生置身于广阔的社会文化情境之中,养成用英语进行思维的习惯,做到“学有所思,思有所得,得有所用”,从而使学生既掌握语言的基本技能,又为语言技能提供发展的土壤,两者的有机结合可以很大程度上避免使语言学习成为无源之水、无本之木,促进了学习者英语综合运用能力和自身素质修养的同步提升。



本次改版我们充分贯彻了“以学生为中心”、“自主式学习”等先进的教学理念,强调在语言学习过程中情感和态度的重要性,注重开发学习者的自我潜能,在教学环节设计上注意充分调动学习者主动参与的积极性。《新时代大学英语》在课堂教学活动和课下练习活动的设计和安排等方面为教师和学生提供了较为广阔的空间,教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、教学模式和学习模式。

学生用书第三册包括读写和听说两部分,分别有 10 个单元。

读写部分 每个单元有一个主题,含同一主题的课文两篇(正副课文各一篇)。每单元由 Part I Learn to Communicate; Part II Text; Part III Translation; Part IV Fast Reading; Part V After-class Reading 和相关练习组成。分别介绍如下:

Part I Learn to Communicate 给出了与单元主题相关的几个话题,通过教师与学生、学生与学生之间的互动,了解本单元主题知识,激发学习兴趣,导入课文的学习。

Part II Text 由课文、词表、注释和练习四部分组成。练习主要包括课文理解、词汇、结构等几方面。

Part III Writing Skills 分 10 个专题,主要讲述英语实用写作方面的基本技能,并附有一定数量的练习,巩固所学到的知识。

Part IV Fast Reading 为限时阅读,是提高学生快速阅读能力的有效手段。

Part V After-class Reading 由课后阅读文章、词表和练习组成,进一步扩大词汇量和知识面,加深对主题语言的理解和把握。

通过各部分多种形式的练习,大力盘活中学所学习的词汇、语法,消化并提升,使之成为语言交际的实际技能。

听说部分 每单元围绕一个主题,旨在培养和提高学生的口头语言交际能力,主要包括下面几个部分:

Part A Understand the Short Conversations

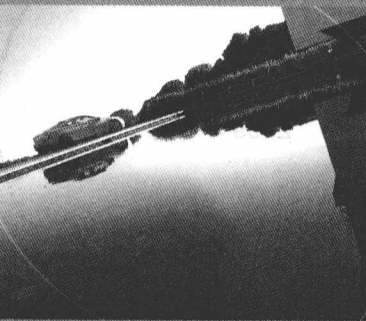
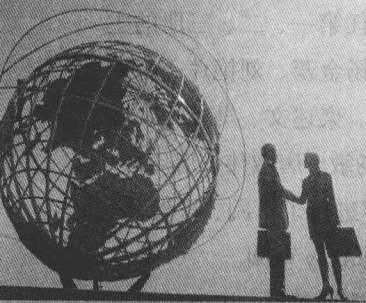
Part B Listen and Understand

Part C Compound Dictation

Part D Conversational Practice

Fun Time English Song, Movie

教师用书每单元由 6 部分组成: (1) Background Information (背景



信息); (2) Brief Introduction (课文概要); (3) Text Structure Analysis (课文结构分析); (4) Language Points (语言点讲解); (5) Key to Exercises (练习答案); (6) Chinese Version (课文译文)。书后附有 Script and Key (听力原文和答案) 及与听力主题相关的注释。教师用书是与学生用书相应配套的教学指导用书, 从目前教学实际出发, 为教师提供了丰富翔实的教学资源, 最大程度减轻了教师的备课工作量, 具有较强的实用性。

