



普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

*Reading Course 3-4
Teacher's Book*



外教社

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学 英语

阅读教程

(通用本)

教师用书

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《大学英语》系列教材(全新版)

编写前言

1. 编写过程

《大学英语》系列教材自 1986 年的试用本问世以来,受到广大师生和英语学习者的青睐,先后被千余所院校采用,成为我国高校英语教学的首选教材,并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间,教材曾数度修订,分别在 1992 年、1997 年出版了正式本和修订本,以适应教学需要。然而,随着我国改革开放步伐的加快,社会各方面对大学生的外语学习,尤其是他们的外语实用能力,提出了更高的要求,要求他们不仅应具有较好的阅读水平,而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此,《大学英语教学大纲》进行了修改并于 1999 年公布了修订本,从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面,作为教学思想的一种载体,理应有新的作为。

正是在这种新的形势鼓舞下,上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下,我们开展了广泛而深入的调研、论证工作,并在此基础上经过精心设计,认真编写出《综合教程》和《听说教程》的样课,于 2000 年秋季在复旦大学等院校部分班级试用,同时征询了二十多个省市数百所院校的意见。历经近三年时间的准备后,我们决定从今秋起陆续推出全新版,更好地服务于我国的大学英语教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)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资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1) 《全新版》根据《大学英语教学大纲》(修订本)编写,供大学英语教学基础阶段使用。

2) 《全新版》编写的指导方针是:立足本国,博采众长,即,充分吸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,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采

用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》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。这样可以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。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,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(interaction),如 pair work、group discussion、debate 等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的 Test Yourself 设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

3. 全书框架

全书由下列几部分组成:

综合教程(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)

阅读教程(高级本)(1—6册)

(每册由8个单元组成)

快速阅读(活页)

(每册由8个单元组成)

听说教程(1—6册)

(每册由16个单元组成)

另有供预备级使用的教材一套,组成与上述各教程相同,每种教程一册。

另编有语法手册一本,供学生课外参考使用。

除快速阅读外,各教程均配有教师用书;综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、阅读、快速阅读各一个单元和听说两个单元。其中,综合5课时,阅读和快速阅读1课时,听说2课时。

使用时,各校可根据具体情况灵活掌握。

编者
2002年5月

关于《阅读教程》(通用本)第三册 教师用书的编写与使用

本书是《大学英语》系列教材(全新版)《阅读教程》(通用本)第三册的教师用书,共8个单元24课。按《阅读教程》第三册的课文顺序编写和排列,供教师在备课及讲解课文时使用和学生自学时参考。每课包括以下三方面内容:

I. 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。

II. Difficult language points in the text: 该部分主要对课文中超出学生掌握的语言知识,如句子、词组、习语、俚语等,进行释义、翻译和改义。为了便于学生理解这些语言难点的解释,释义和改义所用的英语词语都是学生学过的或熟悉的。

III. Keys to the exercises: 该部分包括每课练习中各种客观题的正确答案以及部分主观题的参考答案。

由于教师用书篇幅的限制,以及考虑到《阅读教程》教师用书在教学中的实际作用,以上三部分中前两部分的编写都以能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做的注解都紧扣课文,简明扼要。

在本书的编写过程中,西安交通大学的领导以及许多教授和同事给了我们大力支持、指导和帮助,在此对他们表示感谢。由于编者水平和经验有限,书中可能存在不足之处,希望广大读者批评指正。

编者

2003年5月

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UNIT ONE

1. A White Heron

Information Related to the Text

1. Sarah Orne Jewett

Sarah Orne Jewett was born in 1849 in South Berwick, Maine. She lived there quietly near the sea most of her life. She wrote stories about the simple lives of the country people around her. Her stories show her love of nature, as well as human nature. The woods, fields and animals of Maine are almost like characters in her stories. Her best-known book is called *Country of the Pointed Firs*. Maine is well known for its pine and fir trees. In 1909, Sarah Orne Jewett died in the same house in which she had been born and raised.

2. Maine

A state in northern New England in the United States. It is bounded by the Canadian provinces of Québec on the northwest and New Brunswick on the northeast. To the southwest lies New Hampshire, and to the southeast, the Atlantic Ocean. Maine entered the Union on March 15, 1820, when it was separated from Massachusetts to form the 23rd state. The name Maine probably originated as the word used by English explorers to refer to the mainland; it may also be derived from the province and region of Maine in northwestern France. Augusta is Maine's capital. Portland is the largest city.

Difficult Language Points in the Text

1. Sylvia felt a part of the gray shadows and the moving leaves. (Line 5)
felt a part: felt to be part of
2. But she said her name, and dropped her head like a broken flower. (Line 21)
dropped: lowered
3. "You might do better if you went out to the road a mile away ..." (Line 32)
do better: have more success
4. Sylvy, step round, and set a plate for the gentleman! (Line 35)
step round: hurry up
5. If she climbed it early in the morning, she could see the whole world. (Line 72)
the whole world: for miles
6. Sylvia's face shone like a star ... (Line 87)
like a star: happily

Key to the Exercises

- I. 1. A 2. B 3. C 4. D 5. A
- II. 1. The girl was living in the woods with her grandmother.
2. He was a scientist who collected birds. He was looking for a heron.
3. It was love.
4. Because the girl could show the man where the heron was.
5. Yes, she knew the forest well.
6. The bird was living happily in the forest and was as much part of nature as she herself. They had together watched the sun rise from the top of the tree. She could not tell its secret and give its life away.

2. The Nutrients in Food

Information Related to the Text

1. Adelle Davis

Adelle Davis (1904 – 1974) was the first “health authority” among modern food faddists who had any formal professional background. She was trained in dietetics and nutrition at the University of California at Berkeley, and got an M. S. degree in biochemistry from the University of Southern California in 1938. Her most popular book was *Let's Eat Right to Keep Fit*.

2. amino acid

Important class of organic compounds that contain both the amino ($-\text{NH}_2$) and carboxyl ($-\text{COOH}$) groups. Of these acids, 20 serve as the building blocks of proteins. The standard amino acids serve as raw materials for the manufacture of many other cellular products, including hormones and pigments. Most plants and microorganisms are able to use inorganic compounds to make all the amino acids they require for normal growth. Animals, however, must obtain some of the standard amino acids from their diet in order to survive; these particular amino acids are called essential. They are found in adequate amounts in protein-rich foods from animal sources or in carefully chosen combinations of plant proteins.

3. anemia

A blood condition involving an abnormal reduction in the number of red blood cells (erythrocytes) or in their hemoglobin content. These cells are the means by which oxygen is carried to the various parts of the body. People who are anemic develop symptoms caused by the inadequate delivery of oxygen to their body tissues. There are three primary causes of anemia: (1) reduced production of red blood cells, which may result from deficiency in nutrients or hormones, or from disease or other conditions; (2) ex-

cessive destruction of red blood cells, often a hereditary problem; and (3) excessive blood loss.

The most common type of anemia is iron-deficiency anemia, which occurs when the body's need for iron increases, as during certain periods of childhood and in pregnancy, or when there is insufficient iron in the diet. The most common symptoms of anemia are pallor, shortness of breath, low vitality, dizziness, and digestive disorders.

4. rickets

A disease, especially of children, caused by a deficiency in vitamin D that makes the bones become soft and prone to bending and structural change. Rickets is caused by a decreased concentration of the mineral hydroxyapatite in bones and cartilage due to low levels of calcium and phosphorus in the blood. Vitamin D is essential for the maintenance of normal calcium and phosphorus levels. Classic rickets, a deficiency disease of children characterized by improper development or hardening of bones, is due to lack of sufficient vitamin D in the diet, or to insufficient ultraviolet radiation from direct sunlight, a lack that prevents conversion of the element 7-dehydrocholesterol in the skin to vitamin D.

5. night blindness

An inability to see clearly in dim light while having normal vision in clear light.

Difficult Language Points in the Text

1. If adults eat too many carbohydrates and fats, they can add another 45 kilograms (100 pounds) to their bodies. (Line 22)

another: more, in addition

2. Nutritionists call eight of these amino acids essential because the body does not manufacture them. (Line 32)

call: consider to be (认为)

manufacture: produce

Translation: 营养学家认为这八种氨基酸是必须的,因为人体不能自己制造它们。

3. Their hearts beat faster so their bodies can get more oxygen. (Line 72)

so: with the purpose (that)

4. Vitamin A in the diet comes from deep yellow fruits and vegetables, dark green leafy vegetables, and whole milk. (Line 81)

whole milk: 全脂奶

Key to the Exercises

I. 1. A 2. B 3. A 4. C 5. A

- II. 1. Because they provide the body with heat and energy.
2. Milk and hard cheese.
3. Proteins are necessary for life. They can build and repair body tissues. They are an important part of muscles, organs, skin and hair.
4. Some nutrients provide fuel for energy, some build body tissues and some help control different processes of the body.
5. If a person does not have enough iron, the person will get a disease called anemia.

3. Creativity Will Dominate Our Time

Information Related to the Text

Isaac Asimov

A Russian-born American writer (1920–1992), esteemed for his science fiction and for his popular works in all branches of science. Asimov was born in Petrovichi. His family immigrated to the United States when he was three years old and settled in Brooklyn, New York. Asimov's encounters with science-fiction magazines led him to follow the dual careers of writing and science. He entered Columbia University at the age of 15, and at the age of 18 he sold his first story to *Amazing Stories*.

After serving in World War II (1939–1945), Asimov earned a Ph. D. degree at Columbia University in 1948; from 1949 to 1958 he taught biochemistry at the Boston University School of Medicine. His first science-fiction novel, *Pebble in the Sky*, appeared in 1950 and his first science book, a biochemistry text written with two colleagues, was published in 1953. Asimov turned to writing full time in 1958. He authored more than 400 books for young and adult readers, extending beyond science and science fiction to include mystery stories, humor, history, and several volumes on the Bible and the English playwright William Shakespeare.

Difficult Language Points in the Text

1. Then, in the latter decades of the 18th century, as the Industrial Revolution began in Great

Britain, there was another transition in which the symbols of work were no longer the hoe and plow; they were replaced by the mill and the assembly line. (Line 8)

latter: recent, belonging to the end

Translation: 在18世纪后半叶,英国工业革命的开始带来了一个变革:工作的象征不再是锄头和犁耙,而代之以作坊和生产线。

2. With the Industrial Revolution, machinery — powered first by steam, then by electricity and internal combustion engines — took over the hard physical tasks and relieved the strain on human and animal muscles. (Line 20)

take over: accept the duties or responsibilities

3. ... day after day there is always the sour sense of endlessly doing something unpleasant under compulsion, something that stultifies one's minds and wastes one's life. (Line 29)

under compulsion: because one must (被迫地)

Translation: 日复一日,总有一种被迫做无止尽的不愉快事情的感觉,做这种事会使大脑迟钝,会浪费生命。

4. The electronic computer, invented in the 1940s and improved at breakneck speed, was a machine that, for the first time, seemed capable of doing work that had until then been the preserve of the human mind. (Line 37)

at breakneck speed: at a dangerously fast speed

5. In the first place, the computer age will introduce a total revolution in our notions of education, and is beginning to do so now ... (Line 68)

in the first place: firstly (首先)

cf. in the second place (其次), in the last place (最后)

6. It will undoubtedly turn out that the "average" child is much more intelligent and creative than we generally suppose. (Line 71)

turn out: prove to be in the end

7. Granted, now that the problems of unemployment and education will be on the way toward solution, what kind of work will there be aside from what is involved in that solution? (Line 78)

aside from: apart from

8. Nor will this have to be done on the spot. (Line 108)

on the spot: immediately, then and there

9. We will be building factories that will be turning out products making use of these properties, products that could be turned out only with difficulty, if at all, on Earth's surfaces. (Line 133)