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新大学英语

同步练习·辨思篇

Experiencing English

Workbook *Learning to think*

总主编 王海啸 余渭深  
主 编 李霄翔

高等教育出版社

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# 前 言

体验式教学思想自古就有，但一直到20世纪才形成较为系统的体验式教育理念。在第二语言教学领域，人们已经普遍认识到语言、认知和社会知识是三个既有区别，又相互紧密联系的系统。语言学习的过程就是对新的语言系统不断体验、认知、再体验、再认知的过程。语言不但是外部世界在人脑中的反映，也是人们认识、体验外部世界的结果。

近年来，外语教学界所提倡的交际式外语学习强调语言的使用在外语教学中的重要作用。这一点也为体验式外语教学所提倡。但也有越来越多的研究表明，在外语教学中过分强调教学活动的交际性，忽略学习者对学习活动的反思、对新的语言现象的注意和有意识的练习，也不利于有效的外语学习。因此，体验式外语教学在强调语言使用的同时，也注重学习者对自身学习过程的认识。不同的学习者会有不同的学习风格和学习目的。因此，他们也可能选择不同的学习内容，使用不同的学习方法。外语学习的过程应该是一个不断体验和不断反思的过程。

我国大学英语教学现阶段所实施的《大学英语课程教学要求》指出，大学英语“是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”；大学英语教学应“促进学生个性化学习方法的形成和学生自主学习能力的发 展。”。应允许并使 学生能够“选择适合自己需要的材料和方法进行学习”。这些理念和要求与体验式外语教学思想有高度的一致性。本教材正是遵循这样的理念与要求编写的。

不同的教材编写理念主要体现在对语言材料的选择、编排和处理上。传统的外语教学往往根据语言难度选择和编排在内容上互不相关的语言材料。然后再将一份份完整的语言材料拆开来教授给学生。比如在阅读教学中，教师会在教学中将完整的阅读篇章分割成词汇、句子、段落、篇章结构等不同的形式呈现给学生。外语学习的过程基本上就是处理语言碎片的过程。本教材主张语言学习的过程是学习者对自己的语言体系不断创建和不断完善的过程。学习者不但需要从外界吸收语言形式，还要创造性地使用已有的语言材料，完成实际的交际任务，最终实现构建自己新的语言体系的目的。这也正符合《大学英语课程教学要求》所提出的“培养学生的英语综合应用能力”，“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”这一总体教学目标。

为此，本教材的每一个单元都是围绕一个具有实际意义的项目来设计的。项目的完成涉及一系列的语言活动。单元学习的结果即意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

在教材构成上，《新大学英语综合教程》和《新大学英语同步练习》为有机整体。前者所涉及的教学活动主要是围绕项目的完成而设计的。后者则更加强调对语言形式的学习，以及对相关技能的拓展性训练。这也是遵循体验式教育理念所提倡的教学原则。

本书为《新大学英语同步练习》系列“辨思篇”，共8个单元。内容是围绕《新大学英语综合教程》相应单元的语言材料中所出现的词汇与句型所编写的练习，供学习者在完成本单元四个部分学习任务的基础上对相关语言点进行巩固性练习。教材的最后还提供了练习的参考答案。

本教材是我们对体验式外语教学理念在我国大学英语教学中的应用的一次新的尝试。由于编者水平有限，教材中如有疏漏和其他不尽完善之处，还请广大师生提出宝贵意见和建议。

编者

2012年8月

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# Unit

# 1

# Generations

1. Study the following words and fill the chart with their other forms.

Noun	Verb	Adjective	Adverb
encouragement			
		popular	
		energetic	
			amazedly
	excite		
			engagedly
	dazzle		
rebellion			
		questionable	
belief			

2. Fill in the blanks with words chosen from the box below. Change the form where necessary.

intimidate	prominent	envelop	sneak	console
alienate	negotiate	rigorous	harness	twist

- 1) The house is in a \_\_\_\_\_ position on the village green.
- 2) Getting third prize was poor \_\_\_\_\_ for all their hard work.
- 3) The treaty was the result of long \_\_\_\_\_ between the two countries.



- 4) As the mountain peak was \_\_\_\_\_ in mist and clouds, it could hardly be seen by tourists.
- 5) Don't try to \_\_\_\_\_ people by pinning labels on them.
- 6) As we learn more about the molecules that control dendritic cells, we will find ways to \_\_\_\_\_ their therapeutic potential.
- 7) She was \_\_\_\_\_ from her friend by her foolish behavior.
- 8) James loved \_\_\_\_\_ up on his sister to frighten her when he was a child.
- 9) Our next warm-up is a tongue \_\_\_\_\_, which demands your correct pronunciation of the two consonants, /s/ and /f/.
- 10) Indeed, all his non-fiction — he also wrote novels, short stories and poetry — was \_\_\_\_\_ analytical.

3. Rewrite the following sentences with the words provided.

- 1) The students were **undoubtedly** engaged, just not with me. (doubt)

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- 2) Our students are so **alienated** by education that they are trying to sneak right past it. (alienation)

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- 3) How did institutions designed for learning become so widely **hated** by people who love learning? (hatred)

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- 4) Not surprisingly, our students struggle to find **meaning and significance** inside these walls. (meaningful, significant)

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5) We can welcome laptops, cell phones, and iPods into our classroom, not as **distractions**, but as powerful learning technologies. (distract)

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● 4. Paraphrase the following sentences.

1) I started talking and an almost deafening silence greeted my first words.

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2) My teaching assistants consoled me by noting that students have learned that they can “get by” without paying attention in their classes.

---

3) It was the unquestioned assumption that “getting by” is the name of the game.

---

4) And yet he went on to speak with passionate conviction about his love of learning and the desire to spread that love.

---

5) We just have to stop pretending that the walls separate us from the world, and begin working with students in the pursuit of answers to real and relevant questions.

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● 5. Translate the following English sentences into Chinese.

1) The room is nothing less than a state of the art information dump, a physical manifestation of the all too pervasive yet narrow and naive assumption that to learn is simply to acquire information, built for teachers to effectively carry out the relatively simple task of conveying information.

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2) I rush to amuse them with jokes and stories as I swing, twist, and swirl that gyro mouse, directing the 786 432 pixels dancing points of light behind me, hoping to dazzle them with a multi-media extravaganza.

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3) Created in the image of these technologies, luddites imagine students to be distracted and superficial while techno-optimists see a new generation of hyper-thinkers bored with old school ways.

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4) There is literally something in the air, and it is nothing less than the digital artifacts of over one billion people and computers networked together collectively producing over 2 000 gigabytes of new information per second.

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5) Classrooms built to re-enforce the top-down authoritative knowledge of the teacher are now enveloped by a cloud of ubiquitous digital information where knowledge is made, not found, and authority is continuously negotiated through discussion and participation. In short, they tell us that our walls no longer mark the boundaries of our classrooms.

---

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6. Complete the sentences by translating into English the Chinese given in brackets.

1) To many teachers' disappointment, although \_\_\_\_\_  
(他们渴求学生的注意), some students seem to be distracted by laptops, iPods and mobile phones.

- 2) To many teachers' horror, with the new technology, students can \_\_\_\_\_  
 \_\_\_\_\_ (常常能即时获得所需的知识).
- 3) A lot of people believe that \_\_\_\_\_ (新技术难辞其咎)  
 for the problem now facing education.
- 4) \_\_\_\_\_ (学生因教育造成的异化) is not caused by  
 texting, web-surfing and iPods but by boundaries between education and the real world.
- 5) When students \_\_\_\_\_ (从事有意义的重要活动), they  
 will make good use of the new technology and make it a facilitator but not a hindrance.

7. Read the following passage with ten blanks. Select one word for each blank from the following list of choices. You may not use any of the words more than once.

approach	rewarding	admiring	way	carry
bring	downside	confusion	alienation	bridged
disappeared	caution	of	awkward	for

Today, the generation gap has not 1) \_\_\_\_\_, but it is shrinking in many families. The old authoritarian 2) \_\_\_\_\_ to discipline — a starchy “Because I said so, that’s why” — is giving 3) \_\_\_\_\_ to a new egalitarianism and a “Come, let us reason together” attitude.

The result can be a 4) \_\_\_\_\_ closeness among family members. Conversations that would not have taken place a generation ago — or that would have been 5) \_\_\_\_\_ — now are comfortable and common. And parent-child activities, from shopping to sports, involve an easy camaraderie that can continue into adulthood.

No wonder greeting cards today 6) \_\_\_\_\_ the message, “To my mother, my best friend.”

But family experts 7) \_\_\_\_\_ that the new equality can also have a 8) \_\_\_\_\_, diminishing respect 9) \_\_\_\_\_ parents.

“There’s still a lot of strict, authoritarian parenting out there, but there is a change happening,” says Kerrie Laguna, a mother of two young children and a psychology professor at Lebanon Valley College in Annville, Pa. “In the middle of that change, there is a lot of 10) \_\_\_\_\_ among parents.”

