



Intensive Reading

最新版

上海外语教育出版社高等学校教材

配套辅导丛书

# 模拟课堂

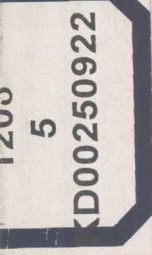


北京师范大学大学英语编写组 编审

(精读)

# 大学英语

# 5



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# 大学英语(精读5)模拟课堂

主 编:北京师范大学大学英语编写组

编 委:(排名不分先后)

张 欣	李 莹	张桂莲
陈露晓	阮成杰	张艾莉
张先华	郑 涛	武向荣
吴 蓉	倪秀丽	

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如有印刷问题请与北京邮电大学出版社联系

电话:(010)62283578

E-mail:publish@bupt.edu.cn

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# 前 言

本套丛书是根据上海外语教育出版社出版的《大学英语(精读)》(共六册)教材编著的教辅类丛书,本套丛书适用于所有以《大学英语(精读)》为教材的在校学生和一线教师以及对英语极具兴趣的广大读者。本套丛书不但可以作为学生的辅导书,同时也可以作为教师教学的参考书。我们在出版本套丛书的同时还根据广大读者的要求,配备了大学英语四、六级考试系列图书,以便学生能在正常的教学中,轻松通过国家大学英语四、六级考试。

本套丛书是根据教育部颁布的最新《大学英语教学大纲》和《大学英语考试大纲》编写的,故本套丛书的内容纲目并举,具有很强的严谨性和科学性;本套丛书的作者和审编都是具有多年英语教学经验的一线大学教授,其学术背景在当今教育界极具影响力,他们在教学的实践中对课本反复推敲,加以经验的总结,共同编写了本套丛书。因此,无论是本套丛书的内容还是其编者都是同类书的颠峰之作。

本套丛书具有以下特点:

## 一、全面性的内容

本套丛书与教材配套,内容丰富详尽,包括课文概要、词汇与短语、序文解说、课文精讲、参考译文、课后练习答案和全真四、六级试题等知识结构,您可以根据本套丛书的知识结构全面掌握课本中的具体内容。再者本套丛书和以往只注重语法分析而不注重课堂的编写方案划清了界线,编者针对学生在课堂上的学习状况,采用模拟课堂的独特视角来编著本套丛书,全面、详尽、透彻地分析了课文中的疑难杂句,把庞杂的知识点编织成行之有效的知识脉络。

## 二、针对性的指导

本套丛书针对学生吸收知识的习惯,对课本中的字、词、句做了精辟的阐述,以模拟课堂的形式再现了课堂上的知识,让学生对每课的知识点一目了然,旨在帮助学生打好英语基础的同时,提高他们的英语水平。本套丛书还根据四、六级考试的各种题型,详实地展现了四、六级考试的重要知识点,因此本套丛书不但是一本针对性很强的课本辅导书,而且也是四、六级考试的参考用书,它不但可与教材同时在课堂上使用,也可作为参加四、六级考试的指导书。

## 三、系统性的结构

为了更好的突出本书科学的结构性,我们根据读者的需求和图书市场的反馈信息,制定了详尽的编写体例和版式设计,以避免曲高和寡之作的诞生,其主要目的还是为了给广大读者以清晰的指导,因此,我们也坚信本套丛书将使读者感到如同亲临名师指导。

由于编者水平有限,书中难免有疏漏之处,欢迎读者提出批评和改进意见,以便我们更好地完善对本套丛书的修订。

编委会

2003年8月

# 使用说明

本套丛书包括六册,每册包括十个单元和1~2个附录,每个单元主要包括以下五个部分:

## 一、课文概要

课文概要是对课文内容进行地概括并附加译文,是一篇百字左右的简评。同时,也是不可多得的中心思想线路图,引导学生步步深入,以便读者在学习课文前更容易了解本课内容。

## 二、词汇与短语

本部分包括:Words to Drill 和 Phrases & Expression 两部分,前一部分是从每课的单词表中挑选出来的20~30个最具活力的常用单词,在每个单词中我们给出了单词的英文释义和各种详尽的短语及例句,让读者在全面了解新单词的同时,加深对词汇的理解记忆和应用。后一部分是课本词汇表后列举的短语。我们对这一部分的每一组短语进行了分析,对一些常用短语,更加给予了大量的篇幅进行举例说明,目的是让读者把这些短语更加灵活的应用起来。

## 三、课文精讲

本部分包括:序文解说、课文精讲和参考译文三个部分,序文解说和课文精讲分别对课文的序言和内容进行了精辟而详述的分析,其中包括对长难句及复杂句子的结构分析,句子中的生词和惯用短语的举例分析,句子中的语法和词法的分析及本句的参考译文。参考译文部分则给出全篇文章的译文,旨在帮助读者更好的理解文章中的具体内容,更准确的理理解文章中的每句话。

## 四、课后参考答案

课后参考答案是根据课本后的练习题而制订的答案,我们在此部分不仅给出习题的答案,而且还给出具体的分析和部分题目的译文,让读者不仅知其然,而且知其所以然。此部分同时给出课外阅读文章的参考译文,以便于读者参考,方便阅读,达到中英文的比较和提高英语水平的目的。

## 五、全真模拟试题(5~6册不含)

此部分是大学英语四、六级考试历年试卷的词汇与结构部分和阅读理解部分,本部分旨在让读者在学完本课后对自我的能力进行一种测试,同时也是为参加四、六级考试作了优先准备。

附录包括了 Revision Exercises 1~2 和 Test Yourself 1~2 的参考答案和详尽解析,虽然《大学英语》教材本身已经给出参考答案,但是,我们总觉得此答案不够详尽和完善,因此,我们从另一角度加以阐述和分析,便于读者得到更具体的参考。

## Unit One *A Kind of Sermon*

一、单词与短语 .....	1
◆ Words to Drill .....	1
◆ Phrases & Expressions .....	3
二、模拟课堂 .....	4
◆ 序文解说 .....	4
◆ 课文精讲 .....	5
◆ 参考译文 .....	9
三、课后练习答案 .....	10
◆ Study & Practice .....	10
◆ Reading Activity .....	16
◆ Writing Practice .....	20

## Unit Two *The Fifth Freedom*

一、单词与短语 .....	21
◆ Words to Drill .....	21
◆ Phrases & Expressions .....	24
二、模拟课堂 .....	25
◆ 序文解说 .....	25
◆ 课文精讲 .....	26
◆ 参考译文 .....	30
三、课后练习答案 .....	32
◆ Study & Practice .....	32
◆ Reading Activity .....	38
◆ Writing Practice .....	41

## Unit Three *Your Key to a Better Life*

一、单词与短语 .....	42
◆ Words to Drill .....	42
◆ Phrases & Expressions .....	45
二、模拟课堂 .....	46
◆ 序文解说 .....	46
◆ 课文精讲 .....	46
◆ 参考译文 .....	51
三、课后练习答案 .....	52
◆ Study & Practice .....	52
◆ Reading Activity .....	59
◆ Supplementary Reading in Popular Science .....	62
◆ Writing Practice .....	64

## Unit Four *Epilogue (From The Gadfly)*

一、单词与短语 .....	65
◆ Words to Drill .....	65
◆ Phrases & Expressions .....	67
二、模拟课堂 .....	68
◆ 序文解说 .....	68



◆课文精讲 .....	68
◆参考译文 .....	72
三、课后练习答案 .....	73
◆Study & Practice .....	73
◆Reading Activity .....	81
◆Writing Practice .....	84
<b>Unit Five   <i>Science and the Scientific Attitude</i></b>	
一、单词与短语 .....	86
◆Words to Drill .....	86
◆Phrases & Expressions .....	90
二、模拟课堂 .....	91
◆序文解说 .....	91
◆课文精讲 .....	92
◆参考译文 .....	96
三、课后练习答案 .....	97
◆Study & Practice .....	97
◆Reading Activity .....	103
◆Writing Practice .....	105
<b>Unit Six   <i>If It Comes Back</i></b>	
一、单词与短语 .....	107
◆Words to Drill .....	107
◆Phrases & Expressions .....	109
二、模拟课堂 .....	110
◆序文解说 .....	110
◆课文精讲 .....	111
◆参考译文 .....	115
三、课后练习答案 .....	117
◆Study & Practice .....	117
◆Reading Activity .....	123
◆Supplementary Reading in Popular Science .....	126
◆Writing Practice .....	127
<b>Unit Seven   <i>Love Story (Chapter 13)</i></b>	
一、单词与短语 .....	128
◆Words to Drill .....	128
◆Phrases & Expressions .....	131
二、模拟课堂 .....	133
◆序文解说 .....	133
◆课文精讲 .....	133
◆参考译文 .....	137
三、课后练习答案 .....	140
◆Study & Practice .....	140
◆Reading Activity .....	147
◆Writing Practice .....	150

