

广东省自学考试英语教育专业“高级英语(一)”课程辅导教材
与李观仪主编《新编英语教程(5)》配套使用

高级英语

教与学指南

张华鸿 主编



广东高等教育出版社

(一)

ENGLISH

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高级英语（一） 教与学指南

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前 言

编写本书的目的：

目前英语专业三年级所使用的由上海外国语大学李观仪教授主编的《新编英语教程》第五册和第六册，虽然配有一定的练习和相应的答案，但是其中有关同义词辨析的练习以及课文中的语言难点缺乏指导性的解析，对于学生自学，难度较大，而且其中与课文密切的语言复用练习分量比较少，难以满足强化语言基本技能训练的要求。《高级英语（一）教与学指南》（*Practice Tests for Advanced English I*）旨在为《新编英语教程》第五册的精读课文的教学提供足够分量的参考材料，以及为英语教育专业本科段函授教学和自学考试助学提供大量针对性的练习，从而使在职的自学者能根据本教学指南，基本完成《新编英语教程》第五册的学习，达到规定的要求。

本书的主要特点：

1. 紧扣精读课文编写练习，实用性、针对性强。
2. 对于同义词辨析的练习配以详尽的解释和相应的例句，旨在帮助学生真正弄懂并掌握这些词的用法。
3. 设计了旨在提高学生语言运用熟练程度的系列练习，分别为：
 - (1) 英语释义
 - (2) 英语句型转换
 - (3) 汉译英
 - (4) 完形填空
 - (5) 成段改错
4. 练习均配有参考答案。

本书的适用对象：

1. 英语专业本科三年级学生
2. 英语专业成人教育专科升本科夜大、函授、自考学生
3. 英语专业本科三年级教师

本书由张华鸿主编。高华老师负责编写同义词辨析部分；郑艳丽老师负责编写句型转换部分；张华鸿老师负责编写英语释义、汉译英、完形填空和成段改错

四部分，以及全书的编排、设计、整合与审编定稿等工作。

本书承华南师范大学外国语言文化学院领导的大力支持，以及英语系高年级教研室全体同仁的热心帮助，编者在此表示衷心的感谢。

编 者

2003 年 2 月

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Unit One



HIT THE NAIL ON THE HEAD

I . Paraphrase the parts underlined in the following:

¹ HIT THE NAIL ON THE HEAD

A skilful carpenter will drive home the nail with a few firm, ² deft blows, ³ hitting it each time squarely on the head. ⁴ So with language; the good craftsman will choose words that drive home his point firmly and exactly. He will try always to get the word that is completely right for his purpose.

⁵ The French have an apt phrase for this. They speak of “le mot juste,” the word that is just right. ⁶ Choosing words is part of the process of realization, of defining our thoughts and feelings for ourselves, as well as for those who hear or read our words.

It is hard work choosing the right words, but ⁷ we shall be rewarded by the satisfaction that finding them brings.

We don't have to look far afield to find evidence of ⁸ bad carpentry in language.

Let us all fight this selfishness, opportunism, cowardice and ignorance now ⁹ rife in Uganda and put in their place truth, manliness, consistency and singularity of mind.

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This stirring appeal is spoilt by a ¹⁰malapropism in the last phrase, the word singularity.

There are many different ways of making a statement. But words that are very similar in meaning have fine shades of difference, and a student needs ¹¹to be alive to these differences.

Professor Raleigh once stated: "There are no synonyms, and the same statement can never be repeated in a changed form of words." This is perhaps too absolute, but it is not easy ¹²to disprove.

II . Rewrite the following:

For each of the sentences below, write a new sentence as close in meaning as possible to the original sentence by using the given words as the beginning.

1. Choosing words is part of the process of realization, of defining our thoughts and feelings for ourselves, as well as for those who hear or read our words.

To define our thoughts and feelings _____

2. It is hard work choosing the right words, but we shall be rewarded by the satisfaction that finding them brings.

We shall be rewarded for _____

3. Without being a malapropism, a word may still fail to be the right word for the writer's purpose.

Without a malapropism, the writer _____

4. A word that is more or less right, a loose phrase, an ambiguous expression, a vague adjective, will not satisfy a writer who aims at clean English.

