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English

高等学校教材
师范院校英语专业用

ENGLISH

BOOK 6

• 教师用书 •

刘精忠 编著



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前 言

由黄源深博导等主编的 *English* (Books 5—8) 是一套优秀精读教材, 具有题材广泛、长度适宜、知识性强、时代气息浓厚、练习丰富多样等特点。该课本供高等院校英语专业高年级使用, 也可供自学高级英语者使用。

本书是 Book 6 的教师用书。它和 Book 5 的教师用书一样, 以详尽的注释为主要特色。它的宗旨也一如既往: 为教师备课提供最大限度的便利, 为自学者架起通向高级英语的桥梁。

本书除了提供每课课文的语言注解和练习答案外, 还着重分析了选文的主题和结构。从交流信息的角度讲, 把握文章的总体思想比理解分散的句子重要得多。学生有时候看懂了各个单句, 却茫然不知整篇文章或整个段落想要讲什么。诚然, 汉语和英语在语篇模式上不尽一致, 但导致理解偏差的主要原因还在于中外文化和价值观念上的差异。例如, 第四课容易被误解为作者在谴责女主人公的拜金思想; 第二课会被视为女作者对妇女解放运动的颂扬(其实她满足于家庭妇女的悠闲, 对妇女解放嗤之以鼻)。

我们因此有必要探讨这样一个问题: 高级阶段英语阅读的难点究竟在哪里? 或许有人以为难点在词汇量上。其实不然。如果仅仅是因为阅读中遇到生僻的词语(当然不是指因选材不当而满页生词的情况), 那么只要查词典就能解决问题; 而且使用频率越低的词汇其意义越单一, 在一定意义上讲比意义多元的常用词汇反而容易对付。

高级阶段英语阅读的难点在于不少词在文章中的意义已不再是标于词典上的本义(这意味着相对而言, 初级阶段阅读中的词汇较多地以本义出现), 而是融合了特定的上下文、生活经验、文化背

景等复杂内涵的引申义。这就要求读者具备足够的、词典上所没有的英语的语言文字知识和英语国家的文化背景知识。

阅读过程是读者动用自己头脑中已有的知识,经与阅读材料提供的信息相互作用后,获取和领会意义的过程。读者之所以必须运用已有的知识,是因为作者写文章不可能从零开始,样样交代(否则什么文章也没法写了),而是依据对读者头脑中已有知识所作的估计来决定内容的取舍(因此科学论文和科普文章是截然两码事)。外语阅读中困难产生的根源在于文章作者的这种估计是以操本族语人为标准的。中国读者由于不完全具备本族语人所通常具备的关于他们的语言和社会的知识,阅读自然会受阻。(西方人读汉语也会产生同样的情况。)这种背景知识渗透到社会生活的各个方面。从对一个名词的理解到对一历史事件的认识,无所不包。它的获得不是仅仅通过听一门概况课程或读一本圣经故事能解决的,而是要通过广泛接触各类信息,特别是通过广泛阅读。也正是鉴于这一点,本教师用书在提供与理解密切相关的背景知识方面作了重点的努力。

下面我们通过实例具体分析一下高级阶段英语阅读中的困难。

词典所给予的是一般的、通用的词义,而文章中出现的是具体情景下特定的含义,因此十分常用的词也会叫人百思才得其解。例如第十四课第3段在讲到当代城市建设的变化时,用了 the creation of spaces of play and spectacle, 其中 play 和 spectacle 两词就难以理解。只有从上下文推敲中才能悟出其“开辟(供外来旅游者)游玩观光场所”之意。

许多词语的意义是它们在长期被使用过程中逐步形成的。如果不在大量反复的具体情景中接触它们,就难熟悉它们意义的“走势”(这个汉语词语恐怕只有从事股票交易的人才能真正心领神会),也就难把握它们逐渐形成的“特指”意义。例如下面一句中的 institution 一词就不好懂: ... and loss of a sense of belonging to or

believing in some stable, larger-than-self institution — foster a society especially prone to depression (Student's Book 5, p. 118)。词典把 institution 定义为 organization, 但如果经常在阅读中碰到它, 就能体会到它被用来指家庭、学校、工作单位、党派团体、教堂, 甚至政府等等各类社会实体。下面是阅读中遇到的一个例子:

People are becoming easier to get angry, because conditions have changed. For example, the institutions that used to teach people controls over themselves — home, church and school — aren't as effective as they once were. Instead, youngsters in many families are taught by television and they get this artificial notion that you solve a problem by pulling out a gun and shooting somebody.

(Reader's Digest, July, 1980, pp. 93 - 94)

同样地, 第十四课第 15 段中出现的 public-private partnership 也只有经常在阅读中才能知道它的确切含义, 即指西方的国有企业(例如公共交通)在资金严重不足的情况下吸引私人资本共同管理共同盈利的经济形式。

读者头脑中的语言文字知识应包括对目标语在语法、语义、语用、语体、语篇等各层面上的知识的融会贯通。例如第七课第 4 段中出现的 say what you like 就不是字面上的意义所能解释的, 它的语用意义占了主导地位, 即用于引出不同意见。

不少词在文章中的正确理解来自于读者的“联想”能力。有时一个词的意义或能从读者曾经读到过的句子中由此及彼, 触类旁通(如前述 institution 的例子); 或可从它的常用搭配中举一反三; 或衍生于某一成语典故; 或可追溯到希腊罗马神话; 或与《圣经》有缘, 不一而足。阅读经历越丰富, 联想的机会就越多。这里举一个大家熟悉的例子。New Concept English (1967) 第四册第十九课劈头一句 A gentleman is, rather than does 没有生词, 却让学生愕然。查词典根本无济于事。这时, 如果能联想到英语中有句谚语,

叫 Handsome is as handsome does(美是外表美和实质美的一致), 或读到过这样的句子:

Our own thinking about language teaching is permeated by practical concerns. We simply cannot afford procedures and techniques which are not efficient in language teaching, and we feel somewhat about language teaching as the Irish feel about their horses: Handsome is as handsome does (好马中看也中用). Our students must score well on standardized proficiency tests and must be able to handle academic work — to follow lectures, read textbooks, write term papers, and give reports. (Paulston, C. B. and M. N. Bruder. 1976. *Teaching English as a Second Language: Techniques and Procedures*.)

问题可能迎刃而解。作者在这里套用了这句谚语,稍加窜改,反其本义,讽刺性地表达了英国的绅士阶层“徒具美名,并无实际”这一意思。

不少文章,尤其是报刊杂志上的评论,不愿直来直去,喜欢旁敲侧击,含蓄过人,以增加文章的回味。例如第十五课第1段末,作者虚拟了一条体育新闻标题: *Fear and Trembling: The Angst of Bucky Dent*,把一本多愁善感的宗教书的书名和豁达开朗的运动员名字并列,来达到诙谐的效果。这些“言外之意”为不谙目标语及其文化的外国读者设置了很大障碍。

若要确切想象这些障碍有多大,我们不妨换个视角,设身处地地想一想,不出国门学汉语的外国人能否读懂汉语中类似的难句:

(1) 修车师傅说助动车途中“罢工”原因:毛病“娘胎”带,配件更“大兴”。(1997年10月17日《文汇报》第2版)

(2) 140万双[积压十年的]袜子的命运曝光后,仍有人来电武汉袜厂,催问袜子的“放血”价格,以便收购。(1997年8月25日《文汇报》第2版)

例(1)是条关于助动车质量问题调查报道的标题,它用了“罢工”、“娘胎”这两个汉文化中的比喻,让洋人去读,恐难一目了然。而要对付“大兴”、“放血”这两个俚语,恐怕连查词典也不知从何入手。

词汇所携带的文化信息给外国读者造成的阅读困难,比文字知识可能有过之而无不及。例如,第四课中作者写明女主人公在 Bentley 饭店用餐,又写明她毕业于 Roedean 或是 Cheltenham 女子学校,这就下意识地指明了她门第高贵。因为 Bentley 是伦敦有名的餐馆,非富人莫能进,而这两所女子学校乃享有英国最负盛名的男子贵族学校 Eton College 的对应地位。但中国读者由于不知其中的文化信息,难得要领。文中第 29 段还有一句: Absent-mindedly he stirred his Chablis with a fork — perhaps before the engagement he had always bought champagne. 作者一语,必有其用意。如果读者不明白 champagne 和 Chablis 酒不同的饮用场合,就无法捕捉到此话的弦外之音。

讲到异国他乡的文化知识在阅读理解中的重要性,这里还可举几个例子。第九课第 5 段在描述那些为财卖命的人时用了这么一句话: They heave all of their possessions into the hopper and make crushing contributions of self in the battle for material victory. 如果不知道 hopper 乃是粮库里将谷子送入碾磨机去“粉身碎骨”的漏斗,就不能深切体会 crushing 一词在此的含义。第十五课第 4 段中读到 at odd moments (the third trout, the fourth beer) 时,中国读者可能会理解为吃了三条鱼或喝了四杯啤酒后,你就会开始思潮起伏,浮想联翩。殊不知 trout 这种鱼很难垂钓,文中的 the third trout 乃指“钓”到第三条这种鱼后,你便怡然自得,竟“白日作起梦来”,与前文的 fishing guide 呼应。该课还罗列了大量真姓实名,其暗示的社会文化含义着实令外国读者如堕五里雾中,就像当今的青年如果没有广泛的阅读经历,很难感受“老三届”、“伤痕文学”等词汇所蕴含的联想意义一样。

以上只不过是信手拈来的一些例子。类似的例子在高级英语

阅读实际中俯拾皆是。由此可见,在高级阶段仅仅依靠词典加语法已不能解决阅读中产生的问题。学习者需要扩大视野,丰富知识。最根本的一条是增加阅读量。通过查词典理解单词,犹如靠查看档案去了解一个人,在大量阅读中领会词汇的含义则好比通过日常接触认识一个人,其间的区别是不言而喻的。

一言以蔽之,多读是克服高级英语阅读难点的唯一途径。

至于课堂教学方法,笔者冒昧提出两点个人看法。首先,从编写体例讲, *English* 属于传统教材,类似于许国璋《英语》。这并不重要,因为同样的教材可以用不同的方法教,传统的教材也可以用交际方法教。问题在于迄今为止在世界范围内关于外语教学法的研究似乎还谈不上取得突破性的进展。事实已经证明,用传统的语法翻译法培养的学生大都达不到流利交际的水平。事实也同样证明了,用纯交际法培养的学生明显缺乏语言的准确性,最终也难以有效地交际。如何在语言的有意识传授和下意识学习之间寻得平衡点可能成为下世纪初的重要研究课题。既然教学法的研究尚无定论,我们何患孰优孰劣?教无定法,适者存之,不适者去之。所谓的“适”,是以特定的教学环境和教学对象为依据的。

其次,本书的目的是为教师备课提供一些帮助。在此基础上,教师可根据各自具体的教学对象准备课堂材料。如果照本宣科,课堂效果恐怕不佳。这是因为书中所载文字不是口语体。即使作者想写成口语体,一旦笔触及纸,就只能写出书面语。其中的心理语言学上的道理当然非三言两语所能讲清,但大家都有这样的共识:真正的口语体只能来自于“口”。连小说中的对话和实际生活中的口语也是大相径庭的。

在本书完成之际,笔者深切感谢英国海外开发总署(Overseas Development Administration)的英语专家 Bill Candler 在本书编写过程中所给予的帮助,他热忱解答了编写中出现的某些疑难,并审

阅了约三分之一的手稿。原教材主编黄源深博导也始终关心着本书的编写,笔者在此一并致谢。书中谬误难免,仍希各位教师不吝赐教。

刘精忠
一九九八年十月
于华东师范大学

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Lesson One

Sexism in School

— Boys still get more attention than girls do

Structural Analysis of the Text

This is a piece of academic reporting published in a popular scientific magazine, making the results of a serious research accessible to the general public.

The first two paragraphs form the part of introduction, which contains a brief depiction of the present situation at school and, more significantly, the authors' thesis argument ("Although many believe that classroom sexism disappeared in the early '70s, it hasn't"), which is in fact a rephrasing of the subtitle of the article. This is a typical way of beginning a reporting research: to say how things stand at the moment and to let the reader know your position right from the start.

The bulk of the paper (paras. 3 – 22: "Education is not... such as luck") is devoted to evidence to support the theme, arguing at the same time that teachers' sexist attitudes can directly affect students' progress in learning.

Paragraphs 3 – 12 ("... female students") focus on the fact that boys and girls get different amounts and different kinds of teacher attention, while paragraphs 14 – 22 ("Teachers' reactions...") give details of how boys and girls are given different qualities of teacher

feedback to their answers. Paragraph 13 is transitional. It contains a brief summary of variable "attention" and a quick introduction to "feedback", with the word "also" signalling the shift from one subtopic to another.

In paragraph 3 the authors quote authoritative people like Goodlad to establish the truth that the greater the participation, the better the learning. In paragraphs 4 – 7, therefore, they try to prove with findings from their own carefully-designed research project (see para. 5) that whatever the teaching situation, girls participate less in class than boys.

Paragraphs 8 and 9 go further to point out that the unfair distribution of teacher attention between boys and girls is the main reason for girls to participate less. In this way the truth established in paragraph 3 is extended into "the more the teacher attention, the greater the participation; and the greater the participation, the better the learning."

With paragraph 10 comes a change in the subject matter, signified by the phrase "as well as". It is normal that when two items are linked by "as well as", the more important one, which in our case is the forthcoming subject of "quality of teacher attention", should precede the less important one, such as the fully discussed topic on "quantity".

In talking about the prejudiced inequality of teacher attention (paras. 10 – 12), the authors quote profusely from investigations carried out by other researchers. They are careful, however, in selecting studies representative of the whole educational spectrum so as to establish a well-grounded view. This view states that the difference in teacher attention which boys and girls get is the reason for qualitative differences in results of learning.

Paragraphs 14 – 22 try to bring out the fact that there are also sexist elements in teacher feedback to students, which can also play an important part in the academic achievements boys and girls will make. In this part the authors again draw on data collected from their own study. There are not only statistical figures, but also the transcript of a field recording, as well as logical analysis, all for the purpose of a convincing argument. Paragraphs 19 – 22 list the outcomes of such teacher feedback, so the girls start off as good as, if not better than boys, but end up worse.

Paragraphs 23 – 27 (“The sexist communication ... and influence”) may seem a bit digressive at first glance, as the topic of the paper is sexism in school, and so the writers are not supposed to deviate from the subject by wandering into sexism in the workplace. This initial impression is, of course, false. From the first sentence of paragraph 28 (“Sexist treatment in the classroom encourages formation of patterns such as these... in the working world”) and the last sentence of the text (“When women are treated equally in the classroom, they will be more likely to achieve equality in the workplace”), we see that the authors’ purpose in writing this section is to show the far-reaching harmful effects of sexism in school.

Researchers would usually suggest a solution to the problem that has been raised in the paper. Paragraph 28, therefore, offers practical ways of overcoming sexist attitudes in school. The solution comes from the authors’ own experiment, which is positively evaluated at the end of the paragraph.

In the concluding paragraph, the authors make a call for immediate efforts to wipe out sexism in school. This brings us back to the thematic warning that classroom sexism still exists today.

Detailed Explanation of the Text

1. academic help (para.2) — help with their studies
2. a spectator sport (para.3) — A spectator is a viewer or an on-looker, e. g.

The spectators at the football match became violent when their team lost.

“We cannot become participants in the war,” said the Prime Minister, “but nor must we be mere spectators.”

A sport is called a spectator sport from the point of view of those who go to it in order to enjoy watching it, rather than to take part in it. It is a sport watched by huge crowds of people, e. g.

Football is the most popular spectator sport with the British people.

In order for people to be healthier, there should be less *spectator sport* and more *participating / participation sport*, such as walking, bicycling, and swimming, in which masses of ordinary people can join. We say education is not a spectator sport, because it is a process for students to participate in.

3. John Goodlad, former *dean of education* at the University of California at Los Angeles (para. 3) — Note the wording for similar ideas and the use of prepositions:

The *Dean of Medicine* will be taking all first-year students on a tour of the department this afternoon.

Lenore Weitzman and Diane Rizzo, *sociology professors* (or *professors of sociology*) at the University of California at Davis (p. 23)

Celeste Brody, *an education professor* (or *a professor of*