

主编◎吴英丽

The new
curriculum
college
English



新课程
大学英语

综合教程

(第4册)



南京大学出版社

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English

江苏省高校哲学社会科学研究项目成果 (2014SJD127)

新课程
大学英语
综合教程

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编写说明

1. 使用对象

本套教材针对全日制非英语专业大学本科学生编写,共四册,供第一学年和第二学年两个学年使用。

2. 编写依据

本套教材以教育部颁发的《大学英语课程教学要求》为指导,在设计与编写中力求从学生的实际需求出发,立足大多数学生的学习水平,注重与其高中基础阶段英语教学的衔接,充分体现了《大学英语课程教学要求》所倡导的教学原则、内容和方法。

3. 编写目标

本套教材的总体目标是:通过四个学期的英语学习,使学生具备较高的阅读能力和一定的写作与翻译能力;培养学生的英语综合运用能力,使他们能够顺利地通过四、六级英语考试,能在以后的工作和社会交往中用英语有效地进行口头和书面的信息交流;提高学生的自主学习能力,使他们掌握良好的语言学习方法和具有较高的综合文化素养,以适应未来社会发展的需要。

在这一总体目标的指导下,本套教材第一册侧重培养学生对积极词汇和句子结构的运用能力,使其熟练掌握常用的构词法和英语简单句结构。阅读方面:通过阅读让学生掌握基本的阅读技能,使其能够读懂和所学课文语言难度相当的文章。写作方面:能熟练地用英语简单句结构进行书面写作。翻译方面:能够把课文中的短语、句型等直接套用到翻译中来,快速准确地做到活学活用。

第二册侧重扩展学生的词汇量,培养学生的自主学习能力,完成与高中基础阶段英语教学的衔接。阅读方面:能够运用所学的阅读技能进行快速阅读,了解英美文化特征,能够进行中西方文化对比。写作方面:能用所学的英语复合句、复杂句以及复合复杂句写出段落,弄清段落的构成特点和常见的写作思路。翻译方面:能灵活运用课文中的适当句型、短语和词汇来翻译复杂长句或一段文章。

第三册侧重培养学生的阅读能力。阅读方面:扩大阅读量,提高阅读速度,加强理解领悟力。能读懂国内英文报纸上的大部分文章,能用所学的阅读技巧轻松地完成同级水平的阅读理解习题。写作方面:由学会写段落转向学会写完整的短文。写作的侧重点由句子组织、段落组织转向篇章组织,要求学生具备谋篇布局的能力。翻译方面:能借助词典对题材熟悉的文章进行英汉互译,译文能基本上传达原文的意思,学会在翻译时使用恰当的翻译技巧。

