

高等学校教材

新编英语教程

5

李观仪主编

A NEW ENGLISH COURSE

Student's Book

上海外语教育出版社

高等学校教材

新编英语教程

英语专业用

5

学生用书

李观仪(主编)

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(按姓氏笔划排列)

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前 言

《新编英语教程》第五、六册供高等学校(四年制)英语专业三年级学生使用。其目的主要是培养阅读技能,兼顾语言基本功的进一步训练和英语综合技能的培养,使学生在学完本教材后具有较熟练的交际能力。

本教程的编写原则列举如下:

1. 采用启发式教学模式,引导学生独立工作、独立思考,培养学生的逻辑思维能力。

高年级师生比较习惯于“填鸭式”教学。课堂上往往教师讲,学生记。这样,学生势必缺乏主动学习的积极性。教师按部就班易于养成学生的依赖性,不利于培养学生运用语言的能力。

本教材在教学的不同环节,启发学生进行不同的活动,务必使学生不仅能独立工作,而且能进行逻辑思维,善于独立思考。例如,在课文前有课前思考题、查工具书等活动。课文后的理解题除了针对大意、细节的提问外,更有推理性问题,启迪学生深入思考。在篇章结构、文体分析等方面,除了给以一定的基础知识外,要求学生自行解释分析。

2. 选材范围广泛,以扩大学生的文化知识面并使學生熟悉不同的文体。

本教材课文绝大部分选自当代文选,文字的时代气息浓厚。选材题材广泛,诸如语言、文学、教育、社会、文化、地理、科普等都占有一定篇幅。选材体裁多样,除了不同类型的说明文外,还有记叙文、论说文等。通过学习这些课文,学生将对当代英语的不同侧面、西方社会和文化、地理现象、能源危机、天才教育等方面加深认识。课文力求富有知识趣味性和修辞文体美。学生能在扩大知识面的同时习得优美的语言。

3. 编写大量语言练习,以巩固和扩大学生的语言知识,继续打好语言基本功。

本教材首先是阅读教材,但也不忽视语言基本功的训练。进一步加强基本功训练有利于学生阅读技能的提高。为此在每课课文后编有大量与课文相关的词汇、句法练习。例如词义辨析、同义词、反义词、构词法、句型转换等等。通过这些练习,学生不仅能巩固已学词汇,而且能扩大词汇量,获取运用不同修辞手段的能力,从而提高阅读能力。

4. 编写不同类型的练习,以培养英语综合技能。

综合技能训练在高年级要不断加强、不断提高,但并不是基础阶段综合技能训练的重复。本教材对阅读理解、篇章结构、文体修辞各方面有数量不等的不同练习。这些练习在课堂上可以进行讨论,以收听说训练之效。每单元都有写短文的练习,可以训练学生写作能力。而阅读技能更是重点训练项目。

在高年级阶段,听说读写四会能力不能再割裂开来作为单项技能训练,因为它们之间相互配合、相互关联、相互影响。口头讨论要有阅读的基础,但又能加深阅读理解,提高写作水平。写的能力来自于阅读,也有助于口语能力的提高。阅读为学生提供语言素材,是高年级语言学习的源泉。因而四会训练虽然分别进行,但实质上是综合语言技能训练的一个统一体。

5. 在有限的篇幅中,给以较大的语言输入量,以保证学生有充分的语言摄入量。

三年级除了英语阅读课外,还设有其他专业课程。各种课程相加,语言的输入量是比较大的。但就以阅读课本身而言,也必须有较大的语言输入量。为此在每单元中都有题材接近的主课文和副课文各一篇,促使学生有更广泛的文化知识以及更深入的思考讨论基础。

在本教材编写过程中,我们参考了不少英语教材,并从中选用了各种材料作为课文。凡参考或选用各种资料的书籍,我们在书后附录了参考书目。特此向各该书的编著者以及选文作者致以衷心的感谢。

在本教材的编写过程中,外籍专家 Anthony Ward 先生和 Anne Henderson 女士为本教材提出了建设性意见。特此一并致谢。

编者
1994 年 3 月

Preface

A New English Course Levels 5 and 6 are intended for the use of third-year students majoring in English in tertiary institutions with a four-year programme. They aim at the training of reading skills as well as the further training of basic and comprehensive language skills. Students are expected to have acquired a fairly high degree of communicative competence by the time they complete the two coursebooks.

The principles underlying the coursebook production are as follows:

1. A heuristic approach is adopted so that the students may be able to work on their own initiative and develop active and logical thinking.

Spoonfeeding used to dominate in advanced English classrooms in China. The tendency was for the teacher to be the sole speaker while his / her students listened and took notes. Under such circumstances, the students had little motivation and incentive. They were liable to become completely reliant on the teacher who merely spoonfed, and they were thus hindered from using the English language actively and creatively.

These coursebooks attempt at encouraging students to perform various tasks at various stages in order to enable them to work with initiative and to be adept in active and logical thinking. For example, before each text, there are pre-reading questions, dictionary work and library work to set students thinking and working. The comprehension questions after each text are based on facts as well as inferences, leading students to careful and profound thinking. Explanations of and questions on discoursal and rhetorical features are given, arousing students' interest in the mechanics of writing.

2. The selection of texts is based on the principle of variety, so that the students may broaden their scope of knowledge.

The majority of the texts have come from contemporary anthologies. Hence the language is characterized by current usage. A great variety of subjects are covered, e.g., language, literature, education, society, culture, geography, popular science. There are also different styles of writing, namely, different types of exposition, narration, and argument. By studying these texts, the students will deepen their understanding of different aspects of contemporary English language, western society and culture, geographical features, energy crisis, education for the gifted, to name a few of the subjects covered. The texts are not only informative and stimulating in content but also rhetorically and aesthetically appealing. The students will hopefully benefit from various writing styles and techniques.

3. Numerous language exercises of different kinds are devised so that the students may

consolidate and expand their language knowledge and further improve their language skills.

The coursebooks are primarily readers, but the training of language skills are not neglected, as the latter will help the students to improve their reading skills. Hence large numbers of grammar, vocabulary, and writing exercises relevant to each text, e.g., word distinction, synonyms and antonyms, word formation, sentence transformation, are given. By doing these exercises, the students are expected to consolidate and enlarge their vocabulary, to be able to write in different styles, and to enhance their reading ability.

4. Various types of exercises are designed so that the students may acquire integrated language skills in English.

The training of integrated language skills in the advanced English class is not a repetition of what has been done at the earlier stages. It has to be intensified and upgraded. Various and numerous challenging exercises on reading comprehension, text organization, styles of writing and rhetorics are provided in these coursebooks. These exercises are meant to be used orally in the classroom before being put in writing, so as to further train the students' listening and speaking skills. Each text has a writing assignment to improve the students' writing skills. The focus of training, however, is on reading skills.

At the advanced stage, the four skills of listening, speaking, reading and writing can no longer be treated as four separate single skills, as the relationship among them is that of coordination, correlation and interdependence. Oral discussion is based on reading, but at the same time it promotes reading comprehension and develops writing ability. The writing ability derives from reading; in the meantime it steps up the speaking ability. Reading, providing the students with large language input, is the fountainhead of advanced English study. Thus, we might say that the training of four skills, though not conducted simultaneously, is an integrative process.

5. A large input is given within a limited space so that the students may be ensured of an adequate language intake.

For the third-year students, other English courses are offered besides the reading course. The total language input, therefore, will be adequate. However, it is deemed advisable to have large enough language input in the reading course itself. Therefore, two texts of similar contents are provided in each unit. In this way, the students may have a closer contact with the English language and Western culture and a more solid basis for positive thinking and useful discussion.

In the process of producing these two coursebooks, we have had recourse to large numbers of English coursebooks of many types, from which we have adopted our text materials and some exercises. At the back of each coursebook, there is a list of books that we have consulted and availed ourselves of. We hereby express our profound gratitude to the authors and editors.

We are deeply indebted to Mr. Anthony Ward and Ms. Anne Henderson for their valuable comments on and helpful suggestions for the coursebooks.

