

NEW ENGLISH COURSE
新 英 语 教 程

阅 读

教学参考书

第四册

第三版

Teacher's Book

NEW ENGLISH COURSE

Third Edition

READING

Book Four

Teacher's Book

主编：刘平梅

副主编：吕中舌 何福胜

主审：程慕胜

李碧嘉 庞红梅 沈明波 胡宛如 编

4th English course



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4

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内 容 提 要

本书为《新英语教程》(第三版)的主干教材《阅读》第四册的教学参考书,共8个单元。每个单元包括教学参考、练习答案和参考译文三大部分。教学参考除了详细介绍了每个单元 Part A 的教学目的和教学步骤外,还提供了较为详实的教学参考资料,如词汇讲解、语句分析等。对 Part B 的讲授也有总体建议。练习答案和参考译文供教师在实际讲课中参考使用。

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使用说明

本书是与《新英语教程》(NEW ENGLISH COURSE)的主干教材《阅读》(Reading)(第三版)第四册配套的教学参考书。与第二版的教学参考书相比,本书在编写体例和内容上都有了许多新的改进:

1. 每个单元的 Part A 都列出了较为具体的教学目标(Teaching Objectives)。教学目标根据每单元具体内容可能包括文体(Styles)、词汇(Lexical Items)、语法(Grammar Items)、阅读技巧(Reading Skills)、句型结构(Sentence Structure)等方面。

2. 提出了比较详尽的教学步骤建议(Suggested Teaching Steps)。本部分涵盖的内容较多,但条理分明,因而使用起来特别方便。

主要有以下项目:

- **Brief Introduction to the Text:** 文章内容的简要介绍。
- **Warming up:** 与课文相关的一些常识性或引导性问题。问题一般不涉及课文的具体内容,旨在激发学生对课文的兴趣,为进入课文的学习做好热身准备。
- **Language Points:** 课文中出现的语言点,包括难点和重点两个方面。每一个语言点后都有相应的解说和例句。
- **Word Study:** 需要熟练掌握的重点词汇及其例句。
- **Main Idea of Each Paragraph:** 各自然段大意的归纳性文字。
- **Paraphrase:** 需要改说/写的句子及答案。教师可结合实际教学情况,要求学生对这些句子进行改说/写。
- **Summary:** Part A 课文的概要。教师可灵活运用。
- **Dictation:** 配有和 Part A 内容相关的听写材料。

每个单元的 Part B 也都提供了简要的教学提示(Teaching Tips)。

各单元后均附有练习答案(Key to Exercises)。

所有课文都附有参考译文。新选课文的译文由本版编者提供,对于原有课文,我们基本上保留了旧版译文,但对其中的疏漏之处都做了修正。

程慕胜教授、刘平梅教授、吕中舌教授审阅了全部书稿,美籍教师 Jessica Godfrey 参与了除参考译文外的审阅工作,我们对以上各位表示衷心感谢。在编写过程中,我们参考保留了第二版的部分内容,在此也向该书的编者萧家琛、徐君儒同志表示由衷的谢意。

尽管我们尽了最大的努力,但由于时间紧迫,水平所限,肯定还有一些疏漏之处,欢迎各位老师不吝指正。

第三版编者

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Unit 1

Teaching Reference

Part A

Why People Work

Teaching Objectives

1. Understanding Styles

- exposition

2. Understanding the Organization of the Passage

3. Lexical Items

- deserve, sequence, deceive, pride, accomplished,
- make it, get the most out of, long for, be conscious of, aside from

4. Study Skills

- Extract key words and phrases to fill in a grid.
- Define the specific meanings of some familiar words.

Suggested Teaching Steps

The First Section

1. Previewing Activity

Ask students to preview the vocabulary before coming to class.

2. Pre-reading

Answer warm-up questions (class work).

3. First Reading

Ask students to give answers to the questions in the right margin.

4. Second Reading

Ask students to do Exercises I and II in pairs, and then give feedback.

5. Language Points

Refer to word study, paraphrases (Exercise III), and translation of the text.

6. Homework Assignment

- 1) Review the vocabulary and the whole text.
- 2) Do Exercises IV-IX.
- 3) Read Part B II.

The Second Section

Homework Assignment

- 1) Ask students to do Exercise X in pairs.
- 2) Give students a quiz on vocabulary and phrases from Exercise VIII.
- 3) Discuss the questions raised by students about their homework.
- 4) Assign group work (Exercise XII). Then ask a student to give his/her presentation of XII, question 3, and then the teacher gives comments.
- 5) Do the dictation.
- 6) Do fast reading practice (Part BI).
- 7) Do Exercises IX and XIII and preview the vocabulary of Unit 2.
- 8) Read Part BIII.

Teaching Tips

1. Brief Introduction to the Text

The passage explains why people work and its positive and negative contributions to people.

2. Warm-up Questions

- 1) In your opinions why do people work?
- 2) Do you think work is only a means of earning a living?
- 3) How do you feel when you have finished a difficult task? Why do you feel like that?
- 4) What are your parents' attitudes towards work?

3. Word Study

- 1) *deserve* v.
 - These workers *deserve* recognition for their talents.
 - He *deserves* to get the sack.
 - She does such a good job that she *deserves* every penny she earns.
 - You shouldn't have been so mean to your mother—she *deserves* better.
- 2) *sequence* n.
 - The first chapter describes the strange *sequence* of events that lead to his death.
 - Is there a particular *sequence* in which you have to perform these tasks?
 - For the sake of convenience the photographs are shown in chronological *sequence*.
- 3) *deceive* vt.
 - I was *deceived* by his uniform—I really thought he was a police officer.
 - She thinks he'll come back, but she's *deceiving* herself.
 - Is that snow in June, or are my eyes *deceiving* me?
 - The big boy *deceived* the little one into giving him the money.
- 4) *make it*
 - to succeed, to reach a goal
 - I don't think this old car will *make it* to the top of the hill.
 - It's a very difficult examination; are you sure you can *make it*?
 - They'll never *make it* across the desert.
 - The train goes at 10:15, and it's now ten o'clock. I think we shall *make it*.
 - When three companies wanted to hire her, she knew that she had *made it*.
- 5) *get the most /best out of* to gain as much as possible from sth. or sb.; employ most effectively
 - To *get the most out of* your new machine, follow the directions carefully.

- You will *get the best out of* your washing machine by never filling it too full.
- The doctors have told him that he has only six months to live, so he's trying to *get the best out of* life.
- You know you have to read between the lines to *get the most out of* anything.

6) *pride* *n.* feeling of satisfaction arising from what one has done, or from persons, things, etc. one is concerned with; self-respect, knowledge of one's worth and character; too high an opinion of oneself *vt.* to be pleased and satisfied about

- He takes a great *pride* in his work.
- He looked at his product with *pride*.
- She was the *pride* and joy of her parents.
- After Bill lost the race, he swallowed his *pride* and shook hands with the winner.
- He *prides* himself on his loyalty to his friends.
- I *pride* myself that I've never had a day's illness in my life.

proud *a.* feeling pleased with one's achievements, thinking that you are better than others

- John is *proud* of his house.
- Bill is very *proud*, so he has few friends.

7) *accomplished* *a.* skilled; clever; good at something

- He is very *accomplished* at playing the piano.
- He was the most *accomplished* pianist I have ever known.

8) *be conscious of* aware or having knowledge of

- They *were conscious of* his disapproval.
- He *was conscious of* his shortcomings.
- She *was not conscious of* his presence in the room.
- He *was conscious of* the man staring at him.

9) *aside from* in addition to; besides; apart from

- *Aside from* this general consideration, I had several objections to the plan.
- *Aside from* being fun and good exercise, swimming is a very useful skill.
- *Aside from* arithmetic, I have finished my homework.

10) *long for* to wish very much; desire greatly

- I am *longing for* a drink.
- The child is *longing for* home.
- They *longed for* a chance to speak.
- The crowd was *longing for* the performance to start.

4. Paraphrases

- 1) L5-7 “*But we are ...well being...*”: But we are much less aware of what important things work provides us with, psychologically...
- 2) L28 “*...the source of their identity and creativity.*”: People get their identity and creativity from work. A man is known for and by the work he does. Work can inspire one’s creativity.
- 3) L51-52 “*... that stands outside...abilities.*”: Something that is physically separate from our bodies that displays what we are capable of achieving.
- 4) L53-54 “*This extension ... our ego.*”: The problems we solve and the things we create are extensions of ourselves. They make us more complete and build our self-esteem.
- 5) L64-67 “*They enjoyed ... something new every day.*”: They enjoyed succeeding when the chances of success were not good; showing that they could not be beaten by nature, another man, or a difficult problem; successfully learning or doing something new every day.
- 6) L68 “*Even on simple ... at work.*”: Even workers who have simple jobs can take pride in their work and do it well.
- 7) L85-87 “*Expending energy, ... the less you have.*”: Energy is not something that can be stored for later use; using some now does not mean you will have less later.
“*... there is no reservoir such that ...*”: ... there is not such a reservoir that...
- 8) L87-90 “*The measure of...as your own.*”: In order to demonstrate how capable you are, you must produce results; in order to produce results, you must be active and be able to control your activity.

5. Language Points

- 1) L1-2 “*Jobs and work ... contentment.*”: In this sentence “what” is omitted. The whole sentence should be: Jobs and work do much more than

WHAT most of us realize to provide happiness and contentment.

e. g. Oh, it's more than (what) I ever hoped for!

2) L5-8

"But we are ... an empty life.": "But we are...of the extent" is the main clause; "to which...an empty life." is an attributive clause, modifying "the extent".

"which" stands for "the extent"; "that can make... an empty life" is an attributive clause, modifying "well-being";

"that" stands for "well-being"; "well-being" is the object of "provides".

3) L79-80

"...what every sound means that it makes.": In this sentence, "that it makes" is the attributive clause, modifying "sound"; "it" refers to "the machine"; "that" refers to "sound".

6. Main Idea of Each Paragraph

Par. 1:

Most people do not realize work can also provide happiness and contentment besides material things.

Par. 2:

The author raises the question—why is it so?

Par. 3:

Part of the answer can be traced back to the ancient Greeks, who associated work with slavery.

Par. 4:

Some people have begun to accept the positive contribution of work to human beings.

Par. 5:

For many people, the absence of work is debilitating.

Par. 6:

The reason why work is the source of human satisfaction rests in the pride it stimulates.

Par. 7:

The human being longs for a sense of accomplishment.

Par. 8:

Craftsmen admire the product of their personal skill.

Par. 9:

Work can provide the enjoyment of tackling tough problems.

Par. 10:

Pride drives cleaning men to do a good job.

Par. 11:

Machine operators pride themselves on being skillful.

Par. 12:

Energy expenditure results in one's accomplishment.

Par. 13:

Employees who must interact with many different groups of people take pride in their ability which keeps the organization running smoothly.

7. Summary

Jobs and work not only provide material things, but also happiness and contentment. Yet many people do not realize the latter. Instead, they think of work as a heavy burden, or something unpleasant, an idea which the ancient Greeks are in part responsible for, because from early times work was restricted to slaves and associated with compulsion and punishment.

Work makes people live full lives. It is the source of a human being's identity and creativity, and the source of human satisfaction. Without work people would feel uncomfortable physically and mentally. In fact, all people like to show their ability to the full extent—in what they can do. They pride themselves on what they have accomplished.

8. Dictation

Nothing can rob a man of the happiness of successful achievement in an important piece of work, unless it be the proof that after all his work was bad. There are many forms of such satisfaction. The most obvious examples are artists and men of science. Great artists and great men of science do work which is in itself delightful; while they are doing it, it secures them the respect of others. They have also the most solid reasons for thinking well of themselves. This combination of fortunate circumstances ought to be enough to make any man happy.

Part B

I. A Theory About Genius

Teaching Tips

1. Brief Introduction

This passage compares and contrasts the behavior patterns of geniuses and normal people, which explains why geniuses are creative.

2. Notes

- 1) Since the passage is quite easy to understand, ask students to finish reading it within the required time.
- 2) Before students go over the passage, ask them to write “13” in as many ways as possible and to answer the question, “What is one half of thirteen?” See how many different answers they can give.
- 3) Pay attention to the contrast between geniuses and average persons and words used to describe them.

II. Choosing a Career

Teaching Tips

1. Brief Introduction

This passage talks about the factors which influence people's job-choosing.

2. Language Difficulties

- L7-8 “...a sensitive area in which to ask such direct questions...”: In this sentence, “in which” is followed by an infinitive phrase. The structure can

be demonstrated as: prep. + relative pron. + infinitive.

e. g. We moved to the country so that the children would have a garden in which

to play.

III. Four Minutes That Get You Hired

Teaching Tips

1. Brief Introduction

This passages introduces what an interviewee should pay attention to within the crucial first four minutes of an interview.

2. Language Difficulties

- 1) L23 “*It’s what’s inside that counts*”: It is the inner nature of a person (not his appearance) that is most important.
- 2) L25-26 “*Should be to come across... light ...*”: Should make yourself understood and received in a favorable way.
- 3) L31 “*to project a professional image*”: to present a professional image

Key to Exercises

Part A

Why People Work	
Positive Contributions	Negative Effects/Idleness
Effects on People	Key to the margin questions

- The first sentence.