



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

# 综合教程

AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 顾大偉

## 第一册

Book 1



## 教师用书

Teacher's Book

上海外语教育出版社 外教社  
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS





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第 一 册

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# 总序

普通高等教育“十五”国家级规划教材  
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有

建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足21世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

# 前 言

《综合教程》第一至四册是为高等院校英语专业一、二年级学生编写的英语基础课教材,由上海外国语大学、复旦大学、华东师范大学和上海师范大学四所大学合作编写。

经教育部批准实施的《高等学校英语专业英语教学大纲》指出:英语专业的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。这套教材正是依照这一培养目标编写的。

在四年本科教学中,前两年是基础阶段,这一阶段的主要教学任务是对学生进行全面、严格的基本技能训练,培养他们实际运用语言的能力,为进入高年级的学习打下扎实的专业基础。因此本教程十分注意对学生的听、说、读、写、译等方面能力的训练,以及对基础语法和词汇的熟练掌握和正确运用。除此之外,我们还着力在语言学习的过程中提高学生的综合素质,培养学生的思维能力,使学生在思想上、心理上更趋成熟。英语语言教学应该避免让学生单纯地作机械的重复和模仿,必须为他们开拓独立思维的空间,培养他们用外语来表达自己思想的能力。我们在教材编写中力求体现这一精神。

随着我国中小学英语教学水平的不断提高,学生中学毕业、进入大学英语专业学习时,一般都已比较系统地掌握了英语语法的主要内容,也已经掌握了主要的语言功能。因此,本教程不把语法或语言功能作为编写的主线,而是以课文的主题和内容作为编写的基础;每一单元围绕一个中心思想,同一单元中的两篇课文基本围绕同一个主题,练习内容也都尽可能地贴近该单元的主题,目的是使学生通过一个单元的学习能就该单元的主题进行口头和笔头交际,陈述自己的观点,发表自己的意见。

本教程第一至四册的课文绝大多数为英美作者的原文,我们只在个别情况下作了删节和改动。除个别经典文章外,绝大多数的课文选自20世纪70年代以来国外原版的教科书、报刊杂志和其他读物。文篇的类型包括叙述文、说明文、论证文和描述文;涉及的主题包括社会、文化、政治、生态、科技,以及人文修养、人际关系、伦理道德、性格塑造,等等。我们认为外语学习应该有助于增加学生的人文知识,提高他们的人文素养。为此,我们在选材上十分注意课文内容的人文性。

从第一册到第四册每册包括16个单元,供一个学期的教学使用。每个单元的内容构成如下:

Text I

Text comprehension

Structural analysis of the text

Rhetorical features of the text (第三、四册)

Vocabulary exercises

Grammar exercises

Translation exercises

Exercises for integrated skills

Phonetics (第一册)

Oral activities

Writing practice

Listening exercises

Text II

由于《综合教程》是英语专业基础阶段的综合英语课程的教材,该课程旨在全面提高学生的听、说、读、写、译等各个方面的能力,因而本教程包括了所有这些方面的练习;但听力课、口语课、写作课等均有自己的体系和专门技能,我们无意用本教程中相对有限的练习来替代这些课程,使用学校仍应参照大纲的要求和学校的具体情况单独开设这些课程。

为了方便教师使用,本教程配备了较为详尽的教师用书,每个单元的教师用书由两部分组成:第一部分是 Text explanations,该部分按课文内容的顺序把课文分成若干部分,每一部分包括 Analysis 和 Language work,为教师提供了进入课文教学时引导性的问题、讲解词汇时所需要的例句;第二部分是 Key to exercises,在必要之处我们对所给答案作了简单的解释。我们的意图是把教师用书编写成一本十分实用、使用方便的教学参考书。

本教程第一至四册的主编分别为上海师范大学的顾大僖教授、华东师范大学的张春柏教授、上海外国语大学的史志康教授和复旦大学的朱永生教授。上海外国语大学的赵美娟副教授负责编写了四册书的全部语法练习,华东师范大学的张锲副教授提供了四册书的全部听力练习,复旦大学的朱永生教授编写了第一册和第四册的写作练习,徐健博士编写了第二册和第三册的写作练习,上海师范大学的蔡龙权教授提供了每课词汇练习中的最后一个练习。上海外国语大学的史志康教授为每个单元提供了名人名言。

本教程的编写从一开始便得到戴炜栋教授(上海外国语大学)、李观仪教授(上海外国语大学)、孙骊教授(复旦大学)、黄源深教授(上海外贸学院)和黄次栋教授(上海师范大学)等多位英语教学界老前辈、资深专家的关心和指导,上海外语教育出版社自始至终对编写工作给予大力支持。在此,我们对他们一并表示衷心的感谢。

何兆熊

2004年5月



## 编写说明

《综合教程》基础阶段共分四册,本册为其中第一册,供英语专业一年级第一学期使用。

第一册共有16个单元,每个单元由Text I、Text II和相关的练习构成。建议使用本书的教师在一周时间内完成一个单元的教学任务。

本册所有的课文都选自第一手英文资料,除原文偏长需要删节以及个别冷僻词语需要替换外,一律保持原文的风貌,尽最大可能给学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及家庭生活、伦理道德、惊险经历、未来世界、文化教育、网络科技、社会问题等一系列课题,使学生在学习英语的同时,扩展个人视野,提高人文素养。

本册练习种类较多,目的在于采取不同的方式提高学生的理解能力和应用能力。

与Text I相关的练习包括11个部分:Pre-reading questions; Text comprehension; Structural analysis of the text; Vocabulary exercises; Grammar exercises; Translation exercises; Exercises for integrated skills; Phonetics; Oral activities; Writing practice; Listening exercises。

Pre-reading questions 与课文的话题有关但不涉及课文的具体内容,起“热身”作用,引导学生进入本单元的主题。除了我们提供的问题外,教师也可以自行增加其他类似的问题。

Text comprehension 设计的问题都与课文直接有关,其中既有对课文字面的、局部意义的理解,又有对课文的整体把握以及对内涵和寓意的理解,从而帮助学生在课文理解方面做到既见树又见林。

Structural analysis of the text 着重课文的总体结构分析,使学生对课文的层次、话题的展开获得比较清晰的认识,从而提高学生在篇章层面理解和把握课文的意识。

Vocabulary exercises 包含多个类型的词汇练习,旨在通过多种练习形式帮助学生正确把握一些积极词汇的意义,拓展用法,熟练运用。

Grammar exercises 挑选课文中出现的某一突出的语法现象进行操练;此外还包括针对某一常见语法项目的练习,从而增强学生的语法识别能力和应用能力。这个部分的最后一个练习是模仿课文中的句型造句,以增强学生语言的活用能力。

Translation exercises 为句子层面的汉译英翻译练习,检查学生运用所学词汇和短语进行翻译的能力。

Exercises for integrated skills 分两个部分:一是听写,综合检查学生的听力、理解、语法和拼写能力;二是填空练习,检查学生的英语搭配能力、语法能力以及对语篇的整体理解能力。

Phonetics 旨在帮助学生更准确地读出课文中的生词与词组,同时也复习基础的英语发音问题,如:语音语调、失爆、连读、强读与弱读等。

Oral activities 是为学生围绕课文内容开展口语活动而设计的练习,教师也可以另行设计,关键是激发学生开口,培养他们用英语表述自己的观点和意见、与他人交流思想、进行辩论的能力。

Writing practice 是有指导的写作练习,要求学生连词成句、扩句、连句、改写等,加强他们遣词造句的能力,为今后的段落写作、短文写作打下基础。

Listening exercises 的编写是为了帮助学生提高英语听力。这个练习如何处理,可由教师

灵活掌握,但应以适当的方式对学生进行检查。

Text II 是对 Text I 主题的扩展和深化,如果处理得好,前后两篇课文可以起到相辅相成的作用。Text II 只配 Questions for discussion 一个练习,所提的问题可以开拓学生的思路,就相关问题提出自己的观点和看法,有利于进一步培养学生分析问题和解决问题的能力。

第一册的编写工作主要由上海师范大学承担,并得到上海外国语大学、华东师范大学和复旦大学的协助。具体分工如下:顾大僖负责编写组织、协调和定稿工作;蔡龙权负责 New words and expressions 的选择, Vocabulary exercise V, Glossary, 以及全书编写的协调工作;程星华负责 Text I 的 New words and expressions 的注释和 Notes, Text II 的 Notes 和 Questions for discussion; 谭卫国负责 Structural analysis of the text, Translation exercises; 萧春麟负责 Pre-reading questions, Text comprehension, Oral Activities; 苏承志负责 Grammar exercise V, Exercises for integrated skills, Phonetics; 武成负责 Vocabulary exercises I - IV; 赵美娟(上海外国语大学)负责 Grammar exercises I - IV; 张锸(华东师范大学)负责 Listening exercises; 朱永生(复旦大学)负责 Writing practice; 史志康(上海外国语大学)提供 Memorable quotes。在编写过程中,张向红做了打字和词汇注音工作。在整个编写过程中,本教程总主编何兆熊教授提供了及时的指导。

