A Course in Essential English

基础英语教程 2

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内容提要

　　《基础英语教程》是高等学校英语专业综合英语教材,全套共四册。本册为第二册,选文以科技、人文、生活、英美文化、世界文明为主,材料新颖、内容健康、语言地道、启发性强。

　　本册共 12 个单元,每个单元由四大部分组成:阅读理解(含 Pre-reading Tasks、Text、Notes to the Text、Comprehension Tasks)、语言能力(含词法、句法)、技能训练、拓展练习(含 Further Work、Learning to Learn、Self Assessment)。通过本册的学习和训练,力求使学生在知识、技能、文化、情感、策略五个方面获得进步和提高。

总　序

进入21世纪，我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展，人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今，人才的能力和素质的衡量越来越多地采用国际标准，人才的外语水平自然地也越来越受到培养单位和用人单位的重视，由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论，掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业，相比之下，在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求，修订出了新的《高等学校英语专业英语教学大纲》，并结合21世纪外语人才培养和需求的新形势，制定了由教育部高等教育司转发的《关于外语专业面向21世纪本科教育改革的若干意见》，就英语专业的建设提出了指导性的意见，但在实际工作中这两个文件的精神尚未落实。

为此，重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为，把"大纲"的设计和"若干意见"的思想和理念变为现实的一个最直接的体现方式，就是编写一套全新理念的英语专业系列教材；随着我国教育体制的改革，特别是基础教育课程标准的实施，适合高等学校英语专业教学需要的教材也应作相应的调整，以应对中小学英语教学改革的新要求；高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际，对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战，应对这些挑战，同样可以通过一套新的教材体系来实现。

迄今为止，国内尚无一套完整、系统的英语专业系列教材；目前已有的教材出自不同的出版社，编写的思路和体例不尽相同；现有的教材因出版时间较早，内容、知识结构、教学方法和手段已经不能适应新的发展要求；传统的教材设计多数基于学科的内在逻辑和系统性，较少考虑学习者的全面发展和社会对人才需求的多元化。

自2001年开始，在重庆大学出版社的大力支持下，我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组，确定了系列教材编写的指导思想和总体目标，即以《高等学校英语专业英语教学大纲》为依据，将社会的需求与培养外语人才的全面发展紧密结合，注重英语作为一个专业的学科系统性和科学性，注重英语教学和习得的方法与规律，突出特色和系列教材的内在逻辑关系，反映当前教学改革的新理念并具有前瞻性；锤炼精品，建立与英语专业课程配套的新教材体系，推动英语专业的教学改革，培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新：

第一，教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时，又考虑到系列教材间相互的支撑性。

第二，学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能，也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时，教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养，除考虑课程和英语专业的培养目的，课程或课程体系应该呈现的学科基本知识和规

范外，充分考虑到教材另一方面的功用，即学生通过教材接触真实的语言环境，了解社会，了解文化背景，丰富学生的实践经验。在教材编写中突出强调"enable"，让学习者在实践中学习语言、文学、文化和其他相关知识，更多地强调学习的过程，强调学生的参与，以此提高学生的实际应用技能。

第三，学生的全面发展。对高等学校英语专业学生而言，英语不仅是一门工具，更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习，培养学生的学习自主性，加强学习策略的指导。通过基础阶段课程的学习，使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展；在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四，教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约，应给使用教材的教师和学生留有一定的空间，要让学生感到外语学习是一件愉快的事，通过学习让人思考，给人以自信，引导人走向成功。系列教材的总体设计既考虑严密的学科系统性，也考虑独具特色的开放性。不同地区、不同类型的学校，可以根据自己的生源和培养目标灵活地取舍、选用、组合教材，尤其是结合国内高等学校中正在探讨的学分制，给教与学一个多维度的课程体系。

我们希望通过这套系列教材，来推动高等学校英语专业教学改革，探讨新的教学理念、模式，为英语专业人才的培养探索新的路子，为英语专业的学生拓展求知的空间。

<div align="right">《求知高等学校英语专业系列教材》编委会</div>

前　言

　　《基础英语教程》是根据《高等学校英语专业英语教学大纲》，结合 21 世纪对外语人才的多元需求，以课改后的新课标为起点而编写的。目的是夯实基础，全面发展，拓宽知识，提升素质。

