

# Postgraduate English Intensive Reading(II)

(The Revised Edition)

## 研究生英语

## 精读教程(下) (修订版)

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北京市研究生英语教学研究会

主 编 刘利君 胡德康 曹元寿

主 审 夏祖燧 萧家琛

 中国人民大学出版社

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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》)。这个通知指出:“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的水平,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》颁布后,从事研究生英语教学工作的教师们感到今后的教学工作有了基本法规,可以做到有章可循,但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,不断提高教学质量和研究生实际应用英语的能力。

研究会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,取得了良好效果。

“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,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10月

## 修订版前言

《研究生英语精读教程》是根据国家教委 1992 年 11 月颁布的《非英语专业研究生英语（第一外语）教学大纲（试行稿）》编写的系列教材之一，于 1994 年 6 月由中国人民大学出版社出版。

本书自问世以来，年年重印，深受全国高校广大师生的欢迎，我们在此感谢广大读者对本书的厚爱和支持。

这次修订是在广泛听取了全国各地使用本教材的教师和学生的意见，特别是北京地区使用本教材的教师和学生的意见的基础上进行的。修订的出发点是：保持原有特色，即（1）内容新、题材广、针对性强，融知识性和趣味性于一体；（2）练习形式紧扣国家教委颁布的《非英语专业硕士研究生英语学位课程考试大纲》和《样题》，便于学生参加英语学位课程的统考；（3）专项练习 B（词汇练习）和 C（构词练习）分别覆盖《大纲》的词根、词缀表、词汇表和词组表。修订的指导思想是：集思广益，博采众长，完善教材，面对 21 世纪，为研究生英语教学作贡献。

《研究生英语精读教程》的修订进行了下列几方面的工作：

1. 对上、下册课文作了适当调整，包括课文的删、增。修订后的上、下册课文均为 12 篇。

2. 每课单词表中的单词，凡属《研究生英语词汇表》的词，均在该词的右上角用“※”（硕士研究生词汇）和“△”（博士生词汇）标出。

3. 练习部分作了较大的修改，加大了练习难度，特别是覆盖《研究生英语教学大纲词汇表》的练习 B；部分练习 A 中的阅读理解项增添了问题解答；部分副课文中还选出了五个句子，作英译汉练习或增添了问题解答。覆盖《大纲词根、词缀表》的练习 C 重新设计了表格，明确标出词根、词缀的意义，并举出例词。

4. 教师参考书中每课课文均选出 Language Points，供老师们教学参考。Word Study 部分突出常用型、多义性、多词类。例句丰富，可供选用。

5. 有关课文的背景知识，以及作者小传适当作了增补。

6. 对全书的 Mini-Tests 作了适当的调整，并进行了较大的修改，使之更贴近学位统考全真试题。每 6 课后设一套 Mini-Test，用以检测学生的学习效果，提高学生的应试能力。

本书无论是编写或是修订，都是在北京市研究生英语教学研究会直接领导和关怀下进行的。《研究生英语精读教程》（下）（修订版）主编为（以姓氏笔划为序）：北京理工大学刘利君、北京医科大学胡德康、中国农业大学曹元寿。参加修订的，除主编外还有（以姓氏笔划为序）：北京工业大学卢莹、清华大学罗承丽、中国人民大学祝扬。在修订过程中，中国人民大学出版社的编辑同志在付梓前仔细编审全部书稿，精心设计改版，

做了大量工作。在此，我们深表谢意。

由于水平、经验有限，书中疏漏和不足之处在所难免，热忱希望同行们和广大读者批评、指正。

**编 者**

1999 年 10 月



## 使 用 说 明

《研究生英语精读教程》(下) 供非英语专业硕士研究生一年级第二学期使用。重点在于培养学生的阅读能力, 并兼顾培养学生的写、译能力。

本书共 12 个单元。每一单元由课文 (Text)、生词 (New Words and Expressions)、注释 (Notes)、练习 (Exercises) 和副课文 (Supplementary Reading) 五部分组成。单元配有练习 A、B、C; 双单元配有练习 A、B。每课可安排 6~8 学时, 视课文的长度和各校的具体情况而定。两次 Mini-Test 各安排 2.5 小时。

课文全部选自原文材料。每篇正课文长度均在 1 000 词以上 (个别课文除外)。正课文主要用来训练学生的理解能力, 要求学生课前预习, 课后复习, 在教师帮助下达到完全理解。副课文的长度和正课文差不多, 也有一定难度, 主要用来扩大阅读量, 提高阅读速度, 对内容只要求掌握中心思想和主要内容, 不要求 100% 理解。练习 A (Exercise A) 是为巩固本课所学单词和短语而编写的练习, 形式紧扣国家教委所颁发的《非英语专业硕士研究生英语学位课程考试大纲》, 所以 Exercise A 又俨然是一份模拟试卷。练习 B (Exercise B) 是专门设计的覆盖国家教委颁布的《研究生英语词汇表》、《研究生英语词组表》的练习, 主要是弥补课文中由于多种限制, 不可能全部出现《词汇表》中所规定的词汇这一缺陷。练习 C (Exercise C) 也是专门设计的覆盖《研究生英语词根、词缀表》的练习。通过这一练习要求学生熟练掌握一些常用的词根、前缀、后缀, 借以扩大词汇量。以上三部分练习相互联系, 又各自成体系。全部练习量大, 形式多样, 内容丰富, 难易搭配适当。教师可根据具体情况全部使用或有选择地使用。

编 者

1999 年元旦

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# Unit One

## Doing Science

[1] We all know that science plays an important role in the societies in which we live. Many people believe, however, that our progress depends on two aspects of science. The first of which is the application of the machines, products and systems of applied knowledge that scientists and technologists develop. Through technology, science improves the structure of society and helps man to gain increasing control over his environment. The second aspect is the application by all members of society from the government official to the ordinary citizen, of the special methods of thought and action that scientists use in their work.

[2] Human beings have distinguished themselves from other animals, and in doing so ensured their survival, by the ability to observe and understand their environment and then either to adapt to that environment or to control and adapt it to their own needs. The process of careful observation, perception of a pattern in the phenomena observed, followed by exploitation of this knowledge, has largely inspired the area of human activity known as "science". It has also provided the bases for the traditional methodology of science: objective observation and description of some phenomena, the formulation of a hypothesis or hypotheses about the events observed and possible relationships among them, the use of these to predict future events, the verification of the hypotheses and, on this basis, the construction of a theory of some area of natural activity.

[3] While this process still underlies most scientific activity, the classic "scientific method" has been criticized from a variety of perspectives. To begin with, it is apparent that the "objectivity" of science and scientists strictly characterizes only the lowest order of scientific activity—observation. Even here it is doubtful whether anyone can be a truly impartial observer of events. What someone chooses to observe<sup>①</sup> and the way one observes it must, after all, in part be a reflection of experience and of ideas as to what is significant. Consider, for example, the different ways in which an artist and a layman look at a painting and the different reactions they have to the same work.

[4] The construction of hypotheses and theories reflects the scientist's interpretation of what he or she has observed even more clearly than observation. At this stage of the scientific method, an element of subjectivity is inevitably present. This can most easily be seen in the extreme case of scientists of truly creative genius. Galileo<sup>②</sup>, for instance, challenged the

scientists (and the church) of his day with his hypothesis that the earth revolved around the sun. A twentieth century example is Watson and Crick's<sup>3</sup> discovery of the molecular structure of DNA<sup>4</sup>. Clearly, science may involve not only careful observation but also a willingness to be creative; this may entail looking beyond existing paradigms governing research in a given area of study.

[5] A further criticism of the scientific method involves the subject matter to which it is applied. The method was largely developed by physicists, chemists and biologists; it was later adopted by people working in such areas as education, psychology and sociology, where the subjects of research were often people. Although largely successful while used to study the properties of inanimate objects or plants, the traditional approach to doing science is arguably less appropriate for use with human beings. This is due fundamentally to the fact that human beings are different; each is unique and, therefore, by definition, unpredictable. The "average" person, after all, does not exist. Unlike chemicals, light rays or plants, people have feelings and free will. Their experiences are different, too. Thus, the results of an experiment with a "sample" of human beings can never safely be generalized to the "population" from which the sample was drawn, however similar the other individuals in it may appear.

[6] Partly as a response to criticisms such as these, alternative approaches to investigating human behavior have become increasingly popular in the twentieth century. They include the production of ethnographies, or eyewitness accounts of life in groups and communities written from notes taken by individuals who often took part in the events they describe. Thus, anthropologists, such as the late Margaret Mead<sup>5</sup>, have studied primitive societies in this way. Ethnographic procedures have also been applied in urban settings in the study of educational institutions, professions and informal groups, like street gangs and drug addicts.

[7] Whether or not ethnography, introspection, case studies, participant and nonparticipant observation, and similar activities constitute "science" depends on one's definition of what science is. Unlike traditional scientific undertakings, research which uses these methods rarely starts out with hypotheses to test, although it may involve some informal hypothesis testing after a study has begun. Most such work is descriptive, not experimental. Practitioners explicitly interpret what they observe, and often categorize their data after the data collection process is complete and from the perspectives of the people they were observing. Their findings are often closely, even inextricably tied to the context in which the data were obtained. For this reason, they cannot be generalized to other settings, even if this was the purpose of such work. Unlike some traditional scientific research, however, what is lost in rigor and generalizability is perhaps gained in understanding. The willingness to recognize the value of these newer "unscientific" ways of doing science may be another instance of the human ability to adapt and survive, of which we spoke earlier.

## New Words and Expressions

1. **perception** <sup>\*</sup>/pə'sepʃən/*n.* the ability to perceive 理解力; 感觉
2. **exploitation** <sup>\*</sup>/eksplɔɪ'teɪʃən/*n.* exploiting or being exploited 利用; 开发
3. **methodology** <sup>\*</sup>/meθə'dɒlədʒi/*n.* the set of methods used for study or action in a particular subject, as in science or education 方法论, (某一学科) 一套方法
4. **formulation** /fɔ:mju'leɪʃən/*n.* the act of formulating; formulated statement 用公式表示; 系统地阐述
5. **hypothesis** /haɪ'pɒθɪsɪs/*n.* an idea which is thought suitable to explain the facts about something 假设
6. **verification** /verɪfɪ'keɪʃən/*n.* the act or practice of verifying 证明, 证实, 确定; 检验, 校对, 考证
7. **underlie** /ʌndə'laɪ/*vt.* form the basis of; be or lie under 构成基础; 位于...之下
8. **objectivity** /ɒbdʒek'tɪvɪti/*n.* the state or quality of being objective 客观(性)
9. **layman** <sup>△</sup>/ˈleɪmən/*n.* a person who is not trained in a particular subject or type of work, especially as compared with those who are 门外汉, 外行
10. **genius** /ˈdʒi:njəs/*n.* creative or inventive capacity; person having this capacity 天才; 才子
11. **molecular** /məʊ'lekjʊlə/*adj.* of or related to molecules 分子的, 分子组成的
12. **willingness** /ˈwɪlɪŋnɪs/*n.* readiness, eagerness 愿意, 乐意, 心甘情愿
13. **entail** /ɪn'teɪl/*vi.* make necessary; impose (expense, etc., on sb.) 使必要; 使负担
14. **paradigm** /ˈpærədaim/*n.* a very clear or typical example of something 范例, 示例
15. **inanimate** /ɪn'ænɪmɪt/*adj.* lifeless; without animal life; spiritless, dull 无生命的, 非动物的; 无生气的, 单调的
16. **arguably** /ˈɑ:gjuəbli/*adv.* in accordance with what is arguable 可争辩地, 可论证地
17. **unique** /ju:'nɪk/*adj.* having no like or equal; being the only one of its sort 惟一的, 独特的, 无与伦比的
18. **unpredictable** <sup>△</sup>/ʌnpri'dɪktəbəl/*adj.* that cannot be predicted 不可预言的, 不可预报的
19. **generalize, generalise** <sup>\*</sup>/ˈdʒenərəlaɪz/*v.* make a general statement; bring into general use 归纳, 概括; 推广, 普及
20. **ethnography** /eθ'nɒgrəfi/*n.* scientific description of the races of mankind 人种学, 人种论
21. **eyewitness** /ˈaɪwɪtnɪs/*n.* (to, of) a person who himself sees an event happen, and so is able to describe it, for example, in a law court 目击者, 见证人
22. **anthropologist** /ænθrə'pɒlədʒɪst/*n.* someone who studies anthropology 人类学家



23. **ethnographic** /eθnə'græfik/ *adj.* 人种学的  
**ethnography** the science of the different races of man 人种学
24. **addict**<sup>△</sup> /ə'dikt/ *v.* (to) (usu. pass.) cause (someone) to need or be in the habit of having, taking, etc. 使沉溺, 使醉心  
**addict**<sup>△</sup> /'ædikt/ *n.* a person who is unable to free himself from a harmful habit, esp. of taking drugs 有瘾的人
25. **introspection** /intrə'spekʃən/ *n.* looking into one's own thoughts and feelings 内省, 反省
26. **nonparticipant** /nɒnpɑ:'tisəpənt/ *n.* (in) a person who doesn't take part or doesn't have a share in an activity or event 未参加者
27. **descriptive**<sup>△</sup> /dis'kriptiv/ *adj.* serving to describe; fond of describing 描写的; 喜欢描写的
28. **practitioner**<sup>\*</sup> /præk'tɪʃənə/ *n.* professional man, esp. in medicine and the law 开业者, 开业医业, 开业律师
29. **explicitly**<sup>\*</sup> /iks'plisitli/ *adv.* clearly 清楚地, 明确地
30. **categorize**<sup>\*</sup> /'kætigəraiz/ *vt.* divide, classify 分类, 划分
31. **inextricably** /in'ekstrikebli/ *adv.* without possibility of escaping from or solving 无法摆脱, 不能解决
32. **rigor** /'rigə/ *n.* sternness; strictness 严格, 严厉; 严密, 精确
33. **generalizability** /dʒenərəlaizə'biliti/ *n.* ability to generalize 概括能力, 归纳能力
34. **to begin with** firstly 首先
35. **in part** in some degree 某种程度上, (一) 部分, 有些
36. **start out** begin; set out 开始; 起程, 出发

## Notes

- ① **chooses to observe**: decides to observe. Here "choose" means "decide". Other examples:
1. He chose not to go home until later.
  2. The doctor chose that all the patients should stay.
- ② **Galileo**: Galileo Galileo (1564~1642). Italian mathematician, astronomer and physicist. He discovered the isochronism of the pendulum and demonstrated that falling bodies of different weights descend at the same rate.
- ③ **Crick**: Francis Harry Compton, born 1916, English biochemist, helped to discover the helical structure of DNA; Nobel Prize for medicine shared with James Watson and Maurice Wilkins 1962.
- ④ **DNA**: deoxyribonucleic acid 脱氧核糖核酸, 去氧核糖核酸
- ⑤ **Margaret Mead**: Margret (1901~1978), U.S. anthropologist, best known for her re-

search into child rearing, personality, and culture in primitive societies, chiefly among the people of Oceania.

## Exercise A

## I . Comprehension

Answer the following questions or complete the following statements by choosing the best alternative A, B, C, or D under each.

1. By "systems of applied knowledge" the writer refers to \_\_\_\_\_.
  - A. academic disciplines
  - B. subjects of instruction
  - C. branches of applied engineering
  - D. branches of applied science
2. The main characteristic of human beings is that they can \_\_\_\_\_.
  - A. understand and control their needs
  - B. control the environment to survive
  - C. adapt to and control their environment
  - D. distinguish themselves from animals
3. According to the passage, the first stage in the scientific method is \_\_\_\_\_.
  - A. construction of a theory
  - B. observation of some phenomena
  - C. formulation of a hypothesis
  - D. description of relationships among phenomena
4. The writer believes \_\_\_\_\_.
  - A. the traditional scientific method still works in human activity known as "Science"
  - B. the observation stage to be truly objective
  - C. all scientists should be absolutely impartial observers of events
  - D. looking at the same oil painting, an artist and a layman make the same reactions
5. The writer implies \_\_\_\_\_.
  - A. all scientists' theories are constructed by their hypotheses
  - B. all scientists' hypotheses are interpreted by what the scientists themselves have observed
  - C. Galileo's research was done within the traditional paradigm in that discipline
  - D. Watson and Crick's research was not conducted within the traditional paradigm in that discipline
6. The traditional scientific method was created and developed by \_\_\_\_\_.
  - A. physical scientists
  - B. social scientists
  - C. psychology researchers
  - D. traditional educationists
7. According to the writer, it is impossible to generalize safely from sample to population in research with human subjects, because \_\_\_\_\_.
  - A. the sample and population are not sufficiently similar
  - B. the different sample is drawn from the different population

- C. the "population" from which the sample is taken may be the same  
 D. however similar the other individuals in the "population" may appear
8. It is true that \_\_\_\_\_.  
 A. the anthropologists in the twentieth century still use the traditional approach to doing science in the study of human science  
 B. there are many ways to investigate human behavior in the twentieth century  
 C. Margaret Mead used ethnographic procedures in her research work  
 D. no sociologist today uses the alternative approaches to studying the primitive societies
9. The first thing an ethnographer does is \_\_\_\_\_.  
 A. to state the hypotheses he or she will test in a study  
 B. to interpret explicitly what he or she observes  
 C. to depend on the definition of what science is  
 D. to design and make a special scientific experiment
10. According to the information contained in sentence 4 of the last paragraph, which of the following statements is not true?  
 A. Ethnographers often form categories and then test them by seeing if the data they later collect fit the categories.  
 B. Ethnographers often make categories after the data collection is completed.  
 C. Ethnographers collect the data from the perspectives of the people they are observing.  
 D. Ethnographers give an interpretation of what they have observed.
11. The sociologists \_\_\_\_\_.  
 A. like other scientists, do their research in a traditional way  
 B. unlike natural scientists, do their research in some new "unscientific way"  
 C. believe that their findings always have no connection with the context in which the data are obtained  
 D. study the properties of inanimate object such as communities, or human societies

## II. Vocabulary

- A. Identify one of the four choices A, B, C or D which would best keep the meaning of the underlined word or phrase.
1. He was a medical practitioner for ten years; later he taught medicine.  
 A. doctor  
 B. assistant  
 C. helper  
 D. businessman
2. The crop failure was due in part to the drought.  
 A. in partiality  
 B. on part  
 C. in some degree  
 D. to a large extent