

循序渐进 无师自通 重点难点 精讲多练 · 循序渐进 无师自通 重点难点 精讲多练

# 许国璋英语 教程详解

刘幼怡 刘宝英 冯 卓 编著

4

许国璋英语

许国璋英语

许国璋英语



北京师范大学出版社

44235

复习与指导

# 许国璋英语教程详解④

刘幼怡 刘宝英 冯 卓 编著



200442351



北京师范大学出版社

## 图书在版编目 (CIP) 数据

许国璋英语教程详解 (4) / 刘幼怡等编著. — 北京:  
北京师范大学出版社, 1996. 11 重印

ISBN 7-303-02186-8

I. 许… II. 刘… III. 英语-高等学校-教学参考资料  
IV. H31

中国版本图书馆 CIP 数据核字 (96) 第 20718 号

责任编辑: 李音祚

封面设计: 李葆芬

### 复习与指导

### 许国璋英语教程详解④

刘幼怡 刘宝英 冯 卓 编著

\*

北京师范大学出版社出版发行

全国新华书店经销

北京怀柔黄坎印刷厂印刷

---

开本: 787×1092 1/32 印张: 12.75 字数: 274 千

1994 年 5 月第 2 版 1996 年 11 月第 3 次印刷

印数: 16 001—21 000 册

---

ISBN 7-303-02186-8/H·145 定价: 12.00 元

## 前 言

本书是根据许国璋主编的《英语》第一册至第四册内容编写的一套教学参考书。

本书于1982年以《英语教程初探》(上、中、下三册,与《英语》第二、三、四册内容相对应)为名出版以来,一直深受广大读者的欢迎。在当前改革开放的新形势下,为了满足更多读者学习《英语》的迫切需求,北京师范大学出版社决定聘请原书编写者对原版的三册书进行必要的修订和补充,并增编了第一册的相应内容,从而构成一套形式完整,内容翔实、由浅入深、简明实用的教学参考书。

在编写和修订过程中,本书的编写者始终坚持以多年教学的教案为基础,突出实用性为原则,并适当参阅有关参考资料,使这套书与《英语》教材环环紧扣,相得益彰。

这套书的一、二两册配合《英语》第一、二册内容,使初学者通过大量的练习和反复实践,在语音、语法、词汇及句子基本结构等方面打下坚实的基础。其中,第一册分两大部分,第一部分属语音阶段,根据《英语》第一册第一课至第十二课的内容综合编写为语音、语法、句型和课文四大项,并分别配以练习材料,为学生掌握基本技能技巧打下初步基础。从第一册的第二部分开始(包括第一册的第十三课至第廿四课和第二册全部),编写者针对各课的语言要点,逐段讲解注释,有选择地对一些惯用法作了对比说明,补充了大量例句,通过句型、问答、对话、听写、翻译等形式多样的练习提高学生运用语言的实际技能。为使学生系统掌握

英语语法基本知识，各课对相关的语法点均有详细的讲解和专项练习，以增强学生使用语法的实践能力。此外，为了便于学生更好地理解课文，编写者对课文的作者或背景材料作了简要的介绍。

第三、四两册除根据课文需要有选择的保持以上内容外，更着重于句子结构练习和对句子或段落的释义。考虑到《英语》教材三、四册中语法部分主要是通过综合练习加以巩固，因此不再专项列出语法练习。

