ACTIVE ENGLISH FOR POSTGRADUATES

当代研究生英语

主编：刘润清　汤德馨　王贵明

Reading and Writing 1

读写教程 上

主　　编：吴树敬
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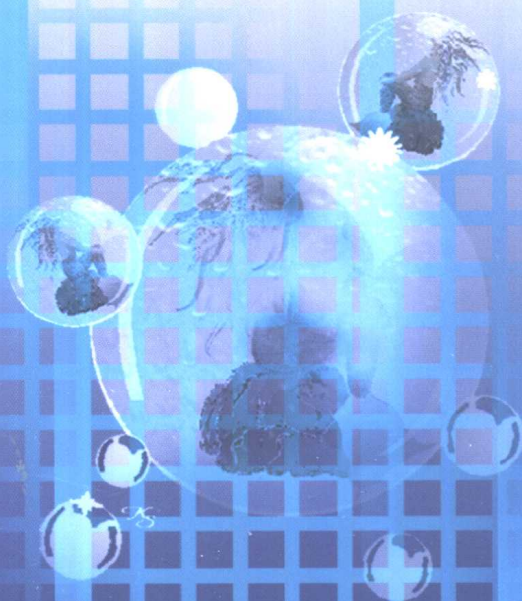
编者 叶云屏 许建平 索玉柱 张晓君

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前言

　　《读写教程》(Reading and Writing)是一本中高级英语读写教程,是《当代研究生英语》系列教程的重要组成部分。本教程分上、下两册,供两个学期使用。每册有 10 个单元,每个单元又包含 A、B 两篇课文,A 篇供精读使用,B 篇供泛读使用。每个单元一般需要 3～4 个课时,教师可根据学生不同情况进行调整。

　　本教程的主要目地是培养研究生的篇章阅读能力,此外还侧重了对写作基本能力的训练和对应用文写作的指导。

　　本教程的教学方法宜采用课前学生预习,准备问题,课堂上由教师引导进行讨论,学生尽量用英语表达,如确有困难可以用双语进行交流。教师可以对重点、难点有针对性地讲解,但要防止满堂灌的教学方法;同时,应着重培养学生独立学习、思考的能力。本教程的主要特点有以下几个方面:

1. **课文选材范围广泛**　选文涵盖社会科学和自然科学诸方面,内容丰富,趣味性强。

2. **文章内容深刻**　选文思想内涵深刻,适合在研究生阶段的英语学习中进行讨论式教学,促使学生能就某些知识点发表个人观点。

3. **语言地道、表达准确**　所选文章经过多次筛选,均为原汁原味的佳作。真实的语境,恰当的用词,以及大量的语言点都使本书既适合研究生课堂教学,也适合于各类中高级英语培训班及自学之用。

4. **文章注释详细明了**　对选文的难点注释详细,有助于学生在预习时提前解决一些语言和文化上的难点,同时便于使用本教材自修的学生自学。

5. **所选词汇重点突出,且读写兼顾**　每篇文章后附有生词表,A 篇还将单词和词组分别列出,便于学习、记忆,并重点帮助学生全面理解某些词语的用法。而且,每单元设有 Word Study,此项中既有动词搭配,又有专为不同题材写作提供的词汇,突出了读写结合的特点。

6. **写作部分学用结合**　本教程的写作部分既重视基本技能训练,又注重实际应用能力的培养,能够有效地提高研究生的英文写作水平。

7. **题型多样,难度适宜**　练习设计多样:分为多项选择题、问答题、讨论题和词汇题等;既有读前问题（Lead-in

questions)也有复习巩固性的练习等。

　　《读写教程》(Reading and Writing)在编写过程中曾得到外籍专家 Tom Kellie（美国）的大力支持。他对本教程的稿件作了审读,在此向他表示感谢。此外,本教程选用了一些国外书刊上的有关内容。由于选材面涉及较广,未能在此——注明,特此说明,并向所有有关人士谨表谢忱。

　　不足或错讹之处敬请读者不吝赐教。

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编者

2001 年 6 月于北京

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TO THE TEACHER

This course book, *Reading and Writing*, is an important component of the series *Active English for Postgraduates*. Before entering the graduate program students have generally reached the level of CET – 4 or higher. Accordingly, during their graduate studies they are expected to acquire the ability to proficiently read and understand both writings of general interest, and the literature within their own specific academic fields. In addition, they are expected to be able to express their ideas in writing, especially in such practical forms of English writing as business letters, resumes, abstracts, and essays. With this in mind, the compilers have endeavored to prepare a textbook that presents interesting and thought-provoking reading materials. To facilitate their independent work, ample notes and detailed explanations are provided within each unit following new words and expressions. There are quite a number of exercises for review, consolidation and expansion. A "Text B" is provided at the end of each unit with new words and expressions and questions for further independent learning. Within each unit there is a writing section which deals with various aspects of writing, from the format of letter, resume, short essay, to the professional writing of abstract, report and thesis. It is believed that if students methodically work through this course book under your careful guidance, they will develop competent English reading and writing ability, which is of vital importance to their 21st century Information Age careers.

Since ours is such a vast country with varied conditions for teaching graduate English, we have attempted to compile a textbook on reading and writing that will, as nearly as possible, meet the needs of different programs. Its primary features include:

1. Providing sufficient reading materials to expose the students to writings of different genres such as popular science, news reports, essays, and short stories. It is at your discretion, in accordance with the time allotted for English study within the graduate program, to choose and select appropriate materials or complete all of the readings.

2. Providing very detailed textual notes and explanations in order to facilitate the students' independent study. It is advisable to ask the students to individually work on the texts and then bring to class their questions and insights. In so doing it is not necessary to be

excessively concerned about words and phrases within the texts. You can therefore teach the texts from a discoursal point of view, concentrating more on the ideas and emotions expressed by the authors, their methods of organizing the texts, their points of view and other subtleties of culture which students need to know to be efficient and critical readers. If, on the other hand, your students have more difficulty grasping the text on their own, it might be useful to first help them acquire reading comprehension as accurately as possible with the help of the notes and then go beyond the sentence level to that of discourse and the general ideas within each text.

3. Starting each unit with an "Introducing the Topic" section, which is used to introduce the students to the general topic discussed in the text, and to activate their knowledge framework which they already possess in a Chinese context, so that they may take advantage of this framework in their English reading. Research has shown the importance of pre-reading activities, and in the case of graduate students who are fairly knowledgeable both in their specific fields and otherwise, such activities are especially relevant. Remember, however, that pre-reading activities are meant to stimulate rather than intimidate your students, so don't make it too hard for them to answer some of the questions even before they have acquired the necessary expressions in English to do so. The questions are there merely to provoke student thinking. Correctly answering them may often wait until after the text is read and understood.

4. Preparing exercises for students of different proficiency. There are exercises that are meant to strengthen their command of words, phrases and difficult grammatical points, and others of a more communicative nature, testing their global understanding and appreciation and asking them to dicuss and argue a certain point. It is felt that a combination of the two will be most beneficial for learning, and we hope that you will not just do one kind of exercise at the expense of the other.

5. Building a connection between reading and writing through the "Word Study", which contains especially useful collocations for our students to use in their writing. It may not be necessary for you to work on this part; in most cases, calling your students' attention to this will be adequate.

6. The writing section deals with what the students need most, from the writing of letter to that of short essay, which often appears in writing tests. In Book 2 more topics are dealt with to enable students to ultimately write their theses in English. It has been proved that imitation provides a good starting point for learning. Therefore several samples are provided as an integral part of each unit. These samples are intended to help your students, rather than to confine them. They are encouraged to do their own writing to serve real-life purposes.

We believe that graduate English teaching should be conducted in a way different from the teaching of undergraduate English. While it unmistakably sets higher demands on the instructor, it is in turn significantly more rewarding. The students will bring their real-life problems in the use of English to the classroom, thus making the teaching truly communicative in nature. Greater flexibility must be incorporated in textbooks used for teaching graduate students. This two-volume course book for reading and writing contains enough materials for roughly 80 hours of teaching in increments of 4 hours for each unit. Each volume consists of 10 units intended for 40 hours of classroom instruction. A teacher's guide is provided to assist your teaching.

Finally, as much as we emphasize the importance of reading and writing in graduate English, we never for a moment minimize the importance of listening and speaking skills for graduate students. We view language as an integrated whole with all four fundamental skills feeding into and complementing one another. We are confident that you will implement this idea in your teaching of this book so as to assist your students to develop their proficiency not only in reading and writing, but in listening and speaking as well.

The Compilers

CONTENTS

READING

INTRODUCING THE TOPIC

The development of IT (information technology) has brought the word "cyberspace" into contemporary English usage. Cyberspace generally refers to the Internet and the information contained on it. Useful information is easily accessible to any computer user via a modem and a server. For this reason, many people are fascinated with cyberspace. Unfortunately, cyberspace also offers undesirable information and indecent pictures. Some websites even give instructions in stealing, gambling and other crimes, thus creating social problems. Therefore, for some, cyberspace is a nasty place which good citizens should avoid and government should control. What should be done? Should cyberspace be destroyed? Should it be strictly regulated by the government? The answers to these questions are diverse and controversial. These issues have prompted Esther Dyson to write the article "Cyberspace: If You Don't Love It, Leave It".

LEAD-IN QUESTIONS

1. **Are you familiar with the following terms? Match the terms with the definitions following them.**

   Terms:
   1) cyberspace
   2) cyberspace community
   3) e-mail
   4) the Internet / Net
   5) surfing the Internet
   6) website

   Definitions:
   a. Looking for information on the Internet
   b. Messages that computer users send to each other via a modem and servers on the Internet
   c. A network of computers through which people with a computer and a modem can

exchange messages

d. The place where screens of information are found on the Internet

e. The Internet and the information on it

f. A group of people with similar interests and tastes communicating among themselves on the Internet

2. Interview a couple of your classmates and find out for what purpose(s) they use the Internet. Ask them whether they have ever done one or more of the following things on it.

1) Make friends;

2) Apply for a job;

3) Build business contacts and conduct business transactions;

4) Participate in discussions on topics that you are particularly interested in;

5) Get to know the latest developments about sports, entertainment, stock market prices, and current world affairs.

3. What do you like or dislike about cyberspace?

4. What does the title tell you about the main idea of the article?

Text A

CYBERSPACE: IF YOU DON'T LOVE IT, LEAVE IT

Esther Dyson[1]

* *

1 ▶ Something in the American psyche loves new frontiers. We hanker after wide-open spaces; we like to explore; we like to make rules but refuse to follow them. But in this age it's hard to find a place where you can go and be yourself without worrying about the neighbors.

2 ▶ There is such a place: cyberspace. Formerly a playground for computer fans, cyberspace now embraces every conceivable constituency: schoolchildren, flirtatious singles, Hungarian-Americans, accountants. Can they all get along? Or will our fear of kids surfing for dirty pictures behind their bedroom doors provoke a crackdown?

3 ▶ The first order of business is to grasp what cyberspace is. It might help to leave behind metaphors of highways and frontiers and to think instead of real estate.[2] Real estate,

remember, is an intellectual, legal, artificial environment constructed on top of land. Real estate recognizes the difference between parkland and shopping mall, between red-light zone[3] and school district, between church, state and drugstore.

In the same way, you could think of cyberspace as a giant and unbounded world of virtual real estate. Some property is privately owned and rented out; other property is common land; some places are suitable for children, and others are best avoided by all citizens. Unfortunately, it's those places that are now capturing the popular imagination, places that offer bomb-making instructions, pornography, advice on how to steal credit cards. They make cyberspace sound like a nasty place. Good citizens jump to a conclusion: Better regulate it.

But before using regulations to counter indecency it is fundamental to interpret the nature of cyberspace. Cyberspace isn't a frontier where wicked people can grab unsuspecting children, nor is it a giant television system that can beam offensive messages at unwilling viewers. In this kind of real estate, users have to choose where they visit, what they see, what they do. It's optional. In other words, cyberspace is a voluntary destination — in reality, many destinations. You don't just get "onto the Net"; you have to go someplace in particular. That means that people can choose where to go and what to see. Yes, community standards should be enforced, but those standards should be set by cyberspace communities themselves, not by the courts or by politicians in Washington.

What makes cyberspace so alluring is precisely the way in which it's different from shopping malls, television, highways and other terrestrial jurisdictions. But let's define the territory:

First, there are private e-mail conversations, similar to the conversations you have over the telephone. These are private and consensual and require no regulation at all.

Second, there are information and entertainment services, where people can download anything from legal texts and lists of "great new restaurants" to game software or dirty pictures. These places are like bookstores, malls and movie houses — places where you go to buy something. The customer needs to request an item or sign up for a subscription; stuff (especially pornography) is not sent out to people who don't ask for it. Some of these services are free or included as part of a broader service like CompuServe or America Online; others charge and may bill their customers directly.

Third, there are "real" communities—groups of people who communicate among themselves. In real-estate terms, they're like bars or restaurants or bathhouses. Each active participant contributes to a general conversation, generally through posted messages. Other participants may simply listen or watch. Some services are supervised by a moderator; others are more like bulletin boards—anyone is free to post anything. Many of these services started out unmoderated but are now imposing rules to keep out unwanted advertising, extraneous discussions or increasingly rude participants.

10 Cyberspace communities evolve just the way terrestrial communities do: people with like-minded interests band together. Every cyberspace community has its own character. Over-all, the communities on CompuServe tend to be more professional; those on America Online, af-fluent young singles; Prodigy, family-oriented. Then there are independents like Echo, a hip, downtown New York service, or Women's Wire, targeted to women who want to avoid the male culture prevalent elsewhere on the Net. On the Internet itself there are lots of passionate non-commercial discussion groups on topics ranging from Hungarian politics (Hungary Online) to copyright law.

11 What's unique about cyberspace is that it allows communities of any size and kind to flourish; in cyberspace, communities are chosen by the users, not forced on them by accidents of geography. This freedom gives the rules that preside in cyberspace a moral authority that rules in terrestrial environments don't have.[4] Most people are stuck in the country of their birth, but if you don't like the rules of a cyberspace community, you can just sign off. Love it or leave it. Likewise, if parents don't like the rules of a given cyberspace community, they can restrict their children's access to it.

12 What's likely to happen in cyberspace is the formation of new communities, free of the constraints that cause conflict on earth. Instead of a global village, which is a nice dream but impossible to manage, we'll have invented another world of self-contained communities that ca-ter to their own members' inclinations without interfering with anyone else's. The possibility of a real market-style evolution of governance is at hand. In cyberspace, we'll be able to test and evolve rules governing what needs to be governed — intellectual property, content and access control, rules about privacy and free speech. Some communities will allow anyone in; others will restrict access to members who qualify on one basis or another. Those communities that prove self-sustaining will prosper (and perhaps grow and split into subsets with ever-more-particular interests and identities). Those that can't survive — either because people lose inter-est or get scared off — will simply wither away.

13 In the near future, explorers in cyberspace will need to get better at defining and identify-ing their communities. They will need to put in place — and accept — their own local govern-ments apart from terrestrial governments, just as the owners of expensive real estate often have their own security guards though they can call in the police to get rid of undesirable customers.

14 Then what should be done about undesirable material in cyberspace? What to do, for in-stance, about pornography? The answer is labeling, besides banning, questionable material. It makes sense for cyberspace participants themselves to agree on a scheme for questionable items, so that people or automatic filters can avoid them. It's easy enough for software manu-facturers to build an automatic filter that would prevent you or your child from ever seeing the un-desired item on a menu. (It's as if all the items were wrapped, with labels on the wrapper.)

Someone who posted pornographic material under the title "Kid-Fun" could be sued for mislabeling.

15 Without a lot of fanfare, private enterprises and local groups are already producing a variety of labeling services, along with kid-oriented sites like Kidlink and Kids' Space. People differ in their tastes and values and can find services on the Net that suit them in the same way they select books and magazines. Or they can wander freely if they prefer, making up their own itinerary.

16 In the end, our society needs to grow up. Growing up means understanding that there are no perfect answers, no all-purpose solutions, no government-sanctioned safe havens. We haven't created a perfect society on earth, and we won't have one in cyberspace either. But at least we can have individual choice — and individual responsibility.

NEW WORDS

affluent /ˈæfluənt/ *adj.* rich, wealthy 富裕的

alluring /əˈl(j)uərɪŋ/ *adj.* charming; fascinating 诱人的

anonymously /əˈnɒnɪməslɪ/ *adv.* having an unknown authorship 匿名地

beam /biːm/ *v.* send (messages) in a particular direction 向指定方向传播信息

bill /bɪl/ *vt.* present a statement of costs or charges to 让……付账单

bulletin /ˈbʊlɪtɪn/ *n.* 公告

cater / ˈkeɪtə(r)/ *vi.* [*for, to*] supply what is desired or needed 满足(需要),迎合

conceivable /kənˈsiːvəbl/ *adj.* that can be formed in the mind 可以想象的

consensual /kənˈsensjuəl/ *adj.* brought about by mutual consent 两相情愿的,双方同意的

constituency /kənˈstɪtjuənsɪ/ *n.* (一批)支持者,(一批)顾客

constraint /kənˈstreɪnt/ *n.* sth. that restricts, limits, or regulates 约束

crackdown /ˈkrækdaʊn/ *n.* disciplinary action against, punishment 镇压

cyberspace /ˈsaɪbə(r)ˌspeɪs/ *n.* 电脑空间,信息空间(指用计算机网络建立的世界)

depict /dɪˈpɪkt/ *v.* represent in a picture or in words, describe 描述,描写

download /ˈdaʊnləʊd/ *vt.* get information from the Internet 下载

echo /ˈekəʊ/ *n.* 共鸣

enforce /ɪnˈfɔːs/ *vt.* make effective, impose 实施

evolve /ɪˈvɒlv/ *v.* grow, develop 发展

extraneous /ɪkˈstreɪnjəs/ *adj.* irrelevant 无关的

fanfare /ˈfænfeə(r)/ *n.* public display 大吹大擂

filter /ˈfɪltə(r)/ ① *n.* 过滤装置 ② *v.* 过滤

flirtatious /flɜːˈteɪʃəs/ *adj.* fond of flirting 喜欢调情的

governance /ˈgʌvənəns/ *n.* the power of governing; the state of being governed 支配,控制,

统治

hanker /ˈhæŋkə(r)/ *vi.* [*after*, *for*] have a strong desire for 渴望得到

haven /ˈheɪvn/ *n.* place of refuge or rest, sanctuary 避难所

hip /hɪp/ *adj.* [slang] aware of the latest tastes or attitudes 时髦的

inclination /ˌɪnklɪˈneɪʃən/ *n.* liking or desire 偏爱，爱好

indecency /ɪnˈdiːsnsɪ/ *n.* sth. that is offensive to public moral values 不体面，下流现象

itinerary /aɪˈtɪnərərɪ/ *n.* the route of a journey 行程，旅行计划

jurisdiction /ˌdʒʊərɪsˈdɪkʃən/ *n.* authority or control 管辖，控制

mislabel /mɪsˈleɪbəl/ *vt.* label inaccurately 给……错贴标签

moderator /ˈmɒdəreɪtə(r)/ *n.* person or device to keep sth. within reasonable limits 调解员；调节器

nasty /ˈnɑːstɪ/ *adj.* dirty, disgusting, morally unpleasant 肮脏的，可恶的

orient /ˈɔːrɪənt/ *vt.* cause to get familiar with or adjusted to 使适应，以……为目的

　　family-oriented 面向家庭的，适合家庭的

　　kid-oriented 面向儿童的

preside /prɪˈzaɪd/ *v.* hold the position of authority 成为主体

prevalent /ˈprevələnt/ *adj.* wide-spread 流行的

prodigy /ˈprɒdɪdʒɪ/ *n.* a young person who is extremely clever or good at doing sth. 天才，奇才

prosper /ˈprɒspə(r)/ *vi.* flourish, thrive 繁荣，昌盛

provoke /prəˈvəʊk/ *v.* cause, arouse 引起

psyche /ˈsaɪkɪ/ *n.* human soul or spirit, human mind 心灵

rage /reɪdʒ/ *vi.* spread quickly 肆虐，流行

real estate 房地产，不动产

sanction /ˈsæŋkʃən/ *v.* authorize 认可，批准

self-contained /ˌselfkənˈteɪnd/ *adj.* self-reliant 独立的，自足的，不影响他人的

self-sustaining /ˌselfsəˈsteɪnɪŋ/ *adj.* keeping up oneself 自持的，自续的

shopping mall （大型）购物中心

subscription /səbˈskrɪpʃən/ *n.* money paid or agreement to take regularly a newspaper, magazine, etc. for a specified time 订阅费，订阅

subset /ˈsʌbset/ *n.* 分支

sue /sjuː/ *vt.* institute legal proceedings against 提出诉讼

surf /sɜːf/ *v.* use the Internet 利用因特网，（网上）冲浪

terrestrial /təˈrestrɪəl/ *adj.* of land 土地的，地上的，人间的

unbounded /ʌnˈbaʊndɪd/ *adj.* having no boundaries or limits 无边无际的

unmoderated /ʌnˈmɒdəreɪtɪd/ *adj.* not moderated 未经调节的

virtual /ˈvɜːtʃʊəl/ *adj.* not existing in actual form 虚拟的

wicked /ˈwɪkɪd/ *adj*. (of person) bad. immoral 缺德的，邪恶的
wither /ˈwɪðə(r)/ *vi*. dry up 枯萎，消失
wrapper /ˈræpə(r)/ *n*. paper for wrapping 包装纸

PHRASES & COLLOCATIONS

bill the customer	让顾客付账
capture the popular imagination	使民众为之神往
cater to sb.'s inclinations	迎合某人的爱好
force sth. on sb.	将……强加于
get scared off	被吓跑
get stuck in a country	呆在一个国家动弹不得
hanker after	渴望得到
in real-estate terms	按照房地产业的说法
restrict sb.'s access to	限制某人享用……的权利
set standards	规定标准
sue sb. (for)	控告
wither away	消失

PROPER NOUNS

America Online	美国在线（美国在线信息服务机构）
CompuServe	计算机服务（美国在线信息服务机构）
Hungary Online	匈牙利在线（匈牙利信息服务机构）
Kid-Fun	童趣（网站名）
Kidlink	儿童连接（网站名）
Kids' Space	儿童空间（网站名）
Women's Wire	妇女专线（网站名）

NOTES TO THE TEXT

1. Esther Dyson

Esther Dyson was born in 1951 in Zurich，Switzerland. She grew up in Princeton，New Jersey，and received a B.A. from Harvard. Dyson is the editor and publisher of the widely respected computer newsletter *Release 1.0* which circulates to 1,600 computer industry