



普通高等教育“十五”国家级规划教材

# 英语教学参考书

# A Reference Book for English

(Second Edition)

(非英语专业本科用)

《英语》教材编写组 编

第二版



高等教育出版社



普通高等教育“十五”国家级规划教材

*A Reference Book for  
English*

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英语教学参考书 5

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## 内容提要

《英语》系列教材 5、6 册(第二版)是为专科升入本科的学生编写的非英语专业英语教材。本教材既注意打好英语语言基础,又注意培养学生实际使用英语进行涉外交际的能力,同时还与大学英语四级考试的教学要求相衔接。

《英语教学参考书 5》(第二版)按照主教材的结构进行编写,内容包括:背景资料、课文注释、词汇学习、练习指导、练习答案和参考译文等。此外,书中还编有 2 套大学英语四级考试最新题型的模拟试卷及答案,其听力部分的录音收录在《英语 5》(第二版)主教材配套磁带中。

本书适合英语教师及使用《英语 5》(第二版)的英语自学者使用。

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《英语》系列教材编写指导组

组 长：黄震华

成 员：孔庆炎、刘黛琳、刘援、于忠喜、余渭深

《英语教学参考书 5》

总主编：孔庆炎

主 编：余渭深

编 者：钟原越、黄贇琳、向朝红、余渭深

《英语教学参考书 5》（第二版）

总主编：孔庆炎

主 编：余渭深

副主编：向朝红

编 者：钟原越、黄贇琳、向朝红、余渭深、李于南、陈梅

## 修 订 说 明

《英语5》、《英语6》及其教学参考书自2000年出版以来,以学用结合的教学理念、灵活的教学方法和明确的教学针对性,深得广大教师和学生的厚爱,已成为由专科升入本科的非英语专业学生继续学习大学英语的一套主流英语教材。本次教材修订在继承了原系列教材“既注意打好英语语言基础,又注意培养学生实际使用英语进行涉外交际能力”的学用结合的编写原则,同时还根据新的《大学英语课程教学要求(试行)》中规定的“一般要求”和新的“大学英语四级考试”对部分编写内容进行了增减和修改,更加突出了专科英语教学与本科教学要求的衔接。

修订后的《英语5》和《英语6》各包括10个单元,每个单元主要包括“阅读”、“应用文套写”、“听与说”、“自我评估”和“快乐学习”等部分。“阅读”部分分为“实用阅读”和“阅读欣赏”,前者的选文着重实用性和交际性,后者的选文则注重文体的多样性和可欣赏性。”“应用文套写”选用涉外应用文,根据所给的样例训练学生理解和套写有关英语应用文的能力。“听与说”是本套教材的重要组成部分,其中“说”突出口语涉外交际的实际需要,而“听”则注重适当拓宽听力训练的范围。考虑到有些语法难点学生不易掌握,需要不断实践巩固,《英语5》(第二版)保留了“语法要点”部分,运用正误对比的方式,对这些语法难点进行了归纳和专项训练;《英语6》(第二版)则针对学生写作训练中常出现的结构错误编写了围绕语法技能的写作练习。“快乐学习”能调节学习气氛,同时帮助学生提高欣赏英语幽默的能力。

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为了帮助广大教师和英语自学者用好本套教材,我们编写了这套教学参考书。本套教学参考书按“阅读”、“应用文套写”、“听与说”、“自我评估”和“快乐学习”的“板块”进行编写,以提供有关教学资料为主,仅在介绍练习的编写意图时提出了一些教法建议。也就是说,本书以提示教学要求、教学重点、教学资料和补充练习为主,教法部分则由教师根据教学实际自行决定。另外,考虑到学习5、6册的学生已有一定的英语接受能力主,故教参的讲解部分全部用英文编写。

本书的编写内容如下:

### I. 补充语言资料:

1. 就阅读文章的文体和语言特点做了简要的说明,以帮助学生学习和欣赏一些常用文体,提高学生阅读原文的能力。
2. 对难句不仅做了语言注释说明,更提供了模拟示例,这不仅可以帮助学生理解这些难句,还能帮助学习模拟运用这些句子结构。
3. 对新词语做了语义注释和用法说明,还特别提供了同义、反义词语的注释和例句。
4. 应用文写作部分就应用文的结构和语言特点进行了简要的说明,总结归纳了常用的语句和句式,并提供了补充样例。段落写作则以帮助学生克服易犯的语法错误为主,教参对此进行了归纳说明。
5. 除严格按照大学英语四级考试的要求编排听力练习之外,教参还补充编写了各单元交际话题的常用语句,便于进行实用口头实际训练。

II. 练习指导:每个练习都做了简要提示,便于教师和学生了解练习编写的意图。

III. 活泼学习:每课提供了语言程度适中的补充资料,这些小的幽默材料都可用来培养学生欣赏英

语文字的能力。

IV. 本书还提供了练习答案和课文的参考译文。

V. 模拟试卷：为便于使用，教参提供了2套改革后的大学英语四级考试最新题型的模拟试卷。

《英语教学参考书5》(第二版)的修订工作由总主编孔庆炎教授和主编余渭深教授负责，副主编由向朝红副教授担任，参加修订工作的编者还有：钟原越、黄贇琳、李于南和陈梅。

编 者

2006年5月

## 第一版前言

《英语5》和《英语6》是为由专科升入本科的学生编写的一套非英语专业英语教材。本套教材继承了前几册“既注意打好英语语言基础，又注意培养学生实际使用英语进行涉外交际能力”的学用结合的编写原则，同时还与大学英语教学大纲四级的教学要求相衔接。

《英语5》和《英语6》各包括10个单元，每个单元主要包括“阅读”、“应用文套写”、“听与说”、“自我评估”和“快乐学习”等部分。“阅读”部分分为“实用阅读”和“阅读欣赏”，前者的选文着重实用性和交际性，后者的选文则注重文体的多样性和可欣赏性。“应用文套写”选用涉外交际应用文，根据所给的样例训练学生理解和套写有关英语应用文的能力。“听与说”是本套教材的重要组成部分，其中“说”突出口语涉外交际的实用需要，而“听”则注重适当拓宽听力训练的范围。考虑到有些语法难点学生不易掌握，需要不断实践巩固，而大学英语四级考试又有专门测试语法技能的要求，《英语5》保留了“语法要点”部分，运用正误对比的方式，对这些语法难点进行了归纳和专项训练；《英语6》则针对学生写作训练中常出现的结构错误编写了围绕语法技能的写作练习。“快乐学习”能调节学习气氛，同时帮助学生提高欣赏英语幽默的能力。

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V. 模拟试卷：为便于学习者使用，教材另外提供了2套大学英语四级考试模拟试卷。

编者

2001年4月

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# FAMOUS PEOPLE

## I. Passage A

### William H. Gates

#### I) Brief Introduction of the Style and Background of the Passage

This passage is a biographic writing which gives an account of a person's life, involving his or her family background, education, career, big events in life, hobbies and interests etc.

The head of one of the world's biggest computer software corporations, Bill Gates, dropped out from world-famous Harvard University in his junior year for his interest in writing computer programs. Later his outstanding program Microsoft has won the world popularity. His belief "A computer on every desk and in every home, running Microsoft software" has made him, at 38, the second richest individual in the U.S.

#### II) Language Points

##### 1. Notes to the Passage

(Para. 1) William (Bill) H. Gates is chairman and software architect *of* Microsoft Corporation, the leading provider, worldwide, *of* software for the personal computer.

**Translation:** 威廉(比尔)·亨利·盖茨是微软公司的董事长兼软件建筑师。微软公司是全球范围内个人电脑软件的主要供应商。

**Analysis:** This sentence contains two "*of*" phrases, the second of which modifies "the leading provider", but they are separated by the adverb *worldwide*.

**Example:** He is the general manager *of* the ABC Co. Ltd., the leading supplier, domestically and internationally, *of* sports shoes.

(Para. 2) In 1973, Gates entered Harvard University as a freshman, *where* he lived down the hall from Steve Ballmer, now Microsoft's president.

**Translation:** 1973年, 盖茨考入哈佛大学, 和微软现任总裁史蒂夫·鲍尔默同住一幢宿舍楼。

**Analysis:** *Where* introduces a non-restrictive relative clause, modifying "Harvard University".

**Example:** We are going to spend the winter vacation in London, *where* we have many friends.

(Para. 2) *While at Harvard*, Gates developed the programming language BASIC for the first microcomputer — the MITS Altair.

**Translation:** 在哈佛大学，盖茨为第一台微电脑 MITS “阿尔它” 设计了 BASIC 编程语言。

**Analysis:** *While at Harvard* is an elliptical adverbial clause, where the subject (usually pronouns and shared with the main clause) and the verb “be” can be omitted. This structure can also be found in other kinds of adverbial clauses.

**Examples:**

1) Adverbial Clause of Place:

*Where (it is) necessary*, improvements will be made.

哪儿需要，就在哪儿改进。

2) Adverbial Clause of Manner:

He acted *as if (he was) certain of success*.

他的举止就像一定会成功似的。

3) Adverbial Clause of Condition:

*If (it is) possible*, please let me know by this week.

如果可能的话，请在这周以内告诉我。

4) Adverbial Clause of Concession:

*Though (he was) exhausted*, he stayed up very late last night.

尽管他已精疲力竭，但昨晚他很晚才睡觉。

(Para. 2) *Guided by a belief that* the personal computer would be a valuable tool on every office desktop and in every home, they began developing software for personal computers.

**Translation:** 他们抱着这样的信念：个人电脑将成为每一张办公桌上和每一个家庭里有价值的工具，从而开始了个人电脑软件的开发。

**Analysis:** *Guided by ...*, a past participle phrase, acts as an adverbial of reason, which includes an appositive clause (同位语从句) introduced by *that*, modifying and giving the reference of “belief”.

**Example:** *Informed of the fact that they could never get the pay*, they stopped working.

(Para. 3) Under Gates' leadership, Microsoft's mission is to continually advance and improve software technology and to make *it* easier, more cost-effective and more enjoyable *for people to use computers*.

**Translation:** 在盖茨的领导下，微软的使命是不断发展和提高软件技术，使人们能更容易、更经济、更有乐趣地使用电脑。

**Analysis:** *It* is used here as a formal object, and the real one is the infinitive clause with its logical subject introduced by *for* — *for people to use computers*.

**Example:** I find *it* difficult for me to understand and operate this machine.

**(Para. 3)** The company is committed to a long-term view, *reflected* in its investment of more than \$3 billion on research and development in the current fiscal year.

**Translation:** 微软公司着眼于长远观点, 仅以本财政年度为例, 它就投资 30 多亿美元进行研究和开发新产品。

**Analysis:** *Reflected in ...* is a past participle phrase, post-modifying “a long-term view”.

**Example:** The university is committed to a long-term view, *reflected* in the establishment of the hi-tech research and development center.

**(Para. 4)** They have endowed a foundation in the area of global health and learning, with the hope *that* as we move into the 21st century, advances in these critical areas will be available for all people.

**Translation:** 盖茨夫妇在全球健康和教育领域设立了基金, 希望我们在迈进 21 世纪时, 在这些关键领域的科技进步能为所有的人服务。

**Analysis:** ... *that* introduces the appositive clause “advances in these critical areas will be available for all people”, modifying “hope” and explaining the content of “the hope”. The appositive clause itself contains an adverbial clause of time — “as we move into the 21st century”.

**Example:** The news *that* we are invited to the conference is very encouraging.

## 2. Word Study

**leading** *a.* most important; chief; main 最主要的; 主导的

e.g. It is one of Korea's leading business groups with annual sales of more than \$9 billion.

We are in the leading position in this field.

**Syn:** **principal** *a.* most important; of highest rank 主要的; 最重要的

e.g. The Yellow River is one of the principal rivers of Asia.

**drop out** to stop attending or taking part 放弃, 退出, 掉落

e.g. The class began with 50 students, but ten have dropped out.

He dropped out of the project team because it put too much pressure on him.

**Syn:** **withdraw** *v.* to (cause to) not join in 使退出; 撤退

e.g. We all withdrew from the race.

**Syn:** **quit** *v.* to stop (doing something) and leave 离开; 退出; 放弃

e.g. I will soon quit my job.

**devote (to)** *v.* to set apart for; give wholly or completely to 把...专用于, 专心致力于, 贡献

e.g. They devoted so much of their attention to this issue.

The weekends were devoted to rehearsals.

**Syn:** **dedicate (to)** *v.* to set apart or give to a particular cause, purpose, or action 奉献; 献 (身)

e.g. The doctor dedicated his life to finding a cure.

**foresight** *n.* the ability to see what is likely to happen in the future, which is shown in the action that someone takes 预见; 深谋远虑

e.g. He showed a lack of foresight.

No one had enough foresight to predict the winner.

**involve (in)** v. to cause (someone) to become connected or concerned 使承担, 使陷入; 使牵连进去

e.g. Don't involve me in solving your problems.

Poverty involved my family in misfortune.

注意: “involve in” 和 “involve with” 的区别。“involve in” 后面通常接事物、事件或动名词(短语), 如以上两例; “involve with” 后边通常接人, 意思为: 和...有密切联系, 和...混在一起, 例如:

I was involved in a research project.

While he was in America he became involved with the local criminals.

It's no good involving yourself with those people.

**strategic** a. (a plan or action) intended to help one to achieve something or gain an advantage 战略的, 策略的

e.g. We have taken up a strategic position.

The strategic development of the western region is a new subject under new historical conditions.

**in contact with sb./sth.** have relationship or connection with sb./sth. 与...联系, 与...接触

e.g. Have you been in contact with your teachers recently?

We are still in close contact with each other.

**Ant:** **out of contact with sb./sth** have no relationship or connection with sb./sth. 与...没联系

e.g. Since the party, we have been out of contact with her for many years.

**Syn:** **in touch with** regularly or not regularly exchanging news and information with 与...联系

e.g. Please write, it would be nice to keep in touch with you.

**under one's leadership/under the leadership of** 在...的领导下

e.g. Under the leadership of the Party, the country has recorded great achievements.

Under his leadership, the independent group goes to the opposite way from the majority.

**mission** n. an important task or duty one is given to do 使命; 任务

e.g. Without a moment's hesitation she accepted the mission.

He was sent on a special mission to London.

**Syn:** **commission** n. the special powers or certain duties to a person or group of people 委任; 委托

e.g. The commission for the new museum was given to a well-known architect.

**enjoyable** a. (of things and experiences) pleasant 快乐的

e.g. More and more people feel enjoyable in using computers.

My friends and I had an enjoyable afternoon in a tea house.

**Syn:** **agreeable** a. to one's liking; pleasant 令人愉快的

e.g. It's such an agreeable weather that we should go out to enjoy it.

**commit** v. to promise to a certain cause, position, opinion, or course of action 使承担义务, 使作出保证

e.g. The government can't commit any more money to improving the education.

I have committed myself to helping him.



Syn: **pledge** v. to make a solemn promise or agreement 承诺, 保证

e.g. She pledged never to come back until she had found her dog.

**avid** a. eager; keen 劲头足的, 渴望的; 贪婪的

e.g. She is avid for/of fame.

The younger generation is avid of new experiences.

Syn: **keen** a. eager or anxious to do something

e.g. My mother wants me to go abroad, but I'm not keen on that.

**endow** v. to give (as to a school) a large amount of money 捐赠 (基金), 资助

e.g. He spent all his large fortune on endowing a hospital.

The rich businessman endowed the primary school with half his fortune.

**global** a. of or concerning the whole earth 全球的, 世界的

e.g. You have to equip yourself with a global consciousness.

Owing to the greenhouse effect, there is a global increase in temperature.

Syn: **universal** a. for all people or every purpose 普遍的; 通用的

e.g. It's a subject of universal interest.

**donate** v. to give something to charity or other organization 捐赠, 赠送

e.g. They used to donate generously to the Hope Project every year.

They donated land to the city for a park.

### 3. Additional Practice on Patterns

In the following sentences, there are some useful sentence patterns shown in the bold-faced words. The teacher could use the examples given here as cues to practice the sentence patterns in class.

- 1) **Born on** October 28, 1955, Gates and his two sisters **grew up** in Seattle.

**Example:** **Born in** Britain, he **grew up** in France and cannot speak English now.

- 2) Gates **entered** Harvard University **as** a freshman.

**Example:** She **entered** the discussion group **as** chairperson.

- 3) In his junior year, Gates **dropped out of** Harvard **to devote** his energies **to** Microsoft.

**Example:** I want to **drop out of** the team **to devote** my time **to** what I'm more interested in.

- 4) He **began his career in** personal computer software.

**Example:** My brother **began his career as** a lawyer.

- 5) Gates **is** actively **involved in** key management and strategic decisions at Microsoft, and **plays an important role in** the technical development of new products.

**Example:** They **are all involved in** the trouble and the fight for power **plays a major role in** it.

- 6) Gates **is an avid reader** and **enjoys playing** golf and bridge.

**Example:** He **is a productive writer** and **enjoys travelling**.

### III) Guide to Exercises

#### Check your understanding

**Ex. 1** This exercise is designed to check students' comprehension of the passage. It could be done by the students themselves after class, or as a quiz in class.

**Ex. 2** This exercise is designed to give the students a clearer picture of Gates' life. It may be done as a warm-up exercise before the passage is carefully read.

#### Summary of useful patterns

Besides the patterns listed in the students' book, the following questions are often used to talk about famous people.

- 1) What does he enjoy most in his life?
- 2) What's his greatest ambition?
- 3) What's his greatest achievement?
- 4) What's his role in the company/country?
- 5) What are his hobbies?
- 6) Why is he famous?
- 7) What's his key to success?

#### Word builder

**Ex. 3** This exercise is designed to help students to enlarge their vocabulary by keeping aware of the word roots.

#### Vocabulary and structure study

**Ex. 4** This exercise is designed to help students learn to use and remember some useful expressions.

**Ex. 5** This is a productive exercise, designed to help students to learn to use the newly-learnt words and expressions in different situations. Here are some more examples supplied for practice.

- 1) 战略决策已经作出，现在最重要的是去实施它。(strategic)
- 2) 我已尽力帮助她。(commit oneself to)
- 3) 将召开专题会议研究员工招聘。(devote to)
- 4) 在董事会的领导下，公司迅速向其他领域扩展。(under the leadership of)
- 5) 国家税收大幅度增加。(revenue)
- 6) 希望在高科技领域增加中国的竞争力。(competitiveness)

Key:

- 1) A strategic decision has been made and the most important thing to do now is to implement it.
- 2) I have committed myself to helping her.

- 3) The special session will devote itself entirely to staff recruitment.
- 4) Under the leadership of the board, the company is expanding quickly to other fields.
- 5) The State's revenues have increased by a wide margin.
- 6) It is expected to enhance China's competitiveness in the global high-tech sector.

## II. Passage B

### Mrs. Robertson-Glasgow

#### I) Brief Introduction of the Style and Background of the Passage

The passage is a narration. However, it's a piece of factual rather than fictional writing. Factual writing generally covers three sections:

- 1) The beginning provides the context, the time (when), the place (where), and the hero/heroine (who) of the story.
- 2) The main body is about the story (what happens, what it is like, and why it happens)
- 3) The last section is the ending. It could be a new idea, a piece of profound thought.

The passage is a real life story about the establishment of friendship between a young boy and an old lady who are both bird lovers.

#### II) Language Points

##### 1. Notes to the Passage

(Para. 1) I proceeded quietly, *careful not to* alarm a jay or magpie that might loudly warn other creatures to hide.

**Translation:** 我悄悄地潜行，避免惊动会高声警告其他动物躲起来的鸺鸟和喜鹊。

**Analysis:** *Careful not to...* is an adjective phrase used as an adverbial of purpose.

**Example:** We whispered, *careful not to* awaken the sleeping baby.

(Para. 2) She caught her breath, *instinctively touching* her throat with her hand.

**Translation:** 她屏住呼吸，本能地用手碰了碰喉咙。

**Analysis:** A present participle phrase used after the main verb of the sentence can function adverbially but denote simultaneous events.

**Example:** His father was standing beside his bed, *pulling* the blanket to cover him lovingly.

(Para. 2) Then, *recovering quickly*, she gave a welcoming smile that instantly put me at ease.

**Translation:** 然而她很快就恢复过来，向我和善地一笑，使我也很快安定下来。

**Analysis:** A present participle phrase like *recovering quickly* can be used adverbially to denote an action immediately followed by another.

**Example:** *Looking about him*, he discovered that the persistent rattle came from a hanging oil lamp that was swinging back and forth.

(Para. 11) She introduced herself, *extending* a fine, transparent hand.

**Translation:** 她伸出玲珑光洁的手自我介绍道。

**Analysis:** A present participle phrase following the main clause can be used adverbially to denote simultaneous events.

**Example:** She stood there angrily, *frowning and shrugging* her shoulders.

(Para. 13) We set off, the old woman *striding along* at a surprisingly brisk clip.

**Translation:** 我们出发了，老妇人迈着出人意料的轻快步伐向前走去。

**Analysis:** As indicated in the above example, the present participle phrase helps form an absolute structure, with *the woman* and *striding* as the logical S and V.

**Example:** I took my ticket, and marched proudly up the platform, *the people falling back* respectfully on either side.

## 2. Word Study

**roam** v. to wander with no very clear purpose 闲逛，漫游

e.g. The lovers roamed across the fields in complete forgetfulness of the time.

Crowds of youths roamed the streets looking for trouble.

**Syn:** **wander** v. to move about without a fixed course, aim or purpose

e.g. Look at that little boy wandering about — perhaps he's lost his mother.

**startle** v. to give an unexpected slight shock to 吓（某人）一跳；使大吃一惊

e.g. You startled me! I didn't hear you come in.

We were startled to hear they were getting divorced.

**Syn:** **amaze** v. to fill with a feeling of great surprise or disbelief

e.g. It amazed us to hear that you were leaving.

**frail** a. weak in body or health 虚弱的，衰弱的

e.g. She is now eighty, and becoming too frail to live alone.

What a frail excuse!

**Syn:** **weak** a. not strong, esp. not strong enough to work or last properly

e.g. I still feel a bit weak after my illness.

**instinctively** ad. with a natural ability to act in a certain way (出于) 本能；(出于) 直觉

e.g. Instinctively, I knew she was ill.

He ducked instinctively as the bullet whistled past his head.

**ease** n. the state of being comfortable and without worries or problems 舒适，悠闲

e.g. Gloria is a rich woman now, and lives a life of ease.

He didn't feel completely at ease in the strange surroundings.

**Syn:** **comfort** n. a feeling of relief of worries or unhappiness