

总主编
俞东明

新 国标 大学英语

4

读写译

执行总主编：李华东
主 编：张莱湘

清华大学出版社

总主编
俞东明

新 国标 大学英语

4

读写译

执行总主编：李华东
主 编：张莱湘
副 主 编：刘 芳 高 靖
编 者：张莱湘 刘 芳 高 靖 杜耀梅
姚宏晖 宋利辉 罗 勤 吕 行
徐 嘉 许慧洁

清华大学出版社
北 京

本书封面贴有清华大学出版社防伪标签，无标签者不得销售。

版权所有，侵权必究。侵权举报电话：010-62782989 13701121933

图书在版编目（CIP）数据

新国标大学英语读写译.4 / 俞东明总主编；张莱湘主编. —北京：清华大学出版社，2018
ISBN 978-7-302-43944-8

I. ①新… II. ①俞… ②张… 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. ①H31

中国版本图书馆 CIP 数据核字（2016）第 115057 号

责任编辑：张歆秋 朱琳

封面设计：平原

责任校对：王凤芝

责任印制：李红英

出版发行：清华大学出版社

网 址：<http://www.tup.com.cn>, <http://www.wqbook.com>

地 址：北京清华大学学研大厦 A 座 邮 编：100084

社总机：010-62770175 邮 购：010-62786544

投稿与读者服务：010-62776969, c-service@tup.tsinghua.edu.cn

质量反馈：010-62772015, zhiliang@tup.tsinghua.edu.cn

印 装 者：清华大学印刷厂

经 销：全国新华书店

开 本：210mm×285mm 印 张：9.5 字 数：248 千字
(附光盘一张)

版 次：2018 年 1 月第 1 版

印 次：2018 年 1 月第 1 次印刷

定 价：49.00 元

产品编号：065999-01

《新国标大学英语系列教程》(以下简称“《新国标》”)是编者认真学习即将颁布的《大学英语教学指南》(以下简称“《指南》”)并结合全国各地大学英语教学改革的经验后,为我国普通高等院校大学生量身定做的一套通用英语系列教程。

一 教材特色

根据《指南》精神,《新国标》务求体现以下三大特色:

1 定位通用英语, 针对基础目标

《指南》提出“根据我国现阶段基础教育、高等教育和社会发展的条件现状,大学英语教学目标分为基础、提高、发展三个等级”,并且建议“大学英语教学的主要内容可分为通用英语、专门用途英语和跨文化交际三个部分,由此形成相应的三大类课程”。《新国标》将教学内容定位于通用英语,将教学目标定位于基础等级,兼顾提高等级,主要体现在课文难度控制和丛书总体设计两个方面。

首先,在素材选择上严格控制语言难度,采用美国军方、司法部门、政府和教育机构广泛使用的 Flesch-Kincaid Readability Test 测出素材可读性,并将其折算成的 Flesch-Kincaid Grade Level 作为素材难度筛选指标,将难度严格控制在高考试卷与大学英语四六级考试语言难度之间,从易到难,确保普通高中毕业生升入大学后通过学习《新国标》能够顺利通过大学英语四六级考试。

其次,丛书总体设计采用主题与语言技能融合模式。选择《指南》中建议的社会、文化和科学主题,采用主题教学模式,每个单元的素材围绕同一主题展开。语言技能设置紧扣《指南》基础目标,兼顾提高目标,并将语言技能与各单元主题有机融合,让学生不仅可以通过课文潜移默化地习得语言技能,还可以通过显性的方式对语言技能进行有针对性的系统训练,从而有效地巩固和提高这些技能。

2 传递快乐情绪, 提供友好体验

《新国标》坚持“兴趣第一”的原则,力求给学生带来快乐的学习体验。教材语言生动有趣,内容密切结合大学校园生活,在时间上适度拓展到学生的生活经历和未来发展,在空间上适度辐射到学生的心理活动和象牙塔外的大千世界。素材多以学生喜闻乐见的多媒体方式呈现。练习设计上倡导“以教师为主导,以学生为主体”的师生关系和“任务式、合作式、探究式和项目式”的教学方式。

在细节处理上,《新国标》充分贯彻“用户友好”理念,方便师生使用。

- **生词和注释标注:** 在学生用书上当页标注生词和注释,以免给学生带来翻页查找的不便。
- **图形化标识:** 音频、视频和课堂活动形式均有图标,便于课堂组织教学。
- **标题化指示:** 单元模块、课文和练习均提供简明的 sentence case 格式标题,令人一目了然。
- **教师用书编排设计:** 教师用书包含学生用书,左右对照呈现学生用书和教师用书内容,方便教师上课。
- **教学资源建设:** 《新国标》提供丰富的网络资源、配套试卷和答案等,便于教师选用。

3 开展跨文化交际，开发批判性思维

《指南》多处强调跨文化交际能力培养，指出，“大学英语课程重要任务之一是进行跨文化教育”，并提出，提高跨文化交际能力不单是跨文化交际课程的任务，在通用英语课程中也需要“增加学生的社会、文化、科学等基本知识，拓宽国际视野，提升综合文化素养”。

《新国标》将跨文化交际能力培养落实到“跨文化主题”、“跨文化语境”和“高级别问题”三个方面。首先，选取能体现中西文化差异的素材。其次，在素材处理和交际活动设计上体现跨文化语境，提供相关文化背景。设计交际活动时，尽量将学生置于与英语母语者对话的语境之中，潜移默化地培养学生的文化敏感性、文化宽容性和文化策略性。最后，拓展类活动中包含分析、综合、推理、辨别、评价和反思等类型的高级别问题，提高学生的批判性思维能力。

二 教材架构

《新国标》包含读写译和视听说两个子系列，每个子系列含4册学生用书和4册教师用书，共有16册书。教材架构、主题和语言技能设置见下表。

读写译	视听说	主题	语言技能设置
《读写译1 学生用书》 《读写译1 教师用书》	《视听说1 学生用书》 《视听说1 教师用书》	大学教育、衣食住行、性格取向、社会交往等	以《指南》规定的基础目标语言技能为主
《读写译2 学生用书》 《读写译2 教师用书》	《视听说2 学生用书》 《视听说2 教师用书》	情感经历、大学文化、风土人情、情绪控制、合作与冲突、创业与就业等	
《读写译3 学生用书》 《读写译3 教师用书》	《视听说3 学生用书》 《视听说3 教师用书》	休闲娱乐、语言与文化、健康与美容、跨文化交流、校园创新、人工智能、基因与健康等	以《指南》规定的提高目标语言技能为主
《读写译4 学生用书》 《读写译4 教师用书》	《视听说4 学生用书》 《视听说4 教师用书》	经济与就业、理财、旅游、环境保护、互联网、城市与社区、身份认同等	

三 单元设置

《新国标》每册包括 8 个单元，每单元可供 4 课时使用。读写译和视听说两个子系列主题相同，内容互补，每个单元板块设置见下表。

设计思想	读写译		视听说	
	板块设置	板块描述	板块设置	板块描述
引入部分	Start-up 计划用时约 10 分钟	用图片或短听力内容引发简短讨论，导入本单元主题，引发学生兴趣，并在知识点或语言点两个方面为课文理解提供准备。		
语言输入为主要的活动	Reading 计划用时约 70 分钟	Text A 为精读，主要训练语言，设计 4-5 道大题，除 General understanding 和 Detailed understanding 等理解类题目、Further discussion 和 Critical thinking 等拓展类题目外，还包括 Language in use 题型，用来训练复用式语言。Text B 为泛读，主要训练阅读技能，除理解类和拓展类题目外，含 Building reading skills 题型。	Viewing 计划用时约 80 分钟	由 2-3 个 Video clips 组成，体裁包括 monologue 和 dialogue。除 General understanding 和 Detailed understanding 等理解类题目、Further discussion 和 Critical thinking 等拓展类题目外，还包括 Building listening skills 题型用以训练听力技能和 Role-play 题型用以训练交际能力。
			Listening 计划用时约 50 分钟	包括两个 Audio clips，一个是 Passage，一个是 Long conversation。题型同 Viewing 模块。
语言输出为主要的活动	Writing 计划用时约 40 分钟	第一部分是 Practical writing，练习本单元写作技能。第二部分是 Critical writing，总结本单元 Critical thinking 或 Further discussion 讨论内容。	Speaking 计划用时约 40 分钟	包含 Speaking skills 和 Communication activities 两个部分。前者围绕本单元的 Speaking skill 展开，后者是综合性交际活动。
	Translation 计划用时约 40 分钟	分为 E-C translation (英译汉) 和 C-E translation (汉译英) 两道大题。E-C translation 内容来自本单元的课文，C-E translation 内容来自课外。第 1-2 册以句子翻译为主，第 3-4 册以段落翻译为主。		
其他	Relaxation 计划用时约 20 分钟	形式包括游戏、歌曲、幽默视频或笑话，供教师放松课堂气氛选用。		

