专升本

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● 总主审　秦秀白

综合英语教程
General English

张维友　主编

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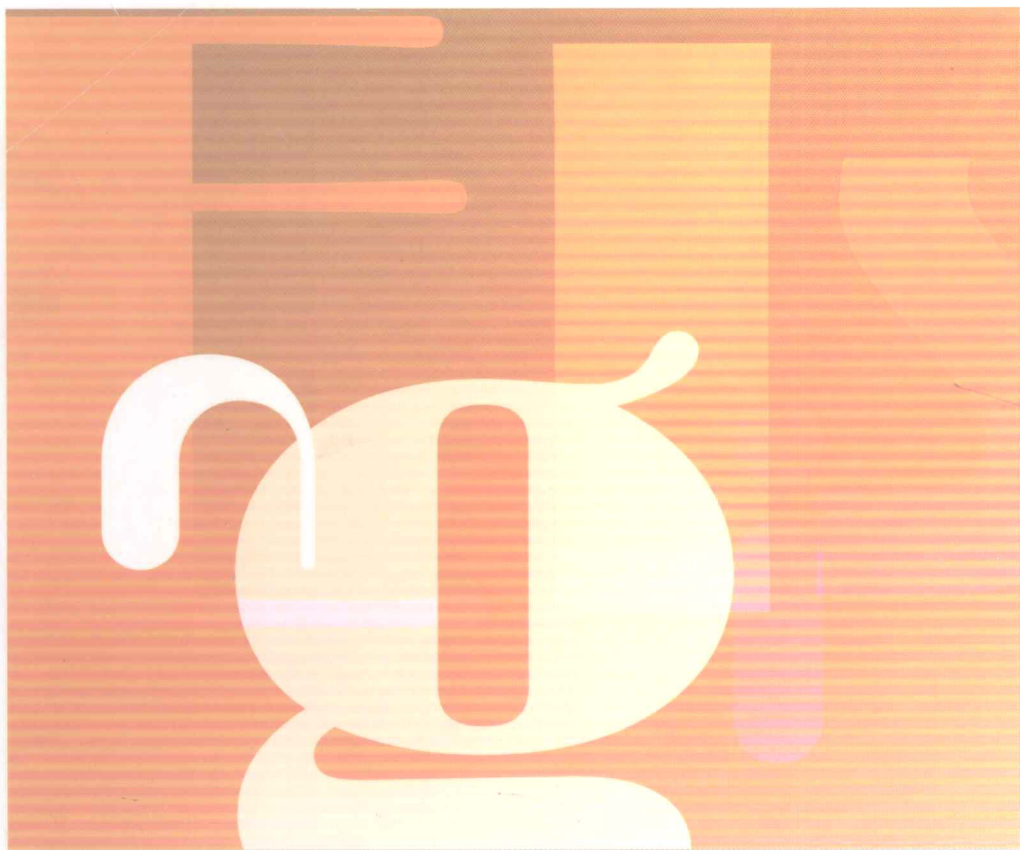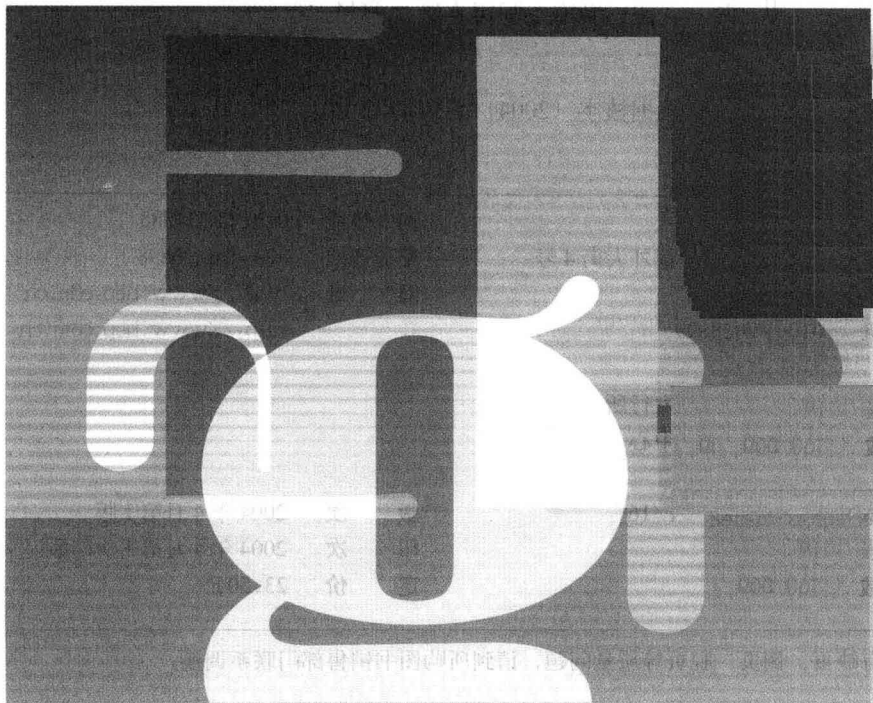
综合英语教程 4
General English

