



Graduate English Series
研究生英语系列教程

总主编 刘鸿章

Intensive
Multidimensional Course

Approaching Proficiency

多维教程
熟读

王同顺 主编



高等教育出版社
HIGHER EDUCATION PRESS



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面向 21 世纪课程教材
Textbook Series for 21st Century

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研究生英语系列教程
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Intensive Multidimensional Course
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多维教程·熟谙

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内 容 简 介

本书是教育部“高等教育面向 21 世纪教学内容和课程体系改革计划”的研究成果,是面向 21 世纪课程教材和教育部“九五”规划教材。本书是《研究生英语系列教程》基础阶段的主干教材。全书以课文为核心,通过语言知识和技能的各种综合训练,全面提高学生理解和应用英语语言的能力。

本书可作为高等学校非英语专业硕士生、研究生课程班及 MBA 班学生使用的教材,还可供达到本科英语四级或四级以上水平的英语自学者使用。

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面向 21 世纪课程教材



普通高等教育“九五”
国家教委重点教材

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。随着各层次、各类型研究生教学的开展，英语教学也面临着越来越高的要求。《研究生英语系列教程》就是为了适应这一新的形势而编写的系统教材。

《研究生英语系列教程》是以教育部（原国家教委）颁布的《非英语专业研究生英语教学大纲》为依据，根据我国研究生教学的实际情况和国家对21世纪高级技术与管理人才的要求进行编写的。考虑到目前我国研究生层次多，其入学英语水平参差不齐，需要以不同水平为起点，因此本系列教程的编写原则是：既从当前研究生的实际水平出发，也力求满足新世纪对高层次人才的期望；既重视培养学生扎实的语言技能，更注重提高其全面的应用能力；既注意语言教育，更重视素质教育。

本系列教程具有以下特点：

1. 在编写中注意吸收我国在长期的研究生英语教学和教材编写中积累的丰富经验，同时充分采纳国外的先进教学理论和方法，力求有所继承又有所创新，使本系列教程成为具有中国特色的新一代研究生英语教材。

2. 本系列教程统一设计，分工编写，涵盖了自研究生课程班学生、硕士生至博士生的全部教学过程。各个分册目的明确，相互衔接，系统性强。由于我国研究生入学时的英语起点不一，对英语的教学目的和要求也不尽相同，因此各分册又相对独立，有利于在教学中根据学生的实际情况和水平灵活使用。既可以从第一册开始，也可以从后续教材开始；可以使用全套教材，也可以针对本专业需要有所选择地使用。

3. 研究生阶段培养的是高层次的专业人才，其英语教材应体现先进性和学术性。本系列教程务求内容新颖、知识性强，并且具有学术英语(English for academic purposes)的特点。同时，语言是交际工具，非英语专业研究生掌握英语的目的是为了进行国际之间的信息交流和从事各种涉外业务活动，研究生英语教学也必须重视学以致用原则。为此，本系列教程讲求实用，选材广泛，具有鲜明的时代特征。

本系列教程由基础阶段教材和提高阶段教材组成。

基础阶段

《多维教程》：包括3册教材，即：《探索》、《熟谙》、《通达》。本教程以课文为核心，通过语言知识和技能的各种综合训练，提高学生理解和应用英语的能力，从

而达到熟练掌握和运用英语的目的。《多维教程》配有3册教师用书。

《听说教程》:包括2册教材,即:《进阶听说》、《熟练听说》。本教程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。2册教材各配有3盒原声录音带。

《泛读教程》:包括2册教材,即:《泛读教程》第一册、《泛读教程》第二册。本教程旨在使学生通过大量阅读英语文章,提高阅读技能和熟巧,培养学生独立阅读原著的能力。

《实用写作教程》:1册。本教程以练习写作应用文为重点,通过由段落至文章的循序渐进的强化训练,培养学生的书面表达能力。

提高阶段

《国际交流英语教程》:包括3册教材,即:《国际会议交流英语》、《论文写作与发表》、《文献阅读与翻译》。本教程通过各种语言技能的综合训练和介绍学术交流的有关知识,培养学生以英语为工具进行对外学术交流的实际能力。

《英美文学名篇选读》:1册。本教程通过介绍各种体裁和题材的英美文学作品,培养学生对英美文学的欣赏能力和语感,从而有助于提高学生的文化素养和英语水平。

本系列教程可供非英语专业的硕士生和博士生使用,也可供研究生课程班和MBA班学生使用,还可供具有相当于或接近于本科英语4级水平的英语自学者使用。

《研究生英语系列教程》由上海交通大学、清华大学、哈尔滨工业大学、浙江大学为主的数十位有长期研究生教学经验的骨干教师分工编写。本系列教程已列为教育部面向21世纪课程教材和普通高等教育“九五”规划教材。高等教育出版社对本系列教程的编写和出版给予了鼎力支持,投入了很大力量。本系列教程在编写过程中也得到了各有关院校领导的关怀和广大研究生英语教师的支持。我们全体编写人员在此谨表示衷心的感谢。

本系列教程的编者怀着为我国的研究生英语教学改革略尽绵力的心情,集思广益,通力合作,编写了这套可供各类研究生使用的大型系列教材。由于这是第一次尝试,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与建议,以便使这套系列教材在今后修订中不断得到改进和完善。

刘鸿章

1999年3月20日于上海

前 言

随着 21 世纪的到来,我国对高层次专业人才的需求将越来越大,要求也越来越高。为了适应国家和社会的需要,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高级人才。

作为《研究生英语系列教程》基础阶段的主干教材,《多维教程》以培养学生的语言交际能力为目标,从课文入手,对学生进行读、听、说、写、译综合训练,从而全面提高学生实际应用语言知识和语言技能的能力。本教程不囿于孤立地强调“精读”,而是强调“以阅读带动综合培养”,这就是其定名为《多维教程》的缘由。

我们认为,目前非英语专业研究生的英语教学中有两个问题值得重视:其一是要强调学生应用能力的提高。学习英语的目的是为了使用英语,理解是使用,表达也是使用。二者之间,后者往往滞后于前者,对外语学习者来说后者也困难得多,因此表达能力的培养显得尤其重要,这也是学生日益迫切的需要。其二是要从学生的实际出发,因材施教。由于目前学生的入学英语水平差距甚大,班级的高低不一定代表英语水平的高低,甚至硕士生和博士生也不一定截然分为两个英语层次。按部就班、齐头并进的教学生只会导致时间和精力浪费。因此我们主张根据学生的实际水平来选用教材。《多维教程》各分册的编写既循序渐进也相对独立,这就便于在教学中有选择地使用。这是一个新的尝试,希望能更有利于有针对性地进行教学。

《多维教程》的选材均来自 90 年代后期的英美原著,广泛地涉及当前社会、政治、经济、文化、科技等题材,体现了很强的现实性和学术性;同时也饶有趣味,有益于启迪思维。

英语是一门实践性很强的课程,其教材中的练习至关重要。《多维教程》新颖而多样化的练习与课文有机结合,既利于学生语言知识和技能的单项训练,更注重其综合训练。有的练习(如:Comprehension)需要结合阅读、讨论和书写等多种手段完成,这就能既起到巩固所学知识与作用又富有启发性。

总之,《多维教程》严格贯彻《非英语专业研究生英语教学大纲》制定的目标,在以语言基本功训练为主的同时,着重培养学生实际应用语言的能力。它以阅读教学为出发点,使学生通过语言的应用习得语言和掌握语言技能,语言的习得又促进应用能力的提高,从而达到学以致用目的。

《多维教程》分《探索》、《熟谏》、《通达》三册，以相当于大学本科英语4级的程度为起点，各册循序渐进，涵盖研究生课程班学生、硕士生和博士生的整个基础阶段。教师在教学中可以按学生的实际水平循序使用三册，或选用其中的两册甚至一册。为了强化学生读、听、说、写、译的能力，建议同时选用《研究生英语系列教程》中相应的配套教材。本教程的后续教材是《研究生英语系列教程》中的提高阶段教材。

三册教程的安排如下：

《探索》供相当于以大学本科英语四级为起点，有初步听、说、读、写、译能力的硕士研究生或研究生课程班学生使用。全书共12课。本书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。本书的练习从各个角度用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。本书的课文包括不同的题材和体裁，内容有一定的思想性，趣味性与启发性；有利于学生在巩固所学内容、提高基本技能的同时加强文化素质的培养。每一课的主课文前有引导学生进入有关涉及课文主题内容的讨论题，以减少阅读理解时的障碍，使学生逐步进入课文的内容。主课文之后，除了理解和讨论的练习外，还配有与课文主题相关的、能巩固课文中出现的词汇和句型的各种语言活动。本书使本科阶段与研究生阶段紧密衔接，可为学生学习《熟谏》打下良好的基础。

《熟谏》供略高于大学英语四级水平，有一定的听、说、读、写、译能力的硕士研究生使用。全书共12课。本书既注重对课文的理解也注重语言的表达与应用。《探索》使学生有了探索语言的能力，《熟谏》则使学生在巩固这些语言能力的基础上，得到进一步的提高，以达到基本熟练运用语言的程度。本书的编写形式与《探索》大体相似，但语言的难度与深度有明显的增加，主课文的内容更为广泛。学生在语言知识与能力不断提高的过程中，知识面也在不断地扩大，从而在不同的问题上都能够较熟练地用英语来表达自己的思想，为《通达》阶段的学习打好更坚实的基础。

《通达》适用于已掌握相当扎实的英语知识和具有较好的听、说、读、写、译能力的学生，全书共12课，分为两大部分。本书以语言应用能力的培养为重点，提供听、说、读、写、译等各种训练（如讨论、演说、写作、英汉互译等等），以便充分开展教学活动，从而不仅能引导学生深入理解课文的内容，还可以帮助其提高应用英语的熟巧。本书的课文包括不同的体裁和题材，涉及21世纪面临的各种热点问题。每一课的主课文前有激发学生学习兴趣的有关讨论题；还有利用课文原句编写的、根据上下文猜测词义的练习，以减少阅读课文时的生词量，并取得逐步进

入课文意境的效果。每课除主课文外,还提供了与其主题相关的文章,使学生能在主题更广泛的基础上投入各种培养语言能力的活动。

《探索》由上海交通大学王同顺教授主编,华东理工大学王亚平副教授为副主编,上海交通大学何晓凤副教授、夏莲莲副教授和潘海光副教授编写,美籍专家 Jennifer Hrazdil 审校。《熟谙》由上海交通大学王同顺教授主编,华东理工大学王亚平副教授为副主编,上海交通大学潘海光副教授、夏莲莲副教授、何晓凤副教授编写,美籍专家 Jennifer Hrazdil 审校。《通达》由浙江大学张振中教授主编,庞继贤教授、马以容副教授编写;美籍专家 Tom Cook 和 Pat Cook 审校。

编 者

1999年6月于上海

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Unit One

Warming-up Activities

- ① According to your own experience, what goals do today's university students usually pursue?
- ② The title of the following essay is *From Competence to Commitment*, which is about the main problems today's students have to face up to. What do you think is the competence university students should possess?
- ③ What kind of commitment should the students of today fulfil? Is there any relation between competence and commitment? Or is there any contradiction between them?

Text ***From Competence to Commitment****Ernest Boyer*

Para 1 **T**oday's students have **ambiguous** feelings about their role in the world. They are devoting their energies to what seems most real to them: the **pursuit** of security, the **accumulation** of material goods. They are struggling to establish themselves, but the young people also admitted to confusion: Where should they put their faith in this uncertain age? Undergraduates are searching for **identity** and meaning and, like the rest of us, they are torn by idealism of service on the one hand, and on the other, the temptation to retreat into a world that never rises above self-interests.

Para 2 In the end, the quality of the undergraduate experience is to be measured by the willingness of graduates to be socially and civically engaged. Reinhold Niebuhr once wrote, "Man cannot **behold** except he be committed. He cannot find himself without finding a center beyond himself." The idealism of the undergraduate experience must reflect itself in loyalties that **transcend** self. Is it too much to expect that, even in this hard-edged, competitive age, a college graduate will live with **integrity**, civility — even **compassion**? Is it appropriate to hope that the lessons learned in a liberal education will reveal themselves in the humaneness of the graduate's relationship with others?

注：课文及生词表中**黑体**单词是《非英语专业研究生英语教学大纲》规定须掌握的词汇。全书同。

- Para 3** Clearly, the college graduate has civic obligations to fulfill. There is urgent need in American teaching to help close the dangerous and growing gap between public policy and public understanding. The information required to think **constructively** about the agenda of government seems increasingly beyond our grasp. It is no longer possible, many argue, to resolve complex public issues through citizen participation. How, they ask, can nonspecialists debate policy choices of consequence when they do not even know the language?
- Para 4** Should the use of nuclear energy be expanded or cut back? Can an adequate supply of water be assured? How can the arms race be brought under control? What is a safe level of atmospheric pollution? Even the semi-metaphysical questions of when a human life begins and ends have become items on the political agenda.
- Para 5** Citizens have tried with similar bafflement to follow the debate over Star Wars, with its highly technical jargon of deterrence and counterdeterrence. Even what once seemed to be reasonably local matters — zoning regulations, school desegregation, **drainage** problems, public transportation issues, licensing requests from competing cable television companies — call for specialists, who debate technicalities and frequently confuse rather than **clarify** the issues. And yet, the very complexity of public life requires more, not less, information; more, not less, participation.
- Para 6** For those who care about government “by the people,” the decline in public understanding cannot go unchallenged. In a world where human survival is at stake, ignorance is not an acceptable alternative. The full control of policy by specialists with limited perspective is not tolerable. Unless we find better ways to educate ourselves, as citizens, unless hard questions are asked and satisfactory answers are offered, we run the risk of making critical decisions, not on the basis of what we know, but on the basis of blind faith in one or another set of

professed experts.

