

大学英语自学丛书

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自学导读

唐义均 编著

3

Useful Guide To College English

外文出版社

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《大学英语》 自学导读③

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(三)

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内容说明

《导读》是作者在认真研究《大学英语教学大纲》(高等学校文理科用)、国家教委大学统编教材《大学英语》及 1994 年颁布的《大学英语教学大纲通用词汇表 1~4 级》的基础上,针对教学中学生提出的问题加以系统整理和分析后编写出来的。帮助读者掌握英语的语言规律与培养自学能力,是作者在编写本书时始终遵循的原则。

下面从四个方面介绍本书内容:

(一)准确理解,熟练掌握大量单词和短语是学好外语的基础。本书中“**课文重点(Language Points)**”列举了每个单元精读,泛读课文中出现的常用短语,并给出它们的同义词、近义词或反义词;“**重要词汇(Key Vocabulary)**”则指出课文中出现的并在《教学大纲》和《通用词汇表》中规定的词汇。建议读者在学习每一单元时应首先熟悉并掌握这些词汇的中英文释义,尤其是常用动词、形容词、副词及介词词组的用法;还应根据“**构词法(Word Building)**”中列举的常用词缀及词根掌握英语构词规律,养成自觉记忆英语单词的习惯。

(二)在理解的基础上要学会运用,既要做到知其然,又要知其所以然。本书中“**精读(Intensive Reading)**”中列举了学生容易混淆出错的语言现象,如 intention 与 intent (p. 6), prove 与 turn out (p. 7) 等;为加强学生对英语规律性和系统性的感性认识,将分散在各课文中的类似表达方式集中列出,如第 6 单元列出了与 make 和 do 有关的常用词组,第 7 单元里列出了“**动词 + one's way**”的表达方式等。在“**短语动词(Phrasal Verbs)**”中还将《精读》《泛读》共 8 册书中分散出现的重要短语动词收集到一起,如将有关 break 的短语收集到第 7 单元中,以利学生查找并集中记忆。对这些内容要经常进行前后对照,揣摩其异同,规范其用法。“**结构与语法(Structure and Grammar)**”重点讲述学生较难理解和掌握的语法项目,如“Given”,

“with + object + done/doing”的用法,“used to”与“would”的区别等。要掌握这些重点难点,需要在理解记忆的基础上反复练习。

(三)从对范文(课文)的摹仿入手,提高写作水平是学生的迫切需要。“语篇学习(Text Learning)”列举了课文内容要点,要求学生运用所提供的连词,把这些要点连成完整的段落。从写文章摘要入手,逐步过渡到自由命题作文,或按要求写作文,这已被证明是学习写作的有效途径。“概念性短语(Conceptual Phrases)”则把课文中出现的表达某个特定概念的短语以精确的汉译列举出来,如 seek employment(求职),get out of the ivory tower(走出象牙塔)等。若能熟读勤背这些短语,对于克服洋泾浜英语(Chinglish)的思维习惯,丰富自己的词汇宝库,学会使用地道的英文表达思想(口笔头)是极为有益的。

(四)利用母语的优势,通过中英文对照,摸索并掌握英语语言规律已被证明是成年人学习外语的一条行之有效的经验。本书所有例句都有译文。“课文汉语译文(Chinese Translation of the Text)”则力求精确流畅,与原文保持一致。希望这些译文不但有助于学生理解原文,也能使他们在语篇的层次上摸索英汉互译规律。

此外,还附有“练习答案(Key To Exercises)”提供比较难做或容易做错的练习的答案,如构词法和完形填空(Cloze)。

以上从“理解”“运用”“表达”“翻译”四个方面对《导读》内容作了扼要介绍,并就怎样使用本书提出了作者的建议。作者在编写本书时,力求从学生的实际需要入手,并根据学生的意见,及时对本书稿作了修改和补充。因此,本书可以说是同读者一起写成的。作者希望,这本摒弃了传统译注方法的《导读》能够帮助广大读者在学好教材,打好基础,激发出更大学习兴趣的同时,能使他们顺利通过各级大学英语考试;也希望能有更多读者向作者提出问题,使本书日臻完善。

写给读者的话

十多年前当我还是个学生的时候,我经常向我的老师提问。譬如:

为什么这个地方用 find(发现),那个地方用 find out(发现),而另一个地方则用 discover(发现)呢?

