

# 研究生 实用英语教程

Contemporary Practical English Course  
for Non-English Major  
Graduate Students

周红红  
贾鹰  
王忠智

主编

学生用书 下



北京大学出版社  
PEKING UNIVERSITY PRESS

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电子邮箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)

# 前言

## P R E F A C E

随着当前大、中、小学英语教学改革一条龙的逐步实现以及非英语专业研究生入校时水平的日益提高,其教学目标已由 General English 逐渐向 Practical English 方向过渡,即更加注重英语教学的实用性和技能性培养。为了顺应这一变化,同时也为了与大学英语教学改革顺利接轨,特别编写了《研究生实用英语教程》(Contemporary Practical English Course for Non-English Major Graduate Students)。该教程是以国家教育部审定批准的非英语专业研究生英语教学大纲为依据,结合当前大学英语教学改革现状与非英语专业研究生的特殊需求以及社会对非英语专业研究生的实际需要编写而成。

《研究生实用英语教程》共由两个分册构成。上册的教学内容侧重学业与职业技能培养,下册的教学内容侧重生活和社交方面技能培养。教材使用者可以根据自己的实际需要选择使用。

本教程的设计吸收了我国长期研究生英语教学和教材编写中积累的丰富经验,同时还采纳了国外的先进教学理论和方法,在继承中有所创新和突破。

本教程的选材特点是注重知识性、实用性和技能性,旨在使学生通过语言知识和信息知识的获取来培养他们的语言实际应用能力、主动获取信息能力、创新性思维能力、准确的判断能力和较强的思辨能力。

本教程每册共含有 8 个单元,每个单元由 7 个部分组成,分别为 General Information, Listening and Practice, Text, Further Reading Practice, Writing Skills and Practice, English Seminar 以及 Additional Words and Expressions。

“General Information”部分主要引介与主题有关的知识信息概况,旨在让学生对有关教学主题内容有个大致了解,使其知其然,也知其所以然,以便为此后各项教学任务的顺利进行打下基础。该部分的教学要求是以学生自学为主,教师课堂检查为辅。

“Listening and Practice”由两个部分组成:短文听力练习和对话练习。该练习严格结合各单元教学内容,旨在培养学生的听力理解能力。该部分除了配有听力录音外,还辅以文稿和相关的听力练习等。该部分的教学要求是教师课堂上指导,辅以学生课后自学。

“Text”部分的教学要求是学生借助教学光盘在课前进行预习与教师在课堂上给予指导,通过共同努力达到领会、理解和掌握教学内容的目的。

“Further Reading Practice”部分共由3篇文章构成。其中第1、2篇为必读文章;第3篇,即Extra Reading是为学有余力的学生配备的。所涉及的内容与单元主题相辅相成,目的是扩充学生有关方面的知识面以及通过语言和语用的复现,提高学生的语用能力,同时也为“Seminar”练习提供知识信息和语料。该部分教学内容要求学生借助教学光盘以自学为主。

“Writing Skills and Practice”的特点是以应用文为主,结合单元课程的主题教学内容特点配加的。该部分共由两个内容构成:写作知识和写作练习,目的是让学生通过对有关写作知识的了解和练习,掌握有关写作技能,培养写作能力。

“English Seminar”部分由两三个相关论题构成,供学生任选练习,旨在来提高学生提出问题、分析问题与解决问题的能力,以及语言的的实际应用能力与表达应变能力,以及通过专题讨论和评判来巩固学生已学的知识与技能。该教学部分虽然被安排在单元课程的后部,但却应视作单元课程的重点教学内容之一,因为该项练习体现了相关单元知识的综合应用和能力的培养。

“Additional Words and Expressions”为附加相关表达词语,也是相关主题表达词语的扩充,旨在为学生做“Seminar”练习时提供语料帮助,使学生能够借助有关语料,准确地表达自己的观点或看法。

由于各校为非英语专业研究生所配给的课时量不同,使用教材时,可根据各自实际情况选用感兴趣的单元课程或相关练习。

由于成书时间仓促,加之水平所限,书中纰漏在所难免。诚望专家学者和广大的教材使用者不吝赐教,以求完善。在此谨表由衷谢忱。

考虑到学生的经济承受力,我们将听力内容制成光盘,因为光盘远比磁带价廉物美,且更具优越性。

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# Unit One

## Cultural Differences



I was early taught to regard Germany as a very serious place because I was a little Irish Protestant and knew that Martin Luther was a German. I therefore concluded that all Germans went to heaven, an opinion which I no longer hold with any conviction.

