

研究生英语能力拓展系列教材

研究生英语阅读教程

*Graduate English
Reading Course*

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主 编 马锦儒 范淑芹 王 静

Graduate English Reading



上海交通大学出版社

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前言

传统的研究生英语阅读课本与大学英语精读课本的结构基本是一致的,这就体现不出研究生英语教学的阶段性和多元性。本书从编排上对传统课本进行了大幅度的改革,在内容上进行了新尝试——有效利用网络资源和现代化的教学手段,从当前国外网站上下载有教学价值的原文资料,选取一些有价值的段落或句子作为课堂问题进行讨论,或以课外练习的形式出现,旨在从双重环节上为学生创造实践和练习的机会,力求避免教师独占课堂、串讲课文所带来的弊端。为了方便读者,我们把比较长的材料附在课本的第二部分(Source Section),供学生课前阅读,而把具有课堂讨论价值的语言重点段落安排在课本的第一部分(Course Section),同时收录了部分补充阅读材料(Supplementary Readings)。学生应该在课前阅读第二部分的内容,在掌握全文大意的基础上才能做好第一部分的课堂练习。

该教材在学习任务的安排方面,克服了传统教材千篇一律的练习题模式,而突出体现了教学的阶段性,通过较多的既定任务帮助学生提高独立学习和运用语言的能力。每个单元第一项安排了疑难词汇或词组的课前查阅,让学生自己给出它们在上下文中应有的含义。教师针对学生在这个环节上所出现的问题,有的放矢地解决学生在词汇短语方面所暴露出的问题。课上讨论旨在培养学生的语言表达能力和概括能力。教材中还增加了对原文的翻译练习,试图通过这个环节,使学生对具有一定难度的句子或段落确立比较准确、清晰的双语联系,避免含糊其辞、似是而非的朦胧状态,养成阅读求甚解的良好习惯。写作方面避免了常规的写作常识的讲解,写作练习从短语结构、段落要点、梗概,到短文,循序渐进,力争更具实效性。

使用本教材应注意发挥学生的主观能动性,使学生逐步从教师指导下的自主学习过渡到完全独立的语言学习和运用,从而在阅读、翻译和写作方面逐步提高,完善英语意识,形成较强的语言应用能力。

由于编者水平所限,书中问题在所难免。为此,我们期待批评指正。

编者

2008年5月

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I . Course Section

Unit 1

Graduates are generally thought or expected to be better thinkers than undergraduates. But how can you develop and sharpen your thinking skills? The tasks and activities in this unit are designed to encourage the use of higher order thinking and problem solving skills, as the writer of this article says, “You’ve been thinking all of your life, of course, for thinking is simply the interaction of ideas. However, thinking is somewhat similar to other skills, like writing, drawing, or fixing cars. Practice and education can improve it. So even though you ‘know how to think’ already, you can improve your thinking by learning about the tools and mental habits that produce the best thinking.”

Part A Introduction to Creative Thinking

Robert Harris

Source: <http://www.virtualsalt.com/crebook1.htm>

1. Pre-tasks

- 1) Read the source material and prepare for class discussion.
- 2) Look up the following words or expressions and take down the contextual meaning of each as they are used in the paragraphs below.

claim

follow

a successful working life

works of creative excellence

with a single stroke of brilliance

in a frenzy of rapid activity

tweak

transmission

hot walker

aggressively

ruthlessly practical and conformist

vogue

punk rock

2. Class Discussion

- 1) Much of the thinking done in formal education emphasizes the skills of analysis—

teaching students how to understand **claims**, **follow** or create a logical argument, figure out the answer, eliminate the incorrect paths and focus on the correct one. However, there is another kind of thinking, one that focuses on exploring ideas, generating possibilities, looking for many right answers rather than just one. Both of these kinds of thinking are vital to a **successful working life**, yet the latter one tends to be ignored until after college.

2) A Process. Creative people work hard and continually improve ideas and solutions, by making gradual alterations and refinements to their works. Contrary to the mythology surrounding creativity, very, very few **works of creative excellence** are produced **with a single stroke of brilliance** or **in a frenzy of rapid activity**. Much closer to the real truth are the stories of companies who had to take the invention away from the inventor in order to market it because the inventor would have kept on **tweaking** it and fiddling with it, always trying to make it a little better.

