



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

College English

总主编 董亚芬

INTENSIVE READING

教师用书 TEACHER'S BOOK

Book 1

主 编 张增健



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



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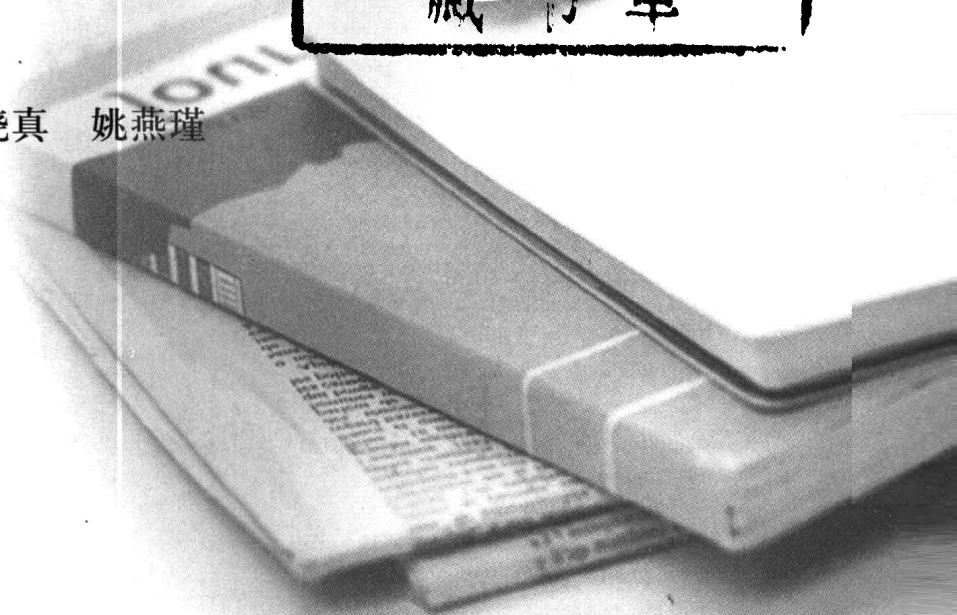
教师用书 TEACHER'S BOOK

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——“英语学习”与“专业学习”的融合



为了培养新世纪复合型人才，增强英语的实用能力，上海外语教育出版社为大学生精心编写了“大学生英语活页文选”系列，包括财经、医学、经贸等多个专业，每个专业包括初级、中级、高级，旨在拓宽学生的阅读视野，并将英语学习与专业学习有机地融为一体。



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- ★ 选材新颖，视点独特，围绕各个领域的热点问题；
- ★ 时代感强，选文大都发表于近几年，向读者介绍各领域的基本情况、背景知识、相关词汇，使读者由浅入深地了解专业知识；
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总序

《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),以帮助学生在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丰。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

本书是《大学英语》系列教材(第三版)精读第一册的教师用书。内容包括第一至第十单元精读课文教案,以及“精读课文练习答案”、“精读课文参考译文”和“阅读材料参考译文”等三个附录。

《大学英语》(第三版)精读学生用书更换了相当一部分课文,教师用书自然随之作出相应的更新。新课文教案的编写及原有课文教案的修改,我们都力求做到语言清新简洁、内容生动活泼。而教案编写的原有框架,也有所突破。

为便于教师备课参考使用,每课教案首先列出一份“教学步骤建议”(Suggested Steps for Teaching),涵盖“起、承、转、合”等各重要教学环节。其后则依次是:

- 起始部分: 导入语(Introductory Remarks);课文导读理解题(Introductory Questions)或预备性课堂活动(Warm-Up Activity)。
- 承接部分: 与课文讲解相关的文化信息及背景知识介绍(Information Related to the Text);课文讲解过程中的难点、要点分析及词句例证(Language Points)。
- 转折部分: 与课文主题相关的课堂活动,如对话(Pair Work)、小组讨论(Group Discussion)或角色扮演(Role-Playing)等。
- 终结部分: 课文总结(Suggested Summary);与课文主旨相关的补充练习(Additional Exercises)。

本书教案的设计或修改,不但着重发挥教师在教学过程中的主导作用,同时更注重提高学生的参与程度,以加强教学活动中的师生互动作用(interaction between the teacher and students)。教学活动的安排,既着眼于学生读写能力的逐渐加强,更注意学生听说能力的稳步提高,尽量体现听、说、读、写兼顾并相互渗透的原则。

