



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

Book

2

◇ 总主编 张维友 舒白梅

新编综合英语

◇ 主编 朱卫红 鲁定元

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◆ 总主编 张维友 舒白梅

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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 册采取“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”结合的方式，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，还特辟“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。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,目的是让学生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)、语言建构(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职业的学生的需要,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2册，供师范院校英语专业一年级下学期使用。

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 主题相同，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

Youthful Memories

PREPARATION



Can you still remember the first day you went to university? What were your feelings and impressions? Did you ever meet a person who you really liked in your university life?

Share your ideas with a classmate. Which of your ideas are similar? Which are different?

READING 1



A. Look at the title and complete the statements before you read the article.

The article is probably about _____.

"My way" probably refers to _____.

Finding My Way

Zan Gaudio

① I started college when I was sixteen years old. It was a big, scary place, and I was young. I remember standing in line for registration with the hordes of other people. I felt so insecure and inadequate next to those who were my supposed peers. How would I ever measure up to these people who seemed so confident and sure of what they wanted?

② I didn't have any specific direction. 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. To me, these people around me embodied my picture of the consummate college student. They stood there laughing with their friends, a cup of coffee in one hand, the schedule of classes in the other, discussing their options for the upcoming semester. Me, I had a list of classes on a

1

5

10



piece of paper that I had painstakingly worked out with my big brother the night before. If I didn't get those particular classes, I was sunk. The idea of having a backup plan never even occurred to me. What would I do? I would just die. I knew that crying wasn't an option—I was in college for heaven's sake! Maybe throwing up would be a more socially acceptable reaction. I was alone, nervous and feeling like a cartoon in a museum of priceless paintings.

③ When the first week of classes started, I had the daunting task of trying to figure out where my classes were in this city they called a school. I was already exhausted by the overwhelming task of trying to park my car. Feeling awkward, out of place and in a world of logistical nightmares, studying and getting an education were the last things on my mind. But I put one foot in front of the other and prayed I would find some solace somewhere. And I did.

④ He walked into my life and into the huge auditorium that looked more like a movie theater than a classroom. But instead of taking a seat in the large lecture hall, he continued toward the front of the room to teach the class. He was smart and funny. I started to find any excuse to visit his office. This strange new world started to hold new meaning for me, and I began to explore it with more bravado. That was the good news. The bad news was that I had a crush on a man who was twice my age, married and had a family. But I felt helpless among all these new feelings and experiences I was having. Was this what becoming an adult meant? It all seemed too confusing.

⑤ I excelled in his class. One day he asked me if I wanted to help him grade papers, file and do some office work—a teacher's aide of sorts. There was no need to ask me twice. As the weeks passed, we shared lots of time together. I learned how to drink coffee over long philosophical conversations. We became friends.

⑥ Much to my surprise, out of the blue, he asked me if I would consider doing some baby-sitting for him. I was getting an invitation to become part of his private world. I was given directions to his house and told to come by that Thursday.

⑦ I arrived at his house promptly at six. He greeted me at the door. "Thank you so much for doing this. It's very important to me." He explained that his wife was taking care of her ailing mother and had taken

their eight-month-old baby with her. Lily, their six-year-old, needed special care, and he was hoping to find someone who would click with her.

⑧ “Lily has cystic fibrosis and spends too much of her little life in bed.” My heart just broke as I saw the love he had in his eyes for his little girl.

⑨ He took me into her room and, in the middle of a princess bed, sat this fair-haired little angel. She had some sort of breathing apparatus next to her bed that looked strangely out of place. What happened next was something I wasn’t prepared for.

⑩ “This is the girl I told you about, Sweetie,” he signed to his daughter. It turned out that Lily was deaf as well. I panicked. How would I communicate with her? What if there was an emergency?

⑪ “Her oral skills are good enough that you will be able to understand her, and you’ll probably pick up some sign language. I’ll only be gone a couple of hours.” He left me with emergency numbers and pertinent information, and then he was gone.

⑫ I sat down on the bed with Lily, and her little fingers started flying. I shrugged my shoulders to let her know that I was lost. She smiled sweetly and then started to use her voice. She explained how it was easier to breathe when she let her fingers do her talking. That night I had my first lesson in sign language.

⑬ Over the next couple of months, I spent a lot of time with Lily. As I got to know Lily’s dad as a father and as a husband, the crush changed. Now I was falling in love with his daughter. She taught me so much: not only how to sign, but also how to appreciate each moment in my life and how worrying over needless things was just stupid. We laughed together when she taught me the sign for stupid, where you take the closed fist of your right hand and knock on the side of your forehead—as if you’re knocking to try to get in. She laughed as I made believe that I was hurting myself by knocking on my head too hard. And she would sign, “You hurt yourself just as much when you really do worry.” She was wise beyond her years. Besides giving me her love, Lily also gave me direction. I went on to get a bachelor’s degree in special education with an emphasis in deaf education.

⑭ I remained friends with Lily and her whole family throughout my college years and beyond. The crush I had on my college professor served me very well. I learned a great deal about life at the hands of a young child.



15 Some years later, I was asked to sign the Lord's Prayer at Lily's funeral. Everyone there told stories about how this one small life made such a big difference to so many. And, as Lily taught me when she showed me the sign for I love you, "Make sure when you use this sign that you really mean it."

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B. Complete the one-sentence summary below. Then refer to Task A to see whether your predictions are correct or not.

1. The article is about _____.
2. My predictions are _____.
A. correct B. very close C. not correct

C. Decide whether the following statements are true or false according to the article.

1. I was confident and sure of what I wanted when I started college.
2. When the first week of classes started, I easily figured out where my classes were.
3. I fell in love with one of my professors.
4. I did not know what to do and what to learn in my teacher's class.
5. My teacher had two children. One was an eight-month-old baby, and the other was a six-year-old girl.
6. My teacher's daughter, Lily, and I communicated easily and successfully from the very beginning.
7. Lily could only use sign language to communicate with other people.
8. Lily and I had been good friends throughout my college years and beyond.

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

1. How did the author feel on the first day of college?
2. How did other students appear to her?
3. Did she have any specific direction? Why or why not?
4. What was her first impression of her professor?
5. Why did her professor invite her to his house?
6. What was special about her professor's daughter, Lily?
7. What had she learned from Lily?
8. Did she find her direction in her college life in the end? What was it?

E. Answer the following questions.

1. What figure of speech is used in the underlined part of the sentence "I was alone, nervous and feeling like a cartoon in a museum of priceless paintings" (L. 17)?

How did the author feel about herself? Can you make up two sentences using the same figure of speech?

- At the beginning of Paragraph 4, the author refers to her professor as “he” rather abruptly without giving any clear introduction to this person. Is this an advantage in terms of writing? What effect may it create?

EXPLORATION



In this part you are to search for information in as many resources as you can find about the book from which this article is chosen, background knowledge and some words. You may want to consider: the Internet, the library, encyclopedia, magazines and periodicals, dictionaries, textbooks, newspapers, etc.

A. Complete the following table with the information you find.

Questions	Answers
What is the name of the author?	Zan Gaudio.
What is the title of the book from which this article is chosen?	
How many parts are there in the book? What are they?	
How many articles did Zan Gaudio contribute? What are they?	
Three things that you find interesting or unique about the book	1. 2. 3.
Six comments coming from other persons	1. 2. 3. 4. 5. 6.

B. Find answers to the following questions.

- What type of writing is “Finding My Way”?



2. Who else have contributed to the book from which "Finding My Way" is taken?
What have they written?

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

Words	Part of speech	Pronunciation	Meaning
registration			
peer			
option			
logistical			
backup			
auditorium			
apparatus			
cystic			
fibrosis			

CONSOLIDATION



Vocabulary

A. Use the context in Reading 1 to help you match the words in Column A with their definitions in Column B. Line numbers are provided in the brackets to help you locate the words.

A

- horde (L. 3)
- embody (L. 8)
- consummate (L. 9)
- painstakingly (L. 12)
- overwhelming (L. 21)

B

- to represent in bodily or material form
- of, relating to, or based on a system of philosophy
- lacking grace or skill in manner or movement or performance
- a large group or crowd; a swarm
- a source of comfort or consolation

- | | |
|--------------------------|---|
| 6. awkward (L. 22) | f. so strong as to be irresistible |
| 7. solace (L. 24) | g. characterized by extreme care and great effort |
| 8. bravado (L. 31) | h. perfect and complete in every respect |
| 9. philosophical (L. 39) | i. with little or no delay |
| 10. promptly (L. 45) | j. a pretense of courage; a false show of bravery |
| 11. ailing (L. 47) | k. relating to the matter at hand; relevant |
| 12. pertinent (L. 61) | l. somewhat ill or prone to illness |

B. Complete the sentences, using the phrases in the box. Make changes where necessary.

have a clue	measure up to	out of place	make believe
the last thing	hold new meaning for	have a crush on	click with
out of the blue	come by		

- Some of the girls _____ one of their teachers.
- I don't _____ what he was talking about at the meeting yesterday.
- _____ I would like to accept has finally happened.
- There are so many things _____ in our life.
- Yet I was afraid that I wouldn't _____ the other students.
- Why don't you _____ some afternoon and have coffee with me?
- This joke is rather _____.
- Sometimes when children play, they _____ they are grown-ups.
- Mankind—that word should _____ all of us today.
- It's easier to _____ bloggers as everyone uses text to communicate and express themselves, and a friendship will grow from there.

Sentence

A. Paraphrase the following sentences or clauses.

- I felt so insecure and inadequate next to those who were my supposed peers. (L. 3)
- College was just the next logical step. (L. 7)
- To me, these people around me embodied my picture of the consummate college student. (L. 8)
- Maybe throwing up would be a more socially acceptable reaction. (L. 16)
- 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)
- But I put one foot in front of the other and prayed I would find some solace