

普通高等教育“十五”国家级规划教材配套用书
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spark® 星火英语
ENGLISH

CONTEMPORARY COLLEGE ENGLISH

现代大学英语 课文辅导

星火记忆研究所 马德高 主编

- ◆ 文化背景拓展阅读
- ◆ 核心词汇巧学活用
- ◆ 长难例句框架剖析
- ◆ 课后习题答案详解

赠 《最新时事阅读24篇》

精**3**读

新 华 出 版 社

CONTEMPORARY COLLEGE ENGLISH

现代大学英语 课文辅导

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使用说明

本书特点

- “精”。精讲，精解，精析。以授人以渔为宗旨，以提高能力为目的。课文分析细致入微，讲解详略得当，重点难点突出。
- “全”。栏目设置系统全面：文化背景阅读、篇章分析、生词双解、核心词汇短语学习、长难例句框架剖析、参考译文及习题答案详解等备查资料一应俱全，全面满足您的学习需要。

文化背景阅读

对课文中出现的相关文化背景知识（包括风俗、节日、作家作品等）进行援引介绍，帮助学生拓宽知识面，提升英美文化素养。

篇章分析

对课文的篇章结构和写作风格加以评析，帮助学生提高语篇、行文、结构整体理解能力和写作能力。

生词双解

对课文中出现的全部生词进行英汉双解，释义权威，便于您在英文语境中准确把握其精确含义。

核心词汇与短语

运用风靡全国的星火式记忆法，图文与语境相结合，巧记速记课文中出现的常考核心词汇及短语。

Lesson Fifteen



文化背景阅读

1. Team 100 and American President Election (第 100 队与美国总统选举)

Team 100, was the donor elite made up of a group of \$ 100 000 contributors that began in 1988 to help elect President George Bush. Since March 1999,

“第 100 队”指的是，在 1988 年，为帮助美国总统乔治·布什竞选总统，一些捐款达 100 000 美金的捐款精英人物。自 1999 年 3 月以来，布什州长

Text A The President as Corporate Salesman

篇章分析

The President as Corporate Salesman is an argumentative passage. The author firstly points out that American President's role as the top corporate salesman. In

《总统——公司的推销员》是一篇议论文。作者首先指出美国总统作为大公司推销员这一身份。为证明这一点，作者接下去分析了美国总统是如

生词双解

- access** [ˈæksɪs] *n.* an opportunity or right to use sth. or approach sth. 使用或接近某物的权利
- ambassadorship** [æmˈbæsədəʃɪp] *n.* a position of ambassador 大使的职位
- assertion** [əˈsɜːʃən] *n.* something that you say or write that you strongly believe 断言，声明，竭力宣传

核心词汇与短语

physician [fɪˈzɪʃən] *n.* 内科医生
[Δ surgeon 外科医生]
[助记] 该家族血缘关系剖析

勿混：physicist, physician

physicist 物理学家 physician 内科医生

物理的 — physical — 身体的

prosperity [prɒˈspɛrɪti] [prosper 的名词] *n.* 兴旺，(经济的)繁荣，成功，富足

❖ In prosperity our friends know us; in adversity we know our friends. (Collins) 在顺境中，朋友结识了我们；在逆境中，我们认识了朋友。(科林斯)

全面细致 鱼渔兼授

Instructions

- “巧”。本书运用星火式记忆法，巧记课文中出现的核心词汇及短语，并配有精美图片及大量经典例句，使单词记忆更加轻松自如。
- “实”。“实用”、“适用”是本书的最高编纂原则。本书按照英语专业四、八级考试新大纲的要求编排，让您在学好课文的同时增进知识，拓展能力，同步完成专四、专八备考。

Lesson 15

疑难解析

1. Presidents do their share to make the public accept the corporate business ideology. (Para. 2, Line 1)

[Paraphrase] Presidents shoulder their responsibility to make the people accept the theories of modern capitalism.

