

复旦博学·21世纪 研究生英语系列教材

博
學



研究生 综合英语 教师用书

2005年入选教育部研究生推荐用书

Teacher's Book

雍毅 谢晓燕 黄莺 主编

2

复旦大学出版社

复旦博学·21世纪研究生英语系列教材

翟象俊 主审

研究生综合英语 2

教师用书

主 编

雍 毅 谢晓燕 黄 莺

编 者

陶友兰 赵 蓉 何 静 樊重芳 范若恩
孙东云 张雪波 顾 乡 梁 晔 朱湘军

复旦大学出版社

图书在版编目(CIP)数据

研究生综合英语2 教师用书/雍毅,谢晓燕,黄莺主编.
—上海:复旦大学出版社,2006.1
(复旦博学·21世纪研究生英语系列)
ISBN 7-309-04871-7

I. 研… II. 雍… III. 英语-研究生-教学参考资料
IV. H31

中国版本图书馆CIP数据核字(2005)第159592号

研究生综合英语2 教师用书

雍毅 谢晓燕 黄莺 主编

出版发行 复旦大学出版社 上海市国权路579号 邮编200433
86-21-65642857(门市零售)
86-21-65118853(团体订购) 86-21-65109143(外埠邮购)
fupnet@fudanpress.com <http://www.fudanpress.com>

责任编辑 施胜今
总编辑 高若海
出品人 贺圣遂

印刷 上海浦东东北联印刷厂
开本 787×960 1/16
印张 15.5
字数 286千
版次 2006年1月第一版第一次印刷
印数 1—3 100

书号 ISBN 7-309-04871-7/H·947
定价 25.00元

如有印装质量问题,请向复旦大学出版社发行部调换。

版权所有 侵权必究

前 言

我国高等院校的研究生教育在21世纪之初有了较大规模的发展,对研究生英语教学也提出了更高的要求。为了使研究生英语能够更好地适应新世纪高素质人才的培养,我们在总结多年教材编写和教学经验的基础上,根据教育部颁布的《非英语专业研究生英语教学大纲》,编写了一套研究生英语教材。本套教材由五个系列组成,包括:《研究生综合英语》四册及配套的教学参考书、《研究生听力》两册、《研究生英语写作》、《研究生英语翻译》和《研究生英语文学欣赏》。

本书为《研究生综合英语》第二册的教学参考书。

本系列参考书为教师及学生提供与《研究生综合英语》相关的知识点,包括:预备活动(Warming-up Activities)、背景材料(Additional Information for the Teacher's Reference)、课文内容概要(Main Idea of the Text)、课文注释(Notes to the Text)、难句释义(Paraphrase of Difficult Sentences)、语言点应用分析(Langue Points)、练习答案(Key to Exercises)以及参考译文(Translation of the Text)等。本书提供的背景文化介绍兼顾趣味性和知识性的结合;练习答案附有所有相关英文习语及谚语的参考译文,使学生加深了解,从而更好地掌握相关用法。

本系列参考书由复旦大学外文学院大学英语教学部研究生教研室组织编写。其中第一、二册由雍毅、谢晓燕、黄莺主编,第三、四册由刘雯、赵蓉、何静主编。

本套教材在编写的过程中,得到了复旦大学研究生院和复旦大学出版社的大力支持,并获得研究生课程建设项目的资助,在此表示衷心的感谢。

由于编写人员教学任务重、时间紧、水平有限,教材中的错误及不妥之处在所难免,敬请读者提出宝贵的意见。

编 者

2005年10月

使用说明

本书是《研究生综合英语》第二册的教师用书,供非英语专业硕士研究生教学的英语教师参考使用,内容包括《研究生综合英语》第二册课文的教案、练习答案以及参考译文等。各单元的教案分成课文(Text)和补充阅读(Further Reading)两部分编写。

课文的教案由以下八部分组成:

1. 预备活动(Warm-up Activities),主要是小组讨论,旨在引导学生熟悉课文内容并为他们提供使用英语进行口头交流的机会。

2. 背景材料(Additional Information for the Teacher's Reference),包括作者介绍、与课文内容相关的英语国家文化、社会生活和风土人情等背景知识。

3. 课文大意(Main Idea of the Text),用大约200个左右的单词,概括课文的主题思想。

4. 注释(Notes to the Text),主要针对课文中所出现的、一般词典无法查阅的、难以理解的单词或短语以及外来语进行注解。

5. 难句释义(Paraphrase of Difficult Sentences),用简单的英语解释课文中出现的长句和难句。

6. 语言点(Language Points),举例说明课文中所出现的、要求学生掌握的生词和习语的用法。

7. 练习答案(Key to Exercises),提供教材中部分练习题的参考答案。

8. 课文译文(Translation of the Text),为了帮助学生更好地理解课文内容,主要采取直译的办法,对个别无法直译的句子则采取意译。

补充阅读的教案由六部分组成:

1. 补充阅读大意(Main Idea of Further Reading),用大约100个左右的单词,概括补充阅读材料的主题思想。

2. 补充阅读注释(Notes to Further Reading),主要针对补充阅读材料中所出现的、一般词典无法查阅的、难以理解的单词或短语以及外来语解释说明,其中包括对作者和背景知识的简单介绍。

3. 难句释义(Paraphrase of Difficult Sentences),用简单的英语解释补充阅读材料中出现的长句和难句。

4. 惯用语学习 (Idiom Studies), 提供补充练习中有关惯用语的英汉释义, 为补充练习一做准备。

5. 补充练习答案 (Key to Additional Work), 提供补充练习的全部答案。

6. 补充阅读译文 (Translation of Further Reading), 为了帮助学生更好地理解补充阅读的内容, 主要采取直译的办法, 对个别无法直译的句子则采取意译。

此外, 对教材中每个单元后面的谚语, 本书也提供了参考译文, 旨在帮助学生理解谚语的意义。在每个单元的最后, 本书还提供了与单元内容相关的 2—3 篇听写材料, 供教师选用。

在具体安排教学活动时, 教师可根据教学实际情况有选择地使用上述内容。

本书的练习答案由《研究生综合英语》第二册的编写人员提供, 课文及补充阅读的译者则在译文后注明, 各单元的编写人员为:

第一单元: 范若恩

第二单元: 陶友兰

第三单元: 张雪波

第四单元: 赵 蓉

第五单元: 朱湘军

第六单元: 谢晓燕

第七单元: 孙东云

第八单元: 顾 乡

第九单元: 黄 莺

第十单元: 樊重芳

在本书的编写过程中, 我们得到复旦大学出版社施胜今同志的热情关怀和大力支持。翟象俊教授在百忙之中仔细审阅了全书, 我们在此表示衷心的感谢。

由于编写人员教学任务重、时间紧, 加之水平有限, 仓促成书, 错误和疏漏之处在所难免, 敬请使用本书的教师或其他读者提出宝贵的意见。

编 者

2005 年 12 月

Contents

Unit one

| | | |
|-----------------|-----------------------------|----|
| Text | How to Talk about the World | 1 |
| Further Reading | You Are What You Say | 12 |

Unit Two

| | | |
|-----------------|----------------------------|----|
| Text | Is Love an Art? | 23 |
| Further Reading | Courtship through the Ages | 35 |

Unit Three

| | | |
|-----------------|--|----|
| Text | Cheating: Alive and Flourishing | 45 |
| Further Reading | Let's Put the Heat on Campus Cheats | |
| | Too many students are earning an F for honesty | 59 |

Unit Four

| | | |
|-----------------|-------------------------|----|
| Text | The Gift of Gift-giving | 69 |
| Further Reading | How to Be Generous | 83 |

Unit Five

| | | |
|-----------------|--|-----|
| Text | Science and Humanity in the Twenty-First Century | 91 |
| Further Reading | Success Breeds Success | 104 |

Unit Six

| | | |
|-----------------|--|-----|
| Text | The Art of Pleasing — A Letter to His Son | 115 |
| Further Reading | Why I Am Afraid of You? — A Letter to Father | 133 |

Unit Seven

| | | |
|-----------------|----------------------------------|-----|
| Text | One Vote for This Age of Anxiety | 143 |
| Further Reading | Success Breeds Success | 155 |

Unit Eight

| | | |
|-----------------|-------------------------------|-----|
| Text | Personal Stability Zones | 165 |
| Further Reading | The Personality of the Future | 175 |

Unit Nine

| | | |
|-----------------|--|-----|
| Text | The Money Game | 187 |
| Further Reading | There Has Always Been Olympic Mischief | 207 |

Unit Ten

| | | |
|-----------------|---------------------------------------|-----|
| Text | Reflections on His Eightieth Birthday | 217 |
| Further Reading | The View From 80 | 229 |

UNIT ONE

Text

How to Talk about the World

Warm-up Activities

The teacher may ask the students the following questions before presenting the text:

1. Why do you think people categorize information?
2. How do you define the word *chair*?
3. Do you think there is a relationship between the category *chair* and the category *couch*?

Additional Information for the Teacher's Reference

1. Peter Farb

Peter Farb was trained as a linguist. He developed wide-ranging interests in the role language plays in human behavior. He also took a particular interest in American Indians. His books include *Man's Rise to Civilization as Shown by the Indians of North America*, *Face of North America: the Natural History of a Con, Land Wildfire and People of the Bible*. He is also the co-author of *Consuming Passions: the Anthropology of Eating*.

2. Koyas

The koyas are one of the few multi-lingual and multi-racial tribal communities living in India. They are also one of the major peasant tribes of Andhra Pradesh.

Physically they are classified as Australoid. The Koyas call themselves as “Koithur.” Their land is situated at a height of 150 — 300 meters above sea level. The Koyas speak the language called “Koyi.” It is blended with Telugu in Andhra Pradesh. However, the linguistic classification of languages spoken by the Koya people is still uncertain.

The story of the Koyas goes back to pre-historic times. They seem to have had a highly evolved civilization in the past when they were a ruling tribe. They regarded themselves as superior to others and hated alliances.

3. Muslim

A Muslim is one who is committed to peace, continuously striving to follow the way of righteousness and justice as revealed by God (Allah). The Arabic word Muslim refers to a man, and Muslima to a woman. In either case the literal meaning is “one who submits to God’s teachings and commandments, which leads to peace.”

4. Amazonian Indians

An Amazonian Indian is a tribal Indian from the Amazon rain forest. The Amazonian Indians were known in the past for their fine crafts. They made masks of wood and bark cloth embodying the spirits of fish, birds, and game animals to assure their plentiful reproduction and assuage their spirits. Stylized masks of beaten gold preserved the image and power of nobles and priests of the great Moche civilization of Peru. In ancient Mexico, masks worn by celebrants and priests in the great ceremonies of the annual calendar depicted the inner life force of the wearer as well as of the gods and spirits.

5. Madalyn Murray O’Hair

O’Hair was one of the litigants in the case of *Murray vs. Curlett*, which led the U.S. Supreme Court, in a 1963 decision, to ban organized prayer in public schools. The decision made O’Hair the country’s most famous atheist and such a controversial figure that in 1964 *Life* magazine called her “the most hated woman in America.” O’Hair founded the group American Atheists in 1963 and remained its leading spokesperson until 1995, when she and two of her adult children vanished after

leaving a note saying they would be away temporarily. The trio appeared to have taken with them at least \$500,000 in American Atheist funds; one private investigator concluded that they had fled to New Zealand. Eventually suspicion turned to David Roland Waters, an ex-convict who had worked at the American Atheist offices. Police concluded that he and his accomplices had kidnapped the O'Hairs, forced them to withdraw the missing funds, and then murdered them. Waters eventually pled guilty to reduced charges and in January 2001 he led police to three bodies buried on a remote Texas ranch, which proved to be O'Hair and her children.

6. Friday

In the very famous English novel by Daniel Defoe called *The Life and Strange Surprising Adventures of Robinson Crusoe*, "Friday" was the name of the native man who became Robinson Crusoe's assistant on the island on which he was shipwrecked. Crusoe used "his" man to take care of most of his needs and "business" on the island. By analogy, an assistant to a manager in an office, one who could take care of varied needs and handle the boss's business effectively, came to be known as a "girl Friday". Until quite recently, advertisements in the classified section of major daily newspapers had large sections looking for "girl Fridays" to hire as executive assistants. The point of this reference in the discussion is that an all-round assistant, when the assistant is viewed as male, is understood to be a man. A female, of whatever age, who is an office assistant, is called a "girl" or a "gal".

7. Elizabeth Browning

Elizabeth Browning was born in London, England, in 1809, and died at Casa Guidi, Florence, June 29, 1861. She is known as "the greatest female poet that England has produced, but more than this, the most inspired woman of all who have composed in ancient or modern tongues or flourished in any land or clime." Her poetry is one which refines, chastens and elevates tender feelings. Her *Sonnets from the Portuguese* and other poems on love and mediation are especially appreciated by readers; from it, the line "How do I love thee, let me count the ways..." is often noted and quoted.

Her genius was perhaps as great as that of any poet of her generation, but circumstances retarded its highest possible development. In certain intellectual quali-

ties she was inferior to Tennyson, the author of *Sordello*, but in others she was his superior. Whatever her exact niche may be, she occupies a favored place in English literature, and is undoubtedly one of the leading poets of the nineteenth century.

In 1846, her thirty-seventh year, she was married to Robert Browning, noted English poet. In hopes of finding health, Mr. Browning removed to Italy. His wish was gratified, for under the sunny skies of Florence, his wife found the health which had forsaken her in her native land. There, in her adopted home, she remained till her death.

Main Idea of the Text

In the text, the author makes an in-depth but vivid analysis to demonstrate how different cultures talk about the world in their unique ways. The text, an excerpt from *Word Play: What Happens When People Talk* by Peter Farb (1974), argues, first of all, that human beings bring order to the world by simplifying and categorizing the overwhelming mass of information surrounding them. The English language, for instance, has no more than four thousand color words, of which only eleven basic color words are commonly used. By expressing an inter-cultural perspective and citing in support interesting examples from different languages and cultures, the author tries to demystify the notion that English or any other language is “better” or “more expressive” than any other, effectively concluding that every one of a certain speech community possesses a tongue capable of rich expression, poetic nuance, literature, subtlety, and flights of imagination. Where we differ is that each one is custom-suited to the physical realities and the cultural traditions of the particular place, and represents the best means for the populace there to communicate and survive.

Notes to the Text

1. **eleven basic color terms:** black, white, red, green, blue, yellow, brown, purple, pink, orange, and gray
2. **componential analysis or formal semantic analysis:** an approach to the study of meaning which analyzes a word into a set of meaning components or semantic features
3. **intact males:** male animals that have not been castrated
4. **a draught animal:** an animal used for pulling heavy loads

Paraphrase of Difficult Sentences

1. **Words, therefore, are more than simply labels for specific objects; they are also parts of sets of related principles.**
— The meaning of a word is not only attached to the specific object the word describes; it is also defined and signified by a series of related principles.
2. **But such a relationship between the category chair and the category couch is entirely arbitrary on the part of English and some other speech communities.**
— But in English and other speech communities, the relationship between the category chair and the category couch is constituted entirely and only by its or their own customs and cultural tradition.
3. **Anyone who visits an exotic culture quickly learns that the people are linguistically deaf to categories he considers obvious...**
— The categories that a visiting linguist may find obvious in his own language are often not recognized or used by the people of a foreign culture.
4. **More important than the significance, or the lack of it...**
— Although one culture may place significance on a particular object or idea, another may not.
5. **No one system is better than another in making sense out of the world in terms that can be talked about...**
— Every system has its own way of categorizing things to understand the world. None of these is superior to others.

Language Points

1. **besiege** *vt.* — surround sb.(sth.) closely; surround (a town, castle, etc.) with armed forces so as to prevent the people inside from getting out; trouble or annoy continuously
Examples:
The city was besieged by the enemy for more than one year during the war.
We were besieged with doubts since so few of our goods had sold since we'd opened our shop.
2. **swamp** *vt.* — overwhelm sb.(sth.) with a great quantity of things; flood or soak sth. with water
Examples:

We were swamped with phone calls after our advertisement in the newspaper.

After we returned from vacation we were swamped with work at the office.

3. discriminate *vt.* — see or make a difference between things or people

Examples:

Death does not discriminate; it comes to everyone in the end.

You must learn how to discriminate facts from opinions.

4. reduce ...to... — bring sth. to a small number or amount

Examples:

The wartime plague reduced the population of this city to half its previous level.

The great fire reduced the forest to a few trees.

5. decree *vt.* — state sth. officially, with the force of law; order officially

Examples:

The government decreed the film unsuitable for children.

The king decreed that any political activities should be restricted.

6. (be) deaf to — (be) unwilling to hear or listen to

Examples:

No one could turn a deaf ear to the calls from the Red Cross for help with the earthquake survivors.

The cruel warlord was deaf to the appeals from his people.

7. defile *vt.* — destroy the pureness or cleanness of anything sacred; profane

Examples:

A US military commander defended coalition troops Friday against allegations that they defiled the Koran during a raid on a Sunni Muslim mosque in Baghdad.

All the disgusting videos that defile the minds of the young should be forbidden.

8. figure out — work out; understand by thinking through

Examples:

I can't figure him out — he is a mystery to me!

We haven't figured out how to solve the problem yet.

9. take...into account — give proper consideration to (a fact, situation, etc.) when making a judgment or decision

Examples:

Before we make our final decision, we will take your advice into full account.

The result of his final exam is not so good, but we should take his long illness

into account.

10. make sense (out) of — understand

Examples:

Can you make sense of what the writer says in his speech?

I couldn't make any sense out of his report. It's totally confusing!

Key to Exercises

III. Vocabulary

A.

- | | | | |
|----------------------|----------------|-----------------|------------|
| 1. codified | 2. deaf to | 3. inexplicable | 4. decreed |
| 5. swamped/ besieged | 6. categorized | 7. figure out | 8. hue |
| 9. high-pitched | 10. components | | |

B.

- | | | | | |
|-----------|-------------|--------------|-----------------|----------------|
| 1. intact | 2. inedible | 3. bewilder | 4. considerably | 5. simplify |
| 6. alert | 7. utterly | 8. arbitrary | 9. grouped | 10. perceptive |

C.

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

IV. Cloze

- | | | | | |
|----------------|-------------|------------|---------------|-----------------|
| 1. native | 2. second | 3. whose | 4. accounted | 5. tongues |
| 6. among | 7. as | 8. globe | 9. official | 10. throughout |
| 11. Of | 12. where | 13. taught | 14. study | 15. alternative |
| 16. widespread | 17. printed | 18. with | 19. spreading | 20. it |

V. Translation

A.

假如人们对周围看到、听到和闻到的东西都去注意，那他们整理和回忆信息就会招架不住。于是，他们便把信息分为宽泛的语言范畴，从而使之简化。例如，人眼具有区分约千万种颜色的超常能力，而英语却把这些颜色缩减为不到四千个颜色词，其中仅有11个基本词是常用的。这就是为什么司机每遇交通灯的颜色恰逢其所划定的红色范畴时，就会停车，尽管交通灯的红色色度之间存在着细微的差别。分类使人以一种具有重大生存价值的方式对周围环境做出反应。人们听到

尖厉的声音时，并不去罗列一长串发出这种声音的可能原因，如人惊恐时的喊叫声、求救声、警察的哨声等，而是变得警觉起来，因为他们已经把尖声归类为可能会有危险的信号。

因此，词汇不只是具体事物的标签，而且还是一系列相关原则的组成部分。对于一个幼儿来说，“椅子”最初可能仅指他坐的高脚椅。不久以后，他认识到父母用餐时坐的那种四条腿的东西也叫“椅子”。只有三条腿、被父母称为“破椅子”的那个东西也叫“椅子”；起居室内装有垫子的那种家具也叫椅子。这些物体构成了“椅子”这一范畴，它以其独特的组合特征区别于其他类别的物体。“椅子”必须要有座部、腿和靠背；它也许还有扶手，但却不一定要有；而且它必须只坐得下一个人。一件具备了上述特征而只有一条例外的物体——坐得下三个人——就不属于“椅子”的范畴，而是属于“长沙发”的范畴，而这个范畴同样也可用一系列独一无二的特征加以描述。

B.

Whatever else people do when they come together — whether they play, fight, make friends, or make automobiles — they talk. We live in a world of language. We talk to our friends, our associates, our wives and husbands, our lovers, our teachers, our parents and in-laws. We talk to bus drivers and total strangers. We talk face-to-face and over the telephone, and everyone responds with more talk. Television and radio further swell this torrent of words. Hardly a moment of waking lives is free from words, and even in our dreams we talk and are talked to. We also talk when there is no one to answer. Some of us talk aloud in our sleep. We talk to our pets and sometimes to ourselves.

The possession of language, perhaps more than any other attribute, distinguishes humans from other animals. To understand our humanity one must understand the nature of language that makes us human. According to the philosophy expressed in the myths and religions of many peoples, it is language that is the source of human life and power. To some people of Africa, a newborn child is a “thing,” not yet a “person.” Only by the act of learning does the child become a human being. Thus, according to this tradition, we all become “human” because we all know at least one language.

Translation of the Text

如何谈论世界

彼得·法尔布

假如人们对周围看到、听到和闻到的东西都去注意，他们整理和回忆信息就会招架不住。于是，他们便把信息分为宽泛的语言范畴，从而使之简化。例如，人眼具有区分约千万种颜色的超常能力，而英语却把这些颜色缩减为不到四千个颜色词，其中仅有11个基本词是常用的。这就是为什么司机每遇交通灯的颜色恰逢其所划定的红色范畴时，就会停车，尽管交通灯的红色色度之间存在着细微的差别。分类使人以一种具有重大生存价值的方式对周围环境做出反应。人们听到尖厉的声音时，并不去罗列一长串发出这种声音的可能原因，如人惊恐时的喊叫声、求救声、警察的哨声等，而是变得警觉起来，因为他们已经把尖声归类为可能会有危险的信号。

因此，词汇不只是具体事物的标签，而且还是一系列相关原则的组成部分。对于一个幼儿来说，“椅子”最初可能仅指他坐的高脚椅。不久以后，他认识到父母用餐时坐的那种四条腿的东西也叫“椅子”。只有三条腿、被父母称为“破椅子”的那个东西也叫“椅子”；起居室内装有垫子、弹簧、布面的那种家具也叫椅子。这些物体构成了“椅子”这一范畴，它以其独特的组合特征区别于其他类别的物体。“椅子”必须要有座部、腿和靠背；它也许还有扶手，但却不一定要有；而且它必须只坐得下一个人。一件具备了上述特征而只有一条例外的物体——坐得下三个人——就不属于“椅子”的范畴，而是属于“长沙发”的范畴，而这个范畴同样也可用一系列独一无二的特征加以描述。

此外，美国人认为“椅子”和“长沙发”是有关系的，因为两者在英语中均属“家具”范畴。但就英语和其他一些言语社会而言，“椅子”和“长沙发”这两个范畴的关系完全是任意性的。外部世界没有什么东西规定，一种语言必须要把这两个范畴放在一起。比如在非洲的一些言语社会中，“椅子”范畴很可能被认为与“矛”范畴有关，因为两者都是统治者权威的象征。

按照词的范畴来分析词，旨在界定词对某种语言使用者所具有的意义——即那个词对本族语使用者而不是某位来访语言学家所具有的区别性特征或成分——这叫做“成分分析”或曰“形式语义分析”。简言之，这种分析的目的就是确定本族语使用者区分相似词语所用的成分或特征，以便更能准确地把握词意。

任何一位考察异域文化的人很快就认识到，说那种语言的民族不懂他认为是