

复旦博学·21世纪 研究生英语系列教材

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研究生 综合英语 教师用书

Teacher's Book

刘雯 赵蓉 何静 主编

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复旦大学出版社

复旦博学·21世纪研究生英语系列教材

翟象俊 主审

研究生综合英语 3

教师用书

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前 言

我国高等院校的研究生教育在21世纪之初有了较大规模的发展,对研究生英语教学也提出了更高的要求。为了使研究生英语能够更好地适应新世纪高素质人才的培养,我们在总结多年教材编写和教学经验的基础上,根据教育部颁布的《非英语专业研究生英语教学大纲》,编写了一套研究生英语教材。本套教材由五个系列组成,包括:《研究生综合英语》四册及配套的教学参考书、《研究生听力》两册、《研究生英语写作》、《研究生英语翻译》和《研究生英语文学欣赏》。

本书为《研究生综合英语》第三册的教学参考书。

本系列参考书为教师及学生提供与《研究生综合英语》相关的知识点,包括:预备活动(Warming-up Activities)、背景材料(Additional Information for the Teacher's Reference)、课文内容概要(Main Idea of the Text)、课文注释(Notes to the Text)、难句释义(Paraphrase of Difficult Sentences)、语言点应用分析(Langue Points)、练习答案(Key to Exercises)以及参考译文(Translation of the Text)等。本书提供的背景文化介绍兼顾趣味性和知识性的结合;练习答案附有所有相关英文习语及谚语的参考译文,使学生加深了解,从而更好地掌握相关用法。

本系列参考书由复旦大学外文学院大学英语教学部研究生教研室组织编写。其中第一、二册由雍毅、谢晓燕、黄莺主编,第三、四册由刘雯、赵蓉、何静主编。

本套教材在编写的过程中,得到了复旦大学研究生院和复旦大学出版社的大力支持,并获得研究生课程建设项目的资助,在此表示衷心的感谢。

由于编写人员教学任务重、时间紧、水平有限,教材中的错误及不妥之处在所难免,敬请读者提出宝贵的意见。

编 者
2006年2月

使用说明

本书是《研究生综合英语》第三册的教师用书,供非英语专业研究生教学的英语教师参考使用,内容包括《研究生综合英语》第三册课文的教案、练习答案以及参考译文等。各单元的教案分成课文和补充阅读两部分编写。

课文的教案由以下八部分组成:

1. 预备活动,主要是小组讨论,旨在引导学生熟悉课文内容并为他们提供用英语进行口头交流的机会。
2. 背景材料,包括作者介绍、与课文内容相关的英语国家文化、社会生活和风土人情等背景知识。
3. 课文大意,用大约 200 个左右的单词,概括课文的主题思想。
4. 课文注释,主要针对课文中所出现的、一般词典无法查阅的、难以理解的单词或短语以及外来语进行注解。
5. 难句释义,用简易的英语解释课文中出现的长句、难句。
6. 语言点,对课文中所出现的、要求学生掌握的生词和习语的用法进行举例说明。
7. 练习答案,提供教材中部分练习题的参考答案。
8. 课文译文,为了帮助学生理解课文,主要采取直译的办法,对个别无法直译的句子则采取意译。

补充阅读的教案由六部分组成:

1. 补充阅读大意,用 100 个左右的单词,概括补充阅读材料的主题思想。
2. 补充阅读注释,主要针对补充阅读材料中所出现的、一般词典无法查阅的、难以理解的单词或短语以及外来语进行解释说明,其中包括对作者和背景知识的简单介绍。
3. 难句释义,用简易的英语解释补充阅读材料中出现的长句、难句。
4. 惯用语学习,提供补充练习中有关惯用语的英汉释义,为补充练习一做准备。
5. 补充练习答案,提供补充练习的全部答案。
6. 补充阅读译文,为了帮助学生理解补充阅读材料,主要采取直译的办法,对个别无法直译的句子则采取意译。

此外,对于教材中每个单元后面的谚语,本书也提供了参考译文,旨在帮助

学生理解谚语的意义。在每个单元的最后，本书还提供了与单元内容相关的2—3篇听写材料，供教师选用。

在具体安排教学活动时，教师可根据教学实际情况筛选使用上述内容。

本书的练习答案由《研究生综合英语》第三册的编写人员提供，课文及补充阅读的翻译者则在译文后注明，各单元的编写人员为：

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在本书编写过程中，我们得到复旦大学出版社施胜今同志的热情关怀和大力支持。复旦大学外文学院曾道明、陆效用两位教授及研究生教研室的其他教师对部分译文提出了修改意见，我们在此表示衷心的感谢。

由于编写人员时间紧、任务重，仓促成书，水平有限，错误和不妥之处在所难免，敬请使用本书的教师提出宝贵的意见。

编 者

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UNIT ONE

Text

A Question of Degree

Warm-up Activity

The teacher may ask the students to explore the following topics before presenting the text:

1. What do the trends in the following table suggest?

National Postgraduate Entrance Examinations (unit: 10 thousand)

year	1997	1998	1999	2000	2001	2002	2003	2004
applicants	24.2	27.4	31.9	39.2	46	62.4	79.7	94.5
enrollments	5.1	5.8	6.5	8.5	11.05	19.5	27	33
ratio	4.7:1	4.7:1	4.9:1	4.6:1	4.2:1	3.2:1	3.3:1	2.9:1

2. Why are you pursuing a college degree? List the benefits of a college education.

Reference:

- ◆ Expand knowledge
- ◆ Express thoughts clearly in speech and writing
- ◆ Grasp abstract concepts and theories
- ◆ Increase understanding of the world and community
- ◆ Gain human skills such as getting along with others
- ◆ Have more job opportunities
- ◆ Earn more money

- ◆ Ensure a secure future
- ◆ Fulfill dreams

...

Additional Information for the Teacher's Reference

1. Blanche Blank

Blanche Blank is the author of several articles and books on American government and higher education. She once served as Acting President, as well as Dean of Social Sciences and Professor, at Hunter College. She was also at Yeshiva University for 11 years. She has been instrumental in working on projects of The Fund, including acting as the principal investigator of a study on "International Perspectives on the UN." She has been a Fund for Peace trustee since 1988.

2. Harvard University

Harvard University is the oldest institution of higher learning in the United States. It was founded in 1636, just 16 years after the pilgrims landed at Plymouth. Harvard is also one of the richest private universities in the United States, with a 2005 endowment of over \$25.9 billion. The main campus is in Cambridge, Mass. The university also has several schools in Boston.

Harvard has played an important role in American life. Presidents John Adams, John Quincy Adams, Theodore Roosevelt, Franklin D. Roosevelt, and John F. Kennedy graduated from Harvard. President Rutherford B. Hayes attended Harvard law school.

Harvard University has two major undergraduate divisions—Harvard College and Radcliffe College—with a joint admissions office. Male undergraduates are admitted to Harvard College and women to Radcliffe. All classes are coeducational and the students receive Harvard University degrees.

Harvard's 10 graduate and professional schools are open to both men and women. These schools have over half the university's enrollment. The schools of arts and sciences, design, divinity, education, law, and government are on the Cambridge campus. The schools of business administration, dental medicine, medicine, and public health are in Boston.

3. Liberal-Arts

The liberal arts are the organized bodies of knowledge considered essential for a free human being. They originated in ancient Greece and Rome and included two groups of studies. One group dealt with the correct use of language (grammar), thinking clearly (logic), and expressing one's ideas persuasively (rhetoric). The second group included the branches of mathematics and music. Originally, these branches were arithmetic, geometry, astronomy, and harmony. Out of these traditional studies came the curriculum of the liberal arts and sciences, which is grouped into the natural sciences, social sciences, and humanities. Colleges in the United States that concentrate on these studies are usually called liberal arts colleges.

4. the associate degree

The associate degree is awarded by many U.S. colleges and universities and most community, or junior, colleges. An associate degree usually indicates completion of two years of college work. The most commonly awarded associate degrees are the Associate in Arts and the Associate in Science.

5. the external degree

In an external degree program, learners are able to take courses from any approved or accredited provider, then transfer them back to the degree-granting school. Courses can be taken from a local community college, a university's night school program, or an online provider, among many others.

Once a course is completed, the learner requests a transcript from the course provider to be sent to the degree-granting school. Upon receipt, credit is extended and a degree requirement is considered complete. The external approach enables learners to "pull together" credits from a variety of sources to make up a completed degree.

An external degree offers learners several options that the traditional models lack, including cost and convenience. They are offered a variety of course options, from which they can choose the one that best suits their particular needs.

The external degree process enables learners to choose the most cost-effective method for completing their degree requirements. It becomes possible to choose from many options for most courses and to pick the one that best meets the learner's

unique situation.

