

复旦博学 · 21 世纪 研究生英语系列 教材



研究生 综合英语 4

English for Graduate Students

陆效用 曾道明 主编

复旦大学出版社

复旦博学 · 21 世纪 研究生英语系列 教材

博
學

研究生 综合英语 4

English for Graduate Students

陆效用 曾道明 主编

复旦大学出版社

图书在版编目(CIP)数据

研究生综合英语. 4/陆效用,曾道明主编. —上海:复旦大学出版社,2004. 11

(博学·21世纪研究生英语系列教材)

ISBN 7-309-04187-9

I. 研… II. ①陆…②曾… III. 英语-研究生-教材
IV. H31

中国版本图书馆 CIP 数据核字(2004)第 096537 号

研究生综合英语(4)

陆效用 曾道明 主编

出版发行 复旦大学出版社

上海市国权路 579 号 邮编 200433

86-21-65118853(发行部) 86-21-65109143(邮购)

fupnet@fudanpress.com <http://www.fudanpress.com>

责任编辑 施胜今

装帧设计 孙曙

总编辑 高若海

出品人 贺圣遂

印刷 上海复旦四维印刷有限公司

开本 787×960 1/16

印张 21 插页 2

字数 376 千

版次 2004 年 11 月第一版第一次印刷

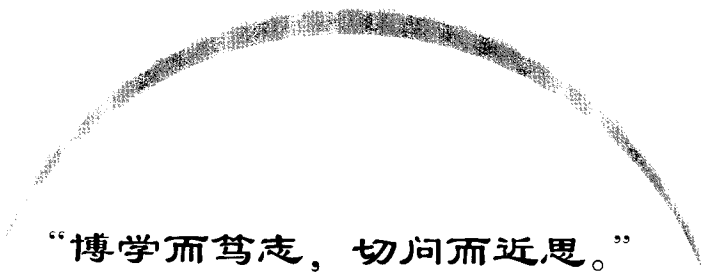
印数 1—4 000

书号 ISBN 7-309-04187-9/H·828

定价 30.00 元

如有印装质量问题,请向复旦大学出版社发行部调换。

版权所有 侵权必究



“博学而笃志，切问而近思。”

(《论语》)

博晓古今，可立一家之说；
学贯中西，或成经国之才。

复旦博学 · 复旦博学 · 复旦博学 · 复旦博学 · 复旦博学 · 复旦博学

作者简介

陆效用，复旦大学英语语言文学教授，博士生导师。1946年生，江苏涟水人。1970年毕业于复旦大学外国语言文学系。1985年至1987年留学美国，获纽约州立大学应用语言学 and 阅读双硕士学位。曾任复旦大学外文系副主任和大学英语教学部主任，现任全国高等院校外语教学研究会常务理事。主编《研究生基础英语》、《研究生英语阅读》、《研究生综合英语》等教材。发表“谈当代流行的几种外语教学法”、“第二语言习得理论在英语教学中的实际运用”、“应用语言学与大学英语教学改革”、“美国21世纪的‘5C’外语教学”等论文。1999年至2000年赴美国加利福尼亚州立大学任访问学者。1998年获上海市教学成果二等奖，2001年获上海市育才奖和上海市教学成果三等奖。

曾道明，复旦大学英语语言文学教授。1949年生，江西萍乡人。1970年就读于复旦大学外文系，1973年12月赴新西兰维多利亚大学学习，主修英国语言、英美文学和翻译学。1976年10月归国后任教于复旦大学外文系和英语教学部至今。1992年9月赴美进修，主修语言学理论。现主要从事英语语言教学以及翻译学和英美文学研究。发表译著、论文和编写教材30余部(篇)，其中主编教材有《研究生英语泛读》、《博士生英语泛读》、《博士生英语精读》等。

本书共有八个单元，每单元包括课文和补充阅读两篇文章。

本书强调语言基本功的训练和语言实用能力的培养，因此在每单元的课文后均配有大量练习，其中包括回答问题(Comprehension Questions)、话题讨论(Topics for Discussion)、词汇(Vocabulary)、短文填空(Cloze)、翻译(Translation)和写作(Writing)。

每一单元中的口译技能(Interpreting Skills)体现了本书特色。这一部分简要介绍了口译领域的一些理论知识，并通过实例剖析，概述了口译技能的实际运用。此外，还提供了一些口译范例供学生欣赏，以便进一步提高运用英语的实际能力。

每一单元中还增设了补充材料(Additional Work)和谚语(Proverbs)。补充材料包括两个部分：习语学习和阅读欣赏。习语练习与课文无关，主要供语言基础较好或希望参加国际英语考试的学生使用。阅读欣赏主要介绍一些文学价值较高的散文、小说和诗歌等，以提高学生的文学修养。谚语通常与课文内容有关，旨在加深学生的文化底蕴。

复旦博学 · 21 世纪研究生英语系列教材

翟象俊 主审

研究生综合英语 4

主 编

陆敦用 曾道明

副主编

曾建彬 刘 雯

本册主要编写人员

陆敦用 曾道明 曾建彬 刘 雯

谢晓燕 何 静 卢玉玲 黄 莺

樊重芳 雍 毅 陶友兰 谷红欣

陈 淇 王绍梅 赵 海 赵 蓉

范若恩

编辑出版说明

21世纪,随着科学技术的突飞猛进和知识经济的迅速发展,世界将发生深刻变化,国际竞争日趋激烈,高层次人才的教育正面临空前的发展机遇与巨大挑战。

研究生教育是教育结构中最高层次的教育,肩负着为国家现代化建设培养高素质、高层次创造性人才的重任,是我国增强综合国力、增强国际竞争力的重要支撑。为了提高研究生的培养质量和研究生教学的整体水平,必须加强研究生的教材建设,更新教学内容,把创新能力和创造精神的培养放到突出位置上,必须建立适应新的教学和科研要求的有复旦特色的研究生教学用书。“21世纪复旦大学研究生教学用书”正是为适应这一新形势而编辑出版的。

“21世纪复旦大学研究生教学用书”分文科、理科和医科三大类,主要出版硕士研究生学位基础课和学位专业课的教材,同时酌情出版一些使用面广、质量较高的选修课及博士研究生学位基础课教材。这些教材除可作为相关学科的研究生教学用书外,还可供有关学者和人员参考。

收入“21世纪复旦大学研究生教学用书”的教材,大多是作者在编写成讲义后,经过多年教学实践、反复修改后才定稿的。这些作者治学严谨,教学实践经验丰富,教学效果也比较显著。由于我们对编辑工作尚缺乏经验,不足之处,敬请读者指正,以便我们在将来再版时加以更正和提高。

复旦大学研究生院
2001年3月

前 言

我国高等院校的研究生教育在21世纪之初有了较大规模的发展,同时对研究生英语教学也提出了更高的要求。为了使研究生英语课程更好地适应新世纪高素质人才培养的需要,我们在总结过去十多年教材编写和课堂教学经验的基础上,参照教育部(原国家教委)1992年颁布的《非英语专业研究生英语教学大纲》,并根据继承和创新的原则,编写了新一代研究生英语教材—《研究生综合英语》。

本教材有以下几个特点:一、选材多样化。所有材料均选自英美报刊书籍,选文既重视语言的规范性,又关注社会热点话题,使课文具有较强的趣味性、可读性和思考性,并能促进学生的英语表达欲望。二、注重口语、写作和翻译能力的培养。每课练习包含了丰富的口语、翻译和写作习题,有利于培养学生使用英语的综合能力。尤其是第一册中的口语技能(Speaking Skills)、第二册中的写作技能(Writing Skills),第三册中的笔译技能(Translating Skills),和第四册中的口译技能(Interpreting Skills),具有很强的实用性。三、补充材料(Additional Work)内容丰富。第一、二册包括习语学习(Idiom Studies)、词汇扩充(Vocabulary Expansion)和阅读欣赏(Reading Appreciation)三个部分;第三、四册包括习语学习和阅读欣赏两个部分,为学有余力的学生提供了一块饶有趣味的英语学习园地。

本教材共分四册。原则上第一、二册供非英语专业硕士生使用,第三、四册供非英语专业博士生使用,但使用者可根据学生的实际情况灵活处理。

本教材由复旦大学外文学院大学英语教学部研究生教学分部负责编写。第四册由陆效用、曾道明任主编,曾建彬、刘雯任副主编,主要编写人员还有谢晓燕、何静、卢玉玲、黄莺、樊重芳、雍毅、陶友兰、谷红欣、陈淇、王绍梅、赵海、赵蓉和范若恩等。英国语言专家 Gary Green 为编写工作提供了帮助。

本教材在编写过程中,得到了复旦大学研究生院领导及培养处负责同志的大力支持,并获得研究生项目经费的资助。在此表示衷心的感谢。

由于编写人员教学任务重、时间紧,又限于水平,教材中的错误和不妥之处,敬请读者提出宝贵意见。

编 者
2004年7月

使用说明

本书为研究生综合英语（共四册）第四册，供博士生第二学期使用。

本书共有八个单元，每单元包括课文和补充阅读两篇文章。课文前面的作者和内容简介主要为学生提供必要的背景材料，帮助学生更好地理解课文内容。补充阅读基本上与课文题材相似，或选自同一作家的作品，以进一步拓宽学生的知识面。

课文中出现的生词或短语均采用英语释义。课文注释以介绍背景知识为主，对个别难以解释的语言点也适当作了解释，供学生预习时参考。

本书强调语言基本功的训练和语言实用能力的培养，因此在每单元的课文后均配有大量练习，其中包括回答问题（Comprehension Questions）、话题讨论（Topics for Discussion）、词汇（Vocabulary）、短文填空（Cloze）、翻译（Translation）和写作（Writing）。回答问题旨在帮助学生加深对课文内容的理解。话题讨论要求学生结合课文或与课文有关的话题发表自己的见解。词汇练习包括A、B两部分，A部分通过同义词练习，帮助学生掌握课文中常用词和词组的用法，B部分主要操练课文中出现的单词和词组以及它们的其他用法，以进一步扩大学生的词汇量。课文中的短文填空要求学生根据上下文的意思，在空白处填入适当的词或词组，使全文的意思完整。这一部分练习有助于学生提高运用语言的综合能力。翻译练习分为A和B两部分，分别选自课文以外的材料，要求学生将它们分别译成英语和汉语，并要求译文准确流畅。写作练习要求学生根据题示，写出一篇条理清楚、用词恰当、行文流畅的英语短文。

每一单元中的口译技能（Interpreting Skills）体现了本册的特色。这一部分简要介绍了口译领域的一些理论和技能以及供学生欣赏的译文佳作，以便学生进一步提高运用英语的实际能力。

每一单元中还增设了补充材料（Additional Work）和谚语（Proverbs）。补充材料包括两个部分：习语学习和阅读欣赏。习语练习与课文无关，主要供语言基础较好或希望参加国际英语考试的学生使用。阅读欣赏主要介绍一些文学价值较高的散文、小说和诗歌等，以提高学生的文学修养。谚语通常与课文内

容有关，旨在加深学生的文化底蕴。

编 者
2004 年 7 月

Contents

Unit one

Text	The Eye of the Beholder	1
Further Reading	Does Beauty Bring You Power?	18
Interpreting Skills	General Introduction	28

Unit Two

Text	Escape and Interpretation	43
Further Reading	To Read Fiction	58
Interpreting Skills	Memory Skills in Interpretation	67

Unit Three

Text	Is It Ever Right to Lie?	75
Further Reading	The Ways We Lie	93
Interpreting Skills	Listening Comprehension in Interpretation	109

Unit Four

Text	Adam Smith's Free-Market Capitalism	123
Further Reading	The Betrayal of Adam Smith	147
Interpreting Skills	Note-Taking Skills in Interpretation	157

Unit Five

Text	The Law of Human Nature	170
Further Reading	Putting a Good Word for Quilt	182
Interpreting Skills	Figure Skills in Interpretation	190

Unit Six

Text	Can I Grow a New Brain?	205
Further Reading	On Magic in Medicine	219
Interpreting Skills	Public Speaking Skills in Interpretation	229

Unit Seven

Text	How to Get the Poor off Our Conscience?	241
Further Reading	Down and Out in Paris and London	258
Interpreting Skills	Coping Tactics in Interpretation	267

Unit Eight

Text	Women and the Myth of Consumerism	283
Further Reading	Portrayal of Women in Advertising	300
Interpreting Skills	Knowledge Acquisition in Interpretation	311

UNIT ONE

Text

Introduction to the Author and the Article

Thomas F. Cash is a professor of psychology, Old Dominion University, Norfolk, Virginia. Dr. Cash's research program concerns the psychology of physical appearance. His works include two books on body image and numerous articles on physical attractiveness, appearance, stereotyping and discrimination, grooming behaviors, obesity, eating disorders, and cosmetic surgery.

Louis H. Janda is an associate professor of psychology, Arizona State University. Dr. Janda's current research interests are in the use of computer technology in psychological assessment and the development of software to administer tests via an interactive voice response system. His works include *The Psychologist's Book of Self-Test*, *Psychological Testing*, *Career Tests* and *The Psychologist's Book of Personality Tests*.

In this essay, the two authors, through a series of experiments, set out to discover whether beauty still influences people's judgments of each other's abilities in the workplace. Their findings suggest that this is very much the case; and women who are considered to be attractive prove to be more successful than their unattractive counterparts, but only in stereotypically feminine jobs. If a woman wishes to succeed in traditionally male-held jobs she must look as unfeminine as possible.

The Eye of the Beholder

Thomas F. Cash and Louis H. Janda

Ask most people to list what makes them like someone on first meeting and they'll tell you personality, intelligence, sense of humor. But they're probably deceiving themselves. The characteristic that impresses people the most, when meeting anyone from a job applicant to a blind date, is appearance. And unfair and unenlightened as it may seem, attractive people are frequently preferred over their less attractive peers.

Research begun in the early 1970s has shown that not only do good looks influence such things as choice of friends, lovers, and mates, but that they can also affect school grades, selection for jobs, and even the outcome of a trial. Psychologist Ellen Berscheid of the University of Minnesota and psychologist Elaine Walster, then at the University of Wisconsin, were among the first researchers to deal with the topic of attractiveness. Their seminal 1974 paper on the subject showed that the more attractive a person, the more desirable characteristics others will attribute to him or her. Attractive people are viewed as being happier, more sensitive, more interesting, warmer, more poised, more sociable, and as having better character than their less attractive counterparts. Psychologist Karen Dion of the University of Toronto has dubbed this stereotypical view as: "What is beautiful is good."

Our current work at Old Dominion University in Norfolk, Virginia, with colleagues and students, focuses on the role that appearance plays in judgments made about people. Our studies have been done in a variety of settings: basic research laboratories, beauty and cosmetics industry labs, plastic and reconstructive surgery practices, psychiatric

hospitals, and psychotherapeutic consulting rooms.

One topic that has led to many avenues of research is how attractiveness influences sex-typing—the tendency of people to attribute certain stereotypical qualities to each sex. Besides being perceived as sensitive, kind, interesting, and generally happy, attractive people tend to fit easily into sexual stereotypes, according to a study done by Barry Gillen, a social psychologist in our department.

Gillen speculated that attractive people possess two types of “goodness”, one related to and the other unrelated to their sex. To test this hypothesis he showed a group of students photographs of both men and women of high, moderate, and low attractiveness, as determined by the previous rankings of students according to a seven-point scale. The judges were asked to rate the subjects according to the masculinity, femininity, and social desirability scales of the Bem Sex Role Inventory¹. Gillen’s study found that attractive women were perceived as being more feminine, and that attractive men were viewed as being more masculine than their less attractive counterparts. This suggests a second stereotype: “What is beautiful is sex-typed.”

One implication of Gillen’s work that we wanted to test was whether good looks are a disadvantage for some people, especially women, in work situations that conflict with sexual stereotypes. By the late 1970s, there was already a sizable body of literature documenting the problems women face because of sex-role stereotypes. We speculated that attractive women might be at a real disadvantage when they aspire to occupations in which stereotypically masculine traits—such as being strong, independent, and decisive—are thought to be required for success.

To test that possibility we did a study with Gillen and Steve Burns, a student in our department, in which

professional personnel consultants were hired to rate a “job applicant’s” suitability for six positions. We matched the positions for the skill required, the prestige offered, and the degree of supervisory independence allowed. Two jobs were stereotypically masculine (automobile salesperson and wholesale hardware shipping and receiving clerk), two feminine (telephone operator and office receptionist), and two were sex-neutral (motel desk clerk and photographic darkroom assistant).

Each of the seventy-two personnel consultants who participated received a résumé package for an individual that contained the typical kinds of information that a job applicant might submit: academic standing, a list of hobbies and interests, specific skills and recommendations from teachers and counselors. All of the résumés were identical with the exception of the name and the inclusion of a photograph of the applicant. Photographs showed either an extremely attractive applicant or an unattractive one, previously judged on an attractiveness scale.

The results documented the existence of both sexism and “beautyism²”. On the sexism front, men were given stronger endorsements by the personnel consultants for the traditionally masculine jobs, while women were rated higher for the traditionally feminine jobs. Men were also judged to have just as much chance of success on the neutral jobs as on the masculine ones, while women were perceived to be less likely to succeed on the neutral jobs than on the feminine ones.

“Beautyism” had several facets: attractive men were favored over their less attractive male competitors for all three types of jobs. Similarly, attractiveness gave women a competitive edge against other women, but only for traditionally female or neutral jobs. When it came to jobs