

新英语教程读写译

第一册

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教师用书

清华大学出版社

内 容 简 介

本书为《新英语教程》(第四版)读写译第一册的教学参考书,共8个单元。每个单元备有教学参考、练习答案和课文的参考译文三大部分。其中,教学参考部分详细介绍每个单元 Part A 的教学目的和教学步骤,还提供了“预热式”提问、词汇学习、文章概要等丰富参考材料,并对 Part B 的讲授给出总体建议。练习答案和参考译文供教师在实际讲课中参考使用。

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Preface

第四版前言

新英语教程（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》。

第四版《新英语教程》主要有以下两方面大的变动:

- 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。

- 在经过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%，目的是让用户有耳目一新的感觉；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，并给出比较详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。

第四版《新英语教程》有以下几个显著特点：

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，使学生在使用语言中获得技能。
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、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。

教材内容:

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

《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) 2 篇课文 B 及练习
- 5) 阅读技巧

《读写译》教学参考书共 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》教学参考书分为四册，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

编者的话

本书是为配合《新英语教程—读写译》(*New English Course*)第四版第一册而编写的教师参考书。内容如下:

I. Teaching Reference

1. Aims and Objectives (教学目标): 为各课明确地指出了 Part A 部分的文体特点、词汇重点、语法重点、相关的阅读技巧、翻译技巧及写作技巧。

2. Brief Introductions to the Texts (课文导读): 为 Part A 及 Part B 中所有文章做概括性介绍。

3. Suggested Teaching Procedures (所建议的教学步骤): 为各单元提供可供参考的实施教学的具体步骤。

4. Warm-Up Questions (“预热式”提问): 提问以课文外围为中心, 一般不涉及课文中具体内容。

5. Word Study (词汇学习): 包括每个单元 Part A 中需要熟练掌握的积极词汇, 并附以例句。

6. Summary (概要): 供教师转述时使用。

II. Key to Exercises (练习答案): 供教师参考。

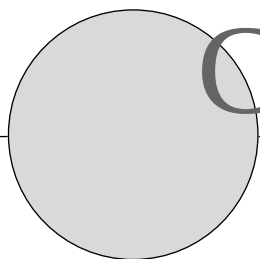
III. Chinese Translation of Readings (参考译文): 包括 Part A 和 Part B 中课文的汉语译文。在修订中我们对旧版中漏译、错译和不妥之处都做了改正。

在此向第三版的编者及向先后参加过本书编写工作及关心过本教参并提出过宝贵意见的诸位老师和使用者表示由衷的感谢。

本书的编者为杨芳、郭茜、覃学岚、吕中舌、张文霞。吕中舌教授、陈永国教授审阅了全部书稿, 在我系任教的美籍专家 David Peck 博士参与了除参考译文以外部分的审阅工作, 我们对以上各位表示衷心感谢。

编者

2005 年 5 月于清华园



CONTENTS

第四版前言	I
编者的话	V
Unit 1 On Learning	1
Teaching Reference	1
Key to Exercises.....	9
Chinese Translation of Readings.....	13
Part A I	13
Part B I. II	14
II. III	15
Unit 2 Introduction to Universities	19
Teaching Reference	19
Key to Exercises.....	27
Chinese Translation of Readings.....	33
Part A —	33
Part B I. 	34
II. 	35
Unit 3 On Cultural Difference	37
Teaching Reference	37
Key to Exercises.....	45
Chinese Translation of Readings.....	50
Part A 	50
Part B I. 	51
II. 	52

Unit 4 Introduction to Cities.....	53
Teaching Reference.....	53
Key to Exercises.....	60
Chinese Translation of Readings.....	66
Part A	66
Part B I.	67
II.	68
Unit 5 On Language Learning	71
Teaching Reference.....	71
Key to Exercises.....	81
Chinese Translation of Readings.....	87
Part A	87
Part B I.	88
II.	89
Unit 6 Stories.....	91
Teaching Reference.....	91
Key to Exercises.....	100
Chinese Translation of Readings.....	108
Part A	108
Part B I.	110
II.	112
Unit 7 On Education	113
Teaching Reference.....	113
Key to Exercises.....	122
Chinese Translation of Readings.....	129
Part A	129
Part B I.	130
II. 21	131

Unit 8 On Manners	133
Teaching Reference.....	133
Key to Exercises.....	139
Chinese Translation of Readings.....	142
Part A	142
Part B I.	144
II.	145

Teaching Reference

Aims and Objectives

1. Genre/Style: Narration
2. Word Power: Parts of Speech
3. Grammar Focus: Comparative Degree
4. Writing Skill: Grouping, Clustering and Outlining Before Writing
5. Translation Skill: The Two Basic Processes (1)
6. Reading Skill: Improve Your Reading

Brief Introductions to the Texts

The three reading passages for this unit are all taken from one article. Each passage discusses two of six ways to improve learning abilities. Students might be asked to discuss why some people learn more than others when reading the same material. This can be done in pairs, small groups, or as a whole class discussion. Students should be led to conclude that there are methods which, when used in reading, will improve comprehension.

The improvement methods discussed in the passages can be referred back to during the course and students should be encouraged to use them. Also, the methods for improvement in learning can be easily transferred to any learning context.

Part A

More Effective Learning (I)

Suggested Teaching Procedures

☞ 1. Warm-Up Questions

This unit focuses on ways of more effective learning. At the beginning of their college life, the students will have a chance to review their learning habits and acquire new ways of learning which suit college students better.

Reading Strategies:

- Predicting: To guess the meaning of a reading passage, one can make prediction by using illustrations; or make inferences by reading the topic sentences carefully.
- Scanning: Help the students scan the texts and find the ways the writer suggest in learning effectively.

☞ 2. Word Study

a. Pay attention to the pronunciation of the following words:

detail (*n.*), **detail** (*v.*), **psychological**, **psychology**, **project** (*n.*), **project** (*v.*), **contrast** (*n.*), **contrast** (*v.*), **boost**

b. Explain the difference between “proof” and “evidence”; “comment” and “remark”; “effective” and “efficient”; “scan” and “skim”.

c. Draw students’ attention to synonyms:

complex—complicated

isolate—separate

automatic—natural

aptitude—ability

d. Draw students’ attention to word formation:

available—unavailable

effective—ineffective

vocal—vocalize

freshman—pre-freshman

author—co-author

view—preview

read—reader

psychology—psychologist

complex—complexity

productive-productivity

e. Ask students to make sentences with the following words.

1) **stuff** *n.* a substance, a thing or a groups of things

vt. push sth there quickly and roughly; eat a lot of food

- Do you call this *stuff* beer? *n.*
- His suitcase is stuffed with old clothes. *vt.*
- As an engineer, he *knows his stuff* well. *vt.* know one's stuff
- the right *stuff*. *n.*

2) **comment** *v.* (*on, upon*) to give one's opinion or explanation about sth.

n. brief statement of fact or opinion

- He *commented* that the two essays were rather similar. *v.*
- I don't want any *comments on/about* my new haircut, thank you! *v.*
- He made *positive comments* to the press. *n.*
- I suppose his criticism was *fair comment*. *n.*
- She was asked about the pay increase but *made no comment*. *n.*

3) **absorb** *vt.* (of a person) to make or become less active or worried

- In cold climates, houses need to have walls that will *absorb* heat. *vt.*
- The drug *is* quickly *absorbed into* the bloodstream. *vt.*
- Our countryside is increasingly *being absorbed by/into* the large cities. *vt.*
- It's hard to *absorb* so much *information*. *vt.*
- Simon *was* so *absorbed in* his book, he didn't even notice me come in. *vt.*

4) **capacity** *n.* ability; power

- The stadium has a *seating capacity* of 50,000. *n.*
- He suffered a stroke in 1988, which left him unable to speak, but his *mental capacity* wasn't affected. *n.*
- It seems to be *beyond his capacity* to follow simple instructions. *n.*

- Do you think it's *within his capacity* to do the job without making a mess of it?
n.

5) **aptitude** n. a natural ability or skill

- My son has no/little aptitude for sport. n.
- We will take your *personal aptitudes* and abilities into account. n.

6) **plunge** v. to jump suddenly into n. a leap or dive, as into water

- We ran down to the beach and *plunged into* the sea. vi.
- The car went out of control and *plunged* over the cliff. vi.
- Cook the peas by *plunging* them *into* boiling water. vi.
- The price of coal *has plunged into* a new low. vi.
- Our income has *plunged* dramatically. vt.
- We are expecting a *plunge* in profits this year. n.

plunge into sth to suddenly start doing something actively or enthusiastically

- He *took the plunge* by investing all his savings in the stock market. v.

- The country was *plunged into* recession. v.

7) **effective** a. having an effect; producing the intended result

- It's an extremely *effective* cure for a headache. a.
- The lighting for the production made a very *effective* use of shadow. a.
- She's a very *effective* secretary. a.
- Although she's not officially our boss, she's *in effective control of* the office. a.

- The new laws will *become effective* next month. a.

8) **complex** a. difficult to understand; composed of many different parts

n. sth that has different parts, a group of buildings divided into several areas

- a *complex* network of roads a.
- a *complex* procedure a.
- The company has a *complex* organizational structure. a.
- It's a very *complex* issue to which there is no straightforward answer. a.
- The film's plot was so *complex* that I couldn't follow it. a.



Par. 8

Topic: Vocalizing or voicing the materials help students understand what they read.

Par. 9

Topic: Good learners will read and reread until they understand the material.

Par. 10

Topic: Good learners are active readers.

Par. 11

Topic: The slow and vocalized reading method was introduced to students at Xavier University.

 4. Language Points**Par. 1**

- 1) L3-4 **While Ted went on and on about the technical details he had picked up from the book.** When Ted kept on giving all the technical details he remembered what he read in the book.

Par. 2

- 2) L10-11 **Ted had made his brain more absorbent by using a few simple skills.** Ted was able to learn and memorize more details or information with the help of a few simple learning skills.

Par. 3

- 3) L15 **We have increasing proof that human intelligence is expandable.** Here “expandable” means that one’s intelligence can grow.

Par. 5

- 4) L22 **Look at the big picture first.** In this sentence, “the big picture” refers to the global understanding of the reading materials, without caring too much about the details.

Par. 6

- 5) L38 **All this previewing will help anchor in your mind what you then read.** In this sentence, “anchor in your mind” implies that one will keep what they will read in mind and remember the information.

 5. Vocabulary Learning Tips**a. Using dictionary properly**

Ask 5-10 students to write down their best way of learning new vocabulary on a piece of paper. Then summarize it to the whole class. Ask 2 students to prepare it at home and bring their samples to the class next time.

If students have problems with any specific word, the teacher should take a proper dictionary into the class and look up the word in class and then show them how to use a dictionary wisely.

b. Suffix

-able, -ible: can be; worth being

breakable,

washable,

moveable

expandable

an admirable person

an acceptable answer

convertible

accessible

This activity aims to raise the students' awareness of word formation knowledge, such as prefix, and suffix.

6. Summary

Ask students to summarize the text. The following summary is for your reference.

This essay begins by challenging the experts' belief that an individual's ability to learn is a fixed capacity or not. Leading psychologists and educators have found more and more evidence to prove that human intelligenc is expandable. They advocate that with proper skills people can improve their learning abilities with practice. Then six effective ways are introduced to illustrate how to improve one's learning ability. Finally, it points out that knowing more about one's own learning style, which varies dramatically from person to person, will improve the learning environment and then expand one's learning capacity.

7. Homework Assignment

a. Finish the exercises in Part A.