



普通高等教育“十一五”国家级规划教材

英语专业精品教材

# CONTEMPORARY COLLEGE ENGLISH 现代大学英语

总主编：杨立民  
编者：杨立民 徐克容

第二版 Second Edition

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精读  
教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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## 第一版

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2

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# 编者说明

本书为《现代大学英语精读》(第二版) (*Contemporary College English*) 教材第二册的教师用书, 供使用该书的同行们采用。我们多年来一直担心这类教参会妨害同行们的创造性教学实践, 但又觉得作为编者有责任提供必要的辅助材料和建议。最后只好两害取其轻, 选择一些较为基本的东西, 给使用者作参考。本书也可以为使用我们教材的学生提供某些方便, 但我们希望并且相信, 他们不会对此产生依赖, 误以为抄录教参可以代替自主的创造性的劳动。为了照顾自学者的需要, 我们在本书中还增加了一些新的内容, 方便他们的使用。

关于本套精读教材的编写原则、教学目的、基本框架和使用方法, 我们在相应的学生用书的前言里已有详细说明, 这里仅就教师用书本身的五部分内容分别作一些介绍。

1. 每单元的第一部分是对 Text A 中内容和背景的介绍 (Introduction)。作为精读课, 如何准确、全面、深刻地理解课文是一切教学活动的出发点和基础。但要做到这一点很不容易。同一篇文章, 往往仁者见仁, 智者见智。正因为如此, 我们没有采用“课文导读”的说法, 以避免患那种以督导自居, 动辄强加于人的狂妄而又幼稚的毛病。我们只是尽我们的力量, 对课文做出我们认为是正确的分析, 和同行们商榷、交流。我们相信, 经过实践, 我们一定能一起做到对课文比较全面的掌握。在这一部分里, 我们还对课文的结构作了简单的分析, 提供了课文的提纲。此外, 我们也对课文的处理和围绕课文进行的教学活动提出了一些建议。
2. 每单元的第二部分是 Text A 中的语言重点 (Language Focus)。其中包括词汇和语法两大项, 项目下面列出了本课有用的新句型、新语法、新短语、新词组、新搭配, 以及构词法的新规则等。此外, 还对应该特别重视的词汇提出了建议。我们虽然不能要求学生全部正确熟练掌握所列各项, 但是一定要培养学生对语言重点的判断以及归纳的自觉性和能力。
3. 每单元的第三部分是对 Text A 的详细分析 (Detailed Discussion of Text A)。通过分析, 希望解决语言难点, 让学生真正透彻理解课文。其中还有对重点词汇、词组、句型及其用法的介绍、归纳和训练。在这方面, 重要的是要掌握时机和分寸, 一定要恰当, 避免过早或过多, 反之也不可取。对课文要理解透彻, 还必须对其内容观点加以分析。学生用书中每课课文的课前预习和各项口语活动的设计都是为了这个目的。
4. 每单元的第四部分是课文的译文 (Translation of Text A)。这是旧版教师用书中没有的项目。因为我们担心使用本书的自学者会过分依赖中文, 而忽视循序渐进地打好英语

基本功。但如果能正确使用本教参，学生对照汉语和英语两种文本，对于正确理解课文应该会有积极的意义，对日后翻译技巧的培养应该也是有利的。不过需要说明的是：翻译是一种艺术，翻译家历来提倡的“信、达、雅”这三点我们可能无法全部做到。一来限于我们的水平；二来我们的目的主要在于帮助使用者通过对照译文更好地掌握课文。所以我们只能力求忠实于原文，不敢有更高要求。

5. 每单元的第五部分是练习答案 (Key to Exercises)。关于这一部分，有几点需要特别加以说明。首先，我们虽然尽量提供各个练习的答案，但是有相当一部分的练习，比如口语练习中的对话讨论，很难提供标准答案，勉强提供恐怕会画蛇添足，贻笑大方。所以只能让使用者自由发挥。其次，有不少练习其实可以有不止一个答案，比如翻译，完全可以有不同的译文。我们在答案中只能根据该练习考查的重点来提供其中一种。这就要求教师灵活处理，不要因为我们的参考答案影响学生创造性的发挥。第三，我们在有些地方除了提供答案，还作了一些说明和解释。希望学生知其然，又知其所以然。但语言是一个千变万化的东西，我们在告诉学生各项条规的时候，必须慎重。

