

English for Graduate Students

研究生 基础英语

(II)

EGS

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ENGLISH FOR GRADUATE STUDENTS

研究生基础英语(Ⅱ)

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内 容 简 介

本书根据国家教委颁布的《非英语专业研究生英语教学大纲(试行稿)》编写,供非英语专业硕士研究生、工商管理硕士(MBA)研究生和在职研究生英语教学使用。

本书分两册。第Ⅱ册在第Ⅰ册的基础上编写,也分10个单元,各单元都有作者介绍、课文、生词、词组、注释、练习、阅读材料及其练习等。课文和阅读材料选自英美原著或当今报刊杂志,练习包括:问题、讨论题、词汇、填空、改错、翻译、应用文写作、阅读理解等。本书还附有“练习参考答案”,供读者参考。

前 言

本书根据国家教委颁布的《非英语专业研究生英语教学大纲(试行稿)》编写,可供非英语专业硕士研究生、工商管理硕士(MBA)研究生和以同等学力申请硕士学位的在职人员英语教学使用,也可供具有大学英语水平的读者用作自学的教材。

本书课文全部选自英美原著或当今报刊杂志,题材广泛,内容新鲜,语言生动活泼,练习形式多样,注重读、写、译、说等语言能力的训练,以便使研究生英语教学逐步适应 21 世纪人才培养的需要。

本书分 I、II 两册,由复旦大学英语教学部陆效用(主编)、查国生(副主编)、季佩英、姚元坤、罗家礼、曾建彬、汲寿荣编写,美籍专家 Dr. Dolores Ray(第 I 册)和 Dr. Doug Cooper(第 II 册)担任主审。

复旦大学研究生院领导以及培养处刘碧英、叶绍梁等同志对本书的编写工作曾给予大力支持和帮助,谨在此表示谢意。

编者水平有限,书中错误和不妥之处在所难免,诚恳希望使用本教材的教师、学生和其他读者批评指正。

编 者

1997 年 12 月

使用说明

本书为非英语专业硕士研究生基础英语,共分两册。每册有 10 个单元,供一学期使用。

本书起点适中,学生在上新课之前,必须认真做好预习工作,以期获得较好的教学效果。

每一单元包括课文(Text)和补充阅读(Further Reading)两部分,并都配有大量练习(Exercises),教学时数一般为 8 个学时,但可根据实际教学情况作适当调整。

本书练习内容丰富,形式多样,有利于学生进一步打好语言基础和提高语言实用能力。课文练习包含 7 个项目:回答问题(Comprehension Questions)和讨论要点(Discussion Points)用于训练学生的口头表达能力,应在课内完成;词汇(Vocabulary Work)、完形填空(Cloze)和改错(Error Identification and Correction)有助于学生复习巩固已经学过的英语词汇、语法、固定搭配、惯用法以及其他语言知识,一般由学生在课外完成,教师在课堂上针对学生存在的问题进行讲评;翻译(Translation)和写作(Writing Practice)旨在培养学生的笔头表达能力,一般以书面作业的形式布置学生课外完成。由于翻译和写作的量比较大,教师可以有选择地采用。学生的短文写作一学期不能少于 4 篇,教师应逐篇批改并讲评。为了进一步帮助学生提高英语的写作能力,本书第Ⅱ册还增加了英语应用文写作(Practical Writing)。补充阅读的目的是帮助

学生扩大词汇量并提高英语阅读欣赏能力,主要供学生课后自学之用,教师在课堂上可就语言难点和划线句子的英译汉给予适当的辅导。补充阅读练习词汇部分(Vocabulary)的 B 项和 C 项,旨在帮助学生复习大纲词汇表中打星号的重点单词。本书还附有“练习参考答案”,既供读者参考,也有利于教师把课时主要用于课文讲解和语言技能的训练上。

编 者

1997 年 12 月

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UNIT ONE

Text

The Glorious Messiness of English

Robert MacNeil

About the Author and the Selection

This article is condensed from a speech delivered by Robert MacNeil on May 9, 1995 at the United States Military Academy, West Point, New York. Robert MacNeil is co-author, with Robert McCrum and William Cran, of *The Story of English*, from which MacNeil's speech was adapted.

The story of our English language is typically one of massive stealing from other languages. That is why English today has an estimated vocabulary of over one million words, while other major languages have far fewer.

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French, for example, has only about 75, 000 words, and that includes English expressions like *snack*

• 1 •

bar and *hit parade*. The French, however, do not like borrowing foreign words because they think it corrupts their language. The government tries to outlaw words from English and passes decrees saying *jumbo jet* is not desirable; so they invent a word, *gros porteur*. French kids are supposed to say *balladeur* instead of *Walkman*—but they don't. 10

Walkman is fascinating because it isn't even English. Strictly speaking, it was invented by the Japanese manufacturers who put two simple English words together to name their product. That doesn't bother us, but it does bother the French. Such is the glorious messiness of English. That happy tolerance, that willingness to accept words from anywhere, explains the richness of English and why it has become, to a very real extent, the first truly global language. 15 20

How did the language of a small island off the coast of Europe become *the* language of the planet—more widely spoken and written than any other has ever been? The history of English is embedded in the first words a child learns about identity (*I, me, you*); possession (*mine, yours*); the body (*eye, nose, mouth*); size (*tall, short*); and necessities (*food, water*). These words all come from Old English¹ or Anglo-Saxon English, the core of our language. Usual- 25 30

ly short, crisp and direct, these are words we still use today for the things that really matter to us.

