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编写说明

上海外语教育出版社继优秀教材——《大学英语》(修订版)出版后,在进入 21 世纪的第一年又推出了教材力作——《大学英语》(全新版)。在大学英语亟待改革的今天,教材作为一种教学思想的载体,会有力推动教学改革的进一步深化。“全新版”的问世带着教学新路的探索给一线广大师生以新的学习视野。

为了使学生全面消化吸收教材内容,我们工作在“全新版”教学一线的骨干教师遵从大学英语的教学特点,力求以学生为中心,针对学生英语学习中的难点给以最大的方便和详尽的辅导。同时,为使学生在平日的学习中就能为将来备考四六级做准备,我们为其提供了实战训练场所——既有基础知识的切入,又有应用能力的体现。

本套辅导丛书的编写特色和使用说明如下:

特色一:人性化设计——课文与导读融为一体

我们选取课文重点段落,将其原文与注释以左右形式编排,原文与译文以上下形式编排,版面设计人性化。同时将每一段落中的“扩展词汇、修辞语句以及背景文化”等知识收藏到“相关链接”中,从真正意义上方便了学生的阅读和使用。(详见例文)

Part I 课文精读

He came from a **rocky farm** in Italy, somewhere south of **Rome**. How or when he got to America, I don't know. But one evening I found him standing in the **driveway**, behind my garage. He was **about five-foot-seven or eight**, and thin.

他来自意大利罗马以南的某地一个满地石子的农场。他什么时候、怎么到美国的,我不清楚。不过,有一天晚上,我看到他站在我家车库后面的车道上。他身高五英尺七八英寸左右,人很瘦。

满地石子的农庄
罗马(意大利首都)
宅旁私家车道
(身高)约五英尺七、八(约 1.76 米左右)



【相关链接】

driveway 私家车道
highway 公路;大路
motorway (BrE) 高速公路

特色二:图文并茂——形象化解长句、难句

对于那些繁缛复杂的长难句我们采用了图解的方式,帮助学生形象地理解课文原意。(详见例文)

Part II 长难句分析

(1) He looked for the girl whose heart  he knew, but whose face  he didn't, the girl **with** the rose.

他在寻找一位姑娘,一位佩带玫瑰的姑娘。他只知其心,但不知其貌。

※ 定语从句可采用分译方法,将英文的一个复合句译成几个简单的汉语句,长的定语可放在句末。

特色三：版面革命——考纲词汇编写体例新颖

为使学生科学记忆词汇，我们将课文的考纲词汇分成“构词”、“用法”、“搭配”及“辨析”等版块，且单元之间词汇不重复。（详见例文）

Part III 考纲词汇精讲

bore

vt. ①使(人)厌烦 ▲ He always *bore*s her with the same story. 他总是用同样的故事来烦她。

②使人讨厌的人或事 ▲ The movie was a *bore*. 那部电影很无聊。

构词 *boredom* *n.* 无聊, 厌烦 *bored* *a.* 感到无聊的, 心烦的 *boring* *a.* 令人厌烦的

用法 *bore sb. to death/tears* 令人极度厌烦 ▲ I was *bored* to death/tears by their trivial conversation. 我对他们那无聊的对话厌烦得要死。

辨析 *bored* 与 *boring*: *bored* 表示某人感到厌倦。▲ Are you *bored* with my story? 我的话使你感到厌烦吗? *boring* 表示某人或某事令人生厌。▲ I found the discussion *boring*. 我发现这个讨论令人生厌。

特色四：精益求精——教材练习解答详尽

在“Part V 教材练习答案详解”中我们配以参考答案和译文，同时为使学生牢记课文知识点，在语法单项和综合填空的难点处还做了详细分析和解答。

特色五：实战演练——四六级同步训练，直指应试。

“Part VI 四六级考试同步训练”中的试题多数选自四六级考试真题或针对本单元的词汇和语法所命的试题，具有一定的效度和针对性。

特色六：即学即背——魔力单词卡助你记

为方便学生随时随地记单词，我们在书的最后设计了彩色卡片——8个单元的重点词汇，设计精巧，携带方便。

在本册书的编写过程中得到了大连理工大学外语系李秋明教授、新西兰籍教师 Corrina 的极大帮助，在此表示感谢。

我们衷心希望这套教学辅导丛书能对广大读者在学习“全新版”这套优秀教材过程中起到助学导航的作用，其中的不妥之处恳请各位同仁批评指正。

编者

2003年6月

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“全新版”魔力单词速记卡

Unit 1

Learning, Chinese-Style

Howard Gardner

Part I 课文精读

哈佛大学教育学教授霍德华·加德纳在文中回忆了其中国之行,并阐述了他对中西不同的学习方式的看法。最后,他指出如果我们能从中西学习方式中寻求一种更好的教育方式,它或许能在创造力与基本技能这两极之间获得某种较好的平衡。

The author introduced his topic by an anecdote.

(1) For a month **in the spring of 1987**, my wife Ellen and I lived in the **bustling** eastern Chinese city of Nanjing with our 18-month-old son Benjamin while studying **arts education** in Chinese **kindergartens and elementary schools**. (2) But one of the most **telling** lessons Ellen and I got in the difference between **Chinese and American ideas of education** came **not** in the classroom **but** in the **lobby** of the Jinling Hotel where we stayed in Nanjing.

1987年春,我和妻子埃伦带着我们18个月儿子本杰明在繁忙的中国东部城市南京住了一个月,同时考察中国幼儿园和小学的艺术教育情况。然而,我和埃伦获得的有关中美教育观念差异的最难忘的体验并非来自课堂,而是来自我们在南京期间寓居的金陵饭店的大堂。

Benjamin **loved to** carry the key around, shaking it **vigorously**. He also liked to try to place it into the slot. (3) Because of **his tender age** and incomplete understanding of the need to **position the key just so**, he would usually fail. Benjamin was **not bothered in the least**. (4) He probably got **as much** pleasure out of the sounds the key made **as** he did those few times when the key actually **found its way** into the slot.

本杰明爱拿着钥匙走来走去,边走边用力摇晃着。他还喜欢试着把钥匙往槽口里塞。由于他还年幼,不太明白得把钥匙

1987年春

full of busy activity 繁忙的

艺术教育

幼儿园和小学

impressive 难忘的

中美教育观念 || 不是……而是
(旅馆的)大堂

【相关链接】

nursery school 托儿所

kindergarten 幼儿园

elementary school 小学(AE)

primary school 小学(BE)

爱做…… || energetically 用力地

年幼

把钥匙放准位置才成

not at all || 和……一样多

reach a destination naturally 到达

【相关链接】

not in the least 一点也不……

放准位置才成,因此总塞不进去。本杰明一点也不在意。他从钥匙声响中得到的乐趣大概跟他偶尔把钥匙成功地塞进槽口而获得的乐趣一样多。

Now both Ellen and I were perfectly happy to **allow** Benjamin to **bang** the key near the key slot. **His exploratory behavior** seemed harmless enough. But I soon observed **an interesting phenomenon**. (5) Any Chinese **staff member** nearby would **come over** to watch Benjamin and, noting his lack of **initial** success, attempt to assist. He or she would **hold onto** Benjamin's hand and, gently but firmly, **guide** it directly toward the slot, **reposition** it as necessary, and help him to insert it. (6) The "teacher" would then smile **somewhat expectantly** at Ellen or me, as if awaiting a thank you – and **on occasion** would frown slightly, as if considering us to be **neglecting our parental duties**.

我和埃伦都满不在乎,任由本杰明拿着钥匙在钥匙的槽口鼓捣。他的探索行为似乎并无任何害处。但我很快就观察到一个有趣的现象。饭店里任何一个中国工作人员若在近旁,都会走过来看着本杰明,见他初次失败,便会试图帮忙。他们会轻轻握紧本杰明的手,直接将它引向钥匙的槽口,进行必要的重新定位,并帮他把手插入槽口。然后那位“老师”会有所期待地对着我和埃伦微笑,似乎等着我们说声谢谢——偶尔他会微微皱眉,似乎觉得我俩没有尽到当父母的责任。

The Chinese show a child how to do something, or teach by holding his hand while the Westerners teach a child to rely on himself for solutions to problems.

TWO DIFFERENT WAYS TO LEARN

With a few **exceptions** my Chinese **colleagues** displayed **the same** attitude **as** the staff at the Jinling Hotel. Since adults know how to **place** the key in the key slot, which is **the ultimate purpose** of approaching the slot, and since the child is **neither** old enough **nor** clever enough to realize the desired action **on his own**, what possible gain is achieved by having him struggle? (7) He **may well get frustrated and angry** – certainly not **a desirable outcome**. Why not show him what to do? He will be happy, he will learn how to **accomplish the task** sooner, and then he can **proceed to** more complex activities, like opening the door or asking for the key – both of which **accomplishments** can (and should) **in due course** be modeled for him **as well**.

least of all 最不……,尤其不……

at least 至少

to say the least (of it) 至少可以说
允许某人做某事

猛敲,猛击 || 他的探索行为

一个有趣的现象

工作人员 || 走过来

of or at the beginning, first

握住

引导,指导 || 改变……的位置

to some degree, a little || 期待地

now and then 有时,间或

忽视 || 当父母的责任

【相关链接】

come over 从远处来到;走过来

come across (偶然)发现,遇见……

come along 随同

come at 到达……,达到

come out 出来,露出;出现

come through 经过……,安然渡过(疾病、危机等)

