

高等学校教材

# COLLEGE ENGLISH 大学英语

**精读** 教师用书

INTENSIVE  
READING  
TEACHER'S BOOK



SHANGHAI FOREIGN  
LANGUAGE EDUCATION  
PRESS  
上海外语教育出版社



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# 大学英语

精 读

第一册  
教师用书

张增健(主编)

陈寅章 姚燕瑾

上海外语教育出版社

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高等学校教材  
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精读 (教师用书)  
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上海外语教育出版社出版发行  
(上海外国语学院内)  
上海欧阳印刷厂印刷

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开本 787×1092 1/16 8印张 187千字

1990年6月第1版 1991年6月第2次印刷

印数: 2,001—32,000册

ISBN 7-81009-383-5/H·220

定价: 2.95元

(内部发行)

# 前 言

《大学英语》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。

本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1-4级使用。精读与听力教程均配有教师用书和录音磁带。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力。”全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学合作编写,复旦大学董亚芬教授审订。

大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注,分工审阅了全套教材并提出宝贵意见。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大帮助和促进。

《大学英语》精读教程第一册教师用书,供教师参考使用。

本书教案由本教材试点班教师合作编写。编写时,严格按照教学大纲精读教材的要求,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。编写人员有张增健(主编)、陈寅章、姚燕瑾。

在本书编写过程中,承我校陆谷孙教授和美籍专家 Janet M. Helfand 以及英籍专家 Anthony Ward 协助审阅,并蒙程雨民教授和孙骊教授主审,特此一并致谢。

所附精读课文练习答案和精读课文参考译文,由精读教材编写组成员翟象俊、张增健、王德明、任建国、赵晨提供。

编 者

1988年2月

## 使 用 说 明

本书是精读教程第一册的教师用书,内容包括第一至第十单元精读课文的教案以及书后所附精读练习答案和精读课文参考译文。

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,教师可根据自己的教学实际情况删选使用上述内容。

编 者

1988年2月于复旦大学

21/08

# *College English*

*Intensive Reading*

*Book One*

*Teacher's Book*

*By*

*Zhang Zengjian*

*with the assistance of*

*Chen Yinzhang*

*Yao Yanjin*



*Shanghai Foreign Language Education Press*

## CONTENTS

Unit 1	How to Improve Your Study Habits.....	1
Unit 2	Sailing Round the World.....	7
Unit 3	The Present.....	16
Unit 4	Turning Off T. V. : A Quiet Hour.....	23
Unit 5	A Miserable, Merry Christmas.....	31
Unit 6	Sam Adams, Industrial Engineer.....	39
Unit 7	The Sampler.....	46
Unit 8	You Go Your Way, I'll Go Mine.....	54
Unit 9	The Brain.....	62
Unit 10	Going Home.....	68
<b>Appendix I:</b>	<b>Key to Exercises (Units 1-10).....</b>	<b>75</b>
<b>Appendix II:</b>	<b>Chinese Translations of the Texts (Units 1-10).....</b>	<b>99</b>

# 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 birdwatching.

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. Skimming and scanning

Skimming and scanning are two major fast reading skills. These two terms are sometimes used interchangeably. Generally, however, skimming is defined as the ability to identify main ideas while rapidly discarding minor points. Scanning, in contrast, 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.

### II. INTRODUCTION

#### 1. 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.

## 2. 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 grade. (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 this was not the case at all.

2. **fill in; write in; put in**

Examples:

- Fill in your address, please.

— You should fill in all the blanks on this application form.

3. **committed time** —time committed for necessary purposes, that is, time required to fulfil one's obligations or necessities

4. **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.

5. **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.

6. **set aside**: 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.

— We should set aside regular hours for the more important aspects of our work.

7. **normal reading and work assignments**—regular reading and homework both assigned by the teacher

8. **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.

9. **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.

10. **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.

11. **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 to buy.
- My sister is busy looking over her mail.

**12. as well:** also; too

Examples:

- This book tells about Lu Hsun's writings, and his life as well.
- With the changes in their social role, women's position in the family has been improved as well.

**13. 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.

**14. remain confused about—** be still confused about

be confused; be bewildered; be mixed up

Examples:

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

**15. 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.

**16. 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.

### 1. 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 worrying 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.

## **2. 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**

### **1. 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.

## 2. Listening Comprehension

### A Japanese Woman Student

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 young Japanese woman.

R: Is this your first visit to England?

W: No, this is my second visit. I first came to Britain in August, 1987. 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, 1988.

