

提高

高等学校 总主编：何莲珍 石 坚
研究生英语 系列教材



综合教程 上

INTEGRATED COURSE

主编：熊海虹



含MP3光盘一张

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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出版说明

随着本世纪初开始的大学英语教学改革持续深入，大学英语教学水平及大学生的英语综合应用能力在不断提高。与之相应的研究生英语教学也面临着新的形势和要求。有针对性地培养和提高研究生的英语应用能力，特别是提高其在本专业及相关专业领域的英语口语和书面交流能力，并为进一步学习和研究打好基础，成为研究生英语教学的一个重要任务。

据了解，目前国内许多高校的研究生英语教学仍基本沿用本科的英语教学模式。教学目标以提高学生基本语言技能为主，教材也多选用本科高年级的教材，或虽使用一些研究生英语教材，但在教学内容与教学目标上与本科教学并没有本质区别。与此同时，也有越来越多的院校开始尝试新的研究生英语教学模式。为研究和探索研究生英语教学的特点和要求，我们近年来对北京大学、清华大学、四川大学、浙江大学、山东大学、北京理工大学、南开大学、中国科学技术大学、南京大学、中山大学、哈尔滨理工大学、西北工业大学、华中科技大学等国内数十所院校进行了调研，对研究生英语教学的现状、存在的问题及今后的发展趋势进行了分析，在此基础上，组织国内英语教学专家及一线教师开发了“高等学校研究生英语系列教材”。

为体现不同阶段、不同层次的教学要求，本套教材由提高系列与拓展系列两个主要部分构成：提高系列着重在本科阶段英语学习的基础上进一步巩固语言知识，提高语言技能；拓展系列则根据研究生专业学习和研究的特点和需要，着重拓展其学术视野，培养学术研究能力。为便于各高校针对本校需要进行选择，本套教材包含语言技能、语言应用、语言文化、专业英语等方面的不同教程，还将根据研究生英语教学的发展适时补充新的教程。

本套教材既考虑当前研究生英语教学的实际情况，又适应研究生英语教学的改革趋势。各教程在内容和形式上都有所创新，突出实用性和专业性，还配有丰富的多媒体资源，可满足不同层次、不同模式研究生英语教学的需要。但由于研究生入学时英语水平参差不齐，各院校教学情况比较复杂，在课程设置、课时安排及考核方式等方面均存在较大差异，教材难免众口难调。我们在尽量提供多种选择和配套资源的同时，也希望使用本套教材的院校及时将使用意见反馈给我们，以便我们不断修订、补充、完善。

外语教学与研究出版社

2008年4月

前言

《研究生英语综合教程》(以下简称《综合教程》)为“高等学校研究生英语提高系列教材”之一,依据《非英语专业研究生英语教学大纲》的要求,基于广泛而深入的调研,充分考虑与大学本科阶段的衔接,根据研究生英语教学特点进行设计和编写,旨在通过说、读、写、译等技能的综合训练,提高研究生阅读、翻译和写作的能力。《综合教程》包含上、下两册,内容难度和学习重点有所不同,可用于研究生阶段两个学期的英语教学,也可由教师根据学生的实际水平选择使用。

《综合教程》每册包含10个单元,每单元的说、读、写、译活动围绕一个特定主题展开。这样的设计有助于增强学生在语篇层次上的说、读、写、译能力,提高他们对所读材料的分析判断和归纳总结能力,以及用英语就某一话题表达观点的能力。《综合教程》遵循“读写结合,以读写促说”的原则,保证教学过程中语言输入丰富准确,输出活动形式多样,有效提高学生的语言理解与表达能力。本教程的课堂教学活动经过精心设计,使学生在理解课文的基础上能用目标语表达对主题的理解,并能进一步就主题进行讨论。

《综合教程》课文选用了真实的语言素材,让学生接触真实环境下的英语。在阅读文章前,教材设计了以任务为中心、生动有趣的口语热身活动。在阅读文章后,设计了阅读理解练习以及基于文章理解的思考讨论题。教师用书中提供了口语活动的操作指导、语言提示,以及一些备用的课堂口语活动和讨论话题,这不仅方便了教师的教学,而且能够满足不同程度学生的需求,使尽可能多的学生参与到讨论活动中。

一、教材结构

《综合教程》分上、下两册,每册10单元,各单元结构如下:

