

高级英语精读

Advanced English Intensive Reading

上册

Book One

陈美芳 主编

杨永荟 主审

冯慧妍

*is self-awareness. The ability
to recognize a feeling as it happens is the
beginning of emotional intelligence. People
with greater certainty about their emotions are
better pilots of their lives.*

*Self-awareness requires turning in to what
Antonio Damasio, in his book "Descartes' error,"
calls "feelings" - literally, gut feelings. Gut feeling
about a person being constantly aware of them.
When people who fear snakes are shown a picture
of a snake on their skin with direct sweat, a sign of anxiety,
even though the people say they do not feel fear. The sweat
shows up even when a picture is presented so rapidly that the
subject has no conscious awareness of seeing it.*

世界图书出版公司

高级英语精读

(上册)

Advanced English Intensive Reading

Book One

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改 版 前 言

本书系根据原国家教委直属师范大学系列教材之一《研究生英语——精读课本》改版修订而成。原书多年来在原国家教委直属 6 所师范大学作研究生英语精读教材使用,是 1996 年上海市学位委员会编印的《研究生同等学力英语考试大纲及试题》一书中所列的参考书目之一。从 1994 年以来,原书是华东师范大学博士生英语课使用的主要教材之一,也曾是该校攻读博士学位入学考试的参考书籍。

改版本主要作为广大英语爱好者进入英语学习高级阶段自学所用,可作为申请硕士学位的读者复习之用,也可作为大学高年级学生和研究生自学之用或作为研究生教材。

改版本对原书作了增删和调整。所选文章力求语言规范、富有哲理、贴近时代。课文题材多样,涉及英美文化、西方生活、社会问题、名人轶事和科技发展。文章全部选自英美原作,略有删节,但未作任何改写。根据大纲重新编写词汇练习,对课文后词汇表中的单词作必要的调整和补充,并标以级别星号。英译中练习的内容基本更新,CLOZE Test 也有所更新,主要取材于较新的报刊和杂志,有些来自因特网。本书增加了简明的写作指导。上册介绍如何写提纲,下册介绍如何写内容提要。

原书曾由加拿大专家 Alton Cole 用作她所担任的研究生课程的教材,并提出修改意见。在编写过程中,还得到澳大利亚专家 Roy Forward 的帮助。美国编辑 Donald Marsden 审阅了原书的第一版,提出了宝贵的意见。参加本版编审的有陈美芳、杨永芸、冯慧妍。徐今蔚参加部分修订。樊琪参加部分翻译。

原书的改版修订征得原书上册主编之一洪邦裕和下册主编之

一屠韵珠等的同意。本书编审者向所有为原书作出过贡献的同仁和有关人士,以及为我们提供因特网资料的季元编辑表示衷心感谢。

本书涉及多种学科,在课文注释、专业术语的翻译以及课文翻译等方面难免有不妥之处,请从事相关学科的专家和读者不吝指正。在课文内容、练习形式、参考译文和参考答案等方面,也希望广大读者提出宝贵的意见。

编 者
1999 年 7 月

原版前言

为了适应我国改革开放的形势对高等师范院校研究生英语教学提出的新要求,国家教委直属6所师范大学从事研究生英语教学的教师参照国家教委《研究生外国语学习和考试的规定》(试行草案),结合6校研究生的实际情况,通力合作,编写了这套《研究生英语系列教材》。

本系列教材由《精读》、《泛读》、《快速阅读》和《听力》四种教程组成。《精读》由华东师范大学负责编写,《泛读》由陕西师范大学负责编写,《快速阅读》由东北师范大学负责编写,《听力》由华中师范大学负责编写。在编写、审稿和试用过程中,6校教师自始至终通力协作,密切配合。北京师范大学和西南师范大学给予了有力的支持。《精读》、《快速阅读》、《听力》和《泛读》(下册)已试用2年,效果良好。

本系列教材,各教程相互配合,适宜成套使用;但因各课本又自成体系,故也可单独选用。本教材主要供非英语专业硕士研究生和达到《大学英语》四级水平(即CET-4)的本科生使用。当然,对具有中级以上英语水平的各类进修者,本教材也不失为一套较为实用的系列教材或教学参考书。

本书为《精读》(下册),参加本册编写工作的,除主编陈美芳、屠韵珠外,尚有张蓓青、冯洁音、汪婉萍和张濯。洪邦裕和薛明莉参加了选材工作。肖飞、翁雪芳和裴超参加了词汇和练习选编等工作。参加修订工作的有陈美芳、屠韵珠、冯洁音、汪婉萍、肖飞和翁雪芳。

