

大学英语

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自主学习与
阅读指导

泛读



COLLEGE
ENGLISH

SELF-STUDY AND
EXTENSIVE READING
INSTRUCTION

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自主学习与阅读指导(泛读)
第二册

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前言

《大学英语》(泛读)教材由上海外语教育出版社出版后,深受广大师生喜爱。但由于取材广泛、难度较大、篇幅较长,老师和学生在使用时有一定的难度。他们迫切需要一套相应的辅导用书。为此,我们编写了《大学英语自主学习与阅读指导》(泛读)这套辅导书。

全书由“生词汉译”、“课文详释”、“语篇理解”和“讨论题参考答案”四部分组成。

“生词汉译”部分将文中的生词及短语一一列举出来,并给出了汉语解释,使学生在学中既方便又省时省力。

“课文详释”部分对文章的重点、难点语言进行了双解,并说明了其结构与上下文的联系。

“语篇理解”部分是从宏观角度对课文结构进行分析,帮助学生解决语篇理解方面的问题,提高其语篇理解能力。为提高学生文学欣赏水平,有的课中还增加了“人物性格分析”和“语言特色”两项。

“讨论题参考答案”是将教材中每课后的讨论题做了简明、易懂的回答,能更好地帮助学生理解课文。

全书由高玉娟策划、设计、统稿并修改,英语界著名专家、大连外国语学院院长汪榕培教授应邀为本书审稿,并提出了许多宝贵意见,在此我们表示衷心感谢!

我们真诚希望各位老师和同学在使用过程中多提宝贵意见,以便再版修订。

本套教材适合于使用《大学英语》(泛读)教材的大、中专学生,也适合于老师在教学中参考。

本册编写具体分工如下:高玉娟,第一课~第十二课;赵宏宇,第十三课~第二十四课;王建国,第二十五课~第二十七课;刘莉,第二十八课~第三十课。

编著者

1995年8月于大连

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Unit One

1 Reading for A's

I. 生词汉译

schedule	['fedju:l; 美 'skedʒul]	n.	时间表
leather	['leðə]	n.	皮革
expensive	[iks'pensiv]	a.	昂贵的
clue	[klu:]	n.	线索; 思路
master	['mɑ:stə]	vt.	掌握
chapter	['tʃæptə]	n.	章; 回
algebra	['ældʒibrə]	n.	代数学
vary	['veəri]	v.	变化, 不同
credit	['kredit]	n.	学分
excuse	[iks'kju:z]	n.	理由; 借口
virtuous	['və:tjuəs]	a.	公正的; 善良的
pop	[pɒp]	v.	(突然) 抛出
devote	[di'vəut]	v.	把... 奉献
hog	[hɒg]	n.	猪
temptation	[temp'teɪʃən]	n.	诱惑
assignment	[ə'saɪnmənt]	n.	课外作业
consume	[kən'sju:m]	v.	消耗
incentive	[in'sentiv]	n.	鼓励; 刺激
dull	[dʌl]	a.	单调的
skip	[skip]	v.	跳过; 略过
gap	[gæp]	n.	差距
purchase	['pɜ:tʃəs]	v.	购买
sketch	[sketʃ]	v.	速写; 草拟
flip	[flip]	v.	翻动; 掷
subheading	['sʌbhediŋ]	n.	小标题; 副标题
sort	[sɔ:t]	n.	种类; 类别
skim	[skim]	v.	浏览
forewarn	[fɔ:'wɔ:n]	v.	预先警告
settle	[setl]	v.	安排; 使定居

margin [ˈmɑːdʒɪn]	n.	页边的空白
frustrate [frʌs'treɪt]	v.	使感到灰心;挫败
freeze [friːz]	v.	凝住;结冰
stage [steɪdʒ]	n.	舞台;阶段,步骤
fright [fraɪt]	n.	惊吓
cabbage [ˈkæbɪdʒ]	n.	洋白菜
borsch [bɔːʃ]	n.	俄罗斯甜菜浓汤
adapt [ə'dæpt]	v.	使适应;改写
idle [aɪdl]	a.	空闲的
canasta [kə'næstə]	n.	一种纸牌戏
score [skɔː]	n.	得分
budget ['bʌdʒɪt]	v.	安排
guarantee [ˌɡærən'tiː]	v.	保证
convince [kən'vɪns]	v.	使确信,使信服

II. 课文详释

1. Reading for A's; 此处 A 意为“Excellent, 优秀的”, 它是美国大学里现行的评分等级体制中的最高等级, 其次为 B, good; C, satisfactory; D, Low or Pass; F, Fail。

2. But the neatest desk and the best desk light, the world's most regular schedule, the best leather-covered notebook and the most expensive textbooks you can buy will do you no good unless you know how to study. (L. 1~4)——除非你懂如何学习, 不然的话, 既使你拥有最整洁的书桌、最好的如台灯、世上最规范的时间表、最优质的皮革包装的笔记本以及你能买得起的最昂贵的课本都对你毫无益处。

good 在此句中为名词, 意为“利益, 好处”。此句主句主语较长, 有五个并列成分共同作主语。

3. 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. (L. 5~7)——一些学生掌握虚数的全部体系要比另一些学生发现如何学习代数课本第一章更容易些。

4. ...don't get behind. (L. 12)——不要落后或不要落下课程; to get behind 意为“落后”。

5. And if you are behind in written work that must be turned in, the teacher who accepts it that late will probably not give you full credit. (L. 15~16)——如果必须交的笔头作业你落后了, 老师收到作业那么晚, 他很可能不给你满分。

短语 to turn in 表示“交出, 上缴”。

6. Getting behind in one class because you are spending so much time on another is really no excuse. (L. 18~19)——由于你在另一门课上花去如此多的时间而落下这一门课, 这确实算不上是理由。

7. **Feeling pretty virtuous about the seven hours you spend on chemistry won't help one bit if the history teacher pops quiz.** (L. 19~20)——你花七小时学习化学,觉得理所应当,如果历史老师搞个临时小考,那它可一点也帮不了你的忙。

短语 to pop a quiz 意为“to give out an exam without announcement beforehand, 突然考试”。

8. **And many freshmen do get into trouble by spending too much time on one class at the expense of the others, either because they like one class much better or because they think they should devote all their time to it.** (L. 20~23)——许多新生由于一门课上花太多的时间而耽误了其它课程因而确实遇到了麻烦,这或许是因为他们确实比较喜欢这门课程,或许是因为这门课程如此难学以致于他们认为应把全部时间都用上。

此句主句中“do”用来加强语气,起强调作用。短语 at the expense of 意为“以…为牺牲,在损害…的情况下;以…为代价”。如:at the expense of one's health 以损害健康为代价。

短语 to devote ...to 意为“把…奉献;把…专用于…”。例如:to devote one's life to the justice cause. 为正义的事业而献身。

9. **Don't skip the parts you missed and try to go ahead with the rest of the class while there is still a big gap showing.** (L. 30~36)——不要略过你落掉的课程,虽然还有很大距离,要迎头赶上班级的其他同学。

短语 to go ahead 意为“前进”;the rest 意为“其余的人,其余,剩余部分”;while 在此是连词,意为“虽然”、“尽管”,如:While I admit his good points, I can see his shortcomings. 尽管我承认他的优点,我还是能看到他的缺点。

10. **A good student's books don't finish the term looking as fresh and clean as the day they were purchased.** (L. 41~43)——一个好学生的书在学期结束时不会像刚买书那天一样崭新整洁。

11. **Guided by the things the questions emphasize and your knowledge of what the whole chapter covered, go rapidly through the chapter again, underlining the most important points.** (L. 61~63)——在问题所强调的内容的指导下以及凭借你对全章阐述内容的了解,再迅速通读最重要的部分。

12. **...the chances are good that you can answer any questions the teacher will ask.** (L. 79~80)——很可能你能回答出老师提出的任何问题。

结构 chances(或 The chances)are (that) 意为“很可能”。例如:Chances are that the new machine will arrive tomorrow. 新机器可能明天运到。类似的结构还有:There is a chance that...有可能。例如:There is a chance that I will see him. 我很有可能见到他。

13. **Being fairly sure that you can answer all the questions, however, is not the same thing as answering them.** (L. 81~82)——然而,有把握回答所有的问题和回答问题不是一回事儿。

14. **Nothing is more frustrating than freezing up during an important test, knowing all the answers but getting so excited at the sight of the test that half of what you actual-**

ly know never gets written down. (L. 82~84)——在重要的考试中,你知道所有的答案,可是一见试题你是如此地激动以致于你连你知道的内容的一半也没写下来,没有什么事情比这种脑子僵化更让人沮丧了。

短语 to freeze up 表示“(使)冻僵,变呆板(或僵硬)”;短语 at (the) sight of 表示“看见”。

15. What following these suggestions can do, however, is help you make the most of what you know. (L. 108~109)——然而,遵循这些建议所能做的就是帮助你最有效地利用你所知道的东西。

短语 to make the most of 意为“最多(最好)地利用”。

III. 语篇理解

1. 体裁·概要·主题

This is a piece of expository(说明的) writing.

In this essay the author tells the college students how to study and gives three rules for reading. That is: 1) Don't get behind. 2) Don't be afraid to mark in text. 3) Don't let tests terrify you.

The main idea of this article is that it is very important for a college student to know how to study and to possess the study rules that work for him or her.

2. 语言特色

In this article, the author points out his main idea in the first paragraph, that is, how to study in college, and points out that methods of studying vary. And from the second paragraph on, the author introduces his three rules one by one(详见体裁、概要、主题). At the end of the article, the author reinforces the advantages of following the three suggestions.

The language the author uses is plain and humorous. For example, in explaining the rules, the author uses the ordinal numerals (The first, the second, etc) which are easily understood by the readers. And in L. 85~87, the author compares the listeners with “cabbages”, from this we can see the humorous words the author uses.

IV. 讨论题参考答案

1. According to the essay, what must you do if you get behind in your studies?

If I get behind in my studies, I must study harder than before to catch up. I'll spend more time on my studying, skip the movie I meant to see or the nap I planned to take and stay up a little later, if necessary.

2. How many rules are discussed at some length(详细地)? What are they?

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.

2 Why Not Speed Up Your Reading?

I. 生词汉译

relaxation [ri:'lækseɪʃən]	<i>n.</i>	松弛; 娱乐
publication [ˌpʌbli'keɪʃən]	<i>n.</i>	出版物; 公布
communications [kə'mju:ni'keɪʃənz]	<i>n.</i>	交往; 通讯
comprehend [kəm'pri'hend]	<i>vt.</i>	领会; 包含
unfortunate [ʌn'fɔ:tʃənɪt]	<i>a.</i>	不幸的
promote [prə'məʊt]	<i>vt.</i>	提升; 促进
pile [paɪl]	<i>n.</i>	堆
confront [kən'frʌnt]	<i>vt.</i>	使面对
executive [ɪg'zekjʊtɪv]	<i>n.</i>	行政官员; (美) 经理, 董事
plow [pləʊ]	<i>vt.</i>	犁; 耕
fiction ['fɪkʃən]	<i>n.</i>	虚构; 小说
turtle [tɜ:tl]	<i>n.</i>	海龟
diagnose ['daɪəgnəʊz]	<i>vt.</i>	诊断; 断定...的原因
shift [ʃɪft]	<i>vt.</i>	改变
gear [gɪə]	<i>n.</i>	换挡
justify ['dʒʌstɪfaɪ]	<i>vt.</i>	证明...是有理的
zip [zɪp]	<i>n.</i>	拉链
exceptionally [ɪk'sepʃənəli]	<i>ad.</i>	例外地, 优越地
trudge [trʌdʒ]	<i>v.</i>	步履艰难地走
briefcase ['bri:fkeɪs]	<i>n.</i>	公事皮包
bulge [bʌldʒ]	<i>v.</i>	突出
confer [kən'fə:]	<i>v.</i>	交换意见
adviser [əd'vaɪzə]	<i>n.</i>	劝告者; 顾问
grasp [grɑ:sp]	<i>vt.</i>	抓住; 抱住
accelerator [æk'seləreɪtə]	<i>n.</i>	加速装置
predetermine [pri:'dɪtə:mɪn]	<i>vt.</i>	预定; 使先存偏见
superficially [ˌsʊpə'fi:ʃəli]	<i>ad.</i>	肤浅地; 快而粗略地
graphic ['græfɪk]	<i>a.</i>	图示的
clatter [klætə]	<i>n.</i>	(机器等) 卡嗒声
triple [trɪpl]	<i>v.</i>	增至三倍
boost ['bu:st]	<i>v.</i>	提高

enroll [in'rəul]	v.	注册;成为...成员
grip [grip]	v.	握牢;支配
stumble ['stʌmbl]	v.	绊下一脚;偶然碰见
distraction [dis'trækʃən]	n.	娱乐;涣散精神
literally ['lɪtərəli]	ad.	照字义地,逐字地

II. 课文详释

1. **Why Not Speed Up Your Reading?** —— 为什么不提高你的阅读速度?

词组 speed up 意为“加速”。

2. **To keep up with their work they must read letters, reports, trade publications, interoffice communications; a never-ending flood of words.** (L. 1~3) —— 为了跟上工作进展,人们必须读信件、报告、商业刊物,进行办公室内部交流勾通;永无休止的语言交涉。

3. **In getting a job or advancing in one, the ability to read and comprehend quickly can mean the difference between success and failure.** (L. 3~4) —— 在求职中或在工作进程中,快速阅读和理解的能力意味着成败之间的差异。

4. **He was an engineer who had spent years plowing through difficult technical material.** (L. 12~13) —— 他是一个曾多年吃力地阅读技术资料的工程师。

短语 plowing through 意为“ploughing through, forcing a way through, i. e., reading with difficulty 跋涉;吃力地阅读”。

5. ...— inability to “shift gears”. (L. 15) —— 没有能力改变阅读速度。

“shift gear”意为“换挡”,在文中意为“改变阅读速度”。

6. **This moves a curtain down a page at a predetermined rate of speed, forcing the student to read faster to keep ahead of it.** (L. 28~29) —— 以预定的速度降下遮幕来迫使学生读得更快以便在遮幕降下前读完。

此句中“this”指前句中的“a reading accelerator”意为“阅读加速器”。

7. **He soon found that he was concentrating so hard on keeping up with the machine that he was no longer aware of the noise.** (L. 36~38) —— 他很快发现,他的精力是如此认真地集中在跟上阅读加速器上,以致于再也觉察不到周围的噪声了。

短语 concentrate...on 意为“集中精力于...上”。

8. **Most reading faults can be traced to early school training.** (L. 39~40) —— 大部分阅读缺陷可追溯到学校的早期训练。

9. **If you are a lip reader, mouthing each word so you are slowed down to a snail's pace, place a finger on your lips and hold them firmly until the habit has been broken.** (L. 54~55) —— 如果你是个唇读者,读出每一个词,那么,你的速度就会降到蜗牛的速度。请把你的一个手指头放到嘴唇上,紧紧压住它,直到改掉这个习惯。

mouth 此处为名词动用。

Ⅲ. 语篇理解

1. 体裁·概要·主题

This is a piece of expository (说明的) writing.

In this article the author indicates the necessity of increasing reading speed by the description of an executive from paragraph 1. to 9. And from paragraph 10. to the end of the text, the author gives us suggestions of how to speed up our reading.

The theme of the essay is that speeding up our reading is very important and necessary, and the methods of reading is also essential. One should use good methods and keep practising in reading to speed up his reading pace.

2. 语言特点

The language the writer uses here is plain and vivid. (生动的, 形象的) In the first part of the text, the author points out the importance and necessity of increasing reading speed; and in the last part of the text, the author uses some adverbial clauses of condition and imperative sentences to illustrate his suggestions for reading methods. In the whole passage, the author uses some vivid word groups, for example, in para. 3, "...plowing through..." "at the same turtle's pace", "shift gears", "...zipped through it"; in para. 5, the first sentence "Bad readers trudge home with briefcases bulging with material..."; in para. 18, "Race an alarm clock" (和闹钟赛跑) etc. From the above mentioned, we can infer the characteristic of language in the essay.

Ⅳ. 讨论题参考答案

1. *Why is reading speed very important today?*

According to the first paragraph, today, people need to speed up their reading in order to keep up with their work progress. In getting a job or advancing in one, reading faster means success and reading slower means failure. So reading speed is very important.

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

The engineer, at first, reads very slowly, at only about 160 words a minute, and this may hold up his work. Later with the help of Dr. Betts, the expert in speeding up reading, the engineer can read on his job at about 900 words a minute. It is much faster than before. This story tells us that reading slowly is a bad habit and the habit can be broken.

3. *What was the trouble of the vice-president of a large company? How did Leedy help him?*

The trouble of the vice-president of a large company was that he had to catch up on

reading that he should have done at the office, leaving little time to devote to his family nights and weekends.

Leedy helped him by giving him special assignments to help him grasp whole phrases instead of individual words and also giving him assignments on a reading accelerator. Soon he was reading nearly 1,200 words a minute, compared to 225 when he started.

4. *How could a reading accelerator help one pick up his reading speed?*

A reading accelerator moves a curtain down a page at a predetermined rate of speed, forcing the one to read faster to keep ahead of it.

5. *What are the author's suggestions for speeding up our reading?*

此题可参见课文第12~22段内容。其中每一自然段为作者的一个建议。

3 An Admirable Ruler

I. 生词汉译

disastrous [di'zɑ:stɹəs]	a.	灾难性的
strike [straɪk]	v.	发生; 击, 打
destruction [dis'trʌkʃən]	n.	毁坏; 消灭
bury ['beri]	vt.	埋葬
erupt [i'rʌpt]	vi.	喷发; 爆发
suffering ['sʌfəriŋ]	n.	遭难; 痛苦
survivor [sə'vaɪvə]	n.	幸存者; 残存物
fragment ['frægmənt]	n.	碎块, 碎片
relief [ri'li:f]	n.	救济
heir [eə]	n.	继承人
predecessor ['pri:disesə]	n.	前辈; 前任者
victim ['vɪktɪm]	n.	受害者; 牺牲者
flame [fleɪm]	n.	火焰; 火舌
consume [kən'sju:m]	v.	消耗, 毁灭
catastrophe [kə'tæstrəfi]	n.	大灾难
balcony ['bælkəni]	n.	阳台
plague [pleɪg]	n.	瘟疫; 天灾
ordeal [ɔ:'di:l]	n.	严峻考验; 苦难的经验
reign [rein]	vt.	君主统治
inherit [in'herɪt]	vt.	继承
throne [θrəʊn]	n.	帝位; 宝座

harp [hɑ:p]	n.	竖琴
forgery ['fɔ:dʒə]	n.	伪造者; 锻工
rumour ['ru:mə]	n.	谣言
bribe [braib]	n.	贿赂; 行贿物
amphitheatre ['æmfɪθiətrə]	n.	竞技场, 圆形剧场
Colosseum ['kɒlə'siəm]	n.	罗马圆形剧场
gladiatorial [glædiə'tɔ:riəl]	a.	斗剑的, 格斗的
combat ['kɒmbət]	n.	格斗; 竞争
forgiveness [fə'gɪvnɪs]	n.	宽恕
collapse [kə'læps]	vi.	倒塌; 瓦解; 衰退

II. 课文详释

1. Many of them were wealthy Romans who each summer went off with their families to their seaside homes to escape the heat of the city. (L. 7~8)——他们当中有许多人是富裕的罗马人, 他们每年夏天携家眷去海边别墅避暑。

短语 to go off 意为“离去, 走掉”。

2. In some ways Pompeii was to Romans as modern Bournemouth is to Londoners. (L. 9~10)——在一些方面, 庞贝对罗马人就象现代的鲍恩口对于伦敦人一样。

3. All this was certainly great step forward from the Emperor's pre-decessors had behaved when their people were suffering. (L. 17~18)——所有这些, 比起罗马帝王的先辈们在其人民遭受苦难时的所作所为确实是向前迈进了一大步。

此句中“... some of ... suffering”为定语从句修饰先行词 the way。

4. But in fact Titus had felt the taste of Imperial power for much more than his two-year reign. (L. 31~32)——但事实上, 提图斯享受帝国的权力远比其在位二年享受到的多得多。

5. Domitian was the complete opposite of his brother——unhappy where Titus was happy, distrustful where Titus was open, ambitious where Titus was humble. (L. 58~60)——图密善与其兄完全相反——提图斯高兴之处他抑郁; 提图斯坦率之处他多疑; 提图斯谦恭之处他狂妄。

6. Their father had been aware of the determination of his younger son to achieve power and had offered him many high offices, but never a military command for he was certain that with an army at his back Domitian would attempt to seize the throne. (L. 60~63)——他们的父亲已觉察到其小儿子要夺权的野心, 所以, 给了他许多高官, 但从不让他掌握军权, 因为, 他敢肯定图密善有了军队做后盾定会图谋夺取王位的。

7. But Domitian did not have to wait too long before his wish was fulfilled. (L. 67)——但图密善不必等得太久就可实现他的愿望了。

Ⅲ. 语篇理解

1. 体裁·概要·主题

This article is in a style of brief biography about a historic figure.

One August day in 79 A. D. in the ancient world one of the most disastrous events that ever occurred suddenly happened,——the destruction of Pompeii. And then the Emperor of the Roman Empire was Titus who came to power only a few weeks. The whole of Rome was horrified, and what could the Emperor do?

He reacted with a great sense of responsibility and went at once to the city and set about organising the relief work.

When he was helping the victims of Pompeii, the news came to him that a great fire had broken out in Rome and was destroying the city.

Only one month later a terrible plague broke out in Rome. Thousands died from the disease. Though he could do little against this unseen enemy, he once again did as much as he could.

Throughout all these ordeals, the Emperor was in poor health and often suffered from the pain, he died at the age of 42, only two years later when he became Emperor.

When the Romans heard the sad news, they grieved as though a close relative had died. They were sorrowful to lose a noble and clever leader.

2. 人物性格分析

Titus was a versatile man. He was a good athlete, he could play the harp, taught himself shorthand and imitated anyone's hand-writing.

Titus was tolerant (宽容的) and generous. During his reign no one suffered capital punishment. He said "I would rather be killed than kill". Even he invited the two men who tried to kill him to dinner. In addition, he showed the same great forgiveness to his ambitious brother.

From the above mentioned, we can see Titus's kind attitude and behaviour towards people's disaster and his noble personality to the people around him. All this gives us a vivid picture of an admirable ruler.

3. 语言特色

This is a story telling about a historic figure——the Emperor of the Roman Empire in 79 A. D.

In writing this story, the author first points out his idea that Titus was an admirable ruler and then he gives us a lot of historic facts to support his idea. The facts can be divided into two aspects. On the one hand, the author describes the attitudes and behaviours of Titus in facing people's disasters, e. g. the destruction of Pompeii, the great fire in Rome city, and the terrible plague. From this, we believe that he was a leader who

was highly responsible for his nation and people. On the other hand, the author tells us Titus was good at many things, e. g. riding horse, playing sports, speaking excellent Greek, and so on; also, he showed great forgiveness to his enemies who wanted to kill him and to his ambitious younger brother who wanted to seize the throne. And from this, we can draw a conclusion that Titus was a noble-minded person.

After reading the story, through the author's description, we really believe that Titus was an admirable ruler indeed.

IV. 讨论题参考答案

1. *How did Titus prove that the rumours about him were wrong?*

Before Titus came to power there were a lot of rumours going around Rome about him. But when he became the Emperor, he believed that he should serve his people and help them a lot; Although he did it like the gladiatorial combats, he completed and furnished the amphitheatre to let the fights continue because this was the people's desire; he even showed the great forgiveness to his enemies who tried to kill him. All this made him win people's love and proved the rumours about him were wrong.

2. *What was Titus's attitude towards the gladiatorial combats?*

He didn't care for it.

3. *One of Titus's virtues was generosity. Explain this with examples from the text.*

He was generous, because he completed the Colosseum although he himself didn't like it. So long as his people liked it, he would do it. Another reason was that he believed he should serve his people well and helped them, and didn't want his people to be unhappy. From this we can see his generosity.

4. *Why did Titus show his forgiveness even to his enemies?*

Because he had his noble personality. He once said "I would rather be killed than kill "

5. *How did the Romans react to the death of Titus?*

When the Romans heard the news of his death, they all grieved as if a close relative had died.