



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 泛读

College English

总主编 董亚芬

EXTENSIVE READING

教师用书 TEACHER'S BOOK

Book 2

编者 解又明



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

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编者 解又明



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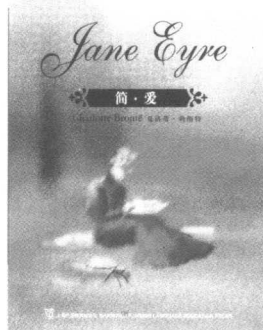
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“英美文学名著导读详注本” ——文学盛宴 含英咀华

阅读英语文学名著，是进入英语世界的一条通途。上海外语教育出版社自2000年起陆续推出的系列丛书“英美文学名著导读详注本”，将洋洋大观的英美文学名著汇编为一套导读详注丛书，奉献给广大热爱文学的大学生和研究生读者。



- ★ 涵盖英美不同时期、不同风格、不同体裁的名家名作，丰富读者对于英美文学的认识，进而扩大对于世界文学艺术的视野；
- ★ 能够帮助读者充分吸收文学语言的养分，同时提高文化素养和文学欣赏水平，使语言习得与素质培养二者水乳交融、相得益彰；
- ★ 每部作品均由国内知名学者和有较高研究水平的青年教师精心撰写导读文章，并配有详备注释；
- ★ 导读文章主要介绍作家生平及其代表作品、社会背景、作家的文坛交往、创作过程、作品结构、文字风格和社会意义；
- ★ 注释兼顾语言难点、风格特色、修辞手段、文化背景和各类典故、外来语等，以求有效地帮助读者领略原文的风格和神韵。

“英美文学名著导读详注本”书目

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随笔
自传
隐身人
双城记
名利场

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老人与海
马丁·伊登
瓦尔登湖
小镇畸人
呼啸山庄
傲慢与偏见
女人的肖像

黑暗的心灵
认真的重要
德伯家的苔丝
红色英勇勋章
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常识：理性时代
了不起的盖茨比
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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验,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

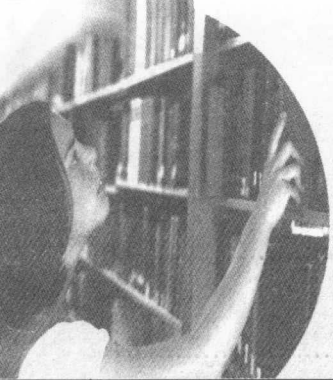
《大学英语》自 1986 年问世以来,为适应教学形势的变化,几经修改,于 1992 年出版正式本,并于 1997 年进行了修订。这套教材使用了近 20 年,受到使用院校的广泛欢迎,曾先后获国家级奖项,它的生命力在于与时俱进,不断更新,不断完善。

本书是《大学英语》(第三版)泛读教程第一册教师用书,按课文顺序编写,每册三十课。在这次再修订中,考虑到使用本教程教师的方便,在原来的基础上增加或删改了一些内容。修订后的每课内容包括: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)有些和课文内容有关的谚语,供学生背诵;5)练习答案。教师可根据不同程度的教学对象和具体课时安排灵活使用。每五个单元后还配有一套试题,供教师测试时使用。

由于编者水平与经验有限,本书定有不少欠妥之处,希望教师读者批评指出。

编者

2006 年 3 月于北京大学



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Unit One

1. The Pickle Jar



I. Information related to the text

1. U. S. coins:

The first U. S. money was paper notes called Continentals. In 1792, the government started to mint coins at the U. S. Mint in Philadelphia. Nowadays there are also U. S. Mints in Denver Colorado, San Francisco, California and West Point New York. U. S. coins usually have a mint mark showing which mint produced them. Coins minted in Philadelphia bear a P or no mint mark; those minted in Denver, a D; in San Francisco, an S; and in West Point, a W.

There are usually five kinds of coins in use: one cent, nickel (worth 5 cents), dime (worth 10 cents), quarter dollar, half dollar and dollar.

All coins have several things in common. Each coin has the word "Liberty". The only numbers on a coin show the year it was made. The motto "In God We Trust" is on all coins minted since 1984. Most money has the Latin words "E pluribus unum" which means "out of many, one". This represents the many nationalities of the people who came to live in the United States of America.

On the front side of a coin, or "head", you will find portraits of famous Americans. The Secretary of the U. S. Treasury makes the decision on who will appear on the coins. Most of the portraits are of past presidents. The portraits cannot be of a living person. On the back side, or "tail", of a coin there are American symbols. Sometimes they are historic places.

Coins are usually made of copper and another element, such as zinc or nickel. They are round so that they won't wear holes in people's pockets and are easy to use in



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vending machines.

The sizes of the U.S. coins today are decided by law, but they generally follow a tradition set by the ancient Greeks and Romans. It is necessary for coins to be a convenient size, not too small to be easily lost or overlooked, and not too large to be difficult to use and carry.

2. Pickles:

Pickling is the process of preparing a food, usually vegetables or fruit, by keeping it in salt or vinegar water for a long time so that it does not go bad and develops a strong sharp taste.

The history of pickles stretches so far back into antiquity that no definite time has been established for their origin, but they are estimated to be over 4,000 years old. In 2,030 BC, cucumbers native to India were brought to the Tigris Valley. There, they were first preserved and eaten as pickles. Cucumbers are mentioned at least twice in the Bible. Cleopatra attributed a portion of her beauty to pickles. The armies of Julius Caesar and Napoleon were fed pickles. During the Second World War, forty percent of the pickles produced in the U.S. went to the armed forces.

The most popular type of pickle is the cucumber pickle. Other foods that are commonly pickled include:

vegetables: onions, cabbage, cauliflower, mushrooms, lotus root, garlic

fruit: mango, lemon, plum, watermelon

meat: beef, pork, ham

fish: herring

eggs

Pickles are usually made in one of the three ways:

Processed pickles are made in the old-fashioned way, by a process of fermentation. This usually takes about five weeks, and the resulting pickles have a shelf life of many months.

Fresh-packed pickles are made by pasteurizing cucumbers in order to kill bacteria. Fresh-packed pickles have a shelf life of many months. Many commercially-produced pickles are fresh-packed.

Refrigerated pickles (sometimes called **overnight pickles**) are made by placing the cucumbers in a vinegar solution and refrigerating them. This kind of pickle has a relatively short shelf life, and even unopened jars should be kept refrigerated.



II. Suggestions for teaching

1. The teacher may begin by giving a brief introduction to American coins and pickles and

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then ask the students to answer the following questions as a warm-up.

- 1) How many kinds of coins are now in use in America? And what are they?
- 2) What word appears on each coin?
- 3) What do we usually find on the front side of a U.S. coin?
- 4) What are coins usually made of?
- 5) What is a pickle?
- 6) What is the most popular type of pickle?
- 7) What might be the main purpose of making pickles? (to keep food from going bad; to preserve food for out-of-season use and for long journeys)
- 8) Do you like pickles? What is your favorite pickle? (pickled cucumber, pickled onion, pickled cabbage ...)

2. Skimming is a good way to get a general idea of light reading — like popular magazines, simple short stories and entertainment sections of a newspaper — and it usually takes less than half the time it would take to read every word of the article. Encourage the students to sweep the story and pick out the key part in each paragraph while reading and then check if they have picked out the same one.

- 1) What used to stand in his parents' bedroom?
(a pickle jar, para. 1)
- 2) What would Dad do before going to bed?
(toss the coins into the jar, para. 2)
- 3) What would Dad do after the jar was filled?
(take the coins to the bank; These are for my son's college fund. para. 3)
- 4) What would Dad do with the change?
(start filling the jar again, para. 4)
- 5) What was Dad's promise?
(But you'll get there. I'll see to that. para. 5)
- 6) Did Dad continue to put coins in the jar after the author finished college?
(the pickle jar was gone ... para. 6)
- 7) What did the pickle jar define?
(how much my dad had loved me, para. 7)
- 8) Who was the new member of the family?
(our daughter Jessica, para. 8)
- 9) What did the couple find in the bedroom?
(... the old pickle jar, the bottom already covered with coins, para. 9)
- 10) What did the author do then?
(... pulled out a fistful of coins and dropped them into the jar, para. 10)

3. The plot of this story is developed through first person description and centers around the pickle jar where Dad stored coins to be used for his son's education. In this story the

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author mentions the pickle jar three times: The pickle jar stood in his parents' bedroom before he went to college. (The coins would be used for his college fund.) The pickle jar was removed from his parents' bedroom after he finished college and took a job. (The pickle jar had served its purpose.) The pickle jar reappeared in his parents' bedroom after his daughter Jessica was born. (The coins stored in the jar by his father would be used for Jessica's college fund.) The pickle jar in this story demonstrates a father's love for and great expectation of his son; the son will go to college and receive a good education instead of being a textile worker like himself. When the author found the jar standing in his parents' bedroom again, he was greatly moved. He pulled out a fistful of coins from his pocket and dropped them into the jar. The story ends with Dad, carrying Jessica, and the author standing over the pickle jar, both filled with the same emotions; the virtues of love, faith, determination and perseverance, which the pickle jar symbolizes, will pass down in the family, generation after generation.



III. Sentences for the students to use as models

1. As far back as I can remember, the large pickle jar sat on the floor beside the dresser in my parents' bedroom. (L. 1)
2. As a small boy I was always fascinated at the sounds the coins made as they were dropped into the jar. (L. 4)
3. Each and every time, as we drove to the bank, Dad would look at me hopefully. (L. 16)
4. A lump rose in my throat as I stared at the spot beside the dresser where the jar had always stood. (L. 38)
5. The pickle jar had taught me all these virtues far more eloquently than the most flowery words could have done. (L. 42)
6. No matter how rough things got at home, Dad continued to doggedly drop his coins into the jar. (L. 54)
7. ... "you'll never have to eat beans again unless you want to. " (L. 62)
8. To my amazement, there, as if it had never been removed, stood the old pickle jar, the bottom already covered with coins. (L. 75)



IV. Some proverbs for the students to remember

1. Constant dripping wears away the stone.
2. Love will go through stone walls.

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3. Where love is, there is faith.
4. A father's goodness is higher than the mountains;
a mother's goodness is deeper than the sea.
5. Blood is thicker than water.



V. Key to Lesson 1

Comprehension of the text.

1. 1) T 2) F 3) F 4) F 5) T 6) T 7) T 8) F 9) F 10) F
2. 1) C 2) D 3) C 4) A 5) D
3. 1) 带硬币去银行存钱总是一件大事,父亲会把这些硬币整齐地放进一个小硬纸盒,然后放在他的旧货车里我们俩之间的座位上。
2) 每次存款,我们都要停下来买份冰淇淋蛋卷进行庆祝。
3) 当那些硬币撞击着发出叮叮当当悦耳的响声时,我们会开心地相对而笑。
4) 我凝视着梳妆台旁边那个泡菜坛子曾长期占据的地方,喉咙忍不住一阵哽咽。
5) 不管家里的日子过得多么艰辛,父亲都继续坚持往坛子里扔硬币。
6) 奇怪的是,当苏珊回到起居室时,她的眼睛湿润了。

Learning to use phrases and expressions from the text.

1. 1) merrier 2) cashier 3) copper 4) textile 5) counter
6) lump 7) squatted 8) virtue 9) stacked 10) grinned
2. 1) The poverty of the family didn't frustrate him; to the contrary, he became more determined to work hard and decide his own fate.
2) While Mr. Wang was in hospital, his two daughters took turns looking after him. However, to my amazement, his beloved son never turned up.
3) You could become a good musician, but your lack of practice is holding you back.
4) A recent study shows that parents in almost all the families studied make great efforts to control their children and keep them out of trouble and danger, but many of them fail to see to the ways in which they talk to their children.
5) Half a year after being laid off from the textile mill, she found a way out of her difficulties by opening a day nursery.



Unit One

2. Manners



I. Information related to the text

1. Some tips addressed to parents on how to teach their children good manners:

Good manners are a very important key to your child's social success, but no child is born with good manners. So teaching them is a parents' responsibility.

Beyond teaching "please" and "thank you", many parents aren't sure how to teach their child good manners. Teaching a child what behavior is expected is a daily process, and you'll have many opportunities each day to nudge your child in the right direction. Keep these points in mind:

Teach, don't scold.

It's easy to assume that your child is purposely using bad manners, when, in fact, he just needs a lesson or two. Be specific when you teach your child, and remember that many follow-up lessons will be necessary. For example, instead of saying, "Don't be so rude!" you can respond this way, "It's impolite to belch at the table, but if you do, it's proper to say 'excuse me'."

Rephrase.

When your child states his feelings in a less-than-polite way, you can rephrase what he's already said in the way you find acceptable. For example, if he says, "Yuck! I hate this green stuff!" you can politely correct him by saying, "What I'd like to hear you say is, 'I don't care for spinach'."