

Graduate English Series for Knowledge, Proficiency and Truth

——求知、求实、求真系列

(第二版)

新编研究生

魏万德 主编

英语教程

(学习指导)

武汉理工大学出版社



2022年研究生入学考试英语辅导教材

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新编研究生

英语辅导教材

英语教材

(本系列教材)



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前 言

根据《非英语专业研究生英语（第一外语）教学大纲》，硕士生英语教学应提倡从实际出发，博采众长，讲究实效，并在加强理论研究和不断实践总结的基础上，努力探索和建立适合我国国情的硕士生英语教学体系。为了适应国家和社会对高层次专业人才越来越大的需求，非英语专业研究生的英语教学也必须加快改革的步伐，以培养出更多的全面掌握英语、善于以英语为工具进行专业研究和工作的专业人才。非英语专业研究生英语教学所使用的教材也应该适应时代需求进行相应的改革。《新编研究生英语教程——求知、求实、求真系列》结合使用“任务教学法”和“主题教学法”，强调学生的自主学习和研究能力的培养，旨在培养学生具有较熟练地阅读有关专业书刊的能力，熟练地与相关领域国外专家交流的能力，熟练地运用英语进行相关领域专业论文的撰写能力。因此教材强调应用，结合专业英语的特点，突出说、读、写、译等训练。

《新编研究生英语教程——求知、求实、求真系列》自2006年出版以来，经过两年的实践教学使用，受到了广大师生的青睐，用书师生纷纷反映教材在编写理念和材料选取上有独到之处，充分反映了研究生英语实用能力提高的需要。但随着全国高校研究生教学的学时数、课程设置等方面都进行了相应的调整，针对研究生英语教学改革的实际，教材编写教师经过反复的研讨，对教材进行了修订。修订后的教材，仍然坚持以下几个基本原则：

1. 既依托大纲，又不拘泥于大纲，充分反映了当前国内、国外英语教学的最新趋势；
2. 指导学生的学习方法，提高学生的学习能力；
3. 打好学生语言基础，着重培养其语言运用能力；
4. 听、说、读、写、译等多种技能融会贯通；
5. 把握时代对研究生的要求，突出对外学术交流的需要。

本教材汇集了众编者教师多年的实践教学经验。编者们博取众长，从曾经使用过的教材中汲取精华，避免了其他教材中存在的问题，并在研究生英语教学中试用多次从而发现不足并及时更正完善教材。教材的创新体现在三个方面：首先是文化比较创新。英语教材不再局限于英语国家文化的介绍，而是通过中西方文化的比较教学促进学生对文化概念的理解并有助于不同文化的交流。通过一般性、渗透性和总结性的文化比较，激发学生学习兴趣和探索兴趣。其次是教学形式创新。传统的英语教学通常是以课堂教学为主，学生学习练习为辅。

新教材中的学前调研、课堂讨论以及课后交流活动则侧重于学生自主搜集资料进行学习理解并运用知识进行实践交流活动的的能力。教师的作用仅在于引导和组织学生进行自主学习和交流讨论。通过将研究讨论会以学生自主学习为主的学习形式与传统以教师授业解惑为主的教学方式相结合,以充分调动学生的主动性,加强师生互动性,开辟研究生教学的新途径。此外在内容安排上也有较大创新。新教材在主体文章题材的选取上突出了科学知识的广泛性,涉及各个知识领域,以扩充学生的非专业知识,巩固所学的专业知识。

《新编研究生英语教程——求知、求实、求真系列》含教材和学习指导两部分。教材分上下两册,每册各 10 单元。针对综合院校多学科的特点,每单元涉及到的主题十分广泛,与理工科的专业紧密相关,语言规范,内容新颖,力求反映真实生活,与时代同步,又从对课文的理解着手,偏重于围绕基本语言能力的综合训练。本书的课文从各个不同的形式和题型帮助并引导学生理解课文的内容,深入了解课文的主题思想与作者的意图,并对该主题涉及专业领域有一定了解。本书的课文包括不同的题材和体裁,内容有一定的思想性、趣味性和启发性,有利于学生在巩固所学内容、提高基本技能的同时拓展文化知识面,加强文化素质的培养。

全书各单元由 Read, Learn, Explore 三大部分组成,并配以与主题相关的图片以启迪学生思维。Read 相当于导读部分,即通过经典短文的阅读学习对该单元相关主题进行文化导入,激发学生对该专题的兴趣并引发学生思维。该部分还配以习题,加深学生对文章的理解。Learn 精读部分,即在导读的基础上对精选课文进行系统全面的学习,以课堂讲学为主,学生讨论自学为辅。课文后的练习将重点放在学生英语实用能力的加强和提高上。Explore 为学生自主研究并撰写报告论文进行学术讨论和交流部分,即通过学生的后期自主调查研究学习并开展学术讨论来加深学生对相关主题内容的了解和拓展,锻炼学生的实用口头交际能力。

本教程适合非英语专业硕士研究生第 1、2 学期使用,每单元设计教学时间为 4 学时。教师可根据学生的实际水平、班级人数、教学时间和条件灵活使用。

参加本教程编写的有许之所、王达金、陈文娟、郭齐梅、黄岚、黄青、李从庆、李婧、李晓鸣、李丽芳、卢晓丽、门高春、彭汉良、童少桢、王念、吴兰、吴卫平、谢群、杨瑛、张海燕、曾博、刘茜红、何桂英、肖先明等。

此外,特别要感谢柯建华、邹智勇、刘升民等教授给予的指导和大力支持。

鉴于编者水平和时间因素,教材中难免有疏漏和错误,恳请广大专家和读者批评指正。

编者

2008 年 6 月

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Culture

1. Read

Background

Introduction of Lord Francis Bacon

Lord Francis Bacon (1561-1626) the father of experimental philosophy, whose father had been Lord Keeper, and himself was a great many years Lord Chancellor under King James I. Nevertheless, amidst the intrigues of a Court, and the affairs of his exalted employment (Because of bribery and extortion he was sentenced by the House of Lords to pay a fine of about four hundred thousand French livres, to lose his peerage and his dignity of Chancellor.), which alone were enough to engross his whole time, he yet found so much leisure for study as to make himself a great philosopher, a good historian, and an elegant writer; and a still more surprising circumstance is that he lived in an age in which the art of writing justly and elegantly was little known, much less true philosophy. Lord Bacon, as is the fate of man, was more esteemed after his death than in lifetime. His enemies were in the British Court, and his admirers were foreigners.

培根被认为是现代科学时代的始祖。他是第一个意识到科学技术能够改造世界面貌的哲学家,热情支持实验科学研究。

1561年,培根生于伦敦。他是英国伊丽莎白女王时代一高级职员의长子。12岁入剑桥大学三一学院,但不久离开那里,没有获得大学毕业证书。16岁开始工作,随英国驻法国大使去巴黎在使馆工作过一段时间。18岁时父亲去世,没留下什么钱,培根被迫去上学学习法律。21岁开始从事律师业。23岁时被选为英国下议院议员。伊丽莎白女王向议会提出增加税收计划,培根表示反对通过这个提案,女王因而讨厌培根,培根成了伊西克斯的朋友和参谋。伊西克斯是个贪婪的贵族分子,同情培根,他决定发动反对伊丽莎白女王的政变。培根劝告他应该忠于女王,但伊西克斯不听,政变以失败而告终。因为培根在伊西克斯受审及被判死刑一案中起了某种作用,致使各阶层人民对培根有些不满情绪。

1603年,伊丽莎白女王去世,培根当上继任国王詹姆斯一世的顾问,虽然詹



姆斯一世没有受培根劝言的约束,但却很喜欢他。因此在詹姆斯一世执政期间,培根平步青云,节节高升,1617 年担任掌玺大臣,1618 年就任大法官,1620 年受封为子爵。

不期灾难降临了。培根被指控受贿,其实受贿在当时已是司空见惯,绝非新鲜,但培根在议会里的劲敌抓住这个机会,将他赶出了官场。培根对受贿供认不讳,被判在伦敦塔坐牢,交付大批罚金,终身禁止做官。但国王释放了他,免除了他的罚金,培根只不过丧失了政治生命。培根这样评论议会决定:“我是英国 50 年来最公正的法官,而议会对我的判决是 200 年来议会所作出的最公正的判决。”

培根的若干著作为他赢得了声誉。他的第一部著作《论说文集》发表于 1597 年。这部著作用辛辣评论风格写成,但却闪闪发光,引人入胜,在世界流传极广,即本精品文摘。

培根的最伟大的哲学著作之一名叫《伟大的复兴》。该著作包括 6 个部分,已完成的部分有:序言、《新工具》(对一种新的逻辑方法的描述)、《自然史和实验史概论》组体现了作者某些观点及不同风格的科学和哲学沉思录。

培根从 1605 年起开始写作,但没有完成的《科学推进论》被认为是自亚里士多德时代以来最伟大的著作。

Part I Introduction

2

To open a book is always beneficial. Whatever may be our purpose in reading, our contact with books may always bring us enjoyment and satisfaction. Since reading is a very important way to gain knowledge, it is a process of keeping ourselves well-informed so that we can become qualified for our work. Reading books is also an experience of visiting well-known places, getting acquainted with various people. In addition, good books serve as gentle companions or faithful friends that will never betray us.

Part II Main Idea

The essay tells us the importance of reading and the ways to read different kinds of books. On one hand the author advocates reading books. On the other hand he holds that people should read books combined with their experience and observation of nature.

Part III Answer Key



Talk about it

1. Yes, rich experience can help people solve some common problems, but as for those of great importance experience is not enough, people should have theoretical knowledge.
2. Like natural plants, they may grow as the way people prune them, our abilities can be improved as the way we develop them.
3. People read books for different purposes and with different expectations. People with different education level have different interests in book.
4. Books can be classified into the following kinds; historical novel; short story; novelette; novel; detective story; science fiction; editorial; biography; autobiography; essay; poetry; free verse; ballad; lyric; narrative poetry. Different people read different books for their own purposes and interests. Open.
5. Open.
6. Open.
7. He makes a comparison to state that regular exercise can keep people physically sound and books, too, can keep people mentally sound and can have intellectual development.
8. Open.
9. It has been given in Part II.
10. How to read books and to improve oneself. Open.



Learn about it

1. serve for

Advertisements serve for the dissemination of information on commodities; services; culture; employment; student enrolment and even marriage.

广告用于传播商品、服务、就业、招生以及婚姻的信息。

2. some... others... and some few...

Some courses can be longer and deeper, others shorter and shallower, and some few don't need last three years or bring a full honours degree.

有些课程可以长些,深些,有些则可以短些、浅些,少数课程须延续三年时间,或者提供一个完整的荣誉学位。

3. at large

China has a large labor force whose quality, at large, is improving all the



time.

中国有整体素质不断提高的劳动力资源。

4. take it for granted

Some people take it for granted that all graduates from the Foreign Language Universities will be appointed to do translation.

有人以为外语学院的毕业生都被分配去做翻译工作。

5. be impediment in

There are quite a few factors that can be impediment in our medium-and-long range development.

在我国中长期发展中有不少制约因素。

6. with diligence

It is certain that our future success will rest on our constant efforts. As the saying goes: Only with diligence, can we reap a bumper harvest.

毫无疑问未来的成功取决于不断努力,常言道,只有勤奋才能有硕果。

7. be apt to

He is apt to do anything he is asked to but return to his old life.

要他做什么,他都愿意,只要不回到过去的那种生活。

8. chief use(s)(be)in

The chief uses of vacuum are in rectification, amplification, oscillation, modulation and detection.

真空管的主要用途在于整流、放大、振动、调制和检波。



Think about it

1. read between the lines; mark a book while reading; read to think; read to write or read to talk; in science, read the newest; in literature, the oldest.
2. Open.

Part IV Translation for Reference

读书足以怡情,足以博采,足以长才。其怡情也,最见于独处幽居之时;其博采也,最见于高谈阔论之中;其长才也,最见于处世判事之际。练达之士虽能分别处理细事或一一判别枝节,然纵观统筹,全局策划,则舍好学深思者莫属。读书费时过多易惰,文采藻饰太盛则矫,全凭条文断事乃学究故态。读书补天然之不足,经验又补读书之不足,盖天下生才犹如自然花草,读书然后知如何修剪移接,而书中所示,如不以经验范之,则又大而无当。有一技之长者鄙读书,无知者羡读书,唯明智之士用读书,然书并不以用处告人,用书之智不在书中,而在书



外,全凭观察得之。读书时不可存心诘难作者,不可尽信书上所言,亦不可只为寻章摘句,而应推敲细思。书有可浅尝者,有可吞食者,少数则须咀嚼消化。换言之,有只须读其部分者,有只须大体涉猎者,少数则须全读,读时须全神贯注,孜孜不倦。书亦可请人代读,取其所作摘要,但只限题材较次或价值不高者,否则书经提炼犹如水经蒸馏,淡而无味矣。读书使人充实,讨论使人机智,笔记使人准确。因此不常做笔记者须记忆特强,不常讨论者须天生聪颖,不常读书者须欺世有术,始能无知而显有知,读史使人明智,读诗使人灵秀,数学使人周密,科学使人深刻,伦理学使人庄重,逻辑修辞学使人善辩:凡有所学,皆成性格。人之才智但有滞碍,无不可读适当之书使之顺畅,一如身体百病,皆可借相宜之运动除之。滚球利睾肾,射箭利胸肺,慢步利肠胃,骑术利头脑,诸如此类。如智力不集中,可令读数学,盖演题须全神贯注,稍有分散即须重演,如不能辨异,可令读经院哲学,盖是辈皆吹毛求疵之人,如不善求同,不善以一物阐证另一物,可令读律师之案卷。如此头脑中凡有缺陷,皆有特药可医。

(弗兰西斯·培根著《谈读书》)

2. learn

Background

Higher education

During the 20th century participation in higher or postsecondary education in the United States increased as dramatically as it did in American high schools. At the beginning of the century about 2 percent of Americans from the ages of 18 to 24 were enrolled in a college. There were fewer than 1,000 colleges then, with enrollment totaling about 157,000 students. Near the end of the century more than 60 percent of this age group, or over 14 million students, were enrolled in about 3,500 four-year and two-year colleges. This tremendous increase did not even include the 6,500 postsecondary vocational and technical institutes that enrolled millions of additional students but did not give bachelor's or associate degrees.

Religious convictions motivated the founding of the earliest American colleges, such as Harvard (1636), College of William and Mary (1693), and Yale (1701). In the 19th century rivalry among Protestant denominations, and competition among towns seeking a commercial edge over their rivals, were responsible for the creation of hundreds of colleges. Almost all were privately supported, and many failed to survive. Nevertheless, 573 colleges existed in



the United States in 1870, a testament to civic and religious support and to the faith of Americans in the power of schooling.

Unlike in elementary and secondary education, where public support and control of schools soon became the norm, public institutions never dominated college and university education. Unlike the religious controversy surrounding elementary and secondary schools, the religious origins of many private colleges were never seen as a threat to mainstream values. Government officials also believed colleges served broad public purposes, such as the training of physicians or engineers. The Morrill Acts of 1862 and 1890 provided federal financial support to state universities. The acts also led to the establishment of many new land-grant colleges and state universities through gifts of federal land to the states for the support of higher education.

By the end of the 19th century scientific and scholarly research flourished at both private and public universities. Commercial and practical uses of knowledge, especially in agriculture and engineering, created powerful incentives for states to increase financial support for their public universities. In addition, the numbers of students attending college increased dramatically after World War II ended in 1945, which further pressed states and municipalities to expand opportunities for publicly funded postsecondary education. Federal financial aid for students provided by the Servicemen's Readjustment Act of 1944—also known as the GI Bill—stimulated this surge in college enrollment following the war.

Part I Introduction

In order to explore whether the American approach to science education is the best in the world the author compares the educational level between Europe and American and analyses the factors contributing to the United States' scientific and economic success. Then up with a conclusion that due to the influence of the market force students' free choice of curricular and their inclination allow for the development of good, professional depth. The aspect of laissez-faire education system is the strength.

Part II Paragraph Analysis

Part One (Para. 1) Thesis: The U. S. approach to science education is more efficient and appropriate than the European one.



Part Two (Para. 2-7) The author compares the level of science instruction between Europe and America.

Para. 2-3 The students' educational level in Europe.

Para. 4 The freedom to make their educational choices is the strength.

Para. 5 Market force compels curricular organization to be centered on students.

Para. 6 The general education requirements in the American colleges lead to a lowering of the amount of course work in the major field.

Para. 7 The example to explain what has been stated in the para 6.

Part Three(Para. 8-10) the goals of science education.

Para. 8 Students in European high schools are better prepared in the sciences.

Para. 9 A high level of science education can increase productivity.

Para. 10 American education system encourages more talented people.

Part Four (Para. 11-13) The factors that contribute to the United States' scientific and economic success.

Para. 11 The level of American instruction.

Para. 12 The influx of overseas scientists contribute a lot to the scientific research in the U. S.

Para. 13 The free choice in curricular organization is one of the factors in the scientific and economic success of the U. S.

Part Five (Para. 14-17) The comparison between science education and the education of art, humanities and social sciences.

Para. 14 In natural science more knowledge may impede innovative thinking.

Para. 15 The knowledge structure of humanities/ social science is horizontal which calls for a more demanding instructional approach.

Para. 16 Much of modern science defies common sense.

Para. 17 Illustration of the idea that science does not come naturally to humans.

Part Six (Para. 18-19) A comparatively lower levels of scientific knowledge of



its work force allows for the development of good, professional depth.

The example of Bill Gates is a case in point.

Part Seven(Para. 20-21) A more laissez-faire education and one's inclination is appropriate for the science education. And this is one of the major factors that contribute to the scientific innovation and economic prosperity.

Part III Answer Key



Understanding

1. Because it operates with a free market spirit in a much less regulated, more laissez-faire climate. Its curricular is less structured, allowing the students the freedom to make their educational choice.
2. According to the author ,many factors contribute to it. A more laissez-faire education is one of the major factors that may help the United States lead the world in scientific innovation and economic prosperity.
3. Market forces drive science education to be centered on students.
4. Yes, inclination plays a key role in the learning process. Since students are highly motivated and can make free choice in curricular organization they can have a better performance in their course work.

The case is totally different in China. In high school students have to follow fixed curricular. In universities due to shortage of qualified instructors and high level instruction they can not make free choice in curricular according to their inclination and the market force.

5. Open.
6. It does not necessarily mean that.
7. Yes, we can, because the overseas talented people only fill a small part of the whole.
8. Open.
9. Yes, more time can be spent on the professional expertise.
10. Open.



Paraphrase

1. Science and science education teaching practices have been carefully examined in the United States.



2. Compared with the rest of the world there are distinctive features in the educational system in the U. S.
3. University teaching must focus on the need of students and a variety of courses should be available so students can chose at will.
4. The difference is so small that it can be balanced by the fact that. . .
5. It is expected that a better understanding of science among common people can lead to the rise in productivity in the work place.



Word Power

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|------|------|------|------|-------|
| 1. A | 2. A | 3. C | 4. D | 5. C |
| 6. B | 7. B | 8. A | 9. A | 10. B |



Simulation

1. Concerning online courses, it appears that they inhibit rather than promote good education.
2. China, with a large population, a weak economic foundation and unbalance development, is still the largest developing country in he world, which compels its task to be centered on promoting economic and social development while continuously improving its people's life.
3. This is attributed to the fact that, instead of creating student's ability, the current education tends to prepare students for exam.
4. Many factors contributed to the rapid progress in education, science and technology, culture, health, sports and other undertakings.
5. The country may be considered as either a land of opportunity or as a land where opportunity does not exist.



Translation

1. The slogans and characters in the public service messages are more than memorable—they raise awareness,inspire individuals to take action.
2. The outcomes of collegiate education should be measured by the student's performance in classroom as they become proficient in the use of knowledge, acquire a solid basic education and become competent in a specific field.
3. The beautiful campus provide an ideal space for contemplation and inspiration to aid us in that journey.