

Roads & Ways

Reading

Writing

Go Better English

Teachers' Book

用书 · 第一册

高等师范院校英语专业教学参考书

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主编

英语读写教程



Higher Education Press

Roads & Ways to Better English 1

(*Teacher's Book*)

英语读写教程 1

(教师用书)

北京外国语学院

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英语读写教程 1

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TEACHER'S GUIDELINES

1. Prep Work

Students should do this on their own before coming to class. Go through the exercises with them at the end of the preceding class to make sure that the students understand exactly what they should do. After one or two lessons they will understand the routine and there should be no major problems.

In the first lesson of each unit, go through the prep work which the students have done, checking answers, and discussing any problems that have arisen.

It is important that the students do this work, so no time is spent during the lesson going over basic points in the text.

2. Text

Teachers' notes are provided to cover any difficult language or grammar points in the text. Use these notes as a reference source only.

It is suggested that students listen to the tape and then read the text aloud in order to practise pronunciation and reading aloud skills. These may be done in a variety of ways:

- i) Students read aloud around the class.
- ii) Students practise reading in pairs (this is especially recommended if the text is a dialogue).
- iii) Students work in pairs or groups. One student reads aloud one paragraph from the text, while the other students listen and locate that paragraph. The first student who finds it then reads the following paragraph. After she/he has done this, start again, with another student choosing a paragraph at random.
- iv) Students read sections of the text to each other in groups, and correct each other on pronunciation and intonation, with the teacher as an arbitrator.

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3. **Comprehension Exercises**

There is one comprehension exercise in the prep work (True or False) which checks students' basic understanding of the text, and another exercise after the text which checks students' detailed understanding. The second comprehension exercise may also be done as part of the prep work, or it may be completed in class. When students have finished this exercise they could compare their answers with each other, and discuss any discrepancies. Finally, the teacher should supply the correct answers, and discuss any problems in the text.

4. **Summary Skills**

These exercises (mainly in latter units) are designed to help students understand the basic structure of a text. Students may be unfamiliar with this type of exercise, so it is suggested that the first few exercises are done with the class as a whole, eliciting answers from various students. Later on the exercises can be done in groups or individually.

5. **Language Exercises**

These exercises pick out between five to eight language points in the text and provide students with further practice on them, illustrating also the different uses the words or phrases can have. In some cases translation from English to Chinese or from Chinese to English is required. Any of these exercises not finished in the classroom may be assigned as homework.

6. **Oral Work**

This takes the form of a discussion which may be done with the class as a whole, or the class may be divided into small groups. In the latter case a spokesperson should be elected to report back to the class the group's opinions. There will probably only be time to discuss one of the topics. However, if the class is split into groups, different topics can be discussed by different groups, with each group reporting back at the end of the lesson. Allow approximately one

hour for a full discussion class.

7. Written Work

This is usually self explanatory. It may be done in class or at home.

Learn to Write

Before explaining to the students the writing point for each lesson, elicit from them what they already know by asking, "Who can tell me when we use a full stop? ", "What is wrong with this? " (pointing to an incorrect sentence on the board), etc. You will find that the students already know various points of writing and simply need reminding, and to be given more practice in these points. When you have elicited as much as you can, direct the students to the information in their books. In order to check their understanding, elicit other examples from them in addition to those in the book. Make a list of them on the blackboard, or get students to write their own examples in their exercise books.

Once you have checked that the students understand the writing point, they should complete the exercises either at home or in class. If the exercises are completed in class, students should compare answers and discuss any points on which they do not agree.

Learn to Teach

1. Discussion

Each part of "Learn to Teach" begins with a discussion. This has a twofold purpose; it provides a "warm-up" for the students, and it introduces the students to the topic of that class. The discussions may take place with the class as a whole (if it is fairly small) or the class may be divided into groups, with a group spokesperson reporting back. Do not forget that in a discussion there is no "right"

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answer, and the aim here is for everyone to express his opinion and share ideas.

2. Dialogue

In most units a dialogue is provided.

This is not a model dialogue for the students to learn by heart. It is simply an example of the type of dialogue one might hear in an English teaching classroom.

3. Language

Elicit as much of this as possible, either from the students' own knowledge, or from what they have heard in the dialogue. (e. g. "What would you say if you want your students to be quiet? "). When you have elicited as much as possible, direct the students' attention to the language in their books. Drill the language, focussing on pronunciation and intonation. Students can practise this in pairs with the teacher monitoring.

4. Exercises

These are mostly self-explanatory. They may be done at home or in class, individually, in pairs, or in groups.

5. Roleplay

Some units contain a role play exercise after the written exercises. This exercise gives the students the opportunity to use the language they have learnt in a semi-authentic situation. It is hoped that by utilizing the language during a role play, the students will develop the confidence to use this language when they teach in the classroom. As the students may not be familiar with roleplays, they may need careful guidance.

Students should be divided into groups. The situation is usually that of a classroom and students take it in turns to act the part of a teacher or a student. Sometimes role cards are provided with instructions on them, at other times the students will be presenting part of a lesson they have already prepared.

Once the class has been divided, explain the situation carefully and make sure everybody understands. If necessary, demonstrate with one or two of the better students. If role cards are used, hand them out, and give the students time to read and understand them.

When you have checked that the students understand, the roleplay may begin. At this point the teacher should retire to the back of the classroom, in order to be unobtrusive. If the students are new to this, they may want to make eye contact with the teacher to gain reassurance. If the teacher makes sure that she/he cannot be seen, then the students will interact more readily. Once the roleplay has begun, the teacher should act as a monitor, assisting where necessary and listening for errors.

Errors

Students will make language errors during a roleplay. This is natural. It is important not to interrupt a roleplay, but make a note of any errors, and go over them at the end of the lesson. Many mistakes will be corrected by the learners themselves. Encourage this. Allow 10-15 minutes at the end to go over errors.

Evaluation

All roleplays should be followed by a short evaluation. Students should discuss within their groups the success or otherwise of the roleplay, and contribute constructive criticism. If the exercise was not successful, students should ask themselves why not, and suggest improvements. Students should be encouraged to make a note of any useful ideas they pick up during the roleplay.

Examples of questions to ask for the evaluation:

(For Unit 13) Did X succeed in controlling the class? If not, why? What should she/he have done? Should she/he have done anything else?

(For Unit 4) Did you understand the aims of X 's lesson? If not, why? How could she/he have made it clearer?

For the first few roleplays, prepare a few questions to give the students for the evaluation. By Book 2, they should not need these guidelines.

N.B. Units 8 and 15 are consolidation of the previous units. They

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give students the opportunity to revise all the language they have learnt so far.

6. Pictures

These have a twofold aim. It is hoped that the students will use them as a stimulus to talk and write in English and use their imagination. It is also hoped that students will be able to use them in their own classroom and they may be able to glean some teaching ideas from the tasks with which they are presented.

N.B. For many pictures there is no "right" answer. The main point is that the picture will provoke discussion and lead to some creative thinking.

7. Puzzles (games, rhymes, etc.)

These show how English can be used for fun and again it is hoped that the students will use some of the ideas in their own classroom.

READINGS

Reading A

This is provided for the students to read for enjoyment in their own time. Direct the students' attention to it at the end of the relevant lesson. At the beginning of the next lesson check if the students have read the text by asking general questions about it, and their opinion of it. Also go over very briefly any problems that have arisen through the reading of the text. It is hoped that students will be able to study this text on their own without the need for any help from the teacher or reference books. This text is easier than Reading B.

Reading B

The subject matter of this text relates to that of the main reading text. It is more difficult than Reading A. Either ask the students to read it at home, making a list of points they wish to ask as they read it, or read it in class and answer any points arising as you go

through it. Treat this text as an extensive reading text, i.e. do not spend time on small grammatical details, but make sure the students understand the text as a whole — they do not need to understand the meaning of every word. In order to check their general comprehension, ask a few general questions about the text after they have read it. It may also be used as the basis for a general discussion:

EXPLANATORY NOTES

Texts

All the texts, including the supplementary texts, are taken from material by British and American writers. In some cases, the texts have been adapted slightly. In our selection of texts we have aimed to provide a wide variety of texts which cover contemporary issues as well as interesting topics. In order to get students used to reading authentic material, we have included material taken from newspapers and magazines.

Language

Both the Textbook and the Teachers' book have been written in English. This is to stress the importance of using English while teaching English. To avoid doing this implies that English has no use except as an object of theoretical study, such as history or politics. If students are to be expected to use English both in and out of the classroom, then the teacher must be seen to use the language at least in the classroom. The more the teacher classroom, the more language the students will hear and thus inevitably they will pick up more English consciously and unconsciously.

前 言

Roads and Ways to Better English 《英语读写教程》是一套适合高等师范院校英语专业使用的教材。全书共分四册,供大学基础阶段(一、二年级)使用。本教材以培养和加强学生阅读和写作两方面基本技能为主线,进行听、说、读、写、教的综合训练。

本教材使用对象:

- 1) 高等师范院校英语专业一年级学生或具有该水平的教师进修学院或教育学院学生;
- 2) 相当于大学一年级(入学时)水平的中学英语教师;
- 3) 自学大学英语者。

本教材有以下特点:

1. 突出实践:

本教材充分重视培养学生语言的基本功,为学生提供了大量实践性练习。注意通过听、说、读、写的实践活动,帮助学生把所学语言知识转换成交际能力(包括口头和笔头两方面的能力)。

2. 重视社会文化背景知识的介绍:

我国学生(包括部分中学教师)对英美等国社会文化知识的不足,在相当程度上影响了他们对语言的理解和语言表达时的得体。为了弥补这一缺陷,本教材从课文选材、练习设计以及补充阅读的选择上都有意识地增加了英美等国的社会文化背景、风土人情的介绍和英美与中国社会文化差异的对比等内容。

3. 突出学生独立工作能力的培养:

为使学生能主动地学习,本教材注意加强对独立工作能力的培养。书中每单元提供了“课前预习(Prep Work)”一项内容,指导学生借助工具书自己解决课文中的部分难点,进行自我测试和独立思考等。本教材还为教和学编写设计了多方面进行交流和讨论的练习。

4. 培养用英语教学的能力:

本教材除培养学生听、说、读、写四方面的基本技能外,为结合学生专业的特点,还增加了“如何教(Learn to Teach)”的内容,使学生在学英语的同时,为未来作为合格的英语教师打下初步的专业基础。

本教材的编写方法:

本教材从我国学生的实际出发,结合成人学习英语的特点,不以某一种教学法作唯一依据,而是试图吸收国内外各教学流派之长处,采取综合法进行

编写。

本书为教师参考书，全书分为两大部分。第一部分 Notes on the Text, 内容包括: 1) Additional Information; 2) Detailed Study of the Text. 第二部分 Key to Exercises. 此外，本教材还配有录音带，可供学生练习、模仿。为使课堂生动活泼和便于教学，本教材附有英美地图、教学术语表以及多幅照片、图画和图解。

在编写过程中，我们曾得到许多兄弟院校的大力支持和帮助。本书曾在北京师范大学、北京教育学院以及北京外国语学院进行试用。试用的教师曾多次提出中肯的意见和建议。

本书由北京师范大学钱瑗教授担任主审，参加审稿会的兄弟院校有北京师范大学、北京教育学院、大连外国语学院、四川教育学院、烟台师范学院的代表等。与会代表对本书进行了认真的审阅，提出了具体的修改意见。

北京外国语学院周谟智教授曾对本书进行了审阅和文字润色。英国文化委员会在北京外国语学院工作的专家参加了本书的编写和校阅工作。北京大学张祥葆教授也对本书提出了宝贵的意见。

在此，我们对他们的帮助一并表示深切的谢意。

由于我们水平有限，书中存在缺点和错误在所难免，希望使用本书的广大教师能提出意见，以便修订时更正。

编 者

1988年12月

于北京外国语学院

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UNIT ONE

Part One: Notes on the Text

1. Additional Information

English names are made up of two parts: a first name (Christian name, forename or given name) and a last name (surname or family name). The son of John Brown might be christened (named) James, so his full name would be *James Brown*.

When a woman marries, she loses her surname, and takes her husband's surname. So when Anne Jones marries Peter Hunn, she will become Anne Hunn. Some women nowadays keep their "maiden names" (names they had before they were married), or add them to their husbands' surnames, e.g. Anne Jones-Hunn.

Middle Names: In addition to a first name, some people have middle names. This will often be another first name (Christian name) such as John or Mary; it may sometimes be the mother or father's first name. So John Brown's son may be christened James John Brown. Mary Cooper's daughter may be christened Anne Mary Cooper. A middle name may also be the mother's maiden name (her surname before she was married). So for example, Jane Austin may marry John Brown. They have a son whom they christen Peter Austin Brown.

Titles: All English people may be addressed by a title, though some people prefer not to use it, as it denotes a higher degree of formality.