1. Starting Out

本部分是热身活动,教材提供了与单元主题相关的两至三个口语活动,为其后的阅读理解和讨论做铺垫。教师可根据课堂实际情况选用。

2. Reading

本部分旨在培养学生篇章理解以及获取特定信息的能力,使学生能正确理解所读内容的主旨及作者的思想。该部分由 Reading Focus 和 Reading More 两篇阅读文章构成。Reading Focus 是每个单元的主课文,与单元主题紧密联系;Reading More 是对主题的拓展,既可以作为课内阅读材料也可作为学生课下自学材料。每篇文章后都有词汇表、课文注释、阅读理解题、思考讨论题和词汇练习题。词汇表对积极词汇讲解细致,并提供例句。课文注释不仅对难句作了解析,而且对相关文化点作简要介绍,使学生对课文有较深入的理解。

阅读理解练习(Text Exploration)包括对文章整体结构以及文章难句的理解,这部分练习旨在让学生在理解文章的基础上,自行归纳出文章的结构和大意,并理解一些难句或有隐含意义的句子。

讨论题(Critical Thinking)有层次上的变化,既有对文章主题或难句难点的讨论,又有结合学生实际的话题讨论。针对研究生思维活跃、思想有深度的特点,讨论题为学生阐述自己的观点提供了大量机会。

词汇练习(Vocabulary in Action)形式丰富,主要是让学生多角度地去掌握词汇,在语境中探悉词法,复习巩固已知词汇,了解新用法,以求扩大词汇量,提高阅读和写作能力。

建议教师在课堂上组织学生做阅读理解练习和思考讨论题,词汇练习可以让学生在课下完成,在课上选择一些难点进行讲解。

3. Practical Translation

本部分主要介绍并讲解本单元课文中出现的语言现象及其英汉翻译方法,并辅以例句说明,所用例句部分出自本单元的课文。讲解后配有相应的翻译练习,可安排学生课下完成。

4. Focused Writing

本部分系统地讲解了研究生阶段经常接触到的文体,从语言特点、写作技巧、组织结构等方面给予指导并提供写作范例。每单元都配有写作练习,教师可以从学生习作中选择一至两篇优秀作文或存在典型问题的作文在课堂上进行评析,以往的经验表明这样的做法非常受学生的欢迎。

5. Final Project

本部分要求学生综合运用本单元所学语言文化知识和语言技能,完成一项实践任务,并通过完成实践活动来强化学习效果。教材还为学生提供了语言方面的帮助,如一些可能会用到的词汇和表达。

二、教材特色

1. 脉络清晰, 操作便捷

每单元遵循三大主线, 分别侧重提高研究生的阅读、翻译和写作能力。每单元的读、写、译活动围绕一个特定主题展开, 其内容既相互关联, 又具有一定的独立性, 方便教授和学习。

2. 选材丰富, 启发思维

教材以单元主题展开, 两册共包含 20 个主题, 涵盖社会经济、科学技术、人文艺术等各类话题。教程在选材上不仅注重语言的规范性和真实性, 还注重内容的趣味性和启发性; 题材以反映现实生活为主, 立意深刻, 适合研究生的阅历; 体裁力求多样化, 包括叙事、论述、报道、演讲和短篇小说等。大部分素材选自英美国家近期出版物, 内容新颖、语言地道, 从多方面反映英语文化的内涵。

3. 循序渐进, 注重实用

写作部分突出实用性, 从一般文体写作到实用文体写作, 所讲内容与研究生工作和科研、毕业答辩、求职应聘息息相关, 帮助研究生应对学习和实际工作中常见的实用性写作任务。

4. 练习精当, 强调互动

教材尽可能采用多种有效的阅读理解和词汇练习形式, 主观题和客观题相结合, 阅读理解和讨论表达相结合。教材充分考虑到研究生理解力强、社会经验丰富、具有独立判断力、但英语水平可能有所下降的特点, 讨论话题设计得较为深刻, 并提供了必要的语言帮助, 以便使讨论能够顺利进行。

三、教学建议

现代英语教学, 尤其是研究生阶段的英语教学, 提倡自主学习与有指导的学习相结合。教学过程不再只是灌输知识的过程, 而需要学生主动参与和积极探索, 在这一过程中教师应作为组织者、指导者、讲解员和评论员, 充分发挥组织和指导的作用。除了根据教师用书中的提示来组织教学外, 教师还需根据学生的实际情况, 提供相应的引导和示范, 激发学生的学习兴趣, 引导他们积极思考问题, 并及时总结和适当点评学生在学习过程中的进步和不足。

四、编写团队

“高等学校研究生英语系列教材”由何莲珍与石坚任总主编，其中《综合教程》由浙江大学负责编写，编者均为在英语教学及教材编写方面有丰富经验的教师。上册主编为熊海虹，编写人员为熊海虹、方富民、方小燕、李淑敏、徐慧芳和徐沁。本书经外籍专家 Sue Kay, Maxine Huffman 和 Donald Huffman 审稿，外研社的编辑在出版过程中也对本书结构和内容提出了许多有价值的建议，浙大外语学院的方凡老师在编写前期做了大量的建设性工作，在此谨向他们表示衷心的感谢。

在本书编写过程中，我们参阅了大量国外原版书籍和期刊，并从互联网上选取了部分文字材料。由于篇幅所限，在此不再一一列出，谨向有关出版社及作者表示深深谢意。

编者
2009年4月

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综合教程

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Unit 1

Planning Your Future Career



**WE ARE THE
CHAMPION!**

STARTING OUT

Task 1

☞ It is not unusual for university graduates with Doctoral or Master's Degrees to set up their own businesses right after graduation. They choose to be self-employed rather than to work for others. Work together with your partner and fill in the following table with the attributes that you think will make a good employer and a good employee.

A good employee	Common to both	A good employer

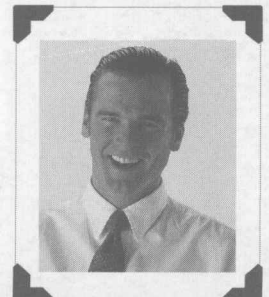
☞ Choose the most important three attributes for people in each role, and give your reasons.

☞ Based on your work done in the previous two steps, tell each other what you would like to be after graduation, an employer or an employee? Give reasons for your choice.

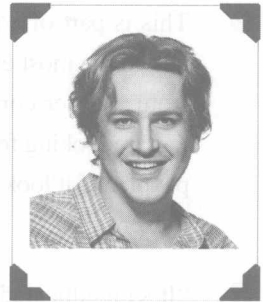
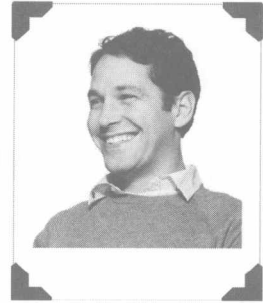
Task 2

Despite the fact that job-hopping is commonplace in today's society, it remains controversial: Some people hold that job-hopping benefits employees because it is a way to maintain passion for work, to increase the size of one's professional network and to retain a steep learning curve. Others look negatively on frequent job-hopping, because it can conjure up images that one may be unstable, disloyal, unreliable, incompetent or a potential troublemaker. Read the following four cases of job-hopping and judge whether they are beneficial or disadvantageous to the persons concerned.

1. Mark has been doing quite well in his advertising career. He wrote a great SuperBowl ad, then six months later went to Nike and launched a new shoe that was a success. A year later he moved to Google and rebranded some of their software which increased its user base by 50%. Now, he is in charge of a division but is thinking of making another change due to personality conflicts with his supervisor. But, he's worried that too many changes of job may put him at a disadvantage in the job market.



2. Tim is 25. He graduated from a business school of a little-known state university located in the US Midwest. For the last two years, he has been working as an assistant accountant in a New York bank. The job involves only simple routine tasks, but the pay is quite good. Two of his four colleagues with work experience similar to his were promoted to higher posts last month. Tim doesn't care. He's grateful for the position he has and never thinks of job-hopping. He claims that a stable job with stable pay is all that he wants.
3. Carol is a promising lawyer aged 30. She's been working in a big law firm for the last 22 months. Recently, along with many of her workmates, she finds herself affected by the "two-year itch". She's eager to work in a smaller firm with less pressure than in her present working environment. The head of her firm has hinted at a 15% increase in salary and the prospect of promotion if she chooses to stay, but she's intent on leaving. The new employer has promised her an even higher salary and a position as a department supervisor.
4. David is a 26-year-old university graduate. In the last four years he has tried five different jobs. Being a political science major, he started his career in a government office as a junior clerk. He found the culture in a government office incompatible with his personality and quit. In the following years, he worked as a newspaper correspondent, a TV program host, and a stock dealer. But he hasn't enjoyed these jobs. Now he is at a loss for what to do with his present job as a salesman in an investment bank. The work is totally inflexible and he is driven at all hours of the day and night by the clients. Another job change may be difficult. People may question his integrity and loyalty.



Task 3

Read the following two pieces of parental advice and discuss with your partner which one you would follow.

1. Whatever you decide to do with your life, make sure it's something practical. You will want to be able to make a good living for yourself and your family.
2. We don't care what you set out to study; just make sure it's something you enjoy.

READING FOCUS

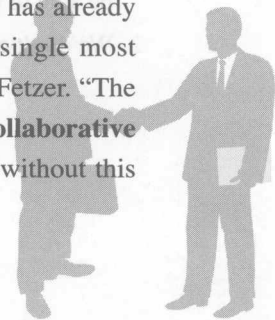
TRAITS OF THE KEY PLAYERS

David G. Jensen¹

- 1 What exactly is a key player? A “Key Player” is a phrase that I’ve heard about from employers during just about every search I’ve conducted. I asked a client—a hiring manager involved in a recent search—to define it for me. “Every company has a handful of staff in a given area of **expertise** that you can count on to get the job done. On my team of seven process engineers² and biologists, I’ve got two or three whom I just couldn’t live without,” he said. “Key players are essential to my organization. And when we hire your company to recruit for us, we expect that you’ll be going into other companies and finding just that: the staff that another manager will not want to see leave. We recruit *only* key players.”
- 2 This is part of a **pep talk** intended to send **headhunters** into competitor’s companies to talk to the most experienced staff about making a change. They want to hire a “key player” from another company. Every company also hires from the ranks of **newbies**, and what they’re looking for is exactly the same. “We hold them up to the standards we see in our top people.³ If it looks like they have these same traits, we’ll **place a bet** on them.” It’s just a bit riskier.
- 3 “It’s an educated guess,” says my hiring manager client. Your job as a future employee is to help the hiring manager **mitigate** that risk. You need to help them identify you as a **prospective** “key player”.

4 Trait 1: The selfless collaborator

John Fetzer, career consultant⁴ and chemist, first suggested this trait, which has already been written about a great deal. It deserves repeating because it is the single most public⁵ difference between **academia** and industry. “It’s **teamwork**,” says Fetzer. “The business environment is less lone-wolf and competitive, so signs of being **collaborative** and selfless **stand out**. You just can’t succeed in an industry environment without this **mindset**.”



5 Many postdocs and grad⁶ students have a tough time showing that they can make this **transition** because so much of their life has involved playing the independent-researcher role and **outshining** other young stars. You can make yourself more attractive to companies by working together with scientists from other laboratories and disciplines **in pursuit of** a common goal—and documenting the results⁷ on your résumé. This approach, combined with a liberal use of the pronoun “we” and not just “I” when describing your accomplishments, can change the company’s **perception** of you from a **lone wolf** to a selfless collaborator.⁸ Better still, develop a reputation inside your lab and with people your lab collaborates with as a person who **fosters** and initiates collaborations—and make sure this quality gets mentioned by those who will take those reference phone calls⁹.

6 Trait 2: A sense of urgency

Don Haut is a frequent **contributor** to the aaas.sciencecareers.org discussion forum. He is a former scientist who transitioned to industry many years ago and then on to a senior management position. Haut heads strategy and business development for a division of 3M with more than \$2.4 billion in annual revenues. He is among those who value a sense of urgency.



7 “Business happens 24/7/365¹⁰, which means that competition happens 24/7/365, as well,” says Haut. “One way that companies win is by getting ‘there’¹¹ faster, which means that you not only have to **mobilize** all of the functions that support a business to move quickly, but you have to know how to decide where ‘there’ is! This creates a requirement not only for people who can act quickly, but for those who can think fast and have the courage to **act on their convictions**. This requirement needs to run throughout an organization and is not exclusive to management.”

8 Trait 3: Risk tolerance

Being OK with risk is something that industry demands. “A candidate needs to have demonstrated the ability to make decisions with imperfect or incomplete information. He or she must be able to embrace **ambiguity** and **stick his or her neck out** to drive to a conclusion,” wrote one of my clients in a job description.

