



“十二五”普通高等教育本科国家级规划教材  
新世纪大学英语系列教材(第二版)  
总主编 秦秀白

总策划 庄智象

# 综合教程

# 4

教师手册  
TEACHER'S MANUAL

主 编 秦秀白 崔 岭  
副主编 黄运亭 陈 虹



NEW CENTURY COLLEGE ENGLISH  
Zooming In: An Integrated  
English Course

 上海外语教育出版社  
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
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# 新世纪大学英语系列教材（第二版）

## 综合教程 4

### 教师手册

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2004年1月,教育部颁布了《大学英语课程教学要求(试行)》,将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”;提出了分层次(即“一般要求”、“较高要求”和“更高要求”)和分类指导的教学要求。与此同时,教育部在全国180所院校开展多媒体网络教学的试点,推广具有个性化学习特征的多媒体网络教学系统,并于2005年2月颁布了《全国大学英语四、六级考试改革方案(试行)》,2007年7月又下发了修订后的《大学英语课程教学要求》(下称《课程要求》)。这些举措进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。新世纪的教学改革呼唤新的教材不断诞生。这既是时代的召唤,也是历史的必然。

正是在这样的时代背景下,上海外语教育出版社于2004年初组织全国数十所高校启动了“新世纪大学英语系列教材”建设项目。项目开始之初,外教社以书面问卷、个别访谈和集体座谈等形式在全国数十所高校中进行了广泛的调查研究,并请专家对编写方案进行了多次论证。在庄智象社长的直接领导和筹划下,经过三年多的努力,我们编写了这套“新世纪大学英语系列教材”,力图为新形势下的我国大学英语教材建设做出新的尝试和努力。本套教材是国内首套完全按照《课程要求》编写的新一代大学英语系列教材,也是外教社规模最大、内容最新、辅助教学配备最全、数字化网络化程度最高的大学英语教材之一。经教育部认定,这套教材被列入“普通高等教育‘十一五’国家级规划教材”;2012年,教材再次入选“‘十二五’普通高等教育本科国家级规划教材”。

“新世纪大学英语系列教材”包括6种教程,分别是《综合教程》、《视听说教程》、《阅读教程》、《写作教程》、《快速阅读》和《经贸类选修课教材》。《综合教程》和《视听说教程》被教育部认定为“2008年普通高等教育精品教材”;经贸类选修课程《职业规划与拓展》被教育部认定为“2009年普通高等教育精品教材”。2009年在由中国日报社《21世纪英语教育周刊》和21世纪英语网站联合举办的“60年60本英语教育图书”大型评选活动中,本系列教材成功入选。

《课程要求》充分体现了人本主义教育观;严格按照《课程要求》编写教材必能走出新路。因此,在编写“新世纪大学英语系列教材”的过程中,我们始终坚持人本主义教育观,把落实《课程要求》作为我们工作的主旨。在这方面,我们主要抓住以下几个环节:

- 1) 牢牢把握大学英语的课程定位,紧扣《课程要求》,即“大学英语课程不仅是一门语言基础课程”,“兼有工具性和人文性”。根据这样的定位,我们设计了6种教程,旨在满足不同类型和不同层次高校的教学需要。

- 2) 紧扣《课程要求》表述的大学英语教学目标,即“大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展

和国际交流的需要。”夯实语言基本功、提升学生综合运用英语的能力是本系列教材的根本宗旨,能让学生受益一辈子。

3) 体现教学模式改革,实现《课程要求》提出的两个根本性转变:一是实现“以教师为中心”向“以学生为中心”的转变;二是实现“单纯传授语言知识与技能的教学模式”向“既传授一般的语言知识与技能,更重视培养语言运用能力和自主学习能力的教学模式”的转变。这正是人本主义教育观的核心,也是本系列教材的核心理念。

4) 落实“分层次教学”和“分类指导”原则,系列教材的主干教程都编写了8册,还编写了选修课教程,既要满足大学生英语学习与实践的基本要求,又要让“那些英语起点水平较高、学有余力的学生能够达到较高要求或更高要求”。

5) 凸显自主学习和个性化学习理念,注重调动教师和学生两方面的积极性,体现学生在学习过程中的主体地位和教师在教学过程中的主导作用。

6) 配有网络课件和电子教案,外教社还建立了供全国高校使用的新理念外语网络教学系统,为学生和教师提供完整、多元、立体化的学习平台。

7) 人本主义教育观重视教学过程和学习过程的评估,尤其强调学生的自我评估。《课程要求》为形成性评估设计了参考词表、基于计算机和课堂的英语教学模式、英语能力自评/互评表等具体项目和指标,成为编写各主干教程的重要依据。

教材的生命力和质量源于不断及时的修订。为更好地满足各地区和各类型高校的教学需要,外教社于2012年启动了“新世纪大学英语系列教材”修订工作。在过去的几年,各教程编者深入教材使用单位,通过听课、座谈和访谈等不同方式,跟踪了解教材的使用情况,获取了大量反馈信息。外教社还在全国各地不同类型的高校中开展了问卷调查,广泛收集各教程使用单位的意见,为教材修订工作做了充分的准备。2013年8月,全国大学英语四、六级考试委员会公布了“大学英语四、六级考试题型调整”的方案,对听力、阅读、翻译和写作等题型均有涉及。此次修订工作主要针对《综合教程》、《视听说教程》、《阅读教程》、《写作教程》和《快速阅读》的1—4册,修订工作重点一是更新语料,优化教学内容;二是优化练习形式和内容,使其更好地适应教师课堂讲授和学生课后自主学习;三是在一定程度上反映四级考试的新变化。各教程的修订重点和主要内容如下:

- 《综合教程》用一些故事性较强的记叙文替换了说教色彩过浓的论说文。第一、二册各更换了5篇课文,第三、四册各更换了6篇课文。在练习设计方面,改变了原 Listen and Respond 的练习形式;将 Grammar Review 改为 Grammar in Context,使语法项目的复习与课文中出现的语言现象更加紧密地结合起来;在 Increasing Your Word Power 部分,加强了词语搭配练习。修订总量约占全书的40%。
- 《视听说教程》在推出的第三版中对单元结构进行了优化,对听力素材进行了增补和调整,充分体现“还课堂教学以本来面貌”、追求“教有实效、学有实效”的编写理念和视听说教学的宗旨。
- 《阅读教程》通过优化结构、调整练习项目、更新课文,既保持原有课文的人文

特色，又凸显了题材的多样性和丰富性；既注重文章的经典性和普适性，又考虑到篇章的时代性和大众关注度；做到了教材的长效性和其当下的针对性的和谐统一，课文的趣味性也得以加强。

- 《写作教程》强调读写结合，以读促写。从句子到段落到文章，逐步提高学生英语写作能力。修订进一步更新素材，并增强练习的可操作性。
- 《快速阅读》大幅更换选文，并在第三、四册练习设计中与四、六级考试新题型接轨。修订后的《快速阅读》根据阅读目的将阅读技巧的训练分为两大板块：“考试阅读题型与技巧”和“真实阅读策略与技巧”。前者围绕四、六级考试的常见文体、题型介绍阅读技巧；后者则是针对真实生活中获取信息这一目的讲述阅读技巧。这些举措大大加强了教材的实用性和有效性。

总之，教材建设必须以实现教学目标为己任；同时推动教学模式的改革和学习行为的转变。和外语界的众多前辈一样，我们在特定的历史条件下做了一件我们认为有意义的工作。我们培育的这棵新苗需要更多园丁的抚育和护理。我们期待着她的成长、壮大、开花、结果。

秦秀白



“新世纪大学英语系列教材”《综合教程》(1—8册)自2007年陆续出版发行以来已经走过七个年头。适时修订这套教材,既是大学英语教学的需求,也是编者义不容辞的责任。

在过去的几年里,我们曾深入一些教材使用单位,通过听课、座谈和个别访谈等不同方式,跟踪了解教材的使用情况。上海外语教育出版社还在全国各地不同类型的高校中开展了问卷调查,广泛收集反馈意见,为教材的修订工作做了充分的准备。为满足教学急需,我们这次首先修订1—4册。

《综合教程》第二版秉承第一版的编写宗旨,继续坚持人本主义教育观,实施“聚焦学习者”和“聚焦文本”的编写理念,贯彻《大学英语课程教学要求》提出的“分类指导”和“分层次教学”的教学要求。

与第一版相比,《综合教程》1—4册第二版主要在两个方面进行了较大的改动:一是更换教材部分内容;二是调整和完善部分练习。总修订量约在40%左右。

就教材内容而言,第二版废弃了一些说教色彩强烈的论说文,取而代之的是故事性较强的记叙文。第一册和第二册各更换了5篇课文,第三册和第四册各更换了6篇课文,但各册均保留了原来的单元结构。

在练习设计方面,我们也做了一些优化。比如,改变了原 Listen and Respond 部分的练习形式;将 Grammar Review 改为 Grammar in Context,使语法项目的复习更加紧密地结合课文中出现的语言现象,克服了原语法复习项目的随意性;在 Increasing Your Word Power 部分,我们加强了词语搭配练习,并依据 *Longman Dictionary of English Language and Culture* (附录E8)构词法表将 Increasing Your Word Power 栏目的练习予以优化,借以避免知识介绍的随意性。

与学生用书配套的教师手册和助学光盘也做了相应的修订,助学光盘在第二版中已升级为网络课件,统一部署到上海外语教育出版社“新理念外语网络教学平台”,供教材使用者登录使用。

教材修订过程中,我们得到了黄源深教授(上海对外经贸大学)、杨惠中教授(上海交通大学)、刘海平教授(南京大学)、黄震华教授(对外经济贸易大学)、束定芳教授(上海外国语大学)等多位英语教育界资深专家的关心与指导。英籍专家 Tony Ward 先生对第二版书稿的文字做了精心的润饰。上海外语教育出版社庄智象社长、高等教育事业部主任谢宇、责任编辑张传根等同志为教程第二版的出版做了大量而细致的工作。在此,我们向他们表示衷心的感谢。

我们恳切希望广大师生继续关注这套教材,不吝赐教,以便我们不断改进工作,进一步提高教材质量。

编者

## I. General Guidelines

1. *Zooming In: An Integrated English Course (Book 1 – Book 4)*, compiled in strict accordance with the *College English Curriculum Requirements*, is a new set of college English textbooks targeting at non-English majors. It aims to help learners attain the “Basic Requirements” in coordination with its companion course books such as *Learning to Read: An English Reading Course*, *Learning to Speak: An English Video Course*, *Reading Faster*, and *Writing as Communication*. For details about the Basic Requirements, please refer to *College English Curriculum Requirements*.
2. Each of the four books consists of 8 theme-based units. Each unit is expected to be covered in 4–5 class periods (about 200 to 250 minutes). In this new edition, the *Learner’s CD* has been upgraded to the *Online Courseware*, which can be accessed on the *New Perspective Foreign Language Teaching and Learning Platform*. It is highly recommended that your university or college install the platform. The *Online Courseware* serves as an integrated part of the *Student’s Book*. Students are expected to make full use of it and work towards becoming autonomous learners. Close attention should be paid to its additional components that are not included in the *Student’s Book*.
3. Classroom teaching focuses on Text A. A thorough analysis of the text is recommended. Students are expected to read Text B and finish all the tasks on their own with the help of the *Online Courseware*.
4. Classroom activities should be well integrated with students’ individualized and autonomous learning, and group work should be fully emphasized. For this purpose, it is strongly suggested that 1) online supervision and conferencing or face-to-face tutorials be arranged with students on a regular basis; and 2) students be assigned into study groups at the beginning of the semester so that they may organize group study on their own before or after class.
5. Evaluation is a key component in College English teaching. It is suggested that both formative assessment and summative assessment be carried out in accordance with the *College English Curriculum Requirements*. The two practice tests provided in each of the four books may serve as a guide for teachers to administer their own tests in accordance with the requirements of CET 4.
6. Teachers are encouraged to make use of the *Electronic Teaching Portfolio* and

other resources available to suit their particular needs in the process of teaching.

## II. Teaching Suggestions

### Get Started

1. This section serves as a warm-up to activate students' existing knowledge and to encourage them to share their personal experiences or opinions on the theme of the unit. The following steps may be taken:
  - 1) Choose a group member to lead the discussion.
  - 2) Ask all group members to take notes on what others say.
  - 3) Ask one or two students to report their discussion to the whole class.
2. The theme-related quotes in each unit are meant to give students some insights into the theme under discussion. The following steps may be followed:
  - 1) Go through the quotes in class, ask students to interpret the meaning of the quotes and then state if they accept the ideas expressed in the quotes.
  - 2) A brief introduction about the quoted celebrities may be given if necessary.
  - 3) Ask students which quote they like best and why.
3. Recommended time allotment: 15–20 minutes.

### Listen and Respond

1. Go over the new words and phrases listed in the box to check if most of them are new to students. For students at a higher proficiency level, the list of new words and phrases may be skipped.
2. Go over the multiple-choice exercise in Task One before playing the recording, and make sure that students know what information to look for in order to complete the exercise.
3. Play the recording for a second time so that students can start Task Two. Students should be reminded that, for Task Two, they need to focus on specific details.
4. Recommended time allotment: 20–30 minutes.

### Read and Explore

#### Text A

1. Since Text A is designed for what has been traditionally known as “intensive reading”, the teacher should play a leading role in organizing classroom activities. Priority should be given to text explanation with the aim of helping students reach a shared understanding of the text. At the same time, by focusing on both the **Content Questions** and the **Extended Questions** listed

in the *Teacher's Manual*, the teacher should help students navigate through the process of intensive reading, so that the latter may learn, bit by bit, how to read effectively and critically.

2. Learning to ask questions on the content of the text is an effective reading skill, which will lead students on the right track towards becoming independent learners. Students are, therefore, encouraged to devise questions and ask one another for answers. The **Content Questions** and the **Extended Questions** given in the *Teacher's Manual* may serve as a guide for the question-answer activity, but teachers should feel free to design more questions as they see fit.
3. It is strongly suggested that such tasks and activities as **Discovering the Main Ideas** and **Reading Between the Lines** be incorporated into text explanation.
4. Underlining good usage (i.e. collocations) while reading is another useful skill. Teachers should help students acquire the ability to pick out useful language points while reading. In this connection, teachers may refer to the *Electronic Teaching Portfolio*.
5. Oral activities such as **Voicing Your Views** are recommended for learners at all levels. All the questions therein should be tackled by students at a higher proficiency level, whereas the teacher may select just one or two questions for discussion for learners at a lower proficiency level.
6. Recommended time allotment: 90–100 minutes.

#### **Text B**

1. Students are requested to study Text B on their own before class with the help of the *Online Courseware*. Students should be reminded to make use of Appendix III: Glossary.
2. Classroom activities focus on both reading comprehension and language points. The teacher's role in class is to check and guide. For this purpose, it is suggested that such activities as **Checking Your Vocabulary** and **Checking Your Comprehension** be conducted in class by means of negotiation with students or group discussions among students. In this connection, the *Teacher's Manual* may prove most helpful.
3. Students should be reminded of the importance of the **Word Detective** section, which contains all the "active words" that are to be mastered on their own. It is suggested that emphasis be placed on training students' ability to determine the meaning of vocabulary items from the context, which is one of the most important aspects of successful reading.
4. Recommended time allotment: 40–50 minutes.

### Optional Classroom Activities

1. Optional Classroom Activities work best for students at a higher proficiency level. However, this does not mean that students at a lower proficiency level should be denied this in-class opportunity to develop their practical skills. In fact, some of the optional classroom activities are designed for students at all levels. Teachers and students are encouraged to take up this section in the light of their specific circumstances.
2. Specific suggestions for teaching are listed on the relevant pages in the *Teacher's Manual*.

### Enhance Your Language Awareness

1. The section **Enhance Your Language Awareness** is designed for three purposes: 1) to help students consolidate the knowledge of focal language points as well as skills they have acquired both through negotiation with the teacher in class and through their autonomous learning; 2) to check and evaluate the efficiency of students' work by asking them to perform comprehensive tasks related to the focal language points in the unit; and 3) to help teachers obtain feedback of their teaching so as to improve or adjust their teaching strategies.
2. This section includes 1) **Words in Action**, which consists of **Working with Words and Expressions** and **Increasing Your Word Power**; 2) **Grammar in Context**; 3) **Cloze**; 4) **Translation**; and 5) **Theme-Related Writing**. Reference answers and sample essays for the writing tasks are all provided in the *Teacher's Manual*. Teachers should see to it that students complete all the learning tasks conscientiously either in class or outside class.
3. In the *Teacher's Manual* specific suggestions for teaching are given where necessary.
4. Recommended time allotment: 30–40 minutes.

### Enjoy English

1. This section may be considered as the “dessert”. It aims to liven up the learning and teaching atmosphere.
2. Recommended time allotment: 5–10 minutes.

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## Short Forms 缩略语

<i>abbrev.</i>	abbreviation 缩略语, 缩写
<i>a</i>	adjective 形容词
<i>ad</i>	adverb 副词
<i>&amp;</i>	and 和, 及, 与
<i>cap.</i>	capital 大写(字体)
<i>comb.</i>	combination 复合词
<i>conj</i>	conjunction 连词
<i>e.g.</i>	for example 例如
<i>esp.</i>	especially 尤指, 尤
<i>etc</i>	etcetera; and so on 等等
<i>fig.</i>	figurative 比喻, 喻
<i>interj</i>	interjection 感叹词
<i>n</i>	noun 名词
<i>pass.</i>	passive 被动语态
<i>pl.</i>	plural 复数
<i>prep</i>	preposition 介词
<i>pron</i>	pronoun 代词
<i>sb.</i>	somebody 某人
<i>sing.</i>	singular 单数
<i>sth.</i>	something 某物
<i>usu.</i>	usually 通常, 一般
<i>vi</i>	intransitive verb 不及物动词
<i>vt</i>	transitive verb 及物动词
<i>[C]</i>	countable noun 可数名词
<i>[U]</i>	uncountable noun 不可数名词

## Labels 说明性略语

<i>AmE</i>	American English 美国英语【美】
<i>apprec</i>	appreciative 褒义【褒】
<i>bibl</i>	biblical 圣经用语【圣经】
<i>BrE</i>	British English 英国英语【英】
<i>derog</i>	derogatory 贬义【贬】
<i>fml</i>	formal 正式用语【正式】
<i>humor</i>	humorous 幽默语【幽】
<i>informl</i>	informal 非正式用语【非正式】
<i>law</i>	legal 法律用语【律】
<i>lit</i>	literary 文学用语【文】
<i>med</i>	medical 医学用语【医】
<i>old-fash</i>	old-fashioned 老式用法【过时】
<i>old use</i>	旧用法【旧】
<i>pomp</i>	pompous 夸张用法【夸张】
<i>rare</i>	罕见用法【罕】
<i>ScotE</i>	Scottish English 苏格兰英语【苏格兰】
<i>sl</i>	slang 俚语【俚】
<i>tech</i>	technical 技术用语【术语】

(括号内为说明性略语之中译在本教材中的缩略形式)

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