

研究生

英语 精读 (中册)

詹振声 主编

ENGLISH
INTENSIVE
READING

EAR

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Intensive Reading

精读
(中册)

研 究 读 本

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内 容 提 要

本书根据国家教委颁布的《全国非英语专业研究生英语教学大纲》编写,分上、中、下三册。中册共有10课课文,每课内容为课文、词汇、语法、学习写作、阅读实践以及与各部分相关的大量习题,所有课文及阅读材料均选自英美书刊,最后是全书的总词汇表。本书供非英语专业的硕士研究生使用。

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说 明

1. 本书根据国家教委颁布的《全国非英语专业研究生英语教学大纲》的精神编写。部分教材经过试用。
2. 本教材共分上、中、下三册。使用对象是非英语专业的硕士研究生及具有相当水平的英语自学者。上、中册主要供具有四年以上工龄、单独考试入学的硕士研究生使用,上册也可作为普通硕士研究生的辅助教材;中、下册供普通硕士研究生使用。
3. 本书课文及阅读材料全部选自英美书刊。选材突出实用性、知识性和趣味性。
4. 根据四年以上工龄研究生的具体情况,我们对原文中的个别难词、难句进行了改写,并将少量已学过的单词重新编入词汇表内。
5. 本书重视语言基础教学,并试图通过练习帮助学生复习与巩固已学过的知识,因此,练习较多。教师在使用本书时,可根据实际情况决定取舍。
6. 与上册不同,中册没有继续编写 **Word Formation** 和 **Reading Skill** 这两个部分,但增加了词汇练习及阅读理解练习的份量。语法部分除了着重进行句法方面的练习外,还增加了介词的练习内容。
7. 为了使学生具备初步的写作能力,我们在中、下册中增加了 **Learning to Write** 的内容,并配有适量的课内外练习。
8. 本书由同济大学研究生院组织编写。在编写过程中,得到了加籍教师 **Stephen Kidd**、美籍教师 **John Mao**、**Cindy Lawrence**、**John Briggs** 和 **Mike Carpenter** 的帮助。词汇表的编写得到了同济大学外语系高钦先生的帮助。同济大学出版社张智中先生在出版过程中与我们进行了密切合作,在此一并致谢。
9. 限于水平,疏漏及不妥之处在所难免,希望读者及同行批评指正。

编 者

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Manners Here, Manners There

Iva Corinne Brown

Because their way of behaving is different from ours, people of other lands may appear to us to be lacking in manners. But other societies have rules that often put to shame our most formal behavior. In simpler societies, such as those of some South Sea Islanders, American Indians, or many African people, there are strict rules for certain occasions.

Whether you do or do not open a gift in the presence of the giver; whether you put on your coat before or after you leave the host's house; whether you eat as quietly or as noisily as possible; whether you carry on a conversation during a meal — these and a thousand other customs vary from country to country. The idea behind all codes of behavior is to make life flow smoothly. No one way of behavior is right or wrong and no one way can be called “good” or “bad” manners except as a society defines it so. 5 10

All societies have styles of greetings that are ways of establishing contact. When in another country, it is a good idea to find out when you should address people by the local expression for “Good morning” or “How do you do” and when you can use the less formal local version of “Hello” or “Hi.” The rules may be tricky, as one woman missionary found when someone finally told her that for a month she had been using a greeting considered appropriate only for men. The use of “How do you do” among English-speaking peoples is as a greeting, not a question, and it calls for the ritual reply “How do you do.” It is incorrect to answer with a list of one's aches and pains. 15

There are rules for entrances and exits. In Western cultures you do not open a closed door without knocking, unless it is your own or one clearly in a public place. Nor do you enter a private house without first being asked to come in. In many countries where much of daily life is carried on outside people's houses, a stranger does not enter the village without an invitation. At least he doesn't do so if he knows his manners. He stops just at the edge of the village, where he can be seen and heard. He coughs once or twice to attract attention to his presence. He then sits down to wait until the appropriate person approaches to greet him and to invite him to enter the village. 20 25

