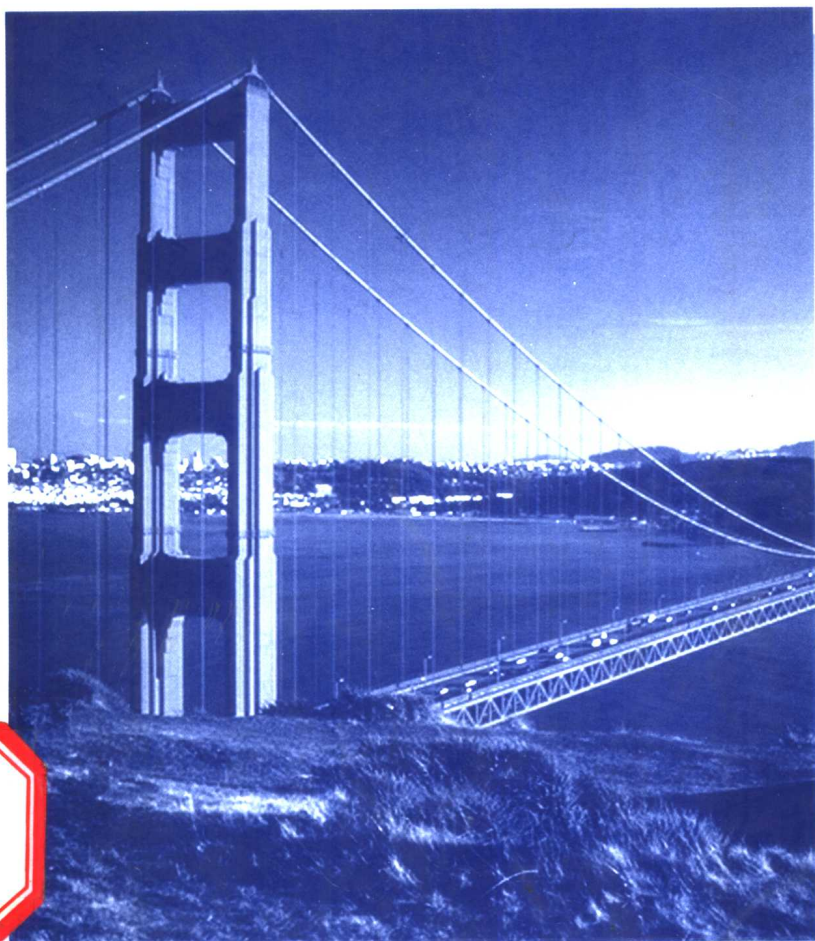


COLLEGE ENGLISH

Integrated Course 2
Teacher's Book



全新版

New

大学
英语

综合教程

教师用书

2



外教社

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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Integrated Course 2 *Teacher's Book*

主编 吴晓真 季佩英 姚燕瑾



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《大学英语》系列教材（全新版）

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，以适应教学需要。然而，随着我国改革开放步伐的加快，社会各方面对大学生的外语学习，尤其是他们的外语实用能力，提出了更高的要求，要求他们不仅应具有较好的阅读水平，而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此，《大学英语教学大纲》进行了修改并于1999年公布了修订本，从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面，作为教学思想的一种载体，理应有新的作为。

正是在这种新的形势鼓舞下，上海外语教育出版社组织、策划了《大学英语》系列教材（全新版）的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，于2000年秋季在复旦大学等院校部分班级试用，同时征询了二十多个省市，数百所院校的意见。历经近三年时间的准备后，我们决定从今秋起陆续推出全新版，更好地服务于我国的大学英语教学。

《大学英语》系列教材（全新版）（以下简称《全新版》）由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编，董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1) 《全新版》根据《大学英语教学大纲》（修订本）编写，供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是：立足本国，博采众长，即，充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法，同时认真学习、借鉴国外的教学理论和方法，并根据我国当前的教学需要和现有条件，视其可行性，有选择地加以消化、改造、吸收。为此，本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning)，即学生应成为学习的主体，主动地、创造性地学习，同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下，我们认为组织好课堂教学是关键。在课堂，教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用，同时，还应在学习方法上给学生以指导，使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”，通过读、听、说、写、译全方位的各种形式的课堂内外的实践，培养学生具有较扎实的英语语言基础和较强的英语综合能力。我们认为学生的操练，特别是说、写方面的实践活动，应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文，不仅要语言规范而且应富有文采、引人入胜、给人以启迪；选文题材应广泛，以反映现实生活为主，科普内容的读物须占有一定比重；体裁应多样；语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中，充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

