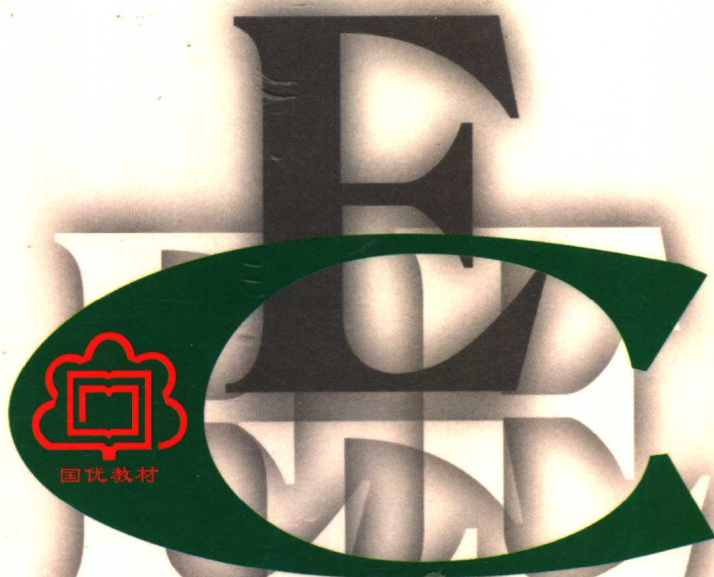


泛 读 EXTENSIVE READING

教师用书

Teacher's Book



国优教材

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



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College English (修订本)
(Revised Edition)

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UNIT 1

1. Reading for A's

1 Information Related to the Text

1. In the United States and some Western countries, textbooks in public elementary and middle schools belong to the school. They are issued to the students. The students must not write on any page or mark any part of the textbook in any way, except for cheap paperbacks. When a textbook is issued or returned, its condition must be recorded in terms of New, Fair and Poor. In contrast, textbooks in colleges are bought by the individual students; they can cost about \$200 a semester. Many students, however, buy used textbooks sold by former students.

2. Grading System

The following grading system is used in most colleges or universities in the United States: A, Excellent; B, Good; C, Satisfactory; D, Low or Pass; F, Fail; I, Incomplete; W, Authorized Withdrawal; Z, Unauthorized Withdrawal; P, Pass; NP, No Pass. To maintain satisfactory academic standing and to qualify for a degree, an undergraduate student must have completed courses with the average grades of "C" or above, and a graduate student must have the average grades of "B" or above.

2 Synopsis

To learn how to study is very important for college students. Different students have different study methods. Each student should find out his or her own way of studying. However, there are a few rules that work for everybody. The authors present three rules in this article: 1) don't get behind, 2)

don't be afraid to mark in textbooks and 3) don't let tests terrify you.

3 Suggestions for Teaching

1. This article is comparatively easy for the students at College English Band III. The teaching focus might be shifted from the teacher's explanation to the students' discussion of the text. The teacher might start the class by asking the students some questions about their own ways of studying. The questions should be based on the three rules given in this passage.

The following are some suggested questions:

Do you often get behind in your study of English?

Did you ever get behind in any of the other courses you were taking?

How do you arrange your time for different courses?

If you really get behind in one course, what would you do?

Do you mark your textbooks? How do you mark them?

When reading, do you find it helpful to underline the main points of the passage so as to have a better understanding of it?

Are you afraid of tests?

What do you do before tests?

What is your test-taking strategy?

2. Call the students' attention to the following sentence patterns and, if possible, ask them to practise using them.

- 1) But the neatest desk and the best desk light, ...and the most expensive textbooks you can buy will do you no good unless you know how to study. (L.1)

...unless you do find a system that works, you won't get through college. (L.11)

Likewise we can say:

You'll fail your exams unless you work harder.

你考试会不及格的,除非你用功些。

I sleep with the window open unless it's really cold.

我通常开着窗子睡觉,除非天太冷。

"Unless" is often used to introduce the only circumstances in which an event you are mentioning will not take place.

- 2) Some students can master the entire system of imaginary numbers more easily than other students can discover how to study the first chapter in the algebra book. (L.6)

Nothing is more frustrating than freezing up during an important test, knowing all the answers but getting so excited at the sight of the test that half of what you actually know never gets written down. (L.94)

In these two sentences "more" is an adverb modifying another adverb or

an adjective. It is used to express "to a greater degree," 比……更容易; 比……更令人生气。

3. Then ask the students whether they can learn any sentences from the text as aphorisms (short remarks which contain general truths). The teacher can give his/her suggestions as follows:
 - 1) Methods of studying vary; what works well for some students doesn't work at all for others. (L.8)
 - 2) Whatever the reason, going whole hog for one class and neglecting the rest of them is a mistake. (L.26)
 - 3) What you missed may make it impossible, or at least difficult, to understand what the rest of the class is doing now. (L.42)
 - 4) One way to insure a good score is read the entire test before you answer any questions. (L.106)
 - 5) To get A's on essay tests, you must be able to write well enough that your teacher is convinced you *do* understand. (L.122)
4. The teacher might ask the students to introduce the methods of studying they have found most effective, so that they can learn from each other's experiences.
5. Finally some other proverbs concerning studying might also be interesting to the students. e.g.

There is no limit to knowledge.
The more you learn, the less you feel you know.
All work and no play makes Jack a dull boy.

See if the students can add any.

4 Translation of Some Difficult Sentences from the Test

1. Some students can master the entire system of imaginary numbers more easily than other students can discover how to study the first chapter in the algebra book. (L.6)

有些学生掌握全部虚数的内容比另外一些学生能发现如何学好代数课本的第一章还来得容易。
2. Feeling pretty virtuous about the seven hours you spend on chemistry won't help one bit if the history teacher pops a quiz. (L.21)

你花了七小时复习化学,觉得很满意,可是如果历史课老师来个临时测验,那它可一点也帮不了你的忙。
3. Nothing is more frustrating than freezing up during an important test, knowing all the answers but getting so excited at the sight of the test that half of what you actually know never gets written down. (L.94)

没有什么比在一次重要的考试中,头脑发僵,无法下笔更让人心情沮丧的了。全

部答案你都知道,可是一见到试卷你就兴奋得连你实际知道的一半都写不下来。

5 Key to T or F and MC Questions

F F T F F

B A C D C B

2. Why Not Speed Up Your Reading?

1 Suggestions for Teaching

1. In order to put the students in the right mood for this lesson, the teacher might first of all tell them the theme of this lesson — the importance of increasing reading speed and how to raise reading speed. Then ask the students their opinions about the relationship between reading speed and comprehension. The following questions may be useful:
Do you think a slow reader is likely to read with better understanding than a fast reader?
Do you agree that fast reading is bound to sacrifice accuracy?
Why do you think we need to increase our reading speed?
Are you a fast reader?
2. Then the teacher might involve the students in selfmeasuring of their own reading speed so that they would have a rough idea of whether they are fast readers. Ask them to read the text from the beginning to Line 51. This part has about 700 words.
The teacher can encourage the students to read it as quickly as possible without unnecessarily sacrificing accuracy. The students should check the time and see how long it has taken them to finish this part. Then ask them to do the “true or false” exercise. And finally they can find out their reading speed in words per minute and their percentage in comprehension.
3. The teacher should check on the reading speed of some of the students. Then the teacher might explain that reading speed often varies according to the type of the reading materials. A reading speed of several thousand words a minute is useful for people burdened with masses of documents, but not for study or research purposes nor for recreational reading: Who would want to finish a good novel in twenty minutes? However, many people do not know how to “shift gears” — they read everything at the same speed and they do not know how to increase or decrease their reading speed. The author traces the reading problem back to the early school days when the students were forced to read materials too difficult for them. Bad reading habits can be and should be broken, and the author recommends some ways to cultivate better reading habits.
4. Ask the students to read the 11 pieces of advice suggested at the end of this

lesson. And then they are to answer the question: "What are the author's suggestions for speeding up our reading? Do you appreciate any of his ideas?"

5. Finally, tell the students not to forget the importance of their reading speed if they get involved in executive work one day. Just as the author points out in this article: in getting a job or advancing in one, the ability to read and comprehend quickly can mean the difference between success and failure. (L.4)

2 Translation of Some Difficult Sentences from the Test

1. He had been forced to go slowly to get the meaning. Soon he began reading everything, even light fiction, at the same turtle's pace. (L.15)
他被迫放慢速度以便弄清含义。很快他便以龟爬般的速度阅读所有读物,即使是消遣性的小说也是如此。
2. Dr. Betts diagnosed the executive's reading problem as a common one — inability to "shift gears." (L.17)
贝兹博士诊断这位经理的阅读困难为一种常见病——不会“换挡”。
3. Bad readers trudge home with briefcases bulging with material that should have been read on the job. (L.25)
不善于阅读的人往往带着塞满本应在工作时间内读完的材料的公文包,步履疲乏地走回家去。
4. This moves a curtain down a page at a predetermined rate of speed, forcing the students to read faster to keep ahead of it. (L.33)
阅读加速器以事先确定的速度在书页上从上向下移动一块幕布,迫使学生更快地阅读,以赶在它的前面。
5. Race an alarm clock. Estimate the number of words in an article or book chapter and set a time limit on how long you should take to read it. Set the alarm for that period of time. See if you can finish before the alarm goes off. Gradually shorten your target time. (L.77)
同闹钟竞赛。算出一篇文章或书中一章的字数,然后规定你应读完的时间。根据规定时间,拨好闹钟。看看你是否能在闹钟响起来之前完成阅读。逐渐缩短你的规定时间。
6. Draw a line down the center of a newspaper column. Center your vision on the line and try to grasp the meaning of the words on each side as you move down the page. (L.89)
在报刊的一个栏目中间划一道直线,把你的视线集中在这条线上,当视线向下移动时,尽量抓住线两边文字的意思。

