

新世纪大学英语军事知识阅读

新世纪大学英语阅读丛书
丛书总主编 宋渭澄

新世纪 大学英语 军事知识阅读

周 评 主编

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总 序

随着改革开放的不断深入和对外交流的进一步扩大,英语在越来越广泛的领域中发挥着重要作用。为适应二十一世纪社会发展和经济建设对各类人才的要求,《大学英语教学大纲》(修订本)在重视打好语言基础和语言应用能力培养的同时,对大学英语教学的教学目的和教学要求都提出了更高要求。《新大纲》重视素质教育,在强调加强学生英语语言基础和提高实际应用能力的同时,提出大学英语学习要四年不断线,提倡学生充分利用在校期间的有利条件,有计划、有目的地使英语水平得到稳步提高,以适应社会发展的总要求。

《新世纪大学英语阅读丛书》就是针对《新大纲》的要求编写的一套以巩固大学基础阶段英语学习成果为目的,以扩大学生各种知识面为目标的阅读丛书。该套丛书共五册,包括:《新世纪大学英语高科技知识阅读》(杨智颖主编)、《新世纪大学英语军事知识阅读》(周评主编)、《新世纪大学英语文史知识阅读》(王少琳主编)、《新世纪大学英语社科知识阅读》(李兆平主编)和《新世纪大学英语世界知识阅读》(曲江烨主编)。丛书由南京国际关系学院副院长、博士生导师、全国高校外语专业指导委员会英语专业组委员宋渭澄教授担任总主编,大学英语教学界诸多有名望的教师担任了编委会委员。各分册主编都是一些著名高校的外语教研室主任,编写人员都是长期工作在大学英语教学第一线并具有丰富教学经验的老师们。

这套丛书重点突出“新”和“泛”,总的来说,它有如下特点:一、选材新颖。丛书选编了不同领域的最新文章,能充分体现时代特色,紧跟时代潮流,反映时代精神。二、知识面广。丛书选编的文章涉及到政治、经济、军事、外交、社会、科技、医学、文学、文化、国家概况等诸多方面,覆盖面广,阅读这些文章必能有所收获。三、文章体裁广泛。丛书中编入了各类文体的文章,有利于学生提高和培养阅读能力。四、专业词汇量大。丛书涉及大量相关领域的词汇,并且很多是相关领域的最新词汇,在阅读中不仅能让了解专业知识,提高阅读兴趣,还能扩充专业词汇,适应毕业后的工作需要。

我们诚挚地希望这套丛书能够对繁荣新时期大学英语教学有所裨益,同时让广大学生在阅读过程中得到启迪和收获。

2001 年 5 月

前 言

《新世纪大学英语军事知识阅读》是《新世纪大学英语阅读丛书》中的一册。军事英语作为一门专业英语,涉及许多相关专业术语、知识。为此,我们精心选编了一些军事题材的文章。这些阅读材料主要选自美、英等国最新军事刊物,能体现军事发展的最新动态,同时我们也注意介绍一些军事常识,普及基本军事知识。为了方便阅读,这部阅读书分为陆军篇、空军篇、海军篇、军事思想与战略篇、军事史篇等部分,文章按难易程度及篇幅进行编排,特别适合具有一定英文功底,同时对军事知识有较浓厚兴趣的学生阅读。

文中涉及到大量军事英语词汇。通过阅读可以帮助学生扩充相应词汇。同时,能帮助学生了解一些军事史、战争史、著名军事将领、人物、事件等多方面的知识。个人可根据自己的英语水平 and 爱好,或在教师指导下,有选择地进行阅读。每个单元均给出了部分关键词,并对文章中的要点和难点作了注释,以方便阅读。各单元后附有 8 至 10 个阅读理解题及若干讨论题,供大家自我测验或思考使用。书末附有参考答案。另外,文中涉及到的观点仅代表原作者的观点,希望大家批判地阅读。

彭秋霞老师不仅参与了本书的编写工作,而且为本书作了审校,在此表示感谢。

编 者

2001 年 5 月

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Part One

Army(陆军篇)

Unit 1

As I See It

【New Words and Expressions】

- strangle *vt.* 扼杀
hideous *adj.* 可怕的
shriek *vi.* 尖叫
providence *n.* 天佑
slay *vt.* 杀死
mutilate *vt.* 使…伤残
messenger *n.* 把事情弄得一团糟的人
skirmish *n.* 小战斗
odious *adj.* 可憎的
exhortation *n.* 劝诫
liquidate *vt.* 清偿
dole *n.* 失业救济金
savage *n.* 未开化的人
ballyhoo *n.* 大肆宣传

【Text】

What about this danger of war, which is making us all shake in our shoes at present? I am like yourself: I have an intense objection to having my house demolished by a bomb from an airplane and myself killed in a horribly painful way by mustard gas¹. I have visions of streets heaped with mangled corpses² in which children wander crying for their parents, and babies gasp and strangle in the clutches of dead mothers. That is what war means nowadays. This is what is happening in Spain and in China whilst I speak to you; and it may happen to us tomorrow. And the worst of it is that it does not matter two straws to Nature, the mother of us all, how dreadfully we misbehave ourselves in this way, or in what hideous agonies we die. Nature can produce children enough to make good any extremity of slaughter of which we are capable. London may be destroyed; Paris, Rome, Berlin, Vienna, Constantinople may be laid in smoking ruins and the last shrieks of their women and children give way to the silence of death. No matter: Mother Nature³ will replace the dead. She is doing so every day.

Now, the moral of that is that we must not depend on any sort of divine providence to put a stop to war. Providence says "Kill one another, my children: kill one another to your heart's con-

tent. There are plenty more where you came from." Consequently, if we want war to stop we must all become conscientious objectors. I dislike war not only for its dangers and inconveniences, but because of the loss of so many young men any of whom may be a Newton or an Einstein, a Beethoven, a Michelangelo, a Shakespearé, or even a Shaw⁴. Or he may be what is of much more immediate importance: a good baker or a good weaver or builder. If you think of a pair of combatants as a heroic British St. Michael bringing the wrath of God⁵ upon a German Lucifer⁶, or burn to avenge him if his dastardly adversary mows him down with a machine-gun before he can get to grips with him. In that way, you can get intense emotional experience from war. But suppose you think of the two as they probably are: say, two good carpenters taken away from their proper work to kill one another. That is how I see it; and the result is that, whichever of them is killed the loss is as great to Europe and to me. In 1914, I was as sorry for the young Germans who lay slain or mutilated in no man's land as for the British lads who lay beside them, so I got no emotional satisfaction out of the war. It was to me a sheer waste of life.

The pacifist movement against war takes as its charter the ancient document called the Sermon on the Mount⁷, which is almost as often quoted as the speech which Abraham Lincoln⁸ is supposed to have delivered on the battlefield of Gettysburg⁹. The sermon is a very moving exhortation; and it gives you one first-rate tip, which is, to do good to those who despitefully use you and persecute you. I, who am a much-hated man, have been doing that all my life; and I can assure you there is no better fun, whereas revenge and resentment make life miserable and the avenger hateful. But such a command as "love one another", as I see it, is a stupid refusal to accept the facts of human nature. Pray, are we lovable animals? Do you love the rate collector? Do you love Mr. Lloyd George¹⁰? And if you do, do you love Mr Winston Churchill¹¹? Have you an all-embracing affection for Messers Mussolini¹², Hitler¹³, Franco¹⁴, Ataturk and the Mikado¹⁵?

The lesson we have to learn is that our dislike for certain persons, or even for the whole human race, does not give us any right to injure our fellow creatures, however odious they may be. As I see it, the social rule must be "live and let live". And as people who break this rule persistently must be liquidated, even pacifists and non-resisters must draw a line accordingly.

It has become a commonplace to say that another great war would destroy civilization. Well, that will depend on what sort of war it will be. If it is to be like the 1914 war—a war of nations—it will certainly not make an end of civilization. It may conceivably knock the British empire to bits and leave England as primitive as she was when Julius Caesar landed in Kent¹⁶. Perhaps we should be happier then, for we are still savages at heart, and wear our thin uniform of civilization very awkwardly. But, anyhow, there will be two refuges left for civilization. No *national* attack can seriously hurt the two great federated republics of North America and Soviet Russia. They are too big, the distances are too great. But what could destroy them is civil war: wars like the wars of religion in the 17th century. And this is exactly the sort of war that is threatening us today. It has already begun in Spain, where all the big capitalist powers are taking a hand to support General Franco through an intervention committee which they think it more decent to call a non-intervention committee. This is only a skirmish in the class war, the war be-

tween the two religions of Capitalism and Communism which is, at bottom, a war between labor and landowning. We could escape that war by putting our house in order as Russia has done, without any of the fighting and killing and waste and damage that the Russians went through; but we do not seem to want to. I have shown exactly how it can be done, and, in fact, how it must be done, but nobody takes any notice. Foolish people in easy circumstances flatter themselves that there is no such thing as the class war in the British empire, where we are all far too respectable and too well protected by our parliamentary system to have any vulgar unpleasantness of that sort. They deceive themselves. We are up to the neck in the class war¹⁷.

What is it that is wrong with our present way of doing things? It is not that we cannot produce enough goods. Our machines turn out as much work in an hour as 10,000 hand-workers used to. But it is not enough for a country to produce goods: it must distribute them as well; and this is where our system breaks down hopelessly. Everybody ought to be living quite comfortably by working four or five hours a day with two Sundays in the week, yet millions of laborers die in the workhouse or on the dole after 60 years of hard toil so that a few babies may have hundreds of thousands of pounds a year.

