

英语专业专科起点升本科系列教材

总主编 齐伟钧

A Comprehensive English Course

综合英语教程

1

主编 黄皓

编者 华汀汀 蒋晓艳 王峥

ENGLISH



上海大学出版社

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黄皓 主编

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前 言

在改革开放 30 多年后的中国,当今的年轻人可以这样认为,外国语是人生成功的一个重要工具。从曾经的“学会数理化,走遍天下都不怕”,到现在 21 世纪的祖国建设人才必要的两项“本领”和基本素质——外语能力和计算机技能,外语的重要性凸显了出来;改革开放的进一步深入和经济发展的全球化,使外语——尤其是已成为一种国际语言的英语——的重要性日益突出。

我国成人学习外语,有其显著的特点,具体表现在学习周期长、语言环境较差、练习机会较少,但成人学习目的明确、理解力强、善于自学、学用结合。因此,成人外语的教与学,应该同全日制学生有所不同。成人高等外语教育与传统的大学全日制外语教育相比,无论在内容、形式、层次等方面,都显得更加实用与灵活,可根据社会的需求制定培养目标与教学计划,面向社会、面向基层发展,与现代社会和经济的发展更紧密地结合在一起。

在改革开放以来对我国成人学历教育鲜有的几次综合评估中,我们可以看到成人高等外语教育存在着以下几个方面的不足之处:

(1) 各校使用的外语教材不统一。由于目前对成人高校学生来说,尚没有统一的外语教学要求以及外语教材,各校只得从现已出版的各类外语教材中各取所需,自成体系。成人外语专业中有的使用全日制日校的教材,有的使用国外的原版教材,有的使用与非学历教育相同的教材。即使是公共外语课程,各校也没有统一新编的教材,有的学校仍在使用 20 世纪 70 或 80 年代出版的专业外语教材。

(2) 成人高等教育外语专业师资力量严重不足,水平有待进一步提高。绝大多数高等院校的继续(成人)教育学院没有自己的专职教师,主要依靠来自全日制

学校的兼职教师。学校在安排教学任务以及教师在接受教学任务时,一般都是优先考虑研究生和全日制大学生,最后才轮到继续(成人)教育学院和网络学院的学生。对于个别热门专业,在师资问题上更是捉襟见肘。

(3) 教学要求参差不齐,测评标准高低不一。由于各校没有使用统一的成人外语教材,因此,考试和对毕业生实践的要求也各不相同。有的学校将托福等外来试题作为学生的毕业综合技能考试,有的学校干脆取消了毕业综合技能考试。

(4) 学生的学习成绩与实际语言使用能力存在差距。在评估时对学生的各门课程成绩是否呈正态分布进行分析,发现外语成绩普遍高于其他课程的成绩,有的学校的优秀率高达 80% 以上,及格率 100%。但在实际使用语言能力方面,成人学生的基础差、水平低,是众所周知的,尤其是在外语听力和口语表达能力方面。

在职学习外语的成人学员由于其主要精力和时间已经花费在自己的本职工作上,不可能像全日制学生那样用大量的时间去学习和操练外语。据不完全统计,通过业余时间去学习外语的成人平均每天投入学习的时间不超过一小时。因此,对成人外语学员进行的教学必须遵循“多、快、好、省”的原则,必须讲实效,重应用,才能达到“立竿见影”的效果。针对成人外语专业教育,我们应该设立如下的学科建设目标:

(1) 要培养掌握成人外语习得理论与实践知识、熟悉成人外语教学规律的专(兼)职外语教师;

(2) 要编写适合成人外语教学和成人外语学员使用的教材和教辅材料;

(3) 要制订符合成人外语教学特点的课程大纲和教学计划;

(4) 要重视培养成人学员对外语的应用能力,如跨文化交际能力,听说读写译语言综合技能,尤其是口译技能和口语表达能力。

作为实现上述目标的努力,我们组织了一批长期从事成人高等英语教育的资深教师,经过充分和科学的研讨以及多年的辛勤工作,编写了本套《综合英语教程》。这是一套针对我国成人高等教育英语专业专科起点升本科学员的英语精读教材。本系列教程共分六册,每册含 12 个教学单元,根据目前国内成人教育专升本的学制,本系列教程第 1、2 册为一年级使用教材;第 3、4 册为二年级使用教

材;第5、6册为三年级使用教材,三个年级的教学内容由浅入深、循序渐进,趣味性、知识性兼备。

《综合英语教程》属上海外国语大学学科办教材编写项目。国内成人英语学历教育发展至今鲜有成套的有针对性的系列教程,本教程的出版可以说是开创了先例,有着积极的重大意义。本套教程有以下的特点:第一,不同于普通高校英语专业教材,在教材设计、内容选择、语言描述等方面充分考虑了在职成人外语学生的特点;第二,使用者为已经具有英语专业专科的基础,旨在获得本科学历和学位的成人学生,但同时也兼顾具有相应英语水平的非英语专业的成人学生;第三,在选择课文和教学内容上,旨在兼顾趣味性、知识性和语言难度的结合;第四,参加编写人员都是从事十年以上成人英语教学和研究的专职教授、副教授,他们的丰富学识和教学经历可以确保本系列教程的质量及其科学性。

当然,由于成人外语学习者的个人状况千变万化,其需求亦差异多样,本系列教程的编写在努力追求共性以适合大多数成人学生的同时,难免会有考虑欠周或遗漏之处。同样,限于我们的学识,谬误差错在所难免,我们欢迎专家学者以及使用教材的教师和学生提出宝贵意见,以便及时修正。

最后,我们要感谢上海外国语大学学科办在规划教材中的立项,上海外国语大学继续教育学院和上海大学出版社有关领导的鼎力支持,以及在编写过程中编者所参考的众多国内外出版文献的著作权人。

齐伟钧

2012年1月

于上海外国语大学

使用说明

《综合英语教程》是一套针对英语专业专科起点升本科学生的系列教材,共六册,其中第 1、2 册供一年级学生使用,第 3、4 册供二年级学生使用,第 5、6 册供三年级学生使用。

本书为一年级上学期使用教材,共 12 个单元。每个单元基本包含以下项目:

Precis, Oral Expression, Vocabulary Preview, Text, Notes, Phonetic Point, Grammatical Point, Sentence Rewriting 和 Exercises,其中 Phonetic Point 和 Sentence Rewriting 设置在单数单元中, Grammatical Point 设置在双数单元中。此外,书末设有 Appendix。其编写体例如下:

Precis: 课文概要,便于学生理解课文话题和语域。

Oral Expression: 结合课文内容,预设一些相关思考题,并进行口头训练。

Vocabulary Preview: 罗列课文中的较难单词,便于学生预习和查找词典。

Text: 单元的主体部分,课文选材一般在千字左右,难度适中。选材一半出自当代英文报刊、文学选读、散文集以及网络等,题材丰富,涉及语言、教育、旅游、体育、社会问题、文化习俗、科普等领域。兼顾课文的趣味性和知识性。课文体裁多为记叙文和议论文。

Notes: 提供 30 个左右的课文注释,解释难句,并对重点和难点词语进行解释和举例说明,为教学提供便利;同时启发学生学会利用词典、网络等工具。

Phonetic Point: 梳理语音重点和难点,进一步加强学生语音知识和能力。在一年级的第 1、2 册各单数单元中,先后罗列 12 个语音知识模块。

Grammatical Point: 梳理语法重点和难点,进一步加强学生语法知识和能力。在一年级的第 1、2 册各双数单元中,先后罗列 12 个语法知识模块。

Sentence Rewriting: 句子连接和句型转换训练, 加强学生对句子的理解。在一年级的第 1、2 册各单数单元中, 先后设置 12 个句子连接的类型训练。