## Unit Eight *Roaming the Cosmos*

一、单词与短语 .....	151
◇ Words to Drill .....	151
◇ Phrases & Expressions .....	154
二、模拟课堂 .....	155
◇ 序文解说 .....	155
◇ 课文精讲 .....	156
◇ 参考译文 .....	161
三、课后练习答案 .....	162
◇ Study & Practice .....	162
◇ Reading Activity .....	168
◇ Writing Practice .....	171

## Unit Nine *The Key to Management*

一、单词与短语 .....	172
◇ Words to Drill .....	172
◇ Phrases & Expressions .....	174
二、模拟课堂 .....	176
◇ 序文解说 .....	176
◇ 课文精讲 .....	176
◇ 参考译文 .....	180
三、课后练习答案 .....	182
◇ Study & Practice .....	182
◇ Reading Activity .....	188
◇ Supplementary Reading in Popular Science .....	190
◇ Writing Practice .....	192

## Unit Ten *I Have a Dream*

一、单词与短语 .....	193
◇ Words to Drill .....	193
◇ Phrases & Expressions .....	196
二、模拟课堂 .....	197
◇ 序文解说 .....	197
◇ 课文精讲 .....	198
◇ 参考译文 .....	203
三、课后练习答案 .....	205
◇ Study & Practice .....	205
◇ Reading Activity .....	211
◇ Writing Practice .....	213

## 附录

Text Yourself: Text Paper 1(参考答案) .....	215
Text Yourself: Text Paper 2(参考答案) .....	222



# Unit One

## A Kind of Sermon

### → 内容概要 ←

The text is taken from *Proficiency English Book I* by W.S.Fowler, Supervisor/lecturer at the British Institute, Barcelona, Spain and author of *First Certificate English*, *Dictionary of Idioms*. The text is a discussion, which presents its idea around "students will find that learning English seems to become increasingly difficult once the structures and patterns of the language have been understood". At first, the article illustrated the phenomenon, then gave an objective analysis that both teachers and students feel confused when they begin to learn advanced English. In the end, the author brought up some suggestions with teachers and students according to his own experiences.

《权进一言》一文选自《精通英语》第一册,作者 W·S·福乐是西班牙巴塞罗那市不列颠学院的督学和讲师,是《第一证书》和《成语辞典》的编著者。本文是议论文,它围绕“学生在掌握了基本结构和句型后英语学习反而变得越来越困难”这个话题展开论述。文章一开始先陈述现象,接着对英语学习到一定程度之后老师和学生的困惑进行了客观的分析。最后作者根据自己的经验分别向学生和老师提出自己的建议。



### ◆ Words to Drill

#### 1. context *n.*

##### (1) 上下文

Can you tell the meaning of this word from its context?

你能根据它的上下文说出这个词的意思吗?

in context 在上下文中, be apart from the context 脱离上下文

##### (2) (发生事情的)环境,背景,来龙去脉

The report should be considered within its social context.

这篇报道应该考虑到它的社会环境。

in the context of 在……情况下; context of situation 言语的环境

#### 2. given *adj.*

##### (1) 限定的

Do it within the given time. 在限定的时间内做完它。

##### (2) 假设的,假使的

Given good weather, our ship will reach Shanghai Monday evening.

假如天气好,我们的船将于星期一晚上到达上海。

I'd come and see you in New York, given the chance. 如果有机会,我就到纽约来看你。

#### 3. practicable *adj.* 能实行的,行得通的,可以实行的

"Let's take the baby when we climb the Mount Tai." "Is that practicable?"

