



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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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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★ 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 ⑤

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近3,000名学生和300多位教师。根据调查研究获得的数据和信息，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://www.heep.cn/nce>）。

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》学生用书第五册，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: 包括从阅读到写作、实用写作（包括实用写作理论和实用写作实践）两部分。从阅读到写作体现了每单元阅读与写作的密切配合：供学生参考的语汇与表达法主要来自于阅读文章，活动构思来自于课堂活动，使学生在实践中进一步提高了表达思想的能力。同时，系统也将应用文写作按章节编排到第五、六册的各单元中，并提供了写作范文。

《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。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：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，学生可以开始利用单元测试进行自我评估。

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：庞继贤、周星、蒋景阳、熊海虹、徐慧芳、徐明、周颂波、王元春、黄小杨、丁展平。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、何莲珍、章红新、张兴奎、马以容、顾晔、傅政、李敏、张筱菲、袁靖、傅莹、杨敏、徐丽萍、徐莹、郑猛、应惠兰、Maxine Huffman 博士和 Don Huffman 博士。

前 言

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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.

Acknowledgements

Unit	Topic	Part One	Part Two	Part Three	Part Four
1	Suspense	Preparation	Reading-Centered Activities In-Class Reading <i>The Lady or the Tiger?</i> After-Class Reading I <i>The Tell-Tale Heart</i> II <i>Cleaning Up</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
2	Manners	Preparation	Reading-Centered Activities In-Class Reading <i>No One Stops to Say "Thank You"</i> Anymore After-Class Reading I <i>Men's Liberation from Etiquette</i> II <i>Who Pays the Check?</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
3	Business Strategies	Preparation	Reading-Centered Activities In-Class Reading <i>Business Lessons from the Rain Forest</i> After-Class Reading I <i>National Stereotypes and Business Behavior</i> II <i>Doing Business in Asia</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
4	Friends and Friendship	Preparation	Reading-Centered Activities In-Class Reading <i>On Friendship</i> After-Class Reading I <i>Friends, Good Friends—and Such Good Friends</i> II <i>The Value of Friendship</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
5	Happiness	Preparation	Reading-Centered Activities In-Class Reading <i>Finding Happiness</i> After-Class Reading I <i>A Simple Truth About Happiness</i> II <i>Optimism</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
6	Human Behavior	Preparation	Reading-Centered Activities In-Class Reading <i>What, Me? Showing Off?</i> After-Class Reading I <i>When to Keep Your Mouth Shut</i> II <i>How We Can Change Our Wasteful Habits</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
7	Heroes	Preparation	Reading-Centered Activities In-Class Reading <i>Heroes</i> After-Class Reading I <i>Rescue at Dotson Creek</i> II <i>In Memory of the Challenger Astronauts</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
8	The Open Window	Preparation	Reading-Centered Activities In-Class Reading <i>The Open Window</i> After-Class Reading I <i>The Last Leaf</i> II <i>The Kiss</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
9	Public Speaking	Preparation	Reading-Centered Activities In-Class Reading <i>Why Study Public Speaking?</i> After-Class Reading I <i>Food for Thought</i> II <i>The Shame of Hunger</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing
10	Women in the Workplace	Preparation	Reading-Centered Activities In-Class Reading <i>Why Women Aren't Getting to the Top</i> After-Class Reading I <i>In the Company of Women</i> II <i>Women Are Pushy, Men Ambitious</i>	Further Development	Writing 1. From Reading to Writing 2. Practical Writing

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1

Suspense

Part One

PREPARATION

1 What Happened?

Directions: Read the scenario below and work in pairs to find out what happened to the man.
You may ask your teacher yes/no questions if necessary.

There is a dead man in the middle of a desert with no clothes on. Between the man's fingers there is a matchstick. What happened?

2 Who Ate the Cake?

Directions: Read the following story carefully and then work in groups to figure out who ate the cake and give the reasons for your answer.

On Friday afternoon, Mother bought a chocolate cake for dessert that evening. At three o'clock she went home and left the cake on the kitchen table, before leaving again to finish her errands. All of her children would be home from school by four o'clock and her husband would be home at five. At five thirty, when she returned, a large slice of the cake was missing. Everyone was at home.

There were no knives, forks or plates in the sink. Whoever had eaten the cake had cleaned up afterwards. Mother quickly wrapped the cake in opaque wrapping and hid it in the refrigerator.

During dinner, Mother watched her children and her husband to see if they seemed unusually full. Albert, the older son, always ate a lot for dinner. He had two servings of everything. He was too busy eating to talk. Beatrice, the older daughter, seldom ate much. Tonight was no exception. She told everyone about what she was



reading at school. Charles, the younger son, seemed more interested in feeding the dog under the table than eating. This, however, was not unusual, though it was forbidden. Debbie, the younger daughter, hardly talked at all during dinner. This was unusual. She didn't meet anyone's eyes when she did speak. Edward, the father, asked each of the children about their day. Only Debbie was reluctant to talk. Fido, the dog, stayed close to Charles instead of going to the others to beg for food. This was unusual.

After dinner, Mother said, "There were exactly six servings of dessert and one of you has eaten your share already. Whoever did it will not get any tonight. If none of you will admit it, then we'll all go without tonight."

"Oh Mom," said Albert, "that's not fair."

"How do we know that you didn't eat it and forget?" asked Edward, smiling at his wife.

"How are you going to find out?" asked Beatrice.

"It's simple," said Mother. "I will ask you."

"Well, I didn't," said Debbie, "so you don't have to ask me."

"I was playing baseball with John until five," said Albert. Conveniently, John lives next door.

"I was working at the supermarket this afternoon," said Beatrice. "I got home just before you did."

"I was at the library after school. When I came home, Debbie was here and I didn't see any dessert on the kitchen table except for fruit," said Charles quickly.

"I was in my room from the time I got home from school until Dad came home. I didn't even hear Charles come in," said Debbie, still not looking in anyone's eyes.

"I think I know who had his share of the dessert," said Mother.

Who ate the cake?

3 What's in the Letter?

Directions: Read the following story and guess what the girl wrote in her 100th letter. Exchange your answer with your neighbors.

One young man met a very beautiful girl and fell in love with her immediately. He wrote

her a letter expressing his love for her, and the following day he got a reply from the girl. However, there was nothing in it. He wrote her a second, a third, a fourth... and a 99th letter, but the same thing happened again and again. He then wrote the 100th, and the reply came again the following day. Since he had received so many disappointing replies before, he threw the 100th in his garbage can. Heartbroken, he left the city



and went to another place, where he married a girl he did not really love. Ten years later, he met the girl he was crazy about ten years before, and the girl was also married. The two talked about the letters and replies they wrote to each other. They were so regretful about what they did ten years before that they really wanted to kill themselves.

What do you think is in the 100th reply from the girl?

Part Two

READING-CENTERED ACTIVITIES

In-Class Reading

Pre-Reading

Guess What the Story Is About

STEP ONE

In the story you are going to read, there are a powerful king, a beautiful princess, a handsome young man and a ferocious beast. Make an imaginary story about the characters before reading. Then tell your story to your group members.

STEP TWO

Each group votes on the best story or makes a new one by combining elements of the stories told by the group members. Then a spokesperson from each group tells their story to the rest of the class.

Passage Reading

The Lady or the Tiger?

1 Long ago there lived a semi-barbaric king who had a great imagination. One of his ideas was to build a big arena as an agent¹ of justice where crime was punished or virtue rewarded. When a subject² was accused of a crime of sufficient importance to interest the king, public notice was given that on an appointed day the fate of an accused person would be decided in the king's arena.

