



高等院校英语课程“十二五”规划系列教材

Student's Book

# Integrated Skills of English A New Course

◇ 总主编 张维友 舒白梅

Book



# 新编综合英语

◇ 主编 向宗平 李权文

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# 前言

《新编综合英语》是为高等院校英语专业综合英语课程编写的教材。本套教材着力反映教育发展趋势,适应 21 世纪外语人才培养的需要,满足外语教师发展需求,符合外语教学大纲标准。教材力求体现科学性、系统性、知识性、趣味性、典型性和多样性。整套教材编写以人为本,展现自主、探索和体验性学习,培养批判性思维能力,促进认知向深层发展。

《新编综合英语》之所以称为“新编”,是因为它吸收了外语教学研究的新成果,采用了新思路、新理念、新材料、新做法等。全套教材共 8 册,供本科四个年级使用。根据使用对象的特点,整套教材分为两个阶段:基础阶段(1~4 册)和高级阶段(5~8 册)。基础阶段 4 册实施“阅读—听力驱动”,即通过“读”和“听”开展学习活动;高级阶段 4 册采取“阅读驱动”,即通过阅读开展学习活动。教材按题材编排布局,兼顾体裁的多样性;技能与知识并重,基础阶段突出技能训练,高级阶段强调知识传授。语言与文化采取“明”“暗”结合处理,既有大量明确传授文化的材料,又有相当数量暗含丰富文化内涵的文学材料。教师教育作为主线贯穿整套教材,基础阶段主要通过活动隐性实现,而高级阶段不仅有隐性活动,还开辟“教师意识”(Teacher Awareness)专栏,明确地传授教师职业理论与技能。

《新编综合英语》1~4 册供英语专业低年级使用,每册 14 个单元,各单元分别由两篇课文组成,第 2 篇课文是附加阅读,作为第 1 篇课文在题材和体裁上的拓展和延伸。单元各大板块全部采用-tion 结尾的词命名,如准备(Preparation)、探索(Exploration)、巩固(Consolidation)、运用(Application)、鉴赏(Appreciation)、评价(Evaluation)等。学习活动主要围绕第 1 篇课文展开,分“探索”、“巩固”和“运用”三大部分。活动设计彰显“学生中心”和“研究型学习”理念。“探索”活动旨在引导学生开展自主学习和探究性学习,让学生主动去获取和加工信息,培养搜索、评价、选择、组织和呈现信息的能力。“巩固”活动目的在于帮助学生巩固所学,培养准确运用语音、词汇、语法的能力,如解决语音问题,练就比较纯正





的语音语调；发展词汇学习策略，掌握词汇用法；锤炼语言敏感性，提高语法应用能力等。“运用”活动重在培养学生熟练使用语言的综合能力。第1册和第2册还设有“评价”栏，目的是让学习者对各单元学习内容的掌握情况、活动参与情况、努力程度等进行自我评价或相互评价，同时提供学习效果检测、策略和评价设计示范，让学生潜移默化地学到评价技能。

《新编综合英语》5~8册供英语专业高年级使用。每册12个单元，每个单元同样由两篇课文组成，处理方法与前4册大同小异。各大板块以-ing结尾的词命名，如图示建构 (Schema Building)、篇章理解 (Text Understanding)、信息检索 (Information Surfing)、语言构建 (Language Building) 等。“图示建构”与前4册中的“准备”活动功能相似；“信息检索”是让学生查阅信息，锻炼查找资料、获取和筛选信息的能力；课文的理解和语言学习活动主要集中在“篇章理解”和“语言建构”部分，包括词汇、语法、修辞、篇章分析等活动，同时兼顾“说”、“写”技能。此外，5~8册还设有补充阅读 (Extras for Further Reading)，提供主要阅读书目、网址等，为学生自学和研究提供帮助。高级阶段4册的最大特色是辟有“教师意识”专栏，针对师范院校和其他高校师范方向的学生以及综合性大学和理工科大学英语专业有志从事教师工作的学生的需要，每个单元（少数为两个单元）围绕一个教师职业知识点或技能，诸如如何提问、如何设计完形填空题、如何设置任务、如何反馈意见等，介绍相关理论并设计活动，让学生在掌握概念的基础上通过完成活动逐步积累师范知识技能，培养教师职业意识和能力。

整套教材竭力实现立体化，有教师用书，也配有光盘。光盘提供一个完整的资源包，包括学生用书、教师用书的全部文字资料，活动与练习参考答案，各单元的视频、音频、图片，各单元的补充练习、测试题、补充阅读材料等，以方便教师教学参考和制作课件使用。

本套教材的编写自始至终得到华中师范大学出版社的高度关注和大力支持，为了广泛征求意见，我们联合主办了全国英语教学研讨会，就高校人才培养需求、编写目标、原则、体例等进行了深入的研讨，为教材的编写做了充分的前期准备；编辑们为这套教材的出版发行付出了艰辛的劳动，在此表示真挚的谢意。

《新编综合英语》（学生用书8册、教师用书8册、光盘8套）的编写是一项系统工程，由于时间仓促，加之编者知识能力有限，肯定有考虑不周之处，疏漏错误在所难免，希望使用者批评指正，并及时反馈，以便修订完善。

编 者

2011年6月

# 编写说明

《新编综合英语》基础阶段共分 4 册，本册为第 1 册，供师范院校英语专业一年级上学期使用。

本册共 14 个单元。每单元由 Preparation, Reading 1, Exploration, Consolidation, Application, Reading 2, Quotations, Evaluation, Quiz 九个板块构成，所有活动设计都体现以学习者为中心的理念。

Preparation 旨在激活已有知识，激发阅读兴趣，做好语言准备，建构必要图式，内容涉及与单元主题和将要阅读的文章联系紧密的知识，或者是可能建立这种联系的活动。

Reading 1 提供语言和内容输入，为语言运用做内容和形式的准备，重在培养学生的理解能力，包括表层和深层理解，如大意、细节、分析、欣赏、批判性思维能力等。

Exploration 旨在引导学生开展自主学习和探究性学习，重点培养学生获取信息和加工信息的能力，具体包括 SESOP (search, evaluate, select, organize and present)，即搜索、评价、选择、组织、呈现信息的能力。这一板块的活动也能增加学生对于 Reading 1 文本的理解。

Consolidation 的目的在于巩固所学，培养准确运用语言的能力。内容包括词汇、句子、语法、语音。词汇部分包括多种词汇学习活动，目的在于帮助学生发展词汇学习策略，了解词汇意义，掌握词汇的用法；句子部分包括长难句解释和翻译，目的在于加深对课文的理解、巩固该单元词汇和语法的学习；语法部分不追求语法知识的系统性，而以提高学习者语言敏感和语言使用能力为目的；语音部分主要关注学生容易出错并影响交际的内容，不能取代专门的、系统的语音学习。

Application 是在内容和语言的准备都较为充分的条件下开展的语言运用活动，



重点培养学生熟练使用语言和连贯表达的能力，包括描述经历、表达情感、阐述观点、合作交流等，重心由准确性转向流利性，搭建语言与生活、个人与世界之间的桥梁。

Reading 2 与 Reading 1 共享主题，但不以语言学习为主要目的，而是为了让学生通过自主阅读增长知识、拓展经历、开阔视野，尤其是要体会到英语阅读带来的快乐。

Quotations 旨在开阔视野，启发思考，培养文化敏感与包容，提高欣赏水平，增强语言学习的趣味性，内容均与该单元主题联系紧密。

Evaluation 旨在给学生提供机会进行自我评价策略运用、学习效果检测、策略意识培养。学习者对该单元的学习内容掌握情况、活动参与情况、努力程度等进行评价。评价既可以是全面的评价，也可以是就某些方面的评价；既可以是指向成就的评价，也可以是指向问题的评价；既可以是自我评价，也可以是同伴互评。

Quiz 主要用于检测学生的语言掌握与运用情况。



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# Unit 1

## Teacher and Student

### PREPARATION



A. List five words that come to your mind when you say the word *teacher*. When you have finished, compare with another student and explain why you wrote these words.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

B. Do you want to become a teacher? Why or Why not? List the reasons and then compare with your classmates.

| Why I want to become a teacher | Why I do not want to become a teacher |
|--------------------------------|---------------------------------------|
|                                |                                       |

### READING 1



A. Look at the title and guess whether or not the author likes teaching. When you finish reading, check whether your guess is right.

### Why I Teach

*Whitney L. Grady*

❶ I know my students. Masses of awkward seventh graders swarm the halls of my rural middle school each day, hauling backpacks over one shoulder, talking and shuffling along the tile hallway floor from class to class. I watch them like a general from my post (my classroom door) and smile at the fact that I can call each one by name.

❷ I know their secrets, their stories. Dora slouches and is shy, and I know it is because she spends all her time at home trying not to get noticed,

1

5



so she won't feel the brunt of her step-father's angry hand. Jay can pitch like a tenth grader, and all the girls swoon when he and his blond hair strut by, but I know he doesn't really even like baseball that much (he plays because his dad wants him to) and he is too scared to ask out the girl he likes. The kids think Keith is just the class clown, but I know of his dreams to become an astronaut (and I've recommended him for space camp). I know my students because I am their writing teacher. They trust me with their stories and so I am given the privilege of having a secret bond with each and every one of them.

③ I teach my students about the power of words, and I try to let them find release and expression through writing. We learn to trust each other in writing class because we learn how hard it is to write openly and honestly, and we learn that sharing your words takes courage. I see courage every day in my classroom, and I am always amazed at the words that come from my students' hearts.

④ One such example of courage took place during author's chair, a sharing session at the end of our writer's workshop in which students volunteer to share what they have written. We had a new student to the school, Al. Al was small and, with his dimpled cheeks and baby face, he looked younger than his classmates.

⑤ In fact, when Al was first introduced to the class two weeks earlier, one student said, "You're not in the seventh grade. You're a baby."

⑥ To that, Al quickly responded, "I'm Al Billsington, and I *am* in the seventh grade."

⑦ Despite his obvious courage, Al had been with us for only a short while and was still trying to fit in, so I was a little surprised when he volunteered to read during author's chair. I had one of those teacher moments, when I smiled and nodded for him to read, while inside I said a silent prayer that the other students would not tease the new kid after he read. The room fell silent, and Al began to read.

⑧ "If I had one wish, it would be to meet my dad..." He started out loud and clear and held the attention of my usually restless seventh graders as he read on for what seemed like fifteen minutes. He told of how he had never known his father, who had left the family when Al was a baby. He shared the intimate details of his struggles to be the only man in the house at such a young age, of having to mow the lawn and fix broken pipes. He

revealed to us the thoughts that raced through his mind constantly about where his father might be and why he might have left.

9 My eyes scanned the room for snickering faces of seventh-grade kids who I knew were prone to jump at a weakness and try to crack a joke, but there were no snickers. There were no rolling eyes or gestures insinuating boredom or pending attacks. All of my seventh-grade students were listening, really listening. Their eyes were on Al, and they were absorbing his words like sponges. My heart was full.

10 Al continued on, telling of nightmares at night, of never knowing a man so important to him, yet so unreal. I could hear his voice growing shaky as he read such passionate and honest words, and I saw a tear roll down one of his dimpled cheeks. I looked to the audience. There were tears on Jessica's face and on the faces of a few others seated quietly, intently listening.

11 *They are letting him do this, I thought. They are allowing him to share something he perhaps has never shared before, and they aren't judging him or teasing him.* I felt a lump in my throat.

12 Al finished, struggling now to read his last sentence. "If I had one wish, it would be to meet my dad, so I wouldn't ..." His tears were rolling now, and so were ours, "... so I wouldn't have to close my eyes in bed every night just wondering what he looks like."

13 Without any cue from me, the class stood up and applauded. Al smiled from ear to ear as they all rushed him with hugs. I was floored.

14 This is why I teach. I teach because I am allowed to learn the stories behind the faces. I teach because I can watch kids grow and laugh and learn and love. I teach because of students like Al.

B. Decide whether the following statements are true or false according to the text.

1. The author knows her students well because they trust her.
2. The students didn't seem to get along with their parents.
3. The author thinks it's interesting and easy to teach children to write.
4. The teacher has got used to students' sharing their words with one another.
5. Al's story did not only move the teacher but also his classmates.

C. Work in pairs. Ask and answer the following questions.

1. What are some examples of the secrets of the author's students?
2. How does the teacher get to know the students' secrets?





3. Have you ever felt “the power of words”? Share your experience.
  4. Why was the author surprised when Al volunteered to read? If you were the teacher, how would you have felt and what would you have done?
  5. What do you learn from Al’s story?
- D. Read the following sentences and answer the questions that follow.
1. I watch them like a general from my post (my classroom door) and smile at the fact that I can call each one by name.
    - a. Where am “I”?
    - b. Where are the students?
    - c. Why am “I” like a general?
    - d. Why do “I” smile?
  2. One such example of courage took place during author’s chair, a sharing session at the end of our writer’s workshop in which students volunteer to share what they have written.
    - a. What is “author’s chair”?
    - b. What does “which” refer to?
  3. I had one of those teacher moments, when I smiled and nodded for him to read, while inside I said a silent prayer that the other students would not tease the new kid after he read.

Tick(✓) the correct sentence(s):

    - a. I told Al to read with a smile.
    - b. I prayed after Al finished reading.
    - c. I nodded my head while Al was reading.
    - d. I was worried that the other students might tease Al.
    - e. Here “when” and “while” can be used interchangeably.
- E. There are four main types of writing, as listed in Column A.
1. Match the sentence parts in Columns A and B.

A

B

- |                         |  |
|-------------------------|--|
| (1) Expository writing  | a. “paints a picture” with words.                  |
| (2) Descriptive writing | b. intends to convince others.                     |
| (3) Narrative writing   | c. intends to inform, explain, describe or define. |
| (4) Persuasive writing  | d. tells a story or part of a story.               |

2. What type of writing is the text? Why?
3. Tick (✓) the features that are true for the text. Whenever possible, find examples to support your point.

The text

- \_\_\_\_\_ includes a beginning that attracts readers' interest.
- \_\_\_\_\_ contains specific details and dialogues.
- \_\_\_\_\_ makes readers want to know what happens next.
- \_\_\_\_\_ presents ideas in an organized manner.
- \_\_\_\_\_ uses transitions to link sentences and paragraphs.
- \_\_\_\_\_ shows that the writer is truly interested in the subject.
- \_\_\_\_\_ contains specific nouns, vivid verbs and colorful modifiers.
- \_\_\_\_\_ flows smoothly from one idea to the next.
- \_\_\_\_\_ shows variation in sentence structure and length.

4. Do you think this is a good piece of writing? Why or why not?

## EXPLORATION



- A. Find out what these English names mean. One example has been given. You may want to consider: the Internet, encyclopedia, magazines, dictionaries, etc.

| English names              | Meanings  |
|----------------------------|-----------|
| Example: Eudora            | Good gift |
| Whitney                    |           |
| Jay                        |           |
| Dora                       |           |
| Al                         |           |
| Jessica                    |           |
| Keith                      |           |
| Your English Name<br>_____ |           |

Suggested websites:

<http://www.meaning-of-names.com/search>

<http://www.zelo.com/firstnames/index.asp>

- B. Find these words in a dictionary and complete the table. Add two more of your own choice.

| Word       | Pronunciation | Meaning | Example (to show the meaning) |
|------------|---------------|---------|-------------------------------|
| shuffle    |               |         |                               |
| privilege  |               |         |                               |
| intimate   |               |         |                               |
| constantly |               |         |                               |
| insinuate  |               |         |                               |
| pending    |               |         |                               |
| _____      |               |         |                               |
| _____      |               |         |                               |

## CONSOLIDATION

### Vocabulary

- A. Read the sentences and guess the meaning of words in **bold**. Write a definition, synonym, or translation for each word.

1. Awkward seventh graders **swarm** the halls of my rural middle school each day.

**swarm:** \_\_\_\_\_

2. Dora **slouches** and is shy.

**slouch:** \_\_\_\_\_

3. Jay can **pitch** like a tenth grader.

**pitch:** \_\_\_\_\_

4. All the girls **swoon** when he and his blond hair **strut** by.

**swoon:** \_\_\_\_\_

**strut:** \_\_\_\_\_