



高等院校英语专业系列教材

A NEW COURSE BOOK FOR ADVANCED ENGLISH



BOOK 1 (上册)

新编高级英语

STUDENT'S BOOK (学生用书)

主编 彭长江

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| 体例反映教学过程 | ★ | 目标方法一目了然 |
| 全面加强听说译写 | ★ | 注重深度理解能力 |
| 夯实词汇语法基础 | ★ | 介绍文体修辞知识 |
| 切实减轻师生负担 | ★ | 直通专业八级考研 |

湖南师范大学出版社
HUNAN NORMAL UNIVERSITY PRESS

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编 者 的 话

《新编高级英语》共二册,供大学英语专业本科、专科三年级学生及水平相当的学习者使用。为方便教师备课和上课,各册均配有教师用书。

高级英语就是英语精读的高级阶段。编者多年的英语专业本、专科高级英语和英汉互译教学以及本科毕业论文指导的经历表明,除了极优秀者之外,学生经过高级英语学习之后,阅读理解仍然局限于表层,写作、翻译时动笔就错。究其原因,一是原有教材每课没有明确的目标,或者目标过于分散,教师教学时、学生学习时弄不清一课书到底要教些什么、学些什么;二是没有针对成年人学习外语的特点,没有考虑到成年人思考能力强而机械模仿能力弱的特点,一味地加大阅读量、练习量;三是没有针对中国成年人学习外语的特点,不是主动消除母语对外语习得的负面影响,而是在教学中消极地回避、限制母语的使用。为了纠正这些现象,我们编写了这套教材,以期对英语专业高级英语教学做出我们微薄的贡献。

一、编写原则

在编写这套教材的过程中,编者努力遵循以下原则:

- ① 选材现代化、多样化、实用化:选材时间最早为 19 世纪,最晚为 2007 年;体裁包括随笔、书信、演讲、传记、游记、报道、专栏文章、科普、小说、文学评论、政论、回忆录、诗歌等。长度限制在 1000 到 1500 个词之间,超过这个长度的则进行节选或删减;
- ② 每个单元具有明确的教学目标。其中以大幅度提高学生深度理解能力为主要目标,兼顾听、说、写、译能力的提高;
- ③ 编写体例体现实际的教学步骤;
- ④ 充分利用成年人学习外语时思考力强的特点,主动出击,变母语的负面



影响为正面影响；

- ⑤ 尽可能同英语专业八级考试接轨，并兼顾英语专业考研；
- ⑥ 限制篇幅，确保在教学大纲规定的课时内完成本教材教学任务；
- ⑦ 努力为教师节省备课、命题时间。

二、编写体例

在以上原则指导下，我们采用了如下编写体例：

每个单元分为“文本处理”(Text-processing)与“工具打磨”(Tool-sharpening)两大部分。

I. 第1部分 文本处理(Part 1 Text-processing)

这一部分全面培养学生听、说、读、写、译五项基本技能，其中以读为主，特别强调为求得深度理解的精雕细刻式的研读。其具体步骤如下：

① 第一步是学生独立阅读(Independent Reading)，要求学生课前预先自己阅读课文。课文后有“预习用注释”(Notes for Preview)。凡学生不认识、不熟悉的词语，或在本单元课文中具有特殊意义的词语都进行注释。注释以英文写出，供学生在预习时参考。如果学生看了注释之后对这些词语在本单元课文中的意义仍然不甚了了，可参看书后的 Appendix 3 中的中文释义。

② 第二步是课堂教学阶段，称为“教师辅助作业”(Teacher-aided Work)，要求在课堂上师生互动，即以学生为主体，教师起指导作用。

首先是以听的形式出现的“导入”(Lead-in)。教师放一段介绍本课作者与选文的录音，要求学生做笔记，然后在经过改写之后的短文中填空。这些空一般不是用短文中的原词能填出的，而是必须理解了录音的意思，并考虑改写过后的短文的行文方式才能填出。这是为了让学生一方面了解作者与选文，另一方面训练学生应对英语专业八级考试中类似的听力题的能力。

其次是“深度理解”(In-depth Comprehension)。这一部分仍然是读，但要求的是为求得深入理解的读，包括：(1) 针对课文某些词语、句子提出 12~20 个问题。这些问题都不是用课文中的原话能够回答的问题，而是需深层次理解的问题，并且要求说出进行正确判断的依据。(2) 针对课文段落或全文设 5 个选择题，以帮助学生理解涉及课文中几句、几段，甚至全文的问题。

