

农业推广硕士系列教材

全国农业推广硕士专业学位教育指导委员会推荐

英语

English

全国农业推广硕士专业学位教育指导委员会 组编

李建华 史宝辉 童吉美 主编

国农业出版社

农业推广硕士系列教材

全国农业推广硕士专业学位教育指导委员会推荐

英 语

全国农业推广硕士专业学位教育指导委员会 组编

李建华 史宝辉 童吉美 主编

中国农业出版社

编著者 (按汉语拼音顺序排列)

主 编 李建华 (中国农业大学教授)

史宝辉 (北京林业大学教授)

童吉美 (上海水产大学教授)

编 者 葛春清 李建华 蒲红梅 祁引霞 史宝辉

唐 莹 许 峰 郁仲莉 曾庆敏 张利华

钟 玲

主 审 王耀庭 (南京农业大学教授)

序

金秋时节，我很高兴地看到了由全国农业推广硕士专业学位教育指导委员会组织编写的农业推广硕士系列教材的部分书稿。教材的编著者有着丰富的从事研究生教育或农业科技推广工作的实际经验。书稿既反映了编著者多年的学术与实践积累，又显示出他们对这一类型研究生学位质量标准的理解。我真诚地希望这套教材能够对起步不久的农业推广硕士专业学位教育的发展起到积极的推动作用，使农业推广硕士专业学位的教育质量更有保障。

农业推广硕士专业学位的设置，是加速实现农业现代化的需要。农业科技推广和农村发展工作的综合性、复杂性，对在这一领域工作人员的知识水平和实践能力提出了特定的要求。作为新的学位类型，农业推广硕士专业学位近两年来发展较快，开展农业推广硕士专业学位教育的学校不断增多，今年招生人数已经达到四千多人，显示出这一学位类型的生命力。现已在学的大部分学生来自各级农业科技推广部门和农业产业部门，多数是单位的业务骨干。他们从事农业推广或农村发展方面的技术或管理工作多年，有着丰富的实际工作经验。他们在课堂学习过程中，显示出非常高的学习积极性和良好的学习、交流与表达能力。这套教材的编著者在教学与编写过程中，注意到了生源的特殊性，有针对性地侧重应用能力的培养。在内容编排上，既有系统的理论知识，又有生动的案例，信息量较大，时代感较强，体现了农业推广硕士专业学位以培养高层次应用型、复合型人才为目标的培养要求。

我国农科专业学位教育刚刚起步，各学位授予单位在这方面的培养经验可能还不甚丰富，但是我相信，只要各培养单位严格遵循培养

方案并开展工作，坚持质量第一的原则，不断探索，在数量和质量两方面一定会培养出适合农业现代化需要的高层次复合型、应用型人才。

农业推广硕士专业学位教育指导委员会主任委员

中国科学院院士

中国工程院院士

中国农业大学教授

2002 年秋

石文康

前 言

为落实“科教兴国”和“可持续发展”战略，更好地适应我国农业现代化和农村发展对高层次专门人才的迫切需要，完善具有中国特色的学位制度，1999年5月国务院学位委员会第十七次会议决定设置农业推广（暂用名，下同）硕士专业学位，2000年起开始招生。为更好地促进专业学位研究生教学工作，培养合格的农业技术推广和农村发展高层次应用型、复合型人才，全国农业推广硕士专业学位教育指导委员会决定出版系列教材，本书系全国农业推广硕士专业学位教育指导委员会组织编写的农业推广硕士研究生系列教材之一。

本教材是参照全国硕士生英语教学大纲对非英语专业硕士研究生的英语要求，由全国农业推广硕士专业学位教育指导委员会组织中国农业大学、北京林业大学、南京农业大学和上海水产大学的教师编写的。在编写过程中结合专业学位研究生不脱岗学习的特点，特别注意培养专业学位研究生阅读和写作两个方面的能力，使他们能够以英语为工具获取和交流专业信息。在课文的选材方面，我们尽量体现时代特点，都是近期国外期刊和网络上的文章。这些文章语言规范，内容新颖，题材广泛，信息性强，特别能够体现用英语获取新的信息这一能力的培养。正因如此，本教材也适合其他专业学位研究生英语教学选用。

