

新编研究生英语系列教程

研究生英语阅读教程

(提高级/第二版)

北京市研究生英语教学研究会

主编 李光立 张文芝 副主编 王敏 张敬源 徐志长 王斌



中国人民大学出版社

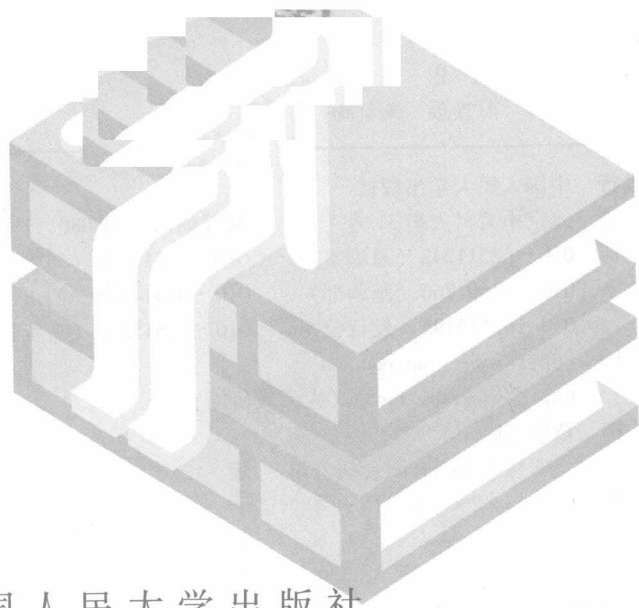
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前言

《研究生英语阅读教程》(第二版)包括基础级和提高级两个层次各一本书,由中国人民大学出版社与北京市研究生英语教学研究会共同策划,由中国人民大学出版社组织北京市有关院校在2004年出版的《研究生英语阅读教程》(基础级和提高级)的基础上修订,适用于高等院校文、理、工、医、农、林等各学科的非英语专业硕士研究生和部分博士研究生,也可作为全国同等学力人员攻读硕士学位研究生的阅读教材或自学教材。

《新编研究生英语阅读教程》(提高级/第二版)的编写指导思想是通过该教材的教学使研究生能够掌握常见的各种体裁文章的阅读技能,并通过阅读实践运用这些技能,从而使学生真正具有较熟练的英语阅读能力,为以英语为工具进行本专业的学习和研究打下坚实的基础。本书在第一版的基础上对阅读技巧的顺序进行了重新安排,使之更加合理;更换了部分课文,使文章更具有时代性。

《研究生英语阅读教程》(提高级/第二版)共设计六个单元,每单元三课,共18课。各单元体裁分别为:第一单元为新闻报道阅读;第二单元为传记阅读;第三单元为杂文阅读(记叙文与描述文);第四单元也是杂文阅读(说明文与议论文);第五单元为科技与科普文章阅读;第六单元为小说阅读。每个单元的开始都详细地介绍了该单元体裁文章的阅读技巧,每课课文后配有有关阅读技巧和课文的大量的练习、课文中的生词表、注释、作者及文章背景介绍等。

《研究生英语阅读教程》(提高级/第二版)适用于作为有一定基础的全国各院校招收的硕士研究生和部分博士研究生的英语阅读教材或自学教材。

《研究生英语阅读教程》(提高级/第二版)的主要特点如下:

1. 本教材以文章体裁为主线。在每单元开始分别系统地介绍了各种体裁文章的阅读技巧。

2. 本教材强化研究生阅读技巧的训练。除了介绍阅读技巧外,本书每课配有大量的练习,其中包括阅读理解练习A和B(A为单项选择题,B为关于文章结构和逻辑关系的练习)、词汇练习A和B(词汇练习A为课文中需要学生认知的词汇及词组,词汇练习B为课文中需要学生掌握的词汇及词组)、综合填空练习、翻译练习和问题与讨论(问题为从书中到书外学生熟悉和感兴趣的话题)等,有针对性地训练研究生



运用在该课中学到的阅读技巧,从而能够真正掌握与运用这些技巧。

3. 本教材可操作性好。本教材以讲述阅读技巧为主线,每课配有课文和大量的练习,这样可以使教师在教学中有较大的选择性,可以以阅读技巧为教学重点也可以以阅读课文、练习或讨论为教学重点。

4. 本教材可读性好。本教材所选阅读材料语言纯正、规范,大部分课文选自英美等英语国家的名家名篇,而且绝大多数都是最新发表的作品。所选文章注意了在内容上、题材上的多样化,如第二单元传记阅读中选择了政界人物希拉里、体育与娱乐界人物贝克汉姆和科学家约翰·纳什。

5. 本教材体现英语阅读的真实性。本教材所选阅读材料均来自英语原文。为了让学生阅读真实的原汁原味的英语文章,生词表和注释都放在了每课的最后。

6. 本教材与北京市研究生英语教学研究会组织的每年1月和6月的研究生英语学位课统考紧密结合。本教材每课课文后设计的阅读和词汇题与研究生英语学位课统考的相关题形式一致,也可以作为备考练习之用。

本书的作者均为北京市研究生英语教学研究会的组织者和参与者,他们都有多年的研究生英语教学与测试的丰富经验。他们分别来自中国科学院研究生院、军事医学科学院、中国人民大学、北京科技大学、北京航空航天大学、北京邮电大学、北京化工大学、首都师范大学和首都医科大学等院校。

本教材在编写和出版过程中得到了北京市研究生英语教学研究会的全力支持,特别是中国人民大学出版社的同志为本书的策划和出版做了大量的工作,在此我们一并表示衷心的感谢。

由于时间仓促,编者水平有限,本教材的缺点和错误在所难免,敬请使用本教材的教师和读者批评指正。

编者
2007年5月

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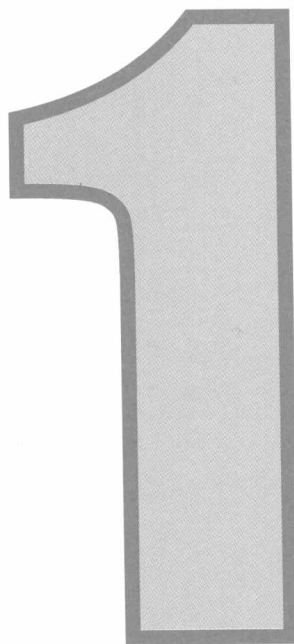


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Unit One

Reading News Reports



Introduction to News Reports

News reporting mainly performs two functions:

1. Its dominant function is to give information, so the language used in news reporting serves the referential function.
2. Its secondary (or subordinate) function is to reflect, shape and sway public opinion, so the language of news reporting is also conative in function.

Headlines

Tenses in headlines. In the news reporting, the simple past tense is always used in the body text because the job of a reporter is to tell his reader what has just happened in the world. But things are quite different with the headlines, which serve to catch the attention of potential readers.

1. Use of simple present tense

The simple present tense is preferred to refer to the past or the recent past. This use of the simple past tense conveys a sense of recency—an important value in news event. It seems as if the reporter were unfolding the scene before the reader's eyes.

2. Use of simple past tense

Though quite rare in headlines, the simple past tense does occur. It is, then, used to emphasize a past fact as shown in the examples below:

- What Did Bush Know?
- Bush Was Told of Hijacking Dangers

3. Use of past participles

An usual journalistic practice is to delete the auxiliary verb *be* in the headlines where the passive voice is involved. So only the past participle is left, and the reference may be to the past, the present or occasionally to the future:

Past

- Bush Warned of Hijackings Before 9/11

Present

- Profound Effect on U. S. Economy Seen in a War on Iraq

Future

- More Time Required to Forge Trade Settlement

4. Use of present participles

To save space, reporters often avoid using continuous verb forms in the headlines, and



generally favor the use of present participles without the auxiliary verb *be* to represent continuous tense:

- 2 M Workers Facing Loss of Jobs

5. Use of infinitives

When the time reference is to the future, reporters often use the infinitives in headlines though the “will” construction also occur:

- China to Spend \$ 2.5 billion on Scientific, Technological Research

6. Verbless sentences

In the case of “be” as the main verb, it is often omitted in headlines. And sometimes reporters prefer nominal group without any verbs altogether in headlines. Often “and” is replaced with “,”.

