

高等学校教材

# 新编英语教程

7

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

7

学生用书

李观仪 (主编)

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(按姓氏笔画排列)

上海外语教育出版社

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## 前 言

《新编英语教程》第七、八册供高等学校(四年制)英语专业四年级学生使用。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进一步培养,使学生在学完本教材后,在英语知识和技能方面能够达到高等学校英语专业高年级英语教学大纲所提出的要求。

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。

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、修辞手段等方面,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学生熟稔不同的文体。

本教程课文大部分选自当代文选,也有若干篇选自现代经典著作。文字精练,语言典范。选材题材广泛,诸如语言、文学、哲学、教育、社会、文化等都占有一定篇幅。选材体裁多样,除了不同类型的说明文外,还有记叙文、描写文、论说文等。通过学习这些课文,学生将对现代英语的不同侧面、西方社会和文化等方面加深认识。课文力求富有知识性、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加强语言基本功的练习。例如阅读理解、词句释意、改正错误等。通过这些练习,学生不仅能提高阅读理解,而且能增强语感,正确运用英语。

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。

四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, 美国蒙大拿大学 Peter Koehn 教授为本教材提出了建设性意见。特此一并致谢。

编者

1997 年 3 月

## Preface

*A New English Course* Levels 7 and 8 are intended for the use of fourth-year students majoring in English in tertiary institutions with a four-year programme. They aim at the teaching of reading skills as well as further training in basic and comprehensive language skills. Students are expected to have achieved the goals set in the Advanced Stage English Syllabus for English Majors in Colleges and Universities 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 students are able to work on their own initiative and develop active and logical thinking.

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 I text, there are pre-reading questions, lexical 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 deep thinking. Explanations of and questions on discoursal and rhetorical features are given in an effort to arouse students' interest in the mechanics of writing.

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

Many of the texts have come from contemporary anthologies, and some from modern English classics. The language is succinct and exemplary. A great variety of subjects are covered; e.g., language, literature, philosophy, education, society, and culture. There are also different styles of writing: namely, different types of exposition, narration, description, and argument. By studying these texts, students will deepen their understanding of different aspects of modern English language as well as Western society and culture. 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 encountered herein.

3. Numerous language exercises of different kinds are devised so that 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 students improve their reading skills. Hence, many exercises relevant to each text, e.g., paraphrasing, reading comprehension, error detection, and composition writing, are given. By completing these exercises, students are expected not only to enhance their reading ability, but

also to learn to speak and write in good English.

4. Various types of exercises are designed so that 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 taught at earlier stages. It has to be intensified and upgraded. Numerous challenging exercises on reading comprehension, text organization, and rhetoric are provided. These exercises are meant to be used orally in the classroom before being put into writing, so as to further train the students' listening and speaking skills. Each text gives a writing assignment aimed at enhancing 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 skills, as the relationship among them is one of coordination, correlation, and interdependence. Oral discussion is based on reading, but at the same time it promotes reading comprehension and develops writing ability. Writing ability derives from reading and also helps improve speaking ability. Reading, providing 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 language input is given within a limited space so that students may be ensured of adequate language intake.

For fourth-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 a large enough language input in the reading course itself. Therefore, two texts of similar contents are provided in each unit. In this way, students will have 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 anthologies of many types. From the latter we have adopted the text materials and some of the exercises. At the back of each coursebook, there is a list of books that we have consulted and used. We hereby acknowledge with gratitude the authors, editors, and compilers of these works.

We are deeply indebted to Professor Peter Koehn of the University of Montana, U.S.A., for his valuable comments and helpful suggestions for Coursebook 7.

## TO THE STUDENT

You have already completed a year of advanced English study and you are now furthering your study of English.

You will find *A New English Course*, Levels 7 and 8, quite similar to Levels 5 and 6 of the same course in format and in language requirements, with exercises even more challenging and thought-provoking. Each teaching unit in *A New English Course*, Levels 7 and 8, **STUDENT'S BOOK**, consists of:

**TEXT I.** The texts, selected from contemporary anthologies and modern English classics 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.** The tasks in this section are to be performed 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 in advance so that you will be prepared for active participation at the time of reading.

