



普通高等教育“十五”国家级规划教材
普通高等教育“九五”国家级重点教材

新编英语教程

A NEW ENGLISH COURSE

主 编 李观仪

英语专业用
(修订版)

(REVISED EDITION)

5

教师用书
TEACHER'S BOOK



上海外语教育出版社

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TO THE TEACHER

A New English Course Level 5 and Level 6 are similar to Levels 3 and 4 of the same course in many respects, though there are some sections not found in Levels 3 and 4. Explanation to this effect can be found in the STUDENT'S BOOK.

This TEACHER'S BOOK is intended as an aid to you. It provides various suggestions for classroom teaching. These suggestions may be used as they are or modified at your discretion to suit the students' needs.

Each unit of *A New English Course*, Level 5, TEACHER'S BOOK, consists of:

TEXT I. Similar to Levels 3 and 4, answers for reference are provided for PRE-CLASS WORK and COMPREHENSION questions, and TEACHING POINTS FOR REFERENCE are given. Answers for reference are also provided for the ORGANIZATION AND DEVELOPMENT Section.

TEXT II. Answers for reference to QUESTIONS FOR DISCUSSION are provided.

LISTENING IN AND SPEAKING OUT. Tapescripts of listening materials are provided.

The second part of the TEACHER'S BOOK is KEY TO THE WORKBOOK.

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Unit One

TEXT I

Hit the Nail on the Head

Alan Warner

PRE-CLASS WORK

I. Pre-reading Questions

1. hit the nail on the head = exactly right in words or action

II. Dictionary Work

1. force (the nail) into the right place; make something unmistakably clear
2. painstaking, meticulous
3. very far away
4. widespread, common
5. British English for newspaper editorial
6. pressure, compulsion
7. be typical of; serve as the typical example of
8. prove to be contrary; refute
9. die, pass away; come to an end
10. poverty-stricken, penniless

III. Library Work

1. 1) Gustave Flaubert (1821-1880), French novelist, was associated with, though not representative of, the movement of naturalism and known as one of the greatest realists of nineteenth-century France. He devoted his life to long hours spent in heavy toil over his work. His writing is marked by exactness and accuracy of observation, extreme impersonality and objectivity of treatment, and precision and expressiveness in style, or the principle of the *mot juste*.
- 2) Mrs. Malaprop is a famous character in Sheridan's comedy *The Rivals* (1775). She is noted for her blunders in the use of words. "As headstrong as an *allegory* (alligator) on the banks of the Nile" is one of her grotesque misapplications. She also requests that no *delusions* (allusions) to the past be made. She has given us the word *malapropism* as a name for such mistakes.
2. Hindi is a literary and official language of northern India. Swahili is a Bantu

language that is a trade and governmental language over much of East Africa and in the Congo region. Bantus are people belonging to a group of tribes found in equatorial and southern Africa.

TEACHING POINTS FOR REFERENCE

1. hitting it ... squarely on the head — hitting it directly on the head
Squarely, meaning “directly”, may be used both literally and figuratively. Examples:
 The boxer hit his opponent *squarely* on the jaw.
 We must face the difficulty *squarely*.
2. an apt phrase — a very suitable phrase. An example using *apt*:
 He made an *apt* remark that broke the silence.
Apt may also mean “having a tendency to do something” or “likely”. Example:
 He is *apt* to lose patience when his question is not answered.
3. scrupulous writers — writers who are thorough, exact, and who pay careful attention to details 一丝不苟的作家
Unscrupulous 不择手段的, 肆无忌惮的, the opposite of *scrupulous*, seems to be more often used to describe people who do not care about honesty and fairness in getting what they want, or who are completely without principles.
4. that constitutes his limitation — that makes up/forms his shortcoming or inability in certain respects
Constitute, meaning “make up” or “form”, may be used in various contexts.
 Examples:
 England, Wales, Scotland, and Northern Ireland *constitute* the United Kingdom.
 Twelve months *constitute* a year.
5. your conception of the man is ... sharper — your idea of the man is ... more distinct
Sharp, as an adjective, has various meanings in various collocations, e. g., a *sharp* (thin-edged) knife, *sharp* (keen) eyes, a *sharp* (shrill) voice, *sharp* (harsh) words, a *sharp* (severe) pain, among many others.
6. human and humane
human — relating or characteristic of humankind or people
humane — having or showing compassion or benevolence. *Humane* is an earlier form of *human*. The two words are of the same origin.
7. rife — widespread, common. *Rife* is an adjective used with something negative.
 Examples:
 Crime and violence were *rife* in this city before liberation.
 Diseases used to be *rife* in that county.
8. singularity of mind 思想奇特
 singleness of mind 思想专一, 专心致志
9. imprisoned 限制, 束缚 contained 包含

summed up 总结

epitomized 概括

distilled 提炼

distill the essence of... 提取……的精华

10. to be alive to these differences — to be aware of/to know fully well these differences.

Examples showing the use of *be alive to*:

One *may be alive to* what is happening around him/*to* the risks involved in a task.

11. He expired in indigent circumstances — This is a very awkward sentence. Advise the students not to imitate it.

Expire is often used to mean “reach the end of the period of time for which something is valid.” A trade agreement, a guarantee, a passport, etc., may all *expire* on a certain date. *Expire* meaning “die” is a very formal use.

12. march — walk with firm regular steps like a soldier 齐步前进, 行军

pace — walk with slow, steady steps, especially backwards and forwards 踱方步

patrol — go at regular times round an area, building, etc. 巡逻

stalk — walk stiffly, proudly, or with long steps 高视阔步地走

stride — walk with long steps or cross with one long step 大踏步地走

tread (on) — step on 踩, 践踏

tramp — walk (through or over) with firm heavy steps 用沉重的脚步走

step out — (U.S.) go outside or go somewhere (美口)暂时走开

prance — move quickly, happily, or proudly with a springing step 欢跃地走

strut — walk proudly or stiffly, especially with the chest pushed forward and trying to

look important 趾高气扬地走

prowl — move about an area quietly, trying not to be seen or heard 徘徊, 潜行

plod — walk slowly along (trudge) 沉重缓慢地走

stroll — walk a short distance, slowly or lazily, especially for pleasure 散步, 闲逛

shuffle — walk by dragging one's feet slowly along 拖着脚走

stagger — walk or move unsteadily and with great difficulty, almost falling 蹒跚

sidle — move uncertainly or secretively, as if really to turn and go the other way 侧身而行

trudge — walk with heavy steps, slowly and with effort (plod) 步履艰难地走

toddle — walk with short, unsteady steps, as a small child does 蹒跚行走

ramble — go on a walk for enjoyment 漫步

roam — wander with not very clear purpose 漫步

saunter — walk in an unhurried way, and especially in a confident manner (lounge) 闲逛

meander — wander in a slow easy way 漫步, 散步

lounge — move in a leisurely, indolent manner (saunter) 闲荡

loiter — move slowly or keep stopping when one should be going forward 走走停停

creep — move slowly, quietly, and carefully so as not to attract attention 蹑手蹑脚地走

13. take courage — feel hopeful and confident about something. Example:

It is a challenging job; but *take courage* and work hard at it, and you'll be rewarded.

COMPREHENSION

I . B

II . 1. C 2. C 3. C 4. A

ORGANIZATION AND DEVELOPMENT

At the very beginning of the article Warner makes an analogy between the hammering of nails and the use of language to express oneself. A man with a poor command of a language, never so sure what words to use to express himself, is just like a man clumsy with a hammer, unsuccessful in his effort to strike a nail right into a box. But a man with a good command of a language, just like a skillful carpenter who easily drives home the nail with a few firm, deft blows, will drive home his point firmly and exactly with the right words and expressions.

1. Para. 9 "Prof. Raleigh... but also our reading."
2. Paras. 4 - 7 "Some English words... from other men."
3. Paras. 2 - 3 "The French have... your conception of the man is clearer and sharper."
4. Para. 8 "Without being a malapropism... his own meaning exactly."
5. Para. 10 "English offers a... loitering or creeping."

TEXT II

The Maker's Eye: Revising Your Own Manuscripts

Donald M. Murray

Answers for Reference

1. The completion of the first draft is regarded as the end of the job by an amateur writer but as the beginning by a professional.
Writers must learn to be fastidious and exacting, i. e. , severely critical with their own writing.
2. Information, meaning, audience, form, structure, development, dimension, voice.
Refer to paras. 13 - 20.
3. Line-by-line editing. Study individually all the clauses, phrases, words, and even the punctuation marks.
4. Our ears are very good judges of language, being sensitive to the flow of words. He

thinks that what is right should sound right, and what sounds right should be right.

LISTENING IN AND SPEAKING OUT

Tapescript

Efficient and Effective Listening

Listening and hearing are very different things! Most people can hear quite well. This cannot be said of listening. Even when really trying to listen, such as in a college class, most people “hear” only about half of what is being said. After a few hours, only one-fourth of what was heard can be recalled with any precision. That’s only 25 percent of what a person with the capacity for total recall could have remembered.

But the capacity for total recall is something that most persons do not have, need, or particularly want. All you need is a set of efficient listening techniques that will increase your listening understanding and increase your short-term and long-term recall. With training and practice, your effectiveness as a listener can be significantly improved, whether you are listening as a member of a large audience, in a small group, or in a conversation with just one other person.

Efficient and effective listening is very important for all of us. We spend more of our time listening than we do in any other communication activity. Actually, it is probably more accurate to say that we spend more of our time hearing, because at least half of what we hear may be considered unimportant, inaccurate, or useless. The problem is that most people listen to hear the other 50 percent — the half that is important, correct, and valuable.

No one could count the tales of trouble that have as their central point “I thought you said. . .” No one could say that the jobs are ruined, the classes failed, the battles lost, the hearts broken, the money wasted, the lives damaged, just because the listening skills are poor! Eyes that are not seeing and ears that are not hearing are the rule rather than the exception — if we take seeing and hearing to be mental and emotional, as well as purely physical, experiences.

There is a kind of common notion that talking is a more active form of behavior than listening, as more of the self is engaged. Probably this error arises from the fact that our lips move when we talk, but our ears do not when we listen. So far as the active involvement of the brain is concerned, however, the two processes of talking and listening — should be equal parts of one experience.

Real listening is a very active business. Rightly understood, our power to listen is the power not to be limited by our own experience but to learn more about life than we can ever have a direct, personal chance to learn.

We are all partial, narrow, biased, walled around by our own memories and habits. We cannot help being so. For very few of what can happen to human beings ever happen

to any one of us. And since it is what happens to ourselves that we feel most vividly, we easily think of our partial experience as typical experience. Listening — listening with the mind and heart, as well as with the ears — is the best means we have of supplementing our narrow experience with the wider experience of humankind.

But to listen in this fashion we have to lend ourselves fully to the speaker. Hearing his words, we have also to feel the person who speaks them: the person for whom they represent experience and value. The art of listening, then, is the art of imaginatively moving ourselves over into the speaker's mind, the art of locating his few spoken words in the context of all his memories and hopes, beliefs, and doubts. If we form the habit of thus actively listening when others talk, we will be continually broadening and deepening our knowledge of what it feels like to be human, what it feels like even in situations utterly different from our own.

From: J. M. Bennett, pp. 46 – 47, 51 – 52.

Unit Two

TEXT I

Beware the Dirty Seas

Geoffrey Lean

PRE-CLASS WORK

I. Pre-reading Questions

2. The Huangpu River is quite seriously polluted. To prevent further contamination of the river and to ensure that Shanghai residents can drink nontoxic water, the Shanghai Municipal Government has promulgated regulations for the protection of the waters in and around Shanghai and of the source of drinking water in the upper reaches of the Huangpu River.

II. Dictionary Work

1. (v.) to pour as if from a sluice(水闸), i.e., a man-made passage for water fitted with a gate for stopping and regulating the flow; (n.) a channel controlling water flow
2. further the development of; care for
3. develop gradually (by a long continuous process)
4. (of a disease) found regularly in a particular place
5. repetition. The literal meaning of "litany" is "a prayer consisting of a series of invocations and supplications by the leader with responses by the congregation".
6. pour; flood with water to clean out
7. exist unseen
8. liquid wastes, such as chemicals or sewage that flows out from a factory or some other places into a river or the sea
9. very small forms of plant and animal life that live in a body of water 浮游生物
10. unpleasant sticky substance, such as the thick sticky liquid on the skin of various fish

III. Library Work

1. Water pollution is a major element of twentieth-century environmental pollution. It includes the accumulation in oceans, lakes, rivers, and streams of physical, chemical, and biological substances that are either directly harmful to life or that

have dangerous or harmful secondary and long-range effects. The principal sources of water pollution are sewage, industrial waste, garbage and refuse, and agricultural fertilizers, pesticides, and weed killers. The two chief reasons for the contamination and exacerbation of the problem are industrialization and urbanization. Industrial wastes include dissolved minerals, toxic chemicals, and sediments. Modern industrial processes have polluted water with certain metals, such as lead and mercury, while agricultural practices do so with a variety of pesticides.

2. Treatment and control of wastes of all kinds is the only answer to water pollution problems. Pollution can be controlled by building sewer systems, sewage treatment plants, and installations to keep fertilizers and insecticides from entering the water.

TEACHING POINTS FOR REFERENCE

1. beware — be very careful of.

Beware is used with no change of form, in giving warnings. It is generally used in the imperative. Examples:

Beware (of) the fake products that flood the market.

Beware how you handle the delicate situation.

We have to *beware* that no one backs out at the last minute.

2. ... sluices its sewage, untreated, into the sea — let out into the sea the waste materials which have not been treated and not made safe as if through a sluice(水闸), which is a passage for water

3. nurture — promote the development of something by providing favourable conditions
哺育, 培育

Nurture meaning “care for or protect” is often used with children or plant, e. g., *nurture* a child, *nurture* plants in a greenhouse.

We may also *nurture* a plan, some ideas, a project, etc., meaning “take action to encourage the development of a plan, etc.”

4. to fall victim to the abilities and attitudes... — to suffer from man's misuse of his abilities (or man's abilities to destroy) and his attitude of indifference towards environmental protection. Refer to the second sentence in para. 2.

fall victim — suffer from. Examples: *fall victim to* a disease/an explosion/one's own avarice.

5. the life of the sea — referring to the marine life such as various kinds of fish, dolphins, seals, whales, and other sea creatures, such as jelly fish, starfish, sponge, coral, seaweeds, etc.

6. the mournful litany of disease — the deplorable/appalling/dreadful repetitive occurrences of diseases...

The literal meaning of *litany* is “a form of prayer for use in church services, recited

by a priest with responses from the congregation, i. e., people attending a church service 应答祈祷”。Here, *litany* is used in its transferred meaning, referring to the frequent outbreaks of disease.

7. rare indeed are the places like Cannes and Tel Aviv which. . . — This sentence is in the inverted order not only to produce an emphatic effect but also to avoid an awkward structure as the attributive clause introduced by *which* is quite long.
8. half a mile off shore — in the sea which is half a mile from the shore
9. shallows — a shallow area in a body of water
10. are awash with bacteria — have a large amount of bacteria
Awash in its literal sense means “be covered in water,” e. g.,
 After a heavy rain, the streets were *awash*.
Awash with is used figuratively, meaning “having a large amount of something,” as used in this sentence.
 The singular form of *bacteria* is *bacterium*.
11. a one in seven chance of. . . — the possibility of getting some sort of disease once out of seven visits to the Mediterranean
Chance in this context means “the possibility or degree of likelihood that something will happen.” Example:
 Dan has a *fifty-fifty chance* of passing the matriculation examination. In other words, it is equally likely that Dan will pass the examination as that he will fail.
12. bathers are at risk — bathers are in danger
risk — a danger; a possibility that something harmful or undesirable may happen.
 Examples with phrases formed with *risk*:
 Formerly, when measles was spreading, all young children were *at risk*.
 Sam fought with the bandit *at the risk of* losing his life.
 Graham invested in shares and stocks *at his own risk*.
13. An even greater danger lurks in the seductive seafood dishes — There is an even greater hidden danger in the attractive seafood dishes.
lurk — exist without being seen or known. A person may *lurk*, i. e., wait in hiding, if he intends to do something wrong without wanting to be seen.
14. prime carriers — chief carriers
prime — chief; first in position or importance. Example:
 Honesty is a matter of *prime* importance.
15. pesticides — a chemical substance used to kill pests, such as flies and mosquitoes. A more general term is *insecticide*, a chemical substance used to kill insects.
16. detergents from millions of sinks — soapless substances used for cleaning dishes, etc., drained from numerous large open containers in kitchens 无数洗涤槽排出的洗涤剂
17. virtually unable to cleanse/klenz/ itself — practically/in effect unable to make itself free from waste materials

virtually — practically, in effect, for all practical purposes. Example:

The manager being out of town, Sally is *virtually* in charge of the work.

Cleanse, meaning “clean,” is a more elevated word than *clean*. It is often used figuratively. Examples: *cleanse* one of one’s sins or wrongdoings, *cleanse* the world from evils.

18. to cope with the remorseless rush of pollution — to deal successfully with the sewage, effluents, etc., which pour into the sea threateningly and which cannot be stopped.
cope with — deal successfully with. Example:

These problems are difficult to *cope with*.

remorseless — threateningly unstoppable. Example:

He was disturbed by the *remorseless* noise of the engines all night and could not fall asleep.

Remorseless is more often used to mean “merciless, pitiless.” Example:

The man killed his opponent with *remorseless* cruelty.

19. The population... trebles every summer — The population... increases three times every summer.

Triple, a synonym of *treble*, is more often used in American English.

20. treatment plants — factories or places where pollution is treated

21. take effect — produce results intended. Examples:

The cough medicine *took effect* quickly.

The new policy is expected to *take effect* soon.

COMPREHENSION

I. B

- II. 1. T 2. F 3. T 4. T 5. F 6. T 7. F

ORGANIZATION AND DEVELOPMENT

I. Paras. 1 - 4

Introducing the topic

Thesis statement: The Mediterranean is the most polluted sea in the world.

Causes and consequences of the pollution in general.

II. Paras. 5 - 10

Improper treatment of sewage by many Mediterranean countries.

Consequences: Contamination of sea water and fish

Greater likelihood of disease

III. Paras. 11 - 13

Second main cause — industries

Untreated water emitted from factories along the coast and from factories located far inland

IV. Paras. 14 - 15

Other causes of pollution

Pesticides, detergents, fertilizers, oil, etc.

V. Paras. 16 - 20

Factors that lead to the severity of the case:

narrow and shallow outlet of the Strait of Gibraltar

weak coastal currents and feeble tides

long-standing practice of dumping wastes into the sea

multiplication of population and increasing number of tourists

VI. Paras. 21 - 22

Conclusion

Efforts being made to solve the problem

TEXT II**An Ugly New Footprint in the Sand**

A. B. C. Whipple

Answers for Reference

1. The strange footprint is a symbol of environmental pollution; and the author's attitude to this new intrusion — one of the strong dislikes — is made clear by the word "ugly".
2. The need to fuel the technology which mankind has developed to enable it to survive on this planet. Concrete examples are given notably in paras. 2, 9, 10, and 11.
3. As man is not so well adapted to his living environment as, say, a bird, he has to resort to artificial aids, which have eventually given rise to pollution.
4. Environmental pollution here has just begun; it is not very serious yet.
This is contradicted by the sentence in para. 11 — The lesson of our fouled beach is that we may not even have realized how late it is already.
The author's message is "Don't you think that it will be some time before pollution gets really serious here; when the beach is found to be fouled, it is already too late to keep pollution away from the island."
5. No. He is concerned about pollution of mankind's environment in general.

LISTENING IN AND SPEAKING OUT**Tapescript****Efficient and Effective Speaking**

The power to speak convincingly, to persuade other persons to your point of view, is