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College Core English
—Reading and Writing
Teacher's Manual Book 1

大学核心英语读写教程 教案 第一册

刘鸿章 编

上海交通大学出版社

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《大学核心英语》读写教程教案
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使 用 说 明

《大学核心英语教案》(以下简称《教案》)是与《大学核心英语读写教程》配套的教师用书。高等教育出版社出版并公开发行的《大学核心英语读写教程教学参考书》主要提供练习答案和“阅读材料”的译文。本《教案》用英文编写,并按课时顺序安排教学内容,便于教师用英语组织课堂教学。本《教案》在内部出版,只供教师参考之用。

《教案》的使用说明如下:

一、目的

1. 为教师提供一份可行的参考性教案,以减少教师备课时间。

2. 力求贯彻《大学核心英语》(以下简称《核心》)编者的教学思想和教学意图,达到预期的教学目的。《核心》是根据《大学英语教学大纲(高等院校理工科本科用)》(以下简称《大纲》)编写的,如果达到《核心》预期的教学效果,在某种程度上也即贯彻了《大纲》的要求。

二、课时安排

《核心》每一册教材的教学时数为60学时,其中《读写教程》为45学时(不包括复习和考试时间)。每册《读写教程》有15个单元,每单元的正常教学时数为3学时。

每个单元的教学项目和时间分配建议如下：

| 学时 | 教 学 项 目 | 教学时间 (单位：分钟) | 总时间 (单位：分钟) |
|----|--|-----------------|----------------|
| 1 | Passage A | | |
| | I. Content | | |
| | A. Worksheet | 20 | |
| | B. Paragraph meaning | } | 15 |
| | C. Summary of the reading passage | | |
| | II. Language | | |
| | A. Explaining language points | 15 | 80 |
| 2 | Passage A (Continued) | | |
| | II. Language (Continued) | | |
| | B. Practice-Phrases to be remembered | 10 | |
| | C. Dictation | 10 | |
| | III. Exercise Check | 10 | |
| | Reading Skills | 20 | 20 |
| 3 | Passage B | | |
| | I. Content: Worksheet | 20 | |
| | II. Language: Explaining language points | 10 | 35 |
| | III. Exercise Check | 5 | |
| | Writing Skills | 15 | 15 |

如果用 4 学时学完一个单元，教学项目和时间分配建议如下：

| 学时 | 教 学 项 目 | 教学时间 (单位: 分钟) | 总时间 (单位: 分钟) |
|----|---|------------------|-----------------|
| 1 | Passage A | | |
| | I. Content | | |
| | A. Worksheet | 20 | |
| | B. Paragraph meaning C. Summary of the reading Passage | 30 | |
| 2 | Passage A (Continued) | | 100 |
| | II. Language | | |
| | A. Explaining language points | 20 | |
| | B. Practice-Phrases to be remembered | 10 | |
| | C. Dictation | 10 | |
| | III. Exercise Check | 10 | |
| 3 | Passage B | | |
| | I. Content: Worksheet | 20 | |
| | II. Language: Explaining language points | 20 | 50 |
| | III. Exercise Check | 10 | |
| 4 | Reading Skills | 25 | 25 |
| | Writing Skills | 25 | 25 |

三、阅读材料A篇、B篇和C篇

(Reading passages A, B and C)

“阅读材料”是《读写教程》的中心部分，目的是根据《大纲》的规定，“培养学生具有较强的阅读能力……获取专业所需要的信息”。在培养学生准确、快速的阅读能力的同时，也重视语言点的训练。

三篇阅读材料的关系如下表:

| 篇 | 性 质 | 教 学 重 点 | 课内/课外 |
|---|-----|-----------------------|----------------------|
| A | 精读 | 重视文章的内容, 也重视语言点的讲解和训练 | 课外预习, 课内讲解和练习 |
| B | 半精读 | 重视文章的内容, 同时讲解语言重点 | 课外预习或不预习, 课内讲解和练习 |
| C | 泛读 | 重视文章的内容 | 课外独立阅读, 课内检查, 一般不作讲解 |

各篇的具体教学要求如下:

Passage A

I. Content (内容)

在学生接触一篇阅读材料时, 首先要求注意文章所表达的内容。也就是说, 学生要运用一切手段(语言知识, 阅读技能, 背景知识等)来理解文章的信息。教师要关心学生能读懂多少, 而不是读不懂多少。在此以后, 才进行语言点的学习。为此, 我们设计了以获取信息为主要目的的 worksheet (活页练习纸)。在这一课堂练习的基础上, 再领会段落大意及全文大意。

A. -Worksheet (活页练习纸)

学生在预习文章的基础上, 在课堂上独立做 worksheet。这一课堂练习的好处是:

