



教育部师范教育司组织编写  
中学教师进修高等师范本科(专科起点)教材

专升本

● 总主审 秦秀白

# 综合英语教程

## *General English*

### 教师参考书 1

### Teacher's Book

张维友 主编



高等教育出版社

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## 前 言

《综合英语教程教师参考书》是教育部师范教育司组织编写的“中学教师进修高等师范本科（专科起点）”规划教材的重要组成部分。因为《综合英语教程》是一套全新的教材，其编写思想、教学理念、材料选择、安排布局、练习设计等都有其独特之处，没有必要的介绍和指导，使用者恐怕难以把握其特色。编写这套书的目的正是满足这一需要，帮助教师严谨地组织课堂教学，指导学生高效率地开展自学。本书的出版旨在帮助广大师生进一步了解本书编写的宗旨，掌握先进的教学方法，注意教材的重点、难点，教好学好教材所传授的技能技巧和语言知识，充分发挥教材的潜能。为了方便，本书根据教材的先后顺序编排，主要设下述几大部分：

1. Background to Text 1
2. Detailed study of the text
3. Answers for Text 1
4. Detailed notes to Text 2
5. Answers for Text 2
6. Answers for Further Development

“Background to Text 1”提供与课文1相关的信息及课文的主题思想大意，供教师在教学导入时使用。“Detailed study of the text”对课文1中出现的生词、短语进行注释，特别是对其中的难点加以解释，并穿插对语篇的赏析，以方便教师对课文的讲解，帮助学生理解课文。课文2是附加阅读，只介绍相关知识、解释词语、并提供必要答案。“Answers for Text 1”包括“Skills Development”和“Language Development”。“Skills Development”设“Pre-reading”“Reading”和“Post-reading”活动。本书不仅对每个活动练习给出了参考答案，而且对其中一些活动提供了教学方法指导，如活动设计的指导思想、解题步骤及要求达到的结果等。“Language Development”主要提供练习答案。“Further Development”是对本单元学习知识点的延伸和扩充，主要是对语言知识的系统复习和教师职业技能训练（限于1、2册）。

《综合英语教程教师参考书》共4册，与教材配套。整套书由张维友教授主编。各册分工如下：第一册由张维友教授主笔，第二册由舒白梅教授主笔，第三册由张应林教授主笔，第四册由陈佑林教授主笔。全套书由秦秀白教授审订。高等教育出版社为本书的出版付出了辛勤的劳动，在此一并表示真挚的谢意。

由于时间紧迫，加之编者水平有限，疏漏之处在所难免，请各位同仁、读者批评指正。

编 者

2002年3月30日





<b>Unit 1</b>	<b>Environment</b>	<b>1</b>
<b>Unit 2</b>	<b>Biography</b>	<b>13</b>
<b>Unit 3</b>	<b>Language &amp; Gender</b>	<b>23</b>
<b>Unit 4</b>	<b>Research on Sleep</b>	<b>34</b>
<b>Unit 5</b>	<b>Comprehension Process</b>	<b>45</b>
<b>Unit 6</b>	<b>Family Life</b>	<b>56</b>
<b>Unit 7</b>	<b>War and Death</b>	<b>69</b>
<b>Unit 8</b>	<b>Popular Science</b>	<b>81</b>
<b>Unit 9</b>	<b>Public Speech</b>	<b>94</b>
<b>Unit 10</b>	<b>Leisure and Play</b>	<b>109</b>

<b>Unit 11</b>	<b>Heroism</b>	<b>127</b>
<b>Unit 12</b>	<b>Body Language</b>	<b>141</b>
<b>Unit 13</b>	<b>Eating</b>	<b>154</b>
<b>Unit 14</b>	<b>Education</b>	<b>168</b>
<b>Unit 15</b>	<b>Law and Justice</b>	<b>183</b>
<b>Unit 16</b>	<b>Scenery</b>	<b>198</b>

# UNIT

## 1

# Environment

## 1. Background to Text 1

**environment:** the combination of external conditions that surround and influence a living organism, including light, temperature, availability of food and water, climatic conditions, geographical area, pollution by chemicals, radiation, noise, etc., the presence of other organisms possibly competing for the same resources, and the physical and chemical nature of the immediate surroundings, e.g. soil, sea water. The environment of human beings also includes social, cultural, economic and political factors, and the room, building, town, region, or country in which a person lives.

## 2. Detailed study of the text

1. **vested interest (L.1):** (often *derog.*) a share or right already held in sth. that is of advantage to the holder; used to show a good reason for someone to act in a particular way
2. **... all the complexities of the issues involved ... (L.3)**  
... the issues are very complex, involving many different factors ...
  - 1) **complexity n.:** used both countably and uncountably to show the state of being complex, e.g. *the complexities of tax law; a diplomatic problem of great complexity*
  - 2) **issue n.:** an important subject to be discussed, argued about or determined
3. **conserve vt. (L.5):** preserve; keep from being wasted, damaged, or destroyed
4. **Although we often take the beautiful rural scenery of North Devon for granted, we want to maintain the kind of diversity of landscapes ... (L.6)**
  - 1) **take sth. / sb. for granted:** accept a fact or situation without questioning its rightness or thinking much about
  - 2) **maintain vt.:** continue to have, do, etc. as before; keep sth. in good condition by

making repairs or taking good care of it

3) **diversity** *n.*: variety; the condition of being different

5. ... **at the invitation of the National Trust.** (L.9)

... invited by the National Trust.

6. **The patchwork quilt of fields ...** (L.9)

The fields of different sizes and colours looking like a patchwork quilt ...

7. ... **probably at the expense of some of the least productive farmland.** (L.13)

... by sacrificing some of the poorest or barren farmland.

**at the expense of:** with the loss of; by harming or reducing

8. **If this means paying farmers to do things other than produce food, then so be it.** (L.14)

If this means that we pay the farmers so that they will use their farmland to do other things instead of growing food crops, let it be that way.

**so be it:** let it be that way; all right

9. ... **they look out of place beside their broadleaf neighbours.** (L.19)

... on appearance they do not match the broadleaf woods beside them.

**out of place:** not in the proper or usual place; (*fig.*) inappropriate

10. ... **most of us would like to see more people have a right of access to appreciate what is there.** (L.22)

... most of us would like to see more people have the right and be able to go and enjoy the natural scenery there.

**have access to:** be able to reach or use

11. **But we do not want a gigantic rural theme park ...** (L.23)

But we do not want a huge / tremendous country park which specializes in certain activities ...

12. **However, in selected and well-segregated areas more active involvement in the countryside should be encouraged ...** (L.26)

However, it is good / desirable to have active activities in certain selected and isolated areas ...

13. ... **we are, after all, an interactive, hands-on generation.** (L.27)

... we are, after all, a generation who is trained to be active in doing things about or interact with our environment.

**hands-on** *adj.*: involving or offering active participation rather than theory; direct, practical

14. **More footpaths and bridleways with interpretative information would also help.**



(L.30)

It would be helpful to build more footpaths and paths for riders with relevant information about them.

**bridleway** *n.*: a path for riders and walkers only but not for vehicles

**15. ... but makes the countryside experience too cosmetic ... (L.34)**

... makes the countryside experience too artificial (implying not seeing things in their natural state) ...

**cosmetic** *adj.*: intended to improve only appearances; superficially improving or beneficial

**16. cynical** *adj.* (L.38): critical

**17. ... aims of bodies like the National Trust sometimes had a built-in conflict between ... (L.39)**

... the purposes of the organizations sometimes were contradictory in themselves ...

**built-in conflict**: intrinsic disagreement; innate conflict

**18. ... in a state that is not damaged beyond repair. (L.46)**

... in a state that is not damaged in such a way that there is no way to restore it.

**beyond repair**: not being able to be repaired

**19. ... while some saw a few turbines, even in “our back yard” in North Devon, as a small price to pay for clean electricity. (L.52)**

... some think that building a few water turbines inland is not costly, but we can get electricity without polluting the air or damaging environment.

**20. The amount of agrochemicals used in the countryside disturbs us. (L.55)**

We are upset and worried about the quantity of chemicals used for crops in the countryside.

**21. The suggestion of nitrogen quotas seems a good way of reducing one potential source of pollution ... (L.56)**

It seems a good way to set limited quotas for nitrogen content so as to reduce the possible source of pollution ...

1) **quota** *n.*: quotas (*pl.*), the number or quantity officially determined or fixed

2) **potential** *adj.*: capable of coming into being or action; latent

**22. ... but the likelihood of the Government agreeing to it seems slim in view of the power of the manufacturers. (L.58)**

... but it seems that the Government is not very likely to agree to do so as the agrochemical producers are very powerful.

1) **slim** *adj.*: (of hope, probability, etc.) very small; slight

2) **in view of:** having regard to; considering

**23. ...but making dipping voluntary is not an adequate solution ... (L.61)**

... it is not enough just to make dipping sheep in chemicals optional ...; even when a policy is made saying that dipping sheep in chemicals is not required, this may not solve the problem completely ...

**dipping n.:** washing sheep by immersing them in a vermin-killing liquid

**24. This is a debate that will not go away in the future! (L.65)**

The argument (there are better methods than controlling predators by hunting) will continue in the future.

**25. ... we got the sense that all the various organizations involved are not pulling in the same direction ... (L.68)**

... we felt that the organizations or groups which are involved differ in their action or are acting against each other ...

**get the sense:** have a feeling; feel

**26. ... generate more income from and for the countryside ... (L.72)**

... make use of the countryside to create or produce more money and use the money for it ...

**generate vt.:** produce; bring into existence

### 3. Answers for Text 1

## Skills Development

### **Pre-reading**

1. C
2. & 3. There is no definite answer. It depends on students' personal experience or knowledge of the countryside.

### **Reading**

1. Anything suitable is acceptable, such as "Suggestions for Conservation of the Countryside".
2. C
3. 1) Money should be invested.

Diversity of landscapes should be maintained.

There should be more broadleaf woodland and moorland.

Coniferous woodland should be reduced.

2) Completely natural countryside.

Activity areas.

3) The authors do not agree on the matter. But most favour natural power indicated by “despite of general backing for ...”.

4) Not adequate action.

Safer alternatives must be found.

5) Sometimes the Trust faces a conflict between its objectives and its need to make money.

The activities of the Trust are not properly coordinated with the activities of other similar organizations.

- |                  |                |                |
|------------------|----------------|----------------|
| 4. 1) F (Para.2) | 2) T (Para.2)  | 3) T (Para.3)  |
| 4) T (Para.3)    | 5) F (Para.3)  | 6) T (Para.4)  |
| 7) F (Para.5)    | 8) T (Para.5)  | 9) T (Para.6)  |
| 10) F (Para.6)   | 11) T (Para.7) | 12) F (Para.7) |

5. ● maintain diversity of landscapes
- increase broadleaf woodland and moorland
  - reduce coniferous woodland
  - provide activities and information in selected areas
  - rent farm cottages belonging to the Trust to local young people
  - install wind farms
  - introduce nitrogen quotas
  - research alternatives to sheep dipping
  - find better methods than hunting for controlling predators
  - establish a Department of Rural Affairs

## Post-reading

1. ● we all agree that ... \*\*\*
- we want to ... \*\*\*
  - we were encouraged to see ... \*
  - most of us would like to see ... \*\*
  - ... should ... \*\*\*
  - some of us felt ... \*\*
  - we also consider ... \*\*

- some thought ... \*
- some saw ... as ... \*
- ... seems a good way \*
- ... is not an adequate solution \*\*\*
- ... must be researched \*\*\*
- we are convinced that ... \*\*\*
- we got the sense that ... \*
- it's time for ... \*\*\*

Note: \* = slightly tentative

\*\* = moderately strong

\*\*\* = strong

2. 1) I expect; I suppose; perhaps; in some ways; It's possible that  
 2) It's obvious that; without doubt; indeed; certainly; after all; of course  
 3) I think; personally; in my view; speaking for myself; as far as I'm concerned
3. No definite answer.
4. No definite answer.
5. 1) { a. opinion  
       b. fact  
       c. opinion  
       d. fact  
       e. opinion  
       f. fact  
 2) No definite answer.  
 3) No definite answer.

## **Language Development**

- |                           |                     |                    |                |
|---------------------------|---------------------|--------------------|----------------|
| 1. 1) preserve / conserve | 2) maintain         | 3) consumption     | 4) appreciate  |
| 5) appreciate             | 6) cynical          | 7) cosmetic        | 8) drastically |
| 9) potential              | 10) available       | 11) generate       | 12) generated  |
| 13) tackle                |                     |                    |                |
| 2. 1) a vested interest   | 2) took for granted | 3) at the risk of  |                |
| 4) out of place           | 5) have access to   | 6) interferes with |                |
| 7) none the less          | 8) In view of       | 9) got the sense   |                |
| 10) So be it              |                     |                    |                |

## 3. 1), 2) &amp; 3)

**nouns**countryside (*n. + n.*)landscape (*n. + n.*)hedgerows (*n. + n.*)farmhouse (*n. + n.*)moorland (*n. + n.*)woodland (*n. + n.*)parkland (*n. + n.*)**adjectives**patchwork (*n. + n.*)broadleaf (*adj. + n.*)well-segregated (*adv. + p.p.*)hands-on (*n. + prep.*)**adverb**overall (*prep. + pron.*)farmland (*n. + n.*)horse-riding (*n. + V-ing*)footpath (*n. + n.*)bridleway (*n. + n.*)windfarm (*n. + n.*)skyline (*n. + n.*)nuclear-power (*adj. + n.*)sheep-dip (*n. + v.*)widespread (*adv. + p.p.*)built-in (*p.p. + prep.*)4) **well-segregated** (*adv. + p.p.*):

high-pitched

far-fetched

newly-built

**horse-riding** (*n. + V-ing*):

sheep-shearing

time-consuming

day-dreaming

**nuclear-power** (*adj. + n.*):

cellular-phone

mobile-home

red-tape

**built-in** (*p.p. + adv.*):

worn-out

handed-down

grown-up

**sheep-dip** (*n. + v.*):

frostbite

toothpick

well-educated

hard-won

man-eating

problem-solving

electric-blanket

deadline

made-up

burnt-down

toothache

sunrise

heartbeat

4.
  - 1) The state of the countryside affects us directly.
  - 2) The small rectangular fields of different sizes and colours ... should not be changed.
  - 3) If this means to pay farmers so that they will not produce food but do other things, that is all right.
  - 4) ... we are, after all, a generation which has been trained to become directly involved with our environment (i.e. doing things rather than listening or reading about things passively).
  - 5) ... putting wooden railings along the river at Watersmeet may be good for safety, but that turns the countryside into an artificial place.
  - 6) ... we felt that all the various organizations involved in the countryside were not coordinated, and may be acting against each other.
  - 7) ... earn more income from the countryside and use it for the improvement of the countryside, more efficiently than this is being done at present.
5. 我们意识到乡村正在从农作物生产向消费转化。绝大多数人都希望看到更多的人有机会享受乡下的景致。然而,我们并不希望看到巨型的乡村主题公园,因为这会破坏很多人去乡下游览所能享受的东西,如幽雅宁静的环境、千姿百态的花卉、悠然自得的飞禽走兽。但是,可鼓励在选择出的专门区域开展积极的活动项目:我们这一代人毕竟是喜爱参与动手的一代。比方在阿灵顿地区,可以开展骑马、射箭或探险运动;还可以开辟路径和马道,并提供信息说明。尽管如此,我们大多数人认为,这样做不应以破坏自然环境为代价去取悦游人。例如,在沃特斯密特地区沿河围上木栅栏,这也许对安全有好处,却使乡村游览太过于人为化。应该警告来此地区的人:穿越危险。
6.
  - 1) It's out of place to talk and laugh loudly on solemn occasions.
  - 2) Many of us young people now take freedom for granted, hardly remembering that it was won by our forefathers at the expense of their blood and lives.
  - 3) It is vitally important to conserve forests and woodlands for flood prevention.
  - 4) Smoking is harmful but it is impossible to make a law forbidding smoking because both tobacco companies and local governments have a vested interest in it.
  - 5) With a good command of English, we will be able to have a better access / A good command of English will enable us to have a better access to the world high-tech information.
  - 6) If you insist on doing it in your own way, so be it. But you shall take the responsibility for the consequences.
  - 7) The boxing match was one of a great disparity in strength. Though the possibility of his winning the match was slim, for the money he desperately needed he would



not give it up.

- 8) Those cynical remarks of yours can get us nowhere. We must bring our potentials in full play and carry the task through to the end, even at the risk of making mistakes.

## 4. Detailed notes to Text 2

**Greenpeace:** an international environmental group, founded in 1971, with a policy of non-violent direct action backed by scientific research. During a protest against French atmospheric nuclear testing in the South Pacific Ocean in 1985, its ship *Rainbow Warrior* was sunk by French intelligence agents, killing a crew member. In 1995 it played a prominent role in opposing the disposal of waste from an oil rig in the North Sea, and again attempted to disrupt French nuclear tests in the Pacific. In May 1995 its London headquarters were raided by the Ministry of Defence, and files and computer discs were confiscated.

**Antarctica:** the South Polar continent, surrounded by an ice-filled ring of ocean of waters containing scattered island groups. It has an area of 13 900 000 sq. km / 5 400 000 sq. miles, occupying 10% of the world's surface. The region is almost entirely within the Antarctic Circle. Antarctica contains 90% of the world's ice and 70% of its fresh water.

**CFC:** short form for *chlorofluorocarbon*

### Words and expressions

**dinghy** *n.*: a small boat carried by a ship; an inflatable rubber boat (esp. for emergency use)

**toxic** *adj.*: of or relating to poison; poisonous

**harpoon** *vt.*: spear with a harpoon, a barbed spearlike missile with a rope attached

**swathe** *vt.*: bind or enclose in bandages or garments

**unfurl** *vt.*: spread out (a sail, umbrella, etc.)

**at the sharp end:** in the most militant (fighting) spirit

**take on:** be willing and ready to meet (an adversary in sport or argument, etc., esp. a stronger one)

**lobby** *vt.*: meet or attempt to influence (someone with political power) in order to persuade them to support one's action, needs, or beliefs

**brief** *vt.*: give sb. necessary instructions or information, esp. to prepare them for an activity

**target ... at:** aim or direct sth. at; take sth. as the target

**affiliated ... with (to):** (esp. a group or organization) join or connect (to a larger group)

**commercial whaling:** hunting whales for money

**backtrack vi.:** go back over the same path

**excavation n.:** digging out materials from the ground; revealing or extracting by digging

**strip vt.:** remove clothes or covering from

**rack up:** achieve or accumulate

**phase out:** stop or remove in stages or gradually

**rally vi.:** come together for a shared purpose or effort

**hazardous adj.:** dangerous

**moratorium n.:** a temporary prohibition or suspension (of an activity)

**replenish vt.:** fill up again; put new supplies into

**contemplate vi.:** think about deeply and thoroughly, esp. when considering a possible course of action or future event

## 5. Answers for Text 2

1. B

3. 1) T (Para.3)    2) T (Para.3)    3) F (Para.3)    4) NI    5) F (Para.3)

6) T (Para.4)    7) T (Para.4)    8) NI    9) T (Para.8)    10) F (Para.7)

4. 1) e    2) h    3) f    4) b    5) j

6) a    7) g    8) d    9) c    10) i

## 6. Answers for Further Development

### Language

1. 2) nucleus — nuclei

radius — radii / radiuses

syllabus — syllabi / syllabuses

terminus — termini / terminuses

curriculum — curricula

bacterium — bacteria

vita — vitae

antenna — antennae

3) belief — beliefs

calf — calves

analysis — analyses

hypothesis — hypotheses

thesis — theses

synopsis — synopses

medium — media

memorandum — memoranda

appendix — appendices

phenomenon — phenomena

chief — chiefs

wife — wives

grief — griefs	handkerchief — handkerchiefs / handkerchieves
leaf — leaves	thief — thieves
knife — knives	hoof — hoofs / hooves
wharf — wharves	gulf — gulfs
shelf — shelves	life — lives
roof — roofs	

- 4) man servant — men servants  
 woman doctors — women doctors  
 girls students — girl students  
 comrade-in-arms — comrades-in-arms  
 brother-in-law — brothers-in-law  
 ten-years-old — ten-year-olds  
 coming-ins — comings-in  
 consul generals — consuls general

- |                       |                      |
|-----------------------|----------------------|
| 2. 1) a grain of sand | a pack of cigarettes |
| a slice of meat       | a drop of blood      |
| a cake of soap        | a bar of chocolate   |
| a block of ice        | three head of cattle |
| a roll of cloth       | a lump of sugar      |
| 2) an ear of corn     | a gang of thieves    |
| a yard of cloth       | a school of whales   |
| a bunch of bananas    | a swarm of bees      |
| a gallon of gasoline  | a pint of beer       |
| a crew of sailors     | an army of ants      |
| a quart of milk       | a fleet of warships  |

3. 1) a. 比尔总是在办公室里工作到很晚。  
 b. 那女人没完没了地抱怨要做的家务事。  
 c. 如今的学生不停地做家庭作业。
- 2) { a. It is a fact. The neighbours are friendly people.  
 { b. It implies that the neighbours are not friendly, but behaving like friends at the moment.  
 { c. It expresses a general hope. The subject "I" says it to show politeness and is not sure whether "you" will come or is really expecting "you" to come.  
 { d. It implies sincerity or expectation or certainty.  
 { e. It is a general request, implying what is requested may happen.  
 { f. It is more polite, implying less certainty of the result.