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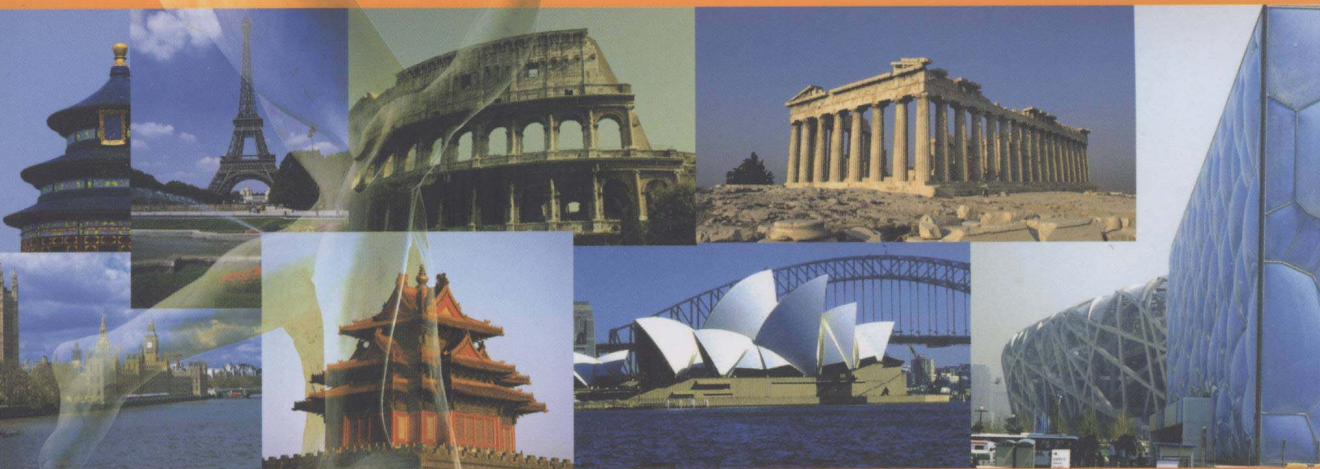
体育英语专业系列教材 / 总主编 田 慧

# 综合英语教程

AN INTEGRATED ENGLISH COURSE

(第一册)

主编 柳莉蕊 副主编 李 晶



北京大学出版社  
PEKING UNIVERSITY PRESS

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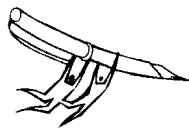
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# 前言

从2002年开始,国内的体育院校纷纷开设了体育英语专业,培养在体育领域从事对外交流工作的国际体育人才。经过5年多的发展,体育英语专业既显示出强大的生机和活力,又面临着诸多困难,首要的问题就是教材问题。目前,体育英语专业大多在技能类课程,特别是基础阶段课程中沿用了全国统编英语专业教材。这些教材选材精当、设计合理,对夯实学生语言基本功起到巨大作用,但针对性不强,未能体现出本专业的特色。因此,从2004年开始,我们就着手策划编写一套供体育英语专业学生使用的系列教材,并于2007年获得北京高等教育精品教材建设立项项目。此系列教材包括基础阶段的《综合英语教程》、《英语听说教程》、《英语阅读教程》和高级阶段的《体育英语阅读》等,首批推出的是基础阶段的《综合英语教程》和《英语听说教程》。

经教育部批准的《高等学校英语专业英语教学大纲》指出:英语专业学生应具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高的素质。基础阶段的各教程正是按照这一培养目标编写的,立足于加强学生语言基本功,在培养语言基本功的同时渗透体育元素、人文精神,以提高学生的体育知识水平和人文素养,并在设计中力图培养学生的跨文化交际能力和独立思维能力。同时,本系列教材的一个突出特点是将各门课程的同一单元统一于一个话题,学生在综合英语、英语阅读、英语听说中同步围绕一个话题进行不同的技能训练,也使得他们能从不同角度认识同一问题。

《综合英语教程》是为第一、二学年的专业基础教学配备的课本,训练听、说、读、写、译等各方面技能。教程没有将语法和语言功能作为编写主线,而是以课文的主题和内容作为编写的基础;每一单元围绕同一主题选编了两篇文章,并将有关的体育内容穿插其中。Text I作为主课文,教师课堂精讲,并处理与课文相关的课文理解、词汇、翻译等练习;Text II是对该单元话题的扩展和深化,只配课文理解练习和话题讨论,目的在于开拓学生思路,就相关问题提出自己的观点和见



