

主 编

杨 梅

江文清

课文结构图解

新编大学英语

课文导读

难句难点精讲

内容提要范例

1

New College English

中国科学技术大学出版社

主 编

杨 梅

江文清

课文结构图解

1

新编大学英语

New College English

课 文 导 读

难句难点精讲

编 委

(以姓氏笔画为序)

王吉良 王继玲 江文清 宋庆文

李光华 张宇祥 武晓山 杨 梅

胡昌宇 侯菊梅 曹玉兰 梁 琼

内容提要范例

中国科学技术大学出版社

内 容 简 介

本书是与《新编大学英语》教材配套、由 10 多位高校英语老师结合数年的第一线教学经验编写而成的学习指导用书。内容包括课文结构分析、课文简述、难句分析、参考译文及练习答案 4 个部分。这 4 个部分围绕“主题教学”这一宗旨,相互补充,对所要掌握的技能给予整体式讲解和引导,改变孤立地讲解单词的做法,以各单元的篇章结构分析和内容提炼为重点,将词汇学习、句法分析融会到课文分析和难句讲解中,使学生在篇章、句法的学习中综合掌握语言技能,体现了整体教学的思想。使学生对文章的理解更透彻,更有助于语言运用能力的提高。

本书编写体例新颖,重点突出,可作为学习《新编大学英语》第 1 册的学习辅导书,为各大专院校学生首选学习参考用书,也适合有志提高英语水平的各类读者自学使用。

图书在版编目(CIP)数据

新编大学英语课文导读(第 1 册)/杨梅等编著. —合肥:中国科学技术大学出版社, 2003. 8

ISBN 7-312-01609-X

I. 新… II. 杨… III. 英语—高等学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 065901 号

中国科学技术大学出版社出版发行

(安徽省合肥市金寨路 96 号, 230026)

中国科学技术大学印刷厂印刷

全国新华书店经销

开本: 787×1092/16

印张: 11 字数: 268 千

2003 年 8 月第 1 版

2003 年 8 月第 1 次印刷

印数: 1—3 000 册

ISBN 7-312-01609-X/H·310

定价: 12.00 元

(凡图书出现印装质量问题, 请向承印厂要求调换)

前言

《新编大学英语》第1册至第4册的编写宗旨是以“学生为中心的整体教学模式”和“发展学生语言综合技能”，针对这一特点，结合实际教学需要，我们组织部分高校教学一线的英语老师编写了“《新编大学英语》课文导读”同步辅导书，也分为4册。与同类学习辅导书相比，本套书有以下特点：

1. 以“语篇教学”思想为主导。许多学生在英语学习过程中反映，虽然他们能够背完一本字典收录的所有词条，但在阅读文章和词语运用时仍感到困难重重。这实际上正反映了“见木不见林”，将语言的整体技能分解得支离破碎的英语学习方法的弊端。本套书的编写目的即是要克服这一弊端。为凸现以“学生为中心的整体教学模式”和“发展学生语言综合技能”的特点和优势，本套书改变了孤立地讲解单词的做法，以各单元的篇章结构分析和内容提炼为重点，将词汇学习、句法分析融会到课文分析和难句讲解中，使学生在篇章、句法的学习中综合掌握语言技能，体现了整体教学的思想。

2. 为方便广大学生课外自学，本书对课后阅读的文章予以详解。由于《新编大学英语》内容多，信息量大，课后阅读的文章量大，学生自学课后阅读有相当的难度，现有的部分辅导书对课后的阅读文章多是不做讲解或是讲解甚少。本套书解决了这一问题，对课后阅读文章的结构、内容、语言点等做尽可能详尽的分析，以满足学生的需要，真正发挥课后辅导的作用。

3. 编写体例新颖，重点突出。对每篇文章分4个部分予以详解：

A. 课文结构分析 以表格框架的形式图解每一篇文章的整体结构，给出文章的要点及各论证论据（supporting idea），使学生对该文章的结构、甚至写作提纲一目了然，帮助学生从整体上掌握课文结构，提高语篇理解力，进一步理解课文内容。

B. 课文简述 将课文内容浓缩到200~300字，使学生对所学课文内容有整体掌握，深化理解，并学习课文提要的写法，加强总结、复述能力的训练。

C. 难句分析 根据教学中学生的反映，选取重点、难点或文中的关键词句给以详细讲解，所举例句均以双语注释。把对词的解析置于对句子的分析中，这样就避免了学习孤立的单词的做法。在文章中多处出现的同一用法，都将选出来集中在一起进行比较，加深学习印象。

D. 参考译文及练习答案 翻译技能是英语学习的一项重要技能，也是许多考试中的重要考点。通过原文和译文的对比，学生不仅更加熟悉原文，还可以加强翻译练习，有助于翻译水平的提高。

各单元的课内阅读部分的练习都提供了答案，供学生参考。由于课外阅读的练习部分教材上已附有答案，在此就不再重复列出。

以上4个部分围绕“主题教学”这一宗旨，相互补充，使学生对文章的理解更透彻，对所掌握的技能有一个整体的提高，更有助于语言运用能力的提高。

本套书的编写者们目前正在使用这套教材进行教学，本套书就是根据他们在近 4 年的教学实践中的较为成熟的经验体会，经总结、概括编写而成。书中选编的难点大多是根据学生在学习过程中的反馈归纳出来的，有很强的针对性。因此，可作为各大专院校正在学习使用《新编大学英语》的所有学生的良师益友和自我提高的辅助教材，相信广大英语学习者都会从这套书中有所收益。

本书第 1 册由江文清、杨梅编写，第 2 册由张宇祥、王继玲、王吉良、武晓山、胡昌宇编写，第 3 册由梁琼、曹玉兰、宋庆文编写，第 4 册由杨梅、侯菊梅、李光华编写，最后由美国语言博士 Doctor Leo Lindsay 和程先富教授审定，在此一并感谢。

由于编者的教学研究水平和实践能力的限制，书中难免有疏漏不当之处，恳请读者批评指正，不吝赐教。

编 者

2003 年 8 月 16 日

目次

前 言	(I)
Unit 1 Love	(1)
In-Class Reading A Good Heart to Lean On	(1)
A. Structure of the Text→课文结构分析	(1)
B. Abstract of the Text→课文简述	(1)
C. Difficult Sentences and Language Points→难句分析	(1)
D. Keys to the Exercises→练习答案	(5)
After-Class Reading	
Passage I A Kiss for Kate	(6)
A. Structure of the Text→课文结构分析	(6)
B. Abstract of the Text→课文简述	(6)
C. Difficult Sentences and Language Points→难句分析	(6)
D. The Text in Chinese→参考译文	(8)
Passage II Benefits from Pets	(10)
A. Structure of the Text→课文结构分析	(10)
B. Abstract of the Text→课文简述	(10)
C. Difficult Sentences and Language Points→难句分析	(10)
D. The Text in Chinese→参考译文	(11)
Unit 2 Psychology in Our Daily Life	(13)
In-Class Reading Is There a Doctor in the Body?	(13)
A. Structure of the Text→课文结构分析	(13)
B. Abstract of the Text→课文简述	(13)
C. Difficult Sentences and Language Points→难句分析	(13)
D. Keys to the Exercises→练习答案	(17)
After-Class Reading	
Passage I The Psychology of Money	(19)
A. Structure of the Text→课文结构分析	(19)
B. Abstract of the Text→课文简述	(19)
C. Difficult Sentences and Language Points→难句分析	(19)
D. The Text in Chinese→参考译文	(21)
Passage II How to Jump Queue Fury	(22)
A. Structure of the Text→课文结构分析	(22)
B. Abstract of the Text→课文简述	(22)
C. Difficult Sentences and Language Points→难句分析	(22)

