

高等学校教材

# 新编英语教程

2

李观仪主编

## A NEW ENGLISH COURSE

Teacher's Book

上海外语教育出版社

高等学校教材

# 新编英语教程

英语专业用

2

教师用书

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## TO THE TEACHER

The conception and production of *A New English Course, Level 2*, 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 mim-mem and pattern drill practice to be a necessary step in learning English in circumstances peculiar to China. In China English is taught in an environment where the predominant language is Chinese and where neither the teacher nor the students have much contact with native speakers of English. The only place where English majors have opportunity to use English as a means of communication is within the four walls of the classroom, or, at best, within the confines of the school campus. Under such circumstances, they need a lot of language structure practice which is modelled after the mim-mem and pattern drill practice in order to achieve spontaneity and flexibility in language manipulation. However, it is harmful to do language structure practice without thinking, for that will only lead to meaningless parroting. So 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 (SB), there are ample notes to aid the students in their understanding and language practice. Likewise, we suggest that the teacher should 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. You are requested to go over carefully the Preface and TO THE STUDENT section in SB before you use the TEACHER'S BOOK.

Each unit of *A new English Course, Level 2*, TEACHER'S BOOK, consists of:

MAIN TEACHING POINTS which correspond to the BASIC STRUCTURES section in SB, but is given in grammatical terms.

LANGUAGE STRUCTURE PRACTICE (LSP) which corresponds to the same section

■ SB. This section is divided into three parts.

1. Description of LSP. Each language structure practice is described in functional terms.  
2. Suggestions for the presentation of LSP. There are questions of various kinds to introduce the language structures to the students.

3. Teaching of LSP. Classroom procedure is suggested for each LSP. Here are a few more explanations for your reference.

1) Short incomplete example dialogues are given in SB 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 tapescript of each complete dialogue is given in TB 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 LSP ought 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 LSP if necessary.

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

DIALOGUE I which corresponds to the same section in SB. 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 dialogue 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 devised, so that the students are given a chance to use the language more freely.

3. Role-play may be a language practice unfamiliar to the students, but it helps the students to use the language flexibly. Role-cards ought to be prepared beforehand and distributed to the students in class. 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, ie, commend their good points and comment on their weaknesses.

4. The sample dialogue in the role-play section is only for your reference. Do not give it to the students before they play their roles as required.

**DIALOGUE II** which corresponds to the same section in SB. The dialogue in this section focuses on language functions. The phrases, sentences and expressions in the tables in SB are useful in actual communication. Encourage the students to become very familiar with them and use them as often as possible. Sample dialogues that correspond to the Practice Section in SB are provided, but they are only for you, not for the students.

**READING COMPREHENSION** that corresponds to the same section in SB. There are two reading texts in each unit. Try to discourage the students from reading them before class. The two reading texts can be treated in different ways. Our suggestions are:

1. For **READING COMPREHENSION I**, exercises in WB are either multiple choice questions or true-false questions. The students should first read the text in class and then do the exercises in WB. After that, you may ask the students questions orally to make sure that the students get full comprehension.

2. For **READING COMPREHENSION II**, the written work in WB is the writing of a précis, which is formed by answers to questions. It is suggested that after the reading, the students 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.

**LISTENING COMPREHENSION** material and questions.

1. Listening passages are recorded on the tapes; and the tapescripts are given in TB.

2. Exercises are of two kinds:

- 1) Written exercises in WB are of various types, ie, 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 TB.

It is suggested that the written exercises in WB should be done by the students immediately after the listening and be 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.

**GUIDED WRITING** which corresponds to the same section in SB. There are two sets of exercises in this section, the one in SB is for use in the classroom and the other set is in WB. 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** which correspond to the same section in SB. 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 help them to overcome their difficulties.

A **SAMPLE TEST** is given at the end of TB. The students are expected to pass the test after completing Level 1B.

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# Unit 1

## MAIN TEACHING POINTS

1. The present perfect progressive indicating a finished action
2. The past progressive indicating a circumstance and the simple past indicating an event
3. The past perfect progressive
4. The *I was wondering if ...* pattern as a polite form of request

## LANGUAGE STRUCTURE PRACTICE

### I. Description of LSP (LANGUAGE STRUCTURE PRACTICE)

#### LSP I

Seeking clarification

#### LSP II

Asking for and giving information

#### LSP III

1. Asking for information
2. Correcting
3. Asking for and giving specific information

#### LSP IV

1. Asking for a favour
2. Expressing regret
3. Apologizing

### II. Suggestions for the presentation of LSP

Introduce the main teaching points

1. by relating the events to the circumstances listed below, using *when*, e.g.

Circumstances	Events
1. Little Tom was sleeping soundly.	The alarm clock rang.
2. The car was turning a corner.	The accident happened.
3. We were having our breakfast.	Peter rushed in and told us the bad news.
4. My mother was watching a TV serial.	The TV screen went blank.

5. I was writing an essay.	Electricity was cut off.
6. Rose was being given an interjection.	She lost consciousness.
7. The old lady was standing at the door.	The postman came and handed her a parcel.
8. I was swimming in the river.	I heard a boy shouting for help.

2. by reading a short dialogue to the students twice and asking them to identify the sentences in the present perfect progressive, e.g.

Mr Black is sitting in his study, trying to do some work. Mrs Black has been out shopping. Now she is back.

Mrs Black: Hello, dear. Have you had a good morning?

Mr Black: No, I haven't. It's been quite impossible to work.

Mrs Black: Why? What's happened?

Mr Black: For one thing, those boys have been making a terrible noise all morning.

Mrs Black: They've only been playing, dear.

Mr Black: Playing! They've been shouting and firing guns.

Mrs Black: It's been a lovely morning. I expect they've been enjoying themselves.

Mr Black: And that baby next door has been crying for hours. Its mother hasn't taken any notice at all.

Mrs Black: I expect she's been too busy.

#### LSP I

##### A. Listening to the recording

Dialogue in full:

A: (Why are your eyes red?)

B: Oh, I've been peeling and cutting onions.

A: (How long have you been doing that?)

B: Not very long. Only for about ten minutes.

The sentences in parentheses are not printed in SB and are to be filled in by the students.

##### B. Language note

B's answer in the second exchange is flexible, e.g.

Cue 2

B: Quite some time. For about an hour.

Cue 3

B: Quite a long time. For two months already.

Cue 5

B: Oh, quite long. She'd been doing that all morning/the whole morning.

**C. Substitution practice**

Do substitution practice according to the pattern of the examples in SB by making full use of the given cues.

**D. More cues for practice, e g,**

1. Tom looks tired out because he has been climbing up and down the mountains all day.
2. Mary sounds hoarse because she has been practising singing the whole week.

**E. Various ways of asking for clarification, e g,**

A: What's the matter with you? Your eyes are red. What's happened?

**LSP II**

**A. Listening to the recording**

Dialogue in full:

A: I saw a car accident yesterday.

B: (What were you doing at the time?)

A: I was queueing for the cinema.

B: (And what did you do when you saw the accident?)

A: I rushed forward to see if I could help.

**B. Language note**

Tell the students to use time adverbials of their own, e g,

Cue 2

I broke a tooth *last Sunday*.

Cue 4

John cut his face *this morning*.

**C. Substitution practice**

**D. More cues for practice, e g,**

Event	Circumstance	Follow-up
have a sharp pain in the back	wax the floor	stop waxing and lie down
fall off the ladder	paint the walls	get up and limp to the clinic for a checkup

**LSP III**

**A. Listening to the recording**

Dialogue in full:

A: Did you get to the cinema in time for the feature film?

B: (No. When I got there, it had already begun.)

A: How long had it been showing ?

B: ((It'd been showing) For about ten minutes.)

**B. Language note**

Call the students' attention to the subject of A's question in the second exchange.

Cue 2

A: How long had *Peter* been singing ?

Cue 3

A: How long had *the football players* been playing ?

**C. Substitution practice**

**D. More cues for practice, e g,**

the circus	acrobatic show	showing for ten minutes or so
the theatre	<i>Hamlet</i>	going on for more than fifteen minutes

**LSP IV**

**A. Listening to the recording**

Dialogue in full:

A: I was wondering if I might ask you a small favour.

B: (I'll be glad to help if I can./What can I do for you ?)

A: I'd be most grateful if you could lend me your step-ladder.

B: (I'm sorry but it was broken a week ago.)

A: Oh, that is a pity. I'll ask someone else then.

B: (I *am* sorry. I'd help if I could.)

**B. Language note**

Tell the students what B says in the second exchange is flexible, e g,

Cue 2

B: I'm sorry but Mary is using it.

Cue 3

B: I'm sorry but there's something wrong with the engine.

Cue 4

B: I'm sorry but it's much too small for a party.

Cue 5

B: I'm sorry but I don' know, either.

**C. Substitution practice**

**D. Various ways of asking a favour, e g,**

A: Could you possibly (lend me your step-ladder) ? /Would you mind lending me your ... ? / Do you think I could ... ? / I wonder whether I could ...



## DIALOGUE I

DIALOGUE I may be taught with or without the students' preparation beforehand. The classroom procedure is suggested as follows:

### A. Listening to the recording

Play the recording of the dialogue once or twice and ask the students to listen intently.

### B. Questions on specific details

Have the students ask each other questions on specific details.

### C. Broad questions:

The teacher asks a few broad questions, e g,

1. How does Professor Jia feel after watching the Asian Games on TV ? Why ?
2. Why did the Chinese athletes fail in the Olympic Games in 1932, 1936 and 1948 ?
3. How do you feel after you have watched the Asian Games or any other international sports competition ?

### D. Retelling

Have the students retell the content of the dialogue in passage form. An outline may be given to the students as a guide, e g,

#### Sample outline:

Professor Jia tells Wang, a student of his,

1. the reason why he was so emotional after watching the Asian Games on TV,
2. what happened to the Chinese athletes when he was young, and
3. China's participation in the 1932, 1936 and 1948 Olympic Games.

### E. Reading aloud

Have the students read the dialogue aloud in pairs with feeling and expression.

### F. Language point practice

Do language point practice in dialogue form.

#### 1. 'can't help'

- 1) B is reading the novel *David Copperfield*. She's wiping away tears from time to time..

A wonders.

A: Now, what's the matter with you ?

B: Nothing.

A: Nothing ? You're crying !

B: David ! What a poor child ! I can't help weeping for him.

- 2) B has the habit of turning on the radio as soon as he comes into the room. His roommate A wonders.

- 3) Whenever he wants to concentrate on something, B gnaws his nails. A tries to dissuade him. B states that he knows ... but ...

#### 2. 'It was not until ...'