



提供  
MP3  
下载

新世纪师范英语系列教材 总主编 程晓堂

# 综合教程

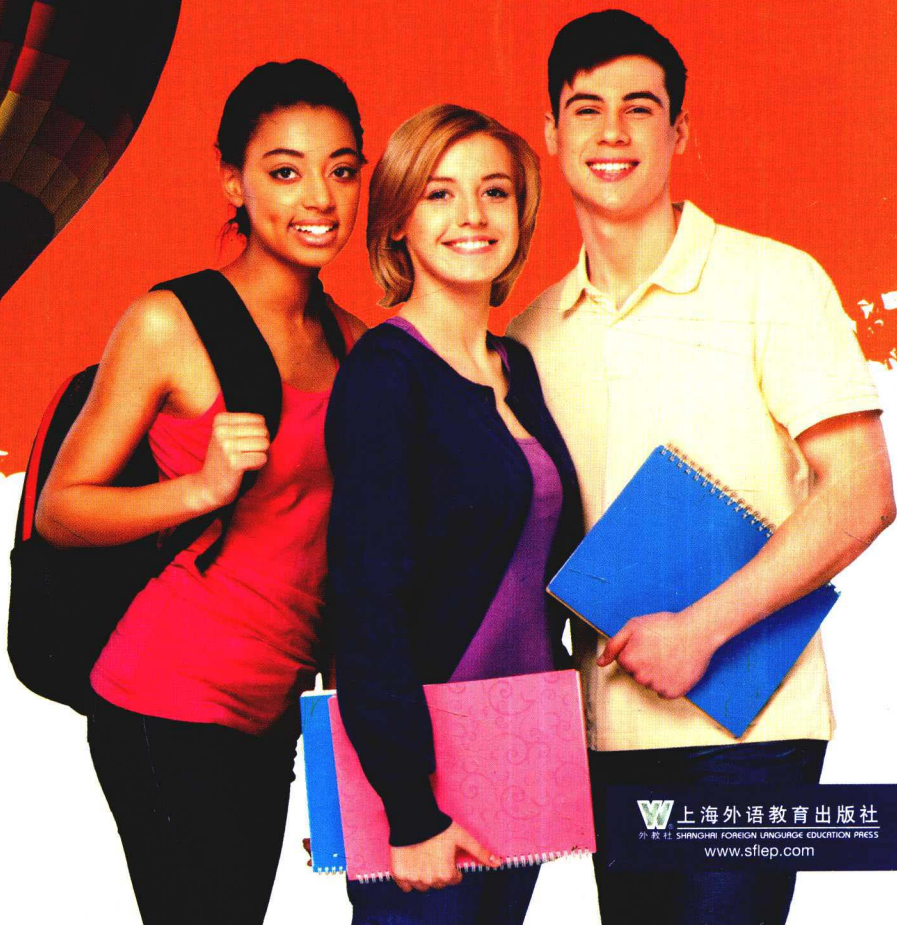
## A Comprehensive English Course

主编 程晓堂

学生用书

*Student's Book*

# 4



W 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
www.sflep.com

# 综合教程

## A Comprehensive English Course

学生用书 *Student's Book*

# 4

主 编 程晓堂

编 者 于 晖 王德亮

陈则航 王 楠

**图书在版编目 ( CIP ) 数据**

综合教程 ( 4 ) 学生用书 / 程晓堂主编. —上海: 上海外语教育出版社, 2016

新世纪师范英语系列教材

ISBN 978 - 7 - 5446 - 4169 - 2

I. ①综… II. ①程… III. ①英语—高等学校—教材 IV. ①H31

中国版本图书馆CIP数据核字 ( 2015 ) 第301668号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 许 高 邬安安

---

印 刷: 上海华业装璜印刷厂有限公司  
开 本: 850×1168 1/16 印张 8.75 字数 201千字  
版 次: 2016年2月第1版 2016年2月第1次印刷  
印 数: 2 100 册

---

书 号: ISBN 978-7-5446-4169-2 / H · 1935  
定 价: 33.00 元

本版图书如有印装质量问题, 可向本社调换

**图书在版编目 ( CIP ) 数据**

综合教程 ( 4 ) 学生用书 / 程晓堂主编. —上海: 上海外语教育出版社, 2016

新世纪师范英语系列教材

ISBN 978 - 7 - 5446 - 4169 - 2

I. ①综… II. ①程… III. ①英语—高等学校—教材 IV. ①H31

中国版本图书馆CIP数据核字 ( 2015 ) 第301668号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 许 高 邬安安

---

印 刷: 上海华业装璜印刷厂有限公司

开 本: 850×1168 1/16 印张 8.75 字数 201千字

版 次: 2016年2月第1版 2016年2月第1次印刷

印 数: 2 100 册

---

书 号: ISBN 978-7-5446-4169-2 / H · 1935

定 价: 33.00 元

本版图书如有印装质量问题,可向本社调换



## 新世纪师范英语系列教材

# 综合教程 4 学生用书

### 配套MP3录音下载

本书提供配套MP3录音,支持电脑下载及“爱听外语”移动应用下载。

### 电脑下载

登录外教社有声资源网 (<http://audio.sflep.com>),  
添加验证码:8wfke4k7,下载本书配套MP3录音。

### “爱听外语”移动应用下载



本移动应用支持iOS和Android系统。

1. 如手机尚未安装“爱听外语”移动应用,请扫描左边的“爱听外语”二维码,下载并安装该应用。
2. 启动“爱听外语”移动应用,使用“图书扫描”功能扫描左边的二维码,获取本书配套MP3录音。

若有相关问题,欢迎与我们联系。

邮箱: [service@sflep.com](mailto:service@sflep.com); 技术支持电话: 021-65319409

本书所配数字资源版权属上海外语教育出版社所有,未经上海外语教育出版社书面授权,任何其他个人或组织均不得以任何形式将数字资源转载、复制、编辑或发布用于其他任何场合。

试读结束,需要全本请在线购买: [www.ertongbook.com](http://www.ertongbook.com)

# 编委会名单

## 编委会主任

程晓堂 北京师范大学

## 编委(按姓氏笔画顺序)

王 文 陕西师范大学

刘玉红 广西师范大学

闫怡恂 沈阳师范大学

李 力 西南大学

李正栓 河北师范大学

李 晓 广西师范学院

张绍杰 东北师范大学

张春柏 华东师范大学

张维友 华中师范大学

林大津 福建师范大学

周 榕 华南师范大学

赵文静 河南师范大学

饶振辉 江西师范大学

洪 岗 浙江外国语学院

姚君伟 南京师范大学

贾冠杰 苏州大学

原一川 云南师范大学

黄源深 上海对外经贸大学

蒋洪新 湖南师范大学

韩 刚 海南师范大学

蔡龙权 上海师范大学

# 总序

2009年7月,“师范院校英语专业教学和发展圆桌会议”在上海召开。参加本次会议的有来自全国18所师范院校的22位外语学院院长、系主任和出版界的代表。本次会议全面、深入地讨论了当前形势下师范院校英语专业的学科定位、人才培养目标、课程设置、教学内容与方法、教材建设、师资队伍、学生就业等方面的问题,并且在很多重要方面达成了共识,为今后师范院校英语专业的建设与发展提供了重要的参考意见。

师范教育关系到国家未来的人才培养,具有深远意义。与其他专业的师范教育相比,英语专业的师范教育责任更大,负担更重。英语专业的师范生不仅需要学好英语,还需要学习如何教英语。所以,师范英语专业应该是英语学科+教学能力的培养,既不能局限于语言的学习,也不应局限于教学技能的培养。

在中国语境下,各级各类的教育都非常重视教材的作用,师范教育也不例外。可以说,教材的编写质量和水平直接关系到教师的教学和学生的学习,直接关系到人才培养的质量和规格。

由于师范教育的特殊性,供师范生使用的教材也应该具有特殊性。但是,目前大多数师范院校仍使用综合性大学的教材,突出不了其师范教育的专业性。所谓师范特色,主要是指教材在注重培养学生语言能力的同时,还应合理渗透教师教育的相关内容。说得具体一点,师范生的英语教材不仅要使学生学好英语,还要使他们直接或间接地从教材中体会、感受到教英语和学英语的过程与方法。比如,语法教材以及综合教材中的语法部分,可以适当地渗透“如何教语法”或“如何学语法”的内容。当然,师范专业的教材本身也应体现新的教学理念。同时,师范教育的教材还应加强人文教育,提高师范生基本人文素养。

根据2009年圆桌会议的建议,上海外语教育出版社决定邀请国内部分师范大学的专家编写一套符合新时期师范院校英语专业本科教学需要的系列教材。此决定得到了北京师范大学、南京师范大学、华南师范大学等师范院校的积极响应。该套教材除了包括基础阶段主要课程的教材(如综合教程、读写教程和视听说教程)以外,还包括一些专业课程教材。

我们希望更多的师范院校加入本套教材的编写、试用、研究和推广,并以此为契机,结合课堂教学实际情况,共同探讨师范院校的人才培养目的、教育教学的内容与方法以及师范院校英语专业的建设与发展。

程晓堂  
于北京师范大学

# 前 言

《综合教程》是师范英语专业系列教材的核心教材,供师范院校英语专业综合英语课程使用。本教程力求使学生在接触、体验和理解真实、地道、多样的英语语言素材的基础上,系统地发展英语语言能力,特别是理解和表达的能力,并直接或间接地渗透英语教育教学的教学理念、教师意识和教学技能三方面的内容。

本套教材全面培养学生的听、说、读、写四项技能及综合语言运用能力。教材通过分析性的读写活动和讨论活动,培养学生用英语进行思维和表达的能力。为此,教材各单元都安排了知识共享活动、阅读理解活动、讨论活动、听说活动、阅读与写作活动等。各单元都有专门的增长词汇知识、语法知识的活动和练习。

本套教材的编写思路采取国际上流行的多元大纲模式,即吸收不同大纲模式的优点,全面考虑话题、语法、功能、技能等方面。以话题为主线,各册书安排若干个主话题,各单元的内容围绕主话题展开;学生需要掌握的语言技能和知识主要体现在各单元的听说活动和讨论活动中;语法知识有系统地分配在各单元之中;力求做到新知识与旧知识相结合,知识的探究与练习相结合;直接或间接渗透教学法方面的内容。

本套教材特别注重语言素材的选择,尽量采用英语国家报刊、书籍、广播电视、网络上的原始材料,必要时作适当修改,特别注重考虑文章的知识性和人文教育内涵,同时语言力求优美、规范、有时代感。为了体现师范教育的特色,教材适当选用一些与英语教育有关材料,如关于语言学习、教学方法、英语语言、语言教育家、教师故事等方面的材料。

本套教材中,无论是技能训练,还是知识呈现,都尽可能采用任务型学习活动。每一项内容的学习都设计为可操作的任务,如知识共享、协商讨论、分析对比、探究与发现等。任务型学习活动有利于帮助学生提高分析问题、解决问题的能力,引导学生运用英语从多角度思考问题,培养创新能力。

本套教材强调学生自主探究、自主学习能力的培养。活动设计的原则是,尽可能让学生去做事情,在做事情的过程中探究语言、体验语言、感受语言,从而学习语言。教材还设计了一些让学生课后完成的活动。另外,语法学习和词汇学习部分尽可能让学生自己去观察语言现象,从中发现规律。

本套教材的1-4册供基础阶段1、2年级使用,每学期一册。各学校可根据实际课时安排,灵活使用各册教材。

由于编写时间仓促,本教材一定还有不足之处,欢迎广大读者提出意见和建议。

编 者



# Map of the Book

Unit	Topic	Listening and Speaking	Reading	Grammar
<b>1</b> P2	Language as human	Chomsky's ideas on language and grammar	Language as human	Phrasal verbs
<b>2</b> P21	Happy to be a house father?	Attitudes toward house fathers	Life as a house father	The use of verbs like <i>feel, hear, see, smell, and taste</i> .
<b>3</b> P38	Meditations	What makes a good emperor	Meditations	Parallel structures
<b>4</b> P55	Errors and chances	(1) Safety issues in health care (2) Perfectionism	To err is wrong	Words formed through affixation
<b>5</b> P71	He doesn't talk to me	Gender differences in terms of language use	Rapport-talk and report-talk	Cues of contradiction in texts
<b>6</b> P87	Confession and comfort	The testimony from the Salem Witch Trials	First confession	The use of coordinate adjectives
<b>7</b> P102	Job advice	A job interview	Advice from a dinosaur?	How to use commas
<b>8</b> P120	Coming of age	The lasting appeal of coming-of-age stories	Araby	The use of "when" clauses

Writing	Simulation	Culture
Writing an essay about attitudes toward language change	The changing English language	The origin of language
Writing a critique	How to be a good father/mother?	Culture and fatherhood
Writing an essay on the relationship between mind and body	My meditations	Stoicism
Writing an essay about views on a famous saying	Develop a positive attitude in the face of failure	When children make mistakes
Writing an essay on how learning English helps to develop intercultural competence	Tandem story	Gender-role divisions in the UK
Writing a movie review	The architecture of worship	World religions
Writing a letter of job application	Cultural differences at the workplace	Interview myths
Writing a narrative about a disappointing experience	My moment of epiphany	Coming-of-age ceremonies around the world

# 综合教程

## A Comprehensive English Course

学生用书 *Student's Book*

# 4

主 编 程晓堂  
编 者 于 晖 王德亮  
陈则航 王 楠



## Speak for yourself

### 1. Take a few minutes to test your knowledge about the English language and its use in the world.

- (1) Roughly what proportion of the world's population is fluent in English?  
a. 0.1%            b. 1%            c. 10%            d. 25%
- (2) Which country has the largest English-speaking population in the world?  
a. The UK.            b. The USA.            c. China.            d. India.            e. Australia.
- (3) In how many countries does the English language have an official or special status?  
a. 10            b. 15            c. 35            d. 50            e. 75
- (4) Which of the following words is most widely used throughout the world?  
a. Dollar.            b. Okay.            c. Internet.            d. No.            e. Movie.
- (5) It is believed that with so small a word list and so simple a structure it is possible to say in Basic English anything needed for the general purpose of everyday existence. How many words are there in Basic English?  
a. 450            b. 850            c. 1,450            d. 2,450            e. 4,550
- (6) The English language is conventionally divided into three historical periods. In which of these periods did William Shakespeare write his plays?  
a. Old English.            b. Middle English.            c. Modern English.
- (7) Which of the following is the longest word that appears in a play by William Shakespeare?  
a. Honorificabilitudinitatibus.            b. Sesquipedalian.  
c. Antidisestablishmentarianism.            d. Disproportionableness.  
e. Incomprehensibleness.
- (8) Which of the following is an example of initialism?  
a. UN.            b. NATO.            c. BASIC.            d. UNESCO.
- (9) Which of the following abbreviations is an acronym?  
a. IBM.            b. VISA.            c. CNN.            d. GPS.
- (10) What kind of relationship do these three words *to*, *two*, and *too* form?  
a. Homograph.            b. Homonym.            c. Homophone.
- (11) Which of the following terms refers to the substitution of a less offensive word or phrase for one considered more offensive?  
a. Metaphor.            b. Euphemism.            c. Simile.            d. Irony.
- (12) Which of the following words is American English?  
a. Underground.            b. Pavement.            c. Sidewalk.            d. Petrol.
- (13) Which of the following words is British English?  
a. Center.            b. Cheque.            c. License.            d. Candy.

### 2. When you were checking the answers in Exercise 1, did you find the answers to some of the questions surprising? If so, discuss the questions and answers with your partners.

## Listening and speaking

1. Noam Chomsky once said "Language is the core of our being. We are always immersed in it. It takes a strong act of will to try not to talk to yourself when you're walking down the street, because it's just always going on." What does this quote mean? How do you understand this? Discuss these questions with your partner.
2. Noam Chomsky discussed his ideas with *DISCOVER* reporter Valerie Ross. Listen to the recording. Summarize the major points of Chomsky's answers to the questions.

Questions from Ross	Answers from Chomsky
(1) You describe human language as a unique trait. What sets us apart?	
(2) What sort of questions would the linguists ask?	
(3) But you weren't content with that approach. Why?	
(4) Soon you started developing a different approach to linguistics. How did those ideas emerge?	
(5) Isn't this just like the old system of grammar that you rejected?	
(6) What are the outstanding big questions in linguistics?	

3. Listen to the recording again and answer the following questions.
  - (1) What example does Chomsky give to prove that language is a unique human possession?
  - (2) What does Chomsky think of the questions the traditional linguists asked?
  - (3) What was the general assumption about language in the early 1950s?
  - (4) What's the difference between traditional grammar and generative grammar?
  - (5) Give examples of "what" questions, "how" questions and "why" questions in linguistics.
4. Work in groups and discuss Chomsky's ideas on language and grammar according to the interview. You may go further to find more related materials in order to achieve a better understanding on this topic.

## Pre-reading

1. We all know that language is a tool for communication. How do you understand “language as human”?
2. About language, we take many things for granted. Have you ever thought about what language is? What are the defining features of language? In addition to being a tool for communication, what else can language do for human beings?

# Language as human

John Algeo

Language is a specifically human activity. That statement, however, raises several questions. When and how did human beings acquire language? To what extent is language innate, and to what extent is it learned? How does human language differ from the communication systems of other creatures? We will look briefly at each of these questions.

### *Theories of the origin of language*

The ultimate origin of language is a matter of speculation since we have no real information about it. The earliest languages for which we have records are already in a high stage of development, and the same is true of languages spoken by technologically primitive peoples. The problem of how language began has tantalized

philosophical minds, and many theories have been advanced, to which waggish scholars have given such fanciful names as the pooh-pooh theory, the bow-wow theory, the ding-dong theory, and the yo-he-ho theory<sup>1</sup>. The nicknames indicate how seriously the theories need be taken: They are based, respectively, on the notions that language was in the beginning ejaculatory, or echoic (onomatopoeic), or characterized by a mystic appropriateness of sound to sense in contrast to being merely imitative, or made up of grunts and groans emitted in the course of group actions.

According to one theory, the early prelanguage of human beings was a mixture of gestures and sounds in which the gestures carried most of the meaning and the sounds were used chiefly to “punctuate” or amplify the gestures — just the reverse of our use of speech and hand signals. Eventually human physiology and behavior changed in several related ways. The human brain, which had been expanding in size, lateralized — that is, each half came to specialize in certain activities, and language ability was localized in the left hemisphere of most persons. As a consequence, “handedness” developed (right-handedness for those with left-hemisphere dominance), and there was greater manual specialization. As people had more things to do with their hands, they could use them less for communication and had to rely more on sounds. Therefore, increasingly complex forms



of oral signals developed, and language as we know it evolved. The fact that we human beings alone have vocal language but share with our closest animal kin (the apes) an ability to learn complex gesture systems suggests that manual signs may have preceded language as a form of communication.

4 We cannot know how language really began; we can be sure only of its immense antiquity. However human beings started to talk, they did so long ago, and it was not until much later that they devised a system of making marks on wood, stone, or clay to represent what they said. Compared with language, writing is a newfangled invention, although certainly not less brilliant for being so.

***Innate language ability***

5 The acquisition of language would seem to be an arduous task. But it is a task that children all over the world seem not to mind in the least. Moreover, children in daily contact with a language other than their “home” language — that of their parents — readily learn to speak the other language with a native accent. After childhood, however, perhaps in the teen years, most people find it difficult to learn a new language. Young children seem to be genetically equipped with an ability to acquire language. But after a while, that automatic ability atrophies, and learning a new language becomes a chore.

6 To be sure, children of five or so have not acquired all of the words or grammatical constructions they will need as they grow up. But they have mastered the basics of the language they will speak for the rest of their lives. The immensity of that accomplishment



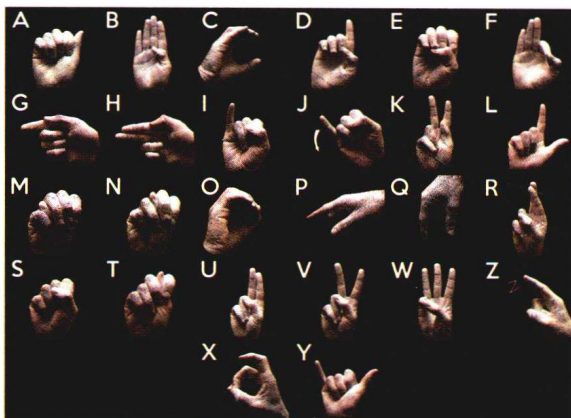
can be appreciated by anyone who has learned a second language as an adult. It is clear that, although every particular language has to be learned, the ability to acquire and use language is a part of our genetic inheritance and operates most efficiently in our younger years.

***Do birds and beasts really talk?***

7 Some animals are physically just about as well equipped as humans to produce speech sounds, and some — certain birds, for instance — have in fact been taught to do so. But no other species makes use of a system of sounds even remotely resembling ours. Human language and animal communication are fundamentally different.

8 In the second half of the twentieth century, a trio of chimpanzees — Sarah, Lana, and Washoe — greatly modified our ideas about the linguistic abilities of our closest relatives in the animal kingdom. After several efforts to teach chimps to talk had ended in almost total failure, it was generally concluded that apes lack the cognitive ability to learn language. Some psychologists reasoned, however, that the main problem might be a simple anatomical limitation: Human vocal organs are so different from the corresponding ones in apes that the animals cannot produce the sounds of human speech. If they have the mental, but not the physical ability to talk, then they should be able to learn a language using a medium other than sound.

9 Sarah was taught to communicate by arranging plastic tokens of arbitrary colour and shape. Each of the tokens, which were metal-backed and placed on a magnetized board, represented a word in the system, and groups





of tokens corresponded to sentences. Sarah learned over a hundred tokens and could manage sentences of the complexity of “Sarah take banana if-then Mary no give chocolate Sarah” (that is, “If Sarah takes a banana, Mary won’t give Sarah any chocolate”). Lana also used word symbols, but hers were on a typewriter connected to a computer. She communicated with people, and they with her via the computer. Typed-out messages appeared on a screen and had to conform exactly to the rules of “word” order of the system Lana had been taught, if she was to get what she asked for (food, drink, companionship, and the like).

10 Washoe, in the most interesting of these efforts to teach animals a language, was schooled in a gesture language used by the deaf, American Sign Language. Her remarkable success in learning to communicate with this quite natural and adaptable system has resulted in its being taught to a number of other chimpanzees and gorillas. The apes learn signs, use them appropriately, combine them meaningfully, and when occasion requires even invent new signs or combinations. For example, one of the apes made up the terms “candydrink” and “drinkfruit” to talk about watermelons.

11 The linguistic accomplishment of these apes is remarkable; nevertheless, it is a far cry from the fullness of a human language. The number of signs or tokens the ape learns, the

complexity of the syntax with which those signs are combined, and the breadth of ideas that they represent are all far more restricted than in any human language. Moreover, human linguistic systems have been fundamentally shaped by the fact that they are expressed in sound. Vocalness of language is no mere incidental characteristic but rather is central to the nature of language. We must still say that only human beings have language in the full sense of that term.

#### *Language as communication of thought*

12 The purpose of using language is to communicate, whether with others by talking and writing or with ourselves by thinking. The relationship of language to thought has generated a great deal of speculation. At one extreme are those who believe that language merely clothes thought and that thought is quite independent of the language we use to express it. At the other extreme are those who believe that thought is merely suppressed language and that, when we are thinking, we are just talking under our breath. The truth is probably somewhere between those two extremes. Some, though not all, of the mental activities we identify as “thought” are linguistic in nature. It is certainly true that until we put our ideas into words they are likely to remain vague, inchoate, and uncertain. We may sometimes feel like the girl who, on being told to express her thoughts clearly, replied, “How can I know what I think until I hear what I say.”

## Notes

1. **The pooh-pooh theory, the bow-wow theory, the ding-dong theory, and the yo-he-ho theory:** 这些都是关于语言起源的猜想理论，分别为感叹说、摹声说、本能说和喘息说。

## Comprehension

1. Answer the following questions according to your understanding of the text.

- (1) Why are the theories about the origin of language given fanciful names?
- (2) What roles did hands play in the evolution of language?
- (3) How do the functions of gestures and sounds change during the development of human beings?