- China, India in Partnership to Host Global Trade Fair
- Germany in Shock After School Shooting

News Lead

The opening paragraph of a news report contains nothing but the news lead. It gives the gist of the whole news event in just one sentence in most cases. The lead is, in this sense, the “showcase” of all materials contained in a news event. Only on rare occasions do we come across a news lead that consists of more than one sentence.

The news lead is an important semantic feature of news reporting. Like the thematic statement of an essay, it is essential to the realization and interpretation of the meaning of the whole news event. All other paragraphs that follow the lead are actually supporting paragraphs, which provide more specific details. This is an effective time-saving technique for the benefit of the reader as well as the editor. If the reader, after going over the lead, feels interested in the details of a news event, he can just read on; if he is not, or if he is hard pressed for time, he can very well stop after the lead and nothing much is lost.

Determined by its referential function, the basic semantic elements of a news item contain information about the six w's— “who”, “what”, “where”, “when”, “why”, and “how”. The news lead usually contains the first few w's and leaves the rest to the supporting paragraphs. Reporters generally play up one w which is considered more important than others in the news lead. On some occasions, the lead may contain all the six w's, and the supporting paragraphs further explain them in greater detail.

Lexical Feature

1. Use of clichés and set expressions

Reporters usually work under great pressure to get firsthand news and to get it printed in the newspapers at the earliest possible time. They have to, therefore, rely on those handy



and labor-saving clichés and set expressions. The following italicized expressions are a few of these journalistic terms:

- He *is quoted as saying* ...
- ... *according to official sources*, speaking to the Associated Press *on condition of anonymity* ...

2. Neologisms

Reporters have to present their material in the most readable and interesting way so as to attract the attention of the reading public. They often try to enliven their language with neologisms through giving new meaning to old words, concocting nonce words, coining new words or borrowing words from other fields.

(1) Words with extended meaning

- *Monicagate* Year Two

(It refers to former U. S. President Clinton's sexual scandal with Monica Lewinsky. The suffix -gate has become the synonym of scandal since President Nixon's Water-gate scandal.)

(2) Nonce words

A nonce word refers to a word coined to be used only once for a particular situation. The word may be made up of several words joined together through hyphenation or without hyphens as in "This election could go anywhichway".

- He adopts a *the-end-justifies-the-means*.

(3) Coinage

Reporters have great inventiveness in coining new words and expressions, especially through affixation, compounding and blending, etc.

Youthquake (youth +quake, the rebellion of the young)

(4) Words borrowed from sports, gambling, commerce, science and technology

3. Use of initials, acronyms, clippings and blendings

4. Use of "midget" words

"Midget" words, mostly Anglo-Saxon words, are frequently used, especially in headlines. They sound more exciting and dramatic to the English ear, and they are short and space saving. Besides, they can both function as nouns and verbs, thus giving reporters more flexibility in wording his headlines. A sample list of these words is given below:

aid (help) *axe* (reduce) *back* (support) *ban* (prohibition)

5. Use of noun modifier

For the sake of brevity, reporters tend to use noun modifiers to replace other modifying structures such as:

Adjective: *race* (racial) hatred

Gerund: *launch* (launching) pad



Prepositional phrase: *China* visit

Participial phrase: *Acceptance* speech

Infinitive phrase or clause: *Ouster* attempt—attempt to oust somebody

Sometimes a series of nouns are used as premodifiers: *Baby Boom* Threat

Lesson 1

Hour of Horror Forever Alters American Lives

—*Attacks Will Force People to Make
Adjustments in Ways Large and Small*

By June Kronholz, Christina Binkley and Clare Ansberry

[1] An hour of terror changed everything.

[2] Far from the World Trade Center or the Pentagon, Florida shut down its state universities yesterday. San Francisco closed its schools, as well as the TransAmerica building and pedestrian access to the Golden Gate Bridge. Major league baseball games were canceled.

[3] The popular, needlelike Stratosphere tower on the north end of the Las Vegas strip was closed; so was the Paris casino's mock Eiffel Tower. University of Virginia psychologist Dewey Cornell canceled his lecture on student threats and violence inside the schools—so his audience of principals could go back to their schools to deal with the violence outside.

[4] “You just thought America was the safest country,” said Jesse Strauss, a 13-year-old eighth-grader at Pelham Middle School, a Manhattan suburb. His mother added, “Our world as we know it isn’t going to return to normal for a long time.”

[5] Yesterday’s terrorism darkened, marked and forever altered the way Americans live their lives.

[6] “We are going to have to learn what a lot of other countries have gone through: to manage fear at a cultural and national level,” said Charles Figley, a professor of trauma psychology at Florida State University. “We’re getting a lesson in the way fear works.”

[7] In a country long proud and even boastful of its openness—a country where an ordinary citizen can stroll through the U. S. Capitol unescorted—the terrorist attacks are likely to force Americans to watch their steps and look over their shoulders. We already do a lot of that. Metal detectors now mark the front door of many government buildings, and security guards are a fixture in the lobby of most large office buildings.

[8] But tightening still further carries its own danger of allowing terrorists to change a fundamental of American life. “It’s a test of us,” said Fred Dutton, a former aide to John and Robert Kennedy who now represents the government of Saudi Arabia in Washington.



“Are we going to become insecure, and feel the need to have a less open, government-controlled society?”

[9] “The worst thing we could do is say, ‘This is the way things are going to be from now on,’” said Robert Butterworth, a Los Angeles psychologist who heads a disaster response network. Avoiding crowds, popular events and high profile venues like Disneyland or Sea World—which also closed yesterday—is a logical response, but we also “have to figure out constructive things to do”, he insists.

[10] Retaliation is another logical response. Indeed, President Bush promised as much. In an example of the country’s mood, a scrawled sign outside a blood bank in New York ordered, “Mr. Bush, Bomb the bastards now.”

[11] But retaliation carries the risk of setting off a tightening spiral of violence and counterviolence not unlike the Middle East or Northern Ireland. Unlike countries that have had to learn to live with violence, “We are new at this,” said Florida’s Dr. Figley, who heads a project that has trained trauma teams in Yugoslavia. “My fear is we will overreach and make things worse rather than better by retribution, revenge, racism and marginalizing ethnic groups.”

[12] That fear is especially true for Jews and Arabs. In Brookline, Mass., Congregation Kehillath Israel, like many other Jewish congregations, plans to double the security detail at next week’s services for Rosh Hashanah, the Jewish New Year, and the Yom Kippur holy day 10 days later. Police cars will be stationed outside, and uniformed and plainclothes police inside.

[13] “I think I now understand what it is like to live in Jerusalem,” said the congregation’s rabbi, William Hamilton.

[14] Meanwhile, the city of Dearborn, Mich., moved to ensure there isn’t a backlash against the city’s large Arab-American population by setting up an emergency operations center and putting 22 extra police officers on patrol.

[15] Fear of terrorism is likely to lead Americans to tolerate more government surveillance—such as overhead video cameras at sporting events—than they have to date. “It’s very likely in the wake of today’s events that we’re going to see a greater acceptance on the public’s part—and on the court’s part—to approve certain kinds of police tactics,” said William Stuntz, a Harvard Law School professor.

[16] “Today represents a real change in the world,” he added. “It’s not possible ever to think of these issues the same way.”

[17] In Redding, Calif., the chief of police, Robert P. Blankenship, agreed. “We’re not going to be as comfortable and as secure as we once were. Looking at the TV, it’s obvious now that we’re vulnerable,” he said.

