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总主编 李观仪

# 新编英语高级教程

# A NEW ENGLISH COURSE

**(Advanced Level)**

主编 何兆熊 章伟良

学生用书

Student's Book



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## 前言

《新编英语高级教程》第一、二册供高等院校英语专业四年级学生使用。其目的主要是进一步提高学生的阅读能力,同时兼顾语言技能的训练和综合运用英语能力的培养,使学生在学完本教材后,在英语知识和技能方面达到高等院校英语专业高年级教学大纲所提出的要求。

本教程的主要编写原则如下:

### 1. 采用启发式教学模式。

本教材采用启发式教学模式,在教学的不同环节,引导学生开展不同的活动,以培养学生独立工作、独立思考的能力。例如,在每单元的课文前有课前思考题、查找有关信息等活动;课文后的理解题除了针对课文大意和细节的提问外,更有推理性的问题,以启迪学生进行深入思考;对课文的篇章结构,也启发学生自己进行分析。

### 2. 课文选材范围广泛。

本教材课文选材广泛,以有利于学生扩大知识面并熟悉不同的文体。课文大部分为近当代文篇,文字精炼,语言典范;选材题材广泛,诸如语言、文学、哲学、教育、社会、文化等都有一定篇幅;体裁多样,除了不同类型的说明文外还有记叙文、描写文、论说文等。通过学习这些课文,学生将对现代英语的不同侧面、西方社会和文化等方面加深认识。课文力求具有知识性、趣味性、和修辞文体美。学生在扩大知识面的同时习得优美的语言。

### 3. 编写大量语言练习。

本教材首先是一部阅读教材,以提高学生的阅读理解和语言鉴赏能力为主要目的,但也不忽视语言能力的训练。为此,在每课课文后面编有大量加强语言基本功的练习,包括阅读理解、词句释义、改错、段落英汉翻译和写作等。在高年级阶段,听说读写这四种基本语言能力不能再割裂开来分别训练,因为它们之间相互关联、相互影响。口头表达要有阅读的基础,但反过来又能加深阅读理解,提高写作水平;写的能力来自于阅读,但也有助于口语能力的提高。阅读为学生提供语言素材,是高年级学生汲取语言营养的主要源泉。因而四种能力的训练实质上是综合语言技能训练的一个统一体。

### 4. 提供较大的语言输入量。

四年级除了英语阅读课外,还设有其他专业课程。各种课程叠加,语言的输入量是比较大的。但就以阅读课本身而言,也必须有较大的语言输入量。为此,在每单元中都有题材接近的主课文和副课文各一篇,给学生提供更广泛的文化知识和更深入的思考讨论基础。

在本教材编写过程中,我们参考了不少英语教材并从中选用了各种材料作为课文。凡参考或选用过各种资料的书籍,我们在书后所附的参考书目中一一列出。特此向各书的编著者以及选文作者致以衷心的感谢。

编者  
2013年3月

## PREFACE

Books 1 & 2 of *A New Advanced English Course* are intended for use by the fourth-year students majoring in English in tertiary institutions. They aim at the enhancement of the students' reading ability as well as further training in basic and comprehensive language skills. Students are expected to achieve the goals set in the Advanced Stage English Syllabus for English Majors in Colleges and Universities by the time they have completed the two books.

The major principles underlying the compilation of the coursebooks are as follows:

1. A heuristic approach is adopted.

In the compilation of these two books a heuristic approach is adopted. Students are encouraged to perform various tasks at different stages of teaching, so that they may learn to work and think more independently. For example, before each TEXT 1 text, there are pre-reading questions, lexical work, and library work to set the students thinking and working. The comprehension questions after each text are based on facts and details as well as inferences, leading the students to careful and deep thinking. Explanations of and questions on the discursal features of the text are given to heighten the students' awareness of the structure of the text and their ability to analyze it.

2. The selection of texts has a wide coverage.

The selection of texts is based on the principle of variety, so that the students may broaden their scope of knowledge and be acquainted with texts of different styles. Most texts are modern or contemporary writings. The language is succinct and exemplary. A large variety of subjects are covered, e.g. language, literature, philosophy, education, society, and culture. They also cover different modes of discourse, namely, types of exposition, narration, description, and argumentation. By studying these texts students are expected to deepen their understanding of different aspects of modern English as well as Western society and culture. The texts are not only informative and stimulating in content, but also rhetorically and aesthetically appealing. The students will hopefully benefit from the elegance of the language while broadening their scope of knowledge.

3. Various language exercises are provided.

The two books are primarily readers, intended principally to enhance the users' proficiency of reading comprehension and capability of literary appreciation, but the training of language skills is not neglected, hence the abundance of exercises after each text, aimed to improve the students' language proficiency, e.g. reading comprehension, paraphrasing, error detection, English-Chinese paragraph translation, and composition writing. At the advanced stage of English-learning, the four basic language skills of listening, speaking, reading and writing can no longer be treated as four separate skills, as the relationship among them is one of coordination,

correlation, and interdependence. Oral presentation is based on reading, but at the same time it promotes reading comprehension and develops writing ability; writing ability derives from reading and also helps improve speaking ability. Reading, providing the students with a large language input, is the main fountainhead from which the students draw their linguistic nutrients. Thus the training of the four skills is an integrative process.

4. A relatively large language input is provided.

Apart from the reading course, other English-related courses are offered for the fourth-year students. The total language input will thus be adequate. However, the reading course itself is supposed to provide a sufficiently large language input. Therefore, two texts of a similar theme are included in each unit. In this way, the students will have more exposure to the English language and Western culture, and a more solid basis for positive thinking and beneficial discussions.

In the process of producing these two coursebooks, we have had recourse to large numbers of English anthologies of many types, from which we have adopted the text materials and some of the exercises. At the back of each textbook, there is a list of the books that we have consulted and used. We hereby wish to extend our great indebtedness to the authors, editors, and compilers of these works.

## TO THE STUDENT

You have already completed a year of study at the advanced stage, and now you are furthering your study of English.

You will find Books 1 and 2 of *A New Advanced English Course* quite similar to Books 5 and 6 of *A New English Course* in format and in language requirements, but with exercises even more challenging and thought-provoking. Each teaching unit in these two coursebooks consists of:

TEXT 1. The texts, selected from contemporary and modern English classics on various subjects and of different styles, are intended for intensive study. Each text is dealt with under the following headings:

**PRE-CLASS WORK.** The tasks in this section are to be performed before class.

- I. **Pre-reading questions.** A number of questions are asked about the title and sometimes clues are given regarding the content of the text. You are required to think over the questions in advance so that you will be prepared for active participation at the time of reading.
- II. **Lexical Work.** You will try to guess the meanings of words and phrases based on word formation rules or context clues, or will look them up in an English-English dictionary and select the definitions that best fit the context.
- III. **Library Work.** You will look up a number of historical figures or events and various other subject matters in encyclopedias and other reference books, or on the Internet so that you may obtain the information necessary for the comprehension of the text.

**NOTES.** In this section, you are given some information about the author and some background information, and also explanations of some lexical items and difficult points in the text.

**COMPREHENSION.** Three types of questions are asked to help you achieve a thorough understanding of the text.

- I. Multiple-choice questions are asked concerning the main idea or the theme of the text.
- II. True/False questions are asked about factual details of the text.
- III. Discussion questions are asked about facts, implications, and your appreciation of the text.

**ORGANIZATION AND DEVELOPMENT.** How the text is organized and developed is discussed from the perspective of discourse. You are encouraged to form your own opinions about the structure of the text.

**LANGUAGE WORK.** Numerous language exercises are provided in this section to help raise your level of proficiency in English. There are also paraphrase exercises and short essay writing assignments to help you use English actively and creatively.

TEXT 2. The selections in this section are, as far as possible, related to TEXT 1 texts in subject matter. These passages are meant to supplement TEXT 1 texts in content as well as

in language. They are not intended to be studied as intensively as TEXT 1 texts. Each text is dealt with under the following headings:

**Notes.** In this section, ample notes are given about the author, important background information, and a number of lexical items and sentence structures.

**QUESTIONS FOR DISCUSSION.** Factual as well as inferential questions are asked to help you understand the text.

It is recommended that different types of exercises be done orally in class before being put into writing. This will afford you more time and opportunity for oral work, which should by no means be weakened in an advanced English class.

It is our belief that patience, perseverance, and painstaking efforts on your part will be duly rewarded.



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# Unit 1

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## TEXT 1

### English and American Concepts of Space

Edward T. Hall

#### PRE-CLASS WORK

##### ❶ Pre-reading Questions

1. How do you usually judge a person's social status? By his family background? By his place of residence? By his education? By his profession? Why do you do so?
2. Do you feel the need for a private room entirely to yourself to take refuge in when you do not want your thoughts to be intruded on? If there is no such facility, what would you do?

##### ❷ Lexical Work

Guess the meanings of the following from word-formation rules or context clues. If you fail to figure out their meanings, look them up in a dictionary.

1. ego (l. 5) .....
2. disparity (l. 9) .....
3. prestigious (l. 18) .....
4. allot (l. 22) .....
5. den (l. 31) .....
6. "the shop" (l. 31) .....
7. vacate (l. 42) .....
8. inconsequential (l. 45) .....
9. be entitled to (l. 47) .....
10. implication (l. 57) .....
11. typify (l. 59) .....
12. strain (l. 60) .....

### III Library Work

1. Find out the meaning of *proxemics*, of which “proxemic” (l. 7) is the adjective, from a dictionary of applied linguistics, and try to explain what “proxemic details” are.
2. What is a “public school” (l. 8) in Britain? Why are English people who receive their education in a public school considered to be “educated”?
3. Who are “the middle-class Americans” (l. 8)? What are their characteristics?

### TEXT

1 It has been said that the English and the Americans are two great people separated by one language. The differences for which language gets blamed may not be due so much to words as to communications on other levels<sup>1</sup> beginning with English intonation (which sounds affected to many Americans) and continuing to ego-linked ways of handling time, space, and materials. If there ever were two cultures in which differences of the proxemic details are marked it is in the educated (public school) English and the middle-class Americans. One of the basic reasons for this wide disparity is that in the United States we use space as a way of classifying people and activities, whereas in England it is the social system that determines who you are. In the United States, your address is an important cue to status (this applies not only to one's home but to the business address as well). The Joneses from Brooklyn and Miami are not as “in” as the Joneses from Newport and Palm Beach.<sup>2</sup> Greenwich and Cape Cod are worlds apart from Newark and Miami.<sup>3</sup> Businesses located on Madison and Park avenues have more tone than those on Seventh and Eighth avenues.<sup>4</sup> A corner office is more prestigious than one next to the elevator or at the end of a long hall. The Englishman, however, is born and brought up in a social system. He is still Lord<sup>5</sup> — no matter where you find him, even if it is behind the counter in a fishmonger's stall. In addition to class distinctions, there are differences between the English and ourselves in how space is allotted.

2 The middle-class American growing up in the United States feels he has a right to have his own room, or at least part of a room. My American subjects<sup>6</sup>, when asked to draw an ideal room or office, invariably drew it for themselves and no one else. When asked to draw their present room or office, they drew only their own part of a shared

room and then drew a line down the middle. Both male and female subjects identified the kitchen and the master bedroom<sup>7</sup> as belonging to the mother or the wife, whereas Father's territory was a study or a den, if one was available; otherwise, it was "the shop", "the basement"<sup>8</sup> or sometimes only a workbench or the garage. American women who want to be alone can go to the bedroom and close the door. The closed door is the sign meaning "Do not disturb" or "I'm angry." An American is available if his door is open at home or at his office. He is expected not to shut himself off but to maintain himself in a state of constant readiness to answer the demands of others. Closed doors are for conferences, private conversations, and business, work that requires concentration, study, resting, sleeping, dressing, and sex.

3 The middle- and upper-class Englishman, on the other hand, is brought up in a nursery shared with brothers and sisters. The oldest occupies a room by himself which he vacates when he leaves for boarding school, possibly even at the age of nine or ten. The difference between a room of one's own and early conditioning to shared space, while seeming inconsequential, has an important effect on the Englishman's attitude toward his own space. He may never have a permanent "room of his own" and seldom expects one or feels he is entitled to one. Even Members of Parliament<sup>9</sup> have no offices and often conduct their business<sup>10</sup> on the terrace overlooking the Thames<sup>10</sup>. As a consequence, the English are puzzled by the American need for a secure place in which to work, an office. Americans working in England may become annoyed if they are not provided with what they consider appropriate enclosed work space. In regard to the need for walls as a screen for the ego, this places the Americans somewhere between the Germans and the English.

4 The contrasting English and American patterns have some remarkable implications, particularly if we assume that man, like other animals, has a built-in need to shut himself off from others from time to time. An English student in one of my seminars typified what happens when hidden patterns clash. He was quite obviously experiencing strain in his relationships with Americans. Nothing seemed to go right and it was quite clear from his remarks that we did not know how to behave. An analysis of his complaints showed that a major source of irritation was that no American seemed to be able to pick up the subtle clues that there were times when he didn't want his thoughts intruded on. As he

stated it, “I’m walking around the apartment and it seems that whenever I want to be alone my roommate starts talking to me. Pretty soon he’s asking ‘What’s the matter?’ and wants to know if I’m angry. By then I am angry and say something.”

5 It took some time but finally we were able to identify most of the 70  
contrasting features of the American and British problems that were in  
conflict in this case. When the American wants to be alone he goes into  
a room and shuts the door — he depends on architectural features for  
screening. For an American to refuse to talk to someone else present  
in the same room, to give them the “silent treatment,” is the ultimate 75  
form of rejection and a sure sign of great displeasure. The English,  
on the other hand, lacking rooms of their own since childhood, never  
developed the practice of using space as a refuge from others. They have  
in effect internalized a set of barriers, which they erect and which others  
are supposed to recognize. Therefore, the more the Englishman shuts 80  
himself off when he is with an American the more likely the American  
is to break in to assure himself that all is well. Tension lasts until the  
two get to know each other. The important point is that the spatial and  
architectural needs of each are not the same at all.

From: George Miller, pp. 224–227.

## NOTES

The Author — Edward Twitchell Hall (1914–2009), U.S. anthropologist and cross-cultural researcher, is remembered especially for developing the concept of proxemics, a description of how people behave and react in different types of culturally defined personal space. He received his Ph.D. in anthropology from Columbia University and taught at various institutions, such as Harvard Business School, the Illinois Institute of Technology, and Northwestern University. His major works include: *The Silent Language* (1959), a study of nonverbal communication, *The Hidden Dimension* (1966), a study of “social and personal space and man’s perception of it,” and *Beyond Culture* (1976). The present text, a selection from *The Hidden Dimension*, gives a contrast between English and American concepts of personal space.

1. communications on other levels — Broadly speaking, communication is of two kinds: verbal and nonverbal. Verbal communication consists

of word language and the variations in meaning which a person puts into words through the *way* they are said. Thus different intonations may impart different meanings. Nonverbal communication consists of non-word language such as gestures and bodily action, visual aids like graphs and photos, certain activities, and time, space, and materials as mentioned by the author. What the author means here is that words do not account as much for the differences of the two peoples as the other levels of communication.

2. The Joneses from Brooklyn and Miami are not as “in” as the Joneses from Newport and Palm Beach. — The people who live in Brooklyn and Miami are not as fashionable or as highly regarded socially as those from Newport and Palm Beach. Jones is an especially common surname in English, so the “Joneses” refer to people in general.  
Brooklyn is a borough in New York City, New York.  
Miami is a large city in southeastern Florida.  
Newport, a city in Rhode Island, is known as a fashionable resort of the very wealthy.  
Palm Beach, a resort town in Florida, is an exclusive winter resort with many private estates.  
in: in fashion vs. out: out of fashion
3. Greenwich/'grɪndʒ/and Cape Cod are worlds apart from Newark and Miami. — Greenwich and Cape Cod are completely different from Newark and Miami.  
Greenwich, a town in southwestern Connecticut, is known as a residential suburb of New York City with many large private estates.  
Cape Cod is a peninsula projecting from the southern coast of Massachusetts. It is a noted summer resort.  
Newark is New Jersey’s largest city. It is an industrial city near New York City with a high crime rate.
4. Businesses located on Madison and Park avenues have more tone than those on Seventh and Eighth avenues. — Business firms on Madison Avenue and Park Avenue are more elegant or distinguished than those on Seventh Avenue and Eighth Avenue.
5. Lord — a man of noble rank
6. My American subjects — Americans whose behavior or reaction is studied or tested in the experiment or research project conducted by the author
7. the master bedroom — the largest bedroom in a house, usually the

- one that is occupied by the head of the household and his spouse
8. “the basement” — a room or rooms built partly or wholly below ground level, where the man in the house, i.e. the husband and father, goes to do his work
  9. Members of Parliament — in Britain, a person who has been elected by the people of a particular town or district to represent them in the House of Commons (下议院). The abbreviation for a Member of Parliament is M.P.  
The other House of the British Parliament is the House of Lords (上议院), the members of which are not elected, but hold ranks or titles of honor that entitle them to appointment.  
The word “Parliament” takes no article before it.
  10. the Thames /temz/ — the river that flows through London  
Parliament is housed in historic Westminster Palace, once a residence of the king, on the southern bank of the Thames. It faces the river.

## COMPREHENSION

**❶ Which of the following do you think best states the main idea of the passage?**

- A. The difference between the English and the Americans in their use of the English language has led to their different attitudes towards space.
- B. The English and the Americans have been conditioned quite differently with regard to space.
- C. The Americans tend to enjoy more space than the English, which determines their different concepts of space.

**❷ Determine whether the following statements are true or false according to the text.**

1. The author does not agree with most people in their view concerning the difference between the English and the Americans.
2. To the Americans, one’s location in space means almost as much as one’s location in society to the English.
3. It is implied that the Germans have an even stronger sense of space than the Americans.
4. The clash between the English and the Americans is sometimes caused by the latter’s failure to recognize the former’s need for space.

**III Answer the following questions.**

1. In what sense does Hall use the word “separated” in the first sentence?
2. What, according to the author, has really separated the English and the Americans?
3. What does the “social system” in England refer to?
4. Why do you think that one’s spatial location means almost as much to the Americans as one’s social location does to the English?
5. What conclusion has the author reached by the end of the first paragraph?
6. How is the first paragraph related to the second one?
7. What does the author try to contrast in the second and the third paragraph?
8. How do you interpret “experiencing strain in his relationships with Americans” in paragraph 4?
9. How differently would the English and the Americans behave when they want to be alone?
10. How would the English and the Americans feel if they are not talked to by people present in the same room?
11. The article is written not by a lay person based on casual observations but by a professor of anthropology based on his research findings. Some words the author uses has added to the academic flavor of the writing. Can you identify some of them and explain what they mean?

**ORGANIZATION AND DEVELOPMENT**

Like most writings of an academic nature, this article is neatly-structured. Its thesis is clearly stated in the first paragraph and is developed in the rest of the article by contrast. Can you identify the sentence in the first paragraph that states the thesis?

The contrasts Hall has made are frequently marked by words or phrases generally known as sentence adverbials or connectives. Locate such items throughout the writing and try to tell what contrast they introduce.

While the article builds on contrast, contrasting the two major English-speaking cultures is not the ultimate purpose. What conclusion does Hall’s contrasting lead to at the end of the article? What are the remarkable implications the contrasting English and American patterns have?



## LANGUAGE WORK

**I Provide synonymous words or phrases for the following italicized items from the text. The word or phrase you supply in each case should fit the context semantically as well as grammatically.**

1. The Joneses from Brooklyn and Miami are not as “*in*” as the Joneses from Newport and Palm Beach. (l. 13)
2. The difference between a room of one’s own and early *conditioning to* shared space, while seeming *inconsequential*, has an important effect on the Englishman’s attitude towards his own space. (l. 43)
3. He was quite obviously *experiencing strain in his relationships* with Americans. (l. 60)
4. An analysis of his complaints showed that a major source of irritation was that no American seemed to be able to *pick up the subtle clues* that there were times when he didn’t want his thoughts *intruded on*. (l. 63)
5. The English, on the other hand, *lacking rooms of their own* since childhood, never *developed the practice* of using space as a refuge from others. (l. 76)

**II Comment on the following.**

1. He is still Lord — no matter where you find him, even if it is behind the counter in a fishmonger’s stall. (l. 19)
2. Both male and female subjects identified the kitchen and the master bedroom as belonging to the mother or the wife, whereas Father’s territory was a study or a den, if one was available; otherwise, it was “the shop”, “the basement,” or sometimes only a workbench or the garage. (l. 28)
3. In regard to the need for walls as a screen for the ego, this places the Americans somewhere between the Germans and the English. (l. 53)