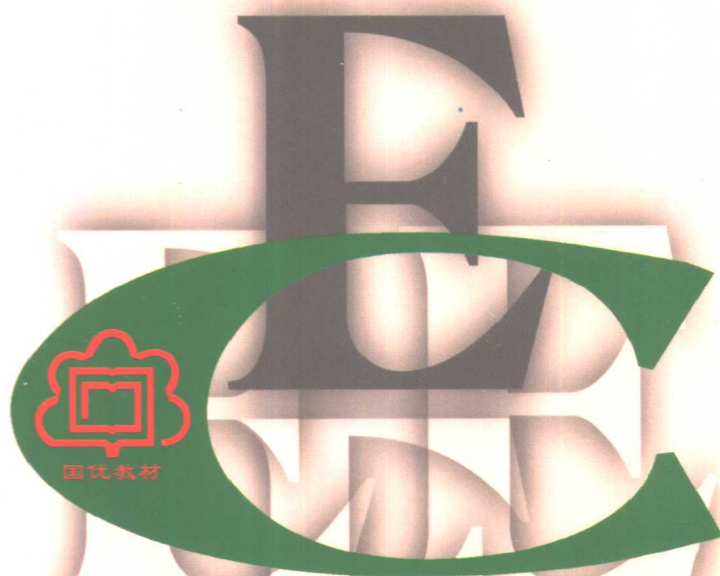


精 读 INTENSIVE READING

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  
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高等学校教材

上海外语教育出版社



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# 大学英语

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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

第五册

教师用书

Teacher's Book

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外教社

上海外语教育出版社

## 图书在版编目(CIP)数据

大学英语 精读 第5册 教师用书 / 王德明主编. —2版(修订本).

—上海: 上海外语教育出版社, 1999

ISBN 7-81046-603-8

I. 大… II. 王… 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(1999)第31854号

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### 《大学英语》系列教材

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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: 陈鑫源

---

印 刷: 上海长阳印刷厂

开 本: 787×1092 1/16 印张 10.5 字数 257 千字

版 次: 1999年9月第2版 2001年9月第8次印刷

印 数: 10 000 册

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书 号: ISBN 7-81046-603-8 / H · 605

定 价: 10.80 元

本版图书如有印装质量问题,可向本社调换

## 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;泛读教程1—6级也配有教师用书。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。

精读教程的修订重点放在改善对词汇的处理和改进练习两个方面,在培养学生阅读能力的同时,更好地加强对学表达能力的训练。

本书为《大学英语》精读教程第五册教师用书的修订本。为了体现精读教程的修订重点,突出每课重点词反复进行操练的原则,本书主要对原教案中的“语言点”(Language Points)部分,作了较大幅度的扩展和补充。凡属精读课文精选出的,须加以反复操练的重点词(Words to Drill),均列为语言点,加注并配以实用性强的例证,供教师备课时参考选用。此外,为配合精读教材中的英译汉练习,加深对译文的全面了解,特将精读教程中的阅读材料(Reading Passages)全篇译出。同时,阅读材料的参考译文也作为附录三附在精读课文练习答案及课文参考译文之后。

本书教案编写人员有王德明(主编)、翟象俊、李荫华、夏国佐。修订本由王德明负责,参加修订的有翟象俊和夏国佐。

在本书编写过程中,承英籍专家 Anthony J. Ward 协助审阅,并蒙程雨民教授和孙骊教授主审。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。

所附精读课文练习答案和精读课文参考译文,由精读教材编写组成员和修订者翟象俊、张增健、王德明、任建国、杨晨、夏国佐、赵建提供。阅读材料的参考译文由翟象

俊、范烨翻译。

由于编者水平与经验有限,书中难免还有不足之处,希望广大读者继续批评指正。

编 者

1999年3月

## 使用说明

本书是《大学英语》精读教程第五册教师用书的修订本,内容包括第一至第十单元精读课文教案,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。

各单元教案基本上按以下三部分编写:

(1) 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。

(2) 开场白 (Introductory Remarks), 说明课文主旨。

(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 (Words 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, 还根据《大学英语教学大纲通用词汇表》所框定的词义要求, 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删选使用上述内容。

练习答案有时存在多种选择, 本书提供的仅供参考。

编者  
1999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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## A Kind of Sermon

### INFORMATION RELATED TO THE TEXT

... the language ... appears to consist of a bewildering variety of idioms, clichés and accepted phrases with different meanings in different contexts.

Many English words and expressions may carry not just a single meaning. They mean different things in different contexts. For instance, you get over a fence by climbing, but you get over an illness if you recover from it. You get off a bus by stepping down from it, while you get off lightly when you escape punishment.

The following example of the ways “get” and its combinations may be used may sound a bit artificial and extreme, but it is not impossible:

“I got (was given) a job at which I got (made/ earned) £3 a week, but I never really got (became) interested in it, and I soon got the sack (was dismissed from my job). I wasn’t sorry, because my employer had always got on my nerves (irritated me), but finally he got my back up (infuriated me). When he told me to get out (leave), I got quite a lot off my chest (poured it all forth with bitter feeling). I told him that if he had got (taken) it into his head that he could get along (manage) by paying me such a small sum, he would get a surprise (be surprised). He told me that I was getting out of hand (becoming difficult to control), and that I had got ideas above my station (had come to believe myself more important than I really was). When I told my father the whole story that evening I got a good hiding (received a sound beating).”

Of course, the above example is intended primarily to call your attention to the fact that the same word or expression may mean different things in different contexts and that English idioms may be quite annoying. Now that you have reached the advanced level, you must be aware of the difficulties of learning them and try to get over them.

## INTRODUCTORY REMARKS

By now you have done a pretty good job in learning English, but there are still big gaps in your knowledge. Small wonder you are keen to improve. However, you may feel that improving your English is becoming more and more difficult at this stage and may even feel a little discouraged. But the teachers are no happier. In fact, they may often feel frustrated at not being able to help their students make greater progress.

Why, then, can beginners make more obvious progress? This is because they are learning basic vocabulary and basic structures and can put them into practice without much difficulty. When students reach the advanced stage, they are confronted with a puzzling variety of idioms and phrases and complex structures. They will then find themselves at a loss what to do with them or how to use them. As a result, they may tend to think, "The more I learn, the less I know," although they are in fact getting a little bit more proficient with each passing day.

Keenly aware of the problems faced by learners, the author offers his advice to both teachers and students on how to learn English at this stage.

## LANGUAGE POINTS

- 1 **appreciate**: be aware of; be sensitive to

*Examples:*

- Do you fully appreciate the risk you are taking?
- He is a trained musician who can appreciate even very small differences in sounds.

- 2 **a process**: referring to the learning process students go through after they have mastered the basic structures and patterns of English

- 3 **frustrated**: disappointed; discouraged

*Examples:*

- And with these students he feels frustrated, inadequate, and even angry.
- My sister had a frustrated look when Dad said she must stay at home.

- 4 **produce less obvious results**: produce less obvious results than expected

- 5 **confronted with**: faced with; brought face to face with

*Examples:*

- The young scientists didn't lose heart when confronted with serious setbacks in their research work.
- November is here, and I am confronted with a long winter before me.

- 6 **scope**: the area within the limits of a question, subject, action, etc.; range

*Examples:*

- The politics of a country would be outside the scope of a book for tourists.

— Few things are beyond the scope of a child's imagination.

- 7 idioms:** An idiom is a habitual collocation of two or more words whose combined meaning is not deducible from a knowledge of its component parts and their grammatical relations to each other. To be "hard up", for example, is an English idiom meaning to be short of money.

Now try to work out the meaning of the following sentence:

He's a real pain in the neck, and I'm fed up to the teeth with the mess he's landed us in.

(He's really irritating, and I'm utterly disgusted with the trouble he's got us into.)

- 8 clichés:** overworked words or phrases

"Father Time," "white as snow," and "cheeks like roses" are clichés. Such expressions as these have been used so often that they have lost much of their expressive force.

- 9 context:**

(1) words that come before and after a word, phrase, statement, etc., helping to show what its meaning is

*Examples:*

— "Mad" can mean "foolish", "insane", or "angry", depending on the context.

— Without a context, I would have assumed it was written by a man.

(2) circumstances in which sth. happens or in which sth. is to be considered

*Examples:*

— The report should be considered within its social context.

— This is the context in which President Bill Clinton must decide his policy.

- 10 fluency:** quality or condition of being fluent

*Examples:*

— Silas speaks Chinese with great fluency.