本书所设置的教案,系供教师备课参考使用,教师可以根据班级的具体情况,删选使用上述各项内容,甚或另行设计教案。我们无意为教师讲课划定某种模式。讲课如同创作,极具个性色彩,不应受任何条条框框的约束。教学效果的好坏,在一定程度上,取决于教师自身的素质、实践经验以及现场即兴发挥等因素。事实上,也只有饱含激情、富于个性色彩的课堂教学,才能真正吸引学生,激活他们的学习热情,进而有效地贯彻课堂教学的意图。

同样,本书所附的各项练习答案,也绝非唯一正确的答案;而所附的课文译文,更是“仅供参考”而已。

欢迎采用本书的教师,在使用过程中提出宝贵的批评和建议。

陈寅章同志曾参加本册第一版的编写,特此致谢。

编者

2006年3月

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Unit 1



Tell me and I forget. Teach me and I remember. Involve me and I learn.

— Benjamin Franklin

Some Strategies for Learning English



Suggested Steps for Teaching

1. Say a word about “English Emerging as an International Language.” (See *Introductory Remarks*.)
2. Allow students 3 minutes to examine the title and go over the text the fastest they can, and then do a True / False exercise. (See *Introductory Questions*.)
3. Recommend learning strategies listed in the text, with an emphasis on listening and speaking strategies.
4. Get students actively involved in analyzing and explaining the text. (See *Information Related to the Text*.)
5. Help students build up their word power through a variety of drilling practice. (See *Language Points*.)
6. Set aside 15 – 20 minutes for the classroom reading activity, through which to lead students to learn how to practice reading efficiently.
7. Set aside 20 – 25 minutes for a group discussion about learning strategies. (See *Group Discussion*.)

8. Offer a summary of the text. (See *A Suggested Summary*.)
9. Assign a dictation or a passage listening exercise in class (see *Additional Exercises*) and a short composition as homework.



Introductory Remarks

Worldwide over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks some English. And at present one in five is learning English. Over 70% of the world's scientists read English. About 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English.

With economic globalization and China's opening up to the world, it has become increasingly important for the younger generation to master English. However, students sometimes find themselves in despair because they are plagued by such questions as: Why can't I speak idiomatic English? How do I expand my vocabulary? How can I improve my listening comprehension?

In a sense, English is not teachable, but learnable. That is why the author of this text states at the very beginning: "Learning English is by no means easy. It takes great diligence and prolonged effort."

However, there are useful tips passed down to us by experienced language learners. Let's read the text together to find out what they are. Besides, I believe you all have some individual experiences to add.



Introductory Questions

The following is a set of statements about the text, some true, others false. If a statement is true, students are expected to repeat it; if false, they are supposed to make necessary changes to turn it into a true one.

1. Language learners should memorize all the new words. (F) (While active words demand constant practice and memorization, words that do not often occur in everyday situations require just a nodding acquaintance.)
2. It's impossible to cram too many words into your head at a time. (T)
3. The meaning of a word and the way native speakers use it are equally important. (T)
4. Listening to English occasionally will improve your ear and speaking skills. (F) (One must listen to English on a regular basis.)

5. It's important to catch every detail in English listening comprehension. (F) (The first time one may not catch a great deal, but with each repetition one will get something more.)
6. Language learners do not find many opportunities to practice oral English at school. (T)
7. Rehearsing aloud is a useful way to practice spoken English. (T)
8. Reading is the only reliable source of language input. (F) (Reading is the main and most reliable source of language input.)
9. There are various ways like keeping an English diary or writing to a pen pal to keep writing in English regularly. (T)
10. Reading and listening are more important in language learning than speaking and writing. (F) (A balance between input and output is important.)



Information Related to the Text

Language learning strategies

Language learning strategies are used by learners to complete speaking, reading, vocabulary, listening or writing activities presented in language lessons. Recognizing that there is a task to complete or a problem to solve, language learners will use whatever strategies they possess to attend to the language-learning activity. However, whereas experienced language learners can approach language-learning problems in a systematic way and are usually successful in selecting appropriate strategies to complete a language-learning task(activity), novices may be less efficient at selecting and using strategies to task.

Possible language learning strategies include: using practice opportunities, self-evaluation, selective attention, time management, reviewing notes taken in class and checking one's understanding, constantly seeking answers to questions instead of passively receiving information, etc.

Active vocabulary and passive vocabulary

Even native speakers of a language have both an active and a passive vocabulary. Active vocabulary consists of the words you use frequently and comfortably in speaking and writing, while passive vocabulary consists of the words you recognize when you read and listen.

Typically, a language speaker's passive vocabulary is much bigger than his or her "active" one. Therefore, as you work on developing your vocabulary, it is helpful to keep these questions in mind:

— When you encounter a new word or expression that you want to learn, do you simply

want to be able to recognize it again or is it important to make it part of your “active” vocabulary?

— Are there words or questions in your “passive” vocabulary that you would like to make more use of “actively”?

Pen pal

A pen pal is a friend writing from a different country, language, and culture. Pen pals offer a good opportunity to practice a foreign language, to exchange opinions, compare points of views and learn about places and people thousands of kilometers away from you. Those pen pals who write emails to each other are also known as key pals or web pals.

Input-output balance theory in language learning

Input in language learning refers to information read, seen or heard by the learner, while output refers to what the learner produces in writing or speaking. The input-output balance theory in language learning believes that one can learn a language well through maintaining a balance between input and output.



Language Points

1. **strategy:** the art of planning and managing operations over a long period

Examples:

- *Outlining is an especially helpful critical reading strategy for understanding the content and structure of a certain passage.*
- *Spending big money to develop open source software is a good business strategy for companies competing against Microsoft.*

2. **by no means:** not at all

Examples:

- *Julia stressed that she is by no means a specialist on Japan, having spent only a month or two in that country.*
- *To make a firm decision is by no means easy under present conditions.*

3. **diligence:** steady effort; the quality of showing care and effort in what one does

Examples:

- *Here I'm going to talk about some other virtues: diligence, patience, and humility.*
- *Diligence is the mother of good fortune, and idleness, its opposite, has never brought a man to the goal of any of his best wishes.*

4. **nevertheless**: however; in spite of that; still

Examples:

- *The demand for certainty is one that is natural to man, but is nevertheless an intellectual vice.*
- *Of course, she didn't understand what her parents were quarreling about, but she was scared nevertheless.*

5. **command**:

(n.)

1) possession and mastery

Examples:

- *Those artists whose paintings are on display show a good command of watercolor.*
- *"The Command of the Ocean" describes the rise of Britain to naval greatness.*

2) knowledge of or the ability to use

Examples:

- *This young girl's command of English is really excellent.*
- *Speaking frankly, I like a singer with a natural command of melody.*

(v.)

1) be in a position to use; have at one's service

Examples:

- *Many college students today command a large vocabulary.*
- *The Queen commands the services of many.*

2) overlook from a higher position

Examples:

- *This fort commanded the entire valley.*
- *The house commands some splendid views of Manila Bay.*

6. **complain**: (to sb.) (about / of sth.) say that one is not satisfied, that sth. is wrong, that one is suffering

Examples:

- *US soldiers complained of low morale in Iraq.*
- *Your neighbor called 911 to complain about your loud stereo.*

7. **But, in fact, it is not your memory that is at fault.** : But actually you should not blame your memory.**at fault**: guilty of error; deserving blame

Examples:

- *Mr. Smith was so pig-headed that he could never accept that he had been at fault.*

— *There are no indications that standard security arrangements were at fault.*

8. **at a time**: on one occasion

Examples:

- *This web page has an A-to-Z list of all the art work and will show you one small preview at a time.*
- *Teachers should help each child, one at a time, discover his own strengths and weaknesses.*

9. **be bound to**: be certain to

Examples:

- *Someone out there is bound to take notice of what we are doing for the whole region.*
- *Differences of opinion on various issues are bound to exist.*

10. **frequent**: *a.* often happening; habitual

Examples:

- *Airliners give frequent flyers certain privileges.*
- *The study finds that frequent wine drinking lowers chances of heart attack.*

frequently: *ad.* often

Examples:

- *Professor Johnson publishes frequently in learned journals.*
- *Our embassy has published answers to the most frequently asked questions on how to get an entry visa into our country on the official website.*

11. **constant**: going on all the time; frequently recurring

Examples:

- *The constant visits of foreign warships are a threat to Malta's security.*
- *Change is constant.*

12. **commit ... to memory**: memorize; learn by heart

Examples:

- *Can you commit to memory all the main points of the lecture?*
- *You must be choosy; select what you want to commit to memory and allow your mind to forget the rest.*

13. **words that do not often occur in everyday situations require just a nodding acquaintance**: one need only to recognize those words that are not often used in everyday communications when one runs into them

acquaintance: limited knowledge or information gained through experience

Examples: