

新目标大学英语系列教材

总主编 / 束定芳 总策划 / 庄智象

主 编 刘正光 夏赛辉

综合教程 3

NEW TARGET COLLEGE ENGLISH
INTEGRATED COURSE

教师用书

Teacher's Book

 上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com

新 目 标 大 学 英 语 系

总主编 / 束定芳 总策划 / 庄智象

综合教程 3

NEW TARGET COLLEGE ENGLISH
INTEGRATED COURSE

教师用书

Teacher's Book

主 编 刘正光 夏赛辉
副主编 何 岚 陈 晔
编 者 莫 婷 粮建中 邓 媛
审 读 Chris Sinha
校 阅 王雅刚

 上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

综合教程(3)教师用书/刘正光,夏赛辉主编;何岚,陈晞副主编.

—上海:上海外语教育出版社,2016

新目标大学英语系列教材

ISBN 978-7-5446-4110-4

I. ①综… II. ①刘… ②夏… ③何… ④陈… III. ①英语—高等学校—教学参考资料

IV. ①H31

中国版本图书馆CIP数据核字(2015)第274709号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 杭 海

印 刷: 扬中市印刷有限公司

开 本: 787×1092 1/16 印张 11.25 字数 241千字

版 次: 2016年3月第1版 2016年6月第2次印刷

印 数: 3 100册

书 号: ISBN 978-7-5446-4110-4 / H · 1915

定 价: 35.00元

本版图书如有印装质量问题,可向本社调换

编委会名单

顾 问:

戴炜栋 杨惠中

编 委: (按姓氏笔画顺序)

王文斌	北京外国语大学
王守仁	南京大学
王俊菊	山东大学
王腊宝	苏州大学
文 旭	西南大学
仲伟合	广东外语外贸大学
向明友	北京航空航天大学
庄智象	上海外国语大学
刘正光	湖南大学
严 明	黑龙江大学
李丽生	云南师范大学
李霄翔	东南大学
束定芳	上海外国语大学
吴亚欣	山西大学
张绍杰	东北师范大学
季佩英	复旦大学
钟书能	华南理工大学
徐锦芬	华中科技大学
殷企平	杭州师范大学
樊葳葳	华中科技大学

总序

随着高等教育国际化的不断推进,各高校在特色办学、内涵发展和国际化人才培养等方面不断提出新的需求;同时,随着数字网络技术和移动通讯的持续创新,大学生英语学习需求呈现出多元化、多层面的变化和发展趋势。

教育部最近制定的《大学英语教学指南》对接国家发展战略需求,对大学英语教学提出了全新的目标与要求。

为满足各高校全面贯彻执行《大学英语教学指南》提出的提高大学生英语能力、培养国际化人才的要求,我们在上海外语教育出版社的帮助下,组织全国十多所高校设计、编写了这套“新目标大学英语系列教材”。

本系列教材参照《国家中长期教育改革与发展规划纲要(2010-2020年)》、《教育部关于全面提高高等教育质量的若干意见》以及《大学英语教学指南》的精神与要求进行设计、编写,充分参照当今外语教学理论,并基于对中国大学英语现状与发展趋势的充分调研。

一、教材特色

“新目标大学英语系列教材”之“新目标”包含三层含义:1.全球化和高等教育国际化发展趋势以及中国新的国家发展战略对中国大学生英语能力提出的新目标和新要求;2.《大学英语教学指南》对大学英语提出的新的多元化课程目标;3.各个大学根据学校办学定位、特色、人才培养规格对学生英语能力设定的新目标和新要求。

教材设计同时体现以下特色:

1. 以学生为本

各教程注重语言知识的讲解与传授,以及语言技能、学习技能和思维能力的培养,通过任务、活动及练习的设置引导学生在做中学,在真实的语言交际环境中提高学习技能和语言技能。教材主题的选择对接学生的年龄特点和时代特点,符合学生认知和情感能力发展的需求,可帮助学生拓宽国际视野及提升综合素养。练习类型包括主题拓展、语言知识、思维训练、自主学习能力培养等方面。

