

由 中 外 专 家 联 合 编 写 的 一 本 英 语 阅 读 理 解 教 材

· 中国
· 英语
· 阅读
· 与
· 写作
· 教材
· 研究生

社会科学英语

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徐薇 / 编著

阅读理解高级教程

Academic English
Reading Comprehension



中国商务出版社
CHINA COMMERCE AND TRADE PRESS

中国社会科学院研究生英语阅读与写作教材

社会科学英语阅读理解高级教程

Academic English Reading Comprehension

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中国商务出版社

图书在版编目(CIP)数据

社会科学英语阅读理解高级教程 / (英) 凯 (Kay, S.),
(英) 奥利弗 (Oliver, J.), 徐薇编著. —北京: 中国商务
出版社, 2005. 9

书名原文: Academic English Reading Comprehension

中国社会科学院研究生英语阅读与写作教材

ISBN 7-80181-424-X

I. 社... II. ①凯...②奥...③徐... III. 英语—阅读
教学—研究生—教材 IV. H319.4

中国版本图书馆 CIP 数据核字 (2005) 第 095196 号

社会科学英语阅读理解高级教程

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中国商务出版社出版

(北京市安定门外大街东后巷 28 号)

邮政编码: 100710

电话: 010—64269744 (编辑室)

010—64220120 (发行二部)

网址: www.cctpress.com

Email: cctpress@cctpress.com

新华书店北京发行所发行

北京密兴印刷厂印刷

880 × 1230 毫米 16 开本

16 印张 429 千字

2005 年 9 月第 1 版

2005 年 9 月第 1 次印刷

印数: 4000 册

ISBN 7-80181-424-X

G · 180

定价: 25.00 元

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出版说明

英语作为交流的语言,正被越来越多的人所学习。人们通过英语这种交流工具,一来交流思想,二来传播文化。尤其是在我国当今的改革开放时代,我们需要借助英语来开展国际商务、进行贸易往来,需要借助英语来掌握先进的科学技术,进行学术交流。

目前,我国是学习英语人数最多的国家,只要是大学毕业的学生,基本都达到大学英语四级或六级水平。然而,大学英语四级或六级仅仅是能够简单表达自己思想、阅读简单英文文章的水平,这与交流思想、传播文化还有很大差距。如何能够在大学英语四六级的水平上有一个根本性的提高,使自己所学的英语能够对自己将来的研修或工作有很大的帮助,已经成为每位英语学习者和英语教育工作者日益关心的问题。

总体来说,除了树立“孜孜不倦、锲而不舍”的学习精神外,针对性地学习也是提高英语水平的有效方法。在这个针对性学习过程中,一本合适的教材可以起到事半功倍的效果。

由 Sue Kay、James Oliver 和徐薇教授联合编写的《社会科学英语阅读理解高级教程》,旨在通过有针对性地英语阅读学习,全面提高读者英语读、写、说的能力。

本书是英语阅读教材编写方式的创新,首先,它是由外国专家和国内专家执笔编写,所选用的阅读材料均具有很强的代表性和针对性。其次,本书用全英文编写,营造了良好的阅读氛围。再次,本书经过作者多次严格审查,对阅读材料和练习习题进行了反复核对,避免了“中国式”英语试题的提问不准确、答案模棱两可的尴尬。最后,本书虽为阅读教材,在编写过程中作者还专门考虑到读者英语写作和会话提高的需要,精心作了相应的安排,详情请阅读本书 Reading Guideline 部分。

总之,本书是国内第一本由外籍专家和国内专家联合编写的社会科学类高级阅读教材,它不但选取了很有代表性的阅读素材,同时配备了详细的注解和练习题,是一本值得向英语阅读、写作教师和学生自学拔高推荐的理想教材。

在此,感谢所有曾为本书做过贡献的外籍教师!

中国商务出版社编辑部

Introduction

This book aims to give students practice in coping with academic texts in English. The texts have been collected from a number of academic journals over a period of time and have been used by the Chinese Academy of Social Science to test the reading comprehension ability of PhD candidates. They cover a wide range of academic disciplines and topics.

The book has many different uses—reading comprehension, writing summaries, speaking and listening.

- Reading

Some suggestions are to be found in the section “Reading Comprehension Questions”. The answer key is given at the back of the book.

- Writing

See section entitled “How to write Summaries” and the sample summaries provided.

- Speaking

Students can practice speaking English by reading the passages aloud and many of the topics covered in the passages would be suitable for class debates.


We hope students and teachers will find other uses.



Sue Kay

Sue is a free-lance teacher and writer. She specialises in teaching both business and academic writing in English. She has been teaching at the Chinese Academy of Social Sciences since 1997 and in 2005 was invited to teach a course at Peking University. Sue has published books on business writing (*Practical Business Writing*) and public speaking (*Practical Presentations*) as well as designing many new courses. She has been invited to lecture at universities and businesses throughout China, including in Hangzhou and Zhengzhou. Having been a member of the Association of Speakers Clubs in the UK for many years, Sue is passionate about the benefits of public speaking. She has judged the finals of the prestigious Annual FLTRP Cup National English Debating Competition and the CCTV Cup English Speaking Contest as well as many other speaking competitions.

Xu Wei



Xu Wei is a professor at the Graduate School, Chinese Academy of Social Sciences (CASS).

After Graduating from the English Department, Yantai Normal University, she went for 5 years to Regina University in Canada to study her second degree.

After she graduated in 1986, she came back to China and has been teaching at CASS since then.

During those years of working at CASS, she was Dean of the Foreign Language Department; in charge of English entrance examination for Ph.D candidates; and designed and developed new courses.

Now besides teaching English to Ph. D students, she is a member of the academic promotion selections panel, and a member of the Europe-America Association.

Xu Wei has published the following articles and books: *Nine Short English Plays*, *An Approach To Classroom Video* (article), *Short Cut*, *The History of Relationship Between US and China* (translation), *English Listening and Speaking*, *English Listening and Speaking Through Pictures*, *English Entrance Examinations Tests and Explanation*, *Listening Practice Tests For MA Candidates*.

James Oliver

James Oliver is a Foreign Educational Expert and a certified professional language teacher. He received his PGCE (post-graduate certificate in Education) at Portsmouth University, England.

He was a Curriculum designer and a course developer at the Academy of Social Sciences (GSCASS) where he taught Academic Reading & Writing to postgraduate students (M. A. & Ph.D.) for many years.

He joined Beijing Foreign Studies University in 2004 where he developed resources for the Corporate Blended Department, creating "Effective Writing" and "Business Writing Essentials". He was awarded the BFSU Certificate for Teaching Excellence in June 2005.

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Reading Guidelines

I. Background

Each of the academic passages has 6 or more multiple - choice questions. These reading comprehension questions are intended to measure your ability to read with understanding and discrimination. They are meant to explore your ability to analyze reading passages with academic content and style. More specifically, they test your capacity to distinguish explicitly stated elements from assumptions, to identify inferences and underlying arguments and to understand the implications of the arguments. The essential aspects of these comprehension questions include the following:

1. function of a specific term in relation to a broader portion of the passage
2. relationships among the various ideas or concepts in the passage
3. relation of the author to the topic or to the audience

Different multi-criteria reading comprehension questions can be identified. These various types focus on the following factors:

1. the main idea or primary purpose of the passage
2. the information explicitly stated in the passage
3. the information or ideas implied or suggested by the author
4. the possible applications of the author's ideas to other situations, including the identification of situations or processes analogous to those described in the passage
5. the author's logic, reasoning, or persuasive techniques as well as the tone of the passage or the author's attitude as it is revealed in the language used

II. About the Passages

The Reading Comprehension passages are designed to improve reading comprehension, increase reading speed, expand vocabulary and enhance study skills for nonnative speakers of English involved in Postgraduate courses. They include a

variety of fields such as politics, history, economics, psychology, law, anthropology, literature and education.

III. Types of Reading Comprehension Questions

1. Factual Questions These require a straightforward answer supplied by the information in the passage. Answering these factual questions should not take too much time under examination conditions. However, care must be taken to answer the question asked and not to be diverted by seemingly obvious yet incorrect answers.

2. Inference Questions These questions will test your capacity to draw logical conclusions from factual and non-factual information in the passage. You may also be requested to determine the author's main idea or select the most suitable title for the passage. See 4.1 below for advice on how to tackle these questions.

3. Main Idea Questions You will be asked to identify the main idea of a paragraph or passage, as opposed to supporting details and arguments.

4. Tone Questions The relationships among the various parts of the passage, the organization of the passage and the application of information in the passage will help you determine the mood or tone of a passage.

IV. Reading Comprehension Strategies

1. Take notes: the ability to take effective notes is a key component of the reading comprehension toolbox. Useful tips include writing in the margin the main idea in each paragraph, recording the supporting statements and underlining key words. See 5.10 below for more information about note-taking. Also, the ability to identify distracters, recognize absolute statements and understand double negatives that can often be misleading will help you become a more confident and effective reader. Finally, as you read, you will need to go through the necessary elimination process by crossing off the suggested answers you are able to dismiss as incorrect.

2. Read the suggested answers carefully. Identify the question-type as well as the type of passage you are reading. Make possible predictions and compare them with the conclusions drawn from factual and non-factual information from the passage.

3. Treat factual questions carefully. When a factual question directs you to look at a particular paragraph, you will often find that one or more of the answer choices is purposefully deceitful. It is therefore recommended to re-read both the segment providing the data as well as the lines both before and after it. It is probable that you

will find there something that will be useful in interpreting the data hence directing you to the right answer.

4. Don't make quick assumptions about restrictive answers (e.g. "a and c only" - "None of the above" - "All of the above"). This answer-type may be used as a lure to distract you from drawing correct conclusions.

5. Learn to quickly identify and eliminate those answer-choices that do not convey any real meaning or add any real value to the analysis.

6. Be persistent. You will improve your reading comprehension skills by going through the practice questions that concern topics other than your subject area. In addition, it would be a good idea to keep track of your results in the chart at the end of each passage. It is a positive reinforcement to study to see evidence of improvement in skills.

V. Helpful Hints for Reading

The following hints may be helpful in answering reading comprehension questions effectively.

Remember that questions should be answered on the basis of the information found in the passage. Any personal interpretation or digression would lead to erroneous conclusions. Also, it means that the student doesn't require further or extensive outside knowledge of a topic to determine which answers are correct. You are expected to rely specifically on the passage itself.

Before answering the questions, it is highly recommended to use pre-reading techniques and search for organizational patterns. Various reading comprehension operating principles can help you get a head start including:

1. Scan the passage to identify the topic of the passage.
2. Skim the passage paying particular attention to the first and last sentences of each paragraph. (Remember that topic sentences are usually, but not always, found at the beginning of the paragraph.)
3. Underline and initially try to guess the meanings of words from the context. (Look up the words you do not know. This should be done in an English-English dictionary as well as an English-Chinese dictionary in order to understand meaning and how the word is being used.)
4. Looking for structural markers (transitions/linking words, e.g. "finally", "the second possibility") and repeated key words (e.g. "this argument", "such industrialized nations").
5. Make notes in the margin about what the writer is saying in each paragraph

or section of the text (This is most effective if it is done in your own words.)

6. Clearly identify the main idea of each paragraph and the supporting details
7. Anticipate and infer from the main points in the different paragraphs what the author wants his readers to understand. i.e. the unstated message or argument
8. Make sure you clearly understand and constantly re-examine the relationships between the different ideas/concepts expressed in the various paragraphs of a passage and the point(s) the author is making. Clarify the nature of these relationships (e.g. opposing, complementary...).
9. Be aware that vocabulary in the passages may be old fashioned in that it may have been written in the 18th/19th centuries. Also, that some author's adapt words to their use so these words may not be in the dictionary. (For example, Part II, passage 8, "ungratifying" or Part II, passage 11, "extremest"). Although these words are not grammatically correct, their meaning is usually apparent. Their inclusion in academic writing is one way in which language can be seen to evolve and change with time.
10. Note-taking. The Cornell method provides the student with the opportunity to follow through with the 5 R's of Note-Taking: Record, Reduce, Recite, Reflect and Review. Other academic note-taking systems include: the Outline Method, the Mapping method, the Charting method and the Sentence method. For further information, log on to: www.sas.calpoly.edu/asc/ssl/notetaking.systems.html (California Polytechnic State University)

