



中央电视大学英语专业指定教材
《大学英语》第一册导读

韩 敏 中 编著



北京大学出版社

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内 容 简 介

本书是北大英语系教授韩敏中、胡春鹭主讲的电视《大学英语》第一册讲稿集。主讲人韩敏中针对广大学员和自学者收听全堂英语讲解的困难,对原播出稿做了整理加工,突出了重点难点,适当增加了中文解释,编成此书。它讲解独特,思路清新,信息密集,例句丰富,疑点难点重点突出,是《大学英语》最可靠、最正宗的辅助教材。

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使用说明

《大学英语》指北京大学周珊凤、张祥保教授主编、由商务印书馆出版的大学英语本科教材；其中一至三册已由中国电视师范学院委托北大、复旦等校制成声像教材，作为中国电师院和部分省市电大的英语专科教材，第一册由北大主讲，本书即根据第一册主讲人讲稿整理而成。

北大的主讲人对第一册文字教材作了灵活处理，着眼于提高学习者整体文化素质，注重培养理解、分析和综合能力以及敏锐的语感，很大程度上打破了逐个读生词，逐段讲课文，遇有语言点即举例、扩展等常规的课堂教学路子。但是，如此处理也给不适应这种教学方式的初学者造成了一定难度。再者，虽然丰富的直观形象材料有利于化难为易，可是全堂英语讲解和密集的信息仍使部分学习者感到困难，加之还有相当多的自学者无法按时收看电视课，更缺乏合适的学习指导。凡此种种都促使我们在中央电大即将播出《大学英语》之际，对原讲稿进行整理，使本书成为电视课之外第一手的、最可靠的学习指导。

因篇幅有限，又须兼顾看电视者（即直观教学对象）和不看电视者（即纯通过书面文字学习《大学英语》者）的需要，本书对原讲稿进行了较大幅度的删节：

1. 课后练习以及补充材料的讲解全部删去，学员可参看商务印书馆出的《〈大学英语〉习题答案》或电大系统的辅

导材料；

2. 第四课全课删去：一则中央电大不用这一课，二则课文虽长却十分具体易懂，胡春莺老师还大量使用了直观材料，学习时不会有太大困难；

3. 对与课文有关知识的扩充酌情删去，留下的部分也只作为参考。

本书将每课分为以下三部分。

1. 第一部分——单词：包括构词法知识，注重推断、联系、比较、辨析等方面的能力；一般以文化背景、与课文有关的知识或词的语义场为线索，组织一个个小专题，把已学过的词、句型、用法及本课将学的语言点揉合在一起，在学习词汇的同时复习、复用学过的知识，并为新课文和新用法作铺垫。

2. 第二部分——课文：一般不按自然段顺序，而是另找切入口，在分析课文内容意义的过程中，反复使用已学和新学的词汇、句型、表达方式。

3. 第三部分——重点语言现象，主要指列在翻译练习前的句型和表达方式（语法可在第二、三部分灵活处理）；实际上是提取已经隐理在前两部分中的语言信息，作必要的归纳、讲解和比较。

需注意的是，本书虽然基本保留了电视教学的思路，以及对文字教材的形象化处理（例如大量的小品和对画面的描述均给文字稿），但因按书面学习要求对原播出稿进行了整理，在顺序上有不小的变化，具体内容也有不少更动和补充，

因此收看电视课的学员可以此作为预习、复习之用，却不宜逐字对照收看。此外，第一至三课的处理稍有不同，在各课前作了说明，第十二课则单词和课文混合讲解。

上述三个教学环节环环相扣，突出了语言学习的实践性。可以说，讲解语汇本身已大大突破“课堂用语”的范围，而成为运用所学语言讨论问题、表达思想的示范。为使有机地融入讲解中的“例句”更醒目，本书用黑体字表示复用的生词、词组、句型。斜体字则表示词性（如 *adj.* “形容词”）、缩略的语法术语、拉丁语（如 *obj.* “宾语”，*cf.* “比较”），所强调的语法现象，或课文中的词句。“播讲稿”还注重全书各课之间、语言现象之间的互相参照，特别是第三部分，凡“例句”已在一、二中出现的，只标明参看何处，不再重复（如 Lesson 7—1: 2 (3) 指返回第七课第一部分第2点中的第3小点寻找有关例句）。为节约篇幅，有时常用词用缩略形式，如 L (Lesson), esp. (especially), usu. (usually) 等。

