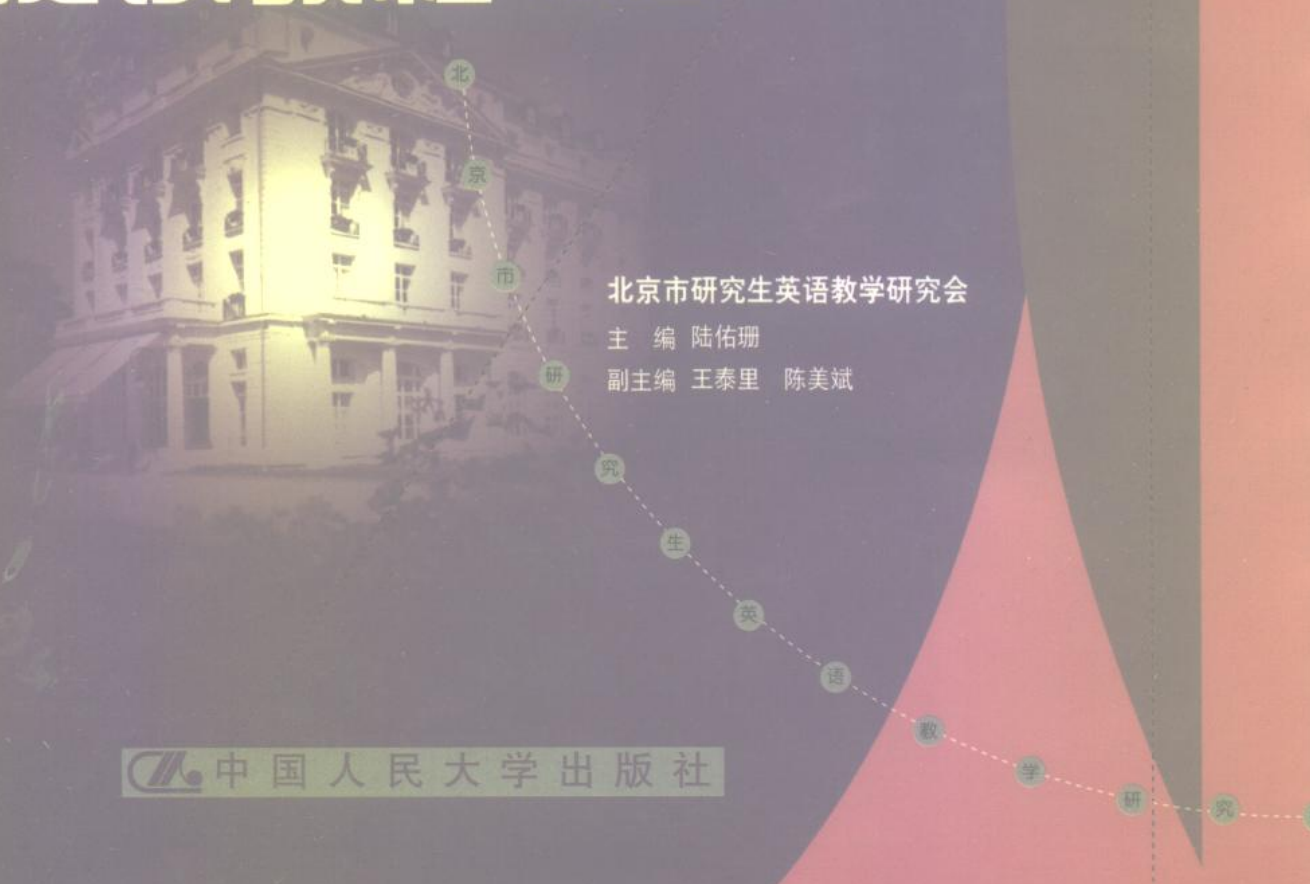


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Postgraduate English Extensive Reading (Revised Edition)


研究生英语 泛读教程 (修订版)



北京市研究生英语教学研究会

主 编 陆佑珊

副主编 王泰里 陈美斌

 中国人民大学出版社

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Reading (Revised Edition)**
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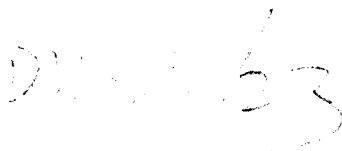
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出版说明

1992年11月,国家教委研究生工作办公室颁布了“关于印发《非英语专业研究生英语(第一外语)教学大纲(试行稿)》的通知”(以下简称《大纲》)。通知指出:“为了贯彻实施学位条例,保证研究生英语教学质量,提高研究生实际应用英语水平,组织编写了《非英语专业研究生英语(第一外语)教学大纲(试行稿)》。”《大纲》颁布以后,从事研究生英语教学工作的教师们感到,今后教学工作有了基本法规,可以做到有章可循,同时又感到美中不足,即缺少一套能全面体现大纲精神的教材,供他们使用,俾能正确贯彻大纲精神,达到大纲要求。

北京市研究生英语教学研究会1987年成立伊始,即制定了北京地区研究生英语教学大纲,为全国编写统一的研究生英语教学大纲作出了自己的贡献。国家教委的《大纲》颁布后,我研究会多数成员要求研究会组织力量,尽快编写出一套完整的研究生英语系列教材,以实际行动促进研究生英语教学改革,贯彻《大纲》精神,不断提高英语教学质量和研究生实际应用英语的能力。

常务理事会根据大家的意见,成立了“研究生英语系列教材”编委会,负责策划、研究、统筹编写工作。编委会下成立了相应的教材编写组,具体编写《精读教程》、《泛读教程》、《听说教程》和《写译教程》,以及与之配套的辅助教材。我们希望,通过这套系列教材能比较全面地贯彻《大纲》的指导思想,充实研究生英语的教学内容。这套教材于1994年起由中国人民大学出版社陆续出版,使用几年来效果良好。

“研究生英语系列教材”(修订版)是在第一版的基础上,在广泛地征求使用单位的意见后组织修订的。第一版教材在研究生英语教学及教学改革中起到了积极的作用,并产生了较好的影响。修订版保持了原有的特色及优点,加强了语言运用能力的培养,并修正了不足之处。修订版将会更好地满足研究生英语教学的需要。

本系列教材在编写、修订、出版过程中,除得到本研究会理事单位的全力支持外,还得到有关高校研究生院(部)领导和同仁的帮助和鼓励。特别是中国人民大学出版社的同志为本书的尽早出版做了大量的工作,在此我们一并表示衷心的感谢。

由于时间仓促,工作条件和物质条件等诸多限制,本系列教材的缺点和错误在所难免,敬请使用本书的教师和读者指正。

北京市研究生英语教学研究会

1999年1月

修订版前言

《研究生英语泛读教程》是北京市研究生英语教学研究会委托北京市有关院校根据国家教委颁发的《非英语专业研究生英语(第一外语)教学大纲(试行稿)》所编写的泛读教材,适用于高等院校文、理、工、农、林、医等学科的非英语专业硕士研究生,本科高年级生以及相当程度的英语自学者使用。本教程可以与本系列教材的其他教程配套使用,也可以单独使用。

这次修订是在三年多的试用和广泛听取使用本教材的读者意见的基础上进行的。除对原有40课课文中的4课作更换外,还续编了20课,总共60课,阅读总量为8万余字,达到《大纲》对泛读的要求量。每课包含课文一篇,生词注释,课文注释和阅读理解题10道。书末附词汇总表。

课文是从近年来英美出版的30多种书报杂志、数百篇文章中精选的。选文反映世界范围内的热点问题及诸多领域中最新的科技成果和动态,知识性、趣味性强。题材丰富,体裁多样,内容涉及理工、社科、农林、财经及医药等方面,词汇覆盖面广。课文的平均长度为1300字左右,语汇丰富,并有一定的难度。每篇课文末尾均注明该课文的字数,便于掌握和检测阅读速度。

为方便自学,每课的生词注释约增加五成,对原有的部分生词注释也作了修改,较难的生词还同时给出汉译,以适应研究生不同层次的需要。

对课文中的重点、难点及有关的背景知识尽可能地用简明英语加以注释,或者给出英汉双解,个别只给汉译。每一注释以[]开头,其中的阿拉伯数字系文中的段落号。

课后的阅读理解练习,旨在测试学生对课文的中心思想、主要内容及细节的理解,培养他们在语篇水平上理解文章的能力和掌握概括中心思想、猜词悟意、预见、推理和推论等阅读技能。

书后附有词汇总表,供读者查阅。每个词条包括拼写、音标、中文词意、词级等,其中的符号表示如下:☆,属《大纲》规定硕士生必须掌握的词;☆☆,属博士生应该掌握的词;(),属派生词;▲属超大纲的词,便于读者有针对性地记单词。

本书附有教师参考书一本,内含对课文进一步的注释、阅读理解题答案和每课的参考译文。本书在编写和出版过程中得到北京市研究生英语教学研究会常务理事会、研究生英语系列教材编委会和各兄弟院校,特别是国防大学、国防科工委指挥技术学院、北京体育师范学院、中国人民大学、军医进修学院、北京师范大学等有关老师、北京市研究生英语教学研究会原理事长罗舜泉教授和蔡素文教授的大力支持和帮助;外籍教师Jane Su和Stevan Bone对部分课文的修改和阅读理解题作了审阅。国防大学王勇、张国信等同志为本书付印稿的编排、打印做了大量的工作。中国人民大学出版社的同志们为本书做了认真编审和精心设计,特别是刘令苏、陈凯同志为本书的出版付出了辛勤的劳动,在此向他们致以诚挚的谢意。

书中不足之处,欢迎读者不吝赐教。

编者

1999年1月

选文

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陈美斌
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Lessons 4, 15, 20, 39, 41, 42, 43, 44, 45, 46, 47, 48 任林静
Lessons 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60 曹精华

2. 阅读理解题

- Lessons 1, 7, 9, 11, 14, 17, 19, 29, 49, 50, 51, 52, 53, 54, 55,
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Lessons 4, 5, 15, 16, 20, 21, 22, 24, 26, 38, 39, 40, 41, 42, 43,
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Lessons 12, 23, 30 田育英

3. 总词表

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4. 新添词汇排序及注音标

王晓蓉 方昱钢 胡昌荣

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Lesson One

Life Skills

Jimi Jones

[1] While 9-year-old Andrew Graziano's three-person team attended to a choking victim, 10-year-old Mandy Hefren's group tended a victim suffering from an overdose.

[2] Andrew's team performed the Heimlich maneuver and later did rescue breathing, while Mandy's struggled to keep its patient awake and on his feet.

[3] The scene took place recently in a classroom at Aukamm Elementary School in Wiesbaden, Germany, where fifth-graders practiced lessons learned from soldiers assigned to the 68th Medical Group on Wiesbaden. Soldiers had taught them first aid that concentrated on emergency life-threatening situations.

[4] The first aid course was part of a life skills program, a course sponsored by the school's Parent Teacher Association. Its purpose is to prepare pupils to meet the demands of a changing society and changing family structures and roles.

[5] "I observed last year . . . that children were missing the total picture of a concept, the beginning, the middle, and the end," of how school lessons are applied to everyday life, said Janet Hefren, PTA president and program organizer. "They were just getting involved in a little piece of it."

[6] "And I also noticed that they had too much time and too much money," she said, noting that youngsters were purchasing 25-cent bags of popcorn with \$5 and \$10 bills. The money normally comes from allowances that kids might get simply for cleaning their rooms, she said.

[7] A main objective of the life skills program—which is taught during the regular school day—is to teach children to apply what they learn in basic subjects to real-life situations. It teaches the why, she said.

[8] "Everyone has said, 'Why do I have to learn fractions, math, I'll never use it again,'" Hefren said. "Want to double a recipe? You need fractions. You need reading to follow directions." And if children have the "luxury of a checking account, you have to know your math," she said.

[9] **The program** tackles situations ranging from "check writing to changing tires to pet care to cooking and sewing and peer mediation," Hefren said. Additionally, it teaches at least two

ways of making money and being responsible, she said.

[10] "We teach baby-sitting, which (children) do, whether they've been trained or not, after school until mom or dad gets home. We also do pet care, another way of being responsible and during summer they can be making some money," she said. The course also covers ironing and home care. Each of the teaching units lasts several weeks with specific objectives and definite activities.

[11] During the financial portion of the class, youngsters discover what to do with their money, Hefren said, including balancing checking accounts, writing checks to pay bills and depositing money into savings accounts.

[12] "They have to earn money," Hefren said. "Their quizzes and homework are their deposits and they make payments from that. They have to put X number of dollars into their savings account every week or month, they have to pay their bills, then they know how much they have to spend. This is life."

[13] All the specific aspects of the classes are related, she said. "We made puppets which taught them sewing, (and) the puppets will be used as toys for baby-sitting to entertain," she said. Children can use the things learned in food, nutrition and cooking when baby-sitting, she said. "They will be able to cook and know how to do it safely."

[14] Aukamm principal Minerva McCann said the parent, school, community connection helps the program work well and at the same time meets school requirements.

[15] "Research indicates that one of the major indicators of effective schools is parental and community involvement," McCann said. With the implementation of educational goals for the year 2000, developing programs to prepare pupils to meet the challenges of the future becomes "a priority", she said.

[16] "This life skills program was part of an answer to teach competency in social skills and (teach children to) become productive members of our society. The program is also in line with our school mission," she said, which basically calls for parental involvement and for kids to be productive people.

[17] Parents originally were concerned that the course might take away too much time from academics, McCann said, but because the program has been incorporated into the regular curriculum, the school staff, parents and kids "were able to buy into it," McCann said. "The students love it. It is one of the highlights of the week."

[18] Community members provide much of the support needed for training, usually conducting a unit on a particular subject, school officials said.

[19] "I've had 100 percent cooperation from the community," Hefren said, saving her from teaching every class and adding variety for pupils through guest speakers. For example, she said military police will visit and allow kids to "get the feel of handcuffs," and the American Arms restaurant staff will teach things like table setting, serving and table manners. "It's hands-on, real life, all the way," she said.

[20] McCann said the school is fortunate to have the 68th Medical Group as its support unit,

a unit that wanted to “do more than move furniture,” she said.

[21] “In times of drawdown, offers like this are most unusual,” McCann said. “We need the military more now because of the drawdown and the lack of other services. It’s difficult to get support because they don’t have the people,” she said.

[22] But the commander of the group, Col. Peter Cramblet, “was eager to provide all types of medical support,” she said. “The bottom line is that they see the school as a priority.”

[23] The classroom scene, which was followed by a look at the ambulance, was the wrap-up to the first aid course taught by the 68th’s medics.

[24] “This is a change for them,” said chief nurse Lt. Col. Holly Buchanan, even though they are all qualified instructors and teach routinely as part of their roles as combat medics. “It’s a good experience,” she said. “In terms of teaching, we’re available. All they have to do is ask. It’s good for all people. It reinforces things that they know or things they’re being taught. Plus, I think it helps community relations.”

[25] Spec. Maria McLeod and Pfc. Ruth Winters taught the first two classes that covered the Heimlich maneuver, rescue breathing, and bleeding and burns with shock.

[26] “This one kind of ties it all together,” said McLeod, who has been in Wiesbaden for nearly $2\frac{1}{2}$ years and found teaching the children “quite interesting,” she said. “We’ve never taught kids before and it was a real eye-opener. They’re pretty smart. You’d be surprised at what they know and they ask lots of questions.”

[27] “We would give them the basics, but they wanted to know more, like what happens if something more serious happens,” added Winters.

[28] **Mandy hasn’t** experienced a real-life medical emergency like the ones she prepared for in her classroom, but she is convinced that she would be able to handle one.

[29] She especially enjoyed “role playing and getting along with others,” during the course, she said. And when she begins to earn money with her baby-sitting skills, “the first aid and manners” will come in handy, she said, “because if you’re at someone else’s house, you’ll want to use real good manners.”

[30] Andrew is convinced he could save someone’s life.

[31] “We’ve gotten trained, they’ve taught us how to do this,” said Andrew, who had been eager to answer questions posed by medics and his teacher. “I’d feel OK if I had to do it.” But best of all, he said, “I know how to do it right and I don’t have to watch someone die.”

(1 400 words)

Glossary

tend /tend/ *v.* care for

overdose /'əʊvədəʊs/ *n.* an excessive dose

allowance /ə'laʊəns/ *n.* sum of money allowed to sb. 津贴

recipe /'resipi/ *n.* a set of instructions for cooking something

checking account (the U.S name for current account) a bank account that usually carries no interest and against which cheques may be drawn at any time (美) 支票活期存款账户; 活期存款账户

baby-sit /'beibisit/ *v.* take care of a child during the short-time absence of his/her parents

puppet /'pʌpɪt/ *n.* a small doll, or figure of a person or animal moved by strings attached to its limbs or by the hand inserted in its cloth body; doll

nutrition /nju:'triʃən/ *n.* the scientific study of how food is used by the body

priority /praɪ'ɔːrɪti/ *n.* a preferential position allotted to any project, research, development, or the like, which gives it first claim to the necessary resources 优先考虑的事

incorporate /ɪn'kɔːpəreɪt/ (into or with) *v.* make (sth.) a part of a group; include

highlight /'haɪlaɪt/ *n.* the area on a picture or photograph where most light appears to fall; (fig.) an important detail which stands out from the rest

handy /'hændi/ *a.* conveniently or easily within reach

pose /pəʊz/ *v.* to put forward for discussion; state

Notes

- [1] **attend to** to give care to; minister to; pay attention to 照料; 处理; 对付; 注意
- [2] **Heimlich maneuver** /'haimlik mə'nɜːvə/ 海姆利克氏操作法 (在硬噎者的上腹部迅速向上施压以将异物压出气管的手法) Henry Heimlich was an American surgeon of the twentieth century.
- [2] **on his feet** keep him in good health after an illness (病后) 复原, 可以下床走动
- [3] **fifth-graders** pupils in the fifth grade of the elementary school
- [3] **first aid** immediate medical assistance given in an emergency
- [7] ... **apply what they learn in basic subjects to real-life situations** 把基础科目中学到的技能应用到实际生活中去
- apply** bring into operation or use 应用; 运用
- [9] **range from... to** to fluctuate within specific limits 自……至……的范围
- [9] **peer mediation** acting as go-between or peace-maker among his companions 伙伴间调解
- [16] **in line with** conforming to, in agreement with 符合…的, 与……一致的 e.g. This plan is in line with their thinking. 这个计划符合他们的想法。
- [16] ..., **which basically calls for parental involvement and for kids to be productive people.** ..., which basically needs parents' participation and requires children to be productive.
- call for** require; demand; provide for 需要; 要求; 规定
- [17] **academic** a college student or teacher

- [17] ... because the program has been incorporated into the regular curriculum, the school staff... “were able to buy into it”, McCann said. ... because the program has been combined into one consistent whole in the regular curriculum, the school staff, ... “were able to obtain a place, footing, or interest in the program by purchase.”
- [19] “It’s hands-on, real life, all the way,”... It’s completely real life of first-hand experience, ... 这是亲身经历的完全真实的生活
- [22] **bottom line** (U.S.informal) practical result; main or essential point 症结或关键所在; 实质 e.g. The bottom line in the debate is the increasing number of motor cycle accidents and fatalities. 摩托车事故及其造成死亡数字的日益增长是这场争论的问题所在。The bottom line is this: you can’t go into battle unprepared. 最重要的是: 你不能打无准备之仗。
- [23] **wrap-up** the final or decisive outcome
- [24] **combat medics** soldiers or sailors in the medical corps who are trained to perform medical services, especially giving first aid in combat 战地急救卫生员
- [25] **Spec.** specialist
Pfc. Private First Class [美] 陆军、海军陆战队一等兵
- [26] **eye-opener** something startling or revealing
a real eye-opener 真长见识, 真开眼界
- [29] **come in handy** ... to be easily brought into use 派得上用场
e.g. A few more travellers’ cheques may come in handy some day. 多带些旅行支票往往派得上用场。

Comprehension

1. The passage is about what has taken place in _____.
A. Germany
B. America
C. a hospital
D. a college

2. The passage begins with the description of _____.
A. a real-life medical emergency
B. what took place in an American classroom
C. some school pupils’ practice of first aid
D. two German pupils

3. Janet Hefren is _____.
A. a 10-year-old pupil

- B. the president of Aukamm Elementary School
 - C. the one who organized the life skills program
 - D. the one who taught all the classes of the fifth-graders
4. Before the start of the life skills program, many of the school children, according to Janet Hefren, _____.
- A. didn't see clearly the practical use of what they were taught at school
 - B. didn't see the film about the application of school lessons to everyday life
 - C. were prepared to meet the demands of the future
 - D. were taught how to apply what they learned in basic subjects to real-life situations
5. The life skills program handles all of the following situations except _____.
- A. peacemaking among one's fellow pupils
 - B. transactions in stocks and shares
 - C. cooking and sewing
 - D. baby-sitting
6. The life skills program involves _____.
- A. the school
 - B. the school pupils' parents
 - C. the community
 - D. all of the above
7. Parental and community involvement is said to be _____.
- A. a sign of effective schools
 - B. an interference in the school mission
 - C. a source of worry and concern to the parents
 - D. a side effect of the life skills program
8. It is not true that the life skills program _____.
- A. takes away too much time from academics
 - B. is taught during the regular school day
 - C. has become a part of the regular curriculum
 - D. is in agreement with the school mission
9. The life skills program gets much of the support needed for training from _____.
- A. the school officials
 - B. the community
 - C. the pupils' parents