



教育部师范教育司组织编写
中学教师进修高等师范本科(专科起点)教材

专升本

● 总主审 秦秀白

综合英语教程

General English

教师参考书 4

Teacher's Book

张维友 主编



高等教育出版社

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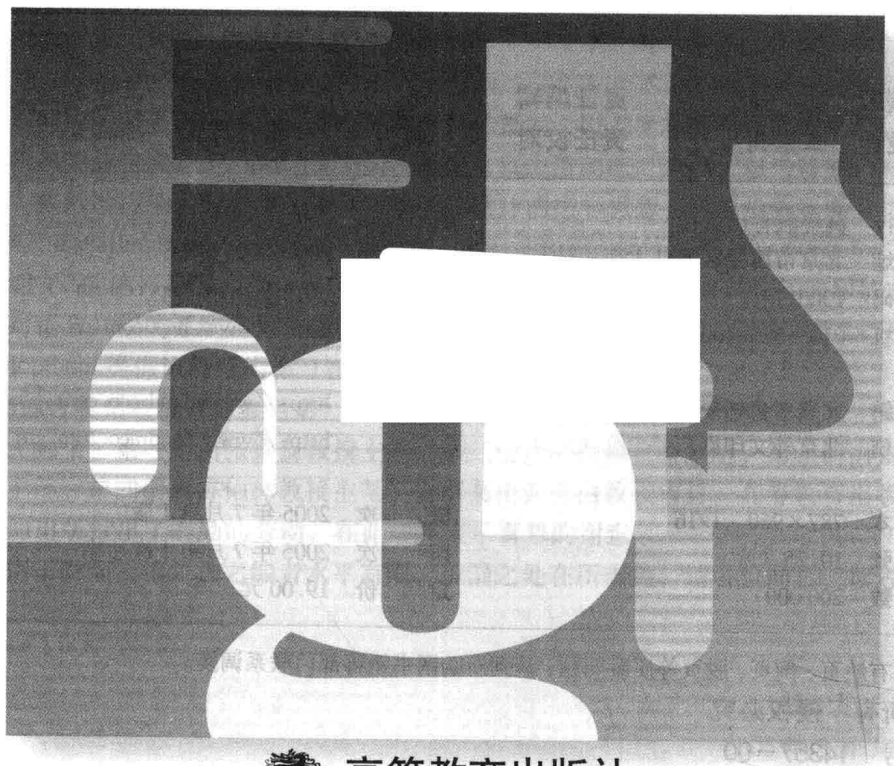
——综合英语教程

General English

教师参考书 ④

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高等教育出版社

图书在版编目(CIP)数据

综合英语教程教师参考书. 4/张维友主编. —北京:
高等教育出版社, 2005. 7

ISBN 7-04-014357-7

I. 综... II. 张... III. 英语—高等学校—教学参
考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2005) 第 067479 号

策划编辑	艾 斌	责任编辑	艾 斌	封面设计	王凌波
版式设计	王东岗	责任校对	艾 斌	责任印制	陈伟光

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100011
总 机 010-58581000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

经 销 北京蓝色畅想图书发行有限公司
印 刷 北京外文印刷厂

网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>

开 本 787×960 1/16
印 张 10.25
字 数 200 000

版 次 2005 年 7 月第 1 版
印 次 2005 年 7 月第 1 次印刷
定 价 19.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

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物料号 14357-00

前 言

《综合英语教程教师参考书》是教育部师范教育司组织编写的“中学教师进修高等师范本科（专科起点）”规划教材的重要组成部分。因为《综合英语教程》是一套全新的教材，其编写思想、教学理念、材料选择、安排布局、练习设计等都有独特之处，没有必要的介绍和指导，使用者恐怕难以把握其特色。编写这套书的目的正是满足这一需要，帮助教师严谨地组织课堂教学，指导学生高效率地开展自学。本书的出版旨在帮助广大师生进一步了解本书编写的宗旨，掌握先进的教学方法，注意教材的重点、难点，教好学好教材所传授的技能技巧和语言知识，充分发挥教材的潜能。为了使用方便，本书根据教材的先后顺序编排，每单元主要设下述几大部分：

1. Background to Text 1
2. Detailed study of the text
3. Answers for Text 1
4. Detailed notes to Text 2
5. Answers for Text 2
6. Answers for Further Development

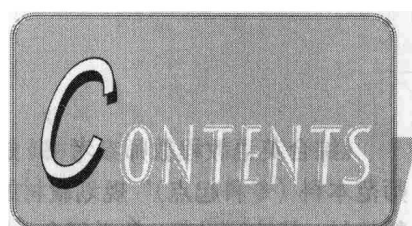
Background to Text 1 提供与课文 1 相关的信息及课文的主题思想大意，供教师在教学导入时使用。Detailed study of the text 对课文 1 中出现的生词、短语进行注释，特别是对其中的难点加以解释，并穿插对语篇的赏析，以方便教师对课文的讲解，帮助学生理解课文。Answers for Text 1 不仅对每个活动练习给出了参考答案，而且对其中一些活动提供了教学方法指导，如活动设计的指导思想、解题步骤及要求达到的结果等。Detailed notes to Text 2 介绍课文 2 的相关知识，解释词语。Answers for Text 2 提供课文 2 的练习答案。Further Development 是对本单元学习知识点的延伸和扩充，主要是对语言知识的系统复习和教师职业技能训练（限于 1、2 册）。Answers for Further Development 提供该部分的练习答案。

《综合英语教程教师参考书》共 4 册，与教材配套。整套书由张维友教授主编。各册分工如下：第一册由张维友教授主笔，第二册由舒白梅教授主笔，第三册由张应林教授主笔，第四册由陈佑林教授主笔。全套书由秦秀白教授审订。高等教育出版社为本书的出版付出了辛勤的劳动，在此一并表示真挚的谢意。

由于时间紧迫，加之编者水平有限，疏漏之处在所难免，请各位同仁、读者批评指正。

编 者

2005 年 3 月 30 日



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UNIT

1

Global Warming

1. Background to Text 1

greenhouse effect: The atmosphere allows a large percentage of the rays of visible light from the Sun to reach the Earth's surface and heat it. A part of this energy is reradiated by the Earth's surface in the form of long-wave infrared radiation, much of which is absorbed by molecules of carbon dioxide and water vapour in the atmosphere and which is reflected back to the surface as heat. This is roughly analogous to the effect produced by the glass panes of a greenhouse, which transmit sunlight in the visible range but hold in heat.

The trapping of this infrared radiation causes the Earth's surface and lower atmospheric layers to warm to a higher temperature than would otherwise be the case. Without this greenhouse heating, the Earth's average temperature would be only about -73°C (-100°F); even the oceans would be frozen under such conditions. Alternatively, a "runaway" greenhouse effect like that found on the planet Venus would result in surface temperatures as high as 500°C (932°F).

Owing to the rise in atmospheric carbon dioxide caused by modern industrial societies' widespread combustion of fossil fuels (coal, oil, and natural gas), the greenhouse effect on Earth may be intensified and long-term climatic changes may result. An increase in atmospheric concentrations of other trace gases such as chlorofluorocarbons (Freons), nitrous oxide, and methane, due again largely to human activity, may also aggravate greenhouse conditions. A growing number of scientists have predicted that significant alterations in climate patterns will be seen. They estimate that global average temperatures could increase by as much as 5°C (9°F) by the middle of the 21st century. Such global warming would cause the polar ice caps and mountain glaciers to melt rapidly and result in appreciably higher coastal waters. The rise in global temperature would also produce new patterns and extremes of drought and rainfall, seriously disrupting food production in certain regions. Other scientists involved in climatic research maintain that such

predictions are overstated, however.

global climatic response: Once the amount of carbon dioxide that may exist in the atmosphere or so has been projected, its significance in terms of climate has to be estimated. The greenhouse effect, notwithstanding all of the controversy that surrounds the term, is not a scientifically controversial subject. In fact, it is one of the best, most well-established theories in the atmospheric sciences. For example, with its extremely dense atmosphere composed largely of CO_2 , Venus has very high surface temperatures (up to about 500°C). By contrast, Mars, with its very thin CO_2 atmosphere, has temperatures comparable to those that prevail at the Earth's poles in winter. The explanation for the Venus hothouse and the Martian deep freeze is really quite clear—the greenhouse effect. This mechanism works because some gases and particles in a planet's atmosphere preferentially allow sunlight to filter through to the surface of the planet relative to the amount of radiant energy that the atmosphere allows to escape back to space. This latter kind of energy (infrared energy) is affected by the amount of greenhouse material in the atmosphere. Therefore, increasing the amount of greenhouse gases raises the surface temperature of the planet by increasing the amount of heat that is trapped in the lowest part of its atmosphere. While that part of the subject is not controversial, what is open to debate is exactly how much the Earth's surface temperature will rise given a certain increase in a trace greenhouse gas such as CO_2 . Complications arise due to processes known as feedback mechanisms. For example, if the CO_2 added to the atmosphere were to cause a given temperature increase on Earth, warming would melt some of the snow and ice that now exist. Thus, the white surface, originally covered by the melted snow and ice, would be replaced with darker blue ocean or brown soil, surface conditions that would absorb more sunlight than the snow and ice. Consequently, the initial warming would create a darker planet that absorbs more solar energy and thereby produces greater warming in the end. This is only one of a number of possible feedback mechanisms, however. Because many of them are interacting simultaneously in the climatic system, it is extremely difficult to estimate quantitatively how many degrees of warming the climate will undergo for any given increase in greenhouse trace gases.

Unfortunately, there is no period in Earth history that investigators can examine when carbon dioxide concentrations in the atmosphere were, say, twice what they are today and whose climatic conditions are known with a high degree of certainty. For this reason, investigators cannot directly verify their quantitative predictions of greenhouse warming on the basis of historical analogues. Instead, they must base their estimates on climatic models. These are not laboratory models, since no laboratory could approach the

complexity of the real world. Rather, they are mathematical models in which basic physical laws are applied to the atmosphere, ocean, and glaciers; the equations representing these laws are solved with computers with the aim of simulating the present terrestrial climate.

Many such models have been built during the past few decades. The calculations roughly agree that, if the atmospheric CO₂ concentrations were to double, the Earth's surface temperature would warm up somewhere between 1 and 5°C. As a point of comparison, the global surface temperature of the Earth during the Ice Age 18 000 years ago was on average about 5°C lower than it is today. Thus, a temperature change of more than one or two degrees worldwide represents a very substantial alteration.

the Ice Age: The Ice Age refers to a glacial period, especially one of those in the Pleistocene epoch, which is best known as a time during which extensive ice sheets and other glaciers formed repeatedly on the landmasses and has been informally referred to as the “Great Ice Age”. Modern research, however, has shown that large glaciers had formed prior to the Pleistocene—during the latter part of the Tertiary Period as well as during earlier periods of geologic time—and that glaciation is not unique to the Pleistocene.

2. Detailed study of the text

1. Heading for Apocalypse?

Moving Forward to the Total Destruction of the World?

apocalypse n.: total destruction and the end of the world

2. ... and the effects could be catastrophic.

... the effects could be irretrievably disastrous.

catastrophic adj.: of or pertaining to a catastrophe which refers to a sudden or widespread or noteworthy disaster or an extreme misfortune; disastrous, dreadful

3. prophet n. (L.1): a person who predicts or foretells future events

4. impending adj. (L.2): (of evil, danger, etc.) threatening, imminent

5. ... the world could be in for dramatic changes in climate, ... (L.6)

be in for: (infml) be likely to experience

6. disruption n. (L.7): disrupted condition; disorder

7. And the uncertainty has given skeptics—especially Gingrichian politicians—plenty of ammunition to argue against taking the difficult, expensive steps required to stave off a largely hypothetical calamity. (L.10)

1) **skeptic n.:** (also sceptic) a person who doubts the validity of accepted beliefs in a

particular subject; a person inclined to doubt any assertion or apparent fact

- 2) **ammunition** *n.*: (*fig*) facts, arguments, etc., used in attack or defence
- 3) **stave off**: ward off or avert (something undesirable or harmful); prevent the occurrence of; defer
- 4) **hypothetical** *adj.*: supposed or assumed but not necessarily real or true
8. **Until now, a draft report currently circulating on the Internet asserts that the global-temperature rise can now be blamed, at least in part, on human activity. (L.14)**
 - 1) **draft** *n.*: a preliminary version or rough form of something to be written or printed, especially an official document
 - 2) **circulate** *v.*: pass from place to place freely and continuously; (of a newspaper etc.) pass into the hands of readers, be extensively read
 - 3) **assert** *v.*: declare formally and distinctly; aver, affirm
 - 4) **blame ... on**: fix or place the responsibility for something on somebody or something
9. **consensus** *n.* (L.18): testimony; majority view, collective opinion
10. **drastic steps (L.21):** severe measures
drastic *adj.*: vigorous and decisive; having violent effects; severe
11. **Huge swaths of densely populated land could be inundated by rising seas. (L.25)**
 Large pieces of densely populated land could be covered by rising seas.
 - 1) **swath** *n.*: a long strip of land that is different in some way from the land on either side of it
 - 2) **inundate** *v.*: flood, submerge, cover with water
12. **... a watershed moment ... (L.29)**
 ... a critical moment ...
watershed *n.*: an event or period which is important because it marks the beginning of a new way of life, a new stage in a person's career, etc.
13. **... they simulate them on super-computers ... (L.34)**
simulate *v.*: imitate the conditions of (a situation or process), especially for the purpose of training, etc.
14. **... the results didn't mesh with reality; ... (L.41)**
 ... the results and the reality didn't fit together closely; ...
mesh *v.*: fit in, be harmonious; combine (Foll. by *with*)
15. **aerosol** *n.* (L.44): a colloidal suspension of particles in air or another gas
16. **Once the scientists factored in aerosols, ... (L.50)**
 Once the scientists took aerosols into consideration, ...
factor in: to include a particular thing in one's calculations about how long something

will take, how much it will cost, etc.

17. **aftermath n. (L.53):** an effect or condition arising from an (especially unpleasant) event
18. **predominate v. (L.85):** have or exert controlling power (over); be superior; be the stronger or leading element; preponderate.
19. **... a major but still murky role ... (L.86)**
 ... a major role, although we don't know exactly the nature of it, ...
murky adj.: not easy to understand because one does not know much about it
20. **caveat n. (L.89):** (*fml*) a warning that one has to take something into account before acting or carrying out plans. Here it means something accepted as proven.
21. **Slashing emissions of greenhouse gases ... (L.94)**
slash v.: (of money or time) reduce by a large amount
22. **... curbing automobile use ... (L.98)**
curb v.: control and keep within fixed limits
23. **endorse v. (L.102):** say publicly that one supports or approves of something
24. **... would shrink from passing draconian emissions-control measures. (L.110)**
 ... would refuse to pass harsh emissions-control measures.
 1) **shrink from doing something:** refuse or be reluctant to do something
 2) **draconian adj.:** extremely harsh or drastic

3. Answers for Text 1

Skills Development

Pre-reading

1. Ask the students to do the activity in pairs and then ask some pairs to write the possible causes of floods on the blackboard.
2. Before the activity, please draw students' attention to the difference between weather and climate. And then ask them to do the activity.
weather: the condition of the atmosphere at a given place and time with respect to heat, cold, sunshine, rain, cloud, wind, etc.
climate: the prevailing atmospheric phenomena and conditions of temperature, humidity, wind, etc., (of a country or region)
3. This is a prediction activity and any kind of predictions will do.

Reading

1. This is an activity of prediction checking.
2. This activity is designed to help the students to get familiar with the discourse structure.

Sub-topic	Conventional Sequence
Evaluation of a new development	5
Description of a new development	4
Description of current knowledge / ideas	1
Announcement of a new development	3
Limitations of current knowledge / ideas	2

3. Please draw students' attention to the discourse structure of Text 1.

Sub-topic	Paragraphs in Text 1
Evaluation of a new development	8-12
Description of a new development	3-7
Description of current knowledge / ideas	1
Announcement of a new development	2, 3
Limitations of current knowledge / ideas	1

4. This activity deals with the discourse markers, so please help the students to identify the following:

Phrases: like street-corner prophets

without offering any concrete proof

no solid evidence has emerged

a largely hypothetical calamity

Verb form: the present perfect

5. This activity also deals with the discourse markers.
“Until now” in paragraph 2.
6. The activity is designed to help the students to understand the writer's intention.
There are several reasons: prestige of IPCC organization, number of members, improved computer models, etc.
7. This activity is designed to develop students' reading skill (skimming).
Heading, sub-heading, first paragraph(s), final paragraph(s).
8. It would be assumed that the article described claims about global warming and the writer concluded that more concrete evidence was needed.

9. Paragraphs 3, 7, 8.
10.

Possible Consequences of Global Warming Over the 21 Century

Aspect of Changes	Possible Consequences
Sea levels	rise by 1 m.; submerge vast areas; more than 100 million people displaced
Winters	get warmer
Summers	more frequent and severe hot spells; more fatalities
Rainfall	increase unevenly; some areas flood more often and more severely; some areas even dryer; hurricanes even stronger
Patterns of temperature & rainfall	Temperature and rainfall patterns would shift unpredictably; ecosystems could be devastated; a third of the world's forests would be destroyed.

Post-reading

1. The impetus is the draft report of the IPCC, a respected international organization. It is based on better computer models and supposed to be more convincing.

Evidence from the text:

- The sub-title of the text.
- So far, though, even the experts have had to admit ... no solid evidence has emerged that this is anything but a natural phenomenon. (Para. 1)
- Statements like this have been made before by individual researchers — who have been criticized for going too far beyond the scientific consensus. (Para. 2)
- But this report comes from the International Panel on Climate Change (IPCC), a respected UN-sponsored body made up of more than 1 500 leading climate experts from 60 nations. (Para. 2)
- This shift in scientific consensus is based ... on improvements in the complex computer models... (Para. 4)
- Once the scientists factored in aerosols, their models began looking more like the real world. The improved performance of the simulations was demonstrated in 1991, ... that they finally know what they're talking about — and can predict what

may happen if green-house gases... (Para. 6)

2. There is no definite answer for this activity.
3. There is no definite answer for this activity.

Language Development

1. 1) Because there is still insufficient evidence that global warming is caused by people, it is easy for some to argue that taking difficult, expensive measures is useless.
- 2) Such increased agreement between scientists is due more to better computer models than new data.
- 3) We were searching for something that is very difficult to find. Furthermore we were looking in the wrong place.
- 4) More than 100 million people would have to move from the area in which they live.
- 5) Perhaps a third of the world's forests would be unable to adapt to the change of climate.
- 6) Even if you deliberately tried to create a serious problem for human organisation, you could not design a worse one than global warming.
2. 1) She confessed herself completely ignorant of modern art.
- 2) The general acknowledged that the war had not been going as well as expected, but he affirmed that a change in strategy would enhance the prospects of victory.
- 3) In the face of the disastrous military battle, they conceded that victory was no longer attainable, and agreed to a negotiated surrender.
- 4) He admitted under questioning that he was in the service of a foreign power, but denied that he was guilty of espionage.
- 5) He owned himself at a loss as to what to do next.
- 6) He allowed that even great leaders could make mistakes.
- 7) I grant there is no obvious motive for this action.
- 8) He avowed his hostility to his family.
3. 1) Parodies can be formed by copying the structure or style of (1) well-known phrases or proverbs, (2) sayings, or (3) entire works with some changes in them. They are created (1) for the purpose of ridicule or (2) for the purpose of emphasis.
 - (1) A friend in need is a friend to be avoided. (It copies a proverb.)
 - (2) Socialism places the human being at the center of things, not the machine, not

the Almighty Dollar, not the maximum profits of billionaires. (It copies a phrase.)

(3) Not so loud, you fool — remember — even people have ears. (It copies a proverb.)

(4) His had been an intellectual decision founded on his conviction that if a little knowledge was a dangerous thing, a lot was lethal. (It copies a proverb.)

(5) I know death hath ten thousand several doors

For men to take their exits.

(It copies a well-known saying.)

(6) If you give a girl an inch nowadays she will make a dress of it. (It copies a proverb.)

(7) If you give a woman an inch she'll park a car on it. (It copies a proverb.)

(8) Twinkle, twinkle, little bat!

How I wonder what you're at!

Up above the world you fly!

Like a teatray in the sky!

(It copies a poem.)

2) (1) A friend in need is a friend indeed.

(2) Almighty God

(3) Wall has ears.

(4) A little learning is a dangerous thing.

(5) Anyone can stop a man's life, but no one his death; a thousand doors open on to it. (Roman philosopher Seneca's saying)

(6) & (7) Give him an inch and he'll take an ell.

(8) Twinkle, twinkle, little star,

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky!

There is also a parody in Text 1:

"We were looking for the needle in the wrong haystack." (Para. 5) which copies from "Look for a needle in a haystack."

4. Detailed notes to Text 2

Goddard: Robert Hutchings (1882–1945) was an American physicist. He carried out pioneering work in rocketry, and designed and built the first successful liquid-fuelled rocket. NASA's Goddard Space Flight Center is named after him.

noble gas: any of a group of very unreactive gaseous elements (helium, neon, argon, krypton, xenon, and radon) which have a filled outermost electronic orbital in the atom; also called *inert gas*

El Nino: an irregularly recurring flow of unusually warm surface waters from the Pacific Ocean toward and along the western coast of South America that prevents upwelling of nutrient-rich cold deep water and that disrupts typical regional and global weather patterns

Words and expressions

latitude *n.*: the position north or south of the equator measured from 0° to 90° (Latitudes means “area near to a particular latitude”).)

vulnerable *adj.*: able to be wounded; (of a person) able to be physically or emotionally hurt; liable to damage or harm, especially from aggression or attack, assailable (Foll. by *to*)

unscathed *adj.*: not damaged

in the face of: in the presence of

wreak *v.*: cause (harm, damage, etc.), often in *wreak havoc* (Foll. by *on, upon*)

havoc *n.*: devastation, destruction; (now freq.) confusion, disorder

famine *n.*: severe scarcity of food throughout a region; an instance or period of such scarcity

escalate *v.*: (cause to) increase or develop, especially by successive stages

deduce *v.*: infer, draw as a logical conclusion (from something already known or assumed); derive by a process of reasoning

sparse *adj.*: separated or characterized by wide intervals or spaces; thinly dispersed, distributed, or scattered; not dense

tentative *adj.*: (of the nature of an experiment or trial) experimental; provisional; hesitant, uncertain

put two and two together: join, combine, unite (parts) into a whole; form (a whole) by combination of parts; construct, compile, compose; combine mentally; add or consider together

convection n.: (the transport of heat by) the relative movement of parts of a fluid differing in density (and usually temperature); upward motion of warmer (less dense) air or downward motion of cooler (denser) air

thermostat n.: an automatic apparatus for regulating temperature, especially for keeping something at a constant temperature or for activating a device when the temperature reaches a certain point

come in: be (useful etc.) as something to have available

coincide v.: correspond in substance, nature, or character; agree exactly together or with (Foll. by *with*)

come up: arise, occur

number-cruncher: (*sl*) a machine capable of complex calculations, etc.

accentuate v.: mark emphatically; heighten; make conspicuous

glaciation n.: the action, condition, or result of being covered by glaciers or ice sheets

sift v.: use a sieve; (chiefly *fig*) make a close inquiry or examination; scrutinize evidence, material, etc., especially as part of a selection process (Foll. by *into*, *through*)

on top of: in addition to

culprit n.: a person accused of a criminal offence; a person who is guilty of an offence; a person responsible for a fault

precipitate v.: condense (moisture) into drops from vapour; cause (moisture) to fall as rain, dew, etc.

devastate v.: lay waste, ravage; make desolate or wretched

arid adj.: (of the ground, climate, etc.) dry, parched; barren, bare; too dry to support vegetation

baseline n.: a set of critical observations or data used for comparison or a control

feed on: have, give to somebody, as food or sustenance, e.g.

Their mothers can't afford to feed them on meat and fish every day.

I'm not surprised that his classes never express an original thought when the stuff they're fed on is second and even third hand.

unleash v.: free from or as if from a leash; let loose

erratic adj.: characterized by lack of consistency, regularity, or uniformity

creep in / into: enter or advance gradually so as to be almost unnoticed, e.g.

He noticed that a note of irritation crept into her voice.

You should try to argue calmly and not allow any unpleasantness to creep in.

5. Answers for Text 2

1. This is a prediction activity and any kind of predictions will do.
2. This is an activity of prediction checking.
3. Introduction (Para. 1)

Previous prediction, evidence and justification (Paras. 2-7)

Current prediction, evidence and justification (Paras. 8-18)

Possible consequences (Paras. 19-22)

4. The text is written for educated laymen.

Evidence: The vocabulary and style indicate this. It is not necessarily for experts, for some knowledge of school science is enough for one to understand it.

5. Student A

The prediction:

The tropics would escape virtually all the effects of global warming.

The evidence:

- (1) Researchers studied the remains of microscopic shelled organisms buried at the bottom of tropical oceans and they found that the same species were present during the ice age when the world as a whole cooled by 4 or 5 °C as thrive there today.
- (2) Researchers examined carefully the few foram and diatom shells that have survived from the period around 3 million years ago when the Earth was a few degrees warmer than today and they also examined the ratios of different isotopes of oxygen in the creatures' shells and the results agreed with the distributions of the different foram species in different ocean temperatures.

The explanation:

Clouds cool the Earth by reflecting sunlight back out to space but water in clouds can cause warming by absorbing radiation from the Earth and trapping it. Therefore thin clouds mainly act to warm the Earth while thicker clouds formed by the rising warm, moist air from the tropical seas will produce a net cooling rather than warming.

Student B

The prediction:

Tropical temperatures are on the increase.

The evidence:

- (1) The computer models suggested that the climate started to warm at all latitudes, including the tropics.