

研究生英语系列教材

POSTGRADUATE ENGLISH EXTENSIVE READING

◀ 研究生英语 ▶ 泛读教程

北京市研究生英语教学研究会

主 编 陆佑珊

副主编 王太里 陈美斌

编 者 曹精华 王焱华

任林静 田育英

中国人民大学出版社

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出版说明

1992年11月，国家教委研究生工作办公室颁布了“关于印发《非英语专业研究生英语（第一外语）教学大纲（试行稿）》的通知（以下简称《大纲》）”。这个通知指出，“为了贯彻实施学位条例，保证研究生英语教学质量，提高研究生实际应用英语水平，组织编写了《非英语专业研究生英语（第一外语）教学大纲（试行稿）》。”《大纲》颁布下达以后，从事研究生英语教学工作的教师们一方面感到今后教学工作有了基本法规，可以做到有章可循，但同时又感到美中不足，即缺少一套能全面体现大纲精神的教材，供他们使用，俾能正确贯彻大纲精神，达到大纲要求。

北京市研究生英语教学研究会1987年成立伊始，即制定了北京地区研究生英语教学大纲，为全国编写统一的研究生英语教学大纲做出了自己的贡献。国家教委的《大纲》颁布后，我研究会多数成员要求研究会组织力量，尽快编写出一套完整的研究生英语系列教材，以实际行动促进研究生英语教学改革，贯彻《大纲》精神，不断提高教学质量和研究生实际应用英语的能力。

常务理事会根据大家的意见，成立了《研究生英

语》教材编委会，负责策划、研究、统筹编写工作。编委会下成立了相应的教材编写组，具体编写《精读教程》、《泛读教程》、《听说教程》和《写译教程》。我们希望通过这套系列教材能比较全面地贯彻《大纲》的指导思想，充实研究生英语的教学内容。

在本系列教材编写、出版过程中，我们除得到本研究会理事单位的全力支持外，还得到有关高校研究生院（部）领导的鼓励。特别是中国人民大学出版社的同志为本书的尽早出版做了大量工作，在此我们一并表示衷心的感谢。

由于时间仓促，工作条件和物质条件等诸多限制，本系列教材的缺点和错误在所难免，敬请使用本书的教师和读者指正。

北京市研究生英语
教学研究会

1994 年 4 月

前 言

《研究生英语泛读教程》是北京市研究生英语教学研究會委托北京市有关院校根据《研究生英语教学大纲》(试行稿)所编写的泛读教材,适用于高等院校文、理、工、农、林、医等学科的非英语专业的硕士生、本科高年级生以及相当程度的英语自学者使用。本教程可以与本系列教材的其它教程配套使用,也可以单独使用。

本书以《大纲》为依据,从英、美近年来出版的 30 多种书报杂志、数百篇文章中精选课文 40 篇,内容涉及理工、社科、农林、财经及医药等方面,词汇覆盖面广;选文反映世界范围内的热点问题及诸多领域中最新的科研成果或动态,知识性、趣味性强;每篇课文的长度为 1,000 至 1,500 字,生词量约 1.3%。为便于阅读,编者对部分文章做了少量的删节和更动,可读性强。

为培养学生猜词悟意的能力,提高阅读水平,每篇课文只作了少量的英文注解。书后还附有生词总表,供读者查阅。生词标出音标和词级:*,属《大纲》规定硕士研究生必须掌握;**,属博士生应该掌握;(),属派生词;其余的为▲,便于读者有针对性地记忆单词。

每课配有 10 道阅读理解题,按分析性阅读思路编写,着重增强学生阅读理解能力,答案附在书后。

本书在编写和出版过程中得到北京市研究生英语教学研究会常务理事会、研究生英语系列教材编委会和部分兄弟院校有关教师的大力支持和帮助,外籍教师 Jane Su 和 Stevan Bonz 对课文和阅读理解题做了审阅,中国人民大学出版社的同志们为本书做了认真编审和精心设计,特别是刘令苏同志为本书出版付出了辛勤的劳动,在此向他们致以诚挚的谢意。

书中不当之处,恳请读者批评指正。

编 者

1995 年 3 月

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Lesson One

Life Skills

Jimi Jones

[1] While 9-year-old Andrew Graziano's three-person team attended to a choking victim, 10-year-old Mandy Hefren's group tended a victim suffering from an overdose.

[2] Andrew's team performed the Heimlich maneuver and later did rescue breathing, while Mandy's struggled to keep its patient awake and on his feet.

[3] The scene took place recently in a classroom at Aukamm Elementary School in Wiesbaden, Germany, where fifth-graders practiced lessons learned from soldiers assigned to the 68th Medical Group on Wiesbaden. Soldiers had taught them first aid that concentrated on emergency life-threatening situations.

[4] The first aid course was part of a life skills program, a course sponsored by the school's Parent Teacher Association. Its purpose is to prepare pupils to meet the demands

of a changing society and changing family structures and roles.

[5] "I observed last year...that children were missing the total picture of a concept, the beginning, the middle, and the end," of how school lessons are applied to everyday life, said Janet Hefren, PTA president and program organizer. "They were just getting involved in a little piece of it."

[6] "And I also noticed that they had too much time and too much money," she said, noting that youngsters were purchasing 25-cent bags of popcorn with \$5 and \$10 bills. The money normally comes from allowances that kids might get simply for cleaning their rooms, she said.

[7] A main objective of the life skills program—which is taught during the regular school day—is to teach children to apply what they learn in basic subjects to real-life situations. It teaches the why, she said.

[8] "Everyone has said, 'Why do I have to learn fractions, math, I'll never use it again,'" Hefren said. "Want to double a recipe? You need fractions. You need reading to follow directions." And if children have the "luxury of a checking account, you have to know your math," she said.

[9] **The program** tackles situations ranging from "check writing to changing tires to pet care to cooking and sewing

and peer mediation,” Hefren said. Additionally, it teaches at least two ways of making money and being responsible, she said.

[10] “We teach baby-sitting, which (children) do, whether they’ve been trained or not, after school until mom or dad gets home. We also do pet care, another way of being responsible and during summer they can be making some money,” she said. The course also covers ironing and home care. Each of the teaching units lasts several weeks with specific objectives and definite activities.

[11] During the financial portion of the class, youngsters discover what to do with their money, Hefren said, including balancing checking accounts, writing checks to pay bills and depositing money into savings accounts.

[12] “They have to earn money,” Hefren said. “Their quizzes and homework are their deposits and they make payments from that. They have to put X number of dollars into their savings account every week or month, they have to pay their bills, then they know how much they have to spend. This is life.”

[13] All the specific aspects of the classes are related, she said. “We made puppets which taught them sewing, (and) the puppets will be used as toys for baby-sitting to entertain,” she said. Children can use the things learned in

food, nutrition and cooking when baby-sitting, she said. "They will be able to cook and know how to do it safely."

[14] **Aukamm principal** Minerva McCann said the parent, school, community connection helps the program work well and at the same time meets school requirements.

[15] "Research indicates that one of the major indicators of effective schools is parental and community involvement," McCann said. With the implementation of educational goals for the year 2000, developing programs to prepare pupils to meet the challenges of the future becomes "a priority", she said.

[16] "This life skills program was part of an answer to teach competency in social skills and (teach children to) become productive members of our society. The program is also in line with our school mission," she said, which basically calls for parental involvement and for kids to be productive people.

[17] Parents originally were concerned that the course might take away too much time from academics, McCann said, but because the program has been incorporated into the regular curriculum, the school staff, parents and kids "were able to buy into it", McCann said. "The students love it. It is one of the highlights of the week."

[18] Community members provide much of the support

needed for training, usually conducting a unit on a particular subject, school officials said.

[19] “I’ve had 100 percent cooperation from the community,” Hefren said, saving her from teaching every class and adding variety for pupils through guest speakers. For example, she said military police will visit and allow kids to “get the feel of handcuffs”, and the American Arms restaurant staff will teach things like table setting, serving and table manners. “It’s hands-on, real life, all the way,” she said.

[20] McCann said the school is fortunate to have the 68th Medical Group as its support unit, a unit that wanted to “do more than move furniture,” she said.

[21] “In times of drawdown, offers like this are most unusual,” McCann said. “We need the military more now because of the drawdown and the lack of other services. It’s difficult to get support because they don’t have the people,” she said.

[22] But the commander of the group, Col. Peter Cramblet, “was eager to provide all types of medical support,” she said. “The bottom line is that they see the school as a priority.”

[23] The classroom scene, which was followed by a look at the ambulance, was the wrap-up to the first aid course