

• 陕西师范大学教育硕士系列教材 •

JIAOYU SHUOSHI YINGYU

教育硕士英语

薛金强 高芬 主编

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前言

本教材是按照《国务院办公厅转发教育部等部门关于教育部直属师范大学师范生免费教育实施办法(试行)的通知》(国办发[2007]34号)中提出的精神编写的,《通知》中明确提出:“免费师范毕业生经考核符合要求的,可录取为教育硕士专业学位研究生,在职学习专业课程,经考核合格并通过论文答辩的,颁发硕士研究生毕业证书和教育硕士专业学位证书。”免费师范毕业生在校学习期间对于基础教学已经有了一定的了解,他们头脑灵活,教学基本功扎实,教学素养较高,善于把握时机和接受新鲜事物,在参加实际工作之后结合工作实践应当对自己提出更高的要求,攻读教育硕士可以使自己的知识结构更趋合理,关于教育的知识体系更加完备,对教育事业重要性的认识更加深刻,这些都是免费师范生在攻读教育硕士时首先应当把握的内容。

自2012年起,北京师范大学、华东师范大学、东北师范大学、华中师范大学、陕西师范大学和西南大学从到中小学任教的免费师范毕业生中招收教育硕士专业学位研究生,支持师范毕业生结合中小学教育教学工作实际继续深造和专业发展。通过教育硕士研究生的培养,免费师范毕业生将具备更先进的教育理念,良好的职业道德和创新意识,扎实的专业基础知识,较强的教育教学实践反思能力,为将来进一步成长为优秀教师和教育家奠定坚实的基础。

英语课程作为教育硕士专业学位研究生的必修课之一,教学内容需要与本科阶段相衔接,突出实践性;同时教育硕士学习阶段英语的学习也要密切结合中小学教育教学实践。本教材根据《教育部直属师范大学免费师范毕业生攻读教育硕士专业学位指导性培养方案》,充分考虑免费师范生攻读教育硕士学习期间英语学习的实际需要,同时注重教材内容的健康性、时效性,教材语言的经典性、可讲性,力求达到使学习者的英语语言学习与专业学习的互补;每单元配有通用教学法和教学理念的一些材料,供学习者学习掌握,以便提高自己的教学理念、教学方法及教学效果;另外,每单元后配有实用英语写作知识及学术研究论文写作知识,以培养和帮助学习者提高自身的英语写作能力。

本教材有以下5个特点:

第一,课文选材的真实性、多样性。教材的文章选材均选自近两三年的外国期刊原文,语言素材真实性强,时效性好,具有鲜明的时代特色。所选材料题材、体裁多样,内容丰富。

第二,语言练习的多样性。每单元都有两篇文章供教学选择,同时与课文相关的

练习也呈现多样性,对于提高学生的综合语言能力具有一定作用。

第三,教学理念的开拓性。每单元都会呈现一个与教学相关的理念,英汉对照、简明扼要,对于启发学生对教学方法的思考、教学理念的更新以及教学反思的进行都有一定的促进作用。

第四,写作理念的实用性。每单元的英语写作部分主要侧重培养学生实用性写作能力,关注教育硕士专业学位研究生未来学业发展的需要。写作部分条理清晰、例证充分、实用性强。

第五,本教材还提供相关的网络视频材料,供教育硕士专业学位研究生通过网络进行网络学习。

最后,希望大家通过本教材的学习,扎实展开教学实践,语言能力有质的提升,教学理念有新的拓展,学术写作有长足的进步。

本教材的编写时间较短,缺点和不足在所难免,希望本教材在实践教学中能够得到师生们的检验,在不断的改进和修订中能够更加成熟,成为具有师范特色的面向教育硕士专业学位研究生的经典教材。

编者

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CONTENTS

Unit 1 Education	1
Text A Why Bilinguals Are Smarter	1
Text B Let's Inspire the Next Generation of Scientists	7
Teaching Theory Discussion Method	12
Writing Types of Sentences	12
Unit 2 Science and Technology	15
Text A The Trouble with Scientific Secrets	15
Text B Why the Technology Industry's Greatest Years Are Still Ahead	23
Teaching Theory Reflective Teaching (1)	26
Writing Paragraph	27
Unit 3 Important Figures	30
Text A A Very Precious Queen	30
Text B The Father of the Green Revolution	37
Teaching Theory Reflective Teaching (2)	41
Writing Styles of Writing—Narration	41
Unit 4 Literature	44
Text A Three Days to See (Excerpts)	44
Text B Self-reliance (Excerpts)	51
Teaching Theory Effective Schooling	55
Writing Styles of Writing—Description	56
Unit 5 Well-known Speeches	59
Text A Obama's Victory Speech in 2012 (Excerpts)	59

Text B	Queen's Diamond Jubilee Address	66
Teaching Theory	Individualized Instruction	68
Writing	Styles of Writing—Exposition	69
Unit 6	Cyberspace	74
Text A	To Cloud or Not to Cloud? That is the Digital Question	74
Text B	March of QQ Penguin—How QQ Changed China	80
Teaching Theory	Project Work	83
Writing	Styles of Writing—Argumentation	84
Unit 7	World Economy	87
Text A	The World Economy: Self-induced Sluggishness	87
Text B	Let's Be Less Productive	95
Teaching Theory	Questioning Techniques	98
Writing	Abstract	99
Unit 8	Daily Life	103
Text A	Students Can't Let Stress Become Their New Norm	103
Text B	Living Alone Is the New Norm	108
Teaching Theory	Discovery Learning	112
Writing	Resume/CV	113
Unit 9	Culture	117
Text A	China's Younger Generation: Lifestyle Counts as Much as Work	117
Text B	Guest—Teaching Chinese, and Learning America	122
Teaching Theory	Task	124
Writing	Research Proposal	126
Unit 10	World Events	131
Text A	Olympic Britain Vs. Royal Britain	131
Text B	China's "Rare Earths", and the Hypocrisy of the Obama Administration	138
Teaching Theory	Evaluation and Test	141
Writing	Oral Presentation	142
参考译文和答案		151

Unit 1

Education

Text A

Why Bilinguals Are Smarter

Yudhijit Bhattacharjee

Lead-in

1. Do you think your English study has been influenced by your mother tongue? If yes, is it positive or negative? Please give some examples to elaborate the influence.
2. Can you list some bilingual countries? Do you think it is advantageous for people to be bilingual?
3. Do you agree with the statement "Generally speaking, bilinguals are smarter than monolinguals."? Why or why not?

The Text

1 Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of **bilingualism** are even more fundamental than being able to **converse with** a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving **cognitive** skills not related to language and even **shielding against dementia** in old age.

2 This view of bilingualism is **remarkably** different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an **interference**, cognitively speaking, that hindered a child's academic and intellectual development.

3 They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language,



thus creating situations in which one system **obstructs** the other. But this interference, researchers are finding out, isn't so much a handicap as *a blessing in disguise*. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

4 Bilinguals, for instance, seem to *be* more **adept** than monolinguals *at* solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins—one marked with a blue square and the other marked with a red circle.

5 In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this *with comparable ease*. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

6 The **collective** evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function—a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to *stay focused*, switching attention willfully from one thing to another and holding information in mind—like remembering a sequence of directions while driving.

7 Why does the **tussle** between two **simultaneously** active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage *stemmed* primarily *from* an ability for **inhibition** that was **honed** by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

8 The key difference between bilinguals and monolinguals may be more basic: a heightened ability to **monitor** the environment. “Bilinguals have to switch languages quite often—you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires *keeping track of* changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual **subjects** not only performed better, but they also did so with less activity in parts of the brain involved in monito-

ring, indicating that they were more efficient at it.

9 The bilingual experience appears to influence the brain from **infancy** to old age (and there is reason to believe that it may also **apply to** those who learn a second language later in life).

10 In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies **exposed to** two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen **in anticipation of** the puppet. But in a later set of trials, when the **puppet** began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their **anticipatory** gaze in the new direction while the other babies did not.

11 Bilingualism's effects also extend into **the twilight years**. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the **neuropsychologist** Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism—measured through a comparative evaluation of **proficiency** in each language—were more **resistant** than others **to** the **onset** of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of onset.

12 Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep **imprint**?

