

北京外国语大学 杨立民 主编

COLLEGE ENGLISH

(Revised)

Teacher's Book 4

外语教学与研究出版社
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大学英语教程

(修订本)

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前 言

本书为北京外国语大学杨立民、徐克容等老师所编《大学英语教程》(COLLEGE ENGLISH)第四册修订本的教师手册,主要供教师在教学中参考使用。

修订本教师手册大致保留了原书框架,但内容有很大变动。每课增加了背景介绍,统一了体例,补充了练习的答案,并对课文的讲解部分作了相当大的整理与修改。

本书课文讲解部分有半数以上根据梅仁毅、林克美、徐克容、朱炳和、李贺、杜学增、张玉林、陈亚平等系内同仁所做教案写成,其中梅仁毅老师贡献尤大;本书编写期间,还曾得到加拿大专家 Ruth Gamberg 的大力协助,在此一并表示深切的谢意。

编者

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LESSON ONE

THE PLEASURE OF LEARNING

I . Introduction:

In “The Pleasure of Learning,” the author does a good job describing what adult educators in the 1980’s and 1990’s call “lifelong learning”. There is an extensive literature on this subject, which includes many facets. Formal schooling is only one such facet, often the least successful one.

Hight presents a convincing and effective argument for his view that of all human activities which can be pursued at the individual level, learning is the most gratifying and fulfilling. Because learning can expand our experience, horizons and productivity, it is cumulative. Because the body decays, learning is the only human pleasure that is lasting; it remains with us for a lifetime.

An outline of the text:

- 1) A mistaken idea about learning — learning appears to be a surrender of our will to external direction, a sort of enslavement.
- 2) Learning ,in fact, is a natural pleasure, one of the essential pleasures of the human race.
- 3) What in the author’s opinion produces dull and incurious people.
- 4) The aspects of learning:
 - a. Learning includes learning from books but it is not confined

- to books.
- b. Learning means keeping the mind open and active to receive all kinds of experience.
 - c. Learning also means learning to practice, or at least to appreciate an art.
- 5) Two different pleasures you get from reading books:
the pleasure of apprehending the unexpected;
the pleasure of deepening one's knowledge of a special field
- 6) Learning extends our lives into new dimensions.
- a. It is necessary and important to make one into a whole and harmonious personality, which is to be achieved by one's own efforts.
 - b. The chief danger confronting us is not age, but laziness, sloth, routine and stupidity which prevent us from learning.

II . Detailed study of the text:

- 1) As most schools are set up today, learning is compulsory. It is an Ought, even worse, a Must, enforced by regular hours and rigid discipline.

Learning is enforced; students have to go to school and learn whether they like it or not; they don't have a choice.

"Ought" and "Must" are both used as nouns. "Must" suggests that learning is very necessary and very important for students to have or experience. "Ought" suggests that you think it is morally right, a good idea and important for students to learn.

- a) Set up; establish. Here it means the way most schools are run.
- b) Compulsory (from "to compel"): required, demanded,

obligatory

compulsory courses: required courses (considered the core of the curriculum) cf. elective courses

- c) “Ought” and “must” are used as nouns here. In given context, almost any word can be used as a noun. More examples:

There is no But in this case. Do it. It’s an order. (conjunction as noun)

I don’t want to hear any more of your Ifs. Just one word. Yes or No? (conjunction as noun)

You are trying to do the impossible. (adjective as noun)

I have no say in this. (verb as noun)

Put “the” before this noun, “a” is wrong. (article as noun)

I need two of these. (numeral as noun)

There have been a lot of ups and downs. (adverb as noun)

Do you get along with your in-laws? (phrase as noun)

Don’t waste time thinking about your “could have beens”. (phrase as noun)

- d) Enforce: compel, impose, make effective

Compare:

to enforce a regulation/law/discipline 严厉实施/执行一项规定/法律/纪律

- 2) For too many of us ,learning appears to be a surrender of our will to external direction, a sort of enslavement.

Note the use of the word “appear”. It shows the author’s disapproval of it.

It seems that students are made to learn against their will, to

stop resisting any longer and allow the outer arrangement to gain control of them. In this sense, learning is a painful experience to them and they become the sufferer and the slave of learning.

surrender: give up/yield/submit

- 3) Watch a small child, at an age too young to have any mental habits implanted by training.

Watch a small child . . . by training:

Here, the author is talking about small children who are too young to have acquired mental habits through training or education showing a natural curiosity about the outside world which proves that learning is a natural pleasure, not an acquired or learned habit.

