

研究生教学用书

公共基础课系列

# 研究生英语读、写、译教程

*Graduate English*

华中科技大学外语系 编著

华中科技大学出版社

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# 研究生英语读、写、译教程

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## 内 容 简 介

《研究生英语读、写、译教程》是专门为非英语专业硕士研究生撰写的，目的是帮助他们提高和加强阅读、写作和翻译的能力。全书共有 12 个单元，其中包括多种题材和体裁的阅读篇章，阅读和词汇练习，翻译和写作技巧讲解，还配有汉英和英汉翻译以及写作练习。

本书可作为非英语专业硕士生的阅读教材或课外读物，也可供具有一定英语水平的广大英语爱好者使用。

## Abstract

*Graduate English* is specially compiled for non-English major master students. It aims at helping them to improve their English language competence in terms of reading, writing and translating. In the book there are 12 units, each of which provides reading passages on different topics and in different styles as well as relevant reading and vocabulary exercises. Besides, translating and writing skills are explained with translating and writing exercises designed for the readers.

Readers including non-English major master students and those who need to further improve their English can benefit from this informative and practical book.

## 写在“研究生教学用书”出版15周年前岁

“接天莲叶无穷碧，映日荷花别样红。”今天，我国的教育正处在一个大发展的崭新时期，而高等教育即将跨入“大众化”的阶段，蓬蓬勃勃，生机无限。在高等教育中，研究生教育的发展尤为迅速。在盛夏已临，面对池塘中亭亭玉立的荷花，风来舞举的莲叶，我深深感到，我国研究生教育就似夏季映日的红莲，别样多姿。

党的十六大报告以空前的力度强调了“科教兴国”的发展战略，强调了教育的重大作用，强调了教育的基础性全局性先导性，强调了在社会主义建设中教育的优先发展的战略地位。从报告中，我们可以清楚看到，对高等教育而言，不仅赋予了重大的历史任务，而且更明确提出了要培养一大批拔尖创新人才。不言而喻，培养一大批拔尖创新人才的历史任务主要落在研究生教育肩上。“百年大计，教育为本；国家兴亡，人才为基。”国家之间的激烈竞争，在今天，归根结底，最关键的就是高级专门人才，特别是拔尖创新人才的竞争。由此观之，研究生教育的任务可谓重矣！重如泰山！

前事不忘，后事之师。历史经验已一而再、再而三地证明：一个国家的富强，一个民族的繁荣，最根本的是要依靠自己，要以“自力更生”为主。《国际歌》讲得十分深刻，世界上从来就没有什么救世主，只有靠自己救自己。寄希望于别人，期美好于外力，只能是一种幼稚的幻想。内因是发展的决定性的因素。当然，我们决不应该也决不可能采取“闭关锁国”，自我封闭，固步自封的方式来谋求发展，重犯历史错误。外因始终是发展的必要条件。正因为如此，我们清醒看到了，“自助者人助”，只有“自信、自尊、自主、自强”，只有独立自主，自强不息，走以“自力更生”为主的发展道路，才有可能在向世界开放中，争取到更多的朋友，争取到更多的支持，充分利用好外部的各种有利条件，来扎扎实实地而又尽可能快地发展自己。这一切的关键就在于，我们要有数量与质量足够的

高级专门人才,特别是拔尖创新人才。何况,在科技高速发展与高度发达,而知识经济已初见端倪的今天,更加如此。人才,高级专门人才,拔尖创新人才,是我们一切事业发展的基础。基础不牢,地动山摇;基础坚牢,大厦凌霄;基础不固,木凋树枯;基础深固,硕茂葱绿!

“工欲善其事,必先利其器。”自古凡事皆然,教育也不例外。教学用书是“传道授业解惑”培育人才的基本条件之一。“巧妇难为无米之炊”。特别是在今天,学科的交叉及其发展越来越多及越快,人才的知识基础及其要求越来越广及越高,因此,我一贯赞成与支持出版“研究生教学用书”,供研究生自己主动地选用。早在1990年,本套用书中的第一本即《机械工程测试·信息·信号分析》出版时,我就为此书写了个“代序”,其中提出:一个研究生应该博览群书,博采百家,思路开阔,有所创见。但这不等于他在一切方面均能如此,有所不为才能有所为。如果一个研究生的主要兴趣与工作不在某一特定方面,他也可选择一本有关这一特定方面的书作为了解与学习这方面知识的参考;如果一个研究生的主要兴趣与工作在某一特定方面,他更应选择一本有关的书作为主要的学习用书,寻觅主要学习线索,并缘此展开,博览群书。这就是我赞成要为研究生编写系列的“研究生教学用书”的原因。今天,我仍然如此来看。

还应提及一点,在教育界有人讲,要教学生“做中学”,这有道理;但须补充一句,“学中做”。既要在实践中学习,又要在学习中实践,学习与实践紧密结合,方为全面;重要的是,结合的关键在于引导学生思考,学生积极主动思考。当然,学生的层次不同,结合的方式与程度就应不同,思考的深度也应不同。对研究生特别是对博士研究生,就必须是而且也应该是“研中学,学中研”,在研究这一实践中,开动脑筋,努力学习,在学习这一过程中,开动脑筋,努力研究;甚至可以讲,研与学通过思考就是一回事了。正因为如此,“研究生教学用书”就大有英雄用武之地,供学习之用,供研究之用,供思考之用。

在此,还应进一步讲明一点。作为一个研究生,来读“研究生教学用书”中的某书或其他有关的书,有的书要精读,有的书可泛读。记住了书

上的知识,明白了书上的知识,当然重要;如果能照着用,当然更重要。因为知识是基础。有知识不一定有力量,没有知识就一定没有力量,千千万万不要轻视知识。对研究生特别是博士研究生而言,最为重要的还不是知识本身这个形而下,而是以知识作为基础,努力通过某种实践,同时深入独立思考而体悟到的形而上,即《老子》所讲的不可道的“常道”,即思维能力的提高,即精神境界的升华。《周易·系辞》讲了:“形而上谓之道,形而下谓之器。”我们的研究生要有器,要有具体的知识,要读书,这是基础;但更要有“道”,更要一般,要体悟出的形而上。《庄子·天道》讲得多么好:“书不过语。语之所贵者意也,意有所随。意之所随者,不可以言传也。”这个“意”,就是孔子所讲的“一以贯之”的“一”,就是“道”,就是形而上。它比语、比书,重要多了。要能体悟出形而上,一定要有足够数量的知识作为必不可缺的基础,一定要在读书去获得知识时,整体地读,重点地读,反复地读;整体地想,重点地想,反复地想。如同韩愈在《进学解》中所讲的那样,能“提其要”,“钩其玄”,以达到南宋张孝祥所讲的“悠然心会,妙处难与君说”的体悟,化知识为己之素质,为“活水源头”。这样,就可驾驭知识,发展知识,创新知识,而不是为知识所驾驭,为知识所奴役,成为计算机的存储装置。

这套“研究生教学用书”从第一本于1990年问世以来,到明年,就经历了不平凡的15个春秋。从研究生教育开始以来,我校历届领导都十分关心研究生教育,高度重视研究生教学用书建设,亲自抓研究生教学用书建设;饮水思源,实难忘怀!“逝者如斯夫,不舍昼夜。”截至今天,“研究生教学用书”的出版已成了规模,蓬勃发展。目前已出版了用书69种,有的书发行了数万册,有22种分别获得了国家级、省部级教材奖、图书奖,有数种已为教育部列入向全国推荐的研究生教材,有20种一印再印,久销不衰。采用此书的一些兄弟院校教师纷纷来信,称赞此书为研究生培养与学科建设做出了贡献。我们深深感激这些鼓励,“衷心藏之,何日忘之?!”没有读者与专家的关爱,就没有我们“研究生教学用书”的发展。

唐代大文豪李白讲得十分正确:“人非尧舜,谁能尽善?”我始终认



为，金无足赤，物无足纯，人无完人，文无完文，书无完书。“完”全了，就没有发展了，也就“完”蛋了。江泽民同志在党的十六大报告中讲得多么深刻：“实践没有止境，创新也没有止境。”他又指出，坚持“三个代表”重要思想的关键是与时俱进。这套“研究生教学用书”更不会例外。这套书如何？某本书如何？这样的或那样的错误、不妥、疏忽或不足，必然会有。但是，我们又必须积极、及时、认真而不断地加以改进，与时俱进，奋发前进。我们衷心希望与真挚感谢读者与专家不吝指教，及时批评。当局者迷，兼听则明：“嚶其鸣矣，求其友声。”这就是我们肺腑之言。当然，在这里，还应该深深感谢“研究生教学用书”的作者、审阅者、组织者(华中科技大学研究生院的有关领导和工作人员)与出版者(华中科技大学出版社的编辑、校对及其全体同志)；深深感谢对“研究生教学用书”的一切关心者与支持者，没有他们，就决不会有今天的“研究生教学用书”。

我们真挚祝愿，在我们举国上下，万众一心，在“三个代表”重要思想的指引下，努力全面建设小康社会，加速推进社会主义现代化，为实现中华民族伟大复兴，“芙蓉国里尽朝晖”这一壮丽事业中，让我们共同努力，为培养数以千万计高级专门人才、特别是一大批拔尖创新人才，完成历史赋予研究生教育的重大任务而做出应有的贡献。

谨为之序。

中国科学院院士

华中科技大学学术委员会主任

杨叔子

2003年7月于喻园



# 前 言

进入 21 世纪以来,我国的研究生教育蓬勃发展,规模空前。社会对研究生的英语能力提出了更高的要求。为适应这一形势,我们特组织长期从事研究生英语教学的骨干教师,编写了这本《研究生英语读、写、译教程》。

《研究生英语读、写、译教程》是我们在总结过去多年教材编写和课堂教学经验的基础上,结合我国研究生教学的实际情况编写的。

众所周知,研究生英语学习阶段中,在进一步提高阅读能力的同时,应该重点培养学生翻译和写作的能力。基于这一点,该书提供了大量的阅读篇章、讲解翻译和写作技巧,还设计了相当量的练习题。

全书共分 12 个单元。每单元由 Part A 和 Part B 组成。Part A 包括三篇文章——Passage 1, Passage 2 和 Passage 3。每单元的 Passage 1 篇幅最短,适合课内作精读材料使用,且均设计有阅读理解练习题,可以让学生在句子层面上和语篇层面上理解所读的文章,了解文章的大意和细节。之后,在阅读的基础上翻译文中句子和段落,总结全文的中心思想。最后,在透彻理解全文的基础上模仿原文撰写一篇短文。Passage 2 和 Passage 3 篇幅略长,适合学生课后作泛读材料使用。Part B 为翻译和写作技巧讲解,Unit 1, Unit 3, Unit 5, Unit 7, Unit 9 和 Unit 11 中为翻译技巧讲解,Unit 2, Unit 4, Unit 6, Unit 8, Unit 10 和 Unit 12 为写作技巧讲解。本书的编写得到了华中科技大学外语系、大学英语教研室的支持和帮助,在此谨表衷心感谢。

由于时间仓促,水平有限,缺点和不足之处在所难免,我们诚恳地欢迎广大读者批评指正,以便本书在今后的修订中得到改进和完善。

编 者  
2004 年 9 月

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# Unit 1

## PART A

### Passage 1

#### *A Land of Abundance*

*For millions of people throughout this world, during the past three centuries, America has symbolized plenty, wealth and abundance of goods.*

—David Potter

#### Think Before You Read:

- *What image do you have about the land of America?*
- *What words do you like to use to describe your own country, the motherland?*
- *What is America most abundant in? And your own country?*

Although the population of the United States accounts for only 5 percent of the total population of the world, Americans use up about 25 percent of the world's energy per year, generating more than four pounds of trash and garbage per person each day. Only a country that has great *abundance* could afford to throw so much away. 1. America has sometimes been criticized as a “throw-away” country, a land where there is so much abundance that people are sometimes are viewed as wasteful. Scholars like David Potter, an American historian, believe that the abundant material wealth of the United States has been a major factor in the development of the American characters.

**abundance:** quantity  
that is more than enough

This abundance is the gift of nature. In what is now  
 15 the *continental* United States, there are more than three  
 million square miles of land. When the European settlers  
 first arrived in the 17th and 18th centuries, most of this  
 land was rich, fertile farmland, with an abundance of  
 trees and animals. Only about one million native  
 20 Americans lived on this land, and they had neither the  
 weapons nor the organization necessary to keep the  
 European settlers out. One writer has said that never  
 again can human beings discover such a large area of  
 rich, unfarmed land, with such a small population and  
 25 such great undeveloped natural resources.

But it would be a mistake to say that the abundant  
 natural resources of North America were the only reason  
 why the United States became a wealthy nation. The  
 beliefs, *determination*, and hard work of the early settlers  
 30 were equally important.

2. In aristocratic European nations, the American  
 settlers left behind the material wealth and comforts of  
 the ruling classes that were guaranteed by their birth.  
 Therefore, as Alexis de Tocqueville<sup>1</sup> said, the wealthy  
 35 took these things for granted and placed little importance  
 on material things. The poor people in those aristocratic  
 nations also did not concern themselves with wealth,  
 since they knew that they had so little hope of becoming  
 wealthy or changing their status.

3. In the early years of the United States, however,  
 wealth and social position were not permanently  
 determined at birth. The idea of equality of opportunity in  
 America made the level of material wealth of both the  
 rich and the poor much less certain. At any time, the rich  
 45 might lose some of their wealth, and the poor might  
 increase theirs. Therefore, all classes in American society  
 thought about protecting their material possessions and  
 looked for ways to acquire more. De Tocqueville believed

**continental:** relating to  
 a large mass of land

**determination:** ability  
 to continue trying what  
 is decided to achieve  
**aristocratic:** belonging  
 to the highest social  
 class

that this was not so much a matter of greed; rather, it was  
 50 a matter of their *insecurity*. People might be naturally  
 insecure if their material wealth, and that of their  
 children , could change so rapidly either upward or  
 downward during a lifetime, or even during a single  
 generation.

**insecurity:** feeling of  
no safety

55 De Tocqueville concluded that it was extremely  
 important both to rich Americans and poor Americans to  
 increase their personal wealth and material comforts.  
 Therefore, the entire population joined in the great task of  
 increasing the nation's material abundance as quickly as  
 60 possible.

De Tocqueville visited the United States 50 years  
 after the nation had won its independence from England.  
 He was impressed with the great progress made in such a  
 short time. Although the country was still in an early  
 65 stage of development, and there was not much money  
*available* for investment, the United States had already  
 made great progress in both trading and manufacturing. It  
 had already become the world's second leading sea power  
 and had constructed the longest railroads in the world. De  
 70 Tocqueville worried, however, about the effect of all this  
 material success. In such a society, materialism could be  
 made into a moral value in itself rather than a means to an  
 end.

**available:** easily found

De Tocqueville's concern , to a large extent, became  
 75 a reality. In the process of creating a land of abundance,  
 Americans began to judge themselves by materialistic  
 standards. 4. Unlike many countries, where the love of  
material things was seen as a vice, a mark of weak moral  
character, in the United States it was seen as a virtue: a  
 80 positive incentive to work hard and a reward for  
successful efforts.

**vice:** a serious fault of  
character

**incentive:** sth. that tries  
to persuade one to  
accomplish a goal

Traditionally, the people of the United States have  
 been proud of their nation's ability to produce material



wealth so that they could maintain a high standard of living. This helps to explain why Americans use *materialistic* standards not only to judge themselves as individuals but also to judge themselves as a nation. And the opportunity to share in the good life has attracted immigrants to the United States for generations.

**materialistic:** caring more about possessions than things of mind

5. However, the decline of the American abundance came slowly and steadily in the last three decades, when in the late 1970s, the energy crisis and the economic recession warned Americans that there might be a limit to their abundant natural resources and the lifestyle that these natural resources had supported. The 1980s brought a general *turnaround* in the economy, but it was the rich who got richer; the poor got poorer, and the number of people in the middle class decreased. A high standard of living has been at the heart of the American Dream<sup>2</sup> — a house in the suburbs, one or two cars, a secure job, and enough money to go on vacations and to send children to college. But the cost of all these things has been rising, while the number of high-paying jobs — particularly in factories — has been declining.

**turnaround:** complete change of sth.

(910 words)

## I . Notes for Reading

1. **Alexis de Tocqueville** (1805—1859): Born in Paris in 1805, Tocqueville was a member of the petite noblesse. He was sent to the United States by his family to avoid the turmoil resulting from the Revolution of 1830, with his friend Gustave de Beaumont. While the stated purpose of his visit was to study the American penal system, Tocqueville did much more during his nine-month journey (May 11, 1831 to February 20, 1832) that took him from Boston in the east to Green Bay in the west, Sault St. Marie in the north and New Orleans in the south. He wrote ever a book entitled *Democracy in America*.
2. **American Dream:** Once upon a time, the Americas were discovered. With this discovery came a dream. The dream was that anyone could come to this beautiful land and gain a lot of wealth very quickly. In the course of industrialization new

aspects were developed in the American dream. Prosperity and financial independence pushed itself into the foreground.

## II . Reading Comprehension

### ● Reading for Information

*Read and decide whether the following statements are true or false.*

1. With not so big a population, Americans are consuming a quarter of the world energy every year as well as producing the most of the world trash and garbage.
2. Since the American people are producing too much trash and garbage, America is regarded as a “throw-away” country.
3. It is not only natural abundance but also people’s beliefs and hard work that make North America a wealthy land in the world.
4. Both aristocratic Europeans and early Americans believe that material wealth and social positions are born with them, guaranteed and determined.
5. In America, both the poor and the rich are eager to increase their personal wealth and material comforts in order to avoid insecurity rather than satisfy their greed.
6. In an early stage of development, 50 years after the Independence War, the United States was already so powerful and rich that it was among the world leading sea powers and with great material success.
7. The American people have their own materialistic standards with which they regard the desire for material wealth as something. encouraging people to work hard rather than a certain faulty character.
8. The Americans did not realize the decline of the American abundance until a general turnaround in 1980s, when there were fewer and fewer middle-class people.

### ● Reading on Sentence Level

*Read the following sentences in the text and choose the one of the four choices which is closest in meaning to each of them.*

1. Although the population of the United States accounts for only 5 percent of the total population of the world, Americans use up about 25 percent of the world’s energy per year, generating more than four pounds of trash and garbage per person each day.  
(Para.1)
  - A. The Unites States with so small a population is consuming a lot of energy as well as producing a quarter of the world trash.
  - B. The United States is consuming one fifth of the world energy and generating a quarter of the world garbage.