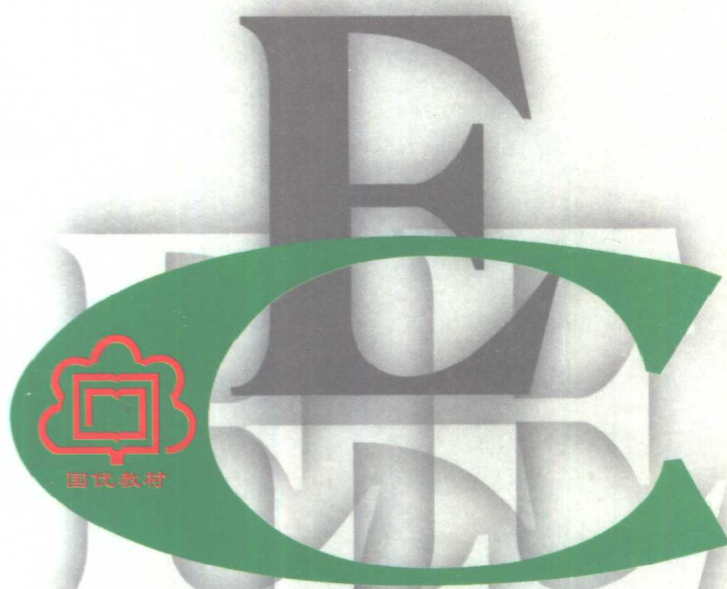


精 读 INTENSIVE READING

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



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大学英语

Sub-Band

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预备级

Shanghai Foreign Language Education Press

总主编 董亚芬

大学英语

College English (修订本)

(Revised Edition)

精 读

Intensive Reading

预备二级

教师用书

Teacher's Book

编者 史 宽 张 华
刘寒冰 张瑞敏

修订者 陈祖芳 史 宽
张 华



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总主编 董亚芬

责任编委名单

(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)

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修 订 本 前 言

《大学英语》是根据国家教育委员会审定批准的《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、听力、快速阅读、语法与练习五种教程,于1986年出版试用本,1992年出版正式本。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册,供1—6级使用;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写,复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。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。

《大学英语》预备级精读教程在修订的过程中,保留了原教材的布局和特色,并在此基础上,增加了部分练习和阅读材料,以保证学生在一个新的水平上复习、巩固在中学阶段学过的语音、语法、词汇等主要内容,为进一步学好英语打下坚实的基础。

《大学英语》预备级精读教程由武汉大学外语学院英文系负责编写。陈祖芳教授担任主编,袁锦翔教授担任主审,大学外语教学指导委员会委员郭杰克教授审读了全书。参加编写的有刘寒冰、史宽。美籍专家 Meek 夫妇审读了全书的英文部分。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,谨此一并致谢。

本书为预备级精读教程第二册教师用书,供教师备课时参考。

本书原编写人员为史宽、张华、刘寒冰、张瑞敏,参加修订的人员为陈祖芳、史宽、张华。由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者批评指正。

编 者
1997年3月

使用说明

本书为《大学英语》预备二级精读教程教师用书。全书共十六课,供一学期使用。每课按三个部分编写:

- 一、教案:包括背景材料、导言、语言点、课堂活动和补充练习等;
- 二、练习答案:包括预习、语音、语法、句型和课文练习的答案,以及造句、听写等内容;
- 三、参考译文。

提供上述材料的目的只是为了便于教师备课,并非为教师上课划定某种模式。《大学英语》预备级精读教程的根本任务,即大学英语预备级教学的根本任务,是使学生能在一个新的水平上复习巩固中学阶段所学的英语,以提高学生对所学内容的实际掌握和运用,提高学生听说读写的实际能力。教师在实际的课堂教学中,分析课文内容和讲解语言点等是帮助学生读懂文章内容的必要教学环节。鉴于《大学英语》预备级精读教程所含的语言项目多是学生中学已经学过的东西,帮助学生弄懂课文的含义不一定很困难,也不一定要花费许多时间。然而,帮助学生弄懂内容只是学生学习英语的最初的一步,而且是最简便的一步,更重要的、更困难的,也是最根本的一步是如何使学生实际掌握“已经懂得了意思”的英语语言形式本身。因此,教师要以极大的精力帮助学生熟悉课文和练习的语言形式,并能在听说读写等方面实际运用,唯有如此,才能完成大学英语预备级的教学任务。至于本书所提供的材料仅供参考,教案部分可根据教学的实际情况作必要的增减;许多练习的答案也并非是唯一,参考译文也不能算是真正意义上的译文。

本书原编写人员为史宽、张华、刘寒冰、张瑞敏,参加修订的人员为陈祖芳、史宽、张华。由于编者水平和经验有限,教材中难免还有不足之处,希望广大读者批评指正。

编者
1997年3月

突破传统教学模式,提高大英教学质量

《大学英语》(修订本)多媒体系列教学光盘正式出版

为了繁荣我国的大学外语教育事业,支持我国的大学外语教学改革,上海外语教育出版社开发了《大学英语》(修订本)多媒体系列教学光盘。该系列教学光盘与《大学英语》(修订本)系列教材同步。精读和听力的每册教材各配 2 张光盘。

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LESSON 1

The Value Of Education

TEACHING NOTES

1 Information Related to the Text

University Degrees

B. A. = Bachelor of Arts

B. S. = Bachelor of Science

M. A. = Master of Arts

M. S. = Master of Science

PH. D. = Doctor of Philosophy

Schools and Education

Life in the twentieth century demands preparation. Today, all individuals in a country must have some schooling to prepare them for their responsibilities as citizens. With this in mind, national leaders everywhere are placing more emphasis on the education of the young.

In the United States, government officials, parents, and teachers are working hard to give the children—tomorrow's decision makers—the best education.

There is no national school policy in the United States. Each state makes its own rules and regulations for its schools, but there are many similarities among them. Public schools in all states are supported by taxes paid by the citizens of the individual state.

When they are six years old, children begin elementary school. After six years in elementary school, they go into junior high school and remain there for three years. The last three years of their public school education are spent in senior high school, from which they graduate at the age of eighteen.

A great number of high school graduates continue their education in one of

the many colleges or universities in the country. After four years, they receive a bachelor's degree. Some continue studying for a master's degree and perhaps a doctoral degree.

2 Introduction

1. Introductory Questions

The following questions are designed to help the students obtain a global understanding of the text.

- 1) What does the text talk about?
(The value of education.)
- 2) What is the purpose of education?
(To fit the young for life.)
- 3) What education system do the countries with advanced industries have?
(The public school education system.)
- 4) What do they think they can do by free education for all?
(Solve all the problems of society and build a perfect nation.)
- 5) What work do people with university degrees refuse to do?
(Work with hands.)
- 6) Is the work of an uneducated farmer as important as that of a professor?
If yes, why?
(Yes. Because we should die if no one grew crops.)
- 7) What education can be called valuable to society according to the author?
(The education for all people to realize that everyone can do whatever job is suited to his brain and ability, to understand that all jobs are necessary to society, and to master all the necessary know-how to do one's job well.)

2. Introductory Remarks

Nations throughout the world seem to be placing more and more emphasis on the education of the young. Let's take our country for an example; more and more schools are being built, more and more money is being spent on education, and it seems that more and more people want to obtain a university degree. Nearly everyone knows the importance of education. But does everybody have the correct aim of being educated? I'm afraid this might not be the case. However, what is the real value of education? Study Lesson One and we can get some ideas.

3 Language Points

1. Education is not an end, but a means to an end.

"End" is a word of many meanings. Here it means; purpose, aim

Examples:

gain (win, achieve) one's end(s)

for (to) this end

to the end that; in order that

The end justifies the means. (proverb)

means (often treated as singular): method, way, by which a result may be obtained

Examples:

The doctor tried every means to save the patient.

Thoughts are expressed by means of words.

2. in other words

Examples:

As the common saying goes, "Knit the brows and you will hit upon an idea." In other words, much thinking gives you wisdom.

I haven't done my homework and I have a lot of other things to do. In other words, I can't go to the cinema with you.

3. Our purpose is to fit them for life; Our aim of educating them is to teach them to be a useful person for the society he is in so that he is able to make a living by himself.

fit; make (sb.) suitable or competent (for sth., to do or to be sth.)

Examples:

fit oneself for one's new duties

Military training fits men for long marches.

Can we make the punishment fit the crime?

4. Life is varied, so is education.

so + aux. v. + (pro)noun, meaning "also"

Examples:

You are young and so am I.

Tom speaks French and so does his brother.

"I went to the cinema yesterday." "Oh, did you? So did I."

John has read that book and so has Mary.

5. As soon as we realize this fact, we will understand that it is very important to choose a proper system of education.

1) as soon as ...