3) One creative person might go to the junkyard and see art in an old model T **transmission**. He paints it up and puts it in his living room. Another creative person might see in the same transmission the necessary gears for a multi-speed **hot walker** for his horse. He hooks it to some poles and a motor and puts it in his corral. The key is to see beyond the previous or stated applications for some idea, solution, or thing and to see what other application is possible.

4) Definition: A problem is (1) seeing the difference between what you have and what you want or (2) recognizing or believing that there is something better than the current situation or (3) an opportunity for a positive act. Seeking problems **aggressively** will build confidence, increase happiness, and give you a better sense of control over your life.

5) The constant emphasis we see in society is toward the **ruthlessly practical and conformist**. Even the wild fashions, from those in **vogue** to **punk rock**, are narrowly defined, and to deviate from them is considered wrong or ridiculous. Some peoples' herd instinct is so strong that they make sheep look like radical individualists.

3. In-class Exercises

Task 1 Note-taking.

Note down as many useful phrases or word groups as possible for future reference.

e. g. herd instinct

Task 2 Paragraph development.

Read the paragraphs below carefully and identify how some of the following sentences are structured.

1) Contextual clues to introduce a new point.

Much of the thinking done in formal education. . . , there is another kind of thinking, one that. . . Both of these kinds of thinking. . .

2) Parallel structures used to present two or more similar or alternative ideas.

Teaching students how to understand. . . , follow or create. . . , figure out the answer. . .

... a problem is (1) ... or (2)... or (3)...

Task 3 Reading in and writing out.

It is always a good habit to make notes or make sketches on the main ideas while reading, especially when you are learning a foreign language, as note-taking contributes greatly to successful writing, translation and oral reports as well. There are several ways to jot down notes:

(1) key words or expressions in a paragraph as the clue to keep in mind the key points in the paragraph.

(2) key words from the paragraph plus one's own words or phrases.

(3) key ideas mainly through generalization by using one's own words or phrases.

Take paragraph 1 as an example. One might make a sketch in any of the following ways:

1) Elliptical sentences or sentence fragments.

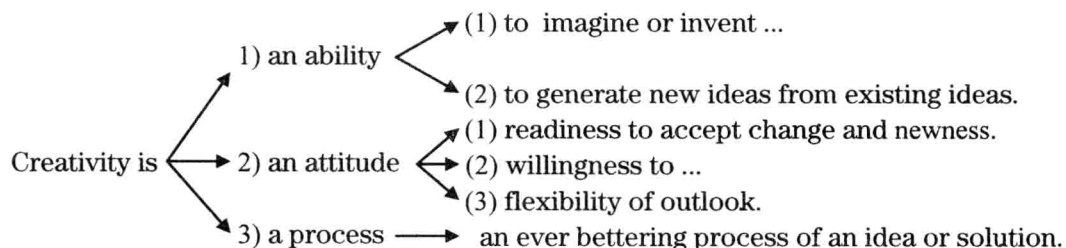
(1) skill of analysis—critical / exploring ideas—creative / both important, latter ignored.

(2) formal education emphasizes skill of analysis, critical thinking / another kind, focuses on exploring ideas / both are important, yet the latter are likely to be ignored.

(3) two kinds of thinking; one critical, the other creative/ the former is done in formal education, emphasizing skill of analysis; the latter focusing on exploring ideas; both important, yet the latter likely to be ignored; differentiation of the two.

2) Tree-structured notes.

For a comparatively independent part within a text, it is sometimes more helpful to take more coherent notes than a simple sketch for a single paragraph, as for the part of text from "What is creativity?" to the line "The creative person knows that there is always room for improvement."



Task 4 Make PPT presentation of the text, with each part of the text assigned to a group of students; phrases or word groups are encouraged to be used and try best to avoid using full sentences.

Task 5 Solve problems that challenge understanding through Internet resources in addition to conventional references (dictionaries, grammar books, etc.).

Task 6 Summarize over gains in language—from the formation of phrases to word groups in the text.

e. g. 事业有成 (a successful working life ...)

Task 7 Translate the following paragraph into Chinese.

Much of the thinking done in formal education emphasizes the skills of analysis—teaching students how to understand claims, follow or create a logical argument, figure out the answer, eliminate the incorrect paths and focus on the correct one. However, there is another kind of thinking, one that focuses on exploring ideas, generating possibilities, looking for many right answers rather than just one. Both of these kinds of thinking are vital to a successful working life, yet the latter one tends to be ignored until after college.

A possible Chinese version:

在正规教育中,思考问题大都偏重分析技能,教给学生们的是如何理解对事实的论述、怎样领会或创立一个合理的论点、怎样想出答案、如何摒弃错误思路以及坚持正确的思路。然而,也有另外一种思维,这种思维突出探索新想法和产生可能性,侧重寻找多种而不是一种正确答案。这两种思维对于个人事业的成败是至关重要的,但是,后者往往直至大学毕业之后方才受到重视。

Task 8 Rewrite the first sentence in the above paragraph to make it easier to understand.

Part B Introduction to Critical Thinking

Robert Harris

Source: <http://www.virtualsalt.com/think/introct.htm>

1. Pre-tasks

- 1) Read the source material and prepare for class discussion.
- 2) List words or expressions worth noticing while reading and give the contextual meaning of each.

2. Class Discussion

Analysis. Critical thinking might be defined as an approach to ideas from the standpoint of deliberate consideration. You hold an idea at arm's length and examine it before accepting it into your mental framework. Another way of defining critical thinking might be as a habit of cautious evaluation, an analytic mindset aimed at discovering the component parts of ideas and philosophies, eager to weigh the merits of arguments and reasons in order to become a good judge of them. Analysis is the ability to break arguments or claims down into parts and to discover the relationship between the parts. The arguments can then be evaluated.

3. Tasks after Class Discussion

- 1) Complete the following paragraph with ideas you get from the text, first in Chinese then translate it into English.

可以把评判性思维定义为……,但是,这并不仅仅意味人们可以用这种思维去挑毛病,

去……。评判性思维应该是……,……,等等。一个评判性思维者会……,总能……。

- 2) Translate the paragraph discussed in Class Discussion into Chinese.

Part C Brainstorming

Source: <http://www.brainstorming.co.uk/tutorials/tutorialcontents.html>

1. Pre-tasks

- 1) Underline words or expressions deserving notice and try to find proper definitions for them.
- 2) Note down questions for class discussion.

2. Task after Class Discussion

Set up topics for discussion.

Unit 2

From the birth of *The Origin of Species* to Genetic engineering, the history of modern science and technology has witnessed more remarkable achievements made by generations of great masters of biological sciences than other fields, which have not only brought enormous benefit to the whole world, but also sparked human beings' greater imaginations of the future.

Part A Excerpts from *The Origin of Species*

Charles Darwin

Source: <http://www.talkorigins.org/faqs/origin/preface.html>

1. Pre-tasks

- 1) Read the source material and prepare for class discussion.
- 2) Look up the following words or expressions and take down the contextual meaning of each as they are used in the paragraphs below.

progress

ably

undergo

pass over

spirit

enter on

excite

justly-celebrated

miraculous interposition

domestic production

crossing

use

disuse

agency

revelation

geological time

Physicae Auscultationes

organization

necessity

end

2. Class Discussion

1) I will here give a brief sketch of the **progress** of opinion on *The Origin of Species*. Until recently the great majority of naturalists believed that species were immutable productions, and had been separately created. This view has been **ably** maintained by many authors. Some few naturalists, on the other hand, have believed that species undergo modification, and that the existing forms of life are the descendants by true generation of pre-existing forms. **Passing over** allusions to the subject in the classical writers^①, the first author who in modern times has treated it in a scientific **spirit** was Buffon. But as his opinions fluctuated greatly at different periods, and as he does not enter on the causes or means of the transformation of species, I need not here **enter on** details.

2) Lamarck was the first man whose conclusions on the subject **excited** much attention. This **justly-celebrated** naturalist first published his views in 1801; he much enlarged them in 1809 in his "Philosophie Zoologique," and subsequently, in 1815, in the Introduction to his "Hist. Nat. des Animaux sans Vertébres." In these works he upholds the doctrine that species, including man, are descended from other species. He first did the eminent service of arousing attention to the probability of all change in the organic, as well as in the inorganic world, being the result of law, and not of **miraculous interposition**. Lamarck seems to have been chiefly led to his conclusion on the gradual change of species, by the difficulty of distinguishing species and varieties, by the almost perfect gradation of forms in certain groups, and by the analogy of **domestic productions**. With respect to the means of modification, he attributed something to the direct action of the physical conditions of life, something to the **crossing** of already existing forms, and much to **use** and **disuse**, that is, to the effects of habit. To this latter **agency** he seemed to attribute all the beautiful adaptations in nature;—such as the long neck of the giraffe for browsing on the branches of trees. But he likewise believed in a law of progressive development; and as all the forms of life thus tend to progress, in order to account for the existence at the present day of simple productions, he maintains that such forms are now spontaneously generated.

3) In June, 1859, Professor Huxley gave a lecture before the Royal Institution on the "Persistent Types of Animal Life." Referring to such cases, he remarks, "It is difficult to comprehend the meaning of such facts as these, if we suppose that each species of animal and plant, or each great type of organization, was formed and placed upon the surface of the globe at long intervals by a distinct act of creative power; and it is well to recollect that such an assumption is as unsupported by tradition or **revelation** as it is opposed to the general analogy of nature. If, on the other hand, we view 'Persistent Types' in relation to that hypothesis which supposes the species living at any time to be the result of the gradual modification of pre-existing species a hypothesis which, though unproven, and sadly damaged by some of its

① 原文在此处加有脚注,脚注的内容参见此文末尾的 footnote.

supporters, is yet the only one to which physiology lends any countenance; their existence would seem to show that the amount of modification which living beings have undergone during **geological time** is but very small in relation to the whole series of changes which they have suffered."

Footnote:

Aristotle, in his "**Physicae Auscultationes**" (lib. 2, cap. 8, s. 2), after remarking that rain does not fall in order to make the corn grow, any more than it falls to spoil the farmer's corn when threshed out of doors, applies the same argument to **organization**; and adds (as translated by Mr. Clair Grece, who first pointed out the passage to me), "So what hinders the different parts (of the body) from having this merely accidental relation in nature? As the teeth, for example, grow by **necessity**, the front ones sharp, adapted for dividing, and the grinders flat, and serviceable for masticating the food; since they were not made for the sake of this, but it was the result of accident. And in like manner as to the other parts in which there appears to exist an adaptation to an **end**. Wheresoever, therefore, all things together (that is all the parts of one whole) happened like as if they were made for the sake of something, these were preserved, having been appropriately constituted by an internal spontaneity, and whatsoever things were not thus constituted, perished, and still perish." We here see the principle of natural selection shadowed forth, but how little Aristotle fully comprehended the principle, is shown by his remarks on the formation of the teeth.

3. In-class Exercises

Task 1 Note-taking.

Take down as many useful words or word groups as possible for future reference so as to develop enough alertness in understanding these words or expressions.

e. g. to attribute ... to...

Task 2 Paragraph development.

Read the paragraphs carefully and identify how some of the following sentences are structured.

1) Passing over allusions to the subject in the classical writers, the first author who in modern times has treated it in a scientific spirit was Buffon.

(1) The contextual meaning of the phrase "pass over".

(2) The grammatical function of the participle form of the phrase "passing over". (Why its logical subject is not in agreement with the subject, the first author?)

2) With respect to the means of modification, he attributed something to the direct action of the physical conditions of life, something to the crossing of already existing forms, and much to use and disuse, that is, to the effects of habit. To this latter agency he seemed to attribute all the beautiful adaptations in nature—such as the long neck of the giraffe for browsing on the branches of trees.

Task 3 Reading in and writing out.

Task 4 Make PPT presentation of the text, each part of the text assigned to a group of students, phrases or word clusters are encouraged to be used and try best to avoid using full sentences.

Task 5 Solve problems that challenge understanding through Internet resources in addition to conventional references (dictionaries, grammar books, etc.).

Task 6 Summarize over gains in language—from the formation of phrases to word groups in the text.

e. g. pass over; not any more than

Task 7 Translate the following paragraph into Chinese.

Aristotle, in his “Physicae Auscultationes” (lib. 2, cap. 8, s. 2), after remarking that rain does not fall in order to make the corn grow, any more than it falls to spoil the farmer’s corn when threshed out of doors, applies the same argument to organization; and adds (as translated by Mr. Clair Grece, who first pointed out the passage to me), “So what hinders the different parts (of the body) from having this merely accidental relation in nature? As the teeth, for example, grow by necessity, the front ones sharp, adapted for dividing, and the grinders flat, and serviceable for masticating the food; since they were not made for the sake of this, but it was the result of accident. And in like manner as to the other parts in which there appears to exist an adaptation to an end. Wheresoever, therefore, all things together (that is all the parts of one whole) happened like as if they were made for the sake of something, these were preserved, having been appropriately constituted by an internal spontaneity, and whatsoever things were not thus constituted, perished, and still perish.” We here see the principle of natural selection shadowed forth, but how little Aristotle fully comprehended the principle, is shown by his remarks on the formation of the teeth.

1) Comment on the following classical Chinese version.

亚里士多德在《听诊术》(Physicae Auscultationes)中,论述了降雨不是为了使谷物生长,也不是为了毁坏农民室外晾晒的谷物,他将同样的论点应用于论述有机体;他接着说道(此系克莱尔·格里斯先生所译,他首先把这一节示我):“有什么会阻止(身体的)不同部分去发生自然界中这种偶然的关系呢?例如,牙齿为了需要而生长了,门齿锐利,适于分切食物,臼齿平钝,适于咀嚼食物,它们不是为了这等作用而形成的,这不过是偶然的结果而已。身体的其他部分亦复如此,它们的存在似乎是适应一定目的的。因此,所有一切构造(即一个个体的所有部分)都好像是为了某种目的而形成的,这一切经过内在的自发力量而适当组合之后,就被保存下来了,凡不是如此组合而成的,就灭亡了,或趋于灭亡。”从这里,我们看到了自然选择原理的萌芽,但亚里士多德对此还远没有充分了解,这一点从他“论牙齿的形成”一文中即可看出。

2) Contextual clue that helps to reach a clear understanding of a long sentence or a paragraph.

Here we see how the author, Aristotle, cite examples to show similarity or identicalness between two different cases, the rain and the teeth, as in the sentence: . . . the rain does not fall in order to make the corn grow. . . As the teeth, for example . . . But **it was the result of accident**. To sum up the main points of what Aristotle said here, we put it this way: No part of

a body is made for the function it can play but it merely accidentally has such a function, which is as accidental as the rain's falling down to make the crop grow or to spoil the grain threshed outdoors.

A pair of logic terms used in this paragraph are accident (accidental; accidentally) and necessity, “偶然” and “必然” in Chinese. But be careful as necessity can not possibly mean the state or fact of being in need, i.e. “需要” in Chinese as the translator puts it here. Neglecting such contextual relation, we will lose the cohesive clue in the source version. Here lies the one of the basic skills in finding a proper definition for a certain word used in the context to guarantee correct understanding of the original meaning. Without such a process, mistakes will most likely to be made in the target version. Be sure to remember that not every definition item listed in a dictionary is a right choice under a certain context.

Another point here is whether we are doing translation for literal integrity or for informational accuracy. Differ in purpose and the target version will vary. To impart information effectively and efficiently, it would be better to write the target version in clear-cut words to try every means to avoid any possible misinterpretation from the reader, so as to ensure accuracy in information delivery. And the target version should be written in such a spirit that the reader will shed the least effort in getting the points meant to be imparted by the translator. In doing translation for such a purpose, the translator works hard not only at decoding the message encoded in the original, but also tries his best to find the best ways to write the target version to save the reader's effort.

For example, we may translate part of the paragraph this way:

下雨不是为了庄稼生长,也不是为了淋坏晾晒的粮食。他又把这个观点运用到身体器官:“身体的不同器官在自然界中偶有某些功能也无可阻止。例如,牙齿要长,这是必然的(就像雨,必然要下一样——译者注),……若长牙齿的原因并非如此,则长牙齿便是偶然的结果。”

Lastly, in the last sentence of the quotation from Aristotle the words “... happened like as if ...” show the fact that he is not sure whether what he was saying is true or not. When translating such sentences similar wording should be used to the same effect so that the reader can not miss the point.

Task 8 Give an account of the points in the quotation part of the paragraph in both English and Chinese.

Part B Stem Cells 2. 0: Beyond the Hype, Engineers Look to Build Fast

Alex Hutchinson

Source: <http://www.popularmechanics.com/science/research/4233349.html>

1. Pre-tasks

- 1) Read the source material and prepare for class discussion.