



21 世纪研究生公共英语教材

总主编 / 李霄翔 邹长征

新 研究生 英语教程

(阅读技能分册)

**Effective Reading
for Advanced
Learners**

主编 / 邹长征

北京大学出版社
PEKING UNIVERSITY PRESS



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北京 大学出版社
北 京

图书在版编目(CIP)数据

新研究生英语教程·阅读技能分册/邹长征主编. —北京:北京大学出版社,2003.8
ISBN 7-301-06397-0

I. 新… II. 邹… III. 英语—阅读教学—研究生—教材 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 057506 号

书 名: 新研究生英语教程(阅读技能分册)
著作责任者: 邹长征 主编
责任编辑: 范一亭
标准书号: ISBN 7-301-06397-0/H·0863
出 版 者: 北京大学出版社
地 址: 北京市海淀区中关村北京大学校内 100871
网 址: <http://cbs.pku.edu.cn> 电子信箱: zpup@pup.pku.edu.cn
电 话: 邮购部 62752015 发行部 62750612 编辑部 62765014
排 版 者: 兴盛达打字服务社
发 行 者: 北京大学出版社
印 刷 者: 北京中科印刷有限公司
经 销 者: 新华书店
787 毫米×1092 毫米 16 开本 10.25 印张 257 千字
2003 年 8 月第 1 版 2003 年 8 月第 1 次印刷
定 价: 16.00 元

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前 言

《新研究生英语教程(阅读技能分册)》是由江苏省高校外语教学研究会与北京大学出版社共同商定开展的科研项目之一,该项目由东南大学李霄翔、邹长征教授主持,并由江苏高校从事研究生英语教学多年的老师共同完成。本项目历时三年,在此,我们十分高兴地将此成果推荐给研究生英语教学的同行们以及英文学习者。本教材系列还包括《新研究生英语教程(听与说分册)》、《新研究生英语教程(学术写作分册)》、《新研究生英语教程(学位英语考试训练)》等书。

《新研究生英语教程》主要供大专院校(尤其理工科)非英语专业的研究生英语教学使用。在内容设计上,本教材针对学生英语学习的薄弱环节,在阅读技巧培养、提高学生阅读理解能力和综合分析能力、了解不同文体、掌握学习技巧、进行语篇教学以及词汇教学等方面力图做出大的变革,以满足日益增长的国际交流与合作的需求。

本书在编写上反映学生的需求和兴趣,根据调查中学生最感兴趣的阅读领域选材,并注重文体的多样性。课文内容反映当今世界有关热点问题,如恐怖主义、太空技术、宇宙奥秘,同时又注意西方的文学及文化的交流。

在练习设计上,本教材从阅读技巧入手,将阅读技能的训练、语篇教学的理论贯彻在阅读的各个环节中。这些练习,如 Understanding text organization, Understanding complex sentences, Linking ideas, Evaluating the text, Understanding writer's style, Inferring 等,采用不同的形式,从阅读的各个方面提高学习者的阅读能力,从而使阅读教学摆脱了以语言为中心的旧模式。

另外,词汇的提高也是本书的特色之一。在词汇练习的设计方面,本书编写了多种词汇学习的方法训练,如查阅词典、词根词缀、上下文猜测词义等。本书在试用中,得到了学生的积极评价,取得了良好的教学效果。

本书在编写过程中,得到了多方面的支持和关心,在此,我们特别感谢北京大学出版社郭力副主编所给与的全面支持与帮助。同时还要感谢江苏高校大学外语研究会的领导,以及东南大学、江苏理工大学、江苏航天航空大学、江苏农业大学、河海大学、南京医学院等学校的外语系领导及同行给与本书的大力支持。

尽管我们在本书的编写中尽了最大的努力,但恐难以做到尽如人意,我们同时希望各位同行和广大读者在本书的使用过程中不断给我们提出宝贵意见。

《新研究生英语教程》编委会

2003年6月

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Unit 1

Text A

What Is Science ?

By *George Orwell*

Predicting

1. Look at the title of Text A. Discuss with another student to give your answer to the question “What is science?”.
2. Some people take “science” as meaning “the exact sciences, such as chemistry, physics, etc. ”, while others think that science is not simply a body of knowledge, but a way of looking at the world and a method of thought which obtains verifiable results by reasoning logically from observed fact. What’s your opinion?

In last week’s *Tribune*, there was an interesting letter from Mr J. Stewart Cook, in which he suggested that the best way of avoiding the danger of a “scientific hierarchy” would be to see to it that every member of the general public was, as far as possible, scientifically educated. At the same time, scientists should be brought out of their isolation and encouraged to take a greater part in politics and administration.

As a general statement, I think most of us would agree with this, but I notice that, as usual, Mr Cook does not define science, and merely implies in passing that it means certain exact sciences whose experiments can be made under laboratory conditions. Thus, adult education tends “to neglect scientific studies in favour of literary, economic and social subjects”, economics and sociology not being regarded as branches of science, apparently. This point is of great importance. For the word science is at present used in at least two meanings, but the whole question of scientific education is obscured by the current tendency to dodge from one meaning to the other.

Science is generally taken as meaning either (a) the exact sciences, such as chemistry, physics, etc. , or (b) a method of thought which obtains verifiable results by reasoning logically from observed facts.

If you ask any scientist, or indeed almost any educated person, “What is science?” you are likely to get an answer approximating to (b). In everyday life, however, both in speaking and in writing, when people say “science” they mean (a). Science means something that happens in a laboratory; the very word calls up a picture of graphs, test-tubes, balances, Bunsen burners, microscopes. A biologist, an astronomer, perhaps a psychologist or a mathematician, is described as a “man of science”; no one would think of applying this term to a statesman, a poet, a journalist or even a philosopher. And those who tell us that the young must be scientifically educated mean, almost invariably, that they should be taught more about radioactivity, or the stars, or the physiology of their own bodies, rather than that they should be taught to think more exactly.

• This confusion of meaning, which is partly deliberate, has in it a great danger. Implied in the demand for more scientific education is the claim that if one has been scientifically trained one’s approach to all subjects will be more intelligent than if one had had no such training. A scientist’s political opinions, it is assumed, his opinions on sociological questions, on morals, on philosophy, perhaps even on the arts, will be more valuable than those of a layman. The world, in other words, would be a better place if the scientists were in control of it. But a “scientist”, as we have just seen, means in practice a specialist in one of the exact sciences. It follows that a chemist or physicist, as such, is politically more intelligent than a poet or a lawyer, as such. And, in fact, there are already millions of people who do believe this.

But is it really true that a “scientist”, in this narrower sense, is any likelier than other people to approach non-scientific problems in an objective way? There is not much reason for thinking so. Take one simple test—the ability to withstand nationalism. It is often loosely said that “Science is international”, but in practice the scientific workers of all countries line up behind their own governments with fewer scruples than are felt by the writers and the artists. The German scientific community, as whole, made no resistance to Hitler. Hitler may have ruined the long-term prospects of German science, but there were still plenty of gifted men to do the necessary research on such things as synthetic oil, jet planes, rocket projectiles and the atomic bomb. Without them the German war machine could never have been built up.

On the other hand, what happened to German literature when the Nazis came to power? I believe no exhaustive lists have been published, but I imagine that the number of German scientists—Jew apart—who voluntarily exiled themselves or were persecuted by the regime was much smaller than the number of writers and journalists. More sinister than this, a number of German scientists swallowed the monstrosity of “racial science”. You can find some of the statements to which they

set their names in Professor Brady's *The Spirit and Structure of German Fascism*.

But, in slightly different forms, it is the same picture everywhere. In England, a large proportion of our leading scientists accept the structure of capitalist society, as can be seen from the comparative freedom with which they are given knighthoods, baronetcies and even peerages. Since Tennyson, no English writer worth reading—one might, perhaps, make an exception of Sir Max Beerbohm—has been given a title. . . . The fact is that a mere training in one or more of the exact sciences, even combined with very high gifts, is no guarantee of a humane or skeptical outlook. The physicists of half a dozen great nations, all feverishly and secretly working away at the atomic bomb, are a demonstration of this.

But does all this mean that the general public should not be more scientifically educated? On the contrary! All it means is that scientific education for the masses will do little good, and probably a lot of harm, if it simply boils down to more physics, more chemistry, more biology, etc. to the detriment of literature and history. Its probable effect on the average human being would be to narrow the range of his thoughts and make him more than ever contemptuous of such knowledge as he did not possess; and his political reactions would probably be somewhat less intelligent than those of an illiterate peasant who retained a few historical memories and a fairly sound aesthetic sense.

Clearly, scientific education ought to mean the implanting of a rational, skeptical, experimental habit of mind. It ought to mean acquiring a method—a method that can be used on any problem that one meets—and not simply piling up a lot of facts. Put it in those words, and the apologist of scientific education will usually agree. Press him further, ask him to particularize, and somehow it always turns out that scientific education means more attention to the exact sciences, in other words—more facts. The idea that science means a way of looking at the world, and not simply a body of knowledge, is in practice strongly resisted. I think sheer professional jealousy is part of the reason for this. For if science is simply a method or an attitude, so that anyone whose thought-processes are sufficiently rational can in some sense be described as a scientist—what then becomes of the enormous prestige now enjoyed by the chemist, the physicist, etc. and his claim to be somehow wiser than the rest of us?

A hundred years ago, Charles Kingsley described science as “making nasty smells in a laboratory”. A year or two ago a young industrial chemist informed me, smugly, that he “could not see what was the use of poetry”. So the pendulum swings to and fro, but it does not seem to me that one attitude is any better than the other. At the moment, science is on the up-grade, and so we bear, quite rightly, the claim that the masses should be scientifically educated; we do not

hear, as we ought, the counter-claim that the scientists themselves would benefit by a little education. Just before writing this, I saw in an American magazine the statement that a number of British and American physicists refused from the start to do research on the atomic bomb, well knowing what use would be made of it. 100
Here you have a group of sane men in the middle of a world of lunatics. And though no names were published, I think it would be a safe guess that all of them were people with some kind of general cultural background, some acquaintance with history or literature or the arts—in short, people whose interests were not, in the current sense of the word, purely scientific. 105

Notes to the text

1. **George Orwell:** the pen name of the English author, Eric Arthur Blair (1903–1950). Orwell was educated in England at Eton College. After service with the Indian Imperial Police in Burma from 1922 to 1927, he returned to Europe to become a writer. He lived for several years in poverty. His earliest experiences resulted in the book, *Down and Out in Paris and London*.

By 1936, Orwell had joined the Republican forces in the Spanish Civil War. Orwell was basically considered himself a Socialist. He was wounded in the fighting. Late in the war, Orwell eventually had to flee Spain for his life. Orwell documented many of his experiences during the Spanish Civil War in his *Homage to Catalonia*.

Orwell's various experiences with totalitarian political regimes had a direct impact on his prose. His best-known books were *Animal Farm* and *Nineteen Eighty-Four*.

Orwell's book is considered as the keenest and most penetrating work produced in his generation on the current trends in national policy and world affairs. Orwell died in London at the early age of forty-seven of a neglected lung ailment. He left behind a substantial body of work and a reputation for greatness.

2. **Brady:** Robert A. Brady, 1901–1963, Professor Emeritus of Economics. During his thirty years as a member of the Department of Economics on the Berkeley campus, he was always a vital innovative force, both within the University and throughout the social sciences generally. He brought to his teaching and his research an unusual combination of rigor in scholarship and interest in and knowledge of the important issues of our industrial society. Almost invariably he was in the forefront in sensing the growing importance of emerging economic and social problems. Consequently his own writings and teaching had a unique quality of originality and significance.

3. **Fascism:** modern political ideology that seeks to regenerate the social, economic, and cultural life of a country by basing it on a heightened sense of national belonging or ethnic identity. Fascism rejects liberal ideas such as freedom and individual rights, and often presses for the destruction of elections, legislatures, and other elements of democracy.

Despite the idealistic goals of fascism, attempts to build fascist societies have led to wars and persecutions that caused millions of deaths. As a result, fascism is strongly associated with right-wing fanaticism, racism, totalitarianism, and violence.

4. **Knighthood:** In modern-day Britain, knighthood is an honor conferred by the monarch on both men and women in recognition of outstanding personal merit. The knight is usually created through appointment to an order of knighthood. The title *sir* or *dame* is prefixed to his or her first name, and initials standing for the order of knighthood follow the name. For example, John Smith, on receiving the title of Knight Commander of the Order of the Garter, is afterward known as Sir John Smith, K. G. . Knighthood is also occasionally conferred without membership in a particular order. A knight so created is known as a Knight Bachelor, and the name is followed by the abbreviation Kt. , standing for knight.
 5. **baronetcy:** the rank of honor above knighthood.
 6. **peerage:** the rank of honor above baronetcy.
 7. **Tennyson:** Alfred Tennyson, 1809 – 1892. The most famous English poet of the Victorian age, he was a profound spokesman for the ideas and values of his times.
 8. **Sir Max Beerbohm:** 1872 – 1956, English essayist, caricaturist, and parodist. He contributed to the famous Yellow Book while still an undergraduate at Oxford. In 1898 he succeeded G. B. Shaw as drama critic for the *Saturday Review*. A charming, witty, and elegant man, Beerbohm was a brilliant parodist and the master of a polished prose style. Beerbohm was accomplished at drawing, and he published several volumes of excellent caricatures. He was knighted in 1939 on his return from Italy, where he had lived from 1910.
 9. **Charles Kingsley:** 1819 – 1875, English author and clergyman. From 1860 to 1869 he was professor of modern history at Cambridge and in 1873 was appointed canon of Westminster.
-

Dealing with unfamiliar words

1. Choose the best answer.
 - a) “hierarchy” (Line 3): This is likely to mean i) system with grades of authority, ii) organization of a new club.
 - b) “in passing” (Line 8): This means i) incidentally, ii) openly.
 - c) “verifiable” (Line 17): This means i) possible to be proved, ii) changeable.
 - d) “layman” (Line 35): This refers to a person who i) does not have an expert knowledge of a subject, ii) has professional knowledge.
 - e) “scruple” (Line 46): This is likely to mean i) an uneasy feeling arising from conscience that tends to hinder action, ii) willingness to carry out the task other people are unwilling to do.

- f) “Jew apart” (Line 54): This means that Jewish scientists i) are not included, ii) had left there.
- g) “exile themselves” (Line 54): This means that i) ill-treat themselves, ii) remove from their own country.
- h) “persecute” (Line 55): This means i) oppress or harass with ill-treatment, ii) treat unjustly.
- i) “monstrosity” (Line 57): The adjective form of this word is monstrous which means i) shockingly ugly or frightful, ii) beautiful and attractive.
- j) “illiterate” (Line 76): This means i) unable to read and write, ii) familiar with history.
- k) “aesthetic” (Line 77): This is the adjective form of the word *aestheticism* which means the branch of philosophy that deals with the nature and expression of i) beauty, ii) culture.
- l) “skeptical” (Line 79): This is the adjective form of the word *skepticism* which means i) a doubting or questioning attitude or state of mind, ii) a tendency to expect the best possible outcome.
- m) “rational” (Line 88): This means having or exercising the ability to i) reason, ii) infer.
2. Each word on the left is related in meaning to the group of four words on the right. Choose the word on the right which is most similar in meaning to the one on the left, in the context of this passage.

a) obscure (Line 14)	blur, blacken, change, create
b) dodge (Line 15)	shift, start, transmit, transform
c) approximating (Line 20)	different, opposite, similar
d) synthetic (Line 49)	crude, refined, artificial, purified
e) exhaustive (Line 53)	waste, useful, short, complete
f) regime (Line 55)	society, nature, condition, government
g) sinister (Line 56)	rude, unlucky, casual, evil
h) feverishly (Line 67)	gravely, seriously, zealously, critically
i) detriment (Line 72)	advantage, disadvantage, damage, benefit
j) contemptuous (Line 74)	respectful, proud, hateful, scornful
k) implanting (Line 78)	establishing, eliminating, enriching, expanding
l) apologist (Line 81)	attacker, advisor, opponent, defender
m) prestige (Line 89)	reputation, credit, position, status

Writing summaries

The following sentences are summaries of the different paragraphs in the article. There are two summaries of each paragraph. In each case, choose the best summary.

1. i) Cook's letter suggested that the general public should be scientifically educated while scientists should take part in politics and administration.
ii) Cook's letter suggested that both the general public and scientists should not isolate themselves and they should avoid the danger of a "scientific hierarchy". (Para. 1)
2. i) According to the author, Cook implies that science means the exact sciences which have to do with lab conditions, and economics and sociology are not regarded as branches of science.
ii) The author agrees with Cook that adult education should not neglect scientific studies in favor of literary, economic and social subjects. (Para. 2)
3. i) The exact sciences are different from the method of thought which obtains verifiable results by reasoning logically from observed facts.
ii) Scientists' definition of "science" differs greatly from that by people in everyday life. (Para. 3 - 4)
4. i) The author thinks that a scientist's political opinions will be more valuable than those of a layman and the world would be a better place if the scientists were in control of it.
ii) Many people believe that scientifically trained persons' approach to all subjects will be more intelligent than the others' and a scientist's political opinions will be more valuable than those of a layman. (Para. 5)
5. i) An example shows that scientific workers of all countries always line up behind their own governments and do the necessary research for their own motherland.
ii) An example is given to refute the view that a scientist is more likely than other people to approach non-scientific problems in an objective way. (Para. 6)
6. i) Both scientists and writers and journalists were persecuted by the Nazi regime since they were opposed to German Fascism.
ii) When Nazis was in power, more writers and journalists were exiled and persecuted by the regime than scientists were. (Para. 7)
7. i) Many scientists in England are uncritical and even dishonest on certain subjects, without a humane or skeptical outlook.
ii) All the leading scientists in England accept the structure of capitalist society and some of them feverishly and secretly working away at the atomic bomb. (Para. 8)
8. i) An illiterate peasant who retained a few historical memories and a fairly sound aesthetic sense may be more intelligent politically since he knows nothing about science.
ii) If scientific education for the general public focuses only on physics, chemistry, etc. ignoring literature and history, it will do little good to the masses. (Para. 9)
9. i) Science means a way of looking at the world, but not simply a body of knowledge. Scientific education ought to mean the implanting of a rational, skeptical, experimental habit of mind and acquiring a method—a method that can be used on any problem that one meets.
ii) The idea that science means a way of looking at the world, and not simply a body of

knowledge, is in practice strongly resisted by the genuine scientists. (Para. 10)

10. i) The author thinks good scientists are those who have some kind of general cultural background, some acquaintance with history or literature or the arts, besides the knowledge in purely science.
- ii) An American magazine tells that a number of British and American physicists refused from the start to do research on the atomic bomb because of their knowledge in history or literature or the arts. (Para. 11)
-

Further work

Discuss with your classmates to answer the following questions.

1. What is the author's definition of "science"?
 2. What is science education? Do you think it is important? Explain.
 3. What are the author's main points of view in this passage? To what extent do you agree with the author? Explain.
-

Writing

Write a passage entitled "Importance of Science Education" in about 200 words.

Text B

For me, scientific knowledge is divided into mathematical sciences, natural sciences or sciences dealing with the natural world (physical and biological sciences), and sciences dealing with mankind (psychology, sociology, all the sciences of cultural achievements, every kind of historical knowledge). A part from these sciences is philosophy, about which we will talk later.

In the first place, all this is pure or theoretical knowledge, sought only for the purpose of understanding, in order to fulfill the need to understand that is intrinsic and consubstantial to man. What distinguishes man from animal is that he knows and needs to know. If man did not know that the world existed, and that the world was of a certain kind, that he was in the world and that he himself was of a certain kind, he wouldn't be man. The technical aspects or applications of knowledge are equally necessary for man and are of the greatest importance, because they also contribute to defining him as man and permit him to pursue a life increasingly more truly human.

But even while enjoying the results of technical progress, he must defend the primacy and autonomy of pure knowledge. Knowledge sought directly for its practical application will have immediate and foreseeable success, but not the kind of important result whose

revolutionary scope is in large part unforeseen, except by the imagination of the Utopians. Let me recall a well-known example. If the Greek mathematicians had not applied themselves to the investigation of conic sections, zealously and without the least suspicion that it might someday be useful, it would not have been possible centuries later to navigate far from shore. The first men to study the nature of electricity could not imagine that their experiments, carried on because of mere intellectual curiosity, would eventually lead to modern electrical technology, without which we can scarcely conceive of contemporary life. Pure knowledge is valuable for its own sake, because the human spirit cannot resign itself to ignorance. But, in addition, it is the foundation for practical results that would not have been reached if this knowledge had not been sought disinterestedly.

Checking comprehension

1. The most important advances made by mankind come from _____.
 - a) technical applications
 - b) apparently useless information
 - c) the natural sciences
 - d) philosophy
2. The author does not include among the sciences the study of _____.
 - a) chemistry
 - b) economics
 - c) literature
 - d) anthropology
3. The author points out that the Greeks who studied conic sections _____.
 - a) were mathematicians
 - b) were interested in navigation
 - c) were unaware of the value of their studies
 - d) worked with electricity
4. The title below that best expresses the ideas of this passage is _____.
 - a) Technical Progress
 - b) A Little Leaning Is a Dangerous Thing
 - c) Man's Distinguishing Characteristics
 - d) Learning for Its Own Sake
5. The practical scientist _____.
 - a) knows the value of what he will discover
 - b) is interested in the unknown
 - c) knows that the world exists
 - d) conceives of contemporary life

Cloze

Directions: Fill in each blank with the best answer.

The next fifty years will be dominated by three scientific changes. The 1 of nuclear energy will provide 2 and cheap source of power for economic development 3, consequently, improve the standard of living. 4 importantly, the use of nuclear power will make it no longer necessary to concentrate industry 5 fuel is plentiful so that industry will become more 6 distributed.

A wider application of 7 will affect the future in two important ways. First, they will 8 man in performing laborious and monotonous 9 tasks, both muscular and highly skilled, and raise the productivity. 10, the combined effect of automations and nuclear power will help to 11 a new social structure based on self-sufficient communities of a human size without pulling our 12 back into the inertia of the village.

Biological advances will continue to 13 to man's understanding of the nature and the dynamics of life. 14 this new knowledge, man will be able to 15 his environment and make revolutionary progress in medicine.

- | | | | |
|----------------------|-----------------|------------------|-------------------|
| 1. a) creation | b) exploitation | c) construction | d) interpretation |
| 2. a) abundant | b) affluent | c) excessive | d) prosperous |
| 3. a) so | b) for | c) but | d) and |
| 4. a) Even | b) How | c) Very | d) More |
| 5. a) which | b) whose | c) where | d) when |
| 6. a) evenly | b) averagely | c) commonly | d) fairly |
| 7. a) specialization | b) automation | c) information | d) communication |
| 8. a) relieve | b) replace | c) lessen | d) diminish |
| 9. a) receptive | b) recurring | c) repetitive | d) redundant |
| 10. a) Therefore | b) However | c) Meanwhile | d) Secondly |
| 11. a) perform | b) conform | c) facilitate | d) create |
| 12. a) globalization | b) civilization | c) modernization | d) socialization |
| 13. a) contribute | b) attribute | c) associate | d) assist |
| 14. a) For | b) On | c) To | d) With |
| 15. a) establish | b) construct | c) remold | d) reconcile |

Translation

Section A: Translate the following into Chinese.

Applied research, undertaken to solve specific practical problems, has an immediate attractiveness because the results can be seen and enjoyed. For practical reasons, the sums spent on applied research in any country always far exceed those for basic research, and the proportions are more unequal in the less developed countries. Leaving aside the funds