

# 新概念英语

(第四册)

## 课堂笔记

新概念英语学习中心 编

中国石化出版社

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教·育·出·版·中·心

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# Preface

## 前言

《新概念英语》堪称经典,教材中的文章语言优雅、凝练,句型工整又富于变化。教材着重分析句子之间内在的逻辑关系,使学习者认识到句型的精练、优美、实用与可模仿性,从而将其有机地运用于英语的使用之中,并进一步扩充讲解词汇、短语及语法的实战运用。

《新概念英语课堂笔记》这套丛书共4册,分别与《新概念英语》1—4册相对应,在内容和难度上环环相扣、循序渐进,但同时又各具特色、自成一体。本书采取分课讲解与课文互动的编写形式。全书主要由课文注释、核心语法和课后答案等内容组成。课文讲解部分选取课文中具有一定难度的句子,进行详尽地分析,从而帮助学习者充分理解教材内容;核心语法部分对课文中所涉及的重要词法和句法进行了说明阐释,同时引用《新概念英语》教材中的素材作为实例说明,为提高学习者的阅读理解和写作水平打好基础;课后答案部分为大家提供了课后练习的参考答案,既有助于查疑补缺,又可以扩展相关知识。此外,本书还对英语学习中常用常考的重要单词和相关词组进行分析讲解,对容易混淆的重要词汇进行辨析,有效地扩大学习者的词汇量。另外,本书还可以作为青年朋友学习和掌握基础英语语法和词法的工具书。

呈现在读者面前的这套《新概念英语课堂笔记》丛书,集新东方教师十余年新概念英语教学精粹,结合骨干教师多年教学经验,一气呵成,颇具特色。注重巩固基础,循序渐进,最终达到英语能力的全面拓展与提高。本套书真正体现教学研究的最新成果,最终帮助读者朋友真正提高英语水平!

由于时间仓促,书中错误或疏漏之处在所难免,诚请读者斧正。

编者

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## Lesson 1 Finding fossil man 发现化石人

## 课文注释

**1. We can read of things that happened 5,000 years ago in the Near East, where people first learned to write.**

【译文】我们从书籍中可以读到 5 000 年前近东发生的事情，那里的人最早学会了写字。

【用法】动词词组 *read of* 的意思是“读到关于……的信息或情况等”。*read of* 在一定程度上可与 *read about* 互换使用，但 *read about* 通常指“读到/获悉有关情况”。此外，使用 *read about* 时 *read* 后可用 *all*、*much*、*a little* 等词说明“读到/获悉一般情况”，而使用 *read of* 时 *read* 后则不能使用类似的词。如：*I read of the death of the famous writer in this morning's newspaper.* 我从今早的新闻得知那位著名作家的死讯。/*The visitor read about a little of that city.* 参观者对那个城市略有所知。

**2. But there are some parts of the world where even now people cannot write.**

【译文】但直到现在，世界上仍有些地方，人们还不会书写。

【辨析】*part*, *part of*

(1) *part* 表示“部分”时是可数名词，可以指人、事、物等的部分或局部。用单数时前面的不定冠词可以省略，表示“……的一部分”时，后面常跟介词 *of*，即 *part of*。如：*There is but one China and Taiwan is part of China.* 只有一个中国，台湾是中国的一部分。

(2) *part of* 是“……的一部分”之意，单纯的 *part of* 后面只接单数名词，集合名词，因此 *part of the students* 应改为：*some of the students*。如：*Part of the road is rough.* 部分路面很不平。

当 *part of* 前面有形容词修饰语时，后面可接复数名词，前面可加冠词。如果 *part of* 前没有形容词修饰语时，通常不加冠词。如：*A small part of the garden is covered with grass.* 花园的一部分被草覆盖了。

当 *part of* 用作主语，其谓语动词的单复数形式取决于 *of* 后面的名词。名词是单数，动词就用单数，名词是复数，动词就用复数。如果是集合名词，视其意义而定动词单复数形式。如：*Part of his money was gone.* 他的一部分钱丢了。

**3. The only way that they can preserve their history is to recount it as sagas—legends handed down from one generation of storytellers to another.**

