

Reader Autonomy Series
for Postgraduates

研 究 生 英 语 系 列

研究生 英语自主阅读 1

总主编 覃朝宪

主 编 覃朝宪 唐光洁



高等教育出版社
HIGHER EDUCATION PRESS

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高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图书在版编目(CIP)数据

研究生英语自主阅读. 1 / 覃朝宪主编 ; 覃朝宪,
唐光洁分册主编. — 北京 : 高等教育出版社, 2010.9
ISBN 978-7-04-030925-6

I. ①研… II. ①覃… ②唐… 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(2010)第171006号

策划编辑 周俊华 周继铭 责任编辑 周继铭 封面设计 顾凌芝 责任印制 陈伟光

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街 4 号	免费咨询	800-810-0598
邮政编码	100120	网 址	http://www.hep.edu.cn
总 机	010-58581000		http://www.hep.com.cn
经 销	蓝色畅想图书发行有限公司	网上订购	http://www.landracom.com
印 刷	涿州市星河印刷有限公司		http://www.landracom.com.cn
		畅想教育	http://www.widedu.com
开 本	787×960 1/16	版 次	2010 年 9 月第 1 版
印 张	15.5	印 次	2010 年 9 月第 1 次印刷
字 数	296 000	定 价	30.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

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物料号 30925-00

致读者

亲爱的读者朋友：

你们好！经过多位在研究生英语教学和研究第一线的老师和研究者的共同努力，《研究生英语自主阅读1》终于面世了。为了最大限度地发挥本书的作用，让你们充分理解和用好本书，真正达到提高英语阅读能力和科学研究水平的目的，现就本书的编写依据、编写理念、编写原则、板块构成、使用方法、使用进度和使用对象等作简要介绍。

编写依据 心理语言学的研究表明，依靠视觉获得的语言信息占总量的83%；教育技术专家研究证实，69%的学习者习惯于视觉型的学习模式。阅读则是主要依靠视觉进行语言流体输入的活动，其重要性不言而喻，这也是本书编写的主要依据。

编写理念 本书秉承建构主义的理论宗旨，坚持以读者为中心的语言习得理念，并遵循维果茨基的“最邻近发展区”理论，围绕英语阅读这一主题进行语言训练预设，先让读者选择相对简单的主题进行一般性的阅读训练，再通过专门领域的语料输入和专门用途的语言测试，将自身的阅读能力提升到一个更高水平，最终实现对所学英语知识的意义

建构。

编写原则 研究生英语学习是英语学习的一个重要阶段,本书遵循英语习得的一般规律,同时又兼顾研究生英语学习的特点,其编写原则如下:

- ▶ **纯正性** 本书所有文章均选自英美原文,语言地道,表达纯正。
- ▶ **时效性** 本书大多数文章选自最新出版的英语读物,具有鲜明的时效性。
- ▶ **多样性** 针对研究生英语学习的不同层次需要,本书对语言信息来源进行了综合考量,涵盖普通阅读及训练、学术英语阅读及训练、学位英语考试演练、英语美文和幽默欣赏等不同内容,各部分既相对独立,又互为补充,相得益彰。

板块构成 本书由1、2两册构成,每册有10个单元。按照不同的阅读功能,每个单元分为 General Reading、Special Purpose Reading、Test-based Reading 和 Pleasure Reading 四大板块。

▶ **General Reading** 本板块分为 Pre-reading Questions、Text、Notes、Glossary、Text Understanding 和 Vocabulary Extending 六个部分,旨在提高研究生阅读能力。

▶ **Special Purpose Reading** 第1册的本板块旨在通过阅读使读者对学术论文的英文格式、撰写方法和流程等方面有所了解并得到专项训练,为学术研究英语写作打下坚实基础。第2册的本板块旨在对邀请信、自荐书、演讲稿等英语文体进行介绍与训练。该板块是本书的特色和重要组成部分。

▶ **Test-based Reading** 本板块针对研究生学位英语考试的阅读部分,设计大量的练习,让读者熟悉考试的相关题型和难度,减少对学位考试的担忧。

▶ **Pleasure Reading** 本板块分为美文欣赏和幽默阅读两部分,旨在



激发读者的英语学习兴趣和热情,享受英语带来的美感和乐趣。

使用方法 自主学习是本书要求的学习方法。虽然大多数的作者都希望读者珍惜他们的劳动成果,并系统完整地使用整个文本,我们也不例外,但我们还是建议读者按照自己的时间、兴趣和水平,选择性地使用本书的相关章节。需要说明的是,兼顾专业、突出实用是本书的特色,但功利主义是我们坚决反对的,所以静心学习、享受英语的乐趣也许是最好的学习方法。

使用进度 虽然很难有整齐划一的进度,但我们建议每两周应学完一个单元,一学年应完成本书 1、2 册的学习任务。

使用对象

- 非英语专业研究生和本科生
- 英语专业硕士生和本科生
- 社会群体中有志报考研究生的读者
- 其他有志于提高英语阅读和学术论文写作水平的人士

最后,作为编者,我们衷心希望读者能从本书中学有所得,学有所悟,同时提出更好的意见和建议,以进一步完善本书。

编 者

2010 年 7 月

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Unit One



General Reading



Pre-reading Questions

1. Clothes are an immediate signal to others about what kind of persons we are, for they could tell about our taste, interest and social status, etc. What else do you think clothes could say about us?
2. What different roles do you think clothes might play in ancient times and nowadays?
3. Do you often have no idea about what to wear for a special occasion? If yes, voice your reasons.



Text

You Are What You Wear

Study the politics of clothes among women with disabilities

By Jennifer Fong

[1] Ask any married woman what she cherishes most in her wardrobe

and she will likely say her wedding gown. Although worn only once, that dress above all others is the most special.

[2] Clothes reveal a lot about who we are, whether it's a tailored suit for the office or a pair of sweatpants for a Sunday afternoon at home. Kathryn Church of Ryerson's School of Disability Studies¹ knows this well: her mother has sewn wedding dresses for women in her small Alberta² community for over four decades. Exploring her mother's work led Dr. Church to think about the role clothing plays in contemporary social relations. With funding from the Social Sciences and Humanities Research Council of Canada³ (SSHRC), she launched "Into and Out of the Closet: Discovering the Lifeworlds of Disabled Women Through Their Clothing".

[3] "[The concept] hit me like a ton of bricks," says Dr. Church. "Why am I thinking that clothing has nothing to do with disability? Every person with a disability has to get dressed in the morning like everybody else does. The idea was that I could bring those two together in a way that had never been done before."

[4] To gather data for her project, Dr. Church will interview approximately 100 women with disabilities over the next three years to learn what their clothing says about their place in society. By exploring the women's closets and listening to their stories, Dr. Church hopes to gain insight into how women with disabilities present themselves to a world that may not welcome their different bodies. "[The idea] is deeply attached to real materials, real textures and the real fabrics of people's lives," she explains.

[5] Dr. Church first realized this when a Children's Aid Society⁴ worker told her that children with disabilities sometimes carry their clothes



in garbage bags when moving between foster homes. “All of the clothing is hand-me-downs⁵, second-or third-hand. They don’t fit, they’re not fashionable and they’re not clothes that children would choose for themselves. [The situation] represents the social neglect that this particular group of kids experiences,” she says.

- [6] In a similar vein, Dr. Church will analyze — through clothing — the lived experiences of the women she interviews. “What can this ‘wardrobe moment’ teach us about the social circumstances of women with disabilities, how their lives are organized [and] the social relations that shape their experience of being in the world?” she asks.

- [7] If funding permits, Dr. Church will reveal the results of her research in an “analytic fashion show”.

- [8] “We want the data to be publicly accessible,” she says. “Why should a study like this be written up in terms that are not understandable beyond academia, and not accessible to people who are interested? We want [the research], in that sense, to be a piece of activism.”

- [9] “Into and Out of the Closet” is not the first time Dr. Church has combined her interest in disability research with the arts. In 2003, she contributed to *Disability Arts and Culture: Review of the Literature*, a wide-ranging look at the print, film and performance work of artists, scholars and activists with disabilities. Sponsored by the Ontario Ministry of Citizenship and Immigration, the project led to her first research initiative at Ryerson, “Lights ... Camera ... Attitude! Introducing Disability Arts and Culture”. This report and short DVD focused on different aspects of the world of disability arts and provided a significant launch to Dr. Church’s

work at Ryerson. Before joining the University, her accomplishments included work on the National Film Board documentary, *Working Like Crazy*, and a national touring exhibit that honored her mother's bridal dress creations and explored larger issues of gender and generations.

[10] Today, Dr. Church is active in a number of research projects including “New Partnerships for New Times: Creating Learning Resources for Personal Support Workers in the Global Economy”, sponsored by Human Resources and Social Development. This initiative aims to produce learning resources for students training to be personal support workers for people with disabilities. She also participates in the project “Doing Disability at the Bank: Discovering the Work of Informal Learning/Teaching Done by Disabled Bank Employees”. Sponsored by SSHRC, the case study involves speaking with employees with disabilities in the financial sector about the kinds of informal learning they must do to be successful in a corporate environment.

[11] “What I am attempting to do as a researcher is profile the expertise of people with disabilities from various walks of life about ‘the way things work’ across a range of circumstances and environments in which they live and work,” says Dr. Church. “Among other things⁶, my goal is to contribute to a broader, more complex and less stereotypical view of disability.”

(802 words)



Notes

1. **Ryerson's School of Disability Studies:** It was established at the University of Ryerson in 1999, and it is the first in Canada to offer a degree education that is strongly rooted in a disability studies perspective.



2. **Alberta**: one of the three prairie provinces in western Canada which rich in oil and natural gas and minerals.
3. **Social Sciences and Humanities Research Council of Canada**: a federal agency that promotes and supports university-based research and training in the humanities and social sciences.
4. **Children's Aid Society**: one of the 53 corporate Children's Aid Societies in Canada, ensuring provision of child protection services and investigating into physical abuse, sexual abuse, and neglect of children, and assessing the level of risk children may face.
5. **hand-me-downs**: used or second-hand goods, mostly clothes that are passed on from the elder brothers or sisters to the younger siblings.
6. **among other things**: besides other reasons/matters/things 除了别的(原因/事情等)以外。
e. g. Why is Guangdong Province so Prosperous? Historical links to the overseas Chinese, among other things, play an important role.



Glossary

academia /ˌækəˈdiːmiə/ *n.*

the academic world 学术界; 学术环境

accessible /əkˈsesəbl/ *adj.*

capable of being reached; available 容易获得的

activism /ˈæktɪvɪzəm/ *n.*

a policy of taking direct and militant action to achieve a political or social goal 行动(第一)主义; 激进主义

approximately /əˈprɒksɪmətli/ *adv.*

close to; about 大约

cherish /ˈtʃerɪʃ/ *v.*

to show great tenderness for; to treasure 珍爱

contemporary /kənˈtempərəri/ *adj.*

belonging to the present time 当代的, 现代的

corporate /ˈkɔːpərɪt/ *adj.*

of or belonging to a corporation 公司的

council /'kaʊnsɪl/ *n.*

a body serving in an administrative capacity 委员会, 理事会

documentary /,dɒkjʊ'mentəri/ *n.*

a film or TV program presenting the facts about a person or event 纪录片

foster /'fɒstə/ *adj.*

providing parental care though not related by blood or legal ties; adopted 收养的; 养育的

gown /gaʊn/ *n.*

long, usually formal, woman's dress 女长服; 礼服

humanity /hju:'mænɪti/ *n.*

the quality of being humane 人道, 仁慈

initiative /ɪ'nɪʃɪətɪv/ *n.*

the first of a series of actions 新方案

sponsor /'spɒnsə/ *v.*

to financially support 发起; 赞助

stereotypical /steriə'tɪptɪkl/ *adj.*

lacking spontaneity or originality or individuality 陈规的, 老一套的

sweatpants /'swetpænts/ *n.*

loose-fitting trousers with elastic cuffs worn for sports 宽松长运动裤

tailored /'teɪləd/ *adj.*

exclusively made for sb. 特制的, 专门的

texture /'tekstʃə/ *n.*

the feel of a surface or a fabric 质地

wardrobe /'wɔ:drəʊb/ *n.*

a tall piece of furniture that provides storage space for clothes 衣柜, 衣橱



Phrases and Expressions

be accessible to

to be reachable or attainable

可接近的; 可得到的

be attached to

to be labeled as part of

附属于

in that sense

in that case

在那种情况下

participate in

to take part in

参加

when it comes to sth.

when talking about sth.

当谈及……时

write up

to write in complete form

全部写出



Text Understanding

Section 1

Directions: Answer the following questions or complete the following statements by choosing the best alternative A, B, C or D.

- The passage is primarily concerned with _____.
 A. the findings of researches on the disabled women through their clothing
 B. discrimination in clothing design against women with disabilities
 C. attempts to unveil the life of the disabled women in the respect of clothing
 D. the social status of the disabled women demonstrated in their clothing
- The word “hit” in Paragraph 3 is closest in meaning to “_____”.
 A. struck a blow
 B. dawned on
 C. left a deep impression
 D. helped to understand
- The words “those two” in Paragraph 3 refer to _____.
 A. clothing and disability
 B. data and project
 C. concept and reality
 D. people and dresses
- Read the following passage (Paragraph 5 from the text) and try to find where the italicized sentence could be added to.

In essence, when it comes to clothing, the medium is the message.

① Dr. Church first realized this when a Children’s Aid Society worker told her that children with disabilities sometimes carry their clothes in garbage bags when moving between foster homes. ② “All of the clothing is hand-me-downs, second- or third-hand. ③ They don’t fit, they’re not fashionable and they’re not clothes that children would choose for themselves. ④ [The situation] represents the social neglect that this particular group of kids experiences,” she says.

Where would the sentence best fit?

- A. ① B. ② C. ③ D. ④
- The word “vein” in Paragraph 6 is closest in meaning to “_____”.
 A. impulse B. aspiration C. style D. expectation