

《高级英语 2》教案

课程代码: 01200230

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授课班级: 2021 级英语师范

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Unit 1 Speech on Hitler's Invasion of USSR

课程目标	教学目标	教学内容	教学活动
课程目标 1 通过各种体裁篇章的学习, 学生能够了解不同文体的语言表达特点和写作风格, 掌握各种修辞和文体知识, 全面提升学生的英语综合运用能力, 学会从不同角度品味和鉴赏语篇;	教学目标 2 To summarize the stylistic features of a public speech. 教学目标 3 To explain how rhetorical devices strengthen the effects of expression.	1. Analyze the stylistic features of the text from three perspectives: grammatically, semantically and phonologically; 2. The rhetorical devices such as onomatopoeia, repetition, parallelism, rhetorical question, etc.	1. Learning and understanding activities: (Teacher's presentation; Students' group discussion) 2. Applying and practicing activities: (students' summarizing, inquiry-based questioning)
课程目标 2 通过不同题材篇章的学习, 学生能够了解相关历史、地理、文化、社会、宗教等方面背景知识, 拓宽知识领域和国际视野, 提高学生的人文素养、自我文化的认	教学目标 1 To present the background knowledge concerning Hitler's invasion of European countries and the Second World War	1. Introduction of the Second World War 2. The purpose of Churchill's speech; 3. The historical lesson from the Second World War.	1. Inquiry-based investigation: Students' Presentation on WWII; 2. Questions and Answers 3. Group discussion

同感及不同文化的包容性;			
课程目标 3 掌握并学会使用教材中经典篇章中的相关的词句, 并理解其特定语境下的深层含义, 提高学生的批判性思考能力;	教学目标 4 To master the meaning of key words and expressions , identify the function of the formal and literary words used by the author and interpret the author's purpose.	Analysis of the text at three levels: 1. At the textual level; 2. At the syntactic level; 3. At the lexical level.	1.Learning and understanding activities: (Teacher's presentation; Students' group discussion; inquiry-based question and answer) 2.Applying and practicing activities: (e.g. inquiry-based tasks; paragraph translation; spontaneous interpretation;) 3. Transferring activities: (e.g. context-based language production, writing)
课程目标 4	教学目标 5 Motivate the students to	Further group discussion on how to make and deliver a	Group discussion and report.

能够运用所学语言知识、技能进行恰当的沟通、合作及交际互动。	think and discuss according to the text.	good speech.	
授课题目: Speech on Hitler's Invasion of USSR			
课时安排: 14 学时			
教学目标 (Teaching Objectives) 1.To present the background knowledge concerning Hitler's invasion of USSR and the Second World War; 2. To summarize the stylistic features of a public speech; 3. To appreciate the rhetorical devices to strengthen the effects of expression; 4. To master the meaning of key words and expressions, identify the function of the formal and literary words and the rhetorical devices; 5. To motivate the students to think and discuss according to the text.			
教学重点与难点: Key points: 1. Language study and expressions 2. The stylistic features of a public speech Difficult points: 1. Writing style: public speech 2. Writing devices: logical development of the speech, rhetorical devices, wording, sentence structure.			
教学内容: Part One Background Knowledge and Introduction to the Text 2 学时 1. Winston Churchill 2. The Second World War			

3. Organization of the text

Part Two Detailed Analysis of the Text 12 学时

I. Writing Style of the Text

1. Type of literature: argumentation (speech)
2. Stylistic features of a speech

II. Structure of the text

Part 1 (Paras 1-6): Background of the speech.

- a. Churchill's own account of news of the invasion
- b. Mr. Colville's description as a support

Part 2 (Paras 7-13): The speech

- a. Appeal to the audience.
- b. Declaration of the policy.
- c. Reasons for such a policy.
- d. Restatement of the policy.

III. Detailed study of the text

1. Questions
2. Word study
3. Rhetorical devices

思考与练习 (Assignments)

1. Exercises on Student's book.

2. Think and write: Make comments on the stylistic features of the text.

阅读文献（含参考书、文献等）(References)

Advanced English: Teacher's Book; Encyclopedia; Co-build Dictionary; On-line resources...

教学手段与方法 (Teaching Methods)

Interactive teaching method

Task-based approach

Cooperative learning

Communicative teaching method

Multimedia aided teaching with PPT

授课类型：理论课☐√ 讨论课实践课☐√ 练习课☐ 其他☐

教学方式：传统讲授☐√ 双语☐√ 讨论☐√ 示教☐√ 指导☐ 其他☐

教学资源：多媒体☐√ 模型☐ 实物☐ 挂图☐ 音像☐√ 其他☐√

教学反思 (Reflections on Teaching)

Speech on Hitler's Invasion of USSR

I. Background information about the situation:

1. About the German Invasion of the Soviet Union

Barbarossa, German codename for the invasion of the USSR which took place on 22 June 1941 (see Map 14). Launched by Hitler in violation of the existing non-aggression treaty with Stalin, it was designed to provide the Reich with 'living space in the East'. The German dictator had advocated the conquest of the USSR as early as 1924 in his book, *Mein Kampf*. At the same time, the campaign was to lay the foundations for the expected conflict with the two Anglo-Saxon powers for primacy as a world power and to free Germany of the economic warfare the Allies were waging against it.

The first operational studies for the invasion of the USSR were started as early as the summer of 1940 and corresponding map exercises took place that autumn. Finally, Hitler was briefed on the results of both on 5 December 1940, and even at this early stage the first serious differences became apparent. It was a question of deciding whether the main thrust was to be directed against Moscow or the two flanks in the north and south of the field of operations. Hitler wanted the forces to wheel north and south from the centre after piercing the enemy line; the Army High Command (OKH) favoured Moscow as the point of main effort.

As a basis for operations, Directive No. 21, Operation BARBAROSSA, and the Army High Command Deployment Directive were issued on 18 December 1940 and 31 January 1941 respectively. Their objective was 'to crush Soviet Russia in a swift

campaign' which involved rapid offensive operations to destroy Soviet troops located in the west of the USSR. Subsequently, both the Donets basin, important to the war economy, in the south and Moscow were to be seized. However, the question of how the war was to be terminated after reaching the 'line Volga (Astrakhan)-Archangel' if the Wehrmacht did not succeed in destroying the Red Army west of the Dvina and Dnieper remained unanswered.

After Hitler had ordered the invasion of the Soviet Union on 20 June 1941 by issuing the codeword DORTMUND, the German formations launched a surprise attack on a wide front between 0300 and 0330 hours on 22 June 1941. With almost 3.6 million German and other Axis soldiers, around 3,600 tanks and over 2,700 aircraft, the largest force in European military history, crossed the border with the USSR between the Baltic and the Black seas. Under the overall command of Field-Marshal von Brauchitsch, it was organized into three army groups: North, Centre and South (commanded by Field Marshals von Leeb, von Bock, and von Rundstedt)—and three tactical air forces (commanded by General Alfred Keller, Field Marshal Kesselring and General Lohr).

Speech of Foreign Minister of the Soviet Union

Vyacheslav Molotov (1889-1986), Foreign Minister of the Soviet Union, had signed the Nazi-Soviet Non-Aggression Pact on August 23, 1939. This brought the USSR two years in which to prepare for the Nazi attack, but in the meantime encouraged Hitler's aggression against Poland.

By 1941 it was the Soviet Union's turn. For years, Hitler had claimed that Germany's future living space, or lebensraum, existed to Germany's east, namely Russia. He then turned his attention toward the Soviet Union and *launched a massive attack on June 22, 1941. Below is the initial Soviet reaction, broadcast to the people by Molotov. Citizens of the Soviet Union:* The Soviet Government and its head, Comrade Stalin, have authorized me to make the following statement:

“Today at 4 o'clock a.m., without any claims having been presented to the Soviet Union, without a declaration of war, German troops attacked our country, attacked our borders at many points and bombed from their airplanes our cities; Zhitomir, Kiev, Sevastopol, Kaunas and some others, killing and wounding over two hundred persons. There were also enemy air raids and artillery shelling from Rumanian and Finnish territory.

Germany attacked the U.S.S.R. despite the peaceable position of the Soviet Union, and that for this reason Fascist Germany is the aggressor. On instruction of the government of the Soviet Union I also stated that at no point had our troops or our air force committed a violation of the frontier and therefore the statement made this morning by the Rumanian radio to the effect that Soviet aircraft allegedly had fired on Rumanian airdromes is a sheer lie and provocation.

Likewise a lie and provocation is the whole declaration made today by Hitler, who is trying belatedly to concoct accusations charging the Soviet Union with failure to observe the Soviet-German pact.

Now that the attack on the Soviet Union has already been committed, the Soviet Government has ordered our troops to repulse the predatory assault and to drive German troops from the territory of our country.

This war has been forced upon us, not by the German people, not by German workers, peasants and intellectuals, whose sufferings we well understand, but by the clique of bloodthirsty Fascist rulers of Germany who have enslaved Frenchmen, Czechs, Poles, Serbians, Norway, Belgium, Denmark, Holland, Greece and other nations.

The government of the Soviet Union expresses its unshakable confidence that our valiant army and navy and brave falcons of the Soviet Air Force will acquit themselves with honor in performing their duty to the fatherland and to the Soviet people, and will inflict a crushing blow upon the aggressor.

This is not the first time that our people have had to deal with an attack of an arrogant foe. At the time of Napoleon's invasion of Russia our people's reply was war for the fatherland, and Napoleon suffered defeat and met his doom.

It will be the same with Hitler, who in his arrogance has proclaimed a new crusade against our country. The Red Army and our whole people will again wage victorious war for the fatherland, for our country, for honor, for liberty.

The government of the Soviet Union expresses the firm conviction that the whole population of our country, all workers, peasants and intellectuals, men and women, will conscientiously perform their duties and do their work. Our entire people must now stand solid and united as never before.

Each one of us must demand of himself and of others discipline, organization and self-denial worthy of real Soviet patriots, in order to provide for all the needs of the Red Army, Navy and Air Force, to insure victory over the enemy.

The government calls upon you, citizens of the Soviet Union, to rally still more closely around our glorious Bolshevik party, around our Soviet Government, around our great leader and comrade, Stalin. Ours is a righteous cause. The enemy shall be defeated. Victory will be ours.

About the background of the text

1. 1939 March, Britain and France started talks --- possible cooperation against fascist Germany.
2. B---Chamberlain F---Daladier---were pursuing a policy of appeasement. After three months the talks are fruitless and Soviet Union signed Non-aggression pact with Hitler on Aug.23.
3. 1939, Sept. 1, Hitler invaded Poland. (Sept. 17, Soviet troops also take 77,000 square miles of territory. Russo-Finnish war began 1939, 11, 1-1940, 3.

the Finns sued for peace and ceded area of 16000 square miles to the USSR.

In 1940, 6 :USSR occupied the three Baltic States and part of Romania.)

4. Before the fall of Poland British intelligence managed to get hold of a German coding machine. Soon they can decipher all German coded messages. On June 6, the British knew Hitler' attack of Russia, and warned him but it was unheeded.
5. On June 20, two days before the invasion, Churchill worked on a speech to be broadcast to the world.
6. The speech was carefully composed, full of grave themes and weighty arguments.

Teaching Procedure:

Week one:

1. Introduction of the background
2. Group discussion: elements for a good speech
3. Presentation of the above-mentioned elements
4. Techniques of argumentation
5. Text analysis of part one
6. Word study:
 - a. New words and expressions
 - b. word-formation
7. Rhetorical devices: definitions, examples in the text, other examples
8. Review of this part

Week two:

1. Analysis of the text: the first part of the speech
2. Word study:
 - a. New words and expressions
 - b. literary words and emotive words used and the effect of these words
3. Rhetorical devices to strengthen the speech
 - a. onomatopoeia b. litotes
 - c. metaphor d. parallel structure
 - e. simile
4. Logic in the development of the speech: Emotional appeal to the audience

- a. state the worst features of Nazi Germany
- b. present a picture in words to show the serious situation of the USSR from different aspects
- c. arouse the audience's attention and their sympathy

Week three:

1. Analysis of the text: the second part of the speech
2. Word study:
 - a. New words and expressions
 - b. literary words and emotive words used and the effect of these words
3. Rhetorical devices to strengthen the speech
 - a. antonomasia b. repetition
 - c. metaphor d. parallel structure
 - e. rhetorical question f. periodic sentence
 - g. antithesis
4. Logic in the development of the speech:
 - a. to declare clearly the policy of the British government first
 - b. to analyse the nature of the war to show it is necessary to fight against Hitler
 - c. after emotional appeal, the audience will easily accept the policy
after the analysis of the nature of the war, the audience will understand the necessity of the war

Week four:

1. Analysis of the text: the third part of the speech
2. Word study:
 - a. New words and expressions
 - b. literary words and emotive words used and the effect of these words
3. Rhetorical devices to strengthen the speech
 - a. alliteration b. repetition
 - c. metaphor d. parallel structure
4. Logic in the development of the speech:
 - a. to analyse clearly the motive of Hitler

- b. to restate the thesis of the speech
- c. after analysing the motive of Hitler, the audience will realize the seriousness of the situation and realize it is urgent to unite with all the forces and powers to fight against Hitler.

II. Detailed study of the text (paragraphs 1-6)

1. Questions to consider

- a. What are the criteria for a good speech?
- b. Is this speech a good one? Why or why not?
- c. When did Invasion occur?
- d. What was Churchill's attitude towards the event? And what was his immediate reaction?
- e. What methods did the author use to appeal emotionally to the audience?
- f. What figures of speech did the author use in this part?

2. Linguistic and stylistic analysis of the text (1-6)

Para 1

When I awoke on the morning of Sunday, the 22nd, the news was brought to me of Hitler's invasion of Russia. This changed conviction into certainty. I had not the slightest doubt where our duty and our policy lay. Nor indeed what to say. There only remained the task of composing it. I asked that notice should immediately be given that I would broad-cast at 9 o' clock that night.

- 1) the 22nd: In which year? 1941
- 2) the news was brought to me of Hitler's invasion of Russia: The "of" phrase modifies the noun "news", telling us the content of the news.
- 3) This changed conviction into certainty:
 - a. Paraphrase: In the past it was my belief that Hitler would soon attack the Soviet Union; but now it was no longer a belief, it had become a fact.
 - b. conviction: a very firm and sincere belief;
certainty: fact
- 4) Nor indeed what to say.
 - Elliptical sentence. (The function of an elliptical sentence: clear and concise)

Nor had I indeed the slightest doubt as to what I was to say. (参考否定副词用在句首的倒装句 inversion)

5) There only remained the task of composing it.

a. Paraphrase: The only task left was to put what I was going to say into shape.

// The only task left was to write down what I was going to say.

b. Here “it” refers to “what I was to say”.

6) (I asked that) notice should immediately be given that I would

a. The that clause is an appositive clause (同位语从句) to “notice”

b. give notice: inform (the BBC)

Presently General Dill, who had hastened down from London, came into my bedroom with detailed news. The Germans had invaded Russia on an enormous front, had surprised a large portion of the Soviet Air Force grounded on the airfields, and seemed to be driving forward with great rapidity and violence. The Chief of the Imperial General Staff added, "I suppose they will be rounded up in hordes."

1) The Germans had invaded Russia on an enormous front, had surprised a large portion of the Soviet Air Force grounded on the airfields

a. Paraphrase: When the German attacked, they took the Russians by surprise and destroyed a high percentage of Soviet airplanes before they could take off.

b. surprise: a attack suddenly and without warning

c. grounded: lying stationary on the airfields

2) ...seemed to be driving forward with great rapidity and violence

Paraphrase: seemed to be advancing rapidly, and their attack was fierce.

3) I suppose they will be rounded up in hordes.

a. Paraphrase: I think the Red Army men will be surrounded and captured in very large numbers.

b. round up: to herd/collect together (people or animals who are scattered, or who have fled, etc.)

c. horde: a large moving crowd or throng

Para 2

I spent the day composing my statement. There was not time to consult the War Cabinet, nor was it necessary. I knew that we all felt the same on this issue. Mr. Eden, Lord Beaverbrook, and Sir Stafford Cripps – he had left Moscow on the 10th – were also with me during the day.

1) the War Cabinet: On May 10th, 1940, Churchill formed a national government, coalition government, with his as the PM, and Attlee from the Labor Party as the Deputy PM.

2) I knew that we all felt the same on this issue.

Paraphrase: I knew that we had the same attitude. / I knew we shared the same view on the issue of Hitler's invasion of the Soviet Union.

(The following part was quoted from Churchill's private secretary)

Paras 3-4

The following account of this Sunday at Chequers by my Private Secretary, Mr. Colville, who was on duty this weekend, may be of interest:

"On Saturday, June 21, I went down to Chequers just before dinner. Mr. and Mrs. Winant, Mr. and Mrs. Eden, and Edward Bridges were staying. During dinner Mr. Churchill said that a German attack on Russia was now certain, and he thought that Hitler was counting on enlisting capitalist and Right Wing sympathies in this country and the U. S. A. Hitler was, however, wrong and we should go all out to help Russia. Winant said the same would be true of the U. S. A.

1) Hitler was counting on enlisting capitalist and Right Wing sympathies in this country and the U. S. A.

a. Paraphrase: Hitler was hoping that if he attacked Russia, he would win in Britain and the US the support of those who were enemies of communism.

b. enlist: to win the support of...

c. sympathy: a feeling of approval of or agreement with an idea, a cause, etc.

d. Right Wing: the more conservative or reactionary section of a political party, group, etc.

The split dates to the summer of 1789, when members of the French National Assembly met to begin drafting a constitution. The delegates were deeply divided over the issue of how much authority King Louis XVI should have, and as the debate raged, the two main factions each staked out territory in the assembly hall(两大派系在会议大厅各自划出自己的地盘). The anti-royalist revolutionaries (反保皇党革命者) seated themselves to the presiding officer's left, while the more conservative, aristocratic supporters of The monarchy (君主制贵族) gathered to the right.

2) go all out: to make one's utmost effort

3) ...the same would be true of the U. S. A.

Paraphrase: The United States would do the same, adopt the same attitude / this would also be the attitude of the US

Para 5

After dinner, when I was walking on the croquet lawn with Mr. Churchill, he reverted to this theme, and I asked whether for him, this was not bowing down in the House of Rimmon. Mr. Churchill replied, "Not at all. I have only one purpose, the destruction of Hitler, and my life is much simplified thereby. If Hitler invaded Hell I would make at least a favourable reference to the Devil in the House of Commons. "

1) ...reverted to this theme:

a. revert: to go back to a former subject; to talk about again

b. "this theme": refers to the subject they had been talking about during dinner, namely Hitler's imminent attack and their stand.

2) ...whether for him, this was not bowing down in the House of Rimmon.

Paraphrase: ...whether he was not renouncing his previous attitude toward communism. // ... whether he was not changing his position since he had all along been opposed to communism.

c. Bowing down in the house of Rimmon: a metaphor and a biblical allusion

** bowing down in the House of Rimmon: 查阅材料, 了解该典故的出处与含义

It is a reference to the *Second Book of Kings*, 5:18; Naaman, the commander of the army of the king of Aram, believed in the God of Israel after being cured of

leprosy by the prophet Elisha and begged forgiveness for his future participation in the worship of the god of Rimmon out of allegiance (忠诚) to the king.

- 2) If Hitler invaded Hell I would make at least a favourable reference to the Devil in the House of Commons.:

Paraphrase: If Hitler should attack Hell, a most hated place, I would still say a word in favour of the Devil, the foe of mankind, in the House of Commons. // If Hitler should attack Hell, a most hated place, I would say a word in favour of anyone who is attacked by Hitler, no matter how bad, how wicked or evil he had been in the past.

Para 6

I was awoken at 4 a. m. the following morning by a telephone message from the F. O. to the effect that Germany had attacked Russia. The P. M. had always said that he was never to be woken up for anything but Invasion (of England). I therefore postponed telling him till 8 am. His only comment was, 'Tell the B.B.C. I will broadcast at 9 tonight.' He began to prepare the speech at 11 a.m., and except for luncheon (=lunch), at which Sir Stafford Cripps, Lord Cranborne, and Lord Beaverbrook were present, he devoted the whole day to it... The speech was only ready at twenty minutes to nine."

- 1) to the effect: having that result or implication; with the general meaning
2) ...he devoted the whole day to it.

"It" refers to "the speech".

Stylistic analysis of Para 7-9

In this broadcast I said:

"The Nazi regime is indistinguishable from the worst features of Communism. It is devoid of all theme and principle except appetite and racial domination. It excels all forms of human wickedness in the efficiency of its cruelty and ferocious aggression. No one has been a more consistent opponent of Communism than I have for the last

twentyfive years. I will unsay no word that I have spoken about it. But all this fades a way before the spectacle which is now unfolding. The past, with its crimes, its follies, and its tragedies, flashes away.

1) It is devoid of all theme and principle except appetite and racial domination.

a. Paraphrase: The Nazi state does not have any ideal or guiding principle at all.

All it has is a strong desire for conquest and rule by the Aryan race (雅利安人), the allegedly most superior race in the world.

b. devoid of: completely without; destitute or empty of

c. theme: a recurring, unifying subject or idea

d. appetite: very strong desire; an intense and prolonged desire

2)

It excels all forms of human wickedness in the efficiency of its cruelty and ferocious aggression.

Paraphrase: The Nazi regime is very cruel and it invades other countries in a most savage way. It can carry out its cruel invasions so effectively that it beats any action of this kind in human history.

3) I will unsay no word that I have spoken about it.

a. Paraphrase: I will not take back a single word of what I have said about Communism.

b. 此句运用的修辞手法为: litotes (修辞理解参照 1.2.3)

(下面的文中, 作者用了 7 个“I see”的排比句式 parallel structure, 以作者的视角, 描写了什么样的景物、事物和人物? 产生了什么样的效果?)

I see the Russian soldiers standing on the threshold of their native land, guarding the fields which their fathers have tilled from time immemorial. I see them guarding their homes where mothers and wives pray - ah, yes, for there are times when all pray – for the safety of their loved ones, the return of the breadwinner, of their champion, of their protector. I see the ten thousand villages of Russia where the means of existence is wrung so hardly from the soil, but where there are still primordial human joys,

where maidens laugh and children play.

- 1) till: (literary) to work the soil for the production of crops, as by plowing, harrowing, hoeing, sowing, etc.
- 2) immemorial: extending back beyond memory
- 3) “the breadwinner, their champion, their protector” all refer to the same person, because they are all in the singular.
- 4) ...where the means of existence is wrung so hardly from the soil, but where there are still primordial human joys, where maidens laugh and children play.
 - a. Paraphrase: ...where people have to work very hard on the land in order to keep the family going.
 - b. wring: to get by force / threats / persistence, etc.

****以上三个 I see 展示了“A picture of Russian village and people”**

I see advancing upon all this in hideous onslaught the Nazi war machine, with its clanking, heelclicking, dandified Prussian officers, its crafty expert agents fresh from the cowering and tying down of a dozen countries. I see also the dull, drilled, docile, brutish masses of the Hun soldiery plodding on like a swarm of crawling locusts. I see the German bombers and fighters in the sky, still smarting from many a British whipping, delighted to find what they believe is an easier and a safer prey.

