

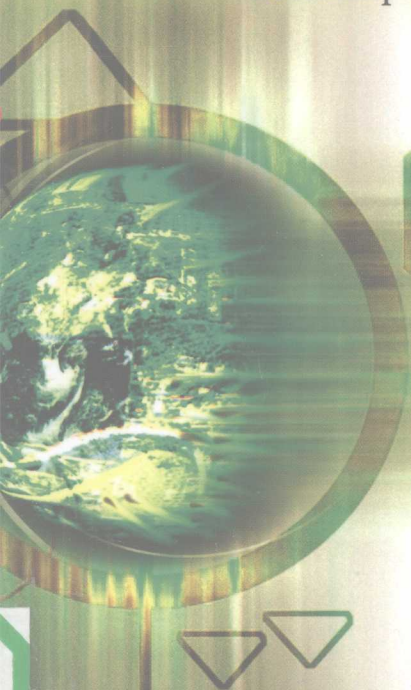
研究生 实用英语教程

Contemporary Practical English Course
for Non-English Major
Graduate Students

王忠智
伍伟鹰

主编

教师用书下



北京大学出版社
PEKING UNIVERSITY PRESS

研究生实用英语教程

Contemporary Practical English Course for Non-English Major Graduate Students

教师用书

(下)

主 编 王忠智 伍 伟 贾 鹰



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

研究生实用英语教程:教师用书(下)/王忠智,伍伟,贾鹰主编. —北京:北京大学出版社, 2009.9

ISBN 978-7-301-15690-2

I. 研… II. ①王…②伍…③贾… III. 英语-研究生-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2009)第 145626 号

书 名: 研究生实用英语教程:教师用书(下)

著作责任者: 王忠智 伍 伟 贾 鹰 主编

责任编辑: 黄瑞明

标准书号: ISBN 978-7-301-15690-2/H · 2299

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn>

电子邮箱: zpup@pup.pku.edu.cn

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767315 出版部 62754962

印刷者: 三河市欣欣印刷有限公司

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 10.5 印张 249 千字

2009 年 9 月第 1 版 2009 年 9 月第 1 次印刷

定 价: 25.00 元

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究 举报电话: 010-62752024

电子邮箱: fd@pup.pku.edu.cn

前言

P R E F A C E

随着当前大、中、小学英语教学改革一条龙的逐步实现以及非英语专业研究生入校时水平的日益提高,其教学目标已由 General English 逐渐向 Practical English 方向过渡,即更加注重英语教学的实用性和技能性培养。为了顺应这一变化,同时也为了与大学英语教学改革顺利接轨,特别编写了《研究生实用英语教程》(Contemporary Practical English Course for Non-English Major Graduate Students)。该教程是以国家教育部审定批准的非英语专业研究生英语教学大纲依据,结合当前大学英语教学改革现状与非英语专业研究生的特殊需求以及社会对非英语专业研究生的实际需要编写而成。

《研究生实用英语教程》共由两个分册构成。上册的教学内容侧重学业与职业技能培养,下册的教学内容侧重生活和社交方面技能培养。教材使用者可以根据自己的实际需要选择使用。

本教程的设计吸收了我国长期研究生英语教学和教材编写中积累的丰富经验,同时还采纳了国外的先进教学理论和方法,在继承中有所创新和突破。

本教程的选材特点是注重知识性、实用性和技能性,旨在使学生通过语言知识和信息知识的获取来培养他们的语言实际应用能力、主动获取信息能力、创新性思维能力、准确的判断能力和较强的思辨能力。

本教程每册共含有 8 个单元,每个单元 7 个部分组成,分别为 General Information, Listening and Practice, Text, Further Reading Practice, Writing Skills and Practice, English Seminar 以及 Additional Words and Expressions。

“General Information”部分主要引介与主题有关的知识信息概况,旨在让学生对有关教学主题内容有个大致了解,使其知其然,也知其所以然,以便为此后各项教学任务的顺利进行打下基础。该部分的教学要求是以学生自学为主,教师课堂检查为辅。

“Listening and Practice”由两个部分组成:短文听力练习和对话练习。该练习严格结合各单元教内容,旨在培养学生的听力理解能力。该部分除了配有听力录音外,还辅以文稿和相关的听力练习等。该部分的教学要求是教师课堂上指导,辅以学生课后自学。

“Text”部分的教学要求是学生借助教学光盘在课前进行预习与教师在课堂上给予指导,通过共同努力达到领会、理解和掌握教学内容的目的。

“Further Reading Practice”部分共由3篇文章构成。其中第1、2篇为必读文章;第3篇,即Extra Reading是为学有余力的学生配备的。所涉及的内容与单元主题相辅相成,目的是扩充学生有关方面的知识面以及通过语言和语用的复现,提高学生的语用能力,同时也为“Seminar”练习提供知识信息和语料。该部分教学内容要求学生借助教学光盘以自学为主。

“Writing Skills and Practice”的特点是以应用文为主,结合单元课程的主题教学内容特点配加的。该部分共由两个内容构成:写作知识和写作练习,目的是让学生通过对有关写作知识的了解和练习,掌握有关写作技能,培养写作能力。

“English Seminar”部分由两三个相关论题构成,供学生任选练习,旨在来提高学生提出问题、分析问题与解决问题的能力,以及语言的的实际应用能力与表达应变能力,以及通过专题讨论和评判来巩固学生已学的知识与技能。该教学部分虽然被安排在单元课程的后部,但却应视作单元课程的重点教学内容之一,因为该项练习体现了相关单元知识的综合应用和能力的培养。

“Additional Words and Expressions”为附加相关表达词语,也是相关主题表达词语的扩充,旨在为学生做“Seminar”练习时提供语料帮助,使学生能够借助有关语料,准确地表达自己的观点或看法。

由于各校为非英语专业研究生所配给的课时量不同,使用教材时,可根据各自实际情况选用感兴趣的单元课程或相关练习。

由于成书时间仓促,加之水平所限,书中纰漏在所难免。诚望专家学者和广大的教材使用者不吝赐教,以求完善。在此谨表由衷谢忱。

考虑到学生的经济承受力,我们将听力内容制成光盘,因为光盘远比磁带价廉物美,且更具优越性。

目 录 CONTENTS

Unit One	Cultural Differences	1
Part 1	General Information about Culture	1
Part 2	Listening and Practice	3
Part 3	Text	7
Part 4	Further Reading Practice	10
Part 5	Writing Skills and Practice	16
Part 6	English Seminar	18
Unit Two	Interpersonal Communication	20
Part 1	General Information about Interpersonal Communication	20
Part 2	Listening and Practice	22
Part 3	Text	27
Part 4	Further Reading Practice	29
Part 5	Writing Skills and Practice	36
Part 6	English Seminar	37
Unit Three	Choose the Right Career	39
Part 1	General Information about Careers	39
Part 2	Listening and Practice	41
Part 3	Text	46
Part 4	Further Reading Practice	50
Part 5	Writing Skills and Practice	56
Part 6	English Seminar	57
Unit Four	Manage Your Fortune	64
Part 1	General Information about the History of Money	64
Part 2	Listening and Practice	67

Part 3	Text	71
Part 4	Further Reading Practice	74
Part 5	Writing Skills and Practice	81
Part 6	English Seminar	84

Unit Five	Choose Your Partner	89
------------------	----------------------------	-----------

Part 1	General Information about Choosing Your Partner	89
Part 2	Listening and Practice	91
Part 3	Text	94
Part 4	Further Reading Practice	99
Part 5	Writing Skills and Practice	105
Part 6	English Seminar	106

Unit Six	What Is Intelligence?	110
-----------------	------------------------------	------------

Part 1	General Information about Intelligence	110
Part 2	Listening and Practice	113
Part 3	Text	116
Part 4	Further Reading Practice	120
Part 5	Writing Skills and Practice	125
Part 6	English Seminar	125

Unit Seven	How to Succeed	127
-------------------	-----------------------	------------

Part 1	General Information about Success	127
Part 2	Listening and Practice	128
Part 3	Text	131
Part 4	Further Reading Practice	135
Part 5	Writing Skills and Practice	139
Part 6	English Seminar	142

Unit Eight	Criteria for Happiness	145
-------------------	-------------------------------	------------

Part 1	General Information about Happiness	145
Part 2	Listening and Practice	146
Part 3	Text	150
Part 4	Further Reading Practice	153
Part 5	Writing Skills and Practice	158
Part 6	English Seminar	160

Unit One Cultural Differences

Part 1 General Information about Culture



Language Points

1. **More about “Sense of Self and Space”**: Self-identity usually depends on culture to such a great extent that immersion in a very different culture—with which a person does not share common ways of life or beliefs—can cause a feeling of confusion and disorientation. Anthropologists refer to this phenomenon as culture shock. In multicultural societies—societies such as the United States into which people come from a diversity of cultures—unshared forms of culture can also lead to tension.

Members of a society who share culture often also share some feelings of ethnocentrism, the notion that one’s culture is more sensible than or superior to that of other societies. Ethnocentrism contributes to the integrity of culture because it affirms people’s shared beliefs and values in the face of other, often contradictory beliefs and values held by people of other cultural backgrounds. At its worst, ethnocentrism has led people to commit ethnocide, the destruction of cultures, and genocide, the destruction of entire populations. This happened, for example, to Jews living in Nazi Germany in the 1940s.

2. **More about communication and language**: Spoken Chinese comprises many regional variants, called dialects. Although they employ a common written form, they are mutually unintelligible, and for this reason, controversy exists over whether they can legitimately be called dialects or whether they should be classified as separate languages. The differences among them are analogous to the differences in pronunciation and vocabulary among the Romance languages. Generally, however, the variants of Chinese are referred to as dialects. Most Chinese speak one of the Mandarin dialects, which are largely mutually intelligible. The dialect spoken in Beijing constitutes the base for standard Mandarin dialect. It forms the basis both of the modern written vernacular, Baihua, which supplanted classical Chinese in the schools after 1917, and of the official spoken language, Putonghua, prescribed in

1956 for nationwide use in schools.

Chinese also has six other dialect groups, all spoken in China's southeastern provinces. The Yue dialects, also called Cantonese, are spoken in Hong Kong, most of Guangdong, southern Guangxi Zhuang Autonomous Region, parts of Hainan, and in many overseas settlements. Most of the inhabitants of Hunan use the Xiang dialects, also known as Hunanese. The Min dialects are spoken in most of Fujian, large areas of Taiwan and Hainan, parts of eastern Guangdong and the Leizhou Peninsula, and in areas of Southeast Asia. Most of the people living in Jiangxi and the southeastern corner of Hubei use the Gan dialects. The majority of the inhabitants of Zhejiang, as well as people living in southern areas of Jiangsu and Anhui, speak the Wu dialects. Some Wu speakers share marginal mutual intelligibility with Mandarin and Gan speakers. The Kejia, or Hakka, dialects are spoken in northeastern Guangdong, southern Jiangxi, southwestern Fujian, and in pockets throughout southeastern China and Southeast Asia.

3. **An example—American culture:** American culture is rich, complex, and unique. It emerged from the short and rapid European conquest of an enormous landmass sparsely settled by diverse indigenous peoples. Although European cultural patterns predominated, especially in language, the arts, and political institutions, peoples from Africa, Asia, and North America also contributed to American culture. All of these groups have influenced popular tastes in music, dress, entertainment and cuisine. As a result, American culture possesses an unusual mixture of patterns and forms forged from its diverse peoples. The many melodies of American culture have not always been harmonious, but its complexity has created a society that struggles to achieve tolerance and produces a uniquely casual personal style that identifies Americans everywhere. The country is strongly committed to democracy, in which views of the majority prevail, and strives for equality in law and institutions.



Answers to Questions

- (1) Culture is a distinctly human means of adapting to circumstances and transmitting this coping skill and knowledge to subsequent generations. (The question is debatable and allows for different academic answers.)
- (2) Americans have a sense of space that requires more distance between individuals, while Latins will stand closer together.
- (3) The Englishman's bowler and umbrella, the Japanese kimono, and the Native American headband.
- (4) For example, some Chinese take dogs as food while most westerners take them as pets and friends.

- (5) People in some countries such as China think in terms of winter, spring, summer, and fall; but for others such as Africans, the more meaningful designations may be rainy or dry seasons.
- (6) The army have their own time system of twenty-four hours. For example, 1 p.m. civilian time becomes 1300 hours in military time.
- (7) No. There are other categories: relationships, values and norms, beliefs and attitudes, mental process and learning and work habits and practices. There are different categories of culture to different experts.
- (8) One example is the dying language of some minority nationalities in China together with the change of eating and dressing habits.

Part 2 Listening and Practice



Exercise 1 Dialogue Listening



Tapescript 1

Thanksgiving Parade and Dinner

Yoyo, a girl from Shanghai, had planned to spend Thanksgiving together with her friends Taylor and Holly.

In the early morning, Taylor called.

