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现代人文社科英语教程

**Modern English in Social
and Humanity Sciences**

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内 容 简 介

本书是根据教育部颁布的《大学英语教学大纲》对专业英语教学的要求,为具有英语四级水平的学生编写的人文社会科学英语课程教材。本书的内容主要涉及以下五个方面:语言文学、社会法律、文化教育、经济管理和政治军事,内容紧扣时代主题,兼具知识性和趣味性,为方便教学和学习,每篇课文后均附有练习。

本书可供大学本科人文社科专业具有大学英语四级水平的学生及英语爱好者使用。

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前 言

在大学英语四、六级教学取得了可喜的进展之后,如何搞好大学英语的后继课程这一问题,正受到全国越来越多的高等院校的关注。

国家教育部颁布的《大学英语教学大纲》(文理科本科用,以下简称《大纲》)对大学英语的后继课程——专业英语提出了明确的要求。《大纲》将专业英语规定为继大学英语四级之后的一门正式课程。大学英语四、六级阶段的教学主要侧重于传授语言基础知识与技能,而能否使学生的语言知识转化成较强的专业应用能力,则在很大程度上取决于英语后继课程的教学是否成功。因此,搞好专业英语教学,提高学生的英语应用能力,已成为各高等院校共同面对的一项重要课题。

要开展专业英语教学,首先遇到的就是教材问题。《大纲》虽对该门课程的教学内容、教学要求及考试方法作出了一系列的具体规定,但目前这门课却并没有在通用性上满足各高校教学需求、内容上与大学英语四、六级教学紧密衔接的教材。现已正式出版的一些专业英语阅读教材,多数为理工科专业所用,针对人文社科类专业的尚且不多,同时内容的口径不宽,通用性不强。为此,我们编写了《现代人文社科英语教程》,旨在为更好地开展人文社科类专业英语这门课程的教学略尽绵薄之力。

本书的编写指导思想是,在《大纲》对专业英语教学所提出的要求的指导下,着眼于我国对外开放、改革创新的需求,围绕当代世界人文社科领域的重要变革,以这些领域出现的新发展、新趋势、新理论、新方法等为主要题材来设计和编写教材内容。其使用对象为大学本科人文社科专业具备大学英语四级水平的学生,或具有相应水平的其他英语学习者。

本书的选材以英语国家原文资料为主,富有鲜明的现代英语语言特色,含有较丰富的通用人文社科英语词汇、短语和句式。其语言难度略高于大学英语四级精读教材。其内容覆盖了常用人文社科知识,并紧扣当前国际人文社科领域的研究成果,展现其发展趋势,兼顾了文学、经济、管理、军事、法律等学科的通用性和交融性。此外,编者除确保本书具有较强的知识性之外,还力求使其兼有一定的趣味性。本书的内容可概括为如下五个方面:

- 一、语言文学篇(Language and Literature):内容为语言文学领域近期有影响的发现、观点、事件、研究成果等。
- 二、社会法律篇(Society and Law):介绍了当前社会与法律方面的一些热点问题,如克隆技术与伦理、毒品控制、司法制度、环境保护等。
- 三、文化教育篇(Culture and Education):涉及了全球文化与教育领域的重大变迁,如文化多元化、跨文化交流与冲突、现代教育技术、高等教育改革等。
- 四、经济管理篇(Economy and Management):主要反映了当代具有代表性的经济与管理领域的重大变革,如经济全球化问题、股市问题、管理科学与实践、世界贸易组

织(WTO)等。

五、政治军事篇(Political and Military Studies):主要内容为数字化时代政治与军事领域所发生的新情况与新问题,如数字化政府、新孤立主义、军备控制、网络信息战等。

本书在上述课文内容的基础上,还为每一课编写了配套练习。在编写时,我们尽可能地使其形式新颖、实用,有利于听、说、读、写、译等技能的训练与培养,从而最终达到提高专业英语应用能力的目的。

本书编写分工如下:王正文(第1~4课),陈东东(第5~8课),王传经(第9~12课),张亚非(第13~16课),薛洲堂(第17~20课)。王传经承担了视听练习中视频资料的采集工作。此外,张锦涛、刘学政、尚永菁、周红红、李建军等参与了视听练习的编写工作。全书由张亚非、陈东东统校。

鉴于编者的水平与经验有限,本书难免存在不足之处,敬请广大读者批评指正。

编者

2002年1月

使用 说 明

本教材根据其内容可分为 5 个部分,共 20 课。每篇课文的长度为 1500 ~ 2000 词左右。每课课文加上注释和练习,其总长度在 4000 词左右。对本教材的使用,特作如下建议:

1. 建议每课用 5 ~ 6 学时来完成,学完全书约需 100 ~ 120 学时。《大学英语教学大纲》(文理科本科用)为专业英语课程规定的教学时数为 80 ~ 100 学时,在此课时数之内完成本书的教学,恐有一定的难度。建议使用该教材的教师根据本校的实际情况,在每部分中选教 2 ~ 3 课。
2. 每课课文中的生词分别有两种类型:一类为通用词,即大学英语 1 ~ 4 级词表中未列出的词汇;另一类为人文社科专业词汇,为大学英语 1 ~ 4 级未列出或未注明专业词意的词汇和术语。教师可根据不同的类型,对学生提出不同的要求。每课中的生词均用黑体字标出,以使其更加直观,方便学生记忆。
3. 每课课文前均加了用斜体字写成的“引子”,目的是提高学生的阅读兴趣,让其带着问题去阅读。
4. 本书的练习包括词汇(Building Up Your Word Power)、课文理解(How Much Do You Understand)、听力理解(Watch and Listen)、翻译(Getting It Across to the Other Language)和写作(Writing)5 个部分。其中听力理解部分配有专门的录音磁带,建议备齐磁带,以达到训练目的。对于这些练习,教师可以酌情选用。
5. 书后附有总词汇表,以供学生查找和复习使用。
6. 本书将配 CAI 多媒体教学光盘。该光盘含有配合课文讲解的丰富的动态画面,可以提供互动式教学环境,并且还配有练习与自测,以方便教学时进行成绩统计与能力评估。此外,光盘还含练习参考答案、课文参考译文和课文录音等辅助性内容,以满足使用该教材从事教学工作的教师的专用需求。该光盘既可用于课堂教学,也可供学习者自学使用。

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Text

Talking from Hand to Mouth

[*New research on how chimpanzees and deaf babies communicate with hand gestures may provide an answer to one of the key mysteries of human evolution: when and how did language originate?*]

1. One **chimp** sits on the ground, contentedly eating fruit in her natal African forest. As she does, a second, younger chimp approaches, but not too close, and extends her hand in a cupping gesture. She is asking the first chimp to share the food. Another chimp, this one at an animal research center, eyes a banana just beyond reach^[1], outside and to the left of his cage. When a scientist approaches, the chimp gestures with his right hand, extending it in what's called a whole-hand point, looking back and forth^[2] between the scientist and the banana: would you mind passing the **chow**, big guy?

chimpanzee /tʃɪmpən'zi/ n. 猩猩
evolution /i'veʊ'ljʊʃən/ n. 进化, 演化
chimp /tʃɪmp/ n. 猩猩

chow /tʃau/ n. [俚] 食物

2. OK, as language goes, neither cupping the hand nor extending it is exactly Hamlet's **soliloquy**. The primitive nature of chimp communication has convinced many scientists that our closest living relatives cannot master true language, with all its grammatical twists and syntactical turns^[3]. But even these critics admit that what a chimp does, both in the wild^[4] and in the lab, at least qualifies as intentional communication.

soliloquy /sə'li'ləkwɪ/ n. 独白, 自言自语

syntactical /sɪn'tæktɪkəl/ a. 句法的

Inborn Ability

3. And now they are paying closer attention to the medium of these messages: for although chimp calls indicate emotions like fear and anger, it is chimp gestures that communicate meaning. Combined with studies of **deaf-mute** children who **spontaneously** create their own complex, grammatical sign languages—and the finding that blind people gesture at the same rate as sighted people — evidence

deaf-mute /def mju:t/ a. 聋哑的
spontaneously /spon'teɪnjəsli/ ad. 自发地, 自主地

[1] beyond reach 无法触及, 够不着;
不平; [4] in the wild 在野外

[2] back and forth 来来回回;

[3] with twists and turns 错综复杂, 坎坷

has been growing that the human brain is wired for^[5] gestural communication.

