



高等院校英语课程“十二五”规划系列教材

Student's Book

Integrated Skills of English A New Course

Book

8

◆ 总主编 张维友 舒白梅

新编综合英语

◆ 主编 曹曼 闫春梅

(八)

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前 言

《新编综合英语》是为高等院校英语专业综合英语课程编写的教材。本套教材着力反映教育发展趋势，适应 21 世纪外语人才培养的需要，满足外语教师发展需求，符合外语教学大纲标准。教材力求体现科学性、系统性、知识性、趣味性、典型性和多样性。整套教材编写以人为本，展现自主、探索和体验性学习，培养批判性思维能力，促进认知向深层发展。

《新编综合英语》之所以称为“新编”，是因为它吸收了外语教学研究的新成果，采用了新思路、新理念、新材料、新做法等。全套教材共 8 册，供本科四个年级使用。根据使用对象的特点，整套教材分为两个阶段：基础阶段（1~4 册）和高级阶段（5~8 册）。基础阶段 4 册采取“阅读—听力驱动”，即通过“读”和“听”开展学习活动；高级阶段 4 册采取“阅读驱动”，即通过阅读开展学习活动。教材按题材编排布局，兼顾体裁的多样性；技能与知识并重，基础阶段突出技能训练，高级阶段强调知识传授。语言与文化采取“明”、“暗”结合方式，既有大量明确传授文化的材料，又有相当数量暗含丰富文化内涵的文学材料。教师教育作为主线贯穿整套教材，基础阶段主要通过活动隐性实现，而高级阶段不仅有隐性活动，还开辟“教师意识（Teacher Awareness）”专栏，明确地传授教师职业理论与技能。

《新编综合英语》1~4 册供英语专业低年级使用，每册 14 个单元，各单元分别由两篇课文组成，第 2 篇课文是附加阅读，作为第 1 篇课文在题材和体裁上的拓展和延伸。学习活动主要围绕第 1 篇课文展开，分“探索”、“巩固”和“运用”三大部分。活动设计彰显“学生中心”和“研究型学习”理念。“探索”活动旨在引导学生开展自主学习和探究性学习，让学生主动去获取和加工信息，培养搜索、评价、选择、组织和呈现信息的能力。“巩固”活动目的在于帮助学生巩固所学，培养准确运用语音、词汇、语法的能力，如解决语音问题，练就比较纯正的语音语调；发展词汇学习策略，掌握词汇用法；锤炼语言敏感性，提高语法应用能力等。“运用”活动重在培养学生熟练使用语言的综合能力。第 1 册和第 2 册还设有“评



价”栏，目的是让学生对各单元学习内容的掌握情况、活动参与情况、努力程度等进行自我评价或相互评价，同时提供学习效果检测、策略和评价设计示范，让学生潜移默化地学到评价技能。

《新编综合英语》5~8册供英语专业高年级使用。每册12个单元，每个单元同样由两篇课文组成，处理方法与前4册大同小异。各大板块以-ing结尾的词命名，如图示建构 (Schema Building)、篇章理解 (Text Understanding)、信息检索 (Information Surfing)、语言构建 (Language Building) 等。“图示建构”与前4册中的“准备”活动功能相似；“信息检索”是让学生查阅信息，锻炼查找资料、获取和筛选信息的能力；课文的理解和语言学习活动主要集中在“篇章理解”和“语言建构”部分，包括词汇、语法、修辞、篇章分析等活动，同时兼顾“说”、“写”技能。此外，5~8册还设有补充阅读 (Extras for Further Reading)，提供主要阅读书目、网址等，为学生自学和研究提供帮助。高级阶段4册的最大特色是辟有“教师意识”专栏，针对师范院校和其他高校师范方向的学生以及综合性大学和理工科大学英语专业有志从事教师工作的学生的需要，每个单元（少数为两个单元）围绕一个教师职业知识点或技能，诸如如何提问、如何设计完形填空题、如何设置任务、如何反馈意见等，介绍相关理论并设计活动，让学生在掌握概念的基础上通过完成活动逐步积累师范知识技能，培养教师职业意识和能力。

整套教材竭力实现立体化，有教师用书，也配有光盘。光盘提供一个完整的资源包，包括学生用书、教师用书的全部文字资料，活动与练习参考答案，各单元的视频、音频、图片，各单元的补充练习、测试题、补充阅读材料等，以方便教师教学参考和制作课件使用。

本套教材的编写自始至终得到华中师范大学出版社的高度关注和大力支持，为了广泛征求意见，我们联合主办了全国英语教学研讨会，就高校人才培养需求、编写目标、原则、体例等进行了深入的研讨，为教材的编写做了充分的前期准备；编辑们为这套教材的出版发行付出了艰辛的劳动，在此表示真挚的谢意。

《新编综合英语》(学生用书8册、教师用书8册、光盘8套)的编写是一项系统工程，由于时间仓促，加之编者知识能力有限，肯定有考虑不周之处，疏漏错误在所难免，希望使用者批评指正，并及时反馈，以便修订完善。

编者

2011年6月

编写说明

《新编综合英语》高级阶段共四册，本册为第四册，供师范院校英语专业四年级下学期使用。

本册由 12 个单元组成。每个单元包含 2 篇课文 (Reading 1 & Reading 2) 与 5 大板块 (Schema Building, Information Surfing, Text Understanding, Language Building & Teacher Awareness)。各板块的安排如下：

Schema Building—激活已知，调动兴趣。单元主题代表选材范围，力求体现选材的多样性与内容的丰富性。由于高级阶段的综合英语课堂教学多围绕第 1 篇课文进行，故该板块的活动往往针对第 1 篇课文的内容展开，但也不排除在单元主题与第 2 篇课文内容高度相关时，则活动针对单元主题展开的情况。活动内容多为课文篇名的解释，即题解 (What does it mean?) 与课文内容的预测 (What do you think?)，鼓励学生利用已知学习新知。

Information Surfing—信息分享，锻炼交际能力。该板块包含 2 个部分。第 1 部分相当于常见的课文注释 (由学生完成)，列出了文章涉及的背景知识，如作者、作品、语言学、文学、文化等信息，要求学生提前查阅了解，养成自主学习的习惯；第 2 部分为课堂展示，时限 20~25 分钟。它既是第 1 部分的延伸，也涉及少量的难词、难句理解。学生以 3~4 人为 1 组，课前协商分工、准备，课中利用多媒体、黑板等手段进行展示，然后生生互动提问、评价，最后由教师总结。活动的准备与实施过程既促使学生进行探究性学习，又培养、锻炼他们的教学与沟通能力。

Text Understanding—分层理解，提升认知能力。Literal comprehension 为表层理解，关照课文的主旨大意、细节、事实等信息；Inferential comprehension 属于深层理解，要求学生根据文章的已知信息推断出作者的写作目的、语气、态度、结论、阅读教益或启示等；Text awareness 意在培养语篇意识，即引导学生对课文的



篇章结构、文体、写作技巧、修辞应用等予以思考、分析，体验“在做中学”，提高认知能力。

Language Building—综合训练，促进合作学习。 Vocabulary 包含词义解释与应用。Translation 中的汉译英练习用于巩固对课文中重点词汇的理解与应用；课文段落的英译汉练习能够强化对文章内容的理解；Speaking and writing 属于说写相结合的练习，给学生提供语言输出的机会。其话题多样，且贴近大学生的生活与学习，尽量使人人有话可说、有文可写，充分体现合作学习，避免直接给学生一个作文题，要求课后完成，以致不少学生不知道写什么，作文质量不高，语言综合训练的效果不佳。

Teacher Awareness—教学训练，突出教师教育特色。 本板块的目的在于适当培养并训练师范生的微观教学技能、技巧。内容涉及教师的课堂提问、反馈、任务设计、小组活动等。活动形式是在知识解释的过程中穿插练习，使知识学习与应用相结合。

本册的编写工作由华中师范大学、湖北第二师范学院与南京晓庄学院共同承担。由于时间紧，加上编者水平有限，书中难免存在疏漏与问题，真诚希望专家同行和广大使用者不吝赐教。

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Unit 1

Education

READING 1



Scenes from the School Turnaround Movement

—Passion, frustration, mid-course corrections mark rapid reforms

Laura Pappano

Change is painful and its outcomes are unpredictable.

—Michael Fullan

Schema Building

1. In what circumstances are school reforms desirable? Do they necessarily bring about improvement of the status quo?
2. What are the factors that contribute to positive impact of school reforms?
3. What are the indicators of good change? Please make a list of good changes.

① Last fall, when I set out to write a journalistic book about schools going from bad to great (and fast), the plan was to report on what was working in school turnaround. But it quickly became obvious that such information did not exist in definitive form. Instead, I stepped into a process that—while energetic and intense—is still being figured out.

② School turnaround is about rapid and dramatic improvement, not just in test scores but also in culture, attitude, and student aspiration. It is marked not by orderly implementations but by altering a lot at once and being willing, if something doesn't work, to step in midstream and change it, and change it again. For those in the midst of school turnaround, much of the decision making happens in the moment—and carries tremendous personal risks as well as rewards.

③ As one of the poorest cities in one of the richest states (which also has the largest achievement gap in the nation), I felt that Hartford, Conn., offered a

unique window into the challenges of turning around struggling urban schools. I was drawn to Hartford not just because of its problems, however, but because I noticed that, under Superintendent Steven Adamowski's leadership, the education community was showing an impatience and a willingness to rethink and redesign the district's schools. For example, the district closed Hartford Public High School, where fewer than two-thirds of students who started in ninth grade made it to graduation, and reopened it as four themed academies.

④ It is not yet clear—and may not be for a few years—if Hartford Public High School is actually being turned around. But test scores released in mid-July 2010 suggest Hartford may be on to something. Three grade 10-12 academies at the high school—Nursing, Law and Government, and Engineering and Green Technology—made among the largest gains in the city. The district as a whole recorded increased test scores for the third year, with gains double the state average for grades 3-8, according to ConnCAN, a state education watchdog group.

Ripping off the Band-Aid

⑤ Test scores are a barometer of success (or lack of it) everywhere, but Adamowski has created a specific color-coded “performance matrix” that has become the visual image of turnaround in the district. Schools are judged along two axes showing both their overall performance and their rate of improvement on state tests. New schools get three years to make gains. Struggling schools get two years to right themselves or face redesign. There is no old-style waiting and hoping things get better, however. Adamowski's team takes a proactive approach, continually reworking schools on the fly. Joan Massey, assistant superintendent for secondary schools, grew up in Hartford and is pushing the principals she supervises to focus on data, work on weaknesses, and stay focused on goals. She embraces this approach. “My personal style is more of ripping the Band-Aid off and really digging into all the reform,” she says. “I understand there are people who move in this slow and steady and organized way, but the results matter to me. I always look at everything as a time crunch.”

⑥ Then there is Christina Kishimoto, assistant superintendent of school design. She is a petite, energetic woman with a no-nonsense demeanor, who does not shy from tough conversations. Kishimoto sees no sense standing by when a school is headed off-track. At the Academy of Engineering and Green Technology, which opened in 2008-2009, she decided midway through year two to remove the principal, who was weak in the sciences and not effective enough as a leader.

⑦ There was a similar, though more dramatic, conflict at the Hartford Culinary

Arts Academy, another turnaround school created in the district. Classes designed to be project-based were too textbook focused. The second-year school also had the poorest test scores in the district. The problems at the academy, located in a building with two other schools, went beyond pedagogy. “They were not controlling the culture. I would walk into the building and there would be kids hanging out in the hallways when they should be in class—and adults walking by them. There was nothing on the walls of classrooms. There were sports posters—this is a *culinary* school! —and trash in the hallways,” Kishimoto says. “I said, ‘This is broken. It is so broken.’”

⑧ She closed off some of the multiple entrances and exits to separate the schools within the building. She had a new sign made, and gutted what was formerly the main office, converting it into a college and career center. Midyear, in a move that angered the union, she hired a “director of culinary”, a noncertified school position, to add a key ingredient: relevance to real-world work. Not surprisingly, the culinary school principal decided to resign at the end of the 2009-2010 school year.

⑨ Did the changes matter? It’s hard to know, but the school made the largest test score gains in the district in the 2009-2010 year, with an overall increase of 15.5 percentage points.

Turnaround for Whom?

⑩ Adam Johnson, principal of the Law and Government Academy at Hartford Public High School, has a new tool: a small red spiral-bound notebook that he slips into his dress-shirt pocket. It may be this school’s newness or the explosion of problems that present themselves in any urban high school, but every few minutes on a December morning he pulls out the notebook and jots notes in blue marker.

⑪ Taking a moment in his office, Johnson flips through the pages of his notebook. Its contents offer a snapshot of what school turnaround looks like at ground level. “Here’s a kid who says her teacher is refusing to give her a progress report,” he says. “Here is a kid who has his pants sagging down his butt. Here is a kid who wants to go to adult ed—he’s been expelled twice.”

⑫ The list ranges from relatively trivial, but symbolic, issues to issues that collide with policy debates within reform. Daniela Jones is wearing sneakers (instead of the required black shoes); Maria Ramirez wants graffiti removed from her locker. But Johnson also wonders in a notation how they should handle students who are, he says, “not cutting it”. These students could drag down test scores and, critically, the school’s expected gains in performance, threatening its survival. This is one of those below-the-radar struggles in school turnaround. While failing kids need a



lifeline, Johnson doesn't want students who are working hard to take advantage of what the redesigned school offers to be derailed by those who put in little effort and cause trouble. In other words, does turnaround mean changing the outcome for everyone? Or just for those willing to work at it? "We are trying to [figure out], 'Are we going to disinvite kids?'" explains Johnson.

Wanted: Teachers Who Share the Vision

13 Terrell Hill, principal of High School, Inc., Hartford's new finance and business academy, did not have broad power to set working conditions (his school day is determined by the bus schedule) but set out to hire teachers with a do-what-it-takes attitude who would be dedicated to his vision. "I am looking for committed employees, not contract employees," he says. "I want people who I believe will be loyal to me and not to the contract."

14 As someone who walks around the school picking up papers and gets out a paint brush and roller himself (even enlisting his daughters to help), Hill valued teachers who showed up in the summer to help get the school ready to open. Hill took a straightforward, visceral-reaction approach to finding teacher candidates. "I went to schools around the district. I would go into classrooms unannounced. If I liked what I saw, I waited until the end of class and I introduced myself," says Hill. "If I didn't, I just walked away."

15 Hill wants his teachers to do more than they are supposed to do, but he is also willing to work for them. When a teacher heading the student council wanted kids to collect end-of-day baked goods and deliver them to a church soup kitchen as a community service project, Hill knew that officially organizing a field trip and getting approvals would stall the effort. Instead, he told her to just sign out and go. And when he was warned that the 63-year-old Vietnam vet and high school chemistry teacher he wanted to hire would be trouble, he ignored naysayers.

16 "People said, 'He'll fight you every step of the way,'" recalls Hill. But when Mark Oakman, whose long, white hair curls up at the back of his neck, confers with a student while others tap away on netbooks, room 410 is a model of chem lab writeups in progress. Hill likes Oakman, whom he calls a "gruff old soldier dude". That Oakman is the union representative in the building is just fine with Hill. "He doesn't want to be the union rep protecting weak people," observes Hill.

17 For his part, Oakman says he's more than happy to have his performance judged on how well his students do on state tests. "Rate me with these kids," he says. "These are my kids. These kids, when they take the CAPT [Connecticut Academic Performance Test], I want credit for it. I don't want any of this long-term

you think you are owed something.”

A Turnaround of Their Own

18 As a senior, 18-year-old Nursing Academy student Shaquana Cochran started at the school when it was still Hartford Public High School. An opinionated young woman wearing blue scrubs (the nursing school’s uniform), Cochran is not sure if redesign is working, either. But she does notice fewer fights in the hallways. Carlanna Dyer, 17, a senior at the Law and Government Academy, agrees, though she’s not entirely pleased. “Before, it was loud. It was crazy,” she says. “I’m not going to lie. It was fun, not because of the whole fighting thing, but because everybody was like, ‘Ohhh, what’s up? Oh, I know you!’ Now it’s just quiet.”

19 Quiet may be one sound of progress in the rebirth of failing inner-city schools, but another is surely how students describe their futures. Cochran slips in phrases like “when I go to college” and boasts about hours of homework and requirements of nursing. “I swear I slacked my freshman year,” she admits. “I barely passed. I had a D average. My sophomore year I went up a little.”

20 When Hartford Public High School was redesigned, Cochran came to the nursing program and left friends behind to start a turnaround of her own. It has not been a straight ascent. She thought about quitting school, but grew close to an English teacher, whom she credits for helping her through a crisis. Now, she is taking a community college biology course and expressing annoyance at kids who come to her school and think they can fool around.

21 Shaquana Cochran may not be the measure of school turnaround success that education leaders and policy makers look to, but she provides some hope. If reformers will hang in long enough—not just to satisfy a bump in scores but to earn the trust of those being asked to work and achieve differently than they were asked to do in the past—then they may find signs of better schools and better lives. After years of doing poorly, Cochran glimpses possibility. “When I start seeing those A’s and B’s, my heart starts fluttering like butterflies,” she says. “Like I can do it.”

Information Surfing

1. Please use the Internet or other resources to search the following relevant information concerning school education in the United States.
 - 1) Laura Pappano
 - 2) school education system in the United States
 - 3) school reforms in recent years in the United States



- 4) school turnaround
 - 5) education community
 - 6) state education watchdog group
 - 7) superintendent for secondary schools
 - 8) CAPT (Connecticut Academic Performance Test)
 - 9) community college
2. Give a presentation of the information you have searched on school education in the United States.

Text Understanding

A. Literal comprehension

1. Answer the following questions according to the text.
 - 1) Initially the author intended to write about schools going through positive changes, but as she described, “it quickly became obvious that such information did not exist in definitive form”. What does she mean by that? (Para. 1)
 - 2) Is Hartford, Conn. an example of positive or negative changes in the school reform? Please provide evidence to support your view. (Para. 3)
 - 3) Are Joan Massey and Christina Kishimoto similar or different type of character in implementing school change? (Paras. 5-6)
 - 4) What do you think is Adam Johnson’s answer to the question “Does turnaround mean changing the outcome for everyone or just for those willing to work at it”? (Paras. 10-12)
 - 5) Terrell Hill took a “straightforward, visceral-reaction approach” to finding teacher candidates. What kind of approach is it? (Paras. 13-14)
 - 6) What did the author mean by saying “If reformers will hang in long enough—not just to satisfy a bump in scores but to earn the trust of those being asked to work and achieve differently than they were asked to do in the past—then they may find signs of better schools and better lives”? What was her suggestion implied in it? (Para. 21)
2. Decide whether the following statements are true or false according to the text.
 - 1) The author realistically describes various reactions of teachers in the process of school reforms in the United States.
 - 2) The school turnaround movement described in the passage turned out to be a straightforward and linear process as the kids in the schools were receptive and cooperative.

- 3) The author intends to call upon reformers to pay more attention to the well-being of school kids and gaining their trust in order to enhance their development.
- 4) The Hartford Public High School was used as an example to highlight the consequence of low enrollment on school performance.
- 5) The author believed that reformers should not use test results as the only barometer of school success.

3. Please interpret the following sentences.

- 1) It is marked not by orderly implementations but by altering a lot at once and being willing, if something doesn't work, to step in midstream and change it, and change it again. (Para. 2)
- 2) She is a petite, energetic woman with a no-nonsense demeanor, who does not shy from tough conversations. (Para. 6)
- 3) The problems at the academy, located in a building with two other schools, went beyond pedagogy. (Para. 7)
- 4) Its contents offer a snapshot of what school turnaround looks like at ground level. (Para. 11)
- 5) Quiet may be one sound of progress in the rebirth of failing inner-city schools, but another is surely how students describe their futures. (Para. 19)

B. Inferential comprehension

1. How do you look at the actions of the two assistant superintendents, Joan Massey and Christina Kishimoto in the school reform?
2. What does the author think of Terrell Hill, principal of High School, Inc. ?
3. What do you think of the author's attitude towards what she witnessed in the schools?
4. Is the author generally optimistic or pessimistic about school reform? Why?

C. Text awareness

1. As an education journalist, the author wrote journalistic reports on education. What journalistic features can be found in this text?
2. The author used subtitles for each section. What purposes do you think they were intended to fulfil?
3. There seems to be little outward link between the scenes. Why do you think the author presented them the way she did?
4. Draw a T-chart of the writing features you like and dislike about this text.
5. If you were to report about this topic, how would you organize the materials provided?