

College English (Revised Edition)
Intensive Reading

Teacher's Manual

BOOK SIX

大学英语 (修订本)

精读

教案



上海外语教育出版社

《大学英语》(修订本)精读教案

第六册

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上海外语教育出版社

图书在版编目(CIP)数据

《大学英语》(修订本)精读教案. 第6册/戴凡

主编. - 上海:上海外语教育出版社,2001

ISBN 7-81080-081-7

I. 大… II. 戴… III. 英语-高等学校-教案
(教育) IV. H319.3

中国版本图书馆 CIP 数据核字(2001)第 04109 号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 65422031 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杨自伍

印 刷: 上海锦佳装璜印刷发展公司

经 销: 新华书店上海发行所

开 本: 850×1168 1/32 印张 7.25 字数 178 千字

版 次: 2001 年 4 月第 1 版 2001 年 4 月第 1 次印刷

印 数: 3 200 册

书 号: ISBN 7-81080-081-7 / G · 032

定 价: 10.60 元

本版图书如有印装质量问题,可向本社调换

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。在操作上,则采用学前问、

学中问、学后问的做法。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。在第五册与第六册的课文分析中增加了 Feature Studies 这一部分,通过分析作品类型、写作风格或文体特点,增加学生的语言知识、文体知识以及写作知识,提高学生的欣赏和理解能力,将语言学习升华到更高层次上。

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,如把每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,是学生在没有现成的答案的情况下动脑、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。

本书第五册、第六册,由戴凡主编,参加编写的有冯芃芃、何玉梅、谭立新、张佩雯。我们衷心感谢夏纪梅教授为本书编写作出的前期铺垫和一直以来的关心。本书的框架完全按照由她主编的《大学英语(修订本)精读教案》1-4册为蓝本,Feature Studies 也是在她的建议下增加的。在编写过程中,曾由英国专

家 Dr. Elizabeth Perry、美国专家 John Garoute 协助审阅, 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
2000 年 1 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”和“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:	Introductory Questions and Remarks
In-teaching:	Text and Questions for Discussion
Post-teaching:	Summary Questions and Concluding Remarks Feature Studies

Study of the Words and Phrases

Meaning:	New Words and Old Words English and Chinese Phrases
Vocabulary File:	Collocation Classification
Usage / Use:	Vocabulary Enrichment in Context

(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。为避免重复,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。

Contents

UNIT ONE	RESEARCH REPORTS FOR BUSINESS AND TECHNICAL WRITING	1
UNIT TWO	THE BEGINNING OF A CAREER	18
UNIT THREE	THE QUEST FOR EXTRATERRES- TRIAL INTELLIGENCE	35
UNIT FOUR	THE LIBRARY CARD	53
UNIT FIVE	HOW COULD ANYTHING THAT FEELS SO BAD BE SO GOOD?	76
UNIT SIX	THE MONSTER	99
UNIT SEVEN	ZERITSKY'S LAW	127
UNIT EIGHT	THE ROLE OF SCIENCE FICTION ...	157
UNIT NINE	LOOK FOR THE RUSTY LINING	181
UNIT TEN	DEBATING THE UNKNOWNABLE ...	200

Unit One

RESEARCH REPORTS FOR BUSINESS AND TECHNICAL WRITING

教学目的: 帮助学生初步掌握调查、研究报告的写法

教学重点: 理解报告中各部分的侧重点及其对报告整体效果的影响, 以及认识我们在科学研究中应持的态度。

教学过程: Study of the Text

Introductory Questions and Remarks

1. What is the purpose for writing a research report?
(To present the result of one's research.)
2. What kind of reports are you required to write in your field of study?
3. What should a research report be like?
4. Read the paragraph About the Author and the Selection.
What are the major elements of a research report?
5. If you are to write on the same topic as the text, what will you include in your writing? Give reasons for your answers.

Maybe you are not sure what kind of job you will have in the future, but no matter what you do, whether you continue your study or pursue a profession, the ability to write research reports is a major requirement. In this unit the author

tells us how to write a report, giving specific attention to each part of it. I hope you will know how to write a report effectively after studying the text.

Text and Questions for Discussion

Lines 1 – 12

A surprising amount of one's time as a student and professional is spent reporting the results of one's research projects for presentation to teachers, managers, and clients. Indeed, without basic research skills and the ability to present research results clearly and completely, an individual will encounter many obstacles in school and on the job. The need for some research-writing ability is felt nearly equally by college students in all fields, engineering and science, as well as business and the humanities. Graduate study often makes great demands on the student's research-writing skills, and most professions continue the demand; education, advertising and marketing, economics and accounting, science and engineering, psychology, anthropology, the arts, and agriculture may all require regular reporting of research data.

Questions

1. Have you ever written a research report? Was it a headache for you?
2. Give examples of fields in which research-writing skills are required.

Lines 13 – 28

— 2 —

ELEMENTS OF THE RESEARCH PAPER

The standard research report, regardless of the field or the intended reader, contains four major sections. These sections may be broken down into a variety of subsections, and they may be arranged in a variety of ways, but they regularly make up the core of the report.

Problem Section. The first required section of a research report is the statement of the problem with which the research project is concerned. This section requires a precise statement of the underlying question which the researcher has set out to answer. In this same section there should be an explanation of the significance — social, economic, medical, psychological, educational, etc. — of the question; in other words, why the investigation was worth conducting. Thus, if we set out, for example, to answer the question “What is the effect of regular consumption of fast foods on the health of the American teenager?” we must explain that the question is thought to have significant relevance to the health of this segment of the population and might lead to some sort of regulations on such foods.

Questions

1. What should be included in the problem section? What role do these elements play?

(A thesis statement and an explanation of the significance of the question being investigated should be included. They serve to introduce the question the research sets to answer.)

2. How should this section be done?
(Be brief.)

Lines 29 – 36

A frequent subsection of this problem section is a review of past research on the topic being investigated. This would consist of summaries of the contributions of previous researchers to the question under consideration with some assessment of the value of these contributions. This subsection has rhetorical usefulness in that it enhances the credibility of the researcher by indicating that the data presented is based on a thorough knowledge of what has been done in the field and, possibly, grows out of some investigative tradition.

Questions

1. Why is the review of past research on the topic necessary? Do you think that this subsection is significant in other ways rather than just rhetorically useful?
(It can enhance the credibility of the researcher; it can help the researcher avoid repeating the research that others have done. It may also give the researcher the theoretical rationale for the research.)
2. How should the literature review be written?
(It should be brief and objective.)
3. What should we do if we quote something from other sources? Why should we do that?
(To give the exact source of data. To enhance the credibility of the report.)

Lines 37 – 48

Procedures Section. The second major section of the research report details, with as much data as possible, exactly how the study was carried out. This section includes description of any necessary equipment, how the subjects were selected if subjects were used, what statistical technique was used to evaluate the significance of the findings, how many observations were made and when, etc. An investigation of the relative effectiveness of various swim-strokes would have to detail the number of swimmers tested, the nature of the tests conducted, the experience of the swimmers, the weather conditions at the time of the tests, and any other factors that contributed to the overall experiment. The goal of the procedures section is to allow the reader to duplicate the experiment if such were desired to confirm, or refute, your findings.

Questions

1. How should this section be written?
(It should give all necessary details. / It should be exact.)
2. How can this section enhance the credibility of the research?
(Since this section gives all the necessary details of how the experiment was conducted, it gives an impression that the results that follow are validly obtained.)

Lines 49 – 58

Results Section. The third, and perhaps most important,

section of the research report is the presentation of the results obtained from the investigation. The basic rule in this section is to give all data relevant to the research question initially asked. Although , of course, one's natural tendency might be to suppress any findings which do not in some way support one's hypothesis, such dishonesty is antithetical to good research reporting in any field. If the experiments undertaken fail to prove anything, if the data was inadequate or contrary to expectations, the report should be honestly written and as complete as possible, just as it would be if the hypothesis were totally proven by the research.

Questions

1. What attitude is advocated here?
(Honesty.)
2. How can we avoid achieving a result contrary to the hypothesis while we are still honest about it?
(Conduct thorough literature search and try to make the hypothesis as sound as possible.)

Lines 59 – 70

Discussion Section. The final required section of a research report is a discussion of the results obtained and a statement of any conclusions which may be drawn from those results. Of primary interest in business and technical research reports is the validity of the results as the bases for company decisions: Will our planned construction project meet federal environmental guidelines and be approved for building? Will

this new program attract skilled personnel to our company? Will this new oil recovery technique be financially feasible? Thus, the discussion section of the research report must evaluate the research results fully: were they validly obtained, are they complete or limited, are they applicable over a wide range of circumstances? The discussion section should also point out what questions remain unanswered and perhaps suggest directions for further research.

Question

How important is this section for further research?

(It includes questions that remain unanswered and may suggest directions for further research.)

Lines 72 – 86

STYLE OF RESEARCH REPORTS

Research reports are considered formal professional communication. As such, there is little emphasis on a lively style, although, of course, there is no objection to writing that is pleasing and interesting. The primary goals of professional communication are accuracy, clarity, and completeness. The rough draft of any research report should be edited to ensure that all data is correctly presented, that all equipment is listed, that all results are properly detailed. As an aid to the reader, headings indicating at least the major sections of the report should be used, and all data should be presented under the proper headings. In addition to their function of suggesting to the reader the contents of each section, headings en-

hance the formal appearance and professional quality of the report, increase to some degree the writer's credibility by reflecting a logical and methodical approach to the reporting process, and eliminate the need for wordy transitional devices between sections.

Questions

1. How do you understand the role of headings mentioned in the text?
2. What is essential in professional communication?
(Accuracy, clarity and completeness.)

Lines 87 – 99

Research data should be presented in a way that places proper emphasis on major aspects of the project. For different readers different aspects will take on different degrees of importance, and some consideration should be given to structuring research reports differently for different audiences. Management, for example, will be most concerned with the results of a research project, and thus the results section should be emphasized, probably by presenting it immediately after the problem section and before the procedures section. Other researchers would be most interested in the procedures section, and this should be highlighted in writing up research projects for publication in professional journals or for presentation at professional conferences. For non-technical readers and federal agencies, the implications of the results might be the most important consideration, and emphasis should be placed on