



高等专科学校
试用教材

新英语教程·教师 用书

NEW COLLEGE ENGLISH
TEACHER'S BOOK

(第二册)

上海市高等专科学校《新英语教程》编写组

上海科学技术出版社

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序

教材是任何一所学校中教师与学生接触时间最长的教授、学习和交流的媒体,它不但在校内教学过程中起到至关重要的作用,往往还伴随着学习者毕生的学习、工作和生活。

上海市高等专科学校是随着经济建设的发展而成长起来,并成为上海市高等教育体系中的重要组成部分,形成了一个具有专科教育特色的层次。近几年来,上海市高等专科学校积极参加了国家教委组织的专业教学改革试点,在办出专科特色,提高教育质量上进行了认真的探索和实践。如今以他们的专业改革试点的成果,积极推进高等专科的教材建设,是一件很有意义的工作。特别是建设系列教材的考虑,是一项很有远见的决策。

教材的主要使用者是学生,因此编写教材应注意下列三个方面:第一,一本好教材应该根据学习对象和该类学科的发展,尽可能地把最新的内容合理地安排其中。第二,作为教材,其内容编排的顺序深浅等方面,应该符合人的认知规律,以利于学习。特别对高等专科教材来说还更应该突出联系发展的实际,注重技能技巧和应用能力的培养。第三,教材作为教学的媒体,它应该能起到教书育人的作用,促进学生素质的培养和训练。

这次第一批六门课程:数学、物理、化学、英语、计算机和金工系列教材的编写作了初步的尝试,它凝聚了编写人员的辛劳和心血。

目前,全国高校正在实施面向 21 世纪教学内容和课程体系改革的建设计划。高等专科系列教材的出版也是上海高等专科学校的一件大事,它不仅仅局限于目前的六门教材,还有待于更深入的改革和发展。我们期望上海高等专科的教学内容和课程体系改革取得更大的成绩,将以更新、更好的教材奉献于即将来临的 21 世纪,为我国的社会主义建设增添光辉。

张伟江

1995 年 12 月

CAE 31/10

前 言

《新英语教程》是一套供高等专科学校使用的英语教材。本教材的编写以国家教委颁发的《普通高等专科学校英语课程教学基本要求》为依据。在上海市教委的组织和领导下,由上海市各高等专科学校联合组成上海高等专科学校《新英语教程》编写组,进行编写工作。根据大纲规定:普通高等专科学校英语课程的教学目的是“培养学生掌握必需的实用英语语言知识和语言技能,具有阅读和翻译与专业有关的英文资料的初步能力,并为进一步提高英语的应用能力打下一定的基础。”根据基本要求,高等专科英语课程分为基础阶段和专业阅读阶段。本教材供基础阶段英语教学使用。

英语教学近年来已进入一个崭新的阶段,为了适应时代发展的要求,抓住时代的信息,在编写《新英语教程》过程中,我们较多地采用了国外英语教学中的新型构思,努力培养学生实际应用语言知识和语言的技能,注重发展学生的英语交际能力,对我国英语教学中长期来采纳的传统方式作了必要的取舍。

本书是与《新英语教程》第二册配套的教师用书,为了便于教师在课堂上组织教学,全书提供了以课文为中心而展开的课堂活动建议,课文背景知识以及较为详尽的语言点分析和相关的语法知识,教师可以根据学生具体情况有选择地使用。本书采用了课文与讲解交叉排版的方式,为教师提供了极大的便利。

全套书总主编为蒋秉章。本书主编为谷伟珍,参加编写人员有王毓成、张益明、陈希文、姜荷梅,课文参考译文由蔡伟廉提供。

全套书由华东工业大学卢思源教授担任主审。

《新英语教程》试用的目的是为了听取各位专家、同仁,各位教师和学生的意见,以求使该教材不断完善和充实。我们恳切希望广大读者提出宝贵的意见。

编 者

1996 年于上海

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Family Life

I. Introductory Remarks

We all have a family. But families are different from one another. Some are large and some are small. And each member plays a different role in the family. Usually adults go out to work in certain factories, companies, shops, banks, government offices, etc. They support the family. But what do they often do in their spare time? Are there any problems in their families? What do they hope to do? Are they satisfied with their family life? Do they have a happy family? We all can say a lot about our families and the text we are going to learn is about family life in Britain. Apart from the similarities we share, can you find anything different between the British people and us Chinese?

II. Teaching Suggestion

The text as well as the topic *Family Life* is easy for most students to understand, so the teacher may let the students go over the first paragraph of the text quickly and then ask some of them to tell the class their own families or their family lives as a warm-up activity for the text.

The following words might be useful for the students to relate their families and family lives. So the teacher may write some of them on the blackboard.

parent, grandparent, uncle, aunt, niece, nephew, cousin,
factory, plant, mill, works, working unit, institute, company,
scholar, engineer, teacher, technician, artist, actor, actress,
worker, farmer, driver, postman, cook, salesman, carpenter,
army/customs officer, government official, cadre, clerk,
lawyer, doctor, soldier, nurse, businessman, manager

III. Information Related to the Text

a charity shop: a shop that sells goods given to raise money for charity.

a nuclear family: a family that only consists of parents and their child(ren).

c.f. *an extended family*:

other members of the family apart from the nuclear family
(grandparents, uncles, aunts, cousins, etc.).

Shakespeare: William (1564 – 1616), the greatest English poet and playwright. His greatest period was between 1600 and 1607, during

which he produced the comedies *As You Like It* and *Twelfth Night*, the tragedies *Hamlet*, *Othello*, *King Lear*, and *Macbeth* as well as *Antony and Cleopatra* and at least 4 other plays. The *Sonnets* dates from 1609.

boarding school: a school where pupils are lodged and fed as well as taught.

Victoria times: the period of the reign of Queen Victoria of England from 1837 to 1901.

IV. The Text and Its Language Points

(1) In many textbooks from which a student hopes to learn English, there is a family. They are called¹ *the Smiths or the Greens or the Joneses*. The family is made up of a mother and a father, two children of school age, sometimes a third, late, child, and a dog and a cat. The father is 'something in the City', that is he works in an office, often in a bank.² *The wife runs the home* and plays a part in local women's organizations by³ *serving on a committee* to raise funds for war victims say, or by doing voluntary work in a charity shop.

1. the Smiths or the Greens or the Joneses

The surnames "Smith, Green, Jones" here are plural in form. Besides, they have got the definite article "the" before each. Such expression is used to speak of the whole family or all the members of the family mentioned and is usually followed by a verb plural in form.

e.g. The Johnsons have gone on a holiday trip.

The Williams are very kind.

2. The wife runs the home ...

Para: The wife manages or organizes the home activities...

run: v. to organize, to manage, to cause to be in operation

e. g. He helped his father run a grocery store.

Ruth ran the house extremely well.

3. serve on a committee: to do a job as a committee member

(2) ⁴ *More often than not* the family live in a London suburb in ⁵ *a semi-detached, two-storey house* with a garage and a small garden, ⁶ *not to mention a small front lawn*. They have various friends and relatives who ⁷ *ring up*, ⁸ *drop in* or write ⁹ *from time to time*, and ¹⁰ *the English learner gets glimpses of everyday life in a normal, typical, British family*.

4. more often than not: very frequently; more than 50% of the time

e.g. During foggy weather the trains are late more often than not.

More often than not the patient recovers.

5. a semi-detached, two-storey house: a house which is joined to another on one side only and has got two floors

semi -: prefix, meaning "half of...", "on one of two sides", "little better than"

- e.g. semi-tone, semi-final, semi-tropical, semi-circle, semi-yearly
6. not to mention a small front lawn: needless to say there surely is a small lawn in front of the house
not to mention: and in addition there is...
e.g. The dampness is unpleasant, not to mention the cold.
We were served French champagne, not to mention the usual cocktails.
7. ring up: to telephone, to call up
e.g. You said you were going to ring me up last night.
cf. ring off: to end a telephone conversation
e.g. I'll have to ring off now: I have a train to catch.
8. drop in: to pay a casual visit to
e.g. I wish he wouldn't drop in on me so often.
9. from time to time: occasionally, now and then
e.g. I saw her at the library from time to time.
From time to time we visit our uncle's farm.
10. ...the English learner gets glimpses of everyday life in a normal, typical, British family.
Para: ...the person who is learning English knows sth. from the textbooks about a common British family life.
get/catch a glimpse of: have a quick, imperfect view of
e.g. I got a glimpse of him as he drove past.
I only caught a glimpse of the parcel, so I can't guess what was inside it.
glimpse: v. to have a passing view of
e.g. I glimpsed a figure at the end of the corridor.
I glimpsed her among the crowd just before she disappeared from sight.
- [3] This is one picture, and the learner may wonder a little suspiciously how true it really is. ¹¹*Too good to be true, in fact?* Yes and no. The average British 'nuclear' family—as the sociologists call it—¹²*consists of two parents who work and two children at school.* ¹³*From there on the only thing that is average is not the family but their routine.* ¹⁴*The morning scramble for the bathroom, the staggered breakfasts, the long queues of private cars, and overcrowded public transport are well known.* ¹⁵*As are midday meals out or sandwiches, rush-hour traffic home at night, Saturday shopping and some kind of relaxation on Sunday.*
11. Too good to be true, in fact?
Para: Is this picture of British family life too good to be real?
12. consist of: to be made up of, to be composed of
e.g. The United Kingdom consists of England, Scotland and Northern

Ireland.

This stove consists entirely of iron.

13. From there on ... but their routine.

Para: In ordinary British nuclear' families, the only common thing that people usually do is the daily routine.

there: n. that point or that place

e.g. to live somewhere near/over there

14. The morning scramble for ... are well known.

This sentence gives a vivid picture of the busy morning business for a 'nuclear' family.

scramble: n. an eager and disorderly struggle with others or against difficulty

e.g. a scramble for best seats

There was a scramble to get into the shop on the first day of the bargain sales.

stagger: v. to arrange not to come at the same place or time

e.g. The visitors were staggered so that there wouldn't be too many people at a time.

15. As are midday meals out or ... on Sunday.

Para: And so are midday meals out or ... on Sunday.

or, Midday meals out or ... on Sunday are well known, too.

as: pron. and so

e.g. David works hard, as do my brothers.

Mary is tall, as are her cousins.

[4] ¹⁶*Apart from this the husband is by no means always a City-man, pets are not confined to cats and dogs, and the wife often works full time.* Again, in some families the children are away at boarding schools, and ¹⁷*none of this takes account of problem or deprived families with unemployment and children who stay away from school.*

16. Apart from this ... and the wife often works full time.

Para: Except for what mentioned above, it is not possible that every husband should be 'something' in the city, people may keep some other animals as their pets besides cats and dogs, and many wives do full time jobs as their husbands.

- 1) apart from: except for

e.g. Apart from a few words, he doesn't speak English at all.

Your composition is good apart from some spelling mistakes.

- 2) by no means: not at all; in no way

e.g. He is by no means pleased with your behaviour.

- 3) confine (to): v. to enclose within limits, to shut or to keep in a small space

e.g. Please confine your remarks to the subject we're talking about.

John was confined to bed for a week with his cold.

17. ... none of this ... who stay away from school.

Para: ... what mentioned just now doesn't consider the problem that some families are poor, the parents are jobless and the children can't go to school.

1) take account of: to consider, pay attention to, take... into account

e.g. We must take account of his inexperience when we comment on his work.

2) deprived: a. lack of the things that make life worth living; poor and uneducated

e.g. There are still many culturally deprived children in the mountain area in our country.

[5] ¹⁸*Certainly in a world where everything is changing faster than at any time before, the modern British family is smaller than in Shakespeare's time, and, more recently, than in Victorian times. Shakespeare in fact was one of eight children who surprisingly for the time ¹⁹were all live births.²⁰ Also certain today is the fact that many British-bound students who have absorbed one or two of the books above are coming--because or in spite of their textbook families--to a real live family to sample the real thing.*

18. Certainly in a world ... than in Victorian times.

Para: Everything in today's world is changing faster than before. So it is naturally that the present British family is smaller than that either in Shakespeare's time or in Victorian times. Victorian times appeared later in history than Shakespeare's time.

1) in a world: in today's world

2) time: (usu. pl.) a period in history

e.g. Lincoln's time, in Queen Victoria's time
prehistoric times, in ancient/modern times

19. ... were all live births: ... were all born alive

20. Also certain today is the fact that many British-bound students... to a real live family to sample the real thing.

This sentence is in inverted order. The subject is "the fact", "that" introduces an appositive clause which modifies "the fact".

1) British-bound students: students going to Britain

-bound: a. going in the direction of

e.g. eastbound, southbound, park-bound

2) a real live + n.: an expression used for giving force to a noun

e.g. There's a real live burglar under my bed!

Look! A real live elephant.

[6] *²¹What they probably wonder is: 'Does the British family have rows? Are there jealousies? What are the fears and hopes? Are they basically the same as ours?'*

21. What they probably wonder is: '... as ours?'

The subject in this sentence is a clause "What they probably wonder".

Four questions after the colon are the predictive.

row: n. a noisy quarrel; disagreement

e.g. He's always having rows with his wife.

[7] *²²Surely there would be something odd about human nature if they weren't.²³The differences between countries are not so much in the large things—for these are the fundamentals—but in the small details that staple life together. Things such as food, home design—even a tiny item like the shape of a letter box or a street pillar box—heating, and inevitably the climate: 'Oh, your British weather!'*

22. Surely there would be...if they weren't.

The sentence is in subjunctive mood. "they" refers to what mentioned in the previous paragraph.

23. The differences between countries are not so much... that staple life together.

Para: On the whole, there's little difference from country to country, as people everywhere are basically the same. But in some specific details, there exist differences between countries which join life together.

staple: v. to hold together by using a stapling machine or stapler

[8] *The simple answer must be that within its own patterns family life in Britain varies according to the accident of birth, income, social group and area, much as it does anywhere. ²⁴No two observers will necessarily have the same picture of it.*

[9] *²⁵The final answer is the simplest one of all. Forget about textbook families and come and see for yourself.*

24. No two observers will necessarily have the same picture of it.

Para: Everyone has his/her own opinion of the British family life.

25. The final answer is...for yourself.

Para: What is the real modern family life like in Britain? If you want the exact answer, you should go to Britain and see it with your own eyes, not only learn sth. from your textbooks.

V. Additional Exercise

Dictation

In many textbooks there is a family, which is made up of a mother and a father, two school children. The father works in an office, for example, in a bank, and the mother usually runs the home and plays a role in certain social

activities. More often than not, they live in a London suburb. They have friends and relatives who ring up, drop in and write from time to time.

VI. Suggested Activity

Group Discussion

Each family will have certain problems. How do they solve their problems? The followings are some problems and topics for the students to discuss. The teacher might divide the class into their usual groups for the discussion and then ask one from each group to present his or her view or way to solve one of the problems in front of the class. Finally the teacher might make a summary according to their presentations.

Topics for Discussion

1. What would you do when you have some problems in your family? For example, you live with your family in one room and you want to have a quiet place to study while your younger brother or sister insists on watching TV or you want to close the window to sleep while your parents prefer to open it.
2. What do your parents often complain about you or other members of the family? What do you think of their complaint? (Give examples.)
3. What do your parents often praise you for? And what do you think of their praise? (Give examples.)
4. Do you think you are living a happy, complacent life? What do you think of the others'? Why and why not?

Pairwork

After delivering the following introductory remarks for the activity of finding similarities and differences, the teacher might give each pair 4 to 5 minutes to prepare and then ask some students to present their findings in class.

Similarities and differences

We come from different places. Some come from cities and some may come from the country. Have you ever noticed the similarities between the things in the cities and those in the country? While you come from the same place, have you ever noticed the different things between the two places? Can you give us some illustrations?

Procedure

Step 1. The teacher writes the topic for discussion on the blackboard:

Similarities and Differences.

Step 2. The class is divided into groups of 5 or 6 students.

Step 3. After a five- or ten-minute discussion, the teacher asks some representatives from different groups to report to the class their findings on the similarities and differences.

Listening Comprehension

Munshi Ram is an illiterate labourer. He lives in a mud hut in the village in India, 60 miles north of New Delhi. He has no land and very little money. But he has eight children, and he regards them as his greatest wealth. "It's good to have a big family," he explains. "When they get old enough to work they bring in money. And when I am old, they will take care of me."

A decade or so ago, many people, including some of the Americans who had come to help, assumed that once a villager understood birth control he would practice it, so as to keep his family small and thus improve his economic status. But lately some experts have concluded that simply spreading the word about birth control, and providing the means, is not enough, because many poor people actively want to have more children, even after they know how not to. A sociologist named Mahmood Mamdani put it in this way in his recent study: "People are not poor because they have large families. Quite to the contrary, they have large families because they are poor."

Comprehension Questions (with Answers):

1. Is Munshi an educated labourer?
——No. He is an illiterate labourer.
2. How many children does he have?
——Eight.
3. Does he have any land?
——No.
4. What does he think of his children?
——He thinks that it's good to have a big family and when his children are old, they'll bring in money.
5. Is it enough to spread the word about birth control and provide the means in order not to have a population growth according to some experts?
——No. Because many poor people actively want to have more children even after they know how not to.
6. What does a sociologist named Mahmood Mamdani say about the relationship of being poor and large family?
——He says: "People are not poor because they have large families. Quite to the contrary, they have large families because they are poor."

VII. Key to the Exercises in the Students' Book

Reading Comprehension :

1. Questions:

- (1) In many textbooks, the family is made up of two parents, two or three children of school age, and a dog or a cat.
- (2) "Something in the City" here means a person who works in the City.
- (3) In our textbooks, the mother usually runs the home, and plays a part in local women's organizations.
- (4) The family often live in a London suburb.
- (5) In the morning, they scramble for the bathroom; at noon, they have lunch outside; at night, they come home from work.
- (6) Besides cats and dogs, some other animals can be raised as pets, such as a snake, and a parrot.
- (7) The modern family is smaller than in Shakespeare's time.
- (8) The differences between countries are in the small details, such as food, and home design.

2. Finding Details:

- (1) two parents and two or three children
- (2) a cat or a dog
- (3) Something in the City
- (4) housewife
- (5) pupils or students
- (6) two parents and two children
- (7) not confined to cats or dogs
- (8) not always a City-man
- (9) often works full-time
- (10) sometimes study at boarding school

Reading Skill

1. C 2. A 3. A 4. B

Vocabulary

- II . 1. suburbs 2. garage 3. not to mention
4. glimpse 5. nuclear 6. queue
7. traffic 8. recreation 9. unemployment
10. samples 11. Much as 12. varies
13. fundamentals 14. more often than not
15. climate 16. funds
- III . 1. of 2. for 3. in 4. from
5. by 6. to 7. of 8. of
- IV . accidental additional adverbial beneficial central

coastal commercial continental critical emotional
managerial national phrasal structural verbal

V. 1) b 2) d 3) d 4) a 5) c

Key Structure

(I) Multiple Choice

1. A 2. C 3. C 4. A 5. D 6. A 7. D 8. C

(II) Error Correction

- | | |
|------------------------------|---------------------------------------|
| 1. A (In spite of her being) | 5. B (was the weather) |
| 2. A (Had) | 6. A (had the football star appeared) |
| 3. A (Never have I read) | 7. A (Standing) |
| 4. B (as) | 8. A (Much as we) |

Practical Writing

I. 1. SV 2. SVC 3. SVOO 4. SVOC 5. SVO

II. 1.

My dearest Bill,

I'm writing this card to you to let you know that I'm thinking of you this Christmas. Hope things are going all right with you. May the joy of Christmas be with you throughout the coming year.

Yours,
Ted

2.

Dear Mom and Dad,

As the Spring Festival gets near, I'm getting more and more homesick. How I wish I could spend the holiday with you together. Thinking of you and wishing you a happy new year.

Your daughter
Judy

3.

Dear Aunt,

I'm very glad to hear that you've recovered from the illness. I hope you always keep fit. May the years ahead be filled with health and good fortune with you.

Yours,
Ruth

Translation

1. The semi-detached, two-storey house in which the Greens live was built last year.
2. Technical innovations play a significant part in raising production and saving labour.
3. More often than not conservative people look backward rather than forward.
4. It's not easy for a young woman to run such a big factory.
5. I was passing and I thought I would drop in to see you.
6. From time to time we invite foreign teachers to give lectures in our college.
7. Apart from many pictures, there are a lot of brandnew products in the exhibition.
8. As she has been ill, she has stayed away from work for the past week.

Cloze

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. A | 3. C | 4. D | 5. B |
| 6. A | 7. C | 8. B | 9. A | 10. C |

家庭生活

在许多学英语的教科书里都有一个家庭,叫做斯密斯家,格林家,或者琼斯家。这个家庭由父母亲和两个学龄儿童,有的会再生第三个孩子,以及一条狗和一只猫组成。父亲是“在城里上班的”,这就是说,在写字间,通常是在一家银行工作。妻子操持家务,还在当地的什么妇女组织干点事,例如在某个委员会为战争受害者筹措资金,或者在一家慈善商店义务帮活。

大多数书里的这个家都住在伦敦郊区,有一幢半独立式的二层楼房、汽车间和一个小花园,不用说,屋前还有一片小草坪。他们会有各种各样的亲朋好友,时时来按铃造访或通信交往。学英语的人从中可了解一个典型的普通英国家庭的日常生活。

这就像一幅画,学习者会将信将疑地想,它到底有多大的真实性。是否事实上它太好了,以致于显得不真实?也对,也不对。英国一般的核心家庭——这是社会学家所起的名称——由双职工父母和两个求学的子女构成,除此之外,唯一相似的倒不是家庭本身,而是家庭生活常规。早晨争用浴室,匆忙交错的早餐,街上的私家车排成长龙,以及拥挤的公交车辆,这些都司空见惯。同样平常的还有在外午餐或仅仅啃一份三明治,晚上交通高峰时挤回家,星期六购物和星期天这样那样的休息消遣。

不过,做丈夫的并不总是在城里工作,宠物也不限于狗和猫,妻子往往要整天上班,有的