

Roads & Ways

Reading

Writing

to Better English

Teachers' Book

教师用书 · 第二册

2

高等师范院校英语专业教学参考书

屠蓓 Anne Wiseman 主编

英语读写教程

Higher Education Press

Roads & Ways to Better English 2

(Teacher's Book)

2

(教师用书)

3

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前 言

Roads and Ways to Better English 《英语读写教程》是一套适合高等师范院校英语专业使用的教材。全书共分四册,供大学基础阶段(一、二年级)使用。本教材以培养和加强学生阅读和写作两方面基本技能为主线,进行听、说、读、写、教的综合训练。

本教材使用对象:

1) 高等师范院校英语专业一年级学生或具有该水平的教师进修学院或教育学院学生;

2) 相当于大学一年级(入学时)水平的中学英语教师;

3) 自学大学英语者。

本教材有以下特点:

1. 突出实践:

本教材充分重视培养学生语言的基本功,为学生提供了大量实践性练习。注意通过听、说、读、写的实践活动,帮助学生把所学语言知识转换成交际能力(包括口头和笔头两方面的能力)。

2. 重视社会文化背景知识的介绍:

我国学生(包括部分中学教师)对英美等国社会文化知识的不足,在相当程度上影响了他们对语言的理解和语言表达时的得体。为了弥补这一缺陷,本教材从课文选材、练习设计以及补充阅读的选择上都有意识地增加了英美等国的社会文化背景、风土人情的介绍和英美与中国社会文化差异的对比等内容。

3. 突出学生独立工作能力的培养:

为使学生能主动地学习,本教材注意加强对独立工作能力的培养。书中每单元提供了“课前预习(Prep Work)”一项内容,指导学生借助工具书自己解决课文中的部分难点,进行自我测试和独立思考等。本教材还为教和学编写设计了多方面进行交流和讨论的练习。

4. 培养用英语教学的能力:

本教材除培养学生听、说、读、写四方面的基本技能外,为结合学生专业的特点,还增加了“如何教(Learn to Teach)”的内容,使学生在学英语的同时,为未来作为合格的英语教师打下初步的专业基础。

本教材的编写方法:

本教材从我国学生的实际出发,结合成人学习英语的特点,不以某一种教学法作唯一依据,而是试图吸收国内外各教学流派之长处,采取综合法进行

编写。

本书为教师参考书,全书分为两大部分。第一部分 Notes on the Text, 内容包括: 1) Additional Information; 2) Detailed Study of the Text。第二部分 Key to Exercises。此外,本教材还配有录音带,可供学生练习、模仿。为使课堂生动活泼和便于教学,本教材附有英美地图、教学术语表以及多幅照片、图画和图解。

在编写过程中,我们曾得到许多兄弟院校的大力支持和帮助。本书曾在北京师范学院、北京教育学院以及北京外国语学院进行试用。试用的教师曾多次提出中肯的意见和建议。

本书由北京师范大学钱瑗教授担任主审,参加审稿会的兄弟院校有北京师范学院、北京教育学院、大连外国语学院、四川教育学院、烟台师范学院的代表等。与会代表对本书进行了认真的审阅,提出了具体的修改意见。

英国文化委员会在北京外国语学院工作的专家参加了本书的编写和校阅工作。北京大学张祥葆教授也对本书提出了宝贵的意见。

在此,我们对他们的帮助一并表示深切的谢意。

由于我们水平有限,书中存在缺点和错误在所难免,希望使用本书的广大教师能提出意见,以便修订时更正。

编 者

1989年9月

于北京外国语学院

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UNIT ONE

Part One: Notes on the Text

1. Additional Information

Style

This article is part of an autobiography, and it is written in a very chatty, colloquial style, which makes the reader feel closer to the writer. Some of the words and phrases the writer uses are slang terms, or not grammatically correct English.

Particular examples are:

"bought me" — I bought myself ...

"don't have no money" — I don't have any money

"Why in hell" — a mild form of swearing to show exasperation

"so bad" — so badly

2. Detailed Study of the Text

1) (L. 1) *wino*

A person who is addicted to alcohol. They usually have little money and often have no homes. They are called winos because they often drink cheap wine.

2) (L. 2) *hustling*

i. Pushing or shoving

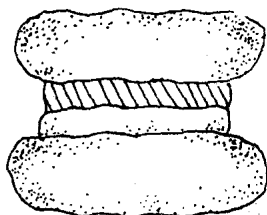
ii. Trying to find work in order to make some money (colloquial). Meaning ii. is used in this text.

