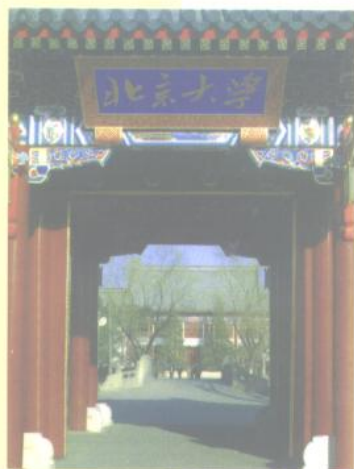


研 ★ 究 ★ 生 ★ 英 ★ 语 ★ 系 ★ 列

新世纪 研究生英语 (上)

New Century Graduate English (1)

马袁 杨爱梅 高虹 徐春耘
编 著



北京大学出版社



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前 言

编写本书的指导思想有两个：第一，为研究生提供最新的可应用英语阅读的材料；第二，以思维教学带动语言教学。在当今和未来几十年的英语世界里，美国英语作为主要的国际交际语言的趋势正在逐步扩大并被社会所接受。时代是语言之父，文化是语言之母。当然经济、政治和社会的发展是产生时代的基础。本世纪以来，世界变化很快，语言也飞速发展。当今大量的美语信息和使用机会迫使我们必须为我们的学生考虑，使他们学考结合，学用结合。小平同志指出我们的教育应该面向四个现代化，面向世界，面向未来。英语教学也应当调整以适应新时代的挑战。但这并不是急功近利。提高文化素质是现代人的一个终身任务。也就是说，莎士比亚等文学名著是要读；但对非英语专业的研究生来说，高信息量和快节奏的现代生活特征迫使他们要在短暂的学校生活中掌握大量实用英语语言和文化。因此，这套教材的课文和阅读材料绝大部分选自近年来的美语出版物，并尽可能覆盖社会、文化、科技、文学等领域。课文和阅读材料都比较长，因为我们认为英语学习遵循量变到质变的转化规律。本套教材的生词部分仍采用国际音标，而没用美式音标，主要考虑我国学生长期这样使用。另外，我们还建议学生使用当代全英文美语词典，如《蓝登书屋》(Random House)和《韦氏》(Webster's)出版社出版的词典。

从思维训练出发来提高英语学习质量是本套教材另一特色。长期以来，为学语言而学语言统治着英语教学，其形式是对孤立单词、偏词和语法概念进行注入式讲解和消极性死记硬背，其结果是费时、费力，而且无大收效。语言学习的纲是语言符号所表达的思

想,而语言符号是目。换句话说,是内容决定形式。快速大量地理解文章大意,着重学习常用词汇,不纠缠于偏词怪词的理解,可以迅速掌握常用表达方法。而使用语言的能力正是反映在使用常用表达方法上,而不是在偏词怪词上。有所失才能有所得。今天学生的英语水平已大大超过 20 年前的学生水平。语法已不是我们的教学重点;接受信息将逐渐让位于表达信息。有了表达思想的意愿,修辞就是应该也能够解决的问题了。本套教材的练习部分是根据这一指导思想编写的,特别是讨论题和用写作表达中心大意的练习。汉译英是必要的,是检验英语水平的重要标志;英译汉则不然,但考虑到学生目前水平和习惯作法,我们还是将其编入练习。另外,为突出英语写作练习,每课后面还编入了写作入门介绍。

为训练学生用英语思维,避免头脑中的英汉互译过程,词汇中没有提供中文词意。这是从中级英语向高级英语前进的重要一步。不丢掉英汉词典这个拐杖就永远走不好学英语这条路。

本套教材由北京大学研究生英语教研室主任马袁博士组织编写并任主编,对全部书稿做了审校及统稿工作。课文编写分工如下:上册:第一课,杨爱梅,徐春耘;第二课,马袁,高虹;第三、四课,徐春耘;第五、六课,杨爱梅;第七、八课,马袁;第九、十课,高虹。下册:第一课,杨爱梅,高虹;第二、三课,马袁;第四课,王玲;第五、六课,李淑静;第七、八课,王爱华;第九课,徐春耘;第十课,杨爱梅,高虹。这套教材可供高等院校非英语专业研究生学习,每周两小时,两学期学完。

北京大学美籍客座教授 Rocco Depietro 博士对本书的语言部分提出了修改意见,在此表示感谢。

本教材编写工作实属首次尝试,加之能力有限,时间仓促等诸多原因,恭候读者指正。

编 者

1999 年 1 月

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Unit 1

Mother Tongue

Amy Tan

1 I am not a scholar of English or literature. I cannot give you much more than personal opinions on the English language and its variations in this country or others.

2 I am a writer. And by that definition, I am someone who has always loved language. I am fascinated by language in daily life. I spend a great deal of my time thinking about the power of language—the way it can evoke an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all—all the Englishes I grew up with.

3 Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give a lengthy speech, using the kind of English I have never used with her. I was saying things like, “the intersection of memory upon imagination” and “There is an aspect of my fiction that relates to thus—and- thus”—a

speech filled with carefully wrought grammatical phrases, burdened, it suddenly seemed to me, with nominalized forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

4 Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: "Not waste money that way." My husband was with us as well, and he didn't notice any switch in my English. And then I realized why. It's because over twenty years we've been together I've often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with.

5 So you will have some idea of what this family talk I heard sounds like, I'll quote what my mother said during a recent conversation which I videotaped and then transcribed. During this conversation, my mother was talking about a political gangster in Shanghai who had the same last name as her family's, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison. Later, the gangster became more powerful, far richer than my mother's family, and one day showed up at my mother's wedding to pay his respects. Here's what she said in part:

6 "Du Yusong having business like fruit stand. Like off the street kind. He is Du like Du Zong—but not Tsung-ming Island people. The local people call putong, the river east side, he belong to that side local people. That man want to ask Du Zong father take him in like become own family. Du Zong father wasn't

look down on him, but didn't take seriously, until that man big like become a mafia. Now important person, very hard to inviting him. Chinese way, came only to show respect, don't stay for dinner. Respect for making big celebration, he shows up. Mean gives lots of respect. Chinese custom. Chinese social life that way. If too important won't have to stay too long. He come to my wedding. I didn't see, I heard it. I gone to boy's side, they have YMCA dinner. Chinese age I was nineteen."

7 You should know my mother's expressive command of English belies how much she actually understands. She reads the Forbes report, listens to *Wall Street Week*, converses daily with her stockbroker, reads all of Shirley Maclaine's books with ease—all kinds of things I can't begin to understand. Yet some of my friends tell me they understand 50 percent of what my mother says. Some say they understand 80-90 percent. Some say they understand none of it, as if she were speaking pure Chinese. But to me my mother's English is perfectly clear, perfectly natural. It's my mother tongue. Her language, as I hear it, is vivid, direct, full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world.

8 Lately, I've been giving more thought to the kind of English my mother speaks. Like others, I have described it to people as "broken" or "fractured" English. But I wince when I say that. It has always bothered me that I can think of no way to describe it other than "broken," as if it were damaged and needed to be fixed, as if it lacked a certain wholeness and soundness. I've heard other terms used, "limited English," for example. But they seem just as bad, as if everything is limited, including people's perceptions of the limited English speaker.

9 I know this for a fact, because when I was growing up, my mother's "limited" English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had to say. That is, because she expressed them imperfectly, her thoughts were imperfect. And I had plenty of empirical evidence to support me; the fact that people in department stores, at banks and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they didn't hear her.

10 My mother has long realized the limitations of her English as well. When I was fifteen, she used to have me call people on the phone to pretend I was she. In this guise, I was forced to ask for information or even to complain and yell at people who had been rude to her. One time it was a call to her stockbroker in New York. She had cashed out her small portfolio and it just so happened we were going to go to New York the next week, our very first trip outside California. I had to get on the phone and say in an adolescent voice that was not very convincing, "This is Mrs. Tan."

11 And my mother was standing in the back whispering loudly, "Why he don't sent me check, already two weeks late. So mad he lie to me, losing me money."

12 And then I said in perfect English, "Yes, I'm getting rather concerned. You had agreed to send the check two weeks ago, but it hasn't arrived."

13 Then she began to talk more loudly. "What he want, I come to New York tell him front of his boss, you cheating me?" And I was trying to calm her down, make her be quiet, while telling the stockbroker, "I can't tolerate any more excuses. If I don't receive the check immediately, I am going to have to speak

to your manager when I'm in New York next week." And sure enough, the following week there we were in front of the astonished stockbroker, and I was sitting there red-faced and quiet, and my mother, the real Mrs. Tan, was shouting at his boss in her impeccable broken English.

14 We used a similar routine just five days ago, for a situation that was far less humorous. My mother had gone to the hospital for an appointment, to find out about a benign brain tumor a CAT scan had revealed a month ago. She said she had spoken very good English, her best English, no mistakes. Still, she said the hospital did not apologize when they said they had lost the CAT scan and she had come for nothing. She said they did not seem to have any sympathy when she told them she was anxious to know the exact diagnosis, since her husband and son had both died of brain tumors. She said they would not give her any more information until the next time and she would have to make another appointment for that. So she said she would not leave until the doctor called her daughter. She wouldn't budge. And when the doctor finally called her daughter, me, who spoke in perfect English—lo and behold—we had assurances the CAT scan would be found, promises that a conference call on Monday would be held, and apologies for any suffering my mother had gone through for a most regrettable mistake.

15 I think my mother's English almost had an effect on limiting my possibilities in life as well. Sociologists and linguists probably will tell you that a person's developing language skills are more influenced by peers. But I do think that the language spoken in the family, especially in immigrant families which are more insular, plays a large role in shaping the language of the child. And I believe it affected my results on achievement tests,

IQ tests, and the SAT. While my English skills were never judged as poor, compared to math, English could not be considered my strong suit. In grade school I did moderately well, getting perhaps B's, sometimes B-pluses, in English and scoring perhaps in the sixtieth or seventieth percentile on achievement tests. But those scores were not good enough to override the opinion that my true abilities lay in math and science, because in those areas I achieved A's and scored in the ninetieth percentile or higher.

16 This was understandable. Math is precise; there is only one correct answer. Whereas, for me at least, the answers on English tests were always a judgment call, a matter of opinion and personal experience. Those tests were constructed around items like fill-in-the blank sentence completion, such as, "Even though Tom was _____, Mary thought he was _____." And the correct answer always seemed to be the most bland combinations of thoughts, for example, "Even though Tom was shy, Mary thought he was charming," with the grammatical structure "even though" limiting the correct answer to some sort of semantic opposites, so you wouldn't get answers like, "Even though Tom was foolish, Mary thought he was ridiculous." Well, according to my mother, there were very few limitations as to what Tom could have been and what Mary might have thought of him. So I never did well on tests like that.

17 The same was true with word analogies, pairs of words in which you were supposed to find some sort of logical, semantic relationship—for example, "Sunset is to nightfall as _____ is to _____." And here you would be presented with a list of four possible pairs, one of which showed the same kind of relationship: red is to stoplight, bus is to arrival, chills is to fever,

yawn is to boring. Well, I could never think that way. I knew what the tests were asking, but I could not block out of my mind the images already created by the first pair, "sunset is to night-fall"—and I would see a burst of colors against a darkening sky, the moon rising, the lowering of a curtain of stars. And all the other pairs of words—red, bus, stoplight, boring—just threw up a mass of confusing images, making it impossible for me to sort out something as logical as saying: "A sunset precedes nightfall" is the same as "a chill precedes a fever." The only way I would have gotten that answer right would have been to imagine an associative situation, for example, my being disobedient and staying out past sunset, catching a chill at night, which turns into feverish pneumonia as punishment, which indeed did happen to me.

18 I have been thinking about all this lately, about my mother's English, about achievement test. Because lately I've been asked, as a writer, why there are not more Asian-Americans represented in American literature. Why are there few Asian-Americans enrolled in creative writing programs? Why do so many Chinese students go into engineering? Well, these are broad sociological questions I can't begin to answer. But I have noticed in surveys—in fact, just last week—that Asian students, as a whole, always do significantly better on math achievement tests than in English. And this makes me think that there are other Asian-American students whose English spoken in the home might also be described as "broken" or "limited." And perhaps they also have teachers who are steering them away from writing and into math and science, which is what happened to me.

19 Fortunately, I happen to be rebellious in nature and enjoy

the challenge of disproving assumptions made about me. I became an English major my first year in college, after being enrolled as pre-med. I started writing nonfiction as a freelancer the week after I was told by my former boss that writing was my worst skill and I should hone my talents toward account management.

20 But it wasn't until 1985 that I finally began to write fiction. And at first I wrote using what I thought to be wittily crafted sentences, sentences that would finally prove I had mastery over the English language. Here's an example from the first drafts of a story that later made its way into *The Joy Luck Club*, but without this line: "That was my mental quandary in its nascent state." A terrible line, which I can barely pronounce.

21 Fortunately, for reasons I won't get into today, I later decided I should envision a reader for the stories I would write. And the reader I decided upon was my mother, because these were stories about mothers. So with this reader in mind--and in fact she did read my early drafts--I began to write stories using all the Englishes I grew up with: the English I spoke to my mother, which for lack of a better term might be described as "simple", the English she used with me, which for lack of a better term might be described as "broken"; my translation of her Chinese, which could certainly be described as "watered down"; and what I imagined to be her translation of her Chinese if she could speak in perfect English, her internal language, and for that I sought to preserve the essence, but neither an English nor a Chinese structure. I wanted to capture what language ability tests can never reveal: her intent, her passion, her imagery, the rhythms of her speech and the nature of her thoughts.

22 Apart from what any critic had to say about my writing, I

knew I had succeeded where it counted when my mother finished reading my book and gave me her verdict: "So easy to read."

1. Notes:

1. Amy Tan: Born in Oakland, Calif. on Feb. 19th, 1952, two and a half years after her parents immigrated to the United States. She was married to Louis M. DeMattei on April 6th, 1974. She got her BA in Linguistics and English at San Jose (Calif.) State University in 1973 and her MA in Linguistics in 1974. In 1991, she received LHD (honorary) from Dominican College San Rafael. Though her parents anticipated that she would become a neurosurgeon by trade and a concert pianist by hobby, she instead became a consultant to programs for disabled children, and later a free-lance writer. Her books include fictions such as *The Joy Luck Club* (1989), *The Kitchen God's Wife* (1991), *The Moon Lady* (1992), *The Chinese Siamese Cat* (1994), and numerous short stories and essays. She also acted as the screenwriter and producer of the film *The Joy Luck Club* in 1993. She received Best American Essays award in 1991.
2. YMCA: short form for Young Men's Christian Association.
3. Forbes: a highly successful semimonthly journal of finance, founded in 1917 by Bertie Charles Forbes. It has been an influential periodical for business executives and investors.
4. *Wall Street Week*: a financial newspaper published in the United States.
5. Shirley Maclaine (1934-): American leading actress. She played in many movies such as *Terms of Endearment* and *Steel Magnolias*.

6. CAT Scan: an examination performed with a CAT Scanner, which is a device using narrow beams of X-rays at various angles to produce computerized images of a cross-section of the body. (X 射线断层扫描)
7. IQ: refers to intelligence quotient.
8. SAT: short form for Scholastic Aptitude Test.
9. grade school; elementary school, a school giving instructions in basic subjects, often starting with a kindergarten and continuing for six or eight grades.
10. pre-med: a premedical student or course of study.
11. *The Joy Luck Club*: Amy Tan's first novel, written in 1989. It gained an immediate success and became a bestseller in America in 1990. It got National Book Critics Circle award for best novel nomination and Los Angeles Times Book award nomination in 1989, Gold award for fiction by Commonwealth Club in 1990 and Bay Area Book Reviewers award for best fiction in 1990. The novel tells stories about the life of four Chinese women in pre-1949 period and of their American-born daughters. It is a wonderful portrayal of the family life of ordinary Chinese-Americans and also an interesting comparison of Chinese and American culture.

II. Vocabulary:

1. evoke [i'vouk] *vt.* to call up (memories, feelings, etc.).
2. intersection [intə'sekʃən] *n.* the act or fact of intersecting.
3. wrought ['rɔ:t] *adj.* worked, formed, constructed.
4. nominalize ['nɒminəlaiz] *vt. ,vi.* to convert into or use as a noun.
5. videotape ['vidiəu'teip] *vt.* to record (programs, etc.) on

videotape.

6. transcribe [træn'skraib] *vt. ,vi.* to make a written or printed copy of (spoken material).
7. belie [bi'lai] *vt.* to disguise; to give a false impression of.
8. imagery ['imidʒəri] *n.* mental images; pictorial images.
9. wince [wins] *vi.* to react with discomfort; to draw back as from a blow.
10. perception [pə'sepʃən] *n.* point of view.
11. empirical [em'pirikəl] *adj.* derived from or depending on experience or observation alone.
12. guise [gaiz] *n.* a false or assumed appearance or disguise.
13. portfolio [pɔ:t'fouliou] *n.* collection of stocks; the securities, etc. held by a private investor.
14. impeccable [im'pekəbl] *adj.* faultless; flawless.
15. routine [ru:'ti:n] *n.* an often repeated behavior.
16. benign [bi'nain] *adj.* not malignant; non-cancerous.
17. budge [bʌdʒ] *vi. ,vt.* (often used with a negative) to (cause to) give in.
18. lo and behold *interj.* a phrase to express surprise, whose literal meaning is "look" or "see".
19. insular ['insjulə] *adj.* isolated, provincial.
20. override [ouvə'raid] *vt.* to give a command that cancels the effect of something; overrule.
21. judgment call *n.* a decision made by a referee or umpire in a sporting event based on personal observation of a disputed play; any determination or judgment based on feeling or personal views.
22. bland [blænd] *adj.* lacking in special interest or liveliness; dull.
23. semantic [si'mæntik] *adj.* relating to the meaning of a