

“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 / 顾大僊



# 5

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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、六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,三、四年级是提高阶段。因此,第五、六册是在第一到四册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。除了选自报纸杂志的时政类文章外,和前面四册不同的是在五、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。这样做我们认为符合英语专业的总体培养目标,也是英语专业教材一个重要特点。

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, 采用了和前四册相同的编写形式, 给出更为具体的提示, 以便于学生就课文的主题准备发言、或对话、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做了讲解, 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, 增加了多项选择题。

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, 和前面四册一样第五、六册配备了较为详尽的教师用书。

由于编写的时间仓促, 编者的水平有限, 我们的教材难免会有不尽如人意之处, 也肯定会有种种的谬误, 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,本册为第五册,供英语专业三年级第一学期使用。

第五册共有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的英文资料,除了原文偏长需要删节以及少数冷僻词语作了替换外,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,涉及种族问题、文化差异、名人逸事、网络技术、语言、教育、社会问题等;体裁多样,有叙述、记述、论说、演说等。本书旨在让学生在学英语的同时,拓展视野,陶冶情操,提高素养。

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; 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,又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。

Writing 着重应用文写作:看图作文、演讲、书评,还有运用因果、辩论、对比、对照、举例、劝说、论证等手法撰写短文。通过实践,培养学生

的写作能力,为今后的论文写作作好铺垫。

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 choices 和 Questions for discussion 两项练习。基本上根据 Text II 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。

第五册的编写由上海师范大学承担。具体分工如下:顾大僖担任主编,负责编写组织、协调和定稿工作,并编写 Text I 的课文翻译和 Oral activities、Text II 的 Multiple choices、全书的 Glossary 等部分;蔡龙权负责 Language work 的III和IV部分,以及 Translation 的选择和译文;萧春麟负责 Pre-reading questions 和 Text comprehension;武成负责 Glossary、Text I 的 Notes 和 Language work 的I和II部分;谭卫国负责 Writing strategies 以及《教师用书》中的 Text explanations;苏承志负责 Language work 的V和VI部分;程星华负责 Text II 的 Notes 和 Questions for discussion;裘雯负责 Writing。此外,李志强负责本册 Unit 14 的 Writing strategies 以及《教师用书》中的 Text explanations。

本册《教师用书》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,还包含了部分词汇和句型用法比较详细的建议和参考意见。

在整个编写过程中,本套教程的主编对第五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12月

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教师用书

第2版

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## Text I **The Fourth of July**

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### Text Explanations

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This is a piece of narrative writing in which first-person narration is employed. The whole text may be divided into four main parts. The first paragraph, which is the beginning part, provides the background of the story, introducing the main characters, the place and time of the major event narrated in the story. The second part, which consists of Paragraphs 2–6, tells us all the necessary preparations, especially the different kinds of food the writer’s mother had prepared for their Washington trip. Also, this part briefly relates two examples of racial discrimination and segregation. The third part, which comprises Paragraphs 7–17, is the most important section of the narrative text. This part concentrates on the major event of the text — the injustice with which the writer and her family members were treated. Included in this part are also some of the writer’s visits and her psychological state.

The title and the textual content bring out the satirical effect prominently. As is known to all, the 4th of July is kept as a national holiday on which the American people commemorate and celebrate their winning of freedom and independence. But on this very day, the writer and her family were treated unfairly and unjustly when they entered an ice-cream store, ordered a dish of vanilla ice cream and got ready to enjoy it. They were not allowed to eat it inside. Besides this major event, the text offers other examples to illustrate the ubiquitous existence of white domination and racial discrimination in the USA at that time.

Here are two questions for discussion.

**(1) *What do you think of the title and the content of the text?***

The title and the content create a satirical effect. As we all know, the 4th of July is kept as a national holiday on which the American people commemorate and celebrate their winning of freedom and independence. But on this very day, the writer and her family were treated badly and unjustly in the capital of the country when they entered an ice-cream store, ordered a dish of vanilla ice cream and got ready to enjoy it. They were not allowed to eat it inside.

**(2) *What is the writer’s purpose?***

The writer intends to lay bare or bring to light the white domination or racial

discrimination and segregation by vivid specific examples, and consequently to convey her fury and indignation.

Paragraph 1 (SB page 2)

## Analysis

The first paragraph presents the background information, which tells us the circumstances under which the author's family were going to take the Washington trip and why.

The following two questions may be used for discussion.

**(1) *When and where did the writer's family go for a visit?***

The writer's family went to Washington D.C. at the beginning of the summer when the writer graduated from the eighth grade and her elder sister from high school.

**(2) *Why did the family go on a Fourth of July trip?***

The family went on a Fourth of July trip for two reasons. The main reason was that the writer and her sister had just graduated from school and the trip was taken as an event to mark their graduation and regarded as their graduation present. The other reason was that the Fourth of July is the National Day in the USA, the day on which America won independence and freedom. As a way of celebration, most Americans will take trips to various places.

## Language work

**1 *The Fourth of July:*** This day is kept as a national holiday in the United States of America, because the Declaration of Independence asserting the sovereign independence from the former British colonies was adopted on the fourth of July, 1776.

**2 *suppose vt.*** to assume, believe, accept as true; pretend that sth. is true; take sth. as a fact

*I don't suppose for a minute that he will agree.*

*Everyone supposes him to be poor, but he is in fact very wealthy.*

*Suppose that you had a million pounds — How would you spend it?*

**3 *be supposed to do sth.:*** to be expected or required to do sth.

*Am I supposed to clean all the rooms or just this one?*

*You are not supposed to play football in the classroom.*

*Students are not supposed to whisper or talk while the teacher is lecturing.*

4 **fabled** *adj.* famous in fables; legendary

*There are some fabled cities in that small country.*

*The deserted house is fabled to have been inhabited by ghosts.*

Paragraphs 2-6 (SB page 2)

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**Analysis**  
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This part mainly tells the readers the preparations made for the trip, in particular the large amount and variety of food the author's mother had prepared for the family, which actually turned their first trip on a passenger train to Washington into a real mobile feast. Part of the reason for doing so was that her mother knew only too well that it would be an unpleasant experience if they should go to eat in the dining car. A previous event was related in the 6th paragraph, revealing the reason why the author's sister Phyllis had not been able to go to Washington together with her classmates.

The following questions may be considered.

**(1) Why had the family always gone on the milk train when they used to go to the Connecticut shore?**

Because the milk train was cheaper. The fact that the family had always traveled on the cheap milk train implies that the family was rather poor.

**(2) Why did the writer say that her first trip to Washington D.C. was a mobile feast?**

Because the writer started eating as soon as they were ensconced in their seats on the train and she did not stop eating until somewhere after Philadelphia.

**(3) Give a list of the different foods the writer's mother had prepared and packed.**

The writer's mother had roasted two chickens and packed slices of brown bread and butter and green pepper and carrot sticks. There were iced cakes with scalloped edges, a spice bun and rock cakes, iced tea in a wrapped mayonnaise jar, sweet pickles, dill pickles, and peaches with the fuzz still on them.

**(4) Why did the writer's mother prepare a variety of food for the trip?**

There were probably two reasons. On the one hand, by taking a variety of food with them on the trip, the family members could save some money, for dining car food was too expensive. On the other hand, as black people, they were not allowed into railroad dining cars at that time.

**(5) Why had the writer's elder sister been prevented from going to Washington**

**D.C. with her high school classmates?**

Because she was black and all her classmates were white and they would be staying in a hotel which did not rent rooms to Negroes.

.....  
**Language work**  
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- 5 milk train:** a train that chiefly carries milk, usu. very early in the morning
- 6 Preparations were in the air around our house before school was even over.**  
Preparations were being made in our house even before school was closed for the summer vacation.  
**in the air:** in the sky; prevalent; gaining currency; not decided, indefinite  
*The feather floated lightly in the air.*  
*At that time there were some rumors in the air.*  
*Suspicion hung in the air.*
- 7 feast n.** an unusually large or elaborate meal; (*fig.*) sth. that pleases the mind or the senses with its richness or variety; a religious festival celebrated with rejoicing  
*The food on the table is actually a feast for eyes as well as for palate.*  
*The melody is a rare feast.*
- 8 In fact, my first trip to Washington was a mobile feast.** Actually, my first trip to Washington was a wonderful or elaborate meal that we enjoyed in the chugging train. // Indeed, my first trip to Washington was like a very pleasant or very agreeable feast, because I started eating as soon as we were comfortably settled in our seats and did not stop until somewhere after Philadelphia.
- 9 ensconce vt.** (esp. passive) to establish or settle oneself or sb. in a safe and comfortable place  
*At night in winter, the young couple are happily ensconced by the fire, each reading a good book.*  
*We have ensconced ourselves in the most beautiful villa in the South of France.*  
*As soon as he was ensconced in the sofa, he fell into a deep slumber.*
- 10 dainty adj.** (of things) small and pretty; (of people) neat and delicate in build or movement; fastidious esp. about food  
*The bowls are all made of dainty porcelain.*  
*She is a dainty girl, but she is very capable.*  
*Mrs. Smith is very dainty about food.*
- 11 scallop vt.** to decorate with a row of curves forming an edge or pattern on pastry, etc.  
*They decorated the cake with scalloped edges.*