

21世纪

第三册

大学英语读写教程

同步伴读及四级测试

仲 锡 主编



暨南大学出版社
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《21 世纪大学英语读写教程》 同步伴读及四级测试

(第三册)

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前言

《21 世纪大学英语读写教程》以其选材趣味性强、信息量大等诸多特点,及其规范的语言、多样性的文体形式、多变的习题训练手段,深深地吸引着广大学生,是一部不可多得的优秀大学英语教材。另一方面,《21 世纪大学英语读写教程》丰富多彩的教学内容,使许多学生在使用过程中感到了英语学习的深度和难度,他们急需一种辅助读物,能在课外学习活动中,如同授课教师那样,给予他们以具体的指导和帮助。为了满足广大学生的需要,我们精心编撰了《〈21 世纪大学英语读写教程〉同步伴读及四级测试》这套课外指导用书,借以配合《21 世纪大学英语读写教程》1~4 册的课内教学使用,以期达到在英语学习上助广大学生一臂之力之目的。

《〈21 世纪大学英语读写教程〉同步伴读及四级测试》(以下简称《伴读》)按单元编写,分别与《21 世纪大学英语读写教程》1~4 册同步使用;涉及《21 世纪大学英语读写教程》之教学重点、难点和词汇、惯用法和句型的详解。围绕上述各项所列举的例证简明易懂,实用性强;所设置的四级过招强化训练题,内容丰富,全方位、多角度地再现了《21 世纪大学英语读写教程》的重点内容,供教员和学员课内外实施强化训练使用,极大地弥补了课堂教学之不足,达到了巩固课堂所学知识、促进学习、减轻课堂学习负担,提高学员语言技能之目的。

《伴读》共含课文赏析、句型启迪、词汇例析及知识拓展、难句易解、实用情景交际用语、课本练习答案、四级试题过招和四级试题过招参考答案及解析等八个栏目。

在“词汇例析及知识拓展”栏目中,编者每个单元精选了若干个单词和短语,用大量的英文释义和例证,以【构成】、【释义】、【词组】、【近义词】、【近义词辨析】、【反义词】、【同族词联想】等形式,进行了详尽的剖析、解释和辨析,力争将其全貌展现给学生,以期达到拓展知识、扩大词汇量的目的。

本栏目中每个单词和短语的释义准确、达意,所选英文例证切题、易懂。对这一部分知识进行学习和钻研,能使学生大幅度地扩大英语词汇量,并培养对英语文章良好的理解力。

在学习这一部分知识时,学生可以将其当作疏通课文的工具,结合《21 世纪大学英语读写教程》课文实施研习;也可以将其作为一种拓宽语汇、培养直接理解英文能力的强化训练读物进行通读。

在“难句易解”栏目中，编者收列了课文中出现的语言重点、难点，用浅显、易懂的英语加以简释，并给出汉语译文，为学生正确理解课文扫清了障碍。

在“实用情景交际用语”栏目中，编者在每个单元里围绕一个语言情景，设计了20种常见口语表达方式，借以训练学生提高在不同场合下使用地道英语表达思想的能力。

在“四级试题过招”和“四级试题过招参考答案及解析”栏目中，编者从众多的四级考试训练题集中精选了40套试题，并配之以详尽的解析，供学生研习或自测之用。对这一部分知识的研习，能有效地促使学员复习和巩固所学的课本知识，并有利于举一反三能力的培养。尤其是对阅读理解文章的研习，通过词汇和语法、句法知识的复现，可使学生扩大词汇量和掌握各种语言知识。

在学生的英语学习中充分发挥“课外辅导员”的作用，使“教员”随时随地听从学生的“召唤”，及时解决学习中的难题，是《伴读》的主要特色。

在本书的编写过程中，我们参考了国内外大量的英语教材、词典和其他参考资料，除主要书目外，其余恕不一一列出，对这些参考资料的作者，在此一并致以衷心的感谢。

编 者
2004年6月

CONTENTS

Unit 1	How I Got Smart	(1)
Unit 2	The Titanic Puzzle	(26)
Unit 3	The Sense of Wonder	(52)
Unit 4	College Pressures	(78)
Unit 5	The ABCs of the U. S. A. ; America Seen with European Eyes	(106)
Unit 6	Every 23 Minutes	(135)
Unit 7	So What' s So Bad About Being So – So?	(165)
Unit 8	The Highs of Low Technology	(193)
Unit 9	Space Politics	(222)
Unit 10	Plain Talk About Handling Stress	(250)