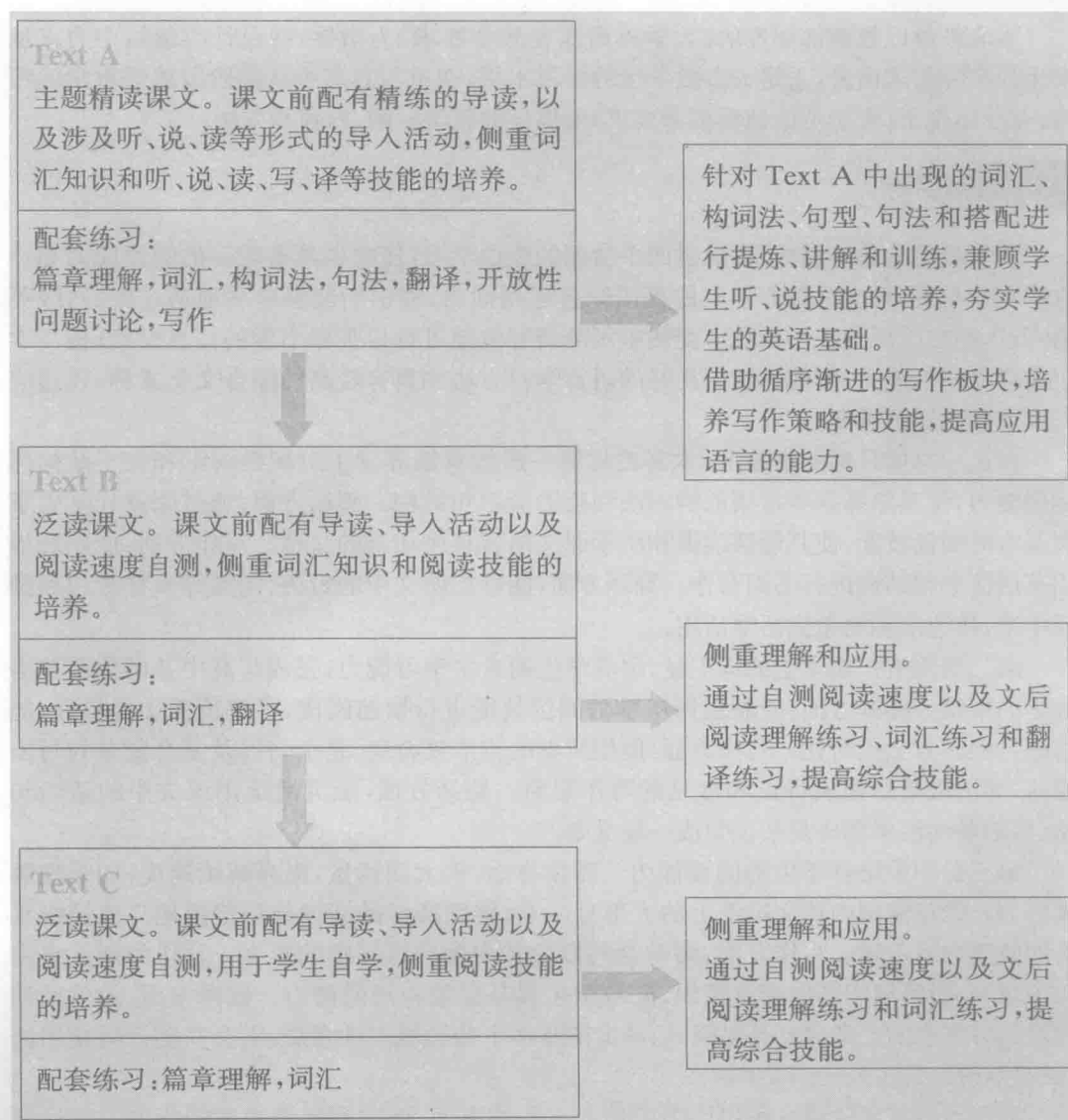
第四册侧重学生语言运用能力的培养。阅读方面:能顺利阅读难度中等的一般性题

材的文章,掌握中心大意,并能进行一定的分析、推理和判断,领会作者的观点和态度。写作方面:能在阅读难度与课文相仿的书面材料时做笔记、回答问题、写提纲,能就一定的话题或提纲在半小时内写出 120~150 词的短文,运用常见的修辞手法写出应用文如英文书信等。翻译方面:能借助词典将难度略低于课文的英语短文译成汉语,理解正确,译文达意。

4. 编写体例

本套教材共四册,每册八个单元,每个单元围绕同一个主题展开,主题内容涵盖生活、学习、情感、时尚、健康、人际交往、经济文化、人与自然等方面。

每单元结构如下:





5. 配套资源

除教材之外,本套教材还配有教师用书、多媒体课件和 MP3 光盘。教师用书提供课文的参考译文和课后练习参考答案;多媒体课件提供背景知识、文化信息、语言点讲解以及与课文相关的文本、音像资料等;MP3 光盘提供课文与生词的录音。

前 言

本套教材针对全日制非英语专业大学本科生编写,以教育部颁发的《大学英语课程教学要求》为指导,在设计与编写中力求从学生的实际需求出发,以学生的学习与发展为根本,充分体现了《大学英语课程教学要求》所倡导的教学原则、内容和方法。同时,本套教材在编写理念和设计上借鉴并采纳了近几年来的先进教学实践成果和优秀教材编写范式。

本套教材共分四册,每一册由八个单元组成,每一单元有三篇文章,围绕一个主题,内容彼此联系。选文力求新颖、睿智、励志、经典。体裁丰富多样,既有经典的文学佳作,也有优美的时文。语言地道,内容新颖,贴近学生生活,反映时代潮流。

从教材特色上来看,本套教材每篇课文都设计了精练的导读,使学生整体把握课文的提要,尽快进入该课文的主题。每一单元中的第二篇和第三篇文章前设置了阅读速度自测,以帮助学生监控自己的阅读速度,培养阅读策略,提高阅读技能和自主学习能力。

每一单元的三篇文章难度合理,并具有梯度性,其中第一篇文章为精读课文,第二篇和第三篇为泛读课文,但难度不同,方便不同层次的学生使用。同一级别的学生也可以根据不同材料实现精读、泛读等不同阅读目的,充分满足了个性化、分层外语教学的需求,方便教师根据不同层次的教学对象合理选择,并灵活实施不同的教学方案。

课后练习题的设计从学生的实际水平出发,遵循循序渐进的原则,着重培养学生的听、说、读、写、译等各项技能。多项练习与现行的大学英语四级考试题型紧密结合,以帮助学生提高语言应用的综合能力和应试能力。

全套教材对每册词汇的分布做了严格的筛选。编写中参照普通高中英语课程标准词表和大学英语课程教学要求词表,使用 Paul Nation 的词汇分布分析软件,使每册书中的词汇分布得到有效控制。每篇课文后的生词根据一定的标准进行了分类。其中,无符号标记的词汇为一般要求词汇;★标记的词汇为较高要求词汇;▲标记的词汇为更高要求词汇;●标记的词汇为超纲词汇。

除此之外,本套教材还配有教师用书、多媒体课件和 MP3 光盘。教师用书提供课文的参考译文和课后练习参考答案;多媒体课件提供背景知识、文化信息、语言点讲解以及与课文相关的文本、音像资料等;MP3 光盘提供课文与生词的录音。

本套教材是 2014 年度江苏省高校哲学社会科学研究项目成果(项目名称:江苏省独立学院学生英语水平动态调研以及配套教材建设——以四所学院为例。项目批准号:2014SJD127),得到了省教育厅和南京师范大学的支持和资助。此外,本套教材在编写过程中得到了南京师范大学外国语学院马广惠教授的指导和帮助,在此表示衷心感谢!

由于水平有限,经验不足,教材中难免存在一些问题和不足之处,敬请各位专家、同行批评指正,以便我们再版时改进。

编委会

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Unit 1 Choice

Text A Citizens of the Land of Opportunity

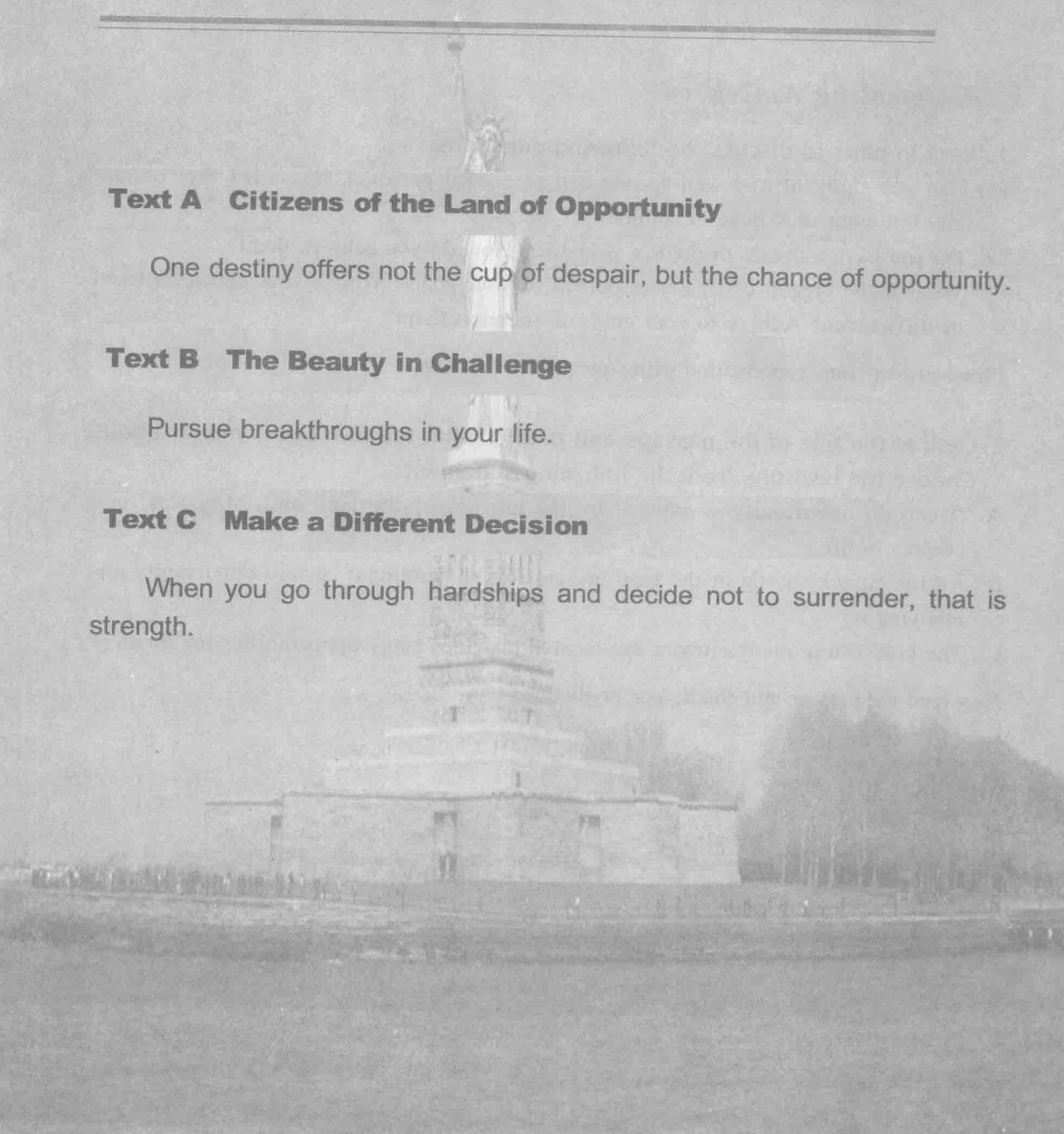
One destiny offers not the cup of despair, but the chance of opportunity.

Text B The Beauty in Challenge

Pursue breakthroughs in your life.

Text C Make a Different Decision

When you go through hardships and decide not to surrender, that is strength.





如果我们能够为我们所认定的伟大目标去奋斗,而不是抱怨为什么这个世界让自己不快乐的话,那么这才是一种真正的乐趣。力争成为时间的主人、命运的主宰和灵魂的舵手。

Pre-reading Activities

1. Work in pairs to discuss the following questions.

- (1) Can you think of any well-known and successful persons? Please list their names and tell what they have in common.
- (2) Do you have a dream or goal in your life? How do you achieve them?
- (3) What is the biggest difficulty in pursuit of your goals? What's your choice in front of difficulties? Adhere to your goals or abandon them?

Please present your conversation with your partner in class.

2. Look at the title of the passage and predict what the passage is mainly about. Choose the best one from the following statements.

- A. A certain opportunity is enjoyed by the citizens of the land and influences their choices in life.
- B. All the citizens living in the land are capable of holding a certain opportunity and enjoying it.
- C. The land where many citizens are located provides many opportunities for them.

Now read the passage and check your prediction.

Text A

Citizens of the Land of Opportunity

- 1 “We hold these truths to be self-evident; That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are



life, liberty, and the pursuit of happiness.”—*The Declaration of Independence*, July 4, 1776.

2 You and I are the recipients of many precious gifts bought by others. Whatever our situations and backgrounds are, we enjoy a freedom still only dreamed of in many parts of the world.

3 But in the midst of the familiar words of *The Declaration of Independence*, there’s another phrase that goes mostly unnoticed. Thomas Jefferson wrote:

4 “All experience has shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.”



5 It’s another way of saying that, sadly, most people simply aren’t motivated enough to do anything to change the status quo—even if it’s awful, even if they despise it, even if it’s slowly killing them. It’s another way of saying the “comfort zone” rules.

6 Because freedom and opportunity are our day-to-day reality, we often take them for granted in a way that people in many parts of the world find astonishing, even unthinkable. We keep ourselves ignorant of the true value and meaning of these gifts. And we too often waste them by not clearly seeing how precious they are and ACTING upon that—by not reaching out and taking hold of the opportunity that surrounds us and is part of the very air we breathe; the opportunity for life itself—better life and life under no one’s thumb.

7 As citizens of the Land of Opportunity, though, we have a sacred responsibility NOT to waste what’s been given to us, bought with the blood and sweat of those who went before and longed for by millions around the world. We have a responsibility to lay hold of that limitless opportunity, burst out of our stifling “comfort zones”, and make the most of our freedom—to be, do, and have all we need for all the life we are capable of living.

