



高等院校英语课程“十二五”规划系列教材

Teacher's Book

Integrated Skills of English A New Course

Book



◆ 总主编 张维友 舒白梅

新编综合英语 (五)

◆ 主编 高晓芳 刘晓华

教师用书

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Book 5



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《新编综合英语》高级阶段共四册，本册为第一册，供师范院校英语专业三年级上学期使用。

本册由 12 个单元组成。每个单元包含 2 篇课文 (Reading 1 & Reading 2) 与 5 大板块 (Schema Building, Information Surfing, Text Understanding, Language Building & Teacher Awareness)。各板块的安排如下：

Schema Building—激活已知，调动兴趣。单元主题代表选材范围，力求体现选材的多样性与内容的丰富性。由于高级阶段的综合英语课堂教学多围绕第 1 篇课文进行，故该板块的活动往往针对第 1 篇课文的内容展开，但也不排除在单元主题与第 2 篇课文内容高度相关时，则活动针对单元主题展开的情况。活动内容多为课文篇名的解释，即题解 (What does it mean?) 与课文内容的预测 (What do you think?)，鼓励学生利用已知学习新知。

Information Surfing—信息分享，锻炼交际能力。该板块包含 2 个部分。第 1 部分相当于常见的课文注释 (由学生完成)，列出了文章涉及的背景知识，如作者、作品、语言学、文学、文化等信息，要求学生提前查阅了解，养成自主学习的习惯；第 2 部分为课堂展示，时限 20~25 分钟。它既是第 1 部分的延伸，也涉及少量的难词、难句理解。学生以 3~4 人为 1 组，课前协商分工、准备，课中利用多媒体、黑板等手段展示，然后生生互动提问、评价，最后由教师总结。活动的准备与实施过程既促使学生进行探究性学习，又培养、锻炼他们的教学与沟通能力。

Text Understanding—分层理解，提升认知能力。Literal comprehension 为表层理解，关照课文的主旨大意、细节、事实等信息；Inferential comprehension 属于深层理解，要求学生根据文章的已知信息推断出作者的写作目的、语气、态度、结论、阅读教益或启示等；Text awareness 意在培养语篇意识，即引导学生对课文的

篇章结构、文体、写作技巧、修辞应用等予以思考、分析，体验“在做中学”，提高认知能力。

Language Building—综合训练，促进合作学习。Vocabulary 包含词义解释与应用。Translation 中的汉译英练习用于巩固对课文中重点词汇的理解与应用；课文段落的英译汉练习能够强化对文章内容的理解；Speaking and writing 属于说写相结合的练习，给学生提供语言输出的机会。其话题多样，且贴近大学生的生活与学习，尽量使人人有话可说、有文可写，充分体现合作学习，避免直接给学生一个作文题，要求课后完成，以致不少学生不知道写什么，作文质量不高，语言综合训练的效果不佳。

Teacher Awareness—教学训练，突出教师教育特色。本板块的目的在于适当培养并训练师范生的微观教学技能、技巧。内容涉及教师的课堂提问、反馈、任务设计、小组活动等。活动形式是在知识解释的过程中穿插练习，使知识学习与应用相结合。

本册的编写工作由华中师范大学、湖北咸宁学院与安徽马鞍山高等专科学校共同承担。由于时间紧，加上编者水平有限，书中难免存在疏漏与问题，真诚希望专家同行和广大使用者不吝赐教。

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Unit 1

Personal Development

READING 1



The Pleasures of Ignorance

Robert Wilson Lynd

知之为知之，不知为不知，是知也。^①

——孔子

Schema Building

1. “Ignorance” refers to “the state of knowing little or nothing” or “want of knowledge.”
2. The utmost extent of man’s knowledge is to know that he knows nothing. —Joseph Addison;
There are only two kinds of people who are really fascinating—people who know absolutely everything, and people who know absolutely nothing. —Oscar Wilde;
The pleasures of ignorance are as great, in their way, as the pleasures of knowledge. —Aldous Huxley;
A great deal of intelligence can be invested in ignorance. —Saul Bellow;
The most violent element in society is ignorance. —Emma Goldman;
A little learning is a dangerous thing, but a lot of ignorance is just as bad. —Bob Edwards

^① This quotation is from a Chinese classic, *Confucian Analects* (《论语》). Apart from the English version provided in student’s book, there are other versions: *When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it. This is knowledge.* —James Legge (理雅格, 19 世纪著名的英国汉学家); *When you know a thing, to recognize that you know it; and when you do not know a thing, to recognize that you do not know it. That is knowledge.* —Arthur Welay (韦利); *Hold what you really know and tell what you do not know. This will lead to knowledge.* For more information about the translation of *Confucian Analects*, please refer to 《中西翻译简史》(谢天振等著, 外语教学与研究出版社, 2009:227-230).

3. Open to discussion.
4. Diachronically speaking, "ignorance" may drive one to know, to learn, or to explore more.

Detailed Study of the Text

1. **townsman**: *n.* a resident of a town or city; a person from the same town as yourself, e. g.

a fellow townsman

2. **vast continent of**: (*figurative*) great extent of
3. **beech**: *n.* any of several large deciduous trees with rounded spreading crowns and smooth gray bark and small sweet edible triangular nuts enclosed in burs (north temperate regions) (山毛榉木)
4. **elm**: *n.* any of various trees of the genus *Ulmus*, important timber or shade trees (榆树)
5. **thrush**: *n.* a small or medium-sized songbird, typically having a brown back, spotted breast, and loud song (鸫鸟; 画眉)
6. **blackbird**: *n.* a European bird with black feathers and a bright yellow beak in the male and brown feathers in the female (乌鸫; 黑鹂)
7. **We have been surrounded by birds all our lives, yet so feeble is our observation that many of us could not tell whether or not the chaffinch sings, or the colour of the cuckoo.**

Birds are around us all our lives, but our observation of them is so weak that many of us even don't know the singing bird is a chaffinch or what the colour of cuckoo is.

chaffinch: *n.* a small European songbird(欧洲苍头燕雀)

8. **When in the oak's green arms the cuckoo sings. /And first delights men in the lovely springs.**

When the cuckoo sings in the oak's green branches in the lovely spring, it gives initial pleasure to men.

9. **Every fact of nature comes to us each spring, if only we are sufficiently ignorant, with the dew still on it.**

In spring, a time of renewal, nature displays itself fully before us. If we observe it closely out of ignorance, we will be delighted at our new discovery.

10. **... and know it only as a wandering voice ...**

Cuckoos are often highly secretive and in many cases best known for their wide repertoire of calls used to demonstrate ownership of a territory and to attract a mate.

11. ... its runaway flight as it hurries from wood to wood conscious of its crimes...

The cuckoos are a family, cuculidae (杜鹃科), of near passerine (雀形目的) birds. Many species of the cuckoos are brood parasites (巢寄生), laying their eggs in the nests of other species and providing no parental care for their own offspring, but the majority raise their own young. The writer refers to this behaviour humorously as if cuckoos are humans, being aware of its crimes as brood parasites.

12. ... it halts hawk-like...

... it stops in the manner of a hawk...

halt: *v.* stop; pause; if one halts something, or if it halts, it does not continue or develop any farther, e. g.

- a. *The hikers halted for lunch and some rest.*
- b. *The search halted overnight, then resumed next day.*
- c. *The strike halted all international train traffic through Hungary.*

13. ... where avenging presences may lurk.

Female parasitic cuckoos lay eggs that closely resemble the eggs of their chosen host. Host species may engage in more direct action to prevent cuckoos laying eggs in their nest in the first place. These birds whose nests are at high risk of cuckoo-contamination are known to mob cuckoos to drive them out of the area.

avenge: *v.* take revenge for a perceived wrong, e. g.

- a. *He wants to avenge the murder of his brother.*
- b. *They vowed to avenge their father by capturing and punishing his killer.*
- c. *At the end of the film, the murderer is killed by his victim's avenging girlfriend.*

presence: *n.* a person or thing that exists or is present in a place but is not seen, e. g.

The monks became aware of a strange presence.

lurk: *v.* wait, sometimes hiding, in order to frighten, annoy, or attack someone, e. g.

- a. *Why is that man lurking around?*
- b. *I saw someone lurking in the bushes and ran.*

14. plodding: *adj.* industrious; diligent, e. g.

- a. *In their sternly restricted life they remained plodding, careful, practical, and economical.*
- b. *Mr. Adams, the typical plodding country banker, approved of Spenser.*

15. behold: *v.* see with attention, especially something unusual and striking, used as interjection to express wonder or surprise, e. g.

- a. *Lo and behold !*
 - b. *Those who have beheld the beauty of the desert never forget it.*
 - c. *The team's performance was a joy to behold.*
16. **in some/any measure:** to some/any extent/degree, e. g.
- a. *The problem was in some measure caused by his carelessness.*
 - b. *Five minutes afterwards, the entrance of Heathcliff relieved me, in some measure, from my uncomfortable state.*
17. **He may have reached the very Z of knowledge in the books, but he still feels half ignorant until he has confirmed each bright particular with his eyes.**
 He may have finished reading the books, but he doesn't feel informed or learned enough until he confirms every enlightening or valuable detail on the spot.
particular: *n.* (*formal*) a part or detail of something such as a statement or belief, e. g.
- a. *His news report was wrong in almost every particular.*
 - b. *He knew that her account was false in one material particular.*
- bright:** *adj.* good, clever and original, e. g.
- a. *Then he had the bright idea of putting the engine at the back.*
 - b. *She is full of bright ideas.*
18. ... as she lays her egg on the ground and takes it in her bill to the nest in which it is destined to breed infanticide.
 Infanticide, the killing of offspring or egg destruction by adult cuckoos, is thought to represent interference competition for food, nest sites, or predator-free nesting space, and the next breeding attempt after poor reproduction.
19. **endorse:** *v.* give approval of or support to someone or something, especially in public, e. g.
- a. *All endorsed the treaty as critically important for achieving peace.*
 - b. *endorse a political candidate*
 - c. *I cannot endorse your ideas, because I don't believe in them.*
20. **Assuredly the men of science have no reason as yet to weep over their lost ignorance.**
 Surely there is no reason for scientists to feel sad about their loss of ignorance since there are always things out there to discover, with countless opportunities.
21. **turn up:** discover something, especially information, after a lot of searching, e. g.
- a. *Police have failed to turn up any new evidence about the murder.*
 - b. *If the search does turn up something nasty, then perhaps the billions of dollars spent so far on spaceflight might look like a wise investment rather than money down the drain.*
22. **call in:** ask someone to come and help, e. g.

- a. *Occasionally, some action will cause the application to forget its default directory, and these users must call in an expert to find their files for them.*
 - b. *The company has called in the police to investigate.*
- 23. parish:** *n.* a local church community
- 24. confine:** *v.* limit, e. g.
- a. *Retail price rises should be confined to 3 percent and the rise in consumer prices to about 5 percent.*
 - b. *Economic globalization should not be confined to trade and investment liberalization, but should also stress the popularization of scientific and technological knowledge.*
- 25. dabble in:** (rarely used) involve
- 26. fancy:** *v.* imagine; think, e. g.
- a. *I fancy that my pal is all right.*
 - b. *You fancy you hide them both, but you can conceal neither from me.*
 - c. *He fancied he could smell the perfume of roses.*
- 27. primrose:** *n.* a pale yellow flower that grows wild in the countryside in early spring
- 28. capricious:** *adj.* often changing; irregular; unreliable, e. g.
- a. *The weather in Colorado can be capricious; they say you can experience all four seasons in a single week !*
 - b. *When he was in a good mood, the capricious manager sometimes took his employees out to lunch; on bad days, he often fired people for no reason.*
- 29. There are occasions on which a memory of this kind is an affliction, especially if one has a passion for accuracy.**
- In some cases, a poor memory distresses us, especially when we want precision or exactness.
- affliction:** *n.* suffering; distress
- 30. In respect of mere luxury, it may be doubted whether there is not as much to be said for a bad memory as for a good one.**
- With regard to reading for fun, both a man of good memory and a man of bad memory can get pleasure.
- in respect of (to):** as concerns; with regard to, e. g.
- a. *Under the library regulations a fine of three pence will be imposed in respect of/to each day that a book is overdue.*
 - b. *I can say nothing in respect of/to his competence as a worker, as I have no knowledge of it.*

31. Little shreds and tags, it is probable, will stick even in the worst memory, just as a succession of sheep cannot leap through a gap in a hedge without leaving a few wisps of wool on the thorns.

It is possible that people with even the poorest memory remember a small quantity of message from reading, just as successive groups of sheep cannot jump through a hole in a hedge without leaving little pieces of wool on the thorns.

a succession of: a group of things or people following in order, e. g.

A succession of stalls offer soft drinks.

32. But the sheep themselves escape, and the great authors leap in the same way out of an idle memory and leave little enough behind.

Yet the sheep themselves go, and the great authors go in the same way out of an inactive mind and are mostly forgotten (implying: in this common phenomenon lies the special pleasure of re-reading).

33. the multiplication table: list of numbers, usually 1 to 9, showing the results of multiplying by the same number successively (乘法表)

34. buttercup: *n.* any of numerous herbs of the genus *Ranunculus*, native chiefly to temperate and cold regions and having acrid juice, and usually yellow or white flowers with numerous pistils(金凤花)

35. celandine: *n.* a perennial Eurasian herb (*Chelidonium majus*) having deeply divided leaves, showy yellow flowers, and yellow-orange latex, also called "swallowwort" (白屈菜)

36. swift: *n.* small insect-eating bird with long wings that resembles a swallow and is noted for its rapid flight(褐雨燕)

37. hummingbird: *n.* a bird whose wings, by their rapid vibration, make a humming sound. Hummingbirds are the most brilliant as well as the smallest of birds, averaging under 3 inches in length, including the bill. (蜂鸟)

38. campion: *n.* any of several plants of the genera *Lychnis*(剪秋罗属) and *Silene*(西纶醋酸纤维) native chiefly to the northern hemisphere and having variously colored flowers with notched or fringed petals(狗筋蔓)

39. geranium: *n.* a plant with red, pink, or white flowers (天竺葵)

40. ... whether the ash comes early or late in the etiquette of the trees.

... if the ash tree develops early or late according to the order that trees normally grow.

ash: *n.* a tree with compound leaves, winged fruits, and hard pale timber, widely distributed in north temperate regions (白蜡树)

41. ... the most important crop in England.

The most important crop in Britain is wheat that is grown in most parts of UK.

42. **rye**: *n.* grains used mainly for making bread or whisky, and as food for cattle

43. **Ignorance so complete as this seems to me to be touched with magnificence; but the ignorance even of illiterate persons is enormous.**

Such a complete ignorance is impressively apparent to me; but the ignorance of illiterate people is of even greater extent and more surprising.

be touched: (of a quality or feature) be visible or apparent in the appearance or character, e. g.

The trees were beginning to be touched by the colours of autumn.

magnificence: *n.* the quality of being impressive

44. **linotype**: *n.* a typesetting machine operated from a keyboard that casts an entire line as a single slug of metal(铸造排字机)

45. **gewgaw**: *n.* gaudy ornament or plaything

46. **rouse**: *v.* make someone become active, especially when they are tired, lazy, or unwilling to do something, e. g.

a. *He roused the crowd to stand up and fight back.*

b. *After a few more minutes in the sun, she roused herself and went in.*

47. **speculate**: *v.* consider or discuss why something has happened or what might happen, e. g.

speculate on/about; speculate that...

a. *We can only speculate on the reasons for his sudden resignation.*

b. *Archaeologists speculate that people first reached the islands over 1,000 years ago.*

48. **revel in**: enjoy something very much, especially praise, popularity, or something that other people do not expect you to enjoy, e. g.

a. *The children revel in country life.*

b. *He seems to be reveling in all the attention he is getting.*

49. **stiffen**: *v.* become stubborn or obstinate

50. **We even become vain of our squirrel's hoard of knowledge and regard increasing age itself as a school of omniscience.**

We even feel complacent about our limited range of knowledge and think that increasing age entails increase of knowledge.

become vain of: show an excessively high opinion of one's appearance, abilities, or worth

hoard: *n.* a secret store of valuables or money

omniscience: *n.* the state of being omniscient; having infinite knowledge

Information Surfing

1. **Robert Wilson Lynd** (1879—1949): an Irish writer, an urbane literary essayist, and strong Irish nationalist. He was born and educated in Belfast, studying at Queen's College, where he studied classics. He worked briefly for *The Northern Whig* before moving to Manchester and then to London as a freelance journalist in 1901. Firstly he wrote drama criticism, for *Today*, edited by Jerome K. Jerome. Later, he became a staff writer for *the Daily News* (later *the News Chronicle*) and from 1912 to 1947 was its literary editor. According to C. H. Rolph's *Kingsley*, Lynd's weekly essay, which ran from 1913 to 1945, was "irreplaceable." Amongst his other works are *Old and New Masters* (1919), *The Art of Letters* (1920), and *Essays on Life and Literature* (1951). He is remembered today for the remarkable sequence of essays he wrote over a period of more than forty years. They never fell below a high level of elegance and fluency.

"The Pleasures of Ignorance" was written in 1921. Contrary to the title, Lynd, the optimistic author, does not intend to praise stupidity. In his view, ignorance offers people certain opportunities. In this sense, he is calling us to pursuit a truism: It is apparent, from what he illustrates, that everything we know is insignificant when compared with the immensity of what we do not know. Our ignorance, large as it is, is certainly not impenetrable. When we try to break free of it, by reading, inquiring, asking, or simply paying attention to things around us as our time passes by, we gain what he calls "the constant pleasure of discovery."

George Chapman (1559—1634): an English dramatist, translator, and poet. He was a classical scholar, and his work shows the influence of Stoicism. Chapman has been identified as the Rival Poet of Shakespeare's Sonnets by William Minto, and as an anticipator of the Metaphysical Poets. Chapman is best remembered for his translations of Homer's *Iliad*, *Odyssey*, and *Batrachomyomachia*.

The song sung by the Sirens to Ulysses: the attractive song that the three Sirens (the three sisters of magic song, half human and half bird, who lived far out in the sea of an island, on the rocky edge) sang to excite the heart of Ulysses/Odyssey on his way home. They, the three Sirens, sat in a field of flowers, singing in extremely sweet voices to attract ships to the island and cause them to be struck into pieces on the rocks. It is said that neither sailor nor ship had ever been known to pass the island of the Sirens without being attracted to disaster except Ulysses/Odyssey. Ulysses (Latin)=Odyssey (Greek). For more information, please refer to Homer's *The Odyssey*.

Sir Thomas Browne (1605—1682): an English physician and author of varied works which reveal his wide range of learning in diverse fields including medicine, religion, science, and the esoteric. Browne's works are permeated by frequent reference to Classical and Biblical sources. He has been widely known in China for his poem *Love*.

Michel de Montaigne (1533—1592): one of the most influential writers of the French Renaissance, known for popularising the essay as a literary genre and is popularly thought of as the father of Modern Skepticism. He is most famously known for his skeptical remark, “Que sais-je?” (“What do I know?”). Remarkably modern even to readers today, Montaigne's attempt to examine the world through the lens of the only thing he can depend on implicitly—his own judgment—makes him more accessible to modern readers than any other author of the Renaissance. Much of modern literary non-fiction has found inspiration in Montaigne and writers of all kinds continue to read him for his masterful balance of intellectual knowledge and personal storytelling.

Plutarch (46—120 AD): Lucius Mestrius Plutarchus, a Greek historian, biographer, essayist, and Middle Platonist known primarily for his *Parallel Lives* and *Moralia*.

Aristotle (384—322 BC): a Greek philosopher, a student of Plato and teacher of Alexander the Great. His writings cover many subjects, including physics, metaphysics, poetry, theater, music, logic, rhetoric, politics, government, ethics, biology, and zoology. Together with Plato and Socrates (Plato's teacher), Aristotle is one of the most important founding figures in Western philosophy. Aristotle's writings were the first to create a comprehensive system of Western philosophy, encompassing morality and aesthetics, logic and science, politics and metaphysics.

Jowett (1817—1893): Benjamin Jowett, an English scholar, classicist and theologian, noted as one of the greatest British educators of the 19th century. He was renowned for his translations of Plato and as an outstanding and influential tutor. His writings are known for original reflection and inquiry.

Socrates (469—399 BC): a classical Greek Athenian philosopher. Credited as one of the founders of Western philosophy, he is an enigmatic figure known chiefly through the accounts of later classical writers, especially the writings of his students Plato and Xenophon, and the plays of his contemporary Aristophanes. Many would claim that Plato's dialogues are the most comprehensive accounts of Socrates to survive from antiquity.

The Arabian Nights: a collection of folk tales and other stories. The collection

became widely known in the West from the eighteenth century, after it was translated—first into French and then English and other European languages. Sometime in the nineteenth century it acquired the English name. The original concept is most likely derived from a pre-Islamic Persian prototype that probably relied partly on Indian elements. Some of the best-known stories include “Aladdin’s Wonderful Lamp,” “Ali Baba and the Forty Thieves,” and “The Seven Voyages of Sinbad the Sailor,” etc.

The Gospels: four books in the *New Testament* that tell the story of Christ’s life and teachings(福音书,指《圣经新约》中的马太、马可、路加、约翰四福音书)

2. The oral presentation activity is designed to encourage group learning and provide pre-service teachers an opportunity to experience micro-teaching. Therefore, it is very important for students to choose their own group members and negotiate the work allotment. Audio and visual equipments are recommended.

The quality of the presentation needs to be considered in relation to purpose, time constraint, use of interactive techniques (eye contact, question-answer, making-up sentences, blank-filling, translation, etc.), and the need to keep teacher’s talking time to a minimum while maximizing student’s contributions. Before the presentation, it is necessary for the teacher to inform the students of these issues and provide them with some useful sources.

After the presentation, the teacher should, first, encourage the other students to ask questions and to list the strong and the weak points of the presentation, then give a summary with positive feedback and suggestions for improvement.

Text Understanding

A. Literal comprehension

Literal comprehension identifies the information that is stated in a straightforward fashion, covering the main idea, facts, details, relationships between ideas (such as comparison, contrast, sequence of events, or cause and effect), word meanings in context, and referent recognition in the article.

1. c
2. (1) T (2) F (3) F (4) T (5) T
(6) F (7) F (8) F (9)—(10) open
3. (1) In spring, a time of renewal, nature displays itself fully before us. If we observe it closely out of ignorance, we will be delighted at our new discovery.
(2) He may have finished reading the books, but he doesn’t feel informed or learned enough until he confirms every enlightening or valuable detail on the spot.