

College English (Revised Edition)
Intensive Reading

Teacher's Manual

大学英语 (修订本)

精读

教案

5

《大学英语》(修订本)精读教案

第五册

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编者的话

本书的编写目的

为了实现教育部提出的“面向 21 世纪,将大学英语教学推上一个新台阶”的目标,为了更有效地发挥《大学英语》(修订本)精读这一优秀教材的作用,进一步提高大学英语课堂教学的质量,我们以“培养学生具有语言知识、交际能力和综合素质”为指导思想,编写了这套教案。我们力图在课文教学的过程中引导学生理解课文的深层内涵,启发他们在学习语言的同时联系自己的思想感情去思考和讨论实际生活中的各种问题。这个过程,是培养学生的思考能力和语言运用能力的过程,是运用当今教育界所提倡的启发式、研讨式、合作式等新型教学方法,做到师生双向交流和共同探究人生课题的过程。

本书的特色

本书对课文和词汇的处理有以下特点:

课文:我们将讲解与提问融为一体,以提问导入讲解与讨论。对所提问题的设计不局限于“回顾事实”、“理解句义”、“复述要点”,而是针对不同的课文主题、语言风格、作者态度以及教学进程,将所提的问题分门别类。例如,在方法上,将它们分为引导式、分析式、推理式、归纳式、卷入式、连环式、挖掘式、评价式等等。在内容上,分为深层理解类、释疑类、思考类、感受类、辩理类、常识类、关联类、创造类等。在操作上,则采用学前问、学中问、学后问的做法。学生自始至终被置于有引导、有启迪并与己相关联的问题当中,在反应、讨论或回答问题时自觉或不自觉地变被动听讲为

主动参与,从而使语言教学过程变成教师与学生、读者与作者、课堂与社会的交流过程。在第五册与第六册的课文分析中增加了 Feature Studies 这一部分,通过分析作品类型、写作风格或文体特点,增加学生的语言知识、文体知识以及写作知识,提高学生的欣赏和理解能力,将语言学习升华到更高层次上。

词汇:我们力求将知新与温故、英语与汉语、语言知识与实际运用相结合,如把每课的新词与近义旧词相对应,把课文里的英语短语与汉语表达相比较,选择部分词汇按意义属性归类或按习惯搭配,选择部分重点词造句并对话。为了有利于学生在交际环境下运用词语,我们为造句设定了思考前提和交际语境,这些前提和语境均与社会的常人、常事、常识、常理有关。

本书的编写出版还基于以下考虑。《大学英语》(修订本)精读配有计算机多媒体教学辅助光盘,学生可以“无师自通”。这一事实为课堂教学提出了更高的要求,意味着课堂教学必须做人机教学所不能替代的事情,即教师与学生面对面的语言交流。这种交流,是活生生的语言运用过程,是学生在没有现成的答案的情况下动脑、动口和动手的过程,是涉及语言与思维、社会、文化、交际、素质等交融的过程。本书乃是对努力达到这一要求所作的一次尝试。

本书第五册、第六册,由戴凡主编,参加编写的有冯荏荏、何玉梅、谭立新、张佩雯。我们衷心感谢夏纪梅教授为本书编写作出的前期铺垫和一直以来的关心。本书的框架完全按照由她主编的《大学英语(修订本)精读教案》1—4册为蓝本,Feature Studies 也是在她的建议下增加的。在编写过程中,曾由英国专家 Dr. Elizabeth Perry、美国专家 John Garoute 协助审阅,责任编辑杨自伍先生也自始至终悉心指导,热情鼓励,谨在此一并致谢。

编者

2000年1月

使用说明

本书是配合《大学英语》(修订本)精读的教师用书之一。各单元由以下内容组成:

教学目的: 通过提问和讨论,培养学生分析、推理、归纳、综合等思考能力和表述、研讨、争辩、应答等语言运用能力。

教学重点: 挖掘课文中富有“内涵意义”、“延伸意义”的语言内容,注重人对社会现实的思考。

教学过程: 就课文段落设问、提问和讨论。就词汇短语的意义、搭配和用法展开练习。主要内容有:

Study of the Text

(Content-based Study)

Pre-teaching: Introductory Questions and Remarks

In-teaching: Text and Questions for Discussion

Post-teaching: Summary Questions and Concluding
Remarks

Feature Studies

Study of the Words and Phrases

Meaning: New Words and Old Words
English and Chinese Phrases

Vocabulary File: Collocation
Classification

Usage / Use: Vocabulary Enrichment in Context

(注:为了便于操作,我们在 Study of the Text 这部分将课文原文与设计的问题融为一体。本教案提供的答案或解释虽然已经过编者三番五次的推敲,但仍然可能有不同的理解。教师和学生讨论中可以有所争论和充实。)

教学效果: 在提问和讨论的过程中,力求达到以下语言教学效果:

教师: stimulating	学生: engagement
facilitating	involvement
activating	enjoyment
enabling	

本书可与《大学英语精读教师用书》合用。为避免重复,本书不提供课文背景、例句举示、练习答案等《教师用书》已提供的内容。相对而言,本书侧重的是师生之间的课堂交际对学生语言运用能力与综合素质的培养。

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Unit One

A KIND OF SERMON

教学目的: 指出学生在现阶段英语学习中可能会遇到的问题及解决方法。

教学重点: 了解 “Learning English seems to become more difficult” 的现象及原因并且思考解决这一问题的方法

教学过程: Study of the Text

Introductory Questions and Remarks

Teacher: Before we study the text, I'd like to ask you some questions.

1. What problems have you encountered in learning English so far?
2. What is your biggest problem in learning English now?
3. Do you feel that English learning is getting more difficult for you? Why or why not?

After about ten years of English learning, you have learned the basic structures and patterns of English. But, do you share the feeling that the more you learn, the less you know? How could this happen? And how should we learn English at this advanced level? Let's look at the author's explanations and solutions.

Text and Questions for Discussion

Lines 1-5

It is probably easier for teachers than for students to

appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so.

Questions

1. Why is it easier for teachers to understand the fact that English learning becomes more difficult?
(They understand better that there's a long way for the learners to go after they've known the basic grammar and patterns. They know more about the language and they probably had the same experience when they were learning English.)
2. Why are students surprised and disappointed?
(They think they've learned a lot about the language and have become efficient learners. It doesn't make any sense to them when they find that English learning has become more difficult rather than easier.)
3. Have you had the same experience? Were you surprised and disappointed?

Lines 6 – 16

It may not seem much consolation to point out that the teacher, too, becomes frustrated when his efforts appear to produce less obvious results. He finds that students who were easy to teach, because they succeeded in putting everything they had been taught into practice, hesitate when confronted

with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. He sees them struggling because the language they thought they knew now appears to consist of a bewildering variety of idioms, clichés and accepted phrases with different meanings in different contexts. It is hard to convince them that they are still making progress towards fluency and that their English is certain to improve, given time and dedication.

Questions

1. Explain why the teacher becomes frustrated?
(Though the teacher works hard, his students don't think they are making progress.)
2. Aren't the students making progress?
(Yes, the students are making progress, though it may not be obvious.)
3. Can you explain "... falls outside the scope of basic textbook"?
(It has two connotations. One is that these are the words and usages that they haven't met in basic textbooks. The second is that some word usages take on different meanings in different contexts. Also, as they become more fluent speakers, they find that written English is different from oral English.)
4. Have you had the same experience? Can you give some examples?
5. What is an idiom? Can you give some examples?
(It is a fixed group of words with a special meaning which

is different from the meanings of the individual words. For example, “raining cats and dogs” means “raining hard”; “over the moon” means to be “extremely happy”; “keep your head above water” means to “prevent yourself sinking into the water; to be just able to live on your income; to be just able to go on with life, work, etc.”)

6. What is a cliché?

(A cliché is an expression or idea used so often that it has lost much of its expressive force.)

Lines 17 – 25

In such circumstances it is hardly surprising that some give up in disgust, while others still wait hopefully for the teacher to give them the same confident guidance he was able to offer them at first. The teacher, for his part, frequently resorted to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues such as: “You can lead a horse to water but you can’t make him drink,” or, more respectfully if less grammatically: “It ain’t what you say. It’s the way that you say it.” His students might feel inclined to counter these with: “The more I learn, the less I know.”

Questions

1. Why do some students give up in disgust? Would you do the same thing?
2. Do you believe a teacher can give you guidance? Why or why not?
3. Do teachers deal with the frustration better than stu-

dents?

(No, they are probably helpless too. Or, yes, they have more experience and have been through the same experience.)

4. What's the meaning of "You can lead a horse to water but you can't make him drink"?
(See Note 3 in Textbook.)
5. What's the meaning of "It ain't what you say. It's the way that you say it"? (L. 23)
(See Note 4 in Textbook.)
6. Is it true that the more you learn, the less you know?
(This is called a paradox, a statement that seems to contradict itself. Let's move on and see what it means.)

Lines 26 – 32

Of course this is not true. What both students and teachers are experiencing is the recognition that the more complex structures one encounters in a language are not as vital to making oneself understood and so have a less immediate field of application. For the same reason, from the teacher's point of view, selecting what should be taught becomes a more difficult task. It is much easier to get food of any kind than to choose the dish you would most like to eat on a given day from a vast menu.

Questions

1. Can you paraphrase the second sentence using as few words as possible?

(What they are learning is so essential for basic communication and is therefore not used so often.)

2. Do you think it is difficult for teachers to select teaching materials? What kinds of materials would you like to read? Give your suggestions to the teacher.

Lines 33 – 46

Defining the problem is easier than providing the solution. One can suggest that students should spend two or three years in an English-speaking country, which amounts to washing one's hands of them. Few students have the time or the money to do that. It is often said that wide reading is the best alternative course of action but even here it is necessary to make some kind of selection. It is no use telling students to go to the library and pick up the first book they come across. My own advice to them would be: "read what you can understand without having to look up words in a dictionary (but not what you can understand at a glance); read what interests you; read what you have time for (magazines and newspapers rather than novels unless you can read the whole novel in a week or so); read the English written today, not 200 years ago; read as much as you can and try to remember the way it was written rather than individual words that puzzled you." And instead of "read", I could just as well say "listen to".

Questions

1. What are the functions of sentences one and two?

(Sentence one defines the problem. Sentence two pro-

vides a possible solution to the problem.)

2. Do you think it feasible for you to spend 2 or 3 years in an English speaking country? If not, what can you do to continue improving your English?
3. Which kind of reading materials can help you? Are they available in your university?
4. What do you think of the author's suggestions? Can you add to them?

Lines 47 – 55

My advice to teachers would be similar in a way. I would say "It's no good thinking that anything will do, or that all language is useful. It's no good relying on students to express themselves without the right tools for expression. It's still your duty to choose the best path to follow near the top of the mountain just as it was to propose a practicable short-cut away from the beaten track in the foothills. And if the path you choose is too overgrown to make further progress, the whole party will have to go back and you will have to choose another route. You are still the paid guide and expert and there is a way to the top somewhere."

Questions

1. What are the "right tools for expression"?
2. What does the "top of the mountain" refer to?
(Proficiency in English.)
3. What does the "beaten track in the foothills" refer to?
(Basic English structure and patterns.)

4. What does the “best path” refer to?
(The most efficient way to achieve proficiency in English learning.)
5. What does “too overgrown to make further progress” mean?
(See Note 5 in your textbook.)
6. What does the “whole party” refer to?
(The teacher and the students.)
7. What do you think of the author’s advice for English teachers? Do you have any other advice?

Summary Questions and Concluding Remarks

1. Was there anything new for you in the author’s suggestions to students? What was it?
2. Summarize the author’s advice for English teachers. Did you know that teachers also have a difficult time teaching advanced English learners? Do you think you can help them in their teaching?
3. Discuss how you would study English after you’ve learned the article.

The article defines the difficulties many advanced students of English encounter and provides some solutions. It should be helpful for English learners at the advanced level as well as for their teachers.

Feature Studies

1. What is the style of this article?

(Exposition.)

2. What is exposition?

(An expository paper explains or explores something, such as the process of doing things, the causes or the solution of problems.)

3. What writing methods are involved in writing expository essays?

(Illustration, division and classification, comparison/contrast, cause and effect, and definition are ways of writing an expository paper.)

4. What does this article explain or explore?

(The article explains why English learning becomes increasingly difficult at advanced levels and explores some solutions to the problem.)

Study of the Words and Phrases

New Words and Old Words

Teacher: When I say a word or an expression that is familiar to you, respond with the new one in this text.

Teacher

Students

(Old Words or Expressions)

(New Words or Expressions)

to understand fully, recognize
more and more all the time
comfort during a time of sadness or disappointment

appreciate
increasingly
consolation

discouraged
meet, to be faced with
range

frustrated
confront
scope