

《大学高级英语阅读》是为适应当代英语学习者的需要而编写的一套新教材。包括:

学生用书 (上下册)

教师用书 (上下册)

适用于大学英语专业本科高年级学生的阅读课程或精读课程。其他具有中级以上水平的读者也可以作为自修教材。

- 课文皆为原作精品, 极具学习和欣赏价值。
- 选文以当代为主, 反映英语的现代特点; 适量收入经典作品。
- 内容具有趣味性、可读性、知识性。
- 练习项目丰富; 通过不同练习扩大词汇量, 掌握语法知识, 提高运用英语的技能。
- 教材把语言与文化融为一体, 学生能在两方面均有收益。

ISBN 7-5619-0325-1



9 787561 903254



定价: 10.00元

教师用书

Advanced College Reading
大学高级英语阅读

(修订版)

上册

李燕姝 编著
Valerie G. Myer

北京语言文化大学出版社

(京) 新登字 157 号

图书在版编目 (CIP) 数据

大学高级英语阅读 (修订版) 教师用书. 上册/李燕姝, 平伶编著. - 北京: 北京语言文化大学出版社, 2000

ISBN 7-5619-0325-1

I. 大…

II. ①李…②平…

III. 英语 - 阅读教学 - 高等学校 - 教学参考资料

IV. H319.4

中国版本图书馆 CIP 数据核字 (2000) 第 35658 号

著作权合同登记图字 01-2000-2188

责任印制: 汪学发

出版发行: 北京语言文化大学出版社

(北京海淀区学院路 15 号 邮政编码 100083)

印 刷: 北京北林印刷厂

经 销: 全国新华书店

版 次: 1994 年 9 月第 1 版 2000 年 8 月第 2 版第 2 次印刷

开 本: 850 毫米×1168 毫米 1/32 印张: 5.75

字 数: 149 千字 印数: 4001-7000

书 号: ISBN 7-5619-0325-1/H·0060

定 价: 10.00 元

前 言

《大学高级英语阅读》(修订版)教师用书,分上下两册。供教师与两册学生用书配合使用。

教师用书的内容,主要是提供语言难点(包括内容上的和语言上的)注释以及练习答案。在必要的情况下,我们也为一些课文提供了背景知识。

在编写教师用书时,我们尽量做到保持每篇课文内容与形式的一致性,同时也考虑到必要的灵活性。如对练习 Explain the meaning of phrases and idioms, 就绝大多数课,我们没有提供答案,而是留给学生做,教师检查。但对较难的文章,我们给了答案,供教师参考。

每课书,从讲授到做练习,大致用 4~6 个学时。我们希望在时间安排上,教师能有一定的灵活性:即根据本校本学期的课程安排,学生的英语水平和接受能力以及课文的长度和难度,灵活掌握每课书所需时间。

我们还为一些课文提供了内容相关的补充课文,目的是对有关文章提供补充材料和背景知识,也希望学生能有更多的阅读量。对于补充材料如何讲授,也由教师酌情而定。对补充材料的练习设计和教案,我们更是依课文特点做了不同的处理。

在编写教师用书的过程中,我们力图充分考虑中国教师在讲授中的要求与需要。我们希望,这套书能受教师们的欢迎,成为他们有用的教学指南和参考资料。

李燕妹

Valerie G. Myer

1999 年 7 月

Preface

This is the teachers' manual for the English textbooks *Advanced College Reading* (Revised Edition). The manual consists of two volumes, to coincide with the two volumes of students' books.

The main part of the teachers' books is detailed notes on the text, that is, explanations of difficult language points. Whenever necessary and whenever possible, we also offer background information to the lesson concerned. Then there is the key to the exercises: Paraphrase sentences, True or false, Multiple choice and Advanced grammar practice. Key to the explanations of idioms and phrases is also given when we deem that the article is difficult.

Presumably, each lesson will take 4 to 6 class hours, depending on the length and the degree of difficulty of the article. For some lessons, we have also provided related materials for supplementary reading. The purpose of this provision is two-fold: to offer more articles for students to read and study, and to facilitate students to get a better idea of the background of the lesson in question. Teachers are quite at liberty as how to treat the supplementary reading materials. It is our suggestion, however, that at least enough time is allotted to have students go over the exercises attached to each supplementary reading.

We sincerely hope that the teachers' books will prove to be a useful guide and reference to all the teachers who use them in their teaching of *Advanced College Reading*.

Li Yanshu

Valerie Grosvenor Myer

CONTENTS

1. A World Awakens *Eugene Linden* (1)
2. Atomic Bombing of Nagasaki Told
 by a Flight Member *William L. Lawrence* (12)
3. The Obligation to Endure *Rachel Carson* (21)
4. The Mystery of Rommel's Missing Treasure
 *Ken Krippene* (29)
5. Proxemics in the Arab World *Edward T. Hall* (34)
6. How to Win Friends and Influence People
 *Dale Carnegie* (43)
7. Between Two Worlds *From Time magazine* (56)
8. The Case of Patty Hearst: Captive, Collaborator, Comrade?
 *C. Mastash* (67)
9. The Lady or the Tiger? *Frank R. Stockton* (82)
10. Some National Stupidities *Mark Twain* (90)
11. Inaugural Address *John F. Kennedy* (105)
12. Drums, Sweat and Tears
 *From Newsweek magazine* (113)
13. A & P *John Updike* (132)
14. A Most Forgiving Ape *Alan Moorehead* (142)
15. We Join the Queen for a Royal Day Out *Douglas Hey* (155)
16. On the Death Penalty *From Miami Herald, etc.* (166)

1

A World Awakens

Summary

Ordinary people are beginning to value the environment above economic growth, as the dangers of development become more obvious.

Detailed notes on the text

Note: This passage, like much American journalism, is highly metaphorical. Unusual meanings are given to ordinary words, which are 'stretched' by the context.

1. *haunting; memorable*.
2. *launched the great modern pulse of environmental awareness*: a metaphor: Carson raised the consciousness of people, thus starting ('launched' like a ship) a movement ('pulse' like a heartbeat or an electronic wave) that changed the way people think about the environment.
3. *legacy*: a bequest; here the word is used metaphorically to mean 'result'. (para 1)
4. *unconstrained development*: industrial growth subject to no controls. (para 1)
5. *made itself felt*: affected (and damaged) air, water and landscape by making the air filthy with smoke and chemicals (which

- together make up 'smog'), fouling the water by the same means, and cutting down trees. (para 1)
6. *Behind the Iron Curtain*: in the former Soviet Russia and its "satellite" countries. (para 1)
 7. *cursed*: brought disaster to. (para 1)
 8. *premature mortality*: early death. (para 1)
 9. *stew*: normally means boiled vegetables with meat: here it means 'mixture' or 'brew'. (para 1)
 10. *business as usual*: the processes of industrial production and consumption. (para 1)
 11. *litany*: here used to mean 'list'. (para 2)
 12. *environmental woes*: sorrows, griefs (real meaning here, 'disasters'). (para 2)
 13. *lower*: a verb, meaning 'reduce'. (para 2)
 14. *famines would sweep India*: famines would occur and spread from place to place. (para 2)
 15. *the oceans would succumb*: they would fall victim, as to an illness or an enemy. (para 2)
 16. *cumulative insults*: accumulated, gathered together; 'insults', metaphor for attacks. (para 2)
 17. *toxic runoff and overfishing*: toxic runoff is chemical pollution from factories and agricultural land which is brought down to the sea by streams and rivers; overfishing is taking too many fish so they do not adequately reproduce. (para 2)
 18. *unfolded*: occurred. (para 3)
 19. *raised the specter of climate chaos*: a specter [American 'specter'; British 'spectre'] is a ghost or image; here it means a vision or prospect. climate chaos: floods, desertification, hurricanes. [Editor's note: We are already feeling the effects of

- El Nino in the rainfall, floods and landslides in Central America.]
(para 3)
20. *Green Revolution* : more productive agriculture. (para 3)
21. *vastly diminished* : seriously shrunk. (para 3)
22. *abject poverty* : severe, desperate, miserable and humiliating poverty. (para 3)
23. *Today the pulse . . . ponderous* : today people all over the world are aware of danger to the environment, but these ideas travel slowly. . . 'Ponderous' literally means 'heavy'. (para 4)
24. *pantheon* : literally the gods (or a building dedicated to them); here it seems to mean 'issues we respect, take seriously'. This is an example (like 'litany', para 2), of religious language stretched to produce a secular meaning. [Editor's note: Such distortion of language is not always 'good writing'.] (para 4)
25. *policy issues* : political questions which have to be decided. (para 4)
26. *trying to get kids to eat spinach* : Western mothers used to believe that children ought to eat spinach, a green leaf vegetable, because it contains iron. Children generally disliked this food, so there were battles between them and their parents. Now it is known that though it is true that there is iron in spinach, that form of iron cannot be digested, but merely passes through the human body. (para 4)
27. *the benefits . . . cold cash* : the environment is ruined ('degraded') in order to make profits ('cold cash'). [The idea is that pollution makes money in the short term, but does long-term damage.] (para 4)
28. *camouflaged* : hidden. (para 4)
29. *The typical rhythm . . . halt the decline* : the usual course of events

- when the environment is damaged has been when minerals and crops and forests and fish etc. have been used greedily, in 'rampant' (aggressive and ruthless) fashion; then people began to notice the dangers, to realize what was happening; eventually they tried to solve the problems that had been created. (para 5)
30. *stern stance*: stance literally means 'attitude', but here it means 'severe laws, stern measures'. (para 5)
 31. *watersheds*: catchment areas for rainfall. (para 5)
 32. Mauritius, the tropical island off the East coast of Africa, has a history which contrasts with ('defies', used here in another, extended, sense different from the usual meaning) that of other places. When the ebony trees were cut down two hundred years ago, the land became eroded, so that the thin soil blew or was washed away, and robbed the dodo of its habitat, contributing to the decline of that flightless bird, which was to become extinct (it was already hunted). (para 6)
 33. Babylon acted too late; Mauritius acted in time. Which path are we following today? In the 1970s... water; until the 1970s the movement was led by 'clubby gentlemen', upper-class males, who believed in conserving natural wild landscapes; soon activists arose from other classes; these were more left-wing, and concerned with the health of the people, so they agitated for clean air and clean water. American groups went to law (they were 'litigious'). Green parties: political groups dedicated to good environmental policies. Now New York harbor [American 'harbor'; British 'harbour'] is cleaner, so that worms which bore into the wooden piers and which were killed off by pollution have returned. [Editor's note: This might be considered a dubious benefit, if the wooden piers are endangered by these worms,

surely?】 (para 7)

34. Rich countries ‘changed their ways’ [Editor’s note: This is not true: they went to a conference in Tokyo and only talked about cutting ‘greenhouse gases’, because the needs of the environment are always in conflict with the needs of the economy. American writing is generally too optimistic.] Poorer nations, such as Mexico and China, industrialized and made the same mistakes as the richer ones had done. They expanded towns to create ‘megacities’ (conurbations), making a dark (‘Stygian’) cloud (‘pall’) of pollution in the air and fouled the streams and rivers that rich countries were trying to clean up. The poor countries argued that only rich countries could afford to get rid of pollution. [Editor’s note: indeed, poor countries have sometimes argued that pollution is good because it shows that industrial development is taking place; pollution is seen as a sign of prosperity.] There is a tradition everywhere of polluting first and paying later: now it seems we are trying to stop doing so. The ‘stakes’ (risks and rewards) have changed. During the twentieth century of the Christian era, people themselves became capable of changing conditions and systems on earth (‘became a geophysical force’), such as the weather. Just as nuclear weapons could kill most forms of life, so we might kill us all merely by developing our economies. (para 8)

35. We have recently learned that apparently harmless chemical compounds called chlorofluorocarbons [known as CFCs] are damaging the ozone layer. This discovery startled people, because it demonstrates that releasing the chemicals used for refrigeration has resulted in creating a hole as big as a continent in the upper atmosphere. Since we learned that, we have been forced to

wonder whether other terrible effects will soon show themselves, unintended catastrophes caused by the new chemical compounds we keep inventing and using. (para 10)

36. The space programs changed crucially the way we think. courtesy of: as a gift from. We live and die on earth, but we know now what the earth looks like from an orbiting satellite or capsule travelling to and from the moon. This new visionary and spiritual experience, seeing the earth as a frail and beautiful carrier of life in a dead void, has made us realize that we should take care of our planet. We have seen earth from a distance and find it easier to recognize it as a system. Air and water swirl constantly around the surface, and [computer?] images of these patterns gave rise to the theory that the earth is like a living organism, which it is dangerous to interfere with. James Lovelock calls this the 'Gaia hypothesis' [Gaia was the Goddess Earth in ancient Greek religion]. (para 11)
37. Most people now agree that natural resources should be conserved: they have been persuaded by grand pictures of earth, and have learned how easily ecosystems can be wrecked and wild countryside devastated. In the US voters have not objected to an extra 2 per cent in taxes which go to support the environment. Classical economists do not understand this attitude: they see spending on the environment as likely to reduce and slow down consumption ('a drag on' it, like a brake), and consider consumerism an index of society's economic health. But the people are sending a message to economists and politicians that they are interested in the cleanness of soil, water and air, which is more important to them than consumption. (para 12)
38. Austin Powers was a fictional soldier who emerged from the jungle

30 years after the war had ended, thinking it was still being fought. If he, or somebody like him, came back, after a long gap of time he would be astonished ('dumbfounded', literally unable to speak because of shock) at the new values which have arisen ('surfaced'). He would see that we now have a permanent group of environmental defenders. These people believe in their cause, and have become rather like priests in that they lay down rules of proper behaviour, criticizing ('holding to account') consumers, business corporations and governments when they commit actions which threaten to harm Mother Earth. (para 13)

39. Despite these changes in opinion, degradation of the planet and its systems continues. It is doubtful whether governments have the courage and determination to deal with a world whose population has doubled since the first anxiety arose in the 1960s. However, the environmental question keeps moving towards the top of the agenda – the problems grow more serious every day ('mounting pressure'), so that the nations will soon be forced to pay attention. And the people are concerned enough to support environmentally-friendly laws. (para 14)

Some questions to think about

What did Marshall McLuhan mean by the 'global village'? Can you identify any inventions or features of modern life which support his idea? Consider (1) religious fundamentalism; (2) Coca Cola; (3) The Kosovo liberation movement; (4) the Internet; (5) the Middle East; (6) Afghanistan; (7) Ireland; (8) Aborigine activists in Australia; (9) American TV; (10) the Kurdish question; (11) McDonalds; (12) global warming: do you see the world as (a) becoming more uniform or (b) more differentiated?

caused foul smoky air, polluted waters and treeless bare earth everywhere in the developing world).

- (2) ... a burning river is unnatural, a paradox or oxymoron, and therefore absurd. As an image of disaster, it made an impact on the minds of American people that the ecological effects of manufacturing and business were destructive. [They realized that the old saying 'What's good for General Motors is good for the country' was only partly true.]
- (3) The apparently endless list of problems caused by environmental damage caused both scientists and ordinary scientists to agonize about the end of the world.
- (4) ... by 1979 the oceans would be ruined by the accumulated pressures of chemicals washed down via the rivers into the sea, and too many fish would have been killed.
- (5) Pollution is profitable, and visibly so. Because damage happens slowly, it is not immediately visible, but eventually affects everybody, no action is taken; the problem is not addressed, but ignored. It is left as a legacy for posterity.
- (6) Unlike other places, Mauritius responded and took action when things started to go wrong 200 years ago.
- (7) Although we cannot escape physically from the earth because of gravity, we have been able to look at it from the viewpoint of space, which has given us new reasons to recognize our responsibility to our planet and its interlocking systems.
- (8) Respect for the environment is demonstrated in ways that any concerned person who had been asleep or absent for 30 years would find astonishing.

- (9) Concern about environmental problems is increasing, if only because the systems by which we live are under such threat that governments are forced to listen

3. True or false

- (1) true (2) false (3) true (4) false
(5) false (6) true (7) true

4. Multiple choice

- (1) c (2) d (3) b (4) a (5) c (6) d (7) a

8. Advanced grammar practice

- A. (1) have been trying; have you been
(2) have met; saw; were not
(3) looks; has been burning; have forgotten to switch; went
(4) to have kept you waiting
(5) was going to buy (or would have bought); heard; changed
(6) have been waiting; have known; would be
(7) has been working; returns; shall not have seen
(8) see; will be struck; has improved; went
(9) had told; had already bought; wouldn't have given; is
(10) shall ring; hasn't answered; have gone; wouldn't have bothered to come; had known
(11) brought (or have brought); hadn't; would have been (or would be)
(12) have remembered to tell; had; would have arrived
- B. (1) Having waited for an hour for the office to open, we were eventually able to buy three tickets for the concert.
(2) Having studied hard for six years, he at last passed his examination.
(3) Having worked hard for fifty years, Uncle Joe has now

retired.

- (4) Having thought about driving for many years, Aunt Sally has at last bought a car.
- (5) After climbing for nearly six hours, we reached the top of the mountain.
- (6) He asked his father for some money, as he had spent all the money he had.
- (7) As she had broken her glasses, she could not see anything at all.

2

Atomic Bombing of Nagasaki Told by a Flight Member

Detailed notes on the text

1. *With the atomic bomb . . .*: 'we are' implied. (para 1)
2. *our lead plane*: our leading plane. (para 1)
3. *man-made meteor*: metaphor. The bomb is compared to a natural disaster, a piece of rock hurtling through space. (para 3)
4. *a background of threatening black skies torn open at intervals by great lightning flashes*: this is objective description, factual, but the author mentions it because here the weather description is prophetic of the 'lightning' which will be loosed by the bomb. It adds to the drama.
(para 3)
5. *gadget*: a machine, especially a convenient, modern one. It refers to the bomb here. (para 4)
6. *the bomb assembly*: the process by which the bomb is put together. (para 6)
7. *briefing*: technical lecture. (para 7)
8. *navigation*: steering. (para 7)
9. *bail out*: leave the aircraft by parachute. (para 7)
10. *a moving prayer by the chaplain*: the mention of a prayer by the chaplain for the success of slaughtering umpteen strangers, the