



高等院校英语专业系列教材

# A NEW COURSE BOOK FOR ADVANCED ENGLISH



BOOK 2 (下册)

## 新编高级英语

TEACHER'S BOOK (教师用书)

主编 彭长江

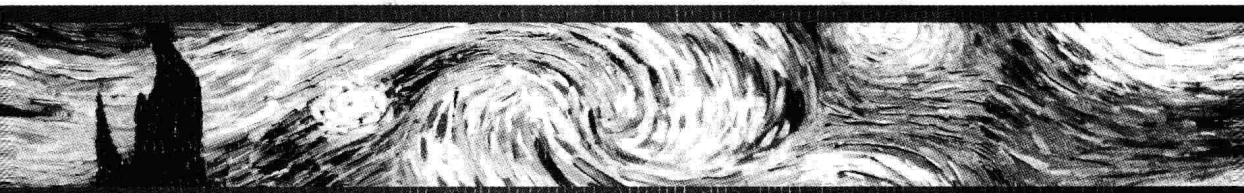
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## 编者的话

本书为《新编高级英语》(下册)的教师用书。以下是我们的教学建议:

一、本册教材共 10 个单元,供一学期使用。

二、每单元的时间分配为:课文部分 3 课时左右;词语、语法、修辞 / 文体三部分各 1 课时左右。

三、各单元教学步骤

### 第 1 部分 文本处理(Part 1 Text-processing)

#### ① 独立阅读(Independent Reading)

要求学生课前独立阅读课文,阅读时可参阅学生用书中 Notes for Preview,对注释中的词语意义仍不清楚时,可参看学生用书后的 Appendix 1 中的中文释义。

#### ② 教师辅助作业(Teacher-aided Work)

第一节课首先进行导入(Lead-in),方法是给学生放一段关于作者与本单元课文的录音,要求学生边听边做笔记,听完后给 10 分钟时间让学生填经过改写的短文中的空。课文导入之后帮助学生进行深度理解(In-depth Comprehension),方法是针对课文某些词语、句子提出 12~20 个问题,教师应着力讲好这些问题。然后是做多项选择题。

最后是做课文延伸(Extension from the Text)中的练习。这一步可在第 3 课时进行,包括 3 项工作:(1)要求学生在经过充分准备的基础上,口头回答所提问题。(2)做完形填空题。在教师用书中填空之后有说明,教师应向学生讲清填空的理由。(3)段落英译中、中译英,或作文,这三项每三个单元轮换一次。翻译题或作文题主要由学生在课后做,教师可抽查部分学生的作业,然后进行适当的讲评。

### 第 2 部分 工具打磨(Part 2 Tool-sharpening)

#### ① 词语(Words and Phrases)

这一部分大约花 1 课时。研究(Study)部分主要由学生自己阅读,读后还不明白,可参阅学生用书后的 Appendix 1。教师可进行切中要害的精讲。多项选择题在课堂上做,句子翻译题可选一部分在课堂上做,其余的要求学生在课外做。



## ② 语法

这一部分大约花 1 课时。教师可进行重点讲解,练习在课堂上做。

## ③ 修辞/文体

这一部分也大约花 1 课时。教师可进行重点讲解,练习在课堂上做。

本教师用书最大的特点是:为了方便教师教学,学生用书中的练习原题与参考答案在本教师用书中同时出现,教师不必在学生用书与教师用书中来回看。本教师用书后附有完整的试题库,可免除教师命题之苦。

本书配有听力材料光盘。其中有两个一级目录:Book 1 和 Book 2。两个目录下各有两个二级目录:Lead-in 和 Section I,前者用于各单元导入(Lead-in)部分,后者用于期末考试第一大题(Section I)。光盘里文件格式为 MP3,可用电脑播放,也可用磁带、光盘两用录音机播放,不过用后者播放时需试听,以查找所需材料。

由于编者水平有限,可能有不少不妥之处。编者诚恳希望使用本书的教师不吝赐教。

感谢参与本册编写的 13 位同志。他们负责编写的部分如下:四川外国语学院高伟、付爱、苏艳飞:第 1 单元;湖南科技大学周四媛:第 2 单元;邵阳学院杨洁:第 3 单元;湖南师范大学易艳萍:第 4 单元;衡阳师范学院邬德平:第 5 单元;湖南师范大学朱小舟:第 6 单元;湖南理工学院毛新耕:第 7 单元;中南林业科技大学张沉香、唐毅:第 8 单元;湖南商学院郑周林:第 9 单元;湖南科技学院潘利锋:第 10 单元。还要感谢为本书上、下两册的听力材料录音的美籍教师 Charles David Hodges 和 Julie Ann Hodges。

特别要感谢的是我在湖南师范大学外国语学院的同事蒋坚松教授,他和我一起商讨了这两册书的教师用书的编写原则、编写体例。特别要感谢的还有湖南师范大学出版社英语编辑李阳博士,吸收了他许多有益的建议,才最后完善了本书的编写体例。

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彭长江

湖南师范大学外国语学院

2008 年 12 月

## 缩略语表

<i>abbr.</i> .....	abbreviation	<i>inf.</i> .....	infinitive
<i>adj.</i> .....	adjective	<i>int.</i> .....	interjection
<i>adv.</i> .....	adverb	<i>joc.</i> .....	jocular
<i>AmE</i> .....	American English	<i>Lat.</i> .....	Latinate
<i>arch.</i> .....	archaic	<i>lit.</i> .....	literary
<i>BrE</i> .....	British English	<i>n.</i> .....	noun
<i>Fr</i> .....	French	<i>pl.</i> .....	plural form
<i>cf.</i> .....	compare	<i>poet.</i> .....	poetic
<i>col.</i> .....	colloquial	<i>pomp.</i> .....	pompous
<i>conj.</i> .....	conjunction	<i>prep.</i> .....	preposition
<i>derog.</i> .....	derogatory	<i>pron.</i> .....	pronoun
<i>dial.</i> .....	dialectal	<i>rel. pron.</i> .....	relative pronoun
<i>e. g.</i> .....	for example	<i>sb.</i> .....	somebody
<i>esp.</i> .....	especially	<i>sing.</i> .....	singular form
<i>etc.</i> .....	et cetera (and so on)	<i>sl.</i> .....	slang
<i>fig.</i> .....	figurative	<i>sth.</i> .....	something
<i>fml</i> .....	formal	<i>tech.</i> .....	technical
<i>Gr. myth</i> .....	Greek mythology	<i>usu.</i> .....	usually
<i>hum.</i> .....	humorous	<i>v.</i> .....	verb
<i>i. e.</i> .....	that is	<i>vi.</i> .....	intransitive verb
<i>infml</i> .....	informal	<i>vt.</i> .....	transitive verb

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## UNIT



# Part *1* Text-processing

## Teacher-aided Work

.....

### Lead-in

Listen to the recorder and take notes. Then fill in each gap in the following passage with ONE word according to what you have heard. Finish your work within 10 minutes.

#### **Tape script:**

Amy Tan, born in 1952, is a Chinese-American author from San Francisco who wrote the 1989 best-seller *The Joy Luck Club*. The daughter of immigrants, Tan spent most of her childhood in central California. In the late 1960s her father and one of her two brothers died of brain tumors and Tan's mother moved the family to Europe. After finishing high school in Switzerland in 1969, Tan returned to the United States and eventually ended up in California again, where she studied literature and linguistics at San Jose State University and earned a master's degree in 1973. She worked as a business writer and then began pub-

lishing short stories in 1986. *The Joy Luck Club* recounted the family tales of four modern Chinese-American women; it was widely hailed for its depiction of the Chinese-American experience of the late 20th century. Tan's other books have also fared well, including two children's books and a non-fiction collection, *The Opposite of Fate: A Book of Musings* (2003). Her novels include *The Kitchen God's Wife* (1991), *The Hundred Secret Senses* (1995) and *Saving Fish from Drowning* (2005).

*The Joy Luck Club* comprises sixteen stories told by four Chinese immigrant women and their four American-born daughters, linked together by the narrative of Jing-mei Woo, whose mother had founded a women's social club in China to sustain its members' spirits during the communist revolution. The popular and critical success of this novel establishes Tan's preeminence as the novelist of Chinese American women—immigrant mothers and their offspring—who see each other in terms of their struggles to achieve an identity in China and in America.

In her essay "Mother Tongue", Amy Tan shares her personal story of the English she speaks, and how much the people around a person can change the way he or she speaks. While at home, her mother speaks to her in a "broken" sort of choppy English that she can understand and she speaks to her mother in very simple English. But when she is talking to people she works with or deals with on a more business-oriented basis, she uses clearly spoken, grammatically correct Standard English. But it was not until giving a speech in a room where her mother was present that she finally realized how different these Englishes really are. She goes on to state how these different Englishes contribute to a person's identity, and how the way the individual negotiates those different Englishes within a so-called standard dialect contributes to his or her success with the mainstream culture. She also narrates how she herself challenged other people's assumptions about her language skills and became a successful writer.

### Passage for gap-filling:

Amy Tan (1952—) is the author of the 1989 best-seller *The Joy Luck Club*. Born into an 1) immigrant family, Tan lived in central California for the

greater part of her childhood, but finished high school in Switzerland in 1969, and eventually 2) returned to California. After earning a master's degree in literature and linguistics at San Jose State University in 1973, she worked as a business writer and then began publishing short stories in 1986. Her other works include two children's books and a non-fiction collection, and three 3) novels.

In her essay "Mother Tongue", Amy Tan tells about how she realized that she uses many different forms of English on different 4) occasions, how these different Englishes give people different identities, and how they 5) decide / determine what people can achieve in the mainstream culture. She also narrates how she enjoyed the challenge of disproving people's assumptions about her language ability and became a successful writer.



## In-depth Comprehension

### 1. Questions

1) What does the title "Mother Tongue" mean? What figure of speech is it?

Ordinarily, "mother tongue" means one's native language, the language learned by a child and passed from one generation to the next. Here it means the "broken" English the author's mother speaks. It is a pun.

2) Para 2: Why does the author use the plural form "Englishes"? What does it properly refer to?

The author here uses the plural form to emphasize the difference between the different forms of English she uses with different people. This plural form first appeared in the term "New Englishes", which was used by Tom McArthur (1992) to refer to "recently emerging and increasingly autonomous varieties of English, especially in a non-Western setting, such as India, Nigeria, or Singapore."

3) Para 3: Does the sentence "The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong." mean that at first the author spoke quite well but, when she remembered one difference, her speech was full of mistakes?

No, it doesn't. It means that at first the author spoke confidently, believing



that the language she was using—standard English—was quite suitable for her audience, but when she remembered the difference she felt that it was totally out of place.

4) Para 4: What does “our language of intimacy” refer to?

It refers to the very informal language the author uses with her husband when they are alone, a kind of language which may be ungrammatical, just reflects the harmony between them and shows their care for each other.

5) Para 5: What does the first word “So” in the paragraph denote? What is your reason?

It denotes purpose, because the structure “So you’ll... , I’ll...” shows that “So you’ll...” is a clause subordinate to the main clause “I’ll...” In that case, “so” certainly introduces a clause of purpose instead of one of result, as the latter must follow the main clause.

6) Para 5: Does “her family” refer to the family the author’s mother formed with her husband? What is the Chinese term for it?

No, it doesn’t. It refers to the author’s mother’s family before she married. The Chinese term would be “她娘家”.

7) Para 6: What would this paragraph be like if the author’s mother had expressed herself in good English?

It would be something like: “Du Yusong had businesses like fruit stands, of the kind on sidewalks. His family name was Du like Du Zong—but he was not from Tsung-ming Island, but from a place that the local people call Putong, on the east bank of the Huangpu River. He was a native of that side of the river.”

8) Para 7: Why is the author so bothered by the terms “broken English” and “limited English” which are used to describe her mother’s English?

She is so bothered because, though these terms point rightly to the fact that her mother’s English is broken or limited, at least in form, yet they also seem to imply that the content of what she says is broken and limited, which is not the case, as can be seen from Paragraph 18, where the author says that her mother’s speech is full of “what language ability tests can never reveal: her intent, her passion, her imagery, the rhythms of her speech and the nature of her thoughts.” However, she can find no other term to simply denote the formal

brokenness or limitedness of her English without the implication of brokenness or limitations in content.

9) Para 9: What was not very convincing when Amy Tan spoke on the phone to her mother's stockbroker? What did she want it to convince him of?

Her adolescent voice was not very convincing. She wanted it to convince the broker that it was her mother that was speaking to him.

10) Para 10: As we know, whispering means talking in a barely audible voice or in a secret or confidential way; then why does the author put "whisper" and "loudly" together?

Here the two words are placed together because the author is using the figure of speech called "oxymoron" to express the mixed feelings of her mother: on the hand, she whispered so that the broker might not hear her speaking, but on the other hand her anger was making her voice louder and louder in spite of herself though it was still a husky whispering voice.

11) Para 12: Since her mother's English is "broken", why does the author say it is "impeccable", which usually means "flawless"?

Though "impeccable" usually means "flawless", it does not mean that her mother's English is flawless, but that the brokenness of her English is flawless, that is, it is utterly or completely or perfectly broken, just as we can say "he is a perfect fool."

12) Para 13: Does "possibilities in life" refer to what one can do in one's daily life, such as going shopping, playing games, etc.? How do you know?

No. It refers to what one can learn, what careers one can pursue and what one can achieve in one's lifetime. The rest of this paragraph and the subsequent paragraphs show this answer to be true.

13) Para 13: Does "the language spoken in the family" refer to the language a child speaks in the family? Why?

No. It refers to the language spoken by adults to a child, because it contrasts with "the language of the child" and "plays a large role in shaping" it.

14) Para 13: What does "scoring in the sixtieth or seventieth percentile" mean? How would you translate it into Chinese?

It means "getting sixty points or above or seventy points or above", which

can be translated into“得六十几分或七十几分”。

15) Para 13: Whose opinion does the word “opinion” refer to in “but those scores were not good enough to override the opinion that my true abilities lay in math and science?” What is your reason?

It refers to other people’s opinion, such as that of teachers and employers, as is shown later in the text where the author talks about trying to disapprove “assumptions made about me.”

16) Para 15: Does “these are broad sociological questions I can’t begin to answer” mean that I have no time right now to begin to answer these sociological questions?

No. As the author is no sociologist, she cannot answer these questions. Besides, “begin” may mean “to do or accomplish in the least degree”. So this sentence means these are broad sociological questions I can’t answer in the least degree (or at all).

17) Para 17: Did the author study as premed after her enrollment?

Yes, she did. But after that, she decided to enter a college as an English major instead of a medical college to pursue further studies in medicine.

18) Para 17: What is so terrible about the sentence “That was my mental quandary in its nascent state.”?

It is the use of the two extremely formal words “quandary” and “nascent” in a story about people’s daily lives.

19) Para 19: How do you understand “where it counted” in the sentence “I knew I had succeeded where it counted?” What does it refer to? What is your reason?

“Where it counted” means “in the most important respect”. That most important respect refers to the requirement that the language used in the book should be easily understood by her intended reader. This can be seen, first, from Paragraph 18, where the author tells about how she decided upon her mother as her intended reader, and how then she began to write stories using all the Englishes she grew up with, the purpose of which, of course, was to make her book easy for readers like her mother; then from the author’s reason for saying that she had succeeded—her mother’s verdict on her book: “So easy to read.”

## 2. Multiple-choice Questions

1) The major difference that made the author's whole talk sound wrong (Para 3) refers to the fact that     D    .

- A. the author was talking about something different from what she had talked about to other audiences
- B. the author was using a sort of language quite different from that she had used with other audiences
- C. the author was giving a lengthy talk while at other times she had always given brief talks
- D. the author's mother was among the audience in the room

Explanation:

"... one major difference that made the author's whole talk sound wrong" should be followed by a sentence that points out that major difference, otherwise the author would be playing hide-and-seek with the reader. That sentence is "My mother is in the room."

2) In Paragraph 8 the author says, "I was ashamed of her English. I believed that her English reflected the quality of what she had to say. That is, because she expressed them imperfectly, her thoughts were imperfect." These sentences describe the author's     C    , which she thinks           .

- A. present judgment on her mother's English and thinking; wrong
- B. present judgment on her mother's English and thinking; right
- C. judgment as a child on her mother's English and thinking; wrong
- D. judgment as a child on her mother's English and thinking; right

Explanation:

The clause "because when I was growing up, my mother's 'limited' English limited my perception of her" that precedes the sentences quoted in the question and the past tenses used in them tell us that these sentences express the author's perception of her mother when the author was a child. And "limited my perception of her" implies that her perception of her mother was incorrect, at least partially incorrect. This conclusion is borne up by Paragraph 18 where she says that her mother's language is full of "what language ability tests can never reveal: her intent, her passion, her imagery, the rhythms of her speech and the



nature of her thoughts.”

3) Which of the following is false?     D    

- A. Paragraphs 3~4 show that the author was aware of the different English she did use with different people.
- B. Paragraphs 5~6 tell about the kind of family talk at the author's home.
- C. Paragraphs 7~12 describes how the author's mother's English limits her social behavior and how she needed her daughter's help.
- D. Paragraphs 13~15 deal with the difference between the opinions of the author on the one hand, and of sociologists and linguists on the other, concerning what influences a person's developing language skills.

Explanation:

In Paragraph 13, the sentence “Sociologist and linguists probably will tell you that a person's developing language skills are more influenced by peers” only serves as a lead to the author's opinion that the language spoken in the family, especially in immigrant families, plays a large role in shaping the language of the child, which is discussed in detail without any further mentioning of those scholars' point of view.

4) In Paragraphs 16~19, the author writes about     B    .

- A. how she disapproved people's assumptions about her
- B. how she succeeded as a writer
- C. how she acquired the ability to make wittily crafted sentences
- D. how much her mother likes her writing

Explanation:

Choice B covers the whole content of these paragraphs, while the other choices only describe some of the details in the author's progress towards a successful writer.

5) The Englishes the author grew up with comprise     A     varieties.

- A. four                      B. two                      C. five                      D. three

Explanation:

The answer can be found in Paragraph 18, where the following “Englishes” are mentioned: 1. the simple English the author spoke to her mother; 2. the broken English her mother used with her; 3. the author's “watered down” English

version of her mother Chinese; and 4. her mother's own English version of her Chinese if she could speak perfect English, that is, her internal language.

## Extension from the Text

### 1. Speaking

Say something about the author's attitude towards her mother and her mother's language.

The whole text truly reveals Amy Tan's love for her mother as well as her mother's language. Her mother is a non-native speaker, so she speaks what is described as "broken" English, which no one but her family could quite understand. Because of her poor English, she is ignored or treated badly and unfairly. She helps her mother to fight those injustices. Most importantly, though at first she was ashamed of her mother's English, she later recognized its essence: her intent, her passion, her imagery, the rhythms of her speech and the nature of her thoughts, which language ability tests can never reveal, and takes pride in being able to capture it in her books, whose intended reader is none other than people like her mother.

### 2. Cloze

We used a similar routine just five days ago, for a situation that was 1) far less humorous. My mother had gone to the hospital for an appointment, to find out about a benign brain tumor a CAT scan (computerized axial tomography scan) had 2) revealed a month ago. She said she had spoken very 3) good English, her best English, no mistakes. Still, she said, the hospital did not apologize when they said they had 4) lost the CAT scan and she had come for nothing. She said they did not seem to have any sympathy when she told them she was anxious to know the exact 5) diagnosis, since her husband and son had 6) both died of brain tumors. She said they would not give her any more information until the next time and she would have to make another 7) appointment for that. So she said she would not leave until the doctor called her 8) daughter. She wouldn't budge. And when the doctor finally called her daughter, me, who spoke in perfect English—lo and behold—we had assurances the CAT scan