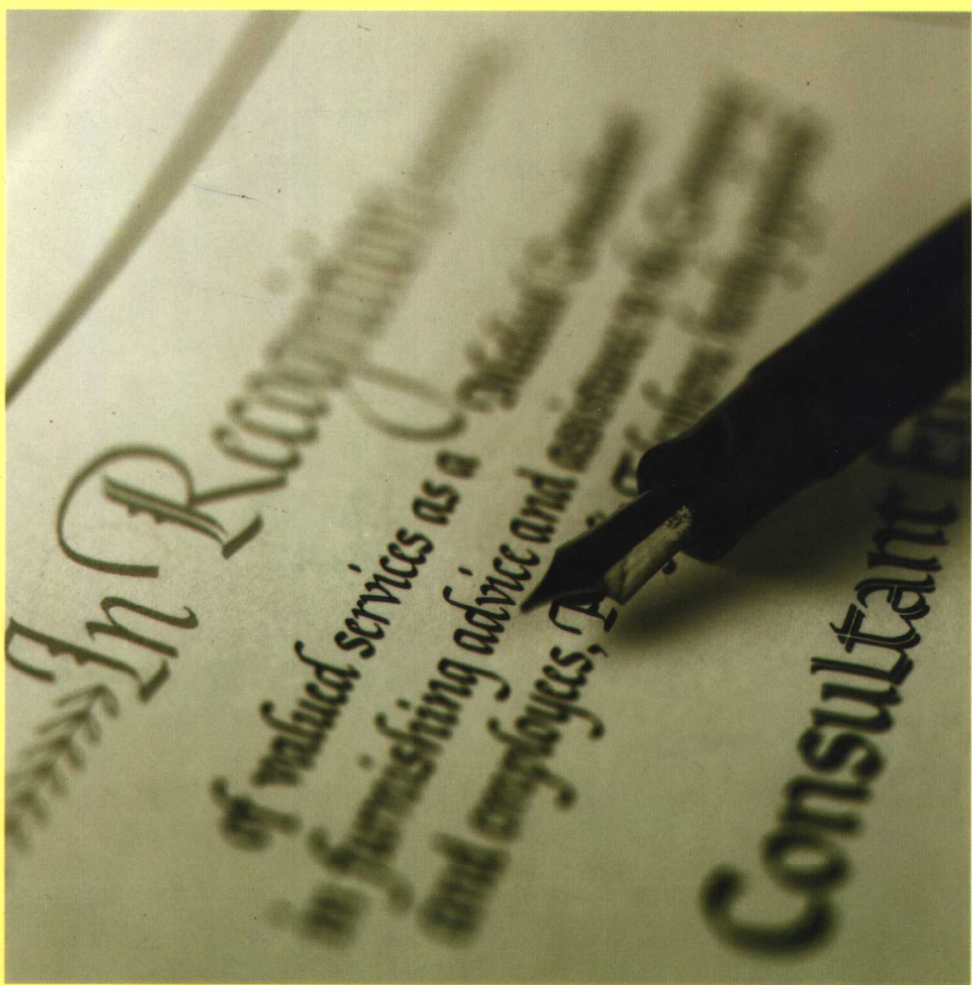


英语新思维

研究生英语

读译教程

毛大威 主编



English This Way

南开大学出版社

English This Way
英语新思维
研究生英语读译教程

主 编：毛大威

副主编：江素侠

编 者：杨凤珍 郭乙瑶 马磊

江素侠 毛大威

Joel D. Martinsen



南开大学出版社
天津

图书在版编目(CIP)数据

研究生英语读译教程 / 毛大威主编. —天津: 南开大学出版社, 2005. 7

(English This Way 英语新思维)

ISBN 7-310-02321-8

I. 研... I. 毛... III. ①英语—阅读教学—研究生—教材②英语—翻译—研究生—教材 IV. H31

中国版本图书馆 CIP 数据核字(2005)第 027185 号

版权所有 侵权必究

南开大学出版社出版发行

出版人: 肖占鹏

地址: 天津市南开区卫津路 94 号 邮政编码: 300071

营销部电话: (022)23508339 23500755

营销部传真: (022)23508542 邮购部电话: (022)23502200

*

河北省迁安万隆印刷有限责任公司印刷

全国各地新华书店经销

*

2005 年 7 月第 1 版 2005 年 7 月第 1 次印刷

787×1092 毫米 16 开本 21.5 印张 542 千字

定价: 36.00 元

如遇图书印装质量问题, 请与本社营销部联系调换, 电话: (022)23507125

使用说明

本教材是为高等院校非英语专业研究生编写的读译教程。根据研究生英语教学大纲的要求,本教材以提高学生学术英语阅读能力为主,培养训练学生实用英语阅读能力与翻译能力为辅,全面提升学生英语读译的综合能力。

教材内容多选自近几年国外原版报刊杂志、学术著作、学术报告和大学教科书等。全书共分12个单元,每单元分课文、翻译技巧介绍(Translation Skills)和实用英语阅读(Real Life Challenge)3部分。

课文部分按不同主题分为12个单元,内容涵盖教育、青年、多元文化、人工智能、文学史、健康、国际事务、经济、动物保护等。每单元含主、副课文各一篇,总字数在2000字以上,以保证使用者有足够的阅读量。每篇课文后面都附有练习。练习分为课文练习(Learn about the text)和扩展词汇练习(Learn from the text)两部分。前一部分练习主要是检测学生从语篇层面上对课文的理解,后一部分练习是对课文中相关词汇与表达式的扩展应用训练。练习形式多样,全部是围绕提高学生整体阅读能力和在语境中认知词汇的能力而编写。主课文附有词汇表,给出部分词汇的中文或英文释义。另留有一部分词汇未列入词汇表,而为其编写了相关练习,目的是训练学生根据语境猜单词的技巧和运用字典查找正确词义的能力。副课文未附词汇表,练习设置与主课文相同。对每篇课文的文体,我们也在课文开始处进行了标注,以期帮助学生了解所读文章的语言特点。词汇表中的黑体字是美国Ivy教育集团大学生5000必备词汇和我国研究生英语教学大纲词表中收录的词汇,供使用者参考。

翻译技巧介绍部分分12个单元,分别向学生简要介绍了词性转换、增减字、定语从句译法等基本常用的翻译技巧。每部分都附有一定量的例句供学生自己学习、揣摩。在课文练习中我们也编写了翻译练习,学生可结合课文翻译的实践对这部分的内容进一步领会和运用。

实用英语阅读部分的设计是为体现“学为所用”的教学理念,弥补学生虽然学了多年英语,但由于缺乏感性认识和实践,仍读不懂英文应用文的遗憾。在这部分我们选取了租赁契约、药品说明书、家用电器说明书、会议通知、商务合同、保险合同等十几种应用文及相关信息供学生学习,并在每一篇后面都附有适当练习,帮助学生掌握有关理解要点。

本教材每单元提供了足够量的阅读材料和各种练习,全书可供一至二学期使用,使用者可根据学生的具体情况和学时灵活选用。本教材因内容丰富、主题性强,同时也适合具有中、高级英文水平的自学者使用。书后附有练习参考答案。

编者

2005.1

UNIT	Learning Focus	Text 1
1 Education Page 1	Become familiar with magazine articles on education Learn to guess the meaning of unfamiliar words and phrases Learn to read between the lines Learn translation skills Become familiar with visa application forms	An Education in Cynicism Robert J. Samuelson Page 1
2 Generations Page 26	Become familiar with literature style Learn description of a person Work with vocabulary Learn to understand the text organization Learn translation skills Become familiar with legal documents	My Father Leslie Stephen Virginia Woolf Page 26
3 Health & Medicine Page 48	Become familiar with magazine articles on medicine and health Learn to guess the meaning of unfamiliar words and phrases Learn translation skills Become familiar with medical instructions	Aspirin: The Oldest New Wonder Drug Jerry Adler & Anne Underwood Page 48
4 Nature & Environment Page 71	Become familiar with academical argumentation on animal issues Learn to rephrase complex sentences Learn to guess the meaning of unfamiliar words and phrases Learn translation skills Become familiar with government documents	An Animal's Place Michael Pollan Page 71
5 Intelligence Page 93	Become familiar with magazine articles on intelligence issues Work with related vocabulary Learn about the text organization Learn translation skills Become familiar with electronic appliance manuals	Intelligence Test Howard Gardner Page 93
6 Business Page 114	Become familiar with articles on sociology Learn about the contextual meaning of words and phrases Learn about the text organization Learn translation skills Become familiar with business contracts	The McDonaldization of Society Robert Keel Page 114

Text 2	Translation Skills	Real Life Challenge
A Culture of Plagiarism? M. G. Piety Page 10	Introductory (概述) Page 19	Forms <i>Visa forms</i> Page 22
My Session with Dr. Phil Joel Stein Page 35	Transliteration (直译与意译) Page 42	Legal Documents <i>A tenant to tenant lease</i> Page 44
Fighting Big Fat Peg Tyre Page 58	Passive Voice (被动语态的译法) Page 66	Medicine Directions <i>Tylenol Infant's Cold</i> Page 68
An Animal's Place Michael Pollan Page 81	Word Conversion (词性转换) Page 88	Government Documents <i>The memo of a hearing meeting</i> Page 90
Artificial Intelligence Page 101	Commendatory and Derogatory Terms (译文的褒与贬) Page 107	User's Manual <i>A manual of a digital camera</i> Page 109
Introduction of Macroeconomics Rudi Dornbusch, Stanley Fisher, Richard Startz Page 124	Numbers (数量词的翻译) Page 132	Business Contracts <i>Contracts between companies and between company and individual</i> Page 134

UNIT	Learning Focus	Text 1
7 Youth Page 140	Become familiar with the adulescent phenomenon in the USA Learn to guess the meaning of unfamiliar words and phrases Learn to read between the lines Learn translation skills Become familiar with insurance documents	Bringing Up Adulescents Peg Tyre Page 140
8 Multiculturalism Page 172	Become familiar with multiculturalism Develop a new attitude towards culture diversity Learn to guess the meaning of unfamiliar words and phrases Learn translation skills Become familiar with conference flyers	Interracial Intimacy Randall Kennedy Page 172
9 International Affairs Page 196	Become familiar with UN documentation Learn about the related vocabulary Learn translation skills Become familiar with tourist guidebooks	Children Affected by Armed Conflict Olara A. Otunnu Page 196
10 Gender Page 218	Become familiar with academic research papers Learn to guess the meaning of unfamiliar words and phrases Learn to read between the lines Learn translation skills Become familiar with advertisements	Men and Women's Impulse Purchase Helena Dittmar, Jane Beattie, Susanne Frises Page 218
11 Science Page 241	Become familiar with science essays Learn to guess the meaning of unfamiliar words and phrases Learn about the text organization Learn translation skills Become familiar with business letters	Believing the Unbelievable Paul Kurtz Page 241
12 Western Mentality Page 262	Become familiar with writing on more abstract concepts Learn to guess the meaning of unfamiliar words and phrases Learn to read between the lines Learn translation skills Prepare for a job interview	The Mind of New England Vernon Louis Parrington Page 262
Key to Exercises		
Page 287		

Text 2	Translation Skills	Real Life Challenge
Friends	Sentence Conversion	Insurance Policy
Sebastian Jones & Brian Buckner Page 149	(句子成分转换) Page 161	<i>A travel insurance certificate</i> Page 164
The Way to Multiculturalism	Attributive Clauses	International Conference Briefs
Don Closson Page 181	(定语从句的译法) Page 189	<i>An international conference flyer</i> Page 191
Middle East and Oil	Idiomatic Usage	Travelogue
Page 206	(习语/惯用语的翻译) Page 213	<i>London's transportation and city map</i> Page 214
Death of the Male	Adding and Omitting	Advertisements
Alan Zarembo Page 229	(翻译中的增字与减字) Page 237	<i>Property and product</i> Page 239
Spaced Out	Prepositions	Business Correspondence
Jerry Adler Page 251	(介词的处理) Page 257	<i>A business letter between two companies</i> Page 259
The Literature of the United States—Introduction	Long Sentences	Job Interviews
Marcus Cunliffe Page 271	(长句的译法) Page 278	<i>Procedure, advices and interview questions</i> Page 280

Unit 1

Education

Learning Focus:

In this unit you will

- ◆ familiarize yourself with a magazine article concerning education.
- ◆ learn the vocabulary related to this topic.
- ◆ learn to use context clues to guess the meaning of unfamiliar words and phrases.
- ◆ learn to read between the lines.
- ◆ learn translation skills—introductory.
- ◆ familiarize yourself with visa forms.

Getting ready to read

Today, a good education is rapidly becoming a necessity for anybody who wants to earn a decent living. The following statements help you examine your personal view of education. Indicate if you believe each statement is TRUE or FALSE. Be prepared to give reasons for your answer.

1. ___ An education is a basic human right—every person is entitled to an education.
2. ___ Parents can decide their children's choice of school.
3. ___ Schooling should be equal and open to all. No one should be discriminated against.
4. ___ Schools should focus only on the "basics": reading, writing, arithmetic etc.
5. ___ Schools should be places where young people can grow in body, mind and spirit.
6. ___ Athletics, clubs, social events and creative arts are a part of each person's education.
7. ___ University experts and teachers are responsible for making decisions about the schools.
8. ___ The Government is the correct party to decide what is best for the schools.

Text 1

genre: journal article

An Education in Cynicism

Robert J. Samuelson

1. College admissions in America have become an overwrought and frenzied ritual, driven by the

anxieties of striving students and middle-class parents who worry that if Stephen and Suzie don't get into the "right" college their lives will be ruined. This is a myth, but one hard to demolish and especially at this time of year, when most applications are being completed. Worse, all the pressures and absurdities of the process are now needlessly magnified by colleges that resort more and more to "early admissions"—a practice rightly characterized as a "racket" by writer James Fallows in a recent *Atlantic Monthly*.

2. The most selective colleges and universities sin the most. In the fall of 2000, there were about 1.2 million entering freshmen at four-year schools. Of these, only 163,004 applied for early admissions, according to the College Board. But Harvard routinely admits 55 to 60 percent of its freshman class early; at the University of Pennsylvania the proportion is 40 to 50 percent. The College Board found 41 schools where the share exceeded 30 percent and 464 four-year schools—a fourth of the total—that offered some sort of early admissions. (Early-admissions mean that students submit their applications before the standard January deadline and are typically admitted in December or January, rather than in the spring.)

3. Let us now count early admissions' drawbacks:

- *It's unfair, because it discriminates against students who apply later.* A study of 14 of the country's most selective schools by researchers at Harvard found that applying early gave students a significant advantage, equal to about a 100-point jump in their SAT scores. (The researchers couldn't reveal schools' names, but they presumably included many Ivies and schools like Amherst and Stanford.)
- *It forces students to make premature choices about where to apply.* They haven't visited enough schools, talked to enough friends, thought about it enough. "There's a tremendous growth that occurs in the 12th grade," says Dean Strassburger, a college counselor at Lincoln Park High School in Chicago, "Early decision is rushing this along."
- *It inflicts unnecessary cruelty.* Getting rejected once is bad enough. Now students can get rejected twice. The most selective schools still don't accept most early-admissions candidates. Harvard admits about one in six (the acceptance rate for "regular" admissions is about one in eighteen).
- *It worsens "senioritis"—the academic letdown after college acceptances are received.* "A lot of these kids, the second they get their decisions, are in your office saying, 'I want to drop Modern European History,'" says Scott White, a guidance counselor at Montclair High School in New Jersey.

4. Sure, students accepted under early admissions benefit. Their ordeal is over. But in general, the practice has "adverse effects on high-school students," says Yale president Richard C. Levin. Although Yale now admits about 40 percent of its class through early admissions, Levin has become an open (and rare) critic among college and university leaders. The problems and contradictions will multiply, because as more students and parents become aware of the advantages of applying early, more will do so. More early choices will be made with less conviction. Already, Yale's early applications have doubled since 1996. If colleges accept more early candidates, discrimination and premature senioritis will increase. If the rejection rate rises, so will gratuitous

cruelty.

5. What motivates colleges and universities? Mainly self-interest that, at most, is only partially defensible. The University of Pennsylvania is one of the few schools can do enough to admit that it favors candidates who apply early. “The majority of students on campus at Penn are here because it’s their first choice—that changes the tone of the campus,” says Lee Stetson, dean of admissions. When he first came to Penn in 1978, only 35 to 40 percent of freshmen picked it as their first choice. “It’s a whole different attitude,” he says.

6. But there are other, less commendable reasons for using early admissions, as Fallows shows. It improves colleges’ “yield” (the percentage of students accepted who actually attend). Because yield is one factor in U.S. News & World Report’s annual college rankings, that can boost a school’s position. Early admissions also improves “enrollment management”; it minimizes the chances that too many or too few students will show up in the fall. Finally, early admissions may allow colleges to attract more upper-middle-class students who don’t need financial aid, though a recent College Board study disputes this. (The study found that freshmen, regardless of when admitted, got similar aid packages.)

7. All this expediency comes at a growing moral cost. Many colleges—including Harvard—contend that students who apply later do not reduce their personal odds of admission. This is almost certainly false, and colleges that maintain the fiction are being misleading and even dishonest. Bad show.

8. It is true that, compared with most social problems, the sins of early admissions are small potatoes. Most students will get over any disappointment, just as they will get over not being admitted to Dartmouth or Duke. But it is also true that, unlike most social problems, this one could actually be fixed. If a dozen or more top schools—Yale, Harvard, Stanford, Williams—denounced and dropped the practice, it would lose respectability and critical mass. If only one or two colleges do so, as Levin says, little would change.

9. What we have, for the moment, is the spectacle of some of America’s most prestigious education institutions engaged in behavior that can only be described as antisocial. They have subordinated students’ interests to their own. This is hypocritical and indifferent to any larger social good. The message they’re sending to students is, “Get used to it; this is the way the world works.” Colleges might argue that they’re providing something useful: an introductory course in cynicism. But no college has yet offered this defense, which would at least have the virtue of honesty.

(From *Newsweek*, January 28, 2002)

Word Glossary

cynicism ['sɪnɪsɪzəm]	n.	not believing in sincerity and honesty 犬儒主义(哲学)
overwrought	adj.	too nervous, overexcited 过度兴奋的, 神经质的
racket	n.	喧嚣, 吵闹; [美俚] 敲诈
hypocritical	adj.	pretentious 虚伪的

expediency [iks'pidiənsi]	n.	what is necessary to do in a particular situation mainly self-interest that, at most, is only partially defensible 权宜之计
denounce	v.	to express strong disapproval of sth. 谴责
ritual	n.	ceremony, sth. you do regularly
absurdity	n.	荒谬, 谬论, 荒唐的行为
presumably	adv.	推测起来, 大概, 可能
inflict	vt.	予以打击, 使承受
conviction	n.	深信, 确信
prestigious	adj.	respected 有威信的, 有声望的, 受尊敬的
ordeal	n.	painful experience
spectacle	n.	an unusual or interesting thing or situation that you see or notice
premature	adj.	过早的, 早产的
adverse	adj.	not good or favorable

Background and Culture Notes



Let me tell you

About the author: Robert J. Samuelson: A contributing editor of *Newsweek* and has been a column writer for the *Washington Post* since 1977.

SAT: In the U. S., the SAT, an abbreviation for "Scholastic Aptitude Test," is an examination that is often taken by students who wish to enter a college or university as undergraduates. In the U.K., however, SATs (an abbreviation for "Standard Assessment Task") are a set of tasks given to seven-year-old school children in order to test their ability.

Ivies: Referring to Ivy League institutions. The Ivy League is committed to seeking individuals who are remarkable both as students and as athletes. The Ivy League includes many prestigious universities such as Princeton, Yale, etc.

senioritis: a word referring to the lack of interest in learning among high school students who have already been enrolled by colleges through early admissions 被大学提前录取的高中生的厌学症。



 Exercises

Learn about the text

I. Understanding the Text

A. Skimming & Scanning

Find the answers to the following questions. Remember, you don't need to read the entire text word by word but just scan the parts that will help you answer the questions.

1. How many candidates applied for early admissions in the fall of 2000?
2. What is the acceptance rate for early admissions at Harvard?
3. How many schools did the study conducted by researchers at Harvard cover?
4. What universities are mentioned as the top schools in the U. S.?
5. When did Lee Stetson go to the University of Pennsylvania?
6. According to the College Board, approximately how many four-year schools are there in America?
7. How many students are enrolled through early admissions at Yale University now?
8. What is Yale president Levin's opinion about early admissions?

B. True or False Statements

Read the text carefully and decided whether the following statements are **True** or **False** or **Not given enough information**. Put a **T** or **F** or **N** on the line provided.

- _____ 1. Getting into wrong colleges will ruin the lives of Stephen and Suzie.
- _____ 2. Nowadays universities and colleges in America resort more and more to early admissions.
- _____ 3. Researchers at Harvard found that applying early will help students improve their SAT scores by 100 points.
- _____ 4. Students applying for early admissions cannot make mature decisions.
- _____ 5. Students applying for early admissions may be rejected at least once.
- _____ 6. The author believes that colleges' policy of early admissions is a kind of discrimination against candidates.
- _____ 7. Improving colleges' "yield" is one of the commendable reasons for employing early admissions.
- _____ 8. Colleges' enrollment management can be improved by early admissions.

II. Vocabulary Study

A. Contextual Meaning of Words

Read the following sentences carefully and then write a definition, synonym, or description of each italicized vocabulary item in the space provided. When it is done, please find the same words in text 1 and see if you are able to determine their meanings in the given context.

1. _____ Congress has a responsibility to ensure that all peaceful options are exhausted before *resorting to* war.
2. _____ The baby's records are filed *under* the mother's last name.
3. _____ They didn't grasp the broad situation and spent more time *magnifying* ridiculous details.
4. _____ Head teachers yesterday *submitted* a claim for a 10% pay raise.
5. _____ There's too much crime and *gratuitous* violence on TV.
6. _____ It wants the government to take action to *boost* the economy.
7. _____ What we have seen was a curious *spectacle* of a cat actually chasing a dog.

B. Word Recognition

Find the word in the text that best fits the meaning given. Write your answer on the line provided.

1. *wild, excited or uncontrolled* (para. 1) _____
2. *a thing that impairs satisfaction, a disadvantage* (para. 3) _____
3. *disappointment* (para. 3) _____
4. *a difficult and unpleasant experience or situation* (para. 4) _____
5. *unfavorable* (para. 4) _____
6. *not completely* (para. 5) _____

III. Understanding the Discourse

A. Recognizing Sources

- i) An article usually contains information from many sources. In your reading process, it is necessary to identify the source of that information. The following is a list of statements quoted from the text. Indicate the source of each statement; remember the author could be the major information source to you.

Example:

James Fallows The percentage of colleges resorting to early admissions is increasing like a "racket."

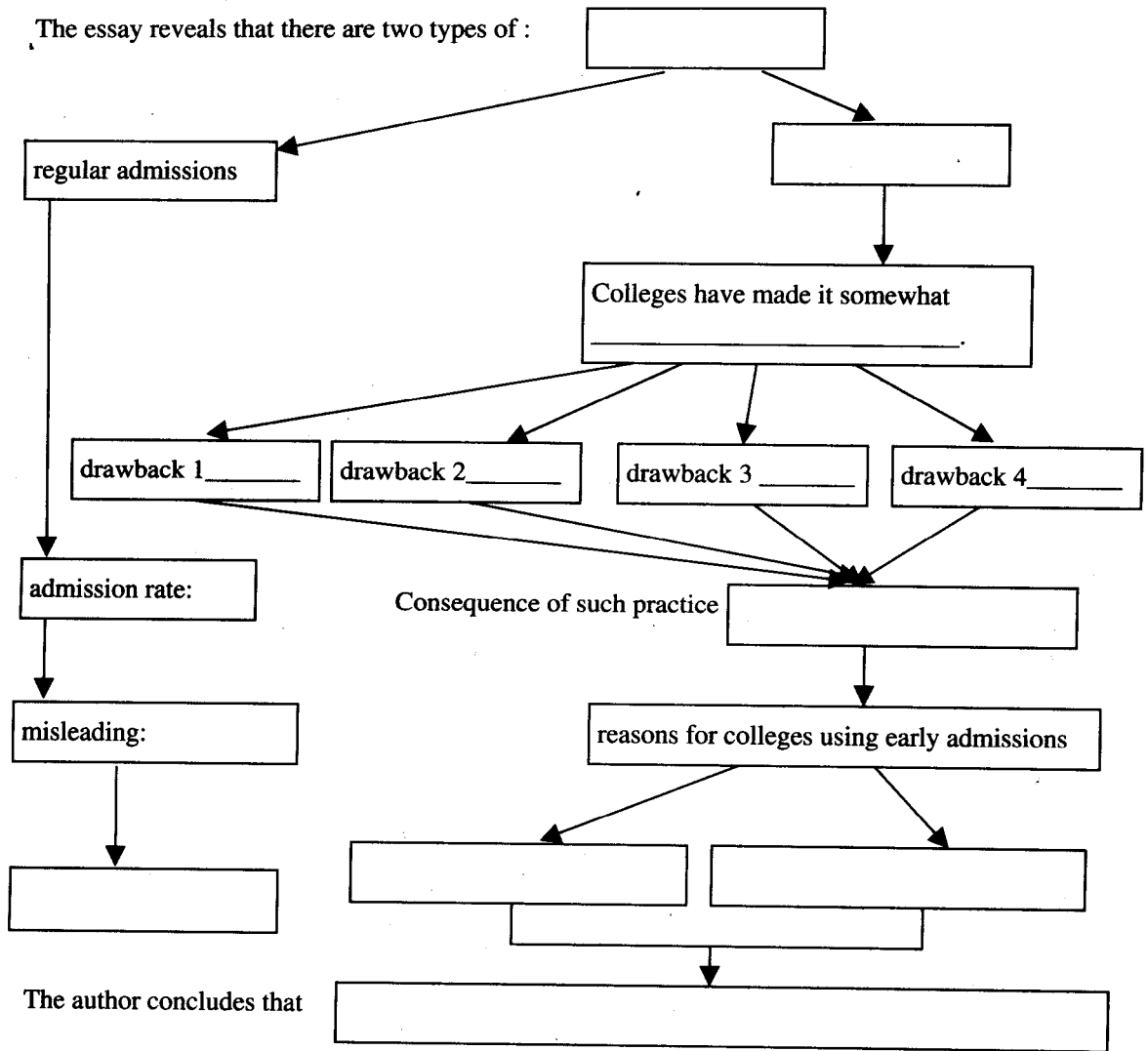
1. _____ The practice of early admissions has adverse effects on high school students.
2. _____ Early admissions will improve colleges' percentage of students accepted who actually attend.
3. _____ Early admissions, being a social problem, could be fixed.
4. _____ Early admissions could worsen the academic letdown.
5. _____ Nowadays, the majority of students at Penn are admitted through early decision.
6. _____ Colleges' policy of early admissions can be described as antisocial.

ii) Read the text carefully and answer the following questions.

1. *This* is a myth, but *one* hard to... (para. 1)
What is *this* and what does *one* refer to?
2. ...students accepted under early admissions benefit. Their *ordeal* is over. (para. 4)
What kind of *ordeal* is over?
3. Mainly self-interest that, at most, is only *partially* defensible... (para. 5)
What are some of the other defensible parts?
4. ...unlike most social problems, *this one* could actually be fixed. (para. 8)
What could actually be fixed?
5. If a dozen or more top schools denounced and dropped *the practice* ... (para. 8)
What *practice* is it?
6. All this *expediency* comes at a growing moral cost. (para. 7)
What does this *expediency* refer to?
7. *This* is hypocritical and indifferent to any larger social good. (para. 9)
What does *this* refer to ?
8. Get used to it; this is *the way* the world works. (para. 9)
In what kind of *way* does the world work?

B. Text Organization

Complete the following tree diagram with the information from the text.



IV. Translation

A. Translate the following expressions into Chinese.

- | | |
|-----------------------|----------------------------|
| 1. early admissions | 4. annual college rankings |
| 2. adverse effects | 5. small potatoes |
| 3. gratuitous cruelty | |

B. Translate the following sentences into Chinese.

- Worse, all the pressures and absurdities of the process are now needlessly magnified by colleges

that resort more and more to “early admissions”—a practice rightly characterized as a “racket” by writer James Fallows in a recent *Atlantic Monthly*.

2. The most selective colleges and universities sin the most.
3. There's a tremendous growth that occurs in the 12th grade, early decision is rushing this along.
4. They have subordinated students' interests to their own.
5. If colleges accept more early candidates, discrimination and premature senioritis will increase. If the rejection rate rises, so will gratuitous cruelty.

Exercises



Learn from the text

A. Vocabulary Building

Complete the following sentences with the expressions given in the box. Change the form if necessary.

expediency, contend, premature, inflict, absurdity, myth, overwrought, resort to

1. Contrary to the popular _____, women are not reckless spendthrifts.
2. I find myself growing increasingly angry at the _____ of the situation.
3. “You were just looking,” _____ Barbara, “I was the one doing all the work.”
4. The dog then attacked her, _____ serious injuries.
5. One _____ member had to be restrained by friends.
6. It seems political _____, rather than absolute economic need, will determine who gains from the conflicts.
7. It would be _____ to accuse anyone until the investigation is complete.
8. When diplomatic negotiation failed, Edward's administration _____ military solutions.

B. Chinese-English Translation

有教养的才智，优雅的情趣，公正而冷静的头脑，高贵而彬彬有礼的举止——这些应该是随渊博的知识而来的品质。这是大学教育的目的。



Humor and Jokes

Teacher: How much is half of 8?

Pupil: Up and down or across?

Teacher: What do you mean?

Pupil: Well, up and down makes a 3 or across the middle leaves a 0!