



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 顾大僊

第五册

Book 5



教师用书

Teacher's Book

上海外语教育出版社

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应这种潮流。

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，本册为第五册，供英语专业三年级第一学期使用。

第五册共有 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，除了原文偏长需要删节以及少数冷僻词语作了替换外，一律保持原文的风貌，尽最大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，涉及种族问题、文化差异、名人逸事、网络技术、语言、教育、社会问题等；体裁多样，有叙述、记述、论说、演说等。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又见林。

Writing strategies 着重解释课文作者所使用的写作、修辞手法，以提高学生对文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；语法练习，对一些常用的语法现象进行操练，增强学生的语法识别能力和应用能力；完形填空，帮助学生从词汇、语法、篇章结构等方面综合运用语言。

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 提出一些结合 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 着重段落写作。每课中，先就段落写作的一个方面给予简明扼要的指导，然后附上范文，最后要求学生写出相应的段落。通过段落写作，培养学生的写作能力，为今后的论文写作作好铺垫。

Listening exercises 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均与 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。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, 从而养成分析问题、解决问题的能力。

第五册的编写由上海师范大学承担。具体分工如下: 顾大僖担任主编, 负责编写组织、协调和定稿工作, 并编写 Writing practice 部分; 蔡龙权负责 Language work 的 III 和 IV 部分, 以及 Translation 的选择和译文; 萧春麟负责 Pre-reading questions、Text comprehension 和 Listening exercises; 武成负责 Glossary、Text I 的 Notes 和 Language work 的 I 和 II 部分; 谭卫国负责 Writing strategies 以及《教师用书》中的 Text explanations; 苏承志负责 Language work 的 V 和 VI 部分以及 Topics for discussion; 程星华负责 Text II 的 Notes 和 Questions for discussion。

本册《教师用书》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, 我们为每个单元的 Text I 设计了 Text explanations, 方便教师讲解课文, 还包含了部分词汇和句型用法比较详细的建议和参考意见。顾大僖负责《教师用书》的定稿工作。

在整个编写过程中, 本套教程的主编对第五册的全部书稿进行了细致的审读, 并提供了及时的指导, 值此机会, 我们对他表示由衷的感谢。

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 4 月

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UNIT 1

An Integrated English Course (5)

TEXT I

The Fourth of July

GLOSSARY

fabled /'feɪblɪ/ <i>adj.</i>	well-known, legendary
ensconce /ɪn'skɒns/ <i>v.</i>	settle without intention of moving or leaving
dainty /'deɪntɪ/ <i>adj.</i>	small, delicately beautiful and delicious
pepper /'pepə(r)/ <i>n.</i>	辣椒(粉); 胡椒粉
carrot /'kærət/ <i>n.</i>	胡萝卜
scalloped /'skɒləpt/ <i>adj.</i> (also scolloped)	decorated with a series of small curves along the edges
marigold /'mæɪgəʊld/ <i>n.</i>	[植] 金盏花, 万寿菊, 金盏草
spice /spaɪs/ <i>n.</i>	any of various pungent, aromatic plant substances, such as cinnamon or nutmeg, used to flavor foods or beverages
bun /bʌn/ <i>n.</i>	a small bread roll, often sweetened or spiced and sometimes containing dried fruit
rock-cake <i>n.</i>	a small individual cake containing dried fruit and sometimes spices and candied peel
bakery /'beɪkəri/ <i>n.</i>	a place where bread, cakes, cookies etc. are made or sold
mayonnaise /,meɪə'neɪz/ <i>n.</i>	a dressing made of beaten raw egg yolk, oil, lemon juice or vinegar, and seasonings
pickle /'pɪkl/ <i>n.</i>	an edible product, such as a cucumber, that has been preserved and flavored in a solution of brine or vinegar 腌菜, 泡菜
dill /dɪl/ <i>n.</i>	[植] 莳萝, 小茴香
fuzz /fʌz/ <i>n.</i>	a coating of fine, light fibers, hairs, or particles, as on peaches
bruise /bruːz/ <i>v.</i>	to damage (plant tissue), as by a hit, fall, or pressure

napkin /'næpkɪn/ <i>n.</i>	a piece of cloth or absorbent paper used at table to protect the clothes or wipe the lips and fingers
tin /tɪn/ <i>n.</i>	[化] 锡
washcloth /'wɒʃklɒθ/ <i>n.</i>	a small, usu. square cloth of absorbent material used for washing the face or body (also called facecloth, washrag)
dampen /'dæmpən/ <i>v.</i>	to make damp
rosewater /'rəʊs,wɔ:tə/ <i>n.</i>	a liquid which is made from roses and which has pleasant smell and is used as perfume and in cooking
glycerine /'glɪsərɪn/ <i>n.</i>	a sticky colourless liquid used in making soap, medicine, and explosives 甘油, 丙三醇
umpteenth /'ʌmp'ti:nθ/ <i>adj.</i>	(<i>informal</i>) a word used when you do not know a specific number, but want to say that the number is unreasonably large
avow /ə'vaʊ/ <i>v.</i>	to state firmly and boldly
measly /'mi:zli/ <i>adj.</i>	contemptibly small and inadequate
fleabag /'fli:bæg/ <i>adj.</i>	cheap and dirty, esp. of a hotel
cot /kɒt/ <i>n.</i>	a narrow bed, usu. made of canvas on a collapsible frame
real estate /,riəl 'steɪt/ <i>n.</i>	land, including all the natural resources and permanent buildings on it 房地产
squint /skwɪnt/ <i>v.</i>	to look with the eyes partly closed, as in bright sunlight
auditorium /,ɔ:di'tɔ:riəm/ <i>n.</i>	a large building for public meetings or performances
let out	(of school) to finish for the vacation
bring about	to cause or make sth. (to) happen
dilated /daɪ'leɪtɪd/ <i>adj.</i>	having been widened; expanded
corolla /kə'rɒlə/ <i>n.</i>	the petals of a flower forming a ring-like shape
dazzle /'dæzl/ <i>v.</i>	to dim the vision of, esp. to blind with intense light
travesty /'trævɪsti/ <i>n.</i>	a very bad example of sth. that gives a completely false idea of it; mockery
caravan /'kærəvæn/ <i>n.</i>	a company of travelers journeying together, as across a desert or through hostile territory
decree /dɪ'kri:/ <i>v.</i>	to decide or state officially
flair /fleə(r)/ <i>n.</i>	a natural talent or aptitude; a knack
cool off	to become comfortably cool after having been hot
vanilla /və'nɪlə/ <i>n.</i>	[植] 香草, 香子兰
soda fountain <i>n.</i>	a counter or stand where beverages, ice cream and snacks are sold
corded /'kɔ:ɪdɪd/ <i>adj.</i>	tied, bound, or connected with strings
crisp /krɪsp/ <i>adj.</i>	with a stiff, uncreased, or unspoiled surface
pinafored /'pɪnəfɔ:d/ <i>adj.</i>	wearing a collarless and sleeveless garment, usu. worn by girls over a dress and fastened at the top and the back
mottled /'mɒtld/ <i>adj.</i>	spotted or blotched with different shades or colors
marble /'mɑ:bl/ <i>n.</i>	大理石
indignant /ɪn'dɪgnənt/ <i>adj.</i>	angry or annoyed at the unfairness or unreasonableness of sb. or sth.
outraged /'aʊtreɪdʒɪd/ <i>adj.</i>	extremely shocked and angry
anticipate /æn'tɪsɪpeɪt/ <i>v.</i>	to imagine or consider sth. before it happens and make any necessary preparations for it
copybook /'kɒpɪbʊk/ <i>n.</i>	an exercise book containing models of penmanship, used in teaching handwriting

*T*EXT EXPLANATIONS

This is a piece of narrative writing in which the first-person narration is employed. The whole text may be divided into four main parts. The first paragraph, which is the beginning part, provides the background of the story, introducing the main characters, the place and time of the major event narrated in the story. The second part, which consists of Paragraphs 2–6, tells us all the necessary preparations, especially the different kinds of food the writer's mother had prepared for their Washington trip. Also, this part briefly relates two examples of racial discrimination and segregation. The third part, which comprises Paragraphs 7–17, is the most important section of the narrative text. This part concentrates on the major event of the text — the injustice with which the writer and her family members had been treated. Included in this part are also some of the writer's visits and her psychological activities.

The title and the textual content bring out the satirical effect prominently. As is known to all, the 4th of July is kept as a national holiday on which the American people commemorate and celebrate their winning of freedom and independence. But on this very day, the writer and her family were treated unfairly and unjustly when they entered an ice-cream store, ordered a dish of vanilla ice cream and got ready to enjoy it. They were not allowed to eat it inside. Besides this major event, the text offers other examples to illustrate the ubiquitous existence of the white domination or racial discrimination in the USA at that time.

Here are two questions for discussion:

(1) What do you think of the title and the content of the text?

The title and the content create a satirical effect. As we all know, the 4th of July is kept as a national holiday on which the American people commemorate and celebrate their winning of freedom and independence. But on this very day, the writer and her family were treated badly and unjustly in the capital of the country when they entered an ice-cream store, ordered a dish of vanilla ice cream and got ready to enjoy it. They were not allowed to eat it inside.

(2) What is the writer's purpose?

The writer intends to lay bare or bring to light the white domination or racial discrimination and segregation by vivid specific examples, and consequently to convey her fury and indignation.

Paragraph

1

ANALYSIS

The first paragraph presents the background information, which tells us the circumstances under which the author's family were going to take the Washington trip and why.

The following two questions may be used for discussion:

- (1) When and where did the writer's family go for a visit?

The writer's family went to Washington D.C. at the beginning of the summer when the writer graduated from the eighth grade and her elder sister from high school.

- (2) Why did the family go on a Fourth of July trip?

The family went on a Fourth of July trip for two reasons. The main reason was that the writer and her sister had just graduated from school and the trip was taken as an event to mark their graduation and regarded as their graduation present. The other reason was that the Fourth of July is the National Day in the USA, the day on which America won independence and freedom. As a way of celebration, most Americans will take trips to various places.

LANGUAGE WORK

1. The Fourth of July: This day is kept as a national holiday in the United States of America, because the Declaration of Independence asserting the sovereign independence of the former British colonies was adopted on the fourth of July, 1776.
2. suppose *vt.* assume, believe, accept as true; pretend that sth. is true; take sth. as a fact
 I don't *suppose* for a minute that he will agree.
 Everyone *supposes* him to be poor, but he is in fact very wealthy.
Suppose that you had a million pounds — How would you spend it?
3. be supposed to do sth.: be expected or required to do sth.
 Am I *supposed* to clean all the rooms or just this one?
 You *are supposed* to pay the bill by Friday.
 You *are not supposed* to play football in the classroom.
 Students *are not supposed* to whisper or talk while the teacher is lecturing.
4. fabled *adj.* famous in fables; legendary
 There are some *fabled* cities in that small country.
 The scientist went to investigate about the *fabled* fish in Lake Kanas.
 The deserted house is *fabled* to have been inhabited by ghosts.

Paragraphs

2-6

ANALYSIS

This part mainly tells the readers the preparations made for the trip, in particular, the large amount and variety of food the author's mother had prepared for the family, which actually turned their first trip on a passenger train to Washington into a real mobile feast. Part of the reason for doing so was that her mother knew only too well that it would be an unpleasant experience if they should go to eat in the dining car. A previous event was related in the 6th paragraph, revealing the reason why the author's sister Phyllis had not been able to go to Washington together with her classmates.

The following questions may be considered:

- (1) Why had the family always gone on the milk train when they used to go to the Connecticut

shore?

Because the milk train was cheaper. The fact that the family had always traveled on the cheap milk train implies that the family was rather poor.

(2) Why did the writer say that her first trip to Washington D.C. was a mobile feast?

Because the writer started eating as soon as they were ensconced in their seats on the train and she did not stop eating until somewhere after Philadelphia.

(3) Give a list of the different foods the writer's mother had prepared and packed.

The writer's mother had roasted two chickens and packed slices of brown bread and butter and green pepper and carrot sticks. There were iced cakes with scalloped edges, a spice bun and rock cakes, iced tea in a wrapped mayonnaise jar, sweet pickles, dill pickles, and peaches with the fuzz still on them.

(4) Why did the writer's mother prepare a variety of foods for the trip?


There were probably two reasons. On the one hand, by taking a variety of food with them on the trip, the family members could save some money, for dining car food was too expensive. On the other hand, as black people, they were not allowed into railroad dining cars at that time.

(5) Why had the writer's elder sister been prevented from going to Washington D.C. with her high school classmates?

Because she was black and all her classmates were white and they would be staying in a hotel which did not rent rooms to Negroes.

LANGUAGE WORK

5. milk train: a train that chiefly carries milk, usu. very early in the morning

6. Preparations were in the air around our house before school was even over.  Preparations were being made in our house even before school was closed for the summer vacation.

in the air: in the sky; prevalent; gaining currency; not decided, indefinite

The feather floated lightly *in the air*.

At that time there were some rumors *in the air*.


Suspicion hung *in the air*.

7. feast *n.* an unusually large or elaborate meal; (*fig.*) sth. that pleases the mind or the senses with its richness or variety; a religious festival celebrated with rejoicing

The food on the table is actually a *feast* for eyes as well as for palate.

The picture is a *feast* of colors.

The melody is a rare *feast*.

8. In fact, my first trip to Washington was a mobile feast.  Actually, my first trip to Washington was a wonderful or elaborate meal that we enjoyed in the chugging train. // Indeed, my first trip to Washington was like a very pleasant or very agreeable feast, because I started eating as soon as we were comfortably settled in our seats and did not stop until somewhere after Philadelphia.

9. ensconce *vt.* (esp. passive) establish or settle oneself or sb. in a safe and comfortable place

At night in winter, the young couple are happily *ensconced* by the fire, each reading a good book.