**II. Lexical Work.** You will try to guess the meanings of words and phrases from word formation rules or context clues, or will look them up in an English-English dictionary and select 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 encyclopedias 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 some background knowledge. There are also a number of lexical items and sentence structures explained.

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

- I. Multiple-choice questions are asked concerning the main ideas or the theme of the text.
- II. True / False 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 encouraged to form your own opinions about the structure of the text.

**RHETORIC.** A systematic introduction to rhetorical principles such as choice of words,



organization of paragraphs and essays, and figurative language, is given to help you develop your writing skills.

**LANGUAGE WORK.** Numerous language exercises are found in this section to help you achieve proficiency in English. There are also paraphrase exercises and short essay writing assignments to help you use English actively and creatively.

**TEXT II.** The selections in this section are, as far as possible, related to TEXT I texts in subject matter. These passages are meant to supplement TEXT I texts in content as well as in language. They are not intended to be studied as intensively as TEXT I texts. Each text is dealt with under the following headings:

**NOTES.** In this section, ample notes are given about the author, important background information, and a number of lexical items and sentence structures.

**QUESTIONS FOR DISCUSSION.** Factual as well as inferential questions are asked to help you understand the text thoroughly.

It is recommended that different types of exercises be orally done in class before being put into writing. This will afford you more time and opportunity for oral work, which should by no means be weakened in an 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

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# Unit One

## TEXT I

### ENGLISH AND AMERICAN CONCEPTS OF SPACE

*Edward T. Hall*

#### PRE-CLASS WORK

##### I. Pre-reading Questions

1. How do you usually judge a person's social status? By his family background? By the place where he lives? By his education? By his profession? Why do you do so?
2. Do you feel the need for a private room entirely to yourself to take refuge in when you do not want your thoughts to be intruded on? If there is no such facility, what would you do?

##### II. Lexical Work

Guess the meanings of the following words and phrases from word-formation rules or context clues. If you fail to do so, look them up in a dictionary.

- |   |   |
|---|---|
| ✓ 1. ego (l. 4)                           | ✓ 2. disparity (l. 8) <i>a notable difference</i> |
| 3. prestigious (l. 15)                    | 4. allot (l. 19) <i>set apart for a purpose</i>   |
| ✓ 5. den (l. 26) <i>a small quiet com</i> | 6. "the shop" (ll. 26-27)                         |
| ✓ 7. vacate (l. 36)                       | 8. inconsequential (l. 38)                        |
| 9. be entitled to (l. 40)                 | 10. implication (l. 47)                           |
| 11. typify (l. 50)                        | 12. strain (l. 51)                                |

##### III. Library Work

1. Find out the meaning of *proxemics*, of which "proxemic" (l. 6) is the adjective, from a dictionary of applied linguistics, and try to explain what "proxemic details" are.

2. What is the "public school"(1. 6) in Britain? Why are English people who receive their education in a public school considered to be "educated"?
3. Who are "middle-class Americans" (1. 7)? What are their characteristics?

## TEXT

<sup>背景句</sup>  
1 It has been said that the English and the Americans are two great people separated by one language. The differences for which language gets blamed may not be <sup>观点</sup> due so much to words as to communications on other levels<sup>1</sup> beginning with English intonation (which sounds affected to many Americans) and continuing to ego-linked  
5 ways of handling time, space, and materials. If there ever were two cultures in which differences of the proxemic details are marked it is in the educated (public school) English and the middle-class Americans. One of the basic reasons for this wide disparity is that in the United States we use space as a way of classifying people and activities, whereas in England it is the social system that determines who you are. In the  
10 United States, your address is an important cue to status (this applies not only to one's home but to the business address as well). The Joneses from Brooklyn and Miami are not as "in" as the Joneses from Newport and Palm Beach<sup>2</sup>. Greenwich and Cape Cod are worlds apart from Newark and Miami<sup>3</sup>. Businesses located on Madison and Park avenues have more tone than those on Seventh and Eighth avenues<sup>4</sup>. A corner office is  
15 more prestigious than one next to the elevator or at the end of a long hall. The Englishman, however, is born and brought up in a social system. He is still Lord<sup>5</sup> — no matter where you find him, even if it is behind the counter in a fishmonger's stall. In addition to class distinctions, there are differences between the English and ourselves in how space is allotted

20 <sup>2</sup>The middle-class American growing up in the United States feels he has a right to have his own room, or at least part of a room. My American subjects<sup>6</sup>, when asked to draw an ideal room or office, invariably drew it for themselves and no one else. When asked to draw their present room or office, they drew only their own part of a shared room and then drew a line down the middle. Both male and female subjects identified  
25 the kitchen and the master bedroom<sup>7</sup> as belonging to the mother or the wife, whereas Father's territory was a study or a den, if one was available; otherwise, it was "the shop," "the basement,"<sup>8</sup> or sometimes only a workbench or the garage. American

women who want to be alone can go to the bedroom and close the door. The closed door is the sign meaning "Do not disturb" or "I'm angry." An American is available if his door is open at home or at his office. He is expected not to shut himself off but to maintain himself in a state of constant readiness to answer the demands of others. Closed doors are for conferences, private conversations, and business, work that requires concentration, study, resting, sleeping, dressing, and sex.

<sup>3</sup>The middle- and upper-class Englishman, on the other hand, is brought up in a nursery shared with brothers and sisters. The oldest occupies a room by himself which he vacates when he leaves for boarding school, possibly even at the age of nine or ten. The difference between a room of one's own and early conditioning to shared space, while seeming inconsequential, has an important effect on the Englishman's attitude toward his own space. He may never have a permanent "room of his own" and seldom expects one or feels he is entitled to one. Even Members of Parliament<sup>9</sup> have no offices and often conduct their business on the terrace overlooking the Thames<sup>10</sup>. As a consequence, the English are puzzled by the American need for a secure place in which to work, an office. Americans working in England may become annoyed if they are not provided with what they consider appropriate enclosed work space. In regard to the need for walls as a screen for the ego, this places the Americans somewhere between the Germans and the English.

<sup>4</sup>The contrasting English and American patterns have some remarkable implications, particularly if we assume that man, like other animals, has a built-in need to shut himself off from others from time to time. An English student in one of my seminars typified what happens when hidden patterns clash. He was quite obviously experiencing strain in his relationships with Americans. Nothing seemed to go right and it was quite clear from his remarks that we did not know how to behave. An analysis of his complaints showed that a major source of irritation was that no American seemed to be able to pick up the subtle clues that there were times when he didn't want his thoughts intruded on. As he stated it, "I'm walking around the apartment and it seems that whenever I want to be alone my roommate starts talking to me. Pretty soon he's asking 'What's the matter?' and wants to know if I'm angry. By then I am angry and say something."

<sup>5</sup>It took some time but finally we were able to identify most of the contrasting features of the American and British problems that were in conflict in this case. When

the American wants to be alone he goes into a room and shuts the door — he depends on architectural features for screening. For an American to refuse to talk to someone else present in the same room, to give them the “silent treatment,” is the ultimate form of rejection and a sure sign of great displeasure. The English, on the other hand, lacking rooms of their own since childhood, never developed the practice of using space as a refuge from others. They have in effect internalized a set of barriers, which they erect and which others are supposed to recognize. Therefore, the more the Englishman shuts himself off when he is with an American the more likely the American is to break in to assure himself that all is well. Tension lasts until the two get to know each other. The important point is that the spatial and architectural needs of each are not the same at all.

From: George Miller, pp. 224-227.

## NOTES

The Author — Edward Twitchell Hall (1914- ), U.S. anthropologist, author, and teacher, received his Ph. D. degree in anthropology from Columbia University. He has taught at various institutions, such as Harvard Business School, the Illinois Institute of Technology, and Northwestern University. His works include: *The Silent Language* (1959), a study of nonverbal communication, and *The Hidden Dimension* (1966), a study of “social and personal space and man’s perception of it.” The present text, a selection from *The Hidden Dimension*, gives a contrast between English and American concepts of personal space.

1. communications on other levels — Broadly speaking, communication is of two kinds: verbal and nonverbal. Verbal communication consists of word language and the variations in meaning which a person puts into words through the way they are said. Thus different intonation may impart different meanings. Nonverbal communication consists of non-word language such as gestures and bodily action, visual aids like graphs and photos, certain activities, and time, space, and materials as mentioned by the author. What the author means here is that words do not account as much for the differences of the two peoples as the other levels of communication.
2. The Joneses from Brooklyn and Miami are not as “in” as the Joneses from Newport

and Palm Beach. — The people who live in Brooklyn and Miami are not as fashionable or as highly regarded socially as those from Newport and Palm Beach. Jones is an especially common surname in English, so the “Joneses” refer to people in general.

Brooklyn is a borough in New York City, New York.

Miami is a large city in southeastern Florida.

Newport, a city in Rhode Island, is known as a fashionable resort of the very wealthy.

Palm Beach, a resort town in Florida, is an exclusive winter resort with many private estates.

3. Greenwich/'grɪnɪdʒ/ and Cape Cod are worlds apart from Newark and Miami. — Greenwich and Cape Cod are completely different from Newark and Miami.

Greenwich, a town in southwestern Connecticut, is known as a residential suburb of New York City with many large private estates.

Cape Cod is a peninsula projecting from the southern coast of Massachusetts. It is a noted summer resort.

Newark is New Jersey's largest city. It is an industrial city near New York City with a high crime rate.

Miami, see Note 2.

4. Businesses located on Madison and Park avenues have more tone than those on Seventh and Eighth avenues. — Business firms on Madison Avenue and Park Avenue are more elegant or distinguished than those on Seventh Avenue and Eighth Avenue.

5. Lord — a man of noble rank

6. My American subjects — Americans whose behavior or reaction is studied or tested in the experiment or research project conducted by the author

7. The master bedroom — the largest bedroom in a house, usually the one that is occupied by the head of the household and spouse

8. “the basement” — a room or rooms built partly or wholly below ground level, where the man in the house, i.e. the husband and father, goes to do his work

9. Members of Parliament — in Britain, a person who has been elected by the people of a particular town or district to represent them in the House of Commons 下议院. The abbreviation for a Member of Parliament is M.P.



The other House of the British Parliament is the House of Lords 上议院, the members of which are not elected, but hold ranks or titles of honor that entitle them to appointment.

The word "Parliament" 议会 takes no article before it.

10. the Thames /temz/ — river that flows through London 泰晤士河. Parliament is housed in historic Westminster Palace, once a residence of the king, on the southern bank of the Thames. It faces the river.

## COMPREHENSION

### I. Which of the following do you think best states the main idea of the passage?

- A. The difference between the English and the Americans in their use of the English language has led to their difference with regard to space. ~~X~~
- ☒ B. The English and the Americans have been conditioned quite differently with regard to space.
- C. The Americans tend to enjoy more space than the English, which determines their different concepts of space. ~~X~~

### II. Determine whether the following statements are true or false according to the text.

1. The author does not agree with most people in their view concerning the difference between the English and the Americans. ~~T~~
2. To the Americans, one's location in space means almost as much as one's location in society to the English. ~~T~~
3. It is implied that the Germans have an even stronger sense of space than the Americans. ~~T~~
4. Clash between the English and the Americans is sometimes caused by the latter's failure to recognize the former's need for space. ~~F~~

### III. Answer the following questions.

1. In what sense does Hall use the word "separated" in the first sentence? *different*
2. What, according to the author, has really separated the English and the Americans? *communities and materials*
3. What does the "social system" in England refer to? *social status*
4. Why do you think that one's spatial location means almost as much to the