本书是对《大学英语》的讲解。为了让大家更好地学习文字教材，不致因讲解中出现的生词等分散精力，对超出课文范围的词给了中文注解，对稍复杂的语法、词的辨析、课文中的难句等，也补充了中文解释，这部分多属说明、提示，而不是直译。须强调的是，欲进入高层次的英语学习，必须学会使用英英词典，听英语讲解，用英语思维，因此我们向来不赞成将课文译成中文作为主要理解手段，更不希望对播讲稿进行中文消化。

最后需说明，电视课有两个主讲，除本书的整理者外，胡

春鹭老师主讲第 4、6、8、13、15 课，还特邀王强老师主讲第 11 课；所有的播出稿均经周珊凤、张祥保教授详细审定，整理者借此机会对他们表示衷心的感谢。“导读”中的缺点错误则由整理者个人负责。

韩 敏 中

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Lesson One

Text — How to Miss a Train

Part I

这是电视课的第一讲，通过情景表演与图画、抓住语音线索（/æ//e/发音，连读，失去爆破等）串讲课文单词的词义、发音，注意比较。以下保留了课堂小品的脚本及部分讲解用语。

1. /æ/

1) /æ/, a single vowel sound (单元音):

a. Open your mouths very big when you pronounce it.
(开口度大)

b. You **mustn't** change the shape of your mouths. (口形不变)

2) Try to catch the sound /æ/ (下面几段话中出现好几个课文中的词和词组，斜体部分发/æ/音)

a. This is a **handbag**. It is my handbag. I open the handbag. I have a **handkerchief**. ... I have a compact. It is a **powder compact**. ... I put some powder on my face. Well, this is a purse. I keep some money in the **purse**. Ah, there is a guide to next week's TV **programme** (下周的电视节目报) in my handbag, too. Oh, there is a good programme on TV tonight. Don't forget. Oh dear!

What happened?

I lost my keys.

When did that happen?

A moment ago. Anyway I had them a moment ago. Perhaps I put them in my **coat pocket**. Ah yes! Here they are, in my coat pocket. **Thank goodness!**

b. I took these things out a moment ago. Now I am putting them back in my handbag. I'll put in these magazines (杂志), too. This is the front cover (封面). This is the back cover (封底). Oh, what happened? Somebody has torn off (撕了) the back cover of the magazine. That's too bad. [A loud noise] Oh, what happened? Perhaps it was the wind. But perhaps somebody was angry and he banged the door (砰地关上了门).

2. /e/

1) /e/ a single vowel sound—To pronounce this sound, we **need not** open our mouths very big. And we don't change the shape of our mouths when we pronounce it. (开口度大大小于 /æ/, 口形不变)

(comparing /æ/ and /e/) (p. 7. Ex. II. No. 3)

2) F, l, m, n, s, x, z— all these seven English letters include the vowel sound /e/. (特别要指出的是, 电视广告和数学课上常用这些字母, 然而使用者往往发音不准, 北京地区人发此音时唇不够紧张, 且口形变化, 靠 /ai/, 应自觉注意纠正。)

3. /æ/ and /e/ (通过情景对话中提到的课文单词比较这两个元音, 尤应注意开口度的对比。)

Try to catch both /æ/ and /e/ in the following situations.

1) This is a **sitting-room**. This is a **television set**. It is **on**.

A: Is there any good **programme** tonight?

B: Yes, the next programme is good. An American TV play.

A: When is that?

B: At seven past ten.

A: Seven past ten? Oh dear, it's very late. I'm afraid I have to be back in my **bedroom** by that time.

2) A and B are talking about what they want to have.

A: What do you want?

B: I want to get a handkerchief.

A: That's easy.

B: Yes. What do you want?

A: I want to have an **electric cooker**.

B: I don't think you can have an electric cooker.

A: Why not? I may get it **with a bit of luck**.

4. sound-linking (连读)

When a consonant sound (辅音) is followed by a vowel sound, link these two sounds together as if you are pronouncing one syllable (音节).

(以上 1—3 中已包括很多连读的例子, 不再一一举出。)

5. loss of plosion (失去爆破)

1) When any two of the six plosive sounds (爆破音, 指 /p/, /t/, /k/, /b/, /d/, /g/) come one after the other, the first is not plosive, whether it is at the end of a word or in the middle of a word.

2) incomplete plosion (不完全爆破)

When any one of these six plosive sounds is followed by /m/, /n/, or /f/, /v/, or /ʃ/, /ʒ/, or /s/, /z/, or /θ/, /ð/, or /tr/, /dr/, /tʃ/, /dʒ/, the plosive sound *partly* loses plosion. (讲解中的举例均取自以上 1-3, 不再列出。)

3) Notice the incomplete plosion in "good morning", "good night", the loss of plosion in "good-bye" and sound-linking in "good afternoon" and "good evening".

6. words and expressions (pp. 2, 3)

1) When you learn a new word, always remember to learn the related forms of the word, too. (应注意学习每个单词的相关形式, 这里尤指构词、意义上有联系的形式。)

a. forgetful *adj.* ← forget *v.*

forgetfulness *n.* (-ness; a noun ending)

b. noisily *adv.* noisy *adj.* noise *n.*

c. [pictures] a cooker, an electric cooker (电灶), a gas cooker (煤气灶)

The person who **cooks** (*v.*) meals is **a cook**, *not a cooker*. The cook is cooking something on the cooker.

2) irregular verbs (不规则动词) on the word list

feel, felt, felt, feeling

fly, flew, flown, flying

forget, forgot, forgotten, forgetting

3) path: **going up/down the path**

halfway down the path

paths /pɑ:ðz/ (not /pɑ:θs/)

mouths /mauðz/

cf. months /mʌnθs/

4) five different ways of pronouncing the -s endings of verbs and nouns (Ex. IV)

/s/ as in "works" and "handkerchiefs"

/z/ as in "paths"

/iz/ as in "purses"

/ts/ as in "compacts", "television sets"

/dz/ as in "words"

5) [picture] the hall

the doorway (the opening in the wall)

We **go through** the doorway **into** the hall.

to **go straight out** of the house; to go directly out of the

house, without stopping, or without first going to other parts of the house

Part II

电视课中以动画画面和师生讨论的形式帮助熟悉课文，并讲解情态动词的推断用法和其他用法。课文文字浅近，但活泼幽默，节奏感强，意蕴丰富，有利于培养对英语的语感。讲解用语中包含大量本课重点句型、用法、语法点的例句，贴近课文情景又不照搬课文原句。对词和语法的解释本身也是提供了表达同一意思的另一些说法。

1. the first part of the text (II. 1-33)

1) describing Iris

She is a forgetful person.

She always worries.

Why does she worry a great deal?

Because she is very forgetful.

Does worrying help her?

No, it doesn't help her **a lot**.

Why does Iris become even more forgetful?

Because she worries **too much**.

Let's see how forgetful Iris is.

2) Iris **is ready to/about to go** out.

She **has** her hat and coat **on** and **is going to/about** to open the door. But she keeps going back.

3) Iris goes back to the house *three times*.

a. She first goes back **to make sure that** the cooker is **off**.

b. Then she goes back **to see if** the TV set is **on**.

c. She stops a third time **to see if** her key is with her. She again goes back **to see if** the cellar light is **off**.

4) Is Iris really very forgetful?

- a. She hasn't forgotten to **turn** the cooker **off**.
In fact she *never forgets* to **turn it off**.
- b. She hasn't forgotten to **turn off** the television set. She *doesn't usually* forget to **turn off** the TV set.
- c. The cellar is in darkness—**there is no light on** in the cellar. It is dark. (注意破折号后既是解释, 也是另一种表达方式。)
- d. It seems Iris forgets nothing. Then why does the text say that she is very forgetful?

She always forgets whether she has forgotten to turn off the light, or the TV set, or the cooker.

We can say she is **always worrying about her forgetfulness**. (课文讲的并非她某次外出真的忘了什么, 而是突出她对自己的健忘毛病十分担忧, 总生怕自己忘了什么。)

- 5) Iris is going out to **catch a train**.

Let's hope that she will not **miss her train**.

2. the second part of the text (II. 34-50)

1) Iris is out of the house now. She has been **walking down the path** in the garden. She is **somewhere/halfway down the path**. She stops again at this moment. Why?

2) She thinks it is going to rain **because the sky is covered with grey clouds**.

Or: *There are a lot of grey clouds in the sky, and so she thinks it is going to rain.*

But what makes her go back again?

3) The bedroom window is wide open **and so she has to go back and close it**.

Or: She **has to go back to the house because** the bedroom window is open.

wide open: fully open (大开)

4) Can Iris **catch** the train?

a. Even if she doesn't go back to the house again, she already has to **run all the way** (run the whole distance from her house to the railway station) in order to catch the train. (“一路跑着去赶火车”: 这里不一定指她真的奔跑着去车站, 而是强调时间紧迫, 不能再拖拖拉拉。)

b. Now she is coming back for the fourth time, and she hasn't got a ticket yet. But **she supposes** (thinks/believes) that **she can** still catch the second train if she misses the first one.

c. Even if you don't know what really happens to Iris in the end, you can still *have an opinion about it*.

You may think she can catch the train if she is lucky enough.

You **may** also say, “No, she **can't** catch it.” For, instead of **going straight to** the railway station, she keeps going back to the house. She **may** go back again. Who knows?

Thus, you are expressing your opinion, that is, the speaker's opinion, about something. (这段讨论中使用了大家较熟悉的情态动词用法。这时课文尚未结束, 我们虽不知结局, 但仍可根据已知情节判断她能否赶上车。“能够”、“可能”等均为说话者表达主观意见的用语。)

5) Iris goes back again to close the window **because** she **supposes** it is going to rain. But it never rains the whole day. It seems as if she goes back many times in order to miss her train. That's the funny thing about the text. If we give Iris **a bit of advice**, it will be: Stop worrying! (Iris 回屋四次, 全白费事, 还误了车, 好像她一趟趟进屋不为别的, 只为了误车似的。这正是课文的有趣之处。)

3. the *playfulness* of the title

1) examples of how to use “how to do sth.” (在计算机房拍

摄的小品，说明 how to 的通常用法，用以和课文标题作对比。)

Mr. Jiang **is teaching** the students **how to use** the EES (English Exercise System). He is teaching them **how to start** the computer.

Would you please **show us how to use** the exercise system?

Please **tell me how to find** Ex. VI of Lesson One.

Now I **know how to put in** (输入) my answer. But I still have to **learn how to check** (检查) my answer, that is, to find out if my answer is correct.

2) **How to Miss a Train**: It seems as if we're going to learn **how not to catch** a train.

We probably want to learn from someone how to catch a train, but certainly no one wants to miss a train, **and so** no one ever wants to learn how to miss a train. This text is **an example of how forgetful Iris can be**. It not only tells us some facts about Iris missing her train, but also good-naturedly makes fun of a worrying, forgetful Iris. (标题中的 how to 反通常意义而用之，幽默感便从此出。课文立意不在叙说某人误车一事，而是用夸张的手法表达对人常有的行为(或人性中一种通病)的观察。与其说作者在嘲弄健忘者，不如说是一种自愉。)

4. **Is missing her train the last trouble Iris has for the day?**
—discussions using *can(not)*, *may(not)*, *must(n't)*,
and need(n't)

以下是借课文幽默、夸张情趣之势，引发出有关情态动词推断用法的“争论”。动画画面中故意隐去人物的双手，于是对人物是否将提包忘在门厅内就有了不同意见，教员则有意“模棱两可”。这样的讨论突出了情态动词的实质，即表明说话者看法、态度、情绪的主观色彩。

1) A: Her troubles aren't over. She **cannot** get into the house again.

She already looked for her key once. This time she is very careful to put her key back in her handbag, but she throws the bag on the hall table. And then, after she closes the window, she **rushes straight out** and bangs the door. So the bag **must be** on the hall table.

(Indeed! If her key is in her bag and if she hasn't got that bag, **how can** she get in tonight? So A means that after all Iris does forget something really important.)

2) B: But I don't think so. The bag **cannot** be on the hall table. Iris **must have** the bag with her. Don't you remember that her purse is in her bag? Her money **must be** in her purse.

(B is **very sure that** Iris's money is in her purse, and the purse is in her bag where the key also is. So, if she hasn't got the bag, she hasn't got the purse or the money, either. Without money she **can't** even buy the ticket. *But the text does not say anything about the money.*

It only tells us she is too late to catch the train.)

3) A: But the text **needn't** tell us everything (课文不必事事都提). "She runs ... straight out of the house, closing the door behind her noisily" — that almost tells us that her bag is still on the table.

B: Oh, you **mustn't** imagine too much (你不可以想象过份了).

A, B: What do you think?

4) Well, she **may** have in her hand the bag with her money, key and some other things in it, or, she **may not** have it.

If she has her bag, she also has her key, **and so she can**