



“十二五”普通高等教育本科国家级规划教材  
大学英语立体化网络化系列教材

博雅

# 大学英语 基础教程

# 4

学生用书  
(第三版)

College English

马建华 ©主编



北京大学出版社  
PEKING UNIVERSITY PRESS

根据教育部最新颁布《大学英语课程教学要求》编写

# 大学英语基础教程④

(第三版)

## COLLEGE ENGLISH

Student's Book

学 生 用 书

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# 总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的《大学英语课程教学要求》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套“大学英语立体化网络化系列教材”的编写和出版工作。

本套教材被评为“十二五”普通高等教育国家级规划教材,根据《大学英语课程教学要求》,我们又在原书基础上进行了修订。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学研究权威李赋宁教授、胡壮麟教授担任本套教材总顾问,北京大学英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。

编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了北京大学、北京师范大学、北京航空航天大学、中国农业大学、复旦大学、南京大学、北京交通大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、山东农业大学、西北师范大学、长春师范学院、山东青年管理干部学院、淮南师范学院、江西财经大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们也特别感谢本系列教材几十位中外英语教学专家在编写过程中认真细致,富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。



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# Unit 1

## Part I PREPARATORY

### WORDS IN CONTEXT

Read aloud the following sentences, paying attention to the meanings of the words or phrases in italics.

1. He spoke English so well that I *took it for granted* that he was an Englishman.
2. That young man *inherited* one million dollars from his grandfather.
3. She *stirred* her coffee with a spoon.
4. This watch is *guaranteed* for two years.
5. He remained *emphatic* on the point.
6. A smile often *denotes* pleasure.
7. Modern girls seldom *confide* in their mothers.
8. Then we *launched into* a full discussion of all the issues raised.
9. People have begun to *turn off* because they have had enough of Korean soap operas.
10. The actress wanted a hat to *go with* her dress.

### WORDS LEARNED IN DISPLAY

Write the meaning of each of the following words or phrases in the correspondent blank. You can write either in English or in Chinese.

guarantee \_\_\_\_\_

confide \_\_\_\_\_

take... for granted \_\_\_\_\_



denote \_\_\_\_\_

stir \_\_\_\_\_

emphatic \_\_\_\_\_

turn off \_\_\_\_\_

launch into \_\_\_\_\_

inherit \_\_\_\_\_

go with \_\_\_\_\_

## EXPRESSIONS IN CONTEXT

*Study the following expressions and see how they are used in sentences.*

at one time 曾经,一度

◆ He was so devoted to piano playing at one time.

take sth. for granted 想当然

◆ I took it for granted that he would be coming to the meeting.

point out 指出

◆ I didn't realize the significance of the event until he pointed it out to me.

in a state of 处于某个状态

◆ It is noon; I'm in a state of hunger.

turn off 使失去兴趣、爱好或热情

◆ This music really turns me off.

bring out 取出,拿出

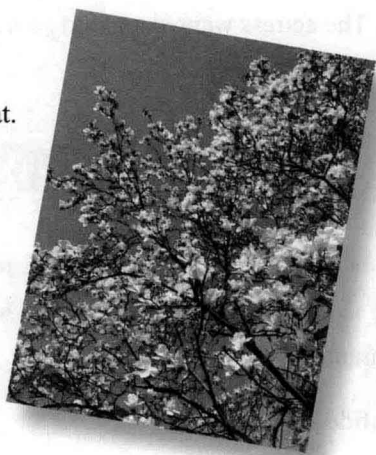
◆ The wine really brings out the spicy flavor of the meat.

go with 与……相配

◆ The curtain doesn't go with the bedroom.

be faced with (把事实等)摆在……面前

◆ He will be faced with the evidence of his crime.



## EXPRESSIONS LEARNED IN DISPLAY

Complete each of the following sentences with the expressions you have just learned.

