

专业硕士学位英语系列教材

ENGLISH FOR
PROFESSIONAL MASTER'S DEGREE
CANDIDATES

专业硕士 学位英语教程 1

顾问 崔延强

总主编 张家政 覃朝宪

主 编 张家政 吴富安



高等教育出版社
HIGHER EDUCATION PRESS

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《专业硕士学位英语》教材特点及使用说明

《专业硕士学位英语》是根据专业硕士研究生英语学习需求而编写的一套教材,全套包括两分册。

《专业硕士学位英语》每册八个单元,共涵盖十六个主题,主题选材在注重时代性、可思性、可教性、可学性的同时,注重广泛性,以最大限度满足不同专业硕士对材料主题的需求。

本套教材每个单元由以下三个部分组成。

Part One Intensive Reading

I. Pre-reading activities

由两个紧贴本单元主题的“热身”活动组成,旨在激起学生对与本单元主题相关的背景知识的兴趣,通过 brainstorming, group discussion, introspective thinking 等方式,促进学生的知识分享意识,提升口头表达能力,为课文学学习做好铺垫。

II. Text

由长度、难度适中的文章和词汇、短语构成,词汇部分的生词均用简单易懂的英文或中文解释,并且对文中出现的单词做加粗处理,以便学生在学习时可以快

速知晓该词的意思。

III. Post-reading exercises

由阅读理解、词汇和翻译三个部分组成。阅读理解部分旨在帮助学生加深对课文的理解和把握;词汇部分旨在通过练习,强化学生对课文中的重点词汇和短语的理解、掌握和运用;翻译部分采用篇章段落翻译形式,使学生充分运用语境进行翻译练习,以提高英语书面表达能力。

Part Two Word Formation

为促进学生深入了解英语单词的构成以及曲折变化,每个单元都有构词法的讲解和相应练习。构词法的原则和规律用简洁的英语讲解,并配以针对性的练习,使学生能轻松掌握这些原则和规律。全套教程十六个单元的构词法讲练,基本涵盖了英语中常见的词根和词缀,对有效扩大学生的词汇量和提高其阅读能力都有很大的帮助。

Part Three General Academic Writing

针对专业硕士学位研究生学习和工作需求,本套教材设置了一般学术写作部分。每个单元对于学术写作的一个方面进行案例性地介绍和分析,并设计相应写作练习,让学生活学活用。学术写作部分包含了如何凝练好的论文标题,如何撰写论文摘要、致谢词、投稿函、邀请函、会议通知、个人简历,如何罗列参考文献等,内容丰富,极具实用价值。

本套教材拟用 54 ~ 72 学时的课堂教学,外加学生课外学习相结合的方式完成。每个单元的课堂教学时数为 3 ~ 4 节,自学时间为 2 ~ 3 小时。师生也可根据情况妥善调整教学时数。

总之,该书借鉴了最新的英语教学研究成果,充分满足了该教材的受众需求,填补了专业硕士研究生英语教材的空白。由于编者水平有限,本书还存在较多的不足,希望读者在使用的过程中给我们提出宝贵的意见和建议(邮件请发 1829752443@qq.com),以便再版时修改。

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Unit 1

Reflection

Part One

Intensive Reading

Pre-reading Activities

Directions: Put a number in each of the brackets to indicate how much you agree with the statements: 5=strongly agree; 4=agree; 3=somewhat agree/disagree; 2=disagree; and 1=strongly disagree. In order to receive the most accurate results, please answer each question as honestly as possible.

- () 1. I find it's better not to get my hopes up, so that I don't end up disappointed.
- () 2. No matter what life throws at me, I believe that I can deal with it.
- () 3. If I ever need help, I believe that my friends and/or family will be there for me.
- () 4. I'm better off looking after myself because I can't rely on others to do so.
- () 5. Nothing of value can be learned from failure.
- () 6. There's no point in keeping close friendships; nothing lasts forever.
- () 7. I think that it's important to have a sense of humor when life is very difficult.
- () 8. A person who does a favor for me without being asked probably has a hidden motive.
- () 9. Given the choice, I think that the majority of people would choose to do good rather than evil.
- () 10. When times get tough, I'm pretty sure very few people, if any, will come to my aid.
- () 11. This is a dog-eat-dog world; anyone will step on you to get to the top.
- () 12. Even if I'm sure about my final choice, I still ask others for advice before making an important or risky decision.
- () 13. When I find myself overwhelmed with stress, I shut down completely.
- () 14. In uncertain times, I usually expect the best.
- () 15. I rarely count on good things happening to me.

The test is meant to help you recognize your level of optimism or pessimism and your general attitude toward life and future. Add your points together and check how optimistic you are. The higher marks you get, the more optimistic you may be.

II . **Directions:** *Discuss the following questions with your partner.*

1. Why are some people more optimistic while others more pessimistic? In what ways do optimists behave differently from pessimists?
2. Winston Churchill once remarked: A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty. How do you understand this sentence? Illustrate it with some examples.

You Are What You Think

Do you see the glass as half-full rather than half-empty? Do you keep your eye upon the **doughnut**, not upon the hole? Suddenly these **clichés** are scientific questions, as researchers **scrutinize** the power of positive thinking.

A fast-growing body of research—104 studies so far, involving some 15,000 people—is proving that optimism can help you to be happier, healthier and more successful. Pessimism leads, by contrast, to hopelessness, sickness and failure, and is linked to depression, loneliness and painful shyness. “If we could teach people to think more positively,” says psychologist Craig A. Anderson of Rice University in Houston, “it would be like **inoculating** them against these mental ills.”

“Your abilities count,” explains psychologist Michael F. Scheier of Carnegie-Mellon University in Pittsburgh, “but the belief that you can succeed affects whether or not you will.” In part, that’s because optimists and pessimists deal with the same challenges and disappointments in very different ways.

Take, for example, your job. In a major study, psychologist Martin E. P. Seligman of the University of Pennsylvania and his colleague Peter Schulman surveyed sales representatives at the **Metropolitan** Life Insurance Co. They found that the positive thinkers among long-time representatives sold 37 percent more insurance than did the negative-thinkers. Of newly hired representatives, optimists sold 20 percent more.

Impressed, the company hired 100 people who had failed the standard industry test but had scored high on optimism. These people, who might never have been hired, sold 10 percent more insurance than did the average representative.

How did they do it? The secret to an optimist’s success, according to Seligman, is in his “**explanatory** style”. When things go wrong the pessimist tends to blame himself. “I’m no

good at this,” he says. “I always fail.” The optimist looks for other explanations. He blames the weather, the phone connection, even the other person. That customer was in a bad mood, he thinks. When things go right, the optimist takes credit while the pessimist thinks success is due to luck.

Negative or positive, it was a self-fulfilling prophecy. “If people feel hopeless,” says Anderson, “they don’t bother to **acquire** the skills they need to succeed.”

A sense of control, according to Anderson, is the real test for success. The optimist feels in control of his own life. If things are going badly, he acts quickly, looking for solutions, forming a new plan of action, and reaching out for advice. The pessimist feels like a toy of fate and moves slowly. He doesn’t seek advice since he feels nothing can be done.

Optimists may think they are better than the facts would **justify**—and sometimes that’s what keeps them from getting sick. In a long-term study, researchers examined the health histories of a group of Harvard graduates, all of whom were in the top half of their class and in fine physical condition. Yet some were positive thinkers, and some negative. Twenty years later, there were more middle-age diseases among the pessimists than the optimists.

Many studies suggest that the pessimist’s feeling of helplessness undermines the body’s natural defenses, the immune system. Dr. Christopher Peterson of the University of Michigan has found that the pessimist doesn’t take good care of himself. Feeling passive and unable to **dodge** life’s blows, he expects ill health and other misfortunes, no matter what he does. He eats unhealthy food, avoids exercise, ignores the doctor, and has another drink.

Most people are a mix of optimism and pessimism, but are **inclined** in one direction or the other. It is a pattern of thinking learned from early childhood, says Seligman. It grows out of thousands of cautions or encouragements, negative statements or positive ones. Too many “don’ts” and warnings of danger can make a child feel **incompetent**, fearful—and pessimistic.

As they grow, children experience small **triumphs**, such as learning to tie shoelaces. Parents can help turn these successes into a sense of control, and that produces optimism.

Pessimism is a hard habit to break—but it can be done. In a series of studies, Dr. Carol Dweck of the University of Illinois has been working with children in the early grades of school. As she helps students to change the explanations for their failures—from “I must be **dumb**” to “I didn’t study hard enough”—their academic performance improves.

So, if you’re a pessimist, there’s reason for optimism. You can change. Here’s how, says Steve Hollon, a psychologist at Vanderbilt University:

1. Pay careful attention to your thoughts when bad things happen. Write down the first thing that comes to mind, without any changes or corrections.

2. Now try an experiment. Do something that's contrary to any negative reactions. Let's say something has gone wrong at work. Do you think, I hate my job but I could never get a better one? Act as if that weren't so. Send out résumés. Go to interviews. Investigate both training and job possibilities.
3. Keep track of what happens. Were your first thoughts right or wrong? "If your thoughts are holding you back, change them," says Hollon. "It's **trial** and error, no guarantees, but give yourself a chance."

Positive thinking leads to positive action—and reaction. What you expect from the world, the evidence suggests, is what you're likely to get. (879 words)

New Words

doughnut /'dəʊ.nʌt/ *n.* 炸面圈

cliché /'kli:ʃeɪ/ *n.* 陈词滥调

scrutinize /'skru:tɪnaɪz/ *v.* 仔细检查, 审查

inoculate /ɪ'nɒkjə.leɪt/ *v.* 接种, 做预防注射

metropolitan /ˌmetrə'pɒlɪtən/ *a.* relating to a large city 大都市的

explanatory /ɪk'splænətəri/ *a.* 说明的, 解释性

acquire /ə'kwaɪə/ *v.* 获得

justify /'dʒʌstɪfaɪ/ *v.* 证明……有理, 对……做出解释

dodge /dɒdʒ/ *v.* avoid sth. unpleasant 躲避

incline /ɪn'klaɪn/ *v.* 倾向于, 倾斜

incompetent /ɪn'kɒmpɪtənt/ *a.* not having the ability or skill to do sth. as it should be done 不称职的, 不能胜任的

triumph /'traɪəmf/ *n.* a very great success, achievement or victory 胜利, 凯旋

dumb /dʌm/ *a.* (*informal*) stupid 愚蠢的

trial /'traɪəl/ *n.* 测试, 试验

Phrases and Expressions

in part partly, or to some degree 部分地

in a ... mood the way you feel at a particular time 处于……的心情

take credit to receive praise, honor, approval 接受赞扬、荣誉、赞同

reach out for to seek sth. eagerly 急切寻找

keep track of to keep getting the newest information about 了解……的情况

hold ... back 阻止……前进

let's say used to introduce a suggestion or possible example of sth. 比如说,……怎么样

go wrong 变差, 出错

Post-reading Exercises

I. Reading Comprehension

1. **Directions:** Do the following statements agree with the information given in the text? Write T if they do and F if they don't.

- () 1) Optimists and pessimists differ in their focus when they look at the same thing.
- () 2) You are to be considered as a negative-thinker by the author if you "keep your eye upon the doughnut, not upon the hole".
- () 3) Optimists blame themselves when things go wrong.
- () 4) A positive outlook on life will help you to stay healthy.
- () 5) Whether positive or negative, a person's attitude towards life is a thinking habit he was born with.
- () 6) Most people cannot be conveniently put under the category of optimist or pessimist.

2. **Directions:** Read the passage again and summarize the characteristics of the pessimists and optimists.

	PESSIMISTS	OPTIMISTS
1) defining characteristics		
2) attitude towards difficulties or failures		
3) attitude towards success		
4) action taken when things go badly		
5) health conditions in middle age		

II. Vocabulary

1. **Directions:** Complete each of the following sentences with an appropriate form of the words given in brackets.

- 1) Some specialists are invited to offer proper _____ notes at the end of each chapter.

- (explain)
- 2) In the new film, he plays the role of a timid and _____ postman. (fear)
 - 3) A gust of _____ overwhelmed him when he was faced by thousands of attackers shouting at him. (helpless)
 - 4) First _____ are important but can be misleading. You'd better give a second thought to your love-at-first-sight lover. (impress)
 - 5) I have neither the time nor the _____ to learn about such matters. (incline)
 - 6) The local police carried out an intense _____ into the violent murder, but no clue has been found yet. (investigate)
 - 7) Believing that a nice face can increase their chance of success in job _____, many new graduates turn to plastic surgeries before their long journey of job-hunting. (interview)
 - 8) _____ from relatives and friends are the source of strength on his way to fight against cancer. (encourage)

2. **Directions:** Complete each of the following sentences with a phrase chosen from the box. Change the forms if necessary.

hold ... back
in part

keep track of
go wrong

in a ... mood
let's see

- 1) Although bad luck is the main reason for the accident, Jack's is also responsible _____.
- 2) Tiger lost the game because, apparently, he was not _____ good _____.
- 3) As a designer, Mary has to _____ the latest fashion trends around the world, especially in Paris.
- 4) No one could possibly _____ their tears _____ when they heard this story.
- 5) — Employer: What will you do, _____, if you are caught in such a situation?
— Interviewee: I would report the details to my colleges and discuss with them.
- 6) When things _____, my family and friends always come to my rescue.

III. Translation

1. **Directions:** Translate the following paragraphs into Chinese.

- 1) Pay careful attention to your thoughts when bad things happen. Write down the first thing that comes to mind, without any changes or corrections..

- 2) Now try an experiment. Do something that's contrary to any negative reactions. Let's say something has gone wrong at work. Do you think, I hate my job but I could never get a better one? Act as if that weren't so. Send out résumés. Go to interviews. Investigate both training and job possibilities.
-
-

- 3) Keep track of what happens. Were your first thoughts right or wrong? "If your thoughts are holding you back, change them," says Hollon. "It's trial and error, no guarantees, but give yourself a chance."
-
-

2. Directions: *Translate the following passage into English.*

我想我们在运用我们所有五官时恐怕也同样是冷漠的。只有失聪的人才珍惜听力,只有盲人才认识到能见光明的幸运。对于那些成年致盲或失聪的人来说尤其如此。但是那些听力或视力从未遭受损失的人却很少充分利用这些幸运的能力。他们对所见所闻不关注、不欣赏。这与常说的不失去不懂得珍贵,不生病不知道健康可贵的道理是一样的。

Part Two

Word Formation

1. *in-, il-, ir-, im-*

These prefixes, meaning "not", are added to adjectives/nouns to form their corresponding antonyms. In general, *im-* is added to words starting with *m*, *p* and *b*, *il-* to words starting with *l*, and *ir-* to words starting with *r*, while *in-* is added any other letter. Examples are: *illegible*, *irrelevant*, *imperfect*, *imbalance*, *inadequate*.

Please find more words that consist of these prefixes:

2. -less

-less, meaning “without”, is a negative suffix which is added to the end of nouns to form adjectives, e.g. *hopeless*, *helpless*, etc.

Please find more words that consist of this suffix:

3. -ful

-ful, meaning “full of”, is a positive suffix which is added to the end of nouns to form adjectives, e.g. *hopeful*, *helpful*, etc.

Please find more words that consist of this suffix:

Part Three

General Academic Writing

论文标题与作者

标题 (Title) 之于一篇论文, 正如标签之于一件产品。标题常以名词短语、介词短语或-ing分句的形式呈现, 用于标明论文的核心内容和基本属性。一个好的论文标题能以精练的文字准确描述该论文的内容或主旨, 清晰体现该论文所属的学科和研究领域, 并能引发相关读者对该论文的研读兴趣。所以, 论文标题的质量在很大程度上能影响该论文的“命运”。使用汉语写作的学术论文用于发表时通常还需要一个对应的英文标题以及摘要。汉、英标题在内容上需严格保持一致, 但由于汉、英写作习惯有所不同, 也要注意两种标题之间在形式上的差异。此外, 标题之后还需作者署名并附上相关个人信息。现就这几个方面予以详细介绍。

1. 标题的形式

最常见的标题形式是名词短语和-ing分句, 然后是介词短语和名词性分句, 有时会是句子 (陈述句或疑问句), 或者是正副标题中的各种组合形式。例如: