

总主编 何其莘 [美] 杨孝明


超越概念 Beyond Concept

高等院校英语专业系列教材

Teacher's Manual for
Extensive Reading 1~2

泛读 教师用书
(第一、二册)

主编 郭庆民 张卫平
[美] 王敏民 [美] 姜晓阳
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 中国人民大学出版社

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总序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教材的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教材，涵盖了2000年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为20世纪80年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于20年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出

来的僵死的语言。

过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应,相互配合。突出教材的文化特征是本套教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的联系的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2010年4月

编者说明

“超越概念——高等院校英语专业系列教材”之泛读教材“教师用书”供使用“学生用书”的任课教师 and 自学者参考。本书提供了有关 Text A 的文章和作者的信息、Text A 文章中疑难长句的译文、“学生用书”中部分练习的答案。

在有关作者和文章的信息中，我们只选择了那些有助于把握作者的基本思想和文章的总体观点的信息，我们也对 Text A 文章中所涉及的社会、历史、文化等方面的知识进行了注释，注释力求简练、实用。因此，如果教师需要查找有关文章作者和内容的更多相关信息，可在所提供的信息的基础上做更多调查研究。Comprehending Some Challenging Sentences 为 Text A 中的疑难长句提供了参考译文（原文附其前），译文尽量做到通达易懂、忠实于原文。

Key to the Exercises 提供了“学生用书”中部分练习的答案。其中，Using Reference Books and the Internet 的答案也力求简练、实用，只提供了被解释概念或现象的要点，为教师查找更多信息提供重要线索。Translating Important Statements 的译文（原文附其后）尽量做到文字通顺并忠实于原文。

编 者

2010 年 1 月

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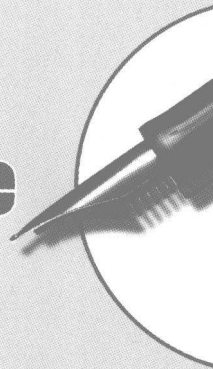
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Extensive Reading Book One





Text A

I Introducing the Author and the Text

The selection is taken from *Readings for Writers* by Jo Ray McCuen-Metherell et al. For more than three decades, the book has been the preeminent rhetorical reader for the freshman composition course. This best-seller provides the most comprehensive coverage of writing, while offering the most selections of any other rhetorical reader. More than 100 readings in multiple genres—poems, newspaper columns, diary entries, formal arguments, student essays, biographies, speeches, and excerpts from books, paragraphs, e-mails and short stories—are included. The twelfth edition was published in 2007.

“Will Spelling Count?,” written by Jack Connor, is taken from Chapter 16 of the book, “Combining the Modes,” which offers more contemporary rhetorical theory on the notion that the modes/patterns are used as tools for inquiry.

1. John Caldwell Holt (1923—1985), American author and educator, one of the best known proponents of homeschooling, and a pioneer in youth rights theory. Holt, a disillusioned teacher, criticized the educational system in such books as *How Children Fail* (1964) and *How Children Learn* (1967). His books influenced the early wave of the modern homeschooling movement. The form of homeschooling promoted by Holt is often referred to as “unschooling.”
2. Alexander Sutherland Neill (1883—1973), Scottish progressive educator, author and founder of Summerhill school, which remains open and continues to follow his educational philosophy to this day. He is best known as an advocate of personal freedom for children.
3. Herbert Kohl, educator best known for his advocacy of progressive alternative education and as the acclaimed author of more than thirty books on education.



4. Ken Macrorie, editor of *College Composition and Communication*, who has taught at Michigan State, San Francisco State, and Western Michigan universities.
5. joint (含大麻的香烟), marijuana cigarette.
6. capital punishment (死刑, 极刑), legal infliction of death as a penalty for violating criminal law. Today capital punishment is typically accomplished by lethal gas or injection, electrocution, hanging, or shooting.
7. thesis statement (主题句), a sentence or two in a text that contains an author's position or perspective on a topic. Although it is certainly possible to write a good essay with an implied thesis (many narrative essays, for example), the lack of a thesis statement may well be a sign of weakness.
8. Vince Lombardi (1913—1970), one of the most successful coaches in American football history, known as a great leader who inspired and motivated his players. Lombardi led the Green Bay Packers to five National Football League (NFL) championships, as well as victories in the first two Super Bowls.

II Comprehending Some Challenging Sentences

1. Frowning, taking my pipe out of my mouth, and hesitating, I would try to look like a man coming down from some higher mental plane. 我皱起眉头, 把烟斗从嘴里拿出, 有些犹豫不决, 却极力摆出一副居高临下的姿态。
2. Since assigning topics or imposing organizational schemes would mark me as just another conventional English teacher, killing any chance I had to inspire my students to discover their inner voices, I tried to proceed indirectly—with class discussions on subjects I thought would make good topics: the latest editorial in the student newspaper, the problems of communicating with parents and friends, political apathy, the sights and sounds of the campus. 如果我也给学生指定题目或者强加某些章法, 我就跟传统的英语老师相差无几, 从而导致失去激励学生发掘其内在心声的机会。鉴于此, 我采用了间接的方式: 就我认定的一些好话题组织课堂讨论, 比如学生报纸刊登的最新社论, 与家长和朋友的交流问题, 对政治的冷漠, 校园中的所见所闻。
3. I put all directions and suggestions in writing, and tried to note on each of the papers submitted where the writer had followed my advice and where he had not. 我把指令和建议写出来, 尽量在学生的每一篇作文上加上批语, 提示学生他们什么地方按我的建议写了, 什么地方没有按我的建议写。
4. A new kind of paper appeared in the weekly pile: well organized, mechanically polished, and clearly a second or third draft. 一种新型作文出现在每周交来的那摞作文中, 它们组织严谨, 技术上都做过润色, 显然都是第二稿或第三稿。
5. After four years of teaching I had learned that, given my particular skills, I had to leave

consciousness-raising to other teachers. 四年的教学经验使我认识到, 就我的特殊技能而言, 我只得将增强学生意识的事儿留给其他老师去做了。

6. The new syllabus has the old rules, but—while still playing the traditional authoritarian—I have changed my tone to that of a man sure of what he wants his students to do, certain they can do it, but too cool to be nasty about it. 虽然新的大纲仍然包括那些老规则, 但是, 在扮演那个传统独裁者的同时, 我改变了自己的语气, 明确地知道我想让学生干什么, 并且肯定他们能做到。这种方法十分酷, 酷到不会使任何学生感到难堪的地步。

III Key to the Exercises

● Building Your Vocabulary

1. apathy (path “感觉, 感情”) sympathy (同情), pathetic (令人同情的, 可怜的), empathy (移情作用)
negative (neg “否认; 忽视”) neglect (忽视, 忽略), negligence (疏忽), negation (否定)
2. (1) come up (2) bristles
 (3) intent (4) count
 (5) nasty (6) relevant
 (7) category (8) pull off

● Using Reference Books and the Internet

A **fussbudget** (大惊小怪的人) is somebody who typically worries about trivial things. The person thinks excessively about unfortunate things that might happen, and is excessively concerned about matters of trifling importance. “Budget” in “fussbudget” is a bit more elusive, especially since we tend to associate “budget” with long columns of numbers. But one historical meaning of “budget” was “a collection of things,” which fits nicely with the fussbudget’s large inventory of complaints. Oddly enough, “fussbudget” has so far been found in print only as recently as 1904, but we can assume that it existed in spoken English long before that date.

The **Space Race** (太空竞赛) was an informal competition between the United States and the Soviet Union to see who could make the furthest advancements into space first. It involved the efforts to explore outer space with artificial satellites, to send humans into space, and to land them on the Moon. The Space Race effectively began after the Soviet launch of Sputnik 1 on October 4, 1957. The term originated as an analogy to the arms race. The Space Race became an important part of the cultural, technological, and ideological rivalry between the United States and the Soviet Union during the Cold War.

The expression “**sights and sounds**” (所见所闻) refers to the things or people or events a person witnesses or hears about, as in *You experience the sights and sounds of Victorian London when*

you watch the film.

Parallelism (并列结构) may also be known as parallel structure or parallel construction. In grammar, parallelism is a balance of two or more similar words, phrases, or clauses. The application of parallelism in sentence construction improves writing style and readability. The following two sentences are arranged in parallel structure:

- (1) The teacher said that he was a poor student because he *waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.*
- (2) The salesman expected *that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that prospective buyers would ask him questions.*

A guru (导师, 宗教领袖) is a Hindu or Sikh leader or religious teacher. Guru is Hindi for teacher. In contemporary India and Indonesia, the word “guru” is widely used with the general meaning of “teacher”. In Western usage, the meaning of guru has been extended to cover anyone who acquires followers, though not necessarily in an established school of philosophy or religion. In a further Western metaphorical extension, guru is used to refer to a person who has authority because of his or her perceived secular knowledge or skills.

Text B

● Translating Important Statements

1. 效率高的读者知道什么时候应该减缓或加快速度, 他们把阅读过程看做是观看思想全景的经历, 而不是一个逐字逐句地、缓慢地、吃力地阅读过程。(Efficient readers, who know when to slow down and when to speed up, experience reading as “viewing a panorama of ideas” rather than slowly slogging their way through the text word for word.)
2. 如果你积极去阅读, 就会发现, 在阅读完一次之后, 你记住的东西与你以原来的被动速度重复阅读时同样地多。(If you are reading actively, you will find that you remember as much after a single reading as you did during repeated re-readings at your old passive rate.)
3. 早在小学时代, 我们多数人已经摆脱了边看词边念的习惯, 但是, 这个习惯通常以一种更微妙的方式继续存在着。(Early in grammar school, most of us rid ourselves of the habit of actually mouthing the words as we read, but the habit often continues in a more subtle way.)
4. 当你信心不够时, 你的理解程度起初会降低; 但是你很快就会发现你理解自己阅读的东西, 你会感到奇怪: 自己以前为什么读那么慢呢?(Your comprehension will drop at first as your confidence falters, but soon you will find that you are understanding what you read and you will wonder why you ever went so slowly before.)

5. 我们平时读的大量文字材料都是低水平的，快速阅读技能完全可以用来迅速处理这类材料。
(Speed-reading techniques are justifiably used to quickly dispose of much of the volume of low-level written material which fills our time.)



Key to Readings and Self-testing

1. C 2. A 3. D 4. B 5. A 6. C 7. B 8. A 9. C 10. D



Text A

I Introducing the Author and the Text

Roxanne J. Coady is the owner of R.J. Julia Booksellers in Madison, Connecticut. Edited by Roxanne J. Coady and Joy Johannessen, *The Book That Changed My Life* is a collection of 71 essays by writers celebrating the books that matter most to them. Each brief essay tells of one or sometimes two books which “changed the life” of the author.

Books change lives, and if you have any doubts on that score, you need only dip into this joyous celebration of reading by people who have distinguished themselves in various fields, from sports, to cooking, to journalism and the arts. In brief and lively essays, the contributors—wrestlers, actors, singers, monks, Nobel Prize winners, chefs, politicians, writers—tell about the single book that changed the way they see themselves and the world around them.

Each writer presents insights on his or her meaningful book that makes you want to rush right out and get a copy to read yourself. And indeed, the editors of the book include even more titles in the back for recommended reading and strongly suggest that you also read the works written by the book’s contributors.

Reading this book makes one reflect on books that have changed his or her life. It was also a pleasure to read essays from some of our favorite authors, and be introduced to other authors as well. This book is recommended to every bibliophile who wants to be reacquainted with old favorites, and find some new ones.

1. Little Golden Books, a popular series of children’s books. The first twelve titles were published on October 1, 1942.
2. Madison, town in the southeastern corner of New Haven County, Connecticut.