



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 4

主 编 翟象俊

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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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 1 800 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、泛读教程仍坚持每册编写 10 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历,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》的编者们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多。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)精读第四册的教师用书。内容包括第一至第十单元精读课文教案,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)精读学生用书,更换了相当一部分精读课文,教师用书自然随之作出相应的更新。新课文教案的编写及原有课文教案的修改,我们都力求做到语言清新简洁、内容生动活泼。而教案编写的原有框架,也有所突破。

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。其后基本上按以下几个部分编写:

1. 导入语(Introductory Remarks),课文导读理解题(Introductory Questions)或预备性课堂活动(Warm-Up Activity)。
2. 与课文讲解相关的文化信息及背景知识介绍(Information Related to the Text)。
3. 课文讲解过程中的难点、要点分析及词句例证(Language Points)。精读课文中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。
4. 与课文主题相关的课堂活动(Suggested Activity),如小组讨论(Group Discussion)等。
5. 与课文主旨相关的补充练习(Additional Exercises),包括听写(Dictation)和听力理解(Listening Comprehension)。

本书教案的编写既着眼于学生读写能力的逐渐加强,更注意学生听说能力的稳步提高,尽量体现听、说、读、写兼顾并相互渗透的原则。

本书所设置的教案,系供教师备课参考使用,教师可以根据班级的具体情况,删选使用上述各项内容,也可另行设计教案。我们无意为教师讲课划定某种模式。讲课如同创作,极具个性色彩,不该受任何条条框框的约束。教学效果的好坏,在一定程度上,取决于教师自身的素质、实践经验以及现场即兴发挥等因素。事实上,也只有饱含激情、富于个性色彩的课堂教学,才能真正吸引学生,激活他们的学习热情,进而有效地贯彻课堂教学的意图。

同样,本书所附的各项练习答案,也绝非唯一正确的答案;而所附的课文译文,更是“仅

供参考”而已。

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)精读第四册编写组李荫华、王德明、夏国佐提供。阅读材料的参考译文主要由姚燕瑾翻译,李荫华、夏国佐审订。

任建国、陈寅章、杨晨、张怡瑾等同志曾参加本册第一版的编写,冯豫同志曾参加本册第二版的编写,特此致谢。

编 者

2006 年 3 月

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Unit 1



Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved.

—Helen Keller

Practical wisdom is only to be learned in the school of experience.

—Samuel Smiles

Big Bucks the Easy Way



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 10 minutes to go over the text, and then ask them some questions from the Text Comprehension Exercise 2 in the student's book.
4. Get students actively involved in analyzing and explaining the text. (See *Information Related to the Text*.)
5. Help students grasp the main idea and structure of the text. (See *A Suggested Summary*.)
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. Do a passage listening exercise or a dictation exercise in class. (See *Additional Exercises*.)
9. Set aside 15 – 20 minutes for the classroom reading activity, through which to lead students to learn how to practice reading efficiently.
10. Assign a short composition as homework.



Introductory Remarks

In the USA family background or personal influence plays a much less important role than in many other societies. Anyone who wants to become successful has to rely mainly on his own efforts. That's why many American parents encourage their children to do part-time jobs while studying in college or even in high school. This is of great benefit to the young people not only financially but also in the development and formation of character, for in the process of work they learn a lot of things which are impossible for them to acquire from their school textbooks. In this story, for instance, the two college sons have to develop management skills quickly in order to get their work done; they have to learn cooperation, team work, efficiency and business ethics in order to meet the real world's deadlines. And the two youngest sons also have to learn that "you are never done with books," because books teach us knowledge and theories which are as important as, if not more important than, practical experience.

Written in a humorous style, the story also tells us that for all those youngsters there is no easy way to earn a lot of money in the United States. You have to learn quickly and work hard before you can get your share of money.



Information Related to the Text

1. Montgomery Ward & Co. and Sears, Roebuck & Co.

Montgomery Ward & Co. is a United States retail and mail-order concern. Across the United States the company has more than 500 retail stores and 700 catalog stores. The company was founded as a mail-order business in Chicago in 1872 by A. Montgomery Ward, who adopted the policy "Satisfaction guaranteed or your money back." The first retail store was established in 1926. At its height, Montgomery Ward & Co. ranked as the second largest mail-order firm in the world, but by 2001 declining sales forced the original retailer out of business. In late 2004, however, a new Internet and catalog-based retailer

was established of the same name. Sears, Roebuck of Co., once the world's largest mail-order concern, was founded in North Redwood, Minnesota in 1886. In 1993 Sears closed production of its general merchandise catalog because of diminishing sales and profits. It also was once the US' largest retailer, but its market share much decreased in the 1990s to stores such as Wal-Mart, and in 2004 it merged with Kmart, becoming the Sears Holding Corporation.

2. Minimum wage

The minimum wage is the smallest amount of money per hour that an employer may legally pay a worker. It is fixed by law, agreement, or other means. In the U.S., the Fair Labor Standards Act of 1938, popularly known as the Federal Wage and Hour Law, established a minimum wage of 25 cents an hour. The minimum wage has since been increased by amendments to the Fair Labor Standards Act in 1949, 1955, 1961, 1966, 1974, 1977, and 1991. The 1977 amendment raised the minimum wage in stages from \$2.65 an hour in 1978 to \$3.35 an hour by 1981. By 1991, the federal minimum wage reached \$4.25 an hour. And by Sept. 1997, it had reached \$5.15. Bill Clinton, during his presidency, gave states the power to set their own minimum wages. By 2004, 12 states' minimum wage was above the federal level. In Jan. 2007 New York state's becomes \$7.15. Some counties and cities determine their own rates. Santa Fe, New Mexico, for instance, has the highest minimum wage in the nation. Presently \$9.50/hr, it's planned to increase to \$10.50 in 2008.



Language Points

1. **leisurely, lucrative work:** work that brings in a lot of money and can be done with ease
leisurely: (moving, acting, or done) without haste

Examples:

- *When he lived in the country, he used to take a leisurely walk in the woods before supper.*
- *My father does everything in a leisurely manner.*

2. **pain:** cause physical pain or mental suffering to

Examples:

- *It pained the mother to watch her son suffering.*
- *It pains me to think of you struggling all alone.*
- *Does your knee still pain you on damp days?*

3. **delivery:** the act of delivering (letters, goods, etc.)

Examples:

- *This department store makes prompt delivery.*
- *Postmen are responsible for the delivery of letters to our houses.*

4. ... **I was comfortably settled in a hotel room ...:** ... I was comfortably at rest in a hotel room ...

settle: place in a comfortable position; arrange to stay or rest in a certain place

Examples:

- *The baby was comfortably settled in his cradle.*
- *After lunch, the old man settled himself comfortably in his armchair for a nap.*

5. ... **how my day had gone:** ... if I had had a good day

6. **inquire:** ask

Examples:

- *I inquired (of him) what he wanted / whether he wanted any help.*
- *He inquired about the times of flights to Beijing.*

7. **"Super!" she snapped, "Just super! ..."**

The verb "snapped" makes it clear that she was saying this in a sarcastic tone. As a matter of fact, her day was just awful.

8. **Another truck just pulled up out front.:** Another truck just stopped outside in front of our house.

pull up: come to a stop; bring to a stop

Examples:

- *Bob was walking along the street when suddenly a car pulled up beside him.*
- *The driver pulled up (his car) at our door.*

9. ... **it will be four thousand of something:** ... it will be four thousand advertising inserts for some other department store or company

10. **Since you are responsible ...:** Since you have asked them to do this delivery work ...

11. **The company had promised ...**

Here, the company refers to the newspaper company that couldn't produce its paper because of the strike.

12. **(a) piece of cake:** a colloquial phrase meaning "something that can be done or obtained very easily"

The phrase may have come from a comparison between the easiness of doing something

and the pleasure of eating a good piece of cake.

Examples:

- *The English test yesterday was a piece of cake. Most of us finished it in less than an hour.*
- *This job is anything but a piece of cake.*

13. **echo**: repeat (the words, feelings, etc. of sb.)

Examples:

- *The little boy echoes everything his brother says.*
- *"The story is really very interesting," said Tom. "Yes, isn't it?" echoed Jack.*

14. **inform**: tell; give information to

Examples:

- *Have you informed the company of your wish to leave it (Or: that you wish to leave it)?*
- *I'm afraid you were wrongly informed about the matter.*

15. **"Just tell the boys to get busy,"...**: "Just tell them to start working,"...

16. **Some are whole magazine sections.**: Some ad inserts are as thick as a whole magazine section, that is, 16 or 32 pages.

Here the word "section" means a sheet of paper which is folded after printing to form 16, 32, or 64 pages of a book or magazine.

17. **cram**: force or press into a small space; crowd

Examples:

- *He crammed all his clothes into the bag.*
- *It's dangerous for so many people to be crammed into a bus.*

18. **stack**: an orderly pile

Examples:

- *In Prof. Wang's study you can find stacks of books on the floor.*
- *The whole stack fell over and half the plates were broken.*

19. ... **take one each of the eleven inserts**: ... take one copy of each of the eleven inserts

20. **takeout restaurant**: a restaurant where you can buy food to be eaten away from it. The food to be taken out is usually put in a plastic bag or a paper bag.

21. ... **as if working its way out of the range of the human ear**: ... as if (her voice were) rising to so high a pitch that it could no longer be heard by the human ear

According to acoustics (the branch of physics that studies sound), the human ear can

only hear sounds with frequencies between 16 cps (cycles per second) and 20,000 cps.

range: limits within which sth. varies

Examples:

— *The singer's voice covers an extraordinary range of pitch.*

— *Jim has a wide range of interests.*

22. ... she asked sweetly.

The wife was greatly disturbed by what was going on at home and she was angry with her husband for the suggestion he had made to his sons. But she sounded sweet to disarm him before she dumped her anger on him.

23. **marvel(l)ous:** wonderful

Examples:

— *The little girl has a good imagination; she can make up marvellous stories.*

— *Tom Cruise is certainly a marvellous actor.*

24. ... but knew better by now than to say so: ... but was smart enough to know that he shouldn't speak the truth

The husband was well aware of his wife's anger but he didn't want to make her even angrier by telling her he was enjoying himself far away from home, while she was suffering.

know better than to: be wise or well-trained enough not to

Examples:

— *You should know better than to play football in the classroom!*

— *You should have known better than to make friends with such a mean person.*

25. **sour:** having a sharp taste like that of vinegar or an unripe apple

Examples:

— *The milk has gone sour.*

— *After failing several times to reach the grapes, the fox went away, saying to himself: "The grapes are probably sour anyway."*

26. **In the language of diplomacy, there is 'movement.'**: As diplomats say, there is "movement" (i.e., some progress or advance).

27. **They've been at it for hours.:** They've been doing it (or busy at it) for many hours.

at: engaged in, busy over

Examples:

— *He's been working at that puzzle for days!*

— *Dr. Li is at breakfast. Will you please wait until he has finished?*

28. ... but all this hasn't made a dent, not a dent, in the situation!: ... but all this hasn't made the slightest change or improvement in the situation!

The word "dent" means "a hollow in a (hard) surface made by a blow or pressure."

Examples:

— *The touch of his finger made a dent in my swollen face.*

— *The accident left a dent in his new car.*

It can also be used figuratively to mean "progress," "a first step toward success," esp. in the phrase "make a dent in."

Examples:

— *It's already 6 o'clock and we haven't made a dent in this pile of work.*

— *Peter studied all evening, but hardly made a dent in his homework.*

29. **It's almost as if the inserts keep reproducing themselves!**: It seems that instead of being reduced, the amount of inserts is increasing all the time!

30. ... **one does not get the best out of employees by ...**: ... one does not get the greatest possible amount of work out of his employees by ...

31. **harm**: injury or damage

Examples:

— *A lot of harm was done to his reputation by the rumors.*

— *There's no harm in your staying up late occasionally; but staying up late every night — that's quite another story.*

32. **Obtaining an audience with son No. 1**: Getting a chance to talk to my oldest son

The author is being humorous in writing so formally, for "audience" means "a formal meeting between somebody powerful and somebody less important," "a formal interview with a person of high rank."

Example:

— *The American reporter requested an audience with the Pope/Queen/King/President.*

The use of the word "obtaining" may suggest that his oldest son (son No. 1) was reluctant to talk on the phone.

And "No. 1" meaning "the chief person in an organization" may be used here to imply that the oldest son is the most important person in the delivery business, and in the household, for the time being.

33. **"I'll kill you if ..."**: An informal and figurative way of saying: "I'll be incredibly angry with you if ..."

34. **cut into**: reduce, decrease