1. No matter who \_\_\_\_\_ our shortcoming, we will correct them.
2. At the news, he was \_\_\_\_\_ anger.
3. I don't think we can \_\_\_\_\_ it \_\_\_\_\_, for some problems still remain.
4. Her singing may turn on you, but it \_\_\_\_\_ me \_\_\_\_\_.
5. He \_\_\_\_\_ a pile of newspapers from his living room.
6. The old man standing over there was \_\_\_\_\_ a professor in that university.
7. The small legacy was as welcome as flowers in spring, coming just when they \_\_\_\_\_ an enormous bill.
8. The tie doesn't \_\_\_\_\_ your suit.

## PART II LANGUAGE IN CONTEXT

### GET YOURSELF INTERESTED

Read the following summary in Chinese and think what you are going to read in this text.

这篇课文内容朴实,读来感人。作为一个移民家庭,妈妈做的蔬菜通心粉汤每次都让作者有一种安全感,让他回味无穷,时时刻刻让他有回家的感觉。课文围绕着朋友索尔到家里来吃饭的前前后后和多年后在母亲去世后去索尔家里做客展开,我们要深刻理解文化的渗透性。

## PREVIEW QUESTIONS

Work in pairs or groups and discuss the following questions.

1. Where do you think is the safest place in the world?
2. Who can give you the feeling of security?
3. How do you understand “love”?

## READING SELECTION

## TEXT A

## Mama's Soup Pot

There are too many **treasures** in life we **take for granted**, the **worth** of which we don't

**treasure** /'treʒə/ *n.* 宝物, 财富

**take sth. for granted** 视……为理所当然

**worth** /wɜ:θ/ *n.* 价值

**point out** 指出

**unexpected** /,ʌnɪks'pektɪd/ *adj.* 想不到的, 意外的

**stove** /stəʊv/ *n.* 炉子

**enamel** /'næməl/ *v.* 涂瓷釉于, 给……上瓷漆

**glory** /'glɔ:ri/ *n.* 光环, 光彩

**porch** /pɔ:tʃ/ *n.* 门廊

**aroma** /ə'rəʊmə/ *n.* 芳香, 香味

**reassuring** /,ri:ə'ʃʊərɪŋ/ *adj.* 安心的

**stir** /stɜ:/ *v.* 搅动, 搅拌

**wooden** /'wʊdn/ *adj.* 木制的

**minestrone** /,mi:nei'strəʊneɪ/ *n.* (加蔬菜、大麦、通心粉等煮成的) 蔬菜通心粉汤

**girlhood** /'gɜ:lhʊd/ *n.* 少女时期

**inherit** /ɪn'herrɪt/ *v.* 继承

**immigrant** /'ɪmɪgrənt/ *n.* 移民

**guarantee** /,gærən'ti:/ *v.* 保证

**symbol** /'sɪmbəl/ *n.* 象征, 标志

**security** /sɪ'kjʊərɪti/ *n.* 安全

**brew** /bru:/ *n.* 调制

**pasta** /'pæstə/ *n.* 生面团

**bean** /bi:n/ *n.* 豆

**carrot** /'kærət/ *n.* 胡萝卜

**celery** /'seləri/ *n.* 芹菜

fully realize until they're **pointed out** to us in some **unexpected** way. So it was with Mama's soup pot.

I can still see it sitting on the **stove** in all its chipped white-and-blue-**enameled** **glory**, its contents bubbling, steam rising as if from an active volcano. When I entered the back **porch**, the **aroma** was not only mouthwatering but **reassuring**. Whether Mama was standing over the pot **stirring** with a long **wooden** spoon or not, I knew I was home.

There was no recipe for her **minestrone** soup. It had been so since her **girlhood** in the mountains of northern Italy, where she learned its secret from her grandma, who had **inherited** it from generations.

For our large **immigrant** family, Mama's soup **guaranteed** we would never go hungry. It was a **symbol** of **security**. And we could judge the state of our family economy by its contents. A thick **brew** with tomatoes, **pasta**, **beans**, **carrots**, **celery**, onion, corn and meat indicated things were **going** well

with the family. A watery soup denoted meager times.

