

Book One

For First- & Second-Year  
Students of English

# CLOSE READING

## 精·读·英·语·教·程 教学参考手册

主编单位·复旦大学外文系·国际关系学院英语系  
高校英语专业一年级用  
(第一册)

复旦大学出版社

# 精读英语教程教学参考手册

## (第一册)

**Teaching-Learning Aid for *Close Reading* Book 1**

主编单位：复旦大学外文系·国际关系学院英语系

## 图书在版编目(CIP)数据

精读英语教程教学参考手册. 第一册/主编单位:  
复旦大学外文系国际关系学院英语系. —上海:  
复旦大学出版社, 2003.6  
ISBN 7-309-03603-4

I. 精… II. 复… III. 英语-高等学校-教学参考  
资料 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 022254 号

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国际关系学院英语系

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出版发行 复旦大学出版社

上海市国权路 579 号 200433

86-21-65118853(发行部) 86-21-65109143(邮购)

fupnet@fudanpress.com <http://www.fudanpress.com>

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印 刷 江苏句容市排印厂

开 本 787×960 1/16

印 张 28.5

字 数 574 千

版 次 2003 年 6 月第一版 2003 年 6 月第一次印刷

印 数 1—2 000

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书 号 ISBN 7-309-03603-4/H·722

定 价 38.00 元

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# 前 言

## 编写宗旨与框架

《精读英语教程》第一册自 2000 年 4 月出版以来,已经以其较高的起点、较宽广的视野、较丰富的文化内涵,及其对学生创新思维能力特别的重视,赢得了许多试用该教材的教师和学生的青睐。

但我们在试用中也发现,由于新教材大量使用 20 世纪 80、90 年代英文出版物中的优秀篇目,在带来新鲜的语言、大量的信息和活跃的思维的同时,也伴随着前所未有的挑战。比较突出的有以下几点:

(1) 词汇量大,生词多,大大超越高中毕业生已有词汇。

(2) 课文篇幅较长,文字以书面体居多,部分句子长、结构复杂,与学生熟悉的口语体有较大差距。

(3) 课文文化内容新鲜而深奥,需要大量的背景知识才能正确深入理解。

实际上,这些不仅是学生遇到的主要困难,也是教师备课时遇到的实际问题。

为了更好地推广《精读英语教程》,我们在复旦大学出版社的积极支持下,在教材主编人员的殷切期望中,以教学实践为基础,经过不懈努力和通力合作,编写了这本《教学参考手册》(Teaching-Learning Aid)。

编写《手册》的宗旨是为使用这套教材进行教与学的师生提供一些实际的帮助。《手册》能减轻教师的备课量,同时为课堂教学提供侧重点,使他们能腾出时间与精力更多地帮助学生掌握课文内容,训练英语能力。《手册》同时帮助学生摆脱字词、长句和理解造成的浅层困难,促进他们深入、全面地体会教材所体现的素质教育原则,在学习西方文化、了解西方当代思潮、认真分析思考的同时,继续不断地提高英语的阅读、理解和使用能力,使英语水平得到飞跃式的提高。

呼应并补充《精读英语教程》的结构安排,本《教学参考手册》的每一课都包括以下几个部分:

1. 课前讨论 (Pre-Reading Discussion)
2. 课文详解 (Close Reading Stage)
3. 分级词汇表 (Graded Word-List)
4. 课文参考译文 (Translation of the Text)
5. 补充材料 (Additional Information)

需要特别说明的是,本《手册》除前言部分和课文参考译文以外,全书基本没有其他汉字出现。这样做的目的,是为了避免使用者对母语的依赖及汉语的干扰,进而培养读者通过英语学英语,用英语思考的习惯。另外,《手册》还包含课后练习答案,以供师生参考。

## 各部分编写原则和主要内容

我们力求在《教学参考手册》的编写中体现《新教学大纲》的精神。现把各部分的编写原则和主要内容具体介绍如下:

### 1. 课前讨论

教材在每篇课文前都提出了两个引导性问题,目的在于开拓学生的思路,为课文学习做准备。在《手册》中,这部分以提示性单词、词组的形式出现,为学生的思维和课堂讨论提供一些思路和基本词汇。这些“头脑风暴”式的提示,旨在起到抛砖引玉的作用。使用本教材的教师和学生可以按照同样的思路把课前预习工作做得更加灵活生动。

### 2. 课文详解

对课文的引言和正文进行有选择有限度的解释和说明。每条解释均注明了段落号和行号,以便和原文对照。有选择是指只解释大多数高中毕业生可能会有困难的难点,而不是所有的语法和词汇现象。对于大多数学生都已经掌握的基础内容,本《手册》不作赘述;对于罕见词汇和用法,本《手册》也只是点到为止不作详细解释(详见对分级词汇表的说明)。有限度是指对难点的解释以帮助理解课文为度,基本不作语法或词汇方面的展开,以避免《手册》篇幅过长,课堂流程失却重点。课文详解根据不同的需要包括下列内容:

1) 生词解释和例句:释义基本限于该单词在课文中的特定含义。例句少而精,并力求活泼贴切,说明这种释义在其他句子中的运用。

2) 词性变异和固定搭配:给部分常用词列出其变异形态或其他固定搭配,以扩大学生的词汇量。

3) 构词法:对常见的构词现象作简明解释。

4) 文化背景:对课文中涉及的特殊文化现象作扼要说明。

5) 难句解释:对局部或整体难懂的句子用简明的英文作出解释(paraphrase)。

### 3. 分级词汇表:

学生在预习课文时,遇到的首要困难是大量的生词。经具体分析,我们发现许多生词是学生应该掌握的基本单词。只是由于课文思想深度加大,且书面体居多,所以原来大二、大三才学习的词汇在该教材第一册出现。由于同样的原因,课文中也出现了许多在英语中不常见,甚至罕见、自造的单词,这些词汇不需要在基础阶

段掌握,或者根本无须掌握。根据上述情况,我们依据《柯林斯 COBUILD 英语词典》中提供的词频信息,按照以下原则,把生词分为“应该掌握单词表”(Words to be Mastered Now)和“暂缓掌握单词表”(Words to be Mastered Later)两类。词汇表编写原则如下:

1) 根据《柯林斯 COBUILD 英语词典》,所有带 4、5 个菱形的单词归入学生已掌握词汇,不列入单词表。但如果遇到某单词比较少见的用法,如 *press* 作为印刷机, *synthesizer* 作为电子合成器解时,则分别情况予以列出;

2) 所有带 2、3 个菱形的单词,列入“应该掌握单词表”;

3) 所有不带或只带 1 个菱形的单词,列入“暂缓掌握单词表”;

4) 对词汇的解释,只解释课文中出现的词性和意义。考虑到学生的实际水平,释义用语基本以 *Longman*, *Oxford*, *Collins* 等学生词典为依据,力求简单易懂;在词汇分级时,注意灵活结合词频信息和教学经验,适当进行调整;

5) 原课文注释已有的词汇,不包括在单词表内。

由于英美语发音标示不同,为避免混淆,本书在词汇表内不附特定标音系统。

此外,为了方便教师学生查阅本册教材所有课文中已出现的应掌握单词和暂缓掌握单词,我们在本《手册》的最后附上了两个总词汇表。一是应掌握单词总表,二是暂缓掌握单词总表。内容与各课内的词汇表一致,但进行了总排序,并注明了单词第一次出现的编目号。

#### 4. 课文参考译文:

《手册》中附课文参考译文的目的是帮助学生完全彻底地理解课文。译文能帮助学生在用英文理解的基础上,借助汉语提高理解层次。同时,我们也希望学生在大学的基础阶段能接触到比较准确精当的译文,借以比较英汉两种语言不同的表达方式,培养对语言表达的敏感性。为力求准确、达意、通顺、贴切,每篇译文初稿都经过三次修改,集体讨论和二度复审方才定稿。

#### 5. 补充背景材料:

该部分是对前四部分的进一步充实补充。内容涉及方方面面,目的是给学生和教师一些有趣味性的、更深入的材料,以期进一步扩大知识面,增加学习的乐趣,提供深入思考的空间。

### 鸣谢

《手册》能够编写完成,得到了多方面的支持与配合。首先是得到了复旦大学外文系领导和国际关系学院英语系领导的鼓励,以及两校教务科研处的关心。双方通力合作,都派出了骨干教师参与编写。特别是国际关系学院英语系专门成立了九人编写小组,为《手册》的按时完成做出了卓越的贡献。二是得到了美国专家

Frank Kretschmer 博士的倾力帮助,通读了全书的英文部分,并对初稿中出现的问题和错误提出了难以胜数的修改意见,使全书文字更加流畅,释义更加简扼、例句更加生动而且符合英语习惯。三是得到了翟象俊教授的无私支援,对全书进行了最后审定,确保了全书的质量。最后也要感谢复旦大学外文系、国际关系学院英语系使用该教材的学生。他们在课堂内外的积极参与、及时反馈为《手册》的创意和编写提供了极为宝贵的视角。

由于编写小组成员水平有限,书中一定还存在许多纰漏和不足之处。我们愿意为此负完全的责任,同时也衷心欢迎使用本《手册》的同行、同学提出宝贵意见,以便我们能够不断改进,提供更好的服务。

《教学参考手册》第一册编者

2002 年 9 月

[ 精读英语教程教学参考手册(第一册) ]

**Teaching-Learning Aid for *Close Reading* Book 1**

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[ 精读英语教程教学练习答案(第一册) ]

**Exercise Key for *Close Reading* Book 1**

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# Contents

前言.....	1
精读英语教程教学参考手册.....	1
<b>Unit One      The English Language .....</b>	<b>3</b>
Text One      English Is a Queer Language .....	3
Text Two      The World's Language .....	21
Text Three    The Glorious Messiness of English .....	37
<b>Unit Two      Identity .....</b>	<b>60</b>
Text One      The Green Banana .....	60
Text Two      Generation Xers and Their American Dream .....	77
Text Three    Intimate Strangers .....	99
<b>Unit Three    Romance &amp; Affection .....</b>	<b>116</b>
Text One      Cupid and Psyche .....	116
Text Two      The Invisible Japanese Gentlemen .....	137
Text Three    Sons and Mothers .....	155
<b>Unit Four    Cultural Diversity .....</b>	<b>173</b>
Text One      The ABCs of the USA: Americana, Seen with European Eyes .....	173
Text Two      Mystery Date .....	197
Text Three    The Beauty of Britain .....	223
<b>Unit Five    Arts &amp; Literature .....</b>	<b>243</b>
Text One      The Painting Machine .....	243
Text Two      Professions for Women .....	264
Text Three    How Do You Know It's Good .....	292
精读英语教程教学练习答案.....	315
<b>Appendix 1:</b>	
Words to Be Mastered Now .....	428
<b>Appendix 2:</b>	
Words to Be Mastered Later .....	438

精读英语教程教学参考手册(第一册)

Teaching-Learning Aid for *Close Reading Book* 1



# Unit One The English Language

## Text One English Is a Queer Language

### I. Pre-Reading Brainstorming Hints

homograph; heteronym; homonym; countable/uncountable nouns; articles; prepositions; phrasal verbs; idioms; pictorial; ideograph/ideographic; tone/tonal; inflectional; intonation

### II. Close Reading of the Text

#### [Introduction]

1. **phrasal verb**: a group of words that act like a verb and consist usually of a verb with an adv. and/or a prep.  
eg. see (sth.) through /look for (sth.)
2. **defy** (*v.*): to refuse to obey or behave in the usual or expected way  
eg. How long will those criminals continue to defy the law!
3. **Linguistically oriented as it is, the essay does not make heavy reading.**  
Paraphrase: Although the essay discusses language matters, it is not difficult to read and understand.
  - 1) **oriented** (*v.* + -ed): giving a great deal of time, effort, or attention to something  
(This is a combining form, showing the direction in which something is aimed.)  
eg. export-oriented industries  
democratically-oriented votes  
a poor but education-oriented family
  - 2) **as** (*conj.*): introduces an inverted structure for emphasis  
eg. Cold as it was, John went swimming. = Although it was cold, ...  
Rich as she is, she counts every penny. = Although she is rich, ...
4. **anecdotal** (*adj.*): containing short, interesting or amusing stories about particular persons or events.

**anecdotal approach:** a way of talking about something by employing interesting or amusing stories

**anecdote** (*n.*)

eg. Do you like to read anecdotes about Hollywood stars?

### [ Paragraph 1 ]

5. (L4) ... **never before had I...**: an inverted word order in which “never before” is used at the beginning of the sentence for emphasis. A number of other words are also used in this way:

eg. Never again shall we argue in public.

Little do I know about her history.

Seldom did he write home during those years abroad.

6. (L4-5) **A has nothing/something/much/little to do with B**

eg. Scientific development has much to do with exploration, something to do with speculation, and little to do with luck.

7. (L5) **the latter**: denoting the second or second mentioned of two, usually used in combination with **the former**, the first or first mentioned of two

eg. Jack and Bill are twins, but the latter is taller than the former.

8. (L6) **identical** (*adj.*): the same

eg. This coat is identical with the one I used to have.

This is the identical hotel we stayed in last year.

9. (L5-7) ... **never before had I realized that “going” may have nothing to do with the verb “to go”, though the latter has its own present participle which seems identical.**

Paraphrase: Though “to go” has the same present participle form as “going”, “going” in this case is quite different from the verb “to go”. Yet I have never noticed or thought about it.

10. (L6) **deal with**: to be connected with; to be about

eg. Tom's new book deals with the troubles in Ireland.

11. (L7) **see sb./sth. through**: to continue with something until the end; to help somebody out

eg. Once Charles started a job, he saw it through till it was finished.

During her early working years Jennifer encountered many difficulties, but Mrs. Miller always saw her through.

## Unit 1

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[compare]:

**see through sb./sth.**: to recognize the truth about (an excuse, a false statement, a deceiving person, etc.); not to be deceived by

eg. She had learned to see through her boyfriend's deceptions.

He knew his father well enough to see through his laughter and realized he was upset about what had happened.

12. (L8) **to be tired out**: to be totally exhausted

eg. By the time we got there, we were tired out.

13. (L9) **idiomatic** (*adj.*): typical of the natural speech of a native speaker of a language  
eg. He has acquired a command of idiomatic English.

**idiom**(*n.*): a group of words in a fixed order having a particular meaning, different from the meaning of each word understood on its own

eg. Don't bite off more than you can chew. = Don't try to do something that is too difficult for you.

I'm hard up. = I am short of money. = I have no money.

### [Paragraph 2]

14. (L10)

(1) **capacity** (*n.*): the ability to understand or do something

eg. Einstein's capacity for abstract thinking was remarkable.

(2) **beyond one's capacity to do sth.**: (somebody) being unable to do something

eg. This puzzling usage of Chinese is beyond my capacity to explain.

His behavior is puzzling, beyond my capacity to explain.

15. (L12-13) **miss the bus**: to fail to catch the bus

[compare]

**miss sb.**: to feel sorry or unhappy at the absence of somebody

eg. I really miss my friends in Scotland.

### [Paragraph 3]

16. (L19) **cellar** (*n.*): a room under the ground floor of a building (usually used for storage)

17. (L20) **while** (*conj.*): (indicating contrast between ideas, as in the context here)

eg. It is night with the Americans, while it is day with us.

Some students think physics is easy, while others think it is hard.

18. (L21) **attic** (*n.*): a space or room at the top of a building, under the roof (often used for storage)

[Paragraph 4]

19. The “up” phrases in this paragraph.

**slow up** (L25): to make or become slower = slow down

**hurry up** (L27): to act or move more quickly

**clean up** (L27): to clean thoroughly and remove anything unwanted

**wrap up** (L28): to cover something in a material folded around it

**tidy up** (L28): to make neat; to put in order

20. (L28) **mess** (*n.*): a state of disorder or untidiness

eg. The room was in a mess.

[Compare]

**mass**: a large number of people or things

eg. There are masses of dark clouds in the sky.

**mess** (*n.*) — **messy** (*adj.*) — **messily** (*adv.*)

21. (L28) **tidy** (*v.*): to make somebody/something neat (often followed by “up”)

eg. Be sure to tidy up before the guests arrive.

**tidy** (*v.*) — **tidy** (*adj.*) — **tidily** (*adv.*) — **tidiness** (*n.*)

eg. My room is not as tidy as yours.

Get up and dress up tidily for your first day at school.

The tidiness of this room suggests that the person living here is very fastidious.

[Paragraph 6]

22. (L32) **skeptical** (*adj.*): (AmE) = **sceptical** (BrE): doubtful

eg. I am rather skeptical about your prospects of success.

23. (L32) **meditation** (*n.*): serious thought or study; deep thinking, reflection (usually followed by “on”)

eg. The book is a meditation on the morality of art.

She is deep in meditation.

**meditation** (*n.*) — **meditate** (*v.*) — **meditative** (*adj.*)

24. (L32-33) **come back**: to reply (usually forcefully)

eg. “You are not so clever yourself,” she came back.

After John’s unkind remark about her clothes, Jean came back at him with an angry

## Unit 1

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look.

25. (L33) **triumph**: a great success or achievement, often gained with great effort  
eg. The Chinese sports team returned from Sydney in triumph.

26. The “**make**” phrases in this paragraph:

**make up the bed** (L34): to arrange the bed so that it is ready for use

**make up one's mind** (L35): to decide

**make up one's face** (L35): to use cosmetics to improve the appearance

**make up with sb.** (L36): to become friends again after a quarrel; to re-establish a good relationship

### [ Paragraph 7 ]

27. (L37) **make up a story**: to invent a story (often in order to deceive)

eg. Your story about a two-tailed snake—you didn't make it up, did you?

### [ Paragraph 8 ]

28. (L38-39) **send sb. on sth.**: give somebody the task of doing something

eg. to send a servant on an errand

29. (L40) **put sb. to sth.**: to cause somebody to be in a certain place or condition, esp. sleep, rest, or death

eg. She put the child to bed.

The criminals were put to death by lethal injection.

30. (L40) **chase them down the alphabet**: to look for the “up” phrases according to the order of the alphabet

31. The “**up**” phrases in this paragraph:

**add (sth.) up** (L41): to find the total of several numbers

**wake up** (L41): to cause to become awake and conscious after sleeping

**up to now** (L41-42): until now

**up to sb.** (L42): to be the job or responsibility of somebody

**look up** (L42): to raise one's eyes; to seek information from a source book, such as a dictionary

**give up** (L44): to stop working at or trying to do something

32. (L43) **encyclopedia**: a book or a set of books dealing with every branch of knowledge in alphabetical order

eg. A dictionary explains words and an encyclopedia explains facts.



## [ Paragraph 9 ]

33. (L46) **compulsion** (*n.*): force or influence that makes a person do something  
 eg. You are under no compulsion to finish the work today, you know.  
**compulsive** (*adj.*): resulting from a compulsion  
 eg. Compulsive smoking is bad for one's health.  
**compulsory** (*adj.*): (of sth.) that must be done; necessary by law, or a rule, etc.  
 eg. Education is compulsory for all children up to the age of 15 in China.
34. (L49) **must have been**: subjunctive mood, signifying strong belief  
 eg. You did extremely well in the exam. You must have been working hard.  
 She looks tired. She must have been losing sleep.
35. (L50) **command** (*v.*): to direct somebody; to order  
 eg. The general commanded his men to attack the city.  
**command** (*n.*): an order  
 eg. The army was under the general's direct command.  
**commanding** (*adj.*): having command; being in charge  
 eg. Who is your commanding officer?  
**commander** (*n.*): the officer of any rank who is in charge of a group of soldiers  
 eg. He became the commander of our group.

## [ Paragraph 10 ]

36. (L52) **tough** (*adj.*): difficult to do; not easy; demanding effort  
 eg. It was tough to find a good job.
37. (L53-54) **if... learned ... would have mastered...**: subjunctive mood
38. (L55) **yield** (*v.*): to give; to produce  
 eg. That tree yields plenty of fruit.  
 His business yields big profits.
39. (L55) **abundant** (*adj.*): more than enough, of a large quantity—**abundance** (*n.*)  
 eg. an abundant supply of food  
 The British Museum houses a great abundance of artifacts.

## [ Paragraph 11 ]

40. The “get” phrases in this paragraph:  
**get along with sb.** (L57-58): to form or have a friendly relationship (with sb.)