Taylor: Out of bed, sleepyhead. We need to get a good spot.

Yoyo: Wha-what? The sun's not even up yet!

Taylor: We are going to the Macy's Thanksgiving Parade! To see all the floats and balloons!

Yoyo: [yawns] Can't we just watch it on TV?

Taylor: Nope. I promised Holly we'd go so she can finish cooking.

Yoyo: OK, I'm coming already! [to herself] God, this is like getting up for Confucius Birthday ceremony.

[during the parade]

Yoyo: What a prime spot! I've never seen balloons this big!

Taylor: This parade is about 80 years old. It's a New York tradition.

Yoyo: Is that Santa Claus on that float? Isn't Christmas still a month away?

Taylor: Hah, yeah, that's true. But, Macy's is a department store, so they want to get you thinking of Christmas early.

Yoyo: So you'll shop? That's crazy!

Taylor: Yeah, and remember Holly's dad? He's already got his Christmas lights up!

Yoyo: Speaking of Holly, shouldn't we head back to help?

[Back to the apartment, Holly was busy preparing the Thanksgiving dinner.]

Holly: The turkey's stuffed and has been cooking for about three hours.

Yoyo: OK, and that's asparagus and that's cranberry sauce, but what's that?

Holly: Candied yams. With lots of butter and brown sugar and marshmallows on top.

Yoyo: Wow, you made a ham, too? Why is it covered with pineapple slices?

Holly: That's decorations. It's a honey ham with a sweet glaze. Those whole cloves are keeping the pineapples on the ham.

Yoyo: It all looks delicious, Holly. What can I do to help?

Holly: Finish the deviled eggs. Then baste the turkey! And then, Dinner is ready!

Step 1 Blank Filling

1. The sun's not even up yet!
2. Can't we just watch it on TV?
3. This parade is about 80 years old. It's a New York tradition.
4. Speaking of Holly, shouldn't we head back to help?
5. The turkey's stuffed and has been cooking for about three hours.
6. It all looks delicious, Holly. What can I do to help?

Step 2 Listening for Summary

Summary: Yoyo, a girl from Shanghai, had planned to spend Thanksgiving with her American friends Taylor and Holly. In the morning Yoyo and Taylor went to Macy's Thanksgiving Parade and had a wonderful time. Then they went back to their apartment and helped Holly for the Thanksgiving meal.



Exercise 2 Passage Listening



Passage 1



Tapescript 2

Judaism

Judaism is the religion of the Jewish people. It is one of the oldest religions, and it is based on the belief in one God. Judaism deeply influenced both Christianity and Islam. All three religions began in the Middle East.

The *Bible* is the sacred book of Judaism. Christians refer to the Jewish Bible as the *Old Testament*. It is a collection of many books. Some books of the *Bible* tell the history of the Jewish people and show how God was active in human events. Some books set down laws and rules. Other books consist of poetry or speeches.

The first five books of the Bible are especially sacred to Jews. These books are called the *Torah*. Religious Jews believe the *Torah* to be the word of God.

Jews consider the biblical figure Abraham to be the father of the Jewish people. According to Jewish belief, God made a covenant or an agreement with Abraham. God promised to look after the descendants of Abraham as his chosen people. They, in turn, would believe in one God and obey his commands.

In the 1200s BC, the Jews were living as slaves in Egypt. A leader named Moses led them to freedom. On the way to the promised land of Canaan, Moses received a message from God. The message was the *Ten Commandments*, the most basic laws of Judaism. The *Ten Commandments* tell how people should behave toward one another as well as toward God. Judaism is one of the first religions to put ethics, or good behavior, at its center.

The Jews has ruled a kingdom off and on for six centuries. Their great kings include Saul, David, and Solomon. Eventually, they lost their country, which they called Israel, and were forced to scatter. This scattering is called the Diaspora. It has continued for 2,500 years. Judaism has continued to develop during the period of the Diaspora, as the Jewish people focus on their communities, books, and religious ideas.

Some Jews believe that the Diaspora, or the exile from the land of Israel, was a punishment from God for disobeying his laws. They believe that God will send a prophet or Messiah to Earth one day. The world will then end and all the people who ever lived will face God's final judgment.

Judaism today is divided into three branches. These branches offer different ideas about how to stay religious while living in the modern world. Orthodox Jews keep strictly to the ancient ways stated in Jewish sacred texts and Jewish law. Conservative Jews believe laws and traditions may change to fit the times, though not easily. Reform Jews believe individuals can choose what traditions to follow.

Step 1 Multiple Choice

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. D | 3. C | 4. C | 5. C |
| 6. A | 7. D | 8. A | 9. D | 10. B |

Step 2 True or False

- | | | | | |
|------|------|------|------|------|
| 1. T | 2. F | 3. F | 4. T | 5. F |
| 6. T | 7. T | 8. F | | |



Passage 2



Tapescript 3

Forbes Magazine Lists World's Wealthiest People

Step 1 Spot Dictation

It's a *Who's Who* of who earned the most, and how much they are worth that is almost too much to fathom. Forbes Associate Editor Luisa Kroll says she was surprised by the number of (1) new, young, self-made billionaires on the list.

Luisa Kroll: (2) China had its first young self-made billionaire, a guy who is only 35 years old, Wong Kwong Yu, who made his fortune in appliance retailing, obviously (3) taking advantage of that country's growing middle class.

A growing number of urban Chinese who've made their fortunes in business are dressed for success these days. If they want to refurbish their apartments, (4) they might consult another billionaire on Forbes list, American home decorating expert Martha Stewart, who made money even while she was spending five months in a federal prison for insider stock trading.

Peter Newcomb (senior editor of Forbes): While in prison, she saw her net worth almost triple, so she went into prison worth about \$350 million. She emerged as a billionaire. (5) That's quite an interesting story.

At the top of the Forbes list for the 11th straight year: Microsoft founder Bill Gates. He's worth more than (6) \$46 billion and (7) gives much of his money away to charity. Coming in second is the American investor Warren Buffett. Third on the list is the Indian steel tycoon Lakshmi Mittal, shown last year at the wedding in France of his daughter.

(8) It is also a very good year for Ingvar Kamprad, the founder of Ikea, the Swedish discount furniture chain. Bargain shopping puts the chairman of Wal-Mart, S. Robson Walton, among the top ten billionaires. Four other Waltons are right behind him. The five Walton family members are worth more than \$90 billion.

(9) There are more than 100 new billionaires on the Forbes list this year. The total net worth of their holdings: a stunning \$2.2 trillion. It is a good year to be in Internet technology, if your names are Sergey Brin and Larry Page, the two young founders of

Google.

While Martha Stewart made a profit from her cell, another wealthy inmate is one of this year's biggest losers. Russia's embattled head of Yukos Oil, Mikhail Khodorkovsky, went to jail on charges of fraud and forgery and saw his fortune plunge.

Mr. Khodorkovsky can't be blamed if he's caught quoting the late Russian born-American signer Sophie Tucker: "(10) I've been rich and I've been poor," she said, "and believe me, being rich is better."

Step 2 Topic Discussion

Open.

Part 3 Text

◆ 课文参考译文

跨越文化差异——获取海外事业的成功

我的一位客户突然给我打来电话,问我能否飞到慕尼黑解决一场重大危机。我同意去,但是在听到事件的梗概之后,我对解决问题不抱什么希望。我担心现在自己想尽办法都于事无补,为时太晚了。

18个月以前,两家著名的跨国企业——一家日本公司和一家德国公司共同签署了一份合资协议来开发、生产有可能打开全新市场的某项产品。这家合资企业将结合一家公司的营销能力和另一家(我的客户)的技术与设计能力。

在两家公司的董事会看来,这似乎一定是个无可挑剔的商业合作。在协议签署后的几周内,一群日本设计工程师和另一群规模和专业技能都旗鼓相当的德国工程师被派往德国公司在巴伐利亚的工厂。大家对这份协议充满了热情与活力,具有很强的感染力。

但是,日方的工程师到达后没几天便感到十分震惊,他们觉得德国同事非常粗鲁、轻率又懒惰。在开会和作展示时,德国人总爱插话,他们对通过大量会后小组讨论以达成协议毫无兴趣,而这正是日本企业文化不可或缺的一部分。德国人一切都要当面争个明白,对此日方人员觉得很不舒服:对日本人来说,这样做太容易丢面子。而且,他们也不喜欢德国人不论工作是否完成都要下班回家的做法。

而德方人员同样对日本人很不满。许多日方工作人员似乎不会说英文,而英文本该是双方的共通语言。德方人员抱怨说,就算是能说英文的日方人员也不能坦诚明了地表达意见。等我到达的时候,双方已经几乎不交谈了。他们各自向我阐述对对方的意见,这些意见让人觉得双方都是种族主义者。双方的沟通完全中断,我尽我所能去挽救,但是为时已晚。数月之后,该团队解散。据内幕消息,这两家公司的损失都在好几千万美元。

那么,到底出了什么问题?这两家公司本该如何处理这一问题呢?

答案就在于这两家公司一开始就该意识到来自不同文化的团队或者个人突然被置于同一个工作场所会出现什么样的问题。不幸的是,企业的管理层在决定跨国合并、收购、合资及签署许可协议时,仍然很少认真地考虑跨文化差异。

然而有大量的证据——甚至多得令人尴尬的证据——证实,跨文化差异是诸多跨国合资企业和其他商业合作失败的主要原因。人们在设法弥和文化差异的时候,通常采用的形式是在这两种文化间构建一种共同的文化。这种方式的问题在于它忽视了人们迫切需要了解民族文化的必要性,而民族文化显然对公司文化有重大的影响。

人们是如何放下架子,或者团队在新项目中如何开会,做出决定,解决问题,管理员工,以及讨论提议?很少有公司花工夫去考虑这些基本细节问题。然而,文化背景不同的人执行标准处理程序(SOP)的方式也各不相同。在这个德国—日本公司的案例中,没有哪家公司花了工夫让其员工了解对方的文化态度和文化行为,也没有试图让新团队讨论双方的分歧(及相似之处——日本人和德国人通常都期望准时、有清楚详尽的议事日程)。

何为解决方案?

那么,如何在跨国业务交往中培养这种能力与技巧呢?如何才能避免上述耗费巨资的失败案例再次发生?不同的跨国交易需要不同的解决方案。

坎宁自1965年以来一直在帮助各机构寻找并实行各类正确的跨文化事务解决方案。例如,有时候是为双方的关键人员提供语言与跨文化的强化训练;或者我们可能参加某个新成立的跨国团队的首次会议,帮助各成员了解新同事在文化方面的异同。此类工作让所有的团队成员深刻领悟他们该如何进行良好的合作,我们还通过其他形式的帮助使这种合作进一步深化。有时我们也开设一系列常规的跨文化课程,使员工认识到我们在此地的行事方式和某个叫克劳斯或弗朗索瓦的人在彼地的行事方式不一定相同。

什么样的跨文化技巧培训能真正起作用?

你只有意识到自己根本不是中立的旁观者,而是一开始就带着许多自己的根深蒂固的偏见,这样才能正确地处理文化差异。一开始便带着根深蒂固的偏见,这并不丢脸。我们必定都会受到自己生长的文化环境的影响,你也不例外。

顺便提一下,如某些商人所想像的仅仅凭借常识就能避免跨文化差异是很危险的。遗憾的是,太多的高级行政人员的确相信他们自己、他们的同事和下级仅仅通过直觉便能轻松地渡过波涛汹涌的跨文化的海洋。

你如何保证你和同事们在处理跨文化差异时能获得实用的技能?

在坎宁,我们认为要发展这种技能需要四个重要步骤。

首先,你确实需要了解自己。你得识别并清楚自己的日常行为,你有什么样的价值观?你有什么样的世界观?你认为在社会和商业背景中,什么是规范的行为和见解?当然,你所认为的规范并非客观标准,仅仅是你的看法而已。但在进行下一步之前,你得了解这一点。

然后,你需要了解对方国家中制约规范的那些因素。在坎宁,我们喜欢从三个层面进行分析,我们称之为“实情—态度—行为”。这由诸如地理、人口分布、历史、宗教、教育、经济等实情因素组成,这些因素形成了某些心态,而这些态度影响着和你打交道的来自特定文化的人们的行为方式。第二步需要仔细斟酌与分析。人们太容易忘记对方(或者自己)的态度是何等的根深蒂固。

以下的几个因素尤其需要注意:

- 时间:例如,准时和遵守最后期限有多重要?
- 真诚:例如,对方对于诚实、对与错的态度如何?
- 人际关系:例如,对方如何看待年长或者职位比自己高的人?
- 个性:例如,对方如何看待冒险?他们是否认为自己有自由选择权?

- 沟通:例如,对方是否喜欢坦诚和直率?

每一个人,即使是来自同一国家,在某些程度上对这些因素的看法都不一样,但是来自同一国家的人一般(虽然并非必然)都会表现出自己国家的文化设想和文化心态的某种聚类。通过研究这些聚类,有可能有效地了解那些会影响该国人民的某种文化认识与文化心态。

处理跨文化差异的第三步是了解别人如何看待自己。很有必要了解来自其他文化的人们如何看待你与你们的文化,你尤其有必要了解他们对你文化的任何负面的看法。

第四步是在坚持自身价值观的同时也要学会适应。如果想与其他文化的人们进行有效合作,你可以——并且经常是应该——有意识地努力改变自己的沟通方式,千万不要摆出屈尊俯就的态度。

记住——随着国际商业的持续发展和商业领域中国际竞争的日益加剧,跨文化差异带来的挑战将会日益增大。



Post-reading Exercises



Exercise 3 Functions of Paragraphs

1. D 2. C 3. C 4. D 5. C



Exercise 4 Vocabulary Replacement

1. A 2. B 3. A 4. C 5. B
6. B 7. D 8. B 9. D 10. B



Exercise 5 Blank Filling

1. crisis 2. signed 3. infectious 4. inconsiderate 5. pressing
6. personnel 7. facilitated 8. risky 9. constitutes 10. handling



Exercise 6 Multiple Choice

1. 答案:C。句意:我真想去看那电影,首先是因为凯文·斯派西是我最喜欢的演员。for one thing 首先。
2. 答案:B。句意:布什总统承认,他的政府决策导致了伊拉克(政局)的不稳定。contribute to; to make sth happen 导致,引起。
3. 答案:C。句意:我最初对这事件的了解是对的! figure out 理解,想出。
4. 答案:B。句意:除非美国和朝鲜都能够提出全新的和谈方案,会谈才不至于终无所获。amount to nothing 无结果。
5. 答案:D。句意:我很高兴知道给我们提供最优惠价格的强力医疗设备公司在来年将成为我们的生意伙伴。more than pleased to do = very pleased to do

6. 答案:C。句意:我们必须设法用更少的人力、物力来做更多的工作。形容词比较级的用法。
7. 答案:A。句意:我约好了今天剪头发。make an appointment 约会,约定。
8. 答案:B。句意:如果不是 Philo T. Farnsworth 发明了电视,我们今天还在听着广播吃冰凉的食物。If it weren't for 虚拟语气用法。
9. 答案:A。句意:约翰逊在决赛中以 2 比 1 打败了我。
10. 答案:B。句意:就健康状况而言,去西藏旅行需要什么条件? as far as sth./sb. is concerned 固定词组。



Exercise 7 Translation

1. The students have to finish their study and pursue their interests as well.
2. An old friend rang me out of the blue—I hadn't seen him for more than 10 years.
3. Please take it seriously.
4. He is bound to leave—he is tired and bored with the place.
5. Mary gave an objective and detailed account of the incident.
6. Their musical group disbanded eventually.
7. They pulled together and worked hard to bridge the difficulties.
8. It is essential you go and explain everything to him.

Part 4 Further Reading Practice



Passage 1

◆ 课文参考译文

喜福会

由 G. P. 普特曼公司 1989 年出版的《喜福会》讲述了四位中国女移民与出生在美国的女儿之间的故事。这四位女性希望与女儿分享自己在中国的生活经历及因此而形成的世界观。女儿们试图了解和尊重母亲的过去,但又要适应美国生活并获得母亲的认同。书名取自其中的一位母亲,吴苏媛在日本侵华时期所组织的聚会,聚会旨在鼓舞友人的士气,使她们得以暂时摆脱日常生活的烦恼。苏媛来到美国后继续组织这个聚会,希望为她的家庭和朋友们带来好运并且从中得到快乐。

谭恩美创作《喜福会》旨在了解自己与母亲之间的关系。谭恩美的父母身为中国人,希望孩子们能融入美国社会,却又想让他们保持中国人的思维,正值青少年时期的谭恩美发现这一点很难做到。除了像其他母女之间所经历的代沟,她和母亲之间还存在着文化上的差异。因此,谭恩美的创作不仅仅是为了分辨文化传统,也是为了了解如何与母亲更好地相处。

评论家们很欣赏谭恩美直白的写作手法与讨论中国文化和母女关系的技巧。读者们同样喜爱《喜福会》:各年龄段的女性读者从书中的角色及其家庭冲突中见到自己的影子,而男性读者有机会通过该小说更好地理解他们对待女性的态度。所有的读者都很欣赏谭恩美在