"让我们带着小孩一起去爬泰山吧。" "那能行吗?"

a practicable idea 可行的意见; a practicable plan 一个可行的计划

4. **counter** *vt.* 和……相反, 反对, 提出抗衡的计划; 反驳; 抗辩

He countered my proposal with one of his own. 他是以自己的一个建议来反对我的。

*adj.* 相反的, 反对的; 反击的; 背面的; 副本的

a counter list 一览表的副本

The ship was slowed down by counter tides. 船因逆潮而慢下来。

*adv.* 相反地, 反对地; 逆向地

acted counter to one's promise 行动与诺言相反

run [go] counter to one's inclination 与某人的志趣背道而驰

5. **fluency** *n.* 流利, 流畅, 雄辩

fluency of speech 语言流利 with fluency 流畅地, 滔滔不绝

He speaks English with great fluency. 他的英语说得非常流畅。

To work as a translator, you need fluency in at least one foreign language.

为了当好翻译, 你至少要会流利地使用一门外语。

6. **quote** *vt.*

(1) 摘引; 引用; 复述

The author frequently quoted Shakespeare. 作者经常引用莎士比亚作品里的话。

(2) 提到, 举出(例子)

He quoted his own experiences in India. 他提到了他在印度的经历。

Can you quote me a recent instance? 你能给我举一个最近的例子吗?

(3) 报(价); 开(价); (向……)提出(价格)

This is the best price I can quote you. 这是我能向你提出的最好价格。

7. **dedication** *n.* 献身; 献身精神, 无私的奉献

Jiao yulu served the public with dedication and integrity.

焦裕禄以无私奉献的精神廉正地为民众服务。

8. **guidance** *n.* 指导, 指引

He did the work with his teacher's guidance. 他在老师的指导下做了这项工作。

9. **rely** *vi.*

(1) 依靠; 依赖

He completely relied on his own efforts to get the prize.

他完全是依靠自己的努力获得的奖学金。

(2) 信任; 信赖

You may rely on me. 你可以信赖我。

10. **define** *v.*

(1) 解释……意义; 下定义, 阐述; 阐释; 详细说明

to define the position of the government 阐述政府的立场

(2) 定范围; 立界限

The mountain was clearly defined against the eastern sky.

山巅的轮廓被东方的天际衬托得格外分明。

11. **hopefully** *adv.* 抱着希望地

The dog waited hopefully beside the table for some food. 狗趴在桌子边等着得些吃的东西。

Hopefully we'll have finished the project by the end of this month.

我们有希望于本月底结束这项工程。

12. **scope** *n.* 眼界, 见识, 范围

Few things are beyond the scope of a child's imagination.

很少有事情能超越孩子们的想像范围。

13. **disgust** *n.* 厌恶; 恶心; 憎恶

The smell filled me with disgust. 这股气味使我作呕。

*vt.* 使厌恶; 使作呕

The bad fish had a disgusting smell. 这条坏鱼有一股令人作呕的气味。

We're all disgusted at the way her husband has treated her.

她的丈夫那样对待她, 使我们都感到厌恶。

This smell disgusts me. 这气味使我作呕。

14. **immediate** *adj.*

(1) 立即的; 即刻的

take immediate action 立即采取行动

A five-day week has found an immediate welcome and much popularity since it was officially adopted across the country.

五天工作制自从在全国正式实行以来就立即受到了人们的普遍欢迎和拥护。

(2) 最近的

my immediate neighbor 我的近邻

My immediate family consists of my son and my wife. 我的最亲近的家人包括儿子和妻子。

## Phrases & Expressions

1. **put into practice**: apply; carry out 实行; 实践

We must put our plans into practice. 我们必须将计划付诸实施。

2. **confront with**: faced with; bring face to face with; 使面对; 使面临

I am confronted with many difficulties. 我面临很多困难。

Only when the police confronted her with evidence did she admit that she had stolen the money. 在警察让她面对证据时她才承认偷了钱。

3. **give up**:

(1) stop attempting sth... 停止, 放弃(念头、希望等)

gave up their search 停止他们的搜查

gave up smoking 戒烟

(2) admit defeat 抛弃, 认输

The suspects gave themselves up. 这些嫌疑犯投降了。

4. **for one's part**: as far as one is concerned 对某人来说

Tom's family despised my family, and my family, for their part, hated Tom's.

汤姆一家瞧不起我们家, 我们也憎恨他们家。

5. **reduce to**: force (sb.) into (doing sth. humble, unpleasant, or dishonor)

使处于, 迫使, 使变为, 使变弱为, 归纳为

Alone and unsupported, the old lady was reduced to begging for her living.

