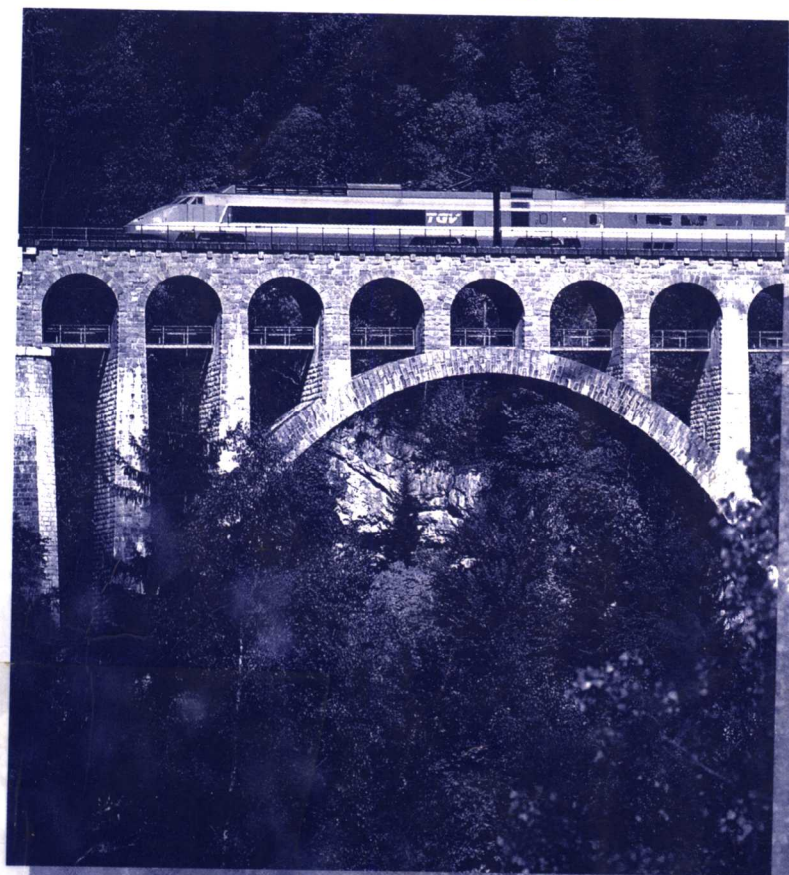




普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

Integrated Course 4
Teacher's Book



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版
New

大学 英语

综合教程

教师用书

4

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主编 吴晓真 季佩英 姚燕瑾



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顾问 董亚芬 杨惠中 杨治中

总主编 李荫华

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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~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(通用本)(1—6册)

(每册由8个单元组成)

阅读教程(高级本)(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》第四册的教师用书,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、姚燕瑾担任主编,李荫华和王德明主审。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,王德明和李荫华审订。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

2002年3月

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Unit 1



Fighting with the Forces of Nature

I. Suggested Teaching Plan

(5 periods)

Objectives

Students will be able to:

1. grasp the main idea and structure of the text;
2. do a comparison and contrast between Napoleon's invasion of Russia and Hitler's invasion of the Soviet Union;

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 (structure, Parts I and IV)	While-reading (Parts II and III)	While-reading	Post-reading Check on Ss' home reading (Text B)	Theme-Related Language Learning Tasks

Pre-reading tasks

1. T asks Ss the following questions on the recording: (5 minutes)
 - Where and when did the storm occur? (Lake Superior, November 1975)
 - Why did the crew fear the worst would happen to them? (They all knew the dangers of November storms.)
2. Discussion: Man or nature, which is more powerful? (20 minutes)
 - 1) Ss are divided into two groups. One group lists instances where man conquers nature; the other group comes up with cases where the forces of nature are too powerful to be resisted.
 - 2) Several Ss from both groups report their respective lists to class.
 - 3) T solicits opinions from other Ss: man or nature, which do you think is more powerful?
3. T may move on to Text A by saying: Man changes nature in order to live. However, man must also be careful not to disregard the laws of nature. When Napoleon and Hitler finally realized their arrogance, it was already too late. (2 minutes)

While-reading tasks

1. T draws Ss' attention to the subtitles in the text, then leads them through Text Organization Exercise 1. In this way Ss will have a better understanding of the text structure. (5 minutes)
2. T explains the language points in Parts I and IV, and has Ss practice them. (see **Language Study**) (15 minutes)

3. Ss sum up the main ideas of Parts I and IV respectively. (4 minutes)
4. T explains the language points in Parts II – III, and has Ss practice them. (see **Language Study**) (50 minutes)
5. Ss form groups to analyze the similarities and differences between the two invasions. T may suggest that they make a comparison and contrast analysis in the form of a table. When they finish, some Ss groups report to class. (see **Text Analysis**) (35 minutes)
6. Ss sum up the main ideas of Part II and Part III. (4 minutes)

Post-reading tasks

1. T guides Ss through some after-text exercises. (35 minutes)
2. T checks on Ss' home reading (Text B). (3 minutes)
3. Ss do Part IV: Theme-Related Language Learning Tasks. (1 period)
4. T asks Ss to prepare for the next unit: (2 minutes)
 - 1) do the pre-reading task;
 - 2) preview Text A.

II. Text Analysis

A Comparison-and-Contrast Analysis of the Two Invasions:

invading country	France	Germany
country invaded	Russia	Soviet Union
starter of war	Napoleon	Hitler
starting time of invasion	Spring, 1812	6 / 22 / 1941
strength of invading force	600,000	the largest land campaign in history
prediction	quick victory, conquest of Russia in 5 weeks	Blitzkrieg ("lightning war"), lasting no longer than 3 months

initial resistance strategy	refusing to stand and fight; retreating eastwards, burning crops and homes	"scorch the earth", fierce fight to defend major cities
capture of the Russian capital	yes	no
major battles	Smolensk, Borodino, the Berezina River	Leningrad, Stalingrad
truce offer	by Napoleon, rejected by the Czar	no
biggest enemy for the invading force	snow, freezing temperature	heavy rain, "General Mud", snow, freezing temperature
turning point	October 1812, when Napoleon ordered a retreat	1943, when the Soviet troops pushed the German forces back
fate of the invading force	only 100, 000 survived	heavy losses
war-starter's fate	Napoleon abdicated and went into exile, his empire at an end	Hitler committed suicide, his empire collapsing

III. Cultural Notes

1. Background Information

Throughout the history of mankind, there have been many conquerors. Chengis Khan spent his entire life conquering neighboring peoples and expanding the Mongolian Empire. Many Roman Emperors did the same for the Roman empire — so much so that at one time they ruled modern-day Great Britain.

Both the Mongolian and Roman Empires had their rise and fall in the distant past. Yet if we want to examine conquerors, there is no need to go back that far.

In 1812, Napoleon Bonaparte invaded Russia in a war of conquest. More than a century later, Adolf Hitler launched a massive military campaign against the Soviet Union.

- 2. Napoleon Bonaparte (1769–1821):** emperor of the French, who consolidated and institutionalized many reforms of the French Revolution. One of the greatest military commanders of all time,

he conquered the larger part of Europe.

During 1802–1815 Napoleon tried to gain control of the whole of Europe. He had great success against all his enemies except Britain, whose navy under Nelson defeated the French navy at the Battle of Trafalgar in 1805, and whose army fought the Peninsular War against him from 1808 to 1814, making him weaker in his other campaigns. In 1812 Napoleon lost half a million men when he invaded Russia in winter, and in 1814 the British, Russians, Prussians and Austrians entered Paris. They sent Napoleon to rule the island of Elba in the Mediterranean, but he collected an army around him and returned to Paris. He was soon defeated again, at *the Battle of Waterloo* in 1815, and was sent to the island of St Helena in the south Atlantic, where he died in 1821.

3. **the Battle of Waterloo:** final and decisive action of the Napoleonic Wars, that effectively ended French domination of the European continent and brought about drastic changes in the political boundaries and the power balance of Europe. Fought on June 18, 1815, near Waterloo, in what is now Belgium, the battle ranks as a great turning point in modern history.
4. **Adolf Hitler (1889–1945):** German political and military leader and one of the 20th century's most powerful dictators. Hitler converted Germany into a fully militarized society and launched World War II in 1939. He made anti-Semitism a keystone of his propaganda and policies and built the Nazi Party into a mass movement. He hoped to conquer the entire world, and for a time dominated most of Europe and much of North Africa. He instituted sterilization and euthanasia measures to enforce his idea of racial purity among the German people and slaughtered millions of Jews, Sinti and Roma (Gypsies), Slavic peoples, and many others, all of whom he considered inferior.
5. **Joseph Stalin (1879–1953):** general secretary of the Communist Party of the Union of Soviet Socialist Republics (USSR) (1922 – 1953) and chairman of the Council of Ministers of the USSR (1941–1953). Under his leadership the USSR was built into a modern economic and military power that repelled Hitler's armies in World War II and rivaled the United States during the Cold War period.
6. **Siege of Leningrad:** also known as the 900-Day Siege, blockade by German forces of the USSR's second largest city during World War II, from September 1941 to January 1944. Following the onset of Operation Barbarossa — the Nazi plan for conquest of the USSR — the German Army Group North made rapid progress through the Baltic republics toward its principal target, the city of Leningrad (now Saint Petersburg). By September 4 Leningrad was surrounded by German troops to the south, while Germany's Finnish allies took up positions to the north of the city. Leningrad's only remaining link with the Soviet interior was across Lake Ladoga. The total destruction of Leningrad was one of Adolf Hitler's major objectives in his Russian campaign and had been specifically mentioned in the Barbarossa directive of December 18, 1940. The Nazi leader had described the city as a center of Jewish-Bolshevik intelligentsia. There was to be no place for Leningrad in the Nazi "New Order."

The German strategy was to lay siege to the city and cut all water and power supplies while subjecting the population to merciless air attacks and artillery bombardment. The population of about 3 million was callously left either to starve or freeze to death. By late 1941 the daily bread ration had been cut to 110g (4oz) per person. To make matters worse, that winter was extremely harsh. Nevertheless, the population showed astonishing courage and fortitude in the face of such adversity. During the winter a road link, popularly known as the "Road of Life," was established across frozen Lake Ladoga, enabling supplies to be brought in and providing an escape route for more than 500,000 people. The siege was finally lifted by advancing Soviet armies in January 1944, by which time some 1.25 million citizens had perished as a result of the blockade. In 1945 the Presidium of the Supreme Soviet awarded Leningrad the Order of Lenin for its outstanding resistance to the German invaders.

7. **Stalingrad:** During World War II, Stalingrad, a strategically located industrial center, was a vital German objective. A large German force mounted an assault on the city on August 20, 1942, after a period of heavy air raids. A successful Soviet counteroffensive began on November 19, and on February 2, 1943, the Sixth German Army surrendered, thus ending the German advance into the USSR. German casualties alone totaled more than 300,000, and the Soviet city was almost completely destroyed. Reconstruction began immediately after the war. The city was renamed Volgograd in 1961. Population (1999 estimate) 995,800.

The five-month battle of Stalingrad, one of the most important battles in history, was a turning point in World War II. The German defeat ended Hitler's advance into the Soviet Union. After this victory, the Russian army advanced across eastern Europe. Berlin fell on May 2, 1945; five days later, Germany surrendered.

8. **World War II:** a war (1939–1945) whose European operations took place between the Axis powers (Germany, Italy and Japan) and the Allies (Britain, France, and later the USSR and the USA). China and many other countries were also involved in the war, fighting against the aggression of Japan in Asia.

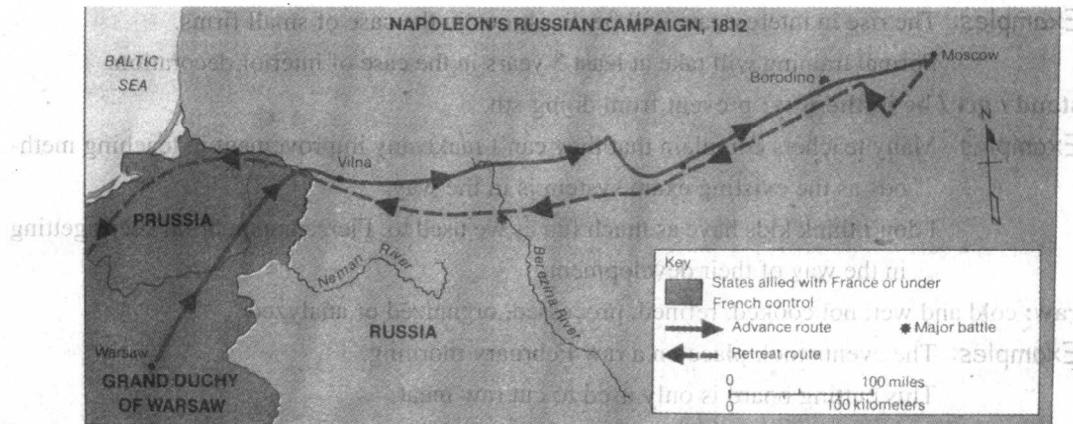
The war in Europe started when Germany, under Adolf Hitler and the Nazis, invaded and took control of some European countries and the Allies wanted to prevent German power growing in this way. Britain declared war on Germany in September 1939 when German troops entered Poland, and soon afterwards Winston Churchill, who in Britain is closely associated with the Allies' victory in the war, became the British prime minister.

In 1940 German air force attacked Britain repeatedly but was not successful, mainly because of the British victory in the Battle of Britain. In 1941 Germany invaded Russia and Japan attacked Pearl Harbor, an action which brought the US into the war. In 1942 Japan expanded its control over Asia but was later checked by Allied forces in the Pacific. In the same year, at the Battle of El Alamein, Allied forces began to defeat Germany and Italy in northern Africa. In 1943 the Allies landed in Italy and Russian forces began to advance on Germany from the east. In June

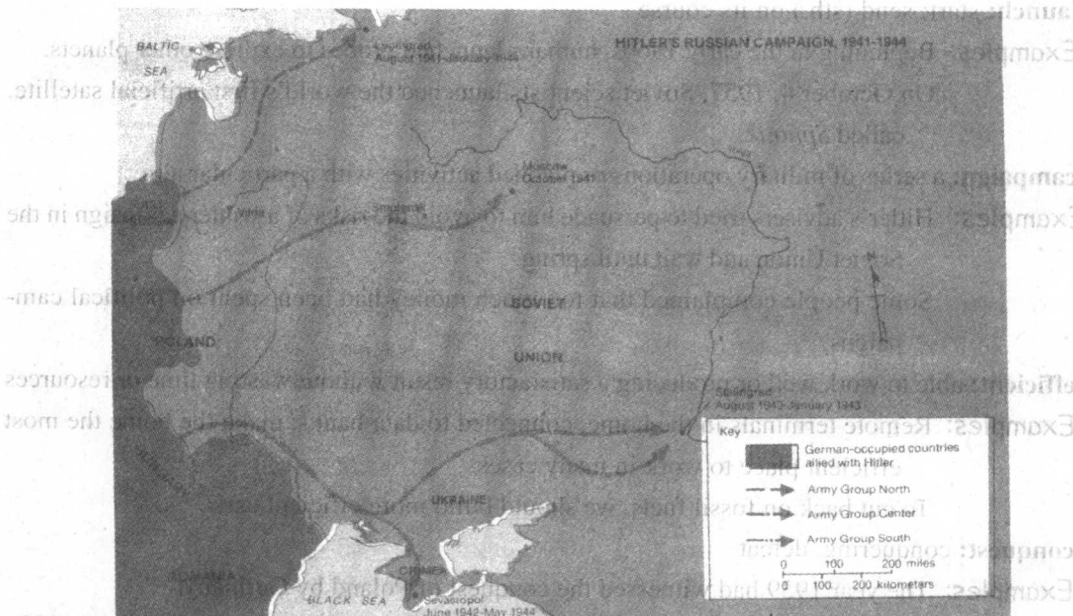
1944 the Allies invaded northern Europe with the Normandy landings and began to defeat Germany in Europe. The war ended in May 1945 when the Allies took control of Germany. Hitler killed himself, and Japan was defeated a few months later. Germany and Japan surrendered separately in 1945.

Maps

1. Napoleon's Russian Campaign, 1812



2. Hitler's Russian Campaign, 1941-1944



IV. Language Study

1. **in the case of:** as far as ... is concerned

Examples: The rise in interest rate will be disastrous in the case of small firms.

Formal training will take at least 3 years in the case of interior decoration.

2. **stand / get / be in the way:** prevent from doing sth.

Examples: Many teachers complain that they can't make any improvement in teaching methods as the existing exam system is in the way.

I don't think kids have as much fun as we used to. Fierce competition keeps getting in the way of their development.

3. **raw:** cold and wet; not cooked, refined, processed, organized or analyzed

Examples: The events took place on a raw February morning.

This cutting board is only used to cut raw meat.

Industrial plants processed the raw material into finished products for export and for domestic consumption.

4. **launch:** start; send (sth.) on its course

Examples: Beginning in the early 1960s, humans launched probes to explore other planets.

On October 4, 1957, Soviet scientists launched the world's first artificial satellite, called *Sputnik*.

5. **campaign:** a series of military operations or planned activities with a particular aim

Examples: Hitler's advisers tried to persuade him to avoid the risks of a winter campaign in the Soviet Union and wait until spring.

Some people complained that too much money had been spent on political campaigns.

6. **efficient:** able to work well or producing a satisfactory result without wasting time or resources

Examples: Remote terminals in the home, connected to data banks, make the home the most efficient place to work in many cases.

To cut back on fossil fuels, we should build more efficient cars.

7. **conquest:** conquering, defeat

Examples: The year 1939 had witnessed the conquest of Poland by Germany.

Hitler badly miscalculated when he assumed the conquest of the USSR would be

simple.

8. **decisive:** producing a definite result or conclusion; having or showing the ability to decide quickly

Examples: Most of the decisive land campaigns of World War I occurred on the continent of Europe.

Lincoln took decisive measures to end slavery.

The adoption of the euro is widely viewed as a decisive step toward a single European government.

9. **retreat:** move back or withdraw when faced with danger or difficulty

Examples: After a fierce battle, the troops retreated southward.

We adopted the following strategies: When the enemy advances, we retreat; when they retreat, we pursue.

10. **be / get bogged down:** be unable to make progress

Examples: Most of the tanks were bogged down because of mechanical defects and inexperienced crews.

The local government got bogged down in problems of how to handle the emission of hazardous chemicals by industrial facilities.

11. **engage:** begin fighting with sb.; (cause to) take part in or do; occupy or attract sb.'s interest, etc.

Examples: The commander ordered the soldiers to engage the enemy immediately.

I have no time to engage in gossip.

We failed to engage any active support for our project.

engage (sb.) in sth. : (cause to) take part in sth.

Examples: They are currently engaged in lengthy trade negotiations.

The teacher tried to engage the shy boy in conversation.

12. **be faced with:** have to deal with

Examples: The librarians were faced with the huge task of listing all the books.

I am faced with the awful job of breaking the news to the boy's family.

13. **crucial:** very important (followed by *to*)

Examples: Amazingly, our soccer team won the victory in the crucial final game.

Improved consumer confidence is crucial to economic recovery.

14. **take a gamble:** take a risk

Examples: The company took a gamble by cutting the price of their products, and it paid off.

I think she's taking a gamble investing all her money in stocks.

15. **press on / ahead:** continue doing sth. in a determined way (used in the pattern: *press on / ahead*)