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高级英语

新视角学习辅导 2

A Practical Guide To
Advanced English
NEW PERSPECTIVE

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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Preface

Language is not the product of words alone, but is also the expression of a way of life of a particular set of people—their cultural boundaries, their traditions, their habits and their attitudes. In order to learn any language in its deepest sense, students must become immersed in the literature of the people who speak it, in order to develop an understanding of the underlying meaning and context of the words. This is as true for Chinese people learning English, as it is for English people learning Chinese. No language is complete without a knowledge of the culture of the people whose native tongue it represents.

It is my belief that this book fills a gap in the serious study of the English language inasmuch as it addresses many cultural and historical issues. By including passages from historical works, from folk writers and works of contemporary American and English writers, it introduces students to a deeper appreciation of words and word usage.

Prepared by a team of experienced professors of English, it includes many interesting and stimulating passages from the writings of famous authors, and examines them in detail. It assists not only in the analysis of language, figures of speech, and commonly- or uncommonly-used expressions, but also in the identification of the style in which the passages are written, a subject that many textbooks neglect or avoid.

It is aimed at the advanced students of English, and demands detailed study. The passages are very varied and utilize an extensive vocabulary, thus giving the students the benefit of increasing their vocabulary in context, instead of learning endless lists of complex words, few of which the students ever know how to use!

An excellent feature of this book is that it breaks each passage up into sections, giving a short summary of the meaning and intention of each section. In this way it teaches students how to extract important

facts and how to recognize the mood of the writer. Many of the descriptions require a whole new look at what vocabulary to use when describing the style of a writer—e.g. “It ironically represents the seemingly Pygmalion effect, which turns out to be a Frankenstein tragedy and forms the climax of the story.” In order to produce a description of this caliber the student must read widely and read or seen many plays and films, so he or she can understand the context, and gain an insight into the underlying intention of the writer. In other words, every student needs to develop an insight, not only into the English language, but also into British and American culture, as it affects the writer’s mood and thus the use of language.

Each of the passages has an extensive section that includes historical references where they are needed; literary references where there are quotations from other works; and detailed explanations and examples of phrases and sayings as they are used. These sections are particularly valuable for students. They should be studied just as assiduously as the passages themselves, as they fill in the background, and put everything into context.

Finally, I would like to congratulate all the compilers of this book, for their attention to detail, and their care in the selection of such a wide variety of subjects. I would particularly like to congratulate Professor Zhang Zhenhua for bringing this book to fruition. Through his endless patience and diligence he has succeeded in providing students and teachers with a very valuable tool for the study of English at advanced levels.

Hilary Duncan
Kunming
11th August, 2007

前言

高级英语是英语专业本科高年级学生必修的一门主干课。其目的是为了帮助学生在基本掌握了听、说、读、写、译五项基本技能的基础上,进一步夯实、拓展和加深业已学到的知识和技能。课程主要以英美原著中的经典范文为主线,讲授文章的语篇结构、文体风格、逻辑修辞、同义词辨析等较高层次的知识和技能,逐渐引导学生从语篇的高度,文章结构及修辞特点的角度,阅读、理解、分析和欣赏英美经典原著的文体风格和写作技巧。课程的宗旨是激励学生自主学习、主动模仿原文的创作风格和写作技巧,在实际的阅读和写作过程中,把读与写两项基本技能真正结合起来,尽快而有效提高英语的实际运用能力。该课程无论从教学目的、教学要求、教学内容及教学方法上来看,都有别于其他英语课程。

在供英语专业高年级学生使用的教材百花园中,外语教学与研究出版社出版的《高级英语》(一、二册)(张汉熙主编)至今仍然是一朵灿烂芬芳的奇葩,深受广大师生及一般读者喜爱。它语言地道、活泼、修辞手法丰富;题材有经典的、近代的、现代的、当代的;风格有幽默的、严肃的、辛辣的、耐人回味的、直截了当的、忧伤的、悠然的、风驰电掣的等等;体裁较为广泛,有小说、记叙文、论说文、剧本等。《高级英语》的范文有助于读者扩大知识面、夯实语言基础、提高欣赏水平、陶冶人文情操。这套教材虽已有近 20 年的历史,却一直是英语专业高年级推崇的首选教材。

由于这套教材的语言层次较高、知识覆盖面较广、词汇量较大,学习起来颇有难度,广大学生在使用时深感需要一本能够真正从高级英语学习目的和实际出发的学习参考书。为此,我们编著了这套《高级英语·新视角学习辅导》(以下简称《辅导》),以帮助学生及广大读者更深入、更准确地理解课文,提高欣赏英语原文的能力和实际驾驭与运用语言的能力。

