

高级实用英语教程

井升华
主编

Advanced

Abundant

Authentic



井升华 主编

高级实用英语教程

PROGRAM OF ADVANCED AUTHENTIC ENGLISH

南京大学出版社

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A Program of Advanced Authentic English

高级实用英语教程

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南京大学出版社

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责任校对 张宗友

高级实用英语教程

南京大学出版社出版
(南京大学校内 邮编:210093)
南京豪利电脑公司激光照排
江苏省新华书店发行 江苏省赣中印刷厂印刷

*

开本 787×1092 1/16 印张 17.75 字数 517 千
1997 年 6 月第 1 版 1997 年 6 月第 1 次印刷
印数 1—4000

ISBN 7-305-03018-X/H·194

定价 19.00 元

(南大版图书若有印、装错误可向承印厂退换)

序

我和井升华先生从前并不认识，初次见面是在今年五月中旬于南京召开的“高校大学外语教学研究会英语分会 1996 年年会”上。当时，我向大会提交了一篇题为《“双外”教学法对高校研究生外语教学改革的启示》的文章，意在抛砖引玉，期能与同行交流并找到“知音”。果然如愿以偿。在会下接触交谈的十数位中外与会者中，确有相见恨晚的志同道合者，但给我留下印象最深的，便是井升华先生了。

井先生和我都有这样的共识，即外语的学习和应用要与对外交流的实践紧密地结合在一起、联系在一起，只有这样，外语学习才能学得好、用得上，从而收到事半功倍的效果。为此，在我国对外开放 18 年后的今天，外语教学、特别是高校研究生层次的外语教学应当进行改革并有所创新，提高一个档次，再上一个台阶。而提高档次、上新台阶的关键在于能编写出一套既适应国际交流需要、又符合研究生外语教学特点的教材。从南京会议上获悉，井先生眼下恰有一部与上述思路相吻合的英语教程即将脱稿。

七月间，井先生来函嘱我为其新作写个序言，随后又将书稿寄来，这使我有机会作为一个普通的读者先睹为快。

当我把《高级实用英语教程》的章节目录和主体样稿看了一遍之后，觉得它的确是一部颇具特色的教材。我的总体印象可以简括为“3A”——Advanced, Abundant, Authentic。

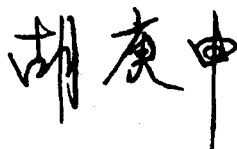
我谓之 Advanced，是认为该教程的题材新颖，有超前意识。如教程的第四单元：Media and Communication，第五单元：Information Superhighway and Communications，第六单元：Management，第七单元：Intellectual Property 等，这些都是目前流行的几套英语教材中所没有的、或较少涉及的。

我说它 Abundant，是认为该教程内容丰富，系统实用。如教程的第一单元：University and Graduate School，第三单元：Advertisements，第八单元：Finance，第十单元：International Academic Exchanges 等，这些都是高校研究生以及其他从事国际交流的人士所迫切需要的。

我称其 Authentic，是认为该教程英文地道，语言规范。该教程的 10 个单元中，每个单元都安排数个不同内容的 Topic Reading，而这些 Topic Reading 中的英文，均摘选

自英美人的语库，因而对于广大英语学习者模仿实践来说，又是非常有利的。

井升华先生是南京理工大学外语系英语教授，江苏省高校外语教学研究会常务理事，并担任《江苏外语教学研究》刊物主编。他的这部《高级实用英语教程》的出版，是他 30 余年来从事本科大学英语，特别是硕士生、博士生英语教学的又一成果。据我所知，在此之前，他已编著出版了《英语实用文大全》（译林出版社，1995）等 200 余万字的英语教材和工具书，还应邀担任北京市高教学会大学英语研究会主办的月刊《大学英语》“实用文体”专栏特约主持人。他曾荣获南京理工大学优秀教材一等奖和教学成果奖一等奖，还被江苏省教委授予江苏高校优秀研究生教师。我相信，井先生的这部《高级实用英语教程》，将会受到更广泛的欢迎。



一九九六年九月二十日
于清华园

前言

《高级实用英语教程》适合于高校研究生、通过四级考试的本科生以及其他学习者。它是一本精读泛读两用合一的教材。精读或泛读可由教师自由选择，自行决定；可先精后泛，亦可先泛后精、精泛交错进行。本《教程》已在南京数所高校博士生、硕士生中试用，它的实用型教学内容、新颖的编排形式以及着重语言应用能力培养的练习受到学生和教师的欢迎。

