

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 3

精读 教师用书  
(第三册)

主编 康成翠 庞建荣  
[美] 高雄亚 [美] 韩爱果  
编者 庞建荣 陈丽丽

 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)要熟悉所学国家的文化;(2)要了解所学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。

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# Unit 1

## Take This Fish and Look at It

### Background Information

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

**Samuel Scudder** (1837-1911) was an American entomologist and palaeontologist. In 1857 he entered Harvard, where he studied under the noted scientist Louis Agassiz. Scudder held various positions and helped found the Cambridge Entomological Club. He published hundreds of papers and developed a comprehensive catalog of three hundred years of scientific publications. While working for the United States Geological Survey, he named more than a thousand species of fossil insects. Scudder may be most widely known for his essay on the importance of first-hand, careful observation in the natural sciences. Much of Scudder's work is still admired for its attention to detail.

#### II. Related Information:

##### 1. Observation in Science

The scientific method requires observations of nature to formulate and test hypotheses. It consists of these steps:

- 1) Asking a question about a natural phenomenon;
- 2) Making observations of the phenomenon;
- 3) Hypothesizing an explanation for the phenomenon;
- 4) Predicting a logical consequence of the hypothesis;
- 5) Testing the prediction in an experiment;
- 6) Creating a conclusion with data gathered in the experiment.

Observation plays a role in the second and fifth steps. However the need for reproducibility requires that observations by different observers be comparable. Human sense impressions are subjective and qualitative making them difficult to record or compare. The idea of measurement evolved to allow recording and comparison of observations made at different times and places by different people. Measurement consists of using observation to compare the thing being measured to a standard, an artifact, process or definition which can be duplicated or shared by all observers, and counting how many of the standard units are comparable to the object. Measurement reduces an observation to a number which can be recorded, and two observations which result in the same number are equal within the resolution of the process.

Human senses are limited, and are subject to errors in perception such as optical illusions. Scientific instruments were developed to magnify human powers of observation, such as weighing scales, clocks, telescopes, microscopes, thermometers, cameras, and tape recorders, and also translate into perceptible form events that are unobservable by human senses.

## 2. Naturalist & Natural History

**Natural history** is the scientific research of plants or animals, leaning more towards the observational than experimental methods of study, and encompasses more research that is published in magazines than in academic journals. A person who studies natural history is known as a **naturalist**. Grouped among the natural sciences, **Natural History** is the systematic study of any category of natural objects or organisms. That is a very broad designation in a world filled with many narrowly focused disciplines, so while modern natural history dates historically from studies in the ancient Greco-Roman world and then the medieval Arabic world through to the scattered European Renaissance scientists working in near isolation, today's field is more of a cross discipline umbrella of many specialty sciences that like geobiology have a strong multi-disciplinary nature combining scientists and scientific knowledge of many specialty sciences.

### Additional Notes on the Text

1. **Jean Louis Rodolphe Agassiz** (1807-1873) was one of the great scientists of his day, and one of the "founding fathers" of the modern American scientific tradition. Louis Agassiz remains something of a historical enigma. A great systematist and paleontologist, a renowned teacher and tireless promoter of science in America, he was also a lifelong opponent of Darwin's theory of evolution. Yet even his most critical attacks on evolution have provided evolutionary.



2. **Charles River:** a small, relatively short river in Massachusetts, USA, that separates Boston from Cambridge and Charlestown. It is fed by about 80 brooks and streams and several major aquifers as it flows snakelike for 80 miles. Brandeis University, Harvard University, Boston University, and the Massachusetts Institute of Technology are all located along the Charles River; at Boston proper it opens out into a broad basin and is lined by parks such as the Charles River Esplanade (in which stands the Hatch Shell, where concerts are given in summer evenings) especially known for its Independence Day celebration. The river is well known for its rowing, sculling, and sailing, both recreational and competitive.

## Exercises with Answers

- I Study the example of “with + noun” used in the text and then translate the following sentences into English with the structure of “with + noun”.

1. I was in despair; at an early hour I concluded that lunch was necessary; so, **with infinite relief**, the fish was carefully replaced in the jar, and for an hour I was free.
2. **With these encouraging words**, he added: “Well, what is it like?”
3. When I finished, he waited as if expecting more, and then, **with an air of disappointment**: “You have not looked very carefully; why,” he continued more earnestly..

1. 我的父亲心情沉重地回到了家。
2. 那人痛得叫了一声就倒下了。
3. 他有些颤抖，不是因为害怕，而是因为愤怒。
4. 罗伯特坐在那里，双眉紧蹙。
5. “这又有何关系？”她神态傲慢地问。
6. 说完这些气话，他砰地关上房间门走了。

### ✦Answers:

1. My father came home with a heavy heart.
2. The man fell down with a painful yell.
3. He was shaking, not with fear, but with indignation.
4. Robert sat there with knitted brows.
5. “Why does that matter?” she asked, with a haughty air.
6. With these angry words, he banged the door and left the room.

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

### 1. leaky

- A. If the boiler is faulty, it may be \_\_\_\_\_ dangerous gas.
- B. Radioactive water has \_\_\_\_\_ into the reservoir.
- C. The explosion was caused by a gas \_\_\_\_\_ in the main line.
- D. The committee didn't approve of the cost of repairing the \_\_\_\_\_ roof.

### 2. unhesitatingly

- A. "Of course I will go," he replied \_\_\_\_\_.
- B. My mother never \_\_\_\_\_ to tell me whenever I look bad.
- C. Many witnesses are still \_\_\_\_\_ to come forward.
- D. I would have no \_\_\_\_\_ in recommending him for the job.

### 3. infectious

- A. You can only be \_\_\_\_\_ with HIV in a limited number of ways.
- B. People were continuing to drink \_\_\_\_\_ water.
- C. There are many things you can do to reduce your risk of \_\_\_\_\_.
- D. I was greatly impressed by his \_\_\_\_\_ enthusiasm.

### 4. boredom

- A. I won't \_\_\_\_\_ you with all the details.
- B. It gets \_\_\_\_\_ just being at home all day.
- C. I'm getting pretty \_\_\_\_\_ with her endless complaining.
- D. He had given up attending lectures out of sheer \_\_\_\_\_.

### 5. perplexity

- A. "What's the matter?" Rob said, looking totally \_\_\_\_\_.
- B. They stared in \_\_\_\_\_ at the map.
- C. It took years to understand many \_\_\_\_\_ diseases.
- D. It \_\_\_\_\_ him because he was tackling it the wrong way.

### 6. symmetrical

- A. The front of the church was completely \_\_\_\_\_.
- B. The petals are arranged \_\_\_\_\_.
- C. I loved the house because it had perfect \_\_\_\_\_.
- D. He didn't like the pattern because it was \_\_\_\_\_.

### 7. inestimable

- A. It is impossible to \_\_\_\_\_ how many of the residents were affected.
- B. An \_\_\_\_\_ 3000 people came to the demonstration.
- C. The figure mentioned is a very rough \_\_\_\_\_.
- D. Human life is of \_\_\_\_\_ value.

**8. reassuring**

- A. She needed \_\_\_\_\_ that she belonged somewhere.  
 B. She checked the bolts to \_\_\_\_\_ herself that the door was locked.  
 C. I felt relieved at her \_\_\_\_\_ smile.  
 D. He felt much more \_\_\_\_\_ when he had been for a health check.

