



高等院校英语课程“十二五”规划系列教材

Student's Book

# Integrated Skills of English A New Course

◆ 总主编 张维友 舒白梅

Book

4

# 新编综合英语

◆ 主编 刘东虹 蔡满园

(四)

 华中师范大学出版社

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# 前言

《新编综合英语》是为高等院校英语专业综合英语课程编写的教材。本套教材着力反映教育发展趋势，适应 21 世纪外语人才培养的需要，满足外语教师发展需求，符合外语教学大纲标准。教材力求体现科学性、系统性、知识性、趣味性、典型性和多样性。整套教材编写以人为本，展现自主、探索和体验性学习，培养批判性思维能力，促进认知向深层发展。

《新编综合英语》之所以称为“新编”，是因为它吸收了外语教学研究的最新成果，采用了新思路、新理念、新材料、新做法等。全套教材共 8 册，供本科四个年级使用。根据使用对象的特点，整套教材分为两个阶段：基础阶段（1~4 册）和高级阶段（5~8 册）。基础阶段 4 册采取“阅读—听力驱动”，即通过“读”和“听”开展学习活动；高级阶段 4 册采取“阅读驱动”，即通过阅读开展学习活动。教材按题材编排布局，兼顾体裁的多样性；技能与知识并重，基础阶段突出技能训练，高级阶段强调知识传授。语言与文化采取“明”“暗”结合的方式，既有大量明确传授文化的材料，又有相当数量暗含丰富文化内涵的文学材料。教师教育作为主线贯穿整套教材，基础阶段主要通过活动隐性实现，而高级阶段不仅有隐性活动，还特辟“教师意识 (Teacher Awareness)”专栏，明确地传授教师职业理论与技能。

《新编综合英语》1~4 册供英语专业低年级使用。每册 14 个单元，各单元分别由两篇课文组成，第 2 篇课文是附加阅读，作为第 1 篇课文在题材和体裁上的拓展和延伸。学习活动主要围绕第 1 篇课文展开，分“探索”、“巩固”和“运用”三大部分。活动设计彰显“学生中心”和“研究型学习”理念。“探索”活动旨在引导学生开展自主学习和探究性学习，让学生主动去获取和加工信息，培养搜索、评价、选择、组织和呈现信息的能力。“巩固”活动目的在于帮助学生巩固所学，培养准确运用语音、词汇、语法的能力，如解决语音问题，练就比较纯正的语音语调；发展词汇学习策略，掌握词汇用法；锤炼语言敏感性，提高语法应用能力等。“运用”活动重在培养学生熟练使用语言的综合能力。第 1 册和第 2 册还设有“评

价”栏，目的是让学生对各单元学习内容的掌握情况、活动参与情况、努力程度等进行自我评价或相互评价，同时提供学习效果检测、策略和评价设计示范，让学生潜移默化地学到评价技能。

《新编综合英语》5~8册供英语专业高年级使用。每册12个单元，每个单元同样由两篇课文组成，处理方法与前4册大同小异。各大板块以-ing结尾的词命名，如图示建构 (Schema Building)、篇章理解 (Text Understanding)、信息检索 (Information Surfing)、语言建构 (Language Building) 等。“图示建构”与前4册中的“准备”活动功能相似；“信息检索”是让学生查阅信息，锻炼查找资料、获取和筛选信息的能力；课文的理解和语言学习活动主要集中在“篇章理解”和“语言建构”部分，包括词汇、语法、修辞、篇章分析等活动，同时兼顾“说”、“写”技能。此外，5~8册还设有补充阅读 (Extras for Further Reading)，提供主要阅读书目、网址等，为学生自学和研究提供帮助。高级阶段4册的最大特色是辟有“教师意识”专栏，针对师范院校和其他高校师范方向的学生以及综合性大学和理工科大学英语专业有志从事教师职业的学生的需要，每个单元（少数为两个单元）围绕一个教师职业知识点或技能，诸如如何提问、如何设计完形填空题、如何设置任务、如何反馈意见等，介绍相关理论并设计活动，让学生在掌握概念的基础上通过完成活动逐步积累师范知识技能，培养教师职业意识和能力。

整套教材竭力实现立体化，有教师用书，也配有光盘。光盘提供一个完整的资源包，包括学生用书、教师用书的全部文字资料，活动与练习参考答案，各单元的视频、音频、图片，各单元的补充练习、测试题、补充阅读材料等，以方便教师教学参考和制作课件使用。

本套教材的编写自始至终得到华中师范大学出版社的高度关注和大力支持，为了广泛征求意见，我们联合主办了全国英语教学研讨会，就高校人才培养需求、编写目标、原则、体例等进行了深入的研讨，为教材的编写做了充分的前期准备；编辑们为这套教材的出版发行付出了艰辛的劳动，在此表示真挚的谢意。

《新编综合英语》(学生用书8册、教师用书8册、光盘8套)的编写是一项系统工程，由于时间仓促，加之编者知识能力有限，肯定有考虑不周之处，疏漏错误在所难免，希望使用者批评指正，并及时反馈，以便修订完善。

编者

2011年6月

# 编写说明

《新编综合英语》基础阶段共分4册，本册为第4册，供师范院校英语专业一年级下学期使用。

本册共14个单元。每单元由Preparation, Reading 1, Exploration, Consolidation, Appreciation, Application, Reading 2, Quotations, Evaluation, Quiz九个板块构成，所有活动设计都体现以学习者为中心的理念。

Preparation旨在激活已有知识，激发阅读兴趣，做好语言准备，建构必要图式，内容涉及与单元主题和将要阅读的文章联系紧密的知识，或者是可能建立这种联系的活动。

Reading 1提供语言和内容输入，为语言运用做内容和形式的准备，重在培养学生的理解能力，包括表层和深层理解，如大意、细节、分析、欣赏、批判性思维能力等。

Exploration旨在引导学生开展自主学习和探究性学习，重点培养学生获取信息和加工信息的能力，具体包括SESOP (search, evaluate, select, organize and present)，即搜索、评价、选择、组织、呈现信息的能力。这一板块的活动也能增加学生对于Reading 1文本的理解。

Consolidation的目的在于巩固所学，培养准确运用语言的能力。内容包括词汇、句子、语法、语音。词汇部分包括多种词汇学习活动，目的在于帮助学生发展词汇学习策略，了解词汇意义，掌握词汇的用法；句子部分包括长难句解释和翻译，目的在于加深对课文的理解、巩固该单元词汇和语法的学习；语法部分不追求语法知识的系统性，而以提高学习者语言敏感和语言使用能力为目的；语音部分主要关注学生容易出错并影响交际的内容，不能取代专门的、系统的语音学习。

Appreciation对课文中涉及的主题呈现、写作手法与技巧、修辞手段、文体风



格等进行分析、评述与鉴赏，指导学生从更为宏观的层面理解和掌握课文内容与主旨，以培养学生分析、品鉴文本的能力和审美能力。

**Application** 是在内容和语言的准备都较为充分的条件下开展的语言运用活动，重点培养学生熟练使用语言和连贯表达的能力，包括描述经历、表达情感、阐述观点、合作交流等，重心由准确性转向流利性，搭建语言与生活、个人与世界之间的桥梁。

**Reading 2** 与 **Reading 1** 主题相同，但不以语言学习为主要目的，而是为了让学生通过自主阅读增长知识、拓展经历、开阔视野，尤其是要体会到英语阅读带来的快乐。

**Quotations** 旨在开阔视野，启发思考，培养文化敏感与包容，提高欣赏水平，增强语言学习的趣味性，内容均与该单元主题联系紧密。

**Evaluation** 旨在给学生提供机会进行自我评价策略运用、学习效果检测、策略意识培养。学习者对该单元的学习内容掌握情况、活动参与情况、努力程度等进行评价。评价既可以是全面的评价，也可以是就某些方面的评价；既可以是指向成就的评价，也可以是指向问题的评价；既可以是自我评价，也可以是同伴互评。

**Quiz** 主要用于检测学生的语言掌握与运用情况。



# Contents

<b>Unit 1 University Life</b> .....	1
Reading 1 You can be President of the United States .....	1
Reading 2 Goodbye and Good Luck! .....	10
<b>Unit 2 Humor in Life</b> .....	14
Reading 1 Bathing in a Borrowed Suit .....	14
Reading 2 How to Borrow Money .....	24
<b>Unit 3 Social Problems</b> .....	30
Reading 1 A Plan to Make Homelessness History .....	30
Reading 2 Save the Children? .....	41
<b>Unit 4 Creative Thinking</b> .....	46
Reading 1 Tracing the Spark of Creative Problem-Solving .....	46
Reading 2 A Real Science of Mind .....	56
<b>Unit 5 Liberal Education</b> .....	64
Reading 1 A Liberal Education .....	64
Reading 2 Education is supposed to make you rich, not wealthy .....	75
<b>Unit 6 Marriage</b> .....	80
Reading 1 The Story of an Hour .....	80
Reading 2 How to Love and to be Loved .....	90
<b>Unit 7 Mental Health</b> .....	95
Reading 1 My Life in Therapy .....	95
Reading 2 When is Depression Guilt? .....	105
<b>Unit 8 Virtue and Morality</b> .....	111
Reading 1 The Vice of Punctuality .....	111
Reading 2 Fairy Tales .....	124



<b>Unit 9 Self-esteem</b> .....	129
Reading 1 The Future Mrs. Rochester .....	129
Reading 2 My Declaration of Self-esteem .....	140
<b>Unit 10 National Prejudices</b> .....	143
Reading 1 On National Prejudices .....	143
Reading 2 A Multicultural Cocktail! Is Australia On the Rocks? .....	155
<b>Unit 11 Youth and Love</b> .....	161
Reading 1 The Old Woman .....	161
Reading 2 My Lost Youth .....	172
<b>Unit 12 Dream and Dreamer</b> .....	178
Reading 1 The Dreamer .....	178
Reading 2 Confidence to Pursue the Dream .....	190
<b>Unit 13 Nature and Life</b> .....	194
Reading 1 The Marginal World .....	194
Reading 2 Strange Encounter with a Wolf .....	204
<b>Unit 14 Past Memories</b> .....	209
Reading 1 Crossing the Threshold .....	209
Reading 2 Making a Writer .....	219



## Unit 1

# University Life

### PREPARATION



Work in groups of three or four people to prepare a speech entitled “My University Life.” A representative will be selected by each group to deliver the speech to the whole class. The speech should be limited to 3-5 minutes.

### READING 1



A. Look at the title. Tick (✓) the topics you think the writer might discuss.

\_\_\_\_\_ How can a person become President of the United States.

\_\_\_\_\_ What does the President of the United States usually do.

\_\_\_\_\_ Whether it's possible for a young person to be a future President of the United States.

## You can be President of the United States

*George W. Bush*

① President Levin, thank you very much. Dean Brodhead, fellows of the Yale Corporation, fellow Yale parents, families, and graduates: It's a special privilege to receive this honorary degree. I was proud 33 years ago to receive my first Yale degree; I'm even prouder that in your eyes I've earned this one.

② I congratulate my fellow honorees. I'm pleased to share this honor with such a distinguished group. I'm particularly pleased to be here with my friend, the former President of Mexico.

③ I congratulate all the parents who are here. It's a glorious day when your child graduates from college. It's a great day for you; it's a great day for your wallet. Most important, congratulations to the class of 2001. To

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those of you who received honors, awards, and distinctions, I say, well done. And to the C students I say, you, too, can be President of the United States. A Yale degree is worth a lot, as I often remind Dick Cheney—who studied here, but left a little early. So now we know: if you graduate from Yale, you become President; if you drop out, you get to be Vice President. I appreciate so very much the chance to say a few words on this occasion. I know Yale has a tradition of having no commencement speaker. I also know that you've carved out a single exception. Most people think that to speak at Yale's commencement, you have to be President. But over the years, the specifications have become far more demanding. Now you have to be a Yale graduate; you have to be President, and you have had to have lost the Yale vote to Ralph Nader.

④ This is my first time back here in quite a while. I'm sure that each of you will make your own journey back at least a few times in your life. If you're like me, you won't remember everything you did here. That can be a good thing. But there will be some people and some moments you will never forget.

⑤ Take, for example, my old classmate Dick Brodhead, the accomplished dean of this great university. I remember him as a young scholar, a bright lad—hard worker. We both put a lot of time in at the Sterling Library, in the reading room, where they have those big leather couches. We had a mutual understanding. Dick wouldn't read aloud, and I wouldn't snore.

⑥ Our course selections were different, as we followed our own path to academic discovery. Dick was an English major and loved the classics. I loved history and pursued a diversified course of study. I like to think of it as the academic road less traveled.

⑦ For example, I took a class that studied Japanese haiku. Haiku, for the uninitiated, is a 15th century form of poetry, each poem having 17 syllables. Haiku is fully understood only by the Zen masters. As I recall, one of my academic advisers was worried about my selection of such a specialized course. He said I should focus on English. I still hear that quite often. But my critics don't realize I don't make verbal gaffes. I'm speaking in the perfect forms and rhythms of ancient haiku.

⑧ I did take English here, and I took a class called "The History and Practice of American Oratory," taught by Rollin G. Osterwies. And President Levin, I want to give credit where credit is due. I want the entire world to know this: everything I know about the spoken word, I learned right

here at Yale. As a student, I tried to keep a low profile. It worked. Last year *The New York Times* interviewed John Morton Blum because the record showed I had taken one of his courses. Casting his mind's eye over the parade of young faces down through the years, Professor Blum said, and I quote, "I don't have the foggiest recollection of him."

9 But I remember Professor Blum. And I still recall his dedication and high standards of learning. In my time there were many great professors at Yale, and there still are. They're the ones who keep Yale going after the commencements, after we have all gone our separate ways. I'm not sure I remembered to thank them the last time I was here, but now that I have a second chance, I thank the professors of Yale University.

10 That's how I've come to feel about the Yale experience, grateful. I studied hard. I played hard, and I made a lot of lifelong friends. What stays with you from college is the part of your education you hardly ever notice at the time. It's the expectations and examples around you, the ideals you believe in, and the friends you make.

11 In my time, they spoke of the "Yale man." I was really never sure what that was, but I do think that I'm a better man because of Yale. All universities, at their best, teach that degrees and honors are far from the full measure of life. Nor is that measure taken in wealth or in titles. What matters most are the standards you live by, the consideration you show others, and the way you use the gifts you are given.

12 Now you leave Yale behind, carrying the written proof of your success here, at a college older than America. When I left here, I didn't have much in the way of a life plan. I knew some people who thought they did, but it turned out that we were all in for ups and downs, most of them unexpected. Life takes its own turns, makes its own demands, writes its own story, and along the way, we start to realize we are not the author. We begin to understand that life is ours to live but not to waste and that the greatest rewards are found in the commitments we make with our whole hearts—to the people we love and to the causes that earn our sacrifice. I hope that each of you will know these rewards. I hope you will find them in your own way and your own time.

13 For some, that might mean some time in public service. And if you hear that calling, I hope you answer. Each of you has unique gifts, and you were given them for a reason. Use them and share them. Public service is

one way, an honorable way, to mark your life with meaning.

14 Today I visit not only my alma mater, but the city of my birth. My life began just a few blocks from here, but I was raised in west Texas. From there, Yale always seemed a world away, maybe a part of my future. Now it's a part of my past, and Yale for me is a source of great pride.

15 I hope that there will come a time for you to return to Yale to say that and to feel as I do. And I hope you won't wait as long. Congratulations, and God bless!

(1,186 words)

**B. Read and draw T or F according to your understanding.**

1. The title "You can be President of the United States" means that every President of the United States must have been a Yale man.
2. Bush was one of the C students at Yale.
3. Cheney has got the Yale degree.
4. Dick Brodhead was one of Bush's classmates, and he worked much harder than Bush at that time.
5. Haiku is a 15th century form of Japanese poetry, consisting of 17 moras.
6. Professor Blum said that he didn't have the foggiest recollection of Bush. It implied that Bush was not an excellent student at Yale.
7. Professor Blum revealed his modesty and generosity.

**C. Work in pairs. Answer the following questions briefly.**

1. What do you think is the goal of going to college? Do you think Bush was an excellent student at Yale? Why or why not?
2. How do you understand the title of the text?
3. What does Bush mean by "it's a great day for your wallet"?
4. "A Yale degree is worth a lot." Do you agree to this? Can you give some examples?

## EXPLORATION



In this part you are to look for information in as many sources as you can find about the author, background knowledge and some words. You may want to consider: the Internet, the library, encyclopedia, magazines and periodicals, dictionaries, textbooks, newspapers, etc.

A. Complete the author information sheet with the information you find.

Questions	Answers
What is the name of the author?	George W. Bush
When and where was he born?	
Where did he grow up?	
Where did he go to college?	
Has he ever been to China?	
What's your point of view on his presidency? Give your reasons.	1. _____ 2. _____ 3. _____

B. Find the following words in a dictionary and complete the table. Add 2 more of your own choice.

Words	Part of speech	Meanings
privilege		
glorious		
distinction		
commitment		
academic		
recall		
_____		
_____		

## CONSOLIDATION



### Vocabulary

A. Use the context in Reading 1 to help you match the words in Column A with their definitions in Column B.

**A**

**B**

- |                         |  |
|-------------------------|--|
| 1. graduate (L. 2)      | a. an academic exercise in which diplomas are conferred            |
| 2. glorious (L. 9)      | b. the ability to recall past occurrences                          |
| 3. commencement (L. 18) | c. person who has completed a course at an educational institution |

- |                          |  |
|--------------------------|--|
| 4. scholar (L. 30)       | d. the school one graduated from   |
| 5. oratory (L. 46)       | e. the act of binding yourself to a course of action                     |
| 6. consideration (L. 69) | f. honorable   |
| 7. alma mater (L. 86)    | g. the giving up of sth. of great value to oneself for a special purpose |
| 8. recollection (L. 53)  | h. addressing an audience formally                                       |
| 9. commitment (L. 78)    | i. a learned person  |
| 10. sacrifice (L. 79)    | j. the process of giving careful thought to something                    |

**B. Complete the sentences, using the phrases given. Make changes where necessary.**

to carve out	quite a while	to keep a low profile	at one's best
to make a gaffe	to live by	ups and downs	

1. I hadn't seen Kate in \_\_\_\_\_, but she hadn't changed much.
2. Some writers are \_\_\_\_\_ when working to a plan.
3. You'd better \_\_\_\_\_ until the trouble over your activities is past.
4. He tried to \_\_\_\_\_ writing, but it did not provide a good enough income.
5. Cheer up! Every one must have his share of the \_\_\_\_\_.
6. Mary drank a lot and \_\_\_\_\_ at the party.
7. John managed to \_\_\_\_\_ a successful photographic career for himself.

**Sentences**

**A. Paraphrase the following sentences in your own words. Line numbers have been provided in brackets to help you locate the sentences.**

1. I was proud 33 years ago to receive my first Yale degree; I'm even prouder that in your eyes I've earned this one. (L. 3)
2. It's a great day for you; it's a great day for your wallet. (L. 10)
3. And to the C students I say, you, too, can be President of the United States. (L. 13)
4. This is my first time back here in quite a while. (L. 24)
5. All universities, at their best, teach that degrees and honors are far from the full measure of life. Nor is that measure taken in wealth or in titles. (L. 66)

**B. Translate the following sentences into English using the words or phrases in the brackets.**

1. 因为丑闻,他不得不退出总统竞选。(to drop out)
2. 没有坚强的意志,你不大可能闯出一番事业。(to carve out)
3. 你想要买的旧车光匆匆看一下是不够的,你应该找个内行写一份旧车的检查报告。(to cast one's eyes over)



- 经过多年的努力,他终于成为一名有成就的钢琴家。(accomplished)
- 经过两年的准备,这学期我们将开始实行一个新的教学计划。(initiate)

### Grammar

The following sentences are taken from the passage. Study the underlined parts.

Most people think that to speak at Yale's commencement, you have to be President. (L. 19)

Everything I know about the spoken word, I learned right here at Yale. (L. 48)

We say that somebody is *at* college; we also say that somebody is *at* an event. Here are some examples:

Were there many people *at* the meeting?

I saw Jack *at* a football match.

We usually use *at* when we say where an event takes place. Here are some examples:

We went to a concert *at* the Royal Festival Hall.

The meeting took place *at* the company's headquarters.

#### A. Complete these sentences with *in*, *at* or *on*.

- I didn't see you \_\_\_\_\_ the party on Saturday. Where were you?
- The exhibition \_\_\_\_\_ the Museum of Modern Art finished \_\_\_\_\_ Saturday.
- Paul lives \_\_\_\_\_ London. He's a student \_\_\_\_\_ London University.
- We've got two children \_\_\_\_\_ school, and one \_\_\_\_\_ kindergarten.
- She said that she met him \_\_\_\_\_ a concert yesterday.
- The film I want to see is showing \_\_\_\_\_ the Odeon (cinema).
- I don't know where my umbrella is. Perhaps I left it \_\_\_\_\_ the bus.

#### B. Multiple choices.

- \_\_\_\_\_ seeing the damage he had done, the child left ashamed.  
a) On                      b) In                      c) By                      d) At
- The last time we had a family reunion was \_\_\_\_\_ my brother's wedding ceremony four years ago.  
a) on                      b) in                      c) by                      d) at
- He decided to make further improvements on the computer's design \_\_\_\_\_ the light of the requirements of customers.  
a) on                      b) in                      c) by                      d) at
- \_\_\_\_\_ the lawyer's opinion, the case should not go to trial.  
a) On                      b) In                      c) By                      d) At
- She'll be \_\_\_\_\_ work on Friday.