



普通高等教育“十五”国家级规划教材  
教育部推荐使用大学外语类教材

# COLLEGE ENGLISH

*Integrated Course (Foundation)*  
*Student's Book*

Author: Ian Smallwood and Li Po Lung

Senior Editor: Martin Cortazzi



上海外语教育出版社

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**全新版**

*New*

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学生用书

(预备级)

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## 出版说明

《大学英语》(全新版)系列教材是一套由图书、音像、光盘、网络等组成的新颖的立体化配套教材,自2001年陆续问世以来,受到使用学校的普遍欢迎和好评。由于这套教材全面贯彻了教育部对大学外语教学提出的基本要求,因而被遴选为“普通高等教育‘十五’国家级规划教材”和“教育部推荐使用的大学外语类教材。”

该系列教材包含《综合教程》、《听说教程》、《阅读教程》(通用本)、《阅读教程》(高级本)、《快速阅读》各1—6册和《语法手册》一本。由于我国幅员辽阔,各地区、各院校的教学资源、师资队伍、学生情况不尽相同,因此,有必要实施分类指导、分级教学。

为了使《大学英语》(全新版)系列教材能够最大限度地满足不同层次、不同水平、不同学习目的的学生们的要求,我们专门组织、策划编写了该系列教材的预备级,它包含《综合教程》和《听说教程》各一册,由熟悉中国大学英语教学的英国专家编写。本教材正格按照我国大学英语教学的实际需要进行编写,难度低于《大学英语》(全新版)一级,又与其合理衔接。

本教材各单元采用按主题编排的模式编写,使学生能全面深入地掌握丰富的语言知识、获取文化信息,同时培养学生的听、说、读、写、译等综合应用能力。课后练习设计形式多样、针对性强、生动有趣并富有挑战性。在选材上,注重中西方不同文化的对比,以此培养学生的文化素养,以唤起他们的本土和跨文化意识。

我们衷心希望《大学英语》(全新版)预备级各教程能够满足我国普通高等院校教师教学和学生学习的需要,从而为大学生进一步学好英语打下坚实的基础。

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## Introduction

*Integrated Course (Foundation)* aims to contribute to the raising of standards of Chinese learners of English. It seeks to help to improve the teaching and learning of English through reading activities which will develop different ways of reading and writing, integrated with oral language activities. Instead of focusing on routine or mechanical exercises, this book includes many varied activities which have been chosen to relate to the texts. The texts themselves have been written to be interesting and culturally informing. The book takes a very active approach to developing skills through a wide range of different tasks and exercises, many of which involve oral skills. It also aims to raise cultural awareness. The book is a *Foundation* for the *College English Integrated Course* series, which has six books, but this book can be used independently. The book can readily be used for self-study or for intensive revision, although it has mainly been designed to be used in a class.

Special features of the book are detailed below.

### Features of This Book

Key features of the book include:

- Reading a wide variety of short texts in different ways. The different texts in each unit are related to each other to help students to develop their reading comprehension and knowledge of vocabulary
- Taking an active approach to reading, so that students read on the lines, between the lines, and beyond the lines, or read in the text and read and respond to the ideas beyond the words of the text
- Expanding vocabulary through carefully identified words which are practised systematically after word-building activities
- Giving clear explanations of language points which are based on the most common errors made by Chinese learners of English; these points are then practised so that students can learn to find and correct common errors
- Using the language in the texts in many ways through interesting activities; sometimes these are challenging but they are worthwhile to help students to read better and to use their English better
- Giving clear advice to students about how to do some of the activities; these activities are

typical of those found in English language tests, so this book helps students to prepare for such tests

Engaging with other cultures through texts and the activities; this can help students to have a better awareness of their own culture

Practising to take English tests by using the Tests included here.

## Topics and Texts

The topics and the types of texts in this book are extremely varied. Each unit has two main texts called “Reading” and “Reading by Yourself”, and there is a third text which students can build up for themselves as an activity called “Further Reading Practice”. The texts are rich in information and well-written. They include cultural information about Western countries and customs. We hope students will find them interesting and thought-provoking. Reading about these topics will also prepare them to tackle the topics in *College English Integrated Course*, because these topics are chosen as introductions to some of the more detailed topics in that series.

## How to Use the Book

Each Unit has a number of different sections. These sections are shown in the box.

### The sections in each unit

<b>Getting ready to read</b>
<b>Reading</b>
<b>Checking vocabulary</b>
<b>Thinking about your reading</b>
<b>Working with words</b>
<b>Working with language</b>
<b>Working on translation</b>
<b>Reading by yourself</b>
<b>Checking vocabulary (2)</b>
<b>Thinking about your reading (2)</b>
<b>Working with words (2)</b>
<b>Further reading practice</b>
<b>Further thinking</b>

Each Unit has two texts for reading: “Reading” and “Reading by yourself”. Both of these are about the main topic of the Unit, although the texts focus on different aspects and are written in different styles to give plenty of variety. These sections are briefly described below with notes on how to use them.

First, notice how a number of Units give clear guidance on how students can tackle particular activities. This guidance is, of course, more than simply advice about how to use the activities in this book — the guidance is also valuable for helping students to prepare for English tests because the activities are typical of those used in such tests. This kind of advice is detailed in the box below.

### Advice for students on how to do some activities

<b>Unit 1</b>	Notes on reading comprehension.
<b>Unit 1</b>	Notes on filling in gaps in Cloze passages.
<b>Unit 1</b>	Notes on sentence matching activities.
<b>Unit 2</b>	Notes on matching half-sentences.
<b>Unit 3</b>	Guidance on proofreading to locate mistakes in writing.
<b>Unit 4</b>	Guidance on sequencing sentences.

## Getting Ready to Read

The purpose of this section is to get students to think about the topic of the Unit and to help them to discuss it. When they have done this part they will probably be able to read faster and better. There are several possible activities. Students may be asked to discuss some key questions, to respond to some cartoons, to make brief notes or complete a chart. They may be reading a poem, a song, or some quotations. When they do this section, it will help them to think about the topic. Through these activities they can relate the text to what they already know.

## Reading

The Reading is a short text on an interesting topic. In different Units these texts are articles, reports, stories, explanations, poems or interviews. This variety helps students to read different types of texts with different kinds of language. Words which students may not know have been printed in **bold** so that they can check the meanings easily in the next section, Checking vocabulary. We have given the number of words in these texts so that students can time how long it takes them to read the text; this may help them to improve their reading speed, but remember that different kinds of texts need to be read in different ways so do not expect them to read every text at the

same speed!

Good readers generally match the way they read with the kind of text they are reading and with their purpose for reading. In this book, the kinds of texts are very varied so students will find it useful from time to time to think about how they are reading these different text types. They should try to read the different texts in different ways according to the kind of information that is in it. If students plan how they will read before their reading and think about their ways of reading afterwards, their reading is likely to improve more quickly. Later sections in each Unit will help students to do this because they will ask the students to pick out different kinds of information and to notice different features in the text. These later sections will usually get students to think about the meaning. They will also help learners to develop their language skills by focussing on different features of grammar and vocabulary. In these ways the series will extend students' reading skills through a wide variety of activities.

### Checking Vocabulary

This section lists those new words which are marked in the texts in bold. We have called this section "Checking Vocabulary" rather than simply "new words" for two reasons. First, these particular words are not the only ones for readers to focus on. Second, there is a tendency for learners to treat new words one by one, perhaps learning them in this way. However, students will extend their vocabulary much faster and more efficiently if they take three steps: notice these words in their context, treat them actively by doing something with the words, and relate them to words they already know. So, we have called this section *Checking Vocabulary*, with those points in mind. The *Working with Words* sections will also help students to practise and learn these words.

There are several ways of using this section. Some readers may wish to work through this section before they read the text. In that case students can check the definitions and the pronunciation; they can also check the Chinese equivalent of the English word. This is a traditional habit: studying new words and then reading a text later which has these words in them. But if students always do this there is a disadvantage; readers tend not to read through the text for an overall understanding before looking at new words. If students always look at new words first, then their reading may be slower because they may tend to stop reading whenever they meet an unknown word. They may not get used to looking at new words in their context before using a dictionary, and this means it will become more difficult for them to become independent in their reading. Therefore, we suggest two other ways of using this section.

First, students should try to read through the text to get a general idea of the meaning, even if they don't know all of the words in bold. To encourage this, the *Checking Vocabulary* sections have been placed after the texts. Then they may read through the text a second time, checking the meanings of the words marked in bold as they meet them in the text. To do this, they should find



the word in the Checking Vocabulary section (they are listed in the order that they appear in the text to make this easy). Then they can read the appropriate definition and notice the pronunciation and Chinese equivalent. Alternatively, they could treat this section as a revision exercise by covering the definitions and try to give their own definition or meaning before they check with what is written in this section. In any case, students will have more opportunity to learn to use these words and remember them because they are reinforced in later sections.

### **Thinking about Your Reading**

This section has a wide variety of activities to help students to really understand the text and to make active use of some of the language in the text. Here are different kinds of questions: multi-choice questions, true-false questions, open questions, and questions to encourage the students to think beyond the literal meaning of the text. There are other activities to help them understand the text and use the language in it: matching statements with topic headings, sequencing sentences and completing sentences. Further activities help them to get a good idea of the general meaning and of the details in the text: completing a table, agreeing or disagreeing with statements about the text, finding specific references in the text or finding evidence in the text to support statements. Notice that all these different activities not only help students' reading but are also designed to help their writing skill too, for instance there are summarizing and proofreading activities in which they are asked to find errors — they can apply these skills to checking their own writing in English. Sometimes these activities may be challenging if students are not used to them, but they are worthwhile — after all, it is through challenge that we learn worthwhile things.

### **Working with Words**

This section takes some of the words and phrases from the Checking Vocabulary section and other important vocabulary from the text and helps students to understand it, use it and learn it. Some activities help them to organize the meanings of words in their mind by relating words together in groups such as synonyms or antonyms. Other activities help students to expand their knowledge of English words by looking at associated words through completing a table which classifies words so that they can see the connections. There are also games and puzzles in this section — word searches and crosswords — which recycle words from the text and the Checking Vocabulary section. Again, there are other word activities that will help students with their writing in English: choosing words in different contexts and completing sentences using some of the new words. The multi-choice and cloze activities (where students fill in the gaps using particular words) will also prepare them for tests in English because knowledge of vocabulary is very often tested using these kinds of activities. These are all important ways of extending students' vocabulary.

## **Working with Language**

This section is based on the common errors which are often made by Chinese learners of English. In different Units, the focus is on prepositions, uncountable and countable nouns and plural forms, subject-verb agreement, connecting ideas using conjunctions (linking words), the uses of particular determiners, pronouns, the infinitives of verbs, auxiliary verbs, and articles. We give examples of typical errors in each of these groups, with their corrections in context, so that students can see what the problem may be. More importantly, we give explanations and further practice for them to identify and correct such errors. This section should help students' knowledge of English in these problem areas and it should also help them with their writing, so that they know what to look out for when they review their writing.

## **Working on Translation**

In this section there are five sentences to translate from English and five to translate from Chinese. These sentences are carefully based on the texts and they use the same kind of language that has been used in the activities in the previous sections.

## **Reading by Yourself**

This section offers a second text — the topic is related to the topic of the first. Students can read this by themselves and then go through the following sections: Checking Vocabulary, Thinking about Your Reading, and Working with Words. They could also do these parts in class, if there is time.

## **Further Reading Practice**

This section has a third text, but students need to finish the activity before they can read the complete text. The section again uses the same kind of language they have already met in the Unit but it give them another chance to use it, for example in matching activities. There are also gap-filling activities (cloze exercises) so that students can revise and practise the vocabulary in different contexts. Once again, this will help them to prepare for tests in English.

## **Further Thinking**

This final brief section has quotations or sayings about the topic of one or both of the main texts of the unit. We encourage students to read these — they are very short — and to discuss them or to think about their meaning and to consider what they themselves think about them. In this way students can extend their thinking. As the quotations are very brief, students could perhaps learn some of them.

## Test Papers

This book also has two test papers so that students can measure their progress. Each test paper has two texts and a series of test activities for reading comprehension, knowledge of vocabulary and language structures, cloze activities (fill-in-the-gap), translation and writing activities.

The authors and editor hope that both students and teachers enjoy using these books — we have enjoyed writing them.

Martin Cortazzi  
Professor of Language in Education

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# Unit One

## *Spare the Rod*

**Reading:** A School with No Rules 3

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## Getting ready to read



The title of this unit comes from a popular saying not very many years ago: “*Spare the rod and spoil the child.*” The proverb means that if you don’t beat a child enough (a “rod” is a stick to beat children with), the child will not grow into an educated and well-behaved adult. In other words, the only way to discipline children is through fear. Do you agree? Why / why not? Discuss this question with a partner and make brief notes in the box below.

### NOTES

Now look at this popular song from the 1980s by a group called “Pink Floyd”. This time it is the children who are speaking. Work with your partner again. What are the students saying in the song? Again, do you agree or disagree? Why? Make notes in the box provided (you may need to use a dictionary to check the meaning of some of the words).

*We don't need no education.*

*We don't need no thought control.*

*No dark sarcasm in the classroom.*

*Teacher, leave those kids alone.*

*Hey, Teacher, leave those kids alone!*

*All in all it's just another brick in the wall.*

*All in all you're just another brick in the wall.*

### NOTES



# Reading

Unit One Spare the Rod

## A School with No Rules!

**A**t first sight, Summerhill School looks just like any other **traditional** English **boarding school**: the long wooded drive, the sports field, the large school hall. Then the **details** became clearer. Boys and girls playing on top of a pile of sleeping bags and blankets on the grass. A **teenager** in his night clothes speeds past on a bicycle — with a packet of cigarettes sticking out of his pocket. A group of children are dancing on the football field with a long-haired teacher.

**2** Clearly, this is not a normal example of traditional British education after all. Opened in 1921 by A. S. Neill, an educator and writer from Scotland, the building in Suffolk, England, has often been described as the “grandparent of all free schools”.



**3** To this day, the school lives by Neill’s original ideas. “We set out to make a school in which we should allow children the freedom to be themselves,” wrote Neill in his book *Summerhill*, which is still **essential** reading for all **progressive** educators. “In order to do this, we had to **abandon** all discipline, all direction, all **suggestion**, all moral and **religious** instruction.” More than eighty years later, the school is still a very **liberal community** where school “rules” are decided in “general meetings”, at which all students, even the youngest, have a **vote**.

**4** **Attendance** at classes is entirely **optional** for all the students. The younger