6)《全新版》的练习设计，一切从有利于学生打好语言基础和提高语言应用能力出发，针对我国学生的薄弱环节和实际需要，做到有的放矢；形式尽可能采用交互方式(interaction)，如pair work、group discussion、debate等，或采用“任务”方式(task-based approach)，如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要，《全新版》除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外，还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式，以帮助学生逐步熟悉该考试形式，对其有所准备。

3. 全书框架

全书由下列几部分组成：

综合教程（1—6册）

（每册由8个单元组成）

阅读教程(1—6册)

(每册由8个单元组成)

快速阅读(活页)

(每册由8个单元组成)

听说教程(1—6册)

(每册由16单元组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有语法手册一本,供学生课外参考使用。

除快速阅读外,各教程均配有教师用书;综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。使用时,各校可根据具体情况灵活掌握。

编者
2001年3月

关于《综合教程》教师用书的编写与使用

本书是《大学英语》(全新版)《综合教程》第二册的教师用书,供教师参考使用。全书由下列几个部分组成:第一至第八单元的教案;练习答案;课文A和课文B的参考译文。

本书教案严格按照《大学英语教学大纲》(修订本)有关读、听、说、写、译方面的要求编写,并力求反映这些年来大学英语教学改革的成果。教学内容的编排,侧重于学生综合运用英语技能的培养。

各单元教案按以下四部分编写:

(1) 参考教案(Suggested Teaching Plan)包括每个单元课时和内容方面的安排。每个单元一般需用五个课时。与课文相关的主题始终贯穿于整个教案内容的安排之中。教学内容分三部分:阅读前活动(Pre-reading)、阅读中活动(While-reading)和阅读后活动(Post-reading)。阅读前活动旨在激活学生已学过的知识图式;阅读中活动不断给予学生学习任务,以确保学生积极参与课堂学习活动;阅读后活动提供给学生练习的机会,帮助他们扩展已学过的知识图式。整个单元的教学过程,也就是从课文篇章结构着手,引导学生紧密结合上下文,学习语言知识和语言技能,综合培养学生读、听、说、写、译的实用能力的过程。

(2) 课文分析(Text Analysis)包括分析课文的体裁、篇章结构、修辞手段和写作特色。

(3) 文化注解(Cultural Notes)包括作者生平、人物介绍、相关课文的英美文化教育、社会生活以及风土人情等背景知识。

(4) 语言学习(Language Study)包括课文难点注解以及句型、习语使用的例证等。凡属课文A精选出的并须加以反复操练的重点词(Words and Phrases to Drill),均作为语言点加注并配以例证。鉴于英语中一词多义的基本属性,在处理重点词时,除着重阐明该词出现在课文中的释义及其用法外,还根据修订后的《大学英语教学大纲词汇表》所框定的词义要求,适当介绍了该词在其他层面上的意义及其用法。至于是否须向学生讲解或何时讲解,可由教师灵活掌握。

在具体安排教学活动时,教师可根据自己的教学实际情况删选使用上述内容。

本书教案由吴晓真、季佩英担任主编,李荫华和夏国佐主审。练习答案由《综合教程》学生用书编写组提供。课文A和课文B的参考译文由姚燕瑾翻译,夏国佐等审订。在本书编写过程中,承英籍专家 Anthony J. Ward 协助审阅。

由于编者水平与经验有限,书中难免有不足之处,希望读者批评指正。

编者
2001年3月

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Unit 1



Ways of Learning

I. Suggested Teaching Plan

(5 periods)

Objectives

Students will be able to:

1. grasp the main idea (that it would be ideal if we can strike a balance between the Chinese and the Western learning styles) and structure of the text (introduction of the topic by an anecdote—elaboration by comparison and contrast—conclusion by a suggestion);
2. appreciate the difference between comparison and contrast, as well as different ways to compare and contrast (point-by-point method or one-side-at-a-time method);
3. master the key language points and grammatical structures in the text;

4. conduct a series of reading, listening, speaking and writing activities related to the theme of the unit.

