

大学英语

三、四册

教师备课笔记

北京大学 张祥保 主编



商务印书馆

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前 言

张祥保、周珊凤编写的《大学英语》1—4册已陆续出版。这套教材在北京大学英语系已经试用了几年,现在应兄弟院校教师同仁的要求,将几年来我们系的教师在使用这套教材时所作的备课笔记,整理成册出版。本书只供使用《大学英语》的教师参考,北京大学英语系教师也不是完全按照这套《笔记》进行教学的,他们还要针对各班学生不同的情况,选用其中的一部分,并适当加以补充。

以下同志(按姓氏笔划)给我们提供了本书的素材:王式仁、刘意青、孙亦丽、陈孝模、祝婉瑾、胡壮麟、陶洁、韩敏中、葛安琳。特别是陶洁和刘意青同志进行了大量的改写和补充工作。孔宪倬同志在使用过程中提了很多宝贵意见。

鉴于我们的水平有限,这套笔记还有许多不足之处,恳切地希望使用的同志给我们提出宝贵的意见。

编 者

一九八六年四月

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《大 学 英 语》(三)

教 师 备 课 笔 记

Lesson One

Ambuscade

1. William Faulkner — /'wɪljəm 'fɔːknə/
2. We shot him (l. 1) — We killed him (by shooting a bullet through him).
shoot a person/ a bird/ a soldier
shoot a gun/ a bullet/ an arrow
Compare: He shot a bird and cooked it for lunch.
He shot at a bird but missed it.
3. her face the same color... her spectacles shining... (ll. 2-4) — absolute constructions
her face the same color as her hair — *n. + n.*
her spectacles shining against her hair — *n. + v-ing*
her hand at her breast (ll. 8, 9) — *n. + prep. phr.*
4. her face the same color as her hair almost (ll. 2,3) — Her face was pale, almost as white as her hair.
5. against (l. 3) — having a background; in contrast with.
e.g. The pearls looked beautiful against her black dress.
Cf. He put his umbrella against the wall. (in contact with)
6. Bayard Sartoris, what did you say? (l. 4) — Family members do not usually use full names when they speak to each other. Here Granny called the boy by his full name to show that she was talking about a serious matter. She was shocked because he had used obscene language "bastud".
Bayard Sartories — /'beɪəd sə'tɔːrɪs/
7. Only there was the whole army (ll. 5;6) — Here "only" means "but".
e.g. Only he was talking to the sergeant. (l. 48)
She always says nice things to our faces. Only she often speaks ill of us behind our backs.
Cf. Her only job 8 hours a day was to put tops on bottles.
I only pay Buddy 50 cents a week.
8. Only there was the whole army, too, and we never saw them, and now they are coming. (ll. 5-7) — "They" and "them" here refer to the word "army".

9. she dropped into the chair, hard, her hand at her breast (ll. 8,9) —
She fell suddenly and unexpectedly into the chair. “Hard” here means “heavily”. Granny fell into the chair and put her hand at her breast because she was confused and feeling helpless.
10. Ringo (l. 11) — /'rɪŋɡəʊ/
11. We looked up and saw them ride ... the blue coats and the guns. Then we heard the boots and spurs (ll. 12-14) — “Them” here were the Union soldiers. The whole scene is made more vivid by using “blue coats” (union army uniforms) and “guns” instead of “soldiers” and “boots and spurs” instead of “noise made by the soldiers and their horses”.
12. Louvinia (l. 15) — /luːˈvɪniə/
13. Then she said ... and then Ringo and I were squatting ... and the heavy feet coming in and ... the Yankee sergeant shaking the musket... and saying (ll. 16-22) — Here, a sequence of actions took place in rapid succession. But, the main part of the sentence consists of two actions only: “she said” and “Ringo and I were squatting”. All the rest of the sentence consists of adverbial phrases of attending circumstances.
14. grandma (l. 23) — a colloquial way of addressing an old woman
Cf. Granny (l. 1) — used in the family to show endearment like Daddy, Mommy, etc.
15. There are no children in this house nor on this place. (ll. 25, 26) —
“Nor” here means “and not”. It is used after “no” or “not”.
e.g. We were not listening nor (were we) breathing.
I am neither a thief nor (am I) a magician. (Bk. I, L. 3, l. 27)
Cf. But she doesn't catch either the first or the second train. (Bk. L, 1. ll. 47, 48)
16. to keep her skirts spread over us (l. 29) — In this sentence the verb pattern of “keep” is: keep + obj. + past participle. Nouns, adjectives, prepositional phrases, present participles and adverbs can also be used after the object.
e.g. keep Uncle Podger standing on the chair
keep the doors locked
keep Louvinia a slave
keep everyone busy
keep Marco Polo in prison
keep her courage up

17. Is he — it — the one who (l. 35) — Granny was trying to find the right words for her question.

The missing words are: (Is he — it — the one who) they shot dead? Had to — you had — shoot — (l. 38)", similarly, means "Had to—you had to shoot him?"

Granny thought it was a soldier when she heard the sergeant say "him" while talking about the horse. So Granny was shocked, thinking that the sergeant had shot the wounded soldier.

18. The whole regiment betting on him for next Sunday (ll. 40, 41) — Everyone in our regiment bet some money on the horse. We believed that it would win the race next Sunday.
19. but we were not listening (l. 41) — The boys were surprised to hear that they had not killed any soldiers. So they did not Listen to the rest of what the sergeant was saying.
20. We were not breathing either (l. 42) — "Either " means "too" or "also" in a negative sentence.

e.g. But she doesn't catch the first train and she doesn't catch the second train either.

I don't like the red one, and I don't like the blue one either.

Cf. on either side of her (ll. 17, 18)

"Either" here means "one and the other of the two", "both".

e.g. There was grass on either side of the track.

It can also mean "one or the other side of the two".

e.g. Both the objective test and the essay test have advantages and disadvantages. You can have either one.

21. glaring at each other (l. 42) — staring at each other in astonishment
Usually "to glare" means "to look in an angry way".
e.g. The two boys glared at each other, ready to fight.
22. I was almost shouting ... until Granny said it (l. 43) — until Granny said what I wanted to say
23. Didn't — they didn't (l. 44) — Granny wanted to say "Didn't they kill a soldier? They didn't kill anybody, did they?"
24. hard bright eyes (l. 46) — severe bright eyes, showing no kindness
hard words/ a hard father
Cf. hard (l. 8)
25. took off his hat (l. 48) — This was the colonel's gesture of respect for an old lady, an indication that the colonel was a gentleman, not as rude

and impolite as the sergeant.

26. He didn't sound mad at all. (l. 53) — "Mad" means "angry". (AmE)

27. He just sounded cold and short and pleasant. (ll. 53, 54) — "Cold" means "lack of friendly feeling"; "short" means "short in speech"; "pleasant" means "likeable".

The colonel was a gentleman. He didn't openly show his dislike of what the sergeant had done.

The simple-minded sergeant didn't see the irony in the colonel's words. The word "sounded" was used because the boys could not see the colonel. They heard him only. The description of the colonel might have been supplied by Louvinia after the Union soldiers were gone.

28. By whose authority? (l. 54) — Who has given you the right/orders to do so?

e.g. By whose authority are you searching the house?

by the authority of the President of the university/ of the Minister of Education

Cf. school authorities/the highest authority

e.g. He is a great authority on American poetry.

29. fired on United States troops (l. 55) — fired his gun at the soldiers
Preposition "on" is used here to mean "in the direction or vicinity of", and it also implies antagonism.

fire on defenceless women and children

fire on the enemy ship

30. authority enough (l. 56) — "Enough" can come before or after the noun it modifies.

e.g. There is enough food in the house.

There is food enough in the house.

However, "enough" as adverb is always placed after the adjective or adverb it modifies.

e.g. The book is easy enough for second-year students.

I guess I can run fast enough to catch the bus.

31. so here we are (l. 58) — so, we've come here

32. riding peaceful along the road (ll. 58, 59) — "Peaceful" is loosely used here to mean "peacefully".

33. not bothering nobody yet (l. 59) — not bothering anybody

34. when it comes to hiding (ll. 64, 65) — when it is a matter of hiding
e.g. When it comes to mathematics, I know very little.

He can talk at great length when it comes to music.

The girl always says she is very busy when it comes to helping her mother with the housework.

Cf. When she comes to help her mother on Sunday, she usually brings her child along.

35. where her skirt was spread (l. 69) —

Cf. her skirts spread over us (l. 19)

to keep her skirts spread over us (l. 29)

The plural form is used to include the skirt and the layers of petticoats beneath.

36. Granny gave him look for look while she lied (ll. 70, 71) — Granny looked him in the eye, trying to show that she was telling the truth.

Compare:

lie: lied, lied, lying (to tell what the speaker knows is untrue)

lie: lay, lain, lying (to be in a flat, resting position)

37. in or about this house(l. 72) — inside the house and on the plantation or anywhere around the house

Cf. no children in this house nor on this place (ll. 25, 26)

38. mount them (l. 76) — tell the soldiers to get on their horses

mount the children on the bicycle

mount the bicycle

mount the stairs

Also: the mounted police/soldiers

39. Well, sir, you're colonel. (l. 81) — This is another way of saying: "Well, we must do what you say. You are in a position of authority over us."

