

# COLLEGE ENGLISH

Integrated Course  
Reference Book 2

主编 单 勇 周世界 李 红  
主审 范凤祥



全新版  
new

# 大 学 英 语

综合教程  
参考书

# 2



大连海事大学出版社  
DALIAN MARITIME UNIVERSITY PRESS

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# 前 言

大学英语(全新版)是根据修改后的《大学英语教学大纲》而编写的。因为该书在编写设计和文章内容及课后练习等方面都有了很大的变化,所以原有的大学英语辅导用书已不再适合新版教材的需要。为了帮助广大同学更好地解决课文和练习中的难点和疑点问题,提高学习效率,我们经过精心的策划和认真的准备,组织了一些有长期教学经验的教师编写了这套大学英语(全新版)综合教程参考书。

本套参考书的特点是:紧密结合全新版教材,按册逐课编写,与教材同步,配套使用。每课包括:重点词汇、重点短语、词语辨析、课文难点解析、课后练习答案、译文和同步练习等。同步练习是根据各课的特点和要求,对基础语法和重点词汇进行巩固性训练,使学习者能了解自己对自己对每一课的掌握程度。

全书讲解简明扼要,内容详尽,条理清晰,分析透彻,例句丰富。

本套书由单勇策划。本册书为第2册,由单勇、周世界、李红、马宏宇、赵晓书、佟大明编写。范凤祥教授对全书进行了审阅。赵晓东、尚晓华、徐瑾也参加了一些具体的工作。在此,一并向他们表示谢意。我们真诚地希望本书能对广大同学有一定的实用价值。

编 者

2003年10月

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# Unit One Ways of Learning

## 一、Text A Learning, Chinese-Style

### 1. 重点词汇

#### 1) attach *vt.*

- (1) fasten or join (one thing to another) 附上, 加上, 贴上

He attached the trailer to the car. 他把拖车挂在汽车上。

- (2) consider to have 认为有

Do you attach much/great importance to the report delivered by Professor Wang? 你认为王教授做的报告非常重要吗?

- (3) bind by love or affection 使依恋, 使喜爱

They are much attached to each other. 他们之间有着深厚的感情。

#### 2) occasion *n.*

- (1) a particular time when something happens 时机, 场合

I met her on several occasions. 我见过她几次。

- (2) a proper time for something to happen 时机, 机会

She talked about her husband's work upon every occasion. 她一有机会就谈她丈夫的工作。

- (3) direct cause 起因, 理由

There is no occasion to be angry. 没有生气的理由。

#### 3) relevant *a.* connected with the subject 有关的, 切题的

I don't think it is relevant to the present question. 我认为这跟目前讨论的问题无关。

#### 4) sympathetic *a.* having or showing sympathy 同情的, 体谅的, 同感的

We are all sympathetic with them. 我们都很同情他们。

I am not sympathetic towards this teaching method. 我不赞成这种教学方法。

#### 5) critical *a.*

- (1) very important; very serious or dangerous 至关重要的, 危急的

I think it is a critical decision in her life. 我想这是她生活中的一次重大抉

择。

The patient is still in a critical condition. 病人仍处于危险之中。

(2) fault-finding; judging seriously 批评的, 批判的

Don't be so critical of everyone else. 对别人不要一个个都那么吹毛求疵。

She read the novel with a critical eye. 她用批判的眼光读这本小说。

6) facility *n.*

(1) ability to do something easily and well 灵巧, 熟练

She speaks Japanese with facility. 她日语讲得很熟练。

(2) [*pl.*] aids, equipment, etc. which make it easy to do something 设备, 设施, 便利

The kitchen is equipped with the latest facilities for cooking. 这个厨房有最新的烹饪设备。

7) priority *n.*

(1) something that one must do before anything else 优先考虑的事

Safety is a top priority. 安全是优先考虑的事情。

(2) something that holds a high place among competing claims 重点

In China, greater priority is given to developing children's skills at an early age. 在中国, 人们更为重视早期培养儿童的技艺。

8) superior *a.* better than average or than others of the same type 较好的, 优于……的

This carpet is far superior to that one in quality. 这块地毯的质量要比那块地毯好得多。

9) access *n.*

(1) way (in) to a place; entrance 通道, 入口

The only access to the farm was a dirt road. 进入农场的惟一通道是一条土路。

(2) right, opportunity, or means, of reaching, using, approaching 接触, 使用, 或接近的权利、机会或方法

Only high officials have access to the president. 只有高级官员才能接近总统。

We gained access to this building. 我们获准进入这座大楼。

10) account *n.*

(1) a record or statement of money received or paid out 账, 账目

The accounts are perfectly in order. 账目完全清楚。

He opened an account in the bank. 他在银行开了个账户。

## (2) description 记述, 描绘, 报告

He gave an account of what had happened. 他讲述了所发生的事情。

## (3) consideration; thinking about 考虑, 思考

You must take into account the boy's long illness. 你必须把这孩子长期生病的情况考虑进去。

## 2. 重点短语

## 1) throw / shed light on 对……加以说明, 使明白

The president promised to throw more light on his new fiscal policies. 总统承诺对他的新财政政策作更多的说明。

His new book threw light on the relations between the two tribes. 他新写的书使人了解了这两个部落的关系。

## 2) make up for 补偿

We must make up for the lost time. 我们应当把失去的时间补回来。

## 3) come / go to sb.'s rescue 来(去)救援

When she couldn't finish the difficult task, we went to her rescue. 当她不能完成那件棘手的任务时, 我们去帮她。

## 4) so much so that 如此……以至于……

Some parents spoil their children, so much so that they never ask them to do any studying. 一些家长对孩子如此溺爱以至于从不要求他们学习。

## 5) pick up 拾起; 振作, 鼓起勇气; (车辆等) 搭人; (无人教而) 学会

Please pick up the book. 请把书拾起来。

He picked up courage and asked the manager for a raise. 他鼓起勇气, 要求经理给他长工资。

I'll send a car to pick you up. 我将派车去接你。

He picked up the language during his stay in that country. 这种语言是他在那个国家居住期间无师自通而学的。

## 3. 词语辨析

## 1) principal, principle

这是两个拼写相近, 但含义不同的名词。如:

We agree in principle but we dislike your methods. 我们原则上是同意的, 但我们不同意你的方法。

The school principal announced the honor roll list. 校长宣布了优等生名单。

另外 principal 还可以作形容词, 意思是“主要的、首要的”, 如:

Chicago is the principal city of Illinois. 芝加哥是伊利诺斯州的主要城市。

2) continuous, continual

continuous “连续的、持续的”，指某事连续发生，并强调其过程没有间断。也可以指在空间上和时间上没有间断。如：

This continuous hot weather is oppressive. 这持续的炎热天气使人难以忍受。  
Everything in the universe undergoes continuous development and change. 宇宙万物不断发展和变化。

continual “连续的、不断的”，指在相当长的一段时期之内多次发生或连续发生，但中间有短暂的中断。如：

The progress of the work was affected by continual interruptions. 不断的打扰影响了工作的进行。

She was tired of continual trips to grocery, school and office. 老是跑食品店、学校和办公室使她感到厌倦。

3) before long, long before

before long “不久以后”，切不要按字面译为“长时间以前”或“好久以前”。如：

We hope to finish our experiment before long. 我们希望不久就把实验做完。

Before long, his work began to show results. 不久他的工作开始见效。

long before “很久以前”。原意为“……以前很久”，所以也可以译为“早就”。它的后面可以接名词或从句。当上下文文明确时，它后面的名词或从句还可以省略。如：

Marxism was widespread in China long before the liberation. 解放前，马克思主义早就在中国广泛传播了。

We see a train approaching long before we hear its sound. 在听到火车声以前，我们早就看见火车行驶过来。

We began the test last week, but we had made preparation long before. (句末结合上下文可以看出省略了 that 或 we began the test) 我们上个星期开始做实验，但我们在那以前很久就已经准备好了。

4) whether, if

whether 和 if 作“是否”讲，引导宾语从句时，可以互换。但用 whether 时，正反两面的选择意义较强；用 if 时，则比较强调单方面。如果从句中用 or not 之类的词，则只能用 whether，而不能用 if 代替 whether。因为 whether 强调两方面的选择，故后面常用 or，而 if 只表示单方面的选择。试比较下面两句：

He asked me if he could come. 他问我，他可不可以来。(暗示他很想来)

He asked me whether he should come (or not). 他问我，他是否应该来。(暗示“他个人对来不来是无所所谓的”)

#### 4. 课文难点解析

- 1) He probably got as much pleasure out of sounds the key made as he did those few times when the key actually found its way into the slot. (P.3, L.15) “as much 不可数名词 as”和“as many 可数名词 as”意思是“如……一般多”。the key made 是定语从句。

译文:他从钥匙声响中得到的乐趣大概跟他偶尔把钥匙成功地塞进槽口而获得的乐趣一样多。

- 2) The “teacher” would then smile somewhat expectantly at Ellen or me, as if awaiting a thank you—and on occasion would frown slightly, as if considering us to be neglecting our parental duties. (P.3, L.24) 句子中两个“as if”引导两个并列的状语从句,并以省略的形式出现。以这种形式出现的“as if”从句也可以用另一种形式表达:It seems as if the “teacher” is awaiting... 在 seem as if 中, as if = that.

译文:然后那位“老师”会有所期待地对着我和艾伦微笑,似乎等着我们说声谢谢——偶尔他会微微皱眉,似乎觉得我俩没有尽到当父母的责任。

- 3) With a few exceptions my Chinese colleagues displayed the same attitude as the staff at the Jinling Hotel. (P.4, L.34) as 在这个句子中作关系代词,定语从句中省略了与主句相同的谓语 displayed.

译文:我的中国同行,除了少数几个人外,对此事的态度与金陵饭店工作人员一样。

在“the same... as”结构中,as 有不同的语法功用。如:

This is the same tool as I used yesterday. (关系代词 as 在定语从句中作宾语) 这和我昨天所使用的工具是相同的。

I should like to use the same instrument as is used in your workshop. (关系代词 as 在定语从句中作主语) 我想用你们车间里所用的同样的仪器。

He is not the same man as he was. (关系代词 as 在定语从句中作表语) 他和过去不同了。

- 4) Why not show him what to do? (P.4, L.40) “Why (not) + 动词原形?”是以固定形式出现的省略句。

译文:为什么不教他怎么做呢?

- 5) But assuming that the contrast I have developed is valid, and that the fostering of skills and creativity are both worthwhile goals, the important question becomes this: (P.6, L.98) assuming that 引导的是条件状语从句, and that 是个并列句,省略了 assuming.

译文:然而,假定我这里所说的反差是成立的,而培养技艺与创造力两者都是值得追求的目标,那么重要的问题就在于:

## 5. 课后练习答案

### Text Organization

1. 1) The text begins with an anecdote/incident.
  - 2) His thoughts are mainly about different approaches to learning in China and the West.
  - 3) The end winds up the text with a suggestion in the form of a question.
- 2.

Points for Comparison/ Contrast	Chinese	American
1) ways to learn to accomplish a task	show a child how to do something, or teach by holding his hand	teach children that they should rely on themselves for solutions to problems
2) attitudes to creativity and skills	give greater priority to developing skills at an early age, believing creativity can be promoted over time	put more emphasis on fostering creativity in young children, thinking skills can be picked up later

### Vocabulary

#### I.

1. 1) insert 2) on occasion 3) investigate 4) In retrospect 5) initial  
6) phenomena 7) attached 8) make up for 9) is awaiting 10) exception  
11) not in ... the least 12) promote 13) working on 14) in due course  
15) emerged
2. 1) There is a striking contrast between the standard of living in the north of the country and the south.  
2) Natural fiber is said to be superior to synthetic fiber.  
3) The city's importance as a financial center has evolved slowly.  
4) His nationality is not relevant to whether he is a good lawyer.  
5) The poems by a little-known sixteen-century Italian poet have found their way into some English magazines.
3. 1) Chinese isn't a subject that can be picked up in a month. You can't accom-

plish your goal of mastering the language unless you work at it for years. Well, it sounds as if I'm exaggerating the difficulties, but the fact is I'm only telling the truth.

- 2) The principal is somewhat disappointed with the performance of the children. From what she has gathered, some of the teaching staff have neglected their pupils. She has just announced that strict work regulations have been made and that they apply to both Chinese and overseas teachers.
- 3) The teacher-directed and the child-directed approaches to teaching art represent two extremes of opinion. Too many teacher-directed activities cannot be expected to effectively assist children in learning because of the rigid structure. On the other hand, too many child-directed activities may see a curriculum that is totally unstructured and out of control. There are valid reasons to believe a teacher-guided approach would be a superior way to guide children's development. This approach combines some form of structure with the child leading the direction.

## II . Confusable Words

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. 1) continual | 2) continuous |              |
| 3) continual    | 4) continuous |              |
| 2. 1) principal | 2) principal  |              |
| 3) principle    | 4) principles | 5) principal |

## III. Usage

- |  |                    |
|--|--------------------|
| 1. themselves                          | 2. himself/herself |
| 3. herself/ by herself/ on her own     |                    |
| 4. Itself                              | 5. ourselves       |
| 6. yourself/ by yourself / on your own |                    |

Structure

1. 1) Simon's ill—so much so that he can't get out of bed.
- 2) She herself believed in freedom, so much so that she would rather die than live without it.
- 3) Piles of work have kept us busy—so much so that we can't manage to take a holiday this year.
- 4) Many contestants later failed drug tests, so much so that the race had to be



rerun.

- 2.1) Assuming (that) this painting really is a Picasso
- 2) Assuming (that) the proposal is accepted
- 3) assuming, of course, that she's prepared to listen
- 4) Even assuming (that) smokers do see the health warnings

### Comprehensive Exercises

#### I. Cloze

- |                 |                      |
|-----------------|----------------------|
| (A) 1. contrast | 2. exaggerating      |
| 3. priority     | 4. on the other hand |
| 5. promoting    | 6. pick up           |
| 7. assist       | 8. accomplish        |
| 9. on occasion  | 10. neglecting       |
| 11. worthwhile  | 12. superior         |
| (B) 1. to       | 2. affect/ influence |
| 3. others       | 4. each/ them        |
| 5. without      | 6. controlled        |
| 7. about        | 8. value             |
| 9. They         | 10. little           |
| 11. right       | 12. but              |
| 13. in          | 14. what             |
| 15. worth       | 16. and              |

#### II. Translation

I consider it worthwhile trying to summarize our experience in learning English. Here I would like to make three relevant points.

First, wide reading should be taken as a priority in the learning process, because it is through reading that we get the most language input. Next, learning by heart as many well-written essays as possible is also very important. On the one hand, rote learning/ learning by rote is indeed of little help, but on the other hand, memorization/ learning by heart with a good understanding will certainly be of benefit/ do good to us. With an enormous store of excellent essays in our heads, we will find it much easier to express ourselves in English. Finally, it is critical that we should put what we have learned into practice. By doing more reading, writing, listening and speaking, we will be able to accomplish the task of perfecting our English.

## 6. 译文

### 课文 A

哈佛大学教育学教授霍华德·加德纳回忆其中国之行，阐述他对中西方不同的学习方式的想法。

### 中国式的学习风格

霍华德·加德纳

1987年春，我和妻子艾伦带着我们18个月的儿子本杰明在繁忙的中国东部城市南京住了1个月，同时考察中国幼儿园和小学的艺术教育情况。然而，我和艾伦获得的有关中美教育观念差异的最难忘的体验并非来自课堂，而是来自我们在南京期间寓居的金陵饭店的大堂。

我们的房门钥匙系在一块标有房间号的大塑料板上。酒店鼓励客人外出时留下钥匙，可以交给服务员，也可以从一个槽口塞入钥匙箱。由于口子狭小，你得留神将钥匙放准位置才塞得进去。

本杰明爱拿着钥匙走来走去，边走边用力摇晃着。他还喜欢试着把钥匙往槽口里塞。由于他还年幼，不太明白得把钥匙放准位置才成，因此总塞不进去。本杰明一点也不在意。他从钥匙声响中得到的乐趣大概跟他偶尔把钥匙成功地塞进槽口而获得的乐趣一样多。

我和艾伦都满不在乎，任由本杰明拿着钥匙在钥匙的槽口鼓捣。他的探索行为似乎并无任何害处。但我很快就观察到一个有趣的现象。饭店里任何一个中国工作人员若在近旁，都会走过来看着本杰明，见他初试失败，便都会试图帮忙。他们会轻轻握住本杰明的手，直接将它引向钥匙的槽口，进行必要的重新定位，并帮他把钥匙插入槽口。然后那位“老师”会有所期待地对着我和艾伦微笑，似乎等着我们说声谢谢——偶尔他会微微皱眉，似乎觉得我俩没有尽到当父母的责任。

我很快意识到，这件小事与我们在中国要做的工作直接相关：考察儿童早期教育（尤其是艺术教育）的方式，揭示中国人对创造性活动的态度。因此，不久我就在与中国教育工作者讨论时谈起了钥匙槽口一事。

#### 两种不同的学习方式

我的中国同行，除了少数几个人外，对此事的态度与金陵饭店工作人员一样。既然大人知道怎么把钥匙塞进槽口——这是处理槽口一事的最终目的，既然孩子还很年幼，还没有灵巧到可以独自完成要做的动作，让他自己瞎折腾会有什么好处呢？他很有可能会灰心丧气发脾气——这当然不是所希望的结果。为什么不教他怎么做呢？他会高兴，他还能早些学会做这件事，进而去学做更复杂的事，如开门，或索要钥