



高等院校英语课程“十二五”规划系列教材

Student's Book

# Integrated Skills of English A New Course

Book

6

◆ 总主编 张维友 舒白梅

# 新编综合英语

◆ 主编 董闽花 李辉望

(六)

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# 前言

《新编综合英语》是为高等院校英语专业综合英语课程编写的教材。本套教材着力反映教育发展趋势，适应 21 世纪外语人才培养的需要，满足外语教师发展需求，符合外语教学大纲标准。教材力求体现科学性、系统性、知识性、趣味性、典型性和多样性。整套教材编写以人为本，展现自主、探索和体验性学习，培养批判性思维能力，促进认知向深层发展。

《新编综合英语》之所以称为“新编”，是因为它吸收了外语教学研究的新成果，采用了新思路、新理念、新材料、新做法等。全套教材共 8 册，供本科四个年级使用。根据使用对象的特点，整套教材分为两个阶段：基础阶段（1~4 册）和高级阶段（5~8 册）。基础阶段 4 册采取“阅读—听力驱动”，即通过“读”和“听”开展学习活动；高级阶段 4 册采取“阅读驱动”，即通过阅读开展学习活动。教材按题材编排布局，兼顾体裁的多样性；技能与知识并重，基础阶段突出技能训练，高级阶段强调知识传授。语言与文化采取“明”、“暗”结合的方式，既有大量明确传授文化的材料，又有相当数量暗含丰富文化内涵的文学材料。教师教育作为主线贯穿整套教材，基础阶段主要通过活动隐性实现，而高级阶段不仅有隐性活动，还特辟“教师意识（Teacher Awareness）”专栏，明确地传授教师职业理论与技能。

《新编综合英语》1~4 册供英语专业低年级使用，每册 14 个单元，各单元分别由两篇课文组成，第 2 篇课文是附加阅读，作为第 1 篇课文在题材和体裁上的拓展和延伸。学习活动主要围绕第 1 篇课文展开，分“探索”、“巩固”和“运用”三大部分。活动设计彰显“学生中心”和“研究型学习”理念。“探索”活动旨在引导学生开展自主学习和探究性学习，让学生主动去获取和加工信息，培养搜索、评价、选择、组织和呈现信息的能力。“巩固”活动的目的在于帮助学生巩固所学，培养准确运用语音、词汇、语法的能力，如解决语音问题，练就比较纯正的语音语调；发展词汇学习策略，掌握词汇用法；锤炼语言敏感性，提高语法应用能力等。“运用”活动重在培养学生熟练使用语言的综合能力。第 1 册和第 2 册还设有“评

价”栏，目的是让学生对各单元学习内容的掌握情况、活动参与情况、努力程度等进行自我评价或相互评价，同时提供学习效果检测、策略和评价设计示范，让学生潜移默化地学到评价技能。

《新编综合英语》5~8册供英语专业高年级使用。每册12个单元，每个单元同样由两篇课文组成，处理方法与前4册大同小异。各大板块以-ing结尾的词命名，如图示建构 (Schema Building)、篇章理解 (Text Understanding)、信息检索 (Information Surfing)、语言构建 (Language Building) 等。“图示建构”与前4册中的“准备”活动功能相似；“信息检索”是让学生查阅信息，锻炼查找资料、获取和筛选信息的能力；课文的理解和语言学习活动主要集中在“篇章理解”和“语言建构”部分，包括词汇、语法、修辞、篇章分析等活动，同时兼顾“说”、“写”技能。此外，5~8册还设有补充阅读 (Extras for Further Reading)，提供主要阅读书目、网址等，为学生自学和研究提供帮助。高级阶段4册的最大特色是辟有“教师意识”专栏，针对师范院校和其他高校师范方向的学生以及综合性大学和理工科大学英语专业有志从事教师工作的学生的需要，每个单元（少数为两个单元）围绕一个教师职业知识点或技能，诸如如何提问、如何设计完形填空题、如何设置任务、如何反馈意见等，介绍相关理论并设计活动，让学生在掌握概念的基础上通过完成活动逐步积累师范知识技能，培养教师职业意识和能力。

整套教材竭力实现立体化，有教师用书，也配有光盘。光盘提供一个完整的资源包，包括学生用书、教师用书的全部文字资料，活动与练习参考答案，各单元的视频、音频、图片，各单元的补充练习、测试题、补充阅读材料等，以方便教师教学参考和制作课件使用。

本套教材的编写自始至终得到华中师范大学出版社的高度关注和大力支持，为了广泛征求意见，我们联合主办了全国英语教学研讨会，就高校人才培养需求、编写目标、原则、体例等进行了深入的研讨，为教材的编写做了充分的前期准备；编辑们为这套教材的出版发行付出了艰辛的劳动，在此表示真挚的谢意。

《新编综合英语》(学生用书8册、教师用书8册、光盘8套)的编写是一项系统工程，由于时间仓促，加之编者知识能力有限，肯定有考虑不周之处，疏漏错误在所难免，希望使用者批评指正，并及时反馈，以便修订完善。

编 者

2011年6月

# 编写说明

《新编综合英语》高级阶段共4册，本册为第2册，供师范院校英语专业三年级下学期使用。

本册由12个单元组成。每个单元包含2篇课文(Reading 1 & Reading 2)与5大板块(Schema Building, Information Surfing, Text Understanding, Language Building & Teacher Awareness)。各板块的安排如下：

**Schema Building——激活已知，调动兴趣。**单元主题代表选材范围，力求体现选材的多样性与内容的丰富性。由于高级阶段的综合英语课堂教学多围绕第1篇课文进行，故该板块的活动往往针对第1篇课文的内容展开，但也不排除在单元主题与第2篇课文内容高度相关时，活动针对单元主题展开的情况。活动内容多为课文篇名的解释，即题解(What does it mean?)与课文内容的预测(What do you think?)，鼓励学生利用已知学习新知。

**Information Surfing——信息分享，锻炼交际能力。**该板块包含2个部分。第1部分相当于常见的课文注释(由学生完成)，列出了文章涉及的背景知识，如作者、作品、语言学、文学、文化等信息，要求学生提前查阅了解，养成自主学习的习惯；第2部分为课堂展示，时限20~25分钟。它既是第1部分的延伸，又涉及少量的难词、难句理解。学生以3~4人为1组，课前协商分工、准备，课中利用多媒体、黑板等手段展示，然后生生互相提问、评价，最后由教师总结。活动的准备与实施过程既促使学生进行探究性学习，又培养、锻炼他们的教学与沟通能力。

**Text Understanding——分层理解，提升认知能力。**Literal comprehension为表层理解，关照课文的主旨大意、细节、事实等信息；Inferential comprehension属于深层理解，要求学生根据文章的已知信息推断出作者的写作目的、语气、态度、结论、阅读教益或启示等；Text awareness意在培养语篇意识，即引导学生对课文的



篇章结构、文体、写作技巧、修辞应用等予以思考、分析，体验“在做中学”，提高认知能力。

**Language Building——综合训练，促进合作学习。**Vocabulary 包含词义解释与应用。Translation 中的汉译英练习用于巩固对课文中重点词汇的理解与应用；课文段落的英译汉练习能够强化对文章内容的理解；Speaking and writing 属于说写相结合的练习，给学生提供语言输出的机会。其话题多样，且贴近大学生的生活与学习，尽量使人人有话可说、有文可写，充分体现合作学习，避免直接给学生一个作文题，要求课后完成，以致不少学生不知道写什么，作文质量不高，语言综合训练的效果不佳。

**Teacher Awareness——教学训练，突出教师教育特色。**本板块的目的在于适当培养并训练师范生的微观教学技能、技巧。内容涉及教师的课堂提问、反馈、任务设计、小组活动等。活动形式是在知识解释的过程中穿插练习，使知识学习与应用相结合。

本册的编写工作由江西师范大学、黄冈学院、安徽滁州学院与武汉科技大学共同承担。由于时间紧，加上编者水平有限，书中难免存在疏漏与问题，真诚希望专家同行和广大使用者不吝赐教。

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# Unit 1

## Ideal and Wish

### READING 1



### Beethoven's Inspiration

Mary Gardner

*Living without an aim is like sailing without a compass.*

—Alexander Dumas

#### Schema Building

1. What does “inspiration” mean?
2. What inspiration have you ever got from Beethoven?
3. Did you have any beliefs about yourself that held you back in life?

❶ Have you ever had a talent that you let slide away? Perhaps you had a sport or hobby from childhood that you worked long and hard at, and then in one full swoop, you gave it up. Perhaps you spent so many years toiling over it that you finally had just had enough? You got to the point where you never wanted to participate in that activity again since it had caused you so much agony over the years?

❷ That was how I was with piano. My mom made me practice over and over and over. Even though the practice made me quite proficient at playing difficult pieces, I still wasn't a natural at reading music. I had to practice until I could learn the notes and finally I would have practiced it so many times that I naturally memorized it. By that time, I was driving my whole family crazy with the same song like “The Entertainer,” which drove my sister and brothers crazy for years! Any time I wanted to get under their skin, I'd play that song. Of course, it'd make my parents happy that I was playing after all of the money they spent on lessons, and the ultimate was that I got my siblings raging mad! So for then, playing piano was a perfect fit for me and of course the best part was annoying my siblings!

③ Through the years, I've poked around at the piano, but still have the same challenge of not really reading notes fluidly. But when I realized that playing piano is on my lifetime goals list, then I realized that I was going to have to start from ground zero, and start learning about it. So yesterday, I picked up a music book with Beethoven's 5th symphony and started reading about him and about his music so I could start to understand how the music was inspired.

④ I set about to start reading after I had sent my son to school. That is when the house is quiet and the birds are outside singing and all is good with the world. That is the time of day that all good things are a possibility, and all of the stress from getting ready for school is gone, and I feel one with the world.

⑤ So, I sat down to read about Beethoven. What I read was really interesting! Beethoven started writing music at age 25. He wrote most of his music between the ages of 30-45. He started going deaf at that time and by the time he was in his 40s he was completely deaf. Interestingly enough, the silence brought him his most masterful work, since he was unable to hear the critics and able to tune out any clutter in the world and concentrate completely on his music that existed in his head.

⑥ Beethoven was a master at repetition. It was almost as if he was drilling into the listener's ear about his purpose in life was to bring this certain melody to the world and that he wanted you to GET IT. But using repetition can be monotonous to the listener and can just kill a piece. So what Beethoven did was he would use a variation of the line and alter the notes ever so slightly, still to make it sound like it was in unity with the other part of the music, but different enough to make it interesting. This was part of his brilliance and he sometimes worked for months and years to perfect each piece. Until he found the right note or combination of notes and made it perfect, it wasn't complete.

⑦ I started thinking about repetition in our own lives and how we use it. We tell our kids the same things redundantly, "wash your hands, brush your teeth, say please and thank you." And still, we must continue drilling it in because they always forget. We tell our spouses to take out the trash or please help with the chores and we share with our work associates to keep focused or to continue their own personal growth. But how many times do we start sounding like a broken record? Are people really listening to us? Are we becoming monotonous and deadly to our friends and family?

⑧ Next time you start hearing yourself yelling at your kids or find yourself repeating the same old line you've mumbled a thousand times, try some variety! Instead of telling your kids they'll be punished, tell them they'll be tickled! Or

instead of leading a meeting the same way at the same time every week, perhaps throw in some humor or a story to change things up a bit. Show your friends and family that you care for them, the listener, by being willing to change your own tune, vary your voice and your message, just a bit, so the same theme is gotten across, just in a different way.

⑨ Looking to Beethoven for guidance on life might be a stretch, or it might be a lifesaver. Depending upon how you look at it.

⑩ Try it on for size. And just once, your audience may actually approve... and take action!

⑪ Two weeks to my Goal!

⑫ The days are counting down. I committed to running a road race after joining a running team back in September. I've trained and I've visualized, and now, I'm counting the days.

⑬ My goal is to finish. I don't even have a time that I'm shooting for at this point. I just want to start and finish the race without stopping and walking. It's only a 5K and millions and millions of Americans have run in races like this, but I never have; and for me to get to this point, it's truly been a journey.

⑭ Back in September, I saw a bunch of eager runners meeting at the YMCA. They all had beautiful runner bodies, the type I've always longed to have. They looked happy and I knew that they were high on the fact that they had disciplined their bodies and their minds and because they each had a connection with each other through running and being fit. I wanted to be a part of a group like that, but I didn't have the courage by myself.

⑮ The leader of the group wouldn't allow me to think like that. John told me that I could do whatever I set my mind to, and that he promised to lend support. I accepted the challenge and joined the group. The first month I was up to running 5-7 miles and he told me to stop pushing myself so hard, that I was going too fast and that I'd end up injured. He was true to his word and on my 7-mile run, I strained a muscle. I then took off for a few weeks and then it was hard to ease my way back into it, but slowly I did.

⑯ I'd love to say I've been an easy "coachee," and that I took to running like a fish takes to water, but mostly it's been a mental struggle with me. I wanted to push myself hard and work out every day, but I kept coming up with excuse after excuse of why I couldn't do it. Either I was injured, or I was out of town, or working, but I kept finding excuses of why I couldn't run. Somehow, I kept sabotaging myself and I didn't know why. Finally, one day I was running the track with a very

successful, long-time marathoner on my team about how he “hit the wall” during one of his marathons 50 yards from the finish line. He shared with me that his body stopped working, and that he fell against a fence which held him up until he recovered and then he stumbled to the finish line. At that moment, I realized then that when I was younger and on the track team, I also “hit the wall” one day, became dehydrated and even though my mind would work, my legs stopped working. I literally couldn’t move my legs. It was if I was in slow motion and my body just stopped.

⑰ I didn’t know that “hitting the wall” was something that can happen to anyone. I just thought from that point on that I wasn’t a runner. I thought that I wasn’t cut out to be a runner and that my body wouldn’t perform to the level that I wanted it to. Therefore, going forward I based my physical performance on something I learned as a 9th grade student and that particular mindset held me back even as an adult. As I thought back over my high school swimming days, that held me back when we had running workouts. The crazy thing was that as an elementary school student, I was always one of the fastest girl runners in the whole school. Year after year, I placed as the top athlete in every athletic activity, including running. I even have a trophy somewhere in a box that I should get out to remind myself that I am a good runner!

⑱ When I realized that I had one incident from over 20 years ago that was adversely affecting my mental game when it came to running, I finally realized that I’m on my own path, and that the only way that I could break out of this negativity was one day at a time. My coach has now challenged me to build up my endurance by running 3-4 times a week; 3-4 miles a run, which I’m now doing. For Christmas, I received new running clothes and a watch which is making me feel more and more like a runner. Finally, my runs are getting easier and faster, and now, I’m about to sign up for my first race as I promised to myself.

⑲ It’s been a long journey to get to this point. My coach has given me a challenge that I believe that I can achieve and that I am committed to achieving. I’m taking baby steps and not overwhelming myself right now with signing up for a  $\frac{1}{2}$  a marathon or a marathon right off the bat. I’m building a base of strength and endurance, and as I grow in my strength, my confidence will continue to build.

⑳ I see how endurance takes time and that through one day at a time, I build strength. I see how easily we can defeat ourselves by being afraid or by holding a negative belief inside our minds.

㉑ On January 20th, I’ll be lining up with hundreds of other runners to do a 5K;

which for them, will be a competition with others to see who goes fastest. For me, it's a huge win for me to show up and finish; because now, I realize that I'm on the way to doing something that I've wanted for so long, but didn't think I could do. That in itself is a huge accomplishment for me.

22 So I'd like to ask you... do you have any beliefs about yourself that are holding you back? Do you have something that you really want to do but you're not sure you can? Do you have any fear standing in your way?

23 It's time to rewind your mind, and review the view, to see if you're the one standing in your own way. The answer may surprise you. And if you discover, like I did, that the reason for your failure was something you believed long ago, it's time to rediscover your strength and create a new destiny, of you succeeding and achieving your dream.

## Information Surfing

1. Use the Internet or other resources to get the following information.

Beethoven

Beethoven's 5th symphony

The Entertainer

YMCA

Marathon

2. Form a group of 3-4 students to get ready for an oral presentation in class, covering background information about the topic, 3-4 new words or expressions, and 2-3 difficult sentences in Reading 1. The presentation is limited to 20 or 25 minutes in total. Of this time there is a 5-minute allotment for each presenter and additional 5 minutes for questions, evaluation, and summary.

## Text Understanding

### A. Literal comprehension

1. Decide whether the following statements are true or false according to the explicit information stated in Reading 1.
  - (1) People will never give up their sports or hobbies which they toiled over many years.
  - (2) After she practiced over and over through years the author became quite proficient at reading music.
  - (3) At the very beginning the author didn't take playing piano very seriously and she did it just to annoy her brothers and sisters.



- (4) With the help of critics Beethoven got to know more about the world, which brought him his most masterful works.
  - (5) Beethoven used a variation of the lines and alter the notes so much, yet his music still has a pleasing unity.
  - (6) When she joined a running team, the author was so confident to take up all the challenges.
  - (7) The leader of the team encouraged the author to push hard and run as fast as she could.
  - (8) The author was building up her strength and endurance by taking baby steps.
  - (9) The author eventually realized that the very reason for our failures is a negative belief inside our minds.
  - (10) It's a huge accomplishment for the author to win a competition of a 5K race.
2. Explain the following sentences in your own words.
- (1) So for then, playing piano was a perfect fit for me and of course the best part was annoying my siblings! (Para. 2)
  - (2) But when I realized that playing piano is on my lifetime goals list, then I realized that I was going to have to start from ground zero, and start learning about it. (Para. 3)
  - (3) ... and all of the stress from getting ready for school is gone, and I feel one with the world. (Para. 4)
  - (4) It was almost as if he was drilling into the listener's ear about his purpose in life was to bring this certain melody to the world and that he wanted you to GET IT. (Para. 6)
  - (5) But how many times do we start sounding like a broken record? (Para. 7)
  - (6) Next time you start hearing yourself yelling at your kids or find yourself repeating the same old line you've mumbled a thousand times, try some variety! (Para. 8)
  - (7) Looking to Beethoven for guidance on life might be a stretch, or it might be a lifesaver. (Para. 9)
  - (8) ... and for me to get to this point, it's truly been a journey. (Para. 13)
  - (9) ... and that I took to running like a fish takes to water, but mostly it's been a mental struggle with me. (Para. 16)
  - (10) I'm taking baby steps and not overwhelming myself right now with signing up for a  $\frac{1}{2}$  a marathon or a marathon right off the bat. (Para. 19)

## B. Inferential comprehension

Answer the following questions.

1. What does the author chiefly focus on—developing actions or ideas?
2. What is the writer's dominant theme? Is it clearly stated?
3. How does the writer develop her central thoughts? Does she support her ideas with convincing facts and details?

### C. Text awareness

1. Answer the following questions.

- (1) How many parts can the prose be divided into?
- (2) Is there any abrupt transition in the prose? What gives the prose coherence?
- (3) Are the individual paragraphs or paragraph units related to the central idea?

2. Make analysis of the contexts and identify what the italicized words refer to.

- (1) Perhaps you spent so many years toiling over *it* that you finally had just had enough?
- (2) I had to practice until I could learn the notes and finally I would have practiced *it* so many times that I naturally memorized it.
- (3) So what Beethoven did was he would use a variation of the line and alter the notes ever so slightly, still to make *it* sound like it was in unity with the other part of the music, but different enough to make it interesting.
- (4) Until he found the right note or combination of notes and made it perfect, *it* wasn't complete.
- (5) And still, we must continue drilling *it* in because they always forget.
- (6) Looking to Beethoven for guidance on life might be a stretch, or it might be a lifesaver. Depending upon how you look at *it*.
- (7) The leader of the group wouldn't allow me to think like *that*.
- (8) ... but I kept coming up with excuse after excuse of why I couldn't do *it*.

## Language Building

### Vocabulary

A. Use the context to guess the meaning of the italicized words in the following sentences.

1. I still wasn't a *natural* at reading music.
2. Any time I wanted to *get under their skin*, I'd play that song.
3. ... the ultimate was that I got my siblings *raging* mad!
4. But using repetition can be monotonous to the listener and can just *kill* a piece.
5. We tell our kids the same things *redundantly*.
6. Instead of telling your kids they'll be punished, tell them they'll be *tickled*!