

高等学校英语教材配套辅导丛书

COLLEGE ENGLISH

时真妹 / 主编



全新版
new

大学英语

综合教程

课堂辅导

1



大连理工大学出版社

Dalian University of Technology Press

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图书在版编目(CIP)数据

《大学英语》全新版 综合教程 课堂辅导·第1册/时真妹主编. —大连:大连理工大学出版社, 2003. 7
ISBN 7-5611-2277-2

I. 大… II. 时… III. 英语—高等学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 012410 号

大连理工大学出版社出版

地址:大连市凌水河 邮政编码:116024

电话:0411-4708842 传真:0411-4701466 邮购:0411-4707961

E-mail: dulp@mail. dlptt. ln. cn URL: <http://www.dulp.cn>

沈阳新华印刷厂印刷 大连理工大学出版社发行

幅面尺寸:185mm×233mm 印张:10.25 字数:303千字 插页:2

印数:1~10 000

2003年7月第1版

2003年7月第1次印刷

责任编辑:刘宪芹 夏 苗

责任校对:张 建

封面设计:王福刚

定 价:12.00 元

编写说明

上海外语教育出版社继优秀教材——《大学英语》(修订版)出版后,在进入 21 世纪的第一年又推出了教材力作——《大学英语》(全新版)。在大学英语亟待改革的今天,教材作为一种教学思想的载体,会有力推动教学改革的进一步深化。“全新版”的问世带着教学新路的探索给一线广大师生以新的学习视野。

为了使学生全面消化吸收教材内容,我们工作在“全新版”教学一线的骨干教师遵从大学英语的教学特点,力求以学生为中心,针对学生英语学习中的难点给以最大的方便和详尽的辅导。同时,为使学生在平日的学习中就能为将来备考四六级做准备,我们为其提供了实战训练场所——既有基础知识的切入,又有应用能力的体现。

本套辅导丛书的编写特色和使用说明如下:

特色一:人性化设计——课文与导读融为一体

我们选取课文重点段落,将其原文与注释以左右形式编排,原文与译文以上下形式编排,版面设计人性化。同时将每一段落中的“扩展词汇、修辞语句以及背景文化”等知识收藏到“相关链接”中,从真正意义上方便了学生的阅读和使用。(详见例文)

Part I 课文精读

He came from a rocky farm in Italy, somewhere south of Rome. How or when he got to America, I don't know. But one evening I found him standing in the driveway, behind my garage. He was about five-foot-seven or eight, and thin.

他来自意大利罗马以南的某地一个满地石子的农场。他什么时候、怎么到美国的,我不清楚。不过,有一天晚上,我看到他站在我家车库后面的车道上。他身高五英尺七八英寸左右,人很瘦。

满地石子的农庄
罗马(意大利首都)
宅旁私家车道
(身高)约五英尺七、八(约 1.76 米左右)

【相关链接】

driveway 私家车道
highway 公路;大路
motorway (BrE) 高速公路

特色二:图文并茂——形象化解长句、难句

对于那些繁复复杂的长难句我们采用了图解的方式,帮助学生形象地理解课文原意。(详见例文)

Part II 长难句分析

(1) He looked for the girl whose heart he knew, but whose face he didn't, the girl with the rose.

他在寻找一位姑娘,一位佩带玫瑰的姑娘。他只知其心,但不知其貌。

※ 定语从句可采用分译方法,将英文的一个复合句译成几个简单的汉语句,长的定语可放在句末。

特色三：版面革命——考纲词汇编写体例新颖

为使学生科学记忆词汇，我们将课文的考纲词汇分成“构词”、“用法”、“搭配”及“辨析”等版块，且单元之间词汇不重复。（详见例文）

Part III 考纲词汇精讲

bore

vt. ①使(人)厌烦 ▲ He always bores her with the same story. 他总是用同样的故事来烦她。

②使人讨厌的人或事 ▲ The movie was a bore. 那部电影很无聊。

构词 boredom *n.* 无聊, 厌烦 bored *a.* 感到无聊的, 心烦的 boring *a.* 令人厌烦的

用法 bore sb. to death tears 令人极度厌烦 ▲ I was bored to death/tears by their trivial conversation. 我对他们那无聊的对话厌烦得要死。

