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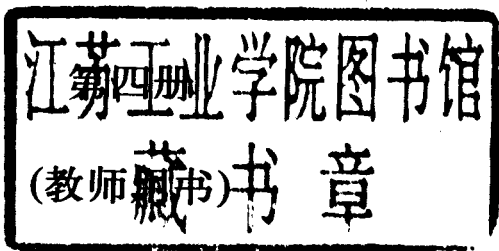
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大 学 英 语

泛 读



王 莹 傅 桐 英 编 著

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王 荃 傅桐英 编著

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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。

本书是泛读教程第四册的教师用书,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。

本书第6单元及第7单元第21课由傅帼英编写,其余各课均由王萱编写。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。北京大学王岷源、张砚秋教授、复旦大学董亚芬教授、美籍专家 Sara Kenney 和英籍专家 Anthony Ward 审阅了本书,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

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Unit One

1. Strength to Love (1)

2. Strength to Love (2)

I. Information related to the text

1. civil rights (民权): A citizen in the United States enjoys certain rights that are protected by law and custom. Included in these are the rights of freedom of speech, of the press, and of religion; the right to own property, to receive fair and equal treatment from government, other persons, and private groups, as well as the right of all people to receive equal protection under the law. In Martin Luther King's day, however, many civil rights were denied to black people in the southern U.S.. Most significantly, they were effectively denied the right to vote.
2. From Dec. 5, 1955 to Dec. 21, 1956, the Montgomery bus strike (or bus boycott) involved blacks refusing to take segregated buses. They angrily shouted out the word "boycott!"
3. During the civil rights movement, a lot of new terms were introduced, including a number of nouns formed from a verb plus -in, such as

sit-in (in restaurants, etc.);

kneel-in or pray-in (in segregated churches);

ride-in (in segregated buses);

swim-in and wade-in (in segregated swimming pools and beaches) and so on.

All these tactics meant that the protesters stayed until they were forcibly removed by the police. They did not resist arrest, though.

4. **The Great March in 1963:** The civil rights movement reached a dramatic climax in this demonstration. On August 28, 250,000 blacks and whites marched to the Lincoln Memorial in Washington. There and then Dr. King delivered his famous speech "I Have A Dream." The demonstration was broadcast live on television throughout the nation so Americans all over the country could see the historic march.
5. **President John Kennedy advanced racial equality in many ways.** During his presidency, many eminent blacks were appointed to high government posts, ranging from the head of the Federal Housing and Home Finance Agency, a federal judge, to presidential assistants and ambassadors. More than 240,000 black students received higher education in 1964.
6. **The Civil Rights Acts of 1964 was the strongest civil right bill in U.S. history.** It made all the state discrimination laws illegal. It ordered restaurants, hotels, and other businesses that serve the general public to serve all people

without regard to race, color, religion, or national origin. It also barred discrimination by employers and unions.

II. Suggestions for teaching

1. The teacher may begin by a brief review of the history of American blacks:

(1) shipped from Africa during the sixteenth to eighteenth centuries (the slave trade was abolished in 1805)

(2) made to work as slaves on plantations in the South

(3) set free under the order of President Abraham Lincoln during the Civil War of 1861-1865

(4) free, but still looked down upon and discriminated against in most social and political affairs by the middle of this century, segregated by law from white people in southern states

2. The students may be asked to write a short biographical sketch of Martin Luther King in about 200 words, in which the following facts are included:

1929, born

1944, fifteen, went to university

1955, twenty-six, returned to the South, became a minister

1956, began his unrelenting struggle for racial equality

1963, thirty-four, led the Great March

1964, thirty-five, won the Nobel Peace Prize

1968, thirty-nine, assassinated

3. **Suggested activity:** the teacher may ask some students to play the role of Rosa Parks and Martin Luther King and have them each give a speech in front of the class, Rosa Parks defending herself in court and Dr. King talking to his audience.
4. Students should understand that Martin Luther King was a great speaker. He moved people, persuaded them of the righteousness of the civil rights cause, and motivated thousands of blacks and whites to stand up and be counted. The peroration (conclusion) of his speech at the Lincoln Memorial in 1963 is as follows:

“ When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, ‘ Free at last! free at last! free at last! thank God Almighty, we are free at last! ’ ”

Students should notice the triple repetition in lines 1–3, 4 and 5, and 7 and 8. The metaphor, “let freedom ring,” is a reference to the Liberty Bell in Philadelphia.

III. Sentences for the students to remember

1. “Of the good things in life he has about one-half those of whites; of the bad he has twice those of whites.” (L.5–6)
2. “Freedom is not given, it is won.... The hard truth is that

neither negro nor white has yet done enough to expect the dawn of a new day." (L.21-22)

3. For, as Dr. King said, much of the struggle for black equality had to be fought by each black person inside himself. Each black man must say, "I am somebody. I am a person. I am a man of worth and honour. I have a rich and noble history, however painful ... that history has been." Each man must win his own right to be called a man in the nation that called him "boy". His father had always said to him, "Nobody can make a slave of you if you don't think like a slave." (L.102-107)
4. "I say to you today, even though we face the difficulties of today and tomorrow, I still have a dream. ... I have a dream that my four little children one day will live in a nation where they will not be judged by the colour of their skin but by the strength of their character. ... With this faith we will be able to work together, to struggle together, to go to prison together, to stand up for freedom together, knowing we will be free one day." (L.119-124)
5. "Negroes hold only one key to the lock of peaceful change. The other is in the hands of the white." (L.147-148)

IV. Translation of some difficult sentences from the text

1. "To be a negro in America is to hope against hope." ... (L.1)

做一个美国黑人就是在无望中抱有一线希望。

2. The black man's hopes have often ended in despair.
(L.3-4)

黑人的希望常常以绝望告终。

3. When he was shot by an assassin's gun he was only thirty-nine. He was at the height of his strength and power. He seemed to understand what the blacks need most and what they could do to get it. (L.15-17)

当他被杀手的枪弹射中时，年仅三十九岁，正处于他风华正茂之时。看来他已经理解黑人最需要的是什么，也知道他们能够做什么去得到最需要的东西。

4. But their new country continued to see them only as a pair of hands or a strong back to be put to work.
(L.36-37)

但是新的国度仍然只把他们看作是一双干活的手、肩挑背扛的强劳动力。

5. This was what he meant by "nonviolent direct action." It was action that would express the people's strong feeling without attacking anyone. (L.66-67)

他所说的“非暴力直接行动”就是这个意思，即表达出人民强烈的感受而又不对任何人施以暴力的行动。

6. Her feet were tired but her soul was refreshed. (L.74-75)

她双脚疲惫不堪，但精神振奋。

7. But in church that Sunday he told his people to love one another and to think kindly of their enemies. (L.78-79)

但是，那个星期天在教堂里，他告诫人民要互相爱护，对敌人也要心怀善意。

8. A bomb was thrown at Dr. King's house and might have

killed his family. (L.85-86)

一颗炸弹扔进了金博士的住宅，险些炸死了他们全家。

9. They went about teaching the people that they had a right and duty to elect their own officials. (L.94-95)

他们四处奔走，教育人民懂得他们有权利，也有责任选举自己的官员。

10. The huge processions which King and his followers led brought everyone on to the field of action. (L.110-111)

马丁·路德·金及其追随者们所领导的浩浩荡荡的游行队伍把每个人都带到了行动的战场上。

11. John Kennedy, as we have seen, admired the kind of courage that results in action. (L.128)

正如我们所见，约翰·肯尼迪钦佩那种见诸行动的勇气。

12. He and his family bravely accepted the fact he might be killed any day as he went among the crowds. (L.134-135)

他和他的全家勇敢地接受了这一事实——不知哪一天他在人群中走动时就会被害。

13. Groups like the Black Power Movement seemed to despair of a country where black and white people could live happily together. Their patience was coming to an end. (L.144-145)

看来，象“黑人力运动”这样的组织对建成一个黑人、白人愉快相处的国家已经不抱任何希望。他们的耐心已经到了尽头。

14. Dr. King had spent his short life trying to find a better

way to meet trouble than with a knife or gun. He had given thousands of people the strength which he possessed in large measure — the strength to love others even in the face of hate, injustice and death. (L. 151-154)

金博士用自己短暂的一生去寻求一种比用刀枪更好的方法来迎战困难。他已经把他所拥有的巨大的力量传给了成千上万的人民——那就是即使面对仇恨、不公正与死亡也要去爱他人的力量。

V. Suggested answers to the DISCUSSION QUESTIONS (Lesson 1)

1. Compared with whites, black people enjoyed only half the pleasures of life but suffered twice as much as whites.
2. On the one hand, prejudice against blacks inherited from slavery days was deeply rooted; blacks were still regarded as work tools, not as human beings who had equal rights. And on the other, some blacks were forced to accept and got used to what had been imposed upon them. They did not think that struggle would help change the situation.
3. They fought tenaciously against rights for blacks. Since racial discrimination was dominant in the southern states, the battle for civil rights first started there.
4. Inspired by Rosa Parks who refused to give up her seat on the bus, the black people in Montgomery united as one and launched a boycott against the bus companies, which developed into the struggle for black civil rights.
5. Dr. King admired Gandhi very much. He adopted and

developed Gandhi's ideas of nonviolent resistance in his own struggle for racial equality.

(Lesson 2)

1. The bus companies received a heavy blow to their profits. With the large number of black passengers refusing to ride their buses, they lost a lot of money.
2. United under the leadership of Dr. King, with various means of "nonviolent direct action" against violence and love against hatred, the blacks fought bravely and stubbornly. More and more white people began to support them, and the Civil Rights Act of 1969 finally ensured their equal place as U.S. citizens.
3. First, the blacks must cast off their psychological inferiority; second, they should fight against racial discrimination, not against white people in general. Therefore, they must not use violence.
4. Based on years of hard struggle, the 1963 march gathered as many as 250,000 people, both black and white. Every one of them was a participant and no longer an on-looker. Such a powerful nonviolent army could not be ignored.
5. The Black Power Movement was committed to the militant opposition of what they viewed as civil rights inequalities. They promoted the separation of poor blacks from poor whites and instead of working to improve the lot of mankind as a whole, they worked only to help black people. King rejected "separation" and tried to unite

many groups, including American Indians and Spanish-speaking Americans. He even planned a "Poor People's March" for 1968.

VI. Key to the COMPREHENSION QUESTIONS

Lesson 1: 1. c 2. d 3. b 4. d 5. a 6. b

Lesson 2: 1. c 2. d 3. a 4. d 5. b 6. a

3. Shame

I. Information related to the text

- 1. Dick Gregory: a black American. He was born in St. Louis, Missouri, in 1932. He first gained national fame in 1961 for satirical comedy routines on American racial attitudes. In recent years, he has advocated fasting as a means to cleanse the body and the soul. In the text, an autobiographical anecdote from his early youth, no indication is given that his father had died; he was either an illegitimate child or a child whose father abandoned the family.**
- 2. In the author's childhood, the schools in the South were strictly segregated by race. Only by the action of the US Supreme Court in 1954, in the case of Brown versus the Board of Education, was it declared that it was contrary to the Constitution to have separate schools for blacks and whites. After much resistance the southern states finally gave in and schools are no longer legally segregated by race. However, because of housing patterns, many blacks go to school primarily with other blacks.**