- (1) 有助于养成独立阅读的习惯。
- (2) 鼓励学生把注意力放在文章所表达的内容上, 改变外语学习中把重点仅仅放在语言点上的习惯。
- (3) 提高学生参与外语活动的效率。每做一次 worksheet, 学生都有20分钟积极思维、寻找所需信息、快

速地书写英语的机会。

(4) 督促学生预习, 以提高课堂教学的效率。

Worksheet 在上课时发给学生, 其内容在课前不告诉学生。Worksheet 做完后, 教师最好收回批改, 改完后可以发回给学生保存。批改的重点是内容, 不是语言形式。Worksheet 改完后, 要登记分数, 以促使学生重视 Worksheet 的练习。Worksheet 这一练习形式是一种新的尝试, 有助于提高学生的书面理解和表达能力。

B. Paragraph meaning (段落大意)

Paragraph meaning 是为教师准备的, 并不要求学生学习写作段落大意, 也不一定要向学生介绍每一段的段落大意。

C. Summary of the reading passage (全文小结)

Summary of the reading passage 的介绍方式可以有三种, 教师可灵活运用:

(1) 放在 Paragraph meaning 之前讲。

(2) 以 Summary of the reading passage 为主线, 并用有关段落作佐证。

(3) 放在 Paragraph meaning 之后讲。

II. Language (语言)

A. Explaining language points (解释语言点)

语言点的讲解可以从简, 只讲难点和重点, 不求面面俱到。《教案》中只列举了一些要点, 教师可根据具体情况予以增删。

B. Practice--Phrases to be remembered (词组操练)

我们从A篇中选出5个常用词组或句型, 编成句子翻译练习(《教案》中提供了汉英对照的句子)。教师可视情况选用;或用作汉译英,或用作英译汉。本练习最好采用集体口头翻

译的形式,使学生在同一时间里都能得到口头练习的机会,以提高课堂时间的利用率。个别较长的句子可以作为课外或课内的书面翻译练习。

C. Dictation (听写)

Dictation 包括了 Passage A 中的部分词组短语或 Practice--Phrases to be remembered 中操练过的部分词组句型。本项练习在教学时间有富裕时,供教师选用。

III. Exercise check (核对练习答案)

A篇后有8—10个练习,其中3—4个属内容练习,5—6个属语言点(主要是词汇)练习。要求学生在课外完成除Topics for discussion(讨论题)之外的所有练习,教师上课时检查,并扼要地讲解一些难点。Topics for discussion 供水平较高的班级选用。

Passage B

B篇的要求在深度和广度方面都要比A篇低一些。

I. Content

Worksheet 的要求和A篇基本相同。

II. Language

选择部分语言点进行讲解,《教案》所列只供教师参考。

III. Exercise check

要求学生课外做,课堂上检查。

Passage C

要求学生课外阅读,并完成C篇的理解练习,课堂上核对一下答案。对理解上的普遍性错误作些必要的分析。

四、阅读技能 (Reading Skills)

(1)《读写教程》的“阅读技能”讲解部分是用汉语写

的，便于学生理解所述内容。教师可以用汉语讲解。《教案》提供的英语讲解，仅供英语水平较高的班级使用。

(2) 讲解时要简略，抓住重点，只需举出一、二个例子说明，不要面面俱到。例如在介绍利用构词法知识判别词义时，不必详细罗列各种前后缀等。

(3) 阅读技能需要通过学生的实践才能掌握。教材中安排的练习可以在课内有选择地做一部分，其余的要求学生课后做。

(4) “阅读技能”以做练习为主，还要和“阅读材料”有机配合。

五、写作技能 (Writing Skills)

(1) 《读写教程》“写作技能”的讲解部分也是用汉语写的。教师可以用汉语讲解。《教案》提供的英语讲解，仅供英语水平较高的班级使用。

(2) 由于学生已有基本语法知识，写作技能中所列内容并非都要教师讲解，教师的作用是指导学生利用语法知识完成写作练习，课上可分析一些句子和作部分练习。

(3) 这一环节的练习很多，可以有选择地让学生做一些，由教师批改，其余的鼓励学生课外自己做。

(4) “写作技能”和“阅读技能”的教学关系密切。“阅读技能”的教学一般放在写作技能的前面，如第二册的“段内关系”，为第三册以后的段落写作打下了基础。“写作技能”教学只要有可能就要要求学生时时参照“阅读技能”所讲解的内容，逐步地由领会转化为表达。

教学方法因人而异，我们希望使用本教材的教师能创造性地灵活使用，并利用《教案》所提供的内容达到《核心》对培养读写能力所提出的要求。

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UNIT ONE

Reading Passages : Passage A

I. Content

A. Worksheet

1. What is the text about? Circle the best answer.
A) The history of ranches.
B) The adventurous life of the American cowboy.
C) Cowboys and their ranch life.
④) Ranches and their heroes--cowboys.
2. The cowboy's life in the past was different from what the Americans have thought it to be like. Put a T if it is a fact and an F if it is imagination.
A) The cowboy's life is romantic. (F)
B) The cowboy's job is heavy. (T)
C) Ranch life is hard. (T)
D) Cowboys were adventurous before. (F)
E) Cowboys had to be good gunmen before. (T)