为方便教学和学习者自学使用, 教材学习光盘与课本相配套。光盘界面设计亲切美观, 条理清晰, 其内容包含了学生用书和教师用书所有相关项目, 提供了发音规范、语速适中的单词和课文录音, 而且对《基本要求》中的大多数核心词汇进行了更为详细的讲解。光盘中还提供了若干英语原版电影的片断和英文歌曲, 使学生在轻松愉快的气氛中感受纯正地道的英语。新版教材还专为教师制作了 PowerPoint 格式课件。电子教案的制作凝聚了几十位一线具有丰富教学经验的教师的智慧, 图文并茂, 内容丰富, 为使用本教材的一线教师提供了强有力的教学支撑, 同时也大大拓展了教师授课的视野、开阔了思路。多媒体学习光盘运用先进的科学技术, 将英语的听、说、读、写、译等各项综合技能有机地融合为一体, 实现人机互动, 为本教材搭建了一个比较完整的、多元的、立体化的英语学习平台, 从而更好地达到个性化、自主式学习的目的。

本教材是在进行了大量的理论研究的基础上, 根据多年来大学英语教学的实践经验和高职高专英语的实际情况编写的。读写部分第一册起点为 1 600 词, 课文长度一般在 450 词左右, 第二册的起点为 2 000 词, 课文长度一般在 550 词左右, 第三册的起点为 2 500 词, 课文长度一般在 650 词左右。第四册的难度略有提高。通过四册课文的学习及各项综合练习, 词汇量可达到 4 000 词左右, 基本上涵盖了《基本要求》上的所有词汇。

本教材选材新颖, 课文绝大多数选自近几年出版的英美报刊书籍。题材多样, 涉及到人文、地理、社科、自然科学等方方面面, 所选文章具有时代性、知识性、趣味性和科学性。内容丰富、体系完整, 注重听、说、读、写、译等诸方面技能全面协调的发展, 循序渐进, 从易到难, 具有明显的梯度变化, 练习形式活泼多样, 突出实用性和可操作性, 能激发学生的学习兴趣, 体现新课程理念, 力求通过教材的



学习不仅使学生学到语言知识和技能,同时激发他们的心智,开阔视野,培养独立思考的精神、分析批判的能力、实事求是的态度和理性思维的习惯。

本套教材由多所高校几十位多年从事大学英语教学、经验丰富、教学效果优秀的资深教授和一线骨干教师编写。全套书由臧金兰、栾述文、柳青军三位教授担纲总主编,并且分别担任第一、二、三册的主编。本册书由柳青军、刘素媛、隋志娟主编,杨金蕊、刘艳芹、张传强、潘荔霞任副主编,参加编写的还有臧金兰、栾述文、马茂祥、冯潇、汤蒙、刘晓青、徐小雁、赵丽、周俊霞、杨敏、唐敬伟、房历成、李庆庆等。柳青军、刘素媛、隋志娟对本书内容进行了审阅、修改、统编和定稿。全书承蒙美籍专家 Erin Elizabeth McAvoy 审阅。

本教材是普通高等教育“十一五”国家级规划教材,主要供高职高专非英语专业的公共英语课程使用。本教材同时是山东省教育厅统编教材,是山东省高职高专英语应用能力考试的配套教材。在本教材编写过程中得到了山东省教育厅的关心和大力支持,得到了同行专家的指导和帮助,对此我们深表谢忱。我们还要特别感谢本教材原版的参与者,感谢他们辛勤的付出,铸就良好的基础。同时,我们在编写过程中参考了众多报刊、书籍和有关网站的资料,在此一并向作者表示诚挚的谢意。

本教材中的疏漏或不当之处,恳请广大读者及同行专家赐教指正,以期进一步修改完善。

编者

2009年5月

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Unit 1 *Culture*

I Background Information

1 Culture

The way of life that a group of people build up over a long period of time becomes the people's culture. Culture includes the people's values and beliefs as well as their technical competency. Some aspects of culture are learned in a formal setting, such as a school, while other aspects are learned informally in the process of day-to-day living. A culture is always changing. Changes in a culture often come about by borrowing from another culture and by invention. To enrich the culture of our nation, we are constantly introducing new inventions and new ideas into our way of life.

2 Culture Shock

The term "culture shock" was coined about 50 years ago by the Swedish scholar, Kalvero Oberg. His seminal article, "Culture Shock: Adjustment to New Cultural Environments" (1960) has been reprinted and revised for many textbooks and magazines. He called it "the occupational disease of people who have been suddenly transplanted abroad." His use of the word "disease" is a pun, because it implies that it is like an "ailment, with its own symptoms and cure," but also that the root cause is also a feeling of "dis-" ease, or unsettled uneasiness.

The symptoms can be both physical and psychological. The following are some examples: feeling like an outsider; feeling unsure of oneself or even feeling stupid; sensing that one's language skills aren't good enough; missing jokes, colloquial phrases, references to TV shows or pop songs or other cultural "insider" information; feeling uneasy and unsettled, irritable and increasingly short-tempered; feeling lonely and wanting to go "home"; feeling more and more like a stranger or outcast; feeling overwhelmed, overloaded; daydreaming, staring blankly at things or even staring at nothing; and becoming more and more afraid of communicating and of making mistakes; worried and anxious.

II Brief Introduction

Usually when a person travels or studies in a foreign country, he/she may experience a period of culture shock until he/she has adjusted to the new culture. Culture shock is unavoidable. What should one do then? Generally, four essential stages of adjustment will occur. Let's see what they are.

III Text Structure Analysis

The text can be divided into three parts:

Part One: (Para. 1) Brief introduction of culture shock.

Part Two: (Para. 2~7) Four different stages of culture shock.

Part Three: (Para. 8) Learning about other cultures can help learn more about oneself.

IV Language Points

- ★ 1. When you travel or study in a different country, you would have lots of desirable fun. (Para. 1, L. 1~2) 当你到异国旅行或者留学时你能体会到很多令人向往的乐趣。

desirable *a.* worth having, doing or desiring because it is useful, necessary, or popular 值得向往的, 合意的

It is highly *desirable* that a new president be appointed for this college.

最好能给这个学院派一个新院长。

It is most *desirable* that he should attend the convention.

他要是能参加此次会议, 是最好不过的了。

For this job it is *desirable* to know something about medicine.

干这项工作最好懂点医学。

“It is desirable that...” 句式中 that 从句使用虚拟语气, 其谓语动词形式为 “should + 动词原形”, 其中 should 可省略。

It is desirable that she (should) leave the company immediately.

明智的做法是她立即离开公司。

- ★ 2. Because your views may conflict with the values, beliefs and traditions that exist in different countries, you may have difficulty adjusting to the new culture and to those parts of the culture not familiar to you. (Para. 1, L. 4~6) 因为你的观点

可能会与其他国家的价值观念、信仰和传统发生冲突,在适应一种新的文化及该文化中你不熟悉的那些方面时,你也许会遇到困难。

Meaning: Because your views may be opposite to the values, beliefs, and customs that exist in the countries you are going to visit, you will find it difficult to adapt to a new culture and to those parts of the culture that you don't know well.

conflict

v. to be in or come into opposition; differ 抵触, 冲突

Their interests *conflicted* with ours. 他们的利益与我们的相冲突。

People's feelings sometimes *conflict* with their judgment.

人们的情感有时与他们的判断不一致。

n. a clash 冲突

a boundary *conflict* between two armies 两支军队间的边境冲突

There is a *conflict* of interests in this project.

在这个项目中存在着利益上的冲突。

- ★ 3. Evidently, at least four essential stages of culture-shock adjustment occur. (Para. 1, L. 7) 很明显,在人们适应文化冲击的过程中至少会出现四个必要阶段。

Meaning: Obviously, people will experience at least four necessary stages of culture-shock adjustment.

evidently *ad.* obviously, clearly 明显地;清楚地

The stranger approached the mike, *evidently* intending to speak.

那个陌生人走近话筒,显然是想发言。

The umbrella in her hand was very wet. *Evidently* it was still raining.

