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高等学校教材

COLLEGE ENGLISH

大学英语

泛读 教师用书

EXTENSIVE
READING

TEACHER'S BOOK

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大 学 英 语

泛 读

第一册
(教师用书)

解又明 编著

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说 明

《大学英语》是根据国家教育委员会审订批准的《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。

本书是泛读教程第一册的教师用书,按正式本课文顺序编写,每册三十课。每课内容包括:1)背景知识或课文提要 2)课堂教学提示 3)供熟记模仿的句型 4)难句译文 5)练习答案。教师可根据不同程度的教学对象和具体的课时安排灵活使用。

综合大学英语教材编审组对本书的编写提出了指导性的设想。复旦大学董亚芬教授、美籍专家 Allan Brown 和英籍专家 Anthony Ward 审阅了本书,提出了许多具体的改进意见,谨在此深表谢意。

由于编者水平有限,本书定有不少欠妥之处,希望教师读者批评指出。

编 者

1990年10月于北京大学

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Unit One

1. Your Breakfast Is Served, Madam

I. Information ~~related~~ to the text

1. A detective is a person whose work is solving crimes. Such a person, in America, may be a member of the official police force of a city, or town. Or he (or she) may be a "private" investigator. If a private investigator wishes access to police files, he must be licensed by the state in which he operates. Insurance agencies frequently have their own private detectives to investigate any suspicious claims.
2. A detective story (novel, play, etc.) may also be called a whodunit (the term *whodunit* was coined in 1930 from who + done + it), in which a crime is solved at the end by the principal character, usually a detective, using clues scattered throughout the story. Of all the classroom activities, this kind of playlet is the most successful, because cops, robbers, and the unsolved crime seem to be a universal formula for capturing interest.

II. Suggestions for teaching

1. The teacher may begin by asking the following questions as a simple warm-up.

- 1) What does the word "detective" mean?
- 2) Have you ever read any detective stories in English?
- 3) Have you ever heard of the famous British detective stories about Sherlock Holmes? (Sir Arthur Conan Doyle is the author.)

2. This story asks the reader to be a detective. He must decide who he would investigate among the people introduced. The teacher can choose some students to perform the play before the whole class. During the performance, the audience should remain alert to spot the all-important clues. When the performance is over, the teacher can ask some of the audience for the correct solution. When a finger is pointed at one of the characters in the sketch, his accuser will be obliged to explain — in English — the grounds for his accusation. If none of the students can solve the puzzle, the teacher may give some hints by asking Questions 3, 4 and 5 at the end of the text. When guilt is eventually established, the entire sketch may be performed again, without interruption, just for the audience to relax and to iron out any remaining disagreement.

The following is a suggested list arranged in the order of priority for investigation.

- 1) The man. He claimed the room was his but gave

the wrong number. Hotel rooms always have the number of the room on the door. If he believed it to be his room, why did he knock? People do not knock on the door of their own room.

2) The waiter. He claimed he was delivering breakfast to Room 326. He came to Room 321. Waiters are taught to look carefully at the number on the door before knocking. This may or may not be a careless mistake.

3) The waitress. She had the right room, the requested tea, but the wrong newspaper as she only took orders from the reception. She is not under suspicion.

3. Solution to the puzzle

The suspicious character in this sketch is the MAN, because if he thought he was entering his own room, as he claimed, why did he knock on the door?

III. Sentences for the students to remember

1. I'm very sorry. (L. 18)

✓ I'm dreadfully sorry. (L. 34)

I'm ever so sorry. (L. 44)

✓ I'm ~~so~~ sorry to have disturbed you. (L. 23)

2. I'm afraid there's been some mistake. (L.18)

There must be some mistake. (L. 31)

3. Reception must have given me the wrong number. (L. 20)

Reception must have mixed up the order. (L. 44)

4. I don't know how I could have been so stupid. (L. 34)
5. If you were watching and listening to the play carefully, you may have noticed something rather suspicious about one of the characters. (L. 49)

If you were a detective, which of them would you want to question, and why? (L. 51)

IV. Translation of some difficult sentences from the text

1. We all make mistakes ... especially first thing in the morning. (L. 24)
谁能没个差错,……尤其是清晨头一件事。
2. How dare you burst into my room like this! (L. 27)
你怎么胆敢这样闯入我的房间!
3. There must be some mistake. (L. 31)
肯定什么地方出了差错。
4. My goodness, I simply don't know what to say! (L. 33)
天哪,我真不知道该说什么才好。
5. I don't know how I could have been so stupid. (L. 34)
我真不知道我竟然这么愚蠢。
6. Reception must have mixed up the order. (L. 44)
服务台肯定把客人的定单弄混了。
7. Oh, dear! I think it's going to be one of those days—just one of those days ... (L. 47)
天哪,我看今天将是个倒霉的日子,就是个倒霉的日子。

V. Suggested answers to some of the DISCUSSION QUESTIONS

1. The waiter sent Room 326's breakfast to Miss Muffett's room. The man walked into the wrong room. The waitress gave Miss Muffett a copy of the *Daily Mirror* which she did not order.
3. They knocked on the door before they entered the room.
4. He said it was his room.
5. No.
6. The man.

VI. Key to the COMPREHENSION QUESTIONS

1. c 2. b 3. b 4. d 5. c

2. Never Late (I)

3. Never Late (II)

I. Summary of the text

The ability to give an accurate summary requires accurate comprehension of the passage, distinguishing between essential and secondary information, and skill in composing clear, economical text. Students should be encouraged to practice this technique, either in spoken or written language.

Summary of Lesson 2 and Lesson 3

The narrator, an Englishman who worked in a hot country far from England, had travelled in hundreds of trains. One day something unusual happened to him in the train from Paris to Endoran. He should get off at Mendova and then change to a ship. But that day the train was very crowded: the corridor was filled up with people and the floor was covered with all kinds of things. So no doubt when the train reached Mendova, it was very hard for him, with a suitcase in each hand, to pass down the corridor to the door. No sooner had he reached the door than the train began to move. In despair, he stopped the train by following the instructions on the notice. The train stopped, but it caused

much panic outside in the station. A fat man in blue, a man who worked on the train, was extremely angry at the narrator's action. No one had ever stopped *The Flying Bluebird* before: it had always run on time. Railway policemen were sent for and it seemed the narrator was going to be taken to the police station for what he had done. The officer, however, was a man who could use his head. After he looked into the matter, he found out that the narrator was justified in stopping the train: the train was too crowded for him to get off. Now it was not the narrator but the man in blue who should go to the police station, because he was partly responsible for the overcrowdedness of the train.

II. Suggestions for teaching

1. The teacher *may* start by asking the following questions to check how well the students are prepared for this lesson.

- 1) What is the story about? (An amusing incident of the narrator.)
- 2) Where did the story take place? (In the train from Paris to Endoran.)
- 3) Why did the narrator have to get off at Mendova? (To catch the ship to the country where he worked.)
- 4) What was the name of the train? (*The Flying Bluebird*.)
- 5) What did the narrator think of the train? (A very

fast train, one of the best in the world, never late.)

- 6) Why was the journey tiring to the narrator that day? (The train was overcrowded and people were making noise all night long.)
- 7) What happened when the train reached Mendova? (The narrator could not get off the train, because there were too many people and too many things in the corridor.)
- 8) What did the narrator do when the train began to move? (He stopped the train.)
- 9) What happened then? (It caused great panic outside in the station.)
- 10) Who was that fat man in blue? (A train official.)
- 11) Why was he so angry? (Because no one had ever stopped this train before.)
- 12) What did he want to do to the narrator? (He threatened to have the narrator taken to the police station.)
- 13) Who came then? (Railway policemen.)
- 14) What did the officer do? (He got on the train to find out why the narrator could not get off the train.)
- 15) Did he take the narrator to the police station after he looked into the matter? And why? (No, because it was not the narrator's fault; the train was overcrowded.)
- 16) Who was going to the police station instead? (The

fat man in blue.)

2. Initiate a discussion about the following questions

- 1) What does the title mean? (At first we may think it means The Flying Bluebird was never late, but when we finish reading the whole story, it suddenly dawns upon us that it also refers to the narrator's never being late to catch his ship.)
- 2) What do you think of the story? (A humorous story.)
- 3) What happened at the end of the story? (Contrary to the readers' expectation, the train official was taken to the police station.)
- 4) Are you prepared for the ending?

3. Comments

This story tells about the narrator's unfortunate experience on *The Flying Bluebird*. The reader's curiosity is aroused at the very beginning of the story. They are eager to know what happened that was unusual.

The use of the word "fear" in line 52 builds tension in the reader. Just as things would happen, the narrator was unable to get off in such a crowded train. Without thinking about the consequences, he stopped the train.

Lesson 3 begins with a description of the panic in the station caused by the narrator. Policemen were sent for. After a careful investigation into the matter, the police officer allowed the narrator to leave and decided to place the blame on the train official. He should not have

allowed the corridor to become so crowded. Throughout this part the narrator keeps the reader involved in his worries: Will he miss his boat? Will he be taken to jail? The end provides a satisfactory climax for the reader's emotions. The person who was really in the wrong was punished.

In an informal and light style the narrator tries to make an amusing story out of a very serious matter. It sets the reader thinking about these questions: What tragedies could occur from such an overcrowded condition? What would happen if someone had a heart attack? What if a fire broke out?

III. Sentences for the students to remember

Lesson Two

1. It was impossible for any more travellers to get into the train. (L. 25)
2. How long does it take you to get there? (L. 29)
3. And the train did not stop again until it reached Endoran. (L. 53)

Lesson Three

4. ... but something seemed to be happening outside in the station. (L. 8)

But he seemed to be angry with me, ... (L. 21)

They all seemed to think that something was going to happen now. (L. 24)

5. He was so angry that for some seconds he could not

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6. It was true that I could not get out. (L. 60)
7. It seemed a long time before the officer reached me.
(L. 69)
8. ... it seemed to me that the man in blue was going to
take my place at the police-station. (L. 84)

IV. Translation of some difficult sentences from the text

Lesson Two

1. That is more than enough time. (L. 18)
时间绰绰有余。
2. We were at Mendova, and I stood up thankfully.
(L. 47)
总算到了曼德佛,我欣慰地站了起来。
3. I felt a touch of fear. (L. 52)
我有点发慌。
4. But no one outside the train could hear me; and the
people inside did not care much. (L. 59)
车外的人听不见我说什么,车内的人又若无其事。

Lesson Three

5. I thought that he was going to need a doctor. (L. 34)
我看他快气疯了。
6. Then he said, "There will soon be something new in
your life." (L. 39)
然后他说:"你等着瞧吧,有你好看的。"
7. My two cases gave me a lot of trouble, too. (L. 44)
我的两只箱子也给我带来了不少麻烦。