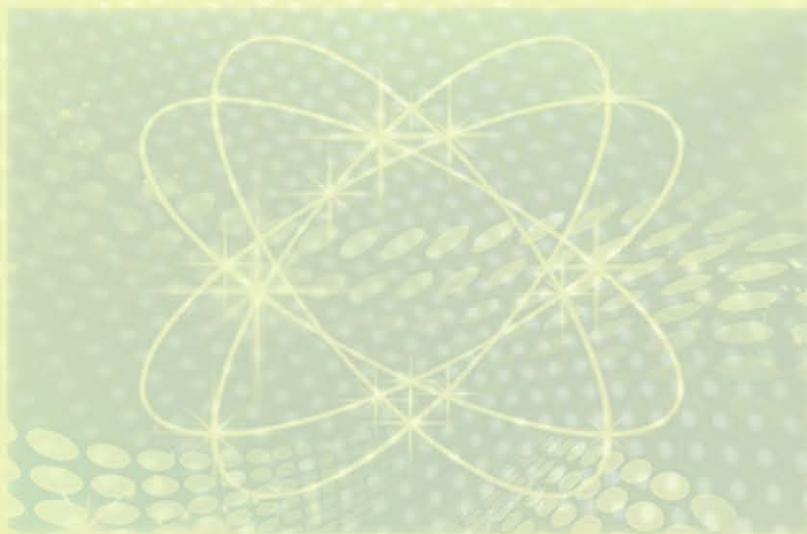


21世纪
大学英语教师参考书

(第三册) 修订版

复旦大学 ● 上海交通大学



复旦大学出版社

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21 世纪

大学英语

TWENTY-FIRST CENTURY COLLEGE ENGLISH

教师参考书 (第三册)
修订版

主 编 单 位

复 旦 大 学 ● 上 海 交 通 大 学

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修订版前言

《21 世纪大学英语》自 1999 年正式出版以来，受到全国广大师生的欢迎和认可，大家普遍认为这套教材紧扣《大纲》要求，重视语言质量，有利于学生打好语言基础，而且符合中国英语教学的特点和需求，具有很强的信息性、趣味性、可思性和实用性，为课堂教学提供了丰富的素材，使教师有充分的发挥余地。不少师生称赞这套教材选文题材丰富，富有时代气息、人文精神和开放意识，满足了学生对多元文化和各门类信息的需求，且在结构编排上有许多创新之处。老师、同学们的称赞和认可是对我们编者的最大鼓舞和激励，我们表示由衷的感谢。

几年来，我们也不时听到一些师生对这套教材的缺点和不足提出的批评以及对修订本教材提出的建议。这些批评和建议都很中肯、很富建设性。值此大学英语教改进入新阶段之际，我们根据教育部颁发的新《课程要求》，结合广大师生的建议，拟从以下几方面对《21 世纪大学英语》进行了修订：

1. 鉴于新《课程要求》突出了对听说技能的培养要求，我们已新推出一套《视听说教程》四册，由复旦大学、上海大学、北京交通大学、上海交通大学的教师分册负责编写；《视听说教程》各单元的主题均与《读写教程》一致，是整套教材的一部分；

2. 鉴于新《课程要求》强调了阅读（包括快速阅读）技能的培养要求，我们已请复旦大学资深教授、《21 世纪大学英语》主编之一张增健先生新编一套《快速阅读教程》四册，其选材内容在主题上亦与《读写教程》一致，作为整套教材的一部分；

3. 根据广大师生的建议，我们将《读写教程》由原来的每册 10 个单元减为每册 8 个单元，按课文的难易度对前后顺序适当作一些调整，更换一些内容已显过时的课文，对课文后的练习作一些改动，在课文 B 后增加两项词汇练习，每个单元后增加一些格言、谚语、小幽默或诗歌等；

4. 根据广大教师的要求，我们大大充实了《教师用书》教案部分中的背景材料和语言点方面的内容，为教师的教学提供更多的方便，同时对课文的参考译文也作了较大的修改。

希望我们的修订能使教师们教起来更方便、更顺手，使同学们学起来更轻松、更愉快。同时，也希望教师们和同学们能一如既往，不断地对我们的教材提出批评建议，以便几年后再修订时能让我们做得更好。

编者

2006 年 5 月

第一版前言

《21 世纪大学英语》是根据教育部新颁发的《大学英语教学大纲(修订本)》编写的一套大学英语教材，共四个系列，包括《读写教程》四册、《听说教程》四册、《练习册》四册和《教师参考书》四册，供大学英语教学两年使用。

《读写教程》每册 10 个单元，每个单元由同一题材的三篇文章组成。课文 A 为精读材料，配有阅读理解、词汇、结构、翻译、写作等多种练习；课文 B、C 为泛读材料，课文 B 前系统介绍各种基本阅读技能，课文后配有阅读理解练习题。《读写教程》融精、泛读于一体，围绕精读课文重点培养读、写、译的能力。

《听说教程》的主要内容与《读写教程》一致，使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成：1. 复习“热身”；2. 根据功能、意念编写的对话练习；3. 围绕《读写教程》课文 A 进行的主题讨论；4. 听说训练；5. 课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文 A 篇的词汇、结构练习；第二部分是《读写教程》B 篇的词汇、结构练习；第三部分是与《读写教程》各单元题材相关的 30 篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用，练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》相关的背景知识、难句解释、语言点释例、课堂活动、补充材料、课文参考译文和练习答案以及《听说教程》听力部分的文字材料。

《读写教程》和《听说教程》都配有录音带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点，但相互间又紧密配合，形成一个有机的整体，以实现大纲规定的大学英语教学目的，即：“培养学生具有较强的阅读能力和一定的听、说、写、译能力，使他们能用英语交流信息。”

《21 世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性，同时也注意语言的规范性、致用性和文体的多样性。课文绝大多数选自 20 世纪 80、90 年代出版的英美报刊书籍，为适合教学目的我们对部分内容作了删改。

《21 世纪大学英语》由复旦大学和上海交通大学联合编写，上海大学的部分教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociacha 和 Maurice Hauck 参加了部分内容的编写，并对全书提出了修改意见。对他们的辛勤工作，我们表示衷心的感谢。

《21 世纪大学英语》于 1997 年初开始编写，初稿曾在复旦大学和上海交通大学 97 级 12 个、98 级 26 个班中试用，较受欢迎。根据试用师生的反馈意见，我们又作了一些补充、修改。在此，对两校试用这部教材的师生表示诚挚的谢意。

编者
1999 年 12 月

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Part One Reading and Writing

读写教程教师参考书第三册使用说明

本书是《21 世纪大学英语》读写教程（修订版）第三册的教师用书，供教师参考使用，内容包括读写教程第一至第八单元的教案、练习答案、课文翻译和听说教程的使用指导(详见本书第 181 页)。

读写教程各单元的教案分课文 A、B、C 三部分编写。

课文 A 的教案由以下五部分组成：

1. 预备活动 (Warm-up Activity)，主要包括小组讨论，旨在为学生提供口头运用语言技能的机会。
2. 背景材料 (Text-related Information)，包括相关课文的人物介绍、英美文化、社会生活以及风土人情等背景知识。
3. 语言点 (Language Points)，包括课文难点注释以及句型、习语使用的例证等。
4. 语法要点 (Grammar Focus)，包括与课文相关语法要点的讲解、操练。
5. 课堂活动 (Additional Activity)，包括听说、听写、小组讨论、游戏等。

课文 B 和 C 的教案包括背景材料和语言难点两部分。背景材料 (Text-related Information) 包括相关课文的人物介绍、英美文化、社会生活以及风土人情等背景知识。语言难点 (Difficult Sentences and Phrases) 包括课文语言难点的注释。

在具体安排教学活动时，教师可根据教学实际情况选用上述内容。

教案后附有读写教程练习答案和读写教程课文 A、B、C 的参考译文。

读写教程教案由本教材试点班教师编写，编写人员有徐欣、俞惠中、石敏。读写教程练习答案由读写教程编写组提供，课文 A、B、C 的参考译文由范烨、吴勇和奚兆炎等提供。俞惠中教授也参与了补充与修改，特此致谢。

本书的修订工作主要由徐欣和彭华负责，他们补充和修改了教案部分的背景知识和主要语言点。此外，外籍专家 Amy Goldman 教授也对全书做了审阅并提出了修改意见并最后由翟象俊教授审订。

编者

2006 年 5 月

I. Teaching Plans

UNIT 1

Text A How I Got Smart

Tips for the Teacher

The list of New Words in this section, which contains over sixty entries, may look rather formidable to students. To remove their apprehension in this regard, it is advisable to help them group the words into several grades, so that they may, depending on their individual capacities, try to learn words in some or all of the grades.

Grade 1 includes words that can be learned without much effort, such as *bookworm*, *devotee*, *sharpener*, *campfire*, *quicken*, *widen*, *crossword* and *shellfish*.

Grade 2 covers useful words that college students are supposed to know, such as: *compulsory*, *compel*, *passion*, *gaze*, *prince*, *scheme*, *volume*, *hence*, *cafeteria*, *sigh*, *relief*, *casual*, *frown*, *oriental*, *glorious*, *romantic*, *confidence*, *marine*, *appetite*, *beam*, *invest*, *betray*, *drastic* and *consequence*.

Grade 3 includes words that may or may not be required of college students: *prodigy*, *adolescence*, *encyclopedia*, *asteroid*, *browse*, *stump*, *amah*, *joyous*, *asthma* and *paprika*.

Grade 4 consists of words that are probably beyond the scope of most college students: *erudition*, *anchovy*, *albatross*, *bullfinch* and *pterodactyl*.

The teacher may well encourage students to pay little or no heed to Grade 4, or, in the case of quite a number of students, even to Grade 3.

The same four grade classification system applies to the other units that follow in this book.

Text-related Information

1. Steve Brody

The author, Steve Brody, is a Ph.D. and co-proprietor of a thriving counseling practice. His weekly psychology features are broadcast on CBS nationwide. He lives in Cambria, California, U.S. A.

2. Cupid

The Roman god of love. According to Roman mythology, Cupid is the son of Mercury, the winged messenger of the gods, and Venus, the goddess of love. He usually appears as a winged infant carrying a bow and a quiver of arrows, whose wounds inspired love or passion in his every victim.

3. Mediterranean Sea

The Mediterranean Sea, which in Latin means in the midst of lands, is the world's largest inland sea. It is a part of the Atlantic Ocean almost completely enclosed by land, on the north by Europe, on the south by

Africa, and on the east by Asia. It covers an approximate area of 2.5 million km² (965,000 m²). It was a *superhighway* of transport in ancient times, allowing for trade and cultural exchange between emergent peoples of the region — Egyptians, Greeks, Romans, and the Middle-East (Arab/Persian/Semitic) cultures. The history of the Mediterranean is important to understanding the origin and development of Western Civilization.

4. Spain

Spain, officially the Kingdom of Spain, is a country located in the extreme southwest of the European continent. It occupies about 85 percent of the Iberian Peninsula, which it shares with its smaller neighbour, Portugal. Spain is bordered on the west by Portugal; in the northeast it borders France, from which it is separated by the tiny principality of Andorra and by the great wall of the Pyrenees Mountains. Madrid is the capital and the largest city. Due to the Spanish colonization of the Americas, the Spanish language remains widely spoken outside of the country, and is the official language of nearly all Central and South American countries.

5. Portugal

Portugal, officially the Portuguese Republic, is a country lying along the Atlantic coast of the Iberian Peninsula in southwestern Europe. It has a total area of 35,672 square miles (92,389 square km) and is bordered on the east and north by Spain and on the west and south by the Atlantic Ocean. The capital and by far the largest city is Lisbon.

6. Aleutian Islands

Chain of volcanic islands of southwest Alaska, U.S. that separate the Bering Sea (north) from the main portion of the Pacific Ocean. Characterized by fairly uniform temperatures, high winds, heavy rainfall, and persistent fog, the Aleutians are practically without trees but are covered with a luxuriant growth of grasses, sedges, and many flowering plants.

7. Coleridge, Samuel Taylor (1772—1834)

English lyrical poet, critic, and philosopher. His *Lyrical Ballads*, written with William Wordsworth, heralded the English Romantic movement, and his *Biographia Literaria* (1817) is the most significant work of general literary criticism produced in the English Romantic period.

8. The Rime of the Ancient Mariner

The Rime of the Ancient Mariner is a poem written by the English poet Samuel Taylor Coleridge in 1797—1798 and published in the first edition of *Lyrical Ballads* (1798). It is the longest significant poem that Coleridge wrote.

Written in language that imitates the Anglo-Scots border ballads, it relates the supernatural events experienced by a mariner on a long sea voyage. During the voyage, the mariner kills an albatross with his crossbow. This crime arouses the wrath of supernatural spirits who pursue the ship, and the other members of the crew hang the albatross around the mariner's neck. Eventually, in an eerie passage, the ship encounters a ghostly vessel. Onboard are DEATH and LIFE-IN-DEATH, who are playing dice for the souls of the crew. DEATH wins them all except the Mariner. One by one the crew dies, but the Mariner lives on. Eventually, the Mariner's curse is lifted when he sees sea creatures swimming in the water and blesses them in his heart. The bodies of the crew rise again and steer the ship back home. The mariner is forced to wander the earth and tell his story, and teach a lesson to those he meets:

*He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.*

9. Agamemnon

In Greek mythology, Agamemnon was king of Mycenae, and commander of the Greek forces in the Trojan War.

After a ten-year siege, Troy fell and Agamemnon returned in triumph to Mycenae. His wife Clytemnestra greeted him with protestations of love, but while he was in his bath she killed him with the assistance of her lover. His death was avenged seven years later by his son Orestes.

10. Pope, Alexander (1688—1744)

Poet and satirist of the English Augustan period, best known for his poems *An Essay on Criticism* (1711), *The Rape of the Lock* (1712—1714), *The Dunciad* (1728), and *An Essay on Man* (1733—1734). He is one of the most quotable of all English authors. *An Essay on Criticism* is a poem on the art of writing. Its brilliantly polished epigrams (e.g. “A little learning is a dangerous thing,” “To err is human, to forgive, divine,” and “For fools rush in where angels fear to tread”) have become part of the proverbial heritage of the language.

Language Points

- 1. A common misconception among youngsters attending school is that ...** — Children at school generally have the wrong idea that ...

A *youngster* is a young person, usually a child or an older child, but not a young man or young girl.

Examples:

I don't know what the youngsters of tomorrow will think of today's obsession with computer games.

We try to find summer programs for youngsters who haven't done well during their year in school.

- 2. Who else but a bookworm, with none of the normal kid's tendency to play rather than study, would grow up to be a teacher anyway?** — Who else would ever grow up to be a teacher except a bookworm who, unlike other kids, likes only to study and not to play?

tendency — *n.* part of a person's character that makes him like (to do) sth.

Examples:

He's always had a tendency towards fast cars. (= He's always liked fast cars.)

His tendency to exaggerate is well known.

anyway — *ad.* (often used in conversation without adding much meaning to what is being said) in any case, anyhow

Examples:

Why don't we get rid of the car since we don't use it anyway?

What was he doing anyway with so much of the company's money in his personal account?

- 3. the image they have of me as an enthusiastic devotee of books and homework during my adolescence is a bit out of focus** — their idea of what I was like when I was young — an enthusiastic

reader and a hard-working student — is not very accurate
the image they have of me = the image of me which they have
out of focus — not clearly seen; not sharply defined

Examples:

The children's faces were badly out of focus in the photograph.
His personality is still a bit out of focus.

- 4. I hated compulsory education with a passion** — I intensely disliked required education
compulsory — *a.* required by law or rule

Examples:

Education is compulsory for all children in this nation.
English composition is a compulsory course in American colleges.
passion — *n.* a very powerful feeling, often uncontrollable

Examples:

- He argued with great passion.
Football arouses a good deal of passion among its supporters.
The teacher flew into a passion when he found out some pupils had cheated on the exam.
She has a passion for chocolate.
His passion for her made him blind to everything else.
- 5. while the fish were biting** — when it was time to play
The sentence involves a form of rhetoric, or a figure of speech, using something specific to refer to a series of things in general or a general situation with which it is associated. Here “the fish were biting” is used to refer to the pastime of “going fishing,” or more generally, to all pleasurable pastimes.
- 6. Cupid aimed his arrow and struck me right in the heart.** — I fell in love.
- 7. ... if only to gaze at the lovely face in English II.** — ... even if the only purpose was to look constantly at the lovely face of the girl in English II class.
if only — (used to introduce what one thinks is an acceptable reason for doing something, although one realizes it may not be a very good one) even if the only reason is ... 哪怕只是为了……

Examples:

- I'll have a glass myself, if only to prevent you from drinking it all.
I think you should get a job if only to stop yourself being so bored at home.
- 8. ... and that year I ground up enough pencils to fuel a campfire.** — ... and that year I ground up countless pencils.
A *campfire* is an outdoor fire made of a pile of firewood. Since the girl was sitting near the pencil-sharpener, the best excuse he could invent for going over and talking to her was, of course, to sharpen a pencil. He went over using that excuse so often that year that the wood from the pencils he ground up was enough to make a campfire.
- 9. Debbie was far beyond my wildest dreams.** — Debbie was even more wonderful than I could have ever imagined.
If something is *beyond a person's wildest dreams*, it is better than he could ever have imagined or hoped for.

Examples:

The salary was beyond my wildest dreams.

The university library was enlarged and enriched by the fundraising drive far beyond our wildest dreams.

10. We were separated not only by five rows of desks, but by about 50 I.Q. points. — There was a distance between us, not only in the five rows of desks between her seat and mine, but also in the difference between our I.Q. points — my I.Q. was 50 points lower than hers.

11. ... flash a smile that radiated intelligence and quickened my heartbeat. — ... break out into a sudden smile that revealed much intelligence and excited me, made me feel intensely alive.

radiate — *v.* send out rays of (light or heat); (fig.) give forth an intense feeling of

Examples:

The engine was so hot that we could feel the heat radiating.

Her face radiates confidence.

12. intellectual gulf — difference in mental ability

gulf — *n.* area of division or difference, esp. between opinions

Examples:

There is a widening gulf between the middle classes and the poorest levels of society.

It is hoped that the peace plan will bridge the gulf between the government and the rebels.

13. I schemed desperately to bridge that gulf. — I made desperate plans to narrow that difference (between us).

scheme — *v.* make secret plans in order to gain something

Examples:

They are scheming to get her elected as leader.

All his ministers were scheming for his downfall.

14. offer — *vt.* make available; place (goods) on sale

Examples:

He offered me his car for £10,000.

The store offers a large variety of goods.

15. I purchased Volume I — Aardvark to Asteroid — and began my venture into the world of knowledge. — I bought Volume I, which included entries from Aardvark to Asteroid, and began my uncertain exploration into the world of knowledge.

A *venture* is a plan of action, esp. in business, which is new and might be difficult and so involves uncertainty or the risk of failure.

Examples:

She has had three divorces and this is her fourth matrimonial venture.

We are looking abroad for more profitable business ventures.

16. I would become Chief Brain in English II and sweep my princess off her feet with a surge of erudition. — I would become the most intelligent person in English II, and would impress her and make her feel attracted to me because of the sudden and great increase in my learning.

If you *sweep someone off their feet*, you cause them to become suddenly and completely impressed or in love with you.

Examples:

The first time he met her, he was swept off his feet by her radiance and beauty.

She was swept off her feet by this fun-loving youth, always full of joy.

17. I had it all planned. — I had every detail of my scheme prearranged.

18. I breathed a sigh of relief. — I let out a long deep breath and felt lightened that she didn't know.

relief — *n.* a feeling of lightening because a burden or worry has lifted, or because something unpleasant has not happened or has ended

Examples:

I heaved a sigh of relief when I heard he was safe.

The boy felt a sense of relief after his angry father left the room.

19. ... so that I could get all the facts in before we reached the cash register. — ... so that I could tell her all that I had learned about the anchovy within the few moments that we were waiting in a line to pay for our food.

get sth. in — manage to find time for doing or saying sth.

Examples:

I'll get my suggestion in at the start of the meeting.

John talks so much that it's impossible to get a word in.

20. fire drill

A *fire drill* is the practising of the set of actions to be performed to leave a burning place such as an office, factory or school safely when it is on fire. Fire drills are practised regularly by pupils in a school, workers in a factory, etc.

21. "Why not?" said Debbie, playing right into my hands. — "Why would you certainly not want to live there?" said Debbie, asking the exact question I needed to show off what I knew about the Aleutian Islands.

play (right) into sb.'s hands — do sth. which gives sb. an advantage; help sb. who is one's opponent

Examples:

During the basketball game, Jerry's foul played right into our opponents' hands.

Mary and Bobby both wanted the last piece of cake, but Bobby played into Mary's hands when she innocently paused to sip her drink, for he took that moment to try and grab it. (Father gave the cake to Mary because Bobby tried to grab it.)

22. group — group of islands

23. file into the building — walk into the building one behind another in a line

24. step it up to get the natives in — say it more quickly in order to have time to talk about the natives

step up — increase in size, amount or speed

Examples:

The police are stepping up their efforts to fight crime.

The pace of the reforms is being stepped up.

25. apparently stumped on a word — obviously puzzled by a word

Stump as a verb that means “to puzzle” has its origin in the stumps (树桩) that American settlers had to pull from the earth after felling trees — some stumps were so big and deep-rooted that the pioneers didn’t know what to do. They puzzled over the problem, trying to figure out what to do with them.

Examples:

The question has stumped philosophers since the beginning of time.

We’re all completely stumped — we can’t work out how he escaped.

26. “Try *amah*,” I said, quick as a flash. — “Try the word *amah* to see if it is correct,” I said, without a moment’s hesitation.

quick as a flash — very quickly or suddenly

27. I don’t believe it. — It’s incredible.

The expression *I don’t believe it* is used to express a feeling of extreme surprise at something amazing and unexpected.

Examples:

I don’t believe it! He just won an Olympic gold medal!

Tom and Mary are getting a divorce? I don’t believe it! They’re always seemed like the perfect couple!

28. And so it went, that glorious, joyous, romantic sophomore year. — And it was in just such ways that that glorious, joyous, romantic second year passed.

In the sentence, *it* is used in the subject position to make a statement about time, to which the noun phrase *that ... sophomore year* is in apposition; the verb *go* here is used in the meaning of “pass, elapse.”

joyous — *a.* extremely happy and enthusiastic

Joyous is different from *joyful* in that the former is more likely to apply to something that by its nature is filled with joy or is a source of joy, while the latter usually suggests an emotional reaction to a situation that calls forth a feeling of happiness and contentment.

Examples:

a joyous song

a joyous sense of freedom

hear the news with a joyful heart

The joyful parents named him William.

29. Debbie seemed to relish our little conversations and hung on my every word. — Debbie seemed to enjoy our nice conversations and listened to me attentively.

The adjective *little* is often used to express the speaker’s feeling of affection, pleasure, annoyance, etc. with no indication of size, length, age, etc., esp. when preceded by *nice*, *pretty*, *sweet*, *nasty*, etc.

Examples:

There’s a sweet little shop on the corner that sells homemade bread.

A little old lady helped me find my way.

hang on — listen very attentively to

Examples:

Ann hangs on every word of her history teacher and takes very careful notes.

He told them stories around the campfire, the boys hanging on his every word.

- 30. I was gradually making my presence felt.** — I was gradually attracting others' attention.

If you *make your presence felt*, you have a strong effect on other people and they pay attention to you.

(For information about the **make + noun/pronoun + past participle** structure, refer to **Grammar Focus 2**.)

- 31. My hand shot up.** — I raised my hand without hesitation.

- 32. ... when it's full it has trouble getting into the air again.** — ... when it (the albatross) has a full stomach, it has difficulty flying up into the air again.

- 33. sneak a look at** — look secretly at

sneak — *vt.* take secretly (often without permission)

Examples:

sneak a chocolate from the box

sneak a look through the keyhole

- 34. What I failed to perceive was that Debbie all this while was going steady with a junior from a neighboring school — a basketball player with a C+ average.** — A fact which I did not realize (and should have!) was that Debbie, during the whole of the time when she appeared to be attracted to me, was dating regularly a third-year student from another school in the neighbourhood, a basketball player whose academic records were mediocre.

perceive — *vt.* notice; be conscious of

If you *perceive* something, you see, notice or become aware of it, often when it is not obvious to other people.

Examples:

I perceived a note of unhappiness in her voice.

He was able to perceive the danger of their situation.

- 35. The revelation hit me hard ...** — It was a heavy blow to me finding out the fact (that Debbie was dating another boy) ...

- 36. ... but was strongly tempted to invest in a basketball instead.** — ... but would very much have liked to buy a basketball instead of Volume II of the encyclopaedia (since it was the basketball player that Debbie loved.)

invest in — buy

If you *invest in* something, you buy it, especially when you think it is expensive but useful, and will help you do something more efficiently or more cheaply.

Examples:

I think it may be the time to invest in a new washing machine.

About 750 schools have invested in CD-ROM players and this number seems likely to triple over the next year.

37. Like Agamemnon, but with less drastic consequences, thank God. — I felt like Agamemnon, but, luckily enough, things did not end up as drastic as with Agamemnon — I was not murdered by my unfaithful wife!

38. In time I recovered from my wounds. — I eventually got over my unhappiness.

in time — at, or before, the right or proper time; eventually

Examples:

Will you be home in time to see the children before they go to bed?

Fred and Jim did not like each other at first, but in time they became good friends.

wound — *n.* problem or great unhappiness

39. Soon she became no more than a memory. — Soon she became just an image from the past (one towards which I had no strong feelings).

The phrase *no more than* is used to emphasize that someone or something is not very important, valuable or impressive, or that they are hardly worth considering.

Examples:

They thought slaves were no more than commodities.

The white sails were no more than a speck upon the waters.

40. Although the original incentive was gone ... — Although I was no longer reading to win the girl's admiration ...

Incentive means a stimulus to action, but incentive applies to a cause which encourages action or activity while stimulus refers to something, either physiological or psychological, that causes a reaction or growth.

Examples:

Our bonus payments provide an incentive to work harder.

Tax incentives have been very effective in encouraging people to save or invest more of their income.

The tip of the tongue is sensitive to salt and sweet stimuli.

Foreign investment has been a stimulus to the industry.

41. Having tasted of the wine of knowledge, I could not now alter my course. — Having experienced the power of knowledge, afterwards I could not bring myself to stop reading.

The two expressions *taste of the wine of knowledge* and *alter my course* are a figure of speech in which a word or phrase literally denoting one kind of object or idea is compared to another to suggest a likeness between them. "Knowledge" here is compared to good wine and "course" to his life and career.

taste of — have perception, experience or enjoyment of

Examples:

He tasted of fame the first time in his life when the record made a hit.

She didn't want to lose the freedom she had tasted of.

42. Drink deep, or taste not the Pierian spring. — Learn intensively, or give up learning at all.

Pierian — *a.* belonging to Pieria, a region of ancient Macedonia, the reputed home of the Muses, hence an allusion in reference to poetry and learning.