As I see it, this is not a thing to be argued about or to take sides about. It is stupid and wicked on the face of it; and it will smash us and our civilization if we do not resolutely reform it. Yet we do nothing but keep up a perpetual ballyhoo¹⁸ about Bolshevism, fascism, communism, liberty, dictators, democracy, and all the rest of it. The very first lesson of the new history dug up for us by Professor Flinders Petrie during my lifetime is that no civilization, however splendid, illustrious and like our own, can stand up against the social resentments and class conflicts which follow a silly misdistribution of wealth, labor and leisure. And it is the one history lesson that is never taught in our schools, thus confirming the saying of the German philosopher, Hegel. "We learn from history that men never learn anything from history."

【Notes】

1. mustard gas: 芥子气(一种毒气)
2. mangled corpse: 血肉模糊的尸体
3. Mother Nature: (孕育万物的)大自然
4. ...any of whom may be a Newton or an Einstein, a Beethoven, a Michelangelo, a Shakespeare, or even a Shaw: ...他们中任何一个人都有可能成为牛顿、爱因斯坦、贝多芬、米开朗琪罗、莎士比亚、甚至是萧伯纳
5. bringing the wrath of God: 使遭天谴
6. Lucifer: (宗)明亮之星,早晨之星(早期基督教教父著作中对堕落以前的撒旦的称呼)
7. the Sermon on the Mount: (宗)山上宝训(指耶稣在山上对其门徒的训示,内容系基督教的基本教义)
8. Abraham Lincoln: 林肯(1809—1865,美国第十六任总统[1861—1865]。就任总统后,爆发南北战争[1861]。采取革命性措施,颁布《宅地法》和《解放宣言》[1862],取得战争胜利[1865]。战后被暴徒刺杀。)

9. Gettysburg: 葛底斯堡(美国南北战争中葛底斯堡战役战场。后美国总统林肯在此发表著名的葛底斯堡演说。)
10. Lloyd George: 劳合·乔治(1863—1945, 英国首相[1916—1922]、自由党领袖。第一次世界大战中组成联合内阁, 出席巴黎和会[1919], 承认爱尔兰独立[1921]。)
11. Winston Churchill: 丘吉尔(1874—1965, 英国首相[1940—1945; 1951—1955], 第二次世界大战期间领导英国人民对德作战, 著有《世界危机》、《第二次世界大战》、《英语民族史》等, 获 1953 年诺贝尔文学奖。)
12. Mussolini: Benito Mussolini 莫索里尼(1883—1945, 意大利首相[1922—1943]、独裁者、意大利法西斯党魁, 第二次世界大战的主要战犯之一, 追随纳粹德国对同盟国宣战[1940]。因战争失败垮台, 被意大利游击队处死, 并倒悬暴尸。)
13. Hitler: Adolf Hitler 阿道夫·希特勒(1889—1945, 纳粹德国元首、头号战犯, 早年在狱中写《我的奋斗》, 仇恨共产主义和犹太人。任总理[1933], 后称元首[1934], 实行法西斯专政, 重整军备, 发动第二次世界大战, 战败自杀。)
14. Franco: 佛朗哥(1892—1975, 西班牙独裁者, 长枪党首领, 发动反共和政府的叛乱[1936]。夺取政权[1939]后, 任元首兼大元帅。第二次世界大战中支持德、意法西斯的侵略战争。)
15. Mikado: 日本天皇
16. It may conceivably knock the British ... landed in Kent: 战争也许会将大不列颠帝国击成碎片, 从而使英国回到凯撒大帝(公元前 101—104 年)在肯特登陆时的原始状态。
17. We are up to the neck in the class war: 我们深陷于阶级战争之中。
18. perpetual ballyhoo: 不断地大肆宣传

【Reading Comprehension】

1. At the beginning of this passage, the purpose of describing so many scenes after war is to tell readers the following facts EXCEPT that _____.
 - A. war is dangerous
 - B. war is cruel
 - C. wars happen frequently
 - D. human environment suffers from war as well.
2. The sentence "it does not matter two straws to Nature" in the first paragraph means _____.
 - A. it does some harm to Nature
 - B. it does not affect Nature
 - C. it plays an important role in Nature
 - D. it is related to Nature
3. The sentence "No matter; Mother Nature will replace the dead" in the first paragraph indicates that _____.
 - A. Mother Nature will get rid of the dead quickly
 - B. many new-born will take the place of the dead
 - C. the dead will be neglected by Mother Nature
 - D. others will replace the dead
4. According to the author, the reasons for the disliking for war are NOT _____.
 - A. because of war's dangers
 - B. because of war's inconveniences
 - C. because of the loss of many would-become-famous young men in war