[注释] ① do one's share/part 意思是“做自己分内的事，尽自己的一份力量”，如：If everyone can do his share, we will be successful finally. The corporate

参考译文

总统——公司的推销员

迈克尔·帕伦提

D 通过在学校的学习，我们知道，美国总统扮演许多角色：首席执行官、总司令、最高法官、国家首脑以及政党领袖。然而很少有人提及及其作为美国公司捍卫者和代言人这一角色。

习题答案

Pre-class Work II

3. Word building.

1) Give the corresponding nouns of the following. (P441)

- (1) evasion (2) revelation (3) mobilization (4) corruption
 (5) manifestation (6) manipulation (7) pretense (8) incrimination
 (9) emphasis (10) legislation



休息一下，在世界著名的海洋中畅游一番，你会在紧张的学习之余体会更多的 English 奥妙！

Sir Pitt Crawley was a philosopher with a taste for what is called low life. His first marriage with the daughter of the noble Binkie had been made under the

毕 脱·克劳莱爵士为人豁达，喜欢所谓下层阶级的生活。他第一次结婚的时候，奉父母之命娶了一位贵族小姐，是平葛家女儿的女儿。克劳莱夫人活着的时候，他就常常当面说她是个讨人嫌的婆子，礼数不足，嘴巴又碎；并且说她死了之后，死也不愿意再娶这么一个老婆了。他说到做到；妻子

疑难解析

对每篇课文中出现的长难句进行框架分析，指点长难句的破解方法，增强学生的阅读理解能力，切实提高翻译水平。

参考译文

每篇文章均配有精彩译文，均为高校名师的精心之作，字斟句酌，文笔传神，帮助学生准确理解课文，领悟文章主旨。

习题答案

对课后习题给出了权威、详尽的答案，并对习题进行了讲解，处处从学生的知识薄弱点进行点拨，鱼渔兼授。

名著赏析

节选自欧美经典名篇，语言优美，取材广泛，让您在紧张的学习之余轻松体会更多的英语奥妙。

The Handwriting on the Cheese Wall

Change Happens—They keep moving the cheese

Anticipate Change—Get ready for the cheese to move

Monitor Change—Smell the cheese so you know when it is getting old

Adapt To Change Quickly—The quicker you let go of old cheese, the sooner you can enjoy new cheese

Change—Move with the cheese

Enjoy Change—Savor the adventure and enjoy the taste of new cheese

Be ready to change quickly and enjoy it again

They keep moving the cheese

Move With The Cheese And Enjoy It!

奶 酪 墙 上 的 话

变化总是在发生——他们总是不断地拿走你的奶酪。

预见变化——随时做好奶酪被拿走的准备。

追踪变化——经常闻一闻你的奶酪，以便知道他们什么时候开始变质。

尽快适应变化——越早放弃旧的奶酪，你就会越早享用到新的奶酪。

改变——随着奶酪的变化而变化。

享受变化！——尝试冒险，去享受新奶酪的美味！

做好迅速变化的准备，不断地享受变化！

记住：他们仍然会不断拿走你的奶酪。

随着奶酪的变化而变化，并享受变化。

——节选自《谁动了我的奶酪》

《现代大学英语精读》是由外语教学与研究出版社出版的供大学英语专业学生使用的精读课教材,是一套深受广大师生欢迎的、被全国高校普遍采用的优秀教材。该教材内容丰富、涉及面广,许多课文摘自英美原文,学生在学习使用中充分得到了文化知识的陶冶,同时也遇到了不同程度的困难。

为了帮助广大英语专业学生在平时的教材学习中贯彻新的教学目标、适应新的考试要求,既全面、系统地提高自己综合的语言能力,又能和以后的考试结合起来,同步提高自己的应试能力,真正学好教材、学活教材,全面升华、激活我们的英语专业学习,我们力邀一批对英语专业教学改革、考试改革有着深刻理解并有着丰富教学经验的一线教师,潜心研究、科学设计,创新性地推出了这套以“互动式教学”为核心理念的《现代大学英语精读》课文辅导系列丛书。

本系列课文辅导在编写、设计上充分体现了四大互动特色:

1. 教材课文学习与人文知识学习的互动

每单元提供与本单元课文内容相关的多篇文化背景知识,让您在学习课文的同时,开阔视野、丰富知识、提高自身人文素养,从而将课本学习拓展成一个全面的人文知识学习。

2. 阅读理解能力与写作赏析能力的互动

我们在讲解课文、提高您阅读能力的同时,从课文写作特点、写作风格等多个角度分析、评价,同步提高您的写作赏析能力。

3. 语言应用能力与应考应试能力的互动

我们在课文学习、讲解中全面提高学生综合语言应用能力的同时,注意和以后的四、八级考试结合起来,应用、应试同步提高。

4. 课后习题答案讲解与系统知识梳理的互动

课后习题给出权威、详细的答案解析的同时,举一反三,由此及彼,对相关的语言点、知识点系统梳理,互动提高。

本书是《现代大学英语精读》课文辅导第三册。每单元结构及特色如下:

◆ 双语文化背景阅读

本部分提供中英文两种文化背景拓展,对课文内出现的相关文化背景知识(包括风俗、节日、相关人物、作家作品等)进行援引介绍,帮助学生更好地理解课文,同时拓宽知识面,积累信息,提升英美文化素养。

◆ 篇章风格分析鉴赏

本部分对课文写作风格加以评析,并对语篇结构进行分析,提炼课文内容,对于提高学生的语篇、行文、结构整体理解能力和写作能力很有帮助。

◆ 长难例句框架剖析

对每篇课文中出现的长难句进行框架分析,指点长难句的破解方法,培养学生对长难句语群的感知、分析能力,同步增强学生的阅读理解能力,提高翻译水平。

◆ 核心词汇短语学习

本部分充分运用风靡全国的星火式记忆法,巧记速记课文中出现的核心词汇及短语。我们改变了一些课文辅导书大量堆砌单词和短语的死记硬背单词的方法,强调通过“图文结合记单词,语境结合记单词”的“双结合”教学理念,对于课文中出现的常考核心词汇及短语,通过图片助记、语境助记和一言辨异的方法帮助学生记忆。

◆ 习题答案权威讲解

本部分对“学生用书”的课后习题全部给出了权威、详尽的答案,与此同时,本书的编者——在大学英语专业教学一线工作多年的名师——对部分习题进行了讲解,处处从学生的知识薄弱点进行点拨。真正指点迷津,鱼渔兼授。

另外,本书附赠时文阅读,为课外阅读增加趣味性,并帮助学生提高阅读能力。

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Lesson One



文化背景阅读

1. Identity Crisis(认同危机)

Identity crisis refers to:

a. A psychosocial state or condition of disorientation and role confusion occurring especially in adolescents as a result of conflicting internal and external experiences, pressures, and expectations and often producing acute anxiety.

b. An analogous state of confusion occurring in a social structure, such as an institution or a corporation.

Erik H. Erickson, the psychologist who coined the term identity crisis, believes that the identity crisis is the most important conflict human beings encounter when they go through eight developmental stages in life. The identity is “a subjective sense as well as an observable quality of personal sameness and continuity, paired with some belief in the sameness and continuity of some shared world image”.

According to Erickson's stages, the onset of the identity crisis is in the teenage years, and only individuals who succeed in resolving the crisis will be ready to face future challenges in life. But the identity crisis may well be recurring, as the changing world demands us to constantly redefine ourselves. Erickson suggested that people experience an identity crisis when they lose “a sense of personal sameness and historical continuity”. Given today's rapid development in technology, global economy, dynamics in local and world politics, identity crises are expected to be more common now than the time when Erickson formed his theory.

“认同危机”表示:

(1) 由于相互矛盾的内心和外部的经历,压力和期望,以及经常产生的严重焦虑,而发生在人们,尤其是青少年身上的一种方向迷失和角色混乱的心理状态。

(2) 发生在社会组织,比如一个机构或者社团中的一种类似的混乱状态。

心理学家爱立克·H·爱立森创造了“认同危机”这一术语。他认为,“认同危

机”是人的一生中所经历的八个发展阶段中所面临的最重要的矛盾。这种认同是“主观意识和可以观察到的个人素质的趋同性和连续性,并结合对共有的社会形象的趋同性和连续性的某些信仰。”

根据爱立森的八个阶段,“认同危机”开始于人十几岁的时期,并且只有那些成功地处理危机的人,才能够为未来生活中的各种挑战做好准备。但是认同危机也可能会再次发生,因为日益变化的世界需要我们不断地重新认识自己。爱立森提出,当人们丧失“一种个人趋同性和历史连续性的感觉时”,人们就是在经历一种“认同危机”。由于科技、全球经济的迅速发展,以及地区和世界政治的动荡,现在“认同危机”的产生可望比爱立森的理论形成时更加普遍。

2. Erik H. Erickson(爱立克·H·爱立森)

Erik H. Erickson (1902—1994) was born in Frankfurt, Germany and studied psychology under Anna Freud (Sigmund Freud's daughter) at the Vienna Psychoanalytic Institute. He moved to the United States and became a U. S. citizen in 1939 where he taught at several major universities including Harvard, Yale, and the University of California at Berkley.

Erik H. Erickson is most well known for his writings on child psychology. He developed a stage theory much like Sigmund Freud's Stages of Psychosexual Development, but rather than sexual impulses, Erickson was concerned more with the social aspects of development. He developed his theory of Psychosocial Development where he divides the human lifespan into eight stages. Through his theories, the term “identity crisis” was derived, as he saw each stage as having both a negative and a positive outcome, constituting a crisis at each stage of development.

爱立克·H·爱立森(1902—1994)出生于德国的法兰克福。在维纳斯心理分析学院,他师从安娜·弗洛伊德(西格蒙德·弗洛伊德的女儿)研究心理学。1939年,他移居美国并取得美国国籍。在那儿,他在包括哈佛、耶鲁以及伯克利的加利福尼亚大学在内的几所重要大学里任教。

爱立克·H·爱立森最为人称道的是他在儿童心理方面的著述。他提出的发展进程理论很类似于西格蒙德·弗洛伊德心理性欲发展阶段的理论。然而他的理论并非与性的冲动有关,而是着力于发展进程中社会方面的因素。他提出的心理发展理论将人的一生分成八个阶段。当他意识到每一个阶段都同时具有消极和积极结果,并由此而对每一个发展阶段构成危机时,他便借助他的理论提出了“认同危机”这一术语。

3. Sexual Identity(性别定位)

Sexual identity refers to how one thinks of oneself in terms of whom one is sexually and romantically attracted to, specifically whether one is attracted to members of the same gender as one's own or the other gender than one's own. Society pre-

scribes arbitrary rules that one should be sexually and romantically attracted to members of the other gender than one's own, and should not be attracted to members of the same gender as one's own. Anyone who does not abide by these arbitrary rules may be targeted for mistreatment ranging from not being included in people's circle of friends, through the cold shoulder, snide comments, verbal harassment, assault, rape, and murder based on one's (perceived) sexual identity.

性别定位是指就自身在两性和浪漫情感中对何种人产生吸引力这一方面，一个人是如何看待自己的。明确一点说，也就是一个人能够吸引与自己同性别的成员的注意力，还是与自己不同性别的成员的注意力。社会武断地规定，一个人应该在两性和浪漫情感中吸引相反的，而不是与自己相同性别的成员的注意，并且不应该对与自己相同性别的成员产生吸引力。任何一个人，如果不遵守这些原则，基于一个人(所认为)的性别定位，都有可能成为受虐待的对象，包括被人们从朋友圈子中驱除，遭到冷遇，含沙射影的评论，言辞上的非难，攻击，强奸以及谋杀。

4. Southwestern Baptist Theological Seminary(西南浸礼教会神学院)

Southwestern Baptist Theological Seminary, located in Fort Worth, Texas, is a private, non-profit institution of higher learning associated with the Southern Baptist Convention whose stated mission is "to provide theological education for individuals engaging in Christian ministry." It is one of the largest seminaries all over the world and is accredited by the Association of Theological schools and also by the Southern Association of Colleges and Schools to award diploma, masters, and doctoral degrees. The school applies the Baptist Faith and Message(BF&M) as its confession of faith.

The Seminary, established in 1901, was originally an outgrowth of the theological department of Baylor University in Waco, Texas. In 1905, the department became Baylor Theological Seminary with five professors on the teaching staff. The Baptist General Convention of Texas authorized the separation of the seminary from Baylor University in 1907. At that time, the seminary was renamed Southwestern Baptist Theological Seminary. Through the years the student body has become increasingly international and interdenominational.

西南浸礼教会神学院位于美国得克萨斯州的沃斯堡，是一个与南部浸礼教会联办的、私人的、非营利性性质的高等教育机构。其秉承的使命是“为个人从事基督教牧师职位提供神学教育”。它是世界上最大的神学院之一，并且得到神学院协会和南部大学及学院学会授权，具有颁发文凭，以及硕士、博士学位的权利。该神学院以浸礼教会的信仰和信条(简称为BF&M)作为其信仰声明。

这所神学院创建于1901年，最初是位于得克萨斯州的韦科城，是贝勒大学一个神学系的分支机构。1905年，这个系更名为贝勒神学院，在其教学工作人员中拥有五名教授。1907年，得克萨斯的浸礼会总会授权该神学院从贝勒大学分离。同时，将其重新命名为西南浸礼教会神学院。多年以来，神学院日益打破国际和派系的界限，使其学生的主体不断壮大。

Text A Your College Years

篇章分析

Your College Years is an illustrative passage, with such a clear organization as raising the questions, analyzing them, and answering them in the end. To start with, the author points out that college students will go through key changes in their college years. Following it, these changes are analyzed one after another in detail, and in the last part, it comes to a conclusion that college students are growing in their understanding of themselves, others and the world in which they live.

In order to help make an abstract point specific and tangible, the author resorts to the following writing skills:

First of all, some specific examples are used to explain almost every point concerned, as can be seen in terms of the establishment of college students' "sexual identity" and "social identity" in paragraph 5 and 6, and still others in paragraph 7, 8, 9. This way of writing makes the main point clear and easy to understand.

Second, the relation of its sentences and paragraphs is clear and easy to follow as a result of coherence among them. The employment of topic sentences reinforces this effect. Besides, the main devices used in this passage in achieving coherence are transitions, which help to connect ideas, whether within paragraphs and between them. In paragraph 4, such transitions as "first", "second", "third" and "fourth" help make the four aspects to psychological separation from one's parents very distinct. At the beginning of paragraphs 6, 7, 8 and 9, the transitions "at the same time", "another", "in addition to" and "and last of all", signals the logical connections between the paragraphs.

Third, comparing and contrasting devices are very common in the passage. For example, in paragraph 3, the students' dependence/independence on their parents in view of the problem of identity crisis, and in paragraph 5, the young college students' exciting times and frustrating times with regards to his love affairs. In paragraph 7, a young woman's different attitude to other people around her in terms of religious, moral and ethical values, and so forth.

Fourth, different kinds of parallel structures are used. Some are parallel words, such as "... but force them to evaluate how they gather, process, and apply knowledge in their lives." (Para. 8); some are parallel phrases, such as "It is a time when they as adults should think about how they relate to ..., how they relate to ..., how they relate to ... and how they relate to ..." (Para. 6); others are sentence par-