



普通高等教育“十五”国家级规划教材

新编英语教程

6


A NEW ENGLISH COURSE

教师用书 **TEACHER'S BOOK**

修订版

REVISED EDITION

主 编 李观仪

 上海外语教育出版社
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TO THE TEACHER

A New English Course Level 5 and Level 6 are similar to Levels 3 and 4 of the same course in many respects, though there are some sections not found in Levels 3 and 4. Explanation to this effect can be found in the STUDENT'S BOOK.

This TEACHER'S BOOK is intended as an aid to you. It provides various suggestions for classroom teaching. These suggestions may be used as they are or modified at your discretion to suit the students' needs.

Each unit of *A New English Course*, Level 6, TEACHER'S BOOK, consists of:

TEXT I. Similar to Levels 3 and 4, answers for reference are provided for PRE-CLASS WORK and COMPREHENSION questions, and TEACHING POINTS FOR REFERENCE are given. Answers for reference are also provided for the ORGANIZATION AND DEVELOPMENT Section.

TEXT II. Answers for reference to QUESTIONS FOR DISCUSSION are provided.

LISTENING IN AND SPEAKING OUT. Tapescripts of listening materials are provided.

The second part of the TEACHER'S BOOK is KEY TO THE WORKBOOK.

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Unit One

TEXT I

Two Words to Avoid, Two to Remember

Arthur Gordon

PRE-CLASS WORK

I. Pre-reading Questions

1. The two words to avoid are *if only* and the two to remember are *next time*.
The author's explanation can be found in paras. 15 and 24.

II. Dictionary Work

1. the capacity to gain an accurate and deep instinctive understanding of a situation
洞察力
2. tablecloth that has a pattern consisting of alternating squares of different colours.
The British spelling of *checkered* is *chequered*.
3. think reflectively
4. (in legends) a little old man who lives underground and guards the earth's treasures
土地神; a small ugly person 侏儒
5. (*adj.*) sad, gloomy, depressed
6. scold or criticize angrily
7. an obstinate quality
8. regretfully
9. (*slang*) a boring thing; nuisance
10. never-ending life or endless fame

III. Library Work

1. Manhattan, an island near the mouth of the Hudson River, is a borough of New York City, in southeastern New York State, U. S. A. Commercial and cultural heart of the city, Manhattan is the site of the Metropolitan Opera House, Carnegie Hall, the City Center of Music and Drama, and numerous other music institutions. Main museums and art galleries of Manhattan include the Metropolitan Museum of Art, the American Museum of Natural History, etc. Columbia University and New York University are also located here. Among other points of interest are the Rockefeller Center, the Empire State Building.

2. A psychiatrist is a medical practitioner specializing in the diagnosis, and treatment of mental illness. Generally, after completion of medical training, physicians take a three-year residency in psychiatry to become qualified psychiatrists. As psychiatry is an area of medicine, psychiatrists tend to view and conceptualize disordered behaviour as types of mental illness.

Those who have mental illness, psychological and emotional disorders consult psychiatrists.

3. Sigmund Freud /'zɪkmənt 'frɔɪt/ (1856 – 1939) is an Austrian physician and the founder of psychoanalysis. Freud explored the workings of the human mind and developed psychoanalysis as a therapeutic technique to treat neurosis or mental disturbances. His idea of the unconscious mental processes and his theory that a principal cause of neurosis is the repression of painful memories into the unconscious hold a central place in psychology and psychiatry today.

TEACHING POINTS FOR REFERENCE

1. fall through — fail to be successfully completed; come to nothing. Example:
To his disappointment, his plan to do further studies in the university *fell through*.
2. prospect — something one expects to happen. Example:
I look forward to the *prospect* of being a volunteer doing social work in the Great Northwest.
3. eminent — famous and respected within a particular profession, e.g., *eminent* doctor/surgeon/scientist, etc.
4. invariable — never changing. Example:
The *invariable* question the mother asked her child after school every day was: “How did everything go today?”
5. perceptiveness — unusual ability to notice and understand; awareness and understanding. Example:
We all admired his *perceptiveness*; he was always so quick to respond to a new situation.
6. proceed — begin a course of action. Example:
After the preparations had been made, we *proceeded* to draft the plan.
7. berate — (*formal*) scold or criticize angrily because of a fault. Example:
Don't *berate* anyone just because he has made a mistake. Don't we all make mistakes from time to time?
8. lament — feel or express deep sorrow (for or because of something). Example:
One should not *lament* the past mistakes, but should try to do better later.
9. ruefully — regretfully. Example:
He faced his recent failure *ruefully*.

10. promptly — quickly, at once. Example:

He always responded to the customers' requests *promptly*.

11. grim — harsh, unpleasant, dreadful. Example:

He was depressed when he heard the *grim* news that two-thirds of the workforce might be discharged.

COMPREHENSION

I. B

II. 1. F 2. F 3. T 4. T

ORGANIZATION AND DEVELOPMENT

In the first few lines Gordon has already made it clear to the reader that what he is going to do is to tell how “the sudden flash of insight that leaves you a changed person—not only changed, but changed for the better— . . . Sometimes from a friend.”

In the first three paragraphs, which serve as a kind of introduction to the narration, we learn something about the physical circumstances for the meeting, i. e. the time—one rainy wintry afternoon, and the place—a French restaurant in Manhattan; the author's somber mood caused by his failure to complete an important project; and also something about the Old Man—his age, his profession, and perhaps more importantly, his positive attitude towards life.

. . . whenever I find myself thinking “if only”, I change it to “next time”.

TEXT II

The Romance of Words

Wilfred Funk and Norman Lewis

Answers for Reference

1. The writers' purpose of writing is to call upon the readers to pay more attention to words, which they tend to take for granted. This is made clear at the very beginning of the article by the sentence “From now on we want you to look at words intently, to be inordinately curious about them and to examine them syllable by syllable, letter by letter.” This is echoed by the sentence in the last paragraph: “From this time on, as we enter our word studies, try to become self-conscious about words.”
2. The two analogies the writers have made are “human beings” and “living trees”. But in the article they concentrate on the analogy of “living trees”.
3. Their explanations can be found in paras. 6, 12, and 16 respectively:

The story of the root of a word is the story of its origin.

The branches of our language tree are those many groups of words that have grown out from one original root.

The leaves of this language tree would be the words themselves and their meanings.

4. Left open.

LISTENING IN AND SPEAKING OUT

Tapescript

Reverting to Handwork in a Machine Age

George Orwell

The function of the machine is to save work. In a fully mechanised world all the dull drudgery will be done by machinery, leaving us free for more interesting pursuits. So expressed, this sounds splendid. It makes one sick to see half a dozen men sweating to dig a trench for a water-pipe, when some easily devised machine would scoop the earth out in a couple of minutes. Why not let the machine do the work and the men go and do something else. But presently the question arises, what else are they to do? Supposedly they are set free from "work" in order that they may do something which is not "work". But what is work and what is not work? Is it work to dig, to carpenter, to plant trees, to fell trees, to ride, to fish, to hunt, to feed chickens, to play the piano, to take photographs, to build a house, to cook, to sew, to trim hats, to mend motor bicycles? All of these things are work to somebody, and all of them are play to somebody. There are in fact very few activities which cannot be classed either as work or play according as you choose to regard them. The laborer set free from digging may want to spend his leisure, or part of it, in playing the piano, while the professional pianist may be only too glad to get out and dig at the potato patch. Hence the antithesis between work, as something intolerably tedious, and not-work, as something desirable, is false. The truth is that when a human being is not eating, drinking, sleeping, talking, playing games or merely lounging about—and these things will not fill up a lifetime—he needs work and usually looks for it, though he may not call it work. Cease to use your hands, and you have cut off a huge part of your consciousness. And now consider again those half-dozen men who were digging the trench for the water-pipe. A machine has set them free from digging, and they are going to amuse themselves with something else—carpentering, for instance. But whatever they want to do, they will find that another machine has set them free from *that*. For in a fully mechanised world there would be no more need to carpenter, to cook, to mend motor bicycles, etc., than there would be to dig. There is scarcely anything, from catching a whale to carving a cherry stone, that could not conceivably be done by machinery. The machine would even encroach upon the activities we now class as "art"; it is doing so already, via the camera and the radio. Mechanise the world as fully as it might be

mechanised, and whichever way you turn there will be some machine cutting you off from the chance of working—that is, of living.

So long as the machine *is there*, one is under an obligation to use it. No one draws water from the well when he can turn on the tap. One sees a good illustration of this in the matter of travel. Everyone who has travelled by primitive methods in an undeveloped country knows that the difference between that kind of travel and modern travel in trains, cars, etc., is the difference between life and death. The person who walks or rides, with his baggage put on a camel or an oxcart, may suffer every kind of discomfort, but at least he is living while he is travelling; whereas for the passenger in an express train or a luxury liner his journey is a kind of temporary death. And yet so long as the railways exist, one has got to travel by train—or by car or aeroplane. No human being ever wants to do anything in a more awkward way than is necessary. In a world where everything could be done by machinery, everything would be done by machinery. Deliberately to revert to primitive methods, to use archaic tools, to put silly little difficulties in your own way, would be like solemnly sitting down to eat your dinner with stone tools. Revert to handwork in a machine age, and you are back in Ye Olde Tea Shoppe in the Tudor period (1485 - 1605).

From: J. I. Brown, pp. 159 - 161

Unit Two

TEXT I

The Fine Art of Putting Things Off

Michael Demarest

PRE-CLASS WORK

II. Dictionary Work

1. be forced to wait; be kept waiting
2. testify to; serve as an evidence to affirm / to be proof of
3. foreboding imminent disaster or final doom
4. an administrator in a colony usually with wide powers
5. go over in the mind repeatedly and often slowly
6. chattering; hence, noisy
7. rank, level
8. encourage; support
9. re-evaluation
10. /'ækə'di:m/ the academic community; academics
11. psychoanalyst or psychiatrist
12. existing or functioning outside the area of conscious awareness 潜意识的
13. an undoubted or self-evident truth
14. to mellow is to become ripe or fully developed, and to marinate is to steep (meat, fish) in a savory sauce to enrich its flavour; here, ripen and mature

III. Library Work

1. Chesterfield, Philip Dormer Stanhope, 4th Earl of, (1694 - 1773), English statesman, orator and author. His literary reputation rests upon his letters to his illegitimate son, Philip Stanhope, who was born in Holland in 1732. The letters, filled with wit and worldly wisdom, were published under the title *Letters to His Son* (1774).
2. Johnson, Samuel (1709 - 1784), English poet, critic, and man of letters, the literary dictator of England in the latter half of the eighteenth century and one of the most famous personalities of his time. He is best known for his *Dictionary of the English Language* (1755), which is in some respects an innovation in

lexicography. He had the strongest influence of any of his contemporaries on the literary thought and style of the latter part of the eighteenth century.

TEACHING POINTS FOR REFERENCE

1. exhort — (*formal*) to urge or advise strongly. Examples:
The teacher *exhorted* her students to do their own research work.
We *are exhorted* not to waste our time on the chatroom online.
2. rationalize — attempt to explain or justify one's action with plausible reasons, even if they are not true or appropriate. Example:
Don't *rationalize* your incompetence by finding fault with the method.
3. do-it-nowers — those who act promptly
-*er* is a suffix that denotes a person who does something. Reminder; *Do-It-Yourselfer* in Book 5, Unit 10, Text II.
4. at an ungodly 6 :30 p. m. — at an unusually early hour. The author thinks 6 :30 p. m. is rather too early for a planned formal dinner.
5. all the trouble procrastination may incur — all the trouble that a person'd delay in action may bring upon him
incur — become subject to (something unpleasant) as a result of one's own action.
Example:
The company *incurred* a heavy loss due to mismanagement.
6. the art of postponement had been virtually a monopoly of the military . . . , diplomacy and the law — the practice of putting things off had almost been exclusively done by the military, etc. The implied meaning is that the military, diplomacy, and the law are almost the worst delayers.
7. ruminate — (*formal*) think deeply and carefully. Examples:
He *ruminated* over/on the situation before he made the final decision.
She *ruminated* for a long time before she expressed her opinion.
8. the world's most addicted postponers — the world's worst postponers who just could not free themselves from postponing
Addicted (*adj.*) literally means "dependent on something (usually a drug) and unable to stop having it". Example:
He *is addicted to* cocaine/heroin.
Addicted may also mean "enthusiastically devoted to a particular thing or activity", e. g. , *be addicted to* computer games, television, etc.
The person who *is addicted to* something is an *addict* /'ædɪkt/, e. g. , a drug *addict*, a computer/TV *addict*.
9. "The number of attorneys who die without a will is amazing." — It is a usual practice for people to make a will, an official statement of the way they wish their property to be shared out after their death before they die. And it is generally the attorneys or

lawyers who administer the wills. But attorneys themselves postpone making their own wills.

10. the caution that breeds delay — the great care that causes delay
Literally, *breed* refers to either animals producing their offspring, e. g. , Rats *breed* rapidly, or people who keep animals or plants for the purpose of producing and developing young animals or new plants, e. g. , Sue *breeds* honeybees. My friend Jane *breeds* waterlilies.
Often *breed* is used to mean “to cause (a usually unpleasant condition or feeling) to develop”, e. g. , Some people believe that violence *breeds* violence. Mosquitoes *breed* malaria.
11. flourish — develop rapidly. Example:
Postmodernism made its first appearance in the late twentieth century and continues to *flourish* now.
Flourish, when speaking of a person, an animal, etc. , means “grow or develop in a healthy or vigorous way”. Examples:
The trees planted on the school campus *are flourishing*.
We’re happy to see these disabled children *flourish* in their foster-homes.
12. Many languages are studded with phrases . . . — Many languages are provided with phrases . . .
A stud is literally a small piece of metal which is attached to a surface as a decoration
饰钉
Be studded with literally means “be covered with something like studs”, e. g. , the sky *studded with* stars; a sea *studded with* islands. So when languages *are studded with* phrases . . . , you find phrases . . . in languages just like *studs*.
13. churns out three to five pages of writing a day — produces three to five pages a day
Churn out, which means “produce something routinely or mechanically, especially in large quantities”, is used by the author ironically and jokingly here. Three to five pages of writing cannot be considered as a large quantity.
14. checking out the latest book — examining the latest book carefully; borrowing the latest book from the library
15. assiduous — showing great care and perseverance; hard-working. Examples:
John is *assiduous* in doing research work.
He is known as an *assiduous* scholar, always exploring new fields of study.
16. confront — face up to and deal with a problem or a difficult situation. Example:
He *confronted* the difficult task with courage and optimism.
17. evade — find a way of not doing something that must be done. Examples:
He tried to *evade* the questions about his past.
The problem is perhaps difficult to solve, but it *should not be evaded*.
18. deliberation — 1) long and careful consideration or discussion

2) slow and unhurried movement

According to the context, the second meaning of the word is most probably what the author meant.

19. for that matter — This phrase is used to emphasize or indicate that a statement made by a person in one case is also true in another case.

The meaning of the two consecutive sentences with this phrase as the connective is: "The creation of a great painting, etc., like the parliamentary process, is also a system of delay and deliberation."

An example sentence showing the use of *for that matter* follows:

The construction workers suffered greatly from intense heat, so do the dockers, *for that matter*.

COMPREHENSION

I. C

- II. 1. T 2. F 3. T 4. F 5. F 6. T

ORGANIZATION AND DEVELOPMENT

The use of the word "yet" at the beginning of para. 3 indicates that in this paragraph the reader will find something contrary to what he has read about in the preceding one. (Para. 2 illustrates the trouble procrastination may incur while para. 3 tells the reader that delay can often inspire and revive a creative soul.)

At the beginning of para. 4, the word "cunctator" is repeated, its first occurrence being in para. 1.

Para. 5 begins with the parody of the proverb "Where there is a will, there is a way". The word "will" in the parody repeats the word "will" in the last sentence of para. 4.

"His point" at the beginning of para. 6 refers to what Manderbach says in the preceding paragraphs.

The use of the word "also" in the first sentence of para. 7 refers to a similar situation mentioned previously.

TEXT II**Gossip**

Francine Prose

Answers for Reference

1. Prose identifies gossip with the community in which it is carried out; it is part of the

community, contributing to linking all its members into a whole. The domestic arrangements of the Siamese twins, though an event sensational enough to arouse much town talk, was in the woman's opinion, incomparable to what had been happening in the town itself. Note that in the quotation of the woman, the two words "nothing" and "before" are made prominent by being italicized.

2. Gossip makes her feel close to those places where she had once lived. What Prose wants to emphasize is the strength of gossip as the heritage, as the legacy of a certain community.
3. No, she doesn't, although sometimes she seems to be following the trend and making such a distinction. (Refer to para. 4.) Yet the truth is that she is doing so out of the pressure imposed by social strain or simply out of courtesy.
4. To show that gossip is a synonym for connection, for community. It thus should not be regarded as a word with negative connotations.
5. To examine why somebody does something contributes to one's moral development.
6. Nosiness. But this is unavoidable for we were all born to be curious.
7. Open to discussion.

LISTENING IN AND SPEAKING OUT

Tapescript

A Magic Circle of Friends

Elvira Franco

Older than forty and starting from scratch: I thought I was a unique item, but as soon as I looked round I found a sea of women in similar positions.

The little child in us has grown mature and middle-aged, almost to our surprise. We share a fear that sits in the back of the mind like a spider ready to pounce; but we've also developed determination, almost like a religion.

We know we have friends; at least, I know my friends are with me, if not always, at least most of the time. And most of the time I need them, and they me. We reach over the phone lines for that word of comfort, the encouragement we need to go on when our own store of willpower has become depleted.

Returning to school, I found my friends were my best fans. In spite of their own insecurities, they never failed to offer me the cheering I often needed to rewrite a paper one more time or to stay up one last half-hour to re-read a difficult chapter.

After classes we would go to a diner, a bunch of over-forty classmates. Working together on a project that we felt strongly about roused a part of us we did not know existed. While we were quite far from orthopedic shoes, bifocals were prominent. Underneath the artful make-up, we would measure the wrinkles on each other's cheeks across the table, almost as if these lines could form a cord to link us.

It was a good time. For years, in a locked-up corner of our minds, we had held the unspoken fear that we might actually be brain-dead. We were finally giving ourselves permission to celebrate our minds.

For some, it was a return to the carefree years of college. For others, a first-time discovery that learning can be both fun and exhilarating. Besides the intellectual surprises, we found joy in each other's company, and we delved in this new-found companionship with an intensity we did not know we could achieve outside of love and pregnancies. We were, and are, proud of our ages.

We had, in fact, created a sort of bubble around us, a magic circle that follows us still and says we are bright, successful, caring, ambitious, and, finally, ready to change the world. We will not do it, as we might have been ready to do at twenty, pushing and fighting.

We will do it instead at a slower pace, because, along the way, we have learned lessons both small and big: for example, that the world is in no hurry to be changed and that we will have a better shot at it after a good night's sleep. We may not complete our plans by tomorrow, or even by the end of the week, because the details of our lives may interfere, such as a child home from college, or a neighbor's emergency.

They call us "late bloomers", they call us "returnees". We are sought by schools, thanks to the sheer numbers we represent, not to mention the life experience and the common sense that even the least bright among us brings to the classroom. We feel flattered and surprised, and our ego is strengthened by the realization that we are indeed quite capable.

Graduation comes: the last papers have been handed in with anxiety, the test booklets carrying in their pages the very essence of our knowledge closed for the last time. Goodbys, with promises and some tears, even a photograph to keep as souvenir. We've made it; watch out world, here come the mothers and the grandmothers, ready to push, cajole, smile and negotiate to achieve those goals we did not have a chance to effect the first time around.

From: J.D. Lawry, pp.24 - 25