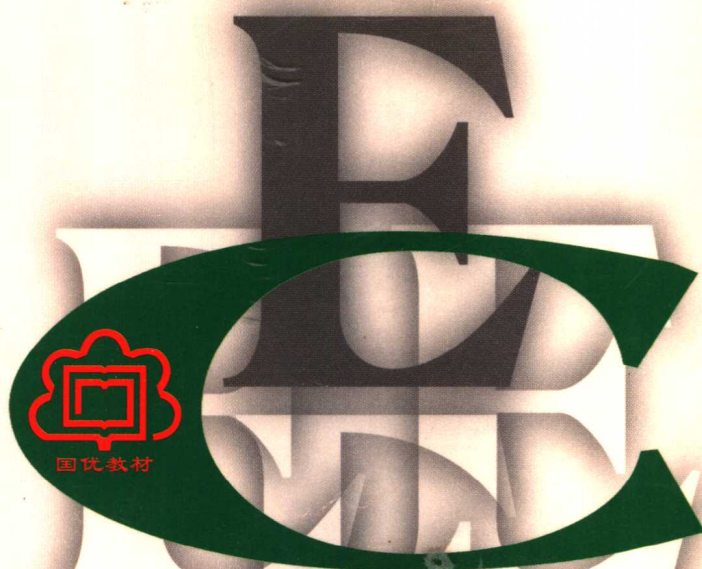


泛 读 EXTENSIVE READING

教师用书

Teacher's Book



College English

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

高等学校教材

上海外语教育出版社



修
订
本

大学英语

5-6

Shanghai Foreign Language Education Press

H31
D567
总主编 董亚芬

大学英语

College English (修订本)

(Revised Edition)

泛 读

Extensive Reading

第五册 第六册

教师用书

Teacher's Book

第五册 原编者 张砚秋
修订者 张砚秋

第六册 编 者 柯彦玢



外教社

上海外语教育出版社

H3128/D567

图书在版编目(CIP)数据

大学英语(修订本)泛读第5、6册教师用书 / 张砚秋, 柯彦玢编著.

—上海: 上海外语教育出版社, 2001

ISBN 7-81080-110-4

I. 大… II. ①张…②柯… III. 英语-阅读教学-高等学校-教学参考资料

IV. H319.4

中国版本图书馆CIP数据核字(2001)第18617号

《大学英语》系列教材

总主编 董亚芬

责任编辑名单

(以姓氏笔划为序)

刘龙根 (吉林大学)

陈祖芳 (武汉大学)

杨治中 (南京大学)

张亦政 (中国科技大学研究生院)

张砚秋 (北京大学)

罗显华 (四川大学)

郭 社 (中山大学)

董亚芬 (复旦大学)

虞苏美 (华东师范大学)

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 65422031 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杨自伍

印 刷: 上海出版印刷有限公司

开 本: 787×1092 1/16 印张 17 字数 423 千字

版 次: 2001年6月第1版 2001年6月第1次印刷

印 数: 10 000 册

书 号: ISBN 7-81080-110-4 / H · 045

定 价: 16.00 元

本版图书如有印装质量问题, 可向本社调换

CONTENTS

UNIT 1

1. The Open Window 1
2. The Winged Magician: The First Aerial Flight in Australia 5
3. Politics: Never Satisfactory, Always Necessary 10

UNIT 2

4. Drowning 13
5. Less Time for House Chores 17
6. Mark Twain's Speechmaking Strategy 21

UNIT 3

7. My Way to Success 25
8. Why Smart People Fail 28
9. I Never Had It Made 32

UNIT 4

10. The City 36
11. My Cousin, the Gambler 42
12. Waiting-Room 46

UNIT 5

13. The Kindness of Strangers 50
14. Assembling Computers Means That Happiness Doesn't Come Till 4:30 ... 54
15. The Pace of Life 58

UNIT 6

16. The Importance of Being Interested 61
17. Why Graduates Won't Wear Science 66
18. Sold on the Super Mall 71

UNIT 7

19. Mr. Know-All 76

20. They Created the Jet Age	81
21. The Hungry World	86

UNIT 8

22. Carnegie, an American Industrialist	90
23. "No Horse, No Wife, No Mustache"	96
24. Adolf Hitler's <i>Mein Kampf</i>	101

UNIT 9

25. Family Ties	106
26. Improving the Quality of Life	110
27. The Nobel Prizes	114

UNIT 10

28. University Days	117
29. Space - 30 Years into the Future	121
30. "A Troublesome Boy"	125

1. The Open Window

1 Information Related to the Text

1. This is an example of a well-made or well-crafted short story. It has the classic inverted V structure: the story rises to the climax and then descends to the ending. In the beginning, the major characters are swiftly sketched: Vera /'viərə/ — “a very self-possessed young lady of fifteen”
Framton Nuttel — a young man who has had a nervous breakdown
Vera tells a tragic story of her uncle and cousins (表亲) being lost in a bog. She says that her aunt has never lost hope that they might return, although they have been gone for three years. This ghost story causes Framton Nuttel some anxiety, so he is relieved when the third character, Mrs. Sappleton, enters the room. This is the rising action of the short story. As Framton recounts the boring details of his illness, the supposedly dead men come towards them through the twilight. Framton flees in horror. This is the climax of the story, as the action turns. The denouement or falling action of the story is Vera's telling another outrageous story, this time about Framton.
2. In western countries, parents choose their child's name from a relatively limited number of sources. Their names may be from the Bible or from television characters or from family history. Or they pick a name because they think it sounds good. Rarely do people choose their child's name because of the meaning of the name.

However, authors do pick their characters' names to suggest qualities in the character or to guide the reader in how he should think of the character. Here, “Vera” means truth in the original Latin. Of course, Vera is an outrageous storyteller. “Framton Nuttel” suggests two things: The first

name suggests he comes from a relatively well-to-do family, since only the rich pick a family name as a first name; also, the Nuttel suggests instability, nervousness, indeed being “nuts” or crazy.

2 Suggestions for Teaching

1. The dominant tone of literature in the 20th century is irony. There are many types of irony. Focus in the discussion on dramatic irony, in which the character expects something different from what happens. It enables the reader to know more about its characters. Framton expects that Mrs. Sappleton will appear crazy. When she seems to fulfill what Vera has led him to expect, he is deluded into expecting no one to appear through the window. How does Vera lead Framton Nuttel to believe the veracity of her story? What phrases does she use to create verisimilitude? (She verifies that he does not know her aunt. She points to the particular French window. She described exactly what Mr. Sappleton was wearing. She gives the line of the song that Mrs. Sappleton’s brother used to sing. When the men appear, she looks out in “dazed horror”.)
2. Ask the students to speculate on Vera’s reasons for making up outrageous stories. (She is bored living in this “rural retreat” with her aunt and uncle. She is fifteen and wants excitement and so she must create it. She has a great creative imagination, which is shown by her second tale of Framton Nuttel’s horror of dogs.) Point out that romance is used here not in a sense of love and courtship, but in the older sense of wild and strange tales, which are more exciting than those of real life.
3. Language Points
 - (1) on: prep.
 - visits on a succession of total strangers (L.7): “on” means “to”
 - sometimes on still, quiet evenings (L.50): “on” means “the evening of a certain day”, otherwise we say “in the evening”, usually in the phrase “on the evening of ...” e.g. on the evening of April 1st.
 - (2) retreat: n.
 - means a place you can go to that is peaceful and safe (L.10)
 - means escape, running away (L.92)
 - (3) bury (L.10) v. to hide away (in the countryside)
 - (4) nice division (L.15): nice group
 - See Line 13 “Some of them, as far as I can remember, were quite nice.”
 - (5) pursue (L.22): v. continue
 - (6) near (L.88): v. to come closer to
 - (7) drive (L.92): n. a road for vehicle, usually in a public park or a private

house, likewise "walk" used as a noun, meaning "a path for walking."
(8) creatures (L.104); n. those pariah dogs.

3 Sentences for the Students to Remember

1. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing. (L.6)
2. You will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. (L.10)
3. An undefinable something about the room seemed to suggest masculine habitation. (L.25)
4. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance. (L.53)

4 Translation of Some Difficult Sentences from the Text

1. Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. (L.4)
弗兰姆顿·纳特力图说些合宜的话,既适当恭维当时在场的侄女,又没有不适当地贬低即将到来的婶婶。
2. They've been out for snipe in the marshes today, so they'll make a fine mess over my poor carpets. So like you menfolk, isn't it? (L.60)
他们今天到沼泽去捕鹬,所以他们又要把我这些可怜的地毯搞得一团糟了。你们男人都这样,不是吗?
3. "The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise," announced Framton, who laboured under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure. (L.70)
"每个医生都要求我完全休息,不能受精神刺激,避免任何剧烈的体力活动。"弗兰姆顿说得这么详细是基于一种相当普遍的错觉,即与自己素昧平生及偶然相识的人渴望了解自己病痛细枝末节、病因及疗法。
4. Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly noted stages in his headlong retreat. (L.91)
弗兰姆顿胡乱抓起拐杖和帽子,一溜烟跑了出去,甚至没看清哪儿是门厅门,哪儿是砾石车道,哪儿是前门。