辨析 bored 与 boring: bored 表示某人感到厌倦。▲ Are you bored with my story? 我的话使你感到厌烦吗? boring 表示某人或某事令人生厌。▲ I found the discussion boring. 我发现这个讨论令人生厌。

特色四：精益求精——教材练习解答详尽

在“Part V 教材练习答案详解”中我们配以参考答案和译文，同时为使学生牢记课文知识点，在语法单项和综合填空的难点处还做了详细分析和解答。

特色五：实战演练——四六级同步训练，直指应试。

“Part VI 四六级考试同步训练”中的试题多数选自四六级考试真题或针对本单元的词汇和语法所命的试题，具有一定的效度和针对性。

特色六：即学即背——魔力单词卡助你记

为方便学生随时随地记单词，我们在书的最后设计了彩色卡片——8个单元的重点词汇，设计精巧，携带方便。

在本册书的编写过程中得到了大连理工大学外语系李秋明教授、新西兰籍教师 Corrina 的极大帮助，在此表示感谢。

我们衷心希望这套教学辅导丛书能对广大读者在学习“全新版”这套优秀教材过程中起到助学导航的作用，其中的不妥之处恳请各位同仁批评指正。

编者

2003年6月

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	"全新版"魔力单词速记卡

Unit 1

Writing For Myself

Russell Baker

Part I 课文精读

从孩提时代起,作者就一直断断续续的有当作家的念头,可他又觉得英文课单调乏味,英文语法枯燥难懂。在他高中三年级时,一位貌不惊人、人不见经传的古板老头—弗利格尔先生要求学生写的一篇短文《吃意大利面条的艺术》唤起了作者的写作欲望和激情。

Baker was bored by everything associated with English courses, including essay writing.

Baker's feeling about English courses

(1) The idea of becoming a writer had come to me off and on since my childhood in Belleville, but it wasn't until my third year in high school that the possibility took hold. Until then I'd been bored by everything associated with English courses. I found English grammar dull and difficult. (2) I hated the assignments to turn out long, lifeless paragraphs that were agony for teachers to read and for me to write.

从孩提时代,我还住在贝尔维尔时,我的脑子里就断断续续地转着当作家的念头,但直到我高中三年级时,这一想法才有了实现的可能。在这之前,我对所有跟英文沾边的事都感到腻味。我觉得英文语法枯燥难懂。我痛恨那些长而乏味的段落写作,因为这样的文章老师读着受累,我写着痛苦。

Baker's impression on his new English teacher

When our class was assigned to Mr. Fleagle for third-year English I anticipated another cheerless year in that most tedious of subjects. Mr. Fleagle had a reputation among students for dullness and inability to inspire. (3) He was said to be very formal, rigid and hopelessly out of date. To me he looked to be sixty or seventy and excessively prim. He wore primly severe

now and again 不时地,断断续续地
直到……才……

become established 确立 || before
和……有联系

not interesting 枯燥的,乏味的

produce 写(段落) || very great pain 极度痛苦

【相关链接】

childhood 孩提时代,童年

girlhood 少女时代

boyhood 少年时代

manhood 成年期

old age 老年期

give as a share or duty 分配,分派

expect || 冗长乏味的

因……而出名

无能 || 激励,鼓舞

拘谨刻板,完全落伍

古板的 || completely plain 无装饰的

eyeglasses, his wavy hair was primly cut and primly combed. He wore prim suits with neckties set primly against the collar buttons of his white shirts. He had a primly pointed jaw, a primly straight nose, and a prim manner of speaking that was so correct, so gentlemanly, that he seemed a comic antique.

弗利格尔先生接我们的高三英文课时,我就准备着在这门最最单调乏味的课上再熬上沉闷的一年。在学生中弗利格尔先生以其说话干巴和激励学生无术而出名。据说他拘谨刻板,完全落后于时代。我看他有六七十岁了,古板之极。他戴着古板的毫无装饰的眼镜,微微卷曲的头发剪得笔直整齐,梳得纹丝不乱。他身穿古板的套装,白衬衣领扣外的领带打得一丝不苟。他长着古板的尖下巴,古板的直鼻梁,说起话来一本正经,字斟句酌,彬彬有礼,活脱脱一个滑稽的老古董。

Baker found himself attracted by one particular topic and wrote about it for his own job.

