

大学核心英语

College Core English

Teachers' Book

教 · 师 · 参 · 考 · 书

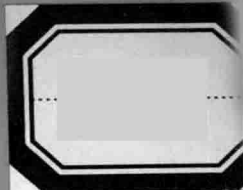
【修订版】 第四级

● 杨惠中 张彦斌 郑树棠 主编



Higher Education Press

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第四级

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前 言

(修 订 版)

《大学核心英语》(修订版)是一套供理工科大学使用的大学英语系列教材。教材的编写以国家教育委员会颁发的《大学英语教学大纲(理工科适用)》为依据。大纲规定:大学英语的教学目标是“培养学生具有较强的阅读能力、一定的听和译的能力以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。”根据大纲的要求,大学英语教学分为基础阶段和专业阅读阶段;为了便于组织教学,基础阶段共分六级,在大学一、二年级中开设。

为了体现上述教学目标,在编写和修订《大学核心英语》过程中,我们采纳了现代外语教学理论中交际法的某些观点,即认为英语课应以培养学生使用英语的能力为根本目的,而不只是传授英语知识。教材要着重发展学生的英语交际能力。我们力求正确处理以下几点:在理解方面,主要是培养学生通过英语获取信息的能力;在表达方面,则在大纲规定的范围内培养学生表达思想的能力;语法是手段而不是目的,重点应是发展运用语法结构的能力;流畅与准确两者并重。根据大纲要求,当前更应注重流畅,因此在阅读与听力训练中要有一定的量与速度的要求。本教程还力求有利于发展学生独立学习英语的能力。为了体现上述教学指导思想,编者未采用以语法为纲进行编写的传统做法,而是根据语言技能及语言功能来设计教材,安排教学内容。整套教材分为两条主线:一条为读写教程,一条为听力教程,分六级,每级一册。此外,配有《课堂活页练习》,供课堂上使用,检查学生预习情况及阅读理解能力;还配有《词汇练习册》,可以在课内使用,也可供学生在课外自学。

本书是与《大学核心英语》(修订版)第四级配套的教师用书。为了便于教师组织课堂教学,本书包括《大学核心英语》(修订版)第四级读写教程的参考教案,课文译文,练习答案;听力教程的听力书面材料,教学指导,练习答案和词汇练习册的练习答案。

《大学核心英语》(修订版)系列教材由杨惠中、张彦斌、郑树棠主编。

《大学核心英语教师参考书》(修订版)第四级的主要编写人员:

《读写教程》(修订版)第四级的译文、教案、练习答案由奚兆炎、陈永捷、郑树棠、张彦斌、黄允德、张锡九等编写。

《听力教程》(修订版)第四级的书面材料及练习答案由 Pamela Brelsforth, 张彦斌、柴子良、赵鲁平编写。

《词汇练习册》(修订版)第四级的练习答案由笪骏、陈永捷编写。

《大学核心英语教师参考书》(修订版)第四级全书由奚兆炎、陈永捷修改、审定。

编 者

1992年9月

读写教程教师参考

《读写教程》(修订版)第四级使用说明

一、《读写教程》的结构

《读写教程》是《大学核心英语》的中心教程。这是由《大学英语教学大纲》提出的教学要求所决定的。大纲规定,读的能力是理工科大学生最重要的能力。写所以和读放在同一个教程中,是因为两者同属书面语言,关系密切。书面语言有其本身的特点:句子较长、较复杂,信息冗余度较小,用词较正规、准确,篇章结构严密,此外还使用标点符号。学生要有效地阅读和写作,就要熟悉这些特点。为了培养学生迅速、准确和有选择地获取信息和传递信息的能力,就要让学生大量地接触真实的(authentic)英语文字材料。

阅读有一个效率问题。不同的阅读目的只有用不同的阅读手段(或方法)和阅读技能才能达到。例如,查阅电话簿和阅读小说的方式就不相同。如果用读小说的方式去查阅电话簿,效率一定很低。一个效率高的阅读者,除了有较丰富的语言知识(词汇、语法等)之外,还要熟悉各种阅读手段和阅读技能,并能根据不同的阅读目的加以选用,不时变换阅读速度,以求得较高的阅读效率。因此,在有了一定的英语基础知识之后,学一些有关阅读手段和阅读技能方面的知识,才能更好地达到大纲的要求。

