

全国高等医药院校药学类教材

# 21世纪研究生综合英语

21shiji yanjiusheng zongheyinyu

张萍 主编



中国医药科技出版社

全国高等医药院校药学类教材

## 21 世纪研究生综合英语

TWENTY-FIRST CENTURY INTEGRATED  
GRADUATE ENGLISH

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## 内 容 简 介

《21 世纪研究生综合英语》是为了适应非英语专业研究生的英语教学改革需要而编写的。本书既体现了“厚基础，强能力，促创新”的教学思想，又严格注意了语言的规范与发展，选材的严谨与新颖，内容的经典与前瞻，编排的合理与趣味之间的关系。课文中既有经典的散文、随笔，更有对热点问题的讨论和反思。

本教材分为两大板块。第 1~8 单元为第一板块，侧重语言基础的巩固与强化，每单元由相关的三篇文章构成，Text A 为精读材料，配有词汇、完形填空、翻译、写作等多种练习；Text B、C 为泛读材料，提供若干阅读理解练习及回答问题、正误选择练习。每单元后都附有一则 English Idiom 的小对话。第 9~16 单元为第二板块，每单元同样是相关的三篇文章，在练习上有了较大的变动。词汇练习改为文化背景导入，翻译的长度有所增加，写作改为应用文的写作，如 notes & notices, application & recommendation letters, resume, lab & periodic report, letter of intent, memos & minutes, academic paper writing 等。每一单元增加了口语的训练，如 mini-talk, group-discussion, role-play, presentation, lecture 等，在前 8 个单元鼓励与同伴交流讨论的基础上更强化了 team-work 的练习，以培养研究生不仅自己学，还要与别人一起学习、讨论甚至辩论的学术性合作能力。

本书适用于非英语专业硕士生、博士生的基础英语学习，亦可作不同层次学习者的自学材料。书后附有练习答案。

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# 编写说明

为适应我国高等医药教育的改革和发展、满足市场竞争和医药管理体制对药学教育的要求,全国高等医药院校药学类教材编委会组织编写了“全国高等医药院校药学类教材”。

本套教材是在充分向各医药院校调研、总结归纳当前药学教育迫切需要补充一些教学内容的基础上提出编写宗旨的。本套教材的编写宗旨是:编写一套成体系、药学特色鲜明、具有前瞻性、能体现现代医药科技水平的高质量的药学教材。也希望通过教材的编写帮助各院校培养和推出一批优秀的中青年业务骨干,促进药学院校之间的校际间的业务交流。

参加本套教材的编写单位有:中国药科大学、沈阳药科大学、北京大学药学院、广东药学院、华西医科大学药学院、山西医科大学、同济医科大学药学院、复旦大学药学院、西安交通大学药学院、山东大学药学院等数十所药学院校。

教材的编写尚存在一些不足,请各院校师生提出指正。

全国高等医药院校药学类

教材编写办公室

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# 前言

《21 世纪研究生综合英语》是为了适应非英语专业硕士研究生的英语教学改革需要而编写的。本书主编在承担中国药科大学非英语专业硕士研究生的基础英语教学任务后,对目前国内硕士生英语教学现状作了多方调查和分析,查阅了许多相关资料,并对硕士生的实际需求进行了连续的问卷调研,在此基础上,申请了关于硕士研究生英语教学模式改革的课题。经过两年多的探索和实践,最终形成了硕士生基础英语教学阶段的“厚基础,强能力,促创新”的教学指导思想,明确了不同阶段的教学目标,即第一学期侧重强化语言基础训练,第二学期重点培养学生用英语说和写的信心和交际能力,以写带说,写说齐抓;以语言发展理论为指导,精心设计语言教学活动,分别做到了“备课与备人,灌输与引导,句法与语篇,语言与文化,书面与口头以及学与用,理解与表达,学交际与在交际中学,模拟与真实,课堂与课外”两阶段的两个“五结合”,以语言知识为基点,以实践环节为手段,以应用能力培养为目的展开教学,取得了良好成效。研究生们从开始的不适应到普遍欢迎,校领导和研究生处领导及同仁们的一贯支持,肯定和鼓励,给了我们极大的信心和干劲。我们的课题成果已得到大家的普遍赞誉,已经发表了五篇相关论文(详见《外语教学与研究》、《外语与外语教学》、《学位与研究生教育》、《南京理工大学学报》社科版及《药学教育》杂志等),获得了校级优秀教学成果奖。鉴于目前尚无体现此教学思路的研究生教材,在校领导、教务处、研究生处的建议和支持下,我们开始着手整理正在使用中的相关教学材料,与沈阳药科大学的同仁一起,编写这本教材。我们的原则是既要体现新模式的教学思想,又要严格注意语言的规范与发展,选材的严谨与新颖,内容的经典与前瞻,编排的合理与趣味之间的关系。课文中既有经典的散文、随笔,更有对热点问题的讨论和反思。