最后，请允许我们对采用本书的朋友们表示感谢和歉意。由于水平有限，加上编写过程永远没有编者希望的那种从容，所以每次交稿的时候，总是留下很多不安和遗憾。希望采用本书的老少朋友不吝指教。好在现在从网上取得各种材料十分便当，而且任何教科书都不可能超越大批才华出众的教师的实践发挥。这些都已经成为常识，因此不再作谦虚的表白，就此打住。

编者

2011年6月

# “现代大学英语”系列教材

“现代大学英语”系列教材由北京外国语大学英语学院资深教授杨立民担任总主编，多位北外知名专家共同编写。本系列教材最大程度地继承了北外基础教学传统的优势，始终贯彻语言基本功和内涵并重的编写理念，在语言教学中培养学生的人文修养和人文精神，提高学生的思辨能力。

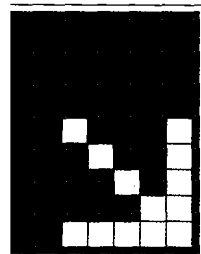
## 教材结构

### 现代大学英语

精读 (第一版) / (第二版) - 阅读 (第一版) / (第二版) - 口语 - 听力 - 写作 - 语音

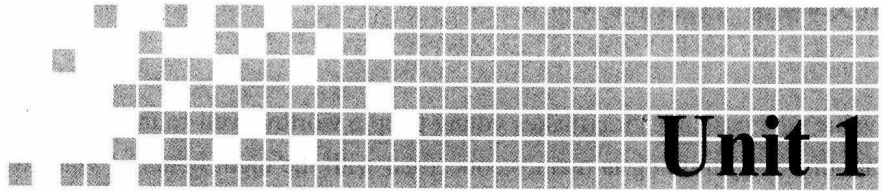
- **精读** (基础级、1-6级)：紧扣《大纲》，着重训练英语专业学生的语言基本功；选篇经典，语言地道，人文内涵丰富。配备多种助教、助学材料，方便教学。
- **精读** (第二版) (配 MP3 光盘) (1-4级)：调整约三分之一的选篇，时代感更强；适当降低教材难度，各册梯度更加合理；全面更新练习，更注重可操作性；各册增加两个 Inter-Lesson，考查、巩固已学内容。《教师用书》内容更丰富，有效减轻教师负担。
- **阅读** (第二版) (1-4级)：以精带泛，精泛并举；题材、体裁丰富多样，选篇经典，语言地道，主题耐人寻味。每篇文章后附作者简介、练习及参考答案。
- **听力** (基础级、1-4级) (配 MP3 光盘)：由课堂听力 (精听) 和自主听力 (泛听) 组成。前者重“精”，后者重“量”。材料丰富，梯度合理。
- **口语** (基础级、1-4级) (配 MP3 光盘)：话题新颖，课堂练习丰富多样，包括个人演讲、小组讨论、角色扮演、配对练习、分组活动、采访、短剧、辩论多种形式。
- **语音教程** (配 MP3 光盘)：理论从简，重在实践；简化语音规则，设置强化练习，针对学生的语音语调问题和朗读技巧开展训练。
- **写作**：分五册分别介绍概要与段落、记叙与描述、说明文、议论文、应用文写作。训练重点突出，循序渐进；理论从简，强调实践。

了解本系列详细信息，请登录“现代大学英语”专题网站：<http://heep.fltrp.com/cce/>



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# Unit 1

## Text A

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# Another School Year— What For?

John Ciardi

## I Introduction

### 1 Background

When young students graduate from high school, many of them may decide to go to a technical school to learn a useful trade, whereas many others may want to go to college to continue their education. But what difference is there between these two choices? Why do many young people go to college or university? What are these extra years at school for? Young people do not always know the answers. And these are the questions addressed by Professor Ciardi in this essay based on the speech he gave in an orientation to freshmen.

In this essay, Professor Ciardi started by making a distinction between job training and education. Job training is important and is the purpose why many choose to go to technical schools. But for colleges and universities there is something else other than job training. Students must be exposed to ideas generated by mankind in history. Therefore, education is not just training. Training helps young people to learn technical skills with which they can make a living, while education teaches them how to live. Training can be measured by its money



value whereas education makes young people worthy, well-rounded human beings. To put it in another way, training is mainly concerned with the eight hours of work which gives us a pay check and enables us to sustain life and support our family. But education is about the other eight hours when we direct our attention to other things such as art, music, literature, history, religion, philosophy, politics, love, family, friendship and society. We must understand, to have a job does not necessarily mean to be making contributions to society automatically; and to make a lot of money does not necessarily mean we are happy or our life is meaningful. Without proper education we can only be “savages who happen to know how to push buttons”.

