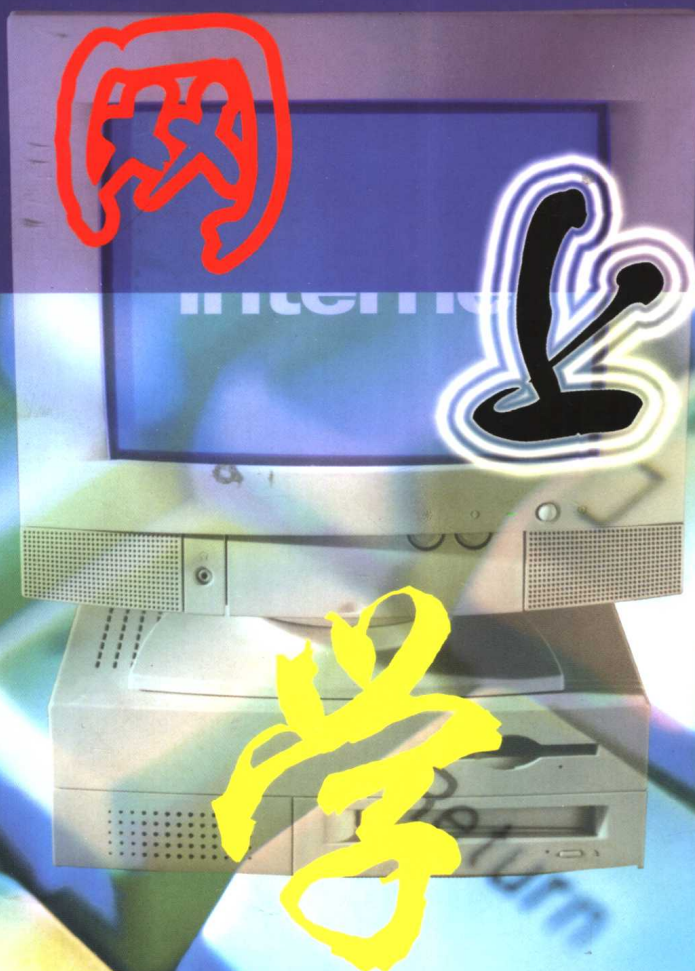


GRADUATE ENGLISH: LEARNING ONLINE

研究生英语

于飞 李淑敏 主编



浙江大学出版社

研究生英语网上学

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于 飞 李淑敏 主编

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前 言

《研究生英语网上学》(“Graduate English: Learning Online”)系浙江大学“研究生英语教学:网络读、听和面授说、写”课题的研究成果。本书内容包括按国家研究生英语教学大纲编写的教材和有关参考资料,并配有方便读者自主学习的光盘一张。

本书按读者自主学习原则分为阅读技能、精读课文、课文剖析、写作技能和练习四大部分。精读课文选自有代表性的原版文章,内容覆盖面广,包括计算机科学、教育、经济、社会、心理、生物等等;体裁多样,有说明文、论文、辩论、演讲等。为便于读者使用,课文剖析部分又分为背景知识、语言注释、词义猜测、语法结构、难句解读、英汉翻译等六个模块,对精读课文进行更为全面的剖析,以节省读者查阅词典或参考书的时间和精力。本书在练习部分还提供了大量的词汇、口语、写作等语言运用练习和实践活动,旨在培养读者的语言应用能力。本书的电子版光盘除了文字资料之外,还录有由美籍教师朗读的课文语音资料,图文并茂,使学习过程更加生动、轻松。

本书更多地体现了学生的自主学习的能动性,重视语言的应用能力培养,如果配合网络课件、电子光盘使用,效果更佳。本书既可以用作非英语专业研究生英语的课本,又可以作为已经具有中级英语水平的自学者进一步提高的参考书。

本书选用了大量的原版材料,均注有出处,因种种原因,未能与原作者及出版部门取得联系,编者谨借此机会向他们表示衷心的感谢。本书的出版得到浙江大学研究生院的热情支持,我们也对他们表示衷心的感谢。浙江大学外语学院张振中教授对全书进行了审阅,我们谨在此感谢他的指导和帮助。

本书由于飞、李淑敏主编。主要编著者有马群、方小燕、徐沁、柴小平,参加本书前期制作的还有(按姓氏笔画次序)方凡、陈伟英、陈鸿章等。由于编者水平有限,书中缺点和错误在所难免,敬请读者不吝指正。

编 者

2001年2月16日于求是园

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Unit One

SECTION A READING SKILL

● Reading

Reading Habits

Source: Maxwell H. Norman and Enid S. Kass Norman. *How to Read and study for success in college*. second ed.
New York: Holt, Rinehart and Winston, 1976.

