

新编大学英语

NEW COLLEGE ENGLISH

浙江大学 编著

5

RECORDING HUMAN CIVILIZATION
AND BRIDGING DIFFERENT CULTURES

Bridging Cultural Gaps Gracefully

I. Word List

Directions: Summarize 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.

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

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

accompany /ə'kʌmpəni/ *v.* go along with

the same time or place as somebody else

e.g. His voluntary work was during the exhibition in London.

accomplish /ə'kʌmplɪʃ/ *v.* achieve

thing 完成

e.g. If we do all our work, we could accomplish our goal.

accomplishment /ə'kʌmplɪʃmənt/ *n.* something

achieved after a lot of effort

e.g. For a novelist, that's quite an accomplishment.

advise /ə'daɪz/ *v.* tell somebody that something will

order to praise him/her 赞扬

to compliment me on my new hairstyle

/kən'tʃʊən/ *n.* 继续

there has been some confusion of names

/kənstantli/ *adv.* continuously; frequently

he worries constantly.

corporation /kɔr'pɔ'reɪʃən/ *n.* 公司

culture /kʌltʃə(r)/ *n.* the ideas, beliefs, and

that are shared and accepted by people in a society

e.g. Chinese culture, British culture, Western

cultural /kʌltʃərəl/ *adj.* 文化的

definitely /defɪnətli/ *adv.* with no chance of being

无疑地, 确实地

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

delegation /delɪ'geɪʃən/ *n.* a group of people who



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New College English

新编大学英语

5

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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 5 册为 5 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应用能力。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”。“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。

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

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Unit 1

Suspense

In-Class Reading

The Lady or the Tiger?

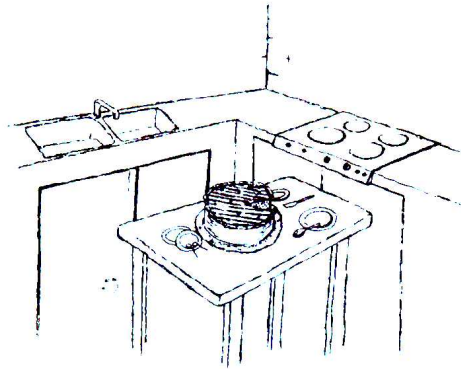
After-Class Reading

Passage I *The Tell-Tale Heart*

Passage II *Cleaning Up*

Part One Preparation**1. Who Ate the Cake?**

Directions: *Read the following story carefully and then work in groups to figure out who ate the cake and give the reasons for your answer.*



On Friday afternoon, Mother bought a chocolate cake for dessert that evening. At three o'clock she went home and left the cake on the kitchen table, before leaving again to finish her errands. All of her children would be home from school by four o'clock and her husband would be home at five. At five thirty, when she returned, a large slice of the cake was missing. Everyone was at home.

There were no knives, forks or plates in the sink. Whoever had eaten the cake had cleaned up afterwards. Mother quickly wrapped the cake in opaque wrapping and hid it in the refrigerator.

During dinner, Mother watched her children and her husband to see if they seemed unusually full. Albert, the older son, always ate a lot for dinner. He had two servings of everything. He was too busy eating to talk. Beatrice, the older daughter, seldom ate much. Tonight was no exception. She told everyone about what she was reading at school. Charles, the younger son, seemed more interested in feeding the dog under the table than eating. This, however, was not unusual, though it was forbidden. Debbie, the younger daughter, hardly talked at all during dinner. This was unusual. She didn't meet anyone's eyes when she did speak. Edward, the father, asked each of the children about their day. Only Debbie was reluctant to talk. Fido the dog stayed close to Charles instead of going to the others to beg for food. This was unusual.

After dinner, Mother said, "There were exactly six servings of dessert and one of you has eaten your share already. Whoever did it will not get any tonight. If none of you will admit it, then we'll all go without tonight.

"Oh Mom," said Albert, "that's not fair."

"How do you know that you didn't eat it and forget?" asked Edward, smiling at his wife.

"How are you going to find out?" asked Beatrice.

"It's simple," said Mother. "I will ask you."

"Well, I didn't" said Debbie, "so you don't have to ask me again."

"I was playing baseball with John until five," said Albert. Conveniently, John lives next door.

"I was working at the super market this afternoon," said Beatrice. "I got home just before you did."

"I was at the library after school. When I came home, Debbie was here and I didn't see any dessert on the kitchen table excepting for fruit," said Charles quickly.

"I was in my room from the time I got home from school until Dad came home. I didn't even hear Charles come in," said Debbie, still not looking in anyone's eyes.

"I think I know who had their share of the dessert," said Mother.

Who Ate the Cake?

2. What's in the Letter?

Directions: Read the following story and guess what the girl wrote in her 100th letter. Exchange your answer with your neighbor.



One young man met a very beautiful girl and fell in love with her immediately. He wrote her a letter expressing his love for her, and the following day he got a reply from the girl. However, there was nothing in it. He wrote her a second, a third, a fourth, . . . and a ninety-ninth letter, but the same thing happened again and again. He then wrote the 100th, and the reply came again the following day. Since he had received so many disappointing replies before, he threw the 100th in his garbage can. Heartbroken, he left the city and went to another place, where he married a girl he did not really love. Ten years later, he met the girl he was crazy about ten years before, and the girl was also married. The two talked about the letters and replies they wrote to each other. They were so regretful about what they did ten years before that they really wanted to kill themselves.

What do you think is in the 100th reply from the girl?

Part Two Listening-Centered Activities

Listening I



thriller

Alfred Hitchcock

sabotage

homicide

brazenly

Sir Alfred Hitchcock (阿尔弗雷德·希区柯克) (1899-1980) was a British film director who is considered to be one of the greatest and who made films in the UK and then in Hollywood, for almost 50 years. He made thrillers (films that tell exciting stories about crime and murder) such as *The Thirty-nine Steps* (1935), *Psycho* (1960), and *The Birds* (1963). He is famous for his use of suspense and for appearing for a very short time in each of the films as an unimportant character. People sometimes use the word "Hitchcockian" to describe a story or situation in which there is a lot of suspense.

Exercise 1

Directions: The following is a list of words from the passage you are going to listen to. Now listen carefully and discuss with your neighbor to decide on which of the following are the key words of the passage. You may choose about five key words out of them or you may choose other words from the listening if necessary.

thriller movies categories suspense terrorist blackmail policeman
example guests corpse strange frightened uneasy

Exercise 2

Directions: Listen to the passage again and fill in the missing information. Then compare your notes with your neighbor's.

- 1) The basis for some of Hitchcock's films is _____, which _____ suspense and _____ the subjective aspects that Hitchcock favors in his films. Apart from crime thrillers, Hitchcock also worked in other categories of the thriller such as _____, _____, and _____. However, even in those instances, the films include _____ and _____ normally associated with the psychological crime thriller.

- 2) *Blackmail* is one of Hitchcock's early thrillers that fits into the _____ . It relates the story of a _____ and _____ who cover up _____ in a homicide that he is investigating. Another example is the film called *Rope* in which _____ and brazenly entertain guests in the house where _____ is located.
- 3) In all his films, Hitchcock seizes upon _____ to suspend us, _____ to leave us _____. Although the suspense is always _____ at the end of a Hitchcock film, that deeper sense of suspension is never _____. It is the _____ of his films that invariably leaves us feeling _____ or somewhat _____.

Exercise 3

Directions: Listen to the passage again and work in groups to talk about a movie directed by Hitchcock or any suspense story you know.



Listening II

acquit grudge death cap beef casserole renounce

Exercise 1

Directions: Listen to the passage carefully and choose the best answer to each question you hear.

Check your answers with your partner.

- 1) A. Her husband. B. Her children.
C. A psychiatrist. D. A lawyer.
- 2) A. It was a mistake from the beginning.
B. It was a perfect match.
C. He was happy while she was not.
D. She was happy while he was not.
- 3) A. The husband was unfaithful.
B. The husband was bad-tempered.
C. The wife had been insane.
D. They differed in child-rearing.
- 4) A. To put her husband and his girlfriend to death.
B. To divorce her husband.

- C. To tell the children about their trouble.
D. To file a suit against her husband.
- 5) A. She will be fined.
B. She will be tried.
C. She will be acquitted.
D. She will be found guilty.

Exercise 2

Directions: *Listen to the passage again and work in groups to either act out the play given below or write your own using the information you've got from the passage.*

Characters: Judge; Mrs. Weller, the defendant; Mr. Butler, the defendant's lawyer; the jury

Setting: In the court room.

The decision to be made: Is the woman guilty?

A sample play:

Judge: Mrs. Weller, you killed your husband and his girlfriend, right?

Mrs. Weller: Yes, sir.

Judge: How?

Mrs. Weller: I poisoned them.

Judge: With what?

Mrs. Weller: With a death cap mushroom.

Judge: Why did you do that?

Mrs. Weller: I did this for the sake of my children. He was with that woman for quite a while. I don't mind a divorce myself, but that will be a terrible thing for our children. I don't want the children to be brought up in a single-parent family.

Judge: But you've committed a murder and you'll be sentenced to life imprisonment at the best, don't you know?

Mr. Butler: Well, that is certainly serious violation of the law, but Mrs. Weller was forced to do that. She did all this for the sake of her children.

Judge: But that doesn't mean that she's not guilty.

Mr. Butler: That's not what I mean. She is guilty, there's no doubt. But she didn't kill for money or for any evil purposes. She did that for her children. So her motive is different.

Judge: You're right in saying that, but that's two lives, you know.

Mr. Butler: Yes, but is it possible for her to be sentenced and then put on probation. It will be good for her children.

Judge: Now, I will hear the jury's opinion. We'll be back in ten minutes.

(After the recess)