



高等学校应用型特色规划教材

新编英语基础教程(二)

[第1分册]

A New Fundamental English Course

[Vol. 1, BOOK II]

周式中 主 编

屈献中 朱泽生 黄灿石 副主编



清华大学出版社

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北 京

内 容 简 介

本书参照我国高等学校英语专业教学大纲的基本要求,汲取我国历年出版的各种英语专业类教材的有益经验编写而成。在内容上作了适度的收缩、精简,侧重于研读精选课文、学习基础词汇、辨析词语用法、讲解语法应用。通过针对课文、词汇等的练习,对学生进行强化训练,从而为学生奠定坚实的英语基础,提高学生的英语交际能力。

本书适合大中专院校英语专业一、二年级学生和英语爱好者使用。

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前 言

这套《新编英语基础教程》，适用于高等学校英语专业基础阶段的教学。

下面就《新编英语基础教程》的编写原则、主要内容、教学要求与学时安排，以及《新编英语基础教程(二)》的主要内容和使用的建议作一概述。

《新编英语基础教程》系列教材的编写原则、主要内容、教学要求与课时安排

1. 编写原则

本教材参照我国高等学校英语专业教学大纲关于基础阶段英语教学的基本要求，汲取我国历年出版的《精读》和《综合英语》等各种英语精读类教材的有益经验编写而成。

为了避免以往的一些教材包含训练项目过多、份量过大的情况，本教材在内容方面作了适度的收缩、精简，侧重于几点：研读精选课文、学习基础词汇、辨析词语用法、讲解语法应用，然后，通过针对课文、词汇、词语用法、语法而精编的练习，对学生进行强化训练。本教材的教学目标是，为学生正确使用英语词汇、语法进行交际奠定坚实的基础，因而命名为《新编英语基础教程》(A New Fundamental English Course)。

2. 主要内容

本套教材分《新编英语基础教程(一)》和《新编英语基础教程(二)》。各自又包含两个分册。整套教材取材广泛，共包括 60 篇精选课文，3000 个左右常用词汇、短语，60 组词语用法辨析，以及全部基本语法，用于英语专业一、二年级共四个学期《新编英语基础教程》课的教学。

3. 教学要求

本教材的教学要求是：

- (1) 在语言知识与语言应用的关系上，以语言应用为主。
 - (2) 在精与泛、质与量的关系上，以求精、求质为主。
 - (3) 在听、说、读、写、译的关系上，以听、读为先导，落实于说、写、译。
- 通过学习本教材，为学生正确使用英语词汇、语法进行交际奠定坚实的基础。

4. 学时安排

每分册共 15 课。建议每课授课 6 学时，阶段复习及总复习 10 学时，共 100 学时。《新编英语基础教程(一)》和《新编英语基础教程(二)》各占 200 学时，整套书共 400 学时。

《新编英语基础教程(二)》的主要内容与使用建议

《新编英语基础教程(二)》在《新编英语基础教程(一)》的基础上,提高了英语教学的程次,主要体现在:“导读”采用英语行文,“课文”增加了难度,“课文练习”增加了句子改述(paraphrase),“词汇练习”增加了构词法练习及其他练习的深广度,课末附加了内容相关的补充读物,用以扩充学习内容。

《新编英语基础教程(二)》每课均由课文、词汇、词语用法、语法及补充读物等部分构成。

关于每课各部分的主要内容与使用建议,简述如下。

1. 课文部分

(1) 课文导读

用英语撰写,列于课文前,用以导引课文、点评主题。

(2) 课文(Text)

全部课文均选自英、美书刊及网上英语资料,题材广泛,内容健康,饶有趣味。除个别经典名篇外,均为当代作品,以便于学生学习当代英语用法,掌握实用的交际知识。为适应教学需要,对所选文章作过一些修改或删节。每课长度约为 900~1100 个单词,每课生词、短语平均约为 50 个。

课文是词汇、语法学习的基础。编者严格控制了课文的长度,旨在要求学生精读课文——精确理解词汇、语法的意义与用法,精确理解句、段的意思和全文主题。要想“精”,就得“熟”;因此教师宜要求学生熟读课文,并至少能够背诵课文的重点段落。

(3) 生词与短语(New Words, Proper Names, Useful Expressions)

生词的注音采用最新国际音标。除个别情况外,一般都用英语释义,旨在培养学生的英语理解能力。

(4) 课文注解(Notes to the Text)

内容包括:作者介绍(作者信息不详者例外),背景知识说明,难句解析。语法、词语注解对书中的相关重点词汇及语法专项介绍起补充、参照作用。

(5) 课文练习(Exercises on the Text)

内容包括:课文重点段落背诵,句子改述,课文内容提问,课文理解和是非判断、完形填空以及课文内容概要汉译英。

背诵是学习语言的一种有效方法,因此本书选编了“课文重点段落背诵”的练习。教师宜严格要求学生在课堂上背诵练习中所列的课文重点段落。

句子改述(paraphrase)不仅有利于理解原文句子的意义,也有利于锻炼学生的英语表达能力。

“课文内容提问”、“课文理解和是非判断”、“完形填空”,都可在课堂上口头进行。

回译法(back translation),是一种很有效的语言学习方法。因此,本书编写了“课文内容概要汉译英”,教师可带领学生在课堂上作口头翻译。

为强化对学生写、译能力的训练,教师可将“课文内容概要汉译英”以及部分“课文内容提问”留为笔头作业。

2. 词汇部分

(1) 词汇学习(Word Study)

每课学习 5 个常用动词(及同源名词、形容词)和一组动词短语。

以明晰标示的动词句型为纲,举例说明常用动词的意义与用法,是本书词汇学习编写的一个特色。教师宜要求学生养成使用动词句型的习惯,这对学生正确用词、避免错误具有重要意义。

常用动词短语,是中国学生须特别重视的学习内容。教师宜要求学生认真掌握每课的一组动词短语。

(2) 词汇练习(Vocabulary Exercises)

内容以本课所学的重点词汇、短语为主,兼顾本课及以往学过的其他词语。形式包括:构词练习,同义词语选择,词语选择填空,介词、副词填空以及指定用词句子汉译英。

“构词练习”、“同义词语选择”、“词语选择填空”以及“介词、副词填空”,均可在课堂上口头进行;先要求学生做,教师再作讲评。

“指定用词句子汉译英”,可留为笔头作业。

3. 词语用法部分

(1) 词语用法(Usage)

每课有一组中国学生容易混淆的词语辨析,通过对相关词语的意义、搭配等的解说与比较,说明其异同及正确用法。

教师着重讲解该组词语中学生容易混淆、出错之处。

(2) 词语用法练习(Usage Exercises)

这是针对本课“词语用法”专门编写的练习,用以巩固所学的知识。此为课堂练习。

4. 语法部分

(1) 语法(Grammar)

根据本教材须覆盖全部英语语法的计划,每课提供了一个语法项目。语法的编写,以假设学生在中学已学过一遍英语语法为前提,又考虑到部分学生的语法基础尚不坚实的情况,而对英语语法再作系统简述。但是重点在于:解决中国学生在使用英语语法方面的要点和难点。

因此,教师在语法教学中,对系统简述部分可一带而过,或让学生自己参阅,而重点讲解中国学生在使用英语语法方面的要点和难点。

(2) 语法练习(Grammar Exercises)

这是针对课文的“语法”方面专门编写的课堂练习,用以巩固所学的知识。

每课末尾附加的“补充读物”(Supplementary Reading),是补充性的学习资料,其内容和生词不计入教学要求。

以上使用建议,仅供教师与学生参考。

经过多方面的努力,《新编英语基础教程(二)》[第1分册]终于付梓,《新编英语基础教程(二)》[第2分册]也将很快出版。在此,我首先要向支持这套教材出版的清华大学出版社表示感谢。

西安外事学院为本教材的编写给予了很大的关心与支持。在此,我谨对学院董事长、院长黄藤先生专致谢忱。

西安外事学院的多位英语教授、副教授及青年教师,在完成他们繁重的教学任务之余,挤出时间,努力承担了本书的编写工作。各部分编者安排如下:课文导读、课文编辑由周式中负责;生词、专有名词、短语注释的初稿由常海鸽、刘增娟、阮晓静编写;课文注释及练习的初稿由朱泽生、魏延丽、赵娅婷、王大利编写;词汇学习及练习的初稿由黄灿石、鲁利萍、李海霞、雷鸣、陈敏英、潘迪、顾海燕、付永超编写;词语用法及练习由周式中编写;语法及练习主要由周式中编写;课末补充读物由周式中、屈献中选编;本册录音监制由胡建华负责;全书校对由周式中、徐社教、胡建华负责;全书修改定稿由周式中负责。许龙为本书的电脑编辑工作提供了技术帮助。在此,一并对各位参与本书编写工作的同事表示感谢。

英语精读类的教材究竟如何编写,至今仍是一个需要继续探索的课题。本书的编写只是编者的一种新的尝试。我们期待着使用本教材的老师和同学们以及学界同仁提出宝贵意见,以便再版时修改。谨在此预致谢意。

周式中

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Lesson One

Love for humanity, especially for the weak and poor, should be the fine nature of human beings. Mother Teresa is just such a person imbued with unbounded love for humanity.

Mother Teresa, a Yugoslavian-born Catholic nun, dedicated every day of all her adult life to caring for the sick, the dying, the cripple, the mentally ill, the unwanted, the unloved and the poor in the world. Despite the Nobel Peace Prize and many other high honors crowned her, she remained in a simple life while devoting all herself to the welfare of others.

"Love is giving, not taking." That is fully practiced by Mother Teresa.

"Love begets love." So, Mother Teresa, this Angel of Mercy, is loved by all, despite their ethnic, religious, educational, political or any other differences.

Mother Teresa: Angel of Mercy

By Pranay Gupte

We all have our own heroes, people we admire and respect, people who made an impact on our life, that made us look at the world with a different eye. Mother Teresa is definitely the one — a real heroine — for me.

Although the world is full of good people, great humanitarians that really care, people who donate billions of dollars, people who raise their voice to make a difference, Mother Teresa stands out in the crowd. She is unique.

"It is not how much we do, but how much love we put in the doing. It is not how much we give, but how much love we put in the giving."

Mother Teresa dedicated every day of her adult life to caring for "the dying, the cripple, the mentally ill, the unwanted, the unloved". Yes, she fed them, sheltered them, cleaned their wounds, but what is more important she made them feel good, loved, wanted. She gave them back their dignity that poverty had taken away from them, and even if they died, they died with a smile on their face.

"Speak tenderly to them. Let there be kindness in your face, in your eyes, in your smile, in the warmth of your greeting. Always have a cheerful smile. Don't only give your care, but give your heart as well."

Agreeing or disagreeing with her on abortion, population control, divorce or how she raised the money should not shadow Mother Teresa's lifelong contribution and dedication to the poor and humanity.

Mother Teresa was born of Albanian parents in Yugoslavia in 1910. She went to India in 1931. For the next 17 years, she taught at a Roman Catholic girls' school in Calcutta. Later she went to live and work in the Calcutta slums. She began her work as a teacher, instructing beggar children in reading and arithmetic, using a stick to write numbers and letters in the dirt. One day as she was returning home from her classes, she found a beggar woman lying on the ground and "half eaten by maggots and rats". The diminutive Roman Catholic nun dragged the woman to a hospital, only to be turned away because she had no money to pay, but she refused to leave until the hospital agreed to admit the woman free of charge.

Soon after, she began a campaign for a shelter for people to die with dignity. Until her death she made a mission of caring for the human castoffs the world wanted to forget. Accepting the Nobel Peace Prize in the name of the "unwanted, unloved and uncared for," she wore the same \$1 white sari that she had adopted to identify herself with the poor when she founded her order Missionaries of Charity.

Her impact was mostly felt in her adopted home, Calcutta, where she directed the Missionaries of Charity for nearly 50 years. But the order's work spread across the globe after 1965, when Pope Paul VI authorized its expansion.

She created a global network of homes for the poor, from the hovels of Calcutta to the ghettos of New York, including one of the first homes for AIDS victims.

Misery had a formidable and unrelenting foe in Mother Teresa. Whether it was in Ethiopia tending to the hungry or in the squalid townships of South Africa, Calcutta's "angel of mercy" was there. In 1982, at the height of the siege in Beirut, the frail nun rescued children trapped in a front line hospital by brokering a temporary cease-fire between the Israeli army and Palestinian guerrillas.

Her work was almost always praised. But her funding methods met with some criticism. Mother Teresa's causes were financed by public foundations, private donors and scores of prizes.

A 1994 British television documentary, "Hell's Angel: Mother Teresa of Calcutta", accused her of accepting contributions without questioning the source, including the likes of Haitian dictator Jean-Claude Duvalier.

Mother Teresa had a short response to such allegations: "No matter who says what, you should accept it with a smile and do your own work," she said. Under Mother Teresa's guidance, the order focused much of its attention on giving comfort to the dying, a task the sisters continue. In an abandoned temple to the Hindu goddess Kali, Mother Teresa founded the Kalighat Home for the Dying. The order established Shanti Nagar (Town of Peace), a leper colony, in the mid-1950s on land granted from the Indian government.

In India and beyond, Mother Teresa and her Missionaries of Charity devoted their time to the blind, the disabled, the aged, and the poor. She opened schools, orphanages and homes for the needy, and turned her attention to the victims of AIDS as that disease increased in prevalence. By 1996, she was operating 517 missions in more than 100 countries.

In his high praise of the tireless work of Mother Teresa, the Secretary-General of the United

In his high praise of the tireless work of Mother Teresa, the Secretary-General of the United Nations Javier Perez de Cuellar said, "the United Nations has played host to the most powerful men in the world, but now we have with us the most powerful woman in the world. She is the United Nations. She is the world."

Perhaps, French President Jacques Chirac summed up Mother Teresa's legacy best when he said after her death: "This evening, there is less love, less compassion, less light in the world."

New Words

humanitarian /'hju:mæni'teəriən/ <i>n.</i>	one who is devoted to the promotion of human welfare and the advancement of social reforms; a philanthropist
cripple /'kripl/ <i>n.</i>	person who is unable to work or move properly because of disease or injury to the legs
shelter /'ʃeltə(r)/ <i>vt.</i>	provide cover or protection for
poverty /'pɒvəti/ <i>n.</i>	state of being poor
tenderly /'tendəli/ <i>adv.</i>	kindly, gently
abortion /ə'bɔ:ʃn/ <i>n.</i>	(esp. deliberately induced) expulsion of a fetus from the womb before it is able to survive, esp. in the first 28 weeks of pregnancy 人工流产; 堕胎; 打胎
humanity /'hju:mæniti/ <i>n.</i>	①being humane or human; kind-heartedness ②human beings generally 人类
beggar /'begə(r)/ <i>n.</i>	乞丐
arithmetic /,æriθ'metɪk/ <i>n.</i>	算术
dirt /dɜ:t/ <i>n.</i>	泥土; 污物
maggot /'mægət/ <i>n.</i>	larva or grub (esp. of the bluebottle or cheese-fly which lays its eggs in meat, cheese, etc.) 蛆
diminutive /dɪ'mɪnjətɪv/ <i>adj.</i>	unusually or remarkably small
nun /nʌn/ <i>n.</i>	woman living in a convent, usu. after taking religious vows 修女; 尼姑
castoff /'kɑ:stɒf/ <i>adj.</i>	(esp. of clothes) no longer wanted; discarded
<i>n.</i>	person or thing discarded 被抛弃的人或物
mission /'mɪʃn/ <i>n.</i>	①a religious set-up where a particular religion is taught, medical services are given, poor people are helped, etc. 以传教、提供医疗服务、扶贫济困为目的的宗教机构 ②duty, purpose 使命, 任务
sari /'sɑ:ri/ <i>n.</i>	length of cotton or silk cloth draped round the body, worn as the main garment by Hindu women 莎丽(印度女子裹在身上的棉布或绸布, 作主要外衣)

adopt /ə'dɒpt/ <i>vt.</i>	①take over and have or use sth. as one's own ②take somebody into one's family esp. as one's child or heir
missionary /'mɪʃənəri/ <i>n.</i>	one who is sent abroad on a religious mission
charity /'tʃærɪti/ <i>n.</i>	①sympathy and kindness, the feeling of generosity esp. towards poor people 慈善 ②an organization that practices charity 慈善组织
hovel /'hɒvl/ <i>n.</i>	small house that is unfit to live in, very poor and squalid dwelling
ghetto /'getəʊ/ <i>n.</i>	area of a town lived in by any minority national or social group, typically crowded and with poor housing condition
formidable /'fɔ:mɪdəbl/ <i>adj.</i>	①difficult to deal with or overcome ②causing fear, doubt, anxiety, etc.
unrelenting /,ʌnrɪ'lentɪŋ/ <i>adj.</i>	not reducing in intensity, etc.; continuous
foe /fəʊ/ <i>n.</i>	enemy
squalid /'skwɒlɪd/ <i>adj.</i>	very dirty and unpleasant(esp. because of neglect or poverty)
siege /si:dʒ/ <i>n.</i>	surrounding by police, troops, etc. of a building/city in which people are living or hiding
broker /'brəʊkə/ <i>vt.</i>	arrange the details of a deal, etc. so that everyone can agree to it
guerilla /gə'rɪlə/ <i>n.</i>	person(not a member of a regular army) engaged in fighting in small secret groups 游击队员
foundation /faʊn'deɪʃn/ <i>n.</i>	(organization set up to provide)sums of money for research, charity, etc.
donor /'dəʊnə(r)/ <i>n.</i>	person who gives or donates sth.
documentary /,dɒkjʊ'mentri/ <i>adj.</i>	giving a factual report of some subject or activity, esp. by using pictures, recordings, etc. of people involved
	<i>n.</i> documentary film, or radio or TV program
allegation /æli'geɪʃn/ <i>n.</i>	statement made without proof 陈词
guidance /'gaɪdn̩s/ <i>n.</i>	guiding or being guided; leadership; direction
abandon /ə'bændən/ <i>vt.</i>	desert, give up 废弃, 抛弃
leper /'lepə/ <i>n.</i>	person who has leprosy 麻疯病人
colony /'kɒləni/ <i>n.</i>	①(a place where) a group of people with the same disease, occupation, interest, etc. living together ②country or area settled or conquered by people from another country and controlled by that country
prevalence /'prevələns/ <i>n.</i>	wide spreading

legacy /'legəsi/ n.

thing passed to sb. by predecessors or from earlier events, etc.

compassion /kəm'pæʃn/ n.

pity for the sufferings of others, making one want to help them

Proper Names

Teresa /tə'resə/

特雷莎

The Nobel Peace Prize

诺贝尔和平奖

Albanian /æl'beɪnjən/

阿尔巴尼亚的, 阿尔巴尼亚人

Yugoslavia /ju:gəu'slæviə/

南斯拉夫

Calcutta /kæl'kʌtə/

加尔各答(印度)

Pope Paul VI

教皇保罗六世

AIDS

Acquired Immune Deficiency Syndrome 获得性免疫功能缺损综合症; 俗称艾滋病

Beirut /bei'rut/

贝鲁特(黎巴嫩首都)

