

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

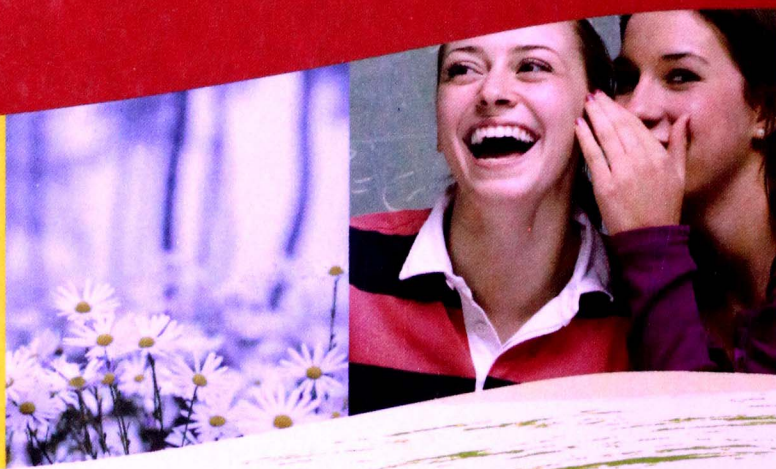
综合教程

An Integrated English Course

学生用书

第2版

主 编 / 何兆熊 本册主编 / 张春柏



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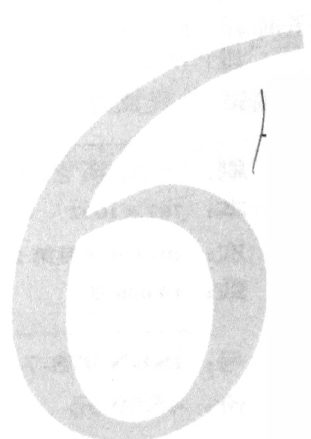
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编 者 / 王世静 张 镔 王馥芳

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总 序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发

展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校40余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾200种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长

前言 (第二版)

《综合教程》第五、六册是为高等院校英语专业三年级学生编写的高级英语课教材。分别由上海师范大学和华东师范大学负责编写。

英语专业的四年教学,第一、二年级是基础阶段,第三、四年级是提高阶段。因此,第五、六册是在第一到四册的基础上的提高和延续。通过头两年的学习,学生应该在听、说、读、写、译的能力等方面以及在基础语法和词汇的掌握和运用方面都打下了比较扎实的基础,但毋庸置疑,他们仍然面临着进一步提高的任务。因此,第五、六册的编写沿袭了前面四册的编写思路,仍然以全面提高学生的语言综合运用能力为目标,使学生能在更高的层次上进行语言交际。

第五、六册课文的挑选遵循了前面四册的选材原则,课文全部为英美作者的原文,我们只在个别情况下作了极少的删节和改动。除了选自报刊杂志的时政类文章外,和前面四册不同的是在第五、六册中我们增加了英美文学的一些经典名篇,使教材具有更强的人文气息。我们认为这样做符合英语专业的总体培养目标,也是英语专业教材的一个重要特点。

考虑到目前的教学实际,第二版的第五、六册从原来的16个单元改为14个单元,其中包括一个新的单元。删除了原来的听力练习。每个单元的构成如下:

Pre-reading questions

Text I

Text comprehension

Writing strategies

Language work

Translation

Oral activities

Writing

Text II

Multiple-choice questions

Questions for discussion

各个部分的编写意图和使用方式和前面四册相应的部分大致相同。

需要说明的有以下几点:

Writing strategies可以说是第三、四册中的Structural analysis和Rhetorical features 这两个部分的结合,目的是让学生提高对写作手法的认识程度,以便他们能在自己的写作过程中借鉴运用。

第一版中的Topics for discussion在第二版里改为Oral activities,采用了和前面四册相同的编写形式,给出更为具体的提示,以便学生就课文的主题准备发言、对话或进行讨论。

第二版中的Writing 部分较第一版有较大的改变,在修订后的一到四册中我们按照句子、段落和篇章的顺序对写作的基本原则和方法作了讲解,所以第五册的写作包括应用文写作和有指导的命题作文,对写作的方法等不再重复讲解。第六册的Writing部分为论文写作。

第二版中Text II 除了原有的讨论题外,增加了选择题。

根据教师使用后的反馈意见,第二版学生用书中每单元的词汇表列出了英语释义。

为了方便教师使用,第五、六册和前面四册一样也配备了较为详尽的教师用书。

由于编写时间仓促,编者水平有限,我们的教材难免会有不尽如人意之处,也肯定会有种种谬误,我们真诚希望广大使用本教材的教师和学生给我们指出,以便我们改进和更正。

何兆熊

2012年3月

编写说明

《综合教程》高级阶段是《综合教程》基础阶段的延续,也分四册,本册为第六册,供英语专业三年级第二学期使用。

本册共有14个单元,每个单元由Text I、Text II和相关的练习构成。建议使用本书的教师在一周的时间内完成一个单元的教学任务。

本册所有的课文均选自第一手英语资料,除了原文偏长需要删节以外,一律保持原文的风貌,尽最大可能为学生提供原汁原味的英语语言素材。

本册课文内容广泛,涉及教育问题、文化差异、社会心理、自然景物、人生哲理等;体裁多样,有叙述、记述、论说等。本书旨在让学生学习英语的同时,拓展视野,陶冶情操,提高素养。为了帮助学生理解原文,所有的Text I都配有参考译文,放在教师用书里。

本册练习种类较多,目的在于采取各种方式提高学生的理解能力和应用能力。

与Text I相关的练习共有7个部分: Pre-reading questions; Text comprehension; Writing strategies; Language work; Translation; Oral activities; Research paper writing。

Pre-reading questions与Text I的话题相关,但不涉及课文的具体内容,起到“热身”作用,引导学生进入本单元的主题。除了我们提供的问题,使用本册教材的教师也可以自行增加其他类似的问题。

Text comprehension设计的问题都与Text I直接有关,其中既有对课文字面的、局部意义的理解,也有对课文的整体把握以及对内涵和寓意的理解,从而帮助学生在课文理解方面做到既见树又见林。

Writing strategies着重解释课文作者所使用的写作、修辞手法,以提高学生对文篇的欣赏能力和写作水平。

Language work包括多种类型的语言练习。其中有词汇练习,旨在帮助学生掌握一些积极词汇的意义并拓展其用法,做到熟练运用;语法练习,对一些常用的语法现象进行操练,增强学生的语法识别能力和应用能力;完形填空,帮助学生从词汇、语法、篇章结构等方面综合运用语言。

Translation含有两个部分:句子翻译和段落翻译。句子翻译有助于巩固、拓展本单元所学的词语,段落翻译进一步帮助学生提高综合运用英语的能力。

Oral activities结合Text I撰写了导入语, 提出话题, 既能激发学生开动脑筋联系实际展开讨论, 又能培养他们运用英语表达观点和思想并与其他人交流、辩论、沟通的能力, 全面提高他们的素质。

本册的Research paper writing (论文写作) 主要介绍学术论文写作的过程和规范, 意在培养学生的论文写作能力, 为学士论文写作打好基础。

Text II是对Text I主题的扩展和深化, 如妥善处理, 前后两篇文章可以起到相辅相成的作用。Text II配有Multiple-choice questions和Questions for discussion两项练习。后者基本上根据Text II的内容, 以开拓学生的思路为主, 让学生就这些问题发表自己的见解, 并且运用英语表达自己的观点和看法, 从而养成分析问题、解决问题的能力。

第六册的编写由华东师范大学承担。具体分工如下: 张春柏担任主编, 负责编写组织、协调和定稿工作、编写了第14单元的Text II部分并翻译了Text I; 王世静负责学生用书的Text comprehension和Writing strategies部分; 张锸负责Pre-reading questions、Language work、Oral activities、Glossary、Text II的Multiple-choice questions以及第14单元的Text I部分; 王馥芳负责Notes和Text II的 Questions for discussion部分; 梁超群负责Translation部分; 黄协安(上海外国语大学)负责Research paper writing部分; 陆泉枝负责第1至第13单元Text I的翻译。

本册配有教师用书, 里面有学生用书的编者们在各自负责的练习提供的参考答案。此外, 我们为每个单元的Text I设计了Text explanations, 方便教师讲解课文, 这部分由王世静和张锸负责编写。张春柏负责教师用书的定稿工作。

在整个编写过程中, 本套教程的主编对第六册的全部书稿进行了细致的审读, 并提供了及时的指导, 值此机会, 我们对他表示由衷的感谢!

由于时间仓促, 加上水平有限, 本册教材中可能还存在一些问题。我们真诚希望同行专家和广大教师不吝赐教。

编者

2011年7月

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主 编 / 何兆熊

本册主编 / 张春柏

编 者 / 王世静 张 镔 王馥芳

梁超群 黄协安


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Text 1

A Class Act¹ *By Florence Cartlidge*

Pre-reading questions

1. *As children, most of us, if not all, have experienced some kind of frustration or even humiliation when we are laughed at, criticized, or even scolded by adults, especially our teachers. On the other hand, we feel immensely warmed when we hear a nice word from them when we are dejected about something. Share one such experience with the class.*
2. *It is universally acknowledged that adults, especially parents and teachers, have a great influence on children's development through their words and deeds. It is also widely noted that many children admire their parents for their love and resourcefulness. Tell the story of a parent who sacrificed a lot for the good of his/her child/children.*

 1 **G**rowing up in bomb-blitzed Manchester during the Second World War meant times were tough, money was short, anxiety was rife and the pawnshop was a familiar destination for many families, including mine.

2 Yet I could not have asked for more enterprising and optimistic parents. They held our family together with hard work, dignity and bucketloads of cheer. My sturdy and ingenious father could turn his hand to almost anything and was never short of carpentry and handyman work. He even participated in the odd bout of backstreet boxing to make ends meet.² For her part, our mum was thrifty and meticulously clean, and her five children were always sent to school well fed, very clean, and attired spotlessly, despite the hard conditions.

3 The trouble was, although my clothes were ironed to a knife-edge, and

shoes polished to a gleam, not every item was standard school uniform issue.³ While Mum had scrimped and saved to obtain most of the gear, I still didn't have the prescribed blue blazer and hatband.

4 Because of the war, rationing was in place and most schools had relaxed their attitude towards proper uniforms, knowing how hard it was to obtain clothes. Nevertheless, the girls' school I attended made it strict policy that each of its students was properly attired, and the deputy headmistress who ran the daily assembly made it her mission to teach me a lesson.

5 Despite my attempts at explaining why I couldn't comply, and despite the fact that I was making slow progress towards the full uniform, every day I would be pulled out of line and made to stand on the stage as a shining example of what not to wear to school.

6 Every day I would battle back tears as I stood in front of my peers, embarrassed and, most often, alone. My punishment also extended to being barred from the gym team or to not taking part in the weekly ballroom dancing classes, which I adored. I desperately wished that just one teacher in this horrid school would open their eyes and see all I could do, rather than constantly telling me what I couldn't do.

7 However, in my 12-year-old mind I had no choice but to see the punishment through⁴. I knew it was very important not to let my well-meaning mother know about this ritual humiliation. I didn't dare risk her coming to the school to speak up for me as I knew the blinkered, hard-nosed staff would similarly mortify her and that would mean two of us unhappy and indignant. And, Heaven forbid⁵, if she ever told my father he would have instantly been on the warpath in my defence.

8 Then one day our family won a newspaper competition for a free photographic portrait sitting⁶. I was beside myself with excitement: my imagination fuelled by glamorous shots of the popular Hollywood temptresses. I couldn't wait to tell my friends the thrilling news.

9 That was, until Mum told me that I would have to wear my best, lace trimmed bright green dress to school that day, as the portrait sitting was straight after classes. She had no hint of the torment I faced.

10 There was none of my usual pleasure in putting on the cherished dress that day. Heavy-hearted, I dragged myself to school, an emerald green target in

a sea of blue. At assembly I didn't bother to wait for the command but trudged up to the stage of my own accord to endure the sniggers of the other girls and the beady eyes of the deputy head.

11 Tears of frustration threatened to break free as I wondered for the umpteenth time why the unfeeling teacher couldn't look past my clothes for once and see the obedient and eager-to-participate young girl beneath.

12 After assembly our first class was English Literature, my favourite lesson with my favourite teacher. I consoled myself that I could at least lose myself in Charles Dickens' *A Tale of Two Cities* for a while at the back of the class to recover and regain my composure. Imagine my dismay when, immediately the class began, Miss McVee ordered me to come and sit in the front row, directly before her. I slowly rose and, blinking back tears, headed to the front of the class. Surely Miss McVee hadn't crossed into the enemy camp, too?⁷

13 With downcast eyes and bowed head, tears once again threatened to betray my dejection, even though I had always tried my hardest not to show how miserable I was at being singled out time after time.

14 As I took my seat at the front, Miss McVee cocked her head to one side and looked me up and down carefully. And then she came out with the most welcome sentence I had ever heard at that mean-spirited place.

15 "My dear, I declare you are the brightest and loveliest sight in this entire dreary school. I am only sorry that I shall have the pleasure of looking at you for just one lesson and not the entire day."

16 The block of ice that was my young heart thawed instantly and my shoulders rose back to their full height.⁸ I'm sure the smile I gave that woman must have been the widest she'd ever seen. I floated through the rest of the day buoyed by the warmth generated by her thoughtfully chosen words.

17 Although English Literature was her forte, that day Miss McVee taught me, and perhaps the whole class, a lesson in compassion that I have never forgotten. She taught me that one kind word in a time of need can last a lifetime. Indeed, her thoughtful words strengthened a part of my soul that has never been weakened by anyone or anything since.

(970 words)

Words and Expressions

blitz /blɪts/ <i>v.</i>	to attack a town, city, etc., usually with bombs dropped from aircraft
rife /raɪf/ <i>adj.</i>	very common or frequent
pawnshop /'pɔːnʃɒp/ <i>n.</i>	the shop of a pawnbroker — a person who lends money in exchange for items which they can sell if the person leaving them does not pay an agreed amount of money in an agreed time
enterprising /'entəpraɪzɪŋ/ <i>adj.</i>	good at thinking of and doing new and difficult things, especially things that will make money
bout /baʊt/ <i>n.</i>	a boxing or wrestling match
meticulously /mɪ'tɪkjələsli, mə-/ <i>adv.</i>	very carefully and with great attention to every detail
attire /ə'taɪə/ <i>v.</i>	to dress
scrimp /skrɪmp/ <i>v.</i>	to save money by spending less than what is necessary to reach an acceptable standard
prescribed /prɪ'skraɪbd/ <i>adj.</i>	demanded
blazer /'bleɪzə/ <i>n.</i>	a type of jacket, often with the symbol of a school or organization sewn on the front pocket and worn as part of a uniform
rationing /'ræʃənɪŋ/ <i>n.</i>	a system of limiting the amount of sth. that each person is allowed to have
relax /rɪ'læks/ <i>v.</i>	to make a rule or control less severe
assembly /ə'sembli/ <i>n.</i>	a gathering in a school of several classes for a group activity
comply /kəm'plaɪ/ <i>v.</i>	to act according to an order, set of rules or request
adore /ə'dɔː/ <i>v.</i>	to like sth. very much
horrid /'hɒrɪd/ <i>adj.</i>	unpleasant or unkind; nasty
well-meaning /,wel'miːnɪŋ/ <i>adj.</i>	wanting to have a good effect, but not always achieving one
ritual /'rɪtʃʊəl, 'rɪtʃʊəl/ <i>adj.</i>	routine
blinkered /'blɪŋkəd/ <i>adj.</i>	narrow-minded; unwilling to understand other people
hard-nosed /,hɑːd'nəʊzɪd/ <i>adj.</i>	practical and determined
mortify /'mɔːtɪfaɪ/ <i>v.</i>	to cause sb. to feel extremely ashamed
on the warpath	angry and likely to argue or punish
beside oneself	If you are beside yourself with a particular feeling or emotion, it is so strong that it makes you almost out of control.