Most Westerners consider it bad manners to stare at people, but few of them are aware of the fine points of seeing and not seeing that are a part of the behavior patterns in many societies. Unexpected visitors to a Japanese home may be ignored by the host as he leaves the

room to prepare himself to receive the guests. If the visitors are well mannered, they do not "see" the host until the latter returns to the room properly dressed and, for the first time, "sees" his guests. This behavior is not too different from the pattern Westerners follow on overnight coach trains when people find it convenient to be looking out of the windows as their untidy fellow passengers make their way down the aisle with soap, comb, and toothbrush in the morning. 30 40

In almost all societies there are patterns of behavior connected with the giving and receiving of gifts, and there are occasions when gift giving becomes for all practical purposes obligatory. In many societies, hosts present gifts to arriving guests, who give gifts in return, or the procedure may be reversed, with the guest offering the first gift. It may be extremely important that a return gift be as good or better than the one received, but under no circumstances should it be given in such a way as to appear to be a payment. Sometimes the giver will play down his gift while the receiver magnifies its value. When a man gives a goat among the Thonga of Africa, he should say, "I give you this hen." The receiver should reply, "It is an ox." In some societies one need not express verbal thanks for a gift. To do so might imply that the gift was unexpected or that the giver was not in the habit of being generous. 45 50

We teach children to say "Thank you" for a gift. In much of the rest of the world the child is taught gifts must be received with both hands. This is in no sense a grabbing gesture but one that says, "This gift is so important that it takes both hands to receive it." The giver, too, should use both hands, for he is saying, "You are so important that even my small gift must be conveyed to you with both hands." 55

There are few if any societies in which the eating of food is a purely casual and unregulated affair, and each society has its own rules regarding food. In the Western world, eating noisily or belching at the table is considered bad manners; yet in some societies these acts are the proper way to express to your host that you are being adequately fed and that you are enjoying the food prepared in your honor. 60

In a book entitled *We Chose the Islands*, Sir Arthur Grimble tells a story that illustrates a whole catalogue of mistakes that may make a Westerner appear ill-mannered in the eyes of other people. As a young official based in the Gilbert Islands of the South Pacific Ocean, he went to call on the village elder. The man was away, but his seven-year-old granddaughter greeted the guest. She brought a fresh coconut and presented it to him with both hands, murmuring as she did so, "You shall be blessed." The young man took the coconut with one hand, drank the milk, and returned the shell with a casual "Thank you." The child was obviously shocked and, on being pressed for an explanation, she told all. 65

He should have taken the nut from her with both hands and repeated after her the phrase "You shall be blessed." He should then have returned the nut to her to urge her to take the first sip. When it was returned to him he should have said, "Blessings and peace." After this he could drink the milk in the coconut. He should then have returned the empty shell with both 70

hands. Worst of all, the child told him, was his failure to belch loudly after he had drunk the milk. "How could I know that my food was sweet to you," she said, "how could I know when you did not belch?"

75

New Words

islander [ai'lændə] n. person who lives on an island

host [həʊst] n. man who entertains guests

vary ['veəri] v. be different; have qualities that are not the same as each other; (cause to) become different

code [kəʊd] n. system of rules and principles that has been accepted by society or a class or group of people

define [di'fain] v. give the meaning(s) of (a word or idea); describe exactly; show or explain the qualities, nature, duties, etc. , of

style [stail] n. a general manner or way of doing anything which is typical or representative of a person or group, time in history, etc. ; general appearance, form, or design; kind or sort

greeting ['gri:tiŋ] n. a form of words or an action used on meeting someone

contact [kəntækt] n. relationship; connection; a social, professional, or business connection

address [ə'dres] v. speak to; make a formal speech to

version ['vɜ:ʃən] n. a description, narration, or account related from a specific point of view; a translation from another language; an adaption of a work of art or literature into another style; a slightly different form, copy, or style of an article

hi [hai] int. used to express greeting

tricky ['tri:ki] adj. difficult to handle or deal with; full of hidden and unexpected difficulties; (of a person) deceitful; clever in cheating

missionary ['miʃənəri] n. a person who is sent usu. to a foreign country, to teach and spread his religion there

appropriate [ə'prəʊpriət] adj. correct or suitable

ritual ['ritʃuəl] adj. connected with ceremonies or customary acts

incorrect [inkə'rekt] adj. not correct

ache [eik] n. a continuous pain

entrance ['entrəns] n. a gate, door or other opening by which one enters; the act of entering; the right to enter

exit ['eksit] n. a way out from a theatre, out of an enclosed place or space, esp. from a public place; an act of leaving

v. go out; leave

private ['praɪvɪt] adj. personal; not shared with others; not intended for everyone, but for a particular person or chosen group; not public

invitation [ɪnvi'teɪʃən] n. the act of asking someone to a social occasion; an often written request to be present or take part

cough [kɒf] v. push air out from the throat suddenly, with a rough explosive noise, esp. because of discomfort in the lungs or throat during a cold or other infection

westerner ['westənə] n. someone who lives in or comes from the west

aware [ə'weə] adj. having knowledge or consciousness

pattern ['pætn] n. the way in which something happens or develops; a person or thing that is an excellent example to follow

unexpected [ʌnɪks'pektɪd] adj. coming without warning; unforeseen

coach [kəʊtʃ] n. a large closed carriage with four wheels; a railway passenger car; a low-priced class of passenger accommodation on a train or airplane; a motor-bus

convenient [kən'vi:niənt] adj. suited to one's needs; near; easy to reach

untidy [ʌn'taɪdi] adj. not neat and tidy; lacking orderliness

aisle [aɪl] n. a narrow passage between rows of seats, shelves, etc., as in a theatre or large shop

obligatory [ə'blɪgətəri] adj. necessary; which must be done

procedure [prə'si:dʒə] n. the way or order of directing business in an official meeting, a law case, etc.; an action or set of actions necessary for doing something

payment ['peɪmənt] n. an amount of money (to be) paid; something done, said, or given in return for something done or as a result of one's action

giver ['gɪvə] n. one who gives

magnify ['mægnɪfaɪ] v. make something appear larger than in reality

goat [gəʊt] n. a type of four-legged animal related to the sheep, which also gives milk and a hairy sort of wool, which can climb steep hills and eat almost anything

verbal ['vɜ:bəl] adj. spoken; not written; connected with words and their use

imply [ɪm'plai] v. express indirectly; suggest; cause to seem likely

generous ['dʒenərəs] adj. showing readiness to give money, help, kindness, etc.

grab [græb] v. seize with a sudden, rough movement, esp. for a selfish reason; get quickly and perhaps unfairly

convey [kən'veɪ] v. take or carry from one place to another; make (feelings, thoughts, etc.) known

casual ['kæʒuəl] adj. resulting from chance; showing little sense of responsibility; not serious or thorough; informal

unregulated [ʌn'regjuleɪtɪd] adj. not controlled or directed according to a rule; not adjusted in agreement with a requirement

belch [beltʃ] v. pass wind noisily from the stomach out through the throat

adequately [ˈædɪkwɪtli] adv. enough

entitle [ɪn'taɪtl] v. give a title to; give a right to

illustrate [ɪ'ləstreɪt] v. explain by examples, pictures, etc.; supply (a book) with pictures

ill-mannered [ɪl'mænəd] adj. rude

base [beɪs] v. station; establish; make or form a base or information for

coconut [ˈkəʊkənʌt] n. a very large brown hard-shelled nutlike fruit from a tropical tree, having hard white flesh and a hollow center filled with a milky juice 椰子

blessed [blest] adj. favoured by God; fortunate; happy

shocked [ʃɒkt] adj. unpleasantly or angrily surprised

nut [nʌt] n. a dry fruit with a seed surrounded by a hard shell consisting of usu. 2 parts

sip [sɪp] v. drink, taking only a little at a time into the front of the mouth
n. a very small amount of a drink; slight taste

blessing [ˈblesɪŋ] n. an act of asking or receiving God's favour, help, or protection; a gift from God; something one is glad of

Phrases & Expressions

in the presence of someone : close enough to be seen by someone

call for : demand; need; deserve

be aware of : know; have knowledge or consciousness

under no circumstances : never; regardless of events

play down : cause something to seem less important

in the habit of : having the habit of

in no sense : absolutely not

call on/call upon : visit; ask someone to do something

Proper Names

South Sea 南太平洋

Thonga [ˈtɒŋgə] (非洲莫桑比克的) 聪加人

Arthur Grimble [ˈɑːθə ˈgrɪmbl] (人名) 亚瑟·格里伯尔

Gilbert Island [ˈɡɪlbət] 吉尔伯特岛

Pacific Ocean [pəˈsɪfɪk ˈəʊʃən] 太平洋

Note: This text is taken from *Understanding Other Cultures* by Ina Corinne Brown, published by Prentice-hall, Inc., Englewood Cliffs, New Jersey, in 1963.