(907 words)

Vocabulary List

bilingualism [baɪˈlɪŋɡwəlɪzəm] *n.* 双语; 双语制度

cognitive [ˈkɒɡnɪtɪv] *adj.* 认知的; 感知的

dementia [diˈmenʃə] *n.* [内科] 痴呆

remarkably [rɪˈmaːkəbli] *adv.* 显著地; 非常地; 引人注目地

interference [ˌɪntəˈfɪərəns] *n.* 干扰; 冲突; 干涉

obstruct [əbˈstrʌkt] *vt.* 妨碍; 阻塞; 遮断

vi. 阻塞; 设障碍

comparable [ˈkɒmpərəbl] *adj.* 可比较的; 比得上的

collective [kəˈlektɪv] *adj.* 集体的; 共同的; [语] 集合的; 集体主义的

n. 集团; 集合体; [语] 集合名词

tussle [ˈtʌsl] *vi.* 打斗; 扭打

n. 争斗; 扭打

simultaneously [ˌsɪməltəˈni:əsli] *adv.* 同时地

inhibition [ˌɪnhɪˈbɪʃən] *n.* 抑制; 压抑; 禁止

hone [həʊn] *vt.* 打磨; 磨练

monitor [ˈmɒnɪtə] *n.* 监视器; 监听器; 监控器; 班长
vt. 监控; 监督

subject [ˈsʌbdʒɪkt] *n.* 主题; 科目; [语] 主语; 国民;
受实验者

infancy [ˈɪnfənsi] *n.* 初期; 婴儿期; 幼年

puppet [ˈpʌpɪt] *n.* 木偶; 傀儡; 受他人操纵的人

anticipatory [ænˈtɪsɪpeɪtəri] *adj.* 预期的; 提早发生的;
期待着的

neuropsychologist [ˈnjuərəʊsaɪˈkɒlədʒɪst] *n.* 神经心理学家

proficiency [prəˈfɪʃnsi] *n.* 精通; 熟练

onset [ˈɒnset] *n.* 开始; 着手; 发作

imprint [ˈɪmprɪnt, ɪmˈprɪnt] *n.* 印记; 痕迹; 特征

vt. 加特征; 刻上记号



Phrases and Expressions

converse with 交谈, 对话

shield against 免受……侵害; 防护

a blessing in disguise 祸中之福; 因祸得福

be adept at 擅长于; 熟练于

with ease 轻松地; 熟练地

stay focused 保持专注; 持续专注

stem from 起源于; 发起于

keep track of 记录; 与……保持联系

apply to 适用于; 应用于

expose to 使暴露于; 使处于某种环境; 使处于某种影响之下

in anticipation of 期待; 预期

the twilight years 晚年; 暮年

be resistant to 抵抗……的; 对……有反抗作用的

Further Notes

1. executive function: 执行功能, 简称 EF, 是心理学研究中的概念。从整体上讲, 执行功能是指对个体的意识和行为进行监督和控制的各种操作过程。
2. the University of Pompeu Fabra: 庞培法布拉大学, 简称 UPF, 是一所西班牙公立大学, 1990 年成立于巴塞罗那市。
3. the International School for Advanced Studies in Trieste: 里雅斯特国际高等教育学院, 简称 SISSA, 位于意大利的里雅斯特市, 是意大利第一所提供哲学博士学位的大学。
4. the University of California, San Diego 圣地亚哥加州大学, 简称 UCSD, 又常译为加州大学圣地亚哥分校, 是一所位于美国加州的著名公立大学。
5. Alzheimer's disease: 阿尔茨海默病, 即老年痴呆症。是一种进行性发展的致死性神经退行性疾病, 临床表现为认知和记忆功能不断恶化, 日常生活能力进行性减退, 并有各种神经精神症状和行为障碍。

Exercises

Reading Comprehension

1. According to the passage, the advantages of bilingualism are as follows except _____.
 A. communicating with a wider range of people
 B. enhancing cognitive skills
 C. being more resistant to the onset of dementia
 D. having a higher IQ
2. People in the first half of the 20th Century used to think _____.
 A. the interference caused by bilingualism was a good thing
 B. bilingualism obstructed children's intellectual and academic growth
 C. bilinguals were better at solving mental puzzles
 D. bilinguals and monolinguals were equally intelligent

