

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 **2**

• 教师用书

• 主 编：杨立民

• 编 者：徐克容

陆培敏

晏小萍

周 燕

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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主编: 杨立民

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责任编辑: 田洪成

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使用说明

本书为《现代大学英语》(Contemporary College English)精读教材第二册的教师用书。我们编写此书的目的是为了给采用本书的兄弟院校教师提供参考,而不希望因此限制使用者创造性的教学实践。本书也可以为自学者提供某些方便。我们同样也希望他们不要对次数产生依赖。

关于本套精读教材的编写原则,在学生用书的前言中已有详细说明。这里仅就第二册的使用作一些具体补充。

教学目的

关于精读第二册的教学目的,我们仍然强调:

1. 一方面要努力丰富学生的语言知识,积极介绍新的语言现象,另一方面又要把重点放在帮助学生复习、巩固、消化和提升已学的知识上。
2. 一方面要强调语言形式的训练,另一方面又要提供较多的活用语言的“语境”,以帮助学生熟练掌握所学语言并提高在交际过程中正确运用语言的能力。
3. 一方面要继续提高学生的阅读理解能力,另一方面又要进一步加强听、说训练,以保证学生听、说、读、写技能更加均衡的发展。
4. 一方面要着重语言技能的训练,另一方面又要努力扩大学生的知识面,帮助他们养成良好的学习习惯,提高思考问题、分析问题、归纳总结问题和独立解决问题的能力。

基本框架

本书共 15 课,每周一课,供一学期使用。每课有四个组成部分:课前预习、课文 A 及课文的词汇表和注释、练习、课文 B。为保证本套教材实现预定的意图,我们对课文的选编和各项练习的设计都作了认真考虑。因此希望使用者按照每课各项(口语练习的讨论除外)出现的先后顺序完成各课任务,并且逐课完成全书任务,尽量不要删减和跳跃。

课前预习

本书要进一步强调课前预习,培养学生学习的主动性和积极性,确保教师的指导取得最佳效果。我们对预习主要有以下要求:

1. 要求学生通过初读了解课文大意和课文中的内容理解难点。
2. 要求学生借助词汇表、注释以及工具书,自主解决难点,加深对课文的理解,并找到需要教师指点的问题所在。
3. 通过重点查找指定的语言现象,学习工具书的使用方法。
4. 通过听课文录音和重点段的朗读,改进语音、语调和朗读技巧。
5. 要求学生在预习中组成对话伙伴,互相切磋,共同操练。

课文 A

正课文是教材的核心。关于课文的处理,我们建议:

1. 课文要讲透,要对各种语言现象作中肯的解释。在此基础上还要使学生能够真正欣赏原文。
2. 讲透课文不等于漫无边际、毫无节制。新的语言现象处理到什么程度,要根据学生的水平和本阶段的教学目的而定。一些条件已成熟的语言点需要认真归纳操练,而有的则点到为止,留待日后详述。

3. 讲解课文时不要满堂灌,而必须落实到学生的“练”上。因此必须强调师生互动,强调学生的主动性和参与。

4. 对语言理论的介绍要尽量简洁,讲究实效。本书基本采用归纳法,多数情况下由学生通过练习自己领悟其中规律。

词汇表

为逐步培养学生使用英语释义的词典,本书词汇表基本采用英语释义,部分借助中文。每课生词大约为 50 个左右。生词标准以 Longman 词典(*Longman Dictionary of Contemporary English*)是否单列词条为准。词义仅限于本课实际使用中的词义。派生词在构词法介绍后一般不再作为生词处理。

注释

课文注释原则从简。除课文作者背景外,还包括一些语法词汇方面的必要讲解。

练习

课文处理之后,学生应该认真复习并准备完成各类练习。本书练习分为三大部分:口笔语实践,词汇练习和语法练习。这些练习既紧密结合课文,又体现整个基础阶段对第二册规定的系统训练要求。既不无中生有,也不就事论事。

1. 口笔语练习:口笔语练习是围绕课文内容设计的一套问答题。题目有大有小,并大中套小。其目的主要是通过问答训练学生的听说能力,帮助他们消化所学语言材料,熟悉基本词汇和句型。教师在问题中要自觉揉进学生已学的语言,进行滚动式操练。在“短兵相接”的问答以后,再由学生按大题目进行连贯讲话,复述课文。这套练习要不惜多花时间,特别是开始阶段,一定要让学生养成开口习惯。我们认为练习连贯讲话和复述课文也有助于增强学生生活用语言和逻辑思维的能力。

在课文问答及复述的基础上,根据课文的特点,还可以组织一些简单的讨论或戏剧表演,以提高学生的学习兴趣。

笔语在本册中要进一步加强。每周必须进行听写训练。有些词汇和语法练习可以书面进行。为让学生勤于动笔,我们鼓励学生用英语记周记或日记。

2. 词汇练习:这是本书练习中的重点。练习所针对的是英语词汇的主要特点和中國学生面临的特殊难点。我们的目的是通过这些练习向学生系统介绍一些常用习惯用语、短语和搭配,常用短语动词,常用及难用的单词,主要的动词使用模式,一词多义现象,构词法,同义词,反义词及同义词辨异使用等,并帮助学生扩大词汇量,熟练掌握这些词和短语的形式、词义和用法。

在词汇练习中我们尽量体现以下原则:1)练习中的“语境”力求真实自然、典型实用,题材力求广泛、多样、贴近生活,内容力求积极健康、符合教材整体对文化内涵的标准。2)循序渐进、细水长流。以上各项练习内容在第三和第四册书中将进一步深化,因此在本册中不求面面俱到。3)练习的具体设计尽量做到符合学生水平、难度适中,但同时也包括一些较难的部分,以满足部分学生的需求。4)练习的方法包括机械、半机械及比较灵活等不同类型,各类型有合理的比例,防止侧重语言训练而忘记语言交际的目的,或侧重思想表达而造成语言失控。5)尽量把学生放在主动地位,启发学生自主进行观察、归纳总结和练习。6)二册原则上仍控制翻译练习的使用,以便在一段时间内让学生摆脱对母语的依赖。

3. 语法练习:这是本册的另一个重点。我们设计语法练习的依据是对学生入校时语言水平的估计。我们认为学生入校时已具备英语语法的基本知识,因此在语法项目的选择及编排上不必再拘泥传统的模式或过分强调语法的基本知识。但另一方面,我们估计学生离真正能运用这些知识进行交流还相距甚远。因此本册在语法方面的教学任务不能局限于复习、巩固和扩展语法知识,

而更应通过练习盘活或“内化”这些知识,使之成为交际的技能。

本册语法练习每课 5 项,其中包括理解性练习和产出性练习两大类。每课中的第一个练习均为理解性练习。其目的是启发学生对本课中出现频率较高、同时又属于中国学生运用难点的语法现象进行分析、观察和思考,从中找到规律,为日后进一步掌握该知识点打下基础。其余 4 个练习均为产出性练习,它们主要是围绕时态、语态、基本句型等重要语法项目进行反复操练。另外,考虑到介词、冠词、不定代词等变化的复杂性和贯穿性强的特点,本册也对此配有一定的复习和巩固练习。至于练习方式,我们力求有单句,也有篇章段落,由单项,也有综合,以期取得一箭双雕的效果。

与词汇练习相同,语法练习的设计同样力求做到有典型的语境和地道的英文,同时有利于扩大学生的知识面。

在词汇和语法练习中,我们都用到少量的生词,对于这些生词,我们建议教师不作要求。

警句嘉言

本册每课都附有与课文内容相关的若干警句嘉言。它们往往不仅寓意深刻而且语言优美。学生如果能够铭记,日后的表达就可增色不少,但教学中对这部分不作要求。

课文 B

本册每课最后均附有一篇课文 B。它们与课文 A 题材大致相同,目的是增加语言材料的输入并提高学生的学习兴趣。但为减轻学生负担,教师一般可不再予以处理。考试也不必再作要求。

课时安排

我们建议每课书大致用 7—8 课时,具体可作如下安排:

- 课前预习的检查 0.5—1 课时
- 课文的语言处理 3—4 课时
- 课文练习 2 课时
- 每课的测验 1 课时

教师可根据学生的水平,对以上安排作适当的调整。

考核方式

考核可根据学生的课堂参与和表现、课后书面作业、每课的测验、期中考试和期末考试进行。期末考试可分口笔语考试。口试以课文内容的理解和掌握为原则,考查口语表达能力;笔试考核课文的语言项目和对未读过的与课文难度相仿的文章的理解。口笔语成绩总体上可以按如下比例:

- 课堂参与和表现 20%
- 课后作业和每周测验 20%
- 期中考试 25%
- 期末考试 35%

本册教师用书在编写中有误之处难免,敬请读者指正。

编者

2002 年 2 月

Contents

Lesson One	Another School Year—What For?	1
Lesson Two	Maheegun My Brother	19
Lesson Three	More Crime and Less Punishment	35
Lesson Four	The Nightingale and the Rose	54
Lesson Five	Say Yes	72
Lesson Six	The Man in the Water	87
Lesson Seven	The Greatest Invention	103
Lesson Eight	Psychologically Speaking	118
Lesson Nine	Quick Fix Society	134
Lesson Ten	The Richer, the Poorer	153
Lesson Eleven	You Have to Get Me Out of Here	172
Lesson Twelve	Confessions of a Miseducated Man	188
Lesson Thirteen	Blueprint for Success	204
Lesson Fourteen	Space Shuttle <i>Challenger</i>	219
Lesson Fifteen	The Riddle of Time	235

Another School Year—What For?



1. The Purpose of College Education

Every September when new students first come to a university, they have a week or so of orientation preparing them for the years to come. In the sessions a series of talks and tours are organized to help freshmen to understand the purpose, rules and regulations of the universities, and to learn how to use the facilities, to plan their studies, to handle relationships and even how to budget for their expenses at college. The essay is originally a talk Professor Ciardi gave during such a session. What he tries to drive home is what students come to a university for. He points out that a university's purpose is not only to give its students sufficient training for a career, but also to put them in touch with the best of what the human race has achieved—both the techniques and spiritual resources of mankind. This way, they will become specialists and civilized members of society as well. What Professor Ciardi said years ago is relevant to China's institutions of higher learning.

The 21st century is often referred to as an age of information and of globalization. In this age, we need people who will be able not only to keep up with the latest advances in science and technology, but also to communicate with other people and other nations. Therefore college students are expected to develop in an all-around way to meet the needs of the new century. While at college, students should be avid readers and learners and arm themselves with the best of mankind's techniques and spiritual resources, and seize all opportunities to cultivate the spirit of teamwork, the ability to handle emergencies and to work under pressure.

When emphasizing the two-fold purpose of colleges and universities, the writer seems to think that technical training schools don't have to expose their students to profound ideas. We think that all schools, as well as colleges and universities, should aim at turning out useful and civilized members of society.

2. The Structure of the Text

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: putting its students in touch with the best civiliza-

tions the human race has created.

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 the 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 in Paragraph 12. And the last paragraph consists of two very long ones.

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”.

Discussion of the Text

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

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

be fresh out of/from sth. : to have just come from a particular place; to have 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.” (← 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” (顶上长了毛、种豆角时用的长竿). 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*.** (←①)

Obviously, the writer was teaching a course in Shakespeare. In such a course, generally five of Shakespeare’s plays are studied, *Hamlet* generally included.

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?”** (←①)

Cultural Notes:

- 1) In American universities, an instructor has office hours during which students taking the course can go and 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, 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.** (←①)

Note the negative form of a present participle is “not doing sth.” and not “doing not ...”.

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

Though I was a new teacher, I knew I could tell him what a university was for, but I didn’t. (我虽然经验不多) 也讲得出这些道理(但我没有讲)。

In the remaining part of the paragraph, the writer tells us what he could but did not say to the student.

Note that the writer now referred to the student as a specimen in a humorous way, meaning he was typical of a type of students who came to a university just to get training for a career, as if he were typical of a certain race of animals.

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. (←2)

I could have told him that he was now not getting training for a job in a technical school but doing a B. S. 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. (←2)

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

certify that . . . ; to state officially, especially 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 limit all or most of one's study, business, etc. to a particular activity or subject, 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. (←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 somebody 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.

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. (←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; available

matter (to sb.): 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... (←4)

Instead of telling him the importance of an all-around 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. 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." (←4)

average out to: (*informal*) to come to an average or ordinary level or standard, especially 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. (←4)

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

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

more or less: approximately, e.g.

She works 12 hours a day, more or less.

Another meaning of the idiom: 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. ...be usefully employed. (←5)

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 ... (←5)

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

18. You will see to it that the cyanide stays out of the aspirin, that the bull doesn't jump the fence, or that your client doesn't go to the electric chair as a result of your incompetence. (←5)

You have to take responsibility for the work you do. If you're a pharmacist, you should make sure that aspirin is not mixed with poisonous chemicals. As an engineer, you shouldn't get things out of control. If you become a lawyer, You should make sure an innocent person is not sentenced to death because you lack adequate legal knowledge and skill to defend your client.

see to it that: to make sure that, e. g.

Can you see to it that all the invitations are delivered today?

I'll see to it that everything is ready before the guests arrive.

go to the electric chair (= electrocute): to be punished by being killed on the electric chair, that is, by passing electricity through the body

19. Along with everything else, they will probably be what puts food on your table, supports your wife, and rears your children. (←5)

In addition to all other things (such as satisfaction) these professions offer, they provide you with a living so that you can support a family—wife and children.

along with: in addition to sb. /sth. ; in the same way as sb. /sth.

20. They will be your income, and may it always suffice. (←5)

they: the skills

it: your income

may it always suffice: I hope your income will always be enough. (In other words, the writer hopes that the skills he learns at college will always provide him and his family with a living.)

21. ... what do you do with those other eight hours? (←6)

do with: (in questions with "what") to take action with regard to, e. g.

What shall we do with the children when we're away?

What do you do with rice straw in your country?

They do not know what to do with all the garbage here.

22. Will the children ever be exposed to a reasonably penetrating idea at home?

(←6)

Will your children ever hear you talk about something profound at home?

be exposed to (usually, a new idea or feeling): to be given experience of it, or introduced to it, e. g.

To learn more about the world we live in, we should be exposed to different cultures.

Studying abroad, he was exposed to a new way of life.

reasonably: to a degree that is fairly good but not very good, e. g.

She wants to find a place reasonably close (= not far from) to her university.

Our university is not one of the top ten, but reasonably well known both at home and abroad.

penetrating idea: one that requires the ability of understanding clearly and deeply

23. Will you be presiding over a family that maintains some contact with the great democratic intellect? (←6)

Will you be head of a family who brings up the kids in a democratic spirit?

preside over: to be in charge or to control a meeting or an event, here used humorously

maintain contact with: to keep in touch with, here used figuratively

the great democratic intellect: the level of ideas possible in a society based on the belief that all people are equal politically or socially

24. Will there be a book in the house? (←6)

Will you be reading serious books (not just popular fiction)?

25. Will there be a painting a reasonably sensitive man can look at without shuddering? (←6)

What kind of pictures will you put up in your house? Will you have a painting in your house that shows some taste on your part?

26. this particular pest (←7)

pest: (*informal*) an annoying person or a thing

27. Me, I'm out to make money. (←7)

be out to do sth. /for sth. : to be trying to get or do sth. , e. g.

The company is out to break into the European market.

Look out for such end-of-the-year sales. These shops are out to trick you into buying what you don't need.

28. "I hope you make a lot of it," I told him, "because you're going to be badly stuck for something to do when you're not signing checks." (←8)

Note the sarcastic tone of the writer. In spite of what he had said, the student didn't seem to be convinced. What the writer meant here is something like this: If you don't have any goal

in life apart from making money to satisfy your desire for material riches, go ahead and make a lot of it.

be stuck for sth. : not to know what to do in a particular situation, e. g.

In the middle of the speech, he was stuck for words (= he didn't know how to go on).

signing checks: paying for what you've bought by signing checks

29. ...to put you in touch with what the best human minds have thought. (←9)

... to expose you to/make you understand the ideas, opinions and thinking of the best philosophers, scientists, writers and artists in human history.

30. If you have no time for Shakespeare, for a basic look at philosophy, for the continuity of the fine arts, for that lesson of man's development we call history—then you have no business being in college. (←9)

If you don't want to improve your mind and broaden your horizon by studying a little literature, philosophy and the fine arts and history, you shouldn't be studying here at college.

that lesson of man's development we call history: 我们称之为历史的人类发展过程中有教育意义的经历; here, "that lesson of man's development" is the object of the verb "call"; "history" is an objective complement.

lesson: an experience which acts as a warning to you or an example from which you should learn 能给人以警戒,或使人从中获取教训的经历

man: (*singular*) the human race, e. g.

Man lives in almost all parts of the world.

Man's knowledge of nature continues to grow.

This is the greatest of discoveries known to man.

have no business doing sth. /have no business to do sth. : to have no right to do sth. , shouldn't have been/be doing sth. , e. g.

You've no business telling me what to do.

He has no business criticizing her about her make-up.

She has no business reading your mail.

31. You are on your way to being that new species of mechanized savage, the push-button Neanderthal. (←9)

You will soon become an uneducated, ignorant person who can only work machines and operate mechanical equipment (one who doesn't know anything about literature, music, the fine arts, culture in general, etc.).

on the/one's way to: on the point of experiencing or achieving, e. g.

She is on the way to becoming a full professor.

That bright young man is on his way to being the sales manager of the company.

Nancy is well on her way to a nervous breakdown.

new species of mechanized savage: new type of humans who are intellectually simple and not developed and who can only work machines

the push-button Neanderthal: an uneducated, ignorant person who can only use/operate machines by pushing the buttons

32. Our colleges inevitably graduate a number of such life forms, but it cannot be said that they went to college; rather the college went through them—without making contact. (←9)

A number of such push-button savages get college degrees. We cannot help that. But even with their degrees, we can't say that these people have received a proper college education. It is more accurate to say that they come through college without learning anything.

life forms: used sarcastically, meaning these people are living creatures, but can't think and reason

go through (a person) (like a dose of salts); (of food, etc.) to be quickly excreted/to pass through the body as waste matter without being digested; here, used figuratively and sarcastically

33. No one gets to be a human being unaided. (←10)

No one can grow up to be a civilized person without the help of others.

get to be/to do sth. : to reach the point at which you are, feel, know, etc. sth. , e. g.

Once you get to know her better, you'll realize she is compassionate at heart.

His absent-mindedness is getting to be a big problem.

34. There is not time enough in a single lifetime to invent for oneself everything one needs to know in order to be a civilized human. (←10)

To become a civilized person, you need to acquire the knowledge and develop the culture a civilized society needs. One lifetime is too short to create an environment for him to become civilized.

a single lifetime: the time during which a person is alive

a civilized human: a person who is pleasant, charming and without roughness of manner 有素养的人

35. You pass the great stone halls of, say, M.I.T., and there cut into the stone are the names of the scientists. (←11)

If you pass the great stone hall of a university, M. I. T. (Massachusetts Institute of Technology) for example, you'll see the names of the scientists cut into the stone.

say: for example

there cut into the stone are the names of the scientists: the names of scientists are carved in stone as memorials

36. The chances are that few, if any, of you will leave your names to be cut into those stones. Yet any of you who managed to stay awake through part of a high school course in physics, knows more about physics than did many of

those great scholars of the past. (←11)

Only very few, if any at all, of you will turn out to be great scientists and have your names cut into those stones. But if you were attentive enough in your high school physics class, any of you knows more about physics than many of those scientists whose names are cut into the stones.

(the) chances are: it is likely

37. You know more because they left you what they knew, because you can start from what the past learned for you. (←11)

You know more about physics not because you're more talented than those scholars of the past, but because they left their knowledge to you, and because everything you first learn is what people learnt in the past. In other words, all human knowledge has been accumulated by people living in the past and has been passed on to us. You learn all this before you do any original research, or any research of your own.

what the past learned for you: what people in the past learned and passed on to you

38. And as this is true of the techniques of mankind, so it is true of mankind's spiritual resources. (←12)

This is the way we learn and develop the techniques of mankind. This is also how we inherit and advance mankind's spiritual resources. 人类技术的发展是如此,人类精神财富的积累也是如此。

be true of (a person or a situation): to apply to, e. g.

It's a wonderful opera. The music is superb. The same is true of the acting.

The young tend to look ahead while the old like to look back upon the past. This is true of all nations.

39. When you have read a book, you have added to your human experience. (←12)

When you have read a book, you have enriched your life.

add to: to increase

40. Read Homer and your mind includes a piece of Homer's mind. (←12)

When you read Homer's works, you are sure to learn some of his insights.

读一读荷马的史诗,你的头脑里就有了荷马的一些思想。

41. Through books you can acquire at least fragments of the mind and experience of Virgil, Dante, Shakespeare—the list is endless. (←12)

Through reading their books, you can at least learn a bit of the thinking and experience of such literary giants as Virgil, Dante, Shakespeare—there have been so many great thinkers and writers that it's impossible to list them all here.