

高等学校英语专业三年制

综合英语 教程

曾肯干
陈道芳 主编


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3

AN INTEGRATED
ENGLISH
COURSE

高等学校英语专业三年制

综合英语教程

An Integrated English Course

第三册

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编者说明

- (一) 本教程的使用对象为高等学校英语专业三年制学生,也可供程度相当的英语函授学生或自学者使用。
- (二) 本教程以一般高等学校英语专业学生入学水平的中等程度为起点,即在学习本教程之前,学生应已掌握基本的英语语音和语法知识,应能认知 1,600 个英语单词(掌握其中 1,200 个),并在听、说、读、写等方面受过初步训练。在学完本教程后,学生应在英语语言知识和语言的实际运用能力方面达到略高于高等学校英语专业四级结束时的水平,能从事一般英语工作。
- (三) 本教程的编写指导思想是全面打好学生英语基础,以课文为中心,进行语音、语法、词汇等基础知识的综合教学,对学生的听、说、读、写四项基本技能进行全面的严格训练,培养学生对所学知识的准确理解与灵活表达的能力,要求在熟练掌握语言技能的同时,初步具备恰当运用所学语言进行交际的能力。

本教程从学生的实际水平与需要出发,力求思想健康、题材广泛、体裁多样、文字新颖、难度适当、安排合理,达到思想性、科学性、针对性三者的统一。

- (四) 本教程共分 6 册,即每学期一册。第一至四册,要在学生原有基础上,系统安排语音、语法等基础语言知识,其内容以《高等学校英语专业基础阶段教学大纲》所列项目为依据;第五、六册在继续巩固基本功的基础上,进一步加强语言实际运用能力的培养。

在编写体例方面,教学内容具体安排为:第一册 15 课,第二至四册各 14 课,第五、六册各 12 课。每课授课时间可根据教学对象的水平和专业课程总体安排等情况,由教师酌定。每课内容由课文、生词表、学习指导、语音、语法及练习等部分组成。现将各部分的编写特点和使用中应注意的问题,分别说明如下:

1. 课文

- 1) 鉴于学生入学水平不同,对课文的起点难度作了适当控制。
- 2) 为便于学生朗读与背诵,课文长度第一、二册每课一般为 400—600 字;第三、四册每课 600—800 字;第五册以后,逐步放长到每课 1,000—1,400 字左右。
- 3) 课文的题材内容,第一、二册以英语国家日常生活、社会情况、百科知识、文学故事等题材为主;第三册以后,逐步增加政治、经济、科技等方面的内容。文体类型包括小说、散文、小品、戏剧、传记等多种体裁,其中以叙事体为主。

2. 生词表

- 1) 每课课文后列有该课生词表,每册后列有该册总词汇表。第一册后附有学生在学习本教程前应掌握的 1,200 个词汇,这些词汇不再视为生词。
- 2) 第一、二册全部生词均用中文注释,但少数符合读音规则的单音节生词,不注音标。第三册开始逐渐增加英文释义,并保留 10% 至 30% 的生词由学生自己查找,以培

养学生自学习惯和能力。第五、六册每课后不再列生词表。

- 3) 生词的中文释义力求先交代原意,再注出该词在本课中的准确含义。课文中出现的常用搭配和习惯用法,均单列成项,并加以注释。

3. 学习指导

- 1) 学习指导分为两个部分,第一部分为课文注释,第二部分为自学理解检查题。
- 2) 课文注释内容包括作者简介和文章出处;超出学生实际理解水平的语言难点和有关背景知识。第一、二册一律使用中文注释,第三册以后逐步增加英文注释比例,第五、六册全部用英文注释。
- 3) 自学理解检查题分为问答题与多项选择题两种,供学生预习时参考,教师讲课时可据此对学生预习情况进行检查。课文问答与多项选择题自第五册起列入练习部分。

4. 语音

- 1) 在系统整理、巩固、加深已学语音知识的基础上,着重训练在语流中运用语音语调知识和朗读技巧。
- 2) 第一册第一至六课集中复习英语发音和读音规则。第七课以后至第二册结束,在继续复习发音的同时,逐课安排语调和朗读技巧训练。每课配备语音练习 4—5 个,并附短诗一首。
- 3) 第三、四册主要是通过朗读或背诵课文,进一步提高学生在语流中运用语音知识和朗读技巧的能力。

5. 语法

- 1) 语法项目按《高等学校英语专业基础阶段英语教学大纲》规定的内容,逐步安排到第三册为止,每课安排一至两个重点。第四册以后,通过练习对重点项目进行巩固和加深。
- 2) 语法注解一律用中文,力求简练。所用术语,力求以《大纲》为依据。
- 3) 语法练习形式取决于不同项目,前三册每课配备练习 5—6 个(第一册第一至六课重点复习语音时例外)。其中三个配合本课重点,两个为不规则动词变化和传统的动词或介词等段落填空。第四册以后,保持一定综合性练习。

6. 词汇练习与口、笔语实践练习

- 1) 词汇练习力求结合当课出现的常用词汇与句型。当课词汇、短语填空、单句或段落汉译英与综合填空为每课固定项目。
- 2) 口语实践练习包括两个:一是就课文内容相互问答和围绕课文进行简单对话或专题讨论;二是在课文题材范围内模拟交际活动。为便于开展上述活动,适当选配了一些有关情景的口语材料。
- 3) 笔语实践每课一般安排两个项目。第一至二册以组句、组段、复述课文或(从第二册开始)书写各类便条为主,第三册以后转入写与课文题材相近的短文和各类书信。对短文的写作列有简明的指导提纲,对各类书信及应用文的写作则提供有关格式和用语。

(五) 本书的编写得到了中国人民解放军外国语学院教务部和英语系领导的大力支持。在编写中,胡斐佩教授提供了第一至四册部分语法练习,张朝宜教授和李经纬教授提供了第二、三册部分课文练习,李绍山教授提供了第四册部分课文练习。在试用中,有关教师提出了宝贵意见。特此致谢。

1999 年 1 月

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Lesson 1

TEXT

ON DISCIPLINE

- 1 If you get up from that chair you're sitting in, and take out your car or bicycle, you can choose where you want to go, your own destination. That's liberty! But, as you drive or ride through the streets towards it, you'll keep on the left of the road. That's discipline!
- 2 You'll keep to the left without thinking very much about it, but if you do think for a moment, you'll find that there's a connection between liberty and discipline.
- 3 First of all, you'll keep to the left for your own advantage. If you insist on liberty to drive on any side of the road you fancy, you'll end up, not where you want to get to, but on a stretcher. And there's not much liberty about that. So you accept discipline, because you know that in the long run it's the only way in which you can get where you want to, quickly and safely.
- 4 Other people have as much right to go where they want to as you have. If you career all over the road you'll get in their way, delay them, and put them in danger. So for their sakes as well as your own, you keep to the left.
- 5 But it's no use your keeping to the left if others on the road don't do the same. You'll expect them to. You'll trust to their common sense. You'll rely on their discipline.
- 6 Lastly, even supposing you are tempted to go scooting about on the wrong side, you probably won't. At the back of your mind will be the thought, "If I do it, the police will be after me!" In the last resort there must be some force which can punish disobedience to the law.
- 7 There are thus four reasons why you'll keep to the left: (1) Your own advantage, (2) Consideration for others, (3) Confidence in your fellows, and (4) Fear of punishment.
- 8 Whenever we put a curb on our natural desire to do as we like, whenever we temper liberty with discipline, we do so for one or more of those reasons. It's the relative weight we give to each of these reasons that decides what sort of discipline we have. And that can vary from the pure self-discipline of the Sermon on the Mount, to the discipline of the Concentration Camp, the enforced discipline of fear ...
- 9 Foreign visitors sometimes talk of our "natural" discipline. Of course it isn't natural. Our kind is acquired. It is with *us*, thank God, a tradition and, like all traditions, it's been a plant of slow growth. It's worth cherishing.
- 10 It is only discipline that enables men to live in a community and yet retain individual lib-

Lesson One: On Discipline

erty. Sweep away or undermine discipline, and the only law left us is "that they should take who have the power; and they should keep who can!" Security for the weak and the poor vanishes. That is why, far from it being derogatory for any man or woman to accept discipline, it is ennobling. The self-discipline of the strong is the safeguard of the weak ...

11 No nation ever got out of a difficult position, economic or military, without discipline. If we are to get out of our difficulties, if we are to survive, we need it too.

12 We are apt these days to think more of liberty than of responsibility. We all want liberty in the long run, we never get anything worth having without paying for it. Liberty is no exception. You can have discipline without liberty, but you can't have liberty without discipline.

VOCABULARY

New Words

discipline	/ 'disiplin /	n.	纪律
destination	/ ,desti'neiʃən /	n.	place where sb. or sth. is going or sent
liberty	/ 'libəti /	n.	freedom or right to do what one likes
connection	/ kə'nekʃən /	n.	联系, 关系
fancy	/ 'fænsi /	vt.	
stretcher	/ 'stretʃə /	n.	担架
safely			
career	/ kə'riə /	vi.	move at full speed, rush wildly
delay	/ di'lei /	vt.	make slow or late
lastly		ad.	
scoot	/ sku:t /	vt.	[口] run or drive quickly
resort	/ ri'zɔ:t /	n.	采用的手段或方法
disobedience	/ ,disə'bi:djəns /	n.	不服从, 不顺从, 违抗
thus	/ ðəs /	ad.	
punishment	/ 'pʌnɪʃmənt /	n.	处罚, 惩罚
curb	/ kə:b /	n.	围栏; 控制
weight		n.	重量, 分量; 重要性
pure		a.	纯粹的; 完全的
sermon	/ 'sə:mən /	n.	[宗] 布道, 讲道
mount		n.	mountain, hill
enforce	/ in'fɔ:s /	vt.	强迫, 迫使, 强加

acquire	/ ə'kwaiə /	vt.	gain by efforts
tradition	/ trə'diʃən /	n.	传统
growth		n.	
cherish	/ 'tʃerɪʃ /	vt.	珍爱, 珍惜
enable	/ i'neɪbl /	vt.	
retain	/ ri'tein /	vt.	keep; continue to have
individual	/ ɪn'dɪvɪdʒuəl /	n., a.	个人(的), 个体(的)
undermine	/ ʌndə'meɪn /	vt.	暗中破坏; 逐渐损害(或削弱)
vanish	/ 'væniʃ /	vt.	disappear, fade away gradually
derogatory	/ dɪ'rɒɡətəri /	a.	有损声誉的, 有辱人格的
ennoble	/ i'nəʊbl /	vt.	make noble or dignified
safeguard	/ 'seɪfɡɑ:d /	n.	protection
position	/ pə'ziʃən /	n.	位置, 处境, 状况
economic	/ i:kə'nɒmɪk /	a.	经济的
military	/ 'mɪlətri /	a.	军事的
survive	/ sə'vaɪv /	vi., vt.	
apt		a.	

Useful Expressions

keep to (on) the left	(交通)靠左行
for one's (own) advantage	for one's (own) sake
in the long run	从长远观点看; 最终
put sb. in danger	使(某人)陷入危险
in the last resort	作为最后一招, 作为最后的解决办法
put a curb on	exercise control over
get out of	摆脱
be apt to do sth.	be likely to do sth.

HELPS TO STUDY

I. Notes to the text:

1. The present text is a broadcast speech (slightly abridged) by William Slim (1891—1970), the British Field Marshal (陆军元帅) during the Second World War. William Slim was Chief of the Imperial General Staff of Britain from 1948 to 1953.
2. ... where you want to go, your own destination.
your own destination 意思是 where you want to go 的重复, 目的在于强调。语法上可看成是同位语。

Lesson One: On Discipline

3. ... you'll keep on the left of the road.

In Britain traffic keeps to the left, while in China and in most of the other countries traffic follows the rule of keeping to the right.

4. ... the pure self-discipline of the Sermon on the Mount: ...

the Sermon on the Mount 指耶稣登高对其门徒和百姓的训导,出自圣经(新约)马太福音第 5—7 章,共 111 条;又见于新约路加福音第 6 章 20—49 节。the pure self-discipline of the sermon on the Mount 指 obeying rules willingly, of one's own accord.

5. ... the discipline of the Concentration Camp: the enforced discipline of fear ...

The Concentration Camp refers to the concentration camps set up by Hitler's Nazi Germany during the Second World War. The prisoners were cruelly persecuted for even the slightest disobedience.

6. ... it's been a plant of slow growth.

Slim 元帅将传统的形成比喻为生长缓慢的苗木,需要长时间的培育才能长成。

II. Answer the following questions according to the text:

1. What example does the author give to show the connection between liberty and discipline?
2. Why does the author say that you keep to the left for your own advantage?
3. What will happen to other people if you career all over the road?
4. Why won't you go scooting about on the wrong side even if you are tempted to do so?
5. According to the author, what are the four reasons for your keeping to the left?
6. What are the two kinds of discipline that the author mentions in the text?
7. Is discipline in Britain natural? Why or why not?
8. What does discipline enable men to do?
9. What are we apt to do these days?
10. What is the connection between liberty and discipline?

III. Choose from the following answers the one that best completes the sentence:

1. By using the example of riding on the left of the road, the author wants to show us _____.
 - a) what liberty is
 - b) what discipline is
 - c) the connection between liberty and discipline
 - d) all of the above
2. "And there's not much liberty about that." In this sentence, *that* refers to _____.
 - a) accepting discipline
 - b) keeping to the left
 - c) being injured in an accident
 - d) driving on any side of the road

3. The reasons why we accept discipline are the following except _____.
 - a) for our own advantages
 - b) other people's right to career all over the road
 - c) our trust in our fellows
 - d) our fear of punishment
4. The reasons why it is ennobling for any man or woman to accept discipline are the following except _____.
 - a) it is only discipline that forces men to live in a community without liberty
 - b) discipline will keep us from the jungle law
 - c) discipline will provide security for the weak and the poor
 - d) the self-discipline of the strong is the safeguard of the weak
5. The main idea of the last paragraph is that _____.
 - a) we should think more of liberty than of discipline
 - b) we should think more of discipline than of liberty
 - c) we must have discipline without liberty
 - d) we must have liberty without discipline
6. The tone of the speaker is _____.
 - a) humorous
 - b) persuasive
 - c) severe
 - d) critical

GRAMMAR

-ed 分词

The -ed Participle

-ed 分词,传统语法称为“过去分词(past participle)”,通常由动词原形+ed 构成,但也有不规则形式。由于英语动词绝大多数是规则动词,因此统称为-ed 分词。-ed 分词在句子中可以用作:

I. 定语

1. 及物动词的-ed 分词作定语有被动和完成的意义;不及物动词的-ed 分词作定语则只有完成的意思。如:

a broken glass = a glass that is broken

a recorded talk = a talk that is recorded

a retired officer = an officer who has retired

the fallen leaves = the leaves that have fallen

Lesson One: On Discipline

2. 单个-ed 分词作定语一般放在所修饰的名词之前,-ed 分词短语作定语则放在名词之后。如:

boiled water

a faded flower

a cake made by my sister

the guests invited to the party

注意:有些单个-ed 分词既可放在名词之前,也可放在名词之后,但意义不同。如:

All people *involved* were present. (有牵连的)

This is an *involved* problem. (复杂的)

The medicine *used* is not effective. (使用的)

He bought a *used* computer. (用过的)

3. 名词后的-ed 分词短语相当于一个限制性定语从句。如果-ed 分词短语用逗号与名词隔开,则相当于一个非限制性定语从句。如:

Most of the people *invited to the reception* were old friends. = Most of the people who had been invited to the reception were old friends.

The audience, *moved to tears*, reached for their handkerchiefs. = The audience, who were moved to tears, reached for their handkerchiefs.

II. 主语补语或宾语补语

1. 作主语补语。如:

The rooms remain *occupied*.

The boy looked *disappointed* at the news.

2. 作宾语补语。如:

We saw the soldiers *assembled* on the parade ground.

I'd like to have my watch *repaired*.

III. 状语

1. 表示原因。如:

Moved by his sincerity, we accepted the money he offered.

= As we were moved by his sincerity, we accepted the money he offered.

2. 表示时间。如:

Heated, water changes into steam.

= When it is heated, water changes into steam.

3. 表示条件。如:

Given time, he will make a good swimmer.

= If he is given time, he will make a good swimmer.

4. 表示伴随情况。如:

He came back, utterly exhausted.

= He came back and he was utterly exhausted.

注意:在口语或非正式文体中,作状语的-ed 分词结构通常用状语从句来代替。

Exercises

I. Add the prefix *in-* or *im-* to the following words and then translate them into Chinese:

pure	justice	movable	accurate
moral	polite	sensible	capable
human	possible	correct	patient
secure	perfect	sincere	solvable

II. Choose the right words to fill in the blanks:

1. interesting, interested

- (1) It's very _____ to watch the dolphins swim in the pool.
(2) Are they _____ in the experiment?

2. reciting, recited

- (1) The poem _____ by the girl is very moving.
(2) The man _____ a poem to the students is our English teacher.

3. making, made

- (1) They bought a computer _____ in Taiwan.
(2) Who is the boy _____ so much noise upstairs?

4. writing, written

- (1) I got a letter of congratulation _____ in English.
(2) The girl _____ a report at her desk is my sister.

5. surprising, surprised

- (1) The film has a _____ ending.
(2) The _____ gangsters ran for their lives.

6. boiling, boiled

- (1) The soup is _____ hot.
(2) He asked for some _____ eggs.

7. shaving, shaved

- (1) Jack always keeps his _____ things in a special case.
(2) Do you want to have your face _____?

8. sinking, sunken

- (1) A helicopter was sent to rescue the people on the _____ ship.
(2) Some antiques were reportedly to have been found in a big case _____ in the South China Sea.

III. Combine the pairs of sentences by using an *-ed* participle:

1. The speaker refused to continue. He was infuriated by the interruptions.

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2. He was exhausted by his work. He threw himself on his bed.
3. He left the office immediately. He was disappointed with the interview.
4. The tree had fallen across the road. It had been uprooted by the gale.
5. The thief was very nervous. He was interrogated by the police officer.
6. The little boat was driven by a strong wind. It sped through high waves.
7. The boys ran in all directions. They were frightened by the running bulls.
8. We were soaked to the skin. We eventually reached the station.
9. He could not get to sleep. He was greatly troubled by the news he received from his brother.
10. The Johnsons were bored with life in the city. They decided to move to the country.

IV. Fill in the blanks with either an *-ing* participle or an *-ed* participle:

1. I found a man _____ (peep) through the keyhole when I happened to look out of the window.
2. Jesse felt his eyes _____ (dazzle) in the bright light.
3. It rained for two weeks on end, completely _____ (ruin) our holiday.
4. After a careful search, the customs officer found the drugs _____ (hide) in a box of penny candies.
5. The factory _____ (make) these transistors is a small one _____ (run) by my sister.
6. When she rushed to the kitchen, she found the pork _____ (burn).
7. I hope your boss didn't hear you _____ (talk) about him behind his back.
8. He returned to his native village, _____ (disguise) as a paddler.
9. She went down to the south to look for a job, _____ (leave) her little girl with her husband.
10. Greatly _____ (surprise) by the news, Jim phoned his wife immediately.

V. Choose the right words to fill in the blanks:

1. Many a man _____ (has, have) tried it before but failed.
2. The number of color TV sets sold last month _____ (was, were) surprising.
3. The news of his arrival _____ (is, are) not to be announced before Wednesday.
4. It was his hat and not his boots that _____ (was, were) stolen.
5. *The Kids* as well as Chaplin's other films _____ (was, were) warmly received by the Chinese audience.
6. No student, no teacher and no cadre usually _____ (appears, appear) at such an early hour.
7. Neither the parents nor any other member of the family _____ (was, were) interested in drama.
8. The audience _____ (is, are) applauding and throwing their hats in the air.

9. The audience _____ (is, are) a big one tonight.
10. Our team _____ (is, are) mainly boys with little experience.
11. Our team _____ (is, are) the best one in our school.
12. I want to know all that _____ (was, were) agreed to at the meeting.
13. Most of those skirts are not very beautiful and all _____ (is, are) quite expensive.
14. To love the people and to be loved by the people _____ (is, are) the greatest happiness in the world.
15. Either you or your sister _____ (is, are) to play the part of Elizabeth.

VI. Fill in the blanks with verbs in their proper forms (including infinitives, -ing and -ed participles):

1. The boy _____ (sit) by the window _____ (read) a book _____ (write) by Charles Dickens.
2. She _____ (tell) _____ (stay) at home _____ (take) care of her baby sister.
3. He _____ (make) _____ (see) the importance of the work he _____ (do).
4. The book, _____ (write) in German, _____ (translate) into Chinese very soon.
5. _____ (see) someone _____ (come), the little girls _____ (stop) _____ (cry).
6. I _____ (live) near an airport and _____ (pass) planes _____ (mod. v., hear) night and day. The airport _____ (build) during the war, but for some reason it _____ (mod. v., not, use) then. Last year, however, it _____ (come) into use. Over a hundred people _____ (mod. v., drive) away from their homes by the noise. I _____ (be) one of the people who _____ (refuse) _____ (leave). Sometimes I _____ (think) this house _____ (knock) down by the _____ (pass) planes. I _____ (give) a large sum of money _____ (go) away, but I _____ (be) determined _____ (stay) here. Everybody _____ (say) I _____ (mod. v., be) mad and they _____ (be) probably right.

EXERCISES TO THE TEXT

I. Give the noun forms of the following verbs:

decide	rely	accept	connect
choose	grow	punish	survive
acquire	agree	weigh	consider
disobey	vary	insist	concentrate

II. Fill in the blanks with words formed from those in the brackets:

1. A doctor has a _____ (responsible) to his patients.