

College English (Revised Edition)
Intensive Reading

Teacher's Manual

大学英语(修订本)

精读

教案

2



上海外语教育出版社

BOOK TWO

《大学英语》(修订本)精读教案

第二册

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上海外语教育出版社

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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:我们将讲解和提问融为一体,以提问导入讲解和讨论。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、创造类等等。在操作上,则采用学前问,学中间,学后问的形式。学生自始至终被置于有引导、有启迪并且与个人相关

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。

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,如把当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)精读配有计算机辅助教学光盘,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。

本书共四册,由夏纪梅主编,参加编写的有张佩雯,姚玉萍,冯芃芃,黄继炎。在编写过程中,曾由美国专家 Judith Coopy 和 John Garoute 协助审阅,国内一些教学同仁及专家学者对本书的编写都曾予以关心和支持,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

1998年9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:	Warm-up Questions and Introductory Remarks
In-teaching:	Text and Questions for Discussion
Post-teaching:	Summary Questions and Concluding Remarks

Study of the Words and Phrases

Meaning:	New Words and Old Words English and Chinese Phrases
Vocabulary File:	Collocation Classification
Usage / Use:	Sentence Making in Dialogues

(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。

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Unit One

IS THERE LIFE ON EARTH?

教学目的: 借助外星人的观察和评论认识地球污染的严重性, 促使人类增强环保意识。

教学重点: 了解地球被污染的现状。

欣赏和领会作者用幽默讽刺的写作技巧揭示严肃的主题。

教学过程: Study of the Text

Warm-up Questions and Introductory Remarks

Teacher: Before we study the text, I'd like to ask you some questions.

1. What do you think of the environment you live in?
2. Have you noticed the pollution in our lives? Can you give some examples?
3. What has happened to life on Earth?
4. What is a satire?

(A form of story where the writer points out our mistakes and misbehaviors in an amusing way, hoping to make us realize them and laugh at them, and then correct them.)

Look at the title of the text. Why is it a question? Who asks this question? Is the answer yes or no? This is a piece of science fiction, and a satire, and it may provoke us into serious thinking. Let's have a careful study of the text.

Text and Questions for Discussion

Lines 1 – 7

There was great excitement on the planet of Venus this week. For the first time Venusian scientists managed to land a satellite on the planet Earth, and it has been sending back signals as well as photographs ever since.

The satellite was directed into an area known as Manhattan (named after the great Venusian astronomer Prof. Manhattan, who first discovered it with his telescope 20,000 light years ago.)

Questions

1. Is there life on the planet of Venus? Why / why not?
(According to modern science, it is not likely any life exists on Venus because the temperature and atmosphere there are not suitable for the survival of life. Further See Note I. 2. in Teacher's Book.)
2. What is Manhattan?
(See Note I. 3. in Teacher's Book.)
3. Is it really named after a Venusian astronomer called Manhattan? Why did the author say so?
(Manhattan in reality is the name of the central part of New York City. The author is trying to be humorous.)
4. What is the use of a satellite? What information can it send back?
(The author uses an incorrect word here. A satellite is a body which travels through space around another body, like our moon. The author should have said spaceship or space probe.)
5. How long is 20,000 light years?
(See Note 3 in your textbook.)

Lines 8 – 13

Because of excellent weather conditions and extremely strong signals, Venusian scientists were able to get valuable information as to the feasibility of a manned flying saucer landing on Earth. A press conference was held at the Venus Institute of Technology.

“We have come to the conclusion, based on last week’s satellite landing,” Prof. Zog said, “that there is no life on Earth.”

Questions

1. What are “excellent weather conditions”?

(Fine, clear, cloudless, etc.)

2. What is a manned flying saucer?

(A spaceship that carries people from one planet to another. It is shaped like the dish that goes under a coffee cup.)

3. Why did they conclude that there is no life on Earth?

(Let’s move on and see.)

Lines 14 – 23

“How do you know this?” the science reporter of the Venus Evening Star asked.

“For one thing, Earth’s surface in the area of Manhattan is composed of solid concrete and nothing can grow there. For another, the atmosphere is filled with carbon monoxide and other deadly gases and nobody could possibly breathe this air and survive.”

“What does this mean as far as our flying saucer program is concerned?”

“We shall have to take our own oxygen with us, which means a

much heavier flying saucer than we originally planned. ”

Questions

1. Why is the surface in the area of Manhattan made up of solid concrete?
(The surface is covered with roads and buildings.)
2. Why is the atmosphere filled with carbon monoxide and other deadly gases?
(Vehicles give off a lot of waste gas. Factories give off deadly gases, too.)
3. What are the two pieces of evidence given to support the conclusion that there is no life on Earth? Why?
(Concrete covered surface and polluted air. These two basic conditions for life are spoiled.)
4. Why should they bring their own oxygen?
(There is not sufficient oxygen on Earth for the Venusians to breathe.)

Lines 24 – 32

“Are there any other hazards that you discovered in your studies?”

“Take a look at this photo. You see this dark black cloud hovering over the surface of Earth? We call this the Consolidated Edison Belt. We don’t know what it is made of, but it could give us a lot of trouble and we shall have to make further tests before we send a Venus Being there.”

