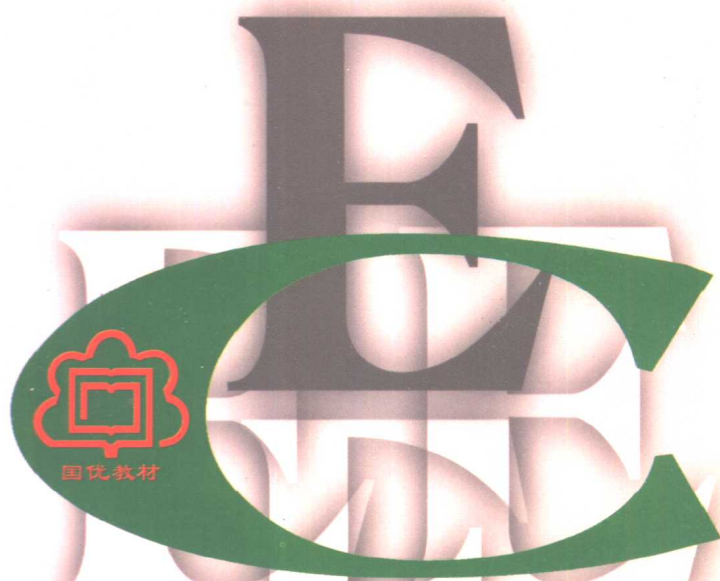


精 读 INTENSIVE READING

教师用书

Teacher's Book



College English

全国高等学校第二届优秀教材特等奖  
国家教委高等学校第二届优秀教材一等奖

高等学校教材

上海外语教育出版社



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大学英语

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Shanghai Foreign Language Education Press

总主编 董亚芬

# 大学英语

College English (修订本)  
( Revised Edition )

精 读

Intensive Reading

第一册

教师用书

Teacher's Book

张增健 (主编)  
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## 修 订 本 前 言

《大学英语》是根据国家教育委员会审定批准的《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,于1986年出版试用本,1992年出版正式本。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册,供1—6级使用;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带;泛读教程1—6级也配有教师用书。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。全套教材由复旦大学、北京大学、华东师范大学、中国人民大学、武汉大学和南京大学分工编写,复旦大学董亚芬担任总主编。前大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充,形成整体。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

精读教程的修订重点放在改善对词汇的处理和改进练习两个方面,在培养学生阅读能力的同时,更好地加强对学生的表达能力的训练。

本书为《大学英语》精读教程第一册教师用书的修订本。为了体现精读教程的修订重点,突出每课重点词反复进行操练的原则,本书除了对原教案中的“课文背景材料”(Information Related to the Text)部分略作修改外,主要对原教案中的“语言点”(Language Points)部分,作了较大幅度的扩展和补充。凡属精读课文精选出的、须加以反复操练的重点词(Words to Drill),均列为语言点,加注并配以实用性强的例证,供教师备课时参考选用。教案中原有的例句,也作了相应的调整、修改或替换。此外,为配合精读教材中的英译汉练习,加深对译文的全面了解,特将精读教程中的阅读材料(Reading Passages)全篇译出。阅读材料的参考译文作为附录三附在精读课文练习答案及课文参考译文之后。

本书教案严格按照教学大纲有关听说读写诸方面的要求编写,力求反映近年来文、理、工等各科教学改革成果。教案内容的编排,侧重于学生综合运用语言技能的培养。编写人员有张增健(主编)、陈寅章、姚燕瑾。修订本由张增健负责,参加修订的有姚燕瑾和吴晓真。

在本书编写过程中,承我校陆谷孙教授和美籍专家 Janet M. Helfand 和 Craig M. Breon 以及英籍专家 Anthony J. Ward 协助审阅,并蒙程雨民教授和孙骊教授主审。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,谨此一并致谢。

## 使用说明

**本**书是《大学英语》精读教程第一册教师用书的修订本。内容包括第一至第十单元精读课文教案,以及“精读课文练习答案”、“精读课文参考译文”和“阅读材料参考译文”等三个附录。

各单元教案基本上按以下五部分编写:

(1) 背景材料 (Information Related to the Text) 包括作者生平、人物介绍、相关课文的英美文化、教育、社会生活以及风土人情等背景知识。

(2) 导言 (Introduction) 包括说明课文主旨或介绍写作特色的开场白 (Introductory Remarks)、检查学生预习情况的课堂提问 (Introductory Questions) 和帮助学生领会课文以及培养学生语言技能的预备性课堂活动 (Warm-up Activity) 等。

(3) 语言点 (Language Points) 包括课文难点注释以及句型、习语使用的例证等。凡属精读课文精选出的并须加以反复操练的重点词 (Words to Drill), 均作为语言点加注并配以例证。鉴于英语中一词多义的基本属性, 在处理重点词时, 除着重阐明该词出现在精读课文中的释义及用法外, 还根据《大学英语教学大纲通用词汇表》(1—4 级) 所框定的词义要求, 适当介绍了该词在其他层面上的意义及用法 (在释义序码前加有圆点号“·”)。至于是否须向学生讲解或何时讲解, 可由教师灵活掌握。

(4) 课堂活动 (Suggested Activity) 主要包括对话 (Pair Work)、小组讨论 (Group Discussion) 或表演片断 (Role Playing) 等。

(5) 补充练习 (Additional Exercises) 包括听写 (Dictation)、课文复述 (Guided Retelling)、课文摘要 (Guided Summary) 和听力理解 (Listening Comprehension) 等。

在具体安排教学活动时, 教师可根据自己的教学实际情况删选使用上述内容。

编 者

1997 年 11 月

**突破传统教学模式,提高大英教学质量**

## **《大学英语》(修订本)多媒体系列教学光盘正式出版**

为了繁荣我国的大学外语教育事业,支持我国的大学外语教学改革,上海外语教育出版社开发了《大学英语》(修订本)多媒体系列教学光盘。该系列教学光盘与《大学英语》(修订本)系列教材同步。精读和听力的每册教材各配 2 张光盘。

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## **HOW TO IMPROVE YOUR STUDY HABITS**

### **INFORMATION RELATED TO THE TEXT**

#### **1 Average intelligence**

The word “intelligence” may mean many things. The basic meaning is “the capacity to acquire and apply knowledge.” Here “average intelligence” means “normal ability to learn and understand.” A student with average intelligence or an average student is a student neither very bright nor very dull who does sufficiently well but wins no distinction. When we say a person is intelligent, we usually mean he or she studies and learns fast, or comes up with clever solutions to problems.

#### **2 Hobbies and habits**

Hobby — a leisure-time interest or activity taken up primarily for pleasure. A hobby may involve the development of intricate knowledge of or capability in a special field. For example: stamp-collecting, coin-collecting, photography, travelling, plane model making, and bird-watching.

Habit — a tendency to repeat an act again and again, or a behaviour pattern that has a degree of unconscious stubborn repetition. For example: a habit of scratching one’s head when thinking, the habit of smoking, a habit of thrift, a reading habit, and a note-taking habit.

#### **3 Skimming and scanning**

Skimming and scanning are two major fast reading skills. These two terms are sometimes used interchangeably. Generally, however, skimming is defined as the ability to identify main ideas while rapidly discarding minor points. Scanning, in contrast, is defined as the ability to locate specific information or facts as rapidly as possible. Usually, when you scan for information, you know what you are looking for before you begin.

**INTRODUCTION****1 Introductory Remarks**

“How can I study well?” This question must have occurred to you from time to time. Have you found a satisfactory answer for yourself?

In fact, no one can offer a cure-all kind of answer to the question. How to study well — it depends on an interplay of many factors, such as motivation, determination, mental ability, preparedness to work hard and method of study. One thing is certain, though: good study habits, or effective learning techniques, will lead you to a successful college career. In this lesson, the author suggests several simple ways of improving your study habits. Of course, you may have come up with some helpful learning techniques of your own. To share them with your classmates you’ll be invited to a discussion on how to improve study habits.

