



教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 精读

College English

总主编 董亚芬

INTENSIVE READING

教师用书 TEACHER'S BOOK

Book 5

主 编 王德明



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编 者 翟象俊 李荫华 夏国佐



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总 序

《大学英语》是遵照 1986 年国家教委审定的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

本次修订重点:

精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分相

形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的办法,把全书单词分为三类:(1) words to drill(通过反复操练能熟练掌握其用法的单词);(2) words to remember(能记住其形、音、义的单词);(3) words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程1—4册仍坚持每册编写10单元,5—6册因课时很少,每册编写8个单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应

当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时 20 余载,跨越两个世纪。使用者一度遍及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经验,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正、内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006 年 3 月

编者的话

本书是《大学英语》(第三版)精读第五册的教师用书。内容包括第一至第八单元精读课文教案,以及“精读课文练习答案”、“精读课文参考译文”和“阅读材料参考译文”等三个附录。

《大学英语》(第三版)精读第五册学生用书删除了两个单元,更换了一个单元,教师用书自然随之作出相应的更新。

为便于教师备课参考使用,每课教案首先列出一份“教学步骤建议”(Suggested Steps for Teaching),涵盖各重要教学环节。其后基本上按以下三部分编写:

(1) 开场白(Introductory Remarks),说明课文主旨。

(2) 背景材料(Information Related to the Text),包括作者生平、人物介绍、相关课文的英美文化教育、社会生活以及风土人情等背景知识。

(3) 语言点(Language Points),包括课文难点注释以及句型、习语使用的例证等。凡属精读课文精选出的、并须加以反复操练的重点词语(Words and Phrases to Drill),均作为语言点加注,并配以例证。鉴于英语中一词多义的基本属性,在处理重点词时,除着重阐明该词出现在精读课文中的释义及用法外,还适当介绍了该词在其他层面上的意义及用法。至于是否须向学生讲解或何时讲解,可由教师灵活掌握。

在具体安排教学活动时,教师可根据自己的教学实际情况筛选使用上述内容。

练习答案有时存在多种选择,本书提供的仅供参考。欢迎采用本精读教程的教师,在使用过程中提出宝贵的批评和建议。

本书所附课文练习答案和课文参考译文,由《大学英语》(第三版)精读第五册编写组翟象俊、张增健、王德明、夏国佐提供。

编者

2007年7月

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Unit 1



... English is an almost grammarless language.

— Richard Grant White

A very great part of the mischiefs that vex this world arise from words.

— Edmund Burke

A Kind of Sermon



Suggested Steps for Teaching

1. Ask students to answer the warm-up questions in the student's book.
2. Say a few words as an introduction to the text. (See **Introductory Remarks**.)
3. Allow students 5 minutes to go over the text, and then ask them some questions from the Text Comprehension Exercise in the student's book.
4. Get students actively involved in analyzing and explaining the text. (See **Information Related to the Text**.)
5. Refer students to Paragraph Analysis in the student's book and help them grasp the main idea and structure of the text.
6. Help students learn in context the more frequently used words and phrases through a variety of drilling practice (see **Language Points**) and by doing the related exercises in the student's book.
7. Divide the class into groups to do Oral Practice in the student's book.
8. Set aside 15 – 20 minutes for the classroom reading activity, through which to lead

students to learn how to practice reading efficiently.

9. Ask students to write a précis of the text after class.



Introductory Remarks

By now you have done a pretty good job in learning English, but there are still big gaps in your knowledge. Small wonder you are keen to improve. However, you may feel that improving your English is becoming more and more difficult at this stage and may even feel a little discouraged. But the teachers are no happier. In fact, they may often feel frustrated at not being able to help their students make greater progress.

Why, then, can beginners make more obvious progress? This is because they are learning basic vocabulary and basic structures and can put them into practice without much difficulty. When students reach the advanced stage, they are confronted with a puzzling variety of idioms and phrases and complex structures. They will then find themselves at a loss what to do with them or how to use them. As a result, they may tend to think, "The more I learn, the less I know," although they are in fact getting a little bit more proficient with each passing day.

Keenly aware of the problems faced by learners, the author offers his advice to both teachers and students on how to learn English at this stage.



Information Related to the Text

... the language ... appears to consist of a bewildering variety of idioms, clichés and accepted phrases with different meanings in different contexts.

Many English words and expressions may carry not just a single meaning. They mean different things in different contexts. For instance, you *get over* a fence by climbing, but you *get over* an illness if you recover from it. You *get off* a bus by stepping down from it, while you *get off* lightly when you escape punishment.

The following example of the ways "get" and its combinations may be used may sound a bit artificial and extreme, but it is not impossible:

"I *got* (was given) a job at which I *got* (made/earned) £3 a week, but I never really *got* (became) interested in it, and I soon *got the sack* (was dismissed from my job). I wasn't sorry, because my employer had always *got on my nerves* (irritated me), but finally he *got my back up* (infuriated me). When he told me to *get out* (leave), I *got quite a lot off my chest* (poured it all forth with bitter feeling). I told him that if he had *got* (taken) it

into his head that he could *get along* (manage) by paying me such a small sum, he would *get a surprise* (be surprised). He told me that I was *getting out of hand* (becoming difficult to control), and that I *had got ideas above my station* (had come to believe myself more important than I really was). When I told my father the whole story that evening I *got a good hiding* (received a sound beating).”

Of course, the above example is intended primarily to call your attention to the fact that the same word or expression may mean different things in different contexts and that English idioms may be quite annoying. Now that you have reached the advanced level, you must be aware of the difficulties of learning them and try to get over them.



Language Points

1. preach, preacher, sermon

- 1) To preach is to talk about a religious subject at a religious meeting, esp. in church; and the talk given by a preacher in this way is called a sermon.

Example:

— *On Sunday afternoon, he preached a sermon on forgiveness.*

- 2) Another meaning of preach is to give people advice or tell them how to behave.

Example:

— *You're always preaching honesty, and then you lie to me.*

- 3) If you give people advice in a way that they think is boring or annoying, then they may say/think you're preaching.

Example:

— *Mom, stop preaching — I'm old enough to take care of myself.*

2. fluent, fluency

fluent: (*a.*) able to speak, read or write a language without seeming to make an effort

Examples:

— *Mr. Wang is fluent both in French and English.*

— *Steve speaks fluent Japanese.*

fluency: (*n.*)

Example:

— *The job requires fluency in Spanish.*

3. acquisition: (*n.*) the noun of acquire, meaning

- 1) the process of learning skills or getting knowledge

Example:

— *The acquisition of a foreign language often takes much longer than one's mother tongue.*

2) the process of buying sth. or obtaining it in some other way

Example:

— *The acquisition of this new plot in the downtown area cost him half a billion dollars.*

3) sth. bought or obtained in some other way

Example:

— *Strong has just showed me his proud new acquisitions: two paintings by Picasso.*

4. **a process:** referring to the learning process students go through after they have mastered the basic structures and patterns of English

5. **produce less obvious results:** produce less obvious results than expected

6. **confront with:** force (sb.) to deal with, often used in the passive

be confronted with: have to deal with

Example:

— *She was confronted with the biggest crisis of her political life.*

7. **scope:** the area within the limits of a question, subject, action, etc.; range

Examples:

— *The politics of a country would be outside the scope of a book for tourists.*

— *Few things are beyond the scope of a child's imagination.*

8. **clichés:** overworked words or phrases

“Father Time”, “white as snow”, and “cheeks like roses” are clichés. Such expressions as these have been used so often that they have lost much of their expressive force.

9. **context:**

1) words that come before and after a word, phrase, statement, etc., helping to show what its meaning is

Examples:

— *“Mad” can mean “foolish”, “insane”, or “angry”, depending on the context.*

— *Without a context, I would have assumed it was written by a man.*

2) circumstances in which sth. happens or in which sth. is to be considered

Examples:

— *The report should be considered within its social context.*

— *This is the context in which President Bush must decide his policy.*

10. **dedication:** devotion to a cause or an aim

Examples:

— *He has always shown great dedication to the cause of humanity, justice and peace.*

— *Professor Smith and his colleagues had the dedication to continue their research in spite of the obstacles.*

dedicate: (vt.)

Example:

— *This woman has dedicated her whole life to helping others.*

11. **disgust:** strong feeling of dislike and disapproval at a situation or person's behaviour, etc. ; a feeling of being ill caused by sth. unpleasant

Examples:

— *He was filled with disgust at what he had witnessed in the prisons.*

— *She turned away in disgust when she caught sight of the rotting food.*

12. **hopefully:**

1) in a hopeful way; in a way that shows that you are hopeful

Examples:

— *"Will there be any food left over?" he asked hopefully (= wishing the answer to be yes).*

— *"Am I welcome?" He smiled hopefully, leaning on the door.*

2) it is to be hoped; let us hope

Examples:

— *Hopefully (= I hope that) we'll arrive before dark.*

— *Hopefully we can solve the problem.*

13. **guidance:** help and advice given to sb. about their work, education, personal life, etc. ; direction

Examples:

— *I went to a career counselor for guidance on how to start my job search.*

— *My professor gave me a lot of helpful guidance when I was writing up my Ph. D. dissertation.*

14. **for one's part:** used to emphasizing who you're referring to in a statement about sth.

Examples:

— *For my part, I would prefer to stay home and read.*

— *Napoleon's army was weakened and the British, for their part, were eager to attack.*

15. **reduce:** force sb. into a particular unpleasant state or situation

Examples:

— *They were reduced to begging in the street.*

— *Stress had reduced him to a nervous wreck.*

reduce sth. to sth. else: make sth. become a particular thing by destroying it or crushing it

Examples:

- *The fruit is reduced to a pulp and then mixed with sugar.*
- *The building was reduced to rubble by the explosion.*

16. **inexplicable**: impossible to explain

Example:

- *For some inexplicable reason, she chose that moment to break the news.*

17. **take refuge in**: find shelter or protection in (a place, or action)

Examples:

- *It's beginning to rain; look, we can take refuge in the hut.*
- *When she is sad, Ann takes refuge in remembering happier times.*

18. **proverb**: a short well-known statement that gives practical advice about life; saying

Examples:

- *The enemy of my enemy is my friend.*
- *A penny saved is a penny earned.*

19. ... **more respectfully if less grammatically**:

In the first quoted proverb the student is compared to a horse while in the second no such comparison is made; hence "more respectfully". However, the second proverb is less grammatical. In standard English it might read, "It isn't what you say but the way you say it that matters."

20. **"It ain't what you say. It's the way that you say it"**: To say "I have insufficient financial resources for the journey" might sound appropriate in a formal situation. But it would sound out of place, except as a joke, if it were said at home or to close friends. In ordinary circumstances, "I haven't got enough money for the trip" would be an appropriate way of saying the same thing. The above example just goes to show, when it comes to choosing your words, "It ain't what you say. It's the way that you say it." (See also Note 4 to the text.)

21. **counter**: oppose; move or act in opposition to (sth.)

Examples:

- *Little did I expect that George would counter my proposal with one of his own.*
- *Sam's employer countered his request for more money by threatening to dismiss him.*

22. **recognition**: (n.) agreement that sth. is true and important

Examples:

- *We need official recognition of the need for affordable housing.*
- *Recognition of the importance of career development is increasing.*

23. **immediate:** nearest in time, space or relationship

Examples:

— *the immediate future; the immediate vicinity; the immediate family*

24. **given:** specified or stated; arranged

Examples:

— *At a given time we'll all start shouting and cheering.*

— *At the given signal, the group rushed forward to the barrier.*

25. **define:** state precisely the meaning of (a word, etc.); state (sth.) clearly; explain (sth.)

Examples:

— *Each of us might define the concept of freedom in a very different way.*

— *The powers of the President are clearly defined in the Constitution.*

— *It's hard to define exactly what has changed.*

26. **wash one's hands of:** refuse to be connected with or responsible for

Examples:

— *I washed my hands of their schemes when I discovered what they were up to.*

— *That's your affair — I wash my hands of the whole business.*

27. **alternative:** other; that may be used in place of sth. else

Examples:

— *An alternative arrangement can be made if my plans don't suit you.*

— *It will take time to develop alternative energy sources.*

28. **come across:** meet sb. or find sth. by chance

Examples:

— *Have you ever come across such a horrible person in all your life?*

— *You won't have difficulty understanding the meaning of a word after you come across it a few times.*

29. **look up:** try to find a particular piece of information in a book, or on a list, or by using a computer

Example:

— *You can't go very fast if you look up every new word you come across in your reading.*

30. **at a glance:** If you realize sth. at a glance, you realize it as soon as you see it.

Example:

— *I could see at a glance that it wasn't his own work.*

31. ... the way it was written ... : ... its style, the sort of language used and the way sentences were organized ...
32. **And instead of “read”, I could just as well say “listen to”.** : And my advice to students on what to read might just as well apply to what to listen to.
could just as well (usu. might/may just as well): have no strong reason not to
Examples:
— *There's nothing to do, so I may (just) as well go to bed early.*
— *Since the flight has been cancelled because of bad weather, we might (just) as well go by train.*
33. **rely on:** count or depend on (sb./sth.); have trust or confidence in (sb./sth.)
Examples:
— *Jim always relies on his wife for advice on clothes.*
— *She cannot be relied on to tell the truth.*
— *I think we can rely on Ruth not to tell anyone about it.*
34. **practicable:** capable of being used or put into practice; workable
Examples:
— *“Let's take the baby when we climb Mount Tai.” “Is that practicable?”*
— *Is it practicable to try to grow crops in deserts?*
People are beginning to use “practical” in the same sense as “practicable”; a practical/practicable plan or suggestion is one that will work. Note, however, that “practicable” is not used of people.
35. **short-cut:** a path road that is quicker and shorter than the usual way; a way of saving time and effort in doing sth.
Examples:
— *It will take just a few minutes to reach the river if you take a short-cut across the field.*
— *You may think it a short-cut, but you'll soon find the result won't be so good.*
— *There aren't really any short-cuts to learning English.*
36. **beaten track:** well-trodden or much used path
off the beaten track: in an isolated place where people rarely go
Example:
— *We stayed at a charming inn off the beaten track.*
37. **overgrown:** covered with plants that grow in a wild way
Example:
— *Both sides of the road were overgrown with weeds.*