

主 编 钱 杨

English for Professional Graduates

专业学位 研究生英语



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要 录 内 容

本书共分两大部分：第一部分为听力理解，第二部分为阅读理解。

第一部分为听力理解，包括：1. 听音辨音；2. 听音选词；3. 听音填空；4. 听音回答问题；5. 听音做判断；6. 听音做选择；7. 听音做推理；8. 听音做综合题。

第二部分为阅读理解，包括：1. 选词填空；2. 判断正误；3. 回答问题；4. 做选择题；5. 做推理题；6. 做综合题。

本书可作为高等院校英语专业及相关专业本科生的教材，也可供从事英语工作的有关人员参考。

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钱 杨 主编

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内 容 提 要

本书以提高专业学位研究生英语能力为主要目的,充分考虑到该类学生入学时的总体英语水平及英语在其实际工作中的需求,突出实用性与针对性,帮助学生将听、说、读、写、译等多项语言技能融为一体。

本书共十个单元,每个单元包括两篇课文,课文体裁丰富,可以满足不同专业学生的不同兴趣和实际工作的需求;同时,课文题材多样,涉及生活的多个方面。每篇课文后都配有针对课文的练习和在此基础上提升的相关练习;练习配置系统、合理,题量适度,具有代表性,可以较好满足实际教学要求,倍增教师的备课效率和学生的学习效果。

本书可供各类高校相应专业作教材使用。

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前言

本书是在同济大学出版社于2012年出版的《工程硕士英语》基础上,结合全国专业学位教育指导委员会“专业学位研究生英语教学要求”,同时参考教育部颁发的“非英语专业研究生英语教学大纲”及根据以往几年教材使用的实际情况修订而成。

本书使用对象为文科、理科、工科、医学、法学等专业学位研究生。本书编写的宗旨和原则是突出实用性与针对性,强调英语语言应用能力的培养。实践证明它能很好地适应专业学位研究生的需求。

课文的选题和题材上具有多样性,课文内容涉及日常生活的多个方面;选材来源丰富,注意语言的多样性。课文和练习中的句子来自于多种美国报纸、杂志、小说等;重点突出,条理清晰,教材以训练和提高学生英语阅读能力为主,同时兼顾口语、翻译和写作能力的培养;教材练习的设计合理、实用性强,练习量适度且具有代表性。具体包括五个方面的特点:

- 一、进一步巩固常用书面语和口语语法知识及技能,强化语法运用能力;
- 二、培养语篇分析能力,熟练掌握各种阅读技能,学会概括中心大意,通过预测、推理和归纳等手段理解和把握文章主要内容和要点;
- 三、培养基本的写作技能,如议论文的写作,特别是应用文写作技能;
- 四、加强翻译技巧和能力的培养,特别是英语科技文献的翻译;
- 五、在读和写的基础上进一步提高听和说的能力,将语篇知识和写作技巧应用到听说实践中。除了进行日常会话以外,还帮助学生学会如何在高层次篇章听的过程中更好地解读其结构,更有针对性地听。学会如何在讨论和长时间发言中,做到条理明晰,重点突出。

限于编者水平有限,本书定有挂一漏万之处,敬请专家指点、批评。

本书在编写过程中得到了诸多专家及同事的帮助,在此一并表示谢忱。

钱 杨

同济大学 2016 年 2 月

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Unit 1

Education



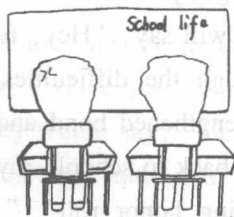
Text A

Lead-in Questions

1. Why do some parents choose to go back to school?
2. How will family life be influenced if a parent chooses to go back to school?

Parental Discretion

By Dennis Hevesi



When the letter came saying that Pamela Stafford, after all her part-time study at night, had been accepted at the age of 34 as a full-time student by the University of California at Berkeley, her two teenage sons leaped into the air, slapped palms in a high-five* and shouted, "We did it! We did it!"

high-five *n.* 举手击掌

"I'm not sure they included me," she said.

Several months ago, when Gary Hatfield, also 34, and a sophomore at the Ohio State University, in Columbus, was telling his son, Seth, 11, why he was spending so much time studying, "He patted me on the shoulder and said, 'Dad, I understand. You want to finish school,'" Mr. Hatfield recalled, adding, "Blessed is the child's forgiving* nature."

In hundreds of homes throughout the nation, as the rolls* of those signing up for continuing education courses grow, getting mom or pop off to school has often wrought* a kind of joyous havoc on family life and forced the sort of realignment of expectations that would warm the hearts of diehard* feminists.

