

高等学校教材
师范院校英语专业用

English

Book

1

教师参考书

蒋虹 周平 / 编
徐青根 / 审



上海译文出版社



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English Book 1

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编者的话

本书为黄源深、杨祖辉主编的《ENGLISH (Book 1)》的教师用书,供教学参考使用。本书旨在以教材为中心,以培养学生语言综合运用能力为前提,为教师提供较为全面、实用的教案。本册各单元包括以下几个内容:

1、背景材料(Information Related to the Text)

此项包括与课文相关的社会、文化背景和专用名词释义等。

2、读前提问(Pre-reading Questions)

此项练习启发学生在阅读课文前对与阅读材料相关的内容进行发散性思维,以激发学生积极思考并增加他们对课文内容的兴趣。

3、课文概述(Synopsis of the Text)

此项既可作为对学生课文预习情况进行检查的参考内容,也可作为课文要略供教师在课前或课后进行导读或总结,以加强学生理解课文时的整篇意识。

4、课文详解(Detailed Study of the Text)

此项包括课文难句释义(paraphrase)、句型、习语、词汇使用例证和词语辨析等,旨在以简洁明了的语言帮助学生领会课文难点,清除语言障碍,并通过例句熟悉和掌握词、词组、句子等的用法。

5、名人名言

此项通过英汉文字对比,帮助学生加深对原文的理解并学会用通顺的汉语翻译较难的句子。

6、英语用法(Use of English)

第V项到第VIII项为课后练习中的语言及文化难点的注释,供教师指导学生练习时使用。

7、听写(Dictation)

此项提供了一段与课文内容相关的听写材料,供教师参考

使用。

本册主编为蒋虹和周平。蒋虹编写了所有 18 课的参考内容,对全书一稿进行了校读;徐青根先生审稿后,由周平完成了全书的修改工作。

尽管编者在编写过程中查阅了大量的资料,认真对待每一个问题,但难免有错误或不当之处。请广大读者为本书多提宝贵意见,以供再版时改正。

编 者

2000 年 3 月于宁波

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Unit 1

At a Meeting

I. Information Related to the Text

1. **Paris:** capital city of France, center of the country's politics, economy, culture and transportation, a famous city for beautiful sights — the Eiffel Tower, the Louvre, the Cathedral of Notre-Dame. At the end of the 18th century the French Revolution broke out and on March 18, 1871, Paris Commune, the first proletarian political power, was founded in Paris and the Bastille, a former state prison, was completely demolished.
2. **Oxford:** city on the Thames River in Oxfordshire, England, center of automobile industry; seat of Oxford University, which was founded in 1168
3. **Cambridge:** city in Cambridgeshire, England, about 50 miles (80.5 km) to the Northeast of London; seat of Cambridge University established in 1209 as one of the oldest seat of higher education in England. A great number of distinguished scholars such as Darwin, Newton, etc. once studied or taught there.
4. **Bath:** city in the southwest of England noted for its hot springs and mineral baths since its Roman days
5. **Brighton:** city in the south of England; adjacent to the English Channel
6. **Windsor:** English town on bank of the Thames, site of royal residence, Windsor Castle; surname assumed by English royal house in 1917
7. **Great Britain:** containing England, Wales, Scotland, and the Northern Ireland

II. Pre-reading Questions

1. Do you agree that problems can be solved through meetings? Why or why not?
2. Some people think that having a meeting is just a waste of time. We can do without. What is your idea of an efficient meeting?

III. Synopsis of the Text

Every Tuesday is the time for the school principal to meet student representatives and hear their complaints or suggestions concerning the school work. The three items on the agenda of the meeting in question include "complaints about school canteen lunches", "suggestions for school excursions" and "the inefficient central heating". Views are exchanged and discussed. Relevant suggestions are put forth to improve the situation.

IV. Detailed Study of the Text

1. **principal:** *n.* headmaster, the head of a school
e.g. Complaints began arriving at the *principal's* office.
It took the *principal* to quiet us.
adj. main, chief, primary
e.g. His *principal* interest in life was to be the richest man in Britain.
She is the *principal* stockholder.
cf. **principle:**
e.g. He studied the *principles* of psychology.
A party organized on Leninist *principles*.
2. **agenda:** *n.* program, schedule, timetable
An *agenda* is a list of items to be discussed at a meeting.
e.g. What's on your *agenda* today?
The main point on the *agenda* was the election of a new chairman.
3. **find out:** *phr. v.* discover

If you *find out* something, you learn something that one did not already know, especially by making a deliberate effort to do so.

e.g. Can you *find out* Mr. Johnson's address for me?

We have not yet been able to *find out* who broke the window.

cf. **find:** v.

e.g. Put things in a place where you can *find* them quickly and easily.

I think I'm lost, I can't *find* the bridge.

4. **actual:** *adj.* real, existing, factual

e.g. This book is based on an *actual* case.

What is the *actual* location of the ship now?

5. ... but there doesn't seem to be much variety in the way it's cooked.:

... it does not *seem* that there is a wide choice for the students as the food is always cooked in the same way.

variety: *n.* diversity, change

If a group of things has *variety*, the things are different from each other instead of all being exactly the same, so that the group is interesting or offers people a wide choice. It is often used showing approval.

e.g. Those are the holiday brochures that give you the most *variety*.

