

全国普通高等学校优秀教材一等奖 **第一版**

普通高等教育“十五”国家级规划教材

Integrated Skills of English

2

(Student's Book)
(学生用书)

综合英语教程 (第二版)

总主编 黄源深 虞苏美
主 编 邹为诚



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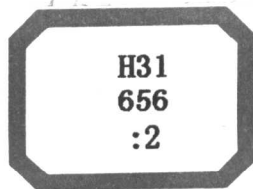
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内容提要

《综合英语教程》(第二版)是高等学校英语专业综合英语课教材,也可供师专、师范、教育学院及社会上英语自学者学习使用。全套书共分6册,均配有教师用书和录音磁带。

本书为第二册,共15个单元,每单元由三大部分组成:“听说训练”(Listening and Speaking Activities)、“阅读理解和语言操作”(Reading Comprehension and Language Activities)及“扩展性练习”(Extended Activities)。第二册在第一册的基础上加大了语言训练难度,对学生听说读写技能的发展提出了新的要求。

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第二版前言

《综合英语教程》第一版问世以来，得到了全国上百所普通高等院校英语专业老师和学生的支持，为我国英语专业基础阶段的教学作出了很大的贡献。随着社会的发展，我国英语专业基础阶段的教学出现了许多变化，为了适应这些变化，编写组于2002年起对本教材进行了全面的修改。第二版充分反映了教师们开展教学实验的结果，修改和删除了一些不受学生和教师欢迎、课堂操作困难或过于机械的项目，增加了课堂效果良好的、有助于促进学生在语言和知识两方面发展的任务和内容，并根据课堂实验重新编写了内容更加丰富的教师用书。

编写组认为，教材的修订不应仅仅是课堂操作层面上的改进，还应反映学科的最新变化，以及当前外语教学领域开展的一些重要变革。

众所周知，在最近5年里，教育界发生了很大的变化，外语教育也不例外。教学观念、教学手段、学习目的和学习方法都产生了巨大的变化，其中最突出的是对学生主体的重新认识。教学界重新认识到教师必须根据学生的认知需要、情感需要和语言交流的需要来开展教学，这一原则在第二版教材中有如下体现：

1. 强调“以学生为中心，以教师为主导”的观念。第二版教材在教学活动的设计上，强调从学生已有知识出发，引导学生去探索未知的知识；教师在引导过程中，及时为学生传授语言和知识。

2. 第二版教材强调教材和教师在语言示范方面的共同作用。传统教材以教学材料为主要的语言示范工具，这对学习者的语言习得有极大帮助。但是，这种静止式的语言示范有很大的局限性，它排斥了语言教师的动态语言示范作用，教师无法准确地把握学生语言发展和学生交际需要之间的关系。第二版教材采用“静止式示范(Single-mode Modeling)”与“动态式示范(Interactive Modeling)”相结合的模式，强调教师通过语言交流活动，发现学生的交际需要，采用有针对性的“动态语言示范”，创造让学生“顿悟”语言的机会。

3. 第二版教材同时强调语言的“正面”和“负面”输入(Positive and Negative Input)。语言的“正面输入”指的是教师、教材以及教学活动和环境为学生提供的正确的语言形式，“负面输入”指的是学生在语言活动中得到的有关其语言错误的信息。近年来的研究已经证实，有些语言错误可以随着语言的发展而自行得到纠正，但也有许多语言错误必须得到及时的纠正，这种动态“负面输入”对学生的语言发展极为重要。

4. 第二版教材更加强调语言学习的自主性。语言教学要让学生获得语言知识，但是也要让学生学会自己去发现语言知识。学生通常必须在有意义的思维活动的基础上，在真实性交际需要的驱动下才能寻找到能刺激语言发展的语言形式。第二版教材重新设计了许多符合当代青年学生特点的任务，鼓励他们将自己的生活经验与语言活动、语言学习联系起来，从而获得自主发现语言形式的机会。

5. 第二版教材增加了大量的任务型活动(Task-based Activities)和研究型活动(Enquiry-based Activities)。有的活动印在学生用书上，有的收入教师用书。一般来讲，学生用书提供的活动要求学生独立思考，锤炼语言；教师用书的任务在开展活动时由教师复印发给学生，这更有利于教师组织课堂活动。编写组在实验中发现，语言学习的机会不仅产生于课前已经准备好的活动中，也产生于课堂活动的过程中。

第二册学生用书主要修改了对话、阅读理解问题，原来的“角色表演”改为“任务型”活动，第三部分的扩充阅读后将部分讨论题改变成“任务型”活动。第三部分的词汇学习(Word study)增加了词汇讲解部分，讲解内容放在教师用书中，由教师掌握。写作部分(Writing)的改动主要在第二项(b)上。修改后的写作练习目的更加明确，教师用书上增加了辅助材料。新版教材中的文化学习(Cultural Information)增加了练习，以提高学生理解英美文化的能力，使学生学会文化对比和文化批评。这些补充练习均收入教师用书，教师可根据实际情况取舍。

编者建议教师在教学前仔细阅读教师用书，在掌握基本教学技巧和活动组织技巧的基础上发挥、创造。

编写组特别感谢本册教材的英语语言顾问 Caroline L. Rowe 女士，她耐心、细致地修改了英语部分。教材中若还有谬误，则是编写组的责任。

编写组抱着认真负责的态度开展修改工作，在修改中尽量考虑到我国英语专业基础阶段外语教学的情况、学生的常用学习策略和广大教师的教学习惯。但是百密一漏，第二版教材中一定还会有许多疏漏，我们恳请广大教师和学生提出宝贵的批评意见。

《综合英语教程》编写组

于华东师范大学

2004年12月

CONTENTS

Unit	Function	Read More
1 Someone Waiting 1	Asking about & expressing impressions	The Important Things
2 Football 15	Expressing worries & concerns	The World Cup
3 The Snake Bite 30	Expressing distress & annoyance	Misunderstand
4 He Was My Father 45	Expressing possibility & impossibility	A Father, a Son and an Answer
5 The English Countryside 60	Asking for & expressing opinions	Village Life
6 Suffering to Be Beautiful 76	Expressing satisfaction & dissatisfaction	Women and Beauty
7 Waiting for a Call 91	Expressing wishes & regrets	Across a Crowded Room
8 Secret Messages to Ourselves 105	Expressing intentions	Softball is Born
9 All That's Happening in the Music World 119	Expressing warnings	Sophia Loren and Me
10 Teenager's Nightmare 135	Expressing commands	Inside a Comprehensive School
11 Understanding Your Owner 150	Expressing anger	A Tracker Dog
12 Transforming Mars 164	Expressing certainty & uncertainty	Computers "Will Soon Jump to Our Every Word"
13 The Mud-backs 181	Expressing agreement & disagreement	The Fun They Had
14 The Japanese Ageing Suit 196	Expressing disappointment	The Double Blanket
15 Have You Seen the Tree? 211	Expressing belief & disbelief	Leaf Magic

1

Someone Waiting



Listening and Speaking Activities

1 Introduction of functions

You may talk about your impressions like this:

Sometimes he seems a bit strange, doesn't he?

2 Listen and speak



Conversation

Listen to the conversation and tick the correct answer to each question.

1. What is Sue doing?
 - a. She is waiting to check in at the airport.
 - b. She is waiting for Michael because she wants to talk to him before he leaves.
 - c. She is waiting for Michael because they will go to New York together.
2. According to Linda, Michael _____.
 - a. is always late
 - b. allows only just enough time for something
 - c. does not want others to know where he is
3. Sue likes Michael because _____.
 - a. he works very efficiently
 - b. he is a mysterious person
 - c. he is a reliable person
4. What does Linda think of Michael?
 - a. Michael is indeed a good friend.
 - b. Michael is just one of her colleagues, not a close friend.
 - c. Michael is not a reliable person.

3 Try to speak more

Read the following conversation until you can speak fluently. Then, in pairs, make a

similar conversation with the cues in the substitute box.

Conversation

Gossiping about a colleague

(A: Sue, an employee in the company B: Linda, a company secretary)

<u>Conversation</u>	<u>Cues</u>
A Hi, Linda. Fancy meeting you here.	A Greet B.
B Hi, Sue. I'm waiting to check in. Are you flying to New York, too?	B Greet A. Ask if Tom has come.
A No, I've come to see Michael off. I want to have a talk with him before he leaves.	A Say no. Complain that Tom is never on time.
B But it's about time to check in.	B Say many people are not impressed by him.
A Yes. I'm a bit worried. I don't know what's wrong with him. Why hasn't he turned up even this minute?	A Tell B your impression of Tom: busy, running everywhere, knowing almost everyone, like a popular person...
B You know, he never worries about anything.	B Say you don't like Tom, because he looks arrogant...
A Sometimes he seems a bit strange, doesn't he? But he looks like a very efficient man. He never lets you down at work.	A Ask about B's impression of Tom as a monitor.
B Oh, come on, Sue! Some people say when we need him most, he is nowhere to be found.	B A good monitor in general but not considerate.
A Really? But it seems to me that he's a busy guy, and an important person for the company. That's why I admire him.	A Say it sounds true.
B But he strikes me as an unreliable person.	B Say it's time to leave, you can't wait for Tom any longer.
A Unreliable? Um... Oh, that sounds interesting.	
B Ah, there he comes. I see him running this way.	

4 Make your own dialogue

- Suppose it is your first day at college. You and your partner meet at lunch and talk about your impressions of your new teacher, Mr. Johnson. Make a dialogue using the following cues.

<u>For Student A</u>	<u>For Student B</u>
<ul style="list-style-type: none"> Ask how B feels about his/her first day at school. Don't know him well. Seems very nice. Agree, like telling jokes. 	<ul style="list-style-type: none"> Quite good. Ask about A's impression of the new teacher. Agree, having a good sense of humour. Say, second year students say he's strict, sometimes even rude.

- Say it's only by word of mouth, have to find the truth by ourselves.
- Say, anyway, you like his lecture — very instructive and not boring.
- Agree, wait and see.
- Say he does not seem to be very experienced — did not even introduce himself.

- 2 Look at the following picture. Discuss what is going on in this scene. Give your impressions about the place and the person in the picture. (Limit your presentation to approximately one minute.)



- a How does the picture strike you?
- b Why is the man half-kneeling?
- c What does the man seem to be doing? Re-adjusting his luggage or doing something else?
- d Where is he and why is he there?
- e Does he seem to be leaving or has he just arrived?

5 What are they for?

There are many ways of giving one's impression. Read the following and match the functions with the actual words spoken.

Actual Words Spoken

- a Mary seems to be a nice girl.
- b Jan strikes me as rather silly.
- c He looks angry today.
- d Looks like we're going to be late again.
- e The other child looked neglected.
- f None of the people I have interviewed so far have impressed me.
- g How did Tom's story strike you?

Functions

- 1 Say that you have the impression that someone is angry.
- 2 Say you have the impression that Mary is a good girl.
- 3 Say you have the impression that a child was not well taken care of.
- 4 Say you feel that you will be late.
- 5 Ask for somebody's impression about Tom's story.
- 6 Say you don't have a good enough impression about the interviewee.
- 7 Say that you feel Jan is stupid.

6 If you want to learn more

In the above exercise, we have learnt and practised ways of asking about and giving impressions in different situations. In this part, additional expressions are listed. Do you know when and where they can be properly used? Read the sentences below and do the matching exercise that follows.

1. To celebrate the National Day, there was a spectacular fireworks display.
2. She seemed to like me.
3. There don't seem to be many people on campus today.
4. The manager seemed suitably impressed, and I felt that he would agree to our proposals.
5. His words struck a slightly false note for me.
6. I had never been in such an amazing hour—I was completely awed.
7. "Shall we go sailing on Sunday?"—"That sounds like a great idea!"
8. It all sounded so crazy that we laughed out loud.
9. Mark kept showing off about how much money he had—but we were not impressed.
10. It looks as if he comes from the countryside.

Matching exercise

Put the above sentence number into a suitable blank.

- a. Sentences expressing a favourable impression: _____
- b. Sentences expressing an unfavourable impression: _____
- c. Sentences expressing a neutral impression: _____

Quotable Quote

Love is like coke: something you get as the product of making something else.



P2

Reading Comprehension and Language Activities



Life needs to be this important all the time.

Someone Waiting

Pre-reading Tasks Discuss the following questions.

1. How would you feel when you, after a long journey, see somebody waiting for you

at the railway station?

2. Did anyone see you off when you left for college? How were you feeling then? Which of the following words apply to your case?

nervous	upset	happy	joyful
delightful	sad	mixed feelings	apprehensive

3. Do you know the following flight-related terms?

flight number	airline	check-in	boarding gate
boarding pass	arrival	departure	security check

Read the text

I am sitting at an airport watching people in the final moments before their loved ones arrive or depart. They are pacing, nervous, looking at one another, touching and not touching. The emotion is charged.

A woman, speaking Spanish, is running in circles trying to gather family members together for a good-bye. Her voice is high-pitched. When the final moment comes before boarding, she wraps her arms around her son, giving him a powerful embrace that should protect him until he returns.

A grandmother and grandson stand at the rail where I am waiting; the people who are supposed to pick them up are late. Two ladies, next to them but unrelated, look up and down the corridor as if scanning an open sea. A mother holds a baby as she kisses her husband. Tears dampen her cheeks. The moment is charged.

At Gate 13, the arrivals are just coming in. "I see her. There she is." Just as poignant, the arrivals fold into the mix of people as if they have been the missing ingredient. There are tears and smiles, pure delight ringing in the laughter of seeing someone who has been gone.

I sit, glancing at my book, waiting for my turn to leave, alone because the ones I love have a different schedule from mine, and the one I am going to see, a daughter, is at the other end of my journey.

I think of other departures and arrivals. I recall seeing my daughter, the daughter I am now going to visit, coming down that narrow corridor



with her backpack slung on one shoulder, her overstuffed carry-on cradled in her arms, her headphones making her oblivious to the stream of people flowing along with her. She was in her first year at university coming home for a holiday in November — the first time since August. I wrapped myself around her as if she had been lost to me.

Today my flight is two hours late. The book I am reading is not as interesting as the people leaving and coming, coming and leaving. A little boy about five is meeting his grandfather for the first time. He looks up and up at the face of a man who is not that tall, except to a child. Joy shines down and up, and I am wondering how one would capture this moment in words or on film.

When my flight is finally called, I gather my books and carry-on. Since there is no one to see me off, I do not look back to see where I have come from. Instead, I think of my husband at work wondering if I have left yet, and my daughter at the other end wondering the same thing.

As I head toward the plane, I find myself remembering yet another arrival and departure. When I was a newlywed, my 91-year-old grandfather died. We had been very close, and one evening, returning from his funeral, I arrived at the airport crying. My husband of only a year was waiting at the gate to take me in his arms. Because of my tears, everyone was looking at us, but I didn't care. Somehow the emotion I felt seemed not at all out of place for the airport.

Life needs to be this important all the time. I wish all the people who went on a journey could come back to find someone waiting for them. I also wish they could leave with someone to see them off. I think of my grandfather and realize that if dying is like this, a passage, then I am unafraid.

1 Comprehension work

A Read the text again carefully and discuss the following questions.

1. At an airport, how do people usually behave in the final moments before their loved ones arrive or depart?
2. How is the Spanish-speaking woman expressing her emotion before her son leaves?
3. What happens to the waiting people and the arrivals when they finally meet at the airport?
4. Who is the narrator going to visit? And why is she waiting alone?
5. Does the narrator have the similar experience of waiting for someone she loves? How did she act when she once met her homecoming daughter?
6. Who are really seeing her off and waiting for her at the moment she is leaving?
7. What does the narrator remember as she heads toward the plane?
8. What conclusion does the narrator draw from her observation? And what are her wishes?

B Retell the text using the following cues.

- narrator observing people at the airport
- a Spanish-speaking woman, seeing her son off
- scenes of meeting the arrivals
- her loved ones having a different schedule
- narrator recalling meeting her daughter who was at university
- though travelling alone, the narrator imagining someone seeing her off and meeting her
- narrator recalling her experience of being met when returning from her grandfather's funeral
- airport — points of life journey — also for the journey of life, life would be better if every point is filled with love

C Activity**Make Observations**

The narrator notices many small things happening at the airport as expressions of love between people. Have you also noticed acts of love in your life? Make a comparison between Chinese and American styles of showing love in places of meeting and departure.

2 Language work**A Fill in the following blanks with the words or phrases from the text.**

1. The emotion at an airport is always _____. People are coming and leaving, leaving and coming. They _____ the _____ board of arrival and departure. They constantly _____ at their watches.
2. For the leaving passengers, their loved ones give them a powerful _____ before _____. Women kiss their husbands and children. Tears _____ their cheeks. Men are _____ nervously. You may wonder how one would _____ this _____ moment in words or on film.
3. Those who come to _____ somebody are waiting at the rail and looking up and down the _____. Occasionally, two people, though _____, would talk to each other for a while.
4. At one gate, the arrivals are just coming in. They are _____ the waiting crowds with their _____.
5. Once people find someone they are waiting for, they wave to them and shout with _____ voices. Those arrivals _____ themselves around the waiting people and quickly _____ the mix of crowds. You hear the laughter of pure _____.

B Rewrite the following sentences with the expressions in the box.

oblivious to head toward pick up be supposed to
out of place glance at take ... in the arms

1. When the rescue operation began, military troops immediately moved in the direction of the earthquake site.

2. Since her children are still in kindergarten, the mother must first go there and take them home.

3. It's after three o'clock now. But she expected to meet me here at two o'clock.

4. When his friends talk about modern paintings, Mr. Smith keeps silent and feels awkward and uncomfortable because he knows little about the subject.

5. The boy with his eyes fixed on the screen didn't notice the knock at the door.

6. When the mother learned the news that her son had failed in the university entrance examination, she put her arms around him encouraging him to try again.

7. When waiting for the train in the subway, many passengers buy a newspaper and have a quick look at the headlines.

C Word study

- a. Give the meanings of the following words or expressions used in the text. You may use an English-English Dictionary. Then give a sentence to illustrate their meanings and usage.

1. in circle(s)

2. as if

3. next to

4. in words

5. wonder (how/what/if)

- b. Each of the following clues has an example sentence. Using the prompts produce other sentences with the same pattern as the example.
1. Prompt: woman/run/in circles/try to
Example: A woman is running in circles trying to gather family members together for a good-bye.
 - a. students/sit/in circles/talk
 - b. flowers/grow/in circles/wave
 - c. child/run/in circles/play

 2. Prompt: two ladies/next to/look up and down/as if
Example: Two ladies, next to them but unrelated, look up and down the corridor as if scanning an open sea.
 - a. man in a sport jacket/standing next to/ask/as if
 - b. girl/next to the window/jump/as if
 - c. old wooden bridge/next to the temple/stand/as if

 3. Prompt: wonder/capture/in words
Example: I was wondering how one could capture this moment in words or on film.
 - a. wonder/record/solemn moment/in words
 - b. wonder/express/emotion/in words
 - c. wonder/describe/view/in words



Extended Activities

1 Dictation

2 Read more



The Important Things

For years the children whimpered and tugged. “Tell us, tell us.”

You promised to tell the children some other time, later, when they were old enough.

Now the children stand eye to eye with you and show you their teeth. “Tell us.”

“Tell you what?” you ask.

“Tell us The Important Things.”

You tell your children there are seven continents and five oceans.

You tell your children the little you know about sex. Your children tell you there are better words for what you choose to call — The Married Embrace.

You tell your children to be true to themselves. They say they are true to themselves. You tell them they’re lying, you always know when they’re lying. They tell you you’re crazy. You tell them to mind their manners. They think you mean it as a joke; they laugh.

There are tears in your eyes. You tell the children the dawn will follow the dark, the tide will come in, the grass will be renewed, every dog will have its day. You tell them the story of *The Little Soldier* whose right arm, which he sacrificed while fighting for a noble cause, grew back again.

You say that if there were no Evil we wouldn’t have the satisfaction of choosing the Good. And if there were no pain, you say, we’d never know our greatest joy, relief from pain.

You offer to bake a cake for the children, a fudge cake with chocolate frosting, their favourite.

“Tell us,” say the children.

You say to your children, “I am going to die.”

“When?”

“Someday.”

“Oh.”

You tell your children that they, too, are going to die. They already knew it.

You can’t think of anything else to tell the children. You say you’re sorry. You are sorry. But the children have had enough of your excuses.

“A promise is a promise,” say the children.

They’ll give you one more chance to tell them of your own accord. If you don’t, they’ll have to resort to torture.

Notes



1. whimpered: whined, asked in a plaintive way, as small children do
2. tugged: pulled insistently (at clothing, for example)
3. mind their manners: (colloquial) be more polite
4. relief from pain: an end to pain