Professor Ciardi is clearly proud of the American liberal arts tradition in colleges and universities. He keeps reminding us that these institutions of higher learning serve as great storehouses of human wisdom and experience, and young people should treasure the opportunity to be exposed to the accumulated human knowledge. He particularly urges young students to read books written by great people in the past so that they can benefit from their minds, share their experiences, and in this way overcome their own limitations.

This text is chosen because we compilers feel that the writer has touched upon a very important problem: the purpose of school education. We are not always really clear what education is about, taking for granted that this is something students and teachers must do if they want to survive. No schooling, no diploma; no diploma, no job; and no job, no money. The most popular logo for universities is to claim they are “a cradle of engineers”, “a cradle of lawyers”, “a cradle of business CEOs” or “a cradle of ambassadors”. Only very recently have people once again started to emphasize the importance of developing fully-grown and well-rounded human beings.

We do not think the writer has given an in-depth analysis of the problem. Nor has he explained convincingly enough why students need to know art, literature, etc. One may perhaps also disapprove of his generally sarcastic tone when he describes that student. And although he does not mean to play down the role played by technical schools, he still gives us the impression that he thinks colleges are far superior. We believe that our students and teachers can offer much stronger arguments for the value of education, based on our own experience.

## **2 Structure**

The text can be conveniently divided into two parts. In the first part (paras. 1–8), the writer describes his encounter with a student of his. He tried but failed to convince the student that a pharmacy major needs to read great writers. In the second part (paras. 9–14), he restates, fourteen years later, what he still believes to be the purpose of a university: to put its students in touch with the best civilizations the human race has created.

**I. The writer's encounter with a student (paras. 1–8)**

- A. A student came to his office to question the use of the course he was teaching. (para. 1)**
- B. The writer wanted to tell him that a university offers both training and education. (para. 2)**
- C. But he tried to explain the importance of education by describing to the student how he would spend his 24-hour day after college. (paras. 3–6)**
  - 1. He would sleep for about eight hours. (paras. 3–4)
  - 2. He would work for another eight hours using what he had learned at college. (para. 5)
  - 3. He should spend his leisure time improving his mind and developing a taste in music, art, and literature. (para. 6)
- D. The student was not convinced and said he attended college only to make money. (paras. 7–8)**

**II. Fourteen years later, his conviction about the purpose of a university remains the same. (paras. 9–14)**

- A. A university does not train mechanized savages but specialists armed with what the best human minds have thought. (para. 9)**
- B. At university, students learn what great scholars have discovered in the past. (paras. 10–11)**
- C. To be well developed human beings and useful members of society, students should read great books. (paras. 12–13)**
- D. In summary, the purpose of a university is to produce specialists who are also civilized humans. (para. 14)**

**3 Style**

As it is originally a talk, the writer adopts a basically colloquial and familiar style. As you read, you feel as if the professor is talking to you face to face. To recreate the scene of his encounter with the tall boy in his office, he uses direct speech. This way, the reader can imagine the ignorance and arrogance of the student. The sentence structure is generally not very complicated. But there are a few long and involved sentences in the second part of the text, for example, the last sentence of Paragraph 12, and the two very long ones in the last paragraph.

The tone in the first part is humorous and mildly sarcastic. The pharmacy major is referred to as “a beanpole with hair on top”, “this specimen” and “this particular pest”.

#### 4 Teaching Tips

1. Since this is the second semester at college for most students using this textbook, it may be interesting to start by asking the students whether they still remember what they were told the college is all about at their orientation session when they first came to this particular school and whether, looking back to the past semester, they feel that they have been following the path mapped out for them.
2. Many concepts discussed in the text are familiar to us, but as is often the case, precisely because they sound so familiar we often do not give much thought to them and do not fully understand what they mean. So it might be a good idea to let students try and give a more accurate definition of such concepts as training, education, college, university, civilized human beings, mechanized savages, push-button Neanderthals, developed humans and useful citizens of a democracy.
3. Try to lead students to meaningful discussions of problems they are keenly interested in today: Is college really useful? Are we getting our money's worth? Does university education really give us young people much advantage in the job market? What else can university education offer us besides job training?
4. The list of questions existing in students' minds can no doubt go on. They might even ask specifically why we need to study foreign languages, why we have to have Intensive Reading, why we have to spend so much time on those texts, dealing with so many different subjects and written by so many people, many of whom are long dead and gone.

