

New English Course

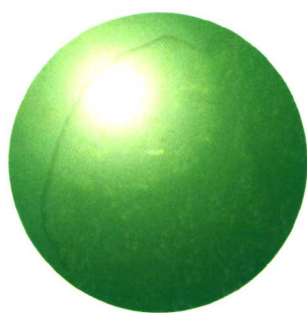
Edwin T. Cornelius, Jr.

第2册

王劲松 姚颖 等编译·新时代出版社

柯灵思

新英语教程



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磁带

柯灵思

NEW ENGLISH COURSE
新英语教程

第2册

Edwin T. Cornelius, Jr. 著

王劲松 姚颖 等 编译

新时代出版社

· 北京 ·

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New English Course

Edwin T. Cornelius, Jr.

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出版者的话

二十一世纪的教育是素质教育,传统的英语教学模式已经变革,为适应教学需要,(中国)新时代出版社独家引进美国著名语言学家、教育家柯灵思(Edwin T. Cornelius, Jr.)的力作 *New English Course* 丛书版权,编译出版了《柯灵思新英语教程》。

柯灵思先生是当今国际英语教育界公认的最著名的大师级人物之一,其《英语 900 句》的声誉在国内堪称前无古人,后无来者,深深地影响着中国一代又一代的莘莘学子。

中文版《柯灵思新英语教程》面向中国广大的英语学习者和教师,指导思想是使学习者达到能用英语听、说、读、写的最高境界,提供了一套从初级到中级再到高级的卓有成效和颇具特色的完整教育方案,它以 4 本学生用书为主,配套以录音带和教学指导用的教师用书。

与国内传统的英语教科书相比较,《柯灵思新英语教程》的鲜明特色是“传统的和革新的教育相统一,间接的和直接的训练相结合,自我的和交互的实践相包容,基本的和重点的学习相融汇”,非常适合二十一世纪的英语素质教育。

在本教程的出版过程中,得到了对外经济贸易大学张翠萍教授的大力支持,在此表示感谢。

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Preface

New English Course is a course in English as a second or foreign language, designed to provide a comprehensive study program for beginning to advanced levels. It consists of a series of six student textbooks, correlated workbooks, tape recordings, progress tests, and annotated teacher's books.

New English Course introduces a unique concept of "key features" which are presented at the rate of five "features" in each teaching unit. These key features constitute a carefully graded learning program for the student-basic structures, essential grammar points, sentence word order, vocabulary, and important semantic distinctions (features of meaning) in English. The sentences which contain "key features" in each unit are specially marked ([*]) to provide a convenient signal to the student that some new feature is being introduced for the first time. The sentences themselves are presented in a situationally relevant dialog context at the beginning of each unit.

The aim of the course is to provide a particular type of learning experience that will enable the student to use English for communicating with speakers of English. "Communicating," in this sense, means having the ability to express one's own ideas, thoughts, feelings, and views to others, as well as the ability to understand the utterances made by others. Learning to use a language for "communicating," therefore, involves the learning of a particular code-developing the ability to "encode" messages (speaking and writing) and to "decode" messages (understanding and reading).

The approach to code-learning in this course is based on the view that learning involves an intellectual process (cognition), and that material to be learned must be presented, practiced, and experienced in all modes – through listening, speaking, reading, and writing. This approach emphasizes the importance of making use of every available means to achieve the aim of the course: oral – aural drills (repetition, substitution drills and intonation practice), play – acting, writing practice, dictation, letter-writing, reading, games, puzzles, and class discussions. Special listening practices ("live" recordings) are included in the taped material to provide listening-comprehension practice with natural language.

The syllabus of the course is somewhat unique in that the more traditional, grammar-based activities used for early study units (Books 1 to 3) give way in later units of the

course (Books 3 to 6) to much newer communicative, function-based activities.

The author wishes to thank the many classroom teachers and students in different countries who have offered helpful comments and criticisms regarding previous courses developed by the author and early manuscript forms of the present course. The insights gained from suggestions and discussions in seminars and workshops have been of inestimable value and assistance in preparing *New English Course*. The author also wishes to express appreciation to Richard Evans, Willard D. Sheeler, Francisco Gomes de Matos, Peter Strevens, John Dermody, Elaine Kim, and other colleagues for reading manuscripts at various stages and providing constructive criticisms. Special thanks are due Dr. Kenneth Croft for his valuable editorial assistance.

原版前言

《柯灵思新英语教程》专门面向把英语作为第二语言或外语的学习者,并为其提供一套从初级到高级的综合性学习计划。本教程包括 6 本^①学生用书、录音带以及带有教学指导和练习答案的教师用书。

《柯灵思新英语教程》的独到之处体现在其“主要特点”里,每一单元有 5 个“特点”。这些主要特点形成了一个为学生分级学习而精心设计的学习计划——包括英语的基本结构、主要语法点、句子的词序、词汇,以及重要的语义特点。每一单元含有“主要特点”的句子都专门标上了记号([*]),提醒学生某个新的特点第一次出现,句子本身出现在单元开始的一个场景对话里。

本教程旨在使学生拥有一种特别的学习经历,能用英语进行交流。这里,“交流”指能够向别人表达自己的想法、思想、感情、观点,并且能够领会别人说话的含义。因此,学习使用一种语言去“交流”就是学习一种特殊的密码——培养一种“编码”(口语、写作)和“解码”(听力、阅读)的能力。

本教程密码学习的方法基于如下观点:学习是一个脑力活动过程(认知过程),学习材料必须以听、说、读、写等各种方式提供给学习者,并按这些方式去训练、学习。为达到本教程的目的,这种方法强调利用每种现有方式的重要性。例如,听一说训练(重复、替代练习以及语调练习)、戏剧表演、写作练习、听写、写信、阅读、游戏、猜谜等。听力材料还包括特殊听力训练(“现场”录音),为学生提供一一个听自然的语言进行听力理解训练的机会。

本教程的教学大纲是独特的:前面的单元(1~3 册)^②以比较传统的语法训练为基础,后面的单元(4~6 册)^③以较新的注重交际的功能训练为基础。

作者在此想感谢那些来自不同国家的教师和学生,是他们为作者以前的教程和本教程的早期书稿提出了宝贵的意见和批评。来自研讨会的讨论和建议也为本教程的编写提供了非常有价值的见解和帮助。作者还要感谢理查德·埃文斯、威拉德·D·希勒、弗朗西斯科·戈梅斯·de·马托斯、彼得·斯特文思、约翰·德莫迪、伊莱恩·科恩以及其他同事们,是他们在不同阶段阅读了书稿并提出了建设性的批评意见。作者特别感谢肯尼思·克罗夫特博士,感谢他为教程的编辑工作提供的无私帮助。

① 中文版压缩为 4 本。

② 中文版第 1 册到第 2 册第 20 单元。

③ 中文版第 2 册第 21 单元到第 4 册。



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UNIT 1

VOICE: Operator! Operator!

OPERATOR: This is the operator. May I help you?

VOICE: Yes, operator...! This is 6241 Chester Road. Please send an ambulance right away!

OPERATOR: *Is somebody badly hurt?

VOICE: We need a doctor. We... We...

OPERATOR: Hello, sir...!

*I'll call an ambulance. But what's wrong?

VOICE: *Our car keys are gone! We think...

OPERATOR: I beg your pardon, sir?

VOICE: They were on the coffee table. Then my wife...

OPERATOR: You say that you can't find your keys...

Why do you need a doctor?

VOICE: Don't you understand, operator? It's an emergency!

Will you please call an ambulance?

OPERATOR: *Tell me what the trouble is.

I don't understand why you need an ambulance.

VOICE: It's our little boy Johnny! We think he swallowed the car keys!

OPERATOR: Oh, I see! I'll get the rescue unit right away!

VOICE: Thank you! Oh, just a minute... Operator...?

*We won't need an ambulance, I guess.

OPERATOR: What?

VOICE: My wife just found the keys. They were in her purse all the time.



声音：接线员！接线员！

接线员：我是接线员。我能帮你做点儿什么？

声音：是的，接线员！我这里是切斯特路6241号。请火速派一辆救护车来。

接线员：有人伤势严重吗？

声音：我们需要一位医生。我们……我们……

接线员：喂，先生……！我会叫救护车的，但到底发生了什么事？

声音：我们的汽车钥匙不见了！我们想……

接线员：你能再重复一遍吗，先生？

声音：钥匙原先放在咖啡桌上。然后，我妻子……

接线员：你是说你不能找到你们的钥匙……但你为什么要找医生？

声音：你不明白吗，接线员？这是十万火急的事情！你能帮我叫一辆救护车吗？

接线员：告诉我问题出在什么地方。我不明白你为什么想叫救护车？

声音：我的小子约翰尼有事！我们认为他吞下了那辆车的钥匙！

接线员：哦，我明白了！我马上接通救援小组！

声音：谢谢！哎呀，等一等……接线员？我想我们不需要救护车了。

接线员：你说什么？

声音：我妻子找到了那些钥匙。它们一直在她的手提包里。

UNDERSTANDING THE DIALOG

Dialog Practice

Repetition practice with the dialog on Page 1.

Questions and Answers (Yes/No questions)

1. Did the man say, "My name is George Smith"?
(No, he didn't.)
2. Did the operator say, "Number, please"?
3. Did the man say, "We need a doctor"?
4. Did the man say that it was an emergency?
5. Did the operator ask the man what the trouble was?
6. Did the man say their little boy was badly hurt?
7. Did the operator say that she would get the rescue unit right away?

Make up 7 new Yes/No questions. Refer to the dialog on page 1.

Getting All the Facts (Wh- questions)

1. Who called the operator? (*A man did.*)
2. Who said, "May I help you?"
3. Where did the man say he lived?
4. Who said, "Our keys are gone!"
5. Where were the keys?
6. Who said, "It's an emergency!"
7. What was the little boy's name?
8. Who said, "Oh, I see!"
9. Who found the keys?
10. What was the man's address?
11. Who said, "We won't need an ambulance"?

Make up 5 new Wh- questions with *Who*, *Where*, and *What*. Refer to the dialog.

Remembering Exact Words

("... or..." questions)

1. Did the man say, "Call the police" or "Operator! Operator!" (*He didn't say, "Call the police." He said, "Operator! Operator!"*)
2. Did the operator ask, "What's your telephone number?" or "Is somebody badly hurt?"
3. Did the operator say, "I'll send the police" or "I'll get the rescue unit right away?"
4. Did the man say, "They were on the coffee table all the time" or "They were in her purse all the time"?

You Are There!



You're the man
in the dialog:

- a. Call the operator.
- b. Ask for an ambulance.
- c. Tell the operator you need a doctor.
- d. Say your car keys are gone.
- e. Tell her your little boy swallowed the keys.
- f. Ask her to wait; tell her you won't need the ambulance.
- g. Tell her your wife found the keys.



You're the operator
in the dialog:

- Ask the man if you can help.
- Ask the man if somebody is hurt.
- Ask the man why.
- Ask the man why he needs a doctor.
- Tell him you'll call the rescue unit.
- Ask the man why not.
- Tell him you're glad. Say good-bye.

IDENTIFYING THE NEW STRUCTURES

1. Is	somebody	badly	hurt?
Was	he	critically	
Are	you		injured?
Were	they		wounded?

Key feature: verb BE + adjective (past participle)

Verb: hurt, injure, wound

past participles: hurt, injured, wounded

Adverbs (adjective + -ly): badly, seriously, critically

Practice Sentences: Use the following cues to make sentences of your own:

(a) your cousin (b) the taxi driver (c) the children

2. I'll	call	an	ambulance.
She'll	get	a	doctor.
We'll		the	rescue unit.
They'll			

Key feature: modal WILL + verb

Contractions: I'll (I + will), he'll (he + will),...

Yes/No question: Will you call...? Will they get...?

Practice Sentences:

(a) Yes/No questions (b) Verbs: see, find

3. Our	car keys	are	gone.
My	house keys		
Her	record player	is	lost.
Their	typewriter		broken.

Key feature: (inanimate) subject + verb BE + adjective (past participle)

Verbs: go, lose, break

past participles: gone, lost, broken

Yes/No question: Is their typewriter broken?

Practice Sentences:

(a) Yes/No questions (b) Tag questions

4. Tell	me	what	the trouble	is.
	us			
	them	who	those men	are.
	John	where	Mr. Brown	was.

Key feature: verb TELL + object + Wh- (+ subject + verb)

Wh- words: what, where, who, when, whose, why.

Pronouns (object form): me, you, him, her, us, them

Practice Sentences:

(a) Wh- where, whose, why (b) Yes/No questions with WILL

5. We	won't need	an	ambulance,	I guess.
They				
She		her	car keys	
John		that	rescue unit	

Key feature: modal WON'T (will + not) + verb

Yes/No question: Won't they need an ambulance?

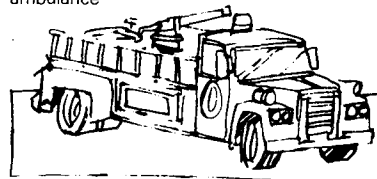
Practice Sentences:

(a) Yes/No questions (b) Tag questions

Did You Know?



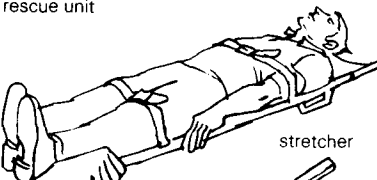
ambulance



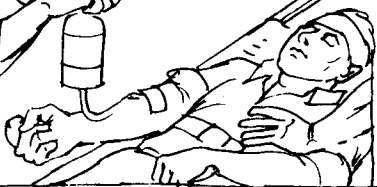
fire engine



rescue unit



stretcher



blood transfusion

PATTERN PRACTICE

I The operator said (that)	she would send an ambulance. the man was badly hurt. the man needed help. the address was 6241 Chester Road. the man needed the police. she would call the rescue unit.	Substitute: The operator didn't say... The operator told me... The operator didn't tell me...
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II The operator asked him	what the trouble was. where he was calling from. where he was. what his address was. what his name was. why he called.	Substitute: The operator didn't ask me... Did the operator ask you... ?
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- III a. The man said, "Our car keys are gone."
The man said that their car keys were gone.
 b. The man said, "They were on the coffee table."
 c. The man said, "It's an emergency."
 d. The operator asked him, "Why do you need a doctor?"
 e. The operator said, "I don't understand."

WRITING ASSIGNMENT

Turn to the questions on the dialog, page 2.

1. Copy the questions in the first group (Questions and Answers), and write answers to the questions.
2. Write answers to the questions in the second group (Getting All the Facts).

will + verb



READING AND CONVERSATION

SECTION 1

Two people appeared in the dialog in Lesson 1 -- a man (Voice) and a woman (Operator). Who are these people? What are their names? What kind of jobs do they have?

My name is Betty Sanders. I'm a telephone operator, and I work for Universal Telephone Company. My job at UTC is an interesting one. I work five days a week, and my hours are from 9 o'clock to 5 o'clock. I do a lot of things--I place long-distance calls for people, I answer questions, and I help people in emergencies.

Today, for example, I had an interesting experience. At 11 o'clock this morning, I got a call from some man. I don't know who he was. He was very nervous and I could tell that he was upset or frightened about something. He gave me his address and asked me to send an ambulance right away. I asked him if somebody was hurt, but he didn't answer my question. He told me he needed a doctor right away, so I said I'd call an ambulance for him but I still wanted to know what was wrong. Then he said, "Our keys are gone!" I didn't understand that! Why would he need an ambulance just because he couldn't find his keys? Then I found out what the trouble was.

The man and his wife left the car keys on a coffee table, and later they couldn't find them. Their little boy Johnny was playing in the room, and they thought he swallowed them.

I told the man I'd get the rescue unit right away; but before I could hang up, he told me he wouldn't need an ambulance after all. His wife found the keys in her purse. They were there all the time. The little boy didn't swallow the keys after all.

我叫贝蒂·桑德斯，是一名电话接线员，在通用电话公司工作。在公司里，我的工作很有趣。我一周工作5天，从9点到5点。我干的事情很多——为人们接通长途电话、回答各种问题、帮助处于危急状态的人。

例如，今天我就遇上一件很有趣的事。早上11点，我接到一位男士的电话，我不知道他是谁。他精神紧张，我可以说，他被什么事情搞得心烦意乱或是吓坏了。他告诉我一个地址，请我马上派一辆救护车去。我问他，是否谁受伤了。但是他没有回答我。他告诉我，他马上需要医生。所以我告诉他，我会帮助他叫救护车，但我还是想知道发生了什么事。于是他说：“我钥匙丢了！”我弄不明白怎么回事！为什么他丢了钥匙要叫救护车呢？后来我明白了问题出在哪里。

那位男士和他的妻子将车钥匙放在咖啡桌上，后来找不到了。他们的小儿子约翰尼在屋中玩耍，他们便认为他吞下了钥匙。

我告诉那位男士我会马上接通救援小组的。但在挂断之前，他告诉我他不再需要救护车了，他的妻子在她的手提包中找到了钥匙，钥匙一直在那里，小孩根本就没吞下那些钥匙。



Betty Sanders

Questions

Write ten questions about Betty Sanders.

Examples:

What company does Betty Sanders work for?

What are her hours at UTC?

Who did she get a call from at 11 o'clock this morning?

Where did the man and his wife leave their car keys?

Interview (Two Students)

Interview Betty Sanders. Ask her questions about her job and about the telephone call she got at 11 o'clock this morning.

Examples:

What's your name? My name is Betty Sanders.

Where do you work? At Universal Telephone Company.

What happened at 11 o'clock this morning? I got a call from some man.