"Behind all this glare, behind all this storm, I see that small group of villainous men who plan, organise, and launch this cataract of horrors upon mankind...

- 1) I see advancing upon all this in hideous onslaught the Nazi war machine, with its clanking, heel-clicking, dandified Prussian officers,
 - a. I can see the Nazi army launching violent attacks on all this.
 - b. all this: the villages, the peasants and their primordial joys.
 - c. clanking: the metallic sound made by the swords and sabres worn by the officers
 - d. heel-clicking: the noise made by the boots of the officers coming to attention
 - e. dandified: the uniforms with shoulder-boards, insignia, decorations. A dandy is a man who cares too much about his clothes and appearance; it has a negative connotation.

- f. Prussian officers: The core of the officers of the Wehrmacht (the armed forces of Nazi Germany) was Prussian.
- 2) ...its crafty expert agents fresh from the cowing and tying down of a dozen countries.
- a. Paraphrase: The Secret Service agents who specialize in genocide and who have just accomplished the task of crushing and enslaving a dozen countries.
 - b. fresh: recently returned
 - c. tie down: (obsolete) to reduce to bondage; to enslave
- 3) I see also the dull, drilled, docile, brutish masses of the Hun soldiery plodding on like a swarm of crawling locusts.
- a. Paraphrase: The German soldiers are stupid, obedient, easy to manage, savage. They move on in massive formation from one place to another, sowing destruction and death, just like a large crowd of moving locusts, eating up everything in the fields.
 - b. Churchill uses a **simile**, comparing the German soldiers to locusts because they have one thing in common—the spreading of destruction.
 - c. plod: to walk slowly and heavily
 - d. swarm: a group of insects or people moving together
- 4) ... still smarting from many a British whipping, delighted to find what they believe is an easier and a safer prey.
- a. Paraphrase: The Luftwaffe (the Nazi air force) had suffered severe losses in the aerial Battle of England. Now they feel happy because they think they can easily beat the Russian air force without heavy loss.
 - b. smart: to feel pain and resentment
 - c. many a/an+单数名词=many+复数名词
 - d. whipping (informal): defeat
- 5) Behind all this glare, behind all this storm, I see that small group of villainous men who plan, organise, and launch this cataract of horrors upon mankind...
- a. Paraphrase: Behind all this hostility and fighting I see that small group of

wicked men who make the world suffer untold miseries and unparalleled disasters.

b. glare: a rather vague term, referring perhaps to “hostile, fierce looks” or “hatred”

c. storm: fighting; war

d. launch this cataract of horrors: to let off a flood of horrors

** 以上四个 I see 展示了“A picture of German soldiers, officers, and leaders”, 与上一部分中的三个 I see, 共同展示了形象生动、触目惊心的画面, 引起听众的情感共鸣。

**比较文中的词汇以及其对应的同义词, 体会文中所用词汇的特殊效果。

a. threshold—frontier / border b. fathers—ancestors

c. immemorial—ancient d. breadwinner—soldier

e. war machine—German soldiers f. plodding—marching, advancing

**分析判断此部分课文中不同的修辞手法。

Detailed study of the text (paragraphs 10-13)

1. Questions to consider

A. What policy did Churchill declare Britain would pursue?

B. What was the nature of the war with Nazi Germany according to Churchill?

C. What was Britain’s ultimate purpose in fighting Nazi Germany?

D. What was the Purpose of the German invasion of Russia in Churchill’s opinion?

How was it related to the fate of the Britain and the rest of the Western Hemisphere?

2. Linguistic and stylistic analysis of the text (10-13)

Para 10 (Declaration of his policy)

"I have to **declare** the decision of **His Majesty's** Government - and I feel sure it is a decision in which the great Dominions will in due concur – for we must speak out now at once, without a day's delay.

1) 动词“declare” 在此处彰显了作者的态度, 也使听众了解的作者的行动; 也是显示本段的主题思想的关键词。

2) **His Majesty**

a. **His/Her/Your Majesty**: a title of respect used when speaking about or to a king or queen (对国王或女王的尊称)陛下 (当面称呼用 **Your**, 其他场合用 **His/Her**。

下同)

b. **His/Her/Your Royal Highness**: a title of respect used when talking to or about a member of the royal family

(对除国王、王后、女王等之外王室成员的称呼)殿下

e.g. Their Royal Highnesses, the Duke and Duchess of Kent

肯特公爵和公爵夫人殿下

c. **His/Her/Your Honour**: a title of respect used when talking to or about a judge or a US mayor 法官大人 (阁下) ; (美国) 市长阁下

e.g. No more questions, Your Honour. 没有其他问题了, 法官大人。

d. 这里作者使用了“换称 (antonomasia)”的修辞手法, 用 **His Majesty** 代替“国王”。

In rhetoric, **antonomasia** is a substitution of any epithet or phrase for a proper name. (参考章节 1.2.3 修辞部分)

3) I feel sure it is a decision in which the great Dominions will in due concur

a. Paraphrase: I am sure that our Dominions will agree with us at the appropriate time. (Churchill does not declare the decision in the name of the Dominions because they are independent governments and Churchill does not have the power to declare war in their names. If Churchill wants to declare war in their names, he has to consult them beforehand. Since he must make known the decision at once and there is no time for consultation, he has to declare the decision in the name of the British government.)

b. Dominions: Self-governing members of the British Commonwealth of Nations.

c. in due course: at the right time

d. due: suitable; fitting, proper

e. concur: to agree (with)

I have to make the declaration, but can you doubt what our policy will be? We have but one **aim** and one single, irrevocable **purpose**. We are resolved to destroy Hitler and every vestige of the Nazi regime. From this nothing will turn us – nothing.

1) ...but can you doubt what our policy will be?

This is a **rhretorical question**.

2) We have but one **aim** and one single, irrevocable **purpose**

a. irrevocable: (formal) that cannot be changed or reversed 不可更改的; 不可推翻的

c. in this sentence, the rhetorical device “**repetition**” is used (aim/purpose). In this text, two methods of repetition are used. One is to repeat the same word, and the other is to repeat meaning in the form of synonyms, for example, “aim” and “purpose” are synonyms.

3) We are resolved to destroy Hitler and every vestige of the Nazi regime.

a. be resolved: to be firm and fixed in purpose

b. vestige: a trace, mark, or sign of something that once existed but has passed away or disappeared

c. Paraphrase: We are firm to destroy not only Hitler, a single man, and the whole regime, but also every sign showing there once existed such a regime. (This sentence shows Churchill’s determination)

4) From this nothing will turn us – nothing.

a. Paraphrase: There is nothing which can head us off from this purpose or divert our attention.

b. The **inversion** of the sentence order and the **repetition** of the word “**nothing**” are for emphasis.

We will never parley; we will never negotiate with Hitler or any of his gang. We shall fight him by land, we shall fight him by sea, we shall fight him in the air, until, with God's help, we have rid the earth of his shadow and liberated its peoples from his yoke.

1) We will never **parley**; we will never **negotiate**...

a. parley: (*old-*

fashioned) (opposing people or groups) to discuss something in order to come to an agreement. (对立双方) 和谈, 会谈, 谈判

(In this context, it is used to discuss terms for armistice)

d. The **repetition** of the meaning of “parley” and “negotiate” is to emphasize their determination.

2) We shall fight him by land, we shall fight him by sea, we shall fight him in the air

a. **Parallel structure (parallelism)** is used in this sentence.

3) ...rid the earth of his shadow and liberated its peoples from his yoke.

a. Paraphrase: ...free the world from Hitler’s domination and to liberate all peoples from his control.

b. rid: If you **rid** a place or person **of** something undesirable or unwanted, you succeed in removing it completely from that place or person. 使... 去掉; 使... 去除; 使... 摆脱

c. shadow: the very strong power or influence of someone

d. yoke: control; a crushing burden

Any man or state who fights on against Nazidom will have our aid. Any man or state who marches with Hitler is our foe. That is our policy and that is our declaration. It follows therefore that we shall give whatever help we can to Russia and the Russian people. We shall appeal to all our friends and allies in every part of the world to take the same course and pursue it, as we shall faithfully and steadfastly to the end....

1) Any man or state who fights.... Any man or state who marches....

These are **periodic sentences**. (参考课程章节 1.2.3 修辞部分)

2) That is our policy and that is our declaration.

This is a **parallel structure**.

3) It follows therefore that ...

a. follow: to happen as a necessary result of

4) ...to take the same course...to the end...

- a. Paraphrase: to adopt the same attitude and policy and keep to it.
- b. pursue: to follow persistently
- c. steadfastly: unswervingly; unchangingly

Para 11 (Reasons for the policy // Nature of the war)

"This is no class war, but a war in which the whole British Empire and Commonwealth of Nations is engaged, without distinction of race, creed, or party.

(This is the nature of the war.) It is not for me to speak of the action of the United States, but this I will say: if Hitler imagines that his attack on Soviet Russia will cause the slightest divergence of aims or slackening of effort in the great democracies who are resolved upon his doom, he is woefully mistaken. On the contrary, we shall be fortified and encouraged in our efforts to rescue mankind from his tyranny. We shall be strengthened and not weakened in determination and in resources.

1) ...without distinction of race, creed, or party.

- a. creed: system of religious belief; set of opinions or principles on any subject.
- b. Paraphrase: ...no matter what your nationality is, what religious belief you have
- c. or what political party you belong to; paying no attention to any difference in nationality, religious belief, or party affiliation.

2) It is not for me to speak of the action of the United States...

Paraphrase: I am not in a position to say what action the United States should take.

3) ...but this I will say

- a. The normal order is "...but I will say this". (**Inversion**)
- b. The pronoun "this" is used to refer to what follows.

4) ...if Hitler imagines ... woefully mistaken.

- a. This is a **periodic sentence**. (参考章节 1.2.3 修辞部分)
- b. Paraphrase: Hitler will realize that he is deplorably wrong in thinking that since he is fighting Communism, the West will stand by and let him destroy the Soviet Union and will not fight him as hard as they are now doing. // Hitler may think that since he is fighting the Soviet Union which the West opposed in the past, the West will not be so determined in fighting and destroying Nazi

Germany. If he had that assumption in mind when he attacked the Soviet Union , he will find that he is deplorably wrong and will have to pay for it. (两个 解释可选择其一)

- c. divergence: the action of going out in different directions
- d. slacken: to reduce in activity, force, etc.
- e. the great democracies: the West

5) On the contrary, we shall be fortified ... from his tyranny.

- a. Paraphrase: No, we will not do that (diverge in our aims or slacken our efforts).

Instead, we will fight with greater courage and redouble our efforts in the struggle to end fascism.

- b. fortify: to impart vigor or physical strength or endurance to; to strengthen mentally or morally

- c. **save**: the most general, applies to any act of preserving from the consequences of danger, or evil, including sin.

rescue: usually implies saving from immediate harm or danger by direct action.

6) We shall be **strengthened** and not **weakened** in determination and in resources.

- a. Paraphrase: We shall be more determined and shall make better and fuller use of our resources. // we shall not relax our efforts; we shall bring our resources into fuller play.
- b. resources: (*pl.*) money or property available; wealth; something that a country, state, etc. has and can use to its advantage.
- c. The figure of speech, **antithesis**, is used in this sentence. (**strengthened**// **weakened**)

Para 12 (Further explanation of the policy: a. Historical lessons; b. Hitler's motives.)

(a. Historical lessons)

"This is no time to moralise on the follies of countries and Governments which have allowed themselves to be struck down one by one, when by united action they could have saved themselves and saved the world from this catastrophe.

1) Paraphrase: What we need now is not tedious explanation of how foolish

those countries and governments were in letting themselves be overrun by Germany one by one without forming a united front to fight Germany. If they had fought in a unified way, they might have saved themselves and therefore save the world.

- 2) moralise (moralize): to tell other people what is right and wrong especially in order to emphasize that your opinions are correct 进行道德说教
- 3) follies: a lack of good judgment; the fact of doing sth stupid; an activity or idea that shows a lack of judgment 愚蠢; 愚笨; 愚蠢的想法 (或事情、行为)

(In this context, “**follies**” refers to the foolish activities the Soviet Union and some other countries had done, such as the policy of appeasement, Non-Aggression Pact)

(b. Hitler's motives.)

But when I spoke a few minutes ago of Hitler's blood-lust and the hateful appetites which have impelled or lured him on his Russian adventure I said there was one deeper **motive** behind his outrage. He wishes to destroy the Russian power because he hopes that if he succeeds in this he will be able to bring back the main strength of his Army and Air Force from the East and hurl it upon this Island, which he knows he must conquer **or** suffer the penalty of his crimes.

- 1) But when I spoke a few minutes ago...outrage.

- a. Paraphrase: When I mentioned Hitler's insatiable desire for conquest which has driven him to attack Russia, I said there were another and more important reason for his adventure.

- b. blood-lust: strong, usually evil desire for

- c. hateful: detestable; loathsome

- d. impel: to push (someone) forward

- e. outrage: a very wrong or cruel act which arouses great anger

- 2) hurl: to throw sth/sb violently in a particular direction 猛扔

- 3) this Island: Great Britain

- 4) or: otherwise

- 5) suffer the penalty of his crimes: to be destroyed for the crimes he (Hitler) has

committed

His invasion of Russia is no more than a penalty to an attempted invasion of the British Isles. He hopes, no doubt, that all this may be accomplished before the winter comes, and that he can overwhelm Great Britain before the Fleet and air-power of the United States may intervene.

- 1) His invasion of Russia is no more than a penalty to an attempted invasion of the British Isles.

Paraphrase: His invasion of Russia will pave the way for his planned invasion of the British Isles.

- 2) He hopes, no doubt, that all this may be accomplished before the winter comes...

Paraphrase: Obviously he hopes that he can bring his Russian campaign to a successful end before winter sets in. (The Russian winter is, of course, particularly vicious.)

- 2) ...he can overwhelm Great Britain before the Fleet and airpower of the United States may intervene.

a. overwhelm: to gain complete control or victory over them 压倒; 击败; 征服

- b. Paraphrase: He can crush, conquer Britain before the US can come to her help.

He hopes that he may once again repeat, upon a greater scale than ever before, that process of destroying his enemies one by one by which he has so long thrived and prospered, and that then the scene will be clear for the final act, without which all his conquests would be in vain – namely, the subjugation of the Western Hemisphere to his will and to his system.

- 1) ...by which he has so long **thrived and prospered**...

a. Paraphrase: He has so far been very successful in employing this tactic.

b. thrive: to do well and be successful, healthy, or strong 欣欣向荣; 茁壮成长; 兴旺发达

c. thrived and prospered: this is **repetition** of meaning.

- 2) ...and that then the scene will be clear for the final act...

a. the final act: the defeat and conquest of all the countries in the Western Hemisphere.

b. Paraphrase: Then there will be nothing to prevent Hitler from conquering all the countries in the Western Hemisphere, which he must do if he wants to bring the whole world under his control.

3) subjugate: to take complete control of (a group of people), especially by defeating them in a war (尤指在战争中)征服, 制服, 使屈服

Para 13 (Conclusion: making an earnest appeal to people all over the world to make joint efforts against Nazi Germany)

"The Russian danger is therefore our danger, and the danger of the United States, just as the cause of any Russian fighting for his hearth and home is the cause of free men and free peoples in every quarter of the globe. Let us learn the lessons already taught by such cruel experience. Let us redouble our exertions, and strike with united strength while life and power remain. "

1) hearth and home:

a. (poetic) home and its comforts

b. The figure of speech used here is **alliteration**.

2) in every quarter of the globe: in every part of the world

3) Let us learn the lessons already taught by such cruel experience.

a. Paraphrase: We should bear in mind the fact that Hitler had been successful because many European governments had allowed themselves to be struck down one by one. This time we should all support the Soviet Union and shouldn't let Hitler repeat his tactics.

b. let us learn the lessons: The figure of speech used here is **alliteration**.

4) exertion: physical or mental effort; the act of making an effort 努力; 尽力; 费力

*** Exercises for students:**

1. Structure of the text

Part I (): Background of the speech.

1. () Churchill's own account of news of

2. () Mr. Colville's description as

Part II (): The Speech

1. () to the audience. (His ideas of)

2. () of the policy.

3. () for such a policy. (..... of the war)

4. () of the policy.

5. () Conclusion. (Making an earnest appeal to.....)

2. Please give different meanings of each word and examples.

conviction surprise round up horde count on revert thereby

reference devoid excel primordial dandified plod swarm

smart glare irrevocable yoke divergence slacken

woeful moralize prelude exertion impel

3. Fill in the blanks with proper prepositions or adverbs.

1) This changed conviction _____ certainty.

2) Presently General Dill, who had hastened _____ from London, came into my bedroom.

3) I knew what we all felt the same _____ this issue.

4) The following account by Mr. Colville, who was _____ duty this weekend, may be _____ interest.

5) During dinner Mr. Churchill said that a German attack _____ Russia was now certain.

6) Winant said the same would be true _____ the U.S.A.

7) After dinner, Churchill reverted _____ this theme.

8) If Hitler invaded Hell I would make at least a favourable reference _____ the Devil in the House of Commons.

9) I was awoken by a telephone message _____ the effect that

10) The Nazi regime is devoid _____ all the theme and principle.

11) I see them guarding their homes where mothers and wives pray _____ the safety of their loved ones.

12) I see also the dull, drilled, brutish masses of the Hun soldiery plodding _____

like a swarm of locusts.

13) We have rid the earth _____ is shadow and liberated its peoples _____ his yoke.

14) This is no time to moralize _____ the follies of countries.

15) His invasion of Russia is no more than a prelude _____ an attempted invasion.

4. Identify the figure of speech in each sentence.

(metaphor, allusion, antonomasia, alliteration repetition, parallel structure, antithesis)

1. This was not bowing down in the House of Rimmon.
2. The Nazi regime is devoid of all the theme and principle except appetite.
3. Behind all this glare, behind all this storm.
4. I have to declare the decision of His Majesty's Government.
5. We have but one aim and one single, irrevocable purpose.
6. From this nothing will turn us—nothing.
7. We shall be strengthened and not weakened in determination.
8. Let us learn the lessons already taught by such cruel experience.

5. Questions to answer.

- 1) Why did Churchill quote from his Private Secretary, Mr. Colville?
- 2) What does the sentence "This was not bowing down in the House of Rimmon." mean?

3) In order to appeal to the audience:

What sentence structures did Churchill use?

What figures of speech did he use?

What words did he use?

How did he develop his speech? (cf. the structure of the text)

Unit II. But What's a Dictionary For?

课程目标	教学目标	教学内容	教学活动
课程目标 1 通过各种体裁篇章 的学习，学生能够了	教学目标 2 To summarize the	1.Analyze the stylistic features of the text from three	1. Learning and understanding activities:

解不同文体的语言表达特点和写作风格，掌握各种修辞和文体知识，全面提升学生的英语综合运用能力，学会从不同角度品味和鉴赏语篇；	stylistic features of argumentation 教学目标 3 To explain how the rhetorical devices strengthen the effects of expression	perspectives: grammatically, semantically and phonologically; 2.The rhetorical devices such as antithesis, analogy, alliteration, metonymy, sarcasm etc.	(Teacher's presentation; Students' group discussion) 2. Applying and practicing activities: (students' summarizing, inquiry-based questioning)
课程目标 2 通过不同题材篇章的学习，学生能够了解相关历史、地理、文化、社会、宗教等方面背景知识，拓宽知识领域和国际视野，提高学生的人文素养、自我文化的认同感及不同文化的包容性；	教学目标 1 To present the general knowledge concerning dictionary compiling; linguistic theories that may provide theoretical basis for compiling the dictionary	1. Introduction of the Dictionary (the third edition) 2. Introduction of the great effort in dictionary compiling. 3. Heightening students' awareness of properly using dictionary to achieve accuracy in expression.	1. Inquiry-based investigation: Students' Presentation on descriptive linguistics and the evolution of language; 2. Questions and Answers 3. Group discussion
课程目标 3 掌握并学会使用教材中经典篇章中的相关的词句，并理解其特定语境下的深	教学目标 4 To master the meaning of key words and expressions, identify the function of the formal and literary	Analysis of the text at three levels: 1. At the textual level; 2. At the syntactic level;	1. Learning and understanding activities: (Teacher's presentation; Students' group

层含义，提高学生的批判性思考能力；	words used by the author and interpret the author's purpose	3. At the lexical level.	discussion; inquiry-based question and answer) 2. Applying and practicing activities: (e.g. inquiry-based tasks; paragraph translation; spontaneous interpretation;) 3. Transferring activities: (e.g. context-based language production, writing)
课程目标 4 能够运用所学语言知识、技能进行恰当的沟通、合作及交际互动。	教学目标 5 Motivate the students to think and discuss according to the text.	Further group discussion on how to support your ideas with specific details.	Group discussion and report
授课题目: But What's a Dictionary For?			
课时安排: 14 学时			
教学目标 (Teaching Objectives) 1. To present the background knowledge concerning the dictionary compiling; 2. To summarize the stylistic features of an argumentation;			

3. To appreciate the rhetorical devices to strengthen the effects of expression;
4. To master the meaning of key words and expressions, identify the function of the formal and literary words used by the author and interpret the author's purpose;
5. Motivate the students to think and discuss according to the text.

教学重点与难点：

Key points:

1. Language study and expressions
2. The stylistic features of an argumentation

Difficult points:

1. Writing style: argumentation
2. Writing devices: logical development of argumentation, contrast and comparison, rhetorical devices, wording, sentence structure.

教学内容：

Part One Background Knowledge and Introduction to the Text 2 学时

1. Dictionary compiling
2. Linguistic basis for dictionary compiling

Part Two Detailed Analysis of the Text 12 学时

I. Writing Style of the Text

1. Type of writing: argumentation
2. Stylistic features of an argumentation

II. Structure of the text

Part 1 (Paras 1-2): Comments on Webster's Third New International in the popular press

Part 2 (Paras 3-13): Basic principles of compiling a dictionary

a. transitional: necessarily to examine the basic principles

b. two statements about dictionary

c. new discovery of linguistics

d. what is a good dictionary – criteria

Part 3 (Paras 14-26): What's a dictionary for?

a. variants of spelling and pronunciation

<p>b. illustrating change of meaning by comparing “door” in the second and third editions</p> <p>Part 4 (Paras 27-28) Restating the thesis of the text—</p> <p>a good dictionary should reflect the current usage of a language</p> <p>III. Detailed study of the text</p> <ol style="list-style-type: none"> 1. Questions 2. Word study 3. Rhetorical devices
<p>思考与练习 (Assignments)</p> <ol style="list-style-type: none"> 1. Exercises on Student’s book. 2. Write an essay of about 300 words on the topic: “Can electronic dictionaries replace paper dictionaries?”
<p>阅读文献（含参考书、文献等）(References)</p> <p>Advanced English: Teacher’s Book; Encyclopedia; Co-build Dictionary; On-line resources...</p>
<p>教学手段与方法 (Teaching Methods)</p> <p>Interactive teaching method</p> <p>Task-based approach</p> <p>Cooperative learning</p> <p>Communicative teaching method</p> <p>Multimedia aided teaching with PPT</p> <p>授课类型： 理论课<input checked="" type="checkbox"/> 讨论课实践课<input checked="" type="checkbox"/> 练习课<input type="checkbox"/> 其他<input type="checkbox"/></p> <p>教学方式： 传统讲授<input checked="" type="checkbox"/> 双语<input checked="" type="checkbox"/> 讨论<input checked="" type="checkbox"/> 示教<input checked="" type="checkbox"/> 指导<input type="checkbox"/> 其他<input type="checkbox"/></p> <p>教学资源： 多媒体<input checked="" type="checkbox"/> 模型<input type="checkbox"/> 实物<input type="checkbox"/> 挂图<input type="checkbox"/> 音像<input checked="" type="checkbox"/> 其他<input checked="" type="checkbox"/></p>
<p>教学反思 (Reflections on Teaching)</p>

But What’s a Dictionary For?

I. Background information about the situation:

Descriptive linguistics is the study of the grammar, classification, and arrangement

of the features of a language at a given time, without reference to the history of the language or comparison with other languages.

It is also the study of the description of the internal phonological, grammatical, and semantic structures of languages at given points in time without reference to their histories or to one another. Also called: **synchronic linguistics** (Compare **historical linguistics**).

Teaching Procedure:

Week one:

1. Introduction of the background
2. Group discussion: what do you know about a dictionary?
3. Presentation of the above-mentioned elements
4. Techniques of argumentation
5. Text analysis of part one
6. Word study:
 - a. New words and expressions: curse word, negative expressions
 - b. word-formation
7. Rhetorical devices: definitions, examples in the text, other examples
8. Review of this part

Week two:

1. Analysis of the text: First half of part two—
Basic principles of compiling a dictionary
2. Word study:
 - a. New words and expressions
 - b. word formation
3. Rhetorical devices to strengthen the speech
 - a. alliteration b. antithesis
 - c. metaphor d. assonance
4. Logic in the development of the text: illustrate basic principles and theoretical basis

- a. making a transition
- b. putting forward the two brief statements to make clear the function of a dictionary
- c. introduce a basic principle: major findings of the descriptive linguistics

Week three:

1. Analysis of the text: Second half of part two—the criteria for a good dictionary

First half of part three—variants of spelling and pronunciation

2. Word study and sentence structure

- a. New words and expressions
- b. word formation
- c. long and complicated sentences

3. Rhetorical devices to strengthen the speech

- a. parallel structure b. repetition
- c. metaphor d. periodic sentence
- e. antithesis

4. Logic in the development of the text:

- a. to illustrate why are good dictionaries needed: with examples
- b. to generalize the criteria of a good dictionary
- c. support the idea from the aspects of variants of spelling and pronunciation

Week four:

1. Analysis of the text: the second half of part three

of part four

2. Word study:

- a. New words and expressions
- b. literary words and emotive words used and the effect of these words

3. Rhetorical devices to strengthen the speech

- a. alliteration b. repetition
- c. metaphor d. parallel structure

4. Logic in the development of the text:

- a. to illustrate the change of meaning by comparing “door” in the 2nd and 3rd editions
- b. to restate the thesis of the text

- c. to put emphasis on the fact that a good dictionary should reflect the current usage of a language.

Leading in

I. What is the type of writing of the text?

In English writing, there are four types, namely **description, narration, exposition, argumentation**. Which of the four is the most suitable to this text But What's a Dictionary For?

Argumentation

Argumentation is the type of writing in which writers try to encourage the readers to accept their point of view on a controversial issue. A piece of argumentative written work expresses the writer's own idea on a subject instead of merely assembling facts.

Argumentation frequently makes use of the other three types of writing: description, narration, and above all exposition, for argumentation and exposition are very closely related. Argumentation is actually exposition with the additional purpose of convincing or persuading.

The aim of argumentation

- A. To **convince** readers that the point of view is sound;
- B. To encourage readers to **accept** the point of view;
- C. To encourage readers to **take action**.

Overall structure of argumentation

- A. Introduction: the issue, background information, definition of terms
- A. Claim: thesis statement (to present the central idea)
- C. Body: reasons and evidence, emotional appeals, refutation (details to support the idea)
- D. Conclusion: restatement of claim, final appeal, urge to take action

Requirements of good argumentation

- A. A debatable point B. Sufficient evidence

C. Clear logic D. An honest and friendly attitude

Two ways of reasoning

A. Inductive reasoning 归纳

It moves from specific examples to a general statement.

B. Deductive reasoning 演绎

The process is just the opposite of inductive reasoning—

it moves from a general statement to a specific conclusion

**** Analyze the text according to the previous information.**

New words and expressions

1) abuse: ① Abuse of someone is cruel and violent treatment of them. 虐待; 凌

辱 ② Abuse is extremely rude and insulting things that people say when they are angry. 辱骂; 恶语

③ Abuse of something is the use of it in a wrong way or for a bad purpose. 滥用

a. He alleged that he was verbally abused by other soldiers.

b. He showed how the rich and powerful can abuse their position.

c. Janet had been abused by her father since she was eleven.

2) stature: ① Someone's stature is their height. 身高; 个子

② The stature of a person is the importance and reputation that they have. 地位; 声望

a. Who can deny his stature as the world's greatest cellist?

b. He was lampooned for his short stature and political views.

c. This club has grown in stature over the last 20 years.

3) calamity: A calamity is an event that causes a great deal of damage, destruction, or personal distress. 灾难; 灾祸; 祸患

a. The frost last week was a great calamity to the citrus industry.

b. He described drugs as the greatest calamity of the age.

4) stern: Stern words or actions are very severe. (话语或行动)严厉的, 严正的

- a. We remember our mother's stern instructions not to boast.
- b. Mr. Straw issued a stern warning to those who persist in violence.

5) deplorable: If you say that something is deplorable, you think that it is very bad and unacceptable. 糟糕的;恶劣的;应受谴责的

- a. I find the media's growing obsession with smut and sensation deplorable.
- b. The judge said that discrimination against homosexuals is deplorable.

6) deluge:

① A deluge of things is a large number of them which arrive or happen at the same time. 大量涌来;大批泛滥

② If a place or person is deluged with things, a large number of them arrive or happen at the same time 使涌现;使充满

③ A deluge is a sudden, very heavy fall of rain. 暴雨;(突降的)大雨

④ If rain deluges a place, it falls very heavily there, sometimes causing floods. (暴雨)袭击, 使泛滥

- a. A deluge of manuscripts began to arrive in the post.
- b. About a dozen homes were damaged in the deluge.
- c. During 1933, Papen's office was deluged with complaints.
- d. At least 150 people are believed to have died after two days of torrential rain deluged the capital.

7) monstrous:

① If you describe a situation or event as monstrous, you mean that it is extremely shocking or unfair. 骇人听闻的;极不公正的

② If you describe an unpleasant thing as monstrous, you mean that it is extremely large in size or extent. (令人不悦之物) 巨大的;特大规模的

- a. What monstrous perversion of the human spirit leads a sniper to open fire on a bus carrying children?
- b. The smoke began to whirl and grew into a monstrous column.

8) abominable: Something that is abominable is very unpleasant or bad. 可恶的; 恶劣的; 极糟的

- a. The President described the killings as an abominable crime.
- b. English food can be wonderful but the normal English diet is abominable.

9) throw/shed light on: 为...提供线索; 对...透露情况; 使...清楚地显出; 阐明...

- a. Cliff Evens' file can throw light on his accomplishing nothing.
- b. Two recent, unanimous Supreme Court decisions have shed light on the meaning of this vague exemption.

10) fraud: ① the crime of gaining money or financial benefits by a trick or by lying. 诈骗; 欺诈

② A fraud is something or someone that deceives people in a way that is illegal or dishonest. 骗子; 诈骗者; 骗人的东西

- a. He's probably going to finish up in jail for business fraud.
- b. Fraud squad officers had bugged the phone and were ready to pounce.
- c. He believes many 'psychics' are frauds who rely on perception and subtle deception.

I. Structure of the text

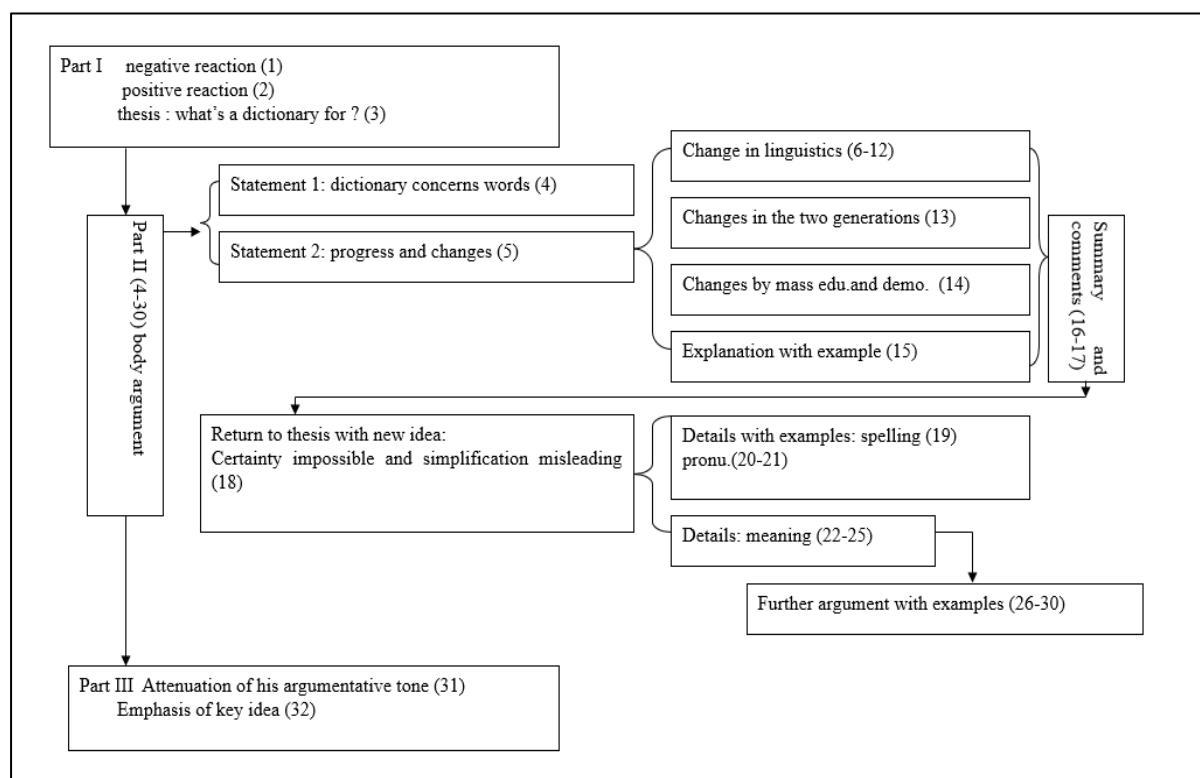
本文的体裁是议论文，所以我们有必要厘清作者的观点以及作者如何来论证观点。了解文章的结构有助于理解作者展开全文，论证观点的思路。

首先，在文章的第一部分 1-2 自然段，作者介绍了词典面世后，来自不同方面的不同评价，其中包括来自各种媒体贬抑和嘲讽，以及来自词典出版公司的声明。双方的观点和举证截然不同，那么人们就会疑惑，到底该如何看待这部词典呢？（在这部分，作者并没有急于提出自己的观点，而是在后面一步一步地提出论据，支撑自己的观点，让读者了解自己的立场和观点。）接下来，在第二部分 3-17 自然段，作者提出了词典编纂所依据的一些基本原则。在 4-5

自然段，作者提到了关于词典编纂的两个方面，其一是词典所涉及的是词，其二是近 30 年来词典编纂取得了巨大的进展，因此这部词典与之前的词典必然存在巨大差异。在 6-11 自然段，作者谈到了描写语言学这门新兴的学科，它为词典编纂提供的新的思路 and 依据。最后在 12-17 自然段，作者阐述了一本好的词典应该达到哪些标准。

然后，在第三部分 18-30 自然段，作者提出了问题，即词典的用途是什么？答案是获取关于词的信息。接下来，作者从拼写、读音、意义三个方面阐述了一本好的词典应该提供什么样的信息。并且对这部词典和之前的词典进行了比较，让读者了解作者的观点，也了解什么是好的词典。

最后在第四部分 31-32 自然段，作者重申了文章的主题：一本好的词典应该记录语言的最新用法。



II. Detailed analysis of the text

Part 1: Paras 1-2

Comments on the dictionary:

(1) The abuse in the popular press. (2) The claim of the Company.

1. 在第一自然段中，我们从第一句话可以看出本段的段落大意，《韦氏新国际词典》第三版面世以来，来自不同媒体的嘲讽和贬抑。

2. 在 “The storm of abuse in the popular press” 中，storm 可以反映出对词典的评论是 “铺天盖地”、“连篇累牍” 的，abuse 是一个贬义词，可以看出这些评论都是在贬低这部词典。the popular press 是大众喜欢的、很有名气的媒体。在后文中，作者引用了这些媒体的内容来支撑自己的观点。

3. 在英文中，书名、杂志名和期刊名等要用斜体，以与普通名词相区分。

4. “a concept of how things get written that throws very little light on Lincoln but a great deal on Life.”

Paraphrase: The concept can provide little information on how Lincoln wrote his address, but it does explain the editors of *Life* write their articles. (They are ignorant enough to suggest writing with a dictionary as a model.)

**** 认真阅读此段，找出其中明显含有贬义含义的词语，并明确其含义。**

Part II: Paras. 3-17

Basic principles of compiling a dictionary:

(3) Transitional paragraph: necessarily to examine the basic principles.

(4-5) Two statements about dictionary.

(6-11) New discovery of linguistics of linguistics.

(12-17) Criteria for a good dictionary.

Para 3:

1. 这是一个过渡段，在第一部分中，作者描述了来自不同方面的评价，他们之间存在着巨大的偏差“discrepancy”，这引起了人们对词典的用途的思考，因此在这一段中，作者提出了一些问题，也促使我们先去探讨词典编纂的基本原则。

2. So monstrous a discrepancy in evaluation requires us to examine basic principles.

Paraphrase:

In evaluating this dictionary, two opposing views exist, and disagreement is so great that it is necessary for us to examine basic principles for dictionary making so that we shall be able to see which side is right.

Paras. 4-5

作者提到了关于词典编纂的两个方面，本段提到的是第一个方面，即词典所涉及的是词。词典中其他方面的信息都要让位于关于词的信息。

1. 本段提到的是第二个方面，即近 30 年来词典编纂取得了巨大的进展，因此这部词典与之前的词典必然存在巨大差异。这种差异不同于一个牌子的汽车在两年内推出的两款不同的车型之间的差异，而是相当于马车和汽车之间的差别。暗示这部词典的出现是顺应形势的。

2. The difference, for example, between... and the automobile.

Paraphrase: The difference between the Second and Third International is not superficial (like the difference between the yearly models of the same car) but substantial (like the difference between two entirely different means of transportation).

3. Much-touted means much-praised and much-clouted means much-attacked. The two phrases are close in pronunciation but opposite in meaning.

Here two rhetorical devices are used: assonance and antithesis

4. **Assonance:** Resemblance of sound, especially of the vowel sounds in words, (元韵, 谐音: 发音相似, 尤指词中元音的相似) as in:

e.g. To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we *pledge* our *best efforts* to *help them help themselves*, for *whatever* period is required,...

5. 在段落的最后，作者提到了新兴学科：descriptive linguistics

Descriptive linguistics: is the work of analyzing and describing how language is spoken (or how it was spoken in the past) by a group of people in a speech community.

Prescriptive linguistics: is the laying down or prescribing of normative rules for the use of a language, or the making of recommendations for effective language usage

Prescription and description are often seen as opposites, in the sense that one declares *how* language *should be* while the other declares *what* language *is*.

Para. 6

1. Charter: originally, it means a written or printed statement of specified rights to a person or corporation from a ruler or government. Here it is used figuratively implying that Bloomfield is regarded as their authority.

2. He was as much an anthropologist as a linguist.

Paraphrase: He was an anthropologist as well as a linguist.

3. ... his concepts of language ...by his knowledge of Cree Indian dialects.

Paraphrase: ... his ideas of language were not based on stereotyped book knowledge but on personal observation of existing language including Cree Indian dialects.

Paras. 7-9

1. All languages are systems of human conventions, not systems of natural laws.

Paraphrase: all languages have rules, rules about how to form words and how to pronounce them, how to put words in their places next to one another, and how words and especially combinations of them are related to the meanings that the speakers

wish to communicate. These rules, however, are different from natural laws. They are determined by usages and practices of the people who use the given language.

2. It cannot be described in terms of logic or of some theoretical, ideal language.

Paraphrase: one can't use the principles of logical reasoning or the rules and principles of a theoretical, ideal language to describe a living language.

1. It cannot be described in terms of any other language, or even in terms of its own past.

Paraphrase: Since each language has its own peculiar and unique rules, and since the rules of a particular language keep changing with the passage of time, we can't use their rules and principles to describe any particular language that is in use today.

Paras 10-13

1. All languages are dynamic rather than static.

Paraphrase: All languages (living languages) are in a metabolic process of constant change. Nothing (including pronunciation, vocabulary and grammar) remains the same.

2 "Correctness" can rest only upon usage

Paraphrase: correctness can only be based on usage.

A. Based on the previous paragraphs, the author proposes the criteria for good dictionaries.

B. criteria for good dictionaries:

comprehensive, accurate, description, current, usage.

C. some indication of social and regional associations: something that points out social and regional connections, for example, using such usage labels as slang, vulgar, dialect, etc.

3. In this paragraph, the author lists some factors that contribute to the emergence of the new dictionary.

Para. 14

1. Some other factors that lead to the emergence of new dictionaries are listed.
2. Every publication in America today includes pages that would appear, to the purist of forty years ago, unbuttoned gibberish.

Paraphrase: in every publication in America today, there are pages that would be considered by those who insist on formal, precise, pedantic usage of language to be uncontrolled, incoherent and unintelligible nonsense.

3. Not that they are: They are not pages of unbuttoned gibberish.
4. You can't hold the language of one generation up as a model for the next.

Paraphrase: You can't put forward the language of one generation as an example for the next generation to follow.

11) discrepancy: If there is a discrepancy between two things that ought to be the same, there is a noticeable difference between them. 差异;不符;不一致;出入

- a. The discrepancy in their ages seemed not to matter.
- b. A greater cause for resentment is the discrepancy in pay.
- c. There was considerable discrepancy between the two accounts of the battle.

12) compel: ① If a situation, a rule, or a person compels you to do something, they force you to do it. 强迫

If you feel compelled to do something, you feel that you must do it, because it is the right thing to do. 觉得必须(做...)

- a. Local housing authorities have been compelled by the housing crisis to make offers of sub-standard accommodation.
- b. Dickens *felt compelled* to return to the stage for a final good-bye.
- c. You cannot compel good work from unwilling students.

13) tout: ① If someone touts something, they try to sell it or convince people that it is good. 兜售, 吹嘘

If someone touts tickets, they sell them outside a sports ground or theatre, usually for more than their original value. 倒卖高价票

③ 黄牛, 票贩子

a. It has the trappings of an election campaign in the United States, with slick television ads touting the candidates.

b. The queue stretches several hundred yards and tickets are touted for a tenner.

14) clout: ① If you clout someone, you hit them. 打; 击

② A person or institution that has clout has influence and power. 影响力; 权势

a. The officer clouted her on the head. 警察打了她的头。

b. Mr. Sutherland may have the clout needed to push the two trading giants into a deal.

c. The queen may have privilege but she has no real political clout.

15) relegate: ① If you relegate someone or something to a less important position, you give them this position. 贬黜; 把...降级; 把...降格

If a sports team that competes in a league is relegated, it has to compete in a lower division in the next competition, because it was one of the least successful teams in the higher division. 使(球队)降级

a. Other newspapers relegated the item to the middle pages.

b. The team is about to be relegated to the second division.

16) charter: ① A charter is a formal document describing the rights, aims, or principles of an organization or group of people. 章程; 宪章

② If a person or organization charts a plane, boat, or other vehicle, they hire it for their own use. 包租, 租用(飞机、船只等)

If you describe a decision or policy as a charter for someone or something

you disapprove of, you mean that it is likely to help or encourage them. 对...的纵容(或怂恿)

- a. Article 50 of the United Nations Charter.
- b. He chartered a jet to fly her home from California to Switzerland.
- c. They described the Home Office scheme as a 'charter for cheats'.

17) proposition: ① If you describe something such as a task or an activity as, for example, a difficult proposition or an attractive proposition, you mean that it is difficult or pleasant to do. (难办或诱人的) 事情, 任务

② A proposition is a statement or an idea which people can consider or discuss to decide whether it is true. 见解; 观点

③ A proposition is an offer or a suggestion that someone makes to you, usually concerning some work or business that you might be able to do together. 提议; 建议; 提案

- a. Even among seasoned mountaineers Pinnacle Ridge is considered quite a tough proposition.
- b. The proposition that democracies do not fight each other is based on a tiny historical sample.
- c. You came to see me at my office the other day with a business proposition.

18) utilitarian: ① Utilitarian means based on the idea that the morally correct course of action is the one that produces benefit for the greatest number of people 功利主义的; 实利主义的

② Utilitarian objects and buildings are designed to be useful rather than attractive. (物品、建筑等) 实用的

- a. It was James Mill who was the best publicist for utilitarian ideas on government.
- b. Bruce's office is a corner one, utilitarian and unglamorous.

19) hail: ① If a person, event, or achievement is hailed as important or successful,

they are praised publicly. 赞扬, 称颂 (人、事件或成就)

② A hail of things, usually small objects, is a large number of them that hit you at the same time and with great force. 雹子般的一阵

③ If someone or something hails from a particular background, they come from it. 人或物) 来自

④ If you hail someone, you call to them. 招呼;喊

⑤ If you hail a taxi, you wave at it in order to stop it because you want the driver to take you somewhere. 招呼, 叫 (出租车)

a. Faulkner has been hailed as the greatest American novelist of his generation.

b. The riot police were met with a hail of stones and petrol bombs.

c. This is a film which seems to hail from the hippie era.

20) caption:

① A caption is the words printed underneath a picture or cartoon which explain what it is about. (图片、漫画的)说明文字

② When someone captions a picture or cartoon, they put a caption under it. 为 (照片或漫画)添加说明文字

a. I didn't understand the drawing until I read the caption.

b. The Sun had captioned a picture of Princess Diana 'Princess of Veils'.

c. The book is well written, properly illustrated and excellently captioned.

Para 15

1. 在这一段中, 作者以那些抨击这部词典的媒体为例, 统计了这些媒体中的文章使用了很多这部词典中收录的词条, 以此来驳斥这些媒体对这部词典的抨击和贬抑, 从而支撑作者自己的观点。

2. It's not that you mustn't. You can't.

a. The complete form of the sentence is:

It's not that you mustn't hold the language of one generation up as a model for the next. You can't.

b. **Paraphrase:** You can't put forward the language of one generation as an example for the next generation to follow.