- Para 7** What we need today are groups of well-informed, caring individuals who band together in the spirit of community to learn from one another, to participate, as citizens, in the democratic process.
- Para 8** We need concerned people who are participants in inquiry, who know how to ask the right questions, who understand the process by which public policy is shaped, and are prepared to make informed, discriminating judgments on questions that affect the future. Obviously, no one institution in society can single-handedly provide the leadership we require. But we are convinced that the undergraduate college, perhaps more than any other institution, is obliged to provide the **enlightened** leadership our nation urgently requires if government by the people is to endure.
- Para 9** To fulfill this urgent obligation, the perspective needed is not only national, but global. Today's students must be informed about people and cultures other than their own. Since man has orbited into space, it has become dramatically apparent that we are all custodians of a single planet. In the past half century, our planet has become vastly more crowded, more interdependent, and more unstable. If students do not see beyond themselves and better understand their place in our complex world, their capacity to live responsibly will be dangerously diminished.
- Para 10** The world may not yet be a village, but surely our sense of neighborhood must expand. When **drought** ravages the Sahara, when war in Indo-China creates refugees, neither our compassion nor our analytic intelligence can be bounded by a dotted line on a political map. We are beginning to understand that hunger and human rights affect alliances as decisively as weapons and treaties. **Dwarfing** all other concerns, the mushroom cloud hangs ominously over our

world consciousness. These realities and the obligations they impose must be understood by every student.

Para 11 But during our study we found on campus a disturbing lack of knowledge and even at times a climate of indifference about our world. Refugees flow from one country to another, but too few students can point to these great migrations on a map or talk about the **famines**, wars, or poverty that caused them. Philosophers, statesmen, inventors, and artists from around the world enrich our lives, but such individuals and their contributions are largely unknown or unremembered.

Para 12 While some students have a global perspective, the vast majority, although vaguely concerned, are inadequately informed about the interdependent world in which they live.

Para 13 University of Notre Dame campus minister William Toohey wrote recently, “The trouble with many colleges is that they **indulge** the nesting instinct by building protected little communities inside their great walls.”

Para 14 One point emerges with stark clarity from all we have said: Our world has undergone immense transformations. It has become a more crowded, more interconnected, more unstable place. A new generation of Americans must be educated for life in this increasingly complex world. If the undergraduate college cannot help students see beyond themselves and better understand the interdependent nature of our world, each new generation will remain ignorant, and its capacity to live confidently and responsibly will be dangerously diminished.

Para 15 Throughout our study we were impressed that what today’s college is teaching most successfully is competence — competence in

meeting schedules, in gathering information, in responding well on tests, in mastering the details of a special field. Today the capacity to deal successfully with **discrete** problems is highly prized. And when we asked students about their education, they, almost without exception, spoke about the credits they had earned or the courses they still needed to complete.

Para 16 But technical skill, of whatever kind, leaves open essential questions: Education for what purpose? Competence to what end? At a time in life when values should be shaped and personal priorities sharply **probed**, what a tragedy it would be if the most deeply felt issues, the most haunting questions, the most creative moments were pushed to the **fringes** of our institutional life. What a monumental mistake it would be if students, during the undergraduate years, remained trapped within the organizational grooves and narrow routines to which the academic world sometimes seems excessively devoted.

Para 17 Students come to campus at a time of high expectancy. And yet, all too often they become **enmeshed** in routines that are deadening and **distracting**. As we talked with teachers and students, we often had the uncomfortable feeling that the most vital issues of life — the nature of society, the roots of social injustice, indeed the very prospects for human survival — are the ones with which the undergraduate college is least equipped to deal.

Para 18 The outcomes of collegiate education should be measured by the student's performance in the classroom as he or she becomes proficient in the use of knowledge, acquires a solid basic education, and becomes competent in a specific field. Further, the impact of the undergraduate experience is to be assessed by the performance of the graduate in the workplace and further education.

Para 19 But in the end, students must be inspired by a larger vision, using the