



高等学校教材

COLLEGE ENGLISH

大学英语

泛读 教师用书

EXTENSIVE
READING
TEACHER'S BOOK

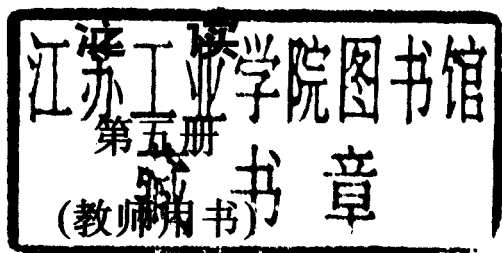
SHANGHAI FOREIGN
LANGUAGE EDUCATION
PRESS

外语教育出版社



5

大 学 英 语



张砚秋 编著

萨拉·肯尼协助编写

上海外语教育出版社

高等学校教材
大学英语
泛读(教师用书)
第五册
张砚秋 编著

上海外语教育出版社出版发行
(上海外国语大学内)
同济大学印刷厂印刷

开本 787×1092 1/32 7.25 印张 158 千字
1995 年 1 月第 1 版 1996 年 7 月第 2 次印刷
印数:3 001—8 000 册

ISBN 7-81009-929-9

H·406 定价:7.00 元

说 明

《大学英语》是根据国家教育委员会审订批准的《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、听力、快速阅读、语法与练习五种教程。

本书是泛读教程第五册的教师用书,按正式本课文顺序编写,每册三十课。每课内容包括:1)背景知识或课文提要。2)课堂教学提示。3)供熟记模仿的句型。4)难句译文。5)练习答案。教师可根据不同程度的教学对象和具体的课时安排灵活使用。

综合大学英语教材编审组对本书的编写提出了指导性的设想。复旦大学董亚芬教授、北京大学王岷源教授、美籍专家 Allan Brown 和英籍专家 Anthony Ward 对本书的编写提出了许多具体的改进意见,谨此深表谢意。

由于编者水平有限,本书定有不少欠妥之处,希望教师、读者批评指出。

编 者

1993 年 7 月于北京大学

CONTENTS

Unit One

1. How to Be a Patient Person1
2. Snapshot of a Dog7
3. Is Speed Reading Overrated?15

Unit Two

4. I Gave My Word to Become Educated22
5. Women and the Vote30
6. Hollywood37

Unit Three

7. How to Guess Your Age44
8. Franklin D. Roosevelt and the New Deal(1) ..51
9. Franklin D. Roosevelt and the New Deal(2) ..59

Unit Four

10. The Pot Trade66
11. Crime-Busting Computers74
12. "I Wants to Go to the Prose"81

Unit Five

13. I'll Remember It in a Minute88
14. The Egalitarian Error95
15. A Family Who Nurtured a Superstar102

Unit Six

16. Grant and Lee109

17. On Friendship	119
18. If You Had to Kill Your Own Hog	128
Unit Seven	
19. I Went to Oxford	134
20. Hiking the Appalachian Trail (1)	142
21. Hiking the Appalachian Trail (2)	142
Unit Eight	
22. The Future of International Communica- tions	153
23. Heritage of Freedom (1)	161
24. Heritage of Freedom (2)	161
Unit Nine	
25. Solve That Problem with Humor.....	174
26. The Money	183
27. This Modern World	189
Unit Ten	
28. The Legacy of D-Day	196
29. Travels with Charley	206
30. Notes of a Native Son	213

Unit One

1. How to Be a Patient Person

I. Information related to the text

In the article the writer discusses how to react to the inconvenience caused by modern conveniences. The examples given are primarily concerned with one aspect of modern life: transportation difficulties. A couple being stuck in a tunnel, a car not starting, a road made impassable because of mayonnaise spread over the highway, a plane delayed by bad weather: all these instances of people not being able to get where they want to go are unintended side effects of sophisticated modes of travel. Paradoxically, the more advances there are in transportation, the less control the passenger has. For example, if a bicycle breaks down, the rider may be able to fix it himself or herself quite easily. Or a bicycle mechanic should be able to repair it in a short time for a small amount of money. However, if a car breaks down, an auto mechanic is required and he may not even have the necessary parts and must send for them. And few things on a car are inexpensive. In that case, one may have to do without the car for a week or more and face a heavy bill when the car is finally back on the road. Similarly, it is certainly faster to

travel by airplane than by train. but trains are rarely hampered by bad weather. Fog or storms can cancel hundreds of flights on a given day at a particular airport.

Thus, most of the anecdotes illustrating the need for patience are peculiarly modern. Perhaps people in former times had more patience because they were more in control of their lives, or at least more in control of where to go and when to reach their destination.

II. Suggestions for teaching

1. Check the students' understanding of the whole text based on their first reading. The following statements might be given orally or printed for the students to decide True or False.

1) The story of the writer being impatient to the old man must have happened at a subway station. (False: The story probably took place in a supermarket.)

2) The writer learned from his impatience towards the old man that one should control himself in trying situations. (True)

3) By the example of his friend missing the interview with the head of the company, the writer means to say that one should allow for the possibility of delays when making plans, especially when he is planning to fulfil an important appointment. (True)

4) When matters are put in perspective, one need not be restless if he is delayed at an airport. (True)

5) According to the writer impatient people can sometimes enjoy life better than people who live for the moment.

(False: People who are always racing into the future can never enjoy life.)

6) In the last two paragraphs the writer warns that one mustn't be too self-centred, or he will be irritable and rude to other people. (True)

2. Talk about the main points of the text—the six methods suggested by the writer of learning to become a more patient person. “Allow for a margin of error” means that one should add to the estimation of how long something will take. “Put things in perspective” means that one should consider how important a particular event or happening is and not get upset over trivial matters. “Think ahead” asks for more exact planning so that mishaps are less likely to happen. “Be prepared” advocates having something, such as a book, to while away the time when one is delayed. “Use your imagination” means that one should mentally remove himself or herself from the trying situation. Meditation reduces anxiety. Finally, the author says that one should “live for the moment.” Do not waste your life by thinking about what will happen next. He adds that if we learn that the world is for our enjoyment but not our convenience we will be happier human beings.

3. Discuss with the students what often causes people's impatience. (Modern transportation is certainly among the causes.) What other modern conveniences can make people

irritated sometimes? (breakdown of elevators in a multi-storey apartment building, traffic jam, failure of electricity and water supply, being cut off in a telephone conversation, etc.) Ask the students what they do when they find themselves becoming impatient. What do they do when they are delayed in a traffic jam? How do they react when there is a long time between buses? What do they do when a friend is tardy (not arriving at the designated time) for an appointment? How do they react when, for example, a clerk in a store ignores them when they want to purchase something? Which of the six pieces of advice do they find the most useful? Do they have any advice on patience?

III. Sentences for the students to remember

1. Putting myself in his shoes, I realized that someday they might pinch my feet. (L.6-L.7)

2. It is better to provide a margin for error. The more important your appointment, the more time should be allotted. (L.26-L.27)

3. When an appointment absolutely can't be missed, it pays to allow ridiculous amounts of time. (L.27-L.28)

4. I've come to appreciate that life has its own timetable. It takes nine months to make a baby, 21 years to make an adult. It takes a long time to become a good violinist or downhill skier. It also takes time to become a success—and even more time to become a success as a person. (L.81-L.84)

5. If we can accept that the world is ours to enjoy but not made for our convenience, we'll be better able to move through it equably, more patient with the ordinary vicissitudes of life and a good companion to our fellow human beings—and to ourselves. (L.90–L.93)

IV. Translation of some difficult sentences from the text

1. Hearing me, he smiled apologetically—a tiny smile of humiliation at being feeble and holding up the world's business. (L.4–L.5)

听到我的抱怨,老人露出了歉意的笑容一丝内疚的微笑,好像在说:人老了不中用了,耽误了你们大家。

2. Putting matters in perspective should ease your impatience. (L.33–L.34)

全面客观地观察事物能缓解急躁情绪。

3. By the time we arrived, we'd made sizable inroads on both—but we were far less frazzled than if we'd been hungry too. (L.53–L.54)

到达他们的海滨寓所时,面包和蛋糕已被我们啃掉了一大半,若是到达时又急又饿,那就更狼狈不堪了。

4. One woman went through a stack of catalogues methodically, turning down the corners of the pages, filling out order blanks. (L.59–L.60)

一个女人有条不紊地翻阅着一叠商品价目单,边看边折转所需的几页填写定购单。

5. If we can accept that the world is ours to enjoy but not made for our convenience, we'll be better able to move through it equably, more patient with the ordinary vicissi-

tudes of life and a good companion to our fellow human beings—and to ourselves. (L.90—L.93)

世界是供我们大家享用的,但并不是处处为我们的方便而创造的,如果承认这点,我们就能心平气和地度过一生;对人生常见的盛衰荣枯不焦不躁,对人对己都会相处如同知己。

V. Answers to some of the DISCUSSION QUESTIONS

1. The author presents his arguments about patience with an anecdote about his own lack of patience before he proceeds to give advice to others and thus avoids a "preachy" tone.

2. In the conclusion, the author says that behind impatience is a sense of self-importance. He asserts that if a person is always irritable and abrupt he probably thinks that the world is created for his convenience.

3. It is important to be patient because lack of patience means unhappiness in our daily life.

4. The six suggestions are: leave enough time for the journey to take when going somewhere; understand that some happenings are not as important as you think them to be; plan ahead for possible mishaps; take along something to occupy your time while you are delayed; think of pleasant places when you are in a situation that is irritating to your nerves; don't rush your life by living in the future.

VI. Key to the COMPREHENSION QUESTIONS

1. d 2. c 3. a 4. a 5. b

2. Snapshot of a Dog

I. Information related to the text

1. About the author

The name of James Thurber is recognized by the majority of Americans as the author of hundreds of humorous essays and the artist of innumerable cartoons featured in the *New Yorker* during the Depression and war years(i.e. the 30s and early 40s).

At the beginning of the 1st World War Thurber left Ohio State University without a degree. He was anxious "to go with the rest of the boys," and though eye trouble kept him out of military service, he managed to get to Paris as a code clerk (密码文书) for the US Embassy, where he served from 1918 to 1920.

As his secretary once said, "all his life, he remained an Ohio boy at heart, with a universal sense of wisdom." Whether it was mainly ambition or his "universal wisdom," he struggled hard to leave the Midwest and ultimately made his way east like many aspiring writers before and after him.

Arriving in New York in June, 1926, he began submitting stories and manuscripts to all kinds of magazines, among them the *New Yorker*. His stories came back so fast from the *New Yorker* that he thought they must have a "rejection machine."

However, Thurber was firmly established as a *New*

Yorker artist and writer by 1933, and in that year his series of casuals about growing up in Ohio was published under the title *My Life and Hard Times*.

In 1941, he underwent five operations for his poor eyesight, but his impaired vision progressively diminished to total blindness by the end of the decade. Yet despite his shaken health, Thurber continued to produce works of high quality.

Dogs, mechanisms, language, women, marriage, and sex are the subjects about which Thurber wrote most of his delightful personal essays.

The article selected in our textbook is a description of his pet dog—Rex, which was published posthumously in 1966.

2. This is an elegiac account of the life of the author's dog. (An elegy is a poem written in praise of a dead person.) It reflects the love of a human being for his pet. As early as the Stone Age, the dog was domesticated. And cats were pets in ancient Egypt. Throughout recorded history people have made friends with animals—not to use them for farming but to have them as companions. Different peoples have had different pets in different periods of history, but the dog is probably the most widely known pet all over the world, followed by cats. In Western cultures, people often consider a dog as man's best friend. A dog is usually affectionate, obedient, loyal, trusting, patient, and good humored, no matter what the mood of his owner. There are about 50 million dogs

in the U.S. kept as pets, and about 6 million in Canada. Recent studies with old people in the United States show that old people living alone are much happier if they have a pet dog or cat. The animal becomes someone on whom they can pour out affection.

3. There are hundreds of breeds of dogs and each breed has its own particular abilities and physical features. In the U.S. the American Kennel Club (AKC) is the chief organization of dog breeders. It registers 128 breeds in seven groups: (1) sporting dogs, (2) hounds, (3) working dogs, (4) herding dogs, (5) terriers, (6) toy dogs and (7) nonsporting dogs. The dog in this story is an American bull terrier—a small active dog (一种猛犬).

A bull terrier is a medium-sized dog which is bred from the bull dog (叭喇狗) and the old white English terrier (a small hunting dog). The bull terrier is trim and quick like the terrier, but stronger. On the average, a bull terrier weighs from 14 to 27 kilograms. It has a long, wedge-shaped head and small, bright eyes. It holds its ears up straight. The dog's tail is thin and pointed. Its coat is short and smooth. There are two varieties of bull terrier. One variety is all white, and the other is either gray or tan with darker streaks plus white markings.

A primary characteristic of a bull dog is its bite. When it bites, its longer lower jaw locks with the upper jaw, and it simply holds on and does not let go, except to seize a better grip. From this characteristic comes the expression, "bull

dog tenacity." For example, the statements, "he held on to his beliefs like a bull dog," or "with bull dog tenacity he fought for his rights," mean that the person has great determination and is unwilling to give up or quit.

II. Suggestions for teaching

1. Class may begin with the teacher asking the students if they like this article. Why do they like it? Do they have a vivid picture of the dog after reading? How many stories of the dog are told in this article? (Four: Rex methodically carrying the rail through the gate; Rex's fight with the large, bad-tempered nondescript; Rex enjoying swimming; and Rex dragging a small chest home.) What phrases or adjectives did the author use to describe the dog? The students are supposed to chip in voluntarily.

2. The teacher may turn the students' attention to putting these phrases and adjectives into two different categories: one category is words and phrases they think appropriate to describe a human being.

The following might be of use to the teacher:

To describe a dog:

being big and muscular and beautifully made (L.5)

being as powerful as a wrestler (L.8)

being a tremendous fighter (L.19)

having a gentle disposition (L.46)

being a daring and tenacious jumper (L.82)

To describe a human being:

having a nobility about him (L.4)

getting a satisfaction (L.15)

being tranquil when battle was joined (L.34)

being proud of his unusual skill (L.79)

Why did the author use words appropriate to describe a human being for a dog? Throughout this biography of Rex, the lovely dog the author and his brothers had when they were young is given human characteristics and emotions. The sympathy James Thurber felt for his dog led him to endow the dog with qualities more appropriate to a person.

3. Ask the students if they have ever had pets. What kind of pets have they seen — birds, fish, crickets, dogs, cats? Are city dwellers apt to have one kind of pet, perhaps smaller animals, and rural people apt to have another kind, perhaps a dog which can be useful around the farm? Ask the students why people usually like having pets? What does keeping a pet teach a child? (Pets can teach a child a sense of responsibility since the animal cannot provide food for itself.) Does it mean the same thing to an old person?

III. A paragraph for the students to recite with the right intonation

There was in his world no such thing as the impossible. Even death couldn't beat him down. He died, it is true, but only, as one of his admirers said, after "straight-arming the death angel" for more than an hour. Late one afternoon he wandered home, too slowly and too uncertainly to be the