



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

New College English (Second Edition)

(第二版)

Reading Course 6

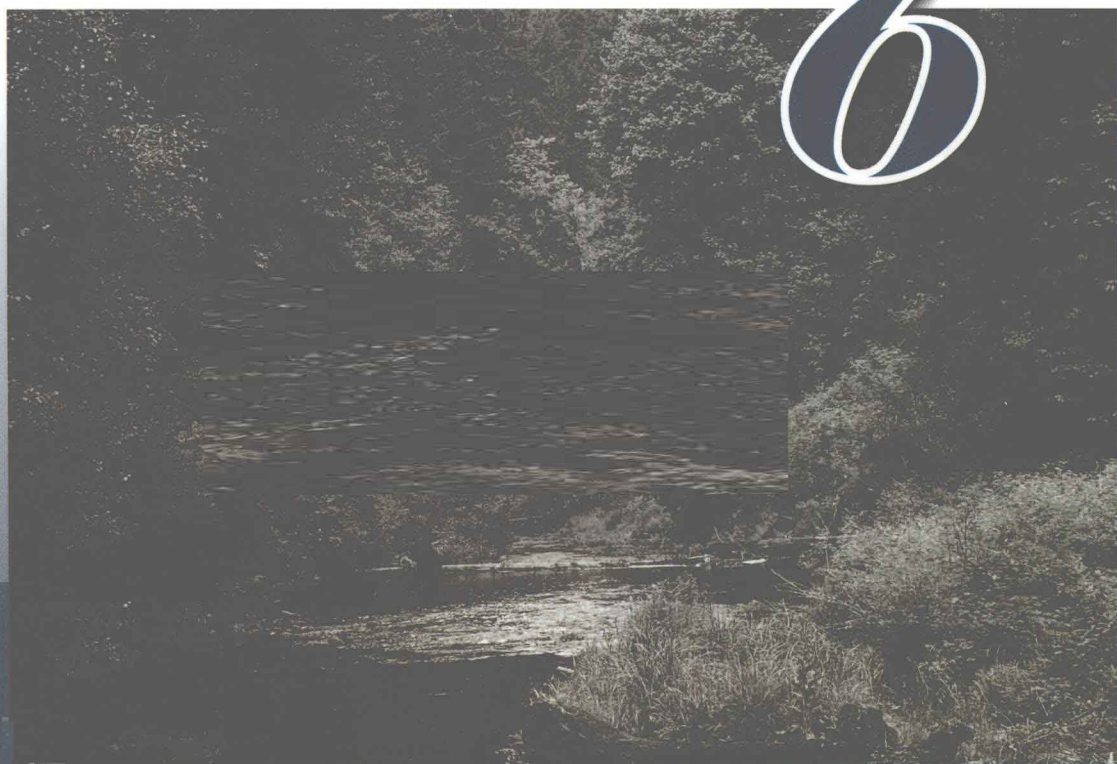
Teacher's Manual

阅读教程

(通用本)

教师手册

主编 白永权



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语，这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文

采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程，也是拓宽知识、了解世界文化的素质教育课程，兼有工具性和人文性。因此，教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材，以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中，充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发，针对我国学生的薄弱环节和实际需要，做到有的放矢；形式尽可能采用交互方式，如pair work、group discussion、debate等，或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要，除了在各教程中均设有一定数量的类似四、六级考题形式的练习外，还特地在《综合教程》中参照四、六级考卷设计了Test Yourself，以帮助学生熟悉考试题型。

教材框架如下：

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成：

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中，1—4册供修读一般要求的学生使用，5—6册供修读较高要求的学生使用。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本，供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外，各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

二

《全新版大学英语》系列教材问世十年以来，受到了全国高校师生的普遍欢迎，先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材，并获得2003年度上海市优秀教材一等奖。

然而，时代在进步，社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本

科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订，使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和文编室主任梁泉胜等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人 Anthony J. Ward 博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华
2010年3月

编者的话

本书是全新版大学英语(第二版)《阅读教程(通用本)》第6册的教师手册,共8个单元,24课,按学生用书的课文顺序编写和排列,供教师在备课及讲解课文时使用,也可供学生自学时参考。每课教学参考包括以下三方面主要内容:

Information Related to the Text: 这一部分提供了与课文内容相关的背景信息和知识,主要涉及课文中出现的人名、地名、国家名称、机构名称、节日、建筑、事件、动植物和专用术语等方面。

Difficult Language Points in the Text: 该部分主要对课文中较难掌握的语言知识,如句子、词组、习语、俚语等,进行释义、翻译和改写。为了便于学生理解,释义和改写所用的英语词语都是学生学过或熟悉的。

Key to the Exercises: 教师手册提供每课练习中客观题的正确答案以及部分主观题的参考答案。

由于教师手册篇幅的限制,以及考虑到教师手册在教学中的实际作用,以上三部分中前两部分的编写以帮助学生全面理解课文内容和顺利进行阅读为原则,因此所提供的信息和所作的注解都紧扣课文,简明扼要。

在修订版中,我们对教师手册的版式作了一些调整。新版教师手册包含学生用书的所有内容,答案排入练习,背景知识和语言难点用淡灰色底纹以示区分。这样更能体现 teacher-friendly 的原则。

在本书编写过程中,西安交通大学的领导、同事和美籍教授 Dr Anne Bliss 都给了我们大力支持、指导和帮助,高云、田鹏、周庆华和姜维焕曾参加了本书第一版的编写,在此对他们表示感谢。由于编者水平和经验有限,书中可能会存在不足之处,希望广大读者批评指正。

编者

2011年1月

Contents

Unit One

Text 1 A Beautiful Mind (Part One) — The Parents	1
Text 2 A Beautiful Mind (Part Two) — Early Life	7
Text 3 A Beautiful Mind (Part Three) — Growing Up	14

Unit Two

Text 4 How to Get Rich in America	19
Text 5 The Mirage of Farm Exports	24
Text 6 The Souks	29

Unit Three

Text 7 Baby Emma's Miracle	35
Text 8 The Brain of the Century	41
Text 9 Why I Blog	47

Unit Four

Text 10 Working at the McDonald's	53
Text 11 Thank Mom for How Presidents Turned Out	59
Text 12 The Music That Can Make You Cleverer	64

Unit Five

Text 13 E-Cheating: Combating a 21st Century Challenge	71
Text 14 Is It Closing Time for the Big Game Attractions?	77
Text 15 The Robe of Peace	82

Unit Six

Text 16 A Beautiful Life and a Beautiful Death	88
Text 17 Dicing with Death	93
Text 18 Street Trees	99

Unit Seven

Text 19 The Healing Power of Nature	105
Text 20 Whose Body Is This?	111
Text 21 Is Google Making Us Stupid?	117

Unit Eight

Text 22	Cyberhood vs. Neighborhood.....	123
Text 23	Dearly Disconnected	130
Text 24	Net.love	136

Appendix

Glossary.....	142
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1. A Beautiful Mind (Part One) — The Parents

Sylvia Nasar

Introduction

The following biography presents us with a vivid account of the life of John Nash, the mathematical genius, starting with his family background.

Among John Nash's earliest memories is one in which, as a child of about two or three, he is listening to his maternal¹ grandmother play the piano in the front parlor² of the old Tazewell Street house, high on a breezy hill overlooking the city of Bluefield, West Virginia.

1. maternal /mə'tɜːnəl/ a. 母亲一方的

2. parlor /'pɑːlə/ n. 客厅

It was in this parlor that his parents were married on September 6, 1924. The thirty-two-year-old groom was tall and gravely handsome. The bride, four years his junior, was a willowy³, dark-eyed beauty. Her narrow, brown cut-velvet dress⁴ emphasized her slender waist and long, graceful back.

3. willowy /'wɪləʊi/ a. 苗条的

4. cut-velvet dress 立绒呢礼服

John Forbes Nash, Sr., was "proper, painstaking, and very serious, a very conservative man in every respect," according to his daughter Martha Nash Legg. What saved him from dullness was a sharp, inquiring mind. He was born in 1892 on his maternal grandparents' plantation on the banks of the Red River in northern Texas, the youngest of three children of Martha Smith and Alexander Quincy Nash. The first few years of his life were spent in Sherman, Texas, where his paternal grandparents, both teachers, had founded the Sherman Institute (later the Mary Nash College for Women), a modest but progressive establishment, where the daughters of Texas's

5. smallpox epidemic 天花流行

middle class learned the value of regular physical exercise and a bit of poetry and botany. After his grandparents died, John Sr.'s parents operated the college until a smallpox epidemic⁵ forced them to close its doors for good.

