

College English (Revised Edition)
Intensive Reading

Teacher's Manual

大学英语(修订本)

精读

教案

4



上海外语教育出版社

BOOK FOUR

《大学英语》(修订本)精读教案

第四册

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编者的话

本书的编写目的

为了实现教育部提出的“面向 21 世纪,将大学英语教学推上一个新台阶”的目标,为了更有效地发挥《大学英语》(修订本)精读这一优秀教材的作用,进一步提高大学英语课堂教学的质量,我们以“培养学生具有语言知识,交际能力和综合素质”为指导思想,编写了这套教案。我们力图在课文教学的过程中引导学生理解课文的深层内涵,启发他们在学习语言的同时联系自己的思想感情去思考和讨论实际生活中的各种问题。这个过程,是培养学生的思考能力和语言运用能力的过程,是运用当今教育界所提倡的启发式、研讨式、合作式等新型教学方法,做到师生双向交流和共同探究人生课题的过程。

本书的特色

本书对课文和词汇的处理有以下特点:

课文:我们将讲解与提问融为一体,以提问导入讲解与讨论。对所提问题的设计不局限于“回顾事实”,“理解句义”,“复述要点”,而是针对不同的课文主题,语言风格,作者态度,以及教学进程,将所提的问题分门别类。例如,在方法上,将它们分为引导式、分析式、推理式、归纳式、卷入式、连环式、挖掘式、评价式等等。在内容上,分为深层理解类、释疑类、思考类、感受类、辩理类、常识类、关联类、创造类等等。在操作上,则采用学前问,学中问,学后问的作法。学生自始至终被置于有引导、有启迪并与己相关联的

问题当中,在反应,讨论或回答问题时自觉或不自觉地变被动听讲为主动参与,从而使语言教学过程变成教师与学生,读者与作者,课堂与社会的交流过程。

词汇:我们力求将知新与温故,英语与汉语,语言知识与实际运用相结合,如把当课的新词与近义旧词相对应,把课文里的英语短语与汉语表达相比较,选择部分词汇按意义属性归类或按习惯搭配,选择部分重点词造句并对话。为了有利于学生在交际环境下运用词语,我们为造句设定了思考前提和交际语境,这些前提和语境均与社会的常人、常事、常识、常理有关。

本书的编写出版还基于以下考虑。《大学英语》(修订本)精读配有计算机多媒体教学辅助光盘,学生可以“无师自通”。这一事实为课堂教学提出了更高的要求,意味着课堂教学必须做人机教学所不能替代的事情,即教师与学生面对面的语言交流。这种交流,是活生生的语言运用过程,是学生在没有现成答案的情况下动脑,动口和动手的过程,是涉及语言与思维、社会、文化、交际、素质等交融的过程。本书乃是对努力达到这一要求所作的一次尝试。

本书共四册,由夏纪梅主编,参加编写的有张佩雯,姚玉萍,冯芃芃,黄继炎,在编写过程中,曾由美国专家 Judith Coopy 和 John Garoute 协助审阅,王宗炎,秦秀白等专家学者对本书的编写都曾予以关心和支持,责任编辑杨自伍先生也自始至终悉心指导,热情鼓励,谨在此一并致谢。

编者

1998年9月

使用说明

本书是配合《大学英语》(修订本)精读的教师用书之一。各单元由以下内容组成:

教学目的:通过提问和讨论,培养学生分析、推理、归纳、综合等思考能力和表述、研讨、争辩、应答等语言运用能力。

教学重点:挖掘课文中富有“内涵意义”,“延伸意义”的语言内容,注重人对社会现实的思考。

教学过程:就课文段落设问,提问和讨论。就词汇短语的意义,搭配和用法展开练习。主要内容有:

Study of the Text

(Content-based Study)

Pre-teaching: Warm-up Questions and Introductory Remarks

In-teaching: Text and Questions for Discussion

Post-teaching: Summary Questions and Concluding Remarks

Study of the Words and Phrases

Meaning: New Words and Old Words

English and Chinese Phrases

Vocabulary File: Collocation

Classification

Usage / Use: Sentence Making in Dialogues

(注:为了便于操作,我们在 Study of the Text 这部分将课文原文与设计的问题融为一体。本教案提供的答案或解释虽然已经过

编者三番五次的推敲,但仍然可能有不同的理解。教师和学生
讨论中可以有所争论和充实。)

教学效果:在提问和讨论的过程中,力求达到以下语言教学效
果:

教师: stimulating	学生: engagement
facilitating	involvement
activating	enjoyment
enabling	

本书可与《大学英语精读教师用书》合用。为免重复,本书不
提供课文背景,例句举示,练习答案等《教师用书》已提供的内容。
相对而言,本书侧重的是师生之间的课堂交际对学生语言运用
能力与综合素质的培养。

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Unit One

BIG BUCKS THE EASY WAY

教学目的: 引导学生领悟“一分耕耘一分收获”的道理, 丢掉“big bucks the easy way”的幻想。

教学重点: 如何与别人合作, 如何克服困难。
课文中各人的心理活动。

教学过程: Study of the Text

Warm-up Questions and Introductory Remarks

Teacher: Before we study the text, let me ask you some questions.

1. Do you depend on your parents financially?
2. Do you work part-time? Why do you work part-time?
3. What kind of part-time job have you done?
4. Is it easy to earn money by working part-time?
5. Are there any easy ways to make much money?

There is no easy way to make big bucks. You have to learn quickly, work hard and be smart before you get your share. In the U.S.A. anyone who wants to become successful has to rely on his / her own efforts. That's why many American parents encourage their children to do part-time jobs while studying in college or even in high school. This story tells us something about that. Let's see what we can learn from it.

Text and Questions for Discussion

Lines 1 - 9

"You ought to look into this," I suggested to our two college-age sons. "It might be a way to avoid the indignity of having to ask for money all the time." I handed them some magazines in a plastic bag someone had hung on our doorknob. A message printed on the bag offered leisurely, lucrative work "Big Bucks the Easy Way!" of delivering more such bags.

"I don't mind the indignity," the older one answered.

"I can live with it," his brother agreed.

"But it pains me," I said, "to find that you both have been panhandling so long that it no longer embarrasses you."

Questions

1. What did the father tell his college sons to think about?
(To deliver bags of magazines to make some of their own money.)
2. What was the sons' attitude toward the father's suggestion?
(They showed no interest and no desire to do a part-time job and they had no sense of indignity of asking for money.)
3. What was the father worried about?
(The sons would become used to or feel content with living by asking for money all the time.)

Lines 10 - 22

The boys said they would look into the magazine-delivery thing. Pleased, I left town on a business trip. By midnight I was comfortably settled in a hotel room far from home. The phone rang. It was my wife. She wanted to know how my day had gone.

"Great!" I enthused. "How was your day?" I inquired.

"Super!" she snapped. "Just super! And it's only getting started. Another truck just pulled up out front."

"Another truck?"

"The third one this evening. The first delivered four thousand Montgomery Wards. The second brought four thousand Sears, Roebucks. I don't know what this one has, but I'm sure it will be four thousand of something. Since you are responsible, I thought you might like to know what's happening."

Questions

1. Why did the mother phone the father?

(She wanted him to know what was going on at home.)

2. How do you understand the word "super" she snapped?

("Super" means very good. But, she "snapped" it, which means she was very angry. She was being sarcastic, i.e. she meant the opposite of what she said.)

3. Can you paraphrase the sentence "Another truck just pulled up out front"?

(Another truck has stopped outside in front of our house to deliver more materials.)

4. Do you know anything about Montgomery and Wards and Sears?

(See Note 2 in your textbook.)

5. What are the four thousand things each truck delivered?

(They are ads from the stores or companies.)

6. Why did the mother say "You are responsible"?

(It was the father who had asked the sons to do the magazine-delivery job.)

Lines 23 - 29

What I was being blamed for, it turned out, was a newspaper strike

which made it necessary to hand-deliver the advertising inserts that normally are included with the Sunday paper. The company had promised our boys \$ 600 for delivering these inserts to 4000 houses by Sunday morning.

"Piece of cake!" Our older college son had shouted.

"Six hundred bucks!" His brother had echoed, "And we can do the job in two hours!"

Questions

1. Which company did the two sons do the delivery job for?
(The Sunday Newspaper Company.)
2. Why did each truck deliver 4000 of the inserts?
(Each one was from a different company and had the ads the sons were required to deliver to 4000 houses.)
3. What did the elder son mean by "piece of cake"?
(Easy job and easy money.)
4. Why did he think so?
(He had no idea of how much work it would mean.)
5. What made the two sons pick up the work actually?
(The \$ 600.)

Lines 30 - 35

"Both the Sears and Ward ads are four newspaper-size pages," my wife informed me. "There are thirty-two thousand pages of advertising on our porch. Even as we speak, two big guys are carrying armloads of paper up the walk. What do we do about all this?"

"Just tell the boys to get busy," I instructed. "They're college men. They'll do what they have to do."

Question

What did the father mean when he said "They are college men."?

(He meant that they were grown-ups, and should be capable of dealing with the situation.)

Lines 36 – 50

At noon the following day I returned to the hotel and found an urgent message to telephone my wife. Her voice was unnaturally high and quavering. There had been several more truckloads of ad inserts. "They're for department stores, dime stores, grocery stores, auto stores and so on. Some are whole magazine sections. We have hundreds of thousands, maybe millions, of pages of advertising here! They are crammed wall-to-wall all through the house in stacks taller than your oldest son. There's only enough room for people to walk in, take one each of the eleven inserts, roll them together, slip a rubber band around them and slide them into a plastic bag. We have enough plastic bags to supply every takeout restaurant in America!" Her voice kept rising, as if working its way out of the range of the human ear. "All this must be delivered by seven o'clock Sunday morning."

"Well, you had better get those guys banding and sliding as fast as they can, and I'll talk to you later. Got a lunch date."

Questions

1. In what cases does people's voice become unnaturally high and quavering?
(When they are excited, angry, upset and the like.)
2. What does "magazine sections" mean?
(Parts of magazines, 8 or 12 pages long.)

3. How many steps are there in the process before delivering?
(Five: take out, roll, slip, band and slide.)
4. Can you paraphrase the sentence "Her voice kept rising, as if..."?
(Her voice was rising to such a pitch that it was becoming unbearable. We can imagine that the father had to hold the receiver away from his ear.)
5. What was the father's reaction?
(Tell the boys to work as fast as they can.)

Lines 51 - 66

When I returned, there was another urgent call from my wife.

"Did you have a nice lunch?" she asked sweetly. I had had a marvelous steak, but knew better by now than to say so.

"Awful," I reported, "Some sort of sour fish. Eel, I think."

"Good. Your college sons have hired their younger brothers and sisters and a couple of neighborhood children to help for five dollars each. Assembly lines have been set up. In the language of diplomacy, there is 'movement.' "

"That's encouraging."

"No, it's not," she corrected. "It's very discouraging. They've been at it for hours. Plastic bags have been filled and piled to the ceiling, but all this hasn't made a dent, not a dent, in the situation! It's almost as if the inserts keep reproducing themselves!"

"Another thing," she continued. "Your college sons must learn that one does not get the best out of employees by threatening them with bodily harm."

Questions

1. The father "had had a marvelous steak, but knew better by now than to say so". Why didn't he tell the truth?
(He knew his wife was angry and would only be angrier if he told her he was having a good time.)
2. What do you think of the father's answer?
(Clever and sensible. It is a lie, a harmless lie, one told in order to avoid upsetting somebody.)
3. Why did the father say "That's encouraging"?
(The sons were learning how to solve the problem of manpower shortage: they hired other people to help, and learnt to improve efficiency by establishing assembly lines.)
4. Why did the mother say "It is very discouraging"?
(The measures weren't working at all.)
5. What do you think about "threatening ... with bodily harm"?
(The sons were trying to bully the younger children to work faster. It wouldn't work.)

Lines 67 - 77

Obtaining an audience with son No. 1. I snarled, "I'll kill you if you threaten one of those kids again! Idiot! You should be offering a bonus of a dollar every hour to the worker who fills the most bags."

"But that would cut into our profit," he suggested.

"There won't be any profit unless those kids enable you to make all the deliveries on time. If they don't, you two will have to remove all that paper by yourselves. And there will be no eating or sleeping until it is removed."

There was a short, thoughtful silence. Then he said, "Dad, you have just worked a profound change in my personality."

"Do it!"

"Yes, sir!"

Questions

1. What do you think of the father's bonus program?

(It is reasonable and logical. Bonus is a popular incentive that management adopts. Sometimes we have to lose something in order to gain something. If you are reluctant to use a small bait, you can hardly get a big fish.)

2. Did the son understand that at first thought?

(No. He thought the more the workers got, the less he obtained.)

3. Then how did he respond?

(He got the point and accepted his father's nudge because his father talked sense.)

4. Why did the son answer "Yes, Sir"?

(He had come to realize it was a business and he took the father's instructions as an order.)

Lines 78 - 86

By the following evening, there was much for my wife to report. The bonus program had worked until someone demanded to see the color of cash. Then some activist on the work force claimed that the workers had no business settling for \$ 5 and a few competitive bonuses while the bosses collected hundreds of dollars each. The organizer had declared that all the workers were entitled to \$ 5 per hour! They would not work another minute until the bosses agreed.

The strike lasted less than two hours. In mediation, the parties agreed on \$ 2 per hour. Gradually, the huge stacks began to shrink.

Questions

1. What does “see the color of cash” mean?
(See Note 7 in your textbook.)
2. What do you think of the neighborhood children?
(They were realistic and had a sense of economics. They were afraid that the big guys would deceive them. So they demanded to see if the big guys really had the money. As they were not satisfied with the little money for the hard work, they even started a strike. And they won.)
3. What’s the difference between the original payment and the demanded one?
(The original payment was five dollars per person, while now they demanded five dollars per hour.)
4. Who probably played the mediating role?
(The mother.)
5. What was the result?
(Through the third party’s mediation, the two sides, the boss and the workers, agreed on the bargain of \$ 2 per hour.)

Lines 87 – 94

As it turned out, the job was completed three hours before Sunday’s 7 a.m. deadline. By the time I arrived home, the boys had already settled their accounts: \$ 150 in labor costs, \$ 40 for gasoline, and a like amount for gifts — boxes of candy for saintly neighbors who had volunteered station wagons and help in delivery and a dozen roses for their mother. This left them with \$ 185 each — about two-thirds the minimum wage for the 91 hours they worked. Still, it was “enough,” as one of them put it, to enable them to “avoid indignity” for quite a while.