



普通高等教育“十一五”国家级规划教材

读写教程

Reading and Writing

[第二版 SECOND EDITION]

新视野英语教程

NEW HORIZON ENGLISH COURSE

总主编：郑树棠 胡全生



教师用书

TEACHER'S BOOK

3

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前言

《新视野英语教程》自 2004 年出版以来,以其明确的定位、先进的理念、丰富的教学资源取得了很好的教学效果,获得全国各高职高专院校师生的好评。为适应我国高等职业教育的发展,推动教学改革的不深入,贯彻高等职业教育“以服务为宗旨,以就业为导向,走产学结合的发展道路”的办学方针,《新视野英语教程》的编者在广泛征求意见的基础上,结合高等职业教育英语课程的发展趋势与教学需求,对第一版教材进行了修订与完善,推出《新视野英语教程》(第二版),以满足新形势下社会对高职人才培养的需求。

《新视野英语教程》(第二版)是一套专供全国高职高专院校使用的英语教材,贯彻应用为本的设计理念,体现新时期高职英语的教学要求,符合高职英语课程的教学需要,涵盖学生需要掌握的实用英语语言知识和交际技能。《新视野英语教程》(第二版)延续了第一版重视语言基础、培养综合能力的优势,在编写中更加注重选材的时代性、练习的针对性和资源的多样性,有效提高学生的英语语言技能、跨文化交际能力与自主学习策略,使学生具备应用英语处理与未来职业相关的业务的能力,以适应不同工作岗位的需要,并为今后的可持续性发展打下良好的基础。

教学结构

《新视野英语教程》(第二版)是一套完整的系列教材,由两条主线(《读写教程》和《听说教程》)、三种载体(课本、音带、学习光盘)和四个级别(1—4 级)构成。

《读写教程》由学生用书、教师用书和《综合练习》组成,每级 10 个单元,每单元围绕主题提供内容丰富的素材和形式多样的练习,旨在提高学生英语读、写、译三方面的能力;《综合练习》与《读写教程》配套使用,巩固和拓展《读写教程》中所学到的语言技能和知识。《听说教程》由学生用书和教师用书组成,配合《读写教程》各单元的主题展开多种形式的听说训练,旨在培养学生就日常话题和与职业相关话题用英语进行交流的能力。

《新视野英语教程》(第二版)提供由课本、音带和学习光盘三种载体构成的立体化教学资源,有利于激发学生自主学习的积极性,提供个性化学习空间,促进教学模式的转变。不同学校可根据实际教学需求选择不同的组合方式。

为方便教师教学,《新视野英语教程》(第二版)还提供内容丰富的电子教案与配套题库,支持教师备课与授课,满足教学、测试等各教学环节的需要。

编写特色

《新视野英语教程》(第二版)贯彻分类指导、因材施教的原则

鉴于全国高职高专院校情况差异较大,学校类型、教学条件、师资力量与学生水平各不相同,使用《新视野英语教程》的不同层次的学校可根据需要确定起点的级别与教学目标。入学时英语水平较低的学生可从第一级开始,通过学习先达到B级要求,再进一步达到A级要求;入学时英语水平较高的学生可从第二级或第三级开始学习,直接达到A级要求,进而转入职业英语课程学习,实现基础英语与职业英语的自然衔接。

《新视野英语教程》(第二版)遵循“实用为主、够用为度”的原则

《新视野英语教程》(第二版)以打好语言基础为主要目标,设计和编写了许多项目,例如 Reading Through, Reading Out, Getting the Message, Using the Right Word, Working with Expressions, Focusing on Sentence Structure, Translating 和 Basic Writing Skills 等,帮助学生牢固掌握基础语言知识与基本技能。同时,《新视野英语教程》(第二版)强调,打好语言基础要遵循“实用为主、够用为度”的原则,在语言点选择上符合学生的实际需要,在练习设计上注重学生对语言的活用。教材还专门设计和编写了 Using Topic-related Terms 和 Practical Writing 等应用性较强的项目,训练学生应用语言的能力。

《新视野英语教程》(第二版)体现以交际为目的的语言教学原则

《新视野英语教程》(第二版)的编写全面贯彻了以应用为本,听、说、读、写、译多位一体的教材设计理念。著名语言学家 Widdowson 指出,“以交际为目的的语言教学要求一种教学方法把语言技能和交际能力结合在一起。”《新视野英语教程》(第二版)