You may have asked yourself, "Why can't I read faster?" The answers to that question may be trickier than you think. From a practical viewpoint, what should speed mean to you as far as your everyday reading is concerned? It depends on what your *purpose* is in reading a particular selection and how *difficult* the material is.

If you think about these two ideas, you can see that the question "At what speed should I read?" has no fixed answer. *Your rate must be flexible*. For each type of reading you should decide on what rate to use.

There are, however, a number of poor habits which may slow down your reading rate even when it's sensible to go faster. In most cases, they may have developed years ago, perhaps in the early primary grades, when you had to sound out each letter of a new word. Analyze your own reading habits and see if these problems apply to you.

- A. *Moving your lips as you read.*
- B. *Vocalizing.*
- C. *Reading everything at the same speed.*
- D. *Regressing.*
- E. *Reading one word at a time.*
- F. *The need to "hear" each word as you read.*
- G. *"Seeing" each word on a "screen" in your mind.*

If you have any of them, break it as early as possible.

The first step in getting rid of bad habits is to realize that you have them. Check yourself:

Do you move your lips when you read? (Have a friend watch.)

Do you vocalize? (Check this with your fingertips.)

Do you read everything at the same speed? Is your rate in a rut?

Do you regress by habit?

Do you read / one / word / at / a / time, / rather than / in idea phrases?

Do you feel you have to hear each word?

Do you see each word on a make-believe screen in your brain?

"Speed reading" is a catch-phrase which in itself means nothing. What you must aim for is high-speed comprehension. Your reading speed should vary, depending on your purpose and the difficulty of the material. Because no two people have the same background, there is no "standard" reading rate. Many people are not efficient readers because of poor habits which may have developed years ago. Knowing that you have poor habits is the first step toward breaking them. It takes wanting to do it—purpose, again—but you can overcome poor habits if you want to enough. Do you?

Science still does not know how habits are formed, either good ones or bad ones. Anyway, we should use good habits to replace the poor ones.

You don't get rid of a bad habit by pushing a button. You have to work your way into the new one. However, you won't replace poor reading habits just because you know of the better ones. There are two factors you must keep in mind.

Purpose. You're back to attitude again. To get rid of activities which have hurt your reading efficiency, you must want to lose them. The desire to improve must be strong enough to defeat the methods you've used in the past. How much do you care? From a purely practical point of view, think of the time and work you'll save at college alone if you can cut the amount of time you need for an assignment by a third, maybe even one-half. The right attitude will do it.

Practice. Wanting to change is not enough by itself. Your old habits may be firmly set because they've been used for so long. To make the new ones work and to keep them working you must practise, practise, practise. You must make new habits keep working until they overcome the patterns set by the old ones. If you let down on the pressure, any improvement will soon disappear.

Reading, as scientific photographs show, has two distinct phases, a travel phase and a "stop" phase. Most experts agree that the actual "perception" (that is, the making of pictures in the brain) takes place during that fraction of a second when the eyes have stopped in their moving across the line.

The no-movement period when learning takes place, measured in thousandths of a second, is called a "fixation". You may make as few as two or three per line, or as many as one for each word. How many should you make?

Your common sense tells you that cutting down on the number of fixations improves your reading efficiency. If you now “fixate” on every word and you reduce the number of stops to one for every two words, your rate soars upward. But just cutting down on fixations is not enough; your goal should be to parallel the number of fixations you make with the number of idea-phrases on each line. In this way you will not only speed up your reading, but you will better understand what you read.

You won't lose track of the story or idea as easily as you do now. And your reading will “match” the thinking of the writer.

Realistically, you must face three problems that affect reading in idea-phrases.

1. Some phrases are too long, and may be impossible to cover in one eye fixation.
2. Some idea-phrases may be left dangling in the middle when you reach the end of the line.
3. You may be so used to reading one word at a time that the muscles which control eye movement may have to be retrained to include more words per fixation.

Look at the following sentence:

Many of the older people / who arrived today / were tired, / unhappy and hungry.

The first idea-phrase would be hard to grasp with a single eye movement; the last is split between two lines. Despite these problems, you should really work to make reading in idea-phrases your goal.