- a) inborn: innate, inherited, hereditary, something one has/possesses from birth
- b) instinctive: resulting from instinct, natural, inborn, inherent, innate
- 4) Some delightful films . . . of dedicated scientists:
 - a) the late (Dr. Arnold Gesell): (Dr. Arnold Gesell) who is now dead/who has recently died
 - b) barely: hardly, scarcely, almost not
 - c) explorer: an investigator, esp. one who goes to a geographical area to make discoveries.
 - d) passion and absorption: urge/desire/thirst/hunger/obsession and concentration

What was the purpose of making those films? How did Dr. Arnold Gesell prove that learning is a natural pleasure? Have you ever watched little children investigating problems? Does your personal experience bear out Dr.

Arnold Gesell's conclusion?

- 5) specific gravity: 比重
- 6) displacement of water: taking the place of water 排水量
- 7) eureka: (Greek: heureka) The European space plan is also called this. 尤里卡计划

According to the legend, the king of Syracuse wanted Archimedes to find a way to measure the purity of his gold crown. Archimedes could not solve this problem for a long time because the crown was irregular in shape, until one day, while bathing, it suddenly occurred to him that he could measure the volume of the crown by the displacement of water. Archimedes was so happy and so excited that he jumped out of the bathtub and went out to the street, naked, exclaiming "Heureka! Heureka!"

- 8) The instinct which prompted his outburst, and the joy of its gratification:
 - a) to prompt: to spur, to induce, to inspire, to cause
 - b) outburst: a sudden and strong expression of emotion
 - c) gratification: satisfaction
- 9) ... they were made dull ... by the toxin of riches, with all their ephemeral and trivial delights:

The author believed that wealth could dull people's brains, kill their intellectual curiosity, and destroy their natural interest in learning.

- a) toxin: the kind of poison, esp. one formed by bacteria in plants and animals which can cause a particular disease.
- b) with all their... delights: in spite of all their... delights
More examples of this use of "with":

With all his education, he could not get a job.

With all his shortcomings, I still think he is the best choice.

- c) ephemeral: brief, temporary, passing, fleeting, transitory, transient, short-lived

10) With luck, . . . but even wealth:

- a) resolution: Here, it means resoluteness, determination, persistence.
- b) not only poverty but even wealth: Obviously the author believes that wealth is a greater danger to human mind than poverty.

This is quite a popular view not only in China but also in other countries. Many people will say that the best thing their parents can leave them is their poverty.

11) I feel a sober. . . by a metaphor:

- a) a sober delight: a serious and grave delight, unlike any joy or delight that comes from physical gratification, therefore “hard to convey”
- b) hard to convey: hard to express, communicate, tell

12) . . . but minds alive on the shelves:

mind: a person who thinks, esp. one with a good brain and the ability to lead, to control etc. e. g. the best minds of the country

13) call into range a voice. . . : make a voice come within the hearing distance

range: limit, reach, bounds, radius

What kind of pleasure, in the author's opinion, can we obtain from reading? Do you feel the same way?

14) Not a mountain, not a canyon which had not much to tell him: Not a change in the weather that he could not inter-

pret.

Call the students' attention to the use of double negatives. Every mountain and every canyon had much to tell him, and he could interpret every change in the weather.

- 15) And so, . . . for a mirror image of oneself:

Do you agree with the author that travel can also be a pleasant learning experience? What do you think we can gain from travels? Give examples. Does it mean that everybody can learn a lot through travel?

looking in them a mirror image of oneself; expecting them to be exactly like ourselves

We should keep our minds and eyes open and have a strong desire to understand other peoples and other places when we travel. We should always try to find something new and different in other peoples and places. Don't expect to find something exactly the same in others. (The author criticizes those who keep their minds closed and refuse to take in new things.)

- 16) Every new art . . . a new sense:

Why does the author say that every new art we learn is like a new window or a new sense? How does he define "learning"? Does he refer to the learning of book knowledge only or does he also include abilities and skills?

- 17) To square off the paper and the boards: to make the paper and the boards square

board: thick, stiff paper, sometimes cloth-covered, used for book covers

- 18) . . . eventually, he started a private press . . . that will last:
a) press: n. a place where things are printed (Make stu-

dents look it up in a dictionary.)

b) elegant: exquisite, artistic, lovely, beautiful, refined, graceful

c) Many other crafts there are: Inverted order.

19) As for reading books. . . apprehending the unexpected. . . :

The author here suddenly goes back to books. From the point of view of the structure of the essay, it does not seem to be a smart arrangement.

to apprehend the unexpected: understand something new

20) . . . a particularly moving part of it — the underground railway, say:

say: for example

21) One would then be impelled. . . and thankful fugitives:

a) to be impelled: to be compelled/forced/urged/driven/pushed

b) way station: a station between major stops on a route

c) those resolute organizers: One of the most famous organizers was Harriet Tubman. This famous “conductor” on the underground railway was born into slavery in Dorchester County, Md. , in about 1821. After making her own escape to freedom in 1849, she returned to the South 19 times on dangerous missions to lead other Negroes from servitude, earning for herself the nickname “Moses”. Altogether, she helped more than 300 other slaves reach safety in the North or in Canada. The Fugitive Slave Act of 1850 provided severe punishment for anyone who helped runaway slaves. But this did not stop this fearless woman. She went on. “I don’t trust Uncle Sam with my people no longer.” She said.

During the civil war, she served the North as a hospital nurse, as a scout and as a spy in the south. After the war, she lived in Auburn, N. Y., where she died in 1913.

- 22) Tradition says. . . : The word “tradition” here means legend or folk tale.
- 23) Many and great were his explorations. . . : His explorations were many and great.
- 24) . . . then I no longer tread this earth, but rise to feast with God, and enjoy the food of the immortals:
He finds immense joy and pleasure in watching the great many swirling stars. His joy is such that he feels as if he had left the earth and been invited to dine with God in the heavens and enjoy the food of the gods and goddesses. (Although he is mortal, short-lived, the pleasure he gets from watching the stars is ever-lasting.) the whole poem may be translated as follows:

我知道我只是一个凡人，
生命对我只有短暂的一瞬。
但每当我仰望那满天繁星，
我就像脱离尘世腾空飞升，
飞到天宫和上帝开怀畅饮，
共同品尝众神享用的仙品。

- 25) Learning extends our lives. . . provided. . . :
Learning extends our lives (as Ptolemy said) into new dimensions. It is cumulative. Instead of diminishing in time, like health and strength, its returns go on increasing, provided . . .
Learning makes us live longer and better in the sense that it

adds new meaning to our lives. The more we learn, the more we know. Our knowledge is increasing and deepening. We lose our health and strength as we get older but our knowledge is always increasing.

- a) new dimensions: new height, new depth, new scope, new grandeur
- b) cumulative: accumulative, gradually piled up
- c) diminishing in time, like health and strength: as we grow older, our health and strength will deteriorate or diminish. But learning is different. It grows with time or age.
- d) returns: profits, benefits, gains, rewards
- e) provided; so long as

26) Provided that you aim. . . to make it harmonious:

To integrate: to combine, to unify, to unite.

“To integrate your thought” probably means to go beyond the superficial fragmentary and departmentalized knowledge and grasp or absorb the universal laws of nature which show the world as a harmonious and connected whole.

27) a glee club: a group of singers who perform usually short pieces of choral music.

28) Both choral singing and. . . and be happier:

- a) choral singing: singing together
- b) architectonic ability of man: man’s ability to construct and design
- c) aesthetic: artistic
- d) dissociated: unrelated, separated, disconnected. (opp of associate)

29) Much unhappiness. . . and financially solvent:

- a) whole and harmonious personalities: The exact meaning of this phrase is not clear. In the following sentence, the author again uses the expression "wholeness of the mind and spirit." They seem to mean an all-round development both mentally and physically. But then the author goes on to say, "It is like health, virtue, and knowledge." implying that this quality does not belong to any of these categories, thus making the meaning all the more vague. Perhaps this is a typical example of where we should avoid making a hair-splitting analysis.
- b) financially solvent: economically sound, having money enough to pay their debts

30) ... conferred by nature: ... given by nature

31) Many people have played themselves to death... thought himself to death:

This is a much-quoted sentence. People sometimes say jokingly that the only thing that grows sharper with usage is the human tongue. The author seems to suggest that to this we should add the human brain. Do you agree with this? State your reasons.

To play oneself to death: to play until one dies, to die of overplaying;

"To" here means "to the extent of".

More examples:

to be starved to death; to be beaten to death;

32) forcing their way in like wind; entering by force

Compare: make one's way in/out of some place; fight one's way in/out of some place; dance one's way in/out of some place; bow one's way out of a place.

- 33) a porch swing: A seat suspended from above for people to sit and swing on, which is placed in the covered platform serving as the entrance to a house
- 34) No learner. . . The true name is happiness.
- a) run short of: run out of, have no more
 - b) The author thinks that learning is not just a pleasure, it is really a happiness. Why do you think he makes this distinction?
- 35) metaphors and similes that appear in the text:
- a) . . . With all the zeal and excitement of explorers, making discoveries with the passion and absorption of dedicated scientists.
 - b) These are not lumps of lifeless paper, but minds alive on the shelves.
 - c) . . . as inaudible as the streams of sound conveyed by electric waves . . .
 - d) He knew his state as thoroughly as a surgeon knows the human body.
 - e) . . . rather than looking in them for a mirror image of oneself.
 - f) Every new art you know appears like a new window on the universe; it is like acquiring a new sense.
 - g) . . . it is as necessary to make themselves into whole and harmonious personalities as to keep themselves clean, healthy, and financially solvent.
 - h) . . . forcing their way in like wind through the shutters, seeping into the cellar like swamp water.