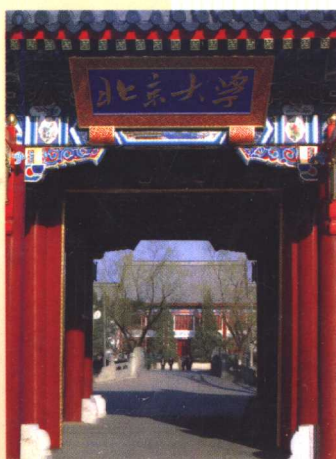


研 ★ 究 ★ 生 ★ 英 ★ 语 ★ 系 ★ 列

新世纪  
研究生英语 (上、下)  
教学参考手册

Instructor's Resource Manual for  
New Century Graduate English (1) and (2)

马 袁 编著



北京大学出版社





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## Preface

The first edition of this instructor's resource manual is prepared to provide helpful advice for both experienced and novice teachers in their teaching the textbooks, *New Century Graduate English (1)* and *(2)* published in 1999 and 2000.

*New Century Graduate English (1)* and *(2)* contain twenty units with forty readings, most of which are selected from contemporary American English texts with a challenging vocabulary and a close touch upon current issues of subject matter and modern life styles. Teachers and students often find it difficult to handle the reading material, particularly at the turning point of rejecting the traditional grammar learning strategy and slow reading method on the obsolete texts. However, a language separated from current life and culture is a dead one. The manual is designed to help the students with their reading and adjusting to the new pedagogy of the textbooks that gives priority to the understanding of the main idea of text rather than language forms.

The manual provides advice on the forty readings, two from each unit in the textbooks. In each unit, the instructional advice of the manual breaks into three parts, 1. The Idea, 2. The Language and 3. The Teaching. The first part further splits into (1) The thesis of the text and (2) The structure of the text. The purpose of this part is to help locate the main idea of the text and the points of argument presented by the author through the sections of discussion.

The second part contains (1) Expressions to note and (2) Translations. The former explains those difficult expressions and sentence structures and offers the background information to specific terms. The latter presents the Chinese version on the selected passages from the reading. The third part gives the teaching advice on the conducting of classroom discussion and completing the out-of-class assignments with a view to the improvement of the students' writing skills.

Before the publication of the textbooks, many of the readings had been used in the teaching for the graduate students at Beida in the 1998 and 1999 academic years. Critical points and suggestions were made concerning the adjustment to the new teaching strategy and the difficulty in teaching the students with uneven English competence. We welcome your criticism and suggestion and will revise the textbooks and manual in their new editions in the future.

The art of teaching improves with the initiative of the teacher. You cannot stick to one manual or one method for long. Your success depends on your critical and creative views in using this book.

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# *New Century Graduate English (1)*

## **Unit 1**

### **Mother Tongue**

Amy Tan

#### **Part 1: Mother Tongue**

##### 1. The Idea:

(1) The thesis of the text: Though I grew up with my mother's broken English in a Chinese immigrant family background that limited my experiences of using the non-mother tongue, I choose English writing as my career, because I enjoy writing nonfiction to express my thoughts and my mother's passion.

##### (2) The structure of the text:

Amy Tan's essay is about the American-Chinese experience of struggling with the use of language in life. So it poses less difficulties of comprehension than essays on foreign cultures. Tan's essay does not express its thesis explicitly. Instead she uses the open-form prose style to convey her major idea through the writing. The essay is one of description that presents a biographical view of her growing up in the environment of Chinese language, her "mother tongue".

However, there are some key sentences in the essay that touch

upon the main idea, which may call for your particular attention in teaching this text. The following are some examples:

- a. But to me my mother's English is perfectly clear, perfectly natural. It's my mother tongue. Her language, as I hear it, is vivid, direct, full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world. (Paragraph 7)
- b. But I do think that the language spoken in the family, especially in immigrant families which are more insular, plays a large role in shaping the language of the child. ( Paragraph 15)
- c. Fortunately, I happen to be rebellious in nature and enjoy the challenge of disproving assumptions made about me. I became an English major my first year in college, after being enrolled as premed. (Paragraph 19)
- d. I wanted to capture what language ability tests can never reveal; her intent, her passion, her imagery, the rhythms of her speech and the nature of her thoughts. (Paragraph 21)

In terms of the structure of the text, the essay breaks into five sections.

Section 1: Paragraphs 1-2 serve as introduction to bring up the topic the author is going to deal with in the essay.

Section 2: Paragraphs 3-7 describes the author's experience of living in her Chinese language background and getting familiar with the broken language her mother uses.

Section 3: Paragraphs 8-14 describe some events of past, in which the mother's limited English caused problems and embarrassment



Section 4: Paragraphs 15-17 express the author's view that her mother tongue has slowed down her learning of English, therefore limiting her possibilities of pursuing a career in English.

Section 5: Paragraphs 18-22 can be considered as a conclusion that describes the author's decision of taking English writing as a profession and her enjoyment in writing about her life and family.

## 2. The Language:

This essay is highly colloquial. The strength of it is its use of some American English phrases, such as "a judgment call" and "block out", and introduction to daily experiences of American life, which are important to the learning of American English on the part of the Chinese student. Its weakness is its frequent use of some of informal phrases, such as "Englishes", and some loose sentence structures that the Chinese beginner of English should try to avoid using.

### • (1) Expressions to note:

- a. "I spend a great deal of my time thinking about the power of language": "To spend time doing something" is a very useful sentence structure. For example, "I spent two hours editing her paper." In comparison, one can say, "It took me two hours to edit her paper." The second sentence is more colloquial.
- b. "And I use them all—all the Englishes I grew up with": Amy Tan uses "to grow up with" a few times in the essay. It is a highly frequently used phrase. The conjunction, "and", should not be placed at the beginning of a sentence in formal

writing as it appears in Paragraph 2. But there is a tendency of beginning a sentence with it recently.

- c. "The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*": "Talk" usually means speech, or address. But it is now used in formal writing with increasing tendency.
- d. "That was the language that helped shape the way I saw things, expressed things, made sense of the world": "To shape" is a very useful verb that the Chinese student should learn, such as "to shape my prejudice", "to shape the country's economic structure".
- e. "I think my mother's English almost had an effect on limiting my possibilities in life as well": "To limit" is a very useful verb that Tan uses frequently, such as "My mother's 'limited' English limited my perception of her"(Paragraph 9). Substitutions for this word include "control", "hinder", "restrict".
- f. "Whereas, for me at least, the answers on English tests were always a judgment call, a matter of opinion and personal experience": "A judgment call" means the judgment has to be used on this issue.
- g. "And all the other pairs of words—red, bus, stoplight, boring—just threw up a mass of confusing images, making it impossible for me to sort out something as... 'a chill precedes a fever'": "To throw up" is a colloquial phrase that Amy Tan uses to mean "to give" or "to present".
- h. Grade school: elementary school which usually contains the first five years of the child's education. A third-year student is usually called a third grader.

- i. “I became an English major my first year in college” (Paragraph 19): It is colloquial to omit “in” before “my first year college”. Other examples are “I joined the soccer team the first semester of my sophomore year.”
- j. “I started writing nonfiction”: It is colloquial usage. Usually the sentence should be “I started writing works of nonfiction.”
- k. lo: an interjection used to attract attention or show surprise. Sometimes the word “look” is used instead.
- l. to budge: to yield.

(2) Translations:

a. Paragraph 10:

我妈妈早就充分认识到她的英语的缺陷。当我刚 15 岁时,她就叫我装作她给人打电话。有时她让我打听消息,有时有人对她无理,她就让我打电话抱怨,或者与人争吵。有一次她让我给她在纽约的股票经纪人打电话。她刚刚决定抛售股票并取出现金。正巧下周我们就要第一次离开加州到纽约去。我就得拿起电话,用十几岁孩子的声音,虽然不能装得很像,说:“我是谭太太。”

b. Paragraphs 14 and 15:

我们 5 天前使用相同的方法,不过情况绝不像上一次有意思了。一个月前一次做的 CAT 显示了我妈妈有一个良性脑瘤。她又去医院了解结果。她说她讲的是非常好的英语,是她所能讲的最好的英语,没有错误。可是她说医院丢失了她的 CAT 光片,而且他们还不道歉,结果使得她白去了一趟。她说她告诉他们她的丈夫和儿子都死于脑瘤,她非常担心自己,而医院方面似乎一点也不同情。她说到下次再去以前他们不会告诉她任何情况。她说为这事她还得再去医院一次。所以她说她不会离去,直到他们给她女儿打电话。她坚持不

退让。当医生最后给她女儿打了电话,也就是我,我讲的是标准英语——看看——我们得到了他们将找到 CAT 的保证,并许诺下个星期将举行一次会诊。他们还为医院的严重错误给我妈妈造成的痛苦表示道歉。

我想我妈妈的英语也影响到我的生活。社会学家和语言学家会告诉你,同龄人之间的交往主要影响人的语言能力。但是我认为家庭语言,特别是移民家庭中使用的语言更能限制语言的发展,对孩子的语言发展起着重要的作用。我相信我家庭的语言影响了我的历次能力考试、智商测验和中学能力测验。和数学比较,我的英语虽然不算坏,可英语不能算我的强项。上小学的时候,我的英语勉强过得去,我常常在考试中得 B,有时得 B+,超过 60% 或 70% 整体学生的成绩。可是那些成绩并不能改变人们对我的认识,即我的强项在数学和理工科,因为在那些科目的考试中,我总得 A,排在 90% 整体学生的成绩以上。

### 3. The Teaching:

#### (1) The first hour of class:

Since this essay is not difficult, you can spend more time in classroom discussion. You don't need to explain the text sentence by sentence. Instead you can focus on some difficult paragraphs and sentences. Paragraphs 5 and 6 are about the life of Tan's mother, who speaks in ungrammatical English about the Shanghai gangster Du Yuesheng. Explain to the students that they just need to figure out the meaning of the story but don't learn and use this kind of English. Paragraphs 16 and 17 may cause some problems of understanding, since they involve some incomplete sentences as the sample question in an English test. You can focus on Useful Express-

sions given in the textbook. You can also let the students break the text into a few sections according to the ideas that the author presents. Then you give your division of the sections. Ask the students to discuss the main idea of each section.

(2) The second hour of class:

Lead the students in doing the exercises in the textbook, focusing on "5. Translate the following sentences into English" and "6. Find the context in the text" and "7. Write a few sentences to express the main idea of each of the following sections from the text". You can ask the students to make up sentences of their own using the useful expressions given in the textbook. You can also ask the students to write a summary of the text. Again don't forget to tell the students this text is highly colloquial and they should learn to distinguish the formal phrases from the informal ones in reading and writing.

## **Part 2: They Call Him a Miracle Worker**

### **1. The Idea:**

(1) The thesis of the text:

Version 1 (Paragraph 1): By giving in to a violent temper and peer pressure, Carson started down a path of danger and failure. But a belief in the power of the individual turned his life around. Carson's story appears to be a miracle, but its real message may be that we can all make our lives "miraculous".

Version 2: It is inconceivable that Benjamin Carson grew up as a violent black teenager but later became an internationally known pediatrician. His "miraculous" achievement shows we can all be suc-

cessful in life and career with faith and will.

(2) The structure of the text:

This story is descriptive about a black young man's life experience. As presented above, the thesis is introduced early in the first paragraph. The author recaps it in simple terms in the last paragraph by stating, "If the teenagers of America need a role model—and all teenagers do—they could hardly do better than Dr. Benjamin Carson."

There are other sentences in the text that also touch on the main idea of Carson's story. For example, Paragraph 9 says, "Carson got over his hurdles with a combination of decency, compassion, courage, and brains. He is himself something of a medical marvel; he may be the only great surgeon without an ego to match. He makes no secret of his belief that God has given him his talent—even though he knows his religious faith makes him an anomaly in a hospital setting." In Paragraph 13, the author expresses the main idea by quoting Carson, "I tell them to take responsibility for their lives. I tell them that education gives them independence and an ability to control their own lives."

This writing can be divided into four sections,

Section 1: Paragraph 1 gives the introduction that presents the thesis and leads the reader to the topic.

Section 2: Paragraphs 2-9 (starting with "The TV..." and ending with "... about telling people.") describe Carson's early years in school, which he went through with adolescent problems and decisions to lead a new life.

Section 3: Paragraph 10-13 (starting with "The simplicity of..." and ending with "... to our young people.") tell

about Carson's admirable family life and medical achievements.

Section 4: The last paragraph serves as the conclusion.

## 2. The Language:

This writing is formal, journalistic and biographical. It uses common phrases and standard usages to express ideas. The vocabulary is not large though the topic is related to the technical field at times.

### (1) Expressions to note:

- a. "Do you feel that your life is limited by circumstances beyond your control?": As Amy Tan, the author of this story also uses the verb, "limit", in the same sense. So the students should learn to master this word in their writing.
- b. "By giving in to a violent temper and peer pressure, Carson started down a path of danger and failure": "Give in" is highly frequently used in American English. For example, "She gave in to her son's nagging request for the expensive electronic toy." Another usage in this sentence is the preposition "down". For example, "After the initial difficulty, our experiment ran satisfactorily down the road to completion."
- c. "Then, last year, he was part of a team that separated Siamese twins, ...": The author uses "part of" in another place in the writing, "I wanted to be part of the crowd." This useful phrase should be called to the student's attention. An alternative may be "a member of".
- d. "... he was a poor black teenager in inner-city Detroit who nearly threw his life away": He nearly ruined his life. Learn

to use the verbal phrase “to throw away”.

- e. “When I perceive that people had infringed upon my rights, I took pains to be sure that they suffered as a result”: To infringe upon means to trespass upon. For example, “an increased workload that infringed on his personal life.” To take pain means to take or pay efforts to do or in doing something.
- f. “Whatever was available—rock, hammer, bottle, knife—I would go after them with”: Whatever was available, I would use them. To go after means to go in that direction. For example, “He was lost not knowing which candidate he would go after in the election.”
- g. “It struck me then that if he hadn’t had that belt buckle on, I would be on my way to a hospital, or dead”: To strike someone is idiomatic, meaning to impress someone. You can say, “It strike me that you have changed a lot since I saw you five years ago.” “On one’s way” gets back to the phrase discussed in b. You can replace “on” with “down” to mean the same idea.
- h. “His mother worked at two and sometimes three jobs to keep the family together”: “To keep the family together” means to make the family survive. You can say, “We have worked hard to keep our company together during the economic crisis.”
- i. “But my mother just put an end to those kinds of thoughts quickly...”: The smart use of “to put an end” here deserves attention.
- j. “They were into all kinds of alcohol and drugs”: They chose to use alcohol and drugs. Another example for “to go into” is “He went into business after teaching for fifteen years.”



- k. “Carson says that his mother worked on him constantly, trying to convince him that he was headed nowhere fast”: Pay attention to “work on” which means here to talk to.
- l. “There, he discovered that the science courses were tougher than anything his high school had prepared him for”: The word “tough” is often used to mean “difficult”.
- m. “He almost flunk’d”: You can also say, “He almost flunked the course”, meaning “He almost failed in the course.”
- n. “I just have never, under any circumstances, thought of giving up on anything I do”: “I give up my project” means “I don’t want to do my project,” while “I give up on my project” means “I have lost confidence in continuing with my project.” Sometimes the two verbal phrases can be used interchangeably.
- o. “He took up his current job two years ago”: He started doing his current job two years ago.
- p. “Carson got over his hurdles with a combination of decency, compassion, courage, and brains”: To get over means to overcome. For example, “He got over many difficulties to graduate from college.”
- q. “He married his college sweetheart...”: He married his college classmate or schoolmate.
- r. “Instead, he stays in academic medicine and looks for new challenges to keep his facile mind engaged”: The word “stay” is very useful. For example, “He stayed last night in town with one of his former friends,” and “He stayed in the military for twenty years.”
- s. “I never have the feeling He’s going to let me get into some-