D. The Text in Chinese→参考译文	(23)
Passage III Comforting Thoughts	(24)
A. Structure of the Text→课文结构分析	(24)
B. Abstract of the Text→课文简述	(24)
C. Difficult Sentences and Language Points→难句分析	(24)
D. The Text in Chinese→参考译文	(26)
Unit 3 Culture	(28)
In-Class Reading Bridging Cultural Gaps Gracefully	(28)
A. Structure of the Text→课文结构分析	(28)
B. Abstract of the Text→课文简述	(28)
C. Difficult Sentences and Language Points→难句分析	(28)
D. Keys to the Exercises→练习答案	(31)
After-Class Reading	
Passage I Dining Customs in America	(33)
A. Structure of the Text→课文结构分析	(33)
B. Abstract of the Text→课文简述	(33)
C. Difficult Sentences and Language Points→难句分析	(33)
D. The Text in Chinese→参考译文	(34)
Passage II Chinese and American Culture	(35)
A. Structure of the Text→课文结构分析	(35)
B. Abstract of the Text→课文简述	(36)
C. Difficult Sentences and Language Points→难句分析	(36)
D. The Text in Chinese→参考译文	(37)
Passage III Specific Taboos	(38)
A. Structure of the Text→课文结构分析	(38)
B. Abstract of the Text→课文简述	(38)
C. Difficult Sentences and Language Points→难句分析	(38)
D. The Text in Chinese→参考译文	(39)
Unit 4 Holidays and Special Days	(41)
In-Class Reading A Merry Christmas	(41)
A. Structure of the Text→课文结构分析	(41)
B. Abstract of the Text→课文简述	(41)
C. Difficult Sentences and Language Points→难句分析	(41)
D. Keys to the Exercises→练习答案	(44)
After-Class Reading	
Passage I Merry Christmas	(46)
A. Structure of the Text→课文结构分析	(46)
B. Abstract of the Text→课文简述	(46)
C. Difficult Sentences and Language Points→难句分析	(46)

D. The Text in Chinese→参考译文	(47)
Passage II April Fools' Day	(49)
A. Structure of the Text→课文结构分析	(49)
B. Abstract of the Text→课文简述	(49)
C. Difficult Sentences and Language Points→难句分析	(49)
D. The Text in Chinese→参考译文	(51)
Unit 5 Money	(53)
In-Class Reading Time Spent Agonizing over Money	(53)
A. Structure of the Text→课文结构分析	(53)
B. Abstract of the Text→课文简述	(53)
C. Difficult Sentences and Language Points→难句分析	(53)
D. Keys to the Exercises→练习答案	(57)
After-Class Reading	
Passage I Elias: A Parable	(59)
A. Structure of the Text→课文结构分析	(59)
B. Abstract of the Text→课文简述	(59)
C. Difficult Sentences and Language Points→难句分析	(59)
D. The Text in Chinese→参考译文	(60)
Passage II A Letter to God	(62)
A. Structure of the Text→课文结构分析	(62)
B. Abstract of the Text→课文简述	(62)
C. Difficult Sentences and Language Points→难句分析	(62)
D. The Text in Chinese→参考译文	(64)
Unit 6 Shopping	(66)
In-Class Reading Consumer Behavior of Young People	(66)
A. Structure of the Text→课文结构分析	(66)
B. Abstract of the Text→课文简述	(66)
C. Difficult Sentences and Language Points 难句分析	(66)
D. Keys to the Exercises→练习答案	(69)
After-Class Reading	
Passage I About Buying Things	(70)
A. Structure of the Text→课文结构分析	(70)
B. Abstract of the Text→课文简述	(70)
C. Difficult Sentences and Language Points→难句分析	(70)
D. The Text in Chinese→参考译文	(71)
Passage II The Older Subculture	(72)
A. Structure of the Text→课文结构分析	(72)
B. Abstract of the Text→课文简述	(72)
C. Difficult Sentences and Language Points→难句分析	(73)

D. The Text in Chinese→参考译文	(73)
Passage III Bargains	(74)
A. Structure of the Text→课文结构分析	(74)
B. Abstract of the Text→课文简述	(75)
C. Difficult Sentences and Language Points→难句分析	(75)
D. The Text in Chinese→参考译文	(75)
Unit 7 Emotions and Health	(77)
In-Class Reading The Secrets of Good Health	(77)
A. Structure of the Text→课文结构分析	(77)
B. Abstract of the Text→课文简述	(77)
C. Difficult Sentences and Language Points→难句分析	(77)
D. Keys to the Exercises→练习答案	(81)
After-Class Reading	
Passage I Your Anger Can Kill You	(83)
A. Structure of the Text→课文结构分析	(83)
B. Abstract of the Text→课文简述	(83)
C. Difficult Sentences and Language Points→难句分析	(84)
D. The Text in Chinese→参考译文	(87)
Passage II How to Live to Be 100	(88)
A. Structure of the Text→课文结构分析	(88)
B. Abstract of the Text→课文简述	(88)
C. Difficult Sentences and Language Points→难句分析	(89)
D. The Text in Chinese→参考译文	(91)
Unit 8 Social Problems	(92)
In-Class Reading Latchkey Children - Knock, Knock. Is Anybody Home?	(92)
A. Structure of the Text→课文结构分析	(92)
B. Abstract of the Text→课文简述	(92)
C. Difficult Sentences and Language Points→难句分析	(92)
D. Keys to the Exercises→练习答案	(97)
After-Class Reading	
Passage I It's a Mugger's Game in Manhattan	(98)
A. Structure of the Text→课文结构分析	(98)
B. Abstract of the Text→课文简述	(98)
C. Difficult Sentences and Language Points→难句分析	(98)
D. The Text in Chinese→参考译文	(101)
Passage II Thief	(102)
A. Structure of the Text→课文结构分析	(102)
B. Abstract of the Text→课文简述	(102)
C. Difficult Sentences and Language Points→难句分析	(103)

