高等学校"十二五"规划教材・英语系列

# 研究生英语泛续教程

NGLISH EXTENSINE

EADING

FOR GRADUATE STUDENTS

陈莉霞 主编

西北工業大學出版社

高等学校"十二五"规划教材·英语系列

# **English Extensive Reading for Graduate Students**

# 研究生英语泛读教程

主 编 陈莉霞

副主编 张雅毅

编 委 侯爱群 荆洁兰 刘振利

封 晨 张民和 凌 燕

李文瑞 崔晶晶 孟玉霜

主审万明

西班子某大学出版社

【内容简介】 本书根据我国近年来研究生英语教学,特别是工科院校学生的实际情况而编写,以期帮助学生提高英语阅读水平,开拓知识视野,培养深厚的人文知识底蕴。全书共 18 课,每课包括两篇文章: Text A 和 Text B,主题紧密关联,文章体裁丰富,角度多样,有助于学生掌握英语阅读技能。每课后都配有针对性强、生动有趣的多样化练习: Text A 后的练习包括阅读理解、翻译训练和话题讨论: Text B 后设置了阅读理解练习。

#### 图书在版编目(CIP)数据

研究生英语泛读教程/陈莉霞主编.一西安:西北工业大学出版社,2011.8 ISBN 978-7-5612-3147-0

I. ①研··· Ⅱ. ①陈··· Ⅲ. ①英语—阅读教学—研究生—教材 Ⅳ. ①H319. 4

中国版本图书馆 CIP 数据核字(2011)第 159859 号

出版发行:西北工业大学出版社

通信地址: 西安市友谊西路 127 号 邮编:710072

电 话:(029)88493844 88491147

如 址: www.nwpup.com

印刷者:陕西丰源印务有限公司

开 本: 787 mm×960 mm 1/16

印 张: 14.375

字 数: 255 千字

版 次: 2011 年 8 月第 1 版 2011 年 8 月第 1 次印刷

定 价: 28.00 元

# 前 **Preface**

《研究生英语泛读教程》是由西安工程大学研究生部组织具有丰富研究生英语教学经验的教师编写的。它根据我国近年来研究生英语教学,特别是工科院校学生的实际情况确定选材内容及编写体系,以期帮助学生真正提高英语阅读水平,开拓他们的知识视野,培养深厚的人文知识底蕴。

本教材选材广泛,内容涵盖亲情、人物传记、网络、环境以及经典名著节选等。所选课文均为英语原文,语言规范,内容新颖,题材多样,具有可读性和时代性。

《研究生英语泛读教程》共 18 课,每课包括两篇文章: Text A 和 Text B。 两篇文章主题紧密关联,文章体裁丰富,角度多样,有助于学生掌握英语阅读技能。课后配有针对性强、生动有趣的多样化练习。 Text A 后的练习包括阅读理解、翻译训练和话题讨论; Text B 后设置了阅读理解练习。丰富的教学内容和多样的练习为学生进行口语和书面表达提供了大量语言素材,也是扩充词汇量以及提高翻译技能不可多得的参考资料。

感谢西安工程大学研究生部领导对本教材编写给予的大力支持!

另外,在编写过程中,参考了一些报纸、杂志和网站的文章,在此向原作者 表示衷心感谢!

由于时间仓促,经验不足,水平有限,本教材的缺点和错误在所难免,敬请广大师生和读者在使用中提出宝贵意见和建议。

编 者 2011年5月1日



# 目 录 Contents

Lesson One		
Text A	How to Become a Good Graduate Student?	1
Text B	So You Are Going to Make a Speech	7
Lesson Two		
Text A	When in China, No Green Hat	13
Text B	Bridging the Cultural Differences	19
Lesson Thre	e	
Text A	Trashed Tech: Where Do Old Cell Phones, TVs and	
	PCs Go to Die?	25
Text B	Not Everyone Is Cheering as Wi-Fi Takes to the Air	31
Lesson Four	•	
Text A	Three Days to See (Excerpts)	36
Text B	A Young Boy's Ambition	42
<b>Lesson Five</b>		
Text A	For All Women	48
Text B	I'd Rather Be Black than Female	55
Lesson Six		
Text A	On Getting off to Sleep	61
Text B	Snoring: An Unwelcome Bedfellow	67

