



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 3

编者 茆卫彤



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



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藏书章

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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

为贯彻国家教育部《大学英语课程教学要求(试行)》,我们对《大学英语》做出了即时修订,目的是“培养学生的英语综合应用能力”。根据该套教材的具体情况,在1998年修订的基础上,我们对课文进行了适当的调整,进一步加大难度,完善练习,使学生在词汇量和词汇的掌握程度上有所提高,能全面地应用所学知识和技能深化对课文内容的理解。

《大学英语》泛读教程由北京大学张砚秋教授主编。

本书是对《大学英语》泛读教程第三册教师用书的再次修订。这次修订在原来的基础上增加、删改或合并了一些内容。修订后的每课内容基本包括: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)练习答案。教师可根据不同程度的教学对象和具体课时灵活安排使用。

本书原编者 of 茆卫彤、傅国英,98年修订本编者为柯彦玢、苏勇,在此表示感谢。本次修订承英籍专家 Anthony Ward 协助审阅,他提出了许多具体的修改意见,在此深表谢意。

由于编者水平与经验有限,本书中难免有不足之处,希望读者批评指正。

编者
2006年6月



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Unit One

1. Speech versus Silence



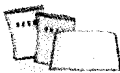
I. Synopsis

As the saying goes, "Speech is silver." But I dislike talkative people, especially those who enjoy talking all the time, paying no attention to the feelings of their listeners, and who are vain and tend to show off their views by repetition. But I don't mean to hate all speeches and all speakers. To my mind, speech is a gift. Without it, communication would break down and civilization would become impossible.

Is silence always golden? I don't think so. I have learnt the lesson from bitter experience that silence can get one into trouble. One such experience took place on a visit to Stratford-on-Avon. As an Oxford undergraduate, I took a group of visiting Chinese scholars to the town. When I found that I was given too little money by an elderly professor to buy the tickets at the station, I didn't tell him the truth. Instead, I spent my own money to make up the difference. But the professor mistook the change as his own and put it all into his own pocket. This failure to speak out made the trip a most miserable one for me. Another experience was even more unpleasant. During my operation, I was so sensitive to being called "finicky" by the nurse that I chose to keep silent to curb my anger. But my silence made me shake with agitation, leaving my body out of control. I almost lost my life through my silence. But silence is better than evasive speech. When a person doesn't want to tell the truth, it is meaningless to take part in any communication, whether as a speaker or listener.



College English Extensive Reading (3)



II. Information related to the text

Stratford-on-Avon:

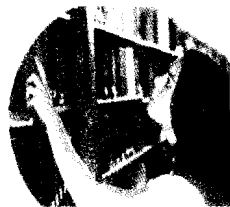
Stratford-on-Avon is a market town situated in the heart of the British midlands, on the River Avon. Dating back to medieval times, Stratford owes its fame to its associations with William Shakespeare. Hundreds of thousands of tourists visit the town each year to step inside Shakespeare's birthplace, visit Shakespeare's grave in Holy Trinity Church, enjoy a theatre performance by the Royal Shakespeare Company, and relax in some of England's finest gardens.



III. Suggestions for teaching

1. A proverb is a common, repeated and generally known statement that contains a general piece of wisdom. It is usually based on common sense or practical experience and has been handed down from generation to generation. The function of a proverb is to make the wisdom it imparts seem to be self-evident. Many proverbs serve to give advice, admonitions or moral lessons. They are a few words to not more than one sentence in length and are stated in a manner that is easily remembered. "Speech is silver, silence is golden" is an oft-quoted proverb, in which speech and silence are put together to highlight the value of silence. In the text, by dividing the proverb into two parts and then developing them separately, the author presents his views on speech and silence with his own experiences.
2. The essay addresses the value of speech and silence. The title suggests that the text consists of two parts — speech as the one and silence as the other. The author is concerned about communication skills. He shows no preference for either talkative people or those who like to keep silent. Help students to get the main points of the text by asking the following:
 - 1) List the types of people mentioned in the text who are unpleasantly talkative.
 - 2) What happened when the author bought tickets for a group of visiting Chinese scholars on a visit to Stratford-on-Avon?
 - 3) Did the author tell the senior professor what happened?
 - 4) Do you think the professor deliberately took the tickets along with the change?
 - 5) Why did the author say that this trip to Stratford-on-Avon was a most miserable one for him?
 - 6) Why did the author choose to keep quiet in his operation for acute appendicitis?

Unit One 1. Speech versus Silence



- 7) Did his silence help him get through the operation? Why or why not?
 - 8) Why did the doctor keep silent when asked about the operation?
3. The proverb is set at the beginning, with the question raised provocatively and illustrated by personal experiences. This is the pattern the author used to organize his essay. In so doing, the author's reaction to the proverb and his own ideas on speech and silence are presented. The teacher might ask the students to give some other proverbs they are familiar with. They should be encouraged to argue for or against the proverbs with their own experiences.



IV. Sentences for the students to use as models

1. If you have to suffer, it is much better to suffer in the company of some fellow sufferers, for any suffering can be made lighter when shared. (L. 10)
2. Besides fulfilling the basic need of communication, speech is also necessary to spiritually enrich our lives. (L. 46)
3. In fact you've lost your power of communication, and a breakdown in communication can often land you in trouble. (L. 61)
4. Speech was my undoing, and silence was my doom. (L. 109)



V. Key to Lesson 1

Comprehension of the text.

1. 1) T 2) F 3) T 4) F 5) F 6) F 7) T 8) T
2. 1) C 2) A 3) D 4) C 5) A 6) B
3. 1) 废话连篇的人毕竟是个例,不是惯例,我们姑且不谈他们。可是还有些人,他们说话或说明某些事情的时候,简直不知道什么时候适可而止。
2) 他们急于证明自己的观点,不知道什么时候该打住。他们似乎以为听众如此低能,以至于听不懂最简单的事,每件事都要多次重复才能灌输到头脑里去。
3) 那些有口才的人总是讨人喜欢,随时随地受欢迎,他们是聚会和社交场合的中心人物。
4) 我想自己掏钱补上差额再简单不过了,肯定事后他会还给我的。所以,我没有回去向他借钱。但是,我很快发现我是大错特错了。
5) 辩白使我酿成大错,而沉默使我不可救药。



College English Extensive Reading (3)

- 6) 我被施予局部麻醉,好像麻醉没有完全发挥作用,于是我对给我做麻醉的护士诉说,但她不容分说,她说她知道该怎么做,叫我不要过分挑剔。
- 7) 医生提醒我说会有点疼,因为再打一针麻药是不可能的。

Learning to use phrases and expressions from the text.

1. 1) obvious 2) fares 3) administer 4) to summon 5) revived
6) dose 7) trivial 8) is associated with 9) elaborate 10) repetition
2. 1) A) to add to an amount required 补足
B) to invent (a story) 编造
C) to end a quarrel and become friends again 和好
D) to form or constitute 构成
- 2) A) the outside limit of an area (床)边
B) nervous 紧张不安
C) a slight advantage 微弱的优势
D) to move slowly and carefully in a particular direction 挤(过)
- 3) A) (obtained) from 靠从事……
B) from a particular number 从……中
C) without 失去
D) because of 出于
3. 1) Teenage readers felt he was on their side against their parents and teachers. Older readers felt he was on their side against their bosses at work.
- 2) Many people are uneasy in the company of strangers.
- 3) If you follow these instructions to the letter you will succeed in this task.
- 4) He tends to get a bit carried away when he's dancing and he starts spinning and leaping all over the place.
- 5) That's out of the question; Mary is much too busy to look after her children.
- 6) I had a lot of quarrels with my parents when I was a teenager.



Unit One

2. Why Not Speed Up Your Reading?



1. Suggestions for teaching

1. The essay focuses on the importance of fast reading and the way to pick up reading speed. The teacher might ask the students the following questions as a warm-up.
 - 1) Do you think a slow reader is likely to read with better understanding than a fast reader?
 - 2) Do you agree that fast reading is bound to sacrifice accuracy?
 - 3) Why do you think we need to increase our reading speed?
 - 4) Are you a fast reader?
2. The teacher might involve the students in taking a test on their own reading speed so that they would have a rough idea of whether they are fast readers. The teacher can encourage the students to read the text from the beginning to Line 51 as quickly as possible without unnecessarily sacrificing accuracy. The students should check the time and see how long it has taken them to finish this part. Then ask them to do the “true or false” exercise. And finally they can find out their reading speed in words per minute and their percentage in comprehension.
3. The teacher should check on the reading speed of some of the students. Then the teacher might explain that reading speed often varies according to the type of the reading materials. A reading speed of several thousand words a minute is useful for people burdened with masses of documents, but not for study or research purposes nor for rec-



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reational reading. Who would want to finish a good novel in twenty minutes? However, many people do not know how to “shift gears” — they read everything at the same speed and they do not know how to increase or decrease their reading speed. The author traces the reading problem back to the early school days when the students were forced to read materials too difficult for them. Bad reading habits can be and should be broken, and the author recommends some ways to cultivate better reading habits.

4. Ask the students to read the 11 pieces of advice suggested at the end of this lesson. And then they are to answer the question: “What are the author’s suggestions for speeding up our reading? Do you appreciate any of his ideas?”
5. Finally, tell the students not to forget the importance of their reading speed if they get involved in executive work one day. Just as the author points out in this article: “In getting a job or advancing in one, the ability to read and comprehend quickly can mean the difference between success and failure.”



II. Sentences for the students to use as models

1. In getting a job or advancing in one, the ability to read and comprehend quickly can mean the difference between success and failure. (L.4)
2. If the subject matter were difficult, careful reading was justified; when it was easy, he should have zipped through it. (L.24)
3. Bad readers trudge home with briefcases bulging with material that should have been read on the job. (L.32)
4. He soon found that he was concentrating so hard on keeping up with the machine that he was no longer aware of the noise. (L.54)
5. The secret of success is constant practice. The pay-off will be worth the effort. (L.113)



III. Key to Lesson 2

Comprehension of the text.

1. 1) T 2) F 3) T 4) F 5) F 6) T 7) F 8) F
2. 1) D 2) D 3) C 4) B 5) A

Unit One 2. Why Not Speed Up Your Reading?



3. 1) 他意识到,仅仅阅读那些信件就得用去他一天的大部分时间,何况每天早上同样又有一堆信件会出现在他的面前呢。
- 2) 如果(他阅读的)主要内容读着费力,仔细阅读是理所当然的。如果不费力,他就该快速阅览了。
- 3) 阅读很慢的人,疲惫地把本该工作时间阅完的材料塞满公文包带回家去。
- 4) 阅读加速器按预定的阅读速度放下屏障遮住书页,迫使学生加快阅读,赶在屏障放下之前把那页读完。
- 5) 为了让你改掉用手指跟着字走的习惯,用双手紧紧抓住你正在阅读的东西。
- 6) 沿报纸栏目中央划一条线,把你的目光聚焦在中心线上,当你从上往下读这一页时,试着抓住中心线两侧词语的意思。

Learning to use phrases and expressions from the text.

1. 1) aware 2) underlined 3) scanned 4) advanced
5) enroll 6) diagnosed 7) handy 8) constant
9) increasingly

2. 1) g. 2) e. 3) i. 4) a. 5) h. 6) j. 7) b. 8) d. 9) c. 10) f.