2. 多维度多层次的立体体系

教材继承传统的“《综合教程》+其他”教材体系,根据新时期大学英语教学的特点以及英语学习的最佳路径,构建全新的“《综合教程》+《视听说教程》+《阅读教程》+‘主题英语教程’”教材体系,不仅全面培养学生的英语听说读写能力,而且注重提高大学生科学人文素养和跨文化交际能力,并培养他们以英语为媒介从事专业学习和国际学术交流的能力。

二、教材结构

本系列教材的结构体系按照《大学英语教学指南》提出的“通用英语”、“专门用途英语”和“跨文化交际英语”三大板块进行设计、编写。

通用英语

通用英语教材旨在全面提高学生的英语语言技能,为后续课程——特别是专门用途英语课程或全英语专业课程——的学习打下基础。

《综合教程》：1—4册(刘正光主编)

《综合教程》通过帮助学生阅读符合其认知和情感特点的优秀范文，掌握基本阅读技能和语言基础知识，逐步形成系统的组织和表达思想的能力，同时利用阅读材料所提供的英语语言素材和相关主题知识，培养学生综合使用语言的能力。

《视听说教程》：1—4册(徐锦芬主编)

《视听说教程》通过各种口头的语言交际活动，特别是学术交流活动，帮助学生获得听懂专业课程、参与学术交流的能力。

《阅读教程》：1—4册(束定芳主编)

《阅读教程》的主题完全对应《综合教程》的主题，教材内容不仅增加了相同主题选文的体裁和数量，更重要的是帮助学生进一步巩固和拓展相关主题知识和语言技能，熟练掌握阅读技巧，提升阅读速度。

专门用途英语

《科技英语教程》(王腊宝主编)；《人文社科英语教程》(文旭主编)

这两本教材是专门为理工科和人文社科专业方向学生进入全英语专业课学习或阅读专业文献而编写的过渡性教材，也可作为不同专业学生的拓展阅读教程。

跨文化交际英语

《中国文化英语教程》(束定芳主编)；《西方文化英语教程》(殷企平主编)

这两本教材的设计充分考虑到中国学生对中国传统文化和西方文化的兴趣，能满足学生加深对中国传统文化和西方文化了解的需求。

三、教材使用建议

本系列教材可充分满足《大学英语教学指南》提出的通用英语课程中基础级和提高级的教学要求，各高校可根据本校学生的实际情况和教学目标选择使用。

本系列教材中的《综合教程》、《视听说教程》、《阅读教程》可作为主干教材用于基础阶段和提高阶段的教学；《科技英语教程》、《人文社科英语教程》、《中国文化英语教程》和《西方文化英语教程》可作为提高阶段教材，或作为学生自主学习的拓展资源。

新生英语基础相对较好的高校可加快各基础阶段的教学进度，并补充主题英语的内容；对于新生英语基础相对比较薄弱的高校，建议使用基础阶段教材帮助学生打好语言基本功，再视学生语言能力开设拓展课程。

本系列教材在策划和编写过程中得到上海外语教育出版社社长兼总编辑庄智象教授的全方位支持和专业指导，此外还得到其他多方面的支持，特别是教育部大学外语教学指导委员会、外语界许多知名专家学者、高校一线教师和上海外语教育出版社高等教育事业部的编辑等，在此一并表示衷心的感谢！

由于编者水平所限，编写时间仓促，教材中难免有疏漏与不足，欢迎专家、广大教师和学生批评指正。

束定芳

Preface

The *New Target College English* series is the most comprehensive English language textbook series that I have seen. The whole series is based on the new college English curriculum guidelines set by the Ministry of Education, which emphasizes both training in basic skills and the development of cross-cultural awareness and some ESP skills. The contents of the textbooks are ideal for achieving these goals.

There is a primary focus on reading and writing in the *Integrated Course* but the reading texts also serve as a basis for creative thinking and developing speaking skills. The topics of each unit have been very carefully chosen to reflect the global role that English now plays. I was especially pleased to see that the reading passages were extensive rather than the fashionable short texts that figure in many contemporary textbooks. There is — very rightly — a major emphasis on developing students' vocabulary, including both words and phrases.

The *New Target College English* series also focuses on academic listening and speaking with the specially designed *Video Course*. *Readings in Western Culture* and *Readings in Chinese Culture* provide extensive reading materials in both Chinese and Western cultures while *Readings in Science and Technology* and *Readings in the Humanities and Social Sciences* are designed as ESP materials to enhance students' academic skills in English. This series will appeal to a wide range of teachers with its blend of traditional type and communicative activities.

A key feature of the series is that it aims to cater to the different needs of Chinese students at different levels and locations. There is a rich array of learning activities in each course that will allow teachers the opportunities to select those activities that they consider best suited to their own students. Teachers can also elect to use one, two or all of the courses in the complete series based on their students' English proficiency and the aims and objectives of the English curriculum in their own college. My hope, however, is that they will take advantage of the whole series.

The textbook series also takes account of the fact that many Chinese college students will need to use English to further their own academic studies. Thus there are activities specifically directed at the English language skills and strategies that students will need to study through the medium of English.

My lifelong work in second language acquisition points to one key principle that needs to inform the design of language courses — namely, the importance of providing as much input in the second language as possible. Language learning is a slow and gradual process that can only be successful if learners are exposed to massive amounts of input. Most language courses consist only of the main textbooks, which by themselves can never ensure the quantity of input needed to achieve high levels of proficiency. The *New Target College English* series is a very welcome exception.

I am very happy to endorse the *New Target College English* series.

✻

Rod Ellis
Distinguished Professor, University of Auckland
Changjiang Scholar, Shanghai International Studies University

编者的话

《综合教程》根据教育部制定的《大学英语教学指南》编写，借鉴国内外先进的教材编写理念，旨在帮助大学生实现《大学英语教学指南》中所提出的通用英语课程基础阶段和提高阶段的教学目标。

一、编写理念

教材编写理念源自对语言及其学习过程的本质特征的认识，统领着教材内容、编写方法、教学方式的选择。本教程的编写秉承以下理念：

1. 回归语言本体，语言、文化、思维能力同步提高

大学英语作为一门课程，虽然其基本任务是培养学习者的语言交际能力，但更要让学习者深刻领会汉英双语所承载的思想文化内涵的异同，增强文化自觉与思维能力。本教程注重基本语言知识的分析与掌握，亦重视语言技能的训练与应用。

2. 基于内容的语块教学

基于内容主要指课文选文和练习活动的设计围绕某一重点展开并相互关联。教程在主题分布上，每册各有一个相对集中的领域：第一册主要围绕学生的校园和文化生活展开；第二册围绕学生怎样适应社会展开；第三册的主题是基本的人文社会科学知识；第四册则是自然科学的常见话题。

语块教学的理念主要体现在课后练习设计的基本思路和方式上，其中词汇练习主要操练词的搭配，阅读、翻译以及写作练习尽可能考虑各种习惯用法和表达方式的掌握。

二、编写目标和特色

本教程力求帮助师生实现有效课堂教学，同时有利于学习者自主学习。

1. 一课一得，有利于有效教学

教程明确“读”与“说”和“写”的关系。“读”既是目的又是手段。作为目的，它旨在通过课文阅读来提高阅读技能和思辨能力。作为手段，它是语言输入的重要途径，同时为“说”和“写”提供话题或语言表达所需的资源。其次，本教程通过知识的网络化以追求语言知识尽可能高的复现率，建立起新旧知识之间的联系。

各单元练习突出“阅读、词汇、翻译、写作”四个板块，每个板块都围绕一个明确的技能展开，有利于师生明确学习目标、检验学习效果。各板块彼此呼应，形成有机整体，有利于活学活用。

2. 授人以渔，好学好教

对语言知识全面的理解既能促进语言的学习，又能更好地培养学习者的思辨能力。本教程在编写过程中，主要从三个方面贯彻“好学好教”：一是各项任务的设计紧扣能力，每个单元首先将要培养的能力内涵简明扼要地提炼出来，作为各项任务设计的指南。二是技能训练知识化，每个单元的阅读、词汇、写作和翻译练习都提纲挈领地讲解技能的要点，并落实到课文内容的理解与实践过程之中。三是各项练习设计均强调实际操作过程的引导，尤其是写作部分。

3. 选材多元，经典与现代、人文与科技有机融合

每个单元的选材尽可能考虑新一代大学生的学习特点，主题内容力求知识性、可读性、启发性

的完美结合,引发学习者对人性的感悟,对人生、社会等基本问题的思考,让他们在感悟中成长,在思考中启智。

4. 阅读练习既培养阅读能力又培养表达能力

阅读练习围绕阅读能力的培养而设计,所有练习内容都要求理解之后再书面完成。这样既能培养学习者的阅读理解能力,又能培养准确的文字表达能力,从而为写作训练服务。

5. 词汇练习突出词语的组合和相关知识的网络化

词语组合的学习,即语块学习,贯穿整部教程。词汇练习特色之一,即是以课文中出现的词语为线索,将相近或相同的各种表达方式归纳起来,既让学习者懂得它们之间的共同点,更让学习者了解它们之间的差异,以更好地培养学习者准确表达的能力,提高学习效率。

6. 翻译练习注重准确表达与能力培养

每一单元围绕一种翻译技能的培养设计练习。如第一册第二单元的课文A具有深刻的思想内涵,而这种内涵全部体现在课文的标题“Left Behind”中,课文内容随着leave behind的不同意义的升华而展开。本单元的英译汉练习精选了课文中能体现leave behind意义升华的五个句子。这样既深化了阅读理解,又提升了学习者语言表达的丰富性和多样性。

7. 写作技能训练循序渐进,分步骤指导,并提供语言表达资源

教程在写作能力的培养上坚持以下三点:1)循序渐进,从写好句子到写好段落,再到写好篇章,最后到写作的学术规范,构成一个有机的整体;2)写作任务分步骤设计;3)提供与写作任务相关的语言表达资源。这样做的目的有二:一是不让该项任务流于形式;二是有利于学习者自主学习,有信心独立完成。

三、教程的基本内容与结构

本教程共四册,第一、二册侧重语言基本能力的培养,其主题内容与学生的学业生活和所需的社会知识密切相关,可满足《大学英语教学指南》提出的通用英语课程教学的目标和要求。第三、四册在继续培养语言基本能力的基础上,着重满足大学生学业或专业发展的需要,如选材内容更多涉及社会科学和自然科学的基本主要话题,写作任务紧扣学习者学业或未来工作的需要,如研究论文的基本规范和应用文的写作,突出学术英语的教学设计和要求。各高校可视具体情况选择使用。

本教程从酝酿到完稿历经五年,其间得到各方面的大力支持和帮助。外教社社长兼总编辑庄智象教授、本系列教程总主编上海外国语大学束定芳教授从宏观策划到具体细节都提出了许多宝贵的意见。湖南大学外国语学院部分教师参与了教程的试用工作,为修改和完善积累了宝贵的经验。对以上同仁的支持和帮助,编写组表示由衷的感谢。

编者
2016年1月
于岳麓山下

Table of Contents

Unit 1 Experiencing a Changing World

- 1 **Overview**
- 2 **Objectives**
- 2 **Part One** Suggested Teaching Plan
- 5 **Part Two** Notes to Text A
- 14 **Part Three** Teaching Tips and Keys to Exercises

Unit 2 Conflicting Ideas in Higher Education

- 22 **Overview**
- 23 **Objectives**
- 23 **Part One** Suggested Teaching Plan
- 25 **Part Two** Notes to Text A
- 34 **Part Three** Teaching Tips and Keys to Exercises

Unit 3 Interpreting Leadership

- 42 **Overview**
- 43 **Objectives**
- 43 **Part One** Suggested Teaching Plan
- 45 **Part Two** Notes to Text A
- 54 **Part Three** Teaching Tips and Keys to Exercises

Unit 4 Art Inspirations

- 62 **Overview**
- 63 **Objectives**
- 63 **Part One** Suggested Teaching Plan
- 65 **Part Two** Notes to Text A
- 74 **Part Three** Teaching Tips and Keys to Exercises

Unit 5 Sparkles of Literature

- 82 **Overview**
- 83 **Objectives**
- 83 **Part One** Suggested Teaching Plan
- 85 **Part Two** Notes to Text A
- 92 **Part Three** Teaching Tips and Keys to Exercises

Unit 6 Life As You See It

- 103 **Overview**
- 104 **Objectives**
- 104 **Part One** Suggested Teaching Plan
- 106 **Part Two** Notes to Text A
- 115 **Part Three** Teaching Tips and Keys to Exercises

Unit 7 Volunteering — A Way of Self-Elevation

- 125 **Overview**
- 126 **Objectives**
- 126 **Part One** Suggested Teaching Plan
- 128 **Part Two** Notes to Text A
- 137 **Part Three** Teaching Tips and Keys to Exercises

Unit 8 Urbanization

- 146 **Overview**
- 147 **Objectives**
- 147 **Part One** Suggested Teaching Plan
- 149 **Part Two** Notes to Text A
- 158 **Part Three** Teaching Tips and Keys to Exercises

Unit 1

Experiencing a Changing World

Overview

Technology is a double-edged sword. It makes our life convenient and our work efficient, but often at the expense of environmental health and personal privacy. Worse still, people in modern society are too much involved to get a clean break from it, no matter how hard they try.

Reading

Remind students that a subjective tone is employed to make a statement or assertion about a topic in which the writer conveys a particular attitude or feeling. A subjective tone uses words that describe feelings, judgments, or opinions. To go with it, details are likely to be included about experiences, senses, emotions, and thoughts.

Vocabulary and Structure

Verbs in “verb + at + noun” constructions often imply feelings, emotions or actions with targets, such as *sniff, rejoice, shout, aim, point*.

Verbs in “verb + with + noun” constructions often imply supply, emotions or combination, such as *equip, provide, weep, merge*.

Translation

The most difficult part of translation is not technical terms, for they often have ready counterparts in another language. Rather, small words with rich contextual connotations are real troublemakers. Their simplicity is often deceptive, like water so clear it belies its depth. Any attempt to render them mechanically without due attention will only lead to failure to deliver the beauty, profundity, or hidden punch in the original use.

Writing

Starting with this unit, the writing section moves on to essay writing. Writing in college often takes the argumentative form. The whole argumentation often builds upon the thesis statement, a statement that serves as a summary of the argument one will make in the rest of the essay. Directly stating the thesis by making a claim supported by detailed explanation and analysis is a common strategy. However, another way, perhaps more tactful, is to make a concession before launching a head-on attack, because it gives your opponent the benefit of the doubt and thus renders your refutation more convincing.

Objectives

Students will be able to:

- express themselves more freely on a changing world
- better understand what changes modern technology has brought to our life
- identify and understand the subjective tone of the author so as to know the author's attitude
- practise vocabulary and structures:
 - a. vocabulary related to a changing world and its use in context
 - b. the “verb + at/with” constructions
- translate sentences with expressions vague in meaning and a paragraph about Bhutan and modern technology
- have a basic understanding of how to write an effective essay

Part One Suggested Teaching Plan

Listening and Speaking

1. Ask students to listen to the passage about modern technology in Exercise 1, and fill in the blanks with the missing information.
2. Have students talk about the ways in which the development of technology has changed our life. Students are supposed to prepare for this activity before class.

3. (Optional) Lead-in to the text:

As said by Stephen Hawking, whether we like it or not, the world we live in has changed a great deal, and it is likely to change even more due to the advances in science and technology. There is no denying that modern technology brings numerous gifts to our life. But there is also an undeniable tendency that we are becoming servants in thought, as in action, of the machines we have created to serve us. Do you have a desire to get away from it all? Mat Honan might be your soul mate.

Reading

Skill Focus

1. Introduce “tone” to students and briefly explain commonly used tones.
2. Inform students of the characteristics of subjective tones and list some specific ones, like conceited, satiric, critical, etc.
3. Tell students that expressions indicating the author’s emotions and attitudes are clues to understanding the author’s tone.
4. Inform students that the author’s preferences could be reflected through the evidence provided.
5. Remind students that sometimes the background knowledge of the text has to be analyzed in order to make inferences on the author’s tone.

Text A

Reading Comprehension

1. Global understanding

- a. Have students read the title and Para. 1 and ask them to make a prediction about the main idea of the text.
- b. Ask students to read the whole text and pay attention to the author’s tone. (Exercise 1)
- c. Have students skim the last two paragraphs and summarize the conclusion of the text.
- d. Ask students to work out the main idea and organization of the text as their homework.
- e. Ask students to think about the positive and negative effects of technology on our life.

2. Detailed understanding

- a. Discuss with students the cultural background related to the text.
- b. Ask students to apply the reading skill and do Exercise 2 to understand the details of the text and make inferences.
- c. Explain language points. Analyze difficult sentences syntactically and rhetorically to help students better understand the text.

Reading and Discussing

Ask students to work in groups and discuss the questions in Exercise 3.

Language in Use

1. Vocabulary and structure

- a. Have students do Exercises 4–5 and practise the core words and expressions in the text.
- b. Have students study the “verb + at” and “verb + with” constructions and do Exercises 6–7.

2. Translation

- a. Have students finish Exercise 8 to practise translating English words vague in meaning into Chinese.
- b. Have students finish Exercise 9 to practise translating into English a Chinese paragraph about Bhutan and modern technology.

Text B

Ask students to read Text B and finish the exercises as homework.

Writing

1. Guide students to understand the goal of the writing part in this unit. Explain the three main parts of an effective essay, especially the important role the thesis statement plays in an essay.
2. Explain to students that the thesis statement usually appears at or near the end of the introduction and tells the main idea and organization of the whole essay. Ask students to finish Exercise 1. By studying the examples students can better understand the function of the thesis statement. The explanation of the introduction, the body and the conclusion will be provided in the following units.

3. Explain to students the characteristics of an effective thesis statement by comparing a thesis statement to a topic sentence of a paragraph. Ask students to finish Exercise 2, which is designed to make them better understand the four characteristics, especially the first two.
4. Explain to students the words and expressions usually used in making concessions, which can be helpful when they write thesis statements. Ask students to finish Exercise 3.

Part Two Notes to Text A

I. Related Information

1. *waldeinsamkeit*

Ralph Waldo Emerson, the American essayist, poet, leading exponent of transcendentalism, wrote a poem entitled “*Waldeinsamkeit*”, which reflected the feeling of solitude, being alone in the woods and connectedness to nature. The word *waldeinsamkeit* is thus used to represent such specific feelings.

2. *Heart of Darkness*

Heart of Darkness is a short novel by the Polish novelist Joseph Conrad, written as a frame narrative, about Charles Marlow’s life as an ivory transporter down the Congo River in Central Africa. The story is a complex exploration of the attitudes people hold on what constitutes a barbarian versus a civilized society and on colonialism and racism that were part and parcel of European imperialism.

3. *Burning Man*

Burning Man is a week-long annual event held in the Black Rock Desert in northern Nevada, the United States. The event begins on the last Monday in August, and ends on the first Monday in September. It takes its name from the ritual burning of a large wooden effigy, which is set alight on Saturday evening. The event is described as an experiment in art, radical self-expression, and radical self-reliance.

4. iOS

iOS (previously iPhone OS) is a mobile operating system developed by Apple Inc. and distributed exclusively for Apple hardware. It is the operating system that powers iPhone, iPad, iPod Touch, and Apple TV.