

ENGLISH  
INTEGRATED  
COURSE  
FOR  
POSTGRADUATES

*Expresskey*  
Education International

教师用书

# 研究生英语 综合教程

非英语专业研究生使用

◆ 修订版

◎ 总主编 / 腾玉梅 胡铁生

吉林出版集团有限责任公司 外语教育出版社  
Foreign Language Education's Books, Jilin Publishing Group

ENGLISH  
INTEGRATED  
COURSE  
FOR  
POSTGRADUATES



教师用书

# 研究生英语

## 综合教程

非英语专业研究生使用

◆ 修订版

● 总主编 / 腾玉梅 胡铁生

主 编 马毅 韩松  
副主编 段翠霞 吴红英 刘秀英  
编 者 沈葆春 孙学棋 杜桂敏 李晓光  
韩 松 王金霞 陈秀娟 于 萍  
李向欣 王 倩 梁晓君 刘晓波  
于艳丽 王 鹤 董丽丽 王 彬  
审 订 Barbara Kindschi

# 一本书一个世界

捷进可一

## 图书在版编目(CIP)数据

研究生英语综合教程教师用书 / 滕玉梅, 胡铁生主编. — 长春: 吉林出版集团有限责任公司, 2008.8

ISBN 978-7-80762-126-3

I. 研… II. ①滕…②胡… III. 英语—研究生—教材 IV. H31

中国版本图书馆 CIP 数据核字(2008)第 114863 号



网 址: [www.expresskey.com.cn](http://www.expresskey.com.cn)

电子信箱: [expresskey@hotmail.com](mailto:expresskey@hotmail.com)

发行电话: 0431-85618714

## 研究生英语综合教程

(教师用书)

总 主 编: 滕玉梅 胡铁生

责任编辑: 付卫艳

出 版: 吉林出版集团有限责任公司

地 址: 长春市人民大街 4646 号, 130021

承 印: 长春市金源印刷有限公司

印 张: 6.75

版 次: 2008 年 8 月第 1 版

2008 年 8 月第 1 次印刷

封面设计: 李立嗣

发 行: 吉林出版集团捷进可一图书经营有限公司

地 址: 长春市同志街 1660 号, 130021

开 本: 889 毫米 × 1194 毫米 1/16

字 数: 170 千字

定 价: 15.00 元

书 号: 978-7-80762-126-3

如有印刷、装订质量问题捷进可一公司负责调换。

# 前言

《研究生英语综合教程》(修订版)系吉林大学研究生院立项教材。当今时代是全球化时代,全球化从经济领域开始,逐渐扩展到政治、文化、科技、军事、金融和环境等各个领域,“相互依存,共同发展”已成为当今不可逆转的历史潮流。英语在我国全球化进程中,起着极为重要的语言中介作用。随着全球化的进一步深入,对研究生英语教育的要求和标准也在不断提高。为此,吉林大学研究生院根据国家教育部《非英语专业研究生英语教学大纲》,在吉林大学公共外语教育学院教师编写的初版教材的基础上修订而成。

本套教材是针对 21 世纪对硕士研究生英语教学要求的新特点而编写的一套系列教材,分为《研究生英语综合教程》和《研究生英语听说教程》两个部分,既相互配合形成一个整体,又根据各自的特点自成体系,供非英语专业硕士研究生英语教学使用。

本系列教材充分吸取国内各高校在非英语专业研究生英语教学中积累的行之有效的经验,借鉴国内外优秀的教学理论和方法,博采众长,将实用性与知识性融为一体,以适应新形势对非英语专业研究生教学的要求。

