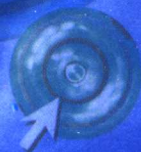


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新世纪研究生英语教程

New Century Graduate English

— 综合英语

Integrated Course

主 审 吴树敬
主 编 王玉雯 来鲁宁
副主编 吴江梅 闫岫峰

配有  光盘
学生用书


 北京理工大学出版社
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—8

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内 容 简 介

本书为《新世纪研究生英语教程》的《综合英语》的学生用书,分课文和实用英语写作两部分。课文包括13个单元,每单元2篇文章,并配有各种形式的练习;实用英语写作包括写作技巧、写作文体和英语书信三部分,旨在提高学习者的语言运用能力。

另外,本套教材还配有学习光盘、网络学习平台和管理平台,旨在实现以学习者为中心的教学理念,培养学生终身受益的学习技能。

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前言

《新世纪研究生英语教程》是依据最新的教学理念，充分利用先进的现代化技术，并参照《研究生英语教学大纲》编写的。编者认为，按照应用语言学和二语习得理论研究的最新成果，以学习者为中心，采用交际法教学，教材以主题为中心，练习以任务为基础，创造自主学习机会等概念是比较科学的外语教学理念。迅速发展的计算机技术为改革外语教学，实现以上教学理念，创造了空前优越的条件。

《新世纪研究生英语教程》分《综合英语》和《英语视听说》。《综合英语》有学生用书和教师用书，都配有光盘。此外，本教程还有配套网络学习平台和管理平台。配套平台旨在改变传统的单一的教学模式，实现以学习者为中心的教学理念，培养学生终身受益的学习技能。

《综合英语》每单元围绕一个主题展开读、写、译、听、说等活动，旨在创造建构语言知识的机会，培养学生的语言综合应用能力。本教材力争使知识的传授与语言运用相辅相成，做到边学边用，以用促学，使学生在语言使用中发并弥补语言知识的不足。此外，本教材还具有以下特点：

1. 所选文章题材新颖、广泛，大部分材料取自近两年国外最新的科技文献，涵盖面较宽，包括科技、医学、环境、军事、文化、管理、社会生活等诸多方面。
2. 选用的材料语言规范、标准、严谨，多为常见书面语。
3. 选文思想内涵深刻，又贴近于学生的学习和生活，有助于学生运用所选的语言知识就某些问题发表自己的看法。
4. 练习的设计侧重学以致用，增加了主观题的比例，尽力符合中国人学习英语的思维规律，有助于培养学生主动运用语言的能力。
5. 练习形式多样，学习任务有难有易，为学习者提供各取所需的丰富的学习内容。
6. 练习便于教师在课堂上组织更多的交互式活动，有利于提高学生的语言实践能力。

《综合英语》的学生用书共两部分：第一部分为综合英语教材，共13个单元，每个单元分A篇和B篇。A篇包括：1) 导读+学习重点提示；2) 课文篇章结构理解；3) 课文细节

理解；4) 小组讨论题。学生用书的第二部分为实用英语写作，含三个部分：1) 写作技巧：包括释义、课文摘要写作以及论文摘要写作的技巧；2) 写作的文体，主要论述课文出现较多的议论文、说明文及描写文的写作特点和技巧；3) 英语书信，简要介绍投诉信、求职信及简历等的写作特点和范文。

《综合英语》配套光盘除了图文、声音并茂，还在 A 篇增加了课文理解练习、幽默故事等供学习者选择，并配有与主课文主题相关的短文 C 篇（字数 700~900，略比 A 篇、B 篇简单），短文后有生词注释和阅读理解练习。《综合英语》所有练习都提供即时反馈。

英语学习平台和管理平台含学生学习子系统、在线社区子系统和教师教学管理子系统。其中学习子系统包括测试、教材、娱乐、社区和工具栏；在线社区子系统包含论坛、动态公告栏、聊天室、作文讲评和其他练习讲评；在教学管理子系统中，教师可以查看学生的学习情况，包括学习时间、学习成绩以及作文等非客观题的答案。学生也可随时查看自己的学习记录，并根据自己的学习进程及时调整学习进度。教师还可以更新教学内容，添加或修改练习题。

