



全国普通高等学校优秀教材一等奖 **第一版**
普通高等教育“十一五”国家级规划教材

总主编 虞苏美 黄源深

Integrated Skills of English

综合英语教程

第三版

主 编 邹为诚



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Teacher's Book
教师用书

 高等教育出版社
HIGHER EDUCATION PRESS



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Zonghe Yingyu Jiaocheng

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主 编 邹为诚

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《综合英语教程》第一版问世以来，得到了全国上百所普通高等院校英语专业老师和学生的支持，为我国的英语专业基础阶段的教学做出了很大的贡献。随着社会的发展，我国的英语基础阶段的教学出现了许多新的变化，为了适应这些变化，编写组于2002年起对本教材进行了全面的修改。第二版充分反映了教师们开展教学实验的结果，修改和删除了部分项目，增加了课堂效果良好、有助于学生在语言和知识两方面发展的任务和内 容，并根据课堂实验重新编写了教师用书。

编写组认为，教材的修订不应仅仅是课堂操作层面上的改进，还应反映出时代和学科的最新变化，以及当前外语教学领域必须开展的一些重要变革。

众所周知，在最近的五年里，教育界发生了翻天覆地的变化，外语教育也不例外。传统的教学观念、教学手段、学习目的和学习方法都已产生了巨大的变化，其中最突出的是对学生主体的重新认识。教学界重新认识到教师必须根据学生的认知需要、情感需要和语言交流的需要来开展教学，这一原则在第二版教材中体现在如下几个方面：

1. 强调“以学生为中心，以教师为主导”的观念。第二版教材在教学活动的设计上，强调从学生已有知识出发，引导学生去探索未知的知识；教师在引导过程中，及时地给学生传授语言和知识。

2. 第二版教材强调教材和教师在语言示范方面的共同作用。传统教材以教学材料为主要的语言示范工具，这对学习者的语言习得有极大的帮助。但是，这种静止式的语言示范有很大的局限性，它排斥了语言教师的动态语言示范作用，教师无法准确地把握学生语言发展和学生交际需要之间的关系。第二版教材采用“静止式示范(Single-mode Modeling)”与“动态式示范(Interactive Modeling)”相结合的模式，强调教师通过语言交流活动，发现学生的交际需要，采用有针对性的“动态语言示范”，创造一种让学生“顿悟”语言的机会。

3. 第二版教材同时强调语言的“正面”和“负面”输入(Positive and Negative Input)。语言的“正面输入”指的是教师、教材以及教学活动和环境向学生提供的正确的语言形式，“负面输入”指的是学生在语言活动中得到有关其语言错误的信息。近年来的研究已经证实，有些语言错误可以随着语言的发展而自行得到纠正，但也有许多语言错误必须得到及时的纠正，这种“负面”输入对学生的语言发展极为重要。

4. 第二版教材更加强 调语言学习的自主性。语言教学要让学生获得语言知识，但是也要让学生学会发现语言知识。学生通常必须在有意义的思维活动的基础上，在真实性交际需要的驱动下才能寻找到能刺激语言发展的语言形式。第二版教材重新设计了许多符合当代青年学生特点的任务，鼓励他们将自己的生活经验与语言活动和语言学习联系起来，从而获得自主发现语言形式的机会。

5. 第二版教材增加了大量的任务型(Task-based Activities)和研究型活动(Enquiry-based Activities)。有的活动印在学生用书上，有的放在教师用书上。提供在学生用书上的活动一般来讲要求学生独立思考，锤炼语言，精心编排内容；安排在教师用书上的任务在开展活动时才发给学生，这样安排是为了更有利于教师组织课堂活动。编写组在实验中发现，语言学习的机会不仅产生于课前已经准备好的活动中，也产生于课堂活动的过程中。

第三册学生用书基本保留了第一版的内容，只对几个单元的阅读理解题做了调整；但是第二版教材增加了许多任务型和研究型的训练项目，它们都印在教师用书中，由教师在教学中根据学生的情况选用。

《综合英语教程》为教育部委托编写的普通高等教育“九五”国家级重点教材出版项目，是为我国师范院校英语专业学生编写的一本面向21世纪的英语专业基础教材，也可供教育学院和社会自学者使用。全书共6册，由学生用书、教师用书和录音磁带组成。

根据我国目前高校英语教学的实际情况，基础教学应以语言基本功训练为主要途径，以培养语言交际能力为主要目的。本书编者力图通过循序渐进的方式，使学生逐步掌握系统的英语基础知识，并把所学到的知识应用于各种交际性任务，包括教师技能训练任务中去。为了鼓励学生在学习语言的同时努力了解英语国家社会，编者还为学生提供了丰富的英语国家文化知识。在融语言知识、交际技能和教学技巧于一体方面，本教材作了大胆尝试。

本书是《综合英语教程》教师用书第三册。内容包括：每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。

听写短文时，建议教师读四遍，第一和第四遍用正常的语速，第二、第三遍用慢速。

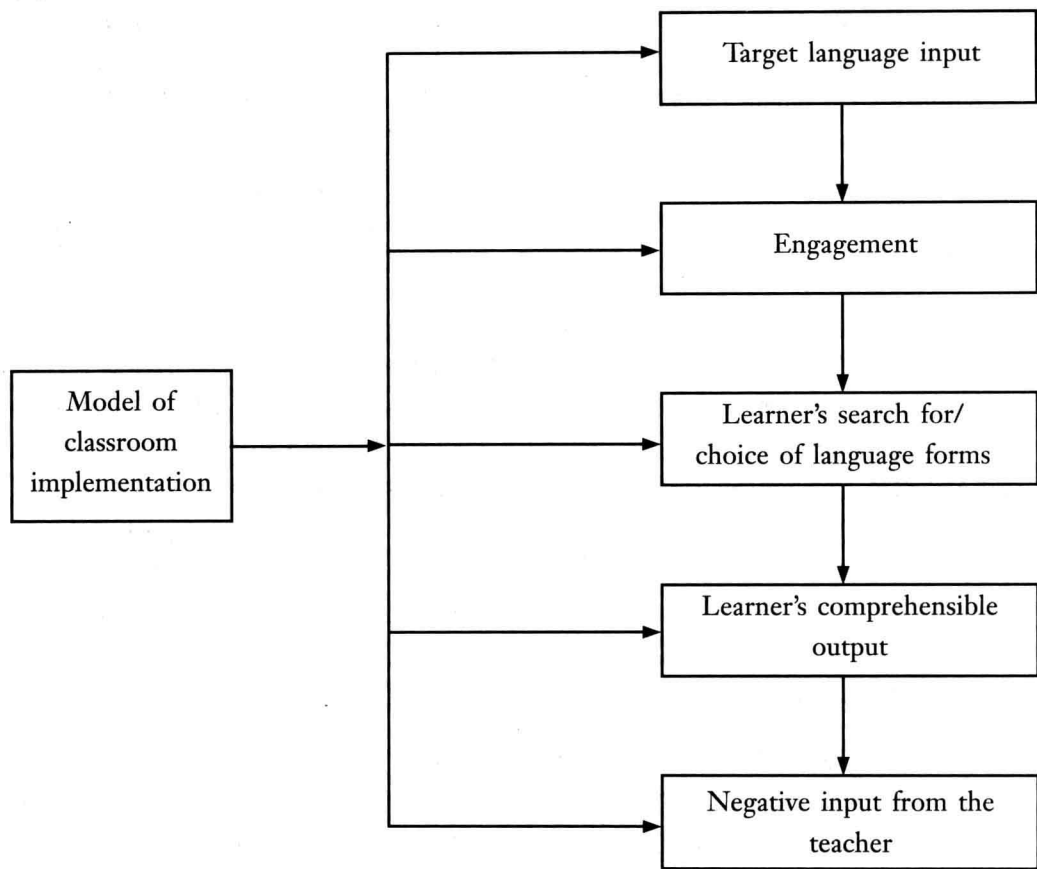
编者

1999年4月

于华东师范大学

一、教学模式

教师在使用本书前应全面地理解本教程所运用的教学原理和教学技巧。本教程所采用的基本教学模式如下：



该模式中各个部分的含义和课堂实施建议如下：

1. 英语语言输入 (Target language input)

语言输入可以通过如下途径实现：学生用书上所提供的书面材料；教师用书中提供的活动“任务书” (Worksheets)；教师用书中建议教师补充的材料；教师用书中建议对学生活动进行引导的口头交流 (Introductory remarks by teachers)；教师用书中建议教师展示的内容 (Teacher written or/and oral demonstration)；教师用书中建议教师对学生活动作出的具体评价 (Teacher comments on student performance in both content and language)；教师用书中要求学生之间开展的讨论和展示；教师用书中要求学生进行的课外作业，如检索互联网，利用图书资料等。教师提供的语言输入在内容和形式上应该具有针对性和具体化，切忌泛泛而论。

2. 组织教学活动 (Engagement)

教学活动可以采用如下形式：学生根据教学指令完成书上所规定的任务；教师进行讲

解；学生一对一地讨论和开展活动；学生以小组为单位讨论和开展活动；一人与全班或小组之间开展活动；小组与小组之间开展活动；如果有平行班，可以进行班级与班级之间的交流活动；教师与学生之间讨论和开展活动。活动的组合应该有变化，为学生提供更多相互交流的机会。一年级第一学期可以直接采用学生用书上规定的活动，第二学期开始大量增加任务型活动，采用教师用书上建议的“任务书”（Worksheets），提高学生在语言活动中的投入深度（Depth of engagement）。如果学生基础较好，建议从第一册开始大量使用教师用书中提供的“任务书”，以确保各种水平和语言发展层次上的学生都有语言学习和语言实践的机会。教学活动（Engagement）的成败取决于如下因素：是否帮助学生明确任务目的和要求；是否对任务的难度进行了调整；是否给学生提供了“范例”（Demonstration）；在完成任务过程中是否给学生提供了及时的支持（如解释语言、提供语言形式、澄清思路等）。

3. 学生寻找和选择语言形式（Learner's search for/choice of language forms）

教师在教学中要创造条件让学生从各种途径寻找到他们用来完成学习任务（Tasks）的语言形式。学生一般从如下途径寻找：学生用书上提供的材料，如对话练习中的替换词语和句子；表达某个功能的各种句子形式；课文引导和阅读材料；学生用书上提供的文化学习材料和成语习语材料；扩充部分的词语和写作材料；教师用书提供的“任务书”（Worksheets）；教师用书上建议的补充材料；教师在黑板上列出的语言；学生之间交流时记录下来的语言。如果是课外作业或活动，学生还从其他书籍、网络、词典、听力磁带、电影、电视、录像等语言中获得他们用来完成任务的语言。学生能否找到语言取决于如下因素：活动环境是否具备针对活动目的的语言材料；活动环境是否有助于学生将当前的任务与以往的语言活动或语言形式建立联系；学生对目标语形式的需要程度三者之间关系的密切程度。

4. 学生可理解性输出（Comprehensible output）

学习者的输出体现在自己编造对话、编故事、准备讨论、发言、回答问题、辩论和写作等方面，输出活动的重点是输出前的准备工作。对于一年级第一学期的输出活动，建议利用对话中提供的替换词语、句型或内容提示，根据课文提示进行口语练习时，学生应该眼睛看着听话者，只有在想不起词语或内容时可以看书上或黑板上的语言提示。对于水平较高的学生，建议用教师用书提供的“任务书”（Worksheets）为准备材料。从第二学期开始，输出前的准备工作要以写作为基础，尽量在书面准备的基础上作口头发言，“说前写”（Drafting before speaking）可以有效地防止学生采用“回避策略”（Avoidance strategies），解决部分学生长期依赖低质量的口水话而造成语言发展停滞不前的问题。输出的形式要多样化，多样化体现在话语的长度、复杂度和文体风格上。输出的质量要符合如下标准：输出内容满足交流思想的要求，输出量满足交际效率的要求，输出的方式满足形式和内容统一的要求。

5. 负面输入（Negative input）

负面输入是否能获得良好的效果取决于如下的因素：符合“即时即地原则（Here and now principle）”，所以最好的机会是在学生发言、写作刚刚结束时和学生的注意力被教师吸引住时。教师对语言错误的判断要十分准确，每次只涉及学生承受范围内的错误个数。输入的方法有：教师用正确的形式复述学生的语言（Recasting），通过“澄清”（Clarification）的方式吸引学生在交流过程中注意教师的正确语言形式；教师通过口头和板书两种方法吸引学生的

注意力；教师通过“显示”（Demonstration）给全班学生提供正确的语言形式。负面输入的机会主要存在于“师生互动”（Teacher-learner interaction）之中。在确定负面输入内容时，教师应用笔记的方式记录学生语言输出中的质量问题，然后根据笔记向学生提供纠错信息。

二、课堂教学管理

1. 建议教师对课堂中出现的重点句型和词汇做笔记，在下课前2分钟时作简要的回顾。可以用中文做笔记，但鼓励老师用英语完成这个总结任务。

2. 每一单元结束时，对教学所涉及的词汇、词组、句型、惯用法、成语、俗语作简单的回顾，可以采用问答的方式提醒学生注意这些语言形式。

3. 在使用“任务书”时，建议教师在备课时先尝试一遍，以发现学生可能会遇到的困难；建议用多种方式评价学生（如参与积极性、数量、书写的美观度、任务所涉及的内容和语言两方面的深度和宽度、参考数目、提供注释和互助合作等因素）。

4. 在使用“任务书”的过程中，防止学生分工不均的做法，例如总是某一学生写，总是某一学生发言，建议采用轮流的方法来避免这种情况，并在评估中考虑这一因素。

5. 建议教师每隔4个单元进行一次四级口笔语测试。根据《高校英语专业四级考试大纲（2004年新版）》，我们在本书中编写了3套二级模拟试卷，建议教师分别在第4单元、第8单元和第12单元教学任务结束之后使用。模拟试卷在教师用书附带的光盘中，教师可复印后发给学生。录音部分在磁带中。

6. 建议一年级的期末考试口笔语并重，二年级偏重笔试成绩。

7. 建议学生用英语写自我评估，不必每课都做，教师可以根据学生的实践情况决定评估的次数。

8. “任务书”及参考答案和“自我评估”都在教师用书附带的光碟中，教师可以在备课时复印好供上课时使用。

三、符号说明

1. 方框内是教学目的，并非所有的教学内容和活动前都有教学目的的描写，有些活动目的不言自明，故省略。

2. 数码表明教师可采用的教学步骤，建议新教师采用这种方法开展教学。有经验的教师可以根据学生实际情况进行调整或取舍。

《综合英语教程》编写组

于华东师范大学

2004年7月

Units	Titles	Functions and Communication	
6	My First Class	<ul style="list-style-type: none"> ▶ Talking about educational establishments ▶ Talking about people, positions, and jobs related to education ▶ Talking about teacher-student's relationship 	
7	Genius Sacrificed for Failure	<ul style="list-style-type: none"> ▶ Talking about social justice such as gender issues ▶ Talking about women's roles in family and society ▶ Talking about one's talents or weaknesses 	
8	A Horse and Two Goats	<ul style="list-style-type: none"> ▶ Talking about means of communication ▶ Showing meanings, emotions, attitudes through body language ▶ Playing out a story in a drama 	
9	Learning a Language	<ul style="list-style-type: none"> ▶ Talking about language learning experiences ▶ Discussing the complexities of language and language use ▶ Talking about Greek and Roman mythology 	
10	Bargains	<ul style="list-style-type: none"> ▶ Talking about shopping ▶ Talking about bargaining ▶ Analyzing deadpan comic style of exaggeration 	

Language Knowledge and Skills	Read More	Cultural Information
<ul style="list-style-type: none"> ▶ Educational institutions and professions ▶ School life, teaching and learning ▶ Collocations and set phrases for learning and making achievements 	Schoolmaster	School Life – <i>Grange Hill</i> 69
<ul style="list-style-type: none"> ▶ Jobs for men and women ▶ Forms of social injustice and discrimination, especially gender discrimination ▶ Cultural information in relation to British monarchy 	When Grateful Begins to Grate	The Monarch 86
<ul style="list-style-type: none"> ▶ Means of understanding/misunderstanding ▶ Body language in communication ▶ Interpreting dialogue 	Gesture	The Commonwealth 100
<ul style="list-style-type: none"> ▶ Stages of language learning and development ▶ Various Greek and Roman gods ▶ Means of language use/production 	Myths of Greece and Rome	How English Began 114
<ul style="list-style-type: none"> ▶ Shopping, and facilities ▶ Experiences in business, such as buying or selling ▶ Exaggeration over trivial things in life 	Travails with Charlie	Marks and Spencer 130

Units	Titles	Functions and Communication	
11	Out of the Mists	<ul style="list-style-type: none"> ▶ Reminiscing about one's life in the past ▶ Talking about people relationships ▶ Analyzing a short story 	
12	Where the Sun Always Rises	<ul style="list-style-type: none"> ▶ Talking about love of nature in education ▶ Describing views of countryside and parks ▶ Talking about cultural differences regarding nature 	
13	Glue	<ul style="list-style-type: none"> ▶ Talking about using little gadgets and tools in everyday life ▶ Naming the tools, gadgets, instruments ▶ Describing procedures of work ▶ Critiquing humor styles of writing 	
14	A Changing World	<ul style="list-style-type: none"> ▶ Talking about geographical knowledge of Asia, Europe, life in a mountain village in Lebanon, and Canada ▶ Traditional values in a Lebanese village life ▶ Changes in the rural life in a Lebanese mountain village, such as socialization, concepts of time, distance, relationship, and some of economical activities 	
15	William Shakespeare: His Life and Works	<ul style="list-style-type: none"> ▶ Talking about life and the selected works of Shakespeare ▶ Discussing concepts of theatrical art ▶ Learning about Shakespeare's story 	

Language Knowledge and Skills	Read More	Cultural Information
<ul style="list-style-type: none"> ▶ Describing past events ▶ Talking about childhood plays ▶ Causative actions, and memories 	Beware of the Dog	King Arthur — A National Folk Hero <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">141</div>
<ul style="list-style-type: none"> ▶ Natural phenomena, fauna and flora ▶ Giving responses to beauty and views of nature ▶ Historical development of nature and rural life 	The Common Stream	Recreation in the USA and Britain <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">152</div>
<ul style="list-style-type: none"> ▶ Names of gadgets, tools and instruments ▶ Methods of using them ▶ Procedures of work ▶ Analysis of humor 	Your Change	Skyscraper <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">164</div>
<ul style="list-style-type: none"> ▶ Names of jobs, professions involved in scientific endeavors ▶ Geographical characteristics of Asia, Europe, Canada, and the mountain village in Lebanon ▶ Concepts of time, location, home, relationships, jobs, and the new ways of life in the outside world 	The Telephone	A Brief History of Canada <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">175</div>
<ul style="list-style-type: none"> ▶ Theatrical, performing art ▶ People, and objects involved in theatres ▶ Story of Romeo and Juliet 	Romeo and Juliet	Theatres in the Elizabethan Age <div style="text-align: right; background-color: black; color: white; padding: 2px 5px;">187</div>

My Father

Objectives

A. Topics and functions

- ▶ Describing a person, managing relationship
- ▶ Mutual understanding in personal life
- ▶ Analyzing human relationships

B. Language knowledge

Words and phrases for

- ▶ physical features for personal description
- ▶ positive, negative, neutral description
- ▶ expressing argument in analyzing relationship

Part 1 Communicative Activities

Aims

- Learning to describe people in positive, negative, neutral terms in speaking and listening
- Learning to describe personal relationships in speaking and listening
- Learning to analyze changes in relationships in speaking and writing

1 Brainstorming

Teaching suggestions

- 1 Introduce the five tasks on the board/OHP.
- 2 Explain the meanings of each category with exemplary words/expressions.
- 3 Have Ss work in pairs or groups to complete the five tasks.
- 4 Have three or four Ss present their work on the board.
- 5 Comment on and add selectively new words or expressions to their lists by using the vocabulary for reference.

If Ss are low in proficiency, use the following methods.

- Introduce the vocabulary by listing the words selectively from Topic 1 on the board/OHP.
- Check all Ss know the words.
- Explain selectively some difficult words, such as *humorous/reliable/self-loving/cocky/vain*, etc.
- Have Ss give their personal opinions about the use of those adjectives by using the following questions:
 - 1) *According to your observation, which of the words are more suitable to describe a person you would make friends with?*
 - 2) *According to your observation, which of the words are more suitable to describe a person you wouldn't like to make friends with?*
- Have Ss write down the answers into their notebooks according to their classification.
- Teach the vocabulary of the other topics in the same methods.

Answers for reference

1. Adjectives for describing personality/character:

● Positive adjectives:

easy-going, honest, open-minded, humorous, interesting, pleasant, pleasurable, frank, sympathetic, helpful, loyal, selfless, reliable, considerate, faithful, trusty, versatile, tasteful, warm-hearted, modest, enthusiastic, zealous, polite, generous

● Negative adjectives:

arrogant, dishonest, difficult, narrow-minded, boring, loathsome, unpleasant, selfish, rude, cowardly, self-loving, self-admiring, cocky, boastful, vain, greedy, prejudiced, cruel, patronizing, mean, pretentious, jealous, hostile

- ▶ **Neutral adjectives:**
 quiet, talkative, complicated, reserved, silent, sophisticated, ambitious, aggressive, timid, impulsive, sociable/unsociable, curious, quick-witted, slow-minded, out-going, shy, unapproachable, aloof, introvert, extrovert, communicative, uncommunicative
- 2. **Expressions for personal appearance/one's looks (most of these expressions describe the physical features of a person):**

 - ▶ **Size:**
 thin, slim, slender, big, large, small, little, stout, plump, fat, fattish, robust, athletic, muscular, skinny, chubby, tubby (short and slightly fat), strong, weak, slight, well-rounded, roly-poly (short, round and fat), heavy, overweight
 - ▶ **Age:**
 old, young, look old/young, don't/doesn't look one's age, elderly, middle-aged, in one's thirties/forties/fifties..., teenage, adolescent, youthful, juvenile, junior, in the springtime of life, in the prime of one's life (when one is strongest and most successful), in one's salad days (slang, when one is young and doesn't have much experience), aged, grey-haired, senior, senile (very old and weak due to old age)
 - ▶ **Resemblance:**
 look like somebody, resemble, take after somebody, have someone's eyes/nose/hair..., remind someone of someone else, be similar to, bear a resemblance to, be like, mirror, echo
- 3. **Expressions for likes and dislikes:**

 - ▶ **Likes:**
 love, like, enjoy, be crazy/mad/nuts about something, be keen on, be interested in, long for, be longing to, be eager to, be hungry for, be fond of, be devoted to, be thirsty for, care for, have a great/strong/huge crush on someone, a young girl's crush on someone
 - ▶ **Dislikes:**
 feel/be sick about something, dislike, hate, be indifferent to, don't care for, be disgusted with, be uninterested in, sicken, loathe, feel hostile towards, be unable to stand/bear, be tired of, be unwilling to, be fed up with
- 4. **Expressions for managing relationships:**

 - ▶ **Improving relations:**
 get along with, praise, have a good or friendly relationship with, be on good terms with, live happily with, be kind/nice/agreeable to, compliment, appreciate one's help/advice, encourage, be tolerant to, approachable
 - ▶ **Hurting relations:**
 interfere with one's affairs, laugh at, mock at, criticize, ridicule, quarrel with, split with, look down upon, break up with, have a bad relationship with, there is bad blood between...and..., be difficult/hard on somebody
 - ▶ **Neutral:**
 cope with, keep in touch with, be in/out of contact with, communicate with, approach, write to, call, ring up, get hold of, speak to, phone, visit, call on somebody, call at some place

5. Expressions for people we know or meet:

- ▷ friends, strangers, acquaintances, colleagues, classmates, schoolmates, roommates, playmates, fellow students/workers, neighbours, alumnus (pl. alumni), alumna (pl. alumnae), relatives, comrade

2 Listening

Teaching suggestions

- 1 Introduce the task by discussing the meaning of the following terms.
 - ▷ *arch enemy*: it refers to the main enemy, the chief foe, the person you hate or dislike or are against
 - ▷ *clash*: fight, quarrel
- 2 Introduce the following questions as a pre-listening activity.
Have you any brothers or sisters? How are you getting on?
- 3 Play the recording.
- 4 Have Ss take notes to prepare for the answers to the four questions.
- 5 Have Ss answer the questions.

Recording Script

I Have a Brother

Interviewer: Excuse me, I'm doing a survey, and I'm interested in how brothers or sisters relate to each other. Do you have any brothers or sisters? How are you getting on?

Charlie: Well, I have a brother. He's three years older than me, but a little shorter. He, er, he's well-built, and looks very strong. We are both married and get on quite well right now, but we were very hostile to each other in our early teens. In fact, I was very afraid of him. He was too demanding. He used to ask me to do this or that for him. If I refused or didn't do well, he would either hit me, or threaten not to take me to places I wanted very much to go to. You can't be very independent if you have an elder brother or sister, you know what I mean? You would follow them around; they take you here and there. They're sometimes kind enough to do things for you, perhaps they want to show off but you become more dependent on them, and you appear "weak". You see what I mean?

Interviewer: Yes. Er... How did you manage your relations? Did you just accept the fact, or did you try to do something to change the situation?

Charlie: Mmm, I used to hate my brother because, as I said earlier, he liked to order