

普通高等教育“九五”国家级重点教材

21世纪 大学英语

学习辅导

〔第三册〕

总主编：郑树棠 本册主编：胡开宝

安徽科学技术出版社

普通高等教育“九五”国家级重点教材

21 世纪大学英语学习辅导

(第 三 册)

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前言

《21 世纪大学英语》系列教材,系“九五”国家级重点教材,由复旦大学和上海交通大学联合主编,高等教育出版社和复旦大学出版社联合出版。

《21 世纪大学英语》体现了《大学英语教学大纲》[修订本]的教育思想、教学目的和教学要求,贯彻了“大纲”所规定的精神:“培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息。”

《21 世纪大学英语》选材新颖,绝大部分课文选自 20 世纪 90 年代出版的英语书籍和报刊,课文内容上尽力捕捉学生的兴奋点,以引起学生的共鸣。《21 世纪大学英语》由全国著名教授陆谷孙、杨惠中任顾问,翟象俊、郑树棠、张增健任主编,是一大批富有教学经验、熟悉大学英语教学的教授、副教授潜心钻研、精心编写而成的。

《21 世纪大学英语》的问世获得了大学英语界的交口称赞,这部全新的教材体现了“再上一个新台阶”的要求,语言素材的难度也高于以往各套教材,课文较长,生词较多,新的语言现象比比皆是。就以《21 世纪大学英语(读写教程)》第一册第一课为例,课文中对于各种不同“学生”的描述就采用了各种不同方法,如: A students 优等生; the most gifted students 最有天赋的学生; high-achieving students 成绩优秀的学生; underachieving students 学习成绩欠佳的学生; lower-scoring students 考试成绩不好的学生; students at the top of the class 班级中拔尖的学生; smart students 聪明的学生; curious students 好追根究底的学生; graduate students 研究生; Asian-American students 美国亚裔学生。

为了帮助使用《21 世纪大学英语》教材的师生更好地用教材、学教材,我们组织了一批已使用过教材并直接参加教材编写的教授,编著了《21 世纪大学英语学习辅导》一书,奉献给使用这部教材的师生。

《21 世纪大学英语学习辅导》是配合主教材《读写教程》编著的,是配套使用的辅教、辅学用书,一共有四册,本书为本系列第三册,专门配合《21 世纪大学英语(读写教程)》的第三册,全书共有十个单元。根据教学实践的需要,对每个单元的 Text A、B、C 的讲解和注释繁简不一,其中 Text A 的内容最为详尽,Text B 次之,Text C 则更为次之,只做简要注释。

每个单元的内容及安排如下:

Text A

1. The Gist of the Text: 用准确、浅显、精练的英语归纳总结课文要点。

2. The Outline of the Text :整篇课文的结构、布局分析,对课文每一部分配有精简的提纲,从中可领悟到整篇文章的脉络和发展。

3. The Text-related Background Information :提供与课文相关的背景知识和相关信息。这部分的内容可长可短,视课文长短而定,如果课文的理解不需要这一部分,则该课没有背景知识部分的内容。

4. Comprehension of the Text :按句子出现的先后次序,对课文中难句进行翻译及英语释义(paraphrase)。这部分的目的是帮助加深对课文的理解,一般不再提供例证。

5. Key Words, Phrases and Structures :按生词、词组及句子结构出现的先后顺序,逐条提供释义和例句。这一部分的目的是帮助掌握使用某些生词、词组及句子结构,有用法提示、典型搭配示范及形近词语辨析。所选生词、词组和句子结构全部来自课文,有些条目可能在中学已学过,但只要其表达的词义或用法在中学可能并未学过,或是需要加强的,也一一列出,意在提高应用能力,扩大和加强积极词汇的使用能力。

6. Structured Writing:配合该课写作操练的重点,对于某一种写作技能进行归纳或列有示范。

7. Discrimination of Words and Phrases:这一部分内容为容易混淆词语或短语的辨析,有利于学生掌握使用某些积极词汇。

Text B

1. Reading Skill :扼要说明某一阅读技能的要领,酌情配有示范和例证。

2. Comprehension of the Text :配合 B 课文,对课文中难句进行翻译及英语释义(paraphrase)。

3. Key Words and Phrases :配合 B 课文,主要目的为帮助掌握使用某些生词和词组。B 课文只涉及少量的句子结构,不作为重点内容之一。

Text C

只提供 Comprehension of the Text。

本书主编是上海交通大学胡开宝副教授,参加编写的人员有胡开宝、邓世俊、程卓、陶庆、胡洁、王杉等。《21 世纪大学英语》主编之一、上海交通大学郑树棠教授为本系列书的总主编及主审。

