



普通高等教育“十五”国家级规划教材

总主编 戴炜栋
副总主编 蒋秉章

新世纪高职高专英语

NEW CENTURY ENGLISH
INTEGRATED COURSE

综合教程

(修订版)

主编 杨亚军 楼迎宪 徐小贞

教师手册

TEACHER'S HANDBOOK

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W 上海外语教育出版社
外教社



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修订版前言

普通高等教育“十五”国家级规划教材于2000年正式出版发行。由于该套教材充分利用国内外英语教学科研成果,全面体现高职高专英语教学规律,突出“五项创新”,深受广大师生欢迎。为了使这套教材更加完善,上海外语教育出版社组织我国四所高职名校,即深圳职业技术学院、上海第二工业大学、北京联合大学和华东师范大学职业技术学院的英语骨干教师组成阵容强大的编写班子,利用调查表和座谈会的形式,广泛征求用户和专家的意见和建议,并按照教育部高等教育司颁布的《高职高专教育英语课程基本要求》,结合高职高专英语教学实际,在保留教材原有特色的基础上,对教材作了全面修订。《新世纪高职高专英语》(综合教程)(第四册)在以下几个方面作了改进:

一、更新了三分之一的课文,使课文内容更加引人入胜、体裁更加多种多样、语言点更加切合教学实际;增加了 Read More 部分的内容,并确保每个单元围绕同一主题展开。

二、根据《基本要求》所附的词汇表和英美出版的英语单词词频统计,控制每课生词的数量、安排生词出现的顺序及重现的频率,并在每单元 New Words 后标注了生词量、生词率、纲内词、纲外词等信息,使学生更主动地把握词汇学习规律,提高教学效果。

三、对练习题进行了较大的修改,减少了多项选择题型的数量,增加实际运用英语的题型,以提高学生的英语应用能力。

四、根据《基本要求》中的“语言技能表”,第四册训练写作技巧。这部分讲解言简意赅,强调技巧的实际应用,并通过相关练习加以掌握。

五、根据《基本要求》中的“交际范围表”,继续安排了 Practical Reading 和 Practical Writing 两项内容,进一步提高学生英语应用能力水平。

六、为了突出主题学习,同时便于学生课外自学,提高学生学习兴趣,每单元后面介绍了相关的英语网站,教师可将学生分成小组,就本单元主题在因特网上搜索信息,并加以整理,然后在课堂上通过 PowerPoint 等方式加以展示。

七、在每单元后增加了 Memorable Quotes, 精选一些语言优美、内容健康的警句、格言等,供学生课后背诵,起到陶冶情操、丰富知识、提高语言水平的作用。

八、根据编者的教学实践和用户的意见反馈,纠正原书中的错误。

与教材配套的《教师用书》,与初版相比有了很大改动,它是传统意义上的教案与教师参考书的结合。Teaching Objective and Procedures 介绍了教学目的和主要内容,便于教师总体把握。在 Background Information 里补充了与 topic-related words or phrases 相关的知识。Summary Questions and Concluding Remarks 有助于开展课堂思考与讨论。在 Study of Words and Phrases 里提供了充足的例句,帮助学生温故而知新。Read More, Practical Reading, Writing Guidance, Practical Writing, Key to Exercises 等各栏目里,都为教师提供了

丰富的信息和语料，供选择使用，以方便教师备课。

参加修订的单位有北京联合大学、上海第二工业大学、深圳职业技术学院。总主编为戴炜栋，副总主编为蒋秉章。本册主编为杨亚军(北京联合大学)、楼迎宪(上海第二工业大学)、徐小贞(深圳职业技术学院)，参加编写的戴立黎、吴小玲、翟世骏、邵华、冯媛媛。美国专家王道明审阅了全书。

上海外语教育出版社的领导对修订工作给予了大力支持，责任编辑杨自伍对新版教材进行了精心策划和认真编审，谨此一并致谢。

由于编者水平和经验有限，教材难免还有疏漏和不妥之处，希望广大师生继续批评指正。

编者

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Unit One

Teaching Plan

What's Your Major?

Teaching Objective	Master the key words and some useful structures. Learn something about one's attitudes towards the relationship between one's major and one's future career. The students should learn that what they learn at college is important in a sense, but they may not use it in their future careers. Anyway, they should work hard to learn as much as possible while at college.		
Key Points	Vocabulary	administration catalog dread duck echo idiot manifest oversleep pursue smuggle sociology undeclared and the like be prone to do be tempted to do commit ... to declare a major get the most out of major in page through pass up strive toward	
	Structure	as long as would rather do ... than do	
	Skills	How to write a narrative paragraph	
Teaching Procedures	Lead In Activity; Study of the Text; Study of Words and Phrases; Study of Read More; Study of the Writing Guidance; Study of Practical Reading; Study of Practical Writing		

Lead In

1. Put the students in groups to talk about their majors. They should discuss the importance of their majors to their future careers. If they have different opinions, ask them to report their findings to the whole class.
2. The teacher may note down their reasons as to why their majors are important or not to their future careers. Then encourage the students to tell the class their own opinions.
3. Encourage the students to imagine what the text will be about.

Read In

I. Background Information

1. Major

In universities in the U.S.A. you must declare a major by the end of your sophomore year, or the school may block your registration. Every department has prerequisite courses that must be completed before you can request admission to the major. Most departments also publish a pamphlet that describes the major in greater detail.

A double major means that you intend to complete the major requirements in two departments with no overlapping courses. You have the option of completing the senior essay requirements in both departments (writing one essay for each major) or of writing one essay, i.e. doing a double major with one integrating senior essay. For both options you will need two essay sponsors.

A combined major is a program of study, which allows you to create your own major from course offerings in two or more departments. It culminates with an integrating senior essay, requiring advisers from the two departments.

A special major is a major designed by you and not normally offered by your college; that is, it is not listed in the catalogue. The Committee on Programs and Academic Standing must approve a list of courses that can satisfy a special major. A special major does not necessarily involve more than one department. If it does, both departments must agree on the senior essay grade and departmental honors nomination.

2. Jacqueline Susann

Jacqueline Susann stands alone as the most popular writer of her generation, the undisputed Queen of Pulp Fiction whose own life was as exciting and fascinating as anything she wrote about in her best-selling novels. *Once Is Not Enough* was a film made in 1975 based on Jacqueline Susann's glittery best seller which tells about the daughter of a powerful film mogul who is slowly corrupted by her father's worldly associates. Academy Award Nominations: Best Supporting Actress — Brenda Vaccaro.

3. David Janssen

David Janssen, American actor, was famous for his centering on the 1963-67 TV series *The Fugitive*, in which he portrayed Richard Kimble, a doctor who is on the run after being falsely accused of murdering his wife and sentenced to death. With the success of the movie *The Fugitive*, a biography of the actor who, on TV, first realized the character comes as no surprise. Millions felt they knew him from his starring roles in *Richard Diamond*, *Private Eye*, *The Fugitive*, and *Harry-O*. Far more famous for those small screen roles, Janssen made movies, too, but his career was marred by frequent unemployment and bouts of heavy drinking.

4. Topic-related words or phrases:

headhunter: a person works in the headhunting business who has a keen eye for tracking talent. He will send all-star performers to blue-chip companies like Xerox, IBM, GE, and Hewlett-Packard and they know that these candidates are right for the job. Such a business

will, instead of simply scouting for talent, advise talent as well. It helps job hunters improve their kill ratios — by getting them to pursue fewer companies, by helping them make the right contacts, and by showing them how to deliver what companies are looking for in an interview.

SAT: Scholastic Aptitude Test. It is a three-hour test that measures verbal and mathematical reasoning skills students have developed over time and skills they need to be successful in college. Many colleges and universities use the SAT as one indicator among others — class rank, high school GPA, extracurricular activities, personal essay, and teacher recommendations of a student's readiness to do college-level work. SAT scores are compared with the scores of other applicants, and the accepted scores at an institution, and can be used as a basis for awarding merit-based financial aid. Each section of the SAT is scored on a scale of 200-800. The SAT is typically taken by high school juniors and seniors. It is administered seven times a year in the U.S., Puerto Rico, and U.S. Territories, and six times a year overseas.

II. Text Presentation and Language Points

Lines 1—8

It echoed through the hallways and out onto the quad like some ancient Gregorian chant. Everyone was asking it. It was the new pickup line — more popular than “What’s your sign?” But I had no answer. I dreaded the question. I was undeclared, like some contraband being smuggled across an international border. Like an astronaut floating unchained through space, I had no purpose in life. I would rather have taken the SAT again than have to face the question, “What’s your major?”

Questions:

- ◆ What is the question asked by everyone, according to the author?
What is your major?
 - ◆ Why do you think the writer dreaded the question?
Probably he had never thought about the question seriously before.
 - ◆ Why do you think the writer wanted to take the SAT again?
It would be easier to take the SAT than choose his major.
 - ◆ What can you learn from this paragraph?
The author is faced with the problem: what major to choose. It is a question that most university students have to answer by the end of their sophomore year.
1. It echoed through the hallways and out onto the quad like some ancient Gregorian chant.
echo: send back sound

Example:

He could hear eerie noises echoing through the corridors.

2. I dreaded the question.

dread: fear greatly

Examples:

- A. I've got an interview tomorrow and I'm dreading it.

B. He has always dreaded being singled out.

3. I was undeclared, like some contraband being smuggled across an international border.
smuggle: take something or someone illegally from one country to another

Examples:

- A. Illegal immigrants are smuggled into the country by boat.
B. The penalties are severe for people caught smuggling banknotes out of the country.

Lines 9—15

And tomorrow was the last day to declare a major. The last day! Everyone else was happily moving forward in their lives, striving toward careers in anthropology, sociology, biology and the like. "Don't worry," my friends would say. "You can always major in business." Business? Not me. I was an artist. I would rather have died than major in business. In fact, I didn't even need college. I could just go out into the world, and my great talents would be immediately recognized.

Questions:

- ◆ When was the deadline for his declaration of his major?
He had to make his declaration the next day.
- ◆ What major did the author's friends recommend him to take?
His friends recommended that he major in business.
- ◆ What did the author want to do?
He completely disliked business. He thought he was an artist. He could be successful even without studying at college.
- ◆ What can we learn from the author's attitudes towards learning at college?
He was quite confident that he would succeed in life even without a college education.

4. Everyone else was happily moving forward in their lives, striving toward careers in anthropology, sociology, biology and the like.
strive: make a great effort to achieve something

Examples:

- A. We must continue to strive for greater efficiency.
B. This is the goal that we are striving toward.

5. I could just go out into the world, and my great talents would be immediately recognized.
talent: a natural ability to do something well

Examples:

- A. She showed a talent for acting at an early age.
B. We were deeply impressed by Shelley's personality and talents.

Lines 16—26

On the night before my fate was to be declared, my parents were having a dinner party for some of their friends. What would my parents' friends care about majors? I could eat dinner in peace and take a break from my inner angst for a couple of hours.

I was wrong. All they could talk about was majors. They each had to share their majors with me, and each had opinions as to what mine should be. All their advice didn't put me any closer to a major. It just confused me even more. None of our dinner guests seemed particularly

suited for their chosen professions. Dr. Elkins, the dentist, had spinach in his teeth. And Mr. Albertson, the hydro-engineer, kept knocking over his water glass.

Questions:

- ◆ What did the author's parents do on the night before he had to declare his major?
His parents had a dinner together with their friends at home.
 - ◆ What did the author think about the party?
The author thought they might not be interested in his major during dinnertime. And he would be able to have his dinner in peace, without thinking about the choice of his major.
 - ◆ What actually happened during the dinner?
All the guests talked about nothing but his choice of major. They all wanted to share their majors with the author, and each wanted to tell him what he should choose.
 - ◆ To what extent did their opinions help him with his choice of major?
They didn't help him in any way at all. He was even more confused concerning his choice of major.
 - ◆ What was the author's opinion about the guests' majors?
He thought that none of the guests was really suited for their own majors.
6. They each had to share their majors with me, and each had opinions as to what mine should be.
as to: concerning

Examples:

- A. Frank was very uncertain as to whether it was the right job for him.
- B. She had no idea at all as to what she ought to do.

Lines 27—35

Dinner was over, everyone left, the night was getting late, and yet I was still undeclared. I got out the catalog and began paging through the possibilities for the millionth time. Aeronautical engineering? I get airsickness. Chinese? I'd always wanted to go to China, but it seemed I could go there without majoring in it. Dentistry? Just then I happened to look in the mirror and notice spinach in my teeth. This was hopeless.

Questions:

- ◆ What did the author do after the dinner?
He started looking at the catalog about majors again, hoping to find a suitable major.
 - ◆ What were the choices he had once thought about?
He had thought about aeronautical engineering, Chinese and dentistry.
 - ◆ What were his reasons not to choose any of them as his major?
His airsickness made it impossible for him to choose aeronautical engineering. He thought he could go to China without majoring in the language. As for dentistry, he thought it was nonsense for him.
7. I got out the catalog and began paging through the possibilities for the millionth time.
1) catalog: list (of names, places, goods, etc.) in a special order

Examples:

- A. A library catalog tells us the titles of all the books in the library.

- B. We are sending you under separate cover by airmail a copy of the latest catalog.
 2) page through: look at a book, magazine, etc. by turning the pages quickly.

Example:

She often spends her leisure time paging through some magazines.

Lines 36—40

As college students are prone to do, I decided that if I just slept for a while and woke up really early, I would be able to manifest a major. I don't know exactly what it is in the college student's brain that thinks some magical process occurs between 2:00 a.m. and 6:00 a.m. that will suddenly make everything more clear.

Questions:

- ◆ What did the author decide to do?

He decided to go to bed first, and would get up early next morning to decide on his major.

- ◆ Why did the author decide to go to bed first?

It was too late. He thought it would be better to make the decision early in the morning when the brain would make everything more clear.

8. As college students are prone to do, I decided that if I just slept for a while and woke up really early, I would be able to manifest a major.

- 1) be prone to do something: be likely to do something

Examples:

A. Kids are prone to eat junk food.

B. One is prone to make mistakes when he is tired.

- 2) manifest: show clearly

Examples:

A. The shareholders have manifested their intention to sell the shares.

B. Her actions manifested a complete disregard for personal safety.

Lines 41—45

It had worked for me in the past, but not this time. In fact, as college students are also prone to do, I overslept. I woke up at 10:00 a.m. I had missed my first class, Physics for Poets, and I had three hours to commit the rest of my life to something, anything. There was always business.

Questions:

- ◆ In the sentence "It had worked for me in the past", what does the word "it" refer to?

It probably refers to the fact that his brain would make everything clear early in the morning.

- ◆ What happened the next morning?

He overslept, and didn't get up until ten o'clock.

- ◆ What does "three hours" mean in this paragraph?

He must make his choice of major in three hours.

Lines 46—56

I left for campus hoping for a divine major-declaring inspiration between my house and the

administration building that would point me in the right direction. Maybe a stranger would pass by on the street and say, "This is what you should do for the rest of your life: animal husbandry. Maybe I would see someone hard at work and become inspired to pursue the same career. I passed a movie theater playing *Once Is Not Enough*, and was tempted to duck inside and enjoy the film based on Jacqueline Susann's best-selling novel and starring David Janseen. I passed up the temptation. But wait a minute! Movies. I love movies. I could major in movies. No, there is no major in movies. Film, you idiot, I thought. That's it! I was lost but now I was found. I was declared.

Questions:

- ◆ What did he hope for on his way to school?
He hoped that he could come across some inspiration so that he would be able to make the decision.
- ◆ When he passed by a cinema, what did he want to do?
He was tempted to see a film in which David Janseen starred. But he resisted the temptation and gave up seeing the film.
- ◆ What had occurred to him when he passed up the temptation?
He was struck with the idea that he would major in film. And finally he declared his major.

9. I left for campus hoping for a divine major-declaring inspiration between my house and the administration building that would point me in the right direction.

inspiration: a good idea about what you should do, write, say, etc.

Examples:

- A. The painter draws his inspiration from nature.
 - B. He raised his eyes to the altar as if seeking inspiration.
10. I passed a movie theater playing *Once Is Not Enough*, and was tempted to duck inside and enjoy the film based on Jacqueline Susann's best-selling novel and starring David Janseen.
- tempt: attract (somebody) to have or do something

Examples:

- A. The warm weather tempted us to go for a swim.
 - B. The new program is designed to tempt young people into studying engineering.
11. I passed up the temptation.
- temptation: a strong desire to have or do something even though you know you should not

Examples:

- A. There might be a temptation to cheat if students sit too close together.
- B. Resist the temptation to buy the item until you're certain you need it.

Lines 57—64

Fifteen years later, I think of all my friends who so confidently began college with their majors declared. Of those who went around asking, "What's your major?" very few are working in their chosen professions. I didn't end up a filmmaker. In fact, I'm now on my fourth career — and some days, I still feel undeclared. It really doesn't matter what you major in, as long as you get the most out of college. Study what interests you, and enjoy learning about the world. There is plenty of time to decide what you will do with the rest of your life.