



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

◆ 总主编 张维友 舒白梅


Book



新编综合英语(一)


◆ 主编 向宗平 李权文

教师用书

 华中师范大学出版社



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编写说明

《新编综合英语》(教师用书)旨在为使用《新编综合英语》(学生用书)的教师提供支持。学生用书倡导自主、合作、探究相结合的学习方式,教学活动设计总体体现以学习者为中心的理念。但是我们在编写教师用书时尽量考虑不同的教学需求与教学风格,因此无论您通常主要采用以教师讲授为主的教学途径还是以学生合作讨论为主的教学路径,本套教师用书都尽量满足您的需要。

《新编综合英语》(教师用书)第一册主要包括四个部分的内容: Background to Reading 1 (背景知识介绍); Notes to the Text (课文详解); Answers, Tips and Scripts (练习答案、教学建议、录音文字稿,包括 Preparation, Reading 1, Exploration, Consolidation, Application, Reading 1, Suggested Answers for Quiz 七个板块); Resources (拓展资源)。Background to Reading 1 主要包括与课文有关的非语言的文化背景知识。Notes to the Text 主要针对语言问题,涉及词汇与长难句。Answers, Tips and Scripts 主要提供学生用书中各类学习活动、语言练习、单元测验等的参考答案。有的教学活动是开放型的,没有唯一正确的答案,这时我们便提供了一些教学建议供您参考。同时为了方便使用,语音和听力部分的录音文字稿也放在这部分。Resources 主要提供拓展资源,包括与单元主题相关的影视作品名称、同主题补充阅读材料、网址、可供选用的教学活动等,供“教有余力”和“学有余力”的师生选用。

不同的教学情境、教学风格、教学理念等必然导致使用者不同的需求与期待,因此在这本书的编写过程中我们必然还有考虑不周的地方。如果您在使用过程中有任何意见与建议,欢迎您给我们提出来,以便我们不断修订完善这套崭新的教材。

由于时间紧,加之水平有限,书中难免有很多不足之处,恳请读者批评指正。

编者

2011年6月

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Unit 1

Teacher and Student

Background to Reading 1



1. “Why I Teach” is taken from *A Cup of Comfort for Teachers: Heartwarming Stories of People Who Mentor, Motivate, and Inspire* edited by Colleen Sell and published by Adams Media Corporation in 2004. In “Why I Teach”, Whitney L. Grady shares “some amazing words” that came from a student’s heart and transformed his classmates and his teacher.
2. Whitney L. Grady is an American teacher. She lives in Kinston, North Carolina, with her husband and their dog. She teaches seventh and eighth grades at Arendell Parrott Academy and gains inspiration for her writing from her students, friends, family, and weekends on the beach. “Why I Teach” is her first published story.

Notes to the Text



1. Masses of awkward seventh graders swarm the halls of my rural middle school each day, hauling backpacks over one shoulder, talking and shuffling along the tile hallway floor from class to class.

In the rural middle school where I teach every day many seventh-grade students move from class to class in the hall, carrying their backpacks over one shoulder, talking and walking noisily and slowly without lifting their feet from the tile hallway floor.

mass: a large number of

awkward: not comfortable, relaxed, or confident

e. g. *He stood there looking stiff and awkward in his uniform.*

swarm: to go somewhere as part of a large crowd

e. g. *Fans swarmed onto the pitch to celebrate.*

haul: to pull or carry something heavy from one place to another with a lot of effort

e. g. *I hauled my luggage to the nearest hotel.*

Rescue workers attached the men to ropes before hauling them to safety.

shuffle: to walk slowly and noisily without lifting one’s feet

2. **They trust me with their stories and so I am given the privilege of having a secret bond with each and every one of them.**

They tell me their stories because they know they can trust me, so I am the only person with whom they are all willing to share their secrets.

trust someone with something: to let someone have something or have control over something, believing that they will be careful with it

e. g. *I wouldn't trust him with the keys.*

privilege: something that only a particular type of person is allowed to do

bond: something that gives people or groups a reason to love one another or feel they have a duty to one another

COLLOCATIONS

bond between: *The experience formed a close bond between us.*

bond with: *We will work to strengthen our bonds with neighbouring countries.*

a common bond: *These women all lead very different lives, but they share a common bond.*

3. **I try to let them find release and expression through writing.**

I try to let them find the freedom as well as the way to express their feelings and thoughts through writing.

release: a feeling of freedom that you have after a difficult or emotional experience

expression: the act of showing what your thoughts or feelings are

4. **He started out loud and clear and held the attention of my usually restless seventh graders as he read on for what seemed like fifteen minutes.**

He began to read loudly and clearly. It was usually difficult for my seventh-grade students to keep still, but Al was able to hold their attention for about fifteen minutes as he continued to read.

restless: not willing or able to keep still

5. **He revealed to us the thoughts that raced through his mind constantly about where his father might be and why he might have left.**

He let us know the thoughts that moved quickly in his mind all the time about where his father might be and why he might have left.

reveal: to let something become known, for example, a secret or information that was previously not known

e. g. *She refused to reveal the contents of the letter.*

Cockpit recordings may reveal the cause of the crash.

reveal something to someone:

e. g. *Plans for re-routing traffic have been revealed to residents.*

race: to move very quickly

e. g. *The economy seems to be racing towards another slump.*

race through:

e. g. *She tried to control the thoughts that were racing through her mind.*

constantly: always or regularly

e. g. *The view across the valley presented a constantly changing panorama.*

We are constantly reminded of his success.

6. My eyes scanned the room for snickering faces of seventh-grade kids who I knew were prone to jump at a weakness and try to crack a joke, but there were no snickers.

I examined the classroom thoroughly, thinking I might see mean laughs from my students who were likely to take every opportunity to make fun of someone or tell a joke, but they were not laughing this time.

scan: to examine thoroughly

snickering: to give a small and often mean or sly laugh

prone to: likely to be or act in a certain way

jump at: to take an opportunity that is offered to you in a very enthusiastic way

e. g. *I jumped at the chance to go with him.*

COLLOCATIONS

jump at chance/idea/offer/opportunity

crack a joke: *informal* to tell a joke

7. There were no rolling eyes or gestures insinuating boredom or pending attacks.

There were no rolling eyes or gestures showing that the students were bored or were going to attack Al.

insinuate: to imply

pending: *formal* going to happen soon

e. g. *the pending election*

8. I felt a lump in my throat.

I felt that I wanted to cry.

a lump in one's throat: a feeling that one wants to cry

9. Without any cue from me, the class stood up and applauded.

I did not give the students any sign as to what to do, but they all stood up and clapped their hands.

cue: an action or event that is a signal for something else to happen

Preparation



Activities in this section aim at activating the students' prior knowledge, arousing their interest, and giving them a reason to read.

A. You may find that different students associate different words with "teacher," so

this activity also provides you with the opportunity to get to know your students' views about teacher and teaching.

B. Open.

Reading 1



A. The title “Why I Teach” suggests that perhaps the author likes teaching. The students may come up with different predictions. Encourage them to read and find evidence from the text to confirm or refute their guesses.

B. 1. T 2. T 3. F 4. F 5. T

As always, encourage the students to find evidence from the text to support their decision.

C. For most of the questions, answers will vary. Encourage the students to relate to their own experiences, opinions and feelings.

1. Examples of students' secrets are found in Paragraph 2.

2. The teacher gets to know the students' secrets in their writing. She is their writing teacher and the students trust her with their stories.

3. Open.

4. The author was surprised because Al was new to this school and he was small and looked younger than his classmates. Moreover, he had been in this class only for a short time and was still trying to fit in. Expect your students to respond differently to the second half of the question.

5. Open.

D. 1. The teacher is at the classroom door and the students are in the classroom. The teacher feels she is like a general perhaps because she thinks as a teacher she has some “privilege” and a high rank compared with her students and she smiles because she knows her students well.

2. “Author’s chair” is a period of class time when the students do a particular activity, i. e. to share what they have written with their classmates and teacher. “Which” refers to “author’s chair.”

3. Correct sentences: a and d. Sentence a is, in fact, ambiguous in that it can mean either “I, with a smile, told Al to read.” or “I told Al to read with a smile.” It is correct when in the first case but incorrect in the latter case. Sentence b is not correct because the teacher prayed before and perhaps while but not after Al read. Sentence c is not correct because the teacher “nodded for him to read” means the teacher signaled Al to read with a nod. She might be nodding her head

while Al was reading, but the text does not tell us so. Sentence d is correct and the evidence is her “silent prayer.” “While” and “when” cannot be used interchangeably because “while” is usually used to emphasize that something is continuing.

- E. 1. (1) c. Expository writing intends to inform, explain, describe or define.
 (2) a. Descriptive writing “paints a picture” with words.
 (3) d. Narrative writing tells a story or part of a story.
 (4) b. Persuasive writing intends to convince others.
2. “Why I Teach” is d, narrative writing. It tells a story.
3. This text has all the features in the list of a good piece of narrative writing. Encourage your students to find evidence from the text to illustrate those features.
4. Open.

Exploration



A.

English names	Meanings
Example: Eudora	Good gift
Whitney	white island
Jay	to rejoice
Dora	gift
Al	handsome
Jessica	god is watching
Keith	forest
Your English Name _____	<i>Answers will vary.</i>

B.

Words	Pronunciation	Meaning	Example
shuffle	/ˈʃʌfl/	to walk very slowly and noisily, without lifting your feet off the ground	<i>With sore legs and aching chest, he shuffled over to the bathroom.</i>
privilege	/pˈrɪvɪlɪdʒ/	a special advantage that is given only to one person or group of people	<i>the privilege of a good education</i>
intimate	/ˈɪntɪmət/	relating to very private or personal matters	<i>the publication of intimate details of their affair</i>
constantly	/ˈkɒnstəntli/	all the time, or very often	<i>He talked constantly about his work.</i>
insinuate	/ɪnˈsɪnjuət/	to suggest indirectly that sth. unpleasant is true; to imply	<i>What are you trying to insinuate?</i>
pending	/ˈpendɪŋ/	going to happen soon	<i>An election is pending in Italy.</i>

Consolidation



Vocabulary

A. Tell the students that they do not have to be very precise in this activity. Try to find the parts in the sentence which help the students guess.

1. **swarm**: to move in large groups
2. **slouch**: to stand or sit with head and shoulders bent
3. **pitch**: to throw a ball
4. **swoon**: to get excited
 strut: to walk in a proud way
5. **release**: freedom from unpleasant feelings
6. **dimple**: a small hollow place in the skin, especially in the cheek or chin
7. **restless**: unable to stay quiet
8. **reveal**: to show
9. **snicker**: to laugh in a way that is not nice
10. **cue**: a signal for action

11. **floor**: to surprise or shock someone so much that they do not know what to say or do

- B.** 1. release 2. swarmed 3. slouch 4. reveal
5. swooned 6. strutted 7. snickers 8. pitching
9. cue 10. restlessly 11. intimate 12. constantly
13. shuffle 14. privilege 15. insinuating 16. pending
- C.** 1. attention 2. bond 3. dream
4. detail 5. dream 6. bond

Sentence

- A.** 1. In the rural middle school where I teach every day many seventh-grade students move from class to class in the hall, carrying their backpacks over one shoulder, talking and walking noisily and slowly without lifting their feet from the tile hallway floor.
2. They tell me their stories because they know they can trust me, so I am the only person with whom they are all willing to share their secrets.
3. I try to let them find the freedom as well as the way to express their feelings and thoughts through writing.
4. He let us know the thoughts that moved quickly in his mind all the time about where his father might be and why he might have left.
5. I examined the classroom thoroughly, thinking I might see mean laughs from my students who were not likely to take every opportunity to make fun of someone or tell a joke, but they were not laughing this time.
- B.** 1. Look at him! He's smiling from ear to ear.
2. At last he gathered enough courage to ask the girl out.
3. Young people are prone to swoon at famous stars.
4. It is said that the test can reveal people's potential to learn languages.
5. For primary school teachers it is easier to attract students' attention than to hold it.
6. With the help of the teacher and classmates, the new student fitted in quite well.

Grammar

- A.** 1. did not go 2. had
3. did not want 4. did not work
5. would taste 6. were

7. would not wait, would go 8. were not, would not be
- B. 1. If I did not have to work tomorrow evening, I would be able to meet you.
 2. If he spoke more clearly, people would understand him.
 3. If the book were not so expensive, I would buy it.
 4. If we could afford it, we would go out more often.
 5. If it were not raining, we could have lunch in the backyard.
- C. 1. I wish I knew Luke's phone number.
 2. I wish I did not live in a big city.
 3. I wish I did not have to work tomorrow. / I wish I could stay in bed.
 4. I wish I knew how to fix my car.
 5. I wish I were lying on a beautiful sunny beach.

Pronunciation

A.

ea pronounced as /i:/		ea pronounced as /e/		ea pronounced as /eɪ/
teach	leave	dead	bread	great
dream	eat	deaf	head	steak
heat	deal	health	breath	break
bead	weak			
steal				

Notice that in "theater," "idea," and "really" *ea* is pronounced as /iə/ as "ear."

- B. 1. The word *am* in *italics* shows that Al stressed it to emphasize the fact that he was in seventh grade.
 2. When you are speaking English, the words you stress can change the underlying meaning of a sentence. There are many different ways a sentence can be understood. The true meaning of the sentence is also expressed through the stressed word or words.
 (1) g (2) d (3) b (4) a (5) c (6) e (7) f

Application



Speaking

- A. This game has multiple purposes in that it aims at helping the students to understand instructions, learn to cooperate with classmates, form opinions, organize ideas, listen when others are talking, boost confidence, develop fluency in speaking, etc.

- B. This activity aims at encouraging the students to become more aware of the qualities of a good teacher as well as those of a good student. Remember to give your students some time to think and write individually and quietly before they form pairs to exchange ideas more “noisily.”

Listening

Tape Script

This is the VOA Special English Education Report.

Today we remember a man who was considered one of the best teachers in the United States. Jaime Alfonso Escalante was born in nineteen thirty in La Paz, Bolivia. Both his parents were teachers. He taught math and science in his home country for twelve years.

In the nineteen sixties, Jaime Escalante and his wife Fabiola came to the United States. During the next several years, he learned to speak English and repeated his college education and teacher training.

In nineteen seventy-four, Mr. Escalante was hired at Garfield High School to teach mathematics.

The school was in a poor area of Los Angeles, California. Many of the students had serious problems with illegal drugs, gangs and violence. The school was in danger of losing its official approval to operate.

Mr. Escalante's students were mostly Mexican-Americans from a Spanish-speaking area of the city. Many were the worst students at the school and thought to be “unteachable.” But Mr. Escalante pushed the group to work hard. He told them basic math was too easy and that they had the ability to do harder work.

He told his students that he believed in them, but they must have the desire to be successful.

Jaime Escalante started an advanced math program with a small group of students. Advanced Placement is a program of college-level classes and tests. In nineteen eighty-two, eighteen of his students took the Advanced Placement test in calculus. They all passed.

Officials at the testing company suspected the students of cheating. Mr. Escalante protested. He said the students were being rejected because they were Hispanic and from a poor school. He urged his students to take the test again.

Twelve of the students repeated the test. And again, all of them passed. Five earned top scores. Mr. Escalante's students went on to become engineers, scientists and university professors. The advanced math program at Garfield became extremely successful over the next several years.

Jaime Escalante received many teaching awards including the Presidential Medal of Excellence in Education. A movie about his success, *Stand and Deliver*, was released in nineteen eighty-eight. It influenced other teachers to use his methods.

Jaime Escalante retired from teaching in nineteen ninety-eight and later moved back to Bolivia with his wife. He died earlier this year. He was seventy-nine years old.

And that's the VOA Special English Education Report written by Lawan Davis. I'm Steve Ember.

- A. 1. He taught math and science in his home country for twelve years.
2. In nineteen seventy-four, Mr. Escalante was hired at Garfield High School to teach mathematics.
3. Mr. Escalante's students were mostly Mexican-Americans from a Spanish-speaking area of the city. Many were the worst students at the school and thought to be "unteachable."
4. Mr. Escalante pushed his students to work hard. He told them basic math was too easy and that they had the ability to do harder work. He also told his students that he believed in them, but they must have the desire to be successful. Jaime Escalante started an advanced math program with a small group of students.

B. 1. T 2. F 3. F 4. T 5. T 6. T 7. T 8. T 9. T 10. F

Writing

With an already very busy schedule, you may find grading students' writing too time-consuming. So why not ask your students to read each other's essays? Encourage them to correct each other's mistakes, write comments, and recommend their classmates' writing for you to read. It is also a good idea to ask each and every one of your students to select one of their best essays by the end of the semester to be published together as a volume.

Reading 2



The two poems in Reading 2 are taken from <http://www.poemsource.com/teacher-poems.html>.

Answers to questions

Open.

Suggested Answers for Quiz



- A. 1. reveal 2. snickering 3. constant 4. swarming 5. pitched
6. cue 7. insinuated 8. restless 9. shuffled 10. privilege
- B. (1) about (2) of (3) through (4) in (5) in (6) at (7) from
- C. 1. 他们信任我,给我讲他们的故事,因此我被赋予和每位同学建立秘密关系的特权。
2. 不需要我提醒,全班同学起立鼓掌,跑过去拥抱艾尔。艾尔开心地笑,乐得合不拢嘴。我被镇住了。

Resources



1. Some parts of the book *A Cup of Comfort for Teachers: Heartwarming Stories of People Who Mentor, Motivate, and Inspire* can be read online at <http://books.google.com.hk/books?hl=zh-CN>.
2. Colleen Sell has compiled twenty volumes of the *Cup of Comfort* book series. She has authored, ghostwritten (A ghostwriter is someone who is paid to write a book, or story for another person, who then says it is their work), or edited more than a hundred books and published scores of magazine articles and essays. Colleen has served as editor-in-chief of two award-winning magazines, associate editor of a national business magazine, and home and garden columnist of a regional newsmagazine. She lives in Eugene, Oregon in the United States.
3. Suggested movie: *Front of the Class* (2008, a Hallmark Hall of Fame TV movie based on Brad Cohen's book, *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had*, co-authored with Lisa Wysocky).