由于独自一人, 无依无靠, 那个老太太被迫以乞讨为生。

6. **take refuge in**: find shelter or protection in (a place, or action) 避难到; 求助于……, 用……搪塞过去

He took refuge from the storm in a hut. 他在一个棚屋里避风暴。

When she is sad, Ann takes refuge in remembering happier times.

当安难过的时候, 她总是求助于记忆中快乐的时光。

7. **wash one's hands of**: have no more to do with; refuse to be responsible for or connected with 洗手不干; 断绝与……的关系

That is your affair—I washed my hands of the whole business.

那是你自己的事, 我没有参与整个事情。

8. come across:

(1) meet, find, or discover by chance 偶遇;碰到 (= come upon).

We've just come across an old friend we haven't seen for ages.

我们刚碰到了一位多年不见的老朋友。

(2) 发生效果;受欢迎

Your lecture came across very well, and everyone liked it.

你讲的课非常受欢迎,大家都很喜欢。

Your speech came across very well. 你的演说极受欢迎。

9. look up:

(1) 好转

Things are looking up! 情况正在好转!

(2) 在书中查到

When you do not understand a word, you can look it up in this dictionary.

当你不懂一个单词时,可以查这本词典。

(3) 寻访到,探访(某人)

On my way home, I looked up an old friend of mine.

在回家的路上,我去看望了一下我的一个老朋友。

10. at a glance: with one look; at once 看一眼;马上

He saw at a glance that she was coming. 他一眼就看到她来了。

11. no good / not much good / : useless or bad; not any good 没用的;徒劳的

It's no good arguing with them. 跟他们吵嘴是毫无用处的。

12. rely on : trust; have confidence in; depend on 依靠

She relies on her parents for tuition. 她的学费依赖于父母。



◆ 序文解说

1. The author is not a preacher, and yet he does deliver a kind of sermon here. Who is his audience? Interestingly, his audience is your teachers of Advanced English as a foreign language. The author seeks to help them in their difficult task of teaching advanced students, their task of leading their students to a higher level of ability and fluency. Does it encourage you to know that you are not the only one who is struggling at this level of language acquisition?

【译文】本文的作者并不是一个传教士,然而他的确是在进行冗长而严肃的说教。那么,他的听众是谁呢?有趣的是,他的听众就是给你们上高级英语课的老师。作者帮助他们解决在给高年级学生上英语课时所遇到的困难,以便他们能够使学生的英语水平达到一个更高的层次,表达自如。当你知道你并不是惟一的为了提高英语水平而正在努力的人时,你是否会受到鼓舞呢?

【结构】The author seeks to<sup>①</sup> help them in<sup>②</sup> their difficult task of teaching advanced students<sup>③</sup>,  
主 谓 宾 补  
their task of leading their students to<sup>④</sup> a higher level of ability and fluency.  
补

【分析】①seek vt. 寻找,探索(search for); seek after the truth 探寻真理; seek out 搜寻出,挑出。②help sb. in sth./doing 帮助某人做某事/做……; can/could not help doing 禁不住,不得不; help oneself (to something) 自己随便吃(做)……③advanced students 高年级的学生,此处指学了很多年英语的学生。美国大学学生:一年级 freshman, 二年

级 sophomore, 三年级 junior, 四年级 senior. ④lead sb. to sth. = influence the actions or opinions of sb. 引导到某人: What led you to this conclusion? 你是怎样得出这个结论的? Her constant lying led me to distrust everything she said. 她总撒谎, 我完全不相信她的话了。

此句的结构是: The author seeks to help them. in 后面有两个宾语“their difficult task of...”和“their task of...”共同修饰“help them”表示“在两个方面帮助他们”介词短语做状语。

## ◆ 课文精讲

1. It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood. (Line1)

【译文】一旦了解了英语语法的基本结构和句型,再往下学似乎就越来越难了,这其中的原因,也许教师比学生更容易理解。

【结构】It<sup>①</sup> is probably easier for teachers than for students to appreciate<sup>②</sup> the reasons  
主 系 状 表 主(真)  
why<sup>③</sup> learning English seems to become increasingly difficult once the basic structures and  
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patterns of the language have been understood.

