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NEW ENGLISH COURSE
GUIDED READING
BOOK II

TEACHER'S BOOK
A

新英语教程 英语阅读

第二册 教师参考书 (A)

清华大学出版社

新 英 语 教 程

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前 言

本书是为配合《新英语教程》(New English Course) 英语阅读(Guided Reading)而编写的教师参考书(Teacher's book), 对应四册《英语阅读》分四册出版, 每册均由“教师参考书(A)”和“教师参考书(B)”两本组成。《新英语教程(英语阅读)教师参考书A》的基本内容如下:

1. Warm-up Questions
2. Main Ideas of Each Paragraph
3. Outline
4. Paraphrases
5. Words and Expressions
6. Explanation
7. Summary
8. T/F Checks
9. Background Material

系供教师专用的参考素材。

考虑到我国目前大学英语在教学法方面正处于不断探索和创新的阶段, 而且各校的英语教学现状也不尽相同, 我们不为各分册规定特定的教学要求和目标, 以利任课教师发挥其主动性, 针对具体的教学对象, 参照教学大纲, 订出合理的、符合实际的教学要求和目标。本书编写的目的是尽可能满足《新英语教程》的使用教师根据不同要求、不同层次、

不同环节进行教学时对不同类型的教学素材所提出的需求。当然，达到这一要求，难度是很大的，而编者的水平又是有限的，为此，我们热切希望使用本书的教师和同学给我们提出宝贵的意见，帮助我们不断改进、提高。

为便于教师选择使用，对教参(A)的各项内容作如下说明：

1. **Warm-up Questions** (“预热式”提问)：提问以课文的外围为中心，而不涉及课文中的具体内容。这样在学生不预习时，也可培养他们对课文进行预测(**prediction**)的能力。如学生有预习的习惯，这些问题也可以起到激发学生的兴趣和活跃课堂的作用。

2. **Main Ideas of Each Paragraph** (自然段大意)：它是各课自然段概括性的叙述，不包括该自然段的详细内容(**details**)，可供教师了解各自然段的中心大意(**main ideas**)；也可作为开展课堂讨论，让学生在归纳各段中心大意时参考。

3. **Outline** (提要)：它是全课概念段(**conceptual paragraphs**)的概括性内容，不包括说明性的细节(**supporting details**)。如果习惯采用 **teacher-centered method**，教师可将其中的标题写在黑板上，用以讲授课文大意；如果习惯使用 **student-centered method**，在板书之后，可请学生用英语补充说明性细节，这样便可向学生提供口头练习和理解全课内容的机会。

4. **Paraphrases** (释义)：它是对理解起来较困难的句子提供的解释性说明，而不是原句在意义上和语体风格上的确切转述。

5. **Words and Expressions** (词和词组)：它包含每

课中需要熟练掌握的词和词组，有些是在中学已经学过但估计掌握起来可能有困难的，有些虽非新词语但其用法学生仍然陌生的，这些内容都列入此栏目中。

6. **Explanation** (解释)：这是为语法分析而设立的栏目。但因课文中多数语法内容是学生在中学已经学过的，所以本册教参只对七个单元中的 **Part A** 某些语法现象提供了解释，其它三个单元没有附此栏目。

7. **Summary** (概要)：供教师转述时参考。如果需要并且条件允许，也可读给学生作听力训练，或作听写用。

8. **T/F Checks** (正误练习)：这个练习形式并不是要求学生简单地回答 “true”, “false”, 或 “don't know”, 而是要他们：

1) 听懂教师读出的句子，并判断其为 T/F。

2) 能用英语解释他们作出判断的理由：即为什么要选择 T/F，根据何在。

3) 如果条件允许，可选其中某些句子作为课堂讨论的题目，这个练习中的10个句子设置的目的及课文的关系如下：

① 课文中的同一概念，用不同的说法表述，以便学生能听懂和熟悉不同的表达方式。

② 应用推断 (**inference**) 的方式，要求学生对课文和隐含的意义 (**implied meaning**) 作出自己的判断。

③ 理解课文中逻辑上的因果关系：(**perception of cause and effect**)

④ 要求学生对作者的观点、意图、论点、论据等各个方面发表自己的看法，以培养他们评阅 (**critical reading**) 的习惯和能力。

总之，本项练习决不是只要求学生回答yes/no的练习，而是训练学生深入理解课文，逐步学会用英语口头表达自己看法的一种训练，当学生表达有困难时，教师应给以帮助和指导，以完成其表达。

9. **Background Material** (背景材料)：在目前条件下我们只能在力所能及的范围内为Part A中某些课文提供一些必要的背景材料，供教师参考。

以上教学素材，最理想的课堂使用方式是全部用英语进行。但如条件不允许，教师则可根据实际情况，适当使用母语进行教学。当然，即使全部用英语，恰当地使用母语对比，也是必要和有益的。这样做，有助于学生深入理解所学语言的准确性 (accuracy)。

学生在课堂中的“反馈”或其它活动，在条件不具备时，也可由使用母语逐步过渡到尽量使用英语。

第二册“教参A”和“教参B”的编选工作由李碧嘉同志负责，她修改和通读了全部材料，还编写了Unit 4、7、8的材料。戴雅民提供了Unit 2的素材。邢如提供了Unit 3的素材。李秀东提供了Unit 5、10的素材。马宗仁提供了Unit 9的素材。侯成源编写了Unit 6，审读全部译文。萧家琛编写了Unit 1，审读全部译文，修改、补充和通读全部材料。陈星辉对Unit 4、7、8、10的Part A的汉语译文提供了初步译稿。

萧家琛

1987.12.15

CONTENTS

UNIT 1

PART A S.O.S.

I . Warm-up Questions	(1)
II . Main Ideas of Each Paragraph	(2)
III . Outline	(3)
IV . Paraphrases	(4)
V . Words and Expressions	(6)
VI . Explanation	(11)
VII . Summary (A)	(12)
Summary (B)	(13)
VIII . True-False Checks	(13)

PART B

I . Preserving the Environment	(15)
II . A Country on the Move	(17)
III . Back to Nature	(18)

UNIT 2

PART A Space

I . Warm-up Questions	(20)
II . Main Ideas of Each Paragraph	(21)
III . Outline	(22)
IV . Paraphrases	(23)
V . Words and Expressions	(26)

V.	Explanation.....	(32)
VI.	Summary.....	(33)
VII.	True-False Checks.....	(33)
K.	Background Material.....	(36)

PART B

I.	The English Are Different.....	(37)
I.	The Voices of Time.....	(39)

UNIT 3

PART A Population and the Future

I.	Warm-up Questions.....	(41)
I.	Main Ideas of Each Paragraph.....	(42)
II.	Outline.....	(43)
IV.	Paraphrases.....	(44)
V.	Words and Expressions.....	(46)
VI.	Explanation.....	(53)
VII.	Summary.....	(54)
VIII.	True-False Checks.....	(54)
K.	Topics for Discussion.....	(56)

PART B

I.	Man and Geography.....	(56)
I.	Large Families in India.....	(58)

UNIT 4

PART A The Earth's Hidden Power Comes to the Surface

I.	Warm-up Questions.....	(60)
I.	Main Ideas of Each Paragraph.....	(60)
II.	Outline.....	(62)

IV.	Paraphrases	(63)
V.	Words and Expressions.....	(65)
VI.	Explanation	(69)
VII.	Summary.....	(70)
VIII.	True-False Checks	(71)
IX.	Reference Material	(72)
X.	Suggested Activities.....	(74)

PART B

I.	Volcanoes.....	(75)
I.	Tornadoes.....	(77)
II.	The Vanished City.....	(78)

UNIT 5

PART A "The Space Race Is the World's Biggest Money Waster"

I.	Warm-up Questions	(80)
I.	Main Ideas of Each Paragraph.....	(80)
II.	Outline.....	(82)
IV.	Paraphrases	(83)
V.	Words and Expressions.....	(85)
VI.	Explanation	(88)
VII.	Note	(89)
VIII.	Summary.....	(90)
IX.	True-False Checks	(90)
X.	Background Material	(92)
XI.	Suggested Topics for Class Discussion	(93)

PART B

I. Space Travel (95)

II. The Shuttle and Beyond..... (96)

UNIT 6

PART A The Global Brain Drain

I. Warm-up Questions..... (98)

II. Main Ideas of Each Paragraph..... (98)

III. Outline..... (99)

IV. Paraphrases (100)

V. Words and Expressions..... (105)

VI. Summary (A)..... (110)

Summary (B)..... (111)

VII. True-False Checks..... (112)

VIII. Word Formation (113)

PART B

My 35 Years in China..... (115)

UNIT 7

PART A The World's Largest City—Chongqing Sees Sweeping Change and Novel Experiments

I. Warm-up Questions..... (118)

II. Main Ideas of Each Paragraph..... (118)

III. Outline..... (120)

IV. Paraphrases (121)

V. Words and Expressions..... (123)

VI. Summary..... (128)

V. True-False Checks	(129)
PART B	

I. Travel in the USA.....	(131)
I. Four Beautiful Things About Hawaii	(131)

UNIT 8

PART A University Days

I. Warm-up Questions	(134)
I. Main Ideas of Each Paragraph.....	(134)
II. Outline	(135)
IV. Paraphrases	(136)
V. Words and Expressions.....	(137)
VI. Explanation	(140)
VII. Summary	(142)
VIII. True-False Checks.....	(143)
X. About the Author.....	(145)

PART B

I. After Twenty Years.....	(146)
I. A Clean, Well-Lighted Place	(148)

UNIT 9

PART A Speech Communities

I. Warm-up Questions	(150)
I. Main Ideas of Each Paragraph.....	(151)
II. Outline	(152)
IV. Paraphrases.....	(154)
V. Words and Expressions	(155)
VI. Explanation	(159)

V.	Summary	(160)
----	---------------	-------

VI.	True-False Checks.....	(160)
-----	------------------------	-------

PART B

I.	Who Uses English?	(162)
----	-------------------------	-------

II.	The Weather	(163)
-----	-------------------	-------

UNIT 10

PART A Educational Attitudes

I.	Warm-up Questions	(165)
----	-------------------------	-------

II.	Main Ideas of Each Paragraph.....	(166)
-----	-----------------------------------	-------

III.	Outline	(168)
------	---------------	-------

IV.	Paraphrases	(169)
-----	-------------------	-------

V.	Words and Expressions	(171)
----	-----------------------------	-------

VI.	Summary	(176)
-----	---------------	-------

VII.	True-False Checks.....	(177)
------	------------------------	-------

VIII.	Background Material	(178)
-------	---------------------------	-------

PART B

I.	Some Problems of Chinese Education as Seen through the Eyes of a Foreigner	(179)
----	--	-------

Unit 1

Part A

S.O.S.

(From SUPPLEMENTARY TEACHING MATERIAL, Tsinghua University, 1982)

I. Warm-up Questions

1. Do you like to live in a town or the countryside, why?
2. What are the merits and demerits in living in a town?
3. What are the merits and demerits in living in the countryside?
4. What is meant by the disturbance of the natural balance?
5. Can any one of you tell us some fact to show that there is upset of the ecology in China? (In the countryside rats and mice feed on crops. Snakes and owls prey on rats and mice.

When rats and mice are numerous, their enemies become numerous too, because there is so much to feed upon. At this time both sides stay in balance with one another. Then man enters the scene. He looks on animals such as snakes and owls as unlucky and harmful. He kills as many as possible. In doing so he literally helps rats and mice to survive and multiply (=increase) without control. Soon their large population has eaten the crops raised by man. Man suffers for his disturbance of the ecology.)

I. Main Ideas of Each Paragraph

Par.1 The environment means all the things or conditions that surround us and act upon our lives.

Par.2 Ecology means the relationships between living things and their environment or the science of these relationships.

Par.3-4 Man is the main destroyer of the environment.

Par.5 Man has the duty to put matters right.

Par.6 Overpopulation and the running out of natural resources are the main causes of the earth's trouble.

Par.7 Lack of food, which is another trouble, is caused by the loss of the soil fertility.

Par.8 The situation is becoming more and more dangerous. Only in the hands of the young lies the remedy.

I. Outline

1. Environment

- 1) The whole of the circumstances surrounding us
- 2) Their influences upon us
- 3) Differences
 - a) in the overcrowded urban areas
 - b) in the spacious rural areas

2. Ecology

- 1) The interrelationship of living things and their surroundings
 - a) when in balance
 - b) when out of balance
- 2) The scientific study of the environments

3. Man's damage to the ecology

- 1) Why: (out of greed, ignorance, and wastefulness)
- 2) How:
 - a) pollution
 - b) overpopulation

- c) exhaustion of natural resources
- d) making fertile land into deserts
- 3) The situation is becoming worse and worse.
- 4. Remedy in the hands of the young

W. Paraphrases

S.O.S.: An internationally recognized signal (three dots, three dashes, three dots in Morse Code) used in radiotelegraphy to call for help in distress. Usually it has been given strained interpretations as "Save Our Soul(or Ship)", "Suspend Other Service", which are wrong conclusions drawn by farfetched analogies. In order to show the urgency of his topic, the author uses S.O.S. as the title of this essay, meaning his article deals with something requiring immediate attention.

Par1 L2 "(The environment is)...literally everything that can affect us in any way."
The environment actually means everything (surrounding us) that can produce an effect on us in any respect.

Par1 L4 "...where everyone is on top of everyone else."
where people are crowded close together.

Par1 L5 "(The environment...) is a far cry from that of the countryside."
The environment of a town is quite different from that of the countryside.