



教育部推荐使用大学外语类教材  
全国高等学校第二届优秀教材特等奖  
国家教委高等学校第二届优秀教材一等奖

第三版  
Third Edition

# 大学英语 精读 (预备级)

## College English

总主编 董亚芬

**INTENSIVE READING**

教师用书 TEACHER'S BOOK

*Irish Band*

主 编 范 焱



上海外语教育出版社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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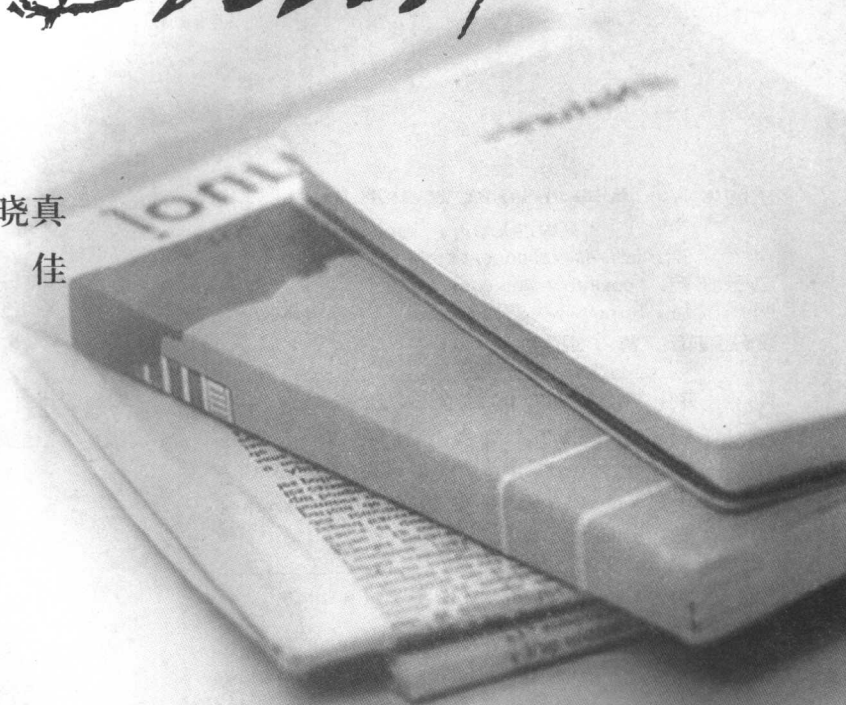
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# 总 序

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《大学英语》是遵照 1986 年国家教委审定的《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、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

## 本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

## 本次修订重点:

### 精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分相



形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1) words to drill(通过反复操练能熟练掌握其用法的单词);(2) words to remember(能记住其形、音、义的单词);(3) words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

#### 泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生提高阅读理解能力的同时适当扩大词汇量。

#### 听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

#### 快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

#### 语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

#### 精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800(预备级为1300)单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单

元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时 20 余载,跨越两个世纪。使用者一度遍及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇多。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006 年 3 月

## 编 者 的 话

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本书是《大学英语》精读教程(第三版)预备级的教师用书,供教师参考使用。全书分为以下几个部分:第一至第十六单元的教案,听力练习的文字稿(由学生用书编写组提供),练习答案(由学生用书编写组提供),课文 A 的参考译文以及课文 B 的参考译文。

在编写过程中,我们力求做到语言清晰明了,信息准确充足。所设计的练习和活动形式活泼多样,兼顾听、说、读、写等各项技能的训练。

每个单元的教案大致包括以下内容:

1. 教学步骤建议 (Suggested Steps for Teaching)

2. 导入语 (Introductory Remarks): 引导学生进入单元主题。

3. 预备性练习 (Warm-Up Exercise): 让学生大体了解课文 A 的内容。练习形式包括是非题、填充、配对等。

4. 与课文相关的知识 (Information Related to the Text): 介绍与课文 A 有关的人物、社会生活、风土人情等。

5. 语言点 (Language Points): 为需要重点掌握的单词和词组提供能体现其典型用法的例句,帮助学生习得新的词汇。

6. 课堂活动 (Suggested Activity): 通过与单元主题相关的各种集体活动,使学生获得尽可能多的使用所学语言的机会。活动形式有小组讨论、角色扮演、编故事、集体写作、辩论、复述等。

7. 总结 (Summary): 概括课文 A 的内容。

8. 补充练习 (Additional Exercise): 以个人练习为主,帮助学生扩展已学知识,操练语言技能。练习形式有听写、听力理解、填充、找近义词、造句、句子排序等。

在使用本书的过程中,教师可以根据学生的实际情况和自己的教学风格,对教案适当调整或另行设计方案。附录中的练习答案和课文译文仅供参考。编者衷心希望本书能对教师的备课有所帮助和启发。

本书承蒙英籍专家 Anthony J. Ward 协助审阅,在此谨表谢意。

欢迎采用本书的教师提出宝贵的批评和建议。

编 者

2006 年 6 月



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# Unit 1

## How to Be a Successful Language Learner

Knowing another language allows you to operate in a bigger world than the one defined by your native language.

— Graham E. Fuller



### *Suggested Steps for Teaching*

1. Lead in to Text A. (See *Introductory Remarks*.)
2. Ask students to read the text quickly and then do a sentence completion exercise. (See *Warm-Up Exercise*.)
3. Get students actively involved in analyzing and explaining the text. (See *Information Related to the Text*.)
4. Introduce vocabulary items in the text and assign vocabulary exercises as a follow-up. (See *Language Points*.)
5. Set aside 20 – 25 minutes for a speaking task. (See *Suggested Activity*.)
6. Offer a summary of the text. (See *Summary*.)
7. Do a listening comprehension exercise in class. (See *Additional Exercise*.)
8. Ask students to read Text B and guide them through the exercises following the text.



## Introductory Remarks

Learning another language is not easy. But most people can learn one if they are willing to put in the necessary time and use methods that work best for them. In this text, Graham E. Fuller, an expert in languages, gives you a very useful tip about learning a foreign language . . .



## Warm-Up Exercise

**Directions:** Complete the following sentences according to the text. Only one word can be put in each blank and the first letter of the word is provided.

1. When you are learning a foreign language, you must learn to connect s\_\_\_\_\_ with objects directly, just as a child learning his/her n\_\_\_\_\_ language does.
  2. *Tree, Baum, shajra* and *shu* are all n\_\_\_\_\_ for that big green leafy thing. They themselves are not that big green leafy thing.
  3. Translation takes too much time and mental e\_\_\_\_\_.
  4. We can build a house using materials of different sizes and s\_\_\_\_\_. Similarly, each language may use different n\_\_\_\_\_ of words to express the same meaning.
  5. We should learn to think in terms of g\_\_\_\_\_ of ideas rather than single words.
  6. According to the author, learning to think in a foreign language can be done simply by u\_\_\_\_\_ the language again and again.
- (Key: 1. sounds, native 2. names 3. energy 4. shapes, numbers 5. groups 6. using)



## Information Related to the Text

### 1. The influence of native language on foreign language learning

It has always been assumed that in a foreign language learning situation, learners, especially beginners, rely extensively on their native language. They tend to transfer word order and meanings of their native language to the foreign language through word-by-word translation. This process takes a lot of time and mental energy. Moreover, it may lead to many errors caused by cross-linguistic differences.

## 2. Turkish as an agglutinative language

Turkish is an agglutinative language, which means a fairly large number of suffixes may be added to a root-word almost like “beads on a string”. Each suffix has one meaning or grammatical function. Statements that typically require several words in English are often represented by one word in Turkish. An example of this agglutinative nature is the sentence *we are in your houses*. This is translated in Turkish by the single word *evlerinizdeyiz*, which is formed by the root *ev* (house) + *-ler* (plural) + *-iniz* (possessive suffix meaning *your*) + *-de* (locative meaning *in* or *at*) + *-yiz* (meaning *we are*). In short, you can make whole sentences in Turkish out of one little word root and a lot of suffixes.

## 3. The role of practice in foreign language learning

According to the author of this text, you learn to think in a foreign language simply by using it over and over again. Underlying this view are the notions of practice and automaticity. Previous research shows that practice can facilitate the development of fluency and automaticity of processing. That is, consistent and successful linking of a series of sounds with a mental image or an idea of an action can result in fast and effortless processing, and gradually a new sound will take on meaning for you.



### Language Points

1. **foreign:** of or from another country

Examples:

- *My daughter likes collecting foreign stamps.*
- *He's visited many foreign countries and has learnt several foreign languages.*

2. **all over again:** start again from the beginning

Examples:

- *When you move to a new place, very often you need to start all over again, finding where things are, making friends, etc.*
- *Jack made so many mistakes in his homework that he had to do it all over again.*

3. **process:** connected series of actions, changes, etc.

Examples:

- *Coal was formed out of dead forests by a long slow process of chemical change.*
- *Graying hair is part of the aging process.*

4. **probably**: most likely

Examples:

- *Jack was probably drunk and that caused him to drive off the road.*
- *John probably told his father all about the matter; he usually tells him everything.*

5. **point**: direct people's attention towards sb./sth. by extending one's finger towards it; direct, aim

Examples:

- *She pointed to a red house on the corner and said, "That's where I live."*
- *It's not polite to point at someone.*

6. **associate**: connect sb. or sth. in your mind with sb. or sth. else

Examples:

- *Most people associate this brand with good quality.*
- *Some men always associate enjoying themselves with drinking a lot of beer.*

7. **object**: sth. that can be seen or touched

Examples:

- *On my desk there were objects of all shapes and sizes.*
- *At sunset a bright moving object appeared in the sky.*

8. **actually**: in fact

Examples:

- *He seems so quiet, but actually he likes to talk very much.*
- *I didn't actually see Jane — I just heard her voice.*

9. **various**: of different kinds

Examples:

- *The store carries various items, such as clothes and furniture.*
- *Of all the various ways of cooking an egg, I like boiling best.*

10. **represent**

1) be a sign or symbol of (sth.)

Examples:

- *To many people the Queen represents the former glory of Britain.*
- *The blue lines on the map represent subways.*

2) act or speak for (another person or group of people)

Examples:

- *The pop singer chose a famous lawyer to represent him in court.*
- *This law firm is representing the families who have suffered from the flood.*

11. **get away from**

- 1) do sth. in a different way from what is usual or expected

Examples:

- *The problem with being a fast-food restaurant is that it's difficult to get away from the greasy burger image.*
- *They wanted to get away from the busy timetables of the past.*

- 2) escape from sth.

Examples:

- *I ate the meal inside the tent to get away from the wind.*
- *This town is a lovely place to get away from the pressures of everyday life.*

12. **instead:** as a replacement

Examples:

- *Alice never studies. Instead, she watches television all day.*
- *There's nothing on at the cinema, let's go to the park instead.*

13. **direct:** with nothing or no one in between

Examples:

- *We have little time, so we must go the most direct route.*
- *There is no direct train to London so we have to change.*

**directly:** in a direct line or manner

Examples:

- *He refused to answer my question directly.*
- *Go directly to school and do not stop on the way.*

14. **image:**

- 1) a picture formed in the mind

Examples:

- *This young man doesn't fit my image of how an actor should look.*
- *I had an image of New York in my head that was totally different from how it really is.*

- 2) the way that sb. or sth. is thought of by other people

Examples:

- *This supermarket has made great efforts to improve its image in recent years.*
- *We must not do anything that would harm our image.*

15. **challenge**

(n.) sth. needing great effort in order to be done successfully

Examples:



- *One of the biggest challenges facing the government is that of creating new jobs and new industries.*
- *I am finding my new job an exciting challenge.*

(vt.) test the abilities of a person or thing

Examples:

- *Charlene only likes to study something that really challenges her.*
- *The difficult courses at school challenged Jack's ability to make good grades.*

16. **analogy**: a comparison between two situations, processes, etc. that is intended to show that the two are similar

Examples:

- *People often draw an analogy between the brain and a computer.*
- *You could make an analogy between the human body and a car engine.*

17. **material**: substance from which sth. is or can be made

Examples:

- *Stone is often used as a building material.*
- *This new material is strong but it is also very light.*

18. **block**: a solid piece of a hard substance used in construction

Examples:

- *The floor was made of wooden blocks.*
- *There's a large block of ice on the road.*

19. **put together**:

- 1) make (sth.) by joining all its parts

Examples:

- *Jack helped his sister put together a model plane.*
- *The bowl broke into so many pieces that I can't put it back together again.*

- 2) prepare a piece of work by collecting several ideas and suggestions and organizing them

Examples:

- *The management of the company has put together a plan to sell its new product.*
- *I have to put my thoughts together before preparing the actual speech.*

20. **substitute**:

(v.) use sth. or sb. instead of another thing or person; be used instead

Examples:

- *The young teacher had to substitute for her sick colleague.*

— *We substituted red balls for blue, to see if the baby would notice.*

(*n.*) a person or thing used in place of another

Examples:

— *There is no substitute for good eating and exercise if you want to keep fit.*

— *Tofu can be used as a meat substitute for people who eat only vegetables.*

21. **choose:** select; decide and pick out

Examples:

— *Linda had to choose between two job offers.*

— *We'll let you choose where we should go for a picnic.*

22. **depend on:**

1) be decided by

Examples:

— *The success of the meeting depends on whether the chairman is efficient.*

— *Tomorrow's picnic depends on our having good weather.*

2) rely on

Examples:

— *The student depends on his relatives for support.*

— *Her family depends on her salary from that job.*

23. **break down into:** separate (sth.) into parts

Examples:

— *Katie broke her expenses down into food, housing, travel and personal costs.*

— *This research project has been broken down into parts for different teams to work on.*

24. **reduce:** make (sth.) smaller in size, quantity, number, degree, etc.

Examples:

— *The plane reduced speed when it was near the airport.*

— *My weight reduces when I stop eating sugar.*

25. **in terms of:** from the point of view of; with regard to

Examples:

— *In terms of money, I was better off in my last job than the present one.*

— *The book has been well reviewed, but in terms of actual sales it hasn't been very successful.*

26. **bundle:** a number of things that are held together

Examples:

— *Emma tied up her few belongings into a bundle.*

— *Matt came into the house carrying a bundle of sticks for the fire.*

27. **concept:** thought, idea or principle

Examples:

— *It is difficult to grasp the concept of infinite space.*

— *The very concept of selling and buying things via the Internet is still quite new in this small town.*

28. **convert:** (cause sth. or sb. to) change in form, opinion, etc.

Examples:

— *This sofa converts into a bed.*

— *The owner of the house converted the small bedroom into a second bathroom.*

29. **single:** only one

Examples:

— *You can start a fire with a single match.*

— *I managed to finish the whole job in a single morning.*

30. **over and over again:** for many times

Examples:

— *Roger has applied to medical school over and over again, but he is always rejected.*

— *I have told him to drive carefully over and over again.*

31. **situation:** condition

Examples:

— *At the moment Tim is in a very difficult situation.*

— *The leaders are meeting to talk about the situation in the Middle East.*

32. **previous:** happening or existing before sth. or sb. else

Examples:

— *No previous experience is required for the job because training is provided.*

— *Douglas has two daughters from a previous marriage.*

33. **bit by bit:** gradually, little by little

Examples:

— *My parents saved up the money bit by bit.*

— *My uncle is building up the house bit by bit.*

34. **build up:** (cause to) develop, increase, or become gradually larger

Examples:

— *It took Sandra ten years to build up her printing business.*