**2 Introductory Questions**

The following is a set of statements about the text, some true, others false. If a statement is true, students are expected to repeat it; if the statement is false, they are supposed to make the necessary changes to turn it into a true one.

- 1) A student with average intelligence can hardly be a top student unless he does a lot of additional work. (F)  
(He or she can be a top student without additional work.)
- 2) A weekly schedule or chart of time will solve all of your problems. (F)  
(It may solve some, but not all.)
- 3) You should spend as much time as possible on your work. (F)  
(You should have adequate time for both work and play.)
- 4) A good place for study should be comfortable and have no distractions. (T)
- 5) Skimming means reading a passage carefully and slowly. (F)  
(It means looking over a passage quickly before you begin to read it more carefully.)
- 6) Being attentive and taking notes in class will save you a lot of time after class. (T)
- 7) If you review class work regularly, you will surely get better grades on tests. (T)
- 8) The main purpose of a test is to provide grade. (F)  
(The purpose of a test is to show what you know about a subject.)
- 9) Improving your study habits means having better learning techniques. (T)
- 10) The author thinks he has covered all important study techniques in his article. (F)  
(He says he has just mentioned a few.)

**LANGUAGE POINTS**

- 1 an average student:** an ordinary student neither very good nor very bad (See **Information Related to the Text**)

average:

(a. )

- (1) ordinary; normal

*Examples:*

— What is the yearly income of an average family in Shanghai?

— I was average in my class though I had hoped I would be better.

- (2) mean (平均的)

*Examples:*

— What is the average yearly income of an ordinary family in Shanghai?

— The average age of the students in this class is 19.

Note: The words in this sense can also be used as a verb or a noun. (See Book 3, Unit 10)

- 2 This is not necessarily the case, however.:** But this might not be true sometimes.

necessarily: as an inevitable result; unavoidably

*Examples:*

— Tourism is an industry that has a necessarily close connection with governments.

— Great books are not necessarily bestsellers.

case:

- (1) the actual condition

*Examples:*

— He thought he had found the right answer, but that was not the case.

— With Internet we can communicate with people far away cheaply. A few years ago that was not the case at all.

- (2) instance of a diseased condition

*Example:*

— Five cases of flu have been reported.

- (3) question to be decided in a law court

*Example:*

— The child-murder case attracted world-wide attention.

Note: The word “case” is often used in some set phrases:

— I am ready to help *in any case*.

— *In case of* emergency, call me at this number.

— He carries an umbrella with him *in case* it rains.

— *In no case* should you lose heart.

**3 fill in:** write in; put in*Examples:*

- Fill in your address, please.
- You should fill in all the blanks on this application form.

**4 committed time:** time committed for necessary purposes, that is, time required to fulfil one's obligations or necessities

commit:

- (1) assign to a specified purpose

*Examples:*

- One million dollars was committed for a program to relieve the refugees.
- Sorry, the President is unable to see you. His time is fully committed.

- (2) perform a crime, a foolish act, etc.

*Examples:*

- commit a crime / a mistake / an error / a murder / suicide

**5 decide on:** decide in favour of; determine*Examples:*

- He has decided on a date for departure.
- We decided on a trip to the North.
- I have not yet decided on any definite plan.

**6 be sure (to do sth.):** not fail (to do sth.)*Examples:*

- Be sure to leave adequate time for play.
- Be sure to write to us as soon as you get there.
- Be sure not to be late again.

**7 set aside:** reserve for a special purpose*Examples:*

- Have you set aside some money for a possible emergency?
- She set aside part of her dinner for next day's lunch.
- We should set aside regular hours for the more important aspects of our work.

**8 normal reading and work assignments:** regular reading and homework both assigned by the teacher**9 occupy:**

- (1) take up; cause to engage

*Examples:*

- After retirement, she occupied herself with work / in working in the neighborhood committee (居委会).
- Her son occupies all her attention.

- (2) take and possess

*Examples:*

- Sorry, this seat is occupied.

— It took great courage to work in enemy-occupied areas.

**10 as well:** also; too

*Examples:*

— This book tells about Lu Hsun's writings, and his life as well.

— With the changes in their social role, women's position in the family has been improved as well.

**11 solve:** find the answer to

*Examples:*

— In old times, many Britishers spent their evenings solving crossword puzzles.

— How did you solve that equation?

— In scientific research, new problems appear when old ones have been solved.

— As soon as Oedipus solved the riddle, Sphinx jumped down the cliff.

**12 be aware of:** have knowledge of; realize

*Examples:*

— Everyone should be aware of the dangers of cigarette smoking.

— Are you aware of your mistakes?

— I stayed indoors too long to be aware (of) how cold it was outside.

Note: When "be aware" is followed by a that-clause, the preposition "of" should be dropped out, for example:

— He is fully aware that he is late for the meeting.

**13 furthermore:** besides, in addition

*Examples:*

— We offer cheap prices; furthermore, goods are delivered to the door.

— Employees in this company are well paid; furthermore, they enjoy free medical care.

**14 enable ... to do:** make ... able to do

*Examples:*

— Airplanes enable people to travel great distance rapidly.

— Her aunt's gift of £ 100 enabled her to pursue her studies.

— The rabbit's speed enabled it to get away.

— Determination and perseverance have enabled her to obtain her goal.

**15 adequate:**

(1) enough; ample

*Examples:*

— Be fair. James even did not have adequate time to prepare.

— Owing to inflation, the old man's pension (养老金) is not even adequate to buy a decent dinner.

• (2) suitable; fit

*Examples:*

— Those officials who are not adequate for their position must step down.

— Do you think he is adequate to the task?

**16 concentrate on:** keep or direct all one's efforts, thoughts, attention, etc. to

*Examples:*

- He concentrated on his reading so that he could understand the story.
- Please concentrate on your work.
- She concentrated on one aspect of the problem to the exclusion of all others.

**17 skim:**

(1) look quickly through (to locate main ideas)

*Examples:*

- It is Mr. Ginsberg's habit to skim the newspapers at breakfast.
- She skimmed over / through the notice, found nothing important, and thrust it into the waste basket.

• (2) remove floating matter from the surface of a liquid

*Examples:*

- skim (the cream from) the milk
- skim the soup to remove the fat

• (3) move lightly over a surface, touching here and there

*Example:*

- On summer evenings, dragonflies (蜻蜓) are seen to skim (over) the river.

**18 look over:** examine; inspect

*Examples:*

- I looked hurriedly over the apples in the basket and took one that looked good.
- They looked over several kinds of new bikes before making up their minds to buy.
- My sister is busy looking over her mail.

**19 organize:** arrange in order; form into a whole

*Examples:*

- The hostess is known for organizing dancing parties.
- Students are organized to take part in community services.
- Allow me a minute to organize my thoughts.

**20 double:** (v.) make or become twice as great

*Examples:*

- The price of eggs has doubled in the past few weeks.
- How did you double the profits of this factory in so short a time?

Note: The word "double", when used as an adjective, means: twice as much; having two like things or parts, for example:

- The profit of this factory is double what it was a year ago.
- That person of double chins reserved a double room at our hotel.

**21 later:** later; afterwards

*Examples:*

- The event was frequently mentioned in later historic documents.
- We will discuss this problem in detail later.

**22 go over:** read again; review; examine

*Examples:*

- After you finish the test paper, go over it again to look for mistakes.
- We often went over our lessons together at night.
- Our teacher is busy going over examination papers.

**23 mention:**

(*vt.* ) speak or write about something in a few words

*Examples:*

- What were you talking about? I heard my name mentioned.
- Do not mention to his wife that he started smoking again.

• (*n.* ) referring to

*Examples:*

- At the mention of the headmaster, the pupil's heart sank.
- Has there been any mention of this meeting in the newspapers?

**24 remain confused about:** be still confused about

be confused: be bewildered; be mixed up

*Examples:*

- The students showered me with so many questions that I really got confused.
- I am confused about the difference between these expressions.

**25 Regular review leads to improved performance on tests. :** By reviewing your notes and textbook regularly you are most likely to achieve better grades on your tests. (Or: ... you will naturally improve your grades on tests. )

lead to: have as a result; cause

*Examples:*

- Hard work leads to success.
- The wording is too vague; it is likely to lead to ambiguity.
- This kind of academic research will not lead to any practical result, I am afraid.

**26 attitude:**

(1) what one thinks about something or somebody

*Examples:*

- What is your attitude to / about / toward women's rights?
- The Government takes a firm attitude in cracking down crimes.

• (2) pose, manner of holding one's body

*Examples:*

- He stood there in a menacing attitude.
- She struck a menacing attitude.

**27 purpose:** aim; plan; design

*Examples:*

- Last month Jim came to China for business purpose.
- The purpose of the meeting is to raise money for medical supplies.
- To show off her new shoes, Eliza complained about foot pain on purpose.

**28 share with:** use or have with others

*Examples:*

- I share the office with two other teachers.
- Share the candy with your sister.
- May I share your umbrella (with you)?

**29 helpful:** giving help; beneficial

*Examples:*

- Thank you. You were most helpful during our stay in Shanghai.
- Exercises are helpful to our health.

## SUGGESTED ACTIVITY

It is suggested that the students have a group discussion about their own study habits after the text material is fully explained.

### 1 Procedure

Step 1: The teacher will put down on the blackboard the following list of study habits.

The students may use it as a guide in their discussion.

- a. Previewing the lesson so well as to almost learn it by heart.
- b. Very attentive but not very active in class.
- c. Taking notes in class but unable to go over them afterwards.
- d. Reading the new words and expressions aloud early in the morning while taking a walk on campus.
- e. Often worrying about tests, sometimes even afraid to sit for them.
- f. Not reviewing what has been learned until there is a quiz or test.

Step 2: The class is to be divided into groups of 5—6. One student will be appointed group leader, another secretary and a third oral reporter. Students are expected to give their opinions about each or some of the study habits listed above. It would be especially beneficial if students could tell about some helpful learning techniques of their own.

Step 3: After 10 or 15 minutes of discussion, the reporter will be asked to make an oral account of what his or her group has discussed.

Step 4: The teacher will make a brief summary of what the students have reported. If necessary, the teacher may make some comments on the group reports.

### 2 A Suggested Summary

Students have agreed in the discussion that previewing a lesson by memorizing

it isn't a good idea. It's better to skim and then read the assigned material rather than memorize it. Students should be both attentive and active in class. They should take notes and go over them regularly. Reading new words and expressions aloud is a good practice. It is also agreed that students should not worry too much about tests, though some in this class admitted they simply couldn't help worrying. Regular review makes the reading material more meaningful and is a better study habit than waiting to begin reviewing until a quiz or test is announced.

## ADDITIONAL EXERCISES

### 1 Dictation

Reading is the most useful learning skill one should acquire. Consider how much time the average student spends every day reading books, newspapers, letters and so on. Eighty-five percent of university work, it is estimated, needs reading. In fact, the better you read, the more you will succeed in your studies.

Reading is the understanding of words and of the links, hidden or expressed, between them. Poor readers are those who move their eyes from word to word without knowing the relationship between them. An intelligent student, on the other hand, examines his reading habits from time to time, so that he will come to know his strong as well as his weak points, thus improving his skills.

### 2 Listening Comprehension

#### A Japanese Woman Student

Each year several thousand young people come to Britain to study English. They come from all over the world. The following is a dialogue between a British reporter and a young Japanese woman.

R: Is this your first visit to England?

W: No, this is my second visit. I first came to Britain in August, 1995. That time I was here on holiday — just sightseeing, but during that holiday I decided that I would come to England and study English.

R: How long will you be here for this time?

W: I arrived in January and I'll stay until December, 1997.

R: Are you enjoying your stay here?

W: Yes and no. Some things are much better than I expected but other things are not so good. I enjoy my lessons very much but I sometimes find it difficult to practise my oral English. English people are very kind but it seems they don't like to talk with people from abroad.

R: Are you learning English for any particular reason?