

★ 教育部普通高等教育“十五”国家级规划教材

★ 北京市高等教育精品教材建设立项项目

CONTEMPORARY COLLEGE ENGLISH

现代大学英语

• 精读 **3**

• 教师用书

• 主 编：杨立民

徐克容

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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1) 在使用《现代大学英语精读》三四册期间,学生将基本完成基本功训练的各项任务。听、说、读、写、译各方面都需要全力以赴,因此这一阶段至关重要。希望从一开始就向学生交代清楚,并在整个过程中针对各种问题不断取得师生共识。

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4) 课前预习的重要性需要不断强调,并认真检查督促。自本册起开始要求学生用英文解释难句;每课都有5—6个重点词要求学生事先研究用法;为扩大词汇,对构词法也有更多介绍。以上各条都包括在预习要求之内。

5) 本册练习已减少到最低限度,望务必做完。自本册起,开始明显增加中英互译的比重,一方面是为了充分利用这种方式提高整体教学效果,另一方面也为高年级口译技巧培养打下基础。

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编者

2002年8月

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LESSON ONE

Your College Years

IIII► Introduction to the Text

This is a text about what students will experience in their “college years”. It is addressed to college students in the United States. But with some modifications, what the author says here will also make perfect sense to our students. It is particularly appropriate now as we are just beginning the second academic year, which is considered by many the most important in our college life, because with our first year’s experience we are in a better position to understand the issues involved and the ways to deal with them effectively.

College life is both an exciting and frustrating experience. First of all, to go to a university usually means to go to a new place far away from home and live among strangers. It means that we are on our own, independent. It means that we are no longer our mother’s baby. It means that instead of being taken care of, we now have to take care of ourselves and even learn to take care of others. It means that from now on we have to handle our own finances, choose our own wardrobes and determine our own agenda. In short we have to face many what the author calls “developmental changes” and make many important adjustments and decisions, decisions that will concern our education and career, and values and social responsibilities.

It is clear that young adulthood is an extremely important period in our life. After all we are young only once. However, we must take a warning from Bernard Shaw who says, “Youth is often wasted in the young”. We cannot take for granted that we young people automatically know how to deal with all those problems. To make our college experience meaningful and rewarding, we must learn to handle what the author calls “the identity crises”, to find out who we are, what are our strong points and weaknesses, what we should do and where we should go. Of course we must learn to be independent or self-reliant psychologically as well as in other matters. But to be independent does not mean to be isolated. It simply means that we have to relate to our family, our teachers, our school, the people around us and the society as a whole in a new, more mature way. It means that we have to learn new knowledge, develop new ideas, form new habits, adopt new attitudes, and cultivate new relationships.

Not everyone knows how to handle their sudden independence or freedom.

There are some who still find it scary. They are often at a loss because they can no longer get parental guidance for everything they do and they complain that the university professors do not seem to care very much what they do or do not do.

There are also those who take their newly found independence to mean that they can do anything they want. They can go to class late or not at all. They can copy their exercises or term papers. They can learn to smoke. They can just “enjoy life” and muddle through the four years. These students do not realize that independence really means self-discipline and a strong sense of responsibility. To abuse their independence is actually an indication that they have remained in their childhood.

There are other challenges too. Not everyone is happy with the progress they are making in their studies. Some may have serious difficulty keeping up with the class. They feel disappointed and discouraged. And this sometimes leads to serious consequences. Then there are also students who feel that they have failed socially because they are not as popular as others. They cannot make friends easily. They therefore feel lonely and depressed.

For English language students, there are some unique problems. Since people all say that language is just a tool, shouldn't we try to major in something else? When is the best time to specialize? Should we prepare for TOFEL and GRE and pursue our education overseas? Is it a good idea to seek financial independence while studying and pay our own way through college?

In this article, the author talks quite a bit about students' need to achieve sexual identity. It obviously is also an important issue for our students. It may, if handled correctly, lead to a meaningful discussion. The teacher is advised to encourage students to exchange their views on this. The author also mentions the need to internalize religious faith. In our context, it means the need to form a correct world outlook. Education after all is not just for making a living. It is about how to live. There are things of greater importance other than jobs, money, houses and cars. For English language students it is particularly important for them to realize their duty to understand Western culture properly and use what is good in it for our modernization and make our own contribution in this age of globalization. In handling this text, the teachers are advised to pay more attention to the content than to the language, which is a bit too pedantic for our students at this stage.

Attention should be paid also to the special technical terms such as “developmental changes”, “identity crises”, “psychological independence” “internalizing religious faith” etc without a clear understanding of which the meaning of the whole text will be hard to grasp.

III► Detailed Discussion of the Text

1. Has it ever occurred to you that... (←1)

Draw the students' attention to the difference between Chinese and English in expressing this idea: In Chinese, the subject is usually a personal pronoun, whereas in English, the anticipatory "it" is used.

More examples:

It never occurred to me that wealth could ruin a person's life. 我从来没有想到财富能毁灭一个人的一生。

It suddenly occurred to him that he had not touched any meat for months. 他突然想到他有好几个月没有碰肉了。

Two other words often used in this pattern are "strike" and "dawn", e. g.

It suddenly dawned on us that high savings rate may not be a good thing.

It gradually began to dawn on the economists that the problem was not overproduction, but under-consumption.

It struck her that although she was now rich by her own standard, she was not really happy.

2. other school personnel (←1)

The word "personnel" is plural. We never say "a personnel".

3. developmental changes (←1)

This is a psychological term which refers to the physiological and behavioral changes throughout the lifespan.

4. from adolescence to young adulthood (←1)

The term "adolescence" began as a Western concept, which means the period between childhood and adulthood. This passage to adulthood is often marked by a number of small changes in status during or near the end of adolescence. Graduation from high school, the right to vote, to drink liquor, and to drive a car are all events that, to some degree, signify adult status. But the main changes are psychological as well as physical. It is usually fraught with anxiety and conflict.

5. During this time, students are going through an identity crisis ... (←2)

going through: experiencing; undergoing; suffering

Other uses of this phrasal verb:

He really believed that by saying those magic words he could go through walls without any trouble.

I don't think this plan will go through the Security Council. (be accepted by)

We have gone through all these arguments. (go over carefully from beginning to end)

It's too late to back out. We just have to go through with it. (do it because you have promised

or planned to do it, even though you are no longer sure you want to do it.)

identity crisis: It refers to the difficulties, confusions and anxieties that you go through during adolescence when you are not sure who you really are and what your purpose in life is. Also: national identity; political identity; cultural identity; social identity etc

6. to perceive (←2)

a) to think of as

He perceived himself a loser who could not even support his family.

b) to notice; to discover; to observe

Musicians can perceive very small differences in sounds.

c) to understand; to grasp

I gradually perceived that culture and language cannot really be separated.

7. ... identity is determined by genetic endowment (what is inherited from parents), shaped by environment, and influenced by chance events. (←2)

Who we are is determined by three things: First, our genes, or what our parents have given us, our legacy; second, environment, and third, luck or opportunities.

chance events: "Chance" here is an adjective, meaning "accidental."

This chance meeting with the famous writer changed his whole life.

This medicine is said to be a chance discovery.

8. to be independent from (←3)

Notice the different prepositions used after "dependent" and "independent": to be independent **from** (or: **of**) but to be dependent **on**.

Financially they are still dependent on their parents.

These banks are now completely independent of (from) each other.

9. It may be heightened by their choice to pursue a college education. (←4)

"It" here refers to the word "struggle" in the previous sentence. "To heighten" means to become stronger or intensified. The whole sentence therefore means that if they choose to go to college to continue their education, they will face an even more serious struggle between the desire to be independent and the need to depend on the financial support of their parents.

10. First, there is functional independence, ... such as handling finances, choosing their own wardrobes, and determining their daily agenda. (←4)

functional independence: independence in handling everyday life situations; the ability to solve practical problems

handling finances: learning how to spend money wisely

choosing their own wardrobes: choosing their own clothes

determining their daily agenda: determining (making a list of) what they are going to do every day

11. freedom from an excessive need for approval, closeness, togetherness, and emotional support in relation to the mother and father (←4)

freedom (free) from sth: no longer having sth you do not want, e. g.

The most important freedom our people should have is the freedom from hunger.

An ideal society is one free from exploitation and oppression.

Within a month, the whole building is free from flies and mosquitoes.

Note: Freedom from sth is different from freedom of sth. Compare:

“We look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression—everywhere in the world. The second is freedom of every person to worship God in his own way—everywhere in the world. The third is freedom from want. . . everywhere in the world. The fourth is freedom from fear. . . anywhere in the world.” —Franklin D. Roosevelt

excessive: much more than reasonable or necessary

If somebody has an excessive need for approval, it means that he is too dependent on sb’s approval. Children need their parents to tell them what to do or not to do. They also need to be close to their parents and receive encouragement, love, all kinds of emotional support which give them strength. But when they grow up, this should change. They should no longer have the same needs like babies.

12. Fourth is freedom from “excessive guilt, anxiety, mistrust, responsibility, inhibition, resentment, and anger in relation to the mother and father.” (←4)

Children often feel very guilty in relation to their parents because they think they have done something wrong; they are also anxious because they are eager to please their parents; they sometimes feel unhappy because they think that their parents have not been fair to them; they feel that they are responsible to their parents for everything they do; they are always afraid of not saying the right thing or not behaving properly; all these may make them angry with their parents or make them feel resentful. These feelings reflect their emotional dependence on their parents. When they grow up, they usually strive for the freedom from these.

13. projecting the future roles as men or women (←5)

planning, designing, outlining, devising the future roles as men or women

14. to feel low (←5)

to feel unhappy, without much hope for the future

15. dragging his feet with a dismayed, dejected look on his face (←5)

walking slowly and listlessly, looking very unhappy and disappointed

Note: “to drag one’s feet” is often used figuratively to mean “to delay deliberately”, e. g.

The local authorities are dragging their feet closing these small coal mines.

I can understand why they are dragging their feet over this reform. The reason is that it will affect their personal interest.

16. He ... was seeing his world shrink and his options narrow. (←6)

He ... was beginning to realize that his world was getting smaller and his choices fewer. "Narrow" here is used as a verb.

More examples:

We must try to narrow the difference in income between the rich and the poor without delay. This mighty river narrowed to a gorge of about 50 meters when it came to this place between the mountains.

17. Another change for college students is internalizing their religious faith, their values, and their morals. (←7)

to internalize: a psychological term meaning "to make faith, values, morals, attitudes, behavior, language etc part of your nature by learning or assimilating them unconsciously"

18. modeling for them (←7)

serving as a model for them; setting an example for them

This expression is not very common.

19. however, these matters are questioned and in some cases rebelled against

(←7) however, people often have doubts about these matters and sometimes oppose them

to rebel against: to oppose or fight against, e. g.

Sooner or later, a child will rebel against the tyrannical rule of his father.

Young people tend to rebel against traditional practices.

20. to be prejudiced against (←7)

Do not drop this "against". Observe the following similar expressions;

to be rebelled against; to be discriminated against; to be looked after; to be taken care of; to be attended to; to be put an end to; to be done away with; to be focused on; to be agreed on; to be put up with etc

21. people from a variety of ethnic backgrounds (←7)

people from many different races

Today sociologists often prefer the word "ethnic" to "racial", and "ethnic group" to "race".

There are differences of course. The Hans and the Tibetans are both Chinese, belonging to the same yellow race, but they belong to two ethnic groups.

22. equal to (←7)

to be equal to: to be just as good as, e. g.

Many of our products are equal to the best in the world.

It is ridiculous to think one race is not equal to another because it has a different skin color.

23. These religious, moral, and ethical values that are set during the college years often last a lifetime. (←7)

These values that are established during the college years often last a lifetime. It is believed that our character or basic moral principles are formulated during this period of time.

24. In addition to affirming personal values ... (←8)

Besides strengthening their personal values...

to affirm: to strengthen (beliefs, ideas, or feelings)

personal values: values concerning personal life or behavior as opposed to social values; moral principles; principles of what is right and what is wrong.

25. ... seeing the people from other countries in a different light. (←9)

to see sth/sb in a certain light: to see sth/sb in a certain way, e. g.

What he did made us see him in a new light.

After I took that course, I began to see the world in a different light.

26. for certain (←10)

certainly; definitely; no doubt, e. g.

He is probably an accountant. I don't know for certain.

I can't say for certain how much this car will cost. It must be in the neighborhood of two hundred thousand.

27. ... it is an experience that contributes to young adults' growth and maturity. (←10)

(←10)

to contribute to: to help to cause sth to happen, e. g.

These measures contributed greatly to the economic recovery of that country.

What do you think are the main factors that contributed to the success of that company?

28. ... they are also acquiring new ways of assembling and processing information. (←10)

They are also finding or learning new ways of arranging, organizing, analyzing or understanding information. It implies that mere information is not scientific truth. Scientific truth requires the processing of information. In college, students will learn new approaches, methods, and theories which will change many of their prejudices.

III► Key to the Exercises

More Work on the Text

II Vocabulary

1. Translate.

1) From English into Chinese.

- | | |
|--------------|----------------|
| (1) 学校教职员工 | (10) 青春期 |
| (2) 政治上的成熟 | (11) 种族偏见 |
| (3) 成长过程中的变化 | (12) 每天工作日程 |
| (4) 认同危机 | (13) 伦理道德观念 |
| (5) 恋爱关系 | (14) 处理日常生活的能力 |
| (6) 遗传工程 | (15) 历史背景 |
| (7) 学术生活 | (16) 异性 |
| (8) 偶然事件 | (17) 感情上的支持 |
| (9) 民族认同 | (18) 生活方式 |

2) From Chinese into English.

- | | |
|---------------------------------|-------------------------------|
| (1) to pursue an education | (10) to drag one's feet |
| (2) to acquire knowledge | (11) to evaluate the result |
| (3) to handle the case | (12) to process knowledge |
| (4) to define the word | (13) to perform one's duty |
| (5) to select one's major | (14) to narrow the gap |
| (6) to resent the treatment | (15) to expand business |
| (7) to establish their identity | (16) to expect better results |
| (8) to frustrate the students | (17) to assemble cars |
| (9) to declare war | (18) to present facts |

2. Give synonyms and antonyms of the following.

1) Give synonyms.

- | | |
|---|-----------------------------------|
| (1) objective, purpose, end | (7) choice |
| (2) to happen | (8) to choose/to pick or pick out |
| (3) to increase/to enlarge/to grow/to develop | (9) main/chief/principal/leading |
| (4) to try/to attempt/to make an effort | (10) belief |
| (5) clear | (11) strong feeling |
| (6) magazine | (12) to get/to gain/to obtain |

2) Give antonyms .

- | | |
|------------------|---|
| (1) masculine | (9) to exclude |
| (2) immature | (10) disapproval |
| (3) independence | (11) mistrust/distrust |
| (4) inferior | (12) inequality |
| (5) incompetent | (13) to discourage |
| (6) minor | (14) to grow/to increase/to expand/to develop |
| (7) to narrow | (15) indistinct/unclear/vague |
| (8) innocence | (16) impractical/unpractical/theoretical |

3. Fill in the blanks with the appropriate words in their proper forms listed below.

- | | | |
|---------------|---------------------------------|------------------------|
| 1) handle | 5) observant, occurrence | 9) occurred, apply |
| 2) occurrence | 6) observation, observed, occur | 10) observers, handled |
| 3) handle | 7) involve | 11) involvement |
| 4) involved | 8) application | 12) observation |

4. Translate.

- 1) She intends to apply for that academic position.
- 2) He is so devoted to his research that the idea that he will soon have to retire never occurs to him.
- 3) Many people have observed that, without effective checks, we have a tendency to abuse our power.
- 4) Students must observe carefully how good writers use words.
- 5) Some countries refuse to get involved in this dispute and they resent any foreign interference.
- 6) How do you think we should handle the drug problem?
- 7) According to the agreement, all business policies should apply to everybody without any prejudice.
- 8) The control of the sand storms will involve a tremendous amount of work and money.
- 9) You have to take into consideration the local conditions when you apply these technologies.
- 10) All applicants will have to fill out this form and mail in an application fee of 50 dollars.
- 11) Based on his careful observation of children's behavior he came to the conclusion that learning is a natural pleasure.
- 12) In a country of many nationalities, ethnic harmony requires very careful handling.
- 13) The government is determined to punish all the corrupt officials involved.
- 14) Cheating at exams does not occur very often. But when it does, the school takes a very tough position.

5. Fill in the blanks with the most appropriate word.

- 1) C. 3) B. 5) B. 7) D. 9) B. 11) A. 13) D. 15) B. 17) A.
2) A. 4) A. /D. 6) D. 8) A. 10) C. 12) C. 14) A. 16) D. 18) D.

6. Choose the right word in their proper forms.

- 1) (1) object (2) objectives (3) objective (4) objective (5) objects
2) (1) requires (2) requires (3) acquire (4) acquire (5) inquire
3) (1) entrusted (2) entrusted (3) trust (4) believe (5) trust
4) (1) repaid (2) pay, repay (3) place (4) repay (5) placed, replaced
5) (1) anxious (2) anxiously (3) eager (4) eager/anxious (5) eager/anxious

7. Choose the best word or phrase for each blank from the four supplied in brackets.

- (1) suggested (4) but (7) eventually (10) what (13) derive
(2) primarily (5) remained (8) regrets (11) where (14) lacking
(3) told (6) consisted (9) pursuing (12) Although (15) dropping

III Grammar

1. Observe these sentences, identify the object of each italicized verb or preposition, and find out how it is expressed.

- 1) them; pronoun
- 2) who they are and what their strengths and weaknesses are; two *wh*-clauses
- 3) to enter the work world; an infinitive phrase
- 4) that there are four distinct aspects to psychological separation from one's parents; a *that*-clause
- 5) where they are in the independence /dependence struggle; a *wh*-clause
- 6) how to give and receive affection in the adult world; a *wh*-clause
- 7) very little; pronoun
- 8) how they react to new knowledge and new ways of learning, how they process the knowledge presented to them, and how they organize this knowledge; three *wh*-clauses
- 9) shuddering; a gerund
- 10) drifting down; a gerund phrase
- 11) herself; a reflexive pronoun
- 12) how to let loose a plague capable of destroying whole nations; *wh*-word + to-infinitive
- 13) what to say; *wh*-word+to-infinitive
- 14) whether it had been storming for three or four days; a noun clause introduced by "whether"

- 15) (need) charity; a noun; (help) themselves; a reflexive pronoun; (told) Millard; a proper noun

2. Practice using correct object forms.

1) Complete the sentences with one appropriate word.

- (1) what (3) what (5) it (7) why (9) everything
(2) yourself (4) whether (6) others (8) which/how (10) much

2) Choose the right form, the infinitive or the gerund of the verb in brackets, for the blanks.

- (1) feeling (4) being; being/to be (7) to stay (10) being recognized
(2) to change (5) to go (8) not to see
(3) becoming (6) thinking (9) having fallen behind

3) Translate these sentences into English.

- (1) In the negotiations, the two sides found they had little in common.
(2) More and more old people are learning how to surf/use the Internet.
(3) Don't forget to write down your name on the exam paper.
(4) We must bear in mind that there is no shortcut in learning.
(5) He never regretted having shifted from business to politics.
(6) I'd like to have a chat with you about your term paper sometime this week.
(7) Like sports, learning a foreign language requires a lot of practice.
(8) They all remember where they were when they heard the shocking news.
(9) People learn little from victory, but much more from defeat.
(10) Whenever you face a decision you have three choices: do what you please; do what others do; or do what is right.

3. Summarize how the word "way" is modified/qualified in these sentences.

the way + clause = the way in which + clause: 1), 6)

a way /the way(s) + to-infinitive phrase (referring to an activity in a specific way) : 2), 3), 8)

a way/the way/ways + of + gerund noun (referring to an activity in a general way): 4), 5), 7)

But in many cases, the difference between "a/the way to do sth" and "a/the way of doing sth" is blurred. The choice is rather a matter of idiomatic usage.

4. Complete these sentences by translating the Chinese in brackets, using the word "way".

- 1) a poet's way of telling us

- 2) the only way to learn a foreign language well
- 3) no easy way to say good-bye
- 4) the way they all stared at me
- 5) some aspects of the way we speak
- 6) (many) ways to get data into a computer
- 7) The way I judge it
- 8) a way of delivering the secret message
- 9) a way to stop the leak
- 10) the way the children responded to their questions

5. Put in appropriate determiners where necessary using a "/" when none is needed.

a, his, a, his, the, an, The, the/a, a, the, the, The, the, /, The, his, the, the

6. Complete each of the following sentences with the most likely answer.

- | | | | | | | | |
|-------|-------|-------|-------|--------|--------|--------|--------|
| 1) D. | 3) A. | 5) B. | 7) A. | 9) D. | 11) C. | 13) A. | 15) A. |
| 2) C. | 4) D. | 6) D. | 8) B. | 10) B. | 12) B. | 14) C. | |

(In colloquial English, A is possible for No. 12.)