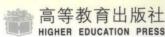○ 总主编 张维友

Advanced
Integrated
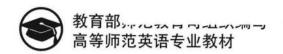# Skills of English

高级综合英语教程

2

（修订版）

□ 主编 舒白梅

○ 总主编　张维友

Advanced
Integrated
Skills of English

高级综合英语教程 2

□ 主编　舒白梅

（修订版）

□ 编者　舒白梅　张应林　陈佑林　张维友

内容简介

本书是教育部师范教育司组织编写的高等师范教材。共由 16 个单元组成，每个单元含两篇课文，分成四大部分：语言技能训练、语言训练、拓展训练和教师技能训练。练习设计多样，有利于培养学生独立思考和独立解决问题的能力。

本书可供高等师范英语专业学生使用，亦可供非英语专业人员和广大英语爱好者自学英语之用。

修订版前言

《高级综合英语教程》(*Advanced Integrated Skills of English*) 是为新世纪师范类高等学校英语专业高年级学生编写的综合英语教科书。《高级综合英语教程》共 4 册，第 1 册和第 2 册各含 16 个单元，第 3 册和第 4 册各含 14 个单元。每个单元由两篇课文组成，分成四大部分：语言技能训练、语言训练、拓展训练和教师技能训练。第一部分和第二部分都围绕课文 1 展开。"语言技能训练"着重培养学生综合使用语言的能力。该部分设有"读前"、"读中"和"读后"语言技能活动，以阅读为主线，带动口头表达和书面表达，以提高读、说、写的能力。第二部分为"语言训练"，注重对词汇、结构、语义、修辞、语篇、文体等进行分析和操练，以提高学生的语言敏感性和文化意识。拓展训练包括课文 2 和语言知识拓展。课文 2 是课文 1 的拓展阅读，是对课文 1 的主题、体裁和技能的延伸，目的是增加阅读量，扩大知识面，提高阅读理解能力。"拓展训练"设有语言知识及使用，旨在较为系统地总结和归纳中国学生语言学习中的重点和难点，进一步拓展未来英语教师应该掌握的语言知识和技能技巧。第 3 册和第 4 册适合于即将毕业的学生，内容的安排和练习的设计有所侧重，如加大了课文难度，增加了文学体裁文章，扩大了阅读量，以增强修辞和文学欣赏能力的培养。教师训练是本教材的重要特色，旨在系统全面介绍和操练英语教师应该掌握的主要教学技能技巧。

教材的编写遵循以交际活动带动教学的原则，突出以学生为主体的语言运用活动。教材的练习活动设计注意培养学生独立分析问题和解决问题的能力，注重篇章的整体教学。在教学方法上既保留了传统的被实践证明行之有效的语言训练形式，又引进了较为先进的体验性阅读和研究性阅读等活动，形式丰富多彩，相得益彰。

本教材是《综合英语教程》的修订版。《综合英语教程》自 2001 年出版以来，被众多高校采用，受到师生的好评。期间，我们注意不断收集意见，并进行了广泛调查研究，在此基础上对下述诸方面进行了修订：1. 更换部分课文，包括相应的活动练习，使得体裁和题材更加多样化，课文难易合适，长短相宜，增强了课文的趣味性和可读性；2. 对部分课文的先后顺序进行了调整，做到从易到难，循序渐进；3. 增添和更换了部分练习，增加了语篇知识和语篇分析份量；4. 将第 1、2 册的"教师小贴士"改为"教师技能训练"，并从第 1、2 册延伸到第 3、4 册，彰显了师范特色；5. 更换了原来简单的目录，增加了详细内容一览表，让师生对教材每单元的主题、课文、主要练习和活动、拓展训练和教师技能训练的具体内容一目了然，以提高教材的使用友好性。

在编写过程中，我们始终坚持六大特点：一、注重理论与实际相结合，即在充分考虑中国国情、需求和学生特点的基础上尽可能地将当代应用语言学、心理语言学和外语教学理论融于教材之中。二、注重语言材料的新颖性和题材、体裁的多样性。三、注重课文内容的知识性和可读性。四、突出学生在教学中的主体作用，发挥学生的主观能动性。五、注重教材的灵活性，给教师使用教材留有余地，使教师能够根据不同层次和不同特点的学生来组织教学。六、着意师资培训，突出师范特色。

《高级综合英语教程》是针对我国高等师范院校英语专业编写的教材，也适用于非师范类高校的英语专业学生，对各类在职英语教师培训更是不可多得的教材，同时也可作为立志从事英语教学工作的各类学生的自学教材，还可以作为各级各类英语教师的教学参考书。

《高级综合英语教程》（1–4册）由华中师范大学外国语学院张维友教授主持编写，各册主编依次为张维友、舒白梅、张应林和陈佑林教授。在编写过程中，英国文化委员会提供了先进的编写条件和大量的图书资料，并先后派遣两位专家 Margaret Mathews 和 David Puddiford 参与了一定的编写工作；总主编和各册主编先后赴英国，在著名教学法专家、国际教材编写协会主席 Brian Tomlinson 教授的指导下进行选材和研讨，确保教材的系统性、实用性和科学性。高等教育出版社外语出版中心的编辑在这次编写中，给予了大力支持，在此我们致以衷心的感谢；同时也感谢华中师范大学外国语学院英语系的教师，基于多年的使用提出的宝贵意见，也感谢所有参与编写的教师和博士研究生。

由于编者的水平与经验所限，教材中难免有不足之处，希望使用本书的广大师生不吝赐教，以利今后修订完善。

编　者
2009 年 3 月于武汉桂子山

Introduction

Advanced Integrated Skills of English is a course for the 3rd and 4th years English majors in colleges and universities in China, particularly for those who already hold a three-year diploma but are working further for a bachelor's degree or corresponding qualifications. The course attempts to achieve the following aims: (1) to develop students' skills in using the language by exposing them to modern language in real use; (2) to make the material serve as a basis for developing their awareness of the target language and culture, and (3) to acquaint students with some necessary teaching skills to enable them to communicate effectively in the language and teach the language efficiently in the future.

Characteristics

The syllabus for the course is a combination of cultural, communicative and semantic components. The books are intended to be innovative, yet some aspects of traditional teaching approach have been retained, so that teachers would not be faced with having to use books which are completely new. What is more important, the target learners of the intended level will find that they could learn more effectively with books containing certain traditional elements. In other words, the books are designed to represent a compromise between traditional material and material which accords more closely with current learning and teaching theories.

Knowledge versus skills

Some books in current use teach students about English, in particular about words and structures, but do not train students how to read, speak, and write in the sense that they will be able to use English effectively in academic and everyday situations. As a result, many students know a lot about English, but under real operating conditions they are unable to employ their knowledge in communication. This is most obviously true of the productive skills. Therefore, these books deal first and foremost with *skills*. For example, we have provided activities which we hope will train students to approach new reading materials in a natural way, using strategies which will maximize efficiency. More traditional language analysis exercises appear only later in the units, when students are already familiar and comfortable with the meaning of the texts.

Texts

Many Chinese students adopt a word-by-word approach to reading, and as a result,

they are often unable to comprehend the main idea and the purpose of the text. This is probably due to previous training — the effect of traditional reading materials and examinations which normally have a focus on words and sentences. One aim of this course is to change that approach. Exercises have been designed in such a way that students consider the *overall* meaning of the text, including the purpose of the writer, as well as specific details.

All the texts in these books are examples of real English use. They have all been written for purposes other than language teaching. The materials cover a broad range of language varieties in current use, including technical and scientific genres, news reports, academic discourse and so on with a broad spectrum of topics.

Skills interaction

Reading is the predominant skill focus, but tasks to develop speaking and writing skills have been included. These attempt to reflect real-life language use, where skills are often employed in an integrated fashion.

We have tried to ensure that tasks are performed in a variety of interaction formats, to avoid the situation where a teacher simply lectures to the class about language. Some tasks are intended to be done in pairs or in small groups, others individually or by the whole class together. Still other tasks are to be done first in one way, then in another, for example, whole class discussion of a task may be followed by small group work. There are several reasons for this approach.

In the first place, variety itself is important. Students are less likely to become bored or distracted if patterns change within each lesson. Secondly, where students interact with each other in small groups, speaking practice is maximized. Many teachers may feel unwilling to allow "free" practice, but if students are to acquire fluency, it is essential that they talk in English as much as possible. Furthermore, many students are more confident and willing to speak in front of smaller audiences. Thirdly, there are educational and social advantages in encouraging students to perform tasks cooperatively. We recommend that teachers move around the class during pair and group work in order to assist where necessary, and to monitor students' performance on the task.

Structure

There are four volumes in this series. Each of the books deals with speaking, reading and writing with reading being the priority skill. Listening has been omitted as there is a separate listening course in most universities during years three and four. Each book has been designed to be used over one semester. Units may be omitted,

however, at the teacher's discretion. Each unit requires 6–8 fifty-minute periods. A unit contains four sections: ***Skills Development, Language Development, Further Development and Teacher Development***, and two texts, with Text 1 being the major one and Text 2 supplementary. Tasks and activities related to Text 1 are all arranged in Skills Development and Language Development.

Skills Development aims to train learners' reading, speaking and writing skills using the language material of Text 1. Reading is the skill the course prioritizes. The main body of the material comprises task-based reading activities organized into three stages: *pre-reading, reading* and *post-reading*. These include experiential and studied reading, general and close reading. The emphasis is on developing different strategies and skills, with which to read different texts for different purposes.

Language Development aims to teach students different language knowledge and provide language practice, including such areas of semantics, vocabulary, rhetoric, structure, discourse, style and so on. Such activities intend to enhance students' language proficiency and cultural awareness.

Further Development is knowledge-based, aiming to develop students' knowledge further on the basis of what has been learned before. It contains in each unit some important or usually-confusing language points in terms of vocabulary, grammar, rhetoric and discourse, etc. among Chinese students. Through the activities, students summarize or review what has been learned in a systematic way. In addition, it provides teaching-skill training in *Teacher Development*. By doing the activities, students are to learn one skill in each unit necessary for teachers.

Text 2 is intended for supplementary reading. Each text is related to Text 1 in the topic area, and followed with some activities mainly to help students read the text individually.

Methodology

In general, we recommend the following procedures for teaching this material.

Skills development activities

Pre-reading activities

Texts in these books are not to be pre-viewed before class. In providing pre-reading tasks we hope to change the *way* in which students approach an English text which they have never seen before. These activities have the following specific purposes: (1) to arouse interest in the topic of the text, so that reading is done actively; (2) to activate students' knowledge about the topic area, in order to make the text easier to understand; (3) to raise some of the relevant vocabulary in a natural way.

Many students (and teachers) have the expectation that all the words in a text should be understood, but this approach does not accord with current theories of reading. We have therefore not provided a pre-reading list. We advise teachers not to attempt to teach unknown vocabulary beforehand or to require students to learn every single word in the reading text later.

The pre-reading tasks are of various kinds, such as brainstorming, predicting the content of a text on the basis of the title, predicting words and/or phrases on the basis of the title or topic area, or discussion relevant to the topic. In general, there are no 'right' or preferred answers to pre-reading questions.

Reading activities

One of the main objectives of the books is to change the way students perceive and read English texts. The first time they read they should do it quickly (do not allow them too much time) and try to understand the general message and/or function of the text, without hesitating over specific details. Use of a dictionary at this stage should be discouraged. To this end the first reading task(s) focus(es) on the overall or global meaning. Then they move on to more detailed reading for more specific information and more accurate interpretation. Questions and tasks are provided in order to assist students in their interactive reading.

Post-reading activities

Communicative tasks to develop speaking and writing skills form an integral part of the body of the books. These are developed naturally out of the reading texts and are usually experiential in the sense that the students are asked to respond in spoken form.

Language development & further development activities

In addition to the strategies and skills section, the other main area of the books deals with language knowledge and awareness of the text. Their purpose is to use an analysis of the text or introduce additional material to develop students' language knowledge in order that they may facilitate greater accuracy and fluency in the communicative use of language, whether in oral communication or reading comprehension and writing.

We recommend that for the most part students do these activities outside class, and teachers simply supply the answer key. Sometimes, however, a task type might be unusual or difficult, and teachers may want to prepare students by discussing it in class first.

Time planning

It is designed that 6-8 fifty-minute periods are spent on each unit. In all circumstances, we suggest four hours for reading activities, the rest 2-4 hours for language development or further development activities. Make sure to leave at least 30 minutes for Teacher Development.

Underlying Assumptions

We have tried to introduce five changes into this course:

1. Change from answers to questions: instead of providing ready made answers to students, we try to make them find answers by referring to the text, or encourage them to raise questions. We believe that answers block, while questions create. Real developmental learning comes from questioning.

2. Change from explanation to exploration: explanation provides answers and is often teacher-centered, while exploration is a process of questioning and is learning-based and student-centered.

3. Change from knowledge to skill: knowledge involves answers and explanation and is necessary in language teaching, but not sufficient. What matters is not what one knows, but what one can do. "Knowing" a language is important for students; the ability to use it is life-enhancing.