40. I began to holler (l. 86) — I began to shout. (informal in AmE)

41. I remembered (l. 90) — I remembered I had used obscene language.

42. and she lying back in the chair (l. 91) — and she was lying back in the chair

This is typical Faulknerian style. Sometimes his language seems ungrammatical ("and", being a coordinate conjunction, is not usually used to join a predicate verb "didn't look" and a v-ing form "lying") but it produces the atmosphere desired.

43. I could see Ringo's feet too. (ll. 94, 95) — Bayard realized his mistake. He lowered his head in shame. And thus he saw Ringo's feet, which reminded him Ringo had cursed too.

44. holding to us (l. 99) — holding us tightly so as to be supported by us
It is the same as “hold on to”.
e.g. She held on to the chair to keep herself from falling.
45. let herself down to her knees (l. 101) — knelt down with great difficulty

Comments and Suggestions

The story is told from a boy's point of view. A child learns about things more through his senses than through the working of his mind. For example, “her face the same color as her hair” (she turned pale), “the blue coats and the guns” (enemy soldiers), “I was almost shouting” (I was overjoyed), “her eyes closed and the sweat on her face in big drops” (she collapsed), “I could see Ringo's feet” (I felt ashamed), etc. And he told one part of the story as he learned through the ear when he was hiding beneath Granny's skirts. For example, “we heard the boots and spurs on the porch”, “We heard his spurs in the hall and on the porch, then the horse, dying away, ceasing”. And he also learned about the happenings from what Louvinia said afterward: “the Yankee sergeant shaking the musket at Granny”, “a colonel, with a bright short beard and hard bright eyes”, “his eyes going from Granny's face down to where her skirt was spread, and looking at her skirt for a whole minute and then going back to her face”, etc.

The author tries to make a comic story out of a serious matter. As we see, the boys took war as a kind of game, shooting at soldiers just as they shot at birds. Granny actually betrayed herself by her questions, but the sergeant was too simple-minded to notice it; the Yankee officer, a courteous gentleman, showed respect to the old lady, probably for her courage, and was even sympathetic enough to let the boys go unpunished; and finally, when the crisis was over, life went on in the usual pattern. Granny was more concerned about Bayard's language than the fact that he had nearly killed a man. She who had lied to protect the children at the critical moment now piously knelt down to beg God's forgiveness and washed the boys' mouths that had been made dirty by the word “bastud”.

Lesson Two

Who's Crazy?

1. A bizarre experiment ... has demonstrated that ... (ll. 1, 2) —

- demonstrate + *n.* (ll. 4, 5) — the fallibility of/the ineffectiveness of the medicine
- demonstrate + *that cl.* (ll. 1, 2) — that the psychiatrists cannot distinguish/that the medicine is ineffective
- demonstrate + *wh-cl.* — what effect the medicine has on the symptoms/how effective the medicine is
2. cannot distinguish effectively between...and...(ll. 2, 3) —
distinguish between A and B — between people who are ... and those who are/between a real patient and a fraud
distinguish A from B (ll. 50, 51) — the sane from the insane / the true from the sham
 3. According to its originators ... psychiatric diagnosis. (ll. 4, 5) —
The doctors who have started the experiment report that the results show clearly that psychiatrists can be wrong when they determine in the usual way whether a patient is mentally ill or not.
conventional diagnosis/opinions /clothes/food/designs, etc.
be conventional in clothes/opinion, etc.
 4. It also lends considerable support to the position taken by (ll. 5, 6) —
It also gives ... support to
e.g. The trees are blossoming. They lend colour to the hospital grounds.
The flowers lend cheer to the ward.
Cf. lend money/books to
 5. radical (l. 6) —
a radical change/party/improvement/view
be radical in one's view
 6. R. D. Laing (l. 7) — /læŋ/ or /leɪŋ/
 7. diagnoses (l. 7) — *pl.* of diagnosis
analysis — analyses
basis — bases
crisis — crises
 8. that diagnoses ... for doctors (ll. 7-9) — that doctors say a patient is mentally ill when they find it difficult to decide what is the matter with him
convenient—
a convenient place/time for the meeting
a convenient tool for the job
be convenient for one to say...

Cf. Most of the houses ... are ... rather inconvenient to live in.
(Bk. I, L. 4, ll. 97-99)

9. shamming symptoms of a mild kind (ll. 10, 11) — pretending that they were a little ill
10. gained admission to psychiatric wards (l. 11) —
gain/get/receive/deny admission to university/ an exhibition/an organization, etc.
11. they remained undetected for as long as they could stand it (ll. 12, 13)
— they stayed in the wards without being found out until they could no longer stand the life there
it — remaining in psychiatric wards
remain unchanged / unequalled/unfinished / unknown
12. Once admitted (l. 13) — Once they were admitted
once — if ever; as soon as; when
Cf. Once they were labelled as mentally ill (ll. 15, 16)
Once inside (l. 35) — Once they were inside
13. In every case but one (l. 15) —
but — except
Cf. in almost three quarters of the cases (ll. 60, 61)
There is no one here at all except my servant and myself, (L. 1, ll. 26, 27)
14. pseudopatients (l. 16) —
pseudo- — (prefix) false, seeming to be
pseudoscientific, pseudonym (name used by an author instead of his real name), pseudo-Marxist
15. everything...tended to confirm the diagnosis (ll. 16, 17) —
tend — be likely to
to tend to feel repentance/to forget her key/to avoid giving a direct “yes” or “no” answer/to be conservative, etc.
confirm — make sure of
confirm a report/one’s view/what the doctor said, etc.
16. in the eyes of the medical staff (ll. 17, 18) — according to the medical staff
teaching/hospital/office/regular staff
a small staff of teachers; a member of the teaching/hospital staff; a staff of fifteen, etc.
17. other patients...were much less easy to convince (ll. 18, 19) — it was

much less easy to convince other patients

Compare: The symptoms are difficult to detect.

It is difficult to detect the symptoms.

18. All eight assumed false names (ll. 21, 22)—

assume a serious expression/ a well-informed manner/ a look of anxiety/ an air of cheerfulness/ another name, etc.

19. All eight assumed...so as not to attract... (ll. 21-23) —

in order not to attract/in order that they might not attract/so (that) they might not attract...

20. those connected with the medical profession also invented false occupations (ll. 22, 23)—

profession—a form of employment, especially one that requires knowledge and training in some special branch of advanced learning

the teaching, legal or journalistic profession

occupation—job or employment, way of spending time

His favourite weekend occupation is reading.

job—a piece of work that must be done, regularly paid employment

task—a piece of (especially, difficult) work which must be done

21. ranged from expensive private units to dingy publicly-run institutions (ll. 25,26)—

range from...to.../between...and...

e.g. The cost of operation ranges from a few yuan to hundreds of yuan.

Temperatures range between 36° and 39°C in summer.

The ages of the patients range between 6 and 15.

Cf. varied from 7 to 52 days (ll. 36, 37)

22. within the normal range (l. 29)—

within the range of one's vocabulary/of possibility, etc.

beyond the range of one's ability/of human understanding, etc.

the whole range of human history

a wide range of choice

the range of one's interests

23. The symptoms they complained of (l. 31)—

complain + of — pain(s)/headache/loss of weight/not having time/
being rudely treated/not being given ground
privileges

complain + about — the hospital environment/ somebody's behaviour/ one thing or another

24. The symptoms...were hearing disembodied voices (ll. 31, 32) — Here the v-ing form is used as predicative to the subject of the sentence.
e.g. Their job was checking up on the patients.
What one should avoid is treating the merely confused people as insane.
Admitting him into the psychiatric ward will be labelling him as mentally ill.
Cf. The patients were always hearing disembodied voices.
25. This was sufficient...for them to be classified as mentally ill (ll. 34, 35)—
sufficient (enough) evidence
sufficient evidence to confirm the diagnosis /reasons to support the view/symptoms for them to be diagnosed as mentally ill
classify...as mentally ill
Cf. treat...as (l. 14)
label...as (l. 16)
recognize...as (l. 52)
26. Their stays...varied from 7 to 52 days (ll. 36, 37)—
vary from 75% to 97%
vary between 75% and 97%
Cf. range from...to
range between
27. with an average of 19 days (l. 37)—
e.g. The patients admitted vary from 41 to 193, with an average of 97 a day.
28. As many as a third (l. 38) —
as...as —
as much as three quarters of an hour/as few as one doctor in twenty-five/as late as this morning/ as early as 1933, etc.
29. this did not...raise any suspicions in the doctors' minds (ll. 43, 44)—
raise suspicions/doubts/questions in one's mind
30. Patient engages in writing behaviour (l. 44)—
engage in — take part in; cause to take part in
e.g. to engage in an experiment/ in demonstrating the fallibility of, etc.
31. nursing comment (l. 45) — comment made in connection with the taking care of patients
32. nobody troubled to ask him (ll. 45, 46) — nobody gave himself the trouble to ask him