Reptiles survived and increased in numbers and *variety*.

6. Someone even suggested that we send the cooks to Paris on a course.:

Some students even went so far as to suggest sending the cooks to Paris for a training course in cooking.

on a course: take a series of lessons or lectures on a particular subject

course: *n.* A course is a series of lessons or lectures on a particular subject. A course usually includes reading and writing work that a student has to do.

e.g. I thought it might be useful to do a *course* like this.

The people on the *course* are really nice.

7. I'm afraid the school couldn't afford extravagant things like that.

I'm afraid, I'm afraid not, and I'm afraid to say are expressions used to express politeness or regret especially when one is apologizing or

disagreeing with someone.

e.g. *I'm afraid* I can't agree with you.

Can you come round this evening? — *I'm afraid not.*

afford: v. have enough money / time / energy to do something without causing oneself financial difficulty (inconvenience or tiredness); often used with **can, could, be able to**

e.g. I cannot *afford* to rent this flat.

I can't *afford* the time for the film this evening.

extravagant: a. expensive, high-priced, costly

e.g. The car is much too *extravagant* for us to buy.

8. We might get the cooks to use their imagination a bit, I suppose.: I think that we might persuade the cooks to be a little original in the way they cook.

I suppose: I think

I suppose is used

- 1) in order to introduce an idea or thought you have had that concerns a possible explanation or reason for something.

e.g. *I suppose* the answer is that he wasn't trying hard enough.

I suppose I felt slightly jealous.

- 2) in order to say that you are only guessing something such as a number or a size, because you do not know it exactly or cannot remember it exactly.

e.g. He was an elderly man, sixty *I suppose*, very amusing.

I suppose I saw twelve takes of this scene.

- 3) in order to say that you think that something is true, and that you are angry or upset about it.

e.g. You know what you've done, *I suppose*, by your silly talk?

You've spoilt everything!

- 4) in order to say that you think that something is true, although you hope that it might not be true and would be glad if someone contradicted you.

e.g. *I suppose* it's too late to see the doctor now.

I don't suppose you would be prepared to stay in Edinburgh?

- 5) in order to indicate that you do not really want to do something or to agree with someone, and that you are doing so reluctantly.

e.g. We could take Davis with us, I suppose.

So it was worth doing? — I suppose so.

get: as a causative verb

- 1) **get + object + inf.:** cause sb to do it by asking, persuading or telling him

e.g. I got him to help me when I moved the furniture.

If you are not feeling well, why don't you *get* the doctor to examine you?

- 2) **get + object + present participle (adj.):** get sth into a particular state

e.g. I could manage to get the clock going again.

The girl finally *got* the door open.

- 3) **get + object + past participle:** cause sth to be done or cause it into a certain state

e.g. Go and get your hair cut.

I *got* my fingers caught in the door.

cf. have sb do sth, make sb do sth, force sb to do sth

9. **recipe:** *n.* a list of ingredients and a set of instructions telling you how to mix and cook the ingredients in order to make a particular dish

e.g. a recipe for success

"Your pate is delicious," said Dorothy. "Will you give me the *recipe*?"

10. Could we get the students to offer suggestions for meals they would like?

Could and **would like** here are not used to indicate the past. Both express politeness and tentativeness on the part of the speaker. **Could we ...?** is used as a polite way of asking for permission to do something and ... **would like something** indicates a wish or desire that students have.

e.g. Could I speak to him right now?

They *would like* to change their rooms for cheaper ones.

11. **offend:** v. displease, upset, insult, hurt

If you *offend* sb, you upset or embarrass them by doing sth rude or tactless.

e.g. They took care never to *offend* their visitors.

I was *offended* at / by her words.

12. You know, catering for large numbers is really quite a problem.: It is greatly difficult to meet the needs of a large number of people.

you know: here used for emphasis

cater for/to: v. aim to satisfy (the needs of) particular groups

To *cater for* a person or group means to provide all the things that they need or want in a particular situation.

e.g. This play center *caters for* children of all ages.

In a consumer society no effort is made to *cater for* the needs of the elderly.

13. **cost:** v. be priced at, sell for

If sth *costs* a particular amount of money, it is able to be bought, done, or made for that amount. The subject is usually sth and the object is money, or sometimes double object.

e.g. This fur coat *costs* me \$3000.

A freezer doesn't *cost* much to run.

c.f. **spend:**

1) When you *spend* money, you pay out the money for things you want. The subject is often a person.

e.g. She loves to *spend* money on clothes.

2) If you *spend* time somewhere or energy doing sth, you pass the time there or use your energy doing it.

e.g. He *spent* most of time in the library.

She *spent* a lot of effort organizing that trip.

14. **occasionally:** adv. once in a while, sometimes, every now and then, at times, from time to time, now and then

e.g. It snowed *occasionally* but not enough for skiing.

They *occasionally* stop by to see us.

15. I can't see anything wrong with that at all.: I can't see that there is anything to blame for the suggestion about helping in the kitchen at all.

wrong: *adj.* not correct, amiss

e.g. What's *wrong* with the electrical system?

You've got no sense of human dignity, that's what's *wrong* with you.

16. **arrange:** *v.* plan, schedule, prepare, fix up

e.g. *arrange* activities / a bargain / courses / a marriage / a meeting / a program / a reception

Ring up, and try to *arrange* an appointment for me with the dentist.

arrange for doing sth, *arrange* for a journey, *arrange* for sb to do sth, *arrange* for sth to be done, *arrange* for a talk / visit

17. the canteen staff: people who work in the school canteen

staff: *n.* people who work for an organization

e.g. teaching *staff*, hotel *staff*, government *staff*

18. **volunteer:** *n.* unpaid worker, charity worker, nonprofessional

e.g. Mother works on Tuesday as a *volunteer* at the hospital.

These young Americans settled themselves in Jubilee Partners and taught literacy to those African refugees as *volunteers*.

v. offer willingly, take on a task willingly, express willingness

e.g. Three people *volunteered* to help decorate the gym for the dance.

19. **excursion:** *n.* outing

An *excursion* is a short journey especially one that you make for a particular purpose; that is organized by a holiday company etc. so that people can visit an interesting place.

e.g. a shopping *excursion*; a day *excursion* to the national gallery

You could go on a day *excursion* to the nearby island of Aegina.

cf. **journey, voyage, travel, trip, tour, outing**

journey: a trip from one place to another, often a long-distance trip by land with a destination, but with no indication of returning, a formal word

e.g. The Johnsons have gone on a *journey* to Switzerland.

voyage: a journey by sea or by air, a formal word

e.g. a sea *voyage*; make a *voyage* across the Pacific by air

trip: a journey with a particular purpose usually a short one in terms of distance and duration with an indication of coming back to the original place, an informal word

e.g. He went on a *trip* to the nearest seaside resort during his holidays.

tour: a journey or trip made round a place, a country for the purpose of visiting or inspecting

e.g. Mr White spent three months making a *tour* of China.

travel: the acting of going from place to place, interchangeable with any of the group, a general term

e.g. *Travel* will free a man from prejudices.

Travel is a part of education.

20. **and so on:** and so forth, etc., and the like, and other things of that kind

e.g. The costumes were red, pink, blue, purple, yellow, *and so on*.

21. **for ages:** for a long time

e.g. It seems *for ages* since we saw each other last time.

22. **practically:** *adv.* actually, in effect, virtually, basically, almost, very nearly

e.g. The holidays are *practically* over, there's only one day left.

She is *practically* always late for class.

23. I shouldn't want to waste my time.: I wouldn't want to waste my time.

You use *I should* when you are giving sb advice in an informal way.

e.g. If you have anything really confidential, *I should* install a safe.

I shouldn't bother to copy these down.

24. **what about:** how about

The two are often used in an interrogative sentence to ask for a decision, action, opinion or explanation.

e.g. What about another piece of pie?

What about a little help with these dishes?

How about a game of tennis?

25. **stay behind:** remain in a place when others leave

If you *stay (behind)* in a place, you continue to be there and do not move away.

e.g. If you stay behind after class, I will repeat the instructions.

You go ahead, we'll stay behind.

cf. leave behind:

1) If you *leave sb or sth behind*, you go away permanently from them.

e.g. We must leave our childhood behind.

2) If you *leave an object or a situation behind*, it remains after you have left a place.

e.g. I will leave these little details behind for you to settle.

3) If *sb has been left behind*, for example, in their work or studies, they have not been as quick as other people at understanding things, so that they are at a lower level of progress or development.

e.g. If you don't know your technical jargon, you're going to be left behind.

26. **manage to do sth:** succeed in dealing with sth difficult

e.g. It's heavy, but I can manage.

He managed to get a scholarship from that famous university.

27. That seems to be all the important matters dealt with.: It seems that we have discussed all the important problems.

28. Actually it is on, ...: In fact the central heating is working now, ...

on: *adv.* You use *on* to say that a machine, electrical appliance, etc. is

functioning.

e.g. The television set remained *on*.

Turn the heater *on*.

29. **look into**: investigate, examine

If you *look into* a particular problem, subject, situation, etc. you find out and examine the facts relating to it.

e.g. The mayor felt he should *look into* the decrease of income from parking meters.

Mr. Jones said he *was looking into* the possibility of buying a house.

V. 名人名言

1. 丰富多彩是人生的调味品,并赋予其一切酸甜苦辣。——考珀
2. 青菜萝卜,各有所好。——博蒙特和弗莱彻
3. 厨师太多反而坏了汤。——谚语

VI. Use of English

Questions & Answers

(i)

1. What did the students complain about?

The students complained about the lack of variety of food in the school canteen.

2. Why did some of the students suggest that the cooks should be sent to Paris on a course? Why not other places?

Because first, Paris is a place noted for good food and cooks will surely learn a lot by attending a cooking course there; and second, the suggestion is made by a French student, which sounds only too natural.

3. In which way did they think they might get the cooks to use their imagination a bit?

They think they might put a few new recipes in the kitchen for them to read.