

新编研究生英语系列教程

研究生英语阅读教程

(基础级/第三版)

北京市高等教育学会研究生英语教学研究分会

主 编 李光立 彭 工

副主编 张雪燕 鲁显生

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第三版前言

《研究生英语阅读教程》的第三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、北京市高等教育学会研究生英语教学研究分会和全国各有关院校共同研发，在 2004 年和 2007 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。本书适用于高等院校文、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其他英语学习人员的自学教材。

《研究生英语阅读教程（基础级 / 第三版）》的编写指导思想是：通过该教材的教学使研究生掌握各项较高的阅读技能，并通过阅读实践运用这些技能，使学生真正具有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。本书在第一版和第二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；更换了八篇课文，使文章更具有时代性；根据各个学校研究生英语课时的调整，减少了阅读技巧和阅读篇章的总量，以适应新的教学要求。

《研究生英语阅读教程（基础级 / 第三版）》共 4 个单元，每单元 3 课，共 12 课。每课有阅读技巧介绍，A 和 B 两篇课文，课文后列出的生词表、注释、作者及文章背景介绍等，并且针对阅读技巧和课文编写了大量的实用练习。本书以最新版《研究生英语教学大纲》中要求研究生掌握和能够运用的各项阅读技能为主线，在每课课文前系统地讲述阅读技巧。

《研究生英语阅读教程（基础级 / 第三版）》的主要特点有：

1. 本教材以阅读技巧为主线。该教材在每课开始分别系统地介绍了各项阅读技巧，并根据这些技巧设计了相应的练习。

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 A、B 两篇阅读课文，每课后配有大量的练习，其中包括阅读理解练习、词汇练习 A 和 B（词汇练习 A 考查学生对课文中较生疏且较重要的词的掌握，词汇练习 B 考查学生对

课文中较熟悉但学生不一定掌握的词汇及词组的认知)、综合填空练习、翻译练习和问题与讨论(讨论从书中到书外学生们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,从而能够真正掌握并运用这些技巧。

3. 本教材可操作性好。本教材以讲述阅读技巧为主线,每课配有两篇课文和大量的练习,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,课文多选自英美等英语国家的名家名篇,而且很多都是近期发表的新作。所选文章注意了内容、题材和体裁上的多样化,如杂文、散文、传记、小说、社论及报刊时文等。

5. 本教材充分体现英语阅读的真实性。本教材所选阅读材料均选自英语原文。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. 本教材与北京市高等教育学会研究生英语教学研究分会每年1月和6月组织的研究生英语学位课统考紧密结合。每课后面设计的阅读、词汇和完形填空题与研究生英语学位课统考题形式一致,也可以作为备考练习之用。在全书的最后还配有两套与研究生英语学位课统考阅读题形式一致的阅读测试题。

本教材的教师用书不仅提供了练习答案,还提供了大量的背景材料和全部课文的译文。本教材的教师用书不单独出版,使用者可以向中国人民大学出版社外语分社免费索取。联系方式: shandysxj@163.com jufa@crup.com.cn

本教材还配有教学课件,使用者也可以向中国人民大学出版社外语分社免费索取。联系方式: shandysxj@163.com jufa@crup.com.cn

本教材在编写和出版过程中得到了北京市高等教育学会研究生英语教学研究分会和全国各有关高校的全力支持,中国人民大学出版社外语出版分社的同志们为本教材的结构体例、内容设计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,敬请使用本教材的教师和读者批评指正。

编者

2012年2月



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Unit One

Efficient Reading

Lesson 1 Developing Your Reading Efficiency

As a graduate student, you are pressed for time. Your course work, which includes reading textbook chapters, completing assignments, studying for exams, and writing papers, competes with part-time jobs and social, recreational, and housekeeping tasks. Each demands your valuable time. At times, university life may seem like a balancing or juggling act in which you are trying to do many things all at once and do all of them well. You are probably wondering if you will be able to keep up and how to get everything done. One of the best ways to handle the demands and pressures of university life is to become more efficient—to get more done in less time.

Many students think that the only way to become more efficient is to read faster. They believe that slow reading is poor reading. This is, however, not the case. Reading efficiency means more than saving time by reading rapidly. Reading effectively includes understanding the ideas the writer is trying to send and organizing those ideas logically to remember them. Your reading efficiency will increase as you develop techniques that improve your comprehension and retention. These in turn will enable you to use your time most economically.

Analyzing Your Reading Efficiency

Are you an efficient reader? Here are some questions that will help you assess your reading efficiency. Answer Yes or No to the questions provided.

1. Do you set goals and time limits for yourself at the beginning of each reading-study session?
2. Do you have particular questions in mind when you begin to read an assignment?
3. Do you try to understand the author's ideas instead of comprehending the literal meaning of each word?

4. Do you pay attention to the paragraphs and how they are organized?
5. While reading, do you try to predict or anticipate what the writer will say next?
6. Are you on the alert to words and phrases that signal change or continuation in thought?
7. Do you sort out more and less important details as you read?
8. When you meet a new word, do you try to figure out its meaning from the way it is used in the sentence?
9. Do you regularly use underlining, summary notes, and marginal notations to identify important information?
10. When you finish reading an assignment, do you take a few minutes to review what you have read and the writer's purpose of writing?
11. Do you find reading an easy and enjoyable task?

If you answer Yes to all or most of the above questions, you are on your way to becoming an efficient reader.

Practice of Reading Techniques

Answer the following questions before or during your reading on Selection A.

1. Do you think English has become a world language?
2. What do you think of the dominance of English as a world language? Is it beneficial or harmful to the development of human society as a whole?
3. By reading the title of this selection, what do you expect McArthur is going to argue in his speech?
4. Do you know the concept of "linguicism" and what a "lingua franca" is? If not, could you try to figure out their meaning from the context?
5. Could you pay attention to how the paragraphs are organized while reading?
6. How long do you think it will take you to finish reading this selection?

READING SELECTION A

World English: A Blessing or a Curse?

Tom McArthur

[1] In the year 2000, the language scholar Glanville Price, a Welshman, made the following assertion as editor of the book *Languages in Britain and Ireland*:

For English is a killer. It is English that has killed off Cumbric, Cornish, Norn and Manx. There are still parts of these islands where sizeable communities speak languages

that were there before English. Yet English is everywhere in everyday use and understood by all or virtually all, constituting such a threat to the three remaining Celtic languages, Irish, Scottish Gaelic, and Welsh... that their long-term future must be considered... very greatly at risk. (p. 141)

Some years earlier, in 1992, Robert Phillipson, an English academic who currently works in Denmark, published with Oxford a book entitled *Linguistic Imperialism*. In it, he argued that the major English-speaking countries, the worldwide English-language teaching industry, and notably the British Council pursue policies of linguistic aggrandisement. He also associated such policies with a prejudice which he calls *linguicism* (a condition parallel to *racism* and *sexism*). As Phillipson sees it, leading institutions and individuals within the predominantly “white” English-speaking world, have (by design or default) encouraged or at least tolerated—and certainly have *not* opposed—the hegemonic spread of English, a spread which began some three centuries ago as economic and colonial expansion.

[2] Phillipson himself worked for some years for the British Council, and he is not alone among Anglophone academics who have sought to point up the dangers of English as a world language. The internationalization of English has in the last few decades been widely discussed in terms of three groups: first, the ENL countries, where English is a native language (this group also being known as the “inner circle”); second, the ESL countries, where English is a second language (the “outer circle”); and third, the EFL countries, where English is a foreign language (the “expanding circle”). Since the 1980s, when such terms became common, this third circle has in fact expanded to take in the entire planet.

[3] For good or for ill, there has never been a language quite like English. There have been many “world languages”, such as Arabic, Chinese, Greek, Latin, and Sanskrit. By and large, we now view them as more or less benign, and often talk with admiration and appreciation about the cultures associated with them and what they have given to the world. And it is fairly safe to do this, because none of them now poses much of a threat.

[4] English however is probably too close for us to be able to analyze and judge it as dispassionately as we may now discuss the influence of Classical Chinese on East Asia or of Classical Latin on Western Europe. The jury is still out in the trial of the English language, and may take several centuries to produce its verdict, but even so we can ask, in this European Year of Languages, whether Price and Phillipson are right to warn us all about the language that I am using at this very moment.

[5] It certainly isn’t hard to look for situations where people might call English a curse. An example is Australia, which is routinely regarded as a straightforward English-speaking country. The first Europeans who went there often used Latin to describe and discuss the place. The word *Australia* itself is Latin; evidently no one at the time thought of simply calling it “Southland”

(which is what *Australia* means). In addition, in South Australia there is a wide stretch of land called the *Nullarbor Plains*, the first word of which sounds Aboriginal, but *nullarbor* is Latin and means “no trees”. And most significantly of all, the early settlers called the continent a *terra nullius*. According to the *Encarta World English Dictionary* (1999) the Latin phrase *terra nullius* means:

...the idea and legal concept that when the first Europeans arrived in Australia the land was owned by no one and therefore open to settlement. It has been judged not to be legally valid.

But that judgment was made only recently. When the Europeans arrived, Australia was thinly populated—but populated nonetheless—from coast to coast in every direction. There were hundreds of communities and languages. Many of these languages have died out, many more are in the process of dying out, and these dead and dying languages have been largely replaced by either kinds of pidgin English or general Australian English. Depending on your point of view, this is either a tragic loss or the price of progress.

[6] At the same time, however, can the blame for the extinction of Aboriginal languages be laid specifically at the door of English? The first Europeans to discover Australia were Dutch, and their language might have become the language of colonization and settlement. *Any* settler language could have had the same effect. If for example the Mongols had sustained their vast Eurasian empire, Mongolian might have become a world language and gone to Australia. Again, if history had been somewhat different, today’s world language might have been Arabic, a powerful language in West Asia and North Africa that currently affects many smaller languages, including Coptic and Berber. Spanish has adversely affected indigenous languages in so-called “Latin” America, and Russian has spread from Europe to the Siberian Pacific. If English is a curse and a killer, it may only be so in the sense that *any* large language is likely to influence and endanger smaller languages.

[7] Yet many people see English as a blessing. Let me leave aside here the obvious advantages possessed by any world language, such as a large communicative network, a strong literary and media complex, and a powerful cultural and educational apparatus. Let us instead look at something rather different: the issue of politics, justice, and equality. My object lesson this time is South Africa. Ten years ago, South Africa ceased to be governed on principles of racial separateness, a system known in Afrikaans (a language derived from Dutch) as *apartheid*. The system arose because the Afrikaner community—European settlers of mainly Dutch descent—saw themselves as superior to the indigenous people of the land they had colonized.

[8] English-speaking South Africans of British descent were not particularly strong in opposing the apartheid regime, and the black opposition, whose members had many languages,

was at first weak and disorganized. However, the language through which this opposition gained strength and organization was English, which became for them the key language of freedom and unity, not of oppression. There are today eleven official languages in South Africa—English, Afrikaans, and nine vernacular languages that include Zulu, Ndebele, and Setswana. But which of these nine do black South Africans use (or plan to use) as their national lingua franca? Which do they wish their children to speak and write successfully (in addition to their mother tongues)? The answer is none of the above. They want English, and in particular they want a suitably Africanized English.

[9] So, a curse for the indigenous peoples of Australia and something of a blessing for those in South Africa...

[10] How then should we think of English in our globalizing world with its endangered diversities? The answer, it seems to me, is crystal clear. Like many things, English is at times a blessing and at times a curse—for individuals, for communities, for nations, and even for unions of nations. The East Asian symbolism of *yin* and *yang* might serve well here: There is something of *yang* in every *yin*, of *yin* in every *yang*. Although they are opposites, they belong together: in this instance within the circle of communication. Such symbolism suggests that the users of the world's lingua franca should seek to benefit as fully as possible from the blessing and as far as possible avoid invoking the curse.

(1,292 words)

ABOUT THE AUTHOR

Dr. Tom McArthur is founder editor of the *Oxford Companion to the English Language* (1992) and the quarterly *English Today: The International Review of the English Language* (Cambridge, 1985—). His more than 20 published works include the *Longman Lexicon of Contemporary English* (1981), *Worlds of Reference: Language, Lexicography and Learning from the Clay Tablet to the Computer* (1986), and *The English Languages* (1998). He is currently Deputy Director of the Dictionary Research Centre at the University of Exeter.

EXERCISES

I. Reading Comprehension

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

1. It can be inferred from Glanville Price's statement that he is _____.

A. happy that English is everywhere in Britain and Ireland

B. worried about the future of the remaining Celtic languages

- C. shocked by the diversity of languages in Britain and Ireland
D. amazed that many people in the UK still speak their Aboriginal languages
2. Cumbric is used as an example of _____.
A. a local dialect
B. a victim of the English language
C. a language that is on the verge of extinction
D. a language that is used by only a limited number of people
3. Which of the following is the major concern of the book *Linguistic Imperialism*?
A. English teaching overseas.
B. British government's language policies.
C. Dominance of English over other languages.
D. The role of English in technology advancement.
4. Both Price and Phillipson are _____.
A. government officials
B. advocates of linguistic imperialism
C. in support of language policies carried out by the British Council
D. concerned about the negative effect of English on smaller languages
5. According to the text, the EFL countries _____.
A. are large in number
B. are known as the "outer circle"
C. will be endangered by English
D. have made English their official language
6. According to McArthur, Chinese is different from English in that _____.
A. it has made a great contribution to the world
B. it has had positive influence on other languages
C. it may result in the disappearance of other languages
D. it probably will not endanger the existence of other languages
7. When he said "the jury is out in the trial" (Line 3, Paragraph 4), McArthur meant _____.
A. punishment is due
B. the jury is waiting for a trial
C. no decision has been made yet
D. there is no one to make the decision
8. Australia might be used as an example to show that _____.
A. languages are changing all the time
B. some English words are derived from Latin
C. English has promoted the progress of some nations
D. English should be blamed for the extinction of smaller languages
9. Many people see English as a blessing for people in _____.
A. Australia
B. East Asia

- ### ***B. Questions on global understanding and logical structures***

- ## II. Vocabulary

1. There has been much opposition from some social groups, _____ from the farming community.
A. straightforwardly B. notably
C. virtually D. exceptionally
2. The _____ view in Britain and other Western countries associates aging with decline, dependency, isolation, and often poverty.
A. predominant B. credulous
C. inclusive D. sustainable
3. But gifts such as these cannot be awarded to everybody, either by judges or by the most _____ of governments.
A. tough B. demanding C. diverse D. benign
4. The foreman read the _____ of guilty fourteen times, one for each defendant.
A. prejudice B. verification C. verdict D. punishment
5. They fear it could have a(n) _____ effect on global financial markets.