- 9 Haut agrees. “Business success is often defined by comfort with ambiguity and risk—personal, organizational, and financial. This creates a disconnect for many scientists because success in academia is really more about careful, **studied** research. Further, great science is often defined by how one gets to the answer as much as by the answer itself, so scientists often fall in love with the process. In a business, you need to understand the process, but you end up falling in love with the answer and then take a risk based on what you think that answer means to your business. **Putting your neck on the line** like this is a skill set that all employers look for in their best people.”
- 10 Another important piece of risk tolerance is a candidate’s degree of comfort with failure. Failure is important because it shows that you were not afraid to take chances. So companies consistently look for candidates who can be wrong and admit it. Everyone knows how to talk about successes—or they should if they’re in a job search—but far fewer people are comfortable talking about failures, and fewer still know how to bring lessons and advantages back from the **brink**. “For my organization, a candidate needs to have comfort discussing his or her failures, and he or she needs to have real failures, not something **made up** for interview day. If not, that person has not taken enough risk.” says Haut.

11 **Trait 4: Strength in interpersonal relationships**

- Rick Leach is in business development for deCODE Genetics. Leach made the transition to industry recently, on the business side of things¹². I asked him about this key trait because in his new business role, interpersonal abilities make the difference between success and failure. “Scientists spend their lives accumulating knowledge and developing technical **acumen**,” he says, “but working for a business requires something else entirely—people skills. The scientist who is transitioning into the business world must **prioritize** his or her relationship assets above their technical assets. To suddenly be valued and measured by your mastery of human relationships can be a very **scary** proposition for a person who has been valued and measured only by his mastery of things,” says Rick.
- 12 It would be a mistake, however, to assume that strong people skills are required only for business people like Leach. Indeed, the key players I’ve met who work at the bench in industry have succeeded in great measure because they’ve been able to work with a broad variety of personalities, up and down the organization.¹³

Proper Names

David G. Jensen /'dɛvɪd dʒi: 'dʒɛnsən/ 大卫·G. 詹森

Don Haut /'dɒn 'həʊt/ 唐·豪特

John Fetzer /'dʒɒn 'feɪzə(r)/ 约翰·费策尔

Rick Leach /'rɪk 'li:tʃ/ 瑞克·李奇

New Words

academia /ækə'di:mɪə/ *n.* the area of activity and work connected with education in universities and colleges 学术界

acumen /ə'kjʊ:mən/ *n.* the ability to think quickly and make good judgments 敏锐, 聪明

ambiguous /æm'biɡjʊəs/ *adj.* having more than one meaning, so that it is not clear which is intended 不明确的

ambiguity /æmbrɪ'ɡju:ɪti/ *n.* 不明确

e.g. 1) There was an element of ambiguity in the president's reply.

2) But they recognized the ambiguities, and based their paper on wider evidence.

brink /brɪŋk/ *n.* a point in time when something very bad or very good is about to happen 始发点, 边缘

e.g. 1) In October 1962 the world seemed on the brink of nuclear war.

2) The company had huge debts and was on the brink of collapse.

collaborative /kə'læbərəɪtɪv/ *adj.* involving two or more people working together to achieve something 协作的, 合作的

e.g. 1) The presentation was a collaborative effort by all the children in the class.

2) The new system was the product of a collaborative project between Apple and IBM.

collaborator /kə'læbərəɪtə(r)/ *n.* someone who

works with other people in order to achieve something, especially in science or art 合作者, 协作者

contributor /kən'trɪbjʊtə(r)/ *n.* someone who writes a story, article, etc. that is printed in a magazine or newspaper 投稿人, 撰稿人

conviction /kən'vɪkʃən/ *n.* a very strong belief or opinion 坚定的信仰或主张

e.g. 1) It was his firm conviction that every effort should be made to preserve world peace.

2) The student's conviction that he would help his community one day was realized when he accepted the teaching job in the village school.

expertise /ækspɜ:'ti:z/ *n.* special skills or knowledge in a particular subject 专门知识, 专门技能

e.g. 1) What he's bringing to the company is financial expertise.

2) The company is eager to develop its own expertise in the area of computer programing.

foster /'fɒstə(r)/ *v.* to help a skill, feeling, idea, etc. develop over a period of time 培养, 促进, 助长

e.g. 1) This approach will foster an understanding of environmental issues.

2) The workshops can foster better communication between husbands and wives.

headhunter /'hed.hʌntə(r)/ *n.* someone who finds people with the right skills and experience to do particular jobs, and persuades them to leave their present jobs 猎头

lone wolf /ləʊn'wʊlf/ *n.* someone who likes to be or work alone 自行其是的人; 好独处的人

mindset /'maɪndset/ *n.* someone's way of thinking about things, which is often difficult to change 思维定式