

A GUIDE TO NEW CENTURY ENGLISH

INTERMEDIATE LEVEL

BOOK FOUR

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新世纪英语教程自学指导

专升本·第4册



● 专升本·第4册

新世纪

HS17GNE
ENGLISH
NEW CENTURY ENGLISH

英语教程

自学指导

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浙江大学出版社

图书在版编目(CIP)数据

新世纪英语教程(专升本·第4册)自学指导/黄建滨
主编;袁靖分册主编. —杭州:浙江大学出版社,
2005. 2

ISBN 7-308-04109-3

I. 新... II. ①黄...②袁... III. 英语-高等学校
-教材参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2005)第 011470 号

出版发行 浙江大学出版社

(杭州浙大路 38 号 邮政编码 310027)

(E-mail: zupress@mail.hz.zj.cn)

(网址: <http://www.zjupress.com>)

策 划 清 风

责任编辑 徐宝澍

封面设计 张作梅

排 版 金华市曙光印务有限公司

印 刷 富阳市育才印刷有限公司

开 本 787mm×960mm 1/16

印 张 18

字 数 333 千字

版 印 次 2005 年 2 月第 1 版 2006 年 1 月第 3 次印刷

书 号 ISBN 7-308-04109-3/H·333

定 价 22.00 元

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前言



1

《新世纪英语教程(专升本)》是一套为高等学校成人英语教学而编写的系列英语教材,可以作为高等学校夜大、函大、高等专科院校、高职高专院校等的教材,也可以用作学生英语水平起点略低的全日制本科的大学英语教材。

本系列教材的使用者应该已经有大约 1200 词的英语词汇量,具有一定的英语语法知识和初步的读、听、说英语的能力。本套教材的培养目标是:培养学生掌握扎实的英语基础知识、具有较强的英语听、说和阅读能力,能听懂具有一定难度的英语会话材料,可以进行日常的英语会话,具有一定的翻译和写作能力。

本系列教材由课本《新世纪英语教程(专升本)》4 册和与各册教材配套的《新世纪英语教程自学指导(专升本)》4 册,合计 8 册组成,供 4 个学期使用。每册含 10 课,进度基本上可以按每两周一课安排。本教材从全面提高学生的英语应用能力出发,在整体结构上突破了一般语言教材的模式。本教材每课由 6 个部分组成。第一部分为热身活动,旨在通过简单的课堂口语活动激发学生对本课有关话题的兴趣,为深入的学习做好准备。第二部分为口语练习,包括两个内容,一个是常用日常口语句型,每课就一个功能、意念或场景给出最常用的一些表达方式,并要求学生通过课堂对话活动能灵活运用这些表达方式;另一个练习是听一段与本课话题有关的对话并进行对话活动,再次加深学生对本课的话题了解。第三部分为听力活动,包括两篇与课文话题有关的短文或对话,为下一阶段的阅读进行进一步的引导。听力活动还安排了短句理解和小对话,目的是使学生从多角度提高听力理解能力。第四部分为阅读活动,包括两篇短文,第一篇用于课堂教学,第二篇供课外阅读。阅读部分的练习旨在提高阅读理解能力和词语运用能力。为了加深对课文的理解,我们设计了课前和课后两种问答题,这样更有利于提高学生的思考能力。第五部分为课

后活动,一个用于课堂活动,一个用于课外练习。课外练习部分隔课分别安排汉译英和写作,旨在提高学生这两个方面的能力。第六部分安排的是英语听、说、读、写、译的技巧介绍,每册书各不相同,其中第三册涉及两个项目。这一部分是我们的一个特别安排,主要是从学生的实际出发,同时也为教师提供一个参考的蓝本。我们在教学实践中,往往有学生提出希望老师介绍英语听、说、读、写、译的技能或推荐有关的书籍。这一部分的内容将使学生不再非得另外买书就可以基本掌握英语的这些技能,教师也可以利用这一部分简要介绍英语的这些基本技能。

考虑到成年人的自学能力,我们在本套教材的自学指导中对每篇阅读材料都进行了相当详细的注释。这些注释涉及语法、词汇等语言难点,对常用句型结构和词汇均通过给出例句说明其用法,并对常用的同义词和近义词进行了辨析。这些注释有利于使用本教材的读者加深对课文的理解。所有练习(包括课堂活动的练习)都附有参考答案,供学生和教师参考。

本系列教材中每课均涉及同一个主题,口语活动、听力材料和两篇阅读材料各有侧重。围绕这些与学生生活和工作息息相关的热门话题,学生可以在教师的指导下充分发挥其学习的主动性,通过大量的语言活动,提高其语言应用能力。由于话题相同,词汇复现率高,有助于学生提高单词记忆效果。鉴于自学指导中已有详细的课文注释和译文并附有练习答案,因此教师不必再花太多的宝贵课堂教学时间讲解课文,而可以在课堂上将更多的时间用在提高学生的语言应用能力上,从而使学生真正成为课堂教学的主角。前5个部分大量的口语练习为教师开展有效的课堂口语活动提供了多方面的选择。当然,由于教学时数的限制,教师完全可以自主决定,有针对性地选择其中一部分作为课堂教学活动,而让学生在课外进行其他练习。

本系列教材的练习相对来说不多,这与我们的教学理念不无关系。我们从多年的教学实践中深刻体会到,练习只是英语教学中的一个环节。大量的练习在一定情况下(如为了参加某种考试)是有效的,但要想真正提高语言应用能力,还是要把时间和精力花在语言本身,即大量的接触所学语言上。我们希望读者把更多的时间用在听英语(课文、广播、电视节目、VCD等)上,用在广泛地阅读原文上,并在可能的情况下,多说英语,多进行英语写作和翻译训练,从而提高英语应用能力。在学习本套教材时,读者应把更多的时间放在课文学习中,通过反复朗读,直至可以背诵课文来学习英语,以培养起良好的语感。持之以恒,必见成效。

为了保持英语语法体系的完整性,我们将语法单独编写成册,另配一册语法书。而不再分项编在各课中。但教师可根据学生的实际语法水平,每学期就3~5个语法专题进行专题讲座式的讲解,以加深学生对英语语法的掌握。

本系列教材的编者长期从事大学英语教学和教材研究,对中国学生,尤其是成人英语学习者的学习特点有多年的研究。本教材在结构上的独具匠心的精心编排

就是我们在改革中国英语教材方面的一个大胆尝试,我们希望这样的编排能更好地体现教材以人为本的原则,全方位满足读者的需求,从而为读者提供最大的方便,使读者通过较少的付出就能获得最大的收获。我们热切地期待着读者们对我们改革模式的认同,我们也真诚地希望我们的努力能为中国英语教学改革和教材建设开创一条新的思路。

本系列教材由黄建滨设计并总主编。第四册由袁靖主编,傅政副主编,编者为(以姓氏汉语拼音为序):陈伶俐、方富民、傅政、景敏言、寿似琛、张琛。教育部高等学校大学外语教学指导委员会委员、中国农业大学外语系系主任李建华教授担任主审。本套教材的编写得到了浙江大学成人教育学院的大力支持,他们将本教材列入“2001年浙江大学成人教育教材建设基金、教学建设基金立项项目”并给予了重点资助。浙江大学出版社为本书的尽早出版做了大量工作,责任编辑徐宝澍先生对本套教材的编写、版式、结构等提出了许多宝贵的意见,为本书增色不少。值此教材出版之际,谨向李建华教授、徐宝澍先生和浙江大学成人教育学院表示衷心的感谢。

囿于水平加之时间紧张,本套教材一定还有许多不尽如人意之处,我们恳请使用本套教材的读者提出宝贵的意见和建议,使之更能满足广大读者的需求。

黄建滨

2004年12月于渥太华大学



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Unit One Laughter



1

Part One

Warm-Up Activities

I. Do You Have a Humor Deficiency Syndrome?

Symptoms of HDS:

When someone tells a joke you either groan or hasten to point out that it's incorrect or not funny.

Your favorite topics of dinner conversation are your backache, sore feet and food allergies.

You keep telling your family and friends your daily misfortunes.
When playing cards, golf or tennis your blood boils when you don't defeat your opponents.

You light up a whole room just by leaving it.

II. Funny Words

Types of humor: comedy, cartoon, comic strip, joke, cross-talk, sketch

Funny people: comedian, clown, cartoonist, humorist

Words for laugh: chuckle, smile, giggle, snicker, grin

Words for funny: humorous, laughable, sarcastic, comical, amusing

Part Two

Oral Practice

I. Useful Expressions of Shopping

Role Play

2

Exercise 1

A: Is anyone helping you?

B: No. I'm looking for a navy blue raincoat, size 36.

A: I'm afraid we don't have any left.

B: Will you be getting more in?

A: Yes. Try us again next Monday.

B: Or maybe you could order one for me?

A: Certainly. Just give me your name and address, please.

B: Thanks in advance!

Exercise 2

A: May I help you?

B: Yes, I want to look at some suits.

A: Oh, this way, please. What size do you wear?

B: Size 40. I want something in dark flannel.

A: How about this one?

B: It feels all right. But if it were a darker color, I'd like it better. This seems too light for winter. Do you think you could get me one?

A: All right, I'll show you something darker. Do you like this one?

B: It looks good. But can I try it on?

A: Of course. Let me help you.

B: Thanks. ... It's comfortable. Well, how much is it, please?

A: \$245.

B: Can you come down a bit?

A: Sorry, Sir. That's our rock bottom price.

B: Ok. I'll take it. Here's the money.

II. A Dialogue

Tapescript

A reporter is interviewing a well-known comedian.

Interviewer: Your television show is doing well. It has received a lot of critical praise. It just won two awards. How does that feel?

Comedian: I'm a comedian. I love to laugh. I love to make people laugh at the most inappropriate time. I'm not into awards and pats on the back. So awards, I look at two ways: you can look at an award and stare at it and tell that story for 20 years, or you can stand up there and do one of the best shows that have ever been on television. We've got a TV show that's innovative, fresh, different, new, and universal. I'm proud of that more than I could ever be proud of a trophy.

Interviewer: A few years ago, you were merely an up-and-comer. Now you're a household name. How have things changed for you?

Comedian: I never really got into this business to be recognized. My grandmother used to tell me, "Keep doing what you're doing." Look, I tried out for basketball four times in high school. Got cut every time. I sneaked in for a fifth try. I showed them. I made the team. I did well.

Interviewer: You seem to have one of the busiest schedules in show business—books, TV shows, movies, concert tours. Tell me what a day in your life is like.

Comedian: I love work. My passion and my love are there. I get up, eat breakfast 4:30, 5 o'clock in the morning. Go on the set. I'm in every scene. I work the set until 8:30, 9 o'clock. Go workout for an hour or so. Get home around 10 o'clock at night. Eat a little something. Go to bed. Saturday, I prepare myself for the next week. Sunday, I read scripts all day. I love it.



Key

Exercise 1

1. It has received a lot of critical praise and won two awards.
2. He doesn't care much about awards.
3. Innovative, fresh, different, new, and universal.
4. To keep doing what he is doing.
5. He loves it and works extremely hard.

Exercise 2

I: interviewer

J: Jim, a comedian

I: Hello, Jim. Are you ready to get started?

J: Let's do it.

I: What drove you to choose comedy, when you could have been a mechanic or a doctor or something decent like that?

J: I don't really know. I ask myself that every night before I go to bed. One thing I know is I love to perform. I love getting in front of people and getting them to listen to me.

I: Can you briefly outline the process it takes to start performing?

J: Start telling jokes, if they laugh... tell more. Always quit before they stop laughing.

I: Are there things you wouldn't say on stage? For instance, any words you'd never use or subjects you'd never tackle?

J: I try not to insult people. I make fun of them but I don't insult them.

I: What kind of relationship do you maintain with your audiences?

J: I love to interact with the crowd ... during the show and off stage. I make a point to always respond to mail and e-mail.

I: What is the biggest thing you have learned from performing?

J: If you live for the praise you'll die with the criticism.

I: Who, or what, are your biggest influences?

J: Most of my friends and some of my family. They help push me along the way.

I: What are your comedy goals?

J: My goal is to spread happiness wherever I go.

I: What's one life lesson you've learned from the world of comedy?

J: Be true to yourself, and don't worry about the rest.

Part Three

Listening Comprehension

I. Passages

Passage One

Tapescript

Scientists Locate Sense of Humor

The area above your right eye inside your brain may seem rather humorless. But researchers say that's where your neurons get tickled when you hear a joke.

"It's the right frontal lobe just above the right eye," says Dr. Dean Shibata, a neurological radiologist at the University of Rochester School of Medicine. That location, he said, "appears critical to our ability to recognize a joke."

Shibata's patients were given exams to measure brain activity.

"We tried to find out what part of the brain is particularly active while telling the punch line of a joke as opposed to the rest of the joke ... and funny cartoons in comparison to parts of the cartoon that's not funny," explained Shibata. He says the jokes "tickled" the frontal lobe.

While his research was about humor, the results could help lead to answers - and solutions - about depression.

"We know that parts of the brain that are active during humor are actually abnormal in patients with depression," he said. Shibata predicted that eventually, brain scans might be used to assess patients with depression and other mood disorders.

The research may also explain why some stroke victims lose their sense of humor or suffer other personality changes. The same part of the brain is also associated with social and emotional judgment and planning, the study said.

"Although the purpose of humor and laughter is still largely unknown despite 2,000 years of speculation, having a sense of humor is a key part of our personalities and it can play a powerful role in balancing negative emotions, such as fear," Shibata said.

"There have been few studies of humor's place in the brain, but understanding

