

Comprehensive College English

综合大学英语

- 总主编 朱通伯 冯 斗
- 总主审 龚登墉 石 坚

Teacher's Book
教师用书
3-4

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前 言

《综合大学英语》(Comprehensive College English) 是为高校英语专业编写的一套精读课系列教材, 共分8册, 分别用于英语专业一至四年级的八个学期。

本教程编写的原则和指导思想是我国新修订的《高等学校英语专业英语教学大纲》, 在教材的总体设计与编写体例上力求按阶段(即: 基础阶段1-4册; 高年级阶段5-8册) 实现新大纲规定的加强学生语言基本功和综合交际能力的目的要求。基础阶段1-4册教材系统传授语言基础知识, 继承以往精读课教材的优良传统, 对学生进行全面的、严格的基本技能训练。在注意增强学生实际运用语言能力的同时, 注意培养学生良好的学习习惯和学习方法, 培养他们的逻辑思维能力和独立工作能力, 丰富他们的文化知识, 增强对文化差异的敏感性, 为高年级的学习打下较扎实的基础。高年级阶段的5-8册则继续强化基本功训练, 进一步扩大知识面, 把重点放在培养学生的语言综合技能、提高人文知识修养与语言交际能力上, 使学生逐步成长为能适应新世纪要求的合格的外语专门人才。但愿通过我们大家不断的共同努力, 这套系列教程能在这方面作出一点应有的贡献。

本书作为《综合大学英语》第三册和第四册的教师用书, 是为使用这两册教材的教师编写的。它根据每个单元的具体情况, 就有关作者背景、人文知识、语言要点、难词难句及课堂教学建议等作了必要的诠释与补充。除此之外, 本书还对每个单元的主课文配备了参考译文, 给出了各单元的大部分练习答案, 希望对教师的备课与教学有所帮助。

本书也是英语自学者学习《综合大学英语》第三册、第四册的辅导材料。自学者借助本书可以更轻松地学好这两册教材。

在本书的编写过程中, 得到了外研社的领导、编辑以及外研社西南信息中心的大力帮助和悉心指导, 谨向他们表示衷心的感谢。

鉴于编者水平有限、时间仓促, 书中难免有疏漏之处, 敬请不吝指教。

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Book 3

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Unit **One**

More about the Author and Text A

About the Author

James Thurber (1894-1961) is a famous American humorous writer. He was born and grew up in Ohio, and attended Ohio State University which he left without a diploma. His book *My Life and Hard Times* (1933), from which "University Days" is taken, is amusing recollections of his experience at Ohio State University. After working on a number of newspapers, he began his life-long association with *The New Yorker* in 1927, in which most of his work first appeared. He wrote a lot of essays, sketches, fables, stories, parables, and reminiscences which he illustrated by his own drawings. *Is Sex Necessary?* (1929) was his first book. Written in collaboration with E. B. White, it satirizes pseudo-scientific sex manuals and establishes his reputation as a humorist. It was followed by other collections of short pieces such as *Let Your Mind Alone!* (1937); *Last Flower* (1939), an ironic parable of modern war; *Fables for Our Time, and Famous Poems Illustrated* (1940), twenty-eight brief, wry, witty fables in the style of a modern Aesop; *My World—and Welcome to It* (1942), a collection of essays, sketches, and stories; *Lanterns and Lances* (1961), essays that are final examples of light and shafts cast by the author; and *Credos and Curios* (1962), a posthumous collection of stories and sketches.

Thurber held the view that "humor is a kind of emotional chaos told about calmly and quietly in retrospect", and most of his works are marked by a strong sense of humor. He is especially well known for the irony, satire and whimsical humor of his stories about ordinary American life and is considered the best American humorist after Mark Twain.

Structural Analysis of the Text

This essay is built around three episodes in Thurber's university days, so we can easily divide it into three parts.

