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泛读

教与学辅导

# 大学英语

(修订本)



EXTENSIVE  
READING

湖南大学出版社

## 前 言

上海外语教育出版社出版的《大学英语泛读(修订本)》是由北京大学主持编写和修订的。该系列教材多年来在全国大部分高等院校广泛使用,深受欢迎,并于1992年荣获全国高等学校第二届优秀教材特等奖和原国家教委高等学校第二届优秀教材一等奖。为了帮助广大师生更好地使用《大学英语泛读(修订本)》,我们根据新大纲的精神,以新的视野、新的要求编写了与教材配套的《大学英语泛读(修订本)教与学辅导》。

《大学英语泛读(修订本)教与学辅导》在编排上与教材同步,每课分补充词语、背景知识、难点讲解、同步练习、课文译文和参考答案等六个部分。

**补充词语**——列出课文前的生词表中未曾列出的生词和短语,旨在帮助读者扫清文字上的障碍,以加快阅读速度。

**背景知识**——提供与课文有关的文化等方面的背景知识,以加深读者对课文内容的理解,并扩大读者的知识面。

**难点讲解**——挑出课文中的一些比较典型的难句,对其中的重点词汇、短语及语法结构进行分析,以巩固读者对语言点知识的掌握。

**同步练习**——编写5种题型,前3种紧扣课文, Discussion Questions 通过提问既可了解读者对课文的理解,又能锻炼读者的口语能力,另外,对训练学生适应阅读理解简答题这种四级考试的新题型也很有帮助; Comprehension of the Text 是对课文练习 Do the following multiple-choice questions 的补充,旨在加深读者对课文内容的理解; Vocabulary 是为了检查读者对课文中出现的词汇和短语的掌握程度; Reading Comprehension 旨在扩大读者的阅读量和提高其阅读能力; Chinese-English Translation 通过汉译英这种练习提高读者运用英语的能力,尤其是对英

语写作这种较难掌握的技能可以得到有指导的、循序渐进的训练,比单纯的写作训练效果要好得多。因此,在翻译题的设计上,我们采用语篇翻译的模式,这种类型的训练能较快地、有效地提高英语写作水平。另外,我们在每单元三篇课文中安排两个内容有某些相关性的练习题,但在叙事角度、语言结构等方面又迥然有别,这种练习对提高学生灵活使用英语的能力和培养学生语言的综合素质是很有益的。

课文译文——旨在帮助读者正确理解原文,也可供读者在对课文进行翻译练习时有可资借鉴的参考答案。英译汉也是四级考试的新题型,适当地要求学生翻译课文,对提高其英汉翻译技能和汉语表达能力是大有帮助的。

参考答案——为同步练习提高参考性的指导。

总之,本文的编写原则是立足于大纲的要求,针对教学中的难点和重点,并联系大学英语四级考试的实际情况对大学英语泛读教与学提供有益的、恰当的指导。本书在编写过程中参阅了不少有关大学英语泛读方面的书籍和文献,在此深表谢意。

编者

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# Unit One

## 1. Reading for A's

### 补充词语

pretty ['prɪti] ad. 相当地, 颇

strike [straɪk] v. 给……的印象

subheading ['sʌb'hediŋ] n. 小标题

adapt [ə'dæpt] v. 使适应, 使适合

turn in 呈交, 归还

leave sth. out 忽略, 遗漏

freshman ['freʃmən] n. 大学一年级学生

table ['teɪbl] n. 表格

forewarn [fɔ:'wɜ:n] v. 事先警告

insure [ɪn'ʃʊə] v. 保证, 确定

sum up 总结, 概括

### 背景知识

绝大多数美国高校对学生成绩的评定分 A、B、C、D、E 五个等级, 与我们常说的优秀、优良、良好、及格、不及格相对应。一般说来, 本科生平均成绩要达到 C 级以上, 研究生要达到 B 级以上, 方能申请学位。

### 难点讲解

1. Methods of studying vary; what works well for some students doesn't work at all for others. 学习方法因人而异, 对有些同学起作用的方法对其他人根本行不通。

work: 起作用, 产生影响, 行得通

(1) The medicine worked. 药物奏效了。

(2) The appeal worked powerfully upon him. 呼吁对他起了强烈作用。

2. Even the fastest readers have trouble doing that. 甚至阅读速度最快的读者也难以做到那一点。

have trouble doing sth: 做某事有困难

(1) I have some trouble reading her handwriting. 我认她的笔迹感到有些困难。

(2) He had trouble gathering the materials. 他难于收集资料。

3. The English assignment, easy as it was, won't get done. 英语作业尽管容易, 却没做完。

get done: 完毕, 做完

(1) Will you never get done with that noise? 你吵得还有个完没有?