　　本教程的主要特色如下：

　　1. 体现以人为本。

　　本教程切合中国学生的特殊需要，倡导自主学习、合作研讨，体现以人为本。无论是介绍语言与文化、教与学、知识与技能、历史与发展的内在规律，还是引进先进的教学理念、方法、原则，包括引进新思想、新技术，体现时代性、先进性，都围绕 21 世纪对外语专门人才的多元需求，立足于人的全面发展和终身学习的需要。

　　2. 选材广泛新颖。

　　选材范围包括中国文化、西方文化、多元文化、哲学精神、科学知识和科学态度、美学批评（含文学批评）、不同文化的文明史以及人文社科（含管理、经济等）。所选文章大都出自近两三年的英文原版书报杂志和网络资源，都符合内容健康、语言规范、艺术性强的选材原则。

　　3. 明确五大任务：知识、技能、文化、情感和策略。

　　● 知识包括语言知识、话题知识、功能知识、语篇知识等，由浅入深，循序渐进，逐渐引向英语的内在知识结构和独特表达方式，引导学生追寻客观规律，提升学习质量。

　　● 技能包括听、说、读、写、译五项基本技能。根据培养目标要求，本教程按照"以单项促综合、以综合促单项"的交互发展原则，设计了一系列的针对性练习，以全面培养和逐步提升学生的综合实践能力。

　　● 文化包括族别文化、跨文化、文化理解、文化鉴赏和文化批评等。本教程选材上力求丰富多样，以体现语言所承载的文化特征，提高学生的理解能力和识别能力，培养健康向上的价值取向。

　　● 情感包括兴趣、动机、合作精神、意志力品质、人生态度等，既是选材的重要依据，也是练习设计的一项重要内容。

　　● 策略包括学习策略、终身学习、教师教育等。本教程以学习策略为主，每个单元各有侧重，设计相应的专门练习，逐渐将学生引向研究性自主学习。

　　4. 突出四大板块：文献选读、语言能力、技能开发和拓展训练。

　　● 文献选读（Reading）板块的核心是主课文（Text），集中体现五大任务中的知识、文化和情感，间接决定副课文（Supplementary Reading）的选择以及五大任务中的技能和策略。本板块除选文本身外，还包括 Pre-reading Tasks、Notes to the Text 和 Comprehension Tasks。

　　● 语言能力（Linguistic Competence）板块包括单词、句子和篇章三个层面。单词层面包含生词、词汇知识和词汇运用；句子层面以句型为主，在具体的上下文中学习语法；二者均设计有大量练习。篇章能力以体裁为主，但不单独列出，而是以提问的形式放在阅读理解中。

　　● 技能开发（Skill Development）板块的具体内容与任务中的技能一致，但在编排上单列出来，旨在进一步加以突出。

　　● 拓展训练板块包括后续作业（Further Work）、学习策略（Learning to Learn）和自我评估

(Self-Assessment)。其中,后续作业是单元主题的拓展,学习策略与任务中的策略一致,自我评价则是学生反思学习效果的平台。本板块均设计为任务(Tasks),旨在让学生独立自主地获取知识、发展技能、提升情操、训练相应的学习策略。

5. 坚持两条原则:科学性与前瞻性。

本教程的选材标准、编排体例、技能渗透、目标要求、单元划分、项目呈现等,都力求体现语言学、心理学、教育学、语言教学的科学规律和最新研究成果,并有利于教师组织教学,有利于学生自主学习。与此同时,在板块设计、练习设计、技能训练、策略训练等方面,也都力求体现时代的发展,符合认知原理,鼓励自主探索和集体讨论,培养发现问题、提出问题、解决问题的能力,并在这一过程中,激发学习热情,提高品德修养。

6. 真实场景设计。

本教程各部分练习均设计有一定数量的真实场景,旨在体现学生的主体性,在自然交际而非控制训练的过程中,激发创造性,开发学习潜能,提升学习质量。

《基础英语教程》共 4 册,供大学本科一年级和二年级学生使用。本书为第 2 册,共 12 个单元,选文中心话题为科技、人文、生活、英美文化、世界文明,学习策略以认知策略和习得策略为主。

在本书的编写过程中,我们查阅了上千种资料,召开了无数次编写会,得到了系列教材副总主编李力教授始终如一的关心和指导;在时间保障、技术保障、人员保障等方面,得到了西南大学外国语学院和重庆大学出版社外语分社的鼎力支持;系列教材总主编石坚教授、外籍教师 John Sebastian 提出了很多建设性意见;外籍教师 Joe and Joyce Peacock 夫妇、外籍专家 Robert Markley 教授在选材、版权、当代教育理念等方面给予了大力支持。外籍专家 Martha Patton 教授参与讨论了教学目标与教学设计,校对了课文原文,并撰写了全部阅读材料的阅读理解之 comprehension questions 部分,在此一并致谢。

由于时间仓促,加之水平有限,问题和错误在所难免,敬请广大读者不吝赐教。

编 者
2014 年 4 月

CONTENTS

· Unit 8 ·

· Unit 9 ·

· Unit 10 ·

· Unit 11 ·

· **Unit 12** ·

Pre-reading Tasks

1. Look at the following picture. Can you imagine a story out of it?

"Dear Andy: How have you been?
Your mother and I are fine. We miss you.
Please sign off your computer and come
downstairs for something to eat. Love, Dad."
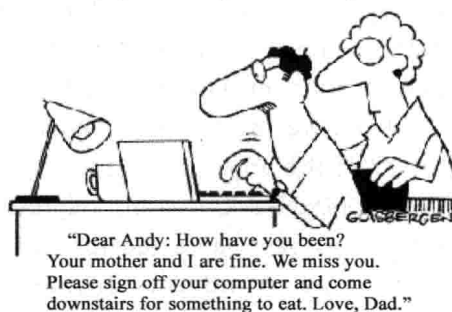
2. What can people do on line? Write down as many activities as you can and categorize them in the following table.

Work	
Study	
Entertainment	
Commerce	

3. Do you think the Internet might have some negative effects upon people's lives? If yes, what are they?
4. On-line existence or reality, which do you prefer? Why?

Text

Alienation and the Internet

Tony Spears

The Internet provides an amazing forum for the free exchange of ideas. And it is my personal belief that the human potential can only be realized by the globalization of ideas. I developed this position years before the Internet came into widespread use. And I am

excited at the potential for the Internet to dramatically alter our global society for the better. However I am also troubled by the possible unintended negative consequences.

There has been much talk about the "new information age". But much less widely reported has been the notion that the Internet may be responsible for furthering the fragmentation of society by alienating its individual users. At first this might sound like an apparent contradiction: how can something, that is on the one hand responsible for global unification by enabling the free exchange of ideas, alienate the participants?

I had a recent discussion with a friend of mine who has what he described as a "problem" with the Internet. When I questioned him further he said that he was "addicted", and has "forced" himself to go off-line. He said that he felt like an alcoholic, in that moderate use of the Internet was just not possible for him. I have not known this fellow to be given to exaggeration, therefore when he described his internet binges, when he would spend over twenty-four hours on line non-stop, it gave me cause to think. He said, "The Internet isn't real, but I was spending all my time on line, so I just had to stop." He went on to say that all of the time that he spent on line might have skewed his sense of reality, and that it made him feel lonely and depressed.

The fragmentation of society has been lamented for some time now. It seems to me that it probably began in earnest after World War II when a generation returned from doing great deeds overseas. They won the war, and by God they were going to win the peace. Automobile ownership became commonplace and suburbs were created. "Progress" was their mantra. So even prior to the Internet's widespread popularity, folks were already becoming distanced from their extended families and neighbors. And when we fast-forward to today we see an almost cruel irony in that people can and often do develop on-line relationships with folks on the other side of the globe, without leaving their homes. But at the expense of the time that would have otherwise been available for involvement in other activities which might foster a sense of community in their villages, towns and cities.

Last weekend my wife and I invited our extended family to our home to celebrate our daughter's birthday. During the celebration my young nephew spent the entire time on my computer playing a simulated war game. My brother-in-law and I were chatting nearby and it struck us that in generations past, his son — my nephew — would have been outside playing with his friends. But now the little fellow goes on line to play his games against his friends in cyberspace.

