

New Practical English for Graduate Students (I)

新创 研究生 实用英语 教程(上)

方 凡 吕凤仪 主 编
董敏华 骆 洪 陈禾芬 副主编



中国科学技术出版社
CHINA SCIENCE AND TECHNOLOGY PRESS

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江苏工业学院图书馆
藏书章

中国科学技术出版社

CHINA SCIENCE AND TECHNOLOGY PRESS

· 北 京 ·

BEIJING

图书在版编目(CIP)数据

新创研究生实用英语教程(上)/方凡,吕凤仪主编. —北京:中国科学技术出版社,2007.6

ISBN 978-7-5046-4723-8

I. 研… II. ①方…②吕… III. 英语-研究生-教材 IV. H31

中国版本图书馆 CIP 数据核字(2007)第 095113 号

自 2006 年 4 月起本社图书封面均贴有防伪标志,未贴防伪标志的为盗版图书。

内 容 提 要

本教程以不同的主题为主线,每个单元围绕一个主题进行英语运用的综合性训练,旨在进一步提高学生的英语实际运用能力,特别是提高学生对各种话题的理解和运用能力,便于他们在今后的国际交流中更加具有实战能力。本书以 8 个主题为序,主要内容包括:视频欣赏、听力训练、文章阅读、实用翻译和写作技能,并相应的辅以口语、词汇和翻译写作练习。

本教程的特色在于:注重教材的先进性、实用性和针对性,兼顾视、听、说、读、译、写六大技能;注重题型设计,让学生从批判的视角去理解语言的思想内涵,从思辨中学习语言。

本书主要供各大高等院校的非英语专业的研究生(硕士生和博士生)使用,同时也适用于具有大学英语六级水平或具有相当水平的有意提高英语水平的人员。

中国科学技术出版社出版

北京市海淀区中关村南大街 16 号 邮政编码:100081

电话:010-62103210 传真:010-62183872

<http://www.kjpbooks.com.cn>

科学普及出版社发行部发行

北京蓝空印刷厂印刷

*

开本:787 毫米×1092 毫米 1/16 印张:9.75 字数:249 千字

2007 年 6 月第 1 版 2007 年 6 月第 1 次印刷 定价:25.00 元(附光盘)

书号 ISBN 978-7-5046-4723-8/H·47

(凡购买本社的图书,如有缺页、倒页、
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封面设计 金号角

责任校对 林 华

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前 言

《新创研究生实用英语教程》(上) 主要供各大高等院校的非英语专业的研究生(硕士生和博士生)使用,同时也适用于具有大学英语六级水平或具有相当水平的有意提高英语水平的人员。本教程旨在进一步提高使用者的英语实际运用能力,特别是对各种话题的理解和运用能力,便于他们在今后的国际交流中更加具有实战能力。

本书的编写原则是:

1. 考虑到研究生阶段的学生英语水平参差不齐,尽量在课文的选材和练习的编排上突出层次,以适应学生需求;
2. 注重教材的先进性、实用性和针对性,兼顾视、听、说、读、译、写六大技能;
3. 注重题型设计,让学生从批判的视角去理解语言的思想内涵,从思辨中学习语言。

《新创研究生实用英语教程》(上)以不同的主题为主线,每个单元围绕一个主题进行英语运用的综合性训练。本书以8个主题为序,主要内容包括:视频欣赏、听力训练、文章阅读、实用翻译和写作技能,并相应的辅以口语练习、词汇练习和翻译写作练习。书中的词汇依据参照《非英语专业研究生英语教学大纲》中的词汇表,对于超纲单词均加以英文注释,本书附有光盘。

本教材获得了由浙江省各大高校以及云南省部分院校研究生院和外国语学院组成的研究生英语系列教材编委会的大力支持,本教材由方凡负责总体设计和章节安排,方凡、吕凤仪、董敏华、骆洪和陈禾芬共同完成。

全书在编写与审核过程中,浙江大学研究生院的赵张耀先生、浙江大学外国语言文化与国际交流学院的李铭和孙海燕老师等都给予了极大的支持,在此表示衷心的感谢。另外,诚心感谢来自国外网站的相关资料,为我们的教材编写提供了非常有益的参考。

方 凡

2007年5月于紫金港

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Unit 1 Life and Death

Part One: View, Listen & Speak

Viewing, Understanding and Speaking

For this part, you are required to watch a video twice. Do the exercises with different focuses.