用好教材、学好教材,是一个再创造的过程,使用教材的读者也有一个要求不同、水平不一的问题。本书的作者尽量从大多数读者的需求出发,即使如此,也难免挂一漏万,或者在某个语言点上的简繁处理不能完全符合某位读者的要求,敬请使用本书的读者提出中肯的意见,以便在再版时加以修正。

编著者

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Unit One

Text A How I Got Smart



The Gist of the Text

It is widely accepted by the youngsters attending school that their teachers were child prodigies with none of the normal kid's tendency to play rather than study, but their ideas were not true. Just like normal kids, I hated compulsory education with a passion. However, an incident changed the whole course.

In my sophomore year, I fell in love with one of my classmates, Debbie, who was a top student in our class. There was an intellectual gulf between her and me. In order to bridge the gulf, I did a lot and tried hard to make myself become a Chief Brain so as to sweep Debbie off her feet with my erudition.

My efforts proved successful in bridging the intellectual gap between Debbie and me: I made quite an impression on her with my erudition, but I found she was going steady with a basketball player with a C+ average. I felt hurt and betrayed.

The story was over, but the event changed the whole course of my life: the pursuit for knowledge became ongoing and I got smart by continuing to pore over encyclopedias.



The Structure of the Text

One of the best ways to begin a story is to introduce a concept first and then prove that it's wrong with the writer's own experience. This is what the writer of this text has done. The advantage of beginning a story with a misconception is that a suspense is created and the reader's interest is aroused.

| | |
|-------------|--|
| Paras. 1~3 | A misconception about teachers—used as a sort of introduction to the love story. |
| Paras. 4~30 | My efforts to bridge the intellectual gulf between Debbie and me. |

| | |
|--------------|---|
| Paras. 31~33 | My failure to sweep Debbie off her feet. |
| Paras. 34~37 | The after events of the story; the fruitless romance aroused my interest in academic knowledge. |



The Text-related Background Information

Samuel Taylor Coleridge (1772~1834), 柯勒律治, 英国消极浪漫主义诗人、评论家。他与华兹华斯曾生活于英格兰西北的湖泊地区, 进行诗歌创作, 歌颂大自然, 抨击现实, 被称为“湖畔派诗人”。柯勒律治的主要作品有: 与华兹华斯合作创作的《抒情歌谣》、《古舟子咏》、《忽必烈汗》、《巴士底狱的倒塌》等。



The Comprehension of the Text

◇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? (Para. 1) 除了不像一般孩子那样生性贪玩、不愿学习的书呆子之外, 还有谁愿意长大后当老师呢?

理解: *Only a bookworm, who doesn't have the normal kid's tendency to play, can become a teacher.*

本句为修辞疑问句(Rhetorical Question), 语气非常强烈, 所表达的事实非常确定, 不容置疑。这种疑问句, 并不要求对方回答, 而是表达强烈的语气。如:

Who else but a fool doesn't want to lead a pleasant and fruitful life?

Who doesn't want to live in a society of peace and prosperity?

在短语“the tendency to play rather than study”中, 动词不定式作定语修饰“the tendency”。在名词 ability, intention, tendency, inclination, determination, eagerness, wish, expectation 等之后常跟不定式作定语。

They went away with the determination to win.

I could see his eagerness to meet you.

◇2. I've tried desperately to explain to my students that the image they have of me as an enthusiastic devotee of books and homework during my adolescence was a bit out of focus. (Para. 2) 我使劲地向学生们解释说他们认为我年轻时酷爱读书和做作业的想法有点被扭曲了。

理解: *I've tried very hard to explain to my students that it wasn't true that I enjoyed reading and doing homework when I was young.*

在“the image they have of me as an enthusiastic devotee of books and homework during my adolescence”中, “they have”为定语从句, 修饰“the image”, “of me as an enthusiastic devotee of books and homework”也为定语修

饰“the image”，本应该紧接着“the image”，但为了使结构紧凑，不至于产生歧义，故将其后置。

◇3. I couldn't quite accept the notion of having to go to school while the fish were biting. (Para. 2) 我不大愿意接受在鱼咬钩时却要去上学的想法。

理解: *I didn't like the idea that I would have to go to school when the fish were biting.*

该句表明了“我”讨厌上学，同时又反映了“我”与普通孩子一样都有爱玩的天性。

◇4. Cupid aimed his arrow and struck me right in the heart. (Para. 3) 丘比特将箭瞄准并射中了我的心。

理解: *I fell in love with a girl.*

该句运用了来自于罗马神话中的典故，颇为形象生动。在古罗马神话中，丘比特之箭象征着爱情。丘比特是爱神，维纳斯之子。他个子很小，长着翅膀，背着弓箭。一旦他的箭射中某人的心脏，这人便会爱上另外一个人。写作中运用这类典故具有言简意赅、形象丰富的作用。本篇课文第34段有另外一处神话典故。

◇5. ... and that year I ground up enough pencils to fuel a campfire. (Para. 4) ……那一年我削的铅笔足以点燃一堆篝火。

理解: *...and that year I sharpened many pencils and they can be used to make a campfire.*

该句采用了夸张的修辞手法(hyperbole)，“我”对Debbie的爱慕之情跃然纸上。

fuel: provide with fuel 给……提供燃料。注意一些名词可兼做动词，既形象又精练。如：

The “flywheel” battery, it is said, could power an electric car for 600 miles on a single charge.

The airport is being privately funded by a construction group.

Invitations were showered on him as soon as his presence in the city was known.

I schemed desperately to bridge the gulf.

◇6. Alas, Debbie was far beyond my wildest dreams. (Para. 4) 唉，德比对于我而言可望却不可及。

理解: *Debbie is much more excellent than what I hoped for.*

◇7. We were separated not only by five rows of desks, but by about 50 I. Q. points. (Para. 4) 不仅我们课桌相隔五排，而且我们智商也相差约50分。

理解: *Our desks are separated by five rows. Besides, her I. Q. is 50 points*

higher than mine.

◇8. Occasionally, Debbie would catch me staring at her, and she would flash a smile that radiated intelligence and quickened my heartbeat. (Para. 5) 偶尔, 德比会发觉我在盯着她看, 她常常朝我莞尔一笑, 微笑之中透射着智慧, 使我心跳加速。

理解: *Sometimes Debbie would see me gazing at her, and she would smile back at me, which made me excited. In her smile wisdom can be seen clearly.*

本句寥寥数笔, 刻画了“我”爱恋德比, 惴惴不安的心态, 这与 flash, radiate 等动词的运用精当生动不无关系。

◇9. I would become Chief Brain in English II and sweep my princess off her feet with a surge of erudition. (Para. 7) 我会成为英语二班的主要智囊人物, 并以我渊博的学识而使我爱的姑娘倾心于我。

理解: *I would become a person with a good mind and make the girl I loved strongly attracted to me with my great academic knowledge.*

◇10. 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 (Para. 20) 消防训练结束了, 我们开始排队走进大楼。为了把阿留申群岛的土著居民的情况说完, 我只好加快语速。

理解: *After the fire drill was over, we went into the building one after another. In order to finish the talk about the natives in the Aleutian Islands, I had to speak more quickly.*

◇11. She was frowning, apparently stumped on a word. (Para. 22) 她皱着眉头, 显然被一个词难住了。

理解: *She was frowning. Clearly she was puzzled by a word.*

◇12. And so it went, that glorious, joyous, romantic sophomore year. (Para. 26) 那美妙的、愉快的、浪漫的大学生二年级时光就这样逝去。

理解: *The splendid, happy and romantic sophomore year went by this way.*

本句采用了外位语, 即: 为强调主语, 将主语移至句后, 而以人称代词代替主语放在主语的位置上, 位置移后的主语被称为外位语。该句采用外位语表达了作者对美好时光逝去的伤感之情。

◇13. Debbie seemed to relish our little conversation and hung on my every word. (Para. 26) 德比似乎非常喜爱我们简短的谈话, 并倾听我讲的每一句话。