_	-
1	E TO
1	-
1	图 图 /
1	16

Lesson Seve	n			
Text A	Advice to Youth	72		
Text B	Life Is the Greatest Teacher	78		
Lesson Eigh	Lesson Eight			
Text A	Nietzsche	82		
Text B	Plato	90		
Lesson Nine				
Text A	The "Millennium Generation" Is Making Its Mark	95		
Text B	Stuck in the Middle: Caring for Two Generations at Once	102		
Lesson Ten				
Text A	Getting the Most Out of Life	108		
Text B	Philosophy of Life	116		
Lesson Elev	en			
Text A	Chapter One of Jane Eyre	120		
Text B	The Little Match Girl	129		
Lesson Twe	lve			
Text A	The Aims of Education	134		
Text B	The Education of Benjamin Franklin	141		
Lesson Thir	teen			
Text A	The Coolest Dad	146		
Text B	The Happiest Day of My Life	150		
Lesson Four	rteen			
Text A	Celebrating the Chinese New Year Home and Abroad	156		
Text B	Customs ····	162		
Lesson Fift	een			
Text A	Little Sister of the Poor ·····	167		
Text B	Disabled But Not Ruined	174		

160
Ŷ.
Æ

Lesson Sixteen				
Text A	Weather and Climate	181		
Text B	On the Move to Outrun Climate Change	187		
Lesson Seven	nteen			
Text A	The Maya Civilization and Its Some Important Features	194		
Text B	The Rise of Maya Civilization	202		
Lesson Eighteen				
Text A	Why We Laugh	210		
Text B	The Truth about Lying	215		
References		221		

#### Lesson One

# Text A How to Become a Good Graduate Student?

Marie DesJardins

Why go to graduate school at all? The usual reasons given are that a master's degree or a doctor's degree is required or preferred for some jobs, essentially research and academic positions; that it gives you a chance to learn a great deal about a specific area; and that it provides an opportunity to develop ideas and perform original research. Wanting to delay your job hunt is probably not a good enough reason. Graduate school is a lot of work and requires strong motivation and focus. You have to really want to be there to make it through.

It helps to have a good idea of what area you want to specialize in, and preferably a couple of particular research projects you might like to work on. Look for books and current journals and conference proceedings in your area, and read through them to get an idea of who's doing what there. (You'll be doing a lot of reading once you start graduate school, so you might as well get used to it.) This is where advisors first enter the scene; faculty members ought to be willing to talk to undergraduates and help them find out more about research areas and graduate schools. Try to get involved in research: ask professors and teaching assistants whether they need someone to work on an ongoing project, or start an independent research project, with guidance from a faculty member.

Graduate school is a very unstructured environment in most cases.

Graduate students typically take fewer hours of coursework per semester than undergraduate students, especially after the second year. For many, the third year—after coursework is largely finished and preliminary exams have been completed—is a very difficult and stressful period. This is when you are supposed to find a thesis topic, if you are not one of the lucky few who have already found one. Once you do find a topic, you can expect two or more years until completion, with very few landmarks or milestones in sight.

Being a good researcher involves more than "merely" coming up with brilliant ideas and implementing them. Most researchers spend the majority of their time reading papers, discussing ideas with colleagues, writing and revising papers, staring blankly into space—and, of course, having brilliant ideas and implementing them. Keeping a journal of your research activities and ideas is very useful. Write down speculations, interesting problems, possible solutions, random ideas, references to look up, notes on papers you've read, outlines of papers to write, and interesting quotes. Read back through it periodically. You'll notice that the bits of random thoughts start to come together and form a pattern, often turning into a research project or even a thesis topic. You'll have to read a lot of technical papers to become familiar with any field, and to stay current once you've caught up. You may find yourself spending over half of your time reading, especially at the beginning. This is normal. It's also normal to be overwhelmed by the amount of reading you think you "should" do. Try to remember that it's impossible to read everything that might be relevant: instead, read selectively. When you first start reading up on a new field, ask your advisor or a fellow student what the most useful journals and conference proceedings are in your field, and ask for a list of seminal or "classic papers" that you should definitely read.