《辅导》的编写按《高级英语》(修订本)的课文编写顺序进行,每单元内容由九部分组成:1. Learning Focus (学习重点);2. Global

Comprehension (整体理解); 3. Information Related to the Text (相关知识); 4. Difficult Language Points (语言难点); 5. Synonym Discrimination (近义词辨析); 6. Figures of Speech & Their Functions (修辞与语用); 7. Style & Appreciation (文体与欣赏); 8. Key to Exercises (练习答案); 9. Chinese Translation of the Text (课文译文)。

《辅导》具有以下显著特色:

视角新 与其他同类学习指导书相比,《辅导》的每一个单元都包揽了文章的语篇结构、文体风格、逻辑修辞、近义词辨析等较高层次的知识和技能,并吸收了应用语言学诸学科,特别是篇章语言学、文体学、认知隐喻学等学科近二三十年来的最新研究理念和成果。

体例新 在编排体系上采用了图表的形式,使每单元的学习内容尽收眼底,十分突出,且便于记忆,特别是“整体理解”强调了篇章的主要脉络——连贯与衔接的理念。

有创意 有创意是《辅导》编写的基本原则,这充分地体现在每一个具体项目中。如近义词辨析,强调了在“辨析”上下功夫,而不是人云亦云,简单罗列例句,避而不言其异。

有特色 整个《辅导》的语言浅显易懂,地道流畅,特别适合高年级学生自主学习。全书背景资料丰富翔实,难句分析透彻,释义准确地道,新译的课文译文纠正了以往的许多误译,使语言更加通顺流畅,为本书增色不少。此外,每个单元对语篇概念阐述明确,文体特点剖析贴切,近义词辨析精确得当,修辞、写作紧密结合。

总之,从新的视角来编著这样一部辅导用书是一个崭新、大胆的尝试。本书的缺漏、不妥之处在所难免,恳请专家、读者予以指正。

张镇华

于春城昆明

2007年4月2日

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Lesson 1

Face to Face with Hurricane Camille

Joseph P. Blank

Learning Focus

Style

Stylistically, this passage is a very good narrative concerning people's fight against natural disasters. It focuses on the experiences of one family during this very short but gripping moment in time, but through it every man's struggle against the hurricanes in the attacked areas can be imagined and observed. The angle, from which the story of man (the protagonist) vs. the hurricane (the antagonist or opposing force) is stated by the narrator in this passage, is consistent from beginning to end in both sequence of time and logic, which makes this passage a success.

Figures of Speech

simile, metaphor, personification

Words and Phrases

- | | |
|--------------------------|-----------------------|
| 1) on the verge of panic | 2) with outward calm |
| 3) reason out | 4) a crushing guilt |
| 5) in one mighty swipe | 6) marooned group |
| 7) batten down | 8) ride out |
| 9) in one's swath | 10) water mains |
| 11) power failure | 12) vantage point |
| 13) in the slashing rain | 14) scud in |
| 15) trail away | 16) sit out the storm |

- | | |
|---------------------------|--------------------------------|
| 17) stay away from | 18) make a lean-to |
| 19) storm-shattered panes | 20) mount to a roar |
| 21) blowdown power lines | 22) put one's shoulder against |
| 23) National Guard | 24) long-term business loads |
| 25) scramble back | 26) rake one's way across |
| 27) interior walls | 28) curl up |
| 29) pitch in | 30) inch one's way up |

Part I Global Comprehension

1. Structure of the Text

Part	Paragraph	Main Idea
I	1-6	This part introduces the time, place, and background of the conflict—man vs. hurricane, as well as the characters.
II	7-26	This part describes how the Koshaks and their friends fought against each violent attack of the hurricane as the events occurred.
III	27	This part brings the story to the climax. From then on the story moves quickly towards its conclusion.
IV	28-39	This part focuses on the relief and rehabilitation work which was rapidly and efficiently carried out in the U.S., and reveals the moral of the story with the closing words of Grandmother Koshak: "We lost practically all our possessions, but the family came through it. When I think of that, I realize we lost nothing important."

2. Summary of the Text

“Face to Face with Hurricane Camille” is a good piece of narration that recounts the heroic struggle of the Koshaks and their friends against a devastating hurricane. The story focuses mainly on the action but the author also describes the characters in the story clearly, and sympathetically. The hero and the protagonist in the story is John Koshak, Jr., and the antagonist is the hurricane.

The story begins with John’s anticipation that Hurricane Camille would be bad, which is based on warnings on radio and television and scenes showing people hurrying inland to safety. To begin with we have a description of John and his father and see how they prepare to face the hurricane. In Para. 7, when it “grew dark before seven o’clock”, the reader gets the first clear sign of danger. In the paragraphs that follow, the author presents the events they confront, taking the reader through every step of the desperate fight the family puts up to avoid being killed by the storm. He describes the inner and outer conflict of the family, as the tension builds. The suspense and tension increase until the climax of the struggle is reached in Para. 27. After the climax, the story quickly moves to a conclusion with the last sentence revealing the theme of the story—human lives are far more important than material possessions. Where there is life, there is always hope.

Part II Information Related to the Text

1. **hurricane:** A hurricane is a type of tropical cyclone, which is a generic term for low pressure systems that generally forms in the tropics. The cyclone is accompanied by thunderstorms and, in the Northern Hemisphere, a counterclockwise circulation of winds near the earth’s surface. Hurricane Camille lashed Mississippi and Louisiana for two days, Aug. 17-18, in 1969, killing 258 people.

2. **Salvation Army:** An international organization that teaches Christianity and helps people with problems. It is organized like an army and is famous for its bands, which often play in public places. 救世军
3. **Red Cross:** an international medical organization that helps people in areas affected by war, floods, etc.

Part III Difficult Language Points

1. (Title) **Face to Face with Hurricane Camille:** All headings and titles are succinct and particular care is given to the choice of words. The aim is to present the story as vividly and forcefully as possible to attract the attention of readers.
face to face: The phrase in this context means “confronting one another”. This phrase connotes a sense of urgency and danger. The confrontation is generally with something dangerous, difficult or hard to resolve, e.g. face to face with the enemy, face to face with the tiger, face to face with the problem.
2. (Para. 1) **Radio and television warnings...Gulf of Mexico:** The National Weather Service of the United States broadcast warnings of potential hurricanes.
3. (Para. 1) **fled inland to safer ground:** ran away to the interior of the country—away from the coast—where they would be safer
4. (Para. 1) **the coastal communities:** people living together in towns, cities or villages along the coast
5. (Para. 1) **John was reluctant to...was clearly endangered:** John wouldn't give up his home unless there emerged clear signs indicating the danger to his family—his wife, Janis, and their seven children whose ages ranged from 3 to 11.
reluctant to do sth.: unwilling to do sth. and hesitate before doing it

6. (Para. 2) **Trying to reason out...he talked with his father and mother:** When he was trying to decide what measures could be taken effectively in this particular situation, he consulted his father and mother.

reason out: think carefully about sth. in a logical way in order to understand it and try to find a successful way of dealing with it 通过推论解决问题

e.g. Let's try to *reason out* why he behaves as he did.

course of action: things you choose to do in a particular situation 行动方案

7. (Para. 3) **all of Magna Products'...on the first floor:**

engineering drawings: diagrams and sketches for machines

art work: generally illustrations, designs, models and pictures for the various toys

8. (Para. 3) **...we're a good 250 yards from the sea:** We're at least 250 yards away from the sea.

a good: a general intensifier, meaning more than a particular distance, amount, age, etc.

9. (Para. 3) **The place has been here...ever bothered it:** The house has been standing here since 1915, and no hurricane has ever caused any damage to it.

10. (Para. 4) **We can batten down and ride it out:** (metaphor, comparing the house in a hurricane to a ship fighting a storm at sea) We can make ourselves fully prepared and survive the hurricane without much damage.

ride out: get to the end of a difficult or dangerous period or situation without any serious problems 安然度过难关或危险

e.g. The ship *rode out* the storm without any permanent damage.

11. (Para. 5) **The men methodically...hurricane:** The men in the house

made all the necessary preparations to fight the hurricane and they went about their work in a thorough and organized way.

- 12. (Para. 5) Since water mains...and pails:** They were afraid the water supply might be cut off so they filled the bathtubs and pails with water.
- 13. (Para. 5) A power failure...for the lantern:** There might be a breakdown in the supply of electricity, so they examined the batteries and fuel to see if they were in good condition and had enough fuel.
- 14. (Para. 5) John's father moved...to the refrigerator:** John's father moved a small generator into the passageway downstairs, connected several light bulbs by a wire to the generator, and made sure there was a connection for the refrigerator.
- 15. (Para. 6) ...gray clouds scudded in...on the rising wind:** Dark clouds were blown inland swiftly by the increasingly strong wind from the Gulf of Mexico.
- 16. (Para. 6) A neighbor, whose husband...with the Koshaks:** A neighbor, whose husband was away fighting in Vietnam in those days, asked whether she and her two children could stay with them until the end of the storm.
- 17. (Para. 6) Another neighbor came by...of his dog?:** Another neighbor dropped by on his way back from the coast and asked if the Koshaks could take care of his dog.
- 18. (Para. 7) Wind and rain now whipped the house: (metaphor)** Strong wind and rain was lashing the house as if with a whip.
- 19. (Para. 7) Stay away...storm-shattered panes:** He warned them to keep away from the window for fear that the small broken pieces of glass resulted from the disintegration of the windowpanes by the violent storm would fly in all directions and hurt the children.
- glass flying from storm-shattered panes:** small pieces of glass

flying around in the air when the panes of a window are shattered by the storm

- 20. (Para. 7) As the wind...through the walls:** As the wind grew in strength and the noise became deafening, the house began to leak. Apparently, the rain had already penetrated the walls.

mounted to a roar: The sound of the wind was getting louder as the force of the wind increased. The roaring sound indicated the wind had reached hurricane strength.

- 21. (Para. 7) With mops...spreading water:** The house was leaking very badly. The Koshaks had to use all the utensils they could lay their hands on (mops, towels, pots, buckets) to try to limit the spread of the water.

- 22. (Para. 7) At 8:30, power...turned on the generator:** At 8:30 the electricity suddenly cut off and Koshak's father immediately started the generator to produce power.

- 23. (Para. 8) The French doors...windows disintegrated:** The French windows burst open and the two doors flew inwards and broke into pieces and windows exploded, sounding as though guns were being fired.

French doors: (also *French windows*) a pair of glass doors which open into a garden or onto a balcony 落地窗

- 24. (Para. 9) The generator was doused, and the lights went out:** Water seeped into the generator and stopped it, so all the lights went out.

- 25. (Para. 9) That water tasted salty:** As Charlie licked his lips and found they tasted salty like sea water, he concluded that they were in real trouble, for it seemed the sea had reached them already, though they were 23 feet above sea level and 250 yards from the sea.

- 26. (Para. 10) Everybody out the back door to the cars:** (ellipsis) Everybody go out through the back door and run to the cars.

27. (Para. 11) **The children...in a fire brigade:** Simile, comparing the passing of children to the passing of buckets of water in a fire brigade when fighting a fire.
28. (Para. 11) **...the electrical systems had been killed by water:** The electrical systems in the car had been put out by water.
29. (Para. 12) **Everybody on the stairs:** (ellipsis) Everybody go and sit on the stairs.
30. (Para. 12) **...protected by two interior walls:** Built inside the house, the stairs were supported by two walls which were not directly exposed to the wind and rain.
31. (Para. 13) **The wind sounded...yards away:** The wind made a loud rumbling sound like a train passing close by.
32. (Para. 13) **The house shuddered...on its foundations:** The house shook violently and moved bit by bit away from its foundations.
33. (Para. 13) **Water inched its way up the steps:** Water rose inch by inch up the steps of the staircase.
34. (Para. 15) **with outward calm:** having calm appearance (but to be worried inside)
35. (Para. 16) **...his voice lacked its usual gruffness:** He answered in a voice which had changed from its usual stern sound to a new gentleness, which shows the old man's sincerity and solemn feeling. It is very impressive that at this critical moment they expressed their true feelings tenderly and mutually.
36. (Para. 17) **John watched...crushing guilt:** As John watched the water rise little by little up the steps, he felt very guilty. He blamed himself for putting the whole family in a dangerous situation as he had stubbornly decided not to retreat inland.
crushing guilt: overwhelming guilt 深感内疚
37. (Para. 17) **ferocity of Camille:** the destructive force and power of

hurricane Camille

- 38. (Para. 17) Get us through this mess, will You?:** Oh God, please help us to get through this storm safely. “You” with the initial letter capitalized refers to God and “will You” is a rough form of request, showing such a request was made in desperation or in despair.
- 39. (Para. 18) A moment later...through the air:** (personification) The hurricane was acting as a very strong man swinging his arm and lifting up the whole roof of the house and throwing it into the air where it flew 40 feet away.
in one mighty swipe: in one big, hard, sweeping blow 快速重击
- 40. (Para. 18) marooned group:** a group of people who were caught in the hurricane-stricken area, becoming isolated and helpless victims
 飓风灾区被困难民
- 41. (Para. 19) graded Hurricane Camille:** Dr. Robert H. Simpson classified Hurricane Camille as the most powerful storm on record ever to hit a populated area in the Western Hemisphere.
- 42. (Para. 19) In its concentrated...200 m.p.h.:** The hurricane hit an area about 70 miles wide, with winds that reached nearly 200 m.p.h.
- 43. (Para. 19) devastated everything in its swath:** cut through the area destroying everything in its path
- 44. (Para. 19) It seized...miles away:** (personification) The hurricane was acting as a very strong person lifting something very heavy and dropping it 3.5 miles away.
- 45. (Para. 19) It tore...and beached them:** Three large cargo ships were torn free from their cables and anchors that held them and were grounded on the beach.
- 46. (Para. 19) Telephone poles...snapped them:** (simile) The sound of the snapping poles is compared to the firing of guns.
- 47. (Para. 20) ...a hurricane party...vantage point:** The people in