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安徽省五年制高等职业教育教材

《英语》编写组 编

英语

第四册



安徽大学出版社

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前 言

2000年起,安徽省教育厅在部分重点中等专业学校举办初中起点的五年制高等职业教育,这一举措对安徽省职业教育的发展和提高起到了很大的促进作用。为了适应五年制高等职业教育的发展,确保五年制高等职业教育的教学质量,在教育厅的关心支持下,我们于2000年组织了部分举办五年制高等职业教育的试点学校编写了数学、物理、化学、语文四门公共课教材。该套教材于2000年9月开始试用,根据试用的情况,我们于2001年组织了对教材的第一次修订,修订后的教材由安徽大学出版社正式出版,并被安徽省教育厅教秘[2001]330号文件规定为安徽省五年制高等职业教育的推荐教材。

2003年7月,为了进一步提高本套教材的质量,在安徽大学出版社的组织下,我们根据教育厅2003年下发的安徽省五年制高等职业教育公共课程教学大纲,在充分吸取使用教材各方意见的基础上,对本套教材进行了第二次修订。安徽省教育厅领导对本次教材修订提出了三点具体要求:1. 参加修订教材工作的人员要根据社会对五年制高职毕业生的专业需求和素质要求,认真研究五年制高职人才的培养目标,以此作为修订这套教材的指导方针。五年制高职培养的是技术应用型专门人才,文化知识教育要服务于人才整体发展目标,文化课教材的修订应把握实现整体培养目标所要求的知识、能力和素质结构的统一要求。2. 要认真学习五年制高等职业教育指导意见和课程教学大纲,在编写教材时要有全局观念,坚持五年一贯制,处理好文化基础知识与专业知识的关系,统筹考虑高等教育和中等教育的课程安排,精选教学内容,构建五年一贯、相互协调的教材体系。3. 教材编写、内容组织、教学形式要符合招生学生特点。要总结教育教学方法,根据学生特点调整教材组织形式,不要过于强调知识体系的完整、科学性,而应强调教材的实用性。根据教育厅的要求,在本次教材修订中,我们遵循“突出实际应用,强化能力培养,坚持必须够用”的原则。在总结本

套教材编写经验的基础上,尽量吸取同类、同层次教材的长处,贴近五年制高职学生文化基础的实际,力求做到立足实践应用,强化能力培养训练。修订后的第二版教材增加了《英语》1—4 册和《数学》第四册,配备了《英语学习指导》、《数学学习指导》。我们期望修订后的教材能够保证五年制高职学生应有的文化素养,同时也能为后续职业技术课程的学习打下必需的基础,教材本身更趋完善、更加适应安徽省五年制高等职业教育的实际。

本套教材主要适用于五年制高等职业教育,同时也可作为中等专业学校、中等职业学校的教材或教学参考书。组织编写五年制高职教材是一种尝试,不断提高教材的质量是我们孜孜不倦的追求,尽管我们已经作出了很大的努力,但由于我们的经验、学识有限,教材中出现种种的局限、疏漏和不完善之处在所难免,敬请使用本教材的师生批评指正。

安徽省五年制高职教育教材编审委员会

2006 年 2 月

编写说明

安徽省五年制高职教材《英语》是根据《安徽省五年制高职英语教学大纲》编写的一套全新的系统性英语教材，注重培养学生的国际意识、创新精神和语言实践能力，全面推进素质教育。

本教材在编写构思上，本着以应用为目的、注重实用的原则，不仅考虑到我省五年制英语教学的现状、适应生源变化的实际，适当降低起点，而且做好与初中英语教学的衔接；并在保证共核英语教学的前提下，为学生后续课程专门用途英语的学习、终身学习和自主发展奠定了良好的基础。

在教材编写体系上，本套教材自成体系，以方便教学、适应教学对象为宗旨，广泛吸取了同类、同层次教材的长处，不仅注重了听说和读写技能的训练，又加强了语音、语法、翻译教学的训练，力求提高学生的语感和语言交际能力，培养实用性高职人才。

本套教材共四册，原则上每学年一册，每册书含 16 个单元和两套自测题。全套教材总词汇量约 3 000 词（含初中阶段应掌握的 1 000 左右的必备词汇）。每册教材均配有学习指导用书和教学录音带，供教师教学和学生复习知识使用。全套教材的编写特色如下：

1. 听说部分 (Listening & Speaking)：第一册以校园英语为主线；第二册为生活和外事接待用语；第三册涉及日常交际、情感及情绪表达用语；第四册注重社会风尚、热点问题及求职应聘用语。题材贴近生活，讲究实用。

2. 精读部分 (Intensive Reading)：侧重选用语言共核方面的材料，兼顾到语言的规范性、材料的知识性、趣味性和时效性。注重学生的朗读能力、阅读理解能力的提高以及对新的语言现象的全面掌握，培养学生的自学能力。

3. 语法要点 (Grammar Tips)：第一册全面复习初中阶段的语法知识，夯实新生语言基础；第二、三册涵盖高中阶段的全部语法项目；第四册增加应试所需的提高阶段语法知识，以帮助学生达到参加全国高等学校英语应用能力考试的英语水平。

4. 练习 (Study & Practice)：设计构词、词汇、句子结构、语法、汉译英五块练习，促使学生全面系统地掌握精读课文中的要点，巩固所学知识。第一册另增加了语音阅读练习，旨在提高学生的单词的拼读、拼写能力和英

语朗读技巧。

5. 指导性写作 (Guided Writing): 第一册注重训练学生连词造句的基本功; 第二册为改写句子, 侧重语言的灵活运用; 第三册为段落写作训练, 指导学生掌握写作的基本方法和技巧; 前三册的阶梯性写作训练为过渡到第四册的应用文写作打下坚实的基础。

6. 理解性阅读 (Comprehensive Reading): 选材与精读课文内容贴近, 旨在扩大学生的知识面和阅读量。课后配有阅读理解练习和英译汉练习, 可培养学生的正确理解能力, 帮助其掌握翻译技巧以及提高汉语表达能力。

7. 课后花絮: 第一册选编了贴近课文内容的英语谚语; 第二册为英语绕口令, 注重学生语言流利程度的训练; 第三册选编了旨在提高学生兴趣的谜语和脑筋急转弯问题; 第四册为幽默小故事, 使学生在轻松的语言氛围中了解英美文化。

全套《英语》教材主编安娜, 副主编陈桃秀。《英语》第四分册主编邵贵君。第1—4单元由孟小宇编写; 第5—8单元由李宗文编写; 第9—12单元由李欢迎编写; 第13单元由安娜编写; 第14—16单元由吴国强编写; 自测题由邵贵君编写。

本书录音材料由加拿大籍外教 Robert Cooley 先生和 Eve Smith 女士审定并录音。本套教材在编写过程中, 得到安徽省教育厅中专处和安徽大学出版社的热情关心、支持和指导。安徽国际商务职业学院刘建明院长作为本套教材的牵头人和组织者, 自始至终关心教材的编写进度和质量。在此, 谨向他们致以真诚的谢意。

由于编者水平有限, 编写时间仓促, 疏漏之处在所难免。我们殷切希望广大师生在使用过程中提出宝贵意见, 以便我们不断修订和改进教材, 使之更臻完善。

编 者

2006年2月

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Unit 1

LISTENING & SPEAKING

Talking About Notables

【Listening】

Part A Listen carefully and complete the passage according to what you hear on the tape.

Michael Jordan, the world-famous _____ star, has clearly been _____ in choosing and accomplishing _____ personal _____ professional goals.

As a child, Jordan played baseball, basketball and football. His preferred _____ at the time was _____ but after he began spending _____ time on the basketball court, his outlook _____. Because his older and taller brother, Larry, continuously kept _____ him when they played one-on-one, he was determined to _____ a better player.

Part B Listen to the passage and answer the following questions.

1. What happened when Professor Carson had forgotten to bring his teaching notes?

2. Why was he unable to see the blackboard or his students sometimes?

3. What would Professor Carson do when he had no watch?

4. Why did Professor Carson rarely button his coat?

5. What was used to hold up his trousers?

【Speaking】

Part A

W: Look! The red team are catching up with the yellow one. I have never seen such an exciting game! Well, I hear the game originated from a patriotic poet named Qu Yuan in Chinese history. Can you tell me more about him, Mr. Han?

M: Yeah, he was the earliest poet in Chinese history. In his works, he stated his political proposals and exposed the crimes of the noble's corruption and their exclusion of talented people.



- W: So, you have the Dragon Boat Day in memory of him?
- M: Yes, he was respected because of his loyalty to his country.
- W: Then, why do you eat sticky rice wrapped up in bamboo leaves, you call it zongzi, on Dragon Boat Day?
- M: It's a long story. To make a long story short, people didn't want any fish to eat Quyuán's corpse after he jumped into the Miluo River, so they prepared a lot of sticky rice to feed the fish in the river.
- W: Why did he commit suicide?
- M: Because Emperor Chu didn't take his advice, he felt unable to do anything for his country when it was at the point of crisis.

Part B

- M: Do you know who is the richest man in the world?
- W: I'm sorry I don't know.
- M: You don't know? Let me tell you that Bill Gates, American computer entrepreneur, is the richest person in the world. There is nothing he can't afford.
- W: Really? How rich is he?
- M: He earns \$20 million every night, and his fortune is estimated to be 18 billion and he became the youngest multi-billionaire in American history.
- W: Well, when did Bill Gates become a billionaire?
- M: At the age of 31. You know there are about two-thirds of computer users in the world who choose Windows.
- W: Wow! He is indeed a great man. And what is he doing nowadays?
- M: He is working hard to develop the HPC, or hand-held personal computer. It is his intention that there should be a computer in the pocket of everybody in the whole world.

Useful Expressions

1. Was there a poet named Quyuán in Chinese history?
 Bill Gates, American computer entrepreneur, is the richest person in the world.
 He is working hard to develop the HPC, or hand-held personal computer.
 Michael Jordan is a basketball sharpshooter.
 Do you know who wrote *Gone With the Wind*?
 Do you know the author of *The Adventures of Tom Sawyer*?
 What is the great inventor engaged in nowadays?
2. Though world-famous, he is easygoing.
 Einstein was so absorbed in theory that he took no interest in the application of his theory.
 Rich as he is, he still lives a simple life.
 He plans his time very well and never waste a second.
 He invented a lot of things to make our ordinary tasks easier to perform.

In his famous will, Alfred Nobel left a large sum of money to honor those who made outstanding contributions to the world.

His famous will is the great monument to his pursue and ideal.

Task

Study the model dialogues , then work in pairs or groups to make up your own dialogues.

INTENSIVE READING

【Pre-reading】

1. Who is Nelson Mandela?
2. Would you please say something about Mandela?
3. What has he written?

【Reading】

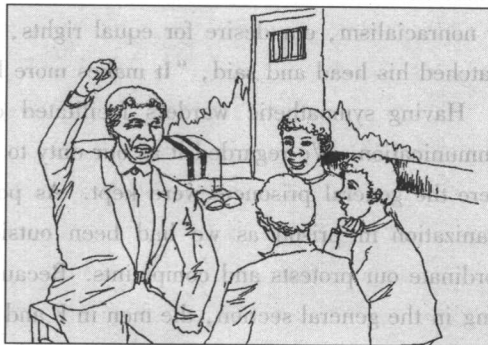
The Warder and Me

—Nelson Mandela

In any prisoner's life is not the minister of justice, not the commissioner of prisons, not even the head of prison, but the warder in one's section. If you are cold and want an extra blanket, you might petition the minister of justice, but you will get no response. If you go to the commissioner of prisons, he will say, "Sorry, it is against regulations." The head of prison will say, "If I give you an extra blanket, I must give one to everyone." But if you approach the warder in your corridor, and you are on good terms with him, he will simply go to the stockroom and fetch a blanket.

I always tried to be decent to the warders in my section; hostility was self-defeating. There was no point in having a permanent enemy among the warders. It was ANC policy to try to educate all people, even our enemies; we believed that all men, even prison service warders, were capable of change, and we did our utmost to try to sway them.

In general we treated the warders as they treated us. If a man was considerate, we were considerate in return. Not all of our warders were ogres. We noticed right from the start that there were some among them who believed in fairness. Yet, being friendly with warders was not an easy proposition, for they generally found the idea of being courteous to a black man abhorrent.



Because it was useful to have warders who were well disposed toward us, I often asked certain man to make overtures to selected warders. No one liked to take on such a job.

We had one warder at the quarry who seemed particularly hostile to us. This was troublesome, for at the quarry we would hold discussions among ourselves, and a warder who did not permit us to talk was a great hindrance. I asked a certain comrade to befriend this fellow so that he would not interrupt our talks. The warder was quite crude, but he soon began to relax a bit around this one prisoner. One day, the warder asked this comrade for his jacket so that he could lay it on the grass and sit on it. Even though I knew it went against the comrade's grain, I nodded to him to do it.

A few days later, we were having our lunch under the shed when this warder wandered over. The warder had an extra sandwich, and said, "Here." That was his way of showing friendship.

This presented us with a dilemma. On the one hand, he was treating us as animals to whom he could toss a bit of slop, and I felt it would undermine our dignity to take the sandwich. On the other hand, we were hungry, and to reject the gesture altogether would humiliate the warder we were trying to befriend. I could see that the comrade who had befriended the warder wanted the sandwich, and I nodded for him to take it.

The strategy worked, for this warder became less wary around us. He even began to ask questions about the ANC. By definition, if a man worked for the prison service he was probably brainwashed by the government's propaganda. He would have believed that we were terrorists and Communists who wanted to drive the white man into the sea. But as we quietly explained to him our nonracialism, our desire for equal rights, and our plans for the redistribution of wealth, he scratched his head and said, "It makes more bloody sense than the Nats."

Having sympathetic warders facilitated one of our most vital tasks on Robben Island: communication. We regarded it as our duty to stay in touch with our men in F and G, which was where the general prisoners were kept. As politicians, we were just as intent on fortifying our organization in prison as we had been outside. Communication was essential if we were to coordinate our protests and complaints. Because of the greater numbers of prisoners coming and going in the general section, the men in F and G tended to have more recent information about not only what was happening in the movement, but about our friends and families...

【 Words & Expressions 】

prisoner /'prɪzənə/ n.

犯人

minister /'mɪnɪstə/ n.

部长

justice /'dʒʌstɪs/ n.

公正,正义,合理

commissioner /kə'mɪʃənə/ n.

长官;委员

warder /'wɒdə/ n.

狱吏

petition /pə'tɪʃən/ n. & vt.

请愿;要求

response /rɪs'pɒns/ n.

回答,反应

stockroom /'stɒkrʊ:m/ n.

仓库

hostility / hɒs'tɪlɪtɪ/ <i>n.</i>	敌意;战争状态
approach / ə'prəʊtʃ/ <i>vi.</i>	走近,接近
permanent / 'pɜ:mənənt/ <i>a.</i>	永恒的,永久的
sway / sweɪ/ <i>vt.</i>	摇摆;使改变看法
ogre / 'əʊgə/ <i>n.</i>	吃人妖魔;可怕的人
proposition / ,prɒpə'zɪʃən/ <i>n.</i>	要处理的事,问题
courteous / 'kɜ:tɪəs/ <i>a.</i>	彬彬有礼的,客气的
abhorrent / əb'hɒrənt/ <i>a.</i>	可恶的(<i>of</i>);相抵触的(<i>to</i>)
disposed / dɪs'pəʊzd/ <i>a.</i>	有倾向的
overture / 'əʊvətʃuə/ <i>n.</i>	[<i>pl.</i>]主动的表示;提出
quarry / 'kwɒrɪ/ <i>n.</i>	采石场;露天矿场
hostile / 'hɒstail/ <i>a.</i>	敌对的,敌意的
troublesome / 'trʌblsəm/ <i>a.</i>	使人头疼的,令人烦恼的
hindrance / 'hɪndrəns/ <i>n.</i>	阻碍;阻碍者(物)
befriend / brɪ'frend/ <i>vt.</i>	以朋友态度对待;帮助;救济
crude / kru:d/ <i>a.</i>	粗鲁的;拙劣的
interrupt / ,ɪntə'rʌpt/ <i>vt.</i>	打断
grain / greɪn/ <i>n.</i>	气质;特性
dilemma / dɪ'lemə/ <i>n.</i>	困境
toss / tɒs/ <i>vt.</i>	投,扔,抛
slop / slɒp/ <i>n. & vi.</i>	污水;流食
undermine / ,ʌndə'maɪn/ <i>vt.</i>	在……下挖;逐渐削弱
dignity / 'dɪɡnɪtɪ/ <i>n.</i>	尊严
humiliate / 'hju:mɪliət/ <i>a.</i>	使蒙耻
strategy / 'strætədʒɪ/ <i>n.</i>	战略;策略
wary / 'weəri/ <i>a.</i>	小心的,警惕的
definition / ,defɪ'nɪʃən/ <i>n.</i>	概述,阐明
brainwash / 'breɪnwɒʃ/ <i>vt.</i>	洗脑
propaganda / ,prɒpə'gændə/ <i>n.</i>	宣传;宣传资料
non-racialism / ,nɒn'reɪʃəlɪzəm/ <i>n.</i>	反种族主义
redistribution / ,rɪ'dɪstrɪ'bju:ʃən/ <i>n.</i>	诡计,花招,骗局
bloody / 'blʌdɪ/ <i>a.</i>	[英俚]该死的(有时加强语气)
sympathetic / ,sɪmpə'θetɪk/ <i>a.</i>	同情的
facilitate / fə'sɪlɪteɪt/ <i>vt.</i>	使便利;促进
fortify / 'fɔ:tɪfaɪ/ <i>vt.</i>	巩固,加强;设防于
coordinate / kəʊ'ɔ:dɪneɪt/	协调
be well-disposed towards / to sb.	对……有好感
take on	决定做,承担工作

try one's utmost

there is no point (in...)

ANC = African National Congress

竭尽全力

做……没有道理

非洲人国民大会

【Post-reading】

Choose the best answer for the following according to the text.

1. Who does the author think is the suitable person to whom they could turn when they felt cold and wanted an extra blanket in prison?
 - a. The commissioner of prisoners.
 - b. The minister of justice.
 - c. The head of prison.
 - d. The wander in your corridor.
2. I always tried to be _____ to the warders in my section; hostility was self-defeating.
 - a. unfriendly
 - b. kindly
 - c. thoughtful
 - d. well
3. Being friendly with warders was not an easy job, for _____.
 - a. they thought it's unnecessary to be polite to a black man
 - b. they thought it's abnormal to be polite to a black man
 - c. they thought it's unimportant to be polite to a black man
 - d. they thought it's unreasoning to be polite to a black man
4. Why did the prisoner pick up the sandwich that the wander threw on the grass?
 - a. Because they wanted to stand on their dignity.
 - b. Because they wanted to be on good terms with him.
 - c. Because they were hungry.
 - d. Because they wanted to make the warder feel ashamed.
5. From this text we can get to know that the author is _____.
 - a. a leader of Nats
 - b. a non-racialist
 - c. a terrorist
 - d. a friend of the warder's
6. Why do you think the author asked his men to be friendly to the warders?
 - a. If the strategy worked, they could get more information from other comrades and their friends and families.
 - b. Because they did not want to be under close watch in prison.
 - c. Because they wanted to be freed earlier.
 - d. If the strategy worked, they could go home soon.

【Notes to the Text】

1. **Nelson Mandela** (1918-): 纳尔逊·曼德拉(1918—), 南非总统(1994—1999), 曾任执政党非洲人国民大会主席。因反对白人政权的种族隔离政策而被关押达 27 年之久, 恢复自由后, 在南非举行的第一次全民大选中当选总统。他是南非传奇式的民族英雄, 历经磨难而矢志不移的人格魅力、宽恕仇敌的道德力量及甘为大众自由牺牲自己的献身精神, 使他成为南非不可替代的精神领袖。本文为曼德拉在狱中的自叙。

2. **Not all of our wanders were ogres / No one liked to take on such a job.**

并非所有的狱吏都是妖魔鬼怪 / 没人愿意做这件事(指请人与狱吏沟通一事)。

前者属部分否定,后者属全部否定。注意两者使用上的区别。

1) 部分否定通常采用的形式: not + all, every, each, both 等词构成部分否定,可译成“不都是”、“并非都”、“不全是”等等。

2) 全部否定通常采用的形式: no + 名词/代词, none of + 名词/代词, neither of + 名词/代词, not + any(thing) 和其他否定词。

3. **A few days later, we were having our lunch under the shed when this warder wandered over.**

几天以后,我们正在棚子下吃午饭,这时狱吏(突然)走了过来。

注意本句中 when 引导的状语从句一般不能置于句首。

I was walking along the road when someone patted me on my shoulder from behind.

我正在路上走着,这时(忽然)有人从后面拍拍我的肩膀。

4. **... “It makes more bloody sense than the Nats.”**

“好像比南非国民党讲的有道理得多。”

bloody 有时在口语中加强语气,表示“厌烦”或“赞扬”:

You are a bloody fool! You didn't look where you were.

你这该死的蠢货,走路也不看一看。

5. **In general we treated the warders as they treated us.**

总之,我们与狱吏们相互同等对待。

treat... as; think of... as 把……看做,当做

It is not wise to treat your business partners as friends.

把生意伙伴当作朋友是不明智的。

GRAMMAR TIPS

冠词(II)

(Articles II)

用法	例句
1. 在某些抽象名词前有形容词修饰,需用不定冠词来表示“一种,一类,一场,一阵等”。	She was caught in <i>a heavy rain</i> . That is <i>a great disappointment</i> . It was <i>a wonderful tea</i> .
2. 用在姓名前或 Mr., Mrs., Miss, Ms. 加姓氏前,表示“某一个...”有不肯定的意味;用在专有名词前表示与某种状态下的某人相仿或与某人的发明、制造相仿等。	<i>A Mrs. Thomson</i> is waiting for you in the office. He is <i>an Newton</i> today. 他是当代的牛顿。 He wants to buy <i>a Shanghai</i> .

续表

3. 定冠词用在形容词或过去分词之前,表示一类人或物,代表人做主语时,谓语用复数形式;代表物做主语时,谓语用单数形式。	<i>The old</i> are to be respected, and <i>the young</i> are to be well looked after. <i>The old</i> (旧事物) is to be revolutionized, while <i>the new</i> (新事物) is to be supported.
4. 定冠词用在逢“十”的复数数词前,指世纪中的几十年代。定冠词用在表示发明物的单数名词前。	<i>In the 1990s</i> , a five-star hotel was built in the city. Who invented <i>the telephone</i> ?
5. 一个定冠词与两个名词连用时,两个名词往往表示同一个事物或同一个人。	<i>The singer and composer</i> (歌手兼作曲家) is singing her latest composition now.
6. 名词用作表语、同位语来表示某人的职位或头衔时,前面一般不用冠词;表示具体的某个人时,前面一般要用冠词。	<i>Mr. Chang</i> is dean of the English Department. They elected him <i>president of the society</i> . <i>The president</i> elected last month is going to make his inauguration speech next week.
7. 在“形容词 + of + 表示身体部位的单数名词”结构中一般不用冠词;在单数名词变为物质名词时也不用冠词。	He is a stout man, <i>red of face</i> . Don't care too much about <i>face</i> (面子). She likes <i>dog</i> (狗肉) very much.

STUDY & PRACTICE

I. Fill in the blanks with the words or phrases given below. Change the form if necessary.

capable of be hostile to in return do one's utmost take on
on good terms with become wary treat... as keep in touch with dignity

- I wish I could do something _____ for the kindness I have received from him.
- It is quite easy for a teacher like him to be _____ his students.
- She _____ greater responsibilities when she was promoted.
- I think she's _____ passing the exam if she tries harder.
- She doesn't stand on her _____ and treat the rest of us servants.
- I try to _____ current events by reading the newspapers.
- He had been _____ for the welfare of the shop.
- We all _____ her _____ our dearest friend.
- Employees in this company _____ newcomers.
- She was so shy that she _____ of giving offence.

II. The prefix *non-* can be added to adjectives, nouns or verbs to form adjectives, nouns or verbs with opposite meaning. Now fill in the blanks with the correct forms of the words given.

- Rubber is a _____ of electricity. (conductor)