

研究生英语综合教程2

主 编：黄胜兰 李 娜

副主编：胡华芳 舒亭亭

编 者：纪蓉琴 刘映红



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内 容 简 介

本教材共有八个单元，每单元包括四个部分：阅读与翻译、学术阅读、学术写作、翻译技巧。每个单元包含两篇课文，涉及音乐、体育、美术、设计等相关主题，选材新颖，内容丰富，语言规范。本教材练习形式多样，具有较强的针对性，有利于全面提高学生的阅读、写作和翻译能力。本教材还配有课文的参考译文，请读者登录[ftp://ftp.tup.tsinghua.edu.cn/](http://ftp.tup.tsinghua.edu.cn/)下载使用。

本教材适合作为高等院校的音乐、体育、美术、设计等艺术类专业研究生的公共英语教材，也可作为相关从业人员自我提升的辅导用书。

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前言

本教材以培养应用型人才为目标，结合学生毕业后的实际工作需要，旨在帮助学生掌握其未来岗位所需要的专业英语知识和技能，并提高他们运用英语在专业领域进行沟通和交流的能力。

本教材适合高等院校（包括高职高专院校）的音乐、体育、美术、设计等艺术类专业研究生的公共英语课程使用，也可作为电大、各类成人院校学生及广大从业人员的辅导用书。本教材充分体现了《非英语专业研究生英语教学大纲》的精神，结合了学生的实际情况；注重语言材料的实用性、趣味性、思想性；从学生的接受能力和知识水平出发，注重语言应用能力的培养。

本教材旨在提高音乐、体育、美术、设计等艺术类专业学生在各自领域的英语读、写、译等应用能力。教材共有八个单元，每单元包括以下四部分内容：

第一部分：“阅读与翻译”（Reading and Translating），该部分旨在培养学生阅读和翻译音乐、体育、美术、设计等专业领域英语文献的能力。本部分包括 Text A 和 Text B 两篇主题课文，课文在内容上与特定的专业与职业相关，课后配有与课文内容相关的适量练习。

第二部分：“学术阅读”（Academic Reading），该部分侧重培养学生的学术英语阅读能力，将通用学术英语教学理念与科技英文文献阅读相结合，介绍了阅读英文文献的基本技巧，并配有相应的练习，以提高学生查阅英文资料、获取专业知识的学术能力。

第三部分：“学术写作”（Academic Writing），该部分侧重培养学生的学术英语写作能力，提高学生对英语学术写作规范的认识；通过介绍学术写作规范，帮助学生学会用英语向国际会议或期刊投稿，参与国际学术交流，成为具有国际学术交流能力的人才。

第四部分：“翻译技巧”（Translating Skill），该部分帮助学生在了解英汉两种语言共性和差异的基础上进行创造性翻译；通过介绍常用的基本翻译技巧，使学生在翻译中不拘泥于原文的结构，采用符合译入语习惯和逻辑的表达方法，并通过翻译实践让学生掌握翻译技巧，使译文准确、通顺。

本教材构思独特，实用性强，尤其突出音乐、体育、美术、设计等专业领域的语言特点；选材新颖，内容丰富，语言规范；练习设计具有实用性和针对性，便于教学。书后配有词汇表和参考答案。本教材还配有课文的参考译文，有需要的读者可登录 <ftp://ftp.tup.tsinghua.edu.cn/> 下载使用。

由于编者水平有限，加之时间仓促，难免有不足之处，请广大读者批评指正。

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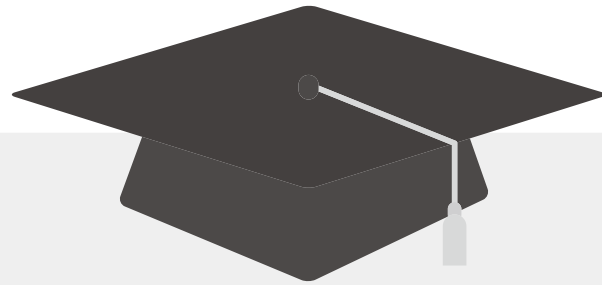
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Unit 1

...

**Sports and
Technology**



Part I

Reading and Translating



Text A

A Chair for Getting Fit and Trim

Getting fit and athletic—while sitting? Researchers at the **Cluster** of Excellence Cognitive Interaction Technology (CITEC) of Bielefeld University are developing an active chair as part of the KogniHome¹ research project. At first glance, the chair looks just like another reclining chair with a footrest that you would find in a living room in front of the TV. But upon closer inspection, the chair is actually connected to a virtual **avatar** and has all manner of technical **refinements**.

The chair can be adjusted for each individual member of the family and can react to, for instance, a person's physical condition and the time of the day. The virtual avatar leads family members to perform fitness exercises in the chair, and in the future, this avatar will also give feedback on healthy posture. In addition to this, the chair will **unobtrusively** measure **respiration** and heart rate, allowing it to monitor all important physical **parameters** during exercise. This information will also be used for specific relaxation exercises done in the chair.

“The personal trainer can be used for relaxation but also as a comfortable reclining chair for watching TV, as it has all the functionality of a normal chair,” says Dr. Thomas Schack, who heads the personal trainer subproject together with Dr. Ulrich Rückert for the Cluster of Innovation KogniHome. “The personal trainer can also assist the user in performing fitness exercises both correctly and in a way that is gentle on the joints. The trainer's program includes various yoga and fitness exercises, as well as instruction in strength building.” For the personal trainer, the researchers looked to the **SonicChair**, which was developed by Dr. Thomas Hermann with the Ambient Intelligence research group. Using an audio signal, the SonicChair **alerts** a worker when he or she has not changed their position in a long time. The chair measures a person's sitting position with sensors that are integrated into the surface of the seat.

The personal trainer can recognize each individual member of the family via Smartphone or Smartwatch. It assists elderly or physically challenged people to sit down or stand up by raising or lowering the chair. Depending on the user's preferences, it can automatically put up the **recliner** at 8 pm, “knowing” that the person likes to watch TV at this time. It has integrated force sensors that measure how weight is distributed in the chair. Playful movement activities allow the back and stomach, for instance, to be strengthened. All exercises are led by a virtual avatar that appears

on a display on the wall. The virtual coach also encourages exercise outside of the chair and thus enables exercise training within the apartment. With the help of the virtual personal trainer, all areas of the body can be effectively exercised. And as part of an individual training program, the personal trainer can be used together with the intelligent cooking assistant KogniChef to create a coordinated nutrition plan to best help the user reach his or her training goals.

“It is important to us that the coach does not **intervene** in the training in a **domineering** way, but rather assists and motivates the user. Accordingly, the virtual avatar does not force one to do the individual exercises or make strict rules, but points out when the user is overdoing or underdoing it, and encourages him or her to **give it their best**—much like a human personal trainer. This coach helps overcome one’s inner couch potato,” explains Professor Schack. During the development phase of the various components of the smart, “thinking” apartment KogniHome, project partners are already taking into consideration the **ethical**, legal, social, and technical safety issues of these technologies. To this point, they are also planning a **manifesto**, which is being drafted as part of cross-sectional project ELSI, an **acronym** that stands for Ethical, Legal, and Social Implications.

CITEC researchers are developing the personal trainer together with the family-owned companies Hella and Hettich. The **automotive** supplier Hella KGaA Hueck & Co. from Lippstadt produces primarily automotive components and systems in the areas of lighting technology and electronics. “**Assistive** technologies for cars and apartments share many similarities. The human user is at the center of both, and the technology must serve their human user’s needs and provide assistance in various activities. For the personal trainer, we are contributing our **expertise** in the technology for recording and measuring a driver’s activity. This can be applied one-to-one to the chair,” explains Dr. Michael Schilling, project leader in predevelopment at Hella. The Hettich corporate group from Kirchlengern in Ostwestfalen is one of the world’s largest manufacturers of furniture fittings. The family-owned company is involved in all areas of KogniHome. The company Hettich is developing the **mechanics** for various movement functions together with a partner providing the chair with embedded sensors and **actuator** devices. In addition to this, user studies with **demonstrators** are being conducted for which ethics applications are submitted in the framework of the ELSI project.

In the Cluster of Innovation KogniHome, 14 project partners from the region of Ostwestfalen-Lippe² are working together through mid 2017 on a networked apartment that enhances the health, quality of life, and safety of family, singles, and senior citizens. The German Federal Ministry of Education and Research (BMBF)³ is funding the project over a period of three years with eight million Euro. KogniHome is led by CITEC, the Cluster of Excellence at Bielefeld University.



New Words and Expressions

trim	[trɪm]	adj.	修长的; 苗条健康的
cluster	['klʌstə(r)]	n.	群; 簇; 丛; 串
avatar	['ævətɑ:(r)]	n.	化身
refinement	[rɪ'faɪnmənt]	n.	改进; 改善
unobtrusively	[,ʌnəb'tru:sɪvli]	adv.	不容易被发现地
respiration	[,respə'reɪʃn]	n.	呼吸; 呼吸作用
parameter	[pə'ræmɪtə(r)]	n.	参数
sonic	['sɒnɪk]	adj.	音速的; 声音的
alert	[ə'lɜ:t]	v.	警告
recliner	[rɪ'klaɪnə(r)]	n.	躺椅
intervene	[,ɪntə'vi:ɪn]	v.	干涉
domineering	[,dɒmɪ'niəriŋ]	adj.	专横的
give it one's best			尽(某人)全力做好
ethical	['eθɪkəl]	adj.	伦理的
manifesto	[,mæni'festəʊ]	n.	声明; 宣告
acronym	['ækrənɪm]	n.	首字母缩略词
automotive	[,ɔ:tə'məʊtɪv]	adj.	汽车的
assistive	[ə'sɪstɪv]	adj.	辅助的
expertise	[,ekspɜ:'ti:z]	n.	专门知识
mechanics	[mə'kæniks]	n.	技术
actuator	['æktjuətə]	n.	[自]促动器
demonstrator	['demənstreɪtə(r)]	n.	证明物



Notes

1. **Kogni** is a German word which means “cognitive”.
2. **Ostwestfalen-Lippe** is a technology region in the German state of North Rhine-Westphalia, with a 2,000-year-old history and culture. Ostwestfalen-Lippe is the eastern part of the region of Westphalia, joined with the Lippe region.
3. **The German Federal Ministry of Education and Research (BMBF)** is a cabinet-level ministry of the Federal Republic of Germany. It is headquartered in Bonn, with an office in Berlin. The Ministry provides funding for research projects and institutions, regulates nuclear energy, and sets general educational policies. It also provides student loans in Germany.

However, a large part of educational policies in Germany are decided at the state level, strongly limiting the influence of the ministry in educational matters.

Exercises

Check Your Understanding

I. Mark the following statements with T (true) or F (false) according to the passage.

- () 1. The chair can monitor the postures of family members now.
- () 2. The chair is only for performing exercises, and cannot be used as a normal chair.
- () 3. The chair can help people to do some exercises that are not harmful to their joints.
- () 4. SonicChair is a chair that uses an audio signal to warn the users on their unchanged positions.
- () 5. The chair is not user-friendly.
- () 6. There are still some ethical, legal, social, and technological issues to be researched on the development of the chair.
- () 7. Both the chair and cars utilize the so-called “assistive technologies”.
- () 8. The chair is regarded as a “personal trainer” because it can speak to the users.

II. Give brief answers to the following questions.

1. What are the parameters of exercises that the chair can monitor?
2. What is the similarity between the chair and SonicChair?
3. How does the chair strengthen the back and stomach of the user?
4. Why is the chair user-friendly?
5. Why are CITEC researchers developing the personal trainer together with Hella and Hettich?

Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

- | Column A | Column B |
|------------------|---|
| 1. refinements | a) not easily noticed |
| 2. unobtrusively | b) a special skill or knowledge that is acquired by training, study, or practice |
| 3. parameters | c) relating to beliefs about right and wrong |

- 4. intervene d) to control other people without any consideration for their feelings or opinions
- 5. domineer e) small changes or additions that are made to something in order to improve it
- 6. ethical f) the way a process, system, or activity works or in which it is done
- 7. expertise g) to organize the various people and things involved in an activity
- 8. mechanics h) to become involved in a situation and try to change it
- 9. overdo i) factors or limits which affect the way that something can be done or made
- 10. coordinate j) to behave in an exaggerated or extreme way

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
	私人教练
reclining chair	
	一对一
performing fitness exercises	
	汽车零部件
measure respiration	
	均衡的营养计划
furniture fittings	
	老人
stand for	

V. Complete the following sentences by translating the Chinese in the brackets into English.

1. To this point, _____ (他们正计划起草一个声明, 作为一个跨领域项目 ELSI 的一部分), an acronym that stands for Ethical, Legal, and Social Implications.
2. In addition to this, _____ (研究者们还进行了有证据支持的用户研究, 以决定在 ELSI 项目的框架内提交何种应用才符合伦理学要求).
3. In addition to this, the chair will unobtrusively measure respiration and heart rate, _____ (允许它监控运动期间所有重要的生理参数).
4. The personal trainer can be used for relaxation but also _____ (当作一把舒适的靠背椅用来看电视, 因为它具备一把平常椅子的所有功能).
5. The chair measures a person's sitting position with _____ (合成在座椅表面的传感器).



Text B

Ketone Drinks

Ketones are produced when the body burns fat for energy or fuel. They are also produced when you lose weight or if there is not enough insulin to help your body use sugar for energy. Without enough insulin, glucose builds up in the blood. Since the body is unable to use glucose for energy, it breaks down fat instead. When this occurs, ketones form in the blood and spill into the **urine**. These ketones can make you very sick.

But a drink developed for soldiers to generate energy from ketones rather than carbs or fat allowed highly trained cyclists to add up to 400 meters of distance (2% increase) to their workouts, a small U.K.-led study reports July 27 in *Cell Metabolism*. The **supplement**, which will be commercially available within the year, works by temporarily switching the primary source of cellular energy from glucose or fat to ketones—molecules derived from fat that are known to be elevated in people consuming a low-carb, Atkins-like diet¹.

“It’s really interesting; with a single drink of nutritional ketone you can do the same exercise with completely different metabolism,” says Dr. Pete Cox, a **clinician** at the University of Oxford and first author on the paper. “Given the findings of this study, which challenges our fundamental understanding of human **physiology**, it will be **tempting** for many to focus on pursuing the endurance and sport-related **avenues**, but it would be a great shame if the metabolic basis of this work was not further explored.”

Ketosis is a way for humans to deal with starvation. Ketones are made in the liver from mobilized body fat, so when the body doesn’t get enough fuel from food, internal fat stores are broken down to make ketones that feed the brain. Normal metabolism is driven by the burning of carbs and fat obtained in a balanced diet.

The idea to develop a ketone food group came from the Defense Advanced Research Projects Agency (DARPA)², the research branch of the United States army, who put out a \$10 million call for the development of the most efficient food for soldiers to take onto a battlefield. One of the people to answer this call was University of Oxford biochemist Professor Kieran Clarke. With Dr. Richard Veech at the National Institutes of Health, she assembled a team who invented the ketone **ester** drink, and this paper is the first **efficacy** study to show that the **exogenous** ketone can improve performance for certain types of activities. (Safety studies have already been conducted, and the drink does not have any **adverse** effects.)

In a study of 39 cyclists, including some former Olympians, they found that the muscles use ketones when provided in the diet, and that this uptake increases in proportion to the intensity of exercise. In one experiment, the researchers gave the cyclists “energy drinks”, each **infused** with

a different source of fuel—carbohydrates, fats, or ketones—and found that cyclists who had the ketone drink had the lowest levels of **lactate**, a byproduct of the body's breakdown of glucose, which is often associated with muscular stress, or the **achy**, tired feeling felt after a **strenuous** workout. The observation could help explain why the high-performing cyclists on the ketone drink traveled an average of 400 meters farther over a half hour than those consuming the carbohydrate or fat drink.

“The ketone itself is **inhibiting** glycolysis, so that with the same exercise you're preserving glycogen and producing much less **lactic acid**—this hasn't been seen before,” Clarke says. “What may be happening is if you are doing something that isn't a **sprint**, like going on a 26-mile run, you won't **hit the wall** as quickly. Not only that, but it stops you from aching afterwards.”

“While a good fit for marathon runners, the ketone drink is unlikely to help many Olympic athletes or sprinters,” she says, “because their exercise is primarily **anaerobic**, and the body needs oxygen to burn ketones.” Clarke also cautions against drinking too much of the supplement, because while ketones become the primary **metabolite**, some glycolysis is also needed for them to have beneficial effects.

A University of Oxford spinout company will now develop and commercialize the ketone drink. Clarke says they are scaling up and are aiming to have the ketone food available for purchase by the end of the year. In the meantime, she and her group will continue to investigate the biology of this **alternative** metabolism in humans.



New Words and Expressions

ketone	['ki:təʊn]	<i>n.</i>	酮
urine	['ju:ərɪn]	<i>n.</i>	尿
supplement	['sʌplɪmənt]	<i>n.</i>	补充物
clinician	[kli'nɪʃn]	<i>n.</i>	临床医生
physiology	[fɪzi'ɒlədʒi]	<i>n.</i>	生理机能
tempting	['temptɪŋ]	<i>adj.</i>	吸引人的; 诱惑人的
avenue	['ævənju:]	<i>n.</i>	[比喻](达到某物的)途径, 手段, 方法, 渠道
ketosis	[kɪ'təʊsɪs]	<i>n.</i>	[内科]酮病
ester	['estə(r)]	<i>n.</i>	[有化]酯
efficacy	['efɪkəsi]	<i>n.</i>	功效, 效力
exogenous	[ek'sɒdʒənəs]	<i>adj.</i>	外生的; 外因的
adverse	['ædvɜ:s]	<i>adj.</i>	不利的
infuse	[ɪn'fju:z]	<i>v.</i>	使充满
lactate	[læk'teɪt]	<i>n.</i>	[有化]乳酸盐
achy	['eɪki]	<i>adj.</i>	疼痛的

strenuous	['strenjuəs]	<i>adj.</i>	紧张的; 费力的, 艰苦的
inhibit	[ɪn'hɪbɪt]	<i>v.</i>	抑制
lactic acid		<i>n.</i>	[有化] 乳酸
sprint	[sprɪnt]	<i>n.</i>	冲刺; 短跑
hit the wall			(长跑运动员) 突然跑不动了
anaerobic	[,æneə'rəʊbɪk]	<i>adj.</i>	无氧的
metabolite	[mɪ'tæbəlɪt]	<i>n.</i>	[生化] 代谢物
alternative	[ɔ:l'tɜ:nətɪv]	<i>adj.</i>	供选择的



Notes

- Atkins-like diet**, also known as the Atkins nutritional approach, is a low-carbohydrate diet promoted by Robert Atkins and inspired by a research paper he read in *The Journal of the American Medical Association*. The paper entitled “Weight Reduction” was published by Alfred W. Pennington in 1958. The Atkins diet is classified as a fad diet. There is only weak evidence supporting its effectiveness in helping achieve sustainable weight loss.
- The Defense Advanced Research Projects Agency (DARPA)** is an agency of the U.S. Department of Defense responsible for the development of emerging technologies for use by the military.



Exercises

- Complete the following sentences by translating the Chinese in the brackets into English.**
- The supplement, _____ (年内将用作商业用途上市), works by temporarily switching the primary source of cellular energy from glucose or fat to ketones.
- It will be tempting for many to focus on _____ (追求更加持久的耐力和其他与体育相关的解决方案), but it would be a great shame if the metabolic basis of this work was not further explored.
- Normal metabolism _____ (是通过燃烧从均衡饮食中获得的碳水化合物和脂肪驱动的).
- In a study of 39 cyclists, including some former Olympians, they found that the muscles use ketones when provided in the diet, and _____ (酮的摄入与运动的强度成正比).
- _____ (这项观察可以帮助解释为什么饮用了含酮饮料的高水平自行车选手们) traveled an average of 400 meters farther over a half hour than those consuming the carbohydrate or fat drink.

II. Give brief answers to the following questions.

1. When can ketones be produced in our body?
2. How did normal metabolism happen?
3. What is the effect of ketone drink for cyclists?
4. Why is the ketone drink unlikely to help Olympic athletes or sprinters?
5. How does ketone improve the performance of athletes?



Part II

Academic Reading

Identifying References in the Text

Every text has a structure. It is not just a random collection of sentences. The parts that make up the text are related in a meaningful way to each other. In order to understand the text, it is necessary to understand how the sentences are related. Words like “it”, “this”, “that”, “here”, “there”, etc. refer to other parts of the text. You need to understand these connections or links. Reference is one of the main types of links used in academic texts.

Certain items of language in English have the property of reference. That is, they do not have meaning themselves, but they refer to something else for their meaning. Let's see the paragraph below.

The scientific study of memory began in the early 1870s when a German philosopher, Hermann Ebbinghaus, came up with the revolutionary idea that memory could be studied experimentally. In doing so he broke away from a 2000-year-old tradition that firmly assigned the study of memory to the philosopher rather than to the scientist. He argued that the philosophers had come up with a wide range of possible interpretations of memory but had produced no way of deciding which amongst these theories offered the best explanation of memory. He aimed to collect objective experimental evidence of the way in which memory worked in the hope that this would allow him to choose between the various theories.

In this text “he” and “him” refers to “Hermann Ebbinghaus”. In order to understand the text, you need to know what these words refer to in the text. The following is another example.

These theories all stem from some underlying assumptions about people. To a large extent, they tend to represent the dominant mood or climate of opinion at that time. Schein has classified them

as follows, and it is interesting to note that the categories follow each other in a sort of historical procession, starting from the time of the industrial revolution.

Other words used in this way are “he”, “him”, “it”, “this”, “that”, “these”, “those”, “here”, “there” etc.



Exercises

Identify the references in the following texts by circling them.

1. Every organization, as soon as it gets to any size (perhaps 1,000 people), begins to feel a need to systematize its management of human assets. Perhaps the pay scales have got way out of line, with apparently similar-level jobs paying very different amounts; perhaps there is a feeling that there are a lot of neglected skills in the organization that other departments could utilize if they were aware that they existed. Perhaps individuals have complained that they don't know where they stand or what their future is; perhaps the unions have requested standardized benefits and procedures. Whatever the historical origins, some kind of central organization, normally named a personnel department, is formed to put some system into the haphazardry. The systems that they adopt are often modeled on the world of production, because that is the world with the best potential for order and system.
2. We all tend to complain about our memories. Despite the elegance of the human memory system, it is not infallible, and we have to learn to live with its fallibility. It seems to be socially much more acceptable to complain of a poor memory, and it is somehow much more acceptable to blame a social lapse on “a terrible memory”, than to attribute it to stupidity or insensitivity. But how much do we know about our own memories? Obviously we need to remember our memory lapses in order to know just how bad our memories are. Indeed one of the most amnesic patients I have ever tested was a lady suffering from Korsakoff's syndrome, memory loss following chronic alcoholism. The test involved presenting her with lists of words; after each list she would comment with surprise on her inability to recall the words, saying: “I pride myself on my memory!” She appeared to have forgotten just how bad her memory was.



Part III

Academic Writing

Features of Academic Writing—Objectivity

This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. This is related to the basic nature of academic study and academic writing, in particular. Nobody really wants to know what you “think” or “believe”. They want to know what you have studied and learned and how this has led you to your various conclusions. The thoughts and beliefs should be based on your lectures, reading, discussion and research and it is important to make this clear.

Compare these two paragraphs:

Paragraph 1

The question of what constitutes “language proficiency” and the nature of its cross-lingual dimensions is also at the core of many hotly debated issues in the areas of bilingual education and second language pedagogy and testing. Researchers have suggested ways of making second language teaching and testing more “communicative” (e.g., Canale and Swain, 1980; Oller, 1979b) on the grounds that a communicative approach better reflects the nature of language proficiency than one which emphasizes the acquisition of discrete language skills.

Paragraph 2

We don't really know what language proficiency is but many people have talked about it for a long time. Some researchers have tried to find ways for us to make teaching and testing more communicative because that is how language works. I think that language is something we use for communicating, not an object for us to study and we remember that when we teach and test it.

Which is the objective paragraph?

In general, avoiding words like “I”, “me”, “myself” can achieve objectivity in writing. A reader will normally assume that any idea not referenced is your own. It is therefore unnecessary to make this explicit.

Don't write: “In my opinion, this is a very interesting study.”

Write: “This is a very interesting study.”

Avoid “you” to refer to the reader or people in general.

Don't write: “You can easily forget how different life was 50 years ago.”

Write: “It is easy to forget how difficult life was 50 years ago.”

More examples:

- Clearly this was far less true of France than...

- This is where the disagreements and controversies begin...
- The data indicates that...
- This is not a view shared by everyone; Jones, for example, claims that...
- ...very few people would claim...
- It is worthwhile at this stage to consider...
- Of course, more concrete evidence is needed before...
- Several possibilities emerge...
- A common solution is...



Exercises

Rewrite the following paragraphs in a more academic style.

1. I would call Wagner a subjective artist. What I mean is that his art had its source in his personality; his work was virtually independent, I always feel, of the epoch in which he lived. On the other hand, I always consider Bach an objective artist. You can see that he worked only with the forms and ideas that his time proffered him. I do not think he felt any inner compulsion to open out new paths.
2. Most people take drug overdoses because they find that it's difficult to sort out their problems clearly. That's why you should treat your patients in a clear way. That means you should treat your patients in a way that helps them to tell the difference between their problems and find ways to deal with them.



Part IV

Translating Skill

语态转换法

由于在英汉两种语言当中都有主动语态和被动语态，因此，在英译汉时，人们常常会简单地认为只要按照原句的语态处理就行了。事实上并非如此。在英语中被动语态的使用频率要远远高于汉语。如果一味按照英语的语态来翻译，往往会使得译文显得十分别扭，带

有明显的翻译腔，甚至出现文理不通的情况。语态转换法就可以解决这个问题。它可以分为以下两种情况：

一、主动句转换成被动句

英语主动句的名词有时可以处理成汉语被动句中的动词。例如：

There are more than 60,000 prosecutions a year for shoplifting.

每年有六万多人因在超市偷窃而被起诉。

二、被动句转换成主动句

1. 转换成含被动意义的主动句。

有些汉语译文的句型从形式上看是主动语态，但其中被动的含义不言而喻。在翻译英语被动句时，一般不用改变原句的结构，直接译出即可。例如：

If understanding prevails, UNCTAD is in a position to replace confrontation with agreement; it cannot be put off.

若能普遍达成谅解，联合国贸发会议就能用协议取代对抗；这项工作不能再拖延下去了。

2. 转换成带表语的主动句。

英语中许多表示某种结果或状态的被动结构一般应转换成汉语的系表结构，把原句中的有关状语或施事方移到汉语的表语之中。例如：

A dialect is known by every linguist in this room.

有一种方言是在座的每一位语言学家都懂得的。

3. 转换成无主句。

无主句是汉语特有的句子形式，其作用和效果相当于英语中无施事方的被动句，因而可以用来翻译某些英语被动形式。例如：

It must be admitted that only when we get a taste of its abuse will we feel the full meaning of cloning.

必须承认，只有当我们尝到克隆被滥用的恶果之后，我们才会彻底明白其价值所在。



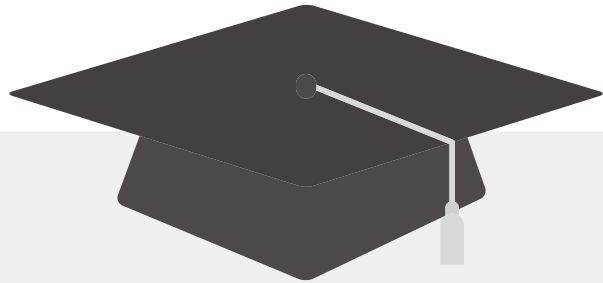
Exercises

I. Choose the better translation.

1. In some of the European countries, the people are given the biggest social benefits such as medical insurance.
 - A. 在有些欧洲国家里，人民享受最广泛的社会福利，如医疗保险等。
 - B. 在有些欧洲国家里，人民被给予最广泛的社会福利，如医疗保险等。
2. The little girl was hurt on her way to school.
 - A. 这个小女孩在上学的路上被人伤了。
 - B. 这个小女孩在上学的路上受了伤。
3. I am flattered.
 - A. 你过奖了。
 - B. 我被夸奖了。
4. Water can be changed from a liquid into a solid.
 - A. 水能从液体变成固体。
 - B. 水可以从液体被变成固体。
5. Only a small portion of solar energy is now being used by us.
 - A. 只有一小部分太阳能能够被我们使用。
 - B. 现在我们只能利用一小部分太阳能。
6. The issue has not yet been thoroughly explored.
 - A. 人们对这一问题迄今尚未进行过彻底的探索。
 - B. 这个问题仍然没有被彻底探索过。
7. Water can be shown as containing impurities.
 - A. 水可以被证明是含有杂质的。
 - B. 可以证明，水含有杂质。
8. The decision to attack was not taken lightly.
 - A. 进攻的决定不是轻易做出的。
 - B. 进攻的决定不是被轻易做出来的。

II. Translate the following sentences into Chinese.

1. The manuscript was sent to the printer in London a few weeks before the French Revolution.
2. The unpleasant noise must be immediately put to an end.
3. What we say here will not be long remembered, but what we do here can change the world.
4. Communication satellites have already been used for live transmission in our country.
5. Heat and light can be given off by this chemical change.



Unit 2

...

Sports in Life



Part I

Reading and Translating



Text A

Why Mall¹ Walk?

Regular physical activity is important to overall health, and walking is an excellent way to be active. Adults who engage in regular physical activity, such as brisk walking, are at lower risk of heart disease and stroke, type 2 diabetes², breast and **colon** cancers, and depressed mood, compared with inactive adults. Adults who are regularly physically active may also obtain other health benefits and positive outcomes, such as maintaining or losing weight, improving sleep, and for older adults, maintaining their independence, reducing their risk of falls, and delaying the **onset** of cognitive decline and dementia³.

Walking can be done by the vast majority of people. It is an activity that requires little or no specialized skills or training, and does not require the purchase of expensive equipment or specialized **attire** beyond comfortable walking shoes.

Persons who are inactive or unfit can begin a walking program safely. For busy adults, walking offers flexibility, compared to scheduled activities, such as exercise classes. Walkers can set their own pace to fit their level of fitness, and vary the number of days per week and the length of their walking sessions to fit comfort level. As walkers gradually improve their fitness level, they can increase the frequency, intensity, or duration of the walking they perform during the week. Walking programs can, and should, be **tailored** to include persons with varying levels of mobility (e.g., slow and fast walkers, walkers using assistive devices, and walkers with disabilities).

Regardless of **residential** or work locations, walking can be done in a variety of **venues**. However, many neighborhood environment factors, such as street layout, sidewalk conditions, proximity of desirable destinations, perceived safety from traffic, and crime, all influence walking-related physical activity. These factors associated with neighborhood **walkability** are important for all Americans, but especially for many midlife and older adults with physical or cognitive disabilities. Although neighborhoods can be designed to be walkable and, therefore, promote walking, external conditions, such as extreme temperatures and **inclement** weather, may negatively influence walking and increase safety **hazards**. Mall walking programs can address many of these barriers, and research findings indicate that after neighborhoods, shopping malls (“mall walking”) are the second most frequently used venue for walking.

Mall walking is considered a safe, comfortable physical activity mode, and walking at malls is often recommended by health care providers because malls offer free, relatively accessible, and **pedestrian**-friendly environments. Malls are attractive places for walking because they provide a sheltered indoor environment free from the dangers of traffic **congestion**, and can be used most days of the year regardless of weather or seasonal differences. Security staff is usually present so people feel less fearful and vulnerable when walking in malls than in more unpredictable environments. In addition, malls have level surfaces, benches for places to rest, water fountains for **availability** of free water, and accessible restrooms.

Historically, shopping malls were originally developed to build a sheltered retail center for women after World War II, primarily in suburban areas in the United States. The intention was for women to gather and **socialize**, and the term “mall” meant a **promenade** or shaded walkway. Today, mall walking programs continue to provide participants the opportunity to socialize and to shop at the various retail stores. Attractive **programmatic** features of mall walking programs are that they are noncompetitive, **sociable** and friendly, and mall walkers are typically not judged by their speed, attire, or **physique**. These are important considerations for many midlife and older adult mall walkers. Mall walkers have also reported that they feel a sense of support with fellow mall walkers. Using existing malls and providing effective mall walking programs have the potential to address barriers to physical activity and to improve public health among many communities, including diverse communities.

Walkers of all levels, ages, and abilities can participate in a mall walking program. Mall walking programs can be attractive to younger adults, such as mothers with **strollers**, those with chronic disease conditions (e.g., rheumatoid arthritis⁴), or those who are overweight. However, middle aged and older adults represent the **segment** of the U.S. population that may benefit the most from efforts to increase the number of mall walking programs in the nation. Our observations of participants in mall walking programs, as well as findings from the research literature suggest that the programs are most popular among middle-aged and older adults. Researchers have also found that older adults with mild cognitive disabilities prefer walking in indoor shopping malls and less in parks. This finding may be because malls’ enclosed environments, safe walking surfaces, places to rest, convenient restrooms, and absence of traffic offer fewer distractions to those who are cognitively challenged.

Although walking is the most common and preferred activity for older adults, trends show that walking has not increased as much among older adults, particularly those with **chronic** conditions and disabilities, as among other age groups. Furthermore, middle-aged and older adults are among the most physically inactive segments in the United States. Thus, mall walking programs possess the potential to reduce the physical activity **disparity** gap between younger and older age groups in the United States. In addition, becoming physically active, even during middle age and older adult years, can lead to better overall health and lower risk of death.



New Words and Expressions

colon	['kəʊlən]	<i>n.</i>	[解剖] 结肠
onset	['ɒnset]	<i>n.</i>	开始
attire	[ə'taɪə(r)]	<i>n.</i>	服装
tailor	['teɪlə(r)]	<i>v.</i>	量身定做
residential	[,rezɪ'denʃl]	<i>adj.</i>	住宅的; 与居住有关的
venue	['venju:]	<i>n.</i>	发生地点
walkability	[,wɔ:kə'bɪləti]	<i>n.</i>	适于行走的状态; 可步行性
inclement	[ɪn'klemənt]	<i>adj.</i>	气候严酷的
hazard	['hæzəd]	<i>n.</i>	危险
pedestrian	[pə'destriən]	<i>n.</i>	行人; 步行者
congestion	[kən'dʒestʃən]	<i>n.</i>	拥挤; 拥塞
availability	[ə,veɪlə'bɪləti]	<i>n.</i>	可用性
socialize	['səʊʃəlaɪz]	<i>v.</i>	交际; 参与社交
promenade	[,prɒmə'nɑ:d]	<i>n.</i>	人行散步道; 散步长廊
programmatic	[,prəʊgrə'mætɪk]	<i>adj.</i>	节目的
sociable	['səʊʃəbl]	<i>adj.</i>	社交的
physique	[fɪ'zi:k]	<i>n.</i>	体格, 体形
stroller	['strɒlə(r)]	<i>n.</i>	(美) 折叠式婴儿车
segment	['segmənt]	<i>n.</i>	部分
chronic	['krɒnɪk]	<i>adj.</i>	慢性的
disparity	[dɪ'spærəti]	<i>n.</i>	不一致



Notes

1. **Mall** is a modern, chiefly North American term for a form of shopping precinct or shopping center, in which one or more buildings form a complex of shops representing merchandisers with interconnecting walkways that enable customers to walk from unit to unit.
2. **Type 2 diabetes** is a life-long (chronic) disease in which there is a high level of sugar (glucose) in the blood. Type 2 diabetes is the most common form of diabetes.
3. **Dementia**, also known as senility, is a broad category of brain diseases that cause a long term and often gradual decrease in the ability to think and remember that is great enough to affect a person's daily functioning. Other common symptoms include emotional problems, problems with language, and a decrease in motivation. A person's consciousness is usually not affected. A dementia diagnosis requires a change from a person's usual mental functioning and a greater

decline than one would expect due to aging. These diseases also have a significant effect on a person's caregivers.

4. **Rheumatoid arthritis** (RA) is a long-lasting autoimmune disorder that primarily affects joints. It typically results in warm, swollen, and painful joints. Pain and stiffness often worsen following rest. Most commonly, the wrist and hands are involved, with the same joints typically involved on both sides of the body. The disease may also affect other parts of the body. This may result in a low red blood cell count, inflammation around the lungs, and the heart. Fever and low energy may also be present. Often, symptoms come on gradually over weeks to months.



Exercises



Check Your Understanding

I. Mark the following statements with T (true) or F (false) according to the passage.

- () 1. Walking is only suitable for mid-aged adults and older adults.
- () 2. It is too late for middle- or old-aged people to start physical activity to reduce the risk of death.
- () 3. To start mall walking, you need to buy some professional equipment.
- () 4. When the walkers feel thirsty, there is no free drinking water in the mall.
- () 5. One of the motivations for mall walkers to do it is that they can support each other.
- () 6. There is a trend showing that walking has increased as much among older adults.
- () 7. There are fewer distractions for walkers when walking in a mall.
- () 8. Mall walking is suitable for overweight younger adults.

II. Give brief answers to the following questions.

1. What was the original function of malls?
2. What is the most frequently used venue for walking in the U.S.?
3. Why do people feel less frightened when walking in a mall?
4. What does "noncompetitive, sociable, and friendly" mean in mall walking?
5. What kind of younger adults are suitable for mall walking?



Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

- | Column A | Column B |
|----------------|--|
| 1. onset | a) (of weather or climate) severe |
| 2. segment | b) being long-lasting and recurrent or characterized by long suffering |
| 3. chronic | c) made or done specially for someone's particular need or situation |
| 4. disparity | d) inequality or difference in some respect |
| 5. residential | e) excessive crowding |
| 6. venue | f) how something is done or how it happens |
| 7. tailor | g) the scene of any event or action (especially the place of a meeting) |
| 8. inclement | h) one of several parts or pieces that fits with others to constitute a whole object |
| 9. congestion | i) of or relating to or connected with housing |
| 10. mode | j) the beginning or early stages |

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
	衰退
vast majority	
	步行距离
safety hazards	
	消除障碍
mild cognitive disabilities	
	可能
brisk walking	
	保持独立
residential locations	

V. Complete the following sentences by translating the Chinese in the brackets into English.

- For busy adults, _____ (与必须事前计划的运动项目相比, 步行具有灵活性), such as exercise classes.
- However, many neighborhood environment factors, such as street layout, sidewalk conditions, _____ (目的地的远近、交通状况是否安全), and crime, all influence walking-related physical activity.

3. Mall walking is considered a safe, comfortable physical activity mode, and walking at malls is often recommended by health care providers because malls _____ (提供免费的、相对易进入和方便步行者的环境)。
4. Attractive programmatic features of mall walking programs are that they are _____ (非竞技性的、社交的和友好的) , and mall walkers are typically not judged by their speed, attire, or physique.
5. This finding may be because malls' _____ (密闭的环境、安全的行走地面、提供休息场所、便利的卫生间和不受交通状况影响) offer fewer distractions to those who are cognitively challenged.



Text B

How Finns Make Sports Part of Everyday Life

In Helsinki¹, sports facilities pop up all over the place, sometimes in some pretty **odd nooks** and **crannies**. One bomb shelter hosts an **archery** club, another an underground swimming pool and an ice hockey **rink**.

Though they hardly need it, there's a national plan in Finland to get people to sit less. It reminds them, in fact, that, "Under the **Constitution** ... physical activity is a basic cultural right."

"It's been kind of a social right to provide citizens with sporting possibilities," says Hanna Vehmas, a sports scientist at the University of Jyväskylä. She says it's a **Nordic** thing to consider sports a social right. That thinking started in the 1970s, when governments started **subsidizing** sports gyms in even the smallest towns.

Now, she says, "there's an estimate of some close to 30,000 sports facilities in this country, which is said to be more **per capita** than in any other country in the world."

Those facilities are one reason why Finland and its Nordic neighbors always make the top-five list of most physically active European countries, according to surveys by the European Commission. These days, **municipalities** spend about \$700 million a year subsidizing sports facilities and clubs. A portion of **lottery** funds also goes toward funding sports facilities and research.

Walkways and bike paths snake through the cities. Public swimming pools are busy year round, even above the Arctic Circle. And during the cold, dark winters, cross-country skiers cut tracks in the snow through parks, across the solid lakes, even on the frozen Baltic Sea.

"Here you can more or less just step out of your door and go," Vehmas says.

Finns do just that. Half of women, and a third of men, say they bike to work. About a fifth of the country belongs to sports clubs or **federations**. Some people even play sports at work.

A poll by NPR², the Robert Wood Johnson Foundation and the Harvard T. H. Chan School of

Public Health found there's a gender gap when it comes to sports in adulthood in the U.S. Men are more than twice as likely as women (35 percent to 16 percent) to say they play sports.

Every Wednesday morning, a group of scientists at the Finnish **Meteorological** Institute and the University of Helsinki ditch their desks to play “futsal”,³ an indoor form of soccer, in a gym across the street. It's one of the most popular team sports in the country, along with floor hockey⁴ and Finnish baseball⁵.

The bosses of these meteorologists and computer scientists encourage them to play sports on the clock for an hour a week.

“My own boss plays badminton, floorball and futsal. And his boss also plays futsal,” says Mika Heiskanen of the Finnish Meteorological Institute.

When it comes to employee fitness, these employers are hardly exceptional in Finland. The postal service has orienteering⁶ and riflery⁷ teams. A nearby chocolate factory has a gym and offers **aerobics** classes. And, Heiskanen says, he and his teammates regularly take on other government agencies, like customs officials and police units.

Ossi Aura, who specializes in occupational health care at the health care company Terveystalo, says the trend of employers encouraging sports participation started about a century ago with the forestry industry.

“Nowadays, 90 percent of employers support their employees' physical activity in some way,” he explains.

Each year, Finnish employers spend an average of about 200 euros per employee for physical activity, or about \$220. The money goes to anything from gym **vouchers** to providing workout facilities and **saunas**. Even factories offer such services.

“Yes, in fact, they have their locker rooms, they have their showers, they have their saunas, based on the ancient agreements between workers' unions,” says Aura.

Today, one reason employers tend to support their employees' physical activity is because of a tax break. Businesses can **deduct** money spent on employees' physical well-being, which includes promoting sports and exercise.

But there's something else. “We have a lot of research showing that investing in work well-being will bring back as much as six times the money invested,” says Matleena Livson of the Finnish Sports Confederation. “Because you reduce sick leaves, you improve the **cohesiveness** and good spirit, and you improve employer image at the workplace.”

Livson and Aura say it's understood in Finland and other Nordic countries that healthy employees do better work. They also don't have as many sick days. And staying fit, especially by playing sports together, could help build company cohesion and loyalty. “And that's actually even more important than the health side,” says Aura.

Physically active people also save the health care system a lot of money. According to a **calculator devised** by the World Health Organization, the Finnish Ministry of Social Affairs &

Health estimates that people who bike and walk save the health care system as much as 5 billion euros, or about \$5.5 billion, each year.

But state subsidies are now being cut in Finland. The University of Jyväskylä's Hanna Vehmas says sports funding is taking a hit. "The private sector has become more responsible for providing sports supply," she says. "Sports participation is more than before becoming a commodity, something that you need to buy. And then people can afford it or they cannot afford it."



New Words and Expressions

odd	[ɒd]	<i>adj.</i>	古怪的
nook	[nʊk]	<i>n.</i>	角落; 隐匿处
cranny	['kræni]	<i>n.</i>	裂隙, 裂缝
archery	['ɑ:tʃəri]	<i>n.</i>	箭术
rink	[rɪŋk]	<i>n.</i>	冰球场
Constitution	[,kɒnstɪ'tju:ʃn]	<i>n.</i>	宪法
Nordic	['nɔ:dɪk]	<i>adj.</i>	北欧人的; 斯堪的纳维亚的
subsidize	['sʌbsɪdaɪz]	<i>v.</i>	资助
per capita			人均
municipality	[mju:nɪsɪ'pæləti]	<i>n.</i>	市政当局
lottery	['lɒtəri]	<i>n.</i>	彩票
federation	[,fedə'reɪʃn]	<i>n.</i>	联合会
meteorological	[,mi:tɪərə'lɒdʒɪkl]	<i>adj.</i>	气象的; 气象学的
aerobics	[eə'rəʊbɪks]	<i>n.</i>	有氧运动
voucher	['vaʊtʃə(r)]	<i>n.</i>	代金券
sauna	['sɔ:nə]	<i>n.</i>	桑拿浴
deduct	[dɪ'dʌkt]	<i>v.</i>	扣除, 减去
cohesiveness	[kəʊ'hi:sɪvnəs]	<i>n.</i>	凝聚力
calculator	['kælkjuleɪtə(r)]	<i>n.</i>	计算器
devise	[dɪ'vaɪz]	<i>v.</i>	设计



Notes

1. **Helsinki** is the capital of Finland.
2. **NPR** is an acronym for National Public Radio. It is an American privately and publicly funded non-profit membership media organization that serves as a national syndicator to a network

of 900 public radio stations.

3. **Futsal** is a variant of association football played on a smaller field and mainly indoors. It can be considered a version of five-a-side football.
4. **Floor hockey** is a family of indoor hockey games. Five variations exist: three variations in the style of ice hockey, and the other two in the style of bandy, one of which is called floorball in English speaking regions. Two of these variations are categorized as roller sports under the title of roller hockey. Quad hockey uses quad skates and looks similar to bandy, while inline hockey uses inline skates and is of the ice hockey variation. All styles and codes are played on dry, flat floor surfaces such as a gymnasium or basketball court. As in other hockey codes, players on each team attempt to shoot a ball or puck into a goal using sticks, usually with a curved end. Floor hockey games differ from street hockey in that the games are more structured, and two use wheeled skates. The variations which do not involve wheeled skates are sometimes used for training children to play ice hockey and bandy in a training format known as dryland training.
5. **Finnish baseball** is a fast-moving bat-and-ball sport that is quite often referred to as the national sport of Finland and has some presence in other countries including Germany, Sweden, Switzerland, Australia, and Canada's northern Ontario (the latter two countries have significant Scandinavian populations.) The game is similar to baseball.
6. **Orienteering** is a family of sports that requires navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain, and normally moving at speed. Participants are given a topographical map, usually a specially prepared orienteering map, which they use to find control points. Originally a training exercise in land navigation for military officers, orienteering has developed many variations. Among these, the oldest and the most popular is foot orienteering.
7. **Riflery** is a competitive sport involving tests of proficiency (accuracy and speed) using various types of guns such as firearms and airguns.



Exercises

- I. **Complete the following sentences by translating the Chinese in the brackets into English.**
1. And during the cold, dark winters, cross-country skiers _____ (在白雪覆盖的公园、冰冻坚硬的湖面, 甚至结冰的波罗的海上开拓出滑雪道)。
2. _____ (根据世界卫生组织设定的一项计算方法), the Finnish Ministry of Social Affairs & Health estimates that people who bike and walk save the health care system as much as 5 billion euros, or about \$5.5 billion, each year.

3. _____ (参与体育运动比从前更像一件需要购买的商品), something that you need to buy. And then people can afford it or they cannot afford it.
4. Here you can _____ (差不多只要走出家门就可以运动).
5. Yes, in fact, they have their locker rooms, they have their showers, they have their saunas, based on the _____ (一直以来工会之间达成的协议).
6. _____ (商业机构的纳税金额可以扣除花在雇员身体健康方面的资金), which includes promoting sports and exercise.
7. Because you reduce sick leaves, _____ (企业的凝聚力和积极的企业精神得到了加强), and you improve employer image at the workplace.

II. Give brief answers to the following questions.

1. What is the Nordic view on sports?
2. Where do sports facilities and research get funding from?
3. Why can people in Finland do sports just by stepping out of the door?
4. Is there any gender gap in sports in Finland?
5. When did employers start to encourage their employees to participate in sports?



Part II

Academic Reading

Dealing with Difficult Words and Sentences

Academic texts are often difficult: they have difficult ideas expressed in difficult language. From a language point of view, there are several features that make the text difficult. They include difficult words and difficult sentences.

Difficult Words

It is unlikely that you will know every word in a text and even if you think you have seen every word before, it is unlikely that you will have seen a particular word in its present context. It is therefore necessary to work out the meaning of unfamiliar words in context and, perhaps, familiar words in new contexts. This is necessary even if you have a dictionary as your dictionary does not know the exact context in which the word is being used.

If you think your vocabulary level is too low for academic work there are three solutions: read, read and read. There are two ways to deal with new words.



A. Is it necessary to know the exact meaning of a particular word? Often a rough meaning is enough (e.g., Does the word have a positive or negative meaning?). Remember that the purpose of reading an academic text is to get information and it is possible to understand the text without knowing the meaning of every word. It is not necessary to be able to explain, or translate, the meaning of a word.

B. Look for definitions. The author may be using a word in a new, or unusual way, so it will need to be explained how it is being used. This will be done by using a definition, an explanation, an example or by using a synonym (a word with the same meaning). The phrases “called”, “known as”, “is the name applied to”, “in other words”, “that is”, “is said to be” are often used. The following are some examples.

(1) The words “polybrachygyny” and “leks” are explained.

“Some male birds spend all their time mating and do not provide the female with any benefits other than indications of their vigor. This condition, called polybrachygyny, means that males that show the most effective displays are most persuasive in attracting females. These displays are given at localized courting places called leks.”

(2) The phrases “free-running experiments” and “free-running rhythms” are explained.

“Because there are no constraints placed upon the timing of the volunteer’s activities in such a time-free environment, these are called free-running experiments and the rhythms measured during them are known as free-running rhythms.”

(3) Synonym in apposition or with “or”.

“Most metals are malleable; they can be hammered into flat sheets; nonmetals lack this quality. Some metals are also ductile; they can be drawn out into thin wires; nonmetals are not usually ductile.”

(4) Example.

“We humans are Animalia: mobile, multicelled organisms that derive energy from ingestion (eating).”

(5) Description.

“The Anthrozoidea, on the other hand, are sometimes called the ‘higher primates’. They have relatively larger and rounder skull cases, flatter faces, and mobile lips detached from the gums.”

(6) Explanation using “that is”.

“Each tribal group, identified by the language it speaks, is an exogamous unit; that is, people must marry outside the group and therefore always marry someone who speaks another language.”

(7) Explanation using “—”.

“Today, the sense of anomie—alienation, disconnectedness—at Apple is major.”

(8) Explanation using “()”.

“This resource comprises linkers which connect sentences to each other, but excludes paratactic and hypotactic (coordinating and subordinating) linkers within sentences.”

Difficult Sentences

When a sentence cannot be understood even though all the vocabulary is known, it is often because it is long and syntactically complex. There are a number of causes of difficulty:

- A. complex nominal groups
- B. nominalization
- C. co-ordination
- D. subordination

A. A nominal group is a head noun modified by adjectives, nouns, or other words which may come before or after it. It is often the words that come after the head noun that cause most difficulty.

In this example “unwillingness” is the head noun.

“One reason for this may have lain in the unwillingness of biologists to accept the highly abstract nature of his theory.”

In such a sentence, it is useful to try to identify the head noun.

B. Nominalization is common in academic texts. This is the formation of a noun from a verb. In the example above, “unwillingness” is a noun from the verb “willing”. As is often the case with complex sentences, it is useful to change the noun back to a verb and work out which nouns, functioning as subject and object, are associated with it. In the example above, the subject of unwilling is “biologists”.

C. Co-ordination is joining sentences together with words like “and” or “but”. It is sometimes difficult to decide exactly what is joined together.

In this sentence “or” joins “twenty-five sleepers” with “forty to forty-five day passengers”.

“In October 1944, Lord Knollys, the BOAC chairman, told a meeting held in the Ministry of Aircraft production that the Brabazon Type 3 would be the airline’s ‘bread and butter’ aircraft for Empire routes, carrying twenty-five sleepers or forty to forty-five day passengers.”

D. Subordinate noun clauses are often difficult to understand as they make it difficult for the reader to understand which nouns function as subject or object of the verb. It is useful in such a situation to identify the basic structure of the sentence by identifying the main verb and then asking various questions like “Who does what?”

In this example the main verb is “ought to blame”. Ask who ought to blame whom.

“Those commentators who blame Labor for not pursuing an alternative set of more socially just proposals in the conditions of August 1931 ought to blame the electorate for not giving Labor sufficient support to form a majority government in 1929.”

In this case the “commentators” ought to blame the “electorate”. “Which commentators” and “Why” are useful follow up questions.



Exercises

- I. In *An Introduction to Language* by Victoria Fromkin and Robert Rodman, many new words are clearly explained in the text. Can you work out the meanings of the words in bold?

Airstream Mechanisms

The production of any speech sound (or any sound at all) involves the movement of an airstream. Most speech sounds are produced by pushing lung air out of the body through the mouth and sometimes also through the nose. Since lung air is used, these sounds are called **pulmonic** sounds; since the air is pushed out, they are called **egressive**. The majority of sounds used in languages of the world are thus produced by a pulmonic egressive airstream mechanism. All the sounds in English are produced in this manner.

Other airstream mechanisms are used in other languages to produce sounds called **ejectives**, **implosives**, and **clicks**. Instead of lung air, the body of air in the mouth may be moved. When this air is sucked in instead of flowing out, **ingressive** sounds, like implosives and clicks, are produced. When the air in the mouth is pushed out, ejectives are produced; they are thus also egressive sounds.

- II. In *Time for a Tiger*, a novel set in Malaysia, Anthony Burgess uses some Malay words. Can you work out their meanings?

He watched with pleasure the food-sellers swirling the frying *mee* around in their *kualis* over primitive charcoal fires...Ibrahim, watching the swirling mee in the *kuali*, had suddenly remembered his wife...Fatima had tracked him down and tried to hit him with a *kuali* in the mess kitchen.

...

They were sitting in a *kedai* in the single street of Gila, acting, it seemed, a sort of play for the entire population of the town and the nearest *kampong*.

- III. In *Clockwork Orange*, also by Anthony Burgess, he again uses non-English words. Can you work out their meanings?

So now, this smiling winter morning, I drink this very strong *chai* with *moloko* and spoon after spoon after spoon of sugar, me having a *sladky* tooth.

...

Then we *slooshied* the sirens and knew the *millicents* were coming with *pooshkas* pushing out of the police auto-windows at the ready. That little weepy *devotchka* had told them, there being a box for calling the *rozzes* not too far behind the Muni Power Plant.



Part III

Academic Writing

Features of Academic Writing—Explicitness

Academic writing is explicit in two ways.

1. It is explicit in its signposting of the organization of the ideas in the text.

As a writer of academic English, it is your responsibility to make it clear to your reader how various parts of the text are related. These connections can be made explicit by the use of different signal words.

For example, if you want to tell your reader that your line of argument is going to change, make it clear.

“The Bristol 167 was to be Britain’s great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in Britain. However, even by the end of the war, the design had run into serious difficulties.”

If you think that one sentence gives reasons for something in another sentence, make it explicit.

“While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairncross that the significance of this outflow was realized. Partly this was because the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.”

If you think two ideas are almost the same, say so.

“Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism; systems such as feudalism, where the relation of production was characterized by the personal relation of the feudal lord and his serf and a relation of subordination which came from the lord’s control of the land. Similarly, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.”

If you intend your sentence to give extra information, make it clear.

“He is born into a family, he marries into a family, and he becomes the husband and father of his own family. In addition, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mission School.”

If you are giving examples, do it explicitly.

“This has sometimes led to disputes between religious and secular clergy, between orders and

bishops. *For example, in the Northern context, the previous bishop of Down and Connor, Dr. Philbin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese.*"

2. It is explicit in its acknowledgment of the sources of the ideas in the text.

If you know the source of the ideas you are presenting, acknowledge it.

Do this in academic writing:

"McGreil (1977: 363-408) has shown that though Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state."

Not do this:

"Although Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state."

or

"Researchers have shown that though Dubliners find the English more acceptable than the Northern Irish, Dubliners still seek a solution to the Northern problem within an all-Ireland state."



Exercises

Rewrite the following paragraph with explicitness.

Another reason why we distrust thinking is that it seems unnatural. Human beings are a social species. Thinking is an activity that requires solitude. We worry about people who like to think. It disturbs us to meet a person who deliberately chooses to sit alone and think. He does not go to a party or a soccer match. We suspect that such a person needs counseling.



Part IV

Translating Skill

合译法

把汉语中关系密切的两个甚至更多句子合译为英语的一个句子的方法就是合译法。翻译时，既可以合译为一个主从句，也可合译为成分较为复杂（如包含非谓语动词等）的简单句。其优点在于不仅用词不多，而且句子显得流畅。合译法主要有以下几种情况：

一、在关联词处合译

每去一次，我的药量就减少一些，最后医生告诉我说，不必再服药了。

With each visit, the dose of medicine prescribed to me would be progressively reduced until the time came when the doctor said that I would no longer need them.

这句话的后半部分表示的是结果，在翻译时用一个定语从句 the time came when the doctor said that I would no longer need them 便可。

二、为使内容连贯而合译

老年人有长处，但也有很大的弱点，老年人容易固执，因此老年人也要有自觉性。

Old people have strengths but also great weaknesses —they tend to be stubborn, for example— and they should be aware of that.

原文的几个短句可被分为两个部分，后面一部分补充说明前面一部分的“弱点”。使用破折号可以简单明了地表达出补充说明的关系。

三、多个主语合译成一个主语

不注意眼睛的休息，长时间近距离用眼或长期的不正确姿势，会使人眼处于视疲劳状态，进而形成近视眼。

If they are used for a long time without rest, or kept close to the object or with your body in an improper posture, your eyes will be in a state of visual fatigue, which will gradually lead to nearsightedness.

原文中以三个较长的动词词组作主语，英译时应根据意思合译成 if 引导的条件状语从句。进一步分析三个词组的内在联系，就可以寻找出一个共同的主语和谓语动词，使译文的结构更加紧密。

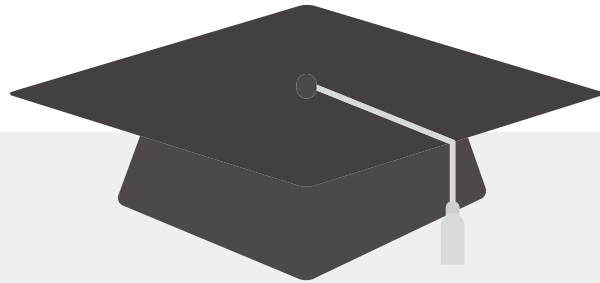


Exercises

Translate the following sentences into English.

1. 即使是最好的厨师，有时也会做出不好的菜来。
2. 门前放着一堆雨伞，少说也有十几把，五颜六色，大小不一。
3. 日见明显的是，人们越来越希望吃到更高质量的食物。
4. 乡村地区发展相对滞后是不少亚欧国家存在的问题。
5. 我们能够通过对非凡人物的研究来获得许多关于日常生活的东西，对杰出人物的分析已经证明了这一规律。

6. 真理是美的;毫无疑问,谎言也是如此。
7. 他家境贫寒,不得不中途退学。
8. 听众听了他的演说,非常感动,全体表示支持这个建议。
9. 中国昂首挺立于世界之林,越来越成为任何人都不能忽视的力量。
10. 如何解决假冒伪劣产品的盛行呢?这是广大群众迫切关心的问题。
11. 很多国家现在大量使用英语,因此他们开始教授有自己特色的英语,例如,他们使用的句子结构就与英国人使用的不同。
12. 在课堂上,他挥洒自如,海阔天空,旁征博引。
13. 芬芳的气味,比如玫瑰或杏仁的香气,可以减轻人的痛苦,不过这似乎只对女人有效。
14. 据我所知,今天有许多嘉宾要致辞祝贺。这真是令人期待。
15. 英国研究者说,家务劳动既费时又累人,虽然也算是身体运动,却既无益于身体健康也无助于减除赘肉。



Unit 3

...

Music Celebrities



Part I

Reading and Translating



Text A

My Childhood, My Sabbath, My Freedom¹

In one of our conversations, my friend Rabbi told me that he had asked some of his colleagues—writers, thinkers, and artists—to pen their **reflections** on the Sabbath². He then suggested that I write down my own thoughts on the subject, a project I found **intriguing** and timely due to the recent death of an old friend Rose.

When people see the television appearances I made when I was a little boy—8 or 9 years old and just starting off my lifelong music career—they see a little boy with a big smile. They assume that this little boy is smiling because he is **joyous**, that he is singing his heart out because he is happy, and that he is dancing with an energy that never quits because he is carefree. But while singing and dancing were, and undoubtedly remain, some of my greatest joys, at that time what I wanted more than anything else were the two things that make childhood the most **wondrous** years of life, namely, playtime and a feeling of freedom. The public at large has yet to really understand the pressures of childhood celebrity, which, while exciting, always exacts a very heavy price.

More than anything, I wished to be a normal little boy. I wanted to build tree houses and go to roller-skating parties. But very early on, this became impossible. I had to accept that my childhood would be different than most others. But that's what always made me wonder what an ordinary childhood would be like.

There was one day a week, however, that I was able to escape the stages of Hollywood and the crowds of the concert hall. That day was the Sabbath. In all religions, the Sabbath is a day that allows and requires the faithful to step away from the everyday and focus on the **exceptional**. I learned something about the Jewish Sabbath in particular early on from Rose, and my friend further **clarified** for me how, on the Jewish Sabbath, the everyday life tasks of cooking dinner, grocery shopping, and mowing the lawn are forbidden so that humanity may make the ordinary extraordinary and the natural **miraculous**.

But what I wanted more than anything was to be ordinary. So, in my world, the Sabbath was the day I was able to step away from my unique life and **glimpse** the everyday.

Sundays were my days for “pioneering”, the term used for the **missionary** work that Jehovah's Witnesses do. We would spend the day in the suburbs of Southern California, going door to door

or making the rounds of a shopping mall, distributing our *Watchtower* magazine. I continued my pioneering work for years and years after my career had been launched.

Up to 1991, the time of my Dangerous tour³, I would **don** my **disguise** of fat suit, **wig**, beard, and glasses and head off to live in the land of everyday America, visiting shopping plazas and **tract** homes in the suburbs. I loved to set foot in all those houses and all those wonderfully ordinary and, to me, magical scenes of life. Many, I know, would argue that these things seem like no big deal. But to me they were positively fascinating.

Sundays were sacred for two other reasons as I was growing up. They were both the day that I attended church and the day that I spent rehearsing my hardest. This may seem against the idea of “rest on the Sabbath” but it was the most sacred way I could spend my time: developing the talents that God gave me. The best way I can imagine to show my thanks is to make the very most of the gift that God gave me.

Church was a treat in its own right. It was again a chance for me to be “normal”. The church elders treated me the same as they treated everyone else. And they never became annoyed on the days that the back of the church filled with reporters who had discovered my whereabouts. They tried to welcome them in. After all, even reporters are the children of God.

When I was young, my whole family attended church together in Indiana. As we grew older, this became difficult, and my remarkable and truly saintly mother would sometimes end up there on her own. When **circumstances** made it increasingly complex for me to attend, I was comforted by the belief that God exist in my heart, and in music and in beauty, not only in a building. But I still miss the sense of community that I felt there—I miss the friends and the people who treated me like I was simply one of them. Simply human. Sharing a day with God.

When I became a father, my whole sense of God and the Sabbath was redefined. When I look into the eyes of my son, Prince, and daughter, Paris, I see miracles and I see beauty. Every single day becomes the Sabbath. Having children allows me to enter this magical and holy world every moment of every day. I see God through my children. I speak to God through my children. I am **humbled** for the blessings He has given me.

There have been times in my life when I, like everyone, has had to wonder about God’s existence. When Prince smiles, when Paris giggles, I have no doubts. Children are God’s gift to us. No—they are more than that—they are the very form of God’s energy and creativity and love. He is to be found in their innocence, experienced in their playfulness.

My most precious days as a child were those Sundays when I was able to be free. That is what the Sabbath has always been for me. A day of freedom. Now I find this freedom and magic every day in my role as a father. The amazing thing is, we all have the ability to make every day the precious day, that is the Sabbath. And we do this by rededicating ourselves to the wonders of childhood. We do this by giving over our entire heart and mind to the little people we call son and daughter. The time we spend with them is the Sabbath. The place we spend it is called Paradise.



New Words and Expressions

reflection	[rɪ'flekʃn]	n.	(经过仔细考虑形成的)想法, 见解
intriguing	[ɪn'tri:ɡɪŋ]	adj.	有趣的; 迷人的
joyous	['dʒɔɪəs]	adj.	令人高兴的; 充满欢乐的
wondrous	['wʌndrəs]	adj.	奇妙的; 令人惊奇的
exceptional	[ɪk'sepʃənl]	adj.	异常的, 例外的
clarify	['klærəfaɪ]	v.	澄清; 阐明
miraculous	[mɪ'rækjələs]	adj.	不可思议的, 奇迹的
glimpse	[ɡlɪmpʃ]	v.	瞥见; 看一眼
missionary	['mɪʃənri]	adj.	传教的; 传教士的
don	[dʌn]	v.	穿上
disguise	[dɪs'ɡaɪz]	n.	伪装
wig	[wɪɡ]	n.	假发
tract	[trækt]	n.	大片土地
circumstance	['sɜ:kəmstəns]	n.	境况
humble	['hʌmbəl]	v.	感到谦卑



Notes

1. The author is **Michael Jackson** (August 29, 1958–June 25, 2009) who was an American singer, songwriter, record producer, dancer, and actor. Called the King of Pop, his contributions to music, dance and fashion along with his publicized personal life made him a global figure in popular culture for over four decades.
2. **The Sabbath** is a day set aside for rest and worship. According to *Exodus* the Sabbath is a day of rest on the seventh day, commanded by God to be kept as a holy day of rest, as God rested from creation.
3. Dangerous tour was a series of live music concert shows performed by Michael Jackson.



Exercises



Check Your Understanding

- I. Mark the following statements with T (true) or F (false) according to the passage.
() 1. Michael Jackson found the reflection on the Sabbath is intriguing because he just lost a friend.

- () 2. In his childhood, Michael Jackson wanted those two things most—playtime and a feeling of freedom.
- () 3. There were two days in a week, however, that Michael Jackson was able to escape the stages of Hollywood and the crowds of the concert hall.
- () 4. The Sabbath day is for people to focus on their everyday life.
- () 5. When Michael Jackson became a father, his whole sense of God and the sense of Sabbath were the same.
- () 6. For Michael Jackson, children are just like God.
- () 7. For Michael Jackson, everyday can be the Sabbath.
- () 8. According to Michael Jackson, Paradise is a place where we spent time with our parents.

II. Give brief answers to the following questions.

1. What was the television appearance that Michael Jackson made when he was 8 or 9 years old?
2. Why was Sundays sacred to Michael Jackson as he was growing up?
3. In Michael Jackson’s opinion, what was the best way to show the thanks to God for his gift?
4. Did Michael Jackson find the comfort when attending church becoming difficult? What is that?
5. What were Michael Jackson’s most precious days as a child?



Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

- | Column A | Column B |
|------------------|--|
| 1. humble | a) something that is very interesting because it is strange, mysterious, or unexpected |
| 2. clarify | b) a covering of false hair that you wear on your head |
| 3. intriguing | c) careful thought about a particular subject |
| 4. wig | d) to make it easier to understand, usually by explaining it in more detail |
| 5. reflection | e) not considering yourself or your ideas to be as important as other people’s |
| 6. Sabbath | f) the conditions which affect what happens |
| 7. circumstances | g) very surprising and unexpected |
| 8. glimpse | h) the day of the week when members of some religious groups don’t work |
| 9. miraculous | i) relating to or connected to a religious mission |
| 10. missionary | j) to see things very briefly and not very well |

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
pen their reflections on something	
	屏幕形象
start off my lifelong music career	
	发自内心地歌唱
the pressure of childhood celebrity	
build tree houses	
	参加滑旱冰晚会
be redefined	
	毫无疑问
a treat	

V. Complete the following sentences by translating the Chinese in the brackets into English.

- He then suggested that _____ (我写下自己关于这个主题的想法), a project I found intriguing and timely due to the recent death of an old friend Rose.
- They assume that this little boy is smiling because he is happy, and that he is dancing _____ (有着永远也用不完的能量) because _____ (他是无忧无虑的).
- But _____ (在很早的时候) this became impossible. I had to accept that _____ (我的童年必须和其他小孩不同的事实).
- So, in my world, the Sabbath was the day I was able to _____ (从我那与众不同的生活中抽离) and glimpse the everyday.
- We would spend the day in _____ (南加利福尼亚的郊区), going door to door or _____ (在各个大型购物中心之间奔走), distributing our *Watchtower* magazine.



Text B

Teachers Tell All

We talked **exclusively** to the stars' teachers about what they were really like in school.

"Liam¹ Was a Big Prankster!"

Liam Payne may have earned the serious title of "Daddy Directioner" now, but when he attended the small Pink Productions theater school in Sedgley, England eight years ago, he was a **big prankster!** Owner and performing arts teacher Ms. Richards tells us the **lad** was "a pleasure to

teach”, but by no means was he a model student.

“I **love him to bits**, but he used to make me shout over his **banter**,” Ms. Richards says. Despite his occasional mischief, the performance company teachers admits “Liam always made our class a fun and lighthearted place to be”.

The same guy who “joined Pink Productions as a **timid** boy” left school for the second round of *The X-Factor*² as an outgoing, charming, handsome cutie and the only trouble he causes now is as a 1D (One Direction) **heartthrob**.

“Justin’s³ Spelling Wasn’t Good.”

Nearly everyone at Stratford Northwestern Secondary School in Canada would agree that Justin Bieber was always talented, particularly at playing sports. He knew how to use a hockey stick in middle school, but his former seventh grade English teacher, Mrs. Kim Booker, reveals he definitely didn’t know how to use the **alphabet** and according to Twitter, he still doesn’t.

“It drives me crazy when he misspells things!” Mrs. Booker says about Justin’s Tweets. “I want to Tweet him back and tell him. That’s not how he spells it!” In fact, there was only one way Bieber could master his ABCs, and that was through singing.

“He was an **entertainer**, even in class,” his former teacher explains. “You know when people know they have a presence and they use it. He was very self-aware at an early age. He once came and played the guitar for the class.” Sounds like Justin could go nowhere but up!

“Taylor⁴ Wouldn’t Stop Writing.”

Whenever Taylor Swift walked into a classroom, teachers worried if they’d have enough paper!

Taylor explains, “There was a teacher who said to my mom—I think it was first grade—she said, ‘we asked everybody in the class to write an essay, and Taylor turned in four papers front and back. So we’re just letting you know that might be her area that she’s interested in. She wouldn’t stop writing.’”

Her elementary school teacher agrees, “You could just see that there was something there. Taylor just had that extra push.”

As a sophomore and freshman in high school, Kendall⁵ and Kylie Jenner cheered together at football games, basketball games, and pep rallies.

Their coach David Kirschner tells us that the Jenner girls were natural-born leaders, helping their squad **stay on track** during practice times and warming up the crowd at home and away games. “Both girls helped the team stay focused when necessary but also were easily able to lighten the mood with their humor,” he reveals.

In fact, working with the Jenners taught coach Kirschner to ease up and make serious competitions more **free-spirited** and fun. “Coaching them reminded me that there should be a little fun and humor on the path to achieving your goals.”



