

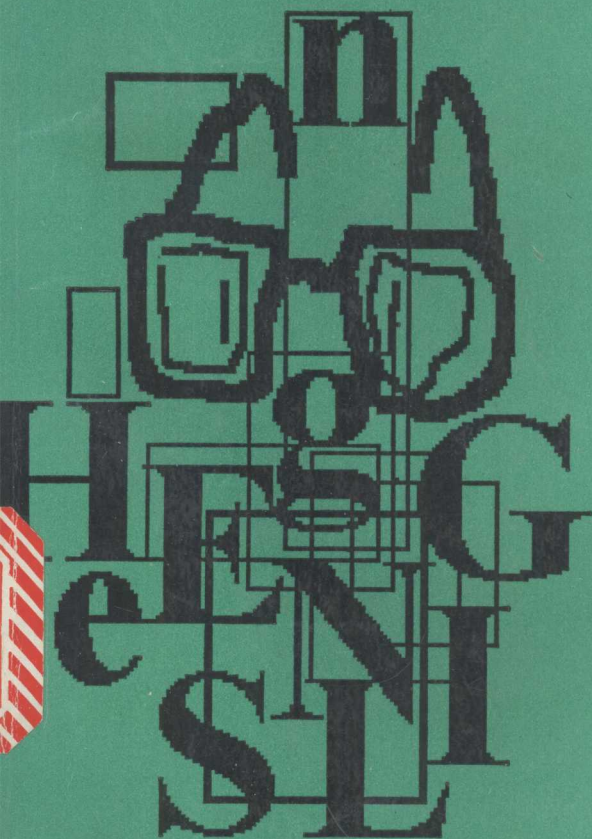
(非英语专业)

# 研究生英语教程

(上册)

刘鸿章 王同顺 徐云珠

Carolyn Barclay Ceylon Barclay



AN ENGLISH COURSE FOR GRADUATE STUDENTS

上海交通大学出版社

# An English Course for Graduate Students

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刘鸿章 主 编

王同顺

徐云珠

编写

Carolyn Barclay Ceylon Barclay

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## 内 容 提 要

《研究生英语教程》是根据国家教委研究生工作办公室 1992 年颁布的《非英语专业研究生英语(第一外语)教学大纲(试行稿)》编写的教材。本教材按照书面语的特点培养,提高研究生英语阅读,写作和翻译的能力。本册共有 12 课,每一课由课文、练习、阅读实践三大部分组成,练习中含 Comprehension, Vocabulary and structure, Writing and translation, Cloze 等项练习,形式灵活多样,起到了巩固知识,提高能力的作用。在此基础上,教材中还设置了 Review, 以供读者自测及复习使用。

课文材料均选自近年出版的报刊或书籍,题材广泛,语言规范,内容新颖。为教学方便,选用时做了部分删节及语言上的修改。

本书适用于非英语专业硕士研究生使用,也可供同等程度的英语学习者、科技工作者及大学高年级学生使用。

责任编辑 张国华

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## 研究生英语教程(上册)

刘鸿章主编

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# 前 言

1992 国家教委颁布了《非英语专业研究生英语教学大纲》(以下简称《教学大纲》),从此研究生英语教学进入了一个新的阶段。为更好地贯彻执行《教学大纲》,落实《教学大纲》提出的教学要求,编写了这套《研究生英语教程》(An English Course for Graduate Students),供非英语专业研究生基础英语教学阶段使用。

《研究生英语教程》严格按照《教学大纲》规定的教学目的编写,旨在提高研究生的英语读、写、译的能力。本教程分上下两册。上册共有 12 单元,供一个学期使用。每单元由 Pre-reading, Text, Exercises 和 Reading practice 等部分组成。Pre-reading 练习的设计主要是为学生阅读课文作好心理和知识方面的准备;Text 部分除了课文以外,还有生词(生词前有一个星号为博士生词汇;无标记为硕士生词汇,有△为超纲词汇)、短语和词组、注释等;Exercises 中的 Comprehension 主要帮助学生理解课文、或要求学生针对课文内容陈述自己的看法,以及弄清一些语言点的确切含义;Vocabulary and structure 旨在帮助学生学习 and 巩固课文中出现的词汇和词组,复习一些基础语法;Writing and translation 中的写作练习要求学生运用本课学到的语言知识,就某一个与课文主题有关的题目写一篇短文,以此提高写作能力;英译汉主要用来进行翻译练习以及检查学生对部分课文的理解;而汉译英则主要通过实际运用来巩固课文中所学到的语言知识;Reading practice 用以培养学生阅读能力。

本教程的课文和阅读材料均选自近年来英美出版的原版杂志和书籍,但对部分材料作了少量删改。本教程选材注意语言规范,内容新颖,题材广泛,体裁多样,寓科学性、知识性、趣味性和可读性为一体,引人兴趣,发人深思,对开拓研究生的思路有一定裨益。

《研究生英语教程》上册由刘鸿章主编,由王同顺、徐云珠编写。美籍教师 Ceylon Barclay 和 Carolyn Barclay 参加了部分编写工作,并审阅了全书。

本教程由于编写时间仓促,编者水平与经验有限,有不妥之处,敬请广大读者批评指正。

编者

1995年7月

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## Unit 1

### Pre-reading

1. Answer the following questions.

1) Before you start your new English course, it is a good idea to think carefully about what you need or want English for. Why do you need or want to learn English?

a) Decide on your main purpose for learning English.

b) Make a list of the specific situations when you need or may need to use English.

c) Decide what knowledge and which skills you need for each situation.

d) Indicate your most urgent needs.