At one time, however, Mama's soup pot became a source of embarrassment to me, for I feared it would cost me a new friend I had made at school. Sol was an unusual pal for me because his father was a doctor and they lived in the best part of town. Often Sol invited me to his home for dinner. The family had a cook in a white uniform who worked in a kitchen of gleaming chrome and shining utensils. The food was good, but I found it bland, lacking the heartiness of my home fare served from flame-blackened pots. Moreover, the atmosphere matched the food. Everything was so formal. Sol's mother and father were polite, but conversation around the table was stilted and subdued. And no one hugged!

In our family, warm hugs were a constant, and if you didn't kiss your mother, she demanded, "What's the matter, you sick?"

But at that time in my life, all this was an embarrassment.

I had known Sol would like to eat dinner at our house, but that was the last thing I wanted. My family was so different.

"People in America don't do things like that," I tried to convince Mama.

"Well, I'm not people," was her proud retort. "I'm Rosina. Only crazy people don't want my minestrone."

Finally Sol pointedly asked if he could come to our house. I had to say yes. I knew nothing would make Mama happier. But I was in a state of anxiety. Eating with my family would turn Sol off completely, I believed.

"Mama, why can't we have some American food like hamburgers or fried chicken?"

She fixed me with a stony glare and I knew better than to ask again.

The day Sol came over I was a nervous wreck. Mama and the other nine family members welcomed him with embraces and slaps on the back.

Soon we were sitting at the heavy, deeply stained and ornately carved table that was Papa's

go with 与……相配

watery /'wɔ:təri/ *adj.* 水的, 淡的

denote /di'nəʊt/ *v.* 表示

at one time 曾经, 一度

embarrassment /im'bærəsmənt/ *n.* 困窘, 难堪

pal /pæl/ *n.* 朋友, 伙伴

uniform /'ju:nifɔ:m/ *n.* 制服

chrome /krəʊm/ *n.* 铬, 铬合金

shining /'ʃaɪnɪŋ/ *adj.* 光亮的

utensil /ju:'tensəl/ *n.* 器具, 用具

bland /blænd/ *adj.* (食物) 淡而无味的

flame /fleɪm/ *n.* 火焰

blacken /'blækən/ *v.* 使……变黑

stilted /'stɪltɪd/ *adj.* (动作或言语) 生硬的, 不自然的

subdued /səb'dju:d/ *adj.* 不大兴奋, 不甚感兴趣的

at that time 在当时

retort /rɪ'tɔ:t/ *n.* 反驳

in a state of 处于……状态, 有点

turn sb. off 使失去兴趣、爱好或热情

stony /'stəʊni/ *adj.* 无情的

know better than (to do) 明智或有经验而不去做

wreck /rek/ *n.* 健康受损的人

embrace /im'breɪs/ *n.* 拥抱

slap /slæp/ *n.* 拍击

stain /steɪn/ *v.* 沾染, 染污

ornately /ɔ:'neɪtli/ *adv.* 华丽地

carve /kɑ:v/ *v.* 雕刻

be faced with 面对

respond /rɪˈspɒnd/ v. 回答

emphatically /ɪmˈfætɪkli/ adv. 强调地, 用力地

launch into 开始(进入、从事)

animated /ˈænɪmətɪd/ adj. 生气勃勃的, 活跃的

heartache /ˈhɑːteɪk/ n. 心痛, 悲叹

indigestion /ˌɪndɪˈdʒestʃən/ n. 消化不良

gout /gaʊt/ n. 痛风

ailment /ˈeɪlmənt/ n. 小病

eccentric /ɪkˈsentrɪk/ adj. 古怪的, 偏执的

amazement /əˈmeɪzmənt/ n. 惊愕, 惊异

confide /kənˈfaɪd/ v. 讲真心话, 吐露秘密

physical /ˈfɪzɪkəl/ adj. 身体的

unalloyed /ˈʌnəˈlɔɪd/ adj. 纯粹的, 完全的

turn off 关掉

bury /ˈberi/ v. 埋葬

glorious /ˈɡlɔːriəs/ adj. 光荣的, 辉煌的

era /ˈɪərə/ n. 时代

assurance /əˈʃʊərəns/ n. 保证, 确信

amidst /əˈmɪdst/ prep. 在……当中

savory /ˈseɪvəri/ adj. 味道可口的

ingredient /ɪnˈɡriːdiənt/ n. 成分

chunk /tʃʌŋk/ n. 大块

huff /hʌf/ v. 吹气

wink /wɪŋk/ v. 眨眼, 使眼色

are you lucky!"

