

新

英语教程

第四版

New English Course

Fourth Edition

Reading, Writing & Translation

Student's Book

Book Four

丛书主编 吕中舌

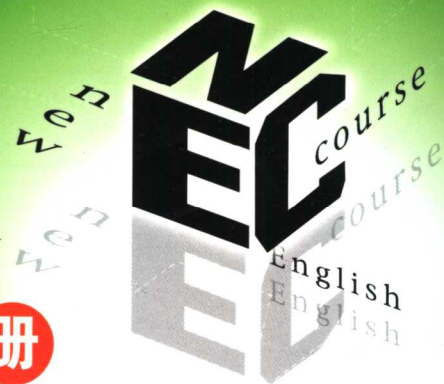
丛书副主编 何福胜 张文霞

# 读写译

学 生 用 书 第 4 册

主编：庞红梅

编者：杨莉 胡阳 覃学岚 高满满



清华大学出版社

# 新

## 英语 教程

### 第四版

丛书主编 吕中舌

丛书副主编 何福胜 张文霞

# 读写译 学生用书

## 第 4 册

Reading, Writing & Translation

Student's Book

Book Four

主编：庞红梅

编者：杨莉 胡阳 覃学岚 高满满



清华大学出版社

北京

## 内 容 简 介

《新英语教程(第四版)》以教育部最新颁布的《大学英语课程教学要求》为编写原则,分为“听说”和“读写译”两大系列。本书为“读写译”系列第四册,包括8个单元。每个单元分Part A、Part BI、Part BII和Part C。Part A包括精读、写作和翻译三大版块。Part B为泛读,用来扩大阅读量和训练阅读流利程度。Part C为阅读技巧的讲解。三部分都配有各种形式的练习,以提高学习者的语言运用能力。

本书适合大学英语二年级的学生及同等水平的广大英语爱好者。

版权所有,翻印必究。举报电话:010-62782989 13501256678 13801310933

### 图书在版编目(CIP)数据

新英语教程读写译学生用书. 第4册/吕中舌主编. 庞红梅等编. —4版. —北京:清华大学出版社, 2005. 11

ISBN 7-302-11991-0

I. 新… II. ①吕… ②庞… III. ①英语—阅读教学—高等学校—教材 ②英语—写作—高等学校—教材 ③英语—翻译—高等学校—教材 IV. H31

中国版本图书馆CIP数据核字(2005)第119611号

出 版 者: 清华大学出版社

<http://www.tup.com.cn>

社 总 机: 010-62770175

地 址: 北京清华大学学研大厦

邮 编: 100084

客户服务: 010-62776969

责任编辑: 徐梦非

印 刷 者: 北京四季青印刷厂

装 订 者: 三河市化甲屯小学装订二厂

发 行 者: 新华书店总店北京发行所

开 本: 185×230 印张: 21.25 字数: 433千字

版 次: 2005年11月第4版 2005年11月第1次印刷

书 号: ISBN 7-302-11991-0/H·724

定 价: 32.00元



## 第四版前言

英语教程(第四版)

第四版《新英语教程》(*New English Course*)是一套全国通用的大学英语教材,由清华大学外语系根据2004年教育部颁发的《大学英语课程教学要求》主持编写。它总结了清华大学及一些兄弟院校近二十年的教学实践经验,经广泛征求学生和教师意见,对原教材进行了多方面的修改与完善,是我们对现代语言教学理论、教学方法以及《大学英语课程教学要求》理解的具体体现。希望我们的第四版《新英语教程》对兄弟院校的大学英语教学、语言测试和评估能尽绵薄之力。

《新英语教程》是我国大学外语界具有广泛影响的教材之一。《新英语教程》第一版在1987年首次由清华大学出版社出版,1992年荣获国家教委优秀教材奖。为体现语言的时代性,我们先后对此教材作过多次修订。第二版面世于1994年。第三版出版于1999年。第三版的《新英语教程》荣获两项大奖:2001年北京市政府颁布的北京市教育教学成果二等奖;2002年教育部颁布的全国普通高等学校优秀教材二等奖。目前,《新英语教程》系列教材是清华大学大学英语国家级精品课的主干教材。

随着我国改革开放的不断深入,大学英语教学也经历了无数次的变革。无论是学校或社会用人单位都对大学生的英语水平有很高的期待,这就促使大学英语教学必须不断改进、不断提高。2004年教育部颁布的《大学英语课程教学要求》又对大学英语教学提出了新的目标。为全面贯彻《大学英语课程教学要求》的主旨,我们再次对《新英语教程》进行修订,编写出版了此套第四版《新英语教程》。

- 新的《大学英语课程教学要求》在教学目标中指出大学英语应注重培养学生的语言综合运用能力,为贯彻执行这一精神,我们将

培养学生的语言“综合运用能力”作为第四版《新英语教程》的主要突出的特点，我们在指导思想和编写原则方面都将围绕这一特点展开。通过一段时间的调研，我们发现以往教材对说、写、译重视不够，对语言的五种技能（听、说、读、写、译）衔接不够。因此我们对《新英语教程》（第三版）系列教材重新整合：将写作与阅读紧密地结合在一起，扩展了翻译部分，从而形成主干教材为读写译和听说两部分。听说部分也在原有基础上加大了口语交流和表达的比例。这样，我们一方面淡化培养学生被动接受的能力，将重点放在培养学生的产出能力，注重学生口笔头交际能力的培养，从而提高学生语言的各项技能和综合运用语言的能力。

- 在对部分任课教师及学生调研的基础上，保留了第三版比较受欢迎的文章，补充了一些精选的内容，补充新课文数量在30%~50%左右，各册不同：第一册新增课文多达50%，目的是让读者有耳目一新的感觉；其余各册均在30%以上。听说教材增加了说的比例，且替换内容也在30%以上。教参不但指出各课的重点和难点，并给出较详为尽具体的教学参考步骤。更值得一提的是我们在翻译和写作部分加大了力度。我们不仅提供了范文，而且还提供了相当一部分学生真实的翻译和写作样本，并对这些样本作了大量的分析和评论。目的是让老师在教学过程中有的放矢；学生在学习过程中引以为戒，取长补短。

1. “综合运用能力”是此教材强调和突出的特点。我们不仅强调听说读写译五项技能全面发展，同时还强调五项技能的衔接性和互补性。
2. 英语教学不仅要教授学生语言的技能，同时也要教授学生世界文化方面的知识，以开阔学生的眼界，拓宽学生的知识面。同时，为体现“授人以渔”，我们在传授国际文化的同时，特别注重培养学生的文化意识，以提高学生的文化素养，更好地做好国际交流工作。
3. 在教学方法和教学模式方面我们主要采用传统教学法与交际法，既有知识输入的环节，又有输出操练的环节，同时我们也不摒弃其他模式，如：增加了利用网络查询知



识点等网络自主化学习的模式,使学生在语言使用中提高技能。

4. 该套教材倡导学生自主学习。我们不仅在每册目录中,为学生提供了一份内容框架图,其中包括每一单元文章的主题、体裁、语言难点、语法重点,阅读技能、翻译技能及写作技能的要求。同时,还在每单元开始之前列出本单元具体的教学目标和课文导读,学生既可以有目的地去学习,也可在每一单元学习结束后检查自己对所要求内容掌握的情况。
5. 坚持选材的真实性、趣味性和前瞻性。阅读图文并茂,听力材料有真实背景音,使学生置身于更真实的语言环境中。注重将知识性和趣味性相结合,充分调动学生的学习热情和主观能动性。将替换掉的文章用最新的时文来取代,以体现语言的时代感,与时俱进。
6. 在课文选材的长度和词汇要求方面,严格按《大学英语课程教学要求》的尺度来衡量。对积极词汇有标示和演练。
7. 练习在总体设计方面以国内外外语教学理论为指导,形式采用流行的 task-based approach,并力求最大限度地培养学生的思维能力,即 thinking skills。
8. 学练结合,强调可操练性,让学生在学中练,练中学。练习紧密结合课文内容合理编排设计。课文是范例,是学生模仿的对象,在掌握课文的基础上,学生要举一反三,直至掌握范例中的语言技巧。听、说、读、写、译各项技能既独立操作又互相渗透,以培养学生综合的语言技能和语言运用的能力。
9. 翻译和写作不仅有简明扼要的知识点讲解,还提供了与课文紧密结合的练习和学生真实译作的实例。并且,我们还在教参中提供了范文及比较详尽的评语和解释。
10. 教参具有较强的针对性和操作性,对每一教学步骤我们都提供了具体的参考意见。
11. 在配套 CD-ROM 中,适当扩充趣味性内容,以及学习方法的引导。

本套第四版《新英语教程》包含《读写译》学生用书、教师用书;《听说》学生用书、教师用书;《新英语教程》学生必备;语法全一册及光盘版《新英语教程》。

# PREFACE

《读写译》学生用书共4册，每册8个单元。每个单元包括5部分内容：

- 1) 课文A及综合练习
- 2) 翻译技巧及练习
- 3) 写作技巧及练习
- 4) 两篇课文B及练习
- 5) 阅读技巧

《读写译》教师用书亦分为4册，内容包括：

- 1) 课文背景知识介绍
- 2) 课堂组织建议
- 3) 语言难点解析
- 4) 练习答案
- 5) 写作范文及解析
- 6) 翻译参考答案及解析
- 7) 精泛读课文参考译文

《听说》学生用书共4册，每册16个单元，两套测试题。《听说》除更换了30%的内容外，还相当程度地增加了说的比重。《听说》教师用书亦分为4册，内容包括：

- 1) 课文背景知识介绍
- 2) 课堂组织建议
- 3) 语言难点解析
- 4) 练习答案
- 5) 听力原文资料

第四版《新英语教程》在编写过程中得到了清华大学外语系、清华大学教务处及清华大学出版社的大力支持；也得到了一些兄弟院校的鼓励和非常有建设性的意见和建议。在此我们谨向有关单位和同仁表示最衷心的感谢！在《新英语教程》第四版出版之际，编委会特向《新英语教程》第一版、第二版及第三版的编者们表示最诚挚的谢意，感谢他们近

英语教程(第四版)

二十年来为《新英语教程》所付出的关爱、劳动和智慧。

最后,我们真诚地欢迎我们的前辈、同行对这套教材的缺点和不足提出宝贵的意见和建议。

《新英语教程》(第四版)编写委员会

2005年5月于清华园



# CONTENTS

## Unit

### 1 Work

#### Articles

Why People Work

Standards and Security

Four Minutes That Get You Hired

#### Genre/Style

Exposition

#### Word Power

The Usage of "it"

#### Grammar Focus

Emphatic Sentences

#### Reading Skill

Résumés

#### Writing Skill

Résumés

#### Translation Skill

Text/Discourse Translation (1)

### 2 Fashions/Clothes

41

#### Articles

Clothes Make the Man

Style's Hidden Persuaders

Fashion Merchandising

#### Genre/Style

Narration and Description

#### Word Power

Verb Phrases

#### Grammar Focus

a. Subjunctive Mood

b. V-ing Phrase as an Adverbial

#### Reading Skill

Announcement and Greeting Cards

#### Writing Skill

Autobiography

#### Translation Skill

Text/Discourse Translation (2)

**Articles**

Who Owns English?  
 Big Blunders from Big Business  
 On a Wing and a Hotel Room

**Genre/Style**

Exposition

**Word Power**

Word Families

**Grammar Focus**

Subjunctive Mood

**Reading Skill**

Classified Ads

**Writing Skill**

Application Letter

**Translation Skill**

Text/Discourse Translation (3)

**Articles**

Cross-Cultural Adjustment  
 Understanding Americans  
 How People Communicate

**Genre/Style**

Exposition

**Word Power**

Noun Prefixes

**Grammar Focus**

“such as” and “such... as”

**Reading Skill**

Menus

**Writing Skill**

Abstract

**Translation Skill**

Cautions To Be Taken in C-E Translation

## Unit

5

145

6

181

### Articles

Clear Only if Know  
What Winners Know  
Friends, Good Friends — and Such  
Good Friends

### Genre/Style

Argumentation; Cause and Effect;  
Division and Classification

### Word Power

Word Formations

### Grammar Focus

Inverted Order

### Reading Skill

Health Emergency Instruction

### Writing Skill

Topic-Sentence Composition  
Key-Word Composition

### Translation Skill

Expansion and Condensation

### Articles

How to Avoid Foolish Opinions?  
Superstitious? Here's why!  
Listen to What You're Saying

### Genre/Style

Exposition

### Word Power

“super”, “un-”, “uni-”, “sub-”, “self”,  
“in”, “de-”, as Prefixes

### Grammar Focus

Subjunctive Mood  
Parallel Structure

### Reading Skill

Questionnaires

### Writing Skill

Using Graphs and Statistics

### Translation Skill

Translation of Attributes and Attributive  
Clauses (2)

### Articles

The Quick Fix Society  
The Fine Art of Complaining  
The Fine Art of Self-Handicapping

### Genre/Style

Organizing Contrasts and Comparisons

### Word Power

Words Indicating Speed

### Grammar Focus

-ing Forms with Different  
Functions

### Reading Skill

Technology Instructions

### Writing Skill

Reading Report

### Translation Skill

Translation of Idioms

### Articles

On Getting Off to Sleep  
Life, Death and an Avalanche  
Case Study: Harvard University's  
Core Curriculum

### Genre/Style

Description/Narration

### Word Power

The Usage of "it"

### Grammar Focus

Comparatives

### Reading Skill

Introduction of Library and Technology  
Facilities

### Writing Skill

Writing in Major Tests

### Translation Skill

Translation of Common Figures of Speech

# Unit

# 1

# Work

## **Aims and Objectives**

In this unit you will learn:

1. Genre/Style: Exposition
2. Word power: The Usage of "it"
3. Grammar Focus: Emphatic Sentences
4. Writing Skill: Résumés
5. Translation Skills: Text / Discourse Translation (1)
6. Reading Skill: Résumés

## **Brief Introductions to the Texts**

The three passages in this unit are designed to be examples of expository writings, i.e. to present information. The first passage, "Why People Work", explains that most people are aware that work provides material things needed to sustain life, but are much less conscious of the extent to which it provides for psychological needs. Historically work has taken on a negative connotation. In the past much of the work was done by slaves. Work was a punishment. However, more recently psychologists and behavioral scientists have begun to focus on the positive aspects of work. Work is a source of satisfaction and gives people a sense of accomplishment. Work often gives people a chance to show that they can overcome problems and they enjoy proving their competence.

In the second passage the author talks about issues of copyright as they relate to the Internet. Most countries of the world have copyright laws, but they were written to regu-

## **Work**

late the use of printed or “analogue” materials not digital transmissions. When any information is accessed on the Internet a copy is made into the computer. The author indicates that this copy, assuming that it has been legally accessed, is not a violation of copyright, but recommends asking permission to copy. In the United States the Digital Millennium Copyright Act has been adopted to protect Intellectual Property Rights. Other countries may also develop similar laws. The author points out that even with laws which prohibit copying it is almost impossible to prevent. Privacy and Security are also discussed in the passage. Email, one of the largest uses of the Internet, is not private. Encryption programs have been developed to help obtain privacy, however, it is estimated that over 20 percent of network messages are copied and stored by someone other than the sender or the intended recipient.

The author of “Four Minutes That Get You Hired” argues that first impressions are often lasting ones. Opinions about what kind of person you are are formed by others in the first four minutes after you meet. Advice is given to prospective employees regarding interviews for employment. You should look your best, monitor your body language, and say what you mean.

# **Part A**

## **Intensive Reading**

## **Reading**

### **Pre-Reading**

**Try to imagine how you would fill 24 hours a day, every day, if you didn't have to work.**

- Go off to the beach in summer, the movies in winter, watch TV on rainy days.
- Stay at school, pursuing studies.

- Read a lot of books or magazines.
- Sleep and do housecleaning.
- Travel all over the world.
- ...

***But would you? Where would the money come from to pay your bus fares, to get into the movies, to buy your TV or to pay for the electricity, or buy your books? So, in our society, is MONEY the NUMBER ONE reason for working!? Have a discussion with your partner about it.***

***Look at this list of "rewards" that people might get from work, discuss them with your partner, pick out and number in ORDER of IMPORTANCE your TOP FIVE reasons to work.***

- lets me use my special abilities, skills and knowledge
- makes me feel that I'm doing something useful
- keeps me busy and helps fill the time
- lets me be creative
- involves doing a variety of tasks
- allows me to meet a lot of people
- lets me experience new things and learn more
- lets me accomplish things as a result of my efforts
- allows me to be responsible
- gives me power/influence over others
- provides opportunities to make friends
- lets me help people
- provides money
- allows me to be with others
- provides physical activity for me
- allows me to contribute to the community
- lets me control my own time
- allows me to satisfy my other needs
- offers me chances for improvement and/or promotion
- allows me to be known and liked by many people



## Why People Work

Jobs and work do much more than most of us realize to provide happiness and contentment. We're all used to thinking that work provides the material things of life — the goods and services that make possible our version of modern civilization. But we are much less conscious of the extent to which work provides the more intangible, but more crucial, psychological well-being that can make the difference between a full and an empty life.

Why is it that most of us don't put work and human satisfaction together, except when it comes to the end product of work: automobiles and houses and good food?

It's always useful to blame someone else, and the Greeks of the ancient world deserve some blame here. At that time work was restricted to slaves and to those few free citizens who had not yet accumulated adequate independent resources. The "real" citizens of Greece — whom Plato<sup>1</sup> and others talked about — expected to spend their time in free discussion and contemplation.

Historically, work has been associated with slavery and sin, compulsion and punishment. And in our own day we are used to hearing the traditional complaints: "I can't wait for my vacation." "I wish I could stay home today." "My boss treats me poorly." "I've got too much work to do and not enough time to do it." Against this backdrop, it may well come as a surprise to learn that not only psychologists but other behavioral scientists have come to accept the positive contribution of work to the individual's happiness and sense of personal achievement. Work is more than a necessity for most human beings;

Which is the thesis sentence of the passage?

What is the relationship between Par. 2 and 3?

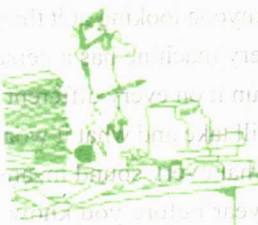
What does "backdrop" refer to?

1. **Plato** /pleitau/: (427 – 347BC) Greek philosopher, who had a very great influence on European philosophy. He explained his ideas in the form of dialogue. After Socrates' (his teacher) death he established a school called the Academy, where Aristotle was one of his students. His most famous work is *The Republic*, which is mainly about the perfect state and form of government.

it is the focus of their lives, the source of their identity and creativity.

For large numbers of people, the absence of work is debilitating. Retirement often brings many problems surrounding the “What do I do with myself?” question, even though there may be no financial  
30 cares. Large numbers of people regularly get headaches and other psychosomatic illnesses on weekends when they don’t have their jobs to go to, and must take care of themselves. It has been observed that unemployment, quite aside from exerting financial pressures, brings enormous psychological discomfort and that many individuals de-  
35 riorate rapidly when jobless.

But why? Why should work be such a significant source of human satisfaction? A good share of the answer rests in the kind of pride that is stimulated by the job, by the activity of  
40 accomplishing. After all, large numbers of people continue working when there is no financial or other compulsion. They are independently wealthy; no one would be surprised if they spent their time at leisure. But something inside drives them to work: the unique satis-  
45 factions they derive from it.



### Pride in Accomplishment

The human being longs for a sense of being accomplished, of being able to do things, with his hand, with his mind, with his will. Each of us wants to feel he or she has the ability to do something that  
50 is meaningful and that stands outside of us as a tribute to our inherent abilities. This extension of ourselves—in what our hands and minds can do — fills out our personality and expands our ego.

It is easiest to see this in the craftsman who lovingly shapes some base material into an object that may be either useful or beautiful or  
55 both. You can see the carpenter or bricklayer stand aside and admire the product of his personal skill.

We’ve watched programmers and engineers work fifteen and eighteen hours at a stretch, seven days a week, when a job really got tough and they knew that a crucial deadline had to be met, or when a  
60 major project would fail unless some tough problems were solved.

What’s the function of the following paragraphs?