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# 大学英语辅导

(精读 1—4)

## COLLEGE ENGLISH COACHING

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审 校 冯思刚

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College English Coaching (IR1—4)

大学英语辅导(精读 1—4)

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# 前言

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《大学英语》(文理科本科用)系列教材是由复旦大学、北京大学、南京大学、中国人民大学等多所高校合作编写(上海外语教育出版社出版),国家教委审定批准在全国使用的一套统编教材,广大师生对这套教材反映良好。经过几年的试用、修改后,现已基本定型,在全国正式推广使用。统编教材全部课文均选自原著,取材广泛,难度大,要求高,与学生的实际水平尚有差距。内容多、课时少、要使绝大多数学生两年学完后,达到国家教委要求的“四级”水平,困难多,难度大,广大学生渴望有一本既有利于课前预习,又有益于课后复习,既减轻学习负担,又掌握知识,还能达到学习要求的参考书。为了满足这一要求,我们根据多年教学实践的经验合作编写了《大学英语辅导(精读 1—4)》。

根据教材体制,《大学英语辅导(精读 1—4)》分课编排,每课分词汇(Vocabulary)、短语(Phrases and Expressions)、难点注释(Explanatory Notes)和词语辨析(Discrimination)四部分。每部分都包括课文、练习及阅读的内容(每两部分间均空一格以示区别)。词汇部分主要是课文、练习、阅读部分中出现的生词,生词均用中文解释(1、2 册词汇部分主要从练习开始),每个生词的第一个解释是其课文中的含义,其后(如有)还有一至二种常用法。短语亦用中文解释,每一条注释均配有例句及中文译文;难点注释部分主要对课文中难以理解的句子或词汇进行解释性中文注释,并对练习和阅读部分出现的难点适当地加以注释;词语辨析部分结合教学和四级考试,对本课中可能出现的某些短语或词汇在用法上容易与某些常用的而又易于混淆的短语或词汇进行区别,使学生更好地理解并掌握其用法。《大学英语辅导(精读 1—4)》对高校文理科本科生自学和教师教学都是一本很好的参考书。

参加《大学英语辅导(精读 1—4)》编写工作的有四川大学教师吴晓红(Book One 1—5 单元)、曾祖选(Book One 6—10 单元;Book Two 9—10 单元)、余国强(Book Two 1—8 单元)、吴显洪(Book Three 6—10 单元)、四川师范学院教师孔丽(Book Three 1—5 单元)、西南交大教师解秀琴(Book Four 1—5 单元)和范怡红(Book Four 6—10 单元)。本书由四川大学教师吴显洪同志设计、组稿和统稿。

四川省高校公共外语教学研究会顾问冯思刚教授在百忙之中抽出宝贵的时间为此书审稿,我们在此表示衷心的感谢。

由于编者水平有限,时间仓促,错误之处在所难免,欢迎读者批评指正。

愿此书对你有所帮助!

编著者

1992 年 3 月于四川大学

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# Unit One

## How to Improve Your Study Habits

### I. Vocabulary

|                                                  |                                         |
|--------------------------------------------------|-----------------------------------------|
| regularly/'regjuləli/ad.                         | 定期地,有规律地,经常地                            |
| inevitably/in'evitəbli/ad.                       | 必然地                                     |
| adverbial/əd'və:bjəl/a.<br>n. [C]                | 状语的,副词的<br>状语                           |
| check/tʃek/n.                                    | 支票;帐单;控制;检查                             |
| dean/di:n/n. [C]                                 | 教务主任,系主任                                |
| announce/ə'naʊns/v.                              | 通知,通告,宣布;通报                             |
| remedial/ri'mi:djəl/a.                           | 补救的,救济的;改造的                             |
| participate/pɑ:'tisipeit/v.                      | 分享;参与                                   |
| public school                                    | (英国)私立学校;公学;[美国及苏格兰]公立学校                |
| department/di'pɑ:tmənt/n. [C]                    | (大学中的)系科;(商业机构的)部门;行政区                  |
| inform/in'fɔ:m/v.                                | 通知,报告,告诉                                |
| illiterate/i'litərit/n. [C]<br>a.                | 文盲<br>文盲的,不识字的                          |
| grammar school                                   | (英国)文法学校(一种中等学校设有文学或古典作品的课程,以别于工艺或技术学校) |
| responsibility/ri'spɒnsə'biliti/n. [U]<br>n. [C] | 职责;任务<br>责任;负责                          |
| add/æd/v.                                        | 增加,加添;继续说                               |
| multiply/'mʌltiplai/vt.<br>vi.                   | 乘;成倍地增加;增加<br>增多;繁殖                     |
| subtract/səb'trækt/vt.                           | 减去,扣除                                   |
| sum/sʌm/n.                                       | 算术题目;总计;金额                              |
| fee/fi:/n. [C]                                   | 费,报名费,会费                                |
| conceptional/kən'sepʃənəl/a.                     | 想象的,构想的                                 |