4. One of the deepest mysteries in **anthropology** is when and how language, considered the crowning achievement of human evolution, and the gift that separates our species from all others, originated. An answer may be emerging. "Language may have evolved not from the **vocalizations** of our ancestors but from manual gestures," says a **cognitive neuroscientist** who describes the new research in the current issue of *American Scientist*.

5. The notion that human language grew out of gestures was proposed as long ago as the 17th century and was revived in the 1970s. But it **founded** for lack of evidence. Now, though, scientists have 20 years' worth of discoveries on how **proficient** chimps are at^[6] sign language. Chimp-language researchers explain that **pygmy** chimps use hand signals to warn each other that a human observer is **lurking**. And one young chimp has been seen making a hand gesture inviting his baby brother to play, rather than **scampering** around to show through acting out^[7] what he has in mind. It may not be language, but it is symbolic communication.

6. Chimps get to really **strut** their verbal stuff when they learn American Sign Language (ASL), the hand symbols used by the deaf. Although the **apes** can't seem to get beyond the language proficiency of a human 2-year-old, there are hints that their facility with gesture taps into^[8] an **atavistic neurological** system for communication based on gesture. The chimps easily learn hundreds of ASL signs, and combine them into sentences they have not seen before, along the lines of "tickle me" or "give banana." In another **provocative** finding, the chimp named Washoe, who learned ASL, spontaneously taught it to her adopted son Loulis, who had never seen human's sign, by gently molding his hand to make each sign correctly. Loulis can now use some 80 signs – for objects like bananas and actions like give and come.

7. Although chimps do not show a preference for^[9] using one hand over another in most activities, language seems to be different. In a 1998 study of 115 chimps it was found that the chimps were more likely to use their right hand to make meaningful gestures of the please-pass-the-banana kind, even when the banana was on the chimp's

anthropology /æntθrə'pɒlədʒi/
n. 人类学

vocalization /vəʊkəlaɪ'zeɪʃən/
n. 发音

cognitive /'kɒgnitiv/ a. 认知的

neuroscientist /njuərə'saɪntɪst/
n. 神经科学家

founder /'faʊndə/ vi. 失败, 陷落

proficient /prə'fɪʃənt/ a. 熟练的

pygmy /'pɪgmɪ/ n. 矮小的 (人, 动物), 智力低的 (人, 动物)

lurk /lɜ:k/ vi. 潜伏, 潜行

scamper /'skæmpə/ vi. 蹦跳, 奔跑

strut /strʌt/ vi. 炫耀

ape /eɪp/ n. 猿

atavistic /ætə'vɪstɪk/ a. 隔代遗传, 返祖现象

neurological /njuərə'lɒdʒɪkəl/ a. 神经学的

tickle /'tɪkl/ vt. 使觉得痒, 逗乐

provocative /prə'vɒkətɪv/ a. 挑衅的

[5] be wired for 为……而备, 用于……
现出来; [8] tap into 涉及, 开发;

[6] (be) proficient at 对……娴熟自如;
[9] show a preference for 喜好, 爱好

[7] act out (通过行为)表

left side. “The chimp would use his left hand to reach for the banana,” says one of the researchers. “The fact that they are using the right hand to make the gesture suggests that this is an attempt to communicate, not reaching.” The left side of the brain sends signals to the right side of the body, and also houses the language centers. The use of the right hand to gesture is therefore more support for the idea that the movements are linguistic. This researcher also says: “It is possible that these brain areas for language are associated with gestural communication”.

Tense and Syntax

8. The other sea change^[10] in the study of gesture is that signing is now recognized by some scientists “as a proper, grammatical language.” It distinguishes between “I showed the cat a dog” and “I showed the dog a cat”; it has tense and **case**. Moreover, deaf people throughout the world and throughout the centuries have invented sign languages. These systems are fully grammatical, too. Their spontaneous emergence “confirms that gestural communication is as natural to the human condition as is spoken language.” Deaf children even “**babble**” in sign, making the same gesture over and over just as their hearing friends make the same “ma-ma-ma” over and over.

case/keɪs/ *n.* (语法上的)格

babble /'bæbl/ *vi.* 咿哑学语

9. Deaf children can even invent grammar more **sophisticated** than that in spoken language. Take the deaf **toddlers** of hearing parents in China and in the United States who invented sign languages. Their inventions resembled each other more than they resembled the simple signing they saw their parents do, according to a 1998 study led by psychologists. In addition, the children’s language showed a grammar more sophisticated than appears in either English or **Mandarin**; the children used a slightly different sign for “mouse” in the sentence “the mouse goes in the hole” than in the sentence “the mouse ate the cheese.” The only difference between the statements, for anyone who’s forgotten grade-school grammar, is that the first mouse is the subject of a sentence with an intransitive verb (“goes”) while the second mouse is the subject of a sentence with a transitive verb (“ate”). Might gesture, then, tap into the same brain structures for grammar that speech does? **Brain-imaging** studies suggests it does. Such studies find that the **clusters** of **neurons** called Broca’s and Wernicke’s areas, which are responsible for producing and comprehending language, become active when a deaf signer watches sen-

sophisticated /sə'fɪstɪkeɪtɪd/

a. 老练的,复杂的

toddler /'tɒdlə/ *n.* 学步的孩子,蹒跚行走的人

Mandarin /'mændərɪn/ *n.*

(汉语)北方官话

brain-imaging /breɪn 'ɪmɪdʒɪŋ/

n. 大脑造影

cluster /'klʌstə/ *n.* 束,组,串

neuron /'njuərɒn/ *n.* 神经元

[10] sea change 巨大变化

tences in American Sign Language.

10. The idea that the brain **harbors** ancient systems for grammatical, gestural language comes as no surprise to scientists who study language development in children. Babies make complex gestures before they speak, and kids who make referential gestures early speak early, while kids who gesture late speak late. Gesture and language share a common neural **substrate**. This is consistent with^[11] the idea that vocal language grew out of^[12] gestural language, though it is also consistent with them developing side by side^[13].

harbor /'hɑ:bə/ *vt.* 聚藏, 包含

substrate /'sʌbstreɪt/ *n.* 基质, 基层

11. It makes sense^[14] that our ancestors, in a world of **predators**, evolved the ability to communicate silently. But not everyone agrees that language originated in gesture. Some neuropsychologists argue that, if it did, then a fully developed gestural language would still be around^[15]; except among the deaf, it isn't. Still, a gestural origin could solve one of the most challenging puzzles in human evolution. Speech, according to fossils of the **vocal** tracts of human ancestors, arose no earlier than 150,000 years ago. From then until the first ancient civilizations 5,000 years ago or so is, as believed by these scientists, "an awfully short time for complex things like grammar [that require evolutionary changes in the brain] to have emerged." But if our ancestors had already invented grammar, and used it for gestural language, then transferring that grammar to speech would not have been much harder than applying the lessons of Spanish grammar to Portuguese. Switching mediums was easy. As a result, as soon as the **larynx** was in place^[16], humans could begin **chattering** away^[17]. They've never stopped.

predator /pri'deɪtə/ *n.* 捕食者, 掠夺者

vocal /'vəʊkəl/ *a.* 声音的, 发声的

larynx /'læriŋks/ *n.* 声带
chatter /'tʃætə/ *vi.* 喋喋不休

[11] (be) consistent with 与……一致; [12] grow out of 源自, 由……而产生; [13] side by side 并行, 并驾齐驱; [14] make sense 有意义; [15] be around 存在; [16] (be) in place 到位; [17] chatter away 喋喋不休

Learning and Practice

I. Building Up Your Word Power

Section 1 Testing Your Use of Words

Directions: In this section there are 10 phrases, each of which paraphrases a word you have learned in the text of this lesson. Read each of them and then write the word it represents on the line provided.

1. the development of the various types of plants, animals, etc. from fewer and simple forms: _____
2. unable to hear and speak: _____
3. being produced from natural feelings or causes; unplanned: _____
4. having the ability of knowing, perceiving, etc.: _____
5. thoroughly skilled: _____
6. to talk quickly or make continuous sounds: _____
7. having or showing signs of experience in social life and behavior: _____
8. cell of the nervous system, especially in the brain: _____
9. underlying layer or substance serving as foundation or basis: _____
10. the biological organ that can produce sounds of speech: _____

Section 2 Using the Words or Phrases in a Context

Directions: In this section there are 10 sentences, and in each of them one word or phrase is missing. Fill the blanks with words or phrases, preferably those that appear in the text of this lesson, according to the Chinese prompt given. You should use the right form of the word or the phrase in the context of each sentence.

1. The chief negotiator flew _____ (来来回回) between the two countries in an attempt to settle their dispute.
2. The road to success has been rather tough, in fact, it was full of _____ (曲折与坎坷).
3. A series of activities _____ (为……而备) celebrating the National Day.
4. Despite his dissatisfaction with the noisy crowd, he continued his speech without letting his true feeling _____ (表现出来).
5. The child obviously _____ (表现出对……喜好) chocolate cookies.
6. The general manager's speech was hardly _____ (与……一致) the company's policy and as a result came under severe attack by the Board of Directors.
7. It is believed that human language _____ (源自, 由……而产生) the need of social communication.
8. Social progress always develops _____ (与……并驾齐驱) with the advances of science

and technology.

9. It doesn't _____ (有意义) to talk to him since he simply refuses to listen.
 10. The pilot did not start the engine until all crew members and passengers were _____ (各就各位).

II. How Much Do You Understand?

Section 1 Short-answer Questions

Directions: Provide short answers to the following 5 questions based on your understanding of the text in this lesson. Your answers can be given in the form of simple sentences or short phrases.

1. Why do scientists believe chimps can hardly master true language?
2. By what means do chimps usually express their "meanings"? Give an example from the text.
3. What is American Sign Language (SAL) used for?
4. What relationship exists between gesture and speech, as shown by examples of young children?
5. What conclusion or hypothesis has been reached in the text as to the origin of language?

Section 2 Reading Comprehension Questions

Directions: In this section there are 10 questions based on the text of this lesson. Each question is followed by four choices marked A, B, C, or D. Choose the ONE that best answers the question according to what you've read in the text.

1. What does the text mainly discuss?

A. Language communication.	B. The origin of language.
C. The behavior of chimps.	D. Anthropological research.
2. It was discovered that when a chimp asks for food, it may most probably _____.

A. make a gestural sign	B. produce a vocal sound
C. use its eye expression	D. get outside its cage
3. Scientists believe that chimpanzees can also _____.

A. master a grammar	B. act in a play
C. communicate with intentions	D. develop in a lab environment
4. What is the most distinctive feature of man from other species of animals according to the text?

A. His rich emotions.	B. His complex language system.
C. His various gestures.	D. His great evolutionary variety.
5. We can infer from the text that the question of the origin of language _____.

A. has been basically answered	B. will be given closer attention
C. is hardly worth consideration	D. still remains to be explored
6. Experimental results demonstrate that chimps _____.

A. can not only learn but also teach the use of sign language	
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countries.

IV. Getting It Across to the Other Language

Section 1 From English into Chinese

Directions: In this section there is an article in which five sentences are underlined. First read the article and then translate the underlined sentences into Chinese. You can use a dictionary to help you if necessary.

Living Hand to Mouth

Words to study:

incessantly *ad.* 连续不断地

frigid *a.* 寒冷的, 冷淡的

chop *vi.* 砍, 斩

rhythm *n.* 节奏

consensus *n.* 一致意见, 共识

elusive *a.* 躲避的, 难以捉摸的

slew *n.* 大量, 许多

lesion *n.* 损伤, 损害

castanets *n.* (乐器)响板

connotation *n.* 涵义, 含蓄

gesticulate *vi.* 做手势, 用手势示意

wield *vt.* 使用, 行使

whiff *n.* 一阵(气味)

turmeric *n.* 姜黄

conceptualize *vt.* 使概念化

counterpart *n.* 对手, 副本

1. When Robert Krauss was a boy, 50 years ago, his grandfather told him a story about two men walking down a street one cold winter's day. One man babbled **incessantly**, while his companion, **frigid** hands stuffed in his pockets, merely nodded here and there. Finally, the talker asked, "Samuel, why aren't you saying anything?" to which the friend replied, "I forgot my gloves."

2. ① As a boy, Krauss was hard put to understand how someone could be struck dumb by having his hands stilled. But now, as a professor of psychology at Columbia University, he has made the role of gestures in speech a focus of his research. When Krauss started, the conventional scientific wisdom was that gestures are a visual language that conveys meaning—a pointed finger means "you", a hand brushed sideways means "over there". But since some gestures, such as **chopping** the air in **rhythm** with one's sentences, are clearly meaningless, there is an emerging **consensus** that gestures serve another function, says Krauss: "They help people retrieve **elusive** words from their memory."

3. A **slew** of recent and upcoming papers pinpoint how talking with your hands can unlock what Krauss calls "lexical memory." One study, for instance, finds that speakers gesture more when they try to define words that have a strong spatial component—like "under" or "adjacent"—than when defining words that are more abstract, like "thought" or "evil." And doctors notice that stroke patients whose brain **lesion** impairs their ability to name objects gesture more, "as if they are trying everything they can to come up with a word," says Krauss. Even people who don't think they're gesturing may be. Krauss attached electrodes to people's arms to measure the activation of their muscles—a little clench that doesn't blossom into a full gesture. Then he asked them to come up with words that fit a definition he supplied. ② "You get more muscle activa-

tion when you try to access a word like ‘**castanets**,’ which has a **connotation** of movement, tha when you try to access an abstract word like ‘mercy’,” he finds.

4. ③ If **gesticulating** is like **wielding** a key to the door of lexical memory , then someone who can’t use his hands should have more trouble unlocking the door. That is just what a new study in the *American Journal of Psychology* finds. In the experiment, volunteers held onto a bar to keep their hands still; when a researcher read their definitions (“an ancient instrument used for calculations”) the subjects more often failed to think of the word (“abacus”), or took longer to do it, than when they could gesture freely. “Many subjects would actually make motions of using an abacus before coming up with the word,” says one psychologist who oversaw the study.

5. Such findings provide a clue to how our word memory works. Many doors in the brain seem to open onto memories. ④ Just as a **whiff** of **turmeric** may unleash a recollection of Grandma’s kitchen so gesturing may open a door to a word with a spatial or movement connotation. This theory makes sense because we know that the more elaborately a memory is encoded—with vision, smell and movement, for instance—the easier it is to access.

6. Not everyone talks with his hands. At the extremes, some people gesture 40 times more than others, Krauss finds. ⑤ An anthropology study in 1940s New York found that Italian and Jewish immigrants gestured a lot; Jews tended to keep their gestures small, while Italians were more expansive. Krauss suspects that the differences reflect the rhythmicity of languages: the more rhythmic, the more gestures. But something even more interesting may be going on. “How much people gesture may reflect a difference in how they think,” says Krauss. “People who gesture a lot may **conceptualize** things in spatial terms. For instance, rather than thinking of ‘comprehension’ as a purely abstract concept, they may think of it as physically grasping something. And some people may conceive of ‘freedom’ not only as political, but also in more spatial terms, such “as without boundaries”, which lends itself to gesture. The more an abstract word has physical **counterparts**, the more helpful gesturing would be. Next time you’re tongue-tied, then, try hand-waving.

Section 2 From Chinese into English

Directions: In this section there is a short passage in Chinese. Read it through and then translate it into English. You can use a dictionary to help you if necessary.

我们生活在语言的世界里。只要人们相聚在一起,无论做什么,如玩耍,做工,学习,甚至争斗,都需要交谈。除非我们进入睡眠状态,否则生活中一刻都离不开语言。即使是在梦中,我们也可能发出梦语。

拥有语言,是人类与其他动物之间最为显著的区别。或者说,正是语言使我们成为人类。在某些非洲语言里,新生儿被称为 *kuntu* (东西),而不是 *muntu* (人)。只有在学会说话之后,孩子才能成人。根据这一传统,我们都是“人类”,因为我们每个人都掌握了至少一门语言。

懂得一门语言意味着具有某种能力,来发出能够表达意义的声音,并且能够理解或解释其他人发出的这类声音。失聪的人则使用和理解手势语。文字是口语的书面