

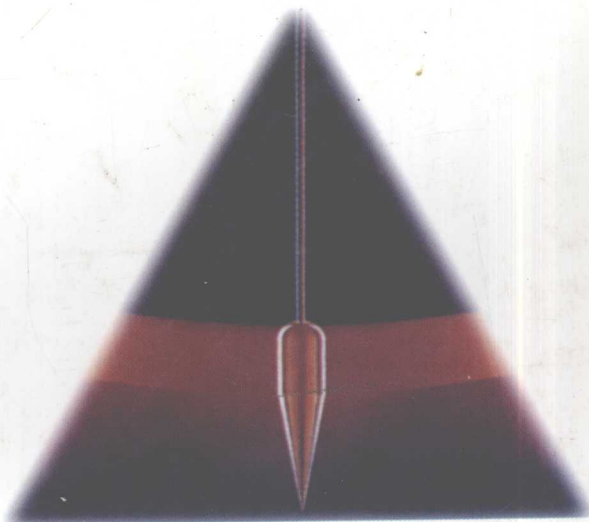
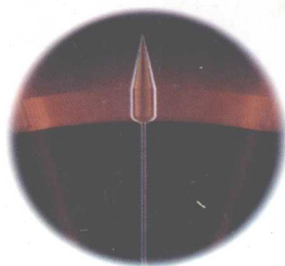
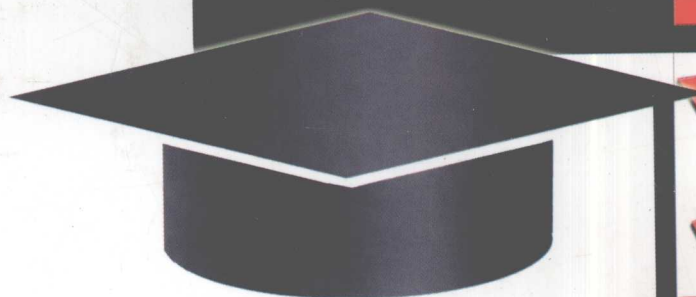
■ 主 编 冯建奇
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研究生英语

POSTGRADUATE ENGLISH

教程

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湖南大学出版社

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序

今日的中国,是开放的中国;当今的世界,是开放的世界。改革开放,势不可挡。世界需要一个开放的中国,中国更需要融入开放的世界。近几年国家出台的招收工程硕士、工商硕士以及对授予同等学力人员硕士学位的一系列政策顺应了时代的潮流。中国“入世”指日可待,时代呼唤国际复合型人才,而学好英语是造就这类人才的关键。因此,如何在短时间内,在繁重的专业学习之余,迅速全面地提高英语水平,并达到国家颁布的《非英语专业研究生英语(第一外语)教学大纲》规定的要求,是研究生英语教学的一项重大的科研课题。为此,湖南大学外国语学院研究生英语教研室在湖南省研究生英语协会的大力支持下,通过三年多的编写并经过试用,推出了这本《研究生英语教程》,填补了省内这方面教材的空缺。

本教材具有如下特点:

1. 综合性。该书由课文、阅读、写作、翻译、构词、练习共六大部分组成,并且各部分形成一个完整的体系,有一书多用、多能之效。

2. 实用性。该书由易到难,系统性强,是一本很好的工程硕士、工商管理硕士的基础英语教材。也可作为同等学力人员申请硕士学位全国统一考试的英语复习资料或自学教材。

3. 针对性。该书练习形式紧扣国家教育部颁布的《非英语专业硕士研究生英语学位课程考试大纲》,基本上覆盖了该大纲所规定的语法、词汇及各项技能要求,方便学生参加英语学位课程考试。

4. 现代性。该书所选文章反映了科技发展的时代脉搏,内容新颖,题材广泛,融知识性和趣味性于一体。

湖南省研究生英语教学研究会会长
湖南大学外国语学院教授
阳志清

二〇〇一年七月于岳麓山

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Lesson One

Needed: An International Language

History tells us that in ancient ^{exists} Babylon^①, the cradle of our civilization, the people tried to build a tower that would reach to heaven. But the tower became the tower of Babel^②, according to the *Old Testament*^③, when the people were suddenly caused to speak different languages. In modern New York City, a new tower, that of the United Nations Building, thrusts its shining mass skyward. But the realization of the UN's aspirations—and with it the hopes of the peoples of the world—is threatened by our contemporary Babel: about three thousand different languages are spoken throughout the world today, without counting the various dialects that confound communication between peoples of the same land.

In China, for example, hundreds of different dialects are spoken; people of some villages have trouble passing the time of day with the inhabitants of the next town. In the new African state of ^{now} Ghana^④, five million people speak fifty different dialects. In India more than one hundred languages are spoken, of which only fourteen are recognized as official. To add to the confusion, as the old established empires are broken up and new states are formed, new official tongues spring up at an increasing rate.

In a world made smaller by jet travel, man is still isolated from many of his neighbors by the Babel barrier of multiplying languages. Communication is blocked daily in scores of ways. Travelers find it difficult to know the peoples of other nations. Scientists are often unable to read and benefit from the work being carried on by men of science in other countries. The aims of international trade, of world accord^⑤, of meetings between nations, are blocked at every turn; the work of scholars, technologists, and humanists is handicapped. Even in the shining new tower of the United Nations in New York, speeches and discussions have to be translated and printed in the five official UN languages—English, French, Spanish, Russian, and Chinese. Confusion, delay, suspicion, and hard feelings are the products of the diplomatic Babel.

The chances for world unity are lessened if, in the literal sense of the phrase, we do not speak the same language. We stand in dire need of a common tongue, a language that would cross national barriers, one simple enough to be universally learned by travelers, businessmen, government representatives, scholars, and even by children in school.

Of course, this isn't a new idea. Just as everyone is against sin, so everyone is for a common language that would further communication between nations. What with one thing and another—our natural state of drift as human beings, our rivalries, resentments, and jeal-

ousies as nations—we have up until now failed to take any action.^⑥ I propose that we stop just talking about it, as Mark Twain said of the weather, and do something about it. We must make the concerted, massive effort it takes to reach agreement on the adoption of a single, common auxiliary tongue.

Let's take a quick look at the realities of the problem. One of the main barriers to the adoption of a common language is the fact that there is Babel even among the possible languages we can choose. A number of different simplified languages vie for the spot of the language, and their respective advocates defend and attack with the fervor of political campaigners. Basic English, for example, with its vocabulary of only 850 words with which virtually anything can be expressed, has many advocates. But many other nations object to it. Why English they ask. Why not Basic Russian, Basic Spanish, even Basic Latin?

In addition to the "basics" of languages now in use, there is another type—the so-called "constructed languages", of which some six hundred have made their appearance since the end of the nineteenth century, most of them almost immediate failures. The two best-known survivors among them are, of course, Esperanto and Interlingua.

Esperanto was published in 1887 by a Russian-Polish physician named Zamenhof^⑦, who had worked on it for ten years. He gave it to the world not under his own name but under the pseudonym Doktoro Esperanto^⑧, meaning "Doctor Hopeful". Esperanto is based on regularity and ease of grammar, with a vocabulary from Roman-Germanic roots. By the end of the century Esperanto had taken hold in western Europe.

Interlingua made its appearance much later in 1951. A group of linguists from many nations took nearly thirty years to perfect it. Essentially, Interlingua is Latin stripped of its difficulties. Its introducer, Dr. Alexander Gode^⑨, refers to it as "a kind of twentieth century kitchen Latin". Indeed, Interlingua can be read by most college-trained people almost at sight.

I do not by any means consider myself an authority on the relative merits of the various proposed common languages, but Dr. Mario Pei^⑩, of Columbia University in New York City, has written a fine book on the subject called *One Language for the World*. In this book Dr. Pei says he believes that it makes little difference which language or what kind of language becomes the international language, as long as agreement can be reached among the people of the world on any one.

For my own part, it seems to me that the main requirement of an international language is that it be easily learned. Thus it should have the simplest possible spelling and grammar and pronunciation, and the smallest possible vocabulary. An adult should be able to master such a language within three months if he gives several hours a day to the study of it.

What can be done concretely to achieve the goal of a working common language? I believe that the UNESCO arm of the United Nations should call a meeting of leading linguists from each of its member nations. (This would include most of the major populated areas of

the world.) As Dr. Pei recommends, the purpose of the conference would be to select an already existing language agreeable to a preponderance of the nations represented. Such an agreement won't come without determined effort; it may take more than one conference to reach agreement; it may take many more. The important thing is that some positive action be taken.

Such a conference should be called without further delay; we are sorely in need of this first step. Only with an international language in use, with the proceedings of the UN published in it, with children in schools all over the world learning it as their second language, can we close the gap between the "one world" so recently established in terms of travel time and the one world we hope for in terms of human understanding and co-operation.

Because I believe strongly that without the closing of this gap international accord is only a vain hope, I've taken it upon myself to try to implement this proposal. Since it is most unlikely that either UNESCO or the nations involved have funds to finance the linguists' conference, I think that one of the great philanthropic foundations, such as the Ford, Carnegie, or Rockefeller Foundation^①, should undertake to make it possible.

I have already approached one of these foundations for such a grant—and been turned down. I shall approach the others in turn, and if I am turned down by all, I shall look for other ways to make this conference possible.

It is the responsibility of all Americans to do whatever they can in their own communities to make this goal of one language for one world a reality for our children.

Vocabulary

A. Words and Expressions

1. skyward ['skaiwəd] *ad.* towards the sky 朝向天空
2. aspiration [ˌæspə'reɪʃən] *n.* (a)strong desire, esp. to do something great or important 志向,抱负;渴望
3. confound [kən'faʊnd] *vt.* confuse and surprise 混淆,使混乱
4. dialect ['daɪəlekt] *n.* a variety of language, spoken in one part of a country, which is different from other forms of the same language 方言,土话
5. multiplying ['mʌltɪplaiɪŋ] *a.* ever-increasing 不断增加的
6. rivalry ['raɪvəlri] *n.* competition 竞争
7. resentment [rɪ'zentmənt] *n.* the feeling of resenting bad treatment 憎恨,憎恶
8. jealousy ['dʒeləsi] *n.* (a)jealous feeling 嫉妒,妒忌
9. concerted [kən'sɜ:tɪd] *a.* combined 共同的,一致的,协同的
10. auxiliary [ɔ:g'zɪljəri] *a.* offering or giving help; adding support 辅助的;补助的
11. vie [vaɪ](vied, vying) *vi.* compete 争夺;竞争
12. respective [rɪ'spektɪv] *a.* of or for each one; particular and separate 各自的,各

个的

13. fervor [ˈfɜ:və] *n.* showing great and warm feelings and enthusiasm 狂热
14. virtually [ˈvɜ:tjuəli] *ad.* actually 实际上
15. Interlingua [ˌɪntəˈlɪŋgwə] *n.* (blend word for) international language 国际语言
16. Russian-Polish [ˈrʌʃən-pəliʃ] *n.* (a) Polish immigrated into Russia 俄国籍的波兰人
17. pseudonym [ˈpsju:dənim] *n.* an invented name used, esp. by a writer of books, in place of the real name 笔名
18. Roman-Germanic [ˈroumən-dʒəˈmænik] *a.* (language of) ancient Roman empire and Germany 罗马日耳曼语的
19. concretely [ˈkɒkri:tli] *ad.* actually 具体地说; 实际上的
20. linguist [ˈlɪŋgwɪst] *n.* a person who studies the science of language 语言学家
21. preponderance [ˈpri:pɒndərəns] *n.* the quality or state of being greater in amount, number, etc. (数量, 数目等上面) 超过; 优于
22. implement [ˈɪmplɪmənt] *v.* carry out; put into practice 贯彻; 执行
23. philanthropic [ˌfɪlənˈθrɒpɪk] *a.* having a feeling of kindness and love for all people 慈善的; 有善心的

B. Phrases

1. spring up: appear quickly from nothing; arise 出现; 涌现
2. scores of: large numbers of 许多; 大量
3. at every turn: on many occasions; quite often 处处, 经常
4. object to: be against 反对
5. be stripped of: be removed off 除去; 去掉
6. in terms of: in a word/an expression of 就……而言
7. turn down: refuse; reject 拒绝

Notes

- ① Babylon: 巴比伦, 古代巴比伦王国首都。
- ② Babel [ˈbeɪbl]: (基督教《圣经》中) 没有建成的通天塔; 空想的计划。
- ③ Old Testament: (基督教)《旧约全书》。
- ④ Chana [ˈgɑ:nə]: 加纳(非洲)。
- ⑤ world accord: 国家之间的协议。
- ⑥ What with one thing and another—our natural state of drift as human beings, our rivalries, resentments, and jealousies as nations—we have up until now failed to take any action. 由于两方面的原因——一者因人性的任其自然, 放任自流的态度; 再者由于国家间的敌对、憎恨和嫉妒——使得至今我们仍未采取任何行动。
- ⑦ Zamenhof: 俄国籍的波兰人, 物理学家柴门霍夫。
- ⑧ Doktoro Esperanto: (= Doctor Hopeful) 1887年物理学家柴门霍夫(Zamenhof)用

来发表他研究出来的世界语的笔名。

- ⑨ Dr. Alexander Gode: 亚历山大·戈德博士。
- ⑩ Dr. Mario Pei: 马理欧·佩博士。
- ⑪ the Ford, Carnegie or Rockefeller: 美国福特、卡内基或洛克菲勒基金会。

Comprehension Questions

Choose the best answer for each of the following :

1. Our contemporary Babel refers to _____.
 - A. about 3000 languages spoken worldwide
 - B. various dialects that block people's communication
 - C. the tower of the United Nations Building
 - D. hundreds of dialects spoken in China
2. What blocks our communication?
 - A. Different dialects spoken in China, Ghana and Zndia.
 - B. New official languages.
 - C. Jet travel.
 - D. The barriers of our contemporary Babel.
3. The five official UN languages have probably produced _____.
 - A. diplomatic ties
 - B. good will
 - C. trouble in communication
 - D. more speeches and discussions
4. According to the author, it's difficult to adopt a common language because _____.
 - A. there is disagreement on the spot of the common language
 - B. basic English has met with too many voices of objection
 - C. many "constructed languages" have proved failures
 - D. esperanto and Interlingua have survived
5. Which is not true about Esperanto?
 - A. It means "Doctor Hopeful".
 - B. It was once popular in western Europe.
 - C. Its grammar is easy.
 - D. It was not published under Zamenhof.
6. According to Dr Pei, any language can be the international language if _____.
 - A. there is an authority on the merits of the language
 - B. the difference between languages softens
 - C. the people of the world agree on it

- D. it is easy to learn
7. The author's attitude to the goal of a common language is _____.
- A. doubtful
B. negative
C. pessimistic
D. positive
8. We can infer from the passage that _____.
- A. the author's goal will soon be achieved
B. the author's goal is far from being achieved
C. his goal will be achieved as long as some philanthropic foundations offer grants
D. it's only all Americans' business to work for the goal

Exercises

I Vocabulary Exercises

Section A

Directions: There are ten sentences in this section. Each sentence has one word or a set of words underlined. Below the sentence are four words or phrases marked A, B, C and D. Choose the word or phrase that is closest in meaning to the underlined one.

1. She has aspirations to become a great writer.
A. respiration B. ambitions C. willing D. wishes
2. They refused to recognize our new government.
A. admit B. discriminate C. accept D. realize
3. Several towns have been isolated by the floods.
A. remoted B. kept apart C. apartheid D. secluded
4. His diligence multiplies his chances of success.
A. times B. supplies C. provides D. increases
5. The government blocked our plan.
A. delayed B. prevented C. blockaded D. turned down
6. Being small is a handicap in a crowd like this.
A. disadvantage B. prevention C. blockade D. cripple
7. I don't bear your any resentment.
A. hatred B. detest C. annoyance D. detachment
8. All governments should make a concerted effort to stop crime.
A. concerned B. concrete C. combined D. integrated
9. The opposition party advocates a reduction in taxes.
A. supports B. provokes C. declares D. suffocates
10. The two governments are completely in accord on the question of preserving peace.

- A. record B. agreement C. discord D. accordance

Section B

Directions: There are ten sentences in this section. Each sentence has something omitted. Choose the word or words from the four choices given to best complete each sentence.

11. The ice will ____ when the warm weather comes.
A. break down B. break into C. break through D. break up
12. Towns sprang ____ in the desert when gold was found there.
A. on B. up C. off D. out
13. His next film ____ his fame as an actor.
A. established B. founded C. set up D. built
14. She is under ____ of murder.
A. doubt B. suspicion C. distrust D. mistrust
15. Do you ____ to smoking?
A. reject B. refuse C. object D. refresh
16. I'm ____ a new book.
A. working out B. working on C. working over D. working up
17. If you don't know what this means, ____ the dictionary.
A. refer to B. consult with C. look at D. look up
18. The mail was ____ for two days because of the snowstorm.
A. postponed B. delayed C. held in D. held down
19. The committee's suggestions will be ____ immediately.
A. finished B. achieved C. implemented D. completed
20. He ____ my offer.
A. turned down B. turned over C. turned out D. turned up

II Cloze Test

Directions: Read the passage through. Then go back and choose one item of suitable word(s) marked A, B, C or D for each blank in the passage.

The origin of language is not clear, No doubt it began very gradually. Animals have a few cries that serve as signals, but even the highest apes have not been found able to 1 words, even with the most intensive professional instruction.

The superior 2 of man is apparently a necessity for the mastering of speech. When man became 3 intelligent, we must suppose that he gradually 4 the number of cries for different purposes. It was a great day when he discovered that speech could be used for narrative. There are those who think that in this 5 picture language preceded oral language. A man could draw a picture on the wall of his cave to show in 6 direction he had gone, or what prey he hoped to 7: Probably picture language and oral language 8

side by side. I am inclined to think that language has been the most important single factor in the development of man.

Two important stages came not so long before the dawn of written history. The first was the domestication of 9; the second was agriculture. Agriculture was a step in 10 progress to which subsequently there was nothing comparable until our own machine age. Agriculture made 11 an immense increase in the number of the human species in the 12 where it could be successfully practised. These were, at first, only those in which nature fertilized the 13 after each harvest. Agriculture met with violent resistance from the pastoral nomads, but the agricultural way of life prevailed in the end because of the physical comforts it provided.

14 fundamental technical advance was writing, which, like spoken language, developed out of pictures, but as soon as it had reached a certain stage, it was possible to keep records and transmit 15 to people who were not present when the information was given.

- | | | | |
|------------------|---------------|-----------------|---------------|
| 1. A. say | B. pronounce | C. speak | D. make |
| 2. A. head | B. mind | C. brain | D. thought |
| 3. A. adequate | B. enough | C. sufficiently | D. greatly |
| 4. A. increased | B. pronounced | C. produced | D. invented |
| 5. A. respect | B. way | C. case | D. point |
| 6. A. which | B. that | C. what | D. whose |
| 7. A. fire | B. seize | C. catch | D. kill |
| 8. A. developed | B. acquired | C. used | D. discovered |
| 9. A. animals | B. land | C. trees | D. plants |
| 10. A. mankind | B. human | C. man | D. men |
| 11. A. certainly | B. possibly | C. probably | D. possible |
| 12. A. cities | B. regions | C. countries | D. parts |
| 13. A. ground | B. field | C. land | D. soil |
| 14. A. Other | B. Another | C. On | D. The |
| 15. A. record | B. speech | C. information | D. picture |

III Error Correction

1. A computer program is a set of instructions that enables a computer process information and solve problems.
A B C
2. Since you need to catch an early train tomorrow morning, you must as well leave now.
A B C D
3. Most people consider that discourteous for a person to arrive at an appointment later than the time agreed upon.
A B C D

4. I don't like to discuss politics in public, and Betty doesn't too.
 A B C D
5. The boy did not walk erect, could not speak intelligibly, nor he could relate
 A B C
 to people.
 D
6. I could do no more than to lend her my car for the weekend.
 A B C D
7. What you suppose would happen if we ran out of water on the earth?
 A B C D
8. Ice skating and to go skiing are popular winter sports in the Northern United
 A B C D
 States.
9. By no means you should leave the baby alone at home.
 A B C D
10. She was an interested and attractive speaker, a reminder to everyone of what class-
 A B C
 room experiences were or should have been.
 D

Word Formation (一)

英语是世界上词汇量最大的语言。但在英语总词汇中,除了数量很少的基础词汇是本族语之外,其余词汇大部分是由拉丁词根和希腊词根构成的。英语词汇中几乎每一基本意义单位都可以用两种或两种以上符号来表示:一种是独立使用的单词,另一种是不能独立使用但能用来构成大量新词的词根。例如:

基本意义单位	第一种符号(单词)	第二种符号(词根)
颜色	color	chrom
时间	time	chron
声音	sound	phon
石头	stone	lith
日	sun	sol
月	moon	lun
星	star	astro
人	man	anthrop
头	head	cephal
脚	foot	ped
水	water	hydro

词根的数量有限,常见的约有数百个。它们是构成单词的元素,是单词的“种子”。前缀、后缀是与词根一起构成单词的另外两个元素。前缀是加在词根或单词前面的部分。它具有一定的含义,可以增加、改变或加强一个词根或单词的意义,也可以改变一个单词的词类。例如:

增加意义: hemi-(半) hemisphere(半球)