

● 国家教委高等学校第三届优秀教材二等奖

总主编 李观仪

新编英语高级教程

A NEW ENGLISH COURSE

(Advanced Level)

主编 何兆熊 章伟良

2

练习参考答案
Answers for Reference



上海外语教育出版社

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新編英語高級教程

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Abstract



RESEARCH
Reviews for Researchers

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Unit 1

TEXT 1

Happiness

Robert Coles

PRE-CLASS WORK

II. Lexical Work

1. in so far as the origin and historical development of the word is concerned
2. recorded
3. as a result of
4. accidental, happening by chance
5. depending on something uncertain
6. very difficult to understand
7. deal successfully with; cause
8. hard to define or identify
9. the essential meaning
10. through both good and bad times
11. one professedly indifferent to pleasure or pain
12. embodiment
13. ferocious, harsh
14. domineer over
 overbearing — harsh and haughtily arrogant
15. without delay
16. the capacity to rise above oneself

III. Library Work

1. Miguel de Cervantes /mi'gel dei sə'væntɪz/ (1547–1616), Spanish writer, was Spain's greatest literary genius and among the most esteemed figures in world literature. Little is known of his youth and education. He went to Italy in 1569 and enlisted in the army the next year. At a battle in 1571 he lost the use of his

left arm. Returning to Spain he was captured by Moors in 1575 and taken to Algiers as a slave. In 1580, ransomed by his family, he returned to Spain. His life was a struggle against debt, for which he was sometimes imprisoned. He wrote more than twenty plays and some poems. He was 58 years old when the first part of *Don Quixote* /ˌdɒŋki'həʊte/ was published in 1605; the second part appeared in 1615, a year after the publication of a spurious sequel to the first part. The full name of Cervantes' great work is *The Ingenious Gentleman Don Quixote de la Mancha* (Part 1, 1605; Part 2, 1615). Don Quixote is an idealistic Spanish country gentleman who, as a result of reading many romances of chivalry, believes that he is called upon to redress the wrongs of the whole world. He chooses Sancho Panza, an uneducated but practical peasant, as his squire, and the two set out on a round of adventures. Despite failure after failure, the knight and his squire persevere. In Part 2, Don Quixote gradually becomes disillusioned, and on his deathbed regains his sanity and confesses the folly of his past adventures.

2. Alexander Pope (1688–1744), English poet, is known as one of the foremost satirists in world literature as well as a great poet. He wrote witty and polished verses ridiculing the behaviour of his day. Pope wrote in balanced heroic couplets, that is, pairs of rhymed lines in iambic pentameter, which he developed into a unique instrument of power and expressiveness. His major works include: *Essay on Criticism* (1711), *The Dunciad* (1728), *Essay on Man* (1733–1734), and translations of Homer's *Iliad* and *Odyssey*. After Shakespeare, Pope is the most widely quoted in English literature. Some well-known quotations from Pope are: "A little learning is a dangerous thing." "To err is human, to forgive divine." "Whatever is, is right."
3. An Ivy League school is one of the colleges in the northeastern United States generally regarded as scholastically and socially prestigious. The Ivy League includes the following universities: Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale. The Ivy League originated in 1900 as an informal association for football competition. It was not formally organized until 1956 and then only set policies for athletic competition.

COMPREHENSION

I. B

II. 1. F 2. T 3. F 4. F 5. T

III. 1. The three rights every American citizen is entitled to, i.e., the right to the pursuit of happiness, the right to life, and the right to liberty.

2. The "inn" is the destination of the journey, metaphorically referring to the achievement of one's pursuit, and "the journey or the way" refers to the pursuit. For some people, the process of pursuing itself means much more than what is finally obtained as a result of the pursuit.

3. For quite some time in history, happiness was regarded as something that could only occur as a piece of good luck to the fortunate, something that people could aspire to but not strive for.

4. good fortune, good luck, favorable circumstances visited on a particular person, fate, external force, divine grace, the stars and their mysterious doings, a series of fortuitous events

5. In more recent times, men and women have become more the center of this world, more the makers, the doers. Men and women have become more aware of their own power to seek happiness, instead of waiting passively for happiness to happen to them. Very likely, this results from the ideological emancipation of man from the yokes of religious dominance.

6. This question "what is happiness" has been asked before but has not been answered yet. So far the author has only come to the conclusion that happiness does not just happen but has to be pursued.

7. Purpose in life, central thrust of our human striving, aspirations.

8. It is a noun, meaning goodness, positive moral qualities, virtue, righteousness.

9. A polysemous word, *bear* in this context is used in the sense of "give birth to children," with the extended meaning of "care for others." *Overbear*, literally meaning "produce excessively," is probably used to mean "have too many children." However, the word *overbearing*, in Coles' interpretation, is used in the sense of "domineering or dictatorial in manner or action." Those who are overbearing are always grabbing and are not content.

10. *Subsequent* means "occurring after," and *consequent* "occurring as a result." The contentment they later experienced came as a necessary result of the decisions they had made. Here the author means to emphasize that their contentment has not come as a matter of course, but rather as an outcome of their serious consideration and effort.

11. Probably he would consider "content" the closest and "pleasure" the least close.

ORGANIZATION AND DEVELOPMENT

Coles has resorted to the methods often used for definition such as tracing the etymology of the word, referring to important documents, quoting personal experiences, and using synonyms. The most important one used in this essay is using synonyms. Coles' essay is mainly based on a discussion of the four synonyms of happiness provided by Pope.

Coles' view of happiness is that happiness lies in the pursuit of the aims and objectives one has set for himself. Although not stated explicitly, his view gradually becomes clear in the course of discussing the four synonyms Pope suggested for the notion happiness. For the first two words "good" and "pleasure" he obviously has reservations. He uses "for some" and "for many" to keep their validity to a limit. For "ease" and "content", which are closely connected, he quotes and refers to Williams heavily, who holds a positive attitude to interpreting "happiness" as "ease" and "content".

LANGUAGE WORK

- I. A.**
- | | | | |
|----------|----------|----------|--------------|
| 1. and | 2. the | 3. of | 4. increased |
| 5. at | 6. pace | 7. these | 8. as |
| 9. than | 10. in | 11. of | 12. across |
| 13. went | 14. them | 15. of | 16. into |
| 17. by | 18. with | 19. life | 20. differed |
- B.**
- | | | | |
|-----------|------------|---------------|-----------|
| 1. from | 2. are | 3. than | 4. accept |
| 5. as | 6. for | 7. possesses | 8. as |
| 9. of | 10. its | 11. by | 12. was |
| 13. it | 14. within | 15. Basically | 16. one |
| 17. could | 18. as | 19. of | 20. as |
- II.**
- | | | | | |
|---------|---------|---------|--------|---------|
| 1. / | 2. / | 3. the | 4. The | 5. the |
| 6. the | 7. the | 8. the | 9. the | 10. The |
| 11. the | 12. the | 13. the | 14. / | 15. / |
| 16. / | 17. the | 18. / | 19. / | 20. the |
| 21. / | 22. the | 23. / | 24. / | 25. the |
| 26. the | 27. the | 28. / | 29. / | 30. the |
| 31. the | 32. the | 33. the | 34. / | 35. / |
- III.**
1. I should have prepared for my final exams earlier.
 2. We should make the best / most of our two days in the mountains.

3. I have full confidence in your ability to complete the project independently.
4. I shall leave it to you to decide how the other problems should be handled. / It is now left to you to decide how the other problems should be handled.
5. The least you can do is to pay him a visit each week.
6. He first bought a few stamps in the post office and then went on to do some grocery shopping in the store close to his house.
7. He got into conversation with the woman sitting opposite to him.
8. It was not until after he had mailed the letter that he remembered the extra stamp he should have stuck on.
9. Despite my utmost efforts to finish the assignments, I was still way behind my school work.
10. His style demands that the reader concentrate intensely to understand it. / His style demands the reader's intense concentration to understand it.
11. In no way have my parents ever tried to influence me.
12. This is the first time I have ever been on board a ship.

- IV.**
1. devotedly / piously; an unexpected / a single; a happy marriage; polite; fate; average examples
 2. frustration / confusion; however skilled / experienced with words he may be; is lost in face of; human beings
 3. pains / ordeal; that the surgeons were unable to cure / that was beyond the surgeons / that was beyond cure
 4. a subsequent reflection; great efforts; complying with / abiding by; under whatever favorable or unfavorable circumstances

- V.**
1. Happiness in Shakespeare's time, and even afterwards, was associated with wealth, success and position, which, in some way, came upon a certain person, who would express such an occasion in the form of great joy or excitement.
 2. People definitely varied in their opinions as to what has given rise to / brought about happiness and what happiness actually means.
 3. But, from the historical perspective, we are now a little more mature / realistic: four hundred years ago, people regarded happiness with wonderment, thinking that it befell someone as a result of an inexplicable arrangement made by the mysterious universe.
 4. Happiness is no longer accidental; instead, it becomes an objective to achieve.

- VI.**
- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. A | 3. B | 4. A | 5. C |
| 6. B | 7. A | 8. C | 9. C | 10. A |

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

VIII. 毫无疑问,对于什么带来幸福、幸福包括什么,人们曾经有过不同的解释。

对于许多虔诚的教徒来说(至今仍是如此),走运做成一笔好买卖,一段美满的婚姻,随着时间的推移,健康、聪明、懂事的孩子们渐渐成长,变得能干并且满足于自己的命运,这些都是幸福的体现,都是上帝的眷顾。对于那些(对今生、对我们在这世上的地位和目的)没有特别信仰的人而言,幸福似乎纯属偶然,不可预料,最多也就是孜孜以求的一种感觉而已。不过,回首历史,我们现在对幸福的理解已经有所超越了:四百年前,人们对幸福心存敬畏,好像它是神秘莫测的宇宙通过难以探测的运作带给某些人的。直到近代,直到男人和女人成为这个世界的中心(他们自认是造物者、实干家、操纵过程并见证结果的人),幸福才和其他诸事一起,变成一个目标、一个目的,或者像制定我们的宪法的那些勤劳努力、心怀大志的唯理主义者所说的,是可以“追求”的。幸福不再是偶然降临的了,幸福是要付出努力才能获得的。

TEXT 2

Stripping Down to Bare Happiness

Linda Weltner

1. The time in their life that really belongs to themselves, when they can really enjoy life, doing what they like to do, not what they have to do.
2. What they loathe is to work hard all the time just to make more and more money to satisfy the needs of unreasonable, even wasteful consumption, no matter whether one wants to do it or not.

What they seek is a much simplified life style, doing away with all the things that are not essential for life, and keeping only the basics so that one does not have to work just for money, and is able to enjoy life in one's own way.

3. Refer to paras. 7-9.

Most of their decisions are reasonable. Perhaps they should have kept the TV, which seems to be a must for any family in today's society.

4. The longing for things that one wishes one could afford, the urge to buy.
Advertising in the mass media, for one thing, has helped create this feeling.
5. No. She failed to resist the temptation to buy that hand towel and the pair of sandals.
6. It is a consumption-oriented, throwaway society. People are encouraged to buy, even if many of the things they buy they do not need at all.

Unit 2

TEXT 1

The American Dilemma

Kenneth Clark

PRE-CLASS WORK

II. Lexical Work

1. cause something to be done more quickly
2. a fact, especially a secret fact, which is made known publicly
3. visibly, openly
4. of the system as a whole
5. existing as a necessary and natural part of something; intrinsic, essential
6. belief that all people are equal and should have equal rights
7. absence of reasoning power or ability
8. uncertainty as to which approach to follow
9. disastrous; damaging, harmful
10. a process to test people in order to find out ability, health, suitability, and other conditions, so as to be able to remove those who do not reach the proper standard
11. conforming to accepted behaviours or authoritative standards
12. mental disease marked by disconnection between thoughts, feelings, and actions, frequently with delusions and retreat from social life 精神分裂症
13. (often derogatory) something that will put right all troubles 万灵药
14. lessening the unpleasant effects of an illness, etc., without removing the cause 缓解的; 治标的

III. Library Work

1. Segregation and desegregation in American public schools:
Segregation is the separation of groups by custom or by law. It is often based on differences of race, religion, wealth, and culture. Segregation almost

always involves some kind of discrimination by one group against another.

Desegregation refers to the process of ending group separation. It generally is used to describe efforts to abolish racial segregation in the United States. The people most affected by racial segregation — in the United States and elsewhere — have been the black people.

Racial segregation in the United States of America:

Slavery existed in the United States for more than two hundred years before the Civil War (1861–1865). After the war, the freed blacks suffered widespread discrimination, especially in the South. As a matter of fact, racial segregation in its modern form started in the late 1800s.

It was in the late 1800s that Jim Crow laws were adopted by many Southern states. These segregation laws required that whites and blacks use separate public facilities.

The rapid spread of segregation laws through the South was supported by a series of decisions made by the U.S. Supreme Court. The most important Supreme Court ruling to that effect was the one made in 1896 which supported the constitutionality of a Louisiana law requiring “separate but equal” facilities for whites and blacks in railroad cars. This Supreme Court decision started the era of *de jure* (by law) racial segregation in the United States. For over fifty years, many states used the “separate but equal” principle to segregate the races in public schools, and in the use of public facilities.

Changes began to take place from the 1930s. The high point was reached in the 1954 Supreme Court ruling against *de jure* segregation in public schools. The court held that “in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

However, in spite of the desegregation laws, *de facto* (in actual fact) segregation increased in the 1960s. In American cities, blacks were more residentially segregated in the 1960s than in the 1930s. A larger percentage of black children attended predominantly black public schools in the late 1960s than at the time of the Supreme Court’s desegregation ruling in 1954.

In 1955, the Supreme Court ruled that lower federal courts and local school authorities should exercise the responsibility for ending segregation “with all deliberate speed.” Later, in 1963, the court stated that “all deliberate speed” did not mean “indefinite delay”. In 1969, the court ordered public school districts to desegregate “at once”. Slowly, as a result of these rulings,

legal segregation gave way to integrated schools in the U.S., but not without violence and widespread demonstrations.

2. Busing of students to schools in the United States:

After attempts were made at school desegregation, there was still *de facto* school segregation that existed in all regions of the United States. This developed because blacks were limited to certain neighbourhoods and thus the schools in these areas were virtually all black, while many schools elsewhere were all white. As a result, the courts ordered that students be transported by bus from one neighbourhood to another to achieve racial balance in a community's public schools.

3. The divergent and competing racial, ethnic and class groups in the United States:

Strictly speaking, racial groups differ from ethnic groups in that the former are classed by race, e.g., the Caucasian, the Mongoloid, the Negroid, whereas the latter differ from each other in respect of their languages, religions, habits, and traditions though they may belong to the same race. In actual practice, the two terms are often used interchangeably.

In the United States, there are diverse racial groups. The dominant group is the white people, who may be divided into various ethnic groups, e.g., people of Irish, German, or Greek descent, to name just a few. There are also blacks or Afro-Americans, and people of Jewish, Indian, Chinese, Japanese, Filipino descent, among many others. Broadly speaking, the class groups may be divided into the upper class, the middle class, which may be further divided into the upper middle and the lower middle class, and the lower class. Among these divergent racial, ethnic, and class groups, there are naturally conflicts and competitions of all sorts.

COMPREHENSION

I. B

II. 1. T 2. F 3. T 4. T

III. 1. In para. 7

2. Surely he is not just name-dropping. The significance of giving the list lies in their reaction to what that retired vice-president disclosed, i.e., their attitude toward functional immorality. They are supposed to be the elite of society and their judgment sound and reliable. But even these people adopt a totally

indifferent attitude to what is immoral.

3. One of the problems his office had to deal with was to keep the corporation's accounting records accurate and make the money paid to bribe municipal officials appear in the records as if it were just ordinary operating expenses. He thought this was just commonplace, so he cited this as a casual example of a prevailing functional immorality, and spoke in a quiet voice.
4. The parallel elements are: 1) America's role in Southeast Asia and such other international problems ..., 2) the persistent and manifold and overtly cruel forms of racism, 3) the more subtle manifestations ..., and 4) the fact that a highly developed technological society ...
5. For a society, to be successful is always a good thing; therefore, being too successful should never present a problem to any society. But as the success of American society has been achieved by resorting to dishonesty, "being too successful" does become a problem — If dishonesty works, why honesty?
6. Refer to paragraph 9.
7. A system of moral principles that advocates behavior that is dictated more by practical consequences than by theory or dogma.
8. No. The majority think they are signs of health and the minority think they are signs of sickness.
9. These are the people who are keenly aware of the moral degradation pervasive in American society and are critical of the status quo. They are the least likely to be successful in society but they represent the hope of a civilized, wholesome society. Clark himself is one of them.
10. No, he is not. He thinks it fortunate that there do exist in society some people who remain concerned about moral and ethical values and justice in the affairs of men. These individuals provide the hope for the future of society.

ORGANIZATION AND DEVELOPMENT

Clark presents his argument mainly by providing evidence, both specific and general. For example, his personal experience at the seminar is a piece of specific evidence, and what usually happens to those few serious moral critics (para. 20) is of a general nature.

Some of the short paragraphs could be combined with no loss of clarity, such as paras. 9 and 10, and paras. 22, 23, and 24. But it would not be a wise decision to

combine para. 19 with para. 18. Short as para. 19 is, it summarizes and concludes. To write it as a separate paragraph makes the conclusion clearer and more emphatic.

LANGUAGE WORK

- I.**
- | | | | | |
|------------|------------|-------------|-------------|--------------|
| 1. through | 2. up | 3. on | 4. down | 5. down |
| 6. off | 7. into | 8. through | 9. through | 10. down |
| 11. off | 12. around | 13. out | 14. up | 15. off |
| 16. to | 17. up | 18. out; up | 19. on/upon | 20. to/round |

- II.**
1. This restaurant is air-conditioned. Guests are respectfully requested to wear jackets and ties.
 2. Billy had been smacked. He used a bath towel to clean his bike. The towel, of course, had to be thrown away.
 3. Whenever we went to that village, they used to give us delicious olives that had been prepared according to a special method that they had been using for centuries.
 4. The court has found you guilty of the crime of which you are charged. Have you anything to say before the sentence is passed?
 5. The noise from the street was so awful that it took me a long time to get to sleep without earplugs. Even now, I sometimes have to use them if I am woken in the middle of the night.
 6. I do wish you'd hurry up! We had the greatest difficulty in getting tickets for this opera, and now you behave as though we had all the time in the world. Unless we leave immediately, they will certainly have begun by the time we get there, and we shan't be allowed to go in till the interval.
 7. Fashion really is a nuisance! They say that skirts are to be shorter again.
 8. I should like to have been invited, too, but I did not expect to be. I have never shown much friendliness to them.
 9. We have grown used to not being able to park our car outside our own house. We have not stopped being angry about it, though.
 10. They had already succeeded in putting out the fire themselves by the time the fire brigade arrived.
- III.**
1. She regretted having ever told Mary about it.
 2. This switch must never be touched.
 3. He begged me not to say any word to anyone.

4. He said, "You should have invited me to your birthday party."
 5. Every one of these houses is going to be pulled down.
 6. You must have heard the news already.
 7. So ridiculous was the idea that no one agreed to it.
 8. I didn't so much as lay a finger on your books.
 9. His late arrival was due to a traffic accident.
 10. If it hadn't been for his help, I would never have managed to complete my project.
 11. As a consequence of his eating too much / overeating, he became very fat.
 12. There seems to be a particularly bad bus service on Sundays.
 13. No sooner had he climbed through the window than the burglar alarm rang.
 14. Brilliant though / as the cook is, he knows nothing about French sauces.
 15. His teacher rebuked him saying that his work was not satisfactory. / His teacher rebuked him for his unsatisfactory work.
- IV.**
1. gentle / calm; constant / endless; cover up / hide / conceal; business costs / expenditure; government; speed up / quicken; start / commencement
 2. quoted; governmental corruption; which big business had to accept as it was
 3. regarded themselves to be realistic; disturbed; insignificant / unimportant; well-established
 4. viewpoint / mentality / attitude; essential / intrinsic; continual / persistent; worrying / tormenting
- V.**
1. They were amazed at my being so stubbornly inquisitive over that issue, unable to figure out how I could be so ignorant of how the economic and political life was governed in America.
 2. When deceitfulness prevails, it is practically no use talking convincingly about conscience.
 3. Many Americans are always preaching human equality, but they tend to remain firm in their claim that those who are not so liked or who are "not so fairly regarded" should move out of their communities and schools.
 4. It seems that they are also brave enough to take the risk in reiterating their worry, which, consequently, makes them such unforgivable bores to those successful social climbers.
 5. Ultimately, only these people may hopefully help to create a society characterized by its moral strength that makes its lasting existence possible instead of its moral degradation that makes its eventual destruction inevitable.