

INTENSIVE READING

# 大学

# 英语

## 全程导学

## COLLEGE ENGLISH

高玉娟◎主编 孔庆炎◎主审



(第四版)

# 精读

# 2

INTENSIVE READING

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# 前言

(修订版)

《大学英语》是一套适合高等学校基础英语教学的系列教材,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教材一等奖。多年来被越来越多的高等学校选作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,都有一定难度。为方便广大师生使用和学习这套教材,1995年我们编写出版了《大学英语自主学习与同步训练》(精读)套书(共4册)。本套书出版以后,深受广大学生读者的喜爱和好评,在短短的时间内反复重印,被认为是纵有深度、横有跨度、内容丰富、贴近教材、讲解精炼、新颖实用的辅助教材。1999年我们曾对本套书进行了较详尽的修订,使之更加完善。尽管如此,我们本着力求完美的原则,在保持此书原有风格的基础上再次做了全面、认真的修改。修订后的本书体现了教师的“全程导学”(见课文导读部分)和学生的“全程跟进”(见习得实践部分)。故书名改为《大学英语全程导学》。同时考虑到精读教学的前瞻性,即在精读课上最大限度地将说和写以及文化知识融入其中,使精读课成为一门综合课,我们还增加了“说”和“写”以及相关背景知识的内容(如经典段落、精彩背诵句子及背景知识)。

修订后的本书由“背景知识”、“课文导读”和“习得实践”三大部分组成。“背景知识”部分不仅简要介绍了“有关事件的时代背景,还对文中出现的相关人物和知识做了说明,目的在于使学生扩大阅读视野,从而更好地理解课文。”“课文导读”部分由4个版块组成,即“篇章理解”、“经典段落”、“精彩背诵句子”和“重难点句子·词汇解析与拓展”。

**版块一 篇章理解:**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,而且从文学方面去分析人物性格特点及作者的写作风格等,让学生在掌握语言知识的同时,提高文学鉴赏水平。

**版块二 经典段落:**从写作手法切入,对文中的某些文笔较好的段落做了较详尽的评析,包括语句的衔接、过渡以及语言的运用等方面。此部分的目的在于使学生能够学习到一些写作方面的技巧,提高写作能力。

**版块三 精彩背诵句子:**摘取了课文中比较精彩的句子,让学生仿诵,通过

这种办法调动学生开口说英语,从而提高口语能力。

**版块四 重难点句子·词汇解析与拓展:**它是课文导读的核心部分,它从语言知识、认知角度出发,不仅对课文中出现的要点,包括重要句型和难句、难词及短语进行例解,而且从语法结构、修辞、深刻含义及与中心思想的联系等方面作了详尽的解释,从而使学生能更好地理解课文。修订后的此部分,还增加了多组同义词、易混词辨析等内容,所选例句更具代表性,并且贴近学生,有较强的实用性。

“习得实践”部分是前面两大部分知识的检验与运用。主要以灵活多样的题型来检测学生的知识水平。通过检测,学生会找出自己的不足,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。修订后的此部分增加了练习题的题型和题量,并且更换了一些阅读文章,使新换文章内容与原课文内容更接近,更具实用性。

为了更加方便同学们自学,我们还增加了“教材练习答疑”,并在全书后附上了“课文参考译文”。

本套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。它既可作为大、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,本套书还可作为社会成人教育、英语自学考试者学习的辅导书。我们真心地期望本套书能成为既实用、准确、翔实又能指点迷津的辅导读物,使学习者、应试者避开误区,少走弯路。

英语界专家、大连理工大学孔庆炎教授应邀为本套书审稿,并提出了许多宝贵意见,在此,我们表示衷心的感谢。

我们感谢全国上百万的莘莘学子们对此书的厚爱,更殷切地期盼本套书修订版问世以后,能更多地听到反馈意见,以便不断修订,使之完善。

全书由高玉娟策划、完稿并修改;李丹、张红岩担任副主编。具体编写分工如下:高玉娟第一、二、三、四、五课;李丹第六、七、八课;张红岩第九、十课。

编者

2001年6月

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# UNIT 1

## Is There Life on Earth?

### 背景知识

#### Manhattan(曼哈顿)

One of the five boroughs in New York city. Manhattan Island is one of the commercial, financial, and cultural centers of the world. It is well known for its skyscrapers, such as the Empire State Building, Rockefeller Center, the World Trade Center, and the United Nations Building. The famous Fifth Avenue is a street of fashion and shopping center. Broadway is a center of theaters. Wall Street is the financial and commercial center of New York. Columbia

and New York University are on the islands. Manhattan, with an area of about 60 square kilometers, is the core of the city. (曼哈顿岛是纽约市的五个行政区之一,也是全球商业、金融和文化中心之一。曼哈顿以其摩天大楼而著称,如帝国大厦、洛克菲勒中心、世界贸易中心大厦和联合国大厦。第五大街以时尚服装和购物中心而著称。百老汇是国家戏剧中心。纽约的商业金融中心集中在曼哈顿南部的华尔街。哥伦比亚和纽约大学位于岛上。面积约为60平方公里的曼哈顿是纽约市的中心。)

### 课文导读

#### ● 篇章理解 ●

#### 主题·体裁

This is a story of science fiction which is written from the point of view of the "Venusians", who are exploring the possibility of living on Earth. By studying the signals as well as the photographs sent back from the Earth, the Venusian scientists discovered several hazards for their flying saucer program to be sent to Earth. Finally they conclude that if the Venusians can learn to breathe in an Earth atmosphere, then they can live anywhere else.

The author Art Buchwald wishes to call

our attention to the fact that modern man has polluted his environment to such an extent that he might destroy himself if he went on like this.

#### 语言特色

The tone of this essay is humorous and satirical. It is satirically interesting that the author has chosen the planet Venus as the setting (背景) for his story. His satire is most deeply felt when he has the Venusian professor say that if the Venusians can learn to breathe in an Earth atmosphere, then they can live anywhere else.

## 课文体现

- a. *Why are we spending billions and billions of zilches to land a flying saucer on Earth when there is no life there?* (L.46~47)
- b. *Because if we Venusians can learn to breathe in an Earth atmosphere, then we can live anywhere.* (L.48~49)

## ● 经典段落 ●

"What are those stalagmite projections sticking up?"

"They're some type of granite formations that give off light at night. Prof. Glom has named them skyscrapers since they seem to be scraping the skies."

"If all you say is true, won't this set back the flying saucer program several years?"

"Yes, but we shall proceed as soon as the Grubstart gives us the added funds."

"Prof. Zog, why are we spending billions and billions of zilches to land a flying saucer on Earth when there is no life there?"

"Because if we Venusians can learn to breathe in an Earth atmosphere, then we can live anywhere."

评析: 前两句对话中, 作者把“skyscrapers”比作“stalagmite projections”以及“granite formations”, 并且从火星人的角度说明是 Glom 教授把这些“石笋状突起物”、“花岗岩结构”命名为“摩天大楼”的, 这就突出了科幻的特点(因为火星人不知道什么是“摩天大楼”), 也加强了幽默和讽刺的力度。

在接下来的采访中, Zog 教授运用了一个新词“Grubstart”。其实, 这是作者杜撰的, 表示“为科学研究提供基金的政府机构。”这种杜撰的新词也增加了科幻的色彩。这样的词与其他生活中用词结合在一

起, 使科幻与现实融为一体, 令人置身其中。

最后, 当《金星晚报》记者自然地问到: “为什么要白白花上亿元钱向不存在生命的地球发射飞碟?” 时, Zog 教授回答说: “因为如果我们金星人能学会在地球的大气层中呼吸的话, 那么我们就可以在任何地方生存了。”这一问一答堪称全文的亮点, 尽显其精彩、奥妙之处。首先, 《金星晚报》记者的问话中, “billions and billions of zilches”就运用了夸张(hyperbole)及矛盾修饰法(paradox), 这些修辞手法的运用, 会引起读者对“记者”的话进行反思——连金星人都不愿花钱对不存在生命的地球进行无谓的研究, 这正是“地球人”可悲的地方。它为“地球人”敲响了警钟。而 Zog 教授令人意外的回答, 言语中更是充满了讽刺(irony)的意味。

作为结尾, 《金星晚报》的记者与佐格教授颇具幽默与讽刺以及修辞特色的一问一答, 会使整个文章产生巨大的震撼力, 使读者铭记在心。更重要的是, 它使读者反思, 起警示作用。在一笑之余, 让人思考、回味: 人类生存的自然环境正在遭到极大的破坏。若不进行环境保护, 就会像科幻中那样, 没有空气、水, 而只是一片荒凉、死寂和凄凉。

