



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 4

编者 王珠英



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



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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》泛读教程第四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。

本书原编者为王莹、傅国英,98年修订本编者为赵晓泉、柯彦玢,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. Words That Work Miracles



I. Information related to the text

1. Words of praise communicate value, strengthen hearts, and nourish any relationship: be it parent/child, husband/wife, employer/employee, or friend to friend. Praise is a sincere, mutually beneficial proposition. The receiver of praise feels affirmation at having been acknowledged as a significant and important individual. The giver of praise is blessed with a clear conscience, a grateful heart, and is shielded from having a critical, dangerous spirit. Sadly, as human beings we do, for some reason, fall into the weakness of criticizing others more easily than encouraging them. This could be the case for many reasons. Some may see praising others as a sign of inner weakness, and others may lack the inner strength and self-confidence, which hinders their ability to compliment and praise others. For the former, they need to learn how to discipline themselves to understand that praising others is a sign of inner strength and confidence. Praising others should be seen as a form of inner validation for themselves and the person they are praising.
2. Here are some proverbs and quotations that may teach us something about words:
 - 1) Kind words are the music of the world. They have a power which seems to be beyond natural causes, as though they were some angel's song which had lost its way and come down to earth. — Frederick W Faber
 - 2) Our praises are our wages. — William Shakespeare
 - 3) Pleasant words are as honeycomb, sweet to the soul, and to the bones.



College English Extensive Reading (4)

- 4) Praise is like sunlight to the human spirit, we cannot flower and grow without it.
— Lair
- 5) Kind words can be short and easy to speak, but their echoes are truly endless.
— Mother Teresa, Roman Catholic Missionary
- 6) I can live for two months on a good compliment. — Mark Twain
- 7) We are too hasty to criticize, too slow to acknowledge good. —AKM
- 8) Flies are easier caught with honey than with vinegar.



II. Suggestions for teaching

1. Words are powerful. Written words, spoken words, printed words, grammatically correct words, misspelled and incorrectly used words ... they all have power. The power does not lie in the letters, type styles or fonts, it lies in the meaning and the message that they deliver, just as the following quotation says:

A careless word may kindle strife;

A cruel word may wreck a life.

A bitter word may hate instil;

A brutal word may smite and kill.

A gracious word may smooth the way;

A joyous word may light the day.

A timely word may lessen stress;

A loving word may heal and bless

— Anon

Introduce the quotation above to the students. Explain to them that in our personal lives other people's words can change our mood or even our attitudes toward life. Then ask them to work in groups and tell each other:

- 1) the words that have moved them the most;
- 2) the words that have hurt them the most;
- 3) the words that have encouraged them the most.

2. Draw the students' attention to the title and ask them to explain what kinds of words can work miracles. (words of praise, compliments, pleasing comments, favorable remarks, heartening words, etc.)

Throughout the text the author argues that words of praise can work miracles. Ask the students to go over the text and find what miracles they can create.

- 1) Compliments can bring about a happy family life. They are particularly appreciated by homemakers who do routine jobs which are usually dreary, hard and dirty.
- 2) Praise makes people feel that they are valued friends or co-workers to others.

Unit One 1. Words That Work Miracles



- 3) Praise helps to build up people's self-confidence and self-esteem, which makes them kinder and more cooperative with others.
- 4) Praise can turn unfriendly people into warmhearted human beings.
- 5) Praise helps to rub off the sharp edges of daily contact.
- 6) Praise brings reassurance, encouragement and strength to children and thus gets them to do their best.

3. Ask the students to explain why, according to the author, words of praise can create miracles.

The reasons given by the author are as follows:

- 1) All of us need to feel needed and admired. If we didn't hear any words of encouragement or praise, how could we know that we were valued by people close to us, such as our friends or co-workers?
- 2) We each have a mental picture of ourselves, a self-image. If we are not satisfied with our image, we can't feel confident and can't function at our best. When we are ashamed of our self-image, we tend to become hostile and hard to get along with. Praise is the polish that helps keep our self-image bright and sparkling. When our self-esteem is raised, we will like other people better and want to cooperate with them.
- 3) Children know very well when they behave themselves. They hope adults have noticed and they wait hungrily for praise.

4. Ask the students whether they like to hear praise and give their reasons. Ask them to try to explain why it is essential for parents to praise their children, why it is necessary for a couple to be generous with praise in a marriage, and why it is important for managers to praise their employees in the work place.

When parents praise their children, it's not the words that mean the most. The key element here is the lasting impression parents create on their children's lives. Knowing that their parents think they're great will carry them through hard times, loneliness, discouragement, and failure. In order for children to lead a productive life like all people they need more praise than criticism. It's vital for parents to acknowledge the power of their words. Parents have been given the responsibility of supporting their children, helping them develop, and guiding them toward good choices. As time goes by, even if the children do not remember what their parents said, they will definitely remember how their parents made them feel.

Praise in marriage is one of the great ways to affirm and deepen the relationship. It is necessary for partners to look for positive actions or characteristics they can comment on that they haven't mentioned before. When an individual gives his or her spouse a sincere compliment, several things are accomplished. The spouse's self-confidence and self-worth are increased, and the friendship between the couple is strengthened.



College English Extensive Reading (4)

Praising employees is one of the central elements that need to be integrated into any manager's strategy. Praising employees is an extremely powerful motivator because it nourishes their self-esteem. When employees are complimented, their hard work is acknowledged and this increases workplace loyalty. This makes them feel good about themselves, their managers, and subsequently they perform better. In return, the manager's job becomes easier because positive reinforcement will encourage employees to repeat the actions that received praise. Employees will seek out ways to earn more praise by working harder and more productively.

5. Group Work. Ask the students to work in groups of four or five. First ask them to prepare some little pieces of paper and put the other members' names respectively on each piece. Then ask them to think of the nicest things they can say about each of the other members in the group and write them on the paper. When everyone is finished, ask them to give it to the member in question.



III. Sentences for the students to use as models

1. Praise is the polish that helps keep his self-image bright and sparkling. (L.33)
2. Children, especially, are hungry for praise, reassurance and appreciation. (L.63)
3. Take the trouble to find something to commend in your child, and you will discover that both his ability and attitude will improve. (L.75)
4. There is truth in the saying, "Flowers leave part of their fragrance in the hand that bestows them." (L.81)



IV. Key to Lesson 1

Comprehension of the text.

1. 1) F 2) F 3) T 4) T 5) F 6) F 7) F 8) T
2. 1) D 2) B 3) D 4) A 5) A 6) C
3. 1) 可是我们都要时常享受到热情洋溢的赞许, 不然的话, 我们会失去自信。
2) 当我们为自身的形象感到骄傲时, 我们会有自信心, 不受拘束地表现自我。
3) 一位牧师新到一座被戏称为“冰箱”的教堂上任时, 他没有批评教堂会众对待陌生人的冷漠, 而是站在讲坛上欢迎到访者, 并对大家说他们是多么的友善。

Unit One 1. Words That Work Miracles



- 4) 经过一天的工作劳累,一个人回到家,看到孩子们把脸贴在玻璃窗上等待着他的时候,他能用那无声的然而高度的赞赏浇灌自己的心田。

Learning to use phrases and expressions from the text.

1. 1) live with 2) added to 3) take ... for granted 4) live up to
5) now and then 6) boils down to 7) decided against 8) once in a while
2. 1) You should eat more, or you'll make yourself ill.
2) Though Harry did his best to sound calm, it was obvious he was annoyed.
3) She was quick to point out that it wasn't her fault.
4) We're hungry for news of our brother, who lives away from home.
5) Please feel free to interrupt me if you don't understand anything.



Unit One

2. An Uncertain Future



I. Information related to the text

1. Iris Chang is the author of the best-selling *Rape of Nanking* (1997), a very disturbing but well-prepared and necessary account of the sacking of that important Chinese city by the Japanese army in the late 1930s. This text is taken from the final chapter of Chang's last book *The Chinese in America: A Narrative History*, which, in her words, tells an epic story — and, indeed, it is shown to be exactly that. Her purview is wide: the immigration of Chinese people to the U.S. from the early nineteenth century to the end of the twentieth.

According to Chang, the Chinese immigration falls naturally into three waves: those who came to the United States to be laborers during the days of the California gold rush and the building of the transcontinental railroad, those who left China before 1949, and those who came in the 1980s and 1990s as relations between China and the U.S. eased somewhat. The reasons why at certain times in China's history certain Chinese made the very hard and frightening decision to leave the country of their ancestors and the company of their own people to make a new life for themselves in the United States are only half the story; the other half consists of what they did here and how they were received once they got to America. But this is not just a bland narration of past events. Interweaving political, social, economic, and cultural history, as well as the stories of individuals she came across in her research, Chang offers a bracing view not only of what it means to be Chinese American, but also of what it is to be American. A final chapter looks at possible future definitions of racial identity.



2. The Chinese-American Experience

In the mid-19th century, Chinese came to “Gold Mountain,” as they called America, to join the “Gold Rush” in California. As the lure of gold diminished, they came simply to work. Initially welcomed, they became a significant part of the labor force that laid the economic foundation of the American West. Chinese could be found throughout the region, laboring in agriculture, mining, industry, and wherever workers were needed. They are best known for their contribution to the construction of the Transcontinental Railroad, the completion of which united the country economically and culturally.

In spite of their indispensable role in the development of the American West, the Chinese suffered severe exploitation. They were discriminated against in terms of pay and forced to work under very bad conditions. White workers viewed them as economic competitors and racial inferiors, thereby stimulating the passage of discriminatory laws and the commission of widespread acts of violence against the Chinese.

Under the racist slogan, “Chinese must go!” an anti-Chinese movement emerged that worked assiduously to deprive the Chinese of a means of making a living in the general economy. The movement’s goal was to drive them out of the country. This hostility hindered efforts by the Chinese to become American. It forced them to flee to the Chinatowns on the coasts, where they found safety and support. In these ghettos, they managed to eke out a meager existence, but were isolated from the rest of the population, making it difficult, if not impossible, to assimilate into mainstream society. To add insult to injury, Chinese were criticized for their alleged unassimilability.

Finally, Chinese workers were prevented from immigrating to America by the Chinese Exclusion Act of 1882. Its passage was a watershed event in American history. Besides identifying for the first time a specific group of people by name as undesirable for immigration to the United States, the act also marked a fateful departure from the traditional American policy of unrestricted immigration.

After China became an ally during World War II, the exclusion laws proved to be an embarrassment and were finally ended by the Magnuson Act in 1943. This bill made it possible for Chinese to become naturalized citizens and gave them an annual quota of 105 immigrants. While the bill ended an injustice that had been committed sixty-one years earlier, the damage to the Chinese community had already been done. Between the 1890s and 1920s, the Chinese population in America declined. But the worst effect was to undermine the one thing that was most precious to the Chinese, their families. Chinese men were forced to live lonely bachelor lives in the almost all-male society that was Chinatown. Meanwhile, wives and children were forced to remain in China, supported by remittances from the United States and rarely seeing their husbands and fathers. Such separations made it difficult to maintain strong family ties.

As the annual quota of 105 immigrants indicates, America’s immigration policy was restrictive and particularly discriminatory against the Chinese and other Asians. Equality in immigration only came with the enactment of the Immigration Act of 1965, which