The first four paragraphs make up the first part dealing with the microscope incident. If we know that Thurber lost one eye in a childhood accident, we will understand why it was so difficult for him to see through a microscope. In this part Thurber depicts a ready-to-help but irritable instructor by using rhetorical devices such as repetition and overstatement.

The second part goes from the fifth paragraph to the twelfth, a slight satire on Bolenciewicz, an outstanding football player who was, however, rather dumb in his study. In

order to help him arrive at the answer “train” to the professor’s so easy a question, the serious economics class was almost turned into a comic show with the professor and the class imitating the sounds of various vehicles. The good-natured but “timid” economics professor also comes out distinctly with Thurber’s description.

The last part narrates Thurber’s experience of military drill. He was the only senior in uniform because he failed in military drills all the preceding years. Finally he drilled brilliantly enough to be summoned by General Littlefield, who, when Thurber went to see him, was busy swatting flies. A general swatting flies may seem incompatible and absurd enough. What makes the scene even more ludicrous is that Thurber treats this trivial matter with all seriousness. Much of Thurber’s humor comes from making a subject appear ridiculous by treating it in an incongruous style.

Thurber also makes use of transitional sentences or paragraphs to hold together these three episodes which otherwise may seem disparate.

Additional Notes on Text A

1. In the few opening sentences, Thurber makes clear the topic of this first episode by skillfully repeating such words as “botany”, “microscope” and “cell”. Also notice the exclamations “I could never pass botany” and “I could never see through a microscope” which, somewhat overstated, set the humorous tone for the whole essay.

2. This used to enrage my instructor. (Para. 1)

enrage: make someone furious

e.g. His unscrupulous remark *enraged* his father.

3. He would begin patiently enough... but just pretended that I couldn’t. (Para. 1)

He would be patient enough to begin to explain to me that anybody can see through a microscope (and encourage me to try), but in the end, he would always become very angry (because I still couldn’t see anything). He would say that I could see through a microscope but just pretended that I couldn’t.

4. ..., except now and again a nebulous milky substance—a phenomenon of maladjustment. You were supposed to see a vivid, restless clockwork of sharply defined plant cells. (Para. 1)

I could see nothing at all), except that sometimes I could see something cloudy and indistinct—the result of my not having adjusted the microscope properly. If I could see through the microscope, I would see very clearly a number of plant cells that were in

constant and regular movement.

- 1) **now and again**: now and then, from time to time
- 2) **nebulous**: cloud-like, indistinct, vague
- 3) **milky**: cloudy, unclear
- 4) **vivid**: presenting a clear and striking picture
- 5) **restless**: active, never still
- 6) **clockwork**: steady, regular machinery like that of a clock; in the context, it refers to a group of plant cells ever in motion
- 7) **define**: fix the bounds or limits of; present the outline clearly

5. ... so he would readjust it for me, or rather, for himself. (Para. 1)

Thurber says so because although the instructor readjusted the microscope in order for “me” to see clearly, it is he rather than “I” who could see through even after the readjustment.

6. a deferred pass (Para. 2)

A deferred pass is a pass that is delayed until such time as the student can meet the course requirement.

defer: put off to another time

7. The professor had come back from vacation brown as a berry, bright-eyed, and eager to explain cell-structure again to his classes. (Para. 2)

- 1) The word “**brown**” here refers to the dark, tanned color of skin as a result of sunbathing during the instructor’s vacation.
- 2) “**Bright-eyed**” means happy and eager, full of impractical hopes. Thurber may imply by this word that the botany instructor was refreshed by the vacation, became cheerful and hopeful that this time he could help the narrator see through the microscope, for later we will see him saying “cheerily” to him, “we’re going to see cells this time, aren’t we?” Note the alliteration in “**brown as a berry, bright-eyed**”.

8. Students to the right of me and left of me and in front of me were seeing cells... (Para. 2)

Note the way of Thurber’s purposeful redundancy here. Instead of saying “all other students”, he uses “students to the right of me and left of me and in front of me”, which is more humorous and a more effective way to single out a particular “I” who could not accomplish a thing that everybody else could do.

9. "We'll try it," the professor said to me, grimly, "with every adjustment of the microscope known to man." (Para. 3)

The professor said to me sternly, "we'll adjust the microscope in every way that man knows and try to see cells through it."

10. He cut off abruptly for he was beginning to quiver all over, like Lionel Barrymore. (Para. 3)

Lionel Barrymore was a Hollywood star noted for playing irritable old men. The instructor was saying at that time "As God is my witness, I'll arrange this glass so that you see cells through it or I'll give up teaching. In twenty-two years of botany, I... ", maybe he wanted to say he had never met one who couldn't see through a microscope; anyway in his shock, frustration, determination, disappointment, and fury, he began to shake, just like Lionel Barrymore in his acting. Thurber shows his sense of humor here by comparing his instructor with Lionel Barrymore.

cut off: stop; put to an end prematurely

e.g. We were *cut off* in the middle of our telephone conversation.

11. So we tried it with every adjustment of the microscope known to man. (Para. 4)

Note that this sentence is an intentional repetition of the remark made by the professor in the preceding paragraph and the humorous effect it lends.

12. ... came from an adjoining desk... (Para. 4)

adjoining: lying next to

13. ... and his eyebrows high in hope... (Para. 4)

... he raised his eyebrows, full of hope (that I had seen through the microscope because he saw me drawing something)...

14. with a hint of squeal in his voice (Para. 4)

In his voice there is a slight trace of a high-pitched cry on the point of explosion.

squeal: a high sustained cry

15. "You didn't, you didn't, you didn't!" he screamed, losing control of his temper instantly, and he bent over and squinted into the microscope. (Para. 4)

The repeated short, urgent exclamation of "you didn't" shows vividly the professor's irritation at his hope being shattered and once again being let down.

1) **lose control of his temper:** lose one's temper; break out in anger

2) **squint**: look with half-shut eyes at

16. His head snapped up. (Para. 4)

The word “**snap**” here means “move quickly”. There will be “snaps” with different meanings in the following text.

17. ... but somehow manage to pass... (Para. 5)

somehow: in some way or other

18. I went to that class straight from the botany class, which didn't help me any in understanding either subject. (Para. 5)

The figure of speech of this sentence is an understatement because from the next sentence we know that going to economics class straight from the botany class not only “didn't help me in understanding either subject”, but it got me mix them up.

19. But not as mixed up as another student in my economics class who came there direct from a physics laboratory. (Para. 5)

This is a sentence fragment intentionally employed for rhetorical effect. By repeating the phrase “mixed up” in the previous short sentence, it closely follows up in meaning and achieves an effect of lucidity and tightness. Also by the adroit repetition of “mixed up”, Thurber introduces Bolenciewicz, who will be the main character in the second scene, thus accomplishes the smooth transition from one episode to the next.

20. the football team (Para. 5)

football: the American football, a field game played between two teams with an inflated oval-shaped ball that is advanced to a goal by running, passing or kicking. Players wear helmets and protective padding. To tackle is to use one's body or arms to bring the ball carrier to the ground or stop his forward movement.

21. “Name one means of transportation,” the professor said to him. (Para. 6)

In order to play on the University football team, it was necessary for Bolenciewicz to keep up in his studies and most of the professors were kind enough to help him along. “None gave him more hints, in answering questions, or asked him simpler ones than the economics professor”, from this sentence, we can understand why the professor asked Bolenciewicz such a ridiculously simple question. By the contrast that it took the professor and the whole class such great efforts to help Bolenciewicz to answer so simple a question, Thurber pokes fun at Bolenciewicz's dumbness.

22. No light came into the big tackle's eyes. (Para. 6)

There was no sign of understanding in his eyes.