5

2 When all the people had assembled in the galleries, and the king, surrounded by his court³, sat high up on his throne on one side of the arena, he gave a signal, a door beneath him opened, and the accused subject stepped out into the arena. Directly opposite him on the other side were two doors, exactly alike and side by side. It was the duty and the privilege of the person on trial to walk directly to these doors and open one of them. He could open either door he pleased. He was subject to no guidance or influence, only chance. If he opened one, there came out of it a cruel and hungry tiger, which immediately sprang upon him and tore him to pieces as punishment for his guilt. But, if he opened the other door, there came forth a lady, the most suitable to his age and station⁴ that the king could select from among his fair⁵ subjects; and to this lady he was immediately married as a reward for his innocence. It didn't matter that he might possess a wife and family or that his affections might be engaged upon a lady of his own selection. The wedding took place immediately in the arena. Bells rang, people shouted glad hurrahs, and the innocent man led his bride home.

10

15

20

3 This was the king's method of administering justice. Its fairness was obvious. The accused person was instantly punished if he found himself guilty and, if innocent, he was rewarded on the spot. The institution⁶ was a very popular one. The element of uncertainty lent an interest to the occasion which it could not otherwise have attained.⁷

25

4 The king had a beautiful and willful daughter. She was the apple of his eye⁸ and he loved her above all humanity. Among his courtiers was a young man of a low station whom the princess loved because he was very handsome and brave. This love affair moved along happily for many months, until one day the king happened to find out about it. He immediately had the youth imprisoned and appointed a day for a trial in the arena. Never before had such a case occurred; never before had a subject dared to love the daughter of a king.

30

5 The tiger-cages of the kingdom were searched for the most savage beasts, from which the fiercest one could be selected for the arena. Young and beautiful maidens were carefully surveyed in order that the young man might have a suitable bride if fate did not determine for him a different destiny. Of course,

35

everybody knew that the deed with which the accused was charged had been done. He loved the princess and did not deny it, but the king would take pleasure in watching the events which would determine whether or not the young man had done wrong in allowing himself to love the princess.

6 The day of the trial arrived. From far and near the people gathered and crowded the galleries of the arena. The king and his court entered and sat in their places opposite the twin doors. All was ready. The signal was given. A door beneath the royal party opened and the lover of the princess walked into the arena. Tall and handsome, he was greeted by a hum of admiration. Half the audience had not known that so grand a youth had lived among them. No wonder the princess loved him! What a terrible thing for him to be there!

7 As the youth advanced into the arena, he turned, as the custom was, to bow to the king, but he did not think at all of that royal personage. His eyes were fixed upon the princess, who sat to the right of her father. From the very moment that the decree had gone forth that her lover should decide his fate in the arena, she had thought of nothing else.⁹ Possessed of more power and determination than anyone connected with a previous case, she found out the secret of the doors. She knew behind which door stood the tiger cage with its open front and behind which door waited the lady. She had used both gold and determination to find out the secret.

8 The princess also knew who the lady was. It was one of the most beautiful of the ladies of the court, and the princess hated her. Often the princess had seen, or imagined that she had seen, this fair creature glancing with admiration at her lover, and sometimes the princess thought that these glances were returned. Now and then she had seen them talking together.

9 When her lover looked at her, and his eyes met hers, he knew that she knew behind which door crouched the tiger and behind which stood the lady. He had expected her to know it as he understood her nature and determination. Then it was that his quick and anxious glance asked the question: "Which?"¹⁰ It was as plain to her as if he had shouted it¹¹ from where he stood. There was not an instant to be lost. The question was asked in a flash; it must be answered in another. She raised her hand and made a slight, quick movement toward the right. No one but her lover saw her. Every eye was fixed on the man in the arena. He turned, and with a firm and rapid step he walked across the empty space. Every breath was held and every eye remained fixed on that man. Without the slightest hesitation,



he went to the door on the right and opened it.

10 Now, the point of the story is this: Did the tiger come out of the door, or did the lady? The more we think about this question, the harder it is to answer. It involves a study of the human heart which leads us through devious mazes of passion out of which it is difficult to find our way.¹² The soul of the princess beat with a white heat beneath the combined fires of despair and jealousy.¹³ She had lost him, but who should have him? How often, in her waking hours and in her dreams, had she thought of her lover opening the door on the other side of which waited the cruel fangs of the tiger! But how much oftener had she seen him at the other door and she could see his delight as he opened the door of the lady! Her soul had burned with agony as she imagined him rushing to meet that woman with her sparkling eyes of triumph. She further imagined the glad shouts of the crowd as the two handsome people were married and walked away showered¹⁴ with flowers. Her one despairing shriek was lost in the noise. 80

11 Would it not be better for him to die at once? And yet, that awful tiger, those shrieks, that blood! Her decision had been indicated in an instant, but it had been made after days and nights of anguished thought. She had known she would be asked, she had decided what she would answer, and, without the slightest hesitation, she had moved her hand to the right. 85

12 The question of her decision is not to be lightly considered, and it is not for me to presume to set myself up¹⁵ as the one person able to answer it. And so I leave it with all of you: Which came out of the opened door—the lady, or the tiger? 95

(1,319 words)

Time taken: minutes

New Words

★ **administer** /əd'mɪnɪstə(r)/ *v.*

1) make sure that something is done according to the rules 施行, 执行

e.g. I) It was the captain's job to administer punishment on the ship.

II) It takes a lot of time to prepare, administer, and grade the tests.

2) manage and organize the affairs of a company, an organization or a country, etc. 管理 (公司、组织、机构等); 治理 (国家)

e.g. I) Our office administers the affairs of society.

II) The country was administered by the British until very recently.

▲ **anguished** /'æŋɡwɪʃt/ *adj.* suffering or showing great physical or emotional pain 感到极度痛苦的, 表现出极度痛苦的

e.g. I) Anguished victims of the earthquake lived in tents temporarily.

II) The anguished screams for help were

注: 根据《大学英语课程教学要求(试行)》参考词汇表, 无标记词为一般要求词汇; ★为较高要求词汇; ▲为更高要求词汇; #为大纲外词汇。

answered by the police.

***barbaric** /bə:'bærɪk/ *adj.* very cruel and violent 残暴的, 野蛮的

e.g. I) She found the idea of killing animals for pleasure barbaric.

II) People were shocked by the barbaric treatment of civilians in the concentration camps.

bride /braɪd/ *n.* a woman about to be married, just married, or recently married 新娘

e.g. I) A car arrived to take the bride and groom to the reception.

II) Everyone turned around as the bride entered the church.

***courtier** /'kɔ:tʃə(r)/ *n.* (in former times) a noble who attended at the court of a king or other rulers (昔日的) 侍臣

e.g. I) The journalists swarmed around the President like a group of medieval courtiers.

II) As an important courtier Raleigh was knighted in 1585 and was given vast estates in Ireland.

▲crouch /kraʊtʃ/ *v.* lower the body closer to the ground by bending the knees 蹲下, 蹲伏

e.g. I) He crouched in the shadows near the doorway.

II) Paula crouched down and held her hands out to the fire.

***decree** /drɪ'kri:/ *n.*

1) an official order or decision, especially one made by the ruler of a country 命令, 法令

e.g. I) The Emperor issued the decree repealing martial law (取消军事管制).

II) In 1637 the Emperor issued a decree ordering all foreigners to leave the country.

2) a judgment in a court of law (法庭的) 判决
e.g. I) Glasgow Sheriff Court awarded a decree

in my favour.

II) The Court finds and determines that this Consent Decree (双方同意的判决) represents a just, fair, adequate and equitable resolution.

despairing /dɪ'speərɪŋ/ *adj.* feeling very unhappy and having no hope that things will be improving 绝望的

e.g. I) The despairing bank official will give up her job in London rather than continue her daily battle with British Rail.

