

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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UNIT 1

1. Never Late (I)

2. Never Late (II)

1 A quiz for the students at the beginning of the class

1. This story describes the narrator's unfortunate experience on the train *The Flying Bluebird*. T
2. The narrator had travelled in hundreds of trains. What happened to him that day was nothing unusual to him. F
3. The narrator did not have a good sleep on the train because of the overcrowdedness and noise. T
4. The narrator could not get off at Mendova because the train did not stop at this station. F
5. Being unable to get off the train, the narrator stopped the train without thinking about what might happen to him. T
6. When the man in blue asked the narrator angrily why he had stopped the train, he was too frightened to say a word. F
7. After the police officer looked into the matter, he found out what had really caused all the trouble. T
8. The narrator was late for his ship. F

2 Summary of the text

The ability to give an accurate summary requires accurate comprehension of the passage, distinguishing between essential and secondary information, and skill in composing a clear, economical text. Students should be encouraged to

practice this technique, either in spoken or written language.

Summary of Lesson 1 and Lesson 2:

The narrator, an Englishman who worked in a hot country far from England, had travelled in hundreds of trains. One day something unusual happened to him in the train from Paris to Endoran. He should get off at Mendova and then change to a ship. But that day the train was very crowded: the corridor was filled up with people and the floor was covered with all kinds of things. So no doubt when the train reached Mendova, it was very hard for him, with a suitcase in each hand, to pass down the corridor to the door. No sooner had he reached the door than the train began to move. In despair, he stopped the train by following the instructions on the notice. The train stopped, but it caused much panic outside in the station. A fat man in blue, a man who worked on the train, was extremely angry at the narrator's action. No one had ever stopped *The Flying Bluebird* before: it had always run on time. Railway policemen were sent for and it seemed the narrator was going to be taken to the police station for what he had done. The officer, however, was a man who could use his head. After he looked into the matter, he found out that the narrator was justified in stopping the train: the train was too crowded for him to get off. Now it was not the narrator but the man in blue who should go to the police station, because he was partly responsible for the overcrowdedness of the train.

3 Suggestions for teaching

1. The teacher *may* start by asking the following questions to check how well the students are prepared for this lesson.
 - 1) What is the story about?
(An amusing incident of the narrator.)
 - 2) Where did the story take place?
(On the train from Paris to Endoran.)
 - 3) Why did the narrator have to get off at Mendova?
(To catch the ship to the country where he worked.)
 - 4) What was the name of the train?
(*The Flying Bluebird*.)
 - 5) What did the narrator think of the train?
(A very fast train, one of the best in the world, never late.)
 - 6) Why was the journey tiring to the narrator that day?
(The train was overcrowded and people were making noise all night long.)
 - 7) What happened when the train reached Mendova?
(The narrator could not get off the train, because there were too many people and too many things in the corridor.)

- 8) What did the narrator do when the train began to move?
(He stopped the train.)
 - 9) What happened then?
(It caused great panic outside in the station.)
 - 10) Who was that fat man in blue?
(A train official.)
 - 11) Why was he so angry?
(Because no one had ever stopped this train before.)
 - 12) What did he want to do to the narrator?
(He threatened to have the narrator taken to the police station.)
 - 13) Who came then?
(Railway policemen.)
 - 14) What did the officer do?
(He got on the train to find out why the narrator could not get off the train.)
 - 15) Did he take the narrator to the police station after he looked into the matter? And why?
(No, because it was not the narrator's fault; the train was overcrowded.)
 - 16) Who was going to the police station instead?
(The fat man in blue.)
2. Initiate a discussion about the following questions:
- 1) What does the title mean?
(At first we may think it means *The Flying Bluebird* was never late, but when we finish reading the whole story, it suddenly dawns upon us that it also refers to the narrator's never being late to catch his ship.)
 - 2) What do you think of the story?
(A humorous story.)
 - 3) What happened at the end of the story?
(Contrary to the readers' expectation, the train official was taken to the police station.)
 - 4) Are you prepared for the ending?

3. Comments

This story tells about the narrator's unfortunate experience on *The Flying Bluebird*. The reader's curiosity is aroused at the very beginning of the story. They are eager to know what happened that was unusual.

The use of the word "fear" in line 58 builds tension in the reader. Just as things would happen, the narrator was unable to get off in such a crowded train. Without thinking about the consequences, he stopped the train.

Lesson 2 begins with a description of the panic in the station caused by the narrator. Policemen were sent for. After a careful investigation into the matter, the police officer allowed the narrator to leave and decided to

place the blame on the train official. He should not have allowed the corridor to become so crowded. Throughout this part the narrator keeps the reader involved in his worries: Will he miss his boat? Will he be taken to jail? The end provides a satisfactory climax for the reader's emotions. The person who was really in the wrong was punished.

In an informal and light style the narrator tries to make an amusing story out of a very serious matter. It sets the reader thinking about these questions: What tragedies could occur from such an overcrowded condition? What would happen if someone had a heart attack? What if a fire broke out?

4 Sentences for the students to use as models

Lesson One

1. It was impossible for any more travellers to get into the train. (L. 27)
2. How long does it take you to get there? (L. 33)
3. And the train did not stop again until it reached Endoran. (L. 60)

Lesson Two

1. ... but something seemed to be happening outside in the station. (L. 9)
But he seemed to be angry with me, ... (L. 24)
They all seemed to think that something was going to happen now. (L. 27)
2. He was so angry that for some seconds he could not speak. (L. 43)
3. It was true that I could not get out. (L. 66)
4. It seemed a long time before the officer reached me. (L. 75)
5. ... it seemed to me that the man in blue was going to take my place at the police-station. (L. 92)

5 Translation of some difficult sentences from the text

Lesson One

1. That is more than enough time. (L. 20)
时间绰绰有余。
2. We were at Mendova, and I stood up thankfully. (L. 52)
总算到了曼德佛,我欣慰地站了起来。
3. I felt a touch of fear. (L. 58)
我有点发慌。
4. But no one outside the train could hear me, and the people inside did not care much. (L. 67)

车外的人听不见我说什么,车内的人又若无其事。

Lesson Two

1. I thought that he was going to need a doctor. (L. 37)
我看他快气疯了。
2. Then he said, "There will soon be something new in your life." (L. 39)
然后他说:“你等着瞧吧,有你好看的。”
3. My two cases gave me a lot of trouble, too. (L. 48)
我的两只箱子也给我带来了不少麻烦。

6 Key to Exercises

Lesson One

True or False

T F T T F

Multiple-choice

C C B B B D

Lesson Two

True or False

T F T T F

Multiple-choice

D B C A D

3. Your Breakfast Is Served, Madam

1 A quiz for the students at the beginning of the class

1. Miss Muffet ordered a large breakfast. F
2. The waiter apologized to Miss Muffet for sending the breakfast to the wrong room. T
3. Miss Muffet felt very angry when she saw the man, because he entered her room without knocking on the door. F
4. The man walked into the wrong room. F
5. The waitress had the right room, the requested tea, but the wrong newspaper. T
6. Miss Muffet questioned the three persons carefully because she knew one of them was a burglar. F

2 Information related to the text

1. A detective is a person whose work is solving crimes. Such a person, in America, may be a member of the official police force of a city, or town. Or he (or she) may be a "private" investigator. If a private investigator wishes access to police files, he must be licensed by the state in which he operates. Insurance agencies frequently have their own private detectives to investigate any suspicious claims.
2. A detective story (novel, play, etc.) may also be called a whodunit (the term *whodunit* was coined in 1930 from who + done + it), in which a crime is solved at the end by the principal character, usually a detective, using clues scattered throughout the story. Of all the classroom activities, this kind of playlet is the most successful, because cops, robbers, and the unsolved crime seem to be a universal formula for capturing interest.

3 Suggestions for teaching

1. The teacher may begin by asking the following questions as a simple warm-up.

- 1) What does the word “detective” mean?
 - 2) Have you ever read any detective stories in English?
 - 3) Have you ever heard of the famous British detective stories about Sherlock Holmes? (Sir Arthur Conan Doyle is the author.)
2. This story asks the reader to be a detective. He must decide who he would investigate among the people introduced. The teacher can choose some students to perform the play before the whole class. During the performance, the audience should remain alert to spot the all-important clues. When the performance is over, the teacher can ask some of the audience for the correct solution. When a finger is pointed at one of the characters in the sketch, his accuser will be obliged to explain — in English — the grounds for his accusation. When guilt is eventually established, the entire sketch may be performed again, without interruption, just for the audience to relax and to iron out any remaining disagreement.

The following is a suggested list arranged in the order of priority for investigation.

- 1) The man. He claimed the room was his but gave the wrong number. Hotel rooms always have the number of the room on the door. If he believed it to be his room, why did he knock? People do not knock on the door of their own room.
 - 2) The waiter. He claimed he was delivering breakfast to Room 326. He came to Room 321. Waiters are taught to look carefully at the number on the door before knocking. This may or may not be a careless mistake.
 - 3) The waitress. She had the right room, the requested tea, but the wrong newspaper as she only took orders from the reception. She is not under suspicion.
3. Solution to the puzzle
- The suspicious character in this sketch is the MAN, because if he thought he was entering his own room, as he claimed, why did he knock on the door?

4 Sentences for the students to use as models

1. I'm very sorry. (L. 20)
I'm ever so sorry. (L. 49)
I'm so sorry to have disturbed you. (L. 25)
2. I'm afraid there's been some mistake. (L. 20)
There must be some mistake. (L. 35)
3. Reception must have given me the wrong number. (L. 22)
Reception must have mixed up the order. (L. 49)

4. I don't know how I could have been so stupid. (L. 38)
5. If you were watching and listening to the play carefully, you may have noticed something rather suspicious about one of the characters. (L. 56)
If you were a detective, which of them would you want to question, and why? (L. 59)

5 Translation of some difficult sentences from the text

1. We all make mistakes ... especially first thing in the morning. (L. 26)
谁能没个差错,……尤其是清晨头一件事。
2. How dare you burst into my room like this! (L. 31)
你怎么胆敢这样闯入我的房间!
3. There must be some mistake. (L. 35)
肯定什么地方出了差错。
4. My goodness, I simply don't know what to say! (L. 37)
天哪,我真不知道该说什么才好。
5. I don't know how I could have been so stupid. (L. 38)
我真不知道我竟然这么愚蠢。
6. Reception must have mixed up the order. (L. 49)
服务台肯定把客人的订单弄混了。
7. Oh, dear! I think it's going to be one of those days — just one of those days... (L. 53)
天哪,我看今天将是个倒霉的日子,肯定是个倒霉的日子。

6 Key to Exercises

Multiple-choice

C C D B D

UNIT 2

4. The Winter's Snow

1 A quiz for the students at the beginning of the class

1. Thomas Carrington travelled every day by train between his office in London and his home in the suburb. T
2. Carrington was a gentleman in the eyes of the railway workers because he was well dressed and behaved politely. T
3. Carrington did not feel ashamed to walk in his dirty shoes in London because the streets in London were also covered with snow. F
4. Carrington's plan was to change his dirty shoes at the railway station and wear the clean shoes to work. T
5. Fred was reluctant to help Carrington because it caused him a lot of trouble. F
6. It happened one day that after he threw his old shoes to Fred, Carrington found that he had, in his hurry, forgotten to bring his clean shoes with him. T

2 Information related to the text

Dress codes vary from culture to culture. One of the signs of a well-dressed man in European and American culture is clean and polished shoes. Polished shoes communicate self respect and an awareness of proper dress codes. People notice how you dress and evaluate your place in society by such things as how you care for your shoes. Dirty or scuffed shoes communicate a careless attitude and poor training. Dress codes are so important in Western culture that there are popular books for sale which relate scientific studies of the effect of

colors, and clothing styles upon other people. One well-known book is entitled DRESS FOR SUCCESS.

3 Suggestions for teaching

1. Improving reading skills is not your only goal. To increase students' interest and involvement, use a map to teach the students the location of the places mentioned in this story. If you do not have one available, draw one to use in class.

2. Extracting main ideas

This exercise is to help students practice reading for general ideas. You can ask the students to give one sentence in each paragraph which expresses its most important idea.

paragraph 1: In winter the streets in the country were covered with snow, but it was warmer in London.

paragraph 2: Thomas Carrington traveled every day by train between his office in London and his home in the suburb. (He was a commuter.)

paragraph 3: Carrington took great care with his appearance and he was a gentleman in the eyes of the railway men.

paragraph 4: Carrington was ashamed to walk about London in his dirty shoes.

paragraph 5: Carrington decided to do something to improve his appearance.

paragraphs 6, 7, 8, and 9: Carrington worked out a plan.

6: He walked to the station in his old shoes, bringing a pair of clean shoes with him.

7: He took off his old shoes in the waiting room and wore the clean ones to work.

8: He left the old shoes with Fred, telling him that he would change again when he came back in the evening.

9: Fred thought it an excellent idea and was glad to help him.

paragraphs 10, 11, 12, and 13: Carrington's plan worked well and he was very satisfied.

paragraph 14: Carrington was invited to dinner one evening and went to bed late that night.

paragraph 15: He awoke late the next morning and hurried to the station in his old shoes.

paragraphs 16, 17, 18, and 19: He was just in time for the train. He jumped on and threw the shoes out to Fred.

paragraphs 20 and 21: Carrington made a terrible mistake; in his hurry he had forgotten to put his clean shoes in the bag.

3. Ask the students to organize these sentences and give a brief summary of the text orally.

Thomas Carrington traveled every day by train between his office in London and his home at Hill Park forty miles away. In winter snow fell heavily in the countryside. Carrington had to walk every morning to the station through deep snow and often got his shoes dirty and wet. As he was a man who took great care with his appearance, the thought of having to walk about London and sit in the office the whole day in those dirty shoes troubled him a great deal. Then a bright idea struck him. He walked to the station in his heavy garden shoes and changed into his beautiful black shoes which he had brought with him in the waiting room, leaving the dirty ones with Fred, a railway man who admired him very much. In the evening he changed back in those heavy shoes and walked home through deep snow. The plan worked well for several days. Then one morning he awoke late. He put on his old shoes and hurried to the station. When he got there, the train was already in the station. He jumped on the train and no sooner had he sat down than the train began to move. Quickly he pulled off his dirty shoes and threw them out to Fred. When he opened his bag, to his terror, he found he had, in his hurry, forgotten to bring the clean shoes with him.

4. Comments

The author begins his story by stressing Mr. Carrington's carefulness about his appearance. In this way he builds the reader's curiosity as to what will happen. The story ends in a humorous way. The idea that Mr. Carrington will have to walk about in his stocking feet is quite funny. The embarrassment will be great as people look at him with curiosity and amusement.

5. Initiate a discussion about the following topics:

- 1) Nowadays many people commute from home to work. How do you like commuting?
- 2) Have you ever had the humorous but embarrassing experience related to clothing? Describe it if you have.
- 3) Do you feel it is proper to evaluate a person on the basis of how he dresses? Can the way a person cares for his shoes reveal his character?

4 Translation of some difficult sentences from the text

1. Carrington was always careful of his appearance. (L. 11)
卡林顿一向很注意自己的仪表。
2. ... and he had a smile for each. (L. 14)

他对他们每一个人都笑容可掬。

3. "He's a proper gentleman; one of the best." (L. 15)

“他是个十足的绅士,真是百里挑一。”

4. ... and Carrington decided that he must do something to improve his appearance. (L. 24)

卡林顿决定一定要想一个办法使他看上去更像样一些。

5. He always carried a bag to and from the office. (L. 26)

他上下班总是带着个提包。

6. Carrington's day in London passed pleasantly, and his heart was light. (L. 43)

这一天卡林顿在伦敦过得不错,心情非常愉快。

7. ... who caught it cleverly. (L. 68)

弗莱德巧妙地接住了那只鞋。

8. "Thank heaven!" Carrington said aloud. "Good old Fred!" (L. 74)

“谢天谢地!”卡林顿大声说:“多亏了弗莱德!”(或“弗莱德真够朋友!”)

5 Some proverbs for the students to remember

1. Clothes make people, priests make brides.
2. Good clothes open all doors.
3. Fine feathers make fine birds.
4. Clean and whole makes poor clothes shine.
5. Never judge from appearances.
6. It is not the gay coat that makes the gentleman.
7. Clothes do not make the man.
8. Don't throw out your dirty water until you get in fresh.

6 Key to Exercises

True or False

T T T F T

Multiple-choice

D C C D D A

5. From Mr. Walton's Diary

1 A quiz for the students at the beginning of the class

1. This diary describes Mr. Walton's life in a small village throughout the four seasons. T
2. Spring weather is changeable. It is sunny in the morning but in the afternoon it suddenly becomes cloudy and it looks like rain. T
3. Not many changes have taken place in recent years in this small village. F
4. Mr. Walton prefers watching TV to reading books. F
5. Though the village is no longer what it used to be, Mr. Walton seems still to stick to the old pattern of life. T
6. Mr. Walton is an old-fashioned man who enjoys the simple pleasures in life. T

2 Information related to the text

1. The climate of British Isles is generally mild, not very cold in winter, and never very hot in summer. The rivers seldom freeze in winter, and snow never lies on the ground for long, except in the north, especially in the Highlands of Scotland. Sheep and cattle can graze on the meadows all the year round. All parts of British Isles have a lot of rain in all seasons. In winter, thick fogs occasionally cover many parts of Britain. The mild and damp climate is very good for agriculture, especially for vegetable-farming, sheep-and cattle-farming. But there is always an element of surprise in the British climate. In some countries, people can put away their raincoats for several months and let their fires go out during the burning heat of the summer. Not so in Britain, where we never know from one day to the next what is in store for us. No wonder the most common topic of conversation in British life is the weather.
2. Every December 25th the Western countries celebrate the feast of Christmas. This date marks the birth of Jesus Christ who was the founder of the Christian religion. Christmas is the biggest holiday in the year. Two important things, apart from its religious significance, help to set this holiday apart from all others; the custom of giving gifts and the habit of spending it