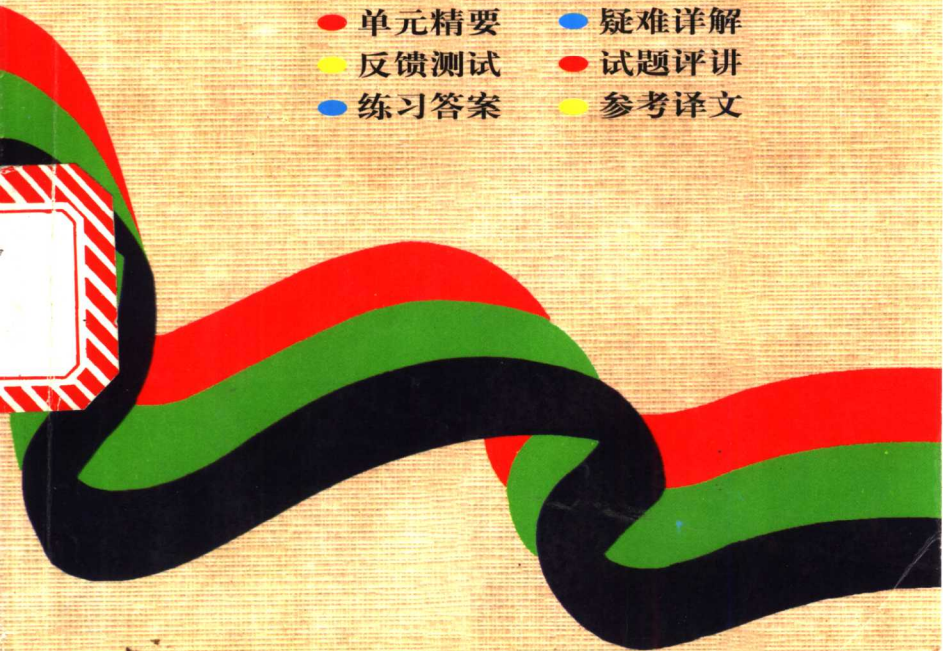




# 最新 大学英语(精读) 学习手册

主编 王迈迈


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|--------|--------|
| ● 单元精要 | ● 疑难详解 |
| ● 反馈测试 | ● 试题评讲 |
| ● 练习答案 | ● 参考译文 |



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## 第五册

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**王迈迈 主编**

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# UNIT ONE

## A KIND OF SERMON

### (一番说教)

#### 一、单元精要

##### 词汇

- |                         |                         |
|-------------------------|-------------------------|
| 1. appreciate 了解, 欣赏    | 2. consolation 安慰       |
| 3. frustrate 使感到灰心      | 4. bewilder 迷惑, 把...弄糊涂 |
| 5. fluency 流利           | 6. inexplicable 无法解释的   |
| 7. incline 使(某人)有意(做某事) |                         |
| 8. practicable 可实行的     |                         |
| 9. confront with 面对     | 10. amount to 共达, 总计    |

##### 语法

1. feel (be) inclined to do 倾向于干..., 例如:

① I am inclined to think that he is opposed to the plan. 我觉得他反对这个计划。

② We can go for a walk if you feel so inclined. 假如你还愿意的话, 我们可以去散步。

2. (be) no use telling sb. to do sth. 让某人做某事是没有用的, 例如:

It is no use telling your students to write a model composition before the examination. 让你的学生在考试前先写好范文是没有用的。

## 二、疑难详解

### 1. **probably**: most likely 或许, 大概

这个单词是从 **probable** 来的, 后者在科技英语中很常用, 如: **CEP** (circular error probable) 圆周概差, **probable correction** 概然改正, **probable error of difference** 差数机差, **probable position** 最或然船位, **probable uncertainty** 概率不确定度等等。

### 2. **appreciate**:

#### 1) realize and understand 了解

例: I appreciate your anxiety about your son's illness. 我了解你为儿子生病而忧虑的心情。

#### 2) judge rightly the value of, understand and enjoy 正确判断…的价值, 了解并欣赏, 鉴赏

例: You can't appreciate English poetry unless you understand its rhythm. 你若不懂英诗的韵律, 就不能欣赏英诗。