1. The issue of the *New York Times* which hailed ... nineteen others which are condemned in the Second.

a. This is a long complex sentence (复合句)

b. with four attributive clauses. (Try to identify the attributive clauses.) In the main sentence the subject is the word *issue* and the predicate is *used*.

c. *The issue* (主语) of the *New York Times* *which hailed the Second International as the authority* (The issue 的宾语从句) *to which it would adhere* (authority 的定语从句) and *the Third International as a scandal and a betrayal* (与前面的绿色部分是并列的成分, 也是此定语从句的一部分) *which it would reject* (betrayal 的定语从句) *used* (谓语) one hundred and fifty-three separate *words, phrases, and constructions* (宾语) *which are listed in the Third International but not in the Second* and *nineteen others* (宾语) *which are condemned in the Second*. (黄色部分是两个宾语部分的定语从句)

4. captioned: entitled, with the heading of

5. hang on to: retain, not sell or give to others

Para. 16

1. 作者在上一段指出, 那些抨击此词典的媒体却大量使用了此词典收录的词条, 多于他们盛赞的旧版的词典所收录的词条, 甚至很多词条在旧版中根本没有收录。因此, 在本段中, 作者分析了这种现象。这种现象并不是巧合, 此词

典只是描述了（记录了）这些媒体如何使用语言，而不是规定人们如何使用语言。（这也符合 descriptive linguistics 的宗旨，也体现了此词典编纂所依据的原则。）

2. scorn: to feel or show that you think sb/sth is stupid and you do not respect them
or it 轻蔑；鄙视
3. the fact of two things happening at the same time by chance, in a surprising way （令人吃惊的）巧合，巧事
4. ... the *Times*, in particular, furnishing more of its illustrative quotations than any other newspaper.
 - a. furnish: supply, provide
 - b. **Paraphrase:** More words and expressions which are listed in the Third International are used in the *Times* than in other periodicals or newspapers.

Para. 17

1. 根据前面的内容，作者在这一段中分析了新词典出现的必要性，因为人们不能固守着几十年前的语言使用习惯。如果媒体文章还固守几十年前的语言风格，就会显得僵硬呆板，可读性也会大大降低；报纸杂志也卖不出去。
2. journal: a daily newspaper; any newspaper, magazine, or other periodical
3. periodical: a publication coming out at regular intervals, as weekly, monthly, quarterly, etc.
4. stiff: firm and difficult to bend or move
5. cumbersome: difficult to handle or use especially because of size or weight
6. editorial: (British English also leader, leading article) an important article in a newspaper, that expresses the editor's opinion about an item of news or an issue; in the US also a comment on radio or television that expresses the opinion of the station

or network（报刊的）社论；（美国电台或电视台的）评论

7. If the editorials were serious, the public—and the stockholders—
have reason to be grateful that the writers on these publications are more literate than the editors.

Paraphrase: It is a lucky thing that the writers on these publications are not as ignorant as the editors. If the editorials were serious, the editors would stick to the language described in a dictionary compiled in the 30s, and if they did so, their publications would be unreadable and nobody would subscribe to them and as a result, they would cease to bring profits to their shareholders. (Note the sarcastic tone here.)

通常社论（editorial）的观点代表的是媒体及其编辑的观点，而其他文章的观点只是文章作者的观点。这里提到的编辑们写的社论都对此词典大加贬损，而对旧版词典赞誉有加，认为人们应该按照它来使用语言。但如果真是如此，那么文章不能读，报纸杂志没人买，股东就会赔钱。而这些报纸杂志的其他文章的作者就显得明智，因为他们的文章中使用了很多收录在此词典中的词条，使得文章更具可读性。（这里的语气是很讽刺的。）

Part III: Paras.18-30

Main idea: What's a dictionary for?

A. (18-21) variants of spelling and pronunciation.

B. (22-30) Illustrating change of meaning by comparing “door” in the 2nd and 3rd editions.

Para. 18

1. 在这一段，作者开始讨论词典的用途何在。指出读者的要求就是弄清词语的拼写、发音、词义和正确用法。他们想了解全部真相。然而今日的美国英语中的

真实情况就是，许多语言现象要想说得确切明白是不可能的，而过分简单化的说明又易引起误解。因此，词典中对词汇的定义并不是一件简单的事情。

2. current: commonly used, known, accepted, prevalent

3. respectable: proper, correct

Para. 19

1. 在这一段，作者以几个词语为例，说明了在词语的拼写这样比较确定的方面，读者如果想要从词典中得到唯一确切的、权威的答案也是不可能的。词典的任务是记录事实，而与此有关的事实是，我们的语言中有许多词可以用两种方法拼写，而两种拼法都同样正确无误。

2. so settled a matter = such a settled matter

3. a single certainty: something definite with no alternatives

4. unyielding: not easily influenced, unlikely to change one's mind

5. take an unyielding position: hold a firm opinion / attitude

6. wager: bet

7. But neither his vanity nor his **purse** is any concern of the dictionary's; it must record the fact.

a. **Paraphrase:** A dictionary should record the fact without bothering whether it can satisfy the vanity of those who use a dictionary to prove their unyielding position in an argument or help those who bet some money in support of their conviction.

b. purse: 原意为“钱包”，在这里意为“钱”。这里是用提喻 **synecdoche** 的修辞手法。（用法：The container for the thing contained or vice versa 容器代替里边容纳的东西，或反之。）

Para. 20

1. 在这一段，作者从发音方面阐述了词典的任务是记录事实，所以对于同一个词语的不同发音，都要进行记录，两个发音都是正确的。
2. So with pronunciation: A dictionary cannot always be absolute in the matter of pronunciation, either.

Para. 21

1. 在这一段，作者阐明，词典的责任不是规定人们必须模仿某大学校长或某总统的发音。词典不对这些不同的发音做出取舍抉择并不是因为这些人社会地位高，让人有所顾忌，而是因为在社会地位这样高的人们当中竟然如此广泛而显著地使用着两种发音，这事实就足以说明的确存在着两种发音。他们的说话方式就构成了词典必须记录的事实。
2. Has he been betrayed?: Has he been let down? Has the dictionary failed to meet his hopes?
3. abdicated its responsibility: given up or neglected its responsibility, failed to do its duty
4. Not because of the distinction of these particular speakers;
 - a. It is elliptical (省略), with the main clause omitted. The missing part might be “It avoids making a choice...”
 - b. distinction: high social position, fame, eminence
5. Lexicography, like God, is no respecter of persons.
 - a. lexicography: the theory and practice of writing dictionaries 词典编纂学; 词典编纂
 - b. **Paraphrase**: Lexicography is a science and its judgment, like the judgment of

God, cannot be swayed by anybody no matter what high social position he may occupy.

6. elevation: a high place or position

Para. 22

1. 从这一段起，作者开始谈到词语的“含义”，而一个词会将什么样的意思传达给他的听者或读者是复杂的、微妙的，而且总是在变的情况。

2. auditor: listener, hearer

3. subtle: not easy to notice or understand; delicate

Para. 23

1. 作者在这一段援引了《华盛顿邮报》的一篇社论对第三版的指责：“矫揉造作、晦涩难懂、繁冗累赘”，还特地援引该词典给“门这么一个简单的物体”所下的定义来作为说明的例子。

2. furnish: provide, supply

3. ringing: powerful; loud and clear

4. the usual bombinations about “abdication of authority” and “barbarism,”:

Bombination means the unpleasant buzzing of flies. It refers to some people's complaint that *Webster's Third* has given up its role as an authority on the use of words and therefore has degraded the English language. Barbarism means the use of words and expressions not standard in a language.

5. pretentious: suggesting affectedly grand or superior

6. obscure: not clear, confusing

7. verbosity: wordiness

8. instances: v. cites as an example

Paras. 24-25

1. 在这一段，作者给出了第三版中“door”的定义，这是一个非常详尽的定义，另外作者还补充了这个定义的特点：接下来是一系列特殊的含义，每种含义都作了具体的界定，必要的地方还引用了有来源的例证加以说明。
2. 这篇社论除了告诉人们“准确与简洁是应该提倡的”之外，并没有说明该定义错在何处，我们只能从“这样简单”的一件事来推断出这样的结论：那篇社论的撰稿人对于词典释义问题采取的是一种简单、直率、普通外行人的态度，认为“门就是门，任何该死的白痴都清楚。”
3. admonish: to tell someone very seriously that they have done something wrong. 告诫，责备
4. “gentle men from Springfield”: 这里指参与词典编纂的人。《韦氏新国际英语词典》系列由梅里亚姆-韦伯斯特公司出版，公司的总部位于美国马萨诸塞州斯普林菲尔德（Springfield）。
5. man-in-the street attitude: attitude held by the average, ordinary person

第二十六自然段

1. 在这一段，作者上面社论的观点步入了词典编纂学的一个最大的陷阱，即认为显而易见的事物容易下定义。实际情况却恰恰相反，对于那些新奇或独特的事物，倒是人人都能给以恰当的描述，而真正难于下定义的倒是那些普通而常见的事物，正因其普通才迫使我们不得不用不普通的词语去给它们下定义。
2. But if so, he has walked into one of lexicography's biggest booby traps: the belief that the obvious is easy to define.

Paraphrase: But if he does so, then he has fallen unawares into one of the biggest traps in dictionary making, that is, believing that the obvious things are easy to define.

3. challenges definition: defies definition, offers great difficulties for definition
4. on just this score: for just this reason, on just this point
5. good for a laugh: sure to result in a laugh
6. in the merriment: while laughing at the definition
7. no one has yet come up with a better definition: No one has yet proposed or produced a better definition.
8. That's simple, all right: That is certainly simple, but that leads us nowhere. All right is added with sarcasm, it is frequently used in retorts.

Para. 27

1. 作者在这一段指出，近二十年来，“门”这种装置的结构花样百出，种类剧增。
因此，任何人若是想弄清“门”这一词现在所包含的许多种意义，那他就可能不得不牺牲简洁以求准确，甚至还可能不得不使用一些在词汇量有限的人看来可能是晦涩难懂的词语。
2. Anyone who attempts sincerely to state what the word *door* means in the United States of America today can't take refuge in a log cabin.

Paraphrase: Anyone who attempts to define the word door can't go back to the age of the log cabins. In those days when people lived in log cabins, the definition of the word door could be very simple, but it is not so now.

3. proliferation: multiplying rapidly, increasing profusely

Para. 28

1. what of: what about

2. oak and hinges: 原意为“橡木和折叶”，这里指“门”。这里作者使用了 **提喻 synecdoche** 这一修辞手法，即用门的材料“橡木”和门的一部分“折叶”来代替“门”这个概念。（材料代替制成品，部分整体互相代替均属于提喻的手法。）

3. set off: mark off

4. The fine print in the lease: *lease* 指房屋的租约。fine print 指很小的字体。有时，在房屋租约中，对于多数条款房东会使用比较大的字体，而一些更为重要的条款可能会用很小的字体。房东此举的目的在于欺骗租客，从而忽视这些重要的条款。

Para. 29

1. 此处作者引用了第二版词典中“门”这个词的定义，并指出这个定义较为简洁，但是有些可以称作“门”的装置却没有提到。

2. gyped: (colloquial) swindled, cheated

Para. 30

1. 在这一段，作者指出第三版词典中的“门”这个定义更为复杂，但是却覆盖了更多的现实生活中出现的可以称为“门”的装置。

2. ...which raised the *Post*'s blood pressure: which made the *Post* (*Washington Post*) angry.

Part IV. Paras. 31-32

Main idea: Restating the thesis of the text: a good dictionary should reflect the current usage of a language.

1. 在这部分，作者提出新版词典也有很多不足之处，会面临很多批评，但是这部词典涉及的是当代英语这样一个广阔领域，这部词典包含五十多万条定义，

言外之意，有这样或那样的缺点是非常的事情。最后，作者再次强调，第三版词典面世的必要性。

2. terrain: a geographic term, meaning a ground or a tract of ground with regard to its natural features. Here it means a field , an area （领域） .

3. open to honest, and informed, disagreement

a. open: free to be argued or contested; not settled or decided

b. honest: not slanderous

c. informed: not biased, not ignorant

d. **Paraphrase:** Honest and educated people may have sufficient reasons to disagree with much of it.

2. The removal of guides to pronunciation from the foot of every page may not have been worth the valuable space it saved.

Paraphrase: Though the removal of guides to pronunciation saved valuable space, the inconvenience caused by it seems not worth the space saved (implying the guides to pronunciation should not have been removed).

3. talking ignorant and pretentious nonsense: as if talking about something very important but in reality saying something ignorant and foolish.

Unit III No Signposts in the Sea

课程目标	教学目标	教学内容	教学活动
课程目标 1 通过各种体裁篇章的学习，学生能够了解不同文体的语言表达特点和写作风格，掌握各种修辞和文体知识，全面提升学生的英语综合运用能力，学会从不同角度品味和鉴赏语篇；	教学目标 2 To summarize the stylistic features of a novel 教学目标 3 To explain how rhetorical devices can strengthen the effects of expression.	1. The stylistic features of a novel; 2. The rhetorical devices such as metonymy, transferred epithet, parallelism, rhetorical question, metaphor etc.	1.Learning and understanding activities: (Teacher's presentation; Students' group discussion) 2.Applying and practicing activities: (students' summarizing, inquiry-based questioning)

<p>课程目标 2</p> <p>通过不同题材篇章的学习，学生能够了解相关历史、地理、文化、社会、宗教等方面背景知识，拓宽知识领域和国际视野，提高学生的人文素养、自我文化的认同感及不同文化的包容性；</p>	<p>教学目标 1</p> <p>To present the general knowledge concerning clues of a novel;</p> <p>To understand the meaning of life.</p>	<p>1. Introduction of the author;</p> <p>2. Introduction of the background knowledge;</p> <p>3. Understanding the meaning of life.</p>	<p>Inquiry-based investigation:</p> <p>Students' Presentation on the meaning of living on the earth;</p> <p>2. Questions and Answers</p> <p>3. Group discussion</p>
<p>课程目标 3</p> <p>掌握并学会使用教材中经典篇章中的相关的词句，并理解其特定语境下的深层含义，提高学生的批判性思考能力；</p>	<p>教学目标 4</p> <p>To master the meaning of key words and expressions, identify the function of the formal and literary words used by the author and interpret the implied meaning of the novel</p>	<p>Analysis of the text at three levels:</p> <p>1. At the textual level;</p> <p>2. At the syntactic level;</p> <p>3. At the lexical level.</p>	<p>1. Learning and understanding activities: (Teacher's presentation; Students' group discussion; inquiry-based question and answer)</p> <p>2. Applying and practicing activities: (e.g. inquiry-based tasks; paragraph translation; spontaneous interpretation;)</p>

			3. Transferring activities: (e.g. context-based language production, writing)
课程目标 4 能够运用所学语言知识、技能进行恰当的沟通、合作及交际互动。	教学目标 5 Motivate the students to think and discuss according to the text.	Further group discussion on how to summarize the story.	Group discussion and report
授课题目: No Signposts in the Sea			
课时安排: 16 学时			
教学目标 (Teaching Objectives) 1. To present the background knowledge; 2. To summarize the stylistic features of a novel; 3. To appreciate the rhetorical devices to strengthen the effects of expression; 4. To master the meaning of key words and expressions, identify the function of the formal and literary words used by the author and interpret the meaning of life; 5. Motivate the students to think and discuss according to the text.			
教学重点与难点: Key points: 1. Language study and expressions 2. The stylistic features of a feature story Difficult points: 1. Writing style: novel			

2. Writing devices: analogy, rhetorical devices, wording, sentence structure.

教学内容：

Part One Background Knowledge and Introduction to the Text 2 学时

1. The author
2. Background knowledge of the novel

Part Two Detailed Analysis of the Text 14 学时

I. Writing Style of the Text

1. Type of writing: novel
2. Stylistic features of a novel

II. Detailed study of the text

1. Questions
2. Word study
3. Rhetorical devices

思考与练习 (Assignments)

1. Exercises on Student's book.
2. Write an essay of about 300 words on the topic:
“What is the meaning of life?”

阅读文献（含参考书、文献等）(References)

Advanced English: Teacher's Book; Encyclopedia; Co-build Dictionary; On-line resources...

教学手段与方法 (Teaching Methods)

Interactive teaching method

Task-based approach

Cooperative learning

Communicative teaching method

Multimedia aided teaching with PPT

授课类型：理论课☒ 讨论课☒ 实践课☒ 练习课☐ 其他☐

教学方式：传统讲授☒ 双语☒ 讨论☒ 示教☒ 指导☐ 其他☐

教学资源：多媒体 <input checked="" type="checkbox"/> √ 模型 <input type="checkbox"/> 实物 <input type="checkbox"/> 挂图 <input type="checkbox"/> 音像 <input checked="" type="checkbox"/> √ 其他 <input type="checkbox"/>
教学反思 (Reflections on Teaching)

No Signposts in the Sea

No Signposts in the Sea

I. Background information

A. About the author

Victoria Mary Sackville-West (1892-1962) was an English poet and novelist, a member of the Bloomsbury group, an informal group of literary and artistic friends, a close friend of Virginia Woolf.

Her poems include *The Land* (1926), *Solitude* (1938), *The Garden* (1946), *All Passion Spent* (1931). Her poetry is traditional in form, reminiscent of the work of the English nature poets of the age of romanticism.

A prolific writer, Victoria Sackville-

West is the author of 15 novels, as well as biographies and travel books.

B. About the novel *No Signposts in the Sea*

This novel is written in the form of a journal kept by a man called Edmund Carr, 50, a n influential political columnist and bachelor. He learns that he has a limited time to live—a few days or weeks, a month or two at most. How shall he spend them? In this quandary; he learns that a widow who he has lately met at random social occasions has booked passage on a cruise to the Far East. Her qualities, her intelligence and warmth stiffened by a deep reserve, have struck him as uncommon; he decided to be abroad. His contact with Laura, the widow, gives Carr an unfamiliar peace and a profound change in perspective. Power, prestige, practicality the former watchwords of his career lose their ring. Illusion, which he has abhorred, and the natural world uninvaded by civilization begin to seem transcendent. And a third some Colonel arouses his all-too-human ignominy of jealousy, despair, meanness, and outbursts of disappointment against his “rival”.

II. Understanding of the title: No Signposts in the Sea

Questions to consider about the title:

1. What is a signpost?
2. What is the role of a signpost?
3. What's the meaning of the title?

Teaching Procedure:

Week one:

1. Introduction of the background and the author
2. Introduction of elements of a novel
3. Presentation of the above-mentioned elements
4. Techniques of a novel
5. Text analysis of paragraphs 1-2
6. Word study:
 - a. New words and expressions
 - b. word-formation
7. Rhetorical devices: definitions, examples in the text, other examples
8. Review of this part

Week two:

1. Analysis of the text: paragraphs 3-11
2. Word study:
 - a. New words and expressions
 - b. word formation
3. Rhetorical devices to strengthen the speech
 - a. alliteration b. antithesis
 - c. metaphor d. analogy
4. The development of the novel
 - a. experience on the sea
 - b. differences in life of the past and the present
 - c. perception of the meaning of life

Week three:

1. Analysis of the text: paragraphs 12-19
2. Word study and sentence structure
 - a. New words and expressions
 - b. word formation
 - c. long and complicated sentences
3. Rhetorical devices to strengthen the speech
 - a. inversion b. repetition
 - c. metaphor d. alliteration
 - e. antithesis f. rhetorical question
4. Analysis of the elements of novel in the text
 - a. to appreciate the wonderful natural scenery
 - b. to compare the nature to people
 - c. to perceive the meaning of life

Week four:

1. Analysis of the text: the last part of the text
2. Word study:
 - a. New words and expressions
 - b. literary words and emotive words used and the effect of these words
3. Rhetorical devices to strengthen the speech
 - a. onomatopoeia b. transferred epithet
 - c. metaphor d. parallel structure
4. Analysis of the elements of novel in the text
 - a. to appreciate the beauty and freedom of nature
 - b. to experience the freedom mind
 - c. to perceive the meaning of life

Detailed study of the text

Paragraph 1	
Text	Detailed analysis

<p>In the dining- saloon I sit at a table with three other men;</p>	<ol style="list-style-type: none"> 1. saloon: a large comfortable room on a ship, used by the passengers to sit and relax in (客轮上的) 交谊厅 2. at a table: 在桌旁 (不一定是用餐) at table: 在用餐 wait at table: (formal) to serve food to people, for example at a formal meal 伺候进餐; (往饭桌上) 端饭上菜 on the table: A. (BrE) (of a plan, suggestion, etc.) offered to people so that they can consider or discuss it (将计划、建议等)提供考虑; 提交讨论 e.g. Management have put several new proposals on the table. 管理部门已将几项新的建议提交讨论。 B. (especially AmE.) (of a plan, suggestion, etc.) not going to be discussed or considered until a future date (将计划、建议等)搁置
<p>Laura sits some way off with a married couple and their daughter.</p>	<ol style="list-style-type: none"> 1. off: away from 2. couple: 网络常用语“CP”便是来源该词。
<p>...for it is as in a moving picture that I can note the grace of her gestures,</p>	<ol style="list-style-type: none"> 1. a moving picture: a film 2. the grace of her gesture: 作者对劳拉进行了描写, 但是这个表述是一个概括性的描述, 下面的内容中, 作者进行了细节描写
<p>...she raises a glass of wine to her lips or turns with a remark to one of her neighbours</p>	<ol style="list-style-type: none"> 1. 在这一句, 作者具体地描写了劳拉的几个动作, 非常细致, 是对上面一句中 gestures 的展开, 而且可以透过这几个动作, 感知到劳拉的优雅气质。读者还可以

<p>or takes a cigarette from her case with those slender fingers.</p>	<p>通过这些描写，结合自己的经验，发挥自己的想象力，在头脑中勾画出劳拉的形象。</p> <p>2. slender:</p> <p>(<i>approving</i>) thin in an attractive or elegant way 苗条的；纤细的</p>
<p>I have never had much of an eye for noticing the clothes of women...</p>	<p>1. Paraphrase: I have never paid much attention to nor have ever had a keen appreciation of the clothes of women.</p> <p>2. have an eye for: to have the ability to see, judge and understand clearly; to have a keen appreciation of</p> <p>e.g. William was a man of discernment, with an eye for quality. 威廉是个有鉴赏力的人，对于品质的优劣很有眼光。</p>
<p>Laura is always in grey and white by day, looking cool when other people are flushed and shiny in the tropical heat at ...</p>	<p>1. Paraphrase: Laura is always wearing grey and white clothes while other people's faces look hot and shiny in the</p> <p>2. hot tropical climate because of the heat and sweat.</p> <p>3. in grey and white: grey 和 white 这两个词不是指颜色，而是指这些颜色的衣服。</p> <p>这里作者使用的修辞手法：metonymy, 用颜色来代替这些颜色的衣服。</p> <p>4. flushed: with a red face</p>
<p>...in the evening she wears soft rich colours, dark red, olive green, midnight blue, always of the most supple flowing texture.</p>	<p>1. colours: 这里作者使用的修辞手法：metonymy。The word "colours" stands for clothes of these colours.</p> <p>2. rich colours: deep, intense colours</p>

	<p>3. The word rich conveys various meanings when applied to modify different objects, e.g.</p> <p>a rich banquet (luxurious, sumptuous)</p> <p>rich wine (full of strength and flavour)</p> <p>rich soil (fertile, yielding in abundance)</p> <p>a rich mine (producing in abundance)</p> <p>a rich prize (worth much, valuable)</p> <p>4. midnight blue: a dark blue</p> <p>5. supple flowing texture: flexible, smooth texture, such as satin, silk</p>
<p>I ventured to say something of the kind to her, when she laughed at my clumsy compliment and said I had better take to writing fashion articles instead of political leaders.</p>	<p>1. Paraphrase: I expressed my opinion at the risk of being laughed at, and Laura did laugh at my awkward compliment, saying I'd better begin writing articles about fashionable styles of clothes rather than political editorials as I did then.</p> <p>2. venture: to express (an opinion) at the risk of criticism, objection, denial</p> <p>3. something of the kind: something about what had been talked about previously</p> <p>4. political leader: (<i>journalism</i>) leading article, political editorial</p>
<p>作者是以第一人称来写这个小说，也是通过这种方式来表达自己的生活感悟，对生活的理解和态度，以及对生命意义内涵的追求。从这一段，我们了解到小说中的“我”是著名报纸专栏栏目标记者，正在旅行的途中。看得出主人公对劳拉的关注，可以想象出劳拉对主人公一定会有比较大的影响。</p>	

大家在了解词汇的含义时，除了要了解词的定义之外，还要注意类似于(*approving*)、(*journalism*)、(*formal*)、(*BrE*)、(*AmE*)等标识，这些标识提供了关于词汇的情感含义、文体含义等信息，也是了解词汇的一个重要方面。

Paragraph 2

The tall Colonel whose name is Dalrymple seems a nice chap .	<ol style="list-style-type: none"> 1. colonel: a senior officer in an army, air force, or the marines. (陆军、空军或海军陆战队)上校 2. (<i>BrE, informal, becoming old-fashioned</i>) used to talk about a man in a friendly way (对男子的友好称呼)家伙，伙计
...a Chinese woman <u>improbably</u> called Mme Merveille...	<ol style="list-style-type: none"> 1. ...a Chinese women with a French name Merveille, which is something odd, unlikely to happen... 2. Mme: Madame, a married woman; French title equivalent to Mrs.; used in English as a title of respect for a distinguished woman or generally for any foreign married woman
...made up a Bridge-four and thus beguile ourselves for an hour...	<ol style="list-style-type: none"> 1. Bridge-four: a Bridge game. Bridge is played with four people. 2. beguile (oneself): to pass away time pleasantly; to while away time
The Colonel, who is not too offensively an Empire builder ...	<ol style="list-style-type: none"> 1. In eyes, Empire builders tend to be arrogant, or stupid, or ill-informed, etc. causing offence. But this one (a military officer) is not so bad. 2. Empire builder: civil servants and army officers sent out by the British government to administer her colonies. At present, a slightly derogatory term, applied to jingoists and chauvinists
...he says he used to read me .	<ol style="list-style-type: none"> 1. me: Metonymy. The word “me” stands for books or

	<p>2. articles written by me. (作者代替作品)</p> <p>For example:</p> <p>* <u>Shakespeare</u> was translated into Chinese long ago.</p> <p>* I found <u>Saul Bellow</u> very difficult to understand.</p>
and is rather charmingly deferential	<p>1. deferential: polite and respectful 恭敬的</p> <p>e.g. They like five-star hotels and deferential treatment. 他们喜欢五星级的宾馆和毕恭毕敬的接待。</p>
... prefacing his remarks by...	<p>1. ...beginning his remarks by saying...</p> <p>2. preface: v. (<i>sth by/with sth // by doing sth</i>) (<i>formal</i>) to say sth before you start making a speech, answering a question, etc. 以...为开端</p> <p>e.g. I must preface my remarks with an apology. 讲话前，我必须先表示歉意。</p>
He is by no means stupid or ill-informed.	<p>1. Paraphrase: He is not at all stupid or ignorant. Edmund Carr originally expected the Colonel to be stupid and ill-informed like most other Empire builders.</p>
a little opinionated perhaps,	<p>1. opinionated: (<i>disapproving</i>) having very strong opinions that you are not willing to change 固执己见的；顽固的</p>
...just about as far to the Right as anybody could go...	<p>1. Paraphrase: just about as conservative as anybody could be; extremely conservative politically</p>
...try not to tease him by putting forward views which would only bring a puzzled look to his face.	<p>1. Paraphrase: Carr knew if he put forward some liberal views, the conservative Colonel would look puzzled, so he refrained from doing so because personally he like the Colonel and didn't want to make fun of him.</p> <p>2. tease: to laugh at sb and make jokes about them, either</p>

	<p>in a friendly way or in order to annoy or embarrass them 取笑; 戏弄; 揶揄; 寻开心</p> <p>e.g. I used to get teased about my name.</p> <p>过去别人总拿我的名字开玩笑。</p>
<p>I observe with amusement how totally the concerns of the world, which once absorbed me to the exclusion of all else except an occasional relaxation with poetry or music, have lost interest for me even to the extent of a bored distaste.</p>	<p>1. Paraphrase: I was once so completely absorbed in the important affairs of the world that I devoted all my attention, time and energy to them and only occasionally did I allow myself a little rest by reading poetry or listening to music. Yet now these world problems no longer hold any interest for me. Actually I dislike them and they bore me now. I feel quite amused as I watch how this dramatic change in perspective is taking place in myself.</p> <p>2. concern: a matter of interest or importance</p> <p>3. to the exclusion of: so as to keep out, bar, leave out, excluding</p> <p>4. to the extent of a bored distaste: to such an extent or degree that they give me a bored distaste</p>
<p>从上面这一句可以看出，作为著名报纸专栏栏目记者，过去我一心专注世界大事，只是偶尔借诗歌或音乐消遣放松一下。但是现在不仅觉得索然无味，而且简直是令人厌烦了。这也是“我”心态变化的开始，而在旅途过程中，“我”的变化会越来越多。</p>	
<p>Doubtless some instinct impels me gluttonously to cram these the last weeks of my life with the gentler things I never had time for, releasing some suppressed inclination</p>	<p>1. Paraphrase: Perhaps because I know my days are numbered, I am impelled by instinct to enjoy myself to the full with more refined, pleasant and softer things (as compared with writing political leaders and so on) which I never had time to enjoy in the past. In this way I allow my feelings and desires, which had always existed but had been ignored and suppressed, to reveal themselves.</p>

which in fact was always latent .	2. gluttonously to cram: to eat like a glutton, too much and greedily; to greedily fill his life with the gentler things 3. the last weeks of my life: This implies that the narrator perhaps has only a few weeks to live, because of some incurable disease. 4. inclination: a feeling that makes you want to do something
Or maybe Laura's unwitting in fluence has called it out.	1. Paraphrase: Or maybe my suppressed inclination has been brought out under Laura's unconscious (or unintentional) influence. 2. unwitting: (只用于名词前) not aware of what you are doing or of the situation you are involved in 不知情的; 糊里糊涂的; 无意的 3. it: refers to "inclination"
<p>从这一段，我们知道“我”的生命已经所剩无几了，因此，可以理解以前是工作狂，没有休息、没有爱情的“我”，现在愿意停下来忙碌的脚步去思索自己的人生，在恐惧和彷徨中不知该如何度过生命里最后的这段时光。邂逅劳拉会给“我”带来什么样的改变呢？</p>	
Paragraph 3	
Text	Analysis
Dismissive as Pharisee, I regarded as moonlings all those whose life was lived on a less practical plane.	1. Paraphrase: I was as puritanical as a Pharisee and I viewed with contempt all those who lived a less practical life than my own and regarded them as impractical inhabitants on the moon. 2. dismissive: showing that you do not believe a person or thing to be important or worth considering 轻蔑的; 鄙视的

	<p>3. plane: a level of existence</p> <p>4. moonlings: inhabitants of the moon</p>
<p>Pharisee: 法利赛人。犹太教的一派，盛行于第二圣殿时代，主张遵守口传法律。他们严格律己，笃信教义，仇视罗马统治者赢得众多百姓的拥护。（作者这里描写自己一直以来的生活就像法利赛人一样严格律己，鄙视娱乐和奢侈的生活。）</p>	
<p>Protests about damage to ‘natural beauty’</p> <p>froze me with contempt, for I believed in progress and could spare no regrets for a lake dammed into hydraulic use for the benefit of an industrial city in the Midlands.</p>	<p>1. Paraphrase: I was not moved by the protests about damage to ‘natural beauty’ and I viewed them with great contempt, and I felt no regrets at all if a dam was built to utilize a lake for hydraulic purposes for the benefit of an industrial city in the Midlands. Believing in practicality and materialism, Carr disagreed with those who protested that industrialization had spoiled the natural beauty of the world.</p> <p>2. freeze: to make motionless, unable to show one’s feelings.</p> <p>3. spare no regrets for: feel no regrets at all for</p> <p>4. a lake dammed into hydraulic use: A dam is built on a lake in order to make use of its water power</p>
<p>从这一句中，我们可以知道“我”对一些事情的态度，“我”更崇尚社会发展，“我”认为，为了工业的发展可以破坏自然环境和生态。对于那些“不讲究实际”的人更是充满了鄙视。</p>	
<p>And so it was for all things.</p>	<p>Paraphrase: And this was my view on all things. // And that is how I looked at all things.</p>
<p>A hard materialism was my creed, accepted as a law of progress...</p>	<p>1. Paraphrase: I firmly believed in uncompromising materialism which in my opinion represented the law of human progress.</p> <p>2. hard: firm and definite; uncompromising</p> <p>3. materialism: the doctrine that comfort, pleasure, and</p>

	<p>wealth are the only or highest goals or values; (more material than spiritual)</p> <p>4. creed: statement of belief, principles, opinions on any subject</p>
<p>...any ascription of disinterested motives aroused not only my suspicion but my scorn.</p>	<p>1. Paraphrase: When people imputed unselfish motives to their actions. I suspected them and viewed them with contempt. I not only disbelieved people when they said they did things out of unselfish motives, I also held them contempt.</p> <p>2. ascription: the act of ascribing (assigning sth to a supposed cause)</p> <p>3. disinterested: not influenced by personal interest or selfish motives; impartial; unbiased</p>
<p>从这一句，我们了解到“我”信仰绝对的实用主义，并将其看作是人类进步的自然法则。任何人若标榜自己的行为出于无私的动机，那不仅会引起我的怀疑，而且会引起我的轻蔑。</p>	
<p>Paragraph 4</p>	
<p>课文原文</p>	<p>课文讲解</p>
<p>And now see how I stand, as sentimental and sensitive as any old maid doing water-colours of sunsets!</p>	<p>1. Paraphrase: Just imagine how I have changed now. Here I stand, sentimental and sensitive, like an old unmarried woman painting a water-colour picture of sunset.</p> <p>2. sentimental: having or showing tender, gentle, or delicate feelings, especially in an excessive or exaggerated or affected way</p> <p>3. sensitive: having or showing keen sensibility, highly responsive intellectually</p>

	<p>4. sentimental and sensitive: 本句的修辞手法是:</p> <p>alliteration (头韵)</p> <p>5. old maid: a woman, esp. an old woman, who has never married</p>
<p>因身患重病, 时日无多, 作者的心态有了很大的变化, 不再是原来严格务实的生活态度, 而是变得很敏感, 很多愁善感。</p>	
<p>I once flattered myself that I was an adult man; I now perceive that I am gloriously and adolescently silly.</p>	<p>1. I once deluded myself that I was an adult man, mature, but now I see that I am delightfully and childishly silly.</p> <p>2. flatter oneself that: to hold the self-satisfying or self-deluding belief that</p> <p>3. gloriously: (<i>colloquial</i>) delightfully, enjoyably</p> <p>4. adolescent: youthful, immature</p>
<p>本句译文:</p> <p>我曾自诩为老成持重, 现在却意识到自己原来这么幼稚无知。</p>	
<p>A new Clovis, loving what I have despised, and suffering from calf love into the bargain, I want my fill of beauty before I go.</p>	<p>1. Paraphrase: I'm like a new Clovis, loving what I used to despise, and moreover I am experiencing the emotion of puppy love. Before I die, I want to enjoy beauty to my heart's content; to enjoy as much as I can.</p> <p>2. calf love: 年少时的初恋</p> <p>3. into the bargain: in addition, moreover</p> <p>4. fill: all that is needed to satisfy</p> <p>5. go: die (这里作者用的修辞手法为: euphemism)</p>
<p>Clovis: The narrator describes himself as a new Clovis perhaps because the savage pagan (异教徒) king was later converted to Christianity became a gentle Christian monarch. (作者这里强调一种改变)</p>	

克洛维一世（约 466-511），法兰克王国奠基人，克洛维一世放弃了日耳曼人所信奉的阿里乌教派，转而皈依天主教。克洛维一生最大的影响包括三项行动：统一法兰克、征服高卢和皈依罗马天主教。

There are no signposts in the sea.	The sentence implies that there is nothing to guide one's mind on the sea; there's nothing to stop one's imagination. (A short summary sentence)
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从第三、四段我们可以清晰看到“我”的变化，作者运用比喻的手法，将“我比喻为法利赛人和克洛维，从崇尚务实主义的人改变为多愁善感的人，（法利赛人代表了务实主义，克洛维代表了一种改变。）有了新的信仰，也许会找到新的感情，感受新的幸福。在本段最后，作者写到“海上无航标”，一方面体现出“我”在遭逢突变的时候迷茫与无措，另一方面又强调要遵从自己的心意，顺其自然，不再像以前一样压抑自己的情感。（海上无航标是真的没有任何的指导和指示吗？）

Paragraph 5	
Text	Analysis
The young moon lies on her back tonight as is her habit in the tropics, and as, I think, is suitable if not see mly for a virgin.	<ol style="list-style-type: none"> Paraphrase: The new moon which has just risen lies on her back, which is her habit in the tropics, and I think the way the young moon lies is suitable for a virgin, although it is not in good taste. 这里作者运用了拟人的手法： personification. (Here the narrator personifies the moon, describing it as a beautiful virgin) as: used to introduce a clause (as 这里引导一个非限制性定语从句，as 在从句中做主语。这类从句中，as 一般不指代某个具体的名词或代词，而是代表整个主句或主句的一部分。) e.g. <u>As is reported in newspaper</u>, talks between the two

	<p>countries are making progress.正如报纸所报道的，两国间的谈判有所进展。</p> <p>4. <i>seemly: (old-fashioned, formal)</i> appropriate for a particular social situation 合适的；得体的；合乎礼仪的</p>
<p>本句译文：</p> <p>今夜的一弯新月仰面斜躺在天空，这是月亮在热带地区常见的姿势。在我看来，这种姿势对一个少女来说虽说有些高雅，但却还是适宜的。</p>	
<p><u>Not</u> a star but <u>might not</u> show up and accept the invitation to become her lover.</p>	<p>1. Paraphrase: Every single star might come down quickly and accept the invitation to become her lover.</p> <p>2. Not...might not...双重否定等于肯定，起到强调作用。</p> <p>3. but: used for emphasis</p>
<p>本句译文：</p> <p>没有哪一颗星星不愿飞射下来接受邀请做她的情人。</p> <p>（上一句中的拟人手法 personification 在这一句中仍然延续着）</p>	
<p>When all my fellow-passengers have finally dispersed to bed, I creep up again to the deserted deck and slip into the swimming pool and float,</p>	<p>1. Paraphrase: When other passengers have finally left the deck and gone to bed in their own cabins, I come up stealthily again to the empty deck and slip into the swimming pool and let myself float in the water freely.</p> <p>2. disperse: (of people at a gathering, etc.) to leave and go their various ways</p> <p>3. creep up: to come up stealthily</p> <p>4. deserted: empty; abandoned</p>
<p>...no longer what people believe me to be, a middle-aged journalist taking a</p>	<p>1. Paraphrase: At this moment I am not a middle-aged journalist that people believe me to be spending a holiday on an ocean-going liner. I have now become a liberated person, bathed in magic waters,</p>

<p>holiday on an ocean-going liner, but a liberated being, bathed in mythological waters,</p>	<p>2. liner: a large ship that carries passengers 邮轮</p> <p>3. a liberated being: a human being freed from all worries, mental pressures, human frailties, etc.</p> <p>4. mythological water: magic waters that appear in mythology, such as the Lethe, the river of forgetfulness whose water produced loss of memory in those who drank it. Here the narrator uses this allusion because he feels he has become incapable of envy, ambition, malice. While floating in the swimming pool, as if the pool had changed him completely by a miracle just like mythological waters.</p>
<p>...an Endymion young and strong, with a god for his father and a vision of the world inspired from Olympus.</p>	<p>1. Paraphrase: and I feel I am like Endymion, a young and strong youth who had a god for his father and gifted with the power to see the world given by gods at Olympus.</p> <p>2. Olympus: home of the Gods in Greek mythology; mountain range on the borders of Macedonia and Thessaly in northern Greece;</p>
<p>本句译文：</p> <p>当船上的其他乘客最后一个个都回舱就寝之后，我一个人又悄悄爬上空荡荡的甲板，滑入游泳池，在水面上浮游着。这时我已不再是人们所熟悉的那位在远洋海轮上度假的中年记者了，而是一个无拘无束的沐浴着天池神水的自由快乐的人，就像神话中那位有天神作父亲并有一双奥林匹斯山诸神所赐的观察人世的慧眼的年轻健壮的恩底弥翁。（将自己比作恩底弥翁，强调的是当时的自由快乐，看穿世事的美妙感觉。）</p>	
<p>All weight is lifted from my limbs; I am one with the night; I understand the meaning of pantheism.</p>	<p>1. Paraphrase: I feel that I am weightless and totally absorbed by the night and feel at peace with the night, and I understand the belief that God is nature in all its many different manifestations. He becomes one with everything</p>

	<p>because he has lost his negative human qualities like envy and malice.</p> <p>2. weight: Here “weight” is both physical and mental.</p> <p>3. I am one with the night: 与黑夜融为一体</p> <p>4. pantheism: the doctrine that God is not a personality (as in Christianity) but that all laws, forces, manifestations, etc. of the universe are God.</p>
<p>本句译文：</p> <p>我只觉身体四肢轻飘飘的没有任何重量，并且和夜的世界合为一体。我悟出了泛神论的真正意义。</p>	
<p>通过这句，我们了解到“我”现在处于一种非常轻松惬意的状态，能够享受周围一切美好的事物，所以作者用了“泛神论 Pantheism”这个词，这与之前的“我”天差地别。</p>	
I had come to this!	I had changed to such an extent. (suggesting the change from a hard materialist to a pantheist is complete and unexpected.)
To have discarded , as I believe, all usual frailties ,	<p>1. discard: to get rid of something</p> <p>2. all usual frailties: all moral weakness usually found in person</p>
...to have become incapable of envy, ambition , malice , the desire to score off my neighbour ,	<p>1. incapable of: not allowing or admitting (incapable of 后面所接的名词就是上面提到的 all usual frailties 的具体表现形式)</p> <p>2. a feeling of hatred for somebody that causes a desire to harm them 恶意；怨恨</p> <p>3. score off my neighbor: defeat my neighbour in competition s; gain some advantage over my neighbor 驳倒；挫败</p>
to enjoy this purification even as I enjoy <u>the clean</u>	<p>1. enjoy this purification: enjoy the purification of the soul—the state of being free from all those moral weakness</p>

<u>voluptuousness of the</u> <u>warm breeze on my skin</u> <u>and the cool support of the</u> <u>water.</u>	<p>2. voluptuousness: (<i>literary</i>) giving you physical pleasure 令人舒服的; 舒适的</p> <p>3. the clean voluptuousness of the warm breeze on my skin: the sensual delight, pleasure produced by the clean warm breeze brushing against my skin.</p> <p>4. the cool support of the water: the support of the cool water</p>
<p>修辞:</p> <p>the clean voluptuousness of the warm breeze// the cool support of the water: 这里的修辞手法为: 移就 transferred epithet</p> <p>定义:</p> <p>a figure of speech where an epithet (an adjective or descriptive phrase) is transferred from the noun it should rightly modify to another to which it does not really apply or belong. (就是把通常修饰甲类名词的形容词转而修饰乙类名词, 从而达到生动的效果。这种修饰, 表面上看是不合适的, 但就其内在涵义, 却是可行的、合理的。)</p> <p>解释:</p> <p>在 the clean voluptuousness of the warm breeze 中, 形容词 clean 并不适合修饰名词 voluptuousness, 而是应该用来修饰后面的名词 breeze. 而在 the cool support of the water 中, 形容词 cool 也不适合修饰名词 support, 而是应该修饰 water.</p>	
<p>上面这个完整句子的译文:</p> <p>我的那些朋友们若知道我已变成这样, 他们不知会笑成什么样子! 在享受着这暖风浴肤, 凉水托体所带来的清新快感时, 我相信我的心灵也得到了净化, 丢弃了凡人皆有的种种弱点, 变得不会嫉妒, 没有野心, 没有恶意, 与世无争。</p>	

Thus, I imagine, must the pious feel cleansed on leaving the confessional after the solemnity of absolution.	<p>1. Paraphrase:</p> <p>I imagine devoted religious people must feel as clean and pure as I do now when they leave the solemn confessional after gaining pardon for their sins.</p> <p>2. the pious: the pious people, who show religious devotion and are zealous in the performance of religious obligations</p> <p>3. the confessional: a small, enclosed place in a church, where a priest hears confessions</p> <p>4. absolution: a remission of sin; specifically, in the Roman Catholic Church, such remission is formally given by a priest in a sacrament of penance.</p>
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本句译文：

照我想象，那些虔诚的教徒在做完庄严的忏悔仪式离开忏悔室时，他们心灵得到净化的感觉一定就像我此时的感觉一样。

Paragraphs 6-7

Text	Analysis
...rippled with little white ponies, or with no ripples at all but only the lazy satin of blue,	<p>1. ripple: to move or to make sth move in very small waves (使) 如波浪般起伏</p> <p>2. white ponies: small white horses.</p> <p>3. lazy: moving slowly</p> <p>4. satin: a type of cloth with a smooth shiny surface 缎子</p>

修辞: metaphor

a. white ponies: referring to the spray of breaking waves.

b. satin of blue: smooth and shiny blue waters like a piece of satin

作者描写海面的状态和颜色时，使用了暗喻的手法，将白色的浪花比喻成白色的小马，即体现出了水面的波动，又展现了生动的形象；将静静的水面比喻为蓝色的缎子，即有光滑之感，又有静谧之意。

...marbled at the edge
where the passage of our
ship has disturbed it.

Paraphrase: When our ship passes, it disturbs the slow, smooth blue waters as if cutting a piece of satin into two. At the edge there are streaks made up of white sea sprays and blue or green waters, which resemble marble.

本部分译文：

有时，劳拉和我一起倚在船尾栏杆上，这对我是一种幸福。倘是在白天，我们凭栏远眺大海，只见海面上时而翻卷起白色的浪花，时而平静得宛若一幅微微飘动起伏着的蓝色缎面，完全见不到翻起的浪花，只有我们的轮船驶过之处才泛起一道道如大理石般的波纹。

...when the sky surely
seems blacker than ever at
home and the stars more
golden.

The sky seems blacker than ever at home and stars more golden because the air here is infinitely cleaner than at home (in England); the air is not polluted at all, and there is no fog on the sea.

Sometimes these untaught
scribblers have a way of
putting things.

1. **Paraphrase:** Sometimes these uneducated people who write careless know how to describe things and express ideas. (其实，有很多人教育程度虽不高，但是却很有洞察力和表达力，因此他们写出来或说出来的东西，有的时候更为贴切，虽然在句式、选词、修辞等方面不一定能达到很高层次。)
2. scribbler: a person who writes carelessly or illegibly
3. putting things: describing things or expressing ideas

本部分译文：

若是在夜晚，我们翘首望天，这儿的夜空比故乡的更黑，星光却显得更加璀璨。此时此景令我不由想起一个粗通文墨的士兵在日记中写的这样一句话：“星星看起来就像一个黑锅盖上挖的许多小窟窿，透过这些小窟窿可以看见锅盖外面的亮光。”有时候那些没念过书的人信笔涂鸦写的东西倒也有那么两下子。

The wireless told us today that there is fog all over England.

1. This short one-sentence paragraph brings out the sharp contrast between the open sea and England.
2. wireless: (*BrE*) radio

本句译文：据无线电广播，今天全英格兰弥漫着大雾。

Paragraph 8

课文原文

课文讲解

Sometimes we follow a coastline, it may be **precipitous bluffs** of grey limestone rising **sheer** out of the sea, or a low-lying **arid** stretch with miles of white sandy beach, and **no sign of habitation**, very **bleached and barren**.

1. precipitous: dangerously steep
2. bluff: a high, steep bank or cliff
3. sheer: perpendicularly, extremely steeply
4. arid: having little or no rain; very dry
5. stretch: an area of land or water, especially a long one — 片；一泓；一段
6. no sign of habitation: no sign that the place is inhabited
7. bleach: white, colorless
8. barren: not producing crops or fruit; having little or no vegetation

A. 修辞: alliteration

bleached and barren 两个词都已/b/音开头，构成头韵 alliteration。

B. **precipitous: (formal)**

- a. very steep, high and often dangerous 陡峭的；险峻的；峭拔的（同义词：sheer）

precipitous cliffs 险峻的峭壁

a precipitous drop at the side of the road 道路一旁陡降的坡面

b. sudden and great 突然的；骤然的；急剧的 (同义词: abrupt)

a precipitous decline in exports 出口的急剧下降

c. done very quickly, without enough thought or care 草率的；仓促的；贸然的 (同义词: hasty)

a precipitous action 贸然行动

C. **bluff**: (除“悬崖，陡岸”之意外)

a. an attempt to make someone believe that you will do something when you do not really intend to do it 欺骗；吓唬；虚张声势

e.g. It is essential to build up the military option and show that this is not a bluff.

关键是要做好采取军事行动的准备，以表明这不是虚张声势。

b. call someone's bluff: to tell someone to do what they have been threatening to do, because you are sure that they will not really do it. (因料到对方不敢行动而) 要求...摊牌，接受...的挑战

e.g. The Socialists have decided to call the opposition's bluff.

c. (of a man) having a very direct way of speaking and behaving. 坦率的；坦白的；直言的

e.g. He has continued to write with a bluff, vivid humour about Yorkshire life.

他继续用一种直白而又诙谐生动的笔触描绘着约克郡的生活。

本句译文：

有时，我们的轮船沿着海岸线航行。时而是突拔而起的石灰岩峭壁，时而是地势低洼连绵数英里的茫茫沙滩，渺无人迹，凄惨荒凉。

(作者在这里描绘了两种的地形景观，这两种地形的反差极大，各具特点。)

These coasts remind me of people; either they are forbidding and unapproachable , or else they present no mystery and show all they have to give at a glance,	<ol style="list-style-type: none"> 1. The author compares the sheer steep cliffs rising out of the sea to forbidding, unapproachable people. 2. The author also compares the barren sandy beach to people who have nothing to reveal. 3. forbidding: looking dangerous, threatening or disagreeable; repellent 4. unapproachable: not to be approached, inaccessible; aloof
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修辞: analogy

作者将上面提到的两种地形与两种人格相类比，两种人格也是差距颇大。

本句译文:

这种海岸景象使我联想到这样一些人，他们或者是令人望而生畏，难以接近，或者是无秘可隐，让人一眼就可看穿。

<p>What I like best are the stern cliffs, with ranges of mountains soaring behind them, full of possibilities, peaks to be scaled only by the most daring.</p> <p>What plants of the high altitudes grow unravished among their crags and valleys?</p>	<ol style="list-style-type: none"> 1. Paraphrase: What I like best are the stern cliffs behind which are ranges of high mountains and peaks which only the bravest people dare to climb. These mountains may have all kinds of beautiful things hidden in them, things that cannot be seen from outside. For instance, one may find some strange species of plants or animals there. 2. soar: to rise or fly high in the air 3. scale: to climb to the top of something that is high and difficult to climb 4. high altitudes: high place, region 5. altitude: the height above sea level 海拔; 海拔高度; (对比 latitude / longitude) 6. ravish: to take or carry away by force. 7. unravished: growing unharmed <p>(It is used figuratively meaning untouched)</p>
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	8. crag: a high steep rough mass of rock
本句译文：	
我最喜爱的是岸边的那些悬崖峭壁及其背后的那高耸云端、神秘莫测的峰峦叠嶂，那山峰只有最英勇无畏的人才能够攀登上去。在崇山峻岭之间人迹未至的石隙和幽谷中生长着的是一些什么样的高原植物呢？	
So do I let my imagination play over the recesses of Laura's character, so austere in the foreground but nurturing what treasures of tenderness, like delicate flowers, for the discovery of the venturesome .	<div>1. Paraphrase: In the same way I let myself freely imagine what the innermost part of Laura's character presents. She looks so severe outwardly, but inwardly she is full of tenderness-tenderness like delicate flowers waiting for the daring to discover.</div> <div>2. recess: (<i>often plural</i>) a secluded, withdrawn, or inner place</div> <div>3. austere: strict and serious</div> <div>4. venturesome: (<i>formal and literary</i>) always ready to take risks</div>
This is another instance of analogy . The author is comparing the stern cliffs with high mountains behind to Laura. Both look stern at first glance. Behind the cliffs there are mountains and peaks whose crags and valleys present mysterious things. And Laura, serious though she may look, has a deep reserve and profound feelings of tenderness in the recesses of her character. The mysterious peaks are to be scaled by the most daring. Similarly only the person who dares to venture can discover the secrets in the innermost place of Laura's heart.	
本句译文：	
我也这样地让自己的想象力尽情地探索劳拉性格深处的秘密。她的性情表面上严肃冷峻，但她内心里却蕴育着丰富温柔的情感，宛如娇嫩的花朵，等待着勇士去发现。	
Paragraphs 9-11	
Text	Analysis

My fellow passengers apparently do not share my admiration.	1. Paraphrase: Apparently my fellow passengers do not admire the stern cliffs as I do.
‘Drearee sorter cowst,’ said an Australian. ‘Makes you long for a bit of green.’	1. Drearee sorter cowst = Dreary sort of coast 2. Makes you long for a bit of green.: The coast is so grey and barren that one wants very much to see a bit of green (such as trees, grass)
Darkness falls, and there is nothing but the intermittent gleam of a lighthouse on a solitary promontory .	1. intermittent: stopping and starting often over a period of time, but not regularly 断断续续的; 间歇的 (同义词: sporadic) e.g. intermittent bursts of applause 一阵阵的掌声 2. solitary: alone, with no other people or things around 单个的; 孤零零的 (同义词: single) e.g. a solitary farm 一个孤零零的农场 A solitary light burned dimly in the hall. 大厅里点着一盏孤灯, 发出昏暗的光。 3. promontory: a long narrow area of high land that goes out into the sea 岬, 海角 (深入海中的狭长高地) (同义词: headland)
<p>本部分译文:</p> <p>同船的其他乘客们显然不能以我这样的眼光去欣赏海岸上的景色。</p> <p>“这海岸景象真是荒凉,”一位澳大利亚人说。“它让人渴望见到一点绿色。</p> <p>夜幕降临, 四野茫茫, 唯见一处荒凉的岬角的一座灯塔上的航标灯忽明忽暗地闪烁着。</p>	
Paragraph 12	

课文原文	课文讲解
<p>We rounded just such a cape towards sunset, the most easterly point of a continent, dramatically high and lonely, a great purple mountain overhung by a great purple cloud.</p>	<ol style="list-style-type: none"> 1. easterly: to the east or towards the east 东的;向东的 e.g. He progressed slowly along the coast in an <u>easterly</u> direction. 他沿着海岸慢慢向东前行。 2. dramatically: strikingly, impressively 引人注目地; 给人印象深刻地 3. a great purple mountain overhung by a great purple cloud: There was a big purple cloud over a large purple mountain. 4. lonely: with little inhabitation
<p>本句译文:</p> <p>日落时分, 我们的轮船正好绕过这样一个海角, 它位于一块大陆的最东端, 是一座孤峰高耸的紫色大山, 山顶上笼罩着大片紫色的云雾。(云和山峰呈现紫色是因为落日余晖。)</p>	
<p>The sea had turned to a corresponding dusk of lavender.</p>	<ol style="list-style-type: none"> 1. Paraphrase: The color of the sea had changed into a dim purple which was in harmony with the colour of the sky and the surroundings. 2. lavender: pale bluish-purple in colour 淡紫色 (注意文中不同颜色的表述)
<p>Aloof on the top, the yellow light revolved, steady, warning;</p>	<ol style="list-style-type: none"> 1. aloof: (名词前不常用) not friendly or interested in other people 冷漠; 冷淡 (同义词: distant, remote) 2. steady: in an even and regular way 稳步的, 持续的 (这里指航标灯持续旋转的状态)

	3. warning: 这是指航标灯旋转的同时，也是在发出警示的信号，是一种伴随的情况。
<p>这两句译文：</p> <p>海水也相应地变成了淡紫色。山顶上，黄色的航标灯不停地旋转着，向过往船只发出警示信号。</p>	
I wondered what mortal controlled it, in what must be one of the loneliest, most forbidding spots on Earth.	<p>1. mortal: (<i>often humorous</i>) a human, especially an ordinary person with little power or influence 人；凡人；普通人</p> <p>2. forbidding: seeming unfriendly and frightening and likely to cause harm or danger 冷峻的；令人生畏的</p>
<p>修辞：hyperbole</p> <p>“the loneliest, most forbidding spots on Earth”最高级的范围为全世界、在世上等，多为夸张的手法—hyperbole。</p>	
<p>本句译文：</p> <p>我心中好奇，在这也许称得上世界上最荒僻最危险的地方，究竟是什么样的人在那里看守着灯塔呢？</p>	
Haunted too, for many wrecks had piled up on the reefs in the past, when there was no beacon to guide them.	<p>1. haunted: frequented by ghosts</p> <p>2. wreck: a ship that has sunk or is so badly damaged that it cannot sail; goods or wreckage cast ashore after a shipwreck 沉船；严重损毁的船</p> <p>3. reef: a line of sharp rocks made of coral or raised area of sand near the surface of the sea 礁；礁脉</p>
<p>本句译文：</p>	

那一带还是鬼魂出没的地方，因为在过去没有指航灯指航的岁月里，那儿的礁石上堆满了遇难船只的残骸。

Paragraphs 13-16

Text	Analysis
I suppose he gets relieved every so often?	<ol style="list-style-type: none"> 1. Paraphrase: I guess sometimes somebody else replaces him so that he is set free from the post to take a rest. 2. get relieved: to have the job taken away, especially when the job is something one does not want to do or is too heavy 3. every so often: sometimes, occasionally
<p>本句译文：</p> <p>大概偶尔有人来换班吧？（“资料”部分的译文文档中将“偶尔”译为“经常”，实为误译。）</p>	
...with a native woman for his only company .	<ol style="list-style-type: none"> 1. company: the fact of being with somebody else and not alone 陪伴；做伴 <p>e.g. A. a pleasant evening in the <u>company</u> of friends 与朋友一起度过的愉快夜晚</p> <p>B. He's coming with me for <u>company</u>. 他要陪伴我一起来。</p> <p>C. The children are very good <u>company</u> (= pleasant to be with) at this age. 和这个年龄的孩子在一起很开心。</p>
Most people would think him crazy, but I must say I find it refreshing to think there are still a few odd fish left in the world.	<ol style="list-style-type: none"> 1. Paraphrase: Most people would think him crazy, I feel comfortable when I think that there are still a few odd people left in the world (who are willing to do the jobs people usually hate doing).

	<p>2. refreshing: pleasantly new or different 令人耳目一新的; 别具一格的</p> <p>e.g. It made a <u>refreshing</u> change to be taken seriously for once. 总算有一次受到认真对待, 这变化真是令人耳目一新。</p> <p>3. an odd fish or queer fish: (<i>BrE</i>) (<i>old-fashioned</i>) someone who is slightly strange or crazy</p>
<p>本句译文:</p> <p>一般人大概都会觉得他这人古怪, 但我一想到世上居然还剩下这样几个怪人, 就感到挺惬意。</p>	
Paragraph 17	
课文原文	课文讲解
...there is a touch of rough poetry about him .	<p>1. Paraphrase: There is a trace of simple and unrefined poetic quality in his character.</p> <p>2. touch: a very small amount or degree; a trace, tinge, etc</p> <p>3. poetry: quality of beauty, grace, deep feeling</p> <p>4. about somebody: in the character of a person</p>
<p>本句译文:</p> <p>他这人还颇有一点朴素的诗人气质呢。</p>	
I like also the out-of-the-way information which he imparts from time to time without insistence;	<p>1. out-of-the-way: out of the ordinary 非凡的, 奇特的</p> <p>2. impart: to pass information, knowledge, etc. to other people 通知; 透露; 传授 (同义词: convey)</p>

...he has traveled much, and has used his eyes and kept his ears open.	Paraphrase: He has observed carefully and learnt much from what he has heard.
<p>本句译文：</p> <p>我也喜欢他经常主动讲给我们听的一些奇闻怪事。他走南闯北，见多识广。</p>	
...he puts me right about the different sorts of gull, ...	Paraphrase: He corrects me about the different kinds of gulls.
...and tells me very nicely that that couldn't possibly be an albatross, not in these waters.	Paraphrase: He tells me in a way that is not offensive that the sea bird couldn't possibly be an albatross, for albatrosses are not found in these waters.
<p>本句译文：</p> <p>我还发现他有关海鸟的知识也很丰富，他教我识别不同种类的海鸥，还很有礼貌地告诉我那只鸟不可能是信天翁，这片海域不会有信天翁。</p>	
The albatross, it appears, follows a ship only to a certain latitude and then turns back; it knows how far it should go and no farther.	<p>1. Paraphrase: The albatross does not follow a ship all the way but just to a certain latitude and then turns back, knowing how far it should go and not beyond. (The bird's wise behavior reminds the narrator of human behavior.)</p> <p>2. <u>latitude</u>: the distance of a place north or south of the equator, measured in degrees 纬度</p> <p><u>longitude</u>: the distance of a place east or west of the Greenwich meridian (子午线), measured in degrees 经度</p>

本句译文：

信天翁似乎只跟随轮船飞到一定的纬度就折回，它知道自己应该走多远，到了极限距离就决不向前多走一步。

We might all take a lesson from him, knowing the **latitude** we can permit ourselves.

Paraphrase: We human beings ought to learn from the wise bird, knowing how far we can allow ourselves to go; knowing how much freedom of conduct we can allow ourselves to have.

修辞：metaphor

Here the word “latitude”, used figuratively, means freedom of opinion, conduct, action, etc.

Thus, and no farther, can I follow Laura.

Paraphrase: Like the albatross, I should know how far I can go and I can follow Laura no farther. (What he means is that there is a limit to his relationship with Laura, and that he should not allow himself to go beyond that limit. This reveals the narrator’s feeling torn between love of Laura and his self-acknowledgement that she is unattainable for him.)

本句译文：

我们都应该向信天翁学习，认明自己行动所应达到的极限。我追劳拉也只能追到此为止了，决不能再跨前一步。

在这部分，“我”提到了信天翁以及信天翁的某种属性，其实是“我”自言要学习信天翁，表达了一种深深的无奈：命运在“我”与劳拉之间划下了一条不可逾越的鸿沟。

I suspect also that there is

1. **Paraphrase:** I suppose there is quite a lot of knowledge stored away in the Colonel’s mind, which is not interesting

quite a lot of lore stored away in the Colonel's other wise not very interesting mind.	<p>except for that.</p> <p>2. lore: knowledge or wisdom, especially of an unscientific kind, about a certain subject</p> <p>3. otherwise: except for what has just been mentioned</p>
<p>本句译文：</p> <p>我想，这方面的知识上校的头脑里一定也装着不少，尽管他的头脑在其他方面并不令人感到有趣。</p>	
I prefer having her to myself I don't really resent it when he lounges up to make a third.	<p>1. Paraphrase: I prefer being with her alone, just the two of us, but do not feel angry or upset when the Colonel comes in a relaxed manner to join us.</p> <p>2. resent: to feel angry or upset</p> <p>3. lounge up: to stand, move, sit, etc. in a lazy or relaxed manner</p> <p>4. make a third: to be a third party</p>
<p>本句译文：</p> <p>（劳拉也喜欢他，尽管我想独占劳拉，）但当他漫步走过来成为第三者时，我并没有对他产生反感。</p>	
Paragraph: 18	
课文原文	课文讲解
In all this great serenity of ocean it is seldom that we espy so much as another ship...	<p>1. serene (serenity): calm and peaceful 平静的；宁静的；安详的</p>

	<p>e.g. A. She looked as calm and <u>serene</u> as she always did. 她看上去和以往一样平静安详。</p> <p>B. a lake, still and <u>serene</u> in the sunlight 阳光下宁静安谧的湖水</p> <p>2. espy: (<i>literary</i>) to catch sight of 看到, 注意到</p>
...the jolly dolphins and the scratchy little flying-fish have the vast circle all to themselves...	<p>1. jolly: happy and cheerful 愉快的; 高兴的</p> <p>2. scratchy: making a rough, unpleasant sound like sth being scratched across a surface 带沙沙的杂音的</p>
...‘the Flying Fish, who has a part with the birds, ’ and doubtless are glad to see the last of the monster which bears us into and out of sight.	<p>1. the Flying Fish, who has a part with the birds: The flying fish can glide in the air for a short time, so they can fly just a bit like birds.</p> <p>2. to see the last of the monster which bears us into and out of sight: to see no more the great, strange-looking ship which carries us into and out of the range of their sight</p>
<p><i>Compared with the natural beauty of sea and sea birds, the huge man-made ship looks like a monster. Such a remark reveals the narrator’s new attitude towards the relationship between nature and modern civilization.</i></p>	
<p>本句译文:</p> <p>在这一片无比宁静的大海上, 我们就连一艘其他的船只也难得见到。欢乐的海豚和那些吱吱叫的小飞鱼是这片广阔天地的主人。当它们再也看不到那载着我们驶入它们的视线又很快消失的怪物时, “这些与鸟儿有点相似的小飞鱼”肯定高兴得很。</p> <p>“In all this great <u>serenity</u> of ocean”英文中的中心词是 <u>serenity</u>, 但是翻译成中文是“在无比<u>宁静</u>的大海上”, 中心词变成了大海, 而“宁静的”则是“大海”的修饰语。</p>	

<p>Our wake closes up and we might never have been.</p>	<ol style="list-style-type: none"> 1. Paraphrase: When the track left in the water by our moving ship disappears, the sea is peaceful and quiet again, as if we had never been there. 2. wake: the track that a boat or ship leaves behind on the surface of the water (船只航行时的) 尾流, 航迹
<p>词组: in the wake of sb/sth: coming after or following sb/sth</p> <p>随...之后而来; 跟随在...后</p> <p>e.g. There have been demonstrations on the streets <u>in the wake of</u> the recent bomb attack.</p> <p>在近来的炸弹袭击之后, 大街上随即出现了示威游行。</p> <p>A group of reporters followed <u>in her wake</u>.</p> <p>一群记者跟随在她的身后。</p> <p>The storm left a trail of destruction <u>in its wake</u>.</p> <p>暴风雨过处满目疮痍。</p>	
<p>本句译文:</p> <p>船过水合, 毫无痕迹, 似乎我们从未经过那儿似的。</p>	
<p>But it does happen from time to time that an island appears on the horizon, nameless to us and full of mystery...</p>	<p>After the wake of our ship is closed, the sea is undisturbed again, but from time to time an island appears on the horizon ...</p>
<p>...the peak of a submarine mountain range, lonely, unblemished, remote.</p>	<ol style="list-style-type: none"> 1. This part is the apposition to the word “island” in the previous part. 2. lonely, unblemished, remote: They all modify the word “peak”.

	<p>3. submarine: being, living, carried on beneath the surface of the water, especially of the sea 水下的; 海底的</p> <p>4. lonely: without habitation, unvisited</p> <p>5. unblemished: (the perfection or beauty) not spoiled or damaged</p> <p>6. remote: far away from civilization, quiet and lonely</p>
<p>本句译文:</p> <p>但是,偶尔也会有一座岛屿出现在远处地平线上,我们不知其名,令人充满着神秘之感,它是海底山脉之顶峰,显得孤独、无暇、遥远。</p>	
<p>Does one like islands because one unconsciously appropriates them...</p>	<p>1. appropriate:</p> <p>to take sth, sb's ideas, etc. for your own use, especially illegally or without permission 盗用; 挪用; 占用; 侵占</p> <p>A. He was accused of <u>appropriating</u> club funds. 他被控盗用俱乐部资金。</p> <p>B. Some of the opposition party's policies have been <u>appropriated</u> by the government. 反对党的一些政策已被政府照搬照用。</p>
<p>...a small manageable domain in a large unmanageable world?</p>	<p>1. manageable: of a size, quantity, or level of difficulty that people are able to deal with</p> <p>容易管理的;容易对付的</p>
<p>修辞: antithesis</p> <p>“a small manageable domain in a large unmanageable world”中, a small manageable domain 与 a large unmanageable world 两个部分结构相同, 但意义相反, 作者此处使用了 <u>antithesis</u>, 形成对照, 增强效果。</p>	

本段译文：

人们喜爱岛屿，是不是因为在难以驾驭的广袤的世界之中有这么些易于治理的小块领地，就不知不觉地要占为己有呢？

...that island has always been there (unless indeed it be no more than the work of the patient coral and will be there still, **should I return to find it waiting for me.**

1. **Paraphrase:** I feel that that island has been there from time primeval, unless it is only a coral reef formed more recently. If I should return, I would find the lonely island still there, waiting for me.
2. coral: 珊瑚
3. should I return to find it waiting for me: if I should return ... (It is **subjective mood**)

It is the same sensation as I have experienced in looking at a photograph of, **say**, some river valley of **innermost** China, and seen a **boulder**...

1. **Paraphrase:** When I see an island appearing on the horizon, my senses respond in the same indescribable way as when I see a photo, for instance, a river valley of innermost China, a large rock...
2. say: to suggest or give sth as an example or a possibility 比方说；假设
3. innermost: (*formal*) furthest inside
4. boulder: a large stone or rock

...and thought that if I could find myself **transported** to that **spot** I could touch the reality of that particular piece of rock ...

1. ...and I think that if I could be moved suddenly to be at that spot, I could actually touch that particular rock with my hands.
2. transport: to carry from one place to another, especially over long distances

spot: a particular area or place 地点；场所

e.g. They stayed at several of the island's top tourist spots.

他们在岛上最著名的几处旅游景点作了停留。

*on the spot: at the actual place where something is happening

e.g. An ambulance was on the spot within minutes.

几分钟之内，一辆救护车便赶到现场。

本句译文：

想到那座岛屿一直屹立在那里(除非它确实只不过是耐心的珊瑚虫的作品)，而且仍将继续屹立在原地不动，假若我们能返回原地，将会发现它还在那里等待着我们。当我想到这些时，我有一种奇特的感觉，为什么会这样，我也说不清。当我看到一幅照片，比如说中国内地某河谷的照片并发现一块大漂石时，我也会产生这样的感觉。我想，如果能把我送到那块大漂石的所在地，我就能实实在在地触摸一下那块大漂石……

I **explain myself** badly...

explain oneself

A. to give sb reasons for your behaviour, especially when they are angry or upset

because of it 为自己的行为作说明（或解释）

e.g. I really don't see why I should have to explain myself to you. 我真不明白我为什么非要向你解释我的行为不可。

B. to say what you mean in a clear way 把自己的意思解释清楚

Could you explain yourself a little more—I didn't understand.

请把你的意思说得更清楚一点——我还不明白。

...and it is not a sensation I could expect anyone **save** Laura to understand ...

1. **save**: (*also save for*) (*old use, or formal*) except sth 除了，除...外

They knew nothing about her **save** her name.
除名字外，他们对她一无所知。

...but of such **incommunicable quirks** is the private mind made up.

1. **Paraphrase**: The secret mind is made up of these peculiar traits that are secretive, reserved, and that one finds difficult to communicate to others.

2. **incommunicable**: not giving information readily; reserved

3. **quirk**: a habit or aspect of a person's character which is

	odd or unusual 怪癖，古怪的性格
<p>本句译文：</p> <p>（那块漂石屹立在原地，等待着我，我可以坐在那块漂石上。）我不善于表达自己的感受，我所要说明的这种感受我也不敢指望除劳拉外的任何人能理解。但人的心灵深处本来就充满着这样一些不可言传的隐秘古怪的念头。</p>	
Paragraph 19	
Text	Analysis
Well, the islands.	Now let's come back to the islands.
I divert myself by inventing the life upon the m, and am amused to find my imagination always turning towards the idyllic.	<ol style="list-style-type: none"> 1. I am amused to find my imagination always leads me to fabricate the life on the islands as pleasing, simple and picturesque. 2. divert: (<i>formal</i>) to entertain people 娱乐，供...消遣 3. invent: to think up; devise, fabricate in the mind
<p>本句译文：</p> <p>哇，那些海岛！为了消愁解闷，我开始想象岛上生活的情景。令我觉得有趣的是，我发现我的想象总是竭力靠近田园诗般的生活。</p>	
This is the new Edmund Carr with a vengeance .	<ol style="list-style-type: none"> 1. Paraphrase: Here I'm born anew, completely different from the past, changed excessively or to an unusual extent. 2. with a vengeance: to a high degree, excessively
<p>本句译文：</p> <p>这完完全全是另一个爱德蒙·卡尔。</p>	
If we have seen a skiff	<ol style="list-style-type: none"> 1. Paraphrase: If we have spotted a small boat, in my imagination I follow the fisherman as he grounds his boat on

sailing close in shore, I follow the fisherman as he beaches his craft in the little cove and gives a cry like a sea-bird to announce his coming.	<p>the beach in the little bay and gives a cry like a seabird to tell his wife that he has come back from the sea.</p> <p>2. skiff: a small light rowing boat or sailing boat, which usually has room for only one person (常指单人的)小艇, 小船</p> <p>3. beach: to come or bring sth out of the water and onto the beach (使) 上岸; 把...拖上岸</p> <p>4. craft: a small boat (You can refer to a boat, a spacecraft, or an aircraft as a craft 船; 航天器; 飞行器; 飞机)</p> <p>5. cove: a small bay (= an area of sea that is partly surrounded by land) 小海湾</p>
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本句译文:

假如我们看见一叶扁舟靠向海岛的岸边, 我的想象便随着那扁舟上的渔夫而去, 看着他

把船推上小海湾的沙滩, 接着发出一声海鸟的叫唤, 向家中人通报他的归来。

His woman meets him; they are young, and their skins of a golden-brown; she takes his catch from him. In their plaited hut there is nothing but health and love.	<p>1. Paraphrase: I imagine that his wife comes out of home to meet him; they are young, and their skins of a golden-brown; she takes the fish he has caught from him. Their interwoven hut is full of health and love.</p> <p>2. catch: the total number of things that are caught 捕获总量</p> <p>3. plait: to twist three or more long pieces of hair, rope, etc. together to make one long piece 将(头发、绳子等)编成辫</p>
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Here in these sentences the narrator is imagining the life of the fisherman and his wife.

本句译文:

他的女人马上出门迎接他。他们都很年轻, 皮肤是金褐色的。她从他手中接过捕捞的鱼, 他们那间茅草编成的棚屋里充满着健康和爱。

Paragraphs: 20-25	
Text	Analysis
One night we passed two islands, steeply humped against faint reflected moonlight...	1. Paraphrase: One night we passed two islands with high rounded shapes in the dim moonlight reflected by the sea. 2. hump: to form a large round shape that rises above the surface of the ground or water
...and on each of them , high up, shone a steady yellow gleam .	3. them: 指代前面提到的“two islands” 4. gleam: a pale clear light, often reflected from sth 微光（常指反光）
<p>本句译文：</p> <p>有一天夜里，我们驶过了两座海岛，在海水反射的昏黄的月色映照下，海岛呈现出陡峭的驼峰形轮廓，两个海岛的峰顶上都闪烁着一一种稳定的黄色的微光。</p>	
‘Not lighthouses.’ I said to Laura. ‘Villages.’	“不是灯塔，”我对劳拉说。“是村落。” （海岛上闪烁着的微光并不是灯塔发出的，是村落里发出的光。）
We gazed, as the ship slid by and the humps receded into darkness...	1. Paraphrase: We looked at the two islands for a long time as the ship moved smoothly by and the steeply rounded islands moved backward and disappeared into the darkness. 2. slide: to move easily and smoothly 3. recede: to move backward 4. lump: a small hill or raised area（平面上的）大隆起物；（尤指）土墩，丘，冈
...and even the lights were obscured by the shoulder of a hill, never to be seen by us again.	7. Paraphrase: and even the lights were blocked by the shoulder of a hill, and thus we could never see them again. 8. shoulder: a rounded part of a mountain just below the top
obscure	

a. unknown, or are known by only a few people 鲜为人知的；默默无闻的

The origin of the custom is obscure. 这一习俗的起源鲜为人知。

The hymn was written by an obscure Greek composer for the 1896 Athens Olympics.

这首赞歌是希腊一位名不见经传的作曲家为 1896 年雅典奥运会创作的。

b. difficult to understand or deal with, usually because it involves so many parts or details
(通常指因内容繁琐) 晦涩的，费解的，难懂的

The contracts are written in obscure language. 这些合同的语言晦涩难懂。

C. to prevent ... from being seen or heard properly 遮蔽；使模糊不清

Trees obscured his vision; he couldn't see much of the Square's southern half. 树木遮挡了他的视线，南半广场的一大部分他都无法看清。

D. to make ... difficult to understand 使晦涩；使费解；

This issue has been obscured by recent events.

最近发生的一些事件使这一问题变得混淆不清。

So peaceful and secret; so self-contained.

1. This is an elliptical sentence (省略句) with "the two villages are" omitted.
2. self-contained: showing self-command or control; having within oneself or itself that is all necessary, self-sufficient

本段译文：

我们注目凝视着，轮船这时已渐渐从岛边滑过，海岛的驼峰形轮廓也渐渐消失在一片黑暗中，连岛上的闪光都给一个山肩挡住，从我们的视线中永远地消失了。多么宁静、隐秘而又深沉。

One of the ship's officers joined us, **off duty**.

1. on/off duty: working/not working at a particular time 值 (或下) 班；值 (或不值) 勤

	<p>Who's <u>on duty</u> today? 今天谁值班?</p> <p>What time do you go <u>off duty</u>?</p> <p>你什么时候下班?</p>
<p>本句译文:</p> <p>船上的一名高级船员, 下了班, 走过来加入了我们的谈话。</p>	
<p>One of them is a leper colony and the other a penal settlement.</p>	<ol style="list-style-type: none"> 1. Paraphrase: One of the villages is an isolated settlement inhabited by lepers and the other is for convicts. 2. colony: a particular group of people or the place where they live 聚居人群; 聚居地 3. leper colony: an isolated settlement of lepers. The lepers are isolated to prevent the spreading of the disease. 4. penal settlement: an isolated community of convicts
<p>leper</p> <p>a. a person suffering from leprosy 麻风病患者</p> <p>b. a person that other people avoid because they have done sth that these people do not approve of</p> <p>(因其所为而) 被大家躲避的人; 别人唯恐躲之不及的人</p>	
<p>本段译文:</p> <p>(“没错,”他顺着我们的目光望去, 一边说,) “其中的一个村落是麻风病患者聚居点, 另一个是犯人劳改营。”</p>	
<p>God, is there no escape from suffering and sin?</p>	<p>Even now when we are sailing on the peaceful sea, far away from the landmasses of the troubled world, you will still find signs of suffering and punishment.</p>
<p>1. 修辞: alliteration</p> <p><u>suffering and sin</u>: 两个并列的名词均以/s/开头, 构成头韵 alliteration。</p>	

2. 修辞: rhetorical question

God, is there no escape from suffering and sin? 这句形式上是一般疑问句，但是并不需要回答，因为答案已经蕴含在问题中，构成反诘句 rhetorical question。

The leper colony refers to suffering while the penal settlement refers to sin. In his imagination the narrator has romanticized the two lonely spots (so peaceful and secret; so self-contained), and now he is shocked to hear the truth, and his imagination is shattered by harsh reality.

本句译文：

天哪，难道就没有办法摆脱苦难和罪恶吗？

思考问题：

1. Identify two words that mean “a boat or a small boat” in this part of the text and distinguish them.
2. Identify the word that literally means “a raised area”, but refers to “an island” in this part of the text.
3. Identify the figures of speech in this part of the text.

Paragraphs 26	
Text	Analysis
Laura and I amuse ourselves by watching for the green flash which comes at the instant the sun disappears below the line of the horizon.	<p>1. watch for sb/sth: to look and wait for sb/sth to appear or for sth to happen 观察等待（某人出现或发生某事）</p> <p>The cat was on the wall, <u>watching for</u> birds. 那只猫在墙上伺机捕捉鸟儿。</p> <p>*这里用 watch for 而不是 watch，是因为这道绿色的闪光不是每天都会出现，所以用 for 表示等待它的出现。（<u>那么什么情况下才会出现呢？</u>）</p> <p>2. flash: a bright light that shines for a short time and then</p>

	stops shining
<p>本句译文：</p> <p>劳拉和我还有一种自娱的方法，就是等着观看太阳从地平线上消失的那一瞬间产生的一道绿色的闪光。</p>	
<p>“我”在不知不觉中开始和劳拉做一些很放松，甚至有些幼稚的游戏或活动，这种变化是潜移默化的，在没有意识到的时候，已经开始慢慢接受了一种新的生活方式，等当“我”意识到并开始思考这种改变的时候，这种意识就会成为对生活的一种新的感悟和认识。</p> <p><u>思考问题 1：简述：哪些因素或者说哪些经历是形成这种感悟和认识的主要原因？</u></p> <p><u>（你自己或身边熟悉的人中是否也因类似的经历而对生活有了新的感悟和认识？括号中的问题，不需要笔头回答，只要自己思考就可以。）</u></p>	
<p>This does not happen every day, for sky must be entirely clear of cloud and clouds seem very liable to gather along the path of the setting sun, but we are as pleased as children when our game succeeds.</p> <p>Laura claps her hands.</p>	<p>3. Paraphrase: It is said that only under certain conditions does the green light come—the sky must be clear with good visibility (without cloud or mist). It does not happen everyday because clouds seem very likely to gather along the path of setting sun. But whenever the green flash appears, we are as delighted as children when our game succeeds. (and 前面的部分为产生绿色闪光的必要条件，而后面的部分是现实条件，妨碍绿色闪光产生的因素，这两部分层层递进解释前面的陈述的情况“这种绿色的闪光不是每天都能看到的”。)</p> <p>4. liable: to be likely to do or say something or to behave in a particular way, especially because of a fault or natural tendency</p>

本句译文：

这种绿色的闪光不是每天都能看到的，只有当天空没有一丝云彩时才能看到，而云彩却又特别喜欢沿着日落的轨道聚集。每当我们的这一游戏成功(即看到绿光)时，我们就会像孩子般的兴高采烈，劳拉还会不住的拍手。

思考问题 2：

Comment the two translated versions of “This does not happen every day”:

A . 这种情况不是每天都发生的。

B . 这种绿色的闪光不是每天都能看到的

Requirements:

a. Choose the version you prefer. b. State briefly the reasons for your choice.

Only a second does it last,
that streak of green light;
we wait for it while the red
ball, cut in half as though
by a knife, sinks to its daily
doom.

6. **Paraphrase:** The green flash only lasts a second; we wait for it while the sun, like a red ball cut in half as though by a knife, sinks below the horizon.
7. the red ball: the sun
8. sinks to its daily doom: goes down to where it is destined to go every day
9. doom: a terrible future state or event which you cannot prevent. 厄运; 劫数; 毁灭

doom (注意英文释义中的关键词，界定词义的性质)

A. a terrible future state or event which you cannot prevent. 厄运; 劫数; 毁灭

A wicked mermaid lured sailors to their doom. 邪恶的美人鱼引诱水手们走向灭亡。

B. the feeling that things are going very badly and are likely to get even worse. 悲观; 沮丧

Attendance figures had been steadily dropping, creating a mood of doom and discouragement among theatre directors. 上座人数一直持续下降，使得戏剧导演产生悲观泄气的情绪。

思考问题 3：给出下列词组的中英文解释，举例并翻译例句。

a. **doom and gloom / gloom and doom**

b. **prophet of doom / doom merchant**

句式特点：

“Only a second does it last, that streak of green light;” 本句中，前半部分已经是一个完整的句子，但是作者又重复了其中一部分 **that streak of green light**，相当于前一部分中的 **it**。这种重复主要是为了强调，这种句式更灵活，更适合表达情感。但是这种句式更多地使用于文学文本中，如果是商务信函或商务合同之类侧重逻辑性、严密性的文本则很少使用这样的句式。

思考问题 4: 在全篇课文中找到 2-3 个类似的例子，即更适合文学文本的句式，并简要说明。

本句译文：

那道绿色光芒一闪即逝。我们等着看这道绿光时，太阳宛如被刀子切去一半的红球，随即坠落到每日的归宿之处。

Then come the **twilight** colours of **sea and heaven** (we have discovered the **fallacy** of saying that darkness falls suddenly in these latitudes, at any rate on sea level),

1. **Paraphrase:** After the sun goes down, the sea and sky turn into twilight colour (we have found that it is erroneous to say that darkness fall suddenly in these latitudes);
2. twilight: the time just before night when the daylight has almost gone
3. sea and heaven: the sea and the sky. (heavens: *literary*. Here no “s” is used for heaven because “sea and heaven” is treated a set phrase)
4. fallacy: a false idea that many people believe is true 谬见；谬论；谬误

twilight

A. the time just before night when the daylight has almost gone but when it is not completely dark. 黄昏；薄暮

They returned at twilight, and set off for one of the promenade bars. 他们黄昏时分回来，然后去了一家步行街酒吧。

B. the small amount of light that there is outside just after the sun has gone down. 暮光

...the deepening autumn twilight. 渐浓的秋日暮色

C. The twilight of a particular period of time is the final stages of it, when the most important events have already happened. 最后阶段；衰落时期

Now both men are in the twilight of their careers. 现在两人的事业都到了没落期。

D. A twilight state or a twilight zone is a situation of confusion or uncertainty, which seems to exist between two different states or categories. 蒙眬的；含混的；界限模糊的

They fell into that twilight zone between military personnel and civilian employees. 他们成了军队人员与平民雇员之间身份界定不清的人。

...the winepink width of water merging into lawns of aquamarine, and the sky a tender palette of pink and blue.

(winepink 的解释见文末)

1. **Paraphrase:** the wide expanse of winepink waters are mixed with strips of greenish-blue waters like lawns, and the sky becomes a palette of soft pink and blue colours.
2. winepink: 在太阳刚刚落下之后，天空和海面有时会呈现出像桃红葡萄酒的三文鱼红色。
3. width of water: 海面宽阔，所以作者使用了 width 一词，来表达此义。
4. merging into:
to combine or make two or more things combine to form a single thing (使) 合并，结合，并入
5. lawns: (used metaphorically) wide strips of bluish-green waters like lawns
6. aquamarine: greenish-blue 海蓝色，蓝绿色

1. 修辞: **transferred epithet**

a **tender** palette of pink and blue: “**tender**” is a transferred epithet, which actually modified pink and blue colours.

2. 修辞: **metaphor**

“**lawns**” is used metaphorically, meaning wide strips of bluish-green waters like lawns

本句译文:

接着便见大海和天空上出现一片茫茫的暮色(有人说, 在这种纬度的地区的海面上, 夜幕总是突如其来地降临, 我们发现这种说法是错误的), **深红色**的海面渐渐变成了一块块蓝绿色的草坪, 天空则变成了一块柔和的浅红色和蓝色的调色板。

(**深红色 winepink**: 这是一个译文的版本, 但我认为这个词另有含义, 解释见文末)

Paragraphs: 27-32

Text	Analysis
‘ Creme de menthe ,’ says Laura ‘ Jade ,’ I say. ‘ Emerald ,’ says Laura. ‘ Jade is too opaque.’ ‘ Vicious viridian ,’ I say, not to be outdone.	注意这部分中描写颜色的词汇: a. Creme de menthe: (from French) a strong sweet alcoholic drink made with mint 薄荷烈性甜酒 这里的意思是“薄荷酒色” b. Jade: a hard stone that is usually green and is used in making jewellery and decorative objects 翡翠; 碧玉 此处是“翡翠色”之意 c. Emerald: (also emerald green) a bright green colour 绿宝石色, 鲜绿色 d. Vicious viridian: very intense bluish-green

修辞: **alliteration**: vicious viridian

本段译文:

<p>“薄荷酒色，”劳拉说。“裴翠色，”我说。“鲜绿色，”劳拉说，“裴翠色太暗了。”“墨绿色，”我不想输给她，又说了一句。</p>	
<p>‘You always did lose yourself in the pleasure of words’, Edmund.</p>	<p>Paraphrase: You always enjoyed playing with words so much that you noticed nothing else.</p>
<p>Say green as jealousy and be done with it.’</p>	<p>5. Paraphrase: I suggest you say the light is green as jealousy and then we will finish this game on words.</p> <p>6. green as jealousy: very jealous (cf: green with envy: very envious)</p>
<p>‘I have never known the meaning of jealousy.’</p>	<p>Paraphrase: I have never been jealous. (In fact what he says here is not true. In Paragraph 5, Carr describes how swimming in the pool at night affects him. Only then does he discard all human frailties to have become incapable of envy, ambition, malice...)</p>
<p>本句译文：</p> <p>“爱德蒙，你一咬文嚼字起来总是那么忘乎所以。干脆就说绿得发青叫人嫉妒好了，别再争下去了。”“我可从来不知道什么是嫉妒。”</p> <p>(注意句中的调侃之意)</p>	

思考问题 5

Identify the figures of speech in this part of the text.

思考问题 6

Identify all the words to describe different colours in this part of the text.

(English words and Chinese meaning)

Unit IV Ships in the Desert

课程目标	教学目标	教学内容	教学活动
课程目标 1 通过各种体裁篇章的学习，学生能够了解不同文体的语言表达特点和写作风格，掌握各种修辞和	教学目标 2 To summarize the stylistic features of argumentation 教学目标 3	1. The stylistic features of argumentation; 2. The rhetorical devices such as	1.Learning and understanding activities: (Teacher’s presentation;

文体知识,全面提升学生的英语综合运用能力,学会从不同角度品味和鉴赏语篇;	To appreciate how rhetorical devices strengthen the effects of expression	repetition, parallelism , rhetorical question, etc.	Students' group discussion) 2.Applying and practicing activities: (students' summarizing, inquiry-based questioning)
课程目标 2 通过不同题材篇章的学习,学生能够了解相关历史、地理、文化、社会、宗教等方面背景知识,拓宽知识领域和国际视野,提高学生的人文素养、自我文化的认同感及不同文化的包容性;	教学目标 1 To present the general knowledge concerning environmental problems; possible solutions to the problems	1. Introduction of environmental problems in different places in the world; 2. Introduction of China's effort to make the world a greener place to live in.	1. Inquiry-based investigation: Students' Presentation on environmental problems and China's effort to make the world a greener place to live in; 2. Questions and Answers 3. Group discussion
课程目标 3 掌握并学会使用教材中经典篇章中的相关的词句,并理解其特定语境下的深	教学目标 4 To master the meaning of key words and expressions, identify the function of the formal and literary words used by	Analysis of the text at three levels: 1. At the textual level; 2. At the syntactic level;	1. Learning and understanding activities: (Teacher's presentation; Students' group

层含义，提高学生的批判性思考能力；	the author and interpret the author's purpose.	3. At the lexical level.	discussion; inquiry-based question and answer) 2. Applying and practicing activities: (e.g. inquiry-based tasks; paragraph translation; spontaneous interpretation;) 3. Transferring activities: (e.g. context-based language production, writing)
课程目标 4 能够运用所学语言知识、技能进行恰当的沟通、合作及交际互动。	教学目标 5 Motivate the students to think and discuss according to the text.	Further group discussion on how to support your ideas with specific details.	Group discussion and report
授课题目: Ships in the Desert			
课时安排: 16 学时			
教学目标 (Teaching Objectives) 1. To present the background knowledge concerning the dictionary compiling; 2. To summarize the stylistic features of an argumentation;			

3. To appreciate the rhetorical devices to strengthen the effects of expression;
4. To master the meaning of key words and expressions, identify the function of the formal and literary words used by the author and interpret the author's purpose;
5. Motivate the students to think and discuss according to the text.

教学重点与难点：

Key points:

1. Language study and expressions
2. The stylistic features of an argumentation

Difficult points:

1. Writing style: argumentation
2. Writing devices: logical development of argumentation, contrast and comparison, rhetorical devices, wording, sentence structure.

教学内容：

Part One Background Knowledge and Introduction to the Text 2 学时

1. Depiction of the natural scenery
2. Students' understanding of the problems

Part Two Detailed Analysis of the Text 14 学时

I. Writing Style of the Text

1. Type of writing: argumentation
2. Stylistic features of an argumentation

II. Structure of the text

1. (para 1-15): Presenting facts / images of environment problems
2. (para 16-20): Examining causes of environment problems
3. (para 21-23): Finding a solution to the problems

III. Detailed study of the text

1. Questions
2. Word study
3. Rhetorical devices

思考与练习 (Assignments)

1. Exercises on Student's book. 2. Write an essay of about 300 words on the topic: “How could human activities affect the environment?”
阅读文献（含参考书、文献等）(References) Advanced English: Teacher's Book; Encyclopedia; Co-build Dictionary; On-line resources...
教学手段与方法（Teaching Methods） Interactive teaching method Task-based approach Cooperative learning Communicative teaching method Multimedia aided teaching with PPT 授课类型：理论课 <input checked="" type="checkbox"/> 讨论课 <input checked="" type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 练习课 <input type="checkbox"/> 其他 <input type="checkbox"/> 教学方式：传统讲授 <input checked="" type="checkbox"/> 双语 <input checked="" type="checkbox"/> 讨论 <input checked="" type="checkbox"/> 示教 <input checked="" type="checkbox"/> 指导 <input type="checkbox"/> 其他 <input type="checkbox"/> 教学资源：多媒体 <input checked="" type="checkbox"/> 模型 <input type="checkbox"/> 实物 <input type="checkbox"/> 挂图 <input type="checkbox"/> 音像 <input checked="" type="checkbox"/> 其他 <input checked="" type="checkbox"/>
教学反思 (Reflections on Teaching)

Ships in the Desert

Questions for discussion?

1. What does the title “Ships in the Desert” mean? What does “the desert” refer to?
2. If you are talking about environmental crisis, what aspects will you mention?
3. What aspects of environmental crisis does the author talk about in the text?
4. What do you about the author?

Assignments for **group work** (You need to hand in this part.)

1. The structure of the text
2. According to the author, what are the causes of the environmental crisis? (Answer the question in complete sentences instead of phrases or key words.)
3. According to the author, what might be the solution to the problems?

4. What does “strategic” mean in the text? What are the strategic environmental problems mentioned in the text? Why?
1. What are the two key factors that define the physical reality of the relationship between human civilization and the earth?
6. Translate the following terms into Chinese.
 - a. catch (*n.*) b. a nuclear submarine c. greenhouse gases
 - d. emission e. inexorable f. tundra
 - g. noctilucent cloud h. methane gas i. rice paddies
 - j. biomass k. water vapor l. aquifer
 - m. equilibrium n. axiom o. exponentially
 - p. ultraviolet radiation r. chlorofluorocarbons
 - s. simplistic t. genetic engineering

Teaching Procedure:

Week one:

1. Introduction of the background
2. Group discussion: If you are talking about environmental crisis, what aspects will you mention?
3. Presentation of the above-mentioned aspects
4. Techniques of argumentation
5. Text analysis of paragraphs 1-6
6. Word study:
 - a. New words and expressions: curse word, negative expressions
 - b. word-formation
7. Rhetorical devices: definitions, examples in the text, other examples
8. Review of this part

Week two:

1. Analysis of the text: paragraphs 7-15
2. Word study:
 - a. New words and expressions

- b. word formation
- 3. Rhetorical devices to strengthen the speech
 - a. alliteration b. antithesis
 - c. metaphor d. assonance
- 4. Logic in the development of the text: illustrate his idea about the issue
 - a. making a transition
 - b. putting forward the two brief statements to make clear issue
 - c. analyze some reasons for the problems

Week three:

- 1. Analysis of the text: paragraphs 16-20
- 2. Word study and sentence structure
 - a. New words and expressions
 - b. word formation
 - c. long and complicated sentences
- 3. Rhetorical devices to strengthen the speech
 - a. parallel structure b. repetition
 - c. metaphor d. periodic sentence
 - e. antithesis
- 4. Logic in the development of the text:
 - a. to illustrate factors for the problems
 - b. to generalize human effect on the problem
 - c. support the idea with details

Week four:

- 1. Analysis of the text: paragraphs 21-23
- 2. Word study:
 - a. New words and expressions
 - b. literary words and emotive words used and the effect of these words
- 3. Rhetorical devices to strengthen the speech
 - a. alliteration b. repetition
 - c. metaphor d. parallel structure

4. Logic in the development of the text:

- a. to generalize the causes
- b. to analyze the
- c. to put emphasis on the fact that a good dictionary should reflect the current usage of a language.

Detailed study of the text

Background information

Introduction about the author

Al Gore was born in 1948 in Washington D.C., U.S. He has been a Senator (1984-1992) representing the State of Tennessee, and U.S. Vice-President (1992-2000) under President Bill Clinton. He ran for the Presidency against George W. Bush Jr. but the latter won the election and has become the 43rd American President. The text is taken from Al Gore's book *Earth in the Balance*.

Al Gore demonstrates that the quality of our air and water is urgently at risk. He clearly illustrates how problems that once were regional have now become global. Gore argues for a worldwide mobilization to save us from disaster. He is an eminent environmentalist and has been granted Nobel Peace Prize in 2007.

General Introduction About the Text

"Ship in the Desert" is a phenomenon, or an image of destruction. The desert indicates the Aral Sea which was the fourth largest inland sea in the world ten years ago. But now it is disappearing because the water that used to flow into the sea has been turned away to irrigate the land created in the desert to grow cotton. The scheme was an illconceived one because it failed to take into consideration the ecological effect.

The author, by what he saw, checked and studied the cases of destruction found out the basic causes behind the environmental problems: ecological imbalance; environmental pollution; rapidly increased population; great changes of the weather; shortage of natural resources, etc. He wanted to call people's attention to these social problems, and he appealed that everyone should become aware of the serious situations they are in and we should highly realize the great significance of taking an

action to solve these acute problems. Try our best to protect our environment from being polluted; to control the rapid increase of population; to make a good use of the natural resources ; to trap more materials or energy; to save energy ,etc. otherwise, all animals and plant life will face a new threat to their survival.

Detailed Study of the Text

The author first present some pictures in words

Image 1 depicts the Aral Sea on November 16, 1996

Image 2 depicts that of October 14, 2003.

We can readily see that the outline of the lake has drastically changed during the last s even years

Image 1

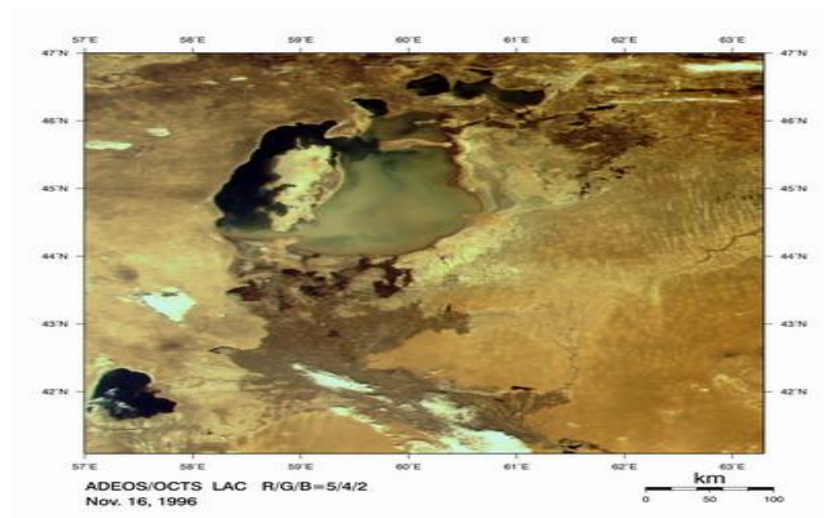
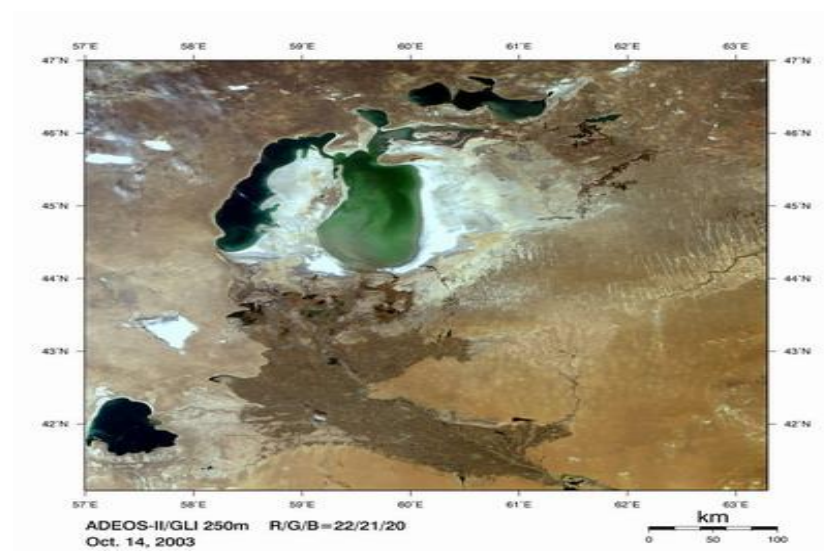


image2



Comprehension questions for Para. 1

1. What pictures does the author create? (contrast)
2. How different are the pictures?
3. What caused the change?
4. What effect does the change have on the local people?

Details in the text

Part 1: (Para.1) what he saw in the Aral.

1. We were anchored in what used to be the most productive fishing site in all of central Asia, but as I looked out over the bow, the prospects of a good catch looked bleak:

anchor: n. & v. 锚, 抛锚

They anchored off the coast of Spain.

bleak:

a. without anything to make you feel cheerful or hopeful

e.g. a bleak outlook/prospect/future 暗淡的前景

b. Gloomy and somber; dreary 暗淡的和昏暗的; 阴郁的

e.g. "Life in the Aran Islands has always been bleak and difficult" (John Millington Synge)

“艾伦群岛的生活一直是困苦不堪的”(约翰·米林顿·辛格)

c. Cold and cutting; 寒冷和刺骨的; 阴冷的:

e.g. bleak winds of the North Atlantic.北大西洋的冷风

Paraphrase: The spot where we stopped used to be the most productive fishing site in all of central Asia, but as I looked out over the bow, I could see there was no chance for catching a large amount of fish.

* This is obviously an understatement because with sand all around there was no chance of catching fish, to say nothing of catching a lot of fish.

2. Where there should have been gentle in all directions.

Where there should have been... there was...

* The **implication** is that once there were gentle waves lapping against the side of the ship but there were none now. Instead, in the place of the waves there were stretches of sand.

Paraphrase: At the place where one could see waves touching the side of the ship gently and hear a light sound caused by it in the past, there was only hot dry sand which extended to the place as far as the eye could see now.

Para. 2

Thesis statement: My search for the underlying causes of the environmental crisis has let me to travel around the world to check and study cases in order to find out the basic causes behind the environmental crisis

1. I stood in the unbelievable coldness and talked with a scientist in the late fall of 1988 about the tunnel he was digging through time.

Paraphrase: It was unbelievable cold. I stood there and talked with a scientist about the ice core he was drilling from the glacier covering the Antarctic in the late autumn of 1988.

Para. 3

Comprehension questions

1. What role did the industrial revolution play in improving our life and in damaging our environment?
2. How can carbon dioxide warm the earth?
3. What is “green house effect”?
4. What does the “steep line” indicate?

Detailed studies

1. Industry meant coal, and later oil,with its ability to trap more heat in the atmosphere and slowly warm the earth.

Paraphrase: Industrial development meant the use of a great deal of coal and later oil as fuels to generate power. As a result, the amount of carbon dioxide emitted into the atmosphere grew. Because the carbon dioxide can prevent the heat in the atmosphere from going out, when the carbon dioxide emissions in the atmosphere reach a high level, it can slowly make the earth warm.

2. Why are the engines of the plane kept running?

Because the pilot fears that if he stops the engines, the metal parts would be frozen solid and the engines would not be able to start again.

3. What were scientists doing in the Antarctic region?

They were watching or checking on the air several times every day to show the onward movement on an outline map.

inexorable: that cannot be altered, checked

Paras.4 and 5

* It tells us the author went to the other bottom of the earth—

Arctic Ocean. He found out the temperature in the polar regions are up much more rapidly, so the north polar cap has thinned.

Comprehension questions

1. Where did the author go 2.5 years after his visit to the S Pole?

2. What were the scientists doing at the time?

3. What did the author do with the U.S. Navy?

4. What kind of information did Gore ask the U.S. Navy to release?

5. What's happening to the polar ice cap?

6. What's caused this?

7. How important is the polar ice cap in the world's weather system?

8. What did a team of scientists report?

9. What did scientists establish a few years ago?

Detailed studies

1. At the other end of our planet: Antarctic as one end and Arctic as the other end.

Slab: a piece that is flat, broad and fairly thick

Frigid: extremely cold

A hearty breakfast: a satisfying and rich breakfast

Snowmobile: a kind of motor vehicle for traveling over snow, usually with steerable runners at the front and tractor treads at the rear

Rendezvous point: the place where a submarine was to pick them up

2. Sentence translation

Make a comment on the two versions of the translation

I had just negotiated an agreement between ice scientists and the U. S. Navy to secure the release of previously top secret data from submarine sonar tracks, data that could help them learn what is happening to the north polar cap.

1) 此前我刚刚通过谈判使美国海军方面与研究北极冰层的科学家达成协议，向他们提供由水下声纳系统探测得到的本来属于最高机密的有关资料，这资料有助于他们了解北极冰层所发生的情况。

2) 不久前我在美国海军与冰川科学家之间作了些游说工作，双方达成了协议，海军方面同意提供由水下声纳系统获取的原本属于最高机密的有关数据，这些数据有助于冰川科学家了解北极冰帽的现状。

3.Synonyms

collide, bump, clash 碰，撞

Collide 多指猛烈相撞，往往带有毁坏性；也可指严重的直接冲突或意见不一致。

On hearing his command, the policeman collided out that door immediately.

Bump 常指不小心碰到了某人或某物；也可指碰到困难或障碍。

The driver bumped the tree while reversing.

Clash 指有力的或带有金属碰击声的打，敲或互相撞击；也可指两种事物相矛盾，不协调。

The dustbins clashed as people emptied rubbish.

consequence, result, outcome 结果，后果

Consequence 可指简单的因果关系，此时可与 result 换用；但在大多数情况下，该词指消极的结果或至少是某种消极的伴随事物，常常译为“后果”。

Many people lost their jobs as a direct consequence of the merge.

Result 是最普通的用词，表示两件事之间严格的因果关系，或指先前为某一特定的目的进行的行为的结果。

Their discussion ended without result.

Outcome 指某个存在疑问、有待解决的事情的结果。

They are confident of a successful outcome. 他们相信会有一个圆满的结果。

Para.6

Comprehension questions

1. What's happening at the equator?
2. What's happening to the Amazon rain forest?
3. What harm can pasture do to the environment?
4. What is responsible for the silencing of so many songs?

Detailed study

1. Acre by acre, the rain forest is being burned to create fast pasture for fast-food beef.....

Paraphrase: Bit by bit, the trees in the rain forest are being burnt and forest land is turned into pasture where cattle can be raised quickly and killed, so that the beef can be used in fast-food like hamburgers.

2. Metonymy 转喻、借代、借喻

Definition: The substitution of the name of one thing for that of another with which it is closely associated.

Examples:

The pen is mightier than the sword. (Here you have the instrument “pen or sword” as a name for the people wielding it.)

Gray hairs should be respected. (the symbol “gray hair” as a name for the persons “old people” symbolized)

He is too fond of bottle. (drinking; wine bottle)

I have never read Li Bai. (the poems written by Li Bai)

Para. 7

Comprehension questions

1. Is damage to our environment being done elsewhere?
2. What can be seen in the evening sky in high northern latitudes?
3. Is this natural cloud?

4. How is this kind of cloud formed?
5. Why does it shimmer after sunset?
6. What kind of gas is methane?

General remarks

* It tells us another ghostly image that signals the loss of ecological balance. The writer calls noctilucent clouds “ghosts in the sky”. How are the noctilucent clouds formed?

- a. As a result of pollution, the clouds occasionally appear when the earth is first cloaked in the evening darkness. And they appear more often because of a huge buildup of methane gas in the atmosphere.
- b. The writer puts forward a series of sharp questions to call up people’s attention to this dangerous environmental situation in the world.

Detailed studies

1. Why doesn’t one have to travel around the world to witness humankind’s assault on the earth?

Because typical examples showing the dangerous environmental situation in the world can be found almost anywhere. The sky alone presents another example of ill omen showing there is ecological imbalance and this kind of imbalance is developing.

Paras. 8-15

Comprehension questions

1. How should we feel towards this kind of strange cloud?
2. What do people usually feel at the zoo?
3. What is upsetting the balance between daylight and darkness?
4. What does the last sentence indicate?

Detailed studies

1. Paraphrase

Whether ... of waste: whether it is the fact that recently there are more hot days when the temperature is over 100° on Fahrenheit thermometer scale, or the fact that the sun burns our skin more quickly in recent times, or the fact that the debate over the way of disposing of the growing amount of waste matter comes up more frequently

2. translate the sentence

And why do other symbols, though sometimes no less striking, only cause a kind of loss and inactivity and we concentrate our attention not on the ways to deal with them but instead , on some other substitutes which are easy to get and less painful?

为什么另外一些现象，虽然有时也同样引人注目，却让我们无动于衷，使我们的注意力不是集中在寻求有效对策上而是集中在寻求某种方便，不那么痛苦的转移视线的策略上呢。

2. It may be ... appropriately (L. 152): It may be useful to arrange them into different groups, thus getting our thoughts and feelings straightened out so that we will be able to take the most suitable action.

Theater: scene of operation

e.g. This was the Pacific theatre of World War II. 这里是第二次世界大战的太平洋战区。

lecture theatre 阶梯教室

3. Regional battles

a. What kind of environmental destruction belong to the regional battles?

b. Acid rain: rain with a high concentration of acids produced by sulfur dioxide, 二氧化硫

nitrogen oxide, 氧化氮 etc. emitted during the combustion 氧化 of fossil fuels; it has a destructive effect on plant and aquatic 水中的 life, buildings etc..

c. the contamination of underground aquifers: an underground layer of porous rock, sand, etc. containing water, into which wells can be sunk

d. large oil spills: large-scale leaking of oil from oil tanker

4. yardstick, standard, criterion 标准，尺度

a. yardstick 指衡量事物真实性或价值的标准。

Practice is the yardstick of truth.

b. standard 常用于与同一类人或事物相比较，以确定其数量多少、价值高低、质量好坏的某种客观的、预先制定的标准等。

The products did not meet our standard.

c. criterion 常指衡量某事物是否优秀、是否适合或正确的准则。

What criteria are used for assessing a person's ability?

Paras. 16-20

Comprehension questions for

1. What are the two factors that have affected the relationship between man and nature?
2. Comment on the effect of scientific breakthroughs (individual as well as cumulative) on the earth and the effect of nuclear weapons on warfare.

General remarks

It tells us two key factors that determine the actual state of our relationship to the nature. One is a sudden and startling surge in human population, with the addition of one China's worth of people every ten years; the other is a sudden acceleration of scientific and technological revolution. The author analyzed the cause of the changes to show us his writing intention.

Detailed studies

1. Sentence translation

While no single discovery has had the kind of effect on our relationship to the earth that nuclear weapons have had on our relationship to warfare, it is nevertheless true that taken together, they have completely transformed our cumulative ability to exploit the earth for sustenance - making the consequences of unrestrained exploitation every bit as unthinkable as the consequences of unrestrained nuclear war.

a. 尽管任何一项新发现对人类与地球之间的关系所造成的影响都无法同核武器对人类与战争的关系所造成的影响相比，但这些科学发现结合在一起，却是千真

万确地使人类所积累的开发利用地球资源以求生存的能力发生了根本性的变化——在这样的条件下，如果人类不加节制地随意开发利用地球资源，其后果就会同随意发动核战争一样不堪设想。

b. 尽管任何单一的科学发现对人类与地球之间的关系所带来的影响都无法同核武器给人类与战争的关系所带来的影响相比，但这些科学发现的总体力量已经彻底改变人类为了生存开发利用地球资源的能力，这种无节制的开发所带来的后果同无节制的核战争所带来的后果一样不堪设想。

2. They are symptoms of an underlying problem broader in scope and more serious than any we have ever faced.

Paraphrase: They are signs and indications showing that there exists a much greater and more serious problem than we have ever encountered.

Paras. 21—23

General remarks

It's about what our challenge is and what are the two aspects to this challenge. What should we do to solve the environmental problems and what should be the real solution to the environmental crises?

- A. Recognizing the startling images of destruction
- B. Understanding the two aspects
- C. Changing the view of the relationship-Educate people)

Detailed studies

1. What are the two aspects to help people recognize the images of environmental destruction?

Two aspects to this challenge: our power to harm the earth and our role as co-architect of nature

Our task: to see and to understand that those frightening examples of environmental destructions that are happening all over the world not only can shock and arouse us but are very much the same in nature

They are signs and indications showing that there exists a much greater and more serious problem which we have never encountered.

2. institution:

a) a large organization for a university, bank, or church 协会, 学会, 会馆, 会址

b) a building where certain people are kept or looked after 慈善机关, 社会事业机构

e.g He may end up in a mental institution.

c) a system, rule or a system that is considered an important or typical feature of a society, usually because it has existed for a long time 创立已久的法律, 风俗, 习惯

e.g. the institution of marriage

2. Ultimate weapon: a weapon beyond which it is impossible to develop

3. Rogue states: states which do not observe or follow the established international norms and practices, which can be considered as rascals among states.

4. the denial of nuclear technology to rogue states: stopping rogue countries using nuclear technology or stopping sending nuclear technology to rogue countries.

Summary

1. Theme: By presenting examples of the deterioration in the global ecological system, the author succeeds in creating a sense of urgency on the part of readers that something must be done to save our environment. He also makes it clear that the most important thing for man to do is to discard his obsolete ideas and to adopt new ways of thinking about the relationship between man and nature.

2. three developing lines (the author does the following three things):

1). Presenting facts (paras 1-15);

2). Examining causes (paras 16-20);

3). Finding a solution (paras 21-end).

So the passage can roughly be divided into three parts according to the above framework

3. methods of development:

Illustration—thinning of ice cap, global warming, strange clouds ...

Classification—local, regional, strategic ...

Definition—methane gas, pressure ridge, noctilucent cloud ...

Cause and effect — population surge, advancement of science and technology ...

Comparison and contrast —past and present of the Aral Sea ...

Analogy —military system