【分析】①it 是形式主语,引导主语从句。②appreciate vt. 1. 领会,理解: I appreciate the reasons for your anxiety. 我充分理解你着急的原因。2. 感激,感谢;欣赏,赏识: I can't appreciate what she wears. 我欣赏不了她的着装。③why 引导同位语从句,而不是定语从句。此句的主要结构是 It is easy for sb. to do sth. 对某人来说做某事很容易。这是一个复杂的三级主从句。一级主语是一个比较句“教师比学生可能更容易理解那些原因”。why 引导的同位语从句是第二级,解释说明“原因”的内容:“为什么学英语似乎变得越来越困难”。Once 引导的时间状语从句是第三级,是同位语从句中的从句,限定、说明学英语变得困难的时间是“一旦学生弄懂了语言的基本结构和句型”。

2. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so. (Line4-5)

【译文】当学生们发现一个本该变得更为简单的进程似乎并未变得简单时,他们自然会感到惊讶和失望。

【结构】Students are naturally surprised and disappointed to<sup>①</sup> discover that<sup>②</sup> a process which ought  
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to<sup>③</sup> become simpler does not appear to do so.

【分析】①be disappointed to do sth./that……对某事感到失望: He was disappointed to hear they were not coming. 他听说他们不来了,感到很扫兴。be disappointed in/with sb./sth.: I was disappointed with his performance. 我对他的表现感到很失望。②that 引导宾语从句,做 discovery 的宾语。该从句的主语 process 带一个限定性定语从句,有 which 引导。③ought to 本应该,表示劝告,推荐或推测性的结论: Such things ought not to be allowed. 这类事不该容许。If he started at nine, he ought to be here by now. 要是他九点出发,现在该到这儿了。

此句的主要结构是: Students are surprised and disappointed.

3. It may not seem much consolation to point out that the teacher, too, becomes frustrated when his efforts appear to produce less obvious results. (Line6-7)

【译文】应当指出当老师看到他的努力没能得到明显结果时也很沮丧,这一点并不能使人



得到很大的安慰。

【结构】It<sup>①</sup> may not seem much consolation to point out<sup>②</sup> that the teacher, too, becomes frustrated  
 主 谓 宾 主(真) 宾  
when his efforts appear to produce less obvious results.

【分析】①it 是形式主语, to point out... results. 不定式作了真正的主语。在这个不定式中, 又包含一个宾语从句 that the teacher... 和一个时间状语从句 when his efforts appear... ②it may not seem much consolation to... 对... 来说不是一个很大的安慰; It may not seem much consolation to get compensate from assurance company for her. 对她来说, 从保险公司得到的赔偿算不上太大的安慰。③point out 指出: Can you point out the man you suspect? 你能把你怀疑的那个人指出来吗? beside the point 离题的, 不相干的: What you said is beside the point. 你讲的与本题无关。There is no point/use/good in doing sth. 表示“做某事没有道理或没有用处”There is no point in going by car if we can't park near the theatre. 如果剧院附近没法停车, 开车去是没有用的。

4. He finds that students, who were easy to teach, because they succeeded in putting everything they had been taught into practice, hesitate when confronted with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. (Line8 - 11)

【译文】学生们最初很容易教, 因为他们能把教给他们的所有东西付诸于实践; 现在教师却发现他们面对着大量未曾接触过的英语词汇和习惯用法而踌躇起来。因为这些词汇和习惯用法是基础教科书中所没有涉及到的内容。

【结构】He finds that students, who<sup>①</sup> were easy to teach, because they succeeded in putting everything  
 主 谓 宾语从句  
they had been taught into practice, hesitate when confronted with<sup>②</sup> the vast untouched area  
English vocabulary and usage which falls outside the scope of basic textbooks.

【分析】①who 引导非限定性定语从句: Mrs. Smith, who has a lot of teaching experience, will be joining us in the spring. 史密斯夫人很有教学经验, 她将在春天来和我们一道工作。②confront sb. with sb./sth. 使某人面对或正视某人或某事: They confronted the prisoner with his accusers. 他们让犯人与原告对质。本句是个复杂主从句, 主要结构是: He find that students hesitate. 其中宾语从句的主语 students 带有非限定性定语从句, 说明学生过去为什么容易教; 宾语从句的谓语 hesitate 带有时间状语从句, 说明现在的学生什么时候会 hesitate. who 引导的定语从句本身又是一个复杂的主语从句, 修饰 teach 的原因状语从句中的 everything 一词又被一个定语从句 (they had been taught) 修饰, 谓语 hesitate 带的时间状语从句中又包含有一个定语从句 (which falls outside the scope of basic textbooks) 修饰 vocabulary and usage.

5. It is hard to convince them that they are still making progress towards fluency and that their English is certain to improve, given time and dedication. (Line14 - 16)

【译文】要想让他们相信他们正在朝着精通英语的方向进步, 并且, 只要肯花时间和持之以恒, 他们的英语水平就一定会提高, 这是很困难的。

【结构】It is hard to convince<sup>①</sup> them that they are still making progress towards fluency and that  
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their English is certain to improve, given<sup>②</sup> time and dedication.

【分析】①convince sb. (of sth.) = make sb. feel certain 使某人确信, 使某人明白: How can I convince you of her honesty? 我怎样才能使你相信她很诚实? ②given 如果, 假如: Given the chance, I'd do it again. [= If I were given...] 如果有机会, 我愿意重做。Given the present conditions, I think she's done rather well. [If one takes into account ...] 考虑到目前的情况, 我认为她干得相当出色。如果 given time and dedication 置于句首, 可以作为介词短语理解; 如果直接与 It is hard to convince them 发生语义联系, 可以



中所碰到的比较复杂的结构,对于表达自己的意思来说并不是那么至关重要,因此它们的应用范围也就不那么直接。

【结构】What both students and teachers are experiencing<sup>①</sup> is the recognition that<sup>②</sup> the more  
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complex structures one encounters in a language are not as vital<sup>③</sup> to making oneself  
understood and<sup>④</sup> so have a less immediate field of application.

【分析】①What both students and teachers are experiencing 主语从句在这里作主语。②表语中的 that 从句是 recognition 的同位语。③vital *adj.* 生死攸关的,重大的,生命的,生机的,至关重要的,所必需的:vital energies 生命力;Vital component of any democracy is a free labor movement. 自由工人运动是任何民主所不可缺少的组成部分。④to make oneself understood *v.* 表达自己的意图 to make oneself known *v.* 作自我介绍

9. One can suggest that students should spend two or three years in an English-speaking country, which amounts to washing one's hands of them. (Line34)

【译文】有人可能会建议让学生们到一个讲英语的国家去住两三年,这等于把他们甩掉,不再管他们。

【结构】One can suggest<sup>①</sup> that students should spend two or three years in an English-speaking  
主 谓 宾  
country, which<sup>②</sup> amounts to<sup>③</sup> washing one's hands of<sup>④</sup> them.  
定

【分析】①suggest 后的宾语从句用 should + 动词原型,should 也可以省略。②宾语从句中的 which amounts to washing one's hands of them. 是非限定定语从句,用来对整个主句进行说明,which 代表“建议学生去讲英语的国家住两三年”。③amount to 等于;总计:Your words amount to a refusal. 你的话等于回绝了。④wash one's hands of *v.* 洗手不干,此处指放弃,不再管……。

10. It is no use telling students to go to the library and pick up the first book they come across. (Line38)

【译文】只告诉同学到图书馆去,拿起第一本见到的书就读是没用的。

【结构】It is no use telling<sup>①</sup> students to go to the library and pick up<sup>②</sup> the first book they  
主 系 表 主(真)  
come across.<sup>③</sup>

【分析】①It is no use doing = It is no good doing 做……无用/无益;It is no use crying over spilt milk. 覆水难收。②pick up 捡起,看到,获得,使恢复精神。③come across 偶遇;碰到(= come upon) We've just come across an old friend we haven't seen for ages. 我们刚碰到了一位多年不见的老朋友。

11. Read as much as you can and try to remember the way it was written rather than individual words that puzzled you. (Line44)

【译文】尽可能多读一些,并设法记住它的写作方法,而不是拘泥于那些让你困惑的个别单词。

【结构】Read as much as you can and try to remember<sup>①</sup> the way it was written rather than  
谓 补 谓 宾  
individual words that puzzled you.<sup>②</sup>  
宾

【分析】①read 和 try 是并列谓语。as much as you can(同 as much as possible)尽可能多(读),在这里它作 read 的补语。②it was written 修饰 the way; that puzzled you. 作定语修饰 words. rather than 连接两个宾语 the way 和 words. 本句是一个祈使句,主要结构是:Read and remember the way and words.