8. Supplementary reading  
Read the texts and then do the exercises.

**Text 1**

**Internet Poses New Challenges for Chinese Parents**

The increasing use of the Internet has increased the generation gap between many Chinese urban residents and their children in households that have access to the Internet.

While a growing number of middle school students indulge in surfing on the Internet and on-line chat, many of their parents still do not know how to use computer well.

The widening gap has recently drawn much publicity following reports that several middle school students have left their homes without saying good-bye and have remained missing for weeks in Internet-related cases.

The students are believed to have left their homes to meet those with whom they fell in love via the Internet, or to devote their time to Internet gaming. Two junior middle school girls in Shanghai, identified by their Internet names as "Rag Doll" and "Yang Xue", have been missing for two months in an Internet-related case, the Shanghai-based *Xinmin Evening News* reported earlier this week. Their parents, still in shock, have come to realize their own responsibility for the disappearance of their daughters. In an e-mail to their daughters, the parents wrote "we are sorry to have treated you as just little kids who know nothing, and kept blaming you when we disagreed with." "We know too little of your inner world."

The case of Rag Doll and Yang Xue, however, is just tip of the iceberg of Internet-related problems facing Chinese parents. A 16-year-old schoolgirl in central China's Hunan Province left home last July for Baotou, an industrial city in the Inner Mongolia Autonomous Region, north China, to "look for love" she found online. Earlier this year, two junior school students in Beijing disappeared from their homes and schools. One, who is still missing, is said to be infatuated with computer games in Internet bars, and the other, who was reported missing for two months, simply spent the time chatting online all night in Internet bars.

A recent survey on the influence of high technology on students has found, among other things, that using personal computers has become one of the major pastimes for urban middle school students in China, while their parents focus their attention on the academic performance of the children, ignoring the children's need for emotional exchange and parental guidance.

Xiong Qingnian, vice-president of the Institute of Higher Learning at Fudan University, said junior middle school students are too young to be able to cope with the complicated virtual world independently.

Some classmates of the two Shanghai girls said they liked surfing on the Internet, which gave them a sense of maturity and independence. But for their emotional problems arising from their experiences via the Internet, the students complained, they could not consult their teachers or parents over those sensitive issues, due to their lack of understanding or computer-related

knowledge.

Yang Xiong, president of the Juvenile Institute of the Shanghai Academy of Social Sciences, said a rapid flow of information and knowledge has made it difficult for parents to be the sole authority of knowledge and information over their children. The Internet has actually facilitated democracy in a family, Yang said, adding parents should regard their children as equal friends, which will make it easier for them to speak their minds.

"The parents, on the other hand, should enrich and update their knowledge to keep up with the times and narrow the generation gap, and offer their kids the right advice or help."

The number of Internet subscribers in China is close to 30 million, up about 50 percent over the same period of last year. But the population of middle school students using the Internet is set to jump at breathtaking speed. Computer courses are available to millions of students as young as eight years old in major Chinese cities, where personal computers are becoming another inexpensive household item like television sets.

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

- 1) Why some classmates of the two Shanghai girls liked surfing on the Internet?
  - A. Because it could give them some consolation.
  - B. Because it could provide a new way for them to make friends.
  - C. Because it could make them feel that they were mature and independent.
  - D. Because it could open a new window.
- 2) What has made the generation gap between Chinese urban adults and their children bigger and bigger?
  - A. The different outlook of the world.
  - B. The increasing use of the Internet.
  - C. The different opinions of current affairs.
  - D. The rapidly changing world.
- 3) According to Yang Xiong, the expert, how children can express their opinions with ease?
  - A. When they are welcomed by their peers.
  - B. When they are praised by their teachers.

- C. When they are praised by their parents.
  - D. When they are regarded as equal friends by their parents.
- 4) How can parents narrow the generation gap between them and their kids?
- A. By showing their interest in the Internet.
  - B. By often praising their kids.
  - C. By updating their knowledge.
  - D. By talking with their kids.
- 5) Why the case of Rag Doll and Yang Xue is said to be just tip of the iceberg of Internet-related problems facing Chinese parents?
- A. Because it is rather new.
  - B. Because it has aroused great concern.
  - C. Because it is controversial.
  - D. Because it represents many of the same kind.

## Text 2

### College Students Today: Overconfident or Just Assured?

Last spring, I retired after 33 years on the faculty at Central Washington University. When people hear that, the most common question they ask me is whether students have changed over the years.

My answer is: Yes, in several ways that are important to both teachers and employers as the first of the millennial generation (born between 1983 and 2003) graduates from college and enters the workforce.

Students are certainly more confident — some might say overconfident — than they used to be. They have a sense of their own importance, and why not? They've been praised and protected by their parents more than any generation in history.

They're close to their parents. A recent survey shows that 30 percent of parents talk to their children every day. Half engage in "helicoptering," hovering over their children to mediate conflicts with peers and professors. About 10 percent even admit to writing their children's papers for them.

Students are also more demanding than they used to be. They have a sense of entitlement. A few will tell you bluntly that they want good grades because they're "paying for them." Even

the more diplomatic ones often seem to think the faculty should satisfy them, not the other way around. Despite the cliché, they don't understand "no." To many, it means "not now," or "let's negotiate."

Today's students don't respond well to criticism. They want to work with positive people who mark their successes, not failures. In the 1973 movie "The Paper Chase," there's a scene in which an imperious law professor calls on a student who is unprepared for class. He hands the student a dime and tells him to call his mother and say he's probably never going to become a lawyer. True, the comment would have been cruel even then. But if any professor tried it today, I'm pretty sure a complaint would be filed. Today's students demand respect — and they know their rights.

They're not very respectful themselves, however. They don't always mean to be that way; they're just not very mindful of their audience. They don't realize the effect their behavior has on others. You wouldn't think, for example, that you'd have to tell university students not to text-message or, check their e-mail during class, or leave before class is over, but it's become standard practice.

Today's students are easily bored. Raised with plenty of access to information on the Internet and surrounded by high-tech gadgetry, it takes a lot to impress them in the classroom. Lectures seldom do it; even Socratic dialogue and group discussions don't always work. Games are good. Students want learning to be a social activity and one that is immediately rewarding. They like material to be concrete and specific — practical, rather than theoretical.

And today's students are more materialistic than they used to be. For 40 years, UCLA has published an annual survey of incoming college freshmen. In 1970, 80 percent of freshmen thought "developing a meaningful philosophy of life" was an important college goal. By 2005, nearly 75 percent thought it was important to be "very well-off financially."

To be sure, in their minds these new students are not overconfident, but assured; not demanding, but assertive; not impatient, impulsive, or materialistic, but driven, fast-paced, and goal-directed. And in fairness, they do have a lot of those positive qualities.

They're probably more open and honest than students before them. They value authenticity. They're not afraid to voice their opinions, even if sometimes those opinions are uninformed. Few subjects are taboo with them, and they don't have much tolerance for political or social correctness.

They indeed crave personal recognition, but they're group-oriented and prefer working in teams. They like shared leadership, and they're skeptical of formal authority. Many are strongly oriented towards volunteerism albeit on a short-term, project-by-project basis, and give time to community service.

Their most unique feature may be their sense of equality. Discrimination isn't dead on college campuses; there are still cases of intolerance, but today's students may be the first generation to widely embrace the ideal that issues such as race, religion, or gender do not, by themselves, make



a difference in people.

Finally, they're optimistic, which isn't easy given the increasing violence on campus and in the outside world they face. Students graduating today will enter the worst job market in 25 years. They'll work longer, have less job security, and have fewer benefits than their parents or grandparents had. They'll face a society that's increasingly polarized, with few shared values, less sense of community, and hardly any authority figures that can be absolutely trusted.

Yet overcoming all, most students remain upbeat. They expect to find a job within a few months of graduation and live a happy, productive life. They see the future as theirs to control. They believe they're vital to the nation.

So what's the message for the rest of us?

It can be annoying to hear this new millennial generation brag about their power and potential, especially when it comes at the expense of the older generations. But the truth is that our future is tied to theirs.

Many are already graduating from college and working in our companies. They'll soon be in charge of our government, business, professional, and social institutions. We should give them every support we can. Heaven knows, we don't want them to fail. Understanding how they work is the first step.

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

- 1) What is learnt from the comparison of annual survey in UCLA?
  - A. Today's students are more confident than they used to be.
  - B. Today's students are more assured than they used to be.
  - C. Today's students are more optimistic than they used to be.
  - D. Today's students are more materialistic than they used to be.
  
- 2) What would happen nowadays if a professor told a law student to call his mother and say he would never become a lawyer?
  - A. The student would drop out.
  - B. The student's mother would quarrel with the professor.
  - C. The professor would be complained.
  - D. The student would fail the final exam.