在加强基础语言知识传授和基本技能训练的同时，重视培养学生用英语进行交际的实用能力。其主干教材《读写教程》与《听说教程》在语言技能和交际能力上紧密联系，听、说、读、写、译五种技能互为铺垫，相辅相成，全面培养学生的英语综合应用能力。

《新视野英语教程》（第二版）将语言教学理论应用于教学实践与教学设计中

根据第二语言或外语习得理论，阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题。文章过长会造成课堂教学操作上的困难；文章过于短小会使生词相对集中、生词量过多，造成学生理解上的困难，挫伤其阅读积极性。《新视野英语教程》（第二版）对选篇的长度进行了有效控制，如《读写教程》第一级的课文词数一般在 350—400 左右，第二级的课文词数在 400—500 左右，第三、四级的课文词数则控制在 500—600 左右。每篇课文出现的生词数量控制在课文总词量的 5%—7% 左右。同时，《新视野英语教程》（第二版）涵盖高职英语教学所要求掌握的核心词汇与常用词组，并注重在练习中引导学生灵活运用，逐步提高语言的的实际应用能力。

光盘介绍

《新视野英语教程》（第二版）学习光盘与课本相配套，为学生课堂学习之外的自主学习提供辅导和帮助。光盘界面设计亲切，结构清晰，内容不仅与课本紧密结合，而且适当增加了课外学习与娱乐的资源。光盘将英语听、说、读、写、译有机融为一体，实现人机互动，更好地辅助学生进行自主学习。

《读写教程》学习光盘与课本配套，由 10 个单元构成，每单元包括课文录音、译文、词汇讲解、语言点讲解、背景知识、实用写作、练习题等。在课文学习中可以实现单句、段落及全文录音播放。语言点与词汇讲解内容充实，例句丰富。阅读技能与实用写作部分形式生动直观。练习题类型多样，操作方便，与课本相辅相成。

《听说教程》学习光盘与课本配套，包括 10 个单元的学习内容。语音学习部分设计有辨音练习、跟读练习、录音功能等，帮助学生把握好每一个语音。听力部分以试题形式进行训练，设计有判卷功能，学生做完练习后可以得到反馈，从而评估自己的

听力水平，进一步进行训练。口语学习部分设计有跟读、角色扮演等功能，学生可以先进行模仿，然后进入情景会话练习。

第二版《听说教程》学习光盘在第一版基础上新增了视频板块。这些视频短片与每单元内容相关，题材丰富、场景生动、语言地道，令人耳目一新。此外，光盘还提供英文歌曲、幽默故事等内容，使学生在轻松的氛围中完成一个单元的学习。

编写队伍

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参加《新视野英语教程》（第二版）编写的单位有上海交通大学、东北大学、上海第二工业大学、哈尔滨学院、山东交通学院、沈阳广播电视大学、沈阳大学师范学院、安徽池州学院、上海电机学院、上海东海职业技术学院、上海交通大学高等职业技术学校、同济大学、上海对外贸易学院、华东政法大学等。

编写说明

《新视野英语教程(第二版)读写教程》为《新视野英语教程》(第二版)的主干教材,分1—4级,每级10个单元,供一个学期使用。

本书为《新视野英语教程(第二版)读写教程3》的教师用书。在第一版基础上,第二版教师用书每单元增加了单元重点和难点、主题探讨、课文结构分析等内容,旨在为教师提供更多的教学资源与教学建议,方便教师备课和开展课堂教学。

本书每单元包括四大部分:

第一部分 (Teaching Focus for the Unit): 总结本单元的学习重点和难点,涵盖: 1) 单元主题; 2) 两篇课文需掌握的生词、短语和词组; 3) 语法知识; 4) 实用写作技能。

第二部分 (Understanding and Learning): 提供与课文相关的详细讲解与释例,包括: 1) A 篇课文的背景介绍、主题探讨、教学建议、课文结构和语言点详释; 2) B 篇课文的背景介绍、教学建议和语言点详释; 3) 针对实用写作训练部分的教学建议。

第三部分 (Key to Exercises): 提供 Exploring the Topic, Section A, Section B 和 Section C 所有练习的答案。

第四部分 (Reading Passage Translation): 提供 A、B 两篇课文的参考译文。

教师在教学时可结合自身的实际需要,参考下表进行教学安排:

	Teaching Tasks
1st Class Hour	1) Warm-up discussion 2) Study of new words and expressions in Text A 3) Vocabulary check (do “Using the Right Word” and “Working with Expressions”)
2nd Class Hour	1) Study of Text A; do “Getting the Message” 2) Assignment: a) Do the translation; b) Read Text B
3rd Class Hour	1) Do “Focusing on Sentence Structure” 2) Study of key language points in Text B
4th Class Hour	1) Check on Text B’s follow-up exercises 2) Study of Section C 3) Do Section C’s follow-up exercises

《新视野英语教程（第二版）读写教程 3》总主编为郑树棠、胡全生。

《新视野英语教程（第二版）读写教程 3》主编为俞理明，副主编为许芳梅。参加编写的人员有袁平华、蒋勇、陆莹、赵蔚群、袁建明、余志红、谢敏、杨小虎、朱一凡、胡磊华、卢红芳、李燕秋、康珉、李俊伟等。此外，温冠华、姚英华、徐秋波、张新为本书的编写做了大量的辅助工作。

《新视野英语教程（第二版）读写教程 3》由胡全生、加拿大籍教师 Jill Maxine Bonnell 和美籍教师 Earnestine Bruce 审定。

编者

2009 年 3 月

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Unit

1

Home and Family

PART I

TEACHING FOCUS FOR THE UNIT

Teaching Focus

	Text A	Text B
Theme	I Am Home	The Edge
Vocabulary	bored, labor, asleep, surroundings, fate, actress, depart, resume, disappear, replace, missing, renew, soul	overseas, reject, neat, apologize, puzzle, confirm, fasten, passport, visa, document, handwriting, jealous, admire, flood
Phrases and Expressions	find one's way into; fall asleep; come up; cross one's mind; give/have a short (at); eat away at	apologize to someone for (doing) something; be big on (something); go to it; be jealous of; a flood of
Grammar	1) How to use the <i>-ing</i> participle "being" and the <i>-ing</i> participle as the subject ("Focusing on Sentence Structure") 2) How to avoid misplaced modifiers ("Basic Writing Skills")	
Writing	Writing e-mail messages ("Practical Writing")	

PART II

UNDERSTANDING AND LEARNING

SECTION



Topic Exploration

“East or west, home is best.” To explore the topic of “Home and Family”, you can draw out the students’ own thoughts and feelings about being away from home, encouraging them to compare their nostalgia (思乡之情) with the author’s. As a result, the students will identify themselves with the author and gain a deeper understanding of the meaning of home.

The two forms provided in “Exploring the Topic” in the *Student’s Book* are designed to serve this purpose. For Question one, the following words may be of help: grandparent, the apple trees in the backyard, the old clock by my bedside, my primary school a few miles away, etc. For Question two, you could give such hints as laughter and joy, mutual trust, etc. As for the open questions, you can refer to the Cloze Test in Section B that describes the experience children have when leaving home to go to summer camp.

Suggestions for Teaching Text A

Text A describes the unbreakable emotional ties of an American woman with her home and her parents. The author’s passionate love, as depicted in this text, may help us to get rid of the misconception that American families have fallen apart because of a lack of love between parents and their children. As we can see from the text, the younger generations in the United States cherish (珍惜) their elder generations and the same strong sentiments (感情) about home as our young people in China do. The present text has thus provided a relatively comprehensive picture of today’s American society.

To gain a better understanding of the text, the students’ attention should be drawn to the striking contrast between the writer’s ever-changing life on the one hand, and her love

and loyalty (忠诚) to her home and her parents on the other. We can see her feelings for her parents have remained unchanged throughout her life, no matter how her surroundings have changed. This contrast reveals the unbreakable bond of affection between the writer and her family.

In teaching this unit, you may provide the students with a form or a table that summarizes the changes that have taken place in the author's life. Below is a sample form for your reference:

The Author's Different Life Experiences in the Three Different Places

	Life on the Farm	Life in Arizona	Life in Los Angeles
Physical	There's lots of space and lots to do.	The dry weather was good for her father; the surroundings were different and strange.	She approached her life like an adventure. After she achieved success, she loved her job and was treated as a queen.
Mental	There's lots of love; she feels very close to her family and very lucky to live on the farm.	She felt excited and had a lot of fun.	Slowly, a dark void found its way into her heart and began to eat away at her happiness.

You could also ask the students to draw up a form that describes the author's changes at different stages in her life. The following is a sample for your reference:

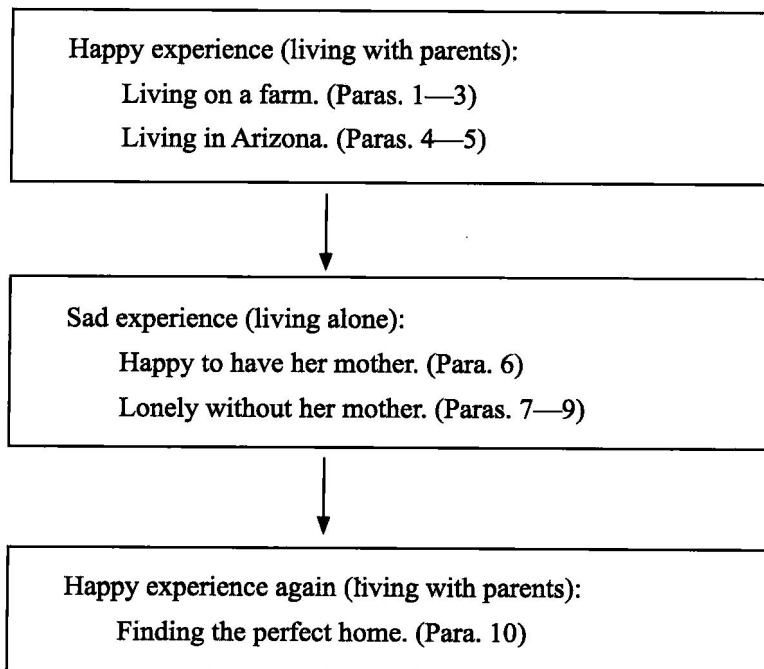
The Changes the Author Underwent at Different Stages in Her Life

Changes in the Author's Life	Describing the Changes
Physical Changes	She grew from a farm girl into a woman in a modern city.
Geographical Changes	She moved from her parents' farm to Arizona, then to Los Angeles, a big city in California.
Emotional Changes	She felt close to her family and was never bored with farm work. She felt a void in her life in Los Angeles. Finally, a sense of balance returned to her soul after her parents moved to her new home.

What you can do is give the two forms to the students, with the main information withdrawn. The students should discuss the forms, either during class or after class, before they fill in the blank spaces. In checking with the students, you have in fact helped them to grasp the message of the text, as well as enabled them to master the useful words and expressions in the text.

Text Structure

The whole text is a story about the experience of home. The narrator “I” had two types of experience: the happy one and the sad one. When she was a child, she lived on a farm with her parents, and felt happy. Then, the family moved to Arizona, where she still felt happy because she was still with her parents. When she grew up, she left her father for Los Angeles, where she seemed to have done well. Not long after, her mother left her and went back to her father. She lived alone. Though “treated like a queen”, she felt “something was missing”. By and by she came to know “what I had to do to be happy”—she went back to be with her parents, thus finding “the perfect home”. The following chart may illustrate the narrator’s experience of home.



Detailed Study of Text A

I Am Home

1. From gardening in the **greenhouse** to **chasing** our old goose, feeding the goats to gathering the cattle, the word “**bored**” never **found its way into** my vocabulary. (Para. 1)

“Feeding the goats to gathering the cattle” = “from feeding the goats to gathering the cattle”. Note that the preposition “from” is omitted here.

greenhouse: *n.* [C] a building with a glass roof, glass sides, and often some form of heating, used for plants that need heat, light, and freedom from winds 温室; 花房
Flowers nurtured in **greenhouses** cannot withstand the cold winter. 在温室里培养出来的花朵是抵挡不住寒冬的。

Many scientists attribute global warming to the **greenhouse** effect. 许多科学家把地球变暖归诸温室效应。

chase:

v. follow rapidly in order to catch 追逐; 追捕

The cat is **chasing** the rat that stole the cake. 猫在追捕那只偷吃了蛋糕的耗子。

Why do modern people **chase** material wealth? 现代人为什么追求物质财富?

n. [C] an act of chasing someone or something 追逐; 追捕

They gave **chase** to the enemy. 他们追击敌人。

Honor is the noblest **chase**. 荣誉是最崇高的追求。

bore: *v.*

1) make (someone) tired or uninterested, especially with continual dull talk 使 (人) 厌烦

The lecture **bored** us to tears. 讲座使我们大家都感到厌烦之极。

2) make a round hole or passage (in something) 钻 (空); 挖 (洞)

