



21世纪英语专业系列教材

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教师用书·第一册

英语综合教程

关慧兰 / 主编

English Intensive Reading



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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、国际商务、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也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。《21 世纪英语专业系列教材》是普通高等教育“十一五”国家级规划教材和国家“十一五”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,编辑出版各种英语专业技能、英语专业知识和相关专业课程知识的教材,以培养具有创新性思维的和具有实际工作能力学生,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

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。课文收录了有关悉达多·乔达摩、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尖锐的抨击,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、李四清和何建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學思路、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;**

Attitude is the way we reflect on events and respond to people's behaviors under certain circumstances. In daily life, how do we maintain a positive attitude? First of all, we should be able to understand the saying that "attitude is everything," frequently quoted by Velibor Bora Milutinović, the former head coach of Chinese national soccer team. Attitude, whether positive or negative, shows itself in our daily lives, and it is, in a sense, more important than experience or education.

Secondly, we should be responsible for our attitudes as well as actions. A sense of responsibility motivates us to remain positive in whatever we do and in responding to events and people.

Thirdly, we should understand that our attitude works on our future. A positive attitude is the centerpiece that helps us create our future. In this sense, a right attitude is critical to our success in career and to our happiness in family 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;**

In this section, the instructor should explain to the students how to pronounce these vowels and demonstrate the correct pronunciations of each. He or she should also contrast some wrong pronunciations with the correct ones, and offer analysis to those errors in order to avoid making repeated mistakes.

It is strongly suggested that the instructor encourage students to read aloud tongue twisters and refer to the tips provided in the section.

☞ **understand and know how to cope with a positive attitude.**

To share with Jerry's insight in life that keeps him positive even when he is put in a dilemma of life and death, the instructor should help the students go deeper into the meaning of the statement "It's your choice how you live life." The instructor should set the students on the right track that leads to an understanding that a positive

attitude in life suggests an active power to stay optimistic and be one's own savior in time of extreme difficulty.

Before Reading

Hands-on Activities and Brainstorming

The instructor should allow 15 to 20 minutes for the students to do presentation either on the statement of "Attitude is everything" or "Your attitude is Your Window to the World."

A Glimpse at Words and Expressions

这部分是学习课文前的预习,其目的是为了让学生在开始学习课文之前,了解文中纯正英语的表达方式,以培养学生的语感,提高学生运用英语表达思想的能力。学生需要在阅读课文前试着理解下面的句子,尤其是划线部分的含义。划线部分的词或短语可能是学生在以前学习中遇到过的,但在此文中,这些词或短语的意义则有所不同。建议教师在处理这部分时尽量采用启发方式,引导学生做出正确的判断。

教师要求学生在阅读课文之前完成这些练习。在没有查阅字典和通读全文的情况下遇到一些困难,教师可以根据学生的水平,让他们在第一次完成练习后,参阅课文单词表重新做该练习。教师在讲解课文后,可以再次让学生对下列句子做整句释义,以考查学生的理解能力并强化他们的语言综合能力。

A. To help the students work out the meaning of the expression "get" in the text, the instructor should resort to the basic meaning of it by offering such an example as "Where did you get those figures?" To approach the appropriate meaning of "get" in the sentence, the instructor is obliged to highlight the pronoun "it" that follows "get." "It" stands for the fact that Jerry is able to hold a positive attitude all the time. "I don't get it" means "I don't understand it." The expression "get" is used informally here, meaning "understand." More examples:

- 1) She didn't get the joke.
- 2) I don't get it—why would she do a thing like that?

B. To understand the expression "bottom line," the instructor should get the students to relate "bottom line" to the meaning of the sentence right after the colon. If the instructor is able to ensure that the students agree on the idea implied in the sentence that "it is up to you to decide how to live life," the students will come to figure out the interpretation of "bottom line," which means "the most important point or the essential point." For example: The bottom line is that we have to make a decision today.