最后是“课文延伸”(Extension from the Text)。这一部分涉及说、读、译、写，包括：(1) 要求学生回答一个跟课文有密切关系的综合性问题。这个问题与 In-



depth Comprehension 中的问题的区别,首先是由学生讲,以锻炼其成段陈述的能力,而不是由教师讲;其次是这个问题以 In-depth Comprehension 中的问题为基础。(2) 同类材料完形填空,其中的空主要涉及理解,没有根据上下文进行推理的能力就做不出来。(3) 课后把一段跟课文来源相同或类型相同的英文译成中文,或把一段跟课文类型相同的中文译成英文,或写一篇英语短文。这三种方式在各课之间轮流进行。

II. 第2部分 工具打磨(Part 2 Tool-sharpening)

这一部分叫“工具打磨”,是因为其中要学的东西全是更为更好地进行文本处理,包括词汇、语法、修辞(上册)或修辞/文体(下册)三项。

① 词语(Words and Phrases)

1) 研究(Study)

前10个单元每单元选择10组常用同义词、近义词,或中国学生易混词进行讲解。讲解的方式不是罗列每个词的意义,而是以深入浅出、切中要害的方式讲出这一组词的共同之处、关键的区别以及中国学生由于受母语的影响而最容易犯的错误等。这一项主要由学生自己阅读。教师可在课堂上强调一组词的关键区别。

2) 练习(Exercises)

(1) 设10个词汇选择题,以巩固学生对这些词汇的掌握。

(2) 设10个汉英译句题,每句中包含同组词汇2~4个,以帮助学生克服因汉语中用词相同或相近而误用这些词汇的现象。

② 语法(Grammar)

1) 前10个单元每单元讲解一个语法问题,以中国学生因受母语语法影响而往往出错的基本的语法问题为对象,影响范围愈广者愈放在前面讲解。

2) 练习(Exercises)

(1) 设一段落填空题,材料来源与课文相同或相似,一般有20个空,其中涉及本单元所讲语法现象者至少5~6个。

(2) 设一校对题,材料来源与课文相同或类似,其中10行中有8~9行有错,涉及本单元所讲语法者至少2~3行。

③ 修辞(Rhetoric)

1) 前10个单元每单元讲积极修辞中2~3个密切相关的修辞格,或者消极修辞中遣词造句、谋篇布局方面的问题。

2) 练习(Exercises)



(1) 设一组修辞格题,各小题命题方式多种多样,有的要求判断用了什么修辞格,有的要求理解具体修辞格的意义,有的要求说出哪些词构成了一个修辞格,等等。

(2) 设一消极修辞题,随本单元所讲问题而变化命题方式。

上述两项中,讲解部分也主要由学生阅读。

全书后有四个附录(Appendix)。附录 1 为自测试卷,附录 2 为自测试卷参考答案,附录 3 为每课所注释与研究的词汇的汉语释义,附录 4 为语法修辞术语。

三、使用建议

① 本套教材供大学英语专业第三学年用。每册 12 单元,供一学期用。

② 每册前 10 个单元为必讲教材,在课时充裕的情况下,可选讲后 2 单元。

③ 建议每单元的时间分配为:课文部分 3 课时左右,词语、语法、修辞三部分各 1 课时左右。

感谢参与本册编写的 10 位同志。他们负责编写的部分如下:湘潭大学李素琼:第 2 单元;湖南工业大学张冬梅:第 3 单元;湖南科技学院刘腊梅:第 4 单元;湘南学院张建佳:第 6 单元;长沙理工大学邓跃平:第 7 单元;怀化学院唐姿:第 8 单元;长沙大学吴晓春:第 9 单元;衡阳师范学院徐江清:第 10 单元;江苏科技大学戴玉群:第 11 单元;湖南第一师范学校刘明东:第 12 单元。第 1 单元和第 5 单元由本人负责编写。本册副主编徐江清同志负责本书最后的校对与各附录的编写工作。

特别要感谢的是我在湖南师范大学外国语学院同事蒋坚松教授,是我们一起商讨了这两册教材的编写原则与编写体例。特别要感谢的还有湖南师范大学出版社英语编辑李阳博士,吸收了他的许多有益的建议,才最后完善了本书的编写体例。

在此还要感谢湖南师范大学外国语学院领导以及湖南师范大学出版社领导的支持,感谢湖南师范大学外国语学院同事、衡阳师范学院外语系和湖南科技学院外语系的领导与同事的支持与鼓励,感谢所有为我们提供素材的作家和参考文献作者,感谢校内外所有为我们积累了丰富教学经验的师长和同仁们。

彭长江

湖南师范大学外国语学院

2008 年 5 月



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UNIT



In this unit you will

► read about the author's strange sensations when he paid a visit "Once More to the Lake" that he had visited as a boy together with his father

► benefit from a detailed study of the following words and phrases:

1. ever; once
2. incessant; continuous; continual; endless
3. none; not one; no one/nobody
4. dress; clothe; put on; wear
5. sensation; perception; feeling; emotion
6. persist; persevere; insist
7. convince; believe
8. unique; sole; only; single
9. leave to sb's own devices; put to sb's (last) shifts
10. school; swarm; bevy; flock; herd

► get a better understanding of the **Basic Use of the Definite Article** and be able to avoid mistakes arising from overuse of it

► learn about the figures of speech **Metaphor, Personification and Simile** and improve your understanding of a text, especially a literary text



Part 1 Text-processing

Independent Reading

.....

Text

Read the text on your own before coming to class, referring to the “Notes for Preview” after the text. You can get help from Appendix 3 which gives the Chinese for the annotated words.

Once More to the Lake (Excerpt)

By E. B. White

1 One summer, along^① about 1904, my father rented a camp on a lake in Maine^② and took us all there for the month of August. We all got ringworm^③ from some kittens and had to rub Pond's Extract^④ on our arms and legs night and morning, and my father rolled over in a canoe with all his clothes on; but outside of^⑤ that the vacation was a success and from then on none of us ever thought there was any place in the world like that lake in Maine. We returned summer after summer—always on August 1st for one month. I have since^⑥ become a saltwater man, but sometimes in summer there are days when the restlessness of the tides and the fearful cold of the sea water and the incessant wind which blows across^⑦ the afternoon and into the evening make me wish for the placidity^⑧ of a lake in the woods. A few weeks ago this feeling got so strong I bought myself a couple of bass^⑨ hooks and a spinner^⑩ and returned to the lake where we used to go, for a week's fishing and to revisit old haunts^⑪.

2 I took along my son, who had never had any freshwater up his nose and

who had seen lily pads[®] only from train windows. On the journey over to the lake I began to wonder what it would be like. I wondered how time would have marred[®] this unique, this holy spot—the coves[®] and streams, the hills that the sun set behind, the camps and the paths behind the camps. I was sure the tarred road would have found it out and I wondered in what other ways it would be desolated[®]. It is strange how much you can remember about places like that once you allow your mind to return into the grooves which lead back. You remember one thing, and that suddenly reminds you of another thing. I guess I remembered clearest of all the early mornings, when the lake was cool and motionless, remembered how the bedroom smelled of the lumber it was made of and of the wet woods whose scent entered through the screen. The partitions[®] in the camp were thin and did not extend clear to the top of the rooms, and as I was always the first up I would dress softly so as not to wake the others, and sneak out into the sweet outdoors and start out in the canoe, keeping close along the shore in the long shadows of the pines. I remembered being very careful never to rub my paddle against the gunwale[®] for fear of disturbing the stillness of the cathedral[®].

3 The lake had never been what you would call a wild lake. There were cottages sprinkled around the shores, and it was in farming country although the shores of the lake were quite heavily wooded. Some of the cottages were owned by nearby farmers, and you would live at the shore and eat your meals at the farmhouse. That's what our family did. But although it wasn't wild, it was a fairly large and undisturbed lake and there were places in it which, to a child at least, seemed infinitely remote and primeval[®].

