

研究生英语系列教材

# POSTGRADUATE ENGLISH INTENSIVE READING 2

## ◀ 研究生英语 ▶ 精读教程 下

北京市研究生英语教学研究会

主 编 刘利君 胡德康 曹元寿

主 审 夏祖燧 萧家琛

中国人民大学出版社

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Lesson 5	曹精华
Lessons 6、7	刘利君
Lesson 9	张晓君
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及 Mini-Tests I、II、III	曹元寿
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Lessons 1、2、3、9	
Mini-Tests I、II、III 及总词汇表	曹元寿 (负责全书编写工作)
Lessons 4、5、8	刘利君
Lessons 6、7、10	胡德康

## 出版说明

1992年11月,国家教委研究生工作办公室颁布了“关于印发《非英语专业研究生英语(第一外语)教学大纲(试行稿)》的通知”(以下简称《大纲》)。这个通知指出,“为了贯彻实施学位条例,保证研究生英语教学质量,提高研究生英语水平”,组织编写了《非英语专业研究生英语(第一外语)教学大纲(试行稿)》。《大纲》颁布下达以后,从事研究生英语教学工作的教师们一方面感到今后教学工作有了基本法规,可以做到有章可循,但同时又感到美中不足,即缺少一套能全面体现大纲精神的教材,供他们使用,俾能正确贯彻大纲精神,达到大纲要求。

北京市研究生英语教学研究会1987年成立伊始,即制定了北京地区研究生英语教学大纲,为全国编写统一的研究生英语教学大纲作出了自己的贡献。国家教委的《大纲》颁布后,我研究会多数成员要求研究会组织力量,尽快编写出一套完整的研究生英语系列教材,以实际行动促进研究生英语教学改革,贯彻《大纲》精神,不断提高教学质量和研究生实际应用英语的能力。

常务理事会根据大家的意见,成立了《研究生英语》

教材编委会(其中编委大部分是国家教委《大纲》编写组成员),负责策划、研究、统筹编写工作。编委会下成立了相应的教材编写组,具体编写《精读教程》、《泛读教程》、《听说教程》和《写译教程》。我们希望通过这套系列教材能比较全面地贯彻《大纲》的指导思想,充实研究生英语的教学内容。

在本系列教材编写、出版过程中,我们除得到本研究会理事单位的全力支持外,还得到有关高校研究生院(部)领导的鼓励。特别是中国人民大学出版社的同志为本书的尽早出版做了大量工作,在此我们一并表示衷心的感谢。

由于时间仓促,工作条件和物质条件等诸多限制,本系列教材的缺点和错误在所难免,敬请使用本书的教师和读者指正。

**北京市研究生英语教学研究会**

1994年12月

# 前 言

《研究生英语》是根据国家教委 1992 年 11 月颁布的《非英语专业研究生英语(第一外语)教学大纲》编写的、供硕士学位研究生使用的系列教材,分精读、泛读、听说、译写、测试五种教程。每种教程根据各自的课型特点自成体系,但又相互配合,形成整体,旨在全面提高学生的英语水平,最终达到《大纲》规定“培养学生具有较熟练的阅读能力,一定的写、译能力和基本的听、说能力”的教学目的。

全套教材由北京市研究生英语教学研究会负责组织编写。编委会成员有:中国人民大学、清华大学、北京理工大学、北京医科大学、北京农业工程大学、北方交通大学和国防大学。

《研究生英语精读教程》分(上)、(下)两册。上册 15 篇正课文和 15 篇副课文,下册 10 篇正课文和 10 篇副课文,供一学年使用。本教程的特点是:1. 内容新颖,题材广泛,针对性强,富有知识性和趣味性。2. 练习形式多样,紧扣国家教委颁布的《非英语专业硕士研究生英语学位课程考试大纲》和《样题》,这样便于学生参加研究生英语学位课程的统考。3. 为了全面覆盖《大纲》词汇表、词缀和词组表的内容,专门编写了词汇练习和构词练习,附

在课文练习 A 的后面,形成了独特的练习 B 和练习 C。

《研究生英语精读教程(下)》主编为(以姓氏笔画为序):刘利君(北京理工大学)、胡德康(北京医科大学)、曹元寿(北京农业工程大学)。编者为(以姓氏笔画为序):王敏(中国人民大学)、吕捷(清华大学)、罗建英(北京农业大学)、张晓君(北京航空航天大学)、曹精华(军医进修学院)。

北京外国语大学夏祖燧教授、清华大学萧家琛教授对本书进行了审定。中国人民大学美籍教师也参加了本书的审定工作。

在本书编写和审定过程中,首都各高校,特别是中国人民大学、清华大学、北京理工大学、北京医科大学、北京农业工程大学、北京航空航天大学等单位有关老师给予了大力支持和热情帮助。北京航空航天大学外语系李国珍老师整理本书总词汇表,北京医科大学徐立艾等同志为本书的编排、打印做了大量工作。中国人民大学出版社的编辑同志们也对本书进行了仔细编审和精心设计。在此我们致以诚挚的谢意。

限于时间和水平,书中失误、不妥之处在所难免,恳请广大读者批评、指正。

**编 者**

1994 年 12 月

## 使 用 说 明

《研究生英语精读教程(下)》供非英语专业硕士研究生一年级学生使用,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 10 课。每课包括一篇正课文和一篇副课文。单课配有练习 A、B、C;双课配有练习 A、B。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。三次 MINI-TEST 各安排 2.5 小时。

课文全部选自原文材料。选材力求题材多样、体裁多样,内容新颖,可读性强,针对性强,并富有知识性和趣味性。每篇正课文长度均在 1,000 词以上(个别课文除外),有一定难度。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。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)是为巩固本课所学的生词和短语而编写的,形式紧扣国家教委所颁发的《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。全部练习量大,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**

1994 年 12 月

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# LESSON ONE

## **You Are What You Think**

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

*Claire 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 University<sup>①</sup> in Houston<sup>②</sup>, "it would be like inoculating them against these mental ills."

[3] "Your abilities count," explains psychologist Michael F. Scheier of Carnegie-Mellon University<sup>③</sup> in Pittsburgh<sup>④</sup>, "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 Pennsylvania<sup>⑤</sup> 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 test 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 Cross<sup>®</sup>. 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 test<sup>®</sup> 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 Michigan<sup>®</sup> 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 food<sup>®</sup>, 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 studies<sup>⑩</sup>, Dr. Carol Dweck of the University of Illinois<sup>⑪</sup> has been working with children in the early grades of school. As she helps floundering students to change the explanations for