



高等院校英语专业系列教材

A NEW COURSE BOOK FOR ADVANCED ENGLISH



BOOK 2 (下册)

新编高级英语

STUDENT'S BOOK (学生用书)

主编 彭长江

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| 体例反映教学过程 | ★ | 目标方法一目了然 |
| 全面加强听说译写 | ★ | 注重深度理解能力 |
| 夯实词汇语法基础 | ★ | 介绍文体修辞知识 |
| 切实减轻师生负担 | ★ | 直通专业八级考研 |

湖南师范大学出版社
HUNAN NORMAL UNIVERSITY PRESS



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编者的话

《新编高级英语》共二册,上册 12 个单元,下册 10 个单元,供大学英语专业本科、专科三年级学生及水平相当的学习者使用。为方便教师备课和上课,各册均配有教师用书。

高级英语就是英语精读的高级阶段。编者多年英语专业本、专科高级英语和英汉互译教学以及本科毕业论文指导的经历表明,除了极优秀者之外,学生经过高级英语学习之后,阅读理解仍然局限于表层,写作、翻译时动笔就错。究其原因,一是原有教材每课没有明确的目标,或者目标过于分散,教师教学时、学生学习时弄不清一课书到底要教些什么、学些什么;二是没有针对成年人学习外语的特点,没有考虑到成年人思考能力强而机械模仿能力弱的特点,一味地加大阅读量、练习量;三是没有针对中国成年人学习外语的特点,不是主动消除母语对外语习得的负面影响,而是在教学中消极地回避、限制母语的使用。为了纠正这些现象,我们编写了这套教材,以期对英语专业高级英语教学做出我们微薄的贡献。

一、编写原则

在编写这套教材的过程中,编者努力遵循以下原则:

① 材料现代化、多样化、实用化:材料时间最早为 19 世纪,最晚为 2007 年;体裁包括随笔、书信、演讲、传记、游记、报道、专栏文章、科普、小说、文学评论、政论、回忆录、诗歌等。长度限制在 1000 到 1500 个词之间,超过这个长度的则进行节选或删减。

② 每个单元具有明确的教学目标。其中以大幅度提高学生深度理解能力为主要目标,兼顾听、说、写、译能力的提高;

③ 编写体例体现实际的教学步骤;

- ④ 充分利用成年人学习外语时思考力强的特点；主动出击，变母语的负面影响为正面影响；
- ⑤ 尽可能同英语专业八级考试接轨，并兼顾英语专业考研；
- ⑥ 限制篇幅，确保在教学大纲规定的课时内完成本教材教学任务；
- ⑦ 努力为教师节省备课、命题时间。

二、编写体例

在以上原则指导下，我们采用了如下编写体例：

每个单元分为“文本处理”(Text-processing)与“工具打磨”(Tool-sharpening)两大部分。

I. 第1部分 文本处理(Part 1 Text-processing)

这一部分全面培养学生听、说、读、写、译五项基本技能，其中以读为主，特别是为求得深度理解的精雕细刻式的研读。其具体步骤如下：

① 第一步是学生独立阅读(Independent Reading)，要求学生课前预先自己阅读课文。课文后有“预习用注释”(Notes for Preview)。凡学生不认识、不熟悉的词语，或在本单元课文中具有特殊意义的词语都进行注释。注释以英文写出，供学生在预习时参考。如果学生看了注释之后对这些词语在本课中的意义仍然不甚了了，可参看书后的 Appendix 3 中的中文释义。

② 第二步是课堂教学阶段，称为“教师辅助作业”(Teacher-aided Work)，要求在课堂上师生互动，即以学生为主体，教师起指导作用。

首先是以听的形式出现的“导入”(Lead-in)，教师放一段介绍课文作者与课文的录音，要求学生做笔记，然后在经过改写之后的短文中填空。这些空一般不是用短文中的原词能填出的，而必须理解了录音的意思，并考虑改写过后的短文的行文方式才能填出。这是为了让学生一方面了解作者与课文，另一方面训练学生应对专业八级考试中类似的听力题的能力。

