

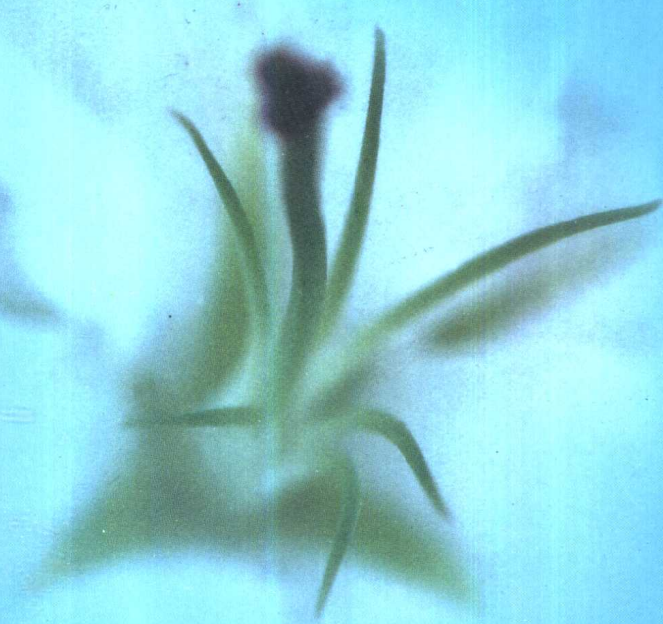
蔡基刚 主编

《21世纪大学英语》导读

A GUIDE TO TWENTY-FIRST CENTURY COLLEGE ENGLISH

—— 篇章分析与词句理解

(第四册)



复旦大学出版社

21 世纪大学英语导读

——篇章分析与词句理解

(第四册)

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前 言

《21 世纪大学英语导读——篇章分析与词句理解》是由复旦大学出版社和高教出版社联合出版的《21 世纪大学英语读写教程》系列学习丛书之一。本书主要是针对学生在学习该教材中遇到的困难,如在课文的理解、句子的分析和词义的掌握中遇到的问题等而编写的。为此本书开设了六个窗口。

内容主题:扼要地介绍 A 篇课文的内容和主题思想。

课文理解:分析 A 篇课文的体裁、篇章结构、修辞手段和写作特色。

词句分析:对 A 篇课文中的句子和难词进行分析、举例、说明。

B 篇理解:首先是课文摘要,然后对 B 篇课文中的句子和难词进行分析举例说明。

C 篇理解:首先是课文摘要,然后对 C 篇课文中的句子和难词进行分析。

背诵活用:把 A、B、C 篇课文中一些要求掌握的常用表达集中起来,便于学生学习。

本书既可以作为学生的辅导材料,也可对教师的教学参考起一定作用。对编写中出现的错误,恳请读者指正。

本书的编写得到《21 世纪大学英语读写教程》主编,尤其是翟象俊教授的关心和指导。在此表示感谢。

编者

2001 年 1 月

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Unit 1

Text A Who Is Great?

谁是伟大的？

1. 内容主题

在漫漫的历史长河中曾经涌现出许多伟大的人物。究竟是什么使他们成为了伟人呢？是天赋、时机，还是他们的个性？本文着重介绍了心理学教授基斯·西蒙顿在其著作中总结出的一些决定或影响人们成为伟人的因素，它们包括：“永不言败”的态度、家庭中的长幼次序、时机、良好的交际能力、智力（不是重要的因素）、富有创造性的思维方式、对工作的热爱等。读完本文之后，我们可以了解到伟人并不是天生的，也不一定具有超常的智力。如果我们能全身心地投入工作，在困难面前毫不气馁、勇往直前，如果我们能开阔思路、勇于创新，那么也许我们也能成为伟人。事实上，这也正是伟人之所以伟大，而常人之所以平常的原因。

2. 课文理解

1) 文章如何开头是初学写作者感到头疼的。本文一开始就用一整段简洁地叙述了爱因斯坦、拿破仑、华盛顿等世界性的伟人是如何由资质平平的青年成长为日后家喻户晓的名人。这个开头同文章要探索伟人成功的秘诀的主题是相适宜的。因为读者马上会问：怎么可能？他们有什么诀窍？在第二段中，作者就顺着读者的好奇心，很自然地提出一连串读者急于想知道的问题：What was it that enabled them to become great? Were they born with something special? Or did their greatness have more to do with timing, devotion and, perhaps, an uncompromising personality? 这些问题使人不由产生想阅读下去的兴趣。然后作者从第三段才进入了正文。

2) 本文结构清晰，在前三段介绍部分引入话题之后，作者分别用小标题标注了各部分讨论的主题，使读者一目了然，非常容易抓住全篇的中心。同时，很多段落采用了“主题句 + 论证”的形式，即段首开门见山地点出本段的中心意思或观点，随后围绕中心思想进行阐述和证明。如第 4 自然段开头 Defining who is great depends on how one measures success. But there are some criteria. 就是主题句，接下去是

对 criteria 的具体说明。第 6 自然段的主题句也是开头的 *If great achievers share anything, said Simonon, it is an unrelenting drive to succeed.* 随后就是对该观点的阐述。第 9 自然段的主题句同样是开头的 *Timing is another factor*, 而接下去的内容则是对该观点的例证。

3) 作者善于用设问来吸引读者。除了在文章的引言部分那一连串激起读者好奇的设问外,作者在讨论像 *Who is great? Can you be born great? 和 Can you be too smart?* 这样的问题时,都有意采用问句的形式,因为这几个主题都是人们经常谈论的,比较感兴趣的,而且存在争议的。这几个问句一方面吸引读者的视线,另一方面暗示着作者将它们当作悬而未决的问题来讨论,而不是提供一个盖棺定论式的答案。

4) 本文的主要观点都来自西蒙顿教授的著作 *Greatness: Who Makes History and Why*, 但作者的目的并不是介绍这本书,而是在阅读该书的基础上和读者一同探讨 *Who is great?* 这样一个常盛不衰的话题。因此本文一个突出的特点就是直接引语和间接引语两种引语的交替使用。在表述一些观点性的句子时,作者大多采用了间接引语,它表明这些观点不仅是西蒙顿教授所相信的,也是作者所赞同的,并要在文中传达给读者的。而在具体阐明这些观点的时候,作者则大量采用了直接引语,通过西蒙顿教授的原话来增强说服力。同时,两种引语的交替也使文章富有变化的韵律,语言繁简得当。例如:在 A “never surrender” attitude 部分,作者先用间接引语 *If great achievers share anything, said Simonon, it is an unrelenting drive to succeed.* 表明观点,然后再引用西蒙顿教授的原文来加以阐述。在 *Can you be born great?* 部分,作者采用了直接引语,而在其后的 *Can you be too smart?* 部分则换用间接引语。在最后的 *Love your work.* 部分,作者采用了直接引语——间接引语——直接引语的方式避免了文章形式上的枯燥单一。

3. 词句分析

- 1) **Despite their unspectacular beginnings, each would go on to carve a place for himself in history.** (Line 7) 虽然他们的起步并不引人注目,但每个人都终究在历史上为自己赢得一席之地。

carve *vt.* 1. 雕刻 2. 通过努力获得

—He carved the stone into the figure of a man. 他把石头雕刻成人形。

—The artist carved an ornament from the wood. 艺术家用木头雕刻了一件装饰品。

—He carved out a name for himself. 他为自己闯出了名声。

—He carved himself a nice position in the business. 他通过努力在公司里为自己谋到一个好职位。

- 2) **What was it that enabled them to become great?** (Line 9)到底是什么成就了他们的伟大?

这是一个强调问句,比起 **What enabled them to become great?** 来,语气更强烈,带有“究竟/到底是什么”的意思。如:

—What is it that bothers you so much? 究竟是什么使你如此烦恼?

—What is it that makes him hesitate? 到底是什么使他犹豫再三?

- 3) **Or did their greatness have more to do with timing, devotion and, perhaps, an uncompromising personality?** (Line 11)还是他们的伟大与时机、献身精神、或许还有不妥协的个性更有关系?

have (something, little, nothing, much, etc.) to do with 与……有关

—Whether you'll put on weight easily has more to do with the genes in your body than with how much you eat. 你是否容易发胖主要与你体内的基因有关,而与你吃多少关系不大。

—She has nothing to do with this accident. 她与这次事故无关。

- 4) **... they have found evidence to help explain why some people rise above, while others — similarly talented, perhaps — are left behind.** (Line 16) 他们找到一些证据有助于解释为什么有些人出类拔萃,而另一些人——也许同样有天赋——却被甩在了后面。

a. rise above 出类拔萃,出人头地

—He finally realized that dreaming alone could by no means make him rise above. 他总算认识到只有梦想是不可能令他出人头地的。

—Within one year the average boy rose above to the top student in his class. 一年之内那位成绩平平的男孩一跃成为班上的顶尖学生。

b. leave behind 把……丢在后面,超过

—He was forced to flee the country, leaving behind his wife and son. 他被迫逃离祖国,把妻儿都丢下了。

—Jim managed to finish the running although he was left far behind. 虽然吉姆被远远地甩在后面,他还是设法跑完了全程。

c. implication *n.* 意义,含义

—The new report has far-reaching implications for the future of broadcasting. 这则新报告对广播业的前途有深远的意义。

- 5) **Sometimes great people don't make it into the history books.** (Line 26)有

时候伟人并不一定会名垂青史。

make it to/into 成功地抵达、进入

—In spite of the storm the boat finally made it to the shore. 虽然有暴风雨,小船还是成功靠岸了。

—He was determined to make it into the upper class. 他一心想要跻身上流社会。

- 6) ... **composed symphonies that have endured for centuries**, ... (Line 33)

……谱写出流传了几个世纪的交响乐……

endure *vi.* 持久,持续

—He's a great writer and his books will endure forever. 他是个伟大的作家,他的书将永远流传。

—I doubt how long his enthusiasm will endure. 我怀疑他的热情能持续多久。

- 7) **If great achievers share anything, said Simonton, it is an unrelenting drive to succeed.** (Line 40) 西蒙顿说,如果伟人们有某些共同的东西,那么它就是一股永不停息的追求成功的动力。

drive *n.* 驱动力,干劲

—He's clever but he won't succeed because he lacks drive. 他很聪明但不会成功,因为他缺乏干劲。

—For an athlete, the drive to compete is strong. 运动员有强烈的竞争意识。

- 8) **"There's a tendency to think that they are endowed with something super-normal," he explained. "But what comes out of the research is that there are great people who have no amazing intellectual processes. It's a difference in degree. Greatness is built upon tremendous amounts of study, practice and devotion."** (Line 41) “人们往往认为他们天生具备某些非凡的东西,”他解释道,“但研究结果表明有些伟人的智力活动过程并无惊人之处。有的只是程度上的差异。伟大是建筑在大量的学习、实践和投入的基础上的。”

a. be endowed with 具有(某种天赋或特权等)

—She was endowed with intelligence, sense, and perception, but no athletic skill whatsoever. 她天生具有智慧、理性和洞察力,但是没有一丝一毫的运动才能。

—Hugh was young, handsome, and endowed with the privileges of class and education. 休年轻英俊,同时享有阶级和教育的特权。

b. 根据上下文,It's a difference in degree. 可理解为 The difference between great people and ordinary people lies in the degree of study, practice and de-

votion. 即伟人与凡人的区别在于学习、实践和投入的程度不同。

c. be built upon/on = be based on 建筑在……上面

—It is sensible to build our hopes on the economic strength of the nation. 把我们的希望建立在国家经济实力上是明智的。

9) **He cited Winston Churchill, ..., as an example of a risk-taker who would never give up.** (Line 46) 他引用温斯顿·丘吉尔……作为一个永不放弃的冒险者的典范。

比较: cite 和 quote

两者都有引用、引证的意思,但 quote 多为引用某人(尤其是名人,如作家、政治家)的原话,而 cite 则是举出某人或某事作为说明问题的例证。如:

—She quoted several verses to us. 她给我们引用了几句诗。

—“If they are flexible, we are flexible.” The official was quoted as saying. 用那位官员的话来说:“如果他们灵活,那我们也灵活。”

—I can cite several recent racial attacks which prove my point. 我可以援引几起最近的种族侵害事件来证明我的观点。

—Britain is often cited as an example of a declining industrial power. 人们常常用英国作为正在衰落的工业大国的例子。

10) **We shall not flag or fail.** (Line 52) 我们决不示弱,也不会失败。

a. flag or fail 采用了头韵法,即在一组词或一行诗中用相同的字母或声韵开头。类似的结构如:

—Time and tide wait for no one. 岁月不待人。

—There is no rhyme or reason with her behavior. 她的行为令人难以捉摸。

b. flag vi. 疲乏,变弱

—By the fifth game, I could see my opponent was beginning to flag. 赛到第五轮的时候,我看出对手开始疲乏了。

—Jenny taught for three hours non-stop, without flagging. 詹妮连讲了三个小时,毫不疲倦。

11) **Firstborns and only children tend to make good leaders in time of crisis: They're used to taking charge.** (Line 56) 长子和独生子女往往会在危机时刻成为优秀的领袖:他们习惯了负责。

a. make vt. (因具备某种品质而)能成为

—She'll make a good housewife for you. 她会成为你的好主妇。

—He decided the back room would make a good study. 他断定后屋会成为一间很好的书房。

b. take charge 负责,掌管

—No one is willing to take charge at this difficult moment. 在这困难的时刻没人愿意负责。

- 12) **If you took George Washington and put him in the 20th century he would go nowhere as a politician, ... (Line 63)** 如果把乔治·华盛顿放到 20 世纪,那么作为政治家他将一事无成,……

go nowhere 不成功,无进展

—Without support from the public the reform will go nowhere. 没有大众支持,改革不会成功。

—Apart from obtaining the same old results, the experiment has gone nowhere. 除了得到些老结果外,实验毫无进展。

- 13) **On the other hand, I'm not sure Franklin Roosevelt would have done well in Washington's time. He wouldn't have had the radio to do his fireside chats. (Line 66)** 另一方面,我不敢肯定富兰克林·罗斯福在华盛顿的时代能否做得出色。那时可没有收音机播放他的炉边谈话。

a. 第 12、13 这两句话是用来证明 *Timing is another factor.*, 意思是说时代是造就英雄的另一因素。现代社会需要领袖人物具备良好的交际能力,所以在这样的时代能成为伟人的是擅长与公众沟通的罗斯福而不是交际能力欠佳的华盛顿。反之,在华盛顿时代,罗斯福将是英雄无用武之地,因为在那个时代没有收音机,罗斯福也难以发挥他的演讲才能。

b. *fireside chat (talk/ speech/ address)* 指政治领袖在电台或电视中发表的不拘形式的讲话,尤为罗斯福总统所擅长。

—The president spoke of reviving the fireside chats made famous by Franklin D. Roosevelt. 总统提到要恢复被弗兰克林·D·罗斯福所采用而出名的炉边谈话。

—Do you think the voters will be convinced by the president's fireside address? 你觉得选民们会被总统的炉边谈话说服吗?

- 14) **Beyond a certain point, he explained, other factors, like the ability to communicate effectively, become more important than innate intelligence as measured by an IQ test. (Line 72)** 他解释道超出某一点外,其他的因素,如有效的交流的能力,变得比由智商测验测定的天生智力更重要。

比较: *innate* 和 *intrinsic*

innate 指某特点或特性是出生时即存在或潜在的,是天生的而不是后天习得的,因此它的反义词是 *acquired*; *intrinsic* 描述的是某一事物本身的、内在的特

性,而不考虑任何影响此事物价值、作用或重要性的外在联系或条件,它的反义词是 *extrinsic*。

—The ability to learn language is an innate human ability. 学习语言的能力是人类天生的能力。

—This stubbornness has been explained as being innate in the Germans, but some of the stubbornness is not innate but acquired. 这种顽固性已被解释为德国人天生的种族执拗,但有一部分顽固并不是天生的而是习得的。

—When the subject has no intrinsic dignity, it must necessarily owe its attractions to artificial embellishments. 当物体不具备内在的尊严时,就不得不靠人工修饰来增加其吸引力。

—The intrinsic value of the ring is only a few dollars, but it has much extrinsic value because of sentimental associations. 这枚戒指的本身价值只有几块钱,但由于它维系着感情,所以具有很大的外在价值。

- 15) ... while others with IQs closer to the average (such as Warren G. Harding) won by landslides. (Line 78) ……而其他智商更接近中等的人(如沃伦·G·哈丁)则大获全胜。

landslide *n.* 压倒多数的选票,一面倒的胜利

—The senator won by a landslide. 参议员以压倒多数获得了胜利。

—The opinion polls are predicting a liberal landslide in next week's election. 民意调查预测下周竞选中自由党将大获全胜。

- 16) Yet evidence also indicates that overcoming traditional ways of thinking may be just as important. (Line 84) 然而,证据也表明克服传统的思维方式也许同样重要。

just as...as 和……同样的。这里可理解为在 important 后省了 as genius level IQs。

- 17) Kepler's genius, Simonton said, was not so much in solving a mathematical challenge. (Line 93) 西蒙顿说,开普勒的天才并不在于解决了一个数学难题。

not so much...as 与其说……不如说。这里在 challenge 后省去了 as in about the numbers in a unique way(而是在于用一种独特的方式思考数字)。

- 18) It was his boldness that set him apart. (Line 96) 正是他的大胆使他与众不同。

set ...apart 使……突出,使……与众不同

—His quietness sets him apart from other boys. 他的安静使他不同于其他的

男孩。

—It's their unique style that sets them apart from other rock-bands. 独特的风格把他们与其他摇滚乐队区分开来。

- 19) **"For most of us, it's not that we don't have the ability," Simonton added, "it's that we don't devote the time. ..."** (Line 104)“对大多数人来说,问题并不在于我们没有能力,”西蒙顿进一步解释,“而在于我们没有投入时间。……”

It's not that It's that ... 是个经常用于解释原因的句型,意思是“不是(因为)……,而是(因为)……”。

—I didn't go to her wedding. It's not that I didn't want to. It's that I wasn't invited. 我没参加她的婚礼,不是我不想去,而是没收到邀请。

—Betty has put on much weight recently. It's not that she eats too much. It's that she exercises too little. 贝蒂最近胖了不少。不是因为她吃得太多,而是她锻炼得太少。

- 20) **You have to put in the effort and put up with the frustration and obstacles.** (Line 105)你必须投入精力,并忍受所有的挫折和障碍。

put in time/effort/work in/into sth./doing sth. 投入时间、精力做某事

—We've put a great deal of time and effort into this project. 我们为此项目付出了大量时间和精力。

—She's putting a lot of work into improving his English. 她正在花大工夫进修英语。

- 21) **The same can be said of James Joyce, who didn't spend a lot of time worrying about how many people would read *Finnegans Wake*.** (Line 116)詹姆斯·乔伊斯也是如此,他写作时可没花那么多时间担心有多少人会读他的《为芬尼根守灵》。

Finnegans Wake 本是詹姆斯·乔伊斯的最后一部小说,这里用来借代乔伊斯的所有作品。类似的借代手法如:

—I could never quite accept the notion of having to go to school while the fish were biting. 这里 the fish were biting 被用来借代所有引人入胜的娱乐活动。

—He could be callous and heartless to a degree that would have made a Roman emperor shudder. 这里 a Roman emperor 被用来借代极其残暴的人。

- 22) **The poems then were submitted anonymously to a panel of professional writers for evaluation.** (Line 129)然后这些诗歌用不署名方法交给一个由专业作家组成的评判小组进行评审。

submit sth. to sb. 向某人提交、呈递某物

—You must submit plans to the council for approval. 你必须向委员会提交计划得到批准。

—Papers should be submitted to the tutor before the end of the term. 在学期结束前,应把论文呈交给导师。

Text B How to Be a Leader

领导之术

1. B 篇理解

这是一篇议论文。作者探讨了成为领袖所必需的个人素质及外部条件。他认为,一名优秀的领袖必须有简化问题的能力,必须能为常人之不能,必须懂得如何使用权力,而且还必须表现出自信。但是,一个具备了这些素质的人并不一定能成为伟大的领袖,因为领袖人物的出现与时代背景紧密相连,只有当人民需要领袖时他才会出现。他必须遵从人民的意志,实现人民的愿望。归根结底,人民才是领袖的创造者。作者引用大量历史名人的事例或话语来支持自己的观点,不乏幽默。如原文中有一段:

We have an image of what a leader ought to be. We even recognize the physical signs: leaders may not necessary be tall, but they must have bigger-than-life, commanding features—LBJ's nose and ear lobes, Ike's broad grin. A trade-mark also comes in handy: Lincoln's stovepipe hat, JFK's rocker. We expect our leaders to stand out a little, not to be like ordinary men. Half of President Ford's trouble lay in the fact that, if you closed your eyes for a moment, you couldn't remember his face, figure or clothes. A leader should have an unforgettable identity, instantly and permanently fixed in people's minds.

文章还采用大量对照、排比、隽语、头韵、比喻等多种修辞手段强化了语言的感染力。如: A leader rides the waves, moves with tides, Our strength make him strong; our determination makes him determined; our courage makes him a hero.

2. 词句分析

1) In easy times we are ambivalent — the leader, after all, makes demands,

challenges the status quo, shakes things up. (Line 5) 在和平安逸的时期我们的心情是矛盾的——毕竟领袖总是要提出要求,挑战现状并进行变革的。

a. **in easy times** 是相对上文说的 **in times of doubt and crisis**, 因此这里指的是“和平时期”。

b. 根据上下文, **ambivalent** 指的是人们不能确定到底是希望有个领袖人物(a leader), 还是只要一个平平常常的总统(a President)。因为在安逸的时候人们大多安于现状, 而领袖人物固然好, 却总是要打破现状, 进行变革, 所以人们的感情是矛盾的。

c. **shake up** 做出重大变革, 改组

—I've a feeling that the new headmaster will soon shake the school up. 我有一种感觉, 新校长马上要对学校施行改革了。

2) **Leadership is as much a question of timing as anything else.** (Line 8) 领袖的出现和其他事一样也有一个时机问题。

as much ... as 和……一样, 既……又……

—The success of economic reforms will depend as much on political will as on economic policy. 经济改革的成功既取决于经济上的政策, 也取决于政治上的决心。

3) **Great leaders are almost always great simplifiers, who cut through argument, debate and doubt to offer a solution everybody can understand and remember.** (Line 13) 伟大的领袖几乎都是杰出的化繁为简的专家, 他们绕过争议、辩论和怀疑而提出一个人人都能理解并记住的解决办法。

a. 这里 **great simplifiers** 意即 **people who can greatly simplify the problems**。

b. **cut through** 绕过(困难、障碍等), 克服

—I wish there was some way to cut through all this bureaucracy. 我真希望有什么办法能克服这种官僚作风。

4) **It also helps for a leader to be able to do something most of us can't: ...** (Line 20) 对领袖来说, 能为常人之不能也是大有好处的: ……

a. 句中 **it** 是 **for a leader to be able to do something most of us can't** 的形式主语, **helps** 是谓语动词。

b. **help vi.** 有帮助, 有用

—It helps to have some friends who speak the truth to you. 有几个讲真话的朋友是有好处的。

5) **We want them to be like us but better, special, more so.** (Line 23) 我们希望他们像我们, 但要更好, 特殊些, 再特殊些。

more so = more special

- 6) **A leader must know how to use power ... but he also has to have a way of showing that he does.** (Line 26) 领袖必须懂得如何运用权力……同时他还必须有办法表现出他懂得如何运用权力。

does 替代的是 know how to use power。

- 7) **He has to be able to project firmness—no physical clumsiness (like Ford), no rapid eye movement (like Carter).** (Line 28) 他必须能够表现出坚定——没有身体动作的笨拙(像福特),没有眼睛快速的转动(像卡特)。

project *vt.* 生动地表现(思想、感情、性格、品质等)

—Recently the president has sought to project a much tougher image. 最近总统寻求表现出一种更加强悍的形象。

- 8) **...and there is a great deal of wisdom to this.** (Line 32)……这个说法是很有道理的。

a. this 指 a leader must have the grace of a good dancer.

b. there is a great deal wisdom 有道理的

—It is frequently said that good thinkers are born, not made. Though there is some wisdom to this, the idea is essentially false. 人们经常说思想家是天生的,而不是努力出来的。虽然这话有点道理,但本质上是错误的。

- 9) **He should be able, ..., to give a good, hearty, belly laugh, instead of the sickly grin that passes for good humor in Nixon or Carter.** (Line 34) 他应该能够发出由衷的开怀大笑,而不是像尼克松或卡特那样姑且能被看作是心情不错的令人乏味的咧嘴一笑。

pass for 被当作,被看作

—You could pass for a teenager if you cut your beard off. 如果刮掉胡子,你可能会被当成十几岁的孩子。

humor 心情,脾气

—I'll do it when the humor takes us. 我心情好的时候就会去做。

- 10) **Ronald Reagan's training as an actor showed to good effect in the debate with Carter, ...** (Line 37) 罗纳德·里根接受过的演员训练在他跟卡特的辩论中显示出良好的效果……

show to good effect 造成良好的效果,印象

—The light was ghastly and did not show Mrs. Mailer to good effect. 光线阴惨惨的,没能充分展现出梅勒太太的姿容。

- 11) **The leader follows, though a step ahead.** (Line 44) 领袖跟随他们,虽然在