

新编大学英语

NEW COLLEGE ENGLISH

全英文课堂



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全英文授课，
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不仅倍增英文信息获取量，而且引导你用英文思考
是提高英语学习效率的最佳途径，也是英语教学的趋势与必然

早一天适应全英文教学环境
早一日进入英语学习的自由王国

丛书主编 万之

西北大学出版社

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A TRUE ENGLISH CLASSROOM

新编大学英语 NEW COLLEGE ENGLISH 全英文课堂

2

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前言

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万之
2002.8

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Unit 1

Food

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I. Learning Target

1. Key Words and Expressions

appropriate, nauseate, disgust, nutritious, protection, sufficient, pick up, be sick of, regard... as..., in addition, as a result, achieve, appetite, casual, decline, handle, mood, opportunity, preserve, underestimate, above all, give sb. credit for, absorption, acid, mixture, tissue, pollution, provide, tropical, ultraviolet, in short, add to, result from

2. Listening Points

These three listening passages are all related to food. The first dialogue is very popular in everyday life. Students can learn how to order dishes or what those foods and drinks can be expressed in English by attentively understanding and memorizing the conversation between the waiter of room service and the guest. The second passage introduces students the fast food service of America, which can not only broaden students' horizon and enrich their knowledge but improve their understanding power with great interest as well. The third one is a twister tongue, vivid and enjoyable, which aims at training students how to make their tongues flexible and quick by imitating.

3. Text

Food is a basic necessity, so every culture has important norms and customs related to it. Ever since they adopted settled lifestyles centuries or millennia ago, most cultures have emphasized daily meals in households or family units. Some

members provide the food, some members prepare the food, and all members must eat. The providers and the preparers may not be the same, depending partly on gender roles and specialization. And the status of individuals in the eating process may not be the same, depending partly on their age and gender, and whether the household contains servants or guests. Servants rarely eat with others, while honored guests may be wined and dined like visiting royalty. Elders and males may also be treated ceremonially.

Formal meals may take hours in some cultures or households, while in others people may eat hastily while traveling to their next destination on foot or by car. Some people eat while working or use eating as a form of recreation. In most cultures the feeding of friends, relatives, and others is a way of meeting, socializing, entertaining, and showing respect. Some cultures permit or encourage the use of alcoholic or caffeinated beverages with food, while others discourage or even prohibit this. Most cultures have food preferences and food taboos, so they find different ways to achieve balanced diets.

From these three passages' studying, students can understand many new words about food and its relations. Not only can they enhance their understanding of hard work of people who provide food but they can apply their leanings to daily life, which will be more fun.

4. Grammar

A word - group containing a nominal and a verbal can serve as an adjective in the position immediately after another nominal. Clause - adjectives are of three main kinds: (a) They may be introduced by a relative; e. g. The man who is playing the piano is my brother. The relative may be omitted in certain circumstances. The book he wrote last year has been an enormous success. (b) They may be introduced by words which we have elsewhere classified as subordinators; e. g. The place where I live is quite close. The time before/ until he arrived was spent in making preparations. (c) They may be introduced by the interrogative why; e. g. The reason why he failed is still obscure.

5. Reading Skills

As is known to all, the paragraph is a very important construction in most writings. Usually in each paragraph there is one controlling idea called the main idea or central idea. Sometimes, this idea is implied. Readers have to come to their own conclusions by reading all the materials provided in the paragraph. However, very often, writers want to make things easier for readers by explicitly stating the main idea in one of the sentences in the paragraph. We call this sentence the topic sentence. So, as the name suggests, a topic sentence is one that expresses the main or central idea of a paragraph.

According to the different structures of paragraphs, topic sentences occupy different positions in a paragraph. In most paragraphs, topic sentences occur at the beginning. When this happens, topic sentences point to the direction the author wants the readers to follow. Sometimes, topic sentences may be found at the end of paragraphs and they may serve the function of paragraph conclusions. Other topic sentences may need a brief introduction before they are introduced or may be followed by further explanations. When this happens, topic sentences may be put in other positions of paragraphs.

6. Writing

This unit permits students to work with enumeration. In explaining certain points, writers sometimes may feel it necessary to give a list of their contents or characteristics. These contents and characteristics may be equally important or vary slightly in importance but, belonging to the same type, they form a unified group that contributes to the theme of the passage concerned. Sometimes the presentation of these contents and characteristics may share similar language patterns, while at other times different sentence or paragraph structures may be used for their introduction.

II. Preparation

1. Check Your Vocabulary

vegetable	fruit	meat	cereal	others	drink
cabbage, beet, carrot, lettuce, bean onion, eggplant, garlic, pepper, celery, spinach, cucumber, pea, potato, tomato, turnip, mushroom, broccoli, cauliflower, bean sprout, pumpkin, asparagus, etc	apple, pear, peach, apricot lemon, fig, kiwi, grape, pineapple, banana, star fruit, plum, mango, orange, watermelon, cherry, grapefruit, strawberry, lychee/litchi, papaya, coconut, honeydew melon	pork, beef, lamb, chicken, mutton bacon, turkey	rice, oat, wheat, maize/ corn, millet, barley	egg, clam, cake, cookie, biscuit cracker, nut, fish, shrimp, lobster, crab	tea, rum, coffee, coke, pepsi, wine, seven - up, beer, whisky, brandy, milk, juice, soda water, lemonade, mineral water

2. How Much Do YOU Know about Food?

1)A 2)B 3)C 4)C 5)B 6)A 7)C 8)B 9)C 10)A

3. Comparing Diets

STEP ONE

Samples

- 1) —This is not a healthy diet. Firstly, he eats too much. Secondly, he has too much sugar, which may change into fat and accumulate in the body.
- This is generally speaking a healthy diet. Apart from the fact that the food is too much for a 10 - year - old boy, his diet includes most of the *nutrients necessary* for a healthy body.