她手里的伞很湿,显然天还在下雨。

evident *a.* plain and clear, obvious, esp. to the senses 明显的;明白的
with *evident* pride 得意洋洋地

It is *evident* that he took the wrong path. 显然他走错了路。

evidence *n.* a thing or things helpful in forming a conclusion or judgment 证据;迹象

The broken window was *evidence* that a burglary had taken place.

被打破的窗户证明曾发生过盗窃。

There is *evidence* that the world economy is falling off a cliff.

有迹象显示,世界经济正在崩溃。

- ★ 4. This is the "hostility stage". (Para. 3, L. 1~2) 这是“敌意阶段”。

hostility *n.* strong reaction against; unfriendliness 敌意,恶意

I have no *hostility* towards anyone. 我对任何人都没有敌意。

There is now open *hostility* between the two countries.

这两个国家现在表现出公开的敌意。

其复数形式表示“战争,战斗”。

Their meeting led to an end of the *hostilities* between the two countries.

他们的会谈促成了双方停火。

- ★ 5. You become tired of many aspects of the new culture. (Para. 3, L. 3~4) 你会对新的文化里的许多东西感到厌倦。

Meaning: You become uninterested in many things of the new culture.

(be) **tired of** (be) impatient or have no interest in sb. or sth. 厌烦

I'm *tired of* your never-ending complaints. 你不停地抱怨,我听烦了。

When you *are tired of* one dress, change to another.

当你一件衣服穿腻了,可以换另一件。

- ★ 6. Usually at this point in your adjustment to a new culture, you devise some defense mechanisms to help you cope and to protect yourself against the effects of culture shock. (Para. 4, L. 1~3) 通常当你适应一种新文化的过程进入到这一阶段时,你会想出一些办法,来帮助你应对文化冲击和保护自己免受其影响。

Meaning: As usual at this moment of cultural adjustment, you try to find some methods to protect yourself from harm and to help yourself to deal with things around you successfully.

devise *v.* to think out; to plan; to invent; to arrange 设计;发明;想出(办法)
devise a method (plan) 想出一种方法(方案)

The scientists *devised* an instrument to measure light waves.

科学家们设计出了测量光波的仪器。

cope *v.* (of a person) to deal with sth. difficult successfully 对付,应付

The problems were a hard nut, but we managed to *cope*.

这些问题很棘手,但我们已设法解决了。

She is not a competent driver and can't *cope with* driving in heavy traffic.

她不是个称职的司机,在交通拥挤时就开不好车。

The factory *coped* very well *with* the sudden increase in demand.

工厂很好地处理了需求突然增加的问题。

- ★ 7. The third kind of defense mechanism is called “isolation”. (Para. 4, L. 7) 第三种保护性办法叫做“孤立法”。

isolation *n.* keeping oneself alone; separating from others 隔绝,隔离
a feeling of total *isolation* 被完全隔离的感觉

The writer lived in complete *isolation* in the country for a year in order to finish his book.

那位作家为了写完他的书,在乡下过了一年完全与世隔绝的生活。

isolate *v.* to set apart or cut off from others 使隔离,使孤立

isolate from 使隔离,分隔开

We should never *isolate* ourselves *from* the masses. 我们永远不能脱离群众。

- ★ 8. During isolation, you would rather be home alone than communicate with

anybody. (Para. 4, L. 8~9) 在隔离期你宁可一个人待在家里, 不想和任何人交流。

would rather (used to express a choice) prefer to 宁可, 宁愿

would rather 意为“宁愿, 宁可”, 后接动词原形, 常缩写为 'd rather, 表示优先选择, 其否定形式是 would rather not do sth.。would rather 没有人称和数的变化, 所有的人称一律用 would rather, 在两者中进行取舍可用 would rather... than 句型。

Which *would* you *rather* do, go to the cinema or stay at home?

你是去看电影, 还是待在家里?

He *would rather* lose his job than make false accounts.

他宁愿失去工作, 也不愿做假账。

would rather 后也可以接从句, 是一个常用的虚拟语气句型。从句谓语用一般过去式表示现在或将来, 用过去完成式表示过去, 意为“宁愿……”, 引导从句的 that 常省略。

I *would rather* you stayed with me tomorrow. 我宁愿你明天和我待在一起。

Don't come tomorrow. I'd *rather* you came next weekend.

明天别来, 你最好下周末来。

I *would rather* you had not done that. 我真希望你没有做那件事。

- ★ 9. After you deal with your hostile feelings, recognition of the temporary nature of culture shock begins. (Para. 6, L. 1~2) 在你应对完自己的敌对情绪后, 你会意识到文化冲击的短暂性。

Meaning: After you deal with your unfriendly feelings, you begin to realize that culture shock will not last long.

recognition *n.* the act of recognizing; realizing 认出, 识别; 承认

The event has awakened people to *recognition* of the danger of an over-heated economy. 此次事件使人们认识到了经济过热的危险性。

Illness and age had changed her appearance beyond *recognition*.

她又病又老, 模样变得都认不出来了。

recognize *v.* to know or identify from past experience or knowledge 认出, 识别; 承认

He *recognized* his mother's handwriting on the envelope.

他认出信封上母亲的笔迹。

He turned around, and then I *recognized* him as a former classmate of mine. 他转过身来, 我认出他是我的一個老同学。

He was wearing a mask and I didn't *recognize*.

他戴了个假面具, 我没认出他来。

- ★ 10. Then you come to the third stage called “recovery”. (Para. 6, L. 2) 然后你就会步入被称为“恢复期”的第三阶段。

recovery *n.* a return to a normal state 恢复, 复原

The government's policies bit by bit led to the country's economic *recovery*.

政府的政策逐渐使国家的经济复苏了。

A quick *recovery* saved the skidding car.

那辆侧滑的车由于迅速恢复平衡才免遭大难。

recover from: to get back to a normal state 恢复

Drugs can help athletes *recover from* injury.

药物可以使运动员从伤病中恢复。

Many needed a couple of days to *recover from* the tragedy.

许多人需要好几天才能从悲剧中恢复过来。

- ★ 11. In this stage, you start feeling more positive, and try to develop comprehension of everything you don't understand. (Para. 6, L. 2~3) 在这个阶段里,你开始变得积极起来,而且会努力去理解所有不理解的东西。

Meaning: At this stage, you begin to feel more confident, and try to understand everything that you don't understand.

comprehension *n.* understanding 理解(力)

How he does it is above/beyond my *comprehension*.

他是怎么做的,我实在不明白。

listening/reading *comprehension* 听力/阅读理解

- ★ 12. The whole situation starts to become more favorable, and you recover from the symptoms of the first two stages. (Para. 6, L. 4~5) 整个形势开始变得对你有利,你会从前面两个阶段出现的症状中恢复过来。

Meaning: Everything around you starts to get better, and you return to a normal state from the signs of the first two stages that are not desirable.

favorable *a.* showing that you like or approve of someone or sth. 赞成的,有利的,有助的

The conditions are *favorable* for opening a new business.

各种条件都有利于开办新企业。

The performance received a *favorable* review. 这一节目受到了好评。

I have been hearing *favorable* accounts of your work.

我一直听到赞扬你工作的话。

symptom *n.* sign or indication of disease or some bad condition or existence 症状

The *symptoms* don't appear until a few days later after you are infected.

症状要在你感染几天以后才出现。

Calls for import control are a *symptom* of the country's present economic problem. 要求限制进口表明这个国家目前在经济上出了问题。

The lower production levels are a *symptom* of dissatisfaction among the workers. 生产水平低下表明了工人们的不满情绪。

- ★ 13. You begin to see that even though the distinctions of the culture are different