

“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

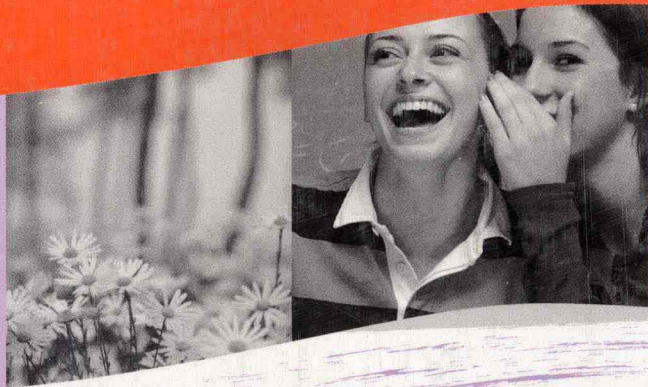
# 综合教程

## An Integrated English Course

教师用书

第2版

主 编 / 何兆熊 本册主编 / 张春柏



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6

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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知识四大板块,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。

该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

# Contents

## Unit 1

Text I A Class Act / 2

Text II To Build a Kingdom of Love / 18

## Unit 2

Text I Bards of the Internet / 20

Text II Always On / 37

## Unit 3

Text I On Reading / 39

Text II Why We Read / 53

## Unit 4

Text I Matriculation Fixation / 55

Text II Who Needs Harvard? / 73

## Unit 5

Text I A Few Kind Words for Superstition / 74

Text II The Fortune-Teller / 89

## Unit 6

Text I Being There / 90

Text II Cultural Habits / 108

## Unit 7

Text I I'd Rather Be Black Than Female / 109

Text II Are Women Prejudiced Against Women? / 124

## Unit 8

Text I Two Truths to Live By / 126

Text II Intoxicated by My Illness / 142

## **Unit 9**

Text I How to Grow Old / 143

Text II Nearing 90 / 157

## **Unit 10**

Text I Sweet September / 159

Text II The Heart of the Seasons / 173

## **Unit 11**

Text I My Wood / 175

Text II Town Life / 192

## **Unit 12**

Text I Disney World: Cities of Simulation as Postmodern  
Utopias / 193

Text II Las Vegas: Postmodern City of Casinos and  
Simulation / 208

## **Unit 13**

Text I Friendship / 209

Text II American Friendship / 222

## **Unit 14**

Text I Sounds / 224

Text II Where I Lived, and What I Lived For / 238

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## Text I **A Class Act**

### Text Explanations

The whole text can be divided into five parts, with a subtopic for each.

The first part (Paragraphs 1–3) is about the author’s family and their life during the war; the second part (Paragraphs 4–7) describes the author’s experience of humiliation in the school; the third part (Paragraphs 8–11) gives an account of how her excitement about a free photographic portrait sitting triggers her anticipation of the oncoming torment in the school; the fourth part (Paragraphs 12–15) describes what actually happened later, which was a turning point in the author’s life — instead of being humiliated, she was warmly praised and encouraged by a sympathetic teacher; the last part (Paragraphs 16–17) describes the immediate impact of a “warm sentence” by the teacher and its everlasting influence on the author.

Paragraphs 1-3 (SB pages 2-3)

### Analysis

These three paragraphs give a brief description of the hard conditions during World War II, and how the author’s parents managed to support the family and what they did for their children. Note that the last sentence of the third paragraph paves the way for the whole story.

- 1) “**enterprising**” (**Paragraph 2**) — willing to try out new, unusual ways of doing or achieving something
- 2) “**bucketloads of cheer**” (**Paragraph 2**) — lots of joy
- 3) “**could turn his hand to almost anything**” (**Paragraph 2**) — was capable of doing almost anything
- 4) “**... my clothes were ironed to a knife-edge, and shoes polished to a gleam ...**” (**Paragraph 3**) — Rhetorically, “to a knife-edge” and “to a gleam” are hyperboles meaning “(my clothes were ironed) to the degree that they look like a knife-edge” and “(my shoes were polished) until they gleamed.”
- 5) “**the gear**” (**Paragraph 3**) — clothing (especially fashionable clothes and



decorative items)

- 6) **“hatband” (Paragraph 3)** — strip of cloth that is put around a hat above the brim as a decoration

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## Questions

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- 1) What does the author mean by “Yet I could not have asked for more enterprising and optimistic parents”?  
My parents were the most enterprising and optimistic ones one could expect to find.  
The author thinks that her parents did all they could to support the family with their hard work, ingenuity and thrift, and that the family enjoyed “bucketloads of cheer.”
- 2) Why does the author still have some trouble in her school?  
Because her parents were not able to buy the “blue blazer and hatband” required by the school.

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## Language work

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- 1 **... times were tough, money was short, anxiety was rife and the pawnshop was a familiar destination for many families, including mine.** ... life was hard. Everyone was short of money. They were caught up in endless worries. Many families often went to the pawnshop to pawn the things they had for a little money, and my family was no exception.  
Dysentery and malaria are *rife* in the refugee camps.  
He leads a party in which corruption is *rife*.
- 2 **Yet I could not have asked for more enterprising and optimistic parents.**  
However I had the most adaptable and optimistic parents in the world.  
The *enterprising* children opened a lemonade stand.  
That was very *enterprising* of you, Jack!  
Her latest *enterprise* is to climb Mount Qomolangma.  
We need someone with *enterprise* and imagination to design a marketing strategy.
- 3 **While Mum had scrimped and saved to obtain most of the gear, I still didn't have the prescribed blue blazer and hatband.** Though Mum had tried to spend as little money as possible in order to buy most of the clothes required by the school, she still couldn't afford the blue blazer and hatband. I've been *scrimping and saving* all year for our new house, and now you've wasted it all on that stupid old car!

When we were first married, we had to *scrimp on* food and clothes; now we're much better off.

There is a risk that the debt-ridden airline may be tempted to *scrimp on* maintenance or security.

Have you got the *prescribed* dress for tomorrow's party?

Most teachers think the government's guidelines on homework are too *prescriptive*.

The law *prescribes* that all children must go to school.

### Paragraphs 4-5 (SB page 3)

## Analysis

The author's trouble in the school is partly described in these two paragraphs.

- 1) "***in place***" (**Paragraph 4**) — appropriate; suitable (cf. "out of place")
- 2) "***who ran the daily assembly***" (**Paragraph 4**) — who was responsible for the school daily assembly
- 3) "***made it her mission to ...***" (**Paragraph 4**) — assumed responsibility to ...  
Note the author's resentment towards the deputy headmistress.
- 4) "***a shining example***" (**Paragraph 5**) — Rhetorically this is irony. The phrase actually means "a very bad example."

## Question

How did the deputy headmistress teach the author a lesson?

The deputy headmistress made it her mission to teach the author a lesson for not complying with the school regulations. In the daily assembly she would pull her out of line and make her stand on the stage as a bad example.

## Language work

- 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.*** Because of the war, the government implemented a system of limiting the amount of almost everything that each person was allowed to have, and most schools had subjected their students to less rigid dress codes, because they were fully aware that it was not easy for the students to get the proper clothes.
- A speed limit was introduced to try to avoid the need for fuel *rationing*.

During the war, no one was allowed more than their *ration* of food, clothing and fuel.

We've had more than our *ration* of problems recently.

My children would watch television all day long, but I *ration* it.

*relax* a curfew

*relax* one's efforts

Two weeks after the police *relaxed* security at the airports, there was a bomb attack.

- 5 ***Despite my attempts at explaining why I couldn't comply ...*** Even though I tried my best to explain why I was unable to meet the school's clothing requirements ...

He's been ordered to have the dog destroyed because it's dangerous, but he refuses to *comply*.

The patient *complied with* the physician's orders.

The company said that it had always acted *in compliance with* environmental laws.

### Paragraphs 6-7 (SB page 3)

## Analysis

These two paragraphs describe how the author feels about this punishment — “battle back tears,” “embarrassed,” “desperately wished,” “this horrid school,” “ritual humiliation,” “but to see the punishment through.”

- 1) “***battle back tears***” (*Paragraph 6*) — tried hard to hold back her tears
- 2) “***which I adored***” (*Paragraph 6*) — which I liked very much
- 3) “***speak up for me***” (*Paragraph 7*) — express her opinion publicly for me
- 4) “***... he would have instantly been on the warpath in my defence.***” (*Paragraph 7*) — ... he would have got very angry and wanted to fight immediately in order to protect me.

## Questions

- 1) What made the situation even worse for the author?  
The situation was made even worse as the author was barred from the gym team and the weekly ballroom dancing class which she loved so much.
- 2) Why could the author not tell her mother about her humiliation in the school?  
The author could not tell her mother about her humiliation because she