

COLLEGE ENGLISH

Reading Course 3
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

教师用书

3

普通高等教育“十五”国家级规划教材

COLLEGE ENGLISH

Reading Course 3
Teacher's Book

主编 董欣 宋海波 柯彦玢



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
教师用书

3

图书在版编目(CIP)数据

大学英语(全新版)阅读教程(3)教师用书/柯彦玢主编. —上海: 上海外语教育出版社, 2002

大学英语系列教材

ISBN 7-81080-576-2

I. 大… II. 柯… III. 英语—阅读教学—高等学校—教学参考资料 IV. H319.4

中国版本图书馆CIP数据核字(2002)第063702号

《大学英语》系列教材(全新版)

顾问 董亚芬 杨惠中 杨治中

总主编 李荫华

编委会名单 (以姓氏笔划为序)

王秀珍 (武汉大学)	王海啸 (南京大学)
白永权 (西安交通大学)	庄智象 (上海外语教育出版社)
汪义群 (上海外语教育出版社)	李荫华 (复旦大学)
李霄翔 (东南大学)	张勇先 (中国人民大学)
郭杰克 (华南理工大学)	夏纪梅 (中山大学)
夏国佐 (复旦大学)	徐青根 (苏州大学)
黄必康 (北京大学)	崔海建 (中国科技大学)
虞苏美 (华东师范大学)	樊葳葳 (华中科技大学)
薛琛 (南开大学)	

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电话: 021-65425300(总机), 65422031(发行部)

电子邮箱: bookinfo@sflep.com.cn

网址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杨自伍

印刷: 常熟市华顺印刷有限公司

开本: 787×960 1/16 印张 11.375 字数 249 千字

版次: 2002年9月第1版 2002年9月第1次印刷

印数: 25 000 册

书号: ISBN 7-81080-576-2 / H · 218

定价: 12.90 元

本版图书如有印装质量问题, 可向本社调换

本社反盗版举报电话: 021-65366698

《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一定的阅读水平，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，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（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单元组成）

另有供预备级使用的教材一套，组成与上述同，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、泛读、快速阅读各一个单元和听说教程两个单元。其中，综合5课时，泛读和快速阅读1课时，听说教程2课时。

使用时，各校可根据具体情况灵活掌握。

编 者

2002年8月

关于《阅读教程》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》第三册的教师用书,按课文顺序编写,共8个单元24课。每课包括以下主要内容:

1. 背景资料:这一部分主要为教师提供与理解课文内容相关的背景信息,供教师在备课和课堂讲解时选择使用。

2. 课堂教学建议:这一部分主要包括阅读技能训练和课文理解两项内容。阅读技能训练可帮助学生领会本课讲述的阅读技能,从而更好地理解课文内容与写作方法;其中根据上下文猜测词义一项有助于学生扫除阅读障碍并扩大词汇量,教师可视具体情况或让学生单独练习,或将其融入课文讲解中加以解释。课文理解着重对课文中的重要细节逐个做出解释,教师通过有选择地提问和讲解可以使学生充分理解课文主要内容。

3. 供教师参考的资料:这一部分主要包括课文中的难句释义、一词多义辨析以及近义词辨析等三项内容。对于这些内容,教师可视课文难易程度和学生的学习情况选择使用。

4. 多项选择题的正确答案。

5. 英译汉练习的参考答案及难点释义。

在本书的编写过程中,黄必康老师及时给与帮助和指导,英国专家Anthony J. Ward审阅了本书,并提出了许多宝贵的意见,谨在此一并表示深深的谢意。

由于编者水平与经验有限,本书难免有不少欠妥之处,希望各位读者批评指正。

编 者

2002年8月

CONTENTS

UNIT ONE 1

1. Be Kind to Commuters	1
I. Information Related to the Text	1
II. Suggestions for Teaching	2
Part I Developing Reading Skills	2
Part II General Comprehension of the Text	5
III. Material for Teacher's Reference	6
IV. Key to Multiple-Choice Questions	7
V. Suggested Versions of Translation Exercise	7
2. "The American Man"	8
I. Information Related to the Text	8
II. Suggestions for Teaching	10
Part I Developing Reading Skills	10
Part II General Comprehension of the Text	12
III. Material for Teacher's Reference	14
IV. Key to Multiple-Choice Questions	14
V. Suggested Versions of Translation Exercise	15
3. The Broken Chain	16
I. Information Related to the Text	16
II. Suggestions for Teaching	16
Part I Developing Reading Skills	16
Part II General Comprehension of the Text	18
III. Material for Teacher's Reference	20
IV. Key to Multiple-Choice Questions	21
V. Suggested Versions of Translation Exercise	21

UNIT TWO..... 22

4. The Civil Rights Movement: What Good Was It?	22
I. Information Related to the Text	22
II. Suggestions for Teaching	23
Part I Developing Reading Skills	23
Part II General Comprehension of the Text	25
III. Material for Teacher's Reference	27
IV. Key to Multiple-Choice Questions	28
V. Suggested Versions of Translation Exercise	28

5. The Middle-Class Black's Burden	30
I. Information Related to the Text	30
II. Suggestions for Teaching	31
Part I Developing Reading Skills	31
Part II General Comprehension of the Text	33
III. Material for Teacher's Reference	35
IV. Key to Multiple-Choice Questions	36
V. Suggested Versions of Translation Exercise	36
6. Father Cures a Presidential Fever	37
I. Information Related to the Text	37
II. Suggestions for Teaching	39
Part I Developing Reading Skills	39
Part II General Comprehension of the Text	41
III. Material for Teacher's Reference	43
IV. Key to Multiple-Choice Questions	45
V. Suggested Versions of Translation Exercise	45

UNIT THREE **46**

7. It's Time to Ban Handguns	46
I. Information Related to the Text	46
II. Suggestions for Teaching	47
Part I Developing Reading Skills	47
Part II General Comprehension of the Text	50
III. Material for Teacher's Reference	51
IV. Key to Multiple-Choice Questions	52
V. Suggested Versions of Translation Exercise	52
8. When a Citizen Fights Back	53
I. Information Related to the Text	53
II. Suggestions for Teaching	53
Part I Developing Reading Skills	53
Part II General Comprehension of the Text	56
III. Material for Teacher's Reference	56
IV. Key to Multiple-Choice Questions	57
V. Suggested Versions of Translation Exercise	58
9. The Killion	59
I. Information Related to the Text	59
II. Suggestions for Teaching	60
Part I Developing Reading Skills	60
Part II General Comprehension of the Text	62
III. Material for Teacher's Reference	64
IV. Key to Multiple-Choice Questions	64
V. Suggested Versions of Translation Exercise	64

UNIT FOUR 65

10. "Answer, Please Answer"	65
I. Information Related to the Text	65
II. Suggestions for Teaching	66
Part I Developing Reading Skills	66
Part II General Comprehension of the Text	67
III. Material for Teacher's Reference	68
IV. Key to Multiple-Choice Questions	69
V. Suggested Versions of Translation Exercise	70
11. Superhumans	71
I. Information Related to the Text	71
II. Suggestions for Teaching	72
Part I Developing Reading Skills	72
Part II General Comprehension of the Text	74
III. Material for Teacher's Reference	76
IV. Key to Multiple-Choice Questions	77
V. Suggested Versions of Translation Exercise	77
12. The Arrow of Time	79
I. Information Related to the Text	79
II. Suggestions for Teaching	79
Part I Developing Reading Skills	79
Part II General Comprehension of the Text	82
III. Material for Teacher's Reference	83
IV. Key to Multiple-Choice Questions	84
V. Suggested Versions of Translation Exercise	84

UNIT FIVE 85

13. Halloween Party	85
I. Information Related to the Text	85
II. Suggestions for Teaching	87
Part I Developing Reading Skills	87
Part II General Comprehension of the Text	88
III. Material for Teacher's Reference	90
IV. Key to Multiple-Choice Questions	91
V. Suggested Versions of Translation Exercise	91
14. "New Year's Day"	92
I. Information Related to the Text	92
II. Suggestions for Teaching	93
Part I Developing Reading Skills	93
Part II General Comprehension of the Text	94
III. Material for Teacher's Reference	95
IV. Key to Multiple-Choice Questions	96
V. Suggested Versions of Translation Exercise	96

15. The Valentine Vogue	97
I. Information Related to the Text	97
II. Suggestions for Teaching	99
Part I Developing Reading Skills	99
Part II General Comprehension of the Text	100
III. Material for Teacher's Reference	102
IV. Key to Multiple-Choice Questions	103
V. Suggested Versions of Translation Exercise	103

UNIT SIX 104

16. Why Rustlers Never Win	104
I. Information Related to the Text	104
II. Suggestions for Teaching	104
Part I Developing Reading Skills	104
Part II General Comprehension of the Text	107
III. Material for Teacher's Reference	108
IV. Key to Multiple-Choice Questions	109
V. Suggested Versions of Translation Exercise	109
17. Mr. Andrews	110
I. Information Related to the Text	110
II. Suggestions for Teaching	111
Part I Developing Reading Skills	111
Part II General Comprehension of the Text	113
III. Material for Teacher's Reference	116
IV. Key to Multiple-Choice Questions	116
V. Suggested Versions of Translation Exercise	117
18. A Find	118
I. Information Related to the Text	118
II. Suggestions for Teaching	118
Part I Developing Reading Skills	118
Part II General Comprehension of the Text	120
III. Material for Teacher's Reference	123
IV. Key to Multiple-Choice Questions	125
V. Suggested Versions of Translation Exercise	125

UNIT SEVEN 126

19. Blue-Collar Journal	126
I. Information Related to the Text	126
II. Suggestions for Teaching	127
Part I Developing Reading Skills	127
Part II General Comprehension of the Text	130
III. Material for Teacher's Reference	132
IV. Key to Multiple-Choice Questions	132

V. Suggested Versions of Translation Exercise	132
20. Silk Workers	133
I. Information Related to the Text	133
II. Suggestions for Teaching	134
Part I Developing Reading Skills	134
Part II General Comprehension of the Text	137
III. Material for Teacher's Reference	139
IV. Key to Multiple-Choice Questions	140
V. Suggested Versions of Translation Exercise	140
21. Assembly Line	141
I. Information Related to the Text	141
II. Suggestions for Teaching	142
Part I Developing Reading Skills	142
Part II General Comprehension of the Text	143
III. Material for Teacher's Reference	145
IV. Key to Multiple-Choice Questions	146
V. Suggested Versions of Translation Exercise	146

UNIT EIGHT

22. Gene of the Week	148
I. Information Related to the Text	148
II. Suggestions for Teaching	152
Part I Developing Reading Skills	152
Part II General Comprehension of the Text	153
III. Material for Teacher's Reference	154
IV. Key to Multiple-Choice Questions	155
V. Suggested Versions of Translation Exercise	155
23. The Search for Understanding	156
I. Information Related to the Text	156
II. Suggestions for Teaching	158
Part I Developing Reading Skills	158
Part II General Comprehension of the Text	160
III. Material for Teacher's Reference	161
IV. Key to Multiple-Choice Questions	162
V. Suggested Versions of Translation Exercise	162
24. Man of Wisdom	163
I. Information Related to the Text	163
II. Suggestions for Teaching	163
Part I Developing Reading Skills	163
Part II General Comprehension of the Text	165
III. Material for Teacher's Reference	166

IV. Key to Multiple-Choice Questions	167
V. Suggested Versions of Translation Exercise	167
Key to Exercises	168

UNIT ONE

1. Be Kind to Commuters

I. Information Related to the Text

1. Christopher M. Bellitto (1965-)

Christopher M. Bellitto was born in the Bronx, New York, in 1965. Admitted to New York University as a university scholar, he graduated Phi Beta Kappa with a degree in journalism and politics. After graduation, he worked for *Newsweek On Campus*. Currently, he is a high school teacher in New York.

2. George Will

George Will is an ABC news commentator, author of a syndicated column which appears in more than 450 newspapers. In 1976, he became a contributing editor of *Newsweek*; in the following year, he won the Pulitzer Prize for *Commentary*. His major works include *The Pursuit of Happiness and Other Sobering Thoughts* and *The Morning After: American Successes and Excesses: 1981-1986*.

3. Dear Abby

Pauline Phillips and Jeanne Phillips established the mother-daughter partnership and shared the pseudonym Abigail Van Buren, which was known as Dear Abby. They created the popular advice column and answered questions by letter. They are known for their youthful prospect.

4. "The Big Chill"

It is a film directed by Lawrence Kasden in 1983. The story is about the reunion of eight friends on a funeral of one of the former friends who has killed himself and the changes of their lifestyles. The film was so well-made that it won three nominations (the best screenplay, the best director

and the best supporting actress) for Oscar Prize of that year.

5. Mick Belker

Mick Belker was a scruffy undercover detective in the TV series *Hill Street Blues* broadcast on the NBC network in the 1980s. Although it was not popular at the very beginning of its broadcasting, it became a classic “cop show” for many changes it had brought to this type of TV series. Mick Belker, looking less-than-impeccable, was known because of his revolting eating habits and his practice of biting suspects.

6. the Major Leagues

It is a term referring to the two big leagues in baseball, i.e., the National League of Professional Baseball Clubs established in 1876 and the American League founded in 1901. In 1903, the two leagues established the National Commission that is made up of the league presidents and headed by a chairman. At present, the National League has 12 teams while the American League has 14. Each league is split evenly to East and West divisions. Both leagues play a 162-game schedule. Playoffs between the divisions, known as the League Championship Series, determine the World Series contenders. There also exists a minor league (founded in 1877) uniting such teams for the purpose of developing young players and selling them to major league clubs. In the text, major league is used as adjective, meaning “best.”

II. Suggestions for Teaching

Part I Developing Reading Skills

1. How to Find Out the Dominant Form of Writing

The main device the author uses in this piece is comparison-contrast.

With examples, Bellitto has made it clear that contrary to the common belief that college students “who live at home and commute to school have it easy”, commuters really face a lot of difficulties. They have to manage such affairs as falling into the day-and-night rhythm of college life, balancing the college life and family needs, or making great efforts to become independent. The following table may clearly show some differences between the two ways of life:

	commuters' life	dormers' life
independence	hard to maintain independence	relatively easy to be independent
college life	not able to fall into the rhythm of college life	free to take part in all kinds of activities on campus, from attending a late class to sharing the heart-to-heart talk in dorms
time-budgeting	a more structured life	a relatively loose schedule
tension	have no escape	have freedom to choose the means to work it off
breakaway	leave-taking is painful and the parting at graduation is even more poignant	by graduation, the family have gotten over it and view them as adults

2. How to Understand a Metaphor

Like a simile, a metaphor compares two things of different classes, often one abstract and the other concrete. Unlike a simile, which makes the comparison explicit and usually contains the word *like* or *as*, a metaphor implies it, omitting such words as *like* or *as*. When you come to understand a metaphor, you must be clear of the concrete meaning of the related words or expressions and then come to the abstract or metaphorical meaning with the help of the specific context.

- 1) **nest** Literally, a nest refers to a receptacle prepared by an animal especially a bird for its eggs and offspring. In this context, when home is compared to a nest, the author tries to tell us that home is the place where the commuters are still protected or looked after by their parents. As a result, they are still young and dependent in the eyes of their parents.
- 2) **moot** A moot usually refers to a meeting of discussion. In the context, when "the 40-minute trip takes two hours", all the plans could not be put in practice. In this sense, it is similar to a meeting in which everything discussed can not be put in practice.
- 3) **jungle** A jungle is a densely vegetated forest. When a college is compared to a jungle, it means that a college is a chaotic, complex and ruthless place.
- 4) **Argentina's schedule of seasons** As is known, Argentina is in the southern hemisphere with its seasons contrary to American ones. When the author mentions that the heaters and air conditioners on public transportation "seem to operate on Argentina's schedule of seasons", he means that the heaters are available when the air conditioners are really needed and vice

versa.

- 5) **major league** In the text, when lasagna is compared to major league, the author refers it to something excellent that is to be enjoyed.
- 6) **boarding house** A boarding house is a lodging house at which meals are provided. When the author says that the commuters use “home like a boarding house”, he refers to the parents’ complaints that the commuters seem not to have been involved in family life and that they come back home just for room and board.

3. How to Detect the Meanings of the Following with the Help of the Context Clues

- 1) **have it easy** lead a comfortable life
(The description that follows illustrates that commuters enjoy a comfortable life.)
- 2) **self-exploration** learning about oneself
(In the context, the author tells us that commuters come to college to learn about themselves.)
- 3) **falls the day** happens to be the day
(Coincidentally, the anniversary happens to be the day before the final examination.)
- 4) **make** attend
(In the context, we know that he cannot attend that class because he has to catch the last bus to go home.)
- 5) **heart-to-heart** talk freely about private affairs without hiding anything
(The talk among roommates is just like this.)
- 6) **fall into** become an integral part of
(Since a commuter lives at home, he cannot stay on campus day and night. As a result, he cannot take part in all the activities on campus.)
- 7) **structured** well-planned
(The commuter has to budget his time well to deal with all kinds of things.)
- 8) **breakaway** (the moment of) moving out of the house and becoming independent
(This is a moment when the children have to move out of their parents’ house and live on their own.)
- 9) **jumping in** interfering with
(Earlier in the text, the author tells us that “Mom or Dad can’t shake the parental instincts for surveillance”, so they will interfere with their children’s affairs whenever it is possible.)
- 10) **lesser beings** incapable people
(The words “permanent adolescence” and “softies” imply that the commuters are looked