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大学核心英语

(读写教程)

学习指南



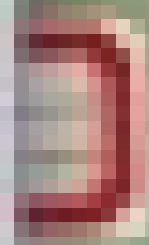
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(下)

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前 言

十多年来,我国大学英语教学取得了令人瞩目的成就。与此同时,我国政治、经济、科技、文化、外交等方面的发展也对大学毕业生的英语应用能力提出了更高的要求。本书便是为适应这一要求而编写的。合理使用本书,既方便于教师决定每单元授课内容的取舍,突出重点,充分利用课堂教学时间培养学生的英语听、说、译能力;也便于读者自学《大学核心英语》教材。

本书由武汉交通科技大学外语系有丰富教学经验和教研成果的教师精心编著而成,把《大学核心英语·读写教程》的结构清楚地展现在读者的眼前。本书按《大学核心英语·读写教程》1~4册的顺序,每单元编有:1)课文大意(英文),以帮助读者从篇章水平整体理解和把握课文;2)课文难点解释和译文,以帮助读者透彻理解和研读课文;3)词汇学习,包括词义辨析、例证、相关词组、近义词、反义词等内容;4)附加语法和阅读练习;5)练习答案。

本书按《大学核心英语》顺序,BOOK I第1~5单元由杨文秀编写,BOOK I第6~10单元由卞励编写,BOOK I第11~12单元,BOOK II第1~3单元由刘艳宾编写,第4~8单元由何世杰编写,BOOK II第9~12单元由彭江编写,BOOK III第1~4单元由彭桂芝编写,BOOK III第5~8单元由刘升民编写,BOOK III第9~12单元由朱春莉编写,BOOK IV第1~5单元由邹智勇编写,BOOK IV第6~10单元由黄小勇编写。本书上、下两篇,上篇主编彭江、下篇主编刘升民。全书由羊松衡主审。本书在编写过程中得到了武汉交通科技大学教材科、华中理工大学出版社等单位的大力支持和帮助,在此一并表示谢意。

由于编著者水平有限,编写时间较紧,错误遗漏在所难免。敬望读者指正,不胜感激。

编者

1998年8月

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BOOK III

Unit One

I New Words

Passage A

hesitantly <i>ad.</i>	犹豫地,踌躇地
background <i>n.</i>	背景,个人的学习经历与环境
intelligence <i>n.</i>	智力,才智;消息,情报
absorbent <i>a.</i>	能吸收的,有吸收力的,吸水的
decade <i>n.</i>	十年的期间
proof <i>n.</i>	证据;考试,测试
moreover <i>ad.</i>	而且,此外,再者
plunge <i>v.</i>	投入(某物);使陷入;突入
comprehension <i>n.</i>	理解(力)
retention <i>n.</i>	记忆力,保留
scan <i>v.</i>	扫视,粗略地看
skim <i>v.</i>	略读,快读
caption <i>n.</i>	(图片等的)解说词,(电影、电视的)字幕
summary <i>n.</i>	摘要,概要
<i>a.</i>	扼要的,总结性的
paragraph <i>n.</i>	(文章的)段、节
glance <i>v.</i>	瞥视,匆匆一看
<i>n.</i>	一瞥,快速的看
preview <i>v.</i>	预映,预演
effective <i>a.</i>	能产生结果的;事实上;奏效的;实际的
challenge <i>v.</i>	向……挑战;提出异议;质问
isolate <i>v.</i>	分离,使隔离
vocalize <i>v.</i>	说,唱
reader <i>n.</i>	读者;读物
arithmetic <i>n.</i>	算术
rat <i>n.</i>	老鼠,耗子
mnemonics(pl) <i>n.</i>	增进记忆的方法;记忆术
transform <i>v.</i>	改变……之形状,外观,性质或品质
visual <i>a.</i>	视觉的,用于看的

clue <i>n.</i>	线索,端倪
link <i>v.</i>	连接,接合
<i>n.</i>	连接的人或物,连锁物
waddle <i>v.</i>	(鸭、鹅等)摇摇摆摆地走
remind <i>v.</i>	提醒
dismiss <i>v.</i>	不再考虑;解散
gimmick <i>n.</i>	骗人的把戏
triple <i>v.</i>	(使)成为三倍
retain <i>v.</i>	记住
operator <i>n.</i>	话务员(生);操作者,工作者
dial <i>v.</i>	拨(电话号码)
author <i>n.</i>	作者
data <i>n.</i>	事实;信息

