

总顾问 杨治中
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NEW VISION COLLEGE ENGLISH

新思路大学英语

读写译教程 第四册

教师参考书（第二版）

总主编 蔡昌卓
主 编 程丽华 崔 敏

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主编	程丽华	崔敏	
副主编	万明莉	崔立秀	唐姬霞
编委	程丽华	唐姬霞	崔立秀
	万明莉	李秋红	高大千
	张芳	王春生	阮晓霞

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张芳 王春生 阮晓霞

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刘 志 (中国人民大学出版社)

国外专家:

Ray Wright

Widya Suharto

Dr. Rachel Rehard

策划: 刘 志 高等英语项目组

监制: 鞠方安

序

杨治中

随着教学改革的不断深化,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,实事求是地制订自己的教学要求,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学习要求,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修订出版的这套“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,主要供本科院校使用。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”修订版以其自身的特色,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。

2014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、王海啸教授一起组织了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!

十年后,我又随杨治中先生和李霄翔教授、王海啸教授一起组织了10个省区40所院校50多位专家和一线骨干教师合作编写出版了《新思路大学英语》,它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。本系列教材主要供本科院校和独立学院使用,颇获广大师生好评。

六年后的今天,我们再度携手,对《新思路大学英语》进行了全面的修订。

本系列教材依然由我国知名学者杨治中先生严格把关。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)、《阅读教程》(4册)构成。《基础教程》、《视听说教程》及《读写译教程》配有教师参考书。《基础教程》专为我国民族地区高等院校英语零起点民族学生设计与编写。《读写译教程》、《视听说教程》和《阅读教程》严格按照《大学英语课程

教学要求》中基本要求的规定,以《普通高中英语课程标准》七级为起点,以《大学英语课程教学要求》中基本要求为终点。

修订版主要特色有:

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、阅读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,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。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. 在确保质量和保持已有风格的前提下,我们在选材、练习、教学课件制作等许多环节进行了大幅调整,具体体现在:替换了教材中的陈旧内容,完善了原有的一些不足;配套丰富完善的多媒体课件;同时我们建立了本套教材的自学平台和考试题库。以此进一步体现出自己的鲜明特色,更加方便老师教、学生学。

在修订过程中,我们邀请了国外知名学者 Ray Wright 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。

在此，恳请专家学者和广大师生多提宝贵意见，使本系列教材不断充实与更新，更好地为大家服务。

2014年6月26日于桂林

中国人民大学出版社外语出版分社读者信息反馈表

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☐ 很差

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E-mail: huangt@crup.com.cn chengzsh@crup.com.cn yuzn@crup.com.cn

jufa@crup.com.cn

通信地址: 北京市海淀区中关村大街甲 59 号文化大厦 15 层 邮编: 100872

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Competition and Cooperation

Part One Objectives

After learning the unit, the students will be able to

1. know the relationship between competition and cooperation, as well as how to handle this relationship in their daily life;
2. grasp the main ideas of Text A, Text B and Text C;
3. master the key words, expressions and useful sentence patterns.

Part Two Procedures

	Teaching Tasks
1st period	Warm-up; study of new words, phrases and expressions in Text A; background information
2nd period	Detailed study of Text A
3rd period	Detailed study of Text A
4th period	Exercises for Text A
5th period	Exercises for Text A, Text B (fast reading)
Independent Study	Text C and its exercises

Part Three Text A

Success Isn't a Competition

一、背景知识 (Background Information)

1. Bertrand Russell

Bertrand Arthur William Russell (1872—1970) was a British philosopher, logician, essayist and social critic best known for his work in mathematical logic and analytic philosophy. His most influential contributions include his defense of logicism (逻辑主义) (the view that mathematics is in some important sense reducible to logic), his refining of the predicate calculus (微积分) introduced by Gottlob Frege (which still forms the basis of most contemporary logic), his defense of neutral monism (中性一元论) (the view that the world consists of just one type of substance that is neither exclusively mental nor exclusively physical), and his theories of definite descriptions (确定描述词) and logical atomism (逻辑原子论). Along with G.E. Moore, Russell is generally recognized as one of the founders of modern analytic philosophy. Along with Kurt Gödel, he is regularly credited with being one of the most important logicians of the twentieth century.

Over the course of his long career, Russell made significant contributions, not just to logic and philosophy, but to a broad range of subjects including education, history, political theory and religious studies. In addition, many of his writings on a variety of topics in both the sciences and the humanities have influenced generations of general readers.

After a life marked by controversy—including dismissals from both Trinity College, Cambridge, and City College, New York—Russell was awarded the Order of Merit in 1949 and the Nobel Prize for Literature in 1950. Noted for his many spirited anti-war and anti-nuclear protests, Russell remained a prominent public figure until his death at the age of 98.

2. Blog

The term “weblog” was coined by Jorn Barger on 17 December 1997. The short form, “blog,” was coined by Peter Merholz, who jokingly broke the word weblog into the phrase “we blog” in the sidebar (工具条) of his blog Peterme.com in April or May 1999. Shortly thereafter, Evan Williams at Pyra Labs used “blog” as both a noun and verb (“to blog,” meaning “to edit one’s weblog or to post to one’s weblog”) and devised the term



“blogger” in connection with Pyra Labs’ Blogger product, leading to the popularization of the terms. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. Most blogs are interactive, allowing visitors to leave comments and even message with each other via widgets (窗口小部件) on the blogs and it is this interactivity that distinguishes them from other static websites.

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (art blog), photographs (photo blog), videos (video blog), music (MP3 blog), and audio (podcasting). Microblogging is another type of blogging, featuring very short posts.

3. Zero-sum Game

A zero-sum game is a term used in game theory to describe both real games and situations of all kinds, usually between two players or participants, where the gain of one player is offset by the loss of another player, equaling the sum of zero. For instance, if you play a single game of chess with someone, one person will lose and one person will win. The win (+1) added to the loss (-1) equals zero.

二、课文详解 (Detailed Study of the Text)

1. (L. 1) I’ve had to **confront** some old and **rusty** ideas I used to have about success and competition.

confront: to deal with a problem or difficult situation 处理, 解决 (问题或困境)

Examples: She knew that she has to **confront** her fears.

她心里明白自己必须克服恐惧心理。

A soldier has to **confront** danger.

士兵须面对危险。

rusty: old and ancient 陈腐的, 老式的

Example: This point may now seem obvious and **rusty**.

这种见解现在看起来似乎平淡无奇而且陈腐。

2. (L. 6) **Striving for** success does not require competition.

strive for: to try very hard to achieve something or to defeat something 努力, 力争

Examples: strive for accuracy

力求正确

We encourage all members to **strive for** the highest standards.

我们鼓励所有成员为达到最高标准而努力。

3. (L. 7) **Boosting** others actually helps you, **in the long run**.

boost: to make something increase, or become better or more successful

使增长, 使兴旺

Examples: The movie helped **boost** her screen career.

那部电影有助于她银幕生涯的发展。

Getting that job did a lot to **boost** his ego.

得到那份工作使他信心倍增。

in the long run: concerning a longer period in the future 从长远来看

Examples: This measure inevitably means higher taxes **in the long run**.

从长远来看, 这项举措的结果就是要多纳税。

It saves money **in the long run**.

长期来看这是省钱的。

4. (L. 11) We **belittle** them for their success, we criticize unfairly, we **bad-mouth** people, and we become obstacles to their further progress.

belittle: to make somebody or the things that somebody does seem unimportant

贬低, 小看

Examples: This is not to **belittle** his role.

这并不是轻视他的作用。

She felt her husband constantly **belittled** her achievements.

她觉得她的丈夫时常贬低她的成就。

bad-mouth: to criticize someone behind his back 说坏话, 背后诋毁

Examples: No one wants to hire an individual who **bad-mouths** a prior employer.

