

新编大学英语

NEW COLLEGE ENGLISH

浙江大学 编著

RECORDING HUMAN CIVILIZATION
AND BRIDGING DIFFERENT CULTURES

4
(第二分册)

Bridging Cultural Gaps Gracefully

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

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

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one in order to praise him/her 称赞

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

compliment /'kɒmplɪmənt/ n. 称赞

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

confusion /kən'fju:ʒən/ n. 混乱

e.g. They have been so confused of names.

constantly /'kɒnstəntli/ ad. continuously

是, 总是

e.g. She worries constantly.

corporation /'kɒpə'reɪʃən/ n. 公司

culture /'kʌltʃə(r)/ n. 1. ideas, beliefs,

that are shared and accept by people in a s

e.g. Chinese culture, Beish culture, West

cultural /'kʌltʃərəl/ adj. 文化的

definitely /'defɪnətli/ adv. with no chance of

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

delegation /'delɪ'geɪʃən/ n. group of people

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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4册为4级,有12个单元,分为第一分册和第二分册,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。巩固和提高活动是在学生学完本单元课内(1篇)和课外(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。自测试卷的每部分,均采用了一定量的测试语言综合应用能力的试题,题型新颖、合理、有效。课内和课外阅读文章均有词表。本册教材中,单词均有中英文解释,且配有大量的例句,便于学生掌握。4级或6级词汇均分别标出,4、6级词汇的派生词用星号(*)标出。其中4级词汇,均包含常用义项。同时还加强了词汇、段落翻译和写作训练。如“Enriching Your Word Power”,通过上下文比较学过的单词的不同含义,让学生掌握老词的新意,而这种情况恰恰是词汇表所无法解决的。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。还有“From Appreciation to Production”,通过欣赏模仿文字或结构精彩的段落,写出自己的文章,这不仅提高了学生的写作能力,还提高了学生的语言鉴赏能力。

《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,并提供全部录音材料的文字稿,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,练习形式活泼,能激发学生的自学兴趣。

整套教材采用“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 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、浙江大学外国语言学与应用语言学系大学英语第一教研室和第二教研室的全体教师、浙江大学外国语言学与应用语言学研究生、浙江大学外国语言学与应用语言学系办公室、实验室、资料室的全体工作人员、美国语言专家 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奉献,才有本教材的顺利出版。

本教材由应惠兰主编,周星、黄建滨、王元春、周颂波、徐丽萍、袁靖、徐莹编写,邵永真教授、Maxine Huffman 博士以及 Don Huffman 博士负责审稿。参加编写工作的还有何莲珍、蒋景阳、张兴奎、张筱菲、Sally Ross 博士、Maxine Huffman 博士、Don Huffman 博士和 Naomi Woronov 博士。

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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.

Table of Contents

Unit 7 Today's Youth	1
Part One Preparation	2
Part Two Listening-Centered Activities	5
Part Three Reading-Centered Activities	
Enriching Your Word Power	8
In-Class Reading Profiles of Today's Youth: They Couldn't Care Less	12
After-Class Reading	
Passage I Me, Stuart, Mum and Dad	21
Passage II College Pressures	28
Passage III Postgraduate Paralysis	37
Part Four Further Development	45
 Unit 8 The Media	 51
Part One Preparation	52
Part Two Listening-Centered Activities	54
Part Three Reading-Centered Activities	
Enriching Your Word Power	57
In-Class Reading It's Radio!	59
After-Class Reading	
Passage I What Makes TV Most Entertaining?	69
Passage II Sounding the Waters	76
Passage III The Power of the Press	83
Part Four Further Development	90
 Unit 9 Computer Technology	 93
Part One Preparation	94
Part Two Listening-Centered Activities	96
Part Three Reading-Centered Activities	
Enriching Your Word Power	98
In-Class Reading Hackers, Crackers and Trackers	102

After-Class Reading	
Passage I Microchips	109
Passage II Workplace of the 90's: High-Tech Sweatshop?	117
Passage III Lost in the E-mail	125
Part Four Further Development	136
Unit 10 Medical Ethics	141
Part One Preparation	142
Part Two Listening-Centered Activities	143
Part Three Reading-Centered Activities	
Enriching Your Word Power	145
In-Class Reading A License to Kill	147
After-Class Reading	
Passage I Required Course: Beside Manner 101	157
Passage II Human Cloning, Don't Just Say No!	164
Passage III How the Gene Test Can Affect Your Insurance	172
Part Four Further Development	181
Unit 11 Criminal Punishment and Crime Prevention	185
Part One Preparation	186
Part Two Listening-Centered Activities	188
Part Three Reading-Centered Activities	
Enriching Your Word Power	191
In-Class Reading Death and Justice	194
After-Class Reading	
Passage I The Death Penalty	202
Passage II The Criminals Go Unpunished	210
Passage III Crime Prevention	217
Part Four Further Development	224
Unit 12 Ambition	227
Part One Preparation	228
Part Two Listening-Centered Activities	231
Part Three Reading-Centered Activities	
Enriching Your Word Power	233

In-Class Reading	Ambition	236
After-Class Reading		
Passage I	Hacker or Mike?	244
Passage II	Romantic Ambition	252
Passage III	The Virtues of Ambition	260
Part Four	Further Development	268
Test Yourself (College English Band Four)	271
Glossary	287

Unit 7

Today's Youth

In-Class Reading

Profiles of Today's Youth: They Couldn't Care Less

After-Class Reading

Passage I *Me, Stuart, Mum and Dad*

Passage II *College Pressures*

Passage III *Postgraduate Paralysis*

UNIT SEVEN

Part One Preparation

1. Interpreting the Picture

Directions: *Read aloud the poem and use it to help you understand the picture. Then work in pairs to discuss the following questions.*

- 1) What is the man in the center of the picture trying to do?
- 2) What kind of person is he?
- 3) Are you and the man alike in some ways?



*Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he tried.*

— Edgar A. Guest

Note:

chuckle / 'tʃʌkl/ n. an act or sound of laughing quietly

(The poem is from *The American Anthology* by Robert R. Potter, Globe Book Company, Inc, 1983)

2. How Different Are You from Your Parents?

STEP ONE *Answer the questionnaire in the following page.*

STEP TWO *Compare your answers in small groups.*

STEP THREE *Discuss what the major differences are between your generation and your parents'*

generation.

Questionnaire

- 1) When reading a newspaper, the first column I read is _____.
The first column my parents may read is _____.
- 2) My favorite pastime is _____.
My parents' favorite pastime is _____.
- 3) I would like to choose (e.g. law, medicine, teaching, etc.) _____ as a profession.
My parents would like me to choose _____.
- 4) When choosing a job after graduation, I think the most important factor is _____.
My parents think the most important factor is _____.
- 5) When choosing a future husband or wife, the most important quality I will look for is _____.
The most important quality my parents looked for was _____.
- 6) The most important thing in my life is _____.
The most important thing in my parents' life is _____.
- 7) My biggest dream is _____.
My parents' biggest dream is _____.
- 8) My biggest worry is _____.
My parents' biggest worry is _____.

3. Finding the Joke

Directions: Two different stories are told in the sentences. The sentences are jumbled up. Find the complete version of each story. Then tell your neighbor one of the stories, and get him or her to tell you the other.

- 1) When our oldest son decided to attend his father's alma mater, West Virginia University in Morgantown, the family toured the campus.
- 2) Enjoying the spring semester of our senior year at Harvard, my classmates and I came up with what we thought were imaginative excuses for not delivering term papers.
- 3) The dormitories now have air conditioning, he said.
- 4) He paused, then added, "Just kidding!"
- 5) On the way home, a traffic accident caused us to stop on a bridge. Seizing the opportunity for a geography lesson, my husband asked, "Does anyone know what river this is?"

UNIT SEVEN

- 6) "Actually, I finished the speech early, printed it out and slipped it under your doors three nights ago. Didn't you get it?"
- 7) My husband lectured the entire day on how much easier college life would be for our son than it had been for him.
- 8) After stepping to the platform to deliver the keynote address, he said, "I've labored for days on the speech you asked me to prepare for tonight, and it's a masterpiece. Unfortunately, the printer on my computer is malfunctioning, so I'll have to give it to you tomorrow or the next day."
- 9) Our son wouldn't have to walk or hitchhike to classes in bad weather the way he had because there was now a rapid-transit system.
- 10) "Probably the one you had to swim across every day," our son replied.
- 11) One good-natured professor found a way to turn the tables on us at a year-end dinner for the senior class.

Notes:

alma mater /ˌælməˈmɑːtə(r)/ *n.* the school, college, or university which one attended 母校

keynote address a speech, given at a convention or other gathering, that presents important issues, principles, policies, etc. 主要讲话

turn the tables on someone reverse an unfavorable situation, especially by gaining the advantage over an opponent 扭转局面;转败为胜

The order of the sentences in the first story is: 1), _____

The order of the sentences in the second story is: 2), _____

Part Two Listening-Centered Activities



Amanda

Libby

Girl Scout

literacy administrator

Exercise 1

Directions: Listen to the tape and decide whether the statements are true or false. Write "T" for true and "F" for false.

- 1) T 2) T 3) F 4) F

Exercise 2

Directions: Listen to the interview again and complete the table below. Then compare your answers with your partner's.

	Why did they get involved?	What did they do?
Amanda	<p>1) They had read about <u>one Saturday Park October</u> and decided that young people <u>could make a difference</u>.</p> <p>2) They had noticed that the parks in their town <u>were worn and old</u>, and they knew the Parks Department <u>didn't have money to improve them</u>.</p>	<p>Last year:</p> <p>3) They raised money to <u>pay for trees</u> and <u>flowers</u>.</p> <p>4) They <u>plant tree flowers</u> in the spring.</p> <p>5) On Make a "Difference Day", they <u>playground equipment</u>.</p> <p>This year:</p> <p>6) They <u>did the same</u> for the other park.</p>
Libby	<p>7) Her friend in the local hospital complained that <u>there was not much books for children to read</u>.</p> <p>8) She loves to read and thinks <u>literacy is essential to our community</u>.</p>	<p>9) She visited <u>business schools and service group</u> and asked for only new books so that <u>look cheerful</u>.</p> <p>10) She <u>collect 900 books</u> for the hospital.</p>

Exercise 3

Directions: Discuss in groups the following question.

What can you do to make a difference in your city?

drug gang-activity genuine /'dʒenjuɪn/ a. 真实的
peer-driven 受同龄人轻视的。

Listening II



make news headlines

bright-eyed

videogame

fluid (adj.)

rebellious

abusive

tattoo

baggy

Exercise 1

Directions: Read the information given below first. Then, as you listen to the tape, put a tick in the TRUE column if the information you hear corresponds to the information given below, or in the FALSE column if it does not. Compare your answers with your neighbor's.

Characteristics of Today's Teens	TRUE	FALSE
Today's teens:		
1) have the same values, habits and outlooks as teenagers of earlier generations;		<input checked="" type="checkbox"/>
2) are strongly peer-driven;	<input checked="" type="checkbox"/>	
3) are more spiritual than their parents;	<input checked="" type="checkbox"/>	
4) are more ambitious than teenagers of earlier generations;	<input checked="" type="checkbox"/>	
5) are more rebellious and more abusive of alcohol or drugs than past teenage generations;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6) do not have the ability to deal with the problems that confront them.		<input checked="" type="checkbox"/>

Exercise 2

Directions: Listen to the passage again and answer the questions. Then check the answers with your neighbor.

- 1) the friends
- 2) video games
- 3) the relationship is fluid instead of stable
- 4) believe they can make difference in the world
- 5) happy good happiness enjoyable life

6) look different nose rings

Exercise 3

Directions: *Work in pairs to discuss the following questions.*

Do you think the listening passage presents an accurate profile of American teenagers? What is your impression of American young people?