【译文】他们保存历史的唯一方法是将历史当作传说讲述，由讲述人一代接一代地将史实描述为传奇故事口传下来。

【用法】

(1) 本句中 *way* (方式, 方法) 为先行词, 此时定语从句有三种表达式: 一种由 *that* 引

导,还可由 *in which* 引导或省略关系词。

- (2) *to recount it as sagas* 将其作为英雄故事讲述。*to recount... another* 为动词不定式短语,在句子中作表语,用来说明主语 *way*(办法)的情况。应注意动词不定式结构作表语同 *be to do* 结构即在 *be* 动词后用一个动词不定式结构作复合谓语之间的不同:前者用来说明主语的内容,而后者则用来表示主语“计划或安排好做”之意,即句子主语即为该动词不定式的逻辑主语。

比较: *We are to send more people to do this work.* 我们打算派更多的人做这项工作。( *to send... 动作由主语 We 做出* )

*The task is to need more people to do.* 这项任务需要多的人来做。( *to need... 动作对主语 task 进行说明* )

- (3) *legends* 作 *sagas* 同位语,其后的 *handed down... another* 为过去分词短语,作定语,修饰 *legends*。
- (4) *hand down* 亦作 *hand on* 或 *pass down*,意思是“传给(后人)”。均与 *to* 连用。*We should hand down the revolutionary tradition from generation to generation.* 我们应该把革命系统一代代传下去。
- (5) *from one... to another(...)* 从……到……。在此短语中,*one* 后所跟内容与 *another* 后所跟内容相同。由于语义明确,因此通常将 *another* 后所跟内容省略。如文中那样,在 *another* 后省略了 *generation of storytellers*。

**4. These legends are useful because they can tell us something about migrations of people who lived long ago, but none could write down what they did.**

**【译文】**这些传说是很有用的,因为它们能告诉我们以往人们迁居的情况。但是,没有人能把他们当时做的事情记载下来。

**【用法】***people and peoples*

- (1) (泛指)“人,人们”(= *men and women*),集体名词,作主语时,谓语动词用复数。如: *Most people think so.* 大多数人这样想。
- (2) 与定冠词连用时其含义为“人民(群众)”。如: *Abraham Lincoln spoke of “government of the people, by the people, and for the people.”* 亚伯拉罕·林肯谈到“民有,民治,民享”的政府。
- (3) 作“民族,种族,(某国的)国民”讲时,是可数名词,其复数形式为 *peoples*。使用时,必须有形容词修饰。( *a people, peoples, etc.* )此时意为 *a nation, a race... The English-speaking peoples* 使用英语的(各)民族(指英、美、加拿大等)。/ *All the peoples in China love peace.* 中国各族人民都热爱和平。/ *The Chinese people are an industrious people.* 中国人民是勤劳的民族。

**5. Anthropologists wondered where the remote ancestors of the Polynesian peoples now living in the Pacific Islands came from.**

**【译文】**人类学家过去不清楚如今生活在太平洋诸岛上的波利尼西亚人的祖先来自何方。

**【用法】**

- (1) *Wonder and Wander*

① *wonder* [ˈwʌndə] (= *ask oneself a question, want to know*) “不知道,想知道”,



表示推断,常用句型“wonder whether/if/who/when/where/what/why+从句或to不定式”:*She wondered what the child liked.* 她想知道这孩子喜欢什么。/*They wondered whether to visit California first or to go directly down to Mexico.* 他们不知道是先去加利福尼亚,还是直接去墨西哥。

② *wander* ['wɒndə] 表示“漫游、闲逛(walk aimlessly)”: *The lost child was wandering the streets.* 迷路的孩子在街上流浪。

(2) *now living... Islands* 为现在分词短语,作定语,修饰 *peoples*。

(3) 动词词组 *come from* 意为“来自,出生于”,无被动语态。

(4) 形容词 *remote* 此处的含义为“遥远的;寂静的”。例如:*remote stars* 遥远的星星;*a remote village* 远离尘嚣的村落。

(5) *peoples* 民族,注意 *people* 可以作为“民族”使用,加“s”表示不同的民族。

## 6. But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten.

【译文】但是,和我们相似的原始人生活的年代太久远了,因此,有关他们的传说即使有,如今也失传了。

### 【用法】

(1) *the first people* 最初的人类,指原始人类。

(2) *like ourselves* 像我们自己这样,指现代人。

*like* 是介词,经常与单数名词构成短语(*like + a/an + 名词*),在句子中起状语的作用:*He cried like a baby.* 他哭得像个婴儿。/*She treated me like a mother* 她像母亲一样对待我。

(3) *so long ago that... 太久远了以至于……*。 *so... that...* 引导结果状语从句。表示“如此……以致于”。*There are so many people in the hall that I can't go in.* 会堂里有这么多人,以致于我无法进入。

*so* 一般用来修饰形容词或副词,修饰名词时结构应为“*so + adj. + a + 单数可数名词*”或“*so + any/much/(a) little/(few) + 复数可数名词/不可数名词*”。

*so that* ①为的是,使得。*I'll give you all the facts so that you can judge for yourself.* 我把所有的事实都给你,为的是让你作出自己的判断。

②结果是,以致。*Every body lent a hand, so that the work was finished ahead of schedule.* 人人尽力,以致工作提前完成。

(4) *if they had any* 如果有的话,用作插入语,承上,*any* 后省略了 *sagas*。

(5) *long and a long time*

① *long* 用作名词时仅用于疑问句和否定句中,除非它有 *too, enough, ago* 等修饰及固定短语 *before long* (不久): *I can't stay for long.* 我呆不了多久。/*Were you there for long?* 你在那儿呆得时间久吗? / *You've been sleeping too long/long enough.* 你睡得时间太长了/够长了。/*They came back before long.* 他们很快就回来了。

② *a long time* 主要用于肯定句,但也可用于疑问句: *I'm sorry I'm late. You must have been waiting a long time.* 对不起,我迟到了。你一定等了好长时间吧。/*He waited a long time before the train arrived.* 他等了好久火车才到。

比较:

*Has she been here long/a long time?* 她来这儿很久了吗?

*I haven't been here for a long time.* 我好久没有来这里了。

*I haven't been here for long.* 我来这里不久。

**7. So archaeologists have neither history nor legends to help them to find out where the first 'modern men' came from.**

【译文】于是,考古学家们既缺乏历史记载,又无口头传说来帮助他们弄清最早的“现代人”是哪里来的。

【用法】*neither...nor...* 既不……也不……。

(1) 一样,为表示选择的关联连词,用来连接两个在语法功能上相同、在结构上对称的并列成分。用于连接并列主语时,谓语动词形式需同最邻近的主语(即 *nor* 后的主语)保持一致,如:*Neither you nor she is wrong.* 你和她都没有错。

(2) *neither...nor...* 只用于肯定句式中表示否定意义。用 *neither...nor...* 连接两个结构平行的句子(即将 *neither* 和 *nor* 分别置于两个句子的首位)时,主、谓语需倒装,如:*The water is neither cold nor hot.* 这水既不冷也不热。/*Neither has he heard from her yet nor will he do so before long.* 他至今未收到她的来信,最近也不会收到。

**8. Fortunately, however, ancient men made tools of stone, especially flint, because this is easier to shape than other kinds.**

【译文】然而,幸运的是,远古人用石头制作了工具,特别是用燧石,因为燧石较之其它石头更易成形。

【用法】

(1) 句中“*fortunately*”为独立成分,类似用法还有:*happily, luckily, etc.* 有时还可说成:*fortunately for sb.* 结构。例如:*Happily (for him), his second father was kind to him.* 幸运的是,他的继父对他很好。

(2) *make...of* 用……制成,比较 *make from* 与 *make of*, 当原来的材料又完全变化时,用 *from*, 当只加以简单的变化,用 *of*, 如:*Paper is made from wood.* 纸是用木材做成的。/*some jam made from the fruit in our garden.* 用我们花园里的水果制成的某种果酱。

【辨析】*ancient and old*

*ancient* 指很久以前发生的,或者在很久以前就存在的。如:*Jerusalem is an ancient city.* 耶路撒冷是一座古城。

*old* 形容人或动物年老,东西陈旧,指生命已近于结束,或存在、应用或某种关系已经维持了相当长的时间。如:*We are old friends.* 我们是老朋友。

【辨析】*tool and instrument*

*tool* 是指可以拿在手中并用来干活的“工具”;另外,还可用作比喻:*The computer is an indispensable tool in many businesses.* 在许多商务活动中电脑是一种不可或缺的工具。