TO THE STUDENT

You have successfully completed the foundation English course and you are now on the threshold of advanced English study.

You will find *A New English Course*, Levels 5 and 6, quite similar to Levels 3 and 4 of the same course in format and in language requirements, although the exercises are more challenging and thought-provoking. Each of the fifteen teaching units in *A New English Course*, STUDENT'S BOOK, Levels 5 and 6 respectively, consists of:

TEXT I. The texts, selected from contemporary anthologies on various subjects and in different writing styles, are intended for intensive study. Each text is dealt with under the following headings:

PRE-CLASS WORK. This section is to be done before class.

I. Pre-reading Questions. A number of questions are asked about the title and sometimes clues are given regarding the content of the text. You are required to think over the questions and you can thus be prepared for active participation in the reading.

II. Dictionary Work. You will look up a number of words and phrases in an English-English dictionary and get the definitions that fit the context of the text.

III. Library Work. You will look up a number of historical figures or events and various other subject matter in encyclopaedias and other reference books so that you may acquire some basic reference skills.

NOTES. In this section you are given some information about the author and background knowledge. There are also notes on a number of lexical items and sentence structures.

COMPREHENSION. Three types of questions are asked to help you to achieve a good understanding of the text.

I. Multiple-choice questions are asked concerning the main idea or the theme of the text.

II. True / False questions or multiple-choice questions are asked about factual details of the text.

III. Discussion questions are asked about facts, implications and your appreciation of the text.

ORGANIZATION AND DEVELOPMENT. How the text is organized and developed is discussed from the perspective of discourse. You are helped to form your own opinions about the structure of the text.

ANALYSIS. An analysis of the author's writing style and of the rhetorical devices he / she uses is made to help you to develop your writing skills.

LANGUAGE WORK. Large quantities of discrete item language exercises are found in this section to help you consolidate and enlarge your vocabulary. There are also paraphrase exercises and short essay writing assignments to help you to use English actively and creatively.

It is recommended that different types of exercises be orally done in class before being put in writing, so as to afford you more time and opportunity for oral work, which should not be weakened in the advanced English class.

It is our belief that patience, perseverance and painstaking efforts on your part will be duly rewarded.

A List of Abbreviations

ca.	circa (= about)
e.g.	for example
i.e.	that is
l.	line
ll.	lines
p.	page
pp.	pages
para.	paragraph
paras.	paragraphs

CONTENTS

Unit One		
TEXT I	Hit the Nail on the Head	1
TEXT II	The Maker's Eye: Revising Your Own Manuscripts	12
Unit Two		
TEXT I	Beware the Dirty Seas	19
TEXT II	An Ugly New Footprint in the Sand	29
Unit Three		
TEXT I	The Nightmare Life Without Fuel	33
TEXT II	The Great American Cooling Machine	45
Unit Four		
TEXT I	Going My Way	51
TEXT II	Preparing for College	60
Unit Five		
TEXT I	The Plug-in Drug: TV and the American Family	66
TEXT II	The Plug-in Drug: TV and the American Family	77
Unit Six		
TEXT I	... Meanwhile, Humans Eat Pet Food	84
TEXT II	The Invisible Poor	93
Unit Seven		
TEXT I	Things: The Throw-away Society	98
TEXT II	The Do-It-Yourselfers	109
Unit Eight		
TEXT I	Why Nothing Works	113
TEXT II	The Plot Against People	122
Unit Nine		
TEXT I	Should the Press Be Human?	125
TEXT II	Where Is the News Leading Us?	137
Unit Ten		
TEXT I	Grouping the Gifted: Pro	141
TEXT II	Grouping the Gifted: Con	152
Unit Eleven		
TEXT I	Cultivating a Hobby	156
TEXT II	A Debt to Dickens	166

Unit Twelve

TEXT I	The Role of Custom	171
TEXT II	Customs	182

Unit Thirteen

TEXT I	What Life Means to Me Part I	186
TEXT II	Graduation Part I	199

Unit Fourteen

TEXT I	What Life Means to Me Part II	205
TEXT II	Graduation Part II	219

Unit Fifteen

TEXT I	I Have a Dream	227
TEXT II	The Ethics of Living Jim Crow	240
References	247

Unit One

TEXT I

HIT THE NAIL ON THE HEAD

Alan Warner

PRE-CLASS WORK

I. Pre-reading Questions

1. Have you ever heard of the English proverb "Hit the nail on the head"? What does it mean?
2. This is an essay on English style. What do you think the author advises the English student to do in his / her writing?