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内容简介

　　本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。全书由 14 个单元组成,每个单元含两篇课文,分成三大部分:语言技能训练、语言训练和拓展训练。本书练习设计多样,有利于培养学生独立思考和独立解决问题的能力。

　　本书可供中学英语教师进修高等师范英语专业本科使用,亦可供非英语专业人员和广大英语爱好者自学英语时使用。

前　言

　　《综合英语教程》(*General English*) 是 21 世纪英语专业专科升本科综合英语教科书。本套书共 4 册，第一、二册各含 16 个单元，第三、四册各含 14 个单元。每个单元由两篇课文组成，分成 3 大部分：**语言技能训练、语言训练和拓展训练**。第一部分和第二部分均围绕课文 1 展开。"语言技能训练"着重培养学生综合使用语言的能力。该部分设有"读前"、"读中"和"读后"各种语言技能活动，以阅读为主线，带动口头表达和书面表达，以提高读、说、写的能力。"语言训练"注重对词汇、结构、语义、修辞、语篇、文体等进行分析和训练，以提高学生使用语言的敏感性和文化意识。课文 2 为附加阅读，是课文 1 在主题、语言和技能上的延伸。第三部分"拓展训练"是对本单元语言知识和技能的补充和扩展，旨在较为系统地总结和复习中国学生在英语语言学习中的重点和难点，进一步拓展未来教师应该掌握的语言知识和技能技巧。因为第三、四册面对的是即将毕业的学生，所以内容的安排和练习的设计与第一、二册相比有所不同。加大了课文难度，增加了文学比重，扩大了阅读量，增强了修辞和文学欣赏能力的培养。第三、四册未安排教师技能培训项目，但增加了培养综合能力的活动。

　　教材的练习活动设计注意培养学生独立分析问题和解决问题的能力，注重篇章的整体教学。在教学方法上既保留了某些传统的被实践证明行之有效的语言训练形式，又引进了较为先进的体验性阅读和研究性阅读等活动形式。教材的编写遵循以交际性活动带动教学的原则，强调以学生为主体的语言应用活动。

　　在编写过程中，我们力求突出以下几点：一、注重理论与实际相结合，即在充分考虑中国国情、需求和学生特点的基础上尽可能地将现代应用语言学、心理语言学和外语教学等理论融于教材之中。二、注重语言材料的新颖性和题材、体裁的多样性。三、注重课文内容的知识性和可读性。四、突出学生在教学中的主体作用，发挥学生的主观能动性。五、注重教材的灵活性，给教师使用教材留有余地，使教师能够根据不同层次和不同特点的学生来组织教学。六、着意师资培训，突出师范特色。

　　《综合英语教程》可供高校英语专业高年级学生使用，尤其适用于师范类高等学校三、四年级的学生和各类成人，如夜大、函授学生以及同等水平的师资培训班。每册供一个学期使用，教师可根据当地的实际情况和学生的实际水平灵活取舍。第一、二册每单元面授时间可控制在 6 学时，"技能训练"部分的教学应保证 4 学时，其他 2 学时可用于"语言训练"和"拓展训练"两部分。第三、四册每单元面授时间可控制在 4 学时，"技能训练"部分的教学应保证 3 学时，其他 1 学时

可用于"语言训练"和"拓展训练"两部分。课文2的阅读及活动可放在课后进行，语言练习也以课后作业为主，但至少应安排30分钟进行"拓展训练"中的教师职业技能训练。（四册书的时间安排见附表。）

《综合英语教程》由华中师范大学英语系张维友教授主持编写，参加编写的有舒白梅、张应林和陈佑林教授。英国文化委员会提供了大量的图书资料，并先后派遣 Margaret Mathews 和 David Puddiford 两位专家参与了部分编写工作；四位编者先后赴英国，在英国著名教学法专家、国际教材编写协会主席 Brian Tomlinson 博士的指导下进行了选材和研讨。为了确保教材的系统性、实用性和科学性，部分院校英语专业高年级的学生协助进行了问卷调查和需求分析，同时华中师范大学英语系部分教师对教材进行了试用，并提出了修改意见，在此一并表示感谢。在编写过程中，华南理工大学外语系秦秀白教授给予了关心和支持，并担任书稿主审，提出了宝贵的意见，在此我们致以衷心的感谢。

由于编者的水平与经验有限，教材中难免有不足之处，希望广大师生与读者不吝赐教，以利今后修订完善。

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编　者

2004 年于武汉桂子山

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附：课时安排表

根据《中学教师进修高等师范本科（专科起点）教学计划》（试行）对本课程教学课时的规定并依据专升本综合英语的特点，我们对4册书的教学时间进行了分配。考虑到3、4学期学员需要做论文，所以对3、4册的总课时安排相对少些，将这些课时补充到1、2册，具体安排见下表：

课本	教学内容	课　时　分　配					
		面　授			函　授		
		脱产	业余	合计	面授	自学	合计
		96	64	160	48	68	116
一、二册	Unit 1	6	4	10	3	4.25	7.25
	…	…	…	…	…	…	…
	Unit 16	6	4	10	3	4.25	7.25
三、四册		56	60	116	42	58	100
	Unit 1	4	4.29	8.29	3	4.1	7.1
	…	…	…	…	…	…	…
	Unit 14	4	4.29	8.29	3	4.1	7.1

注：因为每单元按平均课时计算，有的有小数，但这些小数全部安排在业余或自学部分，不影响面授。事实上业余学习和自学时间的多少取决于学生自己，很难算出精确时间。

Introduction

General English is a course for the 3rd and 4th year English majors in colleges and universities in China, particularly for those who already hold a three-year diploma but are working further for a bachelor's degree or corresponding qualifications. The course attempts to achieve the following aims: (1) to develop students' skills in using the language by exposing them to modern language in real use; (2) to make the material serve as a basis for developing their awareness of the target language and culture, and (3) to acquaint students with some necessary teaching skills so as to enable them to communicate effectively in the language and teach the language efficiently in the future.

Characteristics

The syllabus for the course is a combination of cultural, communicative and semantic components. The books are intended to be innovative, yet some aspects of traditional teaching approach have been retained, so that teachers are not faced with having to use books which are completely new to them. What is more important, the target learners of the intended level are found to learn more effectively with books containing certain traditional elements. In other words, the books are designed to represent a compromise between traditional teaching material and material which accords more closely with current learning and teaching theories.

Knowledge versus skills

Some books in current use teach students about English, in particular about words and structures, but do not train students how to read, speak, and write in the sense that they will be able to *use* English effectively in academic and everyday situations. As a result, many students *know* a lot about English, but under real operating conditions they are unable to employ that knowledge in communication. This is most obviously true of the productive *skills*. Therefore, these books deal first and foremost with skills. For example, we have provided activities which we hope will train students to approach new reading material in a natural way, using strategies which will maximize efficiency. More traditional language analysis exercises appear only later in the units, when students are already familiar and comfortable with the meaning of the texts.

Texts

Many Chinese students adopt a word-by-word approach to reading, and as a result they are often unable to comprehend the main idea and the purpose of the text. This is probably due to previous training—the effect of traditional reading materials and examinations which have a word and sentence focus. One aim of this course is to change that approach. Exercises have been designed in such a way that students consider the *overall* meaning of the text, including the purpose of the writer, as well as specific details.

All the texts in these books are examples of real English use. They have all been written for purposes other than language teaching. The materials cover a broad range of language varieties in current use, including technical and scientific genres, news reports, academic discourse and so on with a broad spectrum of topics.

Skills interaction

Reading is the predominant skill focus, but tasks to develop speaking and writing skills have been included. These attempt to reflect real-life language use, where skills are often employed in an integrated fashion.

We have tried to ensure that tasks are performed in a variety of interaction formats, to avoid the situation where a teacher simply lectures to the class about language. Some tasks are intended to be done in pairs or in small groups, others individually or by the whole class together. Still other tasks are to be done first in one way, then in another, for example whole class discussion of a task may be followed by small group work. There are several reasons for this approach.

In the first place, variety itself is important. Students are less likely to become bored or distracted if patterns change within each lesson. Secondly, where students interact with each other in small groups, speaking practice is maximized. Many teachers may feel unwilling to allow "free" practice, but if students are to acquire fluency it is essential that they talk in English as much as possible. Furthermore, many students are more confident and willing to speak in front of smaller audiences. Thirdly, there are educational and social advantages in encouraging students to perform tasks cooperatively. We recommend that teachers move around the class during pair and group work in order to assist where necessary, and to monitor students' performance on the task.

Structure

There are four books in this series. Each of the books deals with reading, speaking and writing with reading being the priority skill. Listening has been omitted as there is a separate listening course in most universities during years three and four. Each book has been designed to be used over one semester. Units may be omitted, however, at the teacher's discretion. Each unit requires 6-8 fifty-minute periods. A unit contains three sections: *Skills Development, Language Development* and *Further Development*, and two texts, with Text 1 being the major one and Text 2 supplementary. Tasks and activities related to Text 1 are all arranged in Skills Development and Language Development.

Skills Development aims to train learners' reading, speaking and writing skills using the language material of Text 1. Reading is the skill the course prioritizes. The main body of the material comprises task-based reading activities organized into three stages: *pre-reading, reading* and *post-reading*. These include experiential and studial reading, general and close reading. The emphasis is on developing different strategies and skills, with which to read different texts for different purposes.

Language Development aims to teach students different language knowledge and provide language practice, including such areas of semantics, vocabulary, rhetoric, structure, discourse, style and so on. Such activities intend to enhance students' language proficiency and cultural awareness.

Further Development is knowledge-based, aiming to develop students' knowledge further on the basis of what has been learned before. It contains in each unit some important or usually-confusing language points in terms of vocabulary, grammar, rhetoric and discourse, etc. among Chinese students. Through the activities, students summarize or review what has been learned in a systematic way. In addition, it provides teaching-skill training in *Tips for Teachers*. By doing the activities, students are to learn one skill each unit necessary for teachers. However, there are some changes in the structure of Book 3 and Book 4, which have an increase in the length of texts and a bigger component of literature and which lay greater emphasis on literary appreciation and rhetorical studies. The section of *Tips for Teachers* is cancelled as there has been adequate training in Books 1 and 2, which cover all the major teacher skills. This is replaced by more general and all-round training in language use and awareness.

Text 2 is intended for supplementary reading. Each text is related to Text 1 in the topic area, and followed with some activities mainly to help students read the text individually.

Methodology

In general we recommend the following procedures for teaching this material.

Skills development activities

Pre-reading activities

Texts in these books are not to be pre-viewed before class. In providing pre-reading tasks we hope to change the way in which students approach an English text which they have never seen before. These activities have the following specific purposes: (1) to arouse interest in the topic of the text, so that reading is done actively; (2) to activate the students' knowledge about the topic area, in order to make the text easier to understand; (3) to raise some of the relevant vocabulary in a natural way.

Many students (and teachers!) have the expectation that all the words in a text should be understood, but this approach does not accord with current theories of reading. We have therefore not provided a pre-reading list. We advise teachers not to attempt to teach unknown vocabulary beforehand or to require students to learn every single word in the reading text later.

The pre-reading tasks are of various kinds, such as brainstorming, predicting the content of a text on the basis of the title, predicting words and / or phrases on the basis of the title or topic area, or discussion relevant to the topic. In general there are no "right" or preferred answers to pre-reading questions.

Reading activities

One of the main objectives of the books is to change the way students perceive and read English texts. The first time they read they should do it quickly (do not allow them too much time) and try to understand the general message and / or function of the text, without hesitating over specific details. Use of a dictionary at this stage should be discouraged. To this end the first reading task(s) focus(es) on the overall or global meaning. Then they move on to more detailed reading for more specific information and more accurate interpretation. Questions and tasks are provided in order to assist students in their interactive reading.

Post-reading activities

Communicative tasks to develop speaking and writing skills form an integral part of the body of the books. These are developed naturally out of the reading texts and are usually experiential in the sense that the students are asked to respond in spoken form.

Language development & further development activities

In addition to the strategies and skills section the other main area of the books deals with language knowledge and awareness of the text. Their purpose is to use an analysis of the text or introduce additional material to develop students' language knowledge in order that they may facilitate greater accuracy and fluency in the communicative use of language, whether in oral communication or reading comprehension and writing.

We recommend that for the most part students do outside class, and teachers simply supply the answer key. Sometimes, however, a task type might be unusual or difficult, and teachers may want to prepare students by discussing it in class first.

