

非英语专业研究生规划教材

# 研究生英语综合教程 (上)

## Integrative English

主编 ● 徐晓晴

● 李 莉



苏州大学出版社  
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## 编写说明

非英语专业研究生英语教学的历程可追溯到 20 世纪 80 年代中期。我国的非英语专业研究生英语教学经历了 20 多年的长足发展,取得了瞩目的成绩。外语教学专家们借鉴先进的教学理念,精心研究,不断推陈出新,使该类教材更加符合我国非英语专业研究生英语教学的实际,创造了满园春色的今天。《研究生英语综合教程》(上、下)便是这百花园中的一朵美丽的奇葩。

《研究生英语综合教程》(上、下)根据教育部《非英语专业研究生英语(第一外语)教学大纲》编写而成,适用于高等院校文、理、工、医、农、林等学科的全统招非英语专业的硕士研究生、在职攻读硕士学位的研究生、全国同等学力人员攻读硕士学位的研究生和部分博士研究生。

《研究生英语综合教程》(上、下)的编写指导思想是通过该教材的教学使研究生能够掌握大纲要求的各项阅读技能、写作技能、翻译和话题讨论技能,并通过实践运用这些技能,使学生真正具有较强的英语综合能力,为以英语为工具进行本专业的学习和研究打下坚实的基础。

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《研究生英语综合教程》(上、下)具有以下主要特点:

1. 本教材以阅读为主,以写作理论和实践、翻译技巧、口语表达训练为辅,强化非英语专业研究生英语的综合能力。本教材注重基础知识的讲解和练习,同时兼顾能力的加强和提高。

2. 本教材实用性强。本教材紧密结合非英语专业研究生的学习和科研实

际,尽量涵盖各学科专业知识,紧跟最新科研前沿,因此选材更加专业化,更加符合发展非英语专业研究生英语各项能力的需要。本教材阅读部分可读性、趣味性和真实性强,所选阅读材料语言纯正、规范,大部分课文选自英美等英语国家的大型媒体,如 *Times*, *Science*。写作部分从基础理论入手,逐步深化,一直到专业论文写作,有着极强的目标性。翻译部分强调翻译技巧的具体应用,注重翻译实践能力的培养。口语部分以话题为中心,通过讨论来发展学术英语的口语表达能力。各部分都配有大量的习题,每课后面设计的阅读、词汇和综合填空题等与研究生学位课统考题形式一致,因此也可以作为备考练习之用。

3. 本教材可操作性强。根据非英语专业研究生英语教学现状,将阅读、写作、翻译、口语融为一体,克服了各项训练自成一体的分离局面,符合非英语专业研究生英语教学课时紧、任务重的教学现实。

4. 本教材的编者科研和教学实力很强,均为非英语专业研究生英语教学第一线的专家,他们中的多数具有教授、副教授职称或博士学位,具有多年非英语专业研究生英语教学与测试经验。

由于时间仓促,编者水平有限,本教材肯定会存在一些不足之处,敬请使用本教材的师生批评指正。

编者

2008年5月5日

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# Unit 1

# Education

## Pre-reading Questions

1. In your opinion, what aspects of the American educational system are most difficult for foreign students and immigrants?
2. What are your expectations of professors and instructors? Should they be more than teachers? For example, should they also be counselors, friends, or advisers?
3. In your culture, is “peer-teaching” common? That is, do students teach each other?

## Reading

### Text A

---

#### Education: Values and Expectations ( I )

***Deena R. Levine & Mara B. Adelman***

Many teachers believe that the responsibility for learning lies with the student. If a reading assignment is given, instructors expect students to be familiar with the information in the reading, even if they do not discuss it in class or give an examination. The ideal student is considered to be one who is motivated to learn



5 for the sake of learning, not the one who is interested only in getting high grades. Unlike in some other countries, in the United States courses are not usually designed merely for students to pass exams. A teacher does not respect a student who only comes to class on the last day to take an exam.

10 Many instructors hold a belief, reflecting cultural values, that an informal, relaxed classroom environment is conducive to learning and innovation. It is common for students to have easygoing and friendly relationships with their professors. The casual professor is not necessarily a poor one and is still respected by students. Although students may be in a subordinate position, some instructors try to treat them as equals within the limits of the teacher-student relationship  
15 (egalitarianism and informality are characteristic American traits).

Professors and instructors may establish social relationships with students outside of the classroom, but in the classroom they maintain the teacher's role. A professor may go out for coffee with a student, but still expects the student to meet deadlines and study for exams. The teacher may give extra attention outside  
20 of class to a student in need of help, but probably will not treat the person differently when evaluating schoolwork.

Professors have several roles in relation to students: They may be counselors and friends as well as teachers. Students must realize that when a professor's role changes, they must appropriately adapt their behavior and attitudes. An  
25 American professor and his Middle Eastern graduate student became friends, but the student was not able to adjust to the different roles the professor had to play. When the student would come to the office and sit for one to two hours at a time, the professor became resentful of what he perceived was an intrusion. However, the student did not intend to anger his professor/friend. The student had a more  
30 relaxed attitude about time that was tied to his culture, and he, unlike the professor, did not separate work (or study) from socializing. The American professor compartmentalized his work and social time. The distinction for the student was unclear.

Trust is an important expectation in American education. The "honor  
35 system", imposed by the teacher and the school, demands that the student be honest in all areas of schoolwork. Violation of the honor system can result in failing a course, having a permanent record of the violation in the student's files, and even being suspended or expelled from the university. Many students are also

aware that they can jeopardize their rapport with fellow students if they are dishonest. Students who cheat may lose the respect of other students, particularly those who study for exams and work independently. Some instructors leave their classroom when students are taking an exam. They may or may not say, “I expect you all to abide by the honor system” (which means “Don’t cheat!”). Even if the words are not stated, the student is expected to work alone and not share answers.

In one midwestern university handbook, the following behaviors are listed as examples of academic dishonesty:

- *Plagiarism*—Using other people’s work and submitting it as your own without citing the source.
  - *Cheating*—This includes tests, take-home exams, and papers submitted for credit.
  - *Fabrication*—Reporting false or inaccurate data.
  - *Aiding dishonesty*—providing information that would be used dishonestly to another student.
  - *Falsification of records and official documents*—This includes forging signatures or falsifying information on academic documents.
- College officials take these rules seriously and punish accordingly. (Although some American students do try to cheat, they know what the consequences are.) Plagiarism, or presenting another’s ideas (either in written or oral form) as one’s own, is a concept tied to cultural beliefs. Americans believe in respect for other people’s property, and this includes their ideas as well as their research. The words and ideas of academicians, scholars, and researchers are considered private property. If others’ research and ideas are to be used in someone else’s work, they must be acknowledged by a citation (a written reference indicating the source of the material). Sometimes, it is necessary to obtain written permission to use an extended piece of information (or ideas) in a book or article to be published. When international students are accused of plagiarism, it may be that they omitted the citation out of ignorance but not because of dishonesty. In the academic world, Americans consider the lack of citation as tantamount to a “stolen” idea. Many students from other countries do not share similar ideas about private property, especially private property in the form of ideas or research. Still, they have to adapt to the rules of their college or university.

Students from countries where “beating the system” is a survival technique have to adjust to the fact that in the United States any kind of falsification of official school documents is considered dishonest and is punishable. In attempt to “beat the system”, several Eastern European students were expelled from their

75 college after it was discovered that they had given false information about their prior schooling on their applications for admission. Their attempt to take advantage of the system in order to better themselves may have been a natural response to having struggled in a society with many bureaucratic barriers. Nevertheless, the American university administrators could not excuse this kind of  
80 dishonest behavior, despite the students' cultural background.

(From *Beyond Language—Cross-Cultural Communication*, Prentice-Hall, 1993)



## New Words and Expressions

<b>assignment</b>	<i>n.</i>	a task or a piece of work allocated to someone as part of a job or course of study
<b>motivate</b>	<i>v.</i>	stimulate (someone's) interest in or enthusiasm for doing something
<b>conducive</b>	<i>a.</i>	making a certain situation or outcome likely or possible
<b>innovation</b>	<i>n.</i>	the action or process of making changes in something established, especially by introducing new methods, ideas, or products
<b>subordinate</b>	<i>a.</i>	lower in rank or position
<b>egalitarianism</b>	<i>n.</i>	the principle that all people are equal and deserve equal rights and opportunities
<b>trait</b>	<i>n.</i>	a distinguishing quality or characteristic, typically one belonging to a person
<b>counselor</b>	<i>n.</i>	a person trained to give guidance on personal, social, or psychological problems
<b>resentful</b>	<i>a.</i>	feeling or expressing bitterness or indignation at having been treated unfairly
<b>perceive</b>	<i>v.</i>	become aware or conscious of (something); come to realize or understand
<b>intrusion</b>	<i>n.</i>	the action of putting oneself deliberately into a place or situation where one is unwelcome or uninvited
<b>compartmentalize</b>	<i>v.</i>	divide into discrete sections or categories
<b>impose</b>	<i>v.</i>	force (something unwelcome or unfamiliar) to be

		accepted or put in place
<b>violation</b>	<i>n.</i>	the action of breaking or failing to comply with ( a rule or formal agreement )
<b>suspend</b>	<i>v.</i>	officially prohibit ( someone ) from holding their usual post or carrying out their usual role for a particular length of time ; temporarily prevent from continuing or being in force or effect
<b>expel</b>	<i>v.</i>	deprive ( someone ) of membership of or involvement in a school or other organization
<b>jeopardize</b>	<i>v.</i>	put ( someone or something ) into a situation in which there is a danger of loss , harm , or failure
<b>abide</b>	<i>v.</i>	accept or act in accordance with ( a rule , decision , or recommendation )
<b>plagiarism</b>	<i>n.</i>	the practice of taking someone else's work or ideas and passing them off as one's own
<b>fabrication</b>	<i>n.</i>	the action of inventing or concocting ( something ) , typically with deceitful intent
<b>falsification</b>	<i>n.</i>	the action of altering ( information or evidence ) so as to mislead
<b>academician</b>	<i>n.</i>	an academic ; an intellectual ; a member of an academy , especially the Royal Academy of Arts
<b>tantamount</b>	<i>a.</i>	equivalent in seriousness to ; virtually the same as
<b>bureaucratic</b>	<i>a.</i>	of or like a bureaucrat ; too much attached to rules ; carried on according to official rules and habits
<b>hold a belief</b>		have a belief
<b>be conducive to</b>		allow or help something to happen
<b>tantamount to</b>		equal in effect to ; as good as

## Notes

1. Many instructors hold a belief, reflecting cultural values, that an informal, relaxed classroom environment is conducive to learning and innovation.  
⇒ Many teachers and professors think that a casual and relaxing classroom

atmosphere will help students in learning and creative ability according to the cultural value.

2. egalitarianism

⇒ an idea or belief that all people are equally important and should have the same rights and opportunities in the social, political and economic life

3. When the student would come to the office and sit for one to two hours at a time, the professor became resentful of what he perceived was an intrusion.

⇒ If a student came to the professor's office for nothing important without making an appointment, the professor would feel quite unhappy and thought it was an interruption to his work.

4. The American professor compartmentalized his work and social time.

⇒ The American professor had a sharp distinction between work time and his social communication time.

5. In the academic world, Americans consider the lack of citation as tantamount to a "stolen" idea.

⇒ In the academic world, Americans think that failure to give the source of the reference is equal to stealing one's idea.

## Exercises

### Reading Comprehension

#### A. Choose the best answer according to Text A.

- Many teachers believe that responsibility for learning \_\_\_\_\_.  
A. lies with the teacher  
B. belongs to the school  
C. lies with the student  
D. belongs to the parents
- The ideal student in the United States is one who \_\_\_\_\_.  
A. hopes to get high grades  
B. never comes late for class  
C. respects the teachers  
D. is motivated to learn
- What kind of classroom environment is believed to help a student learn?  
A. Formal and structured.  
B. Informal and relaxed.  
C. Easy and casual.  
D. Informal and equal.
- Outside the classroom teachers may establish \_\_\_\_\_ friendship with

students.

- A. equal                      B. extra                      C. social                      D. short-term
5. For work and social time, American teachers are \_\_\_\_\_.
- A. distinct                      B. unclear                      C. resentful                      D. indifferent
6. What might be a result of a violation in the honor system?
- A. A student's failing a course.  
B. A permanent record of the violation in a student's file.  
C. Suspension or expulsion from the university.  
D. All of the above.
7. These are all examples of academic dishonesty EXCEPT \_\_\_\_\_.
- A. plagiarism                      B. egalitarianism  
C. fabrication                      D. falsification
8. When international students are accused of plagiarism, the main cause is \_\_\_\_\_.
- A. because of dishonesty                      B. omission of citation out of ignorance  
C. because of fabrication                      D. lack of supporting details
9. In the academic world, Americans consider the lack of citation as \_\_\_\_\_.
- A. a stolen idea    B. fabrication    C. dishonesty    D. falsification
10. In the United States any kind of \_\_\_\_\_ of official school documents is considered dishonest and is punishable.
- A. plagiarism    B. cheating    C. falsification    D. fabrication

***B. Answer the questions according to Text A.***

1. Describe the "ideal" student discussed in Paragraph 1. In your opinion, what makes an ideal student? What makes an ideal teacher?
2. According to the author, how do egalitarianism and informality relate to the way students and teachers interact?
3. Will a teacher who socializes with students outside of class evaluate them differently?
4. The "honor system" is imposed by the teacher and the school. In your culture, do university students expect to be trusted?
5. How can cultural background affect the way that students understand academic rules?

## Vocabulary

### ***A. Choose the appropriate word or expression to fill in each blank.***

1. Our mild climate is \_\_\_\_\_ to outdoor entertaining.  
A. productive    B. conducive    C. conditional    D. confidential
2. In the army, captains are \_\_\_\_\_ to majors.  
A. supervisor    B. minor    C. subordinate    D. submissive
3. School classes were \_\_\_\_\_ for fear of spread of the epidemic.  
A. suspended    B. suspected    C. sustained    D. subjected
4. Settlers often \_\_\_\_\_ their culture on the peoples of the countries they conquered.  
A. exposed    B. disposed    C. imported    D. imposed
5. She knew that failing her exams could \_\_\_\_\_ her whole future.  
A. motivate    B. innovate    C. jeopardize    D. injure
6. Information is highly \_\_\_\_\_, and one knows little more than he needs to know.  
A. compartment    B. compatible  
C. compartmentalized    D. compartmentalizing
7. They complained of the unwarranted \_\_\_\_\_ into their home by federal agents.  
A. intrusion    B. counselors    C. invading    D. violation
8. When international students are accused \_\_\_\_\_ plagiarism, it may be that they omitted the citation out of ignorance but not because of dishonesty.  
A. with    B. by    C. for    D. of
9. The way people \_\_\_\_\_ the real world is strongly influenced by the language they speak.  
A. penetrate    B. perceive    C. receive    D. affect
10. As parents, we should \_\_\_\_\_ our commitment to set a good example for our children.  
A. fulfill    B. carry out    C. abide by    D. work out

### ***B. Replace the italicized parts in the following sentences with words or expressions from Text A that best keep the original meanings.***

1. The student was not *encouraged* to perform well in her classes.

2. Many students are *angry about* too many rules because they feel as though they are being treated as children.
3. The professor *separated* her work and social time, and thus was able to enjoy both.
4. Americans feel that using someone's words in a research paper without referencing them is *equivalent* to stealing.
5. Going to bed late is not *helpful* to good health.
6. He was arrested for purse snatching at age 12 and *driven out* from high school four years later.
7. Being in *breach* of contract with the club, the Chinese footballer played in England without a clearance.
8. There is a *difference* between what he does and what he says.
9. He has made a lot of money illegally by *fabricating* documents and certificates for job applicants.
10. Teachers are expected to have a good *relationship* with the students in the university.



## Sentence Structure

### **A. Change the sentence structures with patterns from Text A.**

1. To violate the honor system can cause failure in a course.
2. Many educators believe that an informal and relaxed classroom environment is conducive to learning.
3. Trust is greatly expected in American education.

### **B. Fill in the blanks with sentence structures from Text A according to the Chinese.**

1. It's very important for us to \_\_\_\_\_ (重合同, 守信用).
2. Have you read the report that \_\_\_\_\_ (她被指控学术剽窃)?
3. \_\_\_\_\_ (我们最好趁天气比较暖和) by going outing tomorrow.



## Cloze

Fill in each blank with a word from the box.

seek    support    newspaper    advantage    enhancing    initiative    shared  
honor    variety    anticipate    challenge    differences    excluded    flexibility  
social    posted    disoriented    governed    expectations    responsibility

There are some predictable problem areas for international students and immigrants studying in the United States. Making friends is a 1 (this is also true for some American students). Many colleges and universities offer a 2 of student clubs and organizations where both foreign-born and American students have a greater chance of meeting people with 3 interests. Information about these extracurricular activities is often 4 in the student center and listed in the student 5. Sometimes foreign students and immigrant students find Americans to be “cliquish”. (Americans find some non-US-born students to be “cliquish” as well.) If people feel 6 from the social aspects of American college life, they should actively 7 people with shared interests. It is unlikely that students will make friends just by passing people in the hallways.

Foreign or immigrant students may be 8 during the first few weeks at a new school because they do not understand the system and are not willing to ask questions. Many students do not take 9 of the numerous services offered on campus that assist students in developing new skills and 10 groups. Some colleges offer students tutorial 11 in such subjects as writing, language study, computer skills, and other basic subjects. Students who appear to be most successful in “learning the ropes” are those who take the 12 to ask questions, locate resources, and experience new social situations.

The American classroom is 13 by numerous culturally dictated attitudes and 14. For example, educational practices such as the 15 system and student participation indicate a respect for individual 16 and independence. Foreign or immigrant students should 17 that cross-cultural misunderstandings may arise as a result of