

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

(第三册)

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

### (第三册)

蔡基刚 主编

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# 前 言

《21 世纪大学英语分析与理解》是由复旦大学出版社和高等教育出版社联合出版的《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 篇课文的主要内容和主题思想。

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并举例说明。

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 和 C 篇课文中一些要求掌握的常用表达方法集中起来,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。对编写中出现的错误,恳请读者给予指正。

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

2000 年 7 月

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## Unit 1

### Text A How I Got Smart 我怎么变聪明的

#### 1. 内容主题

本文以生动有趣的笔调讲述了作者中学时代的故事:不爱上学读书成绩糟糕的“我”爱上了优等生 Debbie,为了赢得她的芳心,自卑的“我”买来了百科全书武装自己,并不失时机地向她表现自己的学识,就在“我”自以为即将大功告成时却发现 Debbie 早就心有所属,而令“我”大跌眼镜的是她喜欢的竟是成绩与“我”同样糟糕的曲棍球手。大受打击的“我”几欲弃书学球,却已不知不觉被书的磁力吸引,从此博览群书,最后成为一名教师。通过这个故事,作者纠正了他学生的偏见——即所有的老师年少时要么是天才,要么是书虫。同时也从侧面说明了一个道理:只要有了求知的动力,知识就是一杯饮之欲醉的美酒,学习就会变为一件乐事。

#### 2. 课文理解

1) 本文为记叙文,其叙述结构大致可分为五部分:

第一部分是最初的两段。这部分讲的是:与学生的想法恰恰相反,现在的我虽然学识渊博,但小时候却是一个不爱上学、贪玩的孩子。

第二部分是“*But in my sophomore year...*”到“*I had it all planned*”,这部分讲了“我”转变的契机:由于“我”暗恋 Debbie,为让她倾心于“我”而制定了用学问向她进攻的计划。

第三部分是从“*My first opportunity came one day...*”到“*She beamed back and winked proudly.*”这部分通过 *cafeteria*, *fire drill*, *library*, *classroom* 四个不同场景的小故事,写了我如何逐步博得她的好感,同时也赢得了教师和同学的尊重。

第四部分是从“*What I failed to perceive was that...*”到“*Soon she became no more than a fleeting memory.*”这部分讲的是计划搁浅;正当他沉浸在爱意之中,却发现 Debbie 已另有所欢,“我”大受打击。

第五部分是从“*Although the original incentive was gone...*”到最后,这部分讲了“我”正是由于这个契机而从此爱上了读书,改变了一生。

2) 作者长于细节描写。如作者并不直说“我”爱黛比,而仅用“*My princess sat*

near the pencil sharpener, and that year I ground up enough pencils to fuel a camp-fire.”这个小小的醉翁之意不在酒的细节道出了“我”对黛比的爱恋之情。作者描写黛比对“我”的态度也非常细腻,从一开始注意到“我”对她的好感时脸上闪过一丝微笑:“she would flash a smile that radiated”,到对“我”与她搭讪表现出的博学表示惊讶:“... shaking her head in disbelief”,“Debbie’s eyes widened in amazement.”,“... then turned to stare at me in amazement.”,转为后来对“我”的一言一语都仔细聆听:“Debbie seemed to relish our little conversations and hung on my every word.”,乃至最后以“我”为荣与“我”相视而笑:“She beamed proudly and winked back.”,抓住了人物心理的细微变化,使人读来觉得自然可信。

3) 文中还用了一些典故。作者写自己坠入情网时用了大家熟知的罗马爱神丘比特的典故:“Cupid aimed his arrow and struck me squarely in the heart”。写发现黛比投入他人怀抱,自己感情受伤,有一种被背叛出卖的感觉时借用了阿伽门农(被妻女及其情夫谋杀)的典故:“I felt not only hurt, but betrayed. Like Agamemnon, but with less drastic consequences, thank God”。文章还借用蒲柏的诗句作为结尾,点出了学无止境,做学问决不可浅尝辄止的道理:“A little knowledge is a dangerous thing; / Drink deep, or taste not the Pierian spring.”作者通过这些典故的运用同时也显示了他通过阅读得到的渊博的知识。

### 3. 词句分析

1) **Who else but a bookworm, with none of the normal kid’s tendency to play rather than study, would grow up to be a teacher anyway?** (Line 2) 不管怎样,除了书呆子之外,他们不像一般孩子那样生性贪玩、不愿学习,还有谁愿意长大后当老师呢?

a. with 介词短语修饰 a bookworm, 即在他们身上没有一般孩子的倾向。tendency 这里是 propensity(性格上的习性、倾向)。

b. normal a. 正常,通常 主要指精神、智力、行为方面,如:

---In normal circumstances, I would have resigned. 在通常情况下,我会辞职的。

---Weeping is a normal response to pain. 哭泣是痛苦的正常反映。

Cf. average a. 一般,通常 侧重平均

---She reacts just like the average housewife. 她的反应和一般的家庭主妇一样。

2) **I’ve tried desperately to explain to my students that the image they had of**



me as an enthusiastic devotee of books and homework during my adolescence was a bit out of focus. (Line 6) 我竭力向我的学生解释说,他们把我看做一个在年少时非常热爱读书做功课的人是不大确切的。

a. 该句是一个 **that** 引导的宾语从句,作“**explain**”的宾语。从句中又套有一个省略了 **that** 的定语从句:“**the image (that) they had of me ... during my adolescence**”。**image** 指心目中的形象, **the image they had of me as ... = they have the image of me as ...**, 指在他们的心目中,我是一个……样的人,是……的形象。

b. **out of focus** 模糊,不清楚

—The children's faces were badly out of focus in the photograph. 照片上孩子们的脸非常模糊。

—Your personality is all out of focus. 你的性格简直叫人捉摸不透。

3) **On the contrary, I hated compulsory education with a passion. I could never quite accept the notion of having to go to school while the fish were biting.** (Line 9) 相反,我非常痛恨强制性的教育。我决不会在鱼儿上钩时不得已而去上学。

**compulsory** a. 必须做的,有义务的

—English composition is a compulsory course in American colleges. 英文写作是美国大学的一项必修科目。

—Is military service compulsory in your country? 你们国家实行义务兵役制吗?

4) **All at once, I enjoyed going to school, if only to gaze at the lovely face in English II.** (Line 15) 我一下子喜欢上了上学,即使只为看看英语二班那张可爱的脸。

**if only to**(或 **if only because**) 表示“即使只是为了……,即使仅仅因为……。”

—I think you should get a job, if only to stop yourself getting so bored at home. 我想你该找份工作,哪怕只是为了不再让自己在家里感到如此无聊。

—There will be more famines, if only because the world's population is growing faster than food production. 世界人口增长速度正在超过粮食增长速度,光是出于这个原因,到时候也会出现更多的饥荒。

5) **My princess sat near the pencil sharpener, and that year I ground up enough pencils to fuel a campfire.** (Line 17) 我的公主就坐在削铅笔机的旁边,那年我削的铅笔足可以用来燃起一堆篝火。

a. **grind** (**ground, ground**) v. 磨尖,磨锋利,磨快

—He came to grind the knives and scissors. 他来磨刀剪。

—Your reading glasses have been spoilt and must be ground again. 你的阅读眼镜已经坏了,该重新磨一下。

b. fuel *vt.* 给……加燃料,刺激

—His indifference fuelled her hatred. 他的冷淡激起她的憎恨。

—Wage increase may fuel inflation. 加工资可能会引发通货膨胀。

- 6) **Alas, Debbie was far beyond my wildest dreams.** (Line 19) 唉,黛比对我来说是我可望而不可及的。

beyond one's (wildest) dreams 出乎某人意料的(地)

—They promised him he would soon be rich beyond his wildest dreams. 他们向他保证很快他就会变得超乎想象的富有。

—Incomes of millions have increased beyond their dreams. 千百万人收入增加,这是他们连做梦也想不到的。

- 7) **...and she would flash a smile that radiated intelligence and quickened my heartbeat.** (Line 25) ……这时她便会露出一个闪烁着智慧光芒、令我心跳加快的微笑。

quicken *v.* 加快

—The pace of modern life has greatly quickened compared with 10 years ago. 比起10年前,现代生活节奏大大加快了。

- 8) **It was a smile that signaled hope and made me temporarily forget the intellectual gulf that separated us.** (Line 27) 这是一个标示着希望的微笑,它使我暂时忘却了那条把我俩隔开的智力鸿沟。

gulf *n.* 鸿沟,分歧

—An enormous gulf separated the striking workers and the management. 罢工工人和资方之间隔着一巨大的鸿沟。

—There is a widening gulf between the middle class and the poorest sections of society. 中产阶级和社会最贫穷阶层之间的差距正在变大。

这里的 gulf 是指上文说的 50 分智商的差距。

- 9) **I schemed desperately to bridge that gulf.** (Line 30) 我尽力设法计划缩短那条鸿沟。

a. scheme *vt.* 策划,图谋

—They are scheming to get her elected as leader. 他们正计划让她当上领导。

b. bridge *vt.* 缩短(悬殊的)差距

—How can we bridge the gap between the rich and poor? 怎样才能缩小贫富

间的差距？

—A mediator helped bridge the gulf between the warring armies. 一位调停者帮助交战军队减少了分歧。

和 gulf/gap 搭配的还有 fill/narrow/widen the gulf/gap。

- 10) **I would become Chief Brain in English II and sweep my princess off her feet with a surge of erudition.** (Line 37) 我将成为英语二班最聪明的人,让我的公主为我的博学倾倒。

a. Brain 这里是原文 egghead(大学里有学问的人)的意思。the brains 智力超群的人。

—He is the brains of the family. 他是全家最聪明的人。

b. sweep sb. off his/her feet 使某人倾心

—The first time he met her, he was completely swept off his feet. 他第一次遇见她就完全为她倾倒。

—Swept off their feet with admiration, the crowd stood and cheered the young singer. 人群为年轻的歌手所折服,起立为他喝彩。

- 11) **My first opportunity came one day in the cafeteria line.** (Line 40) 一天在自助餐厅排队时,我的第一个机会来了。

美国大学食堂一般都是自助餐厅,在门口刷卡或付现金。由于同时下课用餐,门口有时要排队。

- 12) **"Know where anchovies come from?"** (Line 43) “知道凤尾鱼是哪儿的吗?”  
这句话中省略了主语 you 或助动词 + 主语 do you, 完整的句子应为“You know where anchovies come from?”或“Do you know where anchovies come from?”在对话中省略是一种普遍现象,有助于语言的简洁。

文中还有类似的情况:

**"Ever been to the Aleutian Islands?"** (Line 54) “去过阿留申群岛吗?”

**"Never have."** (Line 55) “从没去过。”(为避免重复,本句还省略了谓语 be 和状语 to the Aleutian Islands。)

- 13) **I had to talk fast, so that I could get all the facts in before we reached the cash register.** (Line 47) 我不得不说得飞快,这样我才能在我俩排到收银台之前全部说完。

get sth. in 设法说完

—I couldn't get a word in because she was talking so much. 她讲个没完,我一句话也插不上。

—I'll try to get my suggestion in at the start of the meeting. 我会尽量在会议一

开始就提出我的建议。

- 14) **"Why not?" said Debbie, playing right into my hands.** (Line 58) “为什么不?”黛比说道,正中我下怀。

play into sb.'s hands 做有利于(对手)的蠢事,让(对手)占便宜

—By leading his man into a valley without another way out, the general played right into the enemy's hands. 将军把他的手下带入了没有其他出口的山谷,给了敌人可乘之机。

—In the baseball game, Jerry's foul played into the opponent's hands. 垒球比赛中,杰瑞的犯规让对手占了便宜。

- 15) **The fire drill was over and we began to file into the building, so I had to step it up to get the natives in.** (Line 63) 消防演习结束了,我们开始一个个走进大楼,于是我只好加快语速好把土著的情况说出来。

a. file *v.* 排成单行沿某方向前进或行走

—The cars filed out of the parking lot and onto the highway. 汽车一辆辆开出停车场上公路。

—The visitors filed through the entrance. 参观者排成一队通过入口。

b. step up 增加,促进

—The pace of the reforms is being stepped up. 改革的步子正在加快。

—The police are stepping up their efforts to fight crime. 警方正在加大力度打击犯罪。

- 16) **One day I was browsing through the library. I spotted Debbie sitting at a table, absorbed in a crossword puzzle.** (Line 69) 一天,我正在图书馆里浏览书刊。发现黛比坐在一张桌子旁,正专心致志填字谜。

browse *vt.* 浏览

—At that time I spent days browsing in the local bookstore. 那些日子我整天在当地的书店里浏览书籍。

—He sat there browsing through a magazine. 他坐在那里浏览一本杂志。

- 17) **I leaned over and asked if I could help.** (Line 71) 我弯下腰问我能不能帮上什么忙。

lean over 弯腰,身体向某一方向倾斜

—As Jim leaned over to pick up the pen, he felt a sharp pain in his back. 基姆弯下腰捡钢笔时感到背上一阵剧痛。

—I sat down next to Bernard, who leaned over to me and said, "You are late." 我在伯纳德身边坐下,他向我侧身说,“你迟到了”。

- 18) **And so it went, that glorious, joyous, romantic sophomore year.** (Line 78) 那个光辉灿烂的、充满欢乐的、富有浪漫色彩的二年级就这样继续着。  
句中的 it 指后面的 that glorious, joyous, romantic sophomore year.
- 19) **Debbie seemed to relish our little conversations and hung on my every word.** 看来黛比很喜欢我们之间小小的交谈,对我的每句话都用心聆听。  
a. relish *vt.* 从中获得乐趣  
—I don't relish having to get up so early. 我不喜欢这么早起床。  
b. hang on 倾听,注意地听  
—The boy admires his teacher; he hangs on his every word. 这男孩钦佩他的老师,对他的每句话都用心聆听。  
—It's so embarrassing the way he hangs on her every word as if she were some sort of goddess. 他对她言听计从的样子真令人窘迫,好像她是什么女神一样。
- 20) **In the classroom, too, I was gradually making my presence felt.** (Line 82)  
在教室里,我也渐渐让别人感到了我的存在。  
make one's presence felt 凭本身的实力、长处等使别人注意  
—The new chairman is certainly making his presence felt. 那位新主席确实让人感到他的作用。
- 21) **My hand shot up.** (Line 87) 我的手刷地举了起来。  
shoot *v.* 沿某方向突然或迅速运动  
—She shot past me several meters before the finishing line. 她在离终点线几米的地方迅速超过了我。  
—He shot out of the office a few minutes ago—I think he was late for a meeting. 几分钟前他冲出了办公室——我想他是开会迟到了。
- 22) **It feeds on fish and shellfish.** (Line 91) 它以鱼类和有壳水生物为食。  
feed on 和前文出现的 live on (Line 66) 是一个意思:“以吃……为生”。  
—What do you feed your dog on? 你喂狗吃什么长大?
- 23) **I sneaked a peek at Debbie and gave her a big wink.** (Line 95) 我偷偷地看了黛比一眼,使劲地朝她眨了眨眼。  
sneak *v.* 偷偷地做(某事)或取(某物)  
—I sneaked a look at what he'd written after he left the office. 他离开办公室后,我偷偷地看了眼他写的东西。  
—Anne sneaked a taste of the cake's frosting when her mother wasn't looking. 安妮趁妈妈不注意时偷偷地尝了尝蛋糕上的糖霜。

- 24) **What I failed to perceive was that Debbie all this while was going steady with a junior from a neighbouring school—a basketball player with a C+ average.** (Line 98) 我没意识到的是这段时间黛比一直在和邻校的一个三年级学生约会——他是个篮球运动员,平均成绩只有 C+。

a. perceive v. 意识到,注意到

—I perceived a note of unhappiness in her voice. 我觉察出她的声音中有一丝不快。

—Bill perceived a tiny figure in the distance. 比尔注意到远处有个极小的身影。

b. go steady with sb. 和某人约会/谈恋爱

—Are Tom and Jane going steady? 汤姆和简在谈恋爱吗?

- 25) **I had saved enough money to buy volume II—Asthma to Bullfinch—but was strongly tempted to invest in a basketball instead.** (Line 102) 当时我已经攒够了钱买第二卷——从 Asthma(哮喘病)到 Bullfinch(红腹灰雀)——但我很想转而去买只篮球。

invest in 购买

—I think it may be the time to invest in a new washing machine. 我想也许我该买台新的洗衣机了。

—About 750 schools have invested in CD-ROM players. 大约有 750 所学校已购置了多媒体。

- 26) **I felt not only hurt, but betrayed.** (Line 105) 我不仅感到受了伤害,还有被背叛的感觉。

betray v. 出卖,背叛

—John betrayed my trust when he told my secret. 约翰告诉别人我的秘密,背叛了我对他的信任。

—He was accused of betraying his country during the war. 他被指控在战争期间叛国。

- 27) **In time I recovered from my wounds.** (Line 107) 我最终从创伤中恢复了过来。

in time (经过一段时间后)最终

—You'll learn how to do it in time. 你早晚会学会做这事的。

—Fred and Jim did not like each other at first, but in time they became friends.  
弗莱德和基姆一开始不喜欢对方,但最后他俩成了朋友。

- 28) **Having tasted of the wine of knowledge, I could not now alter my course.**

(Line 112) 尝到了知识的甜头,我现在已无法改变我的方向。

a. **taste of** 主要作“有某种味道”解,一般是 **food, soup** 等食品作主语。用人作主语,作“尝到”解较少:

—She didn't want to lose the freedom she had tasted of. 她不想失去已尝到的自由的甜头。

b. **alter v.** 改变,更改

—He altered his stand on birth control. 他改变了对计划生育的态度。

—She altered the mistake on the price-tag. 她更正了错误的标价。

Cf: **change** 用法最普遍,最不正式,可表示任何演变过程,轻度或重大,表面或实质,量或性质。如:

—change the desert into farmland 把沙漠变为农田

—change one's mind 改变主意

—change the way she wore her hair 改变她的发式

**alter** 相对指较轻微的修改,一般在外观和用法上,如衣服大小:

—The editor altered the manuscript only slightly. 编辑只是稍微修改了一下原稿。

—Dad altered his old pants because they didn't fit anymore. 父亲把旧裤子改了一下,因为它们已经不合身了。

29) **Drink deep, or taste not the Pierian spring.** 开怀畅饮吧,否则就不要去尝埃里亚圣泉。

Pierian 是希腊罗马神话中缪斯女神(专管艺术)的故乡,因此常用来指诗歌、学问的源泉。

## Text B Coming of Age 长大成人

### 1. B 篇理解

《长大成人》是作者对自己无拘无束、难忘的青春年代的回忆。回忆围绕着“我”拥有的第一辆汽车展开。作者采用倒叙的手法,一开始就描写自己将与心爱的汽车告别时的痛苦,然后从如何得到这辆车开始说起,选取了几件生动有趣的轶事,讲述这辆旧车给“我”及我的伙伴带来的巨大欢乐,以及人与车、人与人结下的深厚情谊。可以说这辆旧车是作者整个年轻时代的见证,成长期间的欢笑、泪水、迷惘、恶作剧、吵闹、沉默……都曾在车上发生,难怪“我”和朋友如此依恋它,“我

们”依恋的是那段美好的时光,那份纯真的友情。作者的叙述充满了感情,在描写人物、场景时善于抓住主要特征和细节,使之栩栩如生地凸现在读者眼前,很有感染力。

## 2. 词句分析

- 1) **You can tell me a car is only so much glass and steel, but I'll never apologize for losing my cool that day.** (Line 2) 你可以对我说一辆车只不过是堆玻璃钢铁而已,但我绝不会为我那天的情绪失控而抱歉。

a. so much sth. 大量的(尤指废物,无用的东西)

—His promises were so much meaningless talk. 他的许诺都是空话。

b. lose/keep one's cool 失去自制/保持冷静

- 2) **A young man's first car is less a means of transportation than a monument to his discovery of youthful freedom. At least mine was.** (Line 4) 一个年轻人的第一辆车与其说是一种交通工具,还不如说是他发现不羁的年轻时代的一种纪念物。至少我的车是这样。

a. less...than... 与其是……不如是……

—To be honest, a skyscraper is less the product of architectural virtuosity than of economic necessity. 摩天大楼与其说是建筑艺术的精湛之作,不如说是经济上的需要。

b. mine 是指 my car. was 后面省去了前文 is 后面的内容。

- 3) **..., my parents retired the old red family car and passed it on to me.** (Line 8) ……我的父母报废了家里那辆红颜色的旧车,把它传给了我。

retire *vt.* 使……退休

—We'll retire him the first chance we have. 一有机会我就会让他退休。

- 4) **One famous afternoon after school, I piled ten friends into the car, including Eric, who opted to ride in the trunk rather than be left behind.** (Line 12) 一个被我们以后一直谈说的下午,放学后,我往车里塞了十个朋友,包括不愿被拉下而情愿坐在行李箱里的埃里克。

a. opt to do sth. 选择做某事

—He has opted to be on the side of the poor. 他已决定站在穷人这边。

b. ride *v.* 搭乘(交通工具)

—We rode in a taxi to the airport. 我们搭出租车去机场。

- 5) **..., the collision with a school bus full of seven-year-olds crumpled the**



**front of my car.** (Line 28) ……跟一辆载满 7 岁孩子的校车相撞,结果把我的车头给撞瘪了。

collision with sb. /sth. 与某人/某事相撞

—The liner was in collision with an oil-tanker. 客轮与油轮相撞。

- 6) **My parents—furious, of course—settled on my punishment:...** (Line 28)

可想而知我的父母勃然大怒,他们决定了对我的惩罚:……

settle on sth. 决定做某事

—The children could not settle on where to put their tent. 孩子们拿不定主意把帐篷搭在哪儿。

- 7) **To lessen the financial blow, I insisted that the mechanic fix the car with used parts.** (Line 30) 为了减轻这一经济上的打击,我坚持要汽车机修工用旧零件修车。

a. lessen *vt.* 减轻

—This can lessen the strain on heating and air-conditioning equipment. 这可以减轻对空调设备的压力。

c. fix 是动词,由于前面用了 insist,所以从句 fix 用了虚拟语气。

- 8) **That summer, once school was out, I found my freedom expanded hugely.** (Line 35) 那年夏天,学校一放假,我便发现我的自由空间大大扩展了。这里的 freedom 是上文说的由于有了车子,外出活动的自由大大增加了。

- 9) **On days when my friends and I would once have ridden bikes to the public pool, we drove my car along the river road to explore an old abandoned train station.** (Line 36) 以前,我和朋友们骑着自行车去公共游泳池,现在我们却可以驾着我的车,沿着河边的路,去踏勘一座废弃的老火车站。这里 would have ridden 并非虚拟语气,而是说讲话时以前常做的事,与 drove 搭配。

- 10) **..., my friends removed the wheels from my car and left it standing disabled and awkward on concrete blocks in the parking lot.** (Line 44) ……我的几个朋友将我的汽车轮胎卸了下来,让车子难堪地瘫痪在停车场的水泥地上。

concrete 即 cement(水泥), blocks: 板块

- 11) **One by one, my friends got licenses and brought different automotive options to our fold.** (Line 50) 我的朋友一个接一个地拿到了驾驶执照,我们这帮人便有了不同的车辆供选择兜风。

a. option 指可供选择的事物, automotive options 指可供选择的汽车。