《英语》各册书上的全部练习（针对课文的问答题或口头练习除外）均在书后附有参考答案。这套参考书中补充的课文和语法等练习答案则分别附在各课之后。

这套参考书的特点是突出实践性，它不仅为教师提供了适于精讲多练的参考资料，对于广大自学者来说，它还是一套学好四册《英语》不可多得的辅导用书。

限于水平，加之修订和编写时间匆促，缺点和不足之处在所难免，热切欢迎读者批评指正。

编写者

## 目 录

Lesson 1	Mother .....	(1)
Lesson 2	Search for Ancestor .....	(25)
Lesson 3	Search for Ancestor(Continued) .....	(46)
Lesson 4	The Dog Must Die .....	(71)
Lesson 5	The Necklace .....	(97)
Lesson 6	The Necklace(Continued) .....	(105)
Lesson 7	The Calendar.....	(128)
Lesson 8	Interpreting for the President at Teheran .....	(158)
Lesson 9	Dinners and Negotiations .....	(174)
Lesson 10	The Glorious Whitewasher .....	(196)
Lesson 11	Reminiscences of Marx .....	(220)
Lesson 12	and Lesson 13 Homeland for My Soul.....	(246)
Lesson 14	Why Is the Native Language Learnt So Well?.....	(306)
Lesson 15	Pennies and People .....	(333)
Lesson 16	The Long Quest .....	(370)



## Lesson 1 Mother

### Introductory Remarks

Maxim Gorky (1868–1936), the pseudonym of Alexei Maximovich Peshkov, is a well-known Russian writer and revolutionary. Lenin spoke very highly of him, saying that he was the most outstanding representative of the proletarian literature.

Gorky was born in a carpenter's family, in Nizhni Novgorod in central Russia (now Gorky). At the age of four, he lost his father and had to live with his maternal grandparents. At nine he was sent as an apprentice in a boat-shop and toiled for his daily bread. When he was ten his grandfather went bankrupt and he was completely thrown into society and lived as a vagabond. He was then found in a variety of trades: he had been an errand boy, a kitchen boy, an apple peddler, a gardener, an apprentice in a bakery and a railway watchman, etc.

In spite of his hard life he was keen on reading. Whenever he had time he devoured books of all sorts and finally taught himself to become a writer. His first short story was published in 1892, the year when he was employed in a rail-

way work-shop. In 1913, he began publishing his autobiographical works: *My Childhood*, *My Apprenticeship*, and *My Universities*. With the publication of his great novel *Mother* (1907), he was hailed as the founder of socialist literature. In his works he combined realism with romanticism and made great contribution to proletarian literature.

Gorky's *Mother* describes life in Russia on the eve of the Revolution of 1905. It has the most influence on Soviet literature. It is the first portrayal in world literature of the workers as a growing force destined to break down the capitalist order.

In the novel the heroine Mother had been a most timid, submissive, ordinary woman. She believed in God and accepted all the hardships and misery of her life without complaint or resistance. During the first days of her son Pavel's revolutionary activities, she prayed day and night for his safety. But under her son's influence, she gradually realized that he was working for a just cause, and she too came to see that the old order of things not only must be changed but could be changed. This gave her courage and strength, and her life took on new meaning. She then helped him running messages, distributing leaflets and doing other odd jobs and in time became a staunch revolutionary herself.



## Explanation of the Text

### 1. Pavel was arrested.

Pavel is the hero of the novel «Mother». He was arrested by the gendarmes because of exposing the schemes of the capitalist who was trying to exploit the workers. The owner of the factory wanted to drain a large swamp lying beyond his factory in order to extract the peat and make large profit from the land. On the pretext of doing this for the sake of improving the living conditions of the workers, he gave an order to deduct one kopek from each ruble paid in wages for draining of the swamp. (1 ruble / 'ru:bl / = 100 kopes) Pavel explained to the workers the injustice of the deduction and the obvious profit the draining **would** bring to the factory. Therefore he was arrested by the gendarmes early in the morning.

### 2. That day Mother did not light the stove.

Mother is the heroine of the novel *Mother*. When Pavel was arrested, Mother felt very worried. 'That day' refers to the day on which Pavel was arrested. That day Mother did not make a fire for cooking and warming. She did not have dinner, did not even drink tea. She felt that life had never been so empty and lonely when Pavel was gone. To light the stove: to make a fire for cooking and warming

### 3. Then another.

= Then there was another knock at the window.

4. Mother was used to such knocks, but this time she gave a little start of joy.

= Mother was accustomed to such knocks, but this time she was surprised at the knocks but was glad to meet the coming person.

to be used to sth.(doing sth.): to be accustomed to sth.(doing sth.)