阅读是一种输入。学生可以从所读文章中学到对自己有用的词语、句子和篇章结构的组织方式。从这个意义上说,阅读也是写作的基础。没有阅读,写作就失去了一个重要的源泉。读和写的这种密切关系也是促使我们把读和写纳入同一本教程的原因之一。当然,写有其本身的特点,它是一种表达性技能,主要的目的是传递信息和情感,所用的词语和句子要准确,文理通顺,表达清楚。理工科学生学习写作主要是为了传递信息,这就要学习遣词造句、篇章结构等方面的写作技能。

基于上述考虑,《大学核心英语读写教程》的结构包括三个方面:阅读材料(reading passages)、阅读技能(reading skills)和写作实践(writing practice)。

二、阅读材料

“阅读材料”是《读写教程》的重要组成部分,它的教学目的是根据大纲制定的,即“培养学生具有较强的阅读能力……获取专业所需要的信息……”。“阅读材料”还涉及到读什么以及如何读的问题,也涉及到阅读量和生词等问题。

1. 选材

四级的选材标准是:

- (1) 语言的规范化。
- (2) 语言现代化。理工科大学生将来要阅读的材料大都是现代文献,学习现代语言有利于达到更有效地获取信息的目的。
- (3) 内容具有知识性和趣味性。学习对象是理工科大学生,选材要适合他们的知识结构。文章富有信息性和趣味性会有利于养成“为获取信息而阅读”的良好习惯。
- (4) 文章具有真实性。真实的英语文字材料是指英语民族为传递信息和情感而写的文章,不是专为学习英语而写的文章。学习真实的文章能使通过自然的文字材料,熟悉英语民族的表达方式和丰富的词汇。
- (5) 题材广泛。大纲说明中指出,选材要广泛,可以包括一般题材、科普题材和科技题材。四级的阅读材料主要是一般题材。
- (6) 体裁多样化。体裁包括记叙文、论述文、说明文等。

根据上述原则,我们从英美国家近年出版的百科全书、书籍和报刊杂志中选材,编辑加工时尽量保持原文风貌,力求文章题材广泛,内容富有知识性与趣味性。

2. 精读与泛读

理工科大学阅读课除主要培养学生用英语获取信息的能力之外,还要扩大学生的词汇量和培养学生熟悉书面语言的各种句子和篇章结构。后者的学习又是为更有效地进行阅读这一目的服务的。为了教学方便起见,我们把大纲要求的精泛读编入同一本教程中,并保证其阅读量达到大纲要求。本级教材考虑到学生在学完四级英语后要参加全国的“大学英语四级考试”,实际教学时数较少,因此全书只安排 10 个单元,每一单元有 A、B、C、D 四篇阅读材料。第五、第十单元是复习单元,目的是复习检验学生的学习情况,对阅读技能,词汇结构、综合运用能力和写作技能等方面进行进一步训练。第四级有 32 篇阅读材料。其中 A 篇为主要阅读材料,B 篇为辅助阅读材料,C 篇和 D 篇为课外阅读材料。同时还配有限时补充阅读材料。阅读总量为 30,000 词左右。

3. 生词处理

阅读材料 A 篇和 B 篇列有词汇表,目的是为了更方便学生课前自学。生词的处理原则是:

- (1) 中学词汇不作为生词,由中学词汇构成的复合词等也一般不作为生词。
- (2) 大纲中的 4 级词作为生词,要求学生掌握。由 4 级词汇构成的复合词、派生词等一般作为 4 级词汇处理,要求学生能够识别。书后附有总词汇表。总词汇表内列出 A、B 篇阅读材料中出现的 4 级词汇,以及 A 篇和 B 篇构词练习等中出现的 4 级词汇,A 篇和 B 篇练习中出现的 4 级词汇在总词汇表分别用“Ae”和“Be”标记,在练习答案中用斜体表示。
- (3) 阅读材料 A 篇和 B 篇中出现的 5、6 级词汇和超大纲词汇不要求学生掌握,在分课词汇表中分别用“△”和“*”标出。
- (4) 阅读材料 A 篇和 B 篇以及练习中出现的四级词汇共计 356 个,达到大纲规定的相应指标。
- (5) C 篇和 D 篇阅读材料中的生词不列词汇表,不要求学生掌握。我们只对一部分生词作了注释,对有些生词未作注释,目的是要学生根据构词法和上下文猜测词义。
- (6) 对在《大学核心英语》读写教程 1—4 级词汇表中没有出现的四级词汇,我们在教师参考书中列一总表,以便于教师了解。

