

Integrated Skills

(Student's Book)

of English

3

综合英语教程

(学生用书)

总主编 虞苏美 黄源深

主 编 邹为诚

高等教育出版社

Integrated Skills

LEVEL 1



of English

综合英语教程

第三册

李海明 主编



北京理工大学出版社

总主编 虞苏美 黄源深

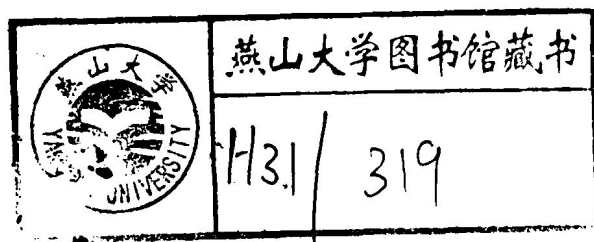
Integrated Skills of English

Student's Book

综合英语教程

(学生用书)

主编 邹为诚
编者 王世静 陈舒 徐今蔚
王群 张逸



高等教育出版社



0281324

3

内 容 提 要

《综合英语教程》是高等师范院校英语专业综合英语基础课教材,也可供教育学院及社会上英语自学者学习使用。基础阶段书共4册,均配有教师用书和录音磁带。

本书为第三册,共15个单元,每单元由三大部分组成:听说训练(Listening and Speaking Activities),阅读理解和语言操练(Reading Comprehension and Language Activities)以及扩展性练习(Extended Activities)。为了满足师范教育的特殊要求,本书试图在语言训练活动中融入教学技能训练。编者将若干重要的教学技能穿插到全书各单元的语言活动之中,如“教学演讲”(Presentation)体现在各课课文复述和讨论中,“教学提问”体现在“设问练习”(Raise Questions)中。

图书在版编目(CIP)数据

综合英语教程(3)学生用书/虞苏美·黄源深总主编. —北京:
高等教育出版社,1999.8 (2000重印)

ISBN 7-04-007059-6

I. 综… II. ①虞… ②黄… III. 英语-高等学校:师范
学校-教学参考资料 IV. H31

中国版本图书馆CIP数据核字(1999)第25324号

综合英语教程3(学生用书)

虞苏美 黄源深 总主编

出版发行 高等教育出版社

社 址 北京市东城区沙滩后街55号

邮政编码 100009

电 话 010-64054588

传 真 010-64014048

网 址 <http://www.hep.edu.cn>

经 销 新华书店北京发行所

印 刷 北京外文印刷厂

开 本 850×1168 1/16

版 次 1999年8月第1版

印 张 14.5

印 次 2000年9月第4次印刷

字 数 500 000

定 价 19.00元

凡购买高等教育出版社图书,如有缺页、倒页、脱页等
质量问题,请在所购图书销售部门联系调换。

版权所有 侵权必究

前言

《综合英语教程》为教育部委托编写的普通高等教育“九五”国家级重点教材出版项目，是为我国师范院校英语专业学生编写的一本面向二十一世纪的英语专业基础教材，也可供教育学院和社会自学者使用。全书共四册，由学生用书，教师用书和录音磁带组成。

本教材力图反映近年来国内外在应用语言学、心理学和英语教学研究方面的成果。编者认为，基础英语的教材应该处理好基础知识的掌握，能力培养和文化知识的学习三者之间的关系。

一、基础知识的掌握

基础知识指英语语言基础知识，具体地说，基础阶段的学生应该掌握下列内容：

1. 语言体系知识 (Knowledge of language system)

语言体系知识指语音、词汇和语法结构等方面的内容。基础阶段一般只有两年的时间，要在这么短的时间内完成大纲所规定的语言知识的传授，是一件十分艰巨的工作。这就要求教材提供严密、详细而又完整的训练项目，有效地覆盖和循环各个阶段的语言知识。本书编者力图通过循序渐进的方式，使学生逐步掌握系统的英语语言基础知识，为他们提高语言交际能力打下坚实的基础。