Examples:

I came as soon as I could.

He started as soon as he received the news.

As soon as you finish your job let me know.

2) "It is + adj. + to do"

Examples:

It is necessary to study English well.

It was interesting to hear him talk about his life at university.

6. Under this system, people, no matter whether they are rich or poor, clever or foolish, have a chance to be educated at universities or colleges.

no matter whether (who, what, how, where, which, etc.)

Examples:

No matter what he does, he does it carefully.

Anyone, no matter who, may point out our shortcomings.

No matter how hard I tried, I couldn't solve the problem.

No matter where he is, you have to find him.

No matter which one you choose, it is sure to be good.

7. They have for some time thought . . .

Note that "some time" is different from "sometime".

some time: certain period of time

Examples:

I have been waiting for some time.

sometime *adv.*, *adj.*; at some time

Examples:

I saw him sometime in May.

I will speak to him about it sometime.

8. We find in such countries . . . jobs for them to fill; We find that in such countries, many people can't find a suitable job to do after they graduate from universities.

9. As a result of their degrees, they refuse to do what they think is "low" work.

as a result (of)

Examples:

As a result of his carelessness, he failed in the English examination.

He lost one leg as a result of that car accident.

He worked very hard for 3 months. As a result he fulfilled the plan ahead of time.

10. in fact

Examples:

Officially he is in charge, but in fact his secretary does all the work.

He doesn't mind. In fact, he is very pleased.

In fact, I do not know what to do.

11. But we have only to think a moment to understand . . .

Other examples with "moment":

Please wait (for) a moment.

She will come in a moment.

I am busy at the moment.

He arrived at the last moment.

I have heard the news just this moment.

12. . . . but we should die if none of us grew crops.

none: not any; no one

Examples:

None of these books is (are) mine.

I wanted shoestrings but there was none in the house.

"Is there any coal left?" "No, none at all."

None of them has (have) come back yet.

It is none of your business.

None of us are (is) afraid of difficulties.

13. . . . , because everyone was ashamed to do such work, . . .

ashamed *adj.* (predicative only): feeling shame

Examples:

You should be ashamed of yourself.

He was ashamed to ask for help.

He felt ashamed that he had done so little.

14. on the other hand

also, on the one hand, . . . (and / but) on the other hand, . . . : to indicate contrasted opinions, viewpoints, etc.

Examples:

The price is low; but on the other hand, the quality is poor.

Father and mother wanted to go for a ride; the children, on the other hand, wanted to stay home and play with their friends.

15. . . . We would die if we did not have enough food.

Examples:

If I were you, I would do it at once.

If he had time, he would help us.

16. . . . do whatever job is suited to his brain and ability; . . .

be suited (for, to): be fitted, have the right qualities

Examples:

Western democracy is not necessarily suited to (for) China.

That man is not suited to be a teacher.

Jack and his wife seem well suited to one another.

17. . . . it is bad to be ashamed of one's own work or to look down upon someone else's; . . .

look down upon sb. (sth): despise; consider oneself more important than

Examples:

After she married a mayor, she began to look down upon the office girls she had worked with.

Intellectuals should never look down upon farmers.

18. know-how; knowledge of how to do something

Examples:

the know-how about atomic bombs

pass one's technical know-how to others

KEY TO EXERCISES**Questions for Preview Check****1**

2, 4, 6

2

life is varied

Grammar**1**

- 1) that learning English is easy
- 2) if I could have two tickets
- 3) how many pages I had already read
- 4) what we say
- 5) why the rich people were never satisfied
- 6) whether you are right or not
- 7) which book I should read first
- 8) how I can get to the railway station
- 9) when and where they are to meet again
- 10) who did all this

2

- 1) The man showed the boy how he should play the piano.
- 2) He does not know which one his is.
- 3) Please tell me why you must leave so soon.
- 4) He is asking who can take the heavy bag away.
- 5) He says that everyone should come to the meeting this evening.
- 6) I am wondering if I must tell him.
- 7) Do you know whose book it is?
- 8) Can you show me where they live?

3

- 1) ... how we learned Chinese when we were children
- 2) ... what a polite man should do and what he should not do
- 3) ... who did it
- 4) ... if he could buy two tickets
- 5) ... which one you want

Verb Patterns**1**

1. He neither smokes nor drinks.
2. His dream has come true.

3. The beggar is even poorer than before.
4. I have a feeling that something terrible will happen.
5. The visitors looked happy indeed.
6. She looks much more beautiful than before.

