

★ 主编 / 姜志伟 李根治

新视野

NEW HORIZON
COLLEGE ENGLISH

大学英语

全真精解

1

中国书籍出版社

《新视野大学英语》

全真精解(一)

主 编:姜志伟 李根治
副主编:易红樱 张西亚
策划人:董克林 李 啸

中国书籍出版社

图书在版编目 (CIP) 数据

《新视野大学英语》全真精解 (一) / 姜志伟, 李根治主编. —北京: 中国书籍出版社, 2004.1

ISBN 7-5068-1169-3

I. 新... II. ①姜...②李... III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2003) 第 123140 号

书 名 / 《新视野大学英语》全真精解 (一)

书 号 / ISBN 7-5068-1169-3

责任编辑 / 周芷旭

责任印制 / 王大军 武雅彬

封面设计 / 黄俊杰

出版发行 / 中国书籍出版社

地 址 / 北京市丰台区太平桥西里 38 号 (邮编: 100073)

电 话 / (010) 63455164 (总编室) (010) 63454858 (发行部)

经 销 / 全国新华书店

印 刷 / 北京市地矿印刷厂

开 本 / 787 毫米 × 1092 毫米 1/16 23.5 印张 565 千字

版 次 / 2004 年 1 月第 1 版 2004 年 1 月第 1 次印刷

印 数 / 0001-3000 册

定 价 / 25.00 元 (册)

编 委 会

主 编:姜志伟 李根治

副主编:孙 静 李 啸

编 委:吴学扬 张田修 吴 华

杜 立 张西亚 马阅会

李隆基 乔秀全 孙 静

张卫东 董子瑜 李 萍

庄 雯 曹军宁 王全影

胡晓楠 谭立伟 白雅君

前言

《新视野大学英语》以全新的思路给学生提供了一条学好英语的创新途径。为了让大学生们更好地掌握《新视野大学英语》的内容,学好英语,在听、说、读、写、译诸方面都得到发展,具有较强的英语综合应用能力,我们从学生学习的实际需要出发编写了这套《〈新视野大学英语〉全真精解》辅导丛书。

《〈新视野大学英语〉全真精解》背景知识丰富翔实、词汇讲解信息量大,词汇对比精细明了,抓住课文重点、难点分层剖析精解,课后练习分析讲解细致全面,课文翻译准确到位,附有综合训练答案,难易适中并同 CET-4、6 考试接轨。

《〈新视野大学英语〉全真精解》每册十个单元,每单元包括四个部分,其重点主要包括以下几个方面:

1. 课文背景知识。语言是文化的载体,语言的学习离不开文化。丰富有趣的英语原文背景知识可以帮助学生了解语言文化,加深对课文的理解,也可以让学生提高阅读英语的能力。

2. 词汇、短语用法详解。词汇讲解不仅包括课文内容,还对词汇用法进行全面总结,配有多个例句;单词“记忆技巧”栏目列出词根和派生词,可以扩大词汇量,形近词、同义词、反义词的联想对比可以帮助学生更准确地记忆和区分单词;“常用短语”提供大量经常出现和使用的短语;“典型考题”收集了包括 CET-4、6 真题在内的典型例题,并对考题进行分析对比讲解,使英语学习与学生非常关心的 CET-4、6 考试接轨。

3. 课文详解。句子是文章理解的关键环节。对于文章中的长句、难句、含有语法要点的句子进行有针对性的讲解,解释词汇、短语、分析句子成分,讲解语法难点,增强学生对课文的理解,使学生掌握阅读技巧,提高阅读能力。

4. 练习分析讲解。该部分包括 Part A、B、C 三个部分的所有练习。对于难点进行讲解和翻译,对于一般的练习给出答案。

5. 课文内容梗概。每单元不仅提供了课文的翻译,而且还给出了各课内容梗概,使学生学习课文一目了然。

6. 综合训练。该部分提供了大量有益的,水平适当的练习题,便于学生随时训练,提高自己的答题速度和准确率,为 CET-4、6 考试做准备。

当代大学生,谁都想提高自己的英语实际应用能力。面对用时最长、费力最大的英语课程,如何提高自己的英语整体水平,是无数老师、学生都为之费心用功的事。本书的作者都是多年从事大学外语教学的有经验的老师,我们相信本丛书能够给同学们的英语学习提供有益的帮助,通过本书的学习能够真正提高同学们的英语实际应用能力。

编者

2004.1

~5.8

56 ~ 66.

目 录

第一单元 Unit One

Section A Learning A Foreign Language	(1)
一、课文背景知识	(1)
二、课文内容梗概	(5)
三、预读活动	(5)
四、词汇详解	(6)
五、短语用法详解	(9)
六、同义词、近义词辨析	(10)
七、课文详解	(11)
八、练习分析讲解	(13)
九、课文参考译文	(16)
Section B Keys to Successful Online Learning	(17)
一、阅读技巧	(17)
二、课文内容梗概	(18)
三、词汇详解	(18)
四、短语用法详解	(23)
五、同义词、近义词辨析	(23)
六、课文详解	(24)
七、练习分析讲解	(27)
八、课文参考译文	(28)
Section C Teaching Children at Home	(29)
一、阅读技巧	(29)
二、练习分析讲解	(29)
三、课文参考译文	(29)
Section D 综合训练分析讲解	(30)

第二单元 Unit Two

Section A A Busy Weekday Morning	(33)
一、课文背景知识	(33)
二、课文内容梗概	(34)
三、预读活动	(34)
四、词汇详解	(34)
五、短语用法详解	(40)
六、同义词、近辨析	(42)
七、课文详解	(43)
八、练习分析讲解	(45)
九、课文参考译文	(47)
Section B Parent Talk	(48)
一、阅读技巧	(48)
二、课文内容梗概	(49)
三、词汇详解	(49)
四、短语用法详解	(52)
五、同义词、近义词辨析	(53)
六、课文详解	(55)
七、练习分析讲解	(57)
八、课文参考译文	(58)
Section C Teenage Talk	(59)
一、阅读技巧	(59)
二、练习分析讲解	(59)
三、课文参考译文	(59)
Section D 综合训练分析讲解	(61)

第三单元 Unit Three

Section A A Good Heart to Lean On	(63)
一、课文背景知识	(63)
二、课文内容梗概	(63)
三、预读活动	(63)
四、词汇详解	(63)
五、短语用法详解	(72)
六、同义词、近义词辨析	(74)
七、课文详解	(76)
八、练习分析讲解	(79)

九、课文参考译文·····	(81)
Section B The Right Son at the Right Time ·····	(82)
一、阅读技巧·····	(82)
二、课文内容梗概·····	(82)
三、词汇详解·····	(83)
四、短语用法详解·····	(87)
五、同义词、近义词辨析 ·····	(89)
六、课文详解·····	(91)
七、练习分析讲解·····	(92)
八、课文参考译文·····	(93)
Section C Love of Life ·····	(94)
一、阅读技巧·····	(94)
二、练习分析讲解·····	(94)
三、课文参考译文·····	(95)
Section D 综合训练分析讲解 ·····	(96)

第四单元 Unit Four

Section A How to Make a Good Impression ·····	(98)
一、课文背景知识·····	(98)
二、课文内容梗概·····	(98)
三、预读活动·····	(99)
四、词汇详解·····	(99)
五、短语用法详解 ·····	(107)
六、同义词、近义词辨析·····	(108)
七、课文详解 ·····	(109)
八、练习分析讲解 ·····	(112)
九、课文参考译文 ·····	(114)
Section B Body Language ·····	(116)
一、阅读技巧 ·····	(116)
二、课文内容梗概 ·····	(116)
三、词汇详解 ·····	(116)
四、短语用法详解 ·····	(122)
五、同义词、近义词辨析·····	(125)
六、课文详解 ·····	(127)
七、练习分析讲解 ·····	(130)
八、课文参考译文 ·····	(130)
Section C Gestures ·····	(131)
一、阅读技巧 ·····	(131)

二、练习分析讲解	(132)
三、课文参考译文	(132)
Section D 综合训练分析讲解	(133)

第五单元 Unit Five

Section A The Battle Against AIDS	(135)
一、课文背景知识	(135)
二、课文内容梗概	(136)
三、预读活动	(136)
四、词汇详解	(136)
五、短语用法详解	(146)
六、同义词、近义词辨析	(148)
七、课文详解	(149)
八、练习分析讲解	(151)
九、课文参考译文	(153)
Section B The Last Dive at the Olympics	(155)
一、阅读技巧	(155)
二、课文内容梗概	(155)
三、词汇详解	(156)
四、短语用法详解	(164)
五、同义词、近义词辨析	(165)
六、课文详解	(167)
七、练习分析讲解	(168)
八、课文参考译文	(169)
Section C International Joint Efforts Against AIDS	(170)
一、阅读技巧	(170)
二、练习分析讲解	(170)
三、课文参考译文	(170)
Section D 综合训练分析讲解	(171)

第六单元 Unit Six

Section A The Widow	(174)
一、课文背景知识	(174)
二、课文内容梗概	(176)
三、预读活动	(176)
四、词汇详解	(176)
五、短语用法详解	(187)

六、同义词、近义词辨析	(189)
七、课文详解	(191)
八、练习分析讲解	(194)
九、课文参考译文	(196)
Section B The Trashman	(197)
一、阅读技巧	(197)
二、课文内容梗概	(197)
三、词汇详解	(198)
四、短语用法详解	(203)
五、同义词、近义词辨析	(205)
六、课文详解	(206)
七、练习分析讲解	(208)
八、课文参考译文	(209)
Section C My Moving Experience	(210)
一、阅读技巧	(210)
二、练习分析讲解	(210)
三、课文参考译文	(210)
Section D 综合训练分析讲解	(211)

第七单元 Unit Seven

Section A Face to Face with Guns	(214)
一、课文背景知识	(214)
二、课文内容梗概	(215)
三、预读活动	(215)
四、词汇详解	(215)
五、短语用法详解	(221)
六、同义词、近义词辨析	(224)
七、课文详解	(227)
八、练习分析讲解	(229)
九、课文参考译文	(231)
Section B Should I have a Gun?	(232)
一、阅读技巧	(233)
二、课文内容梗概	(233)
三、词汇详解	(233)
四、短语用法详解	(241)
五、同义词、近义词辨析	(243)
六、课文详解	(246)
七、练习分析讲解	(248)

八、课文参考译文	(248)
Section C A Bank Robbery	(249)
一、阅读技巧	(249)
二、练习分析讲解	(250)
三、课文参考译文	(250)
Section D 综合训练分析讲解	(251)

第八单元 Unit Eight

Section A Birth of Bright Ideas	(253)
一、课文背景知识	(253)
二、课文内容梗概	(253)
三、预读活动	(254)
四、词汇详解	(254)
五、短语用法详解	(262)
六、同义词、近义词辨析	(264)
七、课文详解	(266)
八、练习分析讲解	(269)
九、课文参考译文	(271)
Section B Ways of Increasing Creativity	(273)
一、阅读技巧	(273)
二、课文内容梗概	(273)
三、词汇详解	(273)
四、短语用法详解	(280)
五、同义词、近义词辨析	(282)
六、课文详解	(284)
七、练习分析讲解	(286)
八、课文参考译文	(286)
Section C Great Ideas	(287)
一、阅读技巧	(287)
二、练习分析讲解	(288)
三、课文参考译文	(288)
Section D 综合训练分析讲解	(289)

第九单元 Unit Nine

Section A Looking to the 21st Century	(291)
一、课文背景知识	(291)
二、课文内容梗概	(292)

三、预读活动	(292)
四、词汇详解	(293)
五、短语用法详解	(300)
六、同义词、近义词辨析	(302)
七、课文详解	(303)
八、练习分析讲解	(305)
九、课文参考译文	(307)
Section B Trends for the 21st Century	(309)
一、阅读技巧	(309)
二、课文内容梗概	(309)
三、词汇详解	(310)
四、短语用法详解	(317)
五、同义词、近义词辨析	(318)
六、课文详解	(320)
七、练习分析讲解	(322)
八、课文参考译文	(322)
Section C Lifestyles of the 21st Century	(323)
一、阅读技巧	(323)
二、练习分析讲解	(324)
三、课文参考译文	(324)
Section D 综合训练分析讲解	(325)

第十单元 Unit Ten

Section A Being Honest and Open	(327)
一、课文背景知识	(327)
二、课文内容梗概	(328)
三、预读活动	(328)
四、词汇详解	(328)
五、短语用法详解	(336)
六、同义词、近义词辨析	(339)
七、课文详解	(341)
八、练习分析讲解	(342)
九、课文参考译文	(344)
Section B Web Site Resources: The Best Aid for Cheating?	(346)
一、阅读技巧	(346)
二、课文内容梗概	(346)
三、词汇详解	(346)
四、短语用法详解	(353)

五、同义词、近义词辨析	(355)
六、课文详解	(355)
七、练习分析讲解	(357)
八、课文参考译文	(357)
Section C How not to Cheat	(358)
一、阅读技巧	(358)
二、练习分析讲解	(359)
三、课文参考译文	(359)
Section D 综合训练分析讲解	(360)

第一单元 Unit One

Section A Learning A Foreign Language

一、课文背景知识

1. Junior & Senior Middle School

In the United States, classes of students are divided into twelve academic levels called grades. In some school systems, elementary school includes grades one through eight. The next four years are called high school. In other school systems, there are three divisions: elementary school (grades one through six), junior high school (grades seven through nine), and senior high school (grades ten through twelve).

During the elementary years, students are grouped into classes, and each group stays together for the entire school day. In most high schools, students meet with a group of different students for each subject. The high school student's day may be divided into nine periods: five for academic subjects, one session for physical education, a lunch period, and two study periods. The study periods may be used for visiting the library or participating in an extracurricular activity such as the school orchestra, newspaper staff, or math club.

While in China, students in middle school are divided into six grades. They have to study three years in junior middle school and another three years in senior middle school. They are grouped into classes, and each group stays together for six years. Each weekday, they study eight periods in order to gain high score in the National University Entrance Exam after they graduate from middle school. So junior middle school in China is like junior high school in the US and senior middle school in China like senior high school in America.

2. The Web Lifestyle

Bill Gates is an inevitable topic whenever we talk about Internet. The following article by him offers some insight into the future of Internet. Besides learning how to use Internet, we should get some idea of how it will develop, and how it will affect our lives.

If you asked people today why they used the telephone to communicate with their friends or why they turned to the television for entertainment, they would look at you as if you were crazy. We don't think about a telephone or a television or a car as being oddities. These things have become such an integral part of life that they are no longer noticed, let alone remarked upon.

In the same way, within a decade no one will notice the Web. It will just be there, an integral part of life. It will be a reflex to turn to the Web for shopping, education, entertainment and communication, just as it is natural today to pick up the telephone to talk to someone.

There is incredible interest in the Web. Yet it is still in its infancy. The technology and the

speed of response are about to leap forward. This will move more and more people to the Web as part of their everyday lives. Eventually, everyone's business card will have an electronic mail address. Every lawyer, every doctor and every businessman—from large to small—will be connected.

In the United States elections, people now turn to the Internet to see real – time results. The Pathfinder mission to Mars and the problems with the Mir space station drew millions of people to the Web for more up – to – date details than were available elsewhere.

A change like this is often generational. Where older people have to learn something new outside their everyday experiences, kids who grow up with a new technology simply treat it as given. College campuses in particular are providing the ingredients to generate the critical mass for a Web – ready culture except our campus.

Today in the United States, there are over 22m (million) adults using the Web, about half of whom access the Internet at least once a day. Meanwhile, the variety of activities on the Web is broadening at an amazing rate. There is almost not a topic for which you cannot find fairly interesting material on the Web. Many of these sites are getting excellent traffic flow. Want to buy a dog? Or sell a share? Or order a car? Use the Internet. Where are we going to get the time to live with the Web? In some instances, people will actually save time because the Web will make doing things more efficient than in the past. Being able to get information about a major purchase, for example. Or finding out how much your used car is worth. Or what is your cheapest way of getting to Florida. That is very easy to find on the Web, even today. In other instances, people will trade the time they now spend reading the paper, or watching television, for information or entertainment they will find on the computer screen. Americans, particularly young ones, will spend less time in front of a television screen, more on the Web.

One great benefit of the Web is that it allows us to move information online that now resides in paper form. Several states in America are using the Web in a profound way. You can apply for various permits or submit applications for business licenses. Some states are putting up listings of jobs—not just state government jobs, but all the jobs available in the state. I believe, over time, that all the information that governments print, and all those paper forms they now have, will be moved on to the Internet. Electronic commerce purchase up month – by – month too. It is difficult to measure, because a lot of electronic commerce involves existing buyers and sellers who are simply moving paper based transactions to the Web. That is not new business. Microsoft, for example, purchases millions of dollars of PCs online instead of by paper. However, that is not a fundamental change; it has just improved the efficiency of an existing process. The biggest impact has occurred where electronic commerce matches buyers and sellers who would not previously have found each other. When you go to a book site and find an obscure book that you never would have found in a physical bookstore, that is a new type of commerce.

Today, about half of all PCs are still not connected to the Web. Getting communications costs down and making all the software simpler will bring in those people. And that, in turn, will move us closer to the critical mass that will make the Web lifestyle everyone's lifestyle. One element that people underestimate is the degree to which the hardware and software will improve. Just take one aspect:

screen technology. I do my e – mail on a 20 – inch liquid crystal display (LCD) monitor. It is not available at a reasonable price yet, but in two years it will be. In ten years, a 40 – inch LCD with much higher resolution will be commonplace.

The boundary between a television set and a PC will be blurred because even the set – top box that you connect up to your cable or satellite will have a processor more powerful than what we have today in the most expensive PC. This will, in effect, make your television a computer.

Interaction with the Web also will improve, making it much easier for people to be involved. Today the keywords we use to search the Web often return to too many articles to sort through, many of them out of context. If you want to learn about the fastest computer chip available, you might end up getting responses instead about potato chips being delivered in fast trucks. In the future, we shall be either speaking or typing sentences into the computer. If you ask about the speed of chips, the result will be about computers, not potatoes. Speech recognition also means that you will be able to call in on a phone and ask if you have any new messages, or check on a flight, or check on the weather.

To predict that it will take over ten years for these changes to happen is probably pessimistic. We usually overestimate what we can do in two years and underestimate what we can do in ten. The Web will be as much a way of life as the car by 2008. Probably before.

3. Internet(互联网)

The Internet is a giant network of computers located all over the world that communicate with each other.

The Internet is an international collection of computer networks that all understand a standard system of addresses and commands, connected together through backbone systems. It was started in 1969, when the U.S. Department of Defence established a nationwide network to connect a handful of universities and contractors. The original idea was to increase computing capacity that could be shared by users in many locations and to find out what it would take for computer networks to survive a nuclear war or other disaster by providing multiple path between users. People on the ARPNET (as this nationwide network was originally called) quickly discovered that they could exchange messages and conduct electronic “conferences” with distant colleagues for purposes that had nothing to do with the military industrial complex. If somebody else had something interesting stored on their computer, it was a simple matter to obtain a copy (assuming the owner did not protect it).

Over the years, additional networks joined which added access to more and more computers. The first international connections, to Norway and England, were added in 1973. Today thousands of networks and millions of computers are connected to the Internet. It is growing so quickly that nobody can say exactly how many users “On the Net”.

The Internet is the largest repository of information which can provide very very large network resources. The network resources can be divided into network facilities resources and network information resources. The network facilities resources provide us the ability of remote computation and communication. The network information resources provides us all kinds of information services, such as science, education, business, history, law, art, and entertainment, etc.

The goal of your use of the Internet is exchanging messages or obtaining information. What you need to know is that you can exchange messages with other computers on the Internet and use your computer as a remote terminal on distant computers. But the internal details of the link are less important, as long as it works. If you connect computers together on a network, each computer must have a unique address, which could be either a word or a number. For example, the address of Sam's computer could be Sam, or a number.

The Internet is a huge interconnected system, but it uses just a handful of method to move data around. Until the recent explosion of public interest in the Internet, the vast majority of the computers on the Net use the Unix operating system. As a result, the standard Unix commands for certain Internet services have entered the online community's languages as both nouns and verbs to describe the services themselves. Some of the services that the Internet can provide are: Mail, Remote use of another computer (Telnet), File Transfer (FTP), News, and Live conversation.

The most commonly used network service is electronic mail (E-mail), or simply as mail. Mail permits network users to send textual messages to each other. Computers and networks handle delivering the mail, so that communicating mail users do not have to handle details of delivery, and do not have to be present at the same time or place.

The simplest way to access a file on another host is to copy it across the network to your local host. FTP can do this.

Presently, a user with an account on any Internet machine can establish a live connection to any other machine on the Net from the terminal in his own office or laboratory. It is only necessary to use the Unix command that sets up a remote terminal connection (Telnet), followed by the address of the distant machine.

Before you can use the Internet, you must choose a way to move data between the Internet and your PC. This link may be a high-speed data communication circuit, a local area network (LAN), a telephone line or a radio channel. Most likely, you will use a Modem attached to your telephone line to talk to the Internet. Naturally, the quality of your Internet connection and service, like many other things in life, is dictated by the amount of money that you are willing to spend.

Although all these services can well satisfy the needs of the users for information exchange, a definite requirement is needed for the users. Not only should the users know where the resources locate, but also he should know some operating commands concerned to ease the searching burden of the users, recently some convenient searching tools appeared, such as Gopher, WWW and Netscape.

World wide web (www) is a networked hypertext protocol and user interface. It provides access to multiple services and documents like Gopher does but is more ambitious in its method. A jump to other Internet service can be triggered by a mouse click on a "hotlinked" word, image, or icon on the Web page.

As more and more systems join the Internet, and as more and more forms of information can be converted to digital form, the amount of stuff available to Internet users continues to grow. At some points very soon after the nationwide (and later worldwide) Internet started to grow, people began to treat the Net as a community, with its own tradition and customs. For example, somebody would ask a