8 We have an obligation to create our own success and the opportunity to help others do the same and to weave ALL our individual successes into the glorious, unfinished tapestry of this country’s past, present, and future.

9 Just yesterday a very wise person told me, “If you don’t have a dream and a goal that you’re actively working toward, you are trading your life for nothing.”



- 10 Think of the signers of the Declaration or of any great achiever in any field of endeavor in any country—anyone you admire, anyone who is successful. What do they all have in common besides dreams, vision, goals, purpose? They all have something called discipline, a word that immediately frightens or repels many (perhaps most) people because when they see or hear it, they think “punishment”, “deprivation”.
- 11 They resist the notion of self-discipline because they think it constricts them; they prefer no rules, no plans—just “freedom”. Ironically, though, that kind of “freedom” is simply the right to remain in the “comfort zone” where mediocrity is king. And discipline is the key that unlocks those chains.
- 12 What discipline really means is simply this: The ability to give yourself a command and then do it—“to see the job through”.
- 13 First you need a plan (command), then action (follow-through). To do that, you need something that’s bigger than yourself to motivate you—your dream, vision, goal, and your purpose. True COMMITMENT to those things, then, means taking ACTION consistently daily; giving yourself a command and following through. And to follow through is a definition of the word, “succeed”.
- 14 Without this commitment born of your own innermost desires, dreams and goals remain empty wishes. Vision becomes a pathetic pipedream. And purpose? There is none.
- 15 You already have within you everything you need to achieve everything you truly want. You are more powerful than you can imagine. But only you can take the action to set that power—and yourself—free.
- 16 What do YOU want for your life—for yourself, your loved ones, your community, country, world? What’s your DREAM, VISION, GOAL?
- 17 Why do you want those things? What’s your PURPOSE?
- 18 What price are you willing to pay? Are you COMMITTED?
- 19 Do you have a plan? Are you taking ACTION—DAILY action in following through on your commitment to your own vision and purpose?
- 20 We’re at the halfway point of the year. We’re at the time when we celebrate and commemorate one of the world’s great acts of vision, purpose and commitment.
- 21 We are at the moment of decision, and you are next in line, facing YOUR choice: Submit to the chains of mediocrity and a lifetime of settling for less than you are capable of being, doing, and having—or claim your power, break free of the insidious oppression of the “comfort zone”, and declare your own independence and right to



life, liberty, and the pursuit of happiness as YOU define it.

22 The paper is before you. The pen is in your hand.

23 Will you sign?

New Words

• self-evident /'self'evidənt/	a.	不言而喻的; 不证自明的
creator /kri'eɪtə/	n.	创造者; 创建者
• unalienable /ʌn'eɪlənəbl/	a.	不可剥夺的
• recipient /rɪ'sɪpiənt/	n.	容器; 接受者; 容纳者
	a.	容易接受的, 感受性强的
* midst /mɪdst/	n.	当中, 中间
	prep.	在……中间(等于 amidst)
disposed /dɪ'spəʊzd/	a.	有……倾向的; 打算做……的; 有某种健康状态的
• sufferable /'sʌfərəbl/	a.	可忍耐的; 可容忍的; 可忍受得了的
ignorant /'ɪgnərənt/	a.	无知的; 愚昧的
thumb /θʌm/	n.	拇指
	vt.	翻阅; 以拇指拨弄; 作搭车手势; 笨拙地摆弄
	vi.	用拇指翻书页; 竖起拇指要求搭车
• limitless /'lɪmlɪs/	a.	无限制的; 无界限的
▲ stifling /'staɪflɪŋ/	a.	令人窒息的; 沉闷的
obligation /ˌɒblɪ'geɪʃn/	n.	义务; 职责; 债务
• tapestry /'tæpəstri/	n.	织锦; 挂毯; 绣帷
	vt.	用挂毯装饰
* repel /rɪ'pel/	vt.	击退; 抵制; 使厌恶; 使不愉快
• deprivation /ˌdeprɪ'veɪʃn/	n.	剥夺; 损失; 免职; 匮乏; 贫困

* 单词表中一般要求词汇无标记, 较高要求词汇标记为“★”, 更高要求词汇标记为“▲”, 超纲词汇标记为“●”。



• self-discipline /'self'disəplɪn/	n.	自律;自我修养;自我训练
* constrict /kən'strɪkt/	vt.	压缩;束紧
• mediocrity /ˌmiːdɪ'ɒkrəti/	n.	平庸之才;平常
unlock /ˌʌn'lɒk/	vt.	开启;开……的锁;表露
	vi.	解开;解除锁定;被开启
• consistently /kən'sɪstəntli/	ad.	一贯地;一致地;坚实地
• innermost /'ɪnəməʊst/	a.	内心的;最里面的,最深处的;秘密的
* pathetic /pə'θetɪk/	a.	可怜的,悲哀的;感伤的;乏味的
• pipedream /paɪpdri:m/	n.	白日梦,幻想
halfway /ˌha:f'wei/	ad.	到一半;在中途
	a.	中途的;不彻底的
* commemorate /kə'meməreɪt/	vt.	庆祝,纪念;成为……的纪念
• insidious /ɪn'sɪdiəs/	a.	潜伏的;隐蔽的;埋伏的
• oppression /ə'preʃn/	n.	压抑;镇压;压迫手段;沉闷;苦恼

Phrases and Expressions

status quo	现状
day-to-day	日常的;逐日的
under no one's thumb	不受制于人,不受人控制
make the most of ...	充分利用,尽量利用
follow through	坚持到底;完成球棒击球后的弧形动作

Proper Names

Jefferson /'dʒefəsn/	杰弗逊(姓氏)
Thomas /'təməs/	托马斯(男子名);多马(耶稣十二门徒之一)

Exercises

Reading and Appreciating

◆ I. Read the following paragraphs aloud to appreciate them.

As citizens of the Land of Opportunity, though, we have a sacred responsibility NOT to waste what's been given to us, bought with the blood and sweat of those who went before and longed for by millions around the world. We have a responsibility to lay hold of that limitless opportunity, burst out of our stifling "comfort zones," and make the most of our freedom—to be, do, and have all we need for the life we are capable of living.

We have an obligation to create our own success and the opportunity to help others do the same and to weave ALL our individual success into the glorious, unfinished tapestry of this country's past, present, and future.

Just yesterday a very wise person told me, "If you don't have a dream and a goal that you're actively working toward, you are trading your life for nothing."

Reading and Understanding

◆ II. Give brief answers to the following questions, using your own words as much as possible.

1. What does the word "opportunity" mean in the title?
2. Is the opportunity born with everyone in the world? Why or why not?
3. What does Thomas Jefferson want to tell people in his another phrase that goes mostly unnoticed?
4. What's the meaning of "comfort zone" rule?
5. Why do we pay little attention to the true value and meaning of freedom and opportunity?
6. What's the obligation of citizens of the Land of Opportunity according to the author?
7. Why does the word "discipline" immediately frighten many people according to the author? What's the author's opinion about their view of freedom?
8. How to be successful according to the text?



Vocabulary Focus

◆ III. Match the words in the box with their definitions.



ignorant	thumb	obligation	stifling
repel	constrict	pathetic	commemorate

1. to successfully fight sb. who is attacking you, your country, etc. and drive them away
2. making you feel pity or sadness
3. (of/about sth.) lacking knowledge or information about sth.
4. to remind people of an important person or event from the past with a special action or object
5. oppressive due to a lack of fresh air
6. the short thick finger at the side of the hand, slightly apart from the other four
7. to limit or restrict what sb. is able to do
8. the state of being forced to do sth. because it is your duty, or because of a law, etc.

◆ IV. Fill in the blanks with the words given below. Change the form where necessary. You may not use any of the words in the box more than once.



ignorant	thumb	mediocrity	stifling
repel	constrict	obligation	commemorate
pathetic	insidious		

1. She feels that my apologies are _____ and not heartfelt.
2. I can't tell you what pain I feel when I see how much my mother is under my father's _____.
3. A man may be _____ of the arts and yet have every virtue under the sun.
4. Rebecca, a fan of Apple products, said that she would buy such products for _____ purposes without considering if they are fakes or not.
5. The negative poles of two magnets will _____ each other.
6. We were _____ in that hot room with all the windows closed.
7. People are judged by their aspirations and integrity, not by their riches. Nothing is more _____ than losing one's integrity.