A topic that attracts Baker's attention

I prepared for an unfruitful year with Mr. Fleagle and for a long time was not disappointed. Late in the year we tackled the informal essay. Mr. Fleagle distributed a homework sheet offering us a choice of topics. None was quite so simple minded as "What I Did on My Summer Vacation," but most seemed to be almost as dull. I took the list home and did nothing until the night before the essay was due. Lying on the sofa, I finally faced up to the unwelcome task, took the list out of my notebook, and scanned it. The topic on which my eye stopped was "The Art of Eating Spaghetti."

我做好准备,打算在弗利格尔先生的班上一无所获地混上一年,不少日子过去了,还真不出所料。后半学期我们学写随笔小品文。弗利格尔先生发了一张家庭作业纸,出了不少题目供我们选择。像“暑假二三事”那样傻乎乎的题目倒是一个也没有,但绝大多数一样乏味。我把作文题带回家,一直没写,直到要交作业的前一天晚上。我躺在沙发上,最终不得不面对这一讨厌的功课,便从笔记本里抽出作文题目单粗粗一看。我的目光落在“吃意大利细面条的艺术”这个题目上。

Baker's sudden desire to write about that topic

Suddenly I wanted to write about that, about the warmth and good feeling of it, but I wanted to put it down simply for my own joy, not for Mr. Fleagle. It was a moment I wanted to recapture and hold for myself. I wanted to relive the pleasure of

tie 领带

长着古板的尖下巴 || 古板的直鼻梁

彬彬有礼 || 一个滑稽的老古董

【相关链接】

作者在本段中使用了反复(repetition)的修辞手法。反复(亦称重复)是将一个词或词组重述,或者将同一思想重新措词,以达到强调目的的修辞手段。此处作者反复使用 prim, primly 这两个词,是为了强调弗利格尔先生古板之极。

没有收获的

很长一段时间过去了,还真不出所料

deal with || 分发

出了不少题目供我们选择

傻乎乎的

uninteresting; boring

到期的;期满的

面对 || 不受欢迎的;令人不快的

look through quickly 浏览

意大利式细面条

【相关链接】

意大利式细面条是通过烹煮和用酱做成的。通常的吃法是先将叉子放在盛有面条的盘中,然后多次转动叉子以使面条能够缠在叉子上,最后将叉子放到嘴里。注意:用嘴吸面条是很不礼貌的。

write down 写下 || just; only 仅仅,只不过

重新捕捉 || 重温……的快乐

that evening. (5) To write it as I wanted, however, would violate all the rules of formal composition I'd learned in school, and Mr. Fleagle would surely give it a failing grade. Never mind. I would write something else for Mr. Fleagle after I had written this thing for myself.

突然我就想描述那一切,描述当时那种温馨美好的气氛,但我把它写下来仅仅是想自得其乐,而不是为弗利格尔先生而写。那是我想重新捕捉并珍藏在心中的一个时刻。我想重温那个夜晚的愉快。然而,照我希望的那样去写,就会违反我在学校里学的正式作文的种种法则,弗利格尔先生也肯定会打它一个不及格。没关系。等我为自己写好了之后,我可以再为弗利格尔先生写点什么别的东西。

The experience of writing the essay helped him discover his talent for writing and realize what he wished to do in life.

Anticipating punishment

When I finish it the night was half gone and there was no time left to compose a proper, respectable essay for Mr. Fleagle. There was no choice next morning but to turn in my tale of the Belleville supper. Two days passed before Mr. Fleagle returned the graded papers, and he returned everyone's but mine. (6) I was preparing myself for a command to report to Mr. Fleagle immediately after school for discipline when I saw him lift my paper from his desk and knock for the class's attention.

