

第三版
THIRD
EDITION

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著

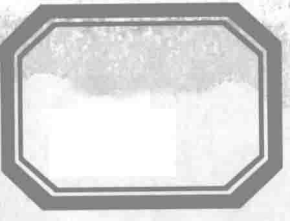
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综合教程

AN INTEGRATED COURSE



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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AN INTEGRATED COURSE

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前言

《新编大学英语》（第一版）首次将“以学生为中心”的主题教学模式引入大学英语课堂，自1999年出版以来，在全国范围内广泛使用，受到普遍好评。

2004年，我们以教育部大学英语教学改革精神为指导，依据新的社会需求与高校的教学发展，开发了《新编大学英语》（第二版），完善了教材结构，充实了教材内容，实现了教材的立体化建设。

随着时代的进步与社会的发展，以及外语教学理论的不断更新与高校教学改革的不断深入，我们在前两版教材的基础上又一次对教材进行了全面的修订和完善，开发了《新编大学英语》（第三版），以满足新形势下大学英语教学的需要以及新时期国家人才培养的需求。

教材特色

《新编大学英语》（第三版）延续前两版的特色与优势，在总体框架基本不变的情况下，从语言材料的筛选、级别的设置、练习和活动的设计等方面进行完善，更体现时代性，更贴近当前大学英语教学情况，更突出对思维能力及文化交流与传播能力的培养。

教学理念突出，特点鲜明：继续采用“以学生为中心”的主题教学模式，并随着教学的发展不断丰富和创新这一理念：

- 关注学生的学习信念、条件、兴趣和策略，强调教与学的互动性以及课堂教学与自主学习的结合。
- 提倡接近真实语境、贴近学生学习生活的语言教学，使学生能充分参与语言学习。
- 实现各分册相应单元围绕同一主题，彼此呼应，相辅相成，从不同侧面展开语言训练及实践，培养语言综合应用能力。

选篇语言精良，内涵丰富：选篇主题广泛，题材丰富，语言规范，兼具时代特色与人文内涵，引导学生观察世界，深入思考，寓文化素养的熏陶于语言能力训练之中，帮助学生提高双向的文化理解与沟通能力。

活动设计灵活，启发思考：结合主题与课文，设计符合学生兴趣特点及知识情感的练习与活动，形式灵活，趣味性强，激发学生的智慧与参与精神，实现从语言知识到语言能力的转化。

难易设置合理，循序渐进：调整后的教材级别与难易度更加符合目前大学英语教学的实际情况，选篇与练习整体难易适度，循序渐进。

提供立体化的教学资源：同步提供课本、光盘、网络课程等学习资源，为学生创造个性化、自主化的学习环境，为教师提供全面便捷的教学资源与教学管理平台。

教材体系

《新编大学英语》(第三版)针对大学英语“一般要求”进行设计,包含1—4级,供两个学年使用。每一级别由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)和《快速阅读》。与教材配套的还有学习光盘、教学光盘、网络教学管理平台、配套测试题等教学资源,全面辅助学生自学及教师教学。

教材	级别	配套资源				
综合教程	1—4级	教师用书	MP3光盘	助教课件	配套测试题	网络教学管理平台
视听说教程	1—4级	教师用书	DVD-ROM光盘	助教课件		
快速阅读	1—4级					

分册介绍

《综合教程》

围绕与校园、社会生活相关的主题,选取思想性强、语言精良的文章,展开读、写、说、译技能的综合训练,注重教学双方的互动性,强调语言技能的融会贯通以及语言应用能力与文化素养的综合培养。

每册10个单元,每单元分为四个板块:

Preparation: 形式多样的课前活动,便于教师展开课堂教学,激发学生学习兴趣。

Reading-Centered Activities: 围绕主题提供两篇不同角度的阅读文章,配有详细的词汇释义、丰富的例句及多样的读、写、说、译练习。

Further Development: 巩固词汇及语法等相关知识,并通过丰富多样的扩展活动帮助学生学以致用,提高语言综合应用能力,拓宽视野,提高能力。

Translation and Writing: 包含翻译技巧讲解、翻译实践和写作三个部分,互为补充,相辅相成。

《视听说教程》

通过鲜活生动的原版视频、专门拍摄的录像短剧、内容丰富的听力材料以及多层次的口语活动,从不同角度帮助学生提高听说技能,培养交际能力。

每册10个单元,每单元分为四个板块:

Listening, Understanding and Speaking: 提供结合主题的听力练习,训练听力技能,并展开相关口语活动。

Viewing, Understanding and Speaking: 围绕录像短剧展开听说训练,培养学生有效理解、捕捉重要信息点、进行有效得体交流的能力。

Video Appreciation and Singing for Fun: 通过形式多样、内容生动的原版视频为学生提供真实的语境和鲜活的语言,并展开相应的听说活动。相关主题的英文歌曲帮助活跃课堂气氛,展现英语魅力。

Further Speaking and Listening:综合性的口语活动着重培养学生积极思考、表达观点的语言应用能力;扩展性听力训练为学生自主学习提供更多资源。

《快速阅读》

通过有针对性的系统训练,帮助学生掌握重要阅读技能,培养良好阅读习惯,提高阅读效率。

每册分为两大部分:

快速阅读常用技能:系统介绍快速阅读九项常用技能,内容深入浅出,易于掌握。

快速阅读综合技能训练:

- 选篇主题与主教材呼应,在题材、长度、难易递进方面充分体现快速阅读的特点。
- 练习形式丰富多样,既注重寻读、略读、猜词悟意、写摘要等快速阅读基本技能训练,又与大学英语四、六级考试快速阅读题型相结合。

《新编大学英语》网络教学管理平台

《新编大学英语》网络教学管理平台集教学资源、测试资源以及教学管理等功能于一体,提供自主学习、教学管理、教学资源、评估测试、服务支持等板块,功能完善,操作方便,充分体现交互式、个性化、自主化学习的理念。

网络教学管理平台为学生提供与教材主题紧密相关的自主学习内容及经典电影片断、英文歌曲、阅读素材等丰富的拓展资源,并为学生在线自主学习提供各种学习工具,充分发挥在线课程交互式、自主化的优势,使英语学习成为个性化的愉悦体验。

同时,网络教学管理平台为教师提供全面便捷的教学管理功能,方便教师对学生的学习进程进行设置、监督,并对学习成果进行有效评估。教师还可借助平台与学生进行交流答疑,在线布置与批改作业等。

编写团队

《新编大学英语》(第三版)系列教程由应惠兰任总主编。

本册主编:应惠兰。编者:傅莹、蒋景阳、马以容、庞继贤、杨敏、应惠兰、袁靖、周星、周颂波(按姓氏拼音排序)。审稿:邵永真, Don Huffman(美)。参加本册编写工作的还有:丁展平、方富民、顾晔、何莲珍、黄小扬、李航、李敏、邵永真、王元春、闻人行、熊海虹、徐慧芳、章红新、Don Huffman(美)(按姓氏拼音排序)。

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Additional Comments:

We have acknowledged and cited all contributions which could be identified. Inevitably, some materials could not be credited because the original sources / authors were not available. If any unintentional omissions have occurred in our attributions, we are sorry, but could not have done otherwise in compiling such diverse materials from such disparate sources.

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Unit	Topic	Part 1	Part 2	Part 3	Part 4
1	Personal Relationships	Preparation	Reading-Centered Activities	Further Development	Translation and Writing
			In-Class Reading		
2	Remembering and Forgetting	Preparation	After-Class Reading	Further Development	Translation and Writing
			Reading-Centered Activities		
3	More than Words	Preparation	In-Class Reading	Further Development	Translation and Writing
			After-Class Reading		
4	Fresh Start	Preparation	Reading-Centered Activities	Further Development	Translation and Writing
			In-Class Reading		
5	Animal World	Preparation	Reading-Centered Activities	Further Development	Translation and Writing
			After-Class Reading		
6	World of Mystery	Preparation	How to Talk to Anyone, Anytime, Anywhere	Further Development	Translation and Writing
			Reading-Centered Activities		
7	Choices in Life	Preparation	College—a New Beginning	Further Development	Translation and Writing
			In-Class Reading		
8	Romantic Stories	Preparation	Animal Play	Further Development	Translation and Writing
			Reading-Centered Activities		
9	Holidays and Special Days	Preparation	Life Elsewhere?	Further Development	Translation and Writing
			In-Class Reading		
10	Agriculture	Preparation	Animal Play	Further Development	Translation and Writing
			Reading-Centered Activities		
11	Agriculture	Preparation	In-Class Reading	Further Development	Translation and Writing
			After-Class Reading		
12	Agriculture	Preparation	Detour to Romance	Further Development	Translation and Writing
			Reading-Centered Activities		
13	Agriculture	Preparation	Why I Love Thanksgiving	Further Development	Translation and Writing
			In-Class Reading		
14	Agriculture	Preparation	Reading-Centered Activities	Further Development	Translation and Writing
			After-Class Reading		
15	Agriculture	Preparation	Farming for the Future	Further Development	Translation and Writing
			Reading-Centered Activities		

PART 1 Preparation**1 Welcoming to Our Group!****STEP ONE**

Some of you should volunteer or be appointed to be group leaders. Each leader will give a one-minute speech in order to attract other students to join your group. To attract your classmates' interest, you may have to:

- 1 choose a name for your group;
- 2 explain your ideas about your group or group work;
- 3 show how group members can benefit by working together;
- 4 ...

STEP TWO

All other students listen to the speeches and decide which group they want to join.

STEP THREE

After groups are formed, group members introduce themselves to each other.

Words and expressions you may use

Location 地点 / 位置	province 省 city 市 county 县 town 镇 village 村 in the suburbs of 在……的郊区
High / Middle school 中学	key high school 重点中学 high school attached to... ……附属中学
Personality 个性	frank 坦率的 outgoing 外向的 honest 诚实的 shy 羞怯的 introverted 内向的 enthusiastic 热情的 easygoing 随和的
Hobbies 爱好	chatting online 网上聊天 watching TV 看电视 sports 运动 drawing 绘画 stamp-collecting 集邮 photography 摄影 reading 阅读 fishing 钓鱼 calligraphy 书法 playing games 玩游戏 traveling 旅游 playing cards 打牌 shopping 购物 singing Karaoke 唱卡拉OK

2 Developing Personal Relationships

Work in groups to discuss the following questions.

Is it difficult for a person to develop personal relationships with the wide use of computers? Why or why not?

3 Enjoying a Joke

Read the following joke and work in pairs to explain it.

A woman was talking to her next-door neighbor.

"We're going to be living in a better neighborhood soon," she said.

"So are we," her neighbor said.

"What? Are you moving too?"

"No, we're staying here."



PART 2 Reading-Centered Activities

In-Class Reading

Pre-Reading

Work in groups to discuss the following questions.

- 1 What would you like to share with or give to your friends?
- 2 What are you willing to give to a stranger when necessary?

