

研究生英语系列教材

*English for Professional Master's
Degree Candidates (Second Edition)*

专业硕士研究生英语
(第二版)

王爱华 李淑静 ◎主编



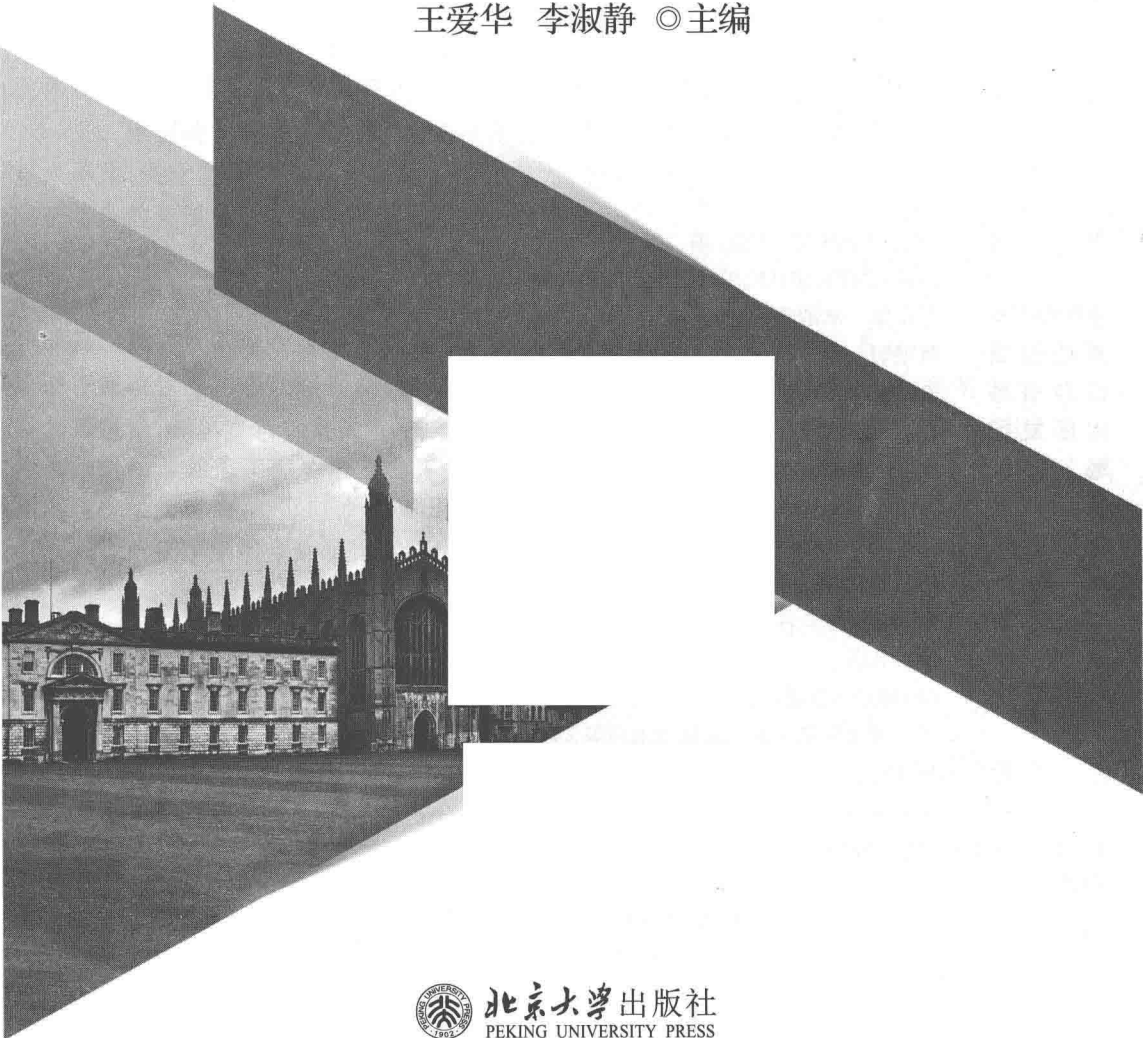
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修订说明

《专业硕士研究生英语》自2007年首次出版以来,一直在非专业硕士研究生英语教学中使用。此教材选材精良,主题恰当。练习安排较为合理。学生比较喜欢其中的文章。但在使用过程中,我们也发现有些单元内容过于容易,有些单元内容过难。而随着时间发展,有些切合当时社会的主题发生了一些变化。因此,为使这部教材更为完善,更适应新形势的教学需要,我们对这本书进行了如下修订:

一、首先,原书包含了过多的单元。此次,我们对原书进行了精简。删除了过难、过易的单元,也删除了主题稍显过时的单元。新增了一个体现与新兴的互联网有关的网络文化的单元。希望学生们能对在强大的网络信息发展的前提下如何保护好自我进行思索。

二、单元的顺序也进行了调整。从难易程度上、从主题上重新调整了单元顺序。将表现励志的、充满正能量的、表现家庭亲情的文章放在前面。如第一单元是关于如何摆正自己在人生、在社会的位置以及在现代社会中如何看待英雄在我们生活中的楷模作用。第二单元体现了父子、父女亲情和父母对于我们人生的指导。将原来较难的第二单元放到了后面。

三、保留的单元中,对部分课文也进行了替换。第一单元关于英雄的文章是新选的。第六单元,关于美国对全球文化的影响的单元,替换了原来的副课文,新选的文章体现的是越来越多的美国移民倾向于返回自己母国的潮流。

四、删除了一些过于容易的练习;合并了一些练习;对于一些原有的练习也进行了替换更改;删除了语法练习和翻译课文的练习。

五、修订版新增加了实用英语写作的内容,此部分内容是编者从多本关于英语写作的原著中提取重要内容改编而成,由于我们面向的学生很多来自于工作岗位,用英语发邮件、写公文信函,在工作岗位用英语写报告、备忘录、会议纪要、建议书等都非常必要。因此我们增加了这项与他们实际要求紧密相关的内容。每一专题都附有相关模板,对于学生实际应用英语有很大帮助。

六、纠正了原书中的错误,并对书中不妥之处做了较为细致的修改。

本书由长期从事非英语专业研究生英语教学的北京大学王爱华副教授、李淑静副教授修订。由北京大学博士生英语教学专家 Louise Jansen 担任审校。

本书的编写和出版得到了北京大学2016年度教材建设立项的资助以及责任编辑黄瑞明老师的宝贵意见,在此谨表示衷心感谢。由于编写仓促,缺点在所难免,我们诚挚地希望使用本教材的师生和读者提出批评和建议,以便今后改进和完善。

王爱华 李淑静
2018年5月于北京

前言

随着我国各层次、各类型研究生教育的开展,英语教学中把一种教材用于所有研究生的做法已不能适应新的形势。为了照顾不同类型不同层次的研究生学习英语的不同需求和特点,真正贯彻因材施教的教育思想,我们以专业硕士学位研究生和各类研究生课程班学生为主要目标读者,编写了这本教材,在课文长度、难度和练习形式上区别于全日制硕士研究生的教材。

作为研究生的英语教材,本书力求做到内容新颖,知识性思想性强,渗透对文化的学习、思考和探究,并能体现学术性。同时,语言首先是交际工具,非英语专业研究生掌握英语的目的是为了应用,因此本书还十分注重语言的实用性和选材的广泛性、时代性。

本书以课文阅读为核心,通过多样化的练习,对学生进行语言知识(如词汇、句型扩展及语法巩固)和读、说、写、译等语言技能的综合训练,提高学生的英语应用能力,从而达到学以致用目的。

我们从教学实际出发,编写了可在24至48学时内完成的教学内容。全书共12单元,每个单元都有相同题材的主课文和副课文各一篇,以保证足够的阅读量,但是语言知识和技能的训练围绕主课文展开。具体编排模式如下:

Pre-reading Activities: 读前活动。以知识性或经验性问题引出主课文话题,或是提问课文中个别关键词句的意义,以激发学生的阅读兴趣,同时可作为口语活动主题。

Text: 课文。

Notes: 课文注释。对课文中涉及的人物、地点、事件、组织名称、典故、俚语等进行详细的双语解释。

Vocabulary: 词汇。选取50个左右的词语,注以国际音标并双语解释其在课文语境中的特定意义。

Useful Expressions: 实用短语表达。对课文中出现的常用动词词组、介词词组及其他表达法进行英文释义和举例。

Topics for Discussion: 读后讨论话题。问题是开放性的,供师生结合课文进行深度讨论时参考,也可作为口头表达或书面表达的题目使用。

Exercises: 练习。该部分分成以下几项内容:

A. 阅读理解:用提问、选择正确答案、判断正误等不同形式帮助学生从中心思想和细节两个方面深入、准确地理解课文内容。

B. 课文原词填空:引导学生注意学习模仿原文的地道语言。

C. 语法复习:复习课文涉及到的重点语法知识。

D-F. 填空:分别单项操练课文中的重点词汇、词组、表达法。

G. 综合填空:融会对学生语法、词汇、篇章知识的综合考查。

H. 汉译英练习:重点操练课文中出现的词组。

I. 英译汉练习:重点翻译课文的某些段落。

Suggestions for Writing: 短文写作练习。通常包括写课文小结、评论课文中某个观点、模仿课文结构写作等几种形式,为半控制性写作任务。

与本书配套出版的还有《专业硕士研究生英语自学手册》。书中有练习参考答案、难句注释及翻译、模拟试题等,供自学的同学检查学习效果。

本书由长期从事非英语专业研究生英语教学的北京大学李淑静副教授、华东师范大学金衡山副教授担任主编,由北京大学博士生英语教学负责人、美籍专家 Sheryl Smalligan 担任审校,其他参编者也都是研究生英语教学一线的骨干教师,分别来自北京大学、北京理工大学和北京第二外国语学院。

本书的编写和出版得到了北京大学 2006 年度教材建设立项的资助以及责任编辑徐万丽老师的宝贵意见,在此谨表示衷心感谢。由于编写仓促,缺点在所难免,我们诚挚地希望使用本教材的师生和读者提出批评和建议,以便今后修订时改进和完善。

编 者

2006 年 11 月于北京

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Unit One

Text A

Pre-reading Activities

- 1 You are going to read a text about “dropping out”—leaving school or college before graduating. What are the disadvantages of dropping out of college?
- 2 The author of the text takes a positive stance on dropouts in the sense that dropping out can be constructive to one’s self-development. How could that be?
- 3 In order to support his point of view, Zinsser points to several eminent dropouts. Who are they and in what ways have they been successful?
- 4 What advice would you give a friend with high intellectual ability who wants to drop out of college?
- 5 The following sentences are taken from the text. What do they mean?
“For the young, dropping out is often a way to dropping in.”
“Countless people have had a bout with it and come out stronger as a result. Many have even come out famous.”
“Obviously it’s better to succeed than to flop. And in general a long education is more helpful than a short one.”

The Right to Fail

William Zinsser^①

- ✓ I like “dropout” as an addition to the American language because it’s brief and it’s clear. What I don’t like is that we use it almost entirely as a dirty word.
- 2 We only apply it to people under twenty-one. Yet an adult who spends his days and nights watching mindless TV programs is more of a dropout than an eighteen-year-old who quits college, with its frequently mindless courses, to become, say, a **VISTA**^② volunteer. For the young, dropping out is often a way to dropping in.
- 3 To hold this opinion, however, is little short of treason in America. A boy or girl who leaves college is branded a failure—and the right to fail is one of the few freedoms that this country does not grant its citizens. The American dream is a dream of “getting ahead,” painted in strokes of gold wherever we look. Our advertisements and TV commercials are a hymn to material success, our magazines and articles a toast to people who made it to the

top. Smoke the right cigarette or drive the right car—so the ads imply—and girls will be swooning into your deodorized arms or caressing your expensive lapels. Happiness goes to the man who has the sweet smell of achievement. He is our national idol, and everybody else is our national fink.

4 I want to put in a word for the fink, especially the teen-age fink, because if we give him time to get through his finkdom—if we release him from the pressure of attaining certain goals by a certain age—he has a good chance of becoming our national idol, a **Jefferson**^③ or a **Thoreau**^④, a **Buckminster Fuller**^⑤ or an **Adlai Stevenson**^⑥, a man with a mind of his own. We need mavericks and dissenters and dreamers far more than we need junior vice-presidents, but we paralyze them by insisting that every step be a step up to the next rung of the ladder. Yet in the fluid years of youth, the only way for boys and girls to find their proper road is often to take a hundred side trips, poking out in different directions, faltering, drawing back, and starting again.

5 “But what if I fail?” they ask, whispering the dreadful word across the Generation Gap to their parents, who are back home at the Establishment nursing their “middle-class values” and cultivating their “goal-oriented society.” The parents whisper back “Don’t.”

6 What they should say is “Don’t be afraid to fail!” Failure isn’t fatal. Countless people have had a bout with it and come out stronger as a result. Many have even come out famous. History is strewn with eminent dropouts, “loners” who followed their own trail, not worrying about its odd twists and turns because they had faith in their own sense of direction. To read their biographies is always exhilarating, not only because they beat the system, but because their system was better than the one they beat.

7 Luckily, such rebels still turn up often enough to prove that individualism, though badly threatened, is not extinct. Much has been written, for instance, about the fitful scholastic career of Thomas P. F. Hoving, New York’s former **Parks Commissioner**^⑦ and now director of the **Metropolitan Museum of Art**^⑧. Hoving was a dropout’s dropout, entering and leaving schools as if they were motels, often at the request of the management. Still, he must have learned something during those unorthodox years, for he dropped in again at the top of his profession.

8 His case reminds me of another boyhood—that of Holden Caulfield in J. D. Salinger’s *The Catcher in the Rye*^⑨, the most popular literary hero of the postwar period. There is nothing accidental about the grip that this dropout continues to hold on the affections of an entire American generation. Nobody else, real or invented, has made such an engaging shambles of our “goal-oriented society,” so gratified our secret belief that the “phonies” are in power and the good guys up the creek. Whether Holden has also reached the top of his chosen field today is one of those speculations that delight fanciers of good fiction. I speculate that he has. **Holden Caulfield**^⑩, incidentally, is now thirty-six.

9 I’m not urging everyone to go out and fail just for the sheer therapy of it, or to quit college just to coddle some vague discontent. Obviously it’s better to succeed than to flop. And in general a long education is more helpful than a short one. (Thanks to my education,

for example, I can tell **George Eliot**¹¹ from **T. S. Eliot**¹², I can handle the pluperfect tense in French, and I know that Caesar beat the **Helvetii**¹³ because he had enough *frumentum*.) I only mean that failure isn't bad in itself, or success automatically good.

10 Fred Zinnemann, who has directed some of Hollywood's most honored movies, was asked by a reporter, when *A Man for All Seasons* won every prize, about his previous film, *Behold a Pale Horse*, which was a box-office disaster. "I don't feel any obligation to be successful," Zinnemann replied. "Success can be dangerous—you feel you know it all. I've learned a great deal from my failures." A similar point was made by Richard Brooks about his ambitious money loser, *Lord Jim*. Recalling the three years of his life that went into it, talking almost with elation about troubles that befell his unit in Cambodia, Brooks told me that he learned more about his craft from this considerable failure than from his many earlier hits.

11 It's a point, of course, that applies throughout the arts. Writers, playwrights, painters, and composers work in the expectation of periodic defeat, but they wouldn't keep going back into the arena if they thought it was the end of the world. It isn't the end of the world. For an artist—and perhaps for anybody—it is the only way to grow.

12 Today's younger generation seems to know that this is true, seems willing to take the risks in life that artists take in art. "Society," needless to say, still has the upper hand—it sets the goals and condemns as a failure everybody who won't play. But the dropouts and the hippies are not as afraid of failure as their parents and grandparents. This could mean, as their elders might say, that they are just plumb lazy, secure in the comforts of an affluent state. It could also mean, however, that they just don't buy the old standards of success and are rapidly writing new ones.

13 Recently it was announced, for instance, that more than two hundred thousand Americans have inquired about service in VISTA (the domestic Peace Corps) and that, according to a **Gallup survey**¹⁴, "more than three million American college students would serve VISTA in some capacity if given the opportunity." This is hardly the road to riches or to an executive suite. Yet I have met many of these young volunteers, and they are not pining for traditional success. On the contrary, they appear more fulfilled than the average vice-president with a swimming pool.

14 Who is to say, then, if there is any right path to the top, or even to say what the top consists of? Obviously the colleges don't have more than a partial answer—otherwise the young would not be so disaffected with an education that they consider vapid. Obviously business does not have the answer—otherwise the young would not be so scornful of its call to be an **organization man**¹⁵.

15 The fact is, nobody has the answer, and the dawning awareness of this fact seems to me one of the best things happening in America today. Success and failure are again becoming individual vision, as they were when the country was younger, not rigid categories. Maybe we are learning again to cherish this right of everyone to succeed on his own terms and to fail as often as necessary along the way.

Notes

- ① **William K. Zinsser** (1922—) American critic and writer, born in New York and educated at Princeton. A columnist for *Look* and *Life*, he has been on the faculty of Yale University since 1970. His books include *Pop Goes America* (1966), *The Lunacy Boom* (1970), *On Writing Well* (1980), and *Writing with a Word Processor* (1983). Zinsser opposes the common view of the college dropout as someone who at best will emerge as a “late bloomer” and at worst will be stuck on the sidelines of success. In fact, he points out, dropping out may be a prelude to greater awareness and more purposeful ambition. It may simply be the sign of a ruggedly individualistic nature. 威廉·津泽(美国作家)
- ② **VISTA** Volunteers In Service To America, United States government-sponsored program which places individuals with community-based agencies to help find long-term solutions to the problems caused by urban and rural poverty. Since 1965, over 120,000 Americans have performed national service as VISTA Volunteers. 美国服务志愿队
- ③ **Thomas Jefferson** (1743—1826) third president of the United States (1801—1809), author of the *Declaration of Independence*, and apostle of agrarian democracy. 托马斯·杰斐逊(美国第三任总统)
- ④ **Henry David Thoreau** (1817—1862) American philosopher and writer, most famous for his work *Walden*, the chronicle of his two-year, two-month, and two-day stay at Walden Pond in a cabin he had built with his own hands. 亨利·大卫·梭罗(美国作家、哲学家,著有《瓦尔登湖》)
- ⑤ **Richard Buckminster “Bucky” Fuller** (1895—1983) American visionary designer, architect, and inventor. He was also a professor at Southern Illinois University and a prolific writer. Fuller was most famous for his geodesic domes, which can be seen as part of military radar stations, civic buildings, and exhibition attractions. 理查德·巴克明斯特·富勒(美国建筑师,以发明测地线拱顶而闻名)
- ⑥ **Adlai Ewing Stevenson** (1900—1965) politician and diplomat, twice the Democratic Party’s candidate for President of the United States. He brought a freshness, a depth, passion, wit, and vision to American politics and to international diplomatic discourse that illumined an era. Many considered him one of the greatest political orators of his time, second only to Winston Churchill. 阿德雷·E. 斯蒂文森(美国著名政治家,曾两度当选民主党自由派总统候选人,影响了美国人讨论公共事务的方式)
- ⑦ **Parks Commissioner** the official in charge of the New York City Department of Parks and Recreation, whose job includes improving park facilities and programs for children, developing new waterfront parks and greenways, and making New York City bloom with millions of new flowers and hundreds of gardens. 美国纽约公园管理部门负责人
- ⑧ **Metropolitan Museum of Art** There are several large museums in New York but the Metropolitan Museum of Art is truly gigantic. From the sidewalk on Fifth Avenue, the Met, with its tall columns and windows, immense stairways and water fountains, looks like an

emperor's palace. The size and diversity of the collection on display is even more impressive. The museum collection contains works from every part of the world, spanning the Stone Age to the twentieth century. 美国纽约大都会艺术博物馆

- ⑨ **The Catcher in the Rye** Although *The Catcher in the Rye*, by J. D. Salinger, caused considerable controversy when it was first published in 1951, the book—the account of three disoriented days in the life of a troubled sixteen-year-old boy—was an instant hit. Within two weeks after its release, it was listed number one on *The New York Times* best-seller list, and it stayed there for thirty weeks. It remained immensely popular for many years, especially among teenagers and young adults, largely because of its fresh, brash style and anti-establishment attitudes—typical attributes of many people emerging from the physical and psychological turmoil of adolescence. 《麦田守望者》(美国作家塞林格著)
- ⑩ **Holden Caulfield** The first-person narrator of *The Catcher in the Rye*, Holden Caulfield is the sixteen-year-old son of wealthy New York parents. His defining characteristic is his hatred of “phoniness” in every sphere of life. In fact, the prevalence of phonies in academia is one reason why Holden has just flunked out of his third prep school, Pencey, when the novel opens. Despite emerging as a great iconoclastic rebel, Holden also lacks direction, and that is reflected in his three days of wandering around New York. 《麦田守望者》中的自述主人公
- ⑪ **George Eliot** (1819—1880) Victorian writer and humane freethinker, whose insightful psychological novels paved the way to modern character portrayals — contemporary of Dostoevsky (1821—1881) who at the same time in Russia developed similar narrative techniques. 乔治·艾略特(英国维多利亚时期女作家)
- ⑫ **T. S. Eliot** (1888—1965) American poet and playwright, who lived in England for most of his life. He is one of the most important writers of the twentieth century and won the Nobel Prize for Literature in 1948. His works include *The Cocktail Party*, *The Waste Land*, and “The Love Song of J. Alfred Prufrock.” T. S. 艾略特(美国诗人、剧作家, 1948年诺贝尔文学奖得主)
- ⑬ **Helvetii** also the Celtic Helvetii, thought to be the first permanent settlers of Switzerland and southern Germany in about the second century BC. About a century later, the Romans realized the commercial and strategic importance of this area and Gaius Julius Caesar (100—44 BC), Roman general and statesman who laid the foundations of the Roman imperial system, conquered it in 58 BC. 赫尔维蒂人(凯尔特民族)
- ⑭ **Gallup survey (poll)** a random sampling of what most people think about an issue by asking a number of them questions, especially in order to find out how they will vote in an election. The Gallup Organization conducts many such polls. 盖洛普民意调查
- ⑮ **organization man** In 1956 William H. Whyte wrote *The Organization Man*, which argued that people not only worked for organizations but that they were shaped by them as well. 商业作家小威廉·H. 怀特认为, 组织中的男性需要一种既定的、稳定的和边缘化的生存方式; 个人观点的表达要修剪得像郊外的草坪那样短, 这些就是企业中的男人。在他的畅销书, 后来成为经典的《企业人》(*The Organization Man*)中, 他悲叹粗犷的个人主义者的

消失,在他周围的员工更多的是受到“压力”的驱使。这些人“毫不起眼,并没有过多的热情”,他们的未来被人推来搡去,受到一些自己不能左右的因素的控制。

Vocabulary

1. treason ['tri:zən] *n.* the crime of being disloyal to one's country or its government, especially by helping its enemies or trying to overthrow it, 通敌(罪), 叛国(罪)
2. stroke [strʊk] *n.* a single movement of a pen or brush in writing or painting, 一笔, 一画
3. hymn [hɪm] *n.* a song of praise to a deity, 圣诗, 赞美歌
4. deodorize [di:'əʊdəraɪz] *vt.* also deodorise (British), to remove a bad smell or to make it less noticeable, 除去……的臭气
5. caress [kə'res] *vt.* to touch someone gently and lovingly, 爱抚, 抚摸
6. lapel [lə'pel] *n.* the part of a coat or jacket front that is joined to the collar and folded back on each side, (西服上衣或夹克的)翻领
7. fink [fɪŋk] *n.* a person deserving scorn, 卑鄙的家伙, 讨厌鬼
8. maverick ['mævərɪk] *n.* a person who behaves and thinks differently from most and yet is often successful, 持不同意见者, 标新立异的人
9. dissenter [di'sentə] *n.* a person or organization that disagrees with an official decision or accepted opinion, 反对者
10. paralyze ['pærəlaɪz] *vt.* to disable, to make ineffective; to render incapable of movement, 使无能为力
11. rung [rʌŋ] *n.* the wooden or metal bars that form the steps on a ladder, 梯级
12. fluid ['flʊɪd] *adj.* unsettled, not fixed, 不固定的, 易变的
13. falter ['fɔ:lta] *vt.* to hesitate or pause because of fear or weakness, 蹒跚, 踉跄
14. Establishment [ɪ'stæblɪʃmənt] *n.* the group of people in a society or profession who have a lot of power and influence and are often opposed to change or new ideas, 现存体制; 当权人物, 有权势人物
15. bout [baʊt] *n.* a short period of intense activity, 一阵, 一次
16. unorthodox [ʌn'ɔ:θədɒks] *adj.* different from what is usual or accepted by most people, 非正统的, 非常规的
17. shambles ['ʃæmbəlz] *n.* complete disorder and confusion, 凌乱, 杂乱无章
18. phony ['fəʊni] *n.* someone who pretends to be something he or she is not, 骗子, 冒牌货
19. coddle [kɒdl] *vt.* to be overly protective and indulgent, 溺爱, 娇惯
20. therapy ['θerəpi] *n.* the treatment of an illness or injury over a fairly long period of time, (尤指不用药物或不做手术的)疗法
21. flop [flɒp] *vi.* to fail totally and utterly, 失败
22. pluperfect [plu:'pɜ:fɪkt] *n.* (technical) the past perfect tense of a verb, 过去完成时
23. frumentum [fru:'mentəm] *n.* Latin a cereal crop, 谷类作物
24. befall [bi'fɔ:l] *vt.* to happen to, 注定降临, 发生

25. hippie ['hɪpɪ] *n.* someone, especially in the 1960s, who opposed violence and adopted “counter culture” dress and lifestyles, 嬉皮士
26. elation [ɪˈleɪʃən] *n.* great happiness and excitement, 兴高采烈
27. suite [swi:t] *n.* group of rooms related in function, 套房
28. disaffected [ˌdɪsəˈfektɪd] *adj.* not satisfied with one's government or leaders and therefore no longer supportive, 不忠的, 不满的
29. vapid ['væpɪd] *adj.* lacking intelligence, interest, or imagination, 毫无生气的, 乏味的

Useful Expressions

- be little short of:** used to emphasize how great or extreme something is
 - (1) The results are nothing short of magnificent.
 - (2) On the strength of this collection, his current lack of fans is little short of a tragedy.
- get ahead:** to be more successful than other people in similar circumstances
 - (1) Which just goes to prove—you do have to be a somebody to get ahead in this town!
 - (2) The flattening of organizations means that all employees have to learn that old-fashioned promotion is not the only way of getting ahead.
- put in a good word for:** to help someone achieve something by recommending him or her to someone else
 - (1) I'll put in a good word for you with the management.
 - (2) He put in a good word for him at meetings of the Jockey Club.
- poke out:** to extend out or through
 - (1) Ella looked at the tiny face poking out of the blanket.
 - (2) A young doctor poked his head out and called me into the examination room.
- draw back:** to move backwards, especially in fear or surprise
 - (1) She peeped into the box and drew back in horror.
 - (2) In the end the government drew back from their extreme standpoint.
- be strewn with:** to be scattered with
 - (1) The street was strewn with broken glass.
 - (2) Lafayette Square was strewn with the stuff of deconstruction: moving vans, cherry pickers, lumber, and paper.
- turn up:** to be found, especially by chance, after having been lost or searched for
 - (1) Eventually my watch turned up in a coat pocket.
 - (2) After seven months on the case, no real clues turned up.
- be up the creek:** to be in a very difficult situation
 - (1) I'll really be up the creek if I don't get paid this week.
 - (2) Chairmen of football clubs are in the papers and on the radio only when the team is up the creek.

9. **in itself**: considered separately from any other facts
- (1) This awareness, in itself, is believed to generate sufficient grief to restore and ensure cooperation.
 - (2) The planning becomes an end in itself.
10. **in the expectation of**: in the hope that something will happen
- (1) Anne left Germany in the expectation of seeing her family again before very long.
 - (2) He spent money lavishly in the expectation of receiving a large inheritance.
11. **have the upper hand**: to have a position of advantage; control
- (1) Police have gained the upper hand over the drug dealers in the area.
 - (2) After hours of fierce negotiation, the president gained the upper hand.
12. **the road to**: headed toward something
- (1) It was the first step along the road to democracy.
 - (2) Now is the time for tonics to help us forget the pain and step out on the road to recovery.
13. **on one's own terms**: according to the conditions that someone determines for themselves
- (1) He wanted our relationship to be only on his terms.
 - (2) If I agree to do it, it will be on my own terms.

Understanding the Text

1. What two sides of society are pitted against each other in this essay? On which side is the author?
2. What is Zinsser's definition of "dropout"? How is it different from the Establishment's definition?
3. What does the title mean?
4. Which sentence in the opening paragraphs of the author's argument best states his thesis?
5. In Paragraph 6 the author argues that people should not be afraid to fail. Why does he say this?
6. In which paragraph does the author explain that he does not consider failure a goal in itself?
7. Obviously Fred Zinnemann and Richard Brooks are not college dropouts. Why does the author mention them?
8. According to Zinsser, what is the path to success?
9. What is the function of the last sentence?

Exercises

A. Fill in the blanks with the appropriate words from the text.

1. The author's opinion is little short of _____ in America where boys and girls who leave

college are _____ a failure, given that the country does not grant its citizens the right to _____. The American dream is a dream of "getting ahead," painted in _____ wherever we look. Our advertisements and TV commercials are a _____ to material success, our magazine articles a _____ to people who made it to the top.

2. The author wants to put in a word for the _____ because if we release him from the pressure of _____ certain goals, he has a good _____ of becoming our national _____ or a person with a mind of his own.
3. Due to _____, parents do not understand their children and they just urge them to accept _____ and cultivate their _____.

B. Choose from the words given below to complete the following sentences, changing the word form where necessary.

brief	apply	quit	paralyze	nurse	attain
beat	accidental	incidentally	urge	fulfill	vision

1. He had a clear _____ of how he hoped the company would develop.
2. The offer only _____ to flights from London and Manchester.
3. Fear of unemployment is _____ the economy.
4. It is better not to extend what was, after all, an _____ and purely professional relationship.
5. He _____ his job after an argument with a colleague.
6. For years he _____ a grievance against his former employer.
7. The book begins with a _____ outline of the history of modern China.
8. Accountants know a few ways to _____ the system.
9. She _____ me to go out on my own, to start my own company.
10. After a year she _____ her ideal weight.
11. Visiting Disneyland _____ a boyhood dream.
12. The wine, _____, goes very well with a mature cheese.

C. Fill in the blanks with the phrases given below, changing the form where necessary.

get ahead	be little short of
put in a (good word) for	hold on
poke out	be up the creek
come out	in itself
be strewn with	make a point
turn up	take the risk(s)
draw back	

1. The results _____ astonishing.
2. In the end the government _____ from their extreme standpoint.
3. His room _____ books and papers.
4. If I don't get my passport by Friday, I'll _____.

5. There is a slight infection in the lung which _____ is not serious.
6. Many people are willing to _____ in order to protect their families.
7. I'd almost given up hope of finding a house I liked, and then suddenly this one _____.
8. Ella looked at the tiny face _____ of the blanket.
9. She soon found that it wasn't easy to _____ in the movie business.
10. I got the job because Paul _____ for me.

D. Fill in the blanks with the expressions given below, changing the form where necessary.

on...terms

a good chance of

who is to say

in power

far more than

the upper hand

twists and turns

dropout

a way to

who's to say

the road to

in the expectation of

1. He allowed this to continue _____ eventual compensation.
2. It was this deal that set him on _____ his first million.
3. From the seventh month onwards, with adequate care, a child born before full term has _____ survival.
4. If the two had been introduced simultaneously, the larger one would invariably have had _____.
5. Before he graduated as an MBA talent from the university, his parents had warned him that the journey of life had many _____.
6. People on lower incomes in that situation will suffer _____ those on higher incomes.
7. The government's dilemma is that sterling is falling because the financial markets no longer _____ government policy towards the pound.
8. Schools of choice have lower _____ rates, fewer discipline problems, better student attitudes, and higher teacher satisfaction.
9. The Congress Party in India lost its legislative majority in the late 1970s after nearly thirty years _____.
10. The two sisters had never needed each other more but weren't even _____ speaking _____.

E. Read the following text and choose the best word for each blank from the choices given.

University students must attend a certain number of courses. In their first and second years, they usually (1) _____ courses in a wide range of subjects. In their third and fourth years, students may (2) _____ in their main subject. A (3) _____ course consists of three classes per week for one semester. A bachelor's degree (4) _____ about thirty-six courses, each lasting one semester. For every course they take, students are given a certain number of credits. When their credits amount (5) _____ the required number, they get a bachelor's degree. That's about four years' study at university. Higher degrees require (6) _____ study.

Because most American universities do not have entrance examinations, the first two years