

全 新 版

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大学 英语

导学及同步训练

第二册

林 健 宋小平 主编

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苏州大学出版社

林健



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前言

《大学英语》(全新版)是由上海外语教育出版社组织、策划并隆重推出的供大学英语教学基础阶段使用的全新教材,其语言规范,选材广泛,以反映现实生活为主,而且体裁多样。教材是由复旦大学、北京大学等国内著名院校数十位资深教授、英语教学专家根据《大学英语教学大纲》(修订本)编写而成的,其主干教程是《综合英语》。为了配合这套教材的使用,我们组织编写了《全新版大学英语导学及同步训练》,旨在进一步帮助学生打好语言基础和提高语言的运用能力,供学习该教材的同学们参考使用。

全书共分四册,第二册内容与主干教程《综合英语》第二册对应。每个单元的同步辅导与训练和教材各相应单元内容相配合,它包括以下几个部分:一、文化背景与课文导读;二、重点词汇及短语;三、难句解析;四、课文练习答案;五、课文参考译文;六、目标测试。在教材相应的第4、8单元后分别有一套综合测试题,其测试形式与CET-4相同(除听力部分以外),供学生自我测试用。附录提供目标测试及两套综合测试题的参考答案。



本册由林健、宋小平担任主编,华厚坤、景旭华、周小芳担任副主编,参加编写的其他主要人员有:(按姓氏笔画为序)刘丽、江娟、李亚、张琪安、郭欣航、戴祝君。

江苏大学外国语学院的领导对本书的编写自始至终给予关注,江苏大学有关部门领导对本书的编写出版也给予了大力支持,对此我们全体编写人员表示衷心感谢。

由于时间仓促,加上编者水平有限,书中欠妥之处,敬请读者批评指正。

编 者

2002 年 9 月于

江苏大学外国语学院



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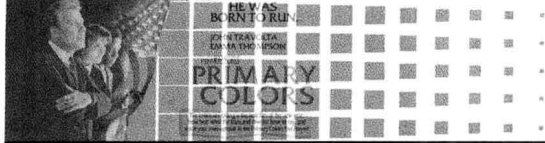
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*True wisdom is to know what is
best worth knowing and to do
what is best worth doing.*

Unit 1

Ways of Learning

一、文化背景与课文导读



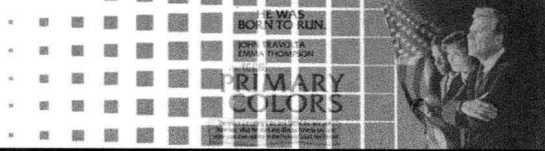
文化背景

►►1. Howard Gardner

A professor of education at Harvard University, reflected on a visit to China, and gave his thoughts on different approaches to learning in China and the West. In this text, he made a detailed comparison between Chinese and Western attitudes toward learning.

►►2. Education in the West and creativity

There is no common agreement in the West concerning the best method of education. A variety of views can be found among parents, teachers and students. Much of the current debate over education surrounds the extent to which learning should be teacher-based or student-based. Comparing Western and Chinese methods of learning it is generally true that Western



methods are more student-based, expecting students to discover things for themselves rather than relying on their teachers to tell them. Of course, the extent to which learning is teacher-based or student-based, i. e. teacher-centred or student-centred, also depends on differences between subjects.

Education, whether it is in China or in the West, involves learning skills and acquiring a body of knowledge in many fields. The student-centred activities are designed to teach children to draw conclusion from their own observations or from those of their group and especially to learn how to research a topic on their own. Creativity is generally considered to be one of the key aims of Western education. So increasing efforts have been made to integrate strategies into the educational system that help children to learn “by doing”, “hands-on” class work and by special “projects”.

Creativity does not necessarily require sophisticated skills or great intelligence. The creative process often involves intuitive perception, “lateral thinking”, and experimentation by trial and error. And a creative person might guess at a possible solution, pull in comparison from totally unrelated fields, and accept mistakes as a normal part of problem-solving.

►3. Middle class

In the United States, the middle class refers to the class of people between the very healthy class and the class of unskilled labourers and unemployed people. It includes businessmen, professional people, office workers, and many skilled workers. In Britain, however, the middle class refers to the class of people between the nobility and the working class. It includes professional men (such as doctors, lawyers and architects), bankers, owners of business and small gentry.



课文导读

The essay we are going to read includes the three main parts: a beginning where the topic is introduced by an anecdote; the body part where the topic is elaborated by comparison and contrast; and a conclusion presented in the form of a question.

Topics can be developed with examples or by analysis using cause and effect and using comparison and contrast as well, as is the case in this unit. When planning a comparison and contrast essay, we should choose the significant points as the points of comparison and contrast which would support the central idea. Any other irrelevant points should not be mentioned. In this unit, the comparison and contrast centers around the difference between the attitudes of Mr. and Mrs. Gardner and that of the hotel staff towards Benjamin's efforts in inserting the key into the slot. The former let him explore and enjoy himself, while the latter held his hand and taught him how to insert the key correctly.

The contrast between Chinese and Western ways to learn to fulfil a task is that the Chinese shows a child how to do something, or teach by holding his hands, and the Westerners teach a

child to rely on himself for solutions to problems.

二、重点词汇及短语

词汇

1. attach *vt.* 系, 贴, 连接; 喜爱, 依恋

【例如】He *attached* his horse **to** the lamp post. 他把马系在了灯杆上。

The price tags are *attached* **on** each article. 每件商品上都贴有价格标签。

This hospital is *attached* **to** our university. 这家医院是我们大学的附属医院。

He doesn't *attach* any importance **to** my statement. 他毫不重视我的声明。

He is deeply *attached* **to** his wife. 他深深地爱着他的妻子。

2. position *vt.* 给……定位

【例如】She *positioned* herself by the window seat on the right side.

她坐在右侧的窗户旁。

They were able to *position* the ship in the sea by means of radar.

他们能用雷达测定船只在海上的方位。

【记忆】reposition *vt.* 改变……的位置; 给……重新定位

They *reposition* the ship in the sea as necessary.

他们对海上的船只进行必要的重新定位。

3. await *vt.* 等待, 等候

【例如】I have nothing to do but *await* the reply. 我无事可做, 只有等候回答。

She excitedly *awaits* her son's return. 她兴奋地等候她儿子的归来。

4. insert ① *vt.* 插入, 嵌入 ② *n.* 插页

【例如】The nurse carefully *inserted* the needle **into** my left arm.

护士小心地把针头插进了我的左臂。

He *inserted* a key **into** a lock. 他把钥匙插进了锁里。

The director promised us \$400 for delivering these *inserts* to 2,000 houses by Sunday morning. 主任答应给我们 400 美元, 任务是把这些广告插页在星期天早晨之前投递到 2,000 户人家里。

5. relevant *adj.* 有关的, 切题的

【例如】The amount of food one takes is *relevant* **to** one's health.

一个人摄入食物的量与其健康有关。

I've borrowed all the *relevant* books from the library.



我从图书馆借来了所有有关的参考书。

6. neglect *vt. & n.* 忽视,疏忽;疏漏

【例如】No one trusts him, for he often *neglects* his duty.

没有人相信他,因为他经常玩忽职守。

Don't *neglect* writing to me. I'm awaiting your answer eagerly.

不要忘了给我写信,我正急切地等待你的答复。

She was severely criticized for *neglect* of duty.

她因玩忽职守而受到严厉的批评。

【记忆】① *neglected* *adj.* 不经心的;不注意的

a *neglected* appearance 未加修饰的外表

② *neglectful* *adj.* 疏忽的,不当心的

neglectful of one's appearance 不注意自己的外表

【辨析】*ignore* *vt.* 忽视(某人/某事物);对某人不予理睬/不打招呼

She looked unhappy. I responded by *ignoring* her.

她看上去不开心。我对她没有作任何表示。

I said hello to her, but she *ignored* me completely.

我跟她打招呼,可是她根本不理我。

Students should not *ignore* their mistakes. 学生不应该无视自己的错误。

7. critical *adj.* 至关重要的;危急的;批评(性)的;挑剔的

【例如】We are at a *critical* time in our history. 我们正处于历史的紧要关头。

I have another *critical* decision to be made.

我有另外一个有待作出的至关重要的决定。

The patient's condition is *critical*. 病人的病情危急。

Rather than drown the students' compositions in *critical* red ink, the teacher should comment favorably on improvements over the previous work. 老师应对上次做得好的地方给予好评,而不是用挑剔的红墨水把学生的作文改得一塌糊涂。

The director was *critical* of the way we were doing the work.

厂长对我们做工作的方法提出了批评。

She is very *critical* in her choice. 她的选择很苛刻。

8. principal *adj.* 主要的,首要的

【例如】My *principal* concern is to earn enough money to send my son to college.

我最为关心的是挣够钱送儿子上大学。

The *principal* objections to the proposal are as follows.

对该项建议的主要反对意见如下。

【记忆】*principal* *n.* 校长

The *principal* and the vice-principal of the college both attended the meeting. 正副院长都出席了会议。

We failed to keep in mind what the *principal* said.

我们没有记住校长所说的话。



【辨异】principle *n.* 原理,原则 (pl.); (行为的)规范,准则

请注意该词与 principal 一词在读音、拼写、意义上的异同。例如:

We distributed the profits among the groups on the *principle* of equal pay for equal work. 我们本着同工同酬的原则把收益进行了分配。

He is a man who always acts on *principles*. 他是一个办事讲原则的人。

It would be against my *principles* to tell a lie to you.

对你撒谎有悖于我的行为规范。

(*idm.*) in principle 基本上;原则上

They have agreed to the proposal *in principle*. 他们基本上同意了那项提议。

9. view *vt.* 看待,考虑

【例如】How do you *view* your chances of success? 你认为获得成功的把握有多大?

Daydreaming was *viewed as* a waste of time.

做白日梦被看作是浪费时间。

He is *viewed as* a strong competitor for the job.

他被看作是这项工作的激烈的竞争对手。

【记忆】与 view... as 类似的词组有: regard... as; consider... as; look on... as; accept... as; take... as; perceive... as; interpret... as, etc. 例如:

Stress is widely perceived as contributing to heart disease.

人们普遍认为紧张会诱发心脏病。

He *took* what she said *as* a compliment. 他把她所说的话当作是一种赞美。

We *interpreted* the silence *as* a refusal. 我们把沉默看成是不同意。

Today, Abraham Lincoln is *considered as* one of the greatest of all American presidents. 今天,亚伯拉罕·林肯被认为是美国历届总统中最伟大的总统之一。

10. continual *adj.* 不断的;一再重复的

【例如】“Please stop your *continual* question,” he said impatiently.

他不耐烦地说:“该停止你那一再重复的问题。”

How do we prevent those *continual* interruptions?

我们如何来防止这些不停的打扰?

【记忆】continually *adv.* 不断地;一再重复地

He was *continually* late for class. 他上课一再迟到。

【辨异】① continuous *adj.* 连续不停的;不间断的

There is always a *continuous* flow of traffic on this road.

这条道路总是车流不断。

This is a *continuous* flight. We don't stop off anywhere.

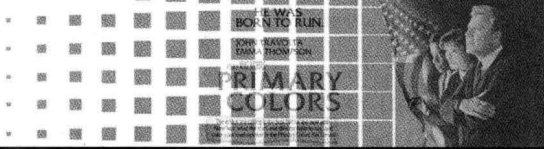
这是一架直达航班,我们在任何地方都不停靠。

② continuously *adv.* 连续不停地;不间断地

They chattered *continuously* for hours. 他们唠唠叨叨了好几个小时。

11. apply ① *vi.* 适用;申请 ② *vt.* 运用

【例如】These rules *apply to* all the students. 这些规定适用于所有的学生。



More than twenty people are applying **for** the post.

二十多人在申请这一职位。

He has applied **to** the *embassy* for a visa. 他已向大使馆申请签证。

You must *apply* what you've learned in your work.

你必须把你学到的东西运用到工作中去。

Only in this way can we better *apply* theory **to** practice.

只有这样,我们才能更好地把理论应用于实践。

12. contrast *n. & v.* 对比

【例如】Careful *contrast* of the two plans shows up some key differences.

我们把这两个计划仔细地对比一下就可以看出一些关键性的差异。

It is interesting to *contrast* Ernest Hemingway with Mark Twain.

把海明威和马克·吐温作对比是很有趣的。

His actions *contrast* sharply with his promises.

他的行为与他的诺言太不相符。

【记忆】① *in contrast to* 与……对比起来

In contrast to the hot days, the nights are bitterly cold.

与大热的白天形成对照,夜晚凉得很。

In contrast to his brother, he was considerate in his treatment of others.

和他弟弟相比,他总是能体谅别人。

② *by contrast* 相反

She failed in the exam, but her sister, *by contrast*, did very well.

她考试不及格,相反,她妹妹考得很好。

13. overstate *vt.* 把……讲得过分,夸大

【例如】This problem has been *overstated*. 这个问题被夸大了。

Don't *overstate* your case. 不要把你的情况夸大了。

【记忆】① *over-* 过多;过度(可与动词、名词、形容词和副词连用)

overeat 吃得太多 overwork 劳累过度 overestimate 过高估计

overspend 用钱过度;超支

overtime 超过;超时的;在规定(工作)时间之外

overpopulation 人口过剩 over-rich 过分有钱,富得流油

over-aggressively 放肆;过分寻衅

② *over-* 在外;在上,超过(可与动词、名词、形容词和副词连用)

overflow 溢流 overhang 悬于或突出于(某物)之上

overlook 俯视 overcoat 大衣 overall 大体上

overhead 在头顶上;在空中;上空的;高架的

overnight 一夜(间);一夜(间)的,前一天的晚上

14. breakthrough *n.* 突破

【例如】Medical research *breakthroughs* include finding tumors, and saving lives through CAT scans and surgery. 医学研究领域新的突破包括用CAT扫描(即计算机

化 X 射线轴向分层造影扫描)发现肿瘤并通过手术挽救生命。

Scientists have made a *breakthrough* in the treatment of this kind of disease.

科学家们在治疗这种疾病方面有了突破性的进展。

【记忆】① break through 突破

Scientists are beginning to *break through* in cancer research. (i. e. Scientists have made a breakthrough in cancer research.)

科学家们在癌症研究方面开始有了新的突破。

② 在英语中,有些复合名词是由短语动词衍化而来的。例如: break down→breakdown *n.* 故障;倒塌;(精神)崩溃 break out→break-out *n.* 爆破 break up→breakup *n.* 分裂;解体;离婚 break away→breakaway *n.* 脱离;退出 pick up→pickup *n.* 拾起;加速 check out→check-out *n.* 办理手续后离开;核对无误 set back→setback *n.* 挫折;倒退;(疾病的)复发 (注: take out→takeout *adj.* 外卖的)

15. superior *adj.* 优良的;较好的;级别或地位较高的

【例如】The machines made in your factory are far *superior* to those turned out in theirs. 你们厂生产的机器比他们厂生产的机器好得多。

This candidate is clearly *superior*. 该候选人明显比别的候选人强。

A soldier must obey his *superior* officer. 一个士兵必须服从上级军官。

短 语

1. not in the least 一点也不

【例如】It doesn't matter *in the least*. 那一点也不要紧。

We do *not in the least* understand this point. 我们一点也不理解这一点。

—“Would you mind my opening the window?” “我把窗户打开你介意吗?”

—“No, *not in the least*.” “不,一点都不介意。”

【记忆】① in the least 一点,丝毫

② at (the) least 至少

We need one thousand yuan *at least* for the trip.

这一趟旅行我们至少需要 1,000 元。

③ not least 在一定程度上,尤其是

Their products do not sell well, *not least* because of the poor quality.

他们的产品销路不好,在一定程度上来说是因为质量差。

④ last but no least (列举时间用于最后一项前)最后的,但同样重要的

Last but no least there is the question of adequate time.

最后同样重要的是要有足够的时间。

⑤ not the least 一点也不,丝毫不

“The liar's punishment is *not the least* that he is not believed, but that he cannot