—George Bernard Shaw (1856—1950)

*British playwright*

*“What I Owe to German Culture”*

### Part 1 General Information about Culture



**Directions:** Read the following passage for general information about culture and then answer the following questions.

Culture is a distinctly human means of adapting to circumstances and transmitting this coping skill and knowledge to subsequent generations. Culture gives people a sense of who they are, of belonging, of how they should behave, and of what they should be doing. Culture impacts behavior, morale, and productivity at work, and includes values and patterns that influence company attitudes and actions.

Culture is often considered the driving force behind human behavior everywhere. The concept has become the context to explain politics, economics, progress and failures.

Prior to entering a new market, forming a partnership or buying a company, organizations spend time and money on “due diligence.” The accuracy and sophistication of the financial market, the product, and other aspects of this business endeavor are essential in the decision-making, and are often key determinants of eventual success. What is forgotten or minimized in both the business and politics is “cultural due diligence”.

The following five are within the ten categories, which are a means for understanding either a macro-culture or a micro-culture and can be useful for studying

any group of people, whether they live in the rural South of the United States or the bustling city of Hong Kong.

## I. Sense of Self and Space

The comfort one with self can be expressed differently by culture. Self-identity and appreciation can be manifested by humble bearing in one culture and by macho behavior in another. Independence and creativity are countered in other cultures by group cooperation and conformity. Americans have a sense of space that requires more distance between individuals, while Latins and Vietnamese will stand closer together. Some cultures are very structured and formal, while others are more flexible and informal. Some cultures are very closed and precisely determine an individual's place, while others are more open and changing. Each culture validates self in a unique way.

## II. Communication and Language

The communication system, verbal and nonverbal, distinguishes one group from another. Apart from the multitude of "foreign" languages, some nations have fifteen or more major spoken languages (within one language group, there are dialects, accents, slang, jargon, and other such variations). Furthermore, the meanings given to gestures, for example, often differ by culture. So, while the body language may be universal, its manifestation differs by locality. Subcultures, such as the military, have terminology and signals that cut across national boundaries.

## III. Dress and Appearance

This includes the outward garments and adornments, or lack thereof, as well as body decorations that tend to be culturally distinctive. We are aware of the Japanese kimono, the African headdress, the Englishman's bowler and umbrella, the Polynesian sarong and the Native American headband. Some tribes smear their faces for battle, while some women use cosmetics to manifest beauty. Many subcultures wear distinctive clothing: the formal look of business, the jeans worn by youth throughout the world, and uniforms that segregate everyone from students to police. In the military microculture, customs and regulations determine the dress of the day, length of hair, and equipment to be worn.

## IV. Food and Feeding Habits

The manner in which food is selected, prepared, presented, and eaten often differs by culture. One man's pet is another person's delicacy. Take it for example, Americans love beef, yet it is forbidden to Hindus, while the forbidden food in Muslim and Jewish culture is normally pork, eaten extensively by the Chinese and others. Many restaurants cater to diverse diets and offer "national" dishes to meet varying cultural tastes. Feeding

habits also differ, ranging from hands and chopsticks to full sets of cutlery. Even when cultures use a utensil such as a fork, one can distinguish a European from an American by which hand holds the implement. Subcultures, too, can be analyzed from this perspective, such as the executive's dining room, the soldier's mess hall, the worker's hero or submarine sandwich, the ladies' tea room, and the vegetarian's restaurant.

## V. Time and Time Consciousness

Sense of time differs by culture: some are exact and others are relative. Generally, Germans are precise about the clock, while many Latins are more casual. In some cultures, promptness is determined by age or status. Thus, in some countries, subordinates are expected on time at staff meetings, but the boss is the last to arrive. Some subcultures, like the military, have their own time system of twenty-four hours—1 p.m. civilian time becomes 1300 hours in military time. In such cultures, promptness is rewarded, and in battles, the watches are synchronized. Yet, there are people in some other cultures who do not bother with hours or minutes, but manage their days by sunrise and sunset.

Time, in the sense of seasons of the year, varies by culture. Some areas of the world think in terms of winter, spring, summer, and fall; but for others, the more meaningful designations may be rainy or dry seasons. In the United States, for example, the East and Midwest may be very conscious of the four seasons, while those in the West or Southwest tend to ignore such designation—they are more concerned with rainy months and mud slides or dry months and forest fires.

Many industries operate on a round-the-clock schedule. This is the concern of chronobiologists, who specialize in research on the body's internal clock by analysis of body temperature, chemical composition of blood serum and urine, sleepiness and peak periods of feeling good. Drastic changes in time, such as can be brought on by shift work, can undermine both performance and personal life, leading to serious accidents on the job.

These five general classifications are a basic model for assessing a particular culture. It does not include every aspect of culture, nor is it the only way to analyze culture. The categories are a beginning means of cultural understanding as one travels and visits different cultures. There are, of course, other categories: relationships, values and norms, beliefs and attitudes, mental process and learning and work habits and practices. All aspects of cultures are interrelated, and to change one part is to change the whole. Culture is a complex system of interrelated parts that must be understood holistically.

## Questions

- (1) What is culture? Is there only one culture in a group?
- (2) How do Americans generally differ from Latin people in the sense of space?

- (3) What dresses will probably remind you of an Englishman, a Japanese and a Native American?
- (4) Show one example of "One man's pet is another person's delicacy."
- (5) How does time consciousness differ in different countries? Give some examples.
- (6) How does the time system in the army differ from the civilian time?
- (7) Do those categories listed in the passage include all the aspects of culture? Why or why not?
- (8) Can you give an example of "all aspects of cultures are interrelated, and to change one part is to change the whole?"

## Part 2 Listening and Practice



### Exercise 1 Dialogue Listening

#### Thanksgiving Parade and Dinner

sleepyhead <i>n.</i> 贪睡虫	float <i>n.</i> 花车	yawn <i>v.</i> 打哈欠
asparagus <i>n.</i> 芦笋	cranberry sauce 小红莓酱	candied yam 糖煮番薯
marshmallow <i>n.</i> 软糖	glaze <i>n.</i> (浇在食物上使成光泽的)糖汁	
clove <i>n.</i> 丁香	deviled egg 粘了芥末的蛋	baste <i>v.</i> 涂抹肉汁

#### Step 1 Blank Filling



**Directions:** Listen to the dialogue carefully and fill in the blanks with the information you have just heard.

1. The sun's \_\_\_\_\_!
2. Can't \_\_\_\_\_ on TV?
3. This parade is about 80 years old. It's \_\_\_\_\_.
4. Speaking of Holly, \_\_\_\_\_?
5. The turkey's stuffed and \_\_\_\_\_.
6. It all looks delicious, Holly. \_\_\_\_\_?

#### Step 2 Listening for Summary



**Directions:** Listen to the dialogue again and then summarize it in a few words based on the information you have just heard.



## Exercise 2 Passage Listening



### Passage 1

#### Judaism

Judaism 犹太教	descendant 后代,后裔	exile 放逐
sacred 神圣的	Moses 摩西	prophet 先知
Torah 律法,旧约首五卷	Ten Commandments 十戒	
Messiah 弥赛亚(犹太人盼望的复国救主)		
biblical 圣经的	ethics 道德规范	Orthodox 正统的
covenant 契约,盟约	Diaspora 犹太人的离散	Conservative 保守的

#### Step 1 Multiple Choice



**Directions:** Listen to the passage carefully and choose the best answer to each of the following questions.

- Judaism deeply influenced \_\_\_\_\_.
  - Hinduism and Christianity
  - Christianity and Islamism
  - Islamism and Buddhism
  - Hinduism and Buddhism
- About the *Bible*, which of the following statement is NOT true?
  - It is the sacred book of Judaism.
  - Christians refer to the Jewish *Bible* as the *Old Testament*.
  - It is a collection of many books.
  - It is based on the belief in three gods.
- The first five books are named \_\_\_\_\_.
  - Old Testament
  - New Testament

- ## Step 2 True or False



(1) \_\_\_\_\_ Judaism, Christianity and Islam all began in the Middle East.



- (2) \_\_\_\_\_ The first four books of the Bible are especially sacred to Jews.
- (3) \_\_\_\_\_ In the 1600s, the Jews were living as slaves in Egypt.
- (4) \_\_\_\_\_ The Ten Commandments was a message from God to Moses.
- (5) \_\_\_\_\_ The Jews ruled a kingdom off and on for 16 centuries.
- (6) \_\_\_\_\_ The Diaspora has continued for 2,500 years.
- (7) \_\_\_\_\_ Some Jews believe that God will send a prophet or Messiah to Earth one day. The world will then end and all the people who ever lived will face God's final judgment.
- (8) \_\_\_\_\_ The Conservative Jews today keep strictly to the ancient ways stated in Jewish sacred texts and Jewish law.



### Passage 2

## Forbes Magazine Lists World's Wealthiest People

fathom 看透

refurbish 刷新

inmate 同室者, 居民

retail 零售

tycoon 巨头

forgery 伪造

charity 慈善

stunning 足以让人晕倒的

embattled 被围困的

### Step 1 Spot Dictation



**Directions:** In this part, you will hear a passage three times. The first reading is for you to get a general idea about it. The second reading is for you to write down the missing words or phrases you have just heard in corresponding spaces. And the third reading is for you to check.

