

总主编 何其莘 [美] 杨孝明

# 超越概念 *Beyond Concept*

高等院校英语专业系列教材

Teacher's Manual for  
Intensive Reading 4

精读 教师用书  
(第四册)

主编 康成翠 庞建荣  
[美] 高雄亚 [美] 韩爱果  
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 中国人民大学出版社

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# 精读

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# 总序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教材的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教材，涵盖了2000年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为20世纪80年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于20年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出来的僵死的语言。

过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应,相互配合。突出教材的文化特征是本套教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的联系有一定的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2010年4月

## 编者说明

本书为“超越概念——高等院校英语专业系列教材”之《精读教师用书（第四册）》。本书以指导性与灵活性相结合为原则，在为教师备课提供具体指导的同时，也为他们的教学实践提供了自由发挥与创造的空间。对自学者而言，可作为辅助参考，不易产生依赖。

### 一、选材原则

1. 课文素材以美国原版教材为主，报纸、杂志及网络文章为辅。选材在突出时代感的同时兼顾经典语篇的分析与欣赏；
2. 课文内容重点介绍以美国为代表的英语国家的文化内涵与价值，关注当今人类面临的各种挑战与热点，使学习者在提高英语语言知识与技能的同时，开阔视野，增强独立思考与分析批判的能力，形成理性思维的习惯；
3. 课文编排架构照顾选文作者的代表性与写作风格的多样性，注重题材与体裁的合理搭配。

### 二、编写原则

1. 以《高等学校英语专业英语教学大纲》为编写依据，以《普通高中英语课程标准》为参照起点，以满足学生学习需要为目标，在注重基本功训练的同时，拓宽学生的视野，提高学生的欣赏水平、思考能力及解决问题的能力；
2. 全部选用国外出版物，在教材编写过程中，对于原素材不做任何删减与改动，保持其原汁原味；
3. 课文编排循序渐进，由浅入深，相互重叠，课文字数大致控制在第一册 800~1 400，第二册 900~2 200（剧本除外），第三册 1 100~2 000，第四册 1 600~2 800；
4. 语言与文化并重，兼顾学生英语听、说、读、写、译能力的全面训练与培养。

### 三、词汇表设计

1. 生词及短语以它们在课文中出现的顺序排列；
2. 每个生词一般标注两个释义，基本意思在先，课文中意思在后（如课文中意思为该词的基本意思，则只标注一个释义）；
3. 每个生词及短语以双语注释，英文释义在先，中文释义在后，以便帮助不同基础的学生迅速学习、理解、掌握词义；



4. 生词通过 [*informl. AmE*]、[*sing./U*]、[*usu. pass.*]、[*only before noun*] 等来标注其词性与用法。

#### 四、练习设计

练习内容与题型设计以提高学生的各种语言技能为主要目的, 兼顾帮助学生备考, “不同阶段有不同的要求”, 全部围绕课文中出现的新词汇及语言点而设计, 总体分为 **Pre-reading Activities**, **Understanding the Text**, **Grammar**, **Exercises** 与 **Writing Assignments** 五大部分:

**第一部分: Pre-reading Activities** 为课前预习题或称热身题, 旨在引导学生带着问题进入课文的预习。

**第二部分: Understanding the Text** 为阅读理解题, 含 **Questions for Critical Thinking** 与 **Questions on Language in Context** 两部分。前者侧重对包括文化内涵在内的整篇课文内容的深入理解与思考, 后者侧重对课文中难句及重要语言点的理解, 旨在引导学生在上下文中理解词义, 观察语言在特定语境中的实际用法。

**第三部分: Grammar** 为根据课文中出现的语法现象而进行的简单的语法讲解, 并为后面的“语法练习”作铺垫, 旨在引导学生进一步复习、练习和巩固以往学过的语法知识。如在第一册的第一单元中, 编者有意设计了一个综合时态练习 **Tense Shifts**, 来帮助刚步入大学的学生梳理一下以往学过的英语时态, 以免他们在日后的口语会话或写作时再次出现中国学生常见的时态混乱现象。

**第四部分: Exercises** 为包括语法在内的词汇、语音、口语及写作等的练习。

I 为根据 **Grammar** 中讲到的课文中出现的语法现象而设计的练习, 旨在帮助学生进一步练习、巩固中学学过的语法基础(或为翻译题或为填空题, 形式因各单元或各册内容而异);

II 为根据 **Grammar** 中讲到的构词法而出的练习题, 旨在扩大学生词汇量(或为翻译题或为填空题, 形式因各册而异);

III 为根据课文中出现的词汇而设计的“词形填空题”, 旨在帮助学生扩大词汇量并掌握词的用法(形式因各册而异);

IV 为根据上下文的“词汇替换题”, 旨在通过同义词练习来帮助学生扩大词汇量并掌握词的用法;

V 为根据课文中出现的词汇而设计的“选词填空题”, 旨在引导学生通过上下文理解来练习重点词的搭配与使用;

VI 为“完形填空题”, 旨在引导学生在语篇环境下理解、练习单词与短语动词的搭配与使用, 并培养学生根据上下文猜测词义的能力;

VII 为“短语汉译英题”, 旨在帮助学生快速习得课文中的一些常用短语和地道的英文表达;

VIII 为“句子翻译题”, 一至二册特别设计了部分课文中句子的 **back translation** (回译练习), 即要求学生根据句子后面附的单词或短语将汉语返译成课文中的英语原句, 旨在帮助学生进一步了解、比较中英文的差异, 从而加深对课文中英文句子的理解, 并帮助学生迅速掌握运用标准英语表达自己思想的能力;

IX为“语音练习”，第一册为对音标中48个音素的读音练习，所选单词多为本册课文中的词汇，第二册为单词重音练习，所选词汇均为每一课中的词汇，旨在帮助学生在大学一年级的基础阶段进一步巩固正确语音、重音，纠正错误发音习惯及消除乡音对其英语语音的影响，以掌握正确的英语语音；

X为根据课文主题而设计的“讨论题”，旨在培养和锻炼学生的英语交际能力与口语表达能力，同时进一步巩固和练习正确运用本单元中所学的词汇与地道的表达法。

**第五部分：Writing Assignments**是按照循序渐进的原则所设计的“写作练习”。形式有“造句”、“要点综述”、“连句成段”和“短文写作”等，旨在引导学生活学活用，即尽量使用在各个单元内所习得的表达方法或观点来自由阐述自己的思想、感情与观点，从而培养学生用标准英语写作的能力。

总体上说：本套练习包括“语法练习”、“词汇练习”、“翻译练习”、“口语练习”和“写作练习”五大部分。

所有练习题型与题量各册相对固定，也因各单元内容而异。各类练习例句遵循语言标准，可诵、可仿、可用。

## 五、教师用书框架

### Background Information

在“背景资料”下我们设计了两部分内容：

#### I About the Author and the Text

我们特将“作者与课文介绍”放在本手册中，目的是给教师的备课与教学提供更多的、具有较高权威性的参考资料。

#### II Related Information

“与课文主题相关信息”的量视各单元需要而定。这部分相关信息旨在为教师备课提供较大的参考空间，教师可根据自己的教学需要灵活取舍。部分内容可选作学生的补充阅读材料。

### Additional Notes on the Text

在“课文注释”下我们特别设置了一些教材 Notes 以外的补充注释，目的同样是为教师的备课提供更多的参考资料。

### Exercises with Answers

为方便教师使用，即教师在上练习课时不必再携带学生用书，也为保证教师用书的完整性，我们在本册中特别设计了“附答案的练习”。所有练习答案仅供参考。

## 六、编写队伍

“超越概念”是一套中美合编的英语专业系列教材。精读教材美方主编均为美国大学教学一线



资深英语语言教学专家与终身制教授，负责搜集素材及大部分背景资料的提供、课后练习模式的制定及最后书稿的把关；中方主编及各册编者为人民大学英语教学一线教师，负责课文选材、课后练习及教师用书的设计与编写。

编 者  
2010 年 4 月

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# Unit 1

## Us and Them

### Background Information

#### I. About the Author and the Text:

##### 1. About the Author

戴维·塞达里斯 (David Sedaris) (born on December 26, 1956) is a Grammy Award-nominated American humorist, writer, comedian, bestselling author, and radio contributor. He was born in Binghamton, New York, and raised in the suburbs of Raleigh, North Carolina. He is the second child of Lou Sedaris, an IBM engineer. In his teens and twenties, he dabbled in visual and performance art. His lack of success is described in several of his essays. Sedaris dropped out of Kent State University in 1977, and moved to Chicago, in 1983, graduating from the School of the Art Institute of Chicago in 1987.

While working a string of odd jobs across Chicago and New York City, Sedaris was discovered reading his diary which he has kept writing since 1977. Sedaris' success led to his National Public Radio debut on December 23, 1992, when he read a radio essay on Morning Edition titled "Santa Land Diaries", which described his experiences working as an elf (小精灵) at Macy's department store during Christmas time in New York. "Santa Land Diaries" was an immediate success with radio listeners, and made Sedaris what the *New York Times* called "a minor phenomenon".

He published his first collection of essays and short stories, *Barrel Fever*, in 1994. Each of his five subsequent essay collections, *Naked* (1997), *Holidays on Ice* (1997), *Me Talk Pretty One Day* (2000), *Dress Your Family in Corduroy and Denim* (2004), and *When You Are Engulfed in Flames* (2008), has become New York Times Best Sellers. As of 2008, his books had collectively sold 7 million copies.

## 2. Writing Features

With sardonic (嘲笑的) wit and incisive (尖锐的, 深刻的) social critiques, David Sedaris has become one of America's pre-eminent humor writers. According to the dictionary, satire is "a literary work holding up human vices and follies to ridicule or scorn"; it is "used to expose and discredit vice or folly." This type of humor is not for everybody, but the great skill with which Sedaris slices through cultural euphemisms (委婉语) and political correctness proves that he is a master of satire and one of the most observant writers addressing the human condition today.

Much of Sedaris's humor is autobiographical and self-deprecating, and it often concerns his family life, his middle class upbringing in the suburbs of Raleigh, North Carolina, Greek heritage, various jobs, education, drug use, homosexuality, and his life in France with his boyfriend, Hugh Hamrick.

Sedaris is also a memoirist. In several of his books, he recalls the personal lives of himself and his family. *Dress Your Family in Corduroy and Denim* where our text comes from is a collection of 22 autobiographical essays. The essays address the author's upbringing in Raleigh, North Carolina, his relationships with family members, and his work and life in New York City and France. In the book, there are his fights with his boyfriend, and his sister-in-law's difficult pregnancy.

## 3. Understanding of the Text

This article is a litmus test that separates the skilled from the less-skilled readers. Sedaris writes with a double point of view—himself as an adult writer remembering an experience of himself as an eight-year-old. The child's point of view dominates the narration, which concerns a family ostracized by its community because this family (the Tomkeys) "doesn't believe in television." The child narrator reflects the TV-worshipping pathology of the "normal" community, and tells the readers how "puny," "stupid," and undesirable the Tomkeys are with a wide array of damning words. And the less-skilled readers fall for one of the best tricks in the "literary" authors' bag: the unreliable narrator.

Uncritical readers swallow whatever moral judgments they hear from the narrator—even if he's an eight-year-old. The power of the printed word to kill thought: "It's true because the book says it's true." A scary irony there, how books can as often close our eyes as open them.

The skilled readers, though, don't fall for the unreliable narrator trick. They notice more than what is "told" in the story; they notice what Sedaris, the adult author, shows. And the images he shows of the Tomkey family, contrary to the herd-like judgments bleated by the vindictive and petty-minded "normal" community, are all too admirable. The Tomkeys are actually the healthiest and wisest family in the neighborhood, ostracism and all. It's the couch-potato, consumerism-drugged "normal" community that's sick.

Another meaning or the main theme of the story “Us and Them” by David Sedaris is simply the negative role of television and other modern distractions on family unity and further on the individual’s personality. In this particular story, the main character, who is only about 8-year-old of age, develops an interest in the neighboring Tomkeys because they don’t have a TV. The start of the whole ordeal is due to this key fact: Tomkeys don’t have a TV, so therefore they are different from the rest of the society. The narrator pities them for their lack of common sense, and blames this on the absence of a TV. He believes that the Tomkeys are “ignorant and alone,” but what he doesn’t understand is that he is the one who is ignorant and alone. It seems as if the narrator’s family dislikes the Tomkeys for what they are. They are united, whole, and are a true family, because they know how to spend time together at the table and on the weekends. They actually talk to each other because they don’t have a TV distracting them from having quality time. Others, like the narrator and his family, see this as being “uninteresting,” as the narrator puts it. The narrator has been fed with false family images by the TV, and believes that a family unit should be fun, interesting, and attractive, and doesn’t understand why the Tomkeys are so ordinary.

## II. Related Information:

### 1. Elmer Fudd

Elmer Fudd is a fictional cartoon character in the 1970s and 1980s. He is a short, bald-headed, game hunting little gentleman with a speech impediment (障碍). He tries to be tough, but his speech problem and his relatively low intelligence make him only minor threat to those who cross him. His most popular catch phrase, “Be very, very quiet, I’m hunting rabbits!” has become a household saying.

### 2. Halloween

It is a holiday celebrated on the night of October 31. The day is often associated with the colors of orange and black, and is strongly associated with symbols such as the jack-o’-lantern (空心南瓜灯). Halloween activities include trick-or-treating, wearing costumes, ghost tours, bonfires, costume parties, visiting haunted attractions, carving jack-o’-lanterns, reading scary stories, and watching horror movies.

Trick-or-treating is an activity for children on or around Halloween in which they proceed from house to house in costumes, asking for treats such as candies with the question, “Trick or treat?” The “trick” part of “trick or treat” is a threat to play a trick on the homeowner or his property if no treat is given. Trick-or-treating is one of the main traditions of Halloween. It has become socially expected that if one lives in a neighborhood with children one should purchase treats in preparation for trick-or-treaters.

## Additional Notes on the Text

1. **Brownies:** A brownie is a flat, baked square or bar, sliced from a type of dense, rich chocolate cake. Brownies come in a variety of forms. They are either fudgy or cakey, depending on their density, and they may include nuts, icing, cream cheese, chocolate chips, or other ingredients. Brownies are often served warm with ice cream. They may also be served with whipped cream, especially as a dessert in restaurants. Brownies are typically accompanied by either milk or coffee.
2. **Tootsie Pops** are hard candy lollipops (棒棒糖) filled with chewy chocolate-flavored rolls. In 1996, Tootsie Roll Industries celebrated its 100th anniversary. In 2003, sixty million Tootsie Rolls and twenty million Tootsie Roll Pops were produced every day. The question about the said product has been asked for many years: "How many licks does it take to get to the center of a Tootsie Pop?"
3. **Mustang convertible:** Mustang is an automobile brand manufactured by the Ford Motor Company. It was Ford's most successful launch. In 1971, Ford offered a limited number of convertible Mustangs (a type of automobile in which the vehicle's roof can retract and fold away, converting it from an enclosed to an open-air vehicle). This design would prove to be the last of the sought-after First Generation Ford Mustang convertibles.

## Exercises with Answers

- I Study the sentence from the text, and then locate the discontinuous modification in the following exercise and translate them into Chinese.

**Word** spread *that Mr. Tomkey did not own a television....*

In the above sentence:

The appositive clause "*that Mr. Tomkey did not own a television*" is separated from its antecedent "**word**".

1. The problem still remained to be solved of how the message was to be sent to them.
2. One day a young man was brought to his tent with a badly burnt arm.
3. All these are examples of people who have measurable results to show for their efforts—the worker who gets a promotion, the student whose grades improve, the foreigner who learns a new language.
4. When the work is well done, a climate of accident-free operations is established in which



time lost due to injuries is kept at a minimum.

5. A social feeling of agreement comes out of our emotional experiences with objects and events that certain things and actions are “good” and others are “bad”.
6. That sex ratio will be favored which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted.
7. During a period of infancy, vaguer instincts than those of the insects were molded to suit surroundings which might be considerably changed without harm.
8. In the Middle Ages widespread use was made of arguments from analogy, on the belief that the universe formed an ordered structure that the macrocosmic pattern of the whole is reproduced in the microcosmic pattern of parts so that it possible to draw inferences by analogy from one to the other.

### ❖Answers:

1. Prepositional phrase **“of how the message was to be sent to them”** is separated from its head noun **“the problem”**.  
如何把消息传给他们的的问题还没有解决。
2. Prepositional phrase **“with a badly burnt arm”** is separated from its head noun **“a young man”**.  
一天，胳膊严重烧伤的年轻人被带到他的帐篷中。
3. Appositive structures **“these”** and **“the worker who gets a promotion, the student whose grades improve, the foreigner who learns a new language”** are separated.  
员工晋升职务，学生提高成绩，外国人学一门外语，这些权衡有据的事例都可以用来显示他们努力的程度。
4. Relative clause **“in which time lost due to injuries is kept at a minimum”** is separated from its antecedent **“climate”**.  
当工作做得好的时候，零事故操作的风气就会建立起来。在这种氛围中，由于事故伤害所导致的劳动时间流失也会降到最低。
5. Appositive clause **“that certain things and actions are ‘good’ and others are ‘bad’”** is separated from its antecedent **“a social feeling of agreement”**.  
判断事物和行为好坏的社会认同感来自于我们和它们接触的情感经历。
6. Relative clause **“which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted”** is separated from its antecedent **“sex ratio”**.  
那种受青睐的性别比例能在最大限度上增加个体所能拥有的后代数量，并因此在最大限度上增加其基因复制品的数量。
7. Relative clause **“which might be considerably changed without harm”** is separated from its antecedent **“instincts”**.

在婴儿期, 为了适应环境, 那些比昆虫的本能还模糊的本能可以在很大程度上被改变, 而且不会造成任何伤害。

8. Prepositional phrase ***“of arguments from analogy”*** is separated from its head noun ***“widespread use”***.

中世纪广泛采用类推法来进行论辩。这种做法基于下述观念, 即宇宙形成一个有秩序的结构, 微观格局是宏观格局的再现, 因此人们能通过类推法做出由此及彼的推断。

## II Complete each of the following sentences with an appropriate form of the word given.

### 1. editorialize

- A. Joel Nilsson is an \_\_\_\_\_ writer for the Arizona Republic.  
 B. During the summer debates on New York rent control, virtually every major city newspaper \_\_\_\_\_ against controls.  
 C. Arch Ward became sports \_\_\_\_\_ of the Chicago Tribune.  
 D. I saw a report on cancer treatments on Thursday's \_\_\_\_\_ of the local news.

### 2. speculate

- A. A further defeat for the government led to increasing \_\_\_\_\_ that the Prime Minister would resign.  
 B. Until further research has been done, any figures I can give you are highly \_\_\_\_\_.  
 C. Edward began to \_\_\_\_\_ on what life would be like if he were single again.  
 D. Experts said it was the first test for the new, small \_\_\_\_\_ who have invested heavily in dotcom enterprises.

### 3. synthetic

- A. It was not only wool that behaved in this manner, some \_\_\_\_\_ could do the same.  
 B. Then we learned to extract raw materials to create our own new \_\_\_\_\_ materials.  
 C. Some of these drugs have been derived from opium and others have been produced \_\_\_\_\_.  
 D. It is possible to \_\_\_\_\_ all your personal and career needs to find out which career will give you the most satisfaction.

### 4. allergic

- A. The dust mite (螨虫), which thrives in warm, moist air, is the greatest source of \_\_\_\_\_ to asthmatics (哮喘症).  
 B. Hay fever is really an \_\_\_\_\_ to pollen and the peak time is early June.  
 C. It contains fewer chemical pollutants, which asthmatics are often \_\_\_\_\_ to, and so helps to prevent asthma attacks.

D. \_\_\_\_\_ is the branch of medical science that studies the causes and treatment of allergies.

**5. disgust**

- A. Much to my \_\_\_\_\_, I found that there were no toilets for the disabled.  
B. The heat, the smell of other passengers, everything about the subway \_\_\_\_\_ him.  
C. He ate noisily and greedily. I tried hard not to be \_\_\_\_\_ by his manners.  
D. It's \_\_\_\_\_ the way politicians use their position to their personal advantage.

**6. imitate**

- A. Young people might be provoked into \_\_\_\_\_ crime by the exploits they see on TV.  
B. "Don't you talk to me like that!" she said \_\_\_\_\_ her mother's high-pitched voice.  
C. The necklace was a cheap \_\_\_\_\_, but she was obviously very proud of it.  
D. Design simple yet stylish clothing, and do it fast enough to stay ahead of \_\_\_\_\_.

**7. indiscriminately**

- A. Troops were accused of \_\_\_\_\_ killings of civilians.  
B. Under federal law, it is illegal to \_\_\_\_\_ against minorities and women.  
C. Federal law forbids \_\_\_\_\_ on the basis of race, sex, or color.  
D. The government enacted laws to protect women from \_\_\_\_\_ employment practices.

**8. mutilate**

- A. Thousands suffer death or \_\_\_\_\_ as a result of the bomb attack.  
B. Self-\_\_\_\_\_ behavior refers to the deliberate damage to one's own body.  
C. Blood poured down from her \_\_\_\_\_ face.  
D. The horrible movie \_\_\_\_\_ tells a story of a man who tried to kill several people, including his own son.

**9. constant**

- A. It will be a long, slow and tedious process requiring patience and \_\_\_\_\_ of purpose.  
B. She has learned to put up with the \_\_\_\_\_ roar of trucks and cars whizzing by.  
C. Scientists were satisfied with the figure, and the \_\_\_\_\_ was left undisturbed until 1975.  
D. Although relatively few people inhabit the island, our small community is a \_\_\_\_\_ changing one.

**10. compensate**

- A. If the company refuses to \_\_\_\_\_ you, you can take your complaint to court.  
B. She received \_\_\_\_\_ from the government for the damage caused to her property.  
C. Workers are given a \_\_\_\_\_ day off when a national holiday falls on a weekend.  
D. People are entitled to be \_\_\_\_\_ whenever they are injured by others' carelessness.