



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

浙江大学 编著



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



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NEW COLLEGE ENGLISH

新编大学英语 ⑥

浙江大学 编著

主 编

应惠兰

编 者

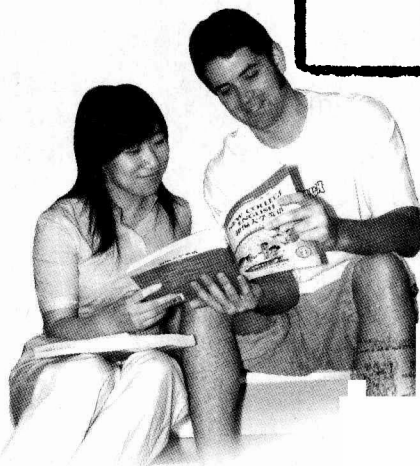
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江苏工业学院图书馆
藏书章



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

新编大学英语 = New College English. 6 / 浙江大学编著. — 2版. — 北京: 外语教学与研究出版社, 2007.1

ISBN 978-7-5600-6317-1

(新编大学英语 = New College English)

I. 新… II. 浙… III. 英语—高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2007) 第 005447 号

出版人: 李朋义

项目负责: 赵春梅

责任编辑: 赵春梅 朱云奇

封面设计: 张 峰

版式设计: 牛茜茜

插图设计: 周小舟

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京一二零一印刷厂

开 本: 787×1092 1/16

印 张: 32.25

版 次: 2007 年 2 月第 1 版 2007 年 2 月第 1 次印刷

书 号: ISBN 978-7-5600-6317-1

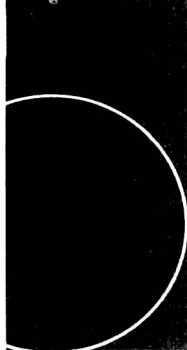
定 价: 43.90 元 (附赠 CD-ROM 一张)

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Communication

Part One

PREPARATION

1 How Do You Communicate?

Directions: *Work in groups to answer the following question by filling in the table.*

What are the forms of communication that you know or you have used?

Spoken		Written	
Interactive conversation	Noninteractive speech	Interactive net chat	Noninteractive letter

2 Cultural Barriers

STEP ONE

Listen to the dialog and note down the advice Li Na gives to Wang Hong as to what she ought to pay attention to when she's in the United States.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

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《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《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》学生用书第六册,共分10个单元,每单元由四部分组成: a) Preparation: 仍保持了原教材这部分的风格; b) Reading-Centered Activities: 与原教材这部分的风格基本相同,但词表中增加了大量的例句, In-Class Reading 不再作为活页单列; c) Further Development: 也与原教材的这部分基本相似,但不包含写作; d) Writing: 包括从阅读到写作和实用写作(包括实用写作理论和实用写作实践)两部分。从阅读到写作体现了每单元阅读与写作的密切配合: 供学生参考的语汇与表达法主要来自于阅读文章,活动构思来自于课堂活动,使学生在实践中进一步提高了表达思想的能力。同时,实用写作系统地编排在各单元中,并提供了写作范文。

《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。在浙江大学两年多的使用过程中, 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(Quizzes), 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、熊海虹、蒋景阳、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

《新编大学英语》第二版

Acknowledgements

Some sources are acknowledged within the text. In addition to those the following should be credited:

Adam Jaworski, "Silence in Communication"
Claudia H. Deutsch, "Cheating: Alive and Flourishing"
Deirdre Wilson, "Understanding an Utterance"
Fathi S. Yousef, "Who's Funny?"
Judith Viorst, "The Truth About Lying"
Suzanne Britt, "Neat People Versus Sloppy People"
Thomas Dye and Harmon Zeigler, "What Makes TV Most Entertaining?"

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《新世纪英语用法大词典》，上海外语教育出版社，1997.

《英汉大词典》（缩印本），上海译文出版社，1993.

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.

