

Comprehensive College English

综合大学英语

蒙雪琴 刘素华 主编

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外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

号 221 字登报(京)

册数(910)目能通过件图

2002, 并编出资源已学修部代: 京北一, 编主半素琴, 琴雪蒙, 4 册英学大合综

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审校: 李章贵

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

(京)新登字 155 号

图书在版编目(CIP)数据

综合大学英语 4/蒙雪琴,刘素华主编. -北京:外语教学与研究出版社,2003

ISBN 7-5600-3309-1

I. 综… II. ①蒙… ②刘… III. 英语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 012418 号

综合大学英语 4

主编:蒙雪琴 刘素华

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责任编辑:刘 晖

出版发行:外语教学与研究出版社

社 址:北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷:北京冶金大业印刷有限公司

开 本:787×1092 1/16

印 张:19

版 次:2003 年 2 月第 1 版 2003 年 2 月第 1 次印刷

书 号:ISBN 7-5600-3309-1/G·1621

定 价:21.90 元

* * *

如有印刷、装订质量问题出版社负责调换

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版权保护办公室举报电话:(010)68917519

综合大学英语

(英语专业教材)

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前 言

《综合大学英语》(Comprehensive College English)是为高校英语专业编写的一套精读课系列教材,共分八册,分别用于英语专业一至四年级的八个学期。

本教程编写的原则和指导思想是我国新修订的《高等学校英语专业英语教学大纲》,在教材的总体设计与编写体例上力求按阶段(即:基础阶段 1-4 册;高年级阶段 5-8 册)实现新大纲规定的加强学生语言基本功和综合交际能力的目的要求。基础阶段 1-4 册教材系统传授语言基础知识,继承以往精读课教材的优良传统,对学生进行全面的、严格的基本技能训练。在注意增强学生实际运用语言能力的同时,注意培养学生良好的学习习惯和学习方法,培养他们的逻辑思维能力和独立工作能力,丰富他们的文化知识,增强对文化差异的敏感性,为高年级的学习打下较扎实的基础。高年级阶段的 5-8 册则继续强化基本功训练,进一步扩大知识面,把重点放在培养学生的语言综合技能、提高人文知识修养与语言交际能力上,使学生逐步成长为能适应新世纪要求的合格的外语专门人才。但愿通过我们大家不断的共同努力,这套系列教程能在这方面作出一点应有的贡献。

本教程由四川大学、四川师范大学、电子科技大学、西南交通大学、西南财经大学和华西医科大学等校外语院系通力合作,历时四年编成初稿,其中第一册、第二册、第三册和第五册的初稿本曾先后在四川大学、四川师范大学、华西医科大学和电子科技大学的英语专业本科班进行过多次试用,受到师生们的广泛好评。尽管如此,由于编者能力有限,这套系列教程一定存在不少缺点和谬误,恳请专家和各位师友、同学不吝指正。

在本教程的编写过程中,自始至终都得到外研社的领导、责任编辑以及外研社西南信息中心各位师友的大力帮助和悉心指导,值此试用本出版印行之际,谨向他们表示衷心的感谢。

编者的话

国家教育部批准并实施的《高等学校英语专业教学大纲》(1999年12月)明确指出:“21世纪是一个国际化的知识经济时代。”外研社推出的《西南地区面向21世纪英语专业综合英语教材》正是这一新《大纲》的具体体现。在教材的编写过程中,我们以新《大纲》规定的英语专业的培养目标、课程设置、教学要求、教学原则、教学方法、教学手段、测试与评估等七项重要原则为依据,努力突出复合型英语人才培养这一指导思想。

在选材与篇目方面,我们试图最大限度地反映世界人文学科的新知识和科技领域的新发展。除充分体现课文的时代感外,我们还考虑了文本的可读性、权威性、针对性、趣味性、文采与风格等因素。同时,为了配合新《大纲》对基础阶段四级考试的新要求,我们特意在练习部分设计了有关内容,供四级考试的考生选用。

依据新《大纲》,我们在选材时每篇课文的长度与难度比传统教材有所增加,约为1,100~1,200字。篇目的难度循序渐进,第13、14篇的难度为本册之最,在第四册和第五册之间起着承上启下的作用。

本书为《西南地区面向21世纪英语专业综合英语教材》第四册,由四川师范大学外国语学院蒙雪琴老师、刘素华老师编著。其中,第1~8单元由蒙雪琴老师编著,第9~14单元由刘素华老师编著。本书的审校工作由教学经验丰富、知识渊博的李章贵老师完成。

