

任务先导： 大学 综合英语

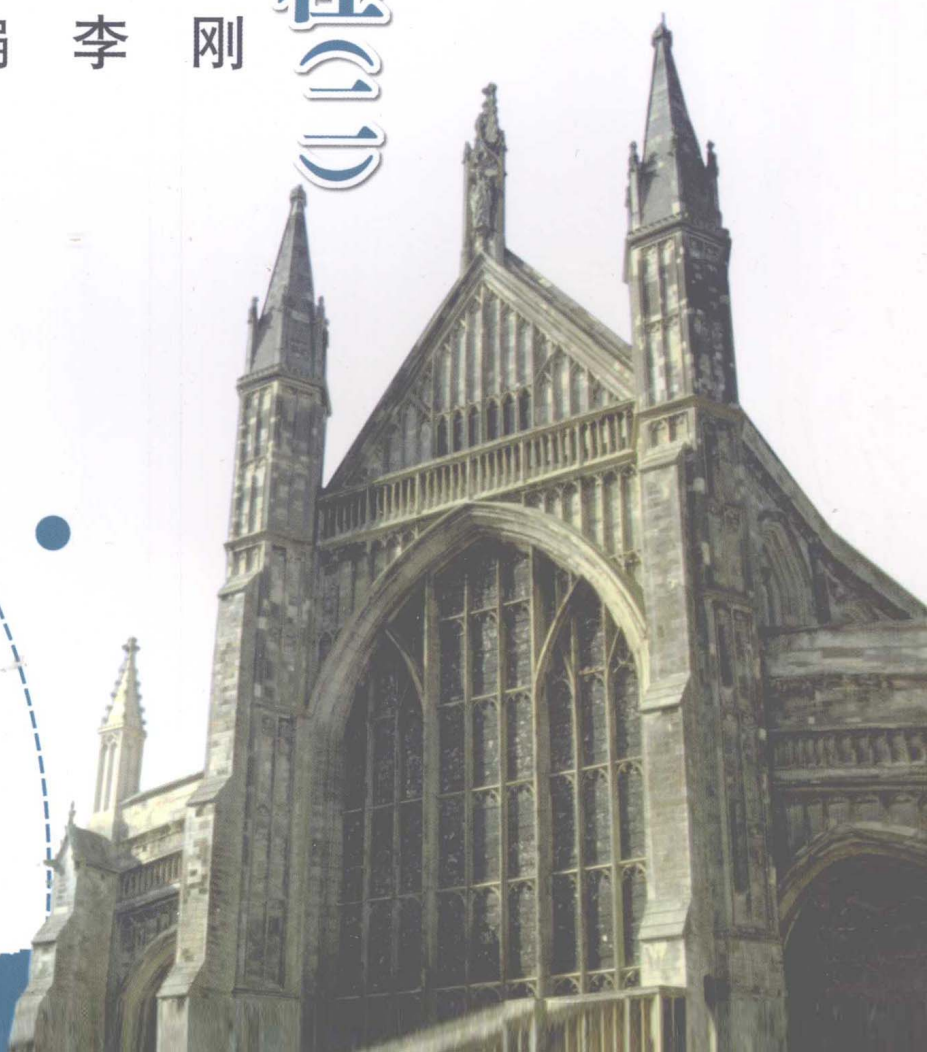
PROJECT-BASED
INTEGRATIVE ENGLISH (2)

教程
（二）

主编 李 刚



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大学综合英语系列教程

Project-based Integrative English (2)