Mr. — the title we give to a man, e.g. Mr. Smith

Mrs. — the title we give to a married woman, e.g. Mrs. Smith

Miss — the title we give to an unmarried woman, e.g. Miss Jones

Ms. — the title we give to a woman when we don't know if she is married or not. This title has only been in use for the past 10 to 15 years, but it is becoming much more common

2 Unit One

nowadays, and many women prefer to use it.

In addition to the titles mentioned above, in England there are titles used for nobility such as *Sir*, *lord*, and *Your Highness* (the last of these used when we address a member of the royal family) However, most people are not in a situation when they have to use these titles.

If you feel on friendly terms with a person, you call him by his first name. If you are not familiar with a person, or if a person is superior to you in any way, or if it is a formal occasion, then you call him by his last name, preceded by a title.

Most people only use their full names when filling in forms, or for any other official purposes. When they are introduced in an informal situation, they use their first names, and when in a formal situation, they use their surnames with the title Mr. / Mrs. / Miss / Ms.

2. Detailed Study of the Text

- 1) (L.1) *to be made up of* = consist of

Examples:

- a) The trade mission is made up of businessmen and experts.
- b) The word NATO is made up of the initial letters of the North Atlantic Treaty Organization.

- 2) (L.4) *tell the difference*: to know; to distinguish

Examples:

- a) Nobody can tell if it is real or not.
- b) I can't tell one from the other. They are twins.
- c) It is difficult to tell at this distance.

- 3) (L.7) *might have been*: *Might* or *may* expresses possibility. *Have been* denotes some time in the past; *might have been* therefore denotes a possible action in the past.

Examples:

- a) Arthur might have been at the party.
- b) She might have been suffering from cancer for two years.

- 4) (L.11) *Taylor*: Draw the students attention to the difference in spelling between "tailor" and "Taylor."

- 5) (L.12) how family names *came to be*: how family names came into existence

Examples:

a) This is how the world came to be.

b) She came to be in China by pure chance.

- 6) (L.15) *took the name*: to take a name = to adopt (or have) someone else's name or the name of something as one's own name

Examples:

a) He took the name of one of his ancestors.

b) The boy took the name of the man who saved his life.

- 7) (L.22) names and their origins

Cantor This word comes from Latin, where it means singer, poet, or actor. A church choir leader is called a cantor.

Miller A miller is a person who owns or operates a mill, especially a flour mill.

Ward *Ward* comes from Old English *weard*, meaning "protect" or "guard".

Turner Originally a turner was a person who worked with wheels. It is usually used now to refer to a workman who operates a lathe.

Campbell Scottish name, from the Scottish Gaelic language (苏格兰盖尔语)

Cameron Scottish name, from Gaelic.

Gross *Gross* is sometime used to describe a person who is unpleasantly fat.

Holt A holt is a small wood.

Thorpe A thorpe is a village. It occurs only in English place names or personal wood.

Villa A villa is a large and luxurious country house.

Steinberg *Stein* means stone and *berg* means a mountain. (from the German)

Booth A booth is a shed or shelter, as in a public telephone booth.

Part Two: Key to Exercises

Prep Work

I. Vocabulary

2. 1) f) 裁缝 2) a) 木匠 3) d) 磨面粉师
4) b) 盖屋顶者 5) c) 铁匠 6) g) 王子
7) e) 国王

III. Go over the text once more and decide whether these statements are true (T) or false (F).

1. F 2. T 3. T 4. T
5. F 6. T 7. T

Exercises

I. Language and Comprehension

1. Answer the following questions:

- 1) First name and last name (or Christian name and surname).
- 2) People were named after the jobs they did.
- 3) Because many people had the same first names so last names were introduced to avoid confusion.
- 4) Because he admired the Prince of the country at that time.
- 5) a) Baker was the occupation of the man with that name.
b) Teacher was the occupation of the man with that name.
- 6) a) He (or his ancestors) were fair or light skinned.
b) He (or his ancestors) were small or slightly built.
- 7) a) John
b) Tom (The "h" and "p" were added later.)

2. Learn to use the following expressions:

Tell

- 1) The following sentences are muddled up. Write them out correctly, then put (A) or (B) at the end to show whether the verb here means *to speak* or *to know*.
a) I can tell he's French by his clothes. (B)
b) I can tell you when he arrived. (A)