在编写的过程中,尽管我们竭尽其能,但本书仍不免有错误与不当之处,敬请各位专家、同仁批评指正。

最后,我们特向关心和支持此书出版的各界同仁、朋友以及美国专家 Ted Johnson 博士表示诚挚的谢意。

编者

2002年12月

使用说明

本册供高等学校英语专业二年级下学期以及具有相当基础的英语学习者使用,系根据新颁布的《高等学校英语专业教学大纲》及英语专业四级考试的要求编写而成。全书共有 14 个单元。各单元由课文 A、课文 A 的生词及短语表、课文注释、词汇学习、练习、语法及课文 B 组成。现就其编写特点做如下说明:

一、课文 A

课文 A 为正文。课文均选自原文,且大多出自名家之手,经过稍加压缩而成。选材广泛,信息量大,给人启迪,令人思考;文字规范,语言活泼,富有生活气息,因而易于模仿。要求学习者对课文的细节加以分析和探讨,从而达到掌握语言、了解课文总体布局及主题思想的目的。

二、生词及短语表

所列词汇及短语是根据新《大纲》及四级考试对词汇的要求而列出的。要求学生着重对其记忆和练习,以达到熟练掌握的目的。

三、课文注释

课文注释对作者和文化背景加以介绍,对某些较难的词汇和语句加以解释,目的在于帮助学生更好地理解课文。

四、词汇学习

该部分列出课文中出现的四至五个重点词汇,通常属于常用词、实词。要求学生熟记这些词及其派生词的释义,并通过对所列举例句的学习达到对这些词汇的熟练掌握。

五、练习部分

本册配置的练习形式多样,其中不少题型是参照《大纲》及四级考试的题型编写的。各练习的编写突出有趣、信息量大、涉及领域广等特点,并且注重使用本课的语言点,以使重点词汇复出率高,易于掌握。这些练习旨在既突出课文的语言重点,又用各种不同的题型帮助学习者理解课文的细节及其主题,以使学习者通过练习掌握课文,增强运用语言的各种能力,达到新《大纲》对学生的要求。各练习的编写在紧扣课文的同时又各自有自己的中心:问答题、讨论题旨在帮助学生理解课文及对其独立思考能力和口头表达能力的培养;句

子释义题、填空题、英译汉及汉译英等练习目的在于对重点语言点的练习;听写、完形填空、写作及改错的练习重点既在于培养学生听、写、判断、纠错等基本技能的训练,也在于提高学生综合运用语言的能力。

六、语法部分

本册重点培养学生初步掌握句子之间和段落之间的衔接手段。各单元讲解简明而重点突出,并配以相应的练习。语法的讲解和练习的编写都尽量紧扣课文 A。

七、语音部分

语音部分进行各种有步骤的语调训练和朗读技巧训练,教师可根据每课语音训练的重点,让学生先重点地练习所给材料,然后再选读一两段课文。

八、课文 B

课文 B 是题材与课文 A 同类的姊妹篇,是为达到新《大纲》提出的扩大阅读量、词汇量和知识面的要求而设置的。各课文后配有针对其内容的问答题、讨论题、正误判断题或多项选择练习,以帮助学生理解课文和检测对课文内容的掌握程度。

综上所述,本册教材体现了新《大纲》的精神,重在培养学生的学习能力,思辨能力,旨在拓展学习者的视野。使用者可根据这些特点,予以灵活运用,突出重点,以获得良好的效果,培养出 21 世纪的新型人才。

2002 年 12 月

Acknowledgment

We are extremely grateful to the authors and publishing houses for all the articles we have chosen as the texts for this textbook. We apologize for the insufficient information in some cases due to our lack of resources. While we intend to show every respect for intellectual property rights, we hope our pleading for the permission to use the related articles for teaching purposes will receive kind and generous considerations.

Unit One

“An English-speaking World” by Robert McCrum from *The Story of English*

“The Voice of America” from *The Story of English*

Unit Two

“Energy, Efficiency, Ingenuity: the Hope for the Future (I , II)” by Thomas R. Kuhn from *The Audience , the Message , the Speaker*

Unit Three

“Thank You, M’am” by Langston Hughes from *Heath Anthology of American Literature*

“Shame” by Dick Gregory from *The Student Writer : Editor and Critic*

Unit Four

“The Chaser” by John Collier from *Fiction : An Introduction to Reading and Writing*