Unit 1 How I Got Smart



目录

1. 课文赏析	(1)
2. 句型启迪	(2)
① Who else but a bookworm, with none of the normal kid's tendency to play rather than study, would grow up to be a teacher anyway? 句型: rather than	(2)
② In the classroom, too, I was gradually making my presence felt. 句型: make + noun / pronoun + past participle	(2)
3. 词汇例析及知识拓展	(3)
① compel	(3)
② the apple of sb. 's eye	(3)
③ scheme	(3)
④ hence	(3)
⑤ sweep sb. off his/her feet	(4)
⑥ play (right) into one's hands	(4)
⑦ seal	(4)
⑧ frown	(4)
⑨ stump	(5)
⑩ joyous	(5)
⑪ perceive	(5)
⑫ invest	(6)
4. 难句易解	(6)
5. 实用情景交际用语	(7)
6. 课本练习答案	(8)
7. 四级试题过招	(14)
8. 四级试题过招参考答案及解析	(20)

1

课文赏析

我们可敬的老师在学生时代是不是都是些神童? 都是些不爱玩, 只爱学习的书呆子? 本文作者——一名教师——以第一人称给我们讲述他在学生时代的一些经历, 我们从中可以找到答案。

中学二年级之前, 我永远都无法接受在鱼儿上钩时不得不去上学的想法。但事情在我上二年级时出现了转变。那时我喜欢上了班里的一名优等生——黛比。为了能够时刻见到她, 突然间, 我喜欢上学了。而为了接近我的公主, 缩小我们之间在“智商”方面的鸿沟, 更为了让她倾心于我, 我买下了一套百科全书的第一卷来武装自己的头脑。之后, 我用从书中学到的知识一步步接近黛比。我的努力有了成效, 她对我印象有了转变, 直到后来的佩服。但我却忽视了最重要的一件事, 那就是黛比那个时候正同邻校的一个三年级学生约会——一个平均分为 C+ 的篮球运动员。

虽然最初的动力没有了,我却继续钻研百科全书以及越来越多的其他书籍,从而品尝到了知识的美酒。

2

句型启迪

1. Who else but a bookworm, with none of the normal kid's tendency to play rather than study, would grow up to be a teacher anyway?

句型: rather than

用法 rather than 的意思是“与其(某人/某事物),不愿,不要,不是”。这一表达方式经常用在“平行结构”里,即与两个形容词、两个状语词组、两个名词或代词、两个动词不定式或两个-ing形式连用。

当主句有动词不定式时, rather than 后面可跟带 to 的动词不定式(比较正式)或不带 to 的动词不定式,也可用-ing形式。

例

- ① I'd call her hair chestnut rather than brown.

我宁愿说她的头发是栗色,而不是棕色。

- ② I'd prefer to go in August rather than in July.

我愿8月去,不愿7月去。

- ③ It ought to be you rather than me that signs the letter.

签署这封信的人应该是你而不是我。

- ④ I always prefer starting early, rather than leaving everything to the last minute.

我总是愿意早早动手而不愿意把所有事情都留到最后。

句

- ⑤ I decided to write rather than telephone.

我决定写信而不是打电话。

- ⑥ I believe it is important to invest in new machinery rather than to increase wages (or: increasing wages).

我相信在新机器上投资比增加工资更重要。

- ⑦ We ought to check up, rather than just accept what he says (or: accepting what he says).

我们应该核实一下,而不是他说什么就信什么。

2. In the classroom, too, I was gradually making my presence felt.

句型: make + noun / pronoun + past participle

用法 此结构表示“让某人做某事”, noun/pronoun 后动词的逻辑主语通常不为人知,不重要,或是一般人。

例

- ① Can you make yourself understood in English?

你能用英语把意思表达清楚吗?

- ② He speaks aloud so as to make himself heard.

他大声说话是为了让别人听见。

- ③ You should make your views known.

你应该让别人知道你的观点。

句

- ④ His actions made him universally respected.

他的行为使他受到普遍尊敬。

- ⑤ She couldn't make her voice heard above the noise of the traffic.

来往车辆噪音很大,她无法让别人听到她的声音。

- ⑥ They went to the Ambassador to make themselves known to him.

他们去见大使,为的是让他知道他们。

3

词汇例析及知识拓展

compel [kəm'pel] *vt.*

【构成】com-(加强意义) + pel(=push); com · pel—com · pelled—com · pelled—com · pelling—com · pels

【释义】oblige or force (sb.) to do sth. 强迫; 强求

【例句】He compelled her to lead a dreary life. 他迫使她过一种枯燥的生活。

【词组】compel sb. to do sth. 强迫某人做某事; be compelled to (do) 不得不(做)。如: Duty compelled the soldiers to volunteer for the mission. 责任驱使军人必须志愿加入此任务。The rain compelled us to stay indoors. 雨迫使我们待在家里。My heart compelled me to come. 我的心驱使我来到这里。That will compel us to use force. 那将迫使我们使用武力。I was compelled to do so by absolute necessity. 我因绝对的需要, 被迫这样做的。

【近义词】force, oblige

【反义词】free, liberate

【同族词联想】compellent [kəm'pelənt] *adj.* 强制性的, 有强烈吸引力的, 令人信服的; compelling [kəm'pelɪŋ] *adj.* 强制的, 强迫的, 引人注目的

the apple of sb.'s eye

【构成】名词短语

【释义】person or thing that is loved more than any other 珍爱物; 宝贝

【例句】Her grandson is the apple of her eye. 孙子是她的掌上明珠。

scheme [ski:m] *v.*

【构成】源于希腊语 schema 形式, 面貌, 计划; scheme—schemed—schemed—scheming—schemes

【释义】make (esp. secret or devious) plans in order to gain something(为达到某种目的或得到某事物)策划; 图谋

【例句】For months they had been scheming to overthrow the government. 他们一连好几个月都在策划推翻政府。

【提醒】scheme 既可以用作及物动词, 也可用作不及物动词。如: scheme their revenge 谋划他们的报复; scheme for power 阴谋夺权。

【词组】scheme for sth. 策划某事; scheme against sb. 策划反对某人; scheme to do sth. 图谋做某事。如: Rebels are scheming for the leadership. 叛乱者正在阴谋夺权。Her enemies schemed against her. 她的对头曾策划把她搞垮。They are scheming to get her elected as leader. 他们正策划让她当选领导。

【说明】要根据后面所跟的不同内容, 正确选择使用形式。

【近义词】plan, plot, contrive, plan, design, project

【近义词辨析】scheme, plan, design, project

scheme 意为“策略; 计划”, 指图谋利益的策略, 因而含有奸诈的意思, 常指秘密与不正当的企图。如: scheme for his fortune 阴谋夺取他的财产。

plan 意为“计划”, 为普通用词, 指事先安排一种做事的程序, 通常是用心去组织。如: The government plans to build a bridge. 政府计划建一座桥。

design 意为“计划; 设计; 指按照目标、意向或目的而作的细致的安排”。如: His parents designed him for the army, but he preferred the navy. 他父母打算要他当陆军, 但是他却喜欢当海军。

project 意为“计划; 设计”, 指为试验或实验而计划, 常常是大规模地, 有时是不切实际地。如: project a new dam 规划新的堤坝。

【同族词联想】schemer [ski:mə] *n.* 计划者, 阴谋家, 谋士; scheming [ˈski:mɪŋ] *adj.* 计划的, 诡计多端的

hence [hens] *adv.*

【释义】for this reason, therefore 因此,所以;from this time on 今后

【例句】handmade and hence expensive 手工制造,因此很贵;It is very late; hence you must go to bed. 时间已经很晚了,因此你必须睡觉去。

【提醒】hence 表示“因此”时,主要用于书面语。

【近义词】accordingly, consequently, therefore, later

【近义词辨析】hence, therefore 两词均为连接副词,表示因果关系;两词后均可接句子,但 hence 后可直接跟名词,therefore 通常不能。如:Baby found a pot of paint, hence all the marks on the wall. 孩子找到了一罐油漆,因此有了墙上的这些痕迹。

【反义词】ago

【同族词联想】henceforth [hens'fɔ:θ] *adv.* 自此以后,今后;henceforward [hens'fɔ:wəd] *adv.* 从今以后,自此以后

sweep sb. off his/her feet

【构成】动名介名型短语

【释义】overwhelm sb. with emotion, esp. with love 使某人倾心(尤指因爱情)

【例句】The first time he met her, he was swept off his feet. 第一次见到她时,他就对她一见倾心。

play (right) into one's hands

【构成】动(副)介代名型短语

【释义】do sth. that is to (an opponent's) advantage 做有利于(对手)的蠢事;让(对手)占便宜

【例句】In the basketball game, Jerry's foul played right into the opponents' hands. 篮球比赛中,杰尔的犯规正中对手的下怀。

seal [si:l] *vt.*

【构成】来自古法语、拉丁语 sigillum 印;seal—sealed—sealed—sealing—seals

【释义】affix a seal in order to prove authenticity or attest to accuracy, legal weight, quality, or another standard 盖章,盖章并以此证明其真实性或证明准确性、法定重量、质量或其他标准;to close hermetically 密封,紧密地封闭

【例句】The treaty was signed and sealed by both governments. 条约经两国政府签字盖印。

【词组】seal up 封牢;堵塞住。如:Make sure the parcel of examination scripts is properly sealed up. 确信试卷完全封牢了。An avalanche of rocks sealed up the cave. 岩石的崩裂封住了洞口。They sealed up the cracks in the window to stop the icy wind from blowing in. 他们封上窗户上的裂缝,不让寒风吹进来。

【近义词】close, endorse, fasten

【反义词】unseal

【同族词联想】sealability [si:lə'biliti] *n.* 密封性能,胶黏性;sealant [si:lənt] *n.* 密封剂;sealcap [si:l'kæp] 密封盖;sealed [si:ld] *adj.* 未知的,密封的;sealer ['si:lə] *n.* 盖印者;sealless ['si:lis] *adj.* 未盖印的

frown [fraun] *vi.*

【构成】源自古法语 frogner < froigne 皱着脸;frown—frowned—frowned—frowning—frowns

【释义】contract the brows, as in displeasure or deep thought 皱眉头;在不高兴或沉思时皱眉

【例句】He frowned as he tried to work out the sum. 当他试图算出总数的时候他皱起了眉头。

【词组】frown on/upon 不赞成;不以为然。如:The older generation have always frowned on some of the ideas of the young. 老一辈总是不赞成年轻人的一些想法。His parents frowned on his staying out late. 他父母反对他在外面待到那么晚才回家。He frowns on gambling. 他不赞成赌博。Everyone in her family frowns upon the match. 她家的每个人都对这场比赛不以为然。Many people frown on that kind of behaviour. 很多人都不赞成那种行为。

【近义词】pout, scowl

【近义词辨析】pout, scowl

frown 指“双眉紧锁”，有时因注视某物或用心思考，但主要是因不悦所致。如：The mother frowned when her son failed in his exam. 儿子考试不及格时，母亲皱着眉。

scowl 指“发脾气或不满意时表现出的‘皱眉’”，表示“愁眉不展”，同时还板着脸、怒视。如：The teacher scowled at his noisy class. 老师对他那喧闹的课堂板着脸。

【反义词】smile

stump [stʌmp] *vt. & vi.*

【构成】stump—stumped—stumped—stumping—stumps

【释义】be too difficult for (sb.), puzzle 把(某人)难住的,使为难,使困惑不解;walk stiffly or noisily 僵直地行走,蹑步而行

【例句】All the candidates were stumped by the second question. 所有候选人都被第二个问题难住了。

【提醒】stump 意为“使为难,使困惑不解”时,为及物动词,只用于口语,而且多用于被动语态。如：I'm stumped: I just don't know what to do. 我很为难,简直不知如何是好。Everybody was stumped by the problem. 大家都被这个问题难住了。而 stump 意为“僵直地行走,蹑步而行”时,为不及物动词。如：Try not to stump up the stairs. 不要蹑脚上楼。

【近义词】puzzle, bewilder, plod, stride, tramp, trudge, stomp

【近义词辨析】stump, stomp, plod, tramp, trudge, stride 都有“走”的意思,其中 stump, stomp, plod, tramp, trudge 均指落脚很重的步行方式。

stump 和 **stomp** 两者均含有“蹑脚行走”之意,表示气愤。如：He slammed the door and stumped/stomped upstairs. 他砰的一声把门关上,噤噤地上楼去了。此外,stamp 还可以指两腿僵直地行走。如：stumping up the garden path 两腿僵直在花园小道上走着。stomp 可指行走或跳舞时笨拙或发出响声。如：He looked funny stomping round the dance floor. 他在舞池里蹑着舞步,样子很可笑。

plod 和 **trudge** 指以缓慢、疲惫的步子向目的地走去。plod 有稳步行进之意,trudge 指举步更为艰难。如：They had to plod wearily on up the hill. 他们不得不迈着疲惫的步子登上山。We trudged home through deep snow. 我们踏着很深的积雪,吃力地走回家。

tramp 指走长路,可能并无确定目的地。如：They tramped the streets, looking for somewhere to stay the night. 他们在街上不停地走着,想找个过夜的地方。

stride 意为“大步行走、阔步行走”,指以长而有规律的步伐行走,尤指匆忙、烦躁或自傲时的走路方式。如：He strode along at a great pace. 他大步行进着。

【同族词联想】stumper ['stʌmpə] *n.* 作竞选演说者;难题

joyous ['dʒɔɪəs] *adj.*

【构成】joy (喜悦,快乐) + -ous (adj.)

【释义】filled with, showing or causing joy 充满欢乐的;显示快乐的;令人高兴的

【例句】a joyous sense of freedom 令人快乐的无拘无束的感觉

【提醒】joyous 的副词形式为 joyously, 名词形式为 joyousness。

【近义词】joyful, glad, happy, cheerful

【近义词辨析】joyous, joyful

joyous 指快乐的性质或本质。如：a joyous family 快乐的家庭

joyful 指因某事而快乐或欢乐。如：joyful celebrations 欢乐的庆祝活动

【反义词】grievous, sad, sorrowful

【同族词联想】joy [dʒɔɪ] *n.* 欢乐,喜悦,快乐,乐事,乐趣;v. 高兴。joyful ['dʒɔɪfʊl] *adj.* 快乐的,兴高采烈的,可喜的,令人欢欣的。joyfully ['dʒɔɪfʊli] *adv.* 喜悦地,高兴地。

perceive [pə'si:v] *vt.*

【构成】per-(through) + ceive (= get, take); per·ceive—per·ceived—per·ceived—per·ceiving—per·ceives

【释义】noticed, be conscious of 觉察;意识到

【例句】I perceived a change in his behavior. 我发觉他的行为有些变化。

【提醒】perceive 为及物动词,后面可以跟名词或从句。如:He now perceived his error. 他现在认识到了自己的错误。I can't perceive any difference between these coins. 我看不出这些硬币有什么不同。We had already perceived how the temperature fluctuated. 我们已注意到温度的波动情况。I perceived that it would be a long struggle. 我认识到这将是长期斗争。

