



普通高等教育“十五”国家级规划教材
普通高等教育“九五”国家级重点教材

新编英语教程

A NEW ENGLISH COURSE

主 编 李观仪

英语专业用
(修订版)

(REVISED EDITION)

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学生用书
STUDENT'S BOOK



上海外语教育出版社

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主 编 李观仪
编 者 何兆熊 章伟良 梅德明



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李观仪 朱嫣华 何兆熊 章伟良

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电 话: 021-65425300 (总机), 35051812 (发行部)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

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修订版前言

《新编英语教程》第五、六册自初版以来将近八年。我们认为这两册教材的一个不足之处是：它们虽是同教程预备级和第一至四册的继续，但内容远远不如后者完备。后者每册由学生用书、练习册、和教师用书共三本组成一套，而第五、六册仅各有学生用书和练习参考答案共两本。有鉴于此，我们对第五、六册作了较大幅度的补充、修订，以期与预备级和第一至四册取得一致，其修订版也各由学生用书、练习册、和教师用书等三本组成一套。修订重点如下：

一、学生用书

1. 少数课文作了删换。
2. 课文Ⅰ、Ⅱ的注释和课文Ⅰ的篇章结构部分作了较大的补充。课文Ⅰ的文体分析部分作了一定的调整。

3. 新增段落写作部分。

4. 新增听说练习部分。针对不同题材的听力材料提问并要求讨论。

二、新增练习册，由下列各部分组成。

1. 针对课文Ⅰ内容和语言的练习。有内容提问、句子释意、单句汉译英和写作等四种练习。

2. 课文Ⅱ新增各种形式的练习。

3. 新增课文Ⅲ，是全新的内容。由一篇形式多样的课文和配套练习组成。第五册课文Ⅲ选自百科全书和杂志，内容大多数结合课文Ⅰ、Ⅱ的题材。第六册采用经贸书信、商业函电、合同契约等材料。

4. 语言综合练习。大部分来自原来的学生用书。

三、新增教师用书。共分两部分。

1. 第一部分保留了原在练习参考答案中针对课文Ⅰ、Ⅱ的部分练习答案。新增课文Ⅰ语言点的补充注释和用法举例。新增听说练习的录音书面材料。

2. 练习册中练习的答案。

我们希望《新编英语教程》第五、六册能更好地为高校英语专业高年级教学服务。

编者

2002年5月

初 版 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稔不同的文体。

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、议论文等。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进一步加强、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,也必须要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 to the Revised Edition

It is almost eight years since the first edition of Levels 5 and 6 of *A New English Course* was published in 1994. Compared with the Preparatory Level and Levels 1 to 4 of the same course, Levels 5 and 6 seem to be quite inadequate to meet the needs of the students and teachers. Each of the former levels comprises a Student's Book, a Workbook, and a Teacher's Book, whereas Levels 5 and 6 have only a Student's Book and a thin booklet of Answers for Reference each. To render Levels 5 and 6 more usefulness and to afford both teachers and students greater help, we have increased a large amount of supplementary materials and made sufficient revision in the present edition. There are now also a Student's Book, a Workbook, and a Teacher's Book to each level. Revision and expansion are made to the following effect.

I . The Student's Book

1. A number of texts have been changed or abridged.
2. The Notes to Texts I and II , and the Organization and Development section of Text I have been expanded. Some adjustments have been made for the Analysis section of Text I .

3. A Paragraph Writing section is newly added.

4. A Listening In and Speaking Out section is newly added.

II . A newly-added Workbook consists of the following:

1. Exercises for Text I include: Answering questions, Paraphrasing, Translation, and Writing.

2. Different types of exercises are provided for Text II .

3. A Text III and corresponding exercises are given in each unit. In Level 5, the Text III texts are mostly on topics related to the corresponding Texts I and II . In Level 6, the Text III texts are mainly business correspondences, contracts, and the like.

4. Language Work, most of which have come from the first edition.

III . A newly-added Teacher's Book consists of two parts:

1. Answers to exercises for Texts I and II in the Student's Book, and Teaching Points for Reference for Text I in the Student's Book.

2. Key to the exercises in the Workbook and the tapescripts of the Listening In and Speaking Out exercises in the Workbook.

We hope this revised edition of *A New English Course*, Levels 5 and 6, will result in better teaching and learning in the upper classes of English majors in the tertiary institutions.

Preface to the First Edition

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 discursal 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 rhetoric 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 the 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. Two types of questions are asked to help you to achieve a preliminary 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.

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.

TEXT II . The texts are, as far as possible, related to **TEXT I** texts in subject matter, and they serve as supplementary materials to **TEXT I** texts. They are not intended to be studied as intensively. Each text is followed by **NOTES** and **QUESTIONS FOR DISCUSSION**.

PARAGRAPH WRITING. Skills of paragraph writing such as choosing a topic, writing the topic sentence and paragraph outline, and patterns of writing such as narration, description, exposition, etc. , are explained and exemplified.

LISTENING IN AND SPEAKING OUT. Listening and speaking exercises based on tape recordings are given.

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

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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 (1.3) | 2. scrupulous (1.10) |
| 3. far afield (1.31) | 4. rife (1.38) |
| 5. leader (1.45) | 6. coercion (1.48) |
| 7. epitomize (1.49) | 8. disprove (1.63) |
| 9. expire (1.74) | 10. indigent (1.74) |

III. Library Work

1. Find out who the following are.
 - 1) Gustave Flaubert (1.10)
 - 2) Mrs. Malaprop (1.44)
2. Find out where Hindi (1.105) and Swahili (1.106) are used.

TEXT

¹ Have 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 completely¹, 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 nail² with a few firm, deft blows, hitting it each time squarely on the head. So with language³; the good craftsman⁴ will choose words that drive home his point² firmly and exactly. A word that is more or less right⁵, 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.

² The French have an apt phrase for this. They speak of “le mot juste⁶,” the word that
 10 is just right. Stories are told of scrupulous writers, like Flaubert, who spent days trying to
 get one or two sentences exactly right⁷. Words are many and various; they are subtle and
 delicate in their different shades of meaning⁸, 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
 15 accurately. Choosing words is part of the process of realization⁹, 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.

³ It is hard work choosing the right words, but we shall be rewarded by the satisfaction
 20 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
 25 clearer and sharper....

⁴ Some 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
 30 a *humane* killer¹⁰, but it is not a *human* killer.

⁵ We don’t have to look far afield to find evidence of bad carpentry in language¹¹. 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
 35 some kinship with *eagerness* but it will not do as a substitute in this context¹².

⁶ The leader of a political party in Uganda¹³ wrote a letter to the Press¹⁴ 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.

40 ⁷ This 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 from other men.

⁸ Without being a malapropism, a word may still fail to be the right word for the
 45 writer’s purpose, the “mot juste”. A journalist, writing a leader about Christmas,
 introduced a quotation from Dickens by saying:

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, though it is
 rather a clumsy-sounding word. Searching a little farther for the “mot juste” we might hit 50
 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:

The essence of all that was ever thought or written about Christmas is distilled in
 this sentence. 55

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 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. 60

⁹Professor Raleigh¹⁵ once stated: “There are no synonyms, and the same 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. 65
- (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 little more than
to watch. This is a very subtle example, and it would be possible to argue about it, but 70
 everyone would at once agree that there is a marked difference between the next two
 statements:

- (1) He died poor.
- (2) He expired in indigent circumstances.

In one sense *expired* is a synonym for *died* and *in indigent circumstances* for *poor*, but 75
 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 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. . . . 80

¹⁰English 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 marching, pacing, patrolling,
 stalking, striding, treading, tramping, stepping out, prancing, strutting, prowling,
 plodding, strolling, shuffling, staggering, sidling, trudging, toddling, rambling, 85