



普通高等教育“十一五”国家级规划教材

SECOND EDITION [第二版]

# NEW COLLEGE ENGLISH

## 新编大学英语

教师用书

浙江大学 编著



外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS





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★ 教育部大学外语推荐教材

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## 新编大学英语

⑥

教师用书

浙江大学 编著

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# 前言

## 《新编大学英语》第二版

《新编大学英语》自1999年春天出版以来，一直得到同行、专家以及广大师生的支持和爱护。可以说，没有大家的支持，就没有今天《新编大学英语》的第二版。几年来我们继续我们的研究工作，还在全国各地进行了问卷调查，最大规模的一次涉及近3,000名学生和300多位教师。根据调查研究获得的数据和信息，同时考虑到新的社会需求、学校的教学设备和条件，我们修订了《新编大学英语》。

第二版的《新编大学英语》由三部分组成：

- 1) 《新编大学英语》学生用书（配有录音带和光盘），教师用书；
- 2) 《新编大学英语》视听说教程学生用书（配有录音带和光盘），教师用书（配有教师用录音带）；
- 3) 《新编大学英语》网站（<http://www.heep.cn/nce>）。

第二版的《新编大学英语》对难度、梯度都进行了调整。将原来的基础教程和一至六册的各单元重新排列，删除和替换了部分材料，归并了部分话题，更新或替换了部分练习和活动，使新版本更具趣味性、可思性，更注重语言应用能力的培养和提高，尤其加强了听说能力的培养。《新编大学英语》及其视听说教程内容密切配合、互相补充，对应单元里的材料和活动均围绕同一个话题，在注重语言实践和培养语言综合能力上，相互结合、相互促进，从不同侧面展开语言实践活动。

第二版《新编大学英语》继续采用“以学生为中心的主题教学模式”。在了解学生学习英语的信念、条件、兴趣和策略的基础上，关注他们在学习过程中的困难和需求，为他们提高语言综合能力提供支持和帮助。在此前提下，突出培养听说能力以加强学生的薄弱环节。为此，课堂教学做到尽可能地接近真实世界，培养学生的交际能力。

语言既是文化的一部分，又是传播文化最有效的媒介，而且思想文化的交流是双向的。因此，在让学生了解英语国家文化的同时，还要培养他们表达、传播本国文化的能力。大规模的调查与研究分析表明，提高语言交际能力的核心是大量消化和吸收语言输入、提高表达思想的能力。根据学生的反



映,学会日常的常规性的口头表达方式并不难,难在如何组织语言表达自己的思想。写作能力也同样难在表达思想。第二版《新编大学英语》体现了上述思想,着重引导学生创造性地使用语言。

本书为第二版《新编大学英语》教师用书第六册,共分10个单元。教师用书中除了客观题的全部答案外,所有主观题,包括作文和课堂活动,均提供了内容丰富、观点不同的实例,便于教师开阔学生思路、展开课堂活动。每单元的话题均有相关的文化背景和参考信息,并有补充的语言、语法点。此外,书中还为教师提供了额外的课堂活动,为不同的教学对象留有选择余地。课内阅读和两篇课外阅读均有参考译文。教师用书还附有作文评分原则和方法。书中每单元需6课时:Preparation 1课时,Reading-Centered Activities 2课时,Further Development 2课时,Writing 1课时。教师也可以根据自己班级的情况和不同的单元适当调整,灵活掌握。

《新编大学英语》网站 不仅为使用《新编大学英语》及其视听说教程提供了最大方便,同时还配有English for Fun、Online Community、Reference、《新编大学英语》语法书、词典等。其中的Word Games为学生掌握词汇提供了六种不同形式的游戏,覆盖了《新编大学英语》的全部词汇。学生可以按不同的学习风格、不同的喜好选择不同的词汇范围及不同的游戏。在浙江大学的使用过程中,Word Games深受学生欢迎。网络课件还配有严谨的评估系统:1)《新编大学英语》教程单元测试(Quizzes),2)视听说教程单元测试(Quizze),3)阶段测试(Level Test)。

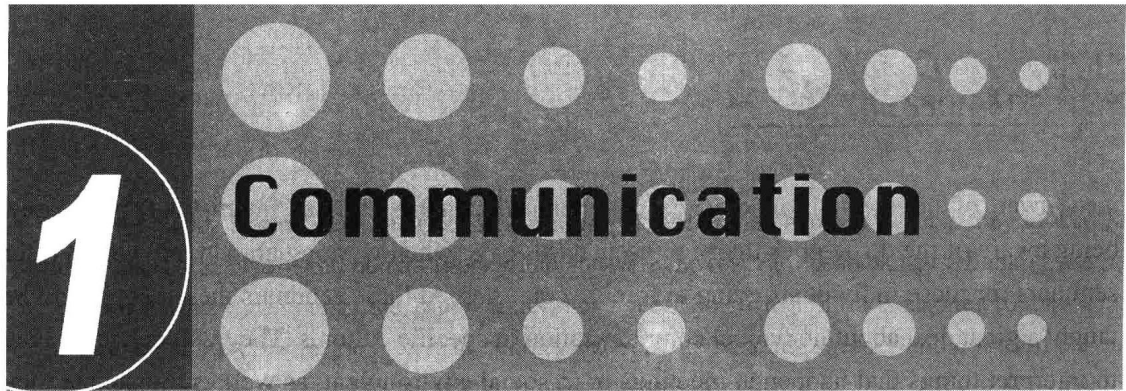
第二版《新编大学英语》系列教程由应惠兰任总主编。本册教材主编:应惠兰。编者:王元春、李敏、徐明、庞继贤、何莲珍、周星、周颂波、徐慧芳、黄小杨、丁展平。审稿:邵永真、Maxine Huffman博士和Don Huffman博士。参加本册编写工作的还有:邵永真、安文英、蒋景阳、熊海虹、张兴奎、马以容、顾晔、傅政、袁靖、张筱菲、傅莹、杨敏、徐丽萍、徐莹、郑猛、章红新、应惠兰、Maxine Huffman博士和Don Huffman博士。

## 前 言

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## Useful Information

Communication is a process by which people exchange information or express their thoughts and feelings through a common system of symbols, signs and behavior. It is both dynamic, meaning that it is an on-going and ever-changing activity, and interactive, meaning that it takes place between two or more people. It takes place in both physical and social contexts. In other words, when we communicate with someone it is not in isolation but within specific physical surroundings and under the rules of social contexts that govern the behavior of people.

We all recognize that in our daily communication we communicate in different manners with others. We could make an almost endless list of the communication adjustments that we must make each day if we want to be effective in whatever we wish to do. We recognize differences in age, in status, in closeness of friendship, and speak accordingly.

There are essentially two types of communication: verbal and nonverbal. Verbal messages are, of course, the words we speak. Nonverbal behaviors, just as verbal, constitute messages to which people attach meaning. Nonverbal behaviors include a diverse range such as body movements, postures, facial expressions, gestures, eye movements, physical appearance, the use and organization of space as well as the use and organization of time; these symbolic behaviors often vary from culture to culture. An awareness of the role of both verbal and nonverbal behaviors is crucial to communication, especially when one is operating in another culture.

Most of us learned to communicate both verbally and nonverbally by listening to and watching our family members communicate when we were very young. We soon learned what was essential for communication in the social environment. We learned new essentials of communication when we entered school and later when we entered the workplace. This was adequate in a less complex society where we did not need to think much about the differences in nonverbal communication among different cultures. In recent years, however, the situation has changed immensely. Many Chinese people now study, work, or live in other countries of the world. It is not enough that they learn to speak the foreign language. They must become aware of the nonverbal symbols that are present in whatever culture they are now functioning. The sooner they learn these, the more effectively they can communicate in their day-to-day lives.

Colleges and universities in the United States offer language and culture classes that the international students are often required to take. Not only do they study English, but also they are



made aware of the essentials of nonverbal communication in these classes. International businesses, being aware of the difficulties their representatives have when working abroad, now often offer seminars for those individuals going to foreign countries. At these seminars these people will be taught a great deal about nonverbal communication in specific cultures. They will be taught how to interpret things that happen at meetings or in social environment, as well as things that they should avoid doing.

## Part One

### PREPARATION

#### 1 How Do You Communicate?

Spoken		Written	
Interactive	Noninteractive	Interactive	Noninteractive
<i>conversation</i>	<i>speech</i>	<i>net chat</i>	<i>letter</i>
telephone call	lecture		e-mail
discussion	announcement		book
negotiation	news report		newspaper
press conference	presentation		magazine
debate	introduction		journal
interview	recitation		telegram
auction			fax
trial			poster
quarrel			

#### 2 Cultural Barriers

##### Tapescript.

Wang Hong: Hi, Li Na! I'm so lucky to see you here in the park. Could you sit with me for a minute and tell me something about your life in the United States?

Li Na: I'd be happy to. My mother told me that you're going to graduate school in the U.S. too.

Wang Hong: I know you don't have much time, but could you give me a little advice, say, some do's and don'ts?

Li Na: Sure! I wish someone had told me a few things before I went last year. First of all,

don't ever ask a woman how old she is. Americans value being young and hate to admit it when they are getting older. This is especially true for women. Also, never tell a woman that she is too fat and that she should exercise more. She already knows it!

Wang Hong: Did you make those mistakes?

Li Na: Yes, I did—with my landlady. She really got mad at me and I didn't understand why until another student explained it to me.

Wang Hong: OK. I won't do that. What else?

Li Na: You'll probably be invited to dinner at an American home sometime. Be sure to go. It's a good way to get to know people and the culture. But remember two things: If you are served soup, don't make slurping noises as you put it in your mouth. Also don't chew your food noisily. I didn't do it, but I noticed how people looked at a person who did.

Wang Hong: I know what you mean. Anything else?

Li Na: Don't tell people that they look tired or ill, even when they do. They don't like that at all. And never ask anyone how much money they earn. Americans rarely discuss their salaries and believe this should be private. OK. Is that enough?

Wang Hong: Yes, it is and thanks a lot. Who knows? Perhaps we'll meet in the U.S. next time.

## A tip for the teacher:

The teacher may choose two students in advance, give the dialog to them and ask them to role-play for the class. The rest of the class watch them and do the exercise.

## STEP ONE

- 1) Don't ever ask a woman how old she is.
- 2) Never tell a woman that she is too fat and should exercise more.
- 3) If you are served soup, don't make sucking noises as you put it in your mouth.
- 4) Don't chew your food noisily.
- 5) Don't tell people that they look tired or ill.
- 6) Never ask anyone how much money they earn.

## STEP TWO

### Samples

- 1) If other people are waiting in line to be served, join it and wait patiently.
- 2) Keep enough space between each other when you are in a crowd or stand in a line.
- 3) Don't be surprised if you are greeted with a hug.
- 4) Remember to leave a tip when you pay for the dinner at a restaurant.
- 5) Don't speak too loudly in any public place.

## California English

### STEP ONE

1. F    2. I    3. D    4. B    5. A    6. K    7. C    8. G    9. E    10. H    11. J

### STEP TWO

#### Samples

- 1) The food was totally **awesome**.
- 2) We were just **vegging out** in front of the TV.
- 3) Come on **dude**, play your card.
- 4) We were **clueless** about what she meant.
- 5) There were six of us **barfing** into the same hopper.

#### Additional information for the teacher:

1. California, like many southwestern states, has borrowed many words from Spanish, especially for geographical names, food, and other cultural items reflecting the heritage of Latin Americans. High concentration of various ethnic groups throughout the state have contributed to the general popularity of words describing certain cultural phenomena. For example, a high concentration of Asian Americans from various cultural backgrounds, especially in urban and suburban metropolitan areas of California, has led to the adoption of words like “hapa” (Originally from Hawaiian, it means “half, part, or fragment”. Today it refers to any person of mixed racial heritage—especially, but not limited to, half-Asian/half-European Americans in common California usage). Similarly, the popularity of cultural food items such as Taiwanese “boba” in many areas has led to the general adoption of the words among many speakers.
2. “Valley Girl”, by Frank Zappa and Moon Unit Zappa, recorded on the album *Ship Arriving Too Late to Save a Drowning Witch* released in May, 1982.

# Part Two

## READING-CENTERED ACTIVITIES

### In-Class Reading

#### Pre-Reading

##### Samples

- 1) Misunderstanding can occur when conversationalists have different assumptions as shown in the dialog. A thought B knew about the movie they were going to watch, since A thought Mary had told B about it, but actually it was not the case. It was A's wrong assumption, or presupposition, that caused the communication failure.
- 2) No, not necessarily. The literal meaning of a sentence can differ from its actual or implied meaning. For example, sometimes "Have you got an extra pen?" is intended as a request rather than an inquiry, and "Have you looked in the drawer?" as a directive, not just an inquiry.

#### Passage Reading

##### Words, Phrases and Grammatical Points

##### 1. intend

"intend" 在文中有下列用法: intend to do something (l. 12), be intended as... (l. 91), intend someone to do something (l. 96), 文中还出现了其形容词形式 intended (l. 60)。此外, 该词还可用于: intend that 和 intend doing something。

- e.g.* I) She intends to go back to work after she has had her baby.  
 II) I don't think she intended me to hear the remark.  
 III) She intended it as a joke but a lot of people took her seriously.

IV) Keith hoped the obvious sarcasm would have its intended effect.

V) It is intended that all new employees receive full training.

VI) I had intended leaving the party before midnight but stayed rather later.

##### 2. on the assumption that... (l. 54)

- e.g.* I) We are going on the assumption that the work will be finished tomorrow.  
 II) On the assumption that the increased production targets can be reached, I've ordered extra raw materials.

## 3. endorse (L 102)

The word “endorse” has several meanings:

- 1) express formal support or approval for someone or something

*e.g.* Several senior ministers will be at the meeting to endorse the party's candidate in the by-election.

- 2) If someone endorses a product or company, they appear in advertisements for it.

*e.g.* Some football players get paid millions for endorsing footwear.

- 3) sign one's name on the back of a cheque to show that it is correct

*e.g.* The administration has now endorsed the bill and can't turn back.

- 4) (*BrE*) If someone's driving licence is endorsed, an official record is made on it that they have been found guilty of a driving offence.

*e.g.* For failing to report the accident, his licence was endorsed.

## 课内阅读参考译文

### 话语的理解

1 有人也许会这样说，话语的理解是一个简单的语言解读过程。例如，某一位政客——姑且就叫她玛格丽特吧——用英语对我们讲话，有人也许会说，我们只要有英语语言知识就可以听懂她的话。可实际上，任何话语都可以用来证明这种假设是错误的。知道一个英语句子的意思与理解说话人在某一特定场合用这个句子想要表达的意图，这两者之间是有区别的。交流和理解不仅仅是语言表述和解读的过程，还涉及到许多其他东西。

2 能显示句子意义和话语理解之间区别的例子可以分为三大类，这三类例子又对应着听者所要回答的三个主要问题。

3 (A) 说话人想要说什么？

4 请看例句 (1)，它摘自过去在伦敦地铁里常见的一家职业介绍所的广告：

(1) 你想找个好工作吗？我们每周会给你一千。

5 单纯依据我们的英语语言知识，这则广告至少有两种可能的解释：也许是每周薪酬一千英镑，也许是每周提供一千份好工作。然而仅凭我们的英语语言知识尚不足以确定哪一种解释是说话人实际想要表达的，或是听者实际理解的。一般来说，语言知识只能对一句含糊不清、模棱两可或似是而非的话语提供一些可能的解释，却不能明确指出在某一特定的场合它表达的究竟是哪一种意思。

6 事实上，从（信息）交流的角度来看，这则广告是非常有趣的。这句话往往会使听者先产生一种错误的理解，然后又不得不加以纠正。在这个例子中，大多数懂英语的读者首先想到的是他们每周会得到一千英镑，那可是一大笔钱，多得不会在伦敦地铁里的广告中提供。因此，必须否定这种理解，然后转向另一种不那么令人兴奋的理解，即每周提供的只是一千份好工作。

7 可以肯定，这些都是广告商特意而为，用以吸引读者的注意。对于“我们每周提供一千份好工作”这样的广告词，人们是会不屑一顾的。令人满意的交际理论不仅应该对一些

含糊不清、模棱两可或似是而非的简单话语进行解释，使之得到正确理解，而且还要能解释像例（1）这样比较复杂的例子。为什么人们首先想到的往往是“一千英镑”这种解释呢？而这种解释是依据什么被否定的呢？又是依据什么来选择“一千份好工作”这一解释的呢？

8 有关交际的文献往往把明说和暗示进行对比。一般来说，每句话语都可以表达多种信息，这些信息有的是明示的，有的是暗示的。说话被认为是一种明示的交流方式。要想找出在话语中说出来的意思（也就是话语明确表达的意义），听者绝不能仅仅解读语句的意义。

9 （B）说话人想暗示什么？

10 有的时候，说话人想要说什么是十分清楚的，可是她想暗示什么却不甚明了。看一下例句（2），这是撒切尔夫人任英国首相时在接受BBC电台采访时说的一句话。

（2）我对待别人的钱总是像对待我自己的一样。

在这个例子中，撒切尔夫人想要说什么是不难确定的，但是她想暗示什么却难以判断。假定她对自己的钱一向很谨慎，那么例（2）就暗示着她会同样小心谨慎地对待别人的钱财；然而，假定她对自己的钱一向是为所欲为，那么例（2）则暗示她也会同样随心所欲地对待别人的钱等等。不同的假设会引出不同的理解；而听者的任务就是要确定哪些含义是说话人想要暗示的。显然，在本例中，想要暗示的意义就是撒切尔夫人会小心谨慎地对待别人的钱财，但是我们是如何得知这一点的呢？推而广之，我们又该如何确认每句话想要暗示的含义呢？

11 有的话语带有一些强烈的、极其明显的含义；而有的话语的含义范围更广、更难以确定。请比较例（3）和例（4）：

（3）a. 彼得：维夫的板球打得好吗？

b. 玛丽：他是西印度群岛队的。

（4）a. 彼得：今天你要做些什么？

b. 玛丽：我感觉不太舒服。

基于西印度群岛队的队员个个都是出色的板球手这一假设，句子（3b）强烈暗示维夫是一个很不错的板球手，对该含义的认同是正确理解（3b）的关键所在。句子（4b）的含义不仅范围更广，而且也更含糊，其中没有什么对句子的理解是至关重要的。玛丽在说这句话时，是想让彼得知道她今天不会像往常那样精力充沛、富有创意，但并没有承诺她肯定会做什么。在以上两例中，无论含义明显与否，仅从语言入手进行解读是不足以正确理解话语的。

12 （C）说话人对所说的话及暗示的含义持什么态度？

13 有的时候，说话人想说什么或想暗示什么是很清楚的。可是，她对于所说的话和所作暗示的态度却不那么明了。在小说《傲慢与偏见》中有一个著名的例子。女主人公伊丽莎白最终同意嫁给达西，她姐姐问她什么时候最初意识到自己爱上了他，伊丽莎白说：

（5）我想那是在我头一次看到他在彭伯里的豪华房产的时候。

伊丽莎白的这句话引发了一个问题：我们是否应该认为伊丽莎白也相信自己所说的话呢？沃尔特·司各特爵士在他对《傲慢与偏见》的评论中，就是照字面意思理解这句话的，并据此批评伊丽莎白（以及简·奥斯丁）唯利是图。而后来的许多读者却认为伊丽莎白本人



并不相信自己的话：他们认为事实上她是在嘲弄那种为了豪华房产去爱一个人的观点。换句话说，争论点在于伊丽莎白的话究竟是不是有意说的反话。

14 在话语含义的层面上也有类似的问题。请看：

(6) a. 彼得：约翰是位好厨师吗？

b. 玛丽：他是英国人。

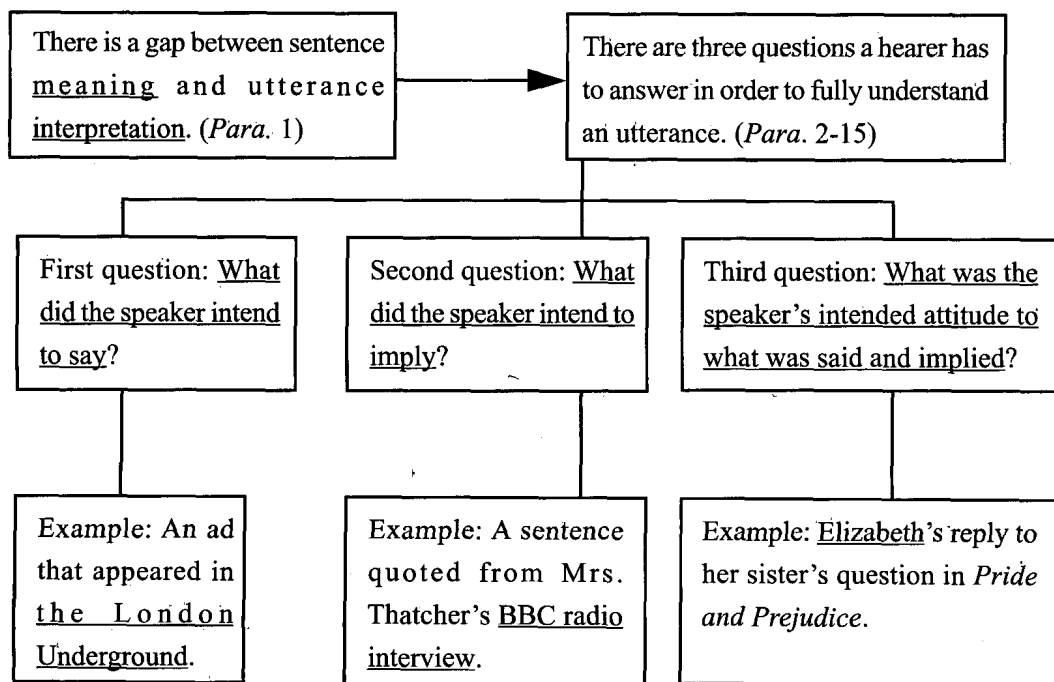
考虑到英国厨艺的名声，对 (6b) 中玛丽的回答最顺理成章的解释是，她希望彼得先假定英国人都不是好厨师，并由此推断约翰是位糟糕的厨师。但是，在她明确地表示约翰是英国人时，她是否也很认真地表示英国人确实都不是好厨师并因此推断约翰不是好厨师，这一点却不那么清楚。也许她只是随口说说而已，有意让听众去考虑那种（关于英国人厨艺糟糕的）成见，而自己却未必真正认可？显然，这里就有可能产生误解了。

15 要确定说话人对自己所表达或暗示的信息所持的态度，听者须回答以下几类问题：她对这些信息是赞成，还是反对？她是否断言这些信息是真实的，或对此不能确定，或希望有他人让其变成事实？在一定程度上，这些态度能通过语言表示（例如用陈述句、疑问句或祈使句）；但是，正如例 (5) 和例 (6) 所示，无论从什么方面去理解，交流中传达的意思往往会远远超出语言所能表达的。

## Post-Reading

### Reading Comprehension

#### 1. Understanding the Organization of the Passage



## 2. Understanding Specific Information

- 1) A    2) D    3) B    4) B    5) D    6) B    7) B    8) C

## 3. Does the Author Agree?

Tick 3) and 4).

## 4. Questions for Group Discussion

### Samples

- 1) Perhaps the misinterpretation is caused by these words in the sentence, "a good job", which is usually associated with good pay. This interpretation is rejected with the help of the common sense that it is impossible for an advertisement in the London Underground to offer so much money as, £1,000 a week. Since there are only two valid linguistic interpretations, when one of them is ruled out, the other is adopted, which, though less exciting, is compatible with common sense.
- 2) Mrs. Thatcher's utterance may have two interpretations: One implies thrift, which is favorable, and the other implies wastefulness and irresponsibility, which is unfavorable. Mrs. Thatcher uttered this sentence publicly in a broadcast interview, and our common sense tells us that the Prime Minister governs the state for the people, and, elected by them, tends to please them. She won't say that she is irresponsible. Therefore, the first favorable interpretation is adopted and the second abandoned.

## Vocabulary

1. 1) committed    2) Given    3) exploit    4) uttered    5) entertain  
6) given    7) exploited    8) entertained    9) commit    10) utter

## 2. encode—decode

ambiguous—clear/unambiguous

adequate—inadequate

dissociate—associate

explicit—implicit

deliberately—unintentionally

understanding—misunderstanding

definite—indefinite

3. 1) A. intention    B. intending    C. intent    D. intention/intent

E. intent    F. intended

- 2) A. hypothesis    B. hypotheses    C. thesis

- 3) A. category    B. catalog    C. cataloging    D. categories

- 4) A. consumption    B. assumption    C. resumption    D. assumption

## PASSAGE I

### 交谈时缄默的艺术

1 我们说话的方式与我们所说的内容至少是同样重要的。但是为什么缄默和说话的关系这么重要呢？我认为，说话与缄默之间主要的共同点是：在交谈中，某人所说的话与其意味深长的沉默可以用同样的步骤和方法来理解。让我们来看一看下面的例子。

2 我们隔壁邻居在她女儿刚举行婚礼后不久，就来看望我们夫妇俩。为了弄清她造访的目的，我们请她到客厅里坐坐；坐下后，我们就开始聊天。讲着讲着，这位邻居转过身来问我，她女儿举行婚礼时，我给她帮了点小忙，不知道要付多少报酬。她这么问，我真是不知所措，于是一言不发，很气恼地看着这个女人。过了一会儿，她有点不好意思地问：“你要我从窗户跳出去吗？”我说：“是的。”随后我们就换了个话题，她跟我们说了些新近邻里间的家长里短，便起身告辞了。

3 这个例子清楚地说明缄默是能够传达意义的。她问我报酬的事，尽管我一言未发，但是她知道她的问题使我很不高兴，她也认识到任何形式的报酬我都不会接受的（那样我的帮忙就变成服务了）。我知道她本意是好的，但我感到受了侮辱。倘若当时我真的跟她讲她这样做是对我无礼的话，结果也许是我伤害了她。我一言不发，无非是让她想想，以便得出关于我为什么缄默不语的最恰当的解释，因为我没有正面作答，她就能够把这尴尬的局面变成一个笑话，这样，我也就顺水推舟了。

4 再举一个例子。地点是在一个小盥洗室，时间是清早上班之前。丈夫在修面，妻子走了进来，想把头发吹干。

妻子：我打扰你了吧？

丈夫：[缄默不语]

妻子：[缄默不语，走出小盥洗室]

在这个例子里，妻子认为丈夫的缄默不语意味着“是的”。丈夫认为妻子的缄默不语意味着“好吧，等你结束了，我再进来。”他们这种交流的方法简洁有效，中肯达意。

5 善于在谈话时运用缄默以及善于理解别人缄默的用意对于成功的交流是不可缺少的。因此我认为，儿童在母语习得过程中，获得运用缄默与理解缄默的能力的方式和他们获得其他语言技能的方式非常相似。

6 当然，并不是什么事情都像“邻居”和“小盥洗室”这两个例子那么顺畅。缄默也可能引起麻烦。许多教师一定很熟悉下面的例子。老师问一群本科生对一个理论问题的看法，关于该问题他们已经讨论了一段时间。

教师：那么，有关X问题，你们的看法是什么？

学生：[缄默不语，视线下垂。]

教师：好……当然……是的，我同意……你们的看法很好……

学生：[咯咯地笑起来]