



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

综合教程

AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 张春柏

第二册

Book 2



教师用书

Teacher's Book

上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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总序

普通高等教育“十五”国家级规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过150余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有

建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足21世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

前 言

《综合教程》第一至四册是为高等院校英语专业一、二年级学生编写的英语基础课教材，由上海外国语大学、复旦大学、华东师范大学和上海师范大学四所大学合作编写。

经教育部批准实施的《高等学校英语专业英语教学大纲》指出：英语专业的学生应具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高的素质。这套教材正是依照这一培养目标编写的。

在四年本科教学中，前两年是基础阶段，这一阶段的主要教学任务是对学生进行全面、严格的基本技能训练，培养他们实际运用语言的能力，为进入高年级的学习打下扎实的专业基础。因此本教程十分注意对学生的听、说、读、写、译等方面能力的训练，以及对基础语法和词汇的熟练掌握和正确运用。除此之外，我们还着力在语言学习的过程中提高学生的综合素质，培养学生的思维能力，使学生在思想上、心理上更趋成熟。英语语言教学应该避免让学生单纯地作机械的重复和模仿，必须为他们开拓独立思考的空间，培养他们用外语来表达自己思想的能力。我们在教材编写中力求体现这一精神。

随着我国中小学英语教学水平的不断提高，学生中学毕业、进入大学英语专业学习时，一般都已比较系统地掌握了英语语法的主要内容，也已经掌握了主要的语言功能。因此，本教程不把语法或语言功能作为编写的主线，而是以课文的主题和内容作为编写的基础；每一单元围绕一个中心思想，同一单元中的两篇课文基本围绕同一个主题，练习内容也都尽可能地贴近该单元的主题，目的是使学生通过一个单元的学习能就该单元的主题进行口头和笔头交际，陈述自己的观点，发表自己的意见。

本教程第一至四册的课文绝大多数为英美作者的原文，我们只在个别情况下作了删节和改动。除个别经典文章外，绝大多数的课文选自20世纪70年代以来国外原版的教科书、报纸杂志和其他读物。文篇的类型包括叙述文、说明文、论证文和描述文；涉及的主题包括社会、文化、政治、生态、科技，以及人文修养、人际关系、伦理道德、性格塑造，等等。我们认为外语学习应该有助于增加学生的人文知识，提高他们的人文素养。为此，我们在选材上十分注意课文内容的人文性。

从第一册到第四册每册包括16个单元，供一个学期的教学使用。每个单元的内容构成如下：

Text I

Text comprehension

Structural analysis of the text

Rhetorical features of the text (第三、四册)

Vocabulary exercises

Grammar exercises

Translation exercises

Exercises for integrated skills

Phonetics (第一册)

Oral activities

Writing practice

Listening exercises

Text II

由于《综合教程》是英语专业基础阶段的综合英语课程的教材,该课程旨在全面提高学生的听、说、读、写、译等各个方面的能力,因而本教程包括了所有这些方面的练习;但听力课、口语课、写作课等均有自己的体系和专门技能,我们无意用本教程中相对有限的练习来替代这些课程,使用学校仍应参照大纲的要求和学校的具体情况单独开设这些课程。

为了方便教师使用,本教程配备了较为详尽的教师用书,每个单元的教师用书由两部分组成:第一部分是 Text explanations,该部分按课文内容的顺序把课文分成若干部分,每一部分包括 Analysis 和 Language work,为教师提供了进入课文教学时引导性的问题、讲解词汇时所需要的例句;第二部分是 Key to exercises,在必要之处我们对所给答案作了简单的解释。我们的意图是把教师用书编写成一本十分实用、使用方便的教学参考书。

本教程第一至四册的主编分别为上海师范大学的顾大僖教授、华东师范大学的张春柏教授、上海外国语大学的史志康教授和复旦大学的朱永生教授。上海外国语大学的赵美娟副教授负责编写了四册书的全部语法练习,华东师范大学的张钙副教授提供了四册书的全部听力练习,复旦大学的朱永生教授编写了第一册和第四册的写作练习,徐健博士编写了第二册和第三册的写作练习,上海师范大学的蔡龙权教授提供了每课词汇练习中的最后一个练习。上海外国语大学的史志康教授为每个单元提供了名人名言。

本教程的编写从一开始便得到戴炜栋教授(上海外国语大学)、李观仪教授(上海外国语大学)、孙骊教授(复旦大学)、黄源深教授(上海外贸学院)和黄次栋教授(上海师范大学)等多位英语教学界老前辈、资深专家的关心和指导,上海外语教育出版社自始至终对编写工作给予大力支持。在此,我们对他们一并表示衷心的感谢。

何兆熊
2004年5月

编写说明

《综合教程》基础阶段共分四册,本册为其中第二册,供英语专业一年级第二学期使用。

第二册共有16个单元,每个单元由Text I、Text II和相关的练习构成。建议使用本书的教师在—周时间内完成一个单元的教学任务。

本册所有的课文都选自第一手英语资料,除原文偏长删节外,一律保持原文的风貌,尽最大可能为学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及家庭生活、惊险经历、科普知识、社会问题等一系列题材,使学生能够在学习语言的同时,拓展视野,提高人文素养。

与Text I相关的练习包括10个部分:Pre-reading questions, Text comprehension, Structural analysis of the text, Vocabulary exercises, Grammar exercises, Translation exercises, Exercises for integrated skills, Oral activities, Writing practice, 以及 Listening exercises。

Pre-reading questions 与课文的话题有关但不涉及课文的具体内容,起“热身”作用,引导学生进入本单元的主题。除了我们提供的问题外,教师也可以自行增加其他类似的问题。

Text comprehension 设计的问题都与课文直接有关,其中既有对课文字面的、局部意义的理解,又有对课文的整体把握以及对内涵和寓意的理解,从而在帮助学生正确理解方面做到既见树又见林。

Structural analysis of the text 着重课文的总体结构分析,使学生对课文的层次、话题的展开获得比较清晰的认识,从而提高学生在篇章层面理解和把握课文的意识。

Vocabulary exercises 包含多种类型的词汇练习,旨在通过多种练习形式帮助学生把握一些积极词汇的意义,拓展用法,熟练使用。

Grammar exercises 挑选课文中出现的某一突出的语法现象进行操练,还包括针对某一常见语法项目的练习,从而增强学生的语言活用能力。

Translation exercises 为句子层面的汉译英练习,检查学生运用所学词汇和短语进行翻译的能力。

Exercises for integrated skills 分两个部分。一是听写,综合检查学生的听力、理解、语法和拼写能力;二是填空练习,检查学生的英语搭配能力、语法能力以及对语篇的整体理解能力。

Oral activities 是为学生围绕课文内容开展口语活动而设计的练习,教师也可以另行设计,关键是激发学生开口,培养他们用英语表述自己的观点和意见、与他人交流思想、进行辩论的能力。

Writing practice 是有指导的写作练习,着重加强学生段落和短文写作的能力。

Listening exercises 的编写是为了帮助学生提高英语听力。这个练习如何处理,可由教师灵活掌握,但应以适当的方式对学生进行检查。

Text II 是对Text I的主题的扩展和深化,如果处理得好,前后两篇课文可以起到相辅相成的作用。Text II 只配 Questions for discussion 一个练习,所提的问题意在帮助学生拓展思路。

第二册的编写主要由华东师范大学英语系承担,并得到了上海师范大学、上海外国语大学和复旦大学的协助。具体分工如下:张春柏负责编写组织、协调和统稿定稿工作;王世静负责

Text comprehension 和 Structural analysis of the text; 孙闵欣负责 Words and expressions, Vocabulary exercises I - IV, Grammar exercises V; Translation exercises 和 Exercises for integrated skills; 张锴负责 Listening exercises; 李秉怡负责 Pre-reading questions 和 Notes; 蔡龙权(上海师范大学)负责 Vocabulary exercises V; 赵美娟(上海外国语大学)负责 Grammar exercises I - IV; 徐健(复旦大学)负责 Writing practice; 史志康(上海外国语大学)提供 Memorable quotes。在本书的写作过程中,本教程的总主编提供了全面及时的指导。

本教程配有《教师用书》,里面有学生用书的编写者们为各自负责的练习编写的参考答案。此外,我们还为每个单元的 Text I 设计了 Text explanations,包括 Analysis 和 Language work。前者由王世静负责,后者由孙闵欣负责。《教师用书》的统稿定稿工作由张春柏负责。

由于时间仓促,加上水平有限,本册教材可能还存在一些问题。我们真诚地希望专家和广大教师不吝指教。

编者
2004年2月

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UNIT 1

An Integrated English Course (2)

TEXT I

My Father's Shadow

TEXT EXPLANATIONS

Paragraph

ANALYSIS

1

As an introduction, the first paragraph supplies the basic information for the whole story. The following questions could be asked:

1) How did the author feel about her trip to Hawaii?


She felt pretty uncertain and worried about what would happen, so she had more anxiety than joy.

2) How would you describe the relationship between the author and her father?

It seems that between the author and her father there was a gap which was caused by the father's "particular demands" and the author's "bullheadedness", which was widened by her marriage with a *haole*, a non-Chinese, against his will.

The last sentence is a clear indication that the following paragraphs will be an account of some particular events about their breach.

LANGUAGE WORK


1. apprehension  anxiety about the future, expectation of something unpleasant

We waited for their decision with a great deal of *apprehension*.

apprehensive

adj.

I must admit that before my baby was born I was *apprehensive* about motherhood.

2. stern  serious, strict, severe

• The college principal was a *stern* old Scotsman called Mr. Fraser.

sternly *adv.*

When she did not answer he said *sternly* and coldly, "Do you understand me?"

3. typical  having the distinctive qualities of a particular type of person or thing

McGarron looked like a *typical* American car salesman.

typically *adv.*

Everyone admired his *typically* Greek fearlessness when dealing with any official.

Paragraphs

ANALYSIS

2-4

The three paragraphs elaborate on how their problems arose from their different personal preferences and how these differences have developed into a kind of "cold war" (silence). It is a flashback into the author's early years.

The second paragraph lists a number of her father's unreasonable demands in her childhood and adolescent time. The third paragraph is about her option of college and marriage against her father's will. The fourth paragraph describes the result of their clashes — they are both psychologically and physically set apart.

The following questions could be asked:

1) Would you please find out what particular demands the father put on the author?

Refer to Paragraph 2. The father expects the author to follow her mother's model in all respects — not only in behavior, but also in the choice of companions, education, career and even marriage.


2) What was the father's attitude towards the author's marriage? And what was the reason?

Her father obviously disapproved of her marriage, because he hoped that she would marry a man in his ethnic group on the islands so that she would settle down there.

3) How did the father express his disapproval?

The father expressed his disapproval in silence; never to visit his daughter and never speak to her over the phone.

LANGUAGE WORK

4. hold up  to show as an example









Mary was always *holding up* her children as paragons of good behavior.

His son was *held up* as a model of hard work.

5. feminine  typical of a woman, especially in a way that is graceful or attractive

Nowadays many women rejected the old *feminine* roles of wife and mother.

"How did you know I was lying?" "Call it *feminine* intuition."

6. mingle  to mix so as to form an individual whole, while keeping separate qualities
As I spoke his expression was one of amazement *mingled* with fury.
She *mingles* tradition and originality in her design.
7. follow in someone's footsteps  to follow an example set by someone in the past
Charles's children will *follow in his footsteps* and go to the same school.
8. enroll  to make officially a member of a group, school or course
She decided to *enroll* in the history course at the local evening school.
He *enrolled* in a business school.
9. marry into (a family or a social class)  to become a member of a certain family or social class by marriage
The only reason Camilla has so much money is that she *married into* the aristocracy.
10. announce  to tell the public about a decision that has been made
The princess *announced* her engagement to that businessman.
The princess *announced* that she was going to marry that businessman.
announcement *n.*
Two days after Hirohito's death, the *announcement* was made that the Duke would represent the royal family at his funeral.
11. subsequent  following or happening after
In *subsequent* lessons the teacher made clear what she had said at the beginning.
subsequently *adv.*
They started their research using a method which was *subsequently* proved to be unsatisfactory.
12. disapproval  (often used with *of*) having or expressing an unfavorable opinion
My father could easily have opposed our marriage or at least expressed his *disapproval*.
Football managers voiced their *disapproval* of people who sell tickets unofficially.
disapprove *v.*
I am sorry I must *disapprove* your action.
The workers strongly *disapprove* of the firm's new methods on the assembly line.
13. estrangement  causing (esp. people in a family) to become unfriendly towards each other
His *estrangement* from his brothers and sisters made his parents quite worried.
estrangle *v.*
Steve became increasingly *estranged* from his wife and children.
His behavior *estranged* him from his friends.

Paragraphs

ANALYSIS

5-6

In Paragraph 5 the author recalls her childhood when she enjoyed her father's profound love. This recall is important, because it not only shows the father is capable of parental love, but also suggests the author's yearning to turn the clock back and be her father's little daughter again.


Paragraph 6 returns to the present moment when, after long years of estrangement, the author cannot but wonder whether her father will extend his love for his “little daughter” to his crossbred grandson.

The following question could be asked:

Is the author prepared for the worst?


Refer to Paragraph 6. She is thinking of the possibility that her father might not accept her baby.

LANGUAGE WORK

14. flood  to arrive (at) in large numbers

Requests for information *flooded* in after the advertisement.

Tourists *flooded* into the city.

15. breach  an opening or hole made in a wall; a break in friendly relations

The incident caused an irreparable *breach* between the two countries.

Paragraphs

ANALYSIS

7-9

These paragraphs are the author's observations about the initial reaction of her parents in their reunion. While her mother shows instant and unconditional acceptance of their grandson, her father's attitude remains unclear. The author's uncertainty is thus pushed to the climax, which is indicated by the question at the end of Paragraph 8.

The following question could be asked:


What is the father's initial reaction to the arrival of the author's family? Try to pick out some phrases that indicate his reaction.

Refer to Paragraph 8. Phrases and words such as “passive, greeted ... politely, peered cautiously, stepped back in alarm” all show that the father was uncertain as much as his daughter. That is why the author finds it hard to read his expression.

LANGUAGE WORK

16. shriek  to scream

The class was beginning to get out of control, and the teacher had to *shriek* at them to be quiet.

17. tuck  to put in a secure place

Tuck that money into the top of your sock for safekeeping.

The post office is *tucked* behind the grocery store.

Paragraphs ANALYSIS**10-11**

The father's affection for his grandson is vividly described in this part. The readers can hear the sweet laughter of the baby, and see the motions of his limbs and the tenderness in the old man's face when he plays with his grandson.

... usually woke for a bottle. (Paragraph 10) ☞ Here "a bottle" refers to a bottle of milk. This is a metonymy, a figure of speech which consists of the substitution of the name possessing a particular feature for that of the thing meant. The following is another example of metonymy:

The pen (i. e. the power of words or language) is mightier than the sword (physical violence).

LANGUAGE WORK

18. tiptoe ☞ to walk on tiptoe to avoid making any noise
They *tiptoed* from room to room, afraid to speak above a whisper.
19. wail ☞ (often derog.) to cry out with a long sound (as if) in grief or pain
Stop weeping and *wailing* and do something about it!
20. gleefully ☞ in such a way as showing great joy and satisfaction
The children are playing *gleefully* in the garden.
gleeful a.
He takes *gleeful* pleasure in watching politicians make fools of themselves.
21. tickle ☞ to touch lightly with the fingers in order to make someone laugh
Most people hate having their feet *tickled*.
tickle n.
I've got a slight *tickle* in my throat and it's making me cough.

Paragraphs ANALYSIS**12-13**

In Paragraph 12 the author comes to be aware of her father's real state of mind: "... wanted to mend the breach as much as I had". Therefore in Paragraph 13 readers can naturally expect the tension to melt slowly during the rest of the author's stay.

The following question could be asked:

What does the author mean when she says "... my father no longer defined our family by a uniform set of features"?

She intends to tell the readers the changes in her father. Her father's acceptance of his cross-bred grandchild is a sign of his eventual acceptance of ethnic differences. Here the author seems to suggest that the biological relations between the grandfather and the grandson have prevailed.