

Guide to Integrated Skills

of English

2

综合英语教程·解读

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煤炭工业出版社

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煤炭工业出版社

图书在版编目 (CIP) 数据

综合英语教程·解读/于秀华等编著.-北京:煤炭工业出版社, 2001

ISBN 7-5020-2079-9

I. 综… II. 于… III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2001)第 068146 号

综合英语教程·解读

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煤炭工业出版社 出版

(北京市朝阳区芍药居 35 号 100029)

山东省肥城市新华印刷有限公司 印刷

新华书店北京发行所 发行

*

开本 787×1092mm¹/₁₆ 印张 26²/₃

字数 595 千字 印数 1—5,500

2001 年 10 月第 1 版 2001 年 10 月第 1 次印刷

社内编号 4850 总定价(共 4 册)36.00 元

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本书如有缺页、倒页、脱页等质量问题,本社负责调换

前 言

Preface

邹为诚教授主编的《综合英语教程》(Integrated Skills of English) (1~4 册), 为教育部委托编写的普通高等教育“九五”国家级重点教材, 是为我国师范院校英语专业学生编写的一套面向 21 世纪的英语专业基础教材。该教材反映了国内外在应用语言学、心理学和英语教学研究方面的最新成果, 注重学生对基础知识的掌握、能力的培养和文化知识的输入; 同时, 该教材具有内容新颖、信息量大等特点, 受到英语专业师生的欢迎和好评。

为了广大师生更好地使用和学习这套教材, 我们针对教材的特点, 在对教材使用和研究的基础

上,编写了与该教材配套的《综合英语教程·解读》。

本书以帮助学生更好地学习和掌握语言基础知识、提高语言能力为宗旨,共分四大部分:① 为每单元提出了预习指导和学习目的(Tips for Preview and Studying Objectives),以利学生对每单元有一个良好的准备状态;② 对每单元涉及到的文化背景知识及课文中的重点、难点进行了介绍与释疑(Culture Information and Notes);③ 对每单元生词及短语进行英语释义(New Words and Phrases),并提供了相关词汇;④ 每单元还提供一篇与单元话题相关的阅读材料(Supplementary Reading),以扩大学生的知识面。

《综合英语教程·解读》与《综合英语教程》配套编写,共4册。编写过程中参阅了国内外最新出版的和国际互连网上的相关参考书籍和资料。

由于编者水平有限,书中疏漏在所难免,恳请广大师生批评指教,以便修订时改正。

编者

2001.6

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1

Someone Waiting



Tips for Preview and Studying Objectives

1. **Functions:** Asking about & expressing impressions. Study how to use the words: *seem, strike, look, look like and impress* etc. to express the function of impression and use them in your own speaking activities.
2. **Grammar points:** Pre-determiners: *some, both, any, each*, etc. indefinite pronouns: *everywhere, nowhere*, etc.
3. **Vocabulary:** *see...off, give... an embrace, out of place, fold into, glance, look like, pick up, intense, capture, head (v), delight*
4. **Understanding the text:** The text describes the scenes of people meeting and seeing off their loved ones. Through her observation, the author draws a conclusion: Life needs to be this important all the time. The passage in the “Read more” indicates a truth that parents usually cannot cope with the growing desire of children to know more about life.



Culture Information and Notes

1. **He never lets you down at work:** He never causes you to be disappointed at work.
2. **Many people are not impressed by him:** Many people don't think he is convincing, e.g. *I was very impressed by/ at/ with his performance.*
3. **His words struck a slightly false note for use:** I don't think what he said is quite right.
4. **The moment is charged:** The moment is loaded with emotion.
5. **The arrivals fold into the mix of people:** The arrivals come into the crowds and join the waiting people as if different cooking ingredients were being mixed up. The expression *fold in/into* was originally used in cooking to mean *to blend cooking ingredients into a*

mixture by gentle turning.

6. I think of my grandfather and realize that if dying is like this, a passage...:

Dying is just like the journey of life, in every point of the journey your loved ones will meet you or see you off.

