

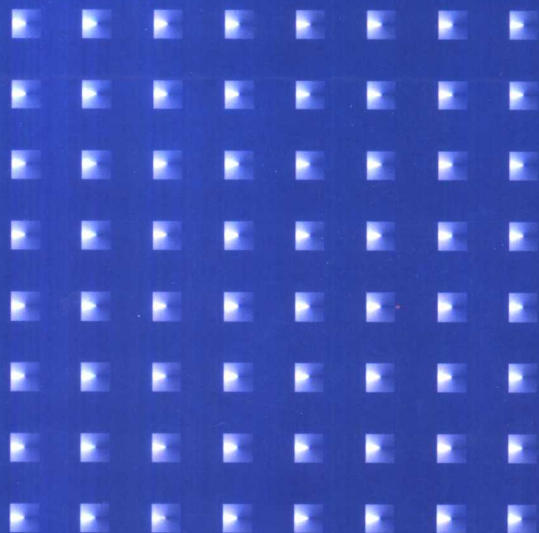


工程硕士实用英语教程

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(学生用书)



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PREFACE

前 言

随着研究生教育规模的不断扩大,工程硕士研究生的培养已成为高等院校研究生培养的一个重要部分。为此,国务院学位委员会和教育部专门制定了培养工程硕士专业学位研究生的教学大纲及有关规定,要求这类研究生应在工程领域具有较高的素质、较强的工程设计能力和较好的工程技术与管理方面的能力。《工程硕士实用英语教程》正是结合工程硕士研究生自身的特点,为满足此类研究生英语教学的需求而编写的。

《工程硕士实用英语教程》的编写是以《全国工程硕士研究生英语教学大纲》和有关工程硕士研究生外语教学要求为基础,既强调语法、词汇等语言基础的训练及巩固,又强调语言运用能力的培养,使学生在学完基础英语之后,具有扎实的语言基础知识和熟练运用英语进行学习和研究的技能,具有熟练的阅读能力、较强的翻译能力和初步的听说能力。本书中课文和练习的编排都充分考虑到工程硕士研究生在英语阅读、翻译及写作中更趋于实用的需求,每课安排了语法讲解、翻译、摘要写作等练习,并配有语法、构词法、读音规则等相关讲解及练习。

《工程硕士实用英语教程》分为学生用书和教师用书,并配有练习册,共需、学时,分两个学期完成。全书有 15 个单元,每个单元包括 Part I 阅读(3 篇阅读文章),Part II 语法,Part III 读音规则,Part IV 构词,Part V 对话 5 个部分。每个单元可安排 6~8 学时教学。

本教材所选用的课文摘自近年来国内、外期刊上刊登的文章。题材广泛,内容新颖,语言规范,力求融思想性、科学性、知识性、时代性和趣味性于一体。

《工程硕士实用英语教程》的主要特点如下:

1. 选材新颖,内容丰富,题材广泛,有利于拓宽工程硕士研究生在英语方面的视野及知识面。

2. 语言规范,难度适中,循序渐进,在打好语言基础的同时,加强实际使用英语语言的能力培养。

3. 练习形式多样,突出实用性。

本教材不但适用于工程类硕士研究生,还适用于各类研究生课程班学员、在职申请硕士学位人员等。

由于时间紧迫,书中错误和疏漏之处在所难免,热忱欢迎批评指正。

编 者

2003 年 1 月

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Unit 1

Part I Reading

Reading A

How Should You Build Up Your Vocabulary?

Exactly what do you do during a normal day? How do you spend your time? Paul T. Rankin very much wanted an answer to that question. To get it, he asked sixty-eight individuals to keep an accurate, detailed record of what they did every minute of their waking hours. When he consolidated his findings, he discovered that the average individual spent 70 percent of his waking time doing one thing only — communicating. That meant either reading, writing, speaking, or listening.

Put that evidence alongside of the research findings uncovered by the Human Engineering Laboratories. In exploring aptitudes and careers involving, among other things, data from 30,000 vocabulary tests given yearly, they discovered that big incomes and big vocabularies go together. Vocabulary, more than any other factor yet known, predicts financial success.