三、阅读技能

本级教材不再有讲解内容,主要是通过阅读材料中的练习训练学生阅读技能的综合能力。

四、写作实践

同“阅读技能”项目一样,本级教程不再安排写作技能的讲解内容,而是通过写作实践提高学生的写作能力。

五、练习

主要分内容理解练习与词汇和结构练习两类。A 篇文章约有 11 项练习,其中约 5 项属于内容理解练习,其余几项属于词汇和结构练习。这样设计的想法是:阅读文章的主要目的是获取信息,内容理解练习能帮助学生养成这方面的习惯,每篇阅读材料之前配有一个提示性练习,为阅读作准备。但是语言知识,特别是运用语言知识的熟练程度,对于阅读理解也是一个至关重要的因素。因此,以词汇和结构为中心的语言点练习不能偏废。A 篇文章的练习量加上写作练习约占整个单元的总练习量 60% 至 70%。B 篇的练习约有 6 项,同样分为内容理解练习与词汇和结构两类,练习量占整个单元的 30% 左右。C 篇和 D 篇只有 2 项阅读理解方面的练习。

六、《读写教程》的特点

1. 紧紧围绕大纲,体现大纲提出的教学目的:获取信息、技能教学、读写要求和词汇量。
2. 重点培养学生运用英语进行交际的能力,如各种理解信息的练习、写作练习,同时也不忽视语言点的训练。
3. 《读写教程》反映书面语言的特点。阅读材料具有真实性、知识性和趣味性。阅读难易度加以控制,逐级递升。文章长度也有控制。
4. 精泛读编入同一本教程,不另分册,有利于教学组织。
5. 限时阅读材料注明文章词数和时间规定,有利于培养学生的阅读能力。
6. 《读写教程》为分级系列教材,各级教学目的明确;从总体来说,又为实现大纲规定的总的教学目的服务。

七、教学方法建议

1. 时间分配

《读写教程》第四级实际教学课时为 32 学时(不含复习课时),每单元 4 学时,其中 A 篇阅读材料和写作练习为 3 学时,B 篇阅读材料为 1 学时。

每个单元的教学项目和学时分配如下:

学时	教学项目	教学时间 (单位)分钟	总时间 (单位)分钟
1	Passage A		
	I. Pre-questions	5	
	II. Worksheet	15	
	III. Comprehension	15	
	IV. The detailed study of the passage	15	
2	The detailed study of the passage (continued)	25	
	V. Practice— words, phrases and structures to be remembered	10	150
	VI. Exercises	15	
3	Exercises (continued)	10	
	VII. Writing Practice	30	
	VIII. Vocabulary and Structure Revision	10	
4	Passage B		
	I. Pre-questions	5	
	II. Worksheet (optional)	15	
	III. The detailed study of the passage	20	50
	IV. Exercise check	10	

2. 教学方法

A 篇阅读材料和写作实践是本教程的“基本教学材料”。教学时间为三学时左右。教学时在处理 A 篇阅读材料应按内容理解→语言点的顺序,不必先讲单词、词组或难句。这样的教学方式和学生今后为获取信息而阅读文章的方式基本一致。重点是看懂多少,而不是看不懂多少。这样做会有利于培养学生独立工作的能力。我们为此设计了以获取信息为主要目的的“课堂活页练习”(Worksheet)。在这一练习的基础上再领会文章内容。

学生在预习文章的基础上,在课堂上独立做课堂活页练习。这一课堂练习的好处是:

- (1) 有助于养成独立阅读的习惯。
- (2) 鼓励学生把注意力放在文章所表达的内容上,改变外语学习中把重点仅仅放在语言点上的习惯。
- (3) 提高学生参与外语活动的效率。每做一次课堂活页练习,每个学生都有 15 分钟时间积极思维、寻找所需信息、快速地书写英语的机会。
- (4) 督促学生预习,以提高课堂教学的效率。

课堂活页练习在上课时发给學生,其内容在课前不告诉学生。课堂活页练习做完后,教师最好收回批改,改完后可以发还给学生保存。批改的重点是内容,不是语言形式。课堂活页练习改完后,要登记分数,促使学生重视课堂活页练习。课堂活页练习是一种新的尝试,这一练习形式有助于提高学生的书面理解和表达能力。课堂活页练习的 A 篇内容已另行出版活页, B 篇的内容及答案均放在教参中,教师可以酌情使用。

语言点练习的重点是词汇、短语和结构。这些练习可让学生课外做,课内检查。对重点和难点酌情讲解,一般不要扩展和发挥。不要怕没有讲深、讲透。教学时间是常数,讲多了,阅读量和练的时间就少了。质与量一直是矛盾的统一,有量才有质。

语言点操练也是教学中不可缺少的一个组成部分。对于大纲词表中属于四级而且在 A 篇文章中出现的单词和短语,可以做些口头练习,如集体做一些练习(替换练习,句子的汉译英或英译汉练习)等。我们为此设计了“词语和结构操练”(Practice -- Words, Phrases and Structures to Be Rememered)供教师选择使用。

C 篇和 D 篇文章要求学生课外阅读,并完成阅读理解练习,课堂上核对一下答案。除了对理解上普遍性的错误作些必要的分析,一般不作讲解。

限时阅读材料,在学时许可的情况下,可在课内完成。如作为课外作业,则一定要督促学生按规定时间阅读每篇文章。鼓励学生记录自己的阅读速度和做理解题的成绩。

阅读文章的录音可以让学生在课外听。

建议鼓励学生在可能情况下多看课外阅读材料,教师略加指导。

总之,教学方法因人而异,我们希望教师能创造性地灵活使用教材,最大限度地利用教材所提供的内容达到大纲对培养读写能力的要求。

八、读写教程教师参考书的结构

Passage A	Worksheet Introduction The Detailed Study of the Passage Practice—Words, Phrases and Structures to Be Remembered Writing Practice
Passage B	Worksheet The Detailed Study of the Passage
Passage C	The Detailed Study of the Passage
Passage D	The Detailed Study of the Passage
Key to Exercises	
Chinese Translation of the Passages	

九、关于读写教程教师参考书的几点说明

1. 本参考书的目的是为教师提供一份详细的、可行的教学参考资料,以减少教师备课时间。
2. “The Detailed Study of the Passage”内容包括背景知识、难句解释、语言点解释。教学时不必面面俱到,教师可视具体情况予以增删。
3. 有些练习答案,如写作练习等可能有多种正确答案,为便于教师进行教学,本书仅提供一种答案,供参考。
4. 每个单元我们还补充了一篇短文写作,教师可视具体情况采用。
5. 第五和第十单元为复习单元,我们在教师参考书中提供两份试题。

Passage A

Worksheet

1. Give the cases when infants show their simple and complex pleasures.
Simple pleasure: food, warmth, comfort
Complex pleasure: light of mother's smiling face
2. Fill in the blanks with the information given in paragraph 1.
An infant starts expressing his simple pleasure at the age of 8 days and complex pleasure at six months or less.
3. Will the child laugh when his father throws him into the air at the first time and why?
Suggested answer: No, he won't laugh because he has not mastered the anxiety yet.
4. List the reasons for laughter according to paragraphs 1 – 9.
 - a. To express pleasures.
 - b. To express mastery over an anxiety.
 - c. When one finds oneself in a humorous situation.
 - d. To express relief.
 - e. To break one's tension.
5. Can we laugh in case we are made a target of a joke? Why?
Suggested answer: No. Because in this case we are emotionally involved in it.
6. Why do people laugh in sorrow or on hearing bad news?
Suggested answer: Because they want to deny an unendurable reality until they are strong enough to accept it.
7. When do a person have the sense of humor, according to Dr Grotjahn?
Suggested answer: He has the sense of humor when he has mastered social relationships and peaceful relationship with himself.

Introduction

Human beings start laughing early in life. They laugh to express different kinds of feelings: pleasures, mastery over an anxiety, relief, and even sorrow. Sometimes when we find ourselves in a humorous situation, we smile. But people don't always need a joke to make them laugh. When they survive dangerous situations they usually tell their stories with laughter. Laughter quietsens emotions. So people sometimes laugh to express their good feelings or deny an unendurable reality. Laughter can create and strengthen our social bonds, and guide us through hard times. Our capacity to laugh may also become a measure for our adjustment to the outside world. If we can

laugh through our anxieties, we cannot be overpowered by them.

The Detailed Study of the Passage

- 1 We start finding things laughable — or not laughable — early in life: Human beings learn to laugh in their infancy.
- 2 An infant first smiles at approximately eight days of age: An infant first smiles at the age of about eight days.
- 3 ... the light of Mother's smiling face: ... the brightness or happiness on Mother's smiling face.
- 4 ... to express mastery over an anxiety: ... to express complete control over an anxiety. The word "mastery" here means "complete control or power over something".
 e. g. Man gradually achieved a greater mastery over his environment.
 cf. *master* (... because he has mastered an anxiety)
- 5 Picture what happens when a father... :... Imagine what happens when a father...
- 6 Yale University(耶鲁大学): one of the most celebrated universities in the United States, which was established in 1701, and is situated in New Haven, Connecticut
- 7 In spite of his enjoyment of "flying", he is too anxious to laugh: Although he enjoys this "flying", he is still anxious and cannot laugh.
 e. g. In spite of his achievements in arts, he is too poor to buy a new car.
- 8 ... he is free to enjoy the game: he enjoys the game without fear.
free to do something: able to do something without restrictions.
 e. g. When she's finished her work, she'll be free to enjoy herself.
- 9 Adult laughter is more subtle, but we also laugh at what we used to fear: Adult laughter is hardly noticeable, but people also laugh at the things they usually feared before.
- 10 Laughter is a social response triggered by cues: Laughter is an interpersonal reaction which is caused by some of reasons.
- 11 ... they are perplexed by patients with certain types of brain damage who go into laughing fits for no apparent reason: ...they (scientists) do not quite understand why patients with some sorts of brain illness begin to laugh suddenly without any apparent reasons.
go into laughing fits: to begin to laugh suddenly; burst into laughter
fit: sudden attack of illness; sudden onset lasting for a short time; outburst
 e. g. a fit of coughing (一阵咳嗽), a fit of anger / laughter / energy
 (大怒, 哈哈大笑, 一股干劲)
- 12 The rest of us require company, and a reason to laugh: When we laugh, there must be other people around, and a certain reason to cause the laughter.
- 13 laugh out loud: laugh aloud
out loud: aloud
 e. g. Don't whisper; if you've got something to say, say it out loud.

14 ... but when we do, we are, in a sense, socializing with ourselves: ... but when we laugh alone, we are somewhat communicating with ourselves.

in a sense: partly; in some ways but not in all; somewhat

e. g. What he has said may, in a sense, be true.

In a sense, arithmetic is a language.

15 We laugh at a memory, or at a part of ourselves: We laugh at our bad memory, or something that is remembered, or at something about ourselves.

16 People who survive frightening situations ... frequently relate their story of crisis with laughter: People who remain alive after terrible happenings ... often tell their story with laughter.

17 When we are made the target of a joke ... we are emotionally involved in it: When we become the target of a joke ... we get excited by it.

18 ... blunts emotion...: ... quietens / weakens excitement...

19 a learned response: a response or reaction which is gained by study

20 ... until we are strong enough to accept it: ... until we become so strong that we can accept it.

21 a traffic ticket: a printed notice of an offence against traffic regulations

22 Laughter creates and strengthens our social bonds: Laughter forms and enhances the mutual understanding and feelings between people.

23 periods of adjustment: periods of changing one's ways of living, thinking, etc. to get suitable for new conditions

24 How could we manage a life with the absence of laugh? : How could we deal with a life if there is no laugh?

25 through anxieties: during the time anxieties take place; from the beginning to the end of anxieties

26 ... we will not be overpowered by them: ... we will not be defeated by the anxieties.

27 ... it takes a lifetime to perfect: to perfect the ability to laugh takes one's whole life.

Practice — Words, Phrases and Structures to Be Remembered

1. *in spite of*

1) In spite of all his efforts he has failed.

2) They went out in spite of rain.

3) Morning air was still clear and fresh, in spite all the traffic and crowd.

4) Jane became nervous in spite of herself.

2. *get along*

1) How are you getting along?

2) He is easy to get along.

3) I used to get along well with my boss.

4) We can get along without your help.

3. *free to do something*

- 1) You are free to go or stay as you please.
- 2) When she's finished her work, she'll be free to enjoy herself.
- 3) You'll be free to use my house when I am abroad.
- 4) Please feel free to ask questions.

4. *be involved in*

- 1) I was deeply involved in my work.
- 2) He was involved in trouble.
- 3) I was increasingly involved in politics at that time.
- 4) In all, 6000 companies are involved in producing the parts that are needed for these aircraft.

Writing Practice

In the student's book there is a composition writing exercise in each unit. Here we provide an additional writing task for the students.

The students are allowed 30 minutes to write a composition with the first sentence of each paragraph given. The composition should be about 100 words, not including the words given.

When Do We Laugh?

You do not hear laughter everywhere although everyone laughs. _____

Laughter is usually experienced in safe and pleasant situations. _____

Laughter will also happen when your tension is released. _____

Suggested Sample of the Composition

When Do We Laugh?

You do not hear laughter everywhere although everyone laughs. Generally speaking, laughter is found more often in homes than in working places. It is found more among friends and relatives than between strangers or foreigners.

Laughter is usually experienced in safe and pleasant situations. When family members exchange interesting stories, they will laugh at times. When friends and relatives meet and joke, they will laugh as they share meaningful work and play.