

● 高等院校英语专业精品系列教材

Expressing English Integrated Coursebook

表达英语 综合教程 2

○总 主 编 王立非 郑玉琪
○主 编 刘慧君 罗志强

 高等教育出版社

教育部《大学英语课程教学要求》指定教材

Expressing English

Integrated
Coursebook

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上海外语教育出版社

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前言

《表达英语综合教程》*Expressing English*以最新《高等学校英语专业英语教学大纲》为指导原则,运用国际第二语言习得理论的新成果,充分体现“以人为本”的思想,突出英语专业的特色和优势,注重培养英语专业学生的语言、认知、逻辑等能力。

本套教材为英语专业本科1—2年级基础阶段编写,核心理念是关注英语表达能力的培养,将思考、听力、口语、阅读、写作、翻译融为一体,综合提高英语表达能力。

一、编写理念

与国内同类教材相比,本套教材在编写和选材理念上突出3个特点:

● 外语教育整体性

强调外语教学中的语言能力、思维能力、策略能力、知识面、人生观的平衡关系和综合发展。

● 外语学习一体性

根据第二语言习得中输入—输出假设原则,将输入与输出有机结合,通过提高语言输入能力,促进语言输出能力发展,达到增强外语表达核心竞争力的目的。

● 外语交际双向性

强调中西文化表达的平衡,在口头表达训练中提供相关中文信息,在笔头表达训练中强调英汉对译。

本套教材在选材上注重内容的思想性、文化性、可读性,语言地道,范文质量高,题材广泛多样,篇幅适当,内容涉及社会、文化、教育、科技等领域。练习设计强调与主题内容相关,形式多样,如理解思考题、语言运用题、测试模拟题等。教材设计的整体思路围绕4条路径展开:

● 以读促思 (Read to Think)

● 以读促说 (Read to Speak)

● 以读促写 (Read to Write)

● 以读促译 (Read to Translate)

二、教材结构与使用建议

本套教材基础阶段共4册,每学期使用1册,每册共分12个单元,每单元教学时间为6课时,也可根据各院校教学计划而定。每个单元围绕一个主题,包含两篇课文(主、副课文各一篇)。每6个单元结束后设计1套复习测试题,检查和巩固学生所学知识。每单元由9部分组成,使用建议如下:

经典名句 (Proverbs and Sayings)

每单元精选一句语言精炼、思想内容深刻并且与该单元内容有一定联系的经典名句,如谚语、歇后语、名言等,要求学生课前熟记或背诵,使学生尽快进入该单元的学习状态。

课前准备活动 (Pre-reading Activities)

围绕本单元的主题和课文内容开展相关的课堂导入活动,要求学生查找资料,就课文将要涉及的内容了解相关背景信息,开展交流和讨论。

主课文 (Text A)

主课文Text A用于课堂精讲, 一般用2课时完成。

以读促思 (Read to Think)

本部分包含针对主课文内容和结构的两类问题。教师在课堂上可以就课文的内容、结构、语言等组织学生进行讨论, 并回答问题, 帮助学生加深理解。

以读促说 (Read to Speak)

本部分提供与本单元主题相关的口语练习话题。口语练习形式主要包括复述、自由发言、即席讨论、辩论等, 教师可以要求学生事先准备, 也可以让学生以对子、小组、大组发言等形式练习。

以读促写 (Read to Write)

本部分包括续写、改写、指导性写作、自由写作等形式, 主要训练学生运用在本单元所学过的单词、词组、句型等表达类似课文中的思想内容。教师可要求学生当堂写作, 也可以作为课后作业布置给学生。

以读促译 (Read to Translate)

本部分包含英译汉和汉译英两部分。英译汉部分由课文中的重点句子组成, 主要考查学生对重点和难点的掌握情况; 汉译英部分主要训练学生熟练运用课文中的重点词汇、短语、句型进行翻译并适当扩展的能力。

语言研习 (Language Studies)

本部分设计了一系列练习, 着重训练语言形式, 如与本单元主题相关的词汇、短语、句型结构、篇章等。

副课文 (Text B)

本部分可以在课堂讲解, 也可以作为课后补充阅读。课文后设计两种练习: 细读 (Reading for Details)、略读 (Reading for Main Ideas), 重点检查阅读理解的广度和深度。

三、教材特色

本教材以第二语言学习输入—输出假设为理论基础, 特别强调语言表达对语言学习的作用, 尽量做到:

1. 以表达输出促进语言的流利性和自动化;
2. 以表达输出使学习者从意义加工转移到语言形式加工;
3. 以表达输出让学生检测对目的语的假设;
4. 以表达输出获得相应的反馈;
5. 以表达输出培养学生的话语能力;
6. 以表达输出建立自信心。

在编写时:

1. 注重认知思维能力与语言能力培养相结合, 强调综合语言技能教学的理念;

2. 突出英语表达能力的培养, 以表达技能(说、写、译)为主线索, 贯穿始终;
3. 以主题形式组织单元内容, 文章关联性与可读性强, 课内一篇以读为中心(阅读、思考、欣赏), 课外一篇以写为中心(词、句、段、篇), 课内和课外在内容和形式上形成有机整体;
4. 兼顾英语专业四、八级测试, 让学生逐步熟悉考试内容和考试题型。

本套教材配有教学参考书, 提供相关练习参考答案。

本套教材编写队伍阵容强大, 包括国内知名的第二语言习得专家和多所知名院校外语专业教师, 由国内外资深英语专家审校, 并得到江苏省高校外语教学研究会和高等教育出版社的大力支持, 在此表示感谢。

编者
2008年1月

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《表达英语综合教程 2》

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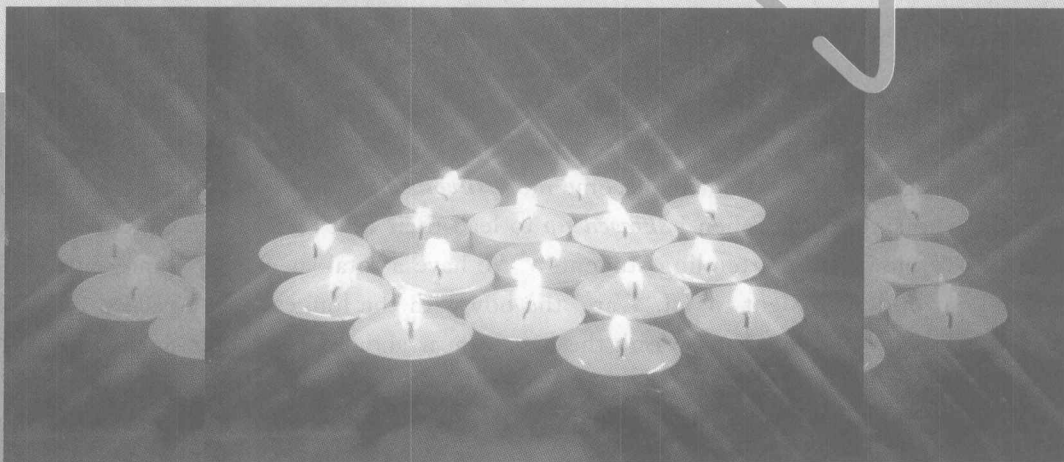
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Unit

1

Wakening the Soul

Nothing can dim the light which shines from within.
— Maya Angelou



Pre-reading Activities

1. Try to make friends with a troubled kid in a middle school, and find out what the kid is thinking about school.
2. Make a survey of the teachers' impressions about the kid. Then write down your own opinions about the teachers' impressions and attitudes toward the troubled kid.
3. Discuss the following topic in groups: how can we deal with those troubled kids?

Text A

Broken Wing

Jim Hullihan

1 Some people are just doomed ¹ to be failures. That's the way some adults look at troubled kids. Maybe you've heard the saying, "A bird with a broken wing will never fly as high." I'm sure that T.J. Ware was made to feel this way almost every day in school.

2 By high school, T.J. was the most celebrated troublemaker in his town. Teachers *literally* cringed ² when they saw his name posted on their classroom lists for the next semester. He wasn't very talkative, didn't answer questions and got into lots of fights. He had flunked ³ almost every class by the time he entered his senior year, yet was being passed on each year to a higher grade level. Teachers didn't want to have him again the following year. T.J. was moving on, but definitely not moving up. I met T.J. for the first time at a weekend



leadership retreat ⁴. All the students at school had been invited to *sign up for* ACE ⁵ training, a program designed to have students become more *involved* in their communities. T.J. was one of 405 students who signed up. When I *showed up* to lead their first retreat, the community leaders gave me this overview of the attending students: "We have a total spectrum ⁶ represented today, from the student body president to T.J. Ware, the boy with the longest arrest record in the history of town." Somehow, I knew that I wasn't the first to hear about T.J.'s darker side as the first words of introduction.

3 At the start of the retreat, T.J. was literally standing outside the circle of students, against the back wall, with that "go ahead, impress me" look on his face. He didn't readily join the discussion groups, didn't seem to have much to say. But slowly, the interactive games drew him in. The ice really melted when the groups started building a list of positive and negative things that had occurred at school that year. T.J. had some definite thoughts on those situations. The other students in T.J.'s group welcomed his comments. All of a sudden T.J. *felt like* a part of the group, and before long he was being treated like a leader. He was saying things that *made a lot of sense*, and everyone was listening. T.J. was a smart guy and he had some great ideas.

1 made certain to fail

2 to move back or away from something or someone because you're afraid or in pain

3 [American English] to fail a test

4 a temporary community for thoughtful investigation of a topic, like religious retreat, health retreat, nature retreat, theme retreat, etc.

5 Association of Community Education

6 a range of

4 The next day, T.J. was very active in all the sessions. By the end of the retreat, he had joined the Homeless Project team. He knew something about poverty, hunger and hopelessness. The other students on the team were impressed with his passionate concern and ideas. They elected T.J. co-chairman of the team. The student council president would be taking his instruction from T.J. Ware.

5 When T.J. showed up at school on Monday morning, he arrived to a firestorm. A group of teachers were protesting to the school principal about his being elected co-chairman. The very first communitywide service project was to be a giant food drive, organized by the Homeless Project team. These teachers couldn't believe that the principal would allow this crucial beginning to a prestigious¹, three-year action plan to stay in the incapable hands of T.J. Ware.

6 They reminded the principal, "He has an arrest record as long as your arm. He'll probably steal half the food." Mr. Coggshall reminded them that the purpose of the ACE program was to uncover any positive passion that a student had and reinforce its practice until true change can take place. The teachers left the meeting shaking their heads in disgust, firmly convinced that failure was imminent².

7 Two weeks later, T.J. and his friends led a group of 70 students in a *drive* to collect food. They collected a school record: 2,854 cans of food in just two hours. It was enough to fill the empty shelves in two neighborhood centers, and the food took care of needy families in the area for 75 days. The local newspaper *covered* the event with a full-page article the next day. That newspaper story was posted on the main bulletin board at school, where everyone could see it. T.J.'s picture was up there for doing something great, for leading a record-setting food drive. Every day he was reminded about what he did. He was being *acknowledged* as leadership material. T.J. started showing up at school every day and answered questions from teachers for the first time. He led a second project, collecting 300 blankets and 1,000 pairs of shoes for the homeless shelter. The event he started now yields³ 9,000 cans of food in one day, taking care of 70 percent of the need for food for one year. T.J. reminds us that a bird with a broken wing only needs mending. But once it has healed, it can fly higher than the rest. T.J. got a job. He became productive. He is flying quite nicely these days.

Endnotes

Jim Hullihan:

An internationally recognized film producer and leadership retreat designer.

1 admired as one of the best and most important

2 likely to occur at any time, impending

3 to produce



I. Read to Think

1. Read to understand the contents of the text.

- 1) What is people's attitude towards those troubled kids?
- 2) Had T.J. passed on to a higher grade by the time he entered his senior year? Can you guess which grade might be called senior year?
- 3) What was T.J.'s initial attitude towards the leadership retreat? Why did he begin to take interest in the activities later?
- 4) How come T.J. was elected co-chairman of the team?
- 5) How do you understand the sentence "he arrived to a firestorm"? Can you give some examples to illustrate the point?
- 6) Did the principal successfully convince the teachers? How do you know?
- 7) If you were a teacher, what would you do in the situation?
- 8) Can you sum up people's general impression about T.J. and also your own impression of T.J. after reading the text?
- 9) Try to explain the saying "A bird with a broken wing will never fly as high."
- 10) What do you think teachers can learn from this story?

2. Read to understand the organization of the text.

- 1) What is the symbolic meaning of the title "Broken Wing"?
- 2) How does the author introduce the main character T.J. Ware? Is it the best way to make the introduction? Or do you have any better ideas for the introduction?
- 3) Why does the author use several paragraphs to reflect other people's opinions about T.J.? Do you think the teachers' reaction to the election result is reasonable? Why or why not?
- 4) How does the author display T.J.'s personality? Can you find any definite remarks about T.J. from the author? Do you think the remarks are convincing?
- 5) How does the author prove that a bird with a broken wing can still fly high?
- 6) What does the story intend to tell us? In what order do you think the story is narrated? Do you think the order serves the author's purpose successfully?

3. Distinguishing Opinions

Work in small groups. Review what you have just read, and take notes to distinguish the following people's opinions about T.J. Ware.

T.J.'s teachers: _____

the author: _____

II. Read to Speak

1. Guided Speaking

- 1) Please retell T.J. Ware's first day in ACE training program from his own point of view.
- 2) Read the following statements and check whether you agree with them or not. Then discuss your points in groups.

Statements	Agree	Disagree
T.J. Ware was a troublemaker in his hometown.		
Troubled kids are doomed to be failures.		
T.J. Ware seemed to be a dumb student.		
The teachers and students all had prejudice against T.J. Ware.		
Students with arrest records should not be trusted.		

- 3) Role-play: Create a dialogue with your partner based on the following cue cards.

Card A

You will teach T.J.'s class this semester, and you want to know more about the students, especially T.J. So you ask Ms. Bright about T.J.'s study, personality, etc. You express your attitudes towards troubled students and would like to try something different to help T.J.

Card B

You are Ms. Bright, who has taught T.J. for the last two semesters. You are trying to tell the new teacher whatever she wants to know, and meanwhile you give her advice as how to deal with those troubled kids.

2. Free Speaking

This text tells a story about how a "bad" student with an arrest record changed into a "good" student who devoted himself to the community work. What role does the school play in his change? Associate the story to current situations in China's high schools. Do "bad"

students get enough attention from the school and their teachers? Have they been fairly treated in school as their “model” classmates? What measures should the school take to help these students? Try to use the words and phrases you have learned from the text to discuss the topic in small groups.

(Idea input)

2005年初,江西九江庐山脚下成立了一所择差教育中心,宣称专收“普通中小学不想学、不会学、学不好、不学好”的学生。该中心收的学生普遍存在逃学、结帮打架闹事、抽烟、网瘾等毛病,有的甚至参与抢劫。该中心校长认为成绩差的学生并非智力差,而是由于环境中各种消极因素的影响,形成品行障碍、行为异常、不良习惯等问题。只要教育得当,他们将来一点都不差。“差生”是什么?简而言之就是考试分数低的学生。以升学率、考分作为衡量学校教育水平和学生优劣的根本指标,就无法不产生“差生”。民办择差教育学校现象是对现行普通中小学教育的一种补缺。经过这些学校挖空心思的“打磨”后,多数曾不爱学、学不好的“差生”学习热情和成绩明显提高,重返普通学校。民办择差教育学校现象也令人感到遗憾。他们对待“差生”其实并无特别的办法,无非是以情感教育、鼓励教育、人文教育等手段耐心地因材施教。这是所有普通中小学都应该而且能够做到的。但现在,为了追求高升学率,争“出彩”的教学成绩,一些普通中小学对考试成绩好的学生厚爱有加,对分数靠后的学生听之任之,有的甚至劝“差生”退学。这在某种程度上使教育成了针对高分学生的教育。

III. Read to Write

1. Guided Writing

Read the text again. Divide these paragraphs into three parts and use one sentence to summarize each part. Then choose appropriate transitional words and phrases in the box to combine three sentences to form a coherent summary.

Transitional words and phrases:

however

moreover

firstly

although

in the past

as a result

since

then

before

after

at last

when

1) Part I: _____

2) Part II: _____

3) Part III: _____

Your summary: _____