- C. The key to understand the phrase “lose touch” in this sentence is “lost” and “thought about him.” These expressions suggest that they are no longer working together. They lost contact. The instructor should drop some hint that enables the students to be aware of the meaning of “lose touch,” which means “do not contact each other afterward.” For example: I have lost touch with all my old friends in that city.
- D. The instructor should draw students’ attention to the context that contributes to the meaning of the phrase “hold up” and the factors that lead to the robbery. The instructor is also responsible for picking up expressions such as “gunpoint” and “armed robbers” to build up the meaning of “hold up,” which can be understood as “to rob a bank, store or a shop by violence.” For example:
- 1) The thief held up four employees at gunpoint and forced them to open the safe.
 - 2) He was held up at the point of a gun just as he left the bank.
- E. The instructor should be clear that the key word to throw light on the whole sentence is the transition “but” and the emphatic “did,” the former of which suggests the negative meaning of the predicate verb “decline,” but the latter, a positive one. This might direct the students towards an understanding of “decline,” which means “to refuse politely to accept or to do sth.” For example: I offered to give them a lift, but they declined.
- F. Based on such examples as “to read a book,” the instructor should arouse the students’ interest in respond to the meaning of “read a person” and “read from one’s eyes,” the interpretation of which is to “understand in a particular way.” For example:
- 1) How do you read the present situation?
 - 2) Silence must not always be read as consent.
- G. A better way to approach the meaning of “release” is to put it together with “from the hospital.” “Release from the hospital” suggests that “Jerry is no longer hospitalized.” Then the students are able to explain the expression as “be allowed to leave a place.” For example: She is expected to be released from hospital today.

Keys

A-6 B-1 C-7 D-2 E-4 F-3 G-5

Text A

Introduction of the Text

The significance of learning the text lies in its power to awaken the students to the fact that attitude plays an important role in life. Does it mean that “we do not need anything else?” Many people wonder, “What should I do with my life?” Well, the bottom line is that we

choose to be free and happy. However, we do not realize how much it involves in maintaining a positive and optimistic mood in life. A person definitely has the competence to choose his own attitude, but he or she may not be able to control everything happening around him or her. Nevertheless, people are able to adopt either a positive or negative attitude in response to events, but it is instructive to stay positive and everyone is able to do so if he or she strives to achieve a goal in life.

Suggested Explanations on Text A

1. Jerry was the kind of guy you love to hate.

Meaning: Jerry was the kind of person that people admire for his character trait to keep himself in an enthusiastic mood that he annoys those who are incapable of.

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

Meaning: He is able to keep himself friendly and happy and manages to see the good aspect in life.

► in a mood: in a state of mind or feeling at a particular time

eg. 1) My wife is in a good mood today.

2) I'm just not in the mood for party tonight.

3. "If I were any better, I would be twins!"

Meaning: I consider myself so happy that only when I became two of myself would I be able to contain all the happiness available to me.

4. He was recognized as a special manager because he had several waiters who had followed him around from restaurant to restaurant.

Meaning: The fact that several waiters became so clung to Jerry that they were ready to support him whichever restaurant he was working distinguished him as a manager with unusual personality.

► recognize (v.): to accept or approve of sb./sth. officially (usually used in collocations as "to recognize sb./sth. as sb./sth.," or "to recognize sb./sth. to be...")

eg. 1) I recognized the handwriting as that of my father.

2) John is recognized to be their natural leader.

3) His claims were recognized as justified.

4) Acid rain is recognized as one of the most serious global environmental problems.

5. 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?"

Meaning: The way Jerry was coping with life and business was appealing to me, for which I went to Jerry for guidance. "I don't understand how you managed to do so. It is impossible to have a positive attitude all the time. How do you work to achieve it?"

► curious (*adj.*): having a strong desire to know about sth.

eg. 1) We were very curious about the people who lived upstairs.

2) Everyone was curious as to why Mark was leaving.

6. Each time something bad happens, I can choose to be a victim or I can choose to learn from it.

Meaning: Whenever something negative occurs, it's up to me to decide whether to accept the situation as it is or to stay active and confident to work out the positive aspect of the happening.

► victim (*n.*): a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.

eg. 1) The president seemed to be the victim of his own foolishness.

2) Mother asked us to take the victims of the storm into our house for the night.

3) Thousands of animals have been victims of this strange new disease.

7. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life.

► to point out: to mention sth. that one thinks is important and / or the reason why a particular situation exists

eg. 1) The instructor pointed out the dangers of driving alone.

2) Rebecca tried in vain to point out to him the unfairness in his actions.

3) He pointed out that there was little chance for success.

8. You choose how you react to situations.

► react (*v.*): to change or behave in a particular way as a result of or in response to sth.

eg. 1) The villagers reacted violently to the new policy.

2) Children react to prompt encouragement by becoming more self-confident.

▲ reaction (*n.*): an action or a state resulting from, in response to sth.

eg. 1) What is his reaction to your proposal?

2) Do you believe that there is a healthy reaction after a cold bath?

9. "Life is all about choices. When you cut away all the junk, every situation is a choice."

Meaning: Life is hardly anything but a challenge to one's judgment and decision-making. What remains is to choose how to live after discarding the unimportant factors.

► to cut away: to remove sth. from sth. by cutting (usually used in passive form)

eg. 1) The front of the coat should be cut away so as to show the colors.

2) The working model was cut away to show the inside of the building.

3) He cut away the material which he didn't need.

▲ to cut away: to leave; to run away in a hurry

eg. As soon as he saw the policeman, he cut away.

10. I reflected on what Jerry said.

► to reflect on/upon: to think carefully and deeply about sth.

eg. 1) Kate was left to reflect on the implications of her decision.

2) The likely reactions of the market would need to be reflected on before we acted.

▲ reflection (*n.*): careful thought about sth., sometimes over a long period of time

eg. 1) A seven-day holiday would give him enough time for reflection.

2) Mrs. Wendy decided on reflection to accept the stranger's offer.

11. ... he left the back door open one morning and was held up at gunpoint by three armed robbers.

► armed (*adj.*): carrying a weapon

eg. 1) The robber is armed and dangerous.

2) Police outside the castle were heavily armed.

▲ to arm oneself/sb. with sth.: to provide weapon for oneself/sb. in order to fight a battle or a war; to provide someone with the means to gain sth. (figurative use)

eg. 1) Armed with only a spear, he drove off five of his attackers.

2) The government was armed with many facts and figures.

12. While trying to open the safe, his hand, shaking from nervousness, slipped off the combination lock.

Meaning: Jerry was unable to stay calm while working on the codes of numbers and letters to open the safe that his hand was trembling and consequently slid unintentionally and fell off from the combination lock of the safe.

► to slip off: to slide away; to fall off by sliding unintentionally

eg. I thought I was safe on the branch, until my foot slipped off and I fell off the ground.

▲ to slip off: to depart or get away quietly, or so as to escape observation

eg. Francie devoutly hoped he might soon get tired, and slip off to bed.

13. The robbers got scared and shot him.

► scared (*adj.*): being frightened of sth. or afraid that sth. bad may happen

eg. 1) My teenage daughter is scared of going out alone.

- 2) Local people are scared to take buses at night.
- 3) The thieves got scared and ran away.

14. After 18 hours of operation and weeks of intensive care, Jerry was released from the hospital with fragments of the bullets still in his body.

► **intensive care**: 重病特别护理

eg. It costs the patient \$1,000 a week to keep in intensive care.

► **fragment (n.)**: a small part of sth. that has broken off or come from sth. larger

eg. 1) The detective found fragments of glass near the stove.

2) Mary read everything, digesting every fragment of news.

▲ **fragmentary (adj.)**: made of small parts that are disconnected or incomplete

eg. 1) There exists only fragmentary evidence to support this new theory.

2) There is a fragmentary report of the event in the local newspaper.

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

Meaning: I refused to see his scars, but in a polite way. What I was interested to know was what he was really thinking during the crisis of robbery.

► **decline (v.)**: to refuse politely to accept or to do sth.

eg. 1) The White House spokesman declined to comment on the sudden change of policy.

2) It was very strange that we offered Miss Smith a lift in the rain but she declined.

► **to go through**: to experience or suffer sth.

eg. 1) She's been going through a bad patch recently.

2) He's amazingly cheerful, considering all he's had to go through.

3) He has already gone through unutterable agonies.

▲ **to go through**: to look at or examine sth. carefully, especially in order to find sth.

eg. 1) Bob always starts the day by going through his e-mail.

2) The inspector went through the account of the firm, looking for evidence of fraud.

3) It would take far too long to go through all the propositions.

16. "Weren't you scared? Did you lose consciousness?" I asked.

► **to lose consciousness**: to lose the ability to use senses or mental power

eg. I just don't remember it—I must have lost consciousness.

▲ **to regain consciousness**: to get consciousness again

eg. Cindy did not regain consciousness and died the following day.

17. Jerry continued, "The nursing staff was great."

► **nursing (n.)**: the job or skill of caring for people who are sick or injured