

ENGLISH

研究生英语系列教材

**Postgraduate
English
Intensive
Reading(I)**

(The Third Edition)

**研究生英语
精读教程 (第三版·上)**

北京市高等教育学会研究生英语教学研究分会

主 编 胡德康 刘利君

 中国人民大学出版社

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江苏工业学院图书馆
藏书章

中国人民大学出版社

图书在版编目 (CIP) 数据

研究生英语精读教程. 上/胡德康, 刘利君主编. —3版.
北京: 中国人民大学出版社, 2008
(研究生英语系列教材)
ISBN 978-7-300-09257-7

I. 研…
II. ①胡…②刘…
III. 英语-研究生-教材
IV. H31

中国版本图书馆 CIP 数据核字 (2008) 第 056617 号

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出版发行	中国人民大学出版社		
社 址	北京中关村大街31号	邮政编码	100080
电 话	010-62511242 (总编室)		010-62511398 (质管部)
	010-82501766 (邮购部)		010-62514148 (门市部)
	010-62515195 (发行公司)		010-62515275 (盗版举报)
网 址	http://www.crup.com.cn		
	http://www.ttrnet.com (人大教研网)		
经 销	新华书店		
印 刷	北京易丰印刷有限责任公司		
规 格	170 mm × 228 mm 16 开本	版 次	1994年6月第1版 1999年7月第2版 2008年6月第3版
印 张	20.5	印 次	2008年6月第1次印刷
字 数	370 000	定 价	37.00 元

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第 三 版 前 言

《研究生英语精读教程》(上、下)自从1994年6月问世以来,深受全国高校师生的欢迎,年年重印。这次修订第三版是在广泛听取全国各地,特别是北京地区使用本教材的教师和学生的意见的基础上进行的。修订的指导思想是:既要保持本书原有的特色,又要与时俱进,创新发展,努力将科学性、知识性、趣味性和实用性有机地结合在一起,力求使其成为一套真正有用,受读者喜爱的好教材。

《研究生英语精读教程》(上、下)第三版除了纠正第二版中的一些疏漏和印刷错误,修改部分练习以外,主要进行了以下几方面的工作:

1. 对本教材上、下册的课文和相应的练习材料以及补充阅读做了适当的调整、删减和增补。重点替换了五篇课文和补充阅读材料。精选的新课文素材均来自国外最新出版的书刊资料或语言优美、文笔流畅的英文名篇佳作,具有时代感,可读性强。

2. 对全书的 Mini-Tests 做了修改,全部选用最近两年的北京市研究生英语学位课统考真题,每六单元后安排一套,用以直接检测学生的学习效果,提高学生的应试技巧和实战能力。

3. 本套教材配有网络课件,可以最大限度地方便教师教学和学生学习。

本教材的编写、修订和出版得到了北京市高等教育学会研究生英语教学研究分会的全力支持,特别是中国人民大学出版社的同志为本书的策划、修订和出版做了大量的工作,在此我们一并表示衷心的感谢。

由于时间仓促,编者水平有限,本教材难免还有疏漏、不足或错误之处。热忱希望同行以及使用本教材的教师和读者批评指正。

编者

2008年4月

《研究生英语精读教程》(第三版·上)供非英语专业硕士研究生一年级第一学期使用。重点在于培养学生的阅读能力,并兼顾培养学生的写、译能力。

本书共 12 个单元。每一单元由课文 (Text)、生词 (New Words and Expressions)、注释 (Notes)、练习 (Exercises) 和副课文 (Supplementary Reading) 五部分组成。每课可安排 6~8 学时,视课文的长度和各校的具体情况而定。两次 Mini-Test 各安排 2.5 小时。

课文全部选自原文材料。每篇正课文长度均在 1 000 词以上(个别课文除外)。正课文主要用来训练学生的理解能力,要求学生课前预习,课后复习,在教师帮助下达到完全理解。每课单词表中的单词,凡属《研究生英语词汇表》的词,均在该词的右上角用“※”(硕士研究生词汇)和“△”(博士研究生词汇)标出。副课文的长度和正课文差不多,也有一定难度,主要用来扩大阅读量,提高阅读速度,对内容只要求掌握中心思想和主要内容,不要求 100% 理解。练习 A (Exercise A) 是为巩固本课所学单词和短语而编写的练习,形式紧扣原国家教委所颁发的《非英语专业硕士研究生英语学位课程考试大纲》,所以 Exercise A 又俨然是一份模拟试卷。练习 B (Exercise B) 是专门设计的覆盖原国家教委颁布的《研究生英语词汇表》、《研究生英语词组表》的练习,主要是弥补课文中由于多种限制,不可能全部出现《词汇表》中所规定的词汇这一缺陷。练习 C (Exercise C) 也是专门设计的覆盖《研究生英语词根、词缀表》的练习。通过这一练习要求学生熟练掌握一些常用的词根、前缀、后缀,借以扩大词汇量。以上三部分练习相互联系,又各自成体系。全书练习量大,形式多样,内容丰富,难易搭配适当。教师可根据具体情况全部使用或有选择地使用。

编者

2008 年 4 月

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Unit One

► Text:

You Are What You Think

And if you change your mind—from pessimism to optimism
—you can change your life

Claipe Safran

[1] Do you see the glass as half-full rather than half empty? Do you keep your eye upon the doughnut, not upon the hole? Suddenly these clichés are scientific questions, as researchers scrutinize the power of positive thinking.

[2] A fast-growing body of research—104 studies so far, involving some 15,000 people—is proving that optimism can help you to be happier, healthier and more successful. Pessimism leads, by contrast, to hopelessness, sickness and failure, and is linked to depression, loneliness and painful shyness. “If we could teach people to think more positively,” says psychologist Craig A. Anderson of Rice University¹ in Houston², “it would be like inoculating them against these mental ills.”

[3] “Your abilities count,” explains psychologist Michael F. Scheier of Carnegie-Mellon University³ in Pittsburgh⁴, “but the belief that you can succeed affects whether or not you will.” In part, that’s because optimists and pessimists deal with the same challenges and disappointments in very different ways.

[4] Take, for example, your job. In a major study, psychologist Martin E. P. Seligman of the University of Pennsylvania⁵ and colleague Peter Schulman surveyed sales representatives at the Metropolitan Life Insurance Co. They

found that the positive-thinkers among longtime representatives sold 37-percent more insurance than did the negative-thinkers. Of newly hired representatives, optimists sold 20-percent more.

[5] Impressed, the company hired 100 people who had failed the standard industry test⁶ but had scored high on optimism. These people, who might never have been hired, sold 10-percent more insurance than did the average representative.

[6] How did they do it? The secret to an optimist's success, according to Seligman, is in his "explanatory style". When things go wrong the pessimist tends to blame himself. "I'm no good at this," he says. "I always fail." The optimist looks for loopholes. He blames the weather, the phone connection, even the other person. That customer was in a bad mood, he thinks. When things go right, the optimist takes credit while the pessimist sees success as a fluke.

[7] Craig Anderson had a group of students phone strangers and ask them to donate blood to the Red Cross⁷. When they failed on the first call or two, pessimists said, "I can't do this." Optimists told themselves, "I need to try a different approach."

[8] Negative or positive, it was a self-fulfilling prophecy. "If people feel hopeless," says Anderson, "they don't bother to acquire the skills they need to succeed."

[9] A sense of control, according to Anderson, is the litmus test⁸ for success. The optimist feels in control of his own life. If things are going badly, he acts quickly, looking for solutions, forming a new plan of action, and reaching out for advice. The pessimist feels like fate's plaything and moves slowly. He doesn't seek advice, since he assumes nothing can be done.

[10] Optimists may think they are better than the facts would justify—and sometimes that's what keeps them alive. Dr. Sandra Levy of the Pittsburgh Cancer Institute studied women with advanced breast cancer. For the women who were generally optimistic, there was a longer disease-free interval, the best predictor of survival. In a pilot study of women in the early stages of breast cancer, Dr. Levy found the disease recurred sooner among the pessimists.

[11] Optimism won't cure the incurable, but it may prevent illness. In

a long-term study, researchers examined the health histories of a group of Harvard graduates, all of whom were in the top half of their class and in fine physical condition. Yet some were positive thinkers, and some negative. Twenty years later, there were more middle-age diseases—hypertension, diabetes, heart ailments—among the pessimists than the optimists.

[12] Many studies suggest that the pessimist's feeling of helplessness undermines the body's natural defenses, the immune system. Dr. Christopher Peterson of the University of Michigan⁹ has found that the pessimist doesn't take good care of himself. Feeling passive and unable to dodge life's blows, he expects ill health and other misfortunes, no matter what he does. He munches on junk food¹⁰, avoids exercise, ignores the doctor, has another drink.

[13] Most people are a mix of optimism and pessimism, but are inclined in one direction or the other. It is a pattern of thinking learned "at your mother's knee", says Seligman. It grows out of thousands of cautions or encouragements, negative statements or positive ones. Too many "don'ts" and warnings of danger can make a child feel incompetent, fearful—and pessimistic.

[14] As they grow, children experience small triumphs, such as learning to tie shoelaces. Parents can help turn these successes into a sense of control, and that breeds optimism.

[15] Pessimism is a hard habit to break—but it can be done. In a series of landmark studies¹¹, Dr. Carol Dweck of the University of Illinois¹² has been working with children in the early grades of school. As she helps floundering students to change the explanations for their failures—from "I must be dumb" to "I didn't study hard enough"—their academic performance improves.

[16] Pittsburgh's Dr. Levy wondered if turning patients into optimists would lengthen their lives. In a pilot study, two groups of colon-cancer patients were given the same medical treatment, but some were also given psychological help to encourage optimism. Results showed that this worked. Now a major study is planned to determine whether this psychological change can alter the course of the disease.

[17] So, if you're a pessimist, there's reason for optimism. You can change. Here's how, says Steve Hollon, a psychologist at Vanderbilt University¹³:

[18] 1. Pay careful attention to your thoughts when bad things happen. Write down the first thing that comes to mind, unedited and uncensored.

[19] 2. Now try an experiment. Do something that's contrary to any negative reactions. Let's say something has gone wrong at work. Do you think, *I hate my job, but I could never get a better one?* Act as if that weren't so. Send out resumés. Go to interviews. Look into training and check job leads.

[20] 3. Keep track of what happens. Were your first thoughts right or wrong? "If your thoughts are holding you back, change them," says Hollon. "It's trial and error, no guarantees, but give yourself a chance."

[21] Positive thinking leads to positive action, and reaction. What you expect from the world, the evidence suggests, is what you're likely to get.

NEW WORDS AND EXPRESSIONS

1. **doughnut** /'dəʊnʌt/ *n.* 炸面圈
2. **cliché** /'kli:ʃei, (US) kli:'ʃei/ *n.* idea or expression that has been too much used and is now outdated; stereotyped phrase; trite expression 陈腔滥调
3. **scrutinize** /'skru:tinaiz/ *v.* to make a detailed examination of 细查, 详审, 审视
4. **optimism** * /'ɒptimizəm/ *n.* belief that in the end good will triumph over evil; tendency to look upon the bright side of things; confidence in success 乐观; 乐观主义
5. **pessimism** * /'pesimizəm/ *n.* tendency to believe that the worst thing is most likely to happen, that everything is essentially evil 悲观; 悲观主义
6. **depression** * /di'preʃn/ *n.* being sad; low spirit 沮丧, 抑郁
7. **psychologist** * /sai'kɒlədʒist/ *n.* student of, expert in, science or study of the mind and its processes (psychology) 心理学家, 研究心理学者
8. **metropolitan** * /metrə'pɒlɪtən/ *adj.* of or in a capital city 大城市的, 大都会的, 首府的
9. **loophole** /'lu:phəʊl/ *n.* way of escape from control, esp. one provided by careless and inexact wording of a rule (因措词欠妥而造成的法规上的) 漏洞

10. **connection** * /kə'nekʃn/ *n.* joining or being joined; point where two things are joined; thing which joins 连接; 连接点; 连接物
11. **credit** * /'kredit/ *n.* honour, approval, good name or reputation 荣誉; 赞许; 好名声
12. **fluke** /flu:k; fluk/ *n.* sth. resulting from a fortunate accident; lucky stroke 侥幸的结果; 侥幸
13. **donate** /dəu'neit/ *v.* to give (e.g. money) to a charity, etc.; contribute 捐赠; 赠送
14. **prophecy** [△] /'prɒfəsi/ *n.* power of telling what will happen in the future; statement that tells what will happen 预言能力; 预言
15. **litmus** /'lɪtməs/ *n.* blue colouring-matter that is turned red by acid and then restored by alkali; material stained with litmus used as a test for acids and alkalis 石蕊; 试验酸和碱用的石蕊试纸
16. **plaything** /'pleɪθɪŋ/ *n.* toy; (*fig.*) sb. treated as a mere toy 玩具; (喻) 被玩弄取乐的人; 玩物
17. **breast** * /brest/ *n.* either of the milk-producing parts of a woman; chest; upper front part of the human body 乳房; 胸膛; 胸部
18. **recur** /rɪ'kə:/ *v.* to come or happen again; be repeated 再来; 再发生; 重复
19. **hypertension** /'haɪpə'tenʃn/ *n.* high blood pressure 高血压
20. **diabetes** /,daɪə'bitɪz/ *n.* disease of the pancreas in which sugar and starchy foods cannot be properly absorbed 糖尿病
21. **ailment** /'eɪlmənt/ *n.* illness 疾病
22. **undermine** /,ʌndə'maɪn/ *v.* to weaken at the base; weaken gradually 使从基础损坏; 逐渐削弱或损坏
23. **immune** * /ɪ'mju:n/ *adj.* exempt from or protected against sth. disagreeable or harmful; not susceptible to some specified disease because of the presence of the specific antibodies 免除的; 安全的; 免疫的
24. **dodge** /dɒdʒ/ *v.* to move quickly to one side, change position or direction, in order to escape or avoid sth.; avoid (duties, etc.) by cunning or trickery 躲闪, 躲避, 逃避
25. **misfortune** * /,mɪs'fɔ:ʃən/ *n.* bad luck; unfortunate accident or happening 不幸; 灾祸; 不幸事故
26. **munch** /mʌntʃ/ *v.* to chew with much movement of the jaw 用力咀嚼; 大声咀嚼

27. **junk** /dʒʌŋk/ *n.* old, discarded things of little or no value 废弃的旧物; 破烂物
28. **caution** * /'kɔ:ʃən/ *n.* warning words; taking care; paying attention (to avoid danger or making mistakes) 警告; 小心; 谨慎
29. **triumph** [△] /'traɪəmf/ *n.* (joy or satisfaction at a) success or victory 成功; 胜利; 成功或胜利的喜悦
30. **shoelace** * /'ʃu:leɪs/ *n.* cord for fastening the edges of a shoe's uppers 鞋带
31. **landmark** /'lændmɑ:k/ *n.* object that marks the boundary of a piece of land; (*fig.*) event, discovery, change, etc. that marks a stage or turning-point 界标; (喻) 划时代的大事、发现等; 里程碑
32. **flounder** /'flaundə/ *v.* to make violent and usually vain efforts (as when one is in deep water and unable to swim); (*fig.*) hesitate, make mistakes, when trying to do sth. 挣扎; (喻) 踌躇或胡乱地做事
33. **dumb** /dʌm/ *adj.* unable to speak; (*US colloquial*) stupid; dull 哑的; (美口) 笨的; 愚蠢的
34. **colon** /'kəʊlən/ *n.* lower and greater part of the large intestine 结肠
35. **psychological** * /'saɪkə'lɒdʒɪkəl/ *adj.* of the mind; mental 心理的
36. **censor** [△] /'sensə/ *v.* to examine books, periodicals, films, etc. to cut out anything regarded as immoral or in other ways undesirable 检查并删剪(书刊、电影等) 被认为不当的部分
37. **in part** to some extent 在某种程度上
38. **work with (sb.)** to spend time and effort trying to help (sb.) in some way 对(某人)做工作以帮助

NOTES

1. **Rice University** 莱斯大学
2. **Houston** 休斯敦(美国得克萨斯州东南部港市)
3. **Carnegie-Mellon University** 卡内基-梅隆大学
4. **Pittsburgh** 匹兹堡(美国宾夕法尼亚州西南部城市)
5. **University of Pennsylvania** 宾夕法尼亚大学

6. **industry test** general term for various tests designed for business administration, widely used by employment or personnel offices to determine the intelligence, personality, performance, or aptitude of the employees. Included in the personality test are items concerning job interest, intelligence, social intelligence, leadership, planning, drive, etc.
行业测试(企业管理普遍采用的各种行业测试的统称,用于衡量员工素质或招工过程。可从智力、性格、表现、潜能等方面确定员工素质。其中性格测试可包括工作兴趣、智力水平、社会智力、领导能力、计划能力、推动力等方面的内容。)
7. **Red Cross** an international society (in full International Red Cross) for the relief of suffering in time of war or disaster, whose emblem is a red cross on a white ground 国际红十字会
8. **litmus test** test using litmus paper to determine whether a solution is acid or a base; test in which a single factor determines the finding 用石蕊纸测酸碱的试验;一种单一指示就具有决定意义的试验;(喻)试金石
9. **University of Michigan** 密执安大学
10. **junk food** any kind of various snack foods processed as with chemical additives and of low nutritional value 含化学添加剂、营养又差的各种食品;垃圾食品
11. **landmark studies** studies or research projects considered as a high point or turning point in the history or development of certain fields 具有划时代意义或里程碑性质的研究
12. **University of Illinois** 伊利诺伊大学
13. **Vanderbilt University** 范德比尔特大学(位于美国田纳西州的纳什维尔市)

Exercise A


I. Comprehension

● Answer the following questions or complete the following statements by choosing the best alternative A, B, C or D under each.

1. Those people who "keep their eye upon the doughnut rather than on the hole" _____.


- A. are considered positive-thinkers by the author
 - B. are likely to see their glass as half empty
 - C. view their successes and failures more objectively
 - D. have suddenly become the object of scientific research on clichés
2. An optimist _____.
- A. is always in control of his own life
 - B. often overestimates his abilities
 - C. might live longer than a pessimist when suffering from certain illness such as cancer
 - D. encounters different challenges and disappointments from a pessimist
3. The pessimist _____.
- A. seldom succeeds in what he does
 - B. attributes his success to luck
 - C. tries different approaches when his first attempt fails
 - D. knows how to take good care of himself
4. The Metropolitan Life Insurance Company hired 100 new employees because _____.
- A. they failed the standard industry test
 - B. their high scores on optimism impressed the company
 - C. they were not likely to be hired by other companies
 - D. the company was impressed by the result of a study done by some psychologists
5. The 100 new employees _____.
- A. sold 37% more insurance than the average representatives
 - B. sold 20% more insurance than the negative thinkers
 - C. sold 10% more insurance than longtime representatives
 - D. proved that they could do better at selling insurance than the company's average sales representative
6. According to Seligman, the secret to an optimist's success can be found in "his explanatory style", by which he means that the optimist _____.
- A. is able to explain more clearly to the customers
 - B. sounds more pleasant in his explanation

- C. tries to find faults with other factors other than in himself for his failure
- D. has more confidence in himself than in others
7. It can be inferred from the article that the author thinks that _____.
- A. people will be able to prevent depression and painful shyness if they learn to think more positively
- B. business companies might make better judgement if they test the attitudes of the applicants instead of giving them the standard industry test before hiring them
- C. one is more likely to succeed the next time if one is able to lay blames on others when one has failed
- D. one's belief that one can succeed will guarantee his success
8. Whether positive or negative, a person's attitude towards life is a thinking habit _____.
- A. inherited from either of his parents
- B. formed when he is very young
- C. acquired after he has gained considerable experience
- D. never to be got rid of
9. Which of the following is true according to the passage?
- A. Most people cannot be conveniently put under the category of optimist or pessimist.
- B. There are more positive thinkers among optimists than among pessimists.
- C. It is not sure yet whether psychological treatment will help cancer patients.
- D. By looking into training opportunities and checking job leads, a pessimist will become an optimist.
10. Which of the following is not one of the steps mentioned by the author in forming a more positive attitude towards life?
- A. Document your gloomy thoughts.
- B. Do something against your negative inclination.
- C. Record what happens.
- D. Find the causes for your failure more objectively.

 *Questions for Discussion*

1. How does the writer begin the article? What would be the effect if the first paragraph were left out?
2. While reading the text, did you reflect on yourself to decide whether you yourself should be categorized as an optimist or a pessimist? What techniques does the writer employ to make the readers do so?
3. Are you convinced of the writer's statement about one's attitudes towards life being a "self-fulfilling prophecy"? Why or why not? How does the writer manage to sound so convincing?
4. Read the last paragraph again. Do you think it is a well-written ending for the article? Why?

 **Vocabulary**

 *Identify one of the four choices A, B, C or D which would keep the meaning of the underlined word or phrase.*

1. Those who believed their religious leader's prophecy that the end of the world would come soon went into a panic.
A. announcement B. forecast
C. prediction D. declaration
2. It became obvious when the boy floundered through the recitation in class today that he had not taken the trouble to do his homework.
A. meditated B. faltered
C. contemplated D. staggered
3. The teacher told the students that they should avoid using clichés in their composition.
A. popular proverbs B. well-known stories
C. famous quotations D. trite expressions
4. After listening to the same old moral lesson all these years, the villagers became almost immune to it.
A. insensitive to B. fed up with
C. familiar with D. accustomed to
5. I can't claim credit for her English proficiency; after all, she only came to my class this semester.