

全国高等院校研究生英语核心教材系列

研究生英语核心教材

——综合教程(上)

余静娴 主编



对外经济贸易大学出版社

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主 编	余静娴			
副主编	严文庆	檀文茹		
编 者	余静娴	严文庆	檀文茹	王 越
	薛姝姝	纪汇楠	张海明	傅新宇

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我国研究生教育迅猛发展,非英语专业研究生英语教学面临新的挑战。为培养新时期合格的外语人才,根据全国高等院校研究生外语教学研究会2007年出台的修订大纲《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》,我们联合上述院校的骨干教师编写了这套适用于我国各地区全日制研究生使用的“全国高等院校研究生核心教材系列”。

本套教材由《研究生英语核心教材——综合教程(上)》、《研究生英语核心教材——综合教程(下)》、《研究生英语核心教材——听说教程》、《研究生英语核心教材——写作教程》、《研究生英语核心教材——翻译教程》组成。

本套教材编写的基本原则是注重培养学生的语言交际能力。《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》辩证地阐述了语言学习和能力培养的关系,提出研究生英语教学应“确保语言基本功训练,但以培养学生语言交际能力为主要目标。”本套研究生英语教材,其选材、编写到练习的设计,都体现了“扎实的基础训练,突出的能力培养”的目标。

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前 言

根据全国高等院校研究生外语教学研究会 2007 年《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》文件,为更好培养合格的外语人才以应对我国研究生教育迅猛发展对非英语专业研究生英语教学所提出的挑战,我们编写了这套适用于我国各地区全日制研究生使用的研究生英语综合教程。

《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》大纲是我国现阶段研究生英语教学的指导文件,它明确规定:

“硕士研究生英语教学以培养学生的英语综合应用能力为目标,使他们在今后的工作中能有效地以英语为工具进行本专业的研究和学术交流。由于各校研究生的人学水平、培养目标、师资状况、教育设备等各种情况的差异,硕士研究生英语的教学要求分为基本要求和较高要求两个层次。基本要求是所有研究生在毕业时必须达到的标准,较高要求是为那些英语基础较好、对英语需求较高的硕士研究生设置的。硕士研究生的英语教学包括公共/基础英语和专业英语两部分。”

“基础英语的教学时数一般不少于 64 学时,安排在两个学期或集中在一个学期进行。基础英语以一般人文、科技内容为教材,旨在提高学生综合英语技能、跨文化交际技能、英语学习策略,着重培养学生的语言运用能力。”

《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》大纲辩证地阐述了语言学习和能力培养的关系,提出研究生英语教学应“确保语言基本功训练,但以培养学生语言交际能力为主要目标。”这个目标就成为本教材编写的基本原则。作为研究生英语综合训练教材,从选材、编写到练习的设计,都体现了在努力达到“扎实的基础训练,突出的能力培养”的目标。使用该教材既能使基础较为薄弱的学生在语言上有所收获,又能使全体学生在阅读理解、分析判断文章内容和结构能力方面有所提高;既能使学生学会不同的逻辑方法来阐述主题、提高写作能力,又能培养学生对课文内容深入进行思考,在课堂讨论中用英语交流思想情感,提高英语口语表达能力。使用这套英语教材在较大程度上能保证广大研究生在毕业时达到(试行)大纲中规定的英语水平,基础好的学生能够在应用英语语言方面达到较高要求。

本教材由《研究生英语核心教材——综合教程》、《研究生英语核心教材——综合教程辅导用书》以及配套的光盘组成,各有上、下册,供研究生一年内使用。

上册的综合教程、辅导用书以及配套光盘由华东师范大学和中国人民大学的余静

姻、严文庆、檀文茹、王越、薛姝姝、纪汇楠、张海明及傅新宇编写制作。下册的综合教程、辅导用书以及配套光盘由福州大学的潘红、陈锵明等老师编写制作。

上册的综合教程具有以下特点:

一、选材新颖,具有时代性、科学知识性和思辨性

《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》大纲明示,“基础英语课一般以人文、科技内容为教材”。以此为原则,《研究生英语核心教材——综合教程(上)》的课文基本上选自近年出版的英、美书籍报刊,广泛涉及到西方国家社会的经济、政治、文化、科技、教育、生活等领域;虽然有的材料略作删节,但大体保持了作品的原汁原味。教程十个单元内容涵盖:短篇小说(《黑郁金香》等);经济与金融(香港经济的复苏、经济学家、人民币汇率浮动及意义等);科技(干细胞、脑功能研究、克隆技术);天文科学和科幻(外星人、地外生命、不明飞行物等);人物故事(百年爱因斯坦、迪斯尼、麦克唐纳等);信息网络科技(分布式系统、网络通讯科技新发展等);生活(幸福婚姻的科学观、幸福的概念等);青少年教育(马克吐温对青年的演说);科学与战争;环境保护诸题材。这些选材时代性和知识性强,反映了在政治、经济、科技、生活、教育、环保等领域的现状和最新研究成果,不仅具有语言教学的价值和社会文化生活的内涵,而且具有很大的可读性和思辨性。

二、难度适中,融精读在内与泛读于一体

综合教程的编写面向全国广大全日制公共英语研究生。考虑到地区的差异和学校之间教学要求的不同,该教程对所选材料及所设计练习的难易程度作了控制,以增大其适用性和实用性。同时单元之间语言风格的不同以及每单元精、泛读相结合的阅读方法,不仅使学生在学习过程中对单元主题有进一步的了解,而且使他们能体会到不同的语言风格和不同的阅读方法。包括光盘内容、本教材所含的阅读文章及资料可训练学生的阅读速度,增进其理解能力。

三、精心设计课后练习以巩固所学课文知识

每单元精读课文后都配有多种练习:两种类型的阅读理解题、两种类型的口语讨论题、全篇课文结构的分析题、四种类型的词汇练习题、句子结构改错题、完型填空题以及汉、英句子和段落翻译题。学生可结合光盘内容使用,通过听、说、读、写的训练,对课文中所学的内容有更多的训练,以娴熟地使用英语。

四、具有使用的方便性、实用性和趣味性

本套教材配备了辅导用书,对每单元作者及其文章内容提供了相关信息;对每单元的生词、词组进行双语解析,并通过例句及译文对这些词(组)的用法及重要搭配予以说明;对课文中的复杂和疑难长句进行双语解析,关键词语进行操练,因此师生使用起来会感到十分方便。辅导用书还提供了所有相关练习的答案和解析,方便学生自学。教师可以答疑为主,省下大量宝贵课堂时间组织课堂讨论,鼓励学生在大小组场合发言,不仅使学生

的口头表达能力得到培养,而且使其思维得到发展,提高综合运用英语语言的能力。

光盘除提供大量关于课文、生词等的录音材料,还提供了听力训练和补充词汇、阅读和翻译练习。为激发学生的学习兴趣 and 积极性,光盘中还安排了经典英语歌曲、优秀散文、畅销小说和外国名画欣赏以及风格各异的十个 Flash 动画,以丰富的形式增加英语学习的趣味性,使学生学得轻松愉快。

本书因编写较为仓促,定有疏漏和不足之处,恳请读者不吝赐教。

编 者

2008 年 6 月

使用说明

《研究生英语核心教材——综合教程(上)》包括十个单元。每个单元由同一题材的一篇精读、两篇泛读文章组成,配有阅读理解、结构分析、听力练习、词汇练习、结构改错、完型填空、英汉互译练习。

《研究生英语核心教材——综合教程(上)辅导用书》包括相应的十个单元。每单元提供与课文相关的背景知识、大部分生词词组的双语解释、课文长难句的双语解析和语言点释例。同时,还提供精读课文中练习的全部答案与解析,以及课文的汉语译文,以供参考。