谁也不想雇一个对前雇主说三道四的人。

Both men continually **bad-mouthed** each other.

这两个人都在不停地相互诋毁。

5. (L. 13) It's **utterly illogical**, and yet you can find it everywhere in life, in many different cultures and industries.

utterly: completely; absolutely 完全地, 彻底地

Examples: We are so **utterly** different from each other.

我们之间有着天壤之别。

She **utterly** failed to convince them.

她根本没有说服他们。



illogical: lacking sense or clear, sound reasoning 悖理的, 不合逻辑的

Examples: **illogical** behavior/arguments

乖戾的行为 / 不合逻辑的论点

She has an **illogical** fear of insects.

她毫无道理地害怕昆虫。

6. (L. 22) That's **assuming** that there's a very limited **pool** of readers with a small amount of attention.

assume: to think or accept that something is true but without having proof of it

假定, 认为

Examples: It is reasonable to **assume** that the economy will continue to improve.

认为经济将继续好转是有道理的。

College graduate shouldn't **assume** that they will always get the higher paid job.

大学毕业生不应该认为他们总是要赚取高薪酬。

pool: a supply of things or money that is shared by a group of people and can be used when needed 共用的资源 (或资金)

Example: a **pool** of cars used by the firm's salesmen

公司销售人员使用的车队

7. (L. 26) Or we can compete and tear and **claw** at each other.

claw: to try to catch somebody/something or tear somebody/something with sharp, curved nails or fingernails (用爪子或手指甲) 抓, 撕, 挠

claw (at) somebody/somebody

Examples: The cat was **clawing at** the leg of the chair.

那只猫在抓挠椅子腿儿。

She has **clawed** Stephen across the face.

她抓过斯蒂芬的脸。

tear and claw at each other 在此句中比喻竞争得头破血流的局面

8. (L. 36) Think of it **in terms of** personal success: do you really need to compete with your peers in order to be a success?

in terms of/in...terms: used to show what aspect of a subject you are talking about or how you are thinking about it 就……而言, 在……方面

Examples: The job is great **in terms of** salary, but it has its disadvantages.

就薪金而言, 这个工作倒是挺不错的, 但也有其不利之处。

The decision was disastrous **in political terms**.

从政治上来看, 这个决定是灾难性的。

三、练习答案 (Key to Exercises)

Comprehension

I. Choose the best answer to each of the following questions.

1. D 2. B 3. D 4. C 5. D

II. Answer the following questions according to the text.

1. We belittle them for their success, we criticize unfairly, we bad-mouth people, and we become obstacles to their further progress. We do everything to tear the person down.
2. Because if one blogger gains readers, it doesn't mean others will lose readers. If bloggers link to each other, they can help each other gain readers at the same time.
3. Because they want to beat others by getting the story first or they are competing for limited jobs.
4. The common goal of journalists is to tell the truth, and to get useful information to our readers.
5. Competition can be a motivator to success, but it can also be destructive, and become an obstacle to success.

III. The following is a summary of the passage. Select one word for each blank from a list of choices given in the word box. Change the form if necessary.

- | | | | |
|--------------------|---------------------|-------------------|------------------|
| 1. C (competition) | 2. E (tremendously) | 3. F (applied to) | 4. B (jealousy) |
| 5. D (tear) | 6. H (illogical) | 7. M (cultures) | 8. N (motivator) |
| 9. K (destructive) | 10. L (lead to) | | |

Vocabulary

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

- | | | | | |
|-------------|---------------|-------------|--------------------|----------------|
| 1. solid | 2. strive for | 3. boost | 4. in terms of | 5. utterly |
| 6. motivate | 7. mainstream | 8. obstacle | 9. in the long run | 10. belittling |

V. Fill in the blanks with the appropriate form of the given words.

1. seemingly 2. tremendous 3. multiples 4. illogical 5. torn down