

Function English Course

功能英语教程

陈淑华 应娅舒 罗雨青 编著

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序

非英语专业研究生英语水平和那些学过英语却缺乏英语实用能力的读者的特点是:见过的英语词汇量大,能熟巧使用的量小;英语语法的知识广,能自如运用的少;自我感觉良好的阅读能力强,快速、准确理解的阅读能力差;获得英语能力的欲望高涨,正确获得的方法和思维游离。

获得语言信息和语言能力需要在频繁重复的语言环境中完成记忆过程,同时要对这种获得有由衷的喜爱,并且愿意为此付出时间和精力。然而,非英语专业研究生和工作中需要提高英语水平的人要学习和掌握的专业知识和技能多、新、难,他们没有太多的时间顾及英语学习。

现有的英语教材版本很多,大多很传统。尚缺一种版本能通过若干语篇多次重复同一领域词汇量,能集中、大量、同时提供习得英语使用能力必须掌握的语言现象或结构,能从英语和汉语的差异之处进行讲解和训练,还能提供词法和修辞知识、语例和训练,能使学生的时间和精力获得最大效益。为此,我们编写了这套供非英语专业研究生和有一定英语基础的读者使用的教材《功能英语教程》和《功能英语听说教程》。

《功能英语教程》不求囊括通科知识,旨在实用。我们追求的目标是:使读者在单位时间里得到比学习其它版本更大的收益;传授置身 21 世纪所需要的知识;课文、阅读材料、注解、练习、参考材料和附录均力求一箭双雕的效果。为此,我们在《功能英语教程》中概括介绍市场经济概念和一般实用商贸技术程序;在《功能英语听说教程》中采用了语言优美、地道的最新语料。读者通过它们能潜移默化地提高英语听、说、读、写、译实用语言的能力。

陈淑华

2002 年 5 月

前 言

《功能英语教程》由 12 个单元组成,内容涵盖词法、语言、文化、历史、信仰、文学及流派;生物、材料、信息通讯、科技发展;企业管理、市场、贸易、金融等。每一个单元自成体系,围绕一个领域选编近似或者相通的语言材料作为课文和阅读材料,有目的地编写多项练习,力求增加相关词汇和必须习得的语言结构的重复率,使读者在阅读时能潜移默化、较为省力地熟悉有关领域的必要词汇和语言结构。本着少讲精练的原则,每一个单元集中处理一种或者两种为了获得实用语言能力必须掌握而又难以掌握的语法和/或语言难点。

《功能英语教程》重点突出了英语和汉语不同之处的阐述和操练;突出了英语词法的传授和训练;增加了有助于学习英语知其然的内容;适当地借助课文中的语例介绍修辞知识和文化背景。利用每一个单元的练习中的 Reference,介绍学生深造、留学、应试所需要了解的知识 and 题型以及在我国加入世界贸易组织、发展社会主义市场经济过程中,作为理工科研究生必须具备的国际贸易、金融和财会知识,以及其它必备知识。

《功能英语教程》尤其适合学过英语,但是语言实用能力不高;有一定的阅读能力,但是阅读速度慢、理解能力不足;自认为具有一定写作能力,但写的东西错误多、所用词语不地道的读者。

《功能英语教程》的第 7 单元由应娅舒编写;第 9 单元和第 11 单元由罗雨青编写;陈淑华负责编写其它单元和练习。在编写过程中,代显梅、刘杰、张人云、金文华老师给予了大力协助,特此感谢。

我们殷切地希望《功能英语教程》的编写思路能起到抛砖引玉的作用,引发后来居上的更好的教材,能使学子的精力和时间充分利用于高效习得的过程之中。我们殷切地希望读者为我们指出所发现的一切不足之处,为此,我们在此预为感谢。

陈淑华
2002 年 5 月

Contents

Unit 1	English and Its Morphology	
	Text: Enlarge Your Vocabulary Smartly	1
	Supplementary Texts	4
	Passage One: Sorting the Vocabulary	4
	Passage Two: Synonym	6
	Passage Three: Lucidity, Simplicity, Euphony	9
	Exercises	11
	<u>Word Formation, Passive Voice, Syntax, Particles</u>	
Unit 2	People, Language and Culture	
	Text: Liberty, True or Classic	22
	Supplementary Texts	25
	Passage One: English as a Language	25
	Passage Two: General Character of English	28
	Passage Three: What does a Name Tell ?	30
	Exercises	31
	<u>Attributive, Synonymy</u>	
Unit 3	Materials and Substances	
	Text: Nanophase Materials	43
	Supplementary Texts	46
	Passage One: Other Custom Properties of Nanophase Materials	46
	Passage Two: Metals and Ores	48
	Passage Three: Synthetic Products	49
	Exercises	51
	<u>Prepositional Phrase, Syntactic Elements, Tense and Aspect, Simile</u>	
Unit 4	Bio logies	
	Text: What is Biochemistry and Molecular Genetics ?	62
	Supplementary Texts	64
	Passage One: Progress in Biotech	64
	Passage Two: Diseases and Treatments	66
	Passage Three: The Pace of Molecular Discoveries	68
	Exercises	69
	<u>English Idioms, English Tenses and Voices, Transition and Subordination</u>	

Unit 5	Market and Economy	
	Text: Labor Market Problem and Statistics	79
	Supplementary Texts	83
	Passage One: Who 's Stressed out at Work	83
	Passage Two: It Was the Best of Times	84
	Passage Three: Does Money Beget Money ?	86
	Exercises	88
	<u>Adverbial Clauses, Articles, Guessing Ability</u>	
Unit 6	Finance, Trade and Economy	
	Text: The Pillars are Grumbling	99
	Supplementary Texts	103
	Passage One: Campaign Finance Reform ?	103
	Passage Two: Money, Interest and Policy	104
	Passage Three: Financial Market	105
	Exercises	107
	<u>Independent Participle Phrases, Metaphor</u>	
Unit 7	Enterprise Management and Culture	
	Text: Knowledge Management Is a Person-to-Person Enterprise	117
	Supplementary Texts	121
	Passage One: Get Emotional About It	121
	Passage Two: Successful Leaders Employ Strategic Intelligence	125
	Passage Three: How 3M Innovates for Long-term Growth	130
	Exercises	133
	<u>Collocation, Antithesis, Oxymoron, Pun</u>	
Unit 8	Human Feelings and Ethics	
	Text: Love Is the Primary Human Emotion	145
	Supplementary Texts	150
	Passage One: Love is an activity	150
	Passage Two: On Self Love and Indolence	152
	Passage Three: Identify and Realize Yourself	153
	Exercises	156
	<u>Simile and Metaphor, Proverb, Infinitive, Passive Voice</u>	
Unit 9	Beliefs and Custom	
	Text: Why Religion, and Why Interreligious Dialogue ?	168
	Supplementary Texts	172
	Passage One: Top Five Misconceptions about Islam (I)	172
	Passage Two: Top Five Misconceptions about Islam (II)	174
	Passage Three: Understanding Palestinian Terror	177

	Exercises	179
	<u>Analogy, Infinitive</u>	
Unit 10	Scientific Leaps in the 20 th Century	
	Text: The Great Minds of the 20 th Century	189
	Supplementary Texts	192
	Passage One: Star System like Earth 's	192
	Passage Two: Thinkers vs . Tinkerers, and Other Debates	194
	Passage Three: The Man-Made Myth	196
	Exercises	198
	<u>Real and Unreal Conditional Clauses, Inversion, Verbals</u>	
Unit 11	Information Technology	
	Text: Accelerating the Technology Race	209
	Supplementary Texts	213
	Passage One: Thinking Machines	213
	Passage Two: Data on Home Computers not Necessarily Your Own	215
	Passage Three: GPS	217
	Exercises	219
	<u>English Verbals, Writing Style</u>	
Unit 12	Literature Works and Schools	
	Text: The Invisible Poor	230
	Supplementary Texts	233
	Passage One: The Indispensable Opposition	233
	Passage Two: The Schools of English Literature	237
	Passage Three: Humor, Irony and Satire	239
	Exercises	240
	<u>Analogy, Humor, Irony, Satire</u>	
Index	英语常用词根, 前缀和后缀一览表	250
Index	英语的动词和结构词	266

Unit 1 English and Its Morphology

- 1 . Why do you have troubles in accumulating your vocabulary ?
- 2 . How much do you know about synonyms ?
- 3 . What do you go to a dictionary for ?
- 4 . Can you find at least 22 passive structures out of the text ?
- 5 . Why did W . Somerset Maugham advocate lucidity, simplicity and euphony in writing ?

Text Enlarge Your Vocabulary Smartly

The English alphabet contains 26 letters used to form words which are adopted to make sentences . What has been overlooked is that a word can be taken apart just as if it were a mechanical gadget . If you pay attention to do this, it changes your entire approach to vocabulary . Suddenly the mystery of where words come from, the difficulty of memorizing them, the bother of immediately having to look up the definition of an unfamiliar word, vanishes .

Moving downwards beyond the word we pass from syntax into morphology or word formation which is essential for one to enlarge one 's reading vocabulary scientifically but has been overlooked . Morphology studies or describes word formation including conversion, compounding and derivation or affixation . In fact, almost all the words made of more than six letters may turn out to be a derivation or a compound .

A derived or affixed word is formed by at least two morphemes . Morpheme is a word derived from the Greek root " morphe " meaning " form " . Morpheme is the smallest, indivisible meaningful unit in a language . We may also take morpheme as a meaningful linguistic unit that can not be further separated if the meaning of it is to be kept . Morpheme may refer to a word like " pass, sure " which may be called a stem or a bound form like " -rupt-, -struct " which is a root . Many words are to be formed around a stem, a base or a root which always reveals the essential meaning of the word formed with it .

alphabet—字母表; syntax—句法; morphology—词法; conversion—转换法; compounding—复合法; derivation or affixation—派生或加缀法
morpheme—词素

A morpheme may also be a prefix or a suffix which consists a letter or a group of letters habitually added before or after a root or a stem respectively . A prefix is normally good at modifying or giving change to the word meaning . For example: the prefix “ uni- ” from Latin meaning “ one ” is added to quite a lot of words to derive “ unicorn, unicycle, uniform, unilateral, unilayer, unimodal, universe... ”; another Latin prefix “ dis- ” has been put before “ appear, guise, honest, inherit, like, mount, qualify, regard, -rupt-, tract,... ” to offer us the derived words “ disappear, disguise, dishonest, disinherit, dislike, dismount, disqualify, disregard, disrupt, distract, ... ”, all having the negative meaning born by “ dis- ” .

A number of prefixes have “ disguises ” spelled in a somewhat different way, which is probably for the sake to facilitate or easy the pronunciation . Have you ever noticed while checking up the dictionary how many stems and roots are preceded by “ co-, col-, com-, con-, cor- ” each being a disguise or variant of the prefix “ con ” meaning “ together ” . The triple originated “ in- ” which conveys the meaning of either “ into ” or “ negation ” often appears in one of its variants “ ig-, il-, im-, ir- ” . Another example is the prefix “ sub- ” from Latin with its disguises “ suc-, suf-, sug-, sum-, sur-, sus- ” which means “ under, beneath, below; secondary, subordinate; less than, imperfectly or secretly ” all the time .

Suffixes are words or morphemes added to the end of words or word roots to change or add to the meaning or to change the tense or part of speech . Most of them are borrowed or inherited from Greek or Latin . Knowing them will not only save your energy in memorizing words but also help you make intelligent guesses about the meanings of words you may not know . For example, if you remember that suffixes “ -ant, -er, -or; -ian; -ist ” may all mean “ one that is or does; one that is from ...; one who believes in ... ”, you will easily guess in your quick reading the meanings of words like servant, inhabitant, buyer, creeper, professor, operator, Asian, African, socialist, realist, internationalist, etc . Have you ever realized that the English suffixes “ -s and its disguise -es, -ed, and -ing ” are tripling the verbs and duplicating the nouns that you have learned ? Think of it ! But don ’ t be greedy . Don ’ t corn word arbitrarily . Morphology reveals the wits of human in history and the formation of words always matches the prevailing thought and the power of imagination then .

There is a striking and basic difference between human beings and animals, that is: Man is able to imagine something that he saw or experienced but an animal can not . To imagine means to make images and to move them about inside one ’ s head in new arrangements . Among all the important images for human beings, words are the most abstract symbols . All the words

prefix—前缀; suffix—后缀; affixation—n .词缀, v .affix

precede—v .位于前, 领先; n .precedence, adj .precedent

disguise or variant—变体, 变形

arbitrarily—任意的, 专断的; n .arbitrary

imagination—想象, 想象力, 创造力; v .imagine, adj .imaginable, imaginary

image—n .像, 意象...; See one ’ s image in the mirror 照镜子自视。 He often speaks in images .他讲话总是很形象。 v .使...成像; The clouds imaged in a lake .云影映在湖中。

of a language make up the vocabulary of the language . Similarly, all the words one is using or has learned to read or write make up one 's vocabulary . In fact, " vocabulary " is derived from the Latin morpheme " -voc- " meaning " voice; to call " . So vocable refers to a word composed of various sounds or letters without regard to its meaning .

When Shakespeare let Hamlet say: " Words, words, words ", he really told us the truth . We are seldom conscious of words as words . We have been so busy using words that we forget that words are labels and can be stuck to big or general things or to small or specific things as well . Quite often, we harden the word into the thing and then cry that we are short of words or that our vocabulary can never be big enough . What a pity ! But it 's never too late to mend . Learn a little morphology to enlarge your vocabulary smartly .

Work on the text:

1 . True or false identification according to the text:

1) The 26 English letters are the essential elements in word formation so it is proper for our English teaching to jump directly from alphabetic letters into sentences . ()

2) To be equipped with some knowledge of morphology will soften the hard nut of memorizing long new words in learning English . ()

3) What you have to memorize rigidly in learning English words is seldom composed of more than six letters . ()

4) The root, stem or base in a derivation would always give hint to the exact meaning of the word in a passage . ()

5) A root or stem, a prefix, and a suffix can all be called a morpheme which normally has its own rather fixed meaning or function and is not divisible if its meaning is kept intact . ()

6) Disguises, variants or the other ways of spelling for the same morpheme must have been arbitrarily composed and are not in any way related to pronunciation . ()

7) How a word was formed was reasonable in its being formed days though it may appear to be not reasonable to us . Therefore, morphology would only help greatly those who can try to think in other 's shoes and try to comprehend the concepts of preceding generations through imagination . ()

【Keys】 1) F 2) T 3) T 4) T 5) T 6) F 7) T

2 . Read the following and see how simple sentences are joined to make a complex sentence

to make up, to be composed of—构成, 组成

vocable—作为音、形单位而非意义单位的词语; vocal—有声音的; vocalism—发声, 声乐; vocalist—声乐家, 歌唱家; vocation—神召, 天命; vocative—呼唤的, 称呼的

and how particles are disappearing or disguising themselves in the Chinese version:

1) What has been overlooked is that an English word can quite often be taken apart just as if it were a mechanical gadget . 一直被忽视的是英语字词常常可以像一个机械装置那样被拆分开来。

A mechanical gadget can be taken apart . An English word can often be taken apart . An English word is quite often like a mechanical gadget . People have overlooked this . This should not be overlooked .

2) If you pay attention to take apart long words that can be taken apart in reading, Suddenly the mystery of where words come from, the difficulty of memorizing them, the bother of immediately having to look up the definition of an unfamiliar word, vanishes . 如果你在阅读的时候留心分解可以拆分的长词, 字词之谜、记词的难度、不得已得马上查字典的烦恼会顿时消失。

Words can be taken apart . You do not pay attention to take them apart in reading . You wander a lot . Where are words from ? It is difficult to memorize them . There are new words . You have to look up a dictionary . It is bothering . All these are troubling you . Pay attention to take apart words in reading . All these troubles will vanish .

Supplementary Texts

Passage One

Sorting the Vocabulary

One's vocabulary can be grouped into three kinds of speaking, writing, and reading or recognition, and each would be significantly strengthened by one's guessing power which relies greatly on one's all around qualifications of personality for its accuracy and enhancing .

Often we find that the words which have punch, color, warmth and emotion turn out to be the shorter ones . Ogden and Richards once boiled down the basic working English vocabulary to eight hundred and fifty words . Admittedly, this is basic indeed, when you think of the over eight hundred thousand or more which are available . Really, out of the three to four thousand verbs in relatively common use, basic English relies only on eighteen: *be, come, do, get, give, go, have, keep, let, make, may, put, say, see, seem, send, take and will* . Indeed, we can get along with the bare minimum speaking vocabulary to do almost everything in daily life if they are used skillfully to show their great flexibility .

The writing vocabulary does not have to be big but must be used exactly and to the point to avoid misunderstanding . One of the reasons for this is that writing differs from speaking in

particles—结构词, articles, prepositions and conjunctions which are structural words that can not be used independently by themselves but are very important in making English sentences . There are no articles and only a few prepositions in Chinese . Most of the subordinate conjunctions in English sentences would vanish or be disguised in the corresponding Chinese version .

being unable to use body language and many flexible techniques such as replacing or repeating things . Another reason is that you can only see the meaning of a word in relationship to a sentence and a whole thought without facing the speaker . Therefore some of the words found in print would sound too literary in speech .

One 's reading or recognition vocabulary is the largest . No matter how big your vocabulary is, it is impossible for you to know the exact meaning of every word you read . Besides, there are many long words in the reading passages . Here, some morphological knowledge and your guessing ability would help . Guided by the meanings of morphemes and the meanings of the other words in the sentence or paragraph , using grammar and punctuation clues, you will guess the meaning of unfamiliar words .

Also, we fail to realize that abstract words are valuable and necessary . We need abstract words for they let us talk about more than we can see . The problem with abstract words is that we confuse the abstract with the concrete, and feel that we have labeled something when in fact we have not . A concrete word has a precise referent in the real world and points out or to something that is specific and real . An abstract word refers to something vague, something that can 't be touched or seen . This is similar to the concept of denotation and connotation of a word . The denotation of a word is its dictionary meaning, that is, what it denotes (*de*-means down; *note* is from Latin meaning mark); the connotation of a word has to do with its overtone of meaning, that is, what it connotes .

Anyhow, words are like bricks and writers are architects . Words staying by themselves would not make much sense . They must be put into sentences . By definition, the sentence is the maximal syntactic construction, a group of words conveying a complete thought . For different purposes, writers make sentences in a great variety to produce articles for persuasion, for argument, for convincing or advocating others . The one who is really good at producing proper sentences in variety is hopeful of becoming a great writer because either paragraph or article is made of sentences connected into coherence and unity by conjunctions and transitional words .

1 . Breakup the following complex sentence into simple, short ones without leaking out the original meaning:

- 1) We need abstract words for they let us talk about more than we can see .
- 2) The problem with abstract words is that we confuse the abstract with the concrete, and feel that we have labeled something when in fact we have not .
- 3) The one who is really good at producing proper sentences in variety is hopeful of becoming a great writer because either paragraph or article is made of sentences connected into coherence and unity by conjunctions and transitional words .

- 【Keys】**
- 1) We can see something . We can talk about something . Abstract words let us talk about and see more things . We need them .
 - 2) We have problem with abstract words . We confuse the abstract with the concrete

words . This is our problem with words . We have not labeled things . We do not feel so . This is not the fact .

- 3) Both paragraph and article are made of sentences . These sentences are connected by conjunctions and transitional words . The connection should be in coherence and unity . One is good at producing proper sentences . His sentences are in variety . He may become a great writer . It is hopeful .