## II Language Focus

### 1. Word formation

- 1) Noun suffixes revised: -ence; -ance; -ation; -sion
- 2) Derivatives

**2. Idioms and expressions**

a number of	few if any
add to	in a hurry
as a result of	in essence
as if to say	maintain contact with
as well	more or less
average out to	or whatever
be exposed to	preside over
be in/out of love	put it this way
be on one's way to being...	put sb in touch with
be out to do sth	reach for sth
be proud of	specialize in
be true of	succeed in
do sth as best one can	The chances are that...

**3. Verb + noun collocations**

employ time	make contact
fold one's arms	make money
generate ideas	raise one's family
graduate students	rear one's children
jump the fence	sign a check
maintain contact	

**4. Synonyms and antonyms**

**Synonyms**

accomplishment	intellect
acquire (knowledge)	maintain
aid	mankind
assume	nevertheless
certify	obviously
enroll (a school)	peculiar
expertise	penetrating
faculty	pharmacy
fairly	rear (children)
generate (ideas)	shudder
inevitably	specimen

### Antonyms

arrogantly	fold
available	qualified
civilized	sensitive
competence	specific
employed	

### 5. Words we often confuse

career; job	physicist; physician
client; customer	proud; arrogant
literal; literary	sensitive; sensible

### 6. Sentence patterns

- 1) **New as I was** to the faculty, I could have told this specimen a number of things.
- 2) **Will you be presiding** over a family that maintains some contact with the great democratic intellect?
- 3) **Read Homer and** your mind includes a piece of Homer's mind.
- 4) ... you **have no business being** in college.
- 5) ... but **it cannot be said that** they went to college.
- 6) And **as this is true** of the techniques of mankind, **so it is true** of mankind's spiritual resources.

### 7. Grammar

- 1) Future expressions
- 2) Correlative conjunctions (emphasizing coordinating conjunctions)

## III Detailed Discussion of Text A

### 1. Let me tell you one of the earliest disasters in my career as a teacher. (para. 1)

Let me tell you something that happened when I first became a teacher. It was one of the exasperating experiences in the first days of my teaching career.

The word "disaster" often means "an unexpected event such as a very bad accident, a flood or a fire that kills a lot of people or causes a lot of damage". Here, used informally, it means "a complete failure". The writer exaggerates the situation and uses the word humorously.

**2. ... I was fresh out of graduate school starting my first semester at the University of Kansas City.** (para. 1)

... I had just completed my graduate studies and began teaching at the University of Kansas City.

**be fresh out of/from sth:** having just come from a particular place; having just had a particular experience, e.g.

students fresh from college

athletes fresh from their success at the Ninth National Games

**3. Part of the student body was a beanpole with hair on top who came into my class, sat down, folded his arms, and looked at me as if to say "All right, teach me something."** (para. 1)

The sentence tells us what an unfavorable impression the student left on the writer the first day he came to class. First, he was referred to as "a beanpole with hair on top" (又高又瘦, 活像顶上长了毛的、做豆架用的长竿). Also, his manners irritated the writer: Instead of listening attentively and taking notes, he behaved as if he had paid to watch a show of some sort and was waiting to be entertained.

The word "beanpole" means "a tall thin person". Here the writer deliberately evokes a "bean pole", a pole farmers use as a support in vegetable gardens.

**part of the student body:** one of the students

**the student body:** all the students of the university

**body:** a group of people who work or act together, often for an official purpose, or who are connected in some other way, e.g.

a law-making body 立法机构

the governing body of the university 大学管理机构

**4. Two weeks later we started *Hamlet*.** (para. 1)

Obviously, the writer was teaching a course in Shakespeare. In such a course, *Hamlet* is generally among the plays studied.

**5. Three weeks later he came into my office with his hands on his hips. "Look," he said, "I came here to be a pharmacist. Why do I have to read this stuff?"** (para. 1)

*Cultural notes:*

1) In American universities, an instructor has office hours during which students taking the course can go to ask questions or discuss term papers with him/her.

2) College students in the United States are required to take a number of courses in areas other than their major. That was why the pharmacy major took a course in literature.

**with his hands on his hips:** This shows that the student wasn't carrying anything with him, and what's more, this business-minded young man came to challenge his instructor, like customers questioning about the goods or service they have bought.

6. **And not having a book of his own to point to, he pointed to mine which was lying on the desk.** (para. 1)

*Note:* The negative form of a present participle is "not doing sth" instead of "doing not..."

7. **New as I was to the faculty, I could have told this specimen a number of things.** (para. 2)

Though I was a new teacher, I knew I could tell him what a university was for, but I didn't. In the remaining part of the paragraph, the writer tells us what he could have said to the student.

*Note:* The writer now referred to the student as a specimen in a humorous way, meaning he was a typical of a type of students who came to a university just to get training for a career.

**new to sth:** not yet familiar with sth because you have only just started, arrived, etc.

8. **I could have pointed out that he had enrolled, not in a drugstore-mechanics school, but in a college and that at the end of his course meant to reach for a scroll that read Bachelor of Science.** (para. 2)

I could have told him that he was now not getting training for a job in a technical school but doing a BS at a university.

**mean to do sth:** to intend to do sth

**reach for sth:** to try to obtain sth

**read Bachelor of Science:** to have Bachelor of Science written on the scroll

9. **It would certify that he had specialized in pharmacy, but it would further certify that he had been exposed to some of the ideas mankind has generated within its history.** (para. 2)

The BS certificate would be official proof that the holder had special knowledge of pharmacy, but it would also prove that he/she had learned/absorbed some profound ideas of the past.

**certify that...:** to state officially, esp. in writing that..., e.g.

This is to certify that Ms. Li Lin worked for IBM Beijing Office from January 1998 to June 2000.

**specialize in:** to become an expert in a particular area of study, work or business, e.g.

Professor Zhang specializes in American drama.

My sister specializes in contract law.

At age 30, he started a company specializing in home computers.

**generate:** to produce or create sth, e.g.

They have a large body of young people who are capable of generating new ideas.

This machine can generate electricity in case of a power failure.

**10. That is to say, he had not entered a technical training school but a university and in universities students enroll for both training and education.** (para. 2)

Here the word “education” is used in a broad sense, not only the process of acquiring knowledge and developing skills, but also that of improving the mind.

**enroll:** (*BrE* enrol) to arrange for yourself or sb else to officially join a course, school, etc., e.g.

He is enrolled in a two-month course for TOEFL.

When he failed the national college entrance exams, he decided to enroll in a private tertiary school.

*Question:* What is the difference between training and education, according to the writer?

Training is preparation for a job, or a career, such as the training in a certain skill. Education, on the other hand, is learning to develop one’s mental and moral powers.

**11. I could have told him all this, but it was fairly obvious he wasn’t going to be around long enough for it to matter.** (para. 3)

I didn’t actually say all this to him, because I didn’t think he would stay at college very long, so it wouldn’t be important whether or not he knew what university education was for.

**be around:** to be present in a place; to be available

**matter:** to be important or have an important effect on sb/sth, e.g.

It doesn’t matter whether or not you agree. My mind is made up.

Does it matter if I write in pencil?

It hardly matters what you learn, as long as it deeply interests you and helps to broaden your horizon.

Pay attention to the two *it*’s. The first is an introductory/anticipatory “it” while the second refers to “whether I told him all this”. “For” is used to introduce the performer of the action “to matter”.



**12. Nevertheless, I was young and I had a high sense of duty and I tried to put it this way...** (para. 4)

Instead of telling him the importance of an all-round education, I tried to convince him from a very practical point of view.

**put:** to express or say sth in a particular way, e.g.

Can you put it in another way?

I really don't know how to put it. I don't really hate the city. But I don't love it either.

**13. "For the rest of your life," I said, "your days are going to average out to about twenty-four hours..."** (para. 4)

**average out:** (*informal*) to come to an average or ordinary level or standard, esp. after being higher or lower, e.g.

Meals at the university average out to about 10 *yuan* per day.

The couple's income averages out to 5,000 *yuan* a month.

The restaurant's monthly profits averaged out at 30% last year.

**14. They will be a little shorter when you are in love, and a little longer when you are out of love, but the average will tend to hold.** (para. 4)

**hold:** (= hold good) to be true or valid, to apply

**15. For eight of these hours, more or less, you will be asleep.** (para. 4)

**more or less:** approximately, e.g.

She works 12 hours a day, more or less.

Another meaning of "more or less": basically, essentially, almost, e.g.

I've more or less finished my composition.

We have more or less reached an agreement on the matter.

**16. Then for about eight hours of each working day you will, I hope, be usefully employed.** (para. 5)

**be usefully employed:** be working; be doing useful jobs, not fooling around.

**be employed (in doing sth):** (*written*) to spend your time doing sth, e.g.

The old man's days were employed in reading, writing, and doing Chinese boxing.

The old lady was busily employed in knitting sweaters for her grandchildren.

**17. Assume you have gone through pharmacy school...** (para. 5)

Suppose/Let's imagine you have completed your studies of pharmacy...