The carpenter **bored** a hole through the board. 木匠在木板上钻出一个洞。

After ten months, a tunnel was **bored** through the big mountain. 10个月后, 从这座大山里挖出了一条隧道。

bored: *adj.* tired and uninterested 厌烦的; 不感兴趣的

He is **bored** with swimming. 他对游泳感到厌烦。

find one's way into: be brought to; get into 进入

Computers have **found their way into** millions of households. 计算机已进入了千家万户。

The word “boring” never **finds its way into** my study. 我对学习从不感到厌倦。

2. The work for us was a **labor of love**. (Para. 1)

Meaning: For us, this kind of physical labor is enjoyable.

labor: *n.* (labour *BrE*)

1) [U] effort or work, especially tiring physical work 努力; 劳动

Building roads still involves manual **labor**. 修筑道路还需要人工劳动。

The garage charged us for parts and **labor**. 汽车修理厂向我们收取零件和人工费用。

2) [U] workers, especially those who use their hands, considered as a group or class 工人;
工人阶级

labor relations 劳资关系

There is a shortage of skilled **labor**. 缺少熟练工人。

A **labor of love** is a set expression, indicating that a particular activity (e.g. gardening in the greenhouse, gathering cattle, etc.) may be troublesome to other people, but you take great care to do the work properly because you really enjoy it—hence, to them, the work is a “labor of love”. For example:

For me, arranging books on the shelf every morning is a **labor of love**. 对我来说, 每天早晨把书架上的书摆整齐是件愉快的差事。

Also note that the use of the indefinite article (不定冠词) “a” before the word “labor”: Generally speaking, an abstract noun (抽象名词) such as labor is not preceded by “a”. Here, the use of “a” suggests “a kind of”. Compare the following sentences:

The beauty of the scene fills us with enchantment. 这里的美景使我们着迷。

The beauty of a mountain stream in autumn possesses **an** enchantment that is universal. 秋天的山涧美景有一种谁都会为之着迷的魅力。

3. Falling **asleep** was never a problem for me. (Para. 2)

Meaning: I had no difficulty or trouble falling asleep, or I fell asleep easily.

asleep: *adj.* sleeping 睡着的

He was fast **asleep** when I entered the room. 我走进房间时他正在熟睡。

Note that “asleep” is a predicative adjective (表语性的形容词); that is, it cannot precede the noun it modifies. For instance, we say “sleeping beauty” (睡美人), not “asleep beauty”.

Similar adjectives that begin with the letter “a” and can be used as predicative adjectives only are: afraid (*The child is afraid*, but not **He is an afraid child*), alive (*The fish is alive*, but not **This alive fish is mine*), alone (*The boy is alone by himself*, but not **I met the alone boy yesterday*).

4. When I was 12, **though**, something terrible happened that would change my life forever. (Para. 3)

Meaning: Yet, when I was 12, a terrible thing happened, which changed my life forever.

Note that the word “though” in the sentence is an adverb, equivalent to “however”, both in meaning and in grammatical function. It appears in the mid or final, rather than initial position of a sentence.

“It is not useful. It’s pretty, **though**, isn’t it?” “这东西没有什么用处。不过，这东西很好看，对吗？”

“He said he would help me; he didn’t, **though**.” “他说他会帮我，可是他并没那样做。”

Also note that the relative clause (关系从句) “that would change...” does not follow its antecedent (先行词) “something” (which is the subject in the sentence) immediately so that the subject would not be too heavy.

5. My father suffered a serious heart **attack** and was **diagnosed** with heart disease. (Para. 3)

Meaning: My father had a serious heart attack and the doctor said it was due to heart disease.

attack:

n.

1) [C] a sudden and usually severe period of illness 病发

I had a bad **attack** of flu at Christmas. 圣诞节那天我突然患了重感冒。

He died after suffering a severe asthma **attack**. 他患严重哮喘病死了。

2) [C; U] an act of trying to hurt or defeat somebody or something by using force 攻击

Once again we came under **attack** from enemy planes. 我们又一次受到敌机的袭击。

Security will be increased after yesterday’s **attack** on the president. 昨天发生了袭击总统的事件，今后将加强保安工作。

v. try to hurt or defeat somebody or something by using force 攻击

The enemy **attacked** at night. 敌人夜间发动攻击。

She was **attacked** while walking home late at night. 她深夜步行回家时受到袭击。

diagnose: *v.* discover the nature of a disease or fault by making a careful examination 诊断 (疾病); 判断 (问题)

His illness was **diagnosed** as a terminal disease. 他的病被诊断为不治之症。

The mechanics are engaged in **diagnosing** the fault in the engine. 机械师正在检查发动机的毛病。