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.

\* \* \*

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

1. The young Japanese 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, 1987. (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)

## Unit 2

### SAILING ROUND THE WORLD

#### I. INFORMATION RELATED TO THE TEXT

##### 1. Sir Francis Chichester

Born in Devon, Britain, in 1901, Sir Francis Chichester was a British adventurer. As a young man, he went to New Zealand, where he worked as a miner, salesman and land agent.

After returning to England in 1929, he made a solo flight to Australia in a biplane. Two years later, in 1931, he piloted the first east-west flight over the Tasman Sea between New Zealand and Australia. He then planned to fly round the world, but the plane was severely damaged in an accident in Japan.

After World War II he founded a business in London. Taking up ocean sailing in 1953, he won the first solo transatlantic race in 1960 by sailing the "Gipsy Moth II" from Plymouth to New York City in 40 days.

On Aug. 27, 1966, he set off to sail round the world alone in the "Gipsy Moth IV." He finished his great voyage on May 28, 1967. Then he sailed on to Greenwich, where he was knighted by Queen Elizabeth II. He died in 1972, leaving behind two books he had written: *The Lonely Sea and Sky* and *The Gipsy Moth Circles the World*.

##### 2. Knights and knighthood

Knights were the highest class of fighting men in Europe during the Middle Ages. There were other classes of fighting men, such as the lowly foot soldiers. But the knights, who fought on horseback, were the aristocrats of the battlefield. The great heroes of the time, both in story and in fact, were knights.

By the year 1500 the time of the knight as fighting man was over. Hired foot soldiers replaced the mounted knights. But knighthood did not die out altogether. Today in Great Britain, knighthood is an honorary award given to outstanding people in recognition of some remarkable work they have done. A man with the rank of knight is called "Sir" (prefixed to his whole name or given name, but not to his surname alone), and his wife, "Lady." A woman with the same rank is called "Dame."

##### 3. Knighthood ceremony

The King or Queen takes the sword of the person being honoured or borrows one from someone present at the ceremony. The person about to be knighted kneels on one knee and bows his head respectfully in front of the King or Queen. The King or Queen

touches with the sword first the left shoulder of the person bowing before him or her then the right shoulder and finally the top of the bowed head. While doing this the King or Queen says, "We dub thee Sir \_\_\_\_\_."

## **II. INTRODUCTION**

### **1. Introductory Remarks**

Many people have travelled round the world, but no one else has done it the way Sir Francis Chichester did. He travelled round the world alone in a small yacht called the "Gipsy Moth IV" in spite of the fact that he had lung cancer. This text tells us briefly what happened to him on his voyage, one of the greatest seafaring exploits of all time.

To begin with, let's draw a map of Chichester's course.

### **2. Warm-up Activity**

#### **Procedure**

Step 1: The class is to be divided into groups, each of 5 or 6 with one as the secretary.

