

根据教育部《大学英语课程教学要求》编写

COLLEGE ENGLISH
大学英语教程 **1**
学习指导

总主编 杨跃



北京大学出版社
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总主编 杨 跃

大学英语教程

学习指导 (1)

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前 言

由北京大学、北京师范大学、北京航空航天大学、中国农业大学、美国加利福尼亚大学等国内外英语教学专家学者合作编写的《大学英语教程》，是根据教育部《大学英语课程教学要求（试行）》编写的一套立体化网络化系列教材。该套教材基于我国大学英语教学具有的特殊现实，综合运用各种教学理论，以先进的外语教学理念为支持，是新时期大学英语教材不断更新和建设的一次有益尝试，将为促进我国大学英语教学改革、提高教学质量做出新的贡献。为了使该套教材的特色得到充分发挥，方便学生学习，提高课堂效率，更好地培养学生的英语综合能力，我们特组织了教学第一线的骨干编写了这套《大学英语教程学习指导》。

在编写过程中，我们既考虑到学生在使用教材时可能会遇到的难点和问题，又尽可能给学生列举出教材中的精华，力求帮助学生学懂学透每一课，扎扎实实打好语言基本功，切实提高语言应用能力、自主学习能力和综合文化素养，达到《大学英语课程教学要求》的目标。

本套学习参考书语言材料内容丰富，形式多样，重点突出，目标性强。每个单元包括总目标、核心词汇、重要短语、重要习语、录音原文、背景知识、难点解析、课文分析、参考译文、写作技巧、练习参考答案等十几项内容，点面结合，指导学生学习和复习。因此本套学习参考书的确是学生的助手、教师的帮手。

本书许多内容是基于我们的理解，难免有疏漏或不妥甚至错误之处，诚请读者和同仁不吝指正。

编者

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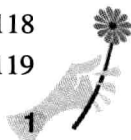
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Creative Failure in College Exam

学习目标

总目标:

By the end of the unit, students will be better able to

1. talk and write about the importance of creativity and imagination during college study;
2. use about 30 new words and 10 new phrases and expressions in brief conversations, translation and preliminary (初步的) writing tasks;
3. use “ask if...” and “one argues (believes, points out) that...”;
4. read material of a similar topic and degree of difficulty;
5. know how to use exact words in writing in terms of their connotations (转义) and denotations (本义).

核心词汇:

creative	failure	colleague	competent	score
select	judgment	attach	measure	formula
calculate	credit	proportion	solve	admit
instructor	inner	imaginative	enrich	theoretical
gap	barrier	parallel	vanish	trace
evidence	nowhere	astonish	miracle	wit
amaze	mysterious	pure	visible	dimension
adventure	explore	series		

重要短语:

set up against	stand for	have another try
excuse oneself for	with the aid of	mark off
be fed up with	with sth. in mind	in disguise of
be fascinated by	consist of	search for
make sense	believe in	lead to

重要习语:

like crazy freak out mess up end up

PART I LANGUAGE SKILL

KEY WORDS MADE EASY

A. 词汇提示:

1. **failure** *n.* a lack of success in doing sth. 失败
2. **colleague** *n.* a fellow member, especially in a profession 同事
3. **score** *n.* the number of points a student has earned for correct answers in a test 考分, 成绩
4. **judgment** *n.* an opinion 判断
5. **credit** *n.* mark of the completion of a course of study 学分
6. **competent** *adj.* having the necessary ability, skill, knowledge, etc. 有能力的; 称职的
7. **formula** *n.* a mathematical statement of some logic relations 公式
8. **proportion** *n.* a part considered in relation to a whole 比例
9. **instructor** *n.* a teacher 教师, 讲课人
10. **discontent** *n.* dissatisfaction 不满意

B. 录音原文:

1. RV: John didn't pass the exam, but he doesn't take it as a **failure**.
Q: Is John one of the students who failed in the test?
A: Yes. But he doesn't take it as a **failure**.
2. RV: Professor Wang and I are **colleagues**; we work at the same university.



Q: What is the relationship between you and Professor Wang?

A: Professor Wang and I are **colleagues**.

3. RV: Jane is the best student in the class; she always gets a perfect **score** in tests.

Q: How well does Jane always do in her tests?

A: She always gets a perfect **score** in tests.

4. RV: In my **judgment**, the student's answer to the question is correct.

Q: What do you think about the student's answer to the question?

A: In my **judgment**, his/her answer is not wrong.

5. RV: I'll get four **credits** for the College English course this semester.

Q: How many credits will you get if you pass the College English course this semester?

A: I'll get four **credits** if I pass the course.

6. RV: Professor Smith is a **competent** teacher; I learned a lot from him.

Q: Is Professor Smith a good teacher? Did you learn from him?

A: Yes. He is a very **competent** teacher and I learned a lot from him.

7. RV: We have to use a special **formula** to find the answer to this math problem.

Q: How can we find the answer to this math problem?

A: We have to use a special **formula**.

8. RV: This picture lacks **proportion**; the man's head is too big for the body.

Q: What's wrong with the picture?

A: The man in the picture is out of **proportion**.

9. RV: Miserable! Our language **instructor** makes us do a lot of grammar exercises.

Q: Who makes you feel miserable and why?

A: Our language **instructor** makes me unhappy because he/she wants us to do a lot of grammar exercises.

10. RV: Mary is not happy with her test result, but she doesn't want



to show her *discontent*.

Q: What does Mary want to do with her test result?

A: She doesn't want to show her *discontent*.

KEY EXPRESSIONS IN USE

A. 短语提示:

1. **stand for** have the right for; mean 对……有权利; 象征, 代表; 意思是
2. **set up against** organize/arrange against 制定对……不利的条例、制度等
3. **have another try** try again 再试一次
4. **be fed up with** have too much; be disgusted with 对……受够了/烦透了
5. **with something in mind** thinking of something 考虑到某事; 想到

B. 录音原文:

1. RV: Mr. Green is a competent instructor; he really *stands for* the prize.

Q: Mr. Green is going to get a prize. What do you think about it?

A: He really *stands for* it.

2. RV: Facts are collected and *set up against* my judgment.

Q: They have collected some facts. What do you think of them?

A: I hope they are not *set up against* my judgment.

3. RV: You'd better *have another try*; it won't be another failure.

Q: What are you asked to do?

A: I am asked to *have another try*.

4. RV: I'm really *fed up with* all these math formulae!

Q: What do you think of these math formulae?

A: I'm really *fed up with* them.

5. RV: *With a good sense of proportion in mind*, my colleague was able to solve the problem.

Q: How did your colleague solve the problem?



A: He/She solved the problem **with a good sense of proportion in mind.**

COMMUNICATIVE PRACTICE

※ Tuning In

Words in Sound

录音原文:

1. We often need to be creative to **solve** problems.
2. To be creative is good, but we also need to be **accurate**.
3. My **imagination** helps me get high grades in college.
4. **Creative** thinking helps me make As for my classes.
5. A **biologist** is more accurate in his work than an artist.
6. You want to be creative in word spelling! Are you **crazy**?
7. The professor tells us exactly how to do the **fieldwork**.
8. **Rebels** are ones who want to break rules.
9. We have to follow the professors' **directions**.
10. We are living in a **society** of rebels and dreamers.

Idioms in Use

习语提示:

1. **like** *adv.* a “verbal filler” that does not add any meaning to a statement
(It is very common in informal conversations among young Americans.)
用作填充词,无实义(常见于美国年轻人之间的非正式谈话)
2. **crazy** *adj.* mad, having lost reason; often used to express surprise or disbelief 发疯的(常用来表示惊讶或不相信)
3. **freak out** get upset, angry, or distressed 使心烦意乱,激怒
4. **be messed up** be foolish or misguided 愚蠢,被误导
5. **end up (with, in)** become finally; have the result in the end
结束,告终

※ Listening Comprehension

Dialogue A

录音原文:

Mike: So, Ally, do you think your imagination helps you get high grades

in college?

Ally: What do you mean?

Mike: You know, being creative, using your imagination. Does it help you make an “A”?

Ally: What kind of question is that? If I wanted to be creative, I’d be an artist, not a biology major.

Mike: So you don’t think biologists need to be creative?

Ally: Well, we might need to be creative to solve problems, I guess, but we need to be accurate, too.

Mike: So, do you think our biology class gives us a chance to be creative?

Ally: Maybe when we do fieldwork.

Mike: I don’t think so.

Ally: Why not?

Mike: Well, we have to follow the professors’ directions. The professor tells us exactly how to do the fieldwork, and we do it.

Ally: Like little biology machines?

Mike: Exactly.

Ally: And we can’t be creative in the exams, either.

Mike: Yeah, they just want the same answer from everyone.

Ally: Right, we just have to, like, show that we know the facts. No creativity or anything.

Dialogue B

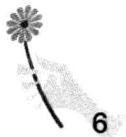
录音原文:

Mike: So, Ally, do any of your classes give you a higher grade for being creative?

Ally: I don’t know. Well, maybe writing class. Writing’s a creative activity, right?

Mike: I’m not so sure about that. I told my writing teacher she should give me extra marks for creative spelling. She totally freaked out.

Ally: Creative spelling! Are you crazy? I guess, for me, being creative in writing means, like, choosing different words and stuff. We still



have to have some rules for spelling and grammar and all that.

Mike: I think there are too many rules. College should teach us how to break the rules.

Ally: Mike, that's totally messed up. We'd end up with a society of rebels.

Mike: Rebels, poets, dreamers! We need people who know how to break the rules.

Ally: OK, I see what you mean, but I still don't think we should have creative spelling.

PART II LANGUAGE IN CONTEXT

READING SELECTION: TEXT A

背景知识:

Galileo Galilei (1564–1642)

An Italian mathematician, astronomer (天文学家), and physicist, considered as a founder of the experimental method.

Galileo was educated at a monastery (寺院) near Florence (佛罗伦萨) before studying medicine at the University of Pisa (比萨) and mathematics with a private tutor (家庭教师). After completing a treatise (论文) on the center of gravity (重力) in solids (固体), he became lecturer (讲师) in mathematics at the university at the age of 25. Later he went to the University of Padua (帕多瓦) as a professor of mathematics. The story at his dropping weights from the Leaning Tower of Pisa (比萨斜塔) has no basis in fact.

Most of Galileo's work is related to mechanics (力学), and he was the first to apply mathematics to its analysis. He suggested the use of pendulums (钟摆) for clocks and proposed the law of uniform acceleration (匀加速度) for falling bodies. Galileo

developed the astronomical telescope (天文望远镜), with which he discovered craters (环形山) on the Moon, sunspots (太阳黑子), phases of Venus (金星周期), and the satellites of Jupiter (木星). He showed that the Milky Way (银河) is composed of stars. His astronomical observations led him to espouse (信奉) the Copernican (哥白尼的) theory that the planets revolved around the Sun. This conflicted (冲突) with the teachings of the Roman Catholic Church (天主教会), however, and Galileo was forced to give up his findings and was placed under house arrest (软禁) for the final eight years of his life for having "held and taught" Copernican teaching. In 1992 the church formally acknowledged (承认) its error in condemning (谴责) Galileo.

Albert Einstein (1879-1955)

A German-American physicist who developed the special and general theories of relativity (狭义和广义相对论), the equivalence of mass and energy (质能相当性), and the photon (光子) theory of light.

Einstein earned his doctorate (博士学位) at the Polytechnic Academy in Zurich (苏黎世工业学院) in 1905. International fame came to Einstein in 1919 with the announcement that a prediction (预言) of his general theory of relativity was verified (证实). Two years later he was awarded the Nobel Prize for Physics for his photoelectric (光电效应的) law and work in theoretical physics.

During the winter of 1933 Einstein joined the Institute for Advanced Study in Princeton (普林斯顿高级研究院), N. J. (新泽西州), and became a U.S. citizen in 1940. At the institute Einstein continued his work on general relativity, the unified field theories (统一场理论), and the critical discussion of the interpretation (解释) of quantum (量子) theory. He also cooperated with charitable (慈善的) and social organizations to help a large number of refugees (难民) who were arriving in the U.S. from

Nazi (纳粹) Germany.

In 1939 it became known that two German physicists had discovered the fission (裂变) of uranium (铀). Enrico Fermi (费米), an Italian physicist who at that time had arrived in the U.S. became aware of the fact that if the fission could be made into a chain reaction (链式反应), enormous quantities of energy could be released. Fermi and Hungarian (匈牙利的) physicist Leo Szilard (西拉特) decided to point this out to the U.S. government. Szilard and Eugene Wigner (维格纳), another Hungarian physicist, asked Einstein to appeal (呼吁) directly to President Franklin D. Roosevelt (罗斯福), pointing out the dangers if Germany succeeded in developing a bomb based on these principles. Einstein's letter to President Roosevelt resulted in the Manhattan Project (曼哈顿计划) and in the development of the atom bomb. In 1945 Einstein retired from his position at the institute but continued to work there until his death.

核心词汇:

1. creative

用法 *adj.* 有创造性的,有创造力的; Modern education attaches great importance to cultivating a new creative generation. 现代教育非常重视培育有创造力的新一代。

记忆法 *create vt.* 创造; *creation n.* 创造, 创造的产品; *creator n.* 创造者; *creativity n.* 创造力; *creatively adv.* 创造性地, 有创造力地

2. failure

用法 *n.* (1) 失败: Failure is the mother of success. 失败是成功之母。

(2) 失败的人(或事): Edison was not discouraged by his failures, so he had great achievements. 爱迪生没有因失败而灰心, 所以取得了伟大的成就。 As a writer, he was a failure. 作为一个作家, 他是失败的。

(3) 失灵,故障:He died of heart failure. 他死于心力衰竭。

(4) 没做到,不履行:He said that he regretted their failure to reach an agreement. 他说他对他们未能达成协议感到遗憾。

考点 failure to do 不能做

end in failure 以失败告终

power failure 停电

failure of the crops 粮食歉收

记忆法 fail *v.* 失败,失灵,不能;failing *adj.* 失败的

引申 (反) success *n.* 成功

3. colleague

用法 *n.* 同事:I often go to dinner with my colleagues after work.

下班后我经常与我的同事一起去吃饭。

引申 (同)workmate *n.* 同事

联想 col- (together with 共同) + league (联盟) →colleague 同事

4. competent

用法 *adj.* 有能力的,称职的:She was very competent at her work.

她工作很称职。

考点 be competent for (doing) sth. 有能力做某事

be competent to do sth. 有能力做某事

辨析 able, capable, competent, qualified

able 用在名词的后面,后接动词不定式,表示有做某事的能力;用在名词之前时,意味着有潜力、有前途。如:The child is not yet able to write. 这个孩子还不会写字。capable 常指经过训练达到一般要求,适合于做某事,与 of 连用,指潜在的可能、能量,如:That remark is capable of being misunderstood. 这句评语有可能造成误解。competent 一般只表示能够胜任工作的,如:He is competent for teaching. 他胜任教学工作。qualified 通常指受过充分训练,掌握必要的技能,如:There's only one man qualified for the job. 仅有一个人能胜任这份工作。

记忆法 competence *n.* 能力,称职;competently *adv.* 有能力地,称职地