(2) I want to get the mathematical exercises done as quick as possible. 我想尽快把数学作业做完。

4. If you are behind, lengthen your study periods for a few days until you catch up. 如果你落后了, 延长一段日子的学习时间直到赶上为止。

lengthen: 变长; 长起来; 延伸

(1) The days are lengthening. 白天长起来了。

(2) Summer lengthens into autumn. 夏天渐渐转入秋天。

5. Read the chapter all the way through, as fast as you comfortably can. 尽可能快地把这一章从头到尾读一遍。

through: 从头到尾; 自始至终; 到底

(1) We'll see it through. 我们会把这件事办好。

(2) Let's hear him through. 让我们听他讲完吧。

6. If you're going to leave something out, it might as well be the things you aren't sure of anyway. 如果你打算略去某些问题, 这也可能是你不能肯定的问题。

leave ... out: 省去; 略去; 遗漏

(1) We should decide what to leave out and what to leave in. 我们应该决定何舍何取。

(2) Not a comma was left out. 一个逗号也没漏掉。

## 同步练习

### I. Discussion Questions

1. According to the essay, what must you do if you get behind in your studies?
2. How many rules are discussed at some length? What are they?

### II. Comprehension of the Text

1. When the authors say that some students can master the entire system of imaginary numbers more easily than other students can discover how to study the first chapter in the algebra book, they believe that \_\_\_\_\_.

- A) some students are naturally more intelligent than others
- B) students who don't know how to study will gain nothing from college
- C) students who don't know how to study should not be taught algebra
- D) some students don't know how to study, even though there are also good students who learn very quickly
2. The method that the authors recommend for not "getting behind" in studying is \_\_\_\_\_.
- A) put off easy work until later
- B) save your favorite subject for studying last
- C) skip over difficult parts and ask classmates for help
- D) stay up late rather than waste time studying during the day
3. According to the authors a good student's book always looks used by the end of the term. This means good students \_\_\_\_\_.
- A) always use second-hand books
- B) mark up their books as they read them
- C) don't worry about the appearance of their books
- D) carry their books everywhere so that they often become damaged
4. The following were recommended as methods for studying a chapter in the text except \_\_\_\_\_.
- A) finding out the meaning of all new words as you read
- B) paying attention to the parts of the chapter the teacher emphasizes in class
- C) skimming a chapter before reading it, and looking at the questions at the end of the chapter
- D) reading the questions at the end of the chapter and trying to answer them after your first reading of a chapter
5. The authors recommended that students pretend that a test is only a game because they believe that \_\_\_\_\_.
- A) a test is just as amusing as a game
- B) test results are not a fair measure of skill
- C) all games should be considered as seriously as tests
- D) this method will keep students from being terrified by tests

### III . Vocabulary

1. The federal \_\_\_\_\_ must be approved by Congress; without formal approval its fi-



nancial plan will be invalid.

- A) budget                      B) economy                      C) development                      D) construction

2. She shouldn't listen to what other people say about me as it is only a/an \_\_\_\_\_ talk.

- A) idle                      B) tidy                      C) neat                      D) lazy

3. The Business Bank agreed last week to extend \$ 16 million worth of \_\_\_\_\_ to help China.

- A) aid                      B) soup                      C) leather                      D) assignment

4. The government has started enforcing strict regulations to \_\_\_\_\_ shipping safety.

- A) skip                      B) circle                      C) ensure                      D) swallow

5. One of the major concerns of the Central Government is how to \_\_\_\_\_ the pace of the reform.

- A) sum up                      B) lengthen                      C) underline                      D) accelerate

6. Methods of studying *vary*.

- A) differentiate                      B) change                      C) verify                      D) are different

7. Feeling pretty virtuous about the seven hours you spend on chemistry won't help one bit if the history teacher *pops* a quiz.

- A) gives out unexpectedly                      B) offers  
C) prepares                      D) initiates

8. If you face this *temptation*, begin with the shortest and easiest assignments.

- A) attraction                      B) damnation                      C) humiliation                      D) affiliation

9. Notes are written down the *margins*.

- A) blank space round the printed matter on a page  
B) deadlines                      C) rims                      D) borders

10. *Flip through* the pages to see what study aids the author has provided.

- A) Pierce through                      B) Turn over                      C) Pass through                      D) Run past

11. After you are thus *forewarned*, settle down to the actual business of reading.

- A) forearmed                      B) forestalled  
C) warned before hand                      D) forejudged

12. If you mark too much, the most important material won't *stand out*.

- A) come out                      B) become conspicuous  
C) pop up                      D) stand to one side

13. Nothing is more *frustrating* than *freezing up* during an important test.

- A) discouraging      B) irritating      C) fearful      D) shameful

14. One way to *insure* a good score is to read the entire test before you answer any questions.

- A) ascertain      B) secure      C) justify      D) prove

15. Make sure you have not *left out* anything important.

- A) overlooked      B) taken out      C) blotted out      D) erased

#### IV. Reading Comprehension

##### Passage 1

In what we may call the prescientific view a person's behavior is at least to some extent his own achievement. He is free to think, decide, and act, possibly in original ways, and he is to be given praise for his successes and criticized for his failures. In the scientific view a person's behavior is determined mainly by environmental circumstances to which as an individual he has been exposed. Neither view can be proved, but it is in the nature of scientific inquiry that the evidence should shift in favor of the second. As we learn more about the effects of the environment, we have less reason to attribute any part of human behavior to an independent controlling agent. And the second view shows a marked advantage when we begin to do something about behavior. Independent man is not easily changed; in fact, to the extent that he is independent, he is by definition not changeable at all. But the environment can be changed, and we are learning how to change it. The measures we use are those of physical and biological technology, but we use them in special ways to affect behavior. This argument marks the shift from internal to external control of behavior.

1. The prescientific view holds that a person's behavior is \_\_\_\_\_.

- A) other than his successes      B) nothing but his failures  
C) controlled internally      D) controlled externally

2. The scientific view lays stresses \_\_\_\_\_.

- A) on human environment      B) on an individual's environment  
C) not on human achievements      D) not on individual successes or failures

3. In the prescientific view, an individual behaves \_\_\_\_\_.

- A) in strange ways      B) in unthinkable ways  
C) free from any control      D) independent of environmental factors

4. In the scientific view a person's behavior is \_\_\_\_\_.

- A) determined by an independent controlling agent  
B) not determined by an independent controlling agent

- C) affected by scientific inquiry
- D) not affected by scientific inquiry

5. It is implied that the second view is in contrast with the first in that \_\_\_\_\_.

- A) a person's behavior is usually stable
- B) a person's behavior is usually changeable
- C) behavior lies within physical studies
- D) behavior is a biological phenomenon

#### Passage 2

They were new patients to me, all I had was the name, Olson. "Please come down as soon as you can; my daughter is very sick."

When I arrived I was met by the mother, a big startled-looking woman, very clean and apologetic who merely said, "Is this the doctor?" and let me in. "In the back," she added. "you must excuse us, doctor, we have her in the kitchen where it is warm. It is very damp here sometimes."

The child was fully dressed and sitting on her father's lap near the kitchen table. He tried to get up, but I motioned for him not to bother, took off my overcoat and started to look things over. I could see that they were all very nervous, eyeing me up and down distrustfully. As often, in such cases, they weren't telling me more than they had to, it was up to me to tell them; that's why they were spending three dollars on me.

The child was fairly eating me up with her cold, steady eyes, and no expression to her face whatever. She did not move and seemed, inwardly, quiet; an unusually attractive little thing, and as strong as a heifer in appearance. But her face was flushed, she was breathing rapidly, and I realized that she had a high fever. She had magnificent blonde hair, in profusion. One of those picture children often reproduced in advertising leaflets and the photographic sections of the Sunday papers.

6. Which of the following sentences is untrue according to the passage?

- A) The parents had the child in the kitchen.
- B) The doctor seemed distrustful to the family.
- C) The doctor was very familiar with the family.
- D) The patient was running a high fever.

7. The child seemed \_\_\_\_\_.

- A) very happy to see the doctor
- B) very angry to see the doctor
- B) expressionless to see the doctor
- D) very friendly to see the doctor

8. "Picture children" means \_\_\_\_\_.

- A) children in the picture
- B) attractive children who photograph very well
- C) children who like pictures very much
- D) children who like to have picture taken

9. According the passage, we know that the family \_\_\_\_\_.

- A) was very poor
- B) was of high education
- C) was from Asia
- D) did not welcome the doctor

10. The narrator made a gesture to tell the child's father not to \_\_\_\_\_.

- A) speak
- B) shout
- C) go out
- D) stand up

## V. Chinese-English Translation

作者讲述了他十几年前被捕以及被带上法庭受审的全过程。并且由于作为法律的执行官员,无论是警察还是法官,都不依据事实或实际理由来处置此事,他一直为其被捕以及被释放的那些武断情况所困扰。这里他试图揭示的是法律的运用有时并不公正,甚至,法律本身就不公正。

## 课文译文

### 1. 想得到“A”,怎样看书

在哪儿、什么时间以及学什么都很重要。但最整洁的书桌,最好的灯光,世上最有规划的时间表,最好皮面的笔记本和你可以买到的最贵的课本都不见得会给你带来什么好处,除非你知道怎样学习。如果你对此一无所知,那么怎样学习便可能是你在大学里要学的最难的课程。一些学生能精通虚数的整个体系,而且比另一些学生去学代数书的第一章还要容易些的学习方法多种多样;对某些学生起作用的方法并不适合另一些学生。你能做的就是不断实验直到找到适合你的一套体系。但有两件事是一定的:①没人可以替你学习。②除非你找到了对你起作用的一套学习方法,否则你不会顺利通过大学里的所有考试。

在这里,有几条对任何人都适用的规则:第一,不要拖延功课。首先最困难的是,如果你想在周末完成三星期的功课,那么学习这个问题就变得几乎不可能了,即使是读得最快的人对此也有困难。如果你拖延了必须上交的写作业,那么过后才拿到作业的老师可能不会给你满分,也可能他根本就不接受你迟交的作业。

由于在别的功课上花费很多时间而在某一科目上落后并不是一个借口。在化学上花了七个小时而自己觉得不无理由并不能给你任何帮助,如果你的历史老师来个突然袭击。许多新生由于在某一学科上花了太多时间牺牲了另一些功课而确实陷入了麻烦,或者由于他们偏爱某一科,或者他们发现某一科目太难而应该把全部精力都投入进去。无论哪种原因,全力以赴于一门功课而忽略了其他是个错误。如果你正面临这种诱惑的话,就从做最短的、最简单的作业开始,把它们先做完,然后接着做那些难一点的、花时间的作业。除非你先做简单的作业,否则,你很可能花那么多时间在那些又长又难的作业上,以致于深夜来临时,你会对自己说:“哦,英语作业很简单,我什么时候都能做。”然后就去睡觉了。而英语作业呢,尽管很简单,却完不成了。

如果有些科目似乎一样容易(一样难),那么把你最喜欢的那一科放在最后做。在夜里十一点半读一篇更有趣的政治学文章看起来比记忆法语不规则动词——一项你必须完成的却使你乏味的任务——将更能使你产生动力。

尽管做了最有价值的努力,不管怎样,任何人都会在某个时期、某件事上落后。当这种事发生在你身上时,追上去。当你跟他们还有很大差距时,要掠过你落下的课程而跟着班里其他学生一起往前赶。你所落下的课使你想理解班上其他同学正在做的功课不大可能,至少是很困难。如果你落后了,一段时间内加长你学习的时间,直到赶上,取消本打算看的电影或者你想玩的牌。如果需要,熬点夜,但一定要赶上。

第二条规则:别怕在教材上做记号。一个好学生的书在学期末的时候不会像刚买的时候那么新,那么干净;它们看上去是用过的,而且是好好地被用过了。有些部分下面划了线,在空白处写上了注释,一些问题的答案给简明地标出来了。事实上,这些书看上去是有人已经学习过了……想想你买书的钱花得值,你必须做到不仅仅是读读它们而已。

当你第一次得到一本新教科书时,先看看内容目录,以了解这本书都讲了些什么内容。翻开书后,看看作者所提供的有助于学习的东西:副标题、概述、图表、插图、每章节后的复习题,等你已知道整本书所涉及的内容后,你将会做更好的准备,开始去学习你被要求读的章节。

在你开始计划某一章之前,用一遍同样的方法,浏览一下第一段和最后一段;更仔细地看看副标题;如果章节之后有习题,先读一遍,这样你就会知道当你看书时该看哪些要点,当你像这样被预先提示之后,再全神贯注地往下读,以尽快的、但又使自己感到舒服的速度把整章读下去。除了你碰到的新单词,第一遍不要做任何记号。只把新单词圈上,当你读完后,再去查查这些生词的意思,然后在单词

后的空白处写出定义。

然后再看一遍习题,看看你是否已找到了它们全部的答案。由这些问题所强调的重点和你所知道的整章包含的知识引导着你再快速读一遍这一章,把最重要的要点划下来。如果这一章分成三部分,那么将能把每一大部分概括起来的句子划出来,在空白处用1、2、3做个记号,对于你已标好号码的每一个要点,划出两到三个论据,也就是说,划出当你在复习这一章时你可能想很快找出的部分。

第二天在课堂上所发生的事,或无论何时作业被讨论,都将使你检查一下你是否已找到了要点。如果你的老师在你没有划上线的部分花费很多时间,你或许就是猜错了,拿一支红铅笔标下老师讲的要点。你可以在你留出来的用来比较课堂记录和课本的学习时间里做些改动。

一句忠告的话:别划上你读的所有内容,如果你做了过多的记号,重要的资料就显不出来,而你会像从没有划过记号一样感到糊涂。

第三条适合于所有人的规则是:别让考试吓怕了你。如果你已跟上了所有的课程,如果你已把课堂笔记和教材进行了比较;如果你已保留了所有小测验并已改正了错误,如果你已把每章的要点都很聪明地划出来,你就很可能答出老师提出的任何问题。

非常肯定会回答所有问题,无论怎么说,和真正回答它们并不是一回事。没有什么比在一场考试中怯场更令人沮丧的了,本来知道所有答案,而由于看到题目太激动了以至于连所知道的一半都没有写出来。

你知道那个演讲者用假装那些听他演讲的人都是洋白菜而治好了他的怯场毛病的故事吗?一颗洋白菜不会比洋白菜汤更会批评一次演说,而谁又会去怕一碗白菜汤呢?你可以修改一下这个办法来应试;假装你的考试分数并不比你前一天晚上玩加纳斯塔牌的得分更重要,但你在玩牌时尽力要赢,尽力得到你能得到的高分而不把自己吓死。

一个能保证得到好分数的方法是在答题前把试题全看一遍。有时在末尾的题目会给前面的题某些提示。即使你找不到提示,但你可以避免这样一个错误:把你所知道的都放到第一个答案里然后在其余部分不停地重复。

还要注意,不要把应该花在别的题目上的所有时间都用在在一个题目上。如果你有60分钟完成有10个问题的考试,计划好每一题用5分钟,省下10分钟最后通读一遍你写下的答案,改正错误,保证没有落下任何重要的东西,如果有的题目好像比其余的容易些,先答最容易的,没有规则要求你必须从头开始答题并且一道道按顺序往下做,如果你要留下什么题,那最好留下不太有把握的。

按照以上三个建议去做,通读所有题目,安排好时间,先做容易的,也不会保

证你所有考试都得 A, 在论文考试中, 要想得 A, 你必须写得很好, 以至你的老师相信你的确理解了。按照以上建议去做, 不论怎么样, 会帮助你最好地应用你所知道的东西。

## 参考答案

I . 1. When this happens, I will work harder to catch up. I will not go to the movie.

I meant to see or take the nap I planned to take. I will study later into the night if necessary.

2. Three. They are 1) don't get behind, 2) don't be afraid to mark in the textbooks and 3) don't let tests terrify you.

II . C) B) B) A) D)

III . A) A) A) C) D) D) A) A) A) B) C) B) A) B) A)

IV . C) A) D) B) B) C) C) B) A) D)

V . The author narrates the whole process of his being arrested and taken to court more than a decade ago, and he has been disturbed by those arbitrary circumstances of both his arrest and release, for, being the law enforcement officer, neither the policeman nor the magistrate dealt with the matter on the fact or reason. What he is trying to reveal here is that the application of law sometimes may be unjust, even the law itself may be unjust.

## 2. Why Not Speed Up Your Reading?

### 补充词语

publication[ˌpʌbli'keɪʃən] n. 出版物

shift[ʃɪft] v. 替换, 变速

zip [zip] v. 快速移动或快读

confer[kən'fɜ:] v. 交换意见

mouth[maʊð] v. 清楚地读出

speed up 加快, 加速

at a time 每次, 一次

turtle['tɜ:tl] n. 甲鱼, 海龟

justify['dʒʌstɪfaɪ] v. 证明……是正当的

trudge[trʌdʒ] v. 步履艰难地走

consult[kən'sʌlt] v. 请教, 咨询

literally['lɪtərəli] ad. 照字义地

devote ... to 把……花费在……上

pass over 浏览

### 背景知识

快速阅读训练风行于 60 年代的欧美, 至今仍有一定的影响。有些教师将快速阅读能力的培养作为阅读课的主要目的, 并以每分钟读多少词的标准来衡量读者的水平。他们认为, 出声读、指读和回读等是影响快速阅读的原因。但最近的研究结果表明, 出声读、指读、回读等是阅读时遇到困难的表现, 而不是引起阅读困难的原因。实际上, 这些也是阅读时克服困难的一种表现, 说明阅读者正在谋略运用某种技巧或方法以达到理解的目的。

### 难点讲解

1. To keep up with their work they must read letters, reports, trade publications, inter-office communications; a never-ending flood of words. 为了赶上工作进度, 他们必须阅读信件、报告、贸易文件、办公室的文件; 永无休止的大批文字。

flood: (流出或发出的)一大阵, 一大批, 大量; 滔滔不绝

(1) What a flood of rain! 好一阵大雨!

(2) He said a flood of words. 他滔滔不绝地说了一席话。

2. Dr. Betts diagnosed the executive's reading, problem as a common one —— in-



ability to “shift gears”. 贝兹博士判定这位官员的阅读问题是一个很普遍的现象——不会“换挡”。

diagnose: 诊断(疾病);断定……的原因

(1) The doctor diagnosed the illness as pneumonia. 医生诊断这病为肺炎。

(2) The teacher diagnosed the pupil's reading difficulties. 老师找出了学生阅读困难的原因。

3. Soon the former engineer was reading on his job at about 900 words a minute — and his problems was over. 不久这位前任工程师以每分钟 900 字的速度阅读他的文件——他的问题解决了。

over: 结束,完了

(1) The storm is over. 暴风雨过了。

(2) I'm glad I've got that operation over with. 我很高兴,手术总算做完了。

4. He told of working with a reading accelerator in a room outside which children were playing noisily. 他讲述了在一个房间里用阅读加速器工作的情景,房间外面孩子们在吵闹地玩耍。

tell of: 讲述

(1) The old man told of the heroic exploits of the P. L. A. 老人讲述了解放军的英雄事迹。

(2) The writer told of a comic tale. 作者讲述了一个喜剧故事。

5. Age makes little difference. 年龄没有多大影响。

make difference: 有些关系,有些影响

(1) It makes no difference. 那没有关系。

(2) That makes no difference to me. 那对我没有影响。

6. The pay-off will be worth the effort. 付出的努力将会得到回报。

be worth: 值得……的,有……的价值的

(1) The research work is worth our while. 我们在这项研究工作上花了精力是值得的。

(2) It is worth while discussing the question again. 这问题值得再讨论一下。

## 同步练习

### I. Discussion Questions

1. Why is reading speed very important today?

2. What does the story of the engineer with reading problem tell us?