



教育部师范教育司组织编写  
中学教师进修高等师范本科(专科起点)教材

专升本

● 总主审 秦秀白

# 综合英语教程

## *General English*

### 教师参考书 2

#### Teacher's Book

张维友 主编



高等教育出版社

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张维友 主 编

舒白梅 张应林

陈佑林 张维友

编



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## 前 言

《综合英语教程教师参考书》是教育部师范教育司组织编写的“中学教师进修高等师范本科(专科起点)”规划教材的重要组成部分。因为《综合英语教程》是一套全新的教材,其编写思想、教学理念、材料选择、安排布局、练习设计等都有其独特之处,没有必要的介绍和指导,使用者恐怕难以把握其特色。编写这套教师参考书的目的是为满足这一需要,帮助教师严谨地组织课堂教学,指导学生高效率地开展自学。本书的出版旨在帮助广大师生进一步了解教材的编写宗旨,掌握先进的教学方法,注意教材的重点、难点,教好学好教材所传授的技能技巧和语言知识,充分发挥教材的潜能。为了使用方便,本书根据教材的先后顺序编排,主要设下述几大部分:

1. Background to Text 1
2. Detailed study of the text
3. Answers for Text 1
4. Detailed notes to Text 2
5. Answers for Text 2
6. Answers for Further Development

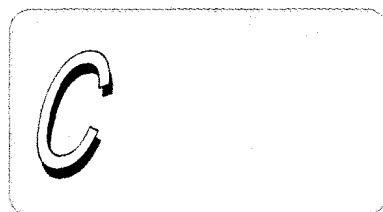
“Background to Text 1”提供与课文1相关的信息及课文的主题思想大意,供教师在教学导入时使用。“Detailed study of the text”对课文1中出现的生词、短语进行注释,特别是对其中的难点加以解释,并穿插对语篇的赏析,以方便教师对课文的讲解,帮助学生理解课文。“Answers for Text 1”包括“Skills Development”,“Language Development”和“Text Awareness”。“Skills Development”设“Pre-reading”“Reading”和“Post-reading”活动。本书不仅对每个活动练习给出了参考答案,而且对其中一些活动提供了教学方法指导,如活动设计的指导思想、解题步骤及要求达到的结果等。“Language Development”主要提供练习答案。“Detailed notes to Text 2”介绍附加课文2的相关知识,解释词语。Answers for Text 2提供课文2的必要答案。“Further Development”是对本单元学习知识点的延伸和扩充,主要是对语言知识的系统复习和教师职业技能训练(限于1、2册)。

《综合英语教程教师参考书》共4册,与教材配套。整套书由张维友教授主编。各册分工如下:第一册由张维友教授主笔,第二册由舒白梅教授主笔,第三册由张应林教授主笔,第四册由陈佑林教授主笔。全套书由秦秀白教授审订。高等教育出版社为本书的出版付出了辛勤的劳动,在此一并表示真挚的谢意。

由于时间紧迫,加之编者水平有限,疏漏之处在所难免,请各位同仁、读者批评指正。

编 者

2002年10月30日



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# UNIT

## 1

# Communicative Language Teaching

## ***1. Background to Text 1***

The ultimate aim of all English teaching is for students to “know English”, or at least know enough English for whatever purpose they have in learning the language. In this text we shall consider what “knowing English” entails — in other words, what are the aspects of the language that need to be learnt?

This question appears to be fairly straightforward. Clearly, students need to develop skills, eg. speaking, listening, reading and writing; how much attention is paid to each skill will depend on the students’ needs and interests.

Within the productive skills (speaking and writing), we can say that students need to learn words and phrases to express meanings in English; they also need to be able to produce basic structures correctly; in speaking, this will involve learning the sound system, stress, and intonation patterns; in writing, it will involve learning features of the writing system, such as spelling and punctuation. Since we do not speak or write in isolated sentences, they will also need to learn ways of joining sentences together in connected speech or writing.

Within the receptive skills (listening and reading), we can say that students need to understand words and structures in their spoken and written forms, and also understand the connecting devices that link them together.

A student who has learnt all these things, then, would be able to understand connected speech and writing and produce correct sentences in English. But this does not quite amount to “knowing English”; for language is not merely an abstract system which is used for making correct sentences, it is a way of communicating with other people. “Knowing English”, therefore, must mean knowing how to communicate in English. This involves not only producing language correctly, but using language for particular purposes; for example, being able to give advice in English, to make predictions, and to

describe people. We call these the functions (or “communicative functions”) of language. Here are some examples of common English structures and the functions they express:

### **Structures**

*There's a hotel in the town center.*

*I'm going to study engineering.*

*I wish I'd left earlier.*

The population *is likely to* increase.

You *can* go home now.

### **Functions**

Describing

Expressing intention

Expressing regret

Making a prediction

Giving permission

(Note that a communicative function can be expressed by a range of different structures, eg. intention can be expressed by “I’m going to”, “I’m planning to”, “I intend to”, etc.)

If learners are able not only to produce and understand structures like those in the examples, but also to use them to express the communicative functions they need, that is, to do things by means of language, we say that they have “communicative competence” in the language.

How does this affect language learning and teaching? Obviously, students do not need to “learn” functions, since they are universal to all languages; but they do need to learn how to express these functions in English. Recognizing the importance of functions will give the lesson a different emphasis, and students will be more aware of why they are practicing particular structures. For example, in a class where the teacher is aware of functions as well as structures, students will not learn “there is / are” for its own sake or because it is a “useful structure”. Rather, they will learn how to describe places and in doing so will practice “there is / are”, as well as other necessary structures (eg. place prepositions). Rather than doing a series of exercises which practice “be going to” for no obvious reason, students will practise using this structure for a recognizable communicative purpose: for example, to talk about their own intentions and plans.

**communicative language teaching:** (also communicative approach), an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.

The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aural-oral approach. Teaching materials used with a communicative approach often

1) teach the language needed to express and understand different kinds of functions, such



as requesting, describing, expressing likes and dislikes, etc.;

- 2) are based on a notional syllabus or some other communicatively organized syllabus;
- 3) emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, eg. to solve puzzles, to get information, etc; using language for social interaction with other people.

**communicative competence:** the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom.

Communicative competence includes:

- 1) knowledge of the grammar and vocabulary of the language (linguistic competence);
- 2) knowledge of the rules of speaking, eg. knowing how to begin and end conversations, knowing what topics may be talked about in different types of speech events, knowing which addressee forms should be used with different persons one speaks to and in different situations;
- 3) knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks, and invitations;
- 4) knowing how to use language appropriately.

For example when someone wishes to communicate with others, he / she must recognize the social setting, his / her relationship to the other person(s), and the types of language that can be used for a particular occasion. They must also be able to interpret written or spoken sentences within the total context in which they are used.

For example, the English statement "It's rather cold in here" could be a request, particularly to someone in a lower role relationship, to close a window or door or to turn on the heating.

## ***2. Detailed study of the text***

### **1. Intuitive knowledge of these, and of a multitude of other linguistic facts ... (L.14)**

- 1) **intuitive *adj*:** of or coming from intuition, without conscious or rational thought or analysis, eg.
  - a. *I got a strong intuitive feeling that he was trying to deceive me.*
  - b. *He never lost his intuitive understanding of nature.*

c. *He must have known in his intuitive way that we were there.*

2) **a multitude of:** a large number of, eg.

a. *It didn't work out quite like I intended it to, for a multitude of reasons.*

b. *The job requires a multitude of people with special knowledge.*

**2. The structural view of language has not been in any way superseded by the functional view. (L.18)**

**supersede v. :** (formal) replace; set aside in favour of another, eg.

a. *Steam locomotives were superseded by diesel.*

b. *New ways of thinking supersede older ones.*

**3. ... a teacher addressed it to a pupil ... (L. 29)**

**address v. :** ask one something or make comments to him / her, eg.

*Rebecca addressed some general remarks to the gathering.*

**4. Just as a single linguistic form can express a number of functions, so also can a single communicative function be expressed by a number of linguistic forms. (L. 35)**

**just as ... so ...:** used to indicate that two events or situations are alike in some way, eg.

*Just as one gesture can have many different meanings, so can many different gestures have the same meaning.*

**5. This leaves three possible explanations for his failure ... (L. 57)**

We can find / give three possible reasons for this failure ...

**6. This explanation is unlikely to be valid in this case, but would of course be a strong candidate if the hearer were a foreign learner. (L. 61)**

This explanation might not be accepted in this case; however, it would certainly be a great possibility if the hearer is a foreign learner.

**7. These possible explanations highlight three corresponding aspects ... (L. 76)**

**highlight v. :** emphasize something by drawing special attention to it and explain its importance in detail, eg.

a. *The survey highlighted the needs of working women.*

b. *This problem was highlighted in her book.*

**8. An important implication of the third aspect is that the foreign language learner needs more than a "fixed repertoire" of linguistic forms corresponding to communicative functions. (L. 84)**

**1) implication n. :** something that is suggested or implied by a particular situation, event, or statement, eg.

- a. *What are the political implications of his statement?*
- b. *These principles have a number of implications for the future ordering of society.*

2) **“fixed repertoire” of linguistic forms:** an inflexible range of language forms

3) **repertoire *n.*** : the total number of things that someone or something is capable of doing, eg.

*This computer is capable of only a limited repertoire of activities.*

9. ... it could equally well be argued that the speaker had failed to verbalize his message adequately. (L. 93)

We would also argue that the speaker had not been able to use words to express his ideas clearly.

**verbalize *v.*** : use words to express one's ideas, feelings, etc. eg.

- a. *She was too excited to verbalize her emotions.*
- b. *Children of his age don't usually verbalize at this stage.*

10. ... in order to select language that will be interpreted in accordance with our intended meaning. (L. 99)

... in order to select language that will be understood according to the meaning we want to express.

**in accordance with:** according to, eg.

*Education is carried out in accordance with the principle of the school.*

11. ... she takes account of the knowledge shared between herself and the others ... (L. 106)

**take account of / take ... into account:** take something into consideration; include something in one's consideration of a matter, eg.

*We must take account of the costs in doing so.*

12. ... by being exposed to situations ... (L. 121)

... by being given experience of situations ...

**be exposed to:** be laid open to the action or influence of, eg.

- a. *We were exposed to the latest theories on language development.*
- b. *The family were all exposed to grief when their mother died.*

13. ... this may often entail sacrificing grammatical accuracy in favor of immediate communicative effectiveness. (L.123)

... this may mean giving up grammatical correctness in order to achieve effective communication.

**entail v.** : involve; mean, eg.

- a. *Balancing the budget would entail public spending cuts.*
- b. *The move entailed radical changes in life-style.*

**14. In the same way as for communication, ... (L. 126)**

The same is true of communication.

**in the same way:** showing that the same or similar conditions apply to the situation being talked about or just described.

**15. ... making assumptions about ... (L. 135)**

**assumption:** something that is taken as a fact or as true without proof, eg.

- a. *His suggestions are based on an assumption that the prison system is out of date and worthless.*
- b. *His arguments are full of false assumptions and errors of facts.*

**16. ... to cause offence (L. 147)**

- 1) **cause offence / give offence:** upset or embarrass someone, for example, by being rude or tactless, eg.

*The problem is how to get rid of her without causing offence.*

- 2) **take offence at:** feel upset about, often used to show disapproval, eg.

*She's always quick to take offence.*

**17. To a large extent, it is a question of a speaker conforming to linguistic (or rather, sociolinguistic) conventions in order to be unobtrusive. (L. 148)**

We can probably say that the speaker needs to follow the rules of language use in order not to be noticed by others as using inappropriate language.

- 1) **to a large / great extent:** the width or limits of application, scope, eg.

*These policies are to a large extent responsible for the region's economic decline.*

- 2) **conform to / with:** behave, think, or dress in a way that is decided by the ideal or fashion rather than by one's own choice, eg.

*She is a woman who conforms to the current idea.*

- 3) **unobtrusive adj.:** not attracting attention and therefore not likely to be noticed

**18. He may choose socially appropriate speech in so far as his repertoire permits, ... (L. 149)**

**in so far as:** to the extent that, used to introduce a clause in which one mentions something that is relevant to what he / she has just said or what he / she is about to say, for example, something that gives its extent or gives a reason for it, eg.

- a. *I think it is better that we trust each other in so far as we can while our business association lasts.*

- b. *She had felt complete sympathy with the movement in so far as she perceived it.*
- c. *That is to be feared in so far as it threatens to dissipate man's energies.*

**19. ... if he is unable to adapt his speech to the increasing familiarity and informality of a friendship. (L. 159)**

... if he is unable to make his speech suitable for the situation when he is getting more and more familiar and informal with the other person.

**20. Similar considerations apply to other language forms that communicate interpersonal attitudes. (L. 172)**

You have to think about the same thing when you are using other language forms which reveal your opinion about others.

**apply to:** have an effect on or concern a person, group, or situation, eg.

- a. *The questions on this part of the form only apply to married men.*
- b. *The leaflet explains how the system will apply to you.*

**21. Such errors as this are potentially more serious than any other, not least because few native hearers realize that ... (L. 181)**

**not least:** especially; in particular, eg.

*The sales of the computer are going down for a variety of reasons, not least because people have begun to find that it is too expensive.*

**22. ... to the point where he can use it ... (L. 191 )**

... so as to be almost ...

**to the point of:** to a degree that can be described as ..., eg.

- a. *Her manner of speaking is direct to the point of rudeness.*
- b. *Claudia is sensitive to the point of self-consciousness.*
- c. *He was puzzled to the point of embarrassment.*
- d. *She hated him to the point of frenzy.*

### ***3. Answers for Text 1***

#### **Skills Development**

##### **Pre-reading**

1. eg. Shut the door.

Would you please close the door?

Why don't you close the door?

Would you mind closing the door?

Excuse me, could I trouble you to close the door?

You've left the door open!

It's cold in here.

etc.

2. a. It could be a question to someone; the speaker may want to know why...  
 b. It could be an indirect request to someone to close the door.  
 c. It could be an indirect reproach to someone who left the door open.  
 d. It could be a command, or a plea, a suggestion, or a complaint, etc.
3. List 1 is a list about language forms.

List 2 is about language functions.

They show the fact that a single linguistic form can express a number of functions while a single communicative function can be expressed by a number of linguistic forms. While the sentence's structure is stable and straightforward, its communicative function varies and depends on specific situational and social factors.

## Reading

2. 1) The structural view of language is a view of language which concentrates on the grammatical system, describing ways in which linguistic items can be combined. The functional view holds that the structural view of language is not sufficient on its own account for how language is used as a means of communication.  
 2) Depends on students' understanding of the previous tasks.  
 3) The communicative function of language is variable and depends on specific situations and social factors.  
 4) Correct understanding and successful communication depend strongly on shared situational knowledge. The relationship between forms and functions is variable and cannot be definitely predicted outside specific situations. In other words, the context of social relationships determines whether a certain linguistic form is appropriate or not. The use of certain linguistic forms depends strongly on shared situational knowledge for their correct interpretation, and could easily be misunderstood.  
 5) Diagram on the left: communicative function  
 Diagram on the right: grammatical structure
3. 1) Explanation for the failure to understand the teacher:

- The child did not know the structure of the three sentences, ie. it is beyond his linguistic competence.
  - He may not know that interrogative structures could be used for expressing commands, ie. it is beyond his communicative competence.
  - He may not have the necessary non-linguistic knowledge for understanding the teacher's communicative intention, ie. he needs situations and social knowledge.
- 2) Skills required to understand:
- the ability to understand linguistic structures and vocabulary
  - knowledge of the potential communicative functions of linguistic forms
  - the ability to relate the linguistic forms to appropriate non-linguistic knowledge
4. Foreign language learners need more than a body of knowledge about linguistic forms corresponding to communicative functions; they must also be given opportunities to develop strategies for interpreting language in actual use.
5. The answer is open-ended.
6. 1) F      2) T      3) F      4) T      5) T
7. Anything suitable is acceptable.
8. eg. a. Chinese salesperson: What do you want?  
Foreigner: I ... (puzzled)
- b. Chinese student: It's cold. You should put on more clothes.  
Foreign teacher: Don't bother me.
- Analysis:
- a. The shop assistant uses "What do you want?" to a foreigner while he / she should use "What can I do for you?" or "Can I help you?" instead.
  - b. Out of kindness, the Chinese student says to his American teacher "It's cold today. You should put on more clothes." However, the American is offended, because it sounds condescending.
9. The answer is open-ended.
10. 3) – 4) – 7) – 6) – 8) – 2) – 1) – 5)

## Post-reading

1. 1) best suits Section 3 because it
  - a. concentrates on key points;
  - b. begins by summarizing the beginning and moves towards the end;
  - c. correctly reports what the author has said;
  - d. clearly signals different points made by the author, using semantic markers such

2. This is to help students practise writing summaries.

- 1) a
  - 2) c
  - 3) d
  - 4) e
  - 5) i
  - 6) h
  - 7) g
  - 8) f
  - 9) b
  - 10) j
- 1) appeal to
  - 2) highlighted
  - 3) implications
  - 4) assume
  - 5) assumed
  - 6) conforms to
  - 7) in effect
  - 8) in effect
  - 9) apply to
  - 10) not least
- to the point
- 1) The structural view alone cannot explain how language is used as a means of communication.
  - 2) A speaker must try to adjust himself to the accepted norms of the society and the language spoken so that his language and behaviour can be regarded as appropriate.
  - 3) Potentially offensive language forms such as “of course” have a worse effect on the hearer. It is because native hearers would not consider it a result of the speaker’s poor language but as an indication of the speaker’s rude attitude.
- 1) A tentative proposal was put forward at the meeting that a multitude of measures be taken to accelerate the economic growth.
  - 2) New ways of living supersede the older ones for a variety of reasons, not least because people’s awareness of environment protecting is growing.
  - 3) You’d better conform to the rules even if they cannot be applied in every case, otherwise you will be in trouble.
  - 4) He is an American in so far as he was born in Chicago, but he became a French citizen in 1937.
  - 5) Upon hearing his insolent remark, I assumed him to be exceptionally capable, therefore I tried to be as unobtrusive as possible.
  - 6) Many people believe that women are more intuitive than men. What implications does this view have for us?
  - 7) His words were brief and to the point, but the director-in-chief thought he should highlight in his public utterances the achievements made by the company rather



than the problems.

- 8) Though the author's words in the preceding paragraph are mild, there are already overtones of satire between the lines.
- 9) Perhaps you think ambiguous sentences should be avoided in communication. In effect, many people use the linguistic ambiguity for their communicative purposes.
- 10) The two of them argued for a long time in vain, so they decided to appeal to the teacher.

## **Text Awareness**

1. **Methods:** The text is a piece of expository writing. Exposition is writing that explains an abstract idea or concept. The writer often uses examples, definitions, illustrations, comparisons, contrast, etc. to exemplify his ideas.

**Language:** In introducing examples, he uses *for example, let us take as an example, say, etc.*; in making comparison, he uses *whereas, just as, so also, etc.*

2. 1) The functional view of language is a view of language which emphasizes not only grammatical form and construction but also the situation in which the language is being used and the social factors which determine the use of language.

A view of language which emphasizes the functions language serves and the situation in which the language is being used is called the functional view of language.

- 2) The communicative function of language is variable and depends on specific situations and social factors. It refers to the practical uses to which we put language, most usually in interaction with other people.

A grammatical structure can in principle perform a number of different communicative functions. The relationship between the grammatical forms of a language and their communicative functions is not a one-to-one correspondence.

3.

A

- 1) The first sentence.
- 2) Socially appropriate speech and socially appropriate dress.
- 3) "The process also works the other way, however: ..."
- 4) The level of formality on a teacher's language.
- 5) It reflects and accelerates the development of personal relationship.
- 6) A foreigner having problems in making friends in a new language.
- 7) "Therefore, as learners advance in competence, an important direction of progress