Main Idea of the Text

In the text, Blanche Blank points out that a university education is not a commodity to be marketed and sold. It should be a resource center for those who want the opportunity to develop their intellectual powers and lead more productive, useful, and fulfilling lives. She criticizes the degree requirement in employment as a perversion of the true spirit of a university, a perversion of the humane social ethic and essentially a patent fraud. To reverse the situation, she proposes outlawing employment discrimination based on college degrees because people can demonstrate their capacities on the job by many other means. By exploring why colleges allow themselves to act as the servicing agents for business she exposes the self-interested involvement of colleges. Finally, she urges the society to manipulate job status in favor of the greatest number of people and elaborates on the necessities of conducting reform in educational agencies.

Notes to the Text

1. **its false god:** usually means a greatly, but much mistakenly respected or worshipped person or a thing; here it refers to a college degree.
2. **a take-off pad:** "take-off" means the beginning of a flight, when a plane, spacecraft, etc., rises from the surface of the earth; here a take-off pad is used in a figurative sense, meaning a springboard.
3. **the medical boards:** an examination given by the national medical association to those who want to become doctors
4. **bar exams:** various kinds of examinations designed for those who want to become lawyers once they have finished their law studies
5. **the burden of proof:** the responsibility for giving proof
6. **Joe V.:** doesn't refer to any person in particular; just a name used as an example
7. **college-whetted appetites:** interests or tastes developed by colleges and universities
8. **top brass:** high officials
9. **do their time:** "to do one's time" means "to be imprisoned as a criminal"; here it is used figuratively, meaning college education is a kind of punishment you just have to put up with until you're let out free.

- 10. the promised land:** in the Bible, the land of Canaan promised by God to Abraham and his descendents; a place of greatest happiness. Here it refers to the place where “better” jobs can be found.

Paraphrase of Difficult Sentences

1. at bottom

— in essence, at root

2. We are by definition (rather than by analysis) establishing two kinds of work

— Our present college/work cycle in fact establishes two kinds of work although this classification is not occurring as a result of deliberate analysis

3. aptitude tests

— standardized tests designed to measure the ability of a person to develop skills or acquire knowledge

4. The burden of proof of their legitimacy, however, would remain with the using agencies.

— The agencies that use the outside tests to measure a person's capacity would be responsible for giving proof that those tests are fair and reasonable.

5. So too would the costs.

— Those using agencies should also bear the relevant costs.

6. Where the colleges were best equipped to impart a necessary skill they would do so, but only where it would be natural to the main thrust of a university endeavor.

— Those colleges strongest in teaching certain skills would do so, but only when and if such activity was consistent with the main goal of the university education.

7. The more that colleges can persuade outside institutions to restrict employment in favor of their clientele, the stronger is the college's hold and attraction.

— If colleges can persuade outside institutions to give priority to their graduates in employment, their influence and attraction will be enhanced.

8. the budgets of public universities hang on the number of students “served”

— the budgets of public universities depend on how many students study there

9. many persons with the ability to do paraprofessional mental-health work are lost to jobs they could hold with pleasure and profit

— many persons who are actually quite able to work as assistants to professional

mental-health workers fail to get such jobs, from which they would gain joy and money (because they lack a college degree).

10. But the promised land of “better” jobs is, on the one hand, not materializing

— But, on the one hand, the time and place where “better” jobs can and will be found does not exist

11. They might best be modeled after museums.

— It would be best if you caused them to follow the practice of museums.

Language Points

1. perversion *n.* — a perverted form of (what is true, reasonable, etc.); distortion

Examples:

Their views have been condemned as a perversion of Christ’s teachings.

The President’s foreign policy is a perversion of the true meaning of democracy.

2. gear sth. to/towards sth. — adapt sth. to a particular need or to an appropriate level or standard

Examples:

Much of this is possible because the curriculum is geared to the developmental needs of children.

The typical career pattern is geared to men whose wives don’t work.

3. tag sth. on (to sth.) — add sth. as an extra item; attach sth.

Examples:

Observing the world around them, they tagged labels to concepts.

In almost all countries, work with a degree requirement tagged to it offers higher salaries and better working conditions.

4. paramount *adj.* — having the greatest importance or significance; supreme

Examples:

During a war the interests of the state are paramount, and those of the individual come last.

The recent discovery of an original Beethoven score is of paramount importance to music scholars everywhere.

5. congruent *adj.* — (also congruous) suitable; fitting

Examples:

The teacher explained that all of those societies had political and social ideologies

that were congruent with their economic realities.

Although the visitors were from a distant land, their belief that the family is the most important unit was congruent with his own view.

6. outlaw vt. — completely stop sth. by making it illegal

Examples:

Attempts to outlaw abortion have so far been unsuccessful.

Religious and racial discrimination were outlawed under the 1964 Civil Rights Act.