#### 3) (of land, goods, etc.) increase in value (指土地、货物等) 价值增高, 增值

例: The land has appreciated greatly since the new railway was built. 自从新铁路筑成以后, 这块地的价值大为增高。

### 3. …a process which ought to become simpler does not appear to do so: …this period of English learning at which it should be easier for students does not appear to be so. …… 这一阶段的学习应该变得较前更简单一些, 可事实并非如此。

1) *process*: connected series of actions, changes, etc. esp. such as are involuntary or unconscious 相互关联的一系列活动, 过



程,经过

例:For a doctor it is important to know the process of digestion. 对于一位医生而言,了解消化过程是很重要的。

2) *appear to do so*: appear to be so 看上去象是这样

4. **frustrate**: prevent (sb. ) from doing sth, prevent (sb. 's plans) from being carried out 阻止(某人)做某事;破坏(某人的计划)

例:①We must frustrate the enemy in his plans. 我们必须挫败敌人的计划。

②He felt frustrated. 他感到灰心丧气。

5. **less obvious results**: the results that are not easy to be noticed as expected 不很明显的效果

例:The more I beat my son for his not studying hard in school, the less obvious results there seems to be. 关于孩子在学校不刻苦学习一事,我越打他,效果越不好。

6. **confront with**: bring face to face 使面对

例:①The prisoner was confronted with his accusers. 那犯人被传与起诉者对质。

②When confronted with the evidence of his guilt, he confessed at once. 当面对着他的犯罪证据的时候,他立即认罪。

confront 单独使用时意思是 be or come face to face with 面对,面临

例:①The difficulties that confront us seem insuperable. 我们所面临的困难似乎是不可克服的。

②A soldier has to confront danger. 军人须面对危险。

另外,confront 还有 be opposite to“与…相对”的意思,

例如:My house confronts his. 我的家与他的家对门。

7. **untouched area**: area that has not been reached 没接触过的领域

域

英语中的动词可通过加 *ed* 变成形容词,再经过加前缀 *un* 改变词义,如: *unfinished* 未完成的, *uninterested* 不感兴趣的, *uninterrupted* 不间断的, *uninhibited* 不受禁令约束的, *unmoved* 无动于衷的等等。

8. **vocabulary**: total number of words which (with rules for combining them) make up a language 某一语言所含的全部语词,词汇。在一些课本中,表示“词汇”还可用 *words and phrases*, *terms*, *glossary*, *lexicon* 等。

9. **...usage which falls outside the scope of basic textbooks**; ...usage which is beyond the cover of the text. 超出课文的用法  
*scope*: range of action or observation 范围,眼界,见识

例: ① *Ought politics to be within the range of a trade union's activities?* 工会的活动应当包括政治吗?

② *Economics is a subject beyond the range of my mind.* 经济学不是我能了解的学科。

10. **bewildering**: *adj.* that puzzles or confuses 使迷惑的,使手足无措的。

例: *He has found the matter bewildering.* 他发现这事很难办。

11. **idiom**: phrase or sentence whose meaning is not obvious through knowledge of the individual meanings of the constituent words but must be learnt as a whole 成语,惯用语

例: *give way* 退后,不能支持; *in order to* 为了; *hard luck* 倒霉

12. **cliché**: idea or expression that has been too much used and is now outdated; stereotyped phrase 陈词滥调,陈腐的话

例: *Father Time* 时间老人; *white as snow* 雪白; *cheeks like roses* 粉红的脸颊

13. **inexplicable**: *adj.* that can not be explained 无法解释的

例:①His hatred to his step-mother seems inexplicable. 他对她继母的恨似乎是无法解释的。

②Up to now the UFO phenomenon is still inexplicable. 到目前为止不明飞行物现象仍是无法解释的。

14. **take refuge in**: hide in a shelter or find protection in 避难

例:①During the storm we took refuge in a cave. 下暴雨时我们躲在一个山洞里。

②The cat took refuge in a tree. 那只猫躲在树丛中。

15. **feel inclined to**: feel likely or wish to do sth. 有意(作某事)

例:①I feel inclined to think that she will say bye-bye to me. 我觉得她要跟我分手了。

②I don't feel specially inclined to talk to him. 我并不觉得非得跟他谈话。

16. **...which amounts to washing one's hands of them**: ... which means that teachers don't have to be responsible. 那意味着教师们不用再负责任。

**amount to**: have the meaning of, equal to 意味着,相当于

例:①Keeping what belongs to another amounts to stealing. 拿属于别人的东西就意味着偷窃。

②Whether I pay or whether my wife pays amounts to the same thing, because we share all our money. 我付账或我妻子付是一回事,因为我们共享我们全部的钱财。

17. **come across**: happen to meet, encounter (无意中)遇见,邂逅

例:①You are the most direct young man I've ever come across. 你是我遇到过的最直率的年青人。

②I've just come across a beautiful poem in this book. 我刚好在这本书中读到一首优美的诗。

18. **rely on**: depend on with confidence, look to for help 信赖,依

赖

例: ① You can rely on my early arrival. 你放心好了, 我会早到的。

② He can always be relied upon for help. 他的帮助是永远可依赖的。

19. **practicable**: that can be done or used or put into practice. 可做的, 可用的, 可实行的

例: ① This is a mountain pass that is practicable only in summer. 这是一条只在夏天才通行的山道。

② Is it practicable to try to grow crops in deserts? 在沙漠中试种农作物可行吗?

20. **track**:

1) *n.* line or course 路线, 路径

例: Astronomers are calculating the track of that comet. 天文学家正在计算那颗慧星的路线。

2) *vi.* follow the course of 追踪, 尾随

例: The hunter tracked the animal to its den. 那猎手追踪动物至其窝穴。

### 三、反馈测试

I. Choose the best answer to complete the following sentences.

1. It is probably easier for teachers than for students to \_\_\_\_ the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood.

A. make              B. be aware of    C. take              D. have

2. He felt it rather difficult to take a stand \_\_\_\_ the opinion of the

majority.

A. against      B. by      C. to      D. in

3. It is difficult to understand him because he speaks \_\_\_\_.

A. very rapidly      B. in a rapid manner  
C. very rapid      D. with great speed

4. Mr. Brown was concerned that his unpopular political position  
\_\_\_\_ a disastrous effect on his career.

A. could be      B. might have  
C. have been      D. shall be

5. It may not seem much consolation to point out that the teacher,  
too, becomes \_\_\_\_ when his efforts appear to produce less abvi-  
ous results.

A. discouraged      B. encouraged  
C. disappointing      D. discouraging

6. He gets along very well with his American friends, \_\_\_\_ he  
does not speak English.

A. despite      B. in spite of      C. although      D. for

7. He sees them struggling because the language they thought  
they knew now appears to consist of a \_\_\_\_ variety of idioms,  
 clichés and accepted phrases.

A. many      B. much      C. greatly      D. puzzling

8. Asked what he liked to have, he said he preferred beef steak  
\_\_\_\_\_.

A. more than any meat      B. to any other meat  
C. better than any other meat      D. to any meat

9. My library card will \_\_\_\_ in December.

A. extol      B. expound      C. expire      D. explore

10. Is there anything you want from town?

- I'm going to get \_\_\_\_.
- A. those letters mailed                      B. mailed letters  
C. mail those letters                      D. those letters mail
11. As soon as the board of election \_\_\_\_ the list of candidates, we will give you a complete report.
- A. reverberates                      B. declares  
C. deviates                      D. instigates
12. "What were you doing when Anna phoned you?"
- "I had just finished my work and \_\_\_\_ to take a bath."
- A. starting                      B. to start  
C. have started                      D. was starting
13. Collections of quartz was featured at the City Museum's annual exhibition of \_\_\_\_.
- A. twigs                      B. loot  
C. hoes                      D. precious stones
14. He will come to call on you the moment he \_\_\_\_ his work.
- A. will finish                      B. finishes  
C. had finished                      D. finished
15. If he insists upon being \_\_\_\_, we will have to settle this in court.
- A. stubborn    B. careful                      C. meaningful    D. trivial
16. "Did you telephone the Chairman's office?"
- "Yes, he \_\_\_\_ back before tomorrow noon."
- A. expects                      B. is expected  
C. expected                      D. is to expect
17. The street lights come on automatically \_\_\_\_.
- A. in the afternoon                      B. at dusk  
C. at night                      D. in the morning

18. \_\_\_\_ a fine day, we decided to go out on a picnic.  
 A. Having been                      B. Being  
 C. What                                D. It being
19. Professor Baker is a \_\_\_\_ of Professor Black.  
 A. confident    B. worker        C. man            D. colleague
20. They forgot about \_\_\_\_ them to join us for lunch.  
 A. us to ask                            B. asking  
 C. our asking                         D. we asking

**I. Cloze**

In such (21) it is hardly (22) that some give up (23), while others still wait hopefully for the teacher to give them the same (24) guidance he was able to (25) them at first. The teacher, (26), frequently (27) to try to explain the (28), may (29) to quoting proverbs to his colleagues such as: "You can lead a horse to water but you can't make him drink," his students might feel inclined to (30) these with: "The more I learn, the less I know."

21. A. ages            B. conditions    C. years            D. monuments
22. A. understanding                      B. knowing  
       C. amazing                                D. surprised
23. A. in disguise                            B. in theory  
       C. in comfort                              D. with strong dislike
24. A. assuring    B. surprising    C. changing    D. quick
25. A. ask            B. present        C. find            D. look at
26. A. at his part  
       B. on his back  
       C. as far as he was concerned  
       D. in him
27. A. come            B. forcing        C. forced            D. was forced

28. A. insolvable                      B. unexplainable  
       C. insoluble                      D. mysterious
29. A. result            B. resort            C. resolve            D. remember
30. A. account                      B. argue against  
       C. count                      D. require

■ . *Error Correction: In the following passage, there are altogether 10 mistakes, one in each italicized part. You may have to change a word, add a word or delete(删去) a word.*

The acquisition of new knowledge about a *problem does not always help scientists solving (31) it*. Sometimes it complicates the original *problem*. A *striking example of this occurs (32) when the findings of the International Indian Ocean Expedition were reported in 1962*.

*Oceanographers have long been puzzling (33) by the fact that there is so little sediment on the floors of the world's oceans. Their calculations, based to the estimated (34) rate of sediment accumulation and on the time this process has had to work, indicates (35) that there should be a layer of sand, rock particles, and organic matter from two to two and one-half miles thick over the bottom of the sea. Their finds of the (36) actual thickness of the sediment layer, however, have indicated that it is not more than a fourth of this deepness. Some oceanographers (37) believe the deposit of organic material alone, falling in what they call the "rain of death," would have accounted on this amount of (38) sediment.*

Then in 1962 the expedition scientists reported that they found the bottom of the *Indian Ocean much rougher than has been (39) thought*.

Thus it may be that an even thinner layer of sediment exists



than that which *Oceanographers had previously considered too thick.* (40)

N. *Read the passage carefully. Then answer the questions.*

The man wound up the clock work; The disk revolved; he lowered the needle of the sound box into the grooved surface.

More than a hundred years before, Beethoven, stone deaf, had heard the imaginary music of stringed instruments expressing his inmost thoughts and feelings. He had made signs with ink on ruled paper. A century later four Hungarians had reproduced from the printed reproductions of Beethoven's scribbles that music which Beethoven had never heard except in his imagination. Spiral grooves on a surface of shellac remembered their playing. The artificial memory revolved, a needle travelled in its grooves, and through a faint scratching and roaring that mimicked the noises of Beethoven's own deafness, the audible symbols of Beethoven's convictions and emotions quivered out into the air. It was an unimpassioned music, transparent, pure, and crystalline, like a tropical sea, an Alpine lake. Water on water, calm sliding over calm; the according of level horizons and waveless expanses, a counterpoint of serenities. And everything clear and bright; no mists, no vague twilights. It was the calm of still and rapturous contemplation, not of drowsiness or sleep. It was the serenity of the convalescent who wakes from fever and finds himself born again into a realm of beauty. But the fever was "the fever called living" and the rebirth was not into this world; the beauty was unearthly, the convalescent serenity was the peace of God. The interweaving of Lydian melodies was heaven.

41. Who is the man winding the phonograph as the scene opens?