

English

TEACHER'S BOOK 3

北京外国语学院

英语系编

商务印书馆

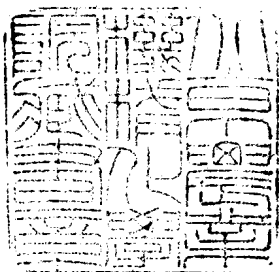
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Introduction

Book 3 is qualitatively different from Book 2. By this stage, the students should have mastered the basic elements of English grammar, and the emphasis is now on comprehension and communication through the detailed study of texts and through questioning and discussion. More and more, we should encourage the students to do independent work.

The texts have been chosen for their variety of style. Though simplified to a considerable extent, they become progressively closer to the original, so paving the way for the near-to-original English of Book 4.

A word should be said about comprehension. This does not in the least mean memorization nor even remembering every fact. It means understanding the content so that we can retell it in our own words, and also understanding the underlying meaning or implications.

Before we embark on a new lesson, the students should listen to a recording of the text and read it and the NOTES on their own, so that they are ready to ask each other questions before we begin the detailed study. The students should look up all new words themselves, while we help them with idioms, colloquialisms and phrasal verbs. Insist that they use a mono-lingual dictionary, preferably the ALD (*The Oxford Advanced Learner's Dictionary of Current English*). Discourage the use of the vocabulary list at the back of the textbook.

It is hoped that Teacher's Books 3 and 4 will provide some help to teachers using them. However, and this is more important, it is not intended that these books should serve as teaching notes pure and simple. We should make our own lesson plans and notes, adapting the material in the teacher's books to the level of our students and

to the time available.

The **BACKGROUND** notes may prove useful to those of us in colleges where the library facilities are inadequate. It is always desirable that we know more than the students and are able to answer questions on the background. These notes are for our reference and should not be given to the students. However, in some cases, the students could be asked to find out information for themselves, and we must make sure they know how to make proper use of dictionaries and basic reference books.

The students still need a lot of practice in asking questions. We should get them to ask each other questions on the text completely on their own. At first, most of their questions will be factual, e.g. What? When? Who? Where? We can put in a few deductive questions, i.e., the Why and How ones, and gradually the students themselves will begin to ask this type of questions. Some such questions are included in the **SUPPLEMENTARY QUESTIONS**. For instance, in Lesson 12, one student might ask another to describe Newton's mother. That student will probably reply: "She was a woman of intelligence and character," We might then ask the supplementary questions: What does that mean? Does *of intelligence* mean that she was highly-educated? Can you think of any woman in the past or present you could describe in this way?

The **SUPPLEMENTARY QUESTIONS** are merely suggestions. The 'deductive' questions could be put in when the students are asking each other questions on the text — the aim being to get the students sooner or later to ask this type of questions themselves. The discussion exercise could be used in addition to or instead of the discussion topics given in **Oral Work** when the text as a whole is being discussed.

We should aim to draw as much information and as many opinions from the students as we can, and we ourselves add the knowledge the students do not have or cannot get. Let us avoid asking ques-

tions which require the answer "Yes" or "No". Similarly in discussion on the text, the aim is for the students to practise expressing themselves in English. We should keep our participation to the minimum, just throwing in the occasional question to stimulate the discussion and then summing up at the end. The aim of the discussion exercise is to get the students to speak freely. We should not stop the flow to correct grammar mistakes or bad pronunciation. However, we might note the most glaring of these for future practice.

Obviously we will not have time to cover every language point explained in **DETAILED STUDY OF TEXT**. We must decide which points are important for our students according to their level. Intricate grammar explanations and subtleties are often not necessary for the students but we may find them useful ourselves. Other points may be too elementary for our students and we should leave them out. Some points are deliberately repeated to emphasize them, e.g. the note on *build up* in Lessons 13 and 14.

It is important to try to get information, explanation and examples from the students, not just spoonfeed the class straight from the Teacher's Book. We should never ask the students *to try to do something*, but always say **do it**. For instance: Paraphrase the sentence; Dramatize the text; Give an example, etc. The examples given are deliberately vague, e.g. the film, the book, etc. We can change these vague and general terms and substitute real people, books, etc.

By this stage the students should have a more creative approach to language. The 'missing word' and the 'logical order' exercises are designed to help in this respect. In these, the students must read the whole thing, and grasp the meaning before they are able to do them. Those exercises which we consider not very useful or too difficult can well be omitted.

Students learn a lot from their efforts at writing, and they should be given some kind of composition to do at least once a month. We might begin by giving as essay topics something connected with the

text, e.g. a story about one of our veteran revolutionaries (Lesson One), maybe one of the topics given in Oral Work which we have discussed in class, e.g. Friendship (Lesson Six). Topics concerning the students's own direct experience are also suitable, e.g. An unforgettable Event in my Childhood (Lesson Two).

It is generally necessary to give a dictation regularly. Sometimes the dictation could be followed by an exercise such as that suggested in Lesson Five or the one given in Teacher's Book 2.

No separate exercises have been designed for pronunciation and intonation, but this does not mean that these can be ignored. We should get the students to read aloud in class. Paragraphs from the texts and some of the fill-in-the-blanks exercises are suitable for this.

The correcting of students' work can become a burden if it is not organized well. There is no need to correct every piece of written work. The students need your help most with their free writing and sometimes with their translations, and we should make sure we have enough time for these. Sometimes the students can correct their own work — especially the filling-in-blanks exercises. We can read out the correct words in class. It is also useful for the students to swap books and correct each other's work. They often learn quite a bit from other people's mistakes. This can be done with dictation and simple translation. We might put up the dictation piece and model translation on the classroom wall and let the students correct each other's. Any problem can be brought to us. If we simply cannot go over every composition and translation, we can devise a policy of correcting a certain number every week, but we must be careful to see every student's work in the course of the term.

Second Year English is a very important stage, linking as it does the first stage and final stage of study. It is in the second year that the students consolidate the basic English studied in the first year and prepare for the advanced work of the last years.

The English word *education* comes from the Latin *ducere* — to lead or to guide. This describes our task as teachers exactly. We must lead and guide the students in their study. We should make every effort to help the students do the work themselves and not do it for them.

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Lesson One

A Red "Bandit" in the Midst of White Terror

BACKGROUND

1. Edgar Snow and *Red Star Over China*

Edgar Snow was born in Kansas City in 1906. After graduating from a school of journalism, he set off on a journey around the world. He got as far as Shanghai where he stayed to work as a journalist. He did not leave the Far East for thirteen years. Besides writing for the *China Weekly Review*, an English magazine put out in Shanghai, he also sent reports to newspapers in the U.S. and Britain on what was happening in China: famines, warlord wars and Japanese aggression. He became a friend of Soong Ching-ling and met many Chinese intellectuals and writers. Settling in Beijing in 1932, he and his first wife lived near Yenjing University, where he taught parttime. There he was in touch with underground communists and progressive intellectuals. He helped Lu Xun and others translate works by modern Chinese writers. Through the people he met, especially through Soong Ching-ling, he learned about Mao Zedong and the Red Army in the Northwest, news which was surprisingly different from the reports published by the KMT government. With a desire to know more about the Red Army, he decided to take the risk of making a trip to northern Shanxi. He set out for the Northwest in June 1936.

Snow reached the Communist capital, then at Baoan and met Mao Zedong and other revolutionary leaders. In his long

talks with them, they spoke about China's past, present and future. He left the Northwest after a four-month stay, and not long afterwards his book *Red Star Over China* was published. Up till then no foreigner had visited the Chinese Communists and come back to write about them. This book, entirely based on facts, shattered all the lies spread by the KMT reactionaries. It came as a surprise to the world and went into many editions in many languages. Though written more than 40 years ago, the book still stands up well today, and has become a classic on the Chinese Revolution.

This was not all Snow contributed to the Chinese revolution. He helped Soong Ching-ling start the China Defence League, which sought to get medical and other help from foreign countries for the anti-Japanese War. On one occasion he accompanied Comrade Deng Yingchao on a dangerous journey from Beijing to Shanghai under the very nose of the enemy.

What he did for the Chinese people brought him a lot of trouble. He was witch-hunted by the U.S. government in the 1950's. Unable to live in his own country any longer, he moved his family to Switzerland in 1959.

In 1960, Edgar Snow visited China again. He spent five months here, reporting the great changes revolution had brought about. This visit resulted in the book *The Other Side of the River*. In 1965 and 1970 he paid two more visits. In the interviews he had with Chairman Mao in 1970, the leader of the Chinese people said that the Chinese government would be glad to receive Richard Nixon, either as president or as tourist. But Edgar Snow was not to live to witness the US President's visit. He died of cancer on February 15, 1972, only three days before President Nixon flew to Beijing.

During Snow's illness, the Chinese government sent a team of doctors and nurses to his home in Switzerland.

In his message of condolence to Mrs Snow, Chairman Mao said, "Mr Snow was a friend of the Chinese people. He exerted unremitting efforts throughout his life and made important contributions in promoting mutual understanding and friendship between the Chinese and American peoples." Premier Zhou's message reads in part: "Mr Snow's life was a testimony of the sincere friendship between the Chinese and American peoples ... The Chinese people will never forget such an old friend."

After Snow's death, his widow, Lois Wheeler Snow, completed the book he was working on before he died. It was published under the title *The Long Revolution*. She also wrote a very moving book about his illness and the help and comfort given by the Chinese medical team. It is called *Death with Dignity*.

2. A Secret Letter

Written in invisible ink, the letter was given to Edgar Snow by Xu Bing, then a university professor in Beijing. He was deputy head of the United Front Department of the Central Committee of the CCP until 1966.

3. A man who would call himself Wang

His name was Wang Huajen, a member of the Executive Committee of the Chinese Red Cross. According to Snow, Wang had been educated in a missionary school in Shanghai and was once associated with the Christian community. This may explain why he spoke excellent English. When the author met him in Xian, he was doing secret work among KMT officials whom our Party was trying to win over to support the 'anti-Japanese front' proposals.

4. The Ancient Han City

Situated in the centre of the Guanzhong Basin, Xian is an ancient city with a long history. The Zhou, Qin, Han, Sui, Tang and several other dynasties established their capital there. Liu

Bang, the first emperor of the Han Dynasty, established his capital at Changan, northeast of Xian over 2,000 years ago. The best known of the Han emperors was Wu Di, noted for his achievement in bringing about national unity, developing agriculture and defeating the Huns from the north.

5. Deng Fa

He was head of the Security Bureau under the Central Committee of the CCP, and a member of the Political Bureau of the CCPCC. In April 1946, he was killed in an airplane crash, along with Bo Gu, Ye Ting and Wang Ruofei.

SUPPLEMENTARY QUESTIONS

1. Does Deng Fa strike you as boastful? Why not? (high spirits; generous; accepting Snow as a friend.)
2. What impression does Deng Fa make on Snow? Why does Snow say, "I had never met a Chinese like him in my life"? (not reserved; outgoing; extrovert; excited; talkative.)
3. In what way was he unlike other Chinese Snow knew? (others were reserved; quiet; not excitable.)
4. Discuss the national characteristics of the Chinese people and the differences between northerners and southerners.

DETAILED STUDY OF TEXT

1. the quotation marks in the title

Quotation marks are used either for emphasis, to enclose misnomers, to enclose slang or to enclose words used out of their ordinary sense. But you should avoid over-using quotation marks for emphasis or to indicate questionable material. Do not use them after *called* and *so-called*. Do not use them to enclose a word or words which you personally disapprove of. In the title, "bandit" is in quotation marks because it is a misnomer.

2. through a third person

The writer of the letter gave it to someone who gave it to Snow. Snow did not get it directly from the writer. Another example

with *third*:

I got the news third hand (i.e., not directly).

3. **take a room** — hire a room, stay in a room in a hotel.
4. **Who would call himself Wang** — His name may or may not have been Wang. (Actually it was.) For security reasons he didn't give Snow his full name.
5. **arrange for me to enter the Red districts**—*Arrange* means to make plans in advance or to see to the details of something. Note the different patterns used with the verb *arrange*, e.g.

Zhou Enlai arranged for me to spend the night in Pai Jia Ping.

The school arranged for buses to bring our luggage back.

The Travel Service has arranged everything for their tour.

I arranged to meet my friend on Sunday morning.

6. **put up**—Common verbs such as *put*, *come*, *go*, *get*, *look*, etc. followed by an adverb or a preposition form phrasal verbs. Usually such a phrase can be replaced by a single verb. One phrasal verb may have a lot of different meanings. *Put up*, for instance, has more than ten meanings. Here it means to live in a certain place for a limited time.

Cf. *put up with*, which means to tolerate, or bear, or suffer patiently. Students should learn to use phrasal verbs because they are extremely common in ordinary conversation.

7. **looked like a rich merchant** — He may or may not have been a merchant. The *but* which follows shows that he was not really one.
8. **Dongbei officer — or a young man** — The dash indicates a second reflection of the author when he looked at the young man. The word *or* introduces an alternative. It shows that the author wasn't too sure that the man was a real Dongbei officer or disguised as one.
9. **wearing the uniform of** — *Wearing ...* is a present participial

phrase used as an attribute modifying the noun *man*. Usually such participial phrases can be changed into attributive clauses, e.g. here: who was wearing (or wore) the uniform of a Dongbei officer.

10. **he suggested**

Who is *he*, Wang or the Dongbei officer? If it were the officer, *the latter* would be used to make things clear.

See WORD STUDY. Make sure the students have read and understood.

11. **without speaking** — *Speaking* is a gerund used as the object of the preposition *without*. More examples:

We set off without waiting.

We were so tired, we went to bed without finishing.

He went without eating for 3 days. (i.e., He didn't eat for 3 days.)

12. **Recognize him?**

An elliptical question with *Did I* omitted. Here the author is repeating the question to himself. Maybe he is thinking hard and searching his memory to recall whether he has ever met the man.

13. **looked at me to see** — The infinitive *to see* is an adverbial of purpose. Cf. *He laughed to think*, in which *to think* is an adverbial of cause.

14. **\$50,000 on his head** — The KMT government was offering a reward of 50,000 dollars to anyone who captured Deng Fa, dead or alive.

N.B. Foreigners called the Chinese yuan, dollars; and fen, cents.

15. **he — this “Communist bandit”** — The phrase this “Communist bandit” is in apposition to the pronoun *he*. It comes after a dash for emphasis. The two words are in quotes because this was what the reactionaries called Deng Fa.

16. **Did I want his horse?** and the following four sentences.
All in indirect speech and elliptical to achieve dramatic effect.
Ask the students to put this passage flatly in direct speech.
He asked me, "Do you want my horse? Oh, what a horse I have. It's the finest in Red China (or in our base area). And I have some very good photos. You can have them all. Would you like my diary? I'll send instructions to my wife. She is still in the Soviet areas, and she will give all this and more to you."
17. **and he kept his word** — *To keep one's word* is an idiom. Note the singular form of *word*. It means to do what one has promised to do. Some other idioms formed with *word*: be as good as one's word; give sb. one's word; break one's word; go back on one's word.
18. **What a Chinese!** — See NOTES in the textbook.
- | | | |
|------------|---|-----------------|
| admiration | — | What a Chinese! |
| surprise | — | What a change! |
| joy | — | What good news! |
| disgust | — | What a mess! |
19. **It was here that** — In this sentence the word *here* is emphasized. Do not drop *that* / *who* when using this emphatic form, e.g.
It was Lenin who led the Russian Revolution to victory.
It was in Shanghai that the First Congress of the CCP was held.
It was during its first voyage that the great ship the *Titanic* sank.
It was in 1936 that the Xian Incident took place.
20. **Aren't you afraid for your head?**
Paraphrase: Aren't you afraid you will be caught and killed?
The negative question implies surprise, puzzlement and sometimes doubt. Here the author means "I would be amazed (very surprised) if you were not afraid of being caught and killed."

Note the preposition *for*, not *of* is used with *afraid*. *Afraid for sth.* means the sth. is in danger, e.g.

afraid for one's life; afraid for the future; afraid for one's children; afraid for one's job.

Another example:

As the economic crisis worsens, everyone is afraid for his job.

Afraid of has a different meaning. In *to be afraid of sth.* the sth. is the danger — the thing that causes the fear. It would be ridiculous to say: "Aren't you afraid of your head?"

21. **Not any more than Zhang Xueliang is**

The complete sentence should be: "I'm no more afraid than Zhang Xueliang is", or "Zhang has as much reason to be afraid as I." If Deng Fa was discovered living in Zhang's place, Zhang would get into trouble.

22. **Grammar to note:** There are many subordinate clauses in this text. Get the students to point them out, say what kind each is and give its function. This exercise could be begun in class orally and finished, in writing, for homework.

KEY TO EXERCISES

6. The expected answer is given first. A possible answer is given in brackets.

- 1) had built (were building)
- 2) had started (was starting)
- 3) had got back
- 4) had tried
- 5) had done; had given; had lent
- 6) had not seen; had promised
- 7) had spent (spending)
- 8) searched (Note: Here *had searched* is wrong, and this sentence should not, perhaps, have been included in this exercise.)