

张曜朗 主编

# 大学英语

(全新版第一册)

# 学习指要

浙江大學出版社

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## 序

2001年中国加入WTO,成为世贸组织的正式成员,这意味着作为全球最大的发展中国家,我国将在教育、政治、经济、贸易、技术开发、社会、文化、体育等领域进一步全方位开放,融入全球化过程。因此,培养高质量、具有国际竞争力的人才,从而提升我国国际竞争力的任务将变得更加重要。英语作为一种国际性语言,它不仅仅是不同国家的人们交流和沟通的工具,更重要的是它还是竞争的“武器”。

由于种种原因,目前的大学英语教学虽然与10年前、20年前相比已经上了一个很高的台阶,但在很大程度上还不能完全适应我国加入WTO以后的新形势的要求,某些问题还比较突出。据此,教育部组织大学英语教学界的专家,适时地编写并颁发了自“文化大革命”结束以来的第三部教学大纲——《大学英语课程教学要求》(以下简称《课程要求》),将培养学生英语综合能力作为课程的主要目标。《课程要求》的一个重大突破是:要求形成学生的个性化学习方法和培养学生的自主学习能力。

毋庸置疑,任何一门语言的教学都不应该仅仅是知识的传授,而应该是语言应用能力的培养。中国有句古话:拳不离手,曲不离口,强调的就是习得与实践。杭州师范学院外国语学院根据最近颁发的《课程要求》的新理念,组织了一批富有教学经验的教师,为外教社出版、李荫华老师主编的《大学英语(全新版)》综合教程编写了教学辅助材料——《大学英语(全新版第一册)学习指要》,旨

在为广大本科学生自主学习提供一套详细、典型、实用的语言素材,以为学生在上机学习的同时加强课外自习、拓展语言知识、夯实语言基础提供富有价值的辅助,并起到良师益友的作用。该书所提供的大量练习完全可用以检测学生自主学习的效果,帮助他们及时领悟存在的问题,循序渐进,不断攀登。

祝愿广大读者通过学习和使用该书,加强课外训练,迅速提高自己的英语综合能力,达到最佳的学习效果。

**吴燮元**

2004年5月19日

于浙江工业大学之江学院

## 前 言

顺利通过高考,进入大学的同学们往往会感到大学的学习氛围与中学有所不同。在众多新鲜事物中,最明显的一个就是大学课时量比中学大大减少,而由学生自己支配的时间大大增加。许多学生进入大学之后不知道该怎样支配这些时间,这是他们遇到的新问题之一。

在众多的大学课程中,英语语言课更是需要学生有足够的课外自学时间的保证。常言道,语言是学会的,并非教会的。这更说明语言自学的重要性。编写本书的目的正是希望能帮助大学新生们在完成课内学习的同时,能更快、更有效地学会自学,培养和提高语言学习的基本技能、技巧,为终身的自我教育和自我学习打下良好的基础。

本书以外教社出版、李荫华等老师编写的《大学英语(全新版)》综合教程第一册为蓝本,全册共八个单元。在每个单元中,针对 Text A 和 Text B 的相关内容,为学生提供了比较系统而又有重点的英语基础知识。归纳已学知识,重在研究、提高,并牢牢把住自我学习、自我提高的关键。在两篇课文字、词、句分析的基础上还增加了补充练习,并提供了课文的中译文以及部分练习的答案,以供学生自我评估之用。

在编写过程中,我们参阅并借鉴了由外教社出版、季佩英等老师编写的大学英语全新版综合教程第一册教师用书的部分内容,在此向他们表示感谢。以下教师参加了本书各个单元的编写:张

虹、张曜朗(第一单元);卢已均(第二单元);陶卫红(第三单元);  
林盛、傅存春(第四单元);汤晓风(第五单元);李冬青(第六单元);  
侯会丽(第七单元);郑芳子(第八单元)。

由于编著者水平有限,加上时间紧迫,疏漏及不妥之处在所难免,敬请同行、读者不吝指正。

**编 者**  
2004 年 5 月

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# Unit 1 Growing up

## Text A Writing for Myself

### Part I Background Knowledge

#### Grade schools in the U.S.

In the United States, the standard school system developed from an uncoordinated conglomeration of dame schools, reading and writing schools, private academies, Latin grammar schools, and colleges into a well-organized system in which a child may progress from kindergarten to college in a continuous and efficient free public system. By 1890 there had evolved the now common *twelve-grade* system whereby the child enters kindergarten at the age of five, goes to grammar or elementary school for grades one through eight, high or secondary school for grades nine through twelve, and then enters college.

#### Spaghetti and the proper way of eating it

Pasta is the generic name for thin pieces of hardened, unleavened dough that are molded into various shapes and boiled, not baked. Pasta is commonly associated with Italian cuisine, though similar flour and rice pastes, usually called noodles. The basic ingre-

dient of Italian-style pasta is semolina, a durum wheat flour, which is moistened with water, kneaded to a smooth dough, and rolled out and cut or formed into various shapes, such as ribbons, tubes, or disks; they may be twisted or ribbed. Thin strands are known as *spaghetti* (Italian for little strings). To eat spaghetti properly, one usually has to use a fork. Put the fork into a plate of spaghetti, turn the fork some time so that spaghetti will wind around the fork, then put the fork into your mouth. Do not suck, for it is impolite.

——From [www.encyclopedia.com](http://www.encyclopedia.com)

## Part II Key Words and Phrases

1. **off and on** (L.1, Para.1): from time to time/断断续续地。副词短语。

e.g. In the South, it will keep raining off and on in the spring.  
春天,南方总是断断续续地下雨。

On the eve of the final examination, she didn't sleep well, only dozing off and on for a few hours, and that's why she failed.

大考前夜,她没睡好觉,只是眯瞪了几个小时,因而没有考好。

2. **take hold** *v. n.* (L.3, Para.1): become established/生成,确立。

e.g. His drinking habit took hold when he was quite young.  
That's why it is so hard for him to give it up.

他在很年轻的时候就养成了喝酒的习惯,因此很难戒掉了。

**注意:** 该短语不能与“take hold of sb./sth.”相混淆。试比较:

Her dream to go abroad took hold in her junior year.

她出国的念头是在大学三年级时形成的。

The blind man happened to take hold of the tail and said the elephant was like a rope.

瞎子碰巧抓住了象尾巴,便说大象像绳子。

3. **turn out** *v. adv.* (L. 5, Para. 1): result in, develop into or end up in/结果是,发展成。

e. g. It turned out that the jewels had been in the bank all the time.

结果证明,珠宝一直好好地放在银行里。

The boy turned out successful after all.

那个男孩到底还是很有成就的。

**注意:** (1) “turn out” 是动词、副词搭配,因此在一般情况下宾语可有两种位置,即 “turn + O + out” (中置),或 “turn + out + O” (后置);但宾语是代词时,“out” 只能后置,否则不符合英语习惯。如该厂月产自行车 2 万辆。可表述为:

{ The factory turns 20,000 bicycles out a month.

{ The factory turns out 20,000 bicycles a month.

但将“自行车”改为代词“them”时,则:

{ The factory turned them out.

{ The factory turned out them. (×)

(2) 在本课中,“turn out” 约相当于一个连系动词,后面可跟形容词,或可理解为“turn out (to be)”,也可跟名词表示主语的状态、性质或结果。如:

The book turned out (to be) very difficult.

该书其实很难。

The radio program turned out (to be) a success.

最终,电台节目很成功。

**考点:** “turn out” 的词义很丰富,学习者应根据上下文仔细加以分析。它在多种测试中出现的频率很高,应引起关注。如:

This popular sports car is now being \_\_\_\_\_ at a rate of a thousand a week. (94/01/68, CET-4)

- A) turned down                      B) turned out  
C) turned up                         D) turned on

答案为 B, 意为生产, 制造。

4. **anticipate** *vt.* (L. 8, Para. 2): expect, foresee/期待, 预见。

e. g. The police anticipated trouble from the soccer fans.

警方预料球迷会闹事。

It is anticipated that deaths from AIDS will have doubled by 2010.

据预测, 到 2010 年, 死于艾滋病的人数要翻一番。

**注意:** “anticipate” 为及物动词, 通常带名词或名词从句作宾语(见以上例句); 但有时也带动词作宾语, 这时一般均是 V-ing 形式, 不用 “to do”, 须密切注意。如:

They anticipate having several applicants for the job.

他们期待有好几个人来申请该工作。

**构词:** anticipation *n.*    anticipatory *adj.*

5. **tackle** *vt.* (L. 1, Para. 3): deal with/处理, 对付。

e. g. It's a problem that the government has not begun to tackle yet.

这个问题政府还没有着手处理。

He was injured when another player tackled him.

在与对方一名球员争球时, 他受了伤。

**注意:** “tackle” 与 “deal with” 是同义词, 但 “tackle” 是及物动词, 直接带宾语(通常是名词或代词, 不用 “that” 从句), 而 “deal” 一定要用介词 “with” 才能带宾语, 千万不能混淆。

6. **offer** *vt.* (L. 18, Para. 3): suggest sth. for acceptance or refusal; express willingness/主动提供。

e. g. She offered me \$ 1,000 for that book.

她提出以 1,000 美元买我那本书。

My classmates often offer to help me.

我的同学常常主动帮助我。

**注意：**有时“offer sb. sth.”与“provide/supply sb. with sth.”意义较接近，但前者为主动提出，而后者则表示客观地提供，这应该是有区别的。如：

She offered me a lot of money when I was in difficulty.

She would provide me with a lot of money when I was in difficulty.

前句意为她主动给我钱(暗示我不请求)。而后句则表示她向我提供钱(很有可能是在我的请求下)。

7. **due** *adj.* (L. 21, Para. 3): expected, payable, owed; proper or enough/该(交作业、付款), 欠(债); 合适的, 足够的。

e. g. A great deal of money is due to you.

还得给你好多钱。

My rent is due today, but I 'm not in a position to pay.

我的房租今日该付了, 可我没钱。

He didn't drive his car with due attention, hence, a traffic accident.

他开车不够小心, 因此出了车祸。

**注意：**“due”当形容词用, 通常用“be due”的系表结构, 表示到期了、该付钱了、该交作业了或欠某人钱等; 也可以用作定语, 表示合适的, 如: due course, due time, due attention。

**搭配：**in due course/time: 适时, 及时。

e. g. The taxi he had ordered arrived in due course and we left.

他预订的出租车及时到达, 我们就走了。

构词: *duly adv.*

8. **put down** *v. adv.* (L. 34, Para. 5): write down; defeat, allow (people) to leave (a vehicle)/记下, 打败, 让(人)下车。

e. g. I felt difficult to put down all that Professor Smith said.  
我觉得难以记下史密斯教授讲的一切。

The politicians succeeded in putting down the opposition.

政客们成功地镇压了反对派。

You may put me down half way.

你可以在半途让我下车。

**注意:** “put down”为动词和副词的短语动词,因此在宾语为代词时务必小心,只能中置(见以上例句),不能后置[参阅“turn out”的注意(1)]。

**搭配:** 因与“put”搭配的副词特别多,学生在英语学习中容易混淆,特将常用搭配列出,与“put down”作对照,以便于记忆:

put aside <i>v. adv.</i>	暂停,省下
put forth <i>v. adv.</i>	提议,提出(= put forward)
put in <i>v. adv.</i>	包括,打断
put off <i>v. adv.</i>	推迟,使……泄气
put on <i>v. adv.</i>	穿上,上演
put out <i>v. adv.</i>	伸展,扑灭(火)
put up <i>v. adv.</i>	挂起,建造
put up with <i>v. adv. prep.</i>	容忍,忍受

9. **compose** *vt.* (L. 41, Para. 6): write (esp. music), make up, calm (oneself) down/写(作曲), 组成,使镇静。

e. g. Beethoven composed the 5th Symphony which has become known throughout the world.

贝多芬创作了第五交响曲,该曲已传遍全球。

Water is composed of two parts of hydrogen and one part of oxygen, or  $H_2O$ .

水由两份氢和一份氧构成,即  $H_2O$ 。

At first the boy was quite nervous, but fortunately he soon composed himself.

开始男孩有点紧张,幸好他很快便镇静下来。

**注意:**“compose”的意义主要可分为两类:一是物质性的,指创作、组成、构成;二是情感性的,指使平静、镇静下来。在第一类中,“be composed of”为常用短语,意义接近于“consist of”和“be made up of”。其中“consist of”不能用被动形式,而初学者往往易在这方面犯错误。在第二类中,句子的主语通常是“sb.”,动词形式为“sb. composes oneself”或“sb. be composed”。如:

Once on the stage, she quickly composed herself.

一上舞台,她便很快镇静下来。

She was always composed whatever happened.

无论发生什么事,她总是很冷静。

**构词:** composer *n.*    composite *adj. / n.*    composition *n.*  
composure *n.*

10. **before** *prep. conj. adv.* (L. 43, Para. 6): in front of, earlier in time than/在……之前(地点或时间)。

e. g. Don't put the cart before the horse.

别本末倒置。

I'm sure I've been here before.

我肯定以前到过此地。

Our soldiers wiped out the enemy before they had time to escape.

敌军来不及逃跑,我们的士兵就将他们消灭了。

**注意:**英语民族在思维时喜欢用“before”,而汉语民族则更多



地用“after”。试比较：

Work hard before you succeed. (英)

Succeed after you work hard. (汉)

以上两句意思可谓相同,却体现了中西方文化、思维的不同。在学英语的过程中需密切注意这些文化、思维方面的差异,才能更好地应用地道的英语。

**考点：**由于文化和思维的差异,中国学生经常在“before”这一点上转不过弯来,而 CET-4 及其他考试则常在这点上做文章。

(1) A man escaped from prison last night. It was a long time \_\_\_\_\_ the guards discovered what had happened. (93/06/30, CET-4)

A) before

B) until

C) since

D) when

(2) Scientists say it may be five or ten years \_\_\_\_\_ it is possible to test the medicine on human patients. (95/06/54, CET-4)

A) since

B) before

C) after

D) when

以上两例的正确选项均是“before”。只要学生能仔细思考,认真分析,这点应该不难领会,重要的是要重视。

**搭配：**before long: 不久(以后),很多学生将它与“long before”相混淆。请区别：

The plane took off and before long it was flying steadily in the sky.

飞机起飞后,不久便平稳地在天空翱翔。

The Chinese started to use umbrellas as a means of sunshade long before the Europeans did.

中国人开始使用伞作为遮阳工具的时间比欧洲人早。