



北京市高等教育精品教材立项项目

体育英语专业系列教材 / 总主编 田 慧

综合英语教程

AN INTEGRATED ENGLISH COURSE

(第三册)

主编 李 晶 副主编 柳莉蕊 赵 雪



北京大学出版社
PEKING UNIVERSITY PRESS

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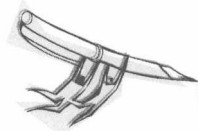
电子邮箱: fd@pup.pku.edu.cn

前言

从 2002 年开始,国内的体育院校纷纷开设了体育英语专业,培养在体育领域从事对外交流工作的国际体育人才。经过近 7 年发展,体育英语专业既显示出强大的生机和活力,又面临着诸多困难,首要的问题就是教材问题。目前,体育英语专业大多在技能类课程,特别是基础阶段课程中沿用了全国统编英语专业教材。这些教材选材精当、设计合理,对夯实学生语言基本功起到巨大作用,但针对性不强,未能体现出本专业特色。因此,从 2004 年开始,我们就着手策划编写一套供体育英语专业学生使用的系列教材,并于 2007 年获得北京高等教育精品教材立项。系列教材包括基础阶段的《综合英语教程》、《英语听说教程》、《英语阅读教程》和高级阶段的《体育英语阅读》等,首批推出的是基础阶段的《综合英语教程》和《英语听说教程》。

经教育部批准的《高等学校英语专业英语教学大纲》指出:英语专业学生应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、较强的能力和较高素质。基础阶段各教程正是按照这一培养目标编写,立足于加强学生语言基本功,在培养语言基本功的同时渗透体育元素、人文精神,以提高学生的体育知识水平和人文素养,并在设计中力图培养学生的跨文化交际能力和独立思维能力。同时,本系列教材的一个突出特点是将各门课程的同一单元统一于一个话题,学生在综合英语、英语阅读、英语听说中同步围绕一个话题进行不同的技能训练,也使得他们能从不同角度认识同一问题。

《综合英语教程》是为第一、二学年的专业基础教学配备的课本,训练听说读写译等各方面技能。教程没有将语法和语言功能作为编写主线,而是以课文的主题和内容作为编写的基础;每一单元围绕同一主题选编了两篇文章,并将有关的体育内容穿插其中。随着学生语言技能、思维能力和人文素养的提高及文化知识的丰富,从第三册开始,除沿袭前两册教材的编写体例,教程还对原有的设计进行了更新完善,融入了一些新的教学思想和理念。在突出体育特色方面,教材不



仅通过课文本身渗透体育元素,同时在词汇练习及完形填空设计中尽可能选用一些体育类语篇,让学生在了解体育知识的同时逐步熟悉体育类文本(包括体育类新闻报道)的语言表达方式及特点。在写作练习中,编者结合课文主题设计了丰富多样的体育类话题,将体育和人文相结合,引导学生关注体育文化并进行广泛深入的思考。

Text I 作为主课文,教师课堂精讲,并处理与课文相关的课文理解、词汇、翻译等练习。从第三册开始,课文理解部分丰富了练习题型,更加注重引导学生抓住关键信息,培养他们的归纳能力。词汇练习更加注重在语境中全面理解词义,练习所用语料均选自国外报纸杂志或图书的原句,有相对完整的语境,学生在做练习的同时可以进一步学习原汁原味的语言表达。翻译练习增加了汉译英和英译汉的段落翻译。汉译英段落选取了与本单元话题相关且难度不大的语篇,英译汉段落则是选取了 Text I 中比较重要的语篇。这些段落翻译旨在引导学生在丰富的语境中提高语言综合运用能力。

为了让学生在增强语言技能的同时进一步感知和领悟语言的特点并感受语言的魅力,第三、四册还增加了“语言欣赏”这一环节。该环节分三部分,第一部分通过摘录课文中的精妙词句引导学生关注英语母语使用者经常使用的句式、词汇和表达方式,并逐步运用到自己的写作中;第二部分选取课文中描写优美、分析清晰、说理有力的段落供学生朗读并背诵,以增强语感;第三部分以文体学主要理论为切入点,结合课文内容引导学生用文体学知识分析语言特点,兼谈翻译、汉英语言的比较以及修辞,引导体验语言的奥妙。该部分重在实践和体验,理论介绍和讲解不多,主要通过语篇(句子)实例,设计相关问题以引导学生激活以往的语言知识,主动思考,归纳特点,深刻体味,从而增强语感,将语言学习作为生活中的愉悦体验。

Text II 是对本单元话题的扩展和深化,只配课文理解练习和话题讨论,目的在于开拓学生的思路,就相关问题提出自己的观点和见解,从而培养学生分析问题和解决问题的能力。课文后设计了综合能力训练和口语活动及写作练习,进一步巩固本单元的知识,加强语言应用能力,同时为参加全国英语专业四级考试做准备。从第三册开始,口语活动的设计在强调趣味性基础上,着重加强了对学生思维能力及跨文化交际能力的培养;写作练习多在背景介绍中引入名言警句,鼓

励学生在写作中进行深入思考,引导他们观察社会,感悟生活,形成自己的观点,培养批判性思维的能力,避免人云亦云。

通过每个单元两篇课文的学习和各种练习,学生可对每单元话题的认识加深,在掌握语言知识、加强语言技能的基础上,还能就话题进行口头、笔头交流,陈述观点,发表意见。

本教程课文大都选自英美原文,为了方便教学个别地方做了删节和微小的改动。选材注重体育专业与人文通识并重,注重内容的专业性和人文性,在英语学习中既学到体育知识,又增加人文知识,提高人文素养。有关体育方面的课文均选自国外的体育教科书及权威杂志,有极强的针对性。

《综合英语教程(第三册)》共12个单元,供体育英语专业二年级第一学期教学使用。按照综合英语课程每学期96个学时的教学时数,每单元需用8个学时完成教学,各校在使用时也可以根据需要进行调整。

教程选材过程中,参阅了大量英美国家报刊杂志和有关教科书及网络资源,对一些文章进行了选编,在此谨向原著者致以谢意。

北京体育大学外语系承担了本系列教材的编写工作。本册教程编写前期,王严老师编写了部分练习并承担了资料整理工作,在此谨表谢忱。由于经验和水平限制,书中不当之处在所难免,敬请使用本教程的师生批评指正。

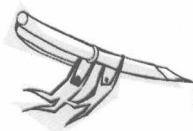
我国已全面进入后奥运时期,国家的体育事业迎来了一个崭新的发展机遇期,对外交流日益扩大。随着全球化的不断深入,国际体育交往愈发凸显其重要性,中国亟须引进国外先进的体育科学理论、训练方法、休闲理念和健康的生活方式。我们期待,本套教程能对提高我国体育英语专业的建设水平,培养更多的国际体育人才,进而提高我国的体育发展水平贡献绵薄之力。

编者

2009年8月

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Unit 1 Language

Warm-up Activities

1. Many countries have an official language. Discuss the benefits and disadvantages associated with having an official language and how it would affect the government and its people in terms of education, politics, media, etc.
2. Language and culture often go hand-in-hand. How is language related to culture? Is one more important than the other in understanding a group of people?

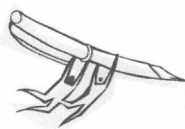
Text I

What makes a global language?

Pre-reading Questions

1. List some reasons as to why people learn foreign languages today? Why are some languages more commonly chosen over others for foreign language study?
2. How does a language become an international language spoken throughout the world? Are there any intrinsic qualities to a language (for example, easier grammatical structures) that would make it more likely to be spoken internationally? What other reasons besides a language's intrinsic properties could serve as contributing factors?

- 1 Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was



not because the Romans were more numerous than the peoples they subjugated. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, thanks to a different sort of power—the ecclesiastical power of Roman Catholicism.



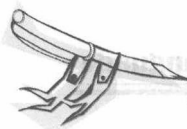
2 There is the closest of links between language dominance and cultural power, and this relationship will become increasingly clear as the history of English is told. Without a strong power-base, whether political, military or economic, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains, mouths, ears, hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails.

3 This point may seem obvious, but it needs to be made at the outset, because over the years many popular and misleading beliefs have grown up about why a language should become internationally successful. It is quite common to hear people claim that a language is a paragon, on account of its perceived aesthetic qualities, clarity of expression, literary power, or religious standing. Hebrew, Greek, Latin, Arabic and French are among those which at various times have been lauded in such terms, and English is no exception. It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is now so widely used. "It has less grammar than other languages," some have suggested. "English doesn't have a lot of endings on its words, nor do we have to remember the difference between masculine, feminine, and neuter gender, so it must be easier to learn." In 1848, a reviewer in a British periodical wrote:

In its easiness of grammatical construction, in its paucity of inflection, in its almost total disregard of the distinctions of gender excepting those of nature, in the simplicity and precision of its terminations and auxiliary verbs, not less

than in the majesty, vigour and copiousness of its expression, our mother-tongue seems well adapted by organization to become the language of the world.

- 4 Such arguments are misconceived. Latin was once a major international language, despite its many inflectional endings and gender differences. French, too, has been such a language, despite its nouns being masculine or feminine; and so—at different times and places—have the heavily inflected Greek, Arabic, Spanish and Russian. Ease of learning has nothing to do with it. Children of all cultures learn to talk over more or less the same period of time, regardless of the differences in the grammar of their languages.
- 5 This is not to deny that a language may have certain properties which make it internationally appealing. For example, learners sometimes comment on the “familiarity” of English vocabulary, deriving from the way English has over the centuries borrowed thousands of new words from the languages with which it has been in contact. The “welcome” given to foreign vocabulary places English in contrast to some languages (notably, French) which have tried to keep it out, and gives it a cosmopolitan character which many see as an advantage for a global language. From a lexical point of view, English is in fact more a Romance than a Germanic language. And there have been comments made about other structural aspects, too, such as the absence in English grammar of a system of coding social class differences, which can make the language appear more “democratic” to those who speak a language (e.g. Javanese) that does express an intricate system of class relationships. But these supposed traits of appeal are incidental, and need to be weighed against linguistic features which would seem to be internationally much less desirable—notably, in the case of English, the many irregularities of its spelling system.
- 6 A language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language, of course, but none of them alone, or in combination, can ensure the spread of a language throughout the world. Indeed, such factors cannot even guarantee survival as a classical language—as is clear from the case of Latin, learned today as a classical language by only a scholarly and religious few. Correspondingly, inconvenient structural properties (such as



awkward spelling) do not stop a language achieving international status either.

7 A language becomes an international language for one chief reason: the political power of its people—especially their military power. The explanation is the same throughout history. Why did Greek become a language of international communication in the Middle East over 2,000 years ago? Not because of the intellects of Plato and Aristotle: the answer lies in the swords and spears wielded by the armies of Alexander the Great. Why did Latin become known throughout Europe? Ask the legions of the Roman Empire. Why did Arabic come to be spoken so widely across northern Africa and the Middle East? Follow the spread of Islam, carried along by the force of the Moorish armies from the eighth century. Why did Spanish, Portuguese, and French find their way into the Americas, Africa and the Far East? Study the colonial policies of the Renaissance kings and queens, and the way these policies were ruthlessly implemented by armies and navies all over the known world. The history of a global language can be traced through the successful expeditions of its soldiers and sailors. And English has been no exception.

8 But international language dominance is not solely the result of military might. It may take a militarily powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. This has always been the case, but it became a particularly critical factor early in the twentieth century, with economic developments beginning to operate on a global scale, supported by the new communication technologies—telegraph, telephone, radio—and fostering the emergence of massive multinational organizations. The growth of competitive industry and business brought an explosion of international marketing and advertising. The power of the press reached unprecedented levels, soon to be surpassed by the broadcasting media, with its ability to cross national boundaries with electromagnetic ease. Technology, in the form of movies and records, fuelled new mass entertainment industries which had a worldwide impact. The drive to make progress in science and technology fostered an international intellectual and research environment which gave scholarship and further education a high profile.

9 Any language at the centre of such an explosion of international activity would suddenly have found itself with a global status. And English was in the right place at the right time. By the beginning of the nineteenth century, Britain

had become the world's leading industrial and trading country. By the end of the century, the population of the USA (then approaching 100 million) was larger than that of any of the countries of Western Europe, and its economy was not only the most productive, but also the fastest growing in the world. British political imperialism had sent English around the globe, during the nineteenth century, so that it was a language "on which the sun never sets". During the twentieth century, this world presence was maintained and promoted, almost single-handedly, through the economic supremacy of the new American superpower. And the language behind the U.S. dollar was English.

(1,324 words)

Words and Expressions

subjugate	/ˈsʌbdʒʊgeɪt/	vt.	to defeat a person or group and make them obey 征服, 使屈服
millennium	/mɪˈlenɪəm/	n.	a period of 1000 years 一千年
ecclesiastical	/ɪˈkliːziˈæstɪkəl/	n.	relating to the Christian church or its priests 基督教会的, 基督教士的
at the outset			at or from the beginning of an event or process 在开头时, 从一开始
paragon	/ˈpærəɡən/	n.	someone or something that is perfect or is extremely brave, good etc., often used humorously 典范, 模范, 完(美)人
aesthetic	/iːsˈθetɪk/	adj.	connected with beauty and the study of beauty 美学的, 审美的
Hebrew	/ˈhiːbruː/	n.	the language traditionally used by the Jewish people 希伯来语
Arabic	/ˈærəbɪk/	n.	the language or writing of the Arabs, which is the main language of North Africa and the Middle East 阿拉伯语
laud	/ləʊd/	vt.	to praise something or someone 称赞, 赞美
masculine	/ˈmæskjʊlɪn/	adj.	in some languages, a masculine noun, pronoun, etc. belongs to a class of words that have different inflections from feminine or neuter words 阳性的



feminine	/'femmm/	adj.	a feminine noun, pronoun, etc. belongs to a class of words that have different inflections from masculine or neuter words 阴性的
neuter	/'nju:tə/	adj.	a neuter noun, pronoun, etc. belongs to a class of words that have different inflections from masculine or feminine words 中性的
paucity	/'pɔ:stɪ/	n.	less than is needed of something 不足(缺乏)
inflection	/m'flekʃən/	n.	the way in which a word changes its form to show a difference in its meaning or use (词的) 屈折变化
disregard	/,dɪsrɪ'gɑ:d/	n.	ignoring something that should not be ignored 忽视, 轻视, 无视
termination	/,tɜ:mɪ'neɪʃən/	n.	the act of ending something, or the end of something 终止, 结束
vigour	/'vɪgə/	n.	physical or mental energy and determination 活力, 精力, 气势
copious	/'kəʊpiəs/	adj.	existing or being produced in large quantities 丰富的, 大量的 copiousness n. 丰富
misconceived	/,mɪskən'si:vd/	adj.	badly planned because of a failure to understand a situation and therefore unsuitable or unlikely to succeed 愚蠢的, 考虑不周的
inflectional ending			an inflection that is added at the end of a root word 词尾变化
cosmopolitan	/,kɒzmə'pɒlɪtən/	adj.	containing or having experience of people and things from many different parts of the world 世界性的
lexical	/'leksɪkəl/	adj.	dealing with words, or related to words 词汇的
Romance	/rəʊ'mæns/	adj.	(of a language) developed from Latin 罗曼语的; 拉丁系语言的
Germanic	/dʒə:'mænik/	adj.	relating to the language family that includes German, Dutch, Swedish, and English 日尔曼语系的(包括德语、荷兰语、瑞典语和英语)
Javanese	/,dʒævə'ni:z/	n.	爪哇人
intricate	/'ɪntrɪkət/	adj.	containing many small parts or details that all work or fit together 错综复杂的, 盘根错节的
incidental	/,ɪnsɪ'dentl/	adj.	naturally happening as a result of something 偶然发生的, 意外的

notably	/'nəʊtəblɪ/	adv.	especially 特别地
intrinsic	/ɪn'trɪnsɪk/	adj.	being part of the nature or character of someone or something 内在的, 故有的, 本质的
wield	/wi:ld/	vt.	to hold a weapon or tool 挥舞, 拿起, 操起
legion	/'li:dʒən/	n.	a large group of soldiers, especially in ancient Rome (尤指古罗马的) 军团士兵
Islam	/'ɪzlɑ:m/	n.	the Muslim religion, which was started by Muhammad and whose holy book is the Koran 伊斯兰教
Moorish	/'mʊərɪʃ/	adj.	relating to the Moors 摩尔人的
ruthless	/'ru:θlɪs/	adj.	without thinking or caring about any pain caused to others 残忍的, 冷酷的, 无情的 ruthlessly adv. 残忍地, 冷酷地, 无情地
expedition	/ˌeksprɪ'dɪʃən/	n.	a long and carefully organized journey, especially to a dangerous or unfamiliar place, or the people that make this journey (探险) 队, (远征) 队
might	/maɪt/	n.	great strength and power 力量, 威力, 权力
unprecedented	/ʌn'presɪdəntɪd/	adj.	never having happened before, or never having happened so much 空前的, 前所未有的
surpass	/sə'pɑ:s/	vt.	to be even better or greater than someone or something else 超过, 胜过
electromagnetic	/ɪˌlektərəʊmæg'netɪk/	adj.	being used to describe the electrical and magnetic forces or effects produced by an electric current 电磁(体)的
high profile		n.	something that is noticed by many people or gets a lot of attention 引人注目
single-handedly	/ˌsɪŋɡlˌhændɪdlɪ/	adv.	done by one person without help from anyone else 单人(完成)地, 独自(进行)地
supremacy	/sə'preməsi/	n.	the position in which you are more powerful or advanced than anyone else 至高无上, 最高地位



Notes:

1. **Catholicism** is a broad term for the body of the Catholic faith, its theologies and doctrines, its ethical, spiritual, and behavioral characteristics, as well as a religious people as a whole.
2. **Plato** (428/427 BC–348/347 BC) was a classical Greek philosopher, mathematician, writer of philosophical dialogues, and founder of the Academy in Athens, the first institution of higher learning in the Western world.
3. **Aristotle** (384 BC–322 BC) was a Greek philosopher, a student of Plato and teacher of Alexander the Great. He wrote on many subjects, including physics, metaphysics and poetry.
4. **Alexander the Great** (356 BC–323 BC) was an Ancient Greek king of Macedon. He was one of the most successful military commanders of all time and it is presumed that he was undefeated in battle.
5. **The Renaissance** is the period of time in Europe between 14th and 17th centuries, when art, literature, philosophy, and scientific ideas became very important and a lot of new art etc. was produced.

Reading Comprehension

I. Summarize the text and fill in the blanks with the appropriate words or phrases.

Why a language becomes a global language has little to do with _____. Without a strong power-base, whether _____, military or _____, no language can become an international medium of communication. Language exists only in the brains, mouths, ears, hands and eyes of its users. When they succeed, on the international stage, their language _____. When they fail, their language _____. Therefore, we can understand why Greek becomes a language of international communication in the Middle East over _____ years ago. Latin was once a major international language, despite its many inflectional endings and _____. History has told us that a language becomes an international language for one chief reason: the political power of its people—especially their military power.

II. Answer the following questions.

1. What makes a language a global language?
2. What does “This point” (Para. 3) refer to according to the context?
3. Why do some people regard a language as a paragon?
4. What *misconceived* arguments are proposed to explain why English is so widely used?
5. According to the text, how did English become a global language?

III. Based on the text, decide whether the following statements are true or false. For false statements, write the facts in parentheses.

1. Latin became an international language throughout the Roman Empire because the Romans were more numerous than the peoples they subjugated.
()
2. Ease of learning has something to do with the success of a language.
()
3. Inconvenient structural properties (such as awkward spelling) do not stop a language achieving international status either.
()
4. A language becomes an international language for one chief reason: the political power of its people—especially their military power.
()
5. By the end of the nineteenth century, Britain had become the world's leading industrial and trading country.
()

IV. Paraphrase the following sentences within the context of the reading passage.

1. (Para. 2) Language has no independent existence, living in some sort of mystical space apart from the people who speak it.
2. (Para. 3) It is quite common to hear people claim that a language is a paragon, on account of its perceived aesthetic qualities, clarity of expression, literary power, or religious standing.
3. (Para. 8) Technology, in the form of movies and records, fuelled new mass entertainment industries which had a worldwide impact.
4. (Para. 9) British political imperialism had sent English around the globe, during the nineteenth century, so that it was a language “on which the sun never sets”.

Vocabulary Exercises

I. Fill in the blank in each sentence with a word or phrase from the box below. Make sure the appropriate form of the word is used.

ruthless foster disregard might property
paragon intellectual literary outset on account of

1. With higher qualifications, one can get a better paid job at the _____ of their career.