Lucky? I wondered, as he walked down the street waving and smiling.

Today I know how lucky I was. I know that the glow Sol experienced at our table was much more than the **physical** and spiritual warmth of Mama's minestrone. It was the **unalloyed** joy of a family table where the real feast was love.

Mama died a long time ago. Someone **turned off** the gas under the minestrone pot the day after Mama was **buried**, and a **glorious era** passed with the flame. But the godly love and assurance that bubbled **amidst** its **savory ingredients** still warms my heart today.

Sol and I continued our friendship through the years. I was the best man at his wedding. Not long ago I visited his house for dinner. He hugged all his children and they hugged me. Then his wife brought out steaming bowls of soup. It was chicken soup, thick with vegetables and **chunks** of meat.

"Hey, Leo," Sol asked, "do you know what this is?"

"Soup?" I responded, smiling.

"Soup!" he **huffed**. "This is chicken soup! Good for your liver!" Sol **winked**.

I felt I was home again.

pride. After Papa asked the blessing, we were instantly **faced with** bowls of soup.

"Eh, Sol," Mama asked, "you know what this is?"

"Soup?" Sol **responded**.

"No soup," Mama said **emphatically**. "It's minestrone!" She then **launched into** a long, **animated** explanation of the power of minestrone: how it cured headaches, colds, **heartaches**, **indigestion**, **gout** and liver **ailments**.

I was convinced that this would be the last time I would ever see my friend Sol. He would certainly never return to a home with such **eccentric** people, odd accents and strange food.

But to my **amazement**, Sol politely finished his bowl and then asked for two more.

When we were saying our good-byes, Sol **confided**, "You sure have a great family. I wish my mom could cook that good." Then he added, "Boy,



## COMPREHENSION CHECK

### Understand the General Ideas

Discuss the following questions in pairs or groups. The key words given in the brackets may help you in your discussion.

1. Did the narrator like his family?  
(reassuring, security, be home)
2. What do you think about Sol's parents?  
(formal, polite, hug, uneasy)
3. What made the author feel embarrassed?  
(strange food, family background, kitchen)
4. Can you describe the differences between the narrator's family kitchen and Sol's?  
(simple, deeply stained, luxurious, cook, shining utensils)
5. What can you learn from this story?  
(treasure, love, mother)

### Understand the Specifics

Read the following sentences and tell if they are true or false according to the text. In the brackets leading each statement, put "T" for true or "F" for false.

1. ( ) The narrator came from a very wealthy family.
2. ( ) The narrator lost his friend after Sol visited his home.
3. ( ) Sol was the narrator's ordinary friend.
4. ( ) The narrator had a harmonious family.
5. ( ) All the members in narrator's family hugged each other every time when they came back.
6. ( ) After the narrator's mama passed away, he never ate soup again.
7. ( ) After the narrator's mama passed away, the narrator's family became dangerous.
8. ( ) Sol did not like to eat the narrator's mama's soup.

## STUDY AND PRACTICE

### Vocabulary

Fill in the blanks with the words below. Change the forms where necessary.

inherit	guarantee	stir	carve	embrace
indicate	confide	hug	eccentric	stain

1. He bent down and \_\_\_\_\_ the fire with a poker.
2. The girl \_\_\_\_\_ this ring from her mother.
3. I \_\_\_\_\_ what I said is true.
4. They \_\_\_\_\_ each other for victory.
5. Her heart was breaking, and she had no one to \_\_\_\_\_ in.
6. He \_\_\_\_\_ his willingness with a nod of his head.
7. The statue was \_\_\_\_\_ out of marble.
8. The little boy \_\_\_\_\_ his fingers with ink.
9. He held the child in fond \_\_\_\_\_.
10. The old lady has some \_\_\_\_\_ habits.