3 Key to T of F and MC Questions

T F T F F
D D C B A

4 Key to Translation Exercise

1. be promoted to the position of general manager
2. a huge pile of mail
3. translate word by word
4. You can become a member, provided you pay the monthly fee.
5. Break yourself of the bad habit of smoking.
6. when the alarm clock goes off
7. Comprehension has picked up by 30%.
8. read at a turtle's (or snail's) pace
9. Age makes little difference.
10. The car was slowed down to a snail's pace.

3. Romantic Roundabout

1 Information Related to the Text

1. James Smithson (1765 – 1829): English scientist and founder of the Smithsonian Institution. He was the illegitimate son of 1st Duke of Northumberland, Hugh Smithson, and Elizabeth H. K. Macie, a descendant of Henry VII. He was educated in Oxford, and devoted his life to chemical and mine-rological research. He remained single when he died in Genoa, Italy, on June 26, 1829. Although he had never visited the United States, he willed his fortune of about \$ 500,000 to the country “to found at Washington, under the name of the Smithsonian Institution, an establishment for the increase & diffusion of knowledge among men.” His remains now lie in a chapel in the main entrance of the Smithsonian Building.
2. The Smithsonian Institution: (史密森研究院 / 美国国立博物馆) A scientific and cultural institution established in 1846 when Congress voted to accept the legacy of James Smithson. It is a collection of museums which preserves more than 100 million items of scientific, historical, and artistic interest, and thereby gaining the title “the National Attic”.
3. The National Air and Space Museum: Previously the National Air Museum founded in 1946. It has been located on the Mall since 1976. It is the most popular museum in the country, where one can see exhibits and collections of achievements in flight and space exploration, including the Wright brothers’ Kitty Hawk Flyer of 1903, Charles Lindbergh’s plane of 1927, and Apollo II Lunar command module Columbia of 1969.

2 Suggestions for Teaching

1. Since this is a story based on the laws of probability, the explanation should be focused on the subject.
 - 1) What is Probability?

(A branch of mathematics concerned with theories of uncertainty, ways of measuring uncertainty, the application of techniques involving uncertainty. The study of probability arose from a gambling dispute. But chance plays an important role in many situations other than gambling,

such as weather prediction, heredity, popular growth and measurement. The theory of probability provides the foundation of statistics, coin tossing, dice, poker, bridge and coincidences. In coin tossing, the probability of getting head and tail should be 50%. In other cases, the operations are far more complicated than that.)

- 2) How do the laws of probability work in the story?

(Sidney took the narrator's word about the laws of probability and waited in the museum for more than three years. See details.)

- 3) As we know, this is a love story. What do you think are other elements which contribute to the happy ending?

(love, faith in each other, loyalty, luck, etc.)

- 4) Compare Sidney's waiting with the famous Chinese allegory “守株待兔” (stand by a stump waiting for more hares to come and dash themselves against it — trust to chance and strokes of luck) and see if we can identify any difference.

- 5) Comment on the title by exploring the text. Then hold a discussion to decide how we can best translate it into Chinese.

(For reference only)

Romantic: (a pun) *To Fly* (L.20), *Let's fly* (L.44)

(some associations) the Air and Space Museum

Roundabout: Sentences L. 15 – L. 18, L. 83 – L. 95, L. 99 – L. 104, and some details.

We may translate the title as “好事多磨”.)

2. The teacher may draw the students' attention to the employment of American English in the text. For example:

(title) Romantic Roundabout: indirect way, (fig.) twist of fate — detour
(L.3) exhibit — exhibition

(L.6) checking coats and other articles: to place something somewhere to be looked after — leave with, checkroom (Am.E) — cloakroom (Br.E)

(L.9) at the stand: a small shop or place for showing things — stall

(L.19) half hour — half an hour

(L.57) hung around: to stay near one place with no clear purpose — hang about

(L.85) mall: an area of streets where one can walk to and around shops.

3. The students may have difficulty in pronouncing the following names.

Smithson / 'smiθsn /

Smithsonian / smiθ'səunjən /

Maryanne Wilson / məəri'æ n / / 'wilsn /

Omaha / 'əuməhɑ: /

Nebraska / ni'bræskə /

Florida / 'flɒridə /

Charles Lindbergh / tʃɑ:lz / / 'lindbə:g /

4. Familiar words with new meaning

(L.6) off the main entrance; near. (e.g. an island off the coast)

(L.13) know everyone by sight; know everyone's appearance.

(L.25) but there was something about him; in. (e.g. There is a sense of humor about him.)

(L.38) in a loving way; in detail, carefully

(L.50) And with that; and then, thereupon.

(L.65) about Maryanne's figures on the laws of probability; (pl.) arithmetical calculations.

(L.80) and upset everything in sight; scatter by a knock; within his reach.

(L.94) the grounds of various government buildings around town; (pl.) land surrounding a large building, usu. made into gardens and enclosed by a wall or fence. Compare with "on the grounds of", grounds meaning reason; in the area of.

3 Sentences for the Students to Remember

1. I work in a little room off the main entrance to the museum, checking coats and other articles which people do not want to carry around as they tour the building. (L.6)
2. He turned and looked at the front entrance as though he had never seen it before, while I went on explaining about Maryanne's figures on the laws of probability. (L.64)
3. Neither of us ever spoke of Kate any more, and we dropped the subject of the laws of probability, but I noticed that Sidney observed every person who entered that most visited of all museums. (L.68)
4. Finally, she got a job as a gardener with the Department of the Interior, working on the grounds of various government buildings around town. (L.93)

4 Translation of Some Difficult Sentences from the Text

1. Year after year, more people visit this massive exhibit honoring the men and women who have pioneered flight and the exploration of space than visit any other monument or museum in the entire country. (L.3)
这个博物馆展出众多的展品,以纪念在飞行及太空探索的事业中作出贡献的男女先驱们。来此参观的人数连年高居全美纪念馆或博物馆的首位。
2. She claims that she can calculate, according to her system, the odds against anything happening. (L.11)
她声称,用她的方法,可以计算出任何事情发生的概率。

3. I remember noticing him that first day. He wasn't much more than a thin, anxious kid, but there was something about him. It was eerie. (L.24)
我还记得头一天看见他的情形。他不过是个清瘦、焦急不安的小伙子。但他好像有什么心事,看样子很神秘。
4. He described her in a loving way. "She's small and dark, nineteen years old, and has a spirited face. I mean she can get mad, but she never stays mad for long. She has a short coat made of soft brown leather, but maybe she's not wearing it." (L.38)
他动情地描述她:“她个子小,皮肤较黑,19岁,脸上的表情生动活泼。我是说她会发脾气,但是过一阵就好了。她有一件棕色的柔皮短外套,可也许她没穿。”
5. Sidney cried out and the next thing I knew, there were souvenirs and cards, dolls, and who-knows-what flying all over the place. Sidney had leaped over the counter and upset everything in sight. (L.78)
西德尼大叫一声。接着,我看见货摊上的纪念品、明信片、玩具娃娃和一些叫不出名字的东西纷纷飞落在地。原来西德尼纵身一跃跳过柜台,把身边的东西全都撞翻了。

4 Key to MC Questions

B A D D A B C A

5 Key to Translation Exercise

1. The Summer Palace is the most visited of all parks in Beijing.
2. After working there for a week, he came to the conclusion that the boss was mean to his employees.
3. He is no more than a kid of 15, but he has got a job as an accountant with this company.
4. None of them ever spoke of the girl any more, and they dropped the subject of marriage.
5. When this semester is over, I should be able to get around to reading this novel.
6. What a wonderful drama had unfolded before my eyes!

4. The Lucky Archaeologist

1 Information Related to the Text

1. Heinrich Schliemann: Born in Germany in 1822, Heinrich Schliemann was the son of a poor pastor. When he was seven years old, a picture of Troy in flames impressed him deeply and he took it as the absolute truth that Troy had existed. At the age of 14, he worked in a grocery store, but gave up this job because of ill health. Then he became a cabin boy. On his way to South America his ship was wrecked and he was left in the Netherlands, where he found work in business. In a very short time he mastered 13 major European languages, including both ancient and modern Greek. In 1846, Schliemann went to St. Petersburg, Russia, where he worked hard and amassed a large fortune. At the age of 41, he retired and travelled extensively, especially in Greece. After studying archaeology in Paris, Schliemann moved to Greece and started his excavation of Troy in 1868. His discoveries in Turkey and Greece made him a symbol of the romance and excitement of archaeology.
2. Homer: Tradition tells us that Homer was an ancient Greek poet in what is now the western coast of Turkey. His two epic poems, the *Iliad* and the *Odyssey*, are considered the greatest works of art of ancient Greece and among the greatest treasures of Western literature. Almost nothing is known about Homer, but his poems suggest that he lived in the last half of the 8th century BC. Some scholars even deny that "Homer" ever existed.