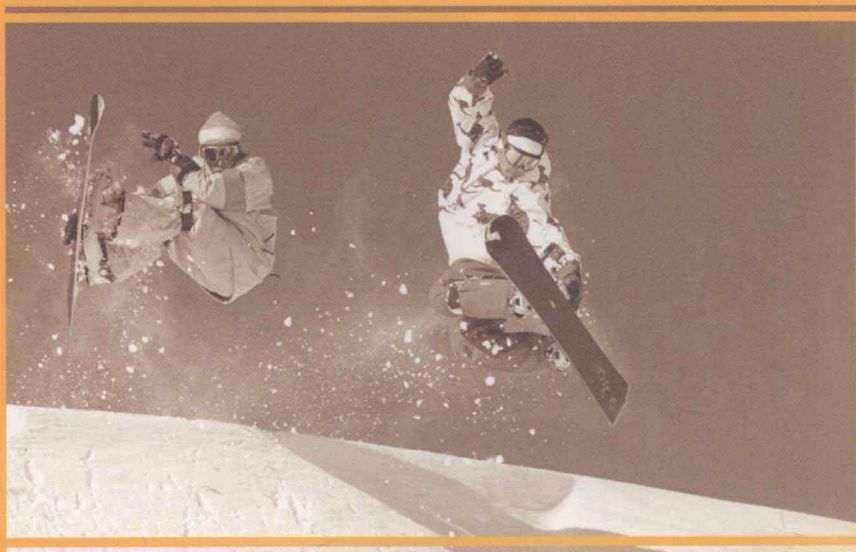# New Dynamic College English

新活力大学英语

——读写 教师用书(上册)

华中科技大学外语系 编著

New Dynamic College English

新活力大学英语

——读写

教师用书

（上册）

华中科技大学外语系编著

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华中科技大学出版社

新活力大学英语——读写教师用书(上册)　　　　　　兰素萍　郭翠红　编著

内 容 提 要

　　本书主要为《新活力大学英语——读写》学生用书（上册）的教学而编写，旨在为教材补充教学素材和相关背景材料，同时，还对教材中的课文及词汇作了一定的分析和解释，以便教学者能更好地、更全面地进行教学。书中还提供了练习答案和课文译文，以供参考。

前　言

　　本书是为《新活力大学英语——读写》编写的教师参考书（Teacher's Book），分上、中、下册出版。

　　每册的基本内容如下：

　　Ⅰ. Background Information

　　Ⅱ. Comprehension at Discourse Level

　　Ⅲ. Word Study

　　Ⅳ. Key to the Exercises

　　Ⅴ. Translation of the Text

　　本书编写的目的是尽可能地为使用《新活力大学英语——读写》的教师提供各种教学素材、参考资料，以满足教学的需要。然而，由于编者的水平和经验有限，书中难免存在错误和不足之处，恳请同仁及使用本书的教师提出宝贵的意见。

編　者
2004 年 1 月
于喻家山麓

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Unit 1　Language Learning

Part One　In-Class Reading

Ⅰ. Background Information

Learning a language and improving communicative competence are linked but distinct skills. Since many students have a grounding in vocabulary and grammar, the fastest way for them to improve is by focusing on what has been neglected competence in communication.

Course targets and methods remain similar with different groups, but the informational content varies depending on experience, motivation, opportunity and need, which are in turn closely related to the individual's expectations for the future. Three examples of students with different needs are those about to depart on postings overseas, those traveling overseas for a limited period, and new employees who are not likely to travel soon.

Although the methods introduced in these pages use the example of learning English as a second or foreign language, I have used them to learn various other languages and they are based upon research which is cross cultural and has now occurred across many different language groups. The resources on this page have been written in order to help both teachers and language learners. The targets include offering assistance for the following:

- Learning language quickly and effectively.
- Using educationally sound, well targeted learning methodologies.
- Developing appropriate goals and using methodologies which support those goals.
- Ensuring that study schedules are effective.

"Learning English", "studying English" and "taking an English course" all imply that we learn language in the same way that we learn other subjects. There is however, a fundamental difference between "learning" a language and other information. Most

human knowledge has accumulated over hundreds if not thousands of years and is best studied in a systematized and step-by-step way. Language, on the other hand, is a dynamic, non-systematized human function of the human mind.

Although there are patterns in every language, language is a way of communication that is essentially creative. Much of what we say is original. Learning how to use a different code for communication (i.e. another language) means that we need to become able to create and use a "code" which is always changing.

Studies of language over the past hundred years, and particularly the past thirty years have shown that many languages of the world have certain common characteristics:

Strengths of Human Languages

- Humans have a natural, innate ability to acquire and create language.
- Language is fluid — it changes quickly.
- Focusing on how to use a language is by far the fastest way to acquire the ability to effectively communicate in that language.
- Language learners learn primarily from their peers, even when the peers are also learners.

Challenges for People Studying Human Languages

- Analyzing the structure of any language is exceedingly complex. No human language has ever been perfectly systematized.
- Objective study of language components and structure does not give one the ability to communicate using the target language.
- Although native speakers of a language use tens of thousands of words, very effective communication can occur even with a small vocabulary.

As an understanding of these facts has grown, interactive, communicative approaches to language teaching have grown to dominance. These approaches emphasize the *use* of language to communicate as the primary means of instruction from the start. It is not unfair to say that research and classroom experimentation in effective ways to teach language have resulted in a worldwide revolution away from the "vocabulary plus grammar" approach, which was prevalent only a few decades ago.

The company I've been working for has been a leader in the use of communicative language acquisition strategies in Japan for over three decades. It emphasized using language as a way of opening channels of communication with those who use the target language, and was one of the first institutions in Japan to actively focus on the use of

conversation as the primary means of acquiring linguistic competence in communication. In practice, the focus on communication common to many teachers means that they need to spend significant amounts of time motivating students to *want* to communicate in another language. Well-designed and structured courses motivate with success and its commensurate feeling of achievement being the most consistently reliable motivator. I hope this selection of articles provides relevant, useful courses to both teachers and students.

II. Comprehension at Discourse Level

Introduction (Para. 1—3)

You should <u>consider several things</u> before you sign up for a language course.

Main Body (Para. 4—12)

Motive: **You have different choices when you have different motives.**

Supporting evidences:

A. A practical program would do fine if <u>all you want to know is how to find a telephone booth.</u>

B. <u>A university or an institute</u> may be the best place if you want to achieve real proficiency.

Method: Language teaching programs and methods vary.

A. Total immersion is one technique.

B. Classroom dialogues are emphasized.

C. For some students who don't have much time, <u>private tutoring</u> may be best.

Teacher: A good teacher should be <u>an enthusiastic teacher.</u>

Conclusion (Para. 13)

The tanning booth approach to language <u>doesn't work.</u>

III. Word Study

1. **vary** *vi.* to undergo or show change; to be different; deviate; to undergo successive or alternate changes in attributes or qualities

e.g. The temperature varied throughout the day.

What they have done varied from established patterns of behavior.

Foliage varies with the seasons.

2. **tutor** *n.* a private instructor; one that gives additional, special, or remedial instruction

e.g. Her tutor teaches her at home.

His tutor often leads him to do the experiment.

      vt. to act as a tutor to; instruct or teach privately

e.g. He tutored me in English.

3. **approach** *n.* the act of approaching; a fairly close resemblance; an approximation; a way or means of reaching something; an access; the method used in dealing with or accomplishing

e.g. The approach of winter brings cold weather.

    All approaches were blocked.

    Don't make approaches to strangers.

    She presented a new approach to solving the problem.

      vi. to come near or nearer, as in space or time

e.g. Spring approaches.

      vt. to come or go near or nearer to; to begin to deal with or work on

e.g. The performance approaches perfection.

    He approached the task with dread.

Ⅳ. Key to the Exercises

Reading Comprehension

1. B   2. C   3. A   4. C   5. C

Vocabulary Practice

1. 1) 略

    2) authenticity, agency, proficiency, submission, immersion, conclusion

2. 1) B 2) B 3) A 4) A 5) D 6) B 7) B 8) C 9) B 10) B

Translation

1. 1) I just want to buy a book, and it'll do fine with ten yuan.

    2) Food culture varies from one country to another.

    3) If a student is criticized for giving the wrong answer, he is unlikely to answer it again because of the fear.

    4) Groups work well for most people because they provide the opportunity to participate in games and conversation.

    5) Being a good learner is no guarantee that a person will work well.

2. 1) 由于大多数语言课程注重课堂上的对话，班级大小很关键。

    2) 因此，要在打听老师口音的地道性之前，先问一问他们的教育经历和背景。

3) 对于那些没有很多时间又很认真的学生，私下里指导最好。

4) 到目前为止评价老师最重要的标准就是他或她是否充满热情。

5) 非本族语的老师有时可以更好地理解学生的问题，因为他们也学了外语。

Ⅴ. Translation of the Text

想要学语言吗？别把它看成是攀登世界最高峰

在纽约，你每天随处可见、随处可听到一些人讲外语，那是再平常不过的事了。譬如说，当你坐出租车时会听到司机讲的是克里奥尔语；当你在餐馆点菜时会看到菜单上面一半用的是汉语，一半用的是西班牙语；而且午夜时，你还可以在韩国老板开的熟食店里买到便当。

然而，如果你想要学会外语，则是另一码事，而且几乎总是一件花钱的事。即便是从曼哈顿街电话簿里就可发现 70 多所语言学校，但是要想学会语言很少有价钱可讲的。

外语教学领域的专家们认为，如果你想精通多种语言，你在报名参加语言课之前必须先考虑以下几方面的事情。

学习动机

你为什么要学外语？知道如何在法国马提尼克岛点饮料与如何在东京谈生意绝对是两码事。如果所有你想知道的只是在巴黎凯旋门散步时如何找到电话亭，你就只需要参加一个首先能够教会你怎样说，其次才教你读写的培训课程。

耶鲁大学语言实验室的副主任，安东尼•尼耶斯说过，"在这样一个旅游全球化的时代，学生们现在或者将来可能会有更多时间在他们想学的那门语言的国家度过。"这就意味着知道如何问路或询问旅馆与知道如何听懂别人的回答，比起能阅读《世界报》或者懂得过去完成时重要得多。

但是假如你的目标是既要会动词变形又能读懂法国作家福楼拜的小说《包法利夫人》，要真正达到这样的外语水平的话，上大学是你达到学习目标的最好地方。

学习方法

学习语言的最好方法是什么？语言教学课程和语言教学方法是有区别的。有一种方法称为语言全身浸入法。利用全身浸入法，学生在课堂上只需要听、说、读他们所学的语言。而且，对于一些学生来说，全身浸入法就是到国外居住，全身浸入所学的语言。

因为大多数语言课程注重课堂上的对话，所以班级大小很关键。安东尼•尼耶

斯说过，"如果一个班超过 15 人的话，很可能每个人就没有太多的时间说所学的语言了。"然而，专家们却认为，那些班级更小价钱更高的课堂并不一定就更好。

对于那些没有很多时间但又很认真的学生，进行个人指导是最好的。对于大多数学生来说，以小组为单位的学习方式会好些，因为不同的小组能给学生提供参与游戏、表演短剧和对话的机会。

外语教师

什么样的老师是好老师呢？你那么看重一堂语言课，你当然也要仔细选择老师。安东尼·尼耶斯认为，从说本族语的老师那里学语言有其优势，但是不能保证一个说本族语的老师就是一个好老师。另外他还补充道："到目前为止，评价老师最重要的标准就是他或她是否充满热情。"

纽约公立学校双语教育部开展第二语言研究项目的主任菲利斯·齐格勒认为，非本族语的老师有时可以更好地理解学生的问题，因为他们也学了这门外语。

因此，要在打听老师口音的地道性之前，先问一问他们的教育经历和背景。

纽约大学继续教育学院外语系主任费边奥·杰瑞利-卡瑞西说过："那种类似到晒黑棚把自己晒黑的语言学习方法是不起作用的，"他又补充道，"在那里坐着晒 10 个小时不会让你觉得比晒 5 个小时更黑。"换句话说，要做作业，要练习。

Part Two   After-Class Reading

Passage   I

I. Background Information

If you read a few books in English, you will see that your English has become better. You will start using new vocabulary and grammar in your school compositions and E-mail messages. You will be surprised, but English phrases will just come to you when you are writing or speaking! Things like the past simple tense and how to use the word "since" will become part of you. You will use them automatically, without thinking. Correct phrases will just appear in your head.

It will be easy to use English, because your brain will only be **repeating the things that it has seen many times**. By reading a book in English, you have given your brain thousands of English sentences. They are part of you now. How can you make a mistake and say "I feeled bad", if you have seen the correct phrase ("I felt bad") 50 times in the last book you've read? You simply cannot make that mistake anymore.

You will surely notice an improvement at your next English test. For example, in multiple choice questions, you will "**feel**" which is the correct answer. You may not know "why" it is correct (you will not be able to give a rule for it), but you will know it is correct. You will know because you will have read it many times.

This is true for all words and grammar structures. If you read in English, you can forget about grammar rules. Throw away your grammar book! You don't need to know the rules for the present perfect tense. You don't even have to know the name "present perfect tense". Instead, read a few books in English, and soon you will feel that "I have seen Paul yesterday" is wrong, and "I saw Paul yesterday" is correct. It will simply sound wrong. How? Simple. Your brain has seen the second kind of sentence 192 times.

II. Word Study

contact *n.* a coming together or touching, as of objects or surfaces; connection or interaction; communication; association; relationship

e.g. Friendly contacts between different peoples facilitate the cultural and economic interchange.

She comes into contact with many people.

The two wires were in contact.

vt. to bring or put in contact; to get in touch with; communicate with

e.g. Contacting with realities indisposed him to any more idle speculations.

She contacted me as soon as she arrived.

III. Key to the Exercises

Reading Comprehension

1. D   2. D   3. C   4. C   5. D

IV. Translation of the Text

阅读——学习英语最重要的方式

为什么阅读

在你具备用英语说和写的能力之前，你的大脑里必须有足够的输入（正确的英语句子）。如果你在生活中从来没有接触过英语句子，你就不可能说英语。如果你没

有接触过大量的英语句子，你也就不可能说好英语。有两种获得正确句子的途径：听和读。两种途径都不错，但是通常来说，阅读比听力要简单，借助字典，你将更容易理解英语文章。而听，例如看英文电视或电影，则难得多。

阅读确实能够令你的英语有所改观，它能使你自然而流畅地使用英语语法和词汇。怎么做呢？在对"输入"的引言里，我们阐述道：如果你阅读了一些英语书籍，你将会发现你的英语长进了不少。你将能够在你的作文和电子邮件中开始使用新词汇和新语法。你将会非常吃惊，因为当你在写文章或说英语时，那些英语词汇就在你眼前出现，例如怎样使用一般过去时和"since"一类的事情对你来说将变得非常简单。你将无须思考，就能自然地使用这些语法和结构。正确的词组就会出现在你的脑海里。使用英语将会变得比较简单，因为你的大脑仅仅只是在重复你已经接触过很多遍的东西。通过阅读一本英文书籍，你就已经在脑子里储存了成千上万个英语句子。你现在已经完全掌握了它们。如果你已经在你上次读过的书中 250 次看到过那个正确表达法"I felt bad"，你又怎么可能说出"I feeled bad"这样错误的话来呢？

怎样阅读

如果你在阅读时做到了这三件事情，效果将显而易见。

1）注意那些你感兴趣的东西：新单词、新词组和新的语法结构。

2）通过字典来学习你感兴趣的东西。使用字典的频率越高，你会进步得越快。如果你不喜欢在阅读时中途停下来查生词的话，你可以把你感兴趣的句子全部记下来，或是用铅笔在它们下面划线。过后，你就可以学习这些句子中的单词和语法。

3）把你感兴趣的东西都放到备忘录中去，这样就会使你每天都接触到正确的英语。有了备忘录，你将不会忘记有用的词汇和语法。正因为如此，你将能非常快地获得知识。

阅读什么

你必须坚持阅读那些具有适当水准的文章。这是什么意思呢？因为你想要学一些东西，文章中就必须有一些你不知道的词。但是，不能有太多的难词，因为你不想为了一个句子去查十次词典。下面是适合你阅读的几类文章：

文学类

如果一般的书对你来说太难了，我们向你推荐"企鹅分级阅读"丛书。它们是简写本的英语名著。这套书按难易度来分级，从"轻松起步"（只使用 200 个基本词汇）到"高级阶段"（使用 3 000 个单词）。

科普类

如果你对科学感兴趣，可以接触一些用英语写的有名的科普读物。在许多不同的领域有许多著名的英语作家，例如心理学、生物进化论、物理学和经济学。

教科书

如果你大学学习使用的教科书是说英语本民族语言的人写的话，你就能学到地道的原版英语。如果你正在学一门新的计算机语言，你可以采用英语原版书籍。这样，你就能既学专业，又学英语了。

网络

在万维网上你是完全自由的。你能阅读全世界范围内任何令你感兴趣的东西。因为你在花很多时间上网的同时也学到了很多英语。

还有一些小事情要注意。例如，你能用自己的电脑操作系统、文字处理器和其他的电脑应用程序。你也可以寻找一些会用英语发电子邮件给你的人。总之，你应该尽可能地用英语阅读。

Passage II

I. Background Information

Language learning strategies are defined as ways of processing information to enhance comprehension, learning, retention and use of the target language. These strategies fall into three broad and often overlapping categories: strategies to help interpret text efficiently; production strategies to accomplish communication goals; and strategies to plan for and engage in oral interaction.

Strategies to help interpret text efficiently include: focusing on word endings or stressed syllables; using the support of images in visual or written text; recognizing key words and phrases; working out which words belong together to form units of meaning; and deducing, or applying rules to understand language.

Production strategies to accomplish communication goals include: planning the organization of written or spoken text/discourse; integrating new ideas with known information; monitoring production while it is occurring; and evaluating language production after it has taken place. Strategies to plan for and engage in oral interaction include: identifying appropriate register; scanning received text; using approximations; miming; questioning for clarification; and reducing language complexity.

Students demonstrate achievement of this outcome through the Listening and Responding, and Speaking; Viewing, Reading and Responding, and Writing outcomes.

Ⅱ. Word Study

focus *n.* a center of interest or activity

> e.g. Because of his strange clothes, he immediately became the focus of attention when he entered the office.

> *vi.* to converge on or toward a central point of focus; be focused; to adjust one's vision or an optical device so as to render a clear, distinct image; to concentrate attention or energy

> e.g. They held a campaign that focused on economic issues.
>
> You must try to focus your mind on work and study.
>
> All eyes were focused on the speaker.

Ⅲ. Key to the Exercises

Reading Comprehension

1. D   2. C   3. D   4. D   5. D

Ⅳ. Translation of the Text

改进你的阅读策略

如果你碰到一篇艰涩难懂的文章，或者你不能在正常情况下有效阅读，你可以通过使用目的性更强的阅读方法来改进你的阅读策略。你可以把阅读分为三个阶段：阅读前的准备；阅读阶段；阅读后的感想。

1. 阅读前的准备

阅读前的准备可以帮助你找到阅读的真正目的。它只要花上几分钟时间。只需问以下几个简单问题就可以完成这一阶段：

读完这篇文章后我想要得到什么？

在阅读时应带着一种什么观点来读？

为什么你自己或别人会选中这篇文章？

我能把文章分成几个章节来读吗？

略读后文章的大意是什么？

2. 阅读阶段

一旦你确定了阅读的中心，在实际中怎样阅读一篇文章取决于文章的本质。这