New Words and Expressions

exclusively	[ɪk'skluːsɪvli]	<i>adv.</i>	独家地; 专有地
prankster	['præŋkstə(r)]	<i>n.</i>	爱开玩笑的人; 顽皮的人; 恶作剧的人
lad	[læd]	<i>n.</i>	少年, 小伙子
love sb. to bits			太爱某人; 爱得发狂
banter	['bæntə(r)]	<i>n.</i>	(善意的) 戏谑; 逗弄
timid	['tɪmɪd]	<i>adj.</i>	胆小的; 羞怯的
heartthrob	['hɑ:tθrɒb]	<i>n.</i>	迷恋的对象
alphabet	['ælfəbet]	<i>n.</i>	字母表, 字母系统
entertainer	[,entə'teɪnə(r)]	<i>n.</i>	表演者
stay on track			不出错
free-spirited			自由奔放的



Notes

1. **Liam James Payne** (born on 29 August 1993) is an English singer and songwriter. He rose to fame as a member of the band One Direction, before going solo in July 2016. On July 22, 2016, Payne revealed on Twitter that he had signed a recording deal with Capitol Records and is set to release a solo album in late 2016/early 2017.
2. **The X-Factor** is a TV talent show for singers which was originated in the U.K. It has many localized versions in different countries.
3. **Justin Drew Bieber** (born on March 1, 1994) is a Canadian singer and songwriter. After a talent manager discovered him through his YouTube videos covering songs in 2007 and signed to RBMG, Bieber released his debut EP, *My World*, in late 2009. It was certified platinum in the U.S. He became the first artist to have seven songs from a debut record chart on the *Billboard* Hot 100. Bieber released his first full-length studio album, *My World 2.0*, in 2010. It debuted at or near number one in several countries and was certified triple platinum in the U.S. It was preceded by his most successful single to date, "Baby".
4. **Taylor Alison Swift** (born on December 13, 1989) is an American singer-songwriter. Raised in Wyomissing, Pennsylvania, she moved to Nashville, Tennessee at the age of 14 to pursue a career in country music. She signed with the independent label Big Machine Records and became the youngest songwriter ever signed by the Sony/ATV Music Publishing House. The release of Swift's self-titled debut album in 2006 marked the start of her career as a country music singer. Her third single, "Our Song", made her the youngest person to single-handedly write and perform a number-one song on the Hot Country Songs chart.

5. **Kendall Nicole Jenner** (born on November 3, 1995) is an American fashion model and television personality. Originally known for appearing in the E! reality television show *Keeping Up with the Kardashians*, Jenner is now also a model in a movement dubbed “The Instagirl era” by *Vogue* magazine, or “Social Media Modeling” by *Harper’s Bazaar*.



Exercises

I. Complete the following sentences by translating the Chinese in the brackets into English.

- We talked _____ (独家) to the stars’ teachers about _____ (明星当年在学校的情形) .
- Ms. Richards tell us the lad was “a pleasure to teach”, but _____ (他绝不是个模范学生) .
- “It _____ (逼得我快疯了) when he misspells things!” Mrs. Booker says about Justin’s Tweets.
- You know when people know they have a presence and they use it. He was _____ (很早就意识到自己的天赋) .
- We asked everybody in the class to write an essay, and Taylor turned in _____ (四张纸两面都写满了) .
- As a sophomore and freshman in high school, Kendall and Kylie Jenner cheered together at _____ (足球赛、篮球赛和赛前动员会) .
- Coaching them reminded me that there should be a little fun and humor _____ (追寻目标的路上) .
- Both girls helped the team stay focused when necessary but also were easily able to _____ (用她们的幽默感带领观众暖场) .

II. Give brief answers to the following questions.

- Was Liam Payne a model student when he attended the small Pink Productions theater school? How did Ms. Richards think of him as a student?
- How did teachers think of Liam Payne?
- What was the only way Bieber could master his ABCs?
- Did Taylor’s first grade teacher like her long writing? Why?
- Did coach Kirschner benefit from working with the Jenners? Why?



Part II

Academic Reading

Inferencing

Inference is a mental process by which we reach a conclusion based on specific evidence. Inferences are the stock and trade of detectives examining clues, of doctors diagnosing diseases, and of car mechanics repairing engine problems. We infer motives, purpose, and intentions.

Inference is essential to, and part of, being human. We engage in inference every day. We interpret actions to be examples of behavior characteristics, intents, or expressions of particular feelings. We infer it is raining when we see someone with an open umbrella. We infer people are thirsty if they ask for a glass of water. We infer that evidence in a text is authoritative when it is attributed to a scholar in the field.

We want to find significance. We listen to remarks, and want to make sense of them. What might the speaker mean? Why is he or she saying that? We go beyond specific remarks to underlying significance or broader meaning. When we read that someone cheated on his or her income taxes, we might take that as an example of financial ingenuity, daring, or stupidity. We seek purposes and reasons.

Inferences are not random. While they may come about mysteriously with a sudden jump of recognition, a sense of “Ah ha!,” inferences are very orderly. Inferences may be guesses, but they are educated guesses based on supporting evidence. The evidence seems to require that we reach a specific conclusion.

Evidence is said to imply; readers infer. While this image suggests an intent or power on the part of evidence that does not exist now, after all, can a fact compel a certain conclusion? The image and resulting terminology are useful nonetheless. The sense of inevitability to the conclusion suggests that we did not jump to that conclusion or make it up on our own, but found it by reasoning from the evidence.

The above image implies that everyone will reach the same conclusion. That obviously is not the case as the examples above suggest. The umbrella might be protection from the sun, the request for water might indicate a need to take a pill, and a footnote may cite only one side of a controversy. Here again, the line between inference and jumping to a conclusion can be awfully thin. For example:

A man gets on a bus. What might be implied by each of the following?

- A. He ran to catch the bus.
- B. He is carrying a suitcase.

C. He asks the driver for change of a \$100 bill.

Inferences are not achieved with mathematical rigor. Inferences do not have the certainty obtained with deductive reasoning. Inferences tend to reflect prior knowledge and experience as well as personal beliefs and assumptions. Inferences thus tend to reflect one's stake in a situation or one's interests in the outcome. People may reason differently or bring different assumptions or premises to bear.

Given evidence that PCBs cause cancer in people, and that PCBs are in a particular water system, all reasonable people would reach the conclusion that water system is dangerous to people. But given evidence that there is an increase in skin cancer among people who sun bathe, not all people would conclude that sunbathing causes skin cancer. Sun bathing, they might argue, may be coincidental with exposure to other cancer causing factors.

More often than not, disagreements are based not on differences in reasoning, but in the values, assumptions, or information brought to bear. If we believe that all politicians are crooks, we will infer that a specific politician's actions are scurrilous. If we believe that politicians act for the good of all, we will look for some benefit in their actions. Either way, we will try to use reasons to explain the actions. We will look for some coherent explanation as a way of making sense of things. As we saw earlier, if we can understand why someone would do something, why someone might say something, why someone might act in a certain way, we feel we have made sense of the act or statement. It's like a murder trial: if we can put together opportunity, motive, and means, we can make a case.

The more evidence we have before us, and the more carefully we reason, the more valid our inferences. This principle plays an important role in reading: the more evidence within a text we incorporate into our interpretation, the more likely we have not gone astray from any intended meaning.



Exercises

I. Choose the answer that is closest in meaning to the underlined word in each sentence.

- To carry out his economic programs, Roosevelt had to contend with a Supreme Court that was deeply opposed to those programs.

A. travel	B. surrender
C. struggle	D. join
- Being unable to write clearly is a liability in a business career. In business, one must often express opinions and ideas in writing.

A. drawback	B. surprise
C. necessity	D. penalty

2. A bike tour and race will be held on August 26 and 27 (Sat. & Sum.). At 5:30 a.m., the riders will leave Tian'anmen Square and ride the first 35 kilometers as a training leg. Then the next 55-kilometer leg, from Yanjiao to Jixian, will be the first competitive part of the tour. The riders and their bikes will then be taken from Jixian to Changli. The second racing leg of the tour will be from Changli to the seaside of Nandaihe, covering a distance of 20 kilometers.

The underlined word "leg" probably means _____.

- A. race
B. practice
C. part of the training
D. part of the tour
3. The 20 students—18 boys and 2 girls—had a thousand reasons to be proud of themselves. They had just climbed their way to the top of 4 million students taking part in the Fifth National Hua Luogeng Gold Cup Mathematics Contest on Tuesday evening. The 20 gold medal winners are all primary and middle school students under the age of 14. "Many of the problems are of college level and these pupils can figure them out. It is just unbelievable!" said a teacher from Guangdong Province.

The underlined phrase "figure out" in the text means _____.

- A. work out
B. add up
C. guess
D. study
4. Quietly, the graying of America has made us a very different society—one in which people have a quite different idea of what kind of behavior is suitable at various ages.

The underlined word "one" refers to _____.

- A. a society
B. America
C. a place
D. population
5. In 1963 a schoolboy called Andrew Wiles reading in his school library came across the world's greatest mathematical problem: Fermat's Last Theorem. First put forward by the French mathematician Pierre de Fermat in the 17th century, the theorem had baffled and beaten the finest mathematical minds, including a French woman scientist who made a major advance in working out the problem, and who had to dress like a man in order to be able to study at the Ecole Poly technique.

Which of the following best explains the meaning of the word "baffle" as it is used in the text?

- A. To encourage people to raise questions.
B. To cause difficulty in understanding.
C. To provide a person with an explanation.
D. To limit people's imagination.
6. A child's birthday party doesn't have to be a hassle; it can be a basket of fun, according to Beth Anaclerio, an Evaston mother of two, ages 4 and 18 months.

What does the underlined word "hassle" probably mean?

- A. A party designed by specialists.

- B. A plan requiring careful thought.
- C. A situation causing difficulty or trouble.
- D. A demand made by guests.



Part III

Academic Writing

Writing to Describe

Once you have settled on a topic for your descriptive paragraph and collected some details, you're ready to put those details together in a rough draft. Let's look at one way of organizing a descriptive paragraph.

A Three-Step Method for Organizing a Descriptive Paragraph

- First, begin the paragraph with a topic sentence that identifies the item and briefly explains its significance to you.
- Next, describe the item in four or five sentences, using the details that you listed after probing your topic.
- Finally, conclude the paragraph with a sentence that emphasizes the personal value of the item.

There are various ways to organize the details in a descriptive paragraph. You may move from the top of the item to the bottom, or from the bottom to the top. You may start at the left side of the item and move right, or go from right to left. You may start with the outside of the item and move in, or go from inside to out.

Choose the one pattern that seems best suited to your topic, and then stick to that pattern throughout the paragraph.

A Model Descriptive Paragraph: "My Tiny Diamond Ring"

The following paragraph, titled "My Tiny Diamond Ring", follows the basic pattern of topic sentence, supporting sentences, and conclusion:

On the third finger of my left hand is the pre-engagement ring given to me last year by my sister Doris. The 14-carat gold band, a bit tarnished by time and neglect, circles my finger and twists together at the top to encase a small white diamond. The four prongs that anchor the diamond are separated by pockets of dust. The diamond itself is tiny and dull, like a sliver of glass found on the kitchen floor after a dishwashing accident. Just below the diamond are small air holes, intended to let the diamond

breathe, but now clogged with grime. The ring is neither very attractive nor valuable, but I treasure it as a gift from my older sister, a gift that I will pass along to my younger sister when I receive my own engagement ring this Christmas.

An Analysis of the Model Description

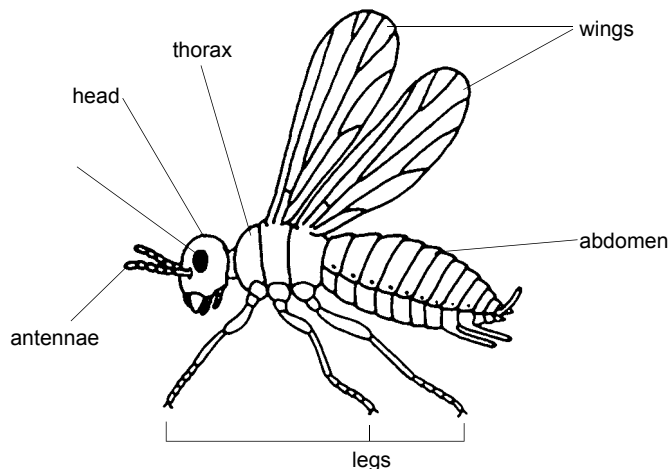
Notice that the topic sentence in this paragraph not only identifies the belonging (a “pre-engagement ring”) but also implies why the writer treasures it (“... given to me last year by my sister Doris”). This kind of topic sentence is more interesting and revealing than a bare announcement, such as “The belonging I am about to describe is my pre-engagement ring”. Instead of announcing your topic in this way, focus your paragraph and gain the interest of your readers with a complete topic sentence, one that both identifies the object you’re about to describe and also suggests how you feel about it.

Once you have introduced a topic clearly, you should stick to it, developing this idea with details in the rest of the paragraph. The writer of “My Tiny Diamond Ring” has done just that, providing specific details that describe the ring: its parts, size, color, and condition. As a result, the paragraph is unified—that is, all of the supporting sentences relate directly to one another and to the topic introduced in the first sentence.

You shouldn’t be concerned if your first draft doesn’t seem as clear or as well constructed as “My Tiny Diamond Ring” (the result of several revisions). Your aim now is to introduce your belonging in a topic sentence and then draft four or five supporting sentences that describe the item in detail. In later steps of the writing process, you can focus on sharpening and rearranging these sentences as you revise.

Exercises

Describe the following picture.





Part IV

Translating Skill

成分转换法

成分转换法 (conversion of ingredients) 是把句子的某一成分译成另一成分, 如把状语转换为主语, 把定语译成宾语等。英译汉时, 我们不仅仅要依照语法去处理译文, 还必须充分考虑汉语的表达习惯及行文的逻辑性和严密性, 这样才能使译文通顺易懂。一些译文中出现的“英式中文”或“汉式英文”就是没有很好地处理好转换问题。英译汉时成分转换的常见情况有如下几种:

一、宾语转换为汉语的主语

英语句子中最常见的宾语是动词的宾语和介词的宾语, 在翻译时的处理方法不同。动词宾语变换为汉语的主语, 这种宾语在意义上跟原文中的主语有比较密切的联系, 所指的内容是原文中主语的某一部分或某一属性。译成主语后, 更加符合汉语的表达习惯。与此同时, 英语中的主语一般译作修饰汉语句子中主语的定语。例如:

An automobile must have a brake with high efficiency.

汽车的刹车必须高度有效。

Water has a density of 62.4 pounds per cubic foot.

水的密度是每立方英尺 62.4 磅。

Their factory has installed considerable modern lathes.

他们工厂的现代化车床装置相当多。

如果英语句子中介词的宾语在意义上跟主语在某一方面有关, 我们可以把介词省去不译, 把介词宾语译作汉语句子中的主语。例如:

A helicopter is different from a plane in construction.

直升飞机的结构跟普通飞机不同。

Atoms differ in their atomic weights.

各种原子的原子量是不相同的。

Water is variable in coefficient of expansion.

水的膨胀系数是可变的。

二、主语转换为汉语的宾语

英语中被动语态较常用, 汉语中被动语态较少用。为了符合汉语的表达习惯, 英语中

的被动语态常译作汉语中的主动语态，或者将英语中的主语译作汉语中的宾语。例如：

The mechanical energy can be changed back into electrical energy by means of a generator.

利用发电机可以把机械能再转变成电能。

The molecules are held together by attractive forces.

引力把分子聚集在一起。

Water is usually considered as a compound of two elements.

通常把水看作两种元素的化合物。

三、主语转换为汉语的定语

为了强调英语句子中的主语，翻译时可以将其译成汉语中的定语。例如：

How many electrons does a magnesium atom have in its outer layer?

镁原子的最外层有多少电子？

Softwood trees have thin needle-like leaves.

软材树的叶片纤细，呈针状。

四、主语转换为汉语的谓语

当英语句子中的主语为动作性名词，而谓语为系动词或 make、take 之类动词的被动语态时，我们可将英语句子中的主语译为汉语句子中的谓语，并采用无人称句的格式。例如：

Precautions are necessary to prevent it from burning.

必须注意不要让它烧着。

Attempts were made to develop a new technique for breeding rice variety.

有人曾试图研究出一种培育水稻品种的新技术。

五、主语转换为汉语的状语

当英语句子中的主语较短，并含有状语意义时，我们可将其改译成状语，并采用无人称句的格式。例如：

These circumstances make it difficult to find site on which to carry out experiment.

由于这些环境条件，难以找到进行试验的场所。

Computer battles bugs.

用计算机排除故障。

六、表语转换为汉语的主语

要想在译文中强调英语句子中的表语时，我们可将原文的表语译作汉语的主语。原文的主语在译文中另行处理。例如：

The commonly employed forms of energy are kinetic energy and heat energy.

动能和热能是通常使用的能的形式。

Two widely used alloys of copper are brass and bronze.

黄铜和青铜是两种广泛使用的铜合金。

七、状语转换为汉语的主语

将英语中前置或后置的状语处理成汉语的主语。例如：

Throughout the world come into use the same signs and symbols of mathematics.

全世界都使用这些数学记号和符号。

Now heat is being added to the substance.

现在这种物质正在加热。

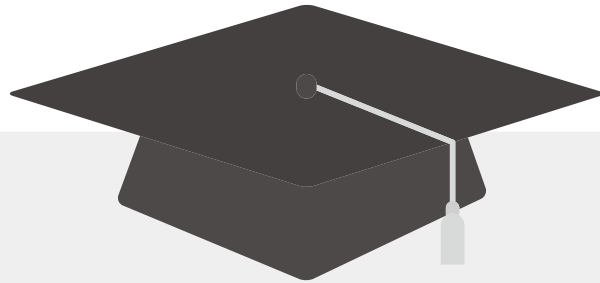
总之，转化法多种多样，不仅限于以上几种译法。在英译汉前，一定要弄清英文原意，然后按汉语习惯进行翻译，要敢于打破原文句子结构，在忠实于原文的基础上，译成通顺流畅的汉语。



Exercises

Translate the following sentences into Chinese.

1. I'm all for your opinion.
2. In his article the author is critical of man's negligence toward his environment.
3. The Reform and Opening Up Policy is supported by the whole Chinese people.
4. The following definitions apply to the terms used in this specification.
5. The light makes vision possible.
6. These three colors, red, green, and violet, when combined, produced white.
7. Because he was convinced of the accuracy of this fact, he stuck to his opinion.



Unit 4

...

***The Sound of
Music***



Part I

Reading and Translating



Text A

The Sound of Music Movie

The Sound of Music movie was **released** on March 2nd, 1965 after the Broadway **stage production** had finished. It was, and still is, a hugely successful movie. But what were the reasons for its success and for it being the most viewed movie of all time?

Maybe some of the reasons below can explain why Myra Franklin, a woman in Wales, has seen the movie 940 times. Myra gained a place in the *Guinness Book of World Records*¹ for viewing *The Sound of Music* on the big screen, more than any other person in history.

Location

Its ultimate success (and the main difference between the stage production and *The Sound of Music* movie) was because the movie was filmed on location in Salzburg². The beauty of the Austrian countryside, in particular the **idyllic** surrounding Salzkammergut³ region, made it “a blend of **travelogue**, a nature **documentary**, music and a **cinematographic** tour”.

Adapted for the screen by Ernest Lehman, the director, Robert Wise took this award-winning Broadway **musical**, and turned it into a “cinematic wonder”. Salzburg had suddenly become the city of *The Sound of Music*, welcoming 300,000 *The Sound of Music* fans a year.

Music

The Sound of Music score was originally written for the stage production by Richard Rodgers and Oscar Hammerstein back in 1959. They were a brilliant team, composing music to perfectly fit the movie and stage script of *The Sound of Music*. *Do-Re-Mi* is simple as ABC and just as vital, as far as learning scales is concerned. Seriously, Rodgers and Hammerstein did the world a great service when they wrote this song. Admit it, this is the one you’ll still be **humming** long after the curtain falls. *Edelweiss* is beautiful—one of the show’s loveliest, purest melodies. Yes, it’s iconic. Yes, Wikipedia describes it as “a **defiant** statement of Austrian **patriotism**”, even though it wasn’t written by any actual Austrians.

Most of the songs have music written by Richard Rodgers and lyrics by Oscar Hammerstein, however, Rodgers wrote two additional songs by himself after the death of Hammerstein in 1960s. The songs are easy to remember, showing that Rodgers and Hammerstein are geniuses in composing catchy melodies.

I am sure that everyone knows at least some of the songs from *The Sound of Music* movie. Those songs make *The Sound of Music* movie a film to watch over and over, and even to sing along with.

Family Entertainment

The Sound of Music movie is a good **wholesome** movie which is another reason for its phenomenal success. It can be viewed by children, adults and grandparents alike without worrying about whether it is suitable or not. It is a wonderful family classic.

It is a top movie with mass appeal that has something for everyone in it. I can remember sitting and watching *The Sound of Music* movie with my son. He waited patiently, for virtually the entire length of film, for the scene when the Nazis chase after the Captain family.

My daughter also loved *The Sound of Music* movie, as it is a heartwarming love story between a **naval** officer and a **nun**. One minute you can be laughing, and the next minute crying!

It really does seem unbelievable that *The Sound of Music* movie was first shown in cinemas fifty years ago and is still being enjoyed by children today.

Casting

The **casting** for *The Sound of Music* movie was crucial to its success. Julie Andrews is just a joy, conveying enough doubt beneath that brisk, clean exterior to stop her character becoming a **prig**; her **comic** timing and the way in which she convinces in her relationships with the children are so understated that they can be underrated. Robert Wise knew exactly who he wanted to play the leading roles, but he also gave equal importance in making the right choice for casting the supporting roles. The **chemistry** between all the talented actors contributed to achieving a spectacular performance from each person.

Julie Andrews, Christopher Plummer, Rodgers and Hammerstein, the lovable children, the beautiful Austrian countryside, the sensitive nuns and the catchy tunes are just a few of my favorite things when I think about why *The Sound of Music* movie was such a hit.

Awards

The Sound of Music's **resounding** success was rewarded by it winning five major Academy Awards for Best Picture, Best Director, Best Sound, Best Score and Best Film Editing. It also received two Golden Globe Awards for Best Picture of a musical or comedy and Best Actress of a musical or comedy.

The Sound of Music movie become the first film to beat *Gone with the Wind* (1939), as the biggest money maker in movie history. *The Sound of Music* movie is credited as being the film that saves 20th Century Fox. *The Sound of Music* movie became the longest-running and top **grossing** film in many theaters.

Its success made everyone who participated in producing this fantastic film, and those who went to see it, the happiest people on earth! Just like it said on the original *The Sound of Music* poster—well nearly.



New Words and Expressions

release	[rɪ'li:s]	v.	放映
stage production			舞台剧
idyllic	[ɪ'dɪlɪk]	adj.	牧歌的; 悠闲的
travelogue	['trævlɒg]	n.	旅行见闻; 旅行纪录片
documentary	[,dɒkjʊ'mentri]	n.	纪录片
cinematographic	[,sɪnəmətə'græfɪk]	adj.	电影摄影术的
adapt	[ə'dæpt]	v.	改编
musical	['mjuzɪkl]	n.	音乐片
hum	[hʌm]	v.	哼唱
defiant	[dɪ'faɪənt]	adj.	反抗的
patriotism	['peɪtriətɪzəm]	n.	爱国主义; 爱国心
wholesome	['həʊlsəm]	adj.	有益健康的
naval	['neɪv]	adj.	海军的
nun	[nʌn]	n.	修女
cast	[kɑ:st]	v.	选……扮演角色
prig	[prɪg]	n.	一本正经的人
comic	['kɒmɪk]	adj.	喜剧的; 滑稽的
chemistry	['kemɪstri]	n.	(两人之间的) 相互吸引
resounding	[rɪ'zaʊndɪŋ]	adj.	轰动的
gross	[grɒs]	v.	获得……的总利润



Notes

1. **Guinness Book of World Records** is a reference book published annually, listing world records both of human achievements and the extremes of the natural world. The brainchild of Sir Hugh Beaver, the book was co-founded by brothers Norris and Ross McWhirter in Fleet Street, London in August 1954.
2. **Salzburg** is the fourth-largest city in Austria and the capital of Salzburg State. Tourists visit Salzburg to tour the historic center and the scenic Alpine surroundings. Salzburg was the birthplace of 18th-century composer Wolfgang Amadeus Mozart.
3. **Salzkammergut** is a resort area located in Austria, stretching from the city of Salzburg eastwards along the Alpine Foreland and the Northern Limestone Alps to the peaks of the Dachstein Mountains.



Exercises



Check Your Understanding

I. Mark the following statements with T (true) or F (false) according to the passage.

- () 1. *The Sound of Music* movie is the most viewed movie of all time.
- () 2. If *The Sound of Music* movie was not filmed on location in Salzburg, it might not be so successful.
- () 3. Rodgers and Hammerstein were Austrians.
- () 4. *The Sound of Music* movie can be viewed by children, adults, not grandparents.
- () 5. Robert Wise is more careful when choosing the casting for the leading roles than for the supporting roles.
- () 6. *The Sound of Music* has won five Oscar Awards.
- () 7. *Gone with the Wind* (1939) was once the top grossing movie.
- () 8. People who were involved in *The Sound of Music* movie were the happiest ones in the world.

II. Give brief answers to the following questions.

1. What was the main difference between the stage production and the movie of *The Sound of Music*?
2. Can you list some songs from *The Sound of Music* movie?
3. Why is *The Sound of Music* movie called a wonderful family classic?
4. How did the director Robert Wise think of the supporting roles?
5. What were the five major Academy Awards that *The Sound of Music* movie had won?



Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

Column A

Column B

- | | |
|--------------------|---|
| 1. wholesome | a) to change a book or play to make it into a film, television programme, etc. |
| 2. naval | b) to ring or echo with sound |
| 3. cinematographic | c) belonging to, relating to, or involving a country's navy |
| 4. adapt | d) to choose an actor/actress to act a particular role in a play or film |

- 5. resound e) love for your country and loyalty toward it
- 6. travelogue f) extremely pleasant, simple, and peaceful without any difficulties or dangers
- 7. defiant g) having a positive influence on people's behavior or mental state
- 8. cast h) about movie/motion picture
- 9. idyllic i) boldly resisting authority or an opposing force
- 10. patriotism j) a talk, diary, or film about travel or about a particular person's travels

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
	历史上观看人数最多的影片
iconic	
idyllic surrounding	
	一对出色的搭档
	作曲
	担任主演
achieve a spectacular performance	
the biggest money maker in movie history	
participate in producing this fantastic film	
	与……一起哼唱

V. Complete the following sentences by translating the Chinese in the brackets into English.

- The Sound of Music* movie _____ (于1965年3月2日上映) after the Broadway stage production had finished.
- The director Robert Wise took this award-winning Broadway musical, and _____ (打造成为“电影奇迹”).
- They were a brilliant team, composing music to _____ (与电影和舞台剧剧本都完美契合) of *The Sound of Music*.
- My daughter also loved *The Sound of Music* movie, as it is _____ (一名海军军官和一个修女之间感人的爱情故事).
- The Sound of Music* movie become the first film to _____ (击败) *Gone with the Wind* (1939), _____ (成为电影史上最赚钱的影片).



Text B

Amusing Dialogues in *The Sound of Music*

Dialogue 1

Captain: You are the twelfth in a long line of **governesses** who have come here to look after my children since their mother died. I trust you will be an improvement on the last one. She stayed only two hours.

Maria: What' wrong with the children, Captain?

Captain: Oh, there's nothing wrong with the children. Only the governesses. They were completely unable to maintain discipline. Without it, this house cannot be properly run. Will you please remember that, **Fraulein**? Every morning, you will **drill** the children in their studies. I will not permit them to dream away their summer holidays. Each afternoon, they will march about the grounds breathing deeply. Bedtime is to be strictly observed—no exceptions. You will see to it that they **conduct themselves** at all time with the **utmost** orderliness and **decorum**. I am **placing you in command**.

Captain: Now, when I want you, this is what you will hear. [blows whistle]

Maria: Oh, no sir, I'm sorry, sir. I could never answer to a whistle. Whistles are for dogs and cats and other animals, but not for children, and definitely not for me. It would be too... **humiliating**.

Captain: Fraulein, were you this much trouble at the Abbey?

Maria: Oh, much more, sir!

Captain: Hmm, [starts to leave the room when Maria blows the whistle. He looks back at her.]

Maria: Excuse me, sir; I don't know your signal.

Captain: You may call me "Captain".

Dialogue 2

Maria: I'd like to thank each and every one of you for the precious gift you left in my pocket today.

Captain: Um, what gift?

Maria: It's meant to be a secret, Captain, between the children and me.

Captain: Uh-huh. Then I suggest that you keep it, and let us eat.

Maria: Knowing how nervous I must have been, a strange in a new household, knowing how important it was for me to feel accepted. It was so kind and thoughtful of you to make my first moments here so warm and happy and...pleasant.

[All the while, the children look guilty. Marta starts to cry.]

Captain: What is the matter, Marta?

Marta: Nothing.

[Louisa, Brigitte and Gret join in, while Liesl, Friedrich and Kurt continue to look guilty.]

Captain: Uh, Fraulein...Is it to be at every meal, or merely at dinner-time, that you uh, intend to leading us all through this rare and wonderful new world of...indigestion?

Maria: Oh, they're all right, Captain. They're just happy.

Dialogue 3

Maria: I left...I was frightened...I was confused. I felt, I've never felt that way before, I couldn't stay. I knew that here I'd be away from it. I'd be safe...I can't face him again...Oh, there were times when we would look at each other. Oh, Mother, I could hardly breathe...That's what's been **torturing** me. I was there **on God's errand**. To have asked for his love would have been wrong. I couldn't stay. I just couldn't. I'm ready at this moment to **take my vows**. Please help me.

Reverend Mother: Maria, the love of a man and a woman is **holy** too. You have a great capacity to love. What you must find out is how God wants you to spend you love.

Maria: But I **pledged** my life to God. I pledged my life to his service.

Reverend Mother: My daughter, if you love this man, it doesn't mean you love God less. No, you must find out and you must go back.

Maria: Oh, Mother, you can't ask me to do that. Please let me stay, I beg of you.

Reverend Mother: Maria, these walls were not built to shut out problems. You have to face them. You have to live the life you were born to live.



New Words and Expressions

governess	['gʌvənəs]	<i>n.</i>	家庭女教师
Fraulein	['frɔɪlɪn]	<i>n.</i>	(德)小姐; 未婚女子
drill	[drɪl]	<i>v.</i>	训练
conduct oneself			(行为)表现好
utmost	['ʌtməʊst]	<i>adj.</i>	极度的
decorum	[dɪ'kɔ:ɾəm]	<i>n.</i>	礼仪; 礼貌
place sb. in command			让某人来领导
humiliating	[hju:'mɪliɪtɪŋ]	<i>adj.</i>	丢脸的; 羞辱性的
on one's errand			帮……干差使
take one's vows			立下誓言
holy	['həʊli]	<i>adj.</i>	[宗教]神圣的
pledge	[pledʒ]	<i>v.</i>	保证, 许诺



Exercises

I. Complete the following sentences by translating the Chinese in the brackets into English.

1. I trust you will be _____ (会比你的前任出色) .
2. They were completely unable to _____ (维持纪律) . Without it, this house cannot _____ (被管好) .
3. Every morning, you will _____ (督促孩子们学习) . I will not permit them to _____ (在暑假虚度时光) .
4. You will _____ (确保) it that they _____ (时时刻刻都循规蹈矩) . I am placing you in command.
5. I'd like to thank each and every one of you for _____ (你们今天放在我衣兜里的珍贵礼物) .
6. Knowing how nervous I must have been, _____ (作为一个陌生人出现在这个家里) , knowing how important it was for me to _____ (感到被接受) .
7. Oh, Mother, I _____ (都无法呼吸) . That's what's been torturing me. I was there _____ (按照上帝的旨意) .
8. The love of a man and a woman is _____ (也是神圣的) . You have _____ (强大的爱的力量) . What you must find out is how God wants you to spend you love.

II. Give brief answers to the following questions.

1. In Captain's opinion, what was wrong with the children and the former governesses?
2. What were the requirements that Captain set for his children?
3. What was the reaction of Maria when Captain blew whistle to her?
4. What did Maria say about the children's pranks in Dialogue 2?
5. Why did Maria think she couldn't love Captain?



Part II

Academic Reading

Comparing and Contrasting

To compare and contrast the many ideas in one reading selection can be an overwhelming task. This part gives a step-by-step method of how to successfully compare and contrast ideas in a reading selection.

What are compare and contrast?

On any given day you compare and contrast a wide variety of things. Maybe you compare two health care plans to decide on which to apply for. Or, while shopping you contrast two different shirts to decide which to purchase; one shirt costs less, but the second one is more flattering. If you really think about it, you are constantly comparing and contrasting to make many of the everyday decisions in life.

However, when discussing a reading selection, comparing and contrasting take on a more specific meaning. To compare means to identify the similarities and differences between two things, and to contrast means to identify only the differences between two things. This might seem like a small distinction, but it can be very important depending on the task you are assigned. For instance, if the prompt calls for only contrasting ideas, then you should only look for differences and ignore the similarities. Overall, regardless of the particulars of the prompt, when comparing and contrasting there are some simple steps you can take to do so successfully.

Analyzing the Prompt

The first step is to determine exactly what you should be evaluating. If you are responding to a specific prompt or question, then analyze the prompt. It means to break ideas down into manageable parts to help with understanding. When you analyze a prompt or a question, you need to break it down to a simplified purpose.

For example, imagine you have just read an essay describing two scientists' opinions on the causes and effects of global warming. Then, a prompt asks you to compare the two scientists' views on the effects of pollution. The first step is to analyze this prompt and break it down into simple terms. You need to find what each scientist thinks about only pollution. Also, since the prompt asks you to compare, you should realize you must find both the similarities and differences between their opinions.

Whatever the reading selection, you need to analyze, or break down, what you are being asked to compare or contrast. Some reading selections might have you compare two characters, which would lead you to look for each character's thoughts, actions, or words. Others might ask you to

contrast two viewpoints, like the two scientists' views in the example on pollution. Whatever the task, remember to break it down into simple terms, which will guide you when looking for details in the reading selection.

Method

Once you have analyzed the prompt and you know exactly what to look for, you need to decide on the method for comparing and contrasting. Writing improves memory and learning, so writing the details you find will help you to compare or contrast ideas. You can choose to simply write out bulleted lists, or there are many different graphic organizers, which are visual representations of ideas, that can be used for this.

If you're looking for both similarities and differences, one of the most common methods is to use a Venn diagram. To form this diagram, you draw two intersecting circles, each representing one of the ideas or objects you are comparing. In the intersecting section, you write all the similarities, since it is a part of both circles. In the outside section, you fill in the details that are the differences. A Venn diagram can also be created with three circles when three ideas need to be compared. This is useful because in addition to a section showing what all three subjects have in common, there are also sections for information that falls under only two of the subjects, but not the third.

However, if you are comparing more than three ideas, or if you need only contrast, then a Venn diagram will not be useful. Depending on the topic, you can use tables, flow charts, webs, and diagrams. For instance, if your task was to compare or contrast four different historical figures from the Civil War, you can create a chart. Each row can represent one historical figure, and the columns can be for the different aspects of the person's life. For example, the columns can be labeled childhood, education, career, impact on the world, private life, death. Then, when the chart is complete, you can use it to provide similarities or differences as needed.

Find the Details

After analyzing the prompt and determining your method, the next step is to find the details in the selection. Now is the time to return to the selection, looking for details that pertain to your comparison. The key here is that not all the details will be relevant to your objective. You only need to find those that relate to the specific topic you found during the analysis.



Exercises

Read the following passage and use a Venn diagram to analyze it.

Among the 24 applicants I have interviewed, I selected Ted Garbolino and Mary Mumford to advance to the final round. In some perspectives, they are extraordinarily similar, but in some ways they are different. Their interviews were quite similar, both of them can be described as outspoken,

charming, willing to work in a team environment and possessing a professional personality. Besides, they both gained excellent references from previous employers. Although their similarities promise to be pleasing, their differences may influence the hiring decision. The first difference is that Ted earned BA in English Literature and 3.7 GPA from New York University, however, Mary earned BA in Communications/Journalism and 3.4 GPA from University of Sydney. Second, Ted owns experience of 4 years as a local reporter in Bakersfield, CA, nevertheless, Mary owns experience of 3 years as an editor of a national news magazine. And Ted's disposition tends to be humorous, on the contrary, Mary is serious. Furthermore, their accents are different in that Ted has a standard American accent but Mary has a strong Australian accent. Last but not least, Ted's availability is 15th December, but Mary's availability is 1st December. As far as I am concerned, Ted might be the better choice for you because not only his loveable personality but also his working experience with reporting is more suitable for this job.



Part III

Academic Writing

Writing to Argue, Persuade and Advise

When writing to argue, persuade and advise, you are putting forward your view to the reader. Each purpose has different techniques.

1. Writing to Argue

A written argument is not the same as a verbal argument with a friend, which is often full of passion and you say strongly what you think. When you write to argue, your audience are strangers, not friends. This means a more formal, fair and well-structured approach is likely to work best.

A written argument can work well when it is presented as a debate between opposing views. This can help to make you seem much more fair-minded and that you have weighed up the pros and the cons before coming to your own view. For example:

Imagine the article titled "Park or Car Park?" has appeared in your local paper:

Ashfield Park is threatened with closure next month as a local business has applied for planning permission to turn the area into a car park. Local residents have begun a fierce campaign to save the park, which is a popular walking spot for young children and the elderly, as well as home to the war memorial and many wildlife species.

You might be asked to write to your local paper, arguing that the park should be preserved.

It is clear in the article that there is a debate and that other strongly held views exist. Therefore, it wouldn't be convincing to simply state your own single view. It wouldn't even be enough just to list all the good things about the park. That would be ignoring other views—as if they didn't matter.

An effective argument presents different viewpoints. For instance, the park might well be a wonderful natural habitat, but it also likely costs a lot to maintain, and it might be a good place to walk, but the town is clogged with cars. An argument is a debate and requires you to present the main ideas for and against it.

It's important to link differing viewpoints logically. This is done using connectives, for example, “however, others might disagree...” or “although different views exist, for example...”

Connectives act like signposts to guide your reader through the debate that you present. They create a fluent and logical structure that helps to suggest fairness and balance. If done well, they can also make the contrasts clear between the two sides in favor of your view.

When you are writing an argument, it is important to start with a plan which starts with a list of views both for and against the topic.

- Start with a clear opening that explains what the argument is about and where you stand on it.
- Write a series of structured “body paragraphs” that present the debate, that is, the differing sides of the argument, but in each case use this to show how your viewpoint is the best one to take. For example, “It is true that the town is crowded with parked cars and that many of these are from workers at local businesses. This means that a new car park would be welcomed to relieve the congestion and pollution in town; however, to take away a green space that is the home of the town's war memorial and such a popular walking spot for the young and elderly is surely the wrong way to go about it.”
- Come to a strong conclusion that very briefly summarizes the strongest point from each side of the argument, before restating the writer's view as the best compromise to follow.

You can see from the example how the use of a connective can help the argument to flow smoothly and seemingly logically: “...in town; however, to take away a green space...” There are many connectives and they often work well after a semicolon as this creates a useful “pause and emphasis effect”.

2. Writing to Persuade

When persuading people, you don't need to show both sides, you can simply present your own views. For instance, imagine you had to persuade people to buy a certain brand of toothpaste.

You could write about the great taste, or how clean your teeth feel or how white they have become. You could select any aspect of the product to write about as long as you focus on getting them to buy it.

So the first thing is:

- Be confident—if you have been asked to write about how great chips are, be sure you have

first convinced yourself how good they are. They might even be a healthy option, because lots of doctors are bound to like them and chips wouldn't be so popular if they weren't really great. Would they? You can be pushy here if you are trying to promote something.

- Be positive—it's always better to tell how good your idea is rather than how bad other people's ideas are. Write about the things that show your ideas in the best light. For instance, Aren't chips just great for a quick snack? Why were chips voted the most popular option in your school at lunchtime?
- Be convincing—if you don't seem too sure, or if you can't make your ideas stand out, then you aren't really persuading as much as you could. Remember to be definite and clearly state your point.

3. Writing to Advise

Once you can argue and persuade, it should be easy to advise. The trick is not to be too strident—it is no good pushing your ideas at your readers, or trying to impress them too obviously. Instead, you should come across as friendly, as someone who just wants to help—there simply to give advice.

Imagine you're writing to advise a school child who is moving house and has to change school. We know that it won't be easy—he'll have to make new friends and cope with all sorts of changes. So you'll need to be sympathetic and give some ideas that you think will be helpful.

The first thing might be to plan each main idea and use it in a separate paragraph. This will make the advice easier to follow. Next, think hard about how you want to present these ideas, i.e., think what will be the most clear and effective sequence or order. Such as:

If you're not sure what to do on the first day, ask someone nearby.

You can add information to this—perhaps by explaining why and giving an example of what to do, so now your paragraph looks like this:

If you're not sure what to do on the first day, ask someone. Most people will be glad to help and it's the quickest way to make friends. You can ask a teacher, but it might be better to ask one of the other pupils. Choose a friendly face if you can, and try hard not to be shy—it might be their first day too.

It is not just the information that makes this a good piece of advice, it's also the style in which it is given. It includes words called “modals” such as “might” and “can”. These work to make ideas seem more politely given—they are not “in the reader's face” and pushing them to agree. They just guide the reader in a friendly manner. And they are very simple to use, so make sure you include modal words like “should”, “can”, “could”, “might”, “ought to” and “may”—each one turns an idea into a piece of friendly advice.

Consider the conventions of writing to advise in this guide and try to include some of these in your own writing.



Part IV

Translating Skill

顺译法

顺译法 (linear translation)，顾名思义，是指按原句的顺序，把整个句子分割成若干个意义单位或信息单位逐一译出，再用增补、删减等手段把这些单位自然衔接，形成完整的意思。顺译法能够减轻记忆负担，便于及时处理信息，因而是口译者的首选良策。例如：

It is indeed a pleasure to stand before the Assembly and extend to you, Sir, in the name of my country, my most sincere congratulations on your election as President of the present session of the General Assembly.

的确非常愉快，能够站在大会前面，向阁下先生转达，以我国家的名义转达，我最真诚的祝贺，祝贺您当选本届联合国大会的主席。

I suppose that if a man has a confused mind he will write in a confused way; if his temper is capricious, his prose will be fantastical; and if he has a quick, darting intelligence that is reminded by the matter in hand of a hundred things, he will unless he has great self-control, know his pages with metaphor and simile.

我认为，如果一个人思路不清，他写文章也不可能写得清楚；如果他喜怒无常，他的文章就会荒诞不经；如果他思路敏捷，由眼前的事情联想到一百件事情，要是不能尽力约束自己，就会在文章里写满各种各样的比喻。

The East Greenland Current carries much ice from the Arctic down the coast of Greenland, maintaining the low temperatures and rendering access to the east coast of Greenland difficult.

东格陵兰洋流把大量的冰块从北极带到格陵兰岛沿岸，使其常年保持很低的气温，也使船只难以到达这里。

英语中的状语从句、并列句、宾语从句或表语从句的排列位置同汉语基本一致，翻译时可保留原文的顺序，这种句子相对来说比较容易翻译。

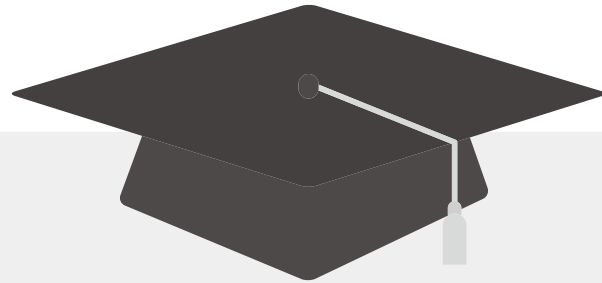
顺译法在操作时还有一些具体手法，其中最重要的就是“断句 / 剖析”，即把长句按相对独立的意群切分成语义完整的短句，再配合增补、转换、重复等技巧将翻译进行下去。



Exercises

Translate the following sentences into Chinese.

1. She had spent a sleepless night, and rising early, had stood, wrapped up, at her window, with the cooler air blowing on her face, to watch the dawn.
2. If anyone comes, tell him to wait a few minutes.
3. If the negotiations between the rich nations and the poor nations make headway, it is intended that a ministerial session in December should be arranged.
4. In four weeks I was my old self again.
5. My visit to your university comes on an important anniversary, as Mr. Zhang mentioned.
6. Is there any possibility of my taking the first flight to Shanghai?
7. This visit gives me the opportunity which I have long sought, to see for myself the achievements of the Chinese people.
8. It is necessary to guarantee women full equality of rights in social life as a whole.
9. They are trying hard to realize the objective of modernization and democratization.
10. There remains a sizable gap between aspiration and accomplishment.
11. We know that oxygen is necessary for the breathing of animals and plants, and for burning.
12. It will be very difficult to make a decision without knowing all the facts.



Unit 5

...

Fine Art



Part I

Reading and Translating



Text A

American Fine Art

During America's earliest years, conditions were unfavorable to the growth of any art. There was no organized landscape, and no established cultural or artistic norms. America was merely a group of colonies, still greatly dependent upon the teachings of Europe. But it was the very absence of tradition and foundation that provided inspiration and opportunity for American artists. They set out to **assert** their individuality, **assimilating** established art forms to their own **aesthetics**. By the 19th century, America saw a new **adaptation** of European ideas, and by the turn of the 20th century, America had developed an independent artistic tradition which would soon prove itself as mature and influential as any other nation.

Origins and Inspirations for American Fine Art

Prior to the 19th century, **portraiture** was the dominant art form. But as the new country developed, American artists became inspired by the wild and dangerous lives of the pioneers and Indians, and sought to depict their adventures in their work. The **execution** of these pictures was simple and **unsophisticated**, but always inspired by genuine inspiration and sentiment.

The first definite school of landscape appeared in 1820s—the Hudson River School¹, an integral part of American fine art. These artists **relished** the **raw**, uncontrollable qualities of nature, and the power of the **untamed** landscape. Where the wilderness had once been a concept of fear and mystery, it was now promoted as one of America's most distinct and attractive features. It symbolized the freshness and potential the new world had to offer. The Hudson River School became one of the most important contributions to the development of American fine art, introducing a new means of artistic expression.

In 1878, **sporadic** examples of French Impressionism² began **popping up** at exhibitions in America. The movement's emphasis on the beauty of nature fostered optimism in American artists. While American Impressionists adopted many of the same themes as their French colleagues, they modified the subject matter to suit American values and traditions. American Impressionism became a **pivotal** point in the history of American fine art, opening the doors to a new wave of Modernism.

By 1900, American fine art had become **predominantly** academic. As the younger

generation of American artists had studied abroad in the conservative schools of Paris, they returned home with a **regimented** aesthetic technique and style—but the academic calm was soon interrupted by a group of young Realist painters. They rebelled against traditional subject matter, drawing their inspiration from the observation of American society. This vital interest in the contemporary American experience created one of the most important aspects of 20th-century American fine art.

Subgenres and Influential Styles of Art

At this time, European modern movements began to reach across the Atlantic. New aesthetics and ideologies of modern art influenced American fine art. Americans were particularly drawn to these new styles, recognizing a link between them and the realities of their changing civilization. Cubism³ offered a **reprise** from the vague nature of Impressionist work, and a return to clarity and precision. Surrealism⁴ introduced a rebellious strain to American fine art, celebrating **spontaneity** in self-expression and the importance of liberating the subconscious. Futurism⁵ provided a new opportunity to depict speed and spectacle traits so **ingrained** in the early 20th-century American society. Though Modernism was the most radical **subgenre** of American fine art, it soon became the prevailing aesthetics.

When Realism⁶ reemerged in America, with a new interest in the contemporary world, it became a serious and independent art form. American Realism was believed to be the true **mantle** of Modernism. While this art was still deeply rooted in traditional artistic values of the past, American Realists shifted the focus to the American experience itself, striving to define the nature of the American environment. This introduced a true expression of national culture to the scope of American fine art—not merely the experience of the everyday, but the entire emotional and physical essence of a specifically American context.

Abstract art also became part of American fine art. Abstract artists believed that the originality of the style meant the artist expressed a more original and genuine feeling. So feeling became content, adding value with its stylistic originality. It was a Modernist style, a Modernist attitude, and a romantic perspective, where artists expressed their individuality and **improvised** spontaneously. Above all, abstract art introduced the idea of extreme departure from representation to American fine art.

There is no one common **denominator**, unifying style, or **ideology** that can **encapsulate** the scope of American fine art. Rather, there are many diverse qualities that are characteristically American, the expression of a diversified society. It was this constant search for individuality that formed the core of American fine art. And ultimately, this created a unity of purpose and endeavor that has not only characterized the history of the United States, but the history of American fine art as well.



New Words and Expressions

assert	[ə'sɜ:t]	v.	主张; 坚持
assimilate	[ə'sɪməleɪt]	v.	吸收
aesthetics	[i:s'θetɪk]	n.	美术理论; 美学
adaptation	[,ædæp'teɪʃn]	n.	适应; 改编
portraiture	[ˈpɔ:trətʃə(r)]	n.	肖像画法
execution	[,eksɪ'kju:ʃn]	n.	(绘画、电影、文字作品等的) 创作(方式)
unsophisticated	[ˌʌnsə'fɪstɪkətɪd]	adj.	淳朴的; 不精细的
relish	[ˈrelɪʃ]	v.	欣赏
raw	[rɔ:]	adj.	未加工的
untamed	[ʌn'teɪmd]	adj.	野生的
sporadic	[spə'rædɪk]	adj.	零星的, 分散的
pop up		v.	突然出现
pivotal	[ˈpɪvətl]	adj.	关键的
predominantly	[prɪ'dɒmɪnəntli]	adv.	主要地, 占主导地位地
regimented	[ˈredʒɪməntɪd]	adj.	受管制的
reprise	[rɪ'pri:z]	n.	重复; 再发生
spontaneity	[,spɒntə'neɪəti]	n.	自然发生
ingrained	[ˈɪn'greɪnd]	adj.	根深蒂固的
subgenre	[ˈsʌb,ʒənrə]	n.	子流派
mantle	[ˈmæntl]	n.	衣钵
improvise	[ˈɪmprəvaɪz]	v.	即兴创作
denominator	[dɪ'nɒmɪneɪtə(r)]	n.	共同特性
ideology	[,aɪdɪ'ɒlədʒi]	n.	思想(体系)
encapsulate	[ɪn'kæpsjuleɪt]	v.	概述




Notes

1. **The Hudson River School** was a mid-19th century American art movement embodied by a group of landscape painters whose aesthetic vision was influenced by Romanticism. The paintings for which the movement is named depict the Hudson River Valley and the surrounding area, including the Catskill, Adirondack, and the White Mountains; eventually works by the second generation of artists associated with the school expanded to include other locales in New England, the Maritimes, the American West, and South America.

2. **Impressionism** is a 19th-century art movement characterized by relatively small, thin, yet visible brush strokes, open composition, emphasis on accurate depiction of light in its changing qualities (often accentuating the effects of the passage of time), and ordinary subject matter, inclusion of movement as a crucial element of human perception and experience, and unusual visual angles. Impressionism originated with a group of Paris-based artists whose independent exhibitions brought them to prominence during the 1870s and 1880s.
3. **Cubism** is an early 20th-century avant-garde art movement that revolutionized European painting and sculpture, and inspired related movements in music, literature and architecture. Cubism has been considered the most influential art movement of the 20th century. The term is broadly used in association with a wide variety of art produced in Paris during the 1910s and extending through the 1920s.
4. **Surrealism** was a cultural movement that began in the early 1920s, and is best known for its visual artworks and writings. The aim was to “resolve the previously contradictory conditions of dream and reality”. Artists painted unnerving, illogical scenes with photographic precision, created strange creatures from everyday objects and developed painting techniques that allowed the unconscious to express itself.
5. **Futurism** was an artistic and social movement that originated in Italy in the early 20th century. It emphasized speed, technology, youth, and violence, and objects such as the car, the aero plane, and the industrial city. Although it was largely an Italian phenomenon, there were parallel movements in Russia, England, and elsewhere.
6. **Realism** in the arts is the attempt to represent subject matter truthfully, without artificiality and avoiding artistic conventions, implausible, exotic and supernatural elements. Realism has been prevalent in the arts at many periods, and is in large part a matter of technique and training, and the avoidance of stylization. In the visual arts, illusionistic Realism is the accurate depiction of life forms, perspective, and the details of light and color. Realist works of art may emphasize the mundane, ugly or sordid, such as works of Social Realism, Regionalism, or Kitchen Sink Realism.



Exercises



Check Your Understanding

- I. Mark the following statements with T (true) or F (false) according to the passage.
 - () 1. Conditions in America's earliest years could boost the development of art.



- () 2. Despite the absence of tradition and foundation, American artists are provided with inspiration and opportunity.
- () 3. Before the 19th century, landscape played a leading role in all art forms.
- () 4. The Hudson River School, as an integral part of American fine art, was the first definite school of landscape.
- () 5. Before 1878, there were plenty of exhibitions of French Impressionism in America.
- () 6. The younger generation of American artists had studied a regimented aesthetic technique and style in the conservative schools of Paris.
- () 7. Americans were particularly attracted by new aesthetics and ideologies of modern art.
- () 8. It is easy to find a common denominator that can summarize the scope of American fine art.

II. Give brief answers to the following questions.

1. Why was there no organized landscape or no established cultural or artistic norms during America's earliest years?
2. How were the pictures of American artists like when they became inspired by the wild and dangerous lives of the pioneers and Indians?
3. Which movement did foster optimism in American artists?
4. When did American fine art become academic?
5. What did form the core of American fine art?



Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

- | Column A | Column B |
|----------------|--|
| 1. sporadic | a) to impress deeply on the mind or nature |
| 2. reprise | b) an orientation that characterizes the thinking of a group or nation |
| 3. assimilate | c) repeat |
| 4. portraiture | d) to take up mentally |
| 5. relish | e) being of crucial importance |
| 6. ingrain | f) anything that covers |
| 7. pivotal | g) subject to rigid discipline and order |
| 8. regiment | h) recurring in scattered and irregular or unpredictable instances |
| 9. ideology | i) to derive or receive pleasure from |
| 10. mantle | j) a word picture of a person's appearance and character |

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
	宣扬他们的个性
the execution of these pictures	
	释放潜意识
fine art	
	最激进的子流派
unifying style	
	自发性的自我表现
predominantly academic	
	景色的野性力量
pop up	

V. Complete the following sentences by translating the Chinese in the brackets into English.

1. During America's earliest years, conditions _____ (不利于任何艺术的发展).
2. _____ (正是它非常缺乏的传统和根基) that provided inspiration and opportunity for American artists.
3. While the wilderness had once been a concept of fear and mystery, it was now _____ (晋升为美国最独特的特征之一).
4. _____ (虽然美国印象派画家采用了许多和他们法国同行相同的主题), they modified the subject matter.
5. Futurism provided a new opportunity to depict speed and spectacle traits _____ (在美国社会根深蒂固).



Text B

Contemporary Art

Contemporary art can be defined variously as art produced at this present point in time or art produced since World War II. The definition of the word “contemporary” would support the first view, but museums of contemporary art commonly define their collections as consisting of art produced since World War II.

Contemporary art is exhibited by commercial contemporary art galleries, private collectors, corporations, publicly funded arts organizations, contemporary art museums or by artists

themselves in artist-run spaces. Contemporary artists are supported by **grants**, awards and prizes as well as by direct sales of their work.

There are close relationships between publicly funded contemporary art organizations and the commercial sector. For instance, in Britain a handful of dealers represent the artists featured in leading publicly funded contemporary art museums. Individual collectors can **wield** considerable influence. Charles Saatchi dominated the contemporary art market in Britain during the 1980s and the 1990s; the subtitle of the 1999 book *Young British Artists: The Saatchi Decade* uses the name of the private collector to define an entire decade of contemporary art production. Corporations have attempted to integrate themselves into the contemporary art world: exhibiting contemporary art within their **premises**, organizing and **sponsoring** contemporary art awards and building up extensive collections of corporate art.

The institutions of art have been criticized for regulating what is **designated** as contemporary art. Outsider art, for instance, is literally contemporary art, in that it is produced in the present day. However, it is not considered so because the artists are self-taught and assumed to be working outside of an art historical context. Craft activities, such as **textile** design, are also **excluded** from the **realm** of contemporary art, despite large audiences for exhibitions. Attention is drawn to the way that craft objects must **subscribe** to particular values in order to be admitted. “A **ceramic** object that is intended as a **subversive** comment on the nature of beauty is more likely to fit the definition of contemporary art than one that is simply beautiful.”



New Words and Expressions

grant	[grɑːnt]	n.	资助
wield	[wiːld]	v.	施加（影响）
premises	['premɪsɪz]	n.	办公场所
sponsor	['spɒnsə(r)]	v.	赞助
designate	['deɪɡneɪt]	v.	指定，指派；把……定名为
textile	['tekstaɪl]	n.	纺织品，织物
exclude	[ɪk'sklʊd]	v.	排除，不包括
realm	[reɪlm]	n.	领域，范围
subscribe	[səb'skraɪb]	v.	同意，赞同
ceramic	[sə'remɪk]	adj.	陶瓷的，与陶瓷有关的
subversive	[səb'vɜːsɪv]	adj.	颠覆性的



Exercises

I. Complete the following sentences by translating the Chinese in the brackets into English.

1. Contemporary art can be defined variously as _____ (时下创作的艺术或者是“二战”后创作的艺术) .
2. In Britain, a handful of dealers represent the artists featured in leading _____ (公立的当代艺术博物馆) .
3. Corporations have attempted to _____ (在当代艺术世界中分一杯羹) .
4. The institutions of art have been criticized for _____ (限定什么应该被当作当代艺术) .
5. _____ (艺术家们自学成才并被认为是) to be working outside of an art historical context.
6. Attention is drawn to the way that _____ (工艺品必须符合特定的价值观) in order to be admitted.

II. Give brief answers to the following questions.

1. What is contemporary art according to museums of contemporary art?
2. How did contemporary artists get their financial support?
3. Can individual collectors exert great influence on contemporary art market?
4. What is the subtitle of the book *Young British Artists*?
5. Why are craft activities excluded from the realm of contemporary art?



Part II

Academic Reading

Distinguishing Between Facts and Opinions

Distinguishing between facts and opinions is a vital critical thinking and reasoning skill. To make wise decisions and solve problems effectively, you need to know the difference between what people think (opinions) and what people know (facts); between what people believe to be true (opinions) and what has been proven to be true (facts). You should also be able to determine

whether something presented as fact is really true or if you should accept it as a tentative truth.

The ability to distinguish between facts and opinions helps people think for themselves and resist being manipulated by others. It is very important to tell facts from the writer's opinions during the course of reading. Knowing the difference also helps you develop paragraph-writing skills as well. Then what are facts? And What are opinions?

A fact is something that can be proved to be correct. While an opinion is what someone thinks or believes. It cannot be proved to be correct or incorrect.

Below is a list of differences between facts and opinions.

Facts	Opinions
<ul style="list-style-type: none"> • are objective. • can be proved true or false. • can be checked. • are specific. • look like details. • include statistics and dates (often contain numbers). • include examples. • cite evidence or proof. 	<ul style="list-style-type: none"> • are subjective (e.g., I believe...). • contain value judgments (i.e., they make something sound good or bad). • use adjectives. • look like explanations. • make personal comments (e.g., I think you should...). • are often phrased as compliments or put-downs.

A good test for whether something is a fact or opinion is to ask yourself, "Can this statement be debated? Is this known for certain to be true?" If you can answer yes to the first question, you have an opinion; if you answer yes to the second, you have a fact. If you're not sure, then it's best to assume that it's an opinion until you can verify that it is indeed a fact.

When you're making decisions, it's important to be able to distinguish between facts and opinions—between what you or others believe and what you or others know to be true. When you make decisions, assess others' arguments, and support your own arguments, use facts, as they generally carry more weight than opinions. For example, if I try to convince my boss that I deserve a raise and I use facts to support my argument, I'm much more likely to get that raise than if I simply use the opinion "I think I deserve one". Notice the difference between the following two examples:

- "I really think I should get a raise. It's about time, and I deserve it. I've earned it."
- "I really think I deserve a raise. I've met all of my production goals since I've been here, my evaluations have been excellent, and I was employee of the month."

In the second example, facts support the opinion that "I deserve a raise". Furthermore, distinguishing between facts and opinions is important because people will often present their opinions as facts. When you're trying to make big decisions or solve complex problems, you need to know that you're working with evidence rather than emotions.

There are other ways of distinguishing between facts and opinions than just by examining

the adjectives and adverbs that are used. It is also possible to identify opinions by the inclusion of expressions of doubt and probability such as “maybe”, “possibly”, “probably”, “perhaps”, “might”, “may”, “could”, and so on.

Opinions are also sometimes introduced by verbs such as “I think”, “I believe”, “I feel”, “in my opinion”, and so on.

You have already learnt that a fact is something that can be verified, but some “facts” are really opinions in disguise. Of course, you cannot independently check every fact that you are told, but there are ways of checking whether the facts are likely to be correct. These ways are described below.

- Ask yourself whether the writer has anything to gain by not telling the truth. For example, “The movie is directed by Sofia Coppola”. This is probably a fact, because it is easy to check and the writer has nothing to gain by not telling the truth.
- Check whether the “facts” are used to persuade you to adopt a particular point of view. Do you feel that the “fact” is presented in a balanced way, without emotional language and with both positive and negative elements?
- Find other sources of the same information. Have you seen the “fact” presented in more than one source? It is more likely to be correct if many people produce the same information than if only one or two people do.
- Evaluate the quality of the writer and the source of the text. Do you trust the writer? For example, is he or she a respected expert in the area, or is he or she a complete stranger with no qualifications to comment on the issue?



Exercises

I. Read and evaluate the statements below. Identity which are facts (F) and which are opinions (O) by placing the correct letter in the space provided.

1. _____ It is 85 degrees Celsius outside.
2. _____ It is hot outside.
3. _____ War is exiting because soldiers do many new and challenging things.
4. _____ Queen Elizabeth II signed the Canada Act in 1982.
5. _____ My father’s picture was in the newspaper yesterday.
6. _____ Lily seems nervous about the game with Westwood.
7. _____ This picnic will be the best one we’ve had.
8. _____ It is clear that the only reasonable solution to return to nature is to tap nuclear power.

II. Read the film review below and find out five examples of facts and five examples of opinions.

Lost in Translation: A review

This film, directed by Sofia Coppola and released in 2004, tells the story of an ageing film actor, brilliantly portrayed by Bill Murray, who is on location in Japan to film a whiskey commercial. While he is there, he meets up with Charlotte, the young wife of a photographer, who is staying in the same hotel. The film tells the story of their unfolding relationship, set against a backdrop of exotic foreignness and lack of communication. Charlotte, convincingly played by Scarlett Johansson, has been abandoned in the hotel for a few days by her endlessly busy and possibly unfaithful partner while he takes up a photographic assignment. Murray's character, it is intimated, is trapped in a stale marriage where communication consists of snatched telephone conversations about house renovations. It is not the first Hollywood film to describe the attraction between a young, attractive woman and a man old enough to be her grandfather, but it is probably considerably more restrained than most films in its approach to this attraction. Very little actually happens in the film. The characters meet, sing karaoke and talk in a desultory way with each other. Yet it is not at all boring. This is mainly due to the exceptional quality of the acting, the superb cinematography and the intensity of the direction. Japan is made to seem a place that is completely foreign. Of course, for many Americans, that is exactly what it is. But even for those who know Japan well it is presented in an unfamiliar way, using unusual camera angles, close-ups of flashing neon and strange fish-eye shots of rooms and spaces.

Language is used in this film to emphasize the lack of communication rather than the opposite. Bill Murray's actor does not understand the instructions of his Japanese director, whose speech has to be mediated through a translator. Other foreign visitors to the hotel can be heard speaking in their own languages, for example in the sauna, incomprehensible and isolating for the listener. Snatches of conversation are overheard, passed by, murmured and whispered. Misunderstanding and lack of communication are everywhere.

This is a film that will probably be a critical success but is unlikely to reach out to the masses. Its target audience is likely to be fairly small, and will consist of thoughtful, intelligent cinema goers with an appreciation for detail. I enjoyed it, but I cannot forgive Sofia Coppola for succumbing to that old Hollywood obscenity of the young girl and the old man. Even though the gulf between them chronologically was no doubt part of the Grand Plan denoting chasms of communication, it still, in this reviewer's opinion, played to a certain type of ego encapsulated in the financiers of the Hollywood film industry.

III. One very common way of giving opinions is by using adjectives and adverbs, in particular those that are quite open to interpretation, such as "ugly" or "disgusting". Find six adjectives or adverbs in the review above that are used to emphasize the opinions of the review writer.



Part III

Academic Writing

Writing to Review and Comment

Review and commentary writing tends to be a piece of writing in which you offer your personal opinion. Your own personal knowledge will make your conclusions count. To demonstrate how much you do know about a topic, you will need to support your points with valid reasons.

What Is a Review?

A review:

- focuses on strengths and weaknesses;
- uses evidence to support ideas;
- draws a conclusion, saying whether something will be useful for, or interesting to, its audience and purpose;
- gives personal opinion with confidence and authority.

Like all text types, review writing has certain fairly fixed conventions (called genre conventions). A good way to get used to these is to analyze an existing review and to use it as a “style model” or example for your own writing.

What Is an Effective Review Like?

Here is a recipe for writing a review.

- Use Standard English and mainly formal language, with some informal choices (to suit your reader);
- Sound lively by using a mix of sentence lengths and types;
- Engage the reader by using “you” or asking questions;
- Use a generally straightforward everyday vocabulary with some specialist words (i.e., jargon);
- Give your view immediately, directly and passionately;
- Use writing techniques such as alliteration to add emphasis;
- Refer to other major works by the writer, producer or director to sound knowledgeable as well as help the reader;
- Use writing techniques such as figurative language (e.g., similes, personification and hyperbole or exaggeration; these help engage the reader by creating imagery that emphasizes your opinion.).

Planning What to Write

When you plan to write a review or commentary, you cannot start until you have worked

out beforehand exactly what overall view or opinion you want to communicate. You need to use language in ways that make you sound confident and authoritative. It can help to research what others think of the topic and use their opinions to help support your own views.

A review is both a summary and an evaluation of another writer's article. Understanding the main points and arguments of the article is essential for an accurate summation. Logical evaluation of the article's main theme, supporting arguments, and implications for further research is an important element of a review.

How to Write a Review?

Here are some steps to write a review.

Understand what a review is. A review or comment is written for an audience who is knowledgeable in the subject matter instead of a general audience. When writing a review, you will summarize the main ideas, arguments, positions, and findings, and then critique the article's contributions to the field and overall effectiveness.

Think about the organization of the review. Before you even begin reading the article you will review, you need to understand how your review will be set up. This will help you understand how to read the article so that you can write an effective review.

Preview the article. Begin by looking at the title, abstract, introduction, headings, opening sentences of each paragraph, and the conclusion. Then read the first few paragraphs, followed by the conclusion. When you read the first time, just read for the big picture—that is, look for the overall argument and point the article is making.

Read the article closely. Read the article a second and third time. Use a highlighter or pen to make notes or highlight important sections. Highlight the main points and the supporting facts.

Put the article into your own words. You can do this as a free written paragraph or as an outline. Start by putting the article in your own words. Focus on the argument, research, and claims the article makes. Make sure to include all the important points. It is pivotal that you are accurate.

Write an outline of your evaluation. Review each item in the article summary to determine whether the author was accurate and clear. Write down all instances of effective writing, new contributions to the field, as well as areas of the article that need improvement. Create a list of strengths and weaknesses. The strength of the article may be that it presents a clear summation of a particular issue. Its weakness may be that it does not offer any new information or solutions. Use specific examples and references.



Exercises

I. Choose the best answers according to the skills mentioned in this unit.

1. If you are asked to write a review of a book that you have recently read, which of the following should your review focus on?
 - A. The strengths and weaknesses of the book.
 - B. The weaknesses of the book cover and the blurb.
 - C. Only the strengths of the book.
2. Should you use evidence in a review? And why?
 - A. No, because evidence is just for essays.
 - B. Yes, absolutely, because I should state where my opinion is coming from.
 - C. Yes, because evidence is part of the genre conventions for review writing.
3. Should a review writer draw a conclusion? For example, saying whether something will be useful for or interesting to its audience and purpose?
 - A. No. It is up to the reader to draw their own conclusion.
 - B. No. Reviews are not supposed to come to a conclusion. They just stop when they feel they have said enough.
 - C. Yes. Reviewers should offer their own conclusions and findings and then readers can decide if they agree or not.
4. Should a review writer offer his own opinion?
 - A. Yes. The whole point of a review is to offer a biased opinion.
 - B. No. Reviews are not supposed to give opinions at all.
 - C. Yes. Reviewers should be well informed so that they can review with confidence and authority.

II. Suppose you will write a review of your favorite music artist's new album for the school magazine. Look carefully at the choices below and select which you think would be the most appropriate for each category.

1. The context of this piece of writing is a school magazine and the audience is the parents, pupils and teachers who might read the magazine.
What is the purpose of this piece of writing?
 - A. To convince people to watch your favorite television program.
 - B. To explain the merits of the album and get people to understand why it is so good.
 - C. To get people to buy the album.

2. When thinking about how formal your writing should be, you should:
 - A. Use Standard English and mainly formal language, with some informal choices (to suit your reader).
 - B. Write formally as teachers and parents will be reading this too.
 - C. Write informally throughout the review as the audience are pupils.
3. In your review, what kind of sentences should you use?
 - A. There will be an element of informing and explaining, so there will only be complex and compound sentences.
 - B. There will be an element of informing and explaining, so there will be a lot of complex and compound sentences. However, they will also need to sound lively, so there will be simple sentences too.
 - C. The article will need to sound lively for the pupils, so there will be just simple sentences so that it is easy to follow.
4. Would you be addressing the reader in your review writing?
 - A. Yes. It's important to engage the reader by using the personal pronoun "you" or asking rhetorical questions.
 - B. No. The reader is not important; it is what is being reviewed that is important.
 - C. Yes. It's important to persuade the reader and use lots of persuasive techniques.
5. What would your vocabulary choices be like when writing the review?
 - A. Use very complicated vocabulary to impress your reader with lots of specialist words (i.e., jargon).
 - B. Use simple vocabulary for pupils with some specialist words (i.e., jargon) for teachers and parents so that they are impressed.
 - C. Use straightforward or "everyday" vocabulary with some specialist words (i.e., jargon) that relate to the music artist and their style of music.
6. What type of language techniques might you use and why?
 - A. Figurative language techniques because these help engage the reader by creating imagery that emphasize my opinion.
 - B. Persuasive language techniques because these help engage the reader by persuading them that I am right.
 - C. Descriptive language techniques because these help engage the reader by creating movement, sound and feeling.



Part IV

Translating Skill

逆译法

英语有些长句的表达次序与汉语表达习惯不同，甚至完全相反，这时必须从句子的后面开始翻译。在汉语中，定语和状语往往位于被修饰语之前；在英语中，许多修饰语常常位于被修饰语之后，因此翻译时往往要把原文的语序颠倒过来。逆译法通常用于英译汉，即将英语长句按照汉语的习惯表达进行前后调换，从而使汉语译句符合逻辑。例如：

Aluminum remained unknown until the 19th century, because nowhere in nature is it found free, owing to its always being combined with other elements, most commonly with oxygen, for which it has a strong affinity.

这个句子由一个主句、两个原因状语和一个定语从句组成，“铝直到 19 世纪才被人发现”是主句，也是全句的中心内容，全句共有四个谓语结构，共有五层意思：

- A. 铝直到 19 世纪才被人发现；
- B. 由于在自然界找不到游离状态的铝；
- C. 由于它总是跟其他元素结合在一起；
- D. 最普遍的是跟氧结合；
- E. 铝跟氧有很强的亲和力。

汉语的表达习惯通常是因在前，果在后，这样，我们可以逆着原文的顺序把该句翻译成：铝总是跟其他元素结合在一起，最普遍的是跟氧结合；因为铝跟氧有很强的亲和力，由于这个原因，在自然界找不到游离状态的铝。所以，铝直到 19 世纪才被人发现。

It therefore becomes more and more important that, if students are not to waste their opportunities, there will have to be much more detailed information about courses and more advice.

该句由一个主句、一个条件状语从句和一个宾语从句组成，“……变得越来越重要”是主句，也是全句的中心内容，全句共有三个谓语结构，包含三层含义：

- A. ……变得越来越重要；
- B. 如果要使学生充分利用他们的机会；
- C. 得为他们提供大量更为详尽的信息，做更多的指导。

为了使译文符合汉语的表达习惯，我们也采用逆译法，该句可译成：

因此，如果要使学生充分利用他们（上大学）的机会，就得为他们提供大量关于课程的更为详尽的信息，做更多的指导。这个问题显得越来越重要了。

Solutions of the problem of old age have to be considered against a historical background of slow but substantial changes in Chinese family structure, caused by rising living standards and family planning.

这是一个因果句。按照汉语先说原因后说结果、先叙述事实后表明见解的习惯，翻译时需要使用逆译法，该句可翻译成：

由于人民生活水平的不断提高以及计划生育，中国的家庭结构发生着缓慢却又具有实质性的变化，必须根据这一历史背景考虑人到老年的问题。

It is quite understandable that the United Nations, having no life except that which its members give to it, should show evidence of the maladies that is present in the world today.

正因为联合国的生命完全是它的成员国赋予的，因此联合国也呈现出今天世界上所存在的各种病症，这是完全可以理解的。

Engels spoke with the authority and confidence, born of forty years' close friendship and intellectual intimacy, during which he had grasped, as no other man had, the full significance of Marx's teachings.

由于四十年最亲密的友谊和思想契合，恩格斯对马克思学说的意义比任何人都了解得透彻。他就是以这种资格和信心说话的。

A great number of graduate students were driven into the intellectual slum when in the United States the intellectual poor became the classic poor, the poor under the rather romantic guise of the Beat Generation, a real phenomenon in the late fifties.

50年代后期的美国出现了一个任何人都不能视而不见的现象，穷知识分子以“垮掉的一代”这种颇为浪漫的姿态出现而成为美国典型的穷人，正是这个时候大批大学生被赶进了知识分子的贫民窟。

A crimson blush came over Juliet's face, yet unseen by Romeo by reason of the night, when she reflected upon the discovery which she had made, yet not meaning to make it, of her love to Romeo.

朱丽叶想到自己无意中让罗密欧知道了她对他的爱，脸上就泛起了一阵红晕；可是因为夜色昏暗，罗密欧没有看见。

The longer they looked, the more did this elderly couple feel interested in the unknown youth, to whom the wayside and the maple shade were as a secret chamber, with the rich gloom of damask curtains brooding over him.

路边和枫树荫是这位青年幽僻的寝室，花缎帷幕的浓荫罩着他。虽然这对老夫妻对这位青年素不相识，却越看越觉得喜欢。



Exercises

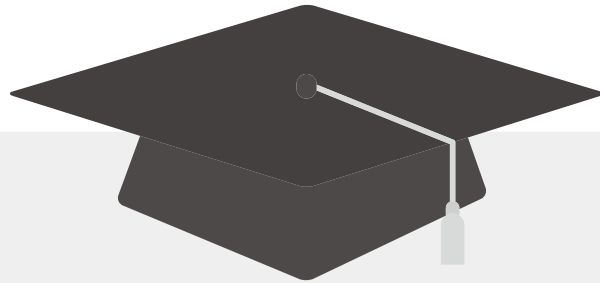
I. Choose the better translation.

1. He is not happy, though he is rich.
 - A. 他虽富有，但却不幸福。
 - B. 他不幸福，虽然他很富有。
2. There are many wonderful stories to tell about the places I visited and the people I met.
 - A. 我们访问了一些地方，遇到了不少人，要谈起来，奇妙的事可多着呢。
 - B. 有很多奇妙的事是关于我们访问的地方以及遇到的人。
3. Never have we seen so bright a future before us!
 - A. 从未出现过，我们看见如此光明的前途。
 - B. 我们从来都没看见过如此光明的前途。
4. It was a keen disappointment that I had to postpone the visit which I had intended to pay to China in January.
 - A. 我原打算在今年一月访问中国，后来又不得不推迟，这使我深感失望。
 - B. 我对此深感失望，我原打算在今年一月访问中国，后来又不得不推迟。
5. I was all the more delighted when, as a result of the initiative of your Government, it proved possible to reinstate the visit so quickly.
 - A. 我特别感到高兴，由于贵国政府的提议，才得以这样快地重新实现访问。
 - B. 由于贵国政府的提议，才得以这样快地重新实现访问，这使我特别感到高兴。
6. 这所大学现有计算机科学、高能物理、激光、地球物理、遥感技术、遗传工程等六个新设立的专业。
 - A. This university has Computer Science, High Energy Physics, Laser, Geo-physics, Remote Sensing, and Genetic Engineering—six newly-established faculties.
 - B. This university has six newly-established faculties, namely, Computer Science, High Energy Physics, Laser, Geo-physics, Remote Sensing, and Genetic Engineering.
7. 到那时再想做点学问来补救，恐怕已太晚了。
 - A. By the time you want to remedy the situation by picking up studies again, it will be too late.
 - B. By then it will be too late to remedy the situation by picking up studies again.
8. 他做礼拜的时候，总坐在固定的座位上，可是那天他们发现他不坐在老地方。
 - A. When he attended worship, he always took a certain seat, but they found that he took a different one that day.
 - B. They remarked how he took a different seat from the one that he usually occupied when he chose to attend worship.



II. Translate the following sentences into Chinese or English.

1. Insects would make it impossible for us to live in the world; they would devour all our crops and kill our flocks and herds, if it were not for the protection we get from insect-eating animals.
2. Such is a human nature in the West that a great many people are often willing to sacrifice higher pay for the privilege of becoming white collar workers.
3. It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have been understood.
4. 不解决农民的看病问题，就很难最终实现中国社会的全面小康目标。
5. 改革开放以来，中国发生了巨大的变化。



Unit 6

...

Works of Art



Part I

Reading and Translating



Text A

The Unknown Stories of Works of Art

Munch's *The Scream*, Da Vinci's *The Last Supper*, the portrait of *Madame X*, Leaning Tower of Pisa, and Michelangelo's *Last Judgment* are all well-known works of art. However, they have some really intriguing facts that have slipped under the radar of pop culture. Whether they're things that disappeared years ago or things that have been hiding in plain sight the whole time, there are plenty of things that we never hear about great works of art.

1. The Inspiration Behind *The Scream*

Edward Munch's *The Scream* is one of the most **iconic** paintings of the 20th century—so iconic that it was **elaborately** stolen more than once. According to Munch, *The Scream* was inspired the day he was walking with his friends and saw that “the sky turned as red as blood”, before feeling incredibly tired and hearing an “enormous infinite scream of nature”. For years Munch's inspiration was thought to be imagined until it was recently discovered that the sky that day probably actually was red as a result of the 1883 **eruption** of Krakatoa in Indonesia.

The volcano's impact was felt as far as New York where the sky was reported to be “**crimsoned**”. This same impact was felt in Munch's town two days later with the town newspaper stating that “People believed it was a fire: but it was actually a red **refraction** in the **hazy** atmosphere after sunset”. While the terrifying scream in Munch's painting was imagined, the sky was probably not.

2. Da Vinci's Hidden Music

In 2007, Giovanni Maria Pala, an Italian computer technician and musician, stated that he had uncovered musical notes in Da Vinci's famous painting *The Last Supper*. According to Pala, if one draws the five lines of the musical staff across the painting; the hands of Jesus Christ, the hands of his **apostles**, and the **loaves** of bread on the table would depict a musical note which would make sense when read from right to left.

Da Vinci was known to be a music enthusiast who incorporated musical **riddles** in his writings which must be read from right to left. Alessandro Vezzosi, the director of a dedicated Da Vinci museum in Tuscany, believed Pala's proposition is “**plausible**”. Vezzosi also stated that Da Vinci played the **lyre** and sketched several musical instruments. “There's always a risk of seeing something that is not there, but it's certain that the spaces (in the painting) are divided harmonically,” he said.

“Where you have harmonic proportions, you can find music.”

3. *The Madame X Scandal*

The portrait of *Madame X* is a prominent painting by a young American immigrant and celebrity named John Singer Sargent of Virginie Avegno Gautreau. Sargent had hoped that *Madame X* would make his reputation. The portrait did make him famous, or **infamous**, because of its supposed **indecent**.

After it was exhibited at the Salon, the portrait was highly criticized and **mocked**. The major reason behind the criticism was the right strap in the portrait. The strap in the early portrait can be seen falling off her right shoulder, revealing a little more of the model’s skin. The **scandal** that followed was so intense that Sargent had to move to Britain. The Gautreau family was ashamed of the scandal and pleaded with Sargent to withdraw the painting. Sargent, in an effort to **pacify** the critics and public, repainted the strap into what we see in the portrait today.

4. *The Leaning Tower of Pisa’s Unknown Architect*

Also known as Torre Pendente di Pisa, the Leaning Tower of Pisa doubles as both a monument and a mystery. While the reason for its rather distinctive leaning is well-known (it has a weak foundation), no one knows who designed it.

The Leaning Tower of Pisa was originally meant to be a stand-alone bell tower for the city of Pisa’s **cathedral**. Such towers were common in 10th-century Italy as they were believed to symbolize how powerful and wealthy the town was. The Leaning Tower of Pisa, however, was built to attract people to the cathedral in Pisa. The major reason why no one knows who designed the tower is that the tower took almost 200 years to complete. Historians used to think the tower was designed by Bonanno Pisano, but this is disputed. An architect named Diotisalvi is seen as the more likely person to have designed the tower because he designed the city’s baptistery¹ and the San Nicola Bell Tower.

5. *Michelangelo’s Last Judgment*

Not long before he died, Pope Clement VII contracted Michelangelo to create a painting of the Last Judgment on the walls of the Sistine Chapel². The drawing is supposed to represent the last day, also called the “Judgment Day”, when Jesus Christ would return to the world. The artwork, however, generated some controversy after Michelangelo drew several of the characters naked showing their private parts, including that of Jesus Christ and his mother Mary.

This didn’t go down well with a **cardinal** who began the “**Fig Leaf Campaign**”³ with the aim of having the drawing totally removed or heavily **censored**. The Pope’s Master of Ceremony, Biagio da Cesena, also joined in, calling for the censoring or total removal of the drawing, which according to him, was better suited to be displayed in a public bath or bar instead of a church. This angered Michelangelo who then used Cesena’s face for the face of Minos—the god of the underworld. He also added the ears of a donkey to it to denote Cesena’s “foolishness”. The nude images remained in the church till A.D. 1564 when the Council of Trent decided that they should be covered by

braghes⁴, such as fig leaves or draped fabrics. During restoration works in 1993, about half of the braghes put over the characters' private parts were removed and it was seen that Michelangelo had actually painted Minos with a snake coiled round his waist biting him in the **groin**.



New Words and Expressions

iconic	[aɪ'kɒnɪk]	adj.	标志性的
elaborately	[ɪ'læbərətli]	adv.	精心策划地
eruption	[ɪ'rʌpʃn]	n.	火山喷发
crimson	['krɪmzɪn]	v.	变为深红色
refraction	[rɪ'frækʃn]	n.	折射
hazy	['heɪzi]	adj.	有薄雾的
apostle	[ə'pɒsl]	n.	(基督教的)使徒
loaf	[ləʊf]	n.	一条(块)面包
riddle	['rɪdl]	n.	谜语
plausible	['plɔ:zəbl]	adj.	貌似真实的; 貌似有理的
lyre	['laɪə(r)]	n.	里拉(琴)
infamous	['ɪnfəməs]	adj.	声名狼藉的
indecenty	[ɪn'di:snsɪ]	n.	有伤风化
mock	[mɒk]	v.	嘲笑
scandal	['skændl]	n.	丑闻, 丑名
pacify	['pæsɪfaɪ]	v.	使(某人)息怒; 平息
cathedral	[kə'thi:drəl]	n.	总教堂, 大教堂
cardinal	['kɑ:dɪnl]	n.	红衣主教
fig	[fɪg]	n.	无花果树
cancel	['sensə(r)]	v.	审查
groin	[grɔɪn]	n.	腹股沟



Notes

1. **The city's baptistery** is part of a church or a separate building in connection with it, used for administering baptism in the city.
2. **Sistine Chapel** is a chapel in the Apostolic Palace, the official residence of the Pope, in Vatican City.

3. **Fig Leaf Campaign** is one of the most infamous, destructive acts of vandalism in history by the Catholic Church.
4. **Braghes** literally means “pants”.



Exercises



Check Your Understanding

I. Mark the following statements with T (true) or F (false) according to the passage.

- () 1. *The Scream* was elaborately stolen for several times.
- () 2. The sky Munch saw on the day was red because of the eruption of a volcano in Indonesia.
- () 3. Giovanni Maria Pala incorporated musical riddles in his writings which must be read from right to left.
- () 4. *Madame X* made Sargent very famous due to his excellent painting skill.
- () 5. The strap in the early portrait was in the position where we see it today.
- () 6. The Leaning Tower of Pisa was very famous for no one knows who designed it.
- () 7. It is disputed that the tower was designed by Bonanno Pisano.
- () 8. *Judgment Day* generated some controversy after Michelangelo drew several of the characters.

II. Give brief answers to the following questions.

1. How was Edward Munch inspired when he painted *The Scream*?
2. How did Alessandro Vezzosi think of Pala's proposition?
3. Why was the portrait of *Madame X* highly criticized and mocked?
4. Why was the Leaning Tower of Pisa famous?
5. What did Michelangelo do when he felt angry with the comment of Biagio da Cesena?



Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

- | Column A | Column B |
|---------------|---|
| 1. iconic | a) the change in direction of a propagating wave (light or sound) when passing from one medium to another |
| 2. refraction | b) to turn red, as if in embarrassment or shame |

- 3. hazy c) to treat with contempt
- 4. riddle d) filled or abounding with fog or mist
- 5. mock e) a difficult problem
- 6. censor f) being a symbol of something
- 7. plausible g) marked by complexity and richness of detail
- 8. elaborate h) to forbid the public distribution of
- 9. crimson i) apparently reasonable and valid
- 10. pacify j) to make people calm or pleased

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
	好几条面包
plain sight	
	流行文化的嗅觉
a music enthusiast	
	素描几种乐器
divide harmonically	
	暴露皮肤
the Judgment Day	
	地基不牢
coil around	

V. Complete the following sentences by translating the Chinese in the brackets into English.

1. An Italian computer technician and musician stated that _____ (他已找到了达芬奇那幅著名画作里的音符).
2. The portrait did make him famous, or infamous, _____ (由于被认为是下流的).
3. _____ (随之而来的流言蜚语如此猛烈) that Sargent had to move to Britain.
4. Such towers were common in 10th-century Italy as they were believed to _____ (象征其所在镇子的权力与财富).
5. According to Cesena, the drawing was better suited to _____ (展示在公共浴室或酒吧里, 而不是教堂).



Text B

Art Imitable: A Master Forger's Works Are Auctioned

The sale of more than 200 drawings on October 22nd by a small **auction** house near Salisbury in southwest England has threatened to open old wounds in the art world—the works were by Eric Hebborn, a master **forger**.

Few have heard of Hebborn, but many museum-goers may have seen his handiwork, **masquerading** as old masters' at major galleries around the world. He claimed his **forgeries** found homes in the world's most famous museums, though some friends and enemies disputed this. Some in the art world fear that the newly auctioned sketches, collected by his sister after he was murdered in Rome in 1996, could prove to be preliminary drawings which would reveal other major fakes. "This auction is going to open a very large can of worms," says Simon Wingett, who auctioned Hebborn's works at Webbs of Wilton this week.

Born into a working-class London family in 1934, Hebborn won prizes as a student at the Royal Academy, but his own art brought him little acclaim, leading to suggestions that forgery was his means of revenge on a **snooty** art elite. Hebborn maintained that dealers were interested in money, not art, claiming one paid him £750 for a forgery that he sold on for £90,000. As for art historians, "they just want to get a **knighthood** for knowing a lot about Rembrandt." Art itself was neglected, he believed. He dismissed claims that he was a **crook**, saying he, like many before him, simply made imitations.

He is thought to have produced about 1,000 forgeries over the course of his life, sold on by **bamboozled** dealers as the work of Rubens, Van Dyck, Brueghel and others. In 1978, a **curator** at the National Gallery of Art in Washington, D.C., noticed that two drawings purchased from Colnaghi, a reputable dealer in London, were on the same kind of paper. The dealer admitted to having been **duped**, and prices on the London market for master drawings fell. In 1984 Hebborn confessed to having forged them and others. But he was never charged; the dealers and experts were too worried about rocking the market and exposing their own ignorance.

Though few people could tell the difference between his forgeries and the originals, there remains a difference in price. At Sotheby's in New York earlier this year, a painting by Brueghel fetched \$52 million. Hebborn's most expensive sketch this week went for £2,600.



New Words and Expressions

imitable	['ɪmɪtəbl]	<i>adj.</i> 可模仿的
auction	['ɔ:kʃn]	<i>n.</i> 拍卖; 竞卖



forgery	['fɔ:dʒəri]	<i>n.</i>	(钱、文件等的) 伪造者
masquerade	['mæskə'reɪd]	<i>v.</i>	冒充
forgery	['fɔ:dʒəri]	<i>n.</i>	赝品
snooty	['snu:ti]	<i>adj.</i>	< 口 > 高傲自大的
knighthood	['naɪthʊd]	<i>n.</i>	骑士(爵士)的身份
crook	[krʊk]	<i>n.</i>	< 口 > 骗子
bamboozle	[bæm'bu:zl]	<i>v.</i>	< 口 > 欺骗; 使迷惑
curator	[kjʊə'reɪtə(r)]	<i>n.</i>	艺术馆的馆长
dupe	[dju:p]	<i>v.</i>	欺骗; 愚弄



Exercises

I. Complete the following sentences by translating the Chinese in the brackets into English.

- The sale of drawings on October by a small auction house _____ (揭开了艺术界尘封多年的伤口) .
- Many museum-goers may have seen his handiwork, _____ (在各地的大型画廊伪装成大师的作品) .
- _____ (尽管他的某些朋友或死敌对此表示不满), he claimed his forgeries found homes in the world's most famous museums.
- The newly auctioned sketches, _____ (他在罗马遭到谋杀身亡后由他妹妹收集), could prove to be preliminary drawings which would reveal other major fakes.
- _____ (交易商承认被骗了), and prices on the London market for master drawings fell.
- The dealers and experts were too worried about _____ (会震动市场和暴露自己的愚昧) .

II. Give brief answers to the following questions.

- Was Eric Hebborn a very famous painter?
- Did all of Eric Hebborn's friends support him?
- Why did Eric Hebborn produce forgeries?
- How many forgeries did Eric Hebborn produce?
- Why was Eric Hebborn never charged?



Part II

Academic Reading

Finding the Topic, Main Idea and Supporting Details

As you know, the most important reading skill is finding the main idea. A closely related reading skill is locating supporting details—the added information you need to make sense of the main idea. To read effectively, you must recognize both main ideas and the details that support those ideas.

Definition of a Paragraph

Paragraph is a group or specially and intentionally related sentences; a thought unit; sentences that revolve around a single idea and is a writer's attempt to develop an idea or part of an idea.

The organization of a paragraph includes:

- Statement of the main idea;
- Elaboration of the main idea and supporting details;
- Restatement of the main idea, i.e., summary of main ideas or conclusions.

Main Idea

The main idea is the most important idea presented in the paragraph. Ask yourself, “What is the point of the paragraph? What is the paragraph about?” The answer is usually the main idea. The main idea can be in different parts of the paragraph but it's usually found in the beginning.

The topic is the subject that the selection is about. The main idea can usually be located if you can determine what the topic is. To find the topic of a selection, ask the simple question, “Who or what is the selection about?”

Topic sentence is the statement of the main idea. It is the statement under which all other materials in the paragraph—examples, reasons, facts, details and other evidence—can fit.

Topic sentences are usually in the first sentence of the paragraph, but not always. They may also be located within the paragraph or at the end of the paragraph. They may even appear twice—at the beginning and at the end. Sometimes a selection lacks a topic sentence but that does not mean that it lacks a main idea. The author simply lets the details of the selection suggest the main idea. You must figure out the implied idea by deciding the points of all the details.

Supporting Details

The supporting details provide additional information about the main idea. Supporting details can define, describe or just add information about the main idea. You can have any number of supporting details as long as it adds details about the main idea.

The following is the way to determine supporting details:

- Decide which details help to further the story line;
- Decide which details help you to understand the main idea;
- Answer question raised by the main idea (who, what, when, why or how).

Supporting materials include the following major types.

1. Comparisons, in which one thing is shown to be like another.

e.g.: *Skilled college students are like the unskilled students in their desire for a diploma.*

2. Contrasts, in which one thing is shown to differ from another.

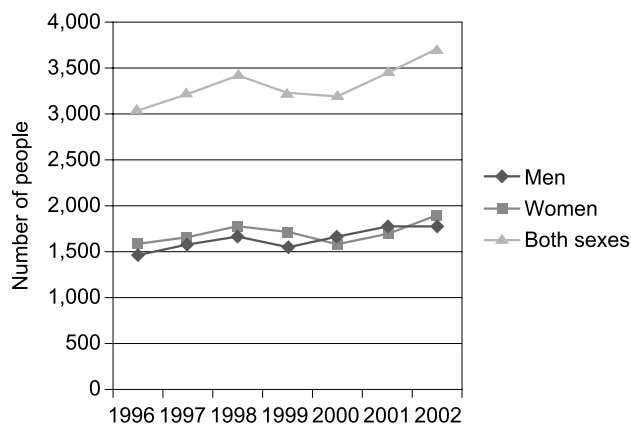
e.g.: *Skilled students are different from unskilled students in that they use a method to read a textbook.*

3. Statistics

e.g.: *75 percent of the students who do not attend class regularly receive grades of C or worse.*

4. Graphs

e.g.:



5. Quotations from authorities

e.g.: *Professor Smity admits, "I tell students they don't need to attend my class if they don't want to. I know, however, that if they don't come, they won't pass."*

6. Vivid descriptions

e.g.: *The students took the exam paper from the professor's hand, quickly looked at the grade, gave a sigh or relief and began to smile.*

There are two kinds of supporting details—major and minor. The main idea and its major supporting details form the basic framework of paragraphs. The major details are the primary points that support the main idea. Paragraphs often contain minor details as well. While the major details explain and develop the main idea, they in turn are expanded upon the minor supporting details.

e.g.: *Studies reveal that people's first names can have an influence on them. Some names reflect on people in a positive way. For example, one survey showed that American men consider the name Susan to be very sexy. And participants in a British study thought Tony to be the name*

of someone very friendly. However, other names can have a negative impact. In one study, for instance, teachers gave lower grades to essay supposedly written by boys named Hubert and Elmer than to the very same essay when they credited to boys with more popular names. Another study found girls with unpopular names did worse on IQ and achievement tests than girls with more appealing names.

Main idea: Studies reveal that people's first names can have an influence on them.

Major details: Some names reflect on people in a positive way. However, other names can have a negative impact.



Exercises

I. Identify the topic, main idea and supporting details of the following paragraphs.

1. The Erie Canal changed the way people moved goods and supplies in the mid 1800s. The 363 mile canal connected Albany, New York to Lake Erie in Buffalo for the first time. When the canal opened in 1825, building supplies and goods could be transported quickly and cheaply across New York State. Canal boats pulled by mules carried people and supplies the 363 miles.
2. Were you born after 1985? If so, how long do you expect to live? Most people born after 1985 can expect to live more than 70 years. Of course, this is just a guess based on past records. By the way, females can expect to live about six years longer than males. That's taken from past records too!
3. Farmers in Japan have a problem. There is not much land to farm, and there are many people to feed. Some farmers cut rows in the hillsides and grow crops there. This helps a little, but many kinds of food are shipped to Japan. They can choose anything they want to eat.
4. Do you ever wonder how you taste things? You owe your sense of taste to your taste buds. We have nine thousand taste buds just on the tongue alone. There are also taste buds on the roof of your mouth. You even have taste buds on the back of your throat.

II. Read and tell the topic sentence or main idea of the following paragraphs.

1. The physical complaints of neurotics—people who are overly anxious, pessimistic, hostile, or tense—were once largely ignored by physician. Many doctors believed that the frequent complaint of neurotic were exaggerations. However, new research shows that neurotics are, in fact, more likely to have physical problems. Specifically, researchers found neurotics stand a greater chance of having five particular ailments: arthritis, asthma, ulcers, headaches, and heart disease. In addition, there is evidence that people who are pessimistic in their teens and twenties are more likely to become ill or die in their forties.

2. A study at one prison shows that owning a pet can change a hardened prison inmate into a more caring person. Another study discovered that senior citizens, both those living alone and those in nursing homes became more interested in life when they were given pets to care for. Even emotionally disturbed children have been observed to smile and react with interest if there is a cuddly kitten or puppy to hold. Animals, then, can be a means of therapy for many kinds of individuals.
3. We are on our way to becoming a cashless, checkless society, a trend that began with the credit card. Now some banks are offering “debit cards” instead of the credit cards. That costs of purchases made with these cards are deducted from the holder’s bank account instead of being added the monthly bill. And checking accounts, which are mainly used for paying bills, are going electronic. Now some people can make computer transactions over their pushbutton phones to pay bills by transferring money from their account to the account of whomever they owe. Soon we may be able to conduct most of our business without signing a check or actually seeing the money we earn and spend.
4. In ancient times, irrational behavior was considered the result of demons and evil spirits taking possession of a person. Later, Greeks looked upon irrational behavior as a physical problem—caused by an imbalance of body fluids called “humors”—or by displacement of an organ. In the highly superstitious Middle Ages, the theory of possession by demons was revived. It reached a high point again in the witch-hunts of 18th-century Europe and America. Only in the last one hundred years did true medical explanations gain wide acceptance and were categories of illnesses changed.



Part III

Academic Writing

Writing to Analyze

You cannot start to analyze a topic until you have a solid idea about the overall meaning or effect of it. With this in mind, you can then begin your analysis. This means breaking it down into its parts to uncover which are the most important in contributing to its overall meaning or effect. An analysis of a thing or idea is, therefore, always well-supported with references to key aspects of the thing itself.

An analysis:

- Explains a thing or idea (such as how it works or how it creates its effect) by referring to the important parts that make it up;
- Supports its claims by referring to the findings of the analysis.

As with any writing task, the first thing that you need to do is “CAP” (Context, Audience and Purpose) the task so that you are clear about the style of writing to adopt.

Context varies. You might be asked to explain your view of something, or produce a persuasive argument for your case—but it will always need to be done by referring to your analysis of it, using this to support what you claim.

If, for example, you are asked to write a speech to your school’s governing body to discuss the idea of the school offering healthier school meals, you will need to argue your case. For your writing to be analytical, you will need to support your argument by referring to the key parts of your topic. You may also want to consider persuasive techniques. Exactly what you need to analyze and which “parts” will be clear from the key words of your assignment.

The audience is school governors. They will be interested and well-informed adults who know a lot about the school as well as about food. A formal style, using Standard English, will suit this audience and purpose.

The purpose is to provide an analysis of advantages and disadvantages of healthier school meals. You will also aim to persuade governors to act on your recommendations. Such persuasion is most likely to succeed if you argue in a balanced way, supporting your points by referring to an analysis of, for example, what “healthy” means to students and also what it means, say, to doctors and nutritionists.

Staying the Same	Healthier
Popular with many students	Better selection, especially for vegetarians
Cheap to produce, therefore lower prices	Will improve health and learning
Students won’t go out of school for food	Having both would mean more choice

Some people feel that there is still too much unhealthy junk food in schools. They want more healthy dishes. Others say the children wouldn’t eat the healthy food and would just bring in their own food or go out to the chip shop, which is out of bounds. We need a solution!

Write a speech, to be given at a school governors’ meeting, analyzing the advantages and disadvantages of making school dinners healthier and providing your recommendations on what action, if any, should be taken.

Part One—One Side of the Argument

This is one version of a possible speech. You will find comments beneath each paragraph, explaining what the writer has done well.

Introduction: *I’m sure you’ve all heard the saying “We are what we eat”. Have you been into*

the school canteen recently? The selection is similar to that in many schools: a main meal which is usually meat-based, a variety of burgers and pizzas, a dessert and, for the health-conscious, jacket potatoes with one or two cold fillings. The question we are here to consider today is whether this is a healthy selection, or whether useful changes could be made to what Grange High School's canteen offers students.

The speech begins by stating the issue clearly and straight away. It starts with a short, familiar phrase and follows with a question that helps to engage as well as involve the audience, causing them to want to listen to the speech. The current selection of food is outlined to set the scene for what is to follow and then the main question to be tackled is stated. The opening is friendly, clear and easy to follow. This makes for a great start.

Evidence: *Nutritionists tell us that to be healthy we need to eat a balanced mixture of sugar, starch and fats. They then split these further into “simple” and “complex” carbohydrates, as well as “saturated” and “unsaturated” fats. The current school food is unbalanced. It provides a diet too high in simple carbohydrates as well as saturated fats—to the point that some nutritionists might label it “junk food”. A survey conducted recently by students suggested that many are happy with the food on offer but the canteen staff say that the profit from these would make it possible to offer a more varied and thus healthier selection or at least to provide some kind of “traffic light” system to guide students towards a healthier balance of foods.*

The writer now looks at the evidence for keeping junk food. They've imagined a survey and comments from the canteen staff—this is fine as it's relevant and makes sense.

Final Argument: *In the survey, some students admitted that the “junk food” in the canteen is the only reason they stay in school at lunchtimes. Although they are not allowed off site during meal times, it is well-known that some students do sneak out to local chip shops and other takeaways. A substantial number of students who took part in the canteen's survey said they would be more likely to do this if the canteen offered more healthy food.*

The final argument for junk food is explained. The writer introduces a rather controversial point, but softens it with the phrase “it is well-known...” so that no one is blamed. Again this keeps things formal and balanced.

So far, the writing has only provided the advantages of keeping the menu as it is.

Part Two—The Other Side of the Argument

The second half of the writing focuses on the points in favor of the healthier options. You will find comments beneath each paragraph, explaining what the writer has done well.

Evidence Against: *However, a lack of choice of healthy options at lunchtimes may be one reason why pupils are not opting for them. On looking at the menu, we found that the only healthy option offered was jacket potatoes with cold fillings such as tuna or cheese. Students, who were surveyed, pointed out that eating this every day would be boring and that the cold fillings are inadequate in winter. A wider choice of healthy food, including a range of hot main meals may be*

a more appealing choice for students.

Now the writer moves on to the views in favor of healthy food. The impersonal tone is maintained in the first sentence. The formal connective “however” is used to signal a change in the argument. The writer returns to the facts—jacket potatoes are the only healthy option—and suggests some alternatives. They are building on the evidence mentioned earlier, towards a conclusion.

Solution: *Nevertheless, it remains true that junk food is popular and easy to produce. If students start going off site they may get injured or into trouble, and the school could be held responsible. Therefore, it seems impractical to ban junk food altogether. But is there another answer? After gathering evidence from surveys with both canteen staff and students, I would recommend a wider selection of meals, including a range of healthier options, for one term. If successful, this initiative could be made permanent.*

This detailed paragraph begins to suggest the solution. Formal connectives are used (“nevertheless” and “therefore”) to signal that the argument is coming to an end.

Conclusion: *In conclusion, the solution seems clear: if a good selection of food is provided then everyone will be happy—and the canteen will almost certainly gain more customers. Thank you for your time.*

The final paragraph is short and direct. It sums up the main conclusion of the speech in a positive way: “everyone will be happy” and “the canteen will almost certainly gain...”, which leaves the audience with a clear picture of the writer’s final point of view.

The detached, impersonal tone can be very useful for certain pieces of writing. The phrase “it is often argued” is a useful one. Here are a few more:

- It seems likely that...
- Many people believe...
- Some argue that...
- It is sometimes stated that...
- There is evidence to suggest...
- could
- might
- can
- if
- perhaps
- ...



Exercises

I. Choose the best answers according to the skills we have learned in this unit.

1. What should you always support analysis of something with?
 - A. References to key aspects of the thing itself.
 - B. References to lots of other things.
 - C. No references at all.
2. How does an analysis support its claims?
 - A. By referring to details that are important.
 - B. By referring to the findings of the analysis.
 - C. By talking about anything that is relevant.
3. What style should analytical writing be?
 - A. Detached and impersonal.
 - B. Friendly and chatty.
 - C. Over the top and persuasive.
4. Which of these phrases are you likely to find in analytical writing?
 - A. I believe...
 - B. Everyone believes...
 - C. Many people believe...
5. Which of these lists of words are you likely to find in analytical writing?
 - A. can; will; when; perhaps
 - B. could; might; if; perhaps
 - C. can; might; if; perhaps

II. Homelessness is a huge issue in Britain and there are thousands of people who are living rough on the streets in Britain. Your task now is to attempt to choose which of these sentences is the most objective and appropriate to appear in analytical writing.

1. Choose the most appropriate statement that you would use when writing about homeless people entering the town.
 - A. Homeless people are dangerous and they should not be encouraged to come into our town.
 - B. Some people may suggest that homeless people are dangerous and they should not be encouraged to come into our town.
 - C. Some people may suggest that homeless people are dangerous. These people would even go so far as to say that they should not be encouraged to come into our town.

2. Choose the most appropriate statement that you would use when writing about the suitability of having a homeless shelter in the town.
 - A. Putting a homeless shelter in our town is a good idea.
 - B. It could definitely be seen as a good idea to put a homeless shelter in our town.
 - C. There are people who will see that it could definitely be seen as a good idea to put a homeless shelter in the town.
3. Choose the most appropriate statement that you would use when writing about the problems of having a homeless shelter in the town.
 - A. The problem that I have with building a homeless shelter is that it could bring all sorts of undesirable people to the town.
 - B. The problem that some people might have with building a homeless shelter is that it might bring all sorts of undesirable people to the town.
 - C. The problem that most people might have with building a homeless shelter is that it might bring all sorts of undesirable people to the town.
4. Choose the most appropriate statement that you would use when writing about persuading people to get behind the homeless shelter.
 - A. People will tell you that, one day, you might need the services of such a shelter. Surely, it would be preferable if the shelter were close to home.
 - B. Imagine if you needed the services of such a shelter. Wouldn't you want it to be in your town?
 - C. There is a possibility that anyone could end up in financial circumstances that mean they are homeless. If that was the case, it is likely that people would want shelters to be local.
5. Choose the most appropriate statement that you would use when writing your closing argument.
 - A. To conclude, the advantages far outweigh the disadvantages and I hope that you take on board my comments.
 - B. In summary, there are arguments for both sides and I do hope that this analysis will help you to reach a fair and right outcome for the community.
 - C. Finally, Having read this analysis, you will see that the community does not want a homeless shelter so please do listen to our points.



Part IV

Translating Skill

综合法

长句的翻译首先要判断出句子的结构（如是简单句、并列句，还是复合句），再找出句中的主要成分，即主语和谓语动词，然后再分清句中的宾语、状语、表语、宾语补足语、定语等，最后还要弄清原文的表达模式特点。一般说来，英语长句的翻译主要依原句的语义及句子各部分间的逻辑关系而定，采取的方法就是分译，而分译法大体又分为顺译法、逆译法和综合法。

当采用顺译法和逆译法翻译的译文都不顺畅，且分译也有困难时，译者就应该仔细推敲，或按时间先后，或按逻辑顺序，有顺有逆，有主有次地对全句进行综合处理。弄清句子中究竟讲了多少件事，将长句分解为语义相对完整的单句，分析各个单句之间的语义逻辑关系，然后用合乎汉语表达习惯的排列方式对各个单句进行重新组合，以便把英语原文翻译成通顺忠实的汉语句子。

汉语的顺序是：

1. 先发生先说，后发生后说；
2. 先说试试，后说评价；
3. 先说因，后说果；
4. 先说条件，后说推断；
5. 先说手段，后说目的；
6. 先说反面，后说正面。

例如：

It should be realized that when we assign a magnitude and direction to the velocity of a body, we are really expressing its velocity relative to something which is, for this particular purpose, imagined to be stationary.

这句可分为几层意思：

A: It should be realized.

B: that we are really expressing its velocity relative to something.

C: when we assign a magnitude and direction to the velocity of a body.

D: which is, for this particular purpose, imagined to be stationary.

这是主从复合句。第一句为主句，第二句为主语从句，第三句为时间状语从句，说明第二句谓语行为发生的时间，第四句为定语从句，修饰第二句的 something。本句可采用综合法翻译，将此句翻译成：

应当认识到，当我们确定某一物体的速度、大小和方向时，实际上我们表示的是相对于某一参考物的速度，对于这一特定场合来说，可以设想该参考物是静止不动的。

People were afraid to leave their houses, for although the police had been ordered to stand by in case of emergency, they were just as confused and helpless as anybody else.

该句共有三层含义：

A: People were afraid to leave their houses.

B: for although the police had been ordered to stand by in case of emergency.

C: They were just as confused and helpless as anybody else.

在这三层含义中，B 表示让步，C 表示原因，而 A 则表示结果。按照汉语的习惯，我们可将句子翻译为：

尽管警察已接到命令，要做好准备以应付紧急情况，但人们不敢出门，因为警察也和其他人一样不知所措和无能为力。

As regards health I have nothing useful to say since I have little experience of illness. I eat and drink whatever I like, and sleep when I cannot keep awake. I never do anything whatever on the ground that it is good for health, though in actual fact the things I like doing are mostly wholesome.

谈到健康问题，我就没有什么可说的了，因为我没怎么生过病。我想吃什么就吃什么，想喝什么就喝什么，眼睛睁不开了就睡觉，从来不为对身体有益而搞什么活动，然而实际上我喜欢做的事大都是有助于增进身体健康的。

But without Adolf Hitler, who was possessed of demoniac personality, a granite will, uncanny instincts, a cold ruthlessness, a remarkable intellect, a soaring imagination and until toward the end, when drunk with power and success, he overreached himself an amazing capacity to size up people and situations, there almost certainly would never have been a Third Reich.

然而，如果没有阿道夫·希特勒，那就几乎可以肯定不会有第三帝国。因为阿道夫·希特勒有着恶魔般的性格、花岗石般的意志、不可思议的本能、无情的冷酷、杰出的智力、深远的想象力以及对人和局势惊人的判断力。这种判断力和胜利使他冲昏了头脑而自不量力，终于弄巧成拙。

Computer language may range from detailed low level close to that immediately understood by particular computer, to the sophisticated high level which can be rendered automatically acceptable to wide range of computers.

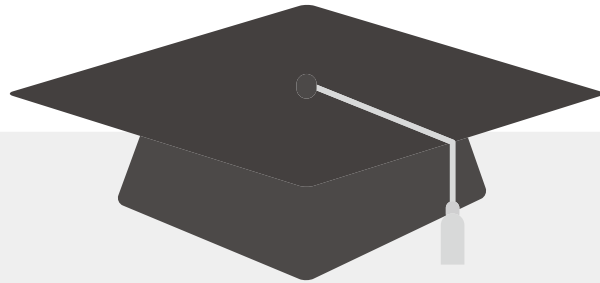
计算机语言有低级的也有高级的。前者比较烦琐，很接近于特定计算机直接能懂的语言；后者比较复杂，适应范围广，能自动为多种计算机所接受。



Exercises

Translate the following sentences into Chinese.

1. Energy is the currency of the ecological system and life becomes possible only when food is converted into energy which in turn is used to seek more food to grow, to reproduce and to survive.
2. By the middle of the year, he warned, the Soviet Union would overtake the United States in the number of land-based strategic missiles, the result of a massive Soviet effort beginning in the mid-1960s, after the Cuban fiasco, to achieve at least parity and possibly superiority in nuclear weapons.
3. Taking his cue from Ibsen's *A Doll's House*, in which the heroine, Nora, leaves home because she resents her husband's treating her like a child, the writer Lu Xun warned that Nora would need money to support herself; she must have economic rights to survive.
4. Up to the present time, throughout the 18th and 19th centuries, this new tendency placed the home in the immediate suburbs, but concentrated manufacturing activity, business relations, government, and pleasure in the centers of the cities.
5. Modern scientific and technical books, especially textbooks, requires revision at short intervals if their authors wish to keep pace with new ideas, observations and discoveries.



Unit 7

...

Fashion and Costume



Part I

Reading and Translating



Text A

China's Uniform Affection

Uniforms are a **pervasive** part of many societies. But in China there seems to be a particular **adherence** to uniforms. From entering the subway, passing security and stepping onto the train, you will have encountered not one, but multiple uniformed staff. Walking down the street will have meant dodging bright orange street cleaners, food-delivery staff on **scooters** or identically dressed salon workers receiving their morning briefing. Upon entering your office, you may have passed uniformed security guards on your way to colleagues dressed in suits and ties. They're inescapable.

The uniform's place in Chinese society can be traced back through the country's history. As in most places across the world, they have been worn throughout the ages in the military to distinguish between **factions** and provide protection. Each dynasty favored a different style for its soldiers. Drawings of soldiers from the Eastern Zhou Dynasty (770 B.C.-221 B.C.) show **studded** boots and uniforms with heavy arm and **torso** protection, whereas similar depictions from the Sui Dynasty (581 A.D.-618 A.D.) **illustrate draped** and layered military wear. Uniforms were often as fierce as the battles their wearers fought in.

Uniforms were also designed to show status and mark levels of authority. In China, the Terracotta Warriors in Xi'an were molded to wear styles commonly found in the Qin Dynasty (221 B.C.-207 B.C.). Officers' ranks were **discernible** by their dress, with generals wearing a dual long jacket, long pants, thigh protectors, a **crest** hat and a pair of boots with square tips.

But at points throughout history, uniforms were **deemed** fashion items too. Zhongshan suits (Chinese **tunic** suits) were hugely popular among males in the 1950s, with women's clothing based on a similar style. Introduced by Sun Yat-Sen and made famous by Mao Zedong who favored it in public, hence the nickname "Mao suit", the clothing became a form of national dress.

In the military, clothing now follows the generic Western style of pants, jacket and a hat. The Zhongshan suit has also undergone modernization. With an altered shape and more **streamlined** look, the once shapeless **garment** is now fitted and more **flattering** for the male body. But while it is still a popular choice for Chinese leaders during important events, tunic suits are rarely seen in wider society.

Yet, there are many places where uniforms live on. This is the case in the **hospitality industry**

in particular, explains Catalina Calin, director of Calin Fashion Academy in Beijing.

“In Europe, you don’t see uniforms that often compared to China. Hospitality is the one industry that is still using them because they can project the type of service or **professionalism** that you are expecting,” she says. “A uniform is very important for how a client sees you, but it’s also important for how the employee is feeling. The uniform has to be fitted right for the person to feel confident and beautiful.”

Calin believes there will be more emphasis on uniforms’ appearance in the future: “Chinese ladies are starting to become more conscious of their appearance and beauty. This flows through to the places they work, which have to fit their needs,” she says, citing staff the New World Hotel’s Yin as an example of progression. “They wear short black skirts, rock-style shoes and dark make-up. This brings a very cool image to the bar.”

But China’s love affair with uniforms stretches far beyond hospitality. While there is no single explanation for this, it may reflect a more **inherently collectivist** culture, where **self-identity** is shaped by group memberships. In the workplace, or in schools, people feel a stronger sense of self if they are able to define themselves as part of a group.

On the streets of Beijing, the way people feel about wearing uniforms varies wildly. Outside Ginza Mall we find Xing, a safety officer from Shanxi, wearing a dark blue-black shirt, pants and hat. “I feel like a soldier when I wear my uniform,” he declares, demonstrating an army-like pose. “It makes me feel like I’m part of a team. I like all of it.”



New Words and Expressions

pervasive	[pə'veɪsɪv]	<i>adj.</i>	普遍的
adherence	[əd'hɪərəns]	<i>n.</i>	坚持
scooter	['sku:tə(r)]	<i>n.</i>	小轮摩托车
faction	['fækʃn]	<i>n.</i>	派别
stud	[stʌd]	<i>v.</i>	用许多饰钮等装饰
torso	['tɔ:səʊ]	<i>n.</i>	躯干
illustrate	['ɪləstreɪt]	<i>v.</i>	说明
draped	[dreɪpd]	<i>adj.</i>	垂褶袖的
discernible	[dɪ'sɜ:nəbl]	<i>adj.</i>	可辨别的；可识别的
crest	[krest]	<i>n.</i>	冠；顶饰
deem	[di:m]	<i>v.</i>	认为，视作
tunic	['tju:nɪk]	<i>n.</i>	束腰外衣
streamlined	['stri:mlaɪnd]	<i>adj.</i>	成流线型的
garment	['gɑ:mənt]	<i>n.</i>	服装
flattering	['flætərɪŋ]	<i>adj.</i>	使显得更漂亮的

hospitality industry		服务业
professionalism [prə'feʃənəlɪzəm]	<i>n.</i>	职业化
inherently [ɪn'hɪərəntli]	<i>adv.</i>	内在地; 固有地; 天性地
collectivist [kə'lektɪvɪst]	<i>adj.</i>	集体主义的
self-identity ['selfaɪ'dentəti]	<i>n.</i>	自我认同



Exercises



Check Your Understanding

I. Mark the following statements with T (true) or F (false) according to the passage.

- () 1. Chinese tend to be a particular insistence to uniforms.
- () 2. Uniforms were worn throughout the ages in the military to show soldiers' good appearance.
- () 3. In ancient China, uniforms were markers of different levels of authority.
- () 4. Chinese tunic suits were very popular in the 1980s.
- () 5. On important occasions, Chinese leaders tend to choose to wear tunic suits.
- () 6. Uniforms are necessary in the hospitality industry.
- () 7. Chinese ladies are not beginning to become more aware of their appearance and beauty than before.
- () 8. People usually feel a stronger sense of self-identity if they can define themselves as part of a group by wearing uniforms.

II. Give brief answers to the following questions.

1. Why are Chinese believed to be a particular adherence to uniforms?
2. What were uniforms of soldiers from the Chinese Eastern Zhou Dynasty like?
3. What is the function of soldiers' uniforms in ancient China?
4. How did Chinese tunic suits become Chinese national dress?
5. How do China's uniforms reflect an inherently collectivist culture?



Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

- | Column A | Column B |
|--------------------|---|
| 1. streamline | a) being present or felt throughout a place or thing |
| 2. discernible | b) a combination of skill and high standards |
| 3. pervasive | c) to form something into a smooth shape, so that it moves easily through the air or water |
| 4. garment | d) a small light motorcycle which has a low seat |
| 5. professionalism | e) can be seen and recognized |
| 6. inherent | f) an organized group of people within a larger group, which opposes some of the ideas of the larger group and fights for its own ideas |
| 7. flattering | g) the conscious recognition of the self as having a unique identity |
| 8. self-identity | h) making somebody appear more attractive |
| 9. faction | i) existing as an essential constituent or characteristic |
| 10. scooter | j) a piece of clothing; used especially in contexts where you are talking about the manufacture or sale of clothes |

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
draped and layered military wear	制服情结
a crest hat	一般的西式风格
fashion items	剪裁上的改变
adherence to uniforms	合身
collectivist culture	对制服的钟爱

V. Complete the following sentences by translating the Chinese in the brackets into English.

- The uniform's place in Chinese society _____ (是有历史可以追溯的).
- Uniforms were usually designed to _____ (显示权威者的地位和阶级).

- Hospitality is the one industry that is still using uniforms because _____ (这可以投射出你所期望的服务和专业)。
- _____ (尽管中山装仍是中国领导人的首要选择) during important events, tunic suits are rarely seen in wider society.
- The uniform has to be fitted right for the person _____ (展现自信和美丽)。



Text B

Dungarees

The classic image of **dungarees** comes from Grant Wood's¹ painting *American Gothic*, which features a **glum**-looking Depression-era farmer wearing a pair of navy blue dungarees **flecked** with dirt. It was the perfect bit of **costuming** for Wood's painting: dungarees were **synonymous** with the blue collar, **Protestant** work **ethic**. As well as farmers (they were originally called "slops"), they were worn by people who worked on the railroads for two **prosaic** reasons: they were easy to slip on and off; and they could protect the good clothes worn underneath. Functional clothes for functional living.

By the 1990s, they were adopted by the Mario Brothers² and the likes of Will Smith³ in *The Fresh Prince* and TLC⁴ (there were two ways of wearing dungarees—with one strap undone and one leg rolled up); and pop stars with a large teenage fan base. Winona Ryder's⁵ appearance on the cover of *Rolling Stone*⁶ in 1994, wearing a pair of dungarees, played on the idea of her as an **indie** film **ingenue** (*New York Magazine* paid **homage** with Elisabeth Moss⁷ in 2014).

In 2012, Man Repeller⁸ **extolled** the values of the **overall**, highlighting its **nostalgic** qualities, taking you "back to the 1990s" when you "jumped rope". "They're comfortable, they're non-threatening. In a way, I was always able to keep a balance with those overalls: it was **vulnerable**, it was safe, it was protected. You could even **dump** a **plaid** dress on top of it, which we did."

In the fashion world, that's the beauty—and the problem—with dungarees: they never, ever change.



New Words and Expressions

dungarees	[ˌdʌŋgə'ri:z]	<i>n.</i>	工装裤, 吊带牛仔裤
glum	[glʌm]	<i>adj.</i>	阴沉的; 忧郁的
fleck	[flek]	<i>v.</i>	使起斑点; 使有斑驳
costume	['kɒstjʊ:m]	<i>v.</i>	为……提供服装

synonymous	[sɪ'nɒnɪməs]	adj.	同义的; 同义词的
Protestant	['prɒtɪstənt]	adj.	新教的; 新教徒的
ethic	['eθɪk]	n.	伦理; 道德规范
slop	[slɒp]	n.	脏水
prosaic	[prə'zeɪɪk]	adj.	平凡的
indie	['ɪndi]	adj.	独立的
ingenue	['ænzɛɪnju:]	n.	天真无邪的少女
homage	['hɒmɪdʒ]	n.	敬意
extoll	[ɪk'stəʊl]	v.	赞美; 吹捧 (等于 extol)
overall	[,əʊvər'ɔ:l]	n.	(上下连身的) 工作服
nostalgic	[nɒ'stældʒɪk]	adj.	怀旧的
vulnerable	['vʌlnərəbl]	adj.	有弱点的
dump	[dʌmp]	v.	乱放
plaid	[plæd]	adj.	有格子图案的



Notes

1. **Grant Wood** (February 13, 1891–February 12, 1942) was an American painter born four miles (6 km) east of Anamosa, Iowa. He is best known for his paintings depicting the rural American Midwest, particularly *American Gothic*, an iconic painting of the 20th century. Wood's best known work is his 1930 painting *American Gothic*, which is also one of the most famous paintings in American art, and one of the few images to reach the status of widely recognized cultural icon, comparable to Leonardo da Vinci's *Mona Lisa* and Edvard Munch's *The Scream*. It was first exhibited in 1930 at the Art Institute of Chicago, where it is still located. It was given a \$300 prize and made news stories country-wide, bringing Wood immediate recognition. Since then, it has been borrowed and satirized endlessly for advertisements and cartoons.
2. **Mario Brothers** is a platform game published and developed for arcades by Nintendo in 1983. It was created by Shigeru Miyamoto and has been featured as a minigame in the Super Mario Advance series and numerous other games. Mario Brothers has been re-released for the Wii's, Nintendo 3DS's, and Wii U's Virtual Console services in Japan, North America, Europe and Australia. In the game, Mario is portrayed as an Italian-American plumber who, along with his younger brother Luigi, has to defeat creatures that have been coming from the sewers below New York City. The game play focuses on Mario's extermination of them by flipping them on their backs and kicking them away. The original versions of Mario Brothers—the arcade version and the Family Computer/Nintendo Entertainment System (FC/NES) version—were received positively by critics.

3. **Will Smith** (born September 25, 1968) is an American actor, producer, rapper, and songwriter. He has enjoyed success in television, film, and music. In April 2007, Newsweek called him “the most powerful actor in Hollywood”. Smith has been nominated for five Golden Globe Awards, two Academy Awards, and has won four Grammy Awards.

In the late 1980s, Smith achieved modest fame as a rapper under the name *The Fresh Prince*. In 1990, his popularity increased dramatically when he starred in the popular television series *The Fresh Prince of Bel-Air*. The show ran for six seasons (1990–1996) on NBC and has been syndicated consistently on various networks since then.

4. **TLC** is an American R&B/hip hop group.
5. **Winona Ryder**, born on October 29, 1971, is an American actress. One of the most profitable and iconic 1990s actresses, she made her film debut in the 1986 film *Lucas*. As Lydia Deetz, a goth teenager in *Tim Burton's Beetlejuice* (1988), she won critical acclaim and widespread recognition. After appearances in film and on television, Ryder continued her acting career with the cult film *Heathers* (1988), a controversial satire of teenage suicide and high school life that has since become a landmark teen film. She later appeared in the coming of age drama *Mermaids* (1990), earning a Golden Globe nomination, in Burton's dark fairy-tale *Edward Scissorhands* (1990), and in Francis Ford Coppola's gothic romance *Bram Stoker's Dracula* (1992).

Having played diverse roles in many well-received films in the mid-late 1980s and early 1990s, Ryder won a Golden Globe Award for Best Supporting Actress and an Academy Award nomination in the same category for her role in *The Age of Innocence* in 1993 as well as another Academy Award nomination for Best Actress, for the literary adaptation *Little Women* the following year. She later appeared in the *Generation X Hit Reality Bites* (1994), *Alien: Resurrection* (1997), the Woody Allen comedy *Celebrity* (1998), and *Girl, Interrupted* (1999), which she also executive-produced. In 2000, Ryder received a star on the Hollywood Walk of Fame, honoring her legacy in the film industry.

6. **Rolling Stone** is an American biweekly magazine that focuses on popular culture. It was founded in San Francisco in 1967 by Jann Wenner, who is still the magazine's publisher, and music critic Ralph J. Gleason. It was first known for its musical coverage and for political reporting by Hunter S. Thompson. In the 1990s, the magazine shifted focus to a younger readership interested in youth-oriented television shows, film actors, and popular music. In recent years, it has resumed its traditional mix of content.
7. **Elisabeth Moss** was born on July 24, 1982 in Los Angeles, California, U.S.A. as Elisabeth Singleton Moss. She is an actress, known for *Mad Men* (2007), *Girl, Interrupted* (1999) and *The One I Love* (2014). She was previously married to Fred Armisen.
8. **Man Repeller**: Leandra Medine is an American author and fashion blogger best known for Man Repeller, a humorous website for serious fashion. She explained the title of her blog to

the *Daily Mail*: “Good fashion is about pleasing women, not men, so as it happens, the trends that we love, men hate. And that is fantastic.” In 2012, Medine was featured in *Forbes*’ “Top 30 Under 30” as one of the year’s “most influential trendsetters”, while *Man Repeller* was recognized in *Time*’s “25 Best Blogs of 2012”, and received “Best Overall Blog” at the 2012 Bloglovin’ Awards. In that year, Medine also topped *Adweek*’s “Fashion Power 25” which recognizes those “who truly mattered in fashion and style”, beating the likes of Lady Gaga, Michelle Obama, and Anna Wintour.



Exercises

I. Complete the following sentences by translating the Chinese in the brackets into English.

- Dungarees _____ (容易穿上和脱下), and they could protect the good clothes worn underneath.
- It was the perfect bit of costuming for Wood’s painting: dungarees were _____ (是蓝领和新教职业伦理的代名词).
- Dungarees feature _____ (看似情绪低落的经济大萧条时期的农民) wearing a pair of navy blue dungarees flecked with dirt.
- There were _____ (两种工装裤穿戴方式) —with one strap undone and one leg rolled up.
- Winona Ryder’s appearance _____ (《滚石乐队》杂志封面上) in 1994, wearing a pair, played on the idea of her as an indie film ingenue.
- The classic image of dungarees comes from Grant Wood’s painting _____ (《美国哥特式》).
- Man Repeller* extolled the values of the overall, _____ (突出了怀旧情怀).
- _____ (在时尚界), the beauty of dungarees never, ever change.

II. Give brief answers to the following questions.

- Why did American railroad workers like to wear dungarees?
- What is “functional clothes”?
- How were dungarees worn in the 1990s?
- How did *Man Repeller* evaluate dungarees?
- Why did the dungarees never change in fashion world?



Part II Academic Reading

Drawing Conclusions

Conclusions are usually short and should not contain new materials. They are often difficult to write as you are likely to feel that you have said it all by this stage. As a result, many students simply summarize what they have said in previous chapters. Unfortunately, this is not concluding! The conclusion of your research has three main roles. First, it provides an ending to the project. It provides the opportunity to say what your research means. Second, it provides you with the opportunity to say how your research can contribute to our understanding of the knowledge in the area, of current management practice and/or relevant policy. Third, it leaves the reader with a final impression of the quality of work!

This should follow logically from what it follows and should be clearly signaled. It is particularly important to have a good conclusion in the conclusion section of your writing, but you need to come to intermediate conclusions throughout your writing.

Useful phrases:

In short, In a word, In brief, To sum up, To conclude, To summarize In conclusion, On the whole, Altogether, In all,	...
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It is	generally widely	accepted argued held believed	that
-------	---------------------	--	------

Therefore, Thus, On this basis, Given this,	it	can may	be	concluded deduced inferred	that
--	----	------------	----	----------------------------------	------

From	the	table figures data results information	it	can may	be	seen concluded shown estimated calculated inferred	that
------	-----	--	----	------------	----	---	------

In conclusion, Finally	we/may say it can/may be said	that
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Part III

Academic Writing

Avoiding Plagiarism

Plagiarism is the “wrongful appropriation” and “stealing and publication” of another author’s “language, thoughts, ideas, or expressions” and the representation of them as one’s own original work. It is presenting someone else’s work or ideas as one’s own, with or without their consent, by incorporating it into one’s work without full acknowledgement. All published and unpublished materials, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional.

The best way of avoiding plagiarism is to learn and employ the principles of good academic practice. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be. There are several forms of plagiarism.

1. Verbatim (Word for Word) Quotation Without Clear Acknowledgement

Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else’s ideas and language.

2. Cutting and Pasting from the Internet Without Clear Acknowledgement

Information derived from the Internet must be adequately referenced and included in the

bibliography. It is important to evaluate carefully all materials found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

3. Paraphrasing

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument is plagiarism if you do not give due acknowledgement to the author whose work you are using.

4. Inaccurate Citation

It is important to cite correctly, according to the conventions of your discipline. As well as listing your sources (i.e., in a bibliography), you must indicate, using a footnote or an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (for example, Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).

Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes students may omit to take down citation details when taking notes, or they may be genuinely ignorant of referencing conventions. However, these excuses offer no sure protection against a charge of plagiarism. Even in cases where the plagiarism is found to have been neither intentional nor reckless, there may still be an academic penalty for poor practice.



Part IV

Translating Skill

音译法

音译法是指以音位为单位在译文中保留源语言的发音来突出原文的主要语言功能的翻译方法，简单地说，就是用发音近似的汉字将外来语翻译过来，这种用于译音的汉字不再有其自身的原意，只保留其语音和书写形式，如 sofa（沙发）、motorcycle（摩托车）、sandwich（三明治）、饺子（Jiaozi）、功夫（Kungfu）、太极（Taichi），等等。音译法主要用于以下三个方面：

一、用于专有名词的翻译

1. 人名与地名的翻译

Abraham Lincoln 亚伯拉罕·林肯	Italy 意大利
Singapore 新加坡	Paris 巴黎
William Shakespear 莎士比亚	George Bush 乔治·布什
Benjamin Franklin 本杰明·富兰克林	Casabalanca 卡萨布兰卡
Mexico City 墨西哥城	Edinburgh 爱丁堡
Rhine 莱茵	New Zealand 新西兰
Green Island 格陵兰岛	Cambridge 剑桥
Downing Street 唐宁街	Iceland 冰岛
孔子 Confucious	孟子 Mencius
孙中山 Sun Yat-Sen	

2. 音译、意译并存

OPEC Organization of Petroleum Exporting Countries 欧佩克或石油输出国组织

3. 音译加意译

Bell Telephone Co. 贝尔电话设备制造公司
Sears Homes Service 西尔斯家庭服务公司

4. 音译全称

Otis Co. 奥梯斯公司
Proctor & Gamble Co. 宝洁公司

5. 音译加说明性文字

Squibb Co. 施贵宝制药公司
Merrill Lynch Co. 美林财务管理公司

二、用于民族特有事物名称的翻译

有些表示民族特有事物的名词,如食品、乐器、舞蹈、度量单位和货币等,民族色彩很浓,翻译是为了保持其民族特色,最好使用音译法,否则就会失去原有的韵味。例如:

cheese 起司	hamburger 汉堡包
salad 沙拉	sandwich 三明治
ballet 芭蕾	disco 迪斯科
waltz 华尔兹	champagne 香槟
whisky 威士忌	gallon 加仑

ounce 盎司
荔枝 litchi
人参 ginseng

pound 磅
芒果 mango
丝绸 silk

三、用于无对应词的词语翻译

有一种情况时有发生，即一种语言中的某些词语或概念在另一种语言中没有与之对应的词，此时，译出语与译入语的差异最大，翻译时往往无法从语义上入手，而音译法则能解决这种矛盾。例如：

aspirin 阿司匹林
engine 引擎
jacket 夹克
model 模特
nicotine 尼古丁
shock 休克

copy 拷贝
fascism 法西斯
microphone 麦克风
logic 逻辑
morphine 吗啡
radar 雷达

有些英语名词音译后需要加一些名词来说明其属性。例如：

bar 酒吧
bikini 比基尼泳装
jeep 吉普车

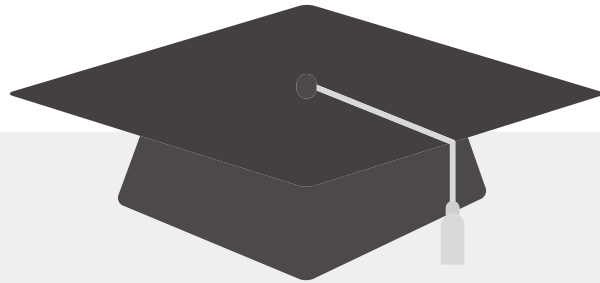
jazz 爵士乐
golf 高尔夫球



Exercises

Translate the following phrases into Chinese.

1. Bill Gates
2. California
3. Mark Twain
4. Vancouver
5. Florence
6. Buckingham Palace
7. Oxford
8. chocolate
9. guitar
10. mahjong
11. cigar
12. heroin
13. hysteria
14. nylon
15. opium
16. salon
17. Romantic
18. beer
19. sardine
20. marathon



Unit 8

...

Technology and Life



Part I

Reading and Translating



Text A

Digital Reading and Print Reading

Measured against how long we have been around, humans began reading only recently. The earliest **scripts emerged** about 5,000 years ago. The Greeks produced a fully-developed alphabet, with vowels, about 3,000 years ago. Johannes Gutenberg¹ printed his bible 560 years ago.

If reading from the printed page is recent, then reading from a digital screen is a just-peeled-the-protective-plastic-off **novelty**. Many have described the **advent** of digital reading as the biggest revolution since Gutenberg. We are still not sure what digital screens are doing to the process of reading. While researchers have tried to examine the difference between print and onscreen reading, the results are **fuzzy**. Some studies have found little difference in comprehension and recall between those reading print and those looking at screens. Others have found lower understanding and memory among screen readers.

Apart from the difficulties of **assessing** how people absorb meaning, digital **devices** are still changing and developing, attempting to make the reading process smoother. As reading researchers Anne Mangen of the University of Stavanger and Don Kuiken of the University of Alberta admit, it is best to see their and others' studies as "an exploration of possibilities rather than **explicit hypothesis testing**". Their research examined whether people read differently on a screen (the Kindle app on an iPad) and a printed page, but also looked at the difference between fiction and non-fiction. They gave their subjects a piece of writing describing an actual murder at a mall, and told one group it was made-up and the other that it was real.

Among those who thought it was fiction, there was little difference between screen and print readers. Those reading from the iPad were a little unsure of their location in the text. But their grasp of the narrative, their **immersion** in the story and how much sympathy they felt with the characters differed little from that of the print readers. Among those who thought they were reading non-fiction, there was a significant difference. The iPad readers had less narrative grasp, less immersion and less sympathy.

Why the difference? The writers quote research suggesting that reading non-fiction involves fast processing ("skimming") while fiction involves slow processing ("savoring"). The suggestion is that reading screens for factual information encourages skimming so that when the narrative

is more detailed it becomes less comprehensible. This matches my experience. I am reading 10 novels, as chairman of the judges of the *Financial Times*² arts awards for emerging market countries. As I have been travelling, I have mostly been reading on a Kindle. I prefer real books, for the **heft**, the ease of paging back and the sense of how far I have read—which I can see and feel, rather than relying on a percentage at the bottom of the page. But a Kindle is **compact** and easy on the eyes and, like the students in the study, I have had no problem **immersing** myself in the stories.

Reading news is different. When my morning train is crowded, I read from an iPhone app rather than a newspaper. When I get into the office and page through the *Financial Times*, I find I have read most of it—but not all. When I use an app, I read what I am interested in. When I read a print newspaper, I find myself reading things I did not know I was interested in. Others have spoken about the **serendipity** of print, but I think there is more to it.

Reading from a mobile phone, the fastest-growing form of digital reading, is useful, but it is, **literally**, narrower than print. A newspaper offers **peripheral** vision. There is the likelihood not only that you will come across unexpected information, but that you will connect it to other things you have read. This is important for those whose job is to think about the threats, opportunities and changes that might affect the business. It is not an either/or. You have to be immersed in the digital world too to know what it is doing to people's behavior. Studies in the U.S. show that those who still read a newspaper are higher-earning and better-educated. They are also generally older. But every now and then I meet a 20-something digital native who reads print newspapers, too. I immediately assume they have a great future.



New Words and Expressions

script	[skɪpt]	<i>n.</i>	手稿
emerge	[i'mɜ:dʒ]	<i>v.</i>	出现
novelty	['nɒvlti]	<i>n.</i>	新奇的事物
advent	['ædvənt]	<i>n.</i>	到来; 出现
fuzzy	['fʌzi]	<i>adj.</i>	模糊的
assess	[ə'ses]	<i>v.</i>	评定
device	[di'vaɪs]	<i>n.</i>	装置; 设备
explicit	[ɪk'splɪsɪt]	<i>adj.</i>	明确的; 清楚的; 直率的; 详述的
hypothesis	[haɪ'pɒθəsɪs]	<i>n.</i>	假设
immersion	[ɪ'mɜ:ʃn]	<i>n.</i>	沉浸
savor	['seɪvə(r)]	<i>v.</i>	品尝滋味
heft	[heft]	<i>n.</i>	重量
compact	[kəm'pækt]	<i>adj.</i>	小巧便携的

immerse	[ɪ'mɜːs]	<i>v.</i>	沉浸；使陷入
serendipity	[,serən'dɪpəti]	<i>n.</i>	意外发现珍奇事物的本领；有意外发现珍宝的运气
literally	['lɪtərəli]	<i>adv.</i>	照字面意义地
peripheral	[pə'rɪfərəl]	<i>adj.</i>	周围的



Notes

1. **Johannes Gutenberg** (1398–1468) was a German blacksmith, goldsmith, printer, and publisher who introduced printing to Europe. His introduction of mechanical movable type printing to Europe started the Printing Revolution and is widely regarded as the most important invention of the second millennium and the seminal event which ushered in the modern period of human history. It played a key role in the development of the Renaissance, Reformation, the Age of Enlightenment, and the scientific revolution and laid the material basis for the modern knowledge-based economy and the spread of learning to the masses.
2. **Financial Times** is an English-language international daily newspaper with a special emphasis on business and economic news. The paper, published and owned by Nikkei in London, was founded in 1888 by James Sheridan and Horatio Bottomley. *Financial Times* has an average daily readership of 2.2 million people worldwide. FT.com has 4.5 million registered users and over 285,000 digital subscribers, as well as 600,000 paying users.



Exercises

Check Your Understanding

- I. Mark the following statements with T (true) or F (false) according to the passage.**
- () 1. The Romans produced a fully-developed alphabet about 3,000 years ago.
 - () 2. Researchers have examined clearly the difference between print and onscreen reading.
 - () 3. Modern digital devices are changing and developing, attempting to make the reading process smoother.
 - () 4. The experiment showed that among those who thought they were reading non-fiction, the iPad readers had less narrative grasp, less immersion and less sympathy.

- () 5. The test of reading about murder at a mall reveals that reading screens for factual information encourages skimming so that when the narrative is more detailed it becomes less comprehensible.
- () 6. As chairman of the judges of the *Financial Times* arts awards, the author preferred to read on a Kindle.
- () 7. When the author used an app, he read things he did not know and things he was interested in.
- () 8. Studies in the U.S. show that those who like reading a newspaper tend to be higher-earning and better-educated.

II. Give brief answers to the following questions.

1. What are the major events in the history of human reading?
2. What are the differences between print and onscreen reading?
3. How will digital devices change and develop?
4. Does the author prefer printed or digital book? Why?
5. What is the author’s opinion on newspaper reading?



Build up Your Vocabulary

III. Match the definitions in Column B with the terms in Column A.

Column A	Column B
1. advent	a) to calculate or estimate the amount of money that something is worth or should be paid
2. assess	b) the fact of it starting or coming into existence
3. emerge	c) confused and not coherent; not clearly thought out
4. explicit	d) the quality of being different, new, and unusual
5. fuzzy	e) to come out from an enclosed or dark space such as a room or a vehicle, or from a position where you could not be seen
6. novelty	f) precisely and clearly expressed or readily observable; leaving nothing to implication
7. immerse	g) on or near an edge or constituting an outer boundary
8. savor	h) a written version of a play or other dramatic composition which is used in preparing for a performance
9. script	i) the taste experience when food is taken into the mouth
10. peripheral	j) to thrust or throw into

IV. Fill in the table below by giving the corresponding translation.

English	Chinese
digital screen	
	屏幕阅读
digital device	
	如刚撕掉塑料保护膜一样新鲜
hypothesis testing	
	纸质阅读的意外收获
the fastest-growing form	
	遇到
print newspaper	
	虚构的

V. Complete the following sentences by translating the Chinese in the brackets into English.

- The Greeks produced _____ (带有元音的成熟的字母表), about 3,000 years ago.
- While researchers have tried to examine _____ (纸质阅读和屏幕阅读的区别), the results are fuzzy.
- Digital devices are changing and developing, _____ (试图让阅读过程更加顺畅).
- I prefer real books, for the heft, the ease of paging back and the sense of how far I have read—which I can see and feel, rather than _____ (不需要依靠屏幕下方的进度条来判断).
- Reading from a mobile phone, _____ (增长最快的数字化阅读方式), is useful, but it is, literally, narrower than print.



Text B

Does Search Engines Make Us Lose Memory?

There are those who google and there are those who annoy those who google. As a member of the former group, people who don't **reflexively** look things up online have at best **rendered** me speechless and at worst left me fearing for the fate of humankind. I have, however, recently learned that those who turn to a search engine at the slightest mention of a forgotten **factoid** might not be all that **better off**.

Before discussing the latest research in this area, it's worth travelling back to 2011 when some **commentators** contributed to the **genre** of “this new technology is definitely going to ruin us this time”. That year, Betsy Sparrow of Columbia University and colleagues published an article in *Science* entitled “Google Effects on Memory: Cognitive Consequences of Having Information at Our Fingertips”, **triggering** starting guns for the latest **existential** crisis about the web.

