

研究生英语教程

Graduate English

教师用书

Teacher's Book

安荣勇 叶青 刘杰/编著




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前 言

《研究生英语教程》是一本中高级英语教程。本教程共有 15 个单元,每个单元又包括 In-Class Reading 和 After-Class Reading。In-Class Reading 供课内精读使用,After-Class Reading 供课外泛读使用。每个单元一般需要 3—4 个课时,教师可根据学生情况进行调整。

本教程最大的特点是以文化为主线,主要目的是培养研究生的篇章阅读能力,同时还侧重写作基本功的训练,尤其是对中西方的文化差异进行了非常详尽的对比。读者在提高语言技能的同时能够更加清楚地了解中西文化对语言造成的差异。

本教程主要有以下几个特点:

1. 课文选材范围广泛 选文涉及西方的政治、外交、婚姻、教育、男女交谈问题、英语语言的发展等各个方面。同时涉及到一些人生励志的经典文章和以西方的视角来看待中国的文章。内容丰富,趣味性强。

2. 语言地道,表达准确 经过多次筛选,所选文章均为地道的英美佳作,很多文章堪称英文经典,可读性强。

3. 写作部分学用结合 写作部分讲练安排合理,既重视基本写作技能训练,又注重实际应用能力的培养,能够有效地提高研究生的写作水平。

4. 文化部分妙趣横生 从语言学的角度探讨了语言与文化的关系,学生能够对其二者的关系有非常深刻的认识,并通过中西文化差异对比,开阔学生视野,学习语言的同时,学习文化。

5. 题型多样,难度适宜 练习设计多样。有多项选择题、问答题、讨论题、词汇题、改错题和翻译题等,每一课的热身活动(Warming-up Activities)能够给学生更多的听说的机会。

现代语言学以及语言习得理论的研究成果告诉我们:要驾驭一门外语,学习者一定得经历从语言能力(linguistic competence)的成熟,到社交语用能力(socio-pragmatic competence)的成熟,最终到文化能力(cultural competence)的成熟这一必经的过程,三个阶段缺一不可。也就是说,学习一种外国语不只是学习语言及其运用的技巧,更需要学会跨越与该

语言伴随而来的文化障碍,即不同的文化背景所产生的不同思维方式和生活习俗。但愿我们的一点点努力能够为您学习英语、学习西方文化打开一扇小窗。

此外,本教程在编写过程当中参考了国外的一些原版教材和国内一些教材中的经典篇目,未能一一注明的,我们一并向有关人士深表谢意! 由于时间紧促,经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议。

编者

2006 年 9 月

Contents

Unit 1	Two Truths to Live By	1
Unit 2	The Future of English	8
Unit 3	I Have a Dream	19
Unit 4	The Fifth Freedom	34
Unit 5	Why Is It So Hard for Men and Women to Talk to Each Other	41
Unit 6	The Lady , or the Tiger	51
Unit 7	Mark Twain—Mirror of America	58
Unit 8	From Popping the Question to Popping the Pill	65
Unit 9	Inaugural Address	70
Unit 10	My Wood	80
Unit 11	Science and the Scientific Attitude	86
Unit 12	The Last Leaf	93
Unit 13	Three Days to See	102
Unit 14	China Finds Western Ways Bring New Woes	110
Unit 15	Higher Education Crosses Borders	116

Unit 1 Two Truths to Live By

WARMING-UP ACTIVITIES

I . Open to discussion.

II . Open to discussion.

III . Open to discussion.

IV.

The fisher who draws in his net too soon,
Won't have any fish to sell.
The child who shuts up his book too soon,
Won't learn any lessons well.
If you would have your learning stay,
Be patient; don't learn too fast.
The man who travels a mile each day,
May get round the world at last.

V.

1. b 2. e 3. a 4. f 5. d 6. g 7. h 8. i 9. c 10. j

IN-CLASS READING

EXERCISES

Reading comprehension

I .

I) The art of living is to know when to hold fast and when to let go. (Para. 1)

II) To meet life's two paradoxical demands, we have two truths to live by.

(Para. 2 — 12)

A. We ought to hold fast to life, for it is full of beauties. (Para. 2 — 9)

a. the author uses an example to illustrate his point

When he was hospitalized for intensive care, he realized how brilliant the sunlight was, to which he used to be indifferent.

b. the lesson he gleaned from the experience

Life's gifts are precious but we are too heedless of them.

B. We must learn to let go. (Para. 10 — 12)

a. This is not an easy lesson to learn, for when we are young, we believe the world is at our command. (Para. 11)

b. We sustain losses at every stage of life and grow in the process. (Para. 12)

III) To resolve the paradox of life, we view life from a historical perspective and strive for the bright future of mankind. (Para. 13 — 17)

II.

1. Paradox of our life:

People lose their health to make money, and then lose their money to restore their health; people get bored with childhood, rush to grow up, and then long to be children again; people live as if they will never die, and die as though they had never lived.

2.

1) C 2) D 3) D 4) D 5) B

III. Open to discussion.

Vocabulary

I.

- | | | | |
|---------------|---------------|---------------------|------------------|
| 1. let go of | 2. relishing | 3. preoccupied with | 4. clinging to |
| 5. as it were | 6. embraced | 7. sustained | 8. reconciled to |
| 9. endeavor | 10. dawned on | 11. far-flung | 12. strife |
| 13. sparkling | 14. perish | 15. fashioned | |

II.

1. B 2. A 3. D 4. C 5. D 6. C 7. B 8. C 9. A 10. B

Error correction

1. nationally — change “nationally” for “internationally”.
2. as — change “as” for “like”. “like” 表示如同。
3. / for — omit “for”.
4. does — change “does” for “done”.
5. subject \wedge than — add “other”. “Other than” 意为“除了”。
6. that — change “that” for “what”.
7. few — change “few” for “fewer”.
8. / the — omit “the”.
9. amount — change “amount” for “number”. Field 在文中是可数名词。
10. where or / in — change “where” for “which” or omit “in”.

Translation

预测未来要求具有正确的历史感。未来深深地植根并源于过去,是连续不断的历史长河中的一部分。除了历史感之外,预测未来还需要有特殊的专业知识。由于知识的海洋变得如此浩瀚复杂,同时其增长速度也在加快,社会的进步也就越来越依赖于那些具有专业知识的人们。因此当我们需要合理考虑任何领域长期的潜在发展时,我们总是请教这些领域中的少数几个权威人物。正是这种历史感和专业知识的独特结合才使得未来学家能够超越当前趋势,构筑对未来的有用预测。

参考译文

生活的两条真谛

亚历山大·M·辛德勒

1 生活的艺术就是知道何时坚持,何时放弃。因为生活就是一个矛盾体:它要求我们牢牢抓住许多到头来注定要失去的东西。犹太拉比的先驱们是这样诠释这个道理的:“人紧握着拳头来到这个世界上,可离世时手却是松开的。”

2 的确,我们应该珍惜生活,因为生活是奇妙的。上帝创造的这个世界,每个角落都充满了美。我们知道生活确实如此,可是往往回首往事时才意识到这个道理,并突然醒悟美好的往事已不再。

3 我们记得褪了色的美,消逝了的爱。可是我们更痛苦地记得当美丽绽放时我们却没有看到,也没有以爱回报我们得到的爱。

4 最近的一次经历让我再次明白了这个道理。心脏病严重发作后我被送到医院,几日来

都受到了特别的护理。医院真是个令人不快的地方。

5 一天早上,我得做些额外的检查,仪器在医院另一头的楼里,因此我得躺到带轮子的小床上被推着穿过医院的庭院。

6 当我们从病区出来时,阳光照到我身上。这就是我的整个经历。仅仅是阳光而已。然而它是多么美丽——多么温暖,多么灿烂,多么奇妙啊!

7 我环视四周,看看旁人是否也和我一样享受着这金灿灿的阳光,可是所有人的眼睛都盯着地面,各自忙碌着。这时,我记起自己也常常因为被琐事纠缠、斤斤计较而对绚丽灿烂的阳光无动于衷,视而不见。

8 我从中领悟到的道理就像这次经历一样平常:生活的恩赐是珍贵的,而人们太过忽视他们了。

9 这就是生活向我们提出的自相矛盾的要求的第一个方面:不要过于忙碌而忽略了生活的奇妙,不敬畏生活。要虔诚地迎接每个黎明的到来,抓住每个小时,不浪费珍贵的每一分钟。

10 牢牢把握住生活……可是不要抓得太紧而不能松手放弃。这是生活硬币的第二面,矛盾的另一面:必须接受失去,学会放弃。

11 这门课程学起来不容易。特别是在我们年轻的时候,认为世界为我们所掌控,认为只要我们全力以赴,愿望都可以实现。然而随着我们一天天长大,经历失败遭受痛苦,慢慢地我们终于明白了第二条真理。

12 在生活的每个阶段我们都会失去一些东西——并因此而成长。从离开母腹的那一刻起,我们就脱离了母亲的保护伞,开始独立的生活。之后我们进入学校开始了学业,然后便是离开父母与儿时的家。我们结婚生子随后不得不让他们离去。我们会经历父母与配偶的辞世,还会面临自身力量逐渐或迅速的衰弱。最终,就如那个摊开的手掌的寓言所示:我们不得不面对自己死亡的命运,丧失了自我,丧失了自己的过去和自己的梦想。

13 可是我们为什么要顺从生活的悖论呢?既然美丽会逝去,为什么还要创造美的事物?既然最终要从我们身边夺走我们所爱的人,为什么还要我们用心去爱?

14 为了解决这个悖论,必须寻找更广阔的视角,要像透过朝永恒打开的窗子一样来看待生活。一旦这么做,我们就会明白尽管生命有限,却织下了永恒的图案。

15 生命决不只是存在,它是生成,是向前不停地延续。父母的生命在我们的身上延续,我们的生命在我们子女身上延续。我们建立的制度会代代相传,我们将通过它们得以流芳百世。我们创造的美不会由于死亡而暗淡。肉体会消逝,双手会枯朽,而它们创造的真、善、美将永存于世。

16 不要浪费生命积聚只会烟消云散的东西。与其追求物质,不如追求理想,因为只有理想能赋予生命意义,并具有永久的价值。

17 把爱带进一座房子,你便有了家;把道德带到一座城市,你便有了社会;把真理带给一堆砖瓦,你便有了学校;把宗教带进最简陋的建筑,你就有了圣殿;把正义融入人类漫长的努力就造就了文明。把所有这些理想聚集起来,使它们从现在不完美的状态日臻完善起来,怀着人类得到拯救的憧憬,无争也无求,我们就有了一个闪耀着绚丽的希望之光的未来。

AFTER-CLASS READING

COMPREHENSION AND APPRECIATION

1. This article describes an American farmer's deep love of nature and the strength of the human spirit.
2. In American literature, the image of a typical farmer had always been one who is strong, tough, industrious, independent, resourceful and above all a man who loves his family, and loves nature. The author's father is strong-willed and industrious. He loves nature deeply.
3. The clearing on top of the mountain was the demonstration of the old man's triumph over illness. Instead of taking the doctors' advice, the old man cleared the land and planted crops on it and he got better. Besides, standing on the clearing, the old man could see the slope where he and his wife used to work when they were young.
4. The paths indicated the health condition of the author's father. As the old man got better, he made a steeper path.
5. The old man is just an ordinary American farmer with little education. Yet he revealed an optimistic way of life to readers.
6. Answers can be diverse.
7. Answers can be diverse.