2) What government policies would you suggest to improve people's English?

2. Guess the meaning of the words from the examples.

1) We all agree that learning English is *crucial* for the socialist construction of our country. *Crucial* probably means \_\_\_\_\_.

Then the title of the text 'Crucial Lessons in English' probably means \_\_\_\_\_.

2) With all his experience abroad the author was a valued asset to the department. So *Asset* probably means \_\_\_\_\_.

In the first sentence of paragraph 4, the author assumes that the English language is a \_\_\_\_\_.

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## Text    **Crucial Lessons in English**

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1     In the year 1215, when English nobles forced King John to sign that foundation deed for modern democracy, the Magna Carta, the English language was held in such low regard that the document was written in Latin.

2     Nearly eight centuries later, Latin is a historical curiosity, a language known only to a handful of academics and students. But English has become a truly international language. It is no longer the property of the English. It belongs to the world.

3     English is adaptable—it has a larger vocabulary than any other language, and it is not too difficult a language to learn. Thanks to this adaptability and thanks to the happy accident that it was the language of not one, but two empires—the British and the American —English is now spoken by more people than any other language in the world.

4     As a businessman, I look at the English language as a crucial asset, on three interwoven levels—personal, corporate and national. And on all three levels the degree of fluency in English has an effect on success.

### Personal proficiency:

5     On a personal level, proficiency in English can add greatly to a person's salary and accelerate his career, so that his total earnings over a life time can be considerably increased.

6     It does not matter what level of development a country has reached, it still needs English language skills. Take the sort of industries that are the first to emerge in developing countries. Among these is

tourism. It takes very little investment and skill to provide rooms and meals. The scenery and the native environment already exist.

7 But to serve the tourists, even at the most basic level, waiters, doormen, porters, drivers, telephone operators, desk clerks, and even chamber-maids must be able to communicate.

8 To graduate from the lowly, sweaty, back-breaking work in agriculture or on a building site, or the mindless repetition and boredom of the factory, a worker needs to be able to communicate with the customers. A facility with English, however basic, provides that.

9 I am involved in developing a resort hotel complex and an apartment block in Vietnam. To operate all or any of these we need service staff: waiters, doormen, and so on, with at least basic English language skills.

10 For such employees to qualify for promotion through the hierarchy of the hotel and hospitality industry, they must improve their language skills. A waiter whose English improves may become a captain, perhaps later a restaurant manager. A doorman may rise to become a front desk manager. But without English skills, such promotion is at best unlikely.

#### Corporate proficiency:

11 It is safe to say that up to 90% of international commercial transactions are done in English. So, in a corporation, the more people you have who can communicate well in English, the greater your trading opportunities and the better your chances of providing superior service to your customers.

12 As a country's economy begins to shift from basics to manufacturing ( often led by textiles ), and the investment begins to pour in, the need for English grows.

13 We now reach the second level of English, the corporate level.

The manufacturers need to communicate in a common language that is international in scope. They must master the technology, learn how to operate new machinery safely and profitably. To do this they need to be able to read manuals and textbooks—written mainly in English.

14 If the manufacturer goes after export markets—and any successful manufacturer will eventually—then he needs to communicate with importers, agents and distributors in international markets. Again, English is the common language.

15 Exports also mean he needs to understand a bewildering array of customer specifications, complex government regulations, legal agreements, contracts, correspondence and licensing documents, the overwhelming majority of them in English. Even when they are in another language, they are often accompanied by a translation into English.

16 As the business continues to expand, the manufacturer will find he is increasingly using such service and back-up industries as lawyers, accountants, designers, advertising and marketing professionals. Again, familiarity with the English language—now of a much higher order than the waiters in Vietnam I referred to earlier—is essential.

#### National proficiency;

17 Finally, on the national level, the more people in a country who can communicate well in English, the more that country can participate in the international economic community by selling, buying and providing services to foreign businesses and tourist organizations.

18 When places such as Singapore, Hong Kong, Taiwan, South Korea and, in the near future, China becomes major participants in international business and commercial and global financial centre, then the need for English is paramount.

19 Today, international business on a large scale is invariably conducted in English. I made the point earlier that the English language is

no longer the property of the English. There are certainly more Americans speaking English than there are English. There are more Indians and Pakistanis speaking English than the English, and my guess is that in our lifetime there will most certainly be more East Asians speaking English.

What must be done:

20 So, if the understanding of English is so vital to ambitious young men and women, if a knowledge of English improves the ability to communicate and fuels the engine of a growing economy, if it enables people to travel throughout the world and make themselves understood, why isn't more being done to teach English to those who don't know it, and improve the standard of those who already do?

21 Much is being done, of course. I am currently involved, with business associates, in devising, producing and financing a new and, we are confident, more universally accessible method of teaching English.

22 But our greatest wish is to popularize the use of English by making it available—at any of the three levels I have outlined above—to everyone who has the ambition, the drive, and the will to improve his job and his life. Here are some points we feel are crucial to achieving that end:

\* Governments should increase the pay of English teachers. It's a constant problem in Asia: teachers leaving schools to join the business world. I am not suggesting businessmen should not hire English teachers. But the state should pay them better so that they are more difficult to be tempted.

\* Introduce more interesting textbooks and teaching aids into the education system to make learning English more fun for younger students.

\* Make Sesame Street a compulsory programme on television stations in every country. TV stations could coordinate sponsors to produce quizzes with attractive, inexpensive but unique prizes at the end of each programme to give children an incentive to watch, and at the same time give the rest of the family a reason to give priority to the viewing of education programmes.

\* When governments grant licences to vocational schools, they should insist that English is taught as a regular subject. Let all students have more opportunities to be exposed to English.

24 Knowledge is wealth. Knowledge of English in the population enables a country to make money from foreign trade and from the provision of services. The sum of a nation's knowledge is part of its national wealth, a part that is every bit as real and as valuable as the oil in the ground, the cattle in the fields and the factories in the cities.

25. If anyone doubts this, let him or her look at Singapore, where almost everyone speaks English. It is one of the world's smallest countries, among the least well blessed with resources or space for agriculture or manufacturing. Yet thanks to its English language skills, it is among the most successful countries in the world.

### New words

**academic** /ˌækə'demik/ *a.* of or pertaining to a college *a.* areas of study not vocational *a.* work that involves studying and reasoning rather than practical and technical skills *n.* C. scholar

**crucial** /kruːʃəl/ *a.* supremely decisive

**asset** /'æset/ *n.* C. someone or something that is considered useful and helpful

**interweave** /ˌintə'wiːv/ *v. i.* be closely connected

**corporate** /'kɔːpəɪt/ *a.* collective

**proficiency** /prəu'fɪʃənsi/ *n.* U. state of being well-advanced or

skilled at something

**boredom** /'bɔ:dəm/ *n.* U. the condition of being exhausted by dullness or repetition

△ **complex** /'kɒmpleks/ *a.* complicated *n.* C. a group of buildings or a large building

✓ **hierarchy** /'haɪə,rɑ:ki:/ *n.* C. anything ranked one above another

\* **hospitality** /'hɒspi'tæləti/ *n.* U. friendly welcoming and treatment of guests or strangers

△ **profitably** /'prɒfɪtəbli/ *ad.* usefully, beneficially

△ **bewildering** /bi'wildəriŋ/ *a.* puzzling or confusing and difficult to understand

**array** /ə'rei/ *n.* C. large numbers of different things or people, specially when they are impressive or attractive *v.* place in proper order

**overwhelming** /'əʊvə'hwelmiŋ/ *a.* vast or much greater (amount or quality)

\* **accountant** /ə'kaʊntənt/ *n.* C. a person whose profession is to inspect or keep accounts

\* **advertise** /'ædvətaɪz/ *v. t.* give information to the public

△ **paramount** /'pærəmaʊnt/ *a.* more important than anything else, supreme

**accessible** /ək'sesəbl/ *a.* available

**incentive** /in'sentɪv/ *n.* C. something that urges, stimulates or prompts action

**popularize** /'pɒpjuləraɪz/ *v. t.* make people regard with favor or approval or affection

**priority** /praɪ'ɔrəti/ *n.* C. the importance that something has to be earlier in time in relation to others; the right to take procedure, to come before

### Phrases and expressions

be blessed with	be fortunate in the possession of something which is admired or desired
at (the) best	on the most hopeful view
give priority	treat something or someone as more important than anything or anyone else
be exposed to	reveal an idea or feeling, or be introduced to

### Notes on the text

licensing documents	formal documents from a constituted authority giving permission to carry on some business, do, or use something
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Magna Carta, Magna Charta

大宪章

(1215年英国大封建领主迫使英王签署的保障部分公民权和政治权的文件)

### Exercises

#### Comprehension

1. Read the first four paragraphs, ignoring the new words, and then answer the following question.

Do you agree that '...on all three levels the degree of fluency in English has an effect on success'? Can you give any examples to support the statement?

2. Now read the balance of the text, Give supporting arguments / examples to show why the author thinks that:

1) personal proficiency in English is important



2) corporate proficiency in English is important

3) national proficiency in English is important

3. Read each statement below and decide, strictly on the basis of the text, if it is true or false.

1) Tourism is often an early industry in developing countries.

2) Proficiency in English is one of the prime requirements for a career in management, but not for jobs of manual workers.

3) The English language is only the property of the people who can speak it.

4) The author believes that there are universally accessible methods of teaching English.

4. Complete the following table.

People who need to communicate in English  
and people whom one needs to communicate  
with in English

tourism

waiters, doormen, ...

agriculture

building site

factories

workers, managers, ...

manufacturing

international markets

back-up industries

manufacturers, supervisors, ...

5. Topics for discussion: