

21世纪高等院校教材

主题式

研究生英语教程 (上)

 An English Course Book
for Postgraduates

主编 迟光明 奎晓兰 张 红

主审 Monette Shannon Sexton





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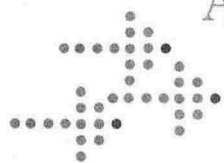
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编者说明

《研究生英语教程》是按照《非英语专业研究生英语教学大纲》的要求,融入众多一线教师的多年实践经验与思考,根据研究生英语的教学特点进行设计和编写的。本教材旨在通过各项技能的综合训练,全面提高研究生阅读、表述、翻译和写作等各项能力。《研究生英语教程》分为上、下两册,每册有12个单元,可用于研究生阶段两个学期的英语教学,也适用于同等程度的英语自学者使用。本教程还配有教师参考书。

本教程每单元的读、听、说、写、译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读、听、说、写、译能力,从而提高他们对所读材料进行分析、判断和归纳总结的能力,以及用英语单元主题表达观点的能力。本教程教学活动的精心安排能帮助学生在理解课文的基础上,通过课堂集中展示、主题共同分享等一系列互动活动,用目标语表达对主题的理解,并就主题进行广泛讨论。

《研究生英语教程》课文均选用经典和热议文章。教程的编写不拘泥于英语语言教学本身,而是引导学生对人生、社会、理想等重大方面有所思考,有所感悟。语言是思考的表达。思考,是衡量一个民族、一个国家、一个社会、一个时代的标尺。本教程的编写所体现的教学思想是把语言教学建立在如何育人的前提下,它注重知识和情感的关系、人与社会的关系,希望在提高学生英语综合能力的同时,使学习结果是——思维方式的拓展、价值观的重组、人格的重塑。

一、教材结构

《研究生英语教程》分上、下两册,每册12单元,各单元结构如下:

1. Text A 是每个单元的主课文。由主题评价语导入,与单元主题紧密联系,每篇文章后都有课文注释、词汇表、阅读理解练习题、词汇短语练习题、同义词反义词练习题、翻译练习题和写作练习题。

阅读理解练习包括对文章主题、内容主旨以及难句的理解,这部分练习(由选择题和回答问题两部分构成)旨在让学生在理解文章的基础上,自行归纳文章的主旨和大意,并理解一些难句和具有隐含意义的句子。

词汇练习主要是让学生多角度地去掌握词汇,在语境中辨析词义,温故知新,触类旁通,在扩大词汇量的同时,提高阅读能力和文章鉴赏力。

翻译和写作练习均以各单元内容为主题,使课文和练习融为一体,成为一个系列。

2. Text B 是对主题的拓展。既可以作为课内阅读材料,也可以作为学生课外阅读材料。文章后附有词汇表和讨论题。讨论题有层次上的变化,既有对文章主题难点的讨论,又有结合社会现实给出的提示,引导学生在讨论中积极思考、拓展想象空间,从而能阐述自己具有想象力的、思辩性的观点。

3. Text C 是对主题的强化。通过教师指导,主要由学生自己运用本单元所学语言文化知识和语言技能来完成阅读和练习。C 篇为学生提供了一些课文的词汇和表达用语,也安排了词汇、语汇的替换练习,通过这样的转换练习使学生挖掘、掌握它们的深层含义和用法,并加深对文章主题的理解。

4. Text D 是对主题的进一步延伸。文章相对较短,用于听力练习。D 篇文章是精心选取的美文,文字优美,思想深邃,使学生在听力理解中有所感、有所思、有所悟。

二、教材特色

1. 体现新的教学思想

本教材强调教育思想先行。用真实、鲜活、发人深省的素材,把语言教学

建立在如何育人的前提下,希望能在提高学生英语综合运用能力的同时促进他们思想、人格的提升。

2. 主题突出,方便教学

内容编排张弛有度,每单元各篇章都围绕一个主题展开,既联系紧密,又具有一定的独立性,方便讲授和学习。

3. 选材丰富,启发思维

教材以单元主题展开,两册共包含 24 个主题,涉及人文思想、自然环境、科学发展、社会进步等,涵盖社会生活各个方面的话题。教程在选材上不仅注重语言的规范性和真实性,更注重内容的思想性和教育性。题材以反映现实生活为主,立意深刻,涉猎广泛;题材力求多样化,包括议论、记叙、说明等。大部分素材是选自英美国家的经典作品,传世之作,语言、思想俱佳,传播面广,影响力大,从多方面反映英语文化内涵。