理解: *Debbie seemed to enjoy our short conversation and listened attentively to every word I uttered.*

◇14. I sneaked a look at Debbie and gave her a big wink. She beamed proudly and winked back. (Para. 30) 我偷偷地看了德比一眼, 对她使劲地眨了眨

眼。她很自豪地笑了笑，也眨了眨眼。

理解: *I cast Debbie a look quickly without being noticed, and winked hard at her. She smiled brightly and proudly, and returned a wink.*

◇15. The revelation hit me hard, and for a while I felt like forgetting everything I had learned. (Para. 31) 知道德比与邻近学校的三年级男生经常约会对我打击不小。有段时间我曾想忘掉所学的一切。

理解: *It is a heavy blow to me knowing that Debbie was going steady with a junior from a neighboring school, and for some time I wanted to forget all I had learned.*

◇16. I felt not only hurt, but betrayed. Like Agamemnon, but with less drastic consequences, thank God. (Para. 34) 我觉得自己感情不仅受到伤害, 而且被出卖了。(我觉得自己) 与阿伽们农经历相似, 但结局不如其严重, 感谢上帝。

理解: *My feelings were not only hurt, but I also felt that Debbie was not loyal to me, just like Agamemnon who was betrayed and killed by his wife. I nearly died of grief, but fortunately, the results were not very serious.*

本句运用了希腊神话中的典故。阿伽们农是 Mycenae 的国王, 特洛伊战争中担任希腊联军的统帅, 战后回国被其妻子及其情夫谋杀。在希腊神话中阿伽们农象征着被亲人出卖并死于非命的悲剧形象。作者以这一神话典故自喻, 可见其对德比用情之深, 以及德比对其伤害之深。



Key Words, Phrases and Structures

| | | |
|-----------------------|-----------------|---------------------------------|
| volume | venture | browse |
| frown | relish | beam |
| perceive | incentive | |
| out of focus | if only | catch/catch/spot sb. doing sth. |
| sweep sb. of his feet | care to do sth. | step up |
| get sth. in | be absorbed in | hung on |
| feel like | pore over | |

◇1. ... was a bit **out of focus**... (Para. 2) ……有点被扭曲了。

out of focus: (the lens) not correctly placed; unclear; blurred 焦距没对准; 不清楚; 模糊的

This picture of John is **out of focus**, I can't see his face clearly. 约翰的这张照片焦距没对准, 我看不清楚他的脸。

In some of the pictures the subjects are **out of focus**, while the background is sharp. 有些照片中主题已模糊不清, 但背景却很清晰。

◇2. ... **if only** to gaze at the lovely face in English II. (Para. 3) ……即使只为见到英语二班那漂亮的面容。

if only 与动词不定式连用, 表示让步关系, 相当于“哪怕是为了”或“即使仅仅为了”等含义。

John knows that he has to perform very well on the final exam, **if only** to make quite an impression on her. 约翰知道自己期末考试要考出好成绩, 即使只为给他女朋友留下好印象。

only 也可和动词不定式连用, 表示出人意料的结果。如:

Frank went to the airport in great haste, **only to find** that his flight had taken off. 弗兰克匆匆赶往机场, 却发现他所乘的航班已起飞。

if only 还可以用来表示祝愿和愿望。如:

My daughter is afraid of staying alone at home. **If only** she had more courage! 我女儿害怕一个人呆在家里。要是她更勇敢点就好了!

◇3. ...Debbie would **catch me staring at** her, ... (Para. 5) ……德比会看见我凝望着她, ……

catch sb. doing sth. 看见某人在做某事。类似结构还有: **find / see / watch / spot / notice / feel sb. / sth. doing sth.** 如:

I could **feel the wind blowing** on my face from an open window. 我感到风从打开的窗户吹来, 拂过我的脸庞。

I **spotted Mary sitting** alone on the sofa and weeping, so I went up to see what's wrong with her. 我看见玛丽独自一人坐在沙发上哭泣, 便走上前去看看她怎么。

◇4. ... the first **volume** of a set of encyclopaedia at the special price of 29 cents. (Para. 6) ……一套百科全书的第一卷以 29 美分的特价出售。

volume: 1) one of a set of books of the same kind (一套书的) 一册; 一卷

We have a set of Dickens' works in 24 **volumes**. 我们有 24 卷狄更斯作品。

I own a library of five hundred **volumes**. 我的图书馆有藏书 500 套。

2) size 容量, 体积

The storeroom has a **volume** of 400 cubic feet. 这间储藏室容积达 400 立方英尺。

3) amount; number 数量

The **volume** of the trade between the two countries was reported to have declined. 这两个国家的贸易总量据报道已经下降。

◇5. ...began my venture into the world of knowledge. (Para. 7) ……开始了在知识世界中探险的旅程。

venture: 1) *n.* an attempt; an activity involving the risk of failure 尝试, 冒险

Speculating in the stock market is a costly **venture**. 投资于股票市场是代价昂贵的冒险。

Only a fool would undertake such a **venture**. 只有傻瓜才敢这样冒险。

2) *v.* risk going somewhere or doing something dangerous 冒险到某地, 冒险做危险的事情

Don't **venture** too near the well, you may fall in. 不要冒险太靠近井边, 你会掉下去的。

Nobody **ventured** to go through the woods on the stormy night. 没有人敢在下暴雨的晚上穿过树林。

3) *v.* take the risk of saying sth. that may be opposed or considered foolish 大胆提出可能被反对或被认为愚蠢的想法

I **venture** to say that man will live on the moon. 我敢说人类将来会生活在月球上。

◇6. ...and **sweep my princess off her feet** with a surge of erudition. (Para. 7) ……并以我渊博的学识使我所爱的姑娘倾心于我。

sweep sb. off his/her feet: make sb. suddenly and strongly attracted to you in a romantic way; make sb. excited (使) ……倾心于

The handsome officer **swept Mary off her feet** with his erudition and grace. 这位英俊的军官凭自己的学识和优雅的举止赢得了玛莉的芳心。

The singer **swept the audience off their feet** with her excellent performance at the concert. 这位歌手在音乐会上的出色表演使观众倾倒。

Bob **was swept off his feet** when he won the first prize in the speech contest. 鲍勃因在演讲比赛中获得一等奖而欣喜万分。

◇7. ... "I don't think I'd even **care** to visit," ... (Para. 19) ……我认为自己不会想去那里的, ……

care to do sth.: would like to do sth. 愿意做某事, 主要用于否定句、疑问句和条件句

I don't think you **care** to hear my opinion of him. 我想你不愿意听听我对他的看法。

People usually don't **care** to let their room for a short time. 人们常常不愿意把房子短时间租出去。

比较: care for; take interest in; like; take care of 对……有兴趣; 喜欢; 照顾

care about : be concerned about 关心

care whether / what / how... : mind 在乎

After the death of their mother, the children were **cared for** by their aunt.
母亲去世之后, 这些孩子由他们婶婶照顾。

She thinks only of herself; she doesn't **care about** other people. 她只想到自己而不关心其他人。

John said he didn't **care whether** he would win or lose in the match. 约翰说他不在乎他比赛是赢还是输。

◇8. ...so I had to **step it up**... (Para. 20) ……我只好加快语速……

step up; increase the size or speed of 加快; 增加

In order to restore our standard of living, we've got to **step up** production and export. 为恢复我们原有的生活水平, 我们得增加生产和出口。

When John found he was going to be late, he **stepped up** his pace. 约翰发现自己要迟到, 便加快了脚步。

比较: step in; interfere in 介入, 干涉

Mother **stepped in** and forbade me to go camping. 母亲干涉我, 不准我去野营。

◇9. One day I was **browsing** through the library. (Para. 21) 一天我在图书馆浏览书籍。

browse: casually look or search, e. g. in a shop, in a library, at a book, etc. with no specific aim or object in mind 浏览

He was sitting on the sofa **browsing** through the pages of the evening paper. 他坐在沙发上翻阅晚报。

She used to **browse** in an antiques market, in hopes that he would find something valuable. 她常常到古玩市场看看, 希望能够找到有价值的东西。

◇10. I spotted Debbie sitting at the table, **absorbed in** a crossword puzzle. (Para. 21) 我看见德比坐在桌子旁, 全神贯注地做填字游戏。

be absorbed in; fill completely the attention, interest, time, etc. 全神贯注于, 专心致志于

I was **absorbed in** a book and didn't hear you call. 我在专心看一本书, 没听到你在叫唤。

◇11. She was **frowning**... (Para. 21) 她皱着眉头……

frown: contract the brows, as in displeasure or deep thought 皱眉

frown on / upon: disapprove of 不赞成, 不以为然

The older generation have always **frowned upon** some of the ideas of the young. 老一代人总是不赞成年轻一代人的一些观点。

◇12. Debbie seemed to **relish** our little conversations and ... (Para. 25) 德比似乎很喜欢我们简短的谈话……

relish: enjoy; be pleased with 喜爱; 欣赏

She won't **relish** having to get up before dawn to catch the train. 她不愿意为了赶火车黎明前起床。

He **relished** the memory of his adventure in the sparsely-populated mountains. 他喜欢回忆在人口稀少山区的冒险历程。

◇13. ... and **hung on** my every word. (Para. 25) ……并倾听我说的每一句话。

hang on: 1) keep hold of 紧握, 紧紧抓住

Jack almost fell off the cliff, but managed to **hang on** a boulder until help came. 杰克差点从悬崖上摔下来, 但他牢牢抓住了一块巨石, 直到有人来救他。

2) survive a crisis; hold on 坚持下来; 不挂断电话

The grocer was losing money every day, but he **hung on**, hoping that business would improve. 杂货店每天都亏本, 但他坚持下来, 希望生意好转。

3) depend on 取决于

It all **hangs on** whether he is willing to help us. 这取决于他是否愿意帮助我们。

◇14. She **beamed** proudly... (Para. 29) 她很自豪地笑了笑……

beam: vi. shine brightly; smile warmly 闪亮; 微笑

Frances **beamed** at her friend with undisguised admiration. 弗朗西丝钦佩地对她朋友笑了笑。

n. smile; a line of light shining from some bright objects 微笑; 光束

When I approached the car, I was blinded by the bright **beam** of its front lights. 我走进汽车时, 车前灯明亮的光束使我看不清任何东西。

◇15. What I failed to **perceive** was that... (Para. 30) 我所不了解的是……

perceive: notice; be conscious of 注意到; 感觉; 察觉

Only an artist could **perceive** the fine shades of color in the painting. 只有艺术家才能看出绘画作品中色泽的细微差异。

I can't **perceive** any differences between these coins. 我看不出这些硬币有什么区别。

She gradually **perceived** that her parents had contributed a lot to her career

as a lawyer. 她逐渐认识到父母对她律师工作帮助很大。

I **perceived** that it would be very tough to finish the project before the deadline. 我知道要在规定期限前完成这项工程非常困难。

相关词: perceptive: 感觉灵敏的, 有洞察力的

perceptible: 感觉得到的

perception: 感知, 察觉

◇16. ...and for a while I **felt like** forgetting everything I had learnt. (Para. 30) ……有段时间我想忘掉所学的一切。

feel like sth. / doing sth. : want to do sth. 想做某事

I was so angry that I **felt like** throwing something at him. 我很生气, 想拿东西砸他。

I **felt like** a good rest for I was exhausted from a whole day's hard work. 辛苦工作一整天, 我很累, 想休息一会儿。

比较: would like to do sth. 想做某事

be inclined to do sth. 倾向于做某事

intend to do sth. 打算做某事

be in a position to do sth. 能够做某事

◇17. Although the original **incentive** was gone... (Para. 33) 尽管原来的动力已不复存在……

incentive: encouragement to greater activity, motivating factor, stimulus 动力; 鼓励, 刺激

The government decided to take prompt actions to give **incentive** to foreign investment. 政府决定马上采取措施鼓励外国人投资。

His proposal would provide tax **incentives** for businesses to hire people from these areas. 他的提议将在税收方面鼓励企业雇用来自于这些地区的人们。

◇18. ...I continued **poring over** the encyclopaedias... (Para. 33) ……但我仍继续研读百科全书……。

pore over: study or give close attention to (usually sth. written or printed) 集中精神阅读, 研读

It will take several more months to **pore over** the volumes of documents. 要研读这几卷文件还需要几个月时间。

He used to spend hours **poring over** travel brochure before he took a trip. 他旅行之前都要花几小时仔细阅读旅游手册。