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CONTEMPORARY COLLEGE ENGLISH

现代大学英语 课文辅导

(精读) **2**

主 编

星火记忆研究所 马德高
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- ◆ 文化背景拓展阅读
- ◆ 核心词汇巧学活用
- ◆ 长难例句框架剖析
- ◆ 课后习题答案详解

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CONTEMPORARY COLLEGE ENGLISH

现代大学英语 课文辅导

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使用说明

本书特点

- “精”。精讲，精解，精析。以授人以渔为宗旨，以提高能力为目的。课文分析细致入微，讲解详略得当，重点难点突出。
- “全”。栏目设置系统全面：文化背景阅读、篇章分析、生词双解、核心词汇短语学习、长难例句框架剖析、参考译文及习题答案详解等备查资料一应俱全，全面满足您的学习需要。

文化背景阅读

对课文中出现的相关文化背景知识（包括风俗、节日、作家作品等）进行拓展介绍，帮助学生拓宽知识面，提升英美文化素养。

篇章分析

对课文的篇章结构和写作风格加以评析，帮助学生提高语篇、行文、结构整体理解能力和写作能力。

生词双解

对课文中出现的全部生词进行英汉双解，释义权威，便于您在英文语境中准确把握其精确含义。

核心词汇与短语

运用风靡全国的星火式记忆法，图文与语境相结合，巧记速记课文中出现的常考核心词汇及短语。

Lesson One

文化背景阅读

3. John Ciardi (约翰·切阿迪)

John Ciardi (1916-1986), in full John Anthony Ciardi, was an American poet, critic, and translator who helped make poetry accessible to both adults and children.

约翰·切阿迪(1916-1986)，全名为约翰·安东尼·切阿迪，美国诗人、评论家及翻译家。他的诗歌为成年人和孩童所普遍接受。他还是一位在

Text A Another School Year—What For?

篇章分析

In the article entitled “Another School Year—Why?” John Ciardi states that universities are not only to make a specialist of a student but also a member of a

在文章《又一学年——为了什么?》中，约翰·切阿迪指出，大学教育不仅仅是要培养学生成为具有专业素质的人才，而且使他们成为闻名世界

生词双解

- accomplishment** [ə'kʌmplɪʃmənt] *n.* the act of finishing or the state of being accomplished achievement 完成；实现；成绩，成就
- acquire** [ə'kwaɪə] *v.* to get for oneself by one's own efforts 取得，获得

核心词汇与短语

pill [pɪl] *n.* 药丸

归类记忆卡片

capsule 胶囊	herb 草药
liquid medicine 药水	pill 药丸
plaster 膏药	powder 药粉
tablet 药片	



pill 药丸 tablet 药片 capsule 胶囊

profession [prə'feɪʃən] *n.* 职业，自由

归类记忆卡片

“职业”=“职业”

call <i>v.</i> 叫喊	→ calling
profess <i>v.</i> 讲	→ profession
voc. → call	→ vocation

★ Nursing is a **profession** as well as a **vocation**. 护理工作既是一种职业又是一种天职。

全面细致 鱼渔兼授

- “巧”。本书运用星火式记忆法，巧记课文中出现的核心词汇及短语，并配有精美图片及大量经典例句，使单词记忆更加轻松自如。
- “实”。“实用”、“适用”是本书的最高编纂原则。本书按照英语专业四、八级考试新大纲的要求编排，让您在学好课文的同时增进知识，拓展能力，同步完成专四、专八备考。

Lesson 1

疑难解析

1. Let me tell you one of the earliest disasters in my career as a teacher. (Para. 1, Line 1)

【Paraphrase】 Let me tell you something that happened when I first became a teacher. It was one of the exasperating experiences in the first days of my teaching career.

