

蔡基刚 等编

《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

(第一册)

复旦大学出版社

21 世纪大学英语导读
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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《21 世纪大学英语读写教程》(复旦大学出版社和高教出版社联合出版)系列学习丛书之一。本书主要针对学生在学习该教材中遇到的困难,如课文理解、句子分析、词义掌握等方面的问题编写而成。为此本书按 A、B、C 三篇课文进行逐课分析。其中 A 篇是重点,主要包括:

- ① 内容主题:扼要地介绍 A 篇课文的内容和主题思想。
- ② 课文理解:分析课文的体裁、篇章结构、修辞手段和写作特色。
- ③ 词句分析:对 A 篇课文中的难词和句子进行分析举例说明。

B、C 两篇除对文章主题进行画龙点睛地扼要分析外,还对 B、C 篇课文中的难词和句子进行分析并举例说明。

此外,各单元另设背诵活用这一窗口,把 A、B 和 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。

因此,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。

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

编 者

2000 年 1 月

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Unit 1

Text A Secrets of A Students 优等生的奥秘

1. 内容主题

如何能在大学学习中出类拔萃,获得成功?如何能在每门课程中获得 A 的好成绩?这是每个刚进入大学的新生所渴望知道的。本课就是围绕这一问题展开了讨论。作者认为,优等生的奥秘不完全在于脑子聪明,也不完全在于刻苦勤奋,而最主要是在于学习方法。作者在文章中介绍了 8 种被优等生实践证明为行之有效的学习方法,对刚入学的大学生不无教益。

2. 课文理解

1) 本课是一篇典型的“how-to-do-things essay”。这种文章一般分两部分:第一部分讲做这件事的重要性,这是引言;第二部分讲做这件事的具体方法或步骤,这是文章的主要部分。本课文的前三段就是通过两个具体事例说明了学习方法的重要性:“The students at the top of the class get there by mastering a few basic techniques.”。而后九段则具体介绍了 8 种学习方法。这种结构是很典型的“how-to-do-things essay”。如第二单元 C 篇课文“How to Improve Your Vocabulary”,和第五单元的 B 篇课文“Easy Ways to Avoid an Argument”也用这样的结构介绍如何扩大词汇量和如何避免争吵的方法。

2) 一篇英语说明文一般开头有表达文章中心思想的句子(thesis),文章末尾有总结句照应。这篇课文在用两个令人信服的事例开头后,就在第三段引出了这个文章中心思想句:“The students at the top of the class get there by mastering a few basic techniques that others can easily learn.”课文的最后一段用表达同一思想的句子与之照应:“After all, the secrets of A students are not so secret. You can learn and master them and become an A student, too.”。

3) 这篇说明文能写得妙趣横生,得益于作者在课文中穿插了许多贴近我们生活的生动事例。介绍学习方法,莫过于用学生自己的亲身体会来说话最令人信服。作者不仅用了 Alex 和 Amanda 这两个学习成功的大学生作为课文的开头,而且这两个真实事例(有名有姓,有就读的大学)一直贯穿全文:Amanda explains (Line 20); Alex would spend a couple of days reading (Line 40); Amanda

stuck to a study schedule (Line 44); Amanda remembers (Line 49); says Amanda (Line 64); says Alex (Line 76)。除此以外,还有其他一些学习成功的大学生的现身说法: Tom played basketball. (Line 31); Paul, a student in New Mexico, (Line 34); says an Oklahoma student, (Line 52)。甚至有大学教师和一些研究者的看法: A university professor in Arizona... recalls (Line 25); A graduate student there who... (Line 84)。

4) 这篇课文的语言生动在于作者善于运用措辞的变化来表达同一意思。这是写出生动耐读的文章的关键。如:

好学生: “A students”, “the most gifted students”, “high-achieving students”, “top students”, “a smart student” 等。

得了“A”成绩: “but he left school with five A’s”, “Yet she still managed to get four A’s.”。

并不是唯一的因素: “Brains aren’t the only answer”, “Hard work isn’t the whole story either.”。

集中思想: “It means planning your study time so that you can concentrate. ... Then when I sit down to study, I can really focus.”。

花多少时间: “put in fewer hours than their lower-scoring classmates”, “spend a couple of days reading round the subjects”。

记住: “He persuaded him to use the time to memorize biology terms” “and I retained a lot more”。

功课作业: “one for the day’s assignments, the other for homework completed and ready to hand in”。

解决方法: “different approaches”, “their solutions”。

3. 词句分析

1) **Alex, now a first-year student in natural sciences at Cambridge, played football for his school in Manchester and directed the school production of a play—but he left school with five A’s.** (Line 1) 阿历克斯现在是剑桥大学自然科学专业的一年级学生。他以前曾代表母校曼彻斯特中学参加过足球比赛, 导演过戏剧, 然而毕业时他五门功课的成绩都是优。

a. **now a first-year student in natural sciences at Cambridge** 是 Alex 的同位语。此句的主谓语动词是 **played** 和 **directed**。同位语一般用来处理次要信息, 作背景介绍。

b. production 在此的意思是“推出的戏剧、影视作品”。

—The latest production of Disney appeals to many children and adults.
迪斯尼推出的最新影片吸引了众多的孩子和大人。

—Do you enjoy the productions of Paramount Studios? 你喜欢派拉蒙电影公司出品的影片吗?

c. leave school 是“从学校毕业”的意思,而非离开学校。

—Many children leave school at 16. 许多学生 16 岁就毕业了。

2) **Amanda, studying English at Bristol University, acted in plays at her school and played tennis regularly.** (Line 4) 阿曼达现在就读于布里斯托尔大学的英文专业,她先前在中学里参演话剧,还定期打打网球。

a. act *v.* 演出,当演员

—She acted well in the play. 她在这出戏中演得相当出色。

b. regularly *adv.* 有规律地,定期地,经常地

—Running regularly is quite helpful to one's health. 经常跑步对健康十分有利。

3) **How do A students like these do it? Brains aren't the only answer.** (Line 7) 全优学生是如何做到这一点的呢? 头脑聪明并不是唯一的答案。

a. it 是指代上面第一段的意思,即社交活动很多,他们仍可以得到全 A。

b. brains 这里指人的聪明,即 intelligence。

4) **The most gifted student do not necessarily perform best in exams.** (Line 8) 最有天赋的学生并不一定在考试当中都取得好成绩。

a. gift *n.* 天资,天赋;gifted *adj.* 有天赋的,天资聪颖的

—The education of gifted children should be different from that of ordinary ones. 教育天资聪颖的孩子应该采用与教育普通孩子不同的方法。

b. necessarily *adv.* 必然,必定 经常用于 do not necessarily 这样一个固定表达法中,意思为“并不一定”。

—People who are thin do not necessarily eat less than the fat ones. 瘦人并不一定比胖人吃得少。

5) **Knowing how to make the most of one's abilities counts for much more.** (Line 9) 懂得如何充分运用一个人的能力十分重要。

a. knowing how to make the most of one's abilities 是动名词短语充当句子主语,count 是主动词充当句子谓语。

b. make the most of 充分利用

—We must make the most of the good weather to quicken the speed of building our house. 我们必须充分利用好天气加快造房子的进度。

—You should make the most of the sum of money and do something useful. 你应该好好利用这笔钱,做点有用的事。

b. count for 常与 much 或 little 连用,意为“很有价值,很重要”或“没有多少价值,不重要”。

—Education counts for much in one's life. 教育在一个人的生活中很重要。

—They thought that my opinion counted for little. 他们觉得我的意见一点儿也没有价值。

6) **Hard work isn't the whole story either.** (Line 11) 用功刻苦也不是全部原因。

not the whole story = only part of the story 并非全部情况、只是部分情况
story 在这种搭配中,不再是“故事”的意思,而是作“情况、真相”讲。

—She married a rich man and lived a happy life, but that wasn't the whole story/was only part of the story. 她嫁给了一个有钱人过着幸福的生活,但这不是全部情况。(言下之意:她还有许多不顺心的事。)

—This article gives only part of the story. 这篇文章仅仅提供了部分情况。

7) **Some of these high-achieving students actually put in fewer hours than their lower-scoring classmates.** (Line 11) 一些成绩优秀的学生在学习上投入的时间其实比那些分数低的学生还少。

put in 花费(时间,精力) 后面跟时间时,与 spend 不同的是,put in 后面一般跟 hours, days 具体的时间。

—I must put in an hour's gardening this evening. 我今晚得用一个小时干些园艺活动。

—She's put in a lot of effort on this piece of work. 她在这个艺术品上花了许多精力。

8) **The students at the top of the class get there by mastering a few basic techniques that others can easily learn.** (Line 13) 班级里的拔尖者之所以成功是他们掌握了一些其他人也可以容易学到的一些基本方法。

get there 获得成功,达到目的

—You'll get there in the end if you work hard. 如果你刻苦用功,最后你会获得成功。

9) **Once the books are open, phone calls go unanswered, TV unwatched and newspapers unread.** (Line 18) 一旦打开书,电话不接、电视不看、报纸不读。

a. 句中 go 是系动词,unanswered, unwatched, unread 都是过去分词作形容词,从而构成系表结构。

—It's especially rewarding to give praise in areas in which effort generally goes unnoticed or unmentioned. 如果给那些一般没人注意或不会提到的工作予以表扬,这是特别有意义的。

b. 全句不用连接词,使句速加快,从而突出其重要性、紧迫性。

c. once conj. 一旦

—Once you get into the habit of smoking, you'll find it very difficult to get rid of. 一旦养成吸烟的习惯,就很难戒掉。

—Once a person gets addicted to drugs, he can hardly avoid death in the end. 一个人一旦染上了毒品,其最终将难逃死神的魔爪。

10) **A university professor in Arizona assigned to tutor underachieving college athletes, recalls a runner who exercised daily.** (Line 25) 亚利桑

那州的一名大学教授被指派辅导成绩不佳的在校运动员的功课,他回忆起一位天天要锻炼的跑步运动员。

a. assigned 所引导的过去分词短语作修饰成分,句子的谓语动词是 recalls.

assign vt. 委派、指派

—The young girl has been assigned Secretary of the General Manager. 那位女孩被任命为总经理秘书。

—I assign you to do the job. 我派你去干这工作。

b. tutor n. & v. 家庭教师,大学导师;教,指导

—It was Helen Keller's tutor – Ann Sullivan who gave her "sight". 是海伦·凯勒的家庭教师——安·苏丽文赋予了她“光明”。

—Volunteers are asked here to tutor children of foreign experts Chinese. 这里需要志愿者教授外籍专家的孩子们中文。

c. recall vt. 回想,回忆

—She recalled the good old days spent with her husband. 她想起和丈夫共度的美好时光。

—The old lady recalled that little girls of her age were forced into wearing small shoes so that their feet could be small and beautiful. 老太太回忆起她那个年代的女孩子们都得要穿小鞋以使双脚玲珑

可人。

11) **He persuaded him to use the time to memorize biology terms.** (Line 27)

他曾劝说他利用这段时间记一些生物术语。

a. 这里的 **the time** 是特指,即上文的跑步时间。

b. **persuade sb. (to do sth./that)** 劝说某人干某事

—It's no use trying to persuade him that you are innocent. 劝他相信你是无辜的是没有用的。

—He persuaded his daughter to change her mind. 他说服女儿改变主意。

c. **memorize vt.** 记住

—You have to memorize many facts before the examination. 考试前你得记住许多资料。

12) **I was too busy to waste time looking for a pencil or a missing notebook.**

(Line 32) 我太忙了,不能为找铅笔和不见的笔记本而浪费时间。

waste vi. 浪费 用法和 **spend** 一样。

—She has wasted her money on things she doesn't need. 她把钱浪费在买她并不需要的东西。

13) **"I kept everything just where I could get my hands on it," he says.** (Line 33)

“我把所有东西都放在容易找到的地方,”他说。

a. **get/lay/put one's hands on sth.** 找到,得到

—We can't get/lay/put our hands on the tickets since they have been sold out. 我们搞不到票子,因为已经卖光了。

—Kept in the cave, he just ate anything he could get/lay/put his hands on. 被困在山洞里的时候,凡是能找到的东西他都用来充饥。

14) **Paul, a student in New Mexico, keeps two folders for each subject — one for the day's assignments, the other for homework completed and ready to hand in.** (Line 34)

保罗是新墨西哥州的学生。他为每门功课都准备了两个文件夹——一个夹当天老师布置的功课;另一个夹完成后准备上交的作业。

a. **completed** 是过去分词, **ready to hand in** 是形容词短语,共同修饰 **homework**,即完成和准备上交的作业。

b. **hand in** 上交,提交

—The student got criticized for failing to hand in his homework on time. 那个学生因为没有按时交作业而受到批评。

—The fact that many employees were going to hand in their resignations threatened the boss to accept their requirement of improving working conditions. 许多雇员都准备提交辞呈的事实使得老板不得不接受他们提出改善工作条件的要求。

15) A drawer keeps essentials together and cuts down on time-wasting searches. (Line 37) 一个抽屉专门放必需品,这样就减少了查找的时间。

a. essential *n.* [常用复数]必需品,关于某事或某物的基础知识

—When climbing mountains, you'd better take the bare essentials.
爬山的时候最好只带些必需品。

—The introduction will give you the essentials of how to operate the machine. 这份说明会向你介绍操作这机器的基本方法。

b. cut down/ back on 减少

—I've decided to cut down/ back on cigarettes. 我已下决心少抽烟。

—The manager wants to cut down/ back on the cost of labor. 经理想要减少劳动力成本。

16) When a teacher set a long essay, Alex would spend a couple of days reading round the subject and making notes, then he'd do a rough draft and write up the essay. (Line 39) 老师布置写一篇长的论文之后,阿历克斯通常要花两三天时间阅读与主题相关的文章书籍,并且作好笔记,随后他才动笔打草稿,再仔细写好它。

a. set *vt.* 指定(作业),出(题目)

—What homework has been set by your English teacher? 你们英语老师布置了什么作业?

—He is not willing to set the papers for this exam. 他不愿意为这次考试出题目。

b. read around/about the subject 阅读相关的东西

c. write up 详细整洁地写(尤其为出版物)

—My students are asked to write up a book report on the novel they read during the term. 我的学生们必须就他们这学期读的小说详细写一篇读书报告。

—I'm writing up the play for the Washington Post. 我正在为《华盛顿邮报》写一篇关于这个戏的评论文章。

17) He would aim to finish a couple of days before the assignment was due so that if it took longer than expected, he'd still meet the deadline. (Line

42) 他通常力图在最后期限前两三天完成作业,这样即使所花时间比预计的长些也不会超过截止日期。

a. aim to do sth. 力求、想要成为或想要做某事

—I aim to get Master's degree next year. 我力图明年拿到硕士学位。

—My daughter aims to be a teacher when she grows up. 我女儿长大后想要成为一名教师。

b. due a. 到期的,须立即支付的

—These books will be due, but I have not finished reading them yet.
这些书就要到期了,可是我还没有看完呢。

—My rent isn't due till next week. 我的租金要到下周才到期。

18) **Amanda stuck to a study schedule that included breaks every two hours.**

(Line 44) 阿曼达坚持沿用一张每两小时即稍事休息的学习时间表。

stick to 坚持,固守

—He's a man who always sticks to his promises. 他是个固守诺言的人。

—We have to stick rigidly to the school rules. 我们必须严格执行学校的规章制度。

19) **Even a short break to stretch or get some fresh air can work wonders.**

(Line 46) 即使稍事休息,伸伸腰或呼吸新鲜空气都会产生不可思议的好处。

a. to stretch or get some fresh air 是不定式短语,修饰 a short break.

b. work/do wonders 产生奇妙的作用,创造奇迹

—This medicine can work wonders for cancer patients. 这种药对癌症病人有奇效。

—The baby did wonders for her the moment she decided to leave this world. 就在她下决心要离开这个世界时,小宝宝创造了奇迹,挽救了她。

20) **"I used to spend hours going through irrelevant material," Amanda remembers, "But then I got used to reading quickly."**(Line 49) “我过去曾经几个小时几个小时地看些不相关的材料,”阿曼达回忆说,“但是后来我习惯了快速阅读。”

a. go through 从头至尾看,检查

—It is necessary to go through the index and introduction of the book before you begin the reading. 在开始阅读整本书之前有必要仔细看看目录和介绍。

—I've gone through all the drawers but still I can't find it. 我检查了所有抽屉,可还是没找到。

b. **used to** 过去一段时间里曾经或常常……; **get/ be used to** 习惯于……
后面跟名词或动名词短语。应注意这两个表达法的区分。

—I used to get up quite early. 我曾经起床很早。

—The American has got used to having Chinese food shortly after he came here. 那个美国人来中国没多久就习惯吃中国菜了。

21) **Then, when I began to read, I had a sense of the material and I retained a lot more.** (Line 56) 随后,当我开始阅读时,我已经对材料有了一定的了解,我可以记住更多的东西。

a. **have a sense of sth.** 对某事物有了解;领悟

—After reading the Introduction I've had a sense of the Nobel Prize winner. 读了简介部分,我对那位诺贝尔奖得主有了一定的了解。

—Have you had a sense of the story? 你知道那个故事的梗概了吗?

b. **retain vt.** 留住,保留在记忆中

—The old building still retains its original style after restoration. 那所老房子整修之后还保留它原先的风格。

—He retained a good memory of his childhood. 他还清楚地记得孩提时代的事。

—Amazingly, some people are good at retaining numbers. 令人惊奇的是有些人特别善于记忆数字。

22) **To such students, the secret of good reading is to be an active reader—one who keeps asking questions that lead to a full understanding of the material being read.** (Line 57) 这些学生之所以阅读能力强是因为他们是积极主动的读者,即能自己不断提出问题的读者,而这些问题就会帮助他们获得对文章的全面理解。

a. 破折号后面是 **an active reader** 的同位语。**being read** 分词短语修饰 **the material**。

b. **keep doing sth.** 继续、持续做某事,反复做某事 **keep on doing sth.** 具有同样意思,只不过加上 **on** 之后更加强调“反复”的意思。

—Keep going, and then you'll see the post-office beside the park. 继续走,然后你就会看到公园旁边有个邮局。

—What a nuisance! My computer just keeps (on) making mistakes. 真太讨厌了!我的电脑老是出错。

c. lead to 导致,带来,引起

—Diligence will certainly lead to success in one's work. 勤奋必定会带来事业的成功。

—Unawareness of traffic rules leads to many accidents. 交通法规意识的缺乏导致了許多车祸。

23) **I write my notes in the wider part, and put down the main ideas on the left.** (Line 66) 我在(右面)宽敞的地方记笔记,在左边写下其大意。

put/write down 写下,记下

—It's highly necessary to put/write down some important things when having classes. 上课的时候对重要内容做些记录是完全必要的。

—What you've put/ written down is of little importance. 你写的东西一点儿用也没有。

24) **During revision, this is very useful because you can see immediately why the material is relevant, rather than being worried by a great mass of information.** (Line 67) 这在复习的时候尤为有用。因为你立即就会明白为什么这部分是相关的,而无须被大量的资料所困扰。

a. rather than 是……而不是……,与其……不如……

—He likes going to bed early rather than sitting up. 他喜欢早睡,而不是熬夜。

—Rather than cooking meals by myself, I'd like to eat in the canteen. 与其自己做饭,还不如在食堂搭伙。

b. 注意 information 是不可数名词,只能用 a great deal of, a great mass of 等,不能用 a great number of。

25) **Just before the end of lesson bell rings, ...** (Line 70) 在下课铃响之前,

the end of lesson 是名词修饰语,修饰名词 bell。一般各词之间应用连词符号: the-end-of-lesson。

26) **"If you ask questions, you know at once whether you have got the point or not," says Alex.** (Line 75) 阿历克斯说:“如果提出问题,你立即就会知道自己是否抓住了要点。”

the point 要点,核心

—You've got the point! 你说到点子上了!

—Let's stop talking nonsense and come to the point quickly. 我们别说废话了,快点切入正题吧。