Before bothering to read any paper, make sure it's worth it. Scan the title, then the abstract, then—if you haven't completely lost interest already—glance at the introduction and conclusions. (Of course, if your advisor tells you that this is an important paper, skip this preliminary step and jump right in!) Before you try to get all of the nitty-gritty details of the

paper, skim the whole thing, and try to get a feel for the most important points. If it still seems worthwhile and relevant, go back and read the whole thing. Many people find it useful to take notes while they read. Even if you don't go back later and reread them, it helps to focus your attention and forces you to summarize as you read. And if you do need to refresh your memory later, rereading your notes is much easier and faster than reading the whole paper.

Keep the papers you read **filed away** so you can find them later, and set up an online **bibliography**. I find it useful to add extra fields for key words, the location of the paper ( if you borrow the reference from the library or a friend), and a short summary of particularly interesting papers. This bibliography will be useful for later reference, for writing your **dissertation**, and for sharing with other graduate students ( and eventually, perhaps, advisees).

At times, particularly in the "middle years", it can be very hard to maintain a positive attitude and stay motivated. Many graduate students suffer from insecurity, anxiety, and even boredom. First of all, realize that these are normal feelings. Try to find a sympathetic ear—another graduate student, your advisor, or a friend outside of school. Next, try to identify why you are having trouble and identify concrete steps that you can take to improve the situation. To stay focused and motivated, it often helps to have organized activities to force you to manage your time and to do something every day. Setting up regular meetings with your advisor, attending seminars, or even extracurricular activities such as sports and music can help you to maintain a regular schedule. Be realistic about what you can accomplish, and try to concentrate on giving yourself positive feedback for tasks you do complete, instead of negative feedback for those you don't.

Setting daily, weekly, and monthly goals is a good idea, and works even better if you use a "buddy system" where you and another student meet at regular intervals to review your progress. Try to find people to work with; doing research is much easier if you have someone to bounce ideas off and to give you feedback.

Working and talking with other people will help you to realize which

## B.

#### nglish Extensive Reading for Graduate Students 研究生英语泛读教程

aspects of your research are truly different and innovative, how your work fits into the current state of your field and where it's going, and which aspects of your work are harder to sell (and, therefore, which aspects you need to think more about justifying.).

Breaking down any project into smaller pieces is always a good tactic when things seem unmanageable. At the highest level, doing a master's project before diving into a Ph. D. dissertation is generally a good idea (and is mandatory at some schools). A master's gives you a chance to learn more about an area, do a smaller research project, and establish working relationships with your advisor and fellow students.

In order to do original research, you must be aware of ongoing research in your field. Most students spend up to a year reading and studying current research to identify important open problems. However, you will never be able to read everything that might be very relevant—and new work is always being published. Try to become aware and stay aware of directly related research—but if you see new work that seems to be doing exactly what you are working on, don't panic. It's common for graduate students to see a related piece of work and think that their topic is ruined. If this happens to you, reread the paper several times to get a good understanding of what they are really been accomplished. Show the paper to your advisor or someone else who is familiar with your topic and those opinions you respect. Introduce yourself to the author at a conference or by e-mail, and tell them about your work. By starting a dialogue, you will usually find that their work is not quite the same, and there are still directions open to you. You may even end up collaborating with them, Good researchers welcome the opportunity to interact and collaborate with someone who's interested in the same problems they are. To be successful at research, it is essential that you learn to cope with criticism, and event that you actively seek it out. Learn to listen to valid, constructive criticism and ignore destructive, pointless criticism (after finding any pearls of wisdom that may be buried in it).

When writing a thesis, or any technical paper, realize that your audience is almost guaranteed to be less familiar with your subject than you are.

S

Explain your motivations, goals, and methodology clearly. Be repetitive without being boring, by presenting your ideas at several levels of abstraction, and by using examples to convey the ideas in a different way. It also helps to start writing at a coarse granularity and successively refine you thesis. Don't sit down and try to start writing the entire thesis from beginning to end. First, jot down notes on what you want to cover, and then organize these into an outline (which will probably change as you progress in your research and writing). Start drafting sections, beginning with those you're most confident about. Don't feel obligated to write it perfectly the first time; if you can't get a paragraph or phrase right, just write something (a rough cut, a note to yourself, a list of bulleted points) and move on. You can always come back to the hard parts later; the important thing is to make steady progress.

