



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 2

主 编 张增健





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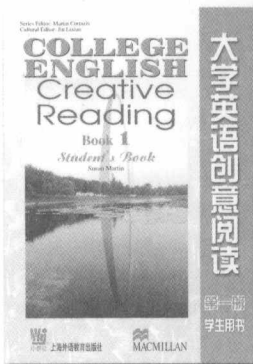
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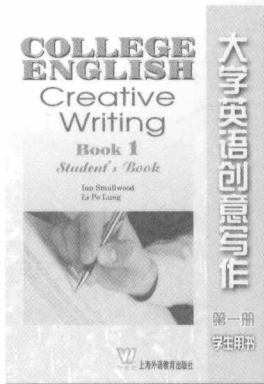
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# 总序

《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》的编者们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)精读第二册的教师用书。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,不但着意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,不该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、任建国两位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



Frailty, thy name is woman!

— William Shakespeare

## The Dinner Party



### *Suggested Steps for Teaching*

1. Initial Reading: Allow students 10 minutes to go over the text and obtain a global understanding of the text. (See *Introductory Questions*.)
2. Say a word about the message of the story by way of introduction. (See *Introductory Remarks*.)
3. Close Reading: Share the story with the class and inspire students to find questions to guide their understanding and appreciation. (See *Information Related to the Text*.)
4. Introduce vocabulary items while explaining the text and have students do vocabulary exercises as a follow-up. (See *Language Points*.)
5. Post-Reading Activity: Set aside 15 – 20 minutes for a group discussion about the art of telling a story. (See *Group Discussion*.)
6. Wind up the discussion with a five-minute quiz. (See *A Five-Minute Quiz*.)
7. Comment the prejudice against women before assigning the passage reading activity in class.
8. Assign a dictation or listening comprehension exercise in class and a short composition

as homework. (See *Additional Exercises*.)



### *Introductory Questions*

The following questions are designed to help the students obtain a global understanding of the text:

1. Where and when did the story take place?  
(It took place in India when she was a British colony.)
2. Who gave the dinner party and what guests were invited to it?  
(A colonial official and his wife gave the dinner party; apart from officers and their wives, a visiting American naturalist was invited.)
3. What was the subject of the discussion between the young girl and the major?  
(They had a heated discussion about how women react to a crisis.)
4. What did the American naturalist do when they were having this discussion? What kind of expression did he see come over the hostess's face?  
(He watched the other guests and saw a strange expression come over the hostess's face — she was staring straight ahead with her muscles contracting slightly.)
5. What was it that the naturalist came to realize when he saw the native boy place a bowl of milk on the veranda?  
(He came to realize that there must be a cobra in the room.)
6. Did he jump back and warn the others? What did he do instead, then?  
(No. Instead, he said that he wanted to know how well they could control themselves and asked them to sit still until he counted up to three hundred.)
7. What happened before he finished the counting?  
(The cobra emerged and made for the bowl of milk.)
8. How did the hostess know that the cobra was in the room?  
(Because it had been crawling across her foot.)



### *Introductory Remarks*

This is a well-knit story, isn't it? The story may not be true, but is told in a very convincing way. Besides, its message is clear: despite men's long-standing prejudice, women have great courage and presence of mind to face extremely dangerous situations.



## Information Related to the Text

### 1. The author and the story

Mona Gardner, an American woman writer. Most of her short stories were written for the *Saturday Evening Post* magazine and *Collier's Weekly* magazine during the 1930s and 1940s. *The Dinner Party* first appeared in the *Saturday Review of Literature*, Vol. 25, No. 5, January 31, 1941.

### 2. Modern history of India

Britain and other European countries established trading companies and trading posts in India in the early 1700's. Gradually the British influence became dominant over the domestic and foreign affairs of India. In 1772 Britain named its first Governor General to India and formally began to rule the country as a British colony. British administrators or colonial officials held key posts within the government but they were dependent on Indian personnel under them to carry out the daily operations of the government. India underwent a long series of wars between the ruling British colonialists on the one hand and various regional and political groups or religious sects on the other. In 1947 at last, the Indian people, under Gandhi's leadership, won their struggle for independence and British rule in India ended.

### 3. Prejudice against women

Women have been prejudiced against for centuries perhaps ever since life on earth. They have long been referred to as "weaker sex" or "fairer sex," considered naturally weaker than men, squeamish, unable to perform the work that requires muscles or pluck the courage to face up to any crisis. As we know, Plato, Aristotle, Shakespeare, and Confucius all made negative remarks about women. And even today, such a prejudice has not entirely been eliminated and the argument in the text shows how hard long-standing prejudices die.

### 4. Cobras

Cobras, found in some parts of Africa and Asia, are poisonous snakes. Most cobras bite their victims and their bite may cause death within a few hours.

Spitting cobras of Africa spit poison which causes blindness if it gets in the eyes. A full-

grown Indian cobra is nearly six feet long and about five inches around. On the back of its hood it has a mark like a pair of spectacles. That is why it is sometimes called the "spectacled snake," or "spectacled cobra."

Cobras generally eat small animals, such as frogs, fish and birds. No research on cobras and their diet has ever given evidence to the fact that milk is their favorite food. However, it is widely believed that it is. The teacher may refer the students to a Conan Doyle story *The Speckled Band* for the presence of a bowl of milk likewise.



### Language Points

1. **heated:** lively; spirited

Examples:

- *The two professors started a heated debate on whether intellectuals should go into business.*
- *It was a very heated argument and people were shouting at each other.*

2. **unexpected:** not expected; unforeseen

Examples:

- *He made an unexpected appearance and took up two hours out of my limited time.*
- *The weather change is so unexpected that many people shudder in the wind.*
- *The old woman was shocked by the unexpected death of her son.*

3. **shortly:** soon; not long

Examples:

- *He died shortly after the car crash.*
- *He sent me his address in Boston shortly before I left for the US.*

4. **track down:** find by determined searching or hunting

Examples:

- *She spent weeks in the library tracking down reference information in almost all the books on the subject.*
- *It was almost two weeks before they tracked down the facts they needed.*
- *Did the hunter manage to track down the wounded deer?*

5. **bare:**

(a.)

- 1) not covered; with no plants growing on it

Examples:

- *He is so shy that he dare not look at her bare shoulders.*
- *After years of efforts, those originally bare hills are now covered with young trees.*

2) no more than; mere

Examples:

- *His income can only buy the bare necessities of life.*
- *The candidate won the election by a bare majority.*

(v.) reveal

Examples:

- *The lady screamed as the snake bared its teeth.*
- *He bared his body to the waist.*

6. **spring up:** arise, develop or grow quickly and as if from nowhere

Examples:

- *It was rather warm all day. But towards evening a cold wind sprang up.*
- *Towns have sprung up in what was a desert.*
- *Suspicion sprang up in her mind.*

7. **women have outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era:** women have grown so mature that they do not lose self-control upon such small provocation as seeing a mouse

“Jumping-on-a-chair-at-the-sight-of-a-mouse” is a compound adjective formed from the attributive clause “(the era) when they would jump on a chair at the sight of a mouse.”

Further examples:

- *a not-so-easy-to-operate machine (a machine that is not so easy to operate)*
- *stick-in-the-mud people (people who have stuck in the mud)*

**outgrow:** grow beyond or away from; get rid of by growing old

Examples:

- *to outgrow boyhood friends*
- *to outgrow a childish habits*
- *to outgrow one's earlier interests*

**at (the) sight of:** on seeing

Examples:

- *At sight of the police officer the thief took to his heels.*
- *The old man flew into a rage at the sight of her daughter dancing with that young man.*

8. **reaction:** (n.) (a case or way of) reacting; response

Examples:

- *Driving a car in Shanghai requires extremely quick reactions.*
- *Common foods which cause this kind of reaction are fish, eggs and shellfish.*
- *I was surprised that my answer should have caused such a strong reaction.*
- *All new fashion starts out as a reaction against existing convention.*

**react:** (v.) act or behave in a way in answer

Examples:

- *"How did she react when you told her what had happened?" — "Very calmly."*
- *Ordinary people tend to react against such mindlessness and luxury of their life.*

9. **crisis:** time of difficulty, danger, etc.

Examples:

- *In the 1929 economic crisis, many Americans lost their jobs.*
- *The leader was praised for being clear-headed during crises.*

10. ... while a man may feel like it, he has that ounce more of control than a woman has. And that last ounce is what really counts.: ... though a man may also feel like screaming as a woman does, he has a little bit more self-control than a woman and that makes the difference.

**feel like:** feel a desire for; be inclined for or to

Examples:

- *What lovely weather! I do feel like a swim.*
- *He is so sick today that he does not feel like having anything to eat.*
- *I don't feel like singing today.*

**count:** be of value or importance

Examples:

- *It is not how much you read but what you read that really counts.*
- *These are the men who really count.*

11. **The American does not join in the argument.:** The American does not take part in the dispute.

**join in:** take part in (an activity); add oneself to sth. taking place

Examples:

- *I was invited to join in the exciting game.*
- *We are going to sing the song again. Would you like to join in?*

(Note: We can either say "join in a game" or "join a game", but we can only say "join the Party or the Youth League.")

**argument:**

1) dispute

Examples: