

全国普通高等学校优秀教材一等奖 第一版



普通高等教育“十一五”国家级规划教材

# Integrated Skills of English

# 5

(Teacher's Book)  
(教师用书)

## 综合英语教程

(第二版)

总主编 黄源深

主 编 邹为诚



高等教育出版社  
HIGHER EDUCATION PRESS



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## 综合英语教程

江苏工业学院图书馆 (第二版)

藏书章

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## 第二版前言

《综合英语教程》第五册和第六册是专门为我国高等院校英语专业高年级语言综合训练课编写的教材,编写理念是鼓励学生将语言学习与学科知识、人文知识和文化知识的学习结合起来,在大量的阅读中穿插写作的练习,提高学生处理学术语言和书面语言的能力。

该教材的第一版于2002年出版,4年中全国有近两百所院校的学生将其作为三、四年级综合语言课的教材,编者所执教的学校也进行了三轮试验,这些试验为第二版修订打下了良好的基础。

修订后的教材仍然保留了第一版的基本材料和练习内容,同时改正了第一版中的错误,增加了训练内容,补充了大量的文化和语言注释,添加了词语学习板块,编者希望通过这些改动增添学生的学习兴趣、提高他们的学习效果。

教材中的生词采用两种方法处理:注释和“词汇学习(Words for Study)”,前者只要求学生认识,后者希望学生能注意,并鼓励他们学习复用。

教材新增了“词语故事(Word Story)”板块,目的是为了吸引学生对一些学术性词汇和书面语词语给予注意,关注词语的历史发展和语义的演变,从而引发学生在深层次上研究语言的兴趣。教师可以不加讲解,由学生自学。

为了更好地帮助学生和老师用好本教程,编者和其他老师一起进行了试验,还听取了学生的反馈意见,总结了一些行之有效的做法,列于此处,供使用本教材的其他老师和同学参考。

1. 阅读课文之后要及时写“感言”(Reader's Free Response to the Reading)。学生应该不拘形式,在完成阅读任务以后及时地书写一段“读后感”,长度不限,贵在落笔。
2. 活动之后要及时写“回顾”(Reflections on Learning Activities)。学生要在活动完成以后,立刻撰写“回顾”,“回顾”的结构如下:介绍学习参与者,介绍活动目的,描写活动过程,描写心理感受,写出学习成果,指出不足之处,提出改进建议。文章长度不限,但结构要完整。
3. 阅读课外材料之后要及时写“读书报告”(Reading Report)。报告结构如下:作品名称、作者姓名、故事梗概、内容是否有趣、语言难度是否恰当、是否值得推荐给其他同学阅读。
4. 多种形式写作。写作练习可以形式多样,可以一个人单独写,也可两人或多人合作写,还可以大家轮流写,甚至还可以在游戏中用“接龙”的方式写。
5. 模仿写作。请老师就某个阅读中出现的精彩场面写一段“感言”,在教师示范以后,学习老师的写法,反复练习尝试。
6. 学会在计算机上写作。利用计算机的语言检查功能,提高对拼写、标点和其他书面语语言特点的敏感程度,尽快克服写作中常见的低级错误。
7. 养成反复“校对”(Proofreading)的习惯。每次写作以后,要用挑剔的眼睛对自己的“成就”检查三次,改正所有的错误。然后在作文结尾处写上:I have proofread my writing three times. 以此自励。
8. 养成落笔有字的写作习惯。要提高写作质量,首先要能流利地表达思想,然后要反复修改内容、结构和语言。因此提高写作的流利性对提高写作水平有极大的影响。
9. 足够的阅读和写作量。下列数据来自使用本教材的某高校,94%的学生报告通过一学期的训练,他们在阅读理解速度和写作水平上感觉到了大幅度的进步。

一学期的阅读量:

每人平均从教材中阅读65,000字。在教师提供的课外轻松阅读材料中,学习优秀者大约读了500,000字,个别学习缺乏动力者只读了5,000字。

### 一学期的写作量

在上述阅读的基础上, 平均每人写了6,750字, 最多的写了9,000字, 最少的写了3,000字, 平均每人每周写约500字(A4纸一页)。

上面的数据说明一个简单的道理, 书面语水平的大幅度提高不能脱离大量的阅读和写作, 希望老师能重视这一简单而又可靠的结论, 用高效率的管理方法加强课程管理, 督促学生完成大量的阅读和写作。建议教师为学生每周的阅读和写作活动建立档案, 每隔三周给学生作出一个学习评估成绩, 对于完成任务优秀的学生给予奖励, 对于没有完成任务的学生要研究他们的困难, 并给予及时的帮助。在读写管理中, 要不同的学生区别对待, 教师要给予有效的指导, 避免盲目一刀切的做法。老师若对其他学校同学的写作作品和阅读书目感兴趣, 可以访问华东师范大学www.ecnu.edu.cn 精品课程《综合英语教程》的网页。

建议教师参考书中的教学建议, 尤其是各种活动建议, 灵活组织各种学习活动, 保持学生的新鲜感。下列常见活动能比较有效地促进学生学习:

1. Lectures
2. Class discussions
3. Poetry/Paragraph writing in group work
4. Project in group work and class presentations
5. Drama in group work and class presentations
6. Movie watching and related internet research
7. Conferencing with the teacher about student's work

除了第一和第二项活动以外, 其余的活动建议按下列方式操作:

1. Student's writing of the outline (group collaboration)
2. Teacher's responses (commenting and feedback on the outline)
3. Student's writing in collaboration
4. First draft submission in email
5. Teacher's responses in conferencing or written comments
6. Student's writing in collaboration
7. Group's presentation to the class
8. Writing comments (completing Research Worksheet immediately after the presentation)
9. Student's writing of reflections
10. Submitting the writing

第五、六册教材大部分材料采用美国英语。因此, 词语的注释音标与学生以前所接触的音标有细小的差别, 书末附有音标体系表, 供读者参考。

邹为诚  
2006年12月  
于华东师范大学

# 第一版前言

## 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 and 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某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A4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***

### **Aims:**

1. Understanding family issues, including family structures, values and relationships
2. Exploring family relationships in American culture
3. Exploring cultural differences in the concept of a happy family

### **Suggested class hours:**

Approximately 15–18 class hours



# UNIT ONE

## Listening and Speaking Activities

### *Interview 1*

## **A Happy Family**

### **1 Discussion**

#### **Suggestions for discussion:**

Tolstoy's words have now become the hallmark of his insightful views on the nature and values of family matters. The discussion can begin with making suggestions of the following points.

Ask students to say what makes a family happy. Write the students' contributions on the blackboard for discussion.

A happy or unhappy family is usually defined according to its situation in the following aspects of life:

- Income (steady, sufficient or not)
- Jobs (secure or insecure)
- Health (good or poor)
- Relationship between its members (close or remote; caring or cold; intimate or oppressive; relaxed or stressful)
- Respect (for each other or not)

Have students discuss the above aspects and their impact on the quality of family life.

### **Information for teachers**

#### **a. Leo Tolstoy**

Students can find a special website devoted to a plethora of materials on the life and works of this great Russian literary figure. For an account of his legendary life, visit the following website: <http://www.bibliomania.com/010/52/frameset.html>.

## b. Anna Karenina

*Anna Karenina* tells a tragic love story set in 19th century, Russia. Anna is the heroine of the story who deserted her family for a lover called Vronsky. However, the love between them did not make her life very happy, because society in Russia then gave Vronsky freedom to participate in normal social life as a military officer while Anna was estranged and despised. She later, in an erratic fit of jealousy caused by the popularity of Vronsky at a train station, took her own life by throwing herself under a train.

## c. The theme

The themes of the novel are *love*, *values of family*, and *self-discovery*. (Multiple-interpretations are encouraged.)

To read the complete novel, visit: <http://www.sparknotes.com/lit/anna/section1.html>

**Q: What is a happy family?**

I think a happy family is the family that stays together, which in this country is pretty hard to establish because there is no extended family. People don't reach out to their cousins, brothers, and grandparents. The culture here has really separated those family members. So for me, a happy family is having all the extended family around and being together, I would say. And I don't think it's very common here.

**Q: Is your family a happy one?**

I think my family is a happy family, but a crazy family. I think, eh, that in general I'm always struggling to teach my children that happiness is not material; I think that is an important thing. And I think I remind them constantly that Father comes home every night, which doesn't happen with lots of my friends' parents. Yeah, I am very happy because I have everything I want. I think my kids have everything they want. But they have to be reminded that they are very lucky.

**Q: What is the most important thing for you and your family?**

For me absolutely we are together. My kids are well educated. My kids are decent people. They turn out to be decent adults. I would say that's it. That's all I want.

**Q: What would you say about American families in general?**

I would say American family is disintegrating. And I think you can break it down into very

different categories. For example, in the typical lower middle class families, both parents are working. They are working very hard. They are making 30,000 dollars a year if they are lucky together. The parents are working double shifts, which makes me very sad because I know I am lucky. I'm a very lucky woman, because in those families they don't have an extended family to support them and the kids are staying in after-care. They don't see their parents that much. And I feel bad for them because I know that they all want the right things. But it doesn't work that way. And then I see what happens to parents like me. I am very lucky. I don't have to work. I can give my kids all the time in the world. I drive them everywhere and I pick them up. They come home to someone who is here. That's luxurious. That's not a typical family in America. So you know, I wish it worked for everybody.

**Q: What is the future change of the American family?**

Interestingly, I think, after Sept. 11th, people are really reassessing how they feel. And I noticed that a lot of people that I know, saying "No ... we're not going out tonight. We're going to stay home with kids." And I think that's something good after Sept. 11th. I have noticed a tremendous change in the way people are sharing time with their children. I think that's very important.

Another interesting change, retailing industry in the US obviously caved in after Sept. 11th. But one store that had increasing sales was a home store for cooking, because Americans don't even cook anymore. You know they buy everything frozen, they buy everything pre-made or they eat pizza. We had a couple for dinner one night with their son. And the father joked to the son "Isn't it nice to use knife and fork?" meaning they eat pizza every night. So I was so interested in the fact that the store had increased sales, which means parents are going home and cooking soups and doing things that are soothing. And the number one book sold in that store was the soup recipe book, which was interesting too, because it has the connotation of something warm and nurturing and nutritious which I thought was amazing. I think the trend will improve if we remember what we are going to do, if we want to keep our values intact.

## **Information for teachers**

**Cultural information: Lower middle working class**

A social class is often defined in economic terms; however, it is also a relative concept. So when Megan mentioned *lower middle working class families*, she meant the families whose incomes were considered to be below the middle level in the state of Pennsylvania where her family was. To help the students see clearly what 30,000 dollars meant for a family in her state, introduce the following statistics to the class.

**The Median Income of Households of Some States in the US**

<b>Ranks</b>	<b>MEDIAN INCOME</b>	
1	New Jersey	\$54,226
2	Connecticut	\$53,108
3	Alaska	\$52,876
4	Maryland	\$52,436
5	Hawaii	\$51,046
UNITED STATES \$42,409		
20	Pennsylvania	<b>\$42,043</b>
48	Arkansas	\$32,819
49	Mississippi	\$31,434
50	West Virginia	\$30,695

Source: Census 2004

Retrieved from <http://www.ers.usda.gov/Data/Unemployment/RDList2.asp?ST=US>**2 Listen and take notes****Suggested points for discussion:****1) What is Megan's idea of a happy family?**

Family members stay together.

Having a big, extended family.

**2) What is life like in a lower middle working class family?**

Their annual income is around \$ 30,000.

Parents work double shifts.

Children don't have enough care from their parents.

**3) What is her view of American families in general?**

They are disintegrating into many different categories, such as single parent families, mixed parent families, etc.

**4) What are her expectations of her children?**

Give them all she could give and expect them to be well educated and become decent adults.

**5) What change has Sept. 11th caused in the attitude of ordinary Americans toward family life?**

Americans started to re-evaluate the value of family life. People prefer to stay with their children/family members, cook more at home than eat out.



### 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 an extended family.
- 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 material.
- 3) For the woman, it is luxurious 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 disintegrating.
- 5) Americans are reassessing how they feel about family life after Sept. 11th.
- 6) In Megan's opinion, to keep American values intact, Americans must improve their attitude toward family life.

## Interview 2

# Relationship

## Husband and Wife: A Cross-Culture Marriage

### Pre-Listening instruction

In the following recording, you will hear a talk given by a husband about his views of his family. Listen and take notes. Answer the questions based on what is presented in the recording.



**Q:** What is your idea of a happy family?

It's not an easy question, but I guess, eh, a family that is intimate and able to communicate their feelings to each other. Basically, I don't want to say a family that doesn't fight, because I think that's, you know, part of the lives, but, I think there is a sort of genuine closeness between siblings or with your parents, I think that's my idea of what would be a happy family. I don't place a lot of values on material things. I mean, I guess a happy family could be regardless really of your social status.

**Q: I heard that your wife is Chinese, but you are American. When you formed this family, did you think there would be differences in your views about family life?**

I think so, I think, hum, I think in many ways. She is closer to her family in terms of whom often she speaks to on the phone. I think there is a very strong sense of, kind of, both respect and taking care of your elders. I am probably not as substantial as she is. I think, for example, I think in part, of my own experience. This comes from, you know, my own family. My dad is a very independent person. So even he gets older, I think, he really strives to be, ah, independent. He is someone who doesn't need really anybody's help, you know, for example, financially, or whatever. I think that he doesn't really like the idea of being a burden to us. So we never really kind of talked about it. Even so I would expect that we would at, you know, some point, have him move in with children. But it's not something that we really discuss, whereas I think with Lin Lin's family, one of the things, her parents worried about her marrying me in America was that I wouldn't have the sense of responsibility. I think they are worried that, you know, I wouldn't feel obligated to take care of them. Her mom is very worried because all the kids should be together, not just two of us. I think the major concern would be that, we, you know, I, as an American, or whatever, wouldn't have a commitment to taking care of our elders.

**Q: Is it easier for you to deal with her family or is it easy for her to deal with your family?**

Yeah, I think, hum, so there are different issues in dealing with her family. I think it's really the language barrier. I, for example, think, from what I can tell, I think I liked her father very much and think that we would enjoy talking about things. But it's difficult because of the language barrier. I don't feel very concerned about culture difference because truly, her father is very cosmopolitan. He was educated in Beijing, Japan, and later in France. Besides, he travels. I mean he is very active, and he is a professor. I mean, he is a very sophisticated guy, and then I think that we would actually have quite a bit to talk about. But I think that her mom is more concerned that she really just, you know, would not like me at the beginning, because, I am speaking English or whatever. But that feeling has passed quickly because with time she is more comfortable with me. I think she really appreciates us. So now, I actually enjoyed, you know, visiting them. And I hope I can do it again.

For Lin Lin, I think with my family, she just has this feeling, like, you know, we were kind of a strange family, which is all relatives. But I think, she doesn't understand sometimes the dynamics of my family, which sometimes I can talk to her about but sometimes I can't, because it's very difficult to explain the history of one's family and all the events that are going to explain why you get along with one person or not another. I think sometimes she doesn't have a real understanding, and so, from her point of view, it's just kind of strange. An example would be, financial matters. With my father, he has the idea