上册配套光盘为综合教程和辅导用书中的相关部分配备大量的录音,供学生听读模仿,以改进说英语的语音语调;提供相当数量的补充练习,如听力、词汇、阅读练习以进一步巩固课内所学知识;还有趣味英语、经典散文、著名英语小说、英语歌曲、卢浮宫珍藏名画的欣赏和英语 Flash 动画欣赏,使学生在轻松的气氛中愉快地学习。此外,光盘还提供了国内外著名的英语学习网站,使学员在课外能通过自主学习的方式,延伸英语学习,进一步提高综合运用英语的能力,并能了解异国文化,扩大视野,增长知识。

本书供一学期 64-74 课时英语教学使用。全书含精读材料 10 篇,约 14 400 词,平均每篇精读课文约 1 400 词。全书含泛读材料 20 篇,约 39 800 词,平均每单元二篇精读课文为约 3 900 词。光盘含听力材料 10 段,约 4 600 词,平均每单元听力材料为 460 词。光盘阅读材料(每单元四篇)共约 46 800 词,平均每单元约为 4 680 词。精读课文配有生词表,提供英汉两种释义。10 篇精读课文的生词表中共含生词 406 个,词组 130 个,平均每单元生词量为 40 词,13 个词组,难度适中。上册综合教程、辅导用书和光盘的总阅读量在 6 万词左右,符合《非英语专业硕士/博士学位研究生英语教学基本要求(试行)》中所规定的基本要求。

精读文章是学生所汲取语言精华的载体,故应要求学生课外多听录音、熟读课文以更好地加以吸收。课堂上除了加强对课文思想内容的讨论,还可根据地区和学校的现代教育技术设备条件,运用多媒体手段,让学生观看与课文主题相关的视频资料、英语电影片段,并要求学生根据热点社会问题和自身体验即兴发表感想,把所学知识“吐”出来,不断鼓励学生“学以致用”。精读课文后配有相当数量的练习。Reading Comprehension 可让学生在浏览课文后立即完成,以提高阅读速度和理解力。Vocabulary 练习旨在帮助学生掌握精读课文中重点词汇和词组的用法。Translation 分为汉译英和英译汉两种形式。汉译英包括单句和段落形式,旨在复习巩固课文中的重要句型和搭配。英译汉为段落,旨在训练翻译技巧。

每单元两篇泛读文章是精读课文题材的延伸和扩展。其中的生词有中文释义。课文后配有阅读理解题和词汇题以检验学生理解文章和运用词汇的能力。对泛读文章教师需

作灵活处理,可在课堂上选择讲解,也可由学生课后自习。

辅导用书和配套光盘对综合教程作了详尽的注释、解析和补充,又提供参考答案及解析,学生利用辅导材料能够准确理解课文、解决练习中的问题,因此,教师应使学生树立起“自主学习”的意识。在学生充分进行预习的前提下,课堂教师上应加强引导学生对课文中某一观点正、反两方的辩论以及对课文主题及相关社会热点的讨论。这种讨论可以是学生三三两两即兴进行的,也可以是事先有所准备的课堂讨论,更可以通过观看相同主题的视频资料、上因特网收集相关资料、结合社会现象和本人切身体验由学生认真作好书面准备或做好 power point 后,在课堂上作 presentation。这种方法不仅令学生感兴趣、发展其思维、拓宽其视野,而且能培养分析解决问题的能力,真正提高学生读、写、说的综合运用英语的能力。从这个角度来说,这套教材适合学生自主学习和提高英语语言的应用能力。

编 者

2008 年 6 月

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The Black Tulip

It is only with the heart that one can see rightly; what is essential is invisible to the eye.

Carin Klabbers-Ouwens

Translated by Philip-Klabbers

[1] When I was a child growing up in the Netherlands, I often begged my mother to tell me this story about an experience her family had at the end of World War II.

[2] During the terrible last winter of the German occupation, the hongerwinter, food was very scarce in the Netherlands. People were so desperately hungry, they began to eat small animals and many things not normally considered edible, including tulip bulbs. People discovered the bulbs could be cooked like potatoes or turnips, or even eaten raw.

[3] For centuries my mother's family, the Van der Veldes, had owned a highly successful tulip business, which provided jobs for many in our village of Ridderkerk. Their bulbs were popular throughout Europe and abroad, and the family name was known far and wide. But the war shut their business down, and during the winter of hunger, my grandfather, Arnoldus, donated all his tulip bulbs to feed the hungriest villagers.

[4] All, that is, except for a few irreplaceable bulbs. For years, Arnoldus had been trying to cultivate a black tulip, something no gardener had ever been able to do. He was now very close. By careful selection, he had created a dark-purple tulip. These few bulbs he guarded vigorously to prevent people from stealing them for food. He did not even give them to his family to eat, because they would make just one meager meal, and eating them would destroy his chance of restarting his business and restoring his village after the war.

[5] One day, underground Radio Orange announced that the war was over. There was great rejoicing, but more hardships were still to come. The German forces that had occupied and terrorized our country for five long years started to withdraw, battalion after battalion. But as they pulled back, some soldiers deserted and fled toward Germany, sacking and looting as they went. There was much destruction, and the Dutch people still faced grave dangers.

[6] My grandfather, Arnoldus, looked at his pale, thin children and realized that the hunger

could continue for a long time as the war left poverty in its wake. He wondered if it might be time to feed his precious bulbs to his children. Certainly it would be better than losing the bulbs to the marauding bands of fleeing German soldiers. After hours of agonizing, he made his decision. He seized a shovel and went into the garden. There he found my mother, Albertha, then just seven, looking flushed and agitated.

[7] “Papa! Papa! I must tell you something,” Albertha said. Over her shoulder, Arnoldus saw a band of drunken, looting Germans coming toward them down the street. He whispered to Albertha to run inside the house and frantically began digging for his bulbs. Over and over his shovel came up empty. He was too late. Someone had already stolen them.

[8] Crazy with grief and rage, he ran toward the street screaming, “They have stolen my tulip bulbs!” Albertha, watching from the doorway, cried out and ran to stop him. Before she could reach Arnoldus, a German soldier raised his pistol and shot him. Although the German surrender had been signed, a curfew was still technically in effect, and my grandfather had violated it.

[9] Arnoldus survived his wounds and mended slowly. When he could finally leave his bed, he sat by the window staring out into the garden. He was so regretted that he hadn't given the bulbs to his family sooner. The war was over and spring was coming, but life remained very hard. Many houses had been bombed. There was little food and jobs were few.

[10] Finally the weather warmed, and Arnoldus was able to sit outside. Albertha stayed close to him, attending to his every need, rarely leaving him even to play with her friends. She had become quiet and reserved, although she had been a happy, bubbly child before the war. Sometimes she would try to cheer her father by pointing to the pile of rubble next door, that was left of their neighbors' bombed house. She reminded her father that at least their family still had each other and a roof above their heads. Arnoldus realized the truth in her words and often glanced over at the ruins to remind himself of how lucky they had been.

[11] One day, he noticed something sprouting among the broken bricks and concrete. He pointed out the green leaves to Albertha. Suddenly, all her reserve left her. She began to cry hysterically. Between convulsive sobs, she told him that these were his black tulip bulbs. He held her close and listened with amazement as she told her story.

[12] Just before her father was shot, Albertha had been in the garden when a friendly German soldier had approached her. Carl Meier was stationed in the family's neighborhood during the German occupation. He had Van der Velde bulbs in his own garden back home in Germany, and he appreciated their value. Carl had watched as Arnoldus gave away the precious bulbs to feed his neighbors, and he suspected that there were more hidden away. The soldier warned Albertha that a band of German looters was on its way down the street. He urged her to hide the remaining bulbs away from the yard, which would surely be searched. And he begged her not to mention his name to anyone because he could be court-martialed for his warning.

[13] Just then the laughing and shouting of drunken soldiers could be heard coming down the road. Carl Meier fled. With no time to summon her father, Albertha scrambled in the dirt with her bare hands, scooped up the bulbs from their hiding place, and reburied them in the rubble next door.

[14] As she clambered back over the fence into her own garden, she found her father digging with a shovel. She tried to tell him what she had done, but he was so intent on his work that he ignored her.

[15] For some time, it was uncertain whether Arnoldus would survive his gunshot wound. When he began to recover, Albertha went to retrieve the bulbs, knowing that seeing them would raise his spirits. She climbed over the fence and gasped with horror. An unstable wall had collapsed on the spot, covering the bulbs. It seemed impossible to the little girl that anyone could ever move the heavy slab. Overwhelmed with sorrow, Albertha decided not to tell anyone what she had done.

[16] However, during the last cruel days of winter, ice must have formed in the cracks of the wall, gently forcing them apart. With the warmth of spring, the ice had melted and the tender shoots had made their way up toward the sun.

[17] Arnoldus had survived, and so had his bulbs. Now father and daughter stood looking at the young green leaves.

[18] It took some time, but my grandfather rebuilt his business, starting with those few bulbs. The rare dark-purple tulips eventually became an enormous source of income for the people in Ridderkerk and provided many much-needed jobs. The recovery of Ridderkerk persuaded its people that there could again be happiness after so much misery and new life after so much death. As the tulips rose from the ruins and came to bloom again, so did the Netherlands.

[19] Although the Van der Veldes tried to locate Carl Meier, he was never found. But the family did find a way to honor his courage and kindness. When my mother's little brother was born the following year, the grateful family named him Karel, the Dutch version of "Carl".

(1, 254 words)

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New Words

edible	<i>a.</i>	fit to be eaten; suitable to be used as food 适合吃的; 可使用的
/ˈedɪbl/		
tulip	<i>n.</i>	a garden plant that grows from a bulb and has large colorful cup-shaped flowers on top of tall stems 郁金香
/ˈtjuːlɪp/		
bulb	<i>n.</i>	a round root of certain plants 球茎
/bʌlb/		

4 ■ 研究生英语核心教材——综合教程(上)

turnip /'tɜ:nɪp/	n.	(a plant producing) a large round yellowish or white root which is used as vegetable 芜菁, 大头菜, 萝卜
irreplaceable /ɪrɪ'pleɪsəbl/	a.	too special, unusual, or valuable for anything else to take its place (因不寻常或贵重而)不能为其他事物所替代的
cultivate /'kʌltɪveɪt/	vt.	to plant, grow, and raise (a crop) by preparing the soil, providing water, etc. 栽培, 种植; 培植
vigorously /'vɪgərəsli/	ad.	forcefully, energetically 充满活力地; 有力地; 使劲地
meager /'mi:gə/	a.	very small in number or amount; not enough in quantity, quality, strength, etc. 贫乏的, 不足的; 瘦的
rejoicing /rɪ'dʒɔɪsɪŋ/	n.	<i>fml</i> or <i>lit</i> great and uncontrolled joy, esp. shown by a number of people [正式或文] 庆祝; 欢庆
terrorize /'terərəɪz/	vt.	to fill with terror of force into obedience by threats or acts of violence 吓唬; 使惊恐
battalion /bə'tæljən/	n.	a group of usu. 500 - 1 000 soldiers made up usu. of four or more companies 营
sack /sæk/	vt.	(esp. of an army in former times) to destroy buildings, take things of value, and usu. harm or kill people in (a defeated city) (尤指古时军队) 劫掠; 洗劫
loot /lu:t/	v.	to steal, esp. in large quantities, and often causing widespread damage 洗劫; 掠夺
marauding /mə'rɔ:ɪdɪŋ/	a.	moving around in search of something to steal, burn, or destroy 流动抢劫的, 掠夺的
agonize /'ægənaɪz/	vi.	<i>infml</i> to make a long and anxious effort when considering something or trying to make a decision [非正式] (在考虑一件事情或做出决定前) 焦虑, 忧虑; 苦恼
* agony /'ægəni/	n.	(极度) 痛苦
flushed /flʌʃt/	a.	(of a person) red in face, esp. as a result of strong emotions, heat or alcohol; excited or eager (脸) 涨得通红的; 兴奋的; 充满喜悦的
agitated /'ædʒɪteɪtɪd/	a.	feeling anxious and not calm 焦虑不安的
* agitation /ɪædʒɪ'teɪʃən/	n.	[U] painful excitement or feeling; anxiety 焦虑, 极度不安
frantically /'fræntɪkəli/	ad.	(do sth.) in an uncontrolled state of feeling; madly 情绪失控地; 发疯般地; 忙乱地

curfew	<i>n.</i>	[U] a rule that everyone must stay at home between particular times, usually at night, esp. during a war or a period of political trouble 宵禁
/ˈkɜːfjuː/		
violate	<i>vt.</i>	to break or act against (esp. a law, agreement, principle etc.) 违反
/ˈvaɪəleɪt/		
reserved	<i>a.</i>	(typical of people) not like to talk about themselves or to show their feelings; shy 沉默寡言的; 含蓄的; 矜持的
/rɪˈzɜːvd/		
* reserve	<i>n.</i>	the habit of not showing feelings or thoughts 矜持; 拘谨; 腼腆
/rɪˈzɜːv/		
bubbly	<i>a.</i>	<i>informal</i> (esp. of a woman or a girl) attractively full of energy and enthusiasm [非正式] (尤指妇女或女孩) 活泼的; 生气勃勃的
/ˈbʌbli/		
rubble	<i>n.</i>	[U] (a mass of) broken stones or bricks, esp. from a building that has been destroyed (尤指被破坏建筑的) 碎石, 碎砖, 瓦砾
/ˈrʌbl/		
sprout	<i>v.</i>	to (cause to) grow, appear, or develop (使) 生长; 发芽, 冒出; 发展
/spraut/		
* sprout	<i>n.</i>	(植物) 的芽, 苗
/spraut/		
hysterically	<i>ad.</i>	(do sth.) in a hysterical way 歇斯底里地
/hiˈsterɪkəli/		
* hysteria	<i>n.</i>	[U] a condition of nervous excitement in which the sufferer laughs and cries uncontrollably 歇斯底里
/hiˈstɪəriə/		
convulsive	<i>a.</i>	being, having, producing a convulsion 惊厥的, 抽搐的
/kənˈvʌlsɪv/		
* convulsion	<i>n.</i>	[usu. pl] a number of sudden violent uncontrollable shaking movements caused by esp. by illness [一般用复数] 惊厥, 抽搐
/kənˈvʌlʃən/		
court-martial	<i>v.</i>	to try (someone) in a court-martial 以军法审判(某人)
/kɔːt-ˈmɑːʃəl/		
summon	<i>vt.</i>	<i>formal</i> to order (someone) to go to or be present at a particular place, or to officially arrange (a meeting of people) [正式] 召见, 召唤; 传唤; 召集
/ˈsʌmən/		
scrabble	<i>v.</i>	<i>informal</i> to move (one's fingers or toes) wildly and quickly (as if) looking for something [非正式] (用手指) 扒找; 乱扒
/ˈskæbl/		
clamber	<i>vi.</i>	to climb somewhere with difficulty, often using the hands and feet (费劲地) 爬, 攀登
/ˈklæmbə/		
retrieve	<i>v.</i>	<i>formal</i> to find and bring back; regain 找回; 重获
/rɪˈtriːv/		