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COLLEGE ENGLISH

Student's Book



大学英语教程



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KEY WORDS MADE EASY

A Read aloud the following sentences and figure out what each italicized word means. When you finish, check your answers in the glossary section of the book.

1. John didn't pass the exam, but he doesn't take it as a *failure*.
2. Professor Wang and I are *colleagues*; we work at the same university.
3. Jane is the best student in the class; she always gets a perfect *score* in tests.
4. In my *judgment*, the student's answer to the question is correct.
5. I'll get four *credits* for College English course this semester.
6. Professor Smith is a *competent* teacher. I learned a lot from him.
7. We have to use a special *formula* to find the answer to this math problem.
8. This picture lacks *proportion*; the man's head is too big for his body.
9. Miserable! Our language *instructor* makes us do a lot of grammar exercises.
10. Mary is not happy with her test result, but she doesn't want to show her *discontent*.



B Listen to these sentences. After each sentence is read, a question will be asked. You are to answer the question orally without referring to the sentence above.

Model

Recorded voice: John didn't pass the exam, but he doesn't take it as a *failure*.

Question: Is John one of the students who failed in the test?

Possible answer: Yes, but he doesn't take it as a *failure*.

KEY EXPRESSIONS IN USE

A Study the following expressions in the box.

stand for	have the right for; mean	对……有权利; 象征, 代表; 意思是
set up against	organize/arrange against	制定对……不利(的条例、制度等)
have another try	try again	再试一次
be fed up with	have too much; be disgusted with	对……受够了/烦透了
with something in mind	thinking of something	考虑到某事; 想到

B Read aloud each of the following sentences. See how these expressions are used.

1. Mr. Green is a competent instructor; he really **stands for** the prize.
2. Facts are collected and **set up against** my judgment.
3. You'd better **have another try**; it won't be another failure.
4. I'm really **fed up with** all these math formulae!
5. **With a good sense of proportion in mind**, my colleague was able to solve the problem.



C Listen to these sentences. After each sentence is read, a question will be asked. You are to answer the question orally without referring to the sentence above.

Model

Recorded voice: Mr. Green is a competent instructor; he really **stands for** the prize.

Question: Mr. Green is going to get a prize. What do you think about it?

Possible answer: He really **stands for** it.

COMMUNICATIVE PRACTICE



Tuning In

Words in Sound

Listen to and repeat the words listed in the box. Find their Chinese meanings from the list and match them with single lines. When you finish, listen to each of the sentences on the right of the box and fill in the blanks with the correct words from the box.

imagination	指示
creative	生物学家
accurate	想像力
biologist	有创造力的
fieldwork	发疯的
solve	准确的
direction	叛逆者
crazy	解决(问题)
society	实地考察
rebel	社会

1. We often need to be creative to _____ problems.
2. To be creative is good, but we also need to be _____.
3. My _____ helps me get high grades in college.
4. _____ thinking helps me make As for my classes.
5. A _____ is more accurate in his work than an artist.
6. You want to be creative in word spelling! Are you _____?
7. The professor tells us exactly how to do the _____.
8. _____ are ones who want to break rules.
9. We have to follow the professors' _____.
10. We are living in a _____ of rebels and dreamers.



Idioms in Use

Listen and compare the following pairs of expressions and feel how the second sounds easier than the first.

1

Right, we just have to show that we know the facts.
Right, we just have to, **like**, show that we know the facts.

2

Creative spelling! It's impossible. You're totally wrong!
Creative spelling! Are you **crazy**?

3

My writing teacher was really angry.
My writing teacher totally **freaked out**.

4

Mike, that's totally foolish and wrong.
Mike, that's totally **messed up**.

5

We'd finally have a society of rebels.
We'd **end up** with a society of rebels.

Listening Comprehension



Dialogue A

Listen carefully to Dialogue A. Then check your comprehension by either filling in the blanks or choosing the correct answer from the three choices given.

- The two speakers are _____.
- They are talking about _____.
A. biology and fieldwork
B. imagination and creativity in their college work
C. professors and examinations
- Both speakers believe that _____.
A. they work more or less like machines
B. imagination leads to creativity
C. artists are more creative than biologists





Dialogue B

Listen carefully to Dialogue B. Then check your comprehension by either filling in the blanks or choosing the correct answer from the three choices given.

1. Ally seems to believe that _____ is a creative activity.
2. According to Mike, the writing teacher was unhappy (freaked out) because Mike asked her to _____.
A. teach him creative spelling
B. give him extra marks for creative spelling
C. teach him how to break the rules
3. To Ally, being creative in writing means choosing different _____.
4. According to Mike, college should teach us how to _____.
5. Mike says that people who know how to break rules are rebels, _____ and _____.
6. At the end of the dialogue, Ally seems to _____.
A. agree with Mike
B. disagree with Mike
C. be surprised to know that Mike is a rebel

Speaking Task



Listen once more to the two dialogues and complete the following speaking tasks.

A Mimetic

Work in pairs. Complete the following dialogue with the help of the Chinese clues in the parentheses.

- A: Do you think your imagination... (能帮你在考试中取得高分吗)?
B: I'm not sure about that, but rich imagination sometimes ... (能使我解决学习中的问题).
A: Well, I don't think my biology class... (不能给我提供发挥创造力的机会).
B: Yeah, we have to... (听从老师的指示).
A: And we can't use... (自己的想像力和创造力) in the exams.
B: Right, this is because in exams, ... (每个人都必须提供惟一正确的答案).

B Idiomatic

Work in pairs. Make a dialogue with the help of the clues in the parentheses.

- A: (tells B he/she wants to be creative in spelling) _____.
- B: (expresses disbelief and surprise with the word “**crazy**”) _____!
- A: (tells B not to be surprised and upset like that, using the expression “**to freak out**”) _____.
- B: (says if people just break rules, this world will be confused, using the expression “**to be messed up**”) _____.
- A: (says life is boring and rebels are welcome) _____.
- B: (disagrees and says that if so, the world will be full of crazy people, using the expression “**end up with**”) _____.

C Creative

Think about the following statements. Work in pairs and tell your partner what you think, using the words and expressions provided in the box if necessary.

1. I am more imaginative and creative than most of my classmates.
2. My major doesn't allow much room for independent thinking.
3. My teacher always freaks out when I solve problems in my own way.
4. It is wonderful to see people break rules.

think differently	never believe without asking questions
memory	study hard to pass the examinations
forgetfulness	work like a machine
think wildly	follow his/her directions
encourage (鼓励)	find solutions to a problem in many ways
accuracy	scientific evidence (科学证据)
a set of rules	humanities (人文学科)
most facts	give a chance to think independently
never change	happy to see a change

PART II LANGUAGE IN CONTEXT

READING SELECTION: TEXT A



考大学的历程可谓艰苦卓绝。“久经考场”，进了大学，本想松一松考试紧箍咒，可学完各门功课之后，面对的又是考试压力。老师有一次说：大学生应该学会创造性思维。没错！但心里嘀咕：“我创造性地答卷子，没答到标准答案的点上，您能给我及格吗？”偶尔看到下面这篇文章，卷头评语说：In college exams, teachers usually expect only one “correct answer” from their students. This is especially true in natural sciences. Yet famous scientists such as Galileo and Einstein all went beyond “the only correct answer.” They made important scientific discoveries in their own way. 可不是吗？

Preview Questions

Work in pairs or groups, and discuss the following questions.

1. What do you think of our college grading system?
2. If you failed in your final exam, how would you feel? And what would you do?
3. What subject do you want to study at college? Why?
4. How do you usually prepare for an exam?

Creative Failure in College Exam

Alexander Calandra

Some time ago, I received a call from a colleague. He asked if I would be the referee on the grading of an examination question. He was about to give a student a zero for his answer to a physics question. But the student argued that he was competent in the subject and should be given a full score; he believed he would if the grading system were not set up against the student. I was then selected to make a judgment and decision.

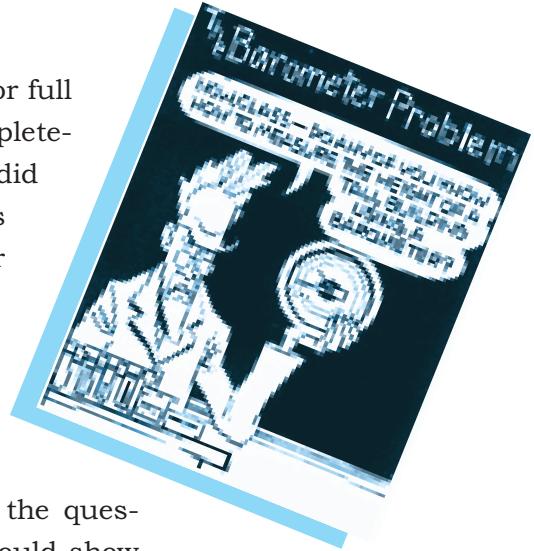
I went to my colleague's office and read the examination question: “Show how it is possible to find the height of a tall building with the help of a barometer.”

The student had answered: “Take the barometer to the top of the building, attach a long rope to it, lower the barometer to the street, and then bring it up, measuring the length of the rope. The

creative /kri'eɪtɪv/ **adj.** 有创造性的 (creativity *n.*)
failure /'feɪljə/ **n.** 失败 (fail *v.*)
colleague /'kɒli:g/ **n.** 同事
referee /,refə'ri:/ **n.** 裁判; 仲裁人 (judge)
competent /'kɒmpɪtənt/ **adj.** 有能力的; 称职的 (competence *n.*)
score /skɔ:/ **n.** 考分, 成绩记录 (mark, credit)
grading system 评分标准
set up against 制定对……不利 (的条例、制度等) (oppose)
select /sɪ'lekt/ **v.** 选择 (selection *n.*)
judgment /'dʒʌdʒmənt/ **n.** 判断 (judge *v.*)
barometer /bə'rɒmɪtə/ **n.** 气压计 (表)
attach /ə'tætʃ/ **v.** 缚, 绑; 附上 (attachment *n.*)

length of the rope is the height of the building.”

I pointed out that the student really stood for full credit, since he had answered the question completely and correctly. The problem is, the answer did not show that the student had showed his knowledge of physics. I suggested that, in order to prove him a somewhat competent student, he have another try at answering the question. I was not surprised that my colleague agreed, but I was surprised that the student did.



I gave the student six minutes to answer the question. I warned him though that his answer should show some knowledge of physics. At the end of five minutes, he had not written anything. I asked if he wished to give up, but he said no. He had many answers to this problem; he was just thinking of the best one. I excused myself for interrupting him, and asked him to please go on. In the next minute, he quickly wrote out his answer, which read:

“Take the barometer to the top of the building. Drop the barometer, timing its fall with a stopwatch. Then using the formula $S = 1/2 gt^2$, calculate the height of the building.”

At this point, I asked my colleague if he would give up. He gave up, and I gave the student almost full credit.

In leaving my colleague’s office, I recalled that the student had said he had other answers to the problem, so I asked him what they were. “Oh, yes,” said the student, “There are many ways of getting the height of a tall building with the aid of a barometer.

For example, you could take the barometer out on a sunny day and measure the height of the barometer, the length of its shadow, and the length of the shadow of the building, and by the use of simple proportion, find the height of the building.”

“Fine,” I said, “And the others?”

“Yes,” said the student, “There is a very basic measurement method that you will like. In this method, you take the barometer and begin to walk up the stairs. As you climb the stairs, you mark off the length of the barometer along the wall. You then count the number of marks, and this will give you the height of the building in barometer units. A very direct method.”

“Probably the best way of solving this problem,” he said, “is to take the barometer to the basement and knock on the superintendent’s door. When the superintendent

measure /'meʒə/ v. 测量, 丈量 (measurement n.)
 stopwatch /'stɒpwɒtʃ/ n. 跑表, 计秒表 (stop+watch)
 formula /'fɔ:mjələ/ n. 公式 (formulae pl.)
 calculate /'kælkjuleɪt/ v. 计算 (calculation n.)
 with the aid of 借助 (with the help of)
 stairs /steəz/ n. 楼梯 (step; staircase)
 proportion /prə'pɔ:ʃən/ n. 比例
 mark off 标记, 做记号
 unit /'ju:nɪt/ n. 计量单位
 solve /sɒlv/ v. 解决 (solution n.)



answers, you speak to him as follows:

60 ‘Mr. Superintendent, here I have a fine
barometer. If you will tell me the height
of this building, I will give you this
barometer.’”

At this point, I asked the student if
he really did not know the usual answer
65 to this question. He admitted that he
did. But he said that he was fed up
with high school and college instructors.
They have been trying to teach him how
to think, to use the “scientific method,”

70 and to go deep into the inner logic of the subject in a pedantic way, rather than teach-
ing him some creative ways of solving problems.

With this in mind, he decided to voice his discontent in disguise of a fool.

basement /'beɪsmənt/ *n.* 地下室

superintendent /,su:pərm'tendənt/ *n.* 管理员; 主管

admit /əd'mɪt/ *v.* 承认 (admission *n.*)

be fed up with 受够了, 烦透了

instructor /ɪn'strʌktə/ *n.* 教师; 讲课人 (instruction *n.*)

go deep into 深入进去

inner /'ɪnə/ *adj.* 内部的; 内心的 (outer 反义)

logic /'lɒdʒɪk/ *n.* 逻辑 (logical *adj.*; logics *n.*)

pedantic /prɪ'dæntɪk/ *adj.* 学究气的 (bookish)

with sth. in mind 想着; 考虑

voice /vɔɪs/ *v.* (用言语) 表达; 发出 (声音); *n.* 声音

discontent /,dɪskən'tent/ *n.* 不满意 (content 反义)

in disguise of 装扮成

Notes

This text is adapted from *Saturday Review* (December, 1968). The original title for the article is “Angels on a Pin,” a reference to the meaningless scholastic question in the Middle Ages: “How many angels could dance on the head of a pin?”

Galileo Galilei (1564–1642), (伽利略) famous Italian astronomer and mathematician

Albert Einstein (1879–1955), (爱因斯坦) German mathematical physicist. He became world famous by his special (1905) and general (1916) theories of relativity (相对论) and was awarded the Nobel Physics Prize for 1921.

grading system: here it refers to the strict grading rule that students are expected to find the “only correct answer” to an examination question.

the “scientific method”: a method that has been used by natural scientists since the 17th century. The method consists of systematic observation (观察), measurement and experiments and the testing of scientific hypotheses (假设).

QUESTIONS FOR DISCUSSION

Discuss the following questions in pairs or groups.

For Comprehension

The textual evidence in the boxes may help you in your discussions.

1. What does the author want to tell us in this essay?

- ▶ The author thinks that the student has answered the exam question “completely” and “correctly.” He gave the student almost full credit for his answer on the second try.
- ▶ The author finds that the student knows the usual answer to this question but doesn’t want to show it in the exam.
- ▶ The student tells the author a number of ways to solve the problem which are all “correct.”

2. What was the exam question supposed to test?

- ▶ The exam question requires that a barometer be used as a measuring instrument to help find the answer.
- ▶ The student’s answer is correct, but he is asked to try again.

3. According to the narrator’s colleague, what is wrong with the student’s first answer?

- ▶ The author points out the problem in the student’s “correct” answer.
- ▶ The author is not surprised when his colleague agrees to let the student try again.

4. Why did the student argue against his teacher’s zero grading?

- ▶ He tells the author his discontent after his second try on the test.

5. Why did the narrator give the student almost full credit for his second try? Why not full credit?

- ▶ The student’s second answer is also correct and it is essentially different from his first answer.
- ▶ The barometer is used as a simple object, not as a measuring instrument.

For Viewpoints

The ideas in the boxes may help you in your tasks.

6. Is there anything wrong with the examination question “show how it is possible to find the height of a tall building with the help of a barometer”?

- ▶ A barometer is both a measuring instrument and an object.
- ▶ The word “possible” in the question makes it possible for many different answers.
- ▶ Practically, there are many ways to find the height of a building without the help of a barometer.

7. Do you agree with the narrator's grading of the student's answer to the question? Explain why.

- ▶ Agree. He shows his knowledge of physics, thinks actively and finds many ways to solve the problem. Science is a method; it is a way of thinking...
- ▶ Disagree. He doesn't know how to use a barometer for the purpose. He is making fun of the examination. The task of science is to search for absolute truth...

8. What are tests and exams normally used for? What should they be used for?

- ▶ Tests and exams for replacement (分班、分级).
- ▶ Tests and exams as means of selection.
- ▶ Tests and exams as means of teaching management.
- ▶ Tests and exams to find how much and how well students have learnt.
- ▶ Tests and exams as a drive for more learning.
- ▶ Tests and exams to find students' ability to solve problems.
- ▶ Tests and exams to mark the end of a period of teaching and learning.

9. At college, how should college professors encourage students to think creatively?

- ▶ Questions with many possible "correct" answers.
- ▶ Problem-solving ability in all subjects.
- ▶ More independent learning and group discussion, less instruction.
- ▶ More quizzes, fewer examinations.

STUDY AND PRACTICE

Vocabulary

A Fill in the blanks in the following sentences with the words listed in the box. Change the forms of these words if necessary.

<i>referee</i>	<i>score</i>	<i>select</i>	<i>judgment</i>
<i>barometer</i>	<i>attach</i>	<i>complete</i>	<i>competent</i>
<i>formula</i>	<i>calculate</i>	<i>basement</i>	<i>instructor</i>

1. In my _____, the student's solution to the problem is workable.
2. We can't make a judgment over this issue, so we have to invite a _____ to make a decision.
3. You can e-mail this article as a(n) _____ to your instructor.
4. Scientists are trying to _____ when the spaceship would reach the Mars.
5. The student's answer to the question is _____ but not correct.
6. Getting good _____ in computer games does not mean you can pass the exam with good credit.
7. Take this _____, measure the pressure of the air and judge if the weather will change today.

8. To be able to use English, we have to develop fluent communicative _____ instead of accurate grammatical knowledge.
9. The superintendent of this building has his office in the _____.
10. To pass the coming physics examination, you have to memorize all these _____.
11. Our language _____ is a nice lady who has been working at this college for 20 years.
12. The reading _____ in this unit are mostly taken from *The New York Times*.

B Fill in the blanks in the following passage with the words in the box. Make changes wherever necessary.

<i>colleague</i>	<i>proportion</i>	<i>discontent</i>	<i>admit</i>	<i>determine</i>
<i>pedantic</i>	<i>superintendent</i>	<i>credit</i>	<i>disguise</i>	<i>stair</i>

I went down to the basement and there I saw Mr. Richardson, the 1 of the building. He is tall but his head is too big, out of 2 with his narrow shoulders. Mr. Richardson told me he was rather 3 with the students who kept on coming to him for the height of the building. He 4 that he had collected a number of barometers from the students as gifts. The students told Mr. Richardson that they were 5 not to follow their 6 instructors who knew nothing but “the only correct answer” to examination questions. They said they gave Mr. Richardson gifts for the height of the building not for 7 but for fun. At this moment, we heard someone coming down the 8. It was a man, coming silently towards us. When the man came nearer, I found he was no one but my 9 in the 10 of a senior student.

I hope he didn't come to get the height of the building!

C Rewrite the following sentences with the help of the phrases and expressions in the box. The italicized part in each sentence may be of help in your task. The first sentence is done for you.

<i>fed up with</i>	<i>with the aid of</i>	<i>excuse oneself for doing sth.</i>
<i>stand for</i>	<i>set up against</i>	<i>with sth. in mind</i>
<i>have another try</i>	<i>in the disguise of</i>	

1. Professor Smith suggested that the student *try again* to answer the question.

Professor Smith suggested that the student have another try to answer the question.

2. Most people believe that laws must *be passed to stop* the spread of the disease.

3. The professor instructs the student to do the experiment *with the help of* the barometer.

4. I *can't* listen to her complaints *any longer*. She seems to be discontent with everything.

5. My colleague *said he was sorry for* not being able to help me with the grading.

6. Despite his mistakes here and there, the president *is still worth* the trust of his people.

7. *Thinking of* the up-coming exam, the student quickly got up and hurried into the library.

8. Who do you think he is? He is but a devil(魔鬼) *who pretends to be* an angel(天使).

Structure

Study the following sentences. Then make sentences with the phrases and expressions given. Write your sentences on the lines. The first sentence is done for you.

A (to ask if...; to ask sb. if...)

Sentences from the Text

My colleague *asked if* I would be the referee on the grading of an examination question.

I *asked if* he wished to give up, but he said no.

I *asked my colleague if* he would give up.

I *asked the student if* he really did not know the usual answer to this question.

1. no later than
the graduate students
July 5
take the final examination

The graduate students asked if they could take the final examination no later than July 5.

2. his colleagues
hard physics problems
join in the discussion
Professor Wang