To aim at clean English, a writer _____

5. So with language; the good craftsman will choose words that drive home his point firmly and exactly.

It is also true in the case of language _____

III. Translate the following into English:

1. 英语中有大量的词汇，它是一门十分灵活的语言。陈述事物有很多种方法，但即使是意义接近的词语之间也有不同程度的微妙差别。作为学生，对这些差别必须了如指掌。通过使用字典，最重要的是通过阅读，他可以增强对这些细微差别的判断力，提高准确表达自己思想的能力。

2. 当学习英语的外国学生得知英语中竟有 40 多万单词（尚未包括俚语）时，他们可能会丧失信心和勇气；但是他们应该鼓起勇气，因为超过半数的单词，早已被历史所淘汰，现在已经不流通。即使是莎士比亚也只使用了大概 2 万单词而已。现在的英国人平均词汇量大概在 1.2 万到 1.3 万左右。

3. 瑞雪教授曾经指出：“世上并没有同义词。同样一句话绝不能用改变了形式的词来重新表达。”这样说也许是太绝对了，但要想驳倒他却也不大容易。在句子措词中，即使是微小的变化也会微妙地改变意思。

4. 尽可能地充实你的词汇量当然是件好事，但实际上如果拥有 1 万单词，你就可以满足大量的口头和书面表达的需要了。问题在于要对你所懂得的词汇了如指掌才能运用自如。准确地掌握两个词胜过含糊地懂得三个。

5. 你曾见过一个笨手笨脚的人把钉子钉进箱子里吗？他先把钉子敲到一边，然后又敲到另一边，可能把它完全敲弯了，结果钉子只钉进了一半。但是一个灵巧的木工每次都能准确地敲到钉头上，只需熟练有力的几下，就能把钉子钉进去。语言也是这样，好的语言工匠会选择能确切表达意思的词。一个力求文字精练明晰的作家是不会满足于含糊的字眼、不严密的词语、模棱两可的表述和含混的形容词的。他会尽力每一次都找到完全符合他要求的词。

6. 优秀的木匠并非因其拥有的工具数量出名，而是因其使用这些工具的精湛技术而出名；所以衡量一个作家的标准，不在于其词汇量的大小，而在于其使用准确的词语，恰如其分地表达写作意图的能力。

IV. Cloze

Complete each of the words with initial letters given in the following:

Even a slight alteration in the wording of a statement can subtly 1. s _____ the meaning. Look at these two sentences:

(1) In my childhood I loved to watch trains go by.

(2) When I was a child I loved watching trains go by.

At first glance these two sentences are 2. e _____ the same. But look more closely

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and you will see that there are very 3. t _____ differences. *In my childhood* is a shade more 4. a _____ than *When I was a child*. *Watching* perhaps emphasizes the 5. l _____ at trains a little more than *to watch*. This is a very subtle example, and it would be 6. p _____ to argue about it, but everyone would at 7. o _____ agree that there is a marked difference 8. b _____ the next two statements:

1) He died poor.

2) He expired in indigent circumstances.

In one sense *expired* is a 9. s _____ for *died* and *in indigent circumstances* for *poor*, but when the whole statement is 10. c _____, we cannot maintain that the two are the same. The 11. c _____ in words is a change in style, and the effect on the reader is quite different. It is 12. p _____ easier to be a good craftsman with wood and nails than a good craftsman 13. w _____ words, but all of us can increase our skill and 14. s _____ with a little effort and patience. In this way we shall not only improve our 15. w _____, but also our reading.

Above all we should try to 16. c _____ an interest in words. They are the most 17. f _____ things. The study of words, of their origins and shifting meanings, can tell us a great deal 18. a _____ human life and thought. Compare English words 19. w _____ words in your own language. Can you translate the English word *club*, for example, 20. i _____ your own language? The French couldn't, and so they took over the English word, but they pronounce it 21. d _____. Can you find an exact English 22. e _____ for *chic* (French), *weltanschauung* (German), *ahimsa* (Hindi), *safari* (Swahili)?

English offers a fascinating 23. v _____ of words for many activities and interests. Consider the wide range of 24. m _____ that can be expressed by the various words we have to describe 25. w _____, for example. We can say that a 26. m _____ is marching, pacing, patrolling, stalking, striding, treading, tramping, stepping out, prancing, strutting, prowling, plodding, strolling, shuffling, staggering, sidling, trudging, toddling, rambling, roaming, sauntering, meandering, lounging, loitering, or creeping.

V . Proofreading

The following passage contains several errors, each line with a maximum of one error. And ATTENTION, some lines might be free from error. In each case only one word is involved. You should proofread the passage and correct the errors in the following way:

For a wrong word,	underline the wrong word and write the correct one in the blank provided at the end of the line.
For a missing word,	mark the position of the missing word with a “ ^ ” sign and write the word you believe to be missing in the blank provided at the end of the line.
For an unnecessary word,	cross out the unnecessary word with a slash “ \ ” and put the word in the blank provided at the end of the line.
For a correct line,	place a tick “ √ ” in the blank provided at the end of the line.

The foreign student of English may be discouraged and dismayed when he learns that there are over 400,000 words in the English language, without counting slang. But let him take courage. For more than half of these words are dead. They are not in current use. Besides even Shakespeare used a vocabulary of only some 20,000 words. The average Englishman today probably has a vocabulary of from 12,000 to 13,000 words. It is good to make your vocabulary as complete as you can, and a great deal can be said and written with the vocabulary of no more than 10,000 words. The important thing is to have a good control and command about the words you do know. It is better to know two words exactly than three ambiguously. A good carpenter is not only distinguished by the number of his tools, but by the craftsmanship with which he uses them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

TEXT II

Rewrite the following:

For each of the sentences below, write a new sentence as close in meaning as possible to the original sentence by using the given words as the beginning.

1. He should excise what he most admires, because he wouldn't thus admire it if he weren't in a sense protecting it from criticism.

When the writer most admires something in his writing, _____

2. Most readers underestimate the amount of rewriting it usually takes to produce spontaneous reading.

Large amounts of rewriting, _____

3. Form, or genre, is the vehicle which carries meaning to the reader, but form cannot be selected until the writer has adequate information to discover its significance and an audience which needs or wants that meaning.

For a writer who wants to carry meaning to the reader, _____

4. This is the time when many writers find it most effective to outline as a way of visualizing the hidden spine on which the piece of writing is supported.

For many writers, it is most effective _____

5. Most writers share the feeling that the first draft, and all of those which follow are opportunities to discover what they have to say and how best they can say it.

If they want to discover _____

6. To produce a progression of drafts, each of which says more and says it more clearly, the writer has to develop a special kind of reading skill.

It is necessary for the writer to _____

REFERENCES TO THE EXERCISES

TEXT I

I . Paraphrase the parts underlined in the following:

1. be exactly right (in saying something)
2. effortlessly skillful blows
3. hitting it accurately on the head
4. This is also true with language
5. The French have an apt phrase for the idea of getting the word that is completely right for one's purpose.
6. Choosing words is part of the process of realization, of defining our thoughts and feelings not only for those who hear or read our words but also for ourselves.
7. We shall be satisfied if we can find the right words.
8. poor mastery of language
9. common; widespread (of bad things)
10. wrong use of a word sounding like the correct one
11. to be sensitive to
12. to refute

II . Rewrite the following:

1. To define our thoughts and feelings for ourselves as well as for those who hear or read our words, we choose our words carefully.
2. We shall be rewarded for our hard work in choosing right words when we feel satisfied after finding them.
3. Without a malapropism, the writer may still fail to choose the right word for his purpose.
4. To aim at clean English, a writer will not be satisfied with a word that is more or

less right, a loose phrase, an ambiguous expression, or a vague adjective.

5. It is also true in the case of language in which a good writer will choose right words to drive his point firmly and exactly.

III . Translate the following into English:

1. English has a wide vocabulary and it is a very flexible language. There are many different ways of making a statement. But words that are very similar in meaning have fine shades of difference, and a student needs to be alive to these differences. By using his dictionary, and above all by reading, a student can increase his sensitivity to these shades of difference and improve his ability to express his own meanings exactly.

2. The foreign student of English may be discouraged and dismayed when he learns that there are over 400,000 words in the English language, without counting slang. But let him take courage. More than half of these words are dead. They are not in current use. Even Shakespeare used a vocabulary of only some 20,000 words. The average Englishman today probably has a vocabulary range of from 12,000 to 13,000 words.

3. Professor Raleigh once stated: "There are no synonyms, and the same statement can never be repeated in a changed form of words." This is perhaps too absolute, but it is not easy to disprove.

4. It is good to make your vocabulary as complete as you can, but a great deal can be said and written with a vocabulary of no more than 10,000 words. The important thing is to have a good control and command over the words you do know. Better know two words exactly than three vaguely.

5. Have you ever watched a clumsy man hammering a nail into a box? He hits it first to one side, then to another, perhaps knocking it over completely, so that in the end he only gets half of it into the wood. A skilful carpenter, on the other hand, will drive home the nail with a few firm, deft blows, hitting it each time squarely on the head. So with language; the good craftsman will choose words that drive home his point firmly and exactly. A word that is more or less right, a loose phrase, an ambiguous expression, a vague adjective, will not satisfy a writer who aims at clean English. He will try always to get the word that is completely right for his purpose.

6. A good carpenter is not distinguished by the number of his tools, but by the craftsmanship with which he uses them. A good writer, therefore, is not measured by the extent of his vocabulary, but by his skill in finding the "mot juste", the word that will hit the nail

cleanly on the head.

IV . Cloze

- | | | | | |
|-----------------|-----------------|-------------|-----------------|----------------|
| 1. shift | 2. exactly | 3. tiny | 4. abstract | 5. looking |
| 6. possible | 7. once | 8. between | 9. synonym | 10. considered |
| 11. change | 12. perhaps | 13. with | 14. sensitivity | 15. writing |
| 16. cultivate | 17. fascinating | 18. about | 19. with | 20. into |
| 21. differently | 22. equivalent | 23. variety | 24. meanings | 25. walking |

III . Proofreading

The foreign student of English may be discouraged and dismayed when he learns that there are over 400,000 words in the English language, without counting slang. Let him take courage. ~~For~~ more than half of these words are dead. They are not in current use. ~~Besides~~ even Shakespeare used a vocabulary of only some 20,000 words. The average Englishman today probably has a vocabulary ~~from 12,000 to 13,000~~ words. It is good to make your vocabulary as complete as you can, and a great deal can be said ~~and written with the vocabulary~~ of no more than 10,000 words. The important thing is to have a good control and command about the words you do know. It is better to know two words exactly than three ambiguously. A good carpenter is not only distinguished by the number of his tools, but by the craftsmanship with which he uses them.

1. For
2. Besides
3. ✓
4. range
5. but
6. a
7. ✓
8. over
9. vaguely
10. only

TEXT II

Rewrite the following:

1. When the writer most admires something in his writing, he is in a sense protecting it from criticism and thus should excise it.
2. Large amounts of rewriting, underestimated by most readers, are usually needed to

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produce spontaneous reading.

3. For a writer who wants to carry meaning to the reader, form or genre is the vehicle, and yet it cannot be selected until the writer has adequate information to discover its significance and an audience which needs or wants that meaning.

4. For many writers, it is most effective at this time to outline as a way of visualizing the hidden spine on which the piece of writing is supported.

5. If they want to discover what they have to say and how best they can say it, according to most writers, they must deal carefully with the first draft and all of those which follow.

6. It is necessary for the writer to develop a special kind of reading skill in order to produce a progression of drafts, each of which says more and says it more clearly.

LANGUAGE WORK

1

creep	loiter	march	meander	pace	patrol	plod	prowl
ramble	roam	saunter	stagger	stalk	shuffle	step	stride
strut	stroll	toddle	tramp	tread	trudge	walk	

All these words have the generic meaning of "move" or "walk". The different shades of meaning among them mainly lie in the different manners while the acts are performed. Besides, several of these words are also used with some unique or figurative meanings.

1. **walk**: (the most general word) *vi.* move on foot in a natural and unhurried way

e.g.: We went **walking** in the park.

Shall we ride, run or just **walk**?

How old are babies when they learn to **walk**?

He was **walking** up and down the station platform.

2. **step**: *vi.* move one foot in front of the other (forward or in the direction indicated)

e.g.: **step** across a stream/into a boat/on to the platform/across to a shop

3. **pace**: *vi. & vt.* walk with slow, regular, steady steps, esp. backwards and forwards

e.g.: He **paced** up and down in the room.

He **paced** a room/ the station platform.

4. **tread**: *vi.* & *vt.*

① (on) walk, put the foot or feet down (on sth.)

e.g.: **tread** on sb.'s toes

Don't **tread** on the flower beds.

She **trod** lightly so as not to wake the baby.

② (out/ down) stamp or crush; push (down, etc.) with the feet

e.g.: **tread** out a fire in the grass

tread grapes/ (out) the juice from grapes

tread (down) the earth round the roots

③ make by walking

e.g.: The cattle had **trodden** a path to the pond.

5. **march**: *vi.* walk with regular, measured, and forceful steps, like a soldier

e.g.: The soldiers **marched** into the town.

He **marched** impatiently up and down the station platform.

6. **saunter**: *vi.* walk in a leisurely way with an idle and carefree mind

e.g.: whistling as he **sauntered** along the beach

7. **stroll**: *vi.* walk in a quiet, unhurried way for pleasure

This word differs from saunter chiefly in its implications of an objective (as sight-seeing or exercise) pursued without haste and sometimes with wandering from one place to another.

e.g.: **strolling** through the park with many a rest on any secluded bench he came across

Then we **strolled** for half the day through the stately theater.

8. **loiter**: *vi.* & *vt.* move slowly and stop frequently on the way somewhere

This word implies delay while in progress, commonly while one is walking but sometimes while one is trying to accomplish a piece of work; it also suggests lingering or aimless sauntering or lagging behind.

e.g.: **loiter** the hours away

loiter over a job

The caravan has to go on; to **loiter** at any distance behind is to court extinction.

The children sauntered down the street, **loitering** at the closed shop windows, clinking their shillings in their pockets.