例外 || 同事

和……一样

put in a certain position 放置最终目的

既不……也不……

without anyone's help 独立地

有可能 || 灰心丧气发脾气 || 所希望的结果

完成任务

开始做……

skill, successful completion

at the proper time 在适当时机 || 也

▲两种不同的学习方式

我的中国同行,除了少数几个人外,对此事的态度与金陵饭店工作人员一样。既然大人知道怎么把钥匙塞进槽口——这是处理槽口一事的最终目的,既然孩子还很年幼,还没有灵巧到可以独立完成要做的动作,让他瞎折腾会有什么好处呢?他很有可能灰心丧气发脾气——这当然不是所希望的结果。为什么不教他怎么做呢?他会高兴,他还会早些学会做这件事情,进而去学做更复杂的事,如开门,或索要钥匙——这两件事到時候同样可以(也应该)示范给他看。

We listened to such explanations **sympathetically** and explained that, **first of all**, we did not much care whether Benjamin **succeeded in** inserting the key into the slot. (8) He was **having a good time** and was exploring, two activities that did matter to us. **But the critical point was that, in the process**, we were trying to teach Benjamin that one can **solve a problem effectively** by oneself. Such **self-reliance** is **a principle value of child rearing in middle-class America**. (9) So long as the child is shown exactly how to do something—**whether** it be placing a key in a key slot, drawing a hen or **making up for** a misdeed—he is less likely to **figure out** himself how to accomplish such a task. And, **more generally**, he is less likely to **view** life – as Americans do – **as a series of situations** in which one has to learn to **think for oneself**, to **solve problems on one's own** and even to **discover new problems for which creative solutions are wanted**.

我俩颇为同情地听着这一番道理,解释到,首先,我们并不在意本杰明能不能把钥匙塞进钥匙的槽口。他玩得开心,而且在探索,这两点才是我们真正看重的。但关键在于,在这个过程中,我们试图让本杰明懂得,一个人是能够很好地自行解决问题的。这种自力更生的精神是美国中产阶级最重要的一条育儿观。如果我们向孩子演示该如何做某件事——把钥匙塞进钥匙的槽口也好,画只鸡或是弥补某种错误行为也好——那他就不太可能自行想办法设法去完成这件事。从更广泛的意义上说,他就不太可能——如美国人那样——将人生视为一系列的情境,在这些情境中,一个人必须学会独立思考,学会独立解决问题,进而学会发现需要创造性地加以解决的新问题。

TEACHING BY HOLDING HIS HAND

(10) In retrospect, it became clear to me that this incident was indeed **key** – and key **in more than one sense**. It **pointed to** important differences in the educational and artistic practices in our two countries.

【相关链接】

- (1) as well 除……之外,也,相当于 also, 放在句末使用,只用于肯定结构。
 (2) as well as 既……又……,与“not only... but also...”同义。它在连接主语名词或代词时,其谓语动词的人称和数与前一个一致;连接谓语动词时,后一个谓语动词采用-ing形式,此时 as well as 相当于介词。

同情地

首先

成功地做……

玩得开心

但关键在于…… || 在这个过程中

有效地解决问题

自力更生最重要的一条育儿观 ||

美国中产阶级 || 只要

不管是……还是……

compensate for 弥补 || 想出

从更广泛的意义上说

regard... as, consider... as || 一系列的

情景 || 独立思考

独立解决问题

发现需要创造性加以解决的新问题

【相关链接】

make up for 弥补,补偿……

make at 袭击……,扑向……

make for 向……方向进行

make out 勉强分辨出……

make over 改做……,重做……

make up 和好,和解;化妆

回想起来 || 当时我就清楚地意识到

very important || 不仅仅是一种意义上的

的 || 表明

▲ 把手教

回想起来,当时我就清楚地意识到,这件事正是体现了问题的关键之所在——而且不仅仅是一种意义上的关键之所在。这件事表明了我们两国在教育 and 艺术实践上的重要差异。

When our **well-intentioned** Chinese observers **came to Benjamin's rescue**, they did not simply **push** his hand **down clumsily** or uncertainly, as I might have done. Instead, they guided him **with extreme facility and gentleness** in precisely the desired direction. I **came to realize** that these Chinese were not just **molding and shaping Benjamin's performance** in any old manner: In the best **Chinese tradition**, they were *ba zhe shou jiao* – “teaching by holding his hand”—**so much so that** he would happily **come back** for more.

那些善意的中国旁观者前来帮助本杰明时,他们不是简单地像我可能会做的那样笨拙地或是犹犹豫豫地把他的手往下推。相反,他们极其熟练地、温和地把他引向所要到达的确切方向。我逐渐认识到,这些中国人不是简单地以一种陈旧的方式塑造、引导本杰明的行为;他们是在恪守中国传统,把手教,教得本杰明自己会愉快地要求再来一次。

The idea that learning should **take place** by **continual** careful shaping and molding **applies** equally **to** the arts. Watching children at work in a classroom **setting**, we were **astonished** by their **facility**. Children as young as 5 or 6 were painting flowers, fish and animals **with the skill and confidence of an adult; calligraphers** 9 and 10 years old were producing works that could have been **displayed** in a museum. In a visit to the homes of two of the young artists, we learned from their parents that they **worked on** perfecting their **craft** for several hours a day.

学习应通过不间断的精心塑造与引导而得以实现,这一概念同样适用于艺术。我们观看了孩子们在教室里学习艺术的情景,他们的娴熟技艺令我们惊讶。年仅 5、6 岁的孩子就带着成人的那种技巧与自信在画花、画鱼和动物;9 岁、10 岁的小书法家写出的作品满可以在博物馆展示。有一次去两位小艺术家的家里参观,我们从孩子的父母处得知,他们每天练习数小时以完善他们的技艺。

The Chinese give priority to developing skills at an early age, believing that creativity can be promoted over time; the Westerners put more emphasis on fostering creativity in young children, thinking that skills can be picked up later.

having good intentions 好意的 || help Benjamin || 往下推 || awkwardly and ungracefully 笨拙的
极其熟练地,温和地
逐渐认识到
塑造、引导本杰明的行为 || 中国传统

to such an extent || 回来

【相关链接】

instead 是连接副词,表示“相反”之意,可与“conversely”、“on the contrary”等词换用,表示该词前后所连接的两个句子之间是对比关系。

发生 || repeated

be relevant to 适用于

a set of surrounding, background 环境 ||

惊讶的 || 娴熟

带着成人的那种技巧与自信 || 书法家

展示

try hard to achieve or improve 从事
skill, esp. with one's hand 技艺

【相关链接】

take place (事情)发生,产生,通常指有计划,有安排的事情的发生。

happen 通常指不测事件的发生或偶然发生,常用于口语中。

occur 为比较正式用语,更加强调发生的时间和具体事件。此时可与 happen 互用。

CREATIVITY FIRST ?

In terms of attitudes to creativity there seems to be a reversal of priorities: young Westerners making their boldest departures first and then gradually mastering the tradition; and young Chinese being almost inseparable from the tradition, but, over time, possibly evolving to a point equally original.

▲创造力第一？

从对创造力的态度来说, 优先次序似乎是颠倒了: 西方的年轻人先是大胆创新, 然后逐渐深谙传统; 而中国的年轻人则几乎离不开传统, 但是, 随着时间的推移, 他们同样可能发展到具有创新的境界。

One way of summarizing the American position is to state that we value originality and independence more than the Chinese do. The contrast between our two cultures can also be seen in terms of the fears we both harbor. Chinese teachers are fearful that if skills are not acquired early, they may never be acquired; there is, on the other hand, no comparable hurry to promote creativity. American educators fear that unless creativity has been acquired early, it may never emerge; on the other hand, skills can be picked up later.

美国人的立场可以概括起来这么说, 我们比中国人更重视创新和自立。我们两种文化的差异也可以从我们各自所怀的忧虑中显示出来。中国老师担心, 如果年轻人不及早掌握技艺, 就有可能一辈子掌握不了; 另一方面, 他们并不同样地急于促进创造力的发展。美国教育工作者则担心, 除非从一开始就发展创造力, 不然创造力就有可能永远不再现; 而另一方面, 技艺可于日后获得。

However, I do not want to overstate my case. There is enormous creativity to be found in Chinese scientific, technological and artistic innovations past and present. And there is a danger of exaggerating creative breakthroughs in the West. When any innovation is examined closely, its reliance on previous achievements is all too apparent (the “standing on the shoulders of giants” phenomenon).

但我并不想夸大其词。无论在过去还是在当今, 中国在科学、技术和技艺革新方面展示了巨大的创造力。而西方的创新突破则有被夸大的危险。如果仔细审视任何一项创新, 其对以往成就的依赖则都显而易见(“站在巨人的肩膀上”的现象)。

从……的观点, 从……的角度
优先次序似乎是颠倒了 || 大胆创新

impossible to separate from sth. else ||
随着时间的推移 || develop gradually ||
新颖的, 独特的

总结, 概述

重视创新和自立

对比

keep sth. secretly in one's mind 怀有
掌握

另一方面

促进创造力的发展

come out 出现

gain; learn 获得, 学会

【相关链接】

pick up 除了表示“获得, 学会”之意以外还可表示“拾起”、“驾车去迎接(某人)”、“(健康、景气、事态)恢复”之意。

夸大其辞

extremely large 巨大的, 极大的

创新 || 无论在过去还是在当今

夸大 || an important event or discovery

依赖

显而易见 || “站在巨人肩膀之上”的现象

【相关链接】

reliance 表示对他人的信任或信仰。

trust 表示无需明确根据, 有把握的信任。

dependence 表示对其主人或下级帮助或支持的依赖。

But **assuming that** the contrast I have developed is **valid**, and that **the fostering of skills and creativity** are both **worthwhile goals**, the important question becomes this: Can we gather, from the Chinese and American **extremes**, a superior way to approach education, perhaps **striking a better balance** between the poles of creativity and **basic skills**?

然而,假定我这里所说的反差是成立的,而培养技艺与创造力两者都是值得追求的目标,那么重要的问题就在于:我们能否从中美两个极端中寻求一种更好的教育方式,它或许能在创造力与基本技能这两极之间获得某种较好的平衡?

假定…… || 有根据的

培养技术和创造力 || 值得追求的目标

极端

获得某种较好的平衡

基本技能

【相关链接】

valid 指(理由、论证等)有充分根据的。

sound 指在事实上、逻辑上有充分根据因而无可非议的。

convincing 指确切得不容怀疑和反对的。

Part II 长难句分析


(1) <For a month in the spring of 1987>, my wife Ellen and I lived in the (bustling eastern) Chinese city of Nanjing with **our 18-month-old** son Benjamin <**while** studying arts education in Chinese kindergartens and elementary schools>.

In the spring of 1987, my wife Ellen, my 18-month-old son and I stayed in the busy eastern Chinese city of Nanjing for a month to study arts education in Chinese kindergartens and elementary schools.

1987年春,我和妻子埃伦带着我们18个月的孩子本杰明在繁忙的中国东部城市南京住了一个月,同时考察中国幼儿园和小学的艺术教育情况。

※ our 18-month-old son 我们十八个月大的儿子,因为 18, month, old 这三个词之间是由连字符连接起来的,因此名词 month 不能用复数形式, 18-month-old 相当于一个复合形容词,起定语的作用,修饰名词 son, 整个短语就相当于 our 18 months old son 或 our son of 18 months old.

※ while 在这里引导的状语从句是一个省略句,完整的句子应该是: while we were studying arts education...。在含有状语从句的复合句中,如果从句的主语和从句的主语相同,同时从句的谓语含有 be 动词,这时从句的主语和从句中的 be 动词通常省略。

(2) But one of the most telling lessons  Ellen and I got in the difference between Chinese and American ideas of education came **not** <in the classroom > **but** <in the lobby of the Jinling Hotel where we stayed in Nanjing>.

It is at the lobby of the Jinling Hotel located in Nanjing not in the classroom that Ellen and I got the most impressive lessons in the difference between Chinese and American ideas of education

然而,我和埃伦获得的有关中美教育观念差异的最难忘的体验并非来自课堂,而是来自我们在南京期间寓居的金陵饭店的大堂。

※ not...but... 不是……而是……

not...but... 在此作并列连词,在和 but 之后应当接具有相同词类的词、短语或从句。常用的并列连词有 and, but, or, yet, for, while, as well as, both... and..., not only... but also, either... or..., neither... nor, not that... but that, whether... or 等等。

- (3) < **Because** of his tender age and incomplete understanding of the **need** to position the key just so >, he would usually fail.

Because he was young and he cannot understand the need to position the key carefully to fit into the narrow key slot, he would fail.

由于他还年幼,不太明白得把钥匙放准位置才成,因此总塞不进去。

- (4) He probably got **as** much pleasure out of the sounds the key made **as** he did those few times **when** the key actually found its way into the slot.

He got much pleasure from the sound of the key and at the same time, he also got much pleasure from his actions of reaching the key slot.

他从钥匙声响中得到的乐趣大概跟他偶尔把钥匙成功地塞进槽口而获得的乐趣一样多。

- (5) Any Chinese staff member **noting his lack of initial success** nearby would come over to watch Benjamin and, **noting his lack of initial success**, attempt to assist.

Any Chinese staff member who was standing nearby would come over to watch Benjamin and when they noted that Benjamin cannot fit the key into the key slot, they would try to help Benjamin.

饭店里任何一个中国工作人员若在近旁,都会走过来看着本杰明,见他初次失败,便会试图帮忙。

- (6) The “teacher” would then **smile somewhat** expectantly **at** Ellen or me, **as if** awaiting a thank you – and < on occasion > would frown slightly, **as if** considering us to be neglecting our parental duties.

The “teacher” would then smile a little hopefully at Ellen or me, as if he or she was waiting for our thanks – and sometimes they would frown slightly, as if we were not responsible parents.

然后那位“老师”会有所期待地对着我和埃伦微笑,似乎等着

※名词 need 要求跟动词不定式作定语。

※介词短语 because of 引导原因状语

※将表示原因的介词短语翻译成原因状语从句。

※ as...as ……和……一样

英语中表示比较双方(人或事物)在性质、特征、状态、程度等某一方面相等时,用 as...as 结构。其基本句式为:

主语 + 谓语(系动词) + as + 形容词原级 + as...

主语 + 谓语(行为动词) + as + 副词原级 + as...

※ when 引导的是定语从句,修饰 times。

※ noting his lack of initial success 是在分词短语作时间状语,它相当于由 when 引导的时间状语从句: when they noted...。

※ 该句是一个省略句,后一个分句里省略了主语 they 和情态动词 would。

※ smile at 朝着……微笑

※ somewhat 是副词,相当于 to some degree, a little, 此处, somewhat 作状语修饰副词 expectantly。

※ as if 引导方式状语从句,表示“似乎……”,“好像……”。

① 描述非现实情况时, as if 后的从句谓语动词常用虚拟语气,以用假设的过去式或过去完成式为原则。

② 在口语中,主句为现在式,而且由内容可清楚判别是表达非现实的意思时,

我们说声谢谢——偶尔他会微微皱眉,似乎觉得我俩没有尽到当父母的责任。

- (7) He **may well** get frustrated and angry – certainly not a desirable outcome.

He is likely to get frustrated and angry, which is not what we expected.

他很有可能会灰心丧气发脾气——这当然不是所希望的结果。

- (8) He was having a good time and was exploring, two activities that **did matter** to us.

What we cared was that he was having a good time and was exploring.

他玩得开心,而且在探索,这两点才是我们真正看重的。

- (9) <So long as the child is shown exactly how to do something – **whether** it be placing a key in a key slot, drawing a hen or making up for a misdeed—> he is less likely to **figure out** himself how to accomplish such a task.

If we show the child exactly how to do something – whether we teach them how to place a key in a key slot, drawing a hen or compensating for a wrong act – he is less likely to know how to accomplish a task by himself.

如果我们向孩子演示该如何做某件事——把钥匙塞进钥匙的槽口也好,画只鸡或是弥补某种错误行为也好——那他就不太可能自行想办法设法去完成这件事。

- (10) <In retrospect>, **it** became clear to me **that** this incident was indeed key – and key **in more than one sense.**

When I looked back towards the past, I realized that the incident was very important in many senses.

回想起来,当时我就清楚地意识到,这件事正是体现了问题的关键之所在——而且不仅仅是一种意义上的关键之所在。

as if 后的从句有时也用现在式。

③ as if 从句里的主语和动词,有时可省略。

※ may well 很有可能,相当于“be very likely to”,用来表达现在和将来的可能性,其否定式为 may well not。

※ did 在此起强调作用,主要用于强调句中的谓语动词。将其翻译为“正是”、“才是”。

※ matter 在这里作动词,意为“起重要作用”。

※ so long as 只要……,如果……的话,引导条件状语从句。

※ whether... or... 无论是……或……在非正式文体中,有时可在 whether 引导的从句中使用虚拟语气。

※ figure out 好好地思考以理解

※ it 是形式主语,真正的主语是 that 引导的从句。

※ in a/one sense 在某种意义上,多少有一点。

※ more than 多过……,不止……,……以上。

style

n. ①行为方式,风格 ▲change one's *style* of living 改变生活方式 ▲develop one's *style* 形成自己的风格 ▲Some people have criticized the Prime Minister's *style* of leadership. 一些人批评了首相的领导作风。

②流行式样 ▲the latest spring *styles* 最新春季流行款式 ▲That *style* of dressing is very old-fashioned here. 那种穿戴式样在这里已经算很老式的了。

③样式,类型 ▲the Gothic *style* of architecture 哥特式的建筑

构词 *stylish* *a.* 流行的,时髦的;漂亮的 *stylistic* *a.* (艺术的)样式的;文体的 *stylist* *n.* 文体家

用法 *come into style* 开始流行 ▲That type of evening dress came into style shortly after the war. 那种款式的晚礼服是战后不久开始流行的。 *in style* 流行的;有气派的,阔气的 ▲This type of dress is now in style. 这种款式的女装现在很流行。 ▲When they got married they decided to do it in style, and gave a big party. 他们结婚的时候决定摆排场,举行一次大型宴会。 *out of style* 不再流行的 ▲Long hair is definitely out of style at the moment. 现在蓄长发肯定不再流行了。

attach

vt. ①系,贴,连接 ▲*attach* a label to each piece of luggage 给每件行李系上标签

②附加(署名、文件等) ▲He *attached* his signature to the contract. 他在合同书上签字。

③使(组织)属于(附属) ▲The school is *attached* to the Normal College. 这所学校附属该师范学院。

④给予(重要性),认为,归于 ▲Do you *attach* any importance to what he said? 你认为他说的话重要吗?

构词 *attachment* *n.* 安装;附属;眷恋

用法 *be attached to* 爱惜,爱慕,依恋,景仰 ▲He is deeply attached to the old typewriter. 他非常爱惜那台旧打字机。

occasion

n. ①时刻,场合 ▲on one *occasion* 在某一场合 ▲a formal *occasion* 正式场合

②活动,庆祝,仪式等日子,盛典 ▲in honor of *occasion* 为表庆祝 ▲His wedding was a great *occasion*. 他的婚礼是个大盛典。

③机会,时机 ▲choose one's *occasion* 选择时机 ▲There was no *occasion* for me to tell her. 我没有机会告诉她。

构词 *occasional* *a.* 偶尔的,不时的

用法 *on/upon occasion* 偶尔,有时 ▲He reads detective stories on *occasion*. 他偶尔阅读侦探小说。 *take occasion to do sth.* 乘机去做…… ▲I want to take this *occasion* to thank you. 我想借此机会向你表示感谢。 *be equal to the occasion* 能够应付局面 ▲Young as he was, he was equal to the *occasion*. 他虽年轻却能应付自如。 *by occasion of* 由于,因为 ▲The debate had to be postponed, by *occasion* of the illness of one of the

principal speakers. 由于有一位主要发言人生了病,辩论会只好延期。

neglect

vt. ①疏忽,轻视,忽视 ▲ *neglect* one's work 工作时疏忽大意 ▲ He *neglected* his own health. 他忽视了自己的健康。

②(由于不注意)漏做,忘了做 ▲ *neglect* one's meals and sleep 废寝忘食 ▲ Don't *neglect* to lock the door when you leave. 离开时别忘了锁门。

n. 怠慢,忽视,轻视 ▲ fall into *neglect* 渐被忽视 ▲ *Neglect* of his studies caused him to fail. 他因忽视学业而考试不及格。

构词 *negligent* *a.* (习惯性地)怠慢的;不注意的 *negligence* *n.* (习惯性地)怠慢;粗心
negligentful *a.* 怠慢的,漫不经心的

辨析 *neglect, ignore* 与 *overlook*: *neglect* 表示由于懒惰、粗心或其他因素而形成的习惯性的疏忽或玩忽; *ignore* 对某物假装不知,故意不理;有时含傲慢意味,对所忽视的对象表现出轻侮行为; *overlook* 指无意地忽略。

critical

a. ①至关重要的,危急的,决定性的,关键性的 ▲ a *critical* situation 危急的状况 ▲ The next two weeks will be *critical* for the company. 接下来的两周对该公司来说将是关键性的。

②吹毛求疵的,喜爱挑剔的 ▲ a *critical* attitude 爱挑剔的态度 ▲ Don't be so *critical* of everyone else. 不要对其他人人都这样挑剔。

③评论的,批评的 ▲ a *critical* writer 评论家 ▲ a *critical* essay 评论

构词 *critic* *n.* 评论家,批评家 *criticism* *n.* 批评,评论 *crisis* *n.* 危机,难关,紧要关头 *criticize* *vt.* 批评,评论

effective

a. ①有效的,有效力的 ▲ take *effective* measures 采取有效措施 ▲ This medicine is highly *effective* against cancer. 这药物对抗癌有极大效力。

②(法律等)生效的,起作用的 ▲ The new law becomes *effective* on April 1. 那项新法律将于4月1日开始生效。

构词 *effect* *n.* 效果,效力 *effectively* *adv.* 有效地,实际上

辨析 *effective* 与 *efficient*: *effective* 强调能够或实际产生出效果的,可用于人或事物; *efficient* 强调效率高而不浪费时间、精力、能量等。

principal

a. 主要的,首要的 ▲ *principal* industries of a country 国家的主要工业 ▲ Our *principal* food is rice. 我们的主食是大米。

n. 校长 ▲ The school *principal* announced the honor roll list. 校长宣布优秀学生名单。

辨析 *principal* 与 *principle*: *principal* 作形容词时,意为“主要的,首要的”,作名词时,意为“校长”; *principle* 作名词,意为“原则,原理;主义,基本方针”。

solution

n. ①解决,解决方法,解答 ▲ arrive at / come to / reach a *solution* 获得解决之道 ▲ find / seek a *solution* 寻找解决的方法 ▲ It took a long time to find the *solution*. 花了很长时间才找到解决方法。

②溶解,溶化;溶液,溶剂 ▲a *solution* of salt and water 盐水 ▲You make a salt *solution* by stirring salt into water until it disappears. 把盐放入水中搅拌到看不见盐时,你就制成了盐水。

构词 solve *vt.* 解决,解答 *solvable a.* 可解决的

用法 a *solution for / to / of a problem* 解决问题的办法 ▲The loan was only a temporary *solution* to the country's financial difficulties. 贷款只不过是解决国家财政困难的临时办法。

continual

a. 不断的,一再重复的 ▲*continual* rain 连续不停的雨 ▲There is *continual* trouble on the frontier. 边界上屡屡出事。

构词 continue *v.* 继续,持续 *continually adv.* 频繁地,屡次地

辨析 *continual* 与 *continuous*; *continual* 指中间有间断,但又持续很久,好像没有停止的意味; *continuous* 指中间没有间断,但持续某一段时间后可能会停止下来。

apply

vi. ①适用 ▲In this way they can better *apply* theory to practice. 这样他们就能更好地把理论运用到实践中去。

②申请 ▲The factory decided to *apply* to the government for financial help. 这家工厂决定向政府申请财务援助。

构词 application *n.* 申请;适用,使用

用法 *apply oneself to* 专心致力于……,专心从事…… ▲She *applied* herself to her new duties with great enthusiasm. 她满腔热情地投入到她的新任务中。

contrast

n. ①对比,对照 ▲constitute a sharp *contrast* to 与……形成鲜明的对照 ▲Let's have the two together to show the *contrast*. 让我们把这两者放在一起显示它们之间的差异。

②不同,差异 ▲the *contrast* between deserts and jungles 沙漠与丛林的显著差异

vt. (与……)对比,对立 ▲The book *contrasts* child-rearing methods in America and Russia. 这本书把美国和俄国的儿童教养方法进行了对比。

vi. (与……)成对照 ▲His behavior *contrasts* unfavorably with his principles. 对照之下,他的行为并不符合他所奉行的准则。

用法 *by/ in contrast* 对比之下,相比之下 ▲By *contrast*, our use of oil has increased enormously. 相比之下,我们的用水量大幅度上升了。 *in contrast with/to* 与……形成对比,与……对比起来 ▲In *contrast* to your belief that we will fail, I am confident that we will succeed. 你们认为我们会失败,而我却深信我们定会成功。

辨析 *contrast* 与 *compare*; *contrast* 仅比较不同之处以凸显其差异; *compare* 是指对于相似之处或不同之处做比较。

emerge

vi. ①出现,显露 ▲The sun *emerged* from the clouds. 太阳从云层背后出现。

②(事实、问题)暴露,被知晓 ▲It later *emerged* that the driver of the car had been

drunk. 事后人们得知,这个汽车驾驶员是喝醉酒了。

构词 **emergence** *n.* 显现,出现,发生 **emergent** *a.* 出现的,新兴的

辨析 **emergence** 与 **emergency**: 这两个词都是名词,但要注意其意思上的差别,**emergence** 意为“显现,出现,发生”;**emergency** 意为“紧急情况”。

enormous

a. 非常大的,巨大的 ▲ *an enormous amount of money* 大量的金钱 ▲ *China is an enormous country.* 中国是一个幅员辽阔的国家。

构词 **enormousness** *n.* 巨大,庞大

辨析 **enormous, huge, immense, gigantic** 与 **vast**: **enormous** 着重指体积的庞大,超过正常体积或程度之极限。用作比喻时,指异常的,穷凶极恶的,甚至无法无天的意思;**huge** 最普通用语。通常指体积、数量大得超过一般标准;**immense** 指三维空间的尺寸和广度都很大,非一般标准所能衡量;**gigantic** 强调与同类其他东西相比,其体积规律等相当巨大;**vast** 侧重指二维空间的扩展,指范围的广大,也指数量巨大。

worthwhile

a. 值得的,值得花时间和精力 ▲ *a worthwhile task* 值得做的工作 ▲ *This is a worthwhile cause.* 这是值得为之奋斗的事业。

辨析 **worthwhile, worth** 与 **worthy**: **worthwhile** 表示值得一做,既可作定语也可作表语;**worth** 指值得的,有价值的,多用作表语,后跟名词或动名词的主动形式表被动意义;**worthy** 指值得的,相称的,与 **worth** 同义,但含有符合某种要求的意思,多作表语,后跟 **of** 加名词或动名词的被动式,也可跟不定式的被动式。用作定语时,意思是有价值的、配得上的。

superior

a. 优良的,较好的 ▲ *clearly superior* 明显占优势的 ▲ *This carpet is far superior to that one in quality.* 这条地毯在质量上远远比那条好。

n. 上司,长官,长辈 ▲ *an immediate superior* 顶头上司 ▲ *He is always flattering his superiors.* 他老是奉承他的上司。

构词 **superiority** *n.* 优势,优越性

用法 **superior to** 优于 ▲ *The socialist system is incomparably superior to the capitalist system.* 社会主义制度比资本主义制度具有无比的优越性。

Part IV 参考译文

学习方式

• 课文 B

设法教育孩子珍惜钱财会是件难事。然而,大卫·欧文说,方法也很简单——开个银行就行。说来容易做起来难?其实,这事并没听上去那么难,你读一读戴夫第一国家银行的故事就知道了。