The Death of Friday

In the film version of Robinson Crusoe, Crusoe saved Friday from the Nemurs, a dominant tribe in Friday's island. Friday was offered by his own people as a tribute to the Nemurs. During a fight against the Nemurs, Crusoe was badly wounded. Friday, though knowing that he was a dead man to his own people, decided to go back to his own island where he could never be accepted, believing that his people could cure Robinson of his ills.

Words to Know

ravish / rævɪʃ / v. 强夺, 夺走

Exercise 1

Directions: Watch the video and complete the following sentences with the exact words you hear.

1. Friday and I set out for his nearby island. While Friday believed his people could cure me of my ills, his own fate was _____.
2. With God's grace we encountered _____. And with Friday as our guide we sailed safely to his island home.
3. F: They think you are a slave trader. Many times, white men come and _____, many young men for slave. Take my son.
4. C: If I'm an _____. Why does she help me?
5. C: I can't do this. Almighty God, welcome me to paradise, if _____.
Kill me and live.
6. S: Come away, me hearty. _____ can't harm you now.
7. And so, fate had saved _____ till last.
8. Just as a duel had caused me to flee my native land. So, too, did a battle between friends _____ my return.
9. I was to owe my freedom to the men who had killed my friend and who had _____ and his family.
10. The slavers nursed me back to health and they _____ at Lisbon.

Exercise 2

Directions: View the video again and try to answer the following questions.

1. What do you think is the most tragic thing in Friday's death?
2. Describe what's in Crusoe's mind when he faced Friday's being shot.

Listening, Understanding and Speaking

Zero Life Expectancy

Words to Know

Graham / 'greɪəm / n. 格雷厄姆

morphine / 'mɔːfɪn / n. 吗啡

ravage / 'rævɪdʒ / v. 破坏

scooter / 'skuːtə / n. 单滑车

Exercise 1

Directions: Listen to the passage and decide whether the following statements are true or false.

1. John Graham maintains 12 prescriptions and spends 40 hours on oxygen each day.
2. What John will never surrender is his dignity and the pride.
3. What troubles John is that he doesn't think of himself as being an old man.
4. John doesn't ignore his disease and doesn't do the same as everybody else.
5. When John plays the piano, he always watches which note he is hitting.

Exercise 2

Directions: Listen to the passage again and complete the following sentences with the exact words you hear.

1. John Graham had a _____ for the last 14 years, and does his best to live each day as if it were his last.
2. It is clear that what he will never surrender is his dignity and the pride a dying man has in _____.
3. He refuses to feel sorry for himself, it wouldn't _____.
4. He can't be bothered doing anything and so he just puts on dressing gown and creep about the house, and then put his meals in the oven and _____.
5. He's out there somewhere between the tips of his fingers and the music which is soaring around in the air, which is why when he's playing the piano, he'll either _____.

Exercise 3

Directions: Read the following information and hold a discussion on the topic of euthanasia.

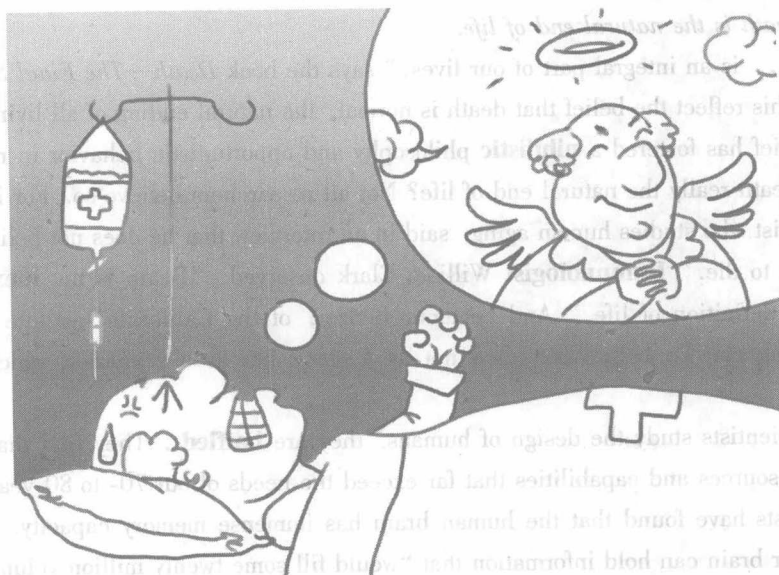
A. Background

Euthanasia is not a newcomer. In fact in the prehistorical age there existed the actions of speeding

one's death. In ancient Greece, "free death" is widely permitted for patients and the disabled. However, in medieval age Christianity absolutely forbade life ending for patients. Before the 17th century, euthanasia referred to any method of "peaceful" death. In 17th century Francis Bacon used euthanasia to refer to any actions doctors take to let patients die or even speed the death. In his idea, longevity is the sublime goal in the field of biomedicine while euthanasia is the compulsory field of medical technology.

B. Today's Case

To be or not to be, that is the question. Terri Schiavo, American vegetative girl became a heated topic which involved American court, Congress and even President Bush.



C. Questions

1. To what extent do you think a disease-tortured person can choose to die in peace?
2. Is it right for a government to make up a law to protect the practice of peaceful death?

Useful Links

<http://www.euthanasia.com>

<http://www.religioustolerance.org/euthanas.htm>

Part Two: Reading

Most people fear death and try to avoid thinking about it. Nevertheless, a serious accident or a life-threatening illness may suddenly force us to look death in the face. Or perhaps the funeral of a friend or a relative provides us with a harsh reminder of the outcome that awaits all mankind. Text A gives an account about people's different attitudes toward death while Text B continues the emotional part of people when time passes and death is coming.

Text A

A Closer Look at Some Myths about Death

1. Throughout history, man has stood **perplexed** and **apprehensive** before the dark prospect of death. What is more, fear of death has been **fueled** by a mix of false religious ideas, popular customs, and **ingrained** personal beliefs. The problem with fear of death is that it can **paralyze** one's ability to enjoy life and erode one's confidence that there is meaning to life.

2. Popular religion is especially **reprehensible** for promoting a number of popular myths regarding death. By examining a few of these under the light of Bible truth, see if your personal perceptions about death can be clarified.

Myth 1: Death is the natural end of life.

3. "Death... is an integral part of our lives," says the book *Death—The Final Stage of Growth*. Comments like this reflect the belief that death is normal, the natural ending of all living organisms. In turn, such a belief has fostered a **nihilistic** philosophy and opportunistic behavior in many.

4. But is death really the natural end of life? Not all researchers believe so. For instance, Calvin Harley, a biologist who studies human aging, said in an interview that he does not believe that humans "have a program to die." **Immunologist** William Clark observed: "Death is not **inextricably intertwined** with the definition of life." And Seymour Benzer, of the California Institute of Technology, **muses** that "aging can be better described not as a clock but as a scenario, which we can hope to edit."

5. When scientists study the design of humans, they are **baffled**. They find that we have been **endowed** with resources and capabilities that far exceed the needs of our 70- to 80-year life span. For example, scientists have found that the human brain has immense memory capacity. One researcher estimated that our brain can hold information that "would fill some twenty million volumes, as many as in the world's largest libraries." Some **neuroscientists** figure that during an average lifetime, a person uses only 1/100 of 1 percent (0.0001) of his potential brain capacity. It is appropriate to ask, "Why do we have a brain with such a large capacity when we utilize only a tiny fraction of it in an average lifetime?"

6. Consider also how unnaturally humans react to death! For the majority, the death of a wife, a husband, or a child can be the most upsetting experience of a lifetime. People's entire emotional makeup is often **jarred** for a long time after the death of a person dearly loved. Even those who claim that death is natural to humans find it hard to accept the idea that their own death will mean the end of everything. *The British Medical Journal* spoke of "a common expert **presumption** that everybody wants to live as long as possible."

7. In view of man's general reaction to death, his amazing potential for remembering and learning, and his inward longing for eternity, is it not clear that he was made to live? Indeed, God created humans, not with death as the natural outcome, but with the prospect of living on indefinitely.

Myth 2: God takes people in death to be with him.

8. A 27-year-old mother who was dying and leaving three children behind told a Catholic nun: "Don't come in and tell me this is God's will for me... I hate it when somebody else tells me this." Yet, this is what many religions teach about death—that God takes people to be near him.

9. Is the Creator really so cruel that he would **callously** inflict death on us, knowing that this breaks our hearts? No, not the God of the Bible. "God is love." Note that it does not say that God has love or that God is *loving*, but it says that God is love. So intense, so pure, so perfect is God's love, so thoroughly does it **permeate** his personality and actions that he may rightly be spoken of as the very **personification** of love. This is not a God who takes people in death to be near him.

10. False religion has left many confused as to the whereabouts and condition of the dead. Heaven, hell, **purgatory**, **Limbo**—these and various other destinations range from being incomprehensible to being **downright** terrifying. In fact, we need not worry about what happens to us after death, any more than we worry when we see someone sleeping soundly.

*Myth 3: Some people are **tormented** after death.*

11. Many religions teach that the wicked will go to a fiery hell and be tormented forever. Is this teaching logical and **scriptural**? The human life span is limited to 70 or 80 years. Even if someone was guilty of extreme wickedness all his life, would everlasting torment be a just punishment? No. It would be grossly unjust to torment a man forever for the sins that he committed in a short lifetime.

12. Only God can reveal what happens after people die, and he has done so in his written Word, the Bible. This is what the Bible says: "As the beast dies, so the man dies; and they all have but one spirit. . . All are going to one place. They have all come to be from the dust, and they are all returning to the dust." (*Ecclesiastes* 3:19, 20) There is no mention here of a fiery hell. Humans return to dust—to nonexistence—when they die.

13. In order to be tormented, a person has to be conscious. Are the dead conscious once again, the Bible gives the answer: "The living are conscious that they will die; but as for the dead, they are conscious of nothing at all, neither do they anymore have wages, because the remembrance of them has been forgotten." (*Ecclesiastes* 9:5) It is impossible for the dead, who are "conscious of nothing at all," to experience agony anywhere.

Myth 4: Death means the permanent end of our existence.

14. We cease to exist when we die, but this does not mean that everything is necessarily finished. The faithful man Job knew that he would go to the grave, Sheol, when he died. But listen to his prayer to God: "O that in Sheol you would conceal me, that you would keep me secret until your anger turns back, that you would set a time limit for me and remember me! If an **able-bodied** man dies can he live again. . . You will call, and I myself shall answer you." (*Job* 14:13–15).

15. Job believed that if he was faithful until death, he would be remembered by God and in time be **resurrected**. This was the belief of all of God's servants in ancient times. Jesus himself confirmed this hope and showed that God would use him to raise the dead. Very shortly God will remove all wickedness and establish a new world under heavenly rulership. The result will be a paradise over the whole earth, **inhabited** by people who serve God.

Notes

Sheol 阴间, 冥府

catholic member of the Roman Catholic Church 天主教徒

Words and Expressions

able-bodied *adj.* strong

apprehensive / 'æpri'hensiv / *adj.* anxious or fearful about the future

baffle / 'bæfl / *v.* to frustrate or check (a person) as by confusing or perplexing

callous / 'kæləs / *adj.* emotionally hardened; unfeeling

downright / 'daunrait / *adj.* thorough going

endow / in'dau / *v.* to provide with property, income or a source of income

fuel / fjuəl / *v.* to support or stimulate the activity or existence of

immunologist *n.* the person who studies the branch of biomedicine that is concerned with the structure and function of the immune system, innate and acquired immunity, the bodily distinction of self from nonself, and laboratory techniques involving the interaction of antigens with specific antibodies
免疫学者

inextricably / in'ɪkstri:kəbli / *adv.* unavoidably; inescapably

ingrained / in'greind / *adj.* firmly established; deep-seated

intertwine / intə'twain / *v.* to join or become joined by twining together

jar / dʒɑː / *v.* stimulate

limbo / 'limbəu / *n.* the abode of just or innocent souls excluded from the beatific vision but not condemned to further punishment 地狱的边境

neuroscientist / 'njuərəu'saɪəntist / *n.* the person who studies neuroanatomy and neurobiology, that deal with the nervous system 神经科学家

muse / mjuz / *v.* to consider or say thoughtfully

nihilistic / nai'llistik / *adj.* believing that destruction of existing political or social institutions is necessary for future improvement 无政府主义的

paralyze / 'pærəlaɪz / *v.* to make unable to move or act

permeate / 'pɜːmieɪt / *v.* to spread or flow throughout

perplex / pə'pleks / *v.* to confuse or trouble with uncertainty or doubt

personification / pɜːsənɪfɪ'keɪʃən / *n.* a person or thing typifying a certain quality or idea

presumption / pri'zʌmpʃən / *n.* acceptance or belief based on reasonable evidence

purgatory / 'pɜːgətəri / *n.* a state in which the souls of those who have died in grace must expiate their sins 炼狱

reprehensible / 'repri'hensəbl / *adj.* deserving rebuke or censure; blameworthy

resurrect / 'rezə'rekt / *v.* to bring back to life; raise from the dead

scenario / si'nɑːriəu / *n.* an outline or a model of an expected or a supposed sequence of events

scriptural / 'skriptʃərəl / *adj.* of, relating to, based on, or contained in the Scriptures

torment / 'tɔːment / *n.* great physical pain or mental anguish

Exercises

I. Comprehension Questions

Directions: Answer the following questions based on the information you get from the text.

1. Why do people have the fear of death?

2. Why don't all researchers believe that death is the natural end of life?

3. Does the Bible claim that God takes people in death to be with him? Why?

4. Is it really the case that some people may be tormented after death?

5. What does the author hold about the state after death?

II. Topics for Discussion

1. What do you think are the main reasons for people to have various myths about death?

2. What are the proper ways for people to deal with death in the scientific and emotional viewpoints respectively?

III. Vocabulary

A. Directions: Choose from the given choices the one closest in meaning to the word or phrase underlined.

1. In film making, original idea for a film translated into a visually oriented text. The scenario plan gives the mood of each image and its relationship with the other shots in the sequence.

A. plot B. series C. outlook D. prospect

2. Nearly all Colombians are adherents of Roman Catholicism, the country's official religion. The church is deeply ingrained in Colombian society, usually taking a leading and authoritative role in the community.

A. established B. collected C. influenced D. found

3. In the Napoleonic wars, the blockade designed by Napoleon to paralyze Great Britain through the destruction of British commerce. The decrees of Berlin and Milan proclaimed a blockade: neutrals and French allies were not to trade with the British.

A. parallel B. deaden C. support D. prevent

4. In perception the environment is scanned by means of various sensory organs, real or artificial, and the scene is decomposed into separate objects in various spatial relationships.

A. preview B. belief C. recognition D. conception

5. Adoption differs from foster care, a situation in which a child is temporarily placed with a family. An adopted child becomes a permanent member of the adoptive family, with all the rights and privileges, including the right of inheritance.

A. thoughtful B. nurture C. train D. adopting

6. Since Minoan(克里特文明的) script still baffles scholars, it is uncertain whether images of Cretan(克里特岛的) boys and girls testing their acrobatic skills against bulls depict sport, religious ritual, or both.

A. benefits B. frustrates C. have D. illustrates

7. Hybris, in classical Greek ethical and religious thought, is arrogant presumption suggesting impious disregard of the limits governing human action in an orderly universe.

A. supposition B. continuation C. stand on D. range from

C. perception

D. understanding

8. On recovery of consciousness after trauma, a person who has been knocked out by a blow on the head at first typically is dazed, confused, and imperfectly aware of his whereabouts and circumstances.

A. space

B. location

C. condition

D. occasion

9. The soft-drink industry, which had grown 43% in the U. S. since 1985 and was already competitive in nature, became downright combative in 1998. A lawsuit filed by Pepsi against Coke is the symbol of the rancor.

A. thoroughly

B. upside down

C. reductively

D. rightfully

10. From the beginning of Long Parliament(长期议会), Cromwell was among a group of members known as the fiery spirits. He was prominent in debates and on committees, especially a Catholic conspiracy against the Protestant church.

A. furious

B. warm

C. colorful

D. burning

B. Directions: Choose the word or phrase that best completes each of the following sentences.

1. Toward the end of Joseph's reign there was indeed increasing dissatisfaction. Both lords and peasants were _____ about what his agricultural changes would mean for their future.

A. comprehensive

B. impressive

C. apprehensive

D. compressive

2. The first pueblo (印第安人村庄) was established as early as 1777. The pueblos were _____ for the most part by poor settlers from Mexico whom the Spanish had induced to go to the California region.

A. lived

B. inhabited

C. stayed

D. stationed

3. Time is _____ experience of duration, the period during which an action or event occurs. Time is one of the fundamental quantities of the physical world, similar to length and mass in this respect.

A. unconscious

B. sensible

C. conscious

D. sensitive

4. In law, a person becomes equally _____ in the crime of another by knowingly and voluntarily aiding the criminal during the act itself. An abettor(教唆犯) is one kind of accomplice.

A. guilty

B. unguilty

C. guiltless

D. guiltily

5. Hijacking is the forcible seizure of any vehicle while in transit in order to _____ robbery, extort money, kidnap passengers, etc. It was originally used in England and the US for illegal taking of property from a traveler on a public road or highway.

A. have

B. commit

C. get

D. take

6. Employees of a North Loop mid-rise are outraged after they learned this weekend the fire which killed three people was deliberately set. Reactions to fatal fire confession _____ grief _____ anger.

A. start on ... into...

B. range from ... to...

C. vary from ... to ...

D. change from ... to ...

7. A piece of magnesium has _____ energy stored in chemical form that is expended in the form of heat and light if the magnesium is ignited. An electric battery functions in the same way when it is in chemical form.

A. limited

B. little

C. potential

D. great

8. Mississippi's location _____ it with a favorable climatic range. The growing season is long, rainfall is abundant, and extreme temperatures are unusual. Summers are warm, with temperatures sometimes exceeding 95°F.

A. endows

B. loads

C. burdens

D. bears

9. The leading figure of the late 1940s was Robert Lowell, who, influenced by Eliot and such Metaphysical poets as John Donne and Gerard Manley Hopkins, explored his spiritual _____ and family history in *Lord Weary's Castle* (1946).

A. tortures

B. torments

C. struggles

D. fightings

10. In ecology, the sequence of transfers of matter and energy from organism to organism is in the form of food. Food chains _____ locally into a food web because most organisms consume more than one type of animal or plant.

A. intervene

B. interact

C. intertwine

D. interfere

IV. Cloze

Directions: Find an appropriate word for each blank to complete the passage.

"I am not afraid of dying," said an elderly woman in Japan. "But it distresses me that I will have to part from these flowers." A Christian minister visiting her home understood the r 1, for the woman had a beautiful garden. Many who say that they have no fear of d 2 really appreciate the wonders of creation and may actually long to live forever.

Living forever? Many would brush aside such a thought. Some may even say that they have no interest i 3 living forever. Why would anyone feel that way?

Some think that it would be boring to live forever. They may point out the monotonous life of many retired people who have l 4 to do but sit and stare at the television screen. If that is how you feel, c 5 what astronomer Robert Jastrow said when asked if everlasting life would be a blessing or a curse. Jastrow replied: "It would be a blessing to those who have c 6 minds and an endless appetite for learning. The thought that they have forever to absorb knowledge would be very comforting for them. But for others who feel they have learned all there is to l 7 and whose minds are closed, it would be a dreadful curse. They'd have no way to fill their time."

Whether you would find everlasting life boring or not depends much o 8 your attitude. If you have "a curious mind and an endless appetite for learning," think of what you could accomplish in the fields of art, music, architecture, gardening, or w 9 worthy pursuits interests you. Eternal life on earth would provide w 10 prospects for developing your potential in various fields of endeavor.

Text B

Euthanasia

1. Allowing people to die by withdrawing or **withholding** life support is a form of euthanasia (a Greek word meaning “easy or good death”) and is the only legally protected alternative in the United States to maximum health care treatment. Euthanasia is the act of killing an incurably ill person out of concern and compassion for that person’s suffering. It is sometimes called mercy killing, but many advocates of euthanasia define mercy killing more precisely as the ending of another person’s life without his or her request. Euthanasia is usually separated into two categories: passive euthanasia and active euthanasia. Withholding or withdrawing life-sustaining medical care is often classified as a form of passive euthanasia. Active euthanasia, sometimes called aid in dying, on the other hand, can consist, for example, of a physician’s giving a patient a **lethal** injection of medication. It can also consist of a physician’s providing the means for a patient to take his or her own life, as when a doctor prescribes a drug knowing that it will be used by the patient to commit suicide. This last form of active euthanasia is also called *physician-assisted suicide*. In the United States, active euthanasia is generally recognized as murder or **manslaughter**, whereas passive euthanasia is accepted by professional medical societies and the law in certain circumstances.

2. Euthanasia is a divisive topic, and different interpretations of its meaning, practice, and morality abound. Those who favor active euthanasia and a patient’s right to die do not acknowledge a distinction between active and passive euthanasia. They assert that the withdrawal of life-sustaining treatment cannot be distinguished in principle from affirmative steps to hasten a patient’s death. In both situations, they argue, a person intends to cause the patient’s death, acts out of compassionate motives, and causes the same outcome. In their view, turning off a life-sustaining respirator switch and giving a lethal injection are morally equivalent actions.

3. Opponents of active euthanasia argue that it **undermines** the value of, and respect for, all human life; erodes trust in physicians; desensitizes society to killing; and **contradicts** many people’s religious beliefs. Moreover, they maintain that the intentions and natures of active and passive euthanasia are not essentially the same. In active euthanasia, a person *directly intends* to cause death and uses available means to achieve this end. In passive euthanasia, a person decides against using a certain form of treatment and then directs that such treatment be withdrawn or withheld, *accepting but not intending* the patient’s death, which is caused by the underlying illness.

4. The American Medical Association (AMA), in its Code of Medical Ethics, considers euthanasia to be different from the removal of life-sustaining medical care. Although accepting the removal of life support as a sometimes necessary duty of the physician to relieve suffering and obey the principle of patient self-determination, the AMA considers euthanasia—which it defines as “the administration of a lethal agent by another person to a patient”—to be a **breach** of professional.

5. In traditional Western medical practice, death was defined as the **cessation** of the body’s circulatory and **respiratory** (blood pumping and breathing) functions. With the invention of machines that provide artificial circulation and respiration, that definition has ceased to be practical and has been modified to include another category of death called brain death. People can now be kept alive using such machines even when their brains have effectively died and are no longer able to control their