任务先导：

大学综合英语教程（二）

- 主 编 李 刚
- 副主编 姚银燕
- 编 委 李 刚 姚银燕
钱亚敏 梁 丽

（按姓氏笔画排序）

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前言

哲学家维根斯坦说：“语言伸展多远，现实就伸展多远”。语言是一切知识的载体，渗透到世界的方方面面和历史的各个角落。它承载着人类的发展进程，并帮助我们传承文明、拓展思想。学习语言不仅仅是记忆一些文字习俗和规则，更多的是推开语言这扇窗，领略窗外的大千世界——缤纷万象、风云历史，人类的思考和现实莫不蕴含于语言文字之中。然而很多英语学习者只是为了获得一门语言知识，将英语条块分割，将其奉为一门应试学科，埋头于各种考试。英语教授者也常常沮丧于学习者“智商”和技术手段似乎与日俱增，而学习“情商”却依然有待提高的现实。在如此学习之法造成的众多问题中，尤以对文字缺乏尊重和对文化常识缺乏了解最为突出。

实际上，无论是对文字不尊重，还是对文化不了解，都是缺乏人文品质的表现。正是由于缺乏足够的历史文化常识，才会对蕴藏博大的文字不够严肃，对语言缺乏庄重敬畏，态度不屑，语言输出（尤其是写作）时随心所欲；同时，由于将文字等同于单词和语法规则，以分数为唯一学习目标，自然作茧自缚，制约了浏览世界、观察历史的视野。有鉴于此，本书以普及文化常识为主旨，用人类学的线索贯穿经典篇章和段落，辅以任务设计和写作训练，帮助学习者在打牢英语基本功，尤其是写作基本功的基础上，具备起码的语言文化素质。这一目标通过如下编写特点得以体现：

首先，本书所选材料主题涉及人类学、教育学、社会学、语言学、政治学等学科。选材覆盖领域理论性强，似显艰深其实不可或缺，促使学习者在阅读之后能就基本的历史、文化、社会命题有所思、有所悟，在语言和知识之间搭起认知的桥梁。篇章文风庄重、文字严谨，目的在于陶冶学习者对英语正式文体的感性认识，为学习正式文体写作打下基础。

其次，本书重视学术性写作能力的培养。全书包含了12个写作模块的讲解和训练，基本涵盖了大学阶段学术性写作所需的全部技巧。技巧讲解详备，附有丰富的练习以求深化，且写作专题均于每个单元的点题篇章有所体现，学习者能在熏陶之下内化写作技巧，将扩展文化视野、培养写作技能融于一体。值得一提的是，每个单元都设计有“自由写作”和“范例写作”两大特色模块，前者以写作促思考，引导学习者进入单元主题。后者意在让学习者在实践中有所比对和参考，且由于结构清晰，易于老师课堂上做个案分析。

再次，本书设计了文化特色浓厚和着重实践技能的任务（project）。全书共分8个单元，4个任务，每两个单元后设有一个任务。要完成该任务，学有所用，学习者不仅需运用前两个单元的语言知识和写作技巧，更需要对前两个单元的内涵有所反思。任务的设计将英语写作教学、文化常识教学、课堂活动教学融为一体，对学习者理论素养的提高和完整人格的塑造有极大的助益。

第四，本书编写了大量语言练习，旨在巩固和扩大学习者的语言知识，打好语言基本功。每单元主题课文之后编有大量加强语言基本功的练习，形式多样，按照理解认知

从粗到细的倒金字塔形分为“理解”、“概括”、“词汇”3个部分。通过这些练习，学习者能增强语感，为课堂口头讨论、写作训练和任务完成提供了语言素材。

本书与第一册相互为用。第一册重“说”，鼓励学习者在团队的合作中提高思辨、交际和活动的的能力，健全自己的心态，说出有质量的英文。本册重“写”，引导学习者在独立的阅读中思考世界和历史，定位自己的文化身份，写出有质量的英文。本教材适用于大学非英语专业学生、大学英语专业低年级学生，也可以供中级英语学习者自学使用。

本书各单元编写人员及分工如下：第一单元由钱亚敏编写；第二、第五和第八单元由李刚编写；第三和第七单元由姚银燕编写；第四和第六单元由梁丽编写。

本书在编写过程中得到了广东外语外贸大学英语教育学院各位领导的关怀、指导和鞭策，也得到了英语教育学院第一教学部综合英语课程组全体老师的支持和帮助。科学出版社郝建华、阎莉两位编辑为本书的出版做了大量工作。在此谨对以上人士敬致谢忱。本书还参考了国内外一些书籍、杂志、报刊、网站的资料，在此一并表示感谢。

因时间仓促，编者水平有限，错误和不妥之处在所难免，敬请大家不吝赐教，批评指正。

编者

2007年夏

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Unit One

The Origin of Man

..... Part I Essays on Theme

Free Writing

How many versions of the creation of mankind do you know? Choose one of them and write it down in details.

Passage One

The Story of Mankind

By H. W. Van Loon

- 1 Early man did not know what time meant. He kept no records of birthdays or wedding anniversaries or the hour of death. He had no idea of days or weeks or even years. But in a general way he kept track of the seasons for he had noticed that the cold winter was invariably followed by the mild spring — that spring grew into the hot summer when fruits ripened and the wild ears of corn were ready to be eaten and that summer ended when sudden gusts of wind swept the leaves from the trees and a number of animals were getting ready for the long hibernal sleep.
- 2 But now, something unusual and rather frightening had happened. Something was the matter with the weather. The warm days of summer had come very late. The fruits had not ripened. The tops of the mountains which used to be covered with grass now lay deeply hidden underneath a heavy burden of snow.
- 3 Then, one morning, a number of wild people, different from the other creatures that lived in that neighbourhood, came wandering down from the region of the high peaks. They looked lean and appeared to be starving. They uttered sounds which no one could understand. They seemed to say that they were hungry. There was not food enough for both the old inhabitants and the newcomers. When they tried to stay more than a few days there was a terrible battle and whole families were killed. The others fled back to their mountain slopes and died in the next blizzard.
- 4 But the people in the forest were greatly frightened. All the time the days grew shorter

and the nights grew colder than they ought to have been.

5 Finally, in a gap between two high hills, there appeared a tiny speck of greenish ice. Rapidly it increased in size. A gigantic glacier came sliding downhill. Century old trees were crushed into kindling wood. And then it began to snow.

6 It snowed for months and months. All the plants died and the animals fled in search of the southern sun. Man hoisted his young upon his back and followed them. But he could not travel as fast as the wilder creatures and he was forced to choose between quick thinking or quick dying. He seems to have preferred the former for he has managed to survive the terrible glacial periods which upon four different occasions threatened to kill every human being on the face of the earth.

7 In the first place it was necessary that man clothe himself lest he freeze to death. He learned how to dig holes and cover them with branches and leaves and in these traps he caught bears and hyenas, which he then killed with heavy stones and whose skins he used as coats for himself and his family.

8 Next came the housing problem. This was simple. Many animals were in the habit of sleeping in dark caves. Man now followed their example, drove the animals out of their warm homes and claimed them for his own.

9 Even so, the climate was too severe for most people and the old and the young died at a terrible rate. Then a genius bethought himself of the use of fire. Once, while out hunting, he had been caught in a forest-fire. He remembered that he had been almost roasted to death by the flames. Thus far fire had been an enemy. Now it became a friend. A dead tree was dragged into the cave and lighted by means of smouldering branches from a burning wood. This turned the cave into a cozy little room.

10 And then one evening a dead chicken fell into the fire. It was not rescued until it had been well roasted. Man discovered that meat tasted better when cooked and he then and there discarded one of the old habits which he had shared with the other animals and began to prepare his food.

11 In this way thousands of years passed. Only the people with the cleverest brains survived. They had to struggle day and night against cold and hunger. They were forced to invent tools. They learned how to sharpen stones into axes and how to make hammers. They were obliged to put up large stores of food for the endless days of the winter and they found that clay could be made into bowls and jars and hardened in the rays of the sun. And so the glacial period, which had threatened to destroy the human race, became its greatest teacher because it forced man to use his brain.

Reading Comprehension

I. Paraphrase: explain the two underlined sentences in the passage in your own words.

1. Paraphrase: _____

2. Paraphrase: _____

II. Summarization: which of the following statements can best summarize the key idea of the passage?

1. The ancestors of human beings had encountered numerous difficulties.
2. The cold weather had somewhat compelled our ancestors and other animals to move to the south.
3. It is because of our ancestors' abilities to think and adapt to new situations that human beings finally survive.
4. After our ancestors had found solutions to housing problems, they became the king of the animal kingdom.
5. Cold and hunger had been two major problems threatening human beings' life.

Key: _____

III. Read the passage and answer the following questions.

1. What did early man know about "time"? How did they know seasons?

2. What happened when two groups of people met?

3. Why were the people in the forest greatly frightened?

4. What happened when it began to snow?

5. What skills that Man mastered in jungle life have been mentioned in this passage?

6. What were the strengths of animals but Man did not have?

7. When all the plants died, what did Man do along with other animals?

8. How did Man get his home?

9. Was the climate mild for Man?

10. How did Man find the fire as a tool?

11. What qualities do you think help Man survive the jungle life?

└ Language Work

1. Fill in the blanks with the following words and phrases. Change the form where necessary.

hoist claim flame smolder cozy be obliged to roast

1. They _____ the patient onto the operating table.
2. The fire was still _____ but without flames.
3. The wealthy guy _____ that he is bankrupt.
4. She invited all her friends to her _____ home last Friday.
5. _____ turkey is a dish every family has to have on Thanksgiving.
6. As a mother, she _____ send her kids to school.
7. The logs in the fireplace burst into _____.

II. Locate the following words from the passage, and make up new sentences by yourself.

invariably lest in the habit of by means of in search of on the face of

III. Fill in the blanks based on the passage.

1. ... and the wild _____ were ready to be eaten and that summer ended when sudden _____ swept the leaves from the trees.
2. Finally, in a _____ between two high hills, there appeared a tiny speck of greenish ice.
3. But he could not travel as fast as the wilder _____ and he was forced to choose between _____ or _____.
4. Even so, the climate was too _____ for most people and the old and the young died _____.
5. Man discovered that meat tasted better when cooked and he then and there _____ one of the old habits ...
6. ... they found that _____ could be made into bowls and _____ hardened in the rays of the sun.

Writing Skill

Style Introduction: Process (I)

Definition

A process essay is a description of a procedure, a step-by-step analysis and explanation of a process. Many tasks that we do every day are processes that we follow in a certain order. However, we seldom realize we are doing process “working”; we just do it with no awareness of the process.



Exercises

1. List the events that are mentioned as the consequence that they were talking about in the passage.

Event 1:
Event 2:
Event 3:
Event 4:
Event 5:
Event 6:
Event 7:
Event 8:
Event 9:

Highlights of the Events

In a process essay, we don't need to introduce every step in details. Decisions have to be made on which steps to highlight.

2. Read the passage again, and decide which of the events from the above exercise is introduced in details.

Key: _____

Connectives in the Passage

Connectives, or linking words, are frequently used to help link ideas, sentences and paragraphs. Different style of essay tends to employ various lists of words. Connectives applied in the style of process are usually a list of words indicating consequence.

Showing the Sequence

first of all *first(ly)* *second(ly)* *third(ly)* *lastly*
finally *eventually* *last but not least*

Showing the Time

after *before* *as* *as soon as* *when* *while* *once* *since*
whenever *till* *until* *only when* *no sooner ... than* *during*
following *no later than* *meanwhile* *then* *afterwards*

3. Read the passage and circle the connectives showing sequence or time.

Passage Two

The Story of Creation

- 1 In the beginning God created the heaven and the earth. And the earth had no form. It was empty, covered with darkness and water. Then the Spirit of God hovered over the water, and God said, "Let there be light," and there was light. God saw that the light was good.
- 2 Then He divided the light from the darkness. God called the light "day", and the darkness he called "night". And the evening and the morning were the first day.
- 3 Then God said, "Let there be a great expanse of air to divide the waters below from the waters above."
- 4 And God called the expanse "heaven." And the evening and the morning were the second day.
- 5 Then God said, "Let the water under the heaven be gathered together in one place, and let the dry land appear," and it happened.
- 6 And God called the dry land "earth"; and the gathering together of the waters He called "seas"; and God saw that it was good. Then God said, "Let the earth produce grass, and herbs, and fruit trees, all yielding after their own kind," and it happened; and God saw that it was good. And the evening and the morning were the third day.
- 7 Then God said, "Let there be lights in the heavens; and let them be for signs and seasons, and for days, and years." God made two great lights; the sun to rule by day and the moon to rule by night. He also made the stars.
- 8 And He set them all in the heavens to give light upon the earth; and God saw that it was good. And the evening and the morning were the fourth day.
- 9 Then God said, "Let the waters abound with living creatures, and let birds fly above the earth." So God created great whales and everything that moves in the water, and winged animals — all these producing after their kinds; and God saw that it was good. And He blessed them, saying, "Be fruitful, and multiply." And the evening and the morning were the fifth day.
- 10 Then God said, "Let the earth be filled with living creatures." So He made the animals on the earth, the cattle, and everything that crawls upon the earth — all producing after their kinds; and God saw that it was good.
- 11 Then God said, "Let us make man in Our image, after Our likeness." And the Lord God formed man out of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul.
- 12 So God created man in His own image; and He created them male and female. God named the first man Adam; then later Adam called the woman, Eve.

Reading Comprehension

I. Paraphrase: explain the two underlined sentences in the passage in your own words.

1. Paraphrase: _____

2. Paraphrase: _____

II. Summarization: which of the following key words can best summarize the main idea of the passage? Circle the ones that you think are appropriate.

creation God human the world heaven earth animals day night grass herbs

Key: _____

III. Read the passage and answer the following questions.

1. What are believed to be the origin of Man?

2. What are the relations between Man and other creatures?

3. How did God create men and women?

4. What do you think of the story in Bible?

5. What is your opinion of the origin of Man?

IV. Fill out the chart below based on the passage you've just read.

The number of the day	What did God do?
The 1st day	
The 2nd day	
The 3rd day	
The 4th day	
The 5th day	
The 6th day	
The 7th day	

V. Based on the chart above, you will retell the story of creation in your own words, with connectives listed in the *Writing Skill of passage one*.

Language Work

I. Fill in the blanks with the following words and phrases. Change the form where necessary.

multiply fruitful crawl hover yield expanse herb
bless image breath

- The viruses _____ within the body.
- This farm _____ enough fruit to meet all our needs.
- He had a long and _____ career as a research chemist.
- The helicopter _____ over the building.
- The little baby has been _____ on the floor all day long.
- I cannot give my _____ to such a proposal.
- Heavy smoking makes him out of _____.
- This poem has a lot of _____.
- The last ten years saw the _____ of the school system.
- He is treated by _____ remedies.

Writing Skill**“-ing” Participle Clause****I. Study the following sentences and underline the “-ing” participle clauses.**

1. Let the earth produce grass, and herbs, and fruit trees, all yielding after their own kind.
2. So God created great whales and everything that moves in the water, and winged animals — all these producing after their kinds.

II. Rewrite the following sentences using “-ing” participle clause.

1. Walking into the room, I saw Grandpa. He was sitting at the desk.

2. The last bus had gone. We had to walk home.

3. There was nothing else to do. We left the classroom.

4. Their room was on the third floor. Its window overlooked the sports ground.

5. He guided her. They stumbled through the street.

6. We redoubled our efforts. Each man worked like two.

7. The new product has been tested several times. It will be put into mass production soon.

8. The tasks had been finished ahead of time. They decided to go on holiday.

9. Henry Adams ran from the room. Cold shivers ran down his spine.

10. She stood back and looked at him. Her face smiled radiantly.
