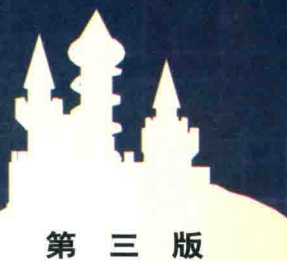


NEW ENGLISH COURSE
新 英 语 教 程

阅 读

教学参考书

第二册



第 三 版

Teacher's Book

NEW ENGLISH COURSE

Third Edition

READING

Book Two

Teacher's Book

主编：刘平梅

副主编：吕中舌 何福胜

主审：程幕胜

邢如 杨芳 温少霞 周允程 编

4th English course



清 华 大 学 出 版 社

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新 英 语 教 程

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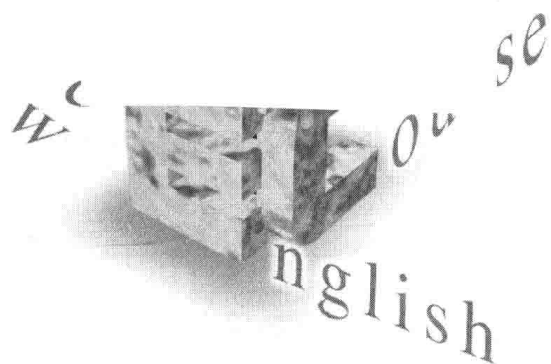
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清 华 大 学 出 版 社

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内 容 提 要

本书为《新英语教程》阅读第二册的教师参考书,共 10 个单元。每个单元备有教学参考、练习答案和课文的参考译文三部分。教学参考详细介绍每个单元 Part A 的教学目的和教学步骤,并对 Part B 的讲授给出总体建议。练习答案和参考译文供教师在实际讲课中参考使用。

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使用说明

本书是为配合《新英语教程》(New English Course) 阅读 (Reading) (第三版)第二册而编写的教师参考书。内容如下:

I. Teaching Reference

A. Teaching Objectives(教学目标): 为各课明确地指出了 Part A 部分的文体、应掌握的词汇、语法重点及相关的阅读技巧。

B. Brief Introductions to the Texts (课文简介): 为 Part A 及 Part B 中所有文章做概括性介绍。

C. Suggested Teaching Procedure (所建议的教学步骤): 为各单元提供可供参考的实施教学的具体步骤。

D. Warm-up Questions (“预热式”提问): 提问以课文外围为中心, 一般不涉及课文中具体内容。

E. Word Study (词汇学习): 它包括每个单元 Part A 中需要熟练掌握的词和词汇, 并附以例句。

F. Main Ideas of Paragraphs (段落大意): 各课自然段概括性的叙述, 不包括该自然段的细节。

G. Summary (概要): 供教师转述时使用。

H. Dictation (听写): 供课堂听写时使用。

II. Key to Exercises (练习答案): 由阅读 (Reading) 的编写者提供。

III. 参考译文: Part A 和 Part B 中课文的汉语译文。在修订中我们对旧版中漏译、错译和不妥之处都作了改正。

在此向第二版的编者萧家琛、侯成源、李碧嘉, 向先后参加过本书编写工作及关心过本教参并提出过宝贵意见的诸位老师和使用者表示由衷的感谢。

本书的编者为邢如、杨芳、温少霞和周允程。其中邢如负责 Unit 4 Part A, Part BI; Unit 5 Part BII; Unit 6 Part A, Part BI,II; Unit 8 Part A, Part BI,II。杨芳负责 Unit 4 Part BII; Unit 5 Part A, Part BI,II; Unit 9 Part A, Part BI,II; Unit 10 Part A, Part BI,II。温少霞负责 Unit 2 Part A, Part BI,II; Unit 3 Part A Part BI,II。周允程负责 Unit 1 Part A, Part BI,II; Unit 7 Part A, Part BI,II。

编者

1999 年 2 月

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Teaching Reference

Teaching Objectives

- ☞ A. Understanding Style(s):
exposition
- ☞ B. Lexical Items:
deny, rely, exception, be composed of, in time, classify, to...extent, specialize, in no sense, the former, the latter, accept, strengthen, means
- ☞ C. Structural Items:
 - 1) Gerund: Par. 1 Sentence 1
 - 2) Partial Negation: Par. 3 Sentence 13
- ☞ D. Reading Skills:
Main Ideas of Paragraphs, outlining

Brief Introductions to the Texts

Part A: In this passage, the author talks about speech communities, especially the English speech community, whereby the significance of learning a second language is discussed.

