

大学英语自学丛书

大学英语

自学导读

唐义均 编著

4

Useful Guide To College English

外文出版社

大学英语自学导读

(四)

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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 hurt, pain 与 ache, arise, rise 与 raise, restrain 与 refrain 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 2 单元列出了与 give 有关的常用词组,第 8 单元里列出了与“do”相关的常用短语。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 put 的短语收集到第 4 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,如部分否定、than/as 省略句、

rather than, more than 与 not so much...as 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)**”列出了课文内容要点,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 art and literature (文学艺术), the ecological structures (生态结构), a sense of personal achievement (个人成就感), store up energy (养精蓄锐)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。

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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>fml</i>	formal	正式用法
<i>infml</i>	informal	非正式用法
<i>derog</i>	derogatory	贬义词
同	synonym	同义词
反	antonym	反义词
近	word in similar sense	近义词

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Unit One

Big Bucks the Easy Way

课文重点

常用短语

look into	研究, 调查
live with	容忍, 忍受 同 tolerate
pull up	(车辆) 停住 同 draw up, stop
hurt/pain/ache(辨析)	伤害/使痛苦/疼痛
as/because/for/since(辨析)	因为, 由于
(as) it turned out	原来, 结果
a piece of cake	一件易如反掌的事
work one's way	艰难地行走
know better than to (v-to)	不至于愚蠢到(干某事)
make a dent in	对…产生不利的影响, 削弱
get the best out of	发挥…的积极作用
cut into	侵犯(利益), 打断(讲话)
have no business	没有权利做(某事)
settle for	接受, 得到
be entitled to	有权得到或干(某事)
in mediation	经调解; 经调停
settle one's accounts	结帐
be done with	干完, 做完 同 finish
might as well	还是…的好
泛读①	
hope against hope	抱一线希望

out of work	失业[同] jobless
for lack of	因缺乏…
allow for	考虑到,顾及,体谅
at the height of	在…的顶峰或鼎盛时期
stand against	站起来反对
set free	释放
feel pride in	对…感到骄傲
put to work	开始使用,投入使用
in every way	在每一个方面
look on …as	把…看作[同] regard…as
give way	让步,屈服[同] yield
泛读②	
in large numbers	大量地[同] in force
stand up for	支持,拥护
result in	导致,造成
without cause	毫无原因
despair of	对…丧失信心
come to an end	结束
in large measure	大部分
in the face of	面对,面临;不顾
泛读③	
in love with	与…相爱
make friends with	与…交朋友
get over	从…中恢复过来,忘却
turn away	转身走
hold onto	紧紧抓住
have no business (<i>v-ing</i>)	没有权利干某事
on relief	接受救济(的)
turn in	上交,交上去

kind of

有点儿

there is shame in (doing)

(干…)是丢脸的

I . Intensive Reading

1. "But it *pains* me," I said, "to find that you both have been pan-handling so long that it no longer embarrasses you." (lines 8~9)

Hurt, Pain, and Ache

- a) **hurt** (= cause pain to one's body or mind) 是这三个动词中最常用、最不正式的, 它不仅用于指肉体上的伤害, 而且还可表示精神上或感情上的伤害; 该词可用作及物或不及物动词:

My leg **hurts**. 我的腿疼。

"Where does it **hurt**, Mr Jones?" — "Just here, doctor."

"琼斯先生, 哪儿疼?" — "就这儿, 大夫。"

These tight shoes **hurt** my feet very much.

这双挤脚的鞋把我的脚挤得疼极了。

He **hurt** the girl's feelings by ignoring her when she spoke to him. 那姑娘跟他说话时, 他置之不理, 伤害了她的感情。

I'm sorry if I **hurt** your feelings.

要是我伤害了你的感情, 那就对不起。

She was deeply **hurt** by his unkind words.

她被他刻薄的话深深地伤害了。

- b) **pain** (= [*fml*] cause to feel pain in the mind) 表示同样的意义时伤害程度比 hurt 更加严重; 由于听起来太正式, 它经常在文学作品出现; 它的主语通常是 it:

It **pained** her to admit that she was wrong.

承认自己的错误, 使她感到很痛苦。

It **pains** me to have to leave, but I must.

我非走不可, 这使我感到很痛苦。

- c) **ache** (= have/suffer a continuous, but not violent, pain) 仅表示肉

体上的痛苦,而且是持续的隐隐之痛,而不是剧烈的疼痛,更不能表示精神上的痛苦:

He walked slowly as though it **ached** to move. (lines 2~3, Unit Six, Book Three) 他步伐很慢,仿佛走动是痛苦的。

I **ache** all over. 我浑身都痛。 My head **aches**. 我头疼。

Compare:

My tooth **aches/hurts**. (✓)

My tooth pains. (×) 我的牙疼。

2. *Since* you are responsible, I thought you might like to know what's happening. (lines 21~22)

As, Because, For, and Since

这四个连词都可以用来为一个动作或情况提供原因,但在用法上有所区别。

- a) **because** 所表示的原因构成句子的最主要部分,因此在语气上最强;**why** 问句只能用 **because** 回答;原因从句往往放在句尾:

You want to know why I'm leaving? I'm leaving **because** I'm fed up! 你想知道我为什么要走吗?我要走,是因为我呆够了!

People dislike him **because** he is handsome and successful.

人们不喜欢他,因为他长得英俊,而且事业有成就。

- b) **for** 不告诉为什么,而是帮助解释主句中的事实或看法,所以,它引导的从句可以放在括号里;这个从句从来不放在句首:

I decided to stop and have lunch **for** I was feeling quite hungry. 我决定停下来吃午饭——因为我觉得很饿了。

This festival is a cheerful occasion, **for** on this day, the dead are said to return to their homes.

这个节日是个欢快的场面,因为在这一天,据说亡灵要回家。

He hurried, **for** it was getting dark. 他匆匆赶路,因为天要黑了。

He fainted, **for** he had not had anything for a whole week.

他晕了过去,因为他整整一星期没吃东西了。

- c) **as** 和 **since** 所表示的原因是普通公众所熟知的常识、或原因不如句子的其它成份重要,因此它们引导的从句一般位于句首;**since** 比 **as** 稍微更正式一些:

As I'm tired, let's take a rest. (鉴于)我累了,我们休息一下吧。

As women were not supposed to be novelists, she took the name George Eliot. 由于过去人们认为女人不能当小说家,她就用乔治·艾略特的笔名。

As they are expected to be hungry after their long journey, food is laid out for them. 因为想到他们经过长途跋涉后要肚子饿,为他们准备了食物。

Since explosives might cause the roof of the mine to collapse, rescue workers are drilling a hole through hard rock. 由于炸药可能会引起矿井顶部的塌陷,救援工人们正在坚硬的岩石上钻洞。

Since his method doesn't work, let's try yours.

既然他的方法行不通,让我们试一下你的吧。

Since the ground is wet, it must have rained in the night.

既然地上是潮湿的,夜里一定下雨了。

3. Her voice kept rising, as if *working its way* out of the range of the human ear. (lines 46~47)

Work One's Way

work one's way (=make one's way slowly and carefully with effort or difficulty) 表示“慢慢地、艰难地行走”,一般与 **across**, **down**, **up**, **through** 等连用;该短语经常用作比喻:

He **worked his way** up the rock wall. 他艰难地爬上了石壁。

He **worked his way** to the front of the crowd.

他艰难地挤到了人群的前面。

He gradually **worked his way** up in the firm until he was managing director. 他在公司里慢慢地往上爬,直到他当上了执行董事。

Charmed, I **worked my way** slowly down the display counter.

(《泛读》第十八课) 我被迷住了,便沿着陈列柜慢慢地蹭过去。

I began walking around the city, starting with the cheery hotel bars and **working my way** to the North End. (《泛读》第19课) 我开始在城市里转,从喜气洋洋的饭店酒吧开始,慢慢地走到北城。

(另见《大学英语》自学导读③第143页——Verb + One's Way)

4. "Did you have a nice lunch?" she asked sweetly. I had had a marvelous steak, but *knew better* by now *than to* say so. (lines 52 ~ 53)

Know Better (Than To Do)

- a) **know better** 表示“更明白事理或更了解情况”的意思,经常表示委婉的批评;该短语一般与 **should** 或 **ought to** 连用:

Such a man as Henry ought to **know better**.

象亨利这样的人应该明白事理了。

He should **know better** at his age! 他这个年龄应该懂事了!

I suppose you think you **know better** than your parents!

我想你认为你比你父母懂得更多!

- b) **know better than to do** (= be wise enough not to; not be so silly as to) 表示很明智或很明白事理因而“不至于(干)…”、“不至于愚蠢到(干某事)”;该结构在形式上是肯定的,但表达否定的意思:

She's old enough to **know better than to** take sweets from a stranger. 她年龄够大了,不至于接受陌生人的糖果吧。

He should have **known better than to** trust them.

他本来就不应该愚蠢到信任他们。

You ought to **know better than to** go out in this cold weather in those thin shoes; no wonder your feet got cold!

你不至于穿着这双单鞋在这么冷的天气出门;难怪你脚冷!

5. "...but all this hasn't *made a dent*, *not a dent*, in the situation!" (lines 61 ~ 62)

Make a Dent in