“The Girl in Gift Wrap” by Paul Hemphill from *The Student Writer*

Unit Five

“The Fourth Alarm” by John Cheever from *The Norton Anthology of Short Fiction*

“Stress—and Other Scapegoats” by Rex Julian Beaber from *The Prose Reader*

Unit Six

“Universal Human Values: Finding an Ethical Common Ground” by Rushworth M. Kidder from *Global Issues of 1996-1997*

“The End of the Rope” by Georges Surdez from *Our Reading heritage : England and the World*

Unit Seven

“The Pedestrian” by Ray Bradbury from *Literature and the Writing Process*

“For Conversation, Press 1” by Michael Alvaer from *Reader’s Digest*

Unit Eight

“Woman: Still Something to Shout About” by Nikki van der Gaag from *Global Issues of 1996-1997*

“Courtship Through the Ages” by James Thurber from *The Contemporary Reader*

Unit Nine

“When Worries Go Haywire” by Edward M. Hallowell, M. D. from *Reader’s Digest*

“College Pressures” by William Zinsser from *Purpose and Process: A Reader for Writers*

Unit Ten

“The Day the Fire Came” by Virginia Bell Dabney from *75 Reading Plus*

“This Is America’s Moment” by Thomas L. Friedman from *Reader’s Digest*

Unit Eleven

“How to Mark a Book” by Mortimer Adler from *Purpose and Process: A Reader for Writers*

“Television and Reading” by Marie Winn from *Purpose and Process: A Reader for Writers*

Unit Twelve

“The Girls in Their Summer Dresses” by Irwin Shaw from *American Short Stories*

“My Only True Love” by Albert Dibartolomeo from *Reader’s Digest*

Unit Thirteen

“Where the World Began” by Margaret Laurence from *75 Readings Plus*

“Treasured Island” by Clare Boyd-Macrae from *Reader’s Digest*

Unit Fourteen

“Great-power Relations: Paths to Peace in the Twenty-first Century” by Charles W. Kegley, Jr. and Gregory A. Raymond from *Global Issues of 1996-1997*

“The Global Village Finally Arrives” by Pico Iyer from *Global Issues of 1996-1997*

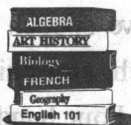
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Unit One



Text A

An English-speaking World¹

by Robert McCrum

1 On 5 September, 1977, the American spacecraft *Voyager One* blasted off on its historic mission to Jupiter and beyond.² On board, the scientists, who knew that *Voyager One* would one day spin through distant star systems, had installed a recorded greeting from the people of the planet Earth. Preceding a brief message in fifty-five different languages for the people of outer space, the gold-plated disc plays a statement from the Secretary-General of the United Nations, speaking on behalf of 147 member states, “the people of our planet” — in English.

2 What determined this choice of English as the representative language of the planet Earth in which the Secretary-General addressed the people of outer space? Is it because English is more lyrical, or more beautiful than any other language? Or is it because it is intrinsically easier to learn than any other language? Such judgements are almost meaningless. Just like any other language, English has its own strengths and weaknesses³: it has qualities like the gender of its noun and a grammar of simplicity and flexibility that make it easy to learn and it has its baffling characteristics like the difficult spelling system that render it difficult to learn too.

3 Then such a choice must have been based on something else: that is the rise of English as a global language.

4 The rise of English is a remarkable success story. When Julius Caesar⁴ landed in Britain over two thousand years ago, English did not exist. Five hundred years later, *Englisc*, incomprehensible to modern ear, was probably spoken by about as few people as currently speak Cherokee⁵. Nearly a thousand years later, at the end of sixteenth century, when William Shakespeare was in his prime⁶, English was the

native speech of between five and seven million Englishmen and it was of small reach, stretching no further than the island itself.

5 Four hundred years later, the contrast is extraordinary. Between 1600 and the present, in armies, navies, companies, and expeditions, the speakers of English—including Scots, Irish, Welsh, American and many more—traveled into every corner of the globe, carrying their language and culture with them. Today at the end of the twentieth century, English is more widely scattered, more widely spoken and written than any other language has ever been. It has become the language of the planet, the first truly global language.

6 The statistics of English are astonishing. Of all the world's languages (which now number some 2,700), it is arguably the richest in vocabulary. The compendious *Oxford English Dictionary* lists about 500,000 words; and a further half-million technical and scientific terms remain uncatalogued. About 350 million people use the English vocabulary as a mother tongue, a linguistic population scattered across every continent and surpassed, in numbers, though not in distribution, only by the speakers of Chinese. Three-quarters of the world's mail, and its telexes and cables, are in English. So are more than half the world's technical and scientific periodicals: it is the language of technology from Silicon Valley to Shanghai. English is the medium for 80 percent of the information stored in the world's computers. Nearly half of all business transactions in Europe are conducted in English. It is the language of sports and glamour: the official language of the Olympics and the Miss Universe competition. English is the official voice of the air and of the sea. Likewise, it is the official language of Christianity⁷: the ecumenical language of the World Council of Churches. Five of the largest broadcasting companies in the world (CBS, NBC, ABC, BBC, CBC) transmit in English to audiences that can exceed one hundred million people.

7 English has a few rivals, but no equals. Neither Spanish nor Arabic, both international languages, has this global influence. Another rival, Russian, has the political and economic underpinning of a world language, but far from spreading its influence it, too, is becoming mildly colonized by new words known as Russlish, for example, seksapil (sex appeal). Germany and Japan have, in matching the commercial and industrial vigor of the United States, achieved the commercial precondition of the language-power, but their languages have also been invaded by English, in the shape of Deutschish and Japlish.

8 The remarkable story of how English spread within predominantly English-speaking societies like the United States, Canada, Australia, and New Zealand is not, with the benefit of hindsight, unique. It is a process in language that is as old as Greek, or Chinese. The truly significant development, which has occurred only in the last one hundred years or so, is the use of English, taking the most conservative estimates, by three or four hundred million people for whom it is not a native language. English has become a second language in countries like India, Kenya, Nigeria, or Singapore, where it is used for administration, broadcasting and education. In these countries, now numbering more than fifty, English is a vital alternative language, often unifying huge territories and diverse populations. When the late Rajiv Gandhi⁸ appealed for an end to the violence that broke out after the assassination of his mother, Mrs. Indira Gandhi⁹, he went on television and spoke to his people in English. Then there is English as foreign language, used in countries (like Holland or former Yugoslavia) where it is backed up by a tradition of English teaching, or where it has been more recently adopted — Senegal, for instance. Here it is used to have contact with people in other countries, usually to promote trade and scientific progress, but to the benefit of international communication generally. A Dutch poet is read by a few thousands people. Translated into English, he can be read by hundreds of thousands people.

9 All this highlights the way in which English permeates the world in which we live. In fact, there is evidence that within the last decade or so, this process has evolved to the point where English is no longer wholly dependent on its British and American parents, and is now a global language with a supranational momentum. English is now everyone's second language, or foreign language and has a life of its own in totally non-English situations. A Japanese businessman might learn English to do business in Brazil. A Russian might learn English to do research in Berlin. An Arab doctor might learn English to practice in Amsterdam. And when an Italian pilot learns English, it is to talk to ground control in Spain or Kuwait. The age of Global English is symbolized by the launching of *Voyager One*, and the words of Kurt Waldheim¹⁰:

As the Secretary-General of the United Nations, an organization of 147 member states who represent almost all of the human inhabitants of the planet Earth, I send greetings on behalf of the people of our planet...

New Words and Expressions

mission /'mɪʃən/ *n.*

Jupiter /'dʒʊpɪtə(r), 'dʒu-/ *n.*

install /ɪn'stɔ:l/ *vt.*

precede /pri'si:d/ *vt.*

lyrical /'lɪrɪkəl/ *a.*

intrinsically /ɪn'trɪnsɪkəlɪ/
adv.

baffle /'bæfl/ *vt.*

render /'rendə(r)/ *vt.*

transaction /trænzæk-ʃən/
n.

surpass /sə'pɑ:s/ *vt.*

distribution /dɪstrɪ'bju:ʃən/
n.

glamour /'glæmə(r)/ *n.*

transmit /trænz'mɪt/ *vi.*

rival /'rɪvəl/ *n.*

underpinning /'ʌndə'pɪnɪŋ/ *n.*

precondition
/ˌpri:kən'dɪʃ(ə)n/ *n.*

hindsight /'haɪndsaɪt/ *n.*

alternative /ɔ:l'tənətɪv/ *a.*

any task, esp. of a diplomatic nature

a large planet that moves around the sun

to set in position for use

to go or come before (in time, place or order)

of the style of lyric poetry

belonging naturally; existing within, not coming from outside

to make sb. feel difficult to understand sth.

to cause to become

a business deal; an instance of buying or selling sth.

to exceed; to be greater than in number or degree

the action of sharing out among a number of recipients

excitement, adventure, and unusual activity

to send out a signal by radio waves or over a wire

someone who or sth. which equals or nearly equals another in some desirable quality

[U] foundation or basis

prerequisite; a thing required as a condition for sth. else

considering / thinking about / looking at an event after its occurrence

allowing for a choice between two or more things