【近义词】see, behold, look, observe, watch

【近义词辨析】perceive, see, behold, look, observe, watch

perceive 指有意地注意或认知所见的东西。如:We perceived the figure to be your mother. 我们觉察出那个人影是你的母亲。

see 系普通的用词,指眼睛的无意识的作用,即睁开眼所看到的東西。如:It is too dark to see. 天太黑了,什么也看不见。

behold 指留心地看。如:We beheld the fish rise above the water. 我们看见鱼浮出水面。

look 指眼睛的有意识的动作。如:He looked around the whole room. 他环视全室。

observe 指注意地看,心中有所了解。如:We observed a change in her. 我们注意到她有所改变。

watch 指细心地看。如:I watched by her bedside. 我在她的床边看护着。

【同族词联想】perceivable [pə'si:vəbl] *adj.* 可知觉的;perceivably [pə'si:vəbli] *adv.* 可知觉地;可察觉地

invest [in'vest] *vt. & vi.*

【构成】in-使+vest 衣服,原意是“给……穿衣服”;in·vest—in·vested—in·vested—in·vesting—in·vests

【释义】buy sth. expensive but useful 购买;购置

【例句】I've decided to invest in a pearl necklace for my wife. 我决定给我的妻子买条珍珠项链。

【注意】invest 表示这个意思时,既可以用作不及物动词也可以用作及物动词。如:invest in a new house 买一栋新房子。The student decided to invest his entire fortune (\$50) in an old car. 这个学生决定把他的全部财产(50美元)用来购买一辆旧车。

【词组】invest in sth. 购置,买进。如:I think it may be the time to invest in a new washing machine. 我认为是买洗衣机的时候了。

【提醒】invest in sth. (购置)仅用于口语,是一种诙谐的说法。

【近义词】buy, purchase

【反义词】sell

【同族词联想】investable [in'vestəbl] *adj.* 可供投资的;investment [in'vestmənt] *n.* 投资;可获利的东西

4

难句易解

1. Who else but a bookworm, with none of the normal kid's tendency to play rather than study, would grow up to be a teacher anyway? (L. 2-5)

【Paraphrase】Who else would grow up to become a teacher except bookworms who, unlike other kids, like to study but not to play?

不管怎么说,除了不像一般孩子那样生性贪玩、不爱学习的书呆子之外,还有谁长大后愿意当老师?

2. I've tried desperately to explain to my students that the image they have of me as an enthusiastic devotee of books and homework during my adolescence was a bit out of focus. (L. 6-8)

【Paraphrase】I've tried my best to explain to my students that their idea of how I was like when I was young—an enthusiastic learner and a hard-working student—was somehow not very accurate.

我竭力向我的学生们解释我在他们心目中的形象——一个在青少年时期热衷于书本和作业的人——有一点

被扭曲了。

3. I could never quite accept the notion of having to go to school while the fish were biting. (L. 10-11)

[Paraphrase] I couldn't accept the idea of having to go to school while it was the time to play for ever.
我永远都无法接受在鱼儿上钩时,不得不去上学的想法。

4. Debbie was far beyond my wildest dreams. (L. 19-20)

[Paraphrase] Debbie was even more excellent than I had imagined.
可黛比要远远比我想象的优秀。

5. We were separated not only by five rows of desks, but by about 50 I. Q. points. (L. 20-22)

[Paraphrase] There was a distance between us, not only in the five rows of desks between her seat and mine in the classroom, but also in the difference of I. Q. points—my I. Q. was 50 points lower than hers.
将我们隔开的不仅是5排课桌,还有大约50分的智商。

6. The fire drill was over and we began to file into the building, so I had to step it up to get the natives in. (L. 63-64)

[Paraphrase] The fire drill was over and we began to walk into the building in a single line, so I had to say it more quickly in order to have time to talk about the natives.

消防演习结束了,我们开始排队进入大楼,所以我不得不赶紧再谈谈当地的土著居民。

7. "Try *amah*," I said, quick as a flash. (L. 75)

[Paraphrase] "Try the word *amah* to see if it is correct," I said, without a moment's thought.
“试一试 *amah*。”我不假思索地说。

8. The albatross has an enormous appetite, and when it's full it has trouble getting into the air again. (L. 91-93)

[Paraphrase] The albatross's appetite is very large, and when its stomach is full, it has difficulty starting to fly again.

信天翁胃口很大,吃饱后就很难再飞上天。

9. Like Agamemnon, but with less drastic consequences, thank God. (L. 105-106)

[Paraphrase] I felt like Agamemnon, but, very luckily, things did not end up as drastically as with Agamemnon—I was not killed.

就像阿伽门农一样,不过感谢上帝,后果并没有那么严重。

10. "A little knowledge is a dangerous thing; Drink deep, or taste not the Pierian spring." (L. 114-115)

[Paraphrase] "Knowing a little is very dangerous; learning intensively or give up learning at all."
“一知半解,危害匪浅:开怀畅饮吧,否则就不要品尝皮埃里亚圣泉。”

5

实用情景交际用语

Ways of talking at the hotel	
1	Can you reserve a single room for me, please?
2	Have you got a double room for tonight?
3	Do you have any accommodation here?
4	Are there any beds vacant, please?
5	Is there a dining room in the hotel?

6	I'd like a room on the sunny side, please.
7	I'd like to book a double room for Wednesday.
8	Does the room have a lavatory?
9	Is there a public telephone here?
10	Don't you have a reduction for children here, please?
11	How much is boarding and lodging a day?
12	If you want or need anything, just call/ring the reception desk.
13	How long do you intend to stay, may I ask?
14	Are you with a company or are you alone?
15	Would you like a room with bath or shower?
16	What sort of price do you want to pay?
17	What kind of room would you like?
18	All of our rooms have phones.
19	How much do you charge for the cheapest possible twin room?
20	What does the room with a bath cost, then?

6

课本练习答案

Text A

Pre-reading Activities

1. Hypothesizing the meanings of unknown idioms from the list is an open activity with no "correct" or "incorrect" answers.

a) The idioms in the dialog are: fall in love [with sb.], puppy love, have a crush on sb., flirt with sb.

b) The meanings of these idioms are:

fall in love [with sb.]: start to feel romantic love for sb.

puppy love: a form of romantic love that other people consider naive, immature, etc. – almost like "practice" for really falling in love

have a crush on sb.: feel "puppy love" for sb.

flirt with sb.: behave as if one is physically attracted to sb., not necessarily seriously

In case anyone is curious about the meanings of the other idioms:

love at first sight: feel romantic love for sb. at the first meeting

lovebirds: a couple who display romantic love for one another

be head over heels in love [with sb.]: be very strongly/passionately in love [with sb.]

make a pass at sb.: very clearly express/display one's physical attraction to sb.

sweep sb. off his/her feet: behave in a highly romantic manner toward sb. and thereby winning their love

2. These are open discussion questions with no “correct” or “incorrect” answers.

Listening Passage

A: Do you remember the first time you fell in love?

B: You mean puppy love, or the real thing?

A: Either one! After all, when you’re going through it, puppy love feels like the real thing.

B: Let’s see. When I was a sophomore in high school, I had a crush on my biology teacher.

A: A biology teacher, oh my! That was ambitious of you! Did you let him know how you felt?

B: You mean did I flirt with him or something? No, of course not, I was too shy for that. But I surely worked hard on my biology homework!

(100 words)

Comprehension of the Text

II. The exact form of the answers is open, but the general idea is:

1. As bookworms or prodigies who are interested only in studying.
2. He hated school before his sophomore year but then he developed a crush on Debbie. Since she seemed to him to be an “intellectual”, his feelings for her motivated him to pay attention to learning.
3. Because he thought that by learning everything in it he could impress Debbie.
4. In the cafeteria line, he told her what he’d learned about anchovies from the encyclopedia.
She was amazed and impressed.
5. He approached her during a fire drill and told her about the Aleutian islands; he helped her with a crossword puzzle in the library; he defined the word albatross during a classroom discussion.
6. The more he read, the more his confidence grew.
7. Because the writer had never before been an outstanding student; and because – as is implied – his definition was much more detailed than one would normally expect.
8. That she was going steady with a junior from a neighboring school – a basketball player with a C + average. The revelation hit him hard, and for a while he felt like forgetting everything he had learned.
9. Because he still wanted to impress Debbie, and he now felt that athletic ability was the best way to do that.
10. His own satisfaction, intellectual curiosity and the feeling of confidence he got from his learning.

Vocabulary

III

- | | | | | |
|---------------|-----------|---------------|-----------------|--------------|
| 1. compulsory | 2. relish | 3. confidence | 4. consequences | 5. incentive |
| 6. henceforth | 7. invest | 8. perceive | 9. passion | 10. scheming |

IV

- | | |
|--|------------------------------|
| 1. going steady with Richard | 2. in time |
| 3. played into his enemy’s hands | 4. beyond her wildest dreams |
| 5. hung on Michael’s every word or hung on Michael’s words | |
| 6. out of focus | 7. feed on |
| 8. the apple of Chris’s eye | 9. filed into the courtroom |
| 10. poring over their collection | |

V

These are open discussion questions with no “correct” or “incorrect” answers—anything grammatical that shows understanding of the target vocabulary is excellent. Please make sure the students understand that this exercise is an opportunity for them to practice their English as they feel is appropriate and useful for them. Their answers can be whole paragraphs, or just single sentences; and/or they can produce several different short answers to each question—it’s up to them. The only requirement is that they should use at least one of the vocabulary items in each

sentence they produce (and that the sentences should make some kind of sense!).

1. key: most obvious: gaze, beam, widen
2. key: most obvious: betray, sigh, frown
3. key: most obvious: glorious, revelation, stump

Word Building

VI

- | | |
|-----------------------------|-----------------------------------|
| A. 1. actor: <u>actress</u> | 2. emperor: <u>empress</u> |
| 3. god: <u>goddess</u> | 4. master: <u>mistress</u> (六级词汇) |
| 5. waiter: <u>waitress</u> | 6. lion: <u>lioness</u> |
| 7. priest: <u>priestess</u> | 8. heir: <u>heiress</u> |
- B. 1. Goddess 2. waitresses, actresses 3. Lionesses 4. mistresses

VII

A.

- | | |
|--------------|---|
| 1. examinee | a person who is taking an exam 应试者 |
| 2. * referee | one to whom something is referred, esp. for decision or settlement 裁判 |
| 3. appointee | a person who is appointed to a job or position 被任命者 |
| 4. refugee | a person who has been forced to leave his country, home, etc. and seek refuge 避难者, 难民 |
| 5. addressee | the person to whom a letter, etc. is addressed 收件者 |
| 6. trainee | a person who is being trained 受训者 |
| 7. escapee | a person who has escaped from somewhere 逃犯 |
| 8. absentee | a person who stays away 缺席者 |
| 9. payee | a person to whom money is or should be paid 收款人 |
- B. 1. examinee 2. trainee 3. absentee 4. refugees 5. addressee 6. escapee

Vocabulary Power Games

A Note to Teachers:

The aim of these games is

- a) to develop the students' independent vocabulary acquisition skills, mainly through the strategies of association and recategorization; and
- b) to introduce additional vocabulary items from the Band 4 and Band 6 syllabus word lists.

The games are all based on syllabus words—mostly new ones, but some that should be familiar are included as well. Most of the games separate Band 4 and Band 6 words so that individual students can focus on whichever set is the most appropriate for their needs/purposes. Naturally, if a student wants to work on both sets, that's fine.

Some of the games require good dictionaries—better ones, perhaps, than some students are accustomed to. That's good—because if a student is relying on a mediocre dictionary, it's best that she/he be aware of that (and of where to access a better one!).

Because so many of the games depend on personal associations, there are rarely "right" and "wrong" answers, so please encourage your students to be imaginative. The more personal, creative or even bizarre an association is, the more helpful it will be in vocabulary acquisition and retention. Obviously, then, the "keys" to the games should be treated as mere suggestions—and probably not the most creative/imaginative ones!

By the same token, the students should be encouraged to think of the games as a process of discovery, not a test or contest. Without "mistakes" there are no opportunities to learn.

Although the games are based on independent vocabulary research and acquisition, try to find time in class to let the students discuss the games in small groups. Talking about their associations and hearing other students' can be a