WRITING

Chapter 1

Step One

I . Paragraph B is effective.

II .

Exercise

A.

1. TN a. I do push-ups and sit-ups each morning.
OK b. Exercising every morning has had positive effects on my health.
2. TN a. Jose works nine hours a day and then goes to school three hours a night.
OK b. Jose is an ambitious man.
3. TN a. I started college after being away from school for seven years.
OK b. Several of my fears about returning to school have proved to be groundless.
4. OK a. Parts of Walt Disney's *Bambi* make it a frightening movie for children.
TN b. Last summer I visited Disneyland in Anaheim, California.

B.

1. TB a. Professional football is a dangerous sport.
OK b. Professional sports are violent.
2. TB a. Married life is the best way of living.
OK b. Teenage marriages often end in divorce for several reasons.
3. OK a. Aspirin can have several harmful side effects.
TB b. Drugs are dangerous.
4. TB a. Computers are changing our society.
OK b. Using computers to teach schoolchildren is a mistake.

Step TwoExercise

1. My two-year-old son was in a stubborn mood today.
NS a. When I asked him to do something, he gave me nothing but trouble. He seemed determined to make things difficult for me, for he had his mind made up.
S b. When I asked him to stop playing in the yard and come indoors, he looked me square in the eye and shouted "No!" and then spelled it out, "N...O!"
2. The prices in the amusement park were outrageously high.
NS a. The food seemed to cost twice as much as it would in a super-market and was sometimes of poor quality. The rides also cost a lot, and so I had to tell the children that they were limited to a certain number of them.
S b. The cost of the log flume, a ride that lasts roughly 3 minutes, was \$4.75 a person. Then I had to pay \$1.50 for an 8-ounce cup of Coke and \$3.25 for a hot dog.

3. My brother-in-law is accident-prone.

S a. Once he tried to open a tube of Krazy Gllue with his teeth. When the cap came loose, glue squirted out and sealed his lips shut. They had to be pried open in a hospital emergency room.

NS b. Even when he does seemingly simple jobs, he seems to get into trouble. This can lead to hilarious, but sometimes dangerous, results. Things never seem to go right for him, and he often needs the help of others to get out of one predicament or another.

Unit 2 The Future of English

WARMING-UP ACTIVITIES

I.

1. They are English, Chinese, Spanish, Russian, French, and Arabian.
2. U. K, U. S, Australia, New Zealand, Canada, Ireland, South Africa, etc.
3. Bangladesh, Gana, India, Iraq, Jamaica, Kuwait, Lebanon, Libya, Malaysia, Nepal, Nigeria, Philippines, Saudi Arabia, Singapore, Sudan, Tanzania, Uganda, Yemen, Zambia, etc.

4.

1) in pronunciation:

In speech, in general, British vowels (a, e, i, o, u) tend to be shorter and when Americans speak they tend to be longer.

some differences in pronunciation:

- ① Americans prefer to use flat \a\, similar to /æ/, in words *path*, *grass*, *answer*, etc. against the broad *a* currently used by Englishmen.
- ② American retain the \r\ at the end of the words *car*, etc. or before consonants as in *hard*, etc. ; in British English the /r/ is not pronounced, as in *teacher* /'ti:tʃə/
- ③ Words in a stressed syllable spelled with a letter *o* followed by a single explosive consonant, such as *dog*, *not*, *stop* are pronounced by British speakers with a rounded and short vowel /ɒ/, whereas in America, people use \ä\ with no rounding of lips.

in spelling:

	[BrE]	[AmE]
① -our,	colour	color
-or;	honour	honor
	labour	labor
② -ize(-ise),	centralize(-se)	centralize
-ize;	civilize(-se)	civilize
	modernize(-se)	modernize
③ -re,	centre	center

-er;	metre	meter
	theatre	theater
④ -ae(-oe),	anaemia	anemia
-e;	mediaeval	medieval
⑤ -ou,	smoulder	smolder
-o;		
-au,	staunch	stanch
-a;		
⑥ -ce,	defence	defense
-se;	licence	license
	offence	offense
⑦ -xion,	connexion	connection
-ction;	reflexion	reflection
⑧ -c,	sceptic	skeptic
-k;		
⑨ -ll,	councillor	councilor
-l;	traveller	traveler
⑩ -y,	pyjamas	pajamas
-i(-a);	tyre	tire
⑪ -en,	endorse	indorse
-in;		
⑫ <i>The treatment of the endings of the foreign words:</i>		
[BrE]	[AmE]	
catalogue	catalog, catalogue	
dialogue	dialogue, dialog	
gramme	gram	
⑬ <i>Other differences in spelling:</i>		
[BrE]	[AmE]	
aluminium	aluminum	
gaol	jail	
grey	gray	
kerb	curb	

2)

British English

aeroplane
booking office

American English

airplane
ticket office

Christian name	<u>given name</u>
flat	<u>apartment</u>
ground floor	<u>first floor</u>
motorway	<u>express way, freeway,</u>
	<u>highway, etc.</u>
pavement	<u>sidewalk</u>
queue	<u>line</u>
railway station	<u>train station</u>
trousers	<u>pants</u>

British English**American English**

<u>graduation</u>
<u>lift</u>
<u>primary school</u>
<u>rubbish</u>
<u>postgraduate student</u>
<u>single ticket</u>
<u>return ticket</u>
<u>compulsory subject</u>
<u>lorry</u>
<u>holiday</u>

commencement
elevator
elementary school
garbage
graduate student
one-way ticket
round-trip ticket
required subject
truck
vacation

5.

1) There are three explanations to the word "Americanism" in the dictionary:

- ① A custom, trait, or tradition originating in the United States.
- ② A word, phrase, or idiom characteristic of English as it is spoken in the United States.
- ③ Allegiance to the United States and its customs and institutions.

2) Open to discussion.

6. Open to discussion.

Teachers should emphasize that it is not proper to say which is better, or which is superior. Any judgment that British English is "better" or "worse" than American English is a prejudice against the description of language.

II . English is used as a foreign language in our country.

BACKGROUND INFORMATION

13. *suggested work*

- 1) The first English language poet laureate was Ben Johnson in 1616.
- 2) British Poets Laureate are usually chosen by the prime minister with the queen's affirmation. In the United States, the Librarian of Congress appoints the national Poet Laureate. In order to make a selection, the Librarian consults with the outgoing and former poet laureates, as well as poetry critics. Committees of local poets often choose local poet laureates on the basis of artistic excellence.
- 3) The British poet laureate is responsible to write and present official poetry to commemorate occasions both personal, such as the monarch's birthday and royal births and marriages, and public, such as coronations and military victories. His activity in this respect has varied, according to circumstances.

In the United States, the Poet Laureate gives an annual lecture and reading of his or her poetry and usually introduces poets in the annual poetry series at the Library of Congress. He or she also advises the Library of Congress on its literary program and recommends new poetry for the Library's Archive of Recorded Poetry and Literature. In addition, according to the Library of Congress website, the Poet Laureate "seeks to raise the national consciousness to a greater appreciation of the reading and writing of poetry."

- 4) British Poets Laureate serve for life and since 1668 there have been only 19 poets so honored (no women). In the United States, the Poet Laureate is appointed by the Librarian of Congress to a single term, serving from October to May (there have been many women Poets Laureate). In making the selection, the Librarian of Congress seeks the counsel of past and present Poets Laureate and other distinguished poetry critics.
- 5) The Poet Laureate, in addition to legitimacy, now received an annual monetary stipend, currently \$35,000. The money was funded by a gift from Archer M. Huntington, son of one of the quartet of founders of the Central Pacific Railroad that worked on the Transcontinental Railroad.