The researchers themselves had a positive take on their findings. Sure, the test subjects were bad at recalling memorable bits of **trivia**—such as an “**ostrich's** eye is bigger than its brain”—when they thought the data were being saved by a computer in front of them. And, yes, the subjects' recall was better when they were told that the data wouldn't be saved. But the interesting part was a separate experiment in which the trivia was saved in generically named folders such as “Facts”, “Data” and “Info”.

The participants could recall which folder a fact was in nearly half of the time, but could only recall the facts themselves 23 percent of the time. As the researchers wrote: “These results seem unexpected on the surface, given the memorable nature of the statements and the unmemorable nature of the folder names.” Or as Dr. Sparrow told the *New York Times* in an interview: “That's kind of blew my mind.”

That we remember where facts can be obtained, rather than storing the information itself, is not new. The storage systems may be books, notes, USB keys, the web—or indeed colleagues or friends. When someone interrupts you at work and says, “Hey, I'm having trouble with a **deck** and I heard you're a **wiz** with PowerPoint,” they are using you as memory storage. And when you stare at the wall behind them and ask if they've googled for a solution before coming over, you are indicating an unwillingness to act as an IT helpdesk.

But those, like me, who google before asking for assistance may face an unexpected **pitfall**. According to research published last month by a group of Yale University **academics**, the mere act of using a search engine may lead us to **overrate** how much we know.

The researchers set up a number of experiments. In most of the **scenarios**, half the subjects used a search engine to look up preselected topics and the other half would not. Then all the subjects were asked to rate their ability to answer questions in a totally unrelated topic area. The group that used a search engine in the first step rated themselves as significantly more able than the second group.

Several experiments tested for a number of obvious explanations for why this **overestimation** might happen. What if the first group were told exactly what to type into the search engine and the second group was shown the same article that the first group was directed to? What if both groups spent the same amount of time performing the first step? Or if the information being sought wasn't something the web could help with? Or if no search results showed up at all? Or if different search engines were used?

In every case, the group that had some interaction with a search engine rated themselves

higher. As to why this might be the case, the researchers think we might be losing track of how much the Internet is relied on for instant access to information and consequently we have become “**miscalibrated**” with respect to our true knowledge. **Pending** further research, this illusion of knowledge after interacting with a search engine may need to be added to the long list of common biases we already know we suffer from. In the meantime, it may be worth remembering this possibility the next time you use a search engine. Or, failing that, remember where you found this article.



New Words and Expressions

reflexively	[rɪ'fleksɪvli]	<i>adv.</i>	反身地
render	['rendə(r)]	<i>v.</i>	致使
factoid	['fæktɔɪd]	<i>n.</i>	趣味小新闻
better off			更好地
commentator	['kɒməntətə(r)]	<i>n.</i>	评论员, 解说员
genre	['ʒɒnrə]	<i>n.</i>	体裁
trigger	['trɪgə(r)]	<i>v.</i>	引发, 引起
existential	[,egzɪ'stenʃəl]	<i>adj.</i>	存在主义的
trivia	['trɪvɪə]	<i>n.</i>	琐事
ostrich	['ɒstrɪtʃ]	<i>n.</i>	鸵鸟
deck	[dek]	<i>n.</i>	一组幻灯片
wiz	[wɪz]	<i>n.</i>	奇才; 行家
pitfall	['pɪtfɔ:l]	<i>n.</i>	陷阱, 圈套
academic	[,ækə'demɪk]	<i>n.</i>	大学教师; 学者
overrate	[,əʊvə'reɪt]	<i>v.</i>	过高估计
scenario	[sə'nɑ:riəʊ]	<i>n.</i>	方案
overestimation	[,əʊvərestɪ'meɪʃn]	<i>n.</i>	过高的估计
miscalibrate	['mɪskælibreɪt]	<i>v.</i>	错误校正; 错误估量
pending	['pendɪŋ]	<i>prep.</i>	在……期间; 在等待……之际



Exercises

I. Complete the following sentences by translating the Chinese in the brackets into English.

- Betsy Sparrow of Columbia University and colleagues published an article, _____ (引发了最新的一场有关网络生死存亡的危机).

2. The subjects' recall was better when they were told that _____ (数据将不会被存储) .
3. The interesting part was a separate experiment in which _____ (信息被存储于笼统命名的文件夹里) such as "Facts", "Data" and "Info".
4. _____ (当你盯着他们后面的墙壁看) and ask if they've googled for a solution before coming over, you are indicating an unwillingness to act as an IT helpdesk.
5. Those who google before asking for assistance may _____ (遇上一个意想不到的陷阱) .

II. Give brief answers to the following questions.

1. Do you usually use google as a search engine to find some information?
2. What did trigger the latest existential crisis about the web?
3. What outcome may act of using a search engine bring according to Yale University academics?
4. Why did the group that had some interaction with a search engine rate themselves higher?



Part II

Academic Reading

Critical Reading

What Is Critical Reading?

To read critically is to make judgments about how a text is argued. This is a highly reflective skill requiring you to "stand back" and gain some distance from the text you are reading. You might have to read a text through once to get a basic grasp of content before you launch into an intensive critical reading. The key is this:

- Don't read looking only or primarily for information;
- Do read looking for ways of thinking about the subject matter.

When you are reading, highlighting, or taking notes, avoid extracting and compiling lists of evidence, lists of facts and examples. Avoid approaching a text by asking "What information can I get out of it?" Rather ask "How does this text work? How is it argued? How is the evidence (the facts, examples, etc.) used and interpreted? How does the text reach its conclusions?"

How Should You Read Looking for Ways of Thinking?

You can following the steps below.

- Determine the central claims or purpose of the text (its thesis). A critical reading attempts to assess how these central claims are developed or argued.
- Begin to make some judgments about context. What audience is the text written for? Who is it in dialogue with? (This will probably be other scholars or authors with differing viewpoints.) In what historical context is it written? All these matters of context can contribute to your assessment of what is going on in a text.
- Distinguish the kinds of reasoning the text employs. What concepts are defined and used? Does the text appeal to a theory or theories? Is any specific methodology laid out? If there is an appeal to a particular concept, theory, or method, how is that concept, theory, or method then used to organize and interpret the data? You might also examine how the text is organized: How has the author analyzed (broken down) the materials? Be aware that different disciplines (i.e., history, sociology, philosophy, biology) will have different ways of arguing.
- Examine the evidence (the supporting facts, examples, etc.) the text employs. Supporting evidence is indispensable to an argument. Having worked through Steps 1–3, you are now in a position to grasp how the evidence is used to develop the argument and its controlling claims and concepts. Steps 1–3 allow you to see evidence in its context. Consider the kinds of evidence that are used. What counts as evidence in this argument? Is the evidence statistical? literary? historical? etc. From what sources is the evidence taken? Are these sources primary or secondary?
- Critical reading may involve evaluation. Your reading of a text is already critical if it accounts for and makes a series of judgments about how a text is argued. However, some essays may also require you to assess the strengths and weaknesses of an argument. If the argument is strong, could it be better or differently supported? Are there gaps, leaps, or inconsistencies in the argument? Is the method of analysis problematic? Could the evidence be interpreted differently? Are the conclusions warranted by the evidence presented? What are the unargued assumptions? Are they problematic? What might be an opposing argument?

Critical reading occurs after some preliminary processes of reading. Begin by skimming research materials, especially introductions and conclusions, in order to strategically choose where to focus your critical efforts. When highlighting a text or taking notes from it, teach yourself to highlight arguments: those places in a text where an author explains his/her analytical moves, the concepts he/she uses, how he/she uses them, how he/she arrives at conclusions. Don't let yourself foreground and isolate facts and examples, no matter how interesting they may be.



Part III

Academic Writing

Writing a List of References

At the end of all pieces of academic writing, you need a list of materials that you have used or referred to. The object of your writing is for you to say something for yourself using the ideas of the subject, for you to present ideas you have learned in your own way. The emphasis should be on working with other people's ideas, rather than reproducing their words. At the end of your assignment you need a list of the materials you have used—a bibliography or a reference list.

1. Example

References

Abercrombie, D. (1968). Paralanguage. *British Journal of Disorders of Communication*, 3, 55–59.

Barr, P., Clegg, J. & Wallace, C. (1981). *Advanced reading skills*. London: Longman.

Chomsky, N. (1973). Linguistic theory. In J. W. Oller & J. C. Richards (Eds.), *Focus on the learner* (pp. 29–35). Rowley, Massachusetts: Newbury House.

Fromkin, V. & Rodman, R. (1983). *An introduction to language*. London: Holt-Saunders.

Guiora, A. Z., Paluszny, M., Beit-Hallahmi, B., Catford, J. C., Cooley, R. E. & Dull, C. Y. (1975). Language and person: Studies in language behaviour. *Language Learning*, 25, 43–61.

When writing your referencing list, you should pay attention to the following aspects:

- Use heading: **References**.
- Page numbers should be included for all articles in journals and in collections.
- Use *italics* (or underlining in handwriting) for titles of books, periodicals, newspapers, etc.
- Use alphabetical order. Alphabetize works with no author by the first significant word in the title.
- All co-authors should be listed.
- Indent second etc. lines
- If the author of a document is not given, begin the reference with the title of the document.

2. Books

a. One Author

Smith, F. (1978). *Reading*. Cambridge: Cambridge University Press.

b. Two Authors

Fromkin, V. & Rodman, R. (1983). *An introduction to language*. London: Holt-Saunders.

c. Book, Third Edition

Fromkin, V. & Rodman, R. (1983). *An introduction to language* (3rd ed.). London: Holt-Saunders.

d. Book, Revised Edition

Cohen, J. (1977). *Statistical power analysis for the behavioural sciences* (rev. ed.). New York: Plenum Press.

e. English Translation of a Book

Luria, A. R. (1969). *The mind of a mnemonist* (L. Solotaroff, Trans.). New York: Avon Books. (Original work published 1965)

f. Books or Articles, Two or More by the Same Author in the Same Year

Lyons, J. (1981a). *Language and linguistics*. Cambridge: Cambridge University Press.

Lyons, J. (1981b). *Language, meaning and context*. London: Fontana.

3. Periodical Articles

a. One Author

Abercrombie, D. (1968). Paralanguage. *British Journal of Disorders of Communication*, 3, 55-59.

b. Two Authors

Lipinsky, E. & Bender, R. (1980). Critical voices on the economy. *Survey*, 25, 38-42.

c. Review of a Book

Carmody, T. P. (1982). A new look at medicine from a social perspective [Review of the book *Social contexts of health, illness and patient care*, by E. G. Mishler, L. R. Amarasingham, S. D. Osherson, S. T. Hauser, N. E. Waxler & R. Liem]. *Contemporary Psychology*, 27, 208-209.

d. Review of a Book, No Title

Maley, A. (1994). [Review of the book *Critical language awareness*, by N. Fairclough]. *Applied Linguistics*, 15, 348-350.

e. Magazine Article

Gardner, H. (1981, December). Do babies sing a universal song? *Psychology Today*, 70-76.

f. Newspaper Article

James, R. (1991, December 15). Obesity affects economic social status. *The Guardian*, p.18.

4. Selections from Edited Collections

a. One Author

Chomsky, N. (1973). Linguistic theory. In J. W. Oller & J. C. Richards (Eds.), *Focus on the learner* (pp. 29-35). Rowley, Massachusetts: Newbury House.

b. Two Authors

Stern, H. H. & Weinrib, A. (1978). Foreign languages for younger children: Trends and assessment. In V. Kinsella (Ed.), *Language teaching and linguistics: Surveys* (pp. 152-172). Cambridge: Cambridge University Press.

c. One Author, Second Edition

Wadson, H. (2001). An eclectic approach to art therapy. In J. A. Rubin (Ed.), *Approaches to art therapy: Theory and technique* (2nd ed., pp. 306–318). New York: Brunner-Routledge.

5. Documents Obtained from the Internet

All references begin with the same information that would be provided for a printed source (or as much of that information as possible). The WWW information is then placed at the end of the reference in the same way as publishing information is given for books. It is not necessary to give the date of retrieval unless the document on the web may change in content—e.g., a wiki—move, or be removed from a site altogether.

a. An Article

Jacobson, J. W., Mulick, J. A. & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience science working group on facilitated communication. *American Psychologist*, 50, 750–765. Retrieved from <http://www.apa.org/journals/jacobson.html>.

b. A Newspaper Article

Sleek, S. (1996, January). Psychologists build a culture of peace. *The New York Times*, pp. 1, 33. Retrieved from <http://www.nytimes.com>.

c. WWW Document

Li, X. & Crane, N. (1996, May 20). *Bibliographic formats for citing electronic information*. Retrieved from <http://www.uvm.edu/~xli/reference/estyles.html>.



Part IV

Translating Skill

加注译法

由于社会文化差异，英语中有些词义在汉语中完全不存在，形成了词义空缺（semantic vacancy）。在这种情况下，英语译成汉语常常采用加注法来弥补空缺。加注法分为音译加注（transliteration + annotation）和直译加注（direct translation + annotation）两种形式。

一、音译加注

音译加注指音译后附加解释性注释。注释可长可短，可采用文中注释，也可采用脚注，

还可二者合用。例如:

pizza 比萨饼

Toyota 丰田车

cartoon 卡通片

sauna 桑拿浴

jazz 爵士乐

Like a son of Bachus, he can drink up two bottles of whisky at a breath.

他简直像巴赫斯的儿子,能一口气喝光两瓶威士忌。(巴赫斯是古希腊神话中的酒神)

二、直译加注

直译加注的注释也可长可短,既可采用文中注释,也可采用脚注,还可二者合用。例如:

tree hugger 紧抱树干的人(指极端环保主义者)

Zero Ground 零地带(指纽约世贸大厦在2001年9月11日遭两架被劫持飞机撞击坍塌后所形成的瓦砾场,源自原子弹着陆后的爆炸点。)

Sesame Street 《芝麻街》(指美国儿童教育电视节目,主要为动画片、游戏、木偶戏)

fly girl 飞飞女(指时髦撩人的年轻女子)

big apple 大苹果(纽约的别称)

oval office 椭圆形办公室(指美国白宫总统办公室)

It was Friday and soon they'd go out and get drunk.

星期五到了,他们马上就要上街去喝得酩酊大醉。(星期五(Friday)为英国的发薪日)

Even before they were acquainted, he had admired Osborn in secret. Now he was his valet, his dog, his man Friday.

没有认识奥斯本之前,已经暗暗佩服他。如今便成了他的听差,他的狗,他的忠仆星期五。(星期五(Friday)是《鲁滨孙漂流记》故事中 Robinson Crusoe 的忠实奴仆)

The man who waters his grass after a good rain is carrying coals to Newcastle.

下一场及时雨,那人却又为草坪浇水,真是把煤运到纽卡斯尔,多此一举。(纽卡斯尔是英国煤都)

People consider that what he had played on that occasion was no more than a Juda's kiss.

人们认为他在那种场合所表演的不过是犹太之吻,居心险恶。(犹太是《圣经》中出卖耶稣基督的人)



Exercises

Translate the following phrases or sentences into Chinese.

1. clone
2. Poseidon
3. AIDS
4. Saint Valentines Day
5. Desert Storm
6. You look like AL-Capone in that suit.
7. He saw himself, in a small suit, bowed into the opulent suits of Ritzes.
8. I am short-tempered, frazzled from all responsibilities. I am the “Sandwich Generation” caught between kids and parents.
9. I am as poor as Job, my lord, but not so patient.

Glossary

A

academic	[,ækə'demɪk]	<i>n.</i> 大学教师; 学者	U8TB
achy	['eɪki]	<i>adj.</i> 疼痛的	U1TB
acronym	['ækrənɪm]	<i>n.</i> 首字母缩略词	U1TA
actuator	['æktʃueɪtə]	<i>n.</i> [自] 促动器	U1TA
adapt	[ə'dæpt]	<i>v.</i> 改编	U4TA
adaptation	[,ædæp'teɪʃn]	<i>n.</i> 适应; 改编	U5TA
adherence	[əd'hɪərəns]	<i>n.</i> 坚持	U7TA
advent	['ædvent]	<i>n.</i> 到来; 出现	U8TA
adverse	['ædvɜ:s]	<i>adj.</i> 不利的	U1TB
aerobics	[eə'rəʊbɪks]	<i>n.</i> 有氧运动	U2TB
aesthetics	[i:z'θetɪk]	<i>n.</i> 美术理论; 美学	U5TA
alert	[ə'lɜ:t]	<i>v.</i> 警告	U1TA
alphabet	['ælfəbet]	<i>n.</i> 字母表, 字母系统	U3TB
alternative	[ɔ:l'tɜ:nətɪv]	<i>adj.</i> 供选择的	U1TB
anaerobic	[,æneə'rəʊbɪk]	<i>adj.</i> 无氧的	U1TB
apostle	[ə'pɒsl]	<i>n.</i> (基督教的) 使徒	U6TA
archery	['ɑ:tʃəri]	<i>n.</i> 箭术	U2TB
assert	[ə'sɜ:t]	<i>v.</i> 主张; 坚持	U5TA
assess	[ə'ses]	<i>v.</i> 评定	U8TA
assimilate	[ə'sɪməleɪt]	<i>v.</i> 吸收	U5TA
assistive	[ə'sɪstɪv]	<i>adj.</i> 辅助的	U1TA
attire	[ə'taɪə(r)]	<i>n.</i> 服装	U2TA
auction	['ɔ:kʃn]	<i>n.</i> 拍卖; 竞卖	U6TB
automotive	[ɔ:tə'məʊtɪv]	<i>adj.</i> 汽车的	U1TA
availability	[ə'veɪlə'bɪləti]	<i>n.</i> 可用性	U2TA
avatar	['ævətɑ:(r)]	<i>n.</i> 化身	U1TA
avenue	['ævənju:]	<i>n.</i> [比喻] (达到某物的) 途径, 手段, 方法, 渠道	U1TB

B			
bamboozle	[bæm'bu:zl]	<i>v.</i> < 口 > 欺骗, 使迷惑	U6TB
banter	['bæntə(r)]	<i>n.</i> (善意的) 戏谑; 逗弄	U3TB
better off		更好地	U8TB
C			
calculator	['kælkjuleɪtə(r)]	<i>n.</i> 计算器	U2TB
cardinal	['kɑ:dɪnl]	<i>n.</i> 红衣主教	U6TA
cast	[kɑ:st]	<i>v.</i> 选……扮演角色	U4TA
cathedral	[kə'thi:drəl]	<i>n.</i> 总教堂, 大教堂	U6TA
censor	['sensə(r)]	<i>v.</i> 审查	U6TA
ceramic	[sə'ræmɪk]	<i>adj.</i> 陶器的, 与陶器有关的	U5TB
chemistry	['kemɪstri]	<i>n.</i> (两人之间的) 相互吸引	U4TA
chronic	['krɒnɪk]	<i>adj.</i> 慢性的	U2TA
cinematographic	[ˌsɪnəmətə'græfɪk]	<i>adj.</i> 电影摄影术的	U4TA
circumstance	['sɜ:kəmstəns]	<i>n.</i> 境况	U3TA
clarify	['klærəfaɪ]	<i>v.</i> 澄清; 阐明	U3TA
clinician	[klɪ'nɪʃn]	<i>n.</i> 临床医生	U1TB
cluster	['klʌstə(r)]	<i>n.</i> 群; 簇; 丛; 串	U1TA
cohesiveness	[kəʊ'hi:sɪvnəs]	<i>n.</i> 凝聚力	U2TB
collectivist	[kə'lektɪvɪst]	<i>adj.</i> 集体主义的	U7TA
colon	['kəʊlən]	<i>n.</i> [解剖] 结肠	U2TA
comic	['kɒmɪk]	<i>adj.</i> 喜剧的; 滑稽的	U4TA
commentator	['kɒmənteɪtə(r)]	<i>n.</i> 评论员, 解说员	U8TB
compact	[kəm'pækt]	<i>adj.</i> 小巧便携的	U8TA
conduct oneself		(行为) 表现好	U4TB
congestion	[kən'dʒestʃən]	<i>n.</i> 拥挤; 拥塞	U2TA
Constitution	[ˌkɒnstɪ'tju:ʃn]	<i>n.</i> 宪法	U2TB
costume	['kɒstju:m]	<i>v.</i> 为……提供服装	U7TB
cranny	['kræni]	<i>n.</i> 裂隙, 裂缝	U2TB
crest	[krest]	<i>n.</i> 冠; 顶饰	U7TA
crimson	['krɪmzɪn]	<i>v.</i> 变为深红色	U6TA
crook	[krʊk]	<i>n.</i> < 口 > 骗子	U6TB
curator	[kjʊə'reɪtə(r)]	<i>n.</i> 艺术馆的馆长	U6TB
D			
deck	[dek]	<i>n.</i> 一组幻灯片	U8TB

decorum	[dɪ'kɔːrəm]	<i>n.</i> 礼仪; 礼貌	U4TB
deduct	[dɪ'dʌkt]	<i>v.</i> 扣除, 减去	U2TB
deem	[di:m]	<i>v.</i> 认为, 视作	U7TA
defiant	[dɪ'faɪənt]	<i>adj.</i> 反抗的	U4TA
demonstrator	['demənstreɪtə(r)]	<i>n.</i> 证明物	U1TA
denominator	[dɪ'nɒmɪneɪtə(r)]	<i>n.</i> 共同特性	U5TA
designate	['deziɡneɪt]	<i>v.</i> 指定, 指派; 把……定名为	U5TB
device	[dɪ'vaɪs]	<i>n.</i> 装置; 设备	U8TA
devise	[dɪ'vaɪz]	<i>v.</i> 设计	U2TB
discernible	[dɪ'sɜːnəbl]	<i>adj.</i> 可辨别的; 可识别的	U7TA
disguise	[dɪs'ɡaɪz]	<i>n.</i> 伪装	U3TA
disparity	[dɪ'spærəti]	<i>n.</i> 不一致	U2TA
documentary	[ˌdɒkjʊ'mentri]	<i>n.</i> 纪录片	U4TA
domineering	[ˌdɒmɪ'nɪəriŋ]	<i>adj.</i> 专横的	U1TA
don	[dɒn]	<i>v.</i> 穿上	U3TA
draped	[d্রেɪpd]	<i>adj.</i> 垂褶袖的	U7TA
drill	[drɪl]	<i>v.</i> 训练	U4TB
dump	[dʌmp]	<i>v.</i> 乱放	U7TB
dungarees	[ˌdʌŋɡə'riːz]	<i>n.</i> 工装裤, 吊带牛仔裤	U7TB
dupe	[djuːp]	<i>v.</i> 欺骗; 愚弄	U6TB

E

efficacy	['efɪkəsi]	<i>n.</i> 功效, 效力	U1TB
elaborately	[ɪ'læbərətli]	<i>adv.</i> 精心策划地	U6TA
emerge	[i'mɜːdʒ]	<i>v.</i> 出现	U8TA
encapsulate	[ɪn'kæpsjuleɪt]	<i>v.</i> 概述	U5TA
entertainer	[ˌentə'teɪnə(r)]	<i>n.</i> 表演者	U3TB
eruption	[ɪ'rʌpʃn]	<i>n.</i> 火山喷发	U6TA
ester	['estə(r)]	<i>n.</i> [有化]酯	U1TB
ethic	['eθɪk]	<i>n.</i> 伦理; 道德规范	U7TB
ethical	['eθɪkl]	<i>adj.</i> 伦理的	U1TA
exceptional	[ɪk'sepʃənəl]	<i>adj.</i> 异常的, 例外的	U3TA
exclude	[ɪk'skluːd]	<i>v.</i> 排除, 不包括	U5TB
exclusively	[ɪk'skluːsɪvli]	<i>adv.</i> 独家地; 专有地	U3TB
execution	[ˌeksɪ'kjuːʃn]	<i>n.</i> (绘画、电影、文字作品等的) 创作(方式)	U5TA
existential	[ˌegzɪ'stenʃəl]	<i>adj.</i> 存在主义的	U8TB

exogenous	[ek'spɒdʒənəs]	<i>adj.</i> 外生的; 外因的	U1TB
expertise	[,ekspɜ:'ti:z]	<i>n.</i> 专门知识	U1TA
explicit	[ɪk'splɪsɪt]	<i>adj.</i> 明确的; 清楚的; 直率的; 详述的	U8TA
extoll	[ɪk'stəʊl]	<i>v.</i> 赞美; 吹捧 (等于 extol)	U7TB

F

faction	['fækʃn]	<i>n.</i> 派别	U7TA
factoid	['fæktɔɪd]	<i>n.</i> 趣味小新闻	U8TB
federation	[,fedə'reɪʃn]	<i>n.</i> 联合会	U2TB
fig	[fɪg]	<i>n.</i> 无花果树	U6TA
flattering	['flætərɪŋ]	<i>adj.</i> 使显得更漂亮的	U7TA
fleck	[flek]	<i>v.</i> 使起斑点; 使有斑驳	U7TB
forgery	['fɔ:dʒə(r)]	<i>n.</i> (钱、文件等的) 伪造者	U6TB
forgery	['fɔ:dʒəri]	<i>n.</i> 贗品	U6TB
Fraulein	['frɔɪlɪn]	<i>n.</i> (德) 小姐; 未婚女子	U4TB
free-spirited		自由奔放的	U3TB
fuzzy	['fʌzi]	<i>adj.</i> 模糊的	U8TA

G

garment	['gɑ:mənt]	<i>n.</i> 服装	U7TA
genre	['ʒɒnrə]	<i>n.</i> 体裁	U8TB
give it one's best		尽 (某人) 全力做好	U1TA
glimpse	[glɪmps]	<i>v.</i> 瞥见; 看一眼	U3TA
glum	[glʌm]	<i>adj.</i> 阴沉的; 忧郁的	U7TB
governess	['gʌvənəs]	<i>n.</i> 家庭女教师	U4TB
grant	[grɑ:nt]	<i>n.</i> 资助	U5TB
groin	[grɔɪn]	<i>n.</i> 腹股沟	U6TA
gross	[grəʊs]	<i>v.</i> 获得……的总利润	U4TA

H

hazard	['hæzəd]	<i>n.</i> 危险	U2TA
hazy	['heɪzi]	<i>adj.</i> 有薄雾的	U6TA
heartthrob	['hɑ:tθrɒb]	<i>n.</i> 迷恋的对象	U3TB
heft	[heft]	<i>n.</i> 重量	U8TA
hit the wall		(长跑运动员) 突然跑不动了	U1TB
holy	['həʊli]	<i>adj.</i> [宗教] 神圣的	U4TB
homage	['hɒmɪdʒ]	<i>n.</i> 敬意	U7TB

hospitality industry		服务业	U7TA
hum	[hʌm]	<i>v.</i> 哼唱	U4TA
humble	['hʌmbəl]	<i>v.</i> 感到谦卑	U3TA
humiliating	[hju:'mɪliɪtɪŋ]	<i>adj.</i> 丢脸的; 羞辱性的	U4TB
hypothesis	[haɪ'pəθəʊsɪs]	<i>n.</i> 假设	U8TA

I

iconic	[aɪ'kɒnɪk]	<i>adj.</i> 标志性的	U6TA
ideology	[,aɪdɪ'ɒlədʒi]	<i>n.</i> 思想(体系)	U5TA
idyllic	[ɪ'dɪlɪk]	<i>adj.</i> 牧歌的, 悠闲的	U4TA
illustrate	['ɪləstreɪt]	<i>v.</i> 说明	U7TA
imitable	['ɪmɪtəbəl]	<i>adj.</i> 可模仿的	U6TB
immerse	[ɪ'mɜ:s]	<i>v.</i> 沉浸; 使陷入	U8TA
immersion	[ɪ'mɜ:ʃn]	<i>n.</i> 沉浸	U8TA
improvise	['ɪmprəvaɪz]	<i>v.</i> 即兴创作	U5TA
inclement	[ɪn'klemənt]	<i>adj.</i> 气候严酷的	U2TA
indecent	[ɪn'di:snsɪ]	<i>n.</i> 有伤风化	U6TA
indie	['ɪndi]	<i>adj.</i> 独立的	U7TB
infamous	['ɪnfəməs]	<i>adj.</i> 声名狼藉的	U6TA
infuse	[ɪn'fju:z]	<i>v.</i> 使充满	U1TB
ingenu	['ænzɛɪnju:]	<i>n.</i> 天真无邪的少女	U7TB
ingrained	['ɪn'greɪnd]	<i>adj.</i> 根深蒂固的	U5TA
inherently	[ɪn'hɪərəntli]	<i>adv.</i> 内在地; 固有地; 天性地	U7TA
inhibit	[ɪn'hɪbɪt]	<i>v.</i> 抑制	U1TB
intervene	[,ɪntə'vi:n]	<i>v.</i> 干涉	U1TA
intriguing	[ɪn'trɪ:gɪŋ]	<i>adj.</i> 有趣的; 迷人的	U3TA

J

joyous	['dʒɔɪəs]	<i>adj.</i> 令人高兴的; 充满欢乐的	U3TA
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K

ketone	['ki:təʊn]	<i>n.</i> 酮	U1TB
ketosis	[kɪ'təʊsɪs]	<i>n.</i> [内科] 酮病	U1TB
knighthood	['naɪthʊd]	<i>n.</i> 骑士(爵士)的身份	U6TB

L

lactate	[læk'teɪt]	<i>n.</i> [有化] 乳酸盐	U1TB
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lactic acid		<i>n.</i> [有化] 乳酸	U1TB
lad	[læd]	<i>n.</i> 少年, 小伙子	U3TB
literally	['lɪtərəli]	<i>adv.</i> 照字面意义地	U8TA
loaf	[ləʊf]	<i>n.</i> 一条(块)面包	U6TA
lottery	['lɒtəri]	<i>n.</i> 彩票	U2TB
love sb. to bits		太爱某人; 爱得发狂	U3TB
lyre	['laɪə(r)]	<i>n.</i> 里拉(琴)	U6TA

M

manifesto	[,mæni'festəʊ]	<i>n.</i> 声明; 宣告	U1TA
mantle	['mæntl]	<i>n.</i> 衣钵	U5TA
masquerade	['mæskə'reɪd]	<i>v.</i> 冒充	U6TB
mechanics	[mə'kæniks]	<i>n.</i> 技术	U1TA
metabolite	[mi'tæbəlɪt]	<i>n.</i> [生化] 代谢物	U1TB
meteorological	[,mi:tɪərə'lɒdʒɪkl]	<i>adj.</i> 气象的; 气象学的	U2TB
miraculous	[mi'rækjələs]	<i>adj.</i> 不可思议的, 奇迹的	U3TA
miscalibrate	['mɪskælibreɪt]	<i>v.</i> 错误校正; 错误估量	U8TB
missionary	['mɪʃənri]	<i>adj.</i> 传教的; 传教士的	U3TA
mock	[mɒk]	<i>v.</i> 嘲笑	U6TA
municipality	[mjuːnɪsɪ'pæləti]	<i>n.</i> 市政当局	U2TB
musical	['mjuːzɪkl]	<i>n.</i> 音乐片	U4TA

N

naval	['neɪvl]	<i>adj.</i> 海军的	U4TA
nook	[nʊk]	<i>n.</i> 角落; 隐匿处	U2TB
Nordic	['nɔːdɪk]	<i>adj.</i> 北欧人的; 斯堪的纳维亚的	U2TB
nostalgic	[nɒ'stældʒɪk]	<i>adj.</i> 怀旧的	U7TB
novelty	['nɒvlti]	<i>n.</i> 新奇的事物	U8TA
nun	[nʌn]	<i>n.</i> 修女	U4TA

O

odd	[ɒd]	<i>adj.</i> 古怪的	U2TB
on one's errand		帮……干差使	U4TB
onset	['ɒnset]	<i>n.</i> 开始	U2TA
ostrich	['ɒstrɪtʃ]	<i>n.</i> 鸵鸟	U8TB
overall	[,əʊvər'ɔːl]	<i>n.</i> (上下连身的) 工作服	U7TB
overestimation	[,əʊvərestɪ'meɪʃn]	<i>n.</i> 过高的估计	U8TB

overrate	[,əʊvə'reɪt]	<i>v.</i> 过高估计	U8TB
P			
pacify	['pæsɪfaɪ]	<i>v.</i> 使(某人)息怒; 平息	U6TA
parameter	[pə'ræmɪtə(r)]	<i>n.</i> 参数	U1TA
patriotism	['peɪtriətɪzəm]	<i>n.</i> 爱国主义; 爱国心	U4TA
pedestrian	[pə'destriən]	<i>n.</i> 行人; 步行者	U2TA
pending	['pendɪŋ]	<i>prep.</i> 在……期间; 在等待……之际	U8TB
per capita		人均	U2TB
peripheral	[pə'rɪfərəl]	<i>adj.</i> 周围的	U8TA
pervasive	[pə'veɪsɪv]	<i>adj.</i> 普遍的	U7TA
physiology	[,fɪzi'ɒlədʒi]	<i>n.</i> 生理机能	U1TB
physique	[fɪ'zi:k]	<i>n.</i> 体格, 体形	U2TA
pitfall	['pɪtfɔ:l]	<i>n.</i> 陷阱, 圈套	U8TB
pivotal	['pɪvətəl]	<i>adj.</i> 关键的	U5TA
place sb. in command		让某人来领导	U4TB
plaid	[plæd]	<i>adj.</i> 有格子图案的	U7TB
plausible	['plɔ:zəbl]	<i>adj.</i> 貌似真实的; 貌似有理的	U6TA
pledge	[pledʒ]	<i>v.</i> 保证, 许诺	U4TB
pop up		<i>v.</i> 突然出现	U5TA
portraiture	['pɔ:trətʃə(r)]	<i>n.</i> 肖像画法	U5TA
prankster	['præŋkstə(r)]	<i>n.</i> 爱开玩笑的人; 顽皮的人; 恶作剧的人	U3TB
predominantly	[prɪ'dɒmɪnəntli]	<i>adv.</i> 主要地, 占主导地位地	U5TA
premises	['premɪsɪz]	<i>n.</i> 办公场所	U5TB
prig	[prɪg]	<i>n.</i> 一本正经的人	U4TA
professionalism	[prə'feʃənəlɪzəm]	<i>n.</i> 职业化	U7TA
programmatic	[,prəʊgrə'mætɪk]	<i>adj.</i> 节目的	U2TA
promenade	[,prɒmə'nɑ:d]	<i>n.</i> 人行散步道; 散步长廊	U2TA
prosaic	[prə'zeɪɪk]	<i>adj.</i> 平凡的	U7TB
Protestant	['prɒtɪstənt]	<i>adj.</i> 新教的; 新教徒的	U7TB
R			
raw	[rɔ:]	<i>adj.</i> 未加工的	U5TA
realm	[reɪlm]	<i>n.</i> 领域, 范围	U5TB
recliner	[rɪ'klaɪnə(r)]	<i>n.</i> 躺椅	U1TA
refinement	[rɪ'faɪnmənt]	<i>n.</i> 改进; 改善	U1TA

reflection	[rɪ'flekʃn]	<i>n.</i> (经过仔细考虑形成的)想法, 见解	U3TA
reflexively	[rɪ'fleksɪvli]	<i>adv.</i> 反身地	U8TB
refraction	[rɪ'frækʃn]	<i>n.</i> 折射	U6TA
regimented	['redʒɪmentɪd]	<i>adj.</i> 受管制的	U5TA
release	[rɪ'li:s]	<i>v.</i> 放映	U4TA
relish	['relɪʃ]	<i>v.</i> 欣赏	U5TA
render	['rendə(r)]	<i>v.</i> 致使	U8TB
reprise	[rɪ'pri:z]	<i>n.</i> 重复; 再发生	U5TA
residential	[,rezɪ'denʃl]	<i>adj.</i> 住宅的; 与居住有关的	U2TA
resounding	[rɪ'zaʊndɪŋ]	<i>adj.</i> 轰动的	U4TA
respiration	[,respə'reɪʃn]	<i>n.</i> 呼吸; 呼吸作用	U1TA
riddle	['rɪdl]	<i>n.</i> 谜语	U6TA
rink	[rɪŋk]	<i>n.</i> 冰球场	U2TB

S

sauna	['sɔ:nə]	<i>n.</i> 桑拿浴	U2TB
savor	['seɪvə(r)]	<i>v.</i> 品尝滋味	U8TA
scandal	['skændl]	<i>n.</i> 丑闻, 丑名	U6TA
scenario	[sə'nɑ:riəʊ]	<i>n.</i> 方案	U8TB
scooter	['sku:tə(r)]	<i>n.</i> 小轮摩托车	U7TA
script	[skɪpt]	<i>n.</i> 手稿	U8TA
segment	['segmənt]	<i>n.</i> 部分	U2TA
self-identity	['selfaɪ'dentəti]	<i>n.</i> 自我认同	U7TA
serendipity	[,serən'dɪpəti]	<i>n.</i> 意外发现珍奇事物的本领; 有意外发现珍宝的运气	U8TA
slop	[slɒp]	<i>n.</i> 脏水	U7TB
snooty	['snu:ti]	<i>adj.</i> <口> 高傲自大的	U6TB
sociable	['səʊfəbl]	<i>adj.</i> 社交的	U2TA
socialize	['səʊʃəlaɪz]	<i>v.</i> 交际; 参与社交	U2TA
sonic	['sɒnɪk]	<i>adj.</i> 音速的; 声音的	U1TA
sponsor	['spɒnsə(r)]	<i>v.</i> 赞助	U5TB
spontaneity	[,spɒntə'neɪəti]	<i>n.</i> 自然发生	U5TA
sporadic	[spə'rædɪk]	<i>adj.</i> 零星的, 分散的	U5TA
sprint	[sprɪnt]	<i>n.</i> 冲刺; 短跑	U1TB
stage production		舞台剧	U4TA
stay on track		不出错	U3TB

streamlined	['stri:mlaɪnd]	<i>adj.</i> 成流线型的	U7TA
strenuous	['strenjuəs]	<i>adj.</i> 紧张的; 费力的, 艰苦的	U1TB
stroller	['strəʊlə(r)]	<i>n.</i> (美) 折叠式婴儿车	U2TA
stud	[stʌd]	<i>v.</i> 用许多饰钮等装饰	U7TA
subgenre	['sʌb,ʒənrə]	<i>n.</i> 子流派	U5TA
subscribe	[səb'skraɪb]	<i>v.</i> 同意, 赞同	U5TB
subsidize	['sʌbsɪdaɪz]	<i>v.</i> 资助	U2TB
subversive	[səb'vɜ:sɪv]	<i>adj.</i> 颠覆性的	U5TB
supplement	['sʌplɪmənt]	<i>n.</i> 补充物	U1TB
synonymous	[sɪ'nɒnɪməs]	<i>adj.</i> 同义的; 同义词的	U7TB

T

tailor	['teɪlə(r)]	<i>v.</i> 量身定做	U2TA
take one's vows		立下誓言	U4TB
tempting	['temptɪŋ]	<i>adj.</i> 吸引人的; 诱惑人的	U1TB
textile	['tekstaɪl]	<i>n.</i> 纺织品, 织物	U5TB
timid	['tɪmɪd]	<i>adj.</i> 胆小的; 羞怯的	U3TB
torso	['tɔ:səʊ]	<i>n.</i> 躯干	U7TA
tract	[trækt]	<i>n.</i> 大片土地	U3TA
travelogue	['trævələʒ]	<i>n.</i> 旅行见闻; 旅行纪录片	U4TA
trigger	['trɪgə(r)]	<i>v.</i> 引发, 引起	U8TB
trim	[trɪm]	<i>adj.</i> 修长的; 苗条健康的	U1TA
trivia	['trɪvɪə]	<i>n.</i> 琐事	U8TB
tunic	['tju:nɪk]	<i>n.</i> 束腰外衣	U7TA

U

unobtrusively	[ʌnəb'tru:sɪvli]	<i>adv.</i> 不容易被发现地	U1TA
unsophisticated	[ʌnsə'fɪstɪkətɪd]	<i>adj.</i> 淳朴的; 不精细的	U5TA
untamed	[ʌn'teɪmd]	<i>adj.</i> 野生的	U5TA
urine	['jʊərɪn]	<i>n.</i> 尿	U1TB
utmost	['ʌtməʊst]	<i>adj.</i> 极度的	U4TB

V

venue	['venju:]	<i>n.</i> 发生地点	U2TA
voucher	['vaʊtʃə(r)]	<i>n.</i> 代金券	U2TB
vulnerable	['vʌlnərəbl]	<i>adj.</i> 有弱点的	U7TB

W

walkability	[ˌwɔːkəˈbɪləti]	<i>n.</i> 适于行走的状态; 可步行性	U2TA
wholesome	[ˈhəʊlsəm]	<i>adj.</i> 有益健康的	U4TA
wield	[wiːld]	<i>v.</i> 施加(影响)	U5TB
wig	[wɪɡ]	<i>n.</i> 假发	U3TA
wiz	[wɪz]	<i>n.</i> 奇才; 行家	U8TB
wondrous	[ˈwʌndrəs]	<i>adj.</i> 奇妙的; 令人惊奇的	U3TA

参 考 答 案

Unit 1 Sports and Technology

Part I Reading and Translating

Text A A Chair for Getting Fit and Trim

I. 1. T 2. F 3. T 4. T 5. F 6. T 7. T 8. F

- II. 1. The chair can monitor people's postures, respiration, and heart rate.
2. They both measure a person's sitting position with sensors.
3. It has integrated force sensors that measure how weight is distributed in the chair.
4. Because the coach does not intervene in the training in a domineering way, and it is much like a human personal trainer.
5. Because the assistive technologies owned by Hella and the expertise of furniture fittings from Hettich can better develop the chair.

III. 1. e 2. a 3. i 4. h 5. d 6. c 7. b 8. f 9. j 10. g

IV.

English	Chinese
personal trainer	私人教练
reclining chair	活动靠背扶手椅
one-to-one	一对一
performing fitness exercises	进行健身运动
automotive components	汽车零部件
measure respiration	测量呼吸
coordinated nutrition plan	均衡的营养计划
furniture fittings	家具五金
senior citizens	老人
stand for	代表

- V. 1. they are also planning a manifesto, which is being drafted as part of cross-sectional project ELSI
2. user studies with demonstrators are being conducted for which ethics applications are submitted in the framework of the ELSI project
3. allowing it to monitor all important physical parameters during exercise
4. as a comfortable reclining chair for watching TV, as it has all the functionality of a normal chair.

5. sensors that are integrated into the surface of the seat

Text B Ketone Drinks

- I.
 1. which will be commercially available within the year
 2. pursuing the endurance and sport-related avenues
 3. is driven by the burning of carbs and fat obtained in a balanced diet
 4. that this uptake increases in proportion to the intensity of exercise
 5. The observation could help explain why the high-performing cyclists on the ketone drink
- II.
 1. Ketones are produced when the body burns fat for energy or fuel. They are also produced when you lose weight or if there is not enough insulin to help your body use sugar for energy.
 2. Normal metabolism is driven by the burning of carbs and fat obtained in a balanced diet.
 3. Cyclists who had the ketone drink had the lowest levels of lactate, and they traveled an average of 400 meters farther over a half hour than those consuming the carbohydrate or fat drink.
 4. Because their exercise is primarily anaerobic, and the body needs oxygen to burn ketones.
 5. The ketone itself is inhibiting glycolysis, so that with the same exercise athletes are preserving glycogen and producing much less lactic acid.

Part II Academic Reading

1. Every organization, as soon as it gets to any size (perhaps 1,000 people), begins to feel a need to systematize its management of human assets. Perhaps the pay scales have got way out of line, with apparently similar-level jobs paying very different amounts; perhaps there is a feeling that there are a lot of neglected skills in the organization that other departments could utilize if they were aware that they existed. Perhaps individuals have complained that they don't know where they stand or what their future is; perhaps the unions have requested standardized benefits and procedures. Whatever the historical origins, some kind of central organization, normally named a personnel department, is formed to put some system into the haphazardry. The systems that they adopt are often modeled on the world of production, because that is the world with the best potential for order and system.
2. We all tend to complain about our memories. Despite the elegance of the human memory system, it is not infallible, and we have to learn to live with its fallibility. It seems to be socially much more acceptable to complain of a poor memory, and it is somehow much more acceptable to blame a social lapse on "a terrible memory", than to attribute it to stupidity or insensitivity. But how much do we know about our own memories? Obviously we need to remember our memory lapses in order to know just how bad our memories are. Indeed one of the most amnesic patients I have ever tested was a lady suffering from Korsakoff's syndrome, memory loss following chronic alcoholism. The test involved

presenting her with lists of words; after each list she would comment with surprise on her inability to recall the words, saying: "I pride myself on my memory!" She appeared to have forgotten just how bad her memory was.

Part III Academic Writing

1. Wagner was what might be called a subjective artist in that his art had its source in his personality. His work seems virtually independent of the epoch in which he lived. On the other hand, Bach can be considered an objective artist. He seems to have worked only with the forms and ideas that his time proffered him, feeling no inner compulsion to open out new paths.
2. Most overdoses are taken when individuals are finding it difficult to sort out their life problems in a clear way. For this reason, the approach to treatment must, above all else, be a clear one; that is, one which helps the patient separate out each of his problems and plan ways of dealing with them.

Part IV Translating Skill

- I. 1. A. 2. B. 3. A. 4. A. 5. B. 6. A. 7. B. 8. A.
- II. 1. 手稿是在法国革命前几周寄往伦敦付印的。
2. 必须立刻停止这种讨厌的噪声。
3. 我们在这里所讲的话人们不会长久记住，然而我们在这儿所做的事却能改变世界。
4. 我国已将通信卫星用于实况转播。
5. 这种化学反应能放出热和光。

Unit 2 Sports in Life

Part I Reading and Translating

Text A Why Mall Walk?

- I. 1. F 2. F 3. F 4. F 5. T 6. F 7. T 8. T
- II. 1. Historically, shopping malls were originally developed to build a sheltered retail center for women after World War II, primarily in suburban areas in the United States. The intention was for women to gather and socialize.
2. Neighborhoods.
3. Because the malls hired security staff.
4. It means that mall walkers are typically not judged by their speed, attire, or physique.
5. Mothers with strollers, those with chronic disease conditions (e.g., rheumatoid arthritis), or those who are overweight.

III. 1. j 2. h 3. b 4. d 5. i 6. g 7. c 8. a 9. e 10. f

IV.

English	Chinese
decline	衰退
vast majority	大多数
walking sessions	步行距离
safety hazards	安全风险
address barriers	消除障碍
mild cognitive disabilities	轻微认知障碍
possess the potential	可能
brisk walking	快走
maintaining independence	保持独立
residential locations	居住场所

- V.
1. walking offers flexibility, compared to scheduled activities
 2. proximity of desirable destinations, perceived safety from traffic
 3. offer free, relatively accessible, and pedestrian-friendly environments
 4. noncompetitive, sociable and friendly
 5. enclosed environments, safe walking surfaces, places to rest, convenient restrooms, and absence of traffic

Text B How Finns Make Sports Part of Everyday Life

- I.
1. cut tracks in the snow through parks, across the solid lakes, even on the frozen Baltic Sea.
 2. According to a calculator devised by the World Health Organization
 3. Sports participation is more than before becoming a commodity
 4. more or less just step out of your door and go
 5. ancient agreements between workers' unions
 6. Businesses can deduct money spent on employees' physical well-being
 7. you improve the cohesiveness and good spirit
- II.
1. They consider sports a social right.
 2. From the municipalities and a portion of lottery funds.
 3. Because there are sports facilities everywhere.
 4. No.
 5. About a century ago.

Part II Academic Reading

I.

Word	Meaning
pulmonic	using the lungs
egressive	using air that is pushed out
ejective	using mouth air that is pushed out
implosives, clicks	using mouth air sucked in
ingressive	using air that is sucked in

II.

Word	Meaning
mee	a kind of food—noodles
kuali	a cooking pan
kedai	shop
kampong	village

III.

Word	Meaning
chai	tea
moloko	milk
sladky	sweet
slooshied	heard
millicents	police
pooshkas	guns
devotchka	girl
rozzes	policemen

Part III Academic Writing

Another reason why we distrust thinking is that it seems unnatural. Human beings are a social species, but thinking is an activity that requires solitude. Consequently, we worry about people who like to think. It disturbs us to meet a person who deliberately chooses to sit alone and think instead of going to a party or a soccer match. We suspect that such a person needs counseling.

Part IV Translating Skill

1. The best cook sometimes makes bad dishes.
2. In the doorway lay at least a dozen of umbrellas of all sizes and colors.
3. One thing emerging is a greater demand of higher quality food.

4. Underdevelopment in rural areas is a problem in quite a number of Asian and European countries.
5. We can learn much about everyday life by studying the extraordinary, a principle exemplified by the analysis of eminent researchers.
6. Truth is beautiful, without doubt, and so are lies.
7. The want of his family forced him to leave off school.
8. The audience, greatly touched by his speech, all voiced support for the proposal.
9. Standing firm and proud among the nations of the world, China has become an ever stronger force which no one can ignore.
10. How to solve the problem of fake products was a question to which the broad masses urgently needed a solution.
11. Many countries are now using English so much that they are starting to teach their own particular brand of the language with different forms of sentence construction, for example.
12. In class, he was completely at home with his lectures, covering a broad range of topics and citing all kinds of resources.
13. Sweet scents, such as the smell of roses or almonds, could help to relieve pain but the effect only seem to work in women.
14. I know today many guests will extend their congratulations by delivering speeches, for which we are waiting.
15. It's exhausting, time consuming and although it counts as physical activity, housework doesn't improve health or help to shed those excess pounds, British researchers said.

Unit 3 Music Celebrities

Part I Reading and Translating

Text A My Childhood, My Sabbath, My Freedom

- I. 1. T 2. T 3. F 4. F 5. F 6. T 7. T 8. F
- II.
 1. He was a little boy with a big smile. He was smiling because he was joyous, and he was singing his heart out because he was happy. He was dancing with an energy that never quits because he was carefree.
 2. Because Sundays were not only his days for "pioneering", but also the day that he attended church and the day that he spent rehearsing his hardest.
 3. The best way he could imagine to show his thanks was to make the very most of the gift that God gave him.

4. Yes, he did. He was comforted by the belief that God exist in his heart, and in music and in beauty, not only in a building.
5. His most precious days as a child were those Sundays when he was able to be free. That is what the Sabbath has always been for him. A day of freedom.

III. 1. e 2. d 3. a 4. b 5. c 6. h 7. f 8. j 9. g 10. i

IV.

English	Chinese
pen their reflections on something	写下他们关于某些事物的想法
television appearances	屏幕形象
start off my lifelong music career	开始我一生的音乐事业
sing one's heart out	发自内心地歌唱
the pressure of childhood celebrity	儿童名人的压力
build tree houses	建树屋
go to roller-skating parties	参加滑旱冰晚会
be redefined	被重新定义
have no doubts	毫无疑问
a treat	一种款待

- V. 1. I write down my own thoughts on the subject
2. with an energy that never quits; he is carefree
3. very early on; my childhood would be different than most others
4. step away from my unique life
5. the suburbs of Southern California; making the rounds of a shopping mall

Text B Teachers Tell All

- I.
 1. exclusively; what they were really like in school
 2. by no means was he a model student
 3. drives me crazy
 4. very self-aware at an early age
 5. four papers front and back
 6. football games, basketball games, and pep rallies
 7. on the path to achieving your goals
 8. lighten the mood with their humor
- II.
 1. No. Ms. Richards told us he was a pleasure to teach, but by no means was he a model student.
 2. Despite his occasional mischief, the performance company teachers admit, "Liam always made our class a fun and lighthearted place to be".

3. There was only one way Bieber could master his ABCs, and that was through singing.
4. Not sure. The teacher just thought writing might be her area that she's interested in.
5. Yes. Working with the Jenners taught coach Kirschner to ease up and make serious competitions more free-spirited and fun.

Part II Academic Reading

- I. 1. C 2. A 3. A 4. A 5. B 6. A 7. B 8. B
 II. 1. B 2. D 3. A 4. A 5. B 6. C

Part III Academic Writing

A possible answer: The body of an insect consists of three main parts: the head, the thorax and the abdomen. The head contains the insect's brain, eyes and mouth. It also carries the antennae. The thorax is the central part of the body. It bears the legs and wings. There are three pairs of legs and two pairs of wings. The insect's abdomen contains its digestive and reproductive organs.

Part IV Translating Skill

1. 我完全赞成你的意见。
2. 作者在文章中对人类忽视自身环境作了批评。
3. 改革开放政策受到了全中国人民的拥护。
4. 本说明所用的一些术语定义如下。
5. 有了光才能看见东西。
6. 红色、绿色和紫色这三种颜色如果合在一起就变成白色。
7. 他深信这件事正确可靠，因此坚持己见。

Unit 4 *The Sound of Music*

Part I Reading and Translating

Text A *The Sound of Music* Movie

- I. 1. T 2. T 3. F 4. F 5. F 6. T 7. T 8. T
 II. 1. The movie was filmed on location in Salzburg. It's a very beautiful Austrian countryside.
 2. *Do-Re-Mi, Edelweiss, The Sound of Music, I Have Confidence.*
 3. Because it can be viewed by children, adults and grandparents alike without worrying about whether it is suitable or not.
 4. Robert Wise knew exactly who he wanted to play the leading roles, but he also gave equal importance in making the right choice for casting the supporting roles.

5. The five major Academy Awards are Best Picture, Best Director, Best Sound, Best Score and Best Film Editing.

III. 1. g 2. c 3. h 4. a 5. b 6. j 7. i 8. d 9. f 10. e

IV.

English	Chinese
the most viewed movie of all time	历史上观看人数最多的影片
iconic	带有标志性的
idyllic surrounding	田园风光
a brilliant team	一对出色的搭档
compose music	作曲
play the leading roles	担任主演
achieve a spectacular performance	奉献了精彩绝伦的演出
the biggest money maker in movie history	电影史上最赚钱的影片
participate in producing this fantastic film	参与制作此部佳片
sing along with...	与……一起哼唱

- V. 1. was released on March 2nd, 1965
 2. turned it into a “cinematic wonder”
 3. perfectly fit the movie and stage script
 4. a heartwarming love story between a naval officer and a nun
 5. beat; as the biggest money maker in movie history

Text B Amusing Dialogues in *The Sound of Music*

- I. 1. an improvement on the last one
 2. maintain discipline; be properly run
 3. drill the children in their studies; dream away their summer holidays
 4. see to; conduct themselves at all time with the utmost orderliness and decorum
 5. the precious gift you left in my pocket today
 6. a strange in a new household; feel accepted
 7. could hardly breathe; on God’s errand
 8. holy too; a great capacity to love
- II. 1. There’s nothing wrong with the children. The governesses were completely unable to maintain discipline.
 2. They must conduct themselves at all time with the utmost orderliness and decorum.
 3. She refused to answer to the whistle and told Captain that both children and her needed to be respected.

4. She said she felt accepted.
5. She thought she was there on God's errand, so she couldn't love Captain because it violated her mission. She couldn't stay.

Part II Academic Reading

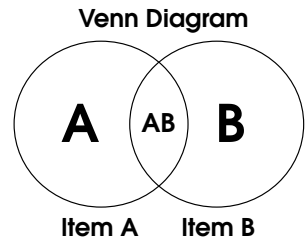
AB: outspoken, charming, willing to work in a team environment and possessing a professional personality; gained excellent references from previous employers.

A: Ted Garbolino

1. earned BA in English Literature and 3.7 GPA from New York University
2. owns experience of 4 years as a local reporter in Bakersfield, CA
3. humorous
4. a standard American accent
5. availability is 15th December

B: Mary Mumford

1. earned BA in Communications/Journalism and 3.4 GPA from University of Sydney
2. owns experience of 3 years as an editor of a national news magazine
3. serious
4. a strong Australian accent
5. availability is 1st December



Part III Academic Writing

1. B 2. B 3. C 4. A 5. C 6. B 7. A

Part IV Translating Skill

- I. 1. B 2. B 3. A 4. B 5. B 6. B 7. A 8. A
- II. 1. 她一夜无眠，早早起身，披上毯子，迎着拂面的凉风，凭窗眺望黎明。
2. 如果有人来，请让他等一会儿。
3. 如果富国和穷国之间的谈判获得进展的话，就打算在12月份安排召开部长级会议。
4. 四个星期后我就彻底康复了。
5. 我对贵校的访问正逢一个重要的周年纪念，正如刚才张先生所说。
6. 有没有可能我搭头班飞机去上海？
7. 这次访问所提供的机会我向往已久，即亲眼看一看中国人民所取得的成就。
8. 有必要保障妇女充分平等的权利，在整个生活中都保障这样的权利。
9. 他们正在努力实现其目标，即现代化和民主化。
10. 目前仍有相当大的差距存在于愿望和成果之间。

11. 我们知道氧气必不可少，对于动植物的呼吸、对燃烧都是如此。
 12. 困难在于做决定时不知道全部真实情况。

Unit 5 Fine Art

Part I Reading and Translating

Text A American Fine Art

- I. 1. F 2. T 3. F 4. T 5. F 6. T 7. T 8. F
- II. 1. Because America was merely a group of colonies, still greatly dependent upon the teachings of Europe.
 2. The execution of these pictures was simple and unsophisticated, but always inspired by genuine inspiration and sentiment.
 3. French Impressionism. The movement's emphasis on the beauty of nature fostered optimism in American artists.
 4. By 1900, American fine art had become predominantly academic.
 5. It was this constant search for individuality that formed the core of American fine art.
- III. 1. h 2. c 3. d 4. j 5. i 6. a 7. e 8. g 9. b 10. f
- IV.

English	Chinese
assert their individuality	宣扬他们的个性
the execution of these pictures	这些画作的创作方式
liberate the subconscious	释放潜意识
fine art	美术
the most radical subgenre	最激进的子流派
unifying style	统一的风格
spontaneity in self-expression	自发性的自我表现
predominantly academic	相当浓厚的学术性
the untamed landscape	景色的野性力量
pop up	突然出现

- V. 1. were unfavorable to the growth of any art
 2. It was the very absence of tradition and foundation
 3. promoted as one of America's most distinct features
 4. While American Impressionists adopted many of the same themes as their French colleagues

5. so ingrained in the American society.

Text B Contemporary Art

- I.
 1. art produced at this present point in time or art produced since World War II
 2. publicly funded contemporary art museums
 3. integrate themselves into the contemporary art world
 4. regulating what is designated as contemporary art
 5. Artists are self-taught and assumed
 6. craft objects must subscribe to particular values
- II.
 1. Museums of contemporary art commonly define their collections as consisting of art produced since World War II.
 2. Contemporary artists are supported by grants, awards and prizes as well as by direct sales of their work.
 3. Yes, they can.
 4. *The Saatchi Decade.*
 5. Because their works are not subscribed to particular values.

Part II Academic Reading

- I. 1. F 2. O 3. O 4. F 5. F 6. O 7. O 8. O

II. Facts:

1. This film, directed by Sofia Coppola and released in 2004, tells the story of an ageing film actor.
2. While he is there, he meets up with Charlotte, the young wife of a photographer, who is staying in the same hotel.
3. Charlotte, convincingly played by Scarlett Johansson, has been abandoned in the hotel for a few days by her endlessly busy and possibly unfaithful partner while he takes up a photographic assignment.
4. It is not the first Hollywood film to describe the attraction between a young, attractive woman and a man old enough to be her grandfather.
5. Bill Murray's actor does not understand the instructions of his Japanese director, whose speech has to be mediated through a translator.

Opinions:

1. This is mainly due to the exceptional quality of the acting, the superb cinematography and the intensity of the direction.
2. But even for those who know Japan well it is presented in an unfamiliar way, using unusual camera angles, close-ups of flashing neon and strange fish-eye shots of rooms and spaces.
3. This is a film that will probably be a critical success but is unlikely to reach out to the masses.

4. Its target audience is likely to be fairly small, and will consist of thoughtful, intelligent cinema goers with an appreciation for detail.
 5. I enjoyed it, but I cannot forgive Sofia Coppola for succumbing to that old Hollywood obscenity of the young girl and the old man.
- III. Adjectives and adverbs: brilliantly, considerably, exceptional, superb, critical, thoughtful, intelligent, etc.

Part III Academic Writing

- I. 1. A 2. B 3. C 4. C
- II. 1. B 2. A 3. B 4. A 5. C 6. A

Part IV Translating Skill

- I. 1. A 2. A 3. B 4. A 5. B 6. B 7. B 8. B
- II. 1. 假如没有那些以昆虫为食的动物保护我们，昆虫将吞噬我们所有的庄稼，害死我们的牛羊家畜，使我们不能生存于世。
2. 许多人宁愿牺牲比较高的工资以换取成为白领工人的社会地位，这在西方倒是人之常情。
3. 一旦了解了英语的基本结构和句型，再往下学似乎就越来越难了，这其中的原因，也许老师比学生更容易理解。
4. It is hardly possible to realize a relatively rich Chinese society in overall scale without a solution to farmers' medicare problem.
5. Great changes have taken place in China since the introduction of the Reform and Opening Up Policy.

Unit 6 Works of Art

Part I Reading and Translating

Text A The Unknown Stories of Works of Art

- I. 1. T 2. T 3. F 4. F 5. F 6. F 7. T 8. T
- II. 1. *The Scream* was inspired the day he was walking with his friends and saw that "the sky turned as red as blood", before feeling incredibly tired and hearing an "enormous infinite scream of nature".
2. Alessandro Vezzosi believed Pala's proposition is "plausible".
3. The major reason behind the criticism was the right strap in the portrait. The strap in the early portrait can be seen falling off her right shoulder, revealing a little more of the model's skin.

4. Because it has a weak foundation.
5. Michelangelo used Cesena's face for the face of Minos—the god of the underworld.

III. 1. f 2. a 3. d 4. e 5. c 6. h 7. i 8. g 9. b 10. j

IV.

English	Chinese
loaves of bread	好几条面包
plain sight	平常视线
radar of pop culture	流行文化的嗅觉
a music enthusiast	一位音乐爱好者
sketch several musical instruments	素描几种乐器
divide harmonically	和谐分割
reveal the skin	暴露皮肤
the Judgment Day	审判日
weak foundation	地基不牢
coil around	盘踞

- V. 1. he had uncovered musical notes in Da Vinci's famous painting
2. because of its supposed indecency
3. The scandal that followed was so intense
4. symbolize how powerful and wealthy the town was
5. be displayed in a public bath or bar instead of a church

Text B Art Imitable: A Master Forger's Works Are Auctioned

- I. 1. has threatened to open old wounds in the art world
2. masquerading as old masters' at major galleries around the world
3. Though some friends and enemies disputed this
4. collected by his sister after he was murdered in Rome
5. The dealer admitted to having been duped
6. rocking the market and exposing their own ignorance
- II. 1. No, he was not.
2. No, some friends disputed him.
3. Because Hebborn won prizes as a student at the Royal Academy, but his own art brought him little acclaim, leading to suggestions that forgery was his means of revenge on a snooty art elite.
4. He is thought to have produced about 1,000 forgeries over the course of his life.
5. He was never charged because the dealers and experts were too worried about rocking the market and exposing their own ignorance.

Part II Academic Reading

I. 1. Topic: The Erie Canal

Main idea: The Erie Canal changed the way people moved goods and supplies in the mid 1800s.

Supporting detail: The 363 mile canal connected Albany, New York to Lake Erie in Buffalo.

Supporting detail: Building supplies and good could be transported quickly and cheaply.

Supporting detail: Canal boats pulled by mules carried people and supplies the 363 miles.

2. Topic: Live expectancy

Main idea: The life expectancy of males and females

Supporting detail: People born after 1985 can expect to live more than 70 years.

Supporting detail: Females can expect to live about six years longer than males.

3. Topic: Farming in Japan

Main idea: There is not much land to farm and there are many people to feed.

Supporting detail: Farmers cut rows in the hillsides and grow crops there.

Supporting detail: Many kinds of food are shipped to Japan.

4. Topic: Taste

Main idea: How do you taste things?

Supporting detail: We have nine thousand taste buds just in our tongue alone.

Supporting detail: There are taste buds in the roof of your mouth.

Supporting detail: You have taste buds in the back of your throat.

II. 1. New research shows that neurotics are, in fact, more likely to have physical problems.

2. Animals, then, can be a means of therapy for many kinds of individuals.

3. We are on our way to becoming a cashless, checkless society, a trend that began with the credit card.

4. People have explained mental illness in many different ways over the years.

Part III Academic Writing

I. 1. A 2. B 3. A 4. C 5. B

II. 1. B 2. C 3. B 4. C 5. B

Part IV Translating Skill

1. 能量是生态系统的货币，只有当食物变为能量，能量再用来获取更多的食物以供生长、繁殖和生存，生命才成为可能。
2. 他警告说，到本年年中，苏联将在陆上发射的战略导弹的数量上超过美国，因为苏联在古巴事件失败后，从 20 世纪 60 年代中期起就大力发展导弹，目的是在核武器方面至少达到同美国均等，并力争超过美国。
3. 易卜生的剧作《玩偶之家》中的女主人公娜拉离家出走，因为她憎恶她的丈夫像对待孩子一样来对待她。作家鲁迅从中得到启示，从而告诫人们娜拉得需要钱来养活

自己，她要生存就必须有经济上的权利。

4. 到目前为止，经历了 18 和 19 两个世纪，这种新的倾向是把住宅安排在城市的近郊，而把生产活动、商业往来、政府部门以及娱乐场所都集中在城市的中心地区。
5. 对于现代科技书籍，特别是教科书来说，要是作者希望自己书中的内容能与新概念、新观察到的事实和新发现同步发展的话，那么就应该每隔较短的时间就将书中的内容重新修改。

Unit 7 Fashion and Costume

Part I Reading and Translating

Text A China's Uniform Affection

I. 1. T 2. F 3. T 4. F 5. T 6. T 7. F 8. T

- II. 1. In China, you may meet multiple uniformed staff, such as bright orange street cleaners, food-delivery staff on scooters or identically dressed salon workers, uniformed security guards, staff dressed in suits and ties. Uniforms are inescapable.
2. They wore studded boots and uniforms with heavy arm and torso protection.
3. Soldiers' uniforms were to distinguish between factions and provide protection.
4. Introduced by Sun Yat-Sen and made famous by Mao Zedong who favored it in public, hence the nickname "Mao suit", the clothing became a form of national dress.
5. In China, self-identity is shaped by group memberships. People feel a stronger sense of self if they are able to define themselves as part of a group.

III. 1. c 2. e 3. a 4. j 5. b 6. i 7. h 8. g 9. f 10. d

IV.

English	Chinese
draped and layered military wear	披着层层带垂褶袖的盔甲
uniform affection	制服情结
a crest hat	高顶的帽子
the generic Western style	一般的西式风格
fashion items	时髦玩意
an altered shape	剪裁上的改变
adherence to uniforms	钟情于制服
be fitted right	合身
collectivist culture	集体主义文化
love affair with uniforms	对制服的钟爱

- V. 1. can be traced back through the country's history
2. show status and mark levels of authority
3. they can project the type of service or professionalism that you are expecting
4. While it is still a popular choice for Chinese leaders
5. to feel confident and beautiful

Text B Dungarees

- I. 1. were easy to slip on and off
2. synonymous with the blue collar, Protestant work ethic
3. a glum-looking Depression-era farmer
4. two ways of wearing dungarees
5. on the cover of *Rolling Stone*
6. *American Gothic*
7. highlighting its nostalgic qualities
8. In the fashion world
- II. 1. They liked dungarees for two reasons: they were easy to slip on and off, and they could protect the good clothes worn underneath.
2. Functional clothes are clothes worn for some working purposes.
3. In the 1990s, there were two ways of wearing dungarees—with one strap undone and one leg rolled up.
4. Man Repeller extolled the values of the overall, highlighting its nostalgic qualities.
5. Because they are comfortable and non-threatening.

Part IV Translating Skill

- | | |
|----------|----------|
| 1. 比尔·盖茨 | 2. 加利福尼亚 |
| 3. 马克·吐温 | 4. 温哥华 |
| 5. 佛罗伦萨 | 6. 白金汉宫 |
| 7. 牛津 | 8. 巧克力 |
| 9. 吉他 | 10. 麻将 |
| 11. 雪茄 | 12. 海洛因 |
| 13. 歇斯底里 | 14. 尼龙 |
| 15. 鸦片 | 16. 沙龙 |
| 17. 罗曼蒂克 | 18. 啤酒 |
| 19. 沙丁鱼 | 20. 马拉松 |

Unit 8 Technology and Life

Part I Reading and Translating

Text A Digital Reading and Print Reading

I. 1. F 2. F 3. T 4. T 5. T 6. F 7. F 8. T

- II. 1. The earliest scripts emerged about 5,000 years ago. The Greeks produced a fully-developed alphabet about 3,000 years ago. Johannes Gutenberg printed his bible 560 years ago. Digital reading emerged recently.
2. Although some researchers have tried to examine the difference between print and onscreen reading, the results are fuzzy. Some studies have found little difference in comprehension and recall between those reading print and those looking at screens. Others have found lower understanding and memory among screen readers.
3. Digital devices are changing and developing to make the reading process smoother.
4. The author prefers printed books, for the heft, the ease of paging back and the sense of how far he has read—which he can see and feel, rather than relying on a percentage at the bottom of the page.
5. A newspaper can offer peripheral vision. There is the likelihood not only that you will come across unexpected information, but that you will connect it to other things you have read.

III. 1. b 2. a 3. e 4. f 5. c 6. d 7. j 8. i 9. h 10. g

IV.

English	Chinese
digital screen	数字屏幕
onscreen reading	屏幕阅读
digital device	数字化设备
a just-peeled-the-protective-plastic-off novelty	如刚撕掉塑料保护膜一样新鲜
hypothesis testing	假设检验
serendipity of print	纸质阅读的意外收获
the fastest-growing form	增长最快的形式
come across	遇到
print newspaper	纸质报纸
made-up	虚构的

- V.
1. a fully-developed alphabet, with vowels
 2. the difference between print and onscreen reading
 3. attempting to make the reading process smoother
 4. relying on a percentage at the bottom of the page
 5. the fastest-growing form of digital reading

Text B Does Search Engines Make Us Lose Memory?

- I.
1. triggering starting guns for the latest existential crisis about the web
 2. the data wouldn't be saved
 3. the trivia was saved in generically named folders
 4. When you stare at the wall behind them
 5. face an unexpected pitfall
- II.
1. Open.
 2. Betsy Sparrow of Columbia University and colleagues published an article in *Science* entitled "Google Effects on Memory: Cognitive Consequences of Having Information at Our Fingertips", triggering starting guns for the latest existential crisis about the web.
 3. According to Yale University academics, the mere act of using a search engine may lead us to overrate how much we know.
 4. The researchers think they might be losing track of how much the Internet is relied on for instant access to information and consequently they have become "miscalibrated" with respect to their true knowledge.

Part IV Translating Skill

1. 克隆（一种无性繁殖方法）
2. 波塞冬（希腊神话中的海神）
3. 艾滋病（一种性免疫缺损综合征）
4. 圣瓦伦廷节（情人节）
5. 沙漠风暴（1991年美国领导的多国部队对伊拉克实施的军事打击行动）
6. 你穿上那套衣服，看上去就像个流氓阿尔卡彭了。（阿尔卡彭是美国历史上的著名歹徒，芝加哥犯罪集团的首领之一）
7. 他发现自己身着漂亮的礼服，被恭恭敬敬地引进了像里兹饭店一般豪华的旅馆客房里下榻。（里兹饭店原为瑞士人里兹开设，以豪华著称）
8. 我的脾气不好，都是这些事给烦的。我是个夹在孩子和父母之间的“三明治人”。（“三明治人”指既要照顾孩子，又要照顾父母的人）
9. 我像约伯一样穷的，大人，可是却没有他那样的好耐心。（约伯在《圣经》中以忍耐贫穷而著称）