College English

第一、二册

自学辅导

天津外国语学院
《"大学英语教程"自学辅导》编写组

College English

自 学 辅 导

（兼作教师手册）

——《大学英语教程》一、二册

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内 容 简 介

胡文仲副教授等编著的《大学英语教程》(College English) 出版后，已被不少高等院校选作英语专业基础教材，还有不少省市把它选作高等教育自学考试的指定教材。为了使读者学好该书，我们编写了与此书相应的《自学辅导》。本书内容丰富充实、照顾到不同程度读者的需要：为原书主课文提供了背景知识和解决语言难点所需的大量例句；为练习提供了答案，并补充了部分练习；给副课文增加了注释；为帮助读者理解主课文，还作了中文译文，附于书后。

读者对象是：教授《大学英语教程》的教师和具有高中以上英语程度的广大自学者。

前　　言

由胡文仲副教授等同志编著的《大学英语教程》（*College English*）于1982年9月在全国若干高等院校开始试用。1983年秋，由商务印书馆先后出版了该书的第一、二两册。不少高等院校已采用书作为英语专业基础课教材，不少省市已经把它作为高等教育自学考试的指定教材。

为了便于广大教师以及广大自学者使用这套教材，我们根据近几年来的教学实践，编写了与该教材配套使用的自学辅导书。

编写本书的目的是：为每课课文提供尽可能多的背景知识，对每课句型及课文中的语言难点进行注释，并附以大量的例句；同时提供练习答案、主课文的参考译文和对副课文的注释，为教师和广大自学者使用原教材提供方便。

本书每课的编写体例是：

一、背景知识（Background）；

二、语言难点（Language Focal Points）；

三、补充练习（Supplementary Exercises）；

四、练习答案（Key to the Exercises）；

五、副课文注释（Notes to Text B）。

《大学英语教程》第一册中的第一课至第四课为"整理阶段"，其重点在于语音和简单的口头练习，故本书未将这四课的内容编写进去，而从第五课开始。

为了便于使用，我们把所有主课文的汉语参考译文集中安排在全书的最后。

本书中的素材（主要指背景知识及语言难点相关的例句），绝大部分选自国内外最新版本的有关参考书和工具书。

参加本书编写的是：刘嘉斌、李桂山、张金铨、金佩琳和袁立春。

张滨江同志审校了全部原稿。

在本书的编写过程中，我们得到了原书作者胡文仲副教授的热情支持，并为本书写了序言。原稿完成后，在天津外国语学院工作的美籍专家Miss Denice Perraut, Prof. Ray Lorantas以及Dr. Jeremiah Cullinane提出了不少宝贵的修改意见。在本书排印过程中，我们又得到了天津《经营与管理》杂志编辑部的大力协助，我们在此一并表示感谢。

由于水平有限、时间紧迫，书中疏漏和错误在所难免，希望广大读者批评指正。

《大学英语教程》（College English）第三册已经出版。我们正在编写与之相应的《自学辅导》，该书不久也将与读者见面。

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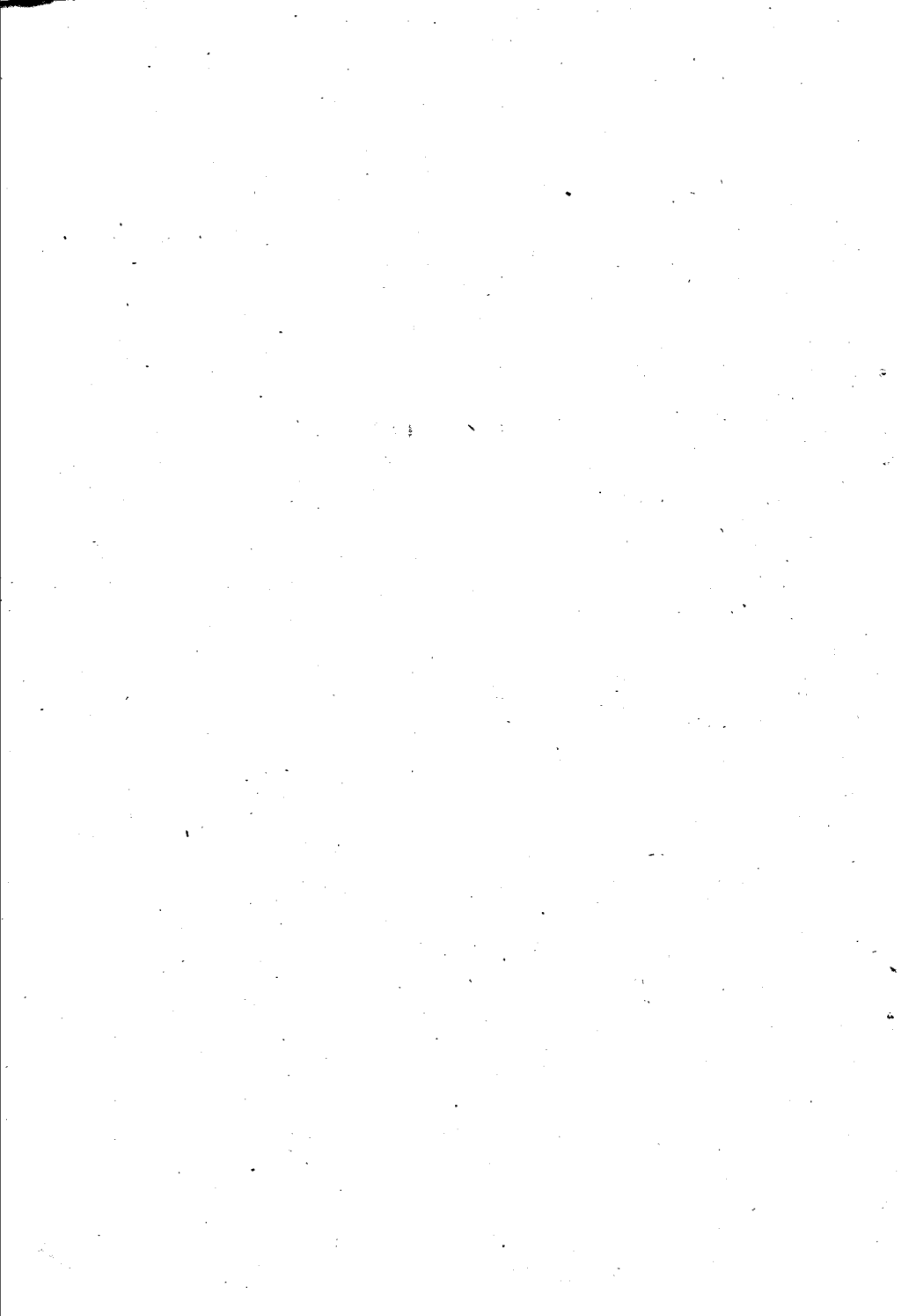
编　者

1985年秋于天津外国语学院

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序

　　自从《大学英语教程》出版以来，我不断地接到各地英语教师的来信，询问有关教师手册或教案的事情。尤其是边远省份的教师更希望我们能提供详尽的参考资料。我们编的《教师手册》去年年底出版了，但也只是教学原则和练习答案，估计不一定能满足各方需要。天津外国语学院的教师根据自己的教学实践，编出了一本提供背景及语言讲解材料的参考书。如果把这本书与我们的《教师手册》结合起来使用，会节省一些教师的时间，对他们会有所帮助。

　　天津外院编的这本书，我有幸在出版前翻阅了一下。我觉得编者的态度是认真严肃的，讲解点是经过了仔细斟酌的，解释的内容、例句及语言具有相当的质量，材料很丰富。我愿意向在边远地区"孤军奋战"的英语教师推荐。

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胡文仲

一九八六年五月十一日

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BOOK ONE

Lesson Five

LANGUAGE FOCAL POINTS

Pattern Drills

1. **Can you help me to get to the bench over there?**

   Help can also be followed by an infinitive without
   " to ", as in

   > I helped him mend his bicycle.

   > On his days off he helped his comrades wash and
   > mend their clothes.

   > These tablets will help you sleep.

   > This book will help you improve your English.

   The omissoin of *to* was once condemned as an Ameri-
   canism and is now accepted in British English.

   But when we use *help* in the passive, *to* cannot be
   omitted: e.g.

   > you'll be helped to improve your English.

Text A

2. **I'm Li Fangfang from Class Three.····Also of Class Three.**

3. **I hear you're going to teach us this term.**

   Here *hear* (the simple present tense) means *have heard*
   (the present perfect tense).

   More Examples:

   > I hear you are going to get married.

3

I hear that your country is beautiful.

we hear for certain that the vessel has sailed for London.

4. I think I'm going to take Class 3.

to take — to perform, do, to deal with

In this sentence, *to take* means to teach Class Three or deal with the teaching of Class Three.

5. a couple of —a two things related in some way, but not necessarily matched or part of a set; two things of the same kind. e.g.

I found a couple of socks in the bedroom, but they don't make a pair.

b) infml. a few, several; small number; e.g.

I'll just have a couple of drinks.

6. on the staff — *On* here indicates membership. Similar examples with *on* in this sense:

on the committee; on the team; on the jury

7. Yes, I've met all those teaching English.

"teaching English" is used as an attribute modifying *"those"*. It can be rewritten as:... who teach English.

8. Looking out of the window.

out of——from within, away from inside, e.g.

She took a piece of candy out of the box.

I sipped some soup out of the bowl.

9. In some subjects

In can be replaced by either *on* or *about*.

Subjects refer to fields or aspects of learning or knowledge.

SUPPLEMENTARY EXERCISES

I. Suggested questions on Text A
1. Who is Li Fangfang?
2. Whom is she talking with?
3. Is Professor Smith going to teach Class Five?
4. What does he want to know?
5. How many students are there in this college this year?
6. What are the foreign students doing in this college?
7. Are there any foreign teachers on the staff?
8. What does Professor Smith think of the campus?

II. Dictation

This is our institute. There are five departments in our institute. Each department has one language laboratory. Students often go there to listen to all kinds of tapes. There is a big library in our institute. Teachers and students read language books and magazines there.

The students of our institute come from different parts of our country. They study English, German, Japanese, Spanish, Russian and French. There are about one hundred foreign students studying Chinese in our institute.

ORAL AND WRITTEN WORK

3. 1) A: What's your name, please?

A, Where are you from?

B, How do you do?

2) B, There is an English film.

B, Carve Her Name with Pride.

A, No, I didn't. The one I saw was dubbed into Chinese.

B, Are you coming to see it tonight?

B, Ok. See you.

KEY TO THE EXERCISES

4. 1) Is there

2) There is

3) Is there

4) There is

5) there are

6) There will be/is; Won't there?
/Isn't there?

7) There is; there are

8) There is

5. 1) no/little; some

2) some

3) any

4) A few/Some/No/few

5) little/no

6) Any; a little/some

7) some/a little

8) A little

6. 1) Are you free this afternoon? I want to talk over a matter with you.

2) Quite a few comrades went to the Summer Palace yesterday.

3) Five comrades in our class are from the South. Four of them are from Sichuan.

4) Do you know there is an important article in today's newspaper?

5) There are many people rowing in the park near our

college.

6) I have several questions to ask you. Are you free?

7) Do you know a woman Comrade was looking for you just now?

8) Is there anything I can do for you?

9) She has two brothers in the army. One serves on Hainan Island and the other in a unit near Wuhan.

10) Is there anyone who wants to watch the acrobatic show?

7. 1) colleges   5) sweets   9) districts
   2) University 6) sugar   10) regions
   3) fruit   7) Altogether   11) mugs
   4) nut   8) together   12) jugs

9. 1) I hear you've been to Tibet.
   I wonder if you could tell us about your visit.

   2) —I wonder if you could get me some tickets for tonight's film.
      —Ok.

   3) —How is the weather in Sydney?
      —It's not bad. It's rather mild in winter.

   4) I'd be glad to take a couple of pictures before I go.

   5) —How was the Burns' Evening?
      —Not bad. A couple of actors read Burns' poems first in Chinese and then in English. I liked that.

   6) —I hear you can play the guitar.
      —I started learning only a couple of months ago.
       I'm afraid I can't play very well.

NOTES TO TEXT B

1. A library is a collection of books,⋯

   图书馆是收藏图书的地方，⋯⋯

2. ⋯the person who looks after it is called a librarian.

   ⋯⋯负责图书馆工作的人称为图书管理员。

   "who looks after it"是定语从句，修饰"the person"；"is called a librarian"中的"is called"是被动语态，"librarian"称作主语补语。

3. In the reference section are books which may not be borrowed from the library.

   这是个倒装句，由于主语books后面有个定语从句，为避免头重脚轻才使句子倒装。全句可译作：

   那些不可以从图书馆借出的书放在参考书部。

4. The fiction section contains novels and stories. They are arranged in alphabetical order according to the author's surname.

   小说部藏有长篇小说和短篇小说。这些小说是按照作者姓氏字母的顺序排放的。

5. *Oliver Twist* by Charles Dickens is placed under D for Dickens. A book by someone called Darley comes before it and one by an author named Donnelly follows it.

   查尔斯·狄更斯所著《雾都孤儿》，由于狄更斯这个姓而放在字母D处，一本由达利(Darley)写的书放在《雾都孤儿》的前面，而由唐纳利(Donnelley)写的书放在其后。

6. ⋯but the best known is the Dewey Decimal System invented by an American called Melvil Dewey.

但是最有名的（方法）是杜威十进制。它是由一个叫梅尔维尔·杜威的美国人发明的。

7. If you cannot find the book you want on the shelves, you can look it up in the catalogue.

如果你在书架上找不到你所需要的书，那么你可以查阅目录。

8. In the latter case you can reserve it and the librarian will let you know when it is available.

在后一种情况下，你可以预约，何时有书，图书管理员会通知你。

Lesson Six

LANGUAGE FOCAL POINTS

Pattern Drills

1. Class 5 are learning an American song, aren't they?

A word in the singular which refers to a group of people (*like family*, *team*, *government*) can often be used as if it were plural, esp. in British English. e.g.

> My family are wonderful. They do all they can for me. I don't know any other family who would do so much.

> "How are the team?"——"Oh, they are very optimistic."

> The government are hoping to ease the restrictions soon.

Some of the words and expressions which can be used in this way are:

> family, team, government, committee, club, class, school, union, choir, ochestra, staff, jury, firm, defence, the labour party, the British public. etc.

Note that these words are not used with plural verbs when they have a(n), each, every, this or that before them. Compare:

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A team which is full of enthusiasm is more likely to win.

These words can be used with singular verbs and pronouns. This happens when we see the group as an impersonal unit.

The team is at the bottom of the third division.

The government is made up of senior members of the four main right-wing parties

The average family which now consists of four members at most is a great deal smaller than it used to be.

Note the use of *which* in the last example.

2. For the wall-newspaper, I suppose.

I suppose in this sentence simply means *I think*

But it can be used to enquire politely about something (respectfully inviting an affirmative answer). e.g.

I suppose you're busy just at the moment?

It can also be used to suggest unwilling agreement, e.g.

"Can you help me for a minute?" — "I suppose so."

3. It takes time to catch fish.

to take time — to need/require a period of time.

More examples:

It was merely a matter of shock to the nerve centres. Such a thing sometimes took time to mend. The important thing was not to worry.

The safest procedure would be to get written

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