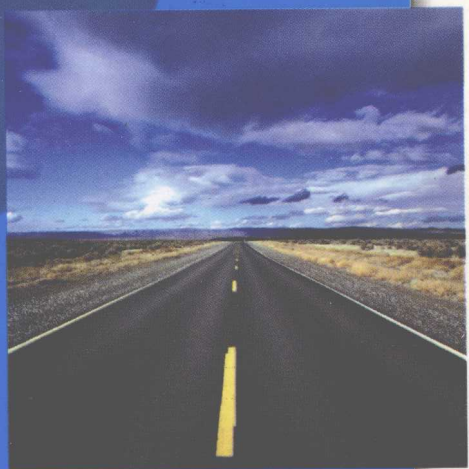


大学英语贯通学习系列丛书

# 大学英语

精读 1-4 册

## 教案精粹



上海外语教育出版社  
新疆人民出版社

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大学英语贯通学习系列丛书

# 大学英语 精读 1-4 册

## 教案精粹

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## 前 言

**编写目的** 为切实帮助广大大学生有效学习大学英语教材,顺利通过大学英语过级考试,我们组织富有教学经验、教学成果,长期工作在大学英语教学第一线的骨干教师,以高起点、高质量、高品位为出发点,博采众长、精益求精、注重实效,精心策划、精心编写了这套《大学英语贯通学习系列丛书》。

**丛书特点** 实用性强,知识面宽,信息量大。丛书紧扣大学英语教材,紧扣大学英语过级考试,从知识内容、学习方法、过级要求、技能技巧等方面对所讲内容进行全方位立体式指导,有益于学习者对所学内容的理解、联想、记忆,从而使大学英语学习收到融会贯通、举一反三、学以致用之效。

**使用特点** 本丛书适合广大大学生同步联想、归纳、交互式学习大学英语精读词汇,同步归类学习大学英语语法,同步总复习大学英语过级考试。

**丛书内容** 《大学英语贯通学习系列丛书》共 8 本:

- 1.《大学英语词汇贯通学习手册》(精读,第一册)
- 2.《大学英语词汇贯通学习手册》(精读,第二册)
- 3.《大学英语词汇贯通学习手册》(精读,第三册)
- 4.《大学英语词汇贯通学习手册》(精读,第四册)
- 5.《大学英语 1-4 级词汇贯通学习手册》

6.《大学英语语法贯通学习手册》

7.《大学英语阅读·完形·翻译·简答·写作贯通学习手册》

8.《大学英语精读1-4册教案精粹》

**本书简介** 本书是在上海外语教育出版社“大学英语专项基金”的资助下,由编者所在大学英语教师采用集体备课的形式历时两年编写完成,也是编者所在大学重点建设课程“大学英语”内容之一。本书弥补了教师用书缺乏课堂活动设计的不足,以提问、讨论方式导入课文,设计各种课堂活动形式,列出每篇课文中的同义词、反义词及下义词,找出课文中所用的修辞手法,发掘课文中所蕴含的文化背景知识,具有较高的独创性和实际可操作性。本书除主编外,参加编写工作的教师还有:王玉玲、王葵、古丽加孜、冯春波、邢伟、张丽梅、阿特娜依、郭泽、海霞等(以姓氏笔画为序)。

**特别致谢** 本丛书在编写过程中,我们广泛征求了学生和教师的意见,采纳了许多好的建议;同时,我们也参阅了大量工具书和辅导教材,吸取了其中有益的资料,在此一并表示衷心的感谢。

**特别希望** 我们殷切希望本套丛书出版后能听到各方面的反馈意见,以便我们及时修订,从而使之不断完善。

《大学英语贯通学习系列丛书》编委会

2002年5月

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# Book I

## Unit One How to Improve Your Study Habits

### I . Lead-in (Group work)

Answer the following questions:

(1) What're your study habits? List at least ten.

- reading aloud in the morning
- previewing before class
- listening carefully in class
- asking questions if any
- memorizing before sleep
- summarizing what has been learned once a week
- taking notes whenever necessary
- making a plan to arrange the time for study
- studying regularly

(2) Are they effective or not?

(3) Have you any suggestions on how to learn English better? What are they?

- write English letters
- make friends with foreigners
- take part in English activities
- read English magazines and newspapers
- watch English TV programs
- listen to radio
- use computers

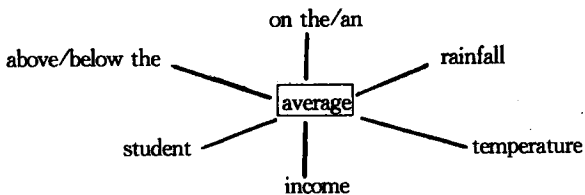
### II . Reading for text organization and important details

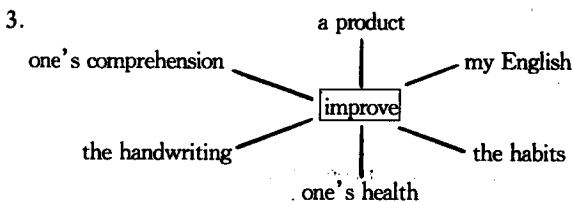
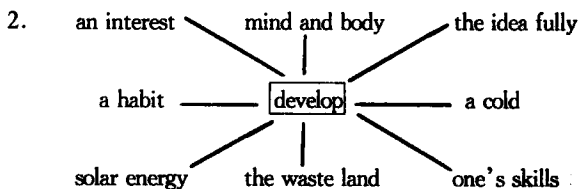
Ask students to fill in the following table:

Suggestions	Predictions	Procedures	Advantages
plan your time carefully	timetable	make ... fill in ... decide on ... set aside ...	make you aware of ... enable you ...
find a good place to study	library; classroom; quiet; good lightening	choose ...	concentrate on the subject
skim before you read	title topic sentence	looking over ... skip ...	get ... recognize ... double ... improve ...
make good use of time in class	listen ... take notes ... speak ...	listen ... sit ... take ...	remember ...
study regularly	don't put off study till before an exam ... study every morning ... review every week	go over ... review ... read about ... skim ...	understand ... remember ... improve ...
develop a good attitude towards tests	serious, correct	don't worry ...	let you know ... help make you ...

### III . Building up your vocabulary power

1.





4. Each of the following words can be used as both a noun and a verb, but their meanings are quite different.

{ content *v.* 满足  
{ content *n.* 内容

{ record *v.* 记录  
{ record *n.* 唱片

{ object *v.* 反对  
{ object *n.* 物体

{ desert *v.* 抛弃  
{ desert *n.* 沙漠

{ contract *v.* 收缩  
{ contract *n.* 合同

#### IV. Follow-up work

1. Classroom activity: Simon Says.

Procedures:

- (1) Students stand up.
- (2) Teacher gives instructions:

When the teacher says "Simon says ...", the students perform the action; when the teacher uses an imperative sentence, the students should give no response. The ones who respond to the imperative sentences will be "out" and sit down.

- (3) The last one standing will be the winner.

e.g. Simon says "Close your eyes".

Sit down, please.

Simon says "Turn right".

2. Focusing on the use of connectives.

Group work: 8 groups, each one paragraph

Find and state the use of connectives in the text.

Para. 1: Line 2: but

Line 3: however

Para. 2: Line 2: and ... as well

Line 6: then

Line 7: then

Line 10: and

Line 13: but, furthermore, so that

Line 15: and

Para. 3: Line 17: but

Line 18: and, when

Para. 4: Line 21: before, as

Line 22: and, when

Line 23: and

Line 24: and ... as well

Pair work: Find all the parts connected by "and, and ... as well, as well as" and analyze their structures. (parallelism)

Practice: Translate Lines 11 - 12, 17 - 18, 24 and 30 into Chinese, paying special attention to the parts connected by "and, and ... as well, as well as".

3. Do Exercise VIII on page 10 and exercises on page 17 by using cards on which connectives and pairs of sentences are written beforehand. Students are asked to join each pair of sentences.

4. Group discussion:

(1) Which of the suggestions given in the text seems most useful or important to you? Why?

(2) What should you do before, in and after class in studying English?

5. Written work:

You may ask students to write a short passage entitled *My Good Habits in Learning English* in no more than 100 words, paying attention to the use of proper connectives.

## Unit Two      Sailing Round the World

### I . Lead-in

#### 1. Using questions:

(1) What qualities do you think are necessary to become a successful navigator?

— courage, determination, experience, wisdom, health, skill, etc.

(2) What difficulties might people encounter when sailing?

— loneliness, illness, storm, losing one's way, reef, pirates, attacked by shark, hunger, thirst, etc.

(3) If you decided to sail round the world, what would you need to take with you on the boat? List ten.

— food, drinking water, rope, medicine, telescope, compass, knife, gun, clothes, matches, radio, etc.

(4) What is your greatest dream?

#### 2. Using pictures:

(1) Ask one student to draw a map of the world on the blackboard.

(2) Mark the following on the map.

Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Asia, Europe, Africa, America, Antarctic.

### II . Understanding text organization

The text can be divided into three sections according to the main ideas the author conveys. Ask students to work individually, and find out which sections contain the main ideas. They should then summarize each section in one sentence.

Section 1 (Para. 1 - 2): Francis Chichester, a British adventurer, made a decision to sail round the world.

Section 2 (Para. 3 - 8): During his nine-month voyage, he met with a lot of expected and unexpected difficulties, but he conquered them all.

Section 3 (Para. 9): The author points out that Chichester had given the machine-dependent human beings new pride.

### III. Reading for specific information of the text

1. Teacher reads out the following statements for students to decide whether they are true or false. Students must support their judgments by finding out the specific lines in the text.

- (1) Chichester's friends and doctors didn't think he could go around the world because they thought he was too old to sail. (F, Line 8)
- (2) At that time, he was the person who had made the longest single-handed voyage. (T, Lines 22 - 24)
- (3) Chichester set off once more although his friends tried to persuade him not to sail. (F, Line 31)
- (4) Chichester's family was in Sydney. (F, Lines 26 - 27)
- (5) Chichester never experienced fear during his voyage, so he gave men throughout the world new pride. (F, Lines 43 - 45; Lines 54 - 55)

2. Ask students to answer the following question:

Many people have traveled round the world, but no one else has done it the way Francis Chichester did. How do you justify the sentence?

- He was at the age of 65.
- His doctor told him he had lung cancer.
- He was alone in a small boat.

3. Ask students to fill in the following table:

Voyage	The 1st half	The 2nd half
Time of departure	Aug. 1966	29 Jan. 1967
Time of arrival	12 Dec. 1966	28 May 1967
Place of arrival	Sydney	England
Days spent sailing	107	119
Miles covered	28500 miles	—

4. Use the map drawn on the blackboard to illustrate Chichester's sailing course.

#### IV. Reading for the main ideas of the text

Ask students to answer the following questions:

1. What had Chichester learnt about himself during the voyage?  
(He learnt about his strength and weakness, his determination and perseverance, his will and potential, etc.)
2. What kind of new pride had Chichester given to men throughout the world?  
(Men can depend on themselves to fulfill what they want to accomplish.)
3. What do you think is Chichester's greatest achievement?  
(He did what he wanted to do no matter how many difficulties he had to go through.)

#### V. Figure of speech

Metaphor:

— *Wild horses* could not . . . . (Line 44)

#### VI. Cultural elements

1. Some idioms concerning the sea:

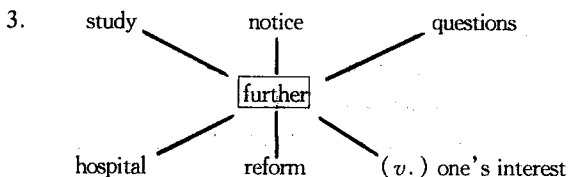
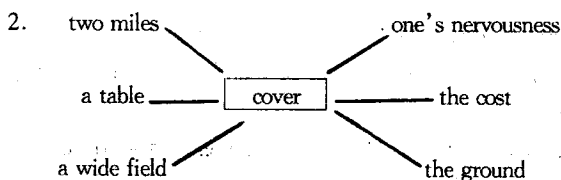
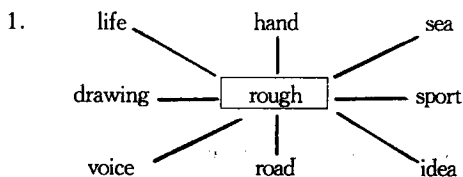
Britain is a country made up of islands, and many people enjoy sailing. Navigation was once the most powerful industry in history. Idioms concerning the sea are many, e.g. know the ropes, keep one's head above water, burn one's boats, all at sea, in the same boat with, clear the decks, to sink or swim, in deep water, go with/against the stream/tide, show one's colors. On the other hand, Chinese people live on the Asian continent, and agriculture plays an important role in economy in history so that many idioms are concerned with agriculture and land, e.g. 解甲归田, 瓜田李下, 拔苗助长, 青黄不接, 枯木逢春, 斩草除根, 陈谷子烂芝麻。

2. The titles of nobility:

Duke – Duchess	Marquis – Marchioness
Earl – Countess	Viscount – Viscountess
Baron – Baroness	



## VI. Building up your vocabulary power



## VII. Follow-up work

### 1. Group work:

- (1) Each student says two sentences about Francis Chichester.
- (2) Tell one thing that you've done and that surprised your friends and family.

### 2. Written work:

You may ask your students to write a short passage entitled *My Old Dream* or *An Unforgettable Experience* in no more than 120 words as their homework.