Passage Reading

- 1 The bombs landed¹ in the small village. Nobody knows what these bombs were supposed to hit during the terrible Vietnam War, but they landed in a small **orphanage** run² by a **missionary** group.
- 2 The missionaries and one or two children were killed, and several children were wounded, **including** one young girl, about eight years old, who suffered wounds to her legs.
- 3 A couple of hours later, medical help arrived. The medical help included a young American Navy doctor and an equally young Navy nurse. They quickly found the young girl to be very badly injured, and it was clear that without immediate action, she would die from loss of blood and shock³.
- 4 They saw that she had to have blood, but their **limited** supplies did not include **plasma**, so a matching blood type⁴ was required. A quick blood typing⁵ showed that neither American had the correct blood type. Several of the **uninjured orphans** did⁶.
- 5 The doctor spoke a little Vietnamese, and the nurse spoke a little high-school French. The children spoke no English but some French. Using what little common language they could find, together with a lot of sign language⁷, they tried to explain to the frightened children that unless they could give some blood to their little friend she would certainly die. Then they asked if anyone would be willing to give blood to help.
- 6 Their request was met⁸ with **wide-eyed** silence. Their little patient's life hung in the balance. Yet they could only get the blood if one of these frightened children would agree to give it. After several long moments, a little hand slowly went up, dropped back down, and a moment later went up again.



The Gift of Life

- 7 “Oh, thank you,” the nurse said in French. “What is your name?”
- 8 “Heng,” came the reply.
- 9 Heng was quickly laid on a bed, his arm cleaned with **alcohol**, and the needle **inserted** into his arm. Through all of this Heng lay **stiff** and silent.
- 10 After a moment, he let out a long **sob**, quickly covering his face with his free hand.
- 11 “Is it hurting, Heng?” the doctor asked.
- 12 Heng shook his head silently, but after a few moments another sob escaped⁹, and again he tried to cover up his crying. Again the doctor asked him if the needle in his arm was hurting,

and again Heng shook his head.

- 13 But now his **occasional** sob turned to a steady, silent crying, his eyes held tightly shut, his fist in his mouth trying to stop his sobs.¹⁰
- 14 The medical team now was very worried because the needle should not have been hurting their tiny patient.¹¹ Something was **obviously** very wrong. At this point, a Vietnamese nurse arrived to help, and seeing the little boy’s tears, spoke rapidly in Vietnamese, listened to his reply, and quickly answered him again. Moving over to **pat** his head as she talked, her voice was gentle and kind.
- 15 After a moment, the little boy stopped crying, opened his eyes, and looked **questioningly** at the Vietnamese nurse. When she nodded, a look of great relief spread over his face.
- 16 Looking up, the Vietnamese nurse said quietly to the Americans, “He thought he was dying. He **misunderstood** you. He thought you had asked him to give all his blood so the little girl could live.”
- 17 “But why would he be willing to do that?” asked the Navy nurse.
- 18 The Vietnamese nurse repeated the question to the little boy, who answered simply, “She’s my friend.”
- 19 Greater love has no man than this, that he lay down his life for a friend.¹²

(606 words)

Proper Names

Vietnam /ˌvjet'næm/ **War** 越南战争 (1954-1975)

Vietnamese /ˌvjetnə'mi:z/ 越南语; 越南人

New Words

alcohol /'ælkəhɒl/ *n.*

- I) the substance in drinks such as wine and beer that makes you drunk 酒精
- I) Most wines contain between 10 percent and 15 percent alcohol.
- II) The driver had more than the permitted level of alcohol in his blood.
- 2) drinks such as beer, wine, and whisky 酒
- I) Does any one of you smoke cigarettes or drink alcohol?
- II) We are not allowed to serve alcohol to people under 18.

including /ɪn'klu:dɪŋ/ *prep.* having as a part of a whole 包括, 包含

- I) The price is \$25.50, including postage and packing (邮资和包装).
- II) Including you and me, there'll be 18 people at the party.

insert /ɪn'sɜ:t/ *vt.* put sth. inside or into sth. else 插入, 嵌入

- I) She folded the letter and inserted it into an envelope.
- II) His hand shook slightly when he inserted the key into the lock.

limited /'lɪmɪtɪd/ *adj.* not very great in extent or amount 有限的

- I) There is only a limited number of tickets available (可得到的).
- II) Our choice of shops is very limited because we don't have a car.

★ **missionary** /'mɪʃn(ə)ri/ *n.* a person who is sent abroad to teach about Christianity 传教士

- I) One of the college girls became a missionary and went to Africa.
- II) In the meeting room he placed me on a bench between two other missionaries.

misunderstand /ˌmɪsʌndə'stænd/ *v.* (*misunderstood, misunderstood*) understand sb. or sth. wrongly 误解, 误会

- I) I'm sorry. I must have misunderstood the nature of the problem.
- II) Don't misunderstand me. I'm only trying to do what's best for you.

obviously /'ɒbvɪəslɪ/ *adv.* clearly 显然地, 明显地

- I) We're obviously going to need more help.
- II) Obviously we don't want to spend too much money if we can avoid it.

occasional /ə'keɪʒn(ə)l/ *adj.* happening sometimes 偶尔的, 间或发生的

- I) We should have enough money left for an occasional trip.
- II) He made occasional visits to London.

▲ **orphan** /'ɔ:fən/ *n.* a child whose parents are dead 孤儿

When his parents were killed in an accident, the little boy became an orphan.

orphanage /'ɔ:f(ə)nɪdʒ/ *n.* a place where orphans live and are cared for 孤儿院

She was brought up in an orphanage.

pat /pæt/

vt. (*patted, patting*) touch sb. or sth. very gently with a flat hand or with sth. flat 轻拍, 轻打

- I) Mom patted my shoulder. "Never mind, dear," she said.
 - II) He got up, patted her on the shoulder, and gave her a quick kiss.
- n.* a friendly act of touching sb. with your hand flat 轻拍, 轻打
- I) He gave the dog a pat as he walked past.
 - II) Mrs. Dodd gave the child a pat on the head.

plasma /'plæzmə/ *n.* 血浆

Blood plasma is available at the city hospital.

注: 生词表中一般要求词汇不作标记, 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#。

questioningly /'kwɛstʃ(ə)nɪŋli/ *adv.* with a doubting gesture or tone of voice 质疑地

- I) The child looked questioningly at his teacher.
- II) He looked at her with his eyebrows (眉毛) raised questioningly.

▲ **sob** /sɒb/ *n.* the act or sound of weeping with a catching of the breath 啜泣(声), 抽噎(声)

- I) Her sobs continued for 10 minutes.
- II) I heard some sobs coming from Jim's bedroom.

stiff /stɪf/ *adj.*

- 1) not easy to move 不灵活的, 僵硬的
- I) Her fingers were stiff with cold.
- II) My arm feels really stiff after playing tennis yesterday.
- 2) quite hard and not easy to bend 硬的, 僵直的
- I) The washed clothes on the line was frozen and stiff.
- II) The shirt has a stiff collar.

uninjured /ʌn'ɪndʒəd/ *adj.* not hurt or harmed 未受伤害的, 未受损害的

- I) Fortunately the car accident left him uninjured.
- II) The driver of the car was shocked but uninjured.

wide-eyed /waɪd 'aɪd/ *adj.* having the eyes open wide 睁大眼睛的

- I) She stared at him in wide-eyed amazement.
- II) The child was wide-eyed at the sight of the beautiful cake.

Phrases and Expressions

a couple of a small number of people or things 几个; 几件

- I) I last saw her a couple of months ago.
- II) There are a couple of questions I want to discuss.

be / hang in the balance be not certain what will happen to sb. or sth. 未定的, 悬而未决的

- I) I can't say what the outcome (结果) of the talks will be—they're very much in the balance at the moment.

- II) The accident left her future, indeed her life, hanging in the balance.

be supposed to be expected to behave in a particular way 被期望做某事; 应该做某事

- I) This law is supposed to help the poor.
- II) We are supposed to meet her at the train station.

cover up hide sth.; keep others from knowing about sth. 遮掩, 掩盖, 掩饰

- I) Mom is worried, but she covers it up by joking.
- II) The newspapers printed the story before the government could cover it up.

lay down one's life (for) die in order to help or save sth. or sb. (为……) 牺牲, (为……) 献身

- I) He was even prepared to lay down his life for his friends.
- II) Today we remember those who laid down their lives for our country.

let out make a loud sound 发出(叫喊等)

- I) I let out a cry of pain.
- II) He let out a cry of disbelief.

Notes

- 1 land: 落下, 掉下。land 在此为动词。
- 2 The word "run" here means "organize or be in charge of (管理, 负责)".
e.g. My uncle ran a small newspaper stand (报摊) on Elm Street.
文中 run 为过去分词, 作定语, 修饰 orphanage。
- 3 shock: 休克
- 4 blood type: 血型; a matching blood type: 相配的血型
- 5 blood typing: 血型测定
- 6 Here "did" means "had (the correct blood type)". 这样用是为了避免重复。
e.g. I) I didn't hit you; he did.
II) So now you know as much as I do.

7 sign language: 手势语

8 句中 meet 意为“对……作出反应, 应付”。

e.g. I) The man had met this refusal with indifference.

II) His speeches were met with catcalls (嘘声).

9 The word “escape” here means “come out from sb.’s mouth without their intending it to (不禁发出)”. Here the sentence implies that Heng tried hard to stop his sobs but he failed.

10 句中 his eyes held tightly shut 和 his fist in his mouth trying to stop his sobs 是带有自己主语的独立结构, 表示伴随状况。独立结构分为现在分词独立结构 (如句中的 his fist in his mouth trying to stop his sobs)、过去分词独立结构 (如句中的 his eyes held tightly shut) 和无动词独立结构, 通常在句中起状语从句的作用。

e.g. I) He lay on his back, his head resting on his right forearm. (伴随状况)

II) Nobody having any more to say, the meeting was closed. (原因)

III) Weather permitting, we’ll go there on foot. (条件)

IV) Everything taken into consideration, his plan seems to be better. (条件)

V) The meeting (being) over, people went out of the hall one by one. (时间)

11 should have done 表示应该做而没有做, 其否定式表示某种行为不该发生但却发生了。

e.g. I) You should have thought about that before you invited her. (But you did not think about that.)

II) I shouldn’t have trusted that man. (But I trusted that man.)

12 这句话出自《圣经》, 原句为: Greater love hath no man than this, that a man lay down his life for his friend.

句中 that he lay down his life for a friend 是 this 的同位语。该句为倒装句, 把宾语 greater love 放在句首, 起强调作用。本句正常语序为: No man has greater love than this, that he lay down his life for a friend.



Exercises

Post-Reading

Reading Comprehension

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

- 1 Where did the story take place?
A In Vietnam.
B In France.
C In America.
D Not mentioned.
- 2 The little girl was _____.
A the daughter of a villager
B a friend of Heng's
C dying from pain
D rushed to hospital
- 3 The boy named Heng was _____.
A a Vietnamese orphan
B much older than the girl
C badly injured
D not willing to help the girl
- 4 Which of the following is NOT one of the ways in which the doctor and nurse tried to communicate with the orphans?
A English.
B Vietnamese.
C French.
D Sign language.
- 5 Why did the orphans all hesitate to give blood to the little girl?
A They did not trust the two young Americans.
B They misunderstood the two Americans.
C They doubted whether some blood could save the badly injured girl.
D They were afraid giving some blood to others would be harmful to their own health.
- 6 Why did Heng cry after the needle was inserted into his arm?
A Because the needle caused much pain in his arm.
B Because he was worried about the little girl.
C Because he thought he would die after giving all his blood to the girl.
D Because he was sad about the death of the missionaries and children.
- 7 How did Heng feel when the Vietnamese nurse cleared up his misunderstanding?
A Relieved.
B Excited.
C Embarrassed.
D Surprised.
- 8 Which of the following best expresses the main idea of the story?
A The cruelty of war.
B The bravery of a little boy.
C The meaning of friendship.
D The importance of successful communication.