Passage B

memorize <i>v.</i>	熟记
occupation <i>n.</i>	工作
random <i>n.</i>	随便
logical <i>a.</i>	合逻辑的
benefit <i>v.</i>	得益于;自……获益;对……有益
resistance <i>n.</i>	阻力,反对
consult <i>v.</i>	请教,查阅,向……咨询
recommend <i>v.</i>	推荐;介绍;建议
hook <i>n.</i>	(电话机受话器的)搁架;钓(状物)
distraction <i>n.</i>	分心的事,使人烦恼的人/物
diagram <i>v.</i>	用图表作解释
<i>n.</i>	图解,图表
tape <i>n.</i>	录音带
recorder <i>n.</i>	录音机
productive <i>a.</i>	能生产的,多产的;有好结果的
goal <i>n.</i>	目标,目的
tension <i>n.</i>	紧张,忧虑,压力
guilty <i>a.</i>	有罪的,自知有错的,内疚的
productivity <i>n.</i>	多产;生产力
preference <i>n.</i>	偏爱;偏爱物
supervision <i>n.</i>	监督,管理
analysis <i>n.</i>	分析
plus <i>n.</i>	加号,正号
minus <i>n.</i>	减号,负号
whichever <i>a.</i>	……的那一个

pron. 无论哪个或哪些,随便哪个或哪些
v. expand 扩大,扩充,扩展

II Main Idea of Passage A

This passage just talks about how to use proper learning skills to increase your learning ability. With practice almost anyone can master such basic skills of learning as skimming, reading slowly and practicing memory developing techniques. That is to say, an individual's ability to learn is not a fixed capacity, but an expandable one.

III Key Structure and Special Difficulties

Passage A

1. (Line 2) While Ted went on and on about the technical details he had picked up from the book, Dan hesitantly offered only a few comments.

译文:特德滔滔不绝地谈论着他从书上看到的有关技术细节时,丹却只能吞吞吐吐地插上二三句。

解释:“went on and on”意为“kept talking”. The repetition of “on” linked by “and” suggests that the action of talking continues to happen(滔滔不绝地谈)。如:He talked on and on until midnight. (他不停地谈到深夜。)
“pick up”意为“gain, acquire, learn”(得到,获得)。如:What did you pick up from this passage? (你从这篇课文中学到什么?)

2. (Line 4) Ted got so much more out of the reading than I did.

译文:特德从书本中获得的要比我多得多。

解释:“get... out of”意为“learn... from, gain... from...”(从……中获得,学会)。“did”指代“got... out of the reading”。

3. (Line 11) ...Leading psychologists and educators have come to think otherwise.

译文:……有影响的心理学家和教育家开始改变认识了。

解释:“leading”意为“main, influential”(有影响力的)。“come to verb”意为“something happens gradually over a fairly long period of time”(慢慢地……终于……)。如:He came to realize that he was wrong. (他终于意识到他错了。)
“otherwise”副词, means “in another or different way”(不同地,不那样)。

4. (Line 15) Here, gathered from the ideas of experts across the country, are some proven ways to increase your learning ability.

译文:下面列举了一些根据国内专家之见收集的已经证实能提高你学习能力的几种方法。

解释:此句为倒装句。主语为名词词组“Some proven ways to increase your learning ability”, “gathered from the ideas of experts across the country”过去分词短语用作定语修饰“ways”。为了避免头重脚轻,保持句子平衡,定语前置。

5. (Line 17-18) When reading new unfamiliar material, do not plunge directly into it.

解释:此句为省略句。在“when”与“reading”之间省略了“you are”。“plunge into”本义为“rush into (a state of activity)”(投入(某物),使陷于),而在本文中相当于“start doing something immediately without preparing for it”(全神贯注地干……)。

译文:所有这些预习会有助于你记住以后读到的东西。

7. (Line 22 —23) While speed-reading may be fine for easy material, slower reading can be much more effective for absorbing complex, challenging works.

解释：“while”在此句中相当于“whereas”含有相对之意，即“而，却。”“absorbing”意为“time-consuming”（耗时的）。“challenging works” means “the works which requires great effort and determination if one wants to understand them because they are new, unusual or difficult” or means “demanding works”，本文中意为“难度大的，难懂的作品”。

译文:善学者“主动专心于”新的信息,他们对读到的东西,进行思索和考证,然后再把它吸收为自己的知识。

e. g. They are involved with building socialism. (他们致力于建设社会主义。)

9. (Line 35) A teacher taught me a sentence that has remained locked in my mind for decades.