等我写完时已是半夜时分,再没时间为弗利格尔先生写一篇循规蹈矩、像模像样的文章了。第二天上午,我别无选择,只好把我为自己而写的《贝尔维尔晚餐的故事》交了上去。两天后弗利格尔先生发还批改过的作文,别人的都发了,就是没有我的。我正准备着遵命一放学就去弗利格尔先生那儿挨训,却看见他从桌上拿起我的作文,敲了敲桌子让大家注意听。

Classmates' response to the essay

And he started to read. My words! He was reading my words out loud to the entire class. What's more, the entire class was listening. Listening attentively. Then somebody laughed, then the entire class was laughing, and not in contempt and ridicule, but with open-hearted enjoyment. Even Mr. Fleagle stopped two or three times to hold back a small prim smile.

于是他开始念了。是我写的!他给全班大声念我写的文章。更不可思议的是,全班同学都在听着他念,而且听得很专心。有人笑出声来,接着全班都笑了,不是轻蔑嘲弄,而是乐乎

违反……的规则

不及格 || 没关系

【相关链接】

put down 写下

put forward 建议,提出(计划等)

put off 延期,延后

put on 穿上

put up 举起

put up with 忍受

已是夜半时分

写一篇循规蹈矩、像模像样的文章

hand in 上交

发还批改过的作文

除了

order

纪律

敲了敲桌子让大家注意听

【相关链接】

turn in 上交

turn out 结果是……

turn over 使……翻倒

turn to 向(某人)求助,依赖(书)等

turn up (某人)出现,露面

高声朗读

全班 || 而且

专心地

轻蔑嘲弄

sincere 诚挚的

抑制

【相关链接】

hold back 制止……;抑制……

hold by 坚守……;固执于……

乎地开怀大笑。就连弗利格尔先生也停顿了两三次,好抑制他那一丝拘谨的微笑。

What Baker discovered

I did my best to avoid showing pleasure, but what I was feeling was pure delight at this demonstration that my words had the power to make people laugh. (7) In the eleventh grade, at the eleventh hour as it were, I had discovered a calling. It was the happiest moment of my entire school career. When Mr. Fleagle finished he put the final seal on my happiness by saying, "Now that, boys, is an essay, don't you see. It's—don't you see— it's of the very essence of the essay, don't you see. Congratulations, Mr. Baker."

我尽力不流露出得意的心情,但是看到我写的文章竟然能使别人大笑,我真是心花怒放。就在十一年级,可谓是最后的时刻,我找到了一个今生想做的事。这是我整个求学生涯中最幸福的一刻。弗利格尔先生念完后说道:“瞧,孩子们,这就是小品文,懂了没有。这才是——知道吗——这才是小品文的精髓,知道了没有。祝贺你,贝克先生。”他这番话使我完全沉浸在的幸福之中。

hold on 继续,持续

hold to 遵循……,坚持……

尽力做…… || keep from; get away from
act of showing or proving sth. 表明

可以说 || profession 职业

生涯

使我完完全全地沉浸在幸福当中

瞧

小品文的精髓

【相关链接】

essay 指短篇的只有一个主题的“文章、论文、杂文、小品文等。

article “文章、论文”,尤其指报纸杂志上刊登的完整文章。

paper “论文”,强调专业性,尤其指需要在正式场合下宣读的文章。

thesis 指合理的、有力证据支持的“意见、观点”;也可以指长篇的“学位论文”。

dissertation 指长篇论文或演说,也指专题论述或学位论文、学术演讲等。

Part II 长难句分析

(1) The idea of becoming a writer had come to me off and on <since my childhood> in Belleville, but <it wasn't until my third year in high school> that the possibility took hold.

Ever since I was a child in Belleville, I had thought of becoming a writer from time to time, but I didn't make up my mind until I was in the eleventh grade.

从孩提时代起,我还住在贝尔维尔时,我的脑子里就断断续续地转着当作家的念头。但直到我高中三年级时,这一想法才有了实现的可能。

(2) I hated the assignment to turn out long, lifeless paragraphs (that were agony for teachers to read and for me to write).