23. He had the look of a man who is being led into a trap. (Para. 6)

The expression on his face (possibly, suspecting, hesitating, cautious, etc.) was like that of a man who is being led into a trap.

1) **look:** expression

2) **trap:** device, often baited, for catching animals; arrangement to catch unsuspecting person

24. There was a profound silence in which everybody stirred uneasily... (Para. 6)

Bolenciewicz couldn't answer the question in spite of all the hints already given by the professor. In the absolute and intense silence, everybody felt uneasy and began to move slightly.

1) **profound:** deep, intense

2) **stir:** move, esp. slightly

25. "Choo-choo-choo", he said, in a low voice, and turned instantly scarlet... (Para. 6)

In order to help Bolenciewicz, the professor decided to do something unusual and amazing: to resort to children's way of saying something and to imitate the sound of the vehicle, which seemed incongruous and absurd in a serious economics class. Furthermore, the professor was a timid man. That is why he "turned instantly scarlet".

1) **scarlet:** a brilliant red

2) **choo-choo-choo:** a child's word for a railway train

3) **chuffa chuffa, chuffa chuffa:** puffing sounds as made by a steam locomotive

4) **ding, dong:** the sound of bells ringing (such as when a train comes into station)

26. He glanced appealingly around the classroom. (Para. 6)

He quickly looked around the classroom, calling for us to join his efforts.

1) **appeal:** call upon; make earnest or formal request for aid

2) **appealing:** making an appeal; imploring

27. All of us, of course... was only a week off. (Para. 6)

All of us, of course, had the same desire with Mr. Bassum that Bolenciewicz could keep up with the class in economics because the Illinois game, one of the hardest and most important of the season, would be played only a week later.

stay abreast of: keep pace with; keep up with

28. ... a locomotive letting off steam. (Para. 6)

let off: allow or cause steam to escape

29. Mr. Bassum himself rounded off the little show. (Para. 6)

Mr. Bassum himself brought the little show to the end (by making the last imitation).

round off: bring to a complete state

30. "What on?" asked Bassum. (Para. 9)

When Bassum asked this question, what he had on his mind was "what kind of vehicle did you come here on?"; but Bolenciewicz misunderstood him as asking him "what money did you come here on", so he answered "I git an 'lowance" and felt embarrassed.

31. ... in a low, husky voice... (Para. 10)

husky: (of voice) dry in the throat, hoarse

32. Ohio State was a land grant university and therefore two years of military drill was compulsory. (Para. 13)

The Morell Act in 1862 led to the founding of Land Grant Colleges on land given by the federal government. These were originally intended as agricultural colleges, but many later developed into full universities, offering programs in agriculture, engineering, and home economics, as well as in the traditional academic subjects. Another provision of the Morell Act called for the establishment of a military training program at every land grant college. Although the act itself did not stipulate that the training be compulsory, nearly every state had made it so by the 1920s.

33. We drilled with old Springfield rifles and studied the tactics of the Civil War even though the World War was going on at that time. (Para. 13)

Here "**the World War**" refers to the First World War. In this sentence the author insinuates the drawbacks of the educational system at that time. What they were taught was out-of-date, having nothing to do with the real world, having no practical meaning.

34. ... and sophomores used to deploy over the campus, moodily creeping up... (Para. 13)

1) **deploy:** spread (troops) out from column into line

2) **moodily:** gloomily, sullenly

35. Most of the cadets were glumly indifferent soldiers, but I was no good at all. (Para. 14)

Most of the trainees were in low spirits and showed no interest in the drill, but they were somewhat like soldiers, while I was not like a soldier at all.

36. Once General Littlefield, who was commandant of the cadet corps, popped up in front of me during regimental drill and snapped... (Para. 14)

1) **commandant**: commanding officer esp. of military academy

2) **pop up**: go, pass, rise abruptly, unexpectedly and quickly

3) **snap**: say sth. irritably and spitefully

37. I was mediocre at drill, certainly—that is, until my senior year. (Para. 14)

I didn't do well in drill until my senior year (when I made some achievement).

mediocre: second-rate

38. I was the only senior still in uniform. (Para. 14)

I was the only one who, in his senior year, still had to go on military drill (because I had failed it all the preceding years).

39. The uniform which, when new, had made me look like an interurban railway conductor, now had become faded and too tight. (Para. 14)

The fact that "my" uniform had become faded and too small for "me" reinforces the foregoing sentence that "I had drilled longer than anyone else".

40. This had a definitely bad effect on my morale. (Para. 14)

The faded and too tight uniform had lowered my fighting (or rather drilling) spirit. It is humorous.

41. ... keeping his eyes on them narrowly before he let go with the swatter. (Para. 15)

narrowly: carefully, exactly

42. Looking back on it now I can see he meant me although he was looking at a fly, but I just stood there. (Para. 15)

Now when I think of this scene, I am clear that when he said "button up your coat", he was telling me to fasten my coat with buttons. But at that time because when he said it he was looking at a fly, I thought he was talking to the fly and I didn't do as he said, just standing there. Again this shows Thurber's sense of humor.

43. "That won't help the situation!" snapped the General with cold military logic. (Para. 15)

When I said I was sorry for startling the fly, the General responded coldly, thinking clearly with his sober military logic, that only being sorry about an unpleasant thing that had happened could not make the situation any better.

44. I didn't see what I could do except offer to chase some more flies towards his desk, but I didn't say anything. (Para. 15)

I didn't know what to do in order to make up for my fault, maybe I could offer to drive some more flies toward his desk for him to swat, but I didn't say so.

Note the satire in this paragraph. The general cared much about his target fly being startled, but he was so forgetful as to have forgotten what to do with the narrator.

Key to the Exercises

I.

That evening Elizabeth lay awake for two whole hours, trying to understand how she felt about him. She now thought of him with respect and a certain admiration, and was deeply grateful to him, not only for having once loved her, but for still loving her enough to forgive her bitter rejection of him, as well as all her unjust accusations. The change she had noticed, in a man who was once so proud, must be caused by his love for her. Now, since she was almost sure that if she wanted, she could encourage him to propose to her again, she only had to decide how far she wished to be involved in his future happiness, in which she already felt a real interest.

—adapted from Jane Austen's *Pride and Prejudice*

II.

- | | | | |
|--------------------|------------------|---------------|------------|
| 2. (1) a. pretence | b. pretended | c. pretension | |
| (2) a. explanation | b. explain | | |
| (3) a. embarrassed | b. embarrassment | | |
| (4) a. caution | b. cautious | | |
| (5) a. decisive | b. decided | c. decision | |
| (6) a. compulsory | b. Compulsive | | |
| (7) a. indifferent | b. indifference | | |
| 3. (1) wanders | (2) steam | (3) tactics | (4) temper |
| (5) rubbed | (6) corporate | (7) deploy | |

III.

(between “appointed” and “their”) ^to; at→with; appointed→appoints; advices→advice; was→is; that→which; and→or

IV.

1. These reforms are likely to be put through in a few months.
2. His explanation mixed me up even more.
3. Suddenly he let off a joke and the tense atmosphere at once relaxed.
4. I lost control of myself and hit him.
5. How much oil do you require? Will five gallons see you through?
6. The high-tech company summoned the shareholders to the first general meeting last month.
7. His classmates thought he should stay abreast of the class in economics.
8. Wu Jianxiong, after getting her Ph.D, pursued her studies in physics.

V.

1. 教授刚度假回来，皮肤黝黑像木莓，神采飞扬，迫不及待地要再次给学生们讲解细胞结构。
2. 于是我们调试显微镜再看；所有想得到的调试方法都试过了。
3. 老师注意到我的举动，便从邻近的课桌旁走过来，唇边露出一丝微笑，眉头舒展，充满希望。
4. 当然，我们所有人都像巴萨姆先生一样，希望勃楞西武在经济学这门课上与全班同学齐头并进，因为本赛季最艰难最重要的一场比赛，即同伊利诺伊州的比赛，一个星期后就要进行了。
5. 我想他肯定不记得我是谁，以及他为什么找我，可是又不愿承认。

VI.

of; and; accept; need; more; that; are; to; will; in; of; for; as; with; The; of; much; able; They; it

VII.

Passage A c

Passage B 1. a 2. b 3. c

参考译文 (Text A):

大学时光

1 读大学时,我所有别的考试都能通过,就是植物学老是不及格。这是因为所有修植物学课程的学生每周都要在实验室里花几个小时通过显微镜观看植物细胞,而我却始终不会看显微镜。这常常让我的老师非常恼火。我只是傻站在那儿。“我啥也看不见,”我说。他开始很耐心,循循善诱地说每个人都会看显微镜,但最后总是大发雷霆,声称我其实会看显微镜,只不过假装不会。我就会说:“可,我啥也看不见。”他就说:“只要再试一次。”于是我把眼睛凑到显微镜前,什么都看不见,只是偶尔会看见一些模糊不清的乳白色的物质——这是显微镜调试不当产生的现象。本来应该看到活泼泼的轮廓分明的植物细胞在永不停息地做有规律的运动。“我看到牛奶状的东西,”我告诉他说。他大声说,这是我没有调好显微镜的结果。然后他就重新给我,或者更确切地说,给他自己调试显微镜。

2 最终,我参加了所谓的“缓考”,等了一年重新参加了考试。教授刚度假回来,皮肤黝黑像木莓,神采飞扬,迫不及待地要再次给学生们讲解细胞结构。那学期的第一堂实验课我们碰面时,他高兴地对我说:“这次我们会看到细胞了,是吧?”我说:“是的,先生。”我前后左右的学生都看到了细胞;而且,他们都已经静悄悄地在笔记本上绘制细胞图了。当然,我还是什么都没有看到。

3 教授神情严肃地对我说:“我们来试一试人类所知的每一种调试显微镜的方法。上帝作证,我一定要调试这显微镜直至你看得到细胞为止,否则我就不教书了。教了22年的植物学,我……”他突然打住,浑身开始颤栗,像性格演员莱昂内尔·巴里莫尔一样。

4 于是我们试过了人类所知的每一种调试显微镜的方法。使我高兴和惊讶的是,我居然看到了斑点、污点、圆点的杂集,就匆忙把它们画了出来。老师注意到我的举动,便从邻近的课桌旁走过来,唇边露出一丝微笑,眉头绽放,充满希望。他看了看我画的细胞。“那是什么?”他大声问道,声音有点歇斯底里。“这就是我看到的東西,”我说。“不对,不对,不对!”他叫喊起来,怒火中烧,并弯身去看显微镜。他猛地抬起头来。“那是你的眼睛!”他大叫起来。“你把镜头调成反光了!你画的是你自己的眼睛!”

5 另一门我不喜欢但是勉强通过的课程是经济学。上完植物学我就直接赶往经济学课堂,这显然对我理解这两门课都全无裨益。我常将两门课混淆起来。但还是不及另一位刚做完物理实验来上经济学的同学混淆得厉害。那是橄榄球队的一名阻截队员,叫勃楞西武。那时俄亥俄州立大学橄榄球队是美国最好的球队之一,而勃楞西武又是该队最佳球员之一。

6 一天我们学到运输和推销,轮到勃楞西武回答问题。教授说:“说出一种运输方式。”大块头阻截队员的眼睛一片茫然。“随便哪一种运输工具都行,”教授说。勃楞西武坐在那里两眼直瞪瞪地看着他。教授继续说道:“也就是说,任何一种从一个地方到