

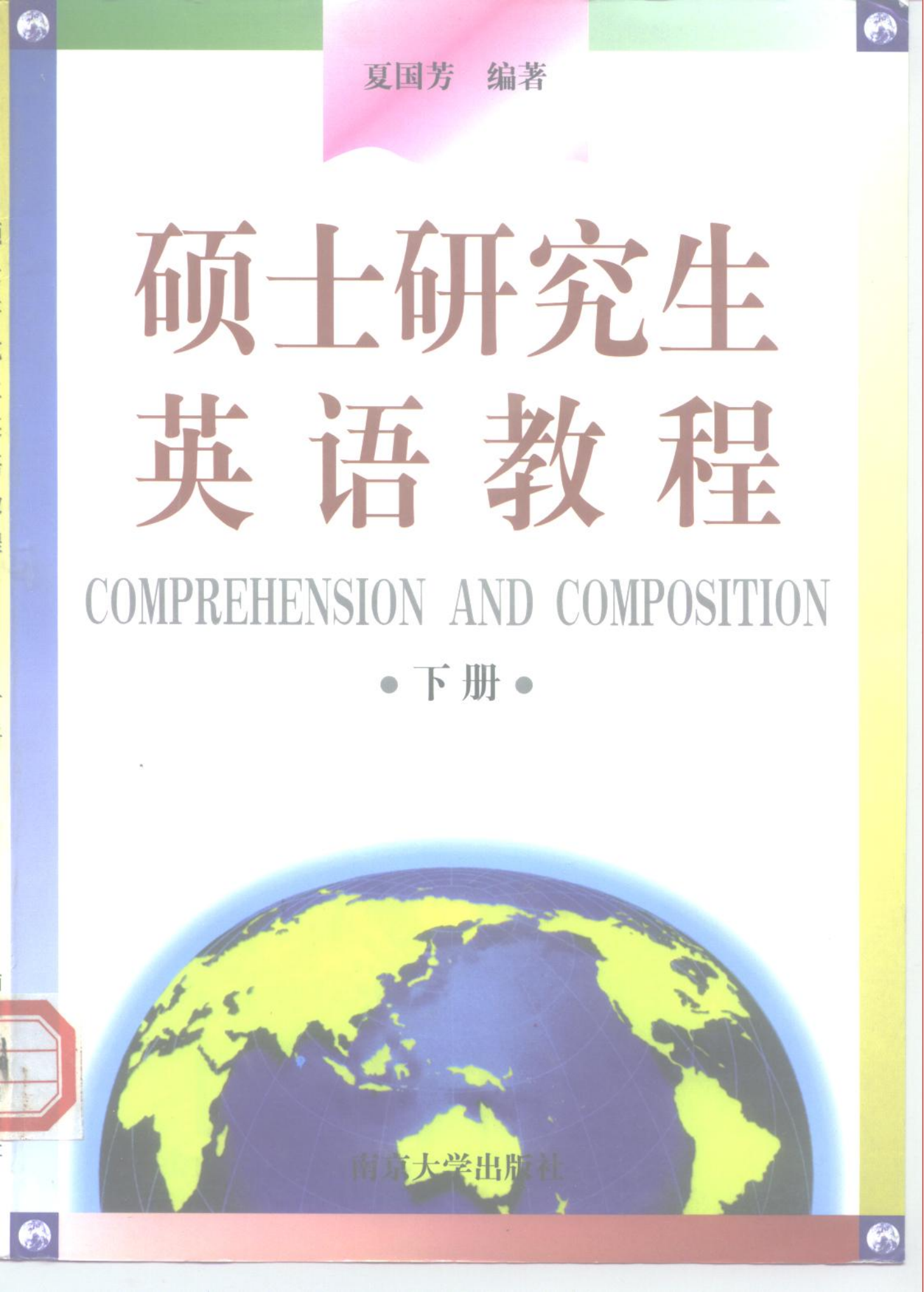
夏国芳 编著

硕士研究生 英语教程

COMPREHENSION AND COMPOSITION

• 下册 •

南京大学出版社



硕士研究生英语教程(下册)

夏国芳 编著

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前 言

《硕士研究生英语教程》(Comprehension and Composition)根据原国家教委 1992 年颁布的《非英语专业研究生英语教学大纲》编写,是一本文、理、工各科硕士研究生通用的综合英语教材。全书共分二十单元,上下两册各十单元。每单元包含课文、课文注释、课文理解选择题、讨论题、阅读技巧、阅读技巧实践、词汇练习、完形填空、阅读理解练习、英译汉、汉译英、写作技巧、写作技巧实践等十三个项目。我们从英美等国高校教科书、期刊报纸上选取了大部分课文,内容涉及当前世界关注的热点问题,如信息高速公路、环境保护、人口增长、生物特征辨别技术等。同时为提高学生的文化修养,也收入了一些有关社会文化、心理素质、高等教育改革等方面的文章;课文中还有知名学者和科学家撰写的散文,可对学生今后发展起指导作用。此外,我们还参阅了文献著作编写了大量的练习,内容覆盖面广,基本保证语句篇章“原汁原味”,让学生在反复操练的过程中熟悉并掌握地道的语言表达方式。

根据研究生的特点,我们把阅读技巧——从分析作者的创作意图到如何从作者的用词造句、词汇结构猜生词,理解隐含意义等比较系统地作了介绍。为了便于掌握,每次只讲一点,然后再配上实践,意在使学员不但提高阅读效率,而且逐步体会到“阅读过程是一个思维过程”(1985, James E. Twining),可看作是一个“着手解决问题或任务的方法”(1980, H. Douglas Brown)。

同样,写作技巧也对学生易感困惑的问题作了重点介绍。每次都用标题提出一个问题和解决办法,如“使写作容易——压缩大题选小题”,“使句子有力——用具体的词”,“使文章有吸引力——用特指词,并变换句式”等。由于篇幅关系,本书关于写作的讨论主要着重于短文。

翻译,尤其是汉译英,是令大多数学生头痛的事。翻译的提高很大程度上要靠亲手实践。因此在每单元练习中都有较大量的练习。加上任课老师的讲解,学员在这方面的水平也可望有所提高。

考虑到相当部分的困难学生面临学位课程考试的现实,练习基本按考试题型编排,而且其中大部分在难度上和大纲要求相当,着重强调常用、实用的词和句型。甚至增加了一些大纲由于时差未及收入的词汇,如有关多媒体技术方面的等。为了照顾部分水平较高的同学以及留有一定程度的提高余地,有少部分题目难度高于大纲。

本书在初稿完成后在南京大学试用了多次,并作了修订。裴文老师参与了本书第七、八、九和十二、十三、十六单元的部分初稿的编写工作。陈永祥、吴宗森先生也参与了本书部分审校工作,并提出了宝贵意见。由于力量单薄,水平有限,书中定有不少问题和错误,欢迎读者批评指正。最后借此机会向本书的策划者南京大学研究生院张小明教授及责任编辑李寄先生表示衷心感谢,没有他们的支持和帮助,本书也难以完成。

编 者

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Unit Eleven

Text

The Insufficiency of Honesty

Stephen L. Carter

Honesty has been considered an important virtue in virtually any society. Children are taught not to tell lies ever since the first day they understand the world around them. People think that an honest man should tell everything he knows or should act consistently with his belief. But in this complex world of ours, is being honest enough? Stephen Carter says no. Honesty is not synonymous with integrity—and integrity is what we need. One cannot have integrity without being honest, but one can certainly be honest and yet have little integrity.

1 A couple of years ago I began a university commencement address¹ by telling the audience that I was going to talk about integrity. The crowd broke into applause. Applause! Just because they had heard the word “integrity”; that’s how starved for it they were. They had no idea how I was using the word, or what I was going to say about integrity, or, indeed, whether I was for it or against it. But they knew they liked the idea of talking about it.

2 Very well, let us consider this word “integrity.” Integrity is like the weather; everybody talks about it but nobody knows what to do about it. Integrity is that stuff that we always want more of. Some say that we need to return to the good old days when we had a lot more of it. Others say that we as a nation have never really had enough of it. Hardly anybody stops to explain exactly what we mean by it, or how we know it is a good thing, or why everybody needs to have the same amount of it. Indeed, the only trouble with integrity is that everybody who uses the word seems to mean something slightly different.

3 For instance, when I refer to integrity, do I mean simply “honesty”? The answer is no; although honesty is a virtue of importance, it is a different virtue from integrity. Let us, for simplicity, think of honesty as not lying; and let us further accept Sissela Bok’s definition of a lie: “any intentionally deceptive message which is *stated*.” Plainly, one cannot have integrity without being honest (although, as we shall see, the matter gets complicated), but one can certainly be honest and yet have little integrity.

4 When I refer to integrity, I have something very specific in mind. Integrity, as I will use the term, requires three steps: discerning² what is right and what is

wrong; acting on what you have discerned, even at personal cost; and saying openly that you are acting on your understanding of right and wrong. The first criterion captures the idea that integrity requires a degree of moral reflectiveness. The second brings in the ideal of a person of integrity as steadfast, a quality that includes keeping one's commitments. The third reminds us that a person of integrity can be trusted.

- 5 The first point to understand about the difference between honesty and integrity is that a person may be entirely honest without ever engaging in the hard work of discernment that integrity requires; she may tell us quite truthfully what she believes without ever taking the time to figure out whether what she believes is good and right and true. The problem may be as simple as someone's foolishly saying something that hurts a friend's feelings; a few moments of thought would have revealed the likelihood of the hurt and the lack of necessity for the comment. Or the problem may be more complex, as when a man who was raised from birth in a society that preaches racism states his belief in one race's inferiority as a fact, without ever really considering that perhaps this deeply held view is wrong. Certainly the racist is being honest—he is telling us what he actually thinks—but his honesty does not add up to integrity.

Telling Everything You Know

- 6 A wonderful epigram³ sometimes attributed to the filmmaker Sam Goldwyn goes like this: "The most important thing in acting is honesty; once you learn to fake⁴ that, you're in⁵." The point is that honesty can be something one *seems* to have. Without integrity, what passes for honesty often is nothing of the kind; it is fake honesty—or it is honest but irrelevant and perhaps even immoral.

- 7 Consider an example. A man who has been married for fifty years confesses to his wife on his deathbed that he was unfaithful thirty-five years earlier. The dishonesty was killing his spirit, he says. Now he has cleared his conscience and is able to die in peace.

- 8 The husband has been honest—sort of⁶. He has certainly unburdened himself. And he has probably made his wife (soon to be his widow) quite miserable in the process, because even if she forgives him, she will not be able to remember him with quite the vivid image of love and loyalty that she had hoped for. Arranging his own emotional affairs to ease his transition to death, he has shifted to his wife the burden of confusion and pain, perhaps for the rest of her life. Moreover, he has attempted his honesty at the one time in his life when it carries no risk; acting in accordance with what you think is right and risking no loss in the process is a rather thin and unadmirable form of honesty.

- 9 Besides, even though the husband has been honest in a sense, he has now twice been unfaithful to his wife; once thirty-five years ago, when he had his affair, and again when, nearing death, he decided that his own peace of mind was more important than hers. In trying to be honest he has violated his marriage vow by acting toward his wife not with love but with naked and perhaps even cruel self-interest.

- 10 As my mother used to say, you don't have to tell people everything you

know. Lying and nondisclosure, as the law often recognizes, are not the same thing. Sometimes it is actually illegal to tell what you know, as, for example, in the disclosure of certain financial information by market insiders. Or it may be unethical, as when a lawyer reveals a confidence entrusted to her by a client. It may be simple bad manners, as in the case of a gratuitous⁷ comment to a colleague on his or her attire⁸. And it may be subject to religious punishment, as when a Roman Catholic priest breaks the seal of the confessional⁹—an offense that carries automatic excommunication¹⁰.

- 11 In all the cases just mentioned, the problem with telling everything you know is that somebody else is harmed. Harm may not be the intention, but it is certainly the effect. Honesty is most laudable¹¹ when we risk harm to ourselves; it becomes a good deal less so if we instead risk harm to others when there is no gain to anyone other than ourselves. Integrity may counsel¹² keeping our secrets in order to spare the feelings of others. Sometimes, as in the example of the wayward¹³ husband, the reason we want to tell what we know is precisely to shift our pain onto somebody else—a course of action dictated¹⁴ less by integrity than by self-interest. Fortunately, integrity and self-interest often coincide, as when a politician of integrity is rewarded with our votes. But often they do not, and it is at those moments that our integrity is truly tested.

Error

- 12 Another reason that honesty alone is no substitute for integrity is that if forthrightness¹⁵ is not preceded by discernment, it may result in the expression of an incorrect moral judgment. In other words, I may be honest about what I believe, but if I have never tested my beliefs, I may be wrong. And here I mean “wrong” in a particular sense; the proposition¹⁶ in question is wrong if I would change my mind about it after hard moral reflection.

- 13 Consider this example. Having been taught all his life that women are not as smart as men, a manager gives the women on his staff less-challenging assignments than he gives the men. He does this, he believes, for their own benefit; he does not want them to fail, and he believes that they will if he gives them tougher assignments. Moreover, when one of the women on his staff does poor work, he does not berate¹⁷ her as harshly as he would a man, because he expects nothing more. And he claims to be acting with integrity because he is acting according to his own deepest beliefs.

- 14 The manager fails the most basic test of integrity. The question is not whether his actions are consistent with what he most deeply believes but whether he has done the hard work of discerning whether what he most deeply believes is right. The manager has not taken this harder step.

- 15 Moreover, even within the universe that the manager has constructed for himself, he is not acting with integrity. Although he is obviously wrong to think that the women on his staff are not as good as the men, even were he right, that would not justify applying different standards to their work. By so doing he betrays both his obligation to the institution that employs him and his duty as a manager to evaluate his employees.

16 The problem that the manager faces is an enormous one in our practical politics, where having the dialogue that makes democracy work can seem impossible because of our tendency to cling to our views even when we have not examined them. As Jean Bethke Elshtain¹⁸ has said, borrowing from John Courtney Murray¹⁹, our politics are so fractured²⁰ and contentious²¹ that we often cannot even reach *disagreement*. Our refusal to look closely at our own most cherished principles is surely a large part of the reason. Socrates thought the unexamined life not worth living. But the unhappy truth is that few of us actually have the time for constant reflection on our views—on public or private morality. Examine them we must, however, or we will never know whether we might be wrong.

17 None of this should be taken to mean that integrity as I have described it presupposes a single correct truth. If, for example, your integrity-guided search tells you that affirmative action is wrong, and my integrity-guided search tells me that affirmative action is right, we need not conclude that one of us lacks integrity. As it happens, I believe—both as a Christian and as a secular²² citizen who struggles toward moral understanding—that we *can* find true and sound answers to our moral questions. But I do not pretend to have found very many of them, nor is an exposition of them my purpose here.

18 It is the case not that there aren't any right answers but that, given human fallibility²³, we need to be careful in assuming that we have found them. However, today's political talk about how it is wrong for the government to impose one person's morality on somebody else is just mindless chatter. *Every* law imposes one person's morality on somebody else, because law has only two functions: to tell people to do what they would rather not or to forbid them to do what they would.

19 And if the surveys can be believed, there is far more moral agreement in America than we sometimes allow ourselves to think. One of the reasons that character education for young people makes so much sense to so many people is precisely that there seems to be a core set of moral understandings—we might call them the American Core—that most of us accept. Some of the virtues in this American Core are, one hopes, relatively noncontroversial. About 500 American communities have signed on to Michael Josephson's program to emphasize the "six pillars" of good character: trustworthiness, respect, responsibility, caring, fairness, and citizenship. These virtues might lead to a similarly noncontroversial set of political values: having an honest regard for ourselves and others, protecting freedom of thought and religious belief, and refusing to steal or murder.

Honesty and Competing Responsibilities

20 A further problem with too great an exaltation²⁴ of honesty is that it may allow us to escape responsibilities that morality bids us bear. If honesty is substituted for integrity, one might think that if I say I am not planning to fulfill a duty, I need not fulfill it. But it would be a peculiar morality indeed that granted us the right to avoid our moral responsibilities simply by stating our

intention to ignore them. Integrity does not permit such an easy escape.

21 Consider an example. Before engaging in sex with a woman, her lover tells her that if she gets pregnant, it is her problem, not his. She says that she understands. In due course she does wind up²⁵ pregnant. If we believe, as I hope we do, that the man would ordinarily have a moral responsibility toward both the child he will have helped to bring into the world and the child's mother, then his honest statement of what he intends does not spare him that responsibility.

22 This vision of responsibility assumes that not all moral obligations stem from consent or from a stated intention. The linking of obligations to promises is a rather modern and perhaps uniquely Western way of looking at life, and perhaps a luxury that only the well-to-do can afford. As Fred and Shulamit Korn (a philosopher and an anthropologist) have pointed out, "If one looks at ethnographic²⁶ accounts of other societies, one finds that, while obligations everywhere play a crucial role in social life, promising is not preeminent among the sources of obligation and is not even mentioned by most anthropologists." The Korns have made a study of Tonga, where promises are virtually unknown but the social order is remarkably stable. If life without any promises seems extreme, we Americans sometimes go too far the other way, parsing²⁷ not only our contracts but even our marriage vows in order to discover the absolute minimum obligation that we have to others as a result of our promises.

23 That some societies in the world have worked out evidently functional structures of obligation without the need for promise or consent does not tell us what *we* should do. But it serves as a reminder of the basic proposition that our existence in civil society creates a set of mutual responsibilities that philosophers used to capture in the fiction of the social contract. Nowadays, here in America, people seem to spend their time thinking of even cleverer ways to avoid their obligations, instead of doing what integrity commands and fulfilling them. And all too often honesty is their excuse.

Notes to the Text

This article is taken from *The Atlantic Monthly*, February 1996.

1. **commencement address**: a speech given by a renowned person invited at the ceremony of graduation
2. **discern**: *v.* to perceive; to distinguish or recognize
3. **epigram**: *n.* a short, pointed or witty saying that makes a statement contradict fact or common sense or itself, and yet suggests a truth or a half truth
4. **fake**: *v.* to make up to seem satisfactory; to falsify; to counterfeit
5. **(be) in**: (be) successful; well-liked; included in a favored group
6. **sort of**: [informal] somewhat; not very accurately
7. **gratuitous**: *adj.* without reason or cause; uncalled-for; freely given or obtained
8. **attire**: *n.* clothing or dress; array
9. **confessional**: *n.* a small booth in which a priest hears confessions; the practice of confessing sins to a priest
10. **excommunication**: *n.* exclusion or expulsion from a church or any group; prohibition from participating in any of the rites of a church
11. **laudable**: *adj.* deserving praise; commendable; creditable
12. **counsel**: *v.* to recommend; to advise
13. **wayward**: *adj.* turning from the right way; disobedient; willful; erratic
14. **dictate**: *v.* to command with authority; to order in clear and definite terms
15. **forthrightness**: *n.* qualities of being frank, outspoken and direct
16. **proposition**: *n.* a statement offered to be considered or to be proved true
17. **berate**: *v.* to scold sharply; to reprimand
18. **Jean Bethke Elshtain**: American professor of ethics at University of Chicago, author of a number of books; *Democracy on Trial*; *Meditations on Modern Political Thought*; *Public Man, Private Woman*; *Women and War* etc.
19. **John Courtney Murray**: (1904—1967) American religious and theologian, editor of *Theological Studies*, advocate of dialogue among churches and social groups
20. **fracture**: *v.* to break, split or divide
21. **contentious**: *adj.* fond of arguing or disputing; characterized by contention
22. **secular**: *adj.* of things not religious or sacred; worldly
23. **fallibility**: *n.* liability to be mistaken or deceived
24. **exaltation**: *n.* lofty emotion; elevation of rank, power, character or quality
25. **wind up**: to end; to settle; to conclude
26. **ethnographic**: *adj.* having to do with the branch of anthropology that deals with the scientific description of various racial and cultural groups of people
27. **parse**: *v.* to analyze a sentence or to describe a word grammatically, telling its parts of speech and their uses in the sentence

Comprehension Questions

1. The audience greeted the author with applause because _____.
 - A. he was a well-known speaker
 - B. the students were starved for speeches

- C. the listeners liked his way of presenting the topic
D. he was going to talk about something they were eager to know
2. We can infer from the second paragraph that _____.
A. there is a lack of integrity in the current society of America
B. most American people like old days better than today
C. integrity is not necessarily a good stuff to everybody
D. hardly any American knows what integrity really means
3. Which of the following statements is NOT true?
A. An honest person may not be a person of integrity.
B. A person of integrity must be an honest man or woman.
C. Honesty means integrity in simpler terms.
D. Being a person of integrity is more demanding than being an honest man.
4. A person of integrity will _____.
A. never hurt other people's feelings
B. not tell others what he actually thinks
C. get to know whether something is right before he acts
D. state his belief in anything the society preaches
5. The implication of the dying man's confession to his wife is that pure honesty can be _____.
A. burdensome B. immoral C. unfaithful D. immortal
6. The author proposes in paragraph 10 that _____.
A. we should tell people everything we know if we want to be honest
B. if honesty becomes harmful to others integrity chooses to be quiet
C. if integrity matches our self-interest, then we should keep it
D. we should give up integrity if it conflicts with self-interest
7. According to the author, which of following is the manager's biggest mistake?
A. Failing to examine his belief on women's value in the first place.
B. Applying different standards to his employees.
C. Believing that women are less capable than men.
D. Betraying his obligation to the institution that employs him.
8. Which of the following would the author most likely disagree with?
A. A society usually has some generally accepted moral standards.
B. Two persons of integrity may react differently toward the same problem.
C. It is not very difficult to find good answers to all our moral questions.
D. A citizen has no choice but to obey the morality imposed by state laws.
9. A person of integrity would most probably _____.
A. assume responsibilities that morality bids him or her bear
B. be inexplicit in stating his intention to fulfill or ignore a duty
C. be committed to obligations arising from stated intentions only
D. promise the maximum obligation he could afford to fulfill
10. The author points out that _____.
A. many Americans are shunning responsibilities by seeking shelter from honesty
B. human societies must do away with promises that do not carry commitments
C. in Western societies promising is not preeminent among the sources of obligation
D. Tonga's functional structure of obligation is a model for the rest of the world

Questions for Discussion

1. What does the title of the article suggest?
2. How is integrity different from honesty?
3. Which factor do you think is the most important one that affect the behavior of a person of integrity?
4. Give an example to show what kind of honesty is undesirable.
5. What is it that binds the different moral understanding together in a society?
6. Discuss the relations between promise and obligation, and honesty and integrity.
7. Based on the new understanding about integrity, describe what a person of integrity would likely do in response to requests that go contrary to his belief, for example, being asked to help cheating in a test.

Reading Skills

To Draw Logical Conclusions From the Reading

Learn to Think Logically

Reading is a process of thinking. Readers using logical reasoning will inevitably come to the conclusion the author wants them to or leads them to. The process of reasoning involves two principal forms of logic—inductive and deductive logic. They are two natural thought patterns we use everyday to think through ideas and to make decisions.

Inductive reasoning moves from the specific to the general, and its conclusions are made from specific facts and evidence to a generalization that only indicates probability of the conclusion, or the degree to which it is likely to be true.

Deductive logic, on the other hand, is reasoning that proceeds from the general to the specific, from something known to something unknown. Though it does not yield anything new, it offers the certainty of a conclusion's being true or false.

Reading Skill Practice

- I. Fill in the one blank in each of the following passages with a word you choose from the four choices given by applying inductive reasoning of the facts and evidence.
 1. In the fall of 1982, only 4.7 percent of first-year college students indicated an interest in elementary or secondary teaching as a career. In 1970 that percentage was more than 19 percent. And there are other equally _____ statistical measures. More than a third of the nation's teachers have told pollsters that if they had to start their own careers over again, they would not select teaching. Thirteen out of every 100 teachers say they certainly would not become teachers again, and 30 more maintain they probably would not do so.
A. disturbing B. inspiring C. interesting D. conflicting
 2. Most climatologists believe that the world will eventually slip back into an ice age in 10,000 to 20,000 years. The Earth has been unusually _____ for the last two to three million years, and we are just lucky to be living during one of the warm spells. But the concern of most weather watchers looking at the next

century is with fire rather than ice. By burning fossil fuels and chopping down forests, humans have measurably increased the amount of carbon dioxide in the atmosphere. From somewhere around 300 parts per million at the turn of the century, this level has risen to 340 parts per million today. If the use of fossil fuels continues to increase, carbon dioxide could reach 600 parts per million during the next century.

A. normal B. crowded C. warm D. cold

3. Back in the days when large families were desired for their labor, at least children knew they were really needed. Today's child, overwhelmed with possessions and catered to endlessly by parents, is struggling with feelings of worthlessness. Even with labor-saving devices, big families are a lot of work. My children know they have to pitch in, and they know we appreciate their help. Maybe I don't have time to read to the three-year-old, but the eight-year-old does—to the benefit of them both. Therefore, _____ can be happy, too.

A. children in the old days B. parents C. big families D. today's children

4. Marriage on the frontier were often made before a girl was half through her adolescent years, and some diaries record a _____ in the manner in which such decisions were reached. Mrs. John Kirkwood recounts:

The night before Christmas, John Kirkwood... the path finder, stayed at our house over night. I had met him before and when he heard the discussion about my brother Jasper's wedding, he suggested that he and I also get married. I was nearly fifteen years old and I thought it was high time that I got married so I consented.

A. reluctance B. difficulty C. prudence D. casualness

- I. To practice deductive thinking, draw conclusions from the two premises given.

Example: The Pulitzer Prize is awarded to outstanding literary works.

This book has won a Pulitzer prize.

Conclusion: This book must be an outstanding literary book.

1. All risks are frightening.

Changing to a new job is a risk.

Conclusion:

2. Before an occupancy permit can be issued, a new home must be inspected.

Our new home has been issued an occupancy permit.

Conclusion:

3. All veterans are entitled to education benefits.

Elaine is a veteran.

Conclusion:

4. The job of a state leader demands qualities such as character, strength, and moral leadership that are as likely to be found in a woman as in a man.

The voters in this area were given the choice to vote between two candidates, one a woman and the other a man.

Conclusion:

5. It is generally true that some kinds of special abilities follow family lines.

Mozart and Mendelssohn were great musicians.

Conclusion:

- III. A deductive argument is valid only when the conclusion logically follows from the premises, for acceptable premises do not necessarily lead to valid conclusions. This kind of errors is likely to occur when you ignore other possible reasons that may cause the same effect. Also, a deductive argument is true only if both premises are true. When a premise is an assumption of the author, this argument may be true or false depending on whether the first premise is supported by good evidence. Study the following cases and find out what is wrong with each of them in reasoning.

1. When it snows, the streets get wet.

The streets are wet.

Conclusion: Therefore, it is snowing.

2. When the unemployment rate rises, an economic recession occurs.

The unemployment rate has risen.

Conclusion: An economic recession will occur.

3. If you buy a Supermacho sports car, you will achieve instant popularity.

Kim just bought a car of that type.

Conclusion: Kim will achieve instant popularity.

4. Most weekly news magazines give only superficial coverage of world affairs.

This is a weekly news magazine.

Conclusion: This magazine will give only superficial coverage of world affairs.

5. Midwestern universities produce great college basketball teams.

Georgetown University has a great basketball team.

Conclusion: Georgetown University is a midwestern university.

- IV. Fill in the blanks in the following passages, using the information given in the passage (premises).

1. After they carefully researched the works and careers of three hundred geniuses, Dr. Cox and her associates concluded that many of the outstanding geniuses of the world didn't have particularly remarkable I. Q. 's. Cervantes, for instance, who wrote *Don Quixote*, scored 110, or _____ enough to get into a good college.

A. barely B. more than C. qualified D. apparently

2. Freud maintains that the superego of man has two aspects, corresponding essentially to "good" and "bad," rewards and punishments. The positive, non punitive aspect of the superego approves of unselfish acts that accord with the highest moral principles; this aspect sometimes called the ego ideal. If we rescue a pig caught in the mud, even though we are in our fine clothes, we experience a burst of personal _____. It is the superego rewarding the ego, according to Freud.

A. sorrow B. struggle C. regret D. pride

3. Although ridicule of primate continued well into the nineteenth century, anatomical knowledge of them began to increase somewhat during the late Renaissance. In the sixteenth century, a brilliant Belgian physician, Vesalius renewed Galen's efforts to base studies of comparative anatomy on _____ (a) _____ rather than on reading. He showed that Galen's long-accepted description of human anatomy were _____ (b) _____, because they were based on dissections of monkeys. Although this claim was fiercely _____ (c) _____, it led to more careful studies of human anatomy. Soon it was _____ (d) _____ for scientists to overlook the difference between primates and humans.

(a) A. speculation B. correction C. observation D. generalization

- | | | | |
|------------------|-------------------|-------------|----------------|
| (b) A. erroneous | B. unquestionable | C. reliable | D. inaccurate |
| (c) A. attacked | B. defended | C. argued | D. established |
| (d) A. necessary | B. impossible | C. obvious | D. easy |

Vocabulary Exercises

- I. Fill in the blanks with a word chosen from the list given, changing its form when necessary.

fake, epigram, exalt, contentious, counsel, discern, dictate, fracture, fallible, secular

- Strong emotion can make human judgment _____.
 - The world has changed; big nations can no longer _____ to small ones as they used to.
 - They were alarmed to find the _____ in the ice had widened overnight.
 - Through the fog I could just _____ a car coming toward us.
 - The spy used a _____ passport to get in and out the enemy country.
 - "Speech is silver, but silence is golden," "Still water runs deep" are _____ that teach people to keep their mouths shut when necessary.
 - An _____ mood is one in which we think noble thoughts.
 - A _____ person argues and disputes about trifles.
 - The children choir sang some sacred songs as well as some _____ songs at the ceremony.
 - The father _____ his son to stay in school and learn enough to earn a living.
- II. Fill in the blanks with a word or phrase chosen from the list, changing its form if necessary.

intentionally, inferiority, reflective, disclosure, shift, steadfast, criterion, likelihood, coincide, add up to

- The most important _____ for entry is that applicants must design and make their own work.
 - He remained _____ in his belief that he had done the right thing.
 - There is not only a possibility but a _____ that that member country of the standing committee will put a veto on our proposal.
 - Many large cities have _____ populations that seek for temporary jobs to earn a meager living.
 - The royal family's reputation has been smeared by unauthorized media _____.
 - Although his mental illness had _____ with his war service, it had nothing to do with the war.
 - He found it difficult to shake off a sense of social _____.
 - For a hit show like this, profits can be _____ millions of dollars.
 - The economist pinpointed the problem that the figures were _____ misleading.
 - I walked on in a _____ mood, unaware that the boy was close at my heels all the time.
- III. Choose a phrase to complete the following pairs of sentences, and then compare the different meanings of the phrase.

in question, be subject to, cling to, figure out, act on, attribute to, bring

in, *wind up*

1. a. He doesn't have to _____ his watch because it is run by a battery.
b. The girls followed the path to the left and _____ where they started.
 2. a. With the sources of fund _____, the project could come to nothing.
b. "I wish I could help you," said the principal, "but the boys _____ are not in school today."
 3. a. As a sovereign state it _____ not _____ another country's laws.
b. The company and the union agreed that the workers' wages should _____ changes in the cost of living.
 4. a. They found a picture which was later _____ Picasso.
b. Some people tend to _____ their success _____ external causes such as luck.
 5. a. The local authority _____ a controversial regulation, according to which it could open small pits anywhere near the state-owned mines.
b. The jury took twenty-two hours to _____ its verdict.
 6. a. One of the men was rescued as he _____ the riverbank.
b. Japan's productivity has overtaken America in some industries, but elsewhere the United States has _____ its lead.
 7. a. It took them about one month to _____ how to start the equipment.
b. Laurence is an odd boy; I can't _____ him _____.
 8. a. He is taking a dangerous drug; it _____ very fast _____ the central nervous system.
b. A patient will usually listen to the physician's advice and _____ it.
- IV. Choose the word or phrase that is closest in meaning to the word or phrase underlined.
1. As the ideas, techniques and equipment of computing evolve in a variety of directions, the applications grow and diversify.
A. dominate B. vary C. distinguish D. differentiate
 2. Some people believed that a conspiracy lay behind the assassination of the President.
A. a survey B. a trick C. an intrigue D. a tragedy
 3. The implementation of the cease-fire treaty calls for joint international efforts.
A. requires B. commands C. grants D. warrants
 4. Sick children tend to hate their doctors, on the one hand, for the pain they inflict, on the other, admire them and may even want to be doctors when they grow up.
A. threatened B. perceived C. contended D. caused
 5. Jeanne's job as an assistant at the observatory was to classify the stars according to their spectra.
A. categorize B. photograph C. analyze D. identify
 6. Probability is the mathematical study of the likelihood of an event's occurrence.
A. volume B. chance C. total D. sign
 7. Insight in any discipline is usually accompanied by intense physical and emotional feelings.
A. inference B. approach C. perception D. potential
 8. What are the affective factors affecting adult learners of English?
A. expressing in B. acting on C. resulting from D. leading to