※ it is (was) ... that ...

a. 强调句型,此处强调时间状语 not until my third year in high school.

b. 为了突出句子的某个成分,常用“It is (was) ... that ...”句型引出该成分,被强调的部分通常为主语、宾语和状语。译成汉语时,被强调部分常用“是”、“正是”和“就是”等词表示强调的含义。

※ 英语中有些定语从句,兼有状语从句的职能,在意义上与主句有状语关系,说明原因、结果、目的、让步、假设等关

I found it painful to write long, boring essays as required by teachers; neither did teachers enjoy what I wrote.

我痛恨那些长而乏味的段落写作,因为这样的文章老师读起来受累,我写着也痛苦。

- (3) He was said to be very formal, rigid and hopelessly out of date.

It was said that he was very strict and old-fashioned.

据说他刻板拘谨、落伍、跟不上时代。

- (4) I prepared for an unfruitful year with Mr. Fleagle and for a long time was not disappointed.

I expected that things wouldn't improve with Mr. Fleagle as our English teacher, and for a long time I was right in my expectations.

我做好准备,打算在弗利格尔先生的班上一无所获地混上一年,很长一段时间过去了,结果还真不出所料。

- (5) To write it <as I wanted>, however, would violate all the rules of formal composition (I'd learned in school), and Mr. Fleagle would surely give it a failing grade.

But if I wrote what I wanted to write, I would break all the rules of formal composition I'd learned in school, and Mr. Fleagle would definitely give it a very low score.

然而,照我想写的那样去写,就会违反我在学校里所学的正式文体的写作规则,弗利格尔先生也肯定会给我这篇文章打不及格。

- (6) I was preparing myself for a command to report to Mr. Fleagle <immediately after school> <for discipline> <when I saw him lift my paper from his desk and knock for the class's attention>.

I expected that Mr. Fleagle would order me to see him soon after school for the purpose of punishing me when I saw him lift my paper from his desk and knock at the desk so that he could attract the class's attention.

系。翻译时应善于从原文的字里行间发现这些逻辑上的关系,然后译成汉语各种相应的偏正复句。此处,该定语从句起补充说明原因的作用,所以把它翻译成表示原因的分句。

※ He was said to do/have done... 这个句型的中文意思是“据说他……”,在英文中表示“据说”这一意思的句型还有: It was said that he... People said that he...

※ 第二个分句中省略了主语 I, 正确常用的语序应该是 I was not disappointed for a long time, 此处为了强调时间状语而将 for a long time 提前。

※ as 在这里作连词,引导方式状语从句。表示“依照……,如……,随……”
※ failing 是动名词,在此 failing 作定语,修饰 grade。

※ I'd learned in school 是定语从句修饰 all the rules of formal composition。

※ 动词不定式作定语,修饰名词 command。

※ immediately after school 作时间状语。

※ for discipline 作原因状语。

※ when 引导时间状语从句,表示“当……的时候”。

※ 感官动词 see 后的动词不定式作宾语补足语应省略动词不定式符号 to 而直接跟动词原形,即 see sb. do sth.

我正准备着听从弗利格尔先生的命令一放学后就去他那儿挨训,却看见他从桌上拿起我的作文,敲了敲桌子让大家注意听。

(7) In the eleventh grade, at the eleventh hour as it were, I had discovered a calling.

In the eleventh grade, so to speak, at the last moment of my entire school career I had found a profession which I wanted to follow.

就在十一年级,可以说是在最后的时刻,我找到了今生想做的事。

※ in the eleventh grade, at the eleventh hour as it were 作时间状语。

※ as it were 是固定搭配,意为“好比是,可谓,可以说”,常用于句中或句末。

Part III 考纲词汇精讲

bore

vt. ①使(人)厌烦 ▲ He always bores her with the same story. 他总是用同样的故事来烦她。

②使人讨厌的人或事 ▲ The movie was a bore. 那部电影很无聊。

构词 boredom n. 无聊,厌烦 bored a. 感到无聊的,心烦的 boring a. 令人厌烦的

用法 bore sb. to death/tears 令人极度厌烦 ▲ I was bored to death/tears by their trivial conversation. 我对他们那无聊的对话厌烦得要死。bore sb. with/by sth. 令某人对某事感到厌倦 ▲ She's bored with her job. 她对自己的工作感到厌倦。

辨析 bored 与 boring: bored 表示某人感到厌倦。▲ Are you bored with my story? 我的话使你感到厌烦吗? boring 表示某人或某事令人生厌。▲ I found the discussion boring. 我发现这个讨论令人生厌。

associate

vt. 使联系起来;使联想 ▲ be closely associated with each other 相互关系密切 ▲ be naturally associated with 自然地联系在一起 ▲ When talking about China, people often associate it with the Yellow River. 每当谈到中国,人们就想到了黄河。

vi. (与……)为友;结交;交往 ▲ He seems to associate with criminals. 他好像与不法分子有交往。

构词 association n. 联合,交往,联系

用法 associate sth. with sth. 把某事物和其他事物联系起来 ▲ I associate summer with holidays. 我总是把夏季和休假联系在一起。associate with sb. 与某人交往 ▲ The military regime dealt ruthlessly with any one who was associated with the former government. 军政府无情地处置任何与前政府有交往的人。

assign

vt. 分配,分派 ▲ assign homework 布置家庭作业 ▲ They've assigned the new task to me. 他们把这项新任务交给我来完成。

构词 assignment *n.* (分配的)任务,工作,作业 assignable *a.* 可分派的

用法 assign sb. sth. 分配,指派 ▲The teacher assigned us a lot of homework. 老师给我们布置了很多家庭作业。assign sth. to sb./assign sb. to sth. 把工作交给某人 assign sb. to do sth. 指派某人做某工作 ▲The captain assigned two soldiers to guard the gate. 上尉派两名士兵看守大门。

anticipate

vt. 预期,期望 ▲confidently anticipate 满怀信心地期待 ▲I anticipated that they would be late. 我预料到他们会迟到。

构词 anticipation *n.* 预料,预期

用法 anticipate doing sth. 期盼做某事 ▲I anticipate seeing you soon. 我期盼不久会看到你。

辨析 anticipate 与 expect: anticipate 表示怀着愉快、恐惧等感情预料某事会发生; expect 表示相信或肯定某事会发生。

sequence

n. 一连串相关的事物;次序,顺序 ▲deal with events in historical sequence 按历史顺序论述事件 ▲Arrange the names in alphabetical sequence. 把这些名字按字母顺序排列。

构词 sequential *a.* 连续的;相继的

用法 in sequence 依次,逐一 ▲I want you to describe all the events of that morning in sequence. 我要你按顺序描述一下那天上午发生的所有事情。a sequence of 一系列,一连串 ▲A sequence of bad accidents have prompted the council to put up warning signs. 一系列严重的事故已促使市议会设置警告标志。

recall

vt. ①回想起,回忆起 ▲recall vividly 生动地回忆起 ▲But I really cannot recall your name at this moment. 不过此刻我确实想不起你的名字了。

②召回,唤回 ▲He had been recalled to his former post. 他被召回担任原来的职务。

用法 recall doing 想起做过某事(用以表示过去) ▲I don't recall ever meeting her. 我记不起什么时候曾经见过她。recall that.../wh-想起了……,回想是否曾…… ▲I could not recall where we had agreed to meet. 我记不起我们约定在什么地方碰头了。

辨析 recall 与 remember: recall 强调它所表示的动作是有意识的; remember 不强调它所表示的动作是有意识的还是无意识的。

tedious

a. 单调乏味的,令人生厌的 ▲a tedious book 一本冗长乏味的书 ▲an exceedingly tedious fellow 非常令人生厌的家伙 ▲The tedious play put the audience to sleep. 那场单调乏味的戏令观众打瞌睡。

