

复旦博学 · 21 世纪 研究生英语系列 教材



# 研究生 综合英语 3

English for Graduate Students

曾道明 陆效用 主编

复旦大学出版社

复旦博学·21世纪研究生英语系列教材

翟象俊 主审

# 研究生综合英语 3

主 编

曾道明 陆敦用

副主编

刘 雯 曾建彬

本册主要编写人员

曾道明 陆敦用 刘 雯

曾建彬 谢晚燕 何 静

卢玉玲 黄 莺 雍 毅

陈 进 谷红欣 王绍梅

赵 海 赵 蓉 陶友兰

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装帧设计 周 进

总 编 辑 高若海

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# 编辑出版说明

21 世纪,随着科学技术的突飞猛进和知识经济的迅速发展,世界将发生深刻变化,国际间的竞争日趋激烈,高层次人才的教育正面临空前的发展机遇与巨大挑战。

研究生教育是教育结构中最高层次的教育,肩负着为国家现代化建设培养高素质、高层次创造性人才的重任,是我国增强综合国力、增强国际竞争力的重要支撑。为了提高研究生的培养质量和研究生教学的整体水平,必须加强研究生的教材建设,更新教学内容,把创新能力和创造精神的培养放到突出位置上,必须建立适应新的教学和科研要求的有复旦特色的研究生教学用书。“21 世纪复旦大学研究生教学用书”正是为适应这一新形势而编辑出版的。

“21 世纪复旦大学研究生教学用书”分文科、理科和医科三大类,主要出版硕士研究生学位基础课和学位专业课的教材,同时酌情出版一些使用面广、质量较高的选修课及博士研究生学位基础课教材。这些教材除可作为相关学科的研究生教学用书外,还可供有关学者和人员参考。

收入“21 世纪复旦大学研究生教学用书”的教材,大多是作者在编写成讲义后,经过多年教学实践、反复修改后才定稿的。这些作者大都治学严谨,教学实践经验丰富,教学效果也比较显著。由于我们对编辑工作尚缺乏经验,不足之处,敬请读者指正,以便我们在将来再版时加以更正和提高。

复旦大学研究生院

2001 年 3 月

# 前 言

我国高等院校的研究生教育在21世纪之初有了较大规模的发展,同时对研究生英语教学也提出了更高的要求。为了使研究生英语课程更好地适应新世纪高素质人才培养的需要,我们在总结过去十多年教材编写和课堂教学经验的基础上,参照教育部(原国家教委)1992年颁布的《非英语专业研究生英语教学大纲》,并根据继承和创新的原则,编写了新一代研究生英语教材——《研究生综合英语》。

本教材有以下几个特点:一、选材多样化。所有材料均选自英美报刊书籍,选文既重视语言的规范性,又关注社会热点话题,使课文具有较强的趣味性、可读性和思考性,并能促进学生的英语表达欲望。二、注重口语、写作和翻译能力的培养。每课练习包含了丰富的口语、翻译和写作习题,有利于培养学生使用英语的综合能力。尤其是第一册中的口语技能(Speaking Skills)、第二册中的写作技能(Writing Skills)和第三册中的翻译技能(Translating Skills),具有很强的实用性。三、补充材料(Additional Work)内容丰富。第一、二册包括习语学习(Idiom Studies)、词汇扩充(Vocabulary Expansion)和阅读欣赏(Reading Appreciation)三个部分;第三、四册包括习语学习和阅读欣赏两个部分,为学有余力的学生提供了一块饶有趣味的英语学习园地。

本教材共分四册。原则上第一、二册供非英语专业硕士生使用,第三、四册供非英语专业博士生使用,但使用者可根据学生的实际情况灵活处理。

本教材由复旦大学大学英语教学部研究生教研室负责编写。第三册由曾道明、陆效用任主编,刘雯、曾建彬任副主编,主要编写人员还有谢晓燕、何静、卢玉玲、黄莺、雍毅、陈进、谷红欣、王绍梅、赵海、赵蓉和陶友兰等。英国语言专家Gary Green为编写工作提供了帮助。

