

高等学校教材
师范院校英语专业用

English

Book

3

教师参考书

应 雁 周 平 / 编
徐青根 / 审



上海译文出版社

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BOOK 3

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编者的话

本书为黄源深、徐青根主编的 ENGLISH (BOOK 3) 的教师用书,供教师参考使用。本书编写旨在以教材为中心,以培养学生语言综合运用能力为前提,为教师提供较为全面、实用的教案。

本册各单元包括以下几个内容:

1. 课前提问 (Pre-reading Questions)

引导学生预先就文章内容、观点进行思考。

2. 课文简评(或课文写作技巧简评等)(A Short Comment on the Text)

课文简评供教师在课前或课后进行导读或总结,加深学生对课文的理解。课文写作技巧简评着重对课文的写作技巧作出评述,帮助学生学习写作技巧;或在这一部分对课文背景知识作补充。

3. 课文详解 (Detailed Study of the Text)

此项包括课文难句解释、句型、习语、词汇使用例证和词语辨析等。意在以简洁明了的语言帮助学生领会课文难点,清除语言障碍并通过熟悉例句进而掌握字、词、句的用法等。

4. 难句翻译 (Sentence Translation)

此项旨在在用中英文两种文字对比,帮助学生加深对原文的理解并学会用通顺的中文翻译较难的句子。

5. 对话注释 (Speaking)

6. 英语活用注释 (Use of English)

7. 阅读教学注释 (Reading Workshop)

第五项、第六项及第七项为课后练习中的语言、文化难点的注释,和学习技巧的介绍,供教师指导学生练习时使用。

本书主编为应雁和周平。由应雁编写所有参考内容,周平作校读,徐青根先生审稿。

尽管编者在编写过程中查阅了大量的资料,认真对待每一个

问题,仍难免存在漏洞或不妥之处,请广大读者为本书多提宝贵意见,以供再版时改正。

编 者

2000年3月于宁波

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Unit 1

Mistaken Ideas about College

I. Pre-reading Questions

1. Did you ever imagine what the college life would be before you came here? Is the college life quite different from what you expected?
2. What do you think of the upper-classmen? Did they help you to straighten out the problems when you first came here?
3. What do you think of the teachers? What similarities do they share with your middle school teachers and what are the differences between them?
4. How do you cope with the final examinations? Are they really a headache to you? And why?

II. A Short Comment on the Writing Technique of the Text (for reference)

In the text, the author contrasts her mistaken ideas about college before she entered it with her real experience in the college. The technique of comparison-contrast is employed to illustrate the change of her attitude.

	worries	realities
upper-classmen ✓	bossy	civilized
other freshmen ✓	contemptuous	trust one another
professors ✓	impatient	interested in teaching me
homework ✓	a nightmare	meet due dates without working late into night
examinations ✓	a total disaster	pass with good grades

The comparisons and contrasts are normally made in two ways:

- a) the one-side-at-a-time method

In this method, discuss everything relevant to one subject first and

then switch, in turn, to the other subjects to be compared.

b) the point-by-point method

In this method, alternate from one point of the first subject to its counterpoint in the other subject(s). The text is a good example of this method.

In either case, the organizational cues should be supplied clearly. The cues help weave the discussion into a coherent whole by indicating clearly when subjects are being compared or contrasted.

The following linking cues in boldface are examples from the text, used to signal differences:

- **But**, in fact, the upper-classmen (when I could tell them from the freshmen) turned out to be quite civilized.

- **Actually**, I got most of my homework done well before midnight and I met all my due dates.

More linking cues to signal differences: *by way of contrast; on the other hand; however; etc.*

Linking cues to signal similarities: *also; in the same way; likewise; similarly; etc.*

Suggested Essay Topics

1. high school life versus college life
2. living at home versus living in an apartment or dorm
3. the atmosphere in two classes

Living in a Dorm versus Living in an apartment

III. Detailed Study of the Text

①... and I had seen more than my share of old "college" movies where the heroes belonged to "jock" fraternities and the heroines to sophisticated sororities.: ...I had seen more old movies about college life than I was supposed to. In these movies, the heroes were always members of the athlete clubs at university and the heroines members of the clubs for cultured women students.

① "fraternity" and ② "sorority" are clubs respectively for men and wo- ②

men students at an American university.

