



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 (七)

◆ 主编 张庆宗 胡德香

教师用书

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Book 7



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编写说明

《新编综合英语》高级阶段共4册，本册为第3册，供师范院校英语专业四年级上学期使用。

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，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。

鉴于学生在第八学期要参加专业八级考试的情况，本册专门增加了 Capacity Development 板块，按国家、文学、语言学等分类，介绍各国的历史文化及语言文学常识，以选择题的形式出现，旨在帮助学生巩固人文知识。此外，本册翻译练习也采取段落而非句子形式，和八级要求保持一致。因此，紧扣专八考试是本册的最大亮点与独特之处。

本册的编写工作由华中师范大学、湖北大学、湖北师范学院与青岛大学共同承担。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

Public Speaking

READING 1



The Bird in Our Hand: Is It Living or Dead?

Toni Morrison

语言的局限意味着天地的局限。

——路德维希·维根斯坦

Schema Building

1. Open to discussion.
2. A living language should be characterized by its vitality and its tolerance of different ideas as well as its expressiveness in describing the world as it is, while the dead language is just the opposite.
3. A lot of elements can contribute to a successful public speech, such as a catchy title, a dramatic opening, a clear structure, striking adjectives and adverbs, and abundant rhetorical devices, etc.

Detailed Study of the Text

1. **guru**; *n.* Hindu or Buddhist religious leader and spiritual teacher; a recognized leader in some field or of some movement, e. g.

Fashion guru Giorgio Armani has joined Chelsea.

2. Among her people, she is both the law and its transgression.

Among her people she represents the law and the violation of law. In other words, she is the authority.

3. One day the woman is visited by some young people who seem bent on disproving her clairvoyance and showing her up for the fraud they believe she is. (Para. 5)

One day some young people come to visit her, believing that she is a fraud and determined to prove that she has no such power of seeing in the mind the future

events or happenings out of sight.

clairvoyance: *n.* supposed power to perceive things that are not present to the senses, e. g.

the power of magic and clairvoyance

4. **parade**: *v.* behave so as to attract attention; show off, e. g.

She parades her new husband around town.

5. **nefarious**: *adj.* extremely wicked, e. g.

a. *nefarious schemes*

b. *The gifts of the earth were put only to nefarious uses.*

6. ... because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. (Para. 13)

... because she thinks that language is easy to die or disappear; whether it will be endangered or saved depends upon our will.

salvageable: *adj.* capable of being saved from ruin, e. g.

a. *Their marriage was not salvageable.*

b. *Based on security and integrality code, it takes the salvageable preservation precept to Beidaihe modern building.*

7. **custodian**: *n.* one having charge of buildings or grounds or animals, e. g.

In addition to brokers and custodians, CCASS services are also available to retail investors.

8. Ruthless in its policing duties, it has no desire or purpose other than to maintain the free range of its own narcotic narcissism, its own exclusivity and dominance. (Para. 14)

In carrying out its duty of keeping order, it only has the desire or purpose to enjoy and maintain its exclusivity and dominance.

narcotic: *n.* a drug that produces numbness or stupor which is often taken for pleasure or to reduce pain; extensive use can lead to addiction

adj. inducing stupor or narcosis

9. **narcissism**: *n.* an exceptional interest in and admiration for oneself

10. **moribund**: *adj.* not growing or changing; without force or vitality, e. g.

a. *The few birds seen anywhere were moribund.*

b. *The moribund Post Office Advisory Board was replaced.*

11. Yet there it is; dumb, predatory, sentimental, exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public. (Para. 15)

Yet there it is; boring, plundering, sentimental, filling schoolchildren with awe,

providing shelter for tyrants, giving people a false impression of stability and harmony among the public.

12. **reiterate**: *v.* say, state, or perform again, e. g.

She kept reiterating her request.

13. **evacuate**: *v.* move out of an unsafe location into safety, e. g.

After the earthquake, residents were evacuated.

v. excrete or discharge from the body; empty completely

14. **forgo**: *v.* do without or cease to hold or adhere to, e. g.

She decided to forgo dessert for a few days.

15. **nuance**: *n.* a subtle difference in meaning or opinion or attitude, e. g.

Without understanding the finer nuances you can't enjoy the humor.

16. **subjugation**: *n.* forced submission to control by others, e. g.

a. *Our task is to achieve liberation and to avert subjugation.*

b. *In human history, how did marriage evolve, and the subjugation of women?*

17. **faux**: *adj.* not genuine or real; being an imitation of the genuine article, e. g.

This faux fur handbag is so cute !

18. **calcify**: *v.* become inflexible and unchanging, e. g.

Old folks can calcify.

19. **malign**: *adj.* evil or harmful in nature or influence

v. speak unfavorably about, e. g.

She maligns (bad-mouths) her husband everywhere.

20. **estrangement**: *n.* separation resulting from hostility, e. g.

Their estrangement originated in a misunderstanding.

21. It is the language that drinks blood, laps vulnerabilities, tucks its fascist boots under crinolines of respectability and patriotism as it moves relentlessly toward the bottom line and the bottomed-out mind. (Para. 20)

The language hides its bloody dictatorial nature under the disguise of respectability and patriotism as it moves remorselessly toward the bottom line and the empty mind.

22. **crinoline**: *n.* a skirt stiffened with hoops

23. **mercenary**: *adj.* marked by materialism; profit oriented, e. g.

His action was prompted by mercenary motives.

24. **memorialize**: *v.* address in a memorial, e. g.

The President memorialized the heroes of the battle.

v. be or provide a memorial to a person or an event, e. g.

- a. *This sculpture memorializes the victims of the concentration camps.*
 b. *We memorialized the dead.*
25. **countenance**; *v.* consent to, give permission, e. g.
She countenanced her son to visit her estranged husband.
26. **mutant**; *n.* (biology) an organism that has characteristics resulting from chromosomal alteration
adj. tending to undergo or resulting from mutation, e. g.
a mutant gene
27. **throttle**; *v.* kill by squeezing the throat so as to cut off the air
28. **transgressive**; *adj.* having the tendency of committing a crime
29. **surveillance**; *n.* close observation of a person or group (usually by the police)
30. **glamorize**; *v.* interpret romantically, e. g.
Don't glamorize this uninteresting and hard work !
v. make glamorous and attractive, e. g.
 a. *This new wallpaper really glamorizes the living room !*
 b. *Television tends to glamorize acts of violence.*
31. **bereft**; *adj.* sorrowful through loss or deprivation; deprived of, e. g.
 a. *They are bereft of their dignity.*
 b. *The bereft girl keened her sorrow.*
32. **precipitate**; *v.* bring about abruptly, e. g.
All this will precipitate an economic crisis.
33. **monolithic**; *adj.* characterized by massiveness and rigidity and total uniformity, e. g.
 a. *a monolithic society*
 b. *a monolithic worldwide movement*
34. **limn**; *v.* trace the shape of; make a portrait of
35. **poise**; *n.* great coolness and composure under strain, e. g.
the poise and bearing of a champion
36. **encapsulate**; *v.* put in a capsule; put in a short or concise form; reduce in volume
37. **cataclysmic**; *adj.* severely destructive, e. g.
One can readily trace the disappearance of dinosaurs to a major cataclysmic event.
38. **monumentalize**; *v.* record or memorialize lastingly with a monument
39. *It is the deference that moves her, that recognition that language can never live up to life once and for all. Nor should it. Language can never "pin down" slavery, genocide, war. (Para. 29)*

It is this expression of esteem that moves her. It is this recognition that language can never depict the significance of life once and for all that moves her. Nor should it. Language can never define exactly slavery, genocide and war.

deference: *n.* a courteous expression (by word or deed) of esteem or regard; an attitude of deference or homage

40. **ineffable:** *adj.* defying expression or description; indefinable; unutterable

41. **sanctify:** *v.* make pure or free from sin or guilt

42. **unmolested:** *adj.* untroubled by interference or disturbance, e. g.

Now he could burn the midnight oil unmolested.

Information Surfing

1. **Nobel Prize for Literature** (Swedish: Nobelpriset i litteratur): awarded annually by the Swedish Academy to authors for outstanding contributions in the field of literature. It is one of the five Nobel Prizes established by the 1895 will of Alfred Nobel, which are awarded for outstanding contributions in chemistry, physics, literature, peace, and physiology or medicine. As dictated by Nobel's will, the award is administered by the Nobel Foundation and awarded by a committee that consists of five members elected by the Swedish Academy. The first Nobel Prize for Literature was awarded in 1901 to Sully Prudhomme of France. Each recipient receives a medal, a diploma and a monetary award prize that has varied throughout the years. The award is presented in Stockholm at an annual ceremony on December 10, the anniversary of Nobel's death.

Toni Morrison: an American author, who was awarded the Nobel Prize for Literature in 1993. Her novels are known for their epic themes, vivid dialogue, and richly detailed black characters. In her work Toni Morrison has explored the experience and roles of black women in a racist and male dominated society. Among her best-known novels are *The Bluest Eye*, *Song of Solomon* and *Beloved*. Morrison has been a member of both the National Council on the Arts and the American Academy and Institute of Arts and Letters.

the Tower of Babel: According to the *Book of Genesis*, it was an enormous tower built in the plain of Shinar. According to the biblical account, a united humanity of the generations following the Great Flood, speaking a single language and migrating from the east, came to the land of Shinar, where they resolved to build a city with a tower "with its top in the heavens... lest we be scattered abroad upon the face of the Earth." God came down to see what they did and said, "They are one people and have one language, and nothing will be withheld from them which they purpose to

do.” So God said, “Come, let us go down and confound their speech.” And so God scattered them upon the face of the Earth, and confused their languages, and they left off building the city, which was called Babel “because God there confounded the language of all the earth.”(*Genesis* 11:5-8). The story explains the origin of varying languages.

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 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

1. B
2. (1) F (2) T (3) T (4) F (5) F (6) T (7) T (8) T (9)—(10) open
3. (1) It is merciless in carrying out its duty of control, and its only purpose is to maintain its own dominance over the other languages and regard itself as the only one respectable and acceptable.
(2) However stale it is, it is still very effective because it actively frustrates the intellectual, prevents your conscience and stamps down human potential.
(3) What moves her is the respect for life and the recognition that language can never meet the expectations of life decisively.
(4) Language can never define clearly slavery, genocide, war. It should neither long for the privilege to be able to do so. Its force and its appropriateness lie in its attempt to describe the indefinable.
(5) We live, which means we shall also die. We create and use language, which measures how significant our life is.

B. Inferential comprehension

1. Answers are acceptable as long as they make sense.
2. C
3. State language (b)
Media language (a)
Academic language (e)
Scientific language (c)
Language of law (d)

In general, a dead language is a language that cannot form or tolerate new ideas, shape other thoughts, tell another story, or fill baffling silences. It is oppressive and exclusive. It represents violence, and limits knowledge. It cannot permit new knowledge or encourage the mutual exchange of ideas. It seems to be glamorous only to achieve its intended purpose of cheating, seducing and covering the fact.

4. According to Toni Morrison, a living language is a language that limns the actual, imagined and possible lives of its speakers, readers, and writers. It is generative and makes meaning that secures human difference.

C. Text awareness

In terms of title: Sometimes a public speech is made at an event which has a programme which has been published beforehand. So a catchy title will make the public look forward to it even before the event. As the acceptance speech of Nobel Prize for Literature, "The Bird in Our Hand: Is It Living or Dead" is obviously characterized by such a title which is thought-provoking, setting the public wondering what might it imply and what might be the possible answer to this question. The public might also want to know what the bird is and why it is living or dead. With a great anticipation of the speech, audience will look forward to the publication of the speech.

In terms of opening: In a successful speech, a dramatic opening is always necessary to seize the attention of the audience. In her acceptance speech, Morris starts her speech with a narrative or a story. Stories really engage listeners and give a speech direction and flow. Now the listeners will have some ideas of the title and will also anticipate more about the following speech.

In terms of syntax: Short sentences or even short phrases are often needed to create a dramatic effect in a public speech. In Morris's speech we could find lots of examples of this syntactic feature, such as "We die. That may be the meaning of life. But we do language. That may be the measure of our lives."

In terms of diction: Diction often contributes to the theme of a speech. If grand, the

diction must be formal and serious; if humorous, the diction will also be relatively humorous. Morris in her speech conveys to us her critical attitude towards the present situation of language and casts her doubt about those official policing languages and presents to us her worry about the dying of language which has no freedom and no vitality. So diction in her speech tends to be quite formal and serious which contributes to the theme of her topic such as “moribund, ” “bereft, ” “nefarious,” etc.

In terms of rhetorical devices: Rhetoric originally means the art of public speech which is the art of convincing. So rhetorical devices are always the favorite device of public speakers just because they can achieve the effect of vividness and pervasiveness. We can also find abundant examples of rhetorical devices in Morris’s speech. The following chart will show the examples of different rhetorical devices.

Rhetorical Devices	Examples
analogy	Bird in hand and language in our control.
repetition	There will be more . . . language; there will be more. . . (Para. 22)
parallelism	<p>However moribund, it is not without effect, for it actively thwarts the intellect, stalls conscience, suppresses human potential.</p> <p>Oppressive language does more than represent violence; it is violence; does more than represent the limits of knowledge; it limits knowledge.</p> <p>But who does not know of literature banned because it is interrogative; discredited because it is critical; erased because alternate?</p>
simile and metaphor	Official language smitheried to sanction ignorance and preserve privilege is a suit of armor, polished to shocking glitter, a husk from which the knight departed long ago; cages of inferiority and hopelessness.
personification	<p>A dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis.</p> <p>It is the language that drinks blood, laps vulnerabilities, tucks its fascist boots under crinolines of respectability and patriotism as it moves relentlessly toward the bottom line and the bottomed-out mind.</p>

Language Building

A. Vocabulary

1. (1)—(5) b d f c a
(6)—(10) g h j e i
2. (1) forgo (2) subjugation
(3) reverence (4) imperil
(5) memorialize (6) bereft
(7) iterate (8) mercenary
(9) clairvoyance (10) evacuate, evacuate

B. Translation

1. Some people choose to be a writer merely out of a passion for literature. Some, however, consider literature as a stepping stone to success. I belong to the latter. I mean, some people are made for writing; some are forced to take to letters for one reason or another...

I often say that I don't admire those who struggle in a tight corner, but those who keep forging ahead even in comfort and wealth. Hardship, of course, is a powerful motive, impelling people to spare no effort in their undertakings. Some people, however, though living a well-off life, don't indulge in pleasure-seeking, but are engaged in the painstaking efforts of writing. Their will, to me, is incredible.

2. 无论是模糊的官方语言,还是缺乏头脑的媒体的虚假语言;无论是自视甚高、傲慢僵硬的学术语言,还是受到商品驱使的科学语言;无论是毫无道德的恶毒的法律语言,还是把抢劫本质隐藏在文学的面孔之下的离间民族的语言,这些语言都必须被丢弃、改变或者曝光于人民的注意之下。

但依然会有更多的外交语言支持强暴、折磨、暗杀。有且会有更多娓娓动听的语言来扼杀女性,用他们那无法言说的违法的语言扼住她们的脖子,像扼住鹅的脖子一样;会有更多的语言打着研究的旗号行使着监视职责;会有更多的政治历史语言,其目的不过是为了让成千上万受苦的人沉默;会有更多冠冕堂皇的语言促使那些失去亲人、对世界不满的人去攻击他们的邻居;也将会有傲慢的伪实验语言把富有创造力的人们锁进自卑和绝望的牢笼。

C. Speaking and writing

Speaking and writing activities can be combined on a mutual benefit basis. To encourage cooperative learning, teacher may carry out the activities by dividing the class into several groups of 5 or 6 students according to the topic they select. The group discussion and the class report by a group leader may help the students to express and share various ideas and opinions that are supposed to facilitate the writing stage after class.

READING 2



Words and expressions

stark: *adj.* severely simple, e. g.

stark interior

hallucinatory: *adj.* illusory

avalanche: *n.* sudden appearance of an overwhelming number of things, e. g.

The program brought an avalanche of mail.

trampoline: *n.* gymnastic apparatus consisting of a strong canvas sheet attached with springs to a metal frame; used for tumbling

adjourn: *v.* break from a meeting or gathering, e. g.

We adjourned for lunch.

sermonise: *v.* speak as if delivering a sermon; express moral judgements

unflinching: *adj.* not recoiling; not drawing back in face of horror or fear

unswerving: *adj.* firm and dependable especially in loyalty

Critical Thinking

1. The essence of art is in its forever quest of truth.
2. Politics is more often associated with power, cheating, etc. It's not very likely to find truth there. Rather, it tends to cover truth.
3. The author makes a comparison between art language and political language and wants to tell us that art is in forever quest of truth which is unlikely to be found in politics.
4. They show concern for the similar things. Reading 1 cares about the freedom of language while Reading 2 cares about truth. They both hold that art, or language should tell the truth, reveal the truth and search for the truth. It should be free from the oppression of politics.
5. Open to discussion.

CAPACITY DEVELOPMENT



General Knowledge for TEM 8: Britain

1. B 2. C 3. B 4. D 5. A 6. B 7. B 8. C 9. A 10. A