顾名思义，《高级实用英语教程》着重实用型教学内容，即实用文体英语教学。实用文体，貌似简单，不登大雅，然而它是语言的一部分，而且是生活中重要的一部分。连许多在文学语言上有造诣的外语专家也不得不承认对实用文体的生疏；学习语言特别是其目的旨在把该语言作为工具的人来讲，学习实用文就具有更重要的现实意义和实用价值。

众所周知，语言是交际的工具。中国人学习外语的目的除了及时了解世界先进科技外，主要是对外交流的需要。那么对外交流所涉及的语言共核部分内容在外语教学中是否应占有一定的位置呢？对非英语专业，特别是理工科大学生、研究生来讲，这个共核英语应涉及哪些内容？编者试图通过本《教程》作一次尝试，其目的是使外语教学要适应社会需求，适应对外交流的需要。外语教学如能向实用型教学内容倾斜，并重视运用语言能力的培养训练，定能改变我国大学外语教学现存的一些问题，从而满足社会对人材外语素质的要求。

根据上述指导思想，《教程》试图将外语教学与对外交流所涉及的共核语言内容二者融合在一起，力求使学习者既学习了语言，又开拓了对外交流的外语知识面，熟悉、拓宽和掌握在对外交流中常用的词汇、表达方式。

《教程》分十个单元（unit）编排。每个单元在体例上含 Topic Reading，每个 Topic Reading 由若干 Extracts 组成，这些 Extracts 同属一个 Topic，但又是相互独立的；Extract 后有 Notes 和 Exercises，练习全是主观题型；每个单元还含有 Supporting Extracts（补充阅读材料），其内容用同样属该单元 Topic，这部分材料的选用目的在于扩大知识面，增加信息量，并为小组讨论和模仿写作提供素材；部分单元还编有 Translation Technique Series 和 Academic Writing Series 供翻译（英译中）和写作练习。

《教程》内容涉及对外交流诸方面：大学和研究生院，国际旅游，广告语言与策划，传媒与通信，信息高速公路与通讯，经济管理，知识产权，金融财会，社会保障与环境保护以及国际学术交流等。课程结束前的 Course Activity 采用召开一次模拟国际学术会议的

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Unit One

University and Graduate School



Topic Reading: Extracts from University Prospectuses

Extract 1: University and College

Universities and colleges are all institutions of higher education. Universities, which usually consist of several faculties or colleges, are larger than colleges, have wider curricula, are involved in research, and grant graduate and professional as well as undergraduate degrees.

Universities

Universities arose in the Middle Ages to train young men in law, theology, and medicine. Although they were usually established by royal or ecclesiastical initiative, some were founded by students. The medieval university often had thousands of students and played an important role in contemporary affairs. The most famous European universities include those at Oxford, Cambridge, and Paris (all founded in the 12th cent.), Salamanca (1230), Prague (1348), Vienna (1365), Uppsala (1477), Leiden (1575), and Moscow (1755). The oldest universities in the New World are the University of Santo Domingo (1538), in the Dominican Republic; the University of Mexico (1551), in Mexico City; and San Marcos University (1551), in Lima, Peru. In the U.S., the first state university, the University of North Carolina, opened in 1795. Most modern universities developed in the late 19th century, as small private colleges expanded and tax-supported land-grant colleges and universities were founded. Institutions devoted to graduate study and research, such as Johns Hopkins University, were also established at that time. Women were not admitted to universities until 1870; by 1900 most universities were secularized. Dur-

ing the 20th century, many universities, especially in the U.S., have received large grants from government agencies for scientific and technical research.

Colleges

The earliest colleges were founded in 15th-century Paris as endowed residence halls for university students. It was only later, at Oxford and Cambridge, in England, that the college became the principal center of learning. Degrees, however, continued to be conferred by the university with which the college was associated. In America, however, the liberal arts college arose as a separate institution, with numerous colleges founded in the 17th and 18th century to train young men for the ministry, e. g., Harvard (1636), William and Mary (1693), Yale (1701), Princeton (1746) and Columbia (1754). These were joined in the next century by a number of women's colleges: Mount Holyoke (1837), Elmira (1853), Vassar (1861), Wellesley (1871), Smith (1871), Bryn Mawr (1881) and Barnard (1889). Teachers' colleges, or normal schools, also developed in the 19th century. By the 20th century, many American colleges had grown into universities; today, the distinction between the two has blurred, with many colleges granting graduate degrees. Community colleges have greatly expanded opportunities for higher education in the U.S. since World War II.

Extract 2: Warwick Business School

The School of Industrial and Business Studies (widely known as Warwick Business School) enjoys a high national and international reputation. This has been achieved through the activities of a large faculty of 85 academic staff and 50 researchers, backed up with strong administrative and technical support. The School was one of only three business schools, or management studies departments to be given a 'five-star rating', for research excellence of 'international stature', in the Universities' Funding Council's 1992 review. The Times Good University Guide 1992 rated Warwick equal top for undergraduate business degree programmes. The School is committed to the integration of its research and teaching activities. It provides the home for several leading research centres in the areas of industrial relations, corporate strategy and change, and small and medium-sized enterprises. Research staff from these centres – and others engaged in research on capital markets, manufacturing strategy, health services and local government policy – contribute directly to the teaching programmes, while the research activities of teaching staff benefit from the close collaboration with colleagues in the research centres. The size of the School provides the necessary critical mass of teachers and researchers to cover all the management disciplines in depth and to combine specialist interests with innovative inter-disciplinary research and teaching. Staff are involved in a very wide range of teaching, research, and consulting for local, national and international organizations.

The School has a large and diverse resident student population. Each year, there are over a hundred places for students to read Management Sciences, Accounting and Financial Analysis and International Business, the three main undergraduate programmes. There are also three joint degrees which combine management and business studies with sciences and with German studies. In addition to the undergraduate student population of nearly 700, there are 600 postgraduate students registered for the full-time, part-time and distance-learning MBA, specialist Master's degrees, and PhD programmes. The School's faculty typically teach both undergraduate and postgraduate students, and many have introduced innovative teaching methods and the development of specialist course materials. The School has a strong international orientation. In 1993,

the School launched its BSc in International Business with its French, German, and Italian streams. Students on the Accounting and Finance and Management Science programmes may also take a series of French Studies option. Many specialist options in international business are available. Overseas and visiting students from a wide range of countries provide the opportunity to exchange ideas and experiences, and enrich the intellectual and social life of the School. The undergraduate degrees in International Business, Management Sciences and Accounting and Financial Analysis are designed to appeal to wide range of potential students. Some will have a strong commitment to a career in management, or the desire to qualify and practise as professional accountants. Other students will be attracted by the opportunity to pursue a multidisciplinary course that develops the analytical skills necessary to understand the many different aspects of business and management. The range of options available in the second and third year of study offers students the flexibility to respond to changing academic or career interests during the degree programme.

Notes

1. This extract (and others in this unit) is an introduction of Warwick Business School. Stylistically speaking, this piece is one form of technical writing. In technical writing it is desirable that writers should make little effort to appeal to his emotions. His (Her) language, instead of being colorful and pompous, has to be accurate, simple and objective in conveying his (her) ideas or giving information.
2. University; college: In the United States, the term "college" refers to an institution requiring a secondary school certificate for admission and granting a degree after four years of study. It is often used in place of the word "university". A college may or may not be a part of a university, which ordinarily offers postgraduate programs and grants professional degrees.
Compare: university; college; institute; school; polytechnic
 - 1) university:
 - a. an institution for higher learning with teaching and research facilities constituting a graduate school and professional schools that award master's degrees and doctorates and an undergraduate division that awards bachelor's degrees
 - b. the body of students and faculty of such an institution, e. g. :
The whole university is for the changes. 全校师生都赞成这些变革。
 - 2) college:
 - a. an institution of higher learning that grants the bachelor's degree in liberal arts or science or both
 - b. an undergraduate division or school of a university offering courses and granting degrees in particular field
 - c. a school, sometimes but not always a university, offering special instruction in professional or technical subjects
 - d. chiefly British, a self-governing society of scholars for study or instruction, incorporated within a university
university college 附属大学的学院
 - 3) institute:
 - a. an organization founded to promote a cause: a cancer research institute 癌症研究机构
 - b. an educational institution, especially one for the instruction of technical subjects
 - 4) school:

- a. an institution for the instruction of children or people under college age
- b. an institution for instruction in a skill or business: a secretarial school 文秘学校; a karate school 空手道学校
- c. a) a college or university b) an institution within or associated with a college or university that gives instruction in a specialized field and recommends candidates for degrees
- 5) polytechnic:
 - a school specializing in the teaching of industrial arts and applied sciences
- 3. Industrial and Business Studies 工贸专业/工贸课程
- 4. Warwick Business School (英国)沃尼克商贸学院
- 5. reputation:
 - a. the general estimation of a person or things held by the public
 - b. the condition of being highly regarded
 - to enjoy a (...) reputation 享有...声望
- 6. faculty:
 - 1) any of the divisions or comprehensive branches of learning at a college or university:
 - a. the faculty of law 法律系/法学院; the faculty of medicine 医学院
 - b. The Physical Education Department is part of the Faculty of Educational Studies 物理系属教育学院
 - c. This executive consisted of students drawn from fifteen different departments within all four faculties. 该执行部门由来自四个分院十五个系的学生代表组成。
 - 2) the teachers and instructors within a faculty
 - a. He joined the faculty of Oxford University.
 - b. He was on the faculty there for 20 years.
 - 3) a body of instructors or teachers as distinguished from their students: a faculty of 54 academic staff
- 7. academic staff 教学人员/学术人员
 - academic 教学的, 学术的
 - 1) of, relating to, or characteristic of a school, especially one of higher learning: the academic calendar 校历; academic year 学年; academic degree 学位
 - 2) a. relating to studies that are liberal or classical rather than technical or vocational: academic subjects 文科科目
 - b. relating to scholarly performance: academic discussion 学术讨论; academic exchanges 学术交流
 - 3) relating or belonging to a scholarly organization: the academic world 学术界; academic journals 学报
- 8. administrative and technical support 后勤和技术支援
- 9. management studies 管理专业
- 10. 'five-star rating' 五星级别
 - rating: 1) a position assigned on a scale: standing
 - 2) an evaluation of financial status: a credit rating 信用调查
 - other uses: a ship with a rating of 15, 000 tons 一万五千吨级船舶
 - academic rating 学术地位
 - The university has got a good academic rating in the country.
- 11. research excellence 科研成果
 - a prize for excellence in... 优秀...奖

- a prize for excellence in invention 优秀发明奖
12. in Universities' Funding Council's 1992 review 经大学基金会 1992 年度审核
13. undergraduate business degree programmes 大学本科商贸学位课程
undergraduate:
- 1) a college or university student who has not yet received a bachelor's or similar degree
 - 2) a high-school student who has not yet received a diploma programme (or program):
 - a. a course of academic study; a curriculum; distance learning programmes
 - b. a plan or system of academic and related or ancillary activities: a workstudy program
- cf.: course: core curriculum or classes; a set of lessons on one subject
e.g.: course of study; lecture course; correspondence course; university extension course
cf.: curriculum: a. all the courses of study offered by an educational institution
b. a group of related courses often in a special field of study
e.g.: the engineering curriculum
14. small and medium-sized enterprises 中小型企业
15. research staff 全体研究人员
16. teaching staff 全体教师
staff: the group of people who carry on a job or do the work of an organization
e.g.: a staff of 55 职员人数 55 人
the nursing staff of a hospital 医院的全体护士
17. the management disciplines 管理学科
discipline: a specific branch of knowledge or of teaching
e.g.: scientists of many disciplines 许多学科的科学家们
18. innovative interdisciplinary research and teaching 革新的跨学科研究与教学
Other examples:
This research is interdisciplinary. 该项研究是多学科性质的
cf. a multidisciplinary research programme 一项多学科研究计划
19. Accounting and Financial Analysis 会计学和财务分析
20. International Business 国际商务
21. joint degrees 双学位
cf. joint venture 合资企业; joint venturing 合资企业经营
joint financing 联合投资/共同投资
22. multidisciplinary course 结合多种学科的课程
23. degree programme 学位课程

Exercises

Notice the words commonly used and often confused:

Fill in the gaps in the following sentences with suitable words taken from the list at the head of each group, making changes if necessary:

- (1) university; college; institute; school; faculty

a. There are more than 2000 _____, _____ and _____ in the USA, which have the authority to grant degrees. "College" has a variety of meanings. It is the word for a small university. It is also a general term. "I'm going to college" means "I'm going to a university". It is sometimes used instead of "institute", eg: "College of Business Studies". It is also used to define a "division" or "school" inside a university - College of Science, Music, English, etc. .

- b. A _____ is an institution of higher learning that offers undergraduate programs, usually of four years' duration, which leads to the bachelor's degree.
 - c. As a result of merger, the University has reconstructed the _____ and _____ of which it is made up.
 - d. He joined the _____ of our university.
 - e. Although the Graduate _____ is responsible for maintaining and developing high standards postgraduate education and training throughout the university.
- (2) subject; discipline; course; curriculum; program
- a. Maths was my best _____ at school.
 - b. Social Studies have now been added to the _____.
 - c. A _____ is a subject that is studied at colleges and universities.
 - d. You're not good at history, so you'd better choose one of the other _____.
 - e. I attended three lecture _____ under him.
 - f. This university has an excellent English _____.
 - g. It is possible to engage in a wide range of specialist _____ based in disciplinary and multi-disciplinary groups many of which have been highly rated in national and international reviews of research activity.
 - h. In general a taught Master's _____ consists of a number of _____ taught by lectures and seminars during the University's academic year.
 - i. A number of taught _____ leading to Diplomas or Certificates are also available in some _____.
 - j. Every year more than 15 million adults take adult education _____ that range from engineering to writing poetry.

Extract 3: Graduate School and Research Degrees

Graduate School of Marshall University

Mission of the Graduate School

The fundamental responsibility of the Graduate School is to make graduate education available to all qualified persons desiring it. The Graduate School does this through its commitment to students, to research, to scholarship, to the region and to upgrading the credentials of professional educators.

Commitment to the Students

Since the majority of the graduate students are part-time, the Graduate School will continue to provide programs and courses which will give these students the opportunity to complete their degree in a reasonable period of time. Alternative delivery systems are being used now to meet these needs.

Commitment to Research

Marshall University Graduate School has a commitment to research. Within an ever changing society where the technology, bodies of knowledge, and information are rapidly changing, it is imperative that graduate students have the skills of problem solving and learning which come from research. Marshall University has made a financial commitment and the faculty has invested their time and energy to provide an environment in which research can thrive.

Commitment to Scholarship

Scholarship involves the cooperative effort of the graduate faculty and graduate students in their

search for knowledge. While excellence in instruction is the aim of all graduate faculty, this excellence is enhanced by the research which the faculty and graduate students conduct. From the classroom to the lab, from participation in graduate seminars to papers presented at professional meetings, from the formal academic setting to informal gatherings, both graduate faculty and graduate students are dedicated to excellence in scholarship.

Commitment to Professional Educators

The Graduate School is committed to providing competent teachers, administrators, and counselors for the public schools in West Virginia. This commitment involves programs from the master's to the doctoral level. The Graduate School meets the needs of the public school teachers by providing these programs both on and off campus.

Commitment to further Graduate Work

Marshall University has committed itself to provide graduate students with the best skills and techniques needed for further graduate work. The various programs are designed to provide the graduate students with the theory, research skills, and basic knowledge needed in further professional and graduate education.

Graduate School of Warwick University

The Sociology Graduate School has about 150 registered graduate students, of whom about half are research students, and half following taught courses. Warwick offers exceptional opportunities for part-time students, who can extend their studies over a number of years, if this is more convenient for them. Some courses are available in the evenings. All graduate students, whether full- or part-time, receive close individual attention.

It is the policy of the Department to support eligible candidates for Research Council Awards. However, it is important that such applications are received in the Department at least one month prior to the closing date.

Research Degrees

We strongly encourage suitably qualified students to do research leading to the degrees of PhD and MPhil. Exceptionally, students may be registered for an MA by thesis in one year. The normal requirement for admission to read for MPhil or PhD degree is a good first degree or a Master's degree in a social science subject. Candidates should offer evidence of being prepared for advanced study and should have a clearly worked-out project in mind. The normal period of registration for a PhD is three years full-time, and for MPhil is two years full-time. Warwick has an excellent completion record, based on attentive supervision of research students. We aim to ensure that all research students submit their theses within one year of the end of their registration period. All PhD and MPhil students follow a taught doctoral programme in their first year. This comprises a course focused on the research process, qualitative and quantitative methods, philosophy of social sciences, study and research skills, and a wide range of optional courses covering appropriate research methodologies, and substantive courses drawn from the Department's graduate programme.

Taught Courses

MA and Postgraduate Diploma Programmes

The aim of taught course programme is to introduce students to relevant sociological debates at an advanced level, stressing the relationship between theoretical, substantive and methodological aspects of Sociology. The emphasis is on developing the conceptual and methodological skills required to evaluate critically existing research from a sociological perspective. Master's students are