本教材在编写过程中,得到了复旦大学研究生院领导及培养处负责同志的大力支持,并获得研究生项目经费的资助。在此表示衷心的感谢。

由于编写人员教学任务重、时间紧,又限于水平,教材中的错误和不妥之处,敬请读者提出宝贵意见。

编 者  
2003年7月

21世纪研究生英语教材

# 使用说明

本书为研究生综合英语（共四册）第三册，供博士生第一学期使用。

本书共有八个单元，每单元包括课文和补充阅读两篇文章。课文前面的作者和内容简介主要为学生提供必要的背景材料，帮助学生更好地理解课文内容。补充阅读基本上与课文题材相似，或选自同一作家的作品，以进一步拓宽学生的知识面。

课文中出现的生词或短语均采用英语释义。课文注释以介绍背景知识为主，对个别难以解释的语言点也适当作了解释，供学生预习时参考。

本书强调语言基本功的训练和语言实用能力的培养，因此在每单元的课文后均配有大量练习，其中包括回答问题（Comprehension Questions）、话题讨论（Topics for Discussion）、词汇（Vocabulary）、短文填空（Cloze）、翻译（Translation）和写作（Writing）。回答问题旨在帮助学生加深对课文内容的理解。话题讨论要求学生结合课文或与课文有关的话题发表自己的见解。词汇练习包括A、B两部分，A部分通过同义词练习，帮助学生掌握课文中常用词和词组的用法，B部分主要操练课文中出现的单词和词组以及它们的其他用法，以进一步扩大学生的词汇量。课文中的短文填空要求学生根据上下文的意思，在空白处填入适当的词或词组，使全文的意思完整。这一部分练习有助于学生提高运用语言的综合能力。翻译练习分为A和B两部分，A部分和B部分分别选自课文以外的材料，要求学生将它们分别译成英语和汉语，并要求译文准确流畅。写作练习要求学生根据题示，写出一篇条理清楚、用词恰当、行文流畅的英语短文。

每一单元中的翻译技能（Translating Skills）体现了本册的特色。这一部分简要介绍了翻译领域的一些理论和技能以及供学生欣赏的译文佳作，以便学生进一步提高运用英语的实际能力。

每一单元中还增设了补充材料（Additional Work）和谚语（Proverbs）。补充材料包括两个部分：习语学习和阅读欣赏。习语练习与课文无关，主要供语言基础较好或希望参加国际英语考试的学生使用。阅读欣赏主要介绍一些文学价

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值较高的散文、小说和诗歌等，以提高学生的文学修养。谚语通常与课文内容有关，旨在加深学生的文化底蕴。

编 者

2003 年 7 月

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编 者

2003 年 7 月



# Contents

## ***Unit one***

Text	A Question of Degree	1
Further Reading	College Pressures	15
Translating Skills	Translation: General Introduction	26

## ***Unit Two***

Text	The Middle Class	35
Further Reading	Three Strata of the Working Class	51
Translating Skills	Diction: A Basic Training	64

## ***Unit Three***

Text	How We Listen to Music	77
Further Reading	Music, the Medium of the Human Soul	93
Translating Skills	Conversion and Inversion	106

## ***Unit Four***

Text	Fashion and Status	117
Further Reading	Civilian Uniformities	133
Translating Skills	Amplification, Omission and Repetition	143

## ***Unit Five***

Text	Daisy Miller	159
Further Reading	Pride and Prejudice	176
Translating Skills	Negation, Division and Condensation	187

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## ***Unit Six***

Text	Believing the Believers	201
Further Reading	New Superstitions for Old	217
Translating Skills	Ways to Deal with Passives and Culture-Specific Rhetorical Figures	227

## ***Unit Seven***

Text	Can Ethics Be Taught	241
Further Reading	The Insufficiency of Honesty	257
Translating Skills	Approaches to the Translation of Long Sentences and Idioms	267

## ***Unit Eight***

Text	In Favor of Capital Punishment	285
Further Reading	The Death Sentence	307
Translating Skills	Styles of Translation	320

# UNIT ONE

## Text

### Introduction to the Author and the Article

Blanche Blank is the author of several articles and books on American government and higher education. She once served as Acting President, as well as Dean of Social Sciences and Professor, at Hunter College. She was also at Yeshiva University for 11 years. She has been instrumental in working on projects of The Fund, including being the principal investigator of a study on “International Perspectives on the UN.” She has been a Fund for Peace trustee since 1988.

The text is excerpted from *Degrees: Who Needs Them?* (Autumn, 1972. AAUP Bulletin, a publication of American Association of University Professors). In this text, Blanche Blank points out that a university education is not a commodity to be marketed and sold. It should be a resource center for those who want the opportunity to develop their intellectual powers and lead more productive, useful, and fulfilling lives.

### ***A Question of Degree***

*Blanche Blank*

**P**erhaps we should rethink an idea fast becoming an undisputed premise of American life that a college degree is a necessary (and perhaps even a sufficient) precondition for success. I do not wish to quarrel with the

assumptions made about the benefits of orthodox education. I want only to expose its false god<sup>1</sup>: the four-year, all-purpose, degree-granting college, aimed at the so-called college-age population and by now almost universally accepted as the stepping-stone to “meaningful” and “better” jobs.

What is wrong with the current college/work cycle can be seen in the following anomalies: we are selling college to the youth of America as a take-off pad<sup>2</sup> for the material good life. College is literally advertised and packaged as a means for getting more money through “better” jobs at the same time that Harvard graduates are taking jobs as taxi drivers. This situation is a perversion of the true spirit of a university, a perversion of a humane social ethic and, at bottom, a patent fraud. To take the last point first, the economy simply is not geared to guaranteeing these presumptive “better” jobs; the colleges are not geared to training for such jobs; and the ethical propriety of the entire enterprise is very questionable. We are by definition (rather than by analysis) establishing two kinds of work: work labeled “better” because it has a degree requirement tagged to it and nondegree work, which, through this logic, becomes automatically “low level.”

This process is also destroying our universities. The “practical curriculum” must become paramount; the students must become prisoners; the colleges must become servants of big business and big government. Under these conditions the university can no longer be an independent source of scientific and philosophic truth-seeking and moral criticism.

Finally, and most important, we are destroying the spirit of youth by making college compulsory at adolescence, when it may be least congruent with emotional and physical needs; and we are denying college as an optional and continuing experience later in life, when it might be most congruent with intellectual and recreational needs.

Let me propose an important step to reverse these trends and thus help restore freedom and dignity to both our colleges and our workplaces. We should outlaw employment discrimination based on college degrees. This would simply be another facet of our “equal-opportunity” policy and would add college degrees to sex, age, race, religion and ethnic group as inherently unfair bases for employment selection.

People would, wherever possible, demonstrate their capacities on the job. Where that proved impractical, outside tests could still serve. The medical boards<sup>3</sup>, bar exams<sup>4</sup>, mechanical, mathematical and verbal aptitude tests might still be used by various enterprises. The burden of proof<sup>5</sup> of their legitimacy, however, would remain with the using agencies. So too would the costs. Where the colleges were best equipped to impart a necessary skill they would do so, but only where it would be natural to the main thrust of a university endeavor.

The need for this rethinking and for this type of legislation may best be illustrated by a case study. Joe V.<sup>6</sup> is a typical liberal-arts graduate, fired by imaginative art and literature. He took a job with a large New York City Bank, where he had the opportunity to enter the “assistant manager training program.” The trainees rotated among different bank departments to gain technical know-how and experience and also received classroom instruction, including some sessions on “how to write a business letter.” The program was virtually restricted to college graduates. At the end of the line, the trainees became assistant bank managers: a position consisting largely of giving simple advice to bank customers and a modest amount of supervision of employees. Joe searched for some connection between the job and the training program, on the one hand, and his college-whetted

appetites<sup>7</sup> and skills on the other. He found none.

In giving Joe preference for the training program, the bank had bypassed a few enthusiastic aspirants already dedicated to a banking career and daily demonstrating their competence in closely related jobs. After questioning his superiors about the system, Joe could only conclude that the “top brass”<sup>8</sup> had some very diffuse and not-too-well-researched or even well-thought-out conceptions about college men. The executives admitted that a college degree did not of itself ensure the motivation or the verbal or social skills needed. Nor were they clear about what skills were most desirable for their increasingly diverse branches. Yet they clung to the college prerequisite.

Business allows the colleges to act as recruiting, screening and training agencies for them because it saves money and time. Why colleges allow themselves to act as servicing agents may not be as apparent. One reason may be that colleges are increasingly becoming conventional bureaucracies. It is inevitable, therefore, that they should respond to the first and unchallenged law of bureaucracy: Expand! The more that colleges can persuade outside institutions to restrict employment in favor of their clientele, the stronger is the college’s hold and attraction. This rationale becomes even clearer when we understand that the budgets of public universities hang on the number of students “serviced.” Seen from this perspective, then, it is perhaps easier to understand why such matters as “university independence,” or “the propriety” of using the public bankroll to support enterprises that are expected to make private profits, can be dismissed. Conflict of interest is difficult to discern when the interests involved are your own...

What is equally questionable is whether a college degree, as such, is proper evidence that those new skills



105

that are truly needed will be delivered. A friend who works for the Manpower Training Program feels that there is a clear divide between actual job needs and college-degree requirements. One of her chief frustrations is the knowledge that many persons with the ability to do paraprofessional mental-health work are lost to jobs they could hold with pleasure and profit because the training program also requires a two-year associate art degree.

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Obviously, society can and does manipulate job status. I hope that we can manipulate it in favor of the greatest number of people. More energy should be spent in trying to upgrade the dignity of all socially useful work and to eliminate the use of human beings for any work that proves to be truly destructive of the human spirit. Outlawing the use of degrees as prerequisites for virtually every job that our media portray as “better” should carry us a long step toward a healthier society. Among other things, there is far more evidence that work can make college meaningful than that college can make work meaningful.

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My concern about this degree/work cycle might be far less acute, however, if everyone caught up in the system were having a good time. But we seem to be generating a college population that oscillates between apathy and hostility. One of the major reasons for this joylessness in our university life is that the students see themselves as prisoners of economic necessity. They have bought the media messages about better jobs, and so they do their time<sup>9</sup>. But the promised land<sup>10</sup> of “better” jobs is, on the one hand, not materializing, and on the other hand the student is by now socialized to find such “better” jobs distasteful even if they were to materialize.

One of the major improvements that could result from the proposed legislation against degree requirements for

employment would be a new stocktaking on the part of all our educational agencies. Compulsory schools, for example, would understand that the basic skills for work and family life in our society would have to be compressed into those years of schooling.

140

Colleges and universities, on the other hand, might be encouraged to be as unrestricted, as continuous and as open as possible. They would be released from the pressures of ensuring economic survival through a practical curriculum. They might best be modeled after museums. Hours would be extensive, fees minimal, and services available to anyone ready to comply with course-by-course demands. College under these circumstances would have a clearly understood focus, which might well be the traditional one of serving as a gathering place for those persons who want to search for philosophic and scientific “truths”.

145

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This proposal should help our universities rid themselves of some strange and gratuitous practices. For example, the university would no longer have to organize itself into hierarchical levels: B.A., M.A., Ph.D. There would simply be courses of greater and lesser complexity in each of the disciplines. In this way graduate education might be more rationally understood and accepted for what it is—more education.

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The new freedom might also relieve colleges of the growing practice of instituting extensive “work programs,” “internships” and “independent study” programs. The very names of these enterprises are tacit admissions that the campus itself is not necessary for many genuinely educational experiences. But, along with “external degree” programs, they seem to pronounce that whatever one has learned in life by whatever diverse and interesting routes cannot be recognized as increasing one’s dignity, worth,

165



170 usefulness or self-enjoyment until it is converted into degree credits.

The legislation I propose would offer a more rational order of priorities. It would help recapture the genuine and variegated dignity of workplace along with the genuine and more specialized dignity of the university. It should help restore to people of all ages and inclinations a sense of their own basic worth and offer them as many roads as possible to reach Rome.

### Notes

1. its false god: Usually it means a person or a thing that is greatly respected or worshipped for their deceitful nature, here it refers to a college degree.
2. a take-off pad: Originally “take-off” means the beginning of a flight, when a plane, spacecraft, etc., rises from the surface of the earth; here a take-off pad is used in a figurative sense, meaning a springboard.
3. the medical boards: an examination given by the medical organization to those who want to become doctors
4. bar exams: various kinds of examinations designed for lawyers or those who want to become lawyers
5. the burden of proof: the responsibility for giving proof
6. Joe V.: Here it doesn’t refer to any person in particular, it’s just a name used for the example.
7. college-whetted appetites: interests or tastes developed by colleges and universities
8. top brass: high officials
9. do their time: Originally “do one’s time” means “be imprisoned as a criminal”; here it is used figuratively, meaning college education is boring.
10. the promised land: In the Bible it is the land of Canaan promised by God to Abraham and his descendents, a place of greatest happiness. Here it refers to the place where “better” jobs can be found.