D. The Text in Chinese→参考译文	(106)
Unit 9 The Joy of Travel	(109)
In-Class Reading Transformative Travel	(109)
A. Structure of the Text→课文结构分析	(109)
B. Abstract of the Text→课文简述	(109)
C. Difficult Sentences and Language Points→难句分析	(109)
D. Keys to the Exercises→练习答案	(113)
After-Class Reading	
Passage I The Romance of Train Travel	(114)
A. Structure of the Text→课文结构分析	(114)
B. Abstract of the Text→课文简述	(115)
C. Difficult Sentences and Language Points→难句分析	(115)
D. The Text in Chinese→参考译文	(116)
Passage II Aruba	(118)
A. Structure of the Text→课文结构分析	(118)
B. Abstract of the Text→课文简述	(118)
C. Difficult Sentences and Language Points→难句分析	(118)
D. The Text in Chinese→参考译文	(120)
Unit 10 Man and Animals	(122)
In-Class Reading Aggression in Humans and Animals	(122)
A. Structure of the Text→课文结构分析	(122)
B. Abstract of the Text→课文简述	(122)
C. Difficult Sentences and Language Points→难句分析	(122)
D. Keys to the Exercises→练习答案	(127)
After-Class Reading	
Passage I Should the Navy Draft Dolphins?	(129)
A. Structure of the Text→课文结构分析	(129)
B. Abstract of the Text→课文简述	(129)
C. Difficult Sentences and Language Points→难句分析	(129)
D. The Text in Chinese→参考译文	(132)
Passage II Animals on the Job	(133)
A. Structure of the Text→课文结构分析	(133)
B. Abstract of the Text→课文简述	(133)
C. Difficult Sentences and Language Points→难句分析	(133)
D. The Text in Chinese→参考译文	(135)
Unit 11 Advertising	(137)
In-Class Reading What Advertising Does to Us	(137)
A. Structure of the Text→课文结构分析	(137)
B. Abstract of the Text→课文简述	(137)

C. Difficult Sentences and Language Points→难句分析·····	(137)
D. Keys to the Exercises→练习答案·····	(141)
After-Class Reading	
Passage I Advertising: The Selling of a Product ·····	(142)
A. Structure of the Text→课文结构分析·····	(142)
B. Abstract of the Text→课文简述·····	(142)
C. Difficult Sentences and Language Points→难句分析·····	(142)
D. The Text in Chinese→参考译文·····	(144)
Passage II Should Advertising Be Banned? ·····	(145)
A. Structure of the Text→课文结构分析·····	(145)
B. Abstract of the Text→课文简述·····	(145)
C. Difficult Sentences and Language Points→难句分析·····	(145)
D. The Text in Chinese→参考译文·····	(149)
Unit 12 Reflections on Life ·····	(151)
In-Class Reading A Diary of the Century ·····	(151)
A. Structure of the Text→课文结构分析·····	(151)
B. Abstract of the Text→课文简述·····	(151)
C. Difficult Sentences and Language Points→难句分析·····	(151)
D. Keys to the Exercises→练习答案·····	(154)
After-Class Reading	
Passage I Age and Youth ·····	(156)
A. Structure of the Text→课文结构分析·····	(156)
B. Abstract of the Text→课文简述·····	(156)
C. Difficult Sentences and Language Points→难句分析·····	(156)
D. The Text in Chinese→参考译文·····	(159)
Passage II Let the Questions In ·····	(160)
A. Structure of the Text→课文结构分析·····	(160)
B. Abstract of the Text→课文简述·····	(160)
C. Difficult Sentences and Language Points→难句分析·····	(161)
D. The Text in Chinese→参考译文·····	(162)

Unit 1 Love

In-Class Reading A Good Heart to Lean On

A. Structure of the Text→课文结构分析

Part I	The father's physical condition and how he managed to get to work. (Para. 1~4)
Part II	The son's comment on the father's personality. (Para. 5~7)
Part III	The father's attempt to experience things directly or indirectly. (Para. 8~11)
Part IV	The father's influence on his son. (Para. 12~13)

B. Abstract of the Text→课文简述

Father has been gone for many years now, but I think of him often. He was severely crippled. Despite his physical condition, he managed to get to work, and never missed a day. Father never thought of himself as an object of pity, nor did he show any envy for the others. What he looked for was a "good heart" and he did as he desired. He always attempted to experience things directly or indirectly. As a matter of fact, he participated in some things vicariously through me. It is me who has to regain my balance from Father.

C. Difficult Sentences and Language Points→难句分析

1. When I was growing up, I was embarrassed to be seen with my father. He was severely crippled and very short, and when we would walk together, his hand on my arm for balance, people would stare.

还是在我成长发育的时候，如果有人看到我和父亲在一块儿，我就很窘迫。他的腿瘸得十分厉害，个子很矮。我们走在一起时，他把手搭在我的臂上以保持平衡，人们常常会盯着看。

句中的 *when I was growing up* 是时间状语从句，在这里用过去进行时表示长大的过程，而不是瞬间动作，可翻译为“当我渐渐长大”。

to be seen 是不定式的被动语态，可还原为从句形式，即 *when I was seen with my father*。

句中另一个由 *when* 引导的从句，*when we would walk together* 中，有一个 *would*，在这里不是用作过去将来时的助动词，而是同 *used to* (过去常常)，表示过去的习惯、习性、倾向等，可译为“从前常……”。如：

When I was a child, I would often go skiing. →我小时常常去滑雪。

We would stay up all night talking about our future.

→(那时候), 我们常常彻夜谈论我们的未来。

would 的这种用法在本文其他地方还有出现, 如:

I would be ashamed of the unwanted attention.

At such times my sisters or I would pull him through the streets of Brooklyn.

Once there, he would cling to the handrail until he reached the lower steps that the warmer tunnel air kept ice-free.

used to 和 would 用法有一定区别, 具体为:

(1) would 通常在表示过去不大规则的行为或主语的关心、感慨等主观因素较强时使用, 常与 often、sometimes、for hours 等表示时间的副词连用。而 used to 则客观地陈述过去的规则行为。

(2) used to 表示过去持续的状态或情况。

There used to be a hospital here. →那儿原来有家医院。

(3) 与现在或将来比较而表示“以前经常……”时, 用 used to。

He will not have the money to spend on books as he used to.

→他不会再像过去那样有钱花在购书上了。

2. Our usual walk was to or from the subway, which was how he got to work. He went to work sick, and despite nasty weather.

那时父亲乘地铁上班, 我们就往返于地铁和家之间。无论刮风下雨抑或是头疼脑热, 他总是坚持上班。

to or from 来回, 是一种简洁的表示法, 类似的还有:

to and forth 来回

backward and forward 前后

up and down 上下

subway 后跟了一个由 which 引导的定语从句, 意思为“地铁就是他上班的交通工具”。sick 和 despite nasty weather 在句中做主语补语, 修饰说明主语 he, 相当于 despite sickness and nasty weather, 强调一种伴随状态。类似的用法还有:

He went there happy. →他高高兴兴地上那儿去。

He came to me flushed. →他向我走过来, 脸涨得通红。

despite 是介词, 同 in spite of, 意思为“尽管, 虽然”。但与 although 有一定区别。

Despite all our efforts, we failed again. (=Although we tried hard, we failed again.)

→尽管我们非常努力可还是失败了。

3. Once there, he would cling to the handrail until he reached the lower steps that the warmer tunnel air kept ice-free.

到了那儿, 他就紧抓着地铁通道口的扶手, 蹒跚而下, 一直到了下面没有冰雪的台阶才松手。

once 是连词, 意思是“一旦”, 等于 as soon as。完整的表示是 Once he got there (一旦他到那儿)。

tunnel 隧道, (这里指地铁里面)

cling to 扶着, 靠着

keep sth / sb + adj. 表示“保持……状态”, 其中的 adj. 做宾语补足语。

句中 ice-free 一词由 ice 和 free 合成, 意为“没有结冰的”。-free 常常与其他名词一起组合成词, 意为“无……的, 免……的”。如:

duty-free 免税的

interest-free 无息的

sugar-free 无糖的

4. When I think of it now, I marvel at how much courage it must have taken for a grown man to subject himself to such indignity and stress.

回想起当年的情景, 我总是感叹于父亲表现出来的巨大勇气。作为一个成年人, 要忍受那样的羞辱和压力是多么不容易啊。

think of 想起。同样的用法在文中还有一处, 如:

He has been gone many years now, but I think of him often.

→如今他已去世多年了, 但我仍然常常想起他。

marvel at 惊叹于, 惊异于; 对……表示惊奇 (at 后面可以接宾语从句)

We marvel at what he has done for his wife. →他为他妻子所做的一切令我们感叹不已。

I marvel at the fact that he landed the plane with only one engine working.

→他单靠一个引擎竟能将飞机降落, 真令我惊讶。

how much courage it must have taken for a grown man to subject himself ... 是套用句型 it takes sth for sb to do sth.

subject ... to sth 使遭受, 承受(其被动态为 be subjected to sth)

must have taken 中的 must 与动词完成式连用, 是虚拟语气, 表示对于过去的非常肯定的推论。如:

The lights have gone out. →电灯灭了。

A fuse must have blown. →一定是保险丝断了。

在疑问句和否定句中, 如果表示推断或是猜测, 常用 can 和 can't, 如:

Where can Mary have put the keys? She can't have lost them.

→玛丽把钥匙放到哪里了? 不会丢了吧。

5. He never talked about himself as an object of pity, nor did he show any envy of the more fortunate or able.

他从不把自己当做别人同情的对象, 他也从不羡慕比他幸运、比他有能力的人。

talk about ... as 在本句中相当于 think of ... as, regard ... as, look on ... as。其后的 as 是“作为”的意思。

an object of pity 同情的对象。object 在本句中意为“……的对象, ……的目标”。

nor did he show ... 是由 nor 引导的倒装句, 一般来说否定词放在句首, 句子都要用部分倒装句式, 类似的否定词还有 seldom, hardly, scarcely, nor, neither 等, 副词 only 放在句首也是这种情况。

envy 妒忌的

feel envy at 对……感到妒忌

be envious of 妒忌……

the more fortunate or able 的用法是 the + 形容词指一类人。本文中指的是相对于文章中的父亲那样的残疾人而言更幸运、有能力做更多事情的正常人。

6. Now that I am older, I believe that is a proper standard by which to judge people, even

though I still don't know precisely what a "good heart" is. But I know the times I don't have one myself.

现在我长大成人了，我开始相信这正是判断一个人的正确标准，虽然我还没有真正理解什么是“善良之心”。但我知道有时候我自己没有拥有一颗“善良之心”。

now that 既然

Now that everybody is here, let's get down to business.

→既然大家都到了，我们就开始干活吧。

standard 后面跟的是省略了主语的定语从句 *by which to judge people*. *by standard* 意思是“根据……标准”，*which to judge people* 是疑问句词加上不定式，相当于 *by which we should judge people*.

even though 即使。等于 **even if**

But I know the times I don't have one myself 中的 *times* 是复数，意思是“时期，时代”。

in modern times 在现代

I don't have one myself 是定语从句，修饰 *times*，省略了关系代词 *when*。

7. He liked to go dances and parties, where he could have a good time just sitting and watching.

他喜欢参加各种舞会和晚会，虽然只能坐着观赏，却也可享受一番乐趣。

where he could have ... 引导的定语从句修饰 *dances and parties*。

sitting and watching 是伴随状语，表示动作同时进行。

8. But the next day people kidded him by saying it was the first time any fighter was urged to take a dive even before the bout began.

第二天，人们开玩笑说，第一次听说在拳击手还没有上场前，就有人要求他假装被击倒。

kidded him by saying ... 意思是“通过说……和他开玩笑”，*by* 是引导表示手段的介词。

it was the first time any fighter was urged ... 一句的 *time* 之后省略了关系代词 *that*，完整的是 *that any fighter was urged ...* 做定语从句，修饰 *time*。

take a dive (美俚)(拳击中)假装被击倒

9. At such times I put my hand on his arm to regain my balance, and say, "You set the pace. I will try to adjust to you."

每逢此时，我就设想我的手搭在他的臂上，重新找回我自己的平衡，我会说：“你走你的，我随着你”。

注意文章开头描写父子同行时的用语，当时是父亲需要儿子的支撑：*his hand on my arm for balance ...*，而且是父亲说，*You set the pace. I will try to adjust to you*。在这里，作者将前文中对父亲的动作和语言的描述用来恰到好处地表达自己的感受——从父亲身上汲取精神力量，保持一颗善良的心，获得精神的平衡。这句话同时与标题呼应，点明了主题。

D. Keys to the Exercises → 练习答案

Reading Comprehension

1. Para.1~4 c. Para.5~7 a. Para.8~11 b. Para.12~13 d.
2.
 - 1) They would stare at them.
 - 2) He felt embarrassed/ashamed.
 - 3) He never let on.
 - 4) He usually walked there with the help of his son.
 - 5) He was pulled on a child's sleigh to the subway station.
 - 6) He liked baseball, dances, and parties.
 - 7) He asked them to sit down and fight with him.
 - 8) He was proud of his son.
 - 9) He missed him very much and was sorry for what he had thought about him.
 - 10) He learned to have a good heart from his father.
3. 1) C 2) A 3) C 4) B 5) D 6) A 7) B 8) C 9) D 10) A
4.
 - 1) the difficulty in coordinating the steps
 - 2) whether a person has a good heart
 - 3) a good heart
 - 4) the baseball team
 - 5) sat down to fight
 - 6) what the son has achieved, i.e. serving in the Navy
 - 7) sensed
 - 8) the reluctance to walk with him
5. (略)

Vocabulary

1.

1) urged	2) halted	3) bother	4) embarrassed
5) adjusted	6) complain	7) kid	8) engage
9) subject	10) saw to it that	11) coordinate	12) participate
2.

patient—patience	enter—entrance	bitter—bitterness	complain—complaint
fortunate—fortune	envy—envious	knowledge—knowledgeable	memory—memorable
reluctance—reluctant	frustrate—frustration		
- 3.

- 1) bitter 2) fortunate 3) patience 4) memorable 5) reluctant
6) entrance 7) complaints 8) envious 9) knowledgeable 10) frustration

Translation

1. He walks slowly because of his bad leg.
2. He came to the meeting despite his serious illness.
3. He saw to it that the same mistake wouldn't happen again.
4. Now that they've got to know each other a little better, they get along just fine.
5. Then I found myself surrounded by half a dozen boys.
6. I send you my best wishes on this happy occasion.

After-Class Reading

Passage I A Kiss for Kate

A. Structure of the Text→课文结构分析

Part I	The removable sight of an old couple, Kate and Chris, in the nursing home. (Para.1~7)
Part II	Chris is gone, and life becomes very hard for Kate. (Para.8~19)
Part III	What Kate missed in particular was Chris' kiss before bedtime, which had become a routine in their life. (Para.20~31)

B. Abstract of the Text→课文简述

Kate and Chris formed a very removable sight in the nursing home. They often spent hours musing on their old scrapbook, which collected their memories of years, sweet and lovable. Unfortunately, Chris was gone because of heart attack, and life became very hard for Kate. It was a shock and she could nearly recover from it. She was especially uneasy and restless during bedtime. It was after a long time before I found the reason. What Kate missed in particular was Chris' kiss before bedtime, which had become a routine in their common life.

C. Difficult Sentences and Language Points→难句分析

1. Every afternoon when I came on duty as the evening nurse, I would walk the halls of the nursing home, pausing at each door to chat and observe.

每天下午，我作为夜班护士来值班时，都要在养老院的几个大厅之间巡视，在每个门前停下来，聊聊天，观察一下。

pausing at each door to chat and observe 为分词短语做状语，表示伴随状况。