本系列教材选材新颖,题材广泛,包括哲学、经济、语言、文学、文化、社会问题、现代科技和环境以及人口和资源等领域。选材原则是集时代性、知识性、可思性、前瞻性和实用性为一体,重在培养研究生的英语实用能力。教材编写突破了传统的旧有模式,使整套教材都与后现代语言教育的基本理论与要求相吻合,突出体现以学生为中心的教学理念,坚持以学生为本的基本精神,力图最大程度地调动硕士研究生在英语学习上的主动性,并将类似国际旅行、国外求学、当代歌曲和影视等实际应用内容编写进本教材,并坚持课堂上师生互动的原则,使本系列教材成为国内首创性的研究生英语系列教材。

本系列教材的编写过程中得到了吉林大学研究生院、吉林大学公共外语教育学院和吉林出版集团外语教育出版公司的大力支持,并由美国语言协会专家 Barbara Kindschi 审阅了全部书稿,在此一并致以谢意。另外,协助本教材编写的人员还有:解修振、李韦豫、张素菊、孙乐岩、李维清、石华、孙凌、潘君默、吕娜、金辰等同志。

由于本系列教材属于开创性教材编写,从形式到内容都遵循新颖、实用的原则,改革的力度很大,因此,教材编写过程中出现一些不足之处也在所难免。为此,在经过一年的教学实验检验之后,教材编写组重新对初版教材进行修订,对部分单元做了调换,对存在的问题做了解决,使本系列教材的质量又有了很大提高。广大教师和研究生在使用过程中如发现新的问题,请与教材编写组取得联系,以便及时修正。

此外,本套教材中所采用的部分文章和图片无法一一追溯原始版权,请有关版权持有者与我们联系。

编者  
2008 年 8 月

# 使用说明

《研究生英语综合教程》(修订版)供高等院校非英语专业硕士研究生和已具有同等英语程度的人员使用。在学习本教材之前,学生应已通过大学英语四级测试,其中部分学生已达到大学英语六级水平,并具有英语的基本构词、阅读和写作技能。

本教程共分 10 个单元,在编排上难易结合,循序渐进,同时兼顾与写作技巧的呼应以及在题材方面的文、理搭配。每单元由主课文(**Text A**)、副课文(**Text B**)、应用阅读(**Practical Reading**)和应用写作(**Practical Writing**) 4 部分构成。本书的体例,尤其是练习的设计,力图体现以学生为主体的教学理念,着重培养研究生的英语实际应用能力,尤其是阅读及写作能力,兼顾会话交际能力的培养。

主课文包括课前练习(**Pre-practice**)、正文(**Text**)、生词(**New Words**)、注释(**Notes**)、课文理解(**Comprehension of the Text**)、词汇练习(**Vocabulary Exercise**)和语用练习(**Use of English**) 6 个部分。课文全部选用文字优美、规范的原文材料,既有经典名篇,也有当代新作。篇幅在 2000 字左右,部分课文根据授课需要略有删减。课前的练习部分可用作课堂热身训练,也可作为预习任务布置给学生。课文讲解时,应从全篇内容理解为重点,同时也要避免只重视文章内容而忽视语言点训练的趋势。单元生词表中收取的词汇多为主课文中出现的六级或六级以上的词汇,重点要求掌握的词汇做了特别标注。注释部分采用英语介绍相关背景知识、重要人物及其典故,个别地方加注了汉语解释或提供了相关网址,以期扩大学生对相关文化背景知识的了解,加深对文章内涵的理解,也可用于学生进行课后自主学习。

与主课文相关的练习分为两部分,一部分为理解练习,包括读后练习(**Comprehension of the Text**)和互动练习(**Communicative Activities**);一部分为词汇练习(**Word Study**),包括词汇运用(**Word Use**)、词汇辨析(**Word Distinction**)和词汇比较(**Word Comparison**)。阅读理解练习采用简答题或填空形式,对学生的课文理解提出了更高的要求,同时也加强了学生对本单元所学语言点的运用;互动练习是对课文深层次理解的延伸和扩展,使学生能够在具备一定语料输入的前提下,锻炼口语表述能力,同时辅助写作技能的训练。对这一部分的练习,教师可以根据课时量的具体情况来安排。词汇练习部分紧紧围绕主课文中出现的词汇及其表达方式,针对学生在实际应用中存在的用词不当、词性和词形混淆等主要问题做了适当扩展。例如,在扩大学生词汇量的同时,加强词汇应用的训练,以满足研究生将来工作的实际需求。本部分练习需要教师适当予以讲解,尤其对学生区分起来

有一定难度的词汇,可适当考虑增加相关例句。

语用练习选用与主课文相同题材或体裁的文章,要求学生在没有任何选项的前提下,根据语境填词成句,是一种综合性的语篇水平训练,具有一定的难度,目的在于加深学生对本单元话题的理解,并以此来提高学生的语用能力。

为加强阅读训练,扩大阅读量,增加语料输入,每个单元附有与主课文题材或体裁一致、篇幅在1000字左右的副课文(**Text B**),与主课文相辅相成。副课文后的阅读理解题目可用来检查学生的阅读技巧运用情况、理解程度及其准确性。该部分无需详细讲解,可按泛读材料安排。

应用阅读部分的材料选自学生在国外学习、生活中会接触到的真实性阅读材料,如国际机票订购、课程大纲、广告、合同、图书馆须知等,原汁原味,丰富多彩,并配有练习来检验学生的理解程度,学生在锻炼阅读能力的同时对国外的社会生活也可见一斑。教师对这一部分不必做详细讲解,只需指出这些场合的特定语言表达方式即可。

应用写作部分在介绍基础英语写作技巧的基础上,加强了适合研究生程度的应用文体写作训练,包括论文摘要、信件、个人简历以及国际会议文稿等相关的应用文体写作。每单元的写作训练包括技巧介绍、范文展示、常用词组及其表达方式和技巧练习四个部分,力求提高研究生在从事科研、对外交往以及出国继续深造时的英语实际写作能力。该部分某些技巧的讲解可结合主课文进行,教师应对学生完成的写作练习进行批改和讲解。

本教程遵循教育部对非英语专业研究生的英语教学大纲要求,并根据对吉林大学5个校区498名文、理、工、医在校硕士研究生实际使用效果的调查问卷结果对初版教材进行了修订,在一定程度上体现了目前研究生对英语学习的需求以及国家对培养具有英语实际应用能力的高级专业技术人才的要求,教师可根据不同的授课情况及对象加以利用。

编者  
2008年8月

# Contents

<b>UNIT 1</b>	001 Cyberspace: If You Don't Love It, Leave It	<hr/>
<b>UNIT 2</b>	009 Can You Raise a Polite Kid in This Rude World?	<hr/>
<b>UNIT 3</b>	020 Technology Remakes the Schools	<hr/>
<b>UNIT 4</b>	030 Mother Tongue	<hr/>
<b>UNIT 5</b>	041 What on Earth Are We Doing?	<hr/>
<b>UNIT 6</b>	051 No Signposts in the Sea	<hr/>
<b>UNIT 7</b>	061 The Trial That Rocked the World	<hr/>
<b>UNIT 8</b>	072 New Genes — New Hope or Future Disaster?	<hr/>
<b>UNIT 9</b>	082 Knowledge and Wisdom	<hr/>
<b>UNIT 10</b>	091 Commencement Address at Stanford University	<hr/>

# Cyberspace: If You Don't Love It, Leave It

— Esther Dyson

## More About the Author

### ■ Esther Dyson

Esther Dyson was born in 1951 in Zurich, Switzerland. She is a journalist and commentator on emerging digital technology, a founding member of the digerati, an entrepreneur, and a philanthropist. She grew up in Princeton, New Jersey, and received a B.A. from Harvard. Dyson is the editor and publisher of the widely respected computer newsletter *Release 1.0* which circulates to 1,600 computer industry leaders. She is chairperson of the Electronic Frontier Foundation, an industry-financed civil liberties watchdog group. Dyson is also the organizer and moderator of the annual Personal Computer Forum.

For more information about Esther Dyson, please visit <http://www.edventure.com>; Esther Dyson's official bio.

## About the Text

*Cyberspace: If You Don't Love It, Leave It* appeared in the *New York Times* magazine (July 1995). Cyberspace is a domain characterized by the use of electronics and the electromagnetic spectrum to store, modify, and exchange data via networked systems and associated physical infrastructures. The term *Cyberspace* started to become a *de facto* synonym for the *Internet*, and later the *World Wide Web*, during the 1990s, especially in academic circles and activist communities.

## Structure of the Text

**Para. 1 — Para. 2:** An introduction to the subject matter: cyberspace.

**Para. 3 — Para. 4:** A comparison of cyberspace to real estate.

**Para. 5 — Para. 10:** The nature of cyberspace.

**Para. 11 — Para. 15:** The regulations of cyberspace.

**Para. 16:** The author's conclusion and suggestions.

## Teaching Suggestions

### ■ Introducing the Topic

#### Lead-in Discussion

This activity is designed to arouse students' interest in the topic of cyberspace. Students are encouraged to prepare in advance to answer these questions. Students may make presentations or statements, or they can be divided into groups for debate or discussion. Personal and varied viewpoints are tolerated and encouraged.

#### Word Extension

This activity is designed to give students practice in explaining things in their own words. Help them to give accurate definitions to the terms. Ask students to think of other relative words as many as possible. To save time, you can also ask them to prepare before class. Try to maintain a fast pace in this part and create an active atmosphere.

### ■ Meeting the Author

Give a brief introduction to the author using your own words.

### ■ Communicative Activities

In order to save time, students can be grouped to do different activities. Previous preparation is necessary.

#### Activity One

Designing a homepage or a cyberspace community offers many scientific, artistic, and technological learning challenges. So encourage students to put forward original ideas and develop their own ideal community from an inter-disciplinary perspective of arts, sciences and technology.

After each group presents with their design, you may also ask them such questions as: How would the design of your cyberspace communities attract participants? How would the community be sustained and flourish? What materials are accepted and what will be avoided? After class they may realize their works on the Internet and invite other group members or friends to their community

#### Activity Two

After designing the community, ask students to set up cyber regulations of their own. Remind them that it should be specific, direct, terse and clear.

## ■ Practical Reading

This part is designed to help students get useful information by reading visitor's brochure. Do not explain the material item by item. Guide students to find useful information from the brochure. To achieve the aim, more questions may be asked about the details of the brochure. The reading skill of scanning is used in this exercise.

### Language Points

1. **But in this age it's hard to find a place where you can go and be yourself without worrying about the neighbors.** : But in this age, wherever you go and whatever you do you must consider whether you will disturb others or not.
2. **Or will our fear of kids surfing for dirty pictures behind their bedroom doors provoke a crackdown?** : Or will our fear that children look for pornographic information on the Internet in their bedroom cause us to take disciplinary actions?
3. **It might help to leave behind metaphors of highways and frontiers and to think instead of real estate.** : It might help us to understand what cyberspace is if we think of it as real estate rather than as highways and frontiers.
4. **In other words, cyberspace is a voluntary destination — in reality, many destinations.** : In other words, cyberspace is a place where people go according to their own will — in fact, in cyberspace there are many places, not just one.
5. **What makes cyberspace so alluring is precisely the way in which it's different from shopping malls, television, highways and other terrestrial jurisdictions.** : Cyberspace is attractive, because it is different from shopping malls, television, highways and other places on earth.
6. **Many of these services started out unmoderated but are now imposing rules to keep out ...** : At the beginning, these services were not controlled or regulated, but now rules are enforced to get rid of ...
7. **This freedom gives the rules that preside in cyberspace a moral authority that rules in terrestrial environments don't have.** : This freedom makes the rules in cyberspace have a moral authority, but in terrestrial environment, these rules don't have the same moral authority.
8. **... others will restrict access to members who qualify on one basis or another.** : ... other communities will only allow members in who have the necessary qualifications as judged by the standard set by the communities.
9. **... split into subsets with ever-more-particular interests and identities.** : ... branches or smaller communities are formed in which members' interests and identities become more and more particular.
10. **Or they can wander freely if they prefer, making up their own itinerary.** : Or they can go freely as they wish, deciding where to go according to their own will.

## Key to Exercises

### ■ Suggested Answers to Comprehension Questions

1. The Americans love new frontiers , like to explore, and like to make rules.
2. Cyberspace is the place on earth where you can go and be yourself.
3. Make a comparison between the real estate and the cyberspace:

#### Real estate

- 1) an intellectual, legal, artificial environment constructed on top of land.
- 2) recognizes the difference between different places
- 3) by accident of geography
- 4) has public places to communicate
- 5) has security guards and police

#### Cyberspace

- 1) a giant and unbounded world of virtual real estate
- 2) different places for different people and different purposes
- 3) optional
- 4) has cyber communities to communicate
- 5) has their own local government and terrestrial government

4. Complete the following chart by referring to the similes used by the author.

#### Similes

#### Characteristics

<b>Email conversations</b>	Telephone conversations	They are private, consensual and require no regulation.
<b>Information and entertainment services</b>	Bookstores, malls, movie houses	Places where you can buy something. Items are not given if not requested.
<b>Cyberspace communities</b>	Bars, restaurants, bathhouses	They are the places to communicate. Rules are being imposed to keep out unwanted ads, discussions and participants.

5. Cyberspace communities evolve just the way terrestrial communities do because people with like-minded interest band together.
6. What's unique about cyberspace is that it allows communities of any size and kind to flourish.
7. The rules in cyberspace differ from those of terrestrial government in that they have moral authority.
8. What's likely to happen in cyberspace is the formation of new communities, free of the constraints that cause conflict on earth.

## Word Use

- |                 |              |                  |           |
|-----------------|--------------|------------------|-----------|
| 1. jurisdiction | 2. itinerary | 3. hankers after | 4. beamed |
| 5. subscribes   | 6. haven     | 7. allure        | 8. bill   |

## Word Distinction

### Group A

- |                 |  |
|-----------------|--|
| <b>restrict</b> | keep within prescribed limits, as of choice or action              |
| <b>bound</b>    | set a limit to; constitute the boundary or limit of                |
| <b>moderate</b> | lessen the violence, severity, or extremeness of                   |
| <b>limit</b>    | stop an amount or number from increasing beyond a particular point |
| <b>confine</b>  | keep someone in a place that they cannot leave, such as a prison   |
| 1. limits       | 2. restrict      3. moderate      4. confined      5. bounded      |

### Group B

- |                      |  |
|----------------------|--|
| <b>consensual</b>    | involving the agreement of all or most people in a group                       |
| <b>conscientious</b> | careful to do everything that it is your job or duty to do                     |
| <b>consecutive</b>   | following one after another without interruption; successive                   |
| <b>consequential</b> | happening as a direct result of a particular event or situation; important     |
| <b>conservative</b>  | not liking changes or new ideas  |
| 1. consecutive       | 2. consensual      3. conservative      4. consequential      5. conscientious |

## Word Comparison

<i>synonym</i>		<i>antonym</i>
vulgarity	<b>indecenty</b>	propriety
mundane	<b>terrestrial</b>	unearthly
irrelevant	<b>extraneous</b>	immanent
prosperous	<b>affluent</b>	impecunious
permit	<b>sanction</b>	proscribe
credulous	<b>unsuspecting</b>	skeptical

## ■ Use of English

- |                       |           |                |                  |                   |
|-----------------------|-----------|----------------|------------------|-------------------|
| 1. even               | 2. as     | 3. that        | 4. won           | 5. given          |
| 6. young              | 7. one    | 8. world/space | 9. because       | 10. as            |
| 11. across/throughout | 12. still | 13. exactly    | 14. concern      | 15. response/fact |
| 16. access            | 17. to    | 18. led        | 19. between/into | 20. take/get/have |

## ■ Text B

1. F    2. T    3. T    4. N    5. F    6. F    7. T    8. T    9. F    10. N

## ■ Practical Reading

1. On 27 January, one can visit the following exhibits: (1) Mummy: the inside story, (2) Wealth of Africa: 4000 years of money and trade, (3) Made in Africa — ancient hand tools, (4) Cutting edge: Japanese swords in the British Museum
2. To enjoy African history and arts, one can visit: (1) Mummy: the inside story, (2) Wealth of Africa: 4000 years of money and trade, (3) Made in Africa — ancient hand tools, (4) Tree of Life
3. To enjoy Asian arts, one can go to Room 91, 92, and 94.
4. Some selected galleries and special exhibitions, some evening events, and the splendid surroundings of the Great Court, including Shops (except children's shop), Galleries & exhibitions, Court restaurant, Court cafes, and Great Court
5. A child can go to Gallery Café to eat, or have a picnic at the Ford Centre with his family or friends. He can go to Great Court Children's shop to buy souvenirs.

## ■ Practical Writing

1. Comparison    2. Question    3. Figures and Statistics    4. Restatement    5. Result

网络空间:如果你不喜欢它,就离开它

伊瑟·戴森

任何充分发展起来的技术都与魔法没有区别。

——阿瑟·C·克拉克

美国人在心理上喜欢新的前沿。我们追求宽阔的空间;我们喜欢探险;我们喜欢制定规则,但是

又拒绝遵守。但在当今时代,很难有一个地方你能去展现自我而不必担心影响邻居。

<sup>2</sup> 确实有这样的地方:网络空间。它从前是电脑迷的天地,现在由各色人等构成:学校学生、调情的单身、匈牙利裔美国人和会计等等。他们都能和睦相处吗?我们是否会因担心孩子躲在卧室里看淫秽的图片而将它封杀?

<sup>3</sup> 问题的第一步是理解网络空间是什么。先忘掉高速公路和前沿这样的比喻,而去把它想象成地产,这样可能会有所裨益。请记住,地产是知识的产物、是合法的、人工建造的环境、置于一片土地之上。地产上的公共地带和购物中心、红灯区与学校区、及教堂、政府和药店都能区别开来。

<sup>4</sup> 同样地,你可以把网络空间想象成为一个巨大的、无边际的虚拟的地产。有一些房产是私人所有并且被租出去;有一些是共有领地;有些地方适合孩子,而有一些地方最好所有人都避开。不幸的是,就是这样的地方使人们心驰神往。比如有教制造炸弹、提供色情材料和教如何盗窃信用卡的地方。它们使网络听上去像是一个藏污纳垢的地方。正直的公民纷纷得出这样的结论:最好对它严加管理。

<sup>5</sup> 但在制定规则以抵制不良行为前,要从根本上诠释一下网络空间的性质。网络空间不是邪恶分子挟持单纯的孩子的地方,它也不是一个巨大的电视体系,给那些被动的观众放送令人作呕的节目。在这个虚拟的领域里,用户需选择他们所要去的地方、他们所要看的東西及他们所要做的事。这是可选的。换言之,网络空间是一个自主的所在——事实上,有多种可去的地方。你不能只是“上网”;你要到某个特定的地方。这就意味着人们可以选择想要去的地方和想要看的東西。是的,虚拟社区的标准应该得以实施,但这些标准应由网络社区自行设定,而不是由法院或华盛顿的政治家来制定。

<sup>6</sup> 网络空间具有如此的吸引力,这正是使它区别于购物中心、电视、公路及地面上划分的其它辖区。还是让我们定义一下它的领域:

<sup>7</sup> 首先,可以在网上通过私密的电子邮件进行对话,这与电话交谈类似,都是私人之间的、两厢情愿的,根本不需要规范。

<sup>8</sup> 其次,网上还有信息与娱乐服务,人们可以下载任何东西,从法律文书和“火爆的新餐馆”的名单到游戏软件和淫秽图片等,不一而足。这些地方就好像书店、商场和电影院——是购物的地方。顾客需要查询明细,或者签名订购。有的东西(尤其是色情产品)不会送给那些没索取的人。有些服务是免费的,或者算作总服务费的一部分,如 CompuServe 或 American Online。有的则是收费的,并可能会让顾客直接支付账单。

<sup>9</sup> 再次,网上有一些“真正的”社区——一群互相交流思想的人。从地产的角度而论,它们好像酒吧、餐馆或浴室。每个活跃的参与者都加入到话题广泛的谈话中,通常是通过粘贴信息。其他的参与者可能只是听或者看。有的服务需要监管;有些则像告示版一样——任何人都可以随意张贴任何东西。许多的服务一开始并没有被监督,现在也逐渐开始施行管理,以排除掉那些讨厌的广告、无关的讨论和越来越多的莽撞的网民。

<sup>10</sup> 网络社区的发展演变和真正社区是一样的,即兴趣相投的人凑到一起。每个网络社区都有自己的特点。总的说来,上 CompuServe 的通常是专业技术人员;上 American Online 的是经济条件优越的青年单身;Prodigy 则面向家庭。还有一些相对独立的网站,如 Echo 是为时髦的、纽约市中心服务的。另如 Women's Wire 是专为妇女开辟的,使她们能躲避网上其它地方盛行的男性文化。互联网本身

有很多热情洋溢的讨论团体,非商业性质。他们的话题广泛,从匈牙利政治(Hungary Online)到版权法无所不包。

<sup>11</sup> 网络空间的独特之处是它允许任何规模和种类的社区获得发展;在网上,社区是由用户选择加入的,而不是地理位置的偶然因素强加给他们的。这种自由使得网络空间存在一种道德权威,这在实际的环境中是不存在的。大多数人都局限在他们的出生地,但在网上如果你不喜欢网络社区的规则,你完全可以关掉它。要么喜欢它,要么离开它。同样,如果做父母的不喜欢某个网络社区的规则,他们可以限制孩子,使他们不能参与。

<sup>12</sup> 在网络空间,经常发生的事是新社区的形成,不像在实际生活中那样充满约束,并导致冲突。地球村不过是一个美好的梦想,其实却很难控制。与此相对,我们发明了另一个世界,即自足的网络社区,它投自己成员的喜好,而不会干涉他人。真正的市场型的监管模式很快成为可能。在网络空间,我们将能够检验并逐渐完善一些制度,使需要被管理的东西得到管理——知识产权、内容和登陆限制,关于个人隐私权与自由言论的制度等。有的社区允许任何人进入;有的仅限于那些通过某些方式取得资格的成员。那些能自我维系的社区将会飞速发展(而且可能会发展壮大,并随着更细化的兴趣和身份认同而继续分化)。那些无法生存的网站——或者因为人们失掉兴趣或者被吓跑了——也就慢慢消亡了。

<sup>13</sup> 在不远的未来,网络上的探险家需要更好地去界定并认同他们的社区。除了生活中的政府外,他们将需要安置——并接受——他们自己的局部管制,就如同拥有昂贵地产的业主要有自己的安全警卫,当然他们也可以叫警察赶走那些不受欢迎的顾客。

<sup>14</sup> 对网上那些不适宜的内容该如何处置呢?例如该如何处置色情内容呢?答案是除了禁止外,还应对于那些有嫌疑的材料贴标签。有意义的做法是,网民可以自己就有争议的内容达成共识,这样人工或自动过滤装置就可以回避掉这些内容。软件生产商可以很容易地开发自动过滤软件,以防止你和孩子看到菜单上的不宜内容。(好比是所有物品被打包,并在包装纸上贴着标签。)若有人把色情内容贴上了“童趣”的题目,就可能因错贴标签而被起诉。

<sup>15</sup> 私营企业和地方团体已经不声不响地推出了贴签服务,也包括那些儿童网站如 Kidlink 和 Kids' Space。人们的趣味和价值观不同,都可以在网上找到适合自己的服务,这和挑选书籍与杂志一样。他们也可以随心所欲地网上漫游,选择自己的路线。

<sup>16</sup> 最后,我们的社会需要成长。成长就意味着我们必须理解,世上并没有圆满的答案,没有万能的解决之道,没有政府制下的安稳的避难所。我们还没有在地球上创建一个完美的社会,我们在网上也没有这样的地方。但至少我们可以有个人的选择——以及个人的责任。

# Can You Raise a Polite Kid in This Rude World?

— Suzanne Chazin

## More About the Author

### ■ Suzanne Chazin

Suzanne Chazin is a senior editor of the *Reader's Digest*. She was born in Manhattan, New York. Her book *The Fourth Angel* was published in 2001, *Flashover* in 2002 and *Fireplay* in 2003. She is a member of the International Association of Arson Investigators and the creator of "Georgia SkeeHam", fire marshal in New York City. She has unusual access to the inner workings of the FDNY: her husband is a high-ranking chief and twenty-year veteran of the department, and her research has included interviews with many of its members. She lives in Westchester County, New York. This article is taken from the third issue, 1997 of the *Reader's Digest*. For more information, please visit <http://www.authorsontheweb.com/features/0102debut/au-chazin-suzanne>.

## About the Text

Environmental influence is huge on children's development. Bad behaviors are infectious, especially to children. When children are exposed to a rude world, it is hard for them to be immune to the rudeness around them. Parents are children's first teachers and they exert a great influence on their development. Educating children is a big task for parents. In this article the author pointed out the parents' responsibility and proposed ways to raise children.

## Structure of the Text

- Para. 1 — Para. 4:** The author describes her own annoying experience with the rude parents in a hotel introducing the worries about children's development.
- Para. 5 — Para. 9:** The bad influence can come from inside the home and outside the home, from all aspects of life. Parents face a great challenge in educating their children.
- Para. 10 — Para. 15:** The author argues that parents should set good examples for children to deal with disappointment and so on. If they expect good behavior from their

children they should improve their own behavior first.

**Para. 16 — Para. 22:** The author shows giving encouragement and praise instead of orders and criticism is a good technique to educate children and may bring far better results.

**Para. 23 — Para. 25:** The author presents a dining table as a good place for children to learn etiquette. Parents should realize its importance and make good use of dinner time to impart their social values and view of social behavior.

**Para. 26 — Para. 30:** Acquiring good behavior and making them the second nature is a slow process which takes a lot of parents' efforts. Showing their strong love and care by playing with children can help them learn manners.

## Teaching Suggestions

### ■ Introducing the Topic

#### Lead-in Discussion

Before getting to the text the teacher can ask these general questions to see the students' preoccupations around the topic in their mind. Try to arouse students' interest in the topic and get their comments about it. Since some of these questions are related to themselves you can give them more opportunities to talk by making groups or pairs. Then choose the representatives to report their view.

#### Word Extension

These are key words in the text. By discussing the definitions with the students and coming up with the relative words they know, the teacher can help pave the way for a better understanding of the text.

### ■ Meeting the Author

Talk about the author briefly in your own words.

### ■ Communicative Activities

In order to save time, students can be grouped to do different activities. Previous preparation is necessary.

#### Activity One

In this activity, the father talks about the rudeness he saw on the bus that day. He makes some comments on it. Also he remembers what his mother told him to do in this kind of situation. In this