



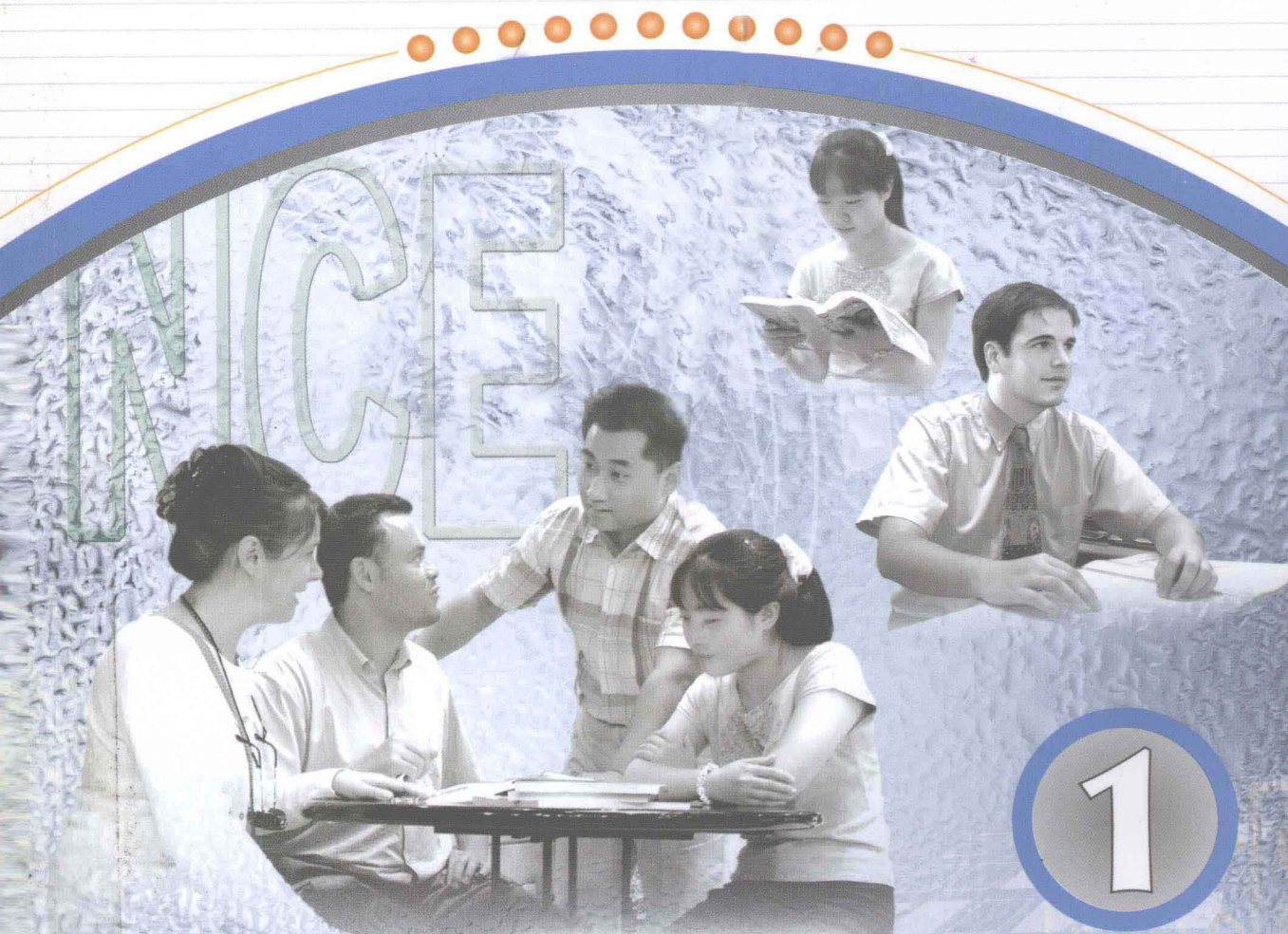
普通高等教育“十一五”国家级规划教材

SECOND EDITION [第二版]

NEW COLLEGE ENGLISH

新编大学英语

浙江大学 编著



1

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

NEW COLLEGE ENGLISH

NEW COLLEGE ENGLISH (新编大学英研)