And it all fits. Each word you add to your vocabulary makes you a better reader, writer, speaker, and listener. Furthermore, linguistic scientists are quick to point out that we actually think with words. If that is so, new words make us better thinkers as well as communicators. No wonder more words are likely to mean more money. What better reason for beginning right now to extend your vocabulary?

Take reading. What exactly do you read? Common sense says you read words. Research corroborates that fact. “Vocabulary in context” contributes 39 percent to comprehension.

That's more than any other factor isolated and studied — even more than intelligence. And “word discrimination” contributes more to speed of reading than any other factor — 28 percent. In short, your efforts to improve vocabulary will pay off in both comprehension and speed.

Suppose, as you're reading along, you lumtels across a strange word. Did you find yourself stopping for a closer look at lumtels? Pardon the spelling slip. That's actually the word stumble. The letters just got mixed around. Obviously you now know that strange words do slow you down — or even stop you completely. Furthermore, strange words hinder comprehension. Which is easier to understand, “Eschew garrulity” or “Avoid talking too much?”

What you need is a vital, dynamic approach to vocabulary building. Hybrid corn combines the best qualities of several varieties to insure maximum productivity. A hybrid approach to vocabulary should, in the same way, insure maximum results. That's why you should use the CPD formula.

Through Context

When students in a college class were asked what should be done when they came across an unknown word in their reading, 84 percent said, “Look it up in the dictionary.” If you do, however, you short-circuit the very mental processes needed to make your efforts most productive.

But there's another reason. Suppose someone asks you what the word fast means. You answer, “speedy or swift.” But does it mean that in such contexts as “fast color,” “fast woman,” or “fast friend?” And if a horse is fast, is it securely tied or galloping at top speed? It could be either. It all depends. On the dictionary? No, on context — on how the word is actually used. After all, there are over twenty different meanings for fast in the dictionary. But the dictionary doesn't tell you which meaning is intended. That's why it makes such good sense to begin with context.

Through Word Parts

Now for the next step. Often unfamiliar words contain one or more parts, which, if recognized, provide definite help with meaning. Suppose you read that someone “had a predilection for reading mysteries.” The context certainly isn't too helpful. But do you see a prefix, suffix, or root that you know? Well, there's the familiar prefix pre-, meaning “before.” Look back at the context and try inserting “before.” Reading mysteries apparently comes “before” other kinds of reading. Yes, a pre-dilection — or preference — is something put “before” something else.

Or take the word monolithic. Try to isolate the parts. There's the prefix mono-,

meaning “one,” and the root lith, meaning “stone.” Finally, there’s the suffixic, meaning “consisting of.” Those three parts add up to this definition: “consisting of one stone.”

To expedite your use of word parts, you will be introduced to the fourteen most important words in the English language. The prefix and root elements in those few words are found in over 14,000 words of desk dictionary size. With those amazingly useful shortcuts, you can build vocabulary, not at a snail’s pace, one word at a time, but in giant strides, up to a thousand words at a time.

Your second step, then, is to look for familiar word parts. If they do not give you exact meanings, they should at least bring you much closer.

Through the Dictionary

Now you can see why you should consult the dictionary last, not first. You’ve looked carefully at context. You’ve looked for familiar word parts. Now you play Sherlock Holmes — an exciting role. You hypothesize. In light of context or context and word parts, you try to solve a mystery. What exactly does that strange word mean? Only after you go through the mental gymnastics to come up with a tentative definition should you open the dictionary to see if you’re right.

After all, those first two steps or approaches spark a stronger than usual interest in that dictionary definition. You’re now personally involved. Did you figure out the word meaning? Your heightened interest will lead to better memory of both word and meaning. It also encourages your development of the habits needed to accelerate your progress. And when you see in black and white the definition you had expected, what a feeling of accomplishment is yours. In that way, the CPD formula provides the exact dynamic interplay of approaches for maximum effectiveness.

Well, there it is, your new formula — Context, Parts, Dictionary. Use it! Through exercises, step-by-step, with increased accuracy and ease, your awareness of contextual clues, learning the most useful word parts, and using the dictionary will take shape. The results will be like money in the bank.



Vocabulary and Phrases

consolidate [kən'solideit] *vt.* 证实;巩固;把……联合为一体,联合,合并

alongside [ə'lɒŋ'saɪd] *prep.* 在……旁边;与……并排

aptitude ['æptɪtju:d] *n.* 倾向;天资

corroborate [kə'rɒbəreɪt] *vt.* 确认;加强证实;使确凿可靠

slip [slip] *n.* 疏漏, 失误; 滑倒

stumble ['stʌmbəl] *vi.* 跌倒; 偶然碰见 (stumble across)

hinder ['hɪndə] *vt.* 妨碍; 阻止

eschew [ɪs'tʃu:] *vt.* 避开

garrulity [gə'ru:lɪti] *n.* 饶舌, 喋喋不休

hybrid ['haɪbrɪd] *n.* 混合种, 杂交

adj. 混合的, 杂种的

short-circuit [ʃɔ:t'sə:kɪt] *vt.* 绕过, 回避; 使发生短路

gallop ['gæləp] *vi.* (马的) 疾驰

vt. 使飞跑; 迅速运输

predilection [pri:di'lekʃən] *n.* 偏爱

monolithic [mənə'liθɪk] *adj.* 独块巨石的

expedite ['ekspɪdaɪt] *vt.* 加速……进程; 使加速

shortcut ['ʃɔ:tkʌt] *n.* 近路, 捷径

stride ['straɪd] *n.* 大步

hypothesize [haɪ'pəθaɪz] *v.* 假设

tentative ['tentətɪv] *adj.* 试验性的

spark [spɑ:k] *vi.* 闪耀; 发出火花

vt. 点燃; 激励

heighten ['haɪtən] *vt.* 加高, 提高; 增加

interplay ['ɪntəpleɪ] *n.* 相互影响; 相互作用

among other things 除了别的东西

pay off 取得成功, 得到好结果



Exercises

1. What does CPD formula stand for? Can you explain it in detail?
2. According to the passage, over how many meanings is “fast” said to have?
3. In what case do you consult your dictionary?
4. Do you think memorizing new words a process of time-consuming but of little effect? Why and why not?
5. Do you think CPD formula an effective approach? What is your approach to building up your vocabulary?

Reading B

“Advisers” or “Teachers”

It would do a great deal of good if we started using the term “advisers” instead of “teachers” for those who try to help people learn foreign languages. It would emphasize that what learners need is individual attention. It would also remind everybody that the responsibility for learning is basically the student's. What the student needs is somebody who can do two things: (1) show her or him how to learn a foreign language; (2) answer questions about the language. Those questions must be thought of by the students. If students do not find questions to ask — whole streams of questions — it is a sign that either they are not really interested enough to do the thinking for themselves what is crucial, or they do not know how to.

The spirit that language learners need before anything else is curiosity. If they do not have that, they are wasting their time. This means, in turn, that their guides do not need training in linguistic or educational theory, or in pedagogy, or in any techniques of stimulating interest, keeping students entertained. If students need to have their interest stimulated, something is very wrong. (One of the main reasons for the emphasis on the skills of teaching is doubtless that teachers are faced with the ridiculous task of finding things to do with groups of students who it is pretended all need exactly the same instruction.)

What a language guide does need, though, is a thorough and practical knowledge of how the language works, a conscious knowledge that she or he can articulate in a way the ordinary native speaker cannot. Students should be able to sense that their guides have a genuine interest in the language, and that they have found out about it by thinking for themselves, not by mere uncritical memorizing of textbooks or lectures. It is only through such critical awareness and interest that guides can develop the ability to explain any given aspect of the language in varied ways so as to suit the particular needs and mode of thought of any individual student.

One of the most misguided principles of modern pedagogy is the “structured lesson.” This is just what should be avoided, even in classes as well as private lessons. A good language guide is completely flexible, and can respond instantaneously at any moment to any need of the students that arises. Those with this capacity never need — never should — spend long hours planning and preparing lessons; but the corollary is that guides need to