2. I used to imagine bossy upper-classmen, for example. I thought they would be know-it-all rulers of the campus who got their kicks from harassing freshmen. For example, I would think the students of higher grades as those who like to order other people in an annoying way. In my imagination, they controlled the campus as if they knew everything and they sought fun by bullying first-year students.

know-it-all (*informal*): *AmE* someone who behaves as if they know everything. In British English, it is "know-all".

e.g. one of those young *know-alls* from university (OALD)

kick (*informal*): thrill; feeling of pleasure

3. ..., and later they encouraged me to stick with my tough courses (even calculus) and they tried (unsuccessfully) to teach me how to stay cool during examinations.: ..., and later they encouraged me to continue the study of some difficult courses, (even such a hard course as calculus) and they tried, though unsuccessfully, to teach me how to keep calm during examinations.

stick with (*informal*): 无变动

- 1) to continue doing something, esp. something difficult 坚持做

e.g. *Stick with* it and you will win through in the end. (DCE)

- 2) to stay close to someone 依靠某人 so that he can help

e.g. *Stick with* me until we get out of the crowd. (DCEU)

- 3) to continue doing something as planned or in the way you did before 照计划做

e.g. Let's *stick with* the original arrangements. (DCE) 坚持

4. They were as uneasy with me as I was with them, and as we started to open up, we began to trust one another.: Other students felt uneasy with me in the same way I felt uneasy with them. When we began to talk openly, we started to trust each other.

open up: to stop being shy and say what you really think 敞开心扉

e.g. Once she knew she could trust me, Melissa started to *open up*.

(DCE)

It's good to open up to others, but sometimes you may find it difficult to do so.

5. I imagined myself lost in a two-hundred seat lecture hall, desperately scratching down pieces of notes preached from a great distance by a tiny, inaudible male professor with white hair and little gold-rimmed glasses.: In my imagination, I was totally unnoticed in a lecture hall with two hundred seats. The professor was a little man with white hair and little gold-rimmed glasses and his voice could hardly be heard. I tried to write down, in a desperate way, fragments of notes given from afar.

6. I was convinced he'd have no patience with my stupid questions, so I'd be perpetually lost.: I believed that the professor would not be patient enough to answer my stupid questions, so I could never understand the lectures well.

7. I had expected homework to be a book-filled nightmare as I burned the midnight oil until 2 a.m., fighting off a headache which would keep me from meeting due dates and eventually send me back to the corner store.: I had thought that homework would be as horrible as a nightmare. To finish it, I had to read a lot of books and stayed up deep into the night, while trying hard to overcome the headache which would prevent me from finishing the homework on time. Otherwise, I would be dropped out of the school and have to return home.

8. They were not three-hour tests crammed into one hour, nor were they made up of many pages of single-spaced typed questions exclusively on details I had overlooked.: The number of examination questions was reasonable. The pages of the test paper were not many, nor tightly printed and not all the questions were on those particular points which I hadn't paid attention to.

△ **cram sth in:** push, force too much of sth into sth else 硬塞
e.g. The room's full; we can't cram any more people in. (OALD)

△ **cram ... with sth:** make sth too full 塞满
e.g. The restaurant was crammed with people. (OALD)

△ **cram for sth (informal):** learn a lot of facts in a short time, esp. for an ex-

amination

e.g. He'd *crammed* for the test until four in the morning. (DCE)

9. Oh yes, I did have some awful tests; I did break out in a clammy sweat, develop a stomach upset and a gigantic headache; and I did spend finals week on Pepto-Bismol, ...: Indeed, I took some terrible tests. I also had the experience of being suddenly covered in sweat, starting to feel uncomfortable in stomach and a severe headache. And during the week for final examinations, I had to take medicine constantly to fight off the stomach troubles, ...

break out in sth: suddenly become covered in sth

e.g. His face broke out in a rash. (OALD)

He broke out in a cold sweat through fear. (OALD)

10. For at least three and a half more years, I plan to live by this philosophy, but even with this, I know I won't be as negative as I was before I got to college.: For at least more than three and a half years, I plan to go on with this attitude toward life. But even with such a pessimistic attitude, I know I will be more positive than I used to be before I entered the college.

philosophy: a rule you follow in living your life, doing your job etc.

e.g. My philosophy is "live and let live". (DCEU)

11. **live by a principle/rule** etc.: to always behave according to a particular set of rules or ideas

e.g. people who live by the Bible (DCE)

12. **live by doing sth:** to earn one's living by doing sth

e.g. live by working / writing / one's wits / cheating others (DCEU)

13. ... — a good lesson in not jumping to conclusions.: ... — my experience in this university taught me that I should not draw a conclusion too hastily.

jump to conclusions (a conclusion): to form an opinion about something before you have all the facts

e.g. Don't jump to conclusions — just because they're late doesn't mean they've had an accident! (DCE)

“conclusion” is often used with the following words or phrases:
come to; arrive at; reach; draw.

12. And, being a pessimist, I had the extra fun of discovering just how much better it could be.: And, as a pessimist, I didn't expect much, so I could have the additional fun of discovering how much better the college could be than my expectation.
13. No doubt my attitude toward college will shift more as I go on, but I know I'll never be as far off as I was before I got here.: Undoubtedly, my attitude toward college will have more changes as my college life continues, but I know I get a much better understanding of the college than before.

no doubt: very probably

e.g. No doubt he means to help, but in fact he just gets in the way.

(OALD)

The court will no doubt deal severely with the criminal. (DCEU)

IV. Sentence Translation

1. ..., and I had seen more than my share of old “college” movies where the heroes belonged to “jock” fraternities and the heroines to sophisticated sororities.

……,我也看过不少有关大学生活的老电影。电影中,男主角是男生体育健将联谊会的成员,而女主角则属于高雅的女生联谊会。

2. I used to imagine bossy upper-classmen, for example. I thought they would be know-it-all rulers of the campus who got their kicks from harassing freshmen.

比如说,我过去经常想象颐指气使的老生。我以为他们是一帮自以为无所不知的家伙,霸占着校园,捉弄新生寻开心。

3. I pictured being directed to the wrong classroom, being snubbed because I was too young, and eating lunch standing up because older students wouldn't allow me at their tables.

我想象着被误导而走错教室,因为不够老成而备受冷落,还只能站着吃午饭,因为比我大的学生不许我和他们同桌。

4. In the beginning, more experienced students helped me to choose my professors and courses and to find my rooms, and later they encouraged me to stick with my tough courses (even calculus) and they tried (unsuccessfully) to teach me how to stay cool during examinations.

刚开始时,较有经验的学生帮我挑选老师和课程,还帮我找到教室。后来,他们鼓励我不要放弃棘手的课程(甚至是微积分),他们还设法(虽然没成功)教我如何在考试时保持冷静。

5. I thought their backgrounds and interests would be much more exciting than mine: I wondered who would care about a small-town girl whose typical pastime was strolling to the corner store for penny candy, popsicles, and Pepsi.

我以为他们的背景和爱好远要比我来得精彩。我不知道谁会在乎一个小镇上来的姑娘。她典型的消遣方式是逛到街角的小店,买些廉价的糖果,冰棍和百事可乐。

6. They were as uneasy with me as I was with them, and as we started to open up, we began to trust one another. We began to become curious about each other's backgrounds and interests; the differences among us actually became attractions.

我和他们在一起不自在,他们和我在一起也感到不自在。但当我们开始敞开心扉交流时,就开始互相信任。我们开始对彼此的背景和爱好感兴趣,我们之间的差异正是我们相互之间的魅力所在。

7. I imagined myself lost in a two-hundred seat lecture hall, desperately scratching down pieces of notes preached from a great distance by a tiny, inaudible male professor with white hair and little gold-rimmed glasses.

我想象着自己在有一个有着二百个座位的演讲厅里,毫不起眼。老远传来一位个子矮小,白发苍苍,戴着小金边眼镜的男教授的授课声,声音轻得听不见,我字迹潦草,拼命地记下零星的笔记。

8. I was convinced he'd have no patience with my stupid questions, so I'd be perpetually lost.

我深信他不会有那份耐心回答我那些愚蠢的问题,所以我会永远蒙在

鼓里。

9. I had expected homework to be a book-filled nightmare as I burned the midnight oil until 2 a.m., fighting off a headache which would keep me from meeting due dates and eventually send me back to the corner store.

我原以为家庭作业是一场堆满书的恶梦,我得熬夜至凌晨两点,努力克服头痛,否则的话,就不能按时完成作业,会最终被撵回街角的小店。

10. They were not three-hour tests crammed into one hour, nor were they made up of many pages of single-spaced typed questions exclusively on details I had overlooked.

它们不是由三个小时压缩至一个小时的考试,也不是由许多页打得密密麻麻、专挑我没留心的问题所组成。

11. Oh yes, I did have some awful tests; I did break out in a clammy sweat, develop a stomach upset and a gigantic headache; and I did spend finals week on Pepto-Bismol, ...

的确,我经受过几场可怕的考试;我也曾经突然间浑身冒出粘乎乎的冷汗,继而胃不舒服,头疼欲裂;也有过在期末考试的一周里,靠不断服用佩普脱-比斯摩尔胃药苦撑的遭际,……

12. For at least three and a half more years, I plan to live by this philosophy, but even with this, I know I won't be as negative as I was before I got to college.

至少有三年多时间,我打算依照这种人生哲学生活。但即使如此,我知道我不会像上大学之前那样消极。

13. And, being a pessimist, I had the extra fun of discovering just how much better it could be.

而且,作为一个悲观主义者,发现事情要比原来设想的好得多,令我格外开心。

14. No doubt my attitude toward college will shift more as I go on, but I know I'll never be as far off as I was before I got here.

毫无疑问,我对大学的态度还将随着我大学生活的继续而改变,但我知道那绝不会像我来大学之前差得那么远。

V. Speaking

1. **tire** (*AmE*): tyre (*BrE*)
2. **so long**: good-bye; bye-bye
3. **take a nap**: have a short sleep

VI. Use of English

i. Dictation

Everybody has his or her interest, and interests differ widely from person to person, owing to age, sex, health, education, intelligence and many other background factors. To some extent, interest also reflects one's ability or wish.

Interest is vital to good learning and good work. If you want to learn something well, you have to develop a keen interest in it. And this is quite possible. Once you have found your way into the subject, you may have also found a world of curiosities.

Great interest may not only result in skill and knowledge, it may also develop into expertise and even creativeness. Isn't it true that many inventions and discoveries have been made by amateurs and not professionals? (119 words)

II. Error Correction

1. **turn out**: develop, progress, in a certain way, usu. events, things; child, pupil
e.g. We needn't have worried. Everything *turned out* all right in the end. (ODIE)
3. **be exclusive to sb**: sth available only to particular people, so that only they can have, do, or use it
e.g. The interview *is exclusive to* this magazine. (OALD)
c.f. **exclusive of sb/sth**: not including
e.g. Our prices *are exclusive of* sales tax. (DCE)
5. a. Both "no good to do sth" and "no good doing sth" are acce-

ptable.

e.g. It's *no good* my *arguing* with you. (DCEU)

Do you think it would be *any good* to *try* and see her tomorrow? (DCEU)

- b. **to the exclusion of:** if you do sth to the exclusion of sth else, you only do the first thing and do not do the second thing at all.

e.g. He studied history at the university, *to the exclusion of* other subjects. (ECD)

9. **interest** (*sing. u*): state of wanting to learn or know (about sb/sth).

feel, have, show, express (an, little, no, etc.) interest in sb or sth; lose interest

VII. Reading Workshop

Compound nouns are the commonest type among compounds in English and new ones are constantly being formed. Usually, compound nouns are subclassified in the following two ways.

- i. According to the parts of speech of the compounding elements.

1. *adj.* + *n.*: soft disk (软盘); clearway (超高速公路); easy chair (安乐椅)
2. *n.* + *n.*: mousemat (鼠标垫); bar code (条形码); forgery ring (伪造团伙); information highway (信息高速公路); lip service (口头上说得好听的话)
3. *prep.* + *n.*: after-effect (后效, 副作用); under-clothes (内衣)
4. *ger.* + *n.*: chewing gum (口香糖); baking powder (发酵粉); lodging house (分间出租供人住宿用的房屋)
5. *pres. part.* + *n.*: leading article (社论); floating bridge (浮桥)
6. *v.* + *n.*: swearword (骂人话); breakwater (防波堤); jump suit (伞兵跳伞服)
7. *n.* + *v.*: window-dress (布置橱窗); toothpick (牙签); nightfall (黄昏)
8. *v.* + *adv.*: follow-up (连续广告法); slip-up (疏忽); show-off (炫耀)
9. *adv.* + *v.*: upset (颠覆); upstart (暴发户); downfall (垮台); onflow (滚滚向前)

ii. According to the syntactic relation of the compounding elements.

1. *subj.* + *v.*: heartbeat (the heart beats); commanding officer (the officer commands)
2. *v.* + *obj.*: pickpocket (to pick other's pocket); scarecrow (to scare the crow)
3. *subj.* + *obj.*: water mill (mill operated by water power); steamboat (steam powers the boat)
4. restrictive relation: raindrop (a drop of rain); ashtray (a tray for ash)
5. Appositive relation: a peasant girl (the girl is a peasant); killerwhale (a whale that is a killer)
6. juxtaposed relation: deaf-mute (deaf and mute 聋哑人); amplifier-inverter (amplifier and inverter 反相放大器)