



教育部推荐使用大学外语类教材
 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

第三版
 Third Edition

大学英语 精读

College English

总主编 董亚芬

INTENSIVE READING

教师用书 **TEACHER'S BOOK**

Book 3

主 编 翟象俊





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总 序

《大学英语》是遵照 1986 年国家教委审定的《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、听说、快速阅读和语法与练习五种教程,由全国六所重点大学合作编写。教材于 1986 年出版试用本,1992 年出版正式本,并于同年 9 月荣获全国高等学校第二届优秀教材特等奖,以及国家教委高等学校第二届优秀教材一等奖。

1998 年,在广泛征求意见的基础上,《大学英语》系列教材根据《大学英语教学大纲(高等学校本科用)》进行了第一次修订。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。

为了推进大学英语教学改革,适应社会各界对大学生英语能力的要求,教育部于 2004 年颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。遵照《课程要求》对大学英语提出的教学目标,即“培养学生的英语综合应用能力”,编者于 2004 年决定对教材进行第二次修订,以满足新时期国家和社会对人才培养的需要。

本次修订原则:

1. 教材的定位不变。《大学英语》是综合教育型(English for integrative purposes)而非特殊目的型(English for specific purposes)的教材,旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的,选材必须做到题材广泛,体裁多样,语言规范,有利于打好语言基础。选材遵循三性原则,即趣味性、知识性、可思性,以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合,科普性与文学性的融合,使选文内容经得起时间考验,文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证,也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标,着重考虑增强听与说的训练,提高听与说尤其是说的要求。

本次修订重点:

精读:

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分相

形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在应用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的办法,把全书单词分为三类:(1) words to drill(通过反复操练能熟练掌握其用法的单词);(2) words to remember(能记住其形、音、义的单词);(3) words to have a nodding acquaintance with(能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

听力:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为 1 800 单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写 10 单元。但目前大学英语的有效授课时间有限,各校可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生

课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时 20 余载,跨越两个世纪。使用者一度遍及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇多。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家 Anthony Ward 协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006 年 3 月

编者的话

本书是《大学英语》(第三版)精读第三册的教师用书。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。

《大学英语》(第三版)精读学生用书,更换了相当一部分精读课文,教师用书自然随之作出相应的更新。新课文教案的编写及原有课文教案的修改,我们都力求做到语言清新简洁、内容生动活泼。而教案编写的原有框架,也有所突破。

为便于教师备课参考使用,每课教案首先列出一份“教学步骤建议”(Suggested Steps for Teaching),涵盖各重要教学环节。其后基本上按以下几个部分编写:

1. 导入语(Introductory Remarks),课文导读理解题(Introductory Questions)或预备性课堂活动(Warm-Up Activity)。
2. 与课文讲解相关的文化信息及背景知识介绍(Information Related to the Text)。
3. 课文讲解过程中的难点、要点分析及词句例证(Language Points)。精读课文中须加以反复操练的重点词语(Words and Phrases to Drill)均作为语言点加注并配以例证。
4. 与课文主题相关的课堂活动(Suggested Activity),如小组讨论(Group Discussion)等。
5. 与课文主旨相关的补充练习(Additional Exercises),包括听写(Dictation)和听力理解(Listening Comprehension)。

本书教案的编写既着眼于学生读写能力的逐渐加强,更注意学生听说能力的稳步提高,尽量体现听、说、读、写兼顾并相互渗透的原则。

本书所设置的教案,系供教师备课参考使用,教师可以根据班级的具体情况,删选使用上述各项内容,也可另行设计教案。我们无意为教师讲课划定某种模式。讲课如同创作,极具个性色彩,不该受任何条条框框的约束。教学效果的好坏,在一定程度上,取决于教师自身的素质、实践经验以及现场即兴发挥等因素。事实上,也只有饱含激情、富于个性色彩的课堂教学,才能真正吸引学生,激活他们的学习热情,进而有效地贯彻课堂教学的意图。

同样,本书所附的各项练习答案,也绝非唯一正确的答案;而所附的课文译文,更是“仅

供参考”而已。

欢迎采用本精读教程的教师,在使用过程中提出宝贵的批评和建议。

本书所附课文练习答案和课文参考译文,由《大学英语》(第三版)精读第三册编写组李荫华、王德明、夏国佐提供。阅读材料的参考译文主要由姚燕瑾翻译,李荫华、王德明审订。

任建国、陈寅章、杨晨、张怡瑾等同志曾参加本册第一版的编写,冯豫同志曾参加本册第二版的编写,特此致谢。

编者

2006年3月

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Unit 1



This is a court of law, young man, not a court of justice.

—Oliver Wendell Holmes, Jr.

A Brush with the Law



Suggested Steps for Teaching

1. Ask students to answer the warm-up questions in the student's book.
2. Say a few words as an introduction to the text. (See *Introductory Remarks*.)
3. Allow students 5 minutes to examine the title and go over the text, and then ask them to do the True/False exercise. (See *Introductory Questions*.)
4. Get students actively involved in analyzing and explaining the text. (See *Information Related to the Text*.)
5. Help students grasp the main idea and structure of the text.
6. Help students learn in context the more frequently used words and phrases through a variety of drilling practice (see *Language Points*) and by doing the related exercises in the student's book.
7. Divide the class into groups to do Oral Practice in the student's book.
8. Do a passage listening exercise or a dictation exercise in class. (See *Additional Exercises*.)
9. Set aside 15 - 20 minutes for the classroom reading activity, through which to lead students to learn how to practice reading efficiently.

10. Assign a short composition as homework.



Introductory Remarks

We all know that the chief purposes of law are to maintain peace and order, to protect the rights of citizens, to secure justice and to punish wrong-doers. Good laws are those that are considered to serve the cause of justice for the society to which they apply. But even good laws may be unjustly applied or may be unjust in certain situations. In the story we're going to study today, the author tells us about what happened to him more than a decade ago. It was really a very unpleasant experience, yet it provides us with much food for thought.



Introductory Questions

Students are expected to make a True/False response to each of the following statements:

- 1) The story took place one February in the 1960's in Britain. (T)
- 2) The narrator was a 19-year-old college student at the time. (F)
(He was not going to university until the following October.)
- 3) He was looking for a job so that he could make some money to pay for his tuition. (F)
(He wanted to save up some money to go travelling.)
- 4) He was arrested by the policemen while stealing milk bottles from doorsteps. (F)
(He didn't steal any milk bottles. He was arrested because the policemen thought he had the intention of stealing milk bottles.)
- 5) The policemen let him go after he gave a clear explanation. (F)
(The policemen took him to the police station and questioned him for several hours. He was not allowed to leave the station until he was officially charged and told to report to Richmond Magistrates' Court the following Monday.)
- 6) The narrator defended himself so successfully in court that the magistrates found him "not guilty" immediately after hearing his defence. (F)
(The narrator wanted to defend himself in court, but his father wouldn't allow him to do so. Instead, he hired a very good solicitor, who conducted the defence in court.)
- 7) The narrator was shocked to find that his release from the charge was chiefly due to his "right" accent and his middle-class family background. (T)
- 8) The narrator feels sure that if he had come from a lower-class family, he would most probably have been found guilty. (T)

- 9) The narrator thinks it very disturbing that an innocent person may be arrested arbitrarily by the police and a real criminal may be set free without being properly punished. (T)
- 10) The policeman who had arrested the narrator was angry with the court's decision. (F)
(He was not happy that another youngster had been turned against the police and wished that the narrator could have been a bit more helpful in the incident.)



Information Related to the Text

1. Magistrates and the magistrates' court

In England, a magistrate is a person appointed to try minor offences. He is either an unpaid layman or, in London and some other large cities, a paid judicial officer.

In England, every district has a magistrates' court. It is the lowest court of law. The magistrates' court can only try people for minor, i. e. not very serious, offences. It cannot give prison sentences totaling more than 12 months, nor can it order fines of more than £400 for one offence.

2. Lawyer, solicitor, barrister

Lawyer is the general term for anyone whose work it is to advise his clients about the law and represent them in court.

A *solicitor* (初级律师) is a lawyer who gives advice, appears in lower courts, and prepares cases for a barrister to argue in a higher court.

A *barrister* (出庭律师) is a lawyer who has the right of speaking and arguing in the higher courts of law.

If a person gets into trouble with the police, he will probably ask a solicitor to help prepare his defence and, if the offence is to be heard in a Magistrates' Court, he can ask a solicitor to appear for him and argue his case. If the case goes to a higher court, the solicitor still advises him, but he must get a barrister to appear for him.

3. The Sixties' "youth counterculture"

The word "counterculture" was coined in the 1960's for the attitude and life style of many young people who rejected conventional social values and demanded more personal freedom. The counterculture first arose in the U. S. during the 1960's and soon spread to Britain, France and other western countries. These young people were opposed to the Vietnam War and dissatisfied with the existing state of affairs in their society. Yet, unable

to find a more constructive way of struggling against these, they indulged themselves in sex, drugs, alcohol and rock music and took great pride in wearing long hair and unusual clothes and in taking up anything that was unconventional. The counterculture declined in the late 1970's.

4. Middle class

In Britain, the middle class refers to the class of people between the nobility and the working class. It includes professional men (such as doctors, lawyers and architects), bankers, owners of business and small gentry. In the United States, however, the middle class refers to the class of people between the very wealthy class and the class of unskilled labourers and unemployed people. It includes businessmen, professional people, office workers, and many skilled workers.

Apart from occupations and economic status, the term "middle class" can also be used to describe values and attitudes.



Language Points

1. **brush:** a short fight or quarrel; an argument or disagreement

Examples:

- *to have a brush with the police / the Customs men / the enemy*
- *It is his third brush with the law in less than a year.*

2. **take sb. to court:** take legal action against sb.

Examples:

- *I told him that I would take him to court if he did not repay the money in a week.*
- *If you go on ill-treating your wife like this, you will be taken to court.*

3. **... it makes a good story now.:** ... it provides material for a good story now.

Here the verb "to make" means "to have the qualities needed for (sth. good)".

Examples:

- *Iced tea makes an excellent drink in summer.*
- *The wall calendar makes a nice new year gift.*

4. **What makes it rather disturbing was the arbitrary circumstances both of my arrest and my subsequent fate in court.**

The author was arrested simply because the policemen thought he intended to steal milk bottles and later in court he was released from the charge just because he had the

“right” accent, respectable middle-class parents, reliable witnesses and so on. That is to say, he was arrested arbitrarily and released arbitrarily. And it is this arbitrariness of both his arrest and his release that the author thinks rather disturbing.

arbitrary: based on one's own wishes or will rather than reason

Examples:

- *If a leader makes decisions without conducting investigations, he is being arbitrary.*
- *The arbitrary decisions of the factory owners caused dissatisfaction among the workers.*

circumstances: conditions, facts, etc. connected with an event or a person

Examples:

- *We cannot expect him to continue these activities under such unfavorable circumstances.*
- *Because of circumstances beyond our control the meeting was cancelled.*

subsequent: coming after, following

Examples:

- *Subsequent events proved that my judgment of the situation was right.*
- *The story will be continued in subsequent issues of the magazine.*

fate: what will or must happen to sb. or sth. ; power that is supposed to control the way everything happens

Examples:

- *No one knows what the fate of the hostage (人质) will be.*
- *Bob believes that everything that happened that day had been decided by fate.*

5. **a couple of:** a small number of; a few, usually two

Examples:

- *I've got a couple of tickets. Will you go with me?*
- *Tom is quite busy now. His wife is expecting a baby in a couple of weeks.*

6. ... **and was not due to go to university until the following October.**

In Britain the university terms are: October — December; January — March; April — June.

due:

1) expected or scheduled to arrive or be ready; supposed (to)

Examples:

- *The train from Beijing is due at 1:30.*
- *The next train to Nanjing is due to leave at ten.*
- *The young man is due to appear in the Magistrates' Court next Monday.*

2) to be paid or returned

Examples:

- *When is the rent due?*

— *The books are due today but I want to renew some of them.*

7. **temporary**: lasting for a short time only

Its opposite is “permanent”— lasting for a long time or forever.

Examples:

— *Tim has found a temporary job for the summer in a hardware store.*

— *This is not my permanent address; it is only a temporary one.*

8. **save up**: keep for future use

Examples:

— *It took him a year to save up enough money for a computer.*

— *They are now saving up to buy a house in the suburbs.*

9. **take one's time**: not to hurry; do sth. in an unhurried way

Examples:

— *Just take your time and tell me clearly what happened at the meeting yesterday.*

— *It's better to take your time over a piece of work and do it properly than to hurry and make mistakes.*

10. **It must have been this obvious aimlessness that led to my downfall.** : I'm sure my arrest was the result of my wandering in the streets without any definite purpose.

11. **employment**: occupation (esp. regular paid work); state of being employed

Examples:

— *After Mike left his uncle's company it took him months to find new employment.*

— *Are you in full-time employment at the moment, Mr. Edwards?*

12. ... **this time in uniform** ...: the second policeman was wearing uniform while the first was obviously in plain clothes

uniform: a certain type of clothing which all members of a group or organization wear

Examples:

— *Policemen wear uniform(s); so do soldiers, postmen and Customs men.*

— *The boys and girls take great pride in wearing school uniforms.*

13. ... **I was left in no doubt.** : I became completely certain of the seriousness of the matter; I realized that it was no joke and they meant business.

14. **wander**: walk around a place in a casual way, often without a fixed course, aim or purpose

Examples:

— *After supper he would go out and wander alone in the streets for about an hour.*

— *David wandered through the bookstore, hoping to find a good book for Lily's birthday.*

15. ... **commit an arrestable offence**: ... commit an offence which is serious enough for one to be arrested

16. **perfectly straight face**: a face showing no emotion or humor; a very serious-looking face
perfectly: very; completely

Examples:

— *You're perfectly right.*

— *I'm perfectly satisfied with your arrangements.*

17. **turn out**: be found or discovered (to be); prove to be

Examples:

— *It turned out that the best student in my class is the son of a classmate of mine.*

— *The weather turned out pretty nice that day.*

— *After a bad start, our English evening turned out (to be) a great success.*

— *The general manager of the big company turned out to be a young woman of about 30 years old.*

18. ... **particularly that of stealing milk bottles**: ... particularly the theft (stealing) of milk bottles

19. ... **in the most casual and conversational tone I could manage**: ... trying to sound as unconcerned and informal as I could

casual: relaxed and unconcerned about what is happening or what one is doing

Examples:

— *Because of his casual attitude toward work, he was fired.*

— *He tried to appear casual as he asked the pretty girl to dance.*

20. **familiar with this sort of situation**: familiar with the situation in which one is confronted with the police

21. ... **it confirmed them in their belief that I was a thoroughly disreputable character**: ... it reinforced their belief that I was a very disreputable person.

confirm:

1) strengthen; make firmer

Examples:

— *The sudden snowstorm during the night confirmed my decision not to leave.*

— *What you have told me about Steve confirmed me in my suspicion that he has stolen my gold watch.*

— *The result of my experiments has confirmed my belief/confirmed me in my belief*