Exercises to the Text**2**

1. necessary to society
2. valuable to society
3. the necessary know-how
4. no matter what; no matter when
5. service people
6. the countries with advanced industries
7. remain low
8. the problems of society / the social problems
9. our purpose
10. university degree

3

1. Come here as soon as you finish the work.
2. She was late as a result of the snow.
3. He doesn't mind. In fact, he's very pleased.
4. He was ashamed of his behaviour.
5. No matter how tired she was, Mary tried to finish her work in time.

4

1. to win her end
2. every possible means
3. that of people with university degrees
4. without air or water
5. always looks down upon us
6. is getting longer and longer
7. if you like
8. The final results
9. As a result of what we saw
10. remained silent

5

Education should be various because life is varied. All of us must be educated to fit us for life, that is, to realize that one should do whatever job according to his ability, to understand all jobs are necessary to society, and to master all the skills to do the job well.

6

1. We should understand that it is very important to choose a proper system of education.

2. Everyone has a chance to study at university.
3. It is bad to look down upon work with hands.
4. All must be educated to master all the necessary know-how to do the jobs well.

7

realize

1. 我未料到你们俩住得这么近。
2. 我终于认识到为什么按时完成这项工作这么重要。
3. 我肯定我们中任何人都实现不了自己的梦想。
4. 对于他来说,没有什么计划是难以实现的。

remain

1. 她感觉不适,被允许留在家里。
2. 在热烈的讨论中他一直保持沉默。
3. 已经取得了很大的进步,但是仍有许多事情有待去做。
4. 从十里减去四,还剩六。
5. 这位老人一直在低声咕哝。

matter

1. 请你将情况报告系主任,好吗?
2. 她在这些问题上不行。
3. 他所做的一切无济于事。
4. 凡是用英文写的,甚至报刊杂志上的广告之类的东西,他全看。
5. 你的笔出了什么毛病?
6. 我听到他在浴室里大声叫喊,便进去看出了什么事。
7. 不论你选择哪条道都没关系(都可以)。
8. 你要杯咖啡还是要杯茶? 都可以。
9. 我告诉他无论发生什么情况都不要同他们打架。

8

1. In other words, he is a fool.
2. Our purpose is to build a perfect nation.
3. Our life is becoming better and better.
4. You have only to think a moment to understand it.
5. In some countries with advanced industries, there are still a number of social problems.
6. It is simple to understand that if none of us grew crops it would be impossible for our society to develop.
7. In our country there are still some people who think that to work with one's hands is dirty and shameful.
8. In modern China, all jobs are necessary to society, so we must master all the necessary know-how to do our jobs well.

参考译文

教育的价值

教育不是目的,而是达到目的的手段。换句话说,我们并非仅仅为了教育孩子而教育孩子。我们的目的是要使他们能适应生活。生活是多样化的;教育也是如此。只要我们意识到这一点,我们就能明白,选择适当的教育体制至关重要。

在一些工业发达的国家里,实行的是免费教育体制。在这种体制下,人们不论贫富,不分智愚,都有机会在大学或学院里受到教育。人们曾一度以为,通过全民教育,就能解决所有社会问题,并建成一个完美的国家。但是我们现在已经能够看到,仅有全民教育是不够的。我们发现在这些国家里,具有大学学历的人数远远超过他们所愿从事工作的需要量。他们由于自己的学历而拒绝从事那些他们认为是“低下”的工作。事实上,在这些国家里,体力劳动被认为是肮脏和可耻的。

然而,我们无需多想就能懂得,一个目不识丁的农夫的工作同一位教授的工作同样重要。没有教育,我们尚可生存,但是如果没有人种庄稼,我们则活不成。如果没有人清扫街道,清除我们屋内的垃圾,我们在城市里就会染上严重的疾病,如果所有的人都瞧不起服务工作而不愿干的话,那么,教授们也就只得浪费许多时间从事家务了。

另一方面,如果所有的农夫都是文盲,他们的产量就不可能增加。由于当今世界人口越来越多,如果没有足够的粮食,我们就不能生存。

事实上,我们所说的人人都要受教育以适应于生活,意思是指人人都要受到这样的教育:第一,认识到每个人都可以从事适合于自己能力的任何工作;第二,懂得所有的工作都有益于社会,蔑视自己的工作或瞧不起他人的工作都是不对的;第三,掌握所有基本技能,干好本职工作。只有这种教育才能被称之为对社会有价值。