You will probably have to take an oral exam in which you present and/ or answer questions about your proposal. Be sure that your committee members are as familiar as possible with your work beforehand. Give them copies of the proposal, and talk to them about it. During the exam, don't panic if you don't know the answer to a question. Simply say, "I'm not sure" and then do your best to analyze the question and present possible answers. Your examining committee wants to see your analytical skills, not just hear canned answers to questions you were expecting. Give a practice talk to other students and faculty members. Remember: you know more about your thesis topic than your committee; you are teaching them something for a change.

(1,720 words)

#### **New Words**

unstructured *adj*. 无系统的 milestone *n*. 里程碑 speculation *n*. 思考 random *adj*. 无目的的 seminal *adj*. 影响深远的 nitty-gritty *n*. 本质,实情

## 3.

#### nglish Extensive Reading for Graduate Students 研究生英语泛读教程

file away 分类整理
bibliography n. 参考文献目录
dissertation n. 论文
buddy n. 好朋友、伙伴
bounce vt. 弹起
tactic n. 战术
mandatory adj. 强制的,必须的
coarse adj. 粗的,粗糙的
granularity n. 颗粒性
refine vt. 精炼
jot down 草草记下
bulleted adj. 加着重号的
canned adj. 千篇一律的

#### Exercises

#### I. Reading Comprehension

Answer the following questions briefly according to the passage.

- 1. According to the author, what are the possible reasons for going to graduate school?
- 2. How are graduate students different from undergraduate students?
- 3. Why does being a good researcher involve more than "merely" coming up with brilliant ideas and implementing them?
- 4. According to the author, how can one become a good researcher?
- 5. Why is it hard to maintain a positive attitude and stay motivated while doing researches?
- 6. How do you know that a paper is worth reading?
- 7. Why is it important to establish working relationships with your advisors and fellow students?
- 8. What are the things one should pay attention to in writing a thesis?

#### []. Translation

1. Graduate school is a very unstructured environment in most cases.

Graduate students typically take fewer hours of coursework per semester than undergraduate students, especially after the second

year. For many, the third year—after coursework is largely finished and preliminary exams have been completed—is a very difficult and stressful period. This is when you are supposed to find a thesis topic, if you are not one of the lucky few who have already found one. Once you do find a topic, you can expect two or more years until completion, with very few landmarks or milestones in sight.

2. Observe a child; any one will do. You will see that not a day passes in which he does not find something or other to make him happy, though he may be in tears the next moment. Then look at a man; any one of us will do. You will notice that weeks and months can pass in which every day is greeted with nothing more than resignation, and endure with polite indifference. But it is true that they smile so seldom that when they do, they don't recognize their face. So distorted it is from the fixed mask they take for granted. And even then, a man can not smile like a child, for a child smiles with his eyes, whereas a man smiles with his lips alone. It is not a smile, but a grin; it has something to do with humor, but little to do with happiness. And then, as anyone can see, there is a point (and who can define that point) when a man becomes an old man, and then he will smile again.

#### III. Questions for Oral Discussion

Why do you want to go to graduate school? Do you have a good idea of what area you want to specialize in? What do you think being a good researcher involves? Have you ever suffered from insecurity, anxiety or boredom? How do you overcome these feelings?

# Text B So You Are Going to Make a Speech

You are going to make a speech. How can you make sure that the outcome will be successful? In the article, some valuable techniques are provided to help give you more confidence in presenting a speech.



Congratulations! You've been chosen (or drafted) to deliver a speech. Don't panic. Start by asking yourself the following questions:

#### How Do I Start to Write My Speech?

That's easy. To begin with, don't. Gather and organize your ideas, plan and polish, but don't write it down word for word. For now, just jot an outline with key points and ideas on a note pad.

1. Open with a bang. The first and last thirty seconds of your speech have the most impact, so give them extra thought, time, and effort. If you haven't hooked your audience's interest, their minds are going to wander off. Whatever you do, don't waste any of your precious second with "Ladies and Gentlemen, it is a pleasure to be here tonight." Open with an intriguing or startling statement: "Half the people in this room are going to...", "As a young man, my father gave me this valuable advice...," "Of all the questions I am most frequently asked...."

I helped a neighbor, Mike Powell, with a speech he was putting together for the Continental Breakfast Club in San Francisco. Mike was a senior scientist with Gene-tech at the time. I suggested that since most of us don't know what scientists are like or what they do, he should tell the audience. Mike captured everyone's attention by saying, "Being a scientist is like doing a jigsaw puzzle in a snowstorm at night ... you don't have all the pieces ... and you don't have the picture you are trying to create."

- 2. Develop strong supporting stories. If you're using the Past-Present outline format, the middle of your talk is where you expand on your key points and develop personal stories that support where you were and where you are now. In the Q & A (question and answer) format, develop one or two strong anecdotes to support each answer. Personal anecdotes are best, but you can also insert some of the ideas and examples you've been gathering in your journal or computer.
- 3. Close on a high note. Your close should be the high point of your speech. First, summarize the key elements of the investment process (or whatever your topic is). If you're planning to take questions from the audience, say, "Before my closing remarks, are there any questions?" Answer them then.

The last thirty seconds of your speech must send people out energized and fulfilled. Finish your talk with something inspirational that supports your theme. My scientist friend Mike talked of the frustrations of being a scientist. He closed by saying, "People often ask, why should anyone want to be a scientist?" Then Mike told them about a particularly information-intensive medical conference he had attended. The final speaker rose and said, "I am a thirty-two-year-old wife and mother of two. I have AIDS. Please work fast."

Mike got a standing ovation for his speech. He was telling his audience what they needed to know.

#### How Do I Polish My Speech?

Your next step is to make a written draft of your speech. You can assemble your notes, or you may prefer to talk your ideas into a tape recorder and transcribe the words. Then read your draft to confirm that it is:

- —Interesting: After every point you make, ask yourself, "Who cares?" If no one does, edit it out.
  - -Concise: Delete redundancies and clichés.
- -Effective: Are your supporting examples strong and on target? If not, replace them.
- —Personal: Does it have a high I—You Factor? Be sure you've connected yourself with your audience by putting them into your speech.
- —Politically correct: "PC" is sometimes overdone, but it is essential. You lose listeners if you unintentionally offend them.

Vigorous polishing makes your talk tighter, more powerful, and less likely to bore or irritate your audience.

#### How Do I Rehearse?

You've edited and fine-tuned a written version of your talk. Now you're going to practice it. (You may think this is too much trouble, but you'll be glad you did.)

- 1. Tape yourself reading your talk out loud to check on timing and emphasis.
  - 2. Prepare outline notes. Even though you've just gone to a great deal

of trouble to prepare a written speech, you're NOT going to read it! Nothing puts an audience to sleep faster. Instead, you're going to speak directly and spontaneously to the audience, maintaining essential eye contact. The secret is to prepare easy-to-read notes. Write you key points on a pad or card that you'll keep on the lectern or table. Use a bold felt tip pen or a large typeface on your printer. As you speak, you'll follow your road map with quick glances. An easy-to-read wristwatch or small clock on the lectern lets you keep track of the time so you can speed up or slow down, cut or add material, so you finish on time.

- 3. Tape your "impromptu" talk. Again, check for timing. As you play it back, notice repetitive phrases and non-words like "er" and "ah." Try again, minus these distracting irritants, until you are speaking smoothly and confidently.
- 4. Practice in front of an audience. Ask one or two perceptive people for their feedback. Make it clear that you want constructive criticism, not just praise. Did they understand the points you were making? Was there a lack of logic or continuity? Did they think you spoke too quickly or slowly? Use their feedback to polish your presentation.
- 5. Write your own introduction, and bring a printed copy! Even if you're speaking for free, you want the emcee to pronounce your name right, mention your company's name, and tell people how to get in touch with you.

#### The Big Day

If you're speaking from a stage, explain to the introducer that you'll come on stage from the wings before they leave the lectern after introducing you. They need to get off the stage before the audience stops applauding. This way, the audience looks at you instead of the emcee.

You've taken center stage—now take it away!

(1,003 words)

#### New Words

panic v. 恐慌 intriguing adj. 吸引人的

10