*a tool box* (工具箱), *a set of tools* (一套工具)。

*instrument* 是指用来干复杂微妙的科学工作的“工具、仪器”;另外,还指乐器:*an opti-*

cal instrument(光学仪器), a surgical instrument(手术器具), an instrument of torture(刑具), a musical instrument(乐器)。

### 9. They may also have used wood and skins, but these have rotted away.

【译文】他们也可能用过木头和兽皮,但这类东西早已腐烂殆尽。

#### 【用法】

- (1) *may* + 动词的现在完成时结构用来表示讲话人从目前的角度仍认为过去某事曾发生过,但把握性不大,通常含有“或许/也许发生……了”这样怀疑或推测的意味,如: *The pupils may have done their exercises yesterday.* 学生们也许昨天做完练习了。
- (2) *rot away* 腐蚀殆尽,腐烂掉,动词+副词型短语,如: *The paper has rotted away for centuries.* 经过几个世纪,纸张已经腐烂。
- (3) *also* 放在助动词后,行为动词前;位于由两部分或两部分以上动词组成的谓语结构中时,放在第一个助动词后。如: *I am also hungry.* 我也饿了。/ *She has also known the news.* 她也已经知道这个消息了。

### 10. Stone does not decay, and so the tools of long ago have remained when even the bones of the man who made them have disappeared without trace.

【译文】石头是不会腐烂的,因此,尽管制造这些工具的人的骨头早已荡然无存,但远古时代的石头工具却保存了下来。

【用法】*when* 尽管,从属连词,在此用来引导让步状语从句。在一定的语境中, *when* 除了可以引导让步状语从句外,有时还可以用来引导条件状语从句,表示“如果”“只要”之意。这样使用时,多置于句末,如: *Some of them will make trouble when nothing good is to be expected.* 即使什么好处都得不到,他们中的一些人也还是要捣乱的。( *when* 引导让步状语从句) / *Turn off the switch when anything goes wrong with the machine.* 如果机器发生故障,就把开关关掉。( *when* 引导条件状语从句)

## 核心语法

### 并列句及并列连词

含有两个或两个以上的独立分句的句子叫并列句。这些独立分句处于平等的、互不依从的并列地位。英语并列句不能只用逗号隔开(较短的句子例外),而要用分号或并列连接词连接,连词前可用或不用逗号。另外,一个句子中如果有两个以上的并列分句,而且要用同样的并列连词时,通常只在最后一个句子前用这个连词,其他分句之间用逗号。例如:

*Tom went to college but Jack joined the army.* 汤姆上了大学,但杰克入伍了。

*Henry has already left, Sally is going to leave, but I haven't made any decision yet.*  
(短句子)亨利已经走了,莎丽也快走了,但是我还没有做出决定。

*Any medicine can be dangerous; for example, even aspirin can cause illness.* 任何药物都可能是危险的;比如说,甚至阿司匹林也能引起疾病。

1. *and* 表示平行、顺接、转折、让步、对照、评注等

*Her brother is an engineer and her sister is a painter.* (平行)她哥哥是工程师,她妹妹是画家。

*She did a good job, and so she deserved to be praised.* (因果)她工作做得很好,应当受到赞扬。

*He tried hard, and he failed to get it done on time.* (= and yet) (转折)他做出了努力,但没能够及时完成。

*Alice is clever and Jane is dull.* (= but 对比)

*He didn't come to the party, and that's a pity.* (评注)

*One more word and I'll knock you flat.* (条件和结果)

*He closed the window, turned off the light and left the room.* (顺接)

*He can't keep the flowers alive and he has watered them well, too.* (= Although he has watered...)(让步)

2. *but* 和 *yet* 表示转折或对照(但是,然而)

*It's true that he is young, but he is experienced and responsible.* 诚然他很年轻,但是他有经验,又认真负责。

*He is poor, yet he is clever and noble-hearted.* 他很穷,然而人却很聪明,心地又善良。

*Fortune often knocks at the door, but the fool does not invite her in.* 幸运之神常光顾,痴人不知把门开。

*but* 和 *yet* 尽管都可译为“但是”,区别还是有的。① *but* 是并列连词,而 *yet* 则可作并列连词或副词,不可说 *and but*,但可说 *and yet, but yet, but* 不可放在句尾,而 *yet* 则可放在句尾;② *but* 表示对照或对立时,一般都比较轻松自然,而 *yet* 表示对照或对立时,则往往比较强烈,时常出人意料;③ *but* 在某些习惯说法中不可用 *yet* 替代。例如:

*She is American but she speaks Chinese very fluently.* 她是美国人,但她说中文说得非常流利。(自然轻松的比较或对立)

*She is American, yet she knows little about American history.* 她是美国人,但她却对美国历史知之甚少。(较强烈的比较或矛盾)

{ *This is strange and yet true.* (正)这是奇怪的,但是真的。

{ *This is strange and but true.* (误)

{ A. *Let's have another try.* 让我们再试一次。

{ B. *But how?* 但是怎样试呢?(习惯表达法,不用 *yet*)

*It is true that he is young, but he is diligent and honest.* 诚然他年轻,但是他勤奋,而且诚实。(同 *it is true, of course, indeed* 等连用,习惯上用 *but*)

3. *for* 表示原因或理由(因为)

*They cancelled their trip to Yangzhou last Sunday for it rained the whole day.* 他们取消了上星期天去扬州的游览,因为整整下了一天雨。

*It must have rained, for the ground is wet.* 准是下过雨了,因为地面是湿的。

4. *so* 和 *and so* 表示结果(所以)

*so* 和 *and so* 表示“所以,因此”,用于口语中,前面用逗号,有时不用逗号。例如:

*She told me to do it, so I did it.* 她告诉我做那件事,所以我就做了。

*The meeting began at eight (and) so he must start at half past seven.* 会议 8 点开始, 所以他必须 7 点半动身。

*Nobody seemed around so I went in.* 周围似乎没有人, 所以我就进去了。

*It is foggy today, so we can't see the distant hills.* 今天有雾, 所以看不见远处的小山。

5. *while, whereas* 表示对比(而)

*He likes sports, while I'd rather collect stamps.* 他喜欢运动, 而我则爱好集邮。

*Wise men seek after truth while (whereas) fools despise knowledge.* 智者求真理, 愚人贬知识。

6. *or* 表示选择(或者, 不然的话)、大约或不确定等

*Wear your coat or you'll catch cold.* 把大衣穿上, 不然会感冒的。

*Do it yourself or ask somebody else to do it.* 你自己做这件事, 或者请别人做也可以。

*She's a student or something.* 她是个学生什么的。

*He left the key in the classroom or somewhere.* 他把钥匙忘在了教室里或什么地方。

*It costs a hundred dollars or so.* 它大约值 100 美元。

*Money or no money, she has made up her mind to do the experiment.* 不论有没有钱, 她已下定决心进行这项实验。

Note: *or* 也可以表示同位关系或一种改换的说法。例如:

*He studies botany, or the science of plants.* 他学习植物学, 即关于植物的科学。

7. *as well as* 作并列连词侧重在前项

*as well as* 作连词时相当于 *not only... but also* 和 *no less... than*, 但 *not only... but also* 侧重在后项, *as well as* 和 *no less... than* 侧重在前项。例如:

*We must learn to look at problems all-sidedly, seeing the reverse as well as the obverse side of things.* 我们应该全面地看问题, 既看到事物的正面, 也要看到事物的反面。

*A true man should be practical as well as far-sighted.* 一个真正的人不仅要有远见, 而且还有讲究实际。

比较:

{ *He is a statesman as well as a scholar.*

{ *He is no less a statesman than a scholar.*

{ *He is not only a scholar but also a statesman.* 他不仅是一位学者, 而且是一位政治家。

{ *He wrote poems, novels, as well as fairy tales.* (误)

{ *He wrote poems and novels as well as fairy tales.* (正)

{ 他写诗, 还写小说和童话故事。

{ (A, B, C 三项用 *as well as* 连接时, 应为 *A and B as well as C*, 不可说 *A, B, as well as C*)

{ *He has experience as well as skill.*

{ *He has no less experience than skill.*

{ *He has not only skill but also experience.* 他不仅有技术, 而且有经验。

8. *rather than* 也可起并列连词的作用, 连接两个完全对等的语法结构

①连接形容词。例如：

*He is modest rather than shy.*

②连接名词。例如：

*Jane prefers maths rather than physics.*

③连接谓语动词。例如：

*The old man hobbled rather than walked.*

④连接不定式。例如：

*Helen decide to quit the job rather than to accept the term.* (带 to, 因其前面的对等结构有 to)

*Rather than work, she would play.* (不带 to)

*Rather than disappoint them, he told the children amusing stories.* (不带 to)

考查下面一句：

*Sooner than betray his country, he would die.*

⑤连接名词分句。例如：

*It was what he meant rather than what he said.*

⑥连接介词短语。例如：

*She depended on flashes of insight rather than on any carefully organized analysis.*

⑦连接副词。例如：

*I'd prefer to dinner out rather than at home.*

⑧连接代词。例如：

*It ought to be you rather than him that signs the letter.*

⑨连接分词。例如：

*He insisted on having the room papered rather than painted.*

*I always prefer walking alone rather than having somebody with me.*

9. 有些并列连词也可以连接并列分句, 如: *either... or, neither... nor, not only... but also* 等

*Neither I would consult him nor he would ask me for advice.* 我不想跟他商量, 他也不会向我征求意见。

*Not only was the room well decorated, but also meal was ready.* 不但房间布置好了, 饭也准备好了。

10. *besides* 等副词也可以起并列连词的作用

有些副词, 如: *besides, consequently* (因而, 所以), *furthermore* (而且) 等不是修饰句中的副词, 形容词或动词, 而是起承接作用, 使上下文(句)意思连贯, 语义衔接, 形成具有逻辑性, 连贯性的语篇。这类副词实际上是作连词用的, 通常称为等立连接副词。

### 课后答案

理解

1. Anthropologists can learn something about the history of ancient peoples who have not left

written records by studying the sagas that have been handed down from one generation of storytellers to another.

2. Ancient men preferred to use flint for making tools because it is easier to shape than other kinds of stone.

## Vocabulary 词汇

## 1. preserve (vt.)

① (from) 保护, 保藏, 保存。He knows the way to preserve the resource from pass out. 他知道保护资源免遭枯竭的办法。

② 保持, 维护。She tried her best to preserve her independence. 她尽最大努力保持独立。

③ 贮藏。This is a useful way to preserve food. 这是一个贮藏食物的有效方法。

## 2. recount

① vt. (正式) 细述(故事), 描述。He recounted the story of her travels across Asia.

② vt. 重新计算; 再计。They had to recount the votes.

③ n. 再计, 重新计算(尤指选票)。That officer demanded a recount.

3. migration (n.) [ˌmɪɡrɪˈeɪʃn] 迁移, 移居。Scientists have studied the migration of fish over long distances.

4. anthropologist (n.) 人类学家。The anthropologist's research is very useful for us.

## 5. remote (adj.)

① (时间) 久远的, 长久的, 遥远的, 冷淡的, 疏远的。remote stars, the remote future. Her manner was polite but remote.

② 距离很大的, 不接近的。The connection between these two roads is very remote.

③ (尤指机会或可能性) 很小的, 细微的。I have the remotest idea of what you mean. 我一点也没听懂你所说的意思。

## 6. decay

① vt. /vi. (使) 腐败, 腐烂。Sugar can decay the teeth.

② vi. 衰退, 衰弱, 衰败。Each dynasty is born, it culminates, and it decays.

③ vi. (n.) [u] 衰落, 衰败, 退化。His teeth has been into decay.

## 7. trace

① v. 跟踪, 追踪, 追查, 探索。The criminal was traced to London.

② v. 描绘。Before he pasted the colour, the

painter traced the mounting.

③ (n.) [ˈtɹeɪs] 痕迹, 踪迹, 足迹, 遗迹。The police found no trace of the man.

④ (n.) [ˈtɹeɪs] 微量, 丝毫。traces of poison in the dead man's blood.

## 句子结构

[A] See text.

[B]

An archaeologist studies the remains left by people who lived long ago, such as their dwellings, their tools, their burials, so as to learn how and where they lived.

[C]

1. The earliest written records we have come from the Near East, and are about 5,000 years old.

2. For the period before written records began, we have to rely on sagas, stories handed down orally from one generation to another.

3. Stone tools which, unlike wood and skins, do not decay, also provide evidence of our remote ancestors.

## 关键句型

[A]

We can use either a past participle construction; tools made of stone, or a relative clause; which/who(m) + be + past participle:

Tools (which were) made of stone were used for scraping and cutting.

Legends (which have been) recorded in the form of sagas provide some information about the migrations of ancient peoples.

The remains (which were) found at the back of the cave were dated to about 20,000 years before the present.

[B]

1. say    2. told    3. say    4. tell

[C]

We form phrasal verbs to express where something is obtained from; verb + object + from:

Would you mind that I wonder where you get water from?

I bought the car from my friend to let him out of the trouble.

**D**

After help+object, we can use either the infinitive with to or the bare infinitive:

Would you mind helping me to lift this parcel please?

My friend helped me make my room decorations.

**E** See text.

**F**

1. Your mother may have called when you were out.

2. You may have left your umbrella in the waiting room.

3. He may have changed his mind.

**难点**

**A** 1. 2. 3. 4. 参照课文注释。

5. find out 的意思是“learn, discover information (了解; 发现情况)”, 通常为不及物动词; find 的意思是“come across or discover something that might be lost or not immediately available (偶遇

或发现可能丢了的东西), 也可用该词表达一种基于经验上的观点(发现)”。

How did he find out the truth?

I find it difficult to learn.

6. 7. 8. 参照课文注释。

9. skin 的含义是“the natural protective covering of a living person or thing (人或生物身上或表面的自然的皮或皮肤)”; leather 指的是“the material made from the cleaned, dried and processed skin of an animal such as a pig or cow (经过处理如加工、清洗或晒干之后的动物的皮, 皮革)”。

**B** 1. to meet him in the street?

2. he graduated from the same school as me.

3. happened in the meeting room the day before yesterday?

**多项选择题**

1. c 2. a 3. b 4. d 5. d 6. b 7. d 8. a 9. a  
10. c 11. a 12. b



## Lesson 2 Spare that spider 不要伤害蜘蛛

## 课文注释

## 1. Why, you may wonder, should spiders be our friends?

【译文】你可能会觉得奇怪,为什么蜘蛛会成为我们的朋友呢?

## 【用法】

(1) *Why should...?* 形式的疑问句往往用来表达“不能理解”的含义,如: *Why should it get colder when we go up a mountain?* 爬山时为什么越往上越冷呢?

此外,这一结构有时也用来表示愤怒生气,如:  $\left\{ \begin{array}{l} \textit{Give me a dollar.} \text{ 给我一美元。} \\ \textit{Why should I?} \text{ 凭什么?} \end{array} \right.$

情态动词 *should* 表示惊奇或怀疑等感情色彩,通常译成“竟然”“怎么会”等。如: *It is strange that she should be our neighbour.* 真奇怪,她竟然是我们的邻居。  
*Should he leave tomorrow?* 他明天就要离开?

(2) *you may wonder* 作插入语使用。

## 2. Insects would make it impossible for us to live in the world; they would devour all our crops and kill our flocks and herds, if it were not for the protection we get from insect-eating animals.

【译文】要不是人类受一些食虫动物的保护,昆虫就会使我们无法在地球上生存下去,它们会吞食我们的全部庄稼,杀死我们成群的牛羊。

## 【用法】

该句是典型的 *if* 引导的与过去情况相反的条件句的虚拟语气。例如:

a) *You would have missed the train if you had not hurried.*

b) *If the flowers had been planted earlier, they would have been in bloom for the garden party last week.*

c) *If he had not been promoted, he would never have remained with the company.*

注意:

对现在虚拟  $\Rightarrow$  *if* + 过去时, *I would do...*

对过去虚拟  $\Rightarrow$  *if* + 过去完成时, *I would have done...*

对将来虚拟  $\Rightarrow$  *if* + *should/were to do*, *I would do...*

## 3. We owe a lot to the birds and beasts who eat insects but all of them put together kill only a fraction of the number destroyed by spiders.

【译文】我们要十分感激那些吃昆虫的鸟和兽,然而把它们所杀死的昆虫全部加在一起也只相当于蜘蛛所消灭的一小部分。