7. bypass vt. — go around or avoid (sb. or sth.)

Examples:

There should be no way of bypassing the security measures on the computer.

Institutions that obstruct the popular will or stand between it and the actions of government get bypassed.

8. cling to sth. — be unwilling to abandon sth.; refuse to give up sth.

Examples:

At some level they still cling to the idea that tender loving care is the only factor in raising kids.

She had clung to the hope even after all that time, but it was never realized.

9. hang on sth. — depend almost entirely on sth.

Examples:

Everything hangs on the outcome of this meeting.

Her admittance to law school hung on how well she scored on the entrance exam.

10. among other things — amidst other things; as well as other things

Examples:

The substance is used in the manufacture of cosmetics and drugs, among other things.

At the meeting they discussed, among other things, recent events in Eastern Europe.

11. be/get caught up in sth. — be absorbed or involved in sth.

Examples:

The newly weds got constantly caught up in endless petty arguments.

We tend to be caught up in everyday business and concerns and forget the

things that are most important.

12. comply with sth. — act in accordance with a demand, order, rule, etc.

Examples:

Failure to comply with these conditions could result in prosecution.

Companies that are recruiting new members must comply with the employment laws.

13. hierarchical *adj.* — of or arranged in a hierarchy (system with grades or authority or status from the lowest to the highest)

Examples:

It's a very hierarchical organization in which everyone's status is clearly defined.

The school administration was remarkably lacking in hierarchical emphasis; the young, new teachers had just as much voice as did the older, more established ones.

14. tacit *adj.* — understood without being put into words; implied

Examples:

No one actually claims this is how the brain works, but there is a tacit assumption that it might be.

The two children had a tacit agreement they wouldn't tell their parents they'd stayed up late watching TV and had gone to bed long past their bedtime.

Key to Exercises

III. Vocabulary

A.

- | | | | | |
|--------------|---------------|----------------|----------------|---------------|
| 1. at bottom | 2. gratuitous | 3. whetted | 4. stocktaking | 5. outlaw |
| 6. anomaly | 7. know-how | 8. comply with | 9. patent | 10. paramount |

B.

1. D 2. B 3. C 4. A 5. A 6. C 7. D 8. D 9. B 10. A

IV. Cloze

- | | | | | |
|----------|--------------|-------------------|---------------|--------------|
| 1. made | 2. come | 3. awareness | 4. outside | 5. skills |
| 6. above | 7. different | 8. for | 9. applied | 10. ability |
| 11. done | 12. to | 13. technological | 14. positions | 15. unlikely |

16. limited 17. across 18. on 19. maturity 20. context

V. Translation

A.

College graduates say that they don't want to work "just" for the money: they want work that matters. They want to help people and save the world. But the numbers are stacked against them. Not only are there not enough jobs in world-saving fields, but in the current slowdown it has become evident that there never were, and probably never will be, enough jobs requiring higher education to go around.

Students who tell their advisers they want to help people, for example, are often directed to psychology. This year the Department of Labor estimates that there will be 4,300 new jobs for psychologists, while colleges will award 58,430 bachelor's degrees in psychology.

Sociology has become a favorite major on socially conscious campuses, but graduates find that social reform is hardly a profitable occupation. Male sociologists from the University of Wisconsin reported as gainfully employed a year after graduation included a legal assistant, sports editor, truck unloader, Peace Corps worker, publications director, and a stock-boy—but no sociologist *per se*. The highest paid worked for the post office.

B.

◆人们期望所有的中学毕业生都去上大学,因为比起那些不上大学的人来说,上大学能帮助他们挣更多的钱,成为“更优秀的”人,学会做更有责任心的公民。

但是,大学从来没有能对所有的人都产生吸引力。现在上大学的只占高中毕业生的一半左右,但那些不符合这种模式的人却越来越多、越来越引人注目。大学毕业生在卖鞋子,开出租车;大学生相互破坏对方的实验,在激烈的研究生入学竞争中伪造推荐信。另一些人在学习中找不到动力,于是就中途退学。这种事情通常还受到校方的鼓励。

有些观察家说,责任在于年轻人自己。他们娇生惯养,醉生梦死,寻欢作乐,好高骛远。但这是对众多年轻人的诽谤,并不能解释校园里所有不愉快的事情。另一些人将此归咎于社会现状,他们的看法只是部分正确。我们常听人说,年轻人必须上大学,因为我们的经济不能吸收大批18岁的未经培训的年轻人。但是,幻想破灭的毕业生看到,我们的经济也已不再能吸收大批训练有素的22岁的青年人。