Acknowledgements

Unit	Topic	Part One	Part Two	Part Three	Part Four
1	Communication	Preparation	Reading-Centered Activities In-Class Reading <i>Understanding an Utterance</i> After-Class Reading <ol style="list-style-type: none"> I <i>Silence in Communication</i> II <i>Who's Funny?</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
2	Appearance	Preparation	Reading-Centered Activities In-Class Reading <i>Physical Attractiveness</i> After-Class Reading <ol style="list-style-type: none"> I <i>Dress for Success</i> II <i>Neat People Versus Sloppy People</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
3	Honesty	Preparation	Reading-Centered Activities In-Class Reading <i>Cheating: Alive and Flourishing</i> After-Class Reading <ol style="list-style-type: none"> I <i>The Truth About Lying</i> II <i>Is Business Bluffing Ethical?</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
4	The Media	Preparation	Reading-Centered Activities In-Class Reading <i>It's Radio!</i> After-Class Reading <ol style="list-style-type: none"> I <i>What Makes TV Most Entertaining?</i> II <i>The Power of the Press</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
5	Advertising	Preparation	Reading-Centered Activities In-Class Reading <i>Advertising Claims</i> After-Class Reading <ol style="list-style-type: none"> I <i>Insights into Advertising</i> II <i>Advertisement Appreciation</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
6	Computer Technology and the Internet	Preparation	Reading-Centered Activities In-Class Reading <i>Hackers, Crackers and Trackers</i> After-Class Reading <ol style="list-style-type: none"> I <i>Lost in the E-mail</i> II <i>The Pied Piper Goes Electronic</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
7	Ambition	Preparation	Reading-Centered Activities In-Class Reading <i>Ambition</i> After-Class Reading <ol style="list-style-type: none"> I <i>Hacker or Mike?</i> II <i>Romantic Ambition</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
8	Criminal Punishment and Crime Prevention	Preparation	Reading-Centered Activities In-Class Reading <i>Death and Justice</i> After-Class Reading <ol style="list-style-type: none"> I <i>The Death Penalty</i> II <i>Crime Prevention</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
9	Art	Preparation	Reading-Centered Activities In-Class Reading <i>What Is "Art"?</i> After-Class Reading <ol style="list-style-type: none"> I <i>Alfred Hitchcock and the Making of a Film Culture</i> II <i>The Early New York Skyscrapers</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing
10	Literature	Preparation	Reading-Centered Activities In-Class Reading <i>The Shakespeare Nobody Knows</i> After-Class Reading <ol style="list-style-type: none"> I <i>The Importance of Poetry in Everyday Life</i> II <i>What Is Poetry?</i> 	Further Development	Writing <ol style="list-style-type: none"> 1. From Reading to Writing 2. Practical Writing

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1

Communication

Part One

PREPARATION

1 How Do You Communicate?

Directions: *Work in groups to answer the following question by filling in the table.*

What are the forms of communication that you know or you have used?

Spoken		Written	
Interactive conversation	Noninteractive speech	Interactive net chat	Noninteractive letter

2 Cultural Barriers

STEP ONE

Listen to the dialog and note down the advice Li Na gives to Wang Hong as to what she ought to pay attention to when she's in the United States.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

● STEP TWO

Work in groups to come up with more advice that you can give to Wang Hong.

For example:

- 1) Try not to be late for an appointment.
- 2) Keep quiet when you attend a concert.

3 California English

● STEP ONE

Read the following passage about California English and the list of slang words and expressions and their definitions. Work in pairs to see how many slang words and expressions you understand or whose meaning you can guess. Match each of them with its definition.

California English is a dialect of English spoken in California, the most populous state in the U.S. A typical California speaker often calls up images of the so-called Valley Girls popularized by the 1982 hit song, "Valley Girl", by Frank Zappa, or the speech made famous by such movies as *Fast Times at Ridgemont High* (1982) and *Clueless* (1995). Soon some of the related words characteristic of the California dialect were used widely throughout the U.S., along with the use of the word "like" as a conversational filler. Many people predicted that these words would die out in usage, but some of them remained and have become part of American English.

Slang in California English

1. airhead
2. awesome
3. barf
4. bucket
5. dork
6. dude
7. later
8. rays
9. veg out
10. clueless
11. fer sure

Definitions

- A. a socially awkward or foolish person
- B. an old car
- C. goodbye
- D. to vomit
- E. to rest
- F. someone who behaves in a stupid way
- G. ultraviolet radiation (part of sunshine)
- H. having no idea; knowing nothing
- I. very good; extremely good
- J. certainly; absolutely so
- K. a male

Above California slang is meaningful only to the young people who are familiar with them. It is meant to be meaningless to their parents or other adults who hear it spoken. Most slang in any language is for "insiders" to know, and to keep its exact meaning from those who might overhear it but who are not part of the "in-group".

Note



STEP TWO

Work with your neighbors to make five original sentences using these slang words and expressions. Three examples are given below:

- 1) I plan to go to the beach this afternoon and catch some **rays**.
- 2) When he asked me to go to the dance with him, I said no, because I think he's a **dork**.
- 3) He's such an **airhead**. I'll bet he doesn't even pass the English class.

Part Two

READING-CENTERED ACTIVITIES

In-Class Reading

Pre-Reading

Directions: Discuss the following questions in groups.

- 1) Can you explain why misunderstanding occurs in the following dialog?
A: When are we leaving to see the movie?
B: What movie?
A: Didn't Mary tell you about the movie?
- 2) Do you think the literal meaning of a sentence is always exactly what the speaker actually means? If no, can you tell the difference between these two layers of meaning by giving some examples?

Passage Reading

Understanding an Utterance¹

1 Someone might claim that understanding an utterance is a simple matter of linguistic decoding². For instance, a certain politician—call her Margaret—is speaking to us in English; it might be claimed that all we need to understand her is a knowledge of English. Virtually any utterance can be used to show that this hypothesis is wrong. There is a gap between knowing what a sentence of English 5 means and understanding all that a speaker intends to communicate by uttering it on any given occasion. Communication and understanding involve more than mere linguistic encoding³ and decoding.

2 The examples that demonstrate the gap between sentence meaning and utterance interpretation fall into three main categories, corresponding to three main 10 questions that the hearer has to answer.⁴

3 (A) What did the speaker intend to say?

4 Consider (1), which was taken from an advertisement for an employment agency⁵ that used to appear in the London Underground:

(1) *If you are looking for a good job, we're offering a thousand a week.* 15

5 Our knowledge of English alone will tell us that this advertisement has at least two possible interpretations: it may be offering a thousand pounds a week, or it may be offering a thousand good jobs a week. Our knowledge of English alone, however, will not tell us which interpretation was actually intended or understood. More

generally, our knowledge of the language will tell us the range of possible interpretations of a vague, ambiguous, or ambivalent utterance, but will not tell us which interpretation was actually intended on any given occasion. 25

6 In fact, this advertisement is quite interesting from a communicative point of view. It is an utterance on which hearers quite systematically get the wrong interpretation first, and have to correct it. Here, the first interpretation to occur to most English readers would be that they are being offered a thousand pounds a week, which is an awful lot⁶ of money—too much, in fact, to be handed out by 30 advertising in the London Underground. Hence, this interpretation would have



to be rejected in favour of the less exciting interpretation that what was being offered was merely a thousand good jobs a week.

7 Indeed, it is clear that these facts were deliberately exploited by the advertisers in order to attract the audience's attention. An advertisement which merely said "We're offering a thousand good jobs a week" would hardly have been worth a glance. An adequate theory of communication should explain not only the simple cases in which a vague, ambiguous, or ambivalent utterance is correctly understood, but also more complex cases such as (1). Why is the first interpretation to come to mind generally the "thousand pounds" one? On what grounds is it rejected? On what grounds is the "thousand good jobs" interpretation preferred?

8 In the literature on communication, saying is generally contrasted with implying. Every utterance is seen as communicating a variety of messages, some explicitly, others implicitly. Saying is seen as falling on the explicit side. In order to discover what was said by an utterance (i.e. what was explicitly expressed), the hearer must do much more than just decode the sense of the sentence uttered.

9 (B) What did the speaker intend to imply?

10 Sometimes, it is quite clear what the speaker intended to say, but less clear what she intended to imply. Consider (2), used by Mrs. Thatcher in a BBC radio interview when she was still Prime Minister:

(2) *I always treat other people's money as if it were my own.*

Here, there is no problem deciding what Mrs. Thatcher intended to say, but there is a problem deciding what she intended to imply. On the assumption that she treats her own money very carefully, (2) will imply that she treats other people's money very carefully; on the other hand, on the assumption that she spends her own money any way she likes, (2) will imply that she treats other people's money any way she likes, and so on. Different assumptions lead to different implications; the hearer's task is to identify the intended ones. Clearly, in this case the intended implication was that Mrs. Thatcher treats other people's money very carefully, but how do we know this? More generally, how do we recognize the intended implications of any utterance?

11 Some utterances have a few strong, highly salient implications; others have a broader, less determinate range. Thus, compare (3) and (4):

(3) a. *Peter: Does Viv play cricket well?*

b. *Mary: He plays for the West Indies.*

(4) a. *Peter: What will you do today?*

b. *Mary: I don't feel too well.*

On the assumption that anyone who plays for the West Indies is a good crick- 70
eter, (3b) strongly implicates that Viv is a good cricketer, and the discovery of
this implication is essential to the understanding of (3b). (4b) has a broader and
weaker range of implications, no one of which is essential to understanding. In
uttering (4b), Mary clearly encourages Peter to think that she will be less ener-
getic, less creative than normal, but she does not commit herself to any definite 75
course of action⁸. In either case—whether the implications are strong or weak—
they cannot be discovered by linguistic decoding alone.

12 (C) What was the speaker's intended attitude to what was said and implied?

13 Sometimes, it is clear what the speaker intended to say or imply, but less
clear what her attitude is to what she has said or implied. Consider a famous 80
example from *Pride and Prejudice*. Elizabeth, the heroine, has finally agreed to
marry Darcy, and her sister asks her when she first realized she was in love with
him. Elizabeth replies:

(5) *I think it was when I first set eyes on his magnificent estate at Pemberley.*

The question raised by Elizabeth's utterance is this: are we meant to think she 85
believed what she said⁹? In his review of *Pride and Prejudice*¹⁰, Sir Walter Scott
took the utterance literally, and condemned Elizabeth (and Jane Austen) for being
mercenary. Many later readers have assumed that Elizabeth did not believe what
she said, that she was indeed making fun of the idea that one might fall in love
with someone for his magnificent estate. The issue, in other words, is whether 90
Elizabeth's utterance was intended as ironical or not.

14 A similar issue arises at the level of implication. Consider:

(6) a. *Peter: Is John a good cook?*

b. *Mary: He's English.*

Given the reputation of English cooking, the most natural interpretation of 95
Mary's utterance in (6b) is that she intended Peter to supply the assumption that
the English are bad cooks, and to conclude that John is a bad cook. But while
she clearly intended to commit herself to the claim that John is English, it is less
clear that she seriously intended to commit herself to the truth of the assumption
that the English are bad cooks, and the conclusion that therefore John is a bad 100
cook.¹¹ Perhaps she was merely being playful, encouraging her audience to
entertain¹² the stereotype without actually endorsing it? Clearly, there is room for
misunderstanding here.

15 In deciding on the speaker's intended attitude to the messages expressed
and implied, the audience has to answer the following sorts of questions. Is she 105
endorsing these messages or dissociating herself from them; is she asserting that

they are true, wondering whether they are true, perhaps wishing or hoping that someone will make them true? To a certain extent, these attitudes can be linguistically encoded (e.g. by declarative, interrogative, or imperative syntax); but, as (5) and (6) show, in this aspect of interpretation as in any other, what is communicated generally goes well beyond what is linguistically encoded.

(1,275 words)

Time taken:	minutes
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● Proper Names

BBC

Darcy /'dɑ:si/

Jane Austen /'dʒɛn/

Mrs. Thatcher /'θætʃə(r)/

Pemberley /'pembəli/

Sir Walter Scott

Viv

the West Indies

(British Broadcasting Corporation) 英国广播公司
(男子名) 达西 (简·奥斯丁的小说《傲慢与偏见》中的男主角)

(女子名) 简·奥斯丁 (1775~1817, 英国小说家, 以善于描绘中产阶级家庭生活著称)

撒切尔夫人 (1925~, 英国首相 [1979~1990])

彭伯里 (《傲慢与偏见》中的庄园名)

沃尔特·司各特爵士 (1771~1832, 英国苏格兰小说家、诗人、历史小说首创者、浪漫主义运动的先驱)

(男子名) 维夫

西印度群岛 (文中为板球队名)

● New Words

★ **ambiguous** /æm'bigjuəs/ *adj.* not clear, or capable of being understood in more than one way 含糊不清的, 模棱两可的

e.g. I) She left a very ambiguous message on the answerphone last night.

II) This agreement is very ambiguous and open to various interpretations.

ambivalent /æm'bɪveɪlənt/ *adj.* characterized by a mixture of opposite feelings, attitudes, etc. 模棱两可的, 含糊的

e.g. I) We are both somewhat ambivalent about having a child.

II) However, he has been ambivalent on the military budget, overall.

communicative /kə'mju:nɪkətɪv/ *adj.*

I) relating to the ability to communicate 交际(能力)的

e.g. I) We have a very communicative approach to teaching languages.

II) The communicative ability of the whale is thought to be highly developed.

注: 根据《大学英语课程教学要求(试行)》参考词汇表, 无标记词为一般要求词汇; ★为较高要求词汇; ▲为更高要求词汇; #为大纲外词汇。