

高等学校教材

COLLEGE ENGLISH 大学英语

精读 教师用书

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大学英语

精 读

第三册

教师用书

翟象俊(主编)

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上海外语教育出版社

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前 言

《大学英语》是根据国家教育委员会审定批准的《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、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力”。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写,复旦大学董亚芬教授审订。

大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注,分工审阅了全套教材并提出宝贵意见。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进。

精读教程第三册教师用书供教师参考使用。

本书教案由教材试点班教师编写。编写时严格按照教学大纲和本教材的要求,力求反映近年来文理科英语教学改革成果。教案内容的编排侧重于学生综合运用语言技能的培养。

本书教案部分由翟象俊、任建国、杨晨、张怡瑾、陈寅章编写,练习答案及参考译文由李荫华、王德明、夏国佐、陈伟德提供。

在本书编写过程中,承英籍专家 Anthony Ward 帮助校阅。本书完稿后蒙程雨民教授和孙骊教授主审,董亚芬教授总审订,特此致谢。

编 者

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使用说明

《大学英语》教材是根据国家教育委员会审定批准的《大学英语教学大纲(文科本科用)》编写的一套系列教材。分精读、泛读、听力、快速阅读、语法与练习五种教程。

本书是精读教程第三册的教师用书,共分三个部分:

一、教案

二、练习答案

三、参考译文

各单元教案基本上按以下五部分编写:

(1) 背景材料 (Information Related to the Text) 包括作者生平、人物介绍、相关课文的英美文化教育、社会生活以及风土人情等背景知识。

(2) 导言 (Introduction) 包括说明课文主旨或介绍写作特色的开场白 (Introductory Remarks)、检查学生预习情况的课堂提问 (Introductory Questions) 和帮助学生领会课文以及培养学生语言技能的预备性课堂活动 (Warm-up Activity) 等。

(3) 语言点 (Language Points) 包括课文难点注释以及句型、习语使用的例证等。

(4) 课堂活动 (Suggested Activity) 主要包括对话 (Pair Work)、小组讨论 (Group Discussion)、表演片断 (Role Playing) 等。

(5) 补充练习 (Additional Exercises) 包括听写 (Dictation)、课文复述 (Guided Retelling)、课文摘要 (Guided Summary)、听力理解 (Listening Comprehension) 等。

在具体安排教学活动时,教师可根据教学实际情况删选使用上述内容。

编者

一九八九年七月

于复旦大学

College English

Intensive Reading

Book Three

Teacher's Book

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Shanghai Foreign Language Education Press

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Unit 1

A BRUSH WITH THE LAW

I. INFORMATION RELATED TO THE TEXT

1. Magistrates and the magistrates' court

In England, a magistrate is a person appointed to try minor offences. He is either an unpaid layman or, in London and some other large cities, a paid judicial officer.

In England, every district has a magistrates' court. It is the lowest court of law. The magistrates' court can only try people for minor, i.e. not very serious, offences. It cannot give prison sentences totalling more than 12 months, nor can it order fines of more than £400 for one offence.

2. Lawyer, solicitor, barrister

Lawyer is the general term for anyone whose work it is to advise his clients about the law and represent them in court.

A *solicitor* is a lawyer who gives advice, appears in lower courts, and prepares cases for a barrister to argue in a higher court.

A *barrister* is a lawyer who has the right of speaking and arguing in the higher courts of law.

If a person gets into trouble with the police, he will probably ask a solicitor to help prepare his defence and, if the offence is to be heard in a Magistrates' Court, he can ask a solicitor to appear for him and argue his case. If the case goes to a higher court, the solicitor still advises him, but he must get a barrister to appear for him.

3. The Sixties' "youth counterculture"

The word "counterculture" was coined in the 1960's for the attitude and life style of many young people who rejected conventional social values and demanded more personal freedom. The counterculture first arose in the U.S. during the 1960's and soon spread to Britain, France and other western countries. These young people were opposed to the Vietnam War and dissatisfied with the existing state of affairs in their society. Yet, unable to find a more constructive way of struggling against these, they indulged themselves in sex, drugs, alcohol and rock music and took great pride in wearing long hair and unusual clothes and in taking up anything that was unconventional. The counterculture declined in the late 1970's.

4. Middle class

In Britain, the middle class refers to the class of people between the nobility and the working class. It includes professional men (such as doctors, lawyers and architects), bankers, owners of business and small gentry. In the United States, however, the middle class refers to the class of people between the very wealthy class and the class of unskilled labourers and unemployed people. It includes businessmen, professional people, office workers, and many skilled workers.

Apart from occupations and economic status, the term "middle class" can also be used to describe values and attitudes.

II. INTRODUCTION

1. Introductory Remarks

We all know that the chief purposes of law are to maintain peace and order, to protect the rights of citizens, to secure justice and to punish wrong-doers. Good laws are those that are considered to serve the cause of justice for the society to which they apply. But even good laws may be unjustly applied or may be unjust in certain situations. In the story we're going to study today, the author tells us about what happened to him more than a decade ago. It was really a very unpleasant experience, yet it provides us with much food for thought.

2. True / False Statements

Read the following statements one by one and ask the students to give a True / False response to each of them. If the response is False, ask one or two students to correct it and make it a True one.

- 1) The story took place one February in the 1960's in Britain. (T)
- 2) The narrator was a 19-year-old college student at the time. (F)
(He was not going to university until the following October.)
- 3) He was looking for a job so that he could make some money to pay for his tuition. (F)
(He wanted to save up some money to go travelling.)
- 4) He was arrested by the policemen while stealing milk bottles from doorsteps. (F)
(He didn't steal any milk bottles. He was arrested because the policemen thought he had the intention of stealing milk bottles.)
- 5) The policemen let him go after he gave a clear explanation. (F)
(The policemen took him to the police station and questioned him for several hours. He was not allowed to leave the station until he was officially charged and told to report to Richmond Magistrates' Court the following Monday.)
- 6) The author defended himself so successfully in court that the magistrates found him "not guilty" immediately after hearing his defence. (F)
(The narrator wanted to defend himself in court, but his father wouldn't allow him to do so. Instead, he hired a very good solicitor, who conducted the defence in

court.)

- 7) The narrator was shocked to find that his release from the charge was chiefly due to his "right" accent and his middle-class family background. (T)
- 8) The author feels sure that if he had come from a lower-class family, he would most probably have been found guilty. (T)
- 9) The author thinks it very disturbing that an innocent person may be arrested arbitrarily by the police and a real criminal may be set free without being properly punished. (T)
- 10) The policeman who had arrested the narrator was angry with the court's decision. (F)
(He was not happy that another youngster had been turned against the police and wished that the narrator could have been a bit more helpful in the incident.)

III. LANGUAGE POINTS

1. **brush**: a short fight or quarrel; a brief contact or encounter

Example:

—to have a brush with the police / the Customs men / the enemy

2. **... it makes a good story now**:

... it provides material for a good story now.

Here the verb "to make" means "to have the qualities needed for (sth. good)."

Examples:

—Iced tea makes an excellent drink in summer.

—The wall calendar makes a nice new year gift.

3. **What makes it rather disturbing was the arbitrary circumstances both of my arrest and my subsequent fate in court.**

The author was arrested simply because the policemen thought he intended to steal milk bottles and later in court he was released from the charge just because he had the "right" accent, respectable middle-class parents, reliable witnesses and so on. That is to say, he was arrested arbitrarily and released arbitrarily. And it is this arbitrariness of both his arrest and his release that the author thinks rather disturbing.

arbitrary: based on one's own wishes or will rather than reason

Examples:

—If a leader makes decisions without conducting investigations, he is being arbitrary.

—The arbitrary decisions of the factory owners caused dissatisfaction among the workers.

circumstances: conditions, facts, etc. connected with an event or a person

Examples:

—We cannot expect him to continue these activities under such unfavorable circumstances.

—Because of circumstances beyond our control the meeting was cancelled.
subsequent: coming after, following

Examples:

—Subsequent events proved that my judgment of the situation was right.

—The story will be continued in subsequent issues of the magazine.

4. a couple of: a small number of; a few, usually two

Examples:

—I've got a couple of tickets. Will you go with me?

—Tom is quite busy now. His wife is expecting a baby in a couple of weeks.

5. ... and was not due to go to university until the following October.

In Britain the university terms are: October–December; January–March;
April–June.

due: 1) expected or scheduled to arrive or be ready; supposed (to)

Examples:

—The train from Beijing is due at 1:30.

—The next train to Nanjing is due to leave at ten.

—The young man is due to appear in the Magistrates' Court next Monday.

2) to be paid or returned

Examples:

—When is the rent due?

—The books are due today but I want to renew some of them.

6. temporary: lasting for a short time only. (Its opposite is 'permanent' — lasting for a long time or forever.)

Examples:

—Tim has found a temporary job for the summer in a hardware store.

—This is not my permanent address; it is only a temporary one.

7. take one's time: not to hurry; do sth. in an unhurried way

Examples:

—Just take your time and tell me clearly what happened at the meeting yesterday.

—It's better to take your time over a piece of work and do it properly than to hurry and make mistakes.

8. It must have been this obvious aimlessness that led to my downfall:

I'm sure my arrest was the result of my wandering in the streets without any definite purpose.

9. ... this time in uniform ...

the second policeman was wearing uniform while the first was obviously in plain clothes

uniform: a certain type of clothing which all members of a group or organization wear

For example:

—Policemen wear uniform(s); so do soldiers, postmen and Customs men.

10. ... I was left in no doubt:

I became completely certain of the seriousness of the matter; I realized that it was no joke and they meant business.

11. ... commit an arrestable offence:

... commit an offence which is serious enough for one to be arrested
commit: do (sth. wrong, bad, foolish, or unlawful)

Examples:

—If we fail to understand this, we shall commit a lot of mistakes.

—During their occupation of China, the Japanese invaders committed many horrible crimes against the Chinese people.

—The detective concluded that the murder was committed in this very room.

—Can you tell us why the gifted American poet committed suicide (killed himself) at the peak of his fame?

12. perfectly straight face: a face showing no emotion or humor; a very serious-looking face

perfectly: very; completely

Examples:

—You're perfectly right.

—I'm perfectly satisfied with your arrangements.

13. turn out: be found or discovered (to be); prove to be

Examples:

—It turned out that the best student in my class is the son of a classmate of mine.

—The weather turned out pretty nice that day.

—After a bad start, our English evening turned out (to be) a great success.

—The general manager of the big company turned out to be a young woman of about 30 years old.

14. ... particularly that of stealing milk bottles:

... particularly the theft (stealing) of milk bottles

15. regard ... as...; consider ... as...

Examples:

—I regard him as my best friend.

—Asimov used to regard himself as highly intelligent. Later, he realized that his intelligence was not absolute.

—Einstein is regarded by many as the greatest scientist of the twentieth century.

16. ... in the most casual and conversational tone I could manage:

... trying to sound as unconcerned and informal as I could

17. familiar with this sort of situation:

familiar with the situation in which one is confronted with the police

18. ... it confirmed them in their belief that I was a thoroughly disreputable character.:

... it reinforced their belief that I was a very disreputable person.

confirm: 1) strengthen; make firmer

Examples:

—The sudden snowstorm during the night confirmed my decision not to leave.

—What you have told me about Steve confirmed me in my suspicion that he has stolen my gold watch.

—The result of my experiments has confirmed my belief (confirmed me in my belief) that your theory is correct.

2) prove to be true or correct

Examples:

—The Mayor confirmed the report that his son had been kidnapped.

—Both the special theory of relativity and the general theory of relativity advanced by Einstein were later confirmed by other scientists.

19. au fait: (Fr.) familiar; well informed

This French phrase is obviously used to serve a dual purpose: to avoid repeating the word "familiar" and to show that the narrator had a fairly good educational background.

20. 'Aha, 'I could see them thinking, 'unemployed'.

