



Integrated Skills

(Student's Book)

of English

5

综合英语教程

(学生用书)

总主编 黄源深

主 编 邹为诚

高等教育出版社

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前言

一、概述

《综合英语教程》一至四册问世已三年有余。在此期间，全国相继有近30个省市的近百所综合性大学和师范院校将其作为英语专业基础阶段的主干教材。三年多的实践表明，该教材基本上达到了编写者的初衷，为英语专业基础阶段的学生提供了全面的语言交际能力训练。参加试用的教师和学生对我们的教材提出了许多宝贵意见，他们的关心和支持是我们成功的基础，也是对我们编写者的鞭策，促使我们去进一步探索中高级阶段英语教学的新思路和新手段。

从《综合英语教程》第四册付梓起，我们就一直在思考，英语专业的学生学完一至四册后还需要什么？中高级阶段的学生用什么方法才能巩固和继续提高语言交际能力？我们发现，学完一至四册教材的学生，绝大部分已经在英语听说读写方面具备了相当的水平，他们已经不再满足于成天围着一篇课文打转转的教学方式，他们迫切希望能够在更加广阔的天地里自由翱翔。因此，如何为这些学生创造出既能培养语言能力，又能锻炼思辨能力的训练环境是摆在编者面前最迫切的课题。为此，我们用了将近两年的时间，在中国和美国两地，系统地研究了国内外外语教学的理论和实践，分析了我们学生的特点，得出了初步的结论，《综合英语教程》的第五册和第六册就是这一研究成果的具体体现。

与《综合英语教程》一至四册相比，五、六册的最大特点是把“教—学”过程扩展为“教—学—研究”的过程，教学方式主要采用“专题研究”。我们这样做基于以下几点考虑：

首先，把“研究”引入教学环节中是为了顺应时代的要求。今天的社会正处于知识爆炸时代，知识的更新速度以天甚至时分秒来计算。因此，我们的学生在学习书本知识的同时，还必须知道书本以外的知识是什么，在哪儿能获得这些知识，学生要学会随时调整自己的知识结构，与时代保持同步，语言学习也不例外。解决这一难题的方法之一就是引导学生去研究现实世界中的问题。第五、六册中的每一个专题都向学生提供了继续研究的相关书目和网址，引导学生在现实世界中探索新知识。

采用“教—学—研究”策略的第二个因素是处理好语言学习与文化学习的关系。文化与语言的关系一直是《综合英语教程》关注的重点之一。《综合英语教程》一至四册为学生提供了大量的文化知识，学生从中学到了不少文化内容。但是，中高级阶段的学生不能仅仅满足于这些零星的知识，因为这些知识还不够系统化，还没有达到文化的深层，不足以保证学生的语言能力产生质的飞跃。为了给学生创造文化研究的条件，《综合英语教程》第五、六册采用专题研究的方式，引导学生对某一个专题开展广泛而且有一定深度的探索，目的就是要引导学生透过文化现象，了解形成这种文化的历史、哲学和社会背景。此外，在学习异邦文化的同时，学生还应掌握一定的“文化批判能力”。我们的学生将来所面临的社会是一个多元文化社会，学生应该学会客观地看待他人和自己的文化；盲目接受和盲目拒绝都是狭隘的文化观，与多元文化社会的价值观格格不入。因此，如何学会正确地看待各种文化是外语教学所面临的一个新课题。在《综合英语教程》第五、六册中，我们在向学生介绍西方文化的同时，还鼓励学生将其与自己的文化进行对比研究，认识东西方文化的差异，在文化和价值观的冲突中，学会和不同的文化求同存异。

采用“教—学—研究”策略的第三个因素是为了处理好语言学习的深度和广度的关系。所谓“深度”是指学生在语言交际中所能克服的难度。例如，文章在语言与知识两方面的难度，口头讨论中所涉及知识的深度等等。所谓“广度”是指与语言密切相关的社会文化知识面。例如在涉及某一主题时，学生能够涉及的知识范围的宽度。我们认为，从中级到高级的过渡阶段中，学生应以宽度为主，深度为辅。具体含义是：在学习一个文化主题时，学生应该尽可能地了解构成该文化主题的各个侧面，在拓宽知识面的同时确保相关的语言现象在不同的情景中反复出现、不断重复。但同时，学生也还需要接触在语言和知识两方面都有相当难度的、数量上又有限的材料，确保在文化知识和语言知识两方面都有一定的深度。处理好这两者的关系，就能为学生创造出第二语言习得的两个重要条件：语言输入的“频率”（frequency）和“突显性”（saliency）。在“专题研究”中，围绕一个专题的各种语言材料的语言难度大部分相差不大，比较适合中级程度的语言学习者。但是，学生也会遇到一些具有哲学、社会学、人类学等背景的材料，这些材料学术性十分强，选用它们的目的是为了加深语言和知识两方面的难度。

采用“教—学—研究”的第四个因素是为了培养学生的学术研究能力。大学三、四年级的学生将以学术性很强的专业课程为主要内容，对这个阶段的学生来说，掌握分析问题和解决问题的能力是教学的当务之急，语言教学理当考虑学生的这种需要。因此将语言教学和专题研究相结合是一箭双雕的策略。在第五、六册中，大量的训练活动要求学生对其一专题开展综合性的分析，在分析研究的基础上提出自己的见解和方案，用最有效的手段完成学习任务。

采用“教—学—研究”策略的第五个因素是为了创造出真实的交际情景。在语言实践中，语言交际的真实性和交际目的不同，语言使用者对语言的关注程度就会有很大差别。对语言的形式、意义和交际作用的关注程度越高，语言习得的可能性就越大，反之则越小。第五、六册大量的语言练习已经不再是简单的词语、语法练习，而是综合性和真实性极强的活动。学生在这些活动中，对交际目的、任务性质和任务要求非常明确，他们要全方位地考虑语言交际的各种因素，花费大量的课外时间去研究如何挖掘原始素材，真实地运用语言来完成交际任务。这种建立在广泛的分析、研究基础之上的语言活动具有很强的真实性，对语言学习者来说，这种活动的过程甚至比活动的结果更为重要。

二、教材结构

《综合英语教程》第五、六册采用“专题研究”的方式编写，每册书有四个主题。每一主题分三个单元。这三个单元是一个完整的整体，将每个主题拆分成三个单元，主要是为了方便教学安排。所以在实际教学活动中，教师完全可以按实际情况进行调整。三个单元之间的一般顺序是由浅入深，由单一性活动过渡到综合性活动。

第五、六册没有像前四册那样列出生词与词语表。我们认为中高级阶段学生列生词的做法弊大利小。在一个孤立的语境中，我们很难说某个词是什么意思，起什么语法作用，这是其一；其次是高年级的学生已经掌握了相当数量的词汇，由于这些词汇来源广泛，恐怕没有人还能准确地判断出什么是生词。我们应该鼓励学生学会活用他们已经掌握的词语，在进行有效交际的同时，拓展词汇的数量，提升所掌握词汇的质量。

三、教学要求

听说读写各项活动在每一专题中可以有不同的要求。例如在听说活动中，流利性和准确性可以随着任务的要求而不同。但是，无论某一活动项目是以流利性为主，还是以准确性为主，学生都应追求一定的交际效果。譬如学生在向全班介绍小组讨论时，主讲人必须与班级同学有各种形式的交流，这种交流可以是提问、讨论、征求意见、提出补充等等。

尽管第五、六册提供了听说读写全方位的训练活动，但训练的重点应该放在写作上。学生在大量阅读、班级讨论和调查研究的基础上，要不断地写读书报告、调查报告、小论文或讨论总结等等。数量上至少每周写A 4纸一页（约500字左右）。教师对学生的写作指导要有系统，例如，建立定期指导的制度，通过个别指导或集体讨论等方式，敦促学生反复改写或重写直到文章符合要求为止，使学生懂得写作需要反复修改和重写。在修改与重写的过程中，教师与学生的定期交流是防止学生半途而止的最有效的方法。同时，教师的指导要有层次，在某一个阶段只针对某一个具体的问题进行指导，避免因每次都是面面俱到而挫伤学生的写作积极性。

采用“专题研究”的方式编写教材，是外语教学中的一个新尝试，我们将其作为引玉之砖奉献给学习者，恳请教师和同学随时向我们指出书中的错误疏漏，同时也希望教师和学生创造性地使用本教材，这是教师和学生的魅力所在。

最后，我们要感谢所有支持和帮助我们开展这项研究的中国和美国的同仁和朋友，其中包括美国宾夕法尼亚大学教育研究生院。在我们的研究过程中，本教材的主要编写人员有幸在该学院做访问学者，受到该学院语言教育系Teresa Pica教授和其他专家在语言习得理论方面的指点。另外，还有Pelaez夫妇以及几位不愿意透露真实姓名的美国朋友，他们十分友善地接受了编写者的采访，为编写者提供了有价值的文化素材。我们还要感谢本教材的语言顾问Robin M. Schenker女士认真负责的校对和语言加工。我们还非常感谢本教材的主审——复旦大学的孙骊教授，他利用在美国探亲的机会，对本书稿作了一丝不苟的审阅，并提出了许多建设性的意见。书中若还有谬误，则是编者本人功夫不到之处，敬请读者谅解。

编者

2002年2月

于美国宾夕法尼亚大学

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SUBJECT

1



Family Matters

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UNIT ONE

Listening and speaking activities

Interview 1

A Happy Family

1 Discussion

Discuss the following quotation: What kind of family is a happy family? What is an unhappy one?



All happy families resemble one another; every unhappy family is unhappy in its own fashion.

Leo Tolstoy¹, *Anna Karenina*



Background

Megan is a mother in her thirties. She is a homemaker. But she was once an artist and marketing manager with an advertisement company before she had children. Her husband is a business consultant in an investment company. They have three children, a 12-year-old daughter, a 9-year-old son and a 7-year-old son who is very interested in learning Chinese. The youngest boy aspires to climb the Himalaya Mountains when he grows up. And he made a pinky swear with the author to go with him when he goes mountaineering in China.

2 Listen and take notes

Based on your notes, discuss the following questions with your conversational partner.

Questions

- ▶1 What is Megan's idea of a happy family?
- ▶2 What is life like in a lower middle working class family?
- ▶3 What is her view of American families in general?
- ▶4 What are her expectations of her children?
- ▶5 What change does the Sept. 11 event cause in the attitude of ordinary Americans toward family life?

3 Language work

Listen to the passage again and find expressions for the following blanks.

- 1) A family, whose members, including their relatives such as cousins and grandparents, live together, is called _____.
- 2) You may own a lot of things in life such as cars, a beautiful house, and posh furniture, but your family may not be a happy one. So a happy family may not be _____.
- 3) For the woman, it is _____ that children can see their father every evening.
- 4) American families are more and more diverse in structure. In Megan's opinion, American family is _____.
- 5) Americans are _____ how they feel about family life after Sept 11th.
- 6) In Megan's opinion, to keep American values _____, Americans must improve their attitude toward family life.

Interview 2

Relationship

Husband and Wife

A Cross-Culture Marriage



Listen to the second interview about another family in which the husband, Bill, is

American and his wife, Lin Lin, is of Chinese origin. They were married about half a year ago although they had known each other for several years.

Before you listen, think of the following questions

- ▶1 What is the most important thing between husband and wife in order to create a happy family?
- ▶2 Would you like to marry someone from another culture? What would be the difficulties in a cross-culture marriage?

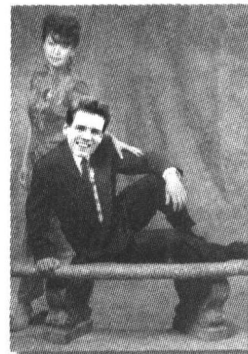
1 Questions for discussion after listening

- 1) Did the listening confirm your thoughts?
- 2) Think of Megan's view in the first interview. How does Bill's view differ from hers about an ideal happy family?

2 Listen and talk

Listen again and take notes about the following topics.

- 1) When Bill says a happy family is an intimate one, how does he explain this idea?
- 2) How does Bill feel about Lin Lin's frequent calls to her family?
- 3) From what Bill said about his father, can you envision what kind of man he is?
- 4) What is the worry of Lin Lin's mother?
- 5) Bill is not worried about the cultural differences between him and his wife's family. But what prevents their communication?
- 6) How does Bill think of Lin Lin's father?
- 7) What is Lin Lin's misunderstanding of the family relationship in American culture?
- 8) What is the joke between husband and wife?
- 9) Bill mentions the financial arrangement for the wedding. What point does he want to make here?



Based on your notes, discuss the above questions with your conversational partner.

Reading for fun

A Thankful Woman and Mother

Read the following article and explain the differences of priorities before and after the author had children. Write your reactions to the reading according to the example.

A Cornucopia of Thanks

by Debbie Farmer



Since I became an adult, I discovered that the meaning of Thanksgiving sure isn't what it used to be.

When I was younger, I remember receiving the inevitable homework assignment to write an essay on "Something I am thankful for." Then, I'd spend a ton of time sitting in my room trying to figure out just what in the world that could possibly be, and I'd end up writing down everything I could think of, from God to environmental consciousness.

But after having children, my priorities have clearly changed.

Before children: I was thankful to have been born in the United States of America, the most powerful, free democracy in the world.

After children: I am thankful for Velcro tennis shoes. As well as saving valuable time, now I can hear the sound of my son taking off his shoes — which gives me three extra seconds to activate the safety locks on the backseat windows² right before he hurls them out of the car and onto the freeway.

Before children: I was thankful for the recycling program that will preserve our natural resources and prevent the overflowing of landfills³.

After children: I am thankful for swim diapers, because every time my son wanders into water in plain disposable, he ends up wearing a blimp the size of, say, New Jersey, on his bottom.

Before children: I was thankful for fresh, organic vegetables.

After children: I am thankful for microwavable macaroni and cheese⁴ — without which my children would be surviving on about three bites of cereal and their own spit.

Before children: I was thankful for the opportunity to obtain a col-

lege education and have a higher quality of life than my ancestors.

After children: I am thankful to finish a complete thought without being interrupted.

Before children: I was thankful for holistic medicine⁵ and natural herbs.

After children: I am thankful for any pediatric cough syrup guaranteed to "cause drowsiness" in young children.

Before children: I was thankful for all of the teachers who had taught, encouraged, and nurtured me throughout my formative years.

After children: I am thankful for all of the people at Weight Watchers⁶ who let me strip down to pantyhose and a strategically placed scarf before getting on the scale each week.

Before children: I was thankful for the opportunity to vacation in exotic foreign countries, so I could experience a different way of life in a new culture.

After children: I am thankful to have time to make it all the way down the driveway to get the mail.

Before children: I was thankful for the Moosewood vegetarian Cookbook⁷.

After children: I am thankful for the butterball turkey hotline⁸.

Before children: I was thankful for a warm, cozy home to share with my loved ones.

After children: I am thankful for the lock on the bathroom door.

Before children: I am thankful for material objects like custom furniture⁹, a nice car, and trendy clothes.

After children: I am thankful when the baby spits up and misses my good shoes.

Before children: I was thankful for my wonderful family.

After children: I am thankful for my wonderful family.



For example

Before she had children, her priority sounded like grand concerns: her country, democracy, freedom or power of her nation. But now her priority is her children, and the things they do, such as taking off shoes, and hurling them out of the car windows.

Summary

- ▶1 Explain briefly the changes of the author in her priorities after having children. Do you like this kind of change? Why or why not?
- ▶2 What do you thank for about your family? Are there any changes after you went to the college?



UNIT TWO

Reading

Parents and Children



Pre-reading discussion

- ▶1 Did your parents urge you to study when you were at middle and high schools?
- ▶2 How did you respond to their urges?
- ▶3 Did you understand your parents then?

Background

The scene is familiar. A boy of eight years old rubs his lumbering eyes while climbing clumsily onto the public bus for his school at 6:30 am. The school starts at 7:15 am. Five morning classes consumed most of his energy before lunch at 12:00. The hour-long lunch break is his most valuable time. But he has to get things ready for the next three classes until 3:30 pm when the school finishes. But he still doesn't have time for himself because there are more than four or five hours of schoolwork ahead. He would be lucky if he could finish it before dinner, but usually he was not that lucky. In the evening, his loving parents want him to have piano lessons for one hour. ... After everything is done, he still has to prepare for the classes of the next day. He heaves a heavy.

helpless sigh before going to bed at 9:30 pm.

While Chinese children are "combating" hard, many American children are "combating" the same battle but in a different ground. Three American journalists recently reported a story featuring this educational battleground in *Newsweek Magazine*.



Passage A

The Parent Trap

A Feature Story

Read the following feature story and write your response to the reading on the blank space on the right.

Raising children today is like competing in a triathlon with no finish line in sight. Days are filled with a mad scramble of sports, music lessons, prep courses¹⁰ and battles over homework. We only want what's best for them, but our kids may not be better off.

All fall, Suzanne Upton of Ann Arbor, Michigan, struggled to manage her children's demanding schedule: homework plus soccer and hockey for Sam, 9, and piano, soccer and ballet for Annie, 7. It wasn't easy, especially with Sam's required practices — three days a week for soccer and five days for hockey. The Christmas season, filled with school parties, threatened to be even more hectic. Then the snow started falling ... and falling ... and falling. Four housebound days later, the family had baked cookies and generally mellowed out. "Those snow days," Upton says, "were God's way of telling us to slow down."

But that's not likely. These days, raising kids is

Words for study

housebound: *unable to go out (because of the snow)*

mellow out: *(The family) become relaxed.*