四 适用对象

《新国标》适用对象为我国普通高等院校 1-2 年级学生或水平相当的学习者，适用课程类型为通用英语，教学目标主要针对基础级别，兼顾提高级别。

五 教材使用建议

建议根据本校办学目标、院系专业人才培养目标和学生个性化发展的需求，根据本校大学英语课程设置情况和技术条件，灵活机动地使用《新国标》，以达到最好的教学效果。具体建议如下：

- **教材拆分与合并：**读写译和视听说两个子系列可拆可合，可单独使用，可同步使用，也可合并使用。
- **语言输入与输出：**《新国标》较好地实现了语言输入活动与输出活动的平衡。可以采用“先输入，再输出”的教学模式，也可采用“输出驱动，输入促成”的“翻转课堂”教学模式。
- **教师角色：**建议教师充分调动学生积极性，有效地组织以学生为中心的生动活泼的课堂活动，及时发现他们的困难，为他们排忧解难，成为他们学习的引路人。教师成为组织者、管理者、鼓励者、合作者和解难者。

六 编写团队

《新国标》丛书主编为上海外国语大学俞东明，执行主编为杭州电子科技大学李华东。一至四册主编分别是武汉理工大学甘文平、哈尔滨工业大学刘克东、重庆大学李小辉和北京理工大学张莱湘。来自这四所高校的几十名专家和骨干教师参与了本丛书的编写。丛书编写方案由李华东率团队研发，成员包括杭州电子科技大学周益飞和韩国春、东北林业大学蒙博涵和浙江工业大学许慧洁。

浙江大学周星对本丛书策划提出了宝贵的指导意见。Bill Curtis、Whitney Cull、Pedro Pastrano 等外籍专家审定了全稿。丛书策划、编写和成书过程中得到了清华大学出版社外语分社郝建华社长的大力支持。对这些专家、外教和清华大学出版社在此一并表示感谢！

由于编写时间仓促，本丛书的缺点和不足之处在所难免。热忱欢迎兄弟院校的使用者提出批评和指正。

《新国标》编写团队

2016 年 3 月

大学英语数字化互动教学平台

一 简介

清华大学出版社大学英语数字化互动教学平台是以个性化课程为中心、能力测试为手段，兼顾课堂教学和自主学习，与教材内容紧密结合并拓展更多教学资源，集教、学、练、考、评、研等功能于一体的网络课程教学平台。目的是通过平台上的交互式学习内容和新型教学模式，提高教学效率和效果，培养学生的语言综合运用能力、跨文化交际能力及自主学习的能力，同时为教师备课、教学、批改、科研提供便利。

学生通过现代化的网络手段（Web 端、Pad 客户端、手机客户端）随时随地登录平台进行学习，真正达到时时刻刻的沟通和无处不在的学习，体验泛在学习的便捷与快乐。

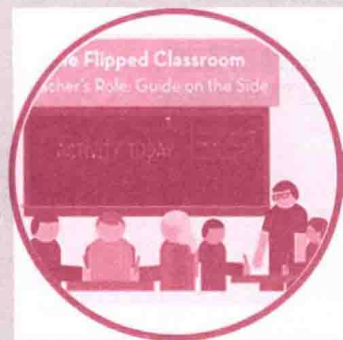


泛在学习

1

多维交互

2

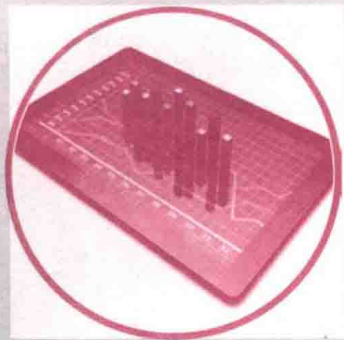


翻转课堂

3

4

教学管理与研究

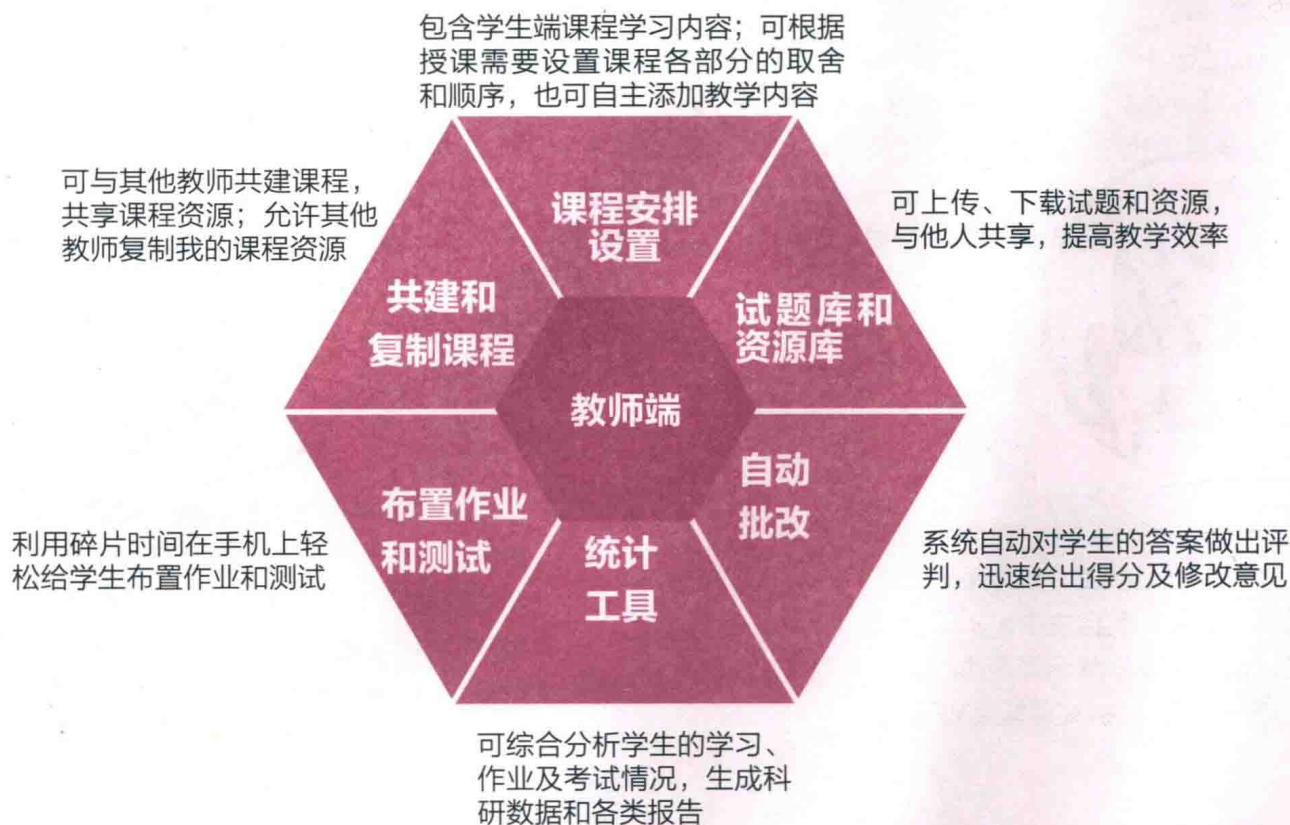
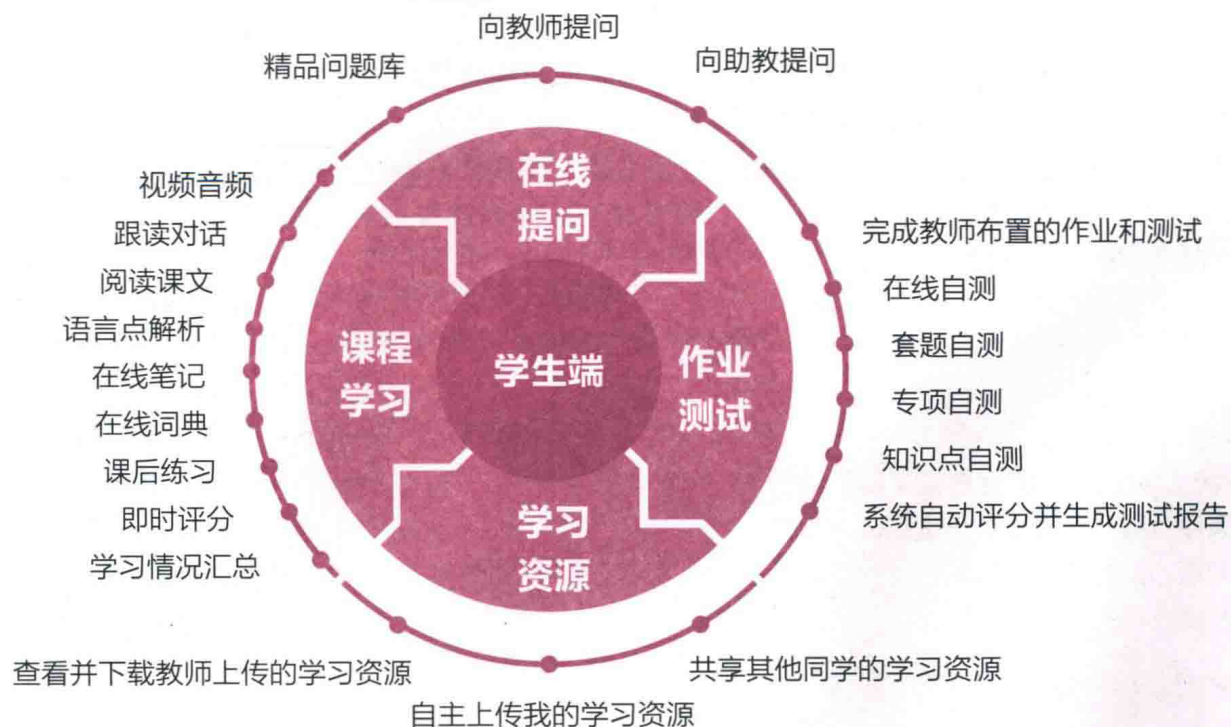


调整课堂内外的时间，将学习的主动权由教师转移给学生。教师课前上传学习材料，学生课前自主学习，课上时间组织讨论、答疑、展示等活动，加强学生对知识的理解，提高课堂效率。

教师在平台上实时查看、监督学生的学习情况，及时向学生反馈，延伸教师的管理时空，使教学管理变得轻松而高效；运用统计工具对学生的学习行为进行综合分析，为科研提供确切的数据支持。

设计理念

功能特色



教材课堂活动图标说明



Contents

Unit 1

Career planning

1 Start-up	2
2 Reading	3
Text A How can universities prepare students for work?	3
Text B How technology is eliminating higher-skill jobs	8
3 Writing	11
4 Translation	14
5 Relaxation	15

Unit 2

Job-hopping

1 Start-up	18
2 Reading	19
Text A To hop or not to hop?	19
Text B How to decode job adverts: Top tips	25
3 Writing	28
4 Translation	30
5 Relaxation	31

Unit 3

Financial management

1 Start-up	36
2 Reading	37
Text A Setting off for uni? Here's how to make it on a £170 budget ...	37
Text B It's your money: College students learn to save, too	42
3 Writing	45
4 Translation	47
5 Relaxation	48

Unit 4

Why do we travel?

1 Start-up	50
2 Reading	51
Text A Why travel makes you awesome.....	51
Text B Top five reasons to travel after graduation	57
3 Writing.....	61
4 Translation	63
5 Relaxation.....	64

Unit 5

Being friendly to environment

1 Start-up	68
2 Reading	69
Text A When food is too good to waste, college kids pick up the scraps.....	69
Text B Young Chinese play greater role in tackling climate change	74
3 Writing.....	77
4 Translation	80
5 Relaxation.....	81

Unit 6

Internet and life

1 Start-up.....	84
2 Reading	85
Text A How 25 years of Internet changed daily lives worldwide...	85
Text B MOOCs allow for passion-driven lives.....	90
3 Writing.....	94
4 Translation	95
5 Relaxation.....	96

Unit 7

Where do you want to work?

1 Start-up	98
2 Reading	99
Text A Overseas returnees open baozi shop in Chengdu	99
Text B Cities in China attract graduates	105
3 Writing.....	108
4 Translation	110
5 Relaxation.....	111

Unit 8

Are you a nontraditional student?

1 Start-up	114
2 Reading	115
Text A Today's typical college students often juggle work, children and bills with coursework	115
Text B How college students think they are more special than ever: Study reveals rocketing sense of entitlement on U.S. campuses.....	121
3 Writing.....	125
4 Translation	127
5 Relaxation	129

Glossary

.....	130
-------	-----

mit

1

Career planning



1 Start-up

1. Vocabulary competition: How many jobs can you name in English?

 Work with your partner and see how many jobs you can name in English.

2. What do you think about these jobs?

 Discuss the following questions:

- (1) What qualifications are needed for each of the following jobs?
- (2) In which way is each of the following jobs different from others?
- (3) Which one do you like best/least? Why?