Part BI: In this passage, the author tells us something about names—meanings of names, changes of names, significance of naming, etc.

II: In this passage, the author picks out very interesting points in the language of English to show that language cannot be judged merely according to rules of logic.

Suggested Teaching Procedure

- ☞ Warm-up Activity
 - ★ Ask students to discuss the study of English.
 - ★ Summarize the results of students' discussion, then elicit opinions on the topic of speech communities.
- ☞ Reading for Information
 - ★ Ask students to read through the text for the first time and find answers to the questions printed in the margins.
 - ★ Discuss these questions with students, if necessary.

☞ Language Learning

- ★ Ask students to underline the difficult language points during reading.
- ★ Ask students to carefully study and discuss the problems in pairs or groups.
- ★ Help students solve the difficult language problems.
- ★ Explain the important language points that are ignored by students.

A. There is (was) no +-ing = It is (was) impossible to do (Line 1)

1) There is no going there in such weather.

2) There is no telling what he'll do.

B. not all/all... not: This introduces partial negation.

1) Not all people in these countries are native English speakers.

2) All people in these countries are not native English speakers.

Both sentences above have the same meaning, but the second pattern has become rare now.

3) All my friends do not smoke.

4) Not all my friends smoke.

☞ Reading Comprehension

- ★ Ask students to do Exercises I—III. Discussion is recommended here.
- ★ Reading Skills: identifying topic sentences
- ★ Explain to students what a topic sentence means and how to identify topic sentences.
- ★ Work together with students to identify topic sentences in the text.

☞ Homework Assignment

- ★ Ask students to
 - 1) do the rest of the exercises after class;
 - 2) preview the two passages in Part B

☞ Check up

- ★ Give students a vocabulary test. This can be done in various ways.
- ★ Ask students to retell Part A.
- ★ Do extensive reading on Part B.

Warm-up Questions

1. What language is used by more people in the world than any other language?
2. What language is used most widely in the world?
3. How many countries do you know that have English as their native language?
Which are they?
4. Why do we learn English as a foreign language?
5. Must the people who speak the same language belong to the same country?

Word Study

1. **exception** *n.* sb. or sth that is not included
 - You allow no exceptions?

- Everyone who applies for the job must take an examination without exception.
with the exception of : except
- With the exception of Harry, all the students were anxious to go.
- He enjoyed all these novels with the exception of these two.
- I invited everyone with the exception of James.

2. be composed of: be made up of; consist of

- The cake is composed of (consists of) flour, butter, eggs, sugar and water.
- A car is composed of (consists of) different parts.
- The cricket team is composed of ten players.

3. in time: not late; after a while; in the end; in the course of time

- We were in time to catch the train.
- I don't think he will come in time because he has something else to do.
- Fred and Jim didn't like each other at first, but, in time, they became good friends.
- In time, what is unknown will be known.
- You will learn in time how to do the job.
- In time, he will succeed in getting his degree.

4. classify *vt.* to arrange or place into classes, divide according to class.

- Men who work in a library spend a lot of time classifying books.
- Apples should be classified according to size.
- In the post office, mail is classified according to the place where it is to go.

classify sb (sth) into

- We classify the students of the English classes into six grades according to the results of the exam.
- For convenience, these things can be classified into two categories.

5. to ...extent: to ...degree

- We all like this novel to the same extent as you.
- I enjoy watching TV, but not to the extent that she does. She watches TV three hours every evening.
- The reproach is to some extent justified.

6. function: a special duty (of a person) or purpose (of a thing)

- The function of a chairman is to lead and control meetings.
- The brain performs a very important function; it controls the nervous system of the body.
- The function of an adjective is to describe or add to the meaning of a noun.

7. specialize *vi.* to study in detail; to give special attention

- After he had worked as a doctor general practitioner for some years, he decided to specialize in heart diseases.
- He specializes in biological chemistry as a student at Columbia University.

