

高等学校教材

新编英语教程

4

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

英语专业用

4

学生用书

李观仪 (主编)

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上海外语教育出版社出版

(上海外国语学院内)

上海市印刷三厂印刷

新华书店上海发行所发行

787×1092毫米 1/16 18.5印张 420千字

1987年11月第1版 1987年11月第1次印刷

印数1—7,000册

ISBN 7-81009-097-6

H·063 定价: 2.70元

统一书号: 7218·274

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，共分五级，每级教材由学生用书、练习册、教师用书组成。本教材，第一至三级以语法结构为基础，第四至五级以课文为主，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。本书是这套教材中的第四册学生用书，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、辽宁大学、南开大学、复旦大学、上海师范大学、华东师范大学、广州外国语学院、解放军外国语学院、国际关系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、自然而流畅地运用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机动灵活地使用语言的能力。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课教学大纲(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各种因素，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 useful 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，并采用翻译练习。

本教材的目的是全面发展四项语言要力，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战。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。英国教师 Jane Sunderland 女士给本书提出了不少宝贵的意见和建议，并为本教材编写了一套模拟试题，也在此一并致谢。

本书承中山大学、山东大学、北京大学、辽宁大学、南开大学、复旦大学、上海师范大学、华东师范大学、广州外国语学院、解放军外国语学院、国际关系学院等十一所高等学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。

英国教师 Jane Sunderland 女士和 Jerry Bray 先生，美国教师 David Yaukey 先生为本书的课文和听力材料录了音。参加本书编写工作的还有陈华琴同志。张连同志为本书插图作了技术处理。特此一并致谢。

编 者

一九八七年一月

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. Moreover, 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 levels, 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 producing this set of coursebooks, 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.

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Unit 1

TEXT I

This Year It's Going To Be Different

Pre-reading Questions

The title of the text discloses very little information, except perhaps that it points to a narrative piece of writing. So here is a clue for you. The hero of the story, who is married and has four children, is talking about his New Year's resolutions.

If you don't know what a New Year's resolution is, look it up in a dictionary. Now the questions for you to think about are: Why does the man say 'This year it's going to be different'? What sort of resolutions had he made in previous years? How do his New Year's resolutions for this year differ from previous ones? Make a few guesses and write them down below.

- 1.
- 2.
- 3.

The Main Ideas

Read the text rapidly once to get the main ideas.

(Time limit: 5 minutes for reading.)

Text

New Year's resolutions¹ are like anything else — you get out of them what you put in. Judging from results other years, I had never put enough in, but this year was going to be different. I read books on self-improvement before I wrote my list.² Find some beauty in everything. ... Make the other fellow feel important. ... About thirty like that. Pretty clearly, anyone who followed my collection of rules would be blessed with a richer life, boundless love from his family, and the admiration of the community. I could hardly wait until New Year's Day.

When I came downstairs Maggie, my wife, was at the kitchen sink. I tiptoed over and kissed her on the back of the neck. (Resolution No. 1: Be spontaneous in showing affection.) She shrieked and dropped a cup. 'Don't ever sneak up on me like that again!' she cried.

'You're looking lovely this morning,' I said. (A sincere compliment is worth its weight in gold.)

'Look,' she said, 'it wasn't my idea to stay out until four a.m.'³

I took some aspirin and coffee into the living room. I'd just started reading the paper
 15 when Sammy, our five-year-old, came in.⁴ He was wearing the watch he'd received for
 Christmas. 'Say, Dad,' he said, 'what makes a watch run?'⁵

In the old days I would have told him to ask his mother. Instead, I got a pencil and
 drew a sketch of the escapement mechanism. (Always encourage your child's curiosity.)
 It took about fifteen minutes, and Sammy wandered off several times, but I kept calling him
 20 back. 'There,' I said, 'that's what makes your watch run.'

'Then how come it doesn't?' he asked.

His brother Roy walked by. 'You have to wind it,' said Roy. Sammy wound it and
 held it to his ear. He smiled. 'Roy sure is smart,' he said.⁶

Our daughter Gretchen came in with her doll, Mrs. Robinson. 'Good morning, Gret-
 25 chen,' I said. 'Happy New Year, Mrs. Robinson.' (Meet your child at his own level.)

'It isn't either happy,' said Gretchen. 'Mrs. Robinson is sick. Probably a coronary.'⁷

'Why don't you take her to see Dr. Sammy?' I suggested. 'He can use his new doctor's
 kit.'

The phone rang, and I answered it. It was a friend of our daughter Kit. 'Happy New
 30 Year, Marilyn,' I said. 'What have you been doing over the holidays?' (Show an interest
 in your children's friends.) She said she hadn't been doing anything much. 'Come now, a
 pretty girl like you.' I said jovially⁸ — 'I'll bet the fellows are swarming around. ... What's
 that? Yes, of course you can speak to Kit. Certainly.'

Kit was in her room with the record player going very loud. I rapped on the door. She
 35 called out something, and I went in. She was in her pajamas. 'I didn't say you could come
 in!' she yelled, grabbing a robe and holding it in front of her. At fourteen, she has become
 extremely aware of being female.

'I'm sorry. I couldn't understand you,' I said apologetically. To ease the situation,
 I picked up her brand-new sweater from the floor and put it over a chair.

40 'I was going to pick it up,' she said defensively. 'You don't always put your things away.'

There was a series of shrieks down the hall. I found Gretchen in tears. Roy and Sammy
 were about to perform open-heart surgery on Mrs. Robinson with a scout knife⁹. 'She
 told us Mrs. Robinson was sick,' Roy said.

I suggested that they carve something for their mother — like a salad spoon.¹⁰ (En-
 45 courage creativity in the young.)

In the kitchen, Maggie wanted to know what was wrong with Gretchen. 'Mrs. Robinson
 had a coronary,' I told her.

'I know you're not feeling your best after last night,' she said, 'but I'm getting a little
 tired of these smart remarks. Would you mind taking the garbage out?'¹¹

50 'I'd be happy to,' I said. (The most trivial chore can prove rewarding if approached with
 zest.)