Do you feel that you are “cheating” if you don't look carefully at every word—Try to make sense out of this paragraph:

... is true... revolution... sweeping through... schools... colleges... Much... not all... what is happening... excellent... Yet... three changes... my opinion... must be part... any program ... educational reform... make education suitable... changing age.

With a minimum of thought, those few words can make sense to you. Now look at the whole paragraph:

It is true that a revolution is already sweeping through our schools and colleges. Much, though not all, of what is happening is excellent. Yet there are three changes that, in my opinion, must be part of any program of educational reform to make education suitable for a changing age.

The whole passage contains 50 to 55 percent more words than the skeleton paragraph. Yet you do not need to be sure of every word—you must be alert for the words which carry main thoughts. Once you become conscious of the difference between no-message words and critical words which carry meaning, you can pass quickly over the less-important ones. *Becoming skillful* at this may automatically increase your visual span, simply because you skip parts of many idea-

phrases. Words like "a", "an", "the", and most forms of the verb "to be" (the words that were skipped in our skeleton paragraph) can be skipped over with little loss of meaning.

Adding it all up, good habits make good readers.

● Application

(A) *Read the first three paragraphs of the intensive reading text of this unit after you have had a watch with a second hand ready to keep track of the time needed for the reading. Put down the time needed and then complete the comprehension quiz below.*

Time: _____ seconds

1. The most difficult thing for a manager to do is to _____.
 - A. put words on paper
 - B. be like most managers
 - C. become a general manager
 - D. write something to change the behavior of his employees
2. Sam Edwards wants to lower the boom of _____.
 - A. employees
 - B. income tax
 - C. office copiers
 - D. abuse of the office copiers

(B) *Read the last two paragraphs of the intensive reading text. Put down the time needed for the reading and then complete the comprehension quiz below.*

Time: _____ seconds

1. Revision is _____ to improved thinking.
 - A. the key
 - B. contradictory
 - C. a real objectivity
 - D. a game of words
2. A writer rewrites because he thinks _____.
 - A. he likes to
 - B. it worthwhile to
 - C. the hard work challenging
 - D. it easy for him to offer his best

(C) *The following paragraph is from the intensive reading text. Its sentences have been broken into idea-phrases by use of two different kinds of type, Roman (regular) and bold face. Read through the paragraph as quickly as you can, trying to read all the words in each type group at one glance (not one word at a time). If you have difficulty, read the paragraph several times.*

Sam **obviously** gained a lot of ground **between the first draft** and the final version, **and this** implies two things. **First**, if a manager is to **write effectively**, he needs to **isolate and define**, as fully as possible, **all the critical variables** in the writing process **and scrutinize** what he writes **for its clarity**, simplicity, **tone**, and the rest. **Second**, after he has clarified **his thoughts** on paper,

he may find that what he has written is **not** what has to be said. In this sense, writing is feedback and a way for the manager to discover himself. What are his real attitudes toward that amorphous, undifferentiated gray mass of employees "out there"? Writing is a way of finding out. By objectifying his thoughts in the medium of language, he gets a chance to see what is going on in his mind.

(D) Break up each sentence of the first three paragraphs of Text B into what seem to you to be logical idea-phrases by using slashes to mark logical "bite" of meaning to take at one time. The first line has been done here.

If you are a manager / you / constantly / face the problem / of putting words / on paper. / ...

SECTION B INTENSIVE READING TEXT

● Anticipation

1. What are the situations where you have to put words on paper?
2. What are the circumstances under which you think it is especially difficult for you to put words on paper?
3. What do you think is the most difficult thing for a manager to do when he finds it necessary to change the behavior of his employees?
4. If you were the manager in question, how would you go about solving the problem?

● Text

Clear Writing Means Clear Thinking Means...

Source: Nell Ann Picket and Ann A. Laster. *Technical English*.

3rd ed. New York: Harper & Row Publishers, Inc. 1980.

- 1 If you are a manager, you constantly face the problem of putting words on paper. If you are like most managers, this is not the sort of problem you enjoy. It is hard to do, and time consuming; and the task is doubly difficult when, as is usually the case, your words must be designed to change the behavior of others in the organization.
- 2 But the chore is there and must be done. How? Let's take a specific case.
- 3 Let's suppose that everyone at X Corporation, from the janitor on up to the chairman of the board, is using the office copiers for personal matters; income tax forms, church pro-

grams, children's term papers, and God knows what else are being **duplicated** by the gross. This minor piracy costs the company a pretty penny, both directly and in employee time, and the general manager—let's call him Sam Edwards—decides the time has come to lower the **boom**.

4 Sam lets fly by dictating the following memo to his secretary:

To: All Employees

From: Samuel Edwards, General Manger

Subject: Abuse of Copiers

It has recently been brought to my attention that many of the people who are employed by this company have taken advantage of their positions by availing themselves of the copiers. More specifically, these machines are being used for other than company business.

Obviously, such practice is contrary to company policy and must cease and desist immediately. I wish therefore to inform all concerned—those who have **abused** policy or will be abusing—that their behavior cannot and will not be tolerated. **Accordingly**, anyone in the future who is unable to control himself will have his employment **terminated**.

If there are any questions about company policy, please feel free to contact this office.

5 Now the memo is on his desk for his signature. He looks it over, and the more he looks, the worse it reads. In fact, it's lousy. So he revises it three times, until it finally is in the form that follows:

To: All Employees

From: Samuel Edwards, General Manager

Subject: Use of Copiers

We are revamping our policy on the use of copiers for personal matters. In the past we have not encouraged personnel to use them for such purposes because of the costs involved. But we also recognize, perhaps belatedly, that we can solve the problem if each of us pays for what he takes.

We are therefore putting these copiers on a pay-as-you-go basis. The details are simple enough...

Samuel Edwards

6 This time Sam thinks the memo looks good, and it is good. Not only is the writing much improved but the problem should now be solved. He therefore signs the memo, turns it over to his secretary for **distribution**, and goes back to other things.

From Verbiage to Intent

7 I can only speculate on what occurs in a writer's mind as he moves from a poor draft to a good **revision**, but it is clear that Sam went through several specific steps, mentally as well as physically, before he had created his end product:

- He eliminated wordiness.
- He modulated the tone of the memo.
- He revised the policy it stated.

8 Let's retrace his thinking through each of these processes.

Eliminating Wordiness

9 Sam's basic message is that employees are not to use the copiers for their own affairs at company expense. As he looks over his first draft, however, it seems so long that this simple message has become diffused. With the idea of trimming the memo down, he takes another look at his first paragraph:

It has recently been brought to my attention that many of the people who are employed by this company have taken advantage of their positions by availing themselves of the copiers. More specifically, these machines are being used for other than company business.

10 He edits it like this:

Item : "recently"

Comment to himself : Of course; else why write about the problem? So **delete** the word.

Item : "It has been brought to my attention"

Comment : Naturally. Delete it.

Item : "the people who are employed by this company"

Comment : Assumed. Why not just "employees"?

Item : "by availing themselves" and "for other than company business"

Comment : Since the second sentence repeats the first, why not coalesce?

11 And he comes up with this:

Employees have been using the copiers for personal matters.

12 He proceeds to the second paragraph. More confident of himself, he moves in broader swoops, so that the deletion process looks like this:

Obviously, such practice is contrary to company policy and must cease and desist immediately. I wish therefore to inform all concerned—those who have abused policy or will be abusing it that their behavior cannot and will not be tolerated. Accordingly, anyone in the future who is unable to control himself will have his employment terminated—will result in dismissal.

- 13 The final paragraph, apart from "company policy" and "feel free", looks all right, so the total memo now reads as follows:

To : All Employees
From : Samuel Edwards, General Manager
Subject : Abuse of Copiers

Employees have been using the copiers for personal matters. Obviously, such practice is contrary to company policy and will result in dismissal.

If there are any questions, please contact this office.

- 14 Sam now examines his efforts by putting these questions to himself:

Question : Is the memo free of deadwood?

Answer : Very much so. In fact, it's good, tight **prose**.

Question : Is the policy stated?

Answer : Yes-sharp and clear.

Question : Will the memo achieve its intended purpose?

Answer : Yes. But it sounds foolish.

Question : Why?

Answer : The wording is too harsh; I'm not going to fire anybody over this.

Question : How should I tone the thing down?

- 15 To answer this last question, Sam takes another look at the memo.

Correcting the Tone

- 16 What strikes his eye as he looks it over? Perhaps these three words:

- Abuse...
- Obviously...
- ...dismissal...

- 17 The first one is easy enough to correct: he substitutes "use" for "abuse". But "obviously" poses a problem and calls for reflection. If the policy is obvious, why are the copiers being used? Is it that people are outright **dishonest**? Probably not. But that implies the policy isn't obvious; and whose fault is this? Who neglected to **clarify** policy? And why was "dismissal" for something never publicized?

- 18 These questions impel him to revise the memo once again:

To : All Employees
From : Samuel Edwards, General Manager
Subject : Use of Copiers

Copiers are not to be used for personal matters. If there are any questions, please contact this office.

Revising the Policy Itself

19 The memo now seems **courteous** enough—at least it is not **discourteous**—but it is just a blank, perhaps overly simple, statement of policy. Has he really thought through the policy itself?

20 Reflecting on this, Sam realizes that some people will continue to use the copiers for personal business anyhow. If he seriously intends to enforce the basic policy (first sentence), he will have to police the equipment, and that raises the question of costs all over again.

21 Also, the memo states that he will maintain an open-door policy (second sentence)—and surely there will be some, probably a good many, who will stroll in and offer to pay for what they use. His secretary has enough to do without keeping track of affairs of that kind.

22 Finally, the first and second sentences are at odds with each other. The first says that personal copying is out, and the second implies that it can be arranged.

23 The facts of **organizational** life thus force Sam to clarify in his own mind exactly what his position on the use of copiers is going to be. As he sees the problem now, what he really wants to do is put the copiers on a pay-as-you-go basis. After making that decision, he begins anew:

To: All Employees

From: Samuel Edwards, General Manager

Subject: Use of copiers

We are revamping our policy on the use of copiers. . .

24 This is the draft that goes into distribution and now allows him to turn his attention to other problems.

The Chicken or the Egg?

25 What are we to make of all this? It seems a rather lengthy and **tedious** report of what, after all, is a routine writing task created by a problem of minor importance. In making this kind of analysis, have I simply labored the obvious?

26 To answer this question, let's drop back to the original draft. If you read it over, you will see that Sam began with this kind of thinking:

- "The employees are taking advantage of the company."
- "I'm a nice **guy**, but now I'm going to play Dutch uncle."
- "I'll write them a memo that tells them to shape up or ship out."

27 In his final version, however, his thinking is quite different:

- "Actually, the employees are pretty mature, responsible people. They're capable of

understanding a problem.”

- “Company policy itself has never been crystallized. In fact, this is the first memo on the subject.”

- “I don’t want to overdo this thing—any employee can make an error in judgment.”

- “I’ll set a reasonable policy and write a memo that explains how it ought to operate.”

28 Sam obviously gained a lot of ground between the first draft and the final version, and this implies two things. First, if a manager is to write effectively, he needs to **isolate** and **define**, as fully as possible, all the critical **variables** in the writing process and **scrutinize** what he writes for its **clarity**, simplicity, tone, and the rest. Second, after he has clarified his thoughts on paper, he may find that what he has written is not what has to be said. In this sense, writing is feedback and a way for the manager to discover himself. What are his real attitudes toward that amorphous, undifferentiated gray mass of employees “out there”? Writing is a way of finding out. By objectifying his thoughts in the medium of language, he gets a chance to see what is going on in his mind.

29 In other words, if the manager writes well, he will think well. Equally, the more clearly he has thought out his message before he starts to dictate, the more likely he is to get it right on paper the first time round. In other words, if he thinks well, he will write well.

30 Hence we have a chicken-and-the-egg situation: writing and thinking go hand in hand; and when one is good, the other is likely to be good.

Revision Sharpens Thinking

31 More particularly, rewriting is the key to improved thinking. It demands a real open-mindedness and objectivity. It demands a willingness to cull verbiage so that ideas stand out clearly. And it demands a willingness to meet logical contradictions head on and trace them to the **premises** that have created them. In short, it forces a writer to get up his courage and expose his thinking process to his own intelligence.

32 Obviously, revising is hard work. It demands that you put yourself through the wringer, **intellectually** and **emotionally**, to squeeze out the best you can offer. Is it worth the effort? Yes, it is—if you believe you have a responsibility to think and communicate effectively.

● Comprehension

(A) Answer the following questions.

1. According to the author, under what circumstances is it especially difficult for a manager to put words on paper?
2. Why didn’t Sam like his first memo? In what respects was the last memo much better than the first one?
3. What were the steps Sam went through in revising his first memo?
4. Explain the chicken-and-the-egg analogy used in the article as it relates to writing and think-