在编写过程中,华东师范大学研究生院培养处及外语系黄源深教授始终给予热忱的指导和关注。复旦大学杨永荟教授和华东

师范大学冯慧妍教授审阅了全书,从选材到定稿提出了不少宝贵的意见和建议。加拿大专家 Alton Cole 协助审阅了课文和各项练习。华东师范大学中文系李玲璞教授审校了翻译练习中译英部分。在编写过程中,还得到李永祥同志和外语系打字室同志的热情帮助,并承孟为民同志校对了全书,对体例提出了宝贵的意见。对于他们和其他有关同志的大力支持和协助,在此谨表深切感谢。

诚然,本系列教材的问世,与其说这是我们根据新形势和新要求在高等师范院校研究生英语教学方面进行教材建设的结果,毋宁说这是我们在这方面从事改革的新起点。限于编者的水平和经验,若有不妥或疏误之处,谨请专家和读者批评指正,以便再版时修正。

编 者

1991年3月

使用说明

本书分一、二两册。各篇课文之间无紧密相连的关系,尽可选择使用。本书练习数量丰富,题型多样,读者可根据实际情况,选择使用,灵活处理。第二册的某些文章寓意比较深刻,颇有启迪,需反复细读,逐步深入领会。

本书以原国家教委《非英语专业研究生英语(第一外语)教学大纲(试行稿)》和《大学英语教学大纲》为依据,重新编写了各篇课文后的词汇表和词汇练习。词汇表原则上不收应在本科生阶段掌握的单词,即《研究生词汇表》中不打星号的单词,但收录了《大学英语教学大纲》中的 A 级词汇。课文后的词汇表、书末的总词汇表、词汇练习和参考答案中的单词,按照两个大纲标以分级记号。A 表示 5、6 级词汇; * 表示硕士研究生阶段要掌握的词汇; ** 表示博士生阶段要掌握的词汇。标号目的在于帮助参加硕士学位统考的读者有重点地复习词汇,也便于其他读者了解自己掌握词汇的情况。

为了便于读者自学和自测,课文附有参考译文,大部分练习提供参考答案。读者务必先阅读课文,自己动手做练习,然后参照译文和答案,才可望有切实的提高。

此外,编者根据多年教学实践,热切希望读者在自学中使用英英词典。如果你能坚持这样做,必定会在全面提高英语四会水平方面,得到很大帮助。

ABBREVIATIONS

<i>a.</i>	adjective	(lit.)	literary
(AmE)	American English	<i>n.</i>	noun
<i>ad.</i>	adverb	N.B.	note well
(Br)	British	pass.	passive
(BrE)	British English	phr.	phrase
cf.	Compare	<i>pl.</i>	plural
colloq.	colloquialism	<i>prep.</i>	preposition
e.g.	for example	(sl.)	slang
esp.	especially	sb.	somebody
(Fr)	French	sth.	something
(fig.)	figurative	usu.	usually
(fml)	formal	<i>v.</i>	verb
(hist.)	history	<i>vi.</i>	intransitive verb
(infml)	informal	<i>vt.</i>	transitive verb

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UNIT ONE

TEXT

It takes more than academic
smarts to be a success

What's Your Emotional IQ?

by Daniel Goleman

(I)

It was a steamy afternoon in New York City, the kind of day that makes people sullen with discomfort. I was heading to my hotel, and as I stepped onto a bus, I was greeted by the driver, a middle-aged man with an enthusiastic smile.

"Hi! How're you doing?" he said. He greeted each passenger in the same way.

As the bus crawled uptown through gridlocked traffic, the driver gave a lively commentary: there was a terrific sale at that store... a wonderful exhibit at this museum... had we heard about the movie that just opened down the block? By the time people got off, they had shaken away their sullen shells. When the driver called out, "So long, have a great day!" each of us gave a smiling response.

That memory has stayed with me for close to 20 years. I consider the bus driver a man who was truly successful at what he did.

Contrast him with Jason, a straight-A student who was fixated on getting into Harvard Medical School. When a physics teacher gave Jason a lower-than-usual grade on a quiz, the boy believed his dream was in jeopardy. He took a butcher knife to school, and in a struggle the teacher was stabbed in the collarbone.

How could someone of obvious intelligence do something so irrational? The answer is that high I. Q., or intelligence quotient, does not necessarily predict who will succeed in life. Psychologists agree that I. Q. contributes only about 20 percent of the factors that determine success. A full 80 percent comes from other factors, including what I call *emotional intelligence*.

1. Self-awareness. The ability to recognize a feeling as it happens is the keystone of emotional intelligence. People with greater certainty about their emotions are better pilots of their lives.

Developing self-awareness requires turning in to what neurologist Antonio Damasio, in his book *Descartes' Error*, calls "somatic markers"—literally, gut feelings. Gut feeling can occur without a person being consciously aware of them. For example, when people who fear snakes are shown a picture of snake, sensors on their skin will detect sweat, a sign of anxiety, even though the people say they do not feel fear. The sweat shows up even when a picture is presented so rapidly that the subject has no conscious awareness of seeing it.

Through deliberate effort we can become more aware of our gut feelings. Take someone who is annoyed by a rude encounter for hours after it occurred. He may be oblivious to his irritability and surprised when someone calls attention to it. But if he evaluates his feeling, he can change them.

Emotional self-awareness is the building block of the next fundamental of emotional intelligence: being able to shake off a bad mood.

2. Mood Management. Bad as well as good moods spice life and build character. The key is balance.

We often have little control over *when* we are swept by emotion. But we can have some say in *how long* that emotion will last. Psychologist Diane Tice asked more than 400 men and women about their strategies for escaping foul moods. Her research, along with that of other psychologists, provides valuable information, on how to change a bad mood.

Of all the moods that people want to escape, rage seems to be the hardest to deal with. When someone in another car cuts you off on the highway, your reflexive thought may be, *That jerk! He could have hit me! I can't let him get away with that!* The more you stew, the angrier you get. Such is the stuff of hypertension and reckless driving.

What should you do to relieve rage? One myth is that ventilating will make you feel better. In fact, researchers have found that's one of the worst strategies. Outbursts of rage pump up the brain's arousal system, leaving you more angry, not less.

A more effective technique is "reframing," which means consciously reinterpreting a situation in a more positive light. In the case of the driver who cuts you off, you might tell yourself: *Maybe he had some emergency.* This is one of the most potent ways, Tice found, to put anger to rest.

Going off alone to cool down is also an effective way to defuse anger, especially if you can't think clearly. Tice found that a large proportion of men cool down by going for a drive — a finding that inspired her to drive more defensively. A safer alternative is exercise, such as taking a long walk. Whatever you do, don't waste the time pursuing your train of angry thoughts. Your aim should be to distract yourself.

The techniques of reframing and distraction can alleviate depression and anxiety as well as anger. Add to them such relaxation techniques as deep breathing and meditation and you have an arsenal of weapons against

bad moods. "Praying," Dianne Tice also says, "works for all moods."

(*To be continued.*)

Glossary

smarts /smɑ:ts/ *n. pl.* (US infml) intelligence; brains

steamy /'sti:mi/ *a.* of, like, full of, steam

*** sullen** /'sʌlən/ *a.* silently bad-tempered

**** discomfort** /dis'kʌmfət/ *n.* absence of comfort; uneasiness of mind or body

enthusiastic /in'θju:zi'æstik/ *adj.* full of enthusiasm

uptown /ʌp'taun/ *a., ad.* (US) to or in the upper (the residential or non-business, non-commercial) part (of a town)

gridlocked /'gridlɒkt/ *a.* of complete stoppage of all vehicular traffic on crossing streets in a given area of a city; blocked

*** terrific** /tə'rifik/ *a.* (colloq.) very great; wonderful

call out to shout

close to near to

be fixated on (colloq.) obsessed with

be in jeopardy /'dʒepədi/ be in danger

*** stab** /stæb/ *vt.* push (a knife, etc.) into (sb.)

collarbone /'kɒləbəʊn/ *n.* bone joining the shoulder and the breastbone

irrational /i'ræʃənl/ *a.* not endowed with reason; not guided by reason

**** quotient** /'kwɒʃənt/ *n.* (math) number obtained by dividing one number by another

*** emotional** /i'məʊʃənl/ *a.* of or relation to the emotions

*** emotion** *n.* a strong feeling such as fear, wonder, love,

sorrow

keystone /'ki:stəʊn/ *n.* (archit.) stone at the top of an arch locking the others into position; (fig.) central principle on which everything depends

self-awareness *n.* awareness of oneself; self-realization; ability to recognize a feeling as it happens

tune in (to) to adjust the controls of a radio to a particular frequency/station

neurologist /njuə'rolədʒist/ *n.* expert in neurology (branch of medical science that is concerned with nerves)

somatic /səu'mætɪk/ *a.* of the body

literally /'lɪtərəli/ *ad.* in a literal sense, without exaggeration

literal *a.* true in the usual sense of the words used

**** gut** *a.* (US infml.) vital, basic, or elemental

sensor /'sensə/ *n.* any sensory structure, sense organ

*** detect** /di'tekt/ *vt.* discover (the existence or presence of sb. or sth.)

*** awareness** /ə'weənɪs/ *n.* knowledge; realization; consciousness

*** deliberate** /di'libərət/ *a.* slow and cautious (in action, speech, etc.)

oblivious /ə'blɪvɪəs/ *a.* unaware, having no memory

irritability /'ɪrɪtə'bɪləti/ *n.* the quality or state of being easily annoyed

*** evaluate** /i'veljueɪt/ *vt.* find out, decide, the amount or value of

shake off (infml.) to get away from when followed; get rid of; escape from

spice /spais/ *vt.* to add flavor or interest to

*** psychologist** /saɪ'kɒlədʒɪst/ *n.* expert in psychology

**** foul** /faʊl/ *a.* bad