It seems to me that the Internet is a powerful tool that presents an opportunity for the advancement of the acquisition and application of knowledge. However, based on my personal experience I can understand how, as they surf the web, some folks might be confronted with cognitive overload. And I can also understand how one might have his or her sense of reality distorted in the process. Is the Internet a real place? Depending upon how a "real place" is defined it might very well be. At the very least, I believe that when we use the Internet, we are forced to ask fundamental questions about how we perceive

the world about us — perhaps another unintended consequence. Some would argue that the virtual existences created by some users who debate, shop, travel and have romance on line are in fact not real. While others would argue that since in practical terms, folks are debating, shopping, traveling and having romance, the converse is true.

All of this being said, I believe that the key to realizing the potential of the Internet is in achieving balance in our lives. This would allow us to maximize its potential without losing our sense of place. However, like most things, that is easier said than done. It seems to me that we are a society that values immediate gratification above all else, and what better place to achieve it than in cyberspace, where the cyber-world is your cyber-oyster. The widespread use of the automobile forever changed our society and culture, and perhaps a similar sort of thing is occurring now. I am not at all certain where the "information superhighway" will lead us: some say to Utopia, while others feel it's the road to hell. But I do know that we all have the ability to maintain our sense of place in the world. Whether we choose to take advantage of this ability is another matter.

Notes to the Text

1. *Tony Spears*: Senior Director of Curriculum and Assessment at San Diego County Office of Education (SDCOE). He was awarded the Heffernan Memorial Curriculum Award in 2005 by the California Association for Supervision and Curriculum Development (CASCD) for his expertise and leadership in the field of curriculum and professional development.

2. *I developed this position...*: I came to have this opinion...

3. *I have not known this fellow to be given to exaggeration...*: according to my knowledge of this fellow, he's not a person who likes to exaggerate...
   be given to sth./to doing sth.: (*formal*) to do sth. often or regularly, e.g.
   He's given to jogging in the morning for an hour.

4. *by God (by gosh)*: an expression used to emphasize a feeling of determination or surprise.

5. *extended families*: family groups that consist of parents, children, and other close relatives, often living in close proximity.

6. *cognitive overload*: excessive load in knowledge acquisition.

7. *"the cyber-world is your cyber-oyster"*: referring to the idiom "the world is your oyster" (世界是属于你的,你的前途无量).

Comprehension Tasks

A. *Answer the following questions according to the text.*
   1. Does Tony Spears believe that the Internet is a positive forum?
   2. What predictions about the whole essay can you make on the basis of the first paragraph?

3. Why did the author's friend decide to force himself to go off-line?

4. Does the title meaningfully forecast the main claim of this essay?

5. What exactly does "alienation" mean? Does it mean the same as "being lonely"?

6. What kind of essay is this — and who might be the intended audience?

7. Does paragraph three provide compelling evidence that the Internet can create alienation?

8. The fourth paragraph aims to put Spear's point about fragmentation in a larger historical context: Other forces have also contributed to a growing sense of fragmentation. Do you find most sentences in the paragraph effectively support the topic sentence?

9. Do Spears' examples in the fourth paragraph apply to China?

10. What troubled Spears during his daughter's birthday celebration? Do you think this problem is a real one in China?

11. Spears asks late in the essay "Is the Internet a real place?" and offers positions on both sides. Do you think cyber-romances, cyber-shopping, cyber-chatting, online socializing, and online learning are any less real than their non-virtual counterparts? Is the question relevant to his main point?

12. Toward the end of the essay, Spears says that "I believe that the key to realizing the potential of the Internet is in achieving balance in our lives." He then acknowledges that it is easier said than done. How literally do you think we should "balance" our virtual and non-virtual realities? 50/50?

13. Spears implies an analogy between automobiles: highways :: computers :: superhighways, suggesting that they both paradoxically connect us and tear us apart. Do you agree? Why or why not? If you didn't agree with him before you read the essay, does he say anything to convince you otherwise?

B. *Decide whether the following statements are true or false according to the text.*

1. Human potential can only be realized by widespread use of the Internet.

2. The Internet has dramatically altered our world for the better.

3. The notion that the Internet is related to the fragmentation of society is less widely reported, compared with the topic of "new information age".

4. The main reason why the author's friend quit the Internet lies in that it took him too much time.

5. The fragmentation of society was mainly caused by World War II.

6. The Internet's popularity is not the only factor that causes folks' becoming distanced from their extended families and neighbors.

7. The "cruel irony" mentioned in Para.4 refers to the fact that people develop on-line relationship with strangers instead of developing a sense of community where they live.

8. In the author's eyes, while the Internet promotes the acquisition and application of knowledge, it might bring about cognitive overload for it's users.

9. The "information superhighway" will lead us to a promising future.

10. The author believes that the potential of the Internet can be fully realized in our society.

Linguistic Competence

I New Words and Expressions

A. *Match the following words in column A with the words and phrases in column B.*

A	B
1. alter (Para. 1)	a. to give a bias to; distort
2. alienate (Para. 2)	b. to encourage sth. to develop
3. addicted (Para. 3)	c. compulsively and physiologically dependent on a habit-forming substance
4. skew (Para. 3)	d. to change or make different
5. prior to (Para. 4)	e. too much of sth.
6. foster (Para. 4)	f. isolate or dissociate emotionally
7. overload (Para. 6)	g. preceding, before
8. perceive (Para. 6)	h. consider important
9. converse (Para. 6)	i. the opposite or reverse of a fact or statement
10. value (Para. 7)	j. to achieve understanding of

B. *Look up the following words or phrases and write down their definitions according to their use in the text.*

1. fragmentation (Para. 2) _____
2. binge (Para. 3) _____
3. lament (Para. 4) _____
4. in earnest (Para. 4) _____
5. mantra (Para. 4) _____
6. at the expense of (Para. 4) _____
7. acquisition (Para. 6) _____
8. cognitive (Para. 6) _____
9. be confronted with (Para. 6) _____
10. cyberspace (Para. 7) _____

II Word Power: Conversion

A. *Conversion is the formation of new words by changing the words of one class to another. Most often, it occurs between nouns and verbs, even though other classes of*

words may converse as well. The following are two examples from Alienation and the Internet.

1. He went on to say that all of the time that he spent on line might have <u>skewed</u> his sense of reality… (*adj.→ v.*)

2. And when we <u>fast-forward</u> to today we see an almost cruel irony… (*adv. →v.*)

B. *Study the following examples.*

1. *v. → n.*: By the 19th century, it still was hard to find a clear <u>divide</u> between European countries.

2. *n. → v.*: He decided to <u>man</u> his boat with a replacement crew.

3. *adj.→v.*: <u>Wet</u> your clothes before you put them into your washing machine.

4. *prep.→v.*: He's been here for years; he should know the <u>ins and outs</u> of the city by now.

5. *pron.→n.*: He said he had no house, no money, no food, no <u>nothing</u>.

6. *verb phrase→ n.*: If they keep doing that, what do you think would be the <u>outcome</u> (= to come out)?

C. *Read and translate the sentences into Chinese, paying special attention to the italicized words.*

1. Kissinger got the plans and *helicoptered* to Camp David.

2. The newspapers *headlined* his long record of accomplishments.

3. He likes a quiet *smoke* after supper.

4. The *breakdown* of the car was annoying.

5. There is only one *black* in my class.

6. Many *classics* are now available in bookstores.

7. The *overflow* of the river posed a threat to the crops.

8. He was knocked out in the first *round*.

9. His argument contains too many *ifs* and *buts*.

10. Life is full of *ups* and *downs*.

11. Good health is a *must* for your successful career.

12. The intellectuals are *muched* again.

13. We *downed* a few beers.

14. See, VH1 doesn't *air* these things once; they're in rotation.

15. VH1 had *googled* Cher and found an interview.

Ⅲ Content Words and Function Words

A. *Fill in the blanks with the proper forms of the words or phrases from the box below.*

equivalent	position	unintended	moderate	in earnest
commonplace	prior to	be confronted with	overload	converse

1. People criticized the senator's _____ on arms control.

2. After solving all the problems, Jack settled down to study _____ for the