I am used to winter in Beijing now.

She is used to doing farm work now.

Our teachers are used to staying up late.

I am not used to taking notes while reading.

5. A man came in, his face hidden by an upturned coat collar and a cap pulled low over his brow.

= A man, named Yegor Ivanovich, came in. He was one of the revolutionary leaders of the underground work.

Why was his coat collar turned up and his cap pulled down?

In order not to expose himself, he had to turn up his coat collar and pull his cap low over his brow.

6. He sends you his love and says you mustn't worry.

= He gives his regards to you. / He asks to be remembered to you. He says that you should by no means worry about him.

7. He wants you to know that anyone who chooses the path he has chosen is sure to have periodic holidays in jail.

To be in jail is nothing to a true revolutionary. He may get arrested very often. Anyone who takes the path of revolution

is likely to get arrested and put in prison. But a true revolutionary is always optimistic and thinks nothing of his prison terms. Pavel was a true revolutionary. He was brave, devoted and optimistic. Therefore to be put in prison from time to time is to him just like having a holiday.

‘Periodic’ means occurring again and again at (regular) intervals, as ‘periodic crises’: ‘periodic motion of a heavenly body,’ etc.

‘The path’ is used figuratively here, meaning ‘the path of revolution’.

8. And now I’ll get down to business, Mother.

to get down to business;

to come to the point directly;

to start handling sth. seriously;

to start a serious discussion about sth.

9. Why \_\_\_\_\_ was anyone \_\_\_\_\_ besides Pavel?

This is an illiptical interrogative sentence.

= Why, was there anyone else arrested besides Pavel?

10. And here’s the point.

这就是要害。(道理就在这儿)

Point: chief idea of something said, done or planned

11. We mustn’t stop distributing leaflets at the factory. If we do, the gendarmes will use it against Pavel and the comrades in jail.

Pavel and his comrades were arrested because the gendarmes took them in as the men distributing leaflets at the factory. If

they stop distributing then the gendarmes will be sure that it must be Pavel and his comrades who did the job. Now if more papers and leaflets continue to appear every day, although Pavel and his comrades are jailed, the gendarmes will lose their heads. So the distribution of the leaflets mustn't stop.

to use sth. against sb.: to make use of sth. to attack sb.

12. "What do you mean?" cried Mother in alarm.

Yegor told Mother that Pavel and many other workers were arrested because the gendarmes suspected that they had distributed the leaflets at the factory. So the distribution of the leaflets mustn't stop. Otherwise the gendarmes may use this against Pavel and his comrades. But obviously Mother was unable to follow Yegor's reasoning. In the next paragraph he was to explain his point.

13. Sometimes even gendarmes use their heads.

= Sometimes even gendarmes rack their brains for something. Though the gendarmes are stupid, sometimes they do think and not get fooled easily.

14. Pavel was free \_\_\_ there were papers and leaflets; Pavel is jailed \_\_\_ there are no more papers or leaflets.

Therefore Pavel must have been the man.

Sometimes even gendarmes may rack their brains. They may come to the conclusion that when Pavel was free, there were papers and leaflets. When Pavel was arrested there were no more papers or leaflets. Then the gendarmes would be sure it

must be Pavel who distributed papers and leaflets. So if the work of distributing leaflets could be carried on, it would show the gendarmes that Pavel and the other workers in jail had nothing to do with those leaflets.

15. Pavel must have been the man.  
= Pavel was surely the man who had distributed the leaflets.

**must have done** shows the speaker's inference to an action in the past; a conclusion that is drawn from reasoning regarding a matter of state in the past.

More examples:

The students started to work very early in the morning. They must have finished the work by now.

Let's hurry up. The film must have begun already.

Soapy was the only man standing near the restaurant.

He must have been the man who had broken the window.

16. But what can we do about it?

What is to be done?

More examples:

There is nothing we can do about it.

This is all you can do about it.

We can do nothing about it.