为了便于教师使用，教师用书除了提供课文练习题的全部答案，还有主课文要点、背景知识介绍、难点词汇和语句解释、翻译、语法现象解释，重点词汇补充词义和例句。教师用书配套光盘主要用 PowerPoint 做成电子教案供教师参考。

本教材在编写过程中，北京理工大学 2002 级 16 个班和 2003 级 39 个班（共计 1800 多名学生）、北京林业大学 2003 级 5 个班（180 多名学生）曾先后试用过，有关师生提供了有益的反馈，经反复修改，今才问世。我们衷心地感谢北京理工大学研究生院、北京理工大学 2002 级和 2003 级的全体同学、北京林业大学 2003 级部分同学，有了他们的大力支持和无私的奉献，才有本教材的顺利出版。

美籍专家 Nathan Eugene Geer 和 Valerie Michele Geer 认真地审阅了本教材的练习答案，并为主课文录音；本教材的编写还得到了清华大学范红教授、北京理工大学吴树敬教授、叶云屏教授的帮助，北京外国语大学刘润清教授在百忙之中为本书的框架设计提出了极有价值的建议，在此向他们表示衷心的感谢。

编者

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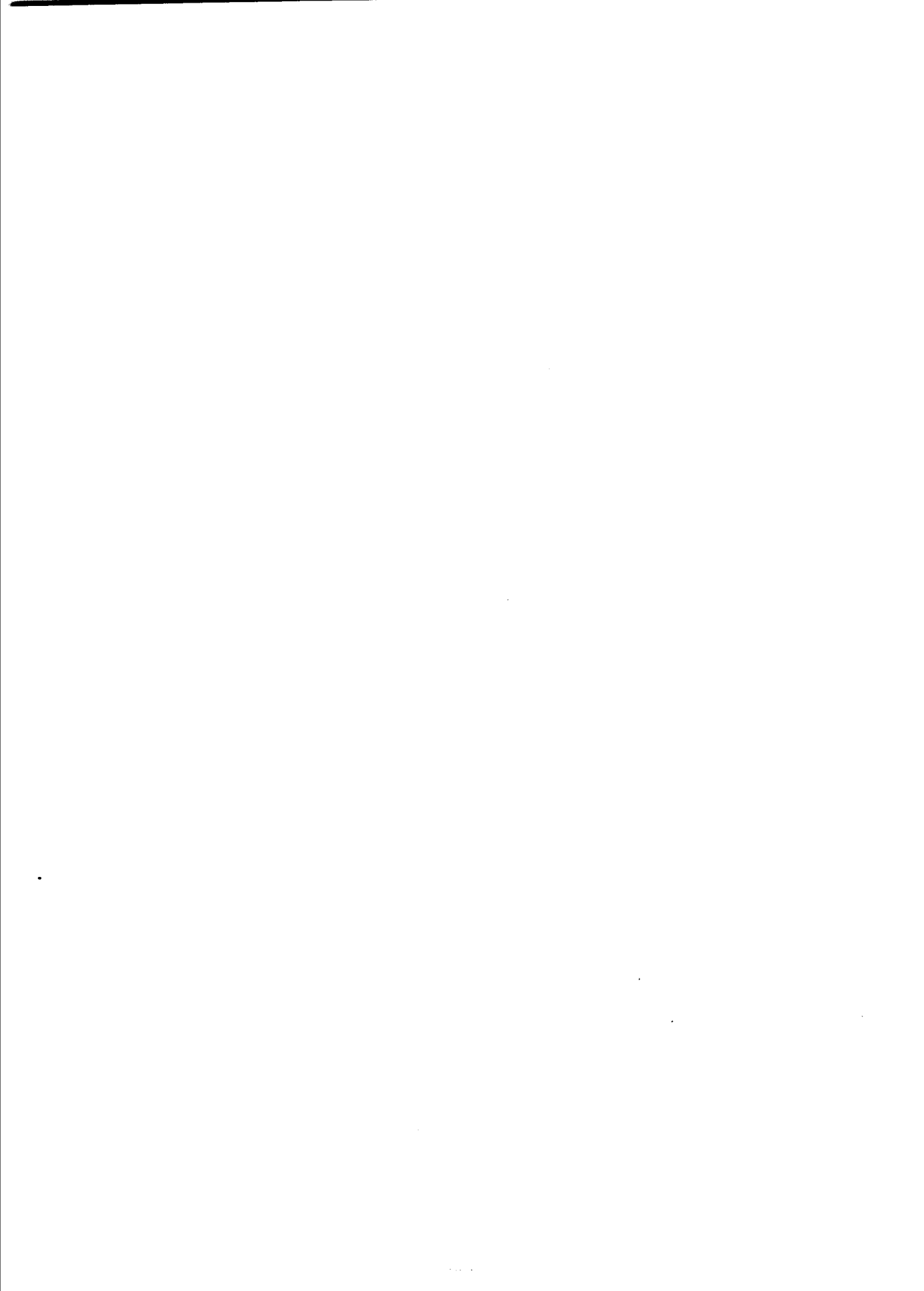
Part One

Texts

Main Structure

13 Units with 2 texts each







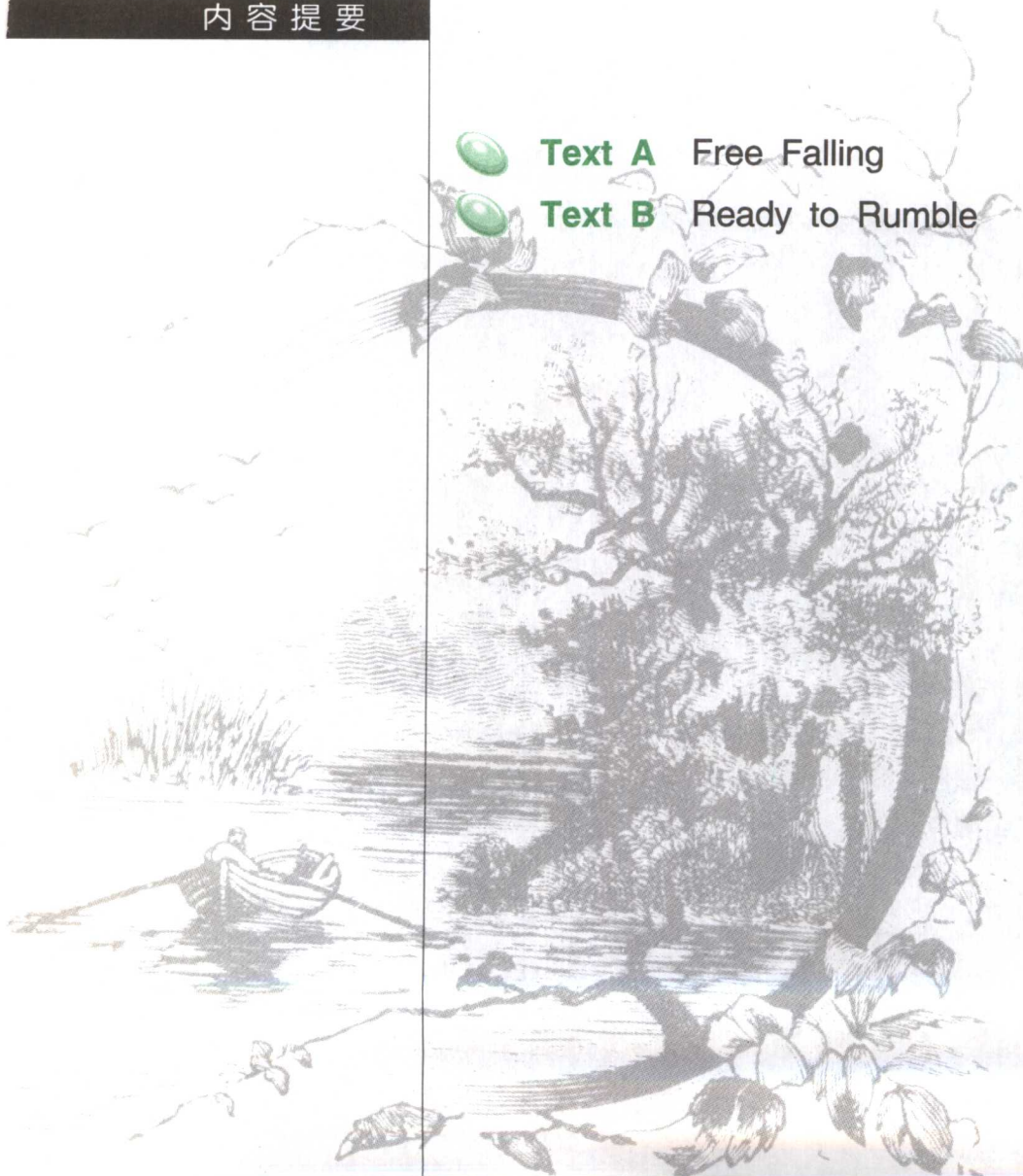
内容提要



Text A Free Falling



Text B Ready to Rumble



Text A

Focus

1. Learn how to write a narration chronologically and vividly.
2. Find out the techniques the author uses to develop the story from a more general description of how he feels to a more specific description of saying farewell to his mother.
3. Learn to use the following key words and phrases: *absurd, big-time, brunch, clutter, collect, conjure, diminish, enroll, fragile, hug, hype, maudlin, mumble, naiveté, overwhelm, pensive, profusely, quip, quiver, relieve, scary, sentimental, sloppy, somber, stroke, big shot, big talk, feel like.*

Free Falling

Scot Weckerly

Warm-up Activities

- 1 Do you still remember the day you had to say good-bye to your parents, relatives and friends when you were leaving home for college? Were you happy? Were you sad? Why? Try to recapture those feelings and share them with your partner.
- 2 Do you think you lost something when you left home and started a new life at college? If yes, what was it?

[1] The impact of saying goodbye and actually leaving did not hit me until the day of my departure. Its strength woke me an hour before my alarm clock would, as for the last time Missy, my golden retriever, greeted me with a big, sloppy lick. I hated it when she did that, but that day I welcomed her with open arms. I petted her with long, slow strokes, and her sad eyes gazed into mine. Her coat felt more silky than usual. Of course, I did not notice any of these qualities until that day, which made me all the more sad about leaving her.

[2] The entire day was like that; a powerful awakening of whom and what I would truly miss. I became sentimental about saying good-bye to many people I had taken for granted — the regulars who came into the restaurant where I worked, the ones I never seemed to find time to speak with. I had to leave all of my friends and also the classmates I had always intended to “get to know someday.” Most importantly, I would be forced to say farewell to the ones who raised me.

[3] All at once, the glorious hype about becoming independent and free became my sole, scary reality. I began to feel the pressure of all my big talk about being a big shot going to a big-time school. Big deal. I had waited so impatiently for the day to arrive, and now that day it finally had, I felt as if I did not want to go. I suppose that goes with the territory of enrolling in a university six hours from home.

[4] Upon my decision to do so, in fact, all of my personal problems had seemed to fade. I didn't care; I was leaving. I wanted to make it clear to everyone that I wanted to go — and by God, I was ready. Then the day came, and I wondered if I was honestly ready to go.

[5] My dad and stepmom were taking me to school, but first I had to say goodbye to my mom. No one ever said divorce was easy. I met Mom for brunch that morning, and she immediately began talking of my past experiences. More so, she talked a little of her first year away from home — cluttered dorm, shy roommates, some art history classes — and she spoke with such detail and enthusiasm that I clearly saw what a lasting impression college makes. We talked then of my expectations — what the guys on my floor would be like, how I hoped my classes would not be on opposite sides of campus, whether I'd gain weight on cafeteria food.

[6] She paused for a second, and then quipped, “The food won't make you gain weight; the beer will.”

[7] I smiled. I felt relieved that Mom was in a cheerful mood, rather than a maudlin one. Ironically, the sky was filled with sunshine and bright, silky clouds. Somehow, I'd expected it to be gray and overcast. As we talked, I realized I would soon begin the long, complicated road to independence. The security I had selfishly taken for granted at home would eventually diminish into memory. Home would no longer be home, but Carbondale, Illinois.

[8] When the waitress brought our bill, Mom's mood shifted noticeably. She became quiet, even somber. I suppose for her that somehow signaled the conclusion of our last meal together, at least the last one for quite some time. She looked down at the table pensively. Looking back now, I can see the significance that day probably had for my mother. As a parent, she must have been anticipating that day ever since November 30, 1970, and it surely challenged her emotionally.

[9] She walked me to my car, and I could feel my sadness in the pit of my stomach. The summer breeze dried my eyes, as I blinked profusely to moisten them.

[10] “Well, I guess I have to go,” I mumbled, looking into the distance. I could not believe I did not have the courage to say that directly into her eyes.

[11] “I know,” she replied with a faint smile and then quipped. “It's not too late to change

your mind.” She was joking, but there seemed to be some seriousness in her voice. Her smile quickly faded when I said I couldn’t.

[12] “I’m going to miss you,” she added.

[13] “You make it sound as if you’re never going to see me again.”

[14] “You could call. . . collect, of course.”

[15] I laughed. The implication that all money spent from then on would be my own was scary, yet funny as well.

[16] “Don’t worry about me too much, Mom.”

[17] “I’ll miss you.” She drew me close and gave me a big hug, and I assured her I’d be back sooner than she’d realize. She then told me that she loved me.

[18] “I. . . love you, too.” The difficulty of saying those words overwhelmed me. I had always seen myself as someone with solid, untouchable emotions. At that moment, though, I was in a fragile, quivering state; and I could not believe I had conjured such a false image of myself.

[19] We drew apart, and I slowly climbed into my gray Maxima. She did not cry, but who knows what happened when I turned the corner. I don’t think I want to know.

[20] At that time, I felt like a rookie sky diver preparing for his first plunge. The cabin door opens to reveal the extreme distance of his fall, which leads to either sheer excitement or eventual death. The naiveté that sheltered his fear disappears at the sudden reality of the moment. By then, of course, it is much too late to turn back. The very thought that this was his idea seems absurd to him, and he feels like the only person on the face of the planet. And so he closes his eyes, takes a deep breath, and jumps.

Source: *Success in Advanced English Writing*, Jan. 2001

Vocabulary

- big-time** /'big'taim/ *adj.* (*Am. slang*) well-known, outstanding, first-class 有名的, 杰出的, 第一流的
- collect** /kə'lekt/ *adv.* with payment to be made by the receiver 对方付款地, 由收到者付款地
- conjure** /'kʌndʒə/ *v.* to imagine; picture 想象; 假想
- honestly** /'ɒnɪstli/ *adv.* (used as an intensive 用作加强语气) 真的; 的确, 确实地
- hype** /haɪp/ *n.* exaggerated or extravagant claims made especially in advertising or promotional material 夸大的诉求, 夸张或过分的宣称, 尤其用在做广告或促销物品
- maudlin** /'mɔ:dlɪn/ *adj.* effusively or tearfully sentimental 感情脆弱的, 易伤感的
- mumble** /'mʌmbl/ *v.* to speak (words) unclearly 咕哝, 含糊
- naiveté** /,nɑ:i:v'tei/ *n.* the quality or state of being naive; unaffected simplicity 天真幼稚, 纯真无邪; a naive action, remark, etc. 天真的行为、言论等
- pensive** /'pensɪv/ *adj.* deeply, perhaps sadly thoughtful 沉思的, 忧郁的 **pensively** *adv.*

10. **profuse** /prə'fju:s/ *adj.* plentiful; copious 充沛的, 极其丰富的, 非常多的 **profusely** *adv.*
11. **quip** /kwɪp/ *v.* to make a clever and amusing remark 说出妙语; 讲逗趣的话
12. **retriever** /ri'tri:və/ *n.* any of several types of specially bred middle-sized hunting dog, trained to bring back shot birds 拾回猎物的猎狗
13. **rookie** /'ruki/ *n.* an inexperienced person; a novice 新手, 无经验的人; 初学者
14. **scary** /'skeəri/ *adj.* causing fear or fright or alarm 使人害怕的或恐惧的, 引起惊慌的
15. **sentimental** /,senti'mentl/ *adj.* having or coming from tender feelings rather than reasonable or practical ones 感情用事的, 感情的; showing too much of such feelings, esp. of a weak or silly kind 多愁善感的, 感伤的
16. **sloppy** /'slɒpi/ *adj.* 潮湿的, 肥大的
17. **somber** /'sɒmbə/ *adj.* melancholy; dismal 忧郁的, 忧伤的

Phrases

- 1. **big (tall) talk** (*informal*) exaggeration; bragging 大话, 牛皮, 言过其实的话
- 2. **big shot** (*informal*) an important or influential person 大人物, 要员
- 3. **more so** 在更大程度上如此
- 4. **the pit of the stomach** the hollow place just below the bones of the chest, esp. thought of as being the place where fear is felt 胸口, 心窝

Notes

1. Scot Weckerly wrote *Free Falling* during his freshman year at Southern Illinois University, Carbondale, Illinois. It was published in a collection of college students writings entitled *Free Falling* edited by Paul Sladky and published by New York: St. Martin's Press, 1997.
2. Carbondale 卡本代尔 (美国城市, 位于伊利诺伊州)
3. Illinois 伊利诺伊 (美国州名)
4. Maxima 马克西马 (日产车名)

Global Reading

Task 1 The following is an outline of the text you have read. Complete the outline by filling in the blanks with the information from the text.

Part I: (para. 1) This part introduces the subject and arouses readers' interest.

Evidence: The author makes an impressive description of the _____ good-bye and _____ on him.

Part II: (para. 2 ~ 4) The author sets the stage with _____ of how he feels on that particular day.

Evidence: His own _____ changes from _____ and free to _____ and to _____.

Part III: (para. 5 ~ 19) The author depicts in great detail the main interest of the story.

Evidence: By having _____ and saying good-bye to her, he made a very smooth illustration of the change of _____ from being _____ at the beginning to being _____ as the final moment comes.

Part IV: (para. 20) The author brings the story to its climax and ends it with _____.

Evidence: He compares himself to _____ preparing for _____, which leads to possible outcomes: sheer excitement or eventual death. What he chooses is to _____, _____, and jump into the future.

Task 2 Answer the following questions briefly according to the text.

1. What is the main subject introduced in paragraph one?
2. How is the story organized? How does the author try to arouse readers' curiosity? Is it effective?
3. How did Weckerly feel before the day of his departure?
4. How did his mood change when the day had really come?
5. Which words in part 3 of the text can show the mood change of the author's mother?

<u>at the beginning of the brunch</u>	<u>at the end of the brunch</u>
---------------------------------------	---------------------------------

6. What do you think about the ending of the story?
7. Do you like the title of the story?
8. How does the title capture the feelings of the author on that particular day?
9. When do you realize its symbolic meaning?

Task 3 Summarize the text.

Directions: Use the questions given below as a guide to write a summary. You can refer to Task 1 and Task 2.

1. What is the effect of saying farewell and actual leaving on the author?
2. Whom did the author like to say good-bye to? What was the author's mood like before the day of departure and after?
3. How did his mother's mood change during his brunch with her?
4. What was the significance of the particular day to the author?

Detailed Reading

Task 1 Translate the following sentences into Chinese.

1. I began to feel the pressure of all my big talk about being a big shot going to a big-time school. (para. 3)
2. As we talked, I realized I would soon begin the long, complicated road to independence. (para. 7)
3. The security I had selfishly taken for granted at home would eventually diminish into memory. (para. 7)
4. The summer breeze dried my eyes, as I blinked profusely to moisten them. (para. 9)
5. The difficulty of saying those words overwhelmed me. (para. 18)

Task 2 Rewrite the following sentences in your own words.

1. The impact of saying good-bye and actually leaving did not hit me until the day of my departure. (para. 1)
2. Its strength woke me an hour before my alarm clock would. (para. 1)
3. The entire day was like that: a powerful awakening of whom and what I would truly miss. (para. 2)
4. Most importantly, I would be forced to say farewell to the ones who raised me. (para. 2)
5. All at once, the glorious hype about becoming independent and free became my sole, scary reality. (para. 3)
6. I suppose that goes with the territory of enrolling in a university six hours from home. (para. 3)
7. Upon my decision to do so, in fact, all my personal problems had seemed to fade. (para. 4)
8. No one ever said divorce was easy. (para. 5)
9. She walked me to my car, and I could feel my sadness in the pit of my stomach. (para. 9)
10. The implication that all money spent from then on would be my own was scary, yet funny as well. (para. 15)