大多数情况下,得到的回答是:就这么用;慢慢地,你会知道如何使用的。

但只要一用,总是出错。老师又告诉我:英美人不这样用!

四年大学不算快,可我还是不“知道如何使用”。毕业后,没料想自己当上了英语老师;更没想到的是,我的学生不断地向我提出我曾经不断地向我的老师提出过的那些问题。

就这么用……

我尽量模仿着我老师的语调和神态说,可当我看到学生眼中流露出的那种迷惑而又不信任的眼光时,我突然想起我当时不就是用这种眼光看过我的老师吗。随后,我便整整花了八年时间潜心研究我脑海中存在的和学生提出的每一个问题。

然而,并不是所有的学生毕业后都能当老师或花得起这八年时间的。因此,我最大的愿望是决不能由于我的原因而让学生带着遗憾走。

时间久了,我便有意无意地把学生的提问看作是衡量我课堂教学成功与失败的尺度。一堂新课结束后,学生向我提的问题越多,我的课就上得越成功。我从来没有因不能解答学生的问题而感到紧张过,但我的的确确因一堂课下来没有学生提问而感到焦躁,甚至冒过冷汗。

在大多数情况下,是老师向学生提出一些他们必须费尽心机才能回答的问题,而在我这种情况下,总是学生向我提出一些我必须绞尽脑汁才能回答的问题。

现在这几乎已成为我的习惯：每当我第一次面对一个班级时，我总要象军队指挥官动员即将奔赴战场的士兵那样鼓励我的学生向我提问，不管是有关词汇的还是有关语法的，是简单的还是复杂的。我想我是一位幸运的老师，因为我的学生总是与我配合得很默契。他们不断地用各种各样的问题向我提出新的挑战。一方面，这些问题激励我不断钻研。另一方面，这些问题使我能够随时了解到学生需要什么，从而及时调整教学重点，使我的课堂教学更具有针对性。

我说这番话并不是暗示我不感激曾经辛辛苦苦地培养过我的老师们，我只是说我感激曾经向我提出过问题的每一位学生。

我相信，这书中肯定有你想问或已经问过的种种问题。不谦虚地说，《大学英语》自学导读能够解决你的这些问题，能够帮助你建立一个近乎完善的语言体系。

看义均

北京商学院外语部

一九九五年三月

How To Work—Text Learning

1. Read the text carefully until you fully understand it.
2. Look at the **Important Points** and try to locate the original sentences so that you can write good sentences by imitating them.
3. Read the general instructions which will tell you what you have to do.
4. Join up the points to make sentences by using the italicized connectives listed on the left. When joining up the points, you may refer to the text as much as you like.
5. If you choose to use the connectives listed on the left, remember: The capitalized connectives should always come at the beginning of a sentence.
6. Read through your work and correct your mistakes.
7. Count the number of words in your paragraph. Do not go over the word limit. Leave out the words or phrases of little importance, but words like “the”, “a” or “an” can never be omitted. At the end of your paragraph, write the number of words that you have used.

Example

The Sacred Tree

In the nineteenth century, Mugo Kiburu, a famous prophet of the Kikuyu tribe, foretold that a fig tree at Thika, twenty-six miles north of Nairobi, would wither and die on the day that Kenya gained independence. Kiburu also prophesied that Kenya would become a white man's colony, but that one day the white man would return the land to the Africans. He foresaw the coming of

the railway which he described as 'an iron snake with many legs, like an earthworm.' Kibiru's prophecies proved to be so accurate that for many years the tree at Thika was regarded as sacred. Even the white men took the prophecy seriously, for they built the tree up with earth and put a concrete wall around it so that it would not fall. These measures were doomed to fail. Shortly before Kenya gained independence, the tree was struck by lightning and it began to wither rapidly. By the day Kenya officially became independent, it had decayed completely, fulfilling the prophecy made over seventy years before by Kibiru.

Give an account of the tree at Thika. You can either use the connectives listed on the left or use those of your own. The summary must not go over 80 words.

Connectives

Important Points

<i>that</i>	19th century — Kibiru foretold — fig tree
<i>when</i>	— wither — Kenya become independent.
<i>As</i>	Other prophecies accurate — tree as sacred.
<i>Though</i>	White men build wall — prevent it falling.
<i>for</i>	Prophecy come true — tree struck by lightning
<i>and</i>	— before independence — decay completely.

Summary One

This summary is written using the connectives given.

In the nineteenth century, Kibiru, a famous prophet of the Kikuyu tribe, foretold *that* a fig tree at Thika would wither *when* Kenya became independent. As many of Kibiru's prophecies

proved to be accurate, the tree was considered sacred. *Though* white men built a wall round the tree, they could not prevent it from falling. Kibiru's prophecy came true, *for* the tree was struck by lightning just before Kenya gained her independence *and* it decayed completely.

(76 words)

Summary Two

This summary is written using the connectives of your own.

According to a prophecy made in the nineteenth century by the Kikuyu prophet, Kibiru, a fig tree at Thika would wither *on the day that* Kenya gained independence. Other prophecies made by Kibiru proved to be accurate, *so* the tree was regarded as sacred. The white men even built a wall round it *to* prevent it from falling, *but* the prophecy came true. *After having been* struck by lightning just before Kenya became independent, the tree decayed completely.

(78 words)

符号说明

<i>n.</i>	noun	名词
<i>adj.</i>	adjective	形容词
<i>adv.</i>	adverb	副词
<i>vt.</i>	verb transitive	及物动词
<i>vi.</i>	verb intransitive	不及物动词
<i>prep.</i>	preposition	介词
<i>pron.</i>	pronoun	代词
<i>conj.</i>	conjunction	连词
<i>determ.</i>	determiner	限定词
<i>obj.</i>	object	宾语
<i>subj.</i>	subject	主语
<i>sb.</i>	somebody	某人
<i>sth.</i>	something	某事, 某物
<i>v-ing</i>	如 going	动名词或现在分词
<i>v-to</i>	如 go	动词原形
<i>wh-clause</i>		疑问词引导的从句
<i>wh-word</i>	如 when, who	疑问词
<i>that-clause</i>		that 引导的从句
<i>usu.</i>	usually	通常
<i>esp.</i>	especially	尤其是
<i>forml</i>	formal	正式用法
<i>informl</i>	informal	非正式用法
同	synonym	同义词
反	antonym	反义词
近	word in similar sense	近义词

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Unit One

A Brush With The Law

课文重点

常用短语

be in trouble with	与……发生纠纷
take sb. to court	将某人送上法庭
subsequent/following(辨析)	随之而来的,接着的
a couple of	几个,一些
be due to	定于
save up (for)	(为…)攒钱
take one's time	慢慢地干,别忙着干,不急干
lead to	引起,造成,引来
leave sb. in no doubt	使某人深信无疑
intention/intent(辨析)	意图,打算
turn out/prove(辨析)	结果是,原来是
in the/one's belief	相信
question/ask(辨析)	询问,盘问
accuse/charge(辨析)	指控
call on	(正式)请求(某人干某事)
stand a chance (of)	有可能,有机会
revolve around	围绕……辩护、做文章
turn against	转而反对,与……反目成仇
let sb. on one's way	让某人继续赶路
泛读 ①	
do sb. no good	对……没好处,无利于
get through college	读完大学

start/begin with	以……开始
turn in	交(作业等) 同 hand in, give in
at the expense of	以……为代价
devote ...to (<i>v-ing</i>)	在……上花费(时间、精力等)
go on to	继而干(某事) 同 get on with
catch up (on)	(在……方面)赶上去,赶上来
to begin/start with	首先 同 in the first place
watch for	注意,小心
settle down to business	开始干正事 同 get down to business
sum up	总结
in other words	换言之
set aside for	为…留出、省出(钱、时间等)
compare class notes	对课堂笔记
keep up	跟上,不落后 反 get/fall behind
go over	复习,检查 同 go through, examine
at the sight of	一见到
leave out	省去,忽略 同 omit, neglect
might/may as well	还是……的好
make the most of	尽量利用或使用
泛读 ②	
speed up	加快,加速 反 slow down
keep up with	跟上,与……保持同步
most of	大部分,绝大部分
plow/plough through	艰难地读完(书或文章)
be forced to (<i>v-to</i>)	被迫 同 be compelled to
pick up	(速度)加快
catch on to	开始理解或懂得
泛读 ③	

come to an end	结束
set about (<i>v-ing</i>)	着手(干),开始(处理)
beyond control	无法控制
in poor health	身体状况不好
go round	(谣言)传播 同 spread, get round
get rid of	摆脱,消除,去除
come to power	执政,掌权

重要句型

It is ... that-从句	就是……(强调句型)
... when ... suddenly	正在这时……突然
Given (<i>prep.</i>)	考虑到,要是,假设

泛读 ①

形容词 + as + 主语 + be	虽然……,尽管……
the chances are that-从句	有可能

泛读 ②

why not + 原形动词	干吗不(表示忠告、建议等)
in doing	在干……的过程中
provided (that)	条件是,假如

泛读 ③

would rather ... than	宁愿……不愿
have sb. do	使/叫/请某人干(某事)
not ... before	尚未……就,刚……就

I. Intensive Reading

1. I have only once been *in trouble with* the law. (line 1)

Be In Trouble With

be in trouble with(=a position in which one is blamed for doing wrong or thought to have done wrong)表示“与……发生纠纷或摩擦”;该短语表示一种状态,而 **get into trouble with** 则强调动

作,表示“(使……)与……发生纠纷”:

You'll be **in trouble with** traffic police if you park your car in the wrong place. 要是你把车停错了地方,交通警会找你麻烦的。

His quick temper was always **getting him into trouble with** the boss. 他的坏脾气老使他与上司发生冲突。

My son's always **getting into trouble with** the police.

我儿子老跟警察闹纠纷。

2. What makes it rather disturbing was the arbitrary circumstances both of my arrest and my *subsequent* fate in court. (lines 4~5)

Subsequent and Following

这两者均作定语形容词(或称前置形容词),但 **subsequent** 比 **following** 更加正式;另外,**subsequent** 多用于事件,而 **following** 则多用于修饰时间名词(如 **day, evening, night, afternoon, week, month, year** 等),并可以同 **next** 换用。

His misbehaviour and **subsequent** dismissal from the firm was reported in the newspaper. 他的不轨行为和随之而来的从公司中除名在报纸上披露了出来。

We made plans for a visit, but **subsequent** difficulties with the car prevented it. 我们作了出访的准备,但随之而来的汽车的麻烦未能使我们成行。

The following day, the patient asked for a bedside telephone.

第二天,这位病人要了一个床头电话。

I was not due to attend university until **the following** October.

要到来年十月我才上大学。

I was told to report to court **the following** Monday.

要求我在下星期一出庭受审。

Compare:

He died during **the subsequent** year. (正式)

He died during **the following** year. 他在第二年就死了。

3. I had left school a couple of months before that and was not *due* to go to university until the following October. (lines 6~8)

Due To

due to 表示事先作好安排,使某事在规定好的时间点发生、举行、到达、出发等;这时,它只能用于系动词之后作表语,而且始终与时间短语连用:

The strike is **due to** begin *on Tuesday*. 罢工定于星期二开始。

The next train to Edinburgh is **due to** leave *at 8:15*.

去爱丁堡的下一班列车将在8点15分发车。

The third round of talks on disarmament is **due to** resume *on November 25*. 第三轮裁军会谈定于11月25日恢复。

4. I was looking for a temporary job so that I could *save up* some money to go travelling. (lines 10~11)

Save Up

save up 表示“积蓄,储存,攒钱”,经常与 **for** 连用:

We're **saving up for** a new car. 我们正在攒钱买一辆新轿车。

I'm **saving up** part of my salary each month to buy some furniture. 我每月存一部分工资,用来买家具。

Tired of sleeping on the floor, the young man **saved up** for years to buy a real bed.

由于在地板上睡腻了,这位年轻人积蓄多年,买了一张真正的床。

John is **saving up** money **for** a holiday. 约翰正在为假期存钱。

5. As it was a fine day and I was in no hurry, I was *taking my time*, ... (lines 11~12)

Take One's Time

take one's time ① 表示“慢慢地干(某事),愿意花多少时间就花多少时间或至少要比某人所希望的慢”;这时一般与 **over** 连用:

Take your time over it! (=Spend as long as you want doing it!)

在这件事情上,想花多少时间就花多少时间!