## ● 重难点句子·词汇解析与拓展 ●

1. **For the first time Venusian scientists managed to land a satellite on the planet Earth.** (L.1~3) 金星科学家们首次设法将一颗卫星送到了地球。

**辨析** manage to, try to 与 attempt to

三者都有“设法做某事”之意, 但所强调的内容不同。

**manage to** 表示“设法做成某事”, 强调的是成功的结果。

▼ The math problem is difficult, but I can manage to solve it. 这道数学题很难,但我可以设法做出来。

try to 为“试图做某事,努力做或尽量去做某事”,强调的是过程,不强调结果。

▼ Bob has been trying to get you on the phone. 鲍勃一直在想办法打电话找你。

attempt to 表示“尝试,企图,试图”,强调开始做某事的企图,但不强调在做某事过程中所花费的精力或碰到的困难,有时也含有“这种尝试达不到目的或不成功”之意。如:

▼ The prisoner attempted to escape but failed. 犯人企图逃走,但未成功。

#### 用法 land

① 在本文中用作动词,意为 bring/come to land, 表示“使着陆;登陆”。如:

▼ We landed at Liverpool from the ship. 我们在利物浦下船登了岸。

▼ The airliner landed safely. 班机已安全降落。

② land 用作名词时,有以下意义与用法:

a) 指“陆地”,与 sea 相对,为不可数名词。

by land	走陆路(与 by sea “走海路”和 by water “走水路”相对)
come in sight of land	看见陆地
glad to be on land	很高兴登上陆地

b) 指“土地,田地”,多作不可数名词。

rich land	沃野	barren land	不毛之地
waste land	荒地	a piece of land	一块土地

c) 指“国家,地区”,为可数名词。

my native land	我的故乡
visit many distant lands	远游异国

d) 可构成合成词:

landlord	房东,地主	landlady	女房东,老板娘
landmark	界标,里程碑	landmine	地雷
landowner	土地所有者	land-reform	土地改革
landlaw	土地法	land bank	土地银行

③ 区别 land, ground, earth 和 soil 等词。它们都与“土,地”有关,但又有不同。作为财产考虑的一块土地叫做 a piece of land 或 ground (一块地皮);植物能生长在其上的土地叫 ground, earth 或 soil;我们在上面走路的土地叫 ground,在屋内的地面叫 floor (地板)。和海洋相对的是 land (陆地),但和 sky 相对的是 earth (大地)。

2. and it has been sending back signals as well as photographs ever since. (L.3 ~ 4) 此后,卫星便不断地发回信号和照片。

#### 用法 as well as

① as well as 的基本意思是“除……之外,还”,“既……又……”,“不但……而且”等。

▼ He can speak English as well as French. 他不仅会说法语,而且还会说英语。

▼ Hiking is good exercise as well as fun. 徒步旅行既好玩又是很好的锻炼。

注意: not only...but also 强调的是 but also 后面的部分,而 as well as 则强调其前面部分。所以译成中文时,一般先译 as well as 之后的词,后译之前的词,如:

▼ The book tells about Mark Twain's life as well as about his writings. 这本书既谈了马克·吐温的作品,也谈了他的生平。

注意: as well 置于句末,前与 and 连用,也表示“还,也,并且”,说话重点与汉语一致,可按顺序翻译。

② as well as 连接两个做主语的名词或代

词时,谓语动词一般要与第一个名词或代词的人称和数一致。

- ▼ She as well as her friends has come. 她和她的朋友们都来了。

- 3 如果句中用 can, may, must 等情态动词或其他助动词时,as well as 后面可以省去前面用过的情态动词或助动词。例如:

- ▼ She can cook as well as sew. 她既会缝纫又会烹饪。

- 4 如果前面的动词是不定式,那么在 as well as 之后也应是不定式,但要去掉 to。

- ▼ You cannot expect her to do the housework as well as look after the children. 你不能期望她既照管孩子又做家务。

注意:常犯的错误是用了动名词,如上句,把 look 误用为 looking。

#### 用法 ever since

表示“从那时到现在;从……以后”,同 from then till now。既可以放在句首引导时间状语从句,也可以放在句尾。如:

- ▼ One of his uncles went to Thailand forty years ago and has lived there ever since. 他的一个叔叔四十年前去了泰国,从此以后便一直住在那儿。

- ▼ She has been working in the countryside ever since the year of 1969. 自从 1969 年以来,她一直在农村劳动。

- ▼ Ever since he was a little boy, I have known him. 从他还是小孩子时起,我就认识他了。

3. The satellite was directed into an area known as Manhattan. (L.5) The satellite was aimed at an area which was called Manhattan. 这颗卫星是对准一个叫曼哈顿的地区发射的。

#### 用法 be known as

意为 generally recognized as; be called, 表示“作为……而出名;被称为;大家公认;叫做……”等。如:

- ▼ She was well known as an excellent dancer. 她被公认是一名出色的舞蹈家。

- ▼ Samuel Clemens, known as Mark Twain, became a famous American writer. 被人们称为马克·吐温的萨缪尔·克莱门斯成了美国的一位名作家。

4. named after the great Venusian astronomer Prof. Manhattan, who first discovered it with his telescope 20,000 light years ago. (L.5~7) 是以金星上一位伟大的天文学家曼哈顿教授的名字命名的,他是第一个用望远镜在 20,000 光年以前发现这个地方的。

光年是计算星体间距离的单位。光速度约每秒钟 30 万公里,一年内所走的距离叫做一光年。此处作者以一种幽默夸张的手法来表示“很久很久以前”的概念。

#### 用法 name after

表示“以……的名字命名”,意为“be given the same name as...”,常用被动形式 be named after。

- ▼ The girl was named Julia after her mother. 随着她妈妈,这女孩也取名叫朱莉娅。

- ▼ Tasmania was named after its discoverer, A. J. Tasman. 塔斯曼尼亚岛是以它的发现者塔斯曼命名的。

注意:与 name as 区分。name as 是“任命,指定为”。

- ▼ He was named as the probable successor. 他被指定为可能的继承人。

另外,也不要与 take after 混淆。take after...意为“与某人相像”。

5. Because of excellent weather conditions and extremely strong signals, Venusian scientists were able to get valuable information as to the feasibility of a manned flying saucer landing on Earth. (L. 7 ~ 10) 由于天气条件极为有利,并且信号极强,所以金星科学家们获得了有关载人飞碟在地球着陆的可行性的宝贵资料。

because of...signals 为介词短语作状语,表示原因。as to 意为“关于”,同 about; feasibility 指“可行性”; landing on Earth 做 flying saucer 的定语。

#### 用法 as to

为介词短语,意为“关于,至于”,同 about, concerning 等。

- ▼ As to the use of the phrase, I will deal with them in detail later. 关于这个词组的用法,以后我会详细讲到。
- ▼ I don't mind as to these difficulties. 这些困难我并不在乎。
- ▼ He said nothing as to money. 关于钱的事,他什么也没说。
- ▼ As to your brother, I will deal with him later. 至于你弟弟,我以后再对付他。

注意:比较 as to 与 as for; as for 也表示“至于,关于”,但一般用于句子或分句之首,不用于句子或分句的中间;而 as to 却可以置于一篇文章或句子的任何部分。

- ▼ As for my past, I'm not telling you anything. 关于我的历史,我什么也不会告诉你。

6. We have come to the conclusion, based on last week's satellite landing. (L. 12 ~ 13) 根据上星期的卫星发射情况,我们已经得出了结论。

#### 用法 come to a/the conclusion

表示“得出结论”,也可说 draw a/the

conclusion 或 reach a/the conclusion。如:

- ▼ We don't know what conclusion the researcher will come to. 我们不知道研究人员将得出什么结论。
- ▼ They drew different conclusions from the facts. 他们从资料中得出不同的结论。
- ▼ It was difficult to reach definite conclusions because the situation was complex. 由于情况复杂,很难得出明确的结论。

#### 用法 base on

表示“把……建立在……上,以……为根据,以……为基础”,也可用 base upon。

- ▼ Theories are always based on facts. 理论总是建立在事实上。
- ▼ The author always base his stories on what really happens. 这位作家总是将其故事取材于真实事件。

7. For one thing, Earth's surface in the area of Manhattan is composed of solid concrete and nothing can grow there. For another, the atmosphere is filled with carbon monoxide and other deadly gases and nobody could possibly breathe this air and survive. (L. 16 ~ 19) 首先,曼哈顿地区的地面是由坚实的混凝土构成的,那儿什么也不能生长。其次,大气中充满了一氧化碳和其他致命气体,任何人呼吸了这种空气都不可能幸存。

全句为由 for one thing, for another 连接的并列句。在第一个分句中又包含一个由 and 连接的并列句。在第二个分句中,第二个 and 连接的也是一个并列分句。

#### 用法 for one thing...for another

表示“首先……,其次……”,“一则……,二则……”,用来列举原因或理由。

相同的短语还有: in the first place, in the second place. 如:

- ▼ As to the outing, I think we should go by bike. For one thing, we can enjoy the beautiful scenery as much as possible. For another, it's good for our health. 至于远足,我想我们骑自行车去,一方面我们可以尽可能多地欣赏美丽的风光;另一方面骑车也有利于健康。

### 用法 be composed of

表示“由……组成,由……构成”,同 be made up of 和 consist of. 如:

- ▼ Water is composed of hydrogen and oxygen. 水是由氢和氧组成的。  
▼ This substance is composed of many chemicals. 这种物质是由许多化学成分组成的。

注意:表示“由……组成,由……构成”的词和词组有:

be composed of; be made up of consist of (常用主动语态); comprise (常用被动语态)
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### 用法 survive

- ① 文中表示“从……中幸存下来,幸免于难;从……中活下来”。注意其后不加介词 from。

- ▼ Very few houses survived the earthquake. 没有几间房子幸免于地震。  
▼ She was the only person who survived the shipwreck. 她是惟一幸免于船只失事的人。

- ② 表示“比……活得更长”。

- ▼ She survived her husband. 她比她丈夫活得岁数大。

注意避免混淆:

(动) survive(残存) — (名) survival — survivor(生还者)
(动) revive(复活) — (名) revival
(动) survey(调查,考察) — (名) surveyor(视察者)

8. What does this mean as far as our flying saucer program is concerned? (L. 20 ~ 21) 这对我们的飞碟计划来说意味着什么呢?

### 用法 as far as...is/are concerned

表示“就……而言,就……来说,至于……”等,同义词组有“as for, in respect of”, “when it comes to”等。如:

- ▼ As far as English is concerned, he is the first in our class. 就英文而言,他是全班第一名。  
▼ As far as the jobs are concerned, you can finish them perfectly. 至于说到这些工作,你们能完成得很好。

### 用法 originally (L. 23)

为副词,表示“原本,本来,最初”,同 firstly。

- ▼ This is not what we originally set out to do. 这不是我们原来着手做的。

形容词,表示“原来的,本来的”,如:

original picture	原版画
original plan	原计划
original intent	本来意图

originality 意为“独创性”,为不可数名词。

- ▼ What I especially like about the idea is its originality. 我尤其赞赏这一主张是因为它的独创性。

9. ... and we shall have to make further tests before we send a Venus Being there. (L. 27 ~ 28) ……我们还必须进一步做实验,然后才能把金星人送往地球。

further 意为“进一步,深入的”; Venus Being 指“金星人”。

### 辨析 notice 与 pay attention to (L. 29)

二者都表示“注意”。但有区别:

**notice** 指无意注意,且强调结果。

▼ I didn't **notice** the man passing me. 你没有注意到从我旁边路过的那个人。

▼ Have you **noticed** that she wore a beautiful skirt today? 你注意到今天她穿了条很漂亮的裙子吗?

**pay attention to** 则是指有意识地去注意某事物,不强调结果。如:

▼ **Pay attention** to what he will say. 注意他要说什么。

▼ You should **pay attention** to your spelling. 你应注意你的拼写。

10. They seem to be metal particles that move along certain paths. (L.34 ~ 35)  
它们好像是一些沿着轨道运行的金属微粒。

metal particles 意为“金属微粒”,此处是指地球上的各种汽车。

11. They emit gases, make noise and keep crashing into each other. (L.35 ~ 36)  
它们散发出各种气体,发出噪音并且不断地相互撞击。

**辨析** → **keep doing sth. 与 keep on doing sth. (L.35)**

keep 后面不接不定式,要接动词的-ing形式。keep doing 和 keep on doing 都是“继续做”的意思,前者强调活动不间断,表示动作状态的持续;后者着重指动作的多次反复,动作之间略有间隔。

▼ It **kept raining** for a week. 雨接连下了一个星期。

▼ Production **keeps going up**. Working conditions, too, **keep improving**. 产量不断提高,工作条件也不断改善。

▼ They were able to **keep on increasing** their yields in spite of the bad year. 尽管年景不好,他们还是连续提高了产量。

▼ He **kept on smoking** in spite of his doctor's warning. 他不顾医生的警告,继续吸烟。

**用法** → **What do you think (of)...**

往往用于征求某人对某事的态度和看法,表示“你认为……如何呢?”

