

# 高官变囚徒 全国最大案

亚牛 编



流氓局长的末日

市长今成阶下囚

蒋委员恶梦醒来迟

轰动上海的特大毁容案



中国铁道出版社

旅客丛书  
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## 编者说明

为了帮助陆上石油系统专业技术人员学习和提高外语水平,适应石油工业走向世界和参加晋升职称英语水平考试的需要,根据《中国石油天然气总公司专业技术人员晋升职称英语水平考试大纲》的要求,总公司职称考试中心聘请了部分英语教授编著了这本《通用英语选读》。

《通用英语选读》(试用本)1995年3月出版后得到了广大读者的支持和爱护,对此我们表示衷心的感谢。为进一步完善本书,这次作为正式版本出版。我们征集了部分读者的宝贵意见和建议,做了部分修改和调整。

一、增加了石油工业生产和石油科普知识方面的内容。这类课文共20篇,占全书1/5。

二、按课文难度以及鉴于题材和体裁方面的考虑,调整了课文次序,同时更换了15课课文。

三、适当平衡和控制了每课课文的生词量,扩大了石油工业方面单词的覆盖面,提高了《考试大纲词汇表》的覆盖率。

四、将原来两本书(《选读》本和《注释》本)合编成一本书,即在《选读》本内增加注释部分。将课文内的疑难句和长难句的理解和翻译放入注释部分,取消了参考译文部分。

五、在每课课文内均标注段落次序,以便查阅。注释内的P表示段落,其后数字为段落的顺序号。L表示行,其后数字为行的顺序号。如P.3, L.2即为第三段内第二行。

六、本书主要是供职称考试复习用的学习材料,不是教材,旨在争取在较短的时间内达到较理想的复习效果。因此,本书主要考虑如何在有限的课文容量内尽可能多地覆盖《考试大纲》中所要求的项目。如词

汇的覆盖率,而不是它的复现率等等。望读者使用时予以注意。

我们相信,本书的正式出版将提供给大家一本有针对性,可读性强,循序渐进的职称考试参考书。只要下工夫认真学习,经过几年的不懈努力,必将促进陆上石油系统广大专业技术人员的英语水平的提高。

限于编者水平,难免还有一些不足和疏漏之处,恳请广大读者和同行在使用中提出批评和建议。

一九九五年十二月五日

# CONTENTS

## 目 录

1. Adult Education .....	1
2. An Open-Classroom System .....	5
3. Wind Power .....	9
4. The World of Robots .....	12
5. Computers .....	15
6. Can It Really Happen? .....	18
7. How New York Became America's Largest City .....	22
8. The Uses of Science .....	26
○ 9. Elements and Atoms .....	30
10. Conservation of Energy .....	34
11. What Makes Objects Float? .....	37
12. Why Study Math? .....	41
13. Radio Telescope .....	46
14. The Energy Crisis .....	50
15. Petroleum ( I ) .....	53
16. Petroleum ( II ) .....	57
17. Clocks through Time .....	61
18. The Youngest Painter in the World .....	66
19. The Twenty-First Century .....	70
20. The First Supersonic Flight .....	73
○ 21. Markets .....	77
22. Has the United States Lost Its Ability to Compete? .....	80
23. Culture and Market .....	84
24. He Led a Useful Life .....	87
25. Learning by Doing .....	92
26. Interview .....	95
27. Why Is the Native Language Learnt So Well? .....	99
28. Facts about Gases, Liquids and Solids .....	103
29. The King of Comedy .....	106
30. Carbon .....	111
31. The Architect .....	114
32. Heat Loss from the Human Body .....	117
33. The Petrochemical Industry .....	121
34. The First Postage Stamp .....	125