VI. Helpful Hints for Answering Questions

After the initial scanning and skimming mentioned above and before making a detailed reading, read the questions carefully and be absolutely sure you understand what is being asked. Identify distinct question types.

You should always read all the suggested answers before making your choice.

Look for an objective answer, as opposed to a subjective one. It is vital that you choose the best possible answer, that is the one that most accurately answers the question that is being asked, and not merely a statement that happens to be correct.

VII. Vocabulary

To decide the meaning of a particular word in the passage or question, first look at the context as well as the vocabulary section at the end of each selection. If you do not know the word, try to guess its meaning from the context.

Learn to categorize words as verbs, adjectives, adverbs, nouns, etc. If you need to look up a word in a dictionary, look it up in an English-English dictionary as well as in an English-Chinese dictionary. This will give you the range of meanings of the word much more accurately.

VIII. Student Record Chart

Work out your reading speed. First, record the time taken to read the passage, e.g. 9 minutes. Then divide the number of words in the passage by the time taken to read it. For example, 835 words divided by 9 equals 92.8 words per minute (wpm). This is your reading speed which you can record on the chart provided at the end of each passage.

You may aim for a reading speed of 100 words per minute, but some passages are more difficult than others because some of the passages were written in the 19th century and some of the topics are more deeply explored than others giving rise to more dense language. Therefore, it is as well to take this into account when measuring progress.

| | |
|-------------------------------------|-----------------------------|
| Topic:..... | |
| Passage/Selection:..... | |
| Date:..... | |
| Length:.....words | Minimum target speed:100wpm |
| Started at:..... | Finished at:..... |
| Time taken:.....minutes.....seconds | |
| Speed:..... | Comprehension score:.....% |

Summary Writing Guidelines

I . Introduction

Most academic writing requires that students research the subject about which they are going to write. This means that students will have to read and take notes from a number of different sources such as documents, articles and books. It is then necessary to synthesise the material that has been collected and to arrange the ideas in a logical order.

The ability to summarise information is therefore paramount. It is important that when doing so students use their own words. Whilst short direct quotes are acceptable, they should only be used when the idea cannot be written in any other form or to emphasise a point which is then explained more fully. An essay cannot comprise of a large number of direct quotations.

II . Definitions

There is sometimes confusion about the difference between a summary and a paraphrase. A paraphrase is an objective restatement of a text using other words. It follows the same structure, order and content as the original and will therefore be of similar length.

A summary is a brief and objective restatement of a writer's main ideas. It leaves out unnecessary details and will be shorter, sometimes very much shorter, than the original. It indicates that the summary writer fully understands the original as the original writer intended.

In neither case should the paraphrase or summary writer's opinion be included.

III. What to Summarise

1. Main ideas, concepts, opinions and arguments.

2. Important names, dates and figures - Be accurate!
3. Include only details and examples that are necessary to make the key ideas clear.
4. Exclude details and examples that are not necessary for understanding the key ideas.
5. Note the author's attitude: does the author support, criticise, challenge or simply describe the material?
6. Note the author's name, title of book/article, date published, publisher, place published, Journal title, volume number and editors, page numbers.

IV. Method

To prepare to write a summary, first photocopy the article or essay to be summarized. Next, underline or highlight the key words. Number the major points sequentially and make notes for yourself in the margins. Then isolate each major point and its key supporting points and make a list of these points.

1. Summing-up is a technique that follows useful rules

- a. The original text/passage is usually cut to about one third.
- b. Only the main ideas are mentioned; that means that no examples or repetitions are allowed. Only second level details or examples are included if they are necessary for meaning.
- c. Specific statements are combined to form general statements.
- d. Direct or reported speech should be changed into statements, with the exception of very important quotations.
- e. If you must use quotations from the original text, these must be an accurate copy of what was written.

2. Procedure

- a. Read the text quickly in order to find the topic and main ideas (skimming).
- b. Look closer at each section or paragraph and make sure you have all the main ideas (scanning).
- c. Take a pencil and underline the most important words/key words (marking).
- d. In the margin make a note of each of the main points in your own words-use quotation marks if you need to use any expressions from the text that are not technical (making notes).
- e. Sum up the key words in simple and short sentences (summing up in simple

form).

f. Combine the simple sentences by using conjunctions (i.e. “as”, “though”, “because”, “since” ...) or participle constructions or infinitives (summing up in complex form).

g. Compare the original passage with your text to make sure you have summarized sequentially ALL the main points (checking).

V. Example

1. Marking the most important words

Original passage

Proponents of creating large private sectors as quickly as possible in transition economies offer both political and economic arguments to support their view. They argue that if democracy is to become a viable political system in the countries undergoing transition, the state's monopoly over the bases of political power must be broken so that the countervailing sources of political influence may emerge [Berger, 1991]. Otherwise, the nomenklatura, managers of state-owned firms and former bureaucrats, may sabotage or block economic reforms, as well as loot, dissipate or transfer to their own possession the assets of the firms they manage. By creating property owners, privatization can create a nascent middle class that has a stake in the creation and maintenance of an effective system of property rights and the pursuit of economic policies that would enable the private sector to flourish.

The most compelling economic reason for privatizing state-owned enterprises in the transition economies is that as units of production - as distinct from providers of secure employment - they were a failure. Private ownership is thus seen as the means of unlocking gains in productivity by stimulating productive efficiency, offering greater motivation for both managers and workers, and creating incentives to enter new markets and exit declining ones. Privatization, it is argued, will unleash dynamic small businesses, act as a lure for foreign direct investment and speed the painful process of restructuring industry, and it would accomplish all this while returning property to its rightful historical owners and raising funds for the government.

Despite this enticing list of promises, many countries of Eastern Europe and the former Soviet Union remain reluctant to privatize. Some of the opposition is ideological. Some comes from insiders at state-owned enterprises, both workers and managers, who fear the loss of income and power. More broadly, there are

fears that privatization will reduce employment as private owners dismiss redundant workers and that the new private sector will be unlikely to provide the social benefits - like housing, health and nursery care, and recreation, sports and vacation facilities - that state-owned enterprises often provided. At the extreme, there are fears that if privatization exacerbates unemployment and causes declines in production, reformist governments will be swept away.

Practical difficulties have compounded this resistance to privatization. The evaluation of firms is difficult because capital markets barely exist, accounting statements can be almost meaningless, and profits and sales achieved in the communist era are a poor guide to future viability. Households in these countries do not have sufficient savings to purchase many of the largest firms, and, even if they did have the money, they view former state-owned enterprises as dubious investments. With a rudimentary banking system, loans for the purchase of state property are seen as both risky and inflationary. In this muddled situation, suspicions naturally arise that buyers are benefiting from low prices at the expense of the state.

2. Finding the main idea/making notes

| | | |
|--|------------------------------|--|
| | Main idea Topic sentence | Transition economies should be privatized for political and economic reasons |
| | Major points (To include) | <ul style="list-style-type: none">a. Government control must be reduced to allow democracy to flourishb. Democracy needed to prevent failure of economic reformsc. Rise of middle class will support economic transitiond. New market economy is the only viable optione. However, the ex-Soviet bloc is reluctant to privatizef. Opposition due to political reasons: (sub-points)g. Opposition due to pragmatic problems: (sub-points) |
| | Sub-points (To include) | <p>Political reasons:</p> <ul style="list-style-type: none">a. ideologyb. socio-economic impactc. political stability |
| | | <p>Pragmatic problems:</p> <ul style="list-style-type: none">a. Lack of financial transparencyb. Inadequacies of existing financial structuresc. Crisis of confidence towards politico-financial establishment |