3. Fill up the following box to show the changes in the cowboy's life.

| Life in the past | Modern life |
|--|--|
| 1. Cattle-driving was a <u>long hard job.</u> | 1. Cowboys do not have to drive the cattle a long way. |
| 2. There was danger <u>from cattle thieves.</u> | 2. Cowboys no longer have to struggle with cattle thieves. |
| 3. Cowboys had to be <u>skillful and strong.</u> | 3. Cowboys must often be technicians themselves. |

4. Complete the following sentences by giving the causes/purposes.

1) Ranching is important because ranches raise cattle for the meat that people eat.

2) Most ranches are located in flat open country because there is plenty of grass for the cattle to feed on there.

3) The cowboy is regarded as a national hero by the American people because they think that he is brave and strong, unafraid to struggle with wild animals and cattle thieves.

4) In the past driving the cattle was a long hard job because

(1) the cattle had to be driven a long way through open country to the nearest railroad station;

(2) there was danger from cattle thieves on the

way.

5) The cowboys wore wide-brimmed hats because they had to protect themselves from the sun, dust and the rain.

5. Complete the following statements (陈述):

1) People began to raise cattle at the beginning of civilized life.

2) Cowboys began to appear in Texas (place) about 1836 (time).

B. Paragraph meaning

P1 Topic paragraph--Ranch life is hard and demanding.

In many cases, there is a paragraph, usually the first or the last one, that gives a brief account of the main idea of the whole passage. This is called the topic/concluding paragraph. But at the present moment you don't have to tell the students what to call it, only ask them to notice this phenomenon. In this paragraph, the second sentence is the key sentence, "(But) ranch life is ... a hard business, demanding strength and a great deal of work."

P2-P3 These 2 paragraphs (para. for short) give some details about the ranch: 1) an old important industry, 2) located in flat open country,

and 3) always fighting with natural dangers. Explain why ranching is called an industry. In a broad sense, an industry is "a particular sort of work, usu. employing lots of people and using machinery and/or modern methods", e.g., trade, tourism. Since present-day ranches are often large and use modern machinery, ranching can certainly be regarded as a type of industry.

P4 The subtitle makes it clear that this para. tells how ranches came into being. The people who kept cattle first "wandered from place to place", and then settled down "in the places where the food and water were plentiful".

P5-P8 As the subtitle indicates, this section is about the hero of the ranch -- the cowboy.

P5 The cowboy is regarded by the Americans as the hero of the nation because of his adventurous life and bravery. (This para. will be dealt with in detail in Reading Skills, so there is no need to discuss it now.)

P6 When and where the American cowboy first appeared.

P7 The real life of cowboys. Their work was hard, including 1) rounding up the cattle, 2) driving them over long distances to railroad stations, and 3) often having to struggle with cattle thieves. Ask

the students to explain "The cowboy rose at sun-up to start the cattle moving." Also ask them why "They had to be skilled horsemen and good gunmen." Answer: "The cowboys had to roundup large herds of cattle and drive them all day through the heat or dust or wind. Also they often had to struggle with wild animals and cattle thieves. So they had to ... be good gunmen."

Draw the students' attention to these sentences: "Their clothing was made for protection. The wide-brimmed hat was worn to protect them from the sun, dust and the rain." In comparison with the phrase "the most colorful people" (para. 5), it can be seen that although people may think that the cowboy's life is romantic, he is in fact a practical person. Note that the word "colorful" might refer to clothes and also mean "interesting" and "exciting".

P8 The cowboy's life has greatly changed, that is, has been modernized. 1) He no longer has to struggle with thieves. 2) The long cattle drive is a thing of the past. 3) Modern inventions have taken over many of his old jobs.

C. Summary of the reading passage

The passage is divided into three parts.

Part 1: A general account of ranch life.

Part 2: How the ranch came into being.

Part 3: The cowboy is the center of the ranch,
but much of his old adventure has gone.

Note: While discussing the text, it is worthwhile to encourage the students to quote the key words and expressions from it. However, they must try to use them in original sentences.

II. Language

A. Explaining language points

The following notes are only for your own reference. You don't have to bring out all of them in class.

P1 the Wild West—the formerly scarcely inhabited western part of the United States, which covers such states as California, New Mexico and Texas.

P2 cowgirl—an analogy of 'cowboy'. Examples: sunrise — earthrise (as seen from the moon), overproduce — underproduce, housewife — husband. These words are generally nonce words.

P3 open country—the unclosed land which is used for farming or left unused

P3 be on guard against + N —be ready to protect oneself against sth. 提防, 警惕