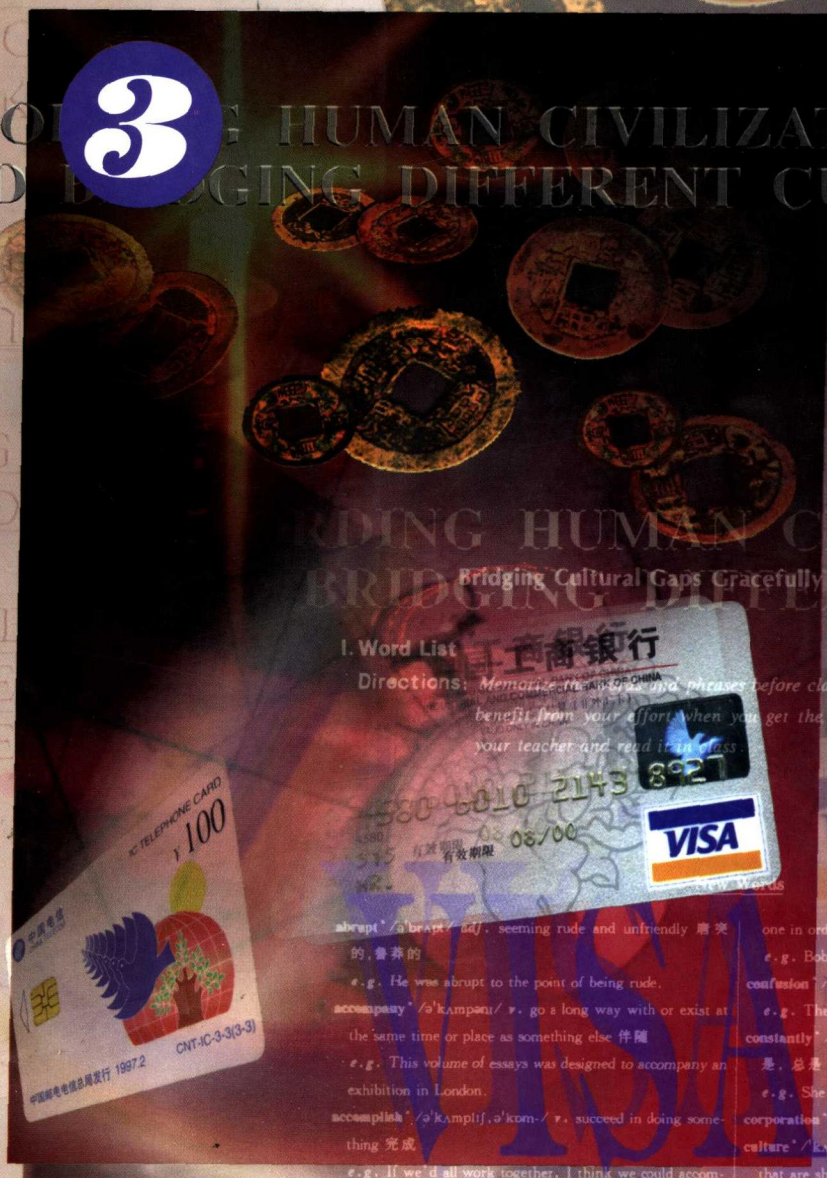


新编大学英语

NEW COLLEGE ENGLISH

浙江大学 编著

RECORD OF HUMAN CIVILIZATION
AND BRIDGING DIFFERENT CULTURE



I. Word List

Directions: Memorize the words and phrases before class. You will benefit from your effort when you get the passage from your teacher and read it in class.

abrupt /ə'brʌpt/ *adj.* seeming rude and unfriendly 唐突的, 鲁莽的

e.g. He was abrupt to the point of being rude.

accompany /ə'kʌmpəni/ *v.* go a long way with or exist at the same time or place as something else 伴随

e.g. This volume of essays was designed to accompany an exhibition in London.

accomplish /ə'kʌmplɪʃ, ə'kɒm-/ *v.* succeed in doing something 完成

e.g. If we'd all work together, I think we could accom-

one in order to praise him/her 赞扬

e.g. Bob complimented me on my new hair.

confusion /kən'fju:ʒən/ *n.* 混乱

e.g. There has been some confusion of names.

constantly /kən'stəntli/ *adv.* continuously 是, 总是

e.g. She worries constantly.

corporation /kɔ:pə'reɪʃən/ *n.* 公司

culture /kʌltʃə(r)/ *n.* the ideas, beliefs,

that are shared and accepted by people in a

e.g. Chinese culture, British culture, West-

cultural /kʌltʃərəl/ *adj.* 文化的

definitely /'defɪnətli/ *adv.* with no chance of

definitely 无疑地, 确实地

e.g. It is definitely going to rain this after-

delegation /deli'geɪʃən/ *n.* a group of people

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3

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前 言

《新编大学英语》是按“以学生为中心的主题教学模式”编写的教材,有1至6级,分学生用书和教师用书。第3册为3级,有12单元,每单元由4部分组成:(1)准备活动(Preparation);(2)以听力为中心的语言活动(Listening-Centered Activities);(3)以阅读为中心的语言活动(Reading-Centered Activities);(4)巩固和提高(Further Development)。准备活动旨在激发学生对本单元有关内容的兴趣,开阔他们的思路,使他们进入积极的语言活动状态。以听力和阅读为中心的语言活动旨在让学生获取大量的可理解的语言输入,提高语言能力,在此基础上展开各项语言活动。课内阅读文章以活页形式由教师在阅读前发给学生,当场阅读。巩固和提高活动是在学生学完本单元课内(1篇)和课外(3篇)所有的文章之后进行的。此时,学生对同一个主题的有关内容、语汇和表达法已有了一定的接触和了解,通过这一部分的综合性语言活动进一步提高应用能力。

每单元围绕一个主题展开读、听、说、写、译等活动,旨在培养学生的语言综合应用能力。因为语言技能的发展是不可分割、相辅相成的。在实际语言环境中,也要求语言技能的综合应用。本教材所选用的材料语言规范,具有时代性、知识性、趣味性和可思性。形式多样的课堂活动使学生在课堂教学的过程中积极思考、自觉参与、获取知识、了解风情、提高能力。在12个单元结束后,有一份学生自测试卷,并提供答案以便自我检查。自测试卷的每部分,均采用了一定量的测试语言综合应用能力的试题,题型新颖、合理、有效。课内和课外阅读文章均有词表。本册教材中,单词均有中英文解释,且配有大量的例句,便于学生掌握。4级或6级词汇均分别标出,4、6级词汇的派生词用星号(*)标出。其中4级词汇,均包含常用义项。同时还加强了词汇、段落翻译和写作训练。如“Enriching Your Word Power”,通过上下文比较学过的单词的不同含义,让学生掌握老词的新意,而这种情况恰恰是词汇表所无法解决的。不断扩充学过的单词的义项,也是提高词汇能力的极为重要的方面。还有“From Appreciation to Production”,通过欣赏或模仿文字或结构精彩的段落,写出自己的文章,这不仅提高了学生的写作能力,还提高了学生的语言鉴赏能力。

《新编大学英语》配有供学生课外使用的自主听力教材 *Listening Practice* 1至4级。每级12个单元,每单元两课,围绕同一个主题。每级包括听力练习和小测验,并提供全部的录音材料文字稿和练习及小测验的答案,以利于学生自

学。教材选材新颖,题材多样,内容丰富,趣味性强,练习形式活泼,能激发学生的自学兴趣。

整套教材采用“以学生为中心的主题教学模式”。词汇、听力、阅读均符合新大纲的各项规定及量化指标。读、听、说、写、译的技能也是按新大纲规定的“较强的阅读能力,一定的听、说、写、译能力”两个层次要求编写的。“以学生为中心”旨在理解和体现学生在知识、智力、情感、个性等方面的需求。“主题教学”指以主题为依据,选取了与学生的校园和社会生活息息相关的语言最佳样本。同时提供给学生大量的、相互有联系的、符合认知需求的语言材料和语汇。语汇复现率高,便于联想和记忆。

本教材是在理论研究的基础上,根据大学英语教学的实际情况,在浙江大学经过 1997 年 8 个试点班和 1998 年两千六百多名学生的使用,不断总结经验,不断完善以后出版的。我们衷心感谢浙江大学教务处、浙江大学 97 级试点班的全体同学和 98 级的全体同学、浙江大学外国语言学与应用语言学系大学英语第一教研室和第二教研室的全体教师、浙江大学外国语言学与应用语言学研究生、浙江大学外国语言学与应用语言学系办公室、实验室、资料室的全体工作人员、美国语言专家 Maxine Huffman、Don Huffman、Naomi Woronov、加拿大籍专家 Sally Ross 以及兄弟院校的同行及专家,有了他们的大力支持和无私奉献,才有本教材的顺利出版。

本教材由应惠兰教授主编,蒋景阳、周星、何莲珍、黄建滨、徐莹、徐丽萍和袁靖编写,邵永真教授、美籍专家 Maxine Huffman 博士和 Don Huffman 博士负责审稿。参加编写工作的还有张兴奎、王元春、周颂波、张筱菲、加拿大籍专家 Sally Ross 博士、美籍专家 Maxine Huffman 博士、Don Huffman 博士和 Naomi Woronov 博士。

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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 1

Myths and Legends

In-Class Reading

Why the Tortoise's Shell Is Not Smooth

After-Class Reading

Passage I *Beauty and the Beast*

Passage II *The Monkey King*

Passage III *The First Beginning*

Part One Preparation**1. An Argument About the Sun**

Directions: Read the following fable (a legend or myth that always has a moral) and discuss in groups the questions below.

When Confucius (孔子) was travelling in the eastern part of the country, he came upon two children in a heated argument, so he asked them to tell him what it was all about.

"I think," said one child, "that the sun is near to us at daybreak and far away from us at noon."

The other contended that the sun was far away at dawn and nearby at midday.

"When the sun first appears," said one child, "it is as big as the canopy (马车顶篷) of a carriage, but at noon it is only the size of a plate or a bowl. Well, isn't it true that objects far away seem smaller while those nearby seem bigger?"

"When the sun comes out," pointed out the other, "it is very cool, but at midday it is as hot as putting your hand in boiling water. Well, isn't it true that what is nearer to us is hotter and what is farther off is cooler?"

Confucius was unable to settle the matter for them.

The two children laughed at him, "Who says you are a learned man?"

—from *Liezi*

Questions:

- 1) How would you answer the children's question?
- 2) Why couldn't Confucius settle the matter?
- 3) What is the lesson of the fable?

2. Bedtime Stories

Directions: Of all the bedtime stories your grandparents or parents told you when you were a little child, which one was the most interesting? Share your favorite story with the other members in your group.

3. Chinese Fables

Directions: China is a country rich in fables such as "Qi Ren You Tian" (The Worrier of Qi) and "Hua She Tian Zu" (The "Finishing" Touch). Can you relate one of these famous fables to your group members?

Part Two Listening-Centered Activities

Listening I



Mart Moody Tupper Lake pup retriever

Exercise 1

Directions: Listen to the passage and then answer the questions. Work in pairs to check your answers.

- 1) Ducks
- 2) His dog
- 3) She didn't come back (show up)
- 4) Because the dog is ~~heavy~~ heavy with pup.
- 5)

Exercise 2

Directions: Listen to the passage again and decide whether the following statements are true or false. Put "T" for true and "F" for false in the space provided. Check the answers with your partner.

- F 1) Mart Moody made a living by hunting ducks.
- F 2) The dog didn't want to get the ducks because of her pregnancy.
- T 3) The dog didn't return home with Moody that night.
- T 4) Moody went to look for the dog the next morning.
- F 5) The dog gave birth to three pups.
- T 6) The dog and her pups got ten ducks altogether.

Exercise 3

Directions: Work in groups to talk about Mart Moody and his dog. Then share your ideas with other groups in the class.



preacher

Reverend

carve

shed

yell

damned

Exercise 1

Directions: Listen to the passage and answer the questions. Then check the answers with your neighbor.

- 1) a preacher
- 2) two ducks
- 3) the train station
- 4) she ate the two ducks
- 5) went to sharpen the knife on the oil stone
- 6) she wanted to check the preacher's attention
- 7) --- out of his ears
- 8) took his hat and left quickly
- 9) --- when the two ducks
- 10)
- 11)
- 12)

Exercise 2

Directions: Listen to the passage again and then role-play it in groups of three, being "the old man", "the guest" and "the daughter".

Listening III



Jack Storme

Thebes

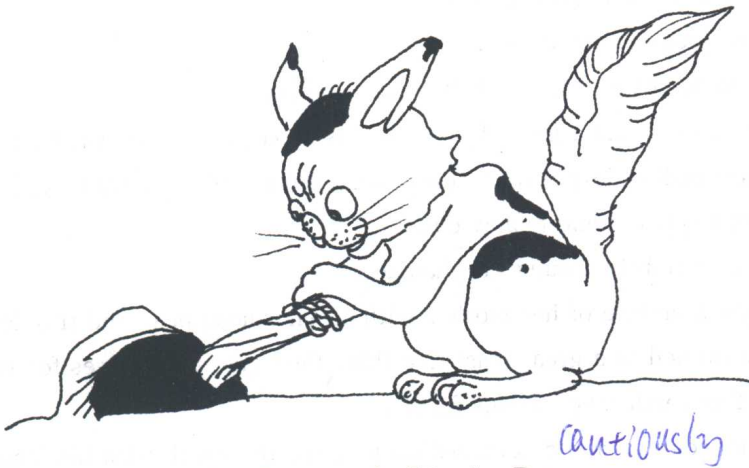
Illinois

sleek

peer

Exercise 1

Directions: Listen to the passage and fill in the following blanks with the exact words you hear on the tape.



The Cat with the Wooden Paw

Jack Storme was the local barrel maker and blacksmith of Thebes, Illinois. He had a cat that 1) stayed around his shop. The cat was the best 2) mouse in the whole country, Jack said. He kept the shop 3) free of rats & mice. But, one day, the cat got caught in a piece of machinery and 4) got a paw cut off. After that, he began to 5) grow week thin and didn't take any interest in anything, because he wasn't getting enough to eat.

So, one day, Jack decided to 6) make a wooden paw for the cat. He made it with his pocket knife and 7) fascinated it on the injured leg. After that, the cat began to 8) grow sleek & fat again. Jack decided to stay at the shop one night to see how the cat 9) managed with his wooden paw.

After dark, the cat got down in front of a mousehole and waited. Pretty soon a mouse 10) peer out cautiously. Quick as a flash the cat 11) sees it with his good paw and knocked it on the head with his wooden one. In no time, that cat had 12) enjoyed in front of the mousehole.

Exercise 2

Directions: Listen to the passage again and retell the story to your neighbor.