— To work as a translator, you need fluency in at least one foreign language.

— Rosa was praised for her speeches of remarkable fluency.

- 11 dedication:** devotion to a cause or an aim

*Examples:*

— He has always shown great dedication to the cause of humanity, justice and peace.

— Professor Smith and his colleagues had the dedication to continue their research in spite of the obstacles.

- 12 disgust:** strong feeling of dislike and disapproval at a situation or person's behaviour, etc.; a feeling of being ill caused by sth. unpleasant

*Examples:*

— He was filled with disgust at what he had witnessed in the prisons.

— She turned away in disgust when she caught sight of the rotting food.

**13 hopefully:**

(1) in a hopeful way; in a way that shows that you are hopeful

*Examples:*

- “Will there be any food left over?” he asked hopefully (= wishing the answer to be yes).
- “Am I welcome?” He smiled hopefully, leaning on the door.

(2) it is to be hoped; let us hope

*Examples:*

- Hopefully (= I hope that) we'll arrive before dark.
- Hopefully we can solve the problem.

**14 guidance:** help and advice given to sb. about their work, education, personal life, etc.; direction

*Examples:*

- I went to a career counselor for guidance on how to start my job search.
- My professor gave me a lot of helpful guidance when I was writing up my Ph D.

**15 reduced to trying to explain the inexplicable:** obliged to explain what can't be explained

reduce to (usu. pass.): force (sb.) into (doing sth. humble, unpleasant, or dishonourable)

*Examples:*

- Alone and unsupported, the old lady was reduced to begging for her living.
- After a violent earthquake hit the district many people in the locality were reduced to sleeping in the open.

**16 take refuge in:** find shelter or protection in (a place, or action)

*Examples:*

- It's beginning to rain; look, we can take refuge in the hut.
- When she is sad, Ann takes refuge in remembering happier times.

**17 quote:**

(1) repeat exactly what sb. else has said or written

*Examples:*

- He quoted Mr. Green as saying that peace negotiations were already underway.
- To quote an old saying, every dog has his day.

(2) mention (sb./ sth.) in support of a statement

*Example:*

- Can you quote (me) an example of what you mean?

**18 more respectfully if less grammatically:** In the first quoted proverb the student is compared to a horse while in the second no such comparison is made; hence “more respectfully”. However, the second proverb is less grammatical. In standard English it might read, “It isn't what you say but the way you say it that matters.”

- 19** “It ain’t what you say. It’s the way that you say it”: To say “I have insufficient financial resources for the journey” might sound appropriate in a formal situation. But it would sound out of place, except as a joke, if it were said at home or to close friends. In ordinary circumstances, “I haven’t got enough money for the trip” would be an appropriate way of saying the same thing. The above example just goes to show, when it comes to choosing your words, “It ain’t what you say. It’s the way that you say it.” (See also Note 4 to the text.)
- 20** **counter:** oppose; move or act in opposition to (sth.)  
*Examples:*  
— Little did I expect that George would counter my proposal with one of his own.  
— Sam’s employer countered his request for more money by threatening to dismiss him.
- 21** **immediate:**  
(1) with nothing coming in between; direct  
*Example:*  
— The immediate cause of her death is unknown.  
(2) happening or done at once; existing at the present time  
*Examples:*  
— The response of the people to the famine appeal was immediate.  
— I have no immediate plans to leave.
- 22** **given:** specified or stated; arranged  
*Examples:*  
— At a given time we’ll all start shouting and cheering.  
— At the given signal, the group rushed forward to the barrier.
- 23** **define:** state precisely the meaning of (a word, etc.); state (sth.) clearly; explain (sth.)  
*Examples:*  
— Each of us might define the concept of freedom in a very different way.  
— The powers of the President are clearly defined in the Constitution.  
— It’s hard to define exactly what has changed.
- 24** **amount to:** be equal to; seem to be in fact  
*Examples:*  
— Keeping what belongs to another without permission amounts to stealing.  
— What he has just said on the subject doesn’t amount to much.  
— Whether I pay or whether my wife pays amounts to the same thing, because we share all our money.
- 25** **wash one’s hands of:** refuse to be connected with or responsible for  
*Examples:*  
— I washed my hands of their schemes when I discovered what they were up to.  
— That’s your affair — I wash my hands of the whole business.

- 26 alternative:** other; that may be used in place of sth. else

*Examples:*

- An alternative arrangement can be made if my plans don't suit you.
- It will take time to develop alternative energy sources.

- 27 ... the way it was written:** ... its style, the sort of language used and the way sentences were organized

- 28 And instead of "read", I could just as well say "listen to":** And my advice to students on what to read might just as well apply to what to listen to.

could just as well (usu. might / may just as well): have no strong reason not to

*Examples:*

- There's nothing to do, so I may (just) as well go to bed early.
- Since the flight has been cancelled because of bad weather, we might (just) as well go by train.

- 29 rely on:** count or depend on (sb./sth.); have trust or confidence in (sb./sth.)

*Examples:*

- Jim always relies on his wife for advice on clothes.
- She cannot be relied on to tell the truth.
- I think we can rely on Ruth not to tell anyone about it.

- 30 practicable:** capable of being used or put into practice; workable

*Examples:*

- "Let's take the baby when we climb Mount Tai." "Is that practicable?"
- Is it practicable to try to grow crops in deserts?

People are beginning to use "practical" in the same sense as "practicable"; a practical / practicable plan or suggestion is one that will work. Note, however, that "practicable" is not used of people.

# UNIT 2

## The Fifth Freedom

### INFORMATION RELATED TO THE TEXT

#### 1 Why the people of England wanted to settle in America

At the beginning of the 17th century large numbers of Englishmen became eager to go to America. Many of them thought they could own their own farms and make a better living there. Some wanted to go and look for gold in the New World. For some others, America would be a land where they could worship God as they pleased. Still others thought that they were losing their rights in government, as the kings of England believed that God had given them the right to rule the people and anything the king wished was law. These people wanted to go to America to regain their right to share in making laws.

#### 2 Jamestown

Jamestown was the first successful English colony in the New World. Before it was founded in 1607, attempts to establish English colonies in the New World had been made in 1584, 1585 and 1587 but all ended in failure. Then in December, 1606, a better organized attempt was made to settle Virginia by the London Company. Bringing with them tools, cloth and household goods, a group of 104 or 105 colonists left England in three ships. In April, 1607, they entered Chesapeake Bay. A few days later they found a river which they named the James, after their king. On May 14, 1607, they set foot on a peninsula and formed the first permanent English settlement in America. The new settlement was named Jamestown, again after their king.

The new Americans suffered terribly during the first summer. The little peninsula of Jamestown was too wet and swampy. There were many insects. The water made them sick. The food spoiled in the hot weather. Many died from hunger and disease. There were some settlers who looked for gold and did not work. It was Captain John Smith who saved the colony. In 1608 he



became the leader of these people. He made the settlers build enough cabins for everyone to have a place to live in. He traded with the Indians so that the settlement would have food. He ordered a well dug to have supply of fresh water. He passed a rule that men who would not work would not eat. So after a few years of hardship the colony began to do better.

### 3 Plymouth

Settled by the pilgrims in 1620, Plymouth was the second permanent English settlement in America and the first permanent settlement in New England.

The Pilgrims were one of the groups of people in England who did not like the king's church. They wanted to separate from the Church of England and start a church of their own. The king, however, would not allow this. He put many of them in jail because they would not support his church or obey its teachings. The Pilgrims decided to leave England and go to Holland where they would not be disturbed because of their religious beliefs. But they were not happy in Holland. They were afraid their children would forget their English language and customs. So they decided to go to the New World. In September, 1620, 102 Pilgrims set sail for America in a little ship called *Mayflower*. They were not interested in gold. They wanted to live in a land where they could worship God as they pleased. Their original destination was Jamestown, Virginia, but heavy storms drove the *Mayflower* off its course and after a ten-week voyage they landed in November at Plymouth Rock in the present state of Massachusetts.

### 4 Four Freedoms

It is a popular name for what was proposed by President Franklin D. Roosevelt in his State of the Union address of January 6, 1941 in which he said,

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression — everywhere in the world.

The second is freedom of every person to worship God in his own way — everywhere in the world.

The third is freedom from want — which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants — everywhere in the world.

The fourth is freedom from fear — which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor — anywhere in the world."

## LANGUAGE POINTS

- 1 **pioneer**: one of the first to settle in a new or unknown land; an early settler