12. It's no good thinking that anything will do, or that all language is useful. (Line48)

【译文】认为什么教材都行或者任何语言都有用的思想是没有好处的。

【分析】结构分析参看(10)。do 够, 足够; 适合, 行, 可以: This will never do! 这事永远不可以。

13. It's still your duty to choose the best path to follow near the top of the mountain just as it was to propose a practicable short-cut away from the beaten track in the foothills. (Line 51)

【译文】在接近山顶时, 为学生选择最佳的攀登路线仍然是你的职责。正像在山丘处为他们建议一条远离众人踏平的山路而又走得通的捷径是你的职责一样。

【结构】It's still your duty to<sup>①</sup> choose the best path to follow<sup>②</sup> near the top of the mountain just as<sup>③</sup> it was to propose a practicable short-cut away from the beaten track<sup>④</sup> in the foothills.  
主系 宾 主(真)

【分析】这是一个不定式作主语的句子。①duty *n.* 义务, 责任, 职责, 职务, 税。常和 to 连用: Do your duty to your country. 为你的国家尽义务。②follow 修饰 path 意为: 沿着这条路走。③just as; the same way *adv.* 正像。④beaten track 人们常走的路; off the beaten track 人迹罕至的。

## ◆ 参考译文

### 权进一言

W·S·福勒

一旦了解了英语的基本结构和句型, 再往下学似乎就越来越难了; 这其中的原因, 也许教师比学生更容易理解。当学生们发现一个本该变得更为简单的进程似乎并未变得简单时, 他们自然会感到惊讶和失望。

即使向学生们指出, 教师在其努力所产生的效果似乎不及原来明显时也会灰心丧气, 似乎也不会给他们带来多大安慰。学生们最初很容易教, 因为他们能把教给他们的所有东西付诸实践; 现在教师却发现他们面对着大量未曾接触过的英语词汇和惯用法而踌躇起来。因为这些词汇和惯用法都是基础教科书中所没有涉及的内容。他看到他们在挣扎, 因为他们本以为已经熟悉的语言现在看上去竟是由种种令人困惑不解、在不同上下文中有不同意义的习语, 陈词滥调的成语组成的。很难让学生们相信: 他们仍在朝着流利的目标前进, 而且只要花上时间和精力, 他们的英语一定会有所提高。

在这种情况下, 有些学生厌恶地放弃了学习并不出人意外, 而另外一些学生则仍然满怀希望地等待着老师像最初那样给他们以充满自信的指导。就教师来说, 由于经常被迫设法去解释一些无法解释的东西, 他们就可能对同事们引用一些谚语来聊以自慰, 如: “引马河边易, 逼马饮水难。”或者引用一句虽不太合乎语法却比较尊重学生的话: “重要的不在于你说什么, 而在于你怎么说。”对这些话, 学生们也许很想反驳说: “我学得越多, 懂得越少。”

当然, 这话并不正确。因为不管是学生还是老师, 他们现在都经历着这样一个认识过程, 即我们在某种语言中所碰到的比较复杂的结构, 对于表达自己的意思来说并不是那么不可或缺, 因此它们的应用范围也就不那么直接。由于同样的原因, 以教师的观点来看, 选择适当的教材就成了一项更为困难的任务。比起在某个特定的日子从一份丰盛的菜单中选出你最想吃的一道菜来, 随便准备点吃的东西毕竟要容易得多。

把问题讲清楚是容易的, 而要提出解决办法可就难了。有人可能会建议让学生到一个讲英语的国家去住两三年, 这等于把他们甩掉, 不再管他们, 因为有时间或有钱出国的学生为数并不多。人们常说, 大量阅读是可供选择的最佳方案, 但即使在这一方面, 也需要进行某些选择。只告诉学生到图书馆去, 拿起第一本见到的书就读是没有用的。我对学生的建议是: “要读不需要查词典就能看懂的东西(但并非一看就懂的东西); 要读使你感兴趣的东西; 要读有时间读的东西(报纸和杂志而不是长篇小说, 除非你能在一个星期左右的时间里把整本小说读完); 要读当代写的英文, 而不是两百年前写的英文; 要尽量多读并设法记住各种表达方式, 而不是那些让你费解的个别单词。”而除了说“读”, 我也可以说“听”。