

Book Two

For First - & Second-Year

Students of English

# CLOSE READING

## 精·读·英·语·教·程 教学参考手册

主编单位：复旦大学外文学院·国际关系学院英语系  
高校英语专业一年级用  
(第二册)

復旦大學 出版社

# 精读英语教程教学参考手册

## (第二册)

**Teaching-Learning Aid for *Close Reading* Book 2**

主编单位：复旦大学外文学院·国际关系学院英语系

復旦大學出版社

**图书在版编目(CIP)数据**

精读英语教程教学参考手册. 第二册/复旦大学外文学院, 国际关系学院英语系主编单位. —上海: 复旦大学出版社, 2004. 10  
ISBN 7-309-04144-5

I. 精… II. ①复…②国… III. 英语-高等学校-教学参考资料  
IV. H31

中国版本图书馆 CIP 数据核字(2004)第 076226 号

**精读英语教程教学参考手册(第二册)**

主编单位: 复旦大学外文学院 国际关系学院英语系

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出版发行 **复旦大学出版社**

上海市国权路 579 号 邮编 200433

86-21-65118853(发行部) 86-21-65109143(邮购)

fupnet@fudanpress.com <http://www.fudanpress.com>

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责任编辑 唐 敏

总 编 辑 高若海

出 品 人 贺圣遂

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印 刷 同济大学印刷厂

开 本 787×960 1/16

印 张 29.25

字 数 622 千

版 次 2004 年 10 月第一版第一次印刷

印 数 1—2 000

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书 号 ISBN 7-309-04144-5/H·823

定 价 38.00 元

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**Exercise Key for *Close Reading* Book 2**

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精读英语教程教学参考手册(第二册)

Teaching-Learning Aid for *Close Reading Book* 2



## Unit One English Usage

### Text 1 Which Which

#### I. Pre-Reading Discussion

1. The title is ambiguous because with two identical words together in a phrase it is difficult to determine the grammatical function of the words — which “which” is the modifier, which is the modified pronoun. Deliberate writing like this arouses confusion and interest.
2. Deliberate use of homonym (word that is the same in form and/or sound as another but different in meaning, including homograph — word spelt like another but with a different meaning or pronunciation, and homophone-word pronounced like another but different in meaning, spelling or origin) creates semantic and grammatical ambiguity. Example:

This chain store is a chain-store of Chain.

I never saw a saw saw a saw.

Never trouble trouble till before trouble troubles you.

When I said you are mean I did not mean it.

Nobody knew which doll was new.

A sailor went to sea to see what he can't see on land.

#### II. Close Reading of the Text

##### [ Introduction ]

1. **duplication** (*n.*): the act or procedure of copying exactly or making again  
**in duplication**: (things occur or appear) at the same time and place and in the same form
2. **rigid** (*adj.*): (often derog.) firm or fixed in behavior, view or methods, difficult to change or unwilling to change  
eg. He is very rigid in his ideas about cross-cultural marriage.  
Several colleagues in their department have very rigid rules about student behavior.

[ **Antonym** ] flexible

## [ Note ]

“**Rigid grammars**” refers to grammar books containing rigid grammatical rules.

3. **compact** (*adj.*): expressed in a few words; small but cleverly made or arranged; fitting neatly into a small space

eg. The two governments released a compact statement after the summit meeting.

Mary bought a compact apartment office in San Francisco.

## [ Other Uses ]

compact disk = CD

video compact disk = VCD

## [ Similar Abbreviations ]

DVD = digital video disk

LCD = liquid crystal display

4. **crisp** (*adj.*): (of style or manner, etc.) quick, showing no doubt or slowness; clear without showing unnecessary details — **crisply** (*adv.*)

eg. “Very well,” the manager said, adopting a crisp authoritative tone.

“I’m not a journalist,” said Mary Ann crisply.

5. **turn of phrase**: selection of words and expressions

**turn** (*n.*): a particular style, habit or tendency

eg. The author shows a witty turn of phrase in his writing.

He was of a melancholy turn of mind.

She has an artistic turn and attends an art college.

I don’t like his turn of this particular sentence.

6. **replete** (*adj.*): (fml.) fully provided or filled, esp. with food

eg. Replete with food and drink, he staggered from the table.

History is replete with examples of populations suddenly gone out of control.

7. **illustration** (*n.*): an example, which explains, shows or helps to prove something; a picture to go with the words of a book, speaker, etc.

eg. One illustration of China’s dynamism is that a new company is formed in Shanghai every 11 seconds.

She looked like a princess from / in a 19th century illustration.

**illustrate** (*v.*): to show the meaning of something by giving related examples

eg. The story about her illustrates her true personality very clearly.

**illustrative** (*adj.*): used for explaining the meaning of something

eg. Can you supply an illustrative case-study to support your theory?

8. **rule of thumb** (*n.*): a principle or method based on practical sense and experience rather than on exact rules or calculation (from the use of the thumb to make rough measurements of length)

eg. I never weigh anything when I’m cooking; I go by rule of thumb.

They want a logical explanation, not a mere rule of thumb, regarding the failure of this experiment.

9. **take root**: (of an idea, belief, or custom) to become established among a group of people

eg. Time is needed for democracy to take root.

### [ Paragraph 1 ]

10. (L1) **relative pronoun**: a word used to introduce a relative clause / adjective clause. This class of words include: who, whom, whose, which, that, as, what.

eg. He is the very person who is competent for the work.

[ CF: He is just the person competent for the work. ]

He is a person whom/who/that you should know.

She is the author whose novels I like best.

I was waiting for you behind the tree the top of which was covered with snow.

The film that he was talking about is very interesting.

I brought her some fresh flowers, which pleased her very much.

The famous South African doctor, who was the first to perform a successful heart transplant, died of a heart disease recently.

That's all (that) I know.

She is the most beautiful girl (that/whom) I have ever seen.

11. (L2) **recklessly** (*adv.*): in a way that shows a lack of care about risks or danger and the possible results of one's actions; hastily and carelessly

eg. He was leaning recklessly out of the train window.

A congressional report charges that federal safety laws were recklessly violated.

12. (L2) **foolhardy** (*adj.*): foolishly daring, taking unwise risks

eg. Doctor Brave's testing the early vaccine on himself was described by his colleagues as foolhardy.

You were very foolhardy to jump off the bus while it was still moving.

### [ Note ]

The use of "recklessly" and "foolhardy" shows the emphatic and humorous tone of the essay. The author discusses a language matter as if it were a matter of life and death.

13. (L4) **contemporary** (*n.*): a person born or living at the same time as another  
eg. John is a contemporary of mine; we were at school together.

Like most of her contemporaries, she grew up believing slenderness is beauty.

14. (L4) **cite** (*v.*): to give or mention as an example (esp. by quoting from a book) to support an argument

eg. He cites just one example to prove his idea.

It's no use citing the Bible to someone who doesn't believe in God.

15. (L4) **of which the following is one**: notice the use of "which" in this sentence by the author. This is an appropriate use of the word in the paragraph.

16. (L5) **it was rumored**: it was reported unofficially

[Note]

- 1) This sentence is most likely quoted from a newspaper article of the time.
- 2) Beaconsfield intended to speak in French because French was the language of diplomacy in the 19th century, whereas English was of lesser importance in international circles.

[Similar Structures]

It is said ... / It is reported ... / It is believed ... / It is estimated ... /

It is argued ...

[Note]

These structures most often appear in newspapers and government documents to show a form of objectivity or to float an idea to test the reaction to it. The reporter, speaker, etc., is omitted, either because this information is generally known, or because the source declines to reveal its identity.

17. (L6) **leave everything to be desired**: completely unsatisfactory

**leaving much / a lot / something to be desired**: unsatisfactory (in varying degrees)

**leaving nothing to be desired**: perfect

eg. Without discussing the major works of the novelist, this essay leaves much to be desired.

Food seems to have been available during wartime, even if the quality left something to be desired.

Hollywood stars spend much fortune on clothes, cosmetics and plastic surgery so that their public appearance will leave nothing to be desired.

18. (L5-7) **It is rumored ... leaving everything to be desired ...**

[Note]

This sentence is grammatically correct. The "which" in "which language" is a demonstrative rather than a relative pronoun. However, "which language" is an awkward and older usage. "That language" might be a contemporary choice in this case.

19. (L8) **at his age**: when he was quite young

20. (L8) **to go any farther**: to travel farther; to write or add more into the sentence

[Note]

"Farther" is used figuratively here. The whole paragraph compares the use of "which" to a tricky road on which many travelers lose their way. Therefore, "far-

ther" (meaning physical distance) is used instead of the abstract "further."