Judging by the look on their faces, the author realized that the policemen must be reasoning like this:

'Aha, you're unemployed. That's why you are stealing.'

The word 'aha' is used here to express the satisfaction and joy of the policemen in finding out the "reason" for the young man's supposed theft.

21. charge: blame (sb.) officially for having broken the law

Examples:

—The police charged the driver with drunken driving.

—What is he charged with?

—be charged with murder / stealing / theft / neglecting one's duty

22. I wanted to conduct my own defence in court ...:

I wanted to defend myself in court instead of hiring a lawyer ...

It indicates that the narrator was fairly independent in character. He knew for sure that his parents were rich enough to hire a good solicitor, who would most likely succeed in getting his release from the charge. Nevertheless, he did not want to get his parents involved in the case. He would rather rely on his own efforts to defend himself in court.

23. call (up) on: invite, require; appeal to

Examples:

—Dr. Smith was often called upon to speak at these gatherings.

—The President called on his people to work hard for national unity.

24. My 'trial' didn't get that far.:

My 'trial' ended before it reached the stage when witnesses would be called on to give evidence.

The adverb 'far' here means "to a certain point, degree, or stage".

Examples:

—I didn't know biological science had got that far.

(I didn't know biological science had developed to such a stage as that.)

—How far can he be trusted.

—He went so far as to cheat openly on exams.

25. The magistrate dismissed the case ...

As a rule, the Magistrates' Court consists of three magistrates, with one speaking for the others in court.

dismiss: (of a judge) stop (a court case), refuse to consider a (complaint, plea, etc.) in a court

Example:

—The magistrate dismissed the case because of lack of evidence.

26. stand a chance: have a chance

Examples:

—I would apply for the post if I were you. I think you stand a good chance.

—Without a degree and with no experience in teaching, I don't think I stand a chance of getting the teaching post.

—Do you think Mark stands a chance of being elected?

27. getting costs awarded against the police.:

... getting the magistrates to make the decision that the expenses of the case (诉讼费) should be paid by the police.

The word 'costs' refers here to the expenses of a lawsuit or case which the court requires the losing party to pay.

The verb 'to award' here means 'to decide upon or settle by law' (判定).

28. a criminal record: a record to show that one has committed a crime or crimes

29. I had the 'right' accent.

This proved that he was well-educated.

30. Given the obscure nature of the charge ...:

Considering the obscure nature of the charge ...

The charge against the narrator — wandering with intent to commit an arrestable offence — was very vague or unclear. The magistrate might find him guilty if he had a criminal record, or the magistrate might find him innocent if he had reliable witnesses to prove his good character.

given: considering, if one takes into account

Examples:

—Given their inexperience, they've done a good job.

—Given his age, the performance is amazing.

31. ... and (if I) had really been unemployed ...

The author was not really unemployed because he was a young man about to go to college. He was looking for a job not to support himself but to save up some money to go travelling.

32. ... there is every chance that I would have been found guilty:

... it is very likely (or chances are) that the magistrate would have decided me to be guilty.

The verb 'to find' here means 'to decide or declare (sb.) to be (guilty or innocent)' (裁决).

Example:

—The jury found the accused man guilty (or innocent).

33. ... my solicitor's case quite obviously revolved around the fact that I had a 'brilliant academic record':

... my lawyer's argument very clearly centred on the fact that I had a very good record as a student.

revolve around: move in circles around; have as its centre or main topic or concern

Examples:

—The moon revolves around the earth, and the earth revolves around the sun.

—Mary has no other outside interests at all. Her whole life revolves around her husband and the children.

—The dispute at the moment revolves around whether we should go on with the experiment.

34. ... that another youngster had been turned against the police.:

... that another young man (referring to the narrator) had been made hostile or opposed to the police (after such an unpleasant experience).

turn (sb.) against (sb. else or sth.):

cause (sb.) to be hostile or opposed to (sb. else or sth.)

Examples:

—He tried in vain to turn the students against their professors.

—What do you think has turned Mary against her parents?

35. take off one's cap (or hat) to (sb.):

to show respect or admiration for (sb.)

IV. SUGGESTED ACTIVITY

Group Discussion

Topics: 1. Why does the author think his arrest arbitrary?

2. Why does the author think his release from the charge arbitrary?

Divide the class into 5 or 6 groups. Ask some groups to discuss the first topic and the others the second. After about 10 minutes, ask the representative of each group to report to the whole class.

The following sum-ups are for the teacher's reference.

1. The author thinks his arrest arbitrary because when he was arrested, he was not doing anything against the law, nor did he have such an intention. He had been wandering aimlessly in the streets, that's true; but that's because it was such a fine day and although he wanted to find a temporary job to earn some money to go travelling, he was in no hurry. The policemen arrested him simply because they found him wearing long untidy hair and wandering aimlessly in the streets and they thought he might want to steal milk bottles from doorsteps. But all this was no warrant to have him arrested.
2. The author thinks his release from the charge arbitrary because he regards it as due to the following facts: 1) He had the 'right' accent, that is, he probably had received a good education; 2) He had respectable, middle-class parents in court, that is, he was from a 'good' family; 3) He had reliable witnesses; 4) He could afford a very good solicitor, that is, his family was rich enough to hire a good lawyer. The magistrates must have thought that a young man with such a background could not have committed such an offence as stealing milk bottles. And the author feels sure that if he had come from a different background and had really been unemployed, the magistrate would most probably have found him guilty.

V. ADDITIONAL EXERCISES

1. Listening Comprehension

The police claim that their relationship with the public is getting better. They have regular meetings with social workers, community leaders and health officers. They visit schools and talk to the children. In some districts primary schools have "adopted" police officers who take on a school as their special responsibility. They play with the children and talk to them and try to show them that the police are their friends to whom they can go if they are in trouble.

It is now part of the training of every police officer to learn something about the background of the immigrant communities, but in many places there is still hostility and suspicion between the police and black immigrants. This is partly because of the high unemployment rate of immigrants. They have nowhere to go and nothing to do, and so wander about the streets together in groups. Many of them have problems at home, and they often live in very poor housing. When the police see them together on the streets, they tend to expect trouble, and often stop and question these young

people, who are angered by this interference with their freedom as citizens.

The relationship between the police and the non-whites may improve as more uniformed officers patrol their districts on foot. In addition, since there has been a considerable rise in pay, many more people are applying for work with the police force. This means that there is a better, wider choice and only the most suitable people are chosen.

True / False Statements

1. The newspapers claim that the relationship between the police and the public is getting better. (F)
(It is the police who claim their relationship with the public is getting better.)
2. In some districts primary and secondary schools have "adopted" police officers. (F)
(Only primary schools have "adopted" police officers.)
3. In many places there is still hostility and suspicion between the police and black immigrants. (T)
4. The unemployment rate of immigrants in Britain is high. (T)
5. More and more people want to join the police force as policemen are much better paid now. (T)

2. Dictation

Read the whole piece once and then use the 3rd paragraph for dictation.

Imagine that you have been arrested for something like shoplifting (商店行窃), or for dangerous driving, or for getting drunk and causing 'a disturbance of the peace'. You are in a Magistrates' Court now.

You, 'the accused', are in a kind of large open box. It is on a raised platform almost in the centre of the court and is called 'the dock'. There are three Magistrates 'on the bench' in front of you. At least one of them is a woman. They are also on a raised platform, at desks, side by side.

The case begins. The policeman who arrested you gives evidence. He reads details from a small black notebook that he always carries. He tells the court when and why he arrested you, what you said, what he said, and so on. Your solicitor questions him. One of the Magistrates, speaking for all three, also asks questions. Other witnesses appear. Perhaps you yourself say nothing at all. You do not have to speak in your defence. Everyone is innocent unless proved guilty. In other words, you do not have to prove that you are innocent. The police have to prove you are guilty.

At the end, the Magistrates discuss your case in low voices in front of you. You try to hear, but cannot. Then you are told to stand up. The Magistrate who has done the talking for the others tells you whether they have found you innocent or guilty. He can sentence you to no more than six months in gaol for one offence or a fine of £400.