## II. Phrases and Expressions

### ✓ make a list of (P1, L. 6) 列表,开列

Please make a list of the things I must buy. 请将我必须购买的东西列一个单子。

### ✓ fill in (P.1, L. 7) 填好,填充,填满

You got the date wrong when you were filling in the cheque.

你在填写支票时把日期搞错了。

They filled in sunken places with stones. 他们用石块填平了坑坑洼洼。

### ✓ be sure to do (P.1, L. 9): 千万要..., 一定要...

Be sure to write and give me all the news. 务必写信告诉我所有的消息。

Be sure not to make the mistake again. 一定不要再犯这样的错误。

### ✓ decide on (P.1, L. 8) 决定,选定

The society decided on a lecture series and appointed a committee to determine the speakers, dates, etc. 学会决定举办系列讲座,并委派一个委员会具体择定讲员、日期等。

She has decided on art as a career. 她已决定选择艺术为职业。

### ✓ set aside (P.1, L. 9): 留出,拨出;驳回;放在一边

Each week she tried to set aside a few dollars. 她设法每周积蓄几美元。

Let's set aside our personal feelings. 让我们撇开个人的情感。

### ✓ be aware of (P.2, L. 1): 意识到,知道,觉察到

He is aware of his danger. 他意识到自己的危险。

Presently she became aware of footsteps hurrying after her.

她很快便察觉身后有急促的脚步声。

### ✓ look over (P.2, L. 20): 迅速查看;从...上面看过去;原谅

The auditors are looking over the bank's books.

查帐员正在查看银行的帐本。

She looked over her spectacles. 她从眼镜上方看出去。

### ✓ make good (full, the best) use of (P.2, L. 26): 很好(充分、尽量)使用

You must make good use of any opportunities you have of practising English.

你该好好利用所有机会练习英文。

He made unauthorized use of my name. 他擅自利用我的名字。

### ✓ go over (P.2, L. 29): 复习、温习;视察;仔细检查

It is important to go over your lessons regularly.

定期复习功课很重要。

We must go over the accounts carefully before we settle them.

在结帐以前,我们必须将帐目仔细核对一番。

### ✓ lead to (P.2, L. 35): 导致...;通往...;领往...

The error of a pointsman led to a fatal railway disaster.

扳道工的失误造成了重大的铁路事故。

All roads lead to Rome. 条条道路通罗马。

✓ be made up of (P. 9, L. 29): 由...组成; 由...构成

The committee is made up of five members. 这个委员会由五名成员组成。

Are all animal bodies made up of cells?

所有动物体都是由细胞组成的吗?

✓ in addition (P. 9, L. 30): 另外, 还有, 并且

You need money and time, in addition, you need diligence.

你需要金钱和时间, 此外, 你还需要勤奋。

He has two cars and in addition a motorboat.

他拥有两辆轿车, 还有一艘汽艇。

✓ meet with (P. 9, L. 34): 遭遇; 和...邂逅, 撞见; 偶然发现

He met with an accident on the way to Sydney.

在去悉尼的途中他遭遇到一起事故。

She met with a striking phrase in a book. 她在书里偶然发现了一个醒目的片语。

✓ to a certain (large, great, good) extent (P. 10, L. 16): 在某种(很大)程度上

The matter was carried to a foolish extent. 这事弄到了荒谬的地步。

It was to a certain extent his own fault. 这在某种程度上是他自己的过错。

✓ send off (P. 11, L. 1): 送别, 给...送行, 寄出, 发出

A large crowd went to the airport to send him off. 一大群人前往机场为他送行。

Please see that the parcels are sent off at once. 请务必把这些包裹立即送出去。

✓ participate in (P. 11, L. 5): 分享; 参与

I participate in your suffering and joy. 我和你同甘共苦。

The organization invited the world to participate in an international exposition.

