

根据国家教育部最新《大学英语课程教学要求》编写
大学英语选修课系列教材（非英语专业本科用）

大学英语 实用阅读（上）

*College English
Reading*

主 编 周俊英
主 审 [加] David Paterson

 中国人民大学出版社



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前 言

《大学英语选修课系列教材》(非英语专业本科用)根据国家教育部最新《大学英语课程教学要求》编写,包括《大学英语实用阅读》(上,下)、《大学英语实用写作》、《大学英语实用翻译》、《最新英美报刊选读》和《最新大学英语统考词汇手册》(上,下)。该系列教材适应我国大学英语教学改革的最新要求,应用最新的英语教学理念,吸收最新的英语教学成果,旁征博引,兼收并蓄,在参编院校试用的基础上出版发行,是一套宽口径的大学英语选修课系列教材。该套教材为北京工业大学教育教学研究项目,供非英语专业高年级本科生使用,尤其可以为备考英语四、六级和研究生的广大学子使用。

《大学英语实用阅读》(上)全书共分15个单元,每单元由课前讨论(Lead-in Questions)、课文(Text)、注释(Notes)、课后练习(Exercises)和补充阅读(Supplementary Reading)等部分组成。

该阅读教材的特点有:

- (1) 调动学生内在的学习动机;
- (2) 重视阅读技能训练;
- (3) 鼓励学生发展阅读策略;
- (4) 训练学生识别衔接关系和逻辑语义关系;
- (5) 根据图示理论,设置构建图示活动或练习;

(6) 在选择阅读材料和编写练习时,作者考虑到了文章的难易不仅取决于语言的复杂性,而且取决于文章的主题和表达方式的直接和间接程度。除了使材料的语言适合学生的语言水平之外,还考虑到学习者是否具备理解文章所需要的非语言知识。

该阅读教材选材范围广,知识性强,信息量大,趣味性浓。题材涉及幽默探源、自然灾害、品牌意识、动物奇趣、性别差异、环境问题、垃圾食品、星际迷航、绿色殉葬、高等教育、恐怖主义、烟与少年、老人社会、智商与种族、自闭症等。

该阅读教材的定位是为高等院校大学生编写的高级阅读教程,也可用作英语专业学生的泛读教材,同时又是四、六级应试和研究生入学考试前最好的阅读训练素材。

本书在撰写过程中参考了大量国内外资料,在此向所选用资料的作者表示谢意。加拿大籍专家 David Paterson 为本书做了全部审订工作,我们谨向他表示衷心的感谢。

诚恳希望使用本教材的教师和学生对我们提出批评指正。

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Unit 1

Lead-in Questions

1. What value do you see in university examinations for measuring a student's comprehension of the course material that the student has been exposed to?
2. If examinations are not the way to measure a student's comprehension, what other methods of evaluation would you suggest?
3. Do you think there are viable methods that can truly measure or assess ACCURATELY what a student has learned in college? If not, then what can a university do to ACCURATELY assess or measure a student's performance before certifying or granting a degree?
4. Go to a library or refer to the Internet to search some information about the following topics:
 - U. S. News & World Report
 - America's Best Colleges
 - Collegiate Learning Assessment (CLA)

National Survey of Student Engagement (NSSE)

SAT

GMAT

Stanford University



How to Measure What You Learned in College

by Jay Mathews

(1) Seven years ago Richard H. Hersh, then president of Hobart and William Smith Colleges, tried to persuade a meeting of college presidents to do something about what they felt were the distortions in *U. S. News & World Report's* ranked list of "America's Best Colleges." "Why don't we just stop supplying them with our data?" he said at the organization's annual meeting in Maryland's capital city.

(2) But the idea went nowhere, forcing Hersh to try something else. Data was important, he thought, but *U. S. News* was measuring, more or less, how selective a school was, rather than how good an education it offered. Leaving Hobart and William Smith in 1999, he used his white clapboard house in Hamden, Conn., as headquarters for a one-man research project: How could colleges measure what their students learned?

(3) American higher education has been trying to do this without much success for several decades. When Hersh discovered that Roger Benjamin, president of the Rand Corp.'s Council for Aid to Education (CAE), was looking at the same question, they launched the Value Added Assessment Initiative, which now has about a dozen employees and outside advisers with an office in New York City. And that has produced an ungainly but potentially explosive measuring device in the form of a three-hour test called the Collegiate Learning Assessment, or CLA.

(4) Colleges often say they care about how much they are teaching students, but there is little evidence of that. A 1999 study by the National Center for Postsecondary Improvement at Stanford University found that only 10 percent of private institutions tried to link what they knew about how much their students were learning to relevant data on what they were trying to teach and who was doing the teaching. A 2000 report by the center said assessment

of student academic progress “has only a marginal influence” on college decision makers. Peter Ewell, senior associate of the National Center for Higher Education Management Systems in Boulder, Colo. , said that to most college professors, assessment of learning was “at best a dubious diversion to be ignored, and at worst a philistine intrusion to be resisted.”

(5) What part of college learning can be measured? The CLA researchers picked three things: critical thinking, analytic reasoning and written communication, to be assessed with an open-ended examination rather than a multiple choice test. From the Graduate Record Examination they borrowed a 45-minute essay in which test takers supported or criticized a given position on an issue, and a 30-minute essay critiquing someone else’s argument. They adopted critical thinking tests developed in the 1980s by the state of New Jersey. Stephen Klein, a senior researcher at Rand in Santa Monica, Calif. , created two 90-minute performance task questions inspired by his work in the early 1980s enhancing the California Bar Examination.

(6) The resulting test was designed to force undergraduates to think for themselves. A sample CLA performance task question says: “You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech’s sale force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235.”

(7) The test taker is given newspaper articles about the accident, a federal report on small plane in-flight breakups, two internal DynaTech e-mails, charts on the aircraft’s performance characteristics, a trade magazine article on the SwiftAir 235 and pictures and other data on two SwiftAir models, the 180 and the 235. The question says: “Please prepare a memo that addresses the questions in Pat’s memo to you. Be sure to describe the data that support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, as well as the factors that may have contributed to the accident and should be taken into account. Please also make an overall recommendation about whether DynaTech should purchase the plane and cite your reasons for this conclusion.”

(8) For the initial trials, 14 unidentified colleges of various sizes supplied 1,365 student test takers, lured with payments of \$20 to \$25 an hour. They took the tests on-line. Human graders scored the results, with computers also used to see if the e-rater program designed by the Educational Testing Service agreed with the grades assigned by the flesh-and-blood assessors.

(9) In a series of reports available on the Council for Aid to Education Web site, the CLA researchers say the test worked. College seniors had significantly better CLA scores than freshmen with comparable SAT scores, suggesting that something improved with college teaching had been measured. Some colleges with similar SAT averages had significantly different CLA averages, suggesting that the results had something to do with the nature of education at each school. It was a step beyond the National Survey of Student Engagement (NSSE), used by more than 850 colleges and universities, because although NSSE produced good information on how students learned—how many papers they wrote, how often they saw a professor outside of class—NSSE was less accurate than the CLA in showing how well students learned, the researchers said.

(10) The fact that the new test reveals some colleges doing better than others is both encouraging, educators say, and dangerous. CLA officials frown at any thought of ranking schools like U. S. News does. But a college might be able to show how much it added to its students' analytic and communication skills, and perhaps compare its CLA average to the overall average for similar schools. If its average CLA score soared 67 percent in three years, for instance, that would help recruiting and fund-raising, and if it did not improve, it could change its curriculum and see if that made a difference.

(11) Macalester College President Michael McPherson warned at the end of a special CLA issue of the journal *Peer Review* against over-emphasizing the “measured” at the expense of the “immeasurable.” But the invitation to other colleges to participate in the CLA is already on its Web site. Your college may choose the \$7,000 option or the \$4,500 option, and the project promises “to provide you with data that will be a valuable component of your campus' curricular planning and assessment activities.”

(12) Some of CLA's inventors worry about the machine scoring. The test results showed a strong correlation, 0.78 out of a possible 1.00, between the grades assigned by computers and by humans. Benjamin said his wife, an art historian, cringes at the notion of electronic devices measuring intellectual depth, but machines already score essays on the GMAT entrance exam for graduate schools of business administration, and the CLA is unlikely to spread far if it cannot enlist cheap computer labor.

(13) Once the CLA begins to show how much students are really learning, there may be one more job for it to do. A little paragraph tossed off at the end of a technical review of the data says that CLA scores correlated more strongly with college grades than did SAT scores. If the CLA proves successful, it's not out of the question that it could be administered to high

school students and perhaps even begin to replace SAT tests.

(1,229 words)

Notes

Proper Names

1. *U. S. News & World Report* 美国新闻和世界报道 (周刊)
2. Maryland (美国) 马里兰州
3. Conn. (Connecticut) (美国) 康涅狄格州
4. the National Center for Postsecondary Improvement (美国) 中等教育后的提高研究中心, 是一个公共的大学合作机构。它以美国斯坦福大学为依托, 主要合作大学包括美国的斯坦福大学、宾夕法尼亚大学和密歇根大学。该机构的主要任务是为中等教育后的继续教育提供改革和提高了的决策和指导。它通过在各大学和学院的各种形式的研究, 给各类社区学院和职业技术学校提供帮助, 以解决在教育过程中出现的各种各样的问题。
5. Stanford University 斯坦福大学, 原名小李兰德·斯坦福大学, 为美国著名私立大学, 建于 1885 年。地处加利福尼亚州, 旧金山半岛圣·弗朗西斯科城南约 30 英里的地方。
6. the National Center for Higher Education Management Systems (美国) 高等教育管理体系中心, 是一个非营利的私人机构, 它的主要任务是帮助各大学和学院提高他们的管理能力。在它成立的这三十多年当中, 主要致力于在理论研究和实践之间架起桥梁, 帮助各大学和学院的管理者们掌握最新的管理概念和方法。
7. Colo. (Colorado) (美国) 科罗拉多州
8. the Graduate Record Examination (GRE) 由美国教育考试服务中心主办, 1937 年首次由美国哈佛、耶鲁、哥伦比亚和普林斯顿四所大学联合举办, 初期由卡耐基基金会 (Carnegie Foundation) 承办, 1948 年交由新成立的 ETS 负责。
9. Calif. (California) (美国) 加利福尼亚州
10. the California Bar Examination 加利福尼亚大律师考试
11. the Educational Testing Service (简称 ETS) 美国教育考试服务中心, 成立于 1947 年, 是目前世界上最大的私营非营利教育考试评估机构, 也是教育研究领域的领导者。该组织致力于为近 200 个国家的个人、教育机构和政府部门提供服务, 并在全球范围内开展、管理着每年 1 200 多万人次的考试, 其中包括我们所熟悉的 TOEFL、GRE、GMAT 考试等。
12. SAT (全称为 Scholastic Assessment Tests) 学业评估测验, 是由美国大约 3 900 所大学共同组成的文教组织, 美国大学委员会 (the College Board) 委托美国教育考试服务中心定期举办的世界性测验, 其结果被看作美国各大学申请入学的参考条件之一。

13. the National Survey of Student Engagement (简称 NSSE) 美国全国学生参与普查。NSSE 被认为是对美国所有大学教育质量评估最为综合、全面的一所专业评估机构。此调查项目由印第安纳大学和卡耐基金会联合发起,旨在提高本科学习和教学水平。
14. the GMAT (全称 the Graduate Management Admission Test) 管理科学研究生入学考试,由美国商学院研究所入学考试委员会委托新泽西州普林斯顿的教育测试中心(ETS)举办,在中国的主办单位是中国国外考试协调处(CIECB)。

New Words

distortion *n.* 歪曲,曲解;变形;失常
 clapboard *n.* 护墙板,隔板
 marginal *adj.* 不重要的,少量的;边缘的,临界的;书页边空白处的
 dubious *adj.* 觉得可疑的,犹豫不决的;[价值、含义等]含糊的,不明的
 philistine *n.* [贬]没有教养的人;对艺术无知的人;庸俗的人;市侩 *adj.* 对艺术无知的,讨厌艺术的;无趣的
 intrusion *n.* 闯入,打扰;[对某事]侵扰,干涉,干扰
 critique *n.* 评论文章;评论 *v.* 给……写评

论,评论
 precision *n.* 精确(度),准确(度)
 refute *v.* 驳斥,反驳
 lure *n.* 吸引力,诱惑力 *v.* [一般贬]吸引,引诱,诱惑
 flesh-and-blood *n.* 人性,人情;亲属
 correlation *n.* 相互关系,关联
 cringe *v.* 畏缩,退缩;(before, to) 卑躬屈膝,阿谀奉承;(at) (非正式)憎恶
 collegiate *adj.* 学院的,大学的,大学生的;附设学院的
 enlist *v.* 报名参加;入伍,从军;获得

Exercises

A. Vocabulary

I. Directions: In the following sentences, do not try to learn the italicized words. Concentrate on developing your ability to grasp the meaning of unfamiliar words with the help of context clues. Read each sentence carefully and write a synonym, description or definition on your own.

1. A 2000 report by the center said assessment of student academic progress "has only a *marginal* influence" on college decision makers.
2. Peter Ewell, senior associate of the National Center for Higher Education Management Systems in Boulder, Colo., said that to most college professors, assessment of learning was "at best a *dubious* diversion to be ignored, and at worst a *philistine* intrusion to be re-

sisted.”

-
3. Be sure to describe the data that support or *refute* the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, as well as the factors that may have contributed to the accident and should be taken into account.

 4. For the initial trials, 14 unidentified colleges of various sizes supplied 1,365 student test takers, *lured* with payments of \$20 to \$25 an hour.

 5. The test results showed a strong correlation, 0.78 out of a possible 1.00, between the grades assigned by computers and by humans. Benjamin said his wife, an art historian, *cringes at* the notion of electronic devices measuring intellectual depth.

II. Directions: Match the words on the left column with the words or phrases with the same meaning on the right column.

- | | |
|---------------|--|
| 1. address | A. prove (a statement, an opinion or a person) to be wrong |
| 2. refute | B. put forward or direct (esp. a written statement) |
| 3. overall | C. attract or tempt (a person or an animal) |
| 4. lure | D. taking everything into account; general |
| 5. administer | E. connected with (what is happening) |
| 6. relevant | F. control; manage |

B. Comprehension

I. Directions: Choose the best answer to each of the following questions.

1. What does Hersh think of the *U. S. News & World Report's* ranked list of colleges?
 - a. He thought they were all distortions.
 - b. He thought the *U. S. News* was measuring the best colleges.
 - c. He thought it can not reveal how good an education it offered.
 - d. He thought he should do something for the *U. S. News*.
2. According to the text, CLA is _____.
 - a. a kind of product produced by Hersh
 - b. a kind of measurement about how selective a school is

- c. an ungainly but potentially explosive measuring or assessment device
- d. a three-hour test
- 3. Why did some colleges with similar SAT averages have significantly different CLA averages?
 - a. Because the nature of education at each school is quite different.
 - b. Because CLA is quite different from SAT in form.
 - c. Because CLA is finished on-line.
 - d. Because CLA results are scored by human graders.
- 4. For most college professors, what kind of influence does assessment of learning have on them?
 - a. No influence.
 - b. Very little.
 - c. Very important and positive.
 - d. Negative influence.
- 5. What is the author's attitude towards the future of CLA?
 - a. Positive.
 - b. Negative.
 - c. Ironic.
 - d. Critical.

II. Directions: Decide whether each of the following statement is true (T) or false (F) according to the information given in the passage.

- 1. [] Hersh's idea to stop supplying American media with data has been carried out.
- 2. [] *U. S. News* was measuring how good an education it offered.
- 3. [] CLA is an ungainly but potentially explosive measuring device in the form of a three-hour test.
- 4. [] Assessment of student academic progress had a great influence on college decision makers.
- 5. [] Critical thinking tests were developed in the 1980s by the state of New Jersey.
- 6. [] In this performance test, college seniors had the same CLA scores with freshmen.
- 7. [] CLA shows how well a student learned and reveals some colleges do better than other colleges.

III. Directions: Explain the following sentences in your own words.

- 1. Data was important, he thought, but *U. S. News* was measuring, more or less, how selective a school was, rather than how good an education it offered. (Para. 2)
-

2. A 1999 study by the National Center for Postsecondary Improvement at Stanford University found that only 10 percent of private institutions tried to link what they knew about how much their students were learning to relevant data on what they were trying to teach and who was doing the teaching. (Para. 4)

3. And Stephen Klein, a senior researcher at Rand in Santa Monica, Calif. , created two 90-minute performance task questions inspired by his work in the early 1980s enhancing the California Bar Examination. (Para. 5)

4. Sally Evans, a member of DynaTech's sale force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. (Para. 6)

5. Be sure to describe the data that support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, as well as the factors that may have contributed to the accident and should be taken into account. (Para. 7)

6. Human graders scored the results, with computers also used to see if the e-rater program designed by the Educational Testing Service agreed with the grades assigned by the flesh-and-blood assessors. (Para. 8)

7. College seniors had significantly better CLA scores than freshmen with comparable SAT scores, suggesting that something that improved with college teaching had been measured. (Para. 9)

8. The fact that the new test reveals some colleges doing better than others is both encouraging, educators say, and dangerous. (Para. 10)

C. Use of English

I. Directions: In the following article, some sentences have been removed. Choose the most suitable one from the list a—g to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the gaps.

- a. Education is useful and powerful.

- b. A quality education is the ultimate liberator.
- c. Still, the goal is achievable with the right policies and the right support from the international community.
- d. For this reason, the international community has committed itself to getting all the world's children into primary school by 2015, a commitment known as Education for All.
- e. Education should be supplied for all children in the world.
- f. They also need significant increases in external financing and technical support.
- g. Where a country scores well on these criteria, foreign assistance can be highly effective.

①_____ It can free people from poverty, giving them the power to greatly improve their lives and take a productive place in society. It can also free communities and countries, allowing them to leap forward into periods of wealth and social unity that otherwise would not be possible.

②_____ Can education for all be achieved by 2015? The answer is definitely "yes", although it is a difficult task. If we now measure the goal in terms of children successfully completing a minimum of five years of primary school, instead of just enrolling for classes, which used to be the measuring stick for education, then the challenge becomes even more difficult. Only 32 countries were formerly believed to be at risk of not achieving education for all on the basis of enrollment rates. The number rises to 88 if completion rates are used as the criterion.

③_____ 59 of the 88 countries at risk can reach universal primary completion by 2015 if they bring the efficiency and quality of their education systems into line with standards observed in higher-performing systems. ④_____ The 29 countries lagging farthest behind will not reach the goal without unprecedented rates of progress. But this is attainable with creative solutions, including use of information technologies, flexible and targeted foreign aid, and fewer people living in poverty.

A key lesson of experience about what makes development effective is that a country's capacity to use aid well depends heavily on its policies, institutions and management.

⑤_____

II. Directions: Choose the best answer to each of the following questions.

1. In the first paragraph, the author suggests that a quality education can _____.
 - a. free countries from foreign rules