35. American's Life in the New Age of Science and Technology .....	129
36. Does Travel Broaden the Mind? .....	133
37. The Planemakers .....	138
38. Measurement .....	141
39. The Scientific Exploration of Space .....	144
40. The Salt of the Earth .....	147
41. Oil as A Fuel .....	151
42. Preface (From <i>The Petroleum Dictionary</i> ) .....	155
43. Petroleum Recovery .....	158
44. Introduction to Reservoir Engineering( I ) .....	162
45. Introduction to Reservoir Engineering( II ) .....	166
46. The 40,000-Mile Phone Call .....	170
47. Latent Heat .....	174
48. Jules Verne .....	178
49. Crude Oil Prices .....	182
50. Oil Drilling .....	185
51. Water .....	189
52. Molecules .....	193
53. Mass .....	197
54. Energy and Public Safety .....	201
55. A World without Oil .....	205
56. Refining Petroleum .....	209
57. The Oil Companies .....	213
58. The Engineering Profession .....	217
59. Language Learning .....	221
60. Can Stress Make You Sick? .....	224
61. Smoking and Cancer .....	227
62. How Americans Eat and Drink .....	231
63. Scientists Laboring to Make Computers Learn to Think .....	235
64. Supertelevision .....	239
65. An Ultrasonic Torch .....	243
66. The Telephone and Its Inventor .....	247
67. The Crisis of Government Policy in Energy .....	252
68. How the Canadian Experience Can Contribute to China's Growing Petroleum Industry .....	256
69. Economic Justification .....	259
70. Petroleum Engineering Education in the Year 2000 .....	263
71. Energy: Global Prospects 1985—2000 .....	268
72. Culture Shock and the Petroleum of Adjustment in New Cultural Environments .....	272

73. What Science Is? .....	278
74. Scientific Knowledge .....	282
75. Sources of Error in Scientific Investigation .....	285
76. Minerals, Metals and Mining .....	289
77. Improving Industrial Efficiency through Robotics .....	293
78. World Food and Natural Resources Outlook in 2000 .....	296
○79. The Changing Concept of Marketing .....	300
80. Earth Resources Technology Satellites .....	303
81. Small Business .....	306
82. What's Your Best Time of Day? .....	310
83. Foreign Exchange Trading .....	315
84. Computers in Education( I ) .....	319
85. Computers in Education( I ) .....	323
86. How Does A Computer "Follow Instructions"? .....	327
○87. The Second Information Revolution .....	331
○88. The Environmental Pollution .....	335
89. Making Steels of Very High Strengths .....	338
90. Foreword .....	342
91. The Metric System .....	347
92. The Corporation .....	352
93. The Age of Superstuff .....	355
94. How Laws Are Passed .....	359
95. How and When to Give Your Car a Break .....	362
96. Advertisements .....	368
97. Control Earthquakes .....	373
98. Congestion .....	377
99. International Cooperation of Science .....	380
100. Preface .....	384
附录.....	390



## 1. Adult Education

1. Ideas about education are changing in the United States. Education today is not just a high school diploma or a college degree. Many adults are not interested in going to college. They are interested in other kinds of learning. For them, learning does not end with a diploma.

2. Continuing education gives these adults the opportunity to increase their knowledge about their own field or to learn about a new field. It also gives them a chance to improve their old skills or to learn new ones.

3. Secretaries, mechanics, and barbers can take classes to improve their work skills. Nurses can take classes to increase their knowledge of nursing. If they know more or learn more, then they can get a better job or earn more money.

4. Continuing education classes give some adults the chance to learn new skills. There is usually a large variety of classes to choose from: typing, foreign cooking, photography, auto repair, furniture repair, or swimming. These are only some of the classes available. 可学的、可选择的。

5. Some adults take classes for fun or because the class will be useful for them. For example, they can choose a class in almost any language: Arabic, Spanish, or English as a second language. There are classes in first aid or classes in sewing. There are also many other types of classes to choose from.

6. Other adults take continuing education classes to improve their own lives because they want to feel better about themselves. Overweight people can find exercise classes or classes in nutrition. Others can learn how to be good parents, or how to get along with other people.

7. There are many opportunities for adults to continue their learning. Almost any community college or public school system has a continuing education program. There are classes in schools, community buildings, or churches. Most classes are in the evening, so working people can attend. The classes are usually small, and they are inexpensive.