这个组织邀请世界各国参加国际博览会。

✓ keep up with (P. 11, L. 6): 跟上, 赶上, 不落后

This course is designed to make slow students keep up with their lessons.

安排这个课程是让差生不致于把功课落下。

The big man walked too fast for the little boy to keep up with him.

那个大个子男人走得太快, 小男孩跟不上他。

✓ after all (P. 11, L. 27): 依然, 尽管; 毕竟, 到底

After all it is not so hard as it looks. 这毕竟不如看起来那样难。

After all the difficulties he succeeded in solving the problem.

尽管困难重重, 他仍然成功地解决了问题。

✓ set up (P. 12, L. 1): 建立(机构), 提出(建议); 设置

They decided to set up an international tribunal to try Japanese war criminals.

他们决定建立国际法庭审判日本战犯。

They set up a tent. 他们搭起帐篷。

✓ fly into (a rage, anger, temper, passion) (P. 12, L. 4): 勃然大怒

He flew into a great passion. 他勃然大怒。

✓ get along (P. 12, L. 18): 相处融洽, 进展

He could not get along with anybody. 他跟谁都合不来。

How are you getting along with your French? 你的法语学得怎样了?

in general (P. 12, L. 18): 一般地,大体上;多数,大部分

In general your plan is good. 你们的方案总的来看是好的。

People in general like her. 大多数人都喜欢她。

be/familiar with (P. 12, L. 30): 熟悉,同...相好;通晓...

I have been familiar with him for years. 我跟他熟悉已有几年。

Before you leave home for the United States, you should be familiar with the English language. 在你出国赴美之前,你应该通晓英语。

keep up (P. 13, L. 13): 继续,不停;维持,维护

The enemy kept up their attack all day. 敌人整天不停地进攻。

How much does it cost you to keep up your large house and garden?

维护你的大房子和花园需要多少花费?

in a way 有几分,稍微;在某种意义上

The work was well done in one way. 那工作在某方面做得很好。

Can I help you in any way? 我能帮点什么忙吗?

describe...as (P. 13, L. 30): 形容,说(某人或某事)有某种性质

He was described as being very clever. 据说他很聪明。

He described his suffering as a prisoner of war.

他描述了自己当战俘所遭受的苦难。

in/contact with (P. 13, L. 39): 同...接触,跟...保持联系

Have you been in contact with your sister recently?

近来你和你妹妹有联系吗?

Our troops are in contact with the enemy.

我们的部队已与敌军接触。

blame for (P. 13, L. 27): 对...负责,归咎于...,认为...对...负责

Movies have been blamed for the crime wave.

电影被认为应对犯罪率上升负责。

I have nothing to blame myself for. 我没有什么可以责怪自己的。

keep sth. in mind (P. 14, L. 2): 记住...

Keep what I say in mind. 记住我的话。

You have to be home by 11 o'clock. Keep that in mind.

你得在 11 点以前回家,记住这一点。

### III. Explanatory Notes

#### 1. Sound too good to be true? (P. 1 L. 2)

听起来好得难以置信了?

这是个省略句,补充完整即: Does it sound too good to be true? 句末读成升调。

sound 在此用作系动词,后跟形容词表语 good,意为“听起来”。例如:

This name sounds familiar. 这个名字很耳熟。

类似此种用法的动词还有: smell, taste, look, feel 等等, 可以用作联系动词, 后接形容词作表语。例如:

taste delicious (味道很好), look strange (看上去很陌生)

too...to... (后接不定式): 此结构的含意为“太...以致于不...”, 例如:

He is too excited to say a complete sentence.

她激动得讲不出一句完整的话。

These oranges are too sour for her to eat.

这些桔子酸得她不敢吃。

2. This is not necessarily the case, however. (P. 1, L. 3)

但这未必如此。

case 在此含意为“事实、实情”。例如:

He believed he had found the right answer, but that was not the case.

他以为他找到了正确答案, 但事实并非如此。

—Is it the case that you are going to quit your job? 你打算辞职是真的吗?

—No, That's not the case. 不, 那不是事实。

3. Fill in committed time such as eating, sleeping, meeting, classes, etc. (P. 1, L. 7)

填上吃饭、睡觉、开会、上课等非花不可的时间。

(a). commit 意为“指定...用于”, “committed time”意为“指定用来做某事的时间”。

(b). 短语 such as, 意为“例如”, 用以列举事实, 进一步说明前面笼统的情况。例如:

Romance languages, such as French and Spanish are spoken in Latin America.

拉丁美洲讲某些罗曼斯语, 比如法语和西班牙语等。

短语 such...as, 也表示列举, 意为“象...”。在这种情况下, 单用 as 是错误的。例如:

Such pamphlets as the one you're reading are usually not based on original research.

象你正在读的一类小册子, 通常不是以第一手研究为依据的。

而这个句子就不能说成: Pamphlets as the one you are reading are usually not based on original research.

4. Be sure to set aside enough time to complete your normal reading and work assignments. (P. 1, L. 9)

一定要留出充足的时间来完成正常的阅读和布置的作业。

5. Of course, studying shouldn't occupy all of the free time on the schedule. (P. 1, L. 10)

当然, 学习不应该占据时间表上所有的空闲时间。

occupy: 占据(空间, 时间); 占用。例如:

Please occupy a seat for me. 请替我占个位子。

The house is occupied. 这房子有人占用。

6. ..., but it will make you more aware of how you spend your time. (P. 2, L. 13)

...但是它将使你更加注意你的时间是怎样花掉的。

7. ...it will enable you to plan your activities so that you have adequate time for both work and play. (P. 2, L. 14)

...它能让你安排好各种各样的活动, 以便有足够的时间工作和娱乐。

(a). So that 在此引导表示结果的状语从句。

当 so that 引导结果状语从句时,意为“因此”,“结果是”,“以致”,从句中一般不用情态助动词,并常常用逗号与主句分开。例如:

Nothing more was heard of him, so that people thought that he was dead.

再未听到他的消息,因此人们以为他死了。

当 so that 引导目的状语从句时,意为“以便”,从句往往使用情态助动词 may/might, can/could, will/would 等,主句和从句间不用逗号。例如:

He rose early so that he might be in time for the first lesson. 他早起为的是赶上第一堂课。

Finish this so that you can start another. 把这个做完以便开始另一个。

so that 还可引导程度状语从句。例如:

He loves the Party so that he is willing to give up his life for it.

他热爱党,愿意为党牺牲生命。

(b). enable 该词的含意是:“使…能够…”,后接带 to 的不定式作宾语补足语。例如:

The collapse of the strike enabled the company to resume normal bus services.

罢工的失败使公司恢复了正常的公共汽车营业。

(c). both...and...此结构的含意为“不但…而且”,“双方都”,“又…又…”。几乎可修饰句子的各种成份。例如:

Both brother and sister are students. (修饰主语)兄妹俩都是学生。

He can both sing and dance. (修饰谓语)他能歌善舞。

He is remarkable for both his intelligence and his skill.

(修饰介词宾语)他不但智慧高,而且技术好。

She is both kind and gentle. (修饰表语)她又亲切又温柔。

You can go there both by sea and by air. (修饰状语)你到那不仅可以乘船还可以乘飞机。

8. As you preview the material, you get some idea of the content and how it is organized. (P. 2, L. 21)

当你预习材料的时候,你可以大致了解到材料的内容和结构。

句中的“get some idea of”意为“对…有所…了解”。例如:

The brief introduction enabled them to get some idea of his plan.

这个简介使他们对他的计划有了大致的了解。

9. Later when you begin to read you will recognize less important material and you may skip some of these portions. (P. 2, L. 22)

以后当你开始阅读时,你就可以辨认出次要的材料,跳过不看这些部分。

recognize: 识别;认为。例如:

He failed to recognize his old friend. 他没能认出他的老朋友。

skip: 跳读,看漏。例如:

He skipped (over) the dull parts of the story. 小说里无聊的地方他都跳过去了。

10. Skimming helps double your reading speed and improves your comprehension as well. (P. 2, L. 24)

略读有助于加倍提高阅读速度,而且还能提高你的理解力。

(a). double: 加倍,倍增。例如: