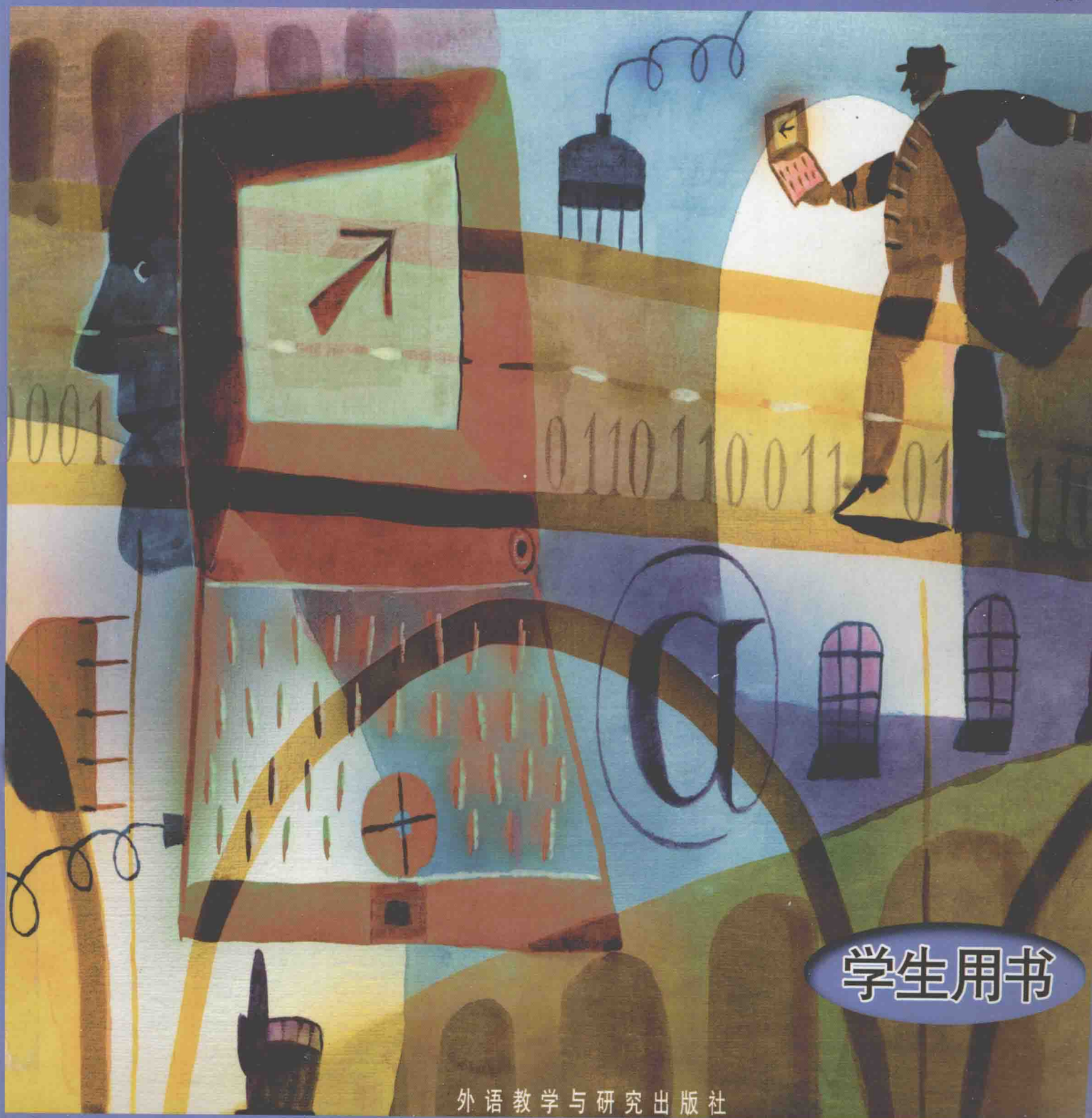


In Detail 2 致用美语教程

English for Global Communication

编著: Isobel Rainey de Diaz(美) with Kristin L. Johannsen(美)



学生用书

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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English for Global Communication

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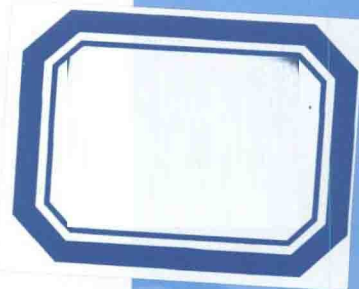
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Kristen R. Johannsen (美)

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编著: (美) Isobel Rainey de Diaz 等

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通读 *In Detail: English for Global Communication* (以下简称 *In Detail*)，觉得这是一套值得推荐的教材。为了把想法说清楚，下文首先简单介绍该教材，然后讲讲 *In Detail* 为什么值得推荐，最后是结语。

一、简介

In Detail 是国际知名出版社 Thomson 公司下设的 Heinle 分社于 2003 年推出的一套高级英语教材，是该公司著名英语教学系列图书 Thomson Learning ELT International 教材部分的一部力作。

In Detail 是一套集听、说、读、写和语法、词汇技能训练为一体的综合英语教材，使用群体为具有中级和中级以上水平的大学生和成年学习者。该教材的宗旨是帮助学习者发展较高水平的全面英语交际能力。

In Detail 分为两个等级，每个等级的教学资源由六种课件组成：学生用书、练习册（附在学生用书内）、教师用书、听力磁带、ExamView 试题生成软件、美国有线电视新闻网（CNN）录像光盘。*In Detail* 还开辟了自己的学生网站，为学习者提供进一步练习和巩固语法、阅读、写作技能和扩大词汇量的机会。

两个等级各由 12 个单元组成，每单元围绕一个主题，通过八个板块的教学活动来训练综合英语运用能力，这八个板块依次是热身活动、阅读精练、语法精练、口语活动、词汇精练、听力活动、写作活动、综合运用。每三个单元之后设一个复习单元。*In Detail* 的各个板块既有其内在的联系，又有自身的系统性，因此可作为综合英语课主教材，也可以用于单项英语技能的培养与训练。

二、特点

与其他同类教材相比，*In Detail* 是一套更加成熟的教材。它凝聚着外语教学多年积累的经验和智慧，所体现的外语学习观念更贴近外语学习者的实际情况，也更加注重融入应用语言学和外语教学领域的最新相关研究成果。应该说，*In Detail* 为学习者构建了高质量的英语学习环境。该教材的特点如下：

1. **富有时代气息。**教材围绕 24 个主题展开，视角宽广，体现出编者的全球化意识。教材内容贴近当代青年人的兴趣和关注点，同时不乏人类共同关注的永恒主题，具有较强的知识性和人文内涵，鼓励积极向上的人生态度。选材体裁多样。在资源配套方面，该教材为学习者构建了系统性较强的、多维度的立体英语环境，能够充分调动他们的视觉和听觉感官，提供外语学习过程所需要的复用、扩展、递增、循环的语言环境。多种形式、多种体裁的语言输入和语言活动有助于提高学习者的学习兴趣，也为学习风格不同的学习者提供了良性发展空间。*In Detail* 的练习册、复习单元和学生网站为学习者提供了良好的自主学习机会。
2. **切合实际的语言运用观。**语言运用原本是通过听、说、读、写等途径共同实现的，我们使用语言时，听、说、读、写常常交织在一起，相互依赖、相互诱发、相互补充。教材的设计思路，体现了这样的语言运用观。板块和练习活动的设计既突出听、说、读、写各项技能的强化训练，又强调各项技能的成就过程你中有我、我中有你，走的是综合发展的必由之路。口语技能是一般外语学习者的薄弱环节，则贯穿在各项技能的训练之中。教材整体设计的明显着眼点是培养学习者的全面英语交际能力。
3. **学习者是教学主体。**每单元的八个板块都有各自十分明确的目标，这种高透明度首先意味着把学习任务交给学习者自己，明确的目标还有助于减少学习者的盲目性，有助于诱发学习动力和师生之间的协调和默契，有助于帮助学习者自我评估。每个板块都有适量的练习活动，能使学习落在实处。这些活动目的明确，衔接流畅，操作性强，不少颇有趣味，鼓励学习者积极参与和合作学习，一些活动很容易激活学习者的联想和创造性思维，启发学习者对相关问题的进一步思考。教材十分注意在学习方法上引导学生，恰当地引进了相关的外语学习策略研究成果，把语言技能和学习策略、学习技巧的训练

有机地融合在一起。在语言产出的训练上,教材重视对学习者的引导和辅助。教材有亲和力,从多处为学习者着想。仅举一例:编者巧妙地设计了一些小栏目,酌情为解决学习者可能遇到的问题支招,这些问题可能是语言本身的,也可能是语用性质的,或心理方面的。教学资源的配备系统性强,不仅为不同程度的学生提供了发展空间,也十分重视为学生提供发展自学能力的环境。

4. **重视语言基本功。**教材的语言地道、流畅。从易到难的安排贴近语言学习循序渐进的规律。语法精练和词汇精练两个板块名副其实,做到了“精”与“练”。语法项目的选择具有针对性,每单元都通过归纳法和解释法配以精心设计的练习来提高学习者的英语结构意识,两种方法既可互补,又可顾全学习者不同的学习方式;语法练习的设计遵循不同形式的反复练习和循序渐进原则,具有较强的系统性。词汇练习强调词汇语境、形态、习语和固定搭配,不局限于词汇精练板块,也融入各项技能板块的练习之中,学习者习得的词汇围绕主题扩展开来,便于联想和记忆。语法精练和词汇精练板块的系统性之强和练习量之大,在近年引进的英语主体教材中实为罕见,体现了编者对外语学习者语言基本功的高度重视和对成年人外语习得过程较为贴切的认识,与近来应用语言学界提出的(成年外语学习者)应把语法当作一种技能来练的看法合拍。
5. **重视巩固学习成果。**每三个单元之后设一个复习单元,提供新的语境,再次激活学习者通过习得所获得的语言表征,这是外语习得过程必不可少的环节。复习单元也为没有赶上进度的学习者提供补课的良机。
6. **重视形成性评估和学习者自我评价。**形成性评估贯穿于该教材的始终,成为学习者外语学习过程的有机组成部分。形成性评估进一步体现以学习者为主体的理念,引导学习者不断巩固学习成果、学会把握自己的学习进程、主动地学习。
7. **语言、文化、思维一体化。**该教材体现的语言观是多维度的,尤其突出了语言与文化、语言与思维的内在联系。教材致力于不同文化之间的沟通,这不仅仅体现在选材上,还体现在教学指导之中。与不少引进教材不同的是,该教材重视利用教材的潜能发展学习者思考问题的能力,将学习者思维能力的启动、深化和提高寓于习得英语的过程之中,并促使他们通过语言理清自己逐渐扩展和深化的思路,达到思维能力的提高。
8. **教师用书可操作性强。**以学生为主体的教育理念,意味着教师的任务不仅仅是传授知识、演练技能。常被忽略的是,教师有责任规划、引导、推动、协助、监查学习者的学习过程。如何做到这些,教师用书提供了可行的思路 and 做法,其特点是操作线条清晰,语言朴实精炼,从整体上看具有很强的操作性。教师用书点到即收的风格为教师灵活运用教材提供了空间。

三、结语

说一套教材比较成熟,往往指它所体现的教学理念比较合理,所设计的教学活动能够奏效。说*In Detail*比较成熟,还指它的整体规划性强、系统性强,像一个系统工程,给人以融会贯通的感觉;编者明白自己在做什么,为什么要这样做,很少留下知其然而不知其所以然和赶进度的痕迹。

作为引进教材,尽管*In Detail*体现出全球化意识,其整体内容仍有较强的美国本土文化色彩。在为我所用时,使用者尚需悉心体察各自教学环境的构成特点,努力营造适合我国学习者的个性化英语教学空间。

北京外国语大学

吴一安

2004年4月

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UNIT 1

People



1 Warm Up

- A. PAIR WORK** Describe the people in these pictures. Do you recognize them? What do they do for a living? Do you think they are happy or unhappy people? Give reasons for your speculations.
- B.** Talk about the professions in the box below, using adjectives from the box in exercise C. Some adjectives can be used with several professions.

movie star international soccer player politician
doctor astronaut research scientist
dot-com entrepreneur homemaker TV host
war correspondent

- C.** Most of the adjectives used in B describe permanent qualities. Other adjectives in the box below describe feelings and temporary emotional states. Put them under the appropriate headings.

patient determined caring energetic healthy wise courageous
adventurous creative entertaining outgoing well-organized
thorough good-looking disciplined careful ambitious inquisitive
unselfish talented pleased annoyed worried relaxed depressed
excited indignant sad nervous furious unconfident confused
disgusted delighted heartbroken relieved miserable

Feeling down

Feeling insecure

Feeling angry

Feeling good

- D.** Now look again at the pictures of the famous people and use these adjectives to talk about their lives.

EXAMPLE: *Christopher Reeve must have been delighted when he got to play the role of Superman.*

Communication

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Reading to identify different text types: narrative, descriptive, expository
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Writing short life histories

FYI

inquisitive = likes asking questions and finding things out

2 Reading in Detail

Reading strategy

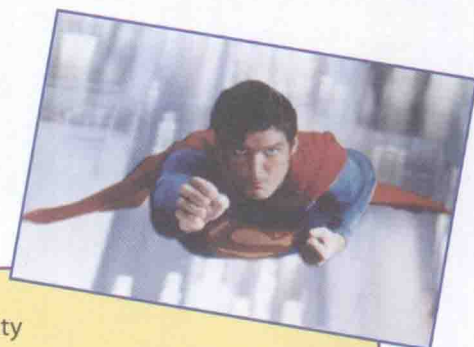
Looking for patterns in reading texts

A writer often puts together a piece of writing using a particular structure or pattern. Sometimes a writer presents a series of problems and their solutions. Other common patterns a writer uses are "for and against," "the past compared to now," and "advantages versus disadvantages." Understanding these rhetorical patterns can help you to understand a text more fully.

Before you read

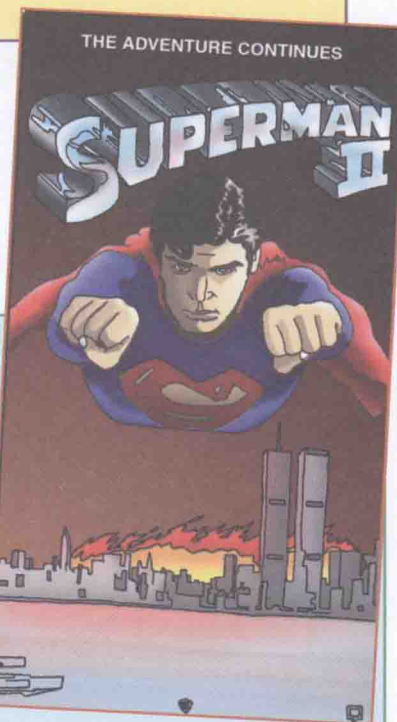
A. PAIR WORK Use the following information to write at least six logical sentences about the life of Christopher Reeve.

1952	Manhattan
English and music drama	Cornell University
four Superman movies	Juilliard School
accident	1995
Christopher Reeve Paralysis Foundation	now



First reading

B. Scan the text and check whether the sentences you wrote in exercise A are factually correct.



Superman, Superhero

Until the mid-90s, Christopher Reeve was known mostly for his performance as Superman on the silver screen, but a tragic accident changed all that. A keen equestrian, Reeve was thrown from his horse in 1995 and left paralyzed from the neck down.

Born in 1952 in Manhattan, Reeve's first great challenge in life was to try and come to terms with the break-up of his parents' marriage when he was still only a small child and which caused him lasting distress. As a young adult he found consolation in sailing, swimming, and the theater and eventually studied English and music theory at Cornell University before being selected to study drama at New York's elite Juilliard School.

Despite a Broadway appearance alongside Katherine Hepburn, his early years as an actor were difficult. During his first attempt to make it in Hollywood, for example, he suffered a total loss of motivation, which almost ended his acting career. In 1977, however, he decided to try again. He got a part in an off-Broadway production and while he was working on the show, he screen-tested for the role of Superman. Thanks to his thorough preparation and resemblance to the original comic-strip hero, Reeve was given the part.

The outstanding box-office success of the film *Superman* was largely due to Reeve's witty portrayal of the Man of Steel, and four films later, he was one of Tinseltown's richest stars. The years between *Superman*

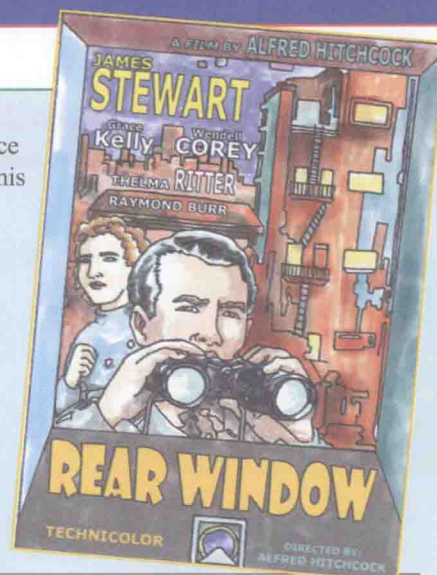
and his accident were, however, less rewarding in both acting and economic terms. Unable to "escape the cape" as Reeve himself put it, he was offered only limited roles. Ironically, one such role in a TV movie was that of a crooked ex-cop, who pretended to be paralyzed. The movie *Above Suspicion* was shown the week before Reeve's accident.

Reeve's injuries were so severe that he stopped breathing for three minutes and his head had to be reattached to his spinal column. Worst of all, his spinal cord was severed. The spinal cord is an extremely delicate part of the body. It is only fractions of a centimeter in diameter and if damaged, it does not regenerate itself. Thus, nerve signals, which allow us to feel and move, can no longer be sent to the brain. With the help of his loving and supportive wife Dana, Reeve came through near-suicidal depression and learned to accept that he was paralyzed and dependent on others to keep him alive and breathing with the aid of an oxygen tube.

55 With characteristic determination, Reeve returned to his acting career, appearing in a remake of the Hitchcock film *Rear Window*. But he had discovered a new interest: medical research. In 1996, he founded his own Christopher Reeve Foundation, which subsequently
 60 merged, in 1999, with the American Paralysis Foundation to become the Christopher Reeve Paralysis Foundation. Through the foundation, Reeve has raised enormous amounts of money for research into the development of effective treatments for spinal cord injury paralysis and
 65 supports, for example, the controversial work, carried out in some countries, into stem cells^o derived from cloned^o human embryos. The foundation also supports more recent research, done mostly in Australia, into injecting cells from a paralyzed patient's nose into the spinal cord.
 70 Unlike other cells in the human body, nose cells continue to regenerate throughout life, so it is hoped that the transplanted cells will allow the spinal nerves to grow again.

Whether Reeve walks again or not, one thing is
 75 certain. He may no longer be Superman on screen, but his

courage in the face of adversity and his determination to improve his
 80 quality of life and that of other paralyzed people make him a superhero in
 85 real life.



elite = select and privileged
 witty = humorous in a clever way
 spinal cord = cord of nerves that runs through the spine, connecting different parts of the body with the brain
 suicidal = having a tendency to commit suicide (take one's own life)
 stem cell = undifferentiated cell from which specialized cells develop
 to clone = to make a duplicate copy of a living thing

Second reading

C. Complete the outline.

Personal data:

Education:

Acting experience:

Other interests:

Problems and solutions:

Christopher Reeve

- a. Date of birth _____
- b. Place of birth _____
- c. Marital status _____
- d. _____
- e. _____
- f. Acted on and off Broadway.
- g. _____ movies, e.g., 1. _____ 2. _____
- h. _____
- i. _____
- j. _____
- k. _____

Vocabulary in context

D. Find words or phrases in the text that mean the same or nearly the same as these.

- | | | | |
|-------------------|-------------------|--------------------|---------------------------------|
| 1. to renew | 4. very bad luck | 7. to accept | 10. informal name for Hollywood |
| 2. representation | 5. exceptional | 8. dishonest | 11. extreme unhappiness |
| 3. a horse rider | 6. unable to move | 9. cut through/off | 12. combined/joined |

Discussion

E. Choose adjectives that you think describe Reeve's personal qualities. Find sections in the text that justify your choices.

3 Grammar in Detail

Review of tenses: Past perfect progressive

FYI

Progressive tenses are also referred to in many grammar books as "continuous" tenses, i.e.,
past perfect progressive =
past perfect continuous.



Practice

A. Use these descriptions to identify the tense and voice of the statements.

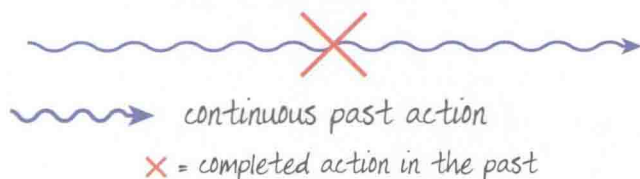
simple present tense active voice	simple present tense passive voice
simple past tense active voice	simple past tense passive voice
present perfect active voice	past progressive active voice
future tense active voice	past perfect active voice

EXAMPLES:

1. *Reeve was thrown from his horse in 1995.* simple past tense
passive voice
2. *The foundation supports medical research.* simple present tense
active voice

1. His parents' marital problems caused him lasting distress.
2. Reeve has raised enormous amounts of money for medical research.
3. He was working on an off-Broadway production.
4. He had discovered a new interest: medical research.
5. He was given the part of Superman in 1977.
6. His injuries were severe.
7. The spinal cord is an extremely delicate part of the human body.
8. Nose cells are injected into the spinal cord.
9. At the time of his accident, Reeve was participating in horse trials.
10. Despite the obstacles, Reeve will continue to support research.

B. Read the statements and match these symbols with each part of the statement.



EXAMPLE:

Reeve had been living life to the fullest before he suffered the riding accident.

- a. *Reeve had been living life to the fullest* ~~~~~
- b. *... he suffered the riding accident.* X

1. Reeve had been studying English at Cornell before he was selected for Juilliard.
2. When I met my friend, she had been shopping.
3. We decided to leave New York after we had been living there for several years.

4. Because it had been raining, the streets were wet.
5. I had just been thinking about you when you called.
6. They had been operating for almost an hour when the patient had a heart attack.
7. Before he got his big break, Reeve had been acting for some time.
8. When they interviewed his wife after the accident, she had been crying.

C. Read the statements in exercise B again and classify each one under the correct heading below.

Action that went on for a long time in the past before another action occurred

Action that went on for a long time in the past and was interrupted by another past action

Action that went on for a long time in the past and stopped, but when the other action occurred, there was still evidence of the continuous action

D. Which of the pairs of sentences are in (a) the present time frame, (b) the past time frame, or (c) the future time frame?

1. In 2002, we went to Seoul for the World Cup. We had never been there before.
2. I'll see him next week. He's going to be pleased.
3. The Christopher Reeve Paralysis Foundation has become important. It provides a lot of money for medical research.

E. Indicate whether these statements are correct (C) or incorrect (I). Correct the incorrect ones. Remember to consider the appropriate time frame for the verbs.

1. He is running his own business now; it's the first time he had worked in business.
2. Reeve was very depressed after his accident; he had never before been seriously ill.
3. After we have been riding for a long time, I was thrown off my horse.
4. I had been riding since I am a teenager.
5. I have just read the newspaper. The news will be interesting.
6. They were running along the street when the police stop them.
7. It's going to be very hot tomorrow; I go to the beach.
8. I'm going to Tokyo next week; I'll call you from my hotel.

Past perfect progressive

Form	Examples	Uses
past perfect of be (had been) + -ing form of the lexical verb	<p><i>When I saw Tom, he had clearly been dieting.</i></p> <p><i>I had been sleeping for a couple of hours when the phone rang.</i></p> <p><i>Before he interviewed for the role of Superman, he had been working off-Broadway.</i></p>	<ol style="list-style-type: none"> 1. continuous, completed past action with evidence of action still visible when another past action occurs 2. continuous, incomplete past action interrupted by another past action 3. continuous past action completed just before another past action occurs

Test yourself

F. Complete the text with the correct tense of the verbs in parentheses. More than one answer may be possible in some cases.

Since his accident, Reeve (1) ____ (consider) medical research to be of vital importance to humanity. Over the past seven years, he (2) ____ (dedicate) most of his time and energy to his foundation, which (3) ____ (support) research into treatments for spinal cord injury paralysis. Before his accident, Reeve (4) ____ (work) mostly in the theater and movies, with his role as Superman making him very rich. He (5) ____ (enjoy) some success in TV when the terrible accident (6) ____ (occur). Although he was terribly depressed after the accident, he soon (7) ____ (recover) his optimistic spirit. He is now convinced that one day he (8) ____ (walk) again. Recently, he has been able to move his fingers for the first time since the accident.

4 Speaking

Speaking focus

Managing conversations

These expressions are helpful when you need clarification. When you want the speaker to repeat something: *Pardon? Excuse me? Would you repeat that?* (Use rising, question intonation.)

When someone is speaking very fast: *Could you please speak a little more slowly? Would you mind speaking a bit more slowly?*

When you don't understand a word: *What does ... mean? Could you explain what you mean by ...?*

Think about it

A. PAIR WORK Make notes about obstacles that people sometimes face in reaching their goals, such as overcoming illnesses. Then share your ideas with a partner. Which obstacles are the most serious? Use expressions from the box to manage the conversation, when appropriate.

B. PAIR WORK Situation: You are officers of an organization called Bright Futures. Every year, Bright Futures gives one student a scholarship to attend a university. Read the biographies of the candidates and choose two to recommend for a scholarship. Make notes of your reasons.

Student 1:

Sonia got married right after she graduated from high school and has two children, ages three and one. Her husband died last year in a car accident. She lives with her parents now. She wants to major in education so she can work as a teacher to support her children.

Student 2:

Dan is the oldest of eight brothers and sisters. He loves art and draws and paints beautifully. He has already won several art contests. His father is a factory worker and can't afford to pay for his children's education. Dan hopes to attend art college and become a professional artist.

Student 3:

Maya came to this country as a refugee. No one in her family has ever attended a university. She failed some high school classes. She says this was because she had to work at night to earn money for her family. She wants to study business administration and start her own company, to give jobs to women.

Student 4:

Victor can't walk and has been using a wheelchair since he was a little boy. He has received excellent grades in his science classes. He hopes to attend medical school and become a doctor, so that he can help other people with disabilities.

C. GROUP WORK Now work together with another pair. Choose the person who will get the scholarship and prepare a short report explaining your decision and reasons. Then take turns giving your reports to the class. Did all groups make the same decision? Did you have the same reasons?



In the U.S., 6% of college students receive scholarships from private organizations to help them pay for their educations. In 2002, the average amount of a scholarship was \$2,051.

5 Vocabulary in Detail

FYI

Parkinson's disease is an illness in the body's nervous system.

A. Read the paragraphs and try to understand the meanings of the words and expressions in **bold**.

Many people believe that Michael J. Fox is **fighting a losing battle** in his attempts to find a cure for his and other people's Parkinson's disease, but Fox **soldiers on**, refusing to **give up hope**. Of course, there are times when he **despairs of** ever living a completely normal life again, but his determination and optimism help him **come through** these difficult periods, although he himself says that it is his wife's support that has been **the key to** his positive attitude.

Facing up to the fact that you have a **critical illness** such as cancer, or that you have a **permanent disability** as a result of a serious injury or accident can be a very **traumatic** experience. Fortunately, many health services

have **support systems** that help people deal with their worst fears and confused emotions at such times. In some health centers in many countries, laughter clinics have been set up within the main hospital complex because research has shown that if seriously ill patients laugh a lot, they are likely to **recover from** their illness. Researchers believe that, as the patients laugh, the depression from which many of them are suffering lifts. This can **boost** their immune systems, which then start to fight the disease.



B. Complete the statements with the correct form of a word or expression from exercise A.

- If doctors think you might die of your condition, then you have _____.
- Research has shown that people who never _____ are more likely to live longer than those who become depressed because of their illness.
- Doctors in the 1970s were amazed to discover that patients who laughed a lot often _____ their illnesses even when the illnesses were critical.
- If you have _____, you will have to live with your medical condition for the rest of your life.
- When sick people get good news about their health, this can _____ their self-confidence and help them get better more quickly.
- If you are very unlikely to succeed at something but keep on trying, people less optimistic than you will say you are _____.
- When a person continues to try to do something even though it is difficult or painful, then he or she _____.
- A good researcher never _____ of finding solutions to the problems he or she is studying.
- Most people who have _____ periods of difficulties in their lives say that _____ their survival was the support of family and friends.
- Hospitals and other _____ help patients and their families understand better the _____ experiences of serious illness.



C. PAIR WORK Think about a difficult time in your life or in the life of a close relative that you or your relative came through successfully. Work with a friend in your class and tell each other about this experience. Try to include words and expressions from exercise A.

D. Circle the correct interpretation of the *idioms* in these statements.

- I really *blew it* at that job interview.
My performance was *good*.
My performance was *poor*.
- She's going to try to *make it* in New York.
She's going to try to *be a success*.
She's going to try to *make friends*.
- I think I'm *losing it*.
I *am in complete control* of my life.
I *no longer have control* of my life.

6 Listening

Listening strategy

Listening and taking notes on a talk

When you take notes on a lecture or conversation, you write down the most important information. Remember, good notes don't need complete sentences—just words and phrases.

Before you listen

A. PAIR WORK Do you know of any famous people in your country who faced some serious problems? How did they overcome their problems?

First listening

B. You are going to hear a biography of the American TV celebrity Oprah Winfrey. Listen and answer True (T) or False (F). If the sentence is false, change it to make it true.

1. Oprah grew up in one of the richest areas of the United States.
2. Oprah's mother helped her to change her life when she was fourteen.
3. Oprah started working at a TV station after she graduated from college.
4. People can watch Oprah's TV program in 106 cities around the world.
5. Oprah has given millions of dollars to help old people in many countries.



Second listening

C. Listen again and take notes for each of these things. Write only words and phrases—not complete sentences.

People who helped Oprah _____

Kinds of work Oprah has done _____

How Oprah helps people now _____

After listening

D. Are there any famous people in your country who have given money to help others? What have they done?

Test yourself

E. Listen to this biography of Stephen Hawking and take short notes.

His occupation _____

His problem _____

Things he can't do _____

His activities (4) _____

How many words are in your notes? _____

