



世纪英语专业系列教材

“十一五”国家重点出版规划项目

学生用书·第一册

英语综合教程



程幼强 / 主编

The English Intensive Reading



北京大学出版社
PEKING UNIVERSITY PRESS



英语综合教程



THE BEST

INTERNATIONAL

21世纪英语专业系列教材
“十一五”国家重点出版规划项目

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总序

北京大学出版社自 2005 年以来已出版“语言与应用语言学知识系列读本”多种,为了配合第十一个五年计划,现又策划陆续出版“21 世纪英语专业系列教材”。这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师,最让人揪心的莫过于听人说英语不是一个专业,只是一个工具。说这些话的领导和教师的用心是好的,为英语专业的毕业生将来找工作着想,因此要为英语专业的学生多多开设诸如新闻、法律、国际、经济、旅游等其他专业的课程。但事与愿违,英语专业的教师们很快发现,学生投入英语学习的时间少了,掌握英语专业课程知识甚微,即使对四个技能的掌握并不比大学英语学生高明多少,而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方?有没有其他路可走?这是需要我们英语专业教师思索的问题。中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神,让我们在层层迷雾中找到了航向。显然,培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标,使英语专业的人才更能适应 21 世纪的需要,迎接 21 世纪的挑战。

如今,北京大学出版社外语部的领导和编辑同志们,也从教材出版的视角探索英语专业的教材问题,从而为贯彻英语专业教学大纲做些有益的工作,为教师们开设大纲中所规定的必修、选修课程提供各种教材。他们把英语专业教材的出版看作是第十一个五年计划期间组织出版“十一五”国家重点出版规划项目——《面向新世纪的立体化网络化英语学科建设丛书》的重要组成部分。这套系列教材要体现新世纪英语教学的自主化、协作化、模块化和超文本化,结合外语教材的具体情况,既要解决语言、教学内容、教学方法和教育技术的时代化,也要坚持弘扬以爱国主义为核心的民族精神。因此,今天北京大学出版社在大力提倡专业英语教学改革的基础上,编辑出版各种语言、文学、文化课程的教材,以培养具有创新性思维、具有实际工作能力的学生,充分体现了时代精神。

北京大学出版社的远见卓识,也反映了英语专业广大师生盼望已久的心愿。由北京大学等全国几十所院校具体组织力量,积极编写相关教材。这就是

说,这套教材是由一些高等院校有水平、有经验的第一线教师们制定编写大纲,反复讨论,特别是考虑到在不同层次、不同背景学校之间取得平衡,避免了先前的教材或偏难或偏易的弊病。与此同时,一批知名专家教授参与策划和教材审定工作,保证了教材质量。

当然,这套系列教材出版只是初步实现了出版社和编者们的预期目标。为了获得更大效果,希望使用本系列教材的教师和同学不吝指教,及时将意见反馈给我们,使教材更加完善。

航道已经开通,我们有决心乘风破浪,奋勇前进!

胡壮麟

北京大学蓝旗营

2007年2月

前 言

《英语综合教程》是根据《高等学校英语专业英语教学大纲》编写,致力于培养学生具有扎实的语言基本功、宽广的知识面、一定的相关专业知识、较强的能力和较高的人文素质。本套教材为基础英语课程教材,共四册,可供高等院校英语专业一、二年级学生使用。本册为第一册,适用于一年级第一学期。

本册教材共分 15 个单元,每个单元由 Text A 和 Text B 两篇课文、辅学资料及相关的练习构成。全书 30 篇课文均选自英语原文文本,根据学生现阶段的语言能力和水平,编者仅对其中语言难度过大的部分进行了必要的删改。

本册教材的选题旨在帮助学生树立正直的人生态度。注意由浅入深、难易结合。全书 30 篇课文分别涉及家庭亲情、生活准则、道德伦常、民生关爱、文化教育、国际政治、哲学宗教、古典艺术等多个主题,在夯实学生语言基本功,拓展其知识面的同时,提高英语专业学生的人文素养,健康、向上,具有代表性。课文收录了有关乔达摩·悉达多、苏格拉底和米开朗基罗等历史巨人的生平,旨在为学生树立高尚、坚韧的人生楷模;有关非洲贫困问题的报道分析、前德国总理施罗德就二战期间德国纳粹对犹太人所犯罪行的诚挚致歉以及乔姆斯基对美国政府的抨击,则有助于唤起学生对正义、良知的深入思索。

本册教材的每一单元由 Unit Goals, Before Reading, Text A, Better Know More, Check Your Understanding, A Sip of Phonetics, You'd Like to Be, Text B, Comprehension Questions, Writing Practice, Further Study 共十一个部分组成:

☞ 每个单元以 Unit Goals 开篇,明确指出该单元的学习重点和难点,让教与学均做到目的清晰,增强学生的学习意识。

☞ 每个单元设有特色的预热练习,引导学生进入单元学习。Hands-on Activities and Brainstorming 以文化补充为目的使学生在学本单元前对背景知识等有一个初步了解,并培养学生的动手能力和表达能力。A Glimpse at Words and Expressions 展示 Text A 课文中的部分重点词语,让学生在学课文之前能够了解课文的语言特色,并培养学生的语感。

☞ Better Know More 就 Text A 涉及的人物、文化背景和专有名词进行必

要的解释和说明。

☞ Check Your Understanding 以口头形式考查学生对 Text A 内容的理解。这一部分练习旨在鼓励学生开口,强化其语用能力和对语法的感知能力。

☞ A Sip of Phonetics 分阶段向学生介绍语音知识,训练学生正确发音。

☞ You'd Like to Be 为 Text A 的练习,共分六个部分,着重操练课文中的语言点,培养学生在语篇和语境中学习语言的能力。其中 A Strong Bridge Builder, A Smart Word Player 和 A Skilled Text Weaver 侧重词汇练习;A Sharp Interpreter 检验学生对课文关键句和难句的理解;A Solid Sentence Constructor 训练学生对课文中重点句型和新词语的运用能力;A Superb Bilingualist 是汉译英的练习。练习的标题一气呵成,正是培养英语专业学生的目的所在。

☞ Comprehension Questions 鼓励学生对课文深入思考并展开讨论。

☞ Writing Practice 围绕 Text B 以撰写课文梗概的方式,训练学生的短文写作能力。这一部分在不同的单元,设计有所不同。1—5 单元的练习较简单,先向学生提供一系列有关课文内容的引导性问题,同时提供关键词,然后要求学生将问题答案连接起来,稍作处理即成为 Text B 的梗概。在 6—10 单元,编者有意取消了关键词,仅保留引导性问题,要求学生通过熟读课文独立找到答案,进而形成课文梗概。在 11—15 单元,编者要求学生就 Text B 的内容自主提问,然后自行回答,并独立形成撰写课文梗概的思路。该写作练习由易到难,逐步培养学生的阅读能力和逻辑思维能力。

☞ Further Study 对学有余力的学生进行宽泛知识的推介,例如相关电影及网站,使学生可以深入学习。

本教材由天津外国语学院和南开大学共同编写。程幼强负责教材的设计和创意,并与李正鸿、王世庆、魏巍、李四清和何健芬分担各个单元的选材和编写。在编写过程中,总主编胡壮麟教授给予了专业指导,提出了很多宝贵的建议。在此全体编者向胡壮麟教授表示衷心的感谢!外籍专家 Michael DeRabo, Joshua Parker 审读了本书稿,我们也一并在此表示谢意。

本教材同时配有教师用书,为教师提供讲解教材所需的教学思路、必要的补充材料和练习参考答案。本册教材如有疏漏和不完善之处,恳请广大读者批评指正。

编者

2007年3月

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Positive Attitude

Unit Goals

After studying this unit, students should be able to:

- ☞ understand the importance of attitude in everyday life;
- ☞ know how to pronounce /ɑ:/, /ɒ/, /ɔ:/, /ʊ/ and /u:/, and how to utilize the words and structures that contribute significantly to the texts;
- ☞ understand and know how to cope with life with a positive attitude.

Before Reading

Hands-on Activities and Brainstorming

- ☞ In the book *Attitude is Everything* by Jeff Keller, he says “Your Attitude is Your Window to the World.” Do you agree with him? Please state your opinion and provide some examples to elaborate your idea. You are encouraged to make it into a presentation. If conditions allow, a PowerPoint presentation is suggested.
- ☞ You are also welcome to visit <http://www.attitudeiseverything.com/> to learn more about the meaning of attitude.

A Glimpse at Words and Expressions

Please read the following sentences. Pay attention to the underlined part in each sentence in Column A, and match it with the corresponding meaning in Column B.

Column A

A I don't get it! You can't be a positive person all of the time.

Column B

1 The most important point

- | | | | |
|---|--|---|-------------------------------------|
| B | <u>The bottom line</u> : It's your choice how you live life. | 2 | stopped and robbed by violence |
| C | We <u>lost touch</u> , but I often thought about him when... | 3 | got the message |
| D | He left the back door open one morning and was <u>held up</u> at gunpoint by three armed robbers. | 4 | refused politely |
| E | I <u>declined</u> to see his wounds, but did ask him what had gone through his mind as the robbery took place. | 5 | allowed to leave |
| F | In their eyes, I <u>read</u> , "He's a dead man." | 6 | understand |
| G | Jerry was <u>released from</u> the hospital with fragments of the bullets still in his body. | 7 | didn't contact each other afterward |

Text A

Attitude is Everything

By Francie Baltazar-Schwartz

(Abridged and Edited)

Jerry was the kind of guy you love to hate. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!"

He was recognized as a special manager because he had several waiters who had followed him around from restaurant to restaurant. The reason the waiters followed Jerry was because of his attitude. He was naturally good at encouraging everyone around him. If an employee was having a bad day, Jerry was there telling the employee how to look on the positive side of the situation.

10 Seeing this style really made me curious, so one day I went up to Jerry and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?"

Jerry replied, "Each morning I wake up and say to myself, 'Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood.' I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I



positive /'pɒzətɪv/ *adj.* thinking about what is good in a situation

victim /'vɪktəm/ *n.* a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.

choose to learn from it. Every time someone comes to me complaining, I can choose to accept
20 their complaining or I can point out the positive side of life. I choose the positive side of life.”

“Yeah, right, it’s not that easy,” I protested.

“Yes, it is,” Jerry said. “Life is all about choices. When you cut away all the junk, every
situation is a choice. You choose how you react to situations. You choose how people will
affect your mood. You choose to be in a good mood or bad mood. The bottom line: It’s your
25 choice how you live life.”

I reflected on what Jerry said. Soon afterwards, I left the restaurant industry to start my
own business. We lost touch, but I often thought about him when I made a choice about life
instead of reacting to it.

Several years later, I heard that Jerry did something you are never supposed to do in a
30 restaurant business: he left the back door open one morning and was held up at gunpoint by
three armed robbers. While trying to open the safe, his hand, shaking from nervousness,
slipped off the combination lock. The robbers got scared and shot him.

Luckily, Jerry was found relatively quickly and rushed to the local trauma center. After
35 18 hours of operation and weeks of intensive care, Jerry was released from the hospital with
fragments of the bullets still in his body.

I saw Jerry about six months after the accident. When I asked him how he was, he
40 replied, “If I were any better, I’d be twins. Wanna see my scars?” I declined to see his
wounds, but did ask him what had gone through his mind as the robbery took place.

“The first thing that went through my
45 mind was that I should have locked the back door,” Jerry replied. “Then, as I lay on the
floor, I remembered that I had two choices: I could choose to live, or I could choose to die. I
chose to live.”

50 “Weren’t you scared? Did you lose consciousness?” I asked.

Jerry continued, “The nursing staff was great. They kept telling me I was going to be
fine. But when they wheeled me into the emer-
55 gency room and I saw the expressions on the faces of the doctors and nurses, I got really

junk /dʒʌŋk/ *n.* things that are considered useless or of little value

react /rɪˈækt/ *v.* to change or behave in a particular way as a result of or in response to sth.

bottom line the most important thing one considers or accepts

reflect /rɪˈflekt/ *v.* to think carefully and deeply about sth.

armed /ɑːmd/ *adj.* carrying a weapon

safe /seɪf/ *n.* a strong metal box or cupboard with a complicated lock, used for storing valuable things

slip off to slide away

combination /ˌkɒmbɪˈneɪʃən/ *n.* a series of numbers or letters used to open a particular lock

trauma /ˈtrɔːmə/ *n.* physical wound or injury

release /rɪˈliːz/ *v.* to let sb./sth. come out of a place where they have been kept or trapped

fragment /ˈfrægmənt/ *n.* a small part of sth.

scar /skɑː/ *n.* a mark that is left on the skin after a wound has healed

decline /dɪˈklaɪn/ *v.* [formal] to refuse politely to accept or to do sth.

consciousness /ˈkɒnʃənsɪs/ *n.* the state of being able to use one’s senses and mental powers to understand what is happening

wheel /wiːl/ *v.* to move sb./sth. that is in or on sth. that has wheels

emergency /ɪˈmɜːdʒənsi/ *n.* the part of a hospital where people who need urgent treatment are taken

scared. In their eyes, I read, "He's a dead man." I knew I needed to take action.

"What did you do?" I asked.

60 "Well, there was a big, burly nurse shouting questions at me," said Jerry.

"She asked if I was allergic to anything."

"Yes," I replied. The doctors and nurses stopped working as they waited for my reply. I took a deep breath and yelled, "Bullets!"

65 Over their laughter, I told them, "I am choosing to live. Operate on me as if I am alive, not dead."

Jerry lived thanks to the skill of his doctors, but also because of his amazing attitude. I learned from him that every day we have the choice to live fully.

Attitude, after all, is everything.

burly /'bɜ:li/ *adj.* big, strong and heavy

allergic /ə'li:dʒɪk/ *adj.* being in a condition that causes one to react badly or feel ill when he/she eats or touches a particular substance

yell /jel/ *v.* to shout loudly

amazing /ə'meɪzɪŋ/ *adj.* very surprising, especially in a way that makes one feel pleasure and admiration

Better Know More

1. Trauma Center

Trauma centers are hospital facilities with a voluntary commitment to provide quality trauma care within their specified capabilities.

2. Intensive Care

An intensive care unit, or ICU, is a specialized section of a hospital that provides comprehensive and continuous care for persons who are critically ill. ICU care requires a multi-disciplinary (包括各种学科的) team that consists of intensivists (重症医师); pharmacists (药剂师) and nurses; respiratory (呼吸) care therapists (临床医生); and other medical consultants from a broad range of specialties including surgery (外科), pediatrics (儿科), and anesthesiology (麻醉学).

3. Allergy

An allergy refers to a misguided (被误导的) reaction by the immune system in response to bodily contact with certain foreign substances. It is misguided because these foreign substances are usually harmless and remain so to non-allergic people.

Check Your Understanding

Translate the following sentences into Chinese. Please make sure that your language flows smoothly.

1. She asked if I was allergic to anything.

2. The bottom line: It's your choice how you live life.

3. Jerry lived thanks to the skill of his doctors, but also because of his amazing attitude.

4. I declined to see his wounds, but did ask him what had gone through his mind as the robbery took place.

5. He was always in a good mood and always had something positive to say.

6. I learned from him that every day we have the choice to live fully.

Answer the following questions based on the text you have just learned.

1. What kind of person was Jerry?
2. What did he mean when he said, "If I were any better, I would be twins!"?
3. Why did several waiters follow him from restaurant to restaurant?
4. What did the narrator seem to feel about Jerry's attitude?
5. What happened to Jerry one morning when he left the restaurant back door open?
6. Why were the robbers scared? And what did they do then?
7. How did Jerry make doctors and nurses laugh in the emergency room?
8. Why did people love to hate Jerry?

A Sip of Phonetics

Know Their Faces

/ɑ:/, /ɒ/, /ɔ:/, /ʊ/ 和 /u:/ 是五个后元音,之所以称之为后元音是因为发这几个音时,舌高点出现在舌的后部。

/ɑ:/ 是长元音,发这个音时,要注意发音长度。口要张大,舌身平放并后缩,舌尖要离开下齿。发 /ɑ:/ 音典型的字母(组合)有: a, ar 等。

a: ask, afterward, staff, fast, past, bath

ar: are, start, arm, largely, party, dark, smart

发 /ɒ/ 音时,口要张大,舌身尽量压低并后缩,双唇基本为圆形。发 /ɒ/ 音典型的字母有: o, a 等。

o: not, positive, follow, bottom, lost, doctor, robbery

a: what, wash, quality, squad, watch

/ɔ:/ 也是长元音,发这个音时,要注意发音长度。舌后部抬得比发 /ɒ/ 时略高一些,双唇收得更圆也更小。发 /ɔ:/ 音典型的字母(组合)有: a, aw, or, au, oor, our 等。

a: all, also, water, already, always

aw: saw, draw, law, straw, awkward

or: or, for, form, support, morning

au: pause, trauma, audience, Australia

oor: door, floor

our: your, course, pour, mourn

发 /ʊ/ 音时,舌的后部向软腭稍微抬起,舌向后缩,舌尖离开下齿。发音时双唇收圆,稍向前突出一点。发 /ʊ/ 音典型的字母(组合)有: oo, ou, u, 等。

oo: good, look, took, book

ou: should, could, would

u: put, bullet, sugar

/u:/ 同样是长元音,发音时要注意发音长度,双唇收得比 /ʊ/ 更圆、更小,而且向前突出,口腔始终保持紧张状态。发 /u:/ 音典型的字母(组合)有: oo, ou, o, u 等。

oo: choose, food, too, room, cool, soon

ou: through, group, youth, wound

o: who, move, whose

u: clue, glue, flute, solution

Train Your Tongue

Please read the following tongue twisters to practice the phonemes in this unit.

1. A tutor who tooted the flute tried to tutor two tooters to toot. Said the two to the tutor, "Is it tougher to toot or to tutor two tooters to toot?"
2. Cheerful Charles chose cherry chocolates for Cheri.
3. How many cuckoos could a good cook cook if a cook could cook cuckoos?
4. Mr. See had a saw and Mr. Soar owned a seesaw.
5. How much dough would Bob Dole dole if Bob Dole could dole dough?
6. Sam's shop stocks short spotted socks.

You'd Like to Be

A Strong Bridge Builder

Fill in the blanks with the given words to complete the following sentences. Please note that some can be used more than once.

in	of	to	down	on	from
after	at	toward	for	near	with

1. Very luckily, the victim was found near the back door _____ the barn some 14 hours _____ the disaster and rushed _____ the local hospital. After 10 hours of operation and weeks of intensive care, she was released _____ the hospital _____ fragments of the bombs still _____ her legs. "I am not afraid _____ anything now _____ my first death." she said when interviewed _____ TV the other day.
2. Mr. Cord arrived _____ his personal goal thanks _____ his dedication _____ painting, but also because _____ his amazing attitude _____ his ambition. We could learn _____ him that nothing is impossible _____ a willing heart.
3. I stay healthy _____ the past decade, and my wife just takes it _____ granted. Consequently, she was surprised when I told her that I suffered _____ serious allergy these