

高等学校试用教材

大学英语

(文理科本科用)

精读

INTENSIVE READING

教师用书

1



上海外语教育出版社

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上海外语教育出版社出版
(上海西体育会路 119 号)
上海文光印刷纸品厂印刷

787×1092 毫米 1/16 11.75 印张 282 千字
1987 年 3 月第 1 版 1987 年 3 月第 1 次印刷

WY(113) 定价: 1.75 元

ISBN 7—81009—006—2

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(内部交流)

说 明

《大学英语(文理科本科用)》试用教材是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材。分精读、泛读、听力、快速阅读、语法与练习五种教程。

本书是精读教程第一册的教师用书,共分三个部分:

- 一、教案
- 二、练习答案
- 三、参考译文

各单元教案基本上按以下五部分编写:

(1)背景材料(Information Related to the Text)包括作者生平、人物介绍、相关课文的英美文化教育、社会生活以及风土人情等背景知识。

(2)导言(Introduction)包括说明课文主旨或介绍写作特色的开场白(Introductory Remarks),检查学生预习情况的课堂提问(Introductory Questions)和帮助学生领会课文以及培养学生语言技能的预备性课堂活动(Warm-up Activity)等。

(3)语言点(Language Points)包括课文难点注释以及句型、习语使用的例证等。

(4)课堂活动(Suggested Activity)主要包括对话(Pair Work)、小组讨论(Group Discussion)、表演片断(Role Playing)等。

(5)补充练习(Additional Exercises)包括听写(Dictation)、课文复述(Guided Retelling)、课文摘要(Guided Summary)、听力理解(Listening Comprehension)等。

在具体安排教学活动时,上述内容,教师可根据自己的教学实际情况删选使用。

本书教案部分由本教材试点班教师合作编写。编写时,严格按照教学大纲和本教材的要求,并力求反映近年来文理科英语教学改革成果。教案内容的编排侧重于学生综合运用语言技能的培养,执笔者有张增健、陈寅章、姚燕瑾。

练习答案与参考译文由教材编写组成员翟象俊、张增健、王德明、任建国、赵建、杨晨等提供。

本书编写过程中,承我校陆谷孙教授和美籍专家 Janet M. Helfand 修改、润色,完稿后蒙程雨民教授和孙骊教授主审,特此一并致谢。

编 者
一九八六年七月
于复旦大学

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教案部分

Unit 1

HOW TO IMPROVE YOUR STUDY HABITS

I. INFORMATION RELATED TO THE TEXT

1. Average intelligence

The word "intelligence" may mean many things. The basic meaning is "the capacity to acquire and apply knowledge." Here "average intelligence" means "normal ability to learn and understand." A student with average intelligence or an average student is a student neither very bright nor very dull who does sufficiently well but wins no distinction. When we say a person is intelligent, we usually mean he or she studies and learns fast, or comes up with clever solutions to problems.

2. Hobbies and habits

hobby -- a leisure-time interest or activity taken up primarily for pleasure. A hobby may involve the development of intricate knowledge of or capability in a special field. For example: stamp-collecting, photography, travelling, and bird-watching.

habit -- a tendency to repeat an act again and again, or a behaviour pattern that has a degree of unconscious stubborn repetition. For example: a habit of scratching one's head when thinking, the habit of smoking, a habit of thrift, a reading habit, and a note-taking habit.

3. Scanning and skimming

Scanning and skimming are two major fast reading skills.

These two terms are sometimes used interchangeably. Generally, however, scanning is defined as the ability to locate specific information or facts as rapidly as possible. Usually, when you scan for information, you know what you are looking for before you begin. In contrast, skimming is defined as the ability to identify main ideas while rapidly discarding minor points.

II. INTRODUCTION

A. Introductory Remarks

"How can I study well?" This question must have occurred to you from time to time. Have you found a satisfactory answer for yourself?

In fact, no one can offer an all-cure kind of answer to the question. How to study well -- it depends on an interplay of many factors, such as motivation, determination, mental ability, preparedness to work hard and method of study. One thing is certain, though: good study habits, or effective learning techniques, will lead you to a successful college career. In this lesson, the author suggests several simple ways of improving your study habits. Of course, you may have come up with some helpful learning techniques of your own. To share them with your classmates you'll be invited to a discussion on how to improve study habits.

B. Introductory Questions

The following is a set of statements about the text, some true, others false. If a statement is true, students are expected to repeat it; if the statement is false, they are supposed to make the necessary changes to turn it into a true one.

1. A student with average intelligence can hardly be a top student unless he does a lot of additional work. (F) (He or she can be a top student without additional work.)
2. A weekly schedule or chart of time will solve all of your problems. (F) (It may solve some, but not all.)
3. You should spend as much time as possible on your work.
(F) (You should have adequate time for both work and play.)
4. A good place for study should be comfortable and have no distractions. (T)
5. Skimming means reading a passage carefully and slowly. (F)
(It means looking over a passage quickly before you begin to read it more carefully.)
6. Being attentive and taking notes in class will save you a lot of time after class. (T)
7. If you review class work regularly, you will surely get better grades on tests. (T)
8. The main purpose of a test is to provide grades. (F) (The purpose of a test is to show what you know about a subject.)
9. Improving your study habits means having better learning techniques. (T)
10. The author thinks he has covered all important study techniques

in his article. (F) (He says he has just mentioned a few.)

III. LANGUAGE POINTS

1. This is not necessarily the case, however. -- But this might not be true sometimes.

be the case: be true; be the actual condition

Examples:

- He thought he had found the right answers, but that was not the case.
- She believes she is good at reading comprehension, but actually that is not the case.
- With computers we can do complicated mathematical problems in seconds. A few years ago it was not the case at all.

2. committed time -- time committed for necessary purposes, that is, time required to fulfil one's obligations or necessities

3. decide on: decide in favour of; determine

Examples:

- He has decided on a date for departure.
- We decided on a trip to the North.
- I have not yet decided on any definite plan.

4. be sure (to do sth.): not fail (to do sth.)

Examples:

- Be sure to leave adequate time for play.
- Be sure to write to us as soon as you get there.

-- Be sure not to be late again.

5. set aside: put aside for later use; reserve for a special purpose

Examples:

-- Have you set aside some money for a possible emergency?

-- She set aside part of her dinner for next day's lunch.

-- He tried to set aside a few minutes each day for his oral practice.

6. normal reading and work assignments -- regular reading and homework both assigned by the teacher

7. be aware of: have knowledge of; realize

Examples:

-- Everyone should be aware of the dangers of cigarette smoking.

-- Are you aware of your mistakes?

-- I stayed indoors too long to be aware (of) how cold it was outside.

Note: When "be aware" is followed by a that-clause, the preposition "of" should be dropped out, for example:

-- He is fully aware that he is late for the meeting.

8. enable ... to do: make ... able to do

Examples:

-- Airplanes enable people to travel great distance rapidly.

-- Her aunt's gift of £100 enabled her to pursue her studies.

-- The rabbit's speed enabled it to get away.

9. concentrate on: keep or direct all one's efforts, thoughts, attention

etc. to

Examples:

- He concentrated on his reading so that he could understand the story.
- Please concentrate on your work.
- She concentrated on one aspect of the problem to the exclusion of all others.

10. look over: examine; inspect

Examples:

- I looked hurriedly over the apples in the basket and took one that looked good.
- They looked over several kinds of new bikes before making up their minds which to buy.
- My sister is busy looking over her mail.

11. and ... as well: also; too

Examples:

- This book tells about Lu Hsun's writings, and his life as well.
- Father bought his daughter a doll, and a picture book as well.

12. go over; read again; review; examine

Examples:

- After you finish the test paper, go over it again to look for mistakes.
- We often went over our lessons together at night.
- Our teacher is busy going over examination papers.
- Let me go over this problem again.

13. remain confused about -- be still confused about
be confused: be bewildered; be mixed up

Examples:

- The students~~s~~ showered me with so many questions that I really got confused.
- I am confused about the difference between these expressions.

14. Regular review leads to improved performance on tests. -- By reviewing your notes and textbook regularly you are most likely to achieve better grades on your tests. (Or: ... you will naturally improve your grades on tests.)

lead to: have as a result; cause

Examples:

- Hard work leads to success.
- The wording is too vague; it is likely to lead to ambiguity.
- This kind of academic research will not lead to any practical result, I am afraid.

15. share with: use or have with others

Examples:

- I share the office with two other teachers.
- Share the candy with your sister.
- May I share your umbrella (with you)?

IV. SUGGESTED ACTIVITY

It is suggested that the students have a group discussion about their own study habits after the text material is fully explained.

Procedure

Step 1: The teacher will put down on the blackboard the following list of study habits. The students may use it as a guide in their discussion.

- a. Previewing the lesson so well as to almost learn it by heart.
- b. Very attentive but not very active in class.
- c. Taking notes in class but unable to go over them afterwards.
- d. Reading the new words and expressions aloud early in the morning while taking a walk on campus.
- e. Often worry about tests, sometimes even afraid to sit for them.
- f. Not reviewing what has been learned until there is a quiz or test.

Step 2: The class is to be divided into groups of 5-6. One student will be appointed group leader, another secretary and a third oral reporter. Students are expected to give their opinions about each or some of the study habits listed above. It would be especially beneficial if students could tell about some helpful learning techniques of their own.

Step 3: After 10 or 15 minutes of discussion, the reporter will be asked to make an oral account of what his or her group has discussed.

Step 4: The teacher will make a brief summary of what the students have reported. If necessary, the teacher may make some comments on the group reports.

A Suggested Summary

Students have agreed in the discussion that previewing a lesson by memorizing it isn't a good idea. It's better to skim and then read the assigned material rather than memorize it. Students should be both attentive and active in class. They should take notes and go over them regularly. Reading new words and expressions aloud is a good practice. It is also agreed that students should not worry too much about tests, though some in this class admitted they simply couldn't help worrying. Regular review makes the reading material more meaningful and is a better study habit than waiting to begin reviewing until a quiz or test is announced.

V. ADDITIONAL EXERCISES

A. Dictation

Reading is the most useful learning skill one should acquire. Consider how much time the average student spends every day reading books, newspapers, letters and so on. Eighty-five percent of university work, it is estimated, needs reading. In fact, the better you read, the more you will succeed in your studies.

Reading is the understanding of words and of the links, hidden or expressed, between them. Poor readers are those who move their eyes from word to word without knowing the relationship between them. An intelligent student, on the other hand, examines his reading habits from time to time, so that he will come to know his strong as well as his weak points, thus improving his skills.

B. Listening Comprehension

Each year several thousand young people come to Britain to study English. They come from all over the world. The following is a dialogue between a British reporter and a Japanese young woman.

R: Is this your first visit to England?

W: No, this is my second visit. I first came to Britain in August, 1979. That time I was here on holiday -- just sightseeing, but during that holiday I decided that I would come to England and study English.

R: How long will you be here for this time?

W: I arrived in January and I'll stay until December, 1980.

R: Are you enjoying your stay here?

W: Yes and no. Some things are much better than I expected but other things are not so good. I enjoy my lessons very much but I sometimes find it difficult to practise my oral English. English people are very kind but it seems they don't like to talk with people from abroad.

R: Are you learning English for any particular reason?

W: Yes. At home in Japan I work in advertising and many of the words we use are English, so I want to understand English better because that will help my job.

R: Did you learn English at home in Japan before you came to study English here?

W: Yes, when I was a student in Japan I studied English for six years. But that was a long time ago and in the meantime I forgot all my grammar. So before I came to England I went to English classes for two hours each week for six months. Now I study 20 hours each week and sometimes I have an extra lesson.

R: What do you miss most about Japan while you are here in Britain?

W: Leo -- he is my dog. He is five years old. I miss him very much.

Make a True / False response to each of the following statements:

1. The Japanese young woman has been to England twice. (T)
2. She decided to learn English in Britain when she was in high school at home. (F)
3. She decided to learn English in Britain because she liked the language so much. (F)
4. She came to Britain to learn English in August, 1979. (F)
5. She will stay in Britain for a year. (T)

6. It seems that English people don't like to talk with foreigners very much. (T)
7. She works as an engineer in Japan. (F)
8. Before she came to Britain, she took English classes. (T)
9. Now she is studying English at least 20 hours a week. (T)
10. What she misses most is a five-year-old boy named Leo. (F)