8. Thousands of people register for continuing education classes each year. They receive no diploma or certificate, and no grade for most of the classes they attend. For them, learning is something they do because they want to.

(From *Viewpoints*, by Roberta J. Vann and Vivian P. Hefley, 1984)

## New Words and Expressions

1. adult	/ˈædʌlt/	I a.	成年的
		I n.	成年人
2. diploma	/diˈpləʊmə/	n.	毕业文凭, 公文
3. continuing	/kənˈtɪnjuɪŋ/	a.	继续的, 连续的
4. opportunity	/ɒpəˈtjuːnɪti/	n.	机会
5. secretary	/ˈsekɹətəri/	n.	秘书
6. mechanic	/miˈkænik/	n.	技工; 检修工
7. barber	/ˈbɑːbə/	n.	理发师
8. earn	/ɜːn/	vt.	挣得; 使得到
9. variety	/vəˈraɪəti/	n.	种类; 多样化
10. typing	/ˈtaɪpɪŋ/	n.	打字; 打字术
11. photography	/fəˈtɒgrəfi/	n.	摄影术
12. auto	/ˈɔːtəʊ/	n.	(口) 汽车
13. available	/əˈveɪləbl/	a.	可用的; 可得到的
14. Arabic	/ˈærəbɪk/	n.	阿拉伯语
15. Spanish	/ˈspænɪʃ/	n.	西班牙语
16. aid	/eɪd/	n.	帮助; 助手
17. sewing	/ˈseʊɪŋ/	n.	缝纫; 缝制物
18. type	/taɪp/	n.	类型
19. overweight	/ˈəʊvəˈweɪt/	I a.	过重的
		I n.	超重
20. nutrition	/nju(:)ˈtrɪʃən/	n.	营养物
21. community	/kəˈmjuːnɪti/	n.	社会; 团体
22. system	/ˈsɪstɪm, ˈsɪstəm/	n.	系统; 体系
23. program	/ˈprəʊgræm/	n.	计划; 规划
24. inexpensive	/ɪnɪksˈpensɪv/	a.	花费不多的, 廉价的
25. register	/ˈredʒɪstə/	v.	登记; 注册
26. certificate	/səˈtɪfɪkɪt/	n.	证书; 证明

\* \* \*

\* \* \*

1. high school
2. be interested in
3. end with
4. take classes
5. a (large) variety of
6. first aid

高中  
对...感兴趣  
以...结束  
参加学习  
各种各样的; 多种的  
急救

7. get along with
8. community college
9. public school

与…相处  
社区学院  
(美国)公立学校

## Notes

1. P. 1, L. 3 “*For them, ... does not end with a diploma.*”句中“end with”意为“以…结束”，本句意为“对他们来说，学习不是以获得文凭而结束。”
2. P. 2, L. 1 “*Continuing ... a new field*”句中 or 是连接两个不定式短语“increase ... field”和“to learn ... a new field”，此处不定式短语作定语，修饰 opportunity。下一句中的不定式短语，也是作定语修饰 chance。
3. P. 3, L. 2 “*If ... money.*”句中用了四个比较级。英语的比较级所提供的只是一个相对关系，只说明两者比较之后相同还是有所差别，并不表示其中一方已达到了很高的程度。因此，汉译时不要随便加上“还”或“更”字。如：At last, seeing that the snake remained hidden, they began to breath more freely. (到后来看到那蛇躲起来，他们才感到轻松些了。)要表示“更…”或“还…”，需在比较级前加副词 even 或 still。本句的含义是“知道的比原来多，学到的东西比原来多，找到的工作比原来好，挣的钱比原来多”。可译成“如果他们知道的东西越多或学到的东西越多，那么他们找到的工作就越好或挣的钱就越多。”
4. P. 4, L. 2 “*There ... swimming.*”，P. 5, L. 2 “*For ... language.*”，P. 5, L. 4 “*There ... from.*”中动词 choose 译成汉语的“选择”，但有两个含义，其一表示“分子”(选中的人或事物)时用作及物动词。其二表示“分母”(供选择的人或事物)时用作不及物动词。如：(1) You can choose three from these books. (你可从这些书中挑选三本。)(2) “I’d like to buy an expensive camara.” “Well, we have several models to choose from.” (“我想买一个贵些的照像机。”“好，我们有好几种供你选择。”)本注释中的第一句和第三句用不及物动词表示“供选择的人或事物”，可译成“供选择的班”，第二句用及物动词表示“选中的人或事物”，可译成“任意选定一个班”。
5. P. 4, L. 3 “*These ... available.*”句中“available”是形容词，作 classes 的后置定语。available 作定语时，常后置。
6. P. 5, L. 2 “*For ... language.*”句中“Arabic, Spanish, or English”是“any language”的同位语，“in ... language”是“用…语言来授课”的意思，“in ... language as second language”是“用…语言作为外语(第二语言)来授课”之意。本句可译成：“例如，他们可以任选一个外语班：阿拉伯语、西班牙语或英语。”
7. P. 5, L. 1, 和 P. 6, L. 1 “*Some adults ...*”，“*Other adults ...*”句中 some ... others 或 some adults ... other adults (others) 是个搭配关系，意思是“有些…，其他的…”值得注意的是其连接方式，可以是句内连接 Some ... others ...。句间连接 Some ... Others ...。段间连接，两段的开头分别是 Some ... Others ...。本文中的就是段间连接。
8. P. 6, L. 2 “*because ... themselves.*”意为“……因为他们需要有良好的自我感觉。”
9. P. 6, L. 3 “*... exercise classes or classes in nutrition*”意为“…健身班或营养班。”
10. P. 7, L. 4 “*working people*”在文中是指“白天上班的人们”。
11. P. 8, L. 1 “*for*”英语中介词用的很多，在翻译中，根据句子意思常把介词译成汉语的动词。本句的“for”译成“参加”。
12. P. 8, L. 2 “*They ... attend.*”此句涉及到“and 和 or 之后的延续否定”问题。句中谓语动词前(如果连接的是谓语动词则在第一个谓语动词前)有助动词或情态动词，否定语气延续到 and 或 or 之后。如：(1) Carbon dioxide does not burn and (or) support combustion. (二氧

化碳既不自燃,也不助燃。)如果句中有助动词或情态动词,用 or 连接,否定语气才延续到 or 之后;如用 and, and 之后还需加上否定词才是完全否定。如:(2) Lines of magnetic force never touch or cross. (磁力线从不相碰也不相交。)(3) A clock has no feet or legs, but it can go all day and all night. It has no eyes and no ears. It has no mouth, but it can talk. (钟没有脚也没有腿,但它昼夜不停地走。它没有眼睛也没有耳朵,它没有嘴,但能说话。)(1)句中有助动词 does,用 and 或 or 连接否定语气延续到连词之后。(2)、(3)句中有助动词或情态动词,因此连接方式是 never touch or cross 及 no feet or legs, no eyes and no ears。本句没有助动词或情态动词,因此写成“They receive no diploma or certificate, and no grade…”可译成:“他们参加的大多数学习班不发文凭或证书,也不给成绩。”

13. P. 8, L. 3 “For…to.”句中“because”引出的原因状语从句是个省略句,省略了一个动词不定式。要省略不定式时,不定式符号“to”要保留下来,表明省略的是个不定式。如:I can't come to your dinner party tonight. I really would be glad to, but I have a previous engagement. 句中 be glad to 后省略了不定式短语“(to) come to your dinner party”。本句“want to”后省略了不定式“(to) do”。本句可译成“对他们来说,他们之所以要学习,是因为他们愿意学习。”

## 2. An Open-Classroom System

1. I began teaching at the James School twenty-two years ago when I was twenty-six. In those days, the place was very different. But times change, and of course educational theory changes, too. Methods and materials change. Even the building looks different. Let me show you what I mean.

2. Here, look around, I like this room. I love the light. Twenty years ago, it was a lot less pleasant. We had fewer windows, for example. There were five rows of desks, six desks in a row. Since everything was fastened to the floor, a student sat in the same place all day long. Oh, we had to be very strict! Now, students move all over the room. They go to different areas for different subjects, and they write at these movable desks. The students are more active, and because they're more active, they're less restless, and because they're less restless, they're more attentive. At least that's the theory! And as a matter of fact, we really don't have many problems here. ✓

3. We use an open-classroom system here at the James: Each student makes a work contract with his teacher. Basically, he agrees to do a certain amount of work on a certain project. He hands the work in when he gets it done. He works at his own speed and plans his own time. If he is particularly interested in one subject — math, for instance — he can study that subject more thoroughly than the others. But he must also complete his contract in arts or reading or social science. Freedom within a well-planned system; that's what we are trying to offer.

4. You can see some of the advantages of an open classroom. Julie does beautiful work with her hands, and she's as good in math as the best students. But Julie has a learning problem in reading. She is still far behind the other students. But we're working hard with her, and she's making good progress at her own level. More important, she is continuing to work and grow with students of her own age. But twenty years ago we put special students like Julie in lower classes, sometimes in separate schools. What a waste!

5. Nowadays we are trying to extend our classroom beyond the walls of the school building. This month we're doing a project with the local police. The kids are learning about policemen's lives by reading the police reports, riding in police cars, and even walking with them when they are on duty. They're learning that the problems of the police are the problems of the whole city. They're investigating their own attitudes about policemen, and writing down their feelings. The kids are learning by living. The policemen are learning, too.

6. I think school is very different now from what it was twenty years ago. I'm different, too, of course. For one thing, I work harder. Twenty years ago I made one lesson plan for thirty students, whereas now I make thirty lesson plans for thirty students. That's what the contract system does for you!

7. To tell you the truth, ten years ago, I was getting a little bored with teaching. Now I'm excited about it again. I'm not saying that the new system is perfect or anything. I'm just saying that my job is more exciting than it was. Excitement; that's what learning is all about. You can't be an exciting teacher unless you're excited yourself.

## New Words and Expressions

1. educational	/edju'keiʃənl/	a.	教育的
2. theory	/'θiəri/	n.	理论
3. method	/'meθəd/	n.	方法; (美国)教学法
4. pleasant	/'pleznt/	a.	令人愉快的; 舒适的
5. row	/rəu/	n.	(一)排; (一)行
6. fasten	/'fɑ:sn/	v.	使牢固; 固定
7. strict	/strikt/	a.	严格的, 严厉的
8. movable	/'mu:vəbl/	a.	活动的; 可拆卸的
9. restless	/'restlis/	a.	没有休息的; 不安定的
10. attentive	/ə'tentiv/	a.	注意的
11. contract	/'kɒntrækt/	n.	合同, 契约
12. basically	/'beisikəli/	ad.	基本上, 主要地
13. amount	/ə'maunt/	n.	数量, 总数
14. project	/'prɒdʒekt/	n.	计划, 方案; 工程
15. instance	/'instəns/	n.	例子, 实例
16. thoroughly	/'θʌrəli/	ad.	充分地, 透彻地
17. social	/'səʊʃəl/	a.	社会的
18. well-planned	/'wel-'plænd/	a.	计划得很好的
19. advantage	/əd'vɑ:ntidʒ/	n.	优点, 有利条件
20. nowadays	/'naʊədeiz/	ad.	现在
21. extend	/iks'tend/	v.	延伸, 扩展
22. local	/'ləʊkəl/	a.	地方的, 本地的
23. kid	/kid/	n.	小孩, 儿童
24. investigate	/in'vestigeit/	v.	调查
25. attitude	/'ætɪtju:d/	n.	态度, 看法
26. whereas	/'hwɛə'ræz/	conj.	而, 却
27. bore	/bɔ:/	vt.	使厌烦
28. excitement	/ik'saitmənt/	n.	激动

	*	*	*		*	*	*
1. for example				例如			
2. all day long				一天到晚, 整天地			
3. have to be				无疑是, 一定是			
4. all over				到处			
5. at least				至少			
6. as a matter of fact				事实上, 其实			
7. hand in				交上			
8. for instance				例如			
9. make progress				(取得)进步, 进展			
10. on duty				值班			
11. write down				写下, 记下			
12. (be) different from				与...不同			
13. of course				当然			
14. for one thing				首先, 一则			
15. to tell the truth				老实说			

## Proper Nouns

1. the James School      詹姆斯学校
2. James/'dʒeɪmz/      [人名] 詹姆斯
3. Julie/'dʒuːli/      [人名] 朱莉

## Notes

1. P. 1, L. 1 "*James*" 翻译中会遇到人名、地名或专有名词, 一般音译成汉语, 并把原文写在后面的括号内。本文的 "*James*" 译成 "詹姆斯 (James)"。
2. P. 1, L. 4 "*Let...mean.*" 句中含一个 *what* 从句 "*what I mean.*" *what* 的意义体现在从句的谓语动词中。如: 从句的谓语动词是 *say, see, observe, mean* 时, 从句的意思是: 所说的 (话), 所看到的 (东西), 所观察到的 (现象), 所指的 (意思), 译成 "所...的", 括号中的词叫 "范畴词"。I believe what you say. 我相信你所说的 (话)。本句中的 *what* 从句可译成 "我所指的意思"。
3. P. 2, L. 1 "*Twenty...pleasant.*" 我们知道, 形容词或副词的比较级为 *-er...than* 或 *more + 形容词或副词原形...than*, 这种形式叫高级比较。less + 形容词或副词原形...than 叫低级比较。如: *She is less talkative than he is.* 她不如他健谈。无论是高级比较还是低级比较之前都可加上程度副词或副词性短语表示比较的程度。因此 "*a lot less pleasant*" 译成 "非常不舒服"。
4. P. 2, L. 4 "*Oh, ...strict!*" 句中 "*have to be*" 为美国口语用法, 意为 "无疑是, 必定是"。如: *You have to be joking!* 你一定是在开玩笑吧! 因此本句可译成 "噢, 那时候我们教师无疑是很严厉的啦!"
5. P. 2, L. 6 "*The students are...more active.*" 本句可译成 "学生学习积极性提高了。因为学生

- 学习积极性越高,他们也就越安宁。他们越安宁,他们的注意力也就越集中。”
6. P. 3, L. 1 (1) “*the James*”是指“*the James School*”(2) “*make a work contract*”是指“签订一份学习合同”,此处 *work* 作“学习”讲。(3) L. 2 “*a certain amount of work*”此处“*work*”指“作业”。本句可译成“合同的基本内容是学生同意做完某门课程一定数量的作业。”
  7. P. 3, L. 7 “*Freedom...offer.*”句中的“*that*”代替“*Freedom within a well-planned system*”的。英语中 *this* 代替后面的句子或短语, *that* 代替前面的句子或短语, *this* 也可以代替前面的句子或短语, *that* 决不能代替后面的句子或短语。如: (1) *He makes mistakes in spelling, and that very often.* (2) *This is the question; how to avoid the trouble.*
  8. P. 4, L. 1 “*Julie does...students*”句中“*Julie does beautiful work with her hands.*”此处“*work*”指“手工(如:针线活,刺绣活等)”,本句意思是“朱莉(Julie)的手工活做得很漂亮……。”
  9. P. 4, L. 5 “*More...age.*”句中有一个单词“*work*”,本文中不少地方出现这个单词,不要见到 *work* 就译成“工作”。*work* 的基本意思是“做的事情”,因此在不同的场合有不同的意义。如:“工作”、“学习”、“著作”、“成果”等等。有时还可能作引申理解。如: *They had pretty hard work getting the roof of the storehouse repaired before the rain came.* 他们费了很大的劲在下雨前把仓库屋顶修好。本句意思是“更重要的是她正在与同龄学生一起继续学习和成长。”
  10. P. 4, 倒 L. 2 “*But twenty years...schools.*”句中“*separate schools*”是指“单独的学校”,此处 *separate* 为形容词。如: *The children sleep in separate beds.* 孩子们睡在各自的床上。
  11. P. 4, 倒 L. 1 “*What a waste!*”本句为感叹句。“多么大的浪费呀!”
  12. P. 5, 倒 L. 2 “*The kids...living.*”本句意思是“孩子们通过亲身体验来了解警察生活。”句中 *by + v-ing* 表示“通过,用…方式方法”。本句与上文有联系,此处 *learning* 是指上述活动内容。因此下句“*The policemen are learning, too.*”可译成“警察也了解了孩子们。”
  13. P. 6, L. 1 “*I...ago.*”句中含一个 *what* 从句“*what it was twenty years ago*”。*what* 指代主句中的主语,汉译时重复该主语或译成“那样”。如: (1) *He came back what he had always been.* 他回来时还是从前那样。(2) *Jiggling motion is what we represent as heat.* 无规则混乱运动是一种可以用热量来体现的运动。本句可译成“我想,今天的学校与 20 年前的学校大不一样了。”
  14. P. 6, L. 2 “*...I made lesson plan for thirty stidents.*”可译成“…我给 30 名学生做一份教案。”句中“*lesson plan*”指“教案”。
  15. P. 7, L. 3 “*Excitement...about.*”句中的 *that* 是代替前面的“*Excitement*”的,“*all*”是“*learning*”的同位语。句中含一个 *what* 引导的是表语从句“*what learning is all about*”。*what* 在从句中作 *about* 的介词宾语。它作关系代词时,表示“所…的事物(或人)”、“…那样的东西(或人)”、“不管什么”、“凡是…的事物”。其具体词义要根据句子意义来决定。如: (1) *What is beautiful is not always good.* 美的东西并不总是好的。(2) *Tell us what you saw in Beijing.* 请把你在北京看到的(东西)都告诉我们。(3) *She is not what she was a few years ago.* 她不是几年前的她了。(4) *His mother gives him what he asks for.* 他要什么他母亲就给什么。与本句相类似的句子有: *That's what it's all about.* 全部事情就是这样。本句可译成:“学习就要振奋。”



### 3. Wind Power

1. This is a true story. Rex White knows too many seamen's stories to want to add to them. Besides, this happened on land. It happened in Lytham, a town on the River Ribble, near to the place where the river flows into the Irish Sea. The shape of the trees along the Lytham beach road is proof of the great strength of the wind which comes in off the sea. It blows hard across the grass, the car-parks and the open road beside the river, and there is nothing to stop it.

2. Rex White was a ship's pilot. It was his job to guide ships up the river, between banks of sand, into the port of Preston. Mr. White lived in a village some kilometres from the coast, so he had to drive to Lytham and leave his car in one of the car-parks beside the river. Then he used to row out to the pilot boat, and await the particular ship that it was his duty to guide.

3. Early one morning, Mr. White returned to Lytham from a night on duty, to find that he could not start his car. He had driven from his village the evening before, and had left his car in the car-park as usual. He had rowed out to the pilot boat, and gone on board the S. S. *Kilkenny*, which was on her way from Ireland. Then, in the early hours of the following morning, he had returned to Lytham in the pilot boat, expecting to drive home to a cup of hot chocolate and a warm bed. But no matter what he did, he could not get the engine to start.

4. It was a cold and windy night; there was no one about, and there was no garage open to which he could turn for help. He was just about to give up, and spend the rest of the night on the back seat of the car, when he had a bright idea. He pushed the car round so that it was facing in the direction of the wind, opened all four doors, pushed it along a short way, and then jumped in. The doors acted like sails, and in no time the wind had taken him right out of the car-park, and away down the beach road. When he tried the starter-switch once more, the engine roared to life immediately. All he had to do then was to stop the car and shut the doors.

5. He went to bed later than usual, but he did not go without his cup of hot chocolate. Mr. White was not a seaman for nothing. ✓

(From *Improve Your Reading*, by Colin Swatridge, 1985)

#### New Words and Expressions

1. seaman

/ˈsi:mæn/

n.

海员, 水手