

英语专业专科起点升本科系列教材

总主编 齐伟钧

A Comprehensive English Course

综合英语教程

3

主编 孙黎

编者 贾丹 徐丹 周艳

ENGLISH



上海大学出版社

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孙黎 主编

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前言

在改革开放 30 多年后的中国,当今的年轻人可以这样认为,外语是人生成功的一个重要工具。从曾经的“学会数理化,走遍天下都不怕”,到现在 21 世纪的祖国建设人才必要的两项“本领”和基本素质——外语能力和计算机技能,外语的重要性凸显了出来;改革开放的进一步深入和经济发展的全球化,使外语——尤其是已成为一种国际语言的英语——的重要性日益突出。

我国成人学习外语,有其显著的特点,具体表现在学习周期长、语言环境较差、练习机会较少,但成人学习目的明确、理解力强、善于自学、学用结合。因此,成人外语的教与学,应该同全日制学生有所不同。成人高等外语教育与传统的大学全日制外语教育相比,无论在内容、形式、层次等方面,都显得更加实用与灵活,可根据社会的需求制定培养目标与教学计划,面向社会、面向基层发展,与现代社会和经济的发展更紧密地结合在一起。

在改革开放以来对我国成人学历教育鲜有的几次综合评估中,我们可以看到成人高等外语教育存在着以下几个方面的不足之处:

(1) 各校使用的外语教材不统一。由于目前对成人高校学生来说,尚没有统一的外语教学要求以及外语教材,各校只得从现已出版的各类外语教材中各取所需,自成体系。成人外语专业中有的使用全日制日校的教材,有的使用国外的原版教材,有的使用与非学历教育相同的教材。即使是公共外语课程,各校也没有统一新编的教材,有的学校仍在使用的 20 世纪 70 或 80 年代出版的专业外语教材。

(2) 成人高等教育外语专业师资力量严重不足,水平有待进一步提高。绝大多数高等院校的继续(成人)教育学院没有自己的专职教师,主要依靠来自全日制

学校的兼职教师。学校在安排教学任务以及教师在接受教学任务时,一般都是优先考虑研究生和全日制大学生,最后才轮到继续(成人)教育学院和网络学院的学生。对于个别热门专业,在师资问题上更是捉襟见肘。

(3) 教学要求参差不齐,测评标准高低不一。由于各校没有使用统一的成人外语教材,因此,考试和对毕业生实践的要求也各不相同。有的学校将托福等外来试题作为学生的毕业综合技能考试,有的学校干脆取消了毕业综合技能考试。

(4) 学生的学习成绩与实际语言使用能力存在差距。在评估时对学生的各门课程成绩是否呈正态分布进行分析,发现外语成绩普遍高于其他课程的成绩,有的学校的优秀率高达 80% 以上,及格率 100%。但在实际使用语言能力方面,成人学生的基础差、水平低,是众所周知的,尤其是在外语听力和口语表达能力方面。

在职学习外语的成人学员由于其主要精力和时间已经花费在自己的本职工作上,不可能像全日制学生那样用大量的时间去学习和操练外语。据不完全统计,通过业余时间去学习外语的成人平均每天投入学习的时间不超过一小时。因此,对成人外语学员进行的教学必须遵循“多、快、好、省”的原则,必须讲实效,重应用,才能达到“立竿见影”的效果。针对成人外语专业教育,我们应该设立如下的学科建设目标:

(1) 要培养掌握成人外语习得理论与实践知识、熟悉成人外语教学规律的专(兼)职外语教师;

(2) 要编写适合成人外语教学和成人外语学员使用的教材和教辅材料;

(3) 要制订符合成人外语教学特点的课程大纲和教学计划;

(4) 要重视培养成人学员对外语的应用能力,如跨文化交际能力,听说读写译语言综合技能,尤其是口译技能和口语表达能力。

作为实现上述目标的努力,我们组织了一批长期从事成人高等英语教育的资深教师,经过充分和科学的研讨以及多年的辛勤工作,编写了本套《综合英语教程》。这是一套针对我国成人高等教育英语专业专科起点升本科学员的英语精读教材。本系列教程共分六册,每册含 12 个教学单元,根据目前国内成人教育专升本的学制,本系列教程第 1、2 册为一年级使用教材;第 3、4 册为二年级使用教

材;第5、6册为三年级使用教材,三个年级的教学内容由浅入深、循序渐进,趣味性、知识性兼备。

《综合英语教程》属上海外国语大学学科办教材编写项目。国内成人英语学历教育发展至今鲜有成套的有针对性的系列教程,本教程的出版可以说是开创了先例,有着积极的重大意义。本套教程有以下的特点:第一,不同于普通高校英语专业教材,在教材设计、内容选择、语言描述等方面充分考虑了在职成人外语学生的特点;第二,使用者为已经具有英语专业专科的基础,旨在获得本科学历和学位的成人学生,但同时也兼顾具有相应英语水平的非英语专业的成人学生;第三,在选择课文和教学内容上,旨在兼顾趣味性、知识性和语言难度的结合;第四,参加编写人员都是从事十年以上成人英语教学和研究的专职教授、副教授,他们的丰富学识和教学经历可以确保本系列教程的质量及其科学性。

当然,由于成人外语学习者的个人状况千变万化,其需求亦差异多样,本系列教程的编写在努力追求共性以适合大多数成人学生的同时,难免会有考虑欠周或遗漏之处。同样,限于我们的学识,谬误差错在所难免,我们欢迎专家学者以及使用教材的教师和学生提出宝贵意见,以便及时修正。

最后,我们要感谢上海外国语大学学科办在规划教材中的立项,上海外国语大学继续教育学院和上海大学出版社有关领导的鼎力支持,以及在编写过程中编者所参考的众多国内外出版文献的著作权人。

齐伟钧

2012年1月

于上海外国语大学

使用说明

《综合英语教程》是一套针对英语专业专科起点升本科学生的系列教材,共六册,其中第1、2册供一年级学生使用,第3、4册供二年级学生使用,第5、6册供三年级学生使用。

本书为二年级上学期使用教材,共12个单元。每个单元包含以下项目:

Precis, Oral Expression, Vocabulary Preview, Text, Notes, British Literature, American Literature, Linguistic Point 和 Exercises。其中 British Literature, American Literature 设置在前八个单元中, Linguistic Point 设置在后四个单元中。此外,书末设有 Appendix。其编写体例如下:

Precis: 课文概要,便于学生理解课文话题和语域。

Oral Expression: 结合课文内容,预设一些相关思考题,并进行口头训练。

Vocabulary Preview: 罗列课文中的较难单词,便于学生预习和查找词典。

Text: 单元的主体部分,课文选材一般在千字左右,难度适中。选材一半出自当代英文报刊、文学选读、散文集以及网络等,题材丰富,涉及语言、教育、旅游、体育、社会问题、文化习俗、科普等。兼顾课文的趣味性和知识性。课文体裁多为记叙文和议论文。

Notes: 提供30个左右的课文注释,解释难句,并对重点和难点词语进行解释和举例说明,为教学提供便利;同时启发学生会利用词典、网络等工具。

British Literature 和 American Literature: 梳理英美文学历史背景、主要发展阶段及其各阶段代表作家和作品,既为学生学习语言提供文化支撑,提高其文学欣赏能力和人文素养,同时又为其备考专业英语八级人文知识部分助力。

Linguistic Point: 梳理语言学重点和难点概念、术语,加强学生语言学知识,一

方面从理论上提高其语言意识和能力,另一方面也有助于学生备考专业英语八级中的人文知识部分。

Exercises: 练习有 General Knowledge, Note Writing, Letter Writing, Error Correction, Multiple Choices, 提供大量各种类型的语言训练,以巩固学生语言基础,培养英语综合技能,丰富学生的语言知识,并为学生备考专业英语四、八级助力。

Appendix: 附录提供了 Exercises 有关练习的答案。

《综合英语教程》旨在培养学生的综合语言技能,加强学生的阅读能力,并使学

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Unit One

A Magic Circle of Friends

Elvira M. Franco

Precis

作者四十多岁重返校园。置身于二十多岁的大学生中,也许有人认为这批“老学生”是一种突兀奇怪的存在。然而,作者没有屈服于这种传统的观点,她和一批有着相似背景、也有相似担忧的同龄人一起,找到了大学校园带来的乐趣。她们没有让校园来迁就自己的生活经历,而是让她们的人生阅历帮自己找寻关于人生、友谊的全新意义。很幸运,她们做到了。她们在学校收获了友谊,更增强了自信心。

Oral Expression

Knowledge is power. Knowledge is the food of the soul. He who will not learn when he is young will regret it when he is old. Now the concept of “life-long education” is more and more widely accepted in the society. For you, what is the ideal education style? Do you believe in “It is never too old to learn”?

Vocabulary Preview

1. start from scratch (para. 1)
2. peek (para. 1)
3. pounce (para. 2)
4. ignite (para. 5)
5. orthopedic (para. 5)
6. bifocals (para. 5)
7. exhilarating (para. 7)
8. delve in (para. 7)
9. camaraderie (para. 7)
10. brash (para. 7)
11. midst (para. 7)
12. bubble (para. 9)
13. flexibility (para. 11)
14. serendipitous (para. 11)
15. multifaceted (para. 11)
16. flattered (para. 12)
17. cajole (para. 14)
18. arthritic (para. 15)
19. pang (para. 15)

Text

1 Older than forty and starting from scratch¹: I thought I was a unique item, but as soon as I peeked out of my shell I found a sea of women in similar positions².

2 The little child in us has grown mature and middle-aged³, almost to our surprise. We share a fear that sits in the back of the mind like a spider ready to pounce⁴, but we've also developed determination, almost like a religion.

3 We know we have friends; at least, I know my friends are with me, if not always, at least most of the time. And most of the time I need them, and they me. We reach over the phone lines for that word of comfort, the encouragement we need to go on when our own store of willpower has become depleted⁵.

4 Returning to school, I found my friends were my best fans. In spite of their own insecurities, they never failed to offer me the cheering I often needed to rewrite a paper one more time or to stay up on last half-hour to re-read a difficult chapter.