4. Change from sentence to text: naturally occurring language is never merely a sequence of sentences. What is more important for our students is the coherence and cohesion of a text. If we concentrate on the sentence as the basic unit of language, we could not probably hope to develop our students' language awareness, thus unable to develop their communicative competence.

5. Change from product to process: traditional textbooks in China follow a formula of: **text reading → comprehension questions → formal exercises**. All the students do is reading, checking comprehension and learning language points by heart. The emphasis is on product. Now we try to shift our emphasis to process, a process of questioning, exploration, actively doing tasks with the language and exchanging ideas and opinions. It is a process of active learning which will foster independence of learning.

In a word, the aim of this course is to teach rather than to test students' language abilities. So the process by which students arrive at their answers is often more important than the answers themselves. For this reason, passages which students find easy are just as useful to them as passages which they find more difficult.

CONTENTS

Category / Theme	Skills Development Text 1 Pre-reading Reading Post-reading	Language Development Language activities	Text Awareness
Unit 1 Animals Pages 1–18	A Farewell to Arms	Word-matching Blank-filling Paraphrasing Translation	Thesis development
Unit 2 State of Mind Pages 19–35	Beautiful Things	Words & Intentions Word-matching Cloze Paraphrasing Translation	Short stories
Unit 3 Man and Nature Pages 36–52	Dawn Watch	Word-matching Blank-filling Paraphrasing Translation	Description of details
Unit 4 Heroes Pages 53–72	Letter to Ma	Blank-filling Word-matching Paraphrasing Translation	Conversational and literary styles
Unit 5 Communicative Language Teaching Pages 73–95	What is Communicative Ability?	Word-matching Blank-filling Paraphrasing Translation	Exposition

Further Development		Teacher Development
Text 2 Comprehension questions and tasks	Language usage	Skills kit
Snake	Titles and addresses	Language awareness (1)
My Inner Shrimp	Groups of things, animals, and people	Language awareness (2)
Mr Monroe Outwits a Bat	Onomatopoeic words	Relay instructions
Courage	British English and American English	Pair and group work
Communicative Competence	Formal and informal language	Information-gap activity

Category / Theme	Skills Development — Text 1 Pre-reading Reading Post-reading	Language Development — Language activities	Text Awareness
Unit 6 Old Age Pages 96–122	Facing Old Age in American Society	Word-matching Blank-filling Paraphrasing Translation	Academic writing
Unit 7 The Importance of Attitude Pages 123–142	The Median Isn't the Message	Multiple Choice Synonym/ antonyms Paraphrasing Translation	Essay structure
Unit 8 On Biography Pages 143–159	Uncritical Admiration	Word-matching Paraphrasing Blank-filling Translation	Book review
Unit 9 Media and Youth Pages 160–179	Is Storytelling Dead?	Word-matching Inferring meaning Blank-filling Paraphrasing Translation	Metaphor
Unit 10 Search for Identity Pages 180–198	The Mythological Crucible	Words & Intentions Metaphors Word-matching Paraphrasing Translation	Description of inner mind
Unit 11 Disasters Pages 199–220	The Dreaded Surge	Guessing meaning Word-matching Blank-filling Paraphrasing Translation	Description of events

Further Development		Teacher Development
Text 2 Comprehension questions and tasks	**Language usage**	**Skills kit**
The Battle for Social Security	Collocation in English	Role play
The View from 80	Pairs of words	Predictive skills
Dorothea	Foreign words	Getting the general picture
Life in the 80'	Adverbs	Extracting specific information
Australian English	Adverbials	Inferring opinion and attitude
The Destruction of New York	Measurements	Deducing meaning from context

Further Development		Teacher Development
Text 2 Comprehension questions and tasks	Language usage	Skills kit
Once Upon a Time...	Synonymy	Recognizing function and discourse patterns and markers
Abraham Lincoln	Antonomy	Reading comprehension test
A Talk in the Park	Polite and familiar language	Discourse awareness
Growing Pains	Time and tenses	Working towards appropriacy
A Good Neighborhood	Ellipsis	Test purposes

Animals

Skills Development

Pre-reading

1. The title of this essay is borrowed from Hemingway's *A Farewell to Arms*, a novel about an American ambulance driver in World War 1. What do you think this text is about?

2. What kind of war do you think is going to break out? Between which two parties?