构词 tediousness *n.* 冗长乏味的,单调沉闷 tediously *adv.* 令人乏味地,冗长地

辨析 tedious 与 tiresome: tedious 多指因拖得太久,进行得太慢或重复得太多而令人厌倦; tiresome 指因沉闷、乏味等而令人生厌。

contempt

n. 轻视,蔑视 ▲show contempt for 对……表示蔑视 ▲I feel contempt for such dis-

honest behavior. 我蔑视这种不诚实的行为。

构词 contemptible *a.* 卑劣的,可鄙的 contemptuous *a.* 瞧不起的,轻视的

用法 contempt for 对于……的蔑视 ▲His contempt for foreigners was obvious. 他对外国人的蔑视显而易见。bring/fall into contempt 使蒙受耻辱 ▲Such behavior will bring you into contempt. 这样的行为会使你丢人现眼。have/hold... in contempt 认为……不屑一顾,轻视 ▲I hold those fools in utter contempt. 我根本瞧不起那些蠢蛋。in contempt of 对……不屑一顾 ▲He rushed forward in contempt of danger. 他不顾危险向前冲去。

avoid

vt. 避免 ▲avoid sb's eyes 避开某人的目光 ▲I tried to avoid meeting her because she always bored me. 我尽量避免遇到她,因为她总是使我厌烦。

构词 avoidance *n.* 避免,回避

用法 avoid doing sth. 避免做某事 ▲You must avoid giving any unnecessary information. 你应该尽量避免提供不必要的信息。

career

n. 生涯,事业;职业 ▲career woman 职业妇女 ▲one's academic career 学术生涯 ▲It is not easy to build a career in society. 在社会上立业不是一件容易的事。

辨析 career, occupation, vocation 与 profession: career 一般指某人一生中所从事的职业。occupation 与 job 和 work 同义,但更为正式。vocation 一般指那些旨在帮助别人的工作,如教书、护理等。profession 指受过专门训练和良好教育的职业,如医生、律师等。

inspire

vt. 激励,鼓舞 ▲be greatly inspired by reading the life of a great man 读了一位伟人的生平事迹而深受鼓舞 ▲The speaker inspired the crowd. 演说者使听众受到鼓舞。

构词 inspiration *n.* 灵感;给予鼓舞之人或事 inspired *a.* (人、作品)得到灵感的,有灵感的 inspiring *a.* 鼓舞的,激励的

用法 inspire sth. in sb. 在某人心中激起某种感情 ▲His driving hardly inspires confidence in his passengers. 他的驾驶技术很难使乘客们对他产生信任感。inspire sb. with sth. 使某人产生某种感情 ▲The good news inspired us with hope. 这一好消息使我们产生了希望。

severe

a. ①朴素的,朴实的 ▲severe beauty 淳朴的美

②严重的,剧烈的 ▲severe competition 激烈的竞争 ▲The drought is becoming increasingly severe. 干旱日益严重。

③酷烈的,严酷的 ▲severe cold 严寒 ▲severe pain 剧痛 ▲His headache must be quite severe, or else he wouldn't complained about it. 他一定头痛得很厉害,要不然他是不会诉说的。

④严格的,严厉的 ▲a severe judge 严厉的法官 ▲a severe rule 严格的规定 ▲The punishment was rather severe, wasn't it? 惩罚相当严厉,不是吗?

用法 be severe with one's children 对子女要求严格

辨析 severe 与 stern: severe 指不让步的严厉,毫无温情或宽容;stern 指态度或外表的严厉而不通融,有时只是临时采取或呈现这种态度或神色。

tackle

vt. 处理,应付 ▲ *tackle a difficulty* 着手解决困难 ▲ The computer can be programmed to *tackle* a whole variety of tasks. 我们可以为计算机编制程序来处理各种各样的任务。

用法 tackle sb. about/on/over sth. 与某人坦率地谈论某事,为某事与某人打交道 ▲ If she keeps missing school like this you'll have to *tackle* her parents *about* it. 如果她继续缺课,你得坦率地跟她父母谈谈。

compose

vt. ①创作 ▲ This piece of music was *composed* for piano. 这只曲子是为钢琴演奏而创作的。

②组成,构成 ▲ Twelve men *compose* a jury. 一个陪审团由 12 个人组成。

构词 composition *n.* 创作,作文,作诗,作曲;作品,作文 *composer n.* 作曲家

用法 be composed of 由……组成,由……构成 ▲ The substance was *composed of* three ingredients. 这种物质是由 3 种成分构成的。

seal

n. ①印,图章 ▲ a great *seal* 国玺 ▲ The king's *seal* was attached to the document. 这份文件盖有国王的玉玺。

②封印;封印纸 ▲ the *seal* of a letter 信的封口 ▲ break a *seal* 启封,拆封

③(密封容器的)封条 ▲ the *seal* of a jar 瓶口封条

vt. ①盖章于,盖印于 ▲ Have these scales been *sealed*? 这些磅秤已检验盖印了吗?