5 After classes we would go to a diner⁶, a bunch of⁷ over-forty class-mates. Working together on a project that we felt strongly about ignited a part of us we did not know existed⁸. While we were quite far from orthopedic shoes⁹, bifocals¹⁰ were prominent. Underneath the artful makeup, we would measure the wrinkles on each others' cheeks across the table, almost as if these lines could form a cord to link us¹¹.

6 It was a good time. For years, in a locked-up corner of our minds¹², we had held the unspoken fear that we might actually be brain-dead. We were finally giving ourselves permission to celebrate our minds.

7 For some, it was a return to the carefree years of college. For others, a first-time discovery that learning can be both fun and exhilarating¹³. Besides the intellectual surprises, we found joy in each other's company, and we delved in this new-found camaraderie with an intensity we did not know we could achieve outside of love and pregnancies¹⁴. We were, and are, proud of our ages. The only woman in the group who was under thirty struck most of us as brash¹⁵, angry, and frankly, quite inappropriate. We were probably insensitive to her needs, but somehow we failed to find out how she felt in our midst¹⁶ and were almost relieved when she found excuses for not joining our study sessions.

8 We ended up treating her almost like a daughter, and doing for her what most of us have been doing for our own daughters; that is, picking up the slack¹⁷. The hidden bonus was that now we could continue to do things our way, which, we all knew, was the best anyway. Things were smoother when she was not around; the rest of us would always agree, and even our disagreements were somehow smooth and enjoyable.

9 We had, in fact, created a sort of bubble around us¹⁸, a magic circle that follows us still and says we are bright, successful, caring, ambitious, and finally, ready to change the world. We will not do it, as we might have been ready to do at twenty, pushing and fighting and abrading¹⁹.

10 We will do it instead at a slower pace, because, along the way, we have learned lessons both small and big: for example, that the world is in no hurry to

be changed and that we will have a better shot at it²⁰ after a good night's sleep. We may not complete our plans by tomorrow, or even by the end of the week, because the details of our lives may interfere²¹, such as a child home from college, or a neighbor's emergency.

11 Our goals may not even be achieved exactly as originally planned, and that is fine, too, because time has also brought us a sense of flexibility and an appreciation for the serendipitous properties of practically any action²². The end product could turn out to be infinitely more complex, and in its way more perfect, more multifaceted and richer, than what we had first envisioned²³. The process is in itself an achievement.

12 They call us "late bloomers²⁴," they call us "returnees²⁵." We are sought by schools, thanks to the sheer numbers we represent, not to mention the life experience and the common sense that even the least bright among us brings to the classroom. We feel flattered and surprised, and our ego is bolstered by the realization that we are indeed quite capable²⁶.

13 There are fears, too ("Will it all make sense at some point?" "What if I'll never be able to get a decent job?"), but they are kept for only a few pairs of ears, where we know we will find support and understanding.

14 Graduation comes; the last papers have been handed in with trepidation²⁷, the test booklets carrying in their pages the very essence of our knowledge closed for the last time. Goodbyes, with promises and some tear, even a photograph to keep as souvenir. We've made it; watch out world, here come the mothers and the grandmothers, ready to push, cajole²⁸, smile, and negotiate to achieve those goals we did not have a chance to effect the first time around²⁹.

15 We may just be beginning to feel a few arthritic³⁰ pangs³¹ in our toes and fingers, but with our hair neatly streaked³² and some expensive dental work, we know we still look good; we know we are still strong, smart, vital, and most especially, ready to work. This time around³³ we will make a big difference. We know, because, for sure, we already are different.

Notes

Elvira M. Franco graduated from School of Medicine, New York University in 1989. As a therapist with over 15 years experience in the treatment of mental health (specialties in Elderly Persons Disorders, Life Coaching, Anxiety or Fears), she helps people work on their anxieties, whether they stem from family relationships, personal dissatisfaction, addictions, or adjustment difficulties, as well as career and work place issues.

1. **starting from scratch** — beginning from nothing

start from scratch — (begin something) at the beginning, not using any work that was done before

2. **as soon as I peeked out of my shell I found a sea of women in similar positions** — when I took a quick look at the outside world / the world beyond me, I

found a lot of women in the same situation as me.

3. **The little child in us has grown mature and middle-aged** — The younger self has matured and become middle-aged.

4. **We share a fear that sits in the back of the mind like a spider ready to pounce** —

All of us have a fear that is hidden deeply in the mind like a spider ready to jump out for prey.

pounce (on somebody/something) — to make a sudden attack by swooping or springing down. Example:

The tiger hid behind the bushes, ready to *pounce* on the antelope.

5. **We reach over the phone lines for that word of comfort, the encouragement we need to go on when our own store of willpower has become depleted** — We pick

up the telephones to call friends for comfort and encouragement we need when we have exhausted our own willpower.

deplete — to reduce the number or quantity of

6. **diner** — a small roadside restaurant with a long counter and booths,

originally one designed to resemble a dining car on a train

7. **a bunch of** — a group of