【注释】①本句主干为：Let me tell you... ②disaster指“灾难，灾祸”，此处意为“彻底的失败”。该词通常指带来或致使毁灭性结果的事件，而

参考译文

又一学年——为了什么？

约翰·初阿迪

2. 我刚当教师时有过几次失败的经历。让我给你们讲一讲其中的一次。1940年1月，我研究生刚毕业。在堪萨斯城大学任教的第一学期，有一

习题答案

Pre-class Work II

1. Even to the recording of the text, read it through and then fill in the blanks in the following sentences to see whether you have grasped the main ideas of the article. (P7)

1. purpose; training; professional
2. had just started teaching; he had to study literature; specialize in pharmacy
3. be respected; useful; make a living and support your wife and rear your children;



休息一下，在世界著名的海洋中畅游一番。你会在紧张的学习之余体会更多的English奥妙！

After the first movement of terror in Amelia's mind—when Rebecca's green eyes lighted upon her, and resting in her fresh silks and brilliant ornaments, the latter tripped up with extended arms to embrace her—a feeling of anger

利

那如的绿眼睛看着艾米丽，她的新绸袍子亮晶晶的响，筒身都是亮晶晶的筒身。她张开了手，轻轻小步走上前来和艾米丽拥抱。艾米丽全心上头是害怕，接下来就是一阵气愤。那来或白的脸露几丝得通红。她蹲了一下，一眨不眨的瞪着眼睛和她的对头看。而看见她这样，两件事出意外，同时又有她害怕。

(4名教师)

疑难解析

对每篇课文中出现的长难句进行框架分析，指点长难句的破解方法，增强学生的阅读理解能力，切实提高翻译水平。

参考译文

每篇文章均配有精彩译文，均为高校名师的精心之作，字斟句酌，文笔传神，帮助学生准确理解课文，领悟文章主旨。

习题答案

对课后习题给出了权威、详尽的答案，并对习题进行了讲解，处处从学生的知识薄弱点进行点拨，鱼渔兼授。

名著赏析

节选自欧美经典名篇，语言优美，取材广泛，让您在紧张的学习之余轻松体会更多的英语奥妙。

The Handwriting on the Cheese Wall

Change Happens—They keep moving the cheese

Anticipate Change—Get ready for the cheese to move

Monitor Change—Smell the cheese so you know when it is getting old

Adapt To Change Quickly—The quicker you let go of old cheese, the sooner you can enjoy new cheese

Change—Move with the cheese

Enjoy Change—Savor the adventure and enjoy the taste of new cheese

Be ready to change quickly and enjoy it again

They keep moving the cheese

Move With The Cheese And Enjoy It!

奶 酪 墙 上 的 话

变化总是在发生——他们总是不断地拿走你的奶酪。

预见变化——随时做好奶酪被拿走的准备。

追踪变化——经常闻一闻你的奶酪，以便知道他们什么时候开始变质。

尽快适应变化——越早放弃旧的奶酪，你就会越早享用到新的奶酪。

改变——随着奶酪的变化而变化。

享受变化！——尝试冒险，去享受新奶酪的美味！

做好迅速变化的准备，不断地享受变化！

记住：他们仍然会不断拿走你的奶酪。

随着奶酪的变化而变化，并享受变化。

——节选自《谁动了我的奶酪》

Preface 前言

《现代大学英语精读》是由外语教学与研究出版社出版的供大学英语专业学生使用的精读课教材,是一套深受广大师生欢迎的、被全国高校普遍采用的优秀教材。该教材内容丰富、涉及面广,许多课文摘自英美原文,学生在学习使用中充分得到了文化知识的陶冶,同时也遇到了不同程度的困难。

为了帮助广大英语专业学生在平时的教材学习中贯彻新的教学目标、适应新的考试要求,既全面、系统地提高自己综合的语言能力,又能和以后的考试结合起来,同步提高自己的应试能力,真正学好教材、学活教材,全面升华、激活我们的英语专业学习,我们力邀一批对英语专业教学改革、考试改革有着深刻理解和有着丰富教学经验的一线教师,潜心研究、科学设计,创新性地推出了这套以“互动式教学”为核心理念的《现代大学英语精读》课文辅导系列丛书。

本系列课文辅导在编写、设计上充分体现了四大互动特色:

