

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

新编大学英语

学习指南

总主编：应惠兰
副总主编：闻人行
宋云舟

1

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

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

新编大学英语

学习指南

1

总主编: 应惠兰
副总主编: 闻人行 宋云舟

主 编: 王德军 方青卫
副主编: 李星亮
编 者: (以姓氏笔画为序)
王子信 王争伟
李 红 祁金善
郭 卫 熊海虹
魏新强

图书在版编目(CIP)数据

新编大学英语(第二版)学习指南. 1 / 应惠兰总主编. — 北京: 外语教学与研究出版社, 2007. 3
ISBN 978-7-5600-6114-6

I. 新… II. ①应… III. 英语—高等学校—自学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2006) 第 121674 号

出 版 人: 李朋义

项目负责: 张荣婕

责任编辑: 徐 静

封面设计: 孙莉明

版式设计: 刘 蕊

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京密云红光印刷厂

开 本: 787×1092 1/16

印 张: 18.75

版 次: 2007 年 3 月第 1 版 2007 年 3 月第 1 次印刷

书 号: ISBN 978-7-5600-6114-6

定 价: 22.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

1 教辅简介

我们按照《新编大学英语》(第二版)的内容结构,根据学生的自学要求,编写了这套学生辅导用书,以帮助学生把握重点、理解难点、进行有效的课外自主学习。本书的外教点评、词汇讲解、难句解析、课文译文、练习答案等均具有一定权威性。背景小档案、美文欣赏等课外知识符合学习规律,有助于扩大学生的知识面,提高学习兴趣。

自学能力的培养是外语教学的重要任务,是进一步学习的重要技能。因此,本套书从课文讲解到课外知识的补充,都以引导学生自学、激发学习兴趣为出发点。

2 体例结构

单元导读 本部分由经典引用、相关链接、外教点评三个小模块组成,专为导入单元话题而设计,起到课前热身的效果。其中经典引用精选了与单元内容相关的名言佳句,只言片语中折射出作者的睿智和对生活的独到理解。外教点评由主教材的外籍专家审稿或编写而成,或从原文改写而来,并为其中的生词作注,方便学生轻松阅读原汁原味的英文材料。

课文讲解 本部分对课内阅读和两篇课外阅读都进行了详细讲解。对每篇课文的讲解都包括词汇精讲、难句详解、课文译文、背景小档案四个小模块。词汇精讲讲解清晰、准确,辅以经典例句、同义链接、反义链接、词汇比较、常用搭配、快捷记忆等,可以加深学生对词汇的理解,轻松扩大词汇量。难句详解配有译文,并对句型结构、习惯用语等进行了详细注释。课文译文为课内阅读及课外阅读的课文均提供了译文。背景小档案介绍了课文中出现的文化现象,内容生动有趣,不仅是扩大知识面的有用资料,也是课外阅读的实用材料。

课本练习答案 为教材中四大模块(Preparation, Reading-Centered Activities, Further Development, Writing and Translation)的全部书面练习提供了答案,为绝大部分口语练习提供了参考答案,方便学生课外自学。

四、六级题型操练 为帮助学生适应改革后的全国大学英语四、六级考试,每个单元都配有四、六级考试的一两个题型,帮助学生熟悉四、六级考试的题型。

美文欣赏 这部分是每单元的精彩一笔。编者精心挑选了英文名篇佳作,这些佳作赏心悦目、回味无穷,既可用作背诵文选,亦可用作英译汉练习材料。在美文欣赏后还附有轻松口语小模块,其内容主要是一些日常口语小对话。这些对话短小精悍、情景真实、语言地道,学生可以即学即用。

3 编写队伍

本套教辅由浙江大学应惠兰担任总主编，由闻人行和宋云舟担任副总主编。本册由解放军信息工程大学组织编写，主编为王德军和方青卫，副主编为李星亮。各单元编者分别为：第一单元 熊海虹；第二单元 郭卫；第三单元 王子信；第四单元 王争伟；第五、六单元 李红；第七、八单元 魏新强；第九、十单元 祁金善。方青卫校对了全册的引文，编写过程中，郭志谦老师给予了大力支持，在此一并表示感谢。

由于编者水平有限，书中的错误恳请广大读者批评指正。

编 者

2006年12月

Contents

Unit 4 Fresh Start

I 单元导读	87
II 课文讲解	88
In-Class Reading Fresh Start	88
After-Class Reading I Becoming a Successful Student	95
After-Class Reading II College—a New Beginning	100
III 课本练习答案	106
IV 四、六级题型操练	112
V 美文欣赏	114

Unit 5 Animal World

I 单元导读	117
II 课文讲解	118
In-Class Reading Do Animals Have a Culture?	118
After-Class Reading I Animal Play	124
After-Class Reading II Ready for Danger	129
III 课本练习答案	134
IV 四、六级题型操练	140
V 美文欣赏	143

Unit 6 A World of Mystery

I 单元导读	147
II 课文讲解	148
In-Class Reading The Bermuda Triangle	148
After-Class Reading I Life Elsewhere?	154
After-Class Reading II The Mystery of the Franklin Expedition	161
III 课本练习答案	165
IV 四、六级题型操练	170
V 美文欣赏	173

Unit 7 Choices in Life

I 单元导读	175
II 课文讲解	176
In-Class Reading Take Risks When There's No Danger	176
After-Class Reading I The Two Brothers	182
After-Class Reading II The Night the President Met the Burglar	187
III 课本练习答案	193
IV 四、六级题型操练	201
V 美文欣赏	203

Unit 8 Romantic Stories

I 单元导读	207
II 课文讲解	208
In-Class Reading A True Love Story	208
After-Class Reading I Detour to Romance	213
After-Class Reading II Appointment with Love	217
III 课本练习答案	222
IV 四、六级题型操练	230
V 美文欣赏	231

Unit 9 Holidays and Special Days

I 单元导读	233
II 课文讲解	235
In-Class Reading A Merry Christmas	235
After-Class Reading I Why I Love Thanksgiving	241
After-Class Reading II April Fools' Day	246
III 课本练习答案	251
IV 四、六级题型操练	257
V 美文欣赏	259

Unit 10 Agriculture

I 单元导读	261
II 课文讲解	263
In-Class Reading Farming for the Future	263
After-Class Reading I Dairy and Dairy Products	269
After-Class Reading II The History of Agriculture	273
III 课本练习答案	279
IV 四、六级题型操练	286
V 美文欣赏	289

Unit 1

Personal Relationships

I 单元导读

经典引用

Love all. Trust a few. Do wrong to none.

—William Shakespeare

爱所有的人，信任某些人，不错待任何人。

——威廉·莎士比亚

相关链接

The International Association for Relationship Research (IARR)

The International Association for Relationship Research (IARR) seeks to stimulate and support the scientific study of personal relationships and encourage cooperation among social scientists worldwide. IARR is a nonprofit public benefit corporation. IARR sponsors two journals, *Personal Relationships* and *Journal of Social and Personal Relationships*, a book series called *Advances in Personal Relationships*, a newsletter, a biennial conference, and annual workshops and specialty conferences.

IARR has approximately 700 active members representing a wide range of disciplines, including communication, counseling, education, family studies and child development, gerontology, human sciences, psychology, anthropology, and sociology. IARR is an international organization and makes a practice of holding its biennial conference in locations around the world, as well as mini-conferences on specialized topics. IARR draws members from numerous countries, including Australia, Austria, Canada, the Dominican Republic, England, Germany, Israel, Italy, Japan, South Africa, the Netherlands, the United States, and Wales.

人际关系国际研究协会（IARR）致力于激励和支持人际关系的科学研究，鼓励全球社会科学家之间的合作。IARR 是一家非盈利性公益机构，资助出版《人际关系》、《社会关系和人际关系杂志》两本杂志、《人际关系的进步》丛书、一本时事通讯，资助举办两年一度的会议、每年的研讨会和专业会议。

IARR 有约 700 名积极会员，代表了广泛的学科领域。IARR 是一个国际组织，成员来自许多国家。

Personal Relationships—Our Social Capital

Our connections to family, friends, neighbors and civic institutions on a local and national level—our Social Capital—are the glue that holds us together and enables us to build bridges to others.

我们与家人、朋友、邻居、地区和国家层面的民众机构的联系是我们的“社会资本”，是将我们维系在一起并使我们与他人共筑桥梁的黏合剂。



外教点评

All of us are involved with personal relationships. Some of these are related to family, some with fellow students or workers, and others of a variety of types. Most of these are happy, *positive* (积极的) relationships, but not all of them, though we might wish it were.

To have a positive relationship a person must *invest* (投资) time and interest in the other people with whom we are associated. We all understand that our feelings and interest in other people depend *somewhat* (有点) on what we have in common, our *unique* (独一无二的) personalities, and the associations in which we find ourselves.

In most societies good relationships are *valued* (重视) because *individuals* (个人) who have good relationships are happier, more productive workers, and are simply more fun to be with and work with. However, relationships can *vary* (变化) widely on the time and interest involved. We certainly may prefer those persons with whom we can be “good friends”, “buddies”, or “valued colleagues”. In Western cultures there are several meanings of the word LOVE, which tells us the nature of different personal relationships. These are usually well understood by individuals in these societies, but not necessarily by people who are from different cultures. One meaning of love comes from the Greek word “Eros”, which refers to *sensual* (肉体上的) or sexual relationships between individuals. A second Greek word, “Filios”, refers to *filial* (子女的) or family members and their relationships, and another word “Patros” refers to the “love of God” or one’s relationship to God. In addition, love in the English language may refer to “liking someone or something”, i.e. loving *cookies* (曲奇饼) or *spring rolls* (春卷), loving to swim or hike, loving to study, etc.

II 课文讲解

In-Class Reading The Gift of Life



词汇精讲

a couple (L 7)

【用法1】几个，两三个

e.g. in **a couple** of days 两三天后

【用法2】一对，一双（后接物）

e.g. I found **a couple** of socks in the bedroom but they don’t make a pair. 我在卧室找到了两只袜子，但不是一对。

He's got **a couple** of tickets for the game on Saturday. 他有两张星期六比赛的票。

【用法3】一对，一双（后接人）

e.g. **a couple** of players 一对选手

【比较】a pair

用于表示物的时候，a pair 指“一对，一双，一副”；用于人的时候，指“一对男女朋友，一对夫妻”。

e.g. **a pair** of shoes 一双鞋

The bride and groom are **a good-looking pair**. 新郎新娘是一对俊男美女。

medical help (I. 7)

【用法】医疗救援小组

help 在这里被具体化了，可以理解为“提供帮助的人或物”。类似的例子还有：

He has been a great **success**. 他很成功（他是一名成功人士）。

而在 I. 44 中，arrived to help 中的 help 是动词。

badly (I. 9)

【用法1】adv. 严重地

e.g. She went on working though her arm hurt **badly**. 尽管她的手臂疼得厉害，她还是继续工作着。

The buildings around were **badly** damaged. 周围建筑受损严重。

My tooth hurts **badly**. 我的牙疼得厉害。

【用法2】adv. 坏地，糟糕地

e.g. He slept very **badly**. 他睡得糟透了。

Don't feel **badly**. I was only joking with you. 别不好受，我刚才只是跟你开个玩笑。

【用法3】adv. 非常；迫切地

e.g. He **badly** wants to be healthy again. 他非常希望恢复健康。

We **badly** need rain now. 我们现在急需雨水。

supply (I. 11)

【用法1】n. (常用复数形式) 供应品；物资；补给品

e.g. medical **supplies** 医药用品

military **supplies** 军需品

household **supplies** 家庭用品

【用法2】n. 供给（量）；补给

e.g. a good **supply** of meat 肉类的大量供应

water **supply** 供水

【快捷记忆】supplier n. 供应商

supplement n. & v. 补充

moment (I. 23, I. 24)

【用法】某一时刻，片刻，瞬间，刹那，一会儿

e.g. after a **moment** (I. 33) 过了会儿

after a few **moments** (I. 37) 过了会儿

【常用搭配】at the moment 现在，此刻，一时 for the moment 暂时

go up (I. 24)

【用法】举起

e.g. His hands **went up** suddenly. 他突然举起了手。

【同义链接】“举手”的其他表达：raise one's hand, put up one's hand

escape (II. 37—38)

【用法1】v. (不自觉地)从……处发出；被……禁不住地说出

e.g. A low sigh **escaped** some of them; some sobbed quietly. 他们中的一些不禁发出了低低的叹息声，另一些轻声地抽泣起来。

A whistle of surprise **escaped** them. 他们禁不住惊讶地吹了声口哨。

No words of kindness **escaped** her lips. 她说不出和善的话。

【用法2】v. 逃跑；逃亡；逃出

e.g. **escape** from prison 越狱

【用法3】v. 漏出；流出

e.g. Gas **escaped** from the pipe. 煤气从管子中漏了出来。

【快捷记忆】get away 逃跑

break out of prison 从监狱逃跑

refuge n. & v. 避难

run away 逃跑

break loose 挣脱

guard v. & n. 守卫

steady (I. 40)

【用法】adj. 不断的，持续的

e.g. **steady** crying 持续的哭泣 **steady** development 持续发展 **steady** income 稳定的收入

【同义链接】stable

【反义链接】unsteady



难句详解

1. ... it was clear that without immediate action, she would die from loss of blood and shock. (II. 9—10)

……显然如果不立即采取行动，她就会因失血过多和休克而死亡。

【注释】1) it was clear that: 显然（后面接从句）

e.g. **It was quite clear that** his words pleased her. 显然他的一番话取悦了她。

2) without immediate action: 如果不立即采取行动（直译为“没有立即的行动”会显得很生硬。）

3) die from: 死于……

2. A quick blood typing showed that neither American had the correct blood type... (II. 12—13) 快

速的血型测定表明两个美国人的血型都不合适……

- 【注释】 1) neither American: neither the young American doctor nor the young American nurse
2) correct blood type: 合适的（相配的）血型

3. Using what little common language they could find, together with a lot of sign language, they tried to explain to the frightened children... (ll. 16—18) 医生和护士用少得可怜的共同语言，结合大量的手势，努力向这些受惊吓的孩子们解释……

【注释】 1) Using what little common language they could find 为现在分词短语，作方式状语，修饰谓语 tried to explain，意思是“试图用……来解释”。

2) what little common language they could find 意思是“那么一点点共同语言”，作 using 的宾语。

3) what 此处为关系形容词，用在名词前，意思是“尽量多的”，“所……的”。

e.g. Lend me **what** reference books you have on the subject. 把你所有关于这门课程的参考书都借给我吧。

I will give you **what** help I can. 我会尽全力帮助你。

4) sign language: 手势语

5) frightened children: 受惊吓的孩子们

4. Their request was met with wide-eyed silence. (l. 21) 对于他们的请求，孩子们（只是）瞪大了眼睛，一片沉默。

【注释】 be met with 为被动语态，意思是“被……应对”。

5. Heng was quickly laid on a bed, his arm cleaned with alcohol, and the needle inserted into his arm. (ll. 27—30) 兴很快被抱到一张床上，手臂用酒精消毒后，针就扎了进去。

【注释】 本句由三个并列的分句组成，由于后两句的结构与第一句重复，所以省略了重复的动词 was，完整的句子应该是：Heng was quickly laid on a bed, his arm was cleaned with alcohol, and the needle was inserted into his arm.

6. Is it hurting, Heng? (l. 36) 兴，疼吗？

【注释】 也可以使用：Does it hurt, Heng?

7. ... 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. (ll. 38—39) ……他试图再一次掩饰自己的哭声。医生又一次问是不是插在手臂上的针弄疼了他，兴又摇了摇头。

【注释】 again 在句子中出现三次，而且用在句首，放慢了故事的节奏，似乎使男孩痛苦的时间拉得更长，悬念更深。

8. Moving over to pat his head as she talked, her voice was gentle and kind. (ll. 46—47) 护士一边说，一边俯身轻轻拍着小男孩的头，声音亲切而温柔。

【注释】 1) Moving over to pat his head as she talked 为现在分词短语，表示护士说话时伴随的动作。

2) move over: 俯身，探身

9. When she nodded, a look of great relief spread over his face. (ll. 49—50) 护士点了点头，小男孩的脸上立刻露出了宽慰的表情。

【注释】 1) a look of great relief: 一种极为宽慰的表情

2) look n. 脸色，神色，表情

e.g. A look of joy came into his eyes. 他眼神中流露出欣喜。

The boss had a worried look on his face. 老板的脸上写满了担忧。

3) spread over his face 意思是“满脸露出（某种表情）”。

10. He thought you had asked him to give all his blood so the little girl could live. (II. 52—53) 他以你们要他献出所有的血，小女孩才能活下来。

【注释】so 在句中相当于 so that。

e.g. Check carefully, so any mistake will be caught. 仔细核对才能发现每一处错误。



课文译文

以生命相赠

1 炸弹落在了这个小村庄里。在可怕的越南战争期间，谁也不知道炸弹的轰炸目标是什么，结果它却落在了一所由传教士们办的小孤儿院里。

2 一些传教士和一两个孩子已经丧生，还有几个孩子受了伤，其中有一个小女孩，8岁左右，双腿被炸伤。

3 几小时后，医疗救援小组到了。救援小组由一名年轻的美国海军医生和一名同样年轻的海军护士组成。他们很快发现那个小女孩伤势严重。很明显，如果不立即采取行动，她就会因失血过多和休克而死亡。

4 他们明白必须要给小女孩输血，但是他们的医药用品有限，又没有血浆，因此需要相配血型的血。快速的血型测定表明两名美国人的血型都不合适，而几个没有受伤的孤儿的血型却相配。

5 这位医生会讲一点越南语，护士会讲一点法语，但只有中学生的水平。孩子们不会说英语，只会说一点法语。所以，医生和护士用少得可怜的一点共同语言，结合大量的手势，努力向这些受惊吓的孩子们解释，除非他们能输一些血给自己的小伙伴，否则她将必死无疑。接着问他们是否有人愿意献血救小女孩。

6 对于医生和护士的请求，孩子们（只是）瞪大了眼睛，一片沉默。而此时小病人生命垂危。但当时的情形却是只有这些受惊吓的孩子中有人自愿献血，他们才能够得到血。过了好一会儿，一只小手慢慢地举了起来，然后垂了下去，一会儿又举了起来。

7 “噢，谢谢，”护士用法语说。“你叫什么名字啊？”

8 “兴，”小男孩回答道。

9 兴很快被抱到一张床上，手臂经酒精消毒后，针就扎了进去。在整个过程中，兴直直地躺着，没有出声。

10 过了一会儿，他发出了一声长长的抽泣，但立即用那只可以活动的手捂住了自己的脸。

11 “兴，疼吗？”医生问。

12 兴默默地摇了摇头，但一会儿忍不住又抽泣起来，试图再一次掩饰自己的哭声。医生又问是不是插在手臂上的针弄疼了他，兴又摇了摇头。

13 但现在，偶尔的抽泣变成了持续无声的哭泣。他紧紧地闭着眼睛，用拳头堵住嘴想竭力忍住哭泣。

14 现在医疗小组非常担心，因为扎的针不该使他们的小输血者一直感到疼痛。显然出问题了。恰好这时，一名越南护士前来帮忙。看到小男孩在哭，她用越南语很快地和他说话。听完小男孩的回答，又立即回答他。护士一边说，一边俯身轻轻拍着小男孩的头，声音亲切温柔。

15 一会儿,小男孩不再哭了,他睁开眼睛,用询问的目光看着越南护士。护士点了点头,小男孩的脸上立刻露出了宽慰的神色。

16 越南护士抬起头平静地对两名美国人说:“他以为自己快死了。他误解了你们,以为你们要他献出所有的血,小女孩才能活下来。”

17 “那他为什么会愿意这么做呢?”海军护士问。

18 越南护士把这个问题向小男孩重复了一遍。小男孩简单地回答道:“她是我的朋友。”

19 他为了朋友甘愿献出自己的生命,没有比这更伟大的爱了。



背景小档案

A Small Orphanage Run by a Missionary Group

A missionary is a person sent by a church into an area to carry on *religious* (宗教的) or *humanitarian* (人道主义的) work. In the past, *Christian* (基督教的) missionaries were often *explorers* (探险家), and they were sometimes the first Europeans that people in many parts of the world had ever seen. They were greatly admired for being brave and morally good, and for helping people to learn about Christianity. But today, many people criticize what missionaries did, because they encouraged people to give up their traditional religious beliefs and social practices. Sometimes, too, they encouraged people to do things in a more European way, for example, to dress in Western clothes and cover their bodies, even if they lived in a hot country.

欧洲传教士为了向亚洲传教,开办了教会学校、孤儿院、医院等。他们曾经因为勇敢和善行备受崇敬,但由于其传教目的,又以欧洲文化为唯一正统并希望改造其他人,所以也经常受到批评。

After-Class Reading I

Love Thy Neighbor



词汇精讲

style (I. 1)

【用法】*n.* 风格; 式样

e.g. teaching **style** 教学风格

car **styles** 汽车式样

The **style** is the man. 文如其人。

management **style** 管理风格 (方式)

the latest **style** 最新款式

【快捷记忆】*fashion n.* 流行样式; 时尚

happen to (I. 11)

【用法】恰好, 碰巧

e.g. I **happened to** know about him. 我恰好对他有些了解。

Some passer-by **happened to** see the whole thing. 有一个路人碰巧看到了这一切。

bush (I. 21)

【用法】灌木，灌木丛

【常用搭配】beat about (around) the bush 旁敲侧击

【快捷记忆】bushy *adj.* 灌木茂密的；丛生的

fence (I. 21)

【用法】*n.* 栅栏；篱笆

e.g. We built a **fence** around the yard to keep the dog in. 我们在院子周围筑了一道篱笆，不让狗出去。

A **fence** of growing bushes is a hedge. 由灌木长成的一道篱笆称为树篱。

【常用搭配】sit on the fence 骑墙，观望

【快捷记忆】fencing *n.* 击剑（术） fend *v.* 挡开

garbage (I. 28)

【用法】垃圾

【同义链接】rubbish, refuse, waste

have a longing about (I. 46)

【用法】渴望

【同义链接】long for, desire, have a thirst for, yearn for



难句详解

1. The friend next door... (II. 1—2) 隔壁的朋友……

【注释】next door 可用作副词。

e.g. the boy **next door** 隔壁的男孩

His office is just **next door**. 他的办公室就在隔壁。

【相关词语】next door to 在……的隔壁；几乎等于

e.g. He runs that small restaurant **next door to** the theater. 他经营剧院隔壁的那家小餐馆。

Leaving a man to die is **next door to** murder. 见死不救无异于谋杀。

2. ... it may be just as well that our relations with our neighbors are changing. (II. 4—5) ……我们与邻居之间的关系正在发生变化，这也许是该庆幸的事。

【注释】it may be just as well (that): (这样)也挺好

e.g. **It may be just as well that** he did not finish the work yesterday, as he has no other thing to do today.

他没完成昨天的工作也还好，因为他今天也没有其他的事情可做。

3. The religious teaching to “Love Thy Neighbor” was probably a poor translation of what must