II) My father, despairing of my shallow character and shallower intellect, was eager to find me a role in which I could be of significant service to my country.

***destiny** /'destɪni/ *n.* what must happen and cannot be changed or controlled; fate 命运, 天命

e.g. I) The destiny of man is not separated from the destiny of the world.

II) The government wants to give people more control over their own destinies.

▲devious /'di:vɪəs/ *adj.*

1) (*formal*) deviating from the straight or direct course; roundabout 迂回的, 曲折的

e.g. I) We finally got to the village restaurant after going through several devious paths.

II) There is the direct route or the devious route which leads up highways and byways before getting there.

2) not direct and not completely honest 不率直的, 不坦诚的, 不光明正大的

e.g. I) Their method of collecting money was devious, but not illegal.

II) In the film, he plays a devious defense lawyer named Richard Adler.

#fang /fæŋ/ *n.* one of the long pointed teeth that some animals have, for example snakes, dogs, and tigers (蛇、狗、老虎等动物的) 尖牙

e.g. I) The dog growled and bared its fangs.

II) The cobra sank its venomous (有毒腺的) fang into his hand.

★**hum** /hʌm/ *n.* a low continuous sound 连续而低沉的声音

e.g. I) There was a low hum of conversation.

II) Our house is on a main road, so we can hear the constant hum of traffic.

humanity /hju:'mænəti/ *n.*

1) people in general 人, 人类

e.g. I) We want a clean healthy environment for all humanity.

II) The Nobel committee said Gordimer's writing had benefited humanity.

2) kindness, respect, and sympathy towards others 人道, 仁慈

e.g. I) The judge was praised for his courage and humanity.

II) They recognised the need to treat animals with humanity, dignity and respect.

★**hurrah** /hʊ'rɑ:/ (also **hurray/hooray**)

n. & interj. a shout of joy or approval (表示高兴或赞许的呼喊声) 好, 好哇

e.g. I) "It's Katie's party on Saturday."
"Hurrah!"

II) There was a loud hurrah as the runners came into view.

★**imprison** /ɪm'prɪzən/ *v.* put someone in prison or keep them somewhere and prevent them from leaving 监禁, 关押

e.g. I) The government imprisoned all opposition leaders.

II) If convicted, she will be imprisoned for at least six years.

innocence /'ɪnəsəns/ *n.*

1) the state of not being guilty of a crime 清白, 无罪, 无辜

e.g. I) He protested his innocence loudly as they dragged him off to prison.

II) I proved my innocence by showing I was at home when the robbery happened.

2) lack of experience of life or knowledge of the bad things in the world 天真, 幼稚, 无知

e.g. I) Youngsters are losing their childhood innocence too quickly.

II) That may be a gesture that could come only from the innocence of youth.

▲**maiden** /meɪdən/ *n.* (**literary**) a young girl or a woman who is not married 少女, 未婚女子

e.g. I) Maidens were summoned to the royal court.

II) In the story, the prince woos and wins the beautiful maiden.

adj. of or about the first of its type 首次的, 初次

e.g. I) In 1912, the *Titanic* sank on her maiden voyage.

II) Two jets crashed on their maiden flights last year.

★**maze** /meɪz/ *n.* a system of twisting and turning paths designed to confuse people or animals as they move through it 迷宫

e.g. I) I was led through a maze of corridors.

II) Psychologists test the ability of rats to go through a maze.

★**personage** /'pɜ:sənɪdʒ/ *n.* (**formal**) a famous or important person 名人, 要人

e.g. I) I am not used to meeting such elevated personages as bishops and lords.

II) Forms of address and titles for important personages can be found in reference books.

★**presume** /pri'zju:m/ *v.*

1) (**formal**) dare to do something which one has no right to do 冒昧(做), 擅自(做)

e.g. I) He said he would not presume to say anything on that point.

II) I wouldn't presume to tell you how to do your job, but shouldn't this piece go there?