1. 教材课文学习与人文知识学习的互动

每单元提供与本单元课文内容相关的多篇文化背景知识,让您在学习课文的同时,开阔视野、丰富知识、提高自身人文素养,从而将课本学习拓展成一个全面的人文知识学习。

2. 阅读理解能力与写作赏析能力的互动

我们在讲解课文、提高您阅读能力的同时,从课文写作特点、写作风格等多个角度分析、评价,同步提高您的写作赏析能力。

3. 语言应用能力与应试能力的互动

我们在课文学习、讲解中全面提高学生综合语言应用能力的同时,注意和以后的四、六级考试结合起来,应用、应试同步提高。

4. 课后习题答案讲解与系统知识梳理的互动

课后习题给出权威、详细的答案解析的同时,举一反三,由此及彼,对相关的语言点、知识点系统梳理,互动提高。

本书是《现代大学英语精读》课文辅导第二册。每单元结构及特色如下:

· 双语文化背景阅读

本部分提供中英文两种文化背景拓展,对课文内出现的相关文化背景知识(包括风俗、节日、相关人物、作家作品等)进行拓展介绍,帮助学生更好地理解课

文,同时拓宽知识面,积累信息,提升英美文化素养。

◆ 篇章风格分析鉴赏

本部分对课文写作风格加以评析,并对语篇结构进行分析,提炼课文内容,对于提高学生的语篇、行文、结构整体理解能力和写作能力很有帮助。

◆ 核心词汇短语学习

继生词双解部分提供详尽的中英文释义之后,本部分又充分运用风靡全国的星火式记忆法,巧记速记课文中出现的核心词汇及短语。我们改变了一些课文辅导书大量堆砌单词和短语的死记硬背单词的方法,强调通过“图文结合记单词,语境结合记单词”的“双结合”教学理念,对于课文中出现的常考核心词汇及短语,通过图片助记、语境助记和一言辨异的方法帮助学生记忆。

◆ 长难例句框架剖析

对每篇课文中出现的长难句进行框架分析,指点长难句的破解方法,培养学生对长难句语群的感知、分析能力,同步增强学生的阅读理解能力,提高翻译水平。

◆ 习题答案权威讲解

继生词双解部分提供详尽的中英文释义之后,本部分又对“学生用书”的课后习题全部给出了权威、详尽的答案,与此同时,本书的编者——在大学英语专业教学一线工作多年的名师——对部分习题进行了讲解,处处从学生的知识薄弱点进行点拨。真正指点迷津,鱼渔兼授。

另外,本书附赠时文阅读,为课外阅读增加趣味性,并帮助学生提高阅读能力。

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Lesson One



文化背景阅读

1 John Ciardi (约翰·切词迪)

John Ciardi (1916–1986), in full John Anthony Ciardi, was an American poet, critic, and translator who helped make poetry accessible to both adults and children, an important champion of modern, idiomatic language in poetry and essay.

John Ciardi was born in 1916 in Boston, Massachusetts, the child of Italian immigrants. He attended Bates College and Tufts College (now University) and received his master's degree from the University of Michigan in 1939. He is the author of more than forty volumes of poetry, among them *The Collected Poems of John Ciardi* (University of Arkansas Press, 1997), *The Birds of Pompeii* (1985), *Person to Person* (1961), and *Other Skies* (1947). Ciardi is perhaps best-known for *How Does a Poem Mean?* (1959), which became a standard text for college and high school poetry courses. He also wrote an acclaimed translation of Dante's *Divine Comedy*, was a regular commentator on National Public Radio, and served as editor of *Saturday Review* for many years. He began his career teaching English at the University of Kansas City, and after serving a three-year term in the Air Force, went on to teach at Harvard University in 1946. It was not until 1953 that he accepted a position at Rutgers University.

In 1961, Ciardi broke with the educational establishment to devote himself to his own literary endeavors, although he remained an active and visible member of the academic community through lectures, poetry readings, and appearances on educational television. He began writing children's poetry as a way of getting his own children interested in reading. These works, especially *I Met a Man Who Sang the Sil-lies* (1961), became tremendously popular. Ciardi was a vocal proponent of exposing poetry to mass audiences, and he made a conscientious effort to address the average reader through much of his work without sacrificing complexity or formal intricacy.

