

研究生教学用书

教育部学位管理与研究生教育司推荐

新世纪研究生英语教程

——综合英语 (第四版)

New Century Graduate English
—— Integrated Course
(4th Edition Teachers' Book)

教师用书

主 审 吴树敬

主 编 王玉雯 吴江梅

副主编 潘 雪 张俊梅

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教育部学位管理与研

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FOREWORD

第四版前言

由北京理工大学出版社 2004 年出版的《新世纪研究生英语教程》面世之后,受到了广大读者的欢迎和推崇。该套教程第一版于 2005 年 6 月被教育部学位管理与研究生教育司定为研究生教学用书推荐教材,第二版 2006 年被评为北京高等教育精品教材,且其中的《新世纪研究生英语教程——视听说》第二版 2006 年又获全国高校优秀畅销书二等奖。而在使用中,一些师生对该套教材提出了宝贵的意见,并指出了其中存在的个别不足之处。因此,在 2008 年春季,本套教材的编委们齐心协力,对《新世纪研究生英语教程》(第三版)进行了全面的修订和改版。

为创造更加真实的语言环境,让学习者轻松地观看短片,在愉悦中学习英国和美国的语言、文化以及风俗习惯,训练听力理解,首先对于《新世纪研究生英语教程——视听说》中的内容,王玉雯与 Kate Beeching 博士(英)和 Kvande Streek(美)依据课文主题策划了 16 个单元的教学短片。这些短片分别在不同的文化背景和场景中拍摄,演员人数众多,来自不同国家,从事不同职业,并采取不同的拍摄形式(对话、采访、独白、讲座)。短片语言标准、地道,图像和声音清晰,配有丰富的练习,学生可以边观看视频边做练习,根据需求调控视频文件(全屏、快进、快退)和音量,点击反馈核对答案。在编写视频练习时,作者主要借用短片中的语言,旨在展示口语表达的形式。为帮助学习者更好地理解英、美等国的文化背景知识,本版在视听说学生用书光盘视频文件按钮旁增加了视频转写文字(Script)按钮,学习者可根据需求随时点击查看。视听说教师用书增加一张光盘,内附课文背景知识录音、学生英语演讲(Presentation)范例。增加学生英语演讲范例,旨在调动学生的英语公众演讲练习的积极性,帮助他们提高英语应用能力。

其次是在《新世纪研究生英语教程——综合英语》中增加了 B 课文录音。

为了丰富课文主题,我们又更换了两个单元的内容,新添主题涉及太空探险和金融。我们还在教师参考书中增加了一些语言点英语解释,少量词义注释及少量的背景知识。关于课文背景知识,教师可依据教学需要把光盘里的 PPT 复制到电脑上酌情采用。

由于各个学校的教学安排不完全相同,学生的语言水平有差异,我们建议各校可根据实际情况分 4~6 学时讲授一个单元,学习任务以及完成任务的时间可根据学生的语言水平灵活掌握。

中国农业科学院研究生院刘兰芝教授为第四版修订提出宝贵意见,美籍专家 Nathan Eugene Geer 和 Valerie Michele Geer, 英籍专家 Kate Beeching 博士先后分别认真地审阅了本教材,在此表示衷心的感谢!

最后,我们衷心地期望本书的第四版能够使广大读者从中获得更多的语言实践机会。我们也盼望细心的读者继续对我们的教材提出宝贵的修改意见,以期进一步完善。

王玉雯

北京理工大学

2008 年 6 月 16 日

关于《综合英语》教师用书的编写与使用

本书是《综合英语》的教师用书，供教师参考使用。全书由两部分组成：教案和练习答案。

本书教案依据最新的教学理念，充分利用先进的现代化技术，并参照《研究生英语教学大纲》编写。教学内容的编排，侧重于学生综合运用英语技能的培养。

各单元教案包括以下五个部分：

1. 关于课文 (About the text) 包括：课文摘要、背景介绍、教学目标以及教学建议。其中，背景介绍包括相关课文的体裁、写作特色、人物介绍、英美文化知识、历史事件、社会生活以及风土人情等。

2. 语言点 (Language points) 包括课文难点注解以及句型、习语使用的例证等。课文难点注解主要依据学生在课堂答疑时的提问而编写。

3. 词汇学习 (Word study) 包括课文中出现的生词或者是某个词汇的特殊词义。每个单元含 8 个单词的词义、常用搭配以及例证。由于英语中一词多义的基本特点，在处理重点词时，我们除了阐明该词出现在课文中的释义外，还适当介绍了该词在其他层面上的意义及其用法。至于是否需向学生讲解或何时讲解，任课教师可根据学生的实际情况灵活掌握。

4. 参考译文 (Suggested translation) 包括 13 个单元中所有课文 A 篇的中文翻译。

5. 练习答案 (Key to the exercises) 包括课文 A 篇和 B 篇中的练习答案。

上述五个部分除了练习答案、参考译文、教学目标以及教学建议外都配有 PowerPoint 电子教案。PowerPoint 电子教案下载到电脑后，任课教师可根据自己的喜好进行适当修改：更换 PowerPoint 中的模版，更改底色或文字字号等。

由于编者水平与经验有限，书中难免有不足之处，希望读者批评指正。

编者



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Unit 1

Free Falling

I

About the text

1 Suggested summary

The time of saying good-bye and actual leaving makes a great impact on the author, which is fully demonstrated in the opening sentence. He gives a general description of how he feels on that particular day, during which his own mood changes from sheer excitement for the prospect of becoming independent and free to fear and uncertainty to a mixture of both. By his brunching with Mom and saying good-bye to her, he makes a very smooth depiction of the change of his mother's mood from being chatty and cheerful at the beginning to being quiet, even somber as the final moment comes. To bring the story to its climax, the author ends the story with a symbolic description. He compares himself to a rookie skydiver preparing for his first plunge that leads to possible outcomes: sheer excitement or eventual death. No matter what will happen, he closes his eyes, takes a deep breath and jumps into the future.

2 Writing techniques

Free Falling is a very good sample of describing small events; the writer's

brunch with his mother. The description is well-structured with the narration organized chronologically. It is a self-discovery experience for the writer and it also brings back our memories of similar nature.

One of the ways a writer attracts readers' interest is by arousing curiosity. From the first sentence of "Free Falling" ("The impact of saying good-bye and actually leaving did not hit me until the day of my departure."), the writer catches our attention and we want to know what will happen. Besides, the story has a clear dramatic structure for the unfolding of action: a beginning that arouses readers' curiosity, a middle that builds suspense, and an ending that completes the action and brings the story to a climax.

In real life, the writer must have said good-bye to many of his friends and folks that day, but he strategically chooses the most moving moment of that day to focus on and the rest becomes the backdrop for this dramatic scene between him and his mother.

3 Teaching objectives

We choose this article for Unit 1 hoping that students will learn the writing techniques of narrating and describing small events vividly and that the text will remind students of their good memories in the past.

4 Suggestions to the teacher

We suggest that the teacher might give students 10 to 15 minutes to describe in groups their saying good-bye to their friends and relatives when they left home for the university to do ME (master of engineering) or MS (master of science) or MA (master of arts). Then the teacher might also ask some students to present their description to the whole class. Besides, the teacher may remind students of reading Description in Writing Styles of Part II.

We also suggest to the teacher reading the writing techniques of paraphrase and summary.

II

Language points

1. The impact of saying goodbye and actually leaving did not hit me until the day of my departure. Its strength woke me an hour before my alarm clock would, as for the last time Missy, my golden retriever, greeted me with a big, sloppy lick. (para.1)

I did not feel so disturbed and nervous until the day when I had to say farewell to my parents and friends and leave home. My feelings of leaving woke me up an hour before my alarm clock was set to go off. My golden retriever (bread of dog) "Missy" gave me a big, wet lick with her tongue.

2. Of course, I did not notice any of these qualities until that day, which made me all the more sad about leaving her. (para.1)

I became more sad about leaving the dog when I realized all these good qualities that I will miss in her.

"all the more + adjective": used to emphasize how much better, easier, etc. something is than it would be in a different situation.

"All the more" in the sentence means "increasingly."

Clayton's achievement is all the more remarkable when you consider his poor performance last season.

The job was made all the easier by having the proper tools.

3. Big deal. (para.3)

"Big deal" is a set phrase used in the text to say that you do not think something is as important as someone else thinks it is.

It's just a game. If you lose, big deal.

What's the big deal? It's only a birthday, not the end of the world.

4. No one ever said divorce was easy. (para.5)

The sentence "No one ever said divorce was easy." has been digressed

from the theme. However, the writer returned to the theme immediately and focused on one particular moment of the day: the brunch with his mother. The distracting sentence might be used as a backdrop of the writer's family.

5. More so, she talked a little of her first year away from home — cluttered dorm, shy roommates, some art history classes — and she spoke with such detail and enthusiasm that I clearly saw what a lasting impression college makes. (para.5)

My mom especially talked about her first year of college away from her home — messy dormitory room, shy roommates (slang: “roomies”), her art history classes. Mom talked with such excitement and memories of small things that I understood that college leaves a lasting effect on a person.

6. Home would no longer be home, but Carbondale, Illinois. (para.7)
“But Carbondale, Illinois” is a sentence that has omitted some parts. The complete sentence should be like this: but Carbondale, Illinois would be home. This is because the writer is leaving home for the university in Carbondale, Illinois, where he will live.

7. At that time, I felt like a rookie sky diver preparing for his first plunge. (para.20)

At that moment, I felt excited and uncertain, because I would take my first jump from the plane.

“A rookie sky diver preparing for his first plunge” is a metaphor (the writer compares himself as a rookie sky diver preparing for his first plunge), which makes the ending apt, vivid and impressing. This ending also catches the essence of that moment accurately (its two possible outcomes: sheer excitement or eventual death). It ends the story clean: As he “closes his eyes, takes a deep breath and jumps” into the unknown future, so do his readers.

8. The very thought that this was his idea seems absurd to him, and he

feels like the only person on the face of the planet. (para.20)

“On the face of the planet” is a set phrase used when you are emphasizing a statement to mean “in the whole world.”

If she was the last woman on the face of the earth, I still wouldn't be interested!

III

Word study

1 stroke *n.*

A. illness

(if someone has a stroke, an artery (= tube carrying blood) in their brain suddenly bursts or becomes blocked, so that they may die or be unable to use some muscles)

B. a single movement of a pen or brush when you are writing or painting

A few strokes of her pen brought out his features clearly.

C. a gentle movement of your hand over sth.

I gave her hair a gentle stroke.

at a/one stroke

with a single sudden action

At one stroke the country lost two outstanding leaders.

stroke of luck/fortune

something lucky that happens to you unexpectedly

In a stroke of luck, a suitable organ donor became available.

stroke *v.*

A. to move your hand gently over something

He reached out and stroked her cheek tenderly.

He lifted her face and stroked her hair from her eyes.

B. to hit or kick a ball with a smooth movement in games such as tennis, golf, and cricket

He stroked the ball into an empty net with a minute to go.

stroke somebody's ego