There is much(little) we can do about it.

Shall I do something about it?

Is there anything you can do about it?

17. ...but how to get them into the factory remains a problem.

This was a problem and is still a problem.

'Remain' is used as a linking verb.

How to improve our English study remains a problem.

How to improve our teaching method remains a problem.

18. Could anything be done?

Can we do something about it?

'Could' is a modal verb here. It is of present time. It is the same as 'can', but it suggests politeness.

19. Let's have a talk with the pedlar.

What is a pedlar?

A pedlar is a person who goes from place to place trying to sell small articles. / A pedlar is a person who travels about selling things he carries in a pack or a basket.

American spelling: peddler

20. She's a gossip!

A gossip is a person who likes telling about the improper details of other people's private lives. / A gossip is a person who talks a great deal about trifles without saying anything important. / A gossip is a person who is fond of talking about other people's affairs.

21. Give them to me! I'll do it. I'll take dinners to sell at the factory. I'll manage.

Mother offered to do the job. She thought she could manage to smuggle the leaflets into the factory by pretending to take dinners to sell there.

22. Two guards passed their hands roughly over everyone



who entered the yard.

‘Roughly’ means carelessly, not thoroughly as well as violently. On the one hand the guards were inattentive about the job, yet on the other hand they were cruel. fierce towards the workers. Hence there is a pun here.

23. ... , “You devils ought to search our heads and not our pockets.”

Note the irony of the sentence. It implies that it’s no use searching our pockets. It is in our heads that we keep our revolutionary thinking. But you can’t take it away. / It is in our heads that what you fear and want to get is kept.

24. “You might let me through,” said Mother.

= You really ought to let me enter the gate. How can you suspect an old woman like me?

25. Can’t you see my back is about to break under the load?

= Can’t you see that my back is just going to break under the heavy weight of the two baskets? / Can’t you see that my back is on the point of breaking under the heavy weight of the two baskets?

to be about to do sth.: to be just going to do sth. / to be on the point of doing sth.

We are about to start our dinner when he comes in.

26. Once inside the factory yard, Mother set her baskets down, wiped the sweat off her face and looked round = As soon as she was inside,...

‘Once’ is a conjunction, meaning ‘as soon as’; ‘from the

moment that'.

Once we get there, we'll know everything.

27. Got any porridge?

= Have you got any porridge?

28. This was the password!

'Password' is a secret word or phrase which one has to know in order to be allowed to enter a building, camp, etc. Here it means a secret word or phrase used to distinguish a comrade from an enemy.

29. The workman's face lit up

= The worker's face brightened up. His face shone with happiness when he heard the password.

30. Every time a packet left her hands, the hateful yellow face of the officer who had taken her son away flared up in her mind.

= Every time Mother gave away a packet of leaflets, the malignant yellow face of the officer who had taken her son away flashed before her eyes, and made her angry.

31. It had got round that the leaflets had appeared again.

= The news had spread among the workers that the leaflets had appeared again.

It has got round that...

It has circulated that...

The news has spread that...

32. The men gathered in groups, then scattered, running from one shop to another.

What does the word 'shop' mean here?

'Shop' here means a workshop or a place where manufacturing or repairing is done.

33. She carried the leaflets regularly to the factory, looking upon this as her duty.

to look upon sth. as one's duty: to take sth. as a task that must be done by oneself; to regard sth. as one's obligation

34. And this was a new and pleasant revelation.

'Revelation' means something (a secret or something hidden) that is made known to you; a disclosure.

What was this new and pleasant revelation?

In the past, Mother thought that life was empty and meaningless. But now she thought it was rich and full of significance and activities. In the past, Mother lived a sad, lonely and miserable life, and was often beaten and cruelly treated by her husband; but now she lived a happy and meaningful life, feeling that she was needed by the people. The revelation was new because it was something she had never known before. And it was pleasant because she had found that she was needed by the workers and could do something useful for the new life.

## Phrases and Expressions

to light the stove

to give a little start of joy

to choose the path