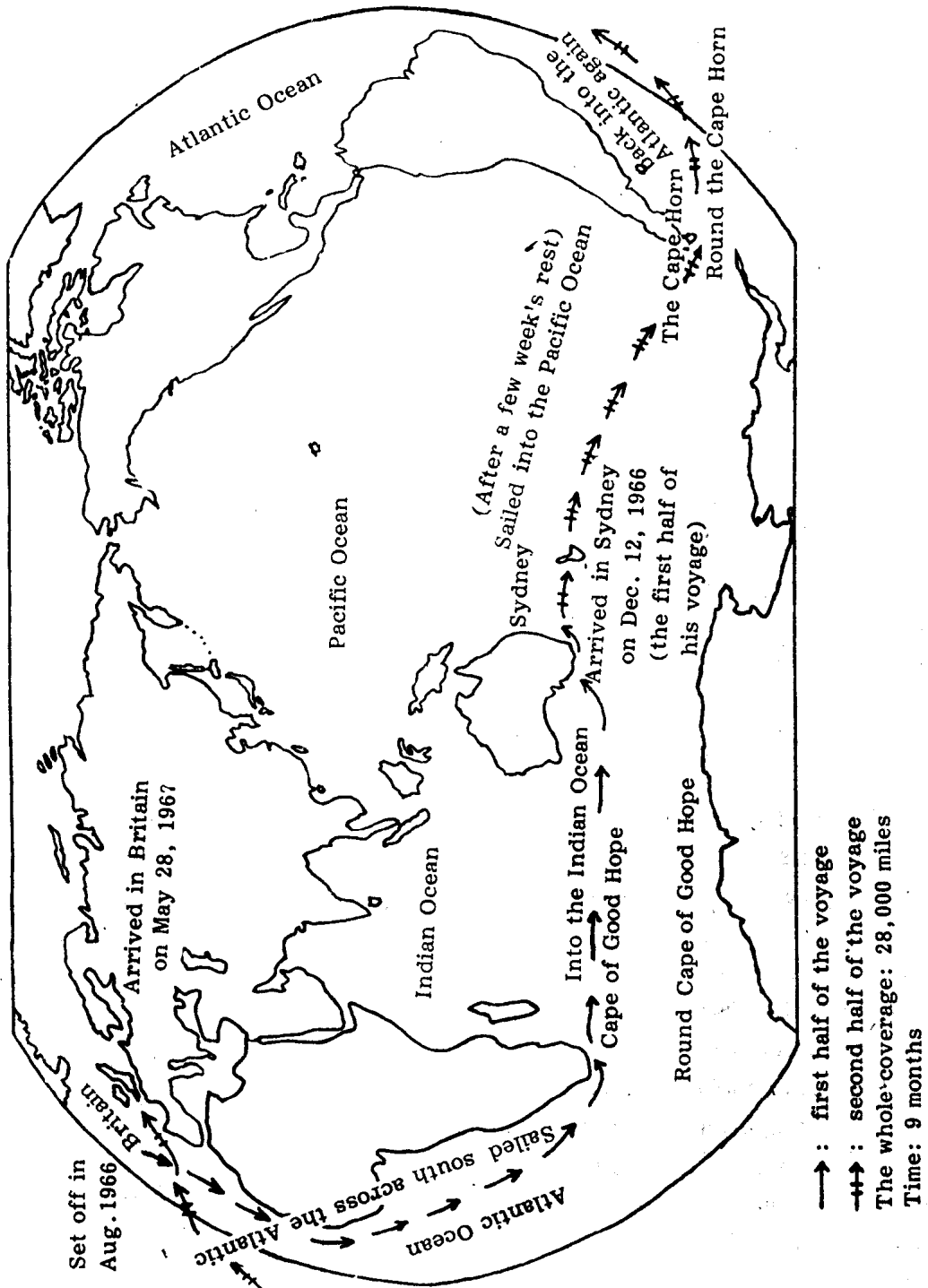
Step 2: The teacher will pin up a map of the world on the blackboard and ask each group to draw a sketch map.

Step 3: The students will have a 5-minute discussion about how Chichester made his round-the-world voyage and trace his route by drawing arrows on the map.

Step 4: The representative from each group will report what they have drawn on their sketch map, indicating Chichester's path round the world.

Step 5: The teacher will show his or her map of Chichester's course by way of summary.

A suggested map of Chichester's Course.





### III. LANGUAGE POINTS

1. **single-handed**: done by one person without help from others (used either as an adverb or as an adjective)

Examples:

- In the end he had to man the ship single-handed.
- The job cannot be done single-handed.
- She accomplished the task by her single-handed efforts.

2. **fail**: be unsuccessful

Examples:

- His plans will not fail.
- The enemy's attack failed.
- She failed in everything she tried.

3. **give up**: stop having or doing; abandon hope for sth. or the attempt to do sth.

Examples:

- You'd better give up smoking (or cigarettes).
- We should not give up halfway.
- We gave up the search when it got dark.
- His pulse was so weak that the doctor gave him up for dead.

4. **carry out**: complete, or fulfil (one's promise, plan, etc.)

Examples:

- She carried out well the tasks assigned her.
- Before testing this method on patients, Dr. Smith carried out tests for two years on three hundred dogs.

5. **Chichester followed the route of the great nineteenth century clipper ships.**

Clipper ships were fast sailing vessels used in the China tea trade in the nineteenth century. The great age of the clipper ship was from 1845 to 1860. Speed was demanded in the China tea trade and also for the fast delivery of cargoes to San Francisco and Melbourne during the California and Australian gold rushes. Clippers fell out of use as freight rates declined and steam ships provided competition.

Some record clipper passages:

- Liverpool to New York, 15 days.
- Hong Kong to New York, 74 days.
- New York to San Francisco, 89 days.

6. **plenty of**: (followed by either a countable or an uncountable noun) a large quantity or number of

Examples:

- plenty of water / sugar / money
- plenty of books / chairs / bottles

7. **all by oneself**: completely alone; without any help