

泛读

EXTENSIVE
READING

COLLEGE ENGLISH

大学英语

精解精析

3

华南理工大学出版社

4.687054

DXC

23

《大学英语》(泛读)精解精析
Extensive Reading of College English
with Analyses of Problems

第 三 册

主 编 董晓秋

主 审 杨玉林

华南理工大学出版社

·广州·

图书在版编目(CIP)数据

大学英语(泛读)精解精析(第三册)/董晓秋主编. —广州:华南理工大学出版社,1999.8
ISBN 7-5623-1460-8

I. 大…

II. 董…

III. 英语—阅读教学—高等学校—教学参考资料

IV. H319.9

华南理工大学出版社出版发行

(广州五山 邮编 510640)

责任编辑 乔 丽

各地新华书店经销

湖南轻工业高等专科学校印刷厂印装

*

1999年8月第1版 1999年8月第1次印刷

开本:787×1092 1/16 印张:13.25 字数:305千

印数:1—5000册

定价(全四册):52.00元(每册 13.00元)

前 言

面向 21 世纪对英语人才的需求规格,培养和强化学生的阅读能力是当前大学英语教学所面临的紧迫任务。完成这一任务,大学英语泛读课教学应充分发挥其主导作用。但在实际教学中,存在课时少、内容多、任务重的难题,许多院校主要靠自学来完成。学生在自学过程中,难免会遇到许多疑难问题,不同程度地影响学生阅读能力的提高。因此,为解决这一难题,提高学习效率,我们编写了《〈大学英语〉(泛读)精解精析》。

《〈大学英语〉(泛读)精解精析》是根据北京大学张砚秋主编的《〈大学英语〉(修订本)泛读》所编写的,可供高校学生和广大英语爱好者使用,也可供教师使用。

本书共分四册,每册与《〈大学英语〉(修订本)泛读》配套使用。每课内容包括:(1)Pre-reading Questions;(2)Additional Information;(3)Words with English and Chinese Definitions;(4)Idiomatic Expressions;(5)The Structure of the Text;(6)Detailed Study of the Text。此外,书后还附有每课课文的参考译文。

本书的特点是:(1)每课内容全面系统,各部分的排列顺序与阅读过程同步,即先是激发阅读兴趣,产生阅读动力;然后扫清阅读障碍,再通过语篇结构分析,宏观理解课文大意;最后精解课文中的重点和难点,吸收语言知识,全面理解课文。(2)每课所列词汇和课文中的重点、难点均用英汉两种语言释义,使学生真正掌握其含义和用法。(3)每课提供背景知识,加深学生对语言的理解,扩大知识面。(4)既注重语篇分析又强调词句的理解和掌握,对课文中出现的所有语言重点和难点进行精解,包括词义辨析、习惯用法、语法结构、修辞手段等,不仅培养学生的阅读能力,而且指导学生正确使用语言,提高其应试能力和语言交际能力。(5)每课的汉语译文为正确理解课文和培养翻译能力提供了帮助。总之,这是一套集知识性和实用性于一体的书。一书在手,无师自通。

本书在编写过程中,得到了不少同行专家的大力支持,杨玉林教授精心审阅了全部书稿。另外,我们还参阅了许多颇有价值的文献。对此,我们一并深表谢意。

本书由吕筠副教授创意并负责全书的统稿和修改。本册主编:董晓秋。

由于我们水平有限,书中存在缺点错误在所难免,敬请诸位同仁及广大读者不吝赐教。

编 者

1999 年 5 月

CONTENTS

Unit One

- 1. Reading for A's (1)
- 2. Why Not Speed Up Your Reading? (8)
- 3. Romantic Roundabout (13)

Unit Two

- 4. The Lucky Archaeologist (17)
- 5. News of the Engagement (21)
- 6. The Story of Jazz (26)

Unit Three

- 7. The Experiences of a Chinese Immigrant, 1880 ~ 1903 (31)
- 8. How to Guess Your Age (34)
- 9. The Sixth Sense (38)

Unit Four

- 10. Long Walk to Forever (45)
- 11. Father and Son (50)
- 12. Never Trust Appearances (57)

Unit Five

- 13. I Thought About This Girl (63)
- 14. The Gift of Understanding (68)
- 15. A Horrible Experience (73)

Unit Six

- 16. Exercise and Health (I) (78)
- 17. Exercise and Health (II) (82)
- 18. My Sixth Christmas (86)

Unit Seven

- 19. The Sacrifice at Masada (91)

20. Covered Wagon Days	(95)
21. Education? Computer, Naturally	(101)

Unit Eight

22. Living as a Navajo	(106)
23. Picnic in the Dining-Room	(111)
24. The Model Millionaire	(115)

Unit Nine

25. Make Today Count	(120)
26. Should We Allow Curiosity to Kill the Cat?	(125)
27. Discovery of a Father	(129)

Unit Ten

28. The Most Unforgettable Character I've Met	(136)
29. Passing Trains	(141)
30. Are All Men Equal?	(144)

课文参考译文	(151)
主要参考文献	(204)

Unit One

1. Reading for A's

I. Pre-reading Questions

1. Do you often get behind in your study of English?
2. How do you arrange your time for different courses?
3. If you really get behind in one course, what would you do?
4. Do you mark your textbooks? How do you mark them?
5. Are you afraid of tests? What do you do before tests?
6. What is your test-taking strategy?

II. Additional Information

About Text-books in the United States and Some Western Countries

In China, Students buy text-books and keep them as their own possessions ever since they go to school. But in the United States and some Western countries, text-books in public elementary and middle schools belong to the school. They are issued to the students. The students must not write on any page or mark any part of the textbook in any way, consumable ones expected. When a text-book is issued or returned, its condition must be recorded in terms of New, Fair and Poor. In contrast, textbooks in colleges are bought by the individual students; they cost about \$ 200 a semester. Many students, however, buy used textbooks sold by former students.

Grading System in the United States

The following grading system is used in most colleges or universities in the U.S.: A—Excellent; B—Good; C—Satisfactory; D—low or pass; E—Fail. To maintain satisfactory academic standing and to qualify for a degree, an undergraduate student must have completed courses with the average grades of "C" or above, and a graduate student must have the average grades of "B" or above.

satisfactory n
statist / statist
a - 633 + 113

III. Words with English and Chinese Definitions

1. master ['mɑ:stə] vt. to gain as a skill 掌握, 学会
2. imaginary numbers [i'mædʒinəri'nʌmbəz] n. a number that is assumed to exist for a special purpose, such as the square of a negative quantity 虚数
3. credit ['kredit] n. (esp. in the US) a measure of a student's work, esp. at a university, often equal to one hour of class time per week 分数, (美国高校中的)学分
- ✗ 4. virtuous ['vɜ:tjuəs] adj. (derog.) too satisfied with one's own good behaviour, and ex-

pressing this in one's manner towards those who have done wrong (贬)自满的,自鸣得意的

5. **pop** [pɒp] *vt.* infml. to ask (a question or questions) suddenly and directly 抛出,提出 (问题等)
6. **quiz** [kwɪz] *n.* a competition or game where questions are put 测试,测验
7. **expense** [ɪks'pens] *n.* cost, esp. of money but also time or effort 代价,费用
8. **neglect** [nɪg'lekt] *vt.* to give no or too little attention or care to 忽视,忽略
9. **time-consuming** [ˈtaɪm,kən'sjuːmɪŋ] *adj.* that takes a great deal of time 耗费时间的
10. **incentive** [ɪn'sentɪv] *n.* an encouragement to greater activity 刺激,激励
11. **strike** [straɪk] *vt.* to give a particular impression, usu. a strong one; impress 给……的印象,使感到(与 as 连用)
12. **noble** [ˈnəʊbl] *adj.* splendid, great 极大的
13. **lengthen** [ˈlɛŋθən] *vt.* to make or become longer 加长,延长
14. **purchase** [ˈpɜːtʃəz] *vt.* to buy 购买
15. **margin** [ˈmɑːdʒɪn] *n.* one or both sides of a page near the edge, where there is no writing or printing 页边的空白
16. **sketch** [sketʃ] *v.* to describe roughly with few details 草拟,概略地叙述
17. **subheading** [ˈsʌb'hedɪŋ] *n.* a small written title phrase lower down in the body of a piece of writing that has a main title phrase at the beginning; subtitle 小标题,副标题
18. **chart** [tʃɑːt] *n.* (a sheet of paper with) information written or drawn in the form of a picture, usu. with the intention of making it easily understood 图,图表
19. **forewarn** [ˈfɔːwɜːn] *vt.* to advise (that sth. will happen or be done) 预先警告
20. **division** [dɪˈvɪʒən] *n.* part, section 部分
21. **number** [ˈnʌmbə] *vt.* to give a number to 给……编号
22. **frustrate** [ˈfrʌstreɪt] *vt.* to cause (someone) to have feelings of annoyed disappointment 使感到灰心
23. **fright** [fraɪt] *n.* an experience that causes sudden fear; shock 惊吓
24. **borsch** [bɔːʃ] *n.* also borscht, borshcht [bɔːʃt] *n.* a beetroot soup (of East European origin) usu. served cold, often with sour cream 俄罗斯甜菜汤
25. **adapt** [əˈdæpt] *vt.* to change so as to be or make suitable for new needs, different conditions etc. 使适应,使适合
26. **score** [skɔː] *n.* a total of points won esp. in an examination 得分,(测验的)成绩
27. **canasta** [kəˈnæstə] *n.* a type of card game in which 2 sets (packs) of cards are used 一种纸牌游戏
28. **budget** [ˈbʌdʒɪt] *vt.* to plan private or public spending within the limits of a certain amount of money 安排,预算,计划
29. **guarantee** [gəˈræntiː] *vt.* to promise that something will certainly so 保证
30. **skip** [skɪp] *v.* to pass or leave out (sth. in order); not do or deal with (the next thing) 略过,遗漏

31. gap [gæp] *n.* an empty space between 2 parts 空白

32. flip [flip] *v.* flip through: to read (a book, paper etc.) rapidly and carelessly 迅速翻阅

IV. Idiomatic Expressions

1. at the expense of 以……为代价

2. devote...to (v-ing) 在……上花费(时间、精力等)

3. go whole hog for (美俚)一头扑在,尽力去做
= 搞 hog

4. get...out of the way 了结某事;搬走挡道之物

5. fall into 分成,属于

6. to begin/start with 首先

7. settle/get down to business 开始干正事

8. sum up 总结

9. set aside for 为……留出、省出(钱、时间等)

10. stand out 突出,显眼

11. the chances are good (that) 很可能

12. freeze up 头脑发木,使变得呆板(或僵硬)

13. leave out 省去,忽略

14. might/may as well 还是……的好

15. make the most of 尽量利用或使用

16. adapt...to 使适应,使适合

17. stage fright 怯场

18. budget one's time 计划时间

19. flip through 快速翻阅

20. guarantee A's on one's tests 保证某人各门测试都得“优”

V. The Structure of the Text

Part 1 Introduction (From L. 1 to L. 10)

Where and when and what you study are all important, but how to study is the hardest thing you will have to learn in college.

Part 2 Development (From L. 11 to L. 102)

Three rules that work for everybody:

(1) Don't get behind. (From L. 11 to L. 39)

(2) Don't be afraid to mark in textbook. (From L. 40 to L. 74)

(3) Don't let tests terrify you. (From L. 75 to L. 102)

Part 3 Conclusion (From L. 103 to L. 107)

What following these suggestions can do is to help you make the most of what you know.

VI. Detailed Study of the Text

I. Some students can master the entire system of imaginary numbers more easily than other students can discover how to study the first chapter in the algebra book. (L. 5 ~ 7) 某些学生掌握全部虚数的内容要比另一些学生去探索如何学好代数课本的第一章还来得容易。

此句是进行不同质事物之间比较的一种比较结构。在这种结构中两个主语和两个比较项目都不同,即两个不同的人或物就不同的方面进行比较。除了用 more...than 结构外,还可用 as...as 结构。

a) This swimming pool isn't less wide than that one is long.

这个游泳池的宽度并不小于那个游泳池的长度。

b) His uncle was *as base and unworthy as his father had been upright and honourable*.

他的叔叔卑鄙龌龊,不像他父亲那样为人正直。

the entire system of imaginary number 意为“整个虚数体系”。

2. But the two things are sure: nobody else can do your studying for you, and unless you do find a system that works, you won't get through college. (L.9 ~ 10)

但有两件事是一定的:没人可以替你学习;除非你找到了对你起作用的一套学习方法,否则你不会顺利通过大学里所有考试。

本句是一个并列结构,两个并列分句由冒号连接,表示下文是对上文的解释和发挥。

(1) do 用于加强语气,要重读。

a) She *'did* accomplish the task in time. 她的确按时完成了任务。

b) *'Do* come early. 一定要早来。

(2) work 的意思是“起作用,行得通”。

a) The appeal *worked* powerfully upon him. 呼吁对他起了强烈作用。

b) A utopian plan just won't *work*. 空想的计划是行不通的。

3. Getting behind in one class because you are spending so much time on another is really no excuse. Feeling pretty virtuous about the seven hours you spend on chemistry won't help one bit if the history teacher pops a quiz. (L.17 ~ 19)

因为你在其它功课上花的时间太多而造成某一门功课落后,是不成其理由的。你为自己在化学上花了7个小时而颇感得意,但如果历史老师来个突然测验,你便束手无策。

feeling pretty virtuous about 意为“对……感到很满意”。

to pop a quiz 或 to pop a test 意为“进行突然袭击式的测验”。

4. And many freshmen do get into trouble by spending too much time on one class at the expense of the others, either because they like one class much better or because they find it so much harder that they think they should devote all their time to it. (L.19 ~ 22)

许多新生由于在某一学科上花了太多时间牺牲了另一些功课确实陷入了麻烦,或者由于他们偏爱某一科,或者他们发现某一科目太难而应把全部精力都投入进去。

本句用 either because...or because...连接两个并列原因状语从句。

(1) at the expense of 是习惯用语,意为“causing the loss of”,即“以……为代价”。

a) Those who try to profit *at the expense of* others will come to no good end.

企图损人利己的人不会有好下场。

b) He finished the job *at the expense of* his health.

他在损害健康的条件下完成了这项工作。

(2) devote to 是动词短语,意为“to give wholly or completely to”,即“在……上花费(时间,精力等)”。

a) He has *devoted* his life to helping blind people. 他把一生都致力于帮助盲人。

b) I don't think we should *devote* any more time to this question.

我认为我们不应在这个问题上花更多时间。

5. If you face this temptation, begin with the shortest and easiest assignments. Get them out of the way and then go on to the more difficult, time-consuming work. (L.23 ~ 25)

假如你面对这种诱惑,那就要先做最短、最容易的功课。把这些功课完成后,再去对付那些较难和耗时较多的作业。

to be out of the way 或 get...out of the way, 意为“to be over 或 to be dealt with”, 即汉语“解决,排除”的意思。

a) We'll be all right once the meeting is out of the way. 会议一结束我们就好了。

b) We have got the problem out of the way. 我们解决了这个问题。

6. The English assignment, easy as it was, won't get done. (L.27 ~ 28)

英语作业虽然容易,但还是完不成。

as (= though) 表示“虽然,即使”的意思,引导让步状语从句,是比较正式的书面语。词序一般是:形容词/副词 + as + 主语 + 谓语。

a) Rich as she is, she is not happy. 她虽然有钱,但她不幸福。

b) Tired as I was, I tried to help them. 即使我累了,我还设法帮助他们。

7. ... a necessary task that strikes you as pretty dull. (L.31 ~ 32)

……一项你必须完成的而又使你感到乏味的任务。

to strike...as 是动词习惯短语,意思是“to appear to something to be...”, 即“使……感到,给……印象”。

a) The result of the experiment struck me as most significant.

在我看来,实验的结果意义十分重要。

b) Your suggestion strikes me as ridiculous. 你的建议使我感到可笑。

8. To begin with, when you first get a new textbook, look at the table of contents to see what material the book covers. (L.41 ~ 42)

当你初次拿到一本新书,首先要浏览目录,看一看该书包括哪些内容。

to begin/start with 是习惯短语,意思是“to say that something happens at the first stage of an event or process”, 即“首先”,与 in the first place 同义。

a) To begin with, we must consider the problem all-sidedly.

首先,我们必须全面地考虑这个问题。

b) To begin with, he is too young. 第一,他太年轻。

look at the table of contents 意为“看一下目录”。

9. Read the chapter all the way through, ... (L.55) 通读全章,……

短语 all the way 常可用来指动作完成的程度,汉语意思是“从头至尾,自始至终”。

a) He stayed in the game all the way. 他自始至终参加了比赛。

b) It is estimated all the way from five to eight tons. 估计有 5 ~ 8 吨重。

10. If the chapter falls into three major divisions, underline the three sentences that come closest to summing up the idea of each division. (L.62 ~ 63)

如果本章分成三个主要部分,就在最接近总结每一部分大意的那三个句子下面划线。

动词短语 to come to 可有几种用法,在本句中的用法为:“If someone or something comes

to a particular state, position, or situation, they are in it or get into it.”汉语的意思是“达到……地步,得到……结果,归结为……”。

a) The enemy's plan *came to* nothing. 敌人的计划一场空。

b) What you say *comes to* this. 你说的话归结起来无非是这个意思。

11. You can make these changes during the study time you have set aside for comparing class notes with the textbook. (L.70 ~ 71)

你可以用留出来对课堂笔记的学习时间来做些改正。

set aside 是动词短语,如说“to set aside something such as time or money”,意思是“to keep it for special use or purpose”,汉语的意思是“留出,省出”,常和 for 连用。

a) The government *set aside* barely thirteen percent of this money for health and education.

政府留出 30% 的钱用于教育和卫生。

b) Try and *set aside* time to do some mending jobs. 尽力留出时间来做修补工作。

compare class notes 意为“对课堂笔记”。

12. If you mark too much, the important material won't stand out, and you will be just as confused as if you had not marked anything at all. (L.72 ~ 74) 如果你在书上做记号太多,重点就不容易突出,而且你还会被搞糊涂,就像你当初在书上什么标记也没做一样。

to stand out 是动词词组,意为“to be seen clearly because of the colour, size, or shape or much better or much more important than other things of the same kind”,即“突出,显眼”。

a) His work *stands out* from that of others. 他的作品比别人突出。

b) The piers *stand out* from the harbor wall. 突堤码头从港中堤岸突出。

13. ...the chances are good that you can answer any questions the teacher will ask. (L.78 ~ 79) …… ,你就很可能答出老师要提出的任何问题。

the chances are (good) + that 是非正式固定短语,意为“It is likely (that)”,即“很可能”。

a) *Chances are good that* he's already heard the news.

他很可能已经听到了这个消息。

b) *Chances are good that* he will stand a chance of going abroad.

他很可能有出国的希望。

14. Nothing is more frustrating than freezing up during an important test, knowing all the answers but getting so excited at the sight of the test that half of what you actually know never gets written down. (L.81 ~ 83)

没有比在重要考试中头脑发木,无从下笔更让人沮丧了。虽然知道全部答案,可是一见到试卷就紧张,结果连你实际知道的一半都答不出来。

(1) 此句是一复合句,句中 knowing...but getting...是两个并列的-ing 分词从句,作状语表示伴随情况。在 getting...-ing 分词从句中的 that 从句是表示结果的状语从句,一般由 so that 引导,so 可以省略。to freeze up 是动词词组,非正式用语,意思是“to become too nervous on stage to speak or move”,即“头脑发木,使变得呆板(或僵硬)”。

a) Facing his classmates he felt *freezing up*. 面对他的同学,他感到非常紧张。

b) He *froze up* and couldn't write down his name on the blackboard when the teacher asked

him to do so. 当老师让他把名字写到黑板上时,他竟然头脑发木了。

(2) to get written down 是 get - 型被动态。按结构形式,被动态分为 be - 型被动态和 get - 型被动态。绝大多数被动结构属于 be - 型被动态。get - 型被动态是由动词 get + 及物动词的 - ed 分词构成。get - 型被动态和 be - 型被动态在基本语义上无甚区别,但 get - 型被动态通常只适用于动态动词,常用来表示某些未曾预料的突发事件,或者用于 In the end..., Eventually..., At last... 等连接性状语之后表示某种结局。

a) He *got caught* by the police driving at 60 kms through Cambridge.

在通过剑桥时由于他的车速是 60 公里而被警察抓到。

b) In the end he *got invited*. 终于有人请他了。

15. A head of cabbage is no more capable of criticizing a lecture than cabbage soup would be. (L. 85 ~ 86) 一棵大白菜和白菜汤一样都不能评论演讲。

no more...than 是一种否定结构,意思是“in no greater degree...than 或 not...any more than”。这种结构与 not more...than 的含义不同。

a) Mary is *not wiser than* Jane. 玛丽不比简聪明。

b) Mary is *no wiser than* Jane. 玛丽和简一样不聪明。

通过比较,可以看出 no more...than 结构表示前后都否定。

a) A whale is *no more* a fish *than* a horse is. 鲸鱼和马一样都不是鱼。

b) She is *no more* able to speak Italian *than* I am. 她和我一样都不会说意大利语。

16. If you're going to leave something out, it might as well be the things you aren't sure of anyway. (L. 101 ~ 102) 如果你要留下什么题,那最好留下份不太有把握的。

might as well (或 may as well) 是固定短语,意思是“还是……的好,不妨”这个短语的含义是某人因为没有更好、更有趣或更有益的事可做而选择做某事,这里 may 和 might 实际上没有什么差别。

a) We *might/may as well* stay where we are. 我们还是呆在原地的好。

b) No one will eat this food; it *might/may as well* be thrown away.

没有人吃这食物了,还是扔掉的好。

17. What following these suggestions can do, however, is help you make the most of what you know. (L. 106 ~ 107)

按照此建议去做,不论怎样,都会帮你充分地利用你所学的东西。

what following these suggestions can do 是主语从句,从句中 following... 是 - ing 分词短语作主语。句中 help you... 是动词不定式短语作主语补语,在 SVC 句型中,如果主语部分有动词“do”的某种形式,则作主语补语的不定式既可带 to 也可不带 to。

a) What he will *do* is (to) *spoil* the whole thing. 他要做的是把整个事情毁掉。

b) The only thing I can *do* is (to) *go on* by myself.

我所能做的事只是靠自己继续来做。

2. Why Not Speed Up Your Reading?

I. Pre-reading Questions

1. Do you think it necessary and important to increase your reading speed?
2. Do you think a slow reader is likely to read with better understanding than a fast reader?
3. Do you agree that fast reading is bound to sacrifice accuracy?
4. Are you a fast reader or a slow reader?
5. What is your opinion about the relationship between reading speed and comprehension.

II. Words with English and Chinese Definitions

1. publication [ˌpʌbliˈkeɪʃən] *n.* sth. published, such as a book or magazine 出版物
2. interoffice [ˌɪntəˈɒfɪs] *adj.* that among offices 办公室间的
3. flood [flʌd] *n.* a large flow (流出或发出的)一大阵,一大批,大量
4. comprehend [ˌkɒmpriˈhend] *v.* to understand 理解
5. promote [prəˈməʊt] *vt.* to advance (someone) in position or rank 提升
6. management [ˌmænɪdʒmənt] *n.* the act of managing, esp. a business or money 管理,经营
7. Temple University's Reading Clinic 邓波尔大学阅读诊所
8. similar [ˈsɪmələ] *adj.* like or alike; of the same kind; partly or almost the same 同样的
9. confront [kənˈfrʌnt] *vt.* to face boldly or threateningly 使面对,使面临
10. executive [ɪɡˈzekjʊtɪv] *n.* a person concerned with making and carrying out decisions, esp. in business; general manager 总经理
11. plow [plau] *vt.* (Br. E: plough) to break up or turn over (land) with a plough; (fig.) to force a way or make a track (through or across); reading with difficulty 犁、耕地;(喻)钻研
12. diagnose [ˈdaɪəgnəʊz] *vt.* to discover the nature of (a disease) 诊断,调查分析
13. inability [ˌɪnəˈbɪləti] *n.* lack of power or skill 无能,不能
14. fiction [ˈfɪkʃən] *n.* untrue story 小说
15. gear [giə] *n.* an apparatus or part of a machine which has a special use in controlling a vehicle (汽车等的)排挡
16. justify [ˈdʒʌstɪfaɪ] *vt.* to give a good reason for 证明……是,正当的(或有理的)
17. zip [zip] *v.* to move quickly 快速移动,快速阅读
18. trudge [trʌdʒ] *vi.* to walk with heavy steps, slowly and with effort 步履艰难地走
19. bulge [bʌldʒ] *vi.* to swell out 膨胀,凸出
20. confer [kənˈfɜː] *vi.* to talk together, compare opinions 交换意见
21. New York University's Reading Institute 纽约大学阅读研究所
22. individual [ˌɪndɪˈvɪdʒuəl] *adj.* single; particular; separate 个人的,个体的

23. **accelerator** [æk'seləreɪtə] *n.* the piece of apparatus in a machine (esp. a car) which is used to increase the speed of the machine 加速器, 加速装置
24. **predetermine** [ˌpriːdɪ'təɪn] *vt.* to fix unchangeably from the beginning 预定, 先定
25. **superficially** [ˌsjuːpə'fɪʃəli] *adv.* on the surface, not deep 表面地, 肤浅地
26. **graphic** [ˈɡræfɪk] *adj.* concerned with written signs, usu. letters or drawings 图示的
27. **evidence** ['eɪdəns] *n.* words which prove a statement, support a belief, or make a matter more clear 证据
28. **concentration** [kənsən'treɪʃən] *n.* complete attention 集中注意力
29. **clatter** ['klætə] *n.* a number of rapid short knocking sound (机器的)卡嗒声
30. **scan** [skæn] *vt.* to examine closely, esp. in search 细看, 审视, 浏览
31. **trace** [treɪs] *v.* to follow the course or line of (sth. or sb.) 追溯, 找出, 跟踪
32. **the Reading Laboratory, Inc.** 阅读实验责任有限公司 16' h' r' e' t' o' r' i' n' 实验室
33. **triple** [ˈtripl] *vt.* to (cause to) grow to 3 times the amount or number 使增至三倍
34. **boost** [buːst] *vt.* to increase; raise 提高
35. **enroll** [ɪn'rəʊl] *vt.* (also enrol) to make (oneself or another person) officially a member of a group 招收, 成为……的成员
36. **mouth** [maʊθ] *vt.* to speak or say (sth.) repeatedly without understanding, or in some other way that is displeasing 说出, 清楚地读出
37. **snail** [sneɪl] *n.* 蜗牛
38. **swing** [swɪŋ] *vi.* to move from side to side 摇摆, 摆动
39. **grip** [ɡrɪp] *vt./n.* to take a very tight hold (of); a very tight forceful hold 握牢, 紧握
40. **distraction** [dɪ'strækʃən] *n.* the act of taking (a person, a person's mind) off sth. 注意力分散, 精神涣散
41. **stumble** [stʌmbəl] *vi.* to stop and/or make mistakes in speaking or reading aloud 迟疑, 结结巴巴地说
42. **literally** ['lɪtərəli] *adv.* word by word, according to the words and not the attention 照字义地, 不加夸张地
43. **estimate** ['estɪmeɪt] *vt.* to calculate 估计, 估算
44. **target** [tɑːɡɪt] *n.* anything fired at, esp. a round card or board with circles on it, used in shooting practice 目标, 靶
45. **column** ['kɒləm] *n.* an article by a particular writer, that regularly appears in a newspaper or magazine 报刊专栏
46. **constant** ['kɒnstənt] *adj.* unchanging; fixed, continuous, without breaking 不变的, 永恒的
47. **pay-off** ['peɪɒf] *n.* a result of a particular action, usu. a good or desirable one; reward 报酬, 报偿

II. Idiomatic Expressions

1. speed up 加快
2. plow (plough) through 啃(书);艰难地从……走过
3. confer with sb. 同某人协商,交换意见
4. at a turtle's (snail's) pace 以爬行速度
5. concentrate on 集中精力或注意力于
6. enroll in... 通过注册参加
7. break oneself of a habit 克服某种习惯
8. stumble over 被……绊住
9. go off 消失;(突然)发出闹声
10. catch on to 开始理解或懂得

IV. The Structure of the Text

Part 1 Introduction (From L.1 to L.5)

The ability to read and comprehend quickly can mean the difference between success and failure. Yet most of us are poor readers.

Part 2 Development (From L.6 to L.76)

(1) Examples of poor readers. (From L.6 to L.31)

(2) Ways to improve your reading. (From L.32 to L.76)

Part 3 Conclusion (From L.77)

The secret of success is constant practice. The pay-off will be worth the effort.

V. Detailed Study of the Text

1. To keep up with their work they must read letters, reports, trade publications, interoffice communications: a never-ending flood of words. (L.1 to L.3) 要跟上工作的步伐,他们必须读信件、报告、贸易出版物、各办公室间的通讯:无穷无尽的词句。

此句中的 a never-ending flood of words 是 letters, reports, trade publications, interoffice communications 的同位语。

(1) to keep up with 是动词词组,意思是“to remain the same 或 to remain level”,即“跟上;与……保持同步”。

a) We must *keep up with* the rapidly developing situation.

我们要跟上飞速发展的形势。

b) I had to run to *keep up with* the girls. 我得跑步跟上那些女孩。

(2) a flood of 是一短语,意为“a large flow, a large number of, a large amount of”,即“一大阵,一大批,大量”。此短语即可修饰可数名词,也可修饰不可数名词。

a) In the 19th century *a flood of* settlers left Europe for America.

在 19 世纪大批移民离开欧洲去美洲。

b) What *a flood of* rain! 好一阵大雨!

2. ...promoted to a top management job... (L.6) ……提升到最高管理部门工作。

to be promoted to 是被动形式的短语,如果说“someone is promoted”,意思是“to be given a more important job, and paid more money”,即“某人被提升”。

a) He *was promoted to* be the general manager. 他被提升为总经理。

b) He *was promoted to* the rank of first mate. 他被提升为大副。

3. He realized it would take him most of the day just to read the letters; moreover, a similar pile would confront him every morning. (L.8 ~ 10) 他意识到仅仅读这些信件就要占去一天中的大部分时间。而且每天早晨他面前都会有这么多信件。

moreover 是连接性状语,用来连接两个并列分句,表示意义引申。在某些连接性状语如 accordingly, furthermore, hence, however, nevertheless, therefore 等之前通常要用分号,而不用逗号,因为这些词是副词,而不是连词。

a) He had worked in the foreign service for two years without leave; hence he was tired almost beyond endurance.

他已在外事部门工作二年没离开过,因此,他很厌倦几乎无法忍受。

b) The house isn't big enough for us; furthermore, it's too far from the city.

这所房子对我来说不够大,而且还远离城市。

4. Soon he began reading everything, even light fiction, at the same turtle's pace. (L.13 ~ 14)

不久,他便以爬行般的速度来阅读所有的东西,甚至读消遣小说也是如此。

at the turtle's pace 意为“以爬行的速度”。

5. Dr. Betts diagnosed the executive's reading problem as a common one—inability to “shift gears”. (L.14 ~ 15)

贝兹博士对这位经理的阅读困难进行了诊断,是一种通病——不会“换挡”。

此句中的 inability to “shift gears”是 a common one 的同位语,破折号表示等同关系。

6. If the subject matter were difficult, careful reading was justified; when it was easy, he should have zipped through it. (L.15 ~ 16)

如果所读的题材内容很难,仔细阅读是合理的;如果简单,他就应该快速阅读。

此句是一个并列句,由分号连接。一般说来,用分号连接的两个并列句,通常表示一种对比关系。(参见 Lesson 4. VI.1)

7. This moves a curtain down a page at a predetermined rate of speed, forcing the student to read faster to keep ahead of it. (L.27 ~ 28) 阅读加速器以事先定好的速度在书页上从上向下移动一块幕布,迫使学生加快阅读速度,以赶在幕布前面。

(1) at a rate of 是习惯短语,意为“at the speed of”,即“以……速度”。

a) The train was going at the rate of 80 kilometres an hour.

火车正以每小时 80 公里的速度前进。

b) I walk at the rate of four miles an hour. 我每小时走 4 英里路。

(2) ahead of 是固定短语,意为“in advance of; better than”,即“在……前面,优胜于”。

a) There is an infinitely bright future ahead of us. 我们有无限光明的前途。

b) They fulfilled the plan ahead of time. 他们提前完成计划。

c) He is far ahead of his class in English. 他的英语成绩远在他的同学之上。

8. At first the executive felt he was reading only superficially. But as his speed picked up, he found he was getting more out of his reading. (L.28 ~ 30) 最初这位经理感到这种阅读只是肤浅的。但是,当速度提高之后,他发现自己从这种阅读中获益匪浅。

(1) pick up 是动词词组,在本句意为“to move more quickly”,即“加快(速度)”。