



Graduate English for the 21st Century

主编 杜瑞清 副主编 白靖宇

21世纪研究生英语

EXTENSIVE READING I

阅读与欣赏

1

本册主编 牛亚军 师新民



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS



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内 容 提 要

《阅读与欣赏》是“21 世纪研究生英语”系列教材的主干教材之一,是根据国家教育部(原国家教委)颁发的《非英语专业研究生英语(第一外语)教学大纲》的要求所编写的泛读教材,共分 3 册。1、2 册供硕士阶段使用;第 3 册供博士阶段使用。

本教程 1、2 册各由 16 个单元组成。每单元又分成 A、B 两篇内容相关的课文。为方便学习,每课给出了生词表、音标、中文词义、课文注释和练习题。另外,课文的平均长度为 1600 字左右,每篇课文末尾均注明该课文的字数,便于读者掌握和检测阅读速度。

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进入 21 世纪,我国的研究生教育有了蓬勃的发展。随着社会信息化和经济全球化趋势的发展,研究生英语教学成为研究生培养和教育的一个重要环节。懂专业、会外语的高层次人才是我国未来社会经济发展和国家创新体制的核心力量。那么,怎样使研究生英语教学适应我国 21 世纪对高层次人才培养的要求,是研究生英语教学改革和创新的关键。“21 世纪研究生英语”(Graduate English for the 21st Century) 就是为了适应这一新形势而编写的系列教材。

“21 世纪研究生英语”系列教材的编写依据是国家教育部(原国家教委)公布的《非英语专业研究生英语(第一外语)教学大纲》(以下简称《大纲》)。但是,考虑到该《大纲》公布已有十年,教材编写时在词汇量等方面有所超越,并根据发展的需要有一定的超前性和前瞻性。另外,《全国大学英语教学基本要求(课程标准)》已正式推出,本系列教材顺应大学英语教学的新变化,充分考虑了研究生英语教学与大学英语教学之间的过渡和衔接。

“21 世纪研究生英语”系列教材具有以下特点:

1. 21 世纪是信息时代和知识经济时代,其主要特征是信息瞬息万变,知识更新加快。这使教育发生了革命性变化,使教育职能从传授知识转变为培养人发现知识、处理知识、更新知识和创新知识的能力。面对信息时代和知识经济时代的英语教学,也从传授语言知识转变为培养学生搜寻、接受和处理英语信息的能力。“21 世纪研究生英语”系列教材是一套系统、全面体现 21 世纪对高级人才培养需求的研究生英语教材,把培养和提高研究生的语言综合应用能力放在第一位,同时也重视研究生的语言知识和技能的培养。

2. “21 世纪研究生英语”系列教材是一套

开放性、立体式的现代化教材,包括纸质教材、电子光盘和网络课件,以适应现代信息技术条件下研究生英语自主学习的新需求,缓解快速增长的研究生发展规模与研究生英语教师短缺的矛盾,也能够使研究生在专业课和外语学习时间上有更大的弹性。

3.“21世纪研究生英语”系列教材的编写吸收了当代语言学和教学理论研究的最新成果,同时结合了教学的实际情况。《大纲》明确指出“硕士生英语教学应提倡从实际出发,博采众长,讲究实效,并在加强理论研究和不断实践总结的基础上,努力探索和建立适合我国国情的硕士生英语教学体系”。因此,“21世纪研究生英语”系列教材在教学理论方面走的是综合创新之路。

从研究生学习英语的“需求分析”来看,研究生学习英语主要是考虑以后的学术研究和社会工作的需要。随着我国对外开放的日益扩大、国际交流的日益频繁和科学技术的飞速发展,这种需要更加迫切。根据这一“需求分析”和当前语言教学理论研究折衷化的发展趋势,“21世纪研究生英语”系列教材编写将学术英语(阅读)和交际性相结合,正确处理读、写、译、听、说的关系,读写与听说并重,全面培养和提高研究生的英语综合能力。这不仅符合研究生英语学习的实际需要(学术研究),也顺应了英语教学理论发展的新趋势。

4.“21世纪研究生英语”系列教材语言材料新颖,题材广泛。教材以最新的语言材料为主,也收录了一些经典名著,力求让学生接触到“原汁原味”的语言材料,所选材料包括文学、历史、地理、政治、法律和科普知识,内容反映多学科发展的前沿信息和有关英语国家的文化和背景知识,语言材料有实用性、趣味性和可思性,以激发和调动研究生学习的积极性,提高教学效果。同时,语言材料难易搭配,以利于教学中选择使用,但每一册书、每一套教程的整体难度都循序渐进,形成“坡面”效应。

5.“21世纪研究生英语”系列教材练习紧扣课文,以课文为中心,按照帕默提出的“滚雪球”原则,使在课文中出现的单词、句法和意念功能起到巩固作用。通过练习,让学生做到温故而知新。所设计的练习形式多样,既

有口头的、又有笔头的;既有培养听、说、读、写、译单项技能的,又有培养综合技能的;既有以培养语言正确性为目标的,又有以培养语言流利性为目标的;既有结对活动和小组活动,又有全班活动;既有指导性学习,又有无指导性学习等等。

“21 世纪研究生英语”系列教材构成体系:

“21 世纪研究生英语”系列教材的编写以大学英语四级为起点,分为硕士生和博士生两个层次。这样,硕士阶段的英语学习与大学本科阶段的英语学习相衔接,博士阶段的英语学习与硕士阶段的英语学习相衔接,构成一个系统的有机体系。

本系列教材根据《大纲》的培养目标和目前各校研究生英语课程设置分为四大类:

1.《综合教程》包括 3 册教材和 2 册教师用书。该教程的核心是课文和练习,主要是提高英语的运用能力。第 1,2 册供硕士阶段使用,每册有课文 12 单元,安排在第一和第二学期,教学时间为一年;第 3 册供博士阶段使用,有课文 12 单元,安排在第一学期,教学时间为半年。

2.《阅读与欣赏》分为 3 册,1,2 册供硕士阶段使用,3 册供博士阶段使用。每册安排 16 单元,主要是通过大量阅读培养学生熟练地获取信息的能力,提高人文综合素质。

3.《听说教程》包括 2 册教材,供硕士阶段使用,每册安排 16 个单元,以听力训练和口语训练为主,听说比例为 3:2,教材后附有答案和录音原文,并配有由美籍专家朗读的录音磁带及光盘。

4.《实用写作教程》和《翻译教程》,供硕士/博士阶段使用,主要介绍写作和翻译的技巧及提供写作和翻译实践。写译能力是研究生阶段重要的训练项目之一,是实用性很强的基本技能。

“21 世纪研究生英语”系列教材可供非英语专业的硕士研究生和博士研究生使用,也可供工程硕士、教育硕士、法律硕士、研究生课程进修班等专业硕士学位研究生使用。

“21 世纪研究生英语”系列教材由陕西省人民政府学位委员会办公室和陕西省研究生外语教学研究会组织,由西安交通大

学、西北工业大学、西安电子科技大学、西北大学、陕西师范大学、空军工程大学等高校有丰富研究生英语教学经验的教师通力合作编写。陕西省学位办孙朝、杨俊利同志为教材的编写和出版做了大量工作。西安交通大学出版社对教材的编写和出版投入很大的力量，给予了大力支持。同时，该系列教材的编写也得到了陕西省教育厅领导、各研究生培养单位领导和广大研究生英语教师的支持。对此，我们全体编写人员表示衷心的感谢。

另外，我们在编写教材过程中，参考了一些国外的图书、报刊、杂志和网站文章，在此向原作者表示感谢。

“21 世纪研究生英语”系列教材的编写是一项开创性工作。由于我们经验不足、水平有限，不足、甚至错误之处在所难免，希望广大师生和读者在使用中提出宝贵意见和建议，使本系列教材在今后的修订中得到进一步的提高和完善。

主编 杜瑞清

2004 年初夏于古城西安



前言

《阅读与欣赏》是“21 世纪研究生英语”系列教材的主干教材之一。该教材是根据国家教育部(原国家教委)颁发的《非英语专业研究生英语(第一外语)教学大纲》的要求所编写的泛读教材,适用于高等院校文、理、工、农、林、医等各学科的硕士研究生,本科高年级学生以及相当程度的英语自学者使用。本教材选材语言规范、通俗易懂、文笔简练流畅。

本套教程共分 3 册。1、2 册供硕士阶段使用;第 3 册供博士阶段使用。同时,这 3 册教程亦可作为英语爱好者扩大阅读与欣赏范围、扩充英语词汇、自我提高的辅助教材。

本教程 1、2 册各由 16 个单元组成。每单元又分成 A、B 两篇内容相关的课文。为方便学习,每课给出了生词表、音标、中文词义、课文注释和练习题。以适应研究生不同层次的需要。每篇课文后的练习题的前半部分是测试读者理解能力的选择与正误判断题;后半部分是调动读者思辨与口头、笔头表达能力的讨论题。第 3 册除比前两册多两单元外,整体编排与之相同。另外,课文的平均长度为 1600 字左右,每篇课文末尾均注明该课文的字数,便于读者掌握和检测阅读速度。

本教程不仅考虑到了学生主要通过本书的学习,能够熟练地提高获取信息的能力,进一步扩大英语词汇量,提高英语水平和人文综合素质;同时,又注意到了选材中内容突出其思辨性,即培养学生对事物看法应具有全新的思维模式。为此,课文均选自近年来英美主要报刊,内容涉及世界范围内的热点问题及社会生活的各主要方面,并加入西方作者介绍中国文化的原文作品。

本教程在传统练习题的基础上,加入思考练习题。所谈话题或与课文内容相关或引申。其目的在于发散读者的思维,改变以往外语学习中外语与母语割裂开来的弊病,希望两种语言相辅相成,相互借鉴,加深对于两种语言的异同之处之了解,促进外语学习的提高。话题讨论与中国的社会生活紧密相连,同时,此类练习题亦将阅读与口头和笔头表达相联系。

总之,本套教程的编写在某种程度上是一次大胆的尝试。它汇集了全体编著者的学识与智慧,如若能在阅读水平上对读者有所提高并因此而激发读者在英语学习的其他方面有所见地的话,将不负全体编著者“抛砖”之初衷,并使他们感到由衷的欣慰。

编 者

2004 年 6 月

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Unit 1

Text A

How Fast Should a Person Read?

by George Cuomo¹

It's probably futile to hope to talk sensibly any more about so-called speed reading. The extremists have overrun the field and, as usual, preposterous statements and foolish misconceptions make good copy. Amidst the din, quieter voices go unheard. The extremists of the left—
5 using such effective platforms as the Jack Paar show²—tell us that we should be reading at ten thousand words a minute, fifteen thousand, twenty thousand....

Their right-wing counterparts thunder back with equal irrelevance. George Steven's piece in the August 26, 1961, issue of this magazine,
10 entitled "Faster, Faster!" is typical. Why not, he suggests, keep reading faster and faster until we read all of Gibbon's *Decline and Fall*³ over a cup of instant coffee?

Why not, one could suggest in turn, carefully train ourselves to read slower and slower until it takes us a minute to read a single word—we
15 could then blissfully spend something like 21,000 solid hours—or 2,625

eight-hour days—reading *Decline and Fall*.

To some, not knowing your reading rate is a source of pride. They don't want to know. One's reading rate is God-given, and to measure or question it or, heaven forbid, to try to improve it, is blasphemy. The
20 assumption, of course, is that everybody's reading rate is just dandy as it is, perhaps. But the facts scarcely encourage such blitheness of spirit.

At the other end of the scale, we have these whose pride springs from rates measured in rapidly multiplying tens of thousands. Bosh and foolishness, I say.

25 Semantic humbug. Up in the rarified stratosphere of twenty or thirty thousand words a minute, a person is skimming, or surveying, or "getting the gist of the thing," but he isn't reading with anything resembling full or specific comprehension. With few exceptions, most people cannot read effectively at much better than two thousand words per minute.

30 Perhaps it would pay us to leave the extremes where they belong and look at the whole question realistically.

The average adult, for instance, reads about 250 words a minute. This is also the average I've found among college freshmen. But the variations in my classes run from 125 to 900. This means that some
35 students were reading over seven times as fast as others. There's probably an even greater spread among the general public.

All right, one is tempted to reply, some people are simply faster readers than others, as they may also be taller, fatter, or better looking.

But speed itself does not tell the whole story, and no one except the
40 figure-worshippers of the left and the figure-haters of the right is concerned with speed alone. What counts is a person's overall reading ability, agreed. But in this, speed plays an important and usually misunderstood part. Every reputable study has shown that reasonably fast readers perform not only as well as their slower equivalents, but often better.

45 Probably the most common and groundless misconception about

reading is the one that equates even moderate speed with sloppiness. Actually, the slow readers are the sloppy ones. They read aimlessly and passively and have more trouble concentrating than do faster readers. In addition, they do not understand as much, do not evaluate as well, and do not remember as effectively. The person who says he always reads slowly because he is being careful is just fooling himself. He is neither as careful nor as diligent as he likes to think. He is simply inefficient. He's driving along a smooth, clear highway in the same low gear he uses to get his car out of the mud.

The faster reader is fast because he is alert and skillful. He has been trained—or has trained himself—to use his ability and his intelligence effectively. Thousands of persons, including President Kennedy, have proved that such training is both possible and practical.

The methods used cannot be fully explained in a brief article, but they are based on sound principles and have been approved by many respected and conservative educators. More important, they have consistently worked. A person is taught, for instance, to read several works, or a phrase, or perhaps a whole line, at a single eye-stop, instead of making such a stop for every word. A person with a rate of less than 250 words per minute almost always reads word by word. This method is so slow and inefficient that it hinders comprehension. In learning to read by meaningful word groups, a person enables his brain to function much closer to its capacity and almost invariably improves his comprehension.

There are of course additional ways of improving both speed and comprehension, all of them based on nothing more outrageous than a basic understanding of the reading process. For no matter how hard some people try to ignore the fact, reading—for all its ethereal possibilities—is a learned process, in which certain techniques operate more successfully than others. No one is born knowing how to read; he must be taught. He can be taught well or poorly. What most often happens, however—and this seems to be what the “slower, slower” people are fighting for—is that he is not taught at all. Left to his own device, he typically develops a

surprising number of bad reading habits, among which is the habit of reading too slowly for maximum comprehension or enjoyment.

80 Ironically, the strongest opposition to the teaching of effective reading techniques comes from those who base their arguments on “literary” consideration. Yet these are the same people who complain that the schools aren’t spending enough time teaching students how to read well. Give them more spending, they demand, more punctuation, 85 grammar, sentence structure, paragraph development. A knowledge of fundamental writing techniques thus seems most desirable, but any attempt to teach comparable reading techniques is considered immoral. Obviously, technique alone will not make a person a good writer or a good reader, but if training and knowledge help in one discipline, might 90 they not also help in the other?

 The real issue here is not whether a person should or shouldn’t read twenty thousand words a minute, or even whether he can or can’t. The real issue is much mundane than that, and much more important. It is whether the average person—now reading 250 words a minute—would not 95 be a better reader in every way if he learned to read effectively at 600,800, or a thousand words a minute. The evidence is quite convincing that he would.

 A person whose rate is 250 words a minute is not only kept from reading well, but is often kept from reading at all. Let’s take another 100 look at *Decline and Fall*. At 250 words a minute, a person will take eighty-three hours to read it. How often does he, faced with such a task, simply decide he hasn’t got time for it? Rightly or wrongly, this is often his decision, for he has only two alternatives: to spend eight-three hours on it, or no hours.

105 And this brings us to an important and generally neglected point. In actual fact, a person does not have a single reading rate. He has—or should have—many rates. He should be able read as fast or as slow as he wants, or as the situation warrants.