

ADVANCED COLLEGE
READING

大学
高级
英语
阅读

教师用书
上册

编著 李燕姝 V. G. Myer 北京语言学院出版社

教师用书

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大学 期 限 表

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上册

李 燕 姝

Valerie G. Myer

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前 言

《大学高级英语阅读》教师用书,分上下两册。供教师与两册学生用书配合使用。

教师用书的内容,主要是提供语言难点(包括内容上的和语言上的)注释以及练习答案。在必要的情况下,我们也为一些课文提供了背景知识。

在编写教师用书时,我们尽量做到保持每篇课文内容与形式的一致性,同时也考虑到必要的灵活性。如对练习的第二部分: **Explain the meaning of phrases and idioms**, 就绝大多数课,我们没有提供答案,而是留给学生做,教师检查。但对较难的文章,我们给了答案,供教师参考。

每课书,从讲授到做练习,大致用4—6个学时。我们希望在时间安排上,教师能有一定的灵活性:即根据本校本学期的课程安排,学生的英语水平和接受能力以及课文的长度和难度,灵活掌握每课书所需时间。

我们还为一些课文提供了内容相关的补充课文,目的是对有关文章提供补充材料和背景知识,也希望学生能有更多的阅读量。对于补充材料如何讲授,也由教师酌情而定。对补充材料的练习设计和教案,我们更是依课文特点做了不同的处理。

在编写教师用书的过程中,我们力图充分考虑中国教师在讲授中的要求与需要。我们希望,这套书能受教师们的欢迎,成为他们有用的教学指南和参考资料。

李燕姝

Valerie G. Myer

1992年12月

Preface

This is the teachers' manual for the English textbooks *Advanced College Reading*. The manual consists of two volumes, to coincide with the two volumes of students' books.

The main part of the teachers' books is detailed notes on the text, that is, explanations of difficult language points. Whenever necessary and whenever possible, we also offer background information to the lesson concerned. Then there is the key to the exercises: Paraphrase sentences, True or false, Multiple choice and Advanced grammar practice. Key to the explanations of idioms and phrases is also given when we deem that the article is difficult.

Presumably, each lesson will take 4 to 6 class hours, depending on the length and the degree of difficulty of the article. For some lessons, we have also provided related materials for supplementary reading. The purpose of this provision is two-fold: to offer more articles for students to read and study, and to facilitate students to get a better idea of the background of the lesson in question. Teachers are quite at liberty as how to treat the supplementary reading materials. It is our suggestion, however, that at least enough time is allotted to have students go over the exercises attached to each supplementary reading.

We sincerely hope that the teachers' books will prove to be a

useful guide and reference to all the teachers who use them in their teaching of *Advanced College Reading*.

Li Yanshu

Valerie Grosvenor Myer

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1

Text A Room for One More

Text B Remembering

Detailed notes on Text A :

1. *particularly memorable*: easy to remember because it made a great impression on me. (para 3)
2. *a chemistry major*: a student whose major study was chemistry. (para 3)
3. *I had ... last dime*: I had no plan nor even hope of going anywhere for a vacation, because I had no money left. A dime is 10 cents, one-tenth of a US dollar. (para 4)
4. *This is a predicament ... foreign students*: this awful plight happens often to foreign students. (para 4)
5. *It had been... in our quarters*: the autumn had not been cold, and because we knew we had little money to pay for heating, we had not asked the gas company to put the heating on in our apartment. (para 5)
6. *Suddenly the chill and rain ... in its grasp*: cold weather came to the San Joaquin Valley like a hunter catching its prey. (para 5)
7. *burrowing under my electric blanket*: snuggling under his heated blanket like an animal digging itself into an underground nest. (para 5)

8. *Taking inventory*: looking and making a list of what was there. (para 6)
9. *boxes of Rice-a-Roni*: a kind of rice contained and sold in boxes. (para 6)
10. *cartons of eggs*: in the US, eggs are sold by the dozen. They are packed in cardboard boxes which contain 6, 12, or 18 eggs. (para 6)
11. *brunch*: breakfast and lunch. On Sundays or holidays, many people get up late and they usually have two meals: brunch and dinner. (para 6)
12. *casseroles*: food baked and served in aluminum dishes. (para 6)
13. *circulars for post-Christmas sales*: pamphlets of advertisements from different companies delivered to people about after-Christmas sales of various kinds of goods. (para 7)
14. *my regular treks*: my trips at equally-spaced intervals, every day except Sunday. (para 8)
15. *out of the blue*: unexpectedly (as if good fortune had fallen out of the sky). (para 8)
16. *a modest frame house*: a small house built of wood. (para 9)
17. *relaxed demeanour*: calm and comfortable attitude and behavior. (para 10)
18. *tamale*: a native Mexican food of minced meat and red peppers rolled in cornmeal, wrapped in corn husks, and cooked by baking. (para 11)
19. *small, cramped table*: a table too small for all the family to

sit round it comfortably, and probably not big enough for all the dishes crowded on it at that time. (para 11)

20. *I was to open*: I was expected to open. In the West, it is good manners to open a gift at once and praise it to the person who has given it to you. (para 12)

21. *restocked the kitchen with food*: bought more food to put back into the kitchen to make up for what he had eaten. (para 13)

22. *had a ball*: (slang) had an enjoyable time or experience. (para 14)

23. *an enormous hangover began to pound my aching head*: the effects of too much drinking made me feel ill. A 'hangover' means the dry mouth and headache suffered next morning after heavy drinking. (para 15)

Key to the exercises

2. Paraphrase sentences

(1) I have tried not to be sorry for myself because I was lonely, and have tried to learn what the Christmas festival means, in religious and secular terms, to my American friends.

(2) One has to look deeper than the mass-produced commercial decorations in the shops, the heavy TV advertising, and the yearly orgy of spending, to begin to grasp the emotional warmth and true religious feeling that survive and give meaning to the festival.

(3) My draft of money from home was delayed, probably in the overloaded Christmas mails, so I had no money to

spend.

- (4) All the employees were on holiday for several days, and the only person working was one temporary secretary.
- (5) I could smell the most tempting odours floating from the kitchen, blended together.
- (6) As the years have passed, I have come to recognize the importance of her giving up her privileged place to me, a stranger: this was sincere kindness, offered without affectation or unnecessary ceremony.
- (7) When the writer looked at the tiepin on top of his wardrobe, he knew it would always be a happy reminder of a happy evening when he was alone and miserable, and did not expect any warmth or companionship.

3. True or false

- (1) false, (2) true, (3) true, (4) false,
- (5) true, (6) false, (7) true, (8) false.

4. Multiple choice

- (1) b, (2) c.

Detailed notes on Text B

- 1. This is a very beautiful piece of narrative, moving because it is told so simply. The accumulation of detail is memorable and never boring, because it is carefully selected, and seen through the eyes of the young bride, with whom we empathize.
- 2. *no tears in her eyes... their weight*: her face swollen, as if with the liquid of tears she could not shed. (para 1)

3. *in finery*: in her best, most formal clothes. (para 1)
4. *How shall I ever live it down*: to live something down is to survive a disgrace by earning praise for good behavior. (para 2)
5. *being unused to so long a jolting*: not being accustomed to travelling uncomfortably for such a long time (a jolting ride is a bumpy one). (para 5)
6. *it is not meet*: not correct (old-fashioned usage). (para 6)
7. *A mud hut, thatched, ... in the breeze*: these two sentences have no verbs, deliberately; the emphasis is on nouns, describing what the young bride could see. (para 8)
8. *stiff and with a cramp*: sore and pained from inactivity for so long, because the circulation of the blood was restricted and the muscles made uncomfortable. (para 10)
9. *filled with concern*: his love for her gave him a kind facial expression. (para 11)

Key to the exercises

2. True or false

- (1) false, (2) true, (3) true, (4) false,
 (5) true, (6) true, (7) true, (8) false.

3. Multiple choice

- (1) c, (2) a, b, (3) a, b, (4) b, c, (5) a, b,
 (6) b, (7) a, b, (8) b, (9) b, c.

6. Advanced grammar practice

- (1) have been trying /have you been,
 (2) have met /saw /were not,
 (3) looks /has been burning /have forgotten to switch /

- went,
- (4) to have kept you waiting,
 - (5) was going to buy (or would have bought) /heard /
changed,
 - (6) have been waiting /have known /would be,
 - (7) has been working/returns /shall not have seen,
 - (8) see /will be struck /has improved /went,
 - (9) had told /had already bought/ wouldn't have given /is,
 - (10) shall ring /hasn't answered /have gone /wouldn't have
bothered to come /had known,
 - (11) brought (or have brought)/hadn't/would have been
(or would be),
 - (12) have remembered to tell/had/would have arrived.

2

Atomic Bombing of Nakasaki Told by a Flight Member

Detailed notes on the text

1. *With the atomic bomb . . .* : 'we are' implied. (para 1)
2. *our lead plane* : our leading plane. (para 1)
3. *man-made meteor* : metaphor. The bomb is compared to a natural disaster, a piece of rock hurtling through space. (para 3)
4. *a background of threatening black skies torn open at intervals by great lightning flashes* : this is objective description, factual, but the author mentions it because here the weather description is prophetic of the 'lightning' which will be loosed by the bomb. It adds to the drama. (para 3)
5. *gadget* : a machine, especially a convenient, modern one. It refers to the bomb here. (para 4)
6. *the bomb assembly* : the process by which the bomb is put together. (para 6)
7. *briefing* : technical lecture. (para 7)
8. *navigation* : steering. (para 7)
9. *bail out* : leave the aircraft by parachute. (para 7)
10. *a moving prayer by the chaplain* : the mention of a prayer by the chaplain for the success of slaughtering umpteen

strangers, the traditional breakfast, reminds the reader of the ritual of execution. 'Moving' means emotionally affecting. (para 8)

11. *the supply building*: building where stores are kept. (para 9)
12. *combat missions*: fighting tasks. (para 9)
13. *Mae West*: an inflatable life-jacket for survival in water. Mae West was a plump, blonde film star of the 1920s. (para 9)
14. *flak suit*: protective clothing. (para 9)
15. *take-off time*: usually shortened to 'take-off', the hour at which an aircraft is due to leave. (para 9)
16. *flying field*: the military airport. (para 9)
17. *flagship*: metaphor from naval warfare, when the flagship was the one the others had to follow (cf. standard-bearer in land battles). Here the 'flagship' is an aircraft. (para 10)
18. *The Great Artiste*: a virtuoso performer. Here it is the name of the lead plane. (para 10)
19. *took off*: went into the air. (para 11)
20. *clear sailing for the final and climactic stages of our odyssey*: the weather being fine in our last part of the flying mission. An aircraft does not 'sail', despite the repeated comparison of the planes to ships. The Odyssey is the epic poem from Ancient Greece, by Homer, about the exploits of Ulysses, the victorious Greek hero, who beat the Trojans by superior cunning. After penetrating the enemy city by means of the Trojan horse, which contained armed men, but was taken into the city by the gullible Trojans, Odysseus (also known

as Ulysses) sailed round the Mediterranean for ten years, killing monsters. The journey to Japan to drop the bomb is compared to the stirring, heroic saga of old. (para 11)

21. *Our great ship*; the mood is one of suppressed excitement: 'great' applied to a plane means large, but 'our great ship' carries the overtone of our 'heroic, wonderful carrier of weapons'. Its technological superiority over ordinary aircraft is emphasized. (para 12)
22. *eerie light*; the phenomenon described is known to sailors and pilots is 'St Elmo's fire', an electrical happening. The language in this paragraph is highly-charged and poetic: aircraft propellers had become 'great luminous disks of blue flame', as if there was magic somewhere. The wings are not described as large, but as 'giant'; '... riding the whirlwind through space on a chariot of blue fire' is a sentence full of echoes for the Western reader: angels 'ride the whirlwind' to execute God's orders, often to bring vengeance. A 'chariot of fire'; came down from heaven and took an Old Testament prophet up to his rest. The emotional effect recalls Wagner's 'Ride of the Valkyrie', so we are reading about a heroic deed of battle, accompanied by magic, like the battles of the heroes of old. (para 13)
23. *the precious cargo*; the bomb that was to devastate the city Nagasaki. (para 14)
24. *We soon rode out the storm and our ship was once again sailing on a smooth course ... the Empire*; 'to ride out a storm' is a common metaphor in English for acting with calm courage; and to 'keep one's course', to 'keep

straight', are expressions used of honesty and determination. To be 'direct' is to be straightforward. The apparently 'objective' description manipulates the reader's emotions by using words associated with bravery, integrity and victory. (para 17)

25. *cautioned*: warned. (para 18)
26. *emergency ... flak*: by 'emergency', Captain Bock meant that the air-pressure equipment might fail, or some sharp flying projectile might pierce the hull of the plane's. 'Flak' is flying metal. (para 18)
27. *maintaining a strict radio silence*: Sergeant Curry sent no radio signals, so nobody knew where his plane was, but he listened to other signals. (para 19)
28. *Our genial bombardier*: our friendly expert in charge of bombing. (para 25)
29. *I was on the inside of that firmament, riding above the giant mountains of white cumulus clouds, letting myself be suspended in infinite space*: the firmament is the Biblical word for the universe or space; the literate reader recalls the poem 'The Cloud', by Percy Bysshe Shelley, and the distressed cry of Shakespeare's Hamlet that if it were not for his bad dream he could think himself 'king of infinite space'. (para 26)
30. *There comes a point ... interplanetary space*: both Albert Einstein's Theory of Relativity and science fiction stories are hinted at here. The author is writing about a metaphysical, spiritual experience, as he rides the air like an avenging god. (para 26)