

高等学校教材

新编英语教程

1B

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

I B

教师用书

李观仪 主编

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TO THE TEACHER

The conception and production of *A New English Course*, Level 1B, 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 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 1B, 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 in 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, i.e., 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 should 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, i.e., 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 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 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.

CONTENTS

Unit 1

MAIN TEACHING POINTS 1

1. The simple past and the present perfect contrasted
2. The past progressive
3. The past perfect

LISTENING COMPREHENSION11

A Happy Coincidence

Unit 2

MAIN TEACHING POINTS15

The nominal clauses used as the object, introduced by

1. *if*
2. *wh*-word
3. *that*

LISTENING COMPREHENSION21

An Interview for a Job

Unit 3

MAIN TEACHING POINTS25

The passive sentence

1. in the simple present
2. in the present perfect
3. in the simple past
4. in the future

LISTENING COMPREHENSION32

Plastics

Unit 4

MAIN TEACHING POINTS35

1. Modal auxiliaries *can/could* and *be able to* used to express 'ability'
2. Modal auxiliary *have to* expressing 'obligation'
3. Modal auxiliaries *can/may* used to express 'permission' or 'request for permission'
4. Modal auxiliary *had better* expressing 'advice' or 'suggestion'

LISTENING COMPREHENSION42

Six Thousand Skirts

Unit 5

MAIN TEACHING POINTS46

Indirect speech introduced by a simple present verb

1. reporting statements	
2. reporting <i>yes-no</i> questions	
3. reporting <i>wh</i> -questions	
LISTENING COMPREHENSION	55

A Talk with the Hospital Doctor

Unit 6

MAIN TEACHING POINTS	60
----------------------------	----

The adverbial clause of time introduced by

1. *when*
2. *before*
3. *since*
4. *until*

LISTENING COMPREHENSION	66
-------------------------------	----

Time to Relax

Unit 7

MAIN TEACHING POINTS	69
----------------------------	----

1. The infinitive preceded by a *wh*-word used as the object
2. The infinitive used as a postponed object in the pattern *It takes (so much time) to do something*.
3. The bare infinitive used as the object complement
4. The *-ing* participle used as the object in the pattern *would you mind...?*

LISTENING COMPREHENSION	75
-------------------------------	----

'How to' Books

Unit 8

MAIN TEACHING POINTS	78
----------------------------	----

The relative clause introduced by

1. *that* (as the subject)
2. *that* (as the object of a verb)
3. *who*
4. *who(m)*

LISTENING COMPREHENSION	83
-------------------------------	----

Home

Unit 9

MAIN TEACHING POINTS	87
----------------------------	----

1. Sentences of real conditions
2. Sentences of unreal conditions related to the present with *be* in the conditional clause
3. Sentences of unreal conditions related to the present with *have* in the conditional clause
4. Sentences of unreal conditions related to the present with action verbs in the conditional clause

LISTENING COMPREHENSION	94
-------------------------------	----

Third Time Lucky

Unit 10

MAIN TEACHING POINTS	98
----------------------------	----

1. The future progressive

2. The future perfect

LISTENING COMPREHENSION	104
-------------------------------	-----

A Lecture about the Future

Unit 11

MAIN TEACHING POINTS	108
----------------------------	-----

The nominal clause introduced by

1. *who* used as the direct object

2. (*that*) used as the object of *I don't think*

3. (*that*) preceded by an adjective, used as the subject complement

4. *that* used as the postponed subject in the pattern *It is + adjective + that clause*

LISTENING COMPREHENSION	114
-------------------------------	-----

English Food

Unit 12

MAIN TEACHING POINTS	117
----------------------------	-----

The passive sentence

1. in the present progressive

2. in the past progressive

3. in the *be going to* structure

4. with a modal auxiliary

LISTENING COMPREHENSION	122
-------------------------------	-----

Fresh Water Factories

Unit 13

MAIN TEACHING POINTS	126
----------------------------	-----

1. Modal auxiliaries *may/might* used to express 'possibility'

2. Modal auxiliaries *should/ought to* expressing 'obligation'

3. Modal auxiliary *would rather* expressing 'preference'

4. Modal auxiliaries *must* and *can't* used to express 'strong probability' and 'impossibility' respectively

LISTENING COMPREHENSION	132
-------------------------------	-----

Eye and Ear

Unit 14

MAIN TEACHING POINTS	135
----------------------------	-----

Indirect speech introduced by

1. a simple present verb reporting past events

2. a simple past verb reporting questions and answers

3. a simple past verb reporting a conversation	
LISTENING COMPREHENSION	141
Changes in the Village	

Unit 15

MAIN TEACHING POINTS	144
The adverbial clause	
1. of place introduced by <i>where</i>	
2. of condition introduced by <i>unless</i>	
3. of cause introduced by <i>because</i>	
4. of cause introduced by <i>since</i>	
5. of concession introduced by <i>though</i>	
LISTENING COMPREHENSION	150
Help ! Help !	

Unit 16

MAIN TEACHING POINTS	153
1. <i>-ing</i> participle used as the object	
2. <i>-ing</i> participle preceded by <i>go</i>	
3. <i>-ing</i> participle used as the subject	
4. <i>-ing</i> participle used as the object of a preposition	
5. <i>-ing</i> participle used as a noun modifier	
6. <i>-ing</i> participle used as the object complement	
7. The infinitive preceded by <i>in order</i> expressing 'purpose'	
LISTENING COMPREHENSION	159
Be Your Own Best Friend	

Unit 17

MAIN TEACHING POINTS	163
1. The relative clause introduced by <i>whose</i>	
2. The relative clause introduced by <i>who(m)</i> (as the object of a preposition)	
3. The cleft sentence with attention focused on various sentence elements	
4. The relative clause preceded by a noun which is modified by a superlative	
LISTENING COMPREHENSION	169
The Food Industry	

Unit 18

MAIN TEACHING POINTS	172
1. Sentences of unreal conditions making a supposition about the future	
2. Sentences of unreal conditions with past non-facts and present imaginary consequences	
3. Sentences of unreal conditions with past non-facts and past imaginary consequences	
LISTENING COMPREHENSION	178

Tracing a Criminal	
A Sample Test	181
Answers and Tapescript for the Sample Test	191
Key to the Workbook	197

Unit 1

MAIN TEACHING POINTS

1. The simple past and the present perfect contrasted
2. The past progressive
3. The past perfect

LANGUAGE STRUCTURE PRACTICE

I. Description of LSP (Language Structure Practice)

LSP I

Asking for and giving information about somebody's (first, second, last, etc) visit to a certain place.

LSP II

1. Asking for and giving information about what was going on in two different classes at the same time in the past
2. Asking for and giving information about what was going on at a certain (point of) time in the past

LSP III

Giving information about actions completed before a certain time in the past/before another action in the past

II. Suggestions for the presentation of LSP

Introduce the main teaching points by asking questions, e g,

1. Have you been in (Shanghai) before ? You've never been in (Shanghai) before, have you ?
Who has never been in (Shanghai) before ? How many of you have never been in (Shanghai) before ?
2. This is your/his/her first visit to (Shanghai), isn't it ? Is this your/his/her first or second visit here ?
3. How long have you been here ? How long has he/she been here ? He/She hasn't been here long, has he/she ?
4. Everything here is new to you/him/her, isn't it ? Do you enjoy your stay here ?
5. What were you//was he/she doing (at) this time last year ? Were you//Was he/she studying at middle school then ?
6. Did you study English at middle school ? Did he/she study English or Russian at middle school ?
7. How long had you/he/she studied English before you/he/she came to this institute/college/university?

LSP I

A. Listening to the recording

Have the students listen to the tape-recording of the complete dialogues one by one with their books shut and say after each of them at least twice. Then ask them to fill in the blank space in SB (Student's Book) with the exact words they hear from the recording.

Dialogues in full:

1. A: Is this the first time you've been in Shanghai, Liu ?
B: (Yes. I've never been here before.)
A: Where did you go to middle school ?
B: In Wuxi. (That's my home town.)
2. A: (This is the first time you've been in Shanghai, isn't it ?)
B: No, this is already my second visit.
A: (When were you here last ?)
B: In 1979. I came with my parents to visit my uncle and aunt.

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

B. Language note

The person who asks or answers the question 'Is this the first time you've been in Shanghai ?' is in Shanghai.

C. Substitution practice

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

Example 1

- A: Is this the first time you've been in Hangzhou, Wang ?
B: Yes. I've never been here before.
A: Where did you go to middle school ?
B: In Ningbo. That's my home town.

Example 2

- A: This is the first time you've been in Hangzhou, isn't it ?
B: No, this is already my second visit.
A: When were you here last ?
B: In 1982. I came with some friends on holiday.

D. Variations of dialogues based on the given cues

Prompt the students to form dialogues different from the given pattern but still based on the given cues.

Samples:

1. A: Have you been in Shanghai before ?
B: No. This is the first time I've been here. / This is my first visit.
A: When did you arrive ?

B: Only a few days ago.

A: Then you're quite new here.

B: Yes, I am.

2. **A:** Have you been in Shanghai long ?

B: No. I've only been here a few days.

A: Is this your first visit to Shanghai ?

B: No. I've been here before.

A: When were you here last ?/When was the last time you came here ?

B: A year ago. I came with some friends on holiday.

LSP II

A. Listening to the recording

Dialogues in full:

1. **A:** What were Class Three students doing while Class One students were having a Chinese lesson yesterday morning ?

B: (They were having a lesson on the History of the Communist Party of China.)

A: What were they doing during the sports hour while many other students were playing ball games ?

B: (They were doing Chinese swordplay and shadowboxing.)

2. **A:** What was your class doing yesterday evening ?

B: Oh, we were doing different things. (Some were doing their homework, and some were listening to the tapes.)

A: What about you ?

B: (I was doing some reading.)

B. Substitution practice

C. Variations based on the given cues

Sample:

A: Hi, Chen. I was looking for you everywhere after four this afternoon. Where were you?

B: I was on the sportsfield.

A: Were you playing football with your roommates ?

B: No, I wasn't.

A: Were you running round the track ?

B: No, I wasn't, either.

A: What were you doing then ?

B: I was having a Chinese swordplay lesson. Mr Li was my teacher.

LSP III

A. Listening to the recording

Dialogues in full:

1. **A:** (Were you learning English at half past ten Wednesday morning ?)

B: No, by half past ten, we'd already had our English class. We were learning Chinese then.

A: (You were preparing a new lesson around eight in the evening, weren't you ?)

B: No, I was reading a magazine article on shadowboxing. I'd prepared my new lesson by then.

2. **A:** Class One students were playing volleyball at half past five yesterday afternoon, weren't they ?

B: (No. They'd finished playing by then.)

A: What about Class Two students? Were they doing any physical exercises at that time?

B: No. The sports hour is from a quarter past four to a quarter past five. (By half past five, everybody'd done their physical exercises and they were all getting ready for supper.)

B. Substitution practice

C. Variations based on the given cues

Samples:

1. **A:** What were you doing at seven yesterday evening ?

B: I was listening to some tapes.

A: Were you listening to the recording of the English teaching programmes on the radio?

B: No. By then I'd already done that. I was listening to some music.

2. **A:** Was Xiao Lin watching news on TV with you at seven yesterday evening ?

B: No, we'd done that by then. We were playing chess.

A: What about Chen ?

B: By seven, she'd done her homework. She was doing some reading.

3. **A:** You had no classes in the first and second periods yesterday afternoon, did you ?

B: No, we didn't have any classes. But we were watching a video-tape in the language lab as usual.

A: Was it *Oliver Twist* that you saw ?

B: No, we'd already seen that. We were seeing *Jane Eyre*.

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. What activities do children take part in when they go to the Children's Palace ?

2. What does A's visit to the Children's Palace remind both speakers ?
3. Do they feel nostalgic about the past or are they indifferent about it ?
4. Does the dialogue remind you of anything ?

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,

1. A tells B about his/her recent visit to the Children's Palace.
2. A gives B information about what B is interested in: Drama Group, Art Group, Music Group, Radio Group.
3. Both A and B remember their own school days.

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. 'be impressed by ...'

- 1) **Situation:** When A tells B that she has been to an exhibition, B expresses that he has also heard that the exhibits are gorgeous. A was much impressed by the craftsmanship.

A: I went to the Arts and Crafts Exhibition yesterday.

B: I heard the things on display are gorgeous.

A: Yes, I was greatly impressed by the craftsmanship.

- 2) **Situation:** When A tells B that she went to ..., B has also heard that A was much impressed by

A: I attended the concert last night.

B: I heard the performance of the musicians was wonderful.

A: Yes. I was very much impressed by the first violinist.

- 3) **Situation:** B tells A that he heard Mr Peck is ... when he learns that A had paid him a visit. A was much impressed by his

A: I paid a visit to my tutor, Mr Peck, last Monday.

B: I heard he is a great scholar.

A: Yes. I was greatly impressed by his eloquence, too.

2. 'not when ...' (elliptical form in answering questions)

- 1) **Situation:** A expresses that she loves to go skating every weekend in winter. B doubts her persistence. A has to admit that there are exceptions.

A: I love to go skating every weekend in winter.

B: Every weekend?

A: Practically, but not when it's too windy.

- 2) **Situation:** B doubts that A does his ... every A has to admit there are exceptions.

A: I do my washing every Sunday morning.

- B: Every Sunday morning?
- A: Practically, but not when I have something special to do.
- 3) **Situation:** B doubts that A's mother never loses her temper. A has to admit there are exceptions.
- A: My mother never loses her temper.
- B: Never?
- A: Practically, but not when we neglect our duties at home.
3. 'remind ... of ...', 'bring back ... memories ...'
- 1) **Situation:** A and B visited their old neighbours, the Smiths. The visit brought back sweet memories to B. It reminded A of the heated arguments he had with one of the Smiths.
- A: Remember the day when we visited the Smiths?
- B: Yes, it brought back such sweet memories.
- A: On my part, it reminded me of the heated arguments I had with Joan Smith about women's place in society.
- 2) **Situation:** A and B made a trip to Hangzhou. The trip brought back fond memories of ... to B. It reminded A of....
- A: Remember the trip we made to Hangzhou?
- B: Yes, it brought back such fond memories of the beautiful sceneries there.
- A: On my part, it reminded me of the talk we had with the monks at Lingying Temple.
- 3) **Situation:** A and B had a talk with Prof Liao. The talk brought back ... to B. It reminded A of....
- A: Remember the talk we had with Prof Liao, the famous linguist ?
- B: Yes. It brought back such nice memories.
- A: On my part, it reminded me of the jokes he told.

Role-play

After Visiting a Kindergarten

Suggestions:

1. Prepare two role cards based on the situation given in SB for each pair of students. It is advisable to change the students' partners as often as possible for role-plays.
2. Ask the students to do the role-play in pairs first and then act out the dialogue in front of the class.

Sample role cards:

Role card 1—You are Sarah. You went to a kindergarten on Friday morning. The children there were mostly from three to five. You had a good time watching the children sing and dance, play hide-and-seek, play on the swing and ride wooden horses in the garden. You were especially impressed by some children who could say a few words

in simple English and call you “auntie”. Now you are telling Alec everything you saw in the kindergarten.

Role card 2——You are Alec. You do not like children much, so naturally you did not go to the kindergarten on Friday morning. Sarah went and now she is eager to tell you all about the visit. You are not really interested in Sarah’s visit, but you do not want to show your indifference. You try to ask Sarah questions from time to time.

Sample dialogue:

Alec: Hi, Sarah. Where did they take you today?

Sarah: To a kindergarten.

Alec: How was your visit?

Sarah: Oh, marvellous! The children were lovely. They were mostly from three to five. When we got there, some were playing hide-and-seek, some were playing on the swing and some others were riding wooden horses in the garden. Then their teacher asked them to line up to give us a warm welcome.

Alec: They treated you people like VIPs, did they?

Sarah: Oh, no, not really. You know, I saw lots of amusing things. The kids put on a performance for us. They sang and danced. After they’d finished, we clapped and they clapped, too.

Alec: You seem to have enjoyed your visit.

Sarah: Oh, yes. Some of the children were even able to say a few simple things in English. When I was saying good-bye to their head teacher, they were calling me ‘auntie’ and saying ‘good-bye’ to me.

Alec: I see. They were intelligent children, it seems.

3. Give the students some extra situations and role cards, if time permits.

Sample situation:

On Monday morning Paul went to visit the English Department of a university in China while Jenny went to a middle school. Paul sat in on an English class, observed some of the students’ activities and visited the library and the language lab. Paul told Jenny about his visit to the university.

Sample role cards:

Role card 1——You are Paul. You went to visit the English Department of Pujiang University on Monday morning. You sat in on a First-year Listening and Speaking class, you observed a Fourth-year students’ discussion, you visited the language lab, and you watched the Third and Fourth-year students’ rehearsal of an English play. You are now telling Jenny about your visit.