21. (L8) **The young man** refers to the newspaper reporter who wrote the sentence in quotes (**that sentence**).

22. (L10) **remarkable** (*adj.*): (apprec.) worth mentioning, esp. because unusual or noticeable — **remarkably** (*adv.*)

eg. Iris Murdoch was a remarkable British novelist.

2003 has been a remarkably successful year for Shanghai's real estate market.

[Note]

Remarkable is used ironically here to create humor.

23. (L11) **which-mire** (*n.*): a mire of ["which"]

**mire** (*n.*): (esp. lit.) deep mud, such as that on soft ground after a heavy rain

**quagmire** (*n.*): a difficult, complicated, or unpleasant situation, from which it is not easy to escape

eg. His complex theories led his opponents further and further into a quagmire of confusion.

We have no intention of being drawn into a political quagmire over that issue.

[Note]

The author has coined "which-mire" as part of the metaphor in this paragraph to emphasize the rigidity and impasse of overusing "which". Moreover, "which" can be pronounced as "witch" — usually an old woman in a fairy tale who wears a long black cape, a pointed black hat, and possesses evil magic powers. Such deliberate punning brings humor and vividness to the essay.

24. (L11) **devious** (*adj.*): not going in the straightest or most direct way

eg. "Come straight home after school," said Mrs Kale to her kids, "don't take any devious routes."

That grocery store keeper round the corner is a devious man.

25. (L11-12) **Fowler has followed his devious course as far as he safely could on foot.**

Paraphrase: Fowler had tried his best in cautiously following and citing this misleading, indirect remark with "whiches".

26. (L12) **apply (to)** (*v.*): (not in progressive forms) to (cause to) have an effect on, be directly related (to)

27. (L12-14) **Surely what applies to games should also apply to racing, the leaders of which being the very people from whom an example might well be looked for ...**

Paraphrase: It is certain that the rules that are good for ball games should also be good enough for speed racing. The winning players and runners are the good examples we look for. ...

## [ Note ]

- 1) Up till this point in this paragraph, the author James Thurber has mentioned three men. The first is Fowler, who wrote an alphabetically arranged handbook of English usage (see Note 2); the second is the young reporter who wrote "It was rumored ..."; and the third is "**another adventurer**" who wrote "Surely ...." Fowler quotes these two sentences as bad examples of using "which". Another point to notice; by "**another adventurer**", Thurber implies that the young reporter is the first adventurer on the road to "which-ruin".
  - 2) This second quotation is problematic in that "which" has two antecedents. It is not clear which antecedent, "**games**" or "**racing**", "**which**" is referring to. This is a case of "**mixed reference**". Also, the latter part of the sentence is clumsy and heavy because of the use of the passive voice.
28. (L15) **emerge** (*vi.*): to be in a particular condition following a (usu.) difficult event or condition  
eg. The President has emerged from this incident with his reputation intact.
  29. (L16) **to follow in the path of** (also **to follow in the footsteps of**): to follow the example set by (someone) in the past  
eg. Following in her father's footsteps, Jane is studying to be a doctor.
  30. (L17) **trap** (*vt.*): to place or hold firmly with no possibility of escape  
eg. Twenty miners were trapped underground after the explosion.
  31. (L18) **barely** (*adv.*): almost not; only just; hardly ... and barely escaped with his mind.  
Paraphrase: (Hemingway) found himself in such a complicated "which" sentence that he almost went crazy.
  32. (L21) **-built**: formed in a stated way  
eg. a well-built man / a well-built plot in the novel
  33. (L22) **skirt** (*vt.*): to avoid (a difficult question or subject that ought to be dealt with) by going around the edges of it  
eg. The speech was most disappointing; it skirted all the difficult economic questions.
  34. (L23) **treacherous** (*adj.*): (of condition) full of hidden dangers; deceptive; unreliable; (of people) false; disloyal  
eg. treacherous weather for drivers / a treacherous jungle/a person's treacherous behavior / treacherous treaties
  35. (L23) **morass** (*n.*): (lit.) dangerous area of soft wet ground; a position from which it is almost impossible to free oneself  
[ Compare **mire** (L11) ]
  36. (L25) **be alive and well**: to continue to survive and exist

eg. A Yorkshire farmer who went missing yesterday during a blizzard has been found alive and well.

### [ Similar Structure ]

**be alive and kicking**: to continue to live in a very active way

eg. There are growing worries that the secret police may still be alive and kicking.

Although he's 90 years old, he's still alive and kicking. (Humorous)

37. (L26) **to blaze a trail**: to make marks along a path for others to follow; to lead the way, esp. in some new development or activity

eg. The company has blazed a NEW trail with its innovative use of robots in manufacturing.

**blaze** (*n.*): (the sudden sharp shooting up of) a bright flame

eg. The fire burned slowly at first, but soon burst into a blaze.

**blaze** (*v.*): to (begin to) burn with a bright flame

eg. A wood fire was blazing away in the hearth, but there was no one in the house.

(or: Except for the wood fire blazing away in the house, there was no other light in the room.)

### [ Paragraph 2 ]

38. (L29) **falling in** = falling into the water of a which-mire

39. (L29) **a case in point**: something that is an example of the subject under consideration

eg. I always fall ill when I go abroad; what happened on our last holiday is a case in point.

40. (L30) **pew** (*n.*): a long seat with a back to it, for people to sit on during church services

41. (L30) **gallery** (*n.*): the highest upper floor in a theatre; here referring to an upper-floor area near the stained glass window in the church

42. (L33) **supposing**, also (L48) **suppose** (*conj.*): ① what would/will happen if; ② (for making a suggestion) let's say/imagine

eg. Supposing it rains, what shall we do about the picnic party?

Don't eat your snack, suppose the teacher comes back now!

Suppose you are approached by beggars; what is your response?

Will your mother be delighted, supposing you bring Louisa home?

### [ Note ]

"Suppose" and "supposing" are sometimes used to include the above two meanings. "Supposing" (L 33) is an example. On the other hand, the meaning of "suppose" (L 48) is less ambiguous and more determinable; the author uses it to suggest a scenario for which he soon offers an imagined outcome.

43. (L36) **inveterate** (*adj.*) firmly settled in a (*usu.*) bad habit  
eg. I am afraid I am an inveterate reader of trashy romances.
44. (L37) **tweet** (*vi.*): to make the short faint high noises of a small bird
45. (L37) **crutch** (*n.*): a stick with a piece that fits under the arm, for supporting a person who has difficulty in walking
46. (L38) **in the best company**: among those who select their friends with care  
[Explain]

**Your inveterate whichever ... in the best company.**

By stubbornly using many “whiches”, the writer gives a funny audible and visual impression; with the repetitive rise of pitch and appearance of “whiches” the sentence sounds, and reads, awkward and unbalanced; like a bird tweeting on and off or a man limping by on a crutch. Such a writer is hardly considered as excellent.

### [ Paragraph 3 ]

47. (L39) **it is well to remember**: you should keep in mind; it would be wise to remember
48. (L41, 47) **get by**: to be good enough but not very good; to survive or manage with limited resources  
eg. I am a survivor. I'll get by.  
My pocket money was stolen and now I have to get by with very little money for the rest of the week.
49. (L42) **Take a sentence like this**: Consider a sentence like this as an example.
50. (L43) **impose** (*vt.*): to force the acceptance of (*usu.*) something difficult or unwanted  
eg. The bank has imposed very strict conditions for the repayment of the loan.  
Parents should beware of imposing their own tastes on their children.
51. (L45) **perish** (*vi.*): to die, esp. in a terrible or sudden way; be completely destroyed  
eg. The twin towers of the New York World Trade Center collapsed after two passenger airliners crashed into them on September 11, 2001. An untold number of people perished during this terrorist attack.  
Government of the people, by the people, and for the people shall not perish from the earth. (Abraham Lincoln)

**(L43-45) It imposes a problem which we either solve, or perish.**

### [ Note ]

The problem with this sentence is that the verb “perish” is used as a transitive verb, giving the impression that if we do not solve the problem, then we will “perish the problem.” This is clearly not the intended message of the author of the let-

ter. Notice that the four other versions of this sentence in the paragraph are all clumsy. Only the fifth and final version is crisp and clear.

52. (L47) **monstrosity** (*n.*): (infml.) something very large and ugly  
eg. Have you seen their new office building? What a monstrosity!

53. (L48) **dictate** (*vt.*): to say words for someone else to write down  
eg. Everything he dictated was signed and sent out on the same day.

54. (L48) **bright and early**: early

[Note]

This is an informal expression. It simply means early, since early morning is usually bright after a long dark night. A similar structure is found in “nice and ...” in which “nice” does not carry any real meaning.

eg. The soup is nice and hot.

I didn't like the speech, but at least it was nice and short.

55. (L49) **stenographer** (*n.*): (esp. old use & AmE; currently “steno”) shorthand typist

56. (L50) **reconstruct** (*vt.*): to rebuild after destruction or damage

57. (L54) **grimly** (*adv.*): in a determined manner; sternly  
eg. “It's too late now to stop him,” Harris said grimly.

58. (L58) **monkey with**: (infml.) to handle carelessly or irresponsibly; to play foolishly with

eg. You'll break the TV if you do not stop monkeying (about) with it.

A financial idiot like me will never dare monkey with stock market.

59. (L59) **tangle (up)** (*v.*): to (cause to) become a confused mass of disordered and twisted threads

eg. Dry hair tangles easily.

My scarf got tangled up in the barbed wire fence.

**be tangled up**: to be involved in a complicated or unpleasant situation and be unable to free oneself from it

eg. Politicians normally avoid getting tangled up in anything to do with their electorate's savings.

For many days now Buddy and Joe have appeared to be increasingly more tangled up in secrets.

60. (L59) **ribbon** (*n.*): (a piece of) silk or other cloth woven into a long narrow band, used for personal decoration in the hair, or, when covered with ink, for typing, etc.

61. (L59) **Nothing except getting tangled up in a typewriter ribbon is worse.**

Paraphrase: The worst thing that can happen to a person is to have the typewriter ribbon become all twisted up, rendering the typewriter unworkable. The second

worst thing is to use too many “whiches” in a sentence and not to know what one is really talking about.

### III. Word Lists

Words to be mastered now:

|                          |             |                                                                                                            |
|--------------------------|-------------|------------------------------------------------------------------------------------------------------------|
| <b>apply (to)</b>        | <i>vi.</i>  | (not in progressive forms) to be directly related (to)                                                     |
| <b>barely</b>            | <i>adv.</i> | almost not; only just; hardly                                                                              |
| <b>blaze a trail</b>     |             | to make marks along a path for others to follow; to lead the way, esp. in some new development or activity |
| <b>(a) case in point</b> |             | something that is proved or is an example of the subject under consideration                               |
| <b>compact</b>           | <i>adj.</i> | expressed in a few words; concise                                                                          |
| <b>conference</b>        | <i>n.</i>   | a formal meeting held so that opinions and ideas can be exchanged                                          |
| <b>contemporary</b>      | <i>n.</i>   | a person born or living at the same time as another                                                        |
| <b>crisp</b>             | <i>adj.</i> | (of style or manner, etc.) quick, showing no doubt or slowness; clear without showing unnecessary details  |
| <b>crutch</b>            | <i>n.</i>   | a stick with a piece that fits under the arm, for supporting a person who has difficulty in walking        |
| <b>dictate</b>           | <i>vt.</i>  | to say words for someone else to write down                                                                |
| <b>emerge</b>            | <i>vi.</i>  | to be in a particular condition following a (usu. difficult) event or condition                            |
| <b>gallery</b>           | <i>n.</i>   | the highest upper floor in a theatre                                                                       |
| <b>grimly</b>            | <i>adv.</i> | in a determined manner, in spite of fear                                                                   |
| <b>illustration</b>      | <i>n.</i>   | an example which explains, shows, or helps to prove something                                              |
| <b>impose</b>            | <i>vt.</i>  | to force the acceptance of (usually something difficult or unwanted)                                       |
| <b>instantly</b>         | <i>adv.</i> | immediately, at once leave everything to be desired to be completely unsatisfactory                        |
| <b>multiply</b>          | <i>vi.</i>  | to increase quickly in large numbers                                                                       |
| <b>perish</b>            | <i>vi.</i>  | to die, esp. in a terrible or sudden way; be completely destroyed                                          |
| <b>reconstruct</b>       | <i>vt.</i>  | to rebuild after destruction or damage                                                                     |
| <b>remarkable</b>        | <i>adj.</i> | (apprec.) worth mentioning, esp. because unusual or noticeable                                             |