5 Key to T or F and MC Questions

F T F F T T T
C A D B C D

6 Suggested Answers to the Translation Exercise

1. Their holiday was spoiled by a succession of rainy days.
2. The sudden disappearance of the three men in the marshes is purely in the nature of romance.
3. Betty was the only girl who wore a formal dress at the party, and she felt out of place.
4. I wanted to write an angry letter, but I lost my nerve when I sat down to do it.
5. It's a year to the day since she died.
6. Their shouting at each other has to do with power and greed.

2. The Winged Magician: The First Aerial Flight in Australia

1 Information Related to the Text

1. This is an intriguing story about magic — intriguing in at least three senses. Firstly, some of Houdini's amazing, almost impossible performances are described. Secondly, the extract gives us a picture of the first aeroplane flights in Australia, a feat that would have seemed almost magical to those who witnessed them. Thirdly, at a deeper level, it's the story of the psychological reasons which drove Houdini to perform his death-defying acts, reasons which help explain why flying became his ultimate escape.

In today's world, with its panoply of jumbo jets and other aircraft landing and taking off around the clock, almost none of us stop to think about the miracle of flight. Yet it was only one hundred years ago that this marvel began. This event occurred on December 17 1903, in Kitty Hawk, North Carolina. On that day, Orville Wright, using a 12 horsepower engine, became the first man ever to fly in an aeroplane. Seven years after the Wright brothers' successful attempts, Houdini the magician became the first person to fly in Australia.

Harry Houdini, even today, is perhaps the world's most well known escape artist. As an example of his lasting fame, we still often say, of someone who can escape from seemingly impossible physical, social or logical dilemmas, that they are "like Houdini" or that they "did a Houdini".

2. Erik Weiss (1874 – 1926) was born in Budapest and his father was a Rabbi who settled in Wisconsin. Houdini first became a trapeze artist and then a vaudeville performer in New York City in 1892, but without much success. Then he turned to magic and took the name Houdini after Jean Eugene Robert-Houdini, a 19th century French magician. In 1900, he began to earn an international reputation for extrication from shackles, ropes, locks, locked containers and handcuffs. Today, his skills may seem a little less marvelous as many locking devices and security systems are electronic. But in his day it was believed he could escape from any container or building, so he seemed invincible.

Not long after becoming an international celebrity he decided to marry Wilhelmina Beatrice Rahner. They worked together as Harry and Bessie.

Bessie often acted as his stage assistant during his performances and she may have been instrumental in helping escape in some of the acts. Be that as it may, his uncanny escape abilities depended mainly on his great physical strength and agility and partly on his extraordinary skill at manipulating locks. For the most part, his performances are believed to be genuine rather than the work of a master illusionist. However, he was an entertainer and it is likely someone helped undo locks on the outside of containers when he was shackled inside. To this day, some of his genuine feats of escapology have not been able to be replicated. Throughout his life he forthrightly defended the ethics of his profession of escapology and spoke out against hookwinkers, charlatans and spiritual cranks. He died at the relatively early age of 52 from peritonitis. He had written some interesting books on magic, among which are *Miracle Mongers and Their Methods* (1920) and *A Magician among the Spirits* (1924).

3. Why Melbourne not Sydney, Australia, as the setting of the story? Early in the twentieth century Australia had just become a nation and the State of Victoria of which Melbourne is the capital, was experiencing an economic boom. So it was just the place for the internationally famous magician to visit. Then, as now, Australians loved to witness big time performers in sport or on stage. The centre of this excitement was Melbourne, which at that point of Australia's history, had become the nation's most important city. Until the building of the national capital, Canberra, commenced in the 1920's, Melbourne was the temporary centre of the new national government (1901 - 1927). At that time Melbourne was ahead of Sydney, although Sydney is perhaps more important and better known internationally today.

2 Suggestions for Teaching

1. The teacher could begin the lesson by ensuring that the students appreciate that 100 years ago flight was a curiosity. No one then has possibly imagined how commonplace and important air transportation was to become. Then ask the students whether they understand the relationship between Houdini's determination to fly and escapology. That is he had an obsession with death and saw his high risk acts as a brush with death. In the Water Can escape, for example, he saw himself as being buried and then reborn. So then, why did he like flying so much? (Because it was very dangerous and yet it freed him from the earth.)
2. Ask the students to explain why Houdini was such a sensation as a "magician". In the text it claims that in another age he could have been worshipped as a god or burnt at the stake. The teacher may need to tell them

the origins of being “burnt at the stake”. (In the Middle Ages in Europe many men and women who practised sorcery or magic were thought to be evil and in communication with devils. They were often tied to a stake and burnt.) Then hold a discussion on how dangerous Houdini could be to the society and whether he had any supernatural powers. (Cf. *Extensive Reading* Book III, p. 52 “The Six Sense”.)

3. Ask the students to locate the part in the text that describes Houdini’s physique. Get them to read this part, as his physical appearance was very important to his mystique. It gave power and mystery to his daring stunts.
4. Ask the students whether they believe Houdini actually escaped from things like a riveted iron boiler or a giant football laced with a brass chain. Ask them how they did this. Did someone help him? If so, how? In discussion get the students to find parts of the text that may help explain this. Ask them what was common to all the daring acts he performed on stage. (All escapes were made in the secrecy of this curtained cabinet.)
5. Language points
 - (1) novel (L.15): *adj.* new, usually clever and strange
novelty (L.48): *n.* something new and usual
 - (2) engage (L.55) *v.* employ
 - (3) honour (L.67) *v.* carry out, fulfill
 - (4) deposit (L.73) *v.* pay money as a pledge, as in the phrase “deposit sth. with sb.”
 - (5) practice (L.115) *n.* fixed custom 惯例

3 Sentences for the Students to Remember

1. It was said he could attenuate his body and slide through the keyholes; that he could dematerialize himself and pass through solid walls. In another age he could have been worshipped as a god. On the other hand he could have been burnt at the stake. (L.25)
2. He knew she could not have many more years of life remaining and he begrudged every minute spent away from her. (L.39)
3. Six years had gone by since Orville Wright made the first power-driven flight at Kitty Hawk, North Carolina, but an aeroplane was still a great novelty. (L.46)
4. For the first two minutes the audience was expectant, not troubled in any way. But when the two minutes gave way to three they began to murmur apprehensively. There was a feeling of suspense, of time running out. (L.104)

4 Translation of Some Difficult Sentences from the Text

1. It could be that in his escapes he was symbolically buried and reborn, acting out man's age-old belief in death and resurrection. (L.37)
可能是在逃脱中他被象征性地埋葬并得以再生,演示了人类长期以来所相信的人可以死而复活。
2. They were not to know that he had escaped within seconds of entering the Can, but superb showman that he was, he had waited behind the curtains until the emotion of the audience reached its height. (L.112)
他们不会知道在进入水箱几秒钟后,他就已经逃脱了。可是,作为超一流的演员,他呆在幕后,等到观众的情绪达到最高潮时才出来。
3. They saw a stocky man, with a magnificent physique developed through constant exercise and strenuous escapes. His chest was deep and broad; his arms were thick and muscular; his calves and thighs bulging and corded. (L.118)
他们看见一个敦实的汉子,持之以恒的锻炼和吃力的脱身表演造就了他健壮的体格,胸膛宽大厚实,手臂粗壮有力,大腿及小腿肚子的肌肉鼓鼓的,筋腱分明。
4. He who had prided himself on his superb physical condition was losing his energy, his sense of timing. His performances were becoming affected; the risks of failure increasing. (L.147)
向来以自己完美的体格而自豪的他渐渐感到精力不济,缺乏时间观念。他的表演受到了影响,失败的危险增大。

5 Key to T or F and MC Questions

T F T T F T
D B B C A D

6 Suggested Answers to the Translation Exercise

1. It was just as well he prepared seriously for the examination during the last month or he could have failed and lost the chance of that job.
2. A whole month had gone by since the windy weather started, but on 16 March the right weather for flying arrived.
3. It was said that he could take in ten lines at a glance and had a photographic memory.
4. Never had the audience been so excited as during Houdini's performance of the Water Can Escape.

-
5. Only in swimming in the open sea did he feel he could enjoy nature to the fullest.

3. Politics: Never Satisfactory, Always Necessary

1 Information Related to the Text

1. There is not a single definition of politics that is acceptable to all political scientists. But people may agree that politics aim at resolving inevitable social conflicts. People of different needs and beliefs may differ with each other over basic issues of right and wrong. The existence of politics makes possible the authoritative allocation of values for a society. Thus politics is important to the stability and development of a society.
2. The American political process is founded on majority rule, but that is not the whole story. Basic to understanding the way the United States is governed is the Constitution. The Founding Fathers — Thomas Jefferson, Benjamin Franklin, John Adams and others — wanted to make sure that no one part of the government was more powerful than the rest. Thus, there is an executive branch, which is headed by the President; there is a legislative branch, the Congress, which is composed of the Senate and the House of Representatives; there is a judicial branch, headed by the Supreme Court. If one branch gets too much power, then the others act to check and balance it.

In addition, the United States system is a federal system. The 50 states have much power and can go their own way in many aspects of life. The only things they do not have power over are foreign policy, currency and defense. Thus, the federal government controls much of the rules for American life, but not all of it.

An important aspect of the American political process is the media — newspapers, magazines, television, and radio. The United States is said to have absolute freedom of the press. This means that a newspaper may publish whatever it wishes to. Only libel — lies about a person — can be the basis of a suit against the writer and the publication. And the lawsuit can happen only after the article is published.

2 Suggestions for Teaching

1. Ask the students if they agree with the author that Soviet Russia, Poland

and North Korea were without politics, and what is the author's concept of politics. (The author thinks that the Western political process is democratic, while Soviet Russian government is autocratic. The democratic process relies on the use of words, while autocratic government always resorts to force.)

2. Have the students list current disagreements of an international type or perhaps a campus quarrel. Maybe there is a quarrel between two groups in a country: the majority and a minority that feels aggrieved. Perhaps students want the library to be open for a greater length of time. Pick the most appropriate one and then have a class discussion focusing on areas of possible compromise. What are plausible solutions to the dispute? What should each side learn to compromise on?
3. Ask the students what makes a successful political leader. (In lesson eight, they will read about "social skills".) They include being able to listen to others, being sensitive to the needs of others, and knowing how to give and take criticism. These are, of course, the qualities needed in a friend.
4. Language points
 - 1) call (L.16): *v.* to invite a group to meet
 - 2) sellout (L.26): *n.* an act of disloyalty to one's friend
cf. sell-out; a performance for which all tickets are sold
 - 3) combine (L.46): *v.* come together 聚集
 - 4) given (L.51): *adj.* like to do something; in the habit of doing something, as in the phrase "be given to doing something"
 - 5) majority (L.56): *n.* the greater number of votes 多数票

3 Translation of Some Difficult Sentences from the Text

1. Imagining themselves to be the "gold" of Plato's classification of human beings, intellectuals are easily convinced by Marxism, which insists that government should be in the hands of those who understand such arcane matters as dialectical materialism and historic necessity — that is, intellectuals. This is no doubt the reason that there are more Marxists than Democrats and Republicans combined in so many university departments of philosophy. (L.41)
想像自己属于柏拉图所划分的“社会精华”一类的人,知识分子就不难相信马克思主义。马克思主义坚决主张政府应该掌握在那些理解辩证唯物主义和历史必然性等等这些艰涩难懂的事情的人——即知识分子——的手中。无疑这就是为什么聚集在众多大学哲学系里的马克思主义者多于民主党或共和党人的原因。
2. Mike Royko of the *Chicago Daily News*, a characteristic journalistic critic of politics, wrote a book entitled *Boss*, which attacked and criticized the late Mayor Richard Daley of Chicago as corrupt, venal, ruthless, and given

to making shady alliances with the underworld and ridiculous mistakes in English grammar. (L. 48)

《芝加哥每日新闻》的麦克·罗依科,一位独具特色的报刊政治评论家,写了一本名叫《老板》的书。该书抨击批评了芝加哥市已故市长理查德·戴利,说他贪污腐败,收受贿赂,残酷无情,惯于暗中勾结黑社会,犯可笑的英语语法错误。

3. Apparently there is something about politics that neither Mr. Royko nor political science teachers quite understand — and that is how successful practitioners of the art of politics like Mayor Daley earn the trust and affection of so many people. (L. 57)

显然政治中的某些东西是罗依科先生和政治学教师不大能理解的,而这些东西恰恰就是像戴利市长这样政治艺术的成功的实践者赢得这么多人信任的秘诀。

4 Key to MC Questions

B D A D C D

5 Suggested Answers to the Translation Exercise

1. This dining room is for the exclusive use of the students.
2. Our teaching office declared exclusive access to the meeting room on Wednesday afternoons.
3. Nobody can claim exclusive access to the recently built language laboratory.
4. This is a special offer at reduced rates, exclusive to members of the club.
5. It has been difficult for governments to come to agreement about the size of warships.
6. This law leaves too much power in the hands of the judges.
7. They made an alliance with each other to embezzle a large sum of public funds.