His verse, which often eschewed contemporary poetic trends and the “elevated” themes Ciardi associated with romantic and sentimental sensibilities, gained a large public following.

Ciardi's awards and honors include a grant from The Fund for the Advancement of Education and the Prix de Rome from The American Academy of Arts and Letters. He died of a heart attack in 1986 in Edison, New Jersey.

约翰·切阿迪(1916—1986),全名为约翰·安东尼·切阿迪,美国诗人、评论家及翻译家,他的诗歌为成年人和孩童所普遍接受。他还是一位在诗歌体与散文方面成功运用现代语言和习语的佼佼者。

1916年,约翰·切阿迪出生于马萨诸塞州的波士顿,父母是意大利移民。他曾就读于贝茨学院和塔夫茨学院(现已成为大学),1939年,在密歇根大学获得硕士学位。他所撰写的诗集有40多本,其中包括《约翰·切阿迪诗集》(1997)、《鹿场城的鸟儿们》(1985)、《人与人之间》(1964),以及《其他的天空》(1947)。也许切阿迪最为人称道的作品是《诗是如何传情达意的?》(1959),这篇文章成为大学和高中诗歌课程的经典课文。他还翻译编著了但丁的《神曲》。切阿迪是国家公共电台的定期评论员,并且多年担任《星期六评论》这一栏目的编辑。在堪萨斯州大学,他开始了自己的英语教学生涯,接着,在空军服役三年之后,自1946到1953年,他在哈佛大学继续自己的执教生涯。此后,他就职于拉特格斯大学。

1961年,切阿迪结束了他在教育岗位的工作,致力于自己的文学创作事业。然而,通过一系列的讲座、诗集读物以及在教育性电视节目的露面,人们仍然能够见到这位积极活跃的高等教育界人士。为了让自己的孩子对读书感兴趣,他开始撰写儿童诗歌。这些诗歌,尤其是《我遇到了一个唱傻瓜歌的人》(1961),非常受人们的欢迎。切阿迪是一名通过诗歌来倡议将诗体文学大众化的诗人,他尽职尽责地努力通过自己的许多作品来同普通读者交流,并且使他的诗歌不失诗体本身所具有的结构或形式上的复杂性。切阿迪的诗句通常远离当代诗歌的潮流,以及与浪漫和感伤的情感联系一起的“令人欢欣鼓舞”的主题,使得公众纷纷效仿。

切阿迪的获奖和荣誉包括教育推进基金组织所授予的荣誉证书以及美国文科暨文学研究院颁发的罗马奖金。1986年,他因心脏病在新泽西州的爱迪生城逝世。

2 Dr. Hanoch McCarty (汉诺克·麦克锡)

Hanoch McCarty is one of America's most sought-after keynote speakers. He is famous for his high energy, the appropriateness of his examples and stories, the drama and humor of his presentations, and the fact that he always interacts with his audiences in the most exciting way. He has had extensive classroom teaching experience in both inner city and suburban schools in the East and Midwest. He has taught at four major universities and has published many articles on motivation, teamwork,

the effects of stress on school success and self-esteem. He has also published books, audio and video training programs on self-esteem and personal, academic, and job success. He serves on the Executive Board of the National Council for Self-Esteem.

McCarty has presented keynote addresses and workshops all over the United States, and in such countries as Canada, Norway, Israel, China, and Japan. His clients have included big city school districts such as New York, Cleveland, Chicago, Toronto, Vancouver, Calgary, Edmonton, Miami and suburban and rural districts throughout North America.

McCarty is the author of many books and training programs, including: *Self-Esteem in the Classroom*; *The Experts Speak*; *Growing Pains in the Classroom*; *Ten Keys to Successful Parent Involvement*; *Weekends: Great Ideas for Memorable Adventures* and *Speaking to the Heart*. He is the coauthor of five books, including the bestsellers, *Course of Chicken Soup for the Soul*; *Chicken Soup for the Grandparent's Soul*; *Acts of Kindness*; *How to Create a Kindness Revolution*; *A Year of Kindness*; *365 Ways to Spread Sunshine* and *The Daily Journal of Kindness*.

汉诺克·麦克锡是美国广为欢迎的主要演说家之一。他以他充沛的精力、恰当的事例和故事、充满诙谐与幽默的演说以及使用与听众互动交流的方式闻名于世。在美国东部和中西部的城市和郊区的学校,他都进行了广泛的课堂教学活动。他曾在四所实力较强的大学任教,并在动机、团队工作以及学习中的成功和自尊而致的压力所带来的影响这些方面发表了许多文章。他还在自尊与个人、学术以及成功工作这些方面出版了一些书籍和音像作品。他供职于国家自尊理事会的执行部。

麦克锡在美国各地,以及加拿大、挪威、以色列、中国和日本这些国家都发表过重要的演说并举办过专题学术讨论会。受他思想影响的人遍及纽约、克里夫兰、芝加哥、多伦多、温哥华、卡尔加里、埃德蒙顿、迈阿密的学区以及整个北美的市郊和农村。

麦克锡写过许多书和培训纲要,包括:《专家谈:教室里的自尊》、《教室里滋长的痛苦》、《父母成功参与的十条秘诀》、《周末:关于难忘的历险的好主意》,以及《与心的交流》。他还是下列五本书,包括畅销书的合著者,《心灵鸡汤课程》、《爷爷奶奶的心灵鸡汤》、《善行:如何进行一场善良革命》、《一年的善良:播撒阳光的 365 天》,以及《善良日志》。

Text A Another School Year—What For?

篇章分析

In the article entitled "Another School Year—Why?" John Ciardi states that a

niversities are not only to make a specialist of a student but also a member of a civilized world. He refers to his first-hand experience as a teacher of English with a student of pharmacy reluctant to study *Hamlet*. He explains to that young man the reasons for acquiring general knowledge and the ideas of humanity. In order to illustrate his point Ciardi uses a metaphor of division a 24-hour day into three sections: sleep, work and leisure. The latter two, he emphasizes, depend much on the intellectual development. The author also reports that history is an important element in both techniques and humanities because it enables people to know more than their predecessors. Ciardi's last point concerns a role of books as the sources of human experience providing the basis for civilized world.

Although the article was written nearly fifty years ago the subject is still relevant today. It is thus likely to interest not only sociologists and psychologists but also students, professors and even parents. The author treats his subject seriously but at the same time with a sensible dose of humor which may win him many readers. The article is easy to read for general audience because of the humorous and vivid portrayal of the type of student. Such words as "this specimen", "a beanpole with hair on top" and "this particular pest" reveal the ironic attitude of the author toward his obstructive pupil. When the student was indifferent to what the author said, the author replied with "I hope you make a lot of it, because you're going to be badly stuck for something to do when you're not signing checks(Para. 8)" in an ironical and disappointed way.

Ciardi expresses his thoughts effectively and engagingly using various devices, e. g., dialogues in his conversation with the student, mentioning the names of some famous writers and thinkers, as well as quotations such as "most people would not fall in love if they hadn't read about it (Para. 13)", which makes him convincing and not dogmatic. The author also employs some long sentences, especially a long sentence with parallelism, "If you have no time for Shakespeare, for a basic look at philosophy, for the continuity of the fine arts, for that lesson of man's development we call history—then you have no business being in college(Para. 9)", and the other one with both parallelism and rhetorical questions, "Will the children ever be exposed to a...? Will you be presiding over a...? Will there be a painting...? Will the kids ever get to hear Bach? (Para. 6)", all these help to make the author's view clear, accessible and eloquent.

在文章《又是新学年——为了什么?》中,约翰·切阿迪指出,大学教育不仅仅是将学生培养成为具有专业素质的人才,而且使他们成为闻名世界的一员。他提到自己当英语教师时,与一位不愿学习《哈姆雷特》的药剂科专业学生的之间交谈的一次亲身经历。他向那位学生解释了人们需要获得基本常识和人文思想的原因。为了阐述他的观点,切阿迪运用了隐喻手法,他将一天中的24个小时分成三个部分:睡眠、工作以及休闲。他强调了后两部分很大程度上取决于人