

高等学校教材

# 新编英语教程

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李观仪主编

A NEW  
ENGLISH  
COURSE

Student's Book

上海外语教育出版社

高等学校教材  
新编英语教程

2

学生用书

李观仪 主编

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## 出版说明

《新编英语教程》是为我国大专院校英语专业编写的一套综合训练英语教材。本教材以语法结构为基础，兼顾交际法教学原则，综合训练听、说、读、写语言能力，也培养一定的交际能力，狠抓基本功，给学生打好扎实的英语基础。本教材共分五级，每级教材由学生用书、练习册、教师用书组成。

本书是这套教材中的第2册，包括学生用书、练习册和教师用书。本书配有英语国家人士录制的对话、课文和听力材料的录音磁带。

参加本书审稿工作的有中山大学、山东大学、北京大学、南开大学、复旦大学、黑龙江大学、上海师范大学、华东师范大学、广州外国语学院、北京外国语学院、洛阳外国语学院等十一所高等学校的代表，并由中山大学方淑珍教授担任主审。参加审稿会的代表对这套教材提供了宝贵的意见和建议，并认为本教程是一套思想性、科学性和实践性较强的教材，一致推荐出版。现经高等学校外语专业教材编审委员会审查批准，同意公开出版，特此说明，

## 前 言

《新编英语教程》是一套综合训练英语教材，供外语院校和其他高校英语专业学生在基础阶段使用。本教材共分1A、1B、2、3、4等五册，每册由学生用书、练习册、教师用书、录音资料等组成一套。

由于不同来源学生的英语水平各不相同，供一年级第一学期学生使用的教程分为1A和1B两册，以适应不同英语水平学生的需要。教师可以根据入学新生的实际需要而选择采用第1A册或第1B册作为起点。整套教材可以在两年或两年半内学完。

高等学校基础阶段的学生必须狠抓基本功，英语专业学生也不例外。英语专业学生在入学后两年或两年半之内的主要任务是打好坚实的基础。《新编英语教程》就是为帮助学生打好基础而编写的。我们认为，坚实的基础包括语言能力和交际能力两个方面。在基础阶段，所谓语言能力就是指能够正确、自然而灵活地掌握本阶段所学的语言本身，而交际能力则是指能在某些场合恰当地并随机应变地使用语言的能力。学完整套《新编英语教程》后，在其他单项语言技能训练课程的配合下，学生应能达到基础英语教学大纲(草案)的要求。

编写本教材的原则列举如下：

### 1. 全面考虑、合理评估当前我国英语教学的情况。

在编写《新编英语教程》时，我们充分考虑了有关教材设计的因素，例如教师和学生的素质、以汉语为母语的学习环境、传统英语教学法的影响等等。我们研究了这些因素并设计了这一套能够满足多数教师和学生要求的、真正能为使用者所接受的教材。

### 2. 兼顾传统英语教学法和当代英语教学法中某些观点。

我国传统英语教学法中有用和有效的部分，我们予以保留，而交际法中值得采用而确能为我所用的，予以采纳。

### 3. 对准确与流利的关系和语言能力与交际能力的关系进行研究。

鉴于我们的英语专业毕业生必须熟练地掌握高水平的英语，而他们却在以汉语为母语的环境中学习，我们认为在这两对关系中，准确和语言能力更为重要；当然我们也决不忽视流利和交际能力。我们试图在培养语言准确性的同时要求流利，而在进行流利训练的同时也不忽视准确性。在训练学生语言能力的同时，尽可能给他们以大量的交际能力训练。

### 4. 综合训练听、说、读、写四项语言能力，并使用翻译练习。

本教材的目的是全面发展四项语言能力，但在不同学习阶段侧重点不同。具体地说，第1A册、1B册和第2册侧重听说，第3、4两册侧重读写。从第1B册到第4册，也提供了翻译练习，以引起学生对两种语言对比的注意。

### 5. 以学生为主，但又不忽视教师作为语言学习指导者和促进者的作用。

要把一种语言学到手，学生必须在基础阶段进行大量实践。为此，我们试图在教材中设计大量有一定难度的、可供学生进行实践活动的练习。同时教师必须起到学习指导者和促进者的作用，在需要时给学生以指导和帮助。

《新编英语教程》第1A册、1B册和第2册以语法结构为基础。主要的语法结构有规律地

循环加深,并都在有一定情景的上下文中出现。每一单元有一至两篇有知识性和趣味性的阅读材料,还有较大量的启发式口、笔语练习。在第1B册和第2册中每个单元都有两篇对话,一篇以语言结构、情节和题材为重点,另一篇以语言功能为重点。

《新编英语教程》第3、4册以课文为中心,侧重阅读和写作技能训练,但也不偏废听说训练。在这两册教材中,对语言的控制逐步减少,而对学生创造力的发挥则不断加强。要求学生逐步从有控制的练习过渡到自然的交际。

总之,《新编英语教程》的原则是博采众长。我们的意图是把当代的和传统的教学法相结合,以适应中国成年学生的需要。在本教程编写过程中,我们参考了不少英语教学法参考书和各类英语教材。我们从后者选用了各种材料,有的用原文,有的加以节选或改写,有的加以改编。由于这是英语教材编写的一次新尝试,我们恳切希望国内外同行教师提出批评和意见。凡参考或选用各种资料的书籍,我们在书后附录了参考书目。特此向各该书编著者表示感谢。

本书承中山大学、山东大学、北京大学、南开大学、复旦大学、黑龙江大学、上海师范大学、华东师范大学、广州外国语学院、北京外国语学院、洛阳外国语学院等十一所高等院校和上海外语教育出版社的代表参加审稿并提出了宝贵的意见和建议。中山大学方淑珍教授担任主审,并作了最后的润饰。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计。编者在此一并表示衷心感谢。

外籍专家 Betty Barr 女士, Stephen Hayes-Pollard 先生, Brian Smith 先生和 Rosemary Thompson 女士为本书的课文和对话录了音。参加本书编写工作的还有陈华琴、施秋萍等同志,龙纯立同志为本书绘制了插图。特此一并致谢。

## Preface

*A New English Course* is an integrated English course intended for English majors doing their foundation stage English language learning in foreign language institutes, colleges and universities in China. It is a set of five coursebooks ranging from the post-elementary to the post-intermediate level, comprising Level 1A, Level 1B, Level 2, Level 3 and Level 4. Each level consists of a Student's Book (SB), a Workbook (WB), a Teacher's book (TB), and cassette tapes.

As there clearly exists a considerable difference in the level of English among students from different backgrounds, Level 1, which is meant for the first-term first-year students, is subdivided into 1A and 1B, catering for students with different English language attainments. The teacher may choose to begin with either 1A or 1B, depending on the needs of the students. Therefore *A New English Course* can be completed in either two or two and a half years.

It is generally acknowledged that students at the foundation stage in tertiary institutions must be given a rigorous training, and the same is true for English majors. As a matter of fact, the main task of the English majors during their first two or two and a half years in foreign language institutes, colleges and universities is to lay a solid foundation in English. *A New English Course* has been produced with this in view. A solid foundation, in our opinion, comprises both linguistic competence and communicative competence. At the foundation stage, what we mean by linguistic competence is the spontaneous and flexible as well as the correct manipulation of the essentials of the language system, whereas communicative competence involves principles of appropriacy and a readiness on the part of the learner to use relevant strategies to cope with certain language situations. On completing *A New English Course*, and on being given adequate single-skill training courses, the students are expected to fulfil the requirements set in the Foundation Stage English Syllabus for English Majors (Draft).

The general principles underlying the coursebooks are as follows:

1. An overall consideration and rational estimation of the current English language teaching situation in China.

In producing *A New English Course*, we have taken into consideration various factors affecting the course design, e.g., teacher capacity, student capacity, Chinese as the first language environment, and the existing influence of traditional English language teaching methodology. We have studied these factors and designed a course that is relevant to the needs of many of our teachers and students and that can be readily accepted by the users of the course.

2. Due attention to the traditional English language teaching methodology in China and to current views on methodology.



What has been useful and effective in China's English language teaching methodology is retained and those principles of communicative language teaching which are practicable and applicable to the Chinese situation are adopted.

3. A careful study of the relationship between accuracy and fluency and that between linguistic competence and communicative competence.

In view of the fact that our English majors, upon graduation, must acquire a high degree of proficiency in English and that they are studying in an environment where Chinese is the first language, we consider accuracy and linguistic competence to be of primary importance, though we do not by any means overlook fluency or communicative competence. What we advocate is to require fluency in the practice for accuracy and not to be neglectful of accuracy when fluency practice is carried on. Therefore, we attempt to provide as much practice as possible for students to develop communicative competence at the same time as practice for the achievement of linguistic competence is given.

4. Integration of listening, speaking, reading and writing and the use of translation exercises.

The aim of this integrated English course is an all-round development of the four language skills, but at different stages emphasis is laid on different aspects of language learning. To be specific, listening and speaking are given priority in Levels 1 and 2, while reading and writing are given more attention in Levels 3 and 4. Translation exercises are provided from Level 1B to Level 4 to call the students' attention to the contrast between the two languages.

5. Student-centred orientation, while not neglecting the teacher's role as a facilitator.

As language acquisition requires a large amount of practice on the part of the students at the foundation stage, we attempt to keep the students involved as much as possible in various kinds of classroom activities. In the meantime, the teacher must function as a facilitator, giving guidance and advice when necessary.

Levels 1A, 1B and 2 of *A New English Course* are structure-based, with essential grammatical structures cycled regularly. The language structure practice is contextualized throughout. There are dialogues focusing on language structures, situations and topics as well as dialogues focusing on language functions. Interesting reading materials and challenging oral and written work are given.

Levels 3 and 4 of *A New English Course* are text-based; here reading and writing skills are given emphasis. But speaking and listening are still given adequate attention. In these two books, there is less and less control, and more and more initiative on the students' part is called for. In other words, the students gradually advance from controlled practice to spontaneous communication.

To sum up, *A New English Course* is eclectic in approach. What we have done is an attempt at combining the new with the old to suit the needs of adult learners in China. In the process of writing this coursebook, we have had recourse to large numbers of books on English language teaching methodology and English coursebooks of many types. From the latter we have adopted various kinds of materials, some of which in the original, some having been simplified and adapted, and some

re-edited. As this is a novel undertaking in English language teaching materials production, we sincerely invite comments and criticism from our colleagues at home and abroad. At the back of this coursebook there is a list of books that we have consulted and availed ourselves of. We are very grateful to the authors.



## TO THE STUDENT

Each of the eighteen teaching units in *A New English Course, Level 2, STUDENT'S BOOK*, consists of:

**BASIC STRUCTURES.** Basic English grammatical structures are given in sentences to show the main teaching points.

**LANGUAGE STRUCTURE PRACTICE.** In this section, cues for language structure practice are given in tables, and examples of short dialogues are provided for each set of cues to show how the cues can be used. The examples given in SB are gapped, but cassette tapes of full dialogues come with the coursebook. Before you do the practice, first you are expected to listen to the recording of the full dialogues, fill in the gaps with what you hear on the tape, and then make use of the cues and carry on the practice with your partner. The examples show only one way of using the cues, but you can use the cues creatively and form new dialogues of your own. After completing the practice in this section, you should be able to use the language structures correctly, spontaneously and flexibly; and this calls for painstaking efforts on your part.

**DIALOGUE I.** This is a full-length dialogue focusing on the language structures dealt with in each unit and centring on a topic. The aim of the dialogue is to exemplify the use of various language structures in various situations. Do not learn the dialogue mechanically by rote, but read it aloud with correct pronunciation and intonation by following the tape until you can read it properly with ease. Then *say* the dialogue and talk about its content with your partner in as natural a way as possible.

Following the dialogue is the role-play. A topic, a situation, and specific roles are given. Moreover, there are words, phrases, sentences, and sentence frames listed to help you to do the role-play. The purpose of the role-play is to offer you an opportunity to use the language structures more freely to express yourself under a given situation. Make use of those words and expressions that appear in the dialogue which you find useful.

**DIALOGUE II.** This section focuses on language functions. It is divided into three parts: 1. A list of phrases, sentences and expressions grouped by the communicative functions of the language, such as introductions, advice and suggestions, likes, dislikes and preferences, etc. 2. A dialogue that shows you how the listed phrases, sentences and expressions are used in communication. 3. Cues or suggestions of various situations in which you are expected to talk freely with the given language materials. What is given in this section helps you to solve the problems you may meet with in actual communication.

**READING COMPREHENSION.** One or two reading texts which focus more or less on the language structures are given in each unit. The texts are to be read *only in the classroom* without preparation. Immediately after reading each text, you will do the exercises in WB. Then the teacher will

check your comprehension orally in class by asking you questions.

**GUIDED WRITING.** Exercises in this section are mainly of three types: 1. The use of linking words and attitude words. 2. Paragraph writing. 3. The writing of notes of various kinds, e.g., notes of introduction, thank-you notes, etc. The exercises in SB are to be done in the classroom in small groups. Discuss with your classmates how to do each exercise before you write the answers in your coursebook. Reasoning and arguments are encouraged during discussion.

**INTERACTION ACTIVITIES.** Here you are required to make free use of the language materials you have learned to tell about your own experiences and to express your personal views. Feel free to make your interaction activities as lively and as natural as possible.

**NOTES.** Notes on the grammatical structures, on the usage and use of the language, and on cultural background are written in English. A few items in this section are not really annotated, but your attention is called to them and you are to look them up in reference books. In case you do not know where to find the information, ask your teacher for advice.

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He <i>stopped to speak</i> to me.	
2. Here is an article <i>for you to translate</i> into English.	
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1. <i>I wish I were</i> a deep sea diver.	
2. <i>I wish I had been</i> a good swimmer.	
3. What <i>would you say if you met</i> a being from outer space ?	
4. Would you be a competent interpreter <i>if you graduated tomorrow</i> ?	
LANGUAGE STRUCTURE PRACTICE .....	97
DIALOGUE I .....	99
I Wish I Were a Robot	
Role-play	
I Wish I Had a Microcomputer to Aid My English Learning	
DIALOGUE II .....	101
Feelings, Part 2 — Worry, Apprehension, Disappointment	
READING COMPREHENSION I .....	103
Machines with Brains	
READING COMPREHENSION II .....	104
Chips with Everything	
GUIDED WRITING .....	105
1. Combine five groups of sentences under instructions.	
2. Put a note of condolence in good order.	
INTERACTION ACTIVITIES .....	106
I Wish I Had Not Taken English as My Major Subject in the University	

## Unit 10

BASIC STRUCTURES .....	109
1. The concert <i>is just about to start</i> .	
2. <i>I was going to take swimming lessons</i> , but I was so busy preparing for my exams that I had no time for the lessons.	
3. They <i>had hardly begun eating</i> when the rain poured down.	
4. John <i>had hoped to study</i> in a medical school, but his colour-blindedness prevented him from	

doing so.	
5. <i>It's time he worked on his own.</i>	
LANGUAGE STRUCTURE PRACTICE .....	109
DIALOGUE I .....	111
Lost and Found	
Role-play	
Traffic Problem in a Big City	
DIALOGUE II .....	113
Socializing, Part 1 — Greeting and Leaving Friends	
READING COMPREHENSION .....	115
A Rainy Afternoon in Beijing	
GUIDED WRITING .....	117
1. Combine nine groups of sentences under instructions.	
2. Write a note of condolence, using the given cues.	
INTERACTION ACTIVITIES .....	118
How to Look at the Traffic Problem	

## Unit 11

BASIC STRUCTURES .....	121
1. <i>It seemed that</i> everything went wrong this morning.	
2. <i>It just happened that</i> he was out of town.	
3. <i>It doesn't matter how</i> he did it.	
4. <i>It all depends on whether</i> it will be fine or not.	
5. <i>I find it odd that</i> you should set the clock one hour ahead in summer.	
LANGUAGE STRUCTURE PRACTICE .....	121
DIALOGUE I .....	123
The Young on the Old	
Role-play	
Problems Connected with Aging	
DIALOGUE II .....	125
Socializing, Part 2 — Receiving News	
READING COMPREHENSION .....	127
The Virtue Called Devotion	
GUIDED WRITING .....	129
1. Rearrange scrambled sentences into the right order.	
2. Put a note accompanying a present in good order.	
INTERACTION ACTIVITIES .....	130
How to Assess the Young People Fairly	