



BOOK

6

师范院校英语专业用

高等学校教材 · 国家教委第三届高等学校优秀教材一等奖



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com

高等学校教材
师范院校英语专业用

ENGLISH

BOOK 6

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上海外语教育出版社

图书在版编目(CIP)数据

英语. 第6册 / 黄源深, 朱钟毅主编.

—上海: 上海外语教育出版社, 2011 (2012重印)

师范院校英语专业用

ISBN 978-7-5446-2402-2

I. ①英… II. ①黄…②朱… III. ①英语—师范大学—教材 IV. ①H31

中国版本图书馆CIP数据核字(2011)第129019号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

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

责任编辑: 谢 宇

印 刷: 同济大学印刷厂

开 本: 850×1168 1/32 印张 12.75 字数 426千字

版 次: 2011年7月第1版 2012年2月第2次印刷

印 数: 3 100 册

书 号: ISBN 978-7-5446-2402-2 / H · 1107

定 价: 22.00 元

本版图书如有印装质量问题, 可向本社调换

编 者 的 话

本书是高等学校英语专业高年级教材 Book 5 的续编,供三年级下学期使用。它不仅适合高等师范院校,而且也适合其他高等院校。

本书的编写原则与 Book 5 基本相同,仍然以打好语言基本功为主要目的,通过大量不同类型的练习,使学生较牢固地掌握所学知识。每课含有一二个旨在培养教师应具备的技能的练习,非师范院校的学生不一定要做;当然做了也有好处,因为其中相当一部分人毕业后将从事英语教学工作。

本册的课文题材广泛,涉及西方社会生活的多个方面,目的在于向学生介绍西方文化背景,提高他们对英语的理解力和吸收能力。大多数课文都较新,均为 20 世纪 80 年代的作品。当然我们也选录了个别年代久远但不失为经典的篇章,因为它曾对西方社会产生过巨大影响,有助于我们对西方文化和价值标准的了解。本册课文的长度较之 Book 5 有所增加,平均约 1,500 词左右,难度也要大些。对三年级下学期的学生来说,增加长度和难度都是必要的。

“文体注释”是本册教材的一个新内容。它结合每课课文的文体特点,择要介绍英语文体的一般知识,并通过文体分析,使学生加深对课文的理解。学生可以举一反三,把学到的文体知识运用到平时的阅读中去。每课都附有针对本课文体注释的练习,以达

到巩固之目的。本教材无意对文体学作全面论述，因为那属于文体学教程的任务。

本册中 WORD STUDY 的编写原则与 Book 5 稍有不同。Book 5 的 WORD STUDY 中，每个词都附有例句，而本册该部分的四个词中，仅前两个附有例句，后两个则不附例句，只提供同义词或反义词。但在该部分的练习中，列有一个项目：要求学生通过查阅词典为该词提供某个意义的例句，旨在培养学生的独立工作能力，学会使用工具书。

本书中练习的编写原则与 Book 5 相同，但难度有所增加。教师使用时可参阅 Book 5 “编者的话”中有关说明。

在编写过程中，承华东师范大学周国强同志协助做了部分工作，谢国芬同志编了词汇表，资料室和打字室提供了不少方便。

成书前，还承英国专家 Joan Fleming 女士阅读了全部稿子。

本书由北京师范大学钱瑗教授任主审，武汉大学袁锦翔、华中师范大学秦秀白、西南师范大学龙日金和苏州大学王国富等教授参加了审稿会，提出了许多宝贵意见。在此，我们一并表示感谢。

编 者

1989 年 8 日

于华东师范大学

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Lesson One

TEXT

Sexism in School

—Boys still get more attention than girls do

By Myra and David Sadker

If a boy calls out in class, he gets the teacher's attention. If a girl calls out in class, she is told to raise her hand before speaking.

