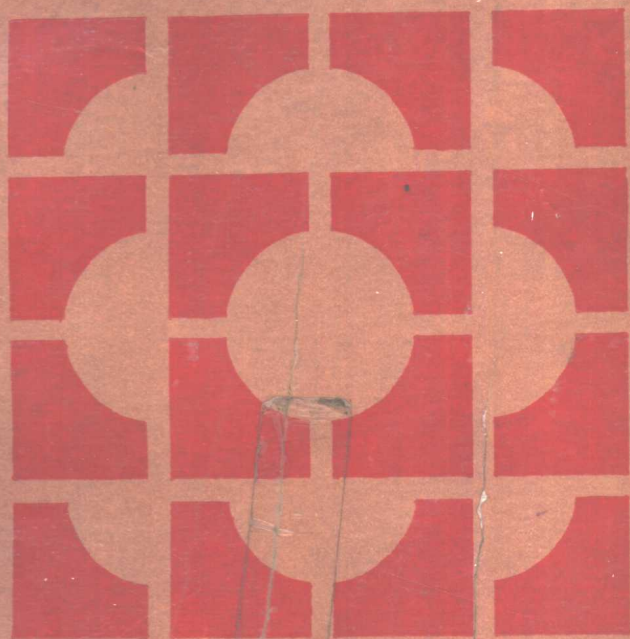


主编 杨荣泉 副主编 姚云桥 马德昆

高等专科英语教程 教学参考书

(上册)



上海交通大学出版社

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内 容 提 要

本书是文理工通用的《高等专科英语教程》的配套用书。全书分上、下两册,上册是读写本教学参考书,下册是听说本教学参考书。上册备课的主要内容包括四部分,词语解释;课文补充注释;练习答案;参考译文。

本书可供使用《高等专科英语教程》的教师和学生在教学中试用,也可供英语爱好者自学参考。

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前 言

《高等专科英语教程》是为二年制或三年制的高等专科院校学生而编写的。全书共分三册，供三个学期使用，每册又分读写本和听说本。该教程属文、理、工科通用，已为许多院校所采用。

编写《高等专科英语教程教学参考书》有双重目的：既为了教师更方便地使用该教材，也为了学生更好地学习该教材，全书分上、下两册，上册为读写本教学参考书，下册为听说本教学参考书。上册的主要内容包括四部分：词语解释；课文补充注释；练习答案；参考译文。

一、词语解释部分主要讲解复用式词汇和短语。首先给出在该课中的词义及其他常用词义，然后针对每个词义举出一、二个例句，以便师生举一反三，达到巩固，加深和扩大词汇之目的。

二、课文补充注释部分主要是针对课文中的长句和语法难点而编写的，有长句分析、难点解释、背景知识介绍以及难句翻译等。

三、在练习答案中，除了问答题外，给出了全部练习的答案。

四、参考译文部分包括课文、阅读材料 A 和阅读材料 B 的译文。翻译以信为主，供师生参阅。

《高等专科英语教程教学参考书》的主编为杨荣泉，副主编为姚云桥、马德昆；主审为沈一鸣、陈林堂。第一册读写本教学参考书的编写者（均以姓氏笔划为序）为李靖民、余颖芳、易文章、施发敏；第二册为方飞雪、朱毓华、汪解先、吴瑞芳；第三册为宋佩兰、侯鸿节、梅雪雪、韩自敏。

编者对在本书编写、出版过程中上海交通大学出版社所给予的热忱指导和支持，深表感谢。

由于编者水平有限,经验不足,加之时间仓促,错误和疏漏之处在所难免,祈请专家同行和广大读者批评指正。

编 者

1992年2月

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第一册 读写本

教学参考书

Unit One

Words and Expressions

1. **qualify** — make or become trained or entitled to do sth
e.g. He is qualified to teach English.
His ability qualifies him for the job.
I'm afraid that this certificate doesn't qualify you for admission.
He's a qualified scientist.
2. **meet with** — have a meeting with, come together with (a person etc.), by arrangement
e.g. We arranged to meet with each other again next day.
Our representatives met with several heads of state in an effort to reach agreement over the price of oil.
3. **make out** — write in complete form; get together;
e.g. Applicants have to be made out in triplicate.
Several rather poor articles have been included to make out the volume.
4. **forget about** — 1) fail to remember (to do, to bring, to

buy, etc.) (sth.) at the proper time 2) stop keeping the memory of (sth. or sb.) in one's mind

e.g. "Did you lock the door when you left the house?" "No, I'm afraid I forgot (all) about it".

Helping his son with his physics home work reminded him of things he'd long forgotten about.

5. **all about** — over the whole place; in every direction

e.g. The country all about is covered with green.

There is complaint of the discipline of the school, all about town.

Notes to the Text

Bachelor's degree — first or the lowest university degree
for man or woman 学士学位

B.A. for "Bachelor of Arts" 文科学士

B.S. for "Bachelor of Science" 理科学士

Master's degree — second university degree 硕士学位

M.S. for "Master of Science" 理科硕士

M.A. for "Master of Arts" 文科硕士

Doctor's degree — highest degree in university 博士学位

PH.D. for "Doctor of Philosophy" 哲学博士

Key to Exercises

I. 1. F 2. T 3. F 4. T 5. T 6. T

II. 1.

1. is 2. puts 3. tries 4. becomes 5. is dressed
6. shave 7. repeat 8. appear

2.

1. stole 2. ran 3. came 4. saw 5. put
6. jumped 7. was 8. swam 9. got 10. went

III. 1. practises 2. will see 3. was, was 4. learned
5. is, left 6. barks 7. sign 8. exploded

9. travels, appears 10. goes 11. is 12. is (has been) 13. lived

IV. 1. e; 2. f; 3. h; 4. a; 5. g; 6. b; 7. d; 8. c.

V. 1. No sooner had she walked into class than the bell rang.
She'd no sooner walked into class than the bell rang.

2. No sooner had she walked into the school building than she was called to the principal's office.

She'd no sooner walked into the school building than she was called to the principal's office.

3. No sooner had she entered the principal's office than she saw one of her students.

She'd no sooner entered the principal's office than she saw one of her students.

4. No sooner had she looked at the student than she knew he was in trouble.

She'd no sooner looked at the student than she knew he was in trouble.

VI. 1. Ever since I was a young girl I have been interested in literature.

2. John is smart, polite and well-behaved. In short, he is a good student.

3. My mother often forgets about the food cooking on the stove.

4. He supposed it was too late to change his mind.

5. No sooner had we returned home than it began to rain

6. There has never been a comrade more devoted to the revolutionary cause than Tom.

Reading A 1. F 2. F 3. T 4. F 5. F 6. F 7. T

Reading B 1. F 2. T 3. T 4. F 5. T 6. F 7. F 8. F

一位好教师

科克斯太太在一所规模甚大的中学执教。该校位于西海岸一座大城市的市内。科克斯太太从小时候起就一直想当一名教师，虽然现在她任教已经8年，但未改变其初衷。

科克斯太太中学毕业后上了大学，4年后她获得了英文文科学士学位和从教证书。于是，她有资格在自己州内的中等学校任教。每年夏天，她都要多听些课。她希望有朝一日获得文科硕士学位。有了文科硕士学位，她将多得到一些工资。

和美国许多中学一样，科克斯太太的中学，将教学日分为6节课，每节一小时。科克斯太太必须在6节课中教5节，而在她的“空”堂——下午2时至3时，她还要会见家长、订购补给品、出考卷、改作业、还要为许多其他的事操心。总而言之，她的“空”堂实在是一点也不“空”。

在一个典型的教学日里，一个英语教师通常将自己的时间分配为3门课：语言课（语法、标点符号用法、拼字法等）、作文课以及文学课。科克斯太太最喜欢上文学课。最近她上过的最令人激动的课是那些专门讲授黑人文学的课，因为科克斯太太和她的大多数学生都是黑人。

今天，她在第六节课上讲授了兰斯顿·休斯的一首诗，兰斯顿·休斯可能是现代美国最有名的黑人作家。她刚朗诵完这首诗，学生们就开始向她提出问题。科克斯太太要学生们就自己对诗人意境的理解进行讨论。学生们的发言一经开始，就异常活跃，以致铃声响了都没有人愿意停止讨论。

科克斯太太驾车回家的途中，心中仍萦绕着她刚刚上完的课。今天，她对自己作为一名教师所完成的工作感到欣慰。她的学生没有一个表现出乏味、厌烦的样子，看来他们每一个人都对那首诗感兴趣。他们一开始讨论，就把时间忘记了。她暗自思忖：这就是教学的真正意义。

阅读材料 A 译文

今日之大学生

1972年美国教育委员会发表了长达40页的关于美国大学一年级新生

的调查报告。调查报告的内容是由向数千名大学一年级新生提出如下问题得到的:

1. 到今年 12 月 31 日你有多少岁?
2. 这所大学距你父母的家有多少英里?
3. 在你还未成年时你住在哪里?
4. 你的父母是否还健在? 他们是否离异?
5. 你将如何描述你目前的政治观点?

对这些问题的回答表明,有 78% 的大学一年级学生为 18 岁,14% 为 19 岁,大于 19 岁或小于 18 岁的情况很少。

半数以上学生所在的大学远离他们父母的家;只有 40% 的学生所在的学校离家的距离在 50 英里以内。

报告还表明,大部分大学生生长在城市或城市附近。根据报导,大约五分之一的一年级学生在小城市长大;只有 7% 的学生来自很远的地方。

令人十分吃惊的是,这份调查报告表明,只有相当少的学生(8%)的父母离异或分居。大部分的情况是父母仍健在且没有离异。

当问到谁为他们提供受教育的经费时,几乎三分之一的学生回答说,他们从事部分工作或在假期工作。只有很少的人靠奖学金作为他们的经费来源。有 56% 的学生依靠父母支付大学费用。

对于很多家庭来说,大学教育是一桩新鲜事儿。这些大学一年级学生的父亲中只有不到一半的人曾经上过大学。

阅读材料 B 译文

美国的学校

在美国,男孩子和女孩子 5 岁就开始入学。在某些州他们必须在学校一直待到 16 岁。大部分学生到中学毕业时已 17 岁或 18 岁。在美国,high School 也叫中学。

大部分的孩子上公立小学和中学。公立学校学生的家长不须直接为孩子提供教育费用,因为这些公立学校由国家税收支撑。如果孩子上的是私立学校,那么其家长必须向学校交付教育经费。

今天,将近有一半的中学毕业生继续入大学深造。有些大学依靠政府的税款支持。一个州立大学的学生,如果其父母是住在这个州内则不须向

学校交很多钱,而私立大学却是很昂贵的。在美国,几乎有一半的大学生是半工半读的。如果家庭不富裕,一个大学生必须自挣部分大学费用。

在美国,很多小学和中学其组织形式如下:

小学	1~6 年
初中	7~9 年
高中	10~12 年

有些地区没有初中和高中。它们的组织形式如下:

小学	1~8 年
中学	9~12 年

中学毕业后,同学们可上大学。下面的计划是很典型的。

读完4年大学,一个学生可以得到学士学位(B.A. 为文学学士, B.S. 为理科学士)。

还有两个更高的学位可提供,获得了学士学位以后,大学生们还可以再继续为硕士学位而努力(M.A. 为文学硕士, M.S. 为理科硕士)。

大学中颁发的最高学位是博士学位(PH.D. 为哲学博士)。

在美国,College 和 university 这两个词是经常可以互换的。但从专门化的角度严格地说,它们之间还是有区别的。一个大学(university)可以有多个学院(College),如,一个大学可以在其校园内包括以下学院,法学院、医学院、人文学院、理学院、教育学院。

Unit Two

Words and Expressions

1. **run into** — meet by accident;
e.g. Climbing higher, we ran into a patch of thick mist which blotted out our route.
When I ran into a problem while making my model airplane, I asked Uncle Mark to help.
2. **at times** — not often, occasionally, sometimes
e.g. At times Tom's mother let him hold the baby.
We have pie for dinner at times.
3. **plunge into** — go suddenly and with force into
e.g. He plunged into the water to save the child.
The boys plunged into the swimming pool
4. **set a record of** — set up, establish a record of
e.g. hold the world record of
break (beat, cut) the record of
5. **on each occasion** — Here occasion indicates a period of time at which a particular event takes place each time.
cf. on the present (last) occasion; on one occasion; on rare (few) occasions; on occasion; on this (that) occasion

Notes to the Text

1. ... a pilot is in great difficulty without an altimeter.
Without an altimeter a pilot will find it hard to conduct the plane, especially when he comes across bad weather.
2. **There was nothing to do** except to keep going and to hope.
"There be nothing to do" is a useful expression.

e.g. There's really nothing to be said.

There's nothing to choose between them.

There being nothing else to do, he came back,

3. Amelia Earhart made these flights to show that women had a place in aviation and...

..., she had made a place for herself in the history of aviation.

..., Amelia Earhart made several flights across the United States.

In 1937 she made plans to fly around the world.

The above sentences are quoted from the text. The author uses the word "make" time and again. It seems to be a really heavy word. Ask the students to pay attention to the use of "make" followed by various nouns or noun phrases. Tell them that certain nouns demand certain verbs.

Here are more examples: to make an effort; to make an attempt; to make preparations; to make a decision; to make a suggestion; to make a proposal; to make an answer (reply); to make a comment; to make a guess; to make an attack; to make a change; to make a fire; to make an appointment; to make hay.

4. It was to be her last long flight.

The infinitive used after the link verb "be" often has modal force, expressing necessity or possibility. It indicates something that will take place according to the will of a person, some plan or agreement, or as the result of an event or natural development.

e.g. You are *to work* here till the end of the month.
(order or plan)

The link verb "be" is sometimes in the past tense with the infinitive in perfect tense after it. It indicates something that was meant or intended to do, but not really done.

e.g. I was to have seen him yesterday, but was called away to attend a meeting.

Key to Exercises

- I. 1. C 2. D 3. A 4. D 5. B
- II. 1. bought, haven't sold
2. met, said, didn't see, Did (you) miss, didn't miss, replied, haven't missed, gave
3. went, worked, went
4. bought, asked, told, have waited, hasn't come
5. met, offered, said, have (just) had
6. tried, heard, called, have (you) been, has been
7. did (you) begin, began, was, went, stayed, went
8. Have (you) been, was, did (you) get, took
9. Have (you) seen, rang, got, has been, flew, decided, Have (you) heard, got, arrived
10. Have (you) been, have been, did (you) do, worked
- III. 1. has been writing 2. have (already) drunk
3. has forgotten, have been expecting
4. Have (you) been waiting
5. have been, have (you) come
6. have been telephoning, Have (you) not (nearly) finished/Haven't (you nearly) finished, haven't got, have been trying, has been
7. haven't (you) brought, Haven't (you) typed
8. Haven't found, has been, has been helping
9. has been, has been looking, hasn't found
10. have mended (have been mending), have (only) done, has broken
- IV. 1. b 2. e 3. c 4. a 5. d
- V. 1. c 2. a 3. c 4. a 5. b 6. b
- VI. 1. The children have been watching television programs

since dinnertime.

2. He is too old for the job. To make things worse, he is poor in health.

3. There was nothing to do except to change our mind.

4. He was the first person to swim across the English Channel.

5. He has been holding the world record he set ten years ago.

6. The soldier plunged his sword into the heart of his enemy.

Reading A, 1. B 2. A 3. C 4. A 5. A

Reading B, 1. C 2. B 3. C 4. A 5. D 6. C

课文译文

阿米莉亚·埃尔哈特

那是在1932年,阿米莉亚·埃尔哈特独自一人驾驶一架小型单引擎飞机从北美飞向英格兰。在离开纽芬兰几小时以后的半夜里,她碰上了坏天气,更糟糕的是飞机的测高器失灵了(测高器是一种测量飞机距地面高度的仪器)。在深夜,又是风暴之中,没有测高器会使一个驾驶员陷入极度的困境之中。有时候她的飞机几乎掉入大西洋中。

一波未平,一波又起。正好在黎明前,阿米莉亚发现了来自发动机的火焰。她能够到达英格兰吗?她毫无把握,只有抱着希望继续飞行。

阿米莉亚·埃尔哈特后来确实抵达了爱尔兰。由于她表现出来的勇气从而在英国和欧洲颇受欢迎。当她回到美国时,胡佛总统在白宫设盛宴款待了她,从那以后,阿米莉亚·埃尔哈特变得有名了。

她的飞行为何如此重要?因为她是历史上第一个单独飞越大西洋的人,并创造了用14时56分飞越大西洋的纪录。

在后来的一些年中,阿米莉亚进行了多次穿越美国的飞行,并且每次都在飞行时速上刷新纪录。1935年她成为第一个从夏威夷飞到美国大陆的人。同年,她又成为第一个没有停顿地从墨西哥城飞到新泽西州纽华克的人。纽华克距纽约只有几英里之遥。阿米莉亚·埃尔哈特进行这些飞行