

“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 / 顾大偉



# 5

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本册主编 / 顾大僊

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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,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。本书旨在让学生学习英语的同时,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:顾大禧担任主编,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》有学生用书的编写者们为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

# Contents

## Unit 1

Text I The Fourth of July / 2

Text II Champion of the World / 19

## Unit 2

Text I The Struggle to Be an All-American Girl / 25

Text II No Name Woman / 41

## Unit 3

Text I A Hanging / 46

Text II Shooting an Elephant / 65

## Unit 4

Text I Force of Nature / 70

Text II Her World on a String / 86

## Unit 5

Text I Give Me Liberty or Give Me Death / 94

Text II I Have a Dream / 112

## Unit 6

Text I How America Lives / 120

Text II On the Pressures and Politics of Waiting in Line / 136

## Unit 7

Text I The Art of Smart Guessing / 142

Text II Education / 158

## **Unit 8**

**Text I Love and Resentment / 163**

**Text II Gay / 179**

## **Unit 9**

**Text I Kids and Computers: Digital Danger / 184**

**Text II The World of E-Books Is Here / 200**

## **Unit 10**

**Text I The New Immorality / 205**

**Text II Growing Old / 220**

## **Unit 11**

**Text I Beauty / 227**

**Text II A Grateful Wife Has Second Thoughts / 243**

## **Unit 12**

**Text I Clothes Make the Man — Uneasy / 248**

**Text II The Feminine Physique / 266**

## **Unit 13**

**Text I The Battle of the Ants / 272**

**Text II The Alligators of East Florida / 290**

## **Unit 14**

**Text I Are We Raising a Generation of Spoilt Brats? / 297**

**Text II Education Begins at Home / 315**

**Glossary / 323**

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## Text I

### **The Fourth of July** Audre Lorde<sup>1</sup>

#### Pre-reading questions

- 1. The First of October is to the Chinese people what the Fourth of July is to the American people. People in different countries celebrate their National Day in various ways. Tell what you know about the activities the Americans have to celebrate their national day.*
- 2. Capital cities like Beijing, Washington D.C., London, Paris, and Tokyo, are almost a must for tourists both at home and abroad. What makes these cities tourist attractions?*

(Abridged)



**1** The first time I went to Washington D.C. was on the edge of the summer when I was supposed to stop being a child. At least that's what they said to us all at graduation from the eighth grade. My sister Phyllis graduated at the same time from high school. I don't know what she was supposed to stop being. But as graduation presents for us both, the whole family took a Fourth of July trip to Washington D.C., the fabled and famous capital of our country.

**2** It was the first time I'd ever been on a railroad train during the day. When I was little, and we used to go to the Connecticut shore, we always went at night on the milk train<sup>2</sup>, because it was cheaper.

**3** Preparations were in the air around our house before school was even over. We packed for a week. There were two very large suitcases that my father carried, and a box filled with food. In fact, my first trip to Washington was

a mobile feast; I started eating as soon as we were comfortably ensconced in our seats, and did not stop until somewhere after Philadelphia. I remember it was Philadelphia because I was disappointed not to have passed by the Liberty Bell<sup>3</sup>.

4 My mother had roasted two chickens and cut them up into dainty bite-size pieces<sup>4</sup>. She packed slices of brown bread and butter, and green pepper and carrot sticks. There were little violently yellow iced cakes with scalloped edges called “marigolds”, that came from Cushman’s Bakery. There was a spice bun and rock-cakes from Newton’s, the West Indian bakery across Lenox Avenue from St. Mark’s school, and iced tea in a wrapped mayonnaise jar. There were sweet pickles for us and dill pickles for my father, and peaches with the fuzz still on them, individually wrapped to keep them from bruising. And, for neatness, there were piles of napkins and a little tin box with a washcloth dampened with rosewater and glycerine for wiping sticky mouths.

5 I wanted to eat in the dining car because I had read all about them, but my mother reminded me for the umpteenth time that dining car food always cost too much money and besides, you never could tell whose hands had been playing all over that food, nor where those same hands had been just before. My mother never mentioned that Black people were not allowed into railroad dining cars headed south in 1947. As usual, whatever my mother did not like and could not change, she ignored. Perhaps it would go away, deprived of her attention.<sup>5</sup>

6 I learned later that Phyllis’s high school senior class trip had been to Washington, but the nuns had given her back her deposit in private, explaining to her that the class, all of whom were white, except Phyllis, would be staying in a hotel where Phyllis “would not be happy,” meaning, Daddy explained to her, also in private, that they did not rent rooms to Negroes. “We still take among-you to Washington, ourselves<sup>6</sup>,” my father had avowed, “and not just for an overnight in some measly fleabag hotel.”

7 In Washington D.C., we had one large room with two double beds and an extra cot for me. It was a back-street hotel that belonged to a friend of my father’s who was in real estate, and I spent the whole next day after Mass<sup>7</sup> squinting up at the Lincoln Memorial<sup>8</sup> where Marian Anderson<sup>9</sup> had sung after the D.A.R.<sup>10</sup> refused to allow her to sing in their auditorium because she



was Black. Or because she was “Colored”, my father said as he told us the story. Except that what he probably said was “Negro”, because for his times, my father was quite progressive.<sup>11</sup>

8 I was squinting because I was in that silent agony that characterized all of my childhood summers, from the time school let out in June to the end of July, brought about by my dilated and vulnerable eyes exposed to the summer brightness.

9 I viewed Julys through an agonizing corolla of dazzling whiteness and I always hated the Fourth of July, even before I came to realize the travesty such a celebration was for Black people in this country.

10 My parents did not approve of sunglasses, nor of their expense.

11 I spent the afternoon squinting up at monuments to freedom and past presidencies and democracy, and wondering why the light and heat were both so much stronger in Washington D.C., than back home in New York City. Even the pavement on the streets was a shade lighter in color than back home.

12 Late that Washington afternoon my family and I walked back down Pennsylvania Avenue. We were a proper caravan, mother bright and father brown, the three of us girls step-standards in-between<sup>12</sup>. Moved by our historical surroundings and the heat of early evening, my father decreed yet another treat. He had a great sense of history, a flair for the quietly dramatic and the sense of specialness of an occasion and a trip.<sup>13</sup>

13 “Shall we stop and have a little something to cool off, Lin?”

14 Two blocks away from our hotel, the family stopped for a dish of vanilla ice cream at a Breyer’s ice cream and soda fountain. Indoors, the soda fountain was dim and fan-cooled, deliciously relieving to my scorched eyes.

15 Corded and crisp and pinafores, the five of us seated ourselves one by one at the counter. There was I between my mother and father, and my two sisters on the other side of my mother. We settled ourselves along the white mottled marble counter, and when the waitress spoke at first no one understood what she was saying, and so the five of us just sat there.

16 The waitress moved along the line of us closer to my father and spoke again. “I said I kin give you to take out, but you can’t eat here, sorry.” Then she dropped her eyes looking very embarrassed, and suddenly we heard what it was she was saying all at the same time, loud and clear.

17        Straight-backed and indignant, one by one, my family and I got down from the counter stools and turned around and marched out of the store, quiet and outraged, as if we had never been Black before. No one would answer my emphatic questions with anything other than a guilty silence. “But we hadn’t done anything!” This wasn’t right or fair! Hadn’t I written poems about freedom and democracy for all?

18        My parents wouldn’t speak of this injustice, not because they had contributed to it, but because they felt they should have anticipated it and avoided it. This made me even angrier. My fury was not going to be acknowledged by a like fury.<sup>14</sup> Even my two sisters copied my parents’ pretense that nothing unusual and anti-American had occurred. I was left to write my angry letter to the president of the United States all by myself, although my father did promise I could type it out on the office typewriter next week, after I showed it to him in my copybook diary.

19        The waitress was white, and the counter was white, and the ice cream I never ate in Washington D.C., that summer I left childhood was white, and the white heat and the white pavement and the white stone monuments of my first Washington summer made me sick to my stomach for the whole rest of that trip and it wasn’t much of a graduation present after all.

*(1,251 words)*