

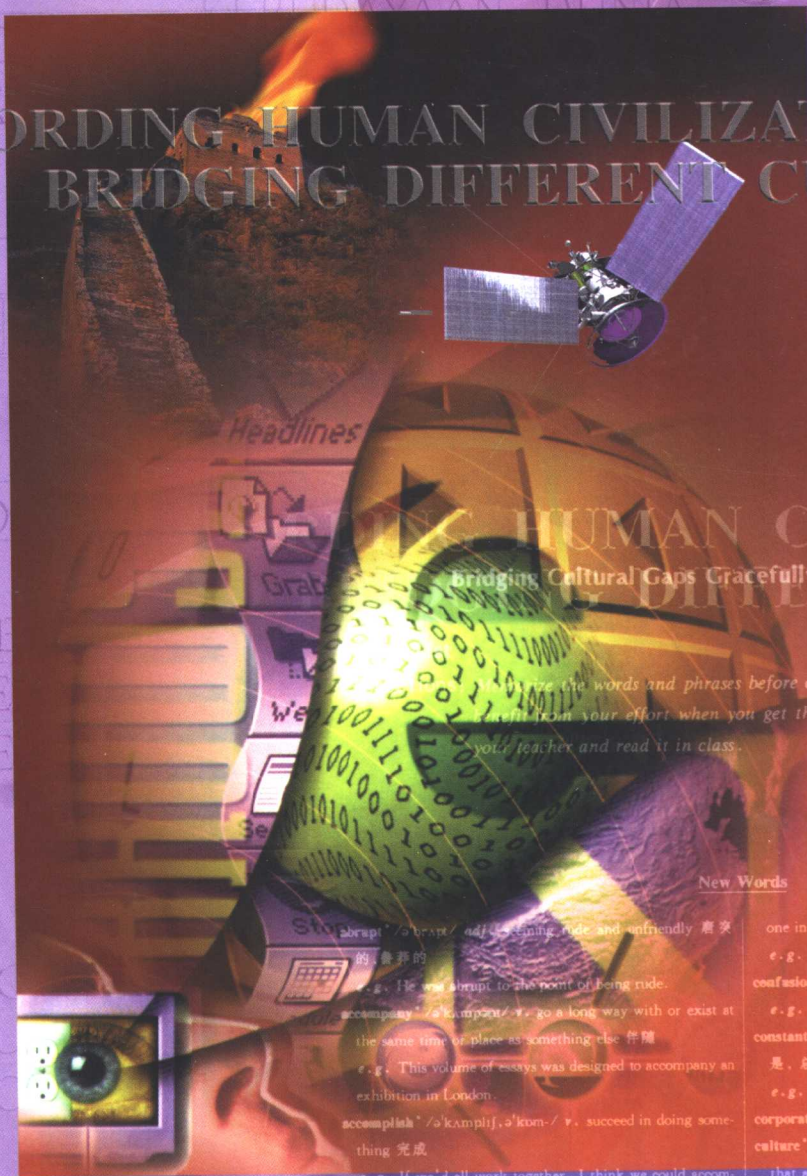
新编大学英语

NEW COLLEGE ENGLISH

基础教程

浙江大学 编著

RECORDING HUMAN CIVILIZATION
AND BRIDGING DIFFERENT CULTURES



Headlines

Bridging Cultural Gaps Gracefully

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

New Words

abrupt /ə'brʌpt/ *adj.* stopping, rude and unfriendly 突然的, 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/ *v.* succeed in doing something 完成
e.g. If we'd all work together, I think we could accomplish our goal.

one in order to praise him/her 赞扬
e.g. Bob complimented me on my new hairstyle.
confusion /kən'fju:ʒən/ *n.* 混乱
e.g. There has been some confusion of names.
constantly /kən'stəntli/ *adv.* continuously; frequently, 总是
e.g. She worries constantly.
corporation /kə'pɔ:reɪʃən/ *n.* 公司
culture /'kʌltʃə(r)/ *n.* the ideas, beliefs, and customs that are shared and accepted by people in a society
e.g. Chinese culture, British culture, Western culture
cultural /'kʌltʃərəl/ *adj.* 文化的
definitely /'defɪnɪtli/ *adv.* with no chance of being wrong, 无疑地, 确实地
e.g. It is definitely going to rain this afternoon.
delegation /deleɪ'geɪʃən/ *n.* a group of people who have been sent somewhere to have talks with other people

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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级和基础教程,分学生用书和教师用书。本册为基础教程,有12个单元,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。巩固和提高是在学生学完本单元课内和课外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。课内和课外阅读文章均有词表。单词的注释以有利于学生理解词义、扩大词汇量为出发点:以英汉注释为主,少数单词如果英文注释过长,显得累赘,则只注中文。同时,词表中还配有大量的例句,便于学生更为深入地掌握单词。

整套教材采用了“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。同时提供给了学生大量的、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,便于联想和回忆。

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编写而成的。目前,“以学生为中心的主题教学模式”早已深入人心,《新编大学英语》系列教材

也已在全国各省市大专院校中广泛使用。为了能使教材适用于不同起点的学生,我们编写了基础教程教材,在一级教材前使用。本册教材仍严格按“以学生为中心的主题教学模式”编写。在文章语言难度、词汇量、注释、练习等方面满足了英语起点略低的学生们的需求,并在每单元的“巩固和提高”阶段增加了词汇和语法的基本训练,使他们的语言能力得到进一步的提高。

本教材由应惠兰教授主编,张兴奎、蒋景阳、周颂波、张筱菲、朱勇、Maxine Huffman 博士和 Don Huffman 博士编写。邵永真教授和何莲珍教授审稿。在编写过程中还得到了美籍专家 Brian Turner 和 Dana Jessup 的大力支持和帮助。

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Personal Relationships

In-Class Reading

The Gift of Life

After-Class Reading

Passage I *Love Thy Neighbor*

Passage II *We All Need Friends*

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.

2. Welcome to Our Group!

STEP ONE Some students volunteer or are appointed to be group leaders. Each of them gives a one-minute speech in order to attract other students to join his/her group.

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

STEP THREE After groups are formed, each student introduces himself/herself to other members of the group.

PREPARATION

PERSONAL RELATIONSHIPS

Words and Phrases You May Use:

province (省) city county (县) town village key high school (重点中学)
high school attached to... (……附属中学) frank (坦率的) outgoing (外向的)
honest shy introverted (内向的) stamp-collecting (集邮) sports watching TV
drawing calligraphy (书法) travelling shopping reading
surfing the net (网上冲浪) playing cards (打牌)

3. Enjoying a Joke

Directions: *Read the following conversation and 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."



Listening I

Richards (人名) turn down (调低音量)
absolutely (绝对地) deafening (震耳欲聋的)

Exercise 1

Directions: *Listen to the dialogue twice and then work in pairs to answer the following questions.*

1) What is the relationship between the two speakers?

2) What is the man's telephone number?

3) When did the dialogue most probably take place?

4) Why couldn't the woman fall asleep?

5) What word did the woman use to describe the music?

6) What did the woman want the man to do?

Exercise 2

Directions: *Listen to the dialogue again and role-play it with your partner.*



Listening II

holiday season (休假期) torn (破的) pass by (路过) longing (渴望)
pale (苍白的) Ma'am (夫人) reply (回答) relative (亲戚)

Exercise 1

Directions: *Listen to the passage and choose an appropriate answer for each item.*

- 1) When did the story take place?
 - A. On a cold evening.
 - B. On a Saturday morning.
 - C. On a cold morning.
 - D. At a weekend.
- 2) What is the relationship between the woman and the little boy?
 - A. Teacher and pupil.
 - B. Strangers.
 - C. Friends.
 - D. Mother and son.
- 3) Which of the following is definitely true of the boy?
 - A. He was almost six years old.
 - B. He was standing outside a store.
 - C. He was cold and hungry.
 - D. He was looking out of the window.
- 4) The woman led the little boy into the store because _____.
 - A. she did not want anybody to see him standing there
 - B. it was much warmer in the store than outside
 - C. she knew he needed something in the store very much
 - D. he could help her decide what present she should buy for her son
- 5) What did the woman buy for the boy?
 - A. Toys.
 - B. Food.
 - C. Flowers.
 - D. Clothes.
- 6) By asking "Are you God?" the boy meant that the woman was _____.
 - A. kind-hearted
 - B. powerful
 - C. forgiving (宽容的)
 - D. mysterious (神秘的)

Exercise 2

Directions: *Listen again and discuss what the following two sentences mean.*

—She smiled down at him and replied, "No, son, I'm just one of his children."

—The little boy then said, "I knew you had to be a relative of God."



supermarket (超级市场) groceries (杂货) take hold of (握住) raise (养育)
loneliness (寂寞) apartment house (公寓) reluctant (不情愿的) purse (钱包)

Exercise 1

Directions: Listen to the passage twice and decide whether the following statements are true or false. Write “T” for true and “F” for false in the space provided. Check the answers with your neighbor.

- ___ 1) The old woman and the younger woman were neighbors.
- ___ 2) The two women met each other outside the supermarket.
- ___ 3) The younger woman offered to carry the bag for the old woman who looked tired.
- ___ 4) The two women complained (抱怨) about living in a crowded city.
- ___ 5) When the old woman reached her house, she thanked the younger woman for her help by giving her a dollar.
- ___ 6) The old woman was very sad to say goodbye to the younger woman.

Exercise 2

Directions: Listen to the passage again and work in pairs to fill in the table with the information you get from the tape.

	The old woman	The younger woman
What was their relationship?	They were _____ but they _____.	
Whom did she live with?	She lived _____.	She lived _____.
What did she talk about on the way?	She talked about _____ _____ _____.	She talked about _____ _____ _____.