4 I was right about the tar; it led to within half a mile of the shore. But when I got back there, with my boy, and we settled into a camp near a farmhouse and into the kind of summertime I had known, I could tell that it was going to be pretty much the same as it had been before—I knew it, lying in bed the first morning, smelling the bedroom, and hearing the boy sneak quietly out and go off along the shore in a boat. I began to sustain the illusion[®] that he was I, and therefore, by simple transposition[®], that I was my father. This sensation persisted, and kept cropping up[®] all the time we were there. It was not an entirely



new feeling, but in this setting it grew much stronger. I seemed to be living a dual[®] existence. I would be in the middle of some simple act, I would be picking up a bait box or laying down a table fork, or I would be saying something, and suddenly it would be not I but my father who was saying the words or making the gesture. It gave me a creepy[®] sensation.

5 We went fishing the first morning. I felt the same damp moss covering the worms in the bait can, and saw the dragonfly alight on[®] the tip of my rod as it hovered[®] a few inches from the surface of the water. It was the arrival of this fly that convinced me beyond any doubt that everything was as it always had been, that the years were a mirage[®] and there had been no years. The small waves were the same, chucking[®] the rowboat under the chin as we fished at anchor, and the boat was the same boat, the same color green and the ribs broken in the same places, and under the floorboards the same fresh-water leavings and debris[®]—the dead hellgrammite[®], the wisps of moss, the rusty discarded fishhook; the dried blood from yesterday's catch. We stared silently at the tips of our rods, at the dragonflies that came and went. I lowered the tip of mine into the water, tentatively[®], pensively[®] dislodging[®] the fly, which darted two feet away, poised[®], darted two feet back, and came to rest again a little farther up the rod. There had been no years between the ducking[®] of this dragonfly and the other one—the one that was part of memory. I looked at the boy, who was silently watching his fly, and it was my hands that held his rod, my eyes watching. I felt dizzy and didn't know which rod I was at the end of.

6 We caught two bass, hauling them in briskly as though they were mackerel[®], pulling them over the side of the boat in a businesslike manner without any landing net, and stunning them with a blow on the back of the head. When we got back for a swim before lunch, the lake was exactly where we had left it, the same number of inches from the dock, and there was only the merest suggestion[®] of a breeze. This seemed an utterly enchanted[®] sea, this lake you could leave to its own devices for a few hours and come back to, and find that it had not stirred, this constant[®] and trustworthy body of water. In the shallows[®], the dark, water-soaked sticks and twigs, smooth and old, were undulating[®] in



clusters on the bottom against the clean ribbed sand, and the track of the mussel^② was plain. A school of minnows^③ swam by, each minnow with its small individual shadow, doubling the attendance, so clear and sharp in the sunlight. Some of the other campers were in swimming, along the shore, one of them with a cake of soap, and the water felt thin and clear and unsubstantial^④. Over the years there had been this person with the cake of soap, this cultist^⑤, and here he was. There had been no years.

► Notes for Preview

- ① along: toward (in time)
- ② Maine: a northeastern state of the US
- ③ ringworm: a skin disease passed on by touch, and often causing red rings on the head
- ④ Pond's Extract: a kind of ointment
- ⑤ outside of: (*AmE*) except for
- ⑥ since: *adv.* since then
- ⑦ across: throughout
- ⑧ placidity: peacefulness
- ⑨ bass /bæs/: any of many kinds of freshwater or saltwater fish that have prickly skins
- ⑩ spinner: a fishing lure with attached blades that revolve or flutter when drawn through the water
- ⑪ haunt: a place to go regularly, esp. as visited by those mentioned
- ⑫ lily pads: large, floating leaves of water lilies
- ⑬ mar: (*lit.*) to spoil
- ⑭ cove: a small sheltered opening in the coastline
- ⑮ desolate: to ruin; to destroy
- ⑯ partition: a thin wall inside a house
- ⑰ gunwale /'ɡʌnl/: (*tech.*) the upper edge of the side of a small ship or boat
- ⑱ cathedral: the chief church of a diocese (an area with a bishop)



- ⑲ primeval: having been in existence for a very long time
- ⑳ illusion: a false idea, esp. about oneself
- ㉑ transposition: changing the order or positions of two or more things
- ㉒ crop up: (*infml*) to arise, happen or appear unexpectedly
- ㉓ dual: consisting of two parts like each other; double
- ㉔ creepy: (*infml*) feeling an unpleasant sensation of fear, as of worms, insects, etc. creeping over one's skin
- ㉕ alight on: to come down from the air onto
- ㉖ hover: (of birds, flying insects, etc.) to stay in the air about one place
- ㉗ mirage /'mira:ʒ/: an optical effect sometimes seen at sea or in a desert caused by bending or reflection of light by a layer of heated air
- ㉘ chuck: to touch or rub lovingly and gently
- ㉙ debris /'debrɪ:/: the remains of something broken to pieces or destroyed, ruins
- ㉚ hellgrammite: the young of a kind of insect often used as a fish bait by anglers
- ㉛ tentative: made or done only as a suggestion to see the effect
- ㉜ pensive: deeply or dreamily thoughtful
- ㉝ dislodge: to force out of a position
- ㉞ poise: to stay in a position in which it is difficult to remain steady
- ㉟ duck: to move (usually lower one's head or body) so as to avoid being hit
- ㊱ mackerel: a type of sea fish with bands of blue-green color across the top of its body
- ㊲ suggestion: a slight sign
- ㊳ enchant: to use magic on
- ㊴ constant: (*lit.*) loyal, faithful
- ㊵ shallows: a shallow area in a body of water
- ㊶ undulate: to move or lie like waves rising and falling
- ㊷ mussel: a type of small sea animal with a black shell of two parts
- ㊸ minnow: any of several types of very small freshwater fish
- ㊹ unsubstantial: having no material existence
- ㊺ cultist: a fanatic follower of a particular custom or habit



Teacher-aided Work

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Lead-in

Listen to the recorder and take notes. Then fill in each gap in the following passage with ONE word according to what you have heard. Finish your work within 10 minutes.

E. B. White, an American writer, was born in 1899. After his graduation from Cornell University in 1922, he reported for a newspaper. In 1927 he became a writer for *The New Yorker* magazine. He wrote 1) _____ for *Harper's* magazine from 1938 to 1943. In 1945 he started publishing 2) _____ he had written for his nieces and nephews in book form. White wrote a large number of 3) _____, and the best of them were published in three collections. In 1959, he edited and updated *The Elements of Style*, a handbook by one of his professors at Cornell. In 1977 he was awarded a Pulitzer Prize for his lifetime's work, and he died in 1985.

"Once More to the Lake", selected from his *One Man's Meat*, is the story of a man returning to his younger days by coming back to a lake he had visited when a boy. Throughout the trip he felt that he had a 4) _____ identity and that "there had been no years." But throughout the story, there are just enough hints to remind him that time passes and man must 5) _____ after all.

In-depth Comprehension

1. Questions

- 1) Para 1: What happened to the author's father when he was in a canoe? Was it good or bad? How do you know?
- 2) Para 1: What does "a saltwater man" mean? Since when has the author become a saltwater man? Give your reasons.
- 3) Para 2: What does the author mean by saying his son "had never had any



- freshwater up his nose” and “had seen lily pads only from train windows”?
- 4) Para 2: How could the tarred road, which had no life, have “found out” the lake? What is the author’s real meaning? Was it good or bad in the author’s opinion? What is your reason for this conclusion?
 - 5) Para 2: How can a person’s mind move in grooves, which are physical? How would the author have said it in plain words?
 - 6) Para 2: What does “clear” in “extend clear to” mean? How would the author have probably described the partitions if he had used an affirmative sentence? What is the author’s intention in describing the partitions?
 - 7) Para 2: Is it possible that there is a cathedral on the shores of the lake? If not, what does “cathedral” really refer to? And why does the author call it a cathedral?
 - 8) Para 3: What is the author’s intention in saying “you would live at the shore and eat your meals at the farmhouse”?
 - 9) Para 5: What is a mirage? What does the author mean by “the years were a mirage and there had been no years”?
 - 10) Para 5: Does a rowboat really have a chin? What does “chucking the rowboat under the chin” mean?
 - 11) Para 5: Which does “catch” in “the dried blood from yesterday’s catch” refer to, an action or things? What is your reason?
 - 12) Para 5: Was it really the author’s hands that held his son’s rod, his eyes that were watching? If not, what does he mean?
 - 13) Para 6: Which is usually bigger and stronger, a bass or a mackerel? Give your reasons.
 - 14) Para 6: Can a lake move to another place? If not, why does the author say “the lake was exactly where we had left it”?
 - 15) Para 6: What does “attendance” mean? How is the attendance doubled?
 - 16) Para 6: What does “cultist” mean? Whom does “this cultist” refer to in this context?

2. Multiple-choice Questions

- 1) The author would like it better _____.