“Over here you will notice what seems to be a river, but the satellite findings indicate it is polluted and the water is unfit to drink. This means we shall have to carry our own water, which will add even greater weight to the saucer.”

Questions

1. What might this dark black cloud be?
(Coal dust or smoke or polluted air, in other words, smog.)
2. What is the Consolidated Edison Belt?
(See Note 4 in your textbook, and Note I.4 in Teacher's Book.)
3. What trouble might this Consolidated Edison Belt give?
(Dangers for surviving, e.g. poisonous air, lack of visibility.)
4. What does "seems to be a river" mean?
(A river should be clean and clear. But what they have seen is not the case.)
5. What kind of water is unfit to drink?
(Water containing deadly elements.)

Lines 33 - 37

"Sir, what are all those tiny black spots on the photographs?"

"We're not certain. They seem to be metal particles that move along certain paths. They emit gases, make noise and keep crashing into each other. There are so many of these paths and so many metal particles that it is impossible to land a flying saucer without its being smashed by one."

Questions

1. What are actually the "tiny black spots" on the photographs?
(Vehicles.)
2. Why are they called "metal particles"?
(They are small and made of metal.)
3. What are the certain paths?
(Roads.)
4. Why do they emit gases?

(Because they burn oil for energy. When cars burn oil, they give off gases.)

5. What's the meaning of "they keep crashing into each other"?

(It refers to traffic accidents and jams.)

Lines 38 - 41

"What are those stalagmite projections sticking up?"

"They're some type of granite formations that give off light at night.

Prof. Glom has named them skyscrapers since they seem to be scraping the skies."

Questions

1. What are stalagmites?

(Rock formations in caves that build up from the floor.)

2. What are the "stalagmite" projections?

(Buildings sticking up like stalagmites.)

3. Why does the Venusian professor refer to them as granite formations?

(Buildings are often made of granite, a type of stone.)

4. Why do they give off light at night?

(Electric lighting is used to illuminate the inside and to beautify the outside of the buildings.)

5. Why do they seem to be scraping the skies?

(They are so tall, as if they are reaching for the skies.)

Lines 42 - 49

"If all you say is true, won't this set back the flying saucer program several years?"

"Yes, but we shall proceed as soon as the Grubstart gives us the

added funds."

"Prof. Zog, why are we spending billions and billions of zilches to land a flying saucer on Earth when there is no life there?"

"Because if we Venusians can learn to breathe in an Earth atmosphere, then we can live anywhere."

Questions

1. What is the Grubstart?

(See Note 5 in your textbook and Note III. 32. in Teacher's Book.)

2. Why is the monetary unit on Venus called a "zilch"?

(In English, the word "zilch" means "zero" and here it implies that the Venusian money is worthless. "Zilch" also sounds funny in English.)

3. Can you paraphrase the sentence "if we Venusians can learn to breathe in an Earth atmosphere, then we can live anywhere"?

(The atmosphere on Earth is the worst in the universe.)

Summary Questions and Concluding Remarks

1. What led the Venusian scientists to believe that there is no life on Earth? (Question 3 in your textbook.)

(The surface, the atmosphere, the water, the space all seem unfit for survival.)

2. What, according to Prof. Zog, will add weight to the saucer? (Question 4 in your textbook.)

(Oxygen & water.)

3. What is this satirical essay directed against? (Question 7 in your textbook.)

(Hazards, dangers, pollution on Earth, short-sighted scientists.)

4. Is all of the Earth as bad as the Venusians think? Are Manhattan and New York City really as bad as they are described? What does this show us about satire?

(Of course not. Not all of the Earth is as bad as the Venusians think, and Manhattan and New York City are not as bad as they are described. Satirists always exaggerate the problems they discuss to draw our attention to them and make us laugh at them.)

5. What are some of the environmental problems in today's world?

- air pollution
- water pollution
- forests disappearing
- farmland shrinking
- noise
- greenhouse effect

6. What is causing the environmental problems?

- vehicles giving off harmful gases
- factories emitting gases
- machines and vehicles making a lot of noise
- uncontrolled cutting down of trees
- massive use of fertilizer and herbicide
- buildings, factories and other facilities occupying farmlands
- people dumping garbage everywhere

7. What should we do to protect our environment?

- spare natural resources
- prevent waste water from being released from factories
- recycle
- make less noise
- plant more trees

- make laws to protect our environment
- use clean energy resources
- invent new clean materials

The setting for the story is the planet Venus. Though with its very high temperature and lack of oxygen, it is unlikely to have any living beings, the author tells the story from the point of view of the Venusians with the purpose of criticizing, through satire, the serious pollution on Earth. From the text, we learn how serious the pollution on earth is. It's high time we took actions to protect our environment.

Study of the Words and Phrases

New Words and Old Words

Teacher: When I say a word or an expression you've learnt before, respond with the new one in this text.

<u>Teacher</u>	<u>Students</u>
<u>(Old Words or Expressions)</u>	<u>(New Words or Expressions)</u>
of Venus	Venusian
bring to the surface	land
sign	signal
picture taken by a camera	photograph
turn straight to	direct
person who studies the science of space	astronomer
instrument to see distant things	telescope
very	extremely
possibility	feasibility
occupied by man	manned