7. eye to eye with: agree with entirely

8. A promise is a promise: similar to "Promise is debt". That is, one must fulfill the promise he has made.



New Words and Phrases

efficient *a.* acting or producing effectively with a minimum of waste, expense, or unnecessary effort

arrogant *a.* marked by or arising from arrogance
cf. cavalier, haughty, insolent, humble, meek, modest

neglect *v.* to pay little or no attention to; fail to heed; disregard
cf. disregard, ignore, omit, overlook, pass over, slight

coke *n.* the solid residue of impure carbon obtained from bituminous coal and other carbonaceous materials after removal of volatile material by destructive distillation used as a fuel and in making steel

awe *n.* a mixed emotion of reverence, respect, dread, and wonder inspired by authority, genius, great beauty, sublimity, or might
v. to inspire with awe
cf. alarm, astonishment, dread, respect, surprise

intense *a.* extreme in degree, strength, or size
cf. considerable, drastic, dynamic, extreme, fierce, forceful, great, rigorous, severe, strong

high-pitched *a.* high in pitch, as a voice or musical tone

board *v.* to enter or go aboard (a vehicle or ship)

embrace *n.* an act of holding close with the arms, usually as an expression of affection; a hug

v. to clasp or hold close with the arms, usually as an expression of affection
cf. clasp, clutch, enfold, grasp, hold, hug

scan *v.* to look over quickly and systematically
cf. examine, inspect, look at, review, scrutinize, study

poignant *a.* profoundly moving; touching

ingredient *n.* an element in a mixture or compound; a constituent

cf. component, element, factor, part

glance *v.* to give a rapid look

cf. glimpse, look, skim

backpack *n.* a knapsack, often mounted on a lightweight frame, that is worn on a person's back, as to carry camping supplies; a piece of equipment, often containing life-support devices, designed to be used while being carried on the back

overstuff *v.* to stuff too much into

carry-on *n.* luggage carried on the plane by the passenger

oblivious *a.* lacking all memory; forgetful; lacking conscious awareness; unmindful

cf. forgetful, preoccupied, senseless, unconscious

passage *n.* (of time) course; onward flow; a long journey by ship or aircraft

accord *n.* a settlement or compromise of conflicting opinions

cf. agreement, conformity, harmony

torture *v.* to bring great physical or mental pain upon (another)

check in: to report one's arrival, as at a hotel desk, an airport, etc.

let down: to fail to keep a promise to (someone)

give someone an embrace: to take and hold sb. in the arms as a sign of love

be supposed to: to expect, because of duty, responsibility, law, or other conditions

be not supposed to: not to be allowed

pick up: to arrange to go and get (someone)

be oblivious to: not noticing

see sb. off: to go to the airport, station, etc., with (someone who is beginning a trip)

head toward: to move in a certain direction to

out of place: unsuitable; improper



Supplementary Reading

What Do Parents Owe Their Children?

If I had to select a word that best describes the majority of American parents, that word would be guilt-ridden. How sad it is to see parents become the willing victims of the "give-me game", only to discover that, no matter what they do, it isn't enough. In the end, they are despised for their lack of firmness and blamed when their spoiled children get into trouble. With this in mind, I shall first answer the question: "What do parents

owe their children?" and I shall start with what they don't owe them.

Parents don't owe their children every minute of their day and every ounce of their energy. They don't owe round-the-clock car service, singing lessons, tennis lessons, expensive bicycles, a motorcycle or a car when they reach sixteen, or a trip to Europe when they graduate.

I take the firm position that parents do not owe their children a college education. If they can afford it, fine; they can certainly send them to the best universities. But they must not feel guilty if they can't. If the children really want to go, they'll find a way. There are plenty of loans and scholarships for the bright and eager who can't afford to pay.

After children marry, their parents do not owe them a down payment on a house or money for the furniture. They do not have an obligation to baby-sit or to take their grandchildren in their home when the parents are on vacation. If they want to do it, it must be considered a favor, not an obligation.

In my opinion, parents do not owe their children an inheritance, no matter how much money they have. One of the surest ways to produce a loafer is to let children know that their future is assured.

Do parents owe their children anything? Yes, they owe them a great deal.

One of their chief obligations is to give their children a sense of personal worth, for self-esteem is the basis of a good mental health. A youngster who is constantly made to feel stupid and unworthy, constantly compared to brighter brothers, sisters, or cousins, will become so unsure, so afraid of failing, that he (or she) won't try at all. Of course, they should be corrected when they do wrong; this is the way children learn. But the criticisms should be balanced with praises, preferably with a smile and a kiss. No child is ever too old to be hugged.

Parents owe their children firm guidance and consistent discipline. It is frightening for a youngster to feel that he is in charge of himself; it's like being in a car without brakes. The parent who says "No" when other parents say "Yes" sends a double message. He is also saying: "I love you, and I am ready to risk your anger, because I don't want you to get into trouble."

Parents owe their children a comfortable feeling about their body, and enough information about sex to balance the misinformation that they will surely receive from their friends.

Parents owe their children privacy and respect for their personal belongings. This means not borrowing things without permission, not reading diaries and mail, not looking through purses, pockets, and drawers. If a mother feels that she must read her daughter's diary to know what is going on, the communication between them must be pretty bad.

Parents owe their children a set of solid values around which to build their lives. This means teaching them to respect the rights and opinions of others; it means being respectful to elders, to teachers, and to the law. The best way to teach such values is by example. A child who is lied to will lie. A child who sees his parents steal tools from the factory or towels from a hotel will think that it is all right to steal. A youngster who sees no laughter and no love in the home will have a difficult time laughing and loving.

No child asks to be born. If you bring a life into the world, you owe the child something. And if you give him his due, he'll have something of value to pass along to your grandchildren.

Notes

1. guilt-ridden 充满内疚之情的
2. "give-me game" 要什么给什么
3. lack of firmness 软弱
4. They don't owe round-the-clock car service. 不必不分昼夜为他们开车服务。
5. down payment 分期付款的首期付款
6. loafer *n.* one who is habitually idle
7. I am ready to risk your anger. 我不怕惹你发脾气。
8. solid values 牢固的价值观
9. due: *n.* something owed or deserved



读书札记



2

Football



Tips for Preview and Studying Objectives

1. **Functions:** Expressing worries & concerns. Study how to use the phrases: *to be worried / concerned / nervous / upset / uneasy / afraid about* etc. to express the functions of worries & concerns and use them in your own speaking activities.
2. **Grammar points:** Combining simple sentences with : and, so, but, or; both... and, either... or, *neither, not only... but also, not only... but as well*
3. **Vocabulary:** *come into being, have a long way to go, have nowhere to + v., go their different/separate ways, save... from, use up, in the process, in danger (of), long since, no more than, vanish, nevertheless, disapproval, extinction, evolve, outlaw, irrevocably, ban, curiously*
4. **Understanding the text:** The text mainly introduces the coming-into-being of football and its development. The passage in the “Read more” is about the coming-into-being and development of World Cup. Task A in the Writing Exercise can help you get a better understanding of the text.



Culture Information and Notes

1. **The Roman Empire:** refers to the countries of Europe and the west of Asia which were ruled from Rome from around 44BC until around AD395, when it was split into two. The West Roman Empire lasted until around 476 and the East Roman Empire, or the Byzantine empire, until around the 15th century. The Romans are not only famous for being cruel, but also for persecuting people of the Christian religion.
2. **The Middle Ages:** the period in European history between about AD1100 and 1500, or, in a wider sense, between AD500 and 1500. The earlier part of the Middle Ages, from about AD500 to about AD1000, is often referred to as the Dark Ages, believed to be

lacking in knowledge and art.

3. **Oliver Cromwell (1599—1658):** an English general and statesman. He was leader of the Parliamentary army against King Charles I in the Civil War and became Lord Protector of England after the king's execution (1649).
4. **Queen Victoria (1819—1901):** Queen of Britain and Ireland, Empress of India, and granddaughter of George III. Queen Victoria was the monarch who ruled for the longest period in English history, during which there was great industrial advancement, an expansion in the British Empire, and an increase in the popularity of the monarchy. Victoria's husband Prince Albert was an important influence on her and the marriages of their nine children connected them with many royal families in Europe.
5. **Rugby:** It is a town in central England best known for the public school (Rugby School) where rugby football was first played.
6. **World Cup:** an international football tournament held every four years and considered the most popular sporting event in the world. Founded in 1930 with just 13 teams, the tournament now attracts entries from more than 140 countries. These are all-star, professional teams composed of 22 plays each. The teams must participate in elimination games within their own continents before qualifying as one of the 32 nations participating in the final tournament.
7. **break the news gently:** be careful when giving disappointing or sad news
8. **You have mixed feelings:** You feel good and bad at the same time.
9. **How they took the news :** How they reacted to the news.
10. **She was in a bit of flap:** If someone is in a flap, he/she is in a state of great excitement, worry, or panic.
11. **football and rugby were born and went their separate ways:** ... they were quite different.
12. **The game still had a long way to go:** There is still a lot to be improved about the game.



foul *n.* an infraction or a violation of the rules of play

n. to commit a foul against

cf. unfair, vicious, vile, wicked, wrong

forward *n.* a player in certain games, such as basketball, soccer, or hockey, who is part of the forward line of the offense