3. What can we learn from Paragraph 2 and Paragraph 3? _____
- A. Researchers have found evidence to prove that there is no interference of a second language.
- B. Interference of a second language does exist, but it is not as negative as it appears to be.
- C. Current evidence is not sufficient enough to prove interference of a second language.
- D. Interference of a second language hinders the speaker's resolution of internal conflict.
4. The study conducted by Ellen Bialystok and Michelle Martin-Rhee proves that _____.
- A. bilinguals can recognize different colors and shapes more quickly
- B. speaking a second language makes people more sensitive to complicated images
- C. bilinguals perform better executive function
- D. speaking two languages can help people strengthen their muscles
5. What is Albert Costa's explanation for bilinguals' improved cognition? _____
- A. Bilinguals have the better ability of inhibition so as to ignore distractions.
- B. Bilinguals have more parts of their brain involved in monitoring.
- C. Bilinguals are more capable of monitoring the environment.
- D. Bilinguals speak two different languages at the same time.
6. Which of the following statement is true according to the passage? _____
- A. Various studies have been conducted by scientists so as to find out the influence of bilingualism.
- B. Young children can benefit more from the bilingual experience than elder people do.
- C. Proficient bilingual speakers are immune to dementia and Alzheimer's disease.
- D. Monolinguals are always disturbed by distractions in the context.
7. What can we learn from Tamar Gollan's study? _____
- A. Bilingual speakers will not contract Alzheimer's disease.
- B. All of the subjects in Tamar Gollan's study are proficient bilingual speakers.
- C. Tamar Gollan's study is intended to find out the proficiency of the subjects.
- D. Bilingual experience may help people delay the development of dementia.
8. What can we infer from the passage? _____
- A. After you learn a second language, you will be smarter than before.
- B. A second language used to be an interference, but it isn't anymore.
- C. People are supposed to learn a second language from their infancy.
- D. Scientists' understanding of bilingualism keeps developing.

Vocabulary Study

1. This is a book full of _____, original, and challenging insights.
- A. found B. deep C. profound D. profuse



2. He accuses all the powers and forces that have _____ with the development of Africa.
A. disturbed B. interfered C. interrupted D. troubled
3. His main research interests are in the areas of _____ political economy with the focus on the developing countries.
A. comparable B. compared C. comparing D. comparative
4. _____ of natural impulses may cause psychological problems.
A. Inhibition B. Inhabit C. Prohibition D. Habitat
5. That unfortunate remark _____ his ignorance of the subject.
A. exploded B. explored C. exported D. exposed
6. In addition to the legal issues _____ in this case, there are also important political considerations.
A. risen B. raised C. increased D. arose
7. The technician shows great proficiency _____ operating the switchboard.
A. at B. of C. in D. on
8. With her beauty, wit and charm, he found her _____.
A. irresistible B. irreversible C. irresponsible D. irritant
9. However, at the end of his life, he rejected war and warned American political leaders to stay away from armed _____.
A. contrast B. confront C. conflict D. confusion
10. He committed suicide during a fit of _____.
A. suppression B. expression C. impression D. depression

Blank Filling

Fill in the blank in each sentence with the word from the brackets in its appropriate form.

1. It rained heavily, _____ severe flooding in that area. (cause)
2. He suggested _____ the children to the zoo. (take)
3. Other genetic similarities suggested they all _____ a single, common ancestor about 300 years ago. (have)
4. Colour photos and modern topics help readers to stay _____. (interest)
5. Hamlet is required _____ for the course. (read)
6. It also has an _____ ability to pay for more expensive gas imports from Russia. (increase)
7. That evening, _____ with excitement and curiosity, we went to his home. (fill)
8. The last bus _____, we had to walk home. (go)

Focused Translation

Section A: Sentences

1. 在双语家庭长大的孩子在同龄人中有明显的优势。(bilingual)
2. 一段幸福的婚姻是建立在有着相似观点和价值基础的情侣间的,他们有彼此交谈的能力。(converse with)
3. 双语者似乎比只会一种语言的人更擅长解决某些智力难题。(be adept at)
4. 两组婴儿都学会了看屏幕的那一侧,期待能看到木偶。(in anticipation of)
5. 一般来说,当人们为某事投入大量的精力、金钱或成本时,他们极其不愿意被证明这样做是错的。(resistant to)

Section B: Paragraphs

1. Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.
2. Devote some of your leisure, I repeat, to cultivating a love of reading good books. Fortunate indeed are those who contrive to make themselves genuine book-lovers. For book-lovers have some noteworthy advantages over other people. They need never know lonely hours so long as they have books around them, and the better the books the more delightful the company. From good books, moreover, they draw much besides entertainment. They gain mental food such as few companions can supply.

Text B

Let's Inspire the Next Generation of Scientists

Maggie Aderin-Pocock

1 *At the end of National Science and Engineering Week, a British space scientist argues that we owe it to our children to encourage their quest for knowledge.*

2 Having **clambered ungracefully into** the back of the cab, I realise I'm being **scrutinised** by its driver.

3 "So what do you do then, love?"

4 "I'm a space scientist".

5 "You what?"



6 The cabbie **does a double take** in the rear-view mirror. I guess it's not the answer he was expecting when he **picked up** the black woman **smelling** faintly **of** vinegar and holding empty bottles and balloons.

7 I explain that I've just been doing a talk at a school and there **ensues** a vigorous, though rather one-sided, discussion about life, the universe and everything, **taking in** the Moon landings ("a **hoax**", he says), life on Mars ("probably living in caves under the surface") and the value of investing taxpayers' pounds in space science ("I mean, what **bloody** good does it do?").

8 The last one is a particularly good question. The short answer is: lots. What my cabbie, and many others, don't realise is that the UK's space industry is worth around 7 billion to the economy and is growing at a fantastic rate, with companies such as Surrey Satellite Technology (SSTL), Imarsat and Astrium, my employer, working with dozens of universities and small businesses, to do **world-beating** stuff in science and **telecommunications**.

9 The cabbie's **scepticism** made me realise something else, however, that the value of space, as with much of science, shouldn't be measured simply in pounds made, or **widgets** produced, but in its power to inspire. In this respect, "Houston—we have a problem".

10 I am **looking to recruit** the next generation of space scientists and engineers **into** my team: young people able to think expansively and eager to shape the future. This could mean making satellites to monitor climate change or creating self-guiding **rovers** to search for life in our solar system. An **enticing** prospect, or so you might think. So how come it's so hard to find people to do it?

11 I think it's because our society doesn't encourage children to dream—but this week that is just what we want to help everyone to do. We have just had National Science and Engineering Week. Every year at the beginning of March, we celebrate science and engineering with the aim of expanding people's minds and getting them talking, thinking and doing science. We do this by getting out of our labs, and into schools, town halls and theatres across the country and talking about our passion for science. Many people think of scientists as an aloof bunch, but get them talking about their subject and you can see their eyes **light up**. If used creatively, that passion can inspire.

12 I have spoken to about 25,000 children during my visits in the last four years, and most of them are convinced that you need a brain the size of a small planet to be a scientist. They generally think that we **spring** fully formed **from** white middle-class families, too. So I visit inner-city schools and take the students on my journey, telling them why I became a scientist.

13 My parents split up when I was four years old, and the ensuing custody battles

meant that I attended 13 different schools from four to 18. Then I was **diagnosed with dyslexia and shunted into** a **remedial class**. A government statistician would have forecast a pretty bleak future for me.

14 But it was the Clangers who saved me. With this children's programme the idea of "space" entered my young brain. A few years later, I was **hooked** by Star Trek and my ambition **took shape**: I was going to be an astronaut! When I mentioned this to my teacher she looked at me sadly and suggested that I should try nursing instead, "because that's sci-entific, too". My aunt was a nurse, and she did wonderful work, but even as a child I knew I was being **fobbed off**. I learned not to mention my deepest desires at school again.

15 Fortunately, I had a father who nurtured my hopes and fed my appetite for information, which, in the days before the internet, meant many long trips back and forth to the library. Thanks to his support it seemed entirely reasonable to me that with hard work, a black girl with learning difficulties would soon be travelling from inner London to outer space.

16 With my father's help I found that my lessons were becoming easier, and school changed from being a real bore into something fun. My GCSE results were better than expected; and then I got four A-levels in physics, chemistry, biology and maths. After school, I went to Imperial College to study physics—because, to me, it is the study of everything, and for an **inquisitive** mind, you can't get better than that. I enjoyed the course so much that I stayed on to do a PhD in mechanical engineering.

17 After that I did a number of related jobs. I'm now a space scientist, working at Astrium on Earth observation instruments that measure the variables of climate change. But the system I've worked on throughout my career have varied from instruments to detect landmines more effectively, to machines that probe the heart of stars by converting the starlight gathered by huge eight-meter telescopes into the component rainbow colours, and then analyzing them to find out what's happening billions of miles away. While my field is male-dominated, I feel hopeful as there are more women coming into it all the time.

18 Looking back, I don't **begrudge** my teachers their advice: they were merely trying to protect me from disappointment. It is a well-intentioned notion but I think a misguided one, and it has helped create a crisis of **aspiration**.

19 We don't encourage kids to aim high in case they fall over. I say "**sod that**"—*go for it. Failing isn't a problem—interesting things happen along the way, as any entrepreneur will tell you. After all, I haven't actually become an astronaut, but I still hope. And in the meantime I do go to space with the instruments and technology that I help create. In trying to protect children from failure, we are encouraging them to lower their sights just at the time when their imaginations should be fired.

20 Dreams don't show up on government surveys or school league tables but they are the fuel that makes us want to get up and get on. For young people to feel that the low road is the only one available to them is nonsense, and gets them thinking that the way to reach the big time is through The X Factor. We won't climb out of recession, or meet the challenges of climate change, by thinking small or singing.

21 The good news is that our imagination responds brilliantly to a little stimulation. Show kids some rockets powered by vinegar and balloon-**propulsion** buggies, as I do on school visits, and you'll soon have a queue of potential young scientists and engineers eagerly asking "how?", "what?" and "why?". Even my **quizzical** cabbie was curious to see climate change demonstrated in a bottle...

22 All of which is why National Science and Engineering Week is so crucial. This week, an estimated one and a half million people have visited one of a thousand events, where they'll find inspiration, creativity, fun and wonder **by the bucketload**. It's our duty, as pa-rents, friends, teachers, government, scientists and engineers alike, to make sure that the dreams start here—and survive. We need them more than ever.

(1263 words)

Vocabulary List

ungracefully [ʌn'greɪsf(ə)li] *adv.* 笨拙地;不雅地;没有风度地

scrutinise ['skru:tinaɪz] (= scrutinize)

vt. 细看;仔细观察或检查;核对

vi. 仔细检查;细致观察

ensue [in'sju:] *vi.* 跟着发生;接着发生;继起

vt. 追求

hoax [həʊks] *n.* 骗局;恶作剧

vt. 愚弄;欺骗

bloody ['blʌdi] *adv.* (英俚)很;非常

adj. 血腥的;非常的;嗜杀的;残忍的;血色的

world-beating *adj.* 第一流的

telecommunications [ˈtelɪkəˌmjuːniˈkeɪʃnz]

n. 通讯;电信学

scepticism [ˈskeptɪsɪzəm] *n.* 怀疑;怀疑论;怀疑主义

widget ['wɪdʒɪt] *n.* 装饰物;小机械

rover ['rəʊvə] *n.* = lunar rover (在月球表面探测时乘坐的)月面车

enticing [in'taɪnɪŋ] *adj.* 迷人的;引诱的

(entice [in'taɪs] *vt.* 诱使;怂恿)

dyslexia [dis'leksiə] *n.* 难语症;诵读困难;阅读障碍

hook [hʊk] *vt.* 钩住;吸引;引上钩

n. 挂钩;吊钩

inquisitive [in'kwɪzətɪv] *adj.* 好奇的;好问的;爱打听的

begrudge [bi'grʌdʒ] *vt.* 对……有怨言;为……发牢骚

aspiration [ˌæspə'reɪʃən] *n.* 渴望;抱负

sod [sɒd] *vt.* 咒骂,诅咒

propulsion [prə'pʌlʃən] *n.* 推进;推进力

quizzical ['kwɪzɪkl] *adj.* 古怪的;引人发笑的;探询的;嘲弄的

Phrases and Expressions

clamber into 爬进,

do a double take 因惊讶而再看一眼;恍然大悟

pick up 搭乘;捡起;获得;收拾

smell of 有……的气味;闻出……的味道

take in 包括;接受;理解;欺骗

look to 指望;期望;注意;照看