本教程配有《教师用书》,里面有学生用书的编写者们为各自负责的练习编写的参考答案。此外,我们还为每个单元的 Text I 设计了 Text explanations, 为帮助教师讲解课文以及部分词汇和句型的用法提供了相当详细的建议和参考意见。这个部分的课文解释均由谭卫国负责。《教师用书》的定稿工作由顾大僖负责。

由于时间仓促,加上水平有限,本册教材可能还存在一些问题。我们真诚地希望同行专家和广大教师不吝赐教。

编者  
2004年2月

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# UNIT 1

## *An Integrated English Course (1)*

### TEXT I

### *Never Say Goodbye*

#### TEXT EXPLANATIONS

#### ANALYSIS

The text is the author's recall of the most important and unforgettable experiences that came about when he was between 10 and 12. He had learned from his grandfather the profound meaning of "Never say goodbye" and became firm and strong-willed as a child. The author wants to tell us that we should never give in to sadness, that we should always be firm and strong-willed, and that we should always remember the joyful and happy events of life as well as our cherished friendship. This message is conveyed through his grandfather's narration of his own life experience. The following questions could be asked:

- 1) What is this narrative text concerned with?
- 2) What is the message of the text?

**A1:** This text is concerned with the author's recall of his most important and unforgettable experiences that came about when he was a child between 10 and 12. The text tells us that the author had learned from his grandfather the profound meaning of "Never say goodbye" and became strong-willed as a child.

**A2:** The text conveys the message that we should never give in to bitterness or sadness, that we should always be firm and strong-willed, and that we should always remember the joyful and happy events of life as well as our cherished friendship.



## Paragraph

## ANALYSIS

## 1

Paragraph 1 introduces the background and serves as the beginning of the story. Through this paragraph we get to know something about the author and his problem. The following questions could be asked:

- 1) Why was the author seized with the anguish of moving from his home?
- 2) What do you know about the author's home mentioned in the beginning?

**A1:** Because it was the only home that the author had ever known. His whole life, brief as it was, had been spent in that big old house, gracefully touched with the laughter and tears of four generations. That was why he was feeling extremely reluctant and bitterly sad to move away from his old home.

**A2:** The author's home was a large old house, in which four generations had lived in harmony and experienced both happiness and sadness.

## LANGUAGE WORK


1. confront 

- (1) be faced with and have to deal with

The actress was *confronted* by a large group of reporters as she left the stage door.

- (2) force to deal with or accept the truth of; bring face to face with

When the police *confronted* her with the evidence, she confessed she was guilty.

2. anguish  very great pain and suffering, esp. of the mind

She was in *anguish* over her missing child.

The unspeakable *anguish* wrung her heart.


3. brief as it was  though it was short/brief; although it lasted a short time4. gracefully 


- (1) in an attractively and effortlessly fine and smooth manner

Already in her fifties, she danced *gracefully* on the stage last night, attracting a large audience, who clapped their hands several times.

- (2) in a way that shows willingness to behave fairly and honorably

He stepped on my left foot when we hurried into the elevator shaft, and immediately he apologized to me *gracefully*.

5. touched with the laughter and tears of four generations  touched with the happiness and bitterness of four generations

touch 

- (1) put one's hand onto sth. or sb. else

In darkness, she felt someone *touching* her face.

Visitors are requested not to *touch* the paintings.

(2) have an effect on one's feelings; to cause one to feel pity, sympathy, etc.

His sad story so *touched* us that we nearly cried.

By the way, the phrase "be touched with" usually means "have a certain amount of a quality." For example:

Her hair *is touched with* grey.

The boy *is touched with* genius.

In this sentence, however, the phrase is not exactly used in this meaning. It implies that "... the house which had seen/witnessed the joys and sorrows of the four generations of my family."

## Paragraphs

2-4

## ANALYSIS

When the author was shuddering and crying on the final day on which he had to move from his old home, his grandfather came up to comfort him. When he told his grandfather that he could not bear to say goodbye to him and all his friends, his grandfather advised him not to use the word "goodbye" to friends, for it implied sadness. The following questions could be asked:

- 1) Why did the author shudder and shed tears when the final day came?
- 2) Why did his grandfather advise him not to use the word "goodbye" to friends?

**A1:** Because he was extremely reluctant to leave and could not bear to say goodbye to his grandfather and his friends as well as to his big old house.

**A2:** Because in the eyes of his grandfather the word "goodbye" seemed too final, too cold, for friends to use and it implied sadness or unhappiness, and also because his grandfather wanted him to think of joyful and happy events of life instead of feeling sad and miserable.

## LANGUAGE WORK

6. haven ☞ a place of calm and safety

The school library is a little *haven* of peace and quiet.

As a tourists' *haven*, the small hotel is a home away from home.

7. porch ☞ a roofed entrance built out from a house or church; veranda

She sat in the shade on the *porch*.

8. shudder ☞ shake uncontrollably for a moment, esp. from fear, cold, or dislike

She *shuddered* at the sight of the dead body.

I *shudder* to think how big the bill will be.

9. well ☞ (of liquid) flow or start to flow

Blood *welled* (out) from the cut.

She was so moved that tears *welled* (up, forth, out) in her eyes.

10. rest on/upon ☞☞

- (1) lean on; to be supported by

The bridge *rests on* stone arches.

The girl's head *rested on* her hands.

- (2) (esp. of a proof, argument, etc.) be based on; be grounded on; depend on

Your argument *rests on* a statement that can't be proved.

We have tried everything; now it all *rests on* him.

11. through my tears ☞☞ with tears in my eyes; while shedding tears through ☞☞

- (1) in at one side, end, or surface of something and out at the other

Water flows *through* this pipe.

He pushed his way *through* the crowd to the door.

- (2) among or between the parts or members of

The monkeys swung *through* the trees.

I searched *through* my papers for the missing documents.

12. stare ☞☞

- (1) look steadily for a long time, e. g. in great surprise or shock

He sat *staring* into space, thinking deeply.

She *stared* at the letter in disbelief.

- (2) be very plain to see; to be obvious

The lies in the report *stared* out at us from every paragraph.

stare off ☞☞ stare away; to move one's eyes from a point nearby to a farther place and fix them on it or look at it steadily

13. in common ☞☞ having the same interests, attitudes, etc.

The boy and the girl have much *in common* in personality.

Paragraphs

5-9

ANALYSIS

The author's grandfather took him to see the huge red rosebush in the front yard. When his grandfather asked him what he saw there, he replied that he saw something soft and beautiful. His grandfather explained that it was not just the roses that were beautiful, but it was that special place in his heart that made the roses beautiful. The following two questions could be asked:







- 1) Why did the author's grandfather take him to see the rosebush in the front yard?
- 2) What did the author's grandfather mean by saying "It isn't just the roses that are beautiful, Billy. It's that special place in your heart that makes them so."?

**A1:** Because the author's grandfather wanted to tell him a true story related to the rosebush and hoped to enable him to feel with his heart how beautiful those roses were! Also because his grandfather wanted to reveal his special associations with the roses and with his saying goodbye

to his son, as well as to disclose the root cause of his advice not to say goodbye to one's relatives and friends.

**A2:** By saying "It isn't just the roses that are beautiful, Billy. It's that special place in your heart that makes them so." the author's grandfather meant: "It is not only the roses that are beautiful, Billy. Also, it is that special feeling you deeply cherish that makes them beautiful."

### LANGUAGE WORK

14. look into  investigate; examine the meaning or cause of  
The police have received some complaints; now they are *looking into* them.  
This is a report that *looks into* the causes of unemployment.
15. gently  in a manner or way that is not rough, violent, or severe  
She *gently* brushed the baby's hair.  
"Don't cry," he said *gently*.
16. whisper 
- (1) speak or say very quietly so that only a person close by can hear  
The children were *whispering* in the corner.  
She *whispered* a warning to me and then disappeared.
- (2) (of the wind, leaves, etc.) make a soft sound  
The wind was *whispering* in the roof.  
The leaves of the trees were *whispering* in the wind.
17. hand in hand 
- (1) holding each other's hand (usually with the left hand of one in the right hand of the other)  
The elderly couple are walking homeward *hand in hand*.  
The heads of states are standing *hand in hand*, posing for a picture.
- (2) happening together and closely connected  
Dirt and disease go *hand in hand*.  
Theory and practice must go *hand in hand*.
18. rosebush  a bush of roses 玫瑰丛; 蔷薇丛  
There are very beautiful *rosebushes* in his garden.  
The young lovers are fascinated by the *rosebushes* in the park.
19. conspicuously  in a way that is noticeable or easily seen; in an attractive manner  
The magazine contains *conspicuously* attractive advertisements.  
The posters on the walls around are *conspicuously* eye-catching.

Paragraph 10 is a flashback. It tells us why the author's grandfather planted those roses and what the roses symbolized. Paragraph 11, though short, depicts the old man's expression of sad