本教材分为两大板块。第 1~8 单元为第一板块,侧重语言基础的巩固与强化,每单元由相关的三篇文章构成,Text A 为精读材料,配有词汇、完形填空、翻译、写作等多种练习;Text B、C 为泛读材料(标题见目录),提供若干阅读理解练习及回答问题、正误选择练习。每单元后都附有一则 English Idiom 的小对话。第 9~16 单元为第二板块。每单元同样是相关的三篇文章,在练习上有了较大的变动。词汇练习改为文化背景导入,翻译的长度有所增加,写作改为应用文的写作,如 notes & notices, application & recommendation letters, resume, lab & periodic report, letter of intent, memos & minutes, academic paper writing 等。每一单元增

加了口语的训练, 如 mini-talk, group-discussion, role-play, presentation, lecture 等等, 在前 8 个单元鼓励与同伴交流讨论的基础上更强化了 team-work 的练习, 以培养研究生不仅自己学, 还要与别人一起学习、讨论甚至辩论的学术性合作能力。

本教材的部分内容已在中国药科大学四届研究生 (500 余人) 基础英语课中使用过。在其正式出版之际, 我首先感谢听过我的课的各位研究生, 感谢他们所给予的所有意见和反馈, 正是他们的配合才有了这本教材的面世。我同样要感谢中国药科大学的吴晓明校长、王广基副校长、教务处姚文兵处长、研究生处领导和各位老师、基础部领导以及外语系的领导、同仁们对我的工作和本书的编写给予的很多支持和帮助。沈阳药科大学教务处、研究生部对本书的编写给予了极大的支持, 派出了最优秀的老师与我们合作, 使得我们的教材更加完美和丰满。

在编写本书的过程中我们参阅了国内外大量的有关文献, 除列在书后的主要参考文献外, 恐还有疏漏, 谨在此一并表示深切的谢意。

本书的编写分工如下: 张萍: 1~16 单元的 Text A, B, C (8 和 10 单元的 Text C 为郑桂学); 3、4、7、8 单元的词汇练习; 1~8 单元的无选择完形填空; 5~8 单元的有选择完形填空; 1~8 单元、14~16 单元及附录的写作练习; 1~16 单元的口语练习; 张勤: 1~16 单元的阅读理解练习; 1~4 单元的有选择完形填空; 郑桂学: 1~16 单元的生词注释; 9~13 单元的写作练习; 于晓丽: 1~16 单元的翻译练习; 1、2、5、6 单元的词汇练习; 陈红梅: 9~16 单元的背景导入; 单词 Glossary。郑桂学和陈红梅同志协助了教材的校对工作。全书由张萍负责统稿。答案由张萍、张勤、于晓丽提供。

编 者

2002 年 2 月



# 使 用 说 明

本书为《21 世纪研究生综合英语》教材。全书共 16 个单元，主要供非英语专业硕士研究生一学年的基础英语教学用。

全书分为两大板块。第一板块为 1~8 单元，供第一学期使用。Text A 原则上作为精读材料，Text B、C 为泛读材料。三篇课文基本上围绕同一题材选定，均配有生词表。主要释义用英文，以培养学生用英语理解的习惯。每单元前有 Pre-reading 词汇练习，配合课文安排了相对应的两种完形填空练习，Cloze A 不提供选择项，迫使学生根据上下文进行语篇思维，Cloze B 则给出选择项，让学生在经过上一个练习之后较为轻松地选择正确答案。Cloze A 的题型曾在几届学生中使用并经过问卷调查被证明是大多数学生能接受并感觉有效的形式。翻译提供了汉译英和英译汉两种，均以语篇形式出现，以配合大纲的要求。Text B 和 C 作阅读理解用。文后附有理解练习题和问题。第一板块的写作部分主要是对课文的理解分析，写概要等，以议论文为主，记叙文、说明文为辅。为配合学位考试，在第一板块后附上了一套试题以供学生自测。

第二板块为 9~16 单元，供第二学期使用。课前的词汇练习改为文化背景导入，以介绍与课文相关的文化背景知识；翻译的篇幅有所加长，增加了科技翻译的比重以期与研究生下一阶段的专业英语学习接轨；写作部分转为应用文的练习，从最基本的 notes and notices 开始到较专业的实验报告、意向书、备忘录和纪要的写作，每一单元附有一讲并配有相对应的口语、写作结合练习，以写带说，强化应用能力培养。最后附有学术论文的写作，扼要介绍了学术论文的构成、要素及各部分的写作要求，内有若干实例以供参考。根据统计，本教材共出现超纲词 500 个左右，课文 A 的总阅读量高于大纲规定的精读量的 30000 词左右；课文 B、C 的总阅读量高于大纲规定的泛读量的 80000 词左右。

本书的教学需 108 学时，原则上每单元 6—8 个学时，练习主要由学生在课外完成（各单元的练习答案附在书后），各学校可根据具体情况作调整。

编 者

2002 年 2 月



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## Lesson One

### Pre-reading Exercises:

*Directions:* Choose the word from the four choices that would either best keep the meaning of the underlined word or best complete the given sentence.

1. The examination question baffled me completely and I couldn't answer it.  
A. perplexed      B. muffled      C. fettered      D. wandered
2. All his attempts to argue about the rightness were futile.  
A. flexible      B. ineffective      C. ineluctable      D. incidental
3. Included in the University of Delaware Gallery art collection are sixteen photographs of the painter John Sloan, donated by his wife.  
A. contributed      B. replenished      C. underpinned      D. severed
4. The writer's description of a village cricket match is particularly to be commended; he has depicted it to the life.  
A. breathtakingly      B. pantingly      C. vividly      D. permanently
5. Hostile countries often resort to forces as a means of venting their anger.  
A. subject to      B. pin down      C. prefer to      D. keep track of
6. We shall have to have the work done, \_\_\_\_\_ of the cost.  
A. irresponsible      B. irresistible      C. irrespective      D. irreversible
7. He \_\_\_\_\_ the speech by making some additions and deletions.  
A. relegated      B. commented      C. complemented      D. amended
8. We started abusing him, one \_\_\_\_\_ after another adding his bitter word, until she walked right into the trap.  
A. respirator      B. subordinate      C. conspirator      D. recourse
9. It is \_\_\_\_\_ for our family to sleep late on Sunday mornings.  
A. conventional      B. customary      C. focal      D. ritual
10. He seemed to be destined \_\_\_\_\_ great success.  
A. in      B. for      C. with      D. on

## Text A

### When Love Is Not Enough

*Don Edgar*

I had given a talk on family change one night. At dinner afterwards, I was subjected to a hostile quizzing by a group of thirty-something women who claimed that my whole analysis ignored the most basic change of all.

The family does not consist of spouses and children, they said. They, as a group of single women, were best friends, supported one another, and defined one another as “family”. Marriage and having kids were now irrelevant and that was the most basic social change.

In retrospect, they were right, but that change is itself the problem. Family is, if anything, the link between generations, the focal point of social reproduction and cultural transmission. It’s not just a “big tent” where everyone can enjoy the show. Both marriage and family involve ongoing obligations and shared care, not just the pursuit of happiness, that strange goal of the modern age.

It seems that love has got out of hand. The modern nuclear family was rooted in the rise of effective individualism---the desire to live happily in a more equal partnership marriage, where the nurture of children and investment of both parents in their lives was guaranteed by bonds of friendship based on rational love.

There was an inherent instability in any marriage based on voluntary affection, but marriage as such pinned it down by defining kinship ties and the obligations of parents to children. What people call the new Love Family, unfortunately, replaced permanence with the norm of unfettered choice.

We can now not only choose our marriage partner, we can divorce that partner at will, subordinate children to our own adult pursuit of happiness, deny the other parent any ongoing contact with their offspring. We can even, if we want, define as our family people who are not related to us either by blood, marriage or adoption---a set of close friends who support one another, like the women I mentioned above. Throw in the faithful dog if you like. Family is what we want it to be.

The trouble is, this ignores the problem of children and the wider problem of care. If marriage exists only as an intimate relationship that can be terminated at will, and family exists only by virtue of bonds of affection, both marriage and family are relegated to the marketplace of trading places, with individuals maximizing their psychological capital by moving through a series of more or less satisfying intimate relationships. Children, kin, the ties of mutual obligation and care are left behind.

Freewheeling adults may find this okay. But children can't be described in marketplace terms; they demand sacrifice and altruism, a long-term investment of parental time and money.

The whole point of marriage is that it imposes clear obligations, not just the right to pursue your own happiness. And the main obligation is to provide both emotional and practical nurture for children. The glow of burning passion may well have faded, your love for your spouse may not be as exciting or satisfying as it once was, but going off in search of another love will not help your children. The Love Family is either too amorphous for children---your friends have no obligation to provide for them---or it's too unstable, with adults moving on if the relationship no longer answers their search for perfect happiness.

What divorce does is damage children. I am aware of the complex research surrounding the effects of divorce on children and I acknowledge that some children are better off without a violent father, an income boozed or gambled away, unhappy parents taking out their spleen on everyone in the family.

But divorce severs the stability, security and continuity that children need; it results in poverty for many women and children; it damages the voluntary link between father and children and replaces it with one of regulated, arranged parenthood; it removes the father from co-residence, the only sensible basis for a working parental relationship; it overloads the mother-child bond and leaves her with a double burden; and it often disrupts the child's schooling, friendships and neighbourhood contacts, those underpinnings of trust and social capital that every child must have. It even weakens the child's links with grandparents and other kin (usually on the paternal side), and few para-parents are willing to take on real responsibility for the child's wellbeing.

Love is not enough, compared with the presence and support of both parents. Nor, I would venture to suggest, is love enough to sustain an ongoing marital relationship. The Love Family, in the end, doesn't have to care. And unfettered freedom will become our chain, leaving us with no recourse but lonely isolation.





## Words & Expression

<b>spouse</b> <i>n.</i>	a husband or wife
<b>retrospect</b> /'retrəspekt/ <i>n.</i>	thinking back to a time in the past, especially with the advantage of knowing more now than you did then
<b>focal</b> /'fəukəl/ <i>n.</i>	of, relating to, or at a focus
<b>ongoing</b> <i>adj.</i>	continuing without ending or interruption
<b>individualism</b> /indi'vidʒuəlizəm/ <i>n.</i>	a social theory calling for the liberty of the individual
<b>nurture</b> /'nə:tʃə/ <i>v.</i>	to feed and take care of child or a plant while it is growing
<i>n.</i>	upbringing, training; education; development
<b>bond</b> <i>n.</i>	an agreement or feeling that unites one person to another
<b>kinship</b> /'kɪnʃɪp/ <i>n.</i>	a family relationship
<b>unfettered</b> <i>adj.</i>	not restricted by laws or rules
<b>subordinate</b> /sə'bɔ:diːnət/ <i>adj.</i>	less important than something else, or in a lower position with less authority
<i>v.</i>	to put someone or something in a less important position
<i>n.</i>	someone who has a lower position and less authority than someone else in an organization
<b>offspring</b> /'ɔ:fspɪŋ/ <i>n.</i>	Someone's child or children
<b>relegate</b> /'releɪɡeɪt/ <i>v.</i>	to give someone or something a less important position than before
<b>freewheeling</b> <i>adj.</i>	not worried about rules or what will happen in the future
<b>altruism</b> /'æltruɪzəm/ <i>n.</i>	the practice of thinking of the needs and desires of other people instead of your own
<b>amorphous</b> /ə'mɔ:fəs/ <i>adj.</i>	having no definite shape or features

<b>booze</b> /bu:z/ <i>n.</i>	alcoholic drink
<i>v.</i>	to drink alcohol, especially a lot of it
<b>spleen</b> /spli:n/ <i>n.</i>	anger
<b>sever</b> /'sevə/ <i>v.</i>	to cut through something, separating it into two parts; to end a relationship with someone, or a connection with something
<b>disrupt</b> <i>v.</i>	to prevent a situation, event, system etc. from continuing in its usual way by causing problems
<b>underpin</b> <i>v.</i>	to give strength or support to an idea, belief etc
<b>para-parent</b> <i>n.</i>	people who are similar to a parent
<b>recourse</b> /ri'kɔ:s/ <i>n.</i>	the act of going to a person or thing for help, assistance, protection, or the like
<b>be subjected to</b>	be forced to experience something very unpleasant or difficult, especially over a long time
<b>as such</b>	in that form or kind
<b>pin down</b>	prevent from moving; to make (someone) give details or be clear
<b>at will</b>	as one wishes
<b>by virtue</b>	as a result of; by means of
<b>leave behind</b>	to fail to take or bring esp. by accident

## Exercise I

### Cloze A

*Directions:* Read the passage through and try to fill in the blank with the most suitable word in context.

The American attitude \_\_\_\_\_1\_\_\_\_\_ the family contains many contradictions. For example, Americans will \_\_\_\_\_2\_\_\_\_\_ a great deal of instability in their families, \_\_\_\_\_3\_\_\_\_\_ divorce, to protect such values \_\_\_\_\_4\_\_\_\_\_ freedom and equality. On the \_\_\_\_\_5\_\_\_\_\_ hand, they are strongly clung \_\_\_\_\_6\_\_\_\_\_ the idea of the family as the best of all lifestyles. In \_\_\_\_\_7\_\_\_\_\_, the great majority of persons \_\_\_\_\_8\_\_\_\_\_ get divorces