▼ **What do you think of** the book you read yesterday? 你认为你昨天读的那本书如何?

▼ **What do you think** the result of the test will be? — It's hard to say. 你认为这次考试结果会怎么样呢? 很难说。

类似的结构还有:

What about...
What do you think about...
How do you like...

**注意:** 在回答 How do you like... 问句时,一般用“Very much (很喜欢)”,“Not at all (一点也不喜欢)”等表示感情色彩的短语。

**用法** → **stick up (L.38)**

① 表示“直立;突出”,同 project upwards, stand upright. 如:

▼ The pillars of the wharf are still **sticking up** in the water. 码头的柱子仍然立在水中。

▼ He is very cocky, his tail **sticking high up** in the air. 他骄傲得不得了,尾巴翘到天上去了。

▼ The boy's hair **stuck up** straight with fright. 男孩吓得毛骨悚然。

② 表示“把……粘贴上去”,用别针等“把……别上去”。如:

▼ Please **stick up** a notice on a bulletin board. 请把通知贴在布告板上。

注意区别下列与 stick 有关的短语:

stick out	(使)伸出,突出
stick to	忠于,坚持;粘上
stick by	忠于……
stick up for	维护,支持,为……辩护

**用法** give off (L.39)

表示“发出,放出”,同 emit, send out 等。

▼ The moist fertile land gave off the fragrance of fresh earth. 湿润肥沃的土地散发出清新的泥土芳香。

▼ As the blood passes through the lungs, it gives off its excess nitrogen. 血液通过肺部时释放出其中过剩的氮气。

注意区别下列与 give 有关的短语:

give in	投降,屈服
give over	交给,让给
give up	放弃
give out	分发,散发
give away	赠送

12. ...won't this set back the flying saucer program several years? (L.42 ~ 43) 这难道不会使飞碟计划推迟好几年吗?

**用法** set back

① 表示“拨回,使回转”,同 put back。如:

▼ This clock is not telling the right time. Please set its hands back ten minutes. 这座钟报时不准,请把它拨慢十分钟。

② 表示“阻碍,耽搁”,同 hinder, impede, delay 等。如:

▼ The crisis set back the entire economy of the capitalist world. 那次危机使整个资本主义世界经济全面衰退。

**用法** proceed (L.44)

① 表示“接着做某事,开始进行,继续进行”等,同“continue, go on”。

▼ After drinking a cup of tea Mother proceeded to cook the dinner. 妈妈喝了杯茶后开始做饭(= go on to do)

▼ As soon as he came in, he proceeded to tell

us all his troubles. 他一进门就开始给我们讲述他的烦恼。

② 做不及物动词,表示“向前走,继续前进”,同 advance, move forward 等。

▼ Do not proceed across a main road without first looking to the right and the left. 过马路前要先左右环视一下。

③ proceed 可用于以下成语中:

proceed against...	对……起诉,控告
proceed from...	由……发出,由……产生(引起)
proceed to...	往下进行(另一件事)
proceed with...	继续进行(= go on with)

④ proceed 转化的名词有: process “过程”; procedure “程序,步骤”, procession “行列,(行列的)进行”, proceeding 一般用复数,指会议等的“进行情况,活动”。

注意: proceed 应与 precede 区分开。precede 为及物动词,意为“先行;在先”,其反义词为 follow。如:

▼ In Japanese the object precedes the verb. 日文里宾语在动词之前。

13. ...., why are we spending billions and billions of zilches to land a flying saucer on earth when there is no life there? (L.46 ~ 47)……那么我们为什么还要白白花亿万元钱向没有生命的地球发射飞碟呢?

“zilch”是俚语词,意为 zero 或 nothing。本课被用作货币单位,如“元”,含有强烈的讽刺和幽默,即 spend much money to get nothing on Earth.

14. Because if we Venusians can learn to breathe in an Earth atmosphere, then we can live anywhere. (L.48 ~ 49) 因为如果我们金星人能学会在地球的大气

中呼吸的话,那我们就可以在任何地方生存了。

本句含有更强烈的讽刺意味,同

时也向我们地球人提出了严肃的警告:人类已将生存环境破坏到如此地步,如继续下去,将毁灭人类自己。

## 习得实践

### Find in Column A the words or expressions which fit the description in Column B.

#### A

1. institute
2. feasibility
3. originally
4. indicate
5. pollute

#### B

- A. show
- B. firstly
- C. make dirty
- D. possibility
- E. college

### Substitute the underlined word with the word whose initial and final letters are given.

6. He related many of these dangers to pollution. (h \_\_\_\_\_ ds)
7. I felt very terrible when I got headache. (e \_\_\_\_\_ y)
8. Many international meetings have been held in Geneva. (c \_\_\_\_\_ es)
9. The newspapers and magazines influenced the public. (p \_\_\_\_\_ s)
10. The senate committee formulated a new crime-prevention program. (p \_\_\_\_\_ n)

### Give as many as possible the required form of each of the following words.

11. proceed \_\_\_\_\_ (n.)
12. compose \_\_\_\_\_ (n.)
13. feasibility \_\_\_\_\_ (adj.)
14. technology \_\_\_\_\_ (adj.)
15. conclusion \_\_\_\_\_ (v.) \_\_\_\_\_ (adj.)
16. originally \_\_\_\_\_ (n.) \_\_\_\_\_ (adj.)
17. indicate \_\_\_\_\_ (adj) \_\_\_\_\_ (n.)
18. direct \_\_\_\_\_ (n.) \_\_\_\_\_ (adv.)
19. survive \_\_\_\_\_ (n.)
20. conference \_\_\_\_\_ (v.)

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

21. The train proceeded at the same speed as before.  
A. prohibited      B. continued      C. converted      D. began
22. Why does the rocket emit those long streams of flame and smoke?  
A. send out      B. emerge      C. land on      D. emphasize
23. The cold weather set back the planting by two weeks.  
A. restored      B. delayed      C. called off      D. brought forward
24. He indicated that I should leave.

- A. predicated      B. showed me      C. signed to me      D. suggested

25. At the conclusion of each theatrical production, the cast customarily reappeared before the audience to make a bow.

- A. end      B. title      C. act      D. basis

**Choose the one that best completes the sentence.**

26. I am rather uncertain \_\_\_\_\_ whether I've made the right decision.

- A. as to      B. on      C. to      D. for

27. It is reported that two cars \_\_\_\_\_ into each other this morning on the highway, killing both drivers and two passengers.

- A. smashed      B. cracked      C. pressed      D. crashed

28. The new English dictionary I bought yesterday \_\_\_\_\_ me almost twenty Yuan.

- A. spent      B. paid      C. cost      D. took

29. \_\_\_\_\_ the sentence pattern and vocabulary \_\_\_\_\_, this paragraph is quite simple.

- A. As far as ... is concerned      B. As far as ... are concerned  
C. As far as ... is concerning      D. As far as ... concern

30. We've \_\_\_\_\_ a conclusion that this is a true story.

- A. arrived      B. got to      C. come out      D. reached

31. The chimney is no longer giving \_\_\_\_\_ volumes of waste gas into the atmosphere, as protective filters are used.

- A. off      B. of      C. out      D. forth

32. The boy's hair stuck \_\_\_\_\_ straight with fright.

- A. to      B. up      C. up to      D. on

33. Please proceed \_\_\_\_\_ what you were doing.

- A. to      B. on      C. with      D. about

34. Only two of the passengers \_\_\_\_\_ the car accidents.

- A. surveyed      B. maintained      C. remained      D. survived

35. The investigation group, which \_\_\_\_\_ 2 men and 3 women, started this morning.

- A. composed of      B. composes      C. is composed of      D. are composed of

36. The passengers \_\_\_\_\_ as soon as the ship reached the harbour.

- A. turned      B. landed      C. appeared      D. directed

37. Both Mary and Ellen, \_\_\_\_\_ Jane, are studying Chinese History at Nanjing University.

- A. as well as      B. and as well      C. with      D. besides

38. I kept \_\_\_\_\_ why the old lady's daughter didn't come to see her for such a long time.

- A. to wonder      B. wonder      C. wondering      D. wandering

39. A doctor, together with two nurses, \_\_\_\_\_ sent to that far-away mountain village to help the sick people.

- A. have      B. have been      C. has      D. has been

40. Most of his greatest novels and plays were not published or known to the public \_\_\_\_\_ his tragic death in 1786.

- A. even after      B. ever since      C. until after      D. at the time of