[18] Stepping up security isn’t always possible, though. Fairfax, Va., already posts po-



lice officers in its secondary schools; unarmed security officers patrol the district; school doors are locked, teachers and staff wear identity badges. The effectiveness of metal detectors and surveillance cameras isn't proved, and anyway, they "create in kids the sense of a jail", said Daniel Domenech, the superintendent.

[19] Inner-city schools have spent heavily on security technology in the past decade; the Houston school district even has its own SWAT squad. School security has long looked inward for a threat—to students carrying weapons or picking fights. But rising violence from the outside—from disgruntled parents or former employees—is drawing increased attention.

[20] In the wake of the events yesterday, much of the U. S. was closed down—the federal government, schools, airports, the Hoover Dam near Las Vegas and the 47-story Bank of America building in downtown Miami. Also shuttered were the International Monetary Fund and the World Bank; their fall meetings, scheduled for later this month and a planned target of antiglobalization protests, may be canceled, a bank official said. Other institutions and facilities also will reopen amid greater security, resulting in increased frustration and delays. How to explain the day's inexplicable events to their children will be a huge dilemma for parents. "You're not going to be able to keep this one under wraps," said Dr. Butterworth, the trauma psychologist. But he warned against using the tragedy as a teachable moment—a common response in the schools to huge national developments—and overwhelming children.

[21] A further fear is the possibility of copycat incidents that often follow acts of highly publicized violence. Some people "deal with their fears by making other people afraid", said University of Virginia's Dr. Cornell. Indeed, a New York school was evacuated shortly after the planes hit the World Trade Center tower because of a bomb threat. And in Las Vegas, 30,000 people at the International Banking Expo were turned away from the city's convention center after a bomb threat called in from a pay phone on the center's premises.

[22] Maxine Boarts, 71, a real-estate agent from Pittsburgh on a weeklong vacation in Las Vegas wasn't planning to leave until Friday, but is worried about getting a flight home—"if we're not afraid to" get on a plane then. Watching TV from a bar on Bally's casino floor, she said she and five companions considered renting a car to drive home should they need to, but couldn't find a car to rent. It would be a multiday car trip, "but we'd be alive when we get there."

[23] Ms. Boarts wondered if the events will disrupt her grandson's wedding plans next June, but is more concerned about the effect this will have on the nation's psychology. "We'll look at people so differently now," she said. "We're an open people. We're the kind that would talk to anyone. Now, it'll take a second thought."

[24] A few things didn't change yesterday. Gambling at nearly all Las Vegas casinos



continued at near normal volumes, although many gamblers watched CNN as closely as their cards. Merrill Lynch & Co. pressed ahead with a media and entertainment conference for about 500 investors at the Ritz-Carlton Hotel in Pasadena, Calif., after heated argument in the lobby between those Merrill officials who wanted to cancel it and Jessica Reif Cohen, a Merrill first vice president, who didn't.

[25] And Americans, as they have in past moments of shared national tragedy, rolled up their collective sleeves. So many volunteers showed up at a Rockville Center, N. Y., blood bank that overwhelmed staffers began handing out numbers, then turning away donors with anything but O-negative blood, which is accepted by any recipient. Nonetheless, dozens of would-be donors sat in a line of folding chairs that snaked around the building, waiting their turn. (1,387 words)



ABOUT THE AUTHOR

June Kronholz, Christina Binkley and Clare Ansberry are *The Wall Street Journal* staff reporters respectively in Washington, Los Angeles and Pittsburgh. *The Wall Street Journal* was awarded The Pulitzer Price, 2002 (\$7,500) for its comprehensive and insightful coverage, executed under the most difficult circumstances, of the terrorist attack on New York City, which recounted the day's events and their implications for the future. *Hour of Horror Forever Alters American Lives* is one of the works.



EXERCISES

I. Reading Comprehension

A. Answer the following questions or complete the following statements.

- Both the second and the third paragraphs show that the terrorist attacks on the World Trade Center and the Pentagon _____.
 - frightened everyone
 - brought huge damage
 - caused nationwide chaos
 - became quickly known worldwide
- Prof. Charles Figley suggests that Americans _____.
 - know how to manage fear