2 . Raise a question against each underlined part :

1) One 's vocabulary can be grouped into three kinds of speaking, writing, and reading or recognition .

2) Your vocabulary can be significantly strengthened by your guessing power .

3) Your guessing power relies greatly on your all around qualifications of personality for its accuracy and enhancing .

4) Guided by the meanings of morphemes and the meanings of the other words in the sentence or paragraph, using grammar and punctuation clues, you will guess the meaning of unfamiliar words .

5) By definition, the sentence is the maximal syntactic construction, a group of words conveying a complete thought .

6) Writers make sentences in a great variety to produce articles for persuasion, for argument, for convincing or advocating others .

- 【Keys】**
- 1) How can one 's vocabulary be grouped ?
 - 2) By what can your vocabulary be significantly strengthened ?
 - 3) On what does your guessing power rely greatly for its accuracy and enhancing ?
 - 4) How will you guess the meaning of unfamiliar words ?
 - 5) What is a sentence by definition ?
 - 6) How and for what do writers make sentences to produce articles ?

Passage Two

Synonym

English has the largest vocabulary and the most synonyms of any language in the world . This richness is due to the fact that the English language has grown over the centuries by constantly incorporating words from other languages . For example, *street*, *mile* and the suffix-*chester* in the names of towns are words borrowed from Latin, *priest* and *bishop* are Greek, *whisky*, *bin* are from Celtic, *law*, *fellow* and *egg* are from Scandinavian . After the Norman

Synonym—同义词 ; acronym—首字母缩写词 ; homonym—同音、同形异义词 ; the suffix " -onym " is from Greek meaning " a name " .

Conquest the English vocabulary was virtually doubled by the addition of French words, especially those reflecting a higher standard of living and a more complex social life such as words connected with food—*sugar, vinegar, boil, fry, roast*, clothing—*garment, robe, mantle, gown*, law—*plaintiff, perjury, legacy*, religion—*convent, hermitage, chaplain, cardinal*, social rank and organization—*prince, duke, count, vassal, mayor, constable*. Much of these new French vocabulary duplicated the pre-existing Anglo-Saxon vocabulary, giving the writer or speaker a choice of synonyms out of *cure* or *heal*, *table* or *board*, *labour* or *work*, *mirror* or *glass*, *assemble* or *meet*, *power* or *might*, etc. Sometimes the duplication of vocabulary was used to make distinctions: *ox, swine, calf* and *deer* are called, when killed and prepared for cooking, *beef, pork, veal* and *venison* replace them; *Hitting, striking, stealing* and *robbing* would become, when viewed through the eyes of French law, *assault, battery, larceny* and *burglary*.

The Renaissance brought a great influx of Latin and Greek originated words into English. The larger world discovered through travel from the Crusades onwards and exploration, especially in the Elizabethan period, also expanded the English vocabulary. For instance, *tub, spool and deck* are from Dutch, *armada* and *grenade* are Spanish, *squash* and *hickory* are from American Indian, *chocolate* and *tomato* came from Mexican. Then the United States has added vastly to the English vocabulary since American Colonial times. *Ice cream, jeep* and *rock-and-roll* are internationally known terms. Moreover, American terminology for so many things exists side by side with an English terminology, placing another whole group of synonyms at our service: *Servant, pavement, railway, lift, chemist, hire-purchase system, petrol, draughts* and *boot* in British English would be replaced by *help, sidewalk, railroad, elevator, druggist, installment plan, gasoline, checkers* and *trunk* in American English.

Synonyms in English are of many kinds. Some groups of synonyms seem like a simple embarrassment of riches: *Foreword* is English, *preface* is from French, *introduction* from Latin and *prolegomenon* from Greek. Some refer to geographical variants of the same kind of thing: *plain* is from French, *steppe* comes from Russian, *pampas* belongs to South American Indian. Others differ from one another principally in degrees of abstraction: *Teach* is the most general word, *educate, indoctrinate, instruct, school, tutor* being specialized in application. Synonyms like *tip, cant, careen, heel, list, slant, slope, tilt* which can be generalized to mean “incline” and *screech, scream, clamor, yell, howl* which can be translated into “outcry” are of quite similar meaning to make distinctions at the concrete, descriptive level.

However, it is justified to say that there are no exact synonyms. Stop just memorizing lists of words and begin looking at them as individual units, recognizing that each one has its own special characteristics. This is true even with words that are close in meaning. Not to say that

The Norman Conquest—从 1066 年英国被诺曼底公爵征服并统治的时期，此间法语被规定为“官方语言”

Renaissance—14 到 16 世纪的欧洲文艺复兴

Crusade—十字军，即：1096 ~ 1272 年间欧洲耶教各国和回教争夺圣地的远征军

words change in meaning according to time and place and circumstance .

At first glance the words *dip*, *immerse*, *submerge*, *duck*, and *souse* may almost seem to be like sextuplets, virtually identical . Yet, on closer inspection you find this is not so . When you dip your finger into water, you put it in just slightly and suggesting that you might do this quickly . Reaching for pun, *immerse* has a deeper meaning and indicates the water is covering you . If a commander of a submarine has the craft submerged, the submarine or craft will be underwater for a longer time . The one who, by chance, falls into the water or gets caught in a heavy thundershower will certainly come home soused .

So you can see that how synonyms can help you build a more powerful vocabulary is not a rigidity . A word, like a garment, may go quite out of fashion, and so disappear . However, the words that get completely lost are comparatively few . Words are not like counters, complete in themselves and independent of one another . They are living things . There is something beyond definition; and for the creative writer a realm in which he walks by the light of his intuition and imagination . As is expressed by Ben Johnson, words and sense are as the body and soul in both speech and writing .

Give brief answer to the following questions according to the text:

- 1 . Why does English has the richest synonyms among the world languages ?
- 2 . When and by what was the pre-existing Anglo-Saxon vocabulary duplicated ? Give some words as examples .
- 3 . What other sources or events helped enlarge the English vocabulary and enriched the English synonyms ?
- 4 . Are *ice cream*, *jeep* and *rock-and-roll*, *help*, *sidewalk*, *railroad*, *elevator*, *drug-gist*, *installment plan*, *gasoline*, *checkers* and *trunk* words of typical British English ?
- 5 . At least how many kinds are synonyms grouped into in the text ?
- 6 . Do you know that there is a simile in each of the two sentences“ A word, like a garment, may go quite out of fashion, and so disappear . Words and sense are as the body and soul in both speech and writing .” Can you tell what are being similized in them ?
- 7 . Is it justified to say that there are no exact synonyms ?

- 【Keys】**
- 1 . The English language has grown over the centuries by constantly incorporating words from other languages .
 - 2 . During and after the Norman Conquest much new French vocabulary, especially those reflecting a higher standard of living and a more complex social life, duplicated the pre-existing Anglo-Saxon vocabulary, for example: *sugar*, *vinegar*, *boil*, *fry*, *roast*; *garment*, *robe*, *mantle*, *gown*; *plaintiff*, *perjury*, *legacy*; *convent*, *hermitage*, *chaplain*, *cardinal*; *prince*, *duke*, *count*, *vassal*, *mayor* and *constable* all came from French .
 - 3 . The Renaissance brought a great influx of Latin and Greek originated words into

English . The larger world discovered through travel from the Crusades onwards and exploration, especially in the Elizabethan period, also expanded the English vocabulary . Then the United States has added vastly to the English vocabulary since American Colonial times . Moreover, American terminology for so many things exists side by side with an English terminology, placing another whole group of synonyms at our service .

4 . No, they are words of American English .

5 . Synonyms are grouped into at least three kinds: Synonyms that seem like a simple embarrassment of riches: *Foreword* is English, *preface* is from French, *introduction* from Latin and *prolegomenon* from Greek . Synonyms that refer to geographical variants of the same kind of thing: *plain* is from French, *steppe* comes from Russian, *pampas* belongs to South American Indian . Synonyms that differ from one another principally in degrees of abstraction: *Teach* is the most general word, *educate*, *indoctrinate*, *instruct*, *school*, *tutor* being specialized in application .

6 . *Word* is similized to *garment* and *words and sense* are similized to *body and soul* .

7 . Yet, it is justified to say so .

Passage Three

Lucidity , Simplicity, Euphony (adapted excerpts)

—W . Somerset Maugham

I have never had much patience with the writers who claim from the reader an effort to understand their meaning . What I advocate in writing is “ lucidity, simplicity and euphony ” .

There are two sorts of obscurity that you find in writers . One is due to negligence and the other to willfulness . People often write obscurely because they have never taken the trouble to learn to write clearly . This sort of obscurity you find too often in modern philosophers, in men of science, and even in literary critics .

Another cause of obscurity is that the writer is himself not quite sure of his meaning . He has a vague impression of what he wants to say, but has not, either from lack of mental power or from laziness, exactly formulated it in his mind and it is natural enough that he should not find a precise expression for a confused idea . This is due largely to the fact that many writers think, not before, but as they write . The pen originates the thought . The disadvantage of

Lucidity n ., lucid adj .—shining; transparent; easily understood; intellectually bright .

Euphony—an agreeable sound, easy pronunciation .

W . Somerset Maugham(1874 ~ 1965)—English novelist, dramatist, short story writer, he wrote *Of Human Bondage*, *The Moon and Sixpence*, *The Circle*, *The Summing up* .

Obscure—not easily understood; not clear, legible, or perspicuous; not distinct .

this, and indeed it is a danger against which the author must be always on his guard, is that there is a sort of magic in the written word . The idea acquires substance by taking on a visible nature, and then stands in the way of its own clarification . This sort of obscurity merges very easily into the willful . The fault is with their own minds which have not the faculty of precise reflection as the writers are inclined to suppose that their thoughts have a significance greater than at first sight appears .

Simplicity is not such an obvious merit as lucidity . I have aimed at it because I have no gift for richness . Within limits I admire richness in others, though I find it difficult to digest in quantity . I can read one page of Ruskin with delight, but twenty only with weariness . Words thus strung together fall on the ear like music . The appeal is sensuous rather than intellectual, and the beauty of the sound leads you easily to conclude that you need not bother about the meaning . But words are tyrannical things, they exist for their meanings, and if you will not pay attention to these, you cannot pay attention at all . But if richness needs gifts with which everyone is not endowed, simplicity by no means comes by nature . To achieve it needs rigid discipline . It cries for good breeding to see that simplicity and naturalness are the truest marks of distinction .

To write good prose is an affair of good manners . It demands depth and insight . It needs taste rather than power . It has been said that good prose should resemble the conversation of a well-bred man . The writers of English, perhaps owing to the poetic nature of the language, have seldom reached the excellence that seems to have come so naturally to him .

To ascribe or attribute importance to euphony must depend on the sensitiveness of your ear . A great many readers and many admirable writers are devoid of this quality . Poets have always made use of alliteration for getting the effect of music through the repetition of a sound at the beginning of words . It seems to me that in prose alliteration should be used only for a special reason; when used by accident it falls on the ear very disagreeably . Many writers without distress or extreme pain will put two rhyming words together, join a monstrous long adjective to a monstrous long noun, or between the end of one word and the beginning of another have a conjunction of consonants that almost breaks your jaw . I mention them only to prove that if careful writer can do such things it is only because they have no ear . Words have weight, sound and appearance; it is only by considering these that you can write a sentence that is good to look at and good to listen to .

If you could write lucidly, simply, euphoniously and yet with liveliness, you would write perfectly . For my part, if I get it at all, it is only by strenuous effort . Nature seldom provides me with the word, the turn of phrase, that is appropriate without being far-fetched or commonplace .

Alliteration—头韵

consonant—辅音, 辅音字母, 谐音