3) (L. 3) *googols* (Am. E)

The figure 1 followed by 100 zeros, i.e. a very great amount. This term is not used very often nowadays.

4) (L. 4) *cheeseburger*

A hamburger with cheese on top of the meat.



- _____ bread
- _____ cheese
- _____ meat
- _____ bread

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5) (L. 8) *twenty six cents worth*

The cost of the food came to twenty six cents.

Examples:

a) I would like two yuan's worth of apples, please.

b) There's £5 worth of vegetables in that bag.

6) (L. 9 and 11) *like*

"Like" here means "as if".

In formal usage, *Like* is acceptable as preposition and properly used in phrases *Like this* and the following: "He looks *like* my father." It is improperly used when followed by a clause.

Misused: It looks like my father enjoys your company.

Revised: It looks as if my father enjoys your company.

Misused: I behaved like I was told to.

Revised: I behaved as I was told to.

But in informal speech, "like" is acceptable as a conjunction replacing "as" or "as if" at the beginning of a clause. (Avoid this informal "like" in your writing.)

7) (L. 10) *check*

The bill, the total cost of a meal.

8) (L. 13) *Don't have no money*

i.e. I don't have *any* money. This is a very common mistake in English. In the correct sense the double negative (don't+no) makes a positive meaning. In other words, the wino is unintentionally saying I *do* have some money. Generally, the negative meaning of the above phrase is understood when used. See additional notes.

9) (L. 14) *why in hell*

A mild form of swearing. See additional notes.

10) (L. 18) *pop bottle*

Pop is a fizzy sweet drink, like "qishui" or coca-cola. It can be any flavour.

11) (L. 30) *sonny*

An affectionate term usually used by somebody older towards somebody younger than themselves.

12) (L. 32) *I was pretty sick.*

I was fed up or upset. The writer felt very ashamed of himself.

Examples:

- a) The team felt pretty sick about losing the football game.
- b) John had to tell the teacher that his friend was truanting from school, but afterwards he felt pretty sick about it.

Part Two: Key to Exercises

Prep Work

I. Vocabulary

- 3. Work out the meanings of the words listed below according to
 - a) the context;
 - b) your own knowledge.
- 1) Pushing and shoving all day in order to earn money.
- 2) A lot of something.
- 3) The bill, the total cost of a meal.
- 4) Food. (It is in fact a mixture of beans and meat which is hot and spicy.)

III. Read the text again and decide whether these statements are true (T) or false (F).

- | | | | |
|------|------|------|------|
| 1. F | 2. T | 3. F | 4. T |
| 5. F | 6. F | 7. F | 8. F |

IV. Words like *cents*, *wino*, *bustling* and *googols* suggest that the story took place in America.

Exercises

II. Language and Comprehension

1. Answer the following questions:

- 1) In the evening, The author says "I'd been out hustling *all day ...*".
- 2) They don't do anybody any harm. They ruin their own body

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by drinking too much, but they don't interfere with other people.

- 3) Maybe because he knew it would be a waste of time pretending, as the end result would be the same.

(This question is open to discussion.)

- 4) Because the author had done nothing to help him whilst he was being assaulted.

- 5) By giving the restaurant owner the satisfaction of assaulting him.

- 6) He felt guilty that he had not helped the wino in time.

- 7) Because he had made no effort to help the wino whilst he was being assaulted.

- 8) (This will be open to discussion.) "Broke" means to have no money at all (the students should realize this after reading the story). The title implies that the wino was not poor, but in fact he had no money at all, in which case there was nothing to worry about — he didn't have to count every cent because he didn't have *any* cents, so he took a very fatalistic view of life and just accepted things as they happened.

2. Summary skills

- 1) Now look at this list of general characteristics. Each of the characters went through a range of emotions during this incident. Write down beside each character the emotions or feelings you think they went through. Add any more of your own, then compare your answers with your partner. There will be a lot of variation on this, but here are some possible answers:

Mr. Williams: angry, upset ...

The author: satisfied, sad, worried, guilty ...

The wino: satisfied, angry, calm, forgiving ...

Wino	Author	Mr. Williams
1) Came in and ordered a meal	Eating	Serving
2) _____	Eating	Asked the wino to pay
3) Said he couldn't pay	_____	_____
4) _____	_____	Yelled at the wino
5) _____	_____	Assaulted the wino
6) _____	Offered to pay	_____
7) Refused the offer	_____	_____
8) Spoke kindly to the writer	Guilty	_____

3. Learn to use the following words and expressions from the text:

Cost n. & v.

1) Fill in the blanks with the phrases listed below:

- They've reduced *the cost of* the car production by 10%.
- The soldier saved the little boy from drowning *at the cost of* his own life.
- As *the cost of living* goes up, the standard of living goes down.
- We must stop drug smuggling *at all costs*.

2) Choose the right words in brackets to fill in the blanks:

- It'll *cost* (cost, spend) you a fortune to send a person to university abroad.
- He made his way carefully along the edge, well aware that one false step would *cost* (cost, pay) him his life.
- How much *did* (is, did) that jacket *cost* (cost, costing) you?
- How much did you *spend* (cost, spend) on food each month?
- How much did he *pay* (pay, cost) you for the second-hand typewriter?
- Translating that book *cost* (cost, costly) me several months.

3) Fill in the blanks with the words listed below and try to work

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out the difference between each word.

- a) What's the *price* of a new bike?
- b) The school *fees* are too high for the young man to afford.
- c) They sold their hand-made door curtain at a price below its real *value*, because they needed the money badly.
- d) At first, the entrance *charge* was \$20, but I bargained with the man at the door and he finally brought it down to \$10.
- e) Though it's still early to tell the *expense* of this experiment, we can foresee that it'll be very costly.
- f) What is the *fare* to the Beijing Airport?

Sick adj.

Match the word "sick" in each sentence with the meanings given below:

- a) 5), b) 7), c) 4), d) 1), e) 8)
- f) 1), g) 2), h) 6), i) 3).

Worth prep.

1) Translate the following into Chinese:

- a) 花些功夫把它的出处找出来是值得的。
- b) 那一部电影值得看吗?
- c) 五年前这个小工厂的资产仅为五十万元。
- d) 她从不锁她那辆破自行车, 因为她觉得不值得。
- e) 这辆摩托车比你付的车钱值多了。
- f) 花这么多钱和时间教黑猩猩人类语言, 许多人怀疑是否值得。
- g) 我认为在写论文之前你花些时间将这些材料看一遍是值得的。

2) Fill in the blanks with the words listed below:

- a) The boy is *worthy* of the praise.
- b) Scientists finally decided that the rocks in that area are *worthless*.
- c) Although the experiment will take about 3 years to finish, they still believe it's *worthwhile*.
- d) This coat is not *worth* more than ten yuan.
- e) Now I know the true *worth* of your friendship.

Hurt v.

Translate the following into English:

- a) He fell off his bike yesterday and hurt his ankle.

- b) Does your foot still hurt?
- c) I said that with the purpose of hurting his pride.
- d) It won't hurt if you play a bit longer.
- e) It hurts me to think that you're all leaving very soon.

Reach v.

Write down at least five things that one can *reach* and then explain them in English:

- a) to *reach* the top of a shelf; to touch by stretching out one's arm or hand
 - b) to *reach* an agreement; to come to
 - c) to *reach* the end of the book; to finish
 - d) to *reach* the age of 50; to become
 - e) to *reach* the goal; to realize
4. Rewrite the following sentences, using the pattern "too... (for somebody) to do something". Be sure to keep the original meanings.
- 1) He is too astounded to think and act properly.
 - 2) She is too silly to see the humour in the remark.
 - 3) He's too drunk to act decently.
 - 4) The noise around us was too much for us to work efficiently.
 - 5) According to the law, he is too old to hold this position.
 - 6) Do you think my lecture is *too difficult for them to understand*?
 - 7) The psychology lecture was too complicated to understand, even for the best students.
5. Rewrite the following sentences using "negative word + but" to give emphasis:
- 1) He blamed nobody but himself for the failure.
 - 2) When he opened his eyes, he could see nothing but sand everywhere.
 - 3) Since then I've never thought about her but once.
 - 4) This kind of animal can be found nowhere but in African forests.
 - 5) He shows respect for no one but his tutor.

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6. Fill in the blanks with appropriate prepositions and/or adverbs:

- 1) The horse jumped *over* the fence beautifully.
- 2) Be careful not to knock the vase *off* the table.
- 3) The artist gave the painting another touch and then stepped *back* to see its effect.
- 4) When the vendor asked him for the money, he went *through* his pocket and told the vendor that there was a hole in his pocket.
- 5) I saw the lady go *over* to the little girl and drop a coin into her outstretched hand.
- 6) He pulled himself *up* to the stool with great difficulty.
- 7) If you hold *on to* the safety-ring, there'll be no danger.
- 8) I bought this book on linguistics *for* only \$2.

Learn to Write

How to Write English Sentences

(General Instructions)

Exercise:

(Some points to discuss)

1. Why is it important to start writing correct sentences if we want to be effective writers?
basic unit of the written language/ a miniature essay/ form the basis for the next stage of writing, i.e. paragraphs/ the first step toward mature, error-free writing, etc.
2. How do we usually classify English sentences? Give one example of each type of sentence.

Classification of Sentences: (For your reference)

- 1) By sentence elements

All complete sentences contain a subject and a verb phrase.
(Imperative sentences and some exclamations are exceptions.)

In many sentences, the predicate also requires elements other than just a verb phrase. Depending on the nature of these elements, sentences are classified into five basic patterns:

a. **SUBJECT + VERB PHRASE (S + VP)**

Class begins.

The girls are singing.

b. **SUBJECT + VERB PHRASE + SUBJECT COMPLEMENT (S + VP + SC)** (A subject complement is a word or words that define or describe the subject.)

The food smells good.

Time is money.

c. **SUBJECT + VERB PHRASE + DIRECT OBJECT (S + VP + DO)**

The old lady is buying vegetables.

I love ice-creams.

d. **SUBJECT + VERB PHRASE + INDIRECT OBJECT + DIRECT OBJECT (S + VP + IO + DO)**

He handed me a paper.

My mother knitted me a sweater.

e. **SUBJECT + VERB PHRASE + DIRECT OBJECT + OBJECT COMPLEMENT (S + VP + DO + OC)**

(An object complement is a word or words that refer to the same thing as the direct object.)

She dyed her hair red.

The Branoms named their daughter April.

2) **By types of clauses**

Sentences can also be classified by the types of clauses they contain. The four basic types of sentences are:

a. **Simple Sentences**

My nearest neighbour is a mile away.

John and I spent two years in a small flat.

b. **Compound Sentences**

My brother joined the army and I went to college.

Fiona ran away from home; she intended to join the circus.

c. **Complex Sentences**

When I was a boy, every holiday that I had seemed ideal.

Although I am now an adult, my idea of a good holiday is much the same as it was.

d. Compound-Complex Sentences

I was not more than thirteen years old at the time, but I remember the moment as if it were yesterday.

After my parents died, my brother joined the army and I went to college.

3) By Syntax and Function

Sentences are also classified according to their function or purpose. The usual classifications are:

a. Declarative Sentences

I prefer spending my holiday abroad.

Sometimes I wonder what my ideal holiday will be when I am old.

b. Interrogative Sentences

Why did you come so late?

Are you coming to the party?

c. Imperative Sentences

Take care!

Please keep quiet!

d. Exclamatory Sentences

What a high price to pay for a ticket!

How beautiful that lady is!

Learn to Teach

I. Classroom English

Metalinguage

Explain that the language you use to talk to your students in the classroom is "metalinguage". (In other words, all the language they have learned in "Learn to Teach" in Book 1 is metalinguage.)

Bearing in mind that students might at first be confused by hearing their teacher speak English, what should we do, when speaking to them in English, to help them understand?

Ask students to discuss this point in pairs or groups.

Suggested comments:

- i. Choose words or structures which the students already know, or which are not too difficult for them to understand.
- ii. Don't talk too much; keep what you say to the main point.
- iii. Talk slowly (but not too slowly so that it distorts pronunciation.)
- iv. Use gestures, facial expression, or intonation to help clarify what you are saying.

Exercises

1. The order goes from the simplest command to the most complex:
c), e), b), a), d).

In a) and d) the teacher is saying more than is necessary, and using complex structures.

The teacher could indicate his/her ear for "listen" and mouth for "repeat".

2. You will get many variations for this. Here are some suggested answers:
a) What have you got for number 2, Liu? or Liu, number 2?
b) What's your name?
c) Where do you live?
3. This exercise can be done in groups, with the teacher monitoring.

II. Visual Aids for Language Learning

1. Discussion

Arrange your class for a discussion. Ask the students to make a list of the ways we can use pictures in the classroom. They should do this in pairs or groups, and compare their lists. When everybody has finished, make a list on the board from their suggestions. It should include at least the following: