

ENGLISH READING COURSE FOR POSTGRADUATES

研究生英语阅读教程

● BOOK TWO · 下册

● 卓如飞 郑先达 主编

吉林教育出版社

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出版：吉林教育出版社 787×1092毫米16开本 17印张407000字

1989年8月第1版 1989年8月第1次印刷

发行：吉林省新华书店 印数：1—12,300册 定价：4.10元

印刷：长春市印刷厂 ISBN 7-5383-0621-8/G·583

前 言

《研究生英语阅读教程》上、下册是为文、理、工、医、农各专业研究生编写的一套高级英语精读课本，也可以作为中等以上英语水平的读者进修英语用的读本。

本书是在总结九年来研究生英语教学经验的基础上，参照大学英语教学大纲和国家教委对研究生外国语学习的规定，并结合当前我国研究生的实际英语水平，组织吉林省重点高等院校——吉林大学、吉林工业大学、长春地质学院和长春光机学院六位有研究生英语教学经验的教师集体编写，并由吉林工业大学外语部郑先达副教授和吉林大学研究生院卓如飞教授担任主编。参加本书编写工作的还有长春地质学院外语部王素玉副教授、长春光机学院外语系严福俊副教授、吉林工业大学外语部刘永兵副教授、于元芳同志和吉林大学研究生院英语教研室张彤华副教授。

《研究生英语阅读教程》上、下册共32个单元。课文全部选自英美报刊杂志和原著的现代作品。选材内容兼顾科学性、知识性、趣味性和可思性，而且题材广泛，体裁多样。每个单元安排有阅读课文、英汉双解词汇表、课文注释、阅读理解练习、词汇练习、完型填空练习、英汉互译练习、阅读理解技巧练习和有引导的写作练习等多样化练习，便于培养研究生运用语言技能，提高阅读理解水平，以达到交际的目的。

本书每个单元约需4学时的讲练时间，学完两册共需128学时。学完后可增加新词1500个左右，并有助于提高语篇水平上的语法运用能力，培养顺利阅读并正确理解有一定难度的、一般的和本专业的材料，培养主要的阅读理解技巧，特别是回忆事实、概括理解中心思想、判断、推论等阅读技能，也有助于培养研究生在30分钟内写出100—120个词左右、内容连贯的短文或文章摘要等。

全书最后经北京外国语学院丁往道教授及吉林工业大学美国专家帕米拉·耶茨女士审阅。借此机会，我们向丁往道教授及帕米拉·耶茨女士表示衷心的感谢。由于我们编写时间仓促，错漏之处在所难免，我们希望广大读者批评指正，以便今后修订。

编 者

1988年11月

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Unit One

England's Industrial Evolution®

A couple of months ago in the university town of Oxford there was a virulent outbreak of a malady peculiar to this country and known as the "British disease." Workers at an automobile factory demanded three minutes washing-up time before lunch and three minutes at the end of their shifts.

Management refused, so 5,000 workers went on a strike that lasted four weeks. It cost the company nearly \$ 200 million.

"In my country " sniffed a European diplomat, "a damaging strike over something so trivial could not happen. Management and the unions would sit down and come to an agreement."

The "British disease" pops up in all sorts of places. For example, in the offices of a London newspaper where the proprietor cannot enter a part of the premises without permission in writing from a union.

The disease, characterized by unusual union power and frequent industrial strife, is symptomatic of Britain's decline from its height of imperial glory.

That decline has been Prime Minister Margaret Thatcher's greatest concern since she came to office in 1979. With her victory in the general election Thursday it promises to remain so for the next five years.

BRITAIN WAS, of course, the birthplace of the industrial revolution, "the workshop of the world" and an imperial power whose colonies stretched around the globe.

In many ways it retains an impressive record. No country has more Nobel Prize winners per capita. Its universities, led by Oxford and Cambridge, are world renowned.

It is unexcelled for royal pageantry and for a gracious and civilized way of life.

But all this masks a more bleak view of the Britain of today.

Its landscape is littered with abandoned industrial plants, like wrecked ships washed up on the shore. Unemployment has climbed to 3 million as traditional industries such as steel, shipbuilding and textiles have gone under to foreign competition and replacements have not been forthcoming in the

newer technologies.

Much of urban Britain has a rundown, worn-out look about it, and London has become Western Europe's shabbiest, dirtiest capital.

Many of Britain's people are poorly dressed, badly housed, insufficiently nourished. Crime, suicides, divorce and drunkenness are all up.

Worst of all, there is an oppressive air of gloom and defeatism among the British. "Merry England" is no more.

"WE IN BRITAIN are a confused and unhappy people," says television commentator Peter Jay, a former ambassador to the United States.

Fifty thousand skilled people, despairing of a future, flee the country every year.

Britain's decline is popularly dated to its loss of empire after World War II. But historians and social critics say the industrial decline began in about 1870.

In the last year there has been a flood of books analyzing the decline. Most accept a thesis put forward eight years ago by Cambridge historian Correlli Barnett.

He argued that Britain's decline was due to a "moral revolution" in the first half of the 19th century.

Until then the British ruling classes had been strong-willed, aggressive and acquisitive. But "the hot flames of evangelical moralism and romantic idealism" changed the British character and outlook.

Private schools began to stress the development of "character" and to neglect the contemporary world. The ideal was the English gentleman, and gentlemen did not soil their hands with trade.

One private school served notice when it opened that "no person shall be considered as eligible who shall not be moving in the circle of Gentlemen, no retail trader being allowed in any circumstances to be so considered."³

UNIVERSITY GRADUATES went into the upper ranks of the civil service, politics, the arts or intellectual pursuits—anything but industry. Science and technology were neglected and "England by 1914 was well on the way to becoming a technological colony of the United States and Germany," in Barnett's words.

Dr. John Rae, headmaster of London's Westminster School and a leading social critic, accepts this thesis.

"There was an element of the piratical in 17th and 18th century England," he said. "The English were a very acquisitive, uninhibited, dangerous people."

"In the 19th century they became respectable, upright Christian gentlemen. But that was out of character. In truth, the English are not a very pleasant people.

"The real England has not to do with gentlemen in bowler hats and rolled umbrellas. It has more to do with the skull and crossbones. The 18th century English were extraordinarily thrusting businessmen. You in America acquired all these characteristics, and we lost them."

Britain has undergone vast changes since the war. The barriers of the old 19th century class system are in many ways being broken down. But old attitudes that have crippled the country often persist.

John Harvey-Jones, chairman of the huge Imperial Chemicals Industries, said university students still tend to look down their noses at industry.

"I THINK I'VE got the most marvelous job in the world", he said. "But they don't see it. They think it's a yawn."

The historic distaste of the upper classes for industry meant that, until recently at least, management was left in the hands of men who often managed poorly.

Ralf Dahrendorf, a German economist and former head of the London School of Economics, said many British managers still show an unreadiness to communicate properly with workers and think managing means merely giving instructions.

Since World War II, Britain has acquired a reputation as a country with endless industrial strife, one in which a kind of class warfare has raged.

In fact its strike record has been only slightly worse than Japan's. Italy has a far worse record, yet has been one of the fastest growing industrial countries in the last 15 years.

Britain's reputation arises from the fact that its inefficient state-owned companies are especially strike prone. The record in private industry is much better.

"BUT WE HAVE a lot of small, very disruptive day-in-and-day-out problems on the factory floor," one industrialist said. "Management gets involved in frequent firefighting, and the damage is greater than the strike figures suggest."

That is the "British disease." So is the propensity to strike over seemingly minor matters.

A car worker is fired after he is caught deliberately bending a bracket. So the entire work force goes on strike in solidarity with him for four weeks

before the matter is submitted to arbitration.

If something goes wrong in a Japanese factory, a machine worker may change a wheel or a light bulb. Not in Britain. If a worker's job description does not call for him to change light bulbs or answer a phone, he will not do it and work will halt until the right person comes along to do it.

"We need four or five people to do a job that one person can do in Japan," said an industrialist.

ONE AUTO INDUSTRY official noted another problem when he said: "It's rare that unions come along with original ideas for joint improvement. There is a deep-down attitude that if management wants something it must be bad so they will have to be made to pay for it."

Imperial Chemicals' John Harvey-Jones said: "We operate in 46 countries and the atmosphere here is more hostile [to management] than in any of them."

Britain's high degree of unionization accentuates the problem. Fifty-one percent of workers belong to a union, compared with 24 percent in the U.S.

It is common to blame the ills of British industry on overly powerful unions. But many argue that the unions never could have acquired such power without poor management.

"In the immediate postwar years, Britain was Europe's biggest seller," one industrialist said. "We had assured markets in the empire and commonwealth and we chose to live with standards that in a fully competitive world we couldn't live with."

"MANAGEMENT FELT, why rock the boat? If the unions demanded more money, management gave it to them because they knew they could go on selling."

That went on well after Britain's postwar decline was far advanced.

Unit labor costs rose a phenomenal 45 percent between 1973 and 1982—a record unmatched by any country. As a result, Britain's share of world markets fell by 25 percent between 1977 and 1982.

Industry also has been unable to hold onto the home market. Manufactured imports took 14.5 percent of the British market in 1963, and 26 percent in 1980.

"If current trends continue in the next year or two Britain will import more manufactures than she exports for the first time since the 16th century," said Cambridge economist John Eatwell.

The result of these trends is the rapid deindustrialization of Britain. Of 1.7 million jobs lost since the Thatcher government took office, 80 percent have been in manufacturing.

Fear of unemployment has forced some change in attitudes. In key industries, workers have been rebelling against their unions, refusing to strike and settling for smaller wage increases than they have accepted in years.

IN THE FIRST three months of 1983, strikes were at a historic, all-time low. €

The government has enacted legislation to curb union powers and promises more. Whether it can bring about lasting changes that will overcome Britain's decline is, however, still in doubt.

Dr. John Rae of the Westminster School is confident that a new generation, "never brainwashed by the illusion of British greatness," will bring a fresh approach.

"I can see in 30 or 50 years Britain being what it ought to be—a small, aggressive, dynamic trading state, living off its wits and its energies, and not pretending to be anything else," he said.

But Prime Minister Benjamin Disraeli made an observation about Britain in the late 19th century that could be valid today:

"It is a very difficult country to move, a very difficult country indeed, and one in which there is more disappointment to be looked for than success."

New words

virulent /'virulənt/	a. powerful, quick-acting and dangerous to life or health 致命的, 恶性的
outbreak /'aʊtbreɪk/	n. a sudden occurrence or beginning of sth. bad 爆发
malady /'mælədi/	n. (esp. old use) an illness
sniff /snɪf/	vt. say in a proud complaining way 嗤之以鼻
diplomat /'dɪpləmət/	n. a person employed in diplomacy 外交官
trivial /'trɪvɪəl/	a. of little worth or importance
proprietor /prə'praɪətə/	n. owner
premise /'premɪs/	n. (pl.) a house or building and the garden, yard, outbuildings, etc. belonging to it 房屋 (及附属建筑、基地等)

strife /straif/	n. struggle; conflict
symptomatic /,sɪmptə'mætɪk/	a. serving as a sign or symptom 症状的
imperial /ɪm'piəriəl/	a. of an empire
colony /'kɒləni/	n. a country or area controlled and developed by a distant country 殖民地
renowned /ri'naʊnd/	a. famous
pageantry/'pædʒəntri/	n. splendid show of ceremonial grandness with people in fine dress 壮丽的(行列)
gracious /'greɪʃəs/	a. polite, kind and pleasant 雅致的
bleak /bli:k/	a. cold and cheerless 凄凉的, 惨淡的
litter /'lɪtə/	vt. cover untidily 使在...上布满杂乱的东西
wreck /rek/	vt. cause (a ship) to be destroyed 使(船)失事, 遭难
textile /'tekstail/	n. any fabric made by weaving 纺织品
forthcoming /fɔ:θ'kʌmɪŋ/	a. (often with neg.) ready or available when needed (需要时)垂手可得的
shabby /'ʃæbi/	a. appearing poor because of long wear or lack of care
nourish /'nʌrɪʃ/	vt. keep alive and well by giving food, water, etc. 滋养
suicide /'sju:saɪd/	n. the act of killing oneself
gloom /glu:m/	n. deep sadness; low spirits 忧郁, 意气消沉
ambassador /æm'bæsədə/	n. a diplomatic official of the highest rank, sent by one country to another as its representative 大使
flee /fli:/	vt. run away from; escape from
aggressive /ə'ɡresɪv/	a. not afraid of opposition 有进取心的
acquisitive /ə'kwɪzɪtɪv/	a. in the habit of acquiring things 渴望得到的
evangelical /,i:væn'dʒelɪkəl/	a. 福音派的, 新教会的
eligible /'elɪdʒəbl/	a. suitable to be chosen
retail /'ri:teɪl, ri:'teɪl/	n. the sale of goods in shops to customers, for their own use and not

pursuit /pə'sju:t/

headmaster /head'ma:stə/

piratical /pai'rætikəl/

uninhibited /'ʌnin'hibitid/

bowler /'bəʊlə/

skull /skʌl/

crossbones /'krɒsbəʊnz/

cripple /'kripl/

yawn /jɔ:n/

distaste /dis'teist/

rage /reɪdʒ/

prone /prəʊn/

disruptive/dis'rʌptiv/

propensity /prə'pensiti/

bracket /'brækit/

arbitration /,ɑ:bi'treɪʃən/

unionization /,ju:njənai'zeɪʃən/

accentuate /æk'sentʃueɪt/

blame /bleɪm/

phenomenal /fi'rɒmɪnəl/

enact /i'nækt/

legislation /ledʒəs'leɪʃən/

curb /kə:b/

brainwash /'breɪnwɒʃ/

illusion /i'lju:ʒən/

for resale 零售

n. any activity to which one gives one's time, whether as work or for pleasure 工作, 研究

n. the teacher in charge of a school

a. of or concerning a pirate 海盗的

a. not restrained. as by social convention 不受抑制的

n. a man's round hard hat 圆顶硬礼帽

n. the bone of the head which encloses the brain

n. two long bones placed across each other, usu. below a skull 交叉的大腿骨

vt. weaken seriously 削弱

n. 讨厌的人, 乏味的事物

n. dislike; displeasure

v. be very violent 猖獗, 盛行

a. having the probability of 易于...的

a. causing disorder or disturbance 破坏性的

n. a strong, often uncontrollable natural inclination or tendency 倾向, 嗜好

n. 托座

n. the settling of an argument by the decision of a person or group chosen by both sides 仲裁

n. 联合, 结合

n. stress or emphasize

vt. consider sb. responsible for sth. bad 把...归咎

n. extraordinary; very unusual

vt. make or pass (a law)

n. a body of laws

vt. restrain or control

vt. change beliefs by means which are not limited to reason or force

n. a false idea esp. about oneself 错

Phrases & Expressions

come to an agreement	reach an agreement
pop up	arise; happen or arrive unexpectedly
come to (into) office	begin to be in a position of duty, trust or high authority 就职, 上任
per capita	for or by each person
go under	fail or get into difficulties 失败, 屈服, 破产
despair of	be without hope of sth.
flee the country	run away from the country
a flood of	a large flow of 一大阵, 大批, 大量
out of character	unlike one's usual nature (与自己个性或习惯) 不适合, 不符合
have to do with	have a connection with
look down one's nose at	consider sth. or sb. unworthy
day-in-and-day-out	day and night; from morning till night
work force	the people who work in factory and industry generally, considered as a body 劳动力, 劳动大军
rock the boat	do sth. that makes it hard for the group to work together (俚) 捣乱
take office	accept a position as a member of the cabinet 就职, 上任
all-time	of or for all time on record 空前的
live off	produce one's food or income from

Proper Names

Margaret Thatcher /'ma:gərit 'θætʃə/	玛格丽特·撒切尔 (英国现任首相)
Correlli Barnett /kə'reli 'bɑ:nit/	克雷利·巴尼特
Dr. John Rae /'dɔktədʒən rei/	约翰·雷伊博士
Peter Jay /'pi:tə dʒei/	彼得·杰伊
Westminster School /'westmɪnstə/	威斯敏斯特学院
John Harvey-Jones /dʒɔn'hɑ:vi-dʒəunz/	约翰·哈维·琼斯
Imperial Chemicals Industries	帝国化学工业总公司
Ralf Dahrendorf /rɔ:f dʰɑren'dɔf/	拉尔夫·达伦多夫
London School of Economics	伦敦经济学院
John Eatwell /dʒɔn 'i:twel/	约翰·伊特威尔

Benjamin Disraeli /benɔːmɪn dɪz reɪli/
Chicago Tribune /ʃiːkəːgəʊ trɪbjuːn/

本杰明·迪斯雷利
芝加哥论坛报

Notes

1. This text is taken from the Chicago Tribune, (June 12, 1983) written by Ray Moseley, its resident correspondent in London.
2. the hot flames: the strong beliefs.
3. to be so considered: to be considered as eligible.
4. so they will have to: so management will have to.
5. why rock the boat: why spoil or trouble a comfortable situation, esp. unnecessarily.

Exercises

I. Reading Comprehension

Part One. Multiple Choice

1. In Britain, strikes happen suddenly here and there because of _____.
 - a. management
 - b. the unions
 - c. the government
 - d. both a and b
2. "That decline has been Prime Minister Margaret Thatcher's greatest concern" suggests _____.
 - a. that decline is no longer the greatest concern
 - b. that decline was the greatest concern of the past only
 - c. that decline continues to be the greatest concern
 - d. that decline will be the greatest concern
3. University students are not willing to go to work in _____.
 - a. scientific research
 - b. politics
 - c. industry
 - d. literary pursuits
4. From the passage we know that _____.
 - a. Britain has a higher strike record than Japan and Italy
 - b. Italy has a higher strike record than Japan and Britain
 - c. Japan has a higher strike record than Italy and Britain
 - d. the United states has the highest strike record of all.
5. The passage implies that _____.

- a. British greatness ought to be maintained
- b. the English chose to live with standards they couldn't live with.
- c. the government pays less attention than it should have to the clothing, housing and food of many of its people
- d. the English should not be gentlemen any more

Part Two: True or False

- 1. Workers at an auto factory were satisfied with their union and went on a strike.
- 2. Wrecked ships are washed up on the shore of the country.
- 3. Correlli Barnett thought that England began its decline in the first half of the 19th century and became a technological colony.
- 4. Managing does not simply mean giving instructions.
- 5. The author of this article seems to be in favor of Benjamin Disraeli.

Part Three: Answer the following questions.

- 1. What is the "British disease" according to the author?
- 2. What do you know about Britain today?
- 3. What has caused that decline according to Correlli Barnett?
- 4. Why is management poorly done in Britain?
- 5. Is it advisable for Britain to be a small, aggressive, dynamic trading state, living off its wits and its energies?

I. Vocabulary

Part One

Find single words in the text which have roughly the meanings given below:

- 1. ordinary
- 2. to destroy accidentally, as by collision
- 3. conflict
- 4. bold
- 5. to provide with substances necessary for life and growth
- 6. wearing worn garments
- 7. an elaborate and colorful public spectacle
- 8. extremely poisonous or harmful, as a disease or microorganism

Part Two

Match the words given under A with the meanings given under B. List B has some extra items.

A

1. eligible
2. renowned
3. disruptive
4. pursuit
5. distaste
6. litter
7. cripple
8. uninhibited

B

- a. not restrained, as by social convention
- b. profession, employment, recreation that one follows
- c. weaken seriously
- d. repugnance, dislike
- e. deep sadness, low spirits
- f. fit to be chosen
- g. easy to be understood
- h. causing disorder or disturbance
- i. unsettled
- j. make(place)untidy
- k. celebrated, famous

Part Three

Fill in the following blanks with either "flee" or "escape" or "run away":

1. He _____ with all the jewels.
2. He killed his enemy and _____ the country.
3. No one can _____ his destiny.
4. The robbers tried to _____, but they were caught.
5. She was frightened and _____.
6. The soldier _____ from the enemy's prison.

Part Four

Fill in the blanks with the words chosen from the following list: acquire, acquirement, acquisition, acquisitive, acquisitively, acquisitiveness, grace, graceful, gracile, gracious, graciousness

1. The ability to use a language can be _____ only by the act of using the language.
2. He is a man with an _____ mind.
3. The museum displayed its recent _____.
4. He is a man of versatile _____.
5. Will you _____ our party with your presence?
6. His figure is slender and _____.
7. She was _____ enough to show us round her home.
8. She is a _____ girl.

Part Five

Fill in the blanks with the idiomatic expressions of "have confidence in", "have an eye for", "have...out", "have on", "have in", and "have the say"

1. You will _____ in your own future.
2. She _____ color and style in clothes.

3. I _____ a tooth _____ yesterday.
4. When Brum left, he _____ a dark shirt.
5. He _____ very little _____ himself.
6. We _____ the Smiths _____ for dinner tonight.

III. Cloze

A storm arose and drove our ship upon the sand, in what land we did not know. We were in peril of our lives, for the sea 1 over the ship and threatened to break her up, 2 this distress we lowered the ship's boat and committed ourselves 3 God's mercy and the wild sea.

4 the shore was—whether rock or sand, whether steep or shallow—we did not know. After we 5 about a mile and a half, a raging wave, mountain-like, took us with 6 fury that it overturned the boat at once, 7 us both from the boat and from one another. 8 I swam very well, I could not free myself from the waves to get my breath, till the wave 9 me a great way on toward the shore. Then it went 10 and left me upon land almost dry, but half dead with the 11 I had swallowed. I got upon my feet and tried 12 my way towards the land as fast as I could, 13 another wave should return, but I soon found 14 impossible to avoid it. The sea came 15 me as high as a great hill and as furious as an enemy. My business was to hold my 16 and raise myself upon the water, if I could, and by swimming to save my breath and steer myself towards the shore.

- | | |
|-------------------------|----------------------|
| 1. a. beat | b. bit |
| c. parted | d. scratched |
| 2. a. For | b. At |
| c. In | d. On |
| 3. a. on | b. to |
| c. upon | d. toward |
| 4. a. How | b. Where |
| c. Why | d. What |
| 5. a. had rowed | b. rowed |
| c. had slidden | d. slid |
| 6. a. so | b. such |
| c. so great | d. such a |
| 7. a. having separating | b. to have separated |
| c. separating | d. to separate |
| 8. a. Since | b. Because |
| c. Though | d. Now that |