Time allotment

1st period	2nd period	3rd period	4th period	5th period
Pre-reading; While-reading (Paras 1-5)	While-reading (Paras 6-13)	While-reading (Paras 6-13 continued; Para 14)	Post-reading (Debate; Exercises)	Check on students' home reading (Text B); Theme-Related Language Learning Tasks

Pre-reading tasks

- T asks Ss the following questions. The first is based on the song *Teach Your Children*: (5 minutes)
 - According to the song, who should teach whom? Is learning a one-way street? (Parents and children should teach each other and learn from each other. Learning is a two-way interaction.)
 - Can you guess what the theme of this unit, ways of learning, refers to? (Different people have different learning styles.)
- Ss listen to the following quotation from 《文汇读书周报》(2001年12月1日第一版, “自主教育: ‘管’ 还是 ‘不管’ ?”), take some notes, and then T will invite some Ss to summarize in English how Chen Yuhua's parents handle her education.

一本由中国经济出版社推出的《千万别管孩子——自主教育哈佛启示录》的书近来极为畅销, 问世才一月, 在全国销售量已达到20余万册。其所倡导的“自主教育”理念在教育界引发争议。

不少读者反映, 这本书最初吸引他们的是出挑的书名——“千万别管孩子”, 难道真的应当对孩子的教育放任自流? 看了书后才明白, 该书所强调的, 其实并非让家长“别管”孩子, 恰恰是“怎么去管”这个老问题。但它鲜明地提出了“自主教育”理念, 切中了社会热点。

该书主人公陈宇华的父母在讲述教育经验时说, 虽然他们常说“从来没管过她。”其

实，他们一直在管她，而管的内容，就是反复提醒孩子的自我意识，让她认识到自己才是教育的主体，一切要靠自己的努力，才会成功，老师家长则仅仅起辅导作用。这正是自主教育的精髓所在……

(possible summary: They let her learn independently and seek out knowledge actively. They may help during the process, but don't expect to spoon-feed her with knowledge.) (15 minutes)

3. T may lead in to Text A by saying: As you may have noticed from the book title 《千万别管孩子——自主教育哈佛启示录》，Chen Yuhua's parents hold quite a western view on child education. They disagree with many other more traditional parents. In Text A, Howard Gardner made a detailed comparison between Chinese and Western attitudes toward learning. (2 minutes)

While-reading tasks

1. Skimming (15 minutes)

1) Ss skim Paras 1-5 and be ready to answer the following questions:

- Where and when did the incident take place? (Jinling Hotel in Nanjing, spring 1987)
- Who are the main characters in this incident? (author, his wife Ellen, their son Benjamin, hotel staff)
- What is the attitude of the author and his wife toward Benjamin's efforts in inserting the key into the slot? (They let him explore and enjoy himself.)
- What is the attitude of the hotel staff toward Benjamin's efforts? (They held his hand and taught him how to insert the key correctly.)

2) T asks some S pairs to report to the class, one asking the above questions and the other providing the answers.

3) T tells Ss that there are many ways of introducing a topic (see **Text Analysis**). Ss will decide which way is adopted by Howard Gardner.

2. T explains language points from Para 1 to Para 5, and gives Ss practice (see **Language Study**). (15 minutes)

3. T guides Ss through the directions for Text Organization Exercise 2 and Writing Strategy. Then Ss scan the first sentence of both Para 6 and Para 7, and decide what method of comparison and contrast is used here (one-side-at-a-time method). (8 minutes)

4. T explains language points from Para 6 to Para 10, and gives Ss practice (see **Language Study**). (15 minutes)

5. Ss sum up the contrast between Chinese and Western ways to learn to fulfil a task (the Chinese show a child how to do something, or teach by holding his hand; the Westerners teach a child to rely on himself for solutions to problems). (5 minutes)

6. Ss scan from Para 11 to Para 13, then answer the following questions: (5 minutes)
 - Can you find words like “Chinese” and “Westerner” or “American” or “the West” in each paragraph? (yes)
 - What method of comparison and contrast is used here? (point-by-point method)
7. T explains language points in these paragraphs and gives Ss practice (see **Language Study**). (20 minutes)
8. Ss sum up the contrast between the Chinese and the Western attitudes toward creativity and basic skills. (The Chinese give priority to developing skills at an early age, believing that creativity can be promoted over time; the Westerners put more emphasis on fostering creativity in young children, thinking that skills can be picked up later.) (5 minutes)
9. T explains language points in Para 14 and gives Ss practice (see **Language Study**). (5 minutes)
10. T tells Ss that there are many ways of concluding an essay (see **Text Analysis**). Ss decide which way is used in this essay. (5 minutes)

Post-reading tasks

1. Debate: Should we develop children’s creativity first or train them in basic skills first? (30 minutes)
 - 1) Ss divide into two groups, one taking the side of creativity first, another taking the side of basic skills first.
 - 2) In each group, Ss further divide into smaller groups of three to four, brainstorming arguments\examples\statistics\quotes\etc. in support of their viewpoint, as well as those that could be used to refute the other side.
 - 3) Debate begins, with T acting as moderator.
2. T guides Ss through several after-text exercises. (20 minutes)
3. T checks on Ss’ home reading (Text B). (3 minutes)
4. Ss do Part IV: Theme-Related Language Learning Tasks. (1 period)
5. T asks Ss to prepare the next unit: (2 minutes)
 - 1) do the pre-reading task;
 - 2) preview Text A.