4. 练习精巧,实践性强

教材练习采用任务型模式,讨论和启发并存,主观题和客观题相结合,抽象理解和推理表达相结合,课内和课外相结合。讨论话题设计较为深刻,着重强调个性化认识,并提供了必要的语言帮助,以便使讨论能够顺利进行。

5. 教参翔实,参考度高

教学参考书编写较为详细。本教程编写者都有较丰富的一线研究生教学经验,因此从教学实际出发,在教学思路、语言点、背景知识、问题设置与回答等诸多方面提供了尽可能详尽的参阅资料。

三、使用建议

本教材的使用对象为非英语专业研究生,可供两个学期使用。教师可以根据所在学校的课程设置和学生的实际情况,选择全部或部分内容。课堂以 Text A 为主,其他篇章提倡自主学习与有指导的学习相结合,通过以教师为主

导、学生为主体的教学方式,使教师的讲授与学生的想象力融成一体,达到最佳学习效果。

本教材在编写过程中,美国的 Monette Shannon Sexton 博士对教材进行了深入细致的审校工作,并提出许多有益的建议,在此对 Monette Shannon Sexton 博士及所有支持和参与本教材编写工作的人士表示衷心的感谢。

由于本教材涉猎内容较广,在编写过程中理解不透或疏漏之处在所难免,敬请使用者和专家读者及时告知,予以指正。

编者

2012 年 8 月

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Unit 1 The Impact of Education

Text A

What's a University Education for?



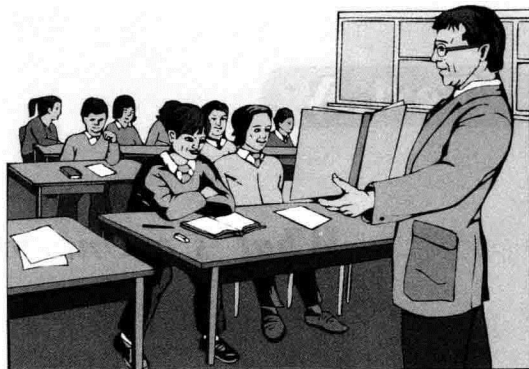
“你能使一个人上大学,却不能使他思考。”“只有无知的人才轻视教育。”“我们的大作家们几乎都幸运地躲过了正规的教育。”先哲们对大学的目的和作用的说法众说纷纭,甚至相互矛盾。还是先看下面这篇文章,再作出自己的回答吧。

- 1 All people are intelligent to a greater or lesser degree and have the potential to contribute positively to society. Unfortunately, the potential of many people is never realized.
- 2 We have all heard stories of the self-made person who, with very little formal education, has made a great success of life. In many cases the simple measure of success is personal wealth, but whatever the measure they are perceived as being successful in their lifetime. Winston Churchill was never considered strong academically, yet he became a great war time leader, a prime minister, a respected writer and a good painter. Brendan Behan was a marvelous playwright

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and author. Leonardo da Vinci, who was a great painter and technological inventor, was also a pioneer in human anatomy, not because he was interested in medical education, but because he felt that to draw the human form well he needed to know what was under the skin.

- 3 Many other built a lifetime of creativity based on formal training and education. Vincent Van Goghs tried to achieve communication and insight through painting. In a sense one of his technological contributions was the development of his own, so characteristic “yellow”, which made painting like “The Sunflowers” so



special. Isaac Newton, Albert Einstein, Seamus Heaney, Samuel Beckett, and Mary Robinson are other example of well-educated successful people. The former British Prime Minister Margaret Thatcher graduated in Chemistry and Law.

- 4 So what does this tell us? An education is not a prerequisite for success. You can be a good poet by innate ability alone without a degree in English; you can be a creative businessperson or inventor without a degree in business or technology; you can contribute to scientific knowledge without a degree in science, and so on. However, this approach works only for the few innately creative people, with the rest of us needing help to become creative. Truly gifted people have intuitions and insights, which mirror and may substitute for a formal education in particular discipline. Of course, providing a formal education for the truly gifted can produce people of spectacular ability such as Isaac Newton, Albert Einstein and Stephen Hawking. There are also examples of people well



Unit One

qualified in one field of discipline who are successful in another. Pat Kenny is a successful broadcaster and a qualified engineer. Seeking any simple direct correlation between educational attainment and success therefore, however measured, is difficult.

- 5 A strong drive to succeed and the ability to be in the right place at the right time may be common features of successful people. So what's a university education for? I believe that university education should equip a person to be a creative contributor to society mainly in the discipline of their programme studies, but not exclusively so. This definition of the purpose of a university education should be contrasted with the current widely accepted view that a university education is for employment or for getting a job. This latter view is a rather limited one and very much undervalues the significance of a university education both for the person and for society in general. Regardless of the purpose of university education, however, it is true that the better the qualification, the higher is the probability of getting the job one wants.
- 6 University students may choose a course in a particular discipline such as Engineering or in a multi-discipline such as European Studies. Every course should provide the student with a firm grounding in the principles and underlying science of the discipline, a clear understanding of the consequences and application of these principles and perhaps, above all, the ability to use these principles and this understanding in a creative way with the confidence to put them into action. Thus the graduate should be equipped to take advantage of the career opportunities presented, either through employment or through their own enterprise. A university education at least gives the graduates the potential to be creative contributors and initiator of creative endeavour.
- 7 In this context the concept of creative endeavour needs development. I believe it



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includes writing poetry, designing bridges, being a landscape painter, developing computer games, writing a symphony, building an electric car, being a traditional musician, designing aeroplanes, writing a novel, protecting the environment, active participation in remedial teaching, creating a business, involvement in medical research, playing football, improving one's job, being a comedian and so on. Creative endeavour is something we can all be involved in and hopefully through it earn the income to create the life style we desire.

- 8 If you are thinking about a university education, see it as an opportunity to pursue a discipline you are interested in and through which you can be a creative contributor and initiator of creative endeavour.

(775 words)

Notes

1. Winston Churchill (1874—1965) is widely regarded as one of the great wartime leaders and served as British Prime Minister twice. A noted statesman and orator, Churchill was also a historian, a writer, and an artist. He was awarded the Nobel Prize in Literature (1953). 温斯顿·丘吉尔: 英国政治家、演说家、作家、思想家, 1953 年诺贝尔文学奖得主, 曾两度任英国首相, 被认为是 20 世纪最重要的政治领袖之一。
2. Brendan Behan (1923—1964) was an Irish poet, short story writer, novelist, and playwright who wrote in both Irish and English. 布伦达·贝汉: 爱尔兰剧作家和作家。
3. Leonardo da Vinci (1452—1519) was an Italian Renaissance polymath: painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist and writer. 达·芬奇: 意大利文艺复兴时期的多项领域博学者, 其同时是建筑师、解剖学者、艺术家、工程师、数学家、发明家。
4. Vincent Van Gogh (1853—1890) was a Dutch post-impressionist painter whose work had a far-reaching influence on 20th century art for its vivid colors and emotional impact. 文森特·凡·高: 出生荷兰, 19 世纪最伟大的艺术家之一。
5. Isaac Newton (1643—1727) was an English physicist, mathematician, astronomer, natural philosopher, alchemist, and theologian. 艾萨克·牛顿: 英国物理学家、数学家、科学家和

哲学家。

6. Seamus Heaney (1939—) is an Irish poet, writer and lecturer. He lives in Dublin. Heaney has received the Nobel Prize in Literature (1995). 谢默斯·希尼: 爱尔兰诗人, 1995 年获诺贝尔文学奖。
7. Samuel Beckett (1906—1989) was an Irish avant-garde novelist, playwright, theatre director, and poet. Writing in both English and French, he was awarded the 1969 Nobel Prize in Literature for his writing, “which—in new forms for the novel and drama—in the destitution of modern man acquires its elevation.” 塞缪尔·贝克: 20 世纪爱尔兰、法国先锋派作家。1969 年, 他因“以一种新的小说与戏剧的形式, 以崇高的艺术表现人类的苦恼”而获得诺贝尔文学奖。
8. Mary Robinson (1944—) served as the first female President of Ireland from 1990 to 1997, and the United Nations High Commissioner for Human Rights from 1997 to 2002. 玛丽·罗宾逊: 第一位爱尔兰女总统, “911”恐怖袭击事件发生时任联合国人权事务高级专员。
9. Margaret Thatcher (1925—) is a former Conservative Prime Minister of the United Kingdom who served from 1979 to 1990. 玛格丽特·撒切尔: 英国政治家, 于 1979 年至 1990 年出任英国首相。她既是英国历史上第一位女首相, 也是英国 20 世纪内任职时间最长的政府首脑。
10. Stephen Hawking (1942—) is an Englishman considered to be the world's foremost living theoretical physicist and cosmologist. 斯蒂芬·霍金: 英国著名物理学家和宇宙学家, 被誉为是继爱因斯坦之后最杰出的科学家。

Words and Expressions

endeavour /inˈdevə/n. earnest and conscientious activity intended to do or accomplish something 尽力, 竭力

perceive /pəˈsi:v/v. to understand or think of sth. in a particular way 领悟; 理解

prerequisite /ˌpri:ˈrekwizit/n. something that is required in advance 先决条件; 前提

innate /iˈneit/adj. being talented through

inherited qualities 先天的; 固有的

intuition /ˌɪntju:ˈɪʃən/n. the ability to understand or know something by using your feelings rather than carefully considering the fact 直觉; 直觉力

discipline /ˈdi:slɪn/n. a branch of knowledge 学科; 训练

spectacular /spekˈtækjʊlə/adj. sensational in appearance or thrilling in effect 壮观的; 惊



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人的	instruction in the fundamentals of a field of knowledge 基础
drive /draiv/n. the trait of being highly motivated 内驱力;推进力	initiator /i'nifieitə/n. a person who initiates a course of action 发起人;创始者
grounding /'graundɪŋ/n. education or	

Exercises

I. Reading Comprehension

A. T/F Questions.

Decide if the following statements are true (T) or false (F). Write T or F in the blanks.

- ___ 1. This essay is mainly focused on the significance of higher education for success.
- ___ 2. Some self-made people, with very little formal education, are very successful in life because they have great intuition and insight which substitutes for a formal education in a particular discipline.
- ___ 3. Many people enjoy a lifetime of creativity because they are well-educated and have enormous personal wealth.
- ___ 4. People of spectacular ability are successful based on being innately creative rather than benefitting from a formal education.
- ___ 5. The relationship between educational attainment and success is simple to make but difficult to measure.
- ___ 6. It is widely accepted that the purpose of a university education is to qualify one for employment though that view undervalues its significance.
- ___ 7. Education should encourage students to initiate creative endeavours, so that we can all participate in the experience and hopefully through it, earn enough income to fund our lifestyles.

B. Short Answer Questions

1. Break the students into groups of 5—6 students each. Answer the following questions.

- a. Name three jobs that do not require college educations. Name three jobs that require a college education.
- b. Can you name 3 famous people—scientists, entertainers, politicians, etc.—who have formal educations?