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A Gallery of Cultures

陈玉红 主编

文化广角镜

· 高级 ·

华中科技大学出版社

大学英语

总主编 秦伟



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A Gallery of Cultures

文化广角镜

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主 编 陈玉红

副主编 范杏丽 钟 华

编 者 李 靖 汪世蓉 李 燕

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陈玉红 主编

责任编辑:张欣

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责任校对:章红

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内 容 提 要

本书是《大学英语文库·文化广角镜》的高级读本，共收集了 35 篇文章。文章材料新，趣味性强，涉及外国文化、习俗、价值观、经济、政治、计算机网络、饮食、健身、音乐、旅游等各个方面。每篇文章后还附有注释、参考译句供读者学习参考。

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前 言

1999 年 12 月颁布的《大学英语教学大纲（修订本）》（以下简称新大纲）指出：“从语言学习的规律来看，英语应用能力的提高是建立在大量的语言输入、尤其是大量的阅读的基础之上的。”新大纲还提出：“大学英语教学还应有助于学生开阔视野，扩大知识面，加深对世界的了解，借鉴和吸收外国文化精华，提高文化素养。”

为了贯彻新大纲的精神，全国高等学校大学外语教学指导委员会英语组于 2000 年 7 月在大连召开工作会议，重点讨论了大学英语文库建设。会议确定了大学英语文库的编写原则和编写方案，会议提出，要“加紧大学英语文库建设”。

这套大学英语文库正是在上述思想指导下组织编写的，旨在使学生——读者通过大量阅读，巩固和加深所学语言知识，扩大词汇量，增强英语语感，达到双“提高”的目的，即：既提高英语语言应用能力，又提高文化素养。

这套文库内容十分丰富。从异彩纷呈的现代社会到五光十色的现代生活，从多姿多彩的各国文化到日新月异的科技世界，这套文库都有涵盖。这些内容分属五个系列，它们是：《社会聚焦集》、《文化广角镜》、《名人故事篇》、《科技新视野》和《生活万花筒》。每个系列均按语言难易程度分为初、中、高三个级别。原则上，初级适用于大学非英语专业一年级学生，中级适用于二、三年级学生，高级适用于四年级学生和研究生。

这套文库在选材、译注、体例和编排上均独具特色，不落窠臼。其主要特点有：

1. 各系列各级选文大都摘自国外报刊和互联网，仅个别选文有少量删改。文字规范，语言鲜活，有时代特征，并充分考虑了知识性和趣味性的统一。故这套文库不仅是学习英语、

提高语言应用能力的读物，而且是涉猎世界文化、社会、生活和科技知识的园地。每篇选文长度一般控制在 700—2 000 词之内（仅数篇确因内容不忍割舍的短文不足 700 词）。为方便读者做阅读速度的自我检测，文尾标出了该文的词数。

2. 每篇选文后均附有“Sentence Translations for Reference 参考译句”，以帮助读者加深对文中的长难句及全文的理解。这种在文中择句翻译的形式与全国大学英语四、六级考试中的“英译汉”题型是一致的，因此，它还有助于提高读者的英译汉能力，有助于他们备考英译汉测试。

3. 每篇选文以《大学英语教学大纲（修订本）》的词汇表为参照标准，直接在文中注出了超纲生词的词义，并且在不同文章中重复出现的生词重复注出词义。这样有利于读者打乱顺序任选文章阅读，也有利于读者加深对生词的记忆。此外，每篇选文还用脚注的形式针对有关语言难点和人物、典故进行注释，每条注释力求明快清晰、言简意赅。有的词语用了双语注释，目的是为了从各个方面来提高读者的英语应用能力。

4. 每篇选文均编撰了简明扼要的导读。读者在看到中英文对照的标题后，即可结合导读了解文章的主旨，有助于读者从语篇水平上加深对文章的理解；同时，导读还可以激发读者的兴趣，增强阅读的动力。

这套文库是华中科技大学、武汉理工大学和中国地质大学等三校联袂合作的成果。参加编写工作的有三校的老、中、青年英语教师和华南理工大学外国语言学及应用语言学专业部分硕士研究生，共计 30 多人。编写分工如下：华中科技大学负责《社会聚焦集》、《文化广角镜》和《生活万花筒》三个系列；武汉理工大学负责《名人故事篇》系列；中国地质大学负责《科技新视野》系列。

华中科技大学出版社对本文库的编写和出版给予了鼎力支持，投入了很大力量。本文库在编写过程中得到了华中科技大学

学外语系、武汉理工大学外语学院和中国地质大学外语系领导的关心、支持以及许多大学生的帮助。我们全体编写人员在此谨表示衷心的感谢。

这套文库大部分选材来源于最新的有关原版书刊和互联网，编委会谨向原文作者一并致谢。

由于校际间合作编写这样的大型文库是我们的第一次尝试，经验不足；加上水平有限，时间匆促，疏漏与错误在所难免，敬希各方读者和同行不吝赐教。

大学英语文库编委会

2001 年 10 月

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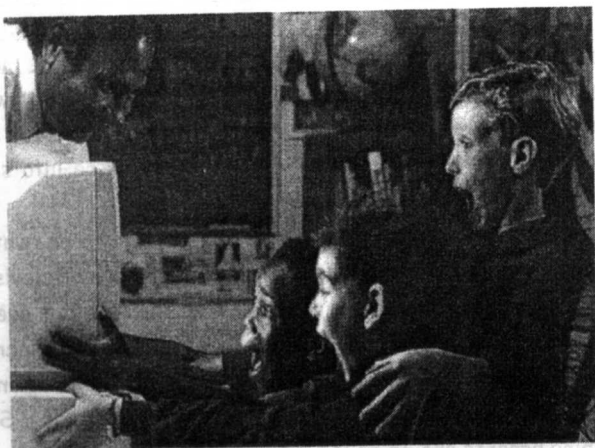
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1

Must-See TV?

一定要看电视吗？



Too much media, television especially, can be an isolating experience. Get it under control.

No cultural phenomenon has been more studied and worried over than the effect of television on children. Parents wring their hands^① over content. *Media watchdogs* (媒体监察人员) make careers launching competing studies. But while the grownups present position papers, guess what the kids are doing?^[1] They're alone in their bedroom, watching television. According to a major study measuring the media consumption of 3,000 kids, ages two to 18, released last week by the Kaiser Family Foundation, the typical American kid spends about 5.5 hours a day "consuming" media (computers and music, but mainly TV) at home. For kids eight and

① wring one's hands: 绞手，搓手，表示担忧或不安。

older, the time jumps to almost seven hours a day.

In the interest of *disclosure* (透露), let me say that I love television. I grew up watching it, even spent several years working for a network. I continue to be a *zealous* (热情的) consumer. Some people can deconstruct the tiniest movement of the stock market; I can tell you what happened last night on *Buffy the Vampire Slayer*. In our house, the tube-to-people ratio is a *hefty* (异常大的) 3:2, I have the same respect for television that an *avid* (渴望的) deer hunter has for guns. In order to appreciate the pull of the medium, I think you first have to understand its firepower.^[2] But when a typical adolescent is putting in the equivalent of almost a full day at the office in front of the *tube* (电视机), I say we're into serious *overkill* (过量杀伤).

For me, the largest concern is where they are watching television. Two-thirds of all kids eight and older have a television in their bedroom, says the Kaiser report. And a third of kids ages two to seven have TVs in their room. That's why too many kids spend too much time alone in their bedroom with only Kermit the Frog and the offspring of Aaron Spelling to keep them *company* (陪伴). So the first thing parents should do is take the TV out of a kid's room. Like computers, televisions should be where parents can at least tell if they are being used. Even those parents who choose not to monitor their kids' viewing (half the parents surveyed had no rules about TV) should at least know if the set is on. The data from this study show that television viewing is becoming an increasingly private, isolating activity, with homes having an average three TVs.^[3] Because of this, parents should develop some basic guidelines for family media use.

Here are mine: the television should not be on during mealtime or while a child is doing homework. Kids should ask an adult for permission before turning it on. Parents should *convey* (告知) to their children that watching television is a planned activity. A friend of mine goes through the TV listings with his three sons to discuss what they'd like to watch, and I think that's a great idea. The TV should be turned off when a particular show is over. Parents should also make an effort to become familiar with the shows that their

kids watch. Television can *provoke* (引起) useful conversations within families, much as I remember having with my parents when we watched *All in the Family* together.

But the effort shouldn't go in only one direction. Kids should be encouraged to watch some of the shows their parents regularly watch, whether it's *60 Minutes*, *The Antiques Road Show* or *Gilligan's Island*. They may tell you they're *lame* (不知详情), but who knows? Your kid might be impressed that you know all the original plots to the shows on *Nick at Nite*^①. The point is, you—not the television—get to be the parent. (618 words)

Sentence Translations for Reference

参 考 译 句

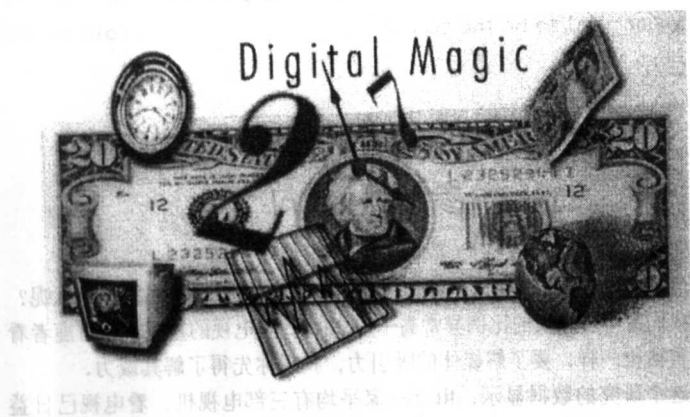
- [1] 可是,当成年人递交自己岗位工作报告时,想想孩子们在干什么呢?
- [2] 我们家电视和人的比例异常高——3:2。我对电视的重视就像狩猎者看重猎枪一样。要了解媒体的吸引力,我想你先得了解其威力。
- [3] 这个研究的数据显示,由于一家平均有三部电视机,看电视已日益成为一种个人和独立的活动了。

① Nick at Nite: 美国一流行儿童电视剧剧名

2

Making Allowances for Your Kids' Dollar Values

用零花钱培养孩子的货币价值观



Money talks. But the trick is getting kids to listen. How?

Would you *stoop* (俯身) to pick up a found penny? If you believe in the value of money or the possibility of luck, you would. Unless, of course, you're a teenager.

When Nuveen Investments asked 1,000 kids aged 12 to 17 to name the sum they would bother to pick up, 58 percent said a dollar or more. Some won't give pocket space to coins even if they're already in hand, says Neale Godfrey, author of *Money Doesn't Grow on Trees*. Many high schoolers buy lunch and throw away the change, she says. As one boy explained to her, "What am I going to do with it?"

This *cavalier* (高傲的) attitude is making some parents rethink the allowance tradition. The weekly *stipend* (零花钱) is meant to help kids learn about money, but some experts say too much cash—easily

handed out in these *flush* (充裕的) times—and too few obligations can lead to a *fiscally* (财政上) irresponsible future.^[1] Many kids have a “lack of understanding of how hard it is to earn money,” says Godfrey. “That is not OK”.

Allowances, done right, are a way to teach children to plan ahead and choose wisely, to balance saving, spending, investing, and even *philanthropy* (慈善事业). Doing it right means deciding ahead of time how much to give and how often to give it. And it requires determining what the child's responsibilities will be.

About 50 percent of children between 12 and 18 get an allowance or cash from their parents, says a survey conducted in 1997 by Ohio State University for the U.S. Labor Department. The median amount they got was \$50 a week. (Teenagers in the East North Central region, which includes Ohio and Indiana, get the most—a median of \$75 a week—and kids in the East South Central, including Mississippi and Alabama, are given the least, with a median of \$30 a week.) Nationally speaking, about 10 million kids receive a total of around \$1 billion every week.

No free lunch. The problem with a parental open-wallet policy^①, says Godfrey: “If you're always given money, why would it have any value to you?” Earned money is spent more wisely, she says. “You're teaching them that there is not an entitlement program in life. The way you get it is you earn it.”

Godfrey thinks an allowance should be chore-based, and she divides work into two categories: citizen-of-the-household chores and work-for-pay chores.^[2] “The punishment for not doing your work-for-pay chores is you don't get paid.” Other experts, including Jayne Pearl, author of *Kids and Money*, believe that every family member is *entitled to* (有权干…) a small piece of the financial pie and that it shouldn't be tied to work. Doing so “complicates things unnecessarily and imbues^② allowance with power struggles and control issues,” says Pearl. “I think of [an allowance] as learning

① open-wallet policy: 敞开钱包政策, 指轻易地从钱包取钱给孩子。

② imbue sb. with sth. (phr. v.): to make sb. feel an emotion very strongly 给…灌输…

capital...They have to have some money to practice with".

For many kids, 3 is a good time to begin getting an allowance, experts say. This sounds early, but it's then that children start understanding the notion of exchanging coins for, say, candy. Deciding how much to give can be tough. "If the parents can afford it, I have them pay their age per week", says Godfrey. "A 3-year-old gets \$3."

Sound like a lot for a little person? Godfrey's plan takes 10 percent off the top for charity. The remainder is divided into thirds and put into jars. The quick-cash jar "is for instant gratification." This spend-as-they-choose money means that candy bars, Pokemon cards, and other impulse (欲购买) buys are no longer paid for by Mom and Dad, which causes kids to curb many impulses.^[3] Says Godfrey of her 17-year-old daughter, Kyle: "Her Starbucks bill is her own."

The second jar is for medium-term savings, meant to be spent on medium-ticket luxuries like in-line skates (溜冰) or a CD player. The final jar is invested for the long term, such as for college.

Kelly Grant, 13, thinks that is fair. An eighth grader in Greenville, S.C., Kelly and his brother, Christopher, 15, each get \$15 a week. The tradeoff (交换): "I have to walk and feed the dog, and I have to do the recyclables (回收)," Kelly says. He spends but still saved enough to buy a Sony Play Station.

Christopher, who has a girlfriend, spends most of what he gets; he supplements his pocket money by doing extra work, like mowing the lawn. "I'm supposed to do a load of laundry every night." He has, he admits, a tendency to forget. "They charge my allowance sometimes," he says, "But they don't really remember to do it."

The Grant boys are still learning about earning and show signs of valuing money. They wouldn't stop to pick up a dime, but both say there are coins they would rescue^① from the sidewalk. Says Christopher: "You can do a lot with a quarter." (899 words)

① rescue: 解救; 此处意为 to pick up (拾起来).