Israeli /iz'reɪli/

以色列的, 以色列人

Palestinian /pælə'sti:niən/

巴勒斯坦的, 巴勒斯坦人

Haitian /'heɪʃjən/

海地的

Jean-Claude Duvalier

让·克劳德·杜瓦里埃

Hindu /'hɪndu:/

印度人(的), 印度教徒(的)

Kali /'kæli/

卡莉(印度教女神, 形象可怖, 既能造福生灵, 也能毁灭生灵)

Jacques Chirac

雅各·希拉克

Useful Expressions

make a difference

have an effect

stand out

be noticeable, prominent, outstanding

identify ... with ...

consider sb./sth. to be identical with sb./sth. else;

equate two things

Notes to the Text

(1) 本课文根据 Pranay Gupte 的同名文章及其他有关资料编写而成。

(2) **We all have our heroes, people we admire and respect, people who make an impact on our life, who make us look at the world with a different eye.** 我们都有自己心目中的英雄, 他们是那些令我们敬慕的人, 那些对我们生活产生影响的人, 那些让我们用另一种眼光看世界的人。

从语法角度讲, 两个 people 都是 heroes 的同位语。

(3) **She dedicated every day of her adult life to caring for “the dying, the cripple, the mentally ill, the unwanted, the unloved.”** 她成年后的每一天都贡献给了对临终者、残疾人、精神病人、被遗弃者、被冷落者的关怀。

dedicate ... to ... 相当于 devote ... to ... 将……贡献于……

the dying, the cripple, the mentally ill, the unwanted, the unloved 指人的类别。

(4) **but what is more important she made them feel good, loved, wanted.** 但是更重要的是, 她使他们感受到人们的关怀和怜爱, 使他们感到自己有用。

what is more important 做插入语。

(5) **Let there be kindness in your face, in your eyes, in your smile, in the warmth of your greeting.** 让善意荡漾在你的脸上, 充满在你的眼睛里, 渗透在你的微笑里, 洋溢在你的热情问候中。

let 引导祈使句, 提出建议、指示等。注意 let 后使用 there be 句型, 其中 be 需用原形。例如:

Let there be no misunderstanding. 不要产生误会。

(6) **Agreeing or disagreeing with her on abortion, population control, divorce or how she raised the money should not shadow Mother Teresa's lifelong contribution and dedication to the poor and humanity.** 不论人们对特雷莎修女关于人工流产、人口控制、离婚等观点以及她的筹资方式是否赞同, 都不应该影响对她毕生致力于救助穷人、关爱人类所做的贡献的评价。

动名词短语 agreeing or disagreeing with her on abortion, population control, divorce or how she raised the money 构成句子主语, 其中的 abortion, population control, divorce 以及 how-clause 并列为介词 on 的宾语。

(7) **the order Missionaries of Charity** 教会慈善会

(8) **Misery had a formidable and unrelenting foe in Mother Teresa.** 这句话的意思等于: Mother Teresa was a formidable and unrelenting foe of misery. 特雷莎妈妈是人类不幸的最可怕的宿敌。

学生需注意英语的这种特殊表达法, 类似的例子还有:

I have lost a good friend in John. 我已失去了约翰这位好友。

Professor Barton found a very promising student in Nancy. 巴顿教授发现南希是一名非常有前途的学生。

(9) **... including the likes of Haitian dictator Jean-Claude Duvalier.** 包括像海地独裁者让·克劳德·杜瓦里埃这一类人。

like 在这里用作名词, 指相似的人(或物), person or thing that is equal or similar to sb. or sth. else. 例如:

I have never heard the like of it. 我从来没有听过像那样的事。

(10) **the Kalighat Home for the Dying** 卡莉临终关怀福利院

(11) **In India and beyond, Mother Teresa and her Missionaries of Charity devoted their time to the blind, the disabled, the aged, and the poor.** 在印度及其他国家, 特雷莎妈妈和她所领导的慈善机构致力于救助盲人、残疾人、老人及穷人。