

NEW ENGLISH COURSE

新 英 语 教 程

阅 读

教学参考书

第三册



第 三 版

Teacher's Book

NEW ENGLISH COURSE

Third Edition

READING

Book Three

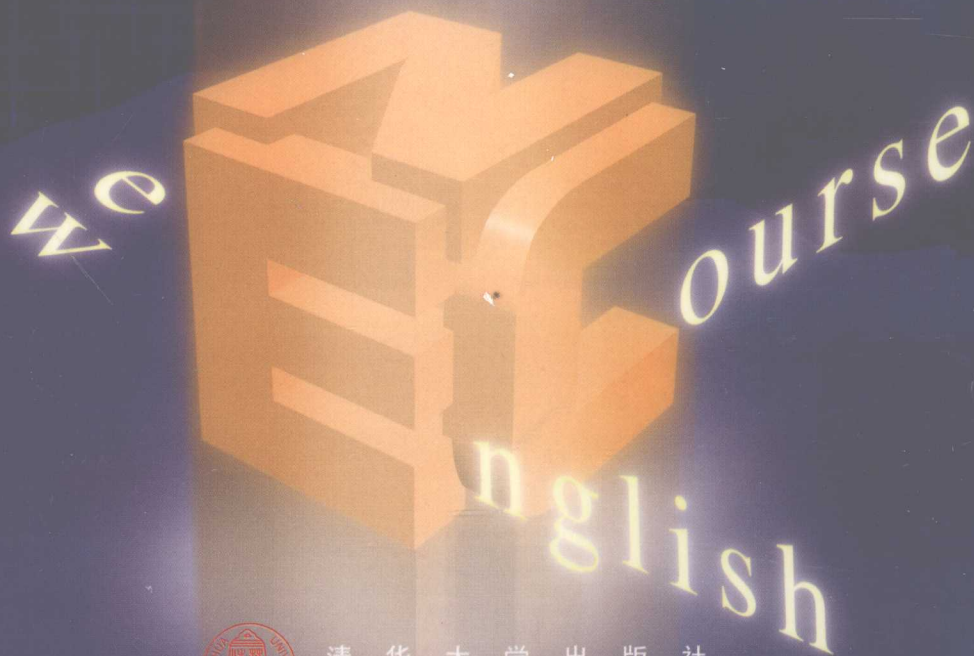
Teacher's Book

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清 华 大 学 出 版 社

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3

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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》第三册的教师参考书,共 10 个单元。每个单元包括教学参考、练习答案和课文的参考译文三部分。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、难句分析等。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)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:

每个单元由三大部分组成: 教学参考部分(Teaching Reference)、练习答案(Key to Exercises)与参考译文(Translation of the Texts)。

一、教学参考部分(Teaching Reference)包括的具体内容如下:

Part A 部分列出了较为具体的教学目标(Teaching Objectives), 包括写文体(Writing Styles)、词汇(Vocabulary)和语法(Grammar Items)三方面的内容。

Part A 部分还给出了教学步骤建议(Suggested Teaching Steps)。教学步骤中所涉及的具体教学内容则列在教学提示(Teaching Tips)中, 供教师参考。教学提示主要有以下具体内容:

- Brief Introduction to the Text: 简明扼要介绍文章大意。
- Word Study: 列出需要熟练掌握的重点词汇和短语, 并附有例句。
- Paraphrases & Language Points: 列出需要改说或改写的句子及课文中的难句, 并附有改说或改写后的句子和难句解释。
- Main Idea: 各自然段大意的归纳性文字。
- Summary: 课文概要。教师可灵活运用。

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

二、练习答案(Key to Exercises)包括 Part A, Part B 和 Part C 三部分的答案。Part A 中的某些练习可以有不尽相同的答案, 这类问题的答案则从略(Omitted)。

三、参考译文(Translation of the Texts)包括所有课文的译文和每个单元中英文小诗的译文。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, 只是对其中的疏漏之处作了更正。

美籍教师 Jessica Godfrey 参与了除参考译文以外的全部审阅工作, 我们对此表示衷心的感谢。在编写过程中, 我们参考保留了第

二版第三册教师用书的部分内容，我们也向该书的编者萧家琛、侯成源、徐君儒、蒋毅君等同志表示由衷的谢意。

由于时间仓促，水平所限，本书肯定还有一些疏漏之处，欢迎各位老师、读者不吝指正。

编者

1999年6月

清华园

目录 CONTENTS

使用说明	VII
Unit 1	1
Teaching Reference	1
Part A Books	1
Part BI On Buying Books	7
II How to Find Time to Read?	8
III The Reading Disorder	9
Key to Exercises	10
Part A	10
Part B	13
Part C	16
Translation of the Texts	17
Part A 书	17
Part BI 谈买书	18
II 如何找出时间阅读?	19
III 阅读失调症	21
Unit 2	24
Teaching Reference	24
Part A The Green Banana	24
Part BI Thanksgiving Day	32
II Family Values in America	32
III Culture Shock on Returning to America	33
Key to Exercises	33
Part A	33
Part B	37
Part C	40
Translation of the Texts	41
Part A 青香蕉的故事	41

Part BI 感恩节.....	42
II 美国的家庭观.....	44
III 返回美国时所经历的文化冲击.....	46
Unit 3	50
Teaching Reference	50
Part A School and Life.....	50
Part BI The Emerging Global University.....	56
II Job Prospects for Graduates in Britain	57
III Making Transitions.....	58
Key to Exercises	59
Part A.....	59
Part B.....	63
Part C.....	66
Translation of the Texts	66
Part A 学校与生活	66
Part BI 诞生中的全球性大学	68
II 英国大学毕业生的就业前景	70
III 过渡.....	72
Unit 4	75
Teaching Reference	75
Part A A Scientist: "I Am the Enemy"	75
Part BI "I've Never Been Able to Bargain, Even with an Armenian Rug Dealer"	81
II A Pound of Butter	81
III Working Women— East and West	82
Key to Exercises	84
Part A.....	84
Part B.....	88
Part C.....	90
Translation of the Texts	91
Part A 一位科学家声称:“我是敌人!”	91
Part BI “我从来就不会讨价还价, 甚至也不会 与亚美尼亚地毯商讨价还价”	93

II	一磅黄油.....	96
III	东西方的职业妇女	97
	Unit 5	100
	Teaching Reference	100
	Part A The American Ideal of a Great Leader	100
	Part BI Lessons from Jefferson	107
II	Edmond Halley	111
III	The Hero of Lime Rock Lighthouse	113
	Key to Exercises	114
	Part A.....	114
	Part B.....	118
	Part C.....	121
	Translation of the Texts	122
	Part A 美国人心目中伟大领袖的典范	122
	Part BI 向杰斐逊学习	124
II	埃德蒙·哈雷：永远在无可匹敌的牛顿的 阴影下运行的人物	126
III	莱姆罗克灯塔的英雄.....	128
	Unit 6	131
	Teaching Reference	131
	Part A The Handsome and Deformed Leg	131
	Part BI Neat People vs. Sloppy People.....	137
II	Never Trust Appearances.....	137
III	Have All the Heroes Died?	138
	Key to Exercises	138
	Part A.....	138
	Part B.....	142
	Part C.....	145
	Translation of the Texts	145
	Part A 健美的腿与有残疾的腿	145
	Part BI 整洁的人和邋遢的人	147
II	不要以貌取人	148
III	所有的英雄都逝去了吗?	150

IV CONTENTS

Unit 7	153
Teaching Reference	153
Part A How Can the Government Help People Protect Their Health?	153
Part BI Health and Fitness	158
II Smoking and Cancer	159
III Isaac Asimov's Future World: Medicine	160
Key to Exercises	160
Part A	160
Part B	164
Part C	167
Translation of the Texts	168
Part A 政府如何才能帮助人民保护健康?	168
Part BI 健康	170
II 抽烟和癌症	171
III 艾萨克·阿西莫夫的未来世界: 医学	172
Unit 8	175
Teaching Reference	175
Part A Mercedes Goes to Motown	175
Part BI Economy and Language	180
II Europe Is the Global Springboard	181
III The Service Imperative	181
Key to Exercises	182
Part A	182
Part B	185
Part C	189
Translation of the Texts	189
Part A 梅赛德斯驶向汽车城	189
Part BI 经济与语言	191
II 欧洲: 通向全球的跳板	193
III 服务的必要性	195
Unit 9	197
Teaching Reference	197

Part A	Electronic Newspapers	197
Part BI	Maglev: A New Generation in Railroad Technology	202
II	Shutter Bugs.....	202
III	The Scientist and the Sensitive Snake.....	203
Key to Exercises	.....	204
Part A.....		204
Part B.....		206
Part C.....		209
Translation of the Texts	.....	209
Part A	电子报纸.....	209
Part BI	磁浮列车——新一代的铁路技术	211
II	照片窃贼.....	212
III	科学家与敏感的蛇.....	213
Unit 10	.....	216
Teaching Reference	.....	216
Part A	The Interview.....	216
Part BI	Black Is Beautiful	223
II	Let's Tell the Story of All America ' s Cultures	224
III	Story of an Hour	225
Key to Exercises	.....	226
Part A.....		226
Part B.....		230
Part C.....		233
Translation of the Texts	.....	233
Part A	面试	233
Part BI	黑肤色真美.....	236
II	让我们讲述美国各族文化的真情.....	237
III	一小时里发生的事	239

Unit 1

Teaching Reference

Part A

Books

Teaching Objectives

1. Appreciate the Style

- parallel structure such as “*How, otherwise,...*” in Par. 4 and “*one in which...*” in the last paragraph, etc.
- transitional words such as “*thus*”, “*ideally then*”, etc

2. Enlarge Vocabulary

the bold-typed words and all the listed phrases

3. Review Concessive Clause

Suggested Teaching Steps

1. Warm-up Questions

- 1) Do you think reading is the best way to gain knowledge? Why?
- 2) Make a list of the ways through which one can acquire knowledge.

(some clues: reading, watching TV, talking with friends, listening to the radio, net-surfing, travelling, attending classes, listening to lectures, doing homework, working, going to the theatre, going to concerts, playing sports and games, etc.)

2. First Reading

- 1) Guide students to read for the main arguments of the essay: reading is the best way to gain knowledge; a character that is curious and critical, a good school system, and a favorable environment are all important factors in developing one's good reading habit and one's desire to learn; the spirit of enquiry rather than passive acquisition of facts should be encouraged in learning.
- 2) Discuss the questions in the margin.

3. Second Reading

- 1) Ask students to work in groups on a summary of the essay and ask two or three groups to present their summaries to the whole class.
- 2) Do Exercises I & II.
- 3) Call students' attention to the well-organized and neatly-developed structure of the essay. Ask them to point out the language features which help to make the essay so effective. (some clues: the use of parallelism, repetition, transitional words , etc.)

4. Home work Assignment

Ask the students to work in pairs to discuss the following questions and the ones in Exercise XII:

- 1) What kind of learning or reading habits shall we adopt in the age of information highway?
- 2) What impact will high-technology have to our reading habit?

Teaching Tips

1. Brief Introduction to the Text

The text is about reading and developing a healthy learning habit.

2. Paraphrases and Language Points

- 1) L2 *But the deepest and most consistent way is through reading.*
deepest: most profound, complete and thorough
consistent: regular, unchangeable, secured and steady
- 2) L3 *literate population*: the population which can read and write
- 3) L5 *something light*: something that is cheerful, or not serious
 - Let's have some light music.

- The conversation is light and gay.
- The beautiful day put us in a light mood.
- Then they passed on to a lighter topic.
- After the talk with the president, he went home with a light heart.

Some attributive adjectives come immediately after the noun, instead of before it. More examples from the text: *something more serious*; *a character both serious and independent*; *peace of mind necessary to a quiet hour with a book*; *a real person alive*.

- 4) L7 *never advance beyond the sports page of a newspaper, a fashion article or the comics*: they only read the sports page of a newspaper, a fashion article or the comics.

advance beyond: go beyond, move beyond, go past

- 5) L8 *a fashion article*: a piece of writing about clothing and housing styles, etc.

- 6) L9 *As a child*: when you were a child

- 7) L12 *The circumstances... and independent*: The conditions which help a child become a reader of books are: a life above poverty so that the family is able to think about and do things beyond the basic necessities of life; the availability of books which you will not have to pay for, as in the home or in a public library; and having a character that is curious and independent.

The main clause of this sentence is: "*The circumstances...are: a life above real poverty..., the availability of free books...; and the possession of a character both curious and independent.*"

to set a child on the path to the literary adventure: to start a child on the way to becoming a reader.

literary adventure: an exciting experience gained through reading.

a life even barely above real poverty: a life which is just a little bit above the line of real poverty.

scope for : chance for action or thought; the opportunity or chance to do or develop something.

- Children should be kept busy and not given scope for mischief.
- College students should be given enough scope for independent thinking and creative work.

free books: books which do not need to be paid for or books one does not have to spend money on. It is common for a well-off family to have a

family collection of books and the public library system is well developed in many western countries; such public libraries may include university libraries, city libraries, town libraries, community libraries, school libraries, church libraries, etc., all open to the public through certain procedures.

8) L19 *Mental independence* : intellectual independence, independent and critical thinking

9) L24 *because of ...free expression*: because of a careless and lazy educational system where children are given insufficient training in reading and writing, the excuse being that they must express themselves freely. An overstrict system and a lazy one are the two extremes; neither is good.

10) L25 *It is a wonder...knowledgeable*: It is surprising that not all children have their intellect killed by their education, and that they become thinking, open-minded, and knowledgeable individuals.

survive their schooling: learn well in spite of the poor and weak education they receive.

11) L30 *the New Dark Age in which we live today*: the present time is full of disorder, violence and irrationality, the present time is as savage and as uncivilized as the Dark Ages

12) L31 *have the peace of mind...with a book*: have enough concentration to sit quietly for an hour reading.

13) L36 *How, otherwise, are... power politics*: If we do not read, how can we understand what hatred is, what cruelty is, and what power politics is?

14) L38 *Ideally then,... is encouraged*: Ideally then, a school system should encourage children to love to learn, rather than make them memorize facts; the system should encourage them to ask questions.

✚ 3. Word Study

- 1) *consistent*
 - a. behaving or occurring in a uniform way; in agreement
 - He has a *consistent* way of dealing with problems of this kind.
 - The school remains *consistent* in giving financial support to those students who come from poor areas.
 - His words are *consistent* with his deeds.
 - What he reported of the job is not *consistent* with the facts.
 - The way he behaves is not *consistent* with the school regulations.

2) *dip into* to look briefly at a book or to make a brief study of a subject

- I *dipped into* Chinese history while I worked in the library.

• I am not very sure about the details of the proposal for I only *dipped* into it during the lunch break.

3) *now and then* sometimes, occasionally, once in a while

• *Now and then* he comes to the students' dorm for a chat.

• He practices Chinese painting *now and then*.

• *Now and then* we hear the little girl play the piano next door.

4) *desert* vt. to leave or abandon

• He never *deserts* his friends when they are in need of him.

• His courage *deserted* him when he found himself all alone in the desert.

5) *bore* n. a dull, tiresome person or thing

• Filling all these forms is such a *bore*.

• He is such a *bore* that nobody wants to share a room with him.

• It is a *bore* to repeat all these words again and again.

v. to make sb. tired or uninterested

• The job *bore* me so much that I really want to quit.

• Will it *bore* you to hear the story again?

• She is *bored* with all these arguments.

6) *ignore* v. to pay no attention to; to neglect

• You may just *ignore* all those signs if you know the way to the entrance.

• Just *ignore* him when you find him too difficult to handle.

• One should not *ignore* the traffic rules even if in a hurry.

7) *cultivate* v. to improve or develop by education or training

• An ideal school should *cultivate* the students' creativity and mental independence.

• It takes time and patience to *cultivate* one's good manners.

• He is so enormously *cultivated* in the field of fine arts that everybody trusts his opinion about the gallery's collection.

8) *enquiry* (also *inquiry*) n. research for information, knowledge, or truth

• I want to make *enquiries* about the membership of the reading club.

• If you have further *enquiries*, go and ask the information center.

v. to ask, to do research for information, knowledge or truth

• Have you *enquired* about the flights to Hong Kong?

• The police have arrived to *enquire* into the accident.

- The teacher is *enquiring* whether we have all understood the homework assignment.
- 9) *in the name of* with the authority of
 - We are donating the money *in the name of* the school.
 - Let me thank you *in the name of* us all.
 - He was punished *in the name of* justice.
- 10) *take a stand (on/over)* to take up a firm position or attitude over some issue
 - We need to *take a stand on* the current issues of anti-corruption.
 - What *stand* are you going to *take over* the teaching reform?
- 11) *rather than* this expression is usually used in parallel structures, that is to say, with two adjectives, two adverbial phrases, two nouns or pronouns, two infinitives, or two “ing” forms.
 - This pair of shoes is comfortable *rather than* fashionable.
 - I’d prefer to travel in summer *rather than* in winter.
 - What matters was what he meant *rather than* what he said.
 - We would *rather* have him *than* her join us in the job.
 - I decided to e-mail him *rather than* to call him.
 - I prefer to listen *rather than* talk at such a get-together.
- 12) *see that* see to it that; to make sure, to ensure
 - *See that* everyone gets the notice about the postponed meeting.
 - *See to it that* this never happens again.
 - *See to it that* everything is done before next week.

4. Main Idea of Each Paragraph

Par. 1:

One can acquire knowledge in many ways, but the best way is through reading. Different people have different reading habits and purposes.

Par. 2:

The circumstances which help develop a child’s reading habit are: adequate economic means, the availability of books, and the possession of an independent and curious character.

Par. 3:

Both an overstrict and a lazy education system will prevent some children from keeping their curiosity and mental independence alive, whereas a few can survive to become open-minded and knowledgeable people.

Par. 4:

The present-day troubles make us rarely feel able to sit down with a book. But just because of our troubles we need to read more in order to understand and solve the problems.

Par. 5:

School, family and government, each should play its own role in encouraging the love of learning and the reading of books.

5. Dictation

Dictate the last paragraph of the text.

Part B**I. On Buying Books****Teaching Tips****1. Brief Introduction to the Text**

The text mainly discusses the attraction of bookshops and the joy one may find when spending some time in a bookshop.

2. Paraphrases and Language Points

- 1) L3 *whatever the reason*: no matter what the reason may be
- 2) L5 *might end up with*: the result may be
- 3) L6 *it is only much later that*: this is an emphatic sentence, emphasizing the adverbial “only much later”.
- 4) L14 *Then, and only then, ... necessary*: This sentence is an inversion (倒装), for the adverbial “only then” is placed at the beginning of the sentence. The normal order is: His services are necessary only then.
- 5) L20 *brass-rubbing*: the art or practice of taking an impression of effigies or inscriptions on brass objects by rubbing colored wax on paper pressed over the brass plate.