

研究生实用英语系列教程

总主编 秦寿生 刘永兵 周季特

总主审 孔庆炎 卓如飞 杨匡汉

# EXTENSIVE READING II

泛 读 (下)

主编 郭倡瑜 王景惠

主审 黄铁聚 赵明学

哈尔滨工业大学出版社

PHYSICAL ENGLISH SERIES  
FOR GRADUATE STUDENTS

# 研究生实用英语系列教程

Practical English Series

for

Graduate Students

## 泛 读 (下)

Extensive Reading ( II )

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## 前 言

1992 年国家教委颁布了《非英语专业研究生英语教学大纲》，我国的研究生英语教学从此进入了一个新阶段。目前，贯彻大纲迫切需要一套相应而适用的教材。为此，我们东北地区的一些高等院校经过会商，一致同意联合本地区院校，共同编写研究生英语教材。东北三省的高校中有 20 余所院校的 50 多位多年从事研究生英语教学的教授、副教授、讲师组成了编审队伍。经过全体编委一年多的艰苦紧张的努力，编成了《研究生实用英语系列教程》。

《研究生实用英语系列教程》严格按照大纲的教学目的，全面提高研究生读、写、译、听、说的能力。系列教程全套共含五种教程，六个分册：即《精读》、《泛读》（上、下）、《写译》、《听说》、《测试》。五种教程既相互配合，形成一个整体，又根据各自特点，自成体系，因此，在使用过程中，可根据各校具体情况，灵活掌握。本系列教程符合学习语言必须进行全面训练的规律，故也可供研究人员、出国人员以及其他的相应层次的英语学习者使用。

《研究生实用英语系列教程》的编写考虑到研究生教学多层次、重应用高智性的特点，尤其是重应用的特点，我们力图突出本系列教程的实用性，旨在通过本系列教程的学习和训练，培养研究生进行学习、工作、研究和国际交流所需要的语言运用能力。为了强调实用性，本系列教程所含的《阅读》、《写译》、《听说》等教程中的大量材料均直接选自国外报章、杂志、

书籍、广告或其它生活情景的原文或原型材料,使读者在学习过程中有亲临其境和边学边用的感受。通过学习,都能在相应课程的领域内获得不同程度的技能。同时,《测试》教程是严格按照《非英语专业硕士研究生英语学位课程考试大纲》规定编写的,它配合其它各门课程,帮助研究生进行学位课程考试和其它相应的水平考试的训练。

《研究生实用英语系列教程》的选材十分注意思想健康、语言规范、内容新颖、题材广泛、体裁多样。系列教程具有科学性、知识性、趣味性、可读性等特点,使读者增长知识,开阔视野,同时,选用一些富有哲理性的文章,引导学生“运其才智”,适应研究生高智性的要求。本教程的练习不仅数量大,并且形式多种,以帮助读者掌握所学知识,全面发展各项语言运用能力。

《研究生实用英语系列教程》各分册的词汇工作,均依据《研究生英语词汇表》进行的,具有较大的覆盖率和重复率。为了节省篇幅,未列总词汇表,但在《泛读》的不同单元的课文中保留重复词汇,以方便读者。并且,所有词汇均按《研究生英语词汇表》的规定,给出分级词汇标志(\*或\*\*)以有利于读者有目的地记忆和使用。

在《研究生实用英语系列教程》的编写过程中,我们得到了参编院校有关领导的亲切关怀和大力支持,我们对他们表示衷心的感谢。参编院校有:哈尔滨工业大学、吉林工业大学、吉林大学、东北大学、大连理工大学、哈尔滨建筑大学、哈尔滨工程大学、大庆石油学院、黑龙江大学、哈尔滨医科大学、哈尔滨科技大学、东北林业大学、长春地质学院、长春光机学院、吉林工学院、白求恩医科大学、长春邮电学院、辽宁大学、阜新矿

业学院、大连医科大学。各分册教程均经有关参编院校的英美等外国专家审校，我们对他们深表谢意。

我们五十多位编审成员，来自二十多所院校，为了一个共同的目的，进行联合编书工作，这确是一段既令人兴奋又经历艰难的历程。我们深知水平有限，更是时间紧迫，因此错漏在所难免，我们期待着同行和读者的批评指正。我们十分珍惜这段共同合作的经历和友谊，我们将把这套教程的出版，作为继续合作的开始，愿为不断提高东北地区研究生教学质量，进而为全国研究生教学事业继续做出微薄的贡献而努力。

**《研究生实用英语系列教程》编委会**

1994. 4.

# 使用 说明

《研究生英语泛读教程》系《研究生实用英语系列教程》之一。本教程旨在培养学生掌握和运用各种阅读技能,提高阅读质量和速度,同时帮助学生扩大知识面和词汇量,达到大纲有关读的教学要求。

本教程分上下两册。上册 20 单元,下册 18 单元,各单元有两部分构成(**Part A** 一篇和 **Part B** 二篇)。

本教程将题材和体裁相近的内容相对集中地排在一个单元,以利于学生全面发展语篇水平上的分析能力,如概括中心思想,猜词悟意,推理和推论等。

本教程词汇表是将每篇材料的生词和短语按出现的先后顺序列出的,由于一词可能多义,本教程所列词汇只注明课文所涉及的词义。同时,全部词汇均根据《研究生英语词汇表》的规定给出分级词汇标志(\* 为硕士生词汇, \* \* 为博士生词汇),希望读者根据个人不同情况,尽量多记多用,不断扩大词汇量。

由于本教程将相近题材和体裁的课文编排在同一单元,有时会影响教材坡度的稳定性,建议教师根据学生的实际接受能力,对材料灵活地使用。

鉴于本书是《研究生实用英语系列教程》之一,建议教师鼓励学生将泛读与精读等课程结合起业,指导学生通过阅读,增强自己的外语理解能力和运用能力。

编 者

1994.6.

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# UNIT ONE

## Part A

### Why Business Needs Scientists

Twenty years ago I was a physicist working on neutron-scattering experiments at Brookhaven National Laboratory. Now, as the vice-chairman of Sony USA and president of Sony Software, I represent Sony in both the electronics and the entertainment business. I spend my days discussing and overseeing projects that range from new developments in high definition to the cutting edge of popular music.

My experience has convinced me that a background in pure science is an ideal preparation for business. I will take that a step further and say that American business would be a lot better off if it had more scientists and fewer M. B. A. 's running its corporations.

Why do I think the neutron detector prepared me for life at Sony? As a physicist, I was doing work I considered important and working with people I admired. But as I looked around the lab, I asked myself whether this was what I wanted to be doing 20 years into the future. I thought I might like to try business, but I was not absolutely sure. When I shared my uncertainty with my thesis adviser, the distinguished researcher Robert Nathans, he gave me some advice I will never forget. "Don't worry about it, Mickey," he said. "You're a physicist. Physicists don't do anything they really don't want to do. If you get into business and find you don't like it, you'll get out."

Obviously, I liked it. I stayed. But I stayed as a physicist.

No matter what it says in my job description, I am still a scientist. And I have approached business problems the same way I approached scientific problems. The lessons I learned as a scientist were excellent instruction for business.

Some of those lessons are as basic as a strong work ethic. The business school yuppies of the 1980s glamorized the idea of working long hours. But that trend was in fashion in labs long before anyone ever heard of Michael Milken. I can well remember sitting up until 3 A. M. baby-sitting our precious high-flux beam reactor through an experiment. The hours didn't matter. It was the result that counted. When you have a meaningful challenge, personal time means very little. That is a lesson I have carried over into corporate life.

Science also encouraged my intellectual curiosity. Of course, that was something that attracted me to physics in the first place. But working in the lab at Brookhaven taught me how stimulating it was to make intellectual curiosity the center of your professional life. My responsibilities have obviously changed. But intellectual curiosity is very much a part of what keeps me going in the business world. In science, you accept intellectual curiosity as a given. I wish it were more common in business.

I would also like to see business people develop some of the tenacity that is common in science. People in business tend to be impatient. The scientists I worked with were anxious to see results. But they realized that you had to build the foundation before you could put on the roof. By example, they taught me the importance of mastering the fundamentals of a field before you could do meaningful new work. Shortly after Sony acquired Columbia Pictures, I began to read the scripts for films we had under production. That didn't endear me to some of the operating people. One of them challenged me about why I wanted the scripts. He as much as told me that they were not going to let me

take over the creative decisions. But I told him he was missing the point. I was not interested in telling the creative experts how to make films, but I was intensely interested in understanding the process.

Learning as much as you can about the details is a lesson that is actually discouraged in many business schools. They promote the misleading idea of the generic manager — the consummate professional whose education has prepared him or her to step into any kind of business and run it.

The myth of the plug-in executive created a generation of migratory managers in American business. Most of them do not have the time or the inclination to learn anything in-depth about the business they are responsible for. Instead they bring their business school theories to each assignment. And quite often they do not stay around long enough even to evaluate whether or not the theories are valid. That is a big difference between business graduates and science graduates. The business graduates accept theory as gospel. The science graduates accept theory as the starting point for experimentation.

An equally dangerous trend in the graduate schools of business is their potential to restrict creativity. And the greater the reputation of the business school, the greater the risk that its graduates will rely on management theory instead of personal creativity. There is a time for doing things the Wharton way or the Harvard way. But there is also a time for doing things your way.

To be truly successful in business, you have to be a creative risk-taker. I have spent about \$7 billion of Sony's money to acquire companies such as Columbia Pictures and CBS Records. These were strategic acquisitions that supported our long-term vision for Sony. You have to have your own vision of the future. And you need the confidence to invest in that vision. It is not

much different from the approach to scientific research. The people I admired most in science had the creativity to develop long-term visions of the future as well as the courage to stick with that vision unless research proved them wrong.

In the years ahead, business people will be asked to solve complex problems with very high stakes, not just for their corporations but for society as a whole. Some of those problems will involve decisions about technology, about the environment, about the economy and the marketplace, even about government. Scientists understand the process of critical thinking. They know how to analyze problems by concentrating on the important elements and filtering out the irrelevant. They understand that worthwhile results require a long-lived effort. They are willing to admit there are things they do not understand and then take the time to find out what it is they don't know.

Business needs that kind of vision and that kind of intellectual courage. Business could get that kind of thinking by taking some of its surplus M. B. A. 's and sending them back to school for Ph. D. 's in science. Fascinating, but unlikely. Instead I think business has the responsibility to recruit more scientists.

### Vocabulary

neutron-scattering		中子散射
electronics *	n.	电子学
oversee	v.	监视
definition	n.	精度
prepare for *		为.....而准备
be better off *		处境更好
detector * *	n.	探测器
uncertainty *	n.	不确定
thesis * *	n.	论文
adviser	n.	导师

distinguished	a.	杰出的
ethic	n.	道德法规
yuppy	n.	雅皮士
glamorize	v.	赞美
baby-sitting		照看(婴儿)
flux *	n.	不断的变动
reactor *	n.	反应堆
meaningful *	a.	富有意义的
corporate *	a.	公司的(共同的)
tenacity	n.	顽强,坚韧
intellectual *	a.	智力的
in the first place * *		首先
given	n.	事实
fundamentals	n.	基本原理
endear	v.	为.....所喜欢
take over *		代替
generic	a.	一般的
consummate	a.	完美的
myth * *	n.	荒诞的说法
plug-in		通才的
migratory	a.	流动的
inclination *	n.	倾向
assignment *	n.	任务
evaluate *	v.	评估
gospel	n.	信条
experimentation *	n.	实验
creativity *	n.	创造性
strategic *	n.	战略的
acquisition *	n.	获得(成果)
stick with		坚持作(某事)
marketplace	n.	市场
stake *	n.	利益关系



filter out		(筛选) 除去
irrelevant	a.	不相干的
fascinating *	a.	迷人的
surplus * *	a.	剩余的
recruit	v.	吸收, 招收

## Exercises

### A. Reading Comprehension

1. The attitude of the author towards M. B. A.'s is \_\_\_\_\_.  
a) praiseful                      b) sarcastic  
c) grateful                        d) discontent
  
2. A marked difference between business graduates and science graduates is their different \_\_\_\_\_.  
a) interests in running business  
b) attitudes towards theories and application  
c) ideas about working long hours  
d) curiosity of investment
  
3. "You had to build the foundation before you could put on the roof" means that \_\_\_\_\_.  
a) when you build a house, you should lay the foundation first  
b) a house needs a solid foundation  
c) before you start to do new work, you should have thorough knowledge in the field of that work  
d) a foundation is very important in building a house