

COLLEGE ENGLISH

Reading Course 1
Teacher's Book

全新版
New

大学英语

阅读教程
教师用书



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上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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主编 董欣 柯彦玢

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《大学英语》系列教材（全新版）

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，以适应教学需要。然而，随着我国改革开放步伐的加快，社会各方面对大学生的外语学习，尤其是他们的外语实用能力，提出了更高的要求，要求他们不仅应具有较好的阅读水平，而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此，《大学英语教学大纲》进行了修改并于1999年公布了修订本，从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面，作为教学思想的一种载体，理应有新的作为。

正是在这种新的形势鼓舞下，上海外语教育出版社组织、策划了《大学英语》系列教材（全新版）的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，于2000年秋季在复旦大学等院校部分班级试用，同时征询了二十多个省市，数百所院校的意见。历经近三年时间的准备后，我们决定从今秋起陆续推出全新版，更好地服务于我国的大学英语教学。

《大学英语》系列教材（全新版）（以下简称《全新版》）由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编，董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1) 《全新版》根据《大学英语教学大纲》（修订本）编写，供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是：立足本国，博采众长，即，充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法，同时认真学习、借鉴国外的教学理论和方法，并根据我国当前的教学需要和现有条件，视其可行性，有选择地加以消化、改造、吸收。为此，本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning)，即学生应成为学习的主体，主动地、创造性地学习，同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下，我们认为组织好课堂教学是关键。在课堂，教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用，同时，还应在学习方法上给学生以指导，使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”，通过读、听、说、写、译全方位的各种形式的课堂内外的实践，培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练，特别是说、写方面的实践活动，应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文，不仅要语言规范而且应富有文采、引人入胜、给人以启迪；选文题材应广泛，以反映现实生活为主，科普内容的读物须占有一定比重；体裁应多样；语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中，充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

6)《全新版》的练习设计，一切从有利于学生打好语言基础和提高语言应用能力出发，针对我国学生的薄弱环节和实际需要，做到有的放矢；形式尽可能采用交互方式(interaction)，如pair work、group discussion、debate等，或采用“任务”方式(task-based approach)，如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要，《全新版》除了在各教程中均设有数量一定的类似四、六级考题形式的练习外，还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式，以帮助学生逐步熟悉该考试形式，对其有所准备。

3. 全书框架

全书由下列几部分组成：

综合教程（1—6册）

（每册由8个单元组成）

阅读教程（1—6册）

（每册由8个单元组成）

快速阅读（活页）

（每册由8个单元组成）

听说教程（1—6册）

（每册由16单元组成）

另有供预备级使用的教材一套，组成与上述同，每种教程一册。

另编有**语法手册**一本，供学生课外参考使用。

除快速阅读外，各教程均配有**教师用书**；综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周（8课时）处理系列教材的一个单元，即综合、阅读、快速阅读各一个单元和听说教程两个单元。其中，综合5课时，阅读和快速阅读1课时，听说教程2课时。

使用时，各校可根据具体情况灵活掌握。

编 者

2001年3月

关于《阅读教程》教师用书的编写与使用

本书是《大学英语》系列教材（全新版）《阅读教程》第一册的教师用书，按课文顺序编写，共8个单元24课。每课包括以下主要内容：

1. 背景资料：这一部分主要为教师提供与理解课文内容相关的背景信息，供教师在备课和课堂讲解时选择使用。

2. 课堂教学建议：这一部分主要包括阅读技能训练和课文理解两项内容。阅读技能训练可帮助学生领会本课讲述的阅读技能，从而更好地理解课文内容与写作方法；其中根据上下文猜测词义一项有助于学生扫除阅读障碍并扩大词汇量，教师可视具体情况或让学生单独练习，或将其融入课文讲解中加以解释。课文理解着重对课文中的重要细节逐个做出解释，教师通过有选择地提问和讲解可以使學生充分理解课文主要内容。

3. 供教师参考的资料：这一部分主要包括课文中的难句释义、一词多义辨析以及近义词辨析等三项内容。对于这些内容，教师可视课文难易程度和学生的学习情况选择使用。

4. 多项选择题的正确答案。

5. 英译汉练习的参考答案及难点释义。

在本书的编写过程中，张砚秋老师及时给与帮助和指导，英国专家 Anthony J. Ward 和美籍外教 Carol Clark Ottesen 审阅了本书，并提出了许多宝贵的意见，谨在此一并表示深深的谢意。

由于编者水平与经验有限，本书难免有不少欠妥之处，希望各位读者批评指正。

编 者

2001年5月

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UNIT ONE

1. Uncle Jim's Wink at Life

I. Information Related to the Text

1. DeSoto Firedome

DeSoto Firedome is a registered trademark of Daimler Chrysler. It embodied the virtues of comfort, style, innovation and value during its three decades of production from 1920s to 1950s. It is a symbol of the American automobile at its height. Nowadays, it has become an important item in antique car collections.

2. Coleman stove

A stove bearing the Coleman trademark. Coleman stoves include ones for both household and outdoor usages.

3. St. Lawrence River

The St. Lawrence River is one of the most important rivers in North America. It takes its source in the Great Lakes, leading to a vast estuary and the gulf of St. Lawrence to finally empty itself into the Atlantic. It is approximately 1,000 kilometers long. The river is the frontier between Canada and the USA for about 200 kilometers.

II. Suggestions for Teaching

Part I Developing Reading Skills

1. How to Spot a Thesis Statement

Before you require your students to spot a thesis statement, you have to introduce them to

the idea that the thesis statement in a story or an essay will indicate its topic, provide an overview, and present an attitude or opinion of the events mentioned in it. Generally speaking, it is a comment or remark in one or two sentences. In this sense, you must understand how the author comes to his conclusion and what comment he will give.

The following questions may help your students spot the thesis statement in this story.

- 1) The author begins this story with a childhood experience. When Uncle Jim knew about his lie, what did he say?

"Telling the truth is always easier, so it's perfect for a lazybones like you and me."

- 2) What did the boy do when he found Mrs. Jameson's gloves?

First he took them away and then he returned them to Mrs. Jameson.

- 3) What did he get for his honesty in returning the gloves to the right owner?

Mrs. Jameson gave him the gloves as a gift.

- 4) What did Uncle Jim tell him about his bald head?

He humorously told the child that he had his hair transplanted onto his chest free of charge during the war.

- 5) How did Uncle Jim treat his friends?

He was always friendly to them and eager to show that he missed them.

- 6) What lesson did the boy learn from the bet?

He learnt to make a decision without hesitation, and to "jump in — even when you don't know how cold the water is."

- 7) Can you try to tell what lessons the boy learned from Uncle Jim and in what way Uncle Jim taught him the lessons?

He learned that it pays to be honest, that you have to treat difficulties in a humorous way, that you have to be kind to your friends, and that you must be brave in your actions. Uncle Jim didn't blame him or teach him any moral lessons directly; instead, he tried to give the lessons in a friendly and relaxed manner. Besides, he gave the child the chance of realizing these lessons through his own experiences.

- 8) Can you find a sentence in our text to indicate what the boy learned from Uncle Jim?

"Be honest, be brave, be kind, look around — the words were never uttered, but the message always got through."

At this stage, you can say that they have successfully found the thesis statement, which actually means that Uncle Jim tried to teach moral lessons in a relaxed and friendly way.

2. How to Determine the Point of View of the Text

In a narrative, the storyteller is called narrator; the narrator's position to see and interpret things is referred to as point of view. A first-person narrator is involved in the action and talks directly to the reader using words like *I, me, my, we, us, and our*. A third-person narrator is an observer of the events and tells the reader about them using words like *he, she, his, her, they, and their*. In this sense, you can ask your students to find out what pronouns the author uses in the story to refer to his relationship with his uncle. Since the author tells his own experiences and uses such pronouns as *I, me, my, and our*, the story is written in the first-person point of view.

3. How to Detect the Meanings of the Following with the Help of the Context Clues

1) **spotted** saw

(As a verb, this word bears the same meaning as *see* or *discover*.)

2) **get it** learn how to do it

(*Get* here means the same as *learn* because in the context there is a sentence saying "I listened and watched, and once in a while, I even learned.")

3) **made it** succeeded in reaching his house

(In the previous context, the author talked about "rhythm drive", which was what Uncle Jim was proud of.)

4) **clung to it** stuck to the idea

(*Until* implies that he kept wondering what it was before he got the driver's license.)

5) **driver's license** a certificate that permits the holder to drive a motor vehicle

(After the boy got his driver's license, he was permitted to drive a car, and then he could experience "rhythm drive".)

6) **self-assurance** self-confidence

(In the context, we know that Uncle Jim tried to help the child to assure himself that he had the ability to win the bet, so it must mean *self-confidence*. Only when a person gains self-confidence can he assure himself that he is able to win.)

7) **a dare** a challenge

(As a noun, it refers to the action which should be done with bravery, so it's a challenge to Uncle Jim because he might have lost the game.)

8) **confidence game** get money by cheating

(It is an American expression.)

9) **wasn't taking chances** was making certain

(Uncle Jim wanted to make sure he did not develop a dislike for books and gardening.)

- 10) **worth making time for** worthy of time spent on
(As “a voracious reader *and* a good gardener”, his father must have spent plenty of time on reading and gardening.)
- 11) **having drawn so short a straw** having been so unlucky, i.e., having lived so short a life
(The death of his father when the boy was 12 shows that his father didn’t live long.)
- 12) **a battered 12-footer powered by a small outboard** a boat worn by hard use which was enabled to move by a motor outside the boat itself
(The key word in this is *powered*. As a verb, it means to supply a vehicle with energy. The following sentence tells all about the poor condition of the boat.)
- 13) **putt-putting** moving slowly with difficulty
(Since the boat was in poor condition and had a small motor, it couldn’t move quickly.)
- 14) **becalmed** unable to move about any longer
(Uncle Jim’s failing heart confined him to bed so he was unable to move around.)
- 15) **signposts** guide
(He learned from Uncle Jim how to treat his own nephew because of these “signposts” or guide mentioned above.)

Part II General Comprehension of the Text

When analyzing the thesis statement, you have already sensed Uncle Jim’s way of teaching a lesson. Now let’s look into some details to get to know Uncle Jim better.

- 1) How did Uncle Jim teach the boy to see through tears?
“*He stayed in, providing a steady hand and a calm presence*” when the boy’s father died.
- 2) Did Uncle Jim have a way with rush-hour traffic?
“*Rhythm drive*”.

Teacher’s comment: From these, together with his humorous answer about his bald head, we can see that Uncle Jim was not beaten down by the difficulties in his life. Instead, he adopted an optimistic and humorous way of overcoming them.

- 3) What was Uncle Jim’s attitude to friendship?
He felt that “*friendship is a currency that never devalues.*”

Teacher’s comment: Uncle Jim tries to tell the boy that friendship will keep its value forever, i.e., a true friend will never forget your friendship, so you can still share intimate feelings with him even when you are having a hard time.

- 4) In order to strengthen the boy’s self-assurance, Uncle Jim proposed a bet. Why didn’t Uncle