

● 研究生英语系列教材

研究生英语

读写

朱月珍 主编

GRADUATE ENGLISH
READING AND WRITING

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华中理工大学出版社

研究生英语 读写

GRADUATE ENGLISH Reading and Writing

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研究生教育是我国高等教育的重要层次,也是培养高层次专业人才的重要途径。自国家教委于1992年颁布《非英语专业研究生英语教学大纲(试行稿)》以来,全国的研究生英语教学水平稳步提高。为了帮助硕士研究生、博士研究生和具有大学英语四、六级水平的各专业的大学生、广大的科技工作者和英语爱好者提高英语的实际应用能力,湖北省教委组织武汉市部分高校长期从事研究生英语教学的专家、教授编写了一套符合我国目前研究生英语教学实际,突出英语听、说、读、写、译能力的教材。《研究生英语——读写》是这一套系列教材中的一本。

《研究生英语——读写》是根据《大纲》关于研究生应具有较熟练的阅读能力和一定的写作能力的要求而编写的。编者吸收了国外先进的英语教学思想和教学方法,从近几年的国外书刊杂志中精心挑选文章,力图编出适合我国研究生使用的教材。

《研究生英语——读写》各课根据交际法理论与外语学习策略,按“预习—正文—复习”安排。读者通过本教程的学习不仅能够提高读、写、说的能力,还可以通过精选的文章以及本教程附录中的有关西方文化背景材料了解当今西方国家的人民、文化和科学技术。

《研究生英语——读写》按文章内容分成五个单元。每单元由若干篇文章组成。每篇正文前均有背景知识介绍,以帮助读者了解文章的文化和语言背景。背景知识包括文章概要、文化和词汇三部分。概要部分用两三句概括全文大意;文化部分对有关文化差异的词或词组进行英汉解释;词汇部分对一些较难较新的词汇进行英汉解释,以帮助读者正确理解和使用。正文后面有作文知识的讲授;“问题与活动”供读者复习消化。

《研究生英语——读写》的主要特点是:

一、课文材料新,题材广

本教程的全部课文均选自当代国外书刊杂志,内容涉及当代西方文化、教育、科学技术和经济管理等方面,对开阔研究生的视野和思路大有裨益。课文全部采用原文,因而具有一定深度与难度,对提高研究生英语阅读的实际能力有较大的帮助。

二、练习新颖,发人深思,颇能引起学生兴趣

1. 阅读理解练习 这部分全部采用“WH 问题”形式,目的在于加深对文章及作者观点的理解,培养研究生分析问题和综合问题的能力。
2. 小组活动 这是一组课堂活动。以小组讨论和个人发言的形式为主,学生根据课文内容作进一步深入探讨和阐述个人观点。
3. 个人作业 这部分以个人写作练习为主。学生根据课文内容或在小组

组讨论的基础上就某一具体问题写一篇文章;或根据课文的作文知识的讲授进行写作。

三、突出写作知识的教授,培养写作能力

英语写作是我国学生学习英语的一个薄弱方面。针对这一弱点,《研究生英语——读写》除专门编写了第五单元 TECHNICAL WRITING(科技写作)外,还在每篇课文后面安排了一讲写作知识。写作知识的讲授包括商务信函、个人简历、询问和邀请信的写法,还包括从段落的写作到记叙文、描述文、因果文、程序文、比较与对比文、归纳与分类文、定义文以及议论文的写作等。

《研究生英语——读写》既是在校研究生的读写教科书,亦可供大专院校英语专业和非英语专业高年级学生(具有大学四、六级英语水平的大学生)、EPT、TOFEL、GRE 应试者、成人自学本科应试者、科技工作者以及英语爱好者使用。

《研究生英语——读写》第一单元,第五单元,以及第四单元的写作部分由朱月珍教授编写;第二单元由何虹编写;第三单元,以及第二单元的写作部分由李晓惠副教授编写;第四单元由葛方霞副教授编写。

本书由于编写时间仓促,编者水平有限,书中不妥之处在所难免,欢迎广大读者及教师们批评指正。

本书在编写过程中,还承美国专家 Mark William Pickens 和 Bruce Meinholz 的帮助,谨此致谢。

编者

1996年1月

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EDUCATION



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- 2. Facing up to Sticker Shock**
- 3. Values in the Classroom**

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE
1100 EAST 58TH STREET
CHICAGO, ILLINOIS 60637

1883

Article One

Fishing for Freshman

BACKGROUND

Preview for the Text

American Universities have a glut of campuses but fewer students than ever. They, therefore, fish for freshman from Asia, especially from Singapore and Malaysia.

Culture

- freshman : a student in his or her first year at university or college. After freshman year, the student becomes a sophomore, then a junior, and finally a senior 一年级新生
- room and board : the charge for living expenses at a college or university. The costs of housing ("room") and food ("board") are included 膳宿
- sponsorship : requirement of the government before a foreign student is allowed to enter the U.S. to study 资助, 赞助
- private college : a college that is not financially supported by a state's educational system 私立大学
- pop culture : the ideas, customs, and art that are produced or shared by ordinary people 通俗文化
- CNN : an American organization which broadcasts news on television; an abbreviation for "Cable News Network" 美国有线新闻电视网
- buck : a U.S. dollar; used in informal American English 美元
- Down Under : referring to Australia or New Zealand, used in informal British English 澳大利亚和新西兰

Vocabulary

- glut [glʌt] : too great a quantity 过多, 充斥
- a glut of : a large quantity of something that is more than you need or want 大量, 供过于求

- browse [braʊz] : look through a book or magazine in a casual way, reading little bits of it that you find interesting 浏览书刊
- bud [bʌd] : begin to develop 开始发展
- discretion [dis'kreʃən] : caution 谨慎
- fish for : try and get something from another person in an indirect way (用不正当的手段) 撮取
- go up : begin studying at college or university, or return there at the beginning of an academic year or term, used in British English 上大学, (学期开始时) 返回大学
- gusher ['gʌʃə] : a quantity of liquid, gas or something that suddenly flows out 喷涌物
- hawk [hɔ:k] : try to sell something by taking it around to various people who might be interested in buying it; often used showing disapproval 兜售
- infiltration [ɪnfil'treɪʃən] : the act or process of gradually entering some place in order to influence its decisions, etc. 渗透
- pan- : added to the beginning of adjectives and nouns in order to form other adjectives and nouns that describe something as connected with all places or people of a particular kind 全, 泛
- payoff ['peɪɔ:f] : a result of a particular action, usually a good or desirable one 结果, 结局
- pay off : be successful, used when it was quite likely that it would fail 取得成功
- pitch [pɪtʃ] : advertising or recommendation by salesman, etc. 广告语
- rounded ['raʊndɪd] : complete (在兴趣、能力等方面) 发展全面的
- shrink [ʃrɪŋk] : become smaller 缩小
- tab [tæb] : money that is needed for something; a bill 帐款, 费用
- tangle ['tæŋɡl] : a mass of things such as string, wire or hair that are twisted; a state of disorder and confusion 乱糟糟的一堆
- trawl [trɔ:l] : search among a large number of similar things in order to find the best or most suitable one 网罗, 搜罗

Fishing for Freshman

Education: U.S. colleges go trawling in Asia

A lavish conference room in Singapore's Mandarin Hotel was filled with dozens of tables. U.S. salespeople were hawking their wares with studied discretion. ⁽¹⁾ A tangle of young Singaporeans, many of them budding engineers or computer scientists, browsed through the brochures, politely nodding to the pitches.

The commodity for sale was one of America's most successful products: college education. ^{使品商。} The ideal buyers——Asian students with fat wallets and good study habits.

It's a textbook marriage of supply and demand. ⁽²⁾ Newly prosperous countries have now found money to train their young people. America has a glut of campuses but fewer students than ever who are able to pay the full tab. "Malaysia is a very important country for us," says Daniel Shelley, director of admissions at Rochester Institute of Technology, where 6 percent of the students are foreign. "About 80 percent of its students come to the U.S. to study. Their government can't support what they need——engineering and environmental science. These are the subjects the U.S. does very well."

In record numbers, college recruiters are taking their show on the global road. ⁽³⁾ Singapore, with its strong dollar and well-disciplined citizenry, was one of five stops last month on a pan-Asia tour led by a private Maryland agency, Linden Educational Services. Fifty U.S. schools took the trip. "This is good for everyone," says Linda Heaney, president of Linden, whose tours are expanding into the Middle East and Latin America. "University representatives get a real sense of who these students are."

Future payoff: For most schools, these trips are long-term investments. Heaney estimates that colleges return home with an average of one new student apiece. A single tuition at a private college will cover the price of the sales tour ^{一人一} \$10 000——and there's always the chance of tapping into a gusher. "If we don't get any applicants this year, it's sure to pay off in the years to come," says Raul Fonts of Pennsylvania's La Salle University. He wants to increase his small school's foreign enrollment from 2 percent to 10 percent of the student body.

The number of non-American students has tripled in the last two decades, according to the Institute of International Education, a nonprofit cultural-exchange agency based in New York. A record 440 000 foreign students studied on U.S. campuses last year and that number is up 4.5 percent from the year before.

Nearly two thirds of those students are from Asia. Most students come to study business and management; next in popularity are engineering, science, math and the social sciences. "We want East Asians because, quite honestly, they are hard working," says La Salle's Fonts. "We hope to also show them there is more than just class——there is theater, music and athletics."

Trade issue: Perhaps even more appealing than the infiltration of smart

minds and worldly perspectives is the influx of big bucks. Foreign students spent \$ 6. 1 billion in 1993 for tuition, room and board. They're expected to spend an additional \$ 3. 6 billion on supplies and a good time. The U. S. Department of Commerce, which counts foreign students studying here as an exported service, ranks college education as the nation's fifth largest——behind freight transport, but ahead of banks.

As with other trade issues, the sale of college study can be hurt by politics. For instance, in the 1992—1993 school year, about 45 000 Chinese students came to the United States to study. The next year, however, according to Todd Davis, research director of the Institute of International Education, China sharply cut back its sponsorships. The reason: the quarrel between Beijing and Washington over human-rights issues.

In its own way, recruiting foreign students to the United States is helping to shrink the world as surely as a CNN satellite or a fresh order of blue jeans. (4) American pop culture is a commodity that helps sell America campuses, and many students want a firsthand dose of the real thing. "I want to become a more rounded person," one student at the Singapore fair said. "No more Down Under for me," said another who had studied in Australia. "Now I go up." Go up, young man, and go East.

Notes

1. U. S. salespeople were hawking their wares with studied discretion.

【译文】美国推销商非常谨慎地兜售他们的商品。

2. It's a textbook marriage of supply and demand.

此句中的 textbook 为形容词，意为“done in exactly the way that it should be done according to an accepted standard or set of rules 合乎规范的，完全符合规定的”。

【译文】这是完全符合供求关系的。

3. In record numbers, college recruiters are taking their show on the global road.

此句中的 record 为形容词，意为“higher, lower, better, etc. than has ever been achieved before 空前未有的”。

“take one's show on the road”意为“it's time to start something, especially to start working 付诸实施”。

【译文】从未有过那么多的大学招生人员开始着手向海外开展招生工作。

4. In its own way, recruiting foreign students to the United States is helping to shrink the world as surely as a CNN satellite or a fresh order of blue jeans.

此句中“to shrink”为及物动词，意为“become smaller”；a fresh order 流行新式样

【译文】招收外国学生到美国学习的手段完完全全与美国有线新闻电视卫星或者蓝色牛仔褲的流行新式样一样正在把美国与世界其它地方的距离缩小。

COMPOSITION

Writing Paragraphs (I)

What makes for a good paragraph in scientific and technical writing? First of all, a good paragraph has unity; it focuses on a single idea or theme. Second, a good paragraph has coherence; one sentence leads to the next in some kind of logical sequence. Third, a good paragraph has adequate supporting content; it has an appropriate selection and number of details to support the main idea of the paragraph. Fourth, a good paragraph fits in with the overall structure of points being made in the text as a whole. And finally, a good paragraph contributes to the creation of appropriate emphasis in the text as a whole.

There are two principal tools you can use to invest your paragraphs with the qualities just described: (1) a good topic statement, (2) an appropriate pattern of organization.

Writing a Good Topic Statement

The topic of a paragraph is its main idea or theme—what the paragraph is about. In formal scientific and technical writing, a deductive pattern is used; the opening sentence introduces the topic and may even indicate how it will be developed. For special purposes you can use an inductive pattern of development, in which you delay the topic statement until the end of a paragraph. In most cases, though, you can help your readers best by providing a good topic statement right at the beginning of the paragraph. It does not have to be confined to a single sentence; often a topic statement is extended over the first two sentences of a paragraph.

Here is an example of an effective topic statement.

Unlike gasohol-powered cars, the fuel cell alternative is virtually pollution-free.

A methanol fuel cell system works through chemical reactions that leave the air clean. A fuel processor breaks the methanol down into carbon dioxide and hydrogen; the hydrogen is then pumped to the cell itself, where it combines with oxygen to form water. Current is then produced when the electrons traded between molecules in this reaction travel through an external circuit. The net products are carbon dioxide, water, and electricity. By contrast, when gasohol is burned in an internal combustion engine, it produces the same nitrous oxides that gasoline does.

This topic statement is a good one because it tells the reader immediately what the theme of the paragraph is (fuel cell cars don't pollute) and because it's consistent with how the rest of the paragraph is developed (as a cause-and-effect description of how the fuel cell process works). Notice how the writer has used the key term *fuel cell* in the most important position in the sentence, the main-clause subject position, thus establishing it as the paragraph topic—what the paragraph is about.

QUESTIONS AND ACTIVITIES

Comprehension Questions

1. Why do many Malaysian students come to the U.S. to study?
2. What is the main purpose for those fifty U. S. schools to take the trip?
3. What is the average tuition at a private college?
4. What kinds of subjects do non-American students prefer to study?
5. What exported service ranks next to college education?

Group Activities

1. In groups of six or seven, brainstorm education in the U. S. , and then present what you discuss to the entire class.
2. Suppose that each of you has received an acceptance letter from abroad. In groups of three or four, tell them why you applied for that university to have further study abroad. Before discussion, write an outline.

Individual Work

1. After reading the article "Fishing for Freshman", write a summary paragraph. To do this, write a topic sentence that states the main idea of the article. Develop the paragraph by writing supporting sentences that give details explaining your topic sentence. Exchange papers with your partner and provide feedback to each other. What are the paragraph's strengths? How could they be improved?
2. In groups of four, brainstorm supporting information for this topic; "Smoking Cigarettes. . . ." As a group, finish this topic sentence and write a paragraph developing it. One person should read your group's paragraph to the class for critique. Your paragraph will be judged using these questions: Was the main idea clear? Did the ideas flow? Were there enough details to adequately develop the main idea stated in the topic sentence?

Article Two

Facing Up to Sticker Shock

BACKGROUND NOTES

Preview for the Text

Students are facing high charges for tuition and room and board at colleges and universities throughout the country. At the same time, the institutions are struggling to control expenses.

Culture

- | | |
|--------------------|---|
| acceptance letters | : letters granting admission to students who have applied to a college or university 录取通知书 |
| name-brand | : having the brand or mark of a prestigious maker. Some people will wear only name-brand clothing and desire to be associated with the best names in clothes, cars, universities, etc. 名牌 |
| sheepskin | : a diploma; a certificate indicating that one has graduated from a college or university. Such certificates were once made from parchment or sheepskin. 文凭 |
| sticker shock | : surprise at seeing the price of something. Buyers often experience sticker shock when they learn the cost of a new automobile. (Car dealers put the price of a car on a sticker attached to the window, thus leading to the term "sticker shock") 惊人的标价 |
| student aid | : financial assistance given to students by the institution or by the federal government. Student aid can take the form of scholarships or jobs at the institution. 学生助学金 |
| tenured ['tenjuəd] | : having a permanent position on the faculty of a college or university. Instructors must undergo several years of evaluation before being granted tenure. 享有终身职位的 |

Vocabulary

- | | |
|-----------------------|--|
| allotment [ə'lɒtmənt] | : an amount of money or goods set aside for a particular purpose |
|-----------------------|--|

拨款

analogy [ə'nælədʒi]	: a likening of one thing to another 相似
elite [ei'li:t]	: considered to be the best of their kind 杰出的; 卓越的
endowment [in'daʊmənt]	: a sizable donation made to a college or university. Endowments are sometimes made for specific purposes, such as the purchase of library materials or the provision of scholarships 资助; 捐款
enrollment [in'rəʊlmənt]	: the number of students attending an institution 入学; 入学人数
expenditure [iks'penditʃə]	: an expense; an amount of money paid out for a specific purpose 经费; 费用
fat	: an excessive amount of money in a budget; the amount of money in a budget beyond what is actually needed 储备
incentive [in'sentiv]	: a motive; a reason to act 动机
inflation [in 'fleɪʃən]	: a rise in the cost of goods and services in a country's economy 通货膨胀
offset [ɒfset]	: counterbalance for 抵消; 补偿
out-of-favor	: no longer popular 不再流行的
peculiarity [pikju'liærəti]	: an unusual trait; an uncommon characteristic 怪癖
tuition [tju:'ʃən]	: the fees paid to a college or university in order to take courses, which is separate from room and board 学费
utilities [ju:'tilətiz]	: public services, such as gas, electricity, and water, for which fees are charged 公用事业

Facing Up to Sticker Shock

These days, acceptance letters from colleges are appearing in mailboxes all across the country. No sooner are the envelopes opened than many parents turn their attention from their child's good fortune to another kind of fortune: the small one the next four years will cost them. ⁽¹⁾ The price of a degree has been climbing throughout the '80s at a rate double that of inflation. The figures at elite universities, particularly, are enough to cause sticker shock, even though the current increase at many schools are the lowest in a decade. Dartmouth's tuition for one semester (not counting room and board) will be \$12 474 next year, up from \$8 190 five years ago; Stanford's will be \$11 880, up from \$8 220. Secretary of Education William Bennett charges that such increases result from mismanagement and greed. "Higher education is underaccountable and underproductive," ⁽²⁾ he claims. "No one doubts that there is a lot of fat in some areas."

Perhaps no budget is without some fat, but university officials argue that

their unique function requires special standards of evaluation. "One of the peculiarities of education is that our customer is also our product," says University of Pennsylvania President Sheldon Hackney. "That confuses most analogies between universities and profit-making enterprises."⁽³⁾ In universities, notes Northwestern President Arnold Weber, all the money is poured into the operation; "We don't declare dividends; we don't give stock options to our administrators." Tuition increases, say officials, are driven by the universities' costs, and even at that, tuition income typically covers less than 50% of college budgets. (Endowments and gifts make up the rest.)

Academic salaries are the largest budget item, generally accounting for around 60% of total expenses. During the '70s professors' salaries grew at an overall rate of 73%, lagging far behind inflation at 112%. Universities have been playing catchup in the '80s. This year's raises average 5.9%, which is 4% above inflation and the largest since 1972. Yet the typical tenured professor's salary of \$43 500 still represents 10% less buying power than the equivalent salary in 1970.

The boom in technology has been an added burden, especially for research universities that have to keep up with the latest computer and scientific hardware, regardless of price. At the University of Chicago, the \$225 000 allotment that covered equipment for physiology and biology research ten years ago has grown to \$1.4 million. Moreover, universities must scramble to replace outdated facilities. Says Northwestern's Weber: "We have ~~buildings~~ here that cost \$1 million to build 80 years ago, and cost \$5 million just to repair." And books are not any cheaper. To maintain its library, Northwestern orders 29 000 periodicals a year at a cost approaching \$2 million. Other uncontrollable costs include insurance and utilities. Emory University in Atlanta expects next year's electric bill to rise 30%.

The third major cost cited by universities is the higher proportion of student aid they have undertaken to provide, partly to offset their own tuition increases but especially to cover declining federal assistance. At Princeton, the Government's contribution to student aid has dropped from 26.7% of the total to 12.6% in the last six years. The additional expense to Princeton: \$2.2 million. Secretary Bennett, however, maintains that more federal aid would only encourage universities to count on the Government to meet any increases they might impose.

Some observers note that relatively few students are affected by high price-