



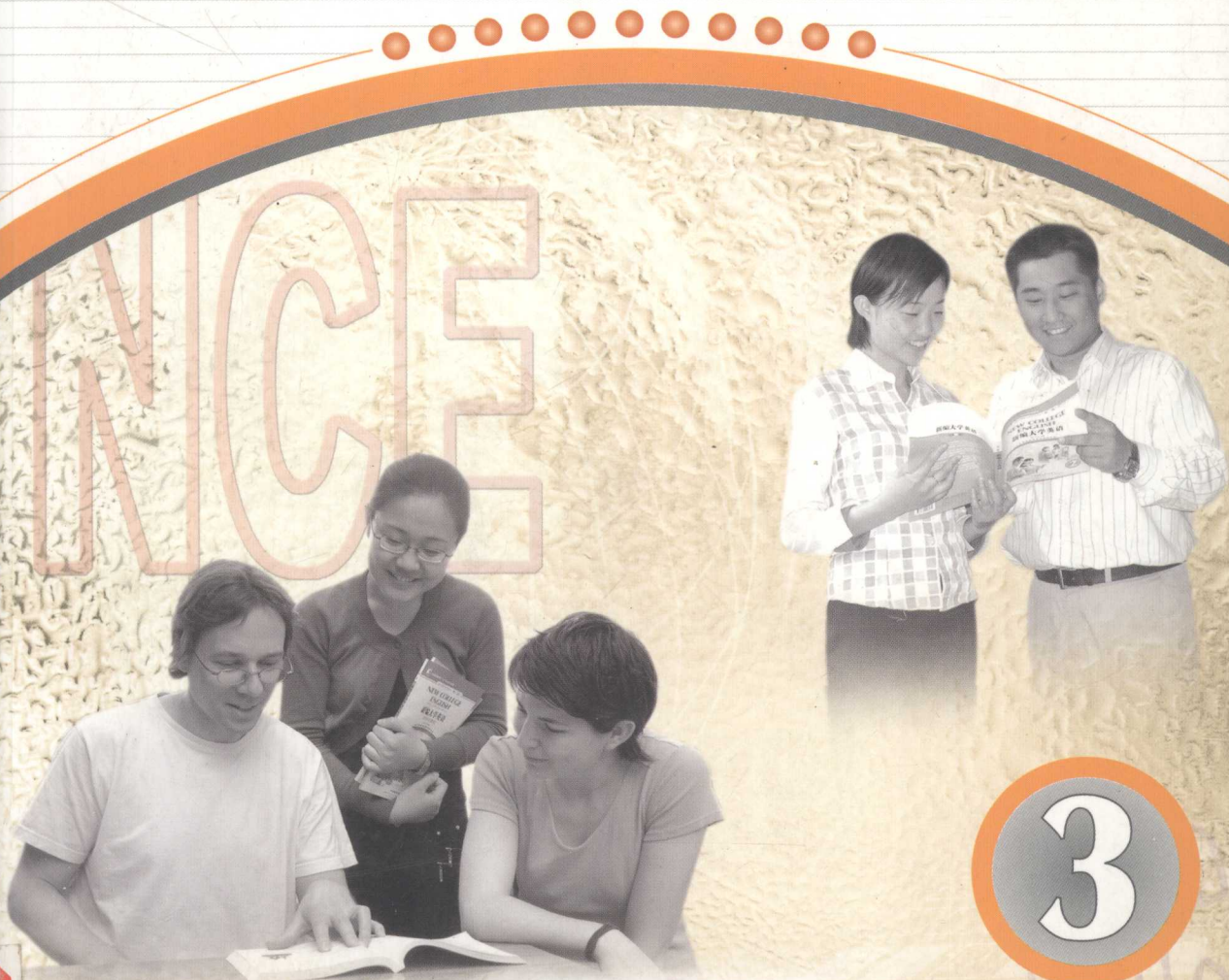
普通高等教育“十五”国家级规划教材

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著



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SECOND EDITION (第二版)

NEW COLLEGE ENGLISH

新編大學英語

BOOK 1B

第二冊 (附聽力練習帶)



丁曉平 主編

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普通高等教育“十五”国家级规划教材

★ 教育部大学外语推荐教材

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

新编大学英语 ③

浙江大学 编著

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前言

《新编大学英语》第二版

《新编大学英语》自1999年春天出版以来，一直得到同行、专家以及广大师生的支持和爱护。可以说，没有大家的支持，就没有今天《新编大学英语》的第二版。几年来我们继续我们的研究工作，还在全国各地进行了问卷调查，最大规模的一次涉及了近3,000名学生和300多位教师。根据调查研究中获得的数据和信息，同时考虑到新的社会需求、学校的教学设备和条件，我们修订了《新编大学英语》。

第二版《新编大学英语》由三部分组成：

- 1) 《新编大学英语》学生用书（配有录音带和光盘），教师用书；
- 2) 《新编大学英语》视听说教程学生用书（配有录音带和光盘），教师用书（配有教师用录音带）；
- 3) 《新编大学英语》网络课件（NCE Online, <http://nce.fltrp.com>）。

第二版《新编大学英语》对难度、梯度都进行了调整。将原来的基础教程和一至六册的各单元重新排列，删除和替换了部分材料，归并了部分话题，更新或替换了部分练习和活动，使新版本更具趣味性、可思性，更注重语言应用能力的培养和提高，尤其加强了听说能力的培养。《新编大学英语》及其视听说教程内容密切配合、互相补充，对应单元里的材料和活动均围绕同一个话题，在注重语言实践和培养语言综合应用能力上，相互结合，相互促进，从不同侧面展开语言实践活动。

第二版《新编大学英语》继续采用“以学生为中心的主题教学模式”，在了解学生学习英语的信念、条件、兴趣和策略的基础上，关注他们在学习过程中的困难和需求，为他们提高语言综合应用能力提供支持和帮助。在此前提下，突出培养听说能力以加强学生的薄弱环节。为此，课堂教学做到尽可能地接近真实世界，培养学生的交际能力。

语言既是文化的一部分，又是传播文化最有效的媒介，而且思想文化的交流是双向的。因此，在让学生了解英语国家文化的同时，还要培养他们表达、传播本国文化的能力。大规模的调查与研究分析表明，提高语言交际能力的核心是大量消化和吸收语言输入、提高表达思想的能力。根据学生的反映，学会日常的常规性的口头表达方式并不难，难在如何组织语言表达自己

的思想, 写作能力也同样难在表达思想。第二版《新编大学英语》体现了上述思想, 着重引导学生创造性地使用语言。

● 本书为第二版《新编大学英语》学生用书第三册。共分10个单元, 每单元由四部分组成: a) Preparation: 仍保持了原教材这部分的风格; b) Reading-Centered Activities: 与原教材这部分的风格基本相同, 但词表中增加了大量的例句, In-Class Reading 不再作为活页单列; c) Further Development: 也与原教材的这部分基本相似, 但不包含写作; d) Writing and Translation: 含有翻译技巧、翻译实践、写作三部分。在最后一部分里, 翻译和写作密切配合, 翻译为写作铺路, 写作加强翻译能力。同时, 系统地将翻译技巧按章节编排到各单元中, 而其中的说明例句主要来自本教材。

● 《新编大学英语》网络课件(NCE Online), 不仅为使用《新编大学英语》及其视听说教程提供了最大方便, 同时还配有 English for Fun、Online Community、Reference、《新编大学英语》语法书、词典等。其中的 Word Games 为学生掌握词汇提供了六种不同形式的游戏, 覆盖了《新编大学英语》的全部词汇和词组, 学生可以按不同的学习风格、不同的喜好选择不同的词汇范围及不同的游戏。在浙江大学两年多的使用过程中, Word Games 深受学生欢迎。网络课件还配有严谨的评估系统, 有: 1) 《新编大学英语》教程单元测试(Quizzes), 2) 视听说教程单元测试(Quizzes), 3) 阶段测试(Level Tests)。每册教材的阶段测试题量大, 可以随机生成许多套试卷。学完第6单元后, 学生可以开始利用阶段测试进行自我评估。

第二版《新编大学英语》系列教程由应惠兰任总主编。本册教材主编: 应惠兰。编者: 蒋景阳、熊海虹、顾晔、傅政、何莲珍、徐莹、徐丽萍、郑猛。审稿: 邵永真、Maxine Huffman 博士和 Don Huffman 博士。参加本册编写工作的还有: 邵永真、张兴奎、马以容、王元春、杨敏、黄小杨、张筱菲、袁靖、傅莹、应惠兰、Maxine Huffman 博士和 Don Huffman 博士。

● 前 言

《新编大学英语》第二版

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《英汉大词典》(缩印本), 上海译文出版社, 1993.

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.

Acknowledgements

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			In-Class Reading	<i>The Misery of Shyness</i>			
2	Myths and Legends	Preparation	After-Class Reading	I <i>Two Ways of Looking at Life</i> II <i>You Are What You Think</i>	Further Development	Writing and Translation	1. Knowing About Translation: 否定句的翻译 2. Translation Practice 3. Racking Your Brains 4. Writing
			Reading-Centered Activities				
3	Social Problems	Preparation	In-Class Reading	<i>Why the Tortoise's Shell Is Not Smooth</i>	Further Development	Writing and Translation	1. Knowing About Translation: 某些比较结构的翻译 2. Translation Practice 3. Writing
			After-Class Reading	I <i>Beauty and the Beast</i> II <i>The Monkey King</i>			
4	Career Planning	Preparation	Reading-Centered Activities		Further Development	Writing and Translation	1. Knowing About Translation: 定语从句的翻译(1) ——限制性定语从句 2. Translation Practice 3. Writing
			In-Class Reading	<i>Latchkey Children—Knock, Knock, Is Anybody Home?</i>			
5	Language	Preparation	After-Class Reading	I <i>It's a Mugger's Game in Manhattan</i> II <i>Thief</i>	Further Development	Writing and Translation	1. Knowing About Translation: 定语从句的翻译(2) ——非限制性定语从句 2. Translation Practice 3. Writing
			Reading-Centered Activities				
6	Man and Animals	Preparation	In-Class Reading	<i>Career Planning</i>	Further Development	Writing and Translation	1. Knowing About Translation: 名词性从句的翻译(1) 2. Translation Practice 3. Writing
			After-Class Reading	I <i>Summer Job Planning</i> II <i>Which Career Is the Right One for You?</i>			
7	The Joy of Travel	Preparation	Reading-Centered Activities		Further Development	Writing and Translation	1. Knowing About Translation: 名词性从句的翻译(2) 2. Translation Practice 3. Writing
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8	Nature and Nurture	Preparation	After-Class Reading	I <i>Foreign Accents</i> II <i>Not Just Parrot-talk</i>	Further Development	Writing and Translation	1. Knowing About Translation: 状语从句的翻译 2. Translation Practice 3. Writing
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10	Reflections on Life	Preparation	Reading-Centered Activities		Further Development	Writing and Translation	1. Knowing About Translation: 定语从句的翻译 2. Translation Practice 3. Writing
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			After-Class Reading	I <i>The Romance of Train Travel</i> II <i>Aruba</i>	Further Development	Writing and Translation	1. Knowing About Translation: 状语从句的翻译 2. Translation Practice 3. Writing
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			Reading-Centered Activities		Further Development	Writing and Translation	1. Knowing About Translation: 强调和倒装句型的翻译 2. Translation Practice 3. Writing
			In-Class Reading	<i>Music to Your Gears</i>			
			After-Class Reading	I <i>The Beatles</i> II <i>Songs of Love</i>	Further Development	Writing and Translation	1. Knowing About Translation: 强调和倒装句型的翻译 2. Translation Practice 3. Writing
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			After-Class Reading	I <i>Age and Youth</i> II <i>Let the Questions In</i>			

1

Personality

Part One

PREPARATION

preparation

1 Mr. and Miss So and So

Directions: Work in pairs to complete these imaginary names to form adjectives that describe a person's personality. Try not to use the dictionary unless necessary. Write one letter in each blank.

Example: Mr. Lazy does not like working.

- 1) Mr. G_____e would not even hurt a fly, and is always kind and careful.
- 2) Miss De_____ed puts her heart into things she is doing.
- 3) Mr. Co_____te always thinks of what other people need and will be kind enough to help the blind cross the street.
- 4) Mr. Ad_____ous likes to go to wild and unexplored places and do risky things.
- 5) It is hard to upset Mr. C_____m.
- 6) Mr. Ag_____ve is always ready for a fight.
- 7) Miss C_____al enjoys finding fault with things.
- 8) Mr. E_____ic works 14 hours a day, plays tennis and goes jogging.
- 9) Miss Se_____h won't share her own things with anyone, and always thinks about herself.
- 10) Miss Am_____us wants to be good, better, and the best.
- 11) Mr. Self-c_____t knows he is good, and believes he can do things well.
- 12) Mr. E_____ing does not get angry or upset easily for small things and gets along with others well.
- 13) Miss Tr_____ful never tells any lies.
- 14) Mr. Out_____g likes meeting people and is sociable.
- 15) My name is F_____k. I do not like your make-up.

- 16) Mr. S_____ve understands other people's feelings and problems. But he is also easily hurt or upset.
- 17) Mr. B_____y is always telling others what to do.
- 18) Miss P_____t never gets annoyed when doing something that takes a long time.
- 19) Mr. T_____ve speaks too much on any occasion.
- 20) Mr. P_____ve is likely to persuade others to believe or do a particular thing.
- 21) Miss Sy_____ic is kind to those people in misfortune (不幸).
- 22) Miss E_____al shows her feelings very openly.



2 Personality and Job

Directions: Discuss with your partner and decide the personality traits that you think would make an ideal person for the following job. You must think of at least three words for each job either by referring to the words in Exercise 1 or using your imagination.

Jobs	Personality Traits
salesperson	
teacher	
doctor	
police officer	
accountant	
lawyer	
tourist guide	
host or hostess of a show	
reporter	
secretary	
spokesperson	

3 Personality Test

STEP ONE

Work in pairs. Interview your partner about his or her personality and write down the answers.

- 1) Which color do you prefer?

- A. Blue. B. Grey. C. Orange.
- 2) What would you rather do?
A. Play a team game, e.g. football.
B. Play a game for two, e.g. tennis.
C. Take exercise on your own, e.g. running, cycling or jogging.
- 3) What would you rather be?
A. Be rich and famous. B. Be rich, but not famous. C. Be poor and happy.
- 4) Where would you prefer to live?
A. In a big city. B. In a small town. C. In the country.
- 5) In what way would you rather work?
A. Work alone.
B. Work with two or three people.
C. Work with a lot of people.
- 6) What would you rather be?
A. A defense lawyer (辩护律师).
B. A prosecution lawyer (原告律师).
C. A judge (法官).
- 7) What would you rather be?
A. A film star. B. A doctor. C. A writer.
- 8) Where would you rather have a holiday?
A. In Disneyworld. B. On a small island. C. In an old and beautiful city.
- 9) What would you prefer to do?
A. Go to a disco. B. Go out with one friend. C. Stay at home alone.
- 10) Who would you prefer to have dinner with?
A. A famous person. B. A large group of friends. C. Someone from your family.

STEP TWO

Score 0–2 points for each of your partner's answers and add up the total. The final score will show what kind of person he or she might be.

	A	B	C
1)	1	0	2
2)	2	1	0
3)	2	1	0
4)	2	1	0
5)	0	1	2
6)	2	1	0
7)	2	1	0
8)	2	0	1
9)	2	1	0
10)	1	2	0

SCORE: 15 to 20

You like being with people. You are ambitious and you want success.

SCORE: 9 to 14

You like being with special friends. You'd like a job with people, but you'd prefer to meet one or two people at a time.

SCORE: 8 and under

You like being on your own. You'd prefer a quiet job.

4 Personality Words

Directions: The following puzzle contains some adjectives that describe one's personality.

They are hidden forward, backward, up, down, or diagonally (对角地). Work in pairs to find all the words. There are at least twenty words.

R	I	A	F	F	E	C	T	I	O	N	A	T	E	C
E	X	M	T	O	G	E	N	E	R	O	U	S	A	R
S	V	B	A	A	B	A	D	A	P	T	A	B	L	E
O	Y	I	E	G	L	R	O	X	I	N	G	S	J	A
U	A	T	N	N	I	E	E	A	N	E	R	M	I	T
R	G	I	B	D	E	N	N	L	T	H	E	A	K	I
C	C	O	O	P	E	R	A	T	I	V	E	R	Z	V
E	O	U	Z	U	H	P	G	T	E	A	A	Q	U	E
F	U	S	Y	K	W	L	E	E	I	D	B	I	S	T
U	R	Q	U	I	J	O	P	N	T	V	L	L	H	R
L	T	P	R	O	M	P	T	D	D	I	E	M	E	O
R	E	A	S	O	N	A	B	L	E	E	C	U	P	S
L	O	G	I	C	A	L	R	O	M	A	N	T	I	C
M	U	P	E	N	T	H	U	S	I	A	S	T	I	C
A	S	Y	M	P	A	T	H	E	T	I	C	U	W	N

Part Two

READING-CENTERED ACTIVITIES

In-Class Reading



Pre-Reading

Directions: Discuss the following questions in groups.

- 1) What do you think are the reasons for shyness?
- 2) What are the ways to overcome shyness?



Passage Reading

The Misery of Shyness

Betty Sobel and Lorraine C. Smith

1 Shyness is the cause of much unhappiness for a great many people. All kinds of people describe themselves as shy: short, tall, dull, intelligent, young, old, slim, overweight. Shy people are anxious and self-conscious; that is, they are excessively concerned with their own appearance and actions. Worrisome thoughts are constantly swirling in their minds: What kind of impression am I making? Do they like me? Do I sound stupid? I'm ugly. I'm wearing unattractive clothes.

2 It is obvious that such uncomfortable feelings must affect people adversely. A person's self-concept is reflected in the way he or she behaves, and the way a person behaves affects other people's reactions. In general, the way people think about themselves has a profound effect on all areas of their lives. For instance, people who have a positive sense of self-worth or high self-esteem usually act with confidence. Because they have self-assurance, they do not need constant praise and encouragement from others to feel good about themselves. Self-confident people participate

in life enthusiastically and spontaneously. They are not affected by what others think they “should” do. People with high self-esteem are not hurt by criticism; they do not regard criticism as a personal attack. Instead, they view a criticism as a suggestion for improvement. 15

3 In contrast, shy people, having low self-esteem, are likely to be passive and easily influenced by others. They need reassurance that they are doing “the right thing”. Shy people are very sensitive to criticism; they feel it confirms their inferiority. They also find it difficult to be pleased by compliments because they believe they are unworthy of praise. A shy person may respond to a compliment with a statement like this one: 20
 “You’re just saying that to make me feel good. I know it’s not true.” It is clear that, while self-awareness is a healthy quality, overdoing it is detrimental, or harmful.

4 Can shyness be completely eliminated, or at least reduced? Fortunately, people can overcome shyness with determined and patient effort in building self-confidence. Since shyness goes hand in hand with lack of self-esteem, it is important for people to accept their weaknesses as well as their strengths. For example, most people would like to be “A” students in every subject. It is not fair for them to label themselves as inferior because they have difficulty in some areas. People’s expectations of themselves must be realistic. Dwelling on the impossible leads to a sense of inadequacy, and even feelings of envy, or jealousy. We are self-destructive when we envy a student who gets better grades. 25

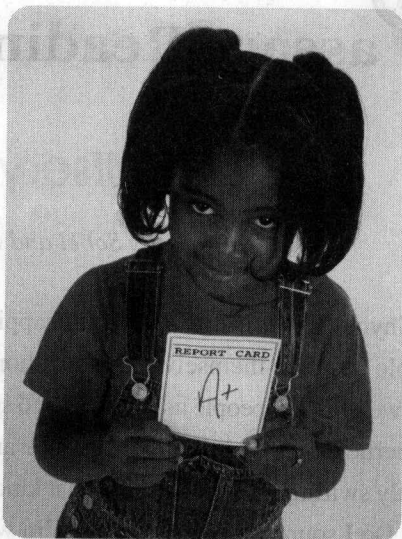
5 If you are shy, here are some specific helpful steps toward building self-confidence and overcoming shyness:

6 1. Recognize your personal strengths and weaknesses. Everyone has both. As self-acceptance grows, shyness naturally diminishes. 35

7 2. Set reasonable goals. For example, you may be timid about being with a group of strangers at a party. Don’t feel that you must converse with everyone. Concentrate on talking to only one or two people. You will feel more comfortable. 40

8 3. Guilt and shame are destructive feelings. Don’t waste time and energy on them. Suppose you have hurt someone’s feelings. Feeling ashamed accomplishes nothing. Instead, accept the fact that you have made a mistake, and make up your mind to be more sensitive in the future. 45

9 4. There are numerous approaches to all issues. Few opinions are completely right or wrong. Don’t be afraid to speak up and give your point of view.



- 10 5. Do not make negative comments about yourself. This is a form of self-rejection. Avoid describing yourself as stupid, ugly, a failure. Accent the positive. 55
- 11 6. Accept criticism thoughtfully. Do not interpret it as a personal attack. If, for example, a friend complains about your cooking, accept it as a comment on your cooking, not yourself. Be assured that you are still good friends, but perhaps your cooking could improve. 58
- 12 7. Remember that everyone experiences some failures and disappointments. Profit from them as learning experiences. Very often a disappointment becomes a turning point for a wonderful experience to come along. For instance, you may be rejected by the college of your choice. However, at the college you actually attend, you may find a quality of education beyond what you had expected. 60
- 13 8. Do not associate with people who make you feel inadequate. Try to change their attitude or yours, or remove yourself from that relationship. People who hurt you do not have your best interests at heart. 65
- 14 9. Set aside time to relax, enjoy hobbies, and reevaluate your goals regularly. Time spent this way helps you learn more about yourself. 68
- 15 10. Practice being in social situations. Don't isolate yourself from people. Try making one acquaintance at a time; eventually you will circulate in large groups with skill and self-assurance. 70
- 16 Each one of us is a unique, valuable individual. We are interesting in our own personal ways. The better we understand ourselves, the easier it becomes to live up to our full potential. Let's not allow shyness to block our chances for a rich and fulfilling life. 75

(820 words)

Time taken:

minutes

● New Words

accent /æk'sənt/

- 1) make something more noticeable so that people will pay attention to it 强调, 突出
e.g. I) The side tables were accented by fresh flower arrangements.
II) When advertising, you must accent the areas where your product is better than your competitors'.
- 2) emphasize a part of a word in speech 重读
e.g. I) Not HOtel! You have accented the wrong syllable (音节).
II) Many English verbs are accented on

their second syllable.

/'æksənt/

- 1) a particular way of speaking, usually connected with a country, area, or social class 口音, 腔调
e.g. I) He speaks English with a strong German accent.
II) I knew from his accent that he was from the South.
- 2) the emphasis given to a word or part of a word when it is said 重音
e.g. I) In "today" the accent is on the second