II. Dictionary Work

Look up the following in a dictionary.

- | | |
|--------------------------------|-----------------------|
| 1. drive something home (l. 4) | 2. scrupulous (l. 10) |
| 3. far afield (l. 36) | 4. rife (l. 45) |
| 5. leader (l. 53) | 6. coercion (l. 59) |
| 7. epitomize (l. 60) | 8. disprove (l. 77) |
| 9. expire (l. 92) | 10. indigent (l. 92) |

III. Library Work

1. Find out who the following are.
 - 1) Gustave Flaubert (l. 10)
 - 2) Mrs. Malaprop (l. 47)
2. Find out where Hindi (l. 105) and Swahili (l. 106) are used.

TEXT

¹Have you ever watched a clumsy man hammering a nail into a box? He hits it first to one side, then to another, perhaps knocking it over completely, so that in the end he only gets half of it into the wood. A skilful carpenter, on the other hand, will drive home the nail with a few firm, deft blows, hitting it each time squarely on the head. So with language; the good craftsman will choose words that drive home his point firmly and exactly. A word that is more or less right, a loose phrase, an ambiguous expression, a vague adjective, will not satisfy a writer who aims at clean English. He will try always to get the word that is completely right for his purpose.

²The French have an apt phrase for this. They speak of “le mot juste,”¹ the word that is just right. Stories are told of scrupulous writers, like Flaubert, who spent days trying to get one or two sentences exactly right². Words are many and various; they are subtle and delicate in their different shades of meaning, and it is not easy to find the ones that express precisely what we want to say. It is not only a matter of having a good command of language and a fairly wide vocabulary; it is also necessary to think hard and to observe accurately. Choosing words is part of the process of realization, of defining our thoughts and feelings for ourselves, as well as for those who hear or read our words. Someone once remarked: “How can I know what I think till I see what I say?” This sounds stupid, but there is a great deal of truth in it.

³It is hard work choosing the right words, but we shall be rewarded by the satisfaction that finding them brings. The exact use of language gives us mastery over the material we are dealing with. Perhaps you have been asked “What sort of a man is so-and-so?” You begin: “Oh, I think he’s quite a nice chap but he’s rather ...” and then you hesitate trying to find a word or phrase to express what it is about him that you don’t like, that constitutes his limitation. When you find the right phrase you feel that your conception of the man is clearer and sharper.

⁴In certain primitive tribes it was thought dangerous to reveal your name to a stranger. It might give him power over you. Even in modern civilized society you find yourself at a slight social disadvantage if someone knows your name but you don’t know his. Command of words is ultimately command over life and experience.

⁵Some English words have a common root but are used in very different senses. Consider *human* and *humane*, for example. Their origin is the same and their meanings are related, but their usage is distinct. A *human* action is not the same thing as a *humane* action. We cannot speak of a Declaration of *Humane* Rights. — There is a weapon called a *humane* killer³, but it is not a human killer.

⁶We don’t have to look far afield to find evidence of bad carpentry in language. A student, replying to an invitation to dinner, finished his letter: “I shall be delighted to come and I am looking forward to the day with *anxiety*.” *Anxiety* carries with it suggestions of worry and fear. What the writer meant was possibly *eagerness*. *Anxiety* has some kinship with *eagerness* but it will not do as a substitute in this context.

⁷The leader of a political party in Uganda⁴ wrote a letter to the Press which contained this sentence:

Let us all fight this selfishness, opportunism, cowardice and ignorance now rife in Uganda and put in their place truth, manliness, consistency and *singularity* of mind.

⁸This stirring appeal is spoilt by a malapropism in the last phrase, the word

singularity. What the writer meant, I think, was *singleness* of mind, holding steadfastly to the purpose in mind, without being drawn aside by less worthy objects. *Singularity* means *oddity* or *peculiarity*, something that singles a man out 50 from other men.

⁹Without being a malapropism, a word may still fail to be the right word for the writer's purpose, the "mot juste". A journalist, writing a leader about Christmas, introduced a quotation from Dickens by saying:

55

All that was ever thought or written about Christmas is *imprisoned* in this sentence....

Imprisonment suggests force, coercion, as if the meaning were held against its will. It would be better to write *contained* or *summed up*. *Epitomized* might do, 60 though it is rather a clumsy-sounding word. Searching a little farther for the "mot juste" we might hit on the word *distilled*. This has more force than *contained* or *summed up*. Distillation suggests *essence* and we might further improve the sentence by adding this word at the beginning:

65

The essence of all that was ever thought or written about Christmas is distilled in this sentence.

English has a wide vocabulary and it is a very flexible language. There are many different ways of making a statement. But words that are very similar in meaning have 70 fine shades of difference, and a student needs to be alive to these differences. By using his dictionary, and above all by reading, a student can increase his sensitivity to these shades of difference and improve his ability to express his own meanings exactly.

¹⁰Professor Raleigh⁵ once stated: "There are no synonyms, and the same 75 statement can never be repeated in a changed form of words." This is perhaps too absolute, but it is not easy to disprove. Even a slight alteration in the wording of a statement can subtly shift the meaning. Look at these two sentences:

(1) In my childhood I loved to watch trains go by.

80

(2) When I was a child I loved watching trains go by.

At first glance these two sentences are exactly the same. But look more closely and you will see that there are very tiny differences. *In my childhood* is a shade more abstract than *When I was a child*. *Watching* perhaps emphasizes the looking at trains a 85 little more than *to watch*. This is a very subtle example, and it would be possible to

argue about it, but everyone would at once agree that there is a marked difference between the next two statements:

(1) He died poor.

90 (2) He expired in indigent circumstances.

In one sense *expired* is a synonym for *died* and *in indigent circumstances* for *poor*, but when the whole statement is considered, we cannot maintain that the two are the same. The change in words is a change in style, and the effect on the reader is quite
95 different. It is perhaps easier to be a good craftsman with wood and nails than a good craftsman with words, but all of us can increase our skill and sensitivity with a little effort and patience. In this way we shall not only improve our writing, but also our reading.

¹¹Above all we should try to cultivate an interest in words. They are the most
100 fascinating things. The study of words, of their origins and shifting meanings, can tell us a great deal about human life and thought. Compare English words with words in your own language. Can you translate the English word *club*, for example, into your own language? The French couldn't, and so they took over the English word, but they pronounce it differently. Can you find an exact English equivalent
105 for *chic*⁶ (French), *weltanschauung*⁷ (German), *ahimsa*⁸ (Hindi), *safari*⁹ (Swahili)?

¹²English offers a fascinating variety of words for many activities and interests. Consider the wide range of meanings that can be expressed by the various words we have to describe walking, for example. We can say that a man is
110 marching, pacing, patrolling, stalking, striding, treading, tramping, stepping out, prancing, strutting, prowling, plodding, strolling, shuffling, staggering, sidling, trudging, toddling, rambling, roaming, sauntering, meandering, lounging, loitering, or creeping.

¹³The foreign student of English may be discouraged and dismayed when he learns
115 that there are over 400,000 words in the English language, without counting slang. But let him take courage. More than half of these words are dead. They are not in current use. Even Shakespeare used a vocabulary of only some 20,000 words. The average Englishman today probably has a vocabulary range of from 12,000 to 13,000 words. It is good to make your vocabulary as complete as you can,
120 but a great deal can be said and written with a vocabulary of no more than 10,000 words. The important thing is to have a good control and command over the words you do know. Better know two words exactly than three vaguely. A good carpenter is not distinguished by the number of his tools, but by the craftsmanship with which he uses them. So a good writer is not measured by the extent of his vocabulary, but
125 by his skill in finding the "mot juste", the word that will hit the nail cleanly on the

head.

From: Alan Warner, pp. 34–38

NOTES

The Author — Alan Warner, English teacher at Makerere College, Kampala, Uganda. The selection is Chapter 7 of his book *A Short Guide to English Style* (1961), which consists of three parts: Part One, How to write clean English; Part Two, The development of English style; and Part Three, English styles today. In writing the book, the author has tried to keep in mind the special needs and difficulties of those students for whom English is not the mother tongue.

1. *le mot juste* /lə'mo'ʒyst/ — French for “the correct or exact word”. This is a term for the expressiveness and meticulousness of style, down to each word of each sentence, which was the goal of Gustave Flaubert in writing his novels. Flaubert’s polishing and repolishing of his work is famous.
2. like Flaubert, who spent days trying to get one or two sentences exactly right — Guy de Maupassant, French novelist and short story writer, reports Flaubert as saying: “Whatever the thing is that one wishes to say, there is only one word to express it, one verb to animate it, and one adjective to qualify it. Therefore one must search until one has found them, this word, this verb, this adjective.”
3. humane killer — instrument for painless slaughter of animals
4. Uganda — an independent country in east Africa. The country is noted for its landscape and pleasant climate. Until 1962, it was a British colony.
5. Professor Raleigh — Sir Walter Alexander Raleigh (1861 — 1922), Scottish man of letters and critic who was a prominent figure in the Oxford of his time. He was appointed Oxford’s first professor of English literature in 1904. His publications include: *Style* (1897), *Wordsworth* (1903), *Shakespeare* (1907), *Six Essays on Johnson* (1910). Do not confuse Professor Raleigh with the Sir Walter Raleigh (1552? — 1618) of Queen Elizabeth I’s time.
6. *chic* /ʃɪk/ — French word meaning fashionable, stylish, smart, elegant
7. *weltanschauung* /ˈvel.təːn.ʃauəŋ/ — German word meaning a comprehensive conception of the world especially from a specific standpoint; world view
8. *ahimsa* /ə'himsa:/ — Hindi word meaning the Hindu and Buddhist doctrine of refraining from harming any living being
9. *safari* /sə'fɑːri/ — Swahili word meaning a trip through wild country, especially in east or central Africa, hunting or photographing big animals

COMPREHENSION

I. Judge which of the following best summarizes the main idea of the article.

- A. To be able to use the right word is an important component of one’s mastery of the

English language.

- B. To facilitate one's own process of cognition and one's communication with others, one must be able to choose the right word from the extensive vocabulary of the English language.
- C. It is more important to know exactly the meaning and use of a relatively small number of words than to know vaguely a larger number.

II. Determine which is the best choice for each of the following questions.

- 1. "Clean English" in the first paragraph means _____.
 - A. English of a dignified style
 - B. English free from swear words
 - C. English which is precise and clear
- 2. The word "realization" in the sentence "Choosing words is part of the process of realization ..." means _____.
 - A. articulating sounds
 - B. fulfilling one's goals
 - C. becoming aware of what one thinks and feels
- 3. The example given in para. 3 of a man searching for the right word for his feelings about his friend illustrates the function words perform in _____.
 - A. defining our thoughts and feelings for ourselves
 - B. defining our thoughts and feelings for those who hear us
 - C. both A and B
- 4. The word "cleanly" in the last sentence means _____.
 - A. squarely
 - B. clearly
 - C. neatly
- 5. The examples of the untranslatability of some words given in para. 11 best illustrate which sentence of the paragraph?
 - A. The first sentence.
 - B. The second sentence.
 - C. The third sentence.

III. Answer the following questions.

- 1. Which sentence in the first paragraph establishes the link between the driving of a nail and the choice of a word?
- 2. What does the word "this" in sentence 1, para. 2, refer to?
- 3. Do you agree with the author that there is a great deal of truth in the seemingly stupid question "How can I know what I think till I see what I say"? Why or why not?
- 4. Explain why the word "imprison" in the example given in para. 9, though not a malapropism, is still not the right word for the writer's purpose.
- 5. What is the difference between "human" and "humane"? And the difference between