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NEW ENGLISH COURSE
GUIDED READING
BOOK I
TEACHER'S BOOK

A

新英语教程 英语阅读

第一册 教师参考书(A)

清华大学出版社

新 英 语 教 程

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前 言

本书是为了配合《新英语教程》英语阅读第一册而编写的教师参考书。由“教师参考书(A)”和“教师参考书(B)”组成。“教师参考书(A)”，系供教师专用的参考素材。“教师参考书(B)”除教师使用外，也可供学生使用。

考虑到我国目前大学英语在教学法方面正处于不断探索和创新的阶段，各校的英语教学现状也不尽相同，我们不为各分册规定特定的教学要求和目标，以利任课教师自己针对具体的教学对象，参照教学大纲，定出合理的，符合实际的教学要求和目标。本书编写的目的是尽可能满足《新英语教程》的使用教师在根据不同要求、不同层次、不同环节进行教学时对不同类型的教学素材提出的需求。当然，达到这一要求，难度是很大的，而编者的水平又是有限的，为此，我们热切希望使用本书的教师和同学给我们提出宝贵的意见，帮助我们不断改进、提高。

教师参考书(A)中的各单元(Unit)均有以下内容的素材供教师选择使用。现分项予以说明：

1. **Warm-up Questions** (“预热式”提问)：提问时以课文的外围为中心，而不涉及课文中的具体内容。这样在学生不预习时，也可培养他们对课文进行预测 (Prediction) 的能力。如学生有预习的习惯，这些问题也可以起到激发学生的兴趣和活跃课堂的作用。

2. **Main Ideas of Each Paragraph** (自然段大意): 它是各课自然段概括性的叙述, 不包括该自然段的详细内容(details)。可供教师了解各自自然段的中心大意(main ideas); 也可作为开展课堂讨论, 让学生在归纳各段中心大意时参考的依据。

3. **Outline** (提要): 它是全课概念段(conceptual paragraphs)的概括性内容, 不包括说明性的细节(supporting details)。如果习惯采用 teacher-centered method, 教师可将其中的标题写在黑板上, 用以讲授课文大意; 如果习惯使用 student-centered method, 在板书之后, 可请学生用英语补充说明性细节, 这样便可向学生提供口头练习和理解全课内容的机会。

4. **Paraphrases**(释义): 它是对理解起来较困难的句子提供的解释性说明而不是原句在意义上和语体风格上的确切转述。

5. **Words and Expressions** (词和词组): 它包含每课中需要熟练掌握的词和词组, 有些在中学已经学过但估计掌握起来可能有困难的, 有些虽非新词语但其用法学生仍然陌生的, 这些内容都列入此栏目中。

6. **Explanation**(解释): 这是为语法分析而设立的栏目。但因第一册课文中多数语法内容是学生在中学已经学过的, 所以未附此栏目。

7. **Summary** (概要): 供教师转述时作参考。如果需要并且条件允许, 也可读给学生作听力训练, 或作听写用。

8. **True-False Checks** (正误练习): 这个练习形式并不是要求学生简单地回答“true”, “false”, 或

“don't know”，而是要他们：

- 1) 听懂教师读出的句子，并判断其为 True/False。
- 2) 能用英语解释他们作出判断的理由：即为什么要选择 True/False，根据何在。
- 3) 如果条件允许，可选其中某些句子作为课堂讨论的题目，这个练习中的十个句子设置的目标及课文的关系如下：
 - ① 课文中的同一概念，用不同的说法表述，以便学生能听懂和熟悉不同的表达方式。
 - ② 应用推断 (inference) 的方式，要求学生对课文和隐含的意义 (implied meaning) 作出自己的判断。
 - ③ 理解课文中逻辑上的因果关系：(perception of cause and effect)。
 - ④ 要求学生对作者的观点、意图、论点、论据等各个方面发表自己的看法，以培养他们评阅 (critical reading) 的习惯和能力。

总之，本项练习决不是只要求学生回答 yes/no 的练习，而是训练学生深入理解课文，逐步学会用英语口头表达自己看法的一种训练，当学生表达有困难时，教师应给予帮助和指导，以完成其表达。

9. Background Material (背景材料)：在目前条件下我们只能在力所能及的范围内为 Part A 中某些课文提供一些必要的背景材料，供教师参考。

教师参考书 (B) 有以下内容：

1. Chinese Version of the Text(汉语译文)；

是《英语阅读》各单元中 Part A 和 Part B 课文的汉语译文，仅供研究原文涵义的参考，而不宜作翻译讲授。

2. **Key to Exercises** (练习答案)：全部练习答案都由《新英语教程（英语阅读）》原编者提供。但不论在《英语阅读》或《教师参考书》中，凡属主观性的练习形式，如 True/False 练习，以及 Main ideas, outline (conceptual ideas) 的判断等等都带有主观分析性质，因而不可能只有唯一正确的答案，这些答案常常是可以讨论的。因此这里提供的凡属上述主观性练习的答案，都具有参考性质，希望这种练习能激起学生进行讨论的兴趣，从而达到深入理解的目的。

以上教学素材，最理想的课堂使用方式是全部用英语进行。但如条件不允许，教师可根据实际情况，适当使用母语进行教学。当然，即使全部用英语，恰当地使用母语对比，也是必要和有益的。这样做，有助于学生深入理解所学语言的准确性 (accuracy)。

学生在课堂中的“反馈”或其它活动，在条件不具备时，也可由使用母语逐步过渡到尽量使用英语。

本书编者为栾诚明与徐君儒两位老师。渠川璇副教授对 Part A 所有课文的汉语译文提供了很好的修改意见，特此致谢。

主编 萧家琛

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UNIT I

PART A

CAMBRIDGE—THE UNIVERSITY TOWN

I. Warm-up Questions

1. What are the two world-famous universities in **Britain?**
2. Where is Cambridge, or in which city or town is Cambridge located?
3. Is Cambridge one university or a number of small universities or colleges?
4. There are altogether nearly 30 colleges in Cambridge. Do you think they are all centered in one area or scattered around the whole town?
5. What do you call such a town which is almost indistinguishable from a university?
6. Do you have any idea about how old Cambridge is? (about 780 years old, in early 13th century)

7. When it was first founded, the university was unable to provide lodgings (i. e. the living places) for the students. What do you think the students had to do?
8. At that time, the students of Cambridge were very young, around 15 years old only. Could they afford the lodgings outside the university?
9. There are now nearly 10,000 students in Cambridge. Do you think all of the students can live and dine in their colleges throughout the four years of study?
10. There are about 30 colleges in Cambridge. Do you think they may have some relations with each other? Are they completely independent of each other?
11. No parking is allowed on the campus. Can you make a guess as to what means of travel the students of Cambridge may use?

II . Main Ideas of Each Paragraph

Par 1 If a city has a university in it and there is no clear distinction between the two, we call it a university town and Cambridge is such a university town.

Par 2 It was the Romans who first built the town,

and gradually the town became a centre of learning.

Par 3 The students and teachers of the early times were generally very young and could not afford lodgings outside the university. As a result, colleges were opened in order to provide cheaper lodgings for them.

Par 4 The colleges were built with money from the royal family, religious institutions and other sources. Up to now, there have been nearly 30 colleges already. Every student is a member of the college he belongs to, though he may join various societies and clubs of the university.

Par 5 John Smith is such an example. Being a student of Queen's College, his academic life and spare-time activities are mainly centred on the college. However, he attends lectures in other colleges and is an active member in the university social and sport life.

Par 6 Cambridge is a busy place during the full term. One of the most impressive scenes in Cambridge is the boiling sea of bicycles rushing into different directions during the breaks.

III. Outline

1. Cambridge as a university town
 - 1) No clear separation between the university and the town
 - 2) Students' activities can be seen every where in the town
2. The founding of Cambridge
 - 1) The role of the ancient Romans
 - 2) as a centre of learning
 - 3) The opening of colleges
 - 4) Financial supports
3. Cambridge University life
 - 1) Study
 - 2) Sports
 - 3) Social activities
 - 4) Students rushing on bicycles during the breaks

IV. Paraphrases

- L 12 "Students fill the shops... part of the university." the shops, cafes, banks and churches are often full of students and therefore these public places have also been turned into part

of Cambridge.

L 16 Roman roads: The Romans went to Britain and reigned the country from 43 AD—early 5th century (around 400 AD). At the time of the Roman Empire, there was a system of highways connecting Rome with its most distant provinces. The roads ran in a straight line. Cambridge was at that time the site of a Roman fort, which explains why two Roman roads crossed there.

L 34 “...to afford lodgings”: to be able to pay for rooms to live in

“lodging” = a rented place to live in, sleeping accommodations, a temporary place to study (not in a hotel)

e.g. 1) It's cheaper to live in lodgings than in a hotel.

2) Where can we find (a) lodging for tonight?

L 50 “... take the imaginary case of John Smith.”
John Smith is used to stand for a hypothetical Cambridge student. John and Smith are common first and family names.

to take the imaginary case of = to consider...as an imaginary example.

L 52 “His rooms are on E staircase...C staircase.”