本教材由10个单元组成。第1~9单元各包括两篇课文，其中Text A要求精学，编写了导读、课前思考题、生词、短语、注释和练习，练习又涉及课文理解、词汇、语法结构、完型填空、翻译、写作等内容和形式。Text B只需读懂大概内容，回答几个关键问题即可。每个单元都有阅读技巧和写作技巧方面的指导。第10单元只有一篇课文，篇幅较大，练习形式也是综合性的，一则为全书作结，二则学生可藉此长文检测一下自己学完本教程后的英语阅读能力。

本教材要求60学时左右。考虑到这类学生以自学为主的特点，注释尽量详尽。每个单元的练习都给了答案，附在单元后面，书后还附有

生词总表，便于查阅。在教学中，使用本教材的学校可以根据本校学生的情况决定使用全部或部分内容，教学中各单元的顺序也可以灵活掌握。

在本教材的编写过程中，参加编写学校的研究生院、研究生处给予了很大的支持，在此表示衷心的感谢。

由于编写时间仓促，本教材中难免有不当或错误之处，敬请使用单位和学生谅解并告诉我们，以便将来修正。

全国农业推广硕士专业学位教育指导委员会

2002年9月

Table of Contents

序 前言

Unit 1 Law and Peace	1
Text A Work for Peace Gives Widow Courage	1
Exercises	4
Reading Skills Connectives	7
Writing Skills Notes	9
Text B Justice System Fails Kids	14
Key to Exercises	18
 Unit 2 Mothers and Children	20
Text A She's Leaving Home	20
Exercises	25
Reading Skills Scanning	29
Writing Skills Letter Writing	30
Text B Terrain of a Mother's Heart	33
Key to Exercises	37
 Unit 3 Information Technology	40
Text A Inventing the Future	40
Exercises	46
Reading Skills Organization	50
Writing Skills Paragraph Writing	51
Text B Personal Computers: The Next 20 Years	52
Key to Exercises	56
 Unit 4 Too Many People	58
Text A Jam Tomorrow?	58
Exercises	62
Reading Skills Skimming	64
Writing Skills How to Write an Outline	66
Text B American Upsizing	67

Key to Exercises	71
Unit 5 Ethics and Morality	72
Text A The Right Thing	72
Exercises	77
Reading Skills Using Context Clues for Word Meanings	80
Writing Skills Summaries and Abstracts	82
Text B The Moral Life of Digital Kids	86
Key to Exercises	92
Unit 6 E-life and E-business	94
Text A The Dawn of E-life	94
Exercises	99
Reading Skills Complex Structures	103
Writing Skills Structured Writing	105
Text B Managing in an E-business World	106
Key to Exercises	110
Unit 7 Life and Age	112
Text A Retirement Cash: Will You Have Enough	112
Exercises	117
Reading Skills Referents	120
Writing Skills Exposition	121
Text B Check Your Life Insurance	122
Key to Exercises	126
Unit 8 Our Environment	128
Text A Environmental Science	128
Exercises	133
Reading Skills Thesis	138
Writing Skills Writing Short Essays	140
Text B Human Impact	143
Key to Exercises	147
Unit 9 Family Life	149
Text A First Family Gives Parenting Advice	149
Exercises	154
Reading Skills Distinguishing Fact from Opinion	157

Writing Skills Lab Report	158
Text B How Honest Are Couples?	165
Key to Exercises	170
 Unit 10 Food and Agriculture	172
Text Grassroots Innovator	172
Exercises	181
Writing Skills 1 Tables and Figures	185
Writing Skills 2 Research Paper	188
Key to Exercises	190
 Glossary	191
Bibliography	214

Unit 1 Law and Peace

Text A

Introduction

Amber Amundson, mother of two children, lost her husband at the Pentagon in the explosion of September 11th, 2001. In spite of this, she objects to seeking out vengeance. She wrote to the national leaders to show her wish for peace, helped to create an organization to advocate peace and joined a peace walk... She devoted all her energy to working for the peace tomorrow. How could she possibly do this?

Pre-reading Questions

1. What impact has the September 11th's explosion had on the American people?
2. If you were one of the national leaders of the U. S. A, what actions might you take after this event?
3. Do you think it is a good idea to stop terrorism by waging a war?

Work for Peace Gives Widow Courage

Karen S. Peterson

Amber Amundson, who lost her husband to war, remains committed to peace. Craig Scott Amundson, a 28-year-old Army enlisted man, was killed at the Pentagon on Sept. 11.¹ Amber continues to be a public force for peaceful solutions to violent problems. A letter posted from her at sockodesign.com is addressed to "our national leaders." It begins with a quote from Martin Luther King Jr.², whose birthday the nation honors today. "Darkness cannot drive out darkness," she quotes King as saying. "Only light can do that. Hate cannot drive out hate; only love can do that. Hate multiplies hate, violence multiplies violence, and toughness multiplies toughness in a descending spiral of destruction³."

Amundson, 28, says King's "words have always inspired me. I think he and Craig and our family have shared the same dream of world peace." In that spirit of non-violence, she is helping create an

organization called Peaceful Tomorrows. A public announcement is planned within a few weeks.

Amundson continues to drive darkness out of her own personal world⁴. "I'm doing OK," she says. "I'm keeping myself inspired so I can continue this work." She is rebuilding her life, raising her two children, Elliot, 5, and Charlotte, 3. She is, she says, "taking things hour by hour these days⁵." Moving to be with her husband's family in Missouri has proved to be a boon. "The kids find a lot of comfort being surrounded by Craig's family," she says. "It has been really a saving grace, to be so closely connected to Craig's roots. There is something powerful about that."

She would like to help make some changes in the world, "so that other children won't experience this (loss), whether here or in Afghanistan." Amber says Craig drove to work in a car with a "Visualize World Peace" bumper sticker. He raised their children, she says in a second online letter, to "understand humanity and not fight to get what you want. I do not like unnecessary death." "I do not want my children to grow up thinking that the reason so many people died following the Sept. 11 attack was because of their father's death. I want to show them a world where we love and not hate, where we forgive and not seek out vengeance," she writes at [www. nonviolence. org](http://www.nonviolence.org).

The love she speaks of is both spiritual and literal⁶. Starting last fall, Amundson began to feel a deep sense that Craig was nearby. She joined a peace walk between Washington, D. C., and Ground Zero in New York that combined bus trips and hikes from Nov. 24 to Dec. 3. The event was sponsored by Voices in the Wilderness, a group that seeks to end economic sanctions by the United States against Iraq.

It was during that walk near Jonah House, a Baltimore group that promotes non-violence, that she felt the proximity of Craig. "I found myself in the middle of a cemetery, begging for the presence of Craig, or of God. And then it was like I heard Craig whisper, 'I am all around you. I am with you. ' " She looked to her left, she says, "and I saw this tree. I looked at how powerful the trunk and the limbs seemed. And I thought of how powerful is the presence of God. There is something out there that protects us. I

thought about purity, how everything around me was part of this greater force⁷, this great spirit. And for the first time, I really felt I had such a powerful connection to the presence of God. And I had Craig's spirit with me. I realized that death—that is so final for us when we are grieving and deeply saddened and wanting Craig back here so badly—on that day, I understood that he is still with us. There is more to our existence than our physical world.” The kids, she says, believe “there is a greater force taking care of Daddy that will also take care of us.”

She sees herself “striving for peace in 2002, connecting again with the true meaning of peace, with what we can do while we are still here to make our world a better place.”

New Words

address [ə'dres] *v.* to direct a speech or statement to

advocate [ædvəkət] *v.* to speak, plead, or argue in favor of

boon [bu:n] *n.* something very helpful or useful

bumper ['bʌmpə(r)] *n.* (汽车) 保险杠

cemetery ['semɪtri] *n.* a place for burying the dead; a graveyard

descend [dɪ'send] *v.* to come, fall, or sink from a higher to a lower level; go down

enlist [ɪn'list] *v.* to (cause to) join the armed forces

grace [greɪs] *n.* a sense of fitness or propriety

grieve [gri:v] *v.* to suffer from great sorrow or sadness

hike [haɪk] *n.* a long walk or march

humanity [hju:'mænɪti] *n.* the quality of being humane or human

limb [lɪm] *n.* a (large) branch of a tree

literal ['lɪtərəl] *adj.* being or following the exact or original meaning of a word, phrase, etc. without any additional meanings

multiply ['mʌltɪplaɪ] *v.* to greatly increase in number or amount

promote [prə'məʊt] *v.* to help in the growth or development of

purity ['pjʊərɪti] *n.* quality or state of being pure

quote [kwəʊt] *v./n.* to repeat in a speech or writing the words of (a person, a book, etc.)

sanction ['sæŋkʃən] *n.* an action, such as the stopping of trade, taken by one country or more countries against a country which is breaking the international law

spiral ['spaɪərəl] *adj.* in the form of a curve winding round and round a central line

sponsor ['spɒnsə] *v.* to act as a sponsor for 发起, 主办, 倡议

sticker ['stɪkə] *n.* 背面有粘胶的标签 (或封口, 邮票等); 张贴物
trunk [trʌŋk] *n.* the main woody axis of a tree 树干, 树的木质中轴
vengeance ['vendʒəns] *n.* punishment given to someone in return for harm done to him, his family, etc. 复仇
visualize ['vɪʒʊəlaɪz] *v.* to imagine something by forming a picture in the mind

Phrases and Expressions

be committed to to promise (esp. oneself, one's property) to a certain cause, position, opinion, or course of action
the Pentagon the U. S. Department of Defense; the U. S. military establishment
 五角大楼
seek out to keep looking for something until finally find it
strive for to struggle hard; make a great effort, esp. to gain something

Notes

1. **Sept. 11** On September 11th, 2001, terrorists hijacked (劫持) several passenger jets and crashed two of them into New York's World Trade Center and one into Pentagon in Washington. Thousands of people lost their lives in this tragedy.
2. **Martin Luther King Jr.** American civil right's activist serving as the leading force behind the abolition (废除) of segregation (种族隔离) laws in the 60's. He was assassinated (刺杀) on April 4th, 1968 while he was in Memphis, Tennessee supporting a strike of the African American garbage men.
3. **in a descending spiral of destruction** the only result is that everything concerned will finally be damaged. It is just a matter of time.
4. **drive darkness out of her own personal world** work for peace and love to free herself from the great pain of the loss of her husband.
5. **taking things hour by hour these days** Having no idea what is going to happen in the future, she was doing what she thought was necessary at the moment.
6. **both spiritual and literal** When she talks about love, she is not just uttering the word, she also means the deep feeling in it and the emotion it conveys.
7. **part of this greater force** The greater force here refers to the power of God, which is beyond the control of human beings.

Exercises

Reading Comprehension

I. Discuss and answer the following questions about the text.

1. What happened to Amundson's husband?
2. Martin Luther King Jr. once said, "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." What meaning did he want to convey to us?
3. What is the aim of the organization—Peaceful Tomorrows?
4. How did Craig raise their children when he was alive?
5. Has her husband's death changed her life? How?
6. What changes would Amundson like to make to this world? Why?
7. Why didn't she want to seek vengeance?
8. How did she realize that her husband was with her?
9. According to the text, what is the true meaning of peace?
10. How do you judge Amundson's actions?

Vocabulary

II. *Fill in the blanks with words or expressions chosen from the following list.*

Change the form where necessary.

multiply	comfort	remain	sponsor	sanction
connect	descend	enlist	advocate	strive for

1. They have _____ freedom for many years.
2. The valley becomes more steep as we _____.
3. The U. N. would impose economic _____ against the offending nations or governments.
4. He _____ a reduction in military spending.
5. The exhibition was _____ by the Society of Culture.
6. He _____ when he realized that his country needed him.
7. Operator, you've _____ me to the wrong number again.
8. The shop began to _____, eventually springing up in almost every town in the area.
9. It will be a _____ to know that you are standing by.
10. She _____ at home to look after the children when her husband went out.

III. *Replace the italicized words with words from the text that best retain the original meaning.*

1. Though he described the place carefully, I couldn't *imagine* it because it was so different from anything I'd known.
2. The government has *promised to work all its way to* improve health education.
3. He *made his every effort to try to win* the recognition as an artist.
4. He swore (发誓) to take a *revenge* on the people who have killed his sister.

5. The government could do more to *increase* the economic growth of the country.
6. She was *suffering from the great sorrow* because of the death of her husband.
7. He *made a speech to* a group of people, which received long lasting applause.
8. *Being close* to a good shopping center is very important.
9. He *tried to find* his friend from the crowds at the railway station.

Structures

IV. *Complete the following sentences with "so that".*

Model: He gets up very early every morning, ... (catch the early bus)

He gets up very early every morning so that he can catch the early bus.

1. Bring it nearer... (I see better)
2. He worded it very carefully... (not cause misunderstanding)
3. We sent the letter by air mail... (reach them in good time)
4. He didn't plan his time well... (not finish the work on time)

V. *Rewrite the following sentences by using "it + be + that".*

Model: She felt the proximity of Craig during that walk.

It was during that walk that she felt the proximity of Craig.

1. We could not be successful without his help.
2. Peter didn't break the window. His brother did that.
3. We finally decided to hold our meeting in the classroom instead of in the meeting room.
4. Many years ago, he was born in this small village—Cheng Guan.

Cloze

VI. *Fill in each blank with an appropriate word with the help of the first one to three letters given.*

Social change is more likely to o (1) in societies where there is a m (2) of different kinds of people than in societies where people are s (3) in many ways. The simple reason for this is that there are more different ways of looking at things presented in the first kind of society. There are more ideas, more dis (4) in interest, and more groups and organizations with different b (5). In a (6), there is usually a greater worldly interest and greater tolerance in mixed societies. All these factors tend to p (7) social change by o (8) more areas of life to decision. In a society where people are quite similar i (9) many ways, there are fewer occasions for people to see the need or the opportunity for c (10) because everything seems to be the same. And a (11) conditions may not be satisfactory, they are at least customary and undisputed (无可置辩的).

Within a society, social change is also likely to occur more frequently and more

readily in the m (12) aspects of the culture than in the non-material, for example, in technology rather than in v (13); in what has been learned l (14) in life rather than what was learned early, in the less basic and less emotional aspects of society rather than in their o (15); in the simple elements rather than in the c (16) ones; in form rather than in substance; and in elements that are acceptable to the culture rather than in strange elements.

F (17), social change is easier if it is g (18). For example, it comes more readily in human relations on a continuous scale rather than one with sh (19) dichotomies (分裂). This is one reason why change has not come more quickly to Black Americans as compared to other American minorities, because the sharp difference in a (20) between them and their white counterparts.

Translation

VII. *Translate the following sentences into English.*

1. 他们不顾害怕, 继续前进。(in spite of)
2. 虽然他们今天不能加入我们中间来, 但在精神上他们是与我们在一起的。(spirit)
3. 不管她是赢是输, 这是她的最后一次锦标赛。(whether...or)
4. 在这个问题的处理上, 没有理论与实践的结合是办不到的。(combine...with)
5. 为了使人们承认他的艺术家身份, 他奋斗了多年。(strive for)
6. 他拒绝在做必要的调查研究之前对争论的问题表态。(commit to)

Reading Skills

Connectives (连词)

作者经常在行文中使用连词来帮助读者抓住文章的脉络线索。通过使用连词来判断下文的内容, 读者可以决定是加快阅读速度、放慢速度, 还是停下来确定自己理解的部分是否准确。因此, 识别连词对于提高阅读速度、增进阅读理解是十分重要的。

主要的连词可以被分为五大类: (1) 表示上下文行文一致的连词。(2) 表示思路发生转变的连词。(3) 表示事件的次序或发生先后顺序的连词。(4) 表示总结的连词。(5) 表示因果关系的连词。

1. 表示上下文行文一致的连词 如果在阅读时遇到这一类连词, 我们可以继续快速阅读, 而不必担心会有新的观点或新的论证出现。表示上下文行文一致的连词包括:

and	also	more than that	furthermore	likewise
moreover	in addition	what's more	for instance	for example