



高等院校英语课程“十二五”规划系列教材

Teacher's Book

Integrated Skills of English A New Course

Book


2

◆ 总主编 张维友 舒白梅

新编综合英语(二)

◆ 主编 朱卫红 鲁定元

教师用书

 华中师范大学出版社



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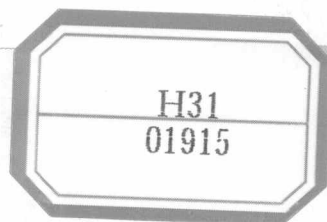
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编写说明

《新编综合英语》(教师用书)旨在为使用《新编综合英语》(学生用书)的教师提供支持。学生用书倡导自主、合作、探究相结合的学习方式,教学活动设计总体体现以学习者为中心的理念。但是我们在编写教师用书时尽量考虑不同的教学需求与教学风格,因此,无论您通常主要采用以教师讲授为主的教学途径还是以学生合作讨论为主的教学路径,本套教师用书都尽量满足您的需要。

《新编综合英语》(教师用书)第二册主要包括三个部分的内容: Background to Reading 1 (背景知识介绍); Notes to the Text (课文详解); Answers, Tips and Scripts (练习答案、教学建议、录音文字稿,包括 Preparation, Reading 1, Exploration, Consolidation, Application, Reading 1, Suggested Answers for Quiz 七个板块)。Background to Reading 1 主要包括与课文有关的非语言的文化背景知识。Notes to the Text 主要针对语言问题,涉及词汇与长句、难句。Answers, Tips and Scripts 主要提供学生用书中各类学习活动、语言练习、单元测验等的参考答案。有的教学活动是开放型的,没有唯一正确的答案,这时我们便提供了一些教学建议供您参考。同时,为了方便使用,语音和听力部分的录音文字稿也放在这部分。

不同的教学情境、教学风格、教学理念等必然导致使用者不同的需求与期待,因此,在这本书的编写过程中我们必然还有考虑不周的地方。如果您在使用过程中有任何意见与建议,欢迎您给我们提出来,以便我们不断修订完善这套崭新的教材。

由于时间紧,加之水平有限,书中难免有很多不足之处,恳请读者批评指正。

编者

2011年6月

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Unit 1

Youthful Memories

Background to Reading 1



1. “Finding My Way” is taken from *Chicken Soup for the College Soul: Inspiring and Humorous Stories about College* by Jack Canfield, Mark Victor Hansen, Kimberly Kirberger, Dan Clark and James Malinchak, published by Health Communications, Inc. (Deerfield Beach, FL) in 1999.

2. **Zan Gaudioso** is one of the authors in *Chicken Soup for the College Soul*, which accompanies throughout a student’s entire collegiate career, providing incentive, motivation and reassurance that everything will work out. She is a freelance writer whose stories have appeared in the papers across the United States. Gaudioso earned her degree in special education for the deaf and went on to teach sign languages, as well as teaching deaf children and adults. She became part of a landmark program that was the first to utilize sign language in order to foster verbal language skills in autistic children. From there, with additional training, she went on to become a surgical nurse. With writing as an integral driving force in her life, she continued to write and publish stories in newspapers and in family medical journals. She is presently negotiating with a major network to bring to television a one-hour drama based on her true life story. She currently lives in Santa Monica, California. James H. McCormick, chancellor of Pennsylvania State System of Higher Education, says, “This latest Chicken Soup publication is a very readable and poignant reminder that the individuals who benefit the most from college are the ones who are open to new experiences and appreciate people who are different from them. This is must reading for college students of all ages.”



eat / food

3. A **Sign language** (also signed language) is a language which, instead of acoustically conveyed sound patterns, uses visually transmitted sign patterns (manual communication, body language) to convey meaning—



simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to fluidly express a speaker's thoughts.

Wherever communities of deaf people exist, sign languages develop. Their complex spatial grammars are markedly different from the grammars of spoken languages. Hundreds of sign languages are in use around the world and are at the cores of local deaf cultures. Some sign languages have obtained some form of legal recognition, while others have no status at all.

One of the earliest written records of a signed language occurred in the fifth century BC, in Plato's *Cratylus*, where Socrates says: "If we hadn't a voice or a tongue, and wanted to express things to one another, wouldn't we try to make signs by moving our hands, head, and the rest of our body, just as dumb people do at present?" It seems that groups of deaf people have used signed languages throughout history.

Notes to the Text



1. Finding My Way

The title of the article suggests that college life is an important turning point in one's life. Hesitation during this period is a common experience and experiences in college will have significant influence in future.

2. I remember standing in line for registration with the hordes of other people. (L. 2)

I remember waiting in line to get enrolled in classes with large crowds of other people.

stand in line: stand forming a line

e. g. *I stand in line at the cash register.*

What are those people standing in line for?

horde: a large group or crowd; a swarm

e. g. *Hordes of bees gather in the rose bush.*

Hordes of children are running around the spring.

3. I felt so insecure and inadequate next to those who were my supposed peers. (L. 3)

Standing together with those who would certainly be my schoolmates, I lacked in self-confidence or assurance; I felt that I would not be able to compete against them or be as good as them.

peer: a person who has equal standing with another or others, as in rank, class, or age

e. g. *You don't give in to peer pressure.*

The magna carta gives every free man the right to be tried by his peer.

4. How would I ever measure up to these people who seemed so confident and sure of what they wanted? (L. 4)

I was doubtful whether I could be equal to or had similar quality of these people who seemed so confident and who seemed to know clearly what they wanted.

measure up: to prove as capable or fit as sb. else; to meet requirements; to be the equal of sb.; to have similar quality

e. g. *No one could ever measure up to Frank.*

The party did not measure up to their expectations.

5. I didn't have a clue as to what I wanted to do or be. College was just the next logical step. I felt very much out of place. (L. 6)

I didn't know what I really wanted to do or to be. Going to college was just a natural next step I should take after I finished high school. I didn't feel right; I felt I was in the wrong place.

have a clue: (often used in the negative) to know anything about sth. ; to have even a hint about sb. or sth.

e. g. *They don't have a clue about how to look after children.*

out of place: in a place where sb. feels uncomfortable; in the wrong place; look wrong

e. g. *I feel out of place at formal dances.*

Bob and Ann felt out of place at the picnic, so they went home.

He is worried about his job and feels out of place in a large organization.

6. To me, these people around me embodied my picture of the consummate college student. (L. 8)

In my eyes, these students around me represented just the perfect college students I had imagined.

embody: to represent in bodily or material form; to be an example of or to express (an idea, principle, etc.) in action

e. g. *His gentleness embodies a Christian ideal.*

consummate: complete in every detail or perfect; extremely skilled; of the highest degree

e. g. *Annie was a consummate office assistant: professional, punctual, and always helpful.*

He is a consummate liar.

7. If I didn't get those particular classes, I was sunk. (L. 13)

I would be done for if I didn't get enrolled in those classes my brother and I had chosen the night before.

be sunk: to be in a bad situation that will bring problems or defeat; with all hopes

dashed; ruined

e. g. *If the police come while we're opening the safe, we'll be sunk.*

8. Maybe throwing up would be a more socially acceptable reaction. (L. 16)

Maybe giving up would be a more reasonable decision for a grown-up.

throw up: to abandon; to give up

e. g. *She threw up her campaign for mayor.*

9. ... feeling like a cartoon in a museum of priceless paintings. (L. 17)

When I stood together with my fellow students, I felt trivial and insignificant, just as a cartoon put in a museum with priceless paintings around.

Simile is used in this clause. Every simile has three parts: a tenor, vehicle and grounds. The tenor of a simile is what the writer is trying to clarify or make more understandable. The vehicle is the concrete object that is being compared to the tenor. The grounds of a simile refer to the qualities of the vehicle that the reader is meant to apply to the tenor. For example, in "Sheila moved like a panther," the tenor is Sheila; the vehicle is "a panther." The writer compares Sheila to a panther because Sheila moved with power and stealth that are usually possessed by a panther.

In the above clause from Reading 1, "I" and "my peers" are tenors. "Cartoon" and "priceless paintings" are vehicles. "I" am compared to a cartoon, and "my peers" are compared to "priceless paintings."

10. Feeling awkward, out of place and in a world of logistical nightmares, studying and getting an education were the last things on my mind. (L. 22)

I felt inappropriate and uncomfortable in a chaotic environment where all the things were unreasonable, so I least thought of studying and getting an education. My mind was occupied with other things. [Note: This sentence includes a dangling modifier (Feeling awkward, out of place ...), judged by grammatical rules. However, it seems that English speakers are much freer in writing and more tolerant of "grammatical mistakes" than they used to be. Nevertheless, as English learners and teachers, we should still keep to the rules in using English.]

logistical: of or relating to the principles that guide reasoning within a given field or situation

nightmare: an event or experience that is intensely distressing

the last (thing or person): least likely or expected; the least desirable or suitable

e. g. *He was the last person we would suspect, but he turned out to be the thief.*

The interview will be the last thing I want to recall in my future life.

11. But I put one foot in front of the other and prayed I would find some solace somewhere. (L. 23)

I went on with my college life carefully and prayed I would find a little comfort in something or somebody.

solace: comfort or consolation; a source of comfort or consolation

e. g. *I found solace in writing when my father died.*

12. This strange new world started to hold new meaning for me, and I began to explore it with more bravado. (L. 30)

To me, the strange, fresh world of my college life started to take on a new meaning, and I began to search this new world with greater courage and confidence.

bravado: a pretense of courage; a false show of bravery

e. g. *He's full of bravado, but actually he's a coward.*

13. ... her little fingers started flying. (L. 63)

... she began to talk to me with sign language.

14. She was wise beyond her years. (L. 77)

She had the wisdom that belonged to people of a higher age than her.

beyond: on the far side of; later than; to a degree that is past the understanding, reach, or scope of; to a degree or amount greater than; in addition to

e. g. *His house is just beyond the fence.*

They came back beyond midnight.

He has done an evil beyond remedy.

The lottery made him rich beyond his wildest dreams.

She asked for nothing beyond peace and quiet.

15. The crush I had on my college professor served me very well. (L. 82)

The love I had for my college professor had a beneficial influence on my life.

serve sb. well: to be beneficial or helpful to sb.

e. g. *His linguistic ability served him well in his chosen profession.*

(it) **serve sb. right**. . . : sb. deserves the punishment or misfortune (for the evil or foolish thing he has done)

e. g. *He went broke; it served him right for what he had done to you.*

He has done no work, so it will serve him right if he fails the exam.

16. ... to sign the Lord's Prayer at Lily's funeral. (L. 84)

... to say the Lord's Prayer at Lily's funeral with sign language.

Lord's Prayer: The prayer taught by Jesus to his disciples, also called Our Father.

The Lord's Prayer (also known as the Our Father or Pater Noster) is perhaps the best-known prayer in Christianity. It is the principal Christian prayer that Jesus in the New Testament taught his followers. It summarizes Jesus' teaching and stresses the concern of honoring God before that of meeting one's own needs. It also reveals Jesus' sense of a filial relationship with God.

Two versions of it occur in the New Testament, one in the Gospel of Matthew as part of the discourse on ostentation, a section of the Sermon on the Mount; and the other in the Gospel of Luke.

In the Gospel of Matthew (马太福音):

Our Father in heaven,
hallowed be your name,
your kingdom come,
your will be done
on earth as it is in heaven.
Give us today our daily bread,
and forgive us the wrong we have done
as we forgive those who wrong us.
Subject us not to the trial
but deliver us from the evil one.

In the Gospel of Luke (路加福音):

Father,
hallowed be your name,
your kingdom come.
Give us each day our daily bread.
Forgive us our sins,
for we too forgive all who do us wrong;
and subject us not to the trial.

Preparation



When the students have finished, ask them to share their ideas with a classmate.
Ask: Which of your ideas are similar? Which are different? The unit title and this preparation activity should give the students some hints on Reading 1.

Reading 1



A. Answers may vary.

B. 1. The article is about how an apparently foolish crush a college student had on her professor finally helped her find her direction in her life.

2. Answers may vary.

C. 1. F 2. F 3. T 4. F 5. T 6. F 7. F 8. T

D. 1. She felt insecure and inadequate.

2. They appeared confident and sure of what they wanted.

3. No, she didn't, because she didn't know what she wanted to do or be. She went to college just because she'd finished high school.

4. He was smart and funny.

5. He asked her to do some baby-sitting for him.

6. His daughter had cystic fibrosis and spent most of her little life in bed.

7. She learned not only how to sign, but also how to appreciate each moment in her life and how worrying over needless things was just stupid. Lily also gave her love and direction.

8. Yes, she finally found her direction. She went to get a bachelor's degree in special education with an emphasis in deaf education.

E. 1. Simile is used in this sentence. The use of simile here helps the author tell exactly how she felt about herself at that moment; she didn't have very high opinion of herself; she was diffident, under the great pressure of all the "excellent" fellow students around her.

More examples of simile:

"He was like a cock who thought the sun had risen to hear him crow."

(George Eliot, *Adam Bede*)

"Life is like an onion: You peel it off one layer at a time, and sometimes you weep."

(Carl Sandburg)

"Good coffee is like friendship: rich and warm and strong."

(slogan of Pan-American Coffee Bureau)

"It is all, God help us, a matter of rocks. The rocks shape life like hands around swelling dough."

(Annie Dillard, "Life on the Rocks: The Galápagos")

2. The author's referring to her professor as "he" without giving adequate introduction to the person is an advantage in terms of writing, although generally we should not use a personal pronoun unless its reference is made clear earlier. In this case, the unclear reference may create suspense so that the reader wonders about who this person is that has attracted the author and given her solace in her college life and cannot help wanting to read the next part of the story.

Exploration



Suggested website

<http://www.docin.com/app/p?id=48171969>

A.

Questions	Answers
What is the name of the author?	Zan Gaudio.
What is the title of the book from which this article is chosen?	<i>Chicken Soup for the College Soul.</i>
How many parts are there in the book? What are they?	Ten parts. They are: Getting in; Transition; Lessons from the Classroom; Lessons from Outside the Classroom; Love 101; Acts of Kindness; Friends; Tough Stuff; Mind over Matter; Graduation.
How many articles did Zan Gaudio contribute? What are they?	Three articles: "Finding My Way;" "My Star;" "Breaking the Mold."
Three things that you find interesting or unique about the book.	<ol style="list-style-type: none">1. It's a book for those who have ever attempted to better their life through the pursuit of a higher education.2. There are inspiring and humorous stories about college.3. After this, there are many similar books in other languages.

Questions	Answers
Six comments coming from other persons.	<ol style="list-style-type: none"> 1. Lia Gay, student, University of Kansas: "I read this book toward the end of my freshman year at college. I laughed so hard." 2. James Malinchak, author of <i>From College to the Real World</i>: "It serves up a taste of what every student needs: love, hope, and encouragement." 3. Matt Boucher, college student: "College is so stressful and so often you just want to get in bed and pull the covers over your head. Curling up with this book is the perfect medicine for a day in the life of a college student." 4. Jeremy Louis Harman, director, Conference on Student Government Associations: "This book captures the true essence of the college experience." 5. Sharlene Hawkes, former Miss America: "It helps students to not just survive college, but to feast on character-defining moments." 6. Cathy Lee Crosby, actress, producer, author of <i>Let the Magic Begin</i>: "<i>Chicken Soup for the College Soul</i> is the perfect recipe to keep us warm and wise during life's 'winter' moments. Just at pages and our fire is relit, propelling us forward, once again, to go back out into the world and shine!"

B. 1. Prose.

2. Jack Canfield and Dan Clark. Canfield is a best-selling author and one of America's experts in the development of human potential. He is both an entertaining speaker and a highly sought-after trainer with wonderful ability to inform and inspire audiences to open hearts, love more openly, and pursue their dreams. He has edited series of Chicken Soup as *Chicken Soup for the Soul: Teens Talk High School: 101 Stories of Life, Love, and Learning for Older Teens*; *Chicken Soup for the Soul: Campus Chronicles: 101 Inspirational, Supportive, and Humorous Stories about Life in College*; *Chicken Soup for the Soul: Teens Talk Growing Up: Stories about Growing Up, Meeting Challenges, and Learning from Life* and so on.

Dan Clark is a successful businessman, best-selling author, internationally recognized speaker, entertainer and consultant. Achievers Canada and Achievers Europe named him one of the top ten still best-sellers in the world. Dan's story and million-dollar business has been featured on over three hundred TV and radio shows, and in *Esteert* and *Entrepreneur* magazines. He is the author of ten highly acclaimed books . He is also an actor, songwriter, recording artist and a winning athlete. He has written "The Mirror" and "Never Too Old to Live Your Dream" in *Chicken Soup for the College Soul*.

C.

Words	Part of speech	Pronunciation	Meaning
registration	<i>noun</i>	/redʒɪ'streɪʃən/	the act of enrolling
peer	<i>noun</i>	/piə/	a person who is of equal standing with another in a group
option	<i>noun</i>	/'ɒpʃən/	one of a number of things from which only one can be chosen
logistical	<i>adjective</i>	/lə'dʒɪstɪkl/	of or relating to the principles that guide reasoning within a given field or situation
backup	<i>adjective</i>	/'bækʌp/	providing approval and support; providing background for more important parts
auditorium	<i>noun</i>	/ɒdə'tɔːrɪəm/	the area of a theater or concert hall where the audience sits
apparatus	<i>noun</i>	/æpə'reɪtəs/	equipment designed to serve a specific function
cystic	<i>adjective</i>	/'sɪstɪk/	of, relating to, or having the characteristic of a cyst
fibrosis	<i>noun</i>	/faɪ'brəʊsɪs/	the formation of an abnormal amount of fibrous tissue in an organ or part as the result of inflammation, irritation, or healing

Consolidation



Vocabulary

A. 1. d 2. a 3. h 4. g 5. f 6. c 7. e 8. j 9. b 10. i 11. l 12. k

- B. 1. have a crush on
2. have a clue
3. The last thing
4. out of the blue
5. measure up to
6. come by
7. out of place
8. make believe
9. hold new meaning for
10. click with

Explanations

have a crush on: (usually of a young person) to be or imagine oneself to be in love with sb.

have a clue: to be able to understand or explain (what is in question)

the last thing (you want or need, etc.): something that you certainly do not want or need, etc.

out of the blue: unexpectedly

measure up to: to prove as capable or fit as sb. else; to meet requirements

come by: to pay a visit

out of place: in the wrong place or looking wrong

make believe: to pretend

hold new meaning for: to have new meaning for

click with: to catch on with someone; to become popular or friendly with someone very quickly

Sentence

- A. 1. Standing together with those who would certainly be my schoolmates, I lacked in self-confidence or assurance; I felt that I would not be able to compete against them or be as good as them.
2. Going to college was just a natural next step I should take after I finished high school.
3. In my eyes, these students around me represented just the perfect college students I had imagined.
4. Maybe giving up would be a more reasonable decision for a grown-up.
5. I felt inappropriate and uncomfortable in a chaotic environment where all the things were unreasonable, so I least thought of studying and getting an

education. My mind was occupied with other things.

6. I went on with my college life carefully and prayed I would find a little comfort in something or somebody.
7. ... I began to search this new world with greater courage and confidence.
8. She had the wisdom that belonged to people of a higher age than her.
9. The love I had for my college professor had a beneficial influence on my life.
- B. 1. Her success was far beyond what her parents had expected.
2. We must see to it that all our goods measure up to the requirements of the most choosy customers.
3. If you want to hear my opinion, I can tell you that Jack is the last person to be fit for the job.
4. He had an eventful life and made great achievements, but in his old age he came to realize that his family was the only solace of his life.
5. Though not so soft, the flute can sound very melodious and expressive at the hands of a real artist.
6. The life passion in his poems embodied the tough life willpower in Christian culture.
7. Although they experienced various obstacles to love, they eventually got married and lived together in consummate happiness.
8. The overwhelming majority of those present were against the proposal to build a shopping mall in this area.
9. I have loved singing since my childhood, which served me well when I later took part in the music competition.
10. He was more frightened than hurt.

Grammar

- | | |
|-------------------------|------------------------|
| A. 1. has | 2. won't |
| 3. don't | 4. Can |
| 5. have | 6. were |
| B. 1. Do you? I don't. | 2. Didn't you? I did. |
| 3. Haven't you? I have. | 4. Did you? I didn't. |
| 5. Are you? I'm not. | 6. Were you? I wasn't. |
| C. Answers may vary. | |
| D. 1. I hope not. | 2. I hope so. |
| 3. I expect so. | 4. I don't think so. |
| 5. I'm afraid not. | 6. I'm afraid so. |