



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

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副主编 梅德明

英语专业用 预  
(修订版) 备  
(REVISED EDITION) 级

教师用书  
TEACHER'S BOOK



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## TO THE TEACHER

The conception and production of *A New English Course*, Preparatory Level, 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 mim-mem and pattern drill practice in order to achieve spontaneity and flexibility in language manipulation. However, it is harmful to do mim-mem and pattern drills without thinking, for that will only lead to meaningless parroting. So due attention is given to the contextualization of the language materials for structural drills, which, when properly done, will result in meaningful and useful practice.

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 should give the students a timely summary of language points for each unit in the classroom.

Properly devised situations will aid the students to communicate readily when occasion arises. In this coursebook, we have designed situations relevant to the Chinese students' needs. We have not neglected the importance of teaching language functions. Though we have not presented language functions as such, we have listed some expressions and conversational formulas which demonstrate the active use of the living language. 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.

To be specific, we treat the language materials in this way:

1. Language structures are presented in simple contexts to drill the students until they can manipulate the given structures with a certain degree of skill.
2. The same language structures are presented for a second time in situational dialogues, so that the students learn how various language structures can be used in various situations.

3. New realistic situations are given to the students for them to use the language structures they have familiarized themselves with.

4. Life-like situations are given to the students for them to interact in English more freely. As this coursebook is intended for the use of the post-elementary and pre-intermediate students, many interaction activities are deliberately controlled, to prepare the students for free interaction at a later stage.

In addition to the oral activities, materials for reading comprehension are provided in the Student's Book (SB), those for listening comprehension are given in the Teacher's Book (TB), and written exercises are supplied in the Workbook (WB).

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*, Preparatory Level, TEACHER'S BOOK consists of:

**MAIN TEACHING POINTS.** This section corresponds to the BASIC STRUCTURES section in SB, but are given in grammatical terms.

**INTRODUCTION.** This section helps the teacher to present the language points to the students in various ways.

Suggestions are made for the teacher to elicit from the students responses that answer the needs of each unit. The responses are to be made mainly in chorus to allow for as much student speaking time as possible.

**DRILLS.** This section corresponds to the same section in SB.

A few explanations concerning this section may be useful to the teacher.

1. Cues for drills are given in tables of various forms. The teacher must see to it that the various items in different columns are combined meaningfully and sensibly.

To save space, the given cues are limited in number. The teacher is advised to increase cues for every unit.

2. The dialogues under each set of cues are examples demonstrating the use of the basic structural patterns. The students must first of all familiarize themselves with the given examples and cues. Then they are required to do substitution drills by using the cues. They ought to be warned against looking at the cues while saying the dialogues, but be encouraged to do the drills by speaking naturally. This is an indispensable step. It is imperative that substitution drills are properly done in every lesson. Examples to show how substitution drills may be done are given in Unit One of this book.

3. After the substitution drills have been done, the teacher may give the students various situations to help them to make more dialogues by using the given cues but not following the same dialogue patterns. Examples to this effect are given in this book.

4. As a final step in the drills, extra cues can be given to the students so that they may have still more structural practice.

**LANGUAGE IN CONTEXT (LIC).** This section corresponds to the same section in SB.

1. It is suggested that the procedure of teaching the dialogues in this section should be as follows:

1) Have the students listen to the tape recording of each dialogue twice all the way through with their books shut.

2) Ask the students questions or have the students ask each other questions about each of the dialogues.

3) Ask the students to give a short account of the content of the dialogue.

4) Play the recording once or twice more and ask the students to follow it by reading from their books silently.

5) Ask the students to read their dialogues aloud from the book in pairs. Call their attention to the importance of correct pronunciation and intonation.

6) Have the students do pair work by following the pattern of the dialogues in SB according to the extra cues given in TB.

2. The procedure for the teaching of the prose passages is the same as that for the dialogues except for the last step. Here the students are to pair up and to make dialogues out of the contents of the passages.

3. Sample questions on the dialogues are given in full in Unit One.

4. Sample passages based on the dialogue are given in full in Unit One.

5. Extra cues for pair work are given in every unit. It will be profitable to the students if the teacher can devise more cues for pair work.

6. Sample dialogues based on the prose passages or questions on the passages are provided. Dialogues to be made out of any passages should not be limited to one version only.

7. Whether or not the students should have pre-class preparation for this section can be decided by the teacher.

**GUIDED TALK.** This section corresponds to the same section in SB.

This section provides more complicated cues and a considerable number of words, phrases and sentences or sentence frames, for the students to use. A few exercises in this section are actually an expanded form of substitution. For most of the exercises, however, only the beginning of a dialogue or a passage is given, so the students can exercise more freedom in expressing themselves. Some example dialogues and passages are provided in TB for the teacher's reference, but we strongly recommend that the teacher should take the initiative in directing the students in any way that he thinks fit.

**INTERACTION ACTIVITIES.** This section corresponds to those in SB.

At this stage, the students 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.

**LISTENING COMPREHENSION** materials and questions.

1. Passages for listening, whether in dialogue form or in prose form, are recorded on 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, questions on the contents, 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 the oral exercises will follow 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.

READING COMPREHENSION questions.

Exercises for the READING COMPREHENSION materials are also of two kinds, both of which are similar to those for LISTENING COMPREHENSION. The teaching procedure is also the same as that for LISTENING COMPREHENSION.

The teacher must see to it that the students do not read the comprehension materials before class and that a time limit is set for class reading.

A Sample Test is given at the end of TB. The students are expected to pass the test after completing the Preparatory Level.

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# Unit 1

## MAIN TEACHING POINT

Verb *be* in the simple present tense

## INTRODUCTION

### Suggestions:

Introduce the verb *be* in the simple present tense by way of introducing yourself to the students and asking the students to introduce themselves to each other.

#### 1. Introduce yourself:

“Good morning, everyone. This is our first English lesson and I’m your teacher. My name is \_\_\_\_\_.”

#### 2. Give each student a card and ask him / her to write on it his / her name and where he / she is from. Then speak to a student after looking at his card: “You’re \_\_\_\_\_, aren’t you? / What’s your name?” “Where are you from?”

#### 3. Introduce the student you’ve talked with to the rest of the class. “This is \_\_\_\_\_. He’s / she’s from \_\_\_\_\_.”

#### 4. Let the students introduce themselves to each other and / or ask about each other’s names and home towns. “I’m / My name’s \_\_\_\_\_. I’m from \_\_\_\_\_. ” “What’s your name? Where are you from?”

## DRILLS

### I . Description of the drills

#### Drill I

**Example 1:** verb *be* in the first and second persons, singular number

The two speakers, both of them students, are introducing themselves to each other.

**Examples 2 – 3:** verb *be* in the third person, singular number

The two speakers, both of them students, are talking about a third or / and a fourth person.

#### Drill II

**Example 1:** verb *be* in the first and second persons, plural number

The two speakers are introducing themselves and their friends to each other.

**Examples 2 – 3:** verb *be* in the third person, plural number

The two speakers are talking about some other people.

### II . Suggestions for the presentation of the drills

**Drill I**

In this drill, the students are required to have a lot of practice on verb *be* in the simple present tense in all persons. Special attention should be paid to the correct use of *he* and *she* in relation to their antecedents, as Chinese students often misuse these two pronouns due to lack of practice.

Practice for this purpose may be conducted in various ways, e.g. ,

1. **T:** Who is Wang Guohao / Chen Ping?

**S:** He's / She's a student.

2. **T:** Is Jenny a teacher?

**S:** No, she isn't.

3. **T:** George / Mary is a doctor, isn't he / she?

**S:** No, he / she isn't.

**A. Do substitution drills according to the pattern of the examples by making full use of the given cues, e.g. ,**

**Example 1**

**Smith:** Hello. I'm Jenny Smith. I'm a new student. Are you a new student, too?

**Wang:** Yes, I am. My name's Wang Guohao. Where are you from?

**Smith:** I'm from New York. What about you?

**Wang:** I'm from Beijing.

**Example 2**

**Wang:** Hi, Chen. Is that Mr. Coe?

**Chen:** Yes, it is. He's a teacher from Australia.

**Wang:** Mrs. Blake is from Australia, too, isn't she?

**Chen:** No, she isn't. She's from England.

**Example 3**

**Blake:** Who's that young man over there, Pan?

**Pan:** Oh, that's George Coe. He's a teacher.

**Blake:** Is he English?

**Pan:** No, he's Australian. He's from Sydney.

**B. Give situations that are based on the given cues for further drills, e.g. ,**

1. George Coe meets Mary Blake for the first time. They introduce themselves to each other.

2. Chen Ping asks Wang Guohao about Jenny Smith.

**C. Give extra cues for the students to form freer dialogues, e.g. ,**

Wang Hua is a new student in the English Department. Janet Blake is a new student in the Chinese Department. They introduce themselves to each other.

**Sample dialogue:**

**Blake:** Hello. I'm Janet Blake. I'm a new student in the Chinese Department.

**Wang:** Hello, Janet. I'm a new student in the English Department. My name's Wang Hua.

**Blake:** Glad to meet you.

## **Drill II**

### **A. Substitution drills**

#### **Example 1**

**Mills:** Hello. I'm David Mills. And this is Mary Blake. We are both teachers. Are both of you teachers, too?

**Macy:** Yes, we are. I'm Diana Macy and he's George Coe. George's from Sydney and I'm from Wellington. Where do you come from?

**Mills:** Both Mary and I are British, but Mary's from London and I'm from Edinburgh.

#### **Example 2**

**Blake:** Are those young women students?

**White:** Yes, they are. They're Mary Brown, Rose Davis and Jenny Smith.

**Blake:** Are they all Australian?

**White:** No. Two of them are Australian, but Jenny Smith's American.

#### **Example 3**

**Brown:** Who are these people?

**Black:** They're students and teachers.

**Brown:** Where are they from?

**Black:** They're all from Britain. The two older men are teachers and the young man is a student.

### **B. Situations based on the given cues for further drills, e.g. ,**

1. David Mills asks Bill Post about the five foreign students.

#### **Sample dialogue:**

**Mills:** Those young people are all students, aren't they?

**Post:** Yes, that's right.

**Mills:** Are all of them American?

**Post:** No. Only one of them is American. Her name's Jenny Smith. Two of them are Australian. They're Mary Brown and Rose Davis. John Black is British and Paul White is Canadian.

2. Chen Ying asks Wang Ming about some foreign teachers and students.

#### **Sample dialogue:**

**Chen:** Who are those people over there?

**Wang:** They are teachers and students.

**Chen:** Where are they from?

**Wang:** Those two young ladies are Australian. They're students. That tall man's Paul White. He's from Canada. He's a student, too. The other three are teachers from Britain.

### **C. Extra cues for freer dialogues, e.g. ,**

Both John Black and Chen Ping are first-year students in the university, but John is in the Chinese Department and Chen is in the English Department.



**Sample dialogue:**

**Black:** Hello. I'm John Black. I'm a student. Are you a student, too?

**Chen:** Hello, John. My name's Chen Ping. I'm a first-year student in the English Department.

**Black:** Are you? I'm a first-year student in the Chinese Department.

**Chen:** Then we're in different departments. Where are you from?

**Black:** I'm from London.

## LANGUAGE IN CONTEXT

### Language in Context I (LIC I)

Call the students' attention to the rather formal register of the dialogue, the two speakers being a teacher and a new student. Expressions such as "Excuse me. Are you...?" "I beg your pardon," "How do you do?", etc. are used.

**A. Ask the students questions on the dialogue or pair them up and have them ask and answer each other's questions on the dialogue, e.g.,**

1. Who's Lin Ying? And Who's Pan Jiadong?
2. Is Lin Ying in Class Two? Who's her teacher?
3. Lin Ying's from Beijing, isn't she?
4. This is her first visit to Shanghai, isn't it?

**B. Ask the students to retell the contents of the dialogue in passage form, e.g.,**

Pan Jiadong meets Lin Ying for the first time. He mistakes Lin Ying for Chen Ping. Then they introduce themselves to each other. Lin Ying is a student in Class One. She is from Harbin. This is her first visit to Shanghai. Pan Jiadong is a teacher, but he is not the teacher of Lin Ying's class.

**C. Give extra cues for the students to form dialogues in pairs, e.g.,**

Li Wei—teacher of Class 3

Zhang Ping—student in Class 1, from Beijing, first visit to Shanghai

Li Wei meets Zhang Ping for the first time. She mistakes Zhang Ping for Wang Guohao.

After the dialogue has been done, the students may be asked to retell the contents of the dialogue in passage form.

### LIC II

An informal register is used by Mr. and Mrs. Norman, e.g., "I'd like you to meet...", "Hello, Mr. Zhang." A formal register is used by Zhang, e.g., "How do you do?"

**A. Questions, e.g.,**

1. Who's Zhang Wei?
2. Mrs. Norman's introducing Zhang to her husband, isn't she?
3. Is Mr. Norman a teacher in the university?
4. He's a visiting professor at Pujiang University, isn't he?
5. Who's with Mr. and Mrs. Norman in Shanghai?