解释:此句是一个带定语从句的复杂句。“remained locked in my mind for decades” means “fixed in my mind for decades” or “I have remembered it for decades”. 同时“remain”作连系动词,“locked”在此作表语。

译文:所有这些培养记忆的技巧,称为记忆法,它们可以把新的信息改变成更易于记忆的单词或词组。

6

Water can transform desert into grassland. (水能把沙漠变成绿洲。)"easily remembered words" means "the words are easily remembered"(易记住的单词)。

11. (Line 48) ... test subjects...

译文:……受试者……

解释:"subject" means "person, animal or thing (to be) treated or dealt with, to be made to experience sth".

Passage B

1. (Line 6) Trying to learn new information in one piece is difficult.

译文:要想将新信息整个儿一起学记是不容易的。

解释:"in one piece" means "without breaking (information) into parts",在本文理解为"all together"(一起)。注意:"piece by piece"不同于"in one piece"。"piece by piece" means "one part at a time"(一块一块地,一片一片地)。

2. (Line 15—16) We reduce our resistance to studying and become better learners.

译文:我们就减少了学习的阻力而学得更好。

解释:"reduce... to..."是动词词组,means "make less, make smaller in size, number, degree etc"(使较少,使(体积)变小,减少(数目),降低(程度)等)。如:He is reduced almost to a skeleton. (他瘦得几乎变成了一个骨头架子。)

3. (Line 20) By regulating your environment, you create the expectation that learning will occur.

译文:通过调整环境,你就会产生一种期望——该学习了。

解释:"regulate" means "adjust... to get the desired result"(调节,调整)。此句子可释义为"By adjusting your environment to make it favourable to study, you are ready to begin learning"。

4. (Line 28) If no, ask yourself why.

译文:如果不是,就要问问为什么。

解释:"If no"是个省略句,整句为"if the answer is no."

5. (Line 34—35) Mary's father laid out the pieces on the floor and handed the directions to Mary's mother.

译文:玛丽的父亲把自行车的部件摊在地板上,把说明书交给玛丽的母亲。

解释:"lay out"动词短语。It means "spread out ready for use or so as to be seen easily". (展开以便使用或易见),而在本文中译为“摊”、“摆”。

6. (Line 41—42) Our approaches to unfamiliar material are as unique and specialized as we are.

译文:我们各自探讨不熟悉东西的方式正如我们自己一样都是独特的,各不相同。

解释:"approach to sth" means "way, path, road to"(方式,通路,引道)。本句释义为"Just as each person is different from any other person and has developed his own special area of knowledge, the way one person deals with unfamiliar material is different from that of any other person"。

IV Vocabulary

Passage A

stuff *n.* 材料, 资料, 原料

He is not the stuff heroes are made of.

他不是做英雄的材料。

v. 以某物塞满、塞紧或填塞某物

Stuff a bag with feathers.

将一只袋子装满羽毛。

Stuff feather into a bag.

把羽毛塞入袋中。

pick *v.* 用于词组结构

She only picked at her food.

她只吃了一点点食物。

The car picked up all passengers.

车搭载了所有的乘客。

offer *vt.* 提供, 提出, 出价

We offered him the house for \$2 000.

我们出价 2 000 美元买他那幢房子。

vi. 发生, 出现

Take the first opportunity that offers.

抓住第一个出现的机会。

comment *n.* 说明, 解释, 批评

Have you any comment(s) to make upon my story?

你对我的故事有没有什么意见?

v. 发表(有关……的)意见或议论, 批评(与 on/upon 连用)

He never comments on anything in public.

在公开场合, 他从未对什么事发表评论。

curious *adj.* 好奇的, 渴望知道的, 对(某事)有兴趣的

I am curious to know the result of examination.

我极想知道考试结果。

individual *n.* 个人(与 society 相对)

Are the rights of the individual more important or less important than the rights of society as a whole?

个人的权利与整个社会的权利孰轻孰重?

adj. 个别的, 独特的

A teacher cannot give individual attention to his students if his class is very large.

如果班上的人数很多,老师便不能对他的学生个别注意了。

capacity *n.* (与不定冠词连用)容纳力;理解力;地位;身份

The hall has a seating capacity of 1 000.

此厅可坐 1 000 人。

proof *n.* (一般的)证据,证明文件,物证,证言

Is there any proof that the accused man was at the scene of the crime?

有没有证据证明被告在犯罪的现场?

available *adj.* (指物)可用的,可获得的,(指人)能出席的

These tickets are available for one month only.

这些票的有效期只有一个月。

Are you available for the meeting tomorrow?

你明天能出席会议吗?

effective *adj.* 有效的,奏效的

Government should take effective measures to cure unemployment.

政府应该采取有效措施消除失业。

contrast *n.* 比较,对比,对照

Contrast may make something appear more beautiful than it is when seen alone.

对比可使某物显得比单独看时更美。

trick *n.* 诡计,计谋,欺诈手段

The wearing of white clothes is a common trick of soldiers fighting in snow-covered country.

在积雪的地区作战时,穿白衣服是士兵们惯用的计谋。

v. 欺、骗

He tricked the poor girl out of her money.

他骗去了那可怜女孩的钱。

He tricked her into marrying him by pretending that he was rich.

他假装有钱而骗她与他结婚。

unfamiliar *adj.* 不深知的,生疏的

That face is not unfamiliar to me.

那面孔我并不生疏。

He is still unfamiliar with this district.

这一地区他仍旧不熟悉。

dismiss *v.* 开除,解职

The servant was dismissed for being lazy and dishonest.

这仆人因懒惰和不诚实而被解雇。

Passage B

random *n.* 随便

The enemy dropped bombs from the air at random.

- 敌人毫无目标地投弹。
- focus** *n.* (pl focuses or foci) 焦点, 焦距
The image is in focus.
这影像在焦点上。
- v.* 聚集
He focused his attention on study.
他把注意力聚集在学习上。
- resistance** *n.* 抵抗, 阻力
An aircraft has to overcome the resistance of the air.
飞机须克服空气的阻力。
- recommend** *v.* 推荐, 介绍
I can recommend this soap.
我可以推荐这种肥皂。
- expectation** *n.* 期望, 期待
He ate a light lunch in expectation of a good dinner.
他草草用过午餐, 期望吃一顿丰盛的晚餐。
- guilty** *adj.* 表示有罪的, 感觉有罪的
He displayed guilty feeling on his face.
他露出一脸有罪的表情。
- unique** *adj.* 唯一的, 独特的, 无与伦比的
Sense of humor is a unique quality of man.
幽默是人类所独有的品性。
- suit** *v.* 使满意, 适合……的要求, 合适
The early morning train will suit us very well.
那趟早班火车对我们很合适。
Does this skirt suit me?
这裙子适合我吗?
- contribute** *v.* (指出力, 出钱等) 捐赠, 捐助; 有助于
He contributed a large sum of money to the fund.
他给那基金会捐了一大笔钱。
Drink contributes to his ruin.
饮酒将促成他的毁灭。

V Additional Exercises

1. Grammar Exercises

- 1) They lost their way in the forest, and _____ made matters worse was that night began to fall.

A) that

B) it

C) what

D) which

- 2) _____ my return, I learned that Professor Smith had been at the Museum and would not be back for several hours.
 A) At B) On C) With D) During
- 3) One ticket _____ only one person to the concert by the famous violinist.
 A) admits B) omits C) permits D) enters
- 4) Just _____ Susan with those costumes on!
 A) estimates B) think C) imagine D) guess
- 5) Do not _____ the butter too thickly on the bread.
 A) spread B) splash C) split D) spill
- 6) Anyone who has spent time with children is aware of the difference in the way boys and girls respond to _____ situations.
 A) similar B) alike C) same D) likely
- 7) There is a real possibility that these animals could be frightened, _____ a sudden loud noise.
 A) being there B) should there be
 C) there was D) there having been
- 8) By the year 2000, scientists probably _____ a cure for cancer.
 A) will be discovering B) are discovering
 C) will have discovered D) have discovered
- 9) He had _____ on the subject.
 A) a rather strong opinion B) rather strong opinion
 C) rather the strong opinion D) the rather strong opinion
- 10) When he was in Japan, he was considering _____ a trip to China.
 A) making B) to make C) make D) made

2. Reading Comprehension

1

A wise man once said that the only thing necessary for the triumph of evil is for good men to do nothing. So, as a police officer, I have some urgent things to say to good people.

Day after day my men and I struggle to hold back a tidal wave of crime. Something has gone terribly wrong with our once-proud American way of life. It has happened in the area of values. A key ingredient is disappearing, and I think I know what it is: accountability.

Accountability isn't hard to define. It means that every person is responsible for his or her actions and liable for their consequences.

Of the many values that hold civilization together—honesty, kindness, and so on—accountability may be the most important of all. Without it, there can be no respect, no trust, no law—and, ultimately, no society.

My job as a police officer is to impose accountability on people who refuse, or have never learned, to impose it on themselves. But as every policeman knows, external controls on