Teachers praise boys more than girls, give boys more academic help and are more likely to accept boys' comments during classroom discussions. These are only a few examples of how teachers favor boys. Through this advantage boys increase their chances for better education and possibly higher pay and quicker promotions. Although many believe that classroom sexism disappeared in the early '70s, it hasn't.

Education is not a spectator sport. Numerous researchers, most recently John Goodlad, former dean of education at the University of California at Los Angeles and author of "A Place Called School," have shown that when students participate in classroom discussion they hold more positive attitudes toward school, and that positive attitudes enhance learning. It is no coincidence that girls are more passive in the classroom and score lower than boys on SATs.

Most teachers claim that girls participate and are called on in class as often as boys. But a three-year study we recently completed found that this is not true; vocally, boys clearly dominate the classroom. When we showed teachers and administrators a film of a classroom discussion and asked who was talking more, the teachers overwhelmingly said the girls were. But in reality, the boys in the film were out-talking the girls at a ratio of three to one.

Field researchers in our study observed students in more than 100 fourth-, sixth- and eighth-grade classes in four states and the District of Columbia. The teachers and students were male and female, black and white, from urban, suburban and rural communities. Half of the classroom covered language arts and English—subjects in which girls traditionally have excelled; the other half covered math and science—traditionally male domains.

We found that at all grade levels, in all communities and in all subject areas, boys dominated classroom communication. They participated in more interactions than girls did, and their participation became greater as the year went on.

Our research contradicted the traditional assumption that girls dominate classroom discussion in reading, while boys are dominant in math. We found that whether the subject was language arts and English or math and science, boys got more than their fair share of teacher attention.

Some critics claim that if teachers talk more to male students, it is simply because boys are more assertive in grabbing their attention—a classic case of the squeaky

wheel getting the educational oil. In fact, our research shows that boys *are* more assertive in the classroom. While girls sit patiently with their hands raised, boys literally grab teacher attention. They are eight times more likely than girls to call out answers. However, male assertiveness is not the whole answer.

**The message is subtle but powerful:
Boys should be academically assertive and grab
teacher attention; girls should act like ladies
and keep quiet**

Teachers behave differently depending on whether boys or girls call out answers during discussions. When boys call out comments without raising their hands, teachers accept their answers. However, when girls call out, teachers reprimand this "inappropriate" behavior with messages such as, "In this class we don't shout out answers, we raise our hands." The message is subtle but powerful: Boys should be academically assertive and grab teacher attention; girls should act like ladies and keep quiet.

Girls are often shortchanged in quality as well as in quantity of teacher attention. In 1975 psychologists Lisa Serbin and K. Daniel O'Leary, then at the State University of New York at Stony Brook studied classroom interaction at the preschool level and found that teachers gave boys more attention, praised them more often and were at least twice as likely to have extended conversations with them.

Serbin and O'Leary also found that teachers were twice as likely to give male students detailed instructions on how to do things for themselves. With female students, teachers were more likely to do it for them instead. The result was that boys learned to become independent, girls learned to become dependent.

Instructors at the other end of the educational spectrum also exhibit this same "let me do it for you" behavior toward female students. Constantina Safilios-Rothschild, a sociologist with the Population Council in New York, studied sex desegregation at the Coast Guard Academy and found that the instructors were giving detailed instructions on how to accomplish tasks to male students, but were doing the jobs and operating the equipment for the female students.

Years of experience have shown that the best way to learn something is to do it yourself; classroom chivalry is not only misplaced, it is detrimental. It is also important to give students specific and direct feedback about the quality of their work and answers. During classroom discussion, teachers in our study reacted to boys' answers with dynamic, precise and effective responses, while they often gave girls bland and diffuse reactions.

Teachers' reactions were classified in four categories: praise ("Good answer"); criticism ("That answer is wrong"); help and remediation ("Try again — but check your long division"); or acceptance without any evaluation or assistance ("OK," "Uh-huh").

Despite caricatures of school as a harsh and punitive

place, fewer than 5 percent of the teachers' reactions were criticisms, even of the mildest sort. But praise didn't happen often either, it made up slightly more than 10 percent of teachers' reactions. More than 50 percent of teachers' responses fell into the "OK" category.

Teachers distributed these four reactions differently among boys than among girls. Here are some of the typical patterns:

Teacher: What's the capital of Maryland? Joel?

Joel: Baltimore.

Teacher: What's the largest city in Maryland, Joel?

Joel: Baltimore.

Teacher: That's good. But Baltimore isn't the capital. The capital is also the location of the U. S. Naval Academy. Joel, do you want to try again?

Joel: Annapolis.

Teacher: Excellent. Anne, what's the capital of Maine?

Anne: Portland.

Teacher: Judy, do you want to try?

Judy: Augusta.

Teacher: OK.

In this snapshot of a classroom discussion, Joel was told when his answer was wrong (criticism); was helped to discover the correct answer (remediation); and was praised when he offered the correct response. When Anne was wrong, the teacher, rather than staying with her, moved to Judy, who received only simple acceptance for her correct answer. Joel received the more specific teacher reaction and benefited from a longer, more precise and intense educational

interaction.

Too often, girls remain in the dark about the quality of their answers. Teachers rarely tell them if their answers are excellent, need to be improved or are just plain wrong. Unfortunately, acceptance, the imprecise response packing the least educational punch, gets the most equitable sex distribution in classrooms. Active students receiving precise feedback are more likely to achieve academically. And they are more likely to be boys. Consider the following.

☐ Although girls start school ahead of boys in reading and basic computation, by the time they graduate from high school, boys have higher SAT scores in both areas.

☐ By high school, some girls become less committed to careers, although their grades and achievement-test scores may be as good as boys'. Many girls' interests turn to marriage or stereotypically female jobs. Part of the reason may be that some women feel that men disapprove of their using their intelligence.

☐ Girls are less likely to take math and science courses and to participate in special or gifted programs in these subjects, even if they have a talent for them. They are also more likely to believe that they are incapable of pursuing math and science in college and to avoid the subjects.

☐ Girls are more likely to attribute failure to internal factors, such as ability, rather than to external factors, such as luck.

The sexist communication game is played at work, as well as at school. As reported in numerous studies, it goes

like this:

- ☐ Men speak more often and frequently interrupt women.
- ☐ Listeners recall more from male speakers than from female speakers, even when both use a similar speaking style and cover identical content.
- ☐ Women participate less actively in conversation. They do more smiling and gazing, and they are more often the **passive** bystanders in professional and social conversations among peers.
- ☐ Women often transform declarative statements into tentative comments. This is accomplished by using qualifiers ("kind of" or "I guess") and by adding tag questions ("This is a good movie, isn't it?"). These tentative patterns weaken impact and signal a lack of power and influence.

Sexist treatment in the classroom encourages formation of patterns such as these, which give men more dominance and power than women in the working world. But there is a light at the end of the educational tunnel. Classroom biases are not etched in stone, and training can eliminate these patterns. Sixty teachers in our study received four days of training to establish equity in classroom interactions. These trained teachers succeeded in eliminating classroom bias. Although our training focused on equality, it improved overall teaching effectiveness as well. Classes taught by these trained teachers had a higher level of intellectual discussion and contained more effective and precise teacher responses for all students.

There is an urgent need to remove sexism from the

classroom and give women the same educational encouragement and support that men receive. When women are treated equally in the classroom, they will be more likely to achieve equality in the workplace.

Word List

sexism	academic
enhance	vocally
overwhelmingly	ratio
domain	critic
assertive	squeaky
reprimand	shortchange
spectrum	sociologist
desegregation	chivalry
misplace	detrimental
feedback	dynamic
bland	diffuse
classify	remediation
caricature	snapshot
punch	equitable
computation	stereotypically
peer	transform
declarative	tentative
qualifier	bias
etch	equity
overall	

Idioms and Expressions

participate in	shout out
call on	at a ratio of
fall into	benefit from