II. Text Analysis

An essay is usually made up of three parts: a beginning where the topic is introduced; the body part where the topic is elaborated on, and a conclusion.

Besides stating the topic directly, there are many other ways to introduce a theme. In this text, an anecdote or an incident is used. The author of Text A, Unit 6, Book 1 (*What Animals Really Think*) introduces his topic by posing a question: “Do animals all have thoughts, what we call consciousness?” Text B, Unit 3, Book 1 (*How to Make Sense out of Science*) begins by quoting newspaper headlines:

“New Drugs Kill Cancer

Devastation by El Nino — a Warning

6:30 p.m. October 26, 2028: Could This Be the Deadline for the Apocalypse?”

Text B of this unit, *Children and Money*, begins with an imagined argument between a child and his parent over the control of pocket money. Discover other forms of introduction as you read on. However, the more important point is that you should learn to vary your own writing by adopting various types of topic introduction.

Without a conclusion, an essay lacks a sense of completeness. A conclusion may be a re-statement of the main points previously mentioned, a proposed solution, a quotation from some book or person, a prediction of future developments, a suggestion for further study, etc. Text B, Unit 3, Book 1 ends by giving a simile, comparing scientific research to mountain climbing, “a process filled with disappointments and reverses, but somehow we keep moving ahead.” In this text, Howard Gardner makes a suggestion in the form of a question.

III. Cultural Notes

1. **Education in the West:** There is no common agreement in the West concerning the best method of education. A variety of views can be found among parents, teachers and students. Indeed, it

might be argued that it is this very existence of contending points of view that is characteristic of Western education. This can be seen as far back as in the work of the ancient Greek philosopher Socrates, who encouraged his students to question everything, even their most fundamental beliefs. Yet even then there was no general agreement that this was the best way to teach. Socrates, after all, was condemned to death by his fellow citizens for corrupting the morals of the young by his way of teaching. Many later periods of Western history were no more tolerant of encouraging students to challenge traditional beliefs: Darwin's theory of evolution, for example, was for a time banned from schools in some American states on the grounds of religious belief.

Much of the current debate over education surrounds the extent to which learning should be teacher-based or student-based. Which of the two should decide what should be learned, how it should be learned, and when it should be learned? Comparing Western and Asian methods of learning it is generally true that Western methods are more student-centred, expecting students to discover things for themselves rather than relying on their teachers to tell them. An extreme version of the student-centred approach can be seen at Summerhill, a school in England established by the educationalist A.S. Neill. There children have complete freedom to decide what they are going to learn and which lessons they will attend. If they wish they need not attend any at all. Mainstream education in England is far more strict, demanding that children attend lessons and follow a national curriculum. This curriculum and the importance of achieving good exam results tend to reinforce a more teacher-centred approach, as both teachers and students find the pressure of time leaves less opportunity for an exploratory approach to learning.

The extent to which learning is teacher-centred or student-centred also depends on differences between subjects. In recent years, for example, there has been a trend in the teaching of mathematics in school classrooms in England away from having pupils work on their own or in small groups back towards a more traditional approach, with the teacher guiding the entire class step-by-step through a lesson. This followed research that suggested that, as far as maths was concerned, a more teacher-centred method was more effective.

- 2. Standing on the shoulders of giants:** a well-known phrase, frequently employed by inventors to express modesty about their achievements. The suggestion is that while they have been able to see further than those who came before them, it is not because they themselves are intellectual giants. Rather it is because they have been able to build upon the accumulated discoveries of their great predecessors.

IV. Language Study

1. **attach:** fasten or join (one thing to another) (used in the pattern: *attach sth. to sth.*)
Examples: Scientists discovered they could measure wind speed by attaching a wind meter to a kite and sending it up.
 Attached to this letter you will find a copy of the document you asked for.
2. ... **to position the key just so:** to position the key carefully to fit into the narrow key slot
3. **not in the least:** not at all
Examples: I am not in the least touched by the Marilyn Monroe kind of beauty.
 Ann didn't seem in the least concerned about her study.
4. **find one's way:** reach a destination naturally; arrive at
Examples: Shanghai is not an easy city to find your way around.
 Drunk as he was, Peter still found his way home.
5. **phenomenon:** (*pl. phenomena*) sth. that happens or exists and that can be seen or experienced
Examples: Hurricanes are a relatively common phenomenon in the Caribbean.
 Stress-related illness is a common phenomenon in big cities.
 Thunder and lightning are natural phenomena.
6. **initial:** of or at the beginning, first (*adj.*, used only before *n.*)
Examples: If a car suddenly pulls out in front of you, your initial reaction may include fear and anger.
 Their initial burst of enthusiasm died down when they realized how much work the job involved.
7. **assist:** help (used in the pattern: *assist sb. to do sth.*, *assist sb. with sth.*)
Examples: The professor was assisting his students to prepare their project.
 The college student decided to assist the boy with his study.
8. **insert:** put, fit, place (in, into, between)
Examples: Wait for a couple of minutes with your mouth closed before inserting the thermometer.
 The doctor carefully inserted the needle into my left arm.
9. **somewhat:** to some degree, a little

Examples: It is reported that conditions in the village have improved somewhat since November.

—— “Are you concerned about your exam results?”

—— “Somewhat.”

10. await: (*fml*) wait for

Await is a fairly common word in formal writing, but you do not usually use it in conversation. Instead you use “wait for.”

Examples: We must await the results of field studies yet to come.

After I sent the letter asking for a job, I had nothing to do but await the answer.

11. on occasion: now and then

Examples: I was usually the only foreign participant, although on occasion I brought other Americans in as guests.

Steve spent almost all his time doing his research, but, on occasion, he would take his son to see a film.

12. neglect: give too little attention or care to

Examples: He gave too much attention to his career, working long hours and neglecting his wife.

Their investment turned out to be a failure and the manager was accused of neglecting his duties.

Cf.: ignore: pay no attention to sb./sth. on purpose, or as if sth. has not happened

Example: I said “Good morning” to her, but she just ignored me and walked on.

13. relevant: directly connected with the subject (followed by *to*, opposite *irrelevant*)

Examples: Only a few people feel the debate about the cloning of human beings is relevant to their daily lives.

While writing my term paper I was able to borrow all the relevant books from the school library.

14. investigate: try to find out information about (used in the pattern: *investigate sth.*, *investigate + wh clause*)

Examples: Police are still investigating how the car accident happened.

We can assure you that your complaint will be fully and properly investigated.

15. exception: sb./sth. that a comment or statement does not apply to

Examples: Normally, parents aren’t allowed to sit in on the classes, but in your case we can make an exception.

We feel that all the students in this class, with one or two exceptions, support the educational reforms.

Without exception all our youngsters wanted to leave school and start work.

When you are mentioning an exception, you often use the expression “*with the exception of*”.

Example: We all went to see the film, with the exception of Otto, who complained of feeling unwell.

16. on one's own: 1) without anyone's help

Examples: You needn't give me any help. I am able to manage on my own.

There are jobs your child can do on her own.

2) alone

Examples: The child was left on her own for hours as her mom had to deal with the emergency.

I'd rather not go to dance on my own. I do wish you'd come with me.

17. accomplish: manage to do (sth.)

Examples: Unless you practice you'll accomplish nothing.

Considering their capacity, the possibility of accomplishing the task is not high.

If I work hard, I think I can accomplish my goal of getting 6 A's at the end of the semester.

18. in due course: at the proper time; eventually

Examples: Your book will be published in due course.

Be patient. You'll get your promotion in due course.

19. critical: 1) very important

Examples: Environmentalists say a critical factor in the city's pollution is its population.

How well you accomplish this task will be critical to the success of your career.

2) very serious or dangerous

Examples: In yesterday's car accident, ten people were killed and five people are still in a critical condition.

As the situation in Afghanistan became critical, the UN Secretary-General appointed a special representative to tackle it.

20. principal: (*rather fml*) main, chief

Examples: The couple's principal concern is to earn enough money to send their children to school.

Her principal interest in life was to be a world-renowned pianist.

n. The *principal* of a school or college is the person in charge of it.

Example: Complaints from the students began arriving at the principal's office.

Cf.: principle (see Confusable Words)

21. make up for: repay with sth. good, compensate for