

当代大学英语 ACTIVE ENGLISH

导读与练习 1

主编：陈青松



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主 编:陈 青 松

副主编:余 苏 郭东敏

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主编:陈青松

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前言

外研社以修订的《大学英语教学大纲》为指导原则，推出了《当代大学英语》系列教材。这套教材是推行“主题教学”模式的范例。书中选取的主题均为当代大学生关心的热点问题，与青年学生生活十分贴近，有利于激发学生的学习热情。此外，文章还为学生们提供了大量符合认知需求的语言素材。《综合英语》语言简练浅显，表达方法新颖，易于上口交流。《强化英语阅读》语言规范，内容丰富，具有很强的可读性和可思性。

为了帮助学生更好地学习和领会文章内容，掌握并巩固语言要点以打下较扎实的语言基础，我们编写了《当代大学英语导读与练习》，供与课堂教学同步使用。本导读与练习最大的特点是紧扣教学实践，注重语言知识的融会贯通和应用语言技能的操练，强调语篇能力和综合应用语言能力的培养。每一单元由导读与练习两部分组成。导读部分简要介绍《综合英语》和《强化英语阅读》课文的主要内容和写作手法，对文章中的语言难点、重点做必要的解释说明，提供有关的文化背景注释。练习部分也分为两类，《综合英语》练习以培养学生的词汇应用能力为主，词汇知识掌握与词汇应用练习并举，兼顾少量重点语法和句型结构练习。《强化英语阅读》以语篇理解练习为主，力求通过语篇学习，培养学生具备在语篇水平上进行交际的能力。

本导读与练习由主编、副主编负责组织策划、统稿和修改事宜。参加各单元编写的有：集美大学林燕、李莉（第一单元）、韩东红（第二单元）；集美大学钟旭纓、福建

省高等商业专科学校池玫（第三单元）；福建中医学院林雨星（第四单元）；集美大学郭东敏、泉州师范学院黄莉娜（第五、六单元）；集美大学林燕（第七单元）；集美大学郑振辉、福建农大傅超波（第八单元）；集美大学龙金顺、福建农大施晓燕（第九单元）；集美大学郑秀玉（第十单元），林一新（第十一单元），纪晓光（第十二单元）。

由于时间仓促，编者水平有限，书中疏漏不妥之处在所难免，蒙请同行和读者指正，以便再版时修订。

编 者

2002年7月于集美大学

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Unit One

I

Help with Comprehensive English

Text: Learning about Learning

1. Text analysis

这两篇文章是采访威利 (Willie, 美国人) 和休 (Sue, 美国人) 的访谈录。威利和休是刚刚跨入大学校门的新生, 作者向他们询问了生活和他们在学習中的问题, 想弄清他们如何进行自我调整以适应大学的新生活。

2. Notes to the text

1) This **questionnaire** may be ... in the new year: Since the students have just entered College, it is a little early for them to answer the questions.

questionnaire: list of (usu. printed) questions to be answered by a group of people. 问卷, 问题单, 调查表。

2) Great! 此处为感叹词(常用于口语), 表示同意、佩服或兴奋。

本文中多处出现口语化的表达, 如 'yeah', 'real hard', 'take a break', 'but again', 'sure' 等等。

3) Students from overseas: 留学生, 又称 international students。

4) I don't see how anyone can **cope with** it: I don't know how anyone can manage to finish the reading.

cope with: manage, or find a way to deal with sth. or sb. often difficult

or troublesome.

5) Thinking about them in advance is worst: It's not a good way to think before I start writing.

6) One is **more than** enough: What he is saying implies that he doesn't intend to write any draft. 一次就够多的了。

more than: to a greater extent or degree or very

e.g.: We are more than happy to hear of his escape.

7) to put one's thoughts down on paper / to get one's thoughts down on paper / to get ideas down on paper: 把想法写下来。

8) I **did** French at school: I learned French at school.

do: 与名词相连用于许多意义,如:

Patience and perseverance will do wonders. (产生)

She's doing her lessons. (做)

He still has to do his military service. (履行)

Are you doing science at school? (学习)

Please do the flowers. (插,整理)

Go and do your hair. (梳理)

Have you done your teeth? (刷)

I will do you next, sir. (照料)

9) summer camps: 夏令营

10)...but it **can** be quite tough, too, in a way: but living away from home is possibly quite hard, from one point of view.

"can" here indicate "possibility", and "in a way" means "in a certain sense". (在某种程度上)

11) ...quite selective about **what to read**: able to choose out what I should read.

Note the structure “wh- word + to do”.

12) I **set aside** regular times to study, and **keep to** that **routine**...: I plan my time carefully for study, and follow that arrangement with no change.

set aside: save (usually time or money) for later use 留出, 拨出

keep to: 坚持

routine: 惯例

II

Working with Words

Task 1

Complete the following sentences with the words or phrases given below.

