



Graduate (ME) English for the 21st Century

总主编 王同顺 副总主编 徐万林 郭继荣

21世纪

工程硕士研究生英语

综合教程

Integrated Skill 1

(上册)

主 编 王同顺
本册主编 沈 炎
本册副主编 夏莲莲
编 者 陈多佳
马玉蕾



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内 容 简 介

本教程是“21世纪工程硕士研究生英语”系列教材的主干教材之一。本教程以课文为主线,辅以形式各异、内容生动的学习活动,使学生充分运用英语信息和语言知识,通过语言知识和技能的综合训练,全面提高学生的英语语言应用能力。

本教程可适用于工程硕士研究生,还可适用于其它专业学位研究生,以及具有一定英语基础的自学读者。

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“21世纪工程硕士研究生英语”系列教材

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总 序

在“科教兴国”的基本方针指引下，我国的研究生教育有了蓬勃的发展，同时，我国的研究生专业学位教育也在迅猛发展，为了更好地满足专业学位英语课程教学的需要，提高专业学位研究生的英语运用能力，我们编写了“21世纪工程硕士研究生英语”[Graduate (ME) English for the 21st Century]系列教材。

“21世纪工程硕士研究生英语”系列教材是以《全国工程硕士专业学位研究生英语教学大纲》为依据，根据我国工程硕士研究生英语教学的实际情况，以及国家对21世纪高级工程技术人才的外语要求而编写的。

“21世纪工程硕士研究生英语”系列教材是一套系统的、全面体现21世纪对高层次工程技术人才培养需求的教材。它从工程硕士研究生的实际英语水平出发，注重培养学生的扎实语言技能，全面提高学生的英语综合应用能力。

“21世纪工程硕士研究生英语”系列教材包括：《综合教程》（上、下册）、《〈综合教程〉教师参考》、《泛读教程》（上、下册）、《听说教程》（上、下册）、《〈综合教程〉练习册》及《词汇强化训练》。

《综合教程》每册8个单元，每个单元由课文、词汇练习、翻译、写作和口语活动、定时阅读和泛读多种练习和活动组成，围绕课文题材和内容，综合培养听、说、读、写、译技能。

《泛读教程》旨在使学生通过大量阅读英语文章来扩充词汇量，提高阅读技能，以及熟练地获取信息的能力和独立阅读原著的能力。

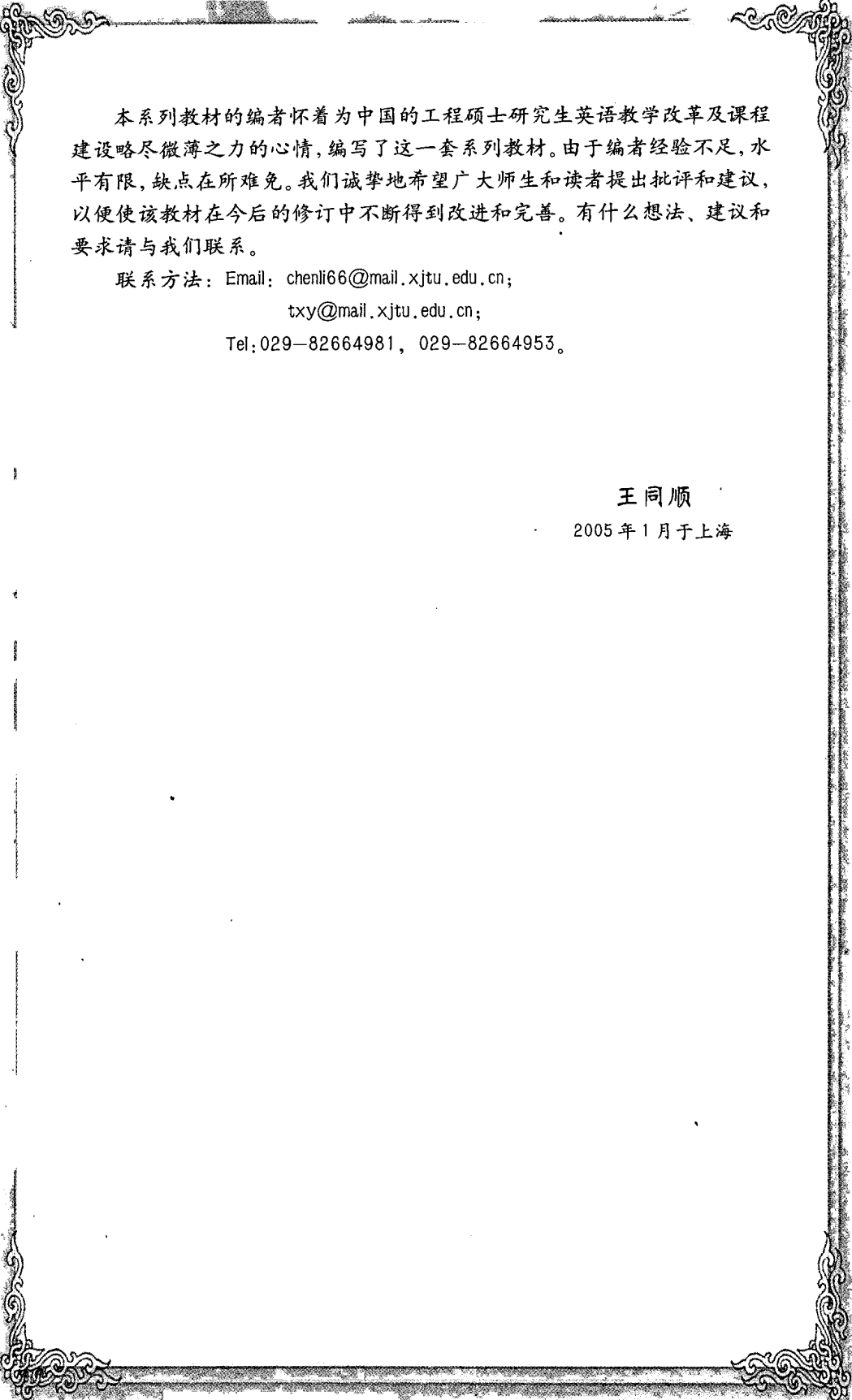
《听说教程》旨在通过听说能力的强化训练，着重提高学生的听力和口头表达能力，以适应在各种场合用英语进行交际的需要。

《〈综合教程〉练习册》主要用于学生自学，帮助学生消化、使用和掌握《综合英语教程》的教学内容。

《词汇强化训练》主要通过各种练习手段，帮助学生掌握和扩充《工程硕士专业学位英语教学大纲》规定的词汇。

“21世纪工程硕士研究生英语”系列教材既可用于课堂教学，也可供工程硕士研究生自学使用，还可以供非英语专业研究生课程班和其它专业学位硕士研究生使用，以及具有或接近于大学英语四级水平的读者自学使用。

“21世纪工程硕士研究生英语”由上海交通大学、西安交通大学和哈尔滨工业大学的具有长期研究生教学经验的骨干教师分工编写而成。西安交通大学出版社对本系列教材的编写和出版给予了鼎力支持。在本系列教材的编写过程中也得到了上述三所大学研究生院和外语学院（系）的大力支持。我们全体编写人员在此谨表示衷心的感谢。



本系列教材的编者怀着为中国的工程硕士研究生英语教学改革及课程建设略尽微薄之力的心情,编写了这一套系列教材。由于编者经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,以便使该教材在今后的修订中不断得到改进和完善。有什么想法、建议和要求请与我们联系。

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2005年1月于上海

前 言

随着改革开放的深入和工程硕士专业学位教育的迅猛发展,社会对这些企业中的工程技术人才的素质,包括英语素质提出了更新更高的要求,期望他们的英语能力能适应国际竞争的需要。本教程就是为了适应和满足这样的需求编写的。

英语教学的目的是培养和提高学生的英语交际能力,以重实践的工程硕士教育中的英语教学目标更应该如此。《综合教程》(Integrated Skills)(上、下册)通过英语语言知识和技能的综合训练,全面培养学生英语的听、说、读、写、译能力。全套教程从听力着手,以阅读材料为主线,提供了大量的可供讨论或谈论的材料(信息),配合课文设计了形式各异,内容生动的学习活动,如:角色扮演、演讲辩论、报告撰写等。这样,学生可以把学习过程中获取的信息和语言知识在这些课堂活动中得以充分运用,从而达到熟练掌握的目的。全套教程在进一步巩固学生阅读能力的同时,加大了表达英语能力培养的力度。

《综合教程》(Integrated Skills)是根据工程硕士研究生的实际情况,参照工程硕士研究生英语教学大纲编写的英语教程。但教材的编写又不受缚于教学大纲,具有一定的前瞻性。它是一套既考虑语言基础与技能、又考虑到工程硕士研究生专业知识,并将两者有机结合的教程。该教程的编写思想和方法体现了当今英语教学的新方法和新理论。目前国内还没有任何相类似的教材,相信此教程的出版将有利于促进工程硕士研究生英语教学,提高他们的英语运用能力,使他们更好地适应社会的需要。

本教程阅读课文的选题具有真实性、新颖性、知识性和趣味性,体裁广泛,便于学生积极参与课堂讨论和教师组织教学。本教程除了适用于工程硕士研究生外,还适用于具有一定英语基础,渴望进一步提高英语运用能力的其它人员及其它专业学位研究生。

《综合教程》(Integrated Skills)由上海交通大学王同顺教授担任主编,上册由沈炎副教授任分册主编,夏莲莲副教授担任分册副主编,陈多佳副教授、马玉蕾副教授编写;下册由赵晓红副教授任分册主编,丁雅萍副教授担任分册副主编,周洁副教授、潘之欣副教授编写。

《综合教程》(Integrated Skills)的编者怀着为中国的工程硕士研究生英语教学改革略尽微薄之力的心情,编写了这套英语教程。由于编者经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,以便使该教材在今后的修订中不断得到改进和完善。

编者

2005年2月于上海

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Unit 1

Activities

1 Predicting Content

Work in small groups and discuss the following questions.

American schools tend to put more emphasis on developing critical thinking skills than they do on acquiring quantities of facts. American students are encouraged to express their own opinions in class and think for themselves, a reflection of the American values of individual freedom and self-reliance. The goal of the American education system is to teach children how to learn and to help them reach their maximum potential.

The development of social and interpersonal skills may be considered as important as the development of intellectual skills. To help students develop these other important skills, schools have added a large number of extracurricular activities (activities outside classroom studies) to daily life at school. These activities are almost as important as the students' class work. For example, in making their decisions about which students to admit, colleges look for students who are "well-rounded." Grades on high school courses and scores on tests like the SAT (Scholastic Aptitude Test) are very important, but so are the extracurricular activities. It is by participating in these activities that students demonstrate their special talents, their level of maturity and responsibility, their leadership qualities, and their ability to get along with others.

1. What do American schools tend to emphasize more in terms of students' academic achievement?
2. In what way are the American values of individual freedom and self-reli-

ance reflected in education?

3. What is the goal of the American education system?
4. In addition to the development of intellectual skills, what other skills are considered important to develop in American schools?
5. What kind of students do colleges look for when they are making decisions about admission?

2 *Listening for Ideas* *

Listen to a passage on "The Money Value of Education in America" and then answer the following questions.

1. Why do Americans value education for its monetary value?
2. What is the widespread belief in the United States about the relationship between schooling and income?
3. What subjects are considered as having lower money value in comparison with medicine and law?
4. In the past, it was possible to get a high-paying factory job without a college education. Where did workers learn their skills?
5. What is the change in the job market in the United States in recent years with respect to the advent of new technologies?

3 *Previewing* *

1. Of all the knowledge you have acquired from school education, which do you think is the most important and necessary for your work and life?
2. Are you willing to sacrifice "how to" knowledge for those general principles which are related to virtues that could make life truly worthwhile?



What Knowledge Is of Most Worth?

Harry S. Broudy

1 What knowledge is of most worth? Herbert Spencer made this question famous in his 1859 essay, but it has preoccupied educators from the beginning of formal schooling. This is so for a number of reasons: first, human life is multi-valued and the values are not always in harmony; second, formal schooling entails an investment of limited time and

money, so that choices always have to be made. Furthermore, educators are always aware that mistakes in schooling are not easily corrected. The pupil cannot be de-programmed at will, any more than rubber worn off a tire can be restored by running the car in reverse.

2 Socrates and Isocrates were for part of their careers **contemporaries** in Athens. Isocrates established a famous school for young men where he taught the arts of rhetoric and oratory as well as other subjects related to success in political life. This was the knowledge of most worth for ambitious young Athenians; the success routes of the day called for these skills.

3 Socrates also taught young men. He could have taught them the skills of rhetoric, but he spent most of his time questioning them about whether the success routes of the day were worth traveling. He wanted to **inquire** with them as to whether there was a special art and technique of teaching virtue that could make life truly worthwhile.

4 The two schools differed not only in style and emphasis but in results as well. Isocrates' students achieved distinction in political and military pursuits. While Socrates had brilliant students, some ended up in disgrace politically, and Socrates himself could not convince a jury of Athenians that in criticizing the success routes of the day he was not corrupting the youth of Athens. It is **ironic**, therefore, that few today read or remember Isocrates while Socrates is an everlasting culture hero and his dialogues, as recorded or imagined by Plato, are still best-sellers of a sort.

5 The Socrates-Isocrates split is repeated in every era. The schooling the dominant group in society judges to be needed for success automatically becomes the **criterion** of "quality" education. Their values for all practical purposes represent the good, the true, and the beautiful.

6 With multiple success routes and lifestyles, adolescents ~~may~~ have trouble deciding among them. Fortunately, they have a yardstick by which to measure the value not only of a career but of virtually every aspect of life. It is the price that something can command on the market. The media tell us about a \$ 250,000 **bid** for a painting, a \$ 250,000 salary for a **baseball** player, and a \$ 250,000 lottery prize. If everything equal to the same price is equal to each other, then speculating on what knowledge is of most worth is unnecessary—just watch television.

7 It is very difficult for citizens, young or old, not to measure importance

by price tag or—what comes to the same thing—by publicity. For publicity determines the size of the market for a product or an idea, and this determines the price tag. It is not that the **media** are against virtue or the “finer things”, as some mistakenly confirm; on the contrary, they would feature Socrates, Jesus, and any other critic of materialistic values—if the program could command a decent Nielsen rating. . . . The market tells us, including the adolescent, which knowledge is of most worth. It is “how to” knowledge. It is knowledge and skill designed for a programmed result or a **competence** that has some market value, preferably a high one. “How to” books on every subject from making love to getting rid of one’s **spouse** or excess weight sell **briskly**. Teachers are told to concentrate on learnings that can be measured by competency tests. If there is a firm educational generalization, it is: Don’t bother with general principles.

8 Reading and discussing and thinking about the problems of the day are the ways we as citizens use our schooling. I have called these uses of schooling associative and interpretive to distinguish them from the repeatable and practical. In these uses we think and feel with the images and concepts that we have encountered in our school studies. Not having been exposed to these studies shows up in poverty of association and **context**. There is nothing very mysterious about these uses: the curriculum in general education builds up lenses through which we see and make sense of reality. Each subject matter exposes a situation to the context of a discipline; each stimulus elicits images that clothe it with the depth of meaning that makes language usage intelligible.

9 It is this associative and interpretive use of knowledge that may turn out to be one of the most worth, not only in the long run but in the short run as well for adolescents fighting their way into maturity as well as for retirees who now have time to reflect upon what they lived through. It is of worth, not because it has the approval of the social elites and not because it will have a direct occupational payoff in the success routes of the culture. Rather it is because this kind of context-building knowledge gives form to everything we do and think and feel, on the job, in the voting booth, in the home. It is the form of the educated mind.



New Words

preoccupy /pri(:)'ɔkjʊpaɪ/ *v.*

(of a matter or subject) dominate the mind of (sb.) to the exclusion of other thoughts 使全神贯注

entail /in'teɪl/ *v.*

involve as a necessary or inevitable part 需要

de-program(me) /di:'prəʊgræm/ *v.*

release (sb.) from apparent brain washing by the systematic reintroduction of conventional values 消除受毒化的思想

contemporary /kən'tempərəri/ *n.*

a person living at the same time as another 同代人

rhetoric /retə'ri:k/ *n.*

a grand, poetic way of speaking 雄辩术

oratory /'ɔrətəri/ *n.*

the art of making formal speeches in public; rhetoric 演讲术, 雄辩术

inquire /in'kwaɪə/ *v.*

ask, investigate 打听, 询问; 调查

pursuit /pə'sju:t/ *n.*

an activity of a specified kind; an occupation sought after 职业, 事业

disgrace /dis'grɛɪs/ *n.*

loss of reputation or the respect of others, esp. as a result of dishonorable action 耻辱, 丢脸(的事)

jury /dʒʊəri/ *n.*

a group of people (typically twelve in number) sworn to give a verdict in a legal case (通常由 12 人组成的) 陪审团

ironic /aiə'rɒnɪk/ *a.*

using words to have a meaning opposite from their literal meaning in a funning or sarcastic way 讽刺的, 挖苦的

everlasting /evələ'stiŋ/ *a.*

continue to exist for a long time and may never come to an end 永久的, 永恒的

criterion /kraɪ'tiəriən/ *n.*

standard (判断、评价的) 标准

yardstick /jɑ:dstɪk/ *n.*

criterion, standard 标准, 尺度

bid /bɪd/ *n.*

an offer of a price 出价, 投标

baseball /beɪsbɔ:l/ *n.*

a ball game played between two teams of nine on a diamond-shaped circuit of four bases 棒球

lottery /lɒtəri/ *n.*

a means of raising money by selling numbered tickets and giving prizes to the holders of numbers drawn at random 抽奖, 彩票

publicity /pʌ'bɪsɪti/ *n.*

notice or attention given to sb. or sth. by the media 公众的注意

media /'mi:diə/ *n.*

the main means of mass communication (esp. TV, radio, and newspapers) regarded collectively 新闻媒介

adolescent /ædə'lesnt/ *n.*

teenager 青少年

competence /kəm'pætəns/ *n.*

the ability to do sth. well or effectively 能力

preferably /'prefərəbli/ *ad.*

ideally; if possible 最好

spouse /spauz/ *n.*

a husband or wife 配偶

briskly /brɪskli/ *ad.*

actively and energetically 生气勃勃地, 活泼地, 敏捷地

associative /əsəʊ'ʃjətɪv/ *a.*

connecting (sb. or sth.) with sth. else in one's mind 联想的	incentive, sth. that makes a process develop more quickly 刺激物
interpretive /in'tə:prɪtɪv/ <i>a.</i> explanatory 解释的	elicit /ɪlɪsɪt/ <i>v.</i> to bring out a response from someone 引起
context /'kɒntekst/ <i>n.</i> the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed 背景, 上下文	intelligible /ɪn'telɪdʒəbl/ <i>a.</i> able to be understood, comprehensible 明白易懂的
curriculum /kə'ɪrɪkjʊləm/ <i>n.</i> the subjects comprising a course of study in a school or college 课程	retiree /rɪ'taɪəri:/ <i>n.</i> a retired person 退休者
lens /lenz/ <i>n.</i> 透镜, 镜片	elite /eɪli:t/ <i>n.</i> a group of people considered to be the best in a particular society 精英
stimulus /'stɪmjʊləs/ <i>n.</i>	payoff /peɪəf/ <i>n.</i> a payment as a reward 报偿

Phrases and Expressions

at will	at one's pleasure 随意
show up	make known the real truth about (sb./sth.) 使显露, 揭示
build up	develop 建立, 发展
make sense	be understandable 了解
turn out	become ultimately 最后是, (最后) 证明是
in the long run	in the end 最终, 从长远的观点来看
in the short run	in the immediate present 目前
call for	need, require 需要, 要求
end up	eventually reach or come to a specified place, state, or course of 最后(落得某种结果); 到头来

Notes on the Text

1. Herbert Spencer 斯宾塞(1820~1903), 英国哲学家、社会学家, 认为哲学是各学科原理的综合, 将进化论引入社会学, 提出“适者生存”说, 著有《综合哲学》、《生物学原理》、《社会学研究》等。
2. Socrates 苏格拉底(469~399BC) 古希腊哲学家, 认为哲学在于认识自我, 美德即知识, 提出探求真理的助产术和辩证法, 本人无著作, 其学说仅见于他的学生柏拉图和色诺芬的著作, 因被控传播异说, 毒害青年, 被雅典法庭判以死刑, 喝毒酒身亡。
3. Isocrates 伊索克拉底(436~338BC) 雅典雄辩家, 教育家, 其演说反映

当时社会的重大问题,呼吁马其顿国王领导希腊各城邦反对波斯帝国,希腊丧失独立后绝食身亡。

4. Athens 雅典,希腊首都
5. Nielsen rating 尼尔森收视率,尼尔森收听率(由 A. C. 尼尔森市场研究组织通过抽样调查得出的电视台或电台某节目的受欢迎程度。)

Sayings and Quotations

- The roots of education are bitter, but the fruit is sweet. —Aristotle
教育之根苦涩,但果实甜蜜。 —亚里士多德
- The purpose of education is to replace an empty mind with an open one.
—Epictetus
教育的目的是以敞开的头脑替换空无一物的头脑。 —伊壁鸠鲁
- Education has produced a vast population able to read but unable to distinguish what is worth reading. —G. M. Trevelyan
教育造就了一大批能阅读但无法判断什么值得阅读的人。
—G. M. 特里维廉

Comprehension

A. Answer the following questions in your own words according to the text.

1. What question did Herbert Spencer make famous in his 1895 essay?
2. The author lists three reasons to explain why educators are preoccupied with the famous Spencer question. What are they?
3. What did Isocrates teach in his school?
4. What did Socrates teach?
5. Socrates and Isocrates differed in style and emphasis in their teaching. What is the difference in the result of their respective teaching?
6. What is ironic in terms of their fame?
7. In what way is the Socrates-Isocratic split repeated today?
8. What is the yardstick by which adolescents measure almost every aspect of life?
9. Which knowledge is most valuable on the market?
10. What is “how to” knowledge?
11. What is the firm educational generalization in the age of “how to” knowledge?
12. What is the associative and interpretive use of schooling?

13. Why does the author think that the associative and interpretive use of knowledge may turn out to be one of the most worth?

B. Complete the following outline based on the text.

Thesis statement: The most valuable knowledge is one that can be used to deal with the problems of the day and which appears in the form of an educated mind.

- 1. From the beginning of formal schooling, educators have been preoccupied with the issue of knowledge of most worth since
 - A) there is no consensus about the issue;
 - B) _____ ;
 - C) _____ .
- 2. _____ .
 - A) _____ .
 - B) _____ .
- 3. _____ .
 - A) They measure the value of virtually every aspect of life in terms of its market value.
 - B) _____ .
- 4. _____ .
 - A) To use knowledge associatively and interpretively is to use knowledge to deal with the problems of the day.
 - B) The ability to use knowledge associatively and interpretively is a clear indication of an educated mind.



A. Choose the words or phrases that can best complete the following sentences. Change the word form if necessary.

disgrace	ironic	criterion	end up	entail
inquire	show up	yardstick	rhetoric	jury
media	competence	bid	pursuit	call for

- 1. Before the fall of the auctioneer's hammer, any bidder may retract his _____ . *call for*
- 2. The project would _____ a huge increase in defence spending.
- 3. Churchill's "Blood, sweat, and tears" speech is a masterpiece of _____ .

4. They _____ whether he would care to take the position of teacher of physics in a high school.
5. His scientific _____ had made him a very observant man.
6. He suffered the _____ of being beaten by a boy much smaller than he was.
7. Demands that the right to trial by _____ be abolished brought vigorous protests.
8. It is _____ that the people who complain most loudly are the ones who do least to help.
9. My own _____ of success is the ability to work joyfully.
10. The policy shift was an apparent response to heavy _____ coverage.
11. Controlling a class _____ all your skills as a teacher.
12. Dark colours will not _____ against a similar background.
13. Many of their friends and neighbours have _____ in prison for terrorist activities.
14. She was a _____ against which I could measure what I had achieved.
15. Smith carried out his commission with his usual _____.

B. Confusing Words

Study the following words and complete the exercises.

1. teach/educate

teach teach someone a skill or how to do something

educate teach people, especially over a long period of time, about things that will be helpful to them in life, for example, how to behave in a socially acceptable way or how to look after themselves properly

- A) What we're trying to do is to _____ young people to be responsible citizens.
- B) The company runs courses for bank staff aimed at _____ them how to interview clients.
- C) The young man _____ himself to play the piano.
- D) Does your book _____ us how to forecast foreign exchange rates?

2. career/profession

career the type of work you do or wish to do for most of your working life, especially where this involves several similar jobs over a long period of time