Time planning

It is designed that 6-8 fifty-minute periods is spent on each unit. In all circumstances we suggest four hours for skills development activities, the rest 2-4 hours for language development or further development activities.

Underlying assumptions

We have tried to introduce five changes into this course:

1   Change from answers to questions: instead of providing ready made answers to students, we try to make them find answers by referring to the text, or encourage them to raise questions. We believe that answers block, while questions create. Real developmental learning comes from questioning.

2   Change from explanation to exploration: explanation provides answers and is often teacher-centred, while exploration is a process of questioning and is learning-based and student-centred.

3   Change from knowledge to skill: knowledge involves answers and explanation and is necessary in language teaching, but not sufficient. What matters is not what one knows, but what one can do. "Knowing" a language is important for students; the ability to use it is life-enhancing.

4　Change from sentence to text: naturally occurring language is never merely a sequence of sentences. What is more important for our students is the coherence and cohesion of a text. If we concentrate on the sentence as the basic unit of language, we could not probably hope to develop our students' language awareness, thus unable to develop their communicative competence.

5　Change from product to process: traditional textbooks in China follow a formula of: **text reading → comprehension questions → formal exercises**. All the students do is reading, checking comprehension and learning language points by heart. The emphasis is on product. Now we try to shift our emphasis to process, a process of questioning, exploration, actively doing tasks with the language and exchanging ideas and opinions. It is a process of active learning which will foster independence of learning.

In a word, the aim of this course is to teach rather than to test the students' language abilities. So the process by which students arrive at their answers is often more important than the answers themselves. For this reason, passages which students find easy are just as useful to them as passages which they find more difficult.

CONTENTS

Global Warming

Skills Development

Pre-reading

1. Look at the picture. What do you think are the possible causes of floods? Discuss this question in pairs and make a list of the possible causes.
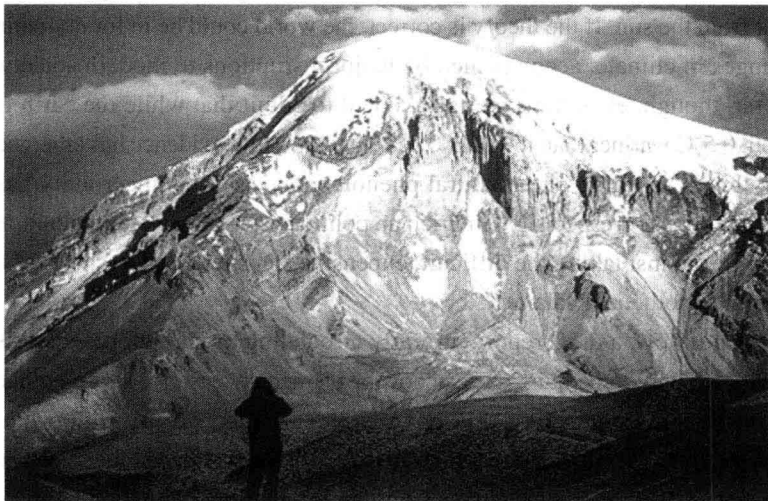
2. When and why do you pay attention to the changes of weather? Have you noticed any changes of climate? If you have, then what kind of changes have you noticed?
3. If you come across the following headline in a magazine and you know that "apocalypse"

means "the end of the world", what do you think the article might be about? Discuss this with your partner and make a list of possible topics.

Reading

1. Read the sub-heading of the article to check your prediction.

Heading for Apocalypse?

A new UN report says global warming is already under way — and the effects could be catastrophic.

1 Like street-corner prophets proclaiming that the end is near, scientists who study the earth's atmosphere have been issuing predictions of impending doom for the past few years without offering any concrete proof. The atmospheric scientists' version of the apocalypse is global warming, a gradual rise in worldwide temperatures caused by man-made gases trapping too much heat from the sun. If the theory is correct, the world could be in for dramatic changes in climate, accompanied by major disruptions to modern society. So far, though, even the experts have had to admit that while the earth is about 0.5°C warmer than it was 100 years ago, no solid evidence has emerged that this is anything but a natural phenomenon. 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.

2 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. Statements like this have been made before by individual researchers — who have been criticized for going too far beyond the scientific consensus. But this report comes from the International Panel on Climate Change (IPCC), a respected U.N.-sponsored body made up of more than 1 500 leading climate experts from 60 nations.

3 Unless the world takes immediate and drastic steps to reduce the emissions of heat-trapping gases, says the panel, the so-called greenhouse effect could drive global temperatures up as much as 4°C by the year 2100—

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