Change the form where necessary.

session	concentrate on/upon	routine	fortunately
assignment	selective	workload	set aside
in advance	keep to	index	tough
overseas	adjust		

1. He _____ himself quickly to the heat of the country.

2. I'm toying with the idea of spending next winter on a lecture tour

_____.

3. What is the total undergraduate _____?

4. His whole mind was _____ one thing only—how to turn table on the enemy.

5. “He never eats his words” means “He _____ his words”.

6. With 30 people wanting the job, the employer could afford to be _____ in his choice.

7. _____, the ship met the stormy waters and _____ weather.
8. The _____ at the end of the book will be useful for class _____.
9. Nowadays the youth spend their income _____, let alone _____
some of it.
10. These questions are asked as a matter of _____.
11. Sometimes I tape a _____ of the conversation class.

• • • • •
• Task 2 •
• • • • •

Find out from the Comprehensive English text words or expressions that are closest in meaning to the underlined parts in each of the following sentences. Fill the answer in brackets.

1. I went down the stories with no arranged purpose before me. ()
2. Many shoes nowadays are made of plastic or similar things like that.
()
3. If you take my advice, you'll make a lot of money. ()
4. It took me a long time before I got in touch with him again. ()
5. They clean the kitchen and bathrooms every day. ()
6. Read something concerned with the subject of the class before it starts. ()
7. She was unable to do the duties of her new position. ()
8. In supermarkets you can choose whatever you like without being interrupted by the salesmen. ()
9. He commutes between Manhattan and his residence smoothly from year to year. ()
10. His book represents a new way to the difficulty. ()
11. The audience was chiefly middle-aged decent folk. ()
12. Most of the students find it hard to express themselves in writing.
()
13. Will this new plan be OK? ()

Task 3

There are 20 incomplete sentences in this part. For each sentence there are four choices marked A), B), C), D), choose the ONE answer that best completes the sentence.

- Johnny's way of _____ hoodlums was crude but effective.
A) coping B) dealing
C) handling with D) dealing with
- There is not much time left for you to cover everything, you'd better _____ unimportant points.
A) leave off B) focus on
C) leave out D) concentrate on
- The hotel staff went to great lengths _____ them with first-rate service.
A) to provide B) provide
C) provided D) providing
- As the flood victims are living in terrible conditions, I would rather you _____ these relief packages right away.
A) post B) posted
C) would post D) should post
- When the father came home at midnight, the baby was _____ asleep.
A) deep B) sound C) fast D) wide
- As I have a meeting at four, ten minutes _____ all that I can spare to talk with you.
A) are B) was C) is D) were
- Don't raise irrelevant matters, we must try and _____ the subject.
A) keep at B) keep in with
C) keep to D) keep up with
- Some people work best in mornings; _____ do better in the evenings.

- A) and others B) while others
C) but others D) others
9. The _____ meaning of "blue" is colour, but it can also mean "unhappy".
A) literary B) literal C) literature D) literate
10. I can't thank you _____ much for your kindness, because without your help I can't have succeeded in the exam.
A) too B) very C) quite D) that
11. In our approach _____ problems we must not forget to draw these lines of distinction.
A) of B) at C) to D) X
12. Many a student _____ for the TOEFL test this month.
A) enroll B) has enrolled
C) have enrolled D) is enrolling
13. We must _____ Mother's health when choosing a home.
A) think over B) think about
C) think up D) think out
14. To make an idea understood is to get it _____.
A) down B) by C) across D) up
15. After going to college, _____.
A) his parents missed him very much.
B) he was missed by his parents.
C) the missing of his parents made him sick.
D) his parents were made sick because of missing him.
16. The best way to concentrate is to _____ notes _____ what you're learning.
A) make... of B) make... for
C) take... of D) take ... on
17. He prefers _____ to _____.
A) to do... to talk B) doing... talking
C) to do... talk D) doing ... talk

18. They often practise _____ English among themselves.
 A) to speak B) speak C) speaking D) spoke
19. It's just wonderful. It's the first time I _____ so strongly by a movie.
 A) was moved B) have moved
 C) am moved D) have been moved
20. If you think the word is important, _____ a dictionary.
 A) look up it in B) look it through
 C) look it up in D) look at it in

III

Grammar in Use

Task 1

The following sentences are chosen from Comprehensive English text. Pay attention that the verb 'find' is used in different patterns. Try to analyze the sentence structures (refer to page 9, Comprehensive English textbook) and make similar sentences of your own.

- It's real hard to find time for all the reading I have to do.
 Pattern: find + object (noun/pronoun)
 Sentence structure:
- I find getting my thoughts down on paper quite hard.
 Pattern: find + object + adjective (as Object Complement)
 Sentence structure:
- I found it quite hard to adjust at first.
 Pattern: find + object + adjective (as Object Complement) + (often) an infinitive with 'to'
 Sentence structure:

4. I find that reading very simple books in a foreign language helps a lot.

Pattern: find + objective clause

Sentence structure:

IV

Help with Enrichment Reading

Text 1: Interview with Diana

1. Text analysis

是中学毕业后直接升入大学好？还是先工作一段时间再上大学好？许多中学毕业生都在考虑这个问题。本篇课文通过采访者与被采访者戴安娜之间的问答，就这个问题展开了讨论。作为大学生，戴安娜现在认为还是应该趁年轻完成大学学业。更何况，上学的时候，她还可以利用课余时间或假期做兼职工作。

2. Notes to the text

1) go straight from middle school to college (*L. 1*): 直接从中学升入大学

2) think about (*L. 2*) 就……思考, 考虑……

e.g.: I was thinking about something else. 我正在想别的事情。

think of 想起……, 记起……

e.g.: I can't think of his name right now. 我一时记不起他的名字了。

think over 好好考虑……, 熟虑……

e.g.: Please think it over and let me know your decision.

请仔细考虑一下这件事,然后再把你的决定告诉我。

3) ... and see how they **were relevant to** real life. (L. 6)

be relevant to ...: be connected with... 与……有关的

e.g.: ① His family background isn't relevant to whether he is a good lawyer.

他的家庭背景与他是不是好律师无关。

② His success may be relevant to his father's influence.

他的成功可能与他父亲的影响有关。

4) My parents **were against** the idea. (L. 8)

be against: be in opposition to ... 反对……

e.g.: Most of the teachers are against students' having part-time jobs.
大多数老师反对学生做兼职工作。

5) I think it is a good idea to finish college while you are still young.

(L. 12 - L. 13)

此句中的 it is a good idea to finish college while you are still young 是 think 的宾语从句;而在从句中, it 为形式主语,真正的主语是动词不定式短语,即 to finish college while you are young。

6) part-time (L. 13)

由类似构词法组成的单词还有: full-time, mid-term, full-scale 等等。

7) ... and I also **give private classes** to children **living near my home**. (L. 14)

a. give private classes 做家教

b. living near my home 是现在分词短语做后置定语,修饰 children。

Text 2: Interview with Willie

1. Text analysis

威利中学毕业后没有直接上大学,而是休假一年,用这一年的时间四处工作、旅游。他觉得获得不同的经历能使自己变得更成熟,从而更好地掌握知识。校方和他的父母都很支持他的决定。文章通过一问一答的形式告诉读者威利本身对此事的看法。

2. Notes to the text

1) After I left school I decided to **take** a year **off**. (L. 2)

take ... off: 休息, 休假

e.g.: ① Tom took two weeks off in August. 汤姆在 8 月份休假两星期。

② We took a few minutes off to rest. 我们歇手休息了几分钟。

2) They thought it was a good idea – **providing** I paid all my expenses! (L. 21 – L. 22)

providing: on condition that ... 只要, 假如……; 以……为条件

providing 有时也可以写成 provided. providing / provided (that) ... 可以充当从属连词用, 后接从句, 放在句首、句末均可。

e.g.: ① We shall go there providing that the weather is fine.

假如天晴, 我们就去。

② Provided (that) no objection is raised, we shall hold the meeting here.

如果没人反对, 我们就在这儿开会。

3) What is the **attitude** of the University authorities **towards** students taking a year off? (L. 23 – L. 24)

attitude 后常跟 to/ towards / about

e.g.: ① He took a friendly attitude to us.

他对我们采取友善的态度。

② Mr. Li was annoyed at her attitude towards the guests.

李先生为她对客人的态度感到很恼火。

4) I found it was quite hard to **concentrate on** my studies. (L. 28)

concentrate on / upon... 全神贯注于……

e.g.: If you don't concentrate on your work, you will be dismissed.

如果你不集中精神工作,你会被解聘的。

5) But I feel I am now not just a student, but a person as well! (L. 28 - L. 29)

= But I feel I am now not only a student but also a person.

a. a person 在这儿的含义是指 a mature person.

b. as well 放在句末,相当于一个副词,意为“也,另外也……”。

e.g.: He sent me a letter and some money as well.

他寄给我一封信,外加一些钱。

整句话的意思是:但是我现在感到,自己不仅仅是一名学生,而且也是一个成熟的人。

Text 3: A Visit to the Tower of London

1. Text analysis

本文摘自威利的一篇日记,课文以第一人称讲述了威利和他的中国朋友杨威一起游览伦敦塔时的所见所闻。