解,从而培养学生分析问题和解决问题的能力。课文后设计了综合能力训练和口语活动及写作练习,进一步巩固该单元的知识,加强语言应用能力,同时为参加全国英语专业四级考试做准备。通过每个单元的两篇课文的学习和各种练习,学生可对单元话题的认识加深,在掌握语言知识、加强语言技能的基础上,还能就话题进行口头、笔头交流,陈述观点,发表意见。

本教程课文大都选自英美原文,为了方便教学个别地方我们做了删节和微小的改动。在选材时,我们注重体育专业与人文通识并重,注重内容的专业性和人文性,在英语学习中既学到体育知识,又增加人文知识,提高人文素养。有关体育方面的课文均选自国外的体育教科书,有极强的针对性。

《综合英语教程(第一册)》共 12 单元,供体育英语专业一年级第一学期教学使用。按照综合英语课程每学期 96 学时的教学时数,每单元需用 8 学时完成教学,各校在使用时也可以根据需要进行调整。

编纂过程中,外籍专家 Vera Lee、Carol Griffiths、Susan Lee、Albert Kaan 都先后编写或改写了部分课文,在此谨表谢忱。教程选材过程中,参阅选编了大量英美国家报纸杂志和有关教科书,在此谨向原著者致以谢意。

北京体育大学外语系承担了本系列教材的编写工作。由于经验和水平限制,书中不当之处在所难免,敬请使用本教程的师生批评指正。

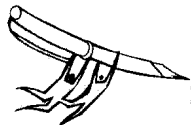
本教程编写完成之际,正当北京奥运会开幕前夕,欣逢盛世,相信 2008 年奥运会后,我国的体育事业必将迎来一个崭新的发展机遇期,对外交流也会日益扩大。随着全球化的不断深入,国际体育交往愈发凸显其重要性,中国亟需引进国外先进的体育科学理论、训练方法、休闲理念和健康的生活方式。我们期待,本套教材能对提高我国体育英语专业的建设水平,培养更多的国际体育人才,进而提高我国的体育发展水平贡献绵薄之力。

编者

2008 年 7 月

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# Unit 1 Strategies

## *Warm-up Activities*

1. What are some of your study habits? How did they evolve? Which worked best or worst?
  2. Studying a second language can be a challenge for most students. Suppose you are a student who handles this challenge with great success. You are asked to make a presentation of effective learning strategies.
- 

## **Text I**

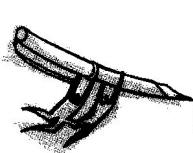
### Sun Tzu: Strategies for the Twenty-first Century

#### *Pre-reading Questions*

1. Have you ever heard of Sun Tzu?
2. Do you know or can you guess what he might be famous for?

- 1 Sun Tzu was a Chinese general who lived around 500 B.C. Not much is known about him personally, however, his legacy remains in the form of a collection of essays known as *The Art of War*. In these essays, Sun Tzu explains the strategies which he believes are essential for military success, for instance, that victory is based on deception. Another key strategic principle advocated by Sun Tzu was that it is best to win battles without fighting. In the years since *The Art of War* was written, the principles contained in its pages have been applied to many different contexts, such as sport and academic study.





2 Awareness of Sun Tzu's ideas first reached the west towards the end of the eighteenth century by means of a translation by the French Jesuit priest, Father Amiot. In the 1970s, the American diplomat Henry Kissinger revived interest in *The Art of War* which has since been frequently cited in contemporary books on diplomacy and business. Although Sun Tzu's principles originally related to war, in fact much of his writing relates to interpersonal dynamics which can be applied to any area of human endeavour.



3 Although the original connotation of strategy was warlike and aggressive, as applied to learning the focus is on the achievement of success. Applied specifically to learning language, the term strategy might be defined as activities consciously chosen by learners for the purpose of regulating their own learning. According to this definition, strategies are active steps which students take in order to regulate or take charge of their own learning. Strategies are goal-oriented and purposeful rather than vague and directionless, and students deliberately choose these activities for themselves in rather than waiting passively for others (perhaps teachers) to suggest or impose them.

4 Because they were originally conceived with a military purpose in mind, not all of Sun Tsu's principles can be applied to a learning context. Some, however, are very appropriate for modern students. Sun Tsu's ideas on the importance of planning are an example of strategies with contemporary relevance for today's language students. According to Sun Tzu, planning represents a road to either success or ruin. Nevertheless, he points out that we should not be inflexible, but prepared to modify our plans as circumstances dictate. As water shapes its course according to the ground over which it runs, so should we be prepared to adapt according to the circumstances we encounter rather than rigidly persevering with pre-determined plans which are proving unproductive. We should also be prepared to use strategies in combination. Sun Tzu likens the combining of strategies to music. Although there are only five basic notes, when combined, they can create more melodies than can ever be heard.

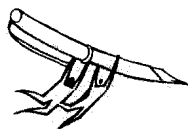
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Potentially, there are a huge number of strategies which students might choose in order to facilitate their progress towards their language learning goal. According to recent research, successful language learners have large strategy repertoires of which they make frequent use. Successful students are especially aware of the need to use strategies to expand their vocabulary: it would seem to be common sense that, without the appropriate words, it is difficult to say much in a new language. However, it is also important to know how to put the words together (grammar), and successful students are aware of this too. Successful learners use all four skills to develop their linguistic capabilities: for instance, they write letters, they listen to radio and native speakers, they talk to shopkeepers or taxi drivers, and, perhaps most important, they read in the target language. By means of reading, they encounter new lexical items, they are exposed to a model of how language is used, and they obtain cultural information. Furthermore, books are patient: they can be re-read any number of times until comprehension is secured, whereas real-life interlocutors can become irritated, resulting in loss of confidence and motivation on the part of the struggling student.

6

Students who use the kinds of strategies noted above are likely to be successful language learners, but they must be prepared to be pro-active, persistent and hard-working. Learning a new language is not easy, but for those who are prepared to work hard, strategies used flexibly and in combination are likely to be of great assistance. As Sun Tzu points out, there are only five primary colours (which he lists as red, yellow, blue, white and black), but, in combination, they create more hues than we can ever see. Likewise there are only five cardinal tastes (sour, acrid, salty, sweet and bitter), yet, when combined, they produce more flavours than we can ever savour. And so it is with language learning strategies: when used in effective combinations, they become a powerful weapon which successful students use in order to win the battle to learn language.

(803 words)



## Words and Expressions

legacy	/'legəsi/	<i>n.</i> something handed down from an ancestor or a predecessor or from the past 遗产
strategy	/'strætɪdʒɪ/	<i>n.</i> a detailed plan for achieving success in situations such as war, politics, business, industry or sport 策略, 计谋
essential	/ɪ'senʃəl/	<i>adj.</i> necessary; basic or indispensable 必需的; 基本的
deception	/dɪ'sepʃən/	<i>n.</i> a ruse; a trick 诈术; 诡计
advocate	/'ædvəki(e)t/	<i>vt.</i> to publicly support or suggest an idea, development or way of doing something 拥护; 提倡; 主张
diplomat	/'dɪpləmət/	<i>n.</i> an official whose job is to represent a government in its relations with other governments 外交官
revive	/rɪ'vaɪv/	<i>vt.</i> to bring back to life or consciousness 使复活
contemporary	/kən'tempərəri/	<i>adj.</i> current; modern 当代的; 现代的
interpersonal	/,ɪntə'pɜ:sənəl/	<i>adj.</i> connected with relationships between people 人与人之间的; 人际关系的
dynamics	/daɪ'næmiks/	<i>n.</i> the social, intellectual, or moral forces that produce activity and change 动态
endeavour	/m'devə/	<i>n.</i> an attempt to do something 努力, 尽力
connotation	/,kənəu'teɪʃən/	<i>n.</i> an idea or meaning suggested by or associated with a word or thing 含义
aggressive	/ə'ɡresɪv/	<i>adj.</i> behaving in an angry, threatening way, as if you want to fight or attack someone 侵略性的; 攻击性的
deliberately	/dɪ'libərətli/	<i>adv.</i> carefully and often slowly 深思熟虑地; 慎重地
conceive	/kən'si:v/	<i>vt.</i> to form or develop in the mind 构思
ruin	/'ru:m/	<i>n.</i> total destruction 毁坏; 毁灭
modify	/'mɒdɪfaɪ/	<i>vt.</i> to change in form or character; alter 更改; 修改
liken sb/sth to sb/sth		to say that someone is similar to or has the same qualities as someone else 把……比作……
facilitate	/fə'sɪlɪteɪt/	<i>vt.</i> to make easy or easier 使容易; 使便利
expose sb to sth		to make it likely that someone will experience something 使……接触
interlocutor	/,ɪntə'lɒkjʊtə/	<i>n.</i> someone who is involved in a conversation 对话者, 谈话者
cardinal	/'kɑ:dməl/	<i>adj.</i> very important or basic 基本的, 最重要的

## **Reading Comprehension**

**I. Write down the sentence or the key words that best sum up the main idea in each paragraph.**

Para. 1 \_\_\_\_\_

\_\_\_\_\_

Para. 2 \_\_\_\_\_

\_\_\_\_\_

Para. 3 \_\_\_\_\_

\_\_\_\_\_

Para. 4 \_\_\_\_\_

\_\_\_\_\_

Para. 5 \_\_\_\_\_

\_\_\_\_\_

Para. 6 \_\_\_\_\_

\_\_\_\_\_

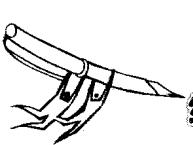
**II. Answer the following questions orally.**

1. In Sun Tzu's essays, what is the most important factor for military success?
2. What is the original connotation of strategy?
3. Can strategies be applied to learning a language? If so, how do you define the term strategy in this field?
4. According to Sun Tzu, what is the significance of planning? Should planning be flexible or inflexible? Explain with examples.
5. How do successful language learners use strategies in their language learning process?
6. Should language learners focus on one language learning strategy or use strategies in combination? Why?

**III. Judge, according to the text, whether the following statements are true or false. For false statements, write the facts in parentheses.**

1. Sun Tzu believed that strategies were necessary for winning battles.

( \_\_\_\_\_ )



2. People's interest in *The Art of War* was aroused by the American diplomat Henry Kissinger because he translated it.  
( )
3. Students apply strategies to learning language in order to regulate and facilitate their own learning.  
( )
4. Because Sun Tzu's strategies were originally related to war, not all apply to facilitating students' learning.  
( )
5. Language learners should focus on one language learning strategy in order to make full use of it.  
( )
6. Students who use the kinds of strategies mentioned in paragraph 5 are always successful.  
( )

**IV. Paraphrase, use your own words to explain the sentences in the text with the help of the context.**

1. (Para. 1) Not much is known about him personally, however, his legacy remains in the form of a collection of essays known as *The Art of War*.  
.....  
.....
2. (Para. 2) Although Sun Tzu's principles originally related to war, in fact much of his writing relates to interpersonal dynamics which can be applied to any area of human endeavour.  
.....  
.....
3. (Para. 3) Applied specifically to learning language, the term strategy might be defined as activities consciously chosen by learners for the purpose of regulating their own learning.  
.....  
.....
4. (Para. 4) As water shapes its course according to the ground over which it runs, so should we be prepared to adapt according to the circumstances we

encounter rather than rigidly persevering with pre-determined plans which are proving unproductive.

5. (Para. 5) Furthermore, books are patient: they can be re-read any number of times until comprehension is secured, whereas real-life interlocutors can become irritated, resulting in loss of confidence and motivation on the part of the struggling student.

## **Vocabulary Exercises**

I. Fill in each blank with one of the given words and note the difference of meaning between them. Change the form when necessary.

1. EXPOSE IMPOSE

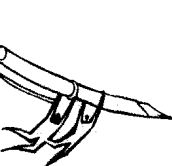
- A. This program will \_\_\_\_\_ burdens on all of us in order to increase our production.
- B. His companions have threatened to \_\_\_\_\_ his crime to the police.
- C. Travel around the world \_\_\_\_\_ children to different languages and cultures.
- D. New duties will be \_\_\_\_\_ on wines and spirits in the next year.

2. LEGACY HERITAGE INHERITANCE

- A. Mr. Jones received his house by \_\_\_\_\_.
- B. Disease and famine are often \_\_\_\_\_ of war.
- C. The \_\_\_\_\_ of moral uprightness has been passed down from generation to generation among Chinese people.
- D. The poets in the 18th century left us great literary \_\_\_\_\_.

3. CONCEIVE PERCEIVE

- A. I couldn't \_\_\_\_\_ the meaning of his words.
- B. The study of an academic discipline alters the way we \_\_\_\_\_ the world.
- C. It was said that scientists first \_\_\_\_\_ the idea of the atomic bomb in



the 1930s.

D. To the elderly, the past is often \_\_\_\_\_ to be better than the present.

4. CAPABILITY CAPACITY

A. The newly-built hall has a \_\_\_\_\_ of 1,000 people.

B. Shirley has a good knowledge of English, but simultaneous interpretation is beyond her \_\_\_\_\_.

C. A willingness and a \_\_\_\_\_ to change are necessary to be successful in a market-oriented economy.

D. Children's \_\_\_\_\_ for learning is infinite.

II. Choose a word or phrase that best completes each of the following sentences.

1. Shop assistants should \_\_\_\_\_ to give the customers satisfaction.

A. endure                      B. endeavour                      C. endow                      D. engage

2. Foreigners may invest in most sectors, \_\_\_\_\_ public services, without prior approval.

A. rather than                      B. other than                      C. besides                      D. instead of

3. Their relationship was \_\_\_\_\_ mutual respect.

A. based in                      B. base for                      C. based upon                      D. on the base of

4. It does not apply \_\_\_\_\_ domestic consumers.

A. in                      B. to                      C. with                      D. for

5. The fire \_\_\_\_\_ damage to their property.

A. due to                      B. resulted from                      C. resulted in                      D. owing to

III. Fill in the blank in each sentence with a word taken from the box in its appropriate form.

<i>create</i>	<i>persevere</i>	<i>aggressive</i>	<i>conscious</i>
<i>specify</i>	<i>apply</i>	<i>modify</i>	<i>persist</i>
<i>diplomat</i>	<i>origin</i>	<i>aware</i>	<i>expose</i>

1. Have you filled in the \_\_\_\_\_ form for your passport yet?

2. The \_\_\_\_\_ of the minister's love affair forced him to resign.

3. For most people, the main question about genetically \_\_\_\_\_ food is:  
Do I have to eat it?

4. Can you be more \_\_\_\_\_ about where your back hurts?

5. A good parliamentarian must have an \_\_\_\_\_ of what the people at home want.
6. What they fear most is our resolute \_\_\_\_\_ in our demands.
7. The two countries established \_\_\_\_\_ relations last year.
8. This painting is a copy; the \_\_\_\_\_ is in Paris.
9. Television violence can encourage \_\_\_\_\_ in children.
10. He lost \_\_\_\_\_ after his accident and never regained it.
11. Our education must provide knowledge and nurture \_\_\_\_\_.
12. The reason for failure in most cases is lack of \_\_\_\_\_.

## **Translation Exercises**

Translate each of the following sentences into English, using the word or phrase given in the brackets.

1. 水和阳光是植物赖以生存的元素。(be essential for)  
\_\_\_\_\_
2. 这部电影根据真实故事改编,非常感人。(be based on)  
\_\_\_\_\_
3. 你目前的心境是否与童年的遭遇有关?(to relate to)  
\_\_\_\_\_
4. 我们应把科技资源应用于社会生活的每一个领域。(apply to)  
\_\_\_\_\_
5. 过去人们常常通过信件进行远距离沟通,而现在我们可以通过网络来传递信息了。(by means of)  
\_\_\_\_\_
6. 苏珊成功的秘诀告诉我们:在工作中要积极进取而不是消极等待成功。(rather than)  
\_\_\_\_\_
7. 老板出差期间让她负责办公室事务,她欣然答应了。(take charge of)  
\_\_\_\_\_
8. 公司正在联合几家海外合伙人研制新产品,并有望年底在市场销售。(in combination with)  
\_\_\_\_\_





## Text II

### On the Ball

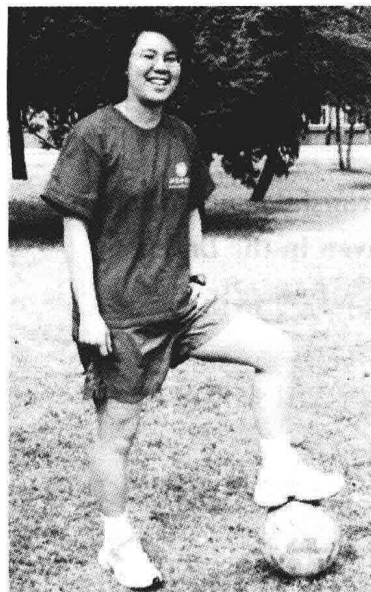
#### *Pre-reading Questions*

1. Is there something unusual about the picture?
2. What do you think the story is going to be about?

1 People often ask me what kind of sports I like to play and my response has been the same since I can remember: soccer, street hockey, and pretty much anything that involves a ball. I love sports but if there was one I pursued more than any other it would be soccer. At this point it should be noted that what North Americans call soccer other countries call football; what I call football would be American football, a totally different sport.

2 Before developing into my current state as a soccer player, I first needed to get over one obstacle: I was a girl. Fortunately growing up in the 80s I didn't encounter too much gender inequality as compared to earlier decades, or previous centuries for that matter, but there was still a stigma for girls playing sports, especially "boys' sports". I wanted to prove to other people that girls were just as skillful at kicking a ball as boys.

3 My early days playing soccer were with the boys during recess time. As the only girl playing, I was naturally picked last when the teams were divided. However, I knew I was better than they thought and just needed to prove myself. My goal was to first improve my dribbling and ball handling skills. I carefully observed how the boys would deke around me like a pylon. I asked my neighbour to teach me some tricks of his own and I practiced those skills until I perfected them. Then during our recess games, I would pull those tricks from out of my sleeves and impress everyone. It worked. Subsequently, I was not



Vera puts her best foot forward