

新型研究生综合英语教程

主编 徐丁娟 游长松

**New Integrated English for
Postgraduates**



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新型研究生综合英语教程

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前言

任何一门课程，都是针对特定学生群体的需求设计的，研究生公共英语也不例外。自改革开放以来，国内英语教学有了长足发展。中小学生和大学学生的英语基础已有大幅提升。这是目前入校研究生的优势。但相当一部分研究生从大学三年级起终止了系统的英语学习，英语水平低于当时考英语四级和六级时的状态。这是入校研究生的短板。目前研究生英语课时减至 72 学时，如何在有限的课时内整合并提升研究生的英语能力，满足研究生科研和工作方面的英语需求，是众多英语教学工作者的努力方向。

有些学校试行分课型教学，让研究生入学后进行分级考试，允许达到一定分数的研究生免修综合英语，要求他们选修两门专门用途英语，如英语论文写作、翻译、国际会议英语、英美国家概况、英美影视鉴赏等。未达标的研究生既要修综合英语，也要修一门专门用途英语。这种设想是好的。部分英语水平较好的研究生可以集中 72 学时学习两门专门用途英语。水平较差的研究生补习基础英语，另外修一门专门用途英语。但实际操作时，有不尽如人意的方面。首先是 72 个课时分成两部分，36 个课时对任何一门课程都略显不足。其次，在学习和工作中，研究生需要大量阅读英文资料，提炼有用信息，撰写论文，参加国际会议，接待来访专家，参与政府和企业交流项目……听、说、读、写、译的能力哪一样都不能少。只是研究生涉及的内容，相对中学生大学生而言，更专业。完成上述任务，需要研究生的整体英语水平达到相应层面，仅选修某些专门用途英语是不够的。以整合和提升研究生英语能力为目的，我们编写了《新型研究生综合英语教程》。本书包含 5 个单元，话题涉及文化与交流、环境与健康、经济与教育、文学与电影、论文写作。

每个单元的第一部分是视听导入，话题与各单元相关，材料主要选自 TED 演讲和网络资源。该部分采用的练习形式有回答问题、以填空的形式完成提纲、在记笔记的基础上写出概要、分组就单元话题进行讨论等。第二部分是阅读。目的是以阅读引导口头表达和书面写作。编者在选文后列有非常详细的问题。通过问答，师生就阅读进行深入的交流。老师可以充分了解学生的阅读解码过程以及对选文的评价。学生还可以从阅读中学到写作技巧。第三部分是专题。内容包括文化与语言学习、汉英语言特色与翻译技巧、概要的写作、文学与电影欣赏、论文写作等。第四部分是翻译和写作练习。英译汉材料选自阅读课文。要想做好英译汉练习，理解上下文是前提，技巧运用是保障。汉译英材料选自报刊文章、政府官员报告、文学名篇、学术专题文章等。汉译英练习的重点是培养学生将有汉语特色的篇章转换成英语的能力。写作练习，与每单元的话题相关，内容包括课文摘要、话题作文、中美名篇比较研究、学术会议提要等。

总之，本书旨在有针对性地就学生在研究生阶段所需的英语能力进行较宽泛的培养。同时为有兴趣的师生就某专门用途英语做更深入的研究留有余地。课时分配方面，可以兼

顾这种所需能力的宽泛培养和重点能力的深耕细作模式。

由于编者能力以及时间、篇幅所限，书中难免有不尽如人意之处，在此，恳请广大读者朋友批评指正。

编者

2017年7月

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Unit 1

Culture and Communication

Part I Audio and Video Input

Section One

Skill Focus: Cultural Differences & Sentence Stress



The Gua Sha Treatment is a movie based on script by Mark Byers and directed by Zheng Xiaolong. Released in 2001, it reflects in a dramatic way the conflicts resulting from huge and profound differences in values, customs and thinking between Western and Chinese cultures and the lack of understanding of these differences on both sides. These conflicts impact the lives, relationships and well-being of the people involved. Major characters in the movie include Datong Xu, Jian Ning (Datong's wife), Dennis (Datong's son), Father (Datong's father), John Quinlan (Datong's boss and best friend), Judge, Benton Davis (lawyer hired by Child Welfare Agency), and Ms. Every (Social Worker at CWA).

In this section, you will watch some clips from *The Gua Sha Treatment* and then do the following exercises which are concerned with awareness of cultural differences and sentences stress.

A. Awareness of Cultural Differences

Exercise

Watch 3 clips from the movie and answer the following two questions.

1. What are the areas of disagreement and misunderstanding between the American social welfare worker from CWA and Datong and his family? (You can choose more than one.)
 - A. Gua Sha treatment.
 - B. Husband-wife relationship.
 - C. Duties of CWA.
 - D. Responsibilities of a father.
 - E. Child abuse.
2. The confrontations come about as a result of misunderstandings. Tick (✓) the areas of differences in thinking that exist between Datong and his boss John Quinlan.
 - A. Datong's ignorance.
 - B. Trust between friends.
 - C. Importance of honesty.
 - D. What friendship means.
 - E. Lawyer's expertise.
 - F. Hitting one's child.
 - G. Husband-wife relationship.

B. Sentence Stress

Stress and intonation are related with the “music” quality of the English language and the effectiveness of expression and understanding in English social interaction. In Unit 1 and Unit 4, exercises are provided to develop your awareness and understanding of sentence stress and intonation in English, and to help you understand meaning both in and beyond the lines.

About Sentence Stress

The stress placed on words within sentences is called **sentence stress** or **prosodic stress**. It refers to stress patterns that apply at a higher level than the individual word. Sentence stress is one of the components of prosody, along with tone, rhythm and intonation. Prosody is concerned with the features of speech which are syllables or larger units of speech than individual sounds. “Prosody may reflect various features of the speaker or the utterance; the emotional state of the speaker; the form of the utterance

(statement, question, or command); the presence of irony or sarcasm; emphasis, contrast, and focus; or other elements of language that may not be encoded by grammar or by choice of vocabulary.” (Wikipedia^①)

English is said to be a stress-timed language. (Stressed syllables appear at a roughly constant rate, and non-stressed syllables are shortened to accommodate this. As a result, English is timed by the syllables and words stressed, with the rhythm irregular.) The change in stress patterns can fundamentally change the meaning of a word (e.g. “present” with the second syllable stressed is a verb while “presented” with the first syllable stressed is a noun or adjective) or sentence as shown in the following examples.

Say the sentence “I can email Jack” with stress on different word, and discuss with your classmates what difference the stress change makes in meaning. (The underlined word is the stressed word.)

I can email Jack.

I can email Jack.

I can email Jack.

I can email Jack.

Now say the sentence “I have plans to leave” in the following two ways, and discuss the different meanings with your classmates.

I have plans to leave.

I have plans to leave.

Native speakers of English give stress to certain words while other words are quickly spoken (some students say “eaten/swallowed”). Stressed words are key to excellent pronunciation and understanding. The unstressed words that you thought you didn’t understand are really not crucial for understanding the sense or making yourself understood.

Usually the stressed words are CONTENT WORDS (nouns, most principal verbs, adjectives and adverbs). The unstressed words are FUNCTION WORDS (such as determiners, e.g. the, a, some; auxiliary verbs, e.g. don’t, can, were; prepositions, e.g. after, of, opposite; conjunctions, e.g. but, as; and pronouns, e.g. we, she, us). And the main stress within a sentence (called the *nuclear stress*) is often found on the last stressed word.

Sentence stress helps the speaker highlight important meaning and give speech beat and rhythm. Good understanding of sentence stress helps us to understand English better and more easily; and mastery of sentence stress in spoken English is very helpful to expressing us effectively and naturally.

① See “Prosody (linguistics)” in wikipedia, last edited on 3 June 2017 and accessed on 22 June 2017.

Exercise

Watch 3 clips of the movie, and listen for sentence stress. Listen to the speakers talk and pay attention to how they concentrate on the stressed words rather than give equal importance to all words. Mark up the stressed words by underlining in the conversation following the example.

◎ Example

(Datong, his wife and John Quinlan walk into the building to attend the hearing. After they are seated, the judge jokes about why the hearing is not held in the courtroom—dislike of the echo, and John Quinlan stands up to introduce himself.)

Quinlan: John Quinlan, attorney for the defense.

Judge: Why have I never seen you around here before, Mr. Quinlan?

Quinlan: I never had the honor, your Honor. I deal mostly in intellectual property rights cases.

Judge: Apples and oranges, Mr. Quinlan. The two areas of law have nothing to do with each other.

Quinlan: Yes, of course, so I have told my client. But he insists on my representing him. Also I'd like to have the record show my client only had two days' notice of the hearing so I only had 24 hours' preparation time.

Judge: I think we are putting the cart before the horse, your Councilor. This hearing is only for determining whether there is sufficient evidence to run court proceedings, so take off your lawyer caps and before we get caught up in these formalities, let's just talk about this matter. Would the Child Welfare Agency care to start?

Now listen to the recordings, and mark the sentence stress by underlining the stressed words. Then act out the dialogues with your classmates.

(1) *The conversation above continues.*

Lawyer: Yes, Your Honor. We're prepared to proceed in any way you see fit. Three days ago, we received a telephone call from a social worker on duty at St. Mathew hospital informing us of a possible case of child abuse discovered as a result of a medical examination by Doctor Michael Longman. Upon administering a treatment of ER to Dennis Xu, Mr. Longman had reason to suspect that Dennis has been the subject of physical abuse.

Judge: I've read the report, Ms. Every, very thorough, as usual.

Lawyer: As you can see the medical report indisputably proves that Dennis Xu has been the subject of deliberate long-term neglect and abuse.

- Quinlan:** Objection. No foundation. Just conjecture and speculation.
- Judge:** This is a hearing, not a trial, Mr. Quinlan, but you make a fine point.
- Lawyer:** In order to supplement the medical report, you'll note that we provided additional evidence.
- Quinlan:** Your Honor, we haven't received any copies of any evidence or reports related to this case.
- Ms. Every:** I ... I thought you provided them copies.
- Lawyer:** Enh. Sorry, your Honor, er, an oversight.
- Ms. Every:** I ... I don't know how this could've happened.
- Lawyer:** Your Honor, the CWA is currently carrying out a full investigation into this case, and has located a considerable number of witnesses, all of whom are prepared to testify regarding Mr. Datong Xu's violent nature and the neglect and abuse he has inflicted on his young son Dennis.
- Quinlan:** And I can produce a hundred witnesses to testify he is a good husband and father who would rather die than see his family harmed. I count myself chief as among those witnesses.
- CWA:** As my colleagues just stated, we are in the midst of a full investigation but we'll not be calling any witnesses. We feel there's no need.
- Datong:** She knows she doesn't have any witnesses.
- Quinlan:** Well, I think she doesn't need any.
- CWA:** Your Honor, I have incontrovertible evidence that I feel will quickly settle this matter in the court's mind.
- Quinlan:** Your Honor, perhaps I don't understand family law, but I DO understand Datong Xu. These accusations are ludicrous, laughable.
- CWA:** Perhaps you don't understand your friend as well as you think you do. According to the doctor's report, the condition and coloration of the bruises were inflicted two days prior to Dennis' head injury. We believe that these photographs are sufficient evidence to demonstrate that Dennis Xu lives in a dangerous home environment and should remain under the protection of the state.

(2) *After the hearings, at Datong's office.*

- Datong:** I don't want to talk to you.
- Quinlan:** Datong, I am so very sorry. I'm trying to tell you
- Datong:** I said I don't want to talk to you. Would you please give me a break?
- Quinlan:** I couldn't lie. They knew everything.
- Datong:** Leave me alone. I don't have the time or inclination to hear you justify your action. I just want to get my son home to get my life back.

Quinlan: That's why more than ever you need this job!

Datong: I considered you as my friend, but you sold me out. How the hell do you expect me to work with you again.

Quinlan: I just told the truth. You shouldn't've hit Dennis.

Datong: Why I hit him? Why? My own son. I hit him to show my respect for you, to give you face, you know.

Quinlan: What kind of twisted Chinese logic is that? You had to hit your son so you can show respect to me?

Datong: Bu Ke Li Yu (不可理喻)!

Quinlan: What did you say?

Datong: OK. Let me share this fine old Chinese proverb with you: Dao Bu Tong, Bu Xiang Yu Mou (道不同, 不相与谋).

Section Two

Listening, Viewing and Understanding

Listen twice to a part of a talk by Martin Jacques and answer the following question by choosing one from among the choices A, B, C and D.

1. Which of the following is TRUE according to the speaker ?
 - A. The Indian economy and the Chinese economy will become the same size as the US economy in 2020.
 - B. The West can no longer try to understand China using western ideas and terms.
 - C. China can never become the dominant country in the world because it has very different civilizational roots from the West.
 - D. China will become like the West because as countries modernize they also westernize.

Listen twice to a later section of the talk and answer each of the following questions by choosing one from among the choices A, B, C and D.

2. Which of following words is NOT a word which the speaker uses to describe the attitudes of the West towards China?
 - A. Cosmopolitan.
 - B. Parochial.
 - C. Ignorant.
 - D. Arrogant.
3. Which of the following words can be used to describe the understanding of East Asia about the western countries according to the speaker?
 - A. Arrogant.

- B. Parochial.
 - C. Ignorant.
 - D. Knowledgeable.
4. What is meant by “the (European) continent is sleep-walking into oblivion”?
 - A. Europe will continue to be governing the world.
 - B. Europe is losing its influence without knowing.
 - C. Europe will represent civilizations which have been ignored.
 - D. Europe need not worry about the changes in the developing world.
 5. Why does the speaker say “we will have to learn about these civilizations”?
 - A. They represent democratic political systems which were unknown before.
 - B. They were governed and represented by the US and European countries.
 - C. These civilizations and cultures will have a different sort of representation in the world.
 - D. These civilizations and cultures have just gone through the process of democratization.

Now watch the video of the whole talk and check your answers.

Section Three

Discussion

Discuss the following questions with your desk-mate(s), and then give a talk for two to three minutes on one of the topics.

1. According to Xu Datong, his son is his work of art, so he has property right to him, implying that he can do whatever he thinks is good for the son. Do you agree with him on this? Do you think parents have property right to their kids?
2. What does friendship mean? In the movie, Xu Datong complained that he hit his son Dennis to show respect to his best friend and to give him “face” while his best friend Quinlan sold him out by telling the Judge the truth of his hitting his own son Dennis. His best friend said that he had to be honest, and that he couldn’t understand the twisted Chinese logic of Xu Datong about hitting his son. What is your opinion?
3. What do you think of the Chinese saying “当面教子，背后教妻”？What Chinese thinking is reflected in this saying about the relationships in the Chinese family? Do you accept such mentality?
4. What do you think of Sun Wukong, Monkey King, in the Chinese classic novel *Journey to the West*?

Part II Reading

Text A

Stumbling Blocks in Intercultural Communication^①

1 Why is it that contact with persons from other cultures is so often frustrating and **fraught with** misunderstanding? Good intentions, the use of what one considers to be a friendly approach, and even the possibility of mutual benefits don't seem to be sufficient to ensure success — to many people's surprise. Sometimes rejection occurs just because the group to which a person belongs is “different.” It's appropriate at this time of major changes in the international scene to take a look at some of the reasons for the disappointing results of attempts at communication. They are actually **stumbling blocks** in intercultural communication.

Assumption of Similarities

2 One answer to the question of why misunderstanding or rejection happens might be that many of us naively assume there are sufficient similarities among peoples of the world to enable us to successfully exchange information or feelings, solve problems of mutual concerns, **cement** business relationships, or just make the kind of impression we wish to make. The tendency for all people to reproduce, group into families or societies, develop a language, and adapt to their environment is particularly deceiving because it leads to the expectation that the forms of these behaviors and the attitudes and values surrounding them will also be similar. It's comforting to believe that “people are people” and “deep down we're all alike,” but a determined search for proof of this leads to disappointment.

3 Promising are the cross-cultural studies seeking to support Darwin's theory that facial expressions^② are universal and researchers found that the particular visible pattern on the face, the combination of muscles contracted for anger, fear, surprise, sadness, disgust, and happiness is the same for all members of our species, but this seems helpful until it is realized that a person's cultural upbringing determines whether or not that emotion will be displayed or suppressed, as well as on which occasions and to what degree. The situations that bring about the emotional feeling also differ from culture to culture, for example, the death of a loved one may be a cause for joy, sorrow, or some other emotion, depending upon the accepted cultural belief.

4 Since there seems to be no universals of “human nature” that can be used as a basis for automatic understanding, we must treat each encounter as an individual case,

searching for whatever perceptions and communication means are held in common and proceed from there. If we realize that we are all culture bound and culturally modified, we will accept the fact that, being unlike, we do not really know what someone else “is.”

5 The aura of similarity is a serious stumbling block to successful intercultural communication. A look-alike **façade** is deceiving when representatives from contrasting cultures meet, each wearing Western dress, speaking English, and using similar greeting **rituals**. It is like assuming that New York, Tokyo, and Tehran^③ are all alike because each has the appearance of a modern city. Without being alert to possible differences and the need to learn new rules for functioning, persons going from one city to the other will be in immediate trouble, even when acting simple roles such as pedestrian and driver.

6 The confidence that goes with the myth of similarity is much more comfortable than the assumption of differences, the latter requiring tentative assumptions and behaviors and a willingness to accept the anxiety of “not knowing.” Only with the assumption of differences, however, can reactions and interpretations be adjusted to fit “what’s happening.” Otherwise someone is likely to misread signs and judge the scene **ethnocentrically**.

7 The stumbling block of assumed similarity is a “troublem,” as one English learner expressed it, not only for the foreigner but for the people in the host country with whom the international visitor comes into contact. The native inhabitants are likely to be **lulled** into the expectation that, since the foreign person is dressed appropriately and speak some of the language, he or she will also have similar nonverbal codes, thoughts and feelings. Thus, nodding, smiling, and affirmative comment will probably be confidently interpreted as meaning that they have informed, helped, and pleased the newcomer. It is likely, however, that the foreigner actually understood very little of the verbal and nonverbal content and was merely indicating polite interest or trying not to embarrass himself or herself or the host with verbalized questions.

Language Difference

8 The second stumbling block is so obvious that it hardly needs mentioning — language. Vocabulary, syntax, idioms, slang, dialects, and so on all cause difficulty, but the person struggling with a different language is at least aware of being in this kind of trouble. A worse language problem is the **tenacity** with which someone will cling to just one meaning of a word or phrase in the new language, regardless of **connotation**^④ or context. The variations in possible meaning, especially if **inflection** and tonal qualities are added, are so difficult to cope with that they are often waved aside. The reason this problem is worse than simple struggling to translate foreign words is because each person thinks he or she understands. The nationwide misinterpretation of

Khrushchev's sentence "We'll bury you"^⑤ is a classic example. Even "yes" and "no" could cause trouble. When a Japanese hears, "Won't you have some tea?"^⑥ he or she listens to the literal meaning of the sentence and answers, "No," meaning that he or she wants some. "Yes, I won't" would be a better reply because this tips off the host or hostess that there may be a misunderstanding. Also, in some culture, it is polite to refuse the first or second offer of **refreshment**. Many foreign guests have gone hungry because their US host or hostess never presented the third offer — another case of "no" meaning "yes."

Nonverbal Misinterpretations

9 Learning the language, which most visitors to foreign countries consider their only barrier to understanding, is actually only the beginning. The third stumbling block is nonverbal misinterpretations. People from different cultures inhabit different sensory realities. They see, hear, feel, and smell only that which has some meaning or importance for them. They abstract whatever fits into their personal world of recognition and then interpret it through the frame of reference of their own culture. For example, a Saudi Arab would nonverbally signal that he liked a girl by smoothing back his hair, which to an American girl would be just a common nervous gesture signifying nothing.

10 The lack of comprehension of nonverbal signs and symbols that are easy to observe — such as gestures, postures, and other body movements — is a definite communication barrier. But it is possible to learn the meanings of these observable messages, usually in informal rather than formal ways. It is more difficult to note correctly the unspoken codes of the other culture that are further from awareness, such as the handling of time and **spatial** relationships and subtle signs of respect of formality.

The Presence of Preconceptions and Stereotypes

11 The fourth stumbling block is the presence of **preconceptions** and **stereotypes**. If the label "**inscrutable**" has preceded the Japanese guest, it is thus we explain the Japanese constant and inappropriate smile. The stereotype that Arabs are "inflammable" may cause the US students to keep their distance or even alert authorities when an animated and noisy group from the Middle East gathers. A professor who expects everyone from Indonesia, Mexico, and many other countries to "bargain" may unfairly interpret a hesitation or request from an international student as a move to manipulate **preferential** treatment.

12 Stereotypes help do what Ernest Becker^⑦ says the anxiety-**prone** human race must do — reduce the threat of the unknown by making the world predictable. Indeed, this is one of the basic functions of culture: to lay out a predictable world in which the individual is firmly oriented. Stereotypes are overgeneralized, secondhand beliefs that provide conceptual bases from which to "make sense" out of what goes on around us,

whether or not they are accurate or fit the circumstances. In a foreign land their use increases our feeling of security and is psychologically necessary to the degree that we cannot tolerate **ambiguity** or the sense of helplessness resulting from inability to understand and deal with people and situations beyond our comprehension.

13 Stereotypes are stumbling blocks for communicators because they interfere with objective viewing of stimuli — the sensitive search for cues to guide the imagination toward the other persons' reality. Stereotypes are not easy to overcome in ourselves or to correct in others, even with the presentation of evidence. They persist because they are firmly established as myths or **truisms** by one's own national culture and because they sometimes rationalize prejudices. They are also sustained and fed by the tendency to perceive selectively only those pieces of new information that correspond to the image held.

The Practice of Immediate Evaluation

14 The fifth stumbling block and another **deterrent** to understanding between persons of differing cultures or ethnic groups is the tendency to evaluate, to approve or disapprove, the statements and actions of the other person or group. Rather than try to comprehend completely the thoughts and feelings expressed from the world view of the other, we assume our own culture or way of life always seems right, proper, and natural. This bias prevents the open-minded attention needed to look at the attitudes and behavior patterns from the other's point of view.

15 Fresh from a conference in Tokyo where Japanese professors had emphasized the preference of the people of Japan for simple natural settings of rocks, moss, and water and misty landscapes, I visited the Katsura Imperial Gardens[®] in Kyoto.^⑨ At the appointed time of the tour a young Japanese guide approached the group of 20 waiting Americans and remarked how fortunate it was that the day was cloudy. This brought hesitant smiles to the group who were less than pleased with the prospect of a shower. The guide's next statement was that the timing of the midsummer visit was particularly appropriate in that the azalea and rhododendron blossoms (杜鹃花) were gone and the trees had not yet turned to their brilliant fall colors. The group laughed loudly now convinced that the young man had a fine sense of humor. I winced at his bewildered expression, realizing that had I come before attending the conference I, also evaluating the weather as "not very good," would have shared the group's inference that he could not be serious.

16 Communication cutoff caused by immediate evaluation is heightened when feelings and emotions are deeply involved; yet this is just the time when listening with understanding is most needed. Look and listen empathetically rather than through the thick screen of value judgments that impede a fair understanding.