其次是“深度理解”(In-depth Comprehension)。这一部分仍然是读，但要求的是为求得深入理解的读，包括：(1) 针对课文某些词语、句子提出 12~20 个问题。这些问题都不是用课文中的原话能够回答的问题，而是深层次理解问题，并且要求说出进行正确判断的依据。(2) 针对课文段落或全文设 5 个选择题，以帮助学生理解涉及课文中几句、几段甚至全文的问题。

最后是“课文延伸”(Extension from the Text)。这一部分涉及说、读、译、写,包括:(1)要求学生回答一个跟课文有密切关系的综合性问题。这个问题与 In-depth Comprehension 中的问题的区别,首先是由学生讲,以锻炼其成段陈述的能力,而不是由教师讲;其次是这个问题以 In-depth Comprehension 中的问题为基础。(2)同类材料完形填空,其中的空主要涉及理解,没有根据上下文进行推理的能力就做不出来。(3)课后把一段跟课文来源相同或类型相同的英文译成中文,或把一段跟课文类型相同的中文译成英文,或写一篇英语短文。这三种方式在各课之间轮流进行。

II. 第2部分 工具打磨(Part 2 Tool-sharpening)

这一部分叫“工具打磨”,是因为其中要学的东西全是为着更好地进行文本处理,包括词汇、语法、修辞(上册)或修辞/文体(下册)三项。

① 词语(Words and Phrases)

1) 研究(Study)

本册共 10 个单元。每单元选择 10 组常用同义词、近义词,或中国学生易混词进行讲解。讲解的方式不是罗列每个词的意义,而是以深入浅出、切中要害的方式讲出这一组词的共同之处、关键的区别以及中国学生由于受母语的影响而最容易犯的错误等。这一项主要由学生自己阅读,教师可在课堂上强调一组词的关键区别。

2) 练习(Exercises)

(1) 设 10 个词汇选择题,以巩固学生对这些词汇的掌握。

(2) 设 10 个汉英译句题,每句中包含同组词汇 2~4 个,以帮助学生克服因汉语中用词相同或相近而误用这些词汇的现象。

② 语法(Grammar)

1) 每单元讲解一个语法问题,以中国学生因受母语语法影响而往往出错的基本的语法问题为对象,影响范围愈广者愈放在前面讲解。

2) 练习(Exercises)

(1) 设一段落填空题,材料来源与课文相同或相似,一般有 20 个空,其中涉及本单元所讲语法现象者至少 5~6 个。

(2) 设一校对题,材料来源与课文同或类似,其中 10 行中有 8~9 行有错,涉及本单元所讲语法者至少 2~3 行。

③ 修辞/文体(Rhetoric/Style)

1) 每单元讲积极修辞中 2~3 个密切相关的修辞格,或者消极修辞中遣词造

句、谋篇布局方面的问题,或者文体方面的问题。

2) 练习(Exercises)

各单元命题形式根据具体情况不同而不同。

上述两项中,讲解部分也主要由学生阅读。

本册全书后有两个附录(Appendix)。附录 1 为每课所注释与研究的词汇的汉语释义。附录 2 为语法、修辞/文体术语。

三、使用建议

① 本套教材供大学英语专业第三学年用。上册 12 个单元,供一学期用,下册 10 个单元,供一个学期用。

② 上册前 10 个单元为必讲教材,在课时充裕的情况下,可选讲后 2 个单元。下册 10 个单元全为必讲教材。

③ 建议每单元的时间分配为:课文部分 3 课时左右,词语、语法、修辞三部分各 1 课时左右。

感谢参与本册编写的 13 位同志。他们负责编写的部分如下:四川外国语学院高伟、付爱、苏艳飞:第 1 单元;湖南科技大学周四媛:第 2 单元;邵阳学院杨洁:第 3 单元;湖南师范大学易艳萍:第 4 单元;衡阳师范学院邬德平:第 5 单元;湖南师范大学朱小舟:第 6 单元;湖南理工学院毛新耕:第 7 单元;中南林业科技大学张沉香、唐毅:第 8 单元;湖南商学院郑周林:第 9 单元;湖南科技学院潘利锋:第 10 单元。还要感谢为本书上、下两册的听力材料录音的美籍教师 Charles David Hodges 和 Julie Ann Hodges。