### Expressions

Rewrite the following sentences with the help of the phrases and expressions provided. The italicized part in each sentence may serve as the hint for your task. The first sentence is done for you.

take... for granted	point out	in a state of	be faced with
turn... off	bring out	go well with	at one time

1. Please *tell me about* my errors.  
Please *point out* my errors.

2. She often told me not to *expect that things are true without making sure*.  
\_\_\_\_\_

3. They did not *match* porridge and buns.  
\_\_\_\_\_

4. The country was then *in a condition of* nature.  
\_\_\_\_\_

5. The magician *took out* some flowers from his magic hat.  
\_\_\_\_\_

6. He *switched off* the light as he left the house.  
\_\_\_\_\_

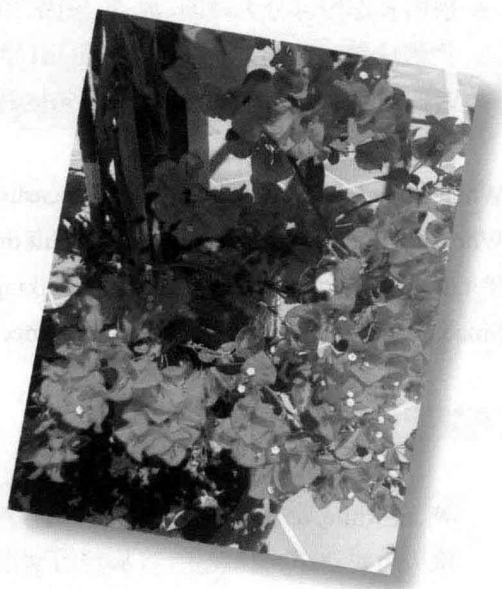
7. The two continents were connected by a land mass *once*.  
\_\_\_\_\_

8. I had to *deal with* the awful job of breaking the news to the girl's family.  
\_\_\_\_\_

### Translation

#### A From Chinese to English

1. 黑云表明风暴要来临。
2. 在争论中他以诙谐的反驳击中对方要害。
3. 她的眼睛里显露出一丝感兴趣的神情。
4. 我爱看动画片。
5. 他目前的工资少得可怜。
6. 乍一看,它好像完全是好消息。
7. 我无法使他相信我是无辜的。
8. 约翰摔倒了,磕掉了一颗门牙。



## B From English to Chinese

1. There are too many treasures in life we take for granted.
2. For our large immigrant family, Mama's soup guaranteed we would never go hungry.
3. In our family, warm hugs were a constant.
4. Eating with my family would turn Sol off completely.
5. I was convinced that this would be the last time I would ever see my friend Sol.

## GRAMMAR

### The Adverbial Clause I (状语从句)

#### 概 念

- ★ 状语从句指句子用作状语时,起副词作用的句子。它可以修饰谓语、非谓语动词、定语、状语或整个句子。
- ★ 根据其作用可分为时间、地点、原因、条件、目的、结果、让步、方式和比较等从句。
- ★ 状语从句一般由连词(从属连词)引导,也可以由词组引起。从句位于句首或句中时通常用逗号与主句隔开,位于句尾时可以不用逗号隔开。

1. When I lived there, I used to go to the seashore on Sunday. (when 引导的时间状语从句)
2. Where there is no rain, farming is difficult or impossible. (where 引导的地点状语从句)
3. If it doesn't rain tomorrow, we will go hiking. (if 引导的条件状语从句)
4. Since everybody is here, let's begin our meeting. (since 引导的原因状语从句)

#### 时间状语从句和地点状语从句的用法

- ★ when, while, as: when 既可引导一个持续动作,也可引导一个短暂动作,可用于主句和从句的动作同时发生,或从句的动作先于主句动作。while 引导的动作必须是持续性的,侧重主句动作和从句的动作相对比。as 引导一个持续性动作,多用于主