



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 精读

College English

总主编 董亚芬

INTENSIVE READING

教师用书 TEACHER'S BOOK

王德明



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Book 6

主 编 王德明

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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笔头练习以保证学生有足够的语言实践机会。因此本教材1—4册的精、泛读教程仍坚持每册编写10单元。至于5—6册,则因为课文难度有显著提高,每课课文长度也有所增加,所以每册编写8单元,以便使用者能在有限的学时内完成教学任务。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

本书是《大学英语》(第三版)精读第六册的教师用书。内容包括第一至第八单元精读课文教案,以及“精读课文练习答案”、“精读课文参考译文”和“阅读材料参考译文”等三个附录。

《大学英语》(第三版)精读第六册的学生用书删除了两个单元,更换了一个单元,教师用书自然随之作出相应的更新。

为便于教师备课参考使用,每课教案首先列出一份“教学步骤建议”(Suggested Steps for Teaching),涵盖各重要教学环节。其后基本上按以下三部分编写:

(1) 开场白(Introductory Remarks),说明课文主旨。

(2) 背景材料(Information Related to the Text),包括作者生平、人物介绍、相关课文的英美文化教育、社会生活以及风土人情等背景知识。

(3) 语言点(Language Points),包括课文难点注释以及句型、习语使用的例证等。凡属精读课文精选出的并须加以反复操练的重点词语(Words and Phrases to Drill),均作为语言点加注,并配以例证。鉴于英语中一词多义的基本属性,在处理重点词时,除着重阐明该词出现在精读课文中的释义及用法外,还适当介绍了该词在其他层面上的意义及用法。至于是否须向学生讲解或何时讲解,可由教师灵活掌握。

在具体安排教学活动时,教师可根据自己的教学实际情况筛选使用上述内容。

练习答案有时存在多种选择,本书提供的仅供参考。欢迎采用本精读教程的教师,在使用过程中提出宝贵的批评和建议。

本书所附课文练习答案和课文参考译文,由《大学英语》(第三版)精读第六册编写组李荫华、王德明、夏国佐提供。

蔡基刚同志曾参加本册第一版和修订版的编写,唐荣杰同志曾参加本册第一版的编写,特此致谢。

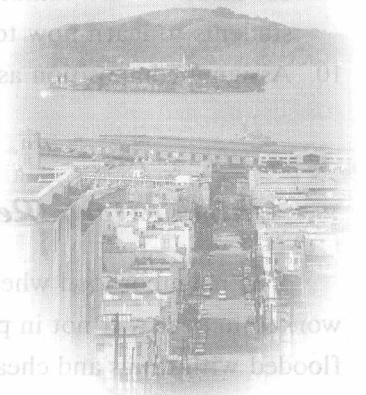
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Unit 1



He that plants trees loves others besides himself.

—Thomas Fuller

OPIATE, *n.* An unlocked door in the prison of Identity. It leads into the jail yard.

—Ambrose Bierce

Street Trees



Suggested Steps for Teaching

1. Ask students to answer the warm-up questions in the student's book.
2. Say a word about the author. (See *Information Related to the Text*.)
3. Allow students 10 minutes to go over the text and then ask them some questions about it. (See *Comprehension Questions* in the student's book.)
4. Say a few words as an introduction to the text. (See *Introductory Remarks*.)
5. Get students actively involved in analyzing and explaining the text. (See *Information Related to the Text*.)
6. Help students grasp the main idea and structure of the text.
7. Help students learn in context the more frequently used words and phrases through a variety of drilling practice (see *Language Points*) and by doing the related exercises in the student's book.

8. Divide the class into groups to do Oral Practice in the student's book.
9. Set aside 15 – 20 minutes for the classroom reading activity, through which to lead students to learn how to practice reading efficiently.
10. Assign a composition as homework.



Introductory Remarks

The neighborhood where Chavis lives used to be a good place. People there lived and worked in peace, if not in perfect contentment. But to Chavis's dismay, after the place was flooded with drugs and cheap liquor, it became crime-ridden. For example, in the past five years, 16 people have been murdered in her neighborhood. Another problem Chavis has on her mind is that many people there seem to care little about the protection of the environment. A case in point is the sidewalks which are littered with cans, candy wrappers, brown bags and what not.

To help save her neighborhood from deteriorating, Chavis has done all she can think of: planting trees, recycling what she can ... Obviously, it is unlikely that her efforts alone will be rewarded with great success. However, when more and more people come under her influence and choose to contribute their bit towards the solution of these problems, things will definitely look up.



Information Related to the Text

Melody Ermachild Chavis

As a private investigator for many years, Melody Ermachild Chavis works to defend people charged with capital crimes or who have been sentenced to death. In her fascinating career, she has worked on behalf of Geronimo Ji Jaga Pratt, who was exonerated in 1999 and she investigated the tragic events in Jonestown, Guyana. She has worked on the defense teams of 25 prisoners on California's death row, and for others on the Federal death row. She is the author of a memoir, *Altars in the Street*, acclaimed by Bell Hooks, Joanna Macy, and many others. Chavis has published essays in *Sierra*, *Yoga Journal*, *Shambhala Sun*, *Turning Wheel*, *The Sun*, and numerous anthologies. She wrote the foreword to death row prisoner Jarvis Masters's moving book *Finding Freedom*. A community activist, Chavis founded an urban gardening project for youth-at-risk, and chaired her city's substance abuse prevention program. She devotes her time to the

movement to abolish the death penalty. Her work is sustained by her Zen Buddhist meditation practice, and she has served on the Board of the Buddhist Peace Fellowship.



Language Points

- shabby:** (of things) in poor condition through much use or being badly cared for; (of people) poorly dressed

Examples:

- *Joe wore a shabby old overcoat, dirty and full of holes.*
- *Her home is a rented one-bedroom flat in a shabby part of town.*
- *You look rather shabby in those clothes.*

- stride:** walk quickly with long steps

Examples:

- *She strode purposefully up to the desk and demanded to speak to the manager.*
- *The interviewer strode confidently towards me and shook my hand.*

- sideways:** to or towards one side

Examples:

- *The cyclist skidded sideways and hit the kerb.*
- *If you move sideways a little, we'll have room to sit down.*

- I pressed by palms to the glass:** I pressed my palms to the window ...

- donate:** make a gift of (sth.), esp. for a good purpose

Examples:

- *Everyone was asked to donate a day's pay to the city charities.*
- *The magazine says it will donate all profits to medical research.*
- *Hospitals are publicly appealing for people to donate blood.*

- wield:**

- 1) If you wield a weapon, tool, or piece of equipment, you carry and use it.

Example:

- *Suddenly a wild-looking man ran out of one of the huts wielding a large stick.*

- 2) If you wield power, you have it and are able to use it.

Example:

- *He remains chairman, but wields little power at the company.*

- tag:** a small piece of paper, material, etc. fixed to sth. to give information about it

Examples:

— *The pigs had metal tags in their ears bearing a number.*

— *Have you put tags on your luggage?*

8. **at risk (of)**: in a situation where you may be harmed (by)

Examples:

— *I have no respect for a man who would put his children at risk like that.*

— *It is said that people with fair skin are more at risk of skin cancer.*

— *An estimated three million people in that country are at risk of starvation.*

9. **be flooded with**:

1) be filled with a large amount or too much of

Examples:

— *The whole room was flooded with warm, golden sunshine.*

— *He lay there, flooded with pain, fear, and hatred.*

2) receive so many things that you cannot deal with them

Examples:

— *The box office was flooded with requests for tickets.*

— *We have been flooded with donations since the appeal for help was broadcast.*

10. **police beat**: the area of a town, city, etc. that a police officer regularly walks around

11. **turn (a)round**:

1) (cause sb. / sth. to) face in a different direction

Examples:

— *Someone called her name and she turned round.*

— *He's turned all her photographs round to face the wall.*

2) cause (a situation or organization) to change in a positive direction

Examples:

— *They were losing badly but they turned things around in the second half of the game.*

— *A new director has been brought in to turn the company round.*

12. **have a hard / difficult time (doing ...)**: experience hardships (in doing ...)

Examples:

— *I'm sorry to hear you've been having such a hard time.*

— *Mrs. Paine had a difficult time raising her children all on her own.*

13. **idle**:

1) lazy and wasting time when there is work to do

Examples:

— *Wake up that idle young brother of yours and tell him it's time for school!*

— *I never met such an idle bunch of people in all my life!*

2) not doing anything, esp. work, because there is nothing to do

Examples:

— *Almost half of the skilled workers in that country are now idle!*

— *During the power cut the women sat idle among piles of unfinished clothes.*

3) not being used

Examples:

— *There has been a proposal to tax land which is lying idle.*

— *The new machines may sit idle for months until they have been paid for.*

14. **swing:** (cause to) move backwards and forwards hanging from a fixed point; (cause to) move quickly in a smooth curve

Examples:

— *Monkeys were swinging in the trees.*

— *The soldiers swung their arms as they marched.*

— *The driver stepped out of his car and swung the door shut with a thud.*

15. **peel:** remove the skin from (fruit, vegetables, etc.)

Examples:

— *It is easier to eat an apple when it has been peeled.*

— *When I peeled the label off I discovered that the old price was \$20 cheaper.*

16. **fall victim to:** become a victim of

Examples:

— *The company has fallen victim to increased competition.*

— *At Brussels airport Bret fell victim to pickpockets who pinched his wallet.*

— *Many streams have fallen victim to the recent drought.*

17. **choke:**

1) (cause to) struggle to breathe or (cause to) stop breathing because of blocking of or damage to the breathing passages

Examples:

— *The coffee was almost too hot to swallow and made me choke for a moment.*

— *The stench of decay choked him and he had to turn away.*

— *The smoke almost choked the firemen.*

2) fill (a space or passage) completely

Examples:

— *The drains were choked with dead leaves.*

— *At lunchtime the streets were choked with traffic.*

18. **pathetic:**

1) making you feel pity or sympathy

Examples:

— *We found a small dog sitting outside the back door, looking pathetic.*

— *Her voice trembled. It sounded pathetic.*

2) extremely inadequate; contemptible

Examples:

— *I'm fed up with her pathetic excuses for being late.*

— *The service in this hotel is pathetic, I'll never stay here again.*

— *You're such a pathetic liar no one's going to believe you.*

19. **disapprove of:** think that sb. or their behaviour, ideas, etc. are bad or unsuitable

Examples:

— *I strongly disapprove of anyone who goes out at night and leaves their children alone.*

— *John wanted to become an actor, but his parents disapproved of his intentions.*

20. **... had it all in food, mainly greens.:** ... grew edible plants in her whole lot, mainly vegetables with large green leaves.

21. **give away:**

1) give sth. to sb. without asking for payment

Examples:

— *We gave our old table away when we moved house.*

— *We're giving away free shampoo samples as a promotion.*

2) let sb. know sth. that should be kept secret, often by mistake

Examples:

— *If you tell her any more you'll give the end of the film away.*

— *You don't want to give too much away about a product before it's on the market.*

22. **exemplify:** illustrate by example; be an example of

Examples:

— *These female astronauts exemplify a new tradition among modern women.*

— *A hospital I visited last month exemplifies the need for extra funding in the health service.*

23. **vacancy:** unoccupied accommodation; unfilled post or position

Examples:

— *We wanted to book a hotel room in August but there were no vacancies.*

— Most vacancies are at senior level, requiring appropriate qualifications.

24. **run out of:** use all one's supply of; have no more of

Examples:

- We've run out of paper for the photocopier.
— I've run out of cigarettes. Do you think you could go down to the store and get some?

25. **plot:**

1) mark or draw (sth.) on a diagram, map, etc.

Examples:

- The captain plotted a new course.
— They used a computer to plot the movements of everyone in the police station on that particular day.

2) make a secret plan (to do sth.)

Examples:

- It was alleged that they had plotted to blow up the White House.
— She's plotting with her sister to play a trick on her brother.
— They are awaiting trial on charges of plotting against the state.

26. **outlet:**

1) shop, etc. that sells goods made by a particular company

Examples:

- This cosmetics firm has 30 outlets in Britain.
— The company has been forced to close hundreds of its retail outlets due to the recession.

2) way out (for water, steam, etc.); means of releasing (energy, strong feelings, etc.)

Examples:

- Switzerland has no outlet to the sea.
— Her work provided no outlet for her energies and talents.
— I play racquet ball as an outlet for stress.

27. **cluster:** form a cluster round (sb. / sth.); gather together

Examples:

- We passed villages clustered around wet rice fields.
— People clustered round the notice board.

28. **give up on:** lose hope in (sb. / sth.)

Examples:

- He'd been unconscious for so long that the doctors had given up on him.

— *I've given up on aerobics. It just wasn't making any difference to my body.*

29. **here and now:** at this very moment; at the present time

Examples:

— *I'll tell you here and now that I am not going to resign.*

— *I'd like a piano, but here and now we haven't enough room.*

30. **quote:**

(n.) quotation from a text or speech

Examples:

— *I'd like to include a quote from Shakespeare, "Fools rush in where angels fear to tread."*

— *At the beginning of the book there is a quote from Abraham Lincoln.*

(v.) repeat in speech or writing the words of (a book or writer)

Examples:

— *He quotes (from) the Bible to support his beliefs.*

— *She asked the newspaper reporter not to quote her remark.*

— *Bret was quoted as having said that there would be an election this autumn.*

31. **yield:** supply or produce (sth. positive such as a profit, an amount of food, or information)

Examples:

— *Last year 400,000 acres of land yielded a crop worth \$1.85 billion.*

— *Police have been interviewing people in the area in the hope that it will yield further information about the crime.*

32. **tackle:** deal with; attack

Examples:

— *Talk to someone who's been through all this, see how they tackled it.*

— *It took twelve fire engines to tackle the blaze.*

— *The computer can be programmed to tackle a whole variety of tasks.*

33. **recycle:** put (used objects or material) through a process so that they can be used again

Examples:

— *All glass bottles which can't be refilled can be recycled.*

— *The law requires us to recycle paper products, glass bottles, soda cans, and some kinds of plastic.*

34. **clean up:**

1) make tidy and free of dirt again