

# 大学英语

高玉娟 主编

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自主学习与同步训练

精读

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ENGLISH

SELF-STUDY AND  
SYNCHRONOUS  
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# 大 学 英 语

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自主学习与同步训练(精读)

第 五 册

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# 前 言

《大学英语》是由复旦大学、北京大学等 6 所大学根据国家教委审定批准的“大学英语教学大纲”合作编写的一套高等学校英语系列教材,由上海外语教育出版社出版。该系列教材曾荣获全国高等学校第二届优秀教材特等奖及国家教委高等学校第二届优秀教材一等奖。多年来被越来越多的高等学校选做大学英语基础阶段的教材,颇受广大师生的欢迎。但该系列教材有一定的难度和深度,并且练习量也大。无论是教师课堂讲解,还是学生课前预习,都有较大困难。他们急需一套适合师生要求、讲解全面系统的辅导材料。为满足这一需要,我们编写了《大学英语自主学习与同步训练》(精读)这一套辅导材料。全书由“语言要点”、“语篇理解”、“同步测试”三个部分组成。

“语言要点”部分包括“必会语汇、结构举要”和“课文详释、词语例解”两个部分;其中前者将课文中出现的要点,包括重要句型和难句、难词及短语进行列解,而且从语法结构、修辞、深层含义及与中心思想的联系等方面作了详尽的解释,从而使学生更好地理解课文。

“语篇理解”部分是从作品的整体角度出发,使学生不仅理解课文的大意、中心思想,而且从文学欣赏方面去分析人物性格特点、作者的写作风格等,让学生在掌握语言知识的同时,提高鉴赏水平。

“同步测试”部分是前两部分的检验与运用。此部分以灵活多样的各种题型来检测学生的知识水平。通过检测学生们会找出自己的不足,从而有目的,有重点地学习。此部分

试题有一定的代表性和针对性,题后给出答案,并对疑难点进行详尽注释。读后,学生们不仅知其然而且知其所以然,从中真正受益,提高应试能力。

本书语言材料内容丰富,体裁多样,知识性强,词汇和语法讲解准确,代表性强,覆盖面广。本书既可作为大、中专学生学习的辅导教材和教师教学参考书,也可作为报考研究生的考生复习考试的重要材料。同时,本书还可作为社会成人教育、英语自学考试者学习的辅导书。

由于编写时间仓促,难免有不当之处,恳请同仁批评指正,并真诚希望各位老师和同学在使用中提出宝贵意见。

全书由高玉娟策划、设计、统稿并修改。本册编写具体分工如下:第一课、第二课高玉娟;第三课、第四课、第五课、第六课王红艳;第七课、第八课、第九课、第十课雒丽。

编者

1997年1月

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## Unit 1

### A Kind of Sermon

#### 【语言要点】

##### I. 必会语汇、结构举要

###### 1. 名词

consolation 安慰;同情

scope 范围

cliches 陈腔滥调

dedication 奉献;贡献

proverb 谚语;格言

recognition 承认;认识;识别

###### 2. 动词

appreciate 理解;懂得;欣赏 frustrate 使泄气;使灰心 convince 说服

counter 反对

###### 3. 形容词、副词

bewildering 使迷惑的

inexplicable 无法解释的

alternative 另一可选择的

practicable 实用的;实际的

###### 4. 短语

1) appear to

似乎;好象

2) confront with

面对;面临

3) consist of

包括

4) be reduced to

被迫做某事

5) take refuge in

寻求;庇护;寻求安慰

6) feel inclined to

倾向于……;易于……;有些想……

7) amount to

等于;达到

8) come across

偶然碰到;不期而遇

##### II. 课文详释·词语例解

1. It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood. (L.1~3)

“一旦懂得了英语的基本结构和句型,再继续学下去就越来越难,这一点老师们或许比学生们更容易理解其原因”。

\* appreciate 的用法

1) 意为 realize and understand, 表示“了解;理解”。

—I appreciate your anxiety about your son's illness.

我们了解你为儿子生病而忧虑的心情。

—I don't think you appreciate the dangers of sailing round the world alone.

我认为你并不了解独自环球航行的危险。

2)表示“感激,感谢”之意,同“be thankful for; be grateful for”。

—I greatly appreciate your invitation.

非常感激您的邀请。

3)意为“正确地判断……的价值;评价;欣赏;赏识”。

—That's just because you can't appreciate music.

那正是因为你不会欣赏音乐。

—You will appreciate that book about England after you have been there yourself.

你亲自到过英国才能评价这本有关英国的书。

**2. It may not seem much consolation to point out that the teacher, too, becomes frustrated when his efforts appear to produce less obvious results. (L. 6~8)**

“即使向学生们指出,就连老师们在发现自己的努力似乎不会产生较明显的效果也会沮丧消沉时,学生们也不会感到有多大安慰”

在由 that 连接的宾语从句中又包含了一个由 when 引导的时间状语从句。

“consolation”意为“安慰;同情”;“frustrated”为过去分词形式做形容词,意为“泄气”。

“produce less obvious results”意为“produce less obvious results than expected”。

**\* frustrate 的用法**

1)为及物动词,意为“prevent the fulfillment of; defeat (someone or someone's effort)”,表示“阻止某人实现某事,破坏(某人计划等)。如:

—The bad weather frustrated all of our hopes of going out.

恶劣的天气阻碍了我们外出的所有计划。

—In his attempts to escape, the prisoner was frustrated by a watchful guard.

犯人试图逃跑的计划,被警惕的看守破坏了。

2)如在本课中的意思,意为“cause (someone) to have feelings of annoyed disappointment”,表示“使沮丧,使灰心丧气”。

—After two hour's frustrating delay, our train at last arrived.

经过令人丧气的两小时耽搁后,火车终于到达了。

**3. He finds that students who were easy to teach, because they succeeded in putting everything they had been taught into practice, hesitate when confronted with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. (L. 8~11)**

“教师发现学生们起初很容易教,因为他们能成功地把所学的东西运用到实践中,而现在学生们面对着超出课本范围以外的大量的未曾接触的英语词汇和用法犹豫起来了”。

本句为多重复合句。在 that 引起的宾语从句中,其中 because 引导的状语从句是做独立成分。宾语从句的谓语是后面的 hesitate。本句可简缩成“He finds that students

...hesitate...”。

### \* confront 的用法

1)表示“出现在……面前;……前面的”。注意常以任务、困难等名词作主语。

—The next big issue confronting the workers is the question of wages.

下一个出现在工人们面前的大问题是薪水问题。

—Another urgent problem confronting the new Kingdom was that of the education of its citizens.

摆在新王国面前的又一个紧迫问题是对其公民的教育问题。

2)表示“面临;面对;和……对抗”。

—And they are confronting tremendous and even more complicated problems.

他们面临着繁多甚至更复杂的问题。

—We must confront the future with optimism.

我们须以乐观来面对未来。

3)成语 be confronted with (by)表示“面临;面对;碰上”。

—November was here, and I was confronted with a long winter before me.

十一月到了,而我面临着漫长的冬天。

—The prisoner was confronted with his accusers.

那犯人被传与被告对质。

4. He sees them struggling because the language they thought they knew now appears to consist of a bewildering variety of idioms, cliches and accepted phrases with different meanings in different contexts. (L. 11~14)

“老师看到学生们在挣扎,因为他们原以为非常了解的语言现在好象是由大量令人困惑的习语、陈词滥调和成语组成的,而它们在不同的上下文中意义不同”。

“bewildering”为现在分词做形容词,意为“令人迷惑不解的”。

### \* bewilder 的用法

及物动词,表示“使困惑;使糊涂”,同义词为 puzzle。

—Our surprise attack bewildered the enemy.

我们的奇袭使敌人茫然失措。

—Some hard problems in arithmetic bewildered me.

几道算术难题把我搞糊涂了。

—I was so bewildered that I did not know how to answer.

我慌得不知如何回答。

5. ..., given time and dedication (L. 16)

—If they were provided with time and dedication.

“如果他们有时机和肯下功夫的话”。

### \* given 的用法

为过去分词,它引起分词短语在句中作状语,表示以下两种意义。

1)表示“在有……的情况下;如果有……,假定有……”等,同“if allowed; provided

with”。

—Given determination and perseverance, it can be realized step by step.

如果有决心和毅力,这是可以一步步实现的。

—Given normal weather, they will raise the output by another 10 percent.

如果天气正常,他们还能把产量再提高百分之十。

2)表示“考虑到……,就……而言”等,连接让步状语,同 if one takes into account; considering; as far as ...is concerned 等。

—Given their inexperience, they've done a good job.

就他们没有经验而言,他们已经做得不错了。

6. The teacher, for his part frequently reduced to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues such as... (L. 19~21)

“就老师方面说来,因其经常被迫试图解释一些无法解释的东西,他们可能会对同事们引用一些谚语来自慰,比如说:……”。

此句尽管较长,但仍是一个简单句,两逗号之间的分词短语为插入成分,起解释原因的作用。

“reduced to trying to explain the inexplicable”意为 forced to explain sth. that can't be explained.

\* **for one's part** 的用法

意为“就……来说”。如:

—For our part, we think the demand is reasonable.

就我们来说,我们认为这一要求是合情合理的。

—I, for my part, will say nothing.

就我来说,我不会说什么。

—For my part I prefer to remain here.

就我来说我宁愿留在这儿。

\* **reduce to** 的用法

1)意为“force sb. into (doing sth. humble, unpleasant or dishonorable)”,表示“迫使某人做某事”,多用被动形式,即 be reduced to, 指做一些卑劣的、令人不愉快或不体面的事情。注意 to 是介词。

—She was reduced to begging for her living.

她被迫以乞讨谋生。

—During the famine, many people were reduced to eating grass and leaves.

在饥荒期间,许多人被迫吃草和叶子。

2)意为“bring (esp. someone) to (esp. a weaker or unreasonable state)”,表示“使陷于不良境遇;落到某种境地”。如:

—The fighting reduced the city to shambles.

战斗使这座城市成了一片瓦砾。

—His extravagance reduced him from plenty to poverty.

他的奢侈使他由富变穷。

—He was reduced almost to skeleton by the illness.

他病成了皮包骨。

注意:reduce to 还可以与以下词搭配,构成不同意义:

reduce to order 使恢复秩序;整顿;整理好

reduce to silence 使安静下来;使沉默下来

reduce to tears 使哭了起来

#### \* take refuge in 的用法

意为“find shelter or protection in”,表示“以……掩盖尴尬处境等;以……作为借口;从……中得到安慰;在……躲避等”。

—She took refuge for a moment in licking her little tips.

一时间,她为了掩饰自己,舔了舔指头。

—I took refuge in silence to avoid answering impertinent questions.

我以沉默来回避回答无礼的问题。

—When she is sad, Ann takes refuge in remembering the past happier times.

每当伤心时,安就以回忆以前的快乐时光来安慰自己。

—They took refuge in the cellar.

他们在地下室避难。

#### 7. ...or, more respectfully if less grammatically. (L.22~23)

“或者引用一句虽不太符合语法,但比较尊重学生的话”。

此处作者引用了两句谚语。前一句中,作者把学生比喻成 horse,是一不太礼貌的比喻,所以说后一句更“respectfully”;但后一句谚语不符合标准英语。应为“It isn't you say but the way you say it that matters”,所以作者说此句是“less grammatically”。

#### 8. It ain't what you say. It's the way that you say it. (L.23)

“真正重要的不是你说了什么,而是你怎么说”。(参考第7条)。

#### 9. be (feel, seem, etc) inclined to 的用法

1) 可以跟不定式,表示“倾向于……;有些想……”。

—They didn't feel inclined to make these alterations in their plan.

他们不太想对计划做这样的改动。

—He did not seem inclined to accept their invitation.

他似乎不太想接受邀请。

—He was inclined to give them a free hand.

他倾向于放手让他们干。

2) 也可以跟介词短语。

—He had been inclined to talk activeness, but gradually he became rather reserved.

他过去是比较爱说话的,但慢慢变得沉默寡言了。

—Most of us are inclined to the second view.

我们中间多数人都倾向于第二种看法。

## 10. counter 的用法

counter 除了作名词,表示“柜台”;“计数器”以外,还可以用作动词(如在本课中的用法),表示“oppose; meet an attack”,即“反对;反击;还击”,后面常跟 with,即 counter... with...,“以……反击;用……抵消;以……反对……”。

—They countered our proposal with one of their own.

他们提出一项建议来对抗我们的建议。

—The soldiers countered the foe valiantly.

战士们勇敢地抵抗敌人。

—We counter reactionary violence with revolutionary violence.

我们以革命的暴力反对反革命的暴力。

注意:将 counter 与 count 区分开。count 作动词用时,除了用作及物动词表示“点数;计算”之外,还可用作不及物动词,表示“起作用;重要;有价值”等。如:

—It is not how much you read but what you read that really counts.

真正重要的不是你读多少,而是你读的是什么。

—For them what counted was money.

对于他们来说真正有用的是钱。

—Everything we do counts.

我们所做的每一件事都有价值。

## 11. What both students and teachers are experiencing is the recognition that the more complex structures one encounters in a language are not as vital to making oneself understood and so have a less immediate field of application. (L. 26~29)

“老师们和学生们正在经历这样一个认识过程:即在某一语言当中,人们所遇到的比较复杂的结构对于表达自己的意思并不至关重要,所以它们的应用领域也不太直接”。

### \* encounter 的用法

是一比较正式的用词。有动词和名词两种词性。

1)用作动词时:

a)表示“意外地遇到”,是正式的说法,同“meet unexpectedly”。

—I encountered an old friend of mine in the street.

我在街上与一位老友邂逅相遇。

—They came sneakily round the corner and encountered a policeman.

他们鬼鬼祟祟地拐过弯,不想遇上了一个警察。

b)表示“遭遇”,其宾语多为“危险,困难”等,同“meet or be faced by (a danger, a difficulty, etc).”

—The explorers held on in their route though they encountered untold difficulties.

尽管探险家们遇到了无数困难,但他们仍按原计划前进。

—The plane encountered a storm over the Rockies.

飞机在飞越罗基山脉时遇到了暴风。

2)encounter 作名词用时,表示“不期而遇;遭遇”,后面常接介词 with,意为“a sudden

meeting(usu. either unexpected or dangerous)”。

—Did I ever tell you about my encounter with a lion?

我对你说过我曾经遇上过狮子吗?

12. ..., which amounts to washing one's hands of them. (L.35)

“……, 这等于把他们甩掉不顾”。

“which”指代前半句所说的在英语语言国家里生活二三年一事。

\* **amount to 的用法**

1) 表示“等于; 意味着”, 同 be equal to; mean, etc”。

—What he said did not seem to amount to much, but later on it helped us a great deal.

他的话当时似乎不意味着什么, 可是后来对我们有很大帮助。

—His suggestion amounts to saying that there is still room for improvement in the work.

他的建议无异于说这件工作尚有改进的余地。

—It amounts to this: Things are getting better.

它意味着: 情况越来越好。

2) 表示“共计为……, 达到……数量”, 同“reach the total of”。

—The village's common reserve fund now amounts to approximately 38,000 yuan.

这个村的公积金总数共计达 3.8 万元。

—Together, these minerals today amount to nearly two-thirds of Australia's mineral exports.

现在这些矿物加在一起的数量接近澳大利亚矿物出口量的三分之二。

—The bill amounts to ten dollars.

账单共计 10 美元。

3) 表示“发展成……; 成长为……”, 同“develop into”。

—If he goes on like this, he'll never amount to anything.

如果他一味这样下去, 将会一事无成。

注意: 在以上的用法中, to 均为介词。

\* **wash one's hands of 的用法**

表示“不再参与某事; 不管了”。

—I wash my hands of this, it is beyond me.

这事我不管了, 我干不了。

—Very well, then I wash my hands of the whole business.

那好, 我就不再参与整个事件了。

wash one's hands 有时表示“上厕所”, 是一种比较含蓄的说法。如:

—I'm going to wash my hands.

我去方便一下。

13. ...wide reading is the best alternative course of action but even here it is necessary to make some kind of selection. (L.36~38)

“……广泛阅读是最好的可供选择的方案, 但即使如此也有必要进行有选择的阅读”。

### \* alternative 的用法

有形容词和名词两种词性。

1) 用作形容词时,表示“二者任选其一的;另一可供选择的;选择性的”。

—There was no alternative route open to her. 她面前没有任何可以选择的路线。

—You might suggest two or three alternative titles for schools.

你可提出二三个可选择的学校。

—An alternative form for five-thirty is half past five.

5:30 的另一种表达方式是五点半。

2) alternative 还可用作可数名词,表示“可作的选择;选择余地;替代的东西或办法”,意为“choice between two things”。

—You have the alternative of working hard and being successful or of not working hard and being unsuccessful.

你有两种选择:努力工作而成功或不努力工作而失败。

—Is there no alternative to what you propose?

除了你的提议,再没有别的选择了吗?

—He must leave her. There was no other alternative. 他必须离开她,别无它法。

—The only alternatives to it are gas and candles.

唯一可替代的东西是煤气和蜡烛。

### 14. come across (L. 39) 的用法

除了表示“come over; cross”即“走过来;穿过”之外,如在本文中,还表示“meet or find sth. or sb. especially unexpected or by chance”即“意外地或偶然地碰到或找到……”。

—In carrying out the plan we are bound to come across difficulties.

我们在执行这一计划时必然会遇到种种困难。

—One day he came across an article on how to improve red earth.

有一天他偶然看到一篇关于如何改良红土的文章。

—Perhaps I shall come across him in Shanghai. 或许我会在上海碰到他。

注意:表示“偶然或意外地遇到”的动词词组,还有 come upon;

注意区别下列一组与 come 有关的动词词组:

come about: happen; arise	情况发生; 出现
come across: meet by chance	偶然或意外遇到
come down: become poor or lose social position	衰败; 败落
come in: become seasonable or available	上市; 时兴
come off: turn out successful	(计划等) 成功
come out: get published; become known	出版
come to: regain consciousness; amount to	苏醒过来, 恢复知觉; 合计, 总共是
come up with: think of; produce	想到; 提出, 拿出
come upon: meet unexpectedly	碰到



15. And instead of "read", I could just as well say "listen to." (L.46)

—And my advice to students on what to read might just as well apply to what to listen to.

“除了‘多读’以外，我不妨建议多听”。

\* could(just)as well 的用法

常用 might/may(just)as well, 有以下两种意义:

1) 表示“不妨;可以”。

—You may as well help me to repair it.

你不妨帮我修一下。

—You might as well agree.

你可以答应下来。

2) 表示“倒不如……;还是……好”。

—I shan't want to move. I might (just) as well die there.

我不想搬走,还不如死在那儿。

—Our holidays were ruined by the weather, we might just as well have stayed at home.

我们的假日被坏天气糟蹋了,我们还真不如呆在家里呢。

—You may as well tell me the truth.

你还是把真相告诉我的好。

16. It's still your duty to choose the best path to follow near the top of the mountain just as it was to propose a practicable short-cut away from the beaten track in the foothills. (L.50~52)

“在接近山顶时为学生们选择一条最佳的路线仍然是你的责任,正如在山麓丘陵处为他们建议一条远离众人踏平的山路而又可行的捷径曾是你的责任一样”。

“just as it was”后省略了“your duty”;“a practicable short-cut”意为“可行的捷径”;“beaten”意为“much walked on or travelled, 践踏过多的”。

【语篇理解】

As students move to more advanced levels, once they grasped English basic vocabulary and patterns, they find themselves still confronted with a bewildering variety of idioms, clichés and complex structures, and they can't put them into practice easily. These make them feel puzzled and disappointed and even give up in disgust, in spite of the fact that they are still making progress. Seemingly, the teachers may feel frustrated at not being able to offer help.

Realizing the above problems, the author in this essay offers his suggestions to both teachers and students on how to learn English at this stage.

【同步测试】

I. Choose the one that is closest in meaning to the underlined word.