Great speakers often use Old English to arouse our emotions. For example, during World War II, Winston Churchill made this speech, stirring the courage of his people against Hitler's armies poised to cross the English Channel: "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. We shall never surrender." 35 40

Virtually every one of those words came from Old English, except the last—*surrender*, which came from norman French. Churchill could have said, "We shall never give in," but it is one of the lovely—and powerful—opportunities of English that a writer can mix, for effect, different words from different backgrounds. Yet there is something direct to the heart that speaks to us from the earliest words in our language. 45 50

When Julius Caesar invaded Britain in 55 B. C., English did not exist. The Celts spoke languages that survive today as Welsh, Gaelic and Breton. Where those languages came from is still a mystery, but there is a theory. 55

Two centuries ago an English judge in India noticed that several words in Sanskrit closely resembled

some words in Greek and Latin. For instance, the Sanskrit word for "father," *pitar*, was quite like the Latin word *pater*. A systematic study revealed that many modern languages descended from a common parent language, lost to us because nothing was written down. 60

Identifying similar words, linguists have come up with what they call an Indo-European parent language², spoken until 3500 to 2000 B. C. These people had common words for *snow*, *beech*, *bee* and *wolf* but no word for *sea*. So some scholars assume they lived somewhere in north-central Europe, where it was cold. Traveling east, some established the languages of India and Pakistan, and others drifted west toward the gentler climates of Europe. Some who made the earliest westward migration became known as the Celts, whom Caesar's legions found in Britain. 65 70

Another infusion of words came when Germanic tribes slipped across the North Sea to settle in Britain. Most scholars agree that the Jutes from Jutland (present-day Denmark) and the Saxons (from what is now Germany) migrated to the south of Britain, and the Angles (also from Germany) settled in the north and east. Together they formed what we call Anglo-Saxon society. 75 80

The Anglo-Saxons passed on to us their farming vocabulary, including *sheep*, *shepherd*, *ox*, *earth*, *swine*, *wood*, *field* and *work*. They must have also 85 enjoyed themselves because they gave us the words *glee*, *laughter* and *mirth*.

The next big influence on English was Christianity. Wanting to bring the faith to the Angles, Pope Gregory the Great sent monks who built churches and 90 monasteries. This enriched the Anglo-Saxon vocabulary with some 400 to 500 words from Greek and latin, including *angel*, *disciple*, *litany*, *martyr*, *mass*, *relic*, *shrift*, *shrine* and *psalm*.

Into this relatively peaceful land came the Vikings 95 from Scandinavia, who began raids of plunder and conquest. They also brought to English many words that begin with *sk*, like *sky* and *skirt*. But Old Norse and English both survived, and so you can *rear* a child (English) or *raise* a child (Norse). Other such pairs 100 survive: *wish* and *want*, *craft* and *skill*, *hide* and *skin*. Each such addition gave English more subtlety, more variety.

Another flood of new vocabulary occurred in 1066, when the Normans conquered England. Linguis- 105 tically the country now had three languages: French for the aristocrats, Latin for the churches and English for

the common people. In everyday life the Normans ate *beef* from the French *boeuf*, while the English ate *ox* or *cow*; the Normans ate *venison*, the English, *deer*. 110
But English today has all those words to use.

Religion, law, science and literature were generally conducted in Latin and French, as words like *felony*, *perjury*, *attorney*, *bailiff* and *nobility* testify. The word *jury* sprang from the Norman French 115
word *juree*, "oath."

With three languages competing, there were sometimes three terms for the same thing. For example, Anglo-Saxons had the word *kingly*, but after the Normans, three synonyms entered the language: *royal*, 120
regal and *sovereign*. The extraordinary thing was that French did not displace English. Over three centuries English gradually swallowed French, and by the end of the 15th century what had developed was a modified, greatly enriched language—Middle Eng- 125
lish³—with about 10,000 "borrowed" French words.

Around 1476 William Caxton set up a printing press in England and started a communications revolution. Printing brought into English the wealth of new thinking that sprang from the European Renaissance. 130
Translations of Greek and Roman classics were poured onto the printed page, and with them thousands of

Latin words like *agile*, *capsule* and *habitual*, and Greek words like *catastrophe*, *lexicon* and *thermometer*.

135

Since the Renaissance spurred a scientific revolution, English had to accommodate it. New discoveries needed new descriptions, creating words like *atmosphere*, *pneumonia* and *skeleton*. Galileo and Newton were redefining the natural world, which gave rise to words like *encyclopedia*, *explain*, *gravity*, *paradox*, *external* and *chronology*. Today we still borrow from Latin and Greek to name new inventions, like *video*, *television*, *synthesizer* and *cyberspace*.

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All told, some estimate that the Renaissance added another 12, 000 words to the English vocabulary. Words came from everywhere. The English word *admiral* came from the Arabic *amîr a' alî*, "high leader." *Al-kuhl*, Arabic for "antimony powder," became our *alcohol*. In chess, *checkmate* came from the Persian *shāh māt* ("the king is dead").

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The King James Bible and the plays and poems of Shakespeare gave the English language a currency that it has been spending ever since, and the boldness of Elizabethan navigators began the process that carried it all over the world—and enriched it in return. Settlers landed in British North America, and contact with Na-

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