6. Baptist /'bæptɪst/ *a.* 浸礼会教派的

7. devout /di'vaut/ *a.* 虔诚的

John Sr.'s mother was a highly intelligent, resourceful woman. 25 After she and her husband separated, Martha Nash supported herself and her two young sons and daughter on her own, working for many years as an administrator at Baylor College, another Baptist⁶ institution for girls, in Belton, in central Texas. Devout⁷ and diligent, Martha was also described as an "efficient and devoted" mother, but her 30 constant struggle against poverty, bad health and low spirits, along with the shame of growing up in a fatherless household, left its scars on John Sr. and contributed to the emotional reserve he later displayed toward his own children.

8. enlist /ɪn'list/ *vi.* 参军

9. infantry /'ɪnfəntri/ *n.* 步兵

Surrounded by unhappiness at home, John Sr. early on found 35 solace and certainty in the realm of science and technology. He studied electrical engineering at Texas Agricultural & Mechanical, graduating around 1912. He enlisted⁸ in the army shortly after the United States entered World War I and spent most of his wartime duty as a lieutenant in the 144th Infantry⁹ Supply Division in France. When he 40 returned to Texas, he did not go back to his previous job at General Electric, but instead tried his hand at teaching engineering students at the University of Texas. At the end of the academic year, he agreed to take a position in Bluefield with the Appalachian Power Company.

10. animated /'ænimetɪd/ *a.* 活泼的

11. whippet /'hwɪpɪt/ *n.* 小灵狗

12. vitality /vaɪ'tæləti/ *n.* 活力

Photographs of Margaret Virginia Martin — known as Virginia 45 — at the time of her engagement to John Sr. show a smiling, animated¹⁰ woman, stylish and whippet¹¹-thin. Outgoing and energetic, Virginia was a freer, less rigid spirit than her quiet, reserved husband and a far more active presence in her son's life. Her vitality¹² and 50 forcefulness were such that, years later, her son John, by then in his thirties and seriously ill, would dismiss a report from home that she had been hospitalized for a "nervous breakdown" as simply unbelievable. He would greet the news of her death in 1969 with similar disbelief.

13. affluence /'æfluəns/ *n.* 富裕

Like her husband, Virginia grew up in a family that valued 55 church and higher education. But there the similarity ended. She was one of four surviving daughters of a popular physician, James Everett Martin, and his wife, Eva, who had moved to Bluefield from North Carolina during the early 1890s. The Martins' affluence¹³ did

60 not protect them from terrible blows — their first child, a boy, died
in infancy; Virginia, the second, was left entirely deaf in one ear at
age twelve after a bout of scarlet fever; a younger brother was killed
in a train wreck¹⁴; and one of her sisters died in a typhoid¹⁵ epidemic
— but on the whole Virginia grew up in a happier atmosphere than
65 her husband. The Martins were also well-educated, and they saw to
it that all of their daughters received university educations. Eva Mar-
tin was herself unusual in having graduated from a women's college
in Tennessee. Virginia studied English, French, German and Latin
first at Martha Washington College and later at West Virginia Uni-
70 versity, graduating at age sixteen. By the time she met her husband-
to-be, she had been teaching for more than ten years. She was a born
teacher, a talent that she would later lavish¹⁶ on her gifted son. Like
her husband, she had seen something beyond the small towns of her
home state.

75 When the newly married Nashes returned from their honey-
moon, the couple lived at the Tazewell Street house with Virginia's
mother and sisters. John Sr. went back to his job at the Appalachian,
which in those years consisted largely of driving all over the state in-
specting remote power lines. Virginia did not return to teaching. Like
80 most school districts around the country during the 1920s, the Mer-
cer County school system had a marriage bar. Female teachers lost
their jobs as soon as they married. But, quite apart from her forced
resignation, her new husband had a strong feeling that he ought to
provide for his wife and protect her from what he regarded as the
85 shame of having to work, another legacy of his own upbringing.

For a long time, Bluefield owes its existence to the rolling hills
full of coal and was a rough and ready frontier outpost¹⁷ where Jew-
ish merchants, African-American construction workers, and Tazewell
County farmers struggled to make a living and where millionaire coal
90 operators sat down to negotiate contracts. By the 1920s, when the
Nashes married, however, Bluefield's character was already chang-
ing. Directly on the line between Chicago and Norfolk, the town
was becoming an important rail hub¹⁸ and had attracted a prosperous
white-collar class of middle managers, lawyers, small businessmen,
95 ministers, and teachers.

Bluefield was not “a community of scholars,” as John Nash
later said with more than a hint of irony. Its bustling commercial-
ism, Protestant¹⁹ respectability, and small-town snobbery²⁰ couldn't

14. wreck /rek/ *n.* 失事, 灾难

15. typhoid /'taɪfɔɪd/ *n.* 伤寒

16. lavish /'lævɪʃ/ *vt.* 慷慨给予

17. outpost /'aʊtpaʊst/ *n.* 边区村落

18. hub /hʌb/ *n.* 中心

19. Protestant /'prɒtɪstənt/ *a.* 新教
(教徒)的

20. snobbery /'snɒbəri/ *n.* 势利

21. hothouse /'hoʊhaʊs/ *n.* 温室

22. sizable /'saɪzəbl/ *a.* 相当大的

23. multifaceted /ˌmʌltɪ'fæstɪd/ *a.*
多方面的

24. Episcopalian /ˌɪpɪskəʊ'perljən/
n. 美国新教圣公会教徒

25. fare /feə/ *vi.* 生活, 过活

have been further removed from the atmosphere of the intellectual
hothouses²¹ of Budapest and Cambridge which produced John von 100
Neumann and Norbert Wiener. Yet while John Nash was growing
up, the town had a sizable²² group of men with scientific interests
and engineering talent, men like John Sr. who were attracted by the
railroad, the utility, and the mining companies. Some of those who
came to work for the companies wound up as science teachers in 105
the high school or one of the two Baptist colleges. In his autobio-
graphical essay, Nash described “having to learn from the world’s
knowledge rather than the knowledge of the immediate commu-
nity” as “a challenge.” But, in fact, Bluefield offered a good deal of
stimulation for an inquiring mind; John Nash’s subsequent career 110
as a multifaceted²³ mathematician, not to mention a certain prag-
matism of character, would seem to owe something to his Bluefield
years.

More than anything, the newly married Nashes were strivers.
Solid members of America’s new, upwardly-mobile professional 115
middle class, they formed a tight alliance and devoted themselves to
achieving financial security and a respectable place for themselves in
the town’s social pyramid. They became Episcopalian²⁴, like many of
Bluefield’s more prosperous citizens, rather than continuing in the
fundamentalist churches of their youth. Unlike most of Virginia’s 120
family, they also became staunch Republicans, though (so as to be
able to vote for a Democratic cousin in the primaries) not registered
party members. They socialized a good deal. They joined Bluefield’s
new country club, which was displacing the Protestant churches
as the center of Bluefield’s social life. Virginia belonged to various 125
women’s book, bridge, and gardening clubs. John Sr. was a mem-
ber of the Elks and a number of engineering societies. Later on, the
only middle-class practice that they deliberately avoided was sending
their son to prep school. Virginia, as her daughter explained, was “a
public-school thinker.” 130

John Sr.’s job with the Appalachian remained secure right
through the Depression of the 1930s. The young family fared²⁵
considerably better in this period than many of their neighbors and
fellow churchgoers, especially the small businessmen. John Sr.’s pay-
check was steady. All decisions involving the expenditure of money, 135
no matter how modest, were carefully considered; very often the
decision was to avoid, put off, or reduce. There were no mortgages

to be had in those days, no pensions either, even for a rising young middle manager in one of the nation's largest utilities. Virginia Nash used to accuse her husband, when they'd had an argument — which they rarely did within earshot of the children — of being quite likely, in the event that she died before him, to marry a younger woman and let her squander²⁶ all the money she, Virginia, had scraped so hard to save. (Their savings, it turned out, were considerable, however. Even though John Sr. died some thirteen years before Virginia, and even with the high cost of hospitalizations for John Jr., Virginia barely dipped into her capital and was able to pass along a trust fund to her children.)

26. squander /'skwɒndə/ vt. 浪费

Though they began life as parents in a rental house owned by Eva Martin, the Nashes were soon able to move to their own modest but comfortable three-bedroom home in one of the best parts of town, Country Club Hill.

However much they were forced to economize, the Nashes were able to keep up appearances. Virginia had nice clothes, most of which she sewed herself, and allowed herself the weekly luxury of going to a beauty parlor. By the time they moved to their own house, she had a cleaning woman who came once a week. Virginia always had a car to drive, typically a Dodge, which was hardly the norm²⁷ even among middle-class families at the time. John Sr., of course, had a company car, usually a Buick. The Nashes were a loyal couple, like-minded.

27. norm /nɔ:m/ n. 标准

1680 words

From Sylvia Nasar, *A Beautiful Mind*, 1998.

Comprehension Exercises

1 Decide on the best choice to answer or complete each of the following.

1. The main aim of this piece is to _____.
 - A. tell the readers something of John Nash's early education in Texas
 - B. present the readers a vivid picture of the cleverness of John Nash's father
 - C. indicate how outgoing and energetic John Nash's mother was
 - D. show the readers John Nash's family background in the city of Bluefield

2. John Sr.'s emotional reserve was mainly the result of _____.
 A. his mother's bad health and low spirits B. poverty and a fatherless household
 C. his mother's lack of devotion D. both A and B
3. When John Nash heard that his mother was ill, _____.
 A. he was not surprised B. he could not believe it
 C. he asked his family to tell him the details D. he wished to see the medical report
4. Which of the following can best describe Bluefield?
 A. A small town full of scholars. B. A small town with no snobbery.
 C. A small town full of commercialism. D. A small town with no respect for religion.
5. John Nash's Bluefield years _____.
 A. contributed to his later career as a mathematician
 B. were very stimulating and interesting
 C. had no influence on his character
 D. provided him with a very inquiring mind

2 Give brief answers to the following questions.

1. Was John Forbes Nash's father a native of Texas? How do you know?
Yes. He was born in 1892 on his maternal grandparents' plantation on the banks of the Red River in northern Texas, and his first few years of life were spent in Texas.
2. When did John Sr. escape from his unhappy childhood?
He escaped from his unhappy childhood when he studied electrical engineering at Texas Agricultural & Mechanical.
3. What did John Sr. do before joining the Appalachian Power Company?
He lectured on electrical engineering for a year at the University of Texas.
4. Was John Nash's mother well educated? And what did she do before meeting John Nash Sr.?
Yes, she had a university education, studying languages at Martha Washington College, and then at West Virginia University. She was a schoolteacher for more than ten years before meeting John Nash Sr.
5. What happened to John Nash's mother after she got married?
She was forced to leave her job because of the school system.

3 Questions for discussion.

1. When do you think is the best age to acquire foreign languages? What is the difference between a baby learning its mother tongue and an adult learning a foreign language?
2. Do you agree with the idea that the earlier a person receives higher education the better? Why or why not?

2. A Beautiful Mind (Part Two) — Early Life

Sylvia Nasar

Introduction

Due to his poor performance in mathematics and other subjects, Nash was once considered by his teachers as an underachiever, needing improvement in effort, study habits and respect for the rules. Yet mathematics was to become his chosen profession. How was there such a considerable change?

John Forbes Nash, Jr., was born almost exactly four years after his parents' marriage, on June 13, 1928. He first saw the light of day not at home, but in the Bluefield Sanitarium¹, a small hospital on Main Street that has long since been converted to other uses.

1. sanitarium /ˌsæni'tɔəriəm/ *n.* 疗养院

The big, blond baby boy was apparently healthy, and was soon baptized in the Episcopal Church directly opposite the Martin house on Tazewell Street and given his father's full name. Everyone, however, called him Johnny.

He was a singular little boy, solitary² and introverted³. The once-dominant view of the origins of the schizoid temperament⁴ was that abuse, neglect, or abandonment caused the child to give up the possibility of gratification⁵ from human relationships at a very early age. Johnny Nash certainly did not fit this now-shameful paradigm⁶. His parents, especially his mother, were actively loving. In general, one can imagine, on evidence from biographies of many brilliant men who were peculiar and isolated as children, that an inward-looking child might react to intrusive⁷ adults by withdrawing further into his own private world or that efforts to make him conform might be met by firm resolve to do things his own way — or perhaps that unsympathetic taunting⁸ peers might have a similar effect. But the facts of Nash's childhood, in many ways so typical of the educated classes in small American towns of that era, suggest that his

2. solitary /ˈsɒlətəri/ *a.* 孤独的
3. introverted /ˌɪntroʊ'veɪtɪd/ *a.* 内向的
4. schizoid temperament /ˈskɪtsɔɪd/ 精神分裂性格
5. gratification /ˌgrætɪfɪ'keɪʃən/ *n.* 满意
6. paradigm /ˈpærədəm/ *n.* 范式

7. intrusive /m'trusɪv/ *a.* 打扰的

8. taunt /tɔʊnt/ *vt.* 嘲笑