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新编大学英研

Volume 1

NEW COLLEGE ENGLISH



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普通高等教育“十一五”国家级规

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新编大学英语 ①

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年出版以来,一直得到专家们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3000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》由四部分组成:

- 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 快速阅读》;
- 4) 《新编大学英语》网站。

● 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,尤其加强了对听说能力的培养。第二版《新编大学英语》各部分教材之间密切配合、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目标、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,努力使课堂教学尽可能地接近真实情境,突出培养学生的听说能力和交际能力。

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,学会日常的表达方式并不难,难在如何组织语言表达自己的思想。第二版《新编大学英语》体现了上述思想,引导学生创造性地使用语言。

《新编大学英语》网站

如果说《新编大学英语》主干教材后所附的学习光盘是教材的多媒体载体和延展,为学生自主学习课程和教师课堂演示提供方便,《新编大学英语》网站则集《新编大学英语》主干教材的配套网络课程、学习和教学资源、试题库系统以及教学管理功能于一体,充分体现了交互式、个性化、自主化的学习理念。学生可以进行在线学习、在线测试、在线讨论,同时可记录笔记、背诵单词、查询学习记录等;教师可以通过网站发布通知、布置作业、管理成绩、在线答疑、出卷测试等。网站的资源天地里包含教学示范课视频、PPT教学课件和 Movies, Songs, Jokes, Readers, Role Play, Stories, On Translation, Grammar 等方面的丰富的学习和教学资料;在线词典可方便学生即时查询、学习词汇。网站还可根据学校的教学条件进行调整,也将依据新的教学要求不断更新和拓展。

网站地址: <http://www.heep.cn/nce> (教育网用户请登录 <http://edu.heep.cn/nce>)。

如需获取账号和密码,请发送电子邮件至 nce@fltrp.com。

联系电话: 010-88819550。

本书为《新编大学英语》学生用书第一册。共分十个单元,每单元由四部分组成: a) Preparation: 形式多样的课前活动便于教师展开课堂教学,激发学生学习兴趣及积极性; b) Reading-Centered Activities: 围绕主题提供不同角度的阅读文章,配有词汇释义与例句以及练习; c) Further Development: 巩固词汇及语法等相关知识,通过扩展活动帮助学生学以致用; d) Writing and Translation: 翻译技巧讲解与翻译实践互为补充、相辅相成,翻译技巧讲解中的说明例句主要来自于本教材; 写作练习与单元主题及课堂活动密切相关,帮助学生深化思考,锻炼书面表达能力。

第二版《新编大学英语》系列教程由应惠兰任总主编。本册主编: 应惠兰; 编者: 傅莹、张筱菲、张兴奎、袁靖、蒋景阳、马以容、杨敏; 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、熊海虹、章红新、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	Personal Relationships	Preparation	Reading-Centered Activities In-Class Reading <i>The Gift of Life</i> After-Class Reading I <i>Love Thy Neighbor</i> II <i>We All Need Friends</i>		Further Development	Writing and Translation	1. Knowing About Translation: 翻译引论 2. Translation 3. Writing
2	Remembering and Forgetting	Preparation	Reading-Centered Activities In-Class Reading <i>Special Delivery</i> After-Class Reading I <i>Memory and the Human Brain</i> II <i>The Benefits of Forgetting</i>		Further Development	Writing and Translation	1. Knowing About Translation: 英汉词汇比较 2. Translation 3. Writing
3	More than Words	Preparation	Reading-Centered Activities In-Class Reading <i>Communication Without Words</i> After-Class Reading I <i>Learn How to Listen</i> II <i>How to Talk to Anyone, Anytime, Anywhere</i>		Further Development	Writing and Translation	1. Knowing About Translation: 词义的选择 2. Translation 3. Writing
4	Fresh Start	Preparation	Reading-Centered Activities In-Class Reading <i>Fresh Start</i> After-Class Reading I <i>Becoming a Successful Student</i> II <i>College — A New Beginning</i>		Further Development	Writing and Translation	1. Knowing About Translation: 词义的引申 2. Translation 3. Writing
5	Animal World	Preparation	Reading-Centered Activities In-Class Reading <i>Do Animals Have a Culture?</i> After-Class Reading I <i>Animal Play</i> II <i>Ready for Danger</i>		Further Development	Writing and Translation	1. Knowing About Translation: 词类转译 (1) —— 名词和动词的转换 2. Translation 3. Writing
6	A World of Mystery	Preparation	Reading-Centered Activities In-Class Reading <i>The Bermuda Triangle</i> After-Class Reading I <i>Life Elsewhere?</i> II <i>The Mystery of the Franklin Expedition</i>		Further Development	Writing and Translation	1. Knowing About Translation: 词类转译 (2) —— 其他词类转换 2. Translation 3. Writing
7	Choices in Life	Preparation	Reading-Centered Activities In-Class Reading <i>Take Risks When There's No Danger</i> After-Class Reading I <i>The Two Brothers</i> II <i>The Night the President Met the Burglar</i>		Further Development	Writing and Translation	1. Knowing About Translation: 词义增补 (1) —— 名词、动词的增添 2. Translation 3. Writing
8	Romantic Stories	Preparation	Reading-Centered Activities In-Class Reading <i>A True Love Story</i> After-Class Reading I <i>Detour to Romance</i> II <i>Appointment with Love</i>		Further Development	Writing and Translation	1. Knowing About Translation: 词义增补 (2) —— 其他词类增添 2. Translation 3. Writing
9	Holidays and Special Days	Preparation	Reading-Centered Activities In-Class Reading <i>A Merry Christmas</i> After-Class Reading I <i>Why I Love Thanksgiving</i> II <i>April Fools' Day</i>		Further Development	Writing and Translation	1. Knowing About Translation: 直译与意译 2. Translation 3. Writing
10	Agriculture	Preparation	Reading-Centered Activities In-Class Reading <i>Farming for the Future</i> After-Class Reading I <i>Dairying and Dairy Products</i> II <i>The History of Agriculture</i>		Further Development	Writing and Translation	1. Knowing About Translation: 与词义有关的误译 2. Translation 3. Writing

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1

Personal Relationships

Part One

PREPARATION

1 Different Kinds of Personal Relationships

● STEP ONE

Complete the following pairs of words about personal relationships.

parent — child

employer — _____

clerk — _____

husband — _____

writer — _____

driver — _____

teacher — _____

host — _____

buyer — _____

doctor — _____

boyfriend — _____

performer — _____

● STEP TWO

Work in pairs to list other kinds of personal relationships. Those who get the most will be winners.

Examples: fellow townsmen/villagers (老乡), classmates...

2 Welcome to Our Group!

● STEP ONE

Some of you should volunteer or be appointed to be group leaders. Each leader will give a one-minute speech in order to attract other students to join your group. To be able to draw your classmates' attention, you may have to:

- 1) choose a name for your group;
- 2) explain your ideas about your group or group work;
- 3) show how group members can benefit by working together;
- 4) ...

STEP TWO

All the other students listen to the speeches and decide which groups they want to join.

STEP THREE

After groups are formed, group members introduce themselves to each other.

Words and Phrases You May Use:

● location 地点/位置	province 省	city 市	county 县	town 镇
village 村	in the suburbs of... 在……的郊区	high/middle school 中学		
key high school 重点中学	high school attached to... ……附属中学			
● personality 个性	frank 坦率的	outgoing 外向的	honest 诚实的	
shy 胆怯的	introverted 内向的	enthusiastic 热情的		
● hobbies 爱好	stamp-collecting 集邮	sports 运动	reading 阅读	
watching TV 看电视	drawing 绘画	photography 摄影	calligraphy 书法	
traveling 旅游	shopping 购物	surfing the net 网上冲浪	playing cards 打牌	
fishing 钓鱼				

3 Enjoying a Joke

Directions: Read the following conversation and work in pairs to explain the joke.

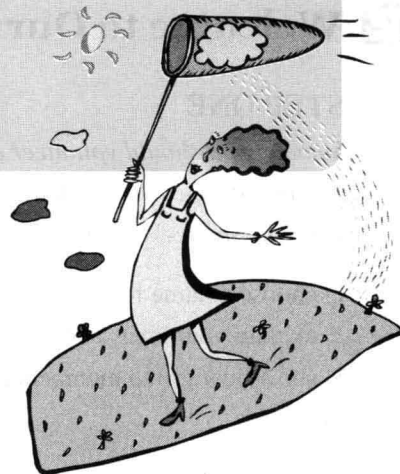
A woman was talking to her next-door neighbor.

"We're going to be living in a better neighborhood (地段) soon," she said.

"So are we," her neighbor said.

"What? Are you moving too?"

"No, we're staying here."



Part Two

READING-CENTERED ACTIVITIES

In-Class Reading

Pre-Reading

Directions: Work in groups to discuss whether you would give your time, your favorite (最喜欢的) books, your money, or your blood to

- 1) a friend;
- 2) a stranger.

Passage Reading

The Gift of Life

1 The bombs landed¹ in the small village. Nobody knows what these bombs were supposed to hit during the terrible Vietnam War, but they landed in a small orphanage run² by a missionary group.

2 The missionaries and one or two children were killed, and several children were wounded, including one young girl, about eight years old, who suffered 5 wounds to her legs.

3 A couple of hours later, medical help arrived. The medical help was a young American Navy doctor and an equally young Navy nurse. They quickly found the young girl to be very badly injured, and it was clear that without immediate action, she would die from loss of blood and shock³. 10

4 They saw that she had to have blood, but their limited supplies did not include plasma, so a matching blood type⁴ was required. A quick blood typing⁵ showed that neither American had the correct blood type; however, several of the uninjured orphans did⁶.

5 The doctor spoke a little Vietnamese, and the nurse spoke a little high- 15
school French. The children spoke no English but some French. Using what
little common language they could find, together with a lot of sign language⁷,
they tried to explain to the frightened children that unless they could give
some blood to their little friend she would certainly die. Then they asked if
anyone would be willing to give blood to help. 20

6 Their request was met⁸ with wide-eyed silence. Their little patient's life
hung in the balance. Yet they could only get the blood if one of the frightened
children would agree to give it. After several long moments, a little hand
slowly went up, dropped back down, and a moment later went up again.

7 "Oh, thank you," the nurse said in French. "What is your name?" 25

8 "Heng," came the reply.



9 Heng was quickly laid on a
bed, his arm cleaned with
alcohol, and the needle in-
serted into his arm. 30
Through all of this Heng
lay stiff and silent.

10 After a moment, he let
out a long sob, quickly cov-
ering his face with his free hand. 35

11 "Is it hurting, Heng?" the doctor asked.

12 Heng shook his head silently, but after a few moments another sob es-
caped⁹, 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.

13 But now his occasional sob turned to a steady, silent crying, his eyes 40
held tightly shut, his fist in his mouth trying to stop his sobs.¹⁰

14 The medical team now was very worried because the needle should not
have been hurting their tiny patient.¹¹ Something was obviously very wrong.
At this point, a Vietnamese nurse arrived to help, and seeing the little one's
tears, she spoke rapidly in Vietnamese, listened to his reply, and quickly an- 45
swered him again. Moving over to pat his head as she talked, her voice was
gentle and kind.

15 After a moment, the little boy stopped crying, opened his eyes, and looked
questioningly at the Vietnamese nurse. When she nodded, a look of great
relief spread over his face. 50

16 Looking up, the Vietnamese nurse said quietly to the Americans, "He
thought he was dying. He misunderstood you. He thought you had asked him
to give all his blood so the little girl could live."

- 17 “But why would he be willing to do that?” asked the Navy nurse.
 18 The Vietnamese nurse repeated the question to the little boy, who answered simply, “She’s my friend.”
 19 Greater love has no man than this, that he lay down his life for a friend.¹²

(597 words)

Time taken:		minutes
-------------	--	---------

● Proper Names

Heng /hen/	兴 (文中为一个越南小男孩的名字)
Vietnamese /ˌvjetnə'mi:z/	<i>n.</i> 越南语 <i>adj.</i> 越南的
Vietnam /ˌvjet'næm/ War	越南战争 (1954~1975)

● New Words

action /'ækʃən/ *n.*

1) (the process of) doing something, typically to achieve an aim 行动, 行动过程

e.g. I) They met to discuss a plan of action.

II) She was looking forward to putting her ideas into action.

2) something that someone does 所作所为, 行为

e.g. I) The chief of the police tried to justify (辩护) his actions.

II) People were judged by their actions, not their thoughts.

alcohol /'ælkəhɒl/ *n.*

1) a colorless liquid that can make you drunk when it is part of a drink, and it is also used as a solvent (溶剂) 酒精

e.g. I) Alcohol burns easily and can be used as a fuel.

II) Most wines contain between 10% and 15% alcohol.

2) drinks such as beer, wine, and whisky 酒

e.g. I) I never touch alcohol in any form.

II) We are not allowed to serve alcohol to people under 18.

balance /'bæləns/ *n.* the state of being in a

steady position in which weight is evenly spread

平衡, 均衡

e.g. I) You need a good sense of balance to ride a motor bike.

II) She had to hold onto the railings (栏杆) to keep her balance.

bomb /bɒm/ *n.* an explosive device 炸弹

e.g. I) Several tons of bombs were dropped on the city.

II) The terrorists had planted a bomb near the police station.

#including /ɪn'klu:dɪŋ/ *prep.* having as a part 包括, 包含

e.g. I) The price is \$25.50, including postage and packing (邮资和包装).

II) Including you and me, there'll be eighteen people at the party.

injure /'ɪndʒə(r)/ *v.* harm or hurt a person, animal or part of the body 伤害, 损伤, 损害

e.g. I) David was badly injured in the accident.

II) Angus injured his leg playing football yesterday.

insert /ɪn'sɜ:t/ *v.* put something inside or into something else 插入, 嵌入

e.g. I) She inserted the letter into an envelope.

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。

- II) His hand shook slightly when he inserted the key into the lock.

limited /'lɪmɪtɪd/ *adj.* not very great in extent or amount 有限的

e.g. I) There are only a limited number of tickets available (可得到的).

- II) Our choice of shops is very limited because we don't have a car.

***missionary** /'mɪʃənəri/ *n.* a person who is sent abroad to teach about a particular religion 传教士

e.g. I) One of the college girls became a missionary and went to Africa.

- II) In the meeting room he placed me on a bench between two other missionaries.

misunderstand /,mɪsʌndə'stænd/ *v.* (*misunderstood, misunderstood*) understand somebody or something wrongly 误解, 误会

e.g. I) I'm sorry, I must have misunderstood the nature of the problem.

- II) Don't misunderstand me. I'm only trying to do what's best for you.

***obviously** /'ɒbvɪəslɪ/ *adv.* clearly 显然地, 明显地

e.g. I) We're obviously going to need more help.

- II) Obviously we don't want to spend too much money if we can avoid it.

occasional /ə'keɪʒənəl/ *adj.* happening sometimes 偶尔的, 间或发生的

e.g. I) We should have enough money left for the occasional trip.

- II) He smokes an occasional cigar, but he doesn't smoke regularly.

***orphan** /'ɔ:fən/ *n.* a child whose parents are dead 孤儿

e.g. When his parents were killed in an accident, the little boy became an orphan.

***orphanage** /'ɔ:fənɪdʒ/ *n.* a place where

orphans live and are cared for 孤儿院

e.g. She was brought up in an orphanage after her parents died.

pat /pæt/ *v.* (*patted, patted*) hit somebody or something very gently with a flat hand or with something flat 轻拍, 轻打

e.g. I) Mom patted my shoulder. "Never mind, dear," she said.

- II) He got up, patted her on the shoulder, and gave her a quick kiss.

n. a friendly act of touching someone with your hand flat 轻拍, 轻打

e.g. I) He gave the dog a pat as he walked past.

- II) Mrs. Dodd gave the child a pat on the head.

***plasma** /'plæzmə/ *n.* the liquid part of blood, containing the cells 血浆

e.g. I) Blood plasma is available at the city hospital.

- II) Hospitals keep supplies of plasma to give to patients who have lost blood.

***questioningly** /'kwɛstʃənɪŋli/ *adv.* with a questioning gesture or tone of voice 表示怀疑地

e.g. I) The child looked questioningly at his teacher.

- II) We pointed to the bag and raised our eyebrows (眉毛) questioningly.

relief /rɪ'li:f/ *n.*

1) the lessening or removing of pain, anxiety, etc. (痛苦等) 缓解, 减轻, 解除

e.g. I) The drugs brought him some relief from the pain.

- II) Marijuana (大麻) can provide pain relief for some cancer patients.

2) the feeling that you have when something unpleasant stops or becomes less strong (痛苦、忧虑等消除后感到的) 轻松, 宽心, 宽慰