

清华大学远程教育系列教材



英语读写译

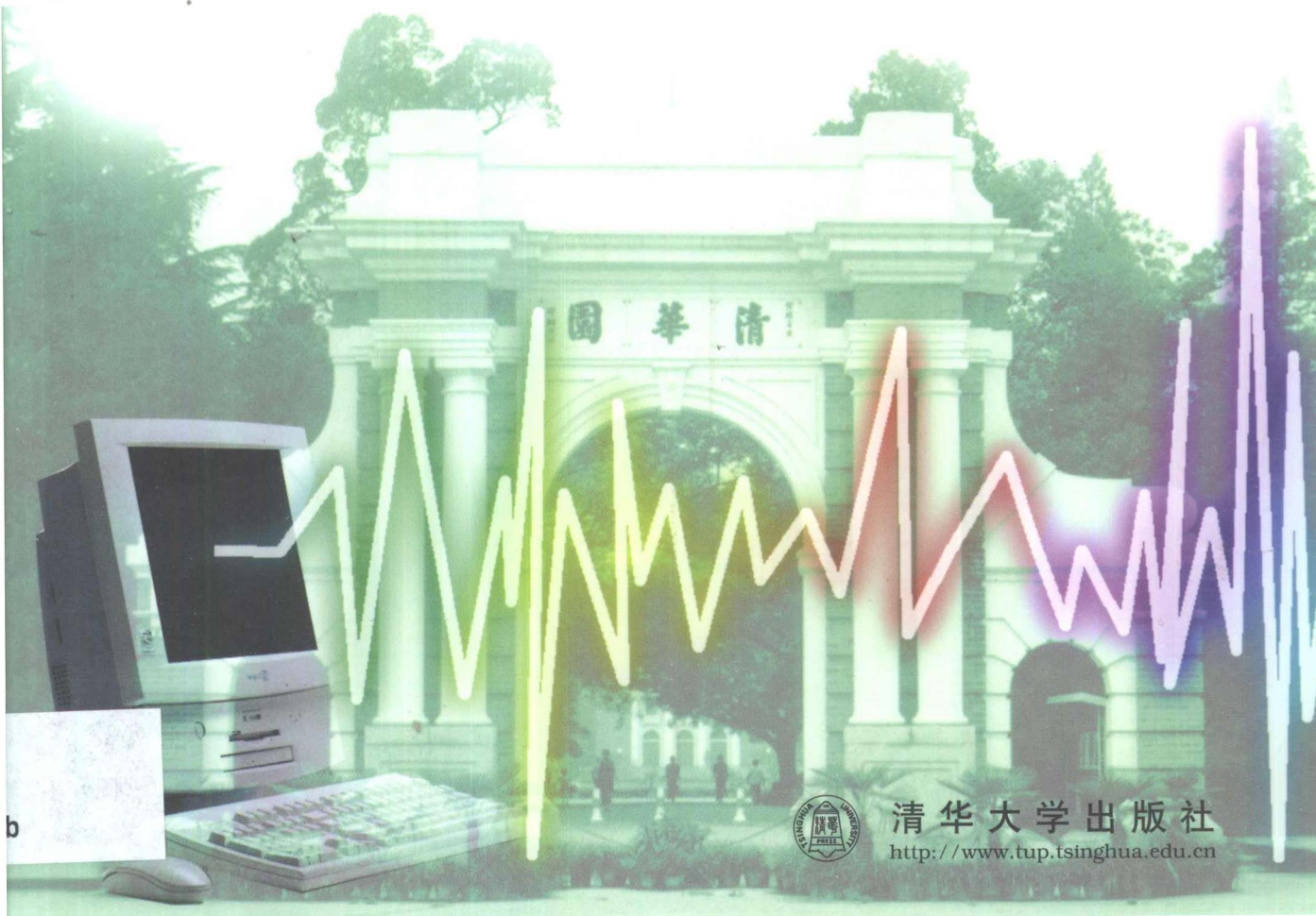
学习辅导

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(全一册)



清华大学出版社

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内 容 提 要

本书是与清华大学远程系列教材《英语读写译》(第一、二册)配套使用的学习参考书。本书严格依据专升本教学大纲要求,充分考虑远程教育特点与学生实际情况,全面培养学生的英语语言基础阅读、口语能力和综合翻译、写作实用能力。此书突破以往教学参考书的传统模式,不列出专为老师提供的课堂步骤等内容,而是多为学生考虑。因此,此书既可为任课教师采用,也适合于学生配着课本同时使用。

本书与课本完全对应,分两部分。每一单元具体包括:重点词汇讲解、重点句子讲解、语法知识、文化背景、课文练习答案、课文译文。语言规范、讲解透彻。

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前 言

本书是与清华大学远程系列教材《英语读写译》(第一册、第二册)(供专升本非英语专业使用)配套使用的学习参考书。

每一单元包括如下内容:

1. **重点词汇讲解:** 约 10 个单词。包括汉语释义、词性、例句、派生词、词义辨析等。
2. **重点句子讲解:** 约 5 句 Part A 文章中出现的重点句子、难句的解释、翻译等。
3. **语法知识:** 通过约 5 句 Part A 文章中出现的重点句子讲解各种语法知识。
4. **文化背景:** 提供相关的文化背景知识。
5. **练习答案:** Part A 和 Part C 的全部练习答案及 Part B 的部分答案。
6. **课文译文:** Part A 和 Part C 中文章的参考译文。

请教师和学生在使用过程中就发现的错误和疏漏之处提出建议和意见!

编 者
2001 年 10 月

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英语读写译

学习辅导

供专升本非英语专业第1学期使用

第一册

UNIT ONE

Part A San Francisco in the 1840's

重点词汇讲解

1. attract *vt.* 吸引, 诱惑

He was irresistibly attracted by the beauty of the lake.

他情不自禁地被湖上的美景迷住了。

This book attracts magnetically a large number of students.

这本书磁铁般地吸引着许多学生。

The salesman banged a drum to attract a crowd.

推销员击鼓吸引观众。

attraction *n.* 吸引力; 吸引人的东西

The elephants were the chief attraction at the circus.

大象是马戏团中主要吸引人的动物。

attractive *a.* 吸引人的

Cambridge looks very attractive at this time of year.

每年的这个时间, 剑桥看上去很吸引人。

2. boom *n.* (商业等) 繁荣, 兴旺

How long can the present business boom last?

目前这种商业繁荣状况能持续多久?

He talked about the recent boom in rubber.

他谈论了橡胶业最近的兴旺景象。

vi. 使……兴旺, 使……迅速发展

The tourism will boom this area's economy.

旅游将使这一地区的经济得到迅速发展。

3. desperate *a.* 绝望

He was desperate after the failure of his plans.

他的计划失败后, 他绝望了。

desperate for 极想

He was desperate for a drink of water.

他极想喝一些水。

a. 不顾后果的, 亡命的

His desperate schemes could not save the project.

他不顾后果的计划不能挽救这个项目。

4. **gamble** *v.* 赌博

He gambled away \$8,000.

他赌博输掉 8000 美元。

n. 赌博, 冒险

Companies were unwilling to take the gamble and decided to stop.

许多公司都不愿意冒险, 决定停下来。

5. **explode** *vt.* 使爆炸

They exploded the bridge near the city.

他们炸掉了城市附近的那座桥。

vi. 爆炸

The boiler exploded.

锅炉爆炸了。

n. **explosion** 爆炸

The explosion of population has to be constrained.

人口爆炸需得到控制。

People heard the explosion five miles away.

人们在五英里外听到了爆炸声。

6. **previous** *a.* 先前的, 以前的

In the previous chapter, we mentioned the importance of listening skills.

在前一章, 我们提到了听力技能的重要性。

Because of the previous appointment, I can not promise to come tomorrow.

由于先前的约定, 我不能承诺明天能来。

a. 过早的, 过急的

He was a little too previous in making the decision.

他作出这个决定太匆忙了。

Don't be too previous about refusing.

不要太急于拒绝。

7. **spark** *n.* 火花, 火星

Sparks flew from the furnace.

炉中射出火花。

The spark that set off the war was the murder of the prince.

王子被害是这场战争的导火线。

vt. 发动, 激发

The discovery sparked them to fresh efforts.

这一发现激发了他们作进一步的努力。

spark off

What he saw sparked off his interest in the study of this dialect.

他所看到的激发了他研究这种方言的兴趣。

8. **facility** *n.* (复数) 设备, 工具

There are abundant facilities for recreation in our little town.

我们小镇上有许多娱乐设施。

Transport facilities should be improved in this city.

这个城市的交通设施需要改善。

n. 熟练

She has acquired facility of speech in the English language.

她的英语口语已经达到熟练的程度。

9. **claim** *vt.* 要求, 索取

He will claim compensation for the losses.

他将要求赔偿损失。

vt. 主张, 声称

He repeatedly claimed that he was right.

他反复声称他是正确的。

n. 要求, 请求

They established his claim to the property of his deceased uncle.

他们确定他有权继承已故叔父的遗产。

10. **undertake** *vt.* 从事, 承担

She boldly undertook this hard work.

她大胆地承担了这项艰苦的工作。

I think that they are hazardously undertaking the task.

我认为他们是冒险承担这项任务。

vt. 担保; 答应

We undertook for her security.

我们担保她的安全。

The lawyer undertook the case without a fee.

该律师答应免费承办那宗案件。

重点句子解释

1. The news of quick fortunes to be made spread rapidly eastwards with amazing effects.

本句中的 to be made 是被动形式、起定语作用的不定式。

The city has two bridges to be built. 该城市有两座桥要建。

2. And with the honest fortune-seekers came men who were less particular as to how they made their money.

这是一个倒装句, 主语是 men, 谓语是 came。为了保持句子的平衡, 采用倒装。who 后面的定语从句修饰 men。

3. It was inevitably that the more reckless and adventurous, and those who had least to lose, and those who were among the first to jump onto the bandwagon, came off best.

这是一个强调句; 句型是 it was ... that。所强调部分是 inevitably。

4. And of course, hot on the heels of the gold prospectors came others, more practiced in the art of money-making, like businessmen, lawyers and saloon-owners, to serve the newly-rich settlers.

这也是一个倒装句, 主语是 others, 谓语是 came。more practiced in ... 是过去分词, 修饰 others。

5. ... by ranchers and farmers, shop-owners and professional men, who undertook in a more proper fashion the formation of the new state of California.

该句中的 in a more proper fashion 提前, 表示“以……方式”; 从句的宾语是 the formation of the new state of California。

语法知识

定语从句

定语从句是以从句的形式修饰某一名词, 一般都用关系代词或关系副词引导。如:

1. I've read all the books that you lent me.
2. She knows that man who came to see us yesterday.
3. This is the school where he studied ten years ago.
4. That is the reason why he was late for the class.

(1)和(2)句中的 that 和 who 是关系代词；(3)和(4)句中的 where 和 why 是关系副词。常用的关系代词还有 whom, whose, that, which；常用的关系副词还有 when 和 how。

定语从句练习

A. 选择适当的词语填入空内：

1. He often visited the grain mill of Peter, _____ to experiment with new things.
A. that likes B. whom liked C. who liked D. which liked
2. She found a place in the building _____ she used as her first laboratory.
A. which B. where C. in which D. when
3. Do you know the exact time _____ the meeting will begin?
A. which B. when C. why D. as
4. She wanted to join the group of men _____ was to explore the mysteries of the mountains.
A. their work B. who work C. who D. whose work
5. This is the reason _____ an airplane can't fly in space.
A. for that B. which C. why D. where

B. 将下面每组中的两个英语句子以定语的方式转换成一个复合句：

1. This is my classmate. I share a room with him.
2. He has signed the contract. Under this contract he has to work here for three years.
3. The teacher advised me to read this book. This book may help me to pass the test.
4. This is one of those things. We have to put up with such things.
5. The fire started on the first floor of the building. Many of its rooms are offices and meeting rooms.

Key to the above exercises :

- A. 1. C 2. A 3. B 4. D 5. C

- B. 1. This is my classmate with whom I share a room.
2. He has signed the contract, under which he has to work here for three years.
3. The teacher advised me to read this book which may help me to pass the test.

4. This is one of those things, which we have to put up with.
5. The fire started on the first floor of the building, many of whose rooms are offices and meeting rooms.

文化背景

San Francisco “旧金山”或“三藩市”是美国加利福尼亚州太平洋岸海港、工商业大城市。19 世纪中叶在采金狂中迅速发展, 华侨称为“金山”, 后改称“旧金山”, 以别于澳大利亚的墨尔本的“金山”。1906 年遭大地震, 严重被毁, 后重建。港湾面积 1126 平方公里, 宽仅 1200 米的金门海峡通太平洋, 为重要的海军基地和著名的贸易港, 也是美国西部最大的金融中心。旧金山的工业发达, 主要有飞机、火箭部件、金属加工、造船、仪表、电子设备、化工等。华人和华侨较多, 市区东北角的“中国城”为美国华人最大集中地。气候温和, 景色优美, 是著名的旅游城市。有金门桥、海湾桥等。

练习答案

Part A

I. Reading Comprehension

1. C 2. D 3. B 4. A 5. D

II. Getting Information

1. They were sensible and industrious.
2. Businessmen, lawyers, and saloon-owners.
3. Because it was dangerous, and it was full of violence and terrorism.
4. Their place was soon taken by ranchers and farmers, shop-owners and professionals.
5. They sailed round Cape Horn or crossed at the Isthmus of Panama.

III. Vocabulary and Structure

- | | | | |
|----------------|---------------|----------------|-------------|
| A. 1. exploded | 2. desperate | 3. came across | 4. boom |
| 5. attracted | 6. facilities | 7. spark off | 8. previous |
| 9. gambling | 10. claimed | | |

- | | | |
|----------------|-------------|----------------|
| B. 1. violence | 2. sensible | 3. industrious |
| 4. wealth | 5. safe | 6. Separate |

IV. Translation

A. 1. 成为一座充满了赌博和酗酒的“新兴”城市

2. 吸引来了这些早期定居者到加州

3. 这一发现传遍了太平洋沿岸各地。

4. 他们对于赚钱不择手段。

5. 恐怖蔓延到整个加州金矿。

B. 1. The thief robbed me of my watch.

2. The news of the car accident soon spread in the city.

3. They set out to write a book on Industrial Revolution.

4. His speculations in stocks made him poor.

5. He measured the room and found that it was big enough for 20 people.

V. (Omitted.)

VI. (Omitted.)

Part B

A. (Omitted.)

B. Translation

(1) 这种对话大部分时间是在下意识的情况下进行的。

(2) 当我们期望的与文章所表达的一致时，我们对课文的疑问仍在下意识的状态下继续。

(3) 不同的人与课文的对话是不同的。

(4) 我们认为另一种对话同样是重要的，这不在于读什么，而是在于怎样读。

(5) 如果我们是高水平读者，那么我们与文章进行“内容式”对话的能力通常得到很好地锻炼。