

GRADUATE ENGLISH

研究生英语教程

For Masters of Engineering

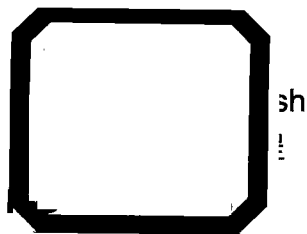


工 程 硕 士 英 语

主编 钱杨
副主编 张智萍
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同济大学出版社
TONGJI UNIVERSITY PRESS



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内 容 提 要

《工程硕士英语》是依据全国工程硕士专业学位教育指导委员会于2006年颁发的《全国工程硕士专业学位研究生英语教学要求》及教育部颁发的《非英语专业研究生英语教学大纲》,结合多年教学实际,精心锤炼而成的标准教程。

本书旨在以训练和提高英语阅读能力为主,兼顾口语、翻译和写作能力多方位培养。突出实用性与针对性,将听、说、读、写、译等多项语言技能融为一体,同时重点突出,条理清晰。教材共十个单元,每个单元有两篇课文,并有完备的针对课文的练习题和在此基础上提升的练习题。课文的体裁丰富,考虑到学生在工作和学习中的不同需求;课文题材多样,涉及到生活的多个方面且具有多样性。练习配置系统、合理,题量适度,具有代表性,可以较好满足实际教学要求,倍增教师的备课效率和学生的学习效果。

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前 言

本教材以提高工程硕士研究生英语能力为目的,考虑到此类研究生工作实际需求,依据全国工程硕士专业学位教育指导委员会于 2006 年颁发的《全国工程硕士专业学位研究生英语教学要求》及教育部颁发的《非英语专业研究生英语教学大纲》,结合教学实际编写。

教材编写的主旨以提高工程硕士研究生英语能力为目的,并充分考虑到工程硕士类研究生实际工作的需求。

教材使用对象为工程硕士类研究生,以训练和提高英语阅读能力为主,兼顾口语、翻译和写作能力培养。课文的选题和题材丰富,涉及日常生活的多个方面,并注意语言的多样性。课文和练习中的句子来源于美国多种报纸、杂志、小说等,重点突出,条理清晰。练习设计合理,题量适度,具有代表性,可以较好满足实际教学要求。

教材在编写过程中,突出实用性与针对性,强调英语语言应用,将听、说、读、写、译等多项语言技能融为一体,将语篇知识与写作技巧融为一体。具体包括五个方面的内容:

一、进一步巩固常用书面语和口语语法知识及技能,强化语法运用能力;

二、培养语篇分析能力,尤其是训练、强化各种阅读技能的熟练运用能力,如概括中心大意,通过预测、推理和归纳等手段理解和把握文章主要内容和要点;

三、培养基本写作技能,将教学与实际写作需求紧密联系,如议论文的写作,特别是应用文写作技能的培养;

四、加强翻译技巧和能力的培养,特别是英语科技文献的翻译;

五、指导听力与口语的运用,除了日常会话之外,重点突出高层次的听说能力,如引导学会如何在高层次篇章的听的过程中更好地解读结构、把握要点,如何在讨论和长时间发言中,做到条理明晰,重点突出等。

限于编者的水平有限,本教材定有挂一漏万之处,敬请专家指点、批评。

本教材在编写过程中,得到了诸多专家及同事的帮助,在此一并表示谢忱。

钱 杨

同济大学 2012 年 3 月

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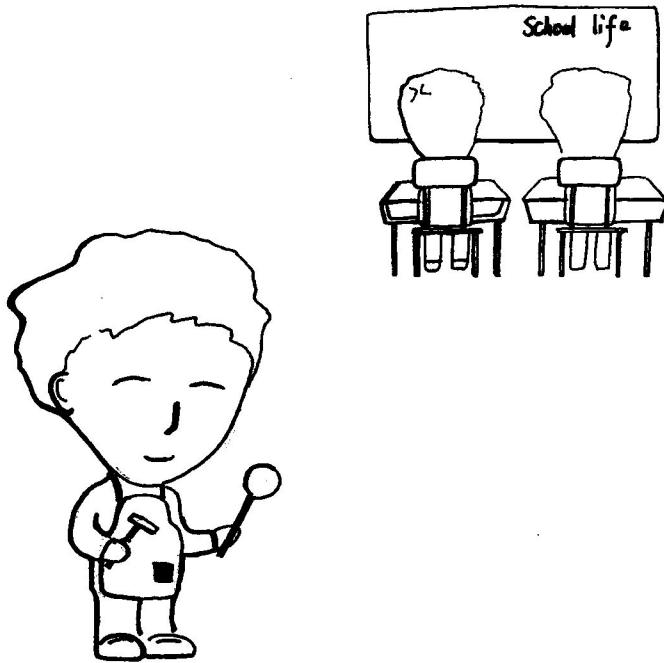
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Unit One

Family Ethic

Text A



Parental Discretion

By Dennis Hevesi

When the letter came saying that Pamela Stafford, after all her part-time study at night, had been accepted at the age of 34 as a full-time student by the University of California at Berkeley, her two teenage sons leaped into the air, slapped palms in a high-five and shouted, "We did it! We did it!"

"I'm not sure they included me," she said.

Several months ago, when Gary Hatfield, also 34, and a sophomore at the Ohio State

University, in Columbus, was telling his son, Seth, 11, why he was spending so much time studying, "He patted me on the shoulder and said, 'Dad, I understand. You want to finish school,'" Mr. Hatfield recalled, adding, "Blessed is the child's forgiving nature."

10 In hundreds of homes throughout the nation, as the rolls of those signing up for continuing education courses grow, getting mom or pop off to school has often wrought a kind of joyous havoc on family life and forced the sort of realignment of expectations that would warm the hearts of diehard feminists.

15 A Switch of Family Roles

Dads or children are doing the shopping, the cooking, the cleaning, the laundry. Teenagers have become the family chauffeur, or at least make sure the car is available when a parent has to get to class. Schedules have been turned on end. Children have even adopted parental roles—nagging when homework hasn't been done.

20 Mr. Hatfield, an English major, wants to teach high school or college English. "I'll sometimes get jabbed if I make a spelling or grammatical mistake," he said. "Seth will say, Hey, English teacher. . . ."

25 What can come through the difficulties and the role reversals is a shared commitment, a strengthened bond and a deepened appreciation for education. "When I went back to school, my older son went from being a C and D student to making honor roll," said Ms. Stafford, who is divorced and lives in Albany, near the university. "The younger guy, well, not as much improvement. But he did develop a more serious attitude toward school. Now, it's sort of a given that what you really do in life is finish school first."

30 And when the boys—Joseph, 18, and Christopher, 14—run into what Ms. Stafford called "the geek mentality" of friends who think doing well in school is totally lame, they are equipped to respond. "Joseph once told his friend," Ms. Stafford said, "Hey, my mom is smart. It's in the genes. I can't help being smart."

35 Mom is indeed smart. Out of a possible 4.0, Ms. Stafford is maintaining a 3.9 grade-point average as an English major at Berkeley, where she is also on staff as an administrative assistant.

"I felt really guilty about taking night courses," she said. "Then, at the end of that first semester, I got an A in ancient Mediterranean literature, and my sons developed an investment in my education. They sort of fired me as a mother and recreated me as a student."

40 Joseph, now a freshman at St. Mary's College in nearby Moraga, said, "I had to cook, wash dishes, pretty much take care of myself and my brother, too. There were times when I wished she was around; when things would happen that I couldn't handle."

Joseph said Christopher "was always a hyper kid. So I just had to be real patient. I talked to him about girls, about drugs. He doesn't do the silly stuff he used to do to get attention, like kitchen gymnastics—you know, dancing and flipping around the house like an idiot. Sometimes

we fought. But he and I loved each other enough to punch each other and then hug. ”

45

Mysterious Disappearances During Finals

During midterms and finals, Ms. Stafford said, the boys “would mysteriously disappear” so that she could study. “I like to deejay,” Joseph said, “you know, sound-mixing in my room. I had to do this with headphones the entire time. There could be no noise. ”

50

Between classes, Ms. Stafford would call home and try to at least bring a maternal presence into the conversation: “Have you done your homework? Have you done your chores?” But they would say, “Hey, we don’t need you. Goodness, the things we go through putting a parent through school. ”

Sometimes it seemed that Seth Hatfield wasn’t so much putting his father through school as accompanying him. “Last quarter, I was taking an anthropology course,” Mr. Hatfield said, “and one of the evenings I would take Seth to that class. He would sit and do his homework at the table with me. And the teacher was so nearsighted that she would walk by and give him handouts, just like one of the students. ”

55

Mr. Hatfield, who is divorced and lives in Columbus, has worked as a landscaper, a salesman, a counselor to juvenile delinquents, and a social worker at a home for the mentally retarded. With a part-time job, a little money in the bank and a grant from Ohio State, he returned to college in 1987 and is maintaining a grade-point average of 3.2.

60

“I get hit with anxiety attacks,” he said, “because here I am plowing through Renaissance literature and wishing I was sitting with my son playing a game. ”

65

Getting Early Exposure to College

But Seth doesn’t complain, and his exposure to college has had benefits. “I found out from his teachers that he speaks proudly of going to Ohio State with his dad,” Mr. Hatfield said. “Just walking across campus, with him wearing his Ohio State sweatshirt, gives me the opportunity to familiarize him with what the place really is. We go plunder through the library. He knows that the computer catalogue search system can lead him to information on Superman. ”

70

“I might go there when I grow up,” Seth said. “When my dad gets his education, if he becomes a teacher, he’ll have a larger income and I might even have him as a teacher. Maybe I’ll borrow money from him for lunch. ”

75

Mr. Hatfield realizes that Seth, who lives with his mother about a mile away, is his first priority. “I will cut class to go to his band concert,” he said. “Those things are too precious. I can take an incomplete in a course and make it up. I can’t take an incomplete as a parent and ever make that up. ”



Vocabulary

1. discretion[dis'kreʃən] *n.* the ability and right to make a decision 判断力
2. high-five *n. esp.* (AmE) the action of hitting sb.'s open hand with your own above your heads to show that you are pleased about sth. 两人举手击掌
3. sophomore['sɒfəmoʊ, -mɔː] *n.* (AmE) a student who is in their second year of study at a college or high school 大学二年级生
4. forgiving[fə'gɪvɪŋ] *adj.* willing to forgive 宽大的, 慈悲的
5. roll[rəʊl] *n.* list of names 名单
6. wrought[rɔːt] *v.* (fml. or literary) (an old form of the past tense work) caused sth. to happen, especially a change 使发生
7. joyous['dʒɔɪəs] *adj.* (literary) very happy, or likely to make people very happy 快乐的, 高兴的
8. havoc['hævək] *n.* a situation in which there is a lot of damage or a lack of order, especially so that it is difficult for sth. to continue in the normal way 大破坏, 浩劫
9. realignment[ˌrɪːə'lainmənt] *n.* reorganization 重新排列
10. diehard['daɪhɑːd] *adj.* strongly opposing changes and new ideas 顽固的
11. feminist['femɪnɪst] *n.* sb. who supports the idea that women should have the same rights and opportunities as men 男女平等主义者, 女权扩张论者
12. laundry['ləʊndri] *n.* the process or the job of washing clothes, sheets, etc. 洗涤
13. chauffeur['ʃəʊfə] *n.* sb. whose job is to drive a car for someone rich or important(受雇于人的)汽车司机
14. available [ə'veɪləbl] *adj.* sth. able to be used or easily bought or found 可用的

15. nag[næg] *v.* to keep asking sb. to do sth. , or complaining to sb. in an annoying way 不断地唠叨
16. jab[dʒæb] *v.* to push sth. into or towards sth. else with short quick movements 猛刺
17. reversal[ri'vɜ:səl] *n.* a change to an opposite arrangement, process, or way of doing sth. 颠倒, 反转
18. commitment[kə'mitmənt] *n.* sth. that you have promised you will do or that you have to do 承诺
19. bond[bɒnd] *n.* a written agreement 合同
20. given['givn] *n.* sth. accepted as true 已知事物
21. geek[gi:k] *n.* (infml.) sb. behaving in a childish or strange way 做低级滑稽表演的人
22. mentality[men'tæliti] *n.* a particular attitude or way of thinking, esp. one that you think is wrong or stupid 智力, 精神, 心理
23. lame[leim] *adj.* not convincing (辩解、论据等) 无说服力的
24. hyper[haipə] *adj.* (infml.) extremely excited or nervous about sth. 非常激动或紧张的
25. gymnastics[dʒim'næstiks] *n.* a sport involving physical exercises and movements needing skill, strength, and control, and often performed in competitions 体操, 体育
26. flip[flip] *v.* to turn over into a different position with a sudden quick movement 轻弹
27. punch[pʌntʃ] *v.* to hit with hand 以拳击
28. deejay['di:ʒei] *v.* to perform as a disk jockey 作为播放音乐的人
29. chore[tʃɔ:] *n.* a small job to keep a house clean 家务杂事
30. handout['hændaut] *n.* a piece of paper with information given to people attending activities 分发的印刷品
31. landscaper['lændskeipə(r)] *n.* a person planning and designing parks and gardens 庭园设计家
32. juvenile['dʒu:vinaɪl] *adj.* (fml. or law) connected with young people 青少年的

33. delinquent[di'liŋkwənt] *n.* sb. esp. a young person breaking the law or behaving in ways not approved of by the society 失职者, 违法者
34. retard[ri'ta:d] *v.* (fml.) to delay the development of sth., or to make sth. happen more slowly than expected 延迟, 使减速
35. exposure[iks'pəʊʒə] *n.* the chance to experience new ideas, ways of life, etc. 暴露
36. catalogue['kætələʒ] *n.* a complete list of things to look at, buy, or use, for example, in a library or at an art show 目录
37. priority[praɪ'ɔ:ɪti] *n.* the thing requiring attention before anything else 优先权

Phrases and expressions

- | | |
|------------------------------|---|
| 1. get sb. off | to help sb. do sth. 帮助某人 |
| 2. on end | without stopping 连续地 |
| 3. run into sth. | to experience difficulties 经历困难 |
| 4. go through sth. | to perform a series of actions 履行 |
| 5. put sb. through sth. | to make sb. experience sth. difficult or unpleasant 使经受 |
| 6. familiarize sb. with sth. | to learn about sth. or teach sb. about sth. 使对……熟悉 |
| 7. make up | to compensate 弥补 |

Notes

- The University of California at Berkeley:** Berkeley is the oldest of the UC campuses and serves as the flagship of California's public university system. In 1966 Berkeley was recognized by the American Council on Education as "the best balanced distinguished university in the country." 加利福尼亚大学伯克利分校
- The grading system in America:** Grades are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters (A, B, C, D, F), in numerical system (4.0—1.0), in descriptors (excellent, great, satisfactory, needs improvement), or in percentages (0—100). The A—F (A—E) quality index is typically quantified by correlation to a five-point numerical scale as follows: A = 4.0; B = 3.0; C = 2.0; D = 1.0; E/F = 0.0. The correlation between Letter Grade and Grade Percentage is: A = 90%—100%; B = 80%—89%; C = 70%—79%; D = 60%—69%; E/F =

59% and below.

3. **Grade Point Average (GPA)**: GPA is calculated by taking the number of grade points a student earned in a given period of time divided by the total number of credits taken. A Cumulative Grade Point Average is a calculation of the average of all of a student's grades for all semesters and courses completed up to a given academic term, whereas the GPA may only refer to one term.
4. **Course Credit**: A course credit (often credit hour, or just credit or "unit") is a unit that gives weighting to the value, level or time requirements of an academic course taken at a school or other educational institution. In the United States, a student in a high school or university earns credits for the successful completion of each course for each academic term. The state or the institution generally sets a minimum number of credits required to graduate. Various systems of credits exist such as one per course, one per hour/week in class and one per hour/week devoted to the course (including homework).
5. **The Renaissance**: The period of time in Europe between 14th and 17th centuries, when art, literature, philosophy, and scientific ideas became very important and a lot of new arts, etc. were produced 文艺复兴时期

Exercises

I. Questions for discussion

1. Why does the author say that children are blessed with forgiving nature?
2. How did parent(s) going back to school affect family life?
3. How does parent(s) going back to school help warm the hearts of diehard feminists?
4. Are there any examples given showing that the children are considerate towards their parents?
5. How do you understand the title of the article, especially the word "parental"?

II. Fill in the blanks with the words from the box. Change the form where necessary.

chore	exposure	priority	reversal	available
flip	commitment	retard	realignment	forgiving
familiarize	havoc	given	juvenile	mentality

1. It is a _____ that Sandra will be at least 15 minutes late, for she was still in bed when I called her just a minute ago.
2. It is self-evident that to adapt to a sudden role _____ proves to be more difficult for those who enjoy their present status quo.
3. Upon hearing the good news, he got himself a bottle of wine, _____ the top off it and pouring himself a drink.

4. The earthquake took place recently in that country wrought _____ in a lot of towns and cities, leaving many homeless.
5. The _____ of the company's management structure resulted in both increased productivity and a harmonious atmosphere.
6. It is generally believed that men are blessed with a _____ nature and they are ready to help others in need.
7. I can't understand the _____ of the people who are behind this kind of violence.
8. It is very common now for wives and husbands to share the domestic _____.
9. It has taken Mr. Clinton the better part of four years to _____ himself with basic realities in Asia.
10. People in that area are in dire need of food, because cold weather _____ the growth of many crops.
11. All _____ means are tried to by the government to save people in the disaster-hit places and some are workable.
12. The political _____ among world leaders to banish the scourge of hunger from the earth has spread and grown stronger.
13. One of the most effective ways to learn a foreign language well is to give learners enough _____ to the target language.
14. After several burglaries in the area, security is now again gaining more and more attention and given a high _____.
15. Some people say that violent movies are potential triggers for _____ delinquency.

III. Complete the sentences with the correct form of the given words.

1. Juvenile _____ should make us reflect on the current situation. (delinquent)
2. The _____ poised herself on the balance beam gracefully. (gymnastics)
3. People's expectations about a product and the way it works are highly informed by their _____ model. (mentality)
4. She accidentally ran her newly bought car into a tree while _____. (reversal)
5. The way engineers must build software is often a _____, dictated by various technical and business constraints. (give)
6. Lucretia Mott's influence was so significant that she has been credited by some authorities as the originator of _____ in the United States. (feminist)
7. For dinner Edward had ordered the dishes that he knew Bertha preferred and he laughed _____ as she expressed her pleasure. (joyous)
8. There are three major advantages of the design, namely cheapness, simplicity and _____ (available).
9. He said that he was absent from the meeting due to the fact that he had no _____ knowledge of the meeting. (priority)

10. Some might counter that the one-month-per-page calendar is better because it is easily recognizable and _____ to users. (familiarize)

IV. Paraphrase the following sentences from the text.

1. Mr. Hatfield recalled, adding, "Blessed is the child's forgiving nature."

2. Children have even adopted parental roles—nagging when homework hasn't been done.

3. What can come through the difficulties and the role reversals is a shared commitment, a strengthened bond and a deepened appreciation for education.

4. Between classes, Ms. Stafford would call home and try to at least bring a maternal presence into the conversation: "Have you done your homework? Have you done your chores?"

5. I can take an incomplete in a course and make it up. I can't take an incomplete as a parent and ever make that up.

V. Translate the following sentences into English with the word in the brackets.

1. 频繁战争以及缺少公路减缓了这一地区的发展。(retard)
2. 这一丑闻曝光使总统处于尴尬境地。(exposure)
3. 当今我们的首要任务是学习。(priority)
4. 这个地区一连下了3天大雪。(on end)
5. 那个水手签约参加去印度的航行。(sign up)
6. 这里有两个网球场供俱乐部正式会员使用。(available)
7. 他们用努力工作来弥补时间上的损失。(make up)
8. 学校提供了大量培养阅读技巧的好材料。(develop)

Writing skills: How to write *Persuasive Articles*

Generally speaking, an English persuasive article can be roughly divided in three parts: introduction, body and conclusion. The function of introduction is to introduce the main argument to the readers, the function of body is to support and illustrate the main argument with



examples and the function of conclusion is to summarize the important points discussed previously and/or to provide suggestions and comments. The sub-points in the body part should be closely related to or directly derived from the main argument to avoid wandering off and to make the article logically developed.

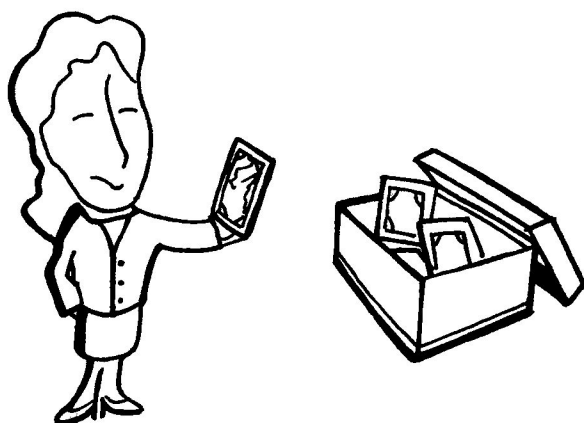
Exercise :

Please write a persuasive article of around 250 words on “Job Interview” according to the outline provided.

Main argument: In order to make a good impression at a job interview, you should prepare well for the interview.

Sub-points:

1. Plan your answers to the possible questions.
2. Plan and prepare what you are going to wear.
3. Make sure you arrive on time.

Text B

Black Box

By Veronique

My childhood years are all jumbled together in a black box that I keep in a bottom drawer. The pictures are in no particular order; it's like jumping back and forth in time. In one picture, I am wearing a hat with a big "three" on it. I'm smiling, ready to blow out the three candles on a strawberry and whipped cream cake. In a holiday snap in France, my big sister and I are playing in front of our spacious orange tent. In another family photo, I'm one and a half years old and sitting safely on my dad's lap, my sister's arm resting on my mum's shoulder. My aunt is standing behind us, and everyone is smiling. From the same photo session, I am holding my teddy bear and there's our German Shepherd, Phaendra, with her ears laying flat down because I'm making too much noise. Anyone looking through these pictures would think we were just a normal happy family, but I don't feel the same joyfulness that I see in these photos when I think about my childhood.

My early memories are like scenes from an unedited film, not yet in the right order and not always making sense. I remember my sister waking me up and hurriedly dressing me in my pink