I. Understanding the text

Choose the best answer for each of the following:

1. This article clearly shows that _____.
 - a. people of other lands lack good manners
 - b. codes of behavior vary in different societies
 - c. our manners are correct everywhere
 - d. people of simpler societies have good manners
2. The missionary was impolite when she greeted everyone with an address _____.

- a. appropriate only for children
 - b. correct for English-speaking people
 - c. acceptable only to women
 - d. suitable only for men
3. The story says that in many countries where people live mainly outdoors, it is impolite to _____.
- a. visit their homes if they are away
 - b. say hello if you see them outside
 - c. enter their village without an invitation
 - d. open the closed door without knocking
4. The "not seeing" rituals described by the author are examples of _____.
- a. bad manners
 - b. friendliness
 - c. similar culture patterns
 - d. embarrassment
5. On receiving a gift, a Thonga would _____.
- a. magnify its importance
 - b. present a return gift
 - c. imply the gift was unexpected
 - d. take it with both hands
6. In some countries receiving a gift with both hands is an expression of _____.
- a. greed
 - b. anxiety
 - c. appreciation
 - d. unwillingness
7. Eating noisily or belching at the table is _____.
- a. often the correct way to behave
 - b. always the height of bad manners
 - c. always the height of good manners
 - d. never impolite behavior
8. The second example of Sir Arthur's rudeness was that he did not _____.
- a. belch loudly
 - b. repeat the small girl's blessing
 - c. accept the coconut with both hands
 - d. sip the milk
9. Although social customs vary round the world, their common purpose is to _____.
- a. make everyone's life run more smoothly
 - b. puzzle visitors from other countries

- c. teach children their manners
 - d. urge people to learn good manners from each other
10. Which statement is true?
- a. To eat as noisily as possible is impolite behavior.
 - b. To enter a village one doesn't need any invitation.
 - c. To say thanks for a gift always implies that the giver is ungenerous.
 - d. To receive a gift with both hands is never regarded as bad manners.

II. Vocabulary

A. Often you can tell the meaning of a word from other words and ideas in the story. In the paragraph, find the word that best fits the meaning below.

- 1. explains or makes clear (line 5–10)
- 2. ways; forms (line 11–18)
- 3. suitable; proper (11–18)
- 4. paid no attention to (27–40)
- 5. required (41–50)
- 6. make larger (41–50)
- 7. turned to the opposite direction (41–50)
- 8. carried; transported (51–55)
- 9. grasping (51–55)
- 10. drinking of small quantity (69–75)

B. A word may have more than one meaning. Its meaning depends on the way it is used. Look back at the paragraph and see how the word in *boldface* is used. Decide which of the three meanings below fits best.

- 1. **address** (11–18)
 - a. speak to
 - b. write the name of
 - c. work at
- 2. **private** (19–26)
 - a. unofficial
 - b. personal
 - c. secret
- 3. **verbal** (41–50)
 - a. of verbs
 - b. of words
 - c. spoken, not written
- 4. **elder** (61–68)
 - a. aged person
 - b. chief or high official of a tribe

- c. name of a particular tree
5. **pressed** (61—68)
- a. flattened; made smooth
- b. pushed forward
- c. urged; begged

C. Complete each of the following sentences with an appropriate word or phrase from the list given.

Change the form where necessary.

- | | |
|-------------------|------------------|
| 1) in no sense | 11) untidy |
| 2) occasion | 12) appropriate |
| 3) version | 13) manner |
| 4) pattern | 14) put to shame |
| 5) ignore | 15) custom |
| 6) lack | 16) obligatory |
| 7) the latter | 17) behavior |
| 8) sip | 18) ritual |
| 9) in one's honor | 19) magnify |
| 10) offer | 20) bless |

1. In any case, she doesn't _____ for money and admirers.
2. His bad behavior _____ his whole family.
3. There are _____ when you must not refuse what you don't like.
4. When visiting a foreign country, we must respect the country's _____.
5. I had been puzzled by his strange _____.
6. If you have good _____, you behave and speak very politely.
7. All of them worked hard from the first draft to the final printed _____.
8. It seemed _____ to end each unit with a joke.
9. After I've finished washing this pile of clothes, I have to pay a _____ call to my aunt.
10. Over the past few years their work _____ has changed.
11. The kid is _____ with immense talent and boundless energy.
12. The chairman cannot rudely _____ any member of the committee who chooses to speak.
13. After the class, the teacher spent some time talking to three students. _____ were worried about their examinations.
14. The guy had shaggy, _____ hair.
15. She took another _____ from the glass, but then gave it to me.
16. It is not _____ to give him what he demands.
17. Upon seeing guests, women are supposed to stand up and _____ their seats to them.

18. I realized that his fears had greatly _____ the true dangers.
19. They will _____ fall in love with each other.
20. The department has arranged to give a Christmas party _____.

D. Use the correct form of each word in the brackets. Notice the first two examples.

Example 1: He is one of the many followers (follow) of that great man.

Example 2: Usually teachers are talkative (talk).

1. Watch your _____ (behave), boy!
2. Mr. Smith proved his innocence by his _____ (present) here.
3. Foreign visitors are often impressed greatly by the _____ (smooth) of Chinese silk.
4. Your suggestion is under _____ (consider).
5. He didn't feel a bit _____ (shame) for his blunder.
6. It is _____ (urge) that we rescue the victims from the burning building.
7. The _____ (aware) of mistakes on the part of the speaker will help him improve his language ability.
8. Drop in anytime when it is _____ (convenience) for you.
9. It is an _____ (oblige) for me to take over the position.
10. They sent a letter to the seller informing him of the _____ (receive) of the goods.
11. Only _____ (occasion) does Mary lose her temper.
12. The governor sent Booker a formal _____ (invite).
13. George F. Babbitt is a _____ (myth) figure.
14. Although most people know the importance of _____ (repeat) in language learning, it is not often practiced.
15. People noticed his great _____ (generous) with children.
16. He wanted to make a good _____ (appear) at the party.
17. The cold water was really _____ (fresh) for the travellers after the long journey.
18. The leader _____ (obvious) did not realize the problems.
19. The experiment finally proved to be an expensive _____ (fail).
20. The _____ (empty) of his pockets did not frighten him.
21. There was an _____ (improve) in their conditions.
22. They decided on December 13 for the _____ (celebrate).
23. The _____ (pure) of the chemical is of vital importance for the success of the experiment.
24. The price is quite _____ (reason).
25. Much _____ (prepare) was necessary for the trip.
26. The governor read the _____ (announce) to the people.
27. The Indians made _____ (contribute) to the war.
28. The _____ (decorate) of the table was done by the children.

29. There was an _____ (interrupt) during that time.
 30. _____ (starve) and diseases claimed many lives in the village.

GRAMMAR

Absolute Construction

1. The verbals are usually constructed without a subject but they may contain an expressed subject. Hence, absolute construction. We may distinguish between four structural classes of absolute constructions.

Noun/Pronoun + V-ing/V-ed/(to)V

2. The construction is equivalent in meaning to an adverbial clause indicating time, cause, condition, etc. or to a coordinated clause.

Her father having left the room, I declared my love for Helen. (=When her father left the room, ...)

The box was full of china, much of it broken. (=... and much of it was broken.)

Rather than John do it, I'd prefer to do the job myself. (=As it is not proper for John to do it, ...)

We must arrive a quarter earlier, the examination to begin at precisely 8:00. (=... because the examination is to begin at precisely 8:00.)

3. The absolute construction is often introduced by *with*.

With the elm growing/grown tall, we get more shade.

Grammar Exercises

- A. Fill in the following blanks to make absolute constructions and put them into equivalent finite adverbial clauses.

1. The months long holidays _____ (be) over, we must now get down to some hard work.
2. Harbin is experiencing its hardest winter for years, some areas _____ (lie) under two feet of snow for nearly two months.
3. The plan was that the two parties should first reach an agreement on the basic principle, the details _____ (work out) later.
4. The storm _____ (destroy) their thatched hut, they had to live in a cave for more than a week.
5. Each bamboo cottage was surrounded by a thriving orchard, the trees abundantly _____ (lade with) apples, oranges, peaches or pears.
6. Mike felt hot with the whole class _____ (stare at) him.
7. Rather than Theron _____ (make) a mess of it, I'd prefer to cooperate with those outsiders.
8. Everything _____ (take into) consideration, the plan put forward by fussy customers