Farmer



Doctor



Photographer



Firefighter



Policeman



Taxi driver




Teacher



Waiter



3. How to prepare for your dream job

 As early as from the university, we need to do career planning and prepare for the future job. What job would you like to do in the future? How would you like to prepare for it? Tell your classmates:

- (1) what your dream job is;
- (2) what qualifications you have for the job;
- (3) what qualifications you need to develop to prepare for your dream job and what you plan to do to get closer to it.

2 Reading

Text A Intensive reading

How can universities prepare students for work?

(797 words)

About the text

This is an article written by Martin Ince, convener of the QS Advisory Board, trying to answer the question “How are universities responding to demand for degrees that better prepare students for future employment?”

- 1 What do employers expect a graduate to be able to do? Do they walk into work on Day One and fit straight in, or are they still trainees despite their many years of education?
- 2 This question is growing in importance around the world as employment markets are tightening. Last week it was announced that fewer than 70% of Japan’s 2010 graduates had found work by December, a record low. And while this issue is important to all students, it is especially vital for those studying abroad.

Return on investment?

- 3 Students make a large personal and financial commitment to their education and expect a high return on both. In the UK, a recent study has shown that in some subjects such as law, over half of the graduate jobs are taken by people who have already worked in the company that hires them.
- 4 They have mainly worked as interns, and only half have been paid, admittedly a big increase on previous years. Given that higher education is already a big cost, the need to work for free even after leaving university only makes things even more expensive for students.
- 5 It also reduces the pool of labor available to employers to those from **prosperous**¹ backgrounds and causes political arguments about excluding the rest. Master’s degrees are one increasingly popular solution to the poor employment prospects of bachelor’s-level graduates.

Words and expressions

- 1 **prosperous** /ˈprɒspərəs/ *adj.* 繁荣的, 兴旺的

- 6 Employers like them because they produce specialists who can be useful quickly. For the student, they offer better employment prospects and, according to a wealth of studies from around the world, higher lifetime earnings even than people with a PhD. And universities enjoy the fees that come with the master’s degree boom.

Teaching “employability”

7 But is there another way? In the UK, a range of universities old and new, including Surrey, Leicester and Liverpool John Moores, are taking steps to make their graduates more employable.

8 They teach students how to get a job (dress, interview technique, what makes a good **résumé**²), which is never simple. And more importantly, they help people understand how to operate once they have joined in an organization. There are modules on being an effective colleague, managing people and getting things done.

9 Employers rarely say that graduates know too little about chemistry or **accountancy**³. Instead, they often complain that they do not know how to use their academic knowledge in the workplace.

Keys to success

10 By contrast, universities in continental Europe generally hear this complaint less often. This is partly because their courses involve employers more. Also, they last longer, so the graduates tend to be older and more mature. Adding workplace skills to academic study may benefit students, but it also has advantages for universities.

11 The QS World University Rankings polls employers about their favourite universities to **recruit**⁴ from. Being in touch with employers **is bound to**⁵ enhance the profile of a university with employers and make them more likely to recruit there. In addition, many national ranking systems use some measure of employment success in their calculations.

12 Michael Brown, vice **chancellor**⁶ of Liverpool John Moores University, adds that LJMU’s “World of Work” program has another advantage. Because it involves the students who get involved in a live interview with a real employer, it means that many more recruiters know about the university. Again, this is bound to feed into job offers at some point.

Applicable to all subjects?

13 More problematic is the next step of going beyond these limited voluntary programs. There are plenty of degrees in professional topics such as medicine, law and engineering where standards are set by the profession and where work placements are essential. But it would be a big step to make work experience a compulsory part of a degree.

14 For one thing, there is no big industry that employs graduates in history, or many other university subjects. More importantly, would it be possible to make these skills a **credit**⁷-bearing part of a course? One day somebody would be denied a degree after passing all the academic modules but failing the work skills part.

15 For anyone interested in ranking the world’s universities, this development asks an interesting question. If relations with employers are important to recruiters and students, they ought to be reflected in rankings criteria.

16 However, employers and employment practices vary widely between countries, so it would be hard to establish a common way of assessing them. In addition, universities with more science, technology and medicine in their subject mix will inevitably show up well on these measures, and we know that the use of citations data already favors these universities in ranking systems.

Words and expressions

2 **résumé** /rezju:mei/ *n.* 简历, 履历

3 **accountancy** /ə'kauntənsti/ 会计工作

4 **recruit** /ri'kru:t/ *v.* 征募, 招聘

5 **be bound to** 必然, 必定

6 **chancellor** /tʃənsələ(r)/ *n.* 校长

7 **credit** /'kredit/ *n.* 学分