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新编英语教程

第三版

THIRD EDITION

A NEW ENGLISH COURSE

主编 梅德明



教师用书
Teacher's Book



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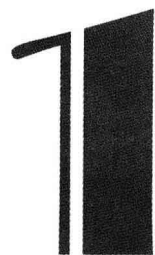
新编英语教程

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A NEW ENGLISH COURSE

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第三版前言

《新编英语教程》第三版1-4册编写组(下称“编写组”)以《国家中长期教育改革和发展规划纲要》和《高等学校本科英语专业规范》两个文件为编写工作的指导思想,明确新时期我国高等教育的历史使命,即“适应国家经济社会对外开放的要求,培养大批具有国际视野、通晓国际规则、能够参与国际事务与国际竞争的国际化人才”,明确高等院校英语专业的人才培养目标,即“培养具有较高的人文素养、熟练的英语语言技能、厚实的英语语言文学专业知识和其他相关专业知识,能运用英语和本族语从事教育、管理、翻译、外事、外贸、研究等各种工作的英语专业人才。”

编写组十分重视学习者英语综合能力的培养,对“英语综合能力”的认识突破“语言加技能”的传统框架,深刻认识到综合语言运用能力的培养和形成是建立在学生的“语言技能、语言知识、情感态度、学习策略和文化意识”等素养整体发展的基础上,明确新版教程必须体现国际化的时代精神和以人为本的教育理念,有利于培养学生良好的英语语言素质、积极的学习态度和规范的学习习惯;有利于促进学生心智、情感、态度与价值观的发展以及综合人文素养的提高;有利于促进探究式、任务型、交际性的教学的实施;有利于培养学生独立思考的习惯、观察分析的能力、合作参与的意识、勇于创新的精神以及人际沟通的技能。

编写组树立国家级规划教材的精品意识和责任意识,坚持以下编写原则:1)遵循“题材—结构—功能—任务”的编写原则,融语言知识、语言技能、情感态度、学习策略和文化意识于一体;2)语言生动、真实、自然,内容健康向上,贴近学生生活,符合学生的心理特征和认知规律,能激发学生的学习兴趣;3)重视教学过程,重视语言知识的感知和体验,重视语言信息的获取和处理,重视听说读写技能的综合运用,教学内容和形式相统一,输入与输出相协调,循序渐进,合理体现词语和语法项目的复现率;4)提供丰富的中外文化内容,注重培养学生跨文化交际的能力;5)精心选材,以经典文和现代文为两大主要取材来源。题材、体裁广泛,以人文社科类的散杂文和短篇文学作品为主,兼收反映自然科学成果以及报道经济法律界人与事方面的文章和报告,小说散文、诗歌戏剧、传记杂记、书信函电、政法公文、广告宣传、叙事议论等体裁均有合理的比例。

编写组认真研究、深入分析了《新编英语教程》第二版1-4册的使用反馈意见,对选文信息、题材内容、语言难度、单元数量、练习设置、配套教辅等方面存在的问题进行了深刻反思和积极的修改,修改幅度达50%。

第三版继承第二版强调英语语言知识和综合技能精确使用的理念,充分考虑人才培养目标、规格以及90后学生的认知特点,摒弃行为主义学习理论所推崇的机械训练方法,强调符合人本主义精神、以跨文化交流为目的的任务交际型的语言能力的培养,合理删减并调整“语言结构”、“对话交谈”和“主副课文”的内容和难度,适当增加具有经典性、时代性、趣味性、多样性等特点的优质选文,同时新增促进语言输入、引导语言输出的“听与说”项目。

第三版的布局和体例基本不变,每册仍然含《学生用书》、《教师用书》、《练习册》三本;削减1-4册的单元数量,第一、二册由原先的18单元降至15单元,第三、四册由原先的15单元降至12

单元; 提升第一、二册的难度, 并适度提高第三、四册的难度; 新增与《教师用书》配套使用的电子教案。

第三版1-4册单元布局如下:

第1册单元设计	第2册单元设计
Language Structures	Language Structures
Dialogue	Dialogue
Reading I	Listening In & Speaking Out
Reading II	Reading I
Guided Writing	Reading II
Interaction Activities	Guided Writing
	Interaction Activities
第3册单元设计	第4册单元设计
Listening In & Speaking Out	Text I
Text I	Text II
Text II	Oral Work
Oral Work	Guided Writing
Guided Writing	

为了确保《新编英语教程》第三版的编写质量, 编写组聘请了外籍专家Antony Ward对教材的对话部分进行了审校和修饰。与此同时, 编写组还选择了部分有代表性的教学单位, 依次对第三版1-4册的试用本进行了全过程的教学。编写组根据试用单位所提出的意见和建议, 对教程的相关部分又作了相应的调整和修改。在此, 编写组对Antony Ward先生以及参与第三版试用本教学的所有师生, 表示最诚挚的感谢。

编写组认为, 《新编英语教程》第三版1-4册体现了我国高等教育英语专业的学科属性、专业本色和特色以及培养目标。编写组真诚希望本教程能为培养国家和地区所需要的英语专业人才做出应有的贡献。编写组也殷切希望, 本教程使用者本着取精用弘、精益求精的态度, 对教材的不当之处不吝指正。

TO THE TEACHER

The conception and production of *A New English Course*, Level 1 was guided not by any one ELT principle but by a number of ELT principles, some of which might seem incompatible with each other, but which, in our opinion, are not mutually exclusive.

First of all, we consider the pattern drill practice to be a necessary, though not sufficient, step in learning English in the Chinese context. However, it is harmful to do language structure practice mechanically, for that will only lead to meaningless parroting. Therefore, due attention is given to the contextualization of the language materials, so that the language structure practice will result in the meaningful use of the language.

Much has been said and written about the cognitive approach in language teaching and learning. We think the theory sound and especially relevant to adults' learning of foreign languages. As our students are all thinking beings, we believe that they will learn the language more intelligently and with greater initiative when characteristics of the English language are adequately explained to them. In the Student's Book, there are ample notes to aid the students in their understanding and language practice. Likewise, we suggest that the teacher give the students a timely summary of language points for each unit in the classroom.

Situations, when properly devised, will aid the students to communicate readily when occasion arises, and we have designed situations relevant to the Chinese students' needs. We have also realized the importance of teaching language functions and we have presented a number of most commonly used language functions in context. Moreover, here and there comments on language appropriacy are made.

In short, we attempt to make use of the strong points of each of the most influential ELT principles as we see them. We combine them and integrate them for our own purpose.

This Teacher's Book is mainly intended as an aid for you. It provides various suggestions for classroom teaching. The suggestions need not be followed rigidly, but may be used or modified at your discretion to suit the students' needs.

Each unit of *A New English Course*, Level 1, Teacher's Book, consists of:

LANGUAGE STRUCTURES. This section corresponds to the same section in Student's Book. It is divided into four parts.

1. Main Teaching Points. This section corresponds to the LANGUAGE STRUCTURES section in Student's Book, but is given in grammatical terms.

2. Description of Language Structure Practice. Each language structure practice is described in functional terms.

3. Suggestions for the presentation of Language Structure Practice. There are questions of various kinds to introduce the language structures to the students.

4. Teaching of Language Structure Practice. Classroom procedure is suggested for each Practice. Here are a few more explanations for your reference.

- 1) Short incomplete example dialogues are given in Student's Book so that the students

get a rigorous training in listening as well as in speaking. We think in this way it is more challenging to the students, and so they may learn the language structures more effectively.

2) The script of each complete dialogue is given in Teacher's Book for your convenience.

3) The language points which demand the students' attention are explained in notes and are drilled in context.

4) The cues for each Practice are to be made full use of. Have the students do the dialogues after the pattern of the examples first, and then let them make dialogues of their own with the same cues. Some examples are given to this effect, but they are given here only for your reference. Do not give them to the students unless they really need your help.

5) Devise more cues for Language Structure Practice if necessary.

6) Make sure that the students attain spontaneity, flexibility and correctness at the end of Language Structure Practice.

DIALOGUE. This section corresponds to the same section in Student's Book. Classroom procedure is suggested for each unit. Here are a few more explanations.

1. For students who are weak in English, advise them to prepare the dialogues beforehand. For average students, it is better not to have preparation before class. Or, let the students have preparation at the beginning of the term, and gradually discourage preparation as the course progresses.

2. Learning the dialogues by heart is neither compulsory nor forbidden, but the main purpose of this section is not mechanical memorization. What is expected of the students is to know the language well and to be able to use the language. Therefore for each dialogue, a role play practice is encouraged, so that the students are given a chance to use the language more freely. Let the students play their roles in pairs on their own. You may walk around the classroom and listen to the students' dialogues. Give guidance and advice when necessary. After pair work is done, ask a few pairs of students to act out their dialogues before the whole class. Try to give an assessment of the students' performance in class, i.e., commend their good points and comment on their weaknesses.

READING. This section corresponds to the same section in Student's Book. There are two reading texts in each unit. The two texts can be treated in various ways.

1. For **READING I**, exercises in Workbook are either multiple choice questions or true/false questions. The students may be asked to read the text in class without preparation and then do the exercises in WB. After that, you may ask the students questions orally to make sure that they get full comprehension. Or, the students may come to class with preparation. In that case, you are expected to make full use of the text by pointing out to the students all that is necessary for comprehension and for the active use and creative production of the language material in each text.

2. For **READING II**, the written work in Workbook is the writing of a *précis*, which is formed by answers to questions. It is suggested that after the reading, the students should be asked some questions about the text orally in class before they begin writing the *précis*. This

way the students may learn more from the reading and précis writing.

GUIDED WRITING. This section corresponds to the same section in Student's Book. There are two sets of exercises in this section, the one in Student's Book is for use in the classroom and the other set is in Workbook. Group discussion is encouraged in the classroom in order that the students may learn to do independent work and to develop logical thinking.

INTERACTION ACTIVITIES. This section corresponds to the same section in Student's Book. By the time the students come to this section, they should be quite familiar with the amount of English they have learnt so far. Therefore, they are encouraged to speak spontaneously and freely about themselves and about some subjects that are familiar to them. Since this is the initial step towards real communication in English, the students are expected to provide authentic information and talk about authentic people and events. To conduct the class successfully, the teacher needs to make adequate preparations before class. For example, predict the students' difficulties and find ways to overcome their difficulties.

LISTENING COMPREHENSION material and questions.

1. Listening passages are recorded, and the scripts are given in Teacher's Book.

2. Exercises are of two kinds:

1) Written exercises in Workbook are of various types, i.e., tables with blanks to be filled in, true/false questions, multiple choice questions, etc.

2) Questions to be answered orally in class are given in Teacher's Book.

It is suggested that the written exercises in Workbook should be done by the students immediately after the listening and followed by oral exercises in the classroom. The purpose of the latter is to help the students to solve their problems in listening and to improve their listening skill.

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Unit 1

LANGUAGE STRUCTURES

MAIN TEACHING POINTS

The passive sentence

1. in the simple present 2. in the present perfect 3. in the simple past 4. in the future

PRACTICE

TEACHING SUGGESTIONS

I. Description of LANGUAGE STRUCTURE PRACTICE

Practice Ⅰ

Identifying and asking somebody to identify an object

Practice Ⅱ

Inquiring whether something has been done and who did it

Practice Ⅲ

Inquiring what somebody was asked to do on a certain occasion

Practice Ⅳ

Asking for information about something which has been postponed

II. Suggestions for the presentation of LANGUAGE STRUCTURE PRACTICE

Introduce the main teaching points by asking questions

1. about language spoken in different places, e.g.,

- 1) What language is spoken in the UK?
- 2) Is English spoken in the United States?
- 3) In what other countries is English spoken? (Australia, Canada, New Zealand)
- 4) Do you know if English was spoken in America six hundred years ago?
(No. At that time there were no English-speaking peoples in America.)
- 5) Is English spoken in and out of class in our department?
- 6) Do you think English will be spoken by more and more people in the world?

2. about great historical/current events, e.g.,

- 1) When was the New Continent discovered by Christopher Columbus? (in 1492)
- 2) When was the American Declaration of Independence adopted? (in 1776)
- 3) Can you tell when the former Soviet Union was founded? (in 1917)
- 4) When was Hong Kong returned to China? (in 1997)
- 5) Where was the 2012 Olympic Games held? (in London, UK)

Unit 1

LANGUAGE STRUCTURES

1. This *is called* a pencil sharpener in English.
2. The tableware *has already been cleaned*.
3. I *was invited* to the party the other day.
4. A lecture on stamp-collecting *will be given* tomorrow week.

PRACTICE

 1 Cues:

Called	Made of	Sold at
pencil-sharpener	metal	the stationer's
record player	metal and plastics	department store
tin-opener	metal	hardware shop
meat grinder	metal	hardware shop

Example:

A: What's this called in English?¹

B: It's called a pencil-sharpener.¹

A: What is it made of?²

B:

A:

B: It's sold at the stationer's.

A:

B: It's used for sharpening pencils.

PRACTICE 1

A. Listening to the recording

Dialogue in full:

- A: What's this called in English?

A: What is it made of?

A: Where is it sold?

A: What is it used for?
- B: It's called a pencil sharpener.

B: It's made of metal.

B: It's sold at the stationer's.

B: It's used for sharpening pencils.

B. Substitution practice

C. More cues for practice, e.g.,

Called	Made of	Used for
coffepot	china	serving coffee
washing machine	metal and plastics	washing clothes
lawnmower	metal	mowing the grass
fluorescent lamp	metal and glass	lighting a room
xerox machine	metal	making photographic copies of anything written or printed
refrigerator	metal and plastics	preserving food at a low temperature

D. Variations based on the given cues

Sample:

- A: Is a record player also called a phonograph in America?

B: Yes, it is.

A: Is it made of wood?

B: No, it isn't. It's made of metal and plastics.

A: Is it sold at a hardware shop or a department store?

B: At a department store.

A: Is it used for recording sound or for reproducing sound from records?

B: For reproducing sound from records.

PRACTICE Ⅱ

A. Listening to the recording

Dialogue in full:

A: Has the tableware been cleaned yet?

B: Yes, it has.

A: Who cleaned the tableware today?

B: John did, of course.

B. Substitution practice

C. Variations based on the given cues

Samples:

A: The table has been set, hasn't it?

B: Yes, it has.

A: Who did it, Susan or Betty?

B: Susan did it today.

PRACTICE Ⅲ

A. Listening to the recording

Dialogue in full:

A: Were you invited to the party the other day, Joan?

B: Yes, I was.

A: Were you asked to do anything?

B: Yes, I was asked to tell a joke.

A: Françoise and Hans were asked to perform a folk dance, weren't they?

B: No, they weren't.

A: What were they asked to do?

B: They were asked to sing a duet.

B. Language notes

1. *The other day* means "some days ago".

cf. You will be invited to one of Mr. Johnson's parties *some day* (at some time in the future).

2. A *duet* is a piece of music for two voices or for two players.

cf. Joan was asked to sing a *solo*. Françoise and Hans were asked to sing a *duet*.

C. Substitution practice

D. Variations based on the given cues

Sample:

A: How many of you were invited to the party last Saturday, Ali?

B: Five, Joan, Isuzu, Françoise, Hans and I.

A: Was Joan asked to do anything?

B: Yes, of course. She was asked to sing a song.

A: Were you and Hans asked to sing a duet?

B: No, Hans didn't sing a duet with me this time. He was asked to sing a duet with Françoise.

A: Then what were you asked to do?

B: I was asked to play the piano.

II Cues:

Alan and Betty Jones are giving a dinner party in the evening. They are now talking about the preparations they have made for the party. John and Susan are their children.

Who has done what?		
John	has	cleaned the tableware, made the fire in the living-room
Susan		set the table, cut and arranged the flowers
Betty		put the meat and the potatoes in the oven, baked her favorite sponge cake
Alan		taken out the drinks from the cellar, mown the lawn

Example:

A: Has the tableware been cleaned yet?³

B:

A: Who cleaned the tableware today?

B:

III Cues:

There was a party for foreign students at the International Club three days ago. Many foreign students were invited to the party and asked to give a short performance of some kind.⁴ The students are talking about the party now.

What was he/she asked to do?	
Joan	sing a song/a duet
Isuzu	perform a folk dance/conjuring tricks
Françoise	play the piano/the violin
Hans	tell a joke/a story
Ali	ask a riddle/give a cross talk with Wang

Example:

A: Were you invited to the party the other day, Joan?

B:

A: Were you asked to do anything?

B:

A:

B: No, they weren't.

A:

B: They were asked to sing a duet.

 **IV Cues:**

a lecture on stamp-collecting an English film show a slides show a video program a folk music concert	will be given	a fortnight/two weeks from today ⁵ on Wednesday on the tenth tomorrow week ⁵ /a week from tomorrow a week on Sunday ⁵ /a week from Sunday
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Examples:

1.

A: Isn't there a lecture on stamp-collecting now?

B:

A: When will it be given? ⁶

B:

2.

A:

B: The folk music concert has been called off.

A:

B: Yes, a week on Sunday.

PRACTICE Ⅳ

A. Listening to the recording

Dialogue in full:

1. A: Isn't there a lecture on stamp-collecting now?
B: No, it has been postponed.
A: When will it be given?
B: Tomorrow week/a week from tomorrow.
2. A: Why isn't there anybody here?
B: The folk music concert has been called off.
A: Has it? Will it be given some other time?
B: Yes, a week on Sunday/a week from Sunday.

B. Substitution practice

C. More cues for practice

1. a lecture on English literature/ socialist market economy/ linguistics/rhetoric/semantics		two weeks from today
2. the premiere of ...	will be given	a week from tomorrow
3. an acrobatic show		a week from Sunday
4. a video program		in the first week next month
5. a piano recital		

D. Variations based on the given cues

Sample:

1. A: Do you know that the lecture on stamp-collecting has been postponed?
B: Yes, I was told so.
A: When will it be given?
B: Not until a fortnight from today.
2. A: The folk music concert has been postponed, hasn't it?
B: Yes, it has.
A: Do you know when it will be given?
B: A week on Sunday, I heard.