Exercises: 练习设有 Multiple Choices, Derivation, Cloze, Translation, Paraphrase, 提供大量各种类型的语言训练, 以巩固学生语言基础, 培养英语综合技能, 并进一步丰富学生的语言知识。

Appendix: 附录提供了 Sentence Rewriting 和 Exercises 有关练习的答案。

《综合英语教程》旨在培养学生的综合语言技能, 加强学生的阅读能力, 并使学生具有较熟练的跨文化交际能力。

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I Love Cities

Ellen Eichenwald Switzer

Precis

作者从自身经历和对城市的爱好出发,谈论了现代城市中存在的种种弊病。城市的发展不仅给居民带来了困扰,还危及了城市自身的存在。但是作者同时指出,尽管问题重重,人们还是喜欢离开自己的家乡到城市里定居。其背后的驱动力就是人们,包括作者在内,对城市的热爱和信心。

Oral Expression

Do you like urban life or suburban life? Can you give some reasons for your choice? What's your opinion about people's removal from the countryside to the city? Can you point out several problems existing in big cities and come up with your solutions?

Vocabulary Preview

1. reconcile (para. 2)
2. bankruptcy (para. 2)
3. congestion (para. 2)
4. filthy (para. 2)

- | | |
|-----------------------------|-------------------------------|
| 5. sleazy (para. 2) | 6. teeming (para. 2) |
| 7. strangle (para. 3) | 8. literally (para. 3) |
| 9. administration (para. 3) | 10. squalid (para. 5) |
| 11. tenement (para. 5) | 12. tyrannical (para. 5) |
| 13. vegetation (para. 6) | 14. prevail (para. 7) |
| 15. vital (para. 7) | 16. beat (para. 7) |
| 17. hygiene (para. 7) | 18. semi-illiterate (para. 7) |
| 19. ready-made (para. 7) | 20. humane (para. 7) |

Text

1 I love cities, living in them, working in them, visiting them, and learning about their similarities and differences. Over the years, I have made my home in Berlin, Germany; Rome, Italy; Ankara¹, Turkey; and New York and New Haven, U. S. A.

2 In the past ten years, it has become increasingly difficult to reconcile how I *feel* about cities with what I am forced to *think* about them.² There's no doubt about it: Today's cities and the people who live in them face serious problems. Headlines³ tell us, almost daily, that some of my favorite cities are on the verge of⁴ financial and social bankruptcy⁵. All the evils of life⁶ in our decade seem to be concentrated in cities: pollution, congestion⁷, overpopulation, poverty, drug abuse, and crime. If one mentions such adjectives as *filthy*⁸, *sleazy*⁹, *run-down*, *corruption-ridden*¹⁰, or *teeming*¹¹, what immediately comes to mind is a street in the large city one knows best.

3 Some cities seem to be strangling¹² in their own traffic jams. Others are almost buried under a mountain of uncollected garbage and trash. Venice is literally sinking into the water¹³ and Mexico City into the ground¹⁴. Cities seem to get the worst of bad government, and the best and most progressive administrations seem to have run out of¹⁵ ideas on how to solve urban difficulties. And yet, to millions of people throughout the world, cities are still a symbol of hope.

4 Although some cities (New York, for instance) seem to be losing population, very few city dwellers move into the rural countryside. Instead, they move either to another city or to an area around the city. From the air, some cities look like an ever-expanding doughnut. The center is becoming an empty hole, while the outer edges expand.

5 What are people looking for when they leave the countryside in which their families have lived for generations and move to large and problem-ridden cities? Everyday life for them seems to get worse, not better. Often they seem to get the worst in housing, education, health care, and jobs that their countries have to offer. And yet they rarely return to the rural area they have left. Some governments have tried persuasion and the promise of better homes, education, and health care to get families living in squalid¹⁶ huts or tenements¹⁷ in inner cities to go back into the farm country from which they came. Other, more tyrannical¹⁸ governments, have forcibly¹⁹ moved people out of the city and back to the country, only to see them come back to the cities as soon as official pressure allowed.

6 We don't really need statistics to prove to us that we are becoming, increasingly, an urban planet. The astronauts, flying their spaceship far above the globe, may have seen the earth as green and blue: vegetation²⁰ and water. From an airplane, which gives us a closer view, the earth looks mainly gray and brown by day, black with millions of twinkling lights by night . . .

7 From my trip around the world, the most important conclusion that I reached was that cities, large and small, European, Asian, African, or American, all have their share of problems. But they are not, in and of themselves, *the* problem.²¹ In even the most frighteningly confused, poverty-stricken, seemingly hopeless urban areas we found a community spirit²² that seemed to prevail²³ against all difficulties. Everywhere there were creative, vital²⁴ people: from the policeman walking the beat²⁵ in London's most crowded slums to the woman physician in New Delhi²⁶ trying to cope with²⁷ four times the number of sick and dying than her hospital could hold; from a high city official in Jerusalem²⁸ who worked with a loaded submachine gun²⁹ slung behind his

chair to a home economics teacher in Katmandu³⁰ teaching the first principles³¹ of health and hygiene³² to a class of semi-illiterate³³ girls. These people, of course, did not have ready-made³⁴ solutions to their city's problems; but all felt that there was no reason to give up hope, that with planning, hard work, and a lot of luck their cities might yet be made into places where families might live and someday work in decent and humane³⁵ surroundings.

Notes

Our Urban Planet by **Ellen Eichenwald Switzer**, published in 1980, discusses the growth and development of various types of cities, urban problems and their solutions, and what the future may hold for cities.

1. **Ankara** — previously Angora, capital of Turkey. The city is the country's second largest city after Istanbul, which also serves as the capital of Ankara Province. It has a mean elevation of 938 meters.
2. **it has become increasingly difficult to reconcile how I feel about cities with what I am forced to think about them** — it has been more and more difficult for me to bring into accord my feelings towards cities and the expression they have directly left on me.
reconcile — bring into consonance or accord; become friendly with sb. after arguing. Example:
How can you *reconcile* your fur coat and your love of animals?
The two brothers were finally *reconciled* with each other after not speaking for years.
3. **headlines** — the most important items of news in a newspaper or a broadcast news bulletin. Example:
The war against corruption began to hit the *headlines*.
4. **on the verge of** — to be about to do something. Example:
scientists *on the verge of* a major breakthrough
5. **financial and social bankruptcy** — the state of the financial collapse and social decline

bankruptcy — inability to discharge all your debts when they come due; a total lack of particular good quality. Example:

The company had to declare *bankruptcy*.

the moral *bankruptcy* of the materialistic society

6. **all the evils of life** — all the harmful and undesirable things of life

7. **congestion** — excessive traffic crowdedness

8. **filthy** — extremely or unpleasantly dirty; filled or smeared with offensive matter

The boys were *filthy* when they came in from football.

a *filthy* joke, *filthy* language, *filthy* mind

9. **sleazy** — dirty, cheap and not socially decent, esp. with moral or sexual matters. Example:

sleazy all-night cafés and bars

10. **corruption-ridden** — full of or infested with corruption. Example:

problem-*ridden*, crime-*ridden*

She was guilt-*ridden* when she discovered that the business had failed because of her.

11. **teeming** — full of people, animals, etc. that are all moving around.

Example:

The jungles are *teeming* with life.

12. **strangling** — struggling for breath; having insufficient oxygen intake

strangle — kill sb. by pressing their throat so that they cannot breathe; hinder the development or activity of. Example:

The victim was *strangled* with a scarf.

We cannot allow bureaucracy to *strangle* initiative.

13. **Venice is literally sinking into the water** — Venice is actually submerging into the water.

Venice — a city in northern Italy known both for tourism and for industry.

Venice has been named as “City of Water,” “City of Masks,” “City of Bridges,” “The Floating City” and “City of Canals.” It has been described by *Times Online* as being one of Europe’s most romantic cities.

sinking of Venice — Six hundred years ago, Venetians protected themselves