

新编大学英语

NEW COLLEGE ENGLISH

浙江大学 编著

RECORDING HUMAN CIVILIZATION
AND BRIDGING DIFFERENT CULTURES



Bridging Culture Gracefully

I. Word List

Directions: Memorize the words and phrases before class. You will be asked to use them in class. Try to make an effort when you get the passage from the text and read it in class.

abrupt /ə'brʌpt/ *adj.* seeming rude and unfriendly 唐突的, 鲁莽的

e.g. He was abrupt to the point of being rude.

accompany /ə'kʌmpəni/ *v.* go a long way with or with someone at the same time or place as something else 伴随

e.g. This volume of essays was designed to accompany the exhibition in London.

accomplish /ə'kʌmplɪʃ, ə'kɒm-/ *v.* succeed in doing something 完成

e.g. If we'd all work together, I think we could accomplish our goal.

achievement /ə'kʌmplɪʃmənt/ *n.* something that is achieved, especially after a lot of effort

e.g. It is a great achievement that we have accomplished this task.

advise /ə'dvɪz(r)/ *v.* tell someone that something will def-

initely in order to praise him/her 赞扬

e.g. Bob complimented me on my new hairstyle.

confusion /kən'fju:ʒən/ *n.* 混乱

e.g. There has been some confusion of names recently.

constantly /kən'stəntli/ *adv.* continuously 不断地

e.g. He worries constantly.

company /kəm'pəni/ *n.* 公司

concept /kə'kɒpt(r)/ *n.* the ideas, beliefs, or things that are shared and accepted by people in a society

e.g. Chinese culture, British culture, Western culture

cultural /kʌltʃərəl/ *adj.* 文化的

definitely /defɪ'nɪtli/ *adv.* with no chance of doubt 无疑地, 确实地

e.g. It is definitely going to rain this afternoon.

delegation /delɪ'geɪʃən/ *n.* a group of people sent to do something

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

New College English 新 编 大 学 英 语

6

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外 语 教 学 与 研 究 出 版 社
Foreign Language Teaching and Research Press

(京)新登字 155 号

图书在版编目(CIP)数据

新编大学英语 6/浙江大学编著. - 北京: 外语教学与研究出版社, 2002

ISBN 7-5600-2693-1

I. 新… II. 浙… III. 英语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 012209 号

新编大学英语 6

编著: 浙江大学

* * *

项目负责: 徐建中 雷 航

责任编辑: 刘 晖

封面设计: 高 瓦

体例版式: 韩冬梅 王 勇

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宗旨: 推动科研 服务教学

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京新丰印刷厂

开 本: 787×1092 1/16

印 张: 35.75 活页 6

字 数: 794 千字

版 次: 2002 年 3 月第 1 版 2003 年 1 月第 2 次印刷

书 号: ISBN 7-5600-2693-1/G·1279

定 价: 45.90 元(含活页 7.00 元)

* * *

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前 言

“新编大学英语”是“以学生为中心的主题教学模式”的配套教材。有1至6级,分学生用书和教师用书。第6册为6级,有12单元,每单元由四部分组成:1)准备活动(Preparation),2)以听力为中心的语言活动(Listening-Centered Activities),3)以阅读为中心的语言活动(Reading-Centered Activities),4)巩固和提高(Further Development)。准备活动旨在激发学生对本单元有关内容的兴趣,开阔他们的思路,使他们进入积极的语言活动状态。以听力和阅读为中心的语言活动旨在让学生获取大量的可理解的语言输入,提高语言能力,在此基础上展开各项语言活动。课内阅读文章以活页形式由教师在阅读前发给,当场阅读。巩固和提高部分是在学生学完本单元课内(1篇)和课外(2篇)所有的文章之后进行的。此时,学生对同一个主题的有关内容、语汇和表达法已有了一定的接触和了解,通过这一部分的综合性语言活动进一步提高应用能力。

每单元围绕一个主题展开读、听、说、写、译等活动,旨在培养学生的语言综合能力。因为语言技能的发展是不可分割、相辅相成的。在实际语言环境中,也要求语言技能的综合应用。本教材所选用的材料语言规范,具有时代性、知识性、趣味性和可思性。形式多样的课堂活动,使学生在课堂教学的过程中积极思考、自觉参与、获取知识、了解风情、提高能力。在12单元结束后,有一份学生自测试卷,并提供答案以便自我检查。课内和课外阅读文章均有词表。词表中,单词均有中英文解释,且配有大量的例句,便于学生掌握。本册教材依然注重一词多义、老词新意现象。在阅读文章的注解中,不仅对文章中疑难的句子或表达法做了注释,还对关键的、无法猜测的老词新意加以解释。同时在词汇练习中,也增加了一词多义的练习。不断扩充学过的单词的义项,也是提高词汇能力的极为重要的方面。

整套教材采用了“以学生为中心的主题教学模式”。词汇、听力、阅读均符合新大纲的各项规定及量化指标。读、听、说、写、译的技能也是按新大纲规定的“较强的阅读能力,一定的听、说、写、译能力”两个层次要求编写的。“以学生为中心”旨在理解和体现学生在知识、智力、情感、个性等方面的需求。“主题教学”是以主题为依据,选取了与学生的校园和社会生活息息相关的语言最佳样本。同时提供给了学生大量的、相互有联系的、符合认知需求的语言材料和语汇。语汇复现率高,便于联想和记忆。

为了便于教师使用,教师用书中有客观题的全部答案,并为所有主观题,包括作文,提供了实例。所有话题均提供相关的参考信息。课内阅读文章有参考译文,并有补充的语言语法点。每单元均配有活页的小测验,可以在该单元结束后进行,或由教师灵活掌握,并在教师用书中提供全部答案。每单元需 6 课时: Preparation 和 Listening-Centered Activities 2 课时, Reading-Centered Activities 2 课时, Further Development 2 课时。

本教材是在理论研究的基础上,根据大学英语教学的实际情况,在浙江大学经过 97 年八个试点班和 98 年 2,600 多学生的使用,不断总结经验不断完善以后出版的。我们衷心地感谢浙江大学教务处、浙江大学 97 级试点班的全体同学和 98 级的全体同学、浙江大学外语系大学英语第一英语教研室和第二英语教研室的全体教师、浙江大学外国语言学与应用语言学研究生、浙江大学外语系办公室、实验室的全体工作人员、国外的语言专家 Maxine Huffman、Don Huffman、Sally Ross、Naomi Woronov 以及兄弟院校的同行及专家,有了他们的大力支持和无私的奉献,才有本教材的顺利出版。

本教材由应惠兰教授主编,庞继贤、邵永真、何莲珍、周星、许力生编写,邵永真教授和 Maxine Huffman 博士和 Don Huffman 博士审稿。参加编写工作的还有:马以容、张兴奎、蒋景阳、付政、徐莹、张筱菲、Sally Ross 博士、Maxine Huffman 博士和 Don Huffman 博士。

Acknowledgements

Some sources are acknowledged within the text. In addition to those the following should be credited:

Anton Chekhov, "The Lottery Ticket"

Barbara Wellnoff, "What Global Language?"

Brent Staples, "Black Men and Public Spaces"

Carter Wiseman, "The Early New York Skyscrapers"

Charlest C. Mann, "Copyright: Tighten It or Abandon It?"

Eliot Marshall, "Two Former Grad Students Sue over Alleged Misuse of Ideas"

Joyce Carol Oates, "On Boxing"

Kathleen Kennedy Townsend, "The Double – Edged Helix"

Laura Tangley, "Law of the Jungle: Altruism"

Leo Rosten, "The Shakespeare Nobody Knows"

Leslie A. Zebrowitz, "Physical Appearance as a Basis of Stereotyping"

Louis Menand, "What's Is 'Art'?"

Mary Swander, "The Importance of Poetry in Everyday Life"

Nick Cannon, "How Far Would You Go to Have a Perfect Baby?"

Pete Wilkinson, "The World Needs More Than Protests"

Robert L. Heilbroner, "Don't Let Stereotypes Warp Your Judgements"

Robert N. Bellah et al. , "American Individualism"

Sharon Begley, "Into the Gene Pool"

Sherrie E. Zhan, "Marketing Across Cultures"

Stanley Meisler, "Are the French Really Rude?"

Steven Henry Madoff, "The State of the Art Museum, Ever Changing"

Suha Ozkan, "Architecture to Change the World?"

Susan Milus, "When Birds Divorce"

Thomas A. Easton, "Should We Be Concerned About Global Warning?"

Tom Prideaux, "Prehistoric Art — The Beginnings of Artistic Expression"

Valerie Wilson, "The Secret Life of Moola"

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《英汉大词典》(缩印本), 上海译文出版社, 1993.

Additional Comments:

We have acknowledged and cited all contributions which could be identified. Inevitably, some materials could not be credited because the original sources/authors were not available. If any unintentional omissions have occurred in our attributions, we are sorry, but could not have done otherwise in compiling such diverse materials from such disparate sources.

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Unit 1

Cross-Cultural Understanding

In-Class Reading

Are the French Really Rude?

After-Class Reading

Passage I *Marketing Across Cultures*

Passage II *American Individualism*

Part One Preparation**1. Talking About Your Impressions****Directions:**

STEP ONE *What is your impression of people from the following countries? Try to use just a few adjectives to describe them. Then compare your descriptions with your classmates' in the same group and see what adjectives are used by most of you in describing the people of a particular country or culture. The following words may be useful for your description.*

rich, poor, beautiful, ugly, plain-looking, clean, dirty, diligent,
lazy, honest, dishonest, warm, cold, kind, cruel, arrogant, modest,
open, reserved, generous, stingy, traditional, romantic, strict,
royal, business-minded

Americans : _____

The British : _____

The French : _____

The Japanese : _____

Germans : _____

STEP TWO *Discuss the following questions in groups.*

Where have you got the information about people from these countries? How reliable do you think this kind of information is?

2. Agree or Not?

Directions: *Some people believe that cultural differences make it very difficult, if not impossible, for people from different cultures to live together. Do you agree or disagree with this view? Give your reasons.*

Part Two Listening-Centered Activities

Listening I



a pain in one's neck

individualism

individualistic

software

legitimate

Exercise 1

Directions: Listen carefully and decide whether the following statements are true or false. Put "T" for true and "F" for false. Check the answers with your partner.

- ___ 1) It is comparatively easy for people sharing the same experiences to understand each other.
- ___ 2) Many foreign visitors to the U. S. A. get an impression that Americans are somewhat cold-hearted.
- ___ 3) Americans often don't treat their parents well enough.
- ___ 4) Africans do not think highly of individualism.
- ___ 5) In American culture, individualism is considered in opposition to family.
- ___ 6) According to the speaker, the American view and the French view of individualism, though quite different, are both reasonable.

Exercise 2

Directions: Listen again and work in pairs to fill in the following blanks with what you have learned from the speaker.

- 1) In the American family, grown-up children _____ with their parents; there are neither _____ such as _____, nor _____ generations _____ in the same house. This will make _____ feel that Americans _____ and _____; however, the Americans don't think so because they prize _____.
- 2) What Africans consider as important is _____. They do not like to be an _____ because they feel _____ is a lonely _____. But to Americans an individualist is a person who _____ and who _____ and goes to it _____. On the other hand, the French would call a person individualist only if _____. So in the eyes of the _____, Americans are not _____ at all.



Listening II

marvelous eventually temporary symptom alleviate

Exercise 1

Directions: You are going to listen to a short talk about culture shock. Listen carefully and answer the following questions.

- 1) What is culture shock?
- 2) Why do people experience culture shock while studying abroad?
- 3) What are the different stages of culture shock?
- 4) What kind of experience is culture shock?
- 5) What can one learn from living in a new culture?

Exercise 2

Directions: Listen again and work in pairs to tell what a person would experience and how he or she would feel at each of the four stages of culture shock.

Stage One: The _____ stage. We feel _____. It seems that everything is _____ and everybody _____.

Stage Two: The _____ stage. We begin to _____ there are many _____ things. Moreover, people no longer _____ us like _____.

Stage Three: The _____ stage. We start to _____ from the _____ of the first two stages of culture shock. We _____ ourselves to the new culture and begin to _____ it.

Stage Four: The _____ stage. We have learned enough to understand _____. This understanding alleviates much of the _____. We have _____ to the new culture.

Part Three Reading-Centered Activities

In-Class Reading



Are the French Really Rude?

I. Word List

Directions: Memorize the words and phrases before class. You will benefit from your effort when you get the passage from your teacher and read it in class.

New Words

adjustment * /ə'dʒʌstmənt/ *n.*

1) a change that someone makes to the way they behave or think 调整, 适应

e.g. I) Adjustment to married life took her a surprisingly long time.

II) She went through a period of emotional adjustment after her marriage broke up.

2) a small change made to something in order to correct or improve it 校正, 校准, 调整

e.g. I) Some adjustment of the lens may be necessary.

II) They've had to make some adjustments to our original calculations.

ambiguity * /æmbɪ'ɡju:ti/ *n.* the state or condition of being unclear or confusing, or of being able to be understood in more than one way 含糊, 不明确

e.g. I) His speech is full of ambiguities and contradictions.

II) To remove any ambiguity we have to include other information.

baccalaureate /bækə'lɔ:riət/ *n.*

1) the last secondary school examination one takes in French and in some international schools(法国以及一些国际学校的)中学毕业考试

2) bachelor's degree 学士学位

ballad /'bæləd/ *n.* a long song or poem in simple language,

telling a story 民歌, 歌谣, 叙事歌

e.g. The shepherd boy sang a love ballad while he watched his sheep.

befuddle /bɪ'fʌdl/ *v.* confuse 使迷惑, 使混乱

e.g. Those fancy arguments completely befuddled me.

bushman /'bʊʃmən/ *n.* a dweller in the bush 丛林居民

e.g. A native inhabitant of the wilds of Borneo was called a bushman.

conjure /'kʌndʒə(r)/ *v.* make something appear as a picture in the mind 使呈现于脑际, 想象

e.g. I) Coming back to his hometown conjured up vivid memories.

II) Hawaiian music conjures up images of sunshine, flowers and sandy beaches.

crowning * /'kraʊnɪŋ/ *adj.* (only before a noun) the best or most important 登峰造极的, 至高无上的

e.g. I) Winning the World Championship was the crowning moment of her career.

II) His "Beethoven" sculpture is seen as the crowning achievement of his career.

defensive * /dɪ'fensɪv/ *adj.*

1) behaving in a way that shows that you feel that people are criticizing you, or acting in a way that is intended to hide one's weaknesses 自我辩护的, 采取守势的

e.g. I) There's no need to be so defensive, I just asked

UNIT ONE

how old you are!

II) When I asked him about his new job, he became very defensive and tried to change the subject.

2) used or intended to protect people against attack 防御用的

e.g. I) The troops took up a defensive position.

II) The rockets are a purely defensive measure against nuclear attack.

denounce⁶ /di'nauns/ *v.*

1) criticize or condemn severely and publicly 谴责, 指责

e.g. I) The President's statement was denounced by all parties.

II) They denounced the project as an enormous waste of public money.

III) The actor has been denounced as a bad influence on young people.

2) make a formal accusation against (someone) to the police or in a court 告发

e.g. I) They denounced him as a criminal to the police.

II) She eventually denounced him to the secret police.

elitism /e'lɪtɪzəm, ɪ-/ *n.* a way of organizing a system, society, etc. so that only a few people have power or influence 精英思想, 杰出人物统治论

e.g. I) Many people believe that private education encourages elitism.

II) In some countries elitism is fostered by the belief that only a few select universities can offer a quality education.

fathom /'fæðəm/ *v.* understand something as a result of thinking carefully about it 理解, 彻底了解

e.g. I) I can't fathom what you really meant.

II) It is hard to fathom the pain felt at the death of a child.

frill /frɪl/ *n.* (*plural*) things that are not necessary but are added to make something more attractive or interesting 不必要的装饰

e.g. I) We just want a plain simple meal — no frills.

II) The car is a basic model with no frills such as a cassette player or sunshine roof.

READING-CENTERED ACTIVITIES

hoary /'hɔ:ri/ *adj.* very old and well known and therefore no longer interesting 久远的, 古老的

e.g. They discussed the hoary old problem.

influential⁴ /ˌɪnflu'ɛnʃl/ *adj.* having or exercising influence 有影响的, 有势力的

e.g. I) She had the support of a powerful and influential politician.

II) This is one of the factors that are influential in reaching a decision.

inward⁴ /'ɪnwəd/ *adj.*

1) inside one's mind, not shown to other people 内心的

e.g. I) I am not used to talking about my inward feelings.

II) She was constantly preoccupied with his inward thoughts.

2) directed toward the inside; relating to the inside or inner part 里面的, 内部的

e.g. I) The inward part of the orange peeling is usually white to yellow in color.

II) The inward rooms had no windows or direct lighting so they were very dark.

loyal⁴ /'lɔ:əl/ *adj.* faithful 忠诚的, 忠心的

e.g. I) My brother is a loyal supporter of the local football team.

II) John will always be loyal to this government, whatever it does.

mangle /'mæŋɡl/ *v.* spoil, ruin through ineptitude or ignorance 弄糟, 损坏

e.g. He complained that the paper was mangled by careless editing.

ministry⁴ /'mɪnɪstri/ *n.* an administrative department headed by a government minister (政府的) 部

e.g. I) He worked in the Ministry of Agriculture.

II) The ministry will have no alternative but cut its expenditures.

mispronounce /ˌmɪsprə'nauns/ *v.* pronounce a word or name wrongly 发错音

e.g. I) He felt very embarrassed that he had mispronounced her name.

II) It is easy to mispronounce a word when one is