



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

综合教程

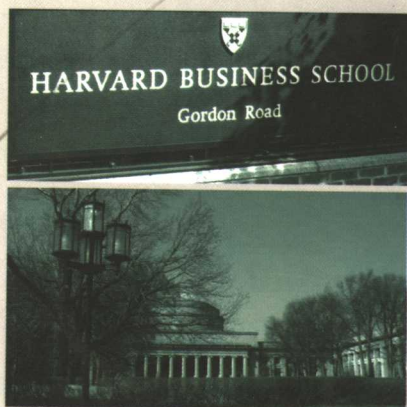
AN INTEGRATED ENGLISH COURSE

主 编 何兆熊

本册主编 张春柏

第六册

Book 6



教师用书

Teacher's Book

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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总序

普通高等教育“十五”国家级规划教材
新世纪高等院校英语专业本科生系列教材

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴 炜 栋

上海外国语大学校长

前言

《综合教程》第五、六册是为高等院校英语专业三年级学生编写的高级英语课教材。分别由上海师范大学和华东师范大学负责编写。

英语专业的四年教学,第一、二年级是基础阶段,三、四年级是提高阶段。因此,第五、六册是在第一到四册的基础上的提高和延续。通过头两年的学习,学生应该在听、说、读、写、译的能力等方面,以及在基础语法和词汇的掌握和运用方面都打下了比较扎实的基础,但毋庸置疑,他们仍然面临着进一步提高的任务。因此,第五、六册的编写沿袭了前面四册的编写思路,仍然以全面提高学生的语言综合运用能力为目标,使学生能在更高的层次上进行语言交际。

第五、六册课文的挑选遵循了前面四册的选材原则,课文全部为英美作者的原文,我们只在个别情况下作了极少的删节和改动。除了选自报刊杂志的时政类文章外,和前面四册不同的是在五、六册中我们增加了英美文学的一些经典名篇,使教材具有更强的人文气息。这样做我们认为符合英语专业的总体培养目标,也是英语专业教材一个重要特点。

第五、六册每册含 16 个单元,每个单元的构成如下:

Pre-reading questions

Text I

Text comprehension

Writing strategies

Language work

Translation

Topics for discussion

Writing practice

Listening exercises

Text II

各个部分的编写意图和使用方式和前面四册相应的部分大致相同。需要说明的有以下几点:

Writing strategies 可以说是第三、四册中的 Structural analysis 和 Rhetorical features 这两个部分的结合,目的是让学生提高对写作手法的认识程度,以便他们能在自己的写作过程中借鉴运用。

Topics for discussion 取代了前面四册中的 Oral activities,我们只建议了讨论的题目,对开展口语活动的形式不作限定,这样教师和学生都可以享有更大的自由度。

我们对写作的安排是把段落写作的基本原则和常用的方法分别放在第五册的 16 个单元

里做简单的介绍,第六册则以应用文的写作为主。各校可以根据自己学校对写作课教学的安排来使用本教材中的写作内容。

为了方便教师使用,和前面四册一样,第五、六册配备了较为详尽的教师用书。

由于编写的时间仓促,编者的水平有限,我们的教材难免会有不尽如人意之处,也肯定会有种种的谬误,我们真诚希望广大使用本教材的教师和学生给我们指出,以便我们改进和更正。

何兆熊

2006年5月

编写说明

《综合教程》高级阶段是《综合教程》基础阶段的延续,也分四册,本册为第六册,供英语专业三年级第二学期使用。

第六册共有 16 个单元,每个单元由 Text I、Text II 和相关的练习构成。建议使用本书的教师在一周的时间内完成一个单元的教学任务。

本册所有的课文均选自第一手的英文资料,除了少数原文偏长需要删节外,其余一律保持原文的风貌,尽可能为学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及教育、语言、科技、文化、人生哲学、社会问题等;体裁多样,有叙述、记述、论说等;选材以当代作品为主,收入了部分 19 世纪至 20 世纪初的语言优美流畅、脍炙人口的经典散文。本书旨在让学生学习英语的同时,拓展视野,陶冶情操,提高素养。

本册练习种类较多,目的在于采取各种方式提高学生的理解能力和应用能力。

与 Text I 相关的练习共有 8 个部分:Pre-reading questions; Text comprehension; Writing strategies; Language work; Translation; Topics for discussion; Writing practice; Listening exercises.

Pre-reading questions 与 Text I 的话题相关但不涉及课文的具体内容,起到“热身”作用,引导学生进入本单元的主题。除了我们提供的问题,使用本册教材的教师也可以自行增加其他类似的问题。

Text comprehension 设计的问题都与 Text I 直接有关,其中既有对课文字面的、局部意义的理解,又有对课文的整体把握以及对内涵和寓意的理解,从而帮助学生在课文理解方面做到既见树木,又见森林。

Writing strategies 着重解释课文作者所使用的写作、修辞手法,以提高学生对语篇的欣赏能力和写作水平。

Language work 包括多种类型的语言练习。其中有词汇练习,旨在帮助学生掌握一些积极词汇的意义并拓展其用法,做到熟练运用;改错练习和完形填空,帮助学生从词汇、语法、篇章结构等各方面综合运用语言。

Translation 含有两个部分,句子翻译(全部为汉译英)和段落翻译(单课为英译汉,双课为汉译英)。句子翻译有助于巩固词汇,段落翻译进一步帮助学生提高运用英语的综合能力。

Topics for discussion 是一些结合 Text I 而提出的话题,既能激发学生开动脑筋联系实际展开讨论,又能培养他们运用英语表达观点和思想,并与他人交流、辩论、沟通的能力,全面提高他们的素质。

Writing practice 着重应用文的写作,包括如何写邀请信、申请书、失物招领、贺信和抗议信等。每课中,先给予简明扼要的指导,然后附上范文,最后要求学生做相应的写作练习。通过这种训练,培养学生的实用写作能力。

Listening exercises 旨在继续帮助学生提高听力。鉴于本册中该项练习的内容基本上与 Text I 的内容有所关联,所以可以深化学生对同一个问题的理解、思考和认识。对这个练习的处理,可以由任课教师自行决定。

Text II 是对 Text I 主题的扩展和深化,如妥善处理,前后两篇文章可以起到相辅相成的作用。Text II 仅配有 Questions for discussion 一项练习。这些问题基本上以开拓学生的思路为主,让学生就这些问题发表自己的见解,并且运用英语表达自己的观点和看法,从而进一步提高分析问题、解决问题的能力。

第六册的编写由华东师范大学承担。具体分工如下:张春柏担任主编,负责编写组织、协调和定稿工作;王世静负责《学生用书》的 Text comprehension 和 Writing strategies 部分;张锬负责 Language work, Listening exercise 和 Glossary 部分;王馥芳负责 Pre-reading questions, Notes 和 Topics for discussion 部分以及 Text II 的 Questions for discussion 部分;梁超群负责 Translation 和 Writing practice 部分。

本册配有《教师用书》,里面有《学生用书》的编写者们为各自负责的练习提供的参考答案。此外,我们还为每个单元的 Text I 设计了 Text explanations,方便教师讲解课文,这部分由王世静和张锬负责编写。张春柏负责《教师用书》的定稿工作。

在整个编写过程中,本套教程的主编何兆熊教授对第六册的全部书稿进行了仔细的审读,并提供了及时的指导,值此机会,我们谨向他表示由衷的感谢。

由于时间仓促,加上水平有限,本册教材中可能还存在一些问题。我们真诚希望同行专家和广大教师不吝赐教。

编 者

2006 年 9 月

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UNIT 1

An Integrated English Course (6)

TEXT

I

Technology in Reverse

By Robert J. Samuelson

GLOSSARY

retarded /rɪ'tɑːdɪd/ <i>adj.</i>	returning to worse conditions, methods, ideas, etc.
elaborate /ɪ'læbəreɪt/ <i>adj.</i>	intricate and rich in detail
alluring /ə'li(j)ʊəriŋ/ <i>adj.</i>	attractive or exciting
customized /'kʌstəmaɪzd/ <i>adj.</i>	being made or changed according to the buyer's or user's needs
swell /swel/ <i>adj.</i>	very good or pleasant
cumbersome /'kʌmbəsəm/ <i>adj.</i>	awkward because of being large, heavy or ineffective
clog /klɒg/ <i>v.</i>	to (cause sth. to) become blocked or filled so that movement or activity is difficult
traumatizing /'trɔːmətaɪzɪŋ/ <i>adj.</i>	very shocking and upsetting for a long time
comeback /'kʌmbæk/ <i>n.</i>	a quick reply that is often clever, funny, and insulting
compress /kəm'pres/ <i>v.</i>	to press sth. into a smaller space
vista /'vɪstə/ <i>n.</i>	a view, especially a splendid view from a high position
call up /kɔːl ʌp/	to find and show information on a computer screen
bulky /'bʌlki/ <i>adj.</i>	too big and taking up too much space
access /'ækses/ <i>n.</i>	the method or possibility of approaching a place or person, or the right to use or look at sth.
press release /pres rɪ'liːs/ <i>n.</i>	a public statement given to the press to publish if they wish

bombard with /bɒm'bɑ:d wɪð/

promotional /prə'məʊʃənəl/ *adj.*

toss /tɒs/ *v.*

VCR /ˌvɪzi:'ɑ:/ *n.*

upheaval /ʌp'hi:vəl/ *n.*

purported /pə'pɔ:tɪd/ *adj.*

elude /ɪ'lud/ *v.*

corollary /kə'rɒləri/ *n.*

techno-dope /'teknəu'dəʊp/ *n.*

offset /'ɒf'set/ *v.*

frivolous /'frɪvələs/ *adj.*

to wit /tu 'wɪt/

subscriber /səb'skraɪbə(r)/ *n.*

successor /sək'sesə(r)/ *n.*

Lego /'legəʊ/ *n.*

exult /ɪg'zʌlt/ *v.*

chitchat /'tʃɪtʃæt/ *n.*

inane /ɪ'neɪm/ *adj.*

crunch /krʌntʃ/ *v.*

afflict /ə'flɪkt/ *v.*

ordain /ɔ:'deɪn/ *v.*

ego /'i:gəʊ/ *n.*

hefty /'heftɪ/ *adj.*

institutionalized /ˌɪnstɪ'tju:ʃənəlaɪzd/ *adj.*

subsidy /'sʌbsɪdɪ/ *n.*

hand-held /'hændheld/ *adj.*

personal digital assistant

/ˌpɜ:snəl 'dɪdʒɪtl ə'sɪstənt/ *n.*

to direct so many things at someone, especially to ask them so many questions, that they find it difficult to deal with them intended to advertise sth.

to throw sth. carelessly

(ABBREVIATION) a video cassette recorder (录像机)

(a) great change, especially causing or involving much difficulty, activity or trouble

assumed to be such; supposed

to escape from someone or sth., especially by tricking them sth. that results from sth. else

a person who knows nothing about technology

to balance one influence against an opposing influence, so that there is no great difference as a result

used to describe an activity or object which is silly or unimportant rather than useful or serious

(OLD USE OR FORMAL) used to introduce additional information which makes it clear exactly who or what you are talking about; namely

someone who subscribes to a product, service or organization someone or sth. that follows another person or thing in time

(TRADEMARK) a toy for children consisting of small plastic bricks and other pieces such as wheels and windows, which can be joined together to make models of many different objects (乐高玩具)

to express great pleasure or happiness, especially at someone else's defeat or failure

informal conversation about unimportant matters

extremely silly or lacking real meaning or importance

to perform operations on; to manipulate or process (numerical or mathematical data)

[often passive] to affect someone/sth. in an unpleasant way, and make him/it suffer

(of God or someone in authority) to order sth. to happen your idea or opinion of yourself, or a great feeling of your own importance and ability

large in amount, size, force, etc.

becoming part of the normal behaviour of people within an organization

money given as part of the cost of sth., to help or encourage it to happen

used to sth. that has been designed so that it can be held and used easily with one or two hands

(ABBREVIATION PDA) a small computer that you can carry with you

scribble /'skribl/ v.

scrawl /skrɔ:l/ v.

Rolodex /'rɒlədeks/ n.

pager /'peɪdʒə(r)/ n.

smashing /'smæʃɪŋ/ adj.

to write or draw sth. quickly or carelessly

to write sth. quickly, without trying to make your writing tidy or easy to read

(TRADEMARK) 旋转式名片架

寻呼机

extremely good, attractive, enjoyable or pleasant

TEXT EXPLANATIONS

The passage begins with the author's definition of the term "retarded technology" that is exemplified by some technology-inspired waste and expensiveness. Then he explores some pro-technology reasons that are not need-based. What he is concerned with is the prevailing misuse of technology that is ordained by our ego and money.

Paragraph

1

ANALYSIS

In this paragraph the author defines "retarded technology" — "Let me introduce you to ...". To make his contrast more impressive, the author uses a play on word: "useful new things ... or to do **old things**," "**new** and expensive ways of doing ... that **were once done**" (old ways).

Notice two points: 1) the author by no means disapproves of all technology, because he classifies technology into two categories, "advanced technology" and "retarded technology," thus setting the tone of the essay: to discuss the misconception and misuse of technology. 2) "... made waste respectable, elaborate, alluring and even fun" is explained in Paragraph 7 by "Social Status, Adult Play, The Mount Everest Effect."

QUESTION

How does retarded technology differ from advanced technology?

Advanced technology enables us to do useful new things or to do old things more efficiently. By contrast, retarded technology creates new and expensive ways of doing things that were once done simply and inexpensively, or even doing things that needn't doing at all.

LANGUAGE WORK

- Let me introduce you to *retarded* technology. 📖 Here the author implies that technology may not always push the world ahead, and that it sometimes holds it back.
mentally/emotionally *retarded*
A rise in interest rates would severely *retard* economic growth.
Severe iron deficiency can cause developmental delay and growth *retardation*.

Paragraphs

2 - 4

ANALYSIS

In these paragraphs the author compares e-books with “old-fashioned” books in an attempt to show the disadvantages of the former — they are both costlier and bulkier.

- “ ... you can feed with ... ” (Paragraph 2) — you can store ...
- “ ... hating yourself for ever buying it.” (Paragraph 3) — regretting buying it

QUESTION

What does the author intend to convey in the question at the end of the paragraph?

The author actually conveys the meaning that it is unnecessary and wasteful, since most people do not really need access to the entire collection of a public library.

LANGUAGE WORK

- If you take it to the beach, it gets *clogged* with sand. 📖 If you take it to the beach, it gets blocked with sand, which results in its malfunctioning.
clogged pipes
Eating too much fat causes your arteries to *clog up*.
Leaves *are clogging up* the drain.
- Losing it is not a *traumatizing* event. 📖 Even if you lose it, you won't be too upset.
She was completely *traumatized* by the death of her mother.
Don't you find exams *traumatic*?
- The computer creates a *bottleneck*. 📖 The computer creates a problem — only one reader can read the books called up on the computer at a time.
Roadworks are causing *bottlenecks* in the city center.
Is there any way of getting round this bureaucratic *bottleneck*?
- ... do most people really need *access to* ... the entire collection of the New York Public Library? 📖 Do most people really need to be able to read all the materials in the New York Public Library?

The tax inspector had complete *access to* the company files.

The system has been designed to give the user quick and easy *access to* the required information.

The resort is easily *accessible* by road, rail and air.

Two new roads are being built to increase *accessibility to* the town center.

Paragraph

5

ANALYSIS

In this paragraph, the author offers a third example that proves that “retarded technology creates new and expensive ways of doing things that were once done simply and inexpensively”, hence “technology racing backward.”

Again the author uses comparison and contrast in the production and effect of press releases and concludes: “the video costs more and does less.”

- 1) “In my business ...” — refers to the publishing business, since the author is a syndicated columnist for *The Washington Post*, *The Los Angeles Times*, and *The Boston Globe*.
- 2) “standard press releases” — refers to traditional press releases in the form of public statements on paper distributed to newspapers or magazines to publish if they wish.

QUESTION

How does the author prove that a video press release “costs more and does less”?

The author indicates that a video press release is more expensive and takes longer time in production, and costs more postage; yet it gets tossed immediately by people.

LANGUAGE WORK

6. In my business, we're *bombarded with* press releases for products ... In my business, we receive an overwhelming number of press releases for products.

His new play *has been bombarded with* criticism.

The troops *bombarded* the city, killing and injuring hundreds of people.

The use of modern weapons has made it more difficult to protect civilians from *aerial bombardment*.

7. I can read standard press releases in 10 or 15 seconds before *tossing* 99 percent of them.
I can spend a little time reading normal paper press releases before I lose patience with most of them and throw them away.

The bull *tossed* him *up* into the air.

That much money is not to be *tossed away* lightly.