It's a Who's Who of who earned the most, and how much they are worth that is almost too much to fathom. Forbes Associate Editor Luisa Kroll says she was surprised by the number of (1) \_\_\_\_\_ on the list.

Luisa Kroll: (2) \_\_\_\_\_, a guy who is only 35 years old, Wong Kwong Yu, who made his fortune in appliance retailing, obviously (3) \_\_\_\_\_.

A growing number of urban Chinese who've made their fortunes in business are dressed for success these days. If they want to refurbish their apartments, (4) \_\_\_\_\_, American home decorating expert Martha Stewart, who made money even while she was spending five months in a federal prison for insider stock trading.

Peter Newcomb (senior editor of Forbes): While in prison, she saw her net worth almost triple, so she went into prison worth about \$350 million. She emerged as a

billionaire. (5) \_\_\_\_\_.

At the top of the Forbes list for the 11th straight year: Microsoft founder Bill Gates. He's worth more than (6) \_\_\_\_\_ and (7) \_\_\_\_\_. Coming in second is the American investor Warren Buffet. Third on the list is Indian steel tycoon Lakshmi Mittal, shown last year at the wedding in France of his daughter.

(8) \_\_\_\_\_ for Ingvar Kamrad, the founder of Ikea, the Swedish discount furniture chain. Bargain shopping puts the chairman of Wal-Mart, S. Robson Walton, among the top ten billionaires. Four other Waltons are right behind him. The five Walton family members are worth more than \$ 90 billion.

(9) \_\_\_\_\_. The total net worth of their holdings: a stunning \$ 2.2 trillion. It is a good year to be in Internet technology, if your names are Sergey Brin and Larry Page, the two young founders of Google.

While Martha Stewart made a profit from her cell, another wealthy inmate is one of this year's biggest losers. Russia's embattled head of Yukos Oil, Mikhail Khodorkovsky, went to jail on charges of fraud and forgery and saw his fortune plunge.

Mr. Khodorkovsky can't be blamed if he's caught quoting the late Russian born-American singer Sophie Tucker: "(10) \_\_\_\_\_," she said, "and believe me, being rich is better."

## Step 2 Topic Discussion



**Directions:** Listen to the passage again and then form in small groups of four or five to discuss the topics given below.

1. What do you think of the Forbes Billionaires? If you were a billionaire, would you be willing to have your name publicized in the list?
2. "A growing number of urban Chinese who've made their fortunes in business are dressed for success these days." What do you think about the fact? Does it mean that these Chinese are westernized?
3. If you were a billionaire, would you put some of your money in charity? If your answer is positive, what charity will you most probably put the money in? Why?
4. What do you think of Sophie Tucker's comment?

## Part 3 Text

### Bridge the Culture Gap—Enjoy Success Working Overseas

A client rang me out of the blue. Could I fly to Munich and solve a major crisis? I agreed, but after hearing a brief account of what had happened, I was not optimistic I could provide a solution. I was concerned that anything I could do would now be too little, too late.

Eighteen months earlier, two famous international companies—one Japanese, the other German—had signed a joint venture agreement to develop, produce and launch a product that had the potential to capture a whole new market. The joint venture would combine the marketing skills of one company with the technology and design skills of the other (my client).

To the board members of both companies, it must have seemed the perfect business marriage. Within weeks of the deal being signed, a group of Japanese design engineers were sent to work alongside a German team of similar size and expertise at the German company's plant in Bavaria. The energy and enthusiasm surrounding the deal were infectious.

But within a few days of their arrival, the Japanese engineers were in a state of shock. They found their German collaborators to be rude, inconsiderate and lazy. The Germans interrupted during meetings and presentations, and showed no interest in reaching consensus through the numerous après-meeting meetings, or very small group meetings, that are an integral part of Japanese business culture. The Japanese were intensely uncomfortable with the German way of arguing everything out in front of everybody; for the Japanese, the potential for loss of face was just too big. They also disliked what they saw as the Germans' willingness to go home even when tasks were unfinished.

As for the Germans, they were equally unhappy with the Japanese, many of whom seemed unable to speak English, the supposed common language of the team. The Germans complained that even those who could speak it did not state their opinions clearly and frankly. By the time I was called in, the two sides were hardly speaking to each other. They each expressed opinions about the other to me which can only be described as racist. Communication had broken down completely. I did what I could, but it was too late. The team was disbanded a few months later. The cost to the two companies amounted to tens of millions of dollars, according to one inside source.

So what had gone wrong? How should the two companies have handled the situation?