- D. because of the waste of materials and wealth in war
5. The author feels that the 1914 war is _____.
A. an emotional dissatisfaction B. a waste of money
C. a waste of life D. both A and B
6. According to the author, the command as love on another is a stupid refusal to _____.
A. accept the facts of human misbehavior B. recognize the existence of human nature
C. accept the facts of human nature D. recognize all nature phenomena
7. The phrase "live and let live" in paragraph 4 means _____.
A. everyone is born equal
B. it is wrong to injure our fellow creatures no matter how odious they are
C. we have the rights to live
D. some people are very odious
8. The reason why North America and Soviet Russia could not be destroyed in a national war is that _____.
A. both are great federated republics B. both are strong and far away from each other
C. both are far away from the battlefield D. both are too big to be defeated
9. The sentence "We learn from history that men never learn anything from history" in the last paragraph means that _____.
A. we could not get some useful lessons from history
B. we could not teach history lessons in schools
C. no one knew the history lessons researched by experts
D. no one has ever really learned anything from history

【Questions for Discussion】

1. According to the author, does the danger of war still exist? Why or why not?
2. What is the lesson we have to learn from war?
3. What is the author's view on war?

Unit 2

Force XXI: The Army of 2000 and Beyond

【New Words & Expressions】

- miniaturize *vt.* 使小型化
digitize *vt.* 使数字化
outfit *vt.* 装备
field *vt.* 把…投入战场
venture *n.* 冒险行动, 冒险事业
entail *vt.* 使必需, 使承担
compact *adj.* 简洁的
envision *vt.* 想象, 预想
infantry *n.* 步兵, 步兵团
helmet *n.* 头盔
intensifier *n.* 使…更激烈之物; 增强剂(物)
thermal *adj.* 热的, 热量的, 由热造成的
terrain *n.* 地形
obscurant *n.* 模糊不清者
peripheral *adj.* 周围的, 周边的
azimuth *n.* 方位; 方位角
obtrusive *adj.* 强加于人的; 莽撞的
modular *adj.* 模的; 制成有标准组件的
ammunition *n.* 军火, 弹药
projectile *n.* 发射体, 抛射物
algorithm *n.* 运算; 法则
prioritize *vt.* 把…区分优先次序
demo *n.* 演示

【Text】

(Compared with today's army, Force XXI¹ is certainly much more advanced, but in what way?)

It will require that everything be lightweight and miniaturized, and that soldiers be fully in-

tegrated into a digitized battlefield.

And while it may not totally mimic the movie 2001, in which Hal² the computer held unprogrammed conversations with people, it may not be far from it.

The first system designed to outfit and integrate a soldier into the battlefield as a complete fighting system will initially be fielded as early as 1998, according to officials at the U.S. Army Soldier Systems Command³ in Natick, Mass. The command manages the countless design and development programs the venture entails.

Researchers at the U.S. Army Communications and Electronic Command(CECOM⁴) at Fort Monmouth, N.J., who are largely responsible for developing the individual soldier's computer and radio that will be the heart of the system, said nearly 5,000 Land Warrior systems⁵ will be fielded by 1999.

LW will be followed by a more elaborate soldier system that's expected to be fielded in the year 2003 as part of the Generation II/21 CLW⁶ program. And GEN II will be more compact, energy efficient, producible, affordable and survivable, and will be more easily integrated into the digitized battlefield.

As Currently envisioned, the dismounted soldier system—everything the infantry soldier will wear and carry on the battlefield—will include a high-tech helmet with a wide-field-of-view image intensifier that will enhance a soldier's target recognition and acquisition capabilities.

Through the helmet, the soldier will experience enhanced night vision and be able to "see" around corners and buildings via his weapon's thermal sight.

By scanning an area with his weapon's thermal sight, the soldier will be able to see an area's characteristics, including terrain and enemy positions, and will be able to see through obscuring. The thermal images will appear on miniature helmet-mounted display.

Another component of the dismounted soldier system will be an individual soldier radio/ computer. In its GEN II version, the computer and radio will be combined and embedded in new web gear. The system will be built around a series of cards the size of credit card, but slightly thicker. One card will be his radio; another preformatted messages⁷; and others would contain other applications.

A soldier who has a video recon mission⁸, for example, would have a video capture card plus a peripheral camera to take pictures for transmission to higher commands. The photos would provide location coordinates and azimuths via the Global Positioning System⁹ receiver and digital compass inside the radio/computer. This would provide operational intelligence, location information and battle-damage assessment.

A "pencil" camera being developed for military use by CECOM is being considered for inclusion in the helmet-mounted display.

Also part of the soldier system is a protective subsystem that includes the new web gear, or load-bearing component; an assault pack; body armor to protect against small-arms fire; and an advanced battle-dress uniform. There is also an interface and power subsystem that links everything together and keeps it going.