2. 话语知识 (Knowledge of discourse)

教材还必须向学生提供话语知识。语言教学必须努力创造交际气氛，在这种氛围中，学生和教师的语言要带有明确的交际目的。他们不仅用语言进行意义交流，还进行情感交流。唯有这样，语言才能真正发挥交际功能，学生才能真正从心理上感受到语言的力量。这样的语言学习就具有了高度的心理真实性。然而，一切具备这种氛围的语言活动都必须建立在连续的话语基础之上，学生必须学习种种话语交际所要求的知识，譬如，如何开始谈话，如何结束谈话，如何有效地组织信息，如何利用和处理对方的信息，如何掌握使用语言的分寸等等。系统地获取这些知识，不能仅仅依靠教师的讲解，必须以大量的在话语环境下进行的实践活动作保证。本教材的每一个单元都围绕一个话题展开，其目的就是为了给学生营造一个话语环境，使学生能将语言形式和话语情景紧密地结合在一起，以利于学生提高运用语言的“得体程度”(Appropriacy)。

3. “常用语”知识 (Knowledge of formulae)

大量的语言研究证实，语言交际并不完全依靠百分之百的创造性。“流利性”和“准确性”(Native-like fluency and native-like accuracy)都是有条件的。在交际者谈论熟悉的话题时，语言的流利性和准确性要明显高于谈论陌生的话题。所谓“熟悉”，事实上就是满足两个基本条件：(1)说话者知道要说什么，也就是说，说话者对谈话内容有大体上合适的知识范围；(2)说话者知道若干谈论此话题和内容所要用的关键性的词语。这种词语就是谈论该话题的“常用语”(Formulae 或 Routinized expressions)。研究还证实，一个人在自然的谈话(Spontaneous conversation)中，大部分语言是属于“常用语”范畴的。因此，掌握大量英美人口常生活中的常用语，并且懂得何时何地使用它们，是提高流利性和准确性的重要手段。本教材在这方面提供了大量的内容，并且有足够的练习以达到巩固的目的。

二、能力的培养

本书着重培养学生以下几方面的能力：

1. 学习者的学习策略能力 (Learner's strategies)

本教材吸收了近年来心理语言学研究方面的若干成果。编者在关心语言内容的同时，也十分关心学习

者学习策略和学习能力的培养。心理学家认为,学习效果与学习者的心理准备状态(Preparedness)有着密切的关系,准备状态越好,学习效率就越高。其次,第二语言的习得与语言学习者的语言意识程度(Language awareness)有密切的关系,良好的语言意识能促进语言习得。第三,在语言学习中,语言活动的过程比语言活动的结果更为重要。因此如何提高学习者对语言学习的准备程度和对语言形式的意识程度,同时又能将其吸引到参与语言活动中来,这是编者十分关心的问题。为了培养学生正确的学习策略,本教材采用了两种方法:(1)提高学生有意识的准备程度;(2)为学生创造“隐性准备”的条件。前者通过大量的自主学习项目来实现,这些活动项目要求学生通过自我发现、独立工作和自由活动来完成(Self-discovery, autonomous study and uninhibited practice)。而“隐性准备”的条件主要是通过重复话题来创造。教材中的每一个单元为一个话题,每一个话题虽然在本册中只出现一次,但在全套教材中反复出现。编者通过控制语言练习的项目和难度,使得前面的单元成为后续单元的“隐性准备”,而后续单元又成为前面单元的复习。

2. 语言尝试能力(The ability to experiment with language)

“语言冒险”(Linguistic adventure)精神与语言发展速度有着直接的关系。为学生创造“语言冒险”的机会是一本好教材必须具备的条件。学生的这种能力并不是自动产生的,而是需要语言教师的培养和教材提供机会。因此编者在设计语言练习时,充分考虑到学生所关心的话题,设计了大量的学生可以自由发挥的训练项目,为他们思想的飞翔开辟广阔的空间。

3. 语言思维能力(Higher-order thinking ability)

语言学习的最高境界是学习者能完全用目标语进行符合交际要求的思维活动。但是我们的外语教学长期以来重视记忆、背诵,忽视语言学习过程中所发生的认知活动。没有思想的语言是无用的语言,长久依赖背诵而获得的语言是苍白空洞的,用这种方法培养出来的人必定是“流利准确”的废话制造者(Fluent fool)。同时,近年来的一些研究报告也认为,语言活动与认知活动的结合是获得语言交际能力的必经之路。因此,本教材的编者在编写过程中,十分重视那些有助于开拓学生认知能力,促进思维能力发展的语言训练项目。

4. 语言教师的职业能力(Professionalism)

由于《综合英语教程》是我国师范类院校的教材,我们是在为未来培养教师,因而如何把职业特点体现在语言学习中也是我们重点考虑的一个问题。我们通过大量的与师范职业有关的语言活动,使学生在学习语言的同时能够接受初步的职业训练。因此,书中的许多练习既有语言训练的价值,又有职业训练的作用。

三、文化知识的学习

语言是文化的载体,文化又是语言的土壤。现代语言学认为,无论语言理解(Understanding)还是语言使用(Production)都必须依赖使用语言的人所具有的社会、文化和语言等方面的知识。语言使用者在语言活动中,不断地将其自身的社会经历、文化背景和文化知识作为其思维活动的重要依据。缺乏这些知识,语言理解就会变得异常困难或是错误百出。倘若学生在初级阶段尚能应付过关,而他们在中级和高级阶段的学习将难以为继。文化学习的另一个特殊意义是可以使人开拓视野,避免采用母语文化的框架去阐释异邦文化,从而加深文化间的隔阂。因而,本教材的编者认为,学生在学习英语的同时,必须高度重视英语国家的社会文化知识。在这方面,本教材做了大量的工作,每一单元之后列出了英语国家的文化背景专栏,使学生能够接受到比较系统的文化知识的熏陶。

本书是《综合英语教程》(学生用书)第三册,全册共15个单元,每单元由三大部分组成:听说训练(Listening and Speaking Activities)、阅读理解和语言操练(Reading Comprehension and Language Activities)以及扩展性练习(Extended Activities)。

与第一册和第二册相比,第三册的听说训练有较大的改变。前两册主要以教授语言功能为主,学生只要学会了在预定的场合下正确使用恰当的单句,就达到了教学目标。从第三册开始,重点将放在口语交际的综合性训练上。学生必须就某一社会问题、文化风俗或生活细节,进行从词汇、单句到语段等各个方面的综合训练。语言功能也不再局限于单句的层次上,学生必须在更加广阔的范围内综合前两册所学的功能项目,灵活地完成所规定的各种语言交际任务。

在阅读理解和语言活动这一部分,第三册对阅读提出了更高的要求,学生不仅要能领会文章所传达的思想,复述故事的情节,还必须能够用自己的话来简明扼要地归纳课文大意。为此,第三册的阅读理解训练增加了“课文大意归纳”和“段落大意归纳”的练习。

第三部分为扩展性训练。针对第一和第二部分的教学重点,该部分提供了听写、阅读、语法、惯用法、翻译和写作等训练项目,其目的是巩固已学到的知识,同时开阔学生的视野。在写作方面,学生从本册开始练习段落写作。学生将学习一些基本的写作知识,如描写、说明、议论等。对于学生的习作,教师应采取鼓励的态度,同时还要勤检查,勤督促。

本书继续为学生提供教师技能训练,主要体现在“设问练习”(Raise Questions)中。

全书的教学进度,建议每周完成1个单元的教学任务,每单元6~8课时。

本教材的前期编写工作共有十多位人员参与,其中有华东师范大学外语系的朱钟毅教授、张春柏教授,戴天佑副教授、王世静副教授以及镇江师专的贾德霖教授和原山西师专的白世俊副教授。安徽六安师专、广西柳州师专、河南新乡师专、佳木斯大学师范学院,福建南平师专、四川成都师专、广东韶关大学外语系、山东菏泽师专、河北廊坊师专、湖北黄冈师范学院、漳州师范学院、浙江湖州师专(排名不分先后)承担了本教材的试用工作,他们为本书贡献了不少宝贵的意见和建议。上海外国语大学的李观仪教授和美国圣奥洛夫大学(St. Olaf College)的Richard C. Buckstead教授在本教材的设计和成书过程中给予了不少指点和帮助。我们在此向他们表示诚挚的感谢。

复旦大学孙骈教授(主审)、教育部高等学校外语专业教学指导委员会委员华南理工大学秦秀白教授(主审)、教育部高等学校外语专业教学指导委员会委员北京师范大学王蔷教授、北京师范大学武尊民教授、湖北黄冈师范学院蓝葆春教授和河南新乡师专郭爱先副教授审阅了本书,在此深表谢意。作者同时欢迎读者提出宝贵的意见和批评。

编 者

1999年4月

于华东师范大学

CONTENTS

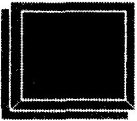
Unit	Topic	Read More
1 My Father 1	Understanding different values and generation gap	My Daughter
2 Why My Great-uncle Gave Up the Ministry 13	Describing people and their behaviour	My Turkish Grandmother
3 Saved by Mistakes 26	Adventure	Who Saw the Sch'goon?
4 Glue 40	Handling small gadgets in life	Your Change
5 Learning a Language 54	Language learning	Myths of Greece and Rome
6 Bargains 68	Shopping	Travails with Charlie
7 Out of the Mists 83	Once upon a time	A Letter from a Father
8 Genius Sacrificed for Failure 97	Social inequalities	When Grateful Begins to Grate
9 Biotechnology 111	Science and technology	Two Welsh Lambs Cloned from Single Embryo
10 A Horse and Two Goats 126	Non-verbal communication	Gesture
11 The Two Roads 141	Looking towards the future	A Glimpse of the Future
12 Danger of Market Forces 155	Talking about environmental issues	Wildlife Conservation as Wealth
13 Creating a Caribbean Spring Festival 170	Festivals and celebrations	The Thanksgiving Day
14 My First Class 185	Education / school matters	Schoolmaster The Rose and the Gardener
15 Are You a Workaholic? 199	Work and leisure activities	Are We Working Too Hard?

Word List 213

Grammar	Cultural Information
Uncountable mass nouns and related countable nouns	Gypsy
Infinitive <i>to</i> - structure and the structure <i>for</i>	Salvation Army
Noun phrases expanded by <i>to do ... of doing</i>	Friendly Society
<i>that</i> -clause after <i>nouns</i> , and <i>adjectives</i>	Skyscraper
Real conditional vs. unreal conditional	How English Began
(1) Unfulfilled past obligation (2) Unreal conditional	Marks and Spencer
(1) More passive (2) Quasi-passives	King Arthur — A National Folk Hero
Objective complements	The Monarch
Relative clauses	The British Museum
<i>Adj. / n.</i> with an infinitive structure	The Commonwealth
Post-modification	International Monetary Fund
Verb-noun collocations	Corner shops
Special uses of <i>will / would / shall</i>	Pantomime
Collocation	School Life — Grange Hill
Past tense to express wishes	What Do They Do on Sundays?

1

My Father



Listening and Speaking Activities

1 Brainstorming

Work with your group to think of as many words / phrases / expressions as possible regarding the following topics. Write them in the blanks below.

1. Adjectives for describing personality / character:

Positive adjectives: easy-going, honest

Negative adjectives: arrogant, dishonest

Neutral adjectives: quiet, talkative

2. Expressions for personal appearance / one's looks:

Size: thin, slim

Age: old, young

Resemblance: look like

3. Expressions for likes and dislikes:

like, dislike

4. Expressions for managing relationships:

Improving relations: get along with, praise

Hurting relations: interfere with, laugh at

Neutral: cope with

5. Expressions for people we know or meet:

friends, strangers, acquaintances



2 Listening

I have a brother

Listen and answer the following questions.

1. Why was Charlie afraid of his brother?
2. According to Charlie, what will someone who has an elder brother or sister become?
3. Why did Charlie hate his brother?
4. How did Charlie and his brother get over their hostile relations?

3 Speaking

A How nice it is to have a good friend!

Ask your partner about his / her friends.

You may ask them questions like these:

- Have you any friends?
- What do your friends look like?
- How did you become good friends?

What do you like to do when you are with your best friend (or with your friends)?

Consider the following topics or situations.

- at school
- in your spare time
- at weekends
- doing homework together
- going out together

B It's important to be a nice person.

Prepare a short talk about something interesting that happened when you were with your friend(s). You may tell a true story or use your imagination.

You may prepare your story with the following clues.

- When did you get to know each other?
- How did you get on with each other at first?
- One day / ... ago ...
- Then ... Next ... And finally ...
- Since then ...

...

The following expressions may be useful for your story:

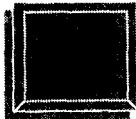
- I didn't like / trust him / her at the beginning ...
- I couldn't solve the problem, and he / she came to my help ...
- I was wondering how to do it, and then he / she offered to help ...
- That changed my view / opinion of him / her completely ...
- He / She is such a nice person that I've come to like him / her ...
- We've always enjoyed each other's company ...
- I find him / her a fascinating / an inspiring person ...
- A nice person wins friends ...

...

C Look at the following picture and speculate on ...

Discuss the following questions in a small group. Afterwards, tell your stories to the class.

- What do you think is the relationship between the man and woman in the picture?
- What kind of people are they, professional or blue-collar workers or other types?
- Did they have a good education, secondary, or higher?
- Are they husband and wife or just friends, or colleagues?
- What about their family background?
- Does the man look like the woman's father? Why / Why not?
- Suppose the man is the woman's father, what expectations might he hold for his daughter?
- What kind of education, marriage, and friends might he expect his daughter to have?
- Suppose the woman and the man are husband and wife, will the woman's father approve of the marriage?



Reading Comprehension and Language Activities

Pre-reading Task

Discuss

1. Is there a generation gap between you and your parents?
2. List at least three things that show the differences between you and your parents.



My Father

A story told by the daughter of a famous actor

by Amy Mitford

I don't really know my father. He isn't easy to get on with. He's quite self-centred, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves

being asked for his autograph, he loves to be recognised. He has won several awards, and he's very proud of that. He was made a Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring. There were hundreds of other people getting the same awards, and you had to sit there for hours.



He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. Then I realised that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, like chalk and cheese. My interests have always been

the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country—mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would break up. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

Notes



1. Member of the British Empire: or MBE, an honourable title awarded to accomplished British artists, writers or scientists
2. chalk and cheese: a British idiom, suggesting two completely different things. The original form is *as different as chalk from cheese*.
3. he's into books: He is interested in books, (informal English). Here is one more example: *Teenagers are into computer games these days*.

1 Comprehension work

A Summarise the story

From what perspective does the narrator present her personal impression about her

father and their relationship? Write your answer below.

B Summarise the paragraphs

- The second paragraph:

- The third paragraph:

- The fourth paragraph:

C Study the story

Discuss the following questions:

1. Does Amy feel close to her father? Why or why not ?
2. Why doesn't she remember much about her father in her childhood?
3. What is her father's job? Is he successful in his career?
4. Why does she say that her father is a little bit vain?
5. Why was she asked to leave school?
6. Why did she give up her jobs?
7. Do the father and daughter have some common interests? What are their respective interests?
8. What did the father think of Amy's marriage?
9. Is she going to have children?
10. How often do they see each other?

D Reproduce the story

Retell the text using the following clues.

- a self-centred, unapproachable father
- a little bit vain
- the writer's school experience
- difference in interests between father and daughter
- the father's attitude to his daughter's marriage and having children

2 Language work

A In other words

Put the following expressions from the text in the blanks.

humble	ideal	vain	incredibly
challenging	rehearsed	autograph	unapproachable

1. He did not talk much and always stood aloof. He was somewhat _____ in the eyes of his colleagues.
2. Clad in golden glory, the tree is _____ beautiful in autumn.
3. Many famous people are of _____ origin.
4. Since the release of her debut single, the pop singer has become very _____.
5. Before going to the job interview, the applicant _____ his presentation in his room.
6. Many teenagers swarmed to the stage and asked for the _____ of the movie star.
7. Life and work in a new environment are usually very _____ for new graduates.
8. For most Englishmen, a commodious house with many trees around it in the country is a / an _____ place to live in.

B Work with sentences

Rewrite the following sentences using the expressions in the box below.

settle down in	easy-going	above all	let down
out of touch with	break up	show off	get on with (somebody)

1. I chose the car for its speed, comfort and, most important, for its reliability.
2. A good teacher should help his / her students earnestly instead of pretentiously displaying how knowledgeable he / she is.
3. Examinations are a nightmare to some students, for they could not apply themselves seriously to revision.
4. The boy quarrelled bitterly with his girlfriend, and I am afraid they will end their relationship sooner or later.
5. Why won't that telephone ring? He promised to call me and he would not disappoint me.
6. She is a very sociable girl and is on good terms with her colleagues.
7. Soon after the satellite was launched into space, it was lost to the scientists on the earth.
8. Doctors tell us that a good-tempered person is less likely to get ulcers.

C Word study

- a. Give the meaning of the following words or expressions used in the text. You may use an English-English dictionary. Then write a sentence to illustrate the meaning and usage of each.
1. keep oneself to oneself
 2. ... come first
 3. be off somewhere doing something
 4. be pleased to do something
 5. just because
- b. For each of the following clues, use the given prompts to produce sentences in the same way as is shown in the model.
1. Prompt: public / think / easy-going / but / at home / keep himself to himself
 Model: The public must think he's very easy-going, but at home he keeps himself to himself.
 - a. the new boy / keep himself to himself / after class / in class / feel lonely
 - b. person / always keep himself to himself / likely / psychological problems
 - c. too shy / the little girl / keep herself to herself / watching other kids
 2. Prompt: work / come first
 Model: His work always came first.
 - a. she / a family type / naturally / family / come first
 - b. Japanese culture / career and work / come first / for a man
 - c. when / look for a girl / boyfriend / what / come first / consideration / appearance or personality
 3. Prompt: he / be always off somewhere / act or rehearse
 Model: He was always off somewhere acting or rehearsing.
 - a. seem / a tradition / in this country / men / off somewhere / earn money / wives / stay / look after
 - b. grown-up children / always off somewhere / pursue their own careers / visit their parents / the Spring Festival
 - c. mother / worry / her son / off somewhere / make trouble again
 4. Prompt: he / be pleased / get me into the school
 Model: He must have been very pleased to get me into the school.
 - a. parents / pleased / watch their children / grow
 - b. Mr. Johnson / pleased / marry / three lovely children
 - c. he / pleased / know / his student / awarded a college scholarship
 5. Prompt: can't make / someone / have children / just because / want
 Model: You can't make someone have children just because you want grandchildren.

- a. can't make / someone / study just because / didn't have a chance / when / young
- b. can't say / all Americans / wealthy / just because / one American / have
- c. can't criticise / students / lazy / just because / didn't do well / examination



Extended Activities

1 Dictation

2 Read more



My Daughter

A story told by the father, a famous actor

by James Mitford

My wife and I only had the one child. It might have been nice to have a son, but we didn't plan a family, we just had Amy.

I see her as my best friend. I think she'd always come to me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenager daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I told her off once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but