**❖Answers:**

- |                      |                  |               |                    |
|----------------------|------------------|---------------|--------------------|
| 1. A. leaking        | B. leaked        | C. leak       | D. leaky           |
| 2. A. unhesitatingly | B. hesitates     | C. hesitant   | D. hesitation      |
| 3. A. infected       | B. infected      | C. infection  | D. infectious      |
| 4. A. bore           | B. boring        | C. bored      | D. boredom         |
| 5. A. perplexed      | B. perplexity    | C. perplexing | D. perplexed       |
| 6. A. symmetrical    | B. symmetrically | C. symmetry   | D. (un)symmetrical |
| 7. A. estimate       | B. estimated     | C. estimation | D. inestimable     |
| 8. A. reassurance    | B. reassure      | C. reassuring | D. reassured       |

**III Replace the underlined words or expressions with similar ones from the text.**

- He was a keen amateur historian.
- I really dared not show any dislike within these sacred precincts, and treated the alcohol as though it were pure water.
- He made the surface slightly wet and then cleaned it with a piece of soft cloth.
- The use of mobile phones in the library is strictly forbidden.
- She might have felt less obvious if there had been other women.
- In this church all the windows are with a curved shape.
- The teacher was greatly embarrassed by his own inability to answer such a simple question.
- He was bold enough to touch the fierce dog and was bitten on the hand.
- The boy was fascinated by those strange and unpleasing dinosaurs in the picture book.
- Though he has a lot of books, he doesn't want to give away any of them.
- He is being very clear about his dissatisfaction with the company.
- They did everything they could to try to bring the drowned man to life.
- Lightening usually goes with thunder.
- Her lawyers are to seek a court order preventing the deportation.
- For one hour he had talked about the importance of this point.

**❖Answers:**

- |              |                 |                 |                |                |
|--------------|-----------------|-----------------|----------------|----------------|
| 1. an ardent | 2. aversion     | 3. moisten      | 4. interdicted | 5. conspicuous |
| 6. arched    | 7. mortified    | 8. ventured     | 9. outlandish  | 10. part with  |
| 11. explicit | 12. resuscitate | 13. accompanies | 14. injunction | 15. discoursed |

#### IV Complete the following sentences with the expressions in the box, and change their forms where necessary.

injunction	aloft	disconcert	resuscitate	dissection
(be) grounded in	commend	grotesque	engage upon	odor
perplexity	compress	symmetrical	piqued	distract
plunge	venture	mortify		

1. He has submitted a bid to \_\_\_\_\_ the weekly magazine, which closed in April.
2. He took out a court \_\_\_\_\_ against the newspaper demanding the return of the document.
3. Her argument was firmly \_\_\_\_\_ facts.
4. The Rousseau model \_\_\_\_\_ itself to a lot of early socialists.
5. If I reduced somebody to tears I'd be \_\_\_\_\_.
6. The little girl was amazed at the incredible beauty and \_\_\_\_\_ of the snowflake.
7. He began counting them and then, with growing \_\_\_\_\_, counted them a second time.
8. I find it slightly \_\_\_\_\_ to have someone watching me while I work.
9. Granny was astounded and a little \_\_\_\_\_, I think, because it had all been arranged without her knowledge.
10. "Don't ask," he said, whenever Jim \_\_\_\_\_ to raise the subject.
11. As they emerged from the court they held their arms \_\_\_\_\_ before crowds of cheering well-wishers.
12. They \_\_\_\_\_ a frog in biology class.
13. They tried to avoid looking at his \_\_\_\_\_ face and his crippled body.
14. They were very interested in the projects we were \_\_\_\_\_.
15. The whole herb has a characteristic taste and \_\_\_\_\_.
16. At least 50 people died when a bus \_\_\_\_\_ into a river.
17. All those three books are compacted and \_\_\_\_\_ into one book.
18. He was \_\_\_\_\_ to find his fellow diners already seated.

#### ❖Answers:

- |                |                |                  |                  |              |
|----------------|----------------|------------------|------------------|--------------|
| 1. resuscitate | 2. injunction  | 3. grounded in   | 4. commended     | 5. mortified |
| 6. symmetry    | 7. perplexity  | 8. distracting   | 9. piqued        | 10. ventured |
| 11. aloft      | 12. dissected  | 13. grotesque    | 14. engaged upon | 15. odor     |
| 16. plunged    | 17. compressed | 18. disconcerted |                  |              |

**V Decide which of the choices given below would correctly complete the passage if inserted in the corresponding blanks.**

Compared to high school teachers, college professors may present a more 1 and distant demeanor. The student discovers that the rhythm of the professor's work day may limit when he or she might be seen. The comings and goings of the professor seem 2 inscrutable. They do not seem to keep "school hours" (and in fact may not come to campus at all on certain days), some "3" for entire semesters while others seem to always be 4 because they are attending a committee meeting somewhere on campus.

For students attending institutions with large lecture sections, the professor may seem very remote in a spatial as well as a social 5. The first-year student recognizes that the professor is very unlikely to ever learn the names of more than a few students in the class. 6 the student may encounter a new member of the community (i.e., the teaching assistant). The status of the teaching assistant (TA) is 7 to the student because the TA is simultaneously a student and one who performs certain 8 tasks. In addition, the TA may 9 as a gatekeeper, controlling student access to the professor.

The student as immigrant begins to notice that professors make several assumptions about the student's academic management skills. They assume that students can read and write at the level they are demanding, that they will use their study time 10, and that they require few reminders of deadlines for assignments or the dates of examinations. The student encounters a bewildering variety of lecture styles among professors, 11 from the very formal and pedantic to the very Socratic and informal style of class discussion.

Some professors appear to be "word imperialists" who continually "oppress" the new student with a vocabulary that is totally incomprehensible to the new immigrant. This perceived indignity is 12 by the professor's assumption 13 the burden of understanding (i.e., translating) rests 14 the student as immigrant. Some professors expect students to be active participants in the learning process while most students come to class with the 15 that the professor will tell them "what they need to know" in order to complete the class successfully.

- |                   |                   |                 |                 |
|-------------------|-------------------|-----------------|-----------------|
| 1. A. aloft       | B. aloof          | C. alive        | D. ardent       |
| 2. A. somehow     | B. somewhere      | C. something    | D. somewhat     |
| 3. A. vanish      | B. venture        | C. evaluate     | D. linger       |
| 4. A. inestimable | B. unrecognizable | C. unacceptable | D. unavailable  |
| 5. A. precinct    | B. connection     | C. sense        | D. companion    |
| 6. A. In addition | B. In contrast    | C. In part      | D. In fact      |
| 7. A. accessible  | B. ambiguous      | C. conspicuous  | D. symmetrical  |
| 8. A. piqued      | B. perplexing     | C. professional | D. professorial |



- |                    |                |              |                   |
|--------------------|----------------|--------------|-------------------|
| 9. A. function     | B. use         | C. perform   | D. behave         |
| 10. A. thoroughly  | B. adequately  | C. wisely    | D. unhesitatingly |
| 11. A. changing    | B. straying    | C. ranging   | D. distracting    |
| 12. A. mortified   | B. followed    | C. added     | D. compounded     |
| 13. A. that        | B. because     | C. when      | D. which          |
| 14. A. with        | B. in          | C. along     | D. among          |
| 15. A. preparation | B. expectation | C. exception | D. exhortation    |

### ❖ Answers:

- |      |       |       |       |       |       |       |      |
|------|-------|-------|-------|-------|-------|-------|------|
| 1. B | 2. D  | 3. A  | 4. D  | 5. C  | 6. A  | 7. B  | 8. D |
| 9. A | 10. C | 11. C | 12. D | 13. A | 14. A | 15. B |      |

### VI Translate the following phrases into English.

1. 在动物学所有科目都具有良好的基础	<i>be well grounded in all departments of zoology</i>
2. 专门研究昆虫	<i>devote oneself specially to insects</i>
3. 伸手从架上拿下一大玻璃瓶标本	<i>reach from a shelf a huge jar of specimens</i>
4. 那幽灵般纠缠着他的气味	<i>a perfume which haunts him like a shadow</i>
5. 一动不动地盯着	<i>a steadfast gaze at ...</i>
6. 无眼睑的眼睛	<i>lidless eyes</i>
7. 叉形的尾巴	<i>forked tail</i>
8. 拱形的身体	<i>arched body</i>
9. 张着的嘴	<i>gaping mouth</i>
10. 瞪着的眼	<i>staring eyes</i>
11. 不可估量的价值	<i>inestimable value</i>
12. 用粉笔在黑板上画古怪的鱼自玩自赏 (自娱)	<i>amuse oneself with chalking outlandish fish on the blackboard</i>

### VII Translate the following sentences into English.

- 这两兄弟都有很好的数学基础, 而且他们的事业也有一定的相似之处。(to be grounded in, symmetry)
- 这项振兴经济的建议具有不可估量的价值, 肯定会受到公众的欢迎。(inestimable value, to resuscitate, to commend itself)
- 他说他从来不知道该如何对大量的材料进行压缩, 这使老师非常惊讶。(to compress, disconcerted)



4. 他起劲地开始工作, 而且很快有了很多新发现。(with a will)
5. 与其把这套茶具卖给不识货的人还不如不卖。(to part with)
6. 车祸很久以后, 那可怕的一幕仍像影子一样萦绕在他心头。(ghastly, to haunt like a shadow)
7. 看见一个小孩儿掉进湖里, 他连衣服都没脱就毫不犹豫地扎了进去。(unhesitatingly, to plunge)
8. 那位学者先介绍了他为什么专门研究英国浪漫主义诗歌, 而后又详细论述了约翰·济慈的诗歌风格。(to devote oneself specially to, to discourse on)
9. 整个晚上他忙于回答热心听众提出的问题。(to be engaged upon, ardent)
10. 他喜欢讲笑话来逗同学乐, 而且他的笑声极富感染力。(to amuse...with, infectious)

### ❖Answers:

1. Both the brothers are well grounded in mathematics and there's certain symmetry in their careers.
2. This proposal to resuscitate economy is of inestimable value and it will surely commend itself to the public.
3. The teacher was rather disconcerted when he said that he never knew how to compress large masses of material.
4. He set himself to work with a will and soon made many new discoveries.
5. I would rather not part with this tea service than sell it to someone who does not appreciate it.
6. The ghastly scene haunted him like a shadow long after the car accident.
7. Upon seeing a kid falling into the lake, he unhesitatingly plunged in with his clothes on.
8. After explaining why he devoted himself especially to English romantic poetry, the scholar discoursed at great length on the poetic style of John Keats.
9. The whole evening he had been engaged in answering questions from the ardent audience.
10. He likes to amuse his classmates with jokes, and his laughter is very infectious.



## Unit 2

# Crybabies: Eternal Victims

### Background Information

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

**Jesse Birnbaum** was born in Passaic, New Jersey, USA, in 1923. He was a longtime correspondent for *Time* magazine, including a stint as San Francisco bureau chief. This essay is a cover story in *Time* in August, 1991.

#### II. Related Information:

##### 1. Jury

A **jury** is a sworn body of people convened to render a rational, impartial verdict officially submitted to them by a court, or to set a penalty or judgment. A trial in which a jury decides the verdict is known as a jury trial. A person who is serving on a jury is known as **juror**.

The word *jury* originates Latin, from *juris* (law). Juries are most common in common law adversarial-system jurisdictions. Juries act as triers of fact, while judges act as triers of law. A trial without a jury (in which both questions of fact and questions of law are decided by a judge) is known as a bench trial.

The **petit jury** (or **trial jury**) hears the evidence in a trial as presented by both the plaintiff and the defendant. After hearing the evidence and often jury instructions from the judge, the group retires for deliberation, to consider a verdict. The majority required for a verdict varies. In some cases it must be unanimous, while in other jurisdictions it may be a majority or supermajority. A jury that is unable to come to a verdict is referred to as a hung jury. The size of the jury varies: in criminal cases there are usually 12 jurors, although Scotland uses 15; in civil cases many trials require only six.