

新编大学英语

NEW COLLEGE ENGLISH

教师用书

浙江大学 编著



2

RECORDING HUMAN CIVILIZATION
AND BRIDGING DIFFERENT CULTURES

UNIT THREE

READING-CENTERED ACTIVITIES

RECORDING HUMAN CIVILIZATION
BRIDGING DIFFERENT CULTURES

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

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 exist at the same time or place as something else 伴随
e.g. This volume of essays was designed to accompany an exhibition in London.
accomplish* /ə'kʌmplɪʃə'n/ *v.* succeed in doing something 完成

one in order to impress the new guests
e.g. Bob complained not only of his new hairstyle.
confusion* /kən'fju:ʒən/ *n.* 混乱
e.g. There has been some confusion of names.
constantly* /kən'stəntli/ *adv.* continuously, frequently
是, 总是
e.g. She worries constantly.
corporation* /kɔ:pə'reɪʃən/ *n.* 公司
culture* /kʌltʃə(r)/ *n.* the ideas, beliefs, and customs that are shared and accepted by people in a society
e.g. Chinese culture, folk culture, Western culture
cultural* /kʌltʃərə'l/ *adj.* 文化的
definitely* /dɪfɪ'nɪtli/ *adv.* with no chance of being wrong
是肯定地
delegation* /dɪ'leɪʃən/ *n.* a group of people who have

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前 言

《新编大学英语》是按“以学生为中心的主题教学模式”编写的教材。有1至6级,分学生用书和教师用书。第2册为2级,有12个单元,每单元由4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学生,当场阅读。巩固和提高是在学生学完本单元课内(1篇)和课外(2至3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、汲取知识、了解风情、提高能力。在12个单元结束后,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。单词的注释以有利于学生理解词义、扩大词汇量为出发点:以英汉注释为主,如英文注释清楚明了则没有中文注释。少数单词如果英文注释过长,显得累赘,则只注中文。同时,词表中还配有大量的例句,便于学生掌握。

《新编大学英语》配有供学生课外使用的自主听力教材 *Listening Practice* 1至4级。每级12个单元,每单元两课,围绕同一个主题。每级包括听力练习和小测验,并提供全部的录音材料文字稿和练习及小测验的答案,以利于学生自学。教材选材新颖、题材多样、内容丰富、趣味性强,加上练习形式活泼,能激发学生的自学兴趣。每三个单元后有一个小测验,以便学生自我检查。

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”指以主题为依据,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。课内阅读文章有补充的语言语法点,并有参考译文。每单元均配有活页形式的小测验,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1997年8个试点班和1998年两千六百多名学生的使用,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及实验室和资料室的全体工作人员、美国语言专家 Maxine Huffman、Don Huffman、

Naomi Woronov、Tom Cook、Patricia Cook 以及兄弟院校的同行及专家，有了他们的大力支持和无私奉献，才有本教材的顺利出版。

本教材由应惠兰教授主编，何莲珍、蒋景阳、周颂波、王元春和张兴奎编写，邵永真教授和加拿大籍专家 Sally Ross 博士审稿。参加编写工作的还有：周星、黄建滨、徐丽萍、徐莹、袁靖、美籍专家 Maxine Huffman 博士和 Don Huffman 博士。

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Unit 1 Food

Useful Information

Food is a basic necessity, so every culture has important norms and customs related to it. Ever since they adopted settled lifestyles centuries or millennia ago, most cultures have emphasized daily meals in households or family units. Some members provide the food, some members prepare the food, and all members must eat. The providers and the preparers may not be the same, depending partly on gender roles and specialization. And the status of individuals in the eating process may not be the same, depending partly on their age and gender, and whether the household contains servants or guests. Servants rarely eat with others, while honored guests may be wined and dined like visiting royalty. Elders and males may also be treated ceremonially.

Formal meals may take hours in some cultures or households, while in others people may eat hastily while traveling to their next destination on foot or by car. Some people eat while working or use eating as a form of recreation. In most cultures the feeding of friends, relatives, and others is a way of meeting, socializing, entertaining, and showing respect. Some cultures permit or encourage the use of alcoholic or caffeinated beverages with food, while others discourage or even prohibit this. Most cultures have food preferences and food taboos, so they find different ways to achieve balanced diets.

Eating away from home in restaurants, taverns, inns, or hotels has long been an option in most cultures, but the variety of these choices is rapidly increasing today as the fast pace of modern life encourages more people to "eat on the run". This also tends to blur the traditional distinction between providers and preparers of food, especially in families where both parents work full-time outside the home. In such cases both parents may eat out at noon, the children may eat at school, and anyone may pick up pizza or hamburgers on the way home or phone for pizza to be delivered. In the US, Chinese restaurants do a big take-out business and microwaved "TV dinners" are very popular. Some busy families rarely eat formal meals together, even when they all eat at home. Refrigeration has also changed eating habits, and "raiding the refrigerator" is often a substitute for preparing meals. As eating habits have changed, table manners have tended to decline, though proper etiquette is still needed on formal occasions.

Mealtimes differ considerably from culture to culture or from household to household. In agrarian cultures rural families tend to eat their first two meals earlier in the day, while in industrial cultures urban families often have them later. The time of the third meal depends on several factors such as whether there is a nap after lunch and whether food or beverages are typically consumed in the mid-to-late afternoon as snacks or social events. In some cultures "tea" in the afternoon is almost a fourth meal. Some people have their supper in the late afternoon or early evening, while others may have it in the mid-to-late evening. For some people the

second meal of the day is the largest, while for others the third meal is the largest. This causes considerable confusion as to whether lunch or supper is more appropriately referred to as “dinner”. Further confusion is caused by people who skip breakfast and others who prefer “brunch” instead. Brunch is especially popular on weekends, when it may last from mid-morning to early afternoon.

The biggest recent change in eating habits and food-related lifestyles is the advent of fast food. This permits many people to eat conveniently away from home, or to bring food home to eat without having to prepare it. But it also makes family-style meals less likely to be, and it is not always very nutritious. The clever marketing of fast food such as McDonald’s hamburgers and KFC (Kentucky Fried Chicken) may cause some youngsters to dislike their parents’ cooking and some college students to dislike the more nutritious food available on campus. Eating fast food while driving is also a cause of traffic accidents. Sociologist George Ritzer uses the metaphor of “McDonaldization” to criticize the entire cultural trend toward standardized pre-packaged products which can be quickly consumed. He claims the quality of life is diminished by what he calls the “McDonaldization of society”, and that we should voice our protest by eating in local “mom and pop” restaurants rather than patronizing national or international fast-food chains. Despite Ritzer’s advice, McDonald’s and other fastfood chains are probably here to stay. They are getting more similar to one another all the time, with hamburger chains offering chicken, chicken chains offering hamburgers, and all of them offering milk shakes and fries.

Part One Preparation

1. Check Your Vocabulary

Food					Drink
Vegetable	Fruit	Meat	Cereal	Others	
cabbage, beet, carrot, lettuce, eggplant, bean, onion, garlic, pepper, spinach, cucumber, pea, tomato, potato, turnip, celery, mushroom, broccoli, cauliflower, beansprout, pumpkin, asparagus, etc.	apple, pear, fig, peach, grape, pineapple, apricot, banana, plum, mango, orange, watermelon, lemon, cherry, grapefruit, strawberry, lychee/litchi, papaya, coconut, star fruit, honeydew melon, kiwi fruit, etc.	pork, beef, lamb, chicken, mutton, bacon, turkey, etc.	rice, oat, wheat, maize/corn, millet, barley, etc.	egg, cake, cookie, biscuit, cracker, nut, fish, shrimp, lobster, crab, clam, etc.	tea, coffee, Coke, rum, Pepsi, wine, Seven-up, Sprite, beer, whisky, brandy, milk, juice, soda water, lemonade, mineral water, etc.

2. How Much Do You Know about Food?

1) A 2) B 3) C 4) C 5) B 6) A 7) C 8) B 9) C 10) A

3. Comparing Diets

STEP ONE

Samples

- 1) —This is not a healthy diet. Firstly, he eats too much. Secondly, he has too much sugar, which may change into fat and accumulate in the body.
—This is, generally speaking, a healthy diet. Apart from the fact that the food is too much for a 10-year-old boy, his diet includes most of the nutrients necessary for a healthy body.
- 2) Diet of a 10-year-old Chinese boy on a typical day:
Breakfast: one or two pieces of bread, one egg, a cup of milk, etc.
Lunch: rice, fish or meat, vegetables, etc. (or noodles)
Supper: rice, fish or meat, vegetables, soup, etc.
Snacks during the day: some fruit, candies, chocolates, drinks, etc.
- 3) Differences between the British boy and a Chinese boy:
A. The British boy eats a wider variety of things.
B. The British boy eats more than a Chinese boy.

STEP TWO

Samples

1) Different Diets

At school:

Student A

Breakfast: two steamed rolls (or *baozi*), some porridge

Lunch: rice, fish or meat, some vegetables

Supper: rice, fish or meat, some vegetables, noodles or *jiaozi*

Snacks during the day: an apple or a pear, some biscuits

Student B

Breakfast: a cup of milk, one boiled egg, some rice cakes

Lunch: rice, fish or meat, some vegetables

Supper: rice, fish or meat, some vegetables, noodles or *jiaozi*

Snacks during the day: some biscuits or cakes, some preserved fruit

At home (for both):

A much wider variety of foods like seafood, more snacks, more fruit, etc.

2) Advice on the improvement of the diet:

- A. Student B should have some fruit every day; otherwise the lack of vitamin C may cause sickness.
- B. Student A should drink some milk every day, since milk provides certain minerals, vitamins, etc., which are necessary for a healthy body.
- C. Both students should add some varieties in their diets, because different foods contain different nutrients the body needs. Besides, their diets at school and at home shouldn't be too different.

Part Two Listening-Centered Activities

Listening I

Tapescript

- Guest: Hello, Room Service. This is Room 226. We'd like to order breakfast for tomorrow.
- Floor waiter: Yes, sir. What would you like?
- Guest: We'd like to start with fruit juice, orange for me and grapefruit for my wife. Fresh juice, please. Not canned or frozen.
- Floor waiter: Right, sir. One fresh orange and one fresh grapefruit.
- Guest: Good. And then bacon, eggs, and tomato for me and two soft-boiled eggs for my wife, and toast, butter, and marmalade. Do you have different marmalades?
- Floor waiter: Yes, sir. We'll put a selection of preserves on your tray. And is it tea or coffee?
- Guest: Tea, please, but with lemon, not milk.
- Floor waiter: Very good. And when is it for?
- Guest: Oh, about 7:30 would be fine.
- Floor waiter: Fine, and could you give me your name, sir?
- Guest: It's Sands. Mr and Mrs Sands, Room 226.
- Floor waiter: Thank you, sir. (152 words)

Exercise 1

- | | | | |
|----------------------------|-------------------------|------------------|---------------------|
| 1) 226 | 2) 7:30 a.m. | 3) orange juice | 4) grapefruit juice |
| 5) bacon, eggs, and tomato | 6) two soft-boiled eggs | 7) toast, butter | 8) lemon tea |

Exercise 2

Sample

- Waitress: Can I help you?
- Customer A: We'd like to have a quick breakfast.
- Waitress: What would you like to have?
- Customer A: I'd like to start with fruit juice, fresh orange juice.
- Waitress: Right, sir. One fresh orange juice. (turn to Customer B) What would you like, Madam?
- Customer B: Well, I'd like some apple juice. Canned please. And then, bacon, eggs and some toast with butter please.
- Customer A: Oh, I'd like to have some cornflakes with whole milk and two boiled eggs.
- Waitress: So bacon, eggs and toast for you (Customer B) and cornflakes with whole milk and boiled eggs for you (Customer A). And is it coffee or tea?
- Customer A: Coffee, with milk and sugar.
- Waitress: For both?
- Customer B: No, I'd like some black coffee.
- Waitress: All right. Please wait a moment. Your breakfast will soon be ready.

Customer A & Customer B: Thank you.

Listening II

Tapescript

Part One

The American passion of speed has now hit the food business. Many restaurants, in particular the great chain restaurant company, McDonald's, specialize in "fast food", food which is served at the counter ready "to go" or "to take out". The food, cooked and hot, is packed into cardboard and plastic containers, and hot drinks go into plastic cups with tight-fitting lids. There are also drive-in fastfood restaurants, where the customer does not have to leave his or her car. They first stop at a board where the menu is displayed, give an order through a microphone and then drive another twenty yards, where a girl hands them the meal ready cooked and packed. People who prefer to eat at a table in the restaurant also receive their food in cardboard or plastic containers, and the knives, forks and spoons are plastic, too. When they have finished, customers throw everything except the tray into a trash can.

(157 words)

Part Two

In most cities, large and small, you can eat Mexican or Italian food. And even small towns have a coffee shop serving simple meals, drinks of all kinds—and excellent, freshly made coffee. You sit at the counter, or are served at a table. Service in restaurants and coffee shops is efficient and friendly. Waiters and waitresses often introduce themselves: "Hi! I'm Don (or Debbie). What can I get you folks?" This friendliness is natural and not entirely influenced by the hope of a high tip. In any case, people usually tip 15% of the check. One of the most pleasant things about waiters and waitresses is that they refill your coffee cup several times for no extra charge.

(119 words)

Exercise 1

- 1) to take out, cardboard, plastic, plastic, tight-fitting
- 2) board, menu, order, microphone, twenty yards
- 3) knives, forks, everything, tray

Exercise 2

- 1) Efficient and friendly.
- 2) Their friendliness is natural and isn't entirely because they hope to get a high tip.
- 3) 15% of the check.
- 4) They refill a customer's coffee cup several times for no extra charge.

Listening III

Tapescript

- 1) The big baker bakes black bread.
- 2) "The bun is better buttered," Bill muttered.
- 3) Cheryl's cheap chip shop sells cheap chips.
- 4) You can have:

fried fresh fish,

fish fried fresh,
fresh fried fish,
fresh fish fried,
or fish fresh fried.

5) All I want is a proper cup of coffee

Made in a proper coffeepot.

You can believe it or not—

I want a cup of coffee

In a proper coffeepot.

Tin coffeepots or

Iron coffeepots,

They're no use to me.

If I can't have a

Proper cup of coffee

In a proper copper coffeepot

I'll have a cup of tea.

Exercise

1) The big baker bakes black bread.

2) "The bun is better buttered,"

3) cheap chip shop sells cheap chips

4) fried fresh fish, fish fried fresh, fresh fried fish, fresh fish fried, fish fresh fried

5) proper cup of coffee, proper coffeepot, a cup of coffee, proper coffeepot, coffeepots, Iron coffeepots,

Proper cup of coffee, proper copper coffeepot, cup of tea

Part Three Reading-Centered Activities

In-Class Reading

II. Pre-Reading

Samples

1. I like fresh fruit, vegetables, pork, seafood, all kinds of nuts, etc. I don't like beef, lamb, chicken and pickles.
2. The reason why I eat certain foods is simple: taste. If they taste good, then I will eat them. Otherwise, I just don't eat them. But there is one exception. I've never tried snakes because I'm afraid of snakes. The mere mention of the word "snake" makes my skin crawl.
3. Yes. People in Guangzhou eat rats, snakes and many other birds or animals. I think that's strange because those things are nauseating. I also find the eating of raw fish strange, because I think raw fish contains a lot of bacteria.

III. Passage Reading

Words, Phrases and Grammatical Points

1. be sick (1.5), vomit, nauseate (1.3)

“Be sick” can mean “feel ill as if one is going to vomit”.

e. g. She was sick after she ate too much chocolate.

Lucy felt sick (= felt likely to vomit) the morning after the party.

Other uses include: airsick, carsick, seasick.

“Nauseate” comes from the word “nausea” which means “a feeling of illness in the stomach, often making one feel as if one is going to vomit”. It’s a formal word and is often used in passive form.

e. g. He is nauseated by the smell of meat cooking.

“Vomit” means “bring food or drink up from one’s stomach through one’s mouth, because one is sick”.

Note: In British spoken English, “be sick” is more often used to mean “throw up all the contents in the stomach through the mouth” than “be generally ill”: if one eats too many sweets one will be sick. The more formal word in British English and American English is “vomit”, and the less formal word is “throw up”.

2. The term “sacred cow” (1. 23) is also used derogatorily to refer to an idea, practice, etc. that is so much accepted that not even the slightest doubts about it are allowed.

e. g. The need for secrecy has become a kind of sacred cow.

They did not dare to challenge the sacred cow of parliamentary democracy.

课内阅读

参考译文

饮食与文化

对于什么样的食物好吃,我们都有自己的看法。对于什么样的食物不好吃,我们也有自己的看法。因此,来自一种文化的人常常会认为来自另一种文化的人所吃的一些食物是令人厌恶或令人作呕的。比如,在著名的拳击手穆罕默德·阿里访问非洲时,团里的一名成员看到有人拿起一只蝴蝶并把它吃了下去时便恶心得想呕吐。许多人会觉得吃老鼠肉是令人恶心的事,但世界上有 42 种不同文化中的人们把鼠肉当成合适的食物。

有些非洲人认为他们那儿的白蚁可以成为美餐。对于许多其他人来说,如果非得吃白蚁,他们很可能会呕吐。然而,如果拿 100 克的白蚁和 100 克制作好的汉堡包相比,前者所含的热量是后者的两倍多,其所含的蛋白质也几乎是后者的两倍。

不过,对食物的好恶似乎并不一定总与营养有关。例如,花椰菜在营养最丰富的常见蔬菜中排名第一,但它在美国人最喜欢的蔬菜中名列第二十一位。西红柿在营养最丰富的蔬菜中排在第十六位,但它在美国人最喜欢的蔬菜中却名列榜首。

但不喜欢并不是某些文化中人们不吃某种食物的唯一原因。在有些文化中,一些食物是禁忌。“禁忌”一词来源于斐济群岛的语言,用来描述受到禁止的事。有些食物在某些宗

教中为禁忌,但也有一些与宗教无关的饮食禁忌。通常我们不去考虑为什么在我们的文化中有些东西是禁忌。我们也许甚至不知道它们为什么是禁忌。人类学家们试图发现禁忌背后隐藏的原因。例如,印度“圣牛”为人们所熟知。牛可以在印度的大街上任意走动;它们可从街边食品摊主所供应的食物中吃它们想吃的任何东西。结果牛就成了问题。可是,在印度没人会去杀它们或吃它们的肉。杀牛或吃牛肉便是禁忌。这种习俗对其他人而言似乎奇怪,但人类学家们相信它自有其原因。首先,牛是有价值的动物,因为农民们需要它们帮助犁地。其次,牛粪可当地里的肥料。在印度,许多农民买不起肥料。再次,牛粪弄干后可当煮饭用的燃料。因此,杀牛食肉的农民很快发现他们无法犁地,无法给庄稼施肥,也无燃料煮饭。

再比如,美国人不吃狗肉,尽管来自其他一些文化背景的人视狗肉为佳肴。在美国,狗作为宠物来讲对人们极为重要。通常它们被视为家庭的一部分;有些人甚至几乎把狗当成自己的孩子。此外,狗的价值在于保护家人不受罪犯的骚扰。盗贼一般不进入有狗的住宅,因为狗会吠叫,而且可能会袭击试图进入屋子的陌生人。显而易见,狗在社会中作为伙伴及防范罪犯的卫士的角色使吃狗肉成为禁忌。

不止一种文化有忌食猪肉的风俗。有迹象表明一些古埃及人不吃猪肉。古代以色列人也视猪肉为禁忌。对禁食猪肉的一种解释是未被煮透的猪肉可能会传播一种叫旋毛虫病的疾病。但现在大多数人不再认为这是对禁食猪肉的很好的解释。另一种解释是以色列人属游牧民族——他们总是居无定所。要养猪,人们就得在一地定居下来。以色列人不愿在一个地方定居,因为他们不想改变自己的文化。正因为如此,他们便不食猪肉。

人类学家们相信,对食物的好恶大多是不同人不同生活方式的结果。有些人生活在既有大型动物又有许多昆虫的地区。他们杀死大型动物不容易,需要花很大的力气。对他们来说,以昆虫为食要容易些,因为捕捉昆虫既不困难又不需花许多力气。四处流动的游牧部落的人不愿意为吃之故养猪。人们也不吃像狗那样的宠物。美国人牛肉吃得很多,因为美国大量的土地可用来养牛,而且牛肉可以通过铁路以低廉的价格进行长途贩运。

IV. Post-Reading

Reading Comprehension

1. Finding Food Taboos

	Taboo	Reasons
India	cow	1) <u>Cows help plow the fields.</u> 2) <u>Cow manure can be used as fertilizer.</u> 3) <u>Cow manure can be dried and burned to make a cooking fire.</u>
United States	dog	1) <u>Dogs serve as companions for people.</u> 2) <u>Dogs serve as protection against thieves.</u>
Ancient Egypt & Israel	pork	1) <u>Pork cooked insufficiently may spread disease.</u> 2) <u>People did not want to stay in one place.</u>

2. Understanding the Details

- 1) nutrition, religion, the ways of life of different people
- 2) butterflies, rats, termites
- 3) calories, protein
- 4) there is plenty of land for raising cattle and their meat can be shipped cheaply for long distances by railroads
- 5) they go wherever they want to in the streets, they can eat anything from the supplies of the food-sellers on the streets

3. Discussion

Samples

- 1) Firstly, I think food likes and dislikes are related to people's different tastes. Secondly, I think they are related to the availability of foods in different places. Thirdly, they may be related to cultures, religion, etc. A case in point is the Hui nationality in China, who do not eat pork.
- 2) I like fresh fruit, vegetables, pork and seafood. I dislike beef, lamb, chicken, meat of wild animals and pickle. I think my food likes and dislikes are related only to my taste.
- 3) Examples:
 - A. People in North China like noodles, *jiaozi*, steamed rolls, etc., while people in South China like rice.
 - B. People in North China eat a lot of Chinese cabbage (大白菜), while people in South China eat a lot of other vegetables.
 - C. People in East China eat a lot of seafood, while people in West China eat a lot of beef and lamb.

Reasons:

I think the differences are related to people's tastes, the availability of foods, weather conditions, soil, geographical conditions, etc.

- 4) When I see people eat things I don't like, my first reaction is disgust. I just can't understand how people can eat such nauseating things. Sometimes I feel that people are cruel when they eat some animals which are a help to human beings.

Vocabulary

- | | | | | |
|------------------|----------------|--------------|----------------|------------------|
| 1. 1) common | 2) appropriate | 3) forbidden | 4) supplies | 5) related |
| 6) protection | 7) requires | 8) raise | 9) spread | 10) sufficiently |
| | | | | |
| 2. 1) disgusting | 2) habit | 3) insects | 4) reasonable | 5) relatively |
| 6) animals | 7) harvested | 8) grow | 9) nearly | 10) other |
| 11) altogether | 12) consumed | 13) avoided | 14) popular | 15) offers |
| 16) served | 17) would | 18) enjoyed | 19) considered | 20) reject |