- He specializes in modern language.
8. **in no sense**: by no means
- She is fond of playing basketball, but in no sense does she wish to become a professional athlete.
 - We would like to have you come with us, but in no sense will we try to persuade you against your will.
 - The election was in no sense fair.
9. **means**: a method or way (of doing)
- The quickest means of travel is by plane.
 - All possible means have been tried.
- by means of**: by using
- Helen could not speak but made her wishes known by means of signs.
 - Thoughts are expressed by means of words.
- by no means**: not at all
- These goods are by no means satisfactory.
 - I am by no means pleased with this behavior.

Main Ideas of Paragraphs

- ☞ Par. 1 The English language was originally formed on the basis of the languages of small tribes from northern Europe. And, in time, these tribes were united into the English speech community.
- ☞ Par. 2 A speech community is any group of people who speak the same language no matter where they happen to live.
- ☞ Par. 3 The English speech community includes those who use it as their native language and those who use it as a second language for the purposes of education, commerce and other activities.
- ☞ Par. 4 English serves as an international second language in many areas.
- ☞ Par. 5 Learning a second language extends one's vision and expands the mind.

Summary

English is a useful language. The people who speak English today make up the largest speech community in the world except for the Chinese speech community.

People who belong to the English speech community may be classified into two groups: those who use it as their native language and those who use it as their second language for the purpose of education, commerce, and other public activities.

Today, English serves as an international second language in several areas. It has been adopted as the language of aviation and air traffic and also as one of the official

languages of the United Nations. Besides, English has become the language of most published materials in the world.

Learning English opens up the window to the entire English speech community, thus providing us a means of communication with many nations.

We may classify the speakers into two groups: one in which the speakers use English as their native language, the other in which the speakers learn English as a second language for the purposes of education, commerce, and so on.

Dictation

In the former group we, obviously, include England, Canada, the United States, Australia, and New Zealand. In the latter groups we would include, among many others, India, Denmark, Kenya, Turkey, and the Philippines. Not all these countries use English for the same purpose or to the same extent, but each uses English for important social and commercial activities.

Key to Exercises

PART A

Speech Communities

Questions in the Margin

1. Yes. Because we have to communicate with other people in English—language spoken by a large number of people in the world.
2. Please refer to Line 4 ~ 14 in the text.
3. A speech community is a community in which people share a common language.
4. English community is a community in which people speak English. Some speak English natively, others speak it as a second language.
5. English has been adopted as the language of aviation and air traffic; English has continued as one of the important languages of commerce; English is used in international diplomacy; English is the language of the majority of published materials in the world.
6. Learning a second language extends one's vision and expands the mind.

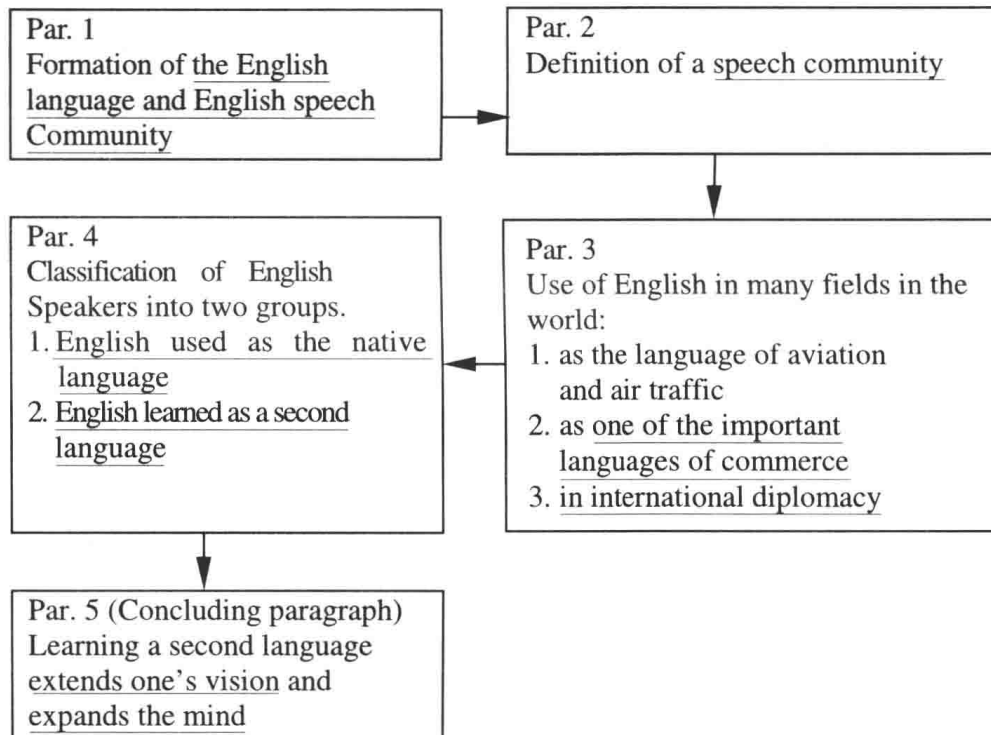
I.

1. T 2. T 3. F 4. T 5. F 6. F 7. T 8. F 9. T 10. T

II.

England	Denmark
Canada	India
Australia	Kenya
The United States	Turkey
New Zealand	Ethiopia,
	The Philippines

III.



IV.

1. except for
2. Because they were isolated in their island community
3. England
4. the speakers who use English as their mother tongue
5. because
6. people, speakers
7. it will enable you to see more and know more

8. the history and literature of a second language

V.

- | | | | |
|----------------------|-----------------------|---------------|--------------|
| 1. a. late | b. latter | c. latest | |
| 2. a. unacceptable | b. acceptance | c. accepted | |
| 3. a. strengthened | b. widens | c. sharpens | d. blackened |
| 4. a. exception | b. except | c. expect(ed) | |
| 5. a. Geographically | b. geography/geometry | | |
| 6. a. Speech | b. statement(s) | | |
| 7. a. original | b. origin(s) | c. originally | |

VI.

1. h 2. a 3. j 4. k 5. d 6. b 7. f 8. c 9. g 10. m 11. i

VII.

1. dis- 2. in- 3. un- 4. (1~3)il-, (4~6)ir- 5. im-

VIII.

1. reasoning 当他处于那种心情时，你对他讲道理也没有用处。
2. knowing/telling 她是一个不可捉摸的人，谁也不知道她下一步要做什么。
3. denying 不可否认，近些年的发明和发现对我们的社会已产生很大影响。
4. telling/knowing 谁也不知道会发生什么事情，你我都是猜测而已。
5. getting 如果想把工作做好，你就必须亲自动手，舍此无它。

IX.

- | | | | |
|----------------|----------------|---------------|----------------|
| (1) of | (2) language | (3) native | (4) second |
| (5) commercial | (6) activities | (7) where | (8) proportion |
| (9) as | (10) legally | (11) official | (12) only |
| (13) others | (14) status | (15) former | |

X.

1. in a sense
2. to rely (depend) on specialized higher education
3. to come to/to begin to settle (down) in South America
4. to leave one's homeland
5. to walk side by side
6. to serve as a medium

XI.

1. The speakers of English and Chinese make up the two largest speech communities in the world, but the latter is much larger than the former as far as the number of speakers is concerned. A speech community is any group of people who speak the same language wherever they happen to live. For convenience, we may classify English speakers into two groups: one group speaks English as its mother tongue, the other uses English as a second language.

2. There is no denying the fact that learning a foreign language can both extend our vision and expand our mind. Thus, the Students' Union of the university decided to organize an 'English Corner' every weekend.

☞ XII.

1. d

2. a

3. e

4. c

5. b

☞ XIII. (Omitted.)

PART B

I. What's in a Name?

☞ I.

1. Juliet married to the Montague.
2. A name is far less important than what it names.
3. Because no one has power over God.
4. Because they dislike the fact that the husband is considered number one.
5. Tailor.
6. Because other people could easily pronounce and remember their names.
7. Negative.

☞ II.

- | | | | | |
|-----------------|----------|----------------|----------------|----------------|
| 1. variation | 2. grace | 3. implying | 4. symbol | 5. charming |
| 6. acknowledged | 7. trend | 8. accordingly | 9. substituted | 10. immigrants |
| 11. colony | | | | |

☞ III.

1. 该老师能叫得出他班上所有学生的名字。
2. 交通指示灯从红色变成了绿色。
3. 除我以外，他们全错了。
4. 我知道乔没有完成工作，可是，毕竟他太忙了。
5. 迈克一开始准备油漆整座房子，可是他只油漆了房子的前部。

II. Our Crazy Language

☞ I.

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. F | 3. F | 4. T | 5. T |
| 6. F | 7. F | 8. F | 9. F | 10. F |

☞ II.

- | | | | | |
|-------|----------|---------|---------|-----------|
| 1. go | 2. quite | 3. burn | 4. fill | 5. Chance |
|-------|----------|---------|---------|-----------|

☞ III.

- | | | | | |
|-------------|-------------|---------------|--------------|----------------|
| 1. opposite | 2. alike | 3. grocer | 4. invention | 5. plural |
| 6. explore | 7. overlook | 8. reflecting | 9. essay | 10. creativity |

IV. (Omitted.)

PART C

I.

- | | | | | |
|-------|-------|------|------|-------|
| 1. f | 2. c | 3. l | 4. i | 5. a |
| 6. b | 7. j | 8. k | 9. d | 10. g |
| 11. e | 12. h | | | |

II.

- | | | | | |
|--------------|------------|---------------|-------------|--------------|
| 1. breakdown | 2. milkman | 3. extra-long | 4. airtight | 5. part-time |
|--------------|------------|---------------|-------------|--------------|

III.

- A. drugstore, drawback, printout, doorknob, shopkeeper, milestone, timetable, footsteps, overshadow, restroom, waterproof, halfway
- B. poverty-stricken, the next-to-last step, sit-in, weather-beaten, second-year students, son-in-law, a middle-income family, peace-loving
- C. grammar school, town hall, car park, secret agent, bank statement, bank loan, public library, sound waves, drawing room, dining room

参考译文

PART A

语言群体

不可否认，英语是一种有用的语言。今天除了讲汉语的人以外，讲英语的人组成了世界上最大的语言群体。他们原是些住在北欧的小部落，离乡背井到英格兰定居。由于他们住在岛上，与外界隔离，这些不同部落所使用的语言便越来越相似，也就越来越不像欧洲的其他语言了。最终，这种语言逐渐统一起来，成为所有在英格兰住的人都能共同使用的语言。这些人由于使用共同的语言形成了一个语言群体。随着时间的推移，人们从这个小岛移居到世界其他许多地方，也带去了他们的语言。因而无论他们在哪里定居，仍然是英语群体的成员。

语言群体和其他的群体相似。组成这种群体的人们使用共同的语言。他们通常住得很近，形成街坊邻居、村庄或城市，而更常见的是他们组成了整个国家。许多国家由一个主要的语言群体组成，如意大利、瑞典、日本。然而国家的边界并不总和语言群体的边界一致。有些国家，例如俄国、印度，由多种语言群体组

成。有些语言群体（如阿拉伯语、西班牙语以及英语）则超越了国界。因此，所谓语言群体是指讲同一种语言的任何人群，与他们居住的地点无关。

我们可以说任何讲英语的人都是英语群体的成员。为方便起见，我们可以把这些人分为两类：把英语作为本族语言的人归于第一类，把英语作为第二语言，为了教育、商务等目的而学习的人归于第二类。显然，第一类中应包括英国、加拿大、美国、澳大利亚和新西兰。当然，在这些国家里，不是所有的人都以英语为本族语，但大多数是这样的。后一类包括印度、丹麦、肯尼亚、土耳其、埃塞俄比亚、菲律宾以及其他许多国家。这些国家使用英语的目的和程度都不尽相同，但他们每一个国家都是用英语进行重要的社交和商务活动的。

世界上许多国家在若干公共活动领域内选用英语作为工作语言，这些国家以英语作为第二语言进行国际交往。由于英语使用的地区广泛，讲英语的人又如此众多，英语被用作航空和空中交通的通用语言。由于英语国家的政治和经济的影响超出了英国国界，英语一直是主要商务语言之一。由于英语被接受为联合国官方语言之一，这就使英语在国际外交场合使用得更为广泛。最后一个例子是，英语是世界上大多数出版物使用的语言，因而使得教育，特别是高等专业教育，在很大程度上取决于对英语的掌握。英语决不会取代第一语言所起的本民族文化传统与感情纽带的作用。但对世界上众多讲英语的人来说，它却提供了一种交际工具，用它与受过类似教育和有相同兴趣的人进行交际，否则人们就不会理解他们。

学习第二语言可以扩大人们的眼界和开阔人们的思路。通过不同的语言系统来观察世界和我们自己，就可看到自己观察力的局限性，就会对所熟悉的事物或事件增添新的见解。第二语言也教会我们用不同的方法归纳和总结我们的经历。第二语言所记下的历史和文学记载了一个民族的真实和虚构的生活以及他们的文化。了解了这些知识便可提高我们理解他们的能力并获得他们那样的感受能力。把英语做为第二语言来学习给我们提供了又一种交际工具，利用这个工具整个英语语言群体的文化也就进入到我们的传统中来。

PART B

I. 名字表现什么

杰格尔德·F·克雷切

朱丽叶的卡普莱家族和罗密欧的蒙塔古家族一直彼此仇视。卡普莱家族认为他们的女儿嫁到蒙塔古家是极大的耻辱。罗密欧那尽人皆知的回答是：“名字是表现什么的？我们叫做玫瑰的，不叫它玫瑰闻着不也一样香吗？”

同样的说法是：“棍棒和石头可以打断我的骨头，可是名字永远都不会伤害我。”这两句人们熟悉的名言表明名字是无关紧要的——但是，事实是这样吗？让我们来看看吧！

给人或物命名可以追溯到数千年以前。最初，在西方传统中，有权利命名意味着对某物或某人具有支配权力。因而，在圣经中，上帝赋予人类给动物命名的权利。这样，上帝也就赋予了人在地球上至高无上的权利。所以，在《旧约》里，上帝是没有名字的，原因是没有人享有对他的支配权。

过去，妇女结婚时，她们把自己娘家的姓改成丈夫的姓，这就象征地承认了丈夫是第一位的。今天许多已婚妇女不喜欢这种做法，她们仍然保留自己娘家的原姓，把它要么放在自己的名字和丈夫的姓之间，要么用连字符把丈夫的姓和娘家原姓连起来。一些职业女性甚至一直沿用她们原来的姓。她们讲这标志着妇女解放运动的胜利。然而，具有讽刺意味的是，她们依然使用男人——她们父亲的姓！不管人们怎样看待这种趋势，这都给主管人事档案的人带来很大麻烦。

曾经有一段时间，姓氏是用来判断人的职业的。比如说我的姓 **Kreyche** 是捷克人的姓 **Krejci** 的变体，它的意思是裁缝。德文中的姓氏 **Schneider** 也是裁缝的意思。同样衍生出的姓氏包括 **Smith** (铁匠)，**Wheelwright** (修造车轮的工匠)，和 **Carpenter** (木匠)。还有人姓 **Richardson**，(**Richard** 的儿子)，类似的还有 **Anderson** 和 **Peterson**。一个人也可以以自己出生的那个村庄或地区来取名字，如 **Henry of Ghent** (比利时西北部一座城市)，**Eleanor of Aquitaine** (法国西南部一盆地)。

来到美国以后，许多移民都把自己的姓氏缩短了。许多移民自己或移民局官员用名字的拼音替代他们的姓氏，以便他人更容易拼读并记住他们的名字。

过去名字一直是很少变化的，可是今天，我们匆忙地更名改姓。富有魅力的电影演员或播音员很少使用他们的真实姓名。**John Wayne** (约翰·韦恩) 就是 **Marion Morrison** (马里恩·莫里森)，**Marilyn Monroe** (玛丽莲·梦露) 最初的姓名是 **Norma Jean Mortensen** (诺马·琼·莫顿森)。

在体育运动方面，人们发现更名改姓，除了崇拜他们的人以外，把其他人都搞糊涂了。很多人一直到现在还认为 **Cassius Clay** (卡修斯·克莱) 和 **Muhammad Ali** (穆哈默德·阿里) 是两个不同的人。同样也认为 **Lou Alcindor** (卢·阿尔辛多) 和 **Kareem Abdul-Jabbar** (卡雷姆·阿布杜·贾布尔) 是两个不同的人。这两个人在改信穆斯林教以后都改换了姓名。

可是，最使人感到困惑的是，二战以来非洲以及远东一些国家更改国名的情况。更改国名的现象似乎每年都在进行，这真让地理学家和老百姓无所适从。现在对于是否要批评学生没有学好地理，我们得慎重行事了。毕竟，我们当中有多少人能够准确地找到 **Sri Lanka** (斯里兰卡)、**Myanmar** (缅甸) 或者 **Zimbabwe** (津