A Switch of Family Roles

Dads or children are doing the shopping, the cooking, the cleaning, the laundry. Teenagers have become the family chauffeur*, or at least make sure the car is available when a parent has to get to class. Schedules have been turned on end. Children have even adopted parental roles—nagging* when homework hasn't been done.

Mr. Hatfield, an English major, wants to teach high school or college English. "I'll sometimes get jabbed if I make a spelling or grammatical mistake," he said. "Seth will say, 'Hey, English teacher...'"

What can come through the difficulties and the role reversals is a shared commitment, a strengthened bond and a deepened appreciation for education. "When I went back to school, my older son went from being a C and D student to making honor roll*," said Ms. Stafford, who is divorced and lives in Albany, near the university. "The younger guy, well, not as much improvement. But he did develop a more serious attitude toward school. Now, it's sort of a given that what you really do in life is finish school first."

And when the boys—Joseph, 18, and Christopher, 14—run into what Ms. Stafford called "the geek* mentality" of friends who think doing well in school is totally lame, they are equipped to respond. "Joseph once told his friend," Ms. Stafford said, "Hey, my mom is smart. It's in the genes. I can't help being smart."

Mom is indeed smart. Out of a possible 4.0, Ms. Stafford is maintaining a 3.9 grade-point average* as an English major at Berkeley, where she is also on staff as an administrative assistant.

forgiving *adj.* 宽大的,慈悲的

roll *n.* 名单

wrought *v.* 使发生

diehard *adj.* 顽固的

chauffeur *n.* 司机

nag *v.* 不断地唠叨

make honor roll 进入优等生名单

geek *n.* 做低级滑稽表演的人

grade-point average 绩点

"I felt really guilty about taking night courses," she said. "Then, at the end of that first semester, I got an A in ancient Mediterranean* literature, and my sons developed an investment in my education. They sort of fired me as a mother and recreated me as a student."

Joseph, now a freshman at St. Mary's College in nearby Moraga, said, "I had to cook, wash dishes, pretty much take care of myself and my brother, too. There were times when I wished she was around, when things would happen that I couldn't handle."

Joseph said, "Christopher was always a hyper kid. So I just had to be real patient. I talked to him about girls, about drugs. He doesn't do the silly stuff he used to do to get attention, like kitchen gymnastics—you know, dancing and flipping* around the house like an idiot. Sometimes we fought. But he and I loved each other enough to punch* each other and then hug."

Mysterious Disappearances During Finals

During midterms and finals, Ms. Stafford said, the boys "would mysteriously disappear" so that she could study. "I like to deejay*," Joseph said, "you know, sound-mixing in my room. I had to do this with headphones the entire time. There could be no noise."

Between classes, Ms. Stafford would call home and try to at least bring a maternal* presence into the conversation: "Have you done your homework? Have you done your chores?" But they would say, "Hey, we don't need you. Goodness, the things we go through putting a parent through school."

Sometimes it seemed that Seth Hatfield wasn't so much putting his father through school as accompanying him. "Last quarter, I was taking an anthropology* course," Mr. Hatfield said, "and one of the evenings I would take Seth to that class. He would sit and do his homework at the table with me. And the teacher was so nearsighted that she would walk by and give him handouts, just like one of the students."

Mr. Hatfield, who is divorced and lives in Columbus, has worked as a landscaper*, a salesman, a counselor to juvenile* delinquents*, and a social worker at a home for the mentally retarded. With a part-time job, a little money in the bank and a grant from Ohio State, he returned to college in 1987 and is maintaining a grade-point average of 3.2.

Mediterranean *n.*
地中海

flip *v.* 弹跳

punch *v.* 以拳头击打

deejay *v.* 作为播放音乐的人

maternal *adj.* 母亲的

anthropology *n.* 人类学

landscaper *n.* 庭园设计师

juvenile *adj.* 青少年的

delinquent *n.* 违法者

"I get hit with anxiety attacks," he said, "because here I am plowing through Renaissance* literature and wishing I was sitting with my son playing a game."

Renaissance *n.* 文
艺复兴

Getting Early Exposure to College

But Seth doesn't complain, and his exposure to college has had benefits. "I found out from his teachers that he speaks proudly of going to Ohio State with his dad," Mr. Hatfield said. "Just walking across campus, with him wearing his Ohio State sweatshirt, gives me the opportunity to familiarize him with what the place really is. We go plunder through the library. He knows that the computer catalogue* search system can lead him to information on Superman."

catalogue *n.* 目录

"I might go there when I grow up," Seth said. "When my dad gets his education, if he becomes a teacher, he'll have a larger income and I might even have him as a teacher. Maybe I'll borrow money from him for lunch."

Mr. Hatfield realizes that Seth, who lives with his mother about a mile away, is his first priority. "I will cut class to go to his band concert," he said. "Those things are too precious. I can take an incomplete in a course and make it up. I can't take an incomplete as a parent and ever make that up."

Key Vocabulary

1. discretion [dɪs'krɛʃən] *n.* the ability and right to decide exactly what should be done in a particular situation 判断力
2. sophomore ['sɒfəmə:] *n.* AmE. a student who is in their second year of study at a college or high school 大学二年级生
3. havoc ['hævək] *n.* great damage or catastrophe 大破坏, 浩劫
4. realignment [ˌriːə'lainmənt] *n.* reorganization 重新排列
5. feminist ['femɪnɪst] *n.* someone who supports the idea that women should have the same rights and opportunities as men 男女平等主义者, 女权扩张论者
6. laundry ['ləʊndrɪ] *n.* the process or the job of washing clothes, sheets, etc. 洗涤
7. available [ə'veɪləbl] *adj.* able to be used or easily bought or found 可用到的
8. reversal [rɪ'veɜːsl] *n.* a change to an opposite arrangement, process, or way of doing sth. 颠倒, 反转

9. commitment [kə'mɪtmənt] *n.* sth. that you have promised you will do or that you have to do 承诺
10. bond [bɒnd] *n.* a connection based on kinship or marriage or common interest 结合(力),凝聚(力),亲和(力)
11. given ['gɪvn] *n.* an assumption that is taken for granted; sth. that is certain to happen 预先设定的情况或条件;理所当然之事
12. mentality [men'tælɪtɪ] *n.* a particular attitude or way of thinking, esp. one that you think is wrong or stupid 心智,精神;心理
13. lame [leɪm] *adj.* not convincing (辩解、论据等)无说服力的
14. hyper ['haɪpə(r)] *adj.* (informal) extremely excited or nervous about sth. 非常激动或紧张的
15. gymnastics [dʒɪm'næstɪks] *n.* a sport involving physical exercises and movements that need skill, strength, and control, and that are often performed in competitions 体操
16. chore [tʃɔːr] *n.* a small job that you have to do regularly, esp. work that you do to keep a house clean 家务杂事
17. juvenile ['dʒuːvɪnaɪl] *adj.* (formal or law) connected with young people who are not yet adults 青少年的
18. retard [rɪ'taɪd] *v.* (formal) to delay the development of sth., or to make sth. happen more slowly than expected 延迟,迟缓
19. grant [grɑːnt] *n.* monetary aid 补助金
20. anxiety [æŋg'zaɪətɪ] *n.* a vague unpleasant emotion that is experienced in anticipation of some (usually ill-defined) misfortune 焦虑
21. exposure [ɪks'pəʊʒə] *n.* the chance to experience new ideas, ways of life, etc. 曝露
22. familiarize [fə'mɪljəraɪz] *v.* to make familiar or acquainted 使(别人或自己)熟悉或通晓
23. plunder ['plʌndə] *n.* to take illegally 掠夺;搜刮
24. priority [praɪ'ɒrɪtɪ] *n.* sth. most important that needs attention before anything else 优先权

Phrases and expressions

1. get sb. off to help sb. do sth. 帮助某人
2. on end without stopping 连续地
3. run into to experience difficulties 经历困难
4. go through to perform a series of actions 履行
5. put... through... to make sb. experience sth. very difficult or unpleasant 使经受
6. make up to compensate 弥补

Notes

1. **The University of California at Berkeley:** Berkeley is the oldest of the UC campuses and serves as the flagship of California's public university system. In 1966 Berkeley was recognized by the American Council on Education as "the best balanced distinguished university in the country". 加利福尼亚大学伯克利分校
2. **The grading system in America:** Grades are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters (A, B, C, D, F), in numerical system (4.0—1.0), in descriptors (excellent, great, satisfactory, needs improvement), or in percentages (0—100). The A-F (A-E) quality index is typically quantified by correlation to a five-point numerical scale as follows: A = 4.0; B = 3.0; C = 2.0; D = 1.0; E/F = 0.0. The correlation between Letter Grade and Grade Percentage is: A = 90% – 100%; B = 80% – 89%; C = 70% – 79%; D = 60% – 69%; E/F = 59% and below.
3. **Grade Point Average (GPA):** GPA is calculated by taking the number of grade points a student has earned in a given period of time divided by the total number of credits taken. A Cumulative Grade Point Average is a calculation of the average of all of a student's grades for all semesters and courses completed up to a given academic term, whereas the GPA may only refer to one term. 绩点
4. **Course Credit:** A course credit (often credit hour, or just credit or "unit") is a unit that gives weighting to the value, level or time requirements of an academic course taken at a school or other educational institution. In the United States, a student in a high school or university earns credits for the successful completion of each course for each academic term. The state or the institution generally sets a minimum number of credits required to graduate. Various systems of credits exist such as one per course, one per hour/week in class and one per hour/week devoted to the course (including homework). 学分

Exercises

I. Questions for discussion.

1. Why does the author say that children are blessed with a forgiving nature?

2. How was family life affected when parents chose to go back to school?
3. How did parents pursuing further education help warm the hearts of diehard feminists?
4. Are there any examples given showing that the children were considerate towards their parents?
5. How do you understand the title of the article?

II. Fill in the blanks with the words from the box and change the form where necessary.

chore	exposure	priority	reversal	available
familiarize	commitment	retard	realignment	forgiving
mentality	havoc	on end	make up	put through

1. The political _____ among world leaders to banish the scourge of hunger from the earth has spread and grown stronger.
2. It is self-evident that to adapt to a sudden role _____ proves to be more difficult for those who enjoy their present status quo.
3. To do so, you must use the time to _____ yourself with the environment and calm down.
4. The earthquake which took place recently in that country wrought _____ in a lot of towns and cities, leaving many homeless.
5. The _____ of the company's management structure resulted in both increased productivity and a harmonious atmosphere.
6. It is generally believed that men are blessed with a _____ nature and they are ready to help others in need.
7. I can't understand the _____ of the people who are behind this kind of violence.
8. It is very common now for wives and husbands to share the domestic _____.
9. Both of Jack's parents were laid off and Jack had to _____ university with money left by his grandfather.
10. People in that area are in dire need of food, because cold weather has _____ the growth of many crops.
11. All _____ means are tried by the government to save people in the disaster-hit places and some are workable.
12. In order to get the ticket for the 2008 Beijing Olympic Games, the couple stood in line for several hours _____.
13. One of the most effective ways to learn a foreign language well is to give learners enough _____ to the target language.
14. After several burglaries in the area, security is now again gaining more and more attention

- and given a high _____.
15. Mike is an ordinary-looking man, but his intelligence _____ for his lack of personal charm.

III. Complete the following sentences with the correct form of the given words.

1. In recent years, juvenile _____ has also become prominent in China. We should reflect on our current family and school education. (delinquent)
2. The _____ poised herself on the balance beam gracefully. (gymnastics)
3. People's expectations about a product and the way it works are highly informed by their _____ model. (mentality)
4. She accidentally ran her newly bought car into a tree while _____. (reversal)
5. The way engineers must build software is often a _____, dictated by various technical and business constraints. (give)
6. Lucretia Mott's influence was so significant that she has been credited by some authorities as the originator of _____ in the United States. (feminist)
7. We block out those things that cause stress and make us _____. (anxiety)
8. There are three major advantages of the design, namely cheapness, simplicity and _____ (available).
9. He said that he was absent from the meeting due to the fact that he had no _____ knowledge of the meeting. (priority)
10. Some might counter that the one-month-per-page calendar is better because it is easily recognizable and _____ to users. (familiarize)

IV. Paraphrase the following sentences from the text.

1. Mr. Hatfield recalled, adding, "Blessed is the child's forgiving nature."

2. Children have even adopted parental roles—nagging when homework hasn't been done.

3. What can come through the difficulties and the role reversals is a shared commitment, a strengthened bond and a deepened appreciation for education.

4. Between classes, Ms. Stafford would call home and try to at least bring a maternal presence into the conversation: "Have you done your homework? Have you done your chores?"

5. I can take an incomplete in a course and make it up. I can't take an incomplete as a parent and ever make that up.

V. Translate the following sentences into English with the word in the brackets.

1. 频繁的战爭以及缺少公路減緩了這一地區的發展。(retard)
2. 這一丑聞曝光使總統處於尷尬境地。(exposure)
3. 作為研究生,當今我們的首要任務是學習。(priority)
4. 這款電子遊戲很有趣,能吸引你連續玩上幾個小時。(on end)
5. 經過慎重考慮,那個水手簽約參加去印度的航行。(sign up)
6. 這裡有兩個網球場供俱樂部正式會員使用。(available)
7. 他們吸取了教訓,用努力工作來彌補時間上的損失。(make up)
8. 學校提供了大量培養閱讀技巧的好材料。(develop)

Writing skills (1): How to write persuasive articles

Generally speaking, an English persuasive article can be roughly divided into three parts: introduction, body and conclusion. The function of introduction is to introduce the main argument to the readers, the function of body is to support and illustrate the main argument with examples and the function of conclusion is to summarize the important points discussed previously and/or to provide suggestions and comments. The sub-points in the body part should be closely related to or directly derived from the main argument to avoid wandering off and to make the article logically developed.

Exercise

Please write a persuasive article of around 250 words on "Job Interview" according to the outline provided.

Main argument: In order to make a good impression at a job interview, you should prepare well for the interview.

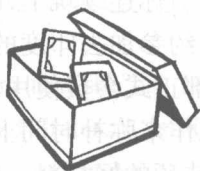
Sub-points

1. Plan your answers to the possible questions.
2. Plan and prepare what you are going to wear.
3. Make sure you arrive on time.



Text B

Comparing Notes^①



Last week much of the British educational establishment * decamped * to Washington, D. C. , to attend a conference on badly performing schools hosted by America's Department of Education. The two sides promised to exchange notes on "best practice" and to keep in touch—via the Internet, naturally. Perhaps carried away * by the occasion, Richard Riley, America's secretary of state for education, dusted down * a neglected phrase, proposing that Britain and the United States establish a new "special relationship" in education.

The British were undoubtedly impressed by what the Americans had shown them of the best of their public-school system—in particular, how strong leadership can turn round * failing schools, and how education and social work can be integrated *. But some wariness * is in order *. The British, after all, have a poor record of learning the correct lessons from quick visits to America. Anthony Crosland, a Labour education secretary of the 1960s, was so impressed by the egalitarianism * of the public school system that he saw in the United States, that he made it the model for the comprehensive schools * which he subsequently introduced to Britain. Last

educational

establishment 教育
管理部门

decamp v. 匆忙离
开

carry away 使……
大为激动

dust down 除去灰尘

turn round 扭转

integrate v. 使成
一体

wariness n. 谨慎

in order 需要的

egalitarianism n.
平等主义

comprehensive

school (英) 综合中
学

^① This article is cited from <http://www.economist.com/world/britain/displaystory.cfm?story_id=E1_PJNIRS> .

week's conference delegates were devoting much of their energy to working out how to undo the worst consequences of Crosland's vision.

So will the British learn the right lessons about American education from their most recent trip to Washington, D. C. ? Maybe, but only by looking beyond the federal capital because the real action in American education is taking place in the states and cities of the south and the mid-west. Looked at in the round *, America, chastened * by the dreadful failure of much of its school system (universities are a different matter), is going through an unusually fertile * period of educational experimentation and debate.

It was, unfortunately, entirely appropriate * that the American and British educational establishments should have been brought together by the subject of failing schools. For if the two countries have a special relationship in education at all, it is a relationship of shared, long-term systemic * failure. The shortcomings of Britain's system have been well documented * for years. To give just one example, the Moser report of 1999 suggested that 23% of the British population is “ functionally illiterate * ”—almost double the rate in Germany. Among the world's developed economies, only the United States kept Britain company *.

About a fifth of American pupils drop out of high school without graduating. Some 29% of all college freshmen have to take remedial * courses in reading, writing and maths. American high-school kids score much lower than their peers in Europe in maths and science. As in Britain, there is a severe skills shortage, with employers looking to immigrants * to fill their gaps in high-technology posts.

The problem is now so bad that education has forced itself to the top of the political agenda * in both countries. It took centre stage in the first two presidential debates between Al Gore and George W. Bush. It was President Bush, George W. 's father, who promised to be the “ education president ” when he was elected in 1988. In Britain, meanwhile, Tony Blair famously characterized his top priorities as “ education, education, education. ”

The Americans, like the British, have known for a long time that their system of large, “ one-size-fits-all * ” public schools was failing badly. As long ago as 1983, a presidential commission on education issued a detailed report called “ A Nation at Risk. ” This gave the initial impetus * to a

in the round 全面地

chasten v. 磨炼

fertile adj. 富有成效的

appropriate adj. 适当的

systemic adj. 系统的

document v. 用纪实材料描述

functionally illiterate 功能性文盲

keep company 与……相伴

remedial adj. 补救的

immigrant n. 移民

agenda n. 议程

one-size-fits-all 均码的

impetus n. 推动力