②密封,闭紧 ▲ All the air is removed from a can of food before it is *sealed*. 食品罐头密封之前,先把里面的空气除净。

③使(交易、契约等)定局 ▲ The bargain was *sealed*. 买卖成交了。

用法 given under one's hand and seal [法律]经签名盖章的; set/put one's seal to /set the seal on 在……上盖章;承认……,使……变成正式 ▲ The experience set the *seal on* their friendship. 这一经历确立了他们的友谊。under the seal of secrecy 在严守秘密的承诺之下 ▲ They were *under the seal of secrecy*. 他们保证信守秘密。seal in 把……密封在内 ▲ Fry quickly to *seal in* the flavour of the meat. 快速把肉油煎一下,以保住其美味。seal off 密封,封锁 ▲ The police *sealed off* all the exits from the building. 警察封住了大楼的所有出口。seal up 封闭,密封 ▲ They *sealed up* the cracks in the window to stop the icy wind from blowing in. 他们把窗户的缝隙糊起来,不让寒风吹进室内。

distribute

vt. 分发,分配;分送 ▲ The teacher *distributed* the handouts to the students. 那位老师发讲义给学生。▲ *distribute* magazines to subscribers 把杂志分送给订读者。

构词 distribution *n.* 分配,配给 *distributor n.* 分配者,分发者 *distributive a.* 分配的

respectable

a. ①可敬的;体面的;文雅的 ▲ How dare you talk to a *respectable* woman like that? 你怎么可以对一个良家女子说那样的话? ▲ He is altogether too *respectable* for my taste.

他过于讲究体面,我不欣赏。

②符合体面人身份的;可示人的 ▲It's not *respectable* to get drunk in the street. 在大街上喝得醉醺醺的是有失体统的。

构词 *respect* *n.* & *v.* 尊敬;重视 *respectably* *adv.* 看起来体面地;高尚地

辨析 *respectable*, *respectful* 与 *respective*: 这三个词都是形容词,并且拼写比较相近,应注意区分。*respectable* 意为“可敬的,体面的”;*respectful* 意为“表尊敬的,有礼貌的”;*respective* 意为“各自的,各别的,分别的”。

violate

vt. 违背,违反 ▲*violate* the traffic regulations 违反交通规则 ▲*violate* international agreements 违背国际协议

构词 *violation* *n.* 违反,违背

辨析 *violate* 与 *violent*: 拼写比较相近,应注意辨析。*violate* 是动词,意为“违背,违反”;*violent* 是形容词,意为“剧烈的,猛烈的”。

discipline

n. ①惩罚,处分 ▲The committee met to consider *discipline* for the two students. 委员会开会审议对两个学生的处分。

②纪律 ▲The teacher can't keep *discipline* in her classroom. 那位老师无法维持课堂纪律。

③学科,科目 ▲*scientists of many disciplines* 许多学科的科学家们

构词 *disciplinary* *a.* 管教的;惩戒性的

command

n. ①命令 ▲Who gave the *command*? 谁下了这个命令? ▲Nobody obeyed the teacher's *command* to stop chatting. 老师制止学生聊天,却无人听从。

②控制,控制权;指挥,指挥权 ▲the *command* of the air 制空权 ▲Our troop was under his *command*. 我们的部队由他指挥。

③(语言)运用自如的能力,精通 ▲She has a good *command* of German. 她精通德文。

vt. & vi. 命令……,下令;指挥 ▲The policeman *commanded* him to stop. 警察命令他停下来。▲The teacher *commanded* that he (should) go out of the classroom. 老师命令他离开教室。

Part IV 参考译文

成 长

• 课文 B

夏天打工时,作者常常替巴卢先生修剪草坪。惟一的问题是,巴卢先生似乎从来没钱支付工钱。然而,他实际上所给予的却远比工钱珍贵。