特别要感谢的是我在湖南师范大学外国语学院的同事蒋坚松教授,他和我一起商讨了这两册教材的编写原则与编写体例。特别要感谢的还有湖南师范大学出版社英语编辑李阳博士,吸收了他的许多有益的建议,才最后完善了本书的编写体例。

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彭长江

湖南师范大学外国语学院

2008 年 12 月

缩略语表

<i>abbr.</i>	abbreviation	<i>inf.</i>	infinitive
<i>adj.</i>	adjective	<i>int.</i>	interjection
<i>adv.</i>	adverb	<i>joc.</i>	jocular
<i>AmE</i>	American English	<i>Lat.</i>	Latinate
<i>arch.</i>	archaic	<i>lit.</i>	literary
<i>BrE</i>	British English	<i>n.</i>	noun
<i>Fr</i>	French	<i>pl.</i>	plural form
<i>cf.</i>	compare	<i>poet.</i>	poetic
<i>col.</i>	colloquial	<i>pomp.</i>	pompous
<i>conj.</i>	conjunction	<i>prep.</i>	preposition
<i>derog.</i>	derogatory	<i>pron.</i>	pronoun
<i>dial.</i>	dialectal	<i>rel. pron.</i>	relative pronoun
<i>e. g.</i>	for example	<i>sb.</i>	somebody
<i>esp.</i>	especially	<i>sing.</i>	singular form
<i>etc.</i>	et cetera (and so on)	<i>sl.</i>	slang
<i>fig.</i>	figurative	<i>sth.</i>	something
<i>fml</i>	formal	<i>tech.</i>	technical
<i>Gr. myth</i>	Greek mythology	<i>usu.</i>	usually
<i>hum.</i>	humorous	<i>v.</i>	verb
<i>i. e.</i>	that is	<i>vi.</i>	intransitive verb
<i>infml</i>	informal	<i>vt.</i>	transitive verb

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UNIT



In this unit you will

- ▶ get to know how the author views the kind of English that her mother speaks when you have read the essay “**Mother Tongue**” by Amy Tan
- ▶ benefit from a detailed study of the following words and phrases:
 1. opinion; view; sentiment
 2. aware; conscious; sensible; cognizant
 3. speech; conversation; discourse; talk
 4. major; chief; main; dominant
 5. wrong; incorrect; mistaken; erroneous
 6. lengthy; long; prolonged; protracted
 7. sort; kind; type; category
 8. describe; picture; portray; depict
 9. evidence; proof; testimony; attestation
 10. influence; affect; impact; sway
- ▶ be able to use a finite clause as you like when you have mastered the techniques of **Linking Finite Clauses in Compound or Complex Sentences**
- ▶ learn about **Language Varieties**, which will be conducive to a better appreciation of different types of texts



Part 1 Text-processing

Independent Reading

.....



Text

Read the text on your own before coming to class, referring to the “Notes for Preview” after the text. You can get help from Appendix 1 which gives the Chinese for the annotated words.

Mother Tongue

By Amy Tan

1 I AM NOT a scholar of English or literature. I cannot give you much more than personal opinions on the English language and its variations^① in this country or others.

2 I am a writer. And by that definition, I am someone who has always loved language. I am fascinated^② by language in daily life. I spend a great deal of my time thinking about the power of language—the way it can evoke^③ an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all—all the Englishes^④ I grew up with.

3 Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*^⑤. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give

a lengthy^⑥ speech, using the kind of English I have never used with her. I was saying things like, “The intersection^⑦ of memory upon imagination” and “There is an aspect of my fiction that relates to thus-and-thus^⑧”—a speech filled with carefully wrought^⑨ grammatical phrases, burdened, it suddenly seemed to me, with nominalized^⑩ forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

4 Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: “Not waste money that way.” My husband was with us as well, and he didn’t notice any switch^⑪ in my English. And then I realized why. It’s because over the twenty years we’ve been together I’ve often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy^⑫, a different sort of English that relates to family talk, the language I grew up with.

5 So you’ll have some idea of what this family talk I heard sounds like, I’ll quote what my mother said during a recent conversation which I videotaped^⑬ and then transcribed^⑭. During this conversation, my mother was talking about a political gangster^⑮ in Shanghai who had the same last name as her family’s, Du, and how the gangster in his early years wanted to be adopted^⑯ by her family, which was rich by comparison. Later, the gangster became more powerful, far richer than my mother’s family, and one day showed up at my mother’s wedding to pay his respects. Here’s what she said in part:

6 “Du Yusong^⑰ having business like fruit stand. Like off the street kind. He is Du like Du Zong—but not Tsung-ming Island^⑱ people. The local people call Putong^⑲, the river east side, he belong to that side local people. . .”

7 Lately, I’ve been giving more thought to the kind of English my mother speaks. Like others, I have described it to people as “broken” or “fractured”^⑳ English. But I wince^㉑ when I say that. It has always bothered me that I can think of no way to describe it other than “broken”, as if it were damaged and needed

to be fixed, as if it lacked a certain wholeness and soundness. I've heard other terms used, "limited English", for example. But they seem just as bad, as if everything is limited, including people's perceptions of the limited English speaker.

8 I know this for a fact, because when I was growing up, my mother's "limited" English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had to say. That is, because she expressed them imperfectly, her thoughts were imperfect. And I had plenty of empirical[®] evidences to support me: the fact that people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

9 My mother has long realized the limitations of her English as well. When I was fifteen, she used to have me call people on the phone to pretend I was she. In this guise[®], I was forced to ask for information or even to complain and yell at people who had been rude to her. One time it was a call to her stockbroker[®] in New York. She had cashed out her small portfolio[®] and it just so happened we were going to go to New York the next week, our very first trip outside California. I had to get on the phone and say in an adolescent[®] voice that was not very convincing, "This is Mrs. Tan."

10 And my mother was standing in the back whispering loudly, "Why he don't send me check, already two weeks late. So mad[®] he lie to me, losing me money."

11 And then I said in perfect English, "Yes, I'm getting rather concerned[®]. You had agreed to send the check two weeks ago, but it hasn't arrived."

12 Then she began to talk more loudly. "What he want, I come to New York tell him front of his boss, you cheating me?" And I was trying to calm her down, make her be quiet, while telling the stockbroker, "I can't tolerate any more excuses. If I don't receive the check immediately, I am going to have to speak to your manager when I'm in New York next week." And sure enough, the following week there we were in front of this astonished stockbroker and I

was sitting there red-faced and quiet, and my mother the real Mrs. Tan, was shouting at his boss in her impeccable[®] broken English.

13 I think my mother's English almost had an effect on limiting my possibilities in life as well. Sociologists[®] and linguists probably will tell you that a person's developing language skills are more influenced by peers[®]. But I do think that the language spoken in the family, especially in immigrant families which are more insular[®], plays a large role in shaping the language of the child. And I believe that it affected my results on achievement tests, IQ tests[®], and the SAT[®]. While my English skills were never judged as poor, compared to math, English could not be considered my strong suit[®]. In grade school[®] I did moderately[®] well, getting perhaps B's, sometimes B-pluses, in English and scoring perhaps in the sixtieth or seventieth percentile[®] on achievement tests. But those scores were not good enough to override[®] the opinion that my true abilities lay in math and science, because in those areas I achieved A's and scored in the ninetieth percentile or higher.

14 This was understandable. Math is precise; there is only one correct answer. Whereas, for me at least, the answer on English tests was always a judgment call[®], a matter of opinion and personal experience. Those tests were constructed around items like fill-in-the-blank sentence completion, such as, "Even though Tom was _____, Mary thought he was _____." And the correct answer always seemed to be the most bland[®] combinations of thoughts, for example, "Even though Tom was shy, Mary thought he was charming," with the grammatical structure "even though" limiting the correct answer to some sort of semantic[®] opposites, so you wouldn't get answers like, "Even though Tom was foolish, Mary thought he was ridiculous." Well, according to my mother, there were very few limitations as to what Tom could have been and what Mary might have thought of him. So I never did well on tests like that.

15 I have been thinking about all this lately, about my mother's English, about achievement tests. Because lately I've been asked, as a writer, why there are not more Asian-Americans represented in American literature. Why are there few Asian-Americans enrolled[®] in creative writing programs[®]? Why do so many

Chinese students go into engineering? Well, these are broad sociological questions I can't begin to answer. But I have noticed in surveys—in fact, just last week—that Asian students, as a whole, always do significantly better on math achievement tests than in English. And this makes me think that there are other Asian-American students whose English spoken in the home might also be described as “broken” or “limited”. And perhaps they also have teachers who are steering[®] them away from writing and into math and science, which is what happened to me.

16 Fortunately, I happen to be rebellious in nature and enjoy the challenge of disproving assumptions[®] made about me. I became an English major my first year in college, after being enrolled as premed[®]. I started writing nonfiction as a freelancer[®] the week after I was told by my former boss that writing was my worst skill and I should hone[®] my talents toward account management.

17 But it wasn't until 1985 that I finally began to write fiction. And at first I wrote using what I thought to be wittily crafted[®] sentences, sentences that would finally prove I had mastery over the English language. Here's an example from the first draft of a story that later made its way into *The Joy Luck Club*, but without this line: “That was my mental quandary[®] in its nascent[®] state.” A terrible line, which I can barely pronounce.

18 Fortunately, for reasons I won't get into today, I later decided I should envision[®] a reader for the stories I would write. And the reader I decided upon was my mother, because these were stories about mothers. So with this reader in mind—and in fact she did read my early drafts—I began to write stories using all the Englishes I grew up with: the English I spoke to my mother, which for lack of a better term might be described as “simple”; the English she used with me, which for lack of a better term might be described as “broken”; my translation of her Chinese, which could certainly be described as “watered down”[®]; and what I imagined to be her translation of her Chinese if she could speak in perfect English, her internal language, and for that I sought to preserve the essence, but neither an English nor a Chinese structure. I wanted to capture what language ability tests can never reveal: her intent, her passion, her imagery[®], the

rhythms^⑤ of her speech and the nature of her thoughts.

19 Apart from what any critic^⑥ had to say about my writing, I knew I had succeeded where it counted when my mother finished reading my book and gave me her verdict^⑦: “So easy to read.”

► Notes for Preview

- ① variation: something slightly different from another of the same type
- ② fascinate: to hold an intense interest or attraction for
- ③ evoke: to inspire or draw forth (memories, a response, etc.)
- ④ Englishes: a coinage for “varieties of English”
- ⑤ *The Joy Luck Club* (1989): a book by Amy Tan, a best-seller about cross-cultural problems.
- ⑥ lengthy: of unusual or tedious length
- ⑦ intersection: point or line common to lines or planes that cross each other
- ⑧ thus-and-thus: so and so
- ⑨ wrought: (of metal) beaten out or shaped by hammering; delicately made
- ⑩ nominalize: to convert into a noun
- ⑪ switch: a transfer, change-over, or deviation
- ⑫ intimacy: state of being private and personal
- ⑬ videotape: to record a television program, film, event, etc. on a video
- ⑭ transcribe: to write out (shorthand, speech, etc.) in full
- ⑮ gangster: member of a gang of violent criminals
- ⑯ adopt: to legally take into a relationship, esp. another's child as one's own
- ⑰ Du Yusong: (1888—1951), the most famous figure in the Green Society in modern Shanghai
- ⑱ Tsung-ming Island: an island located in the estuary of the Yangtze River, Chan's third largest island with an area of 1267 sq. km
- ⑲ Putong: former Chuansha County of Jiangsu Province, now a newly developed district in the east of Shanghai
- ⑳ fracture: to break, or cause something to break