

本教材为湖南省“十二五”规划课题研究成果之一

Selective Readings

from English

Journals and Newspapers

# 英语报刊阅读教程

主 编 罗春霞

副主编 柳晓辉 彭小红

对外经济贸易大学出版社  
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主 编 罗春霞

副主编 柳晓辉 彭小红

主 审 郑应国

副主审 熊丽君 张楚楚

编 者 (按拼音顺序)

崔丽娟 崔 巍 陈 隽 陈润兰

方 艳 韩娜娜 雷 英 李春华

李 罡 凌剑春 刘海南 刘阳春

潘晓娟 宋卫阳 谭姗燕 涂 帅

肖宇香 张静慧 钟桂蓉

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## 英语报刊阅读教程

罗春霞 主编

责任编辑: 刘丹 谭利彬

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对外经济贸易大学出版社

北京市朝阳区惠新东街 10 号 邮政编码: 100029

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网址: <http://www.uibep.com> E-mail: [uibep@126.com](mailto:uibep@126.com)

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# 前言

《大学英语课程教学要求》对大学阶段的英语教学要求分为三个层次，即一般要求、较高要求和更高要求。这三个要求对报刊阅读都有硬性规定，其中较高要求是：能基本读懂英语国家大众性报刊杂志上一般性题材的文章，阅读速度为每分钟 70~90 词。在快速阅读篇幅较长、难度适中的材料时，阅读速度达到每分钟 120 词。能阅读所学专业的综述性文献，并能正确理解中心大意，抓住主要事实和有关细节。更高要求是：能读懂有一定难度的文章，理解其主旨大意及细节，能阅读国外英语报刊杂志上的文章，能比较顺利地阅读所学专业的英语文献和资料。

据调查，一些高等院校使用的《英美报刊阅读》（约 9 种）基本上是供给英语专业使用的，并非给非英语专业学生使用。目前非英语专业使用的《英美报刊阅读》并没有合适的教材，所以我们这本根据大学英语较高要求编写的供非英语专业使用的《英语报刊阅读教程》尚属首例。

本书选录的文章主要源于英语类有影响的报刊和媒体，如美国的《纽约时报》、《华盛顿邮报》、《洛杉矶时报》、《今日美国报》、《华尔街日报》、《每日建筑》、《巴尔的摩太阳报》、《创新新闻日报》、《旧金山纪事报》、《时代周刊》、《新闻周刊》、《建筑辑要》、《电力周报杂志》、《纽约杂志》、《科技新时代》、《科学美国》、《安全聚焦》、《新科学家》，英国的《泰晤士报》、《卫报》、《每日电讯》、《金融时报》、《苏格兰先锋报》、《经济学人》等。另外尚有一些文章来源于英美媒体，如美国的美联社、美国有线电视新闻网、美国之音，以及英国的英国广播公司等。

本书注重新闻报刊内容的时效性，但更注重学生的能力培养，尤其注重理工科学生的英语能力培养，所以选编的内容前面五个单元为大众话题，后面十个单元都是与理工科专业内容挂钩，让学生在读报刊的同时也能进行与专业相关的英语学习。本书以专题为线进行编排：第一单元，文化·教育·宗教；第二单元，新闻·娱乐·体育；第三单元，政治·军事；第四单元，灾难；第五单元，金融·经济·贸易；第六单元，土木工程·建筑学；第七单元，水利·水电工程；第八单元，物理·电子科学；第九单元，能源·动力工程；第十单元，工业艺术设计；第十一单元，交通·运输工程；第十二单元，信息工程；第十三单元，环境工程；第十四单元，食品科学与工程；第十五单元，车辆机械工程。

本书的编写体例为，每个单元由三篇文章构成，分为简单、中等、较难三个等级，

使用者可根据不同专业和不同程度的学生情况为他们对相当的内容和难度进行选择。每篇文章后有生词、注释，并设有练习题，题型包括根据课文内容回答问题、选择、判断对错、问题讨论、翻译等，练习答案附于书末。为了加强学习者对报刊英语语言特点和英美国家社会与文化的更多了解，本书每个单元后添设了一个“补充阅读”的栏目，主要介绍报刊英语的基础知识及其语言特色，旨在帮助学习者熟悉报刊英语的规律和特色。

本书还设有附录，包括如下内容：英美著名报刊杂志一览表、西方主要英文传媒、英文报刊上出现频率较高的缩略语和联合国机构名称等。为方便学习，本书提供了参考译文。

本书也可供研究生和广大英语爱好者使用。

由于时间仓促，兼以编者水平所限，不足之处在所难免，欢迎使用本书的广大同仁和学习者不吝赐教。

编者  
2014年1月

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# Culture, Education and Religion

## UNIT 1

### Passage 1

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#### University's Boot Camp Gives Freshmen Fighting Chance

RENO, Nev. —Welcome to boot camp, you maggots.

Stand up straight, suck in that gut and recite the periodic table.

What did you say? I can't hear you! Drop and give me 20.

When the University of Nevada, Reno holds its first academic boot camp Aug. 16-20, there won't be any snarling drill instructors ordering freshmen to scrub the latrines with toothbrushes, but it won't be easy, either.

They will spend five days, from 8 a.m. to 9 p.m., attending classes, working in study groups and taking exams.

Just as basic training prepares soldiers for combat, the goal of UNR's new boot camp, called Biofit, is to help freshmen majoring in certain scientific fields improve their chances of surviving that fragile first semester of college.

"Students of all levels of preparation come here, and some of them struggle that first semester," said Jeff Thompson, dean of UNR's College of Science. "And studies show that if students struggle that first semester, it's very hard for them to overcome."

Struggling students also are at risk of dropping out, and UNR is on a mission to improve its graduation rate.

Last year, slightly more than half of the freshmen who entered UNR in 2006 graduated.

The graduation rate in 2012 for UNR students who earned a diploma in six years was 54 percent. That's 2 points below the national six-year graduation rate of 56 percent.

Another hopeful indicator is UNR's retention rate: 79 percent of the freshmen who came

on campus in 2011 were still enrolled when the next fall semester began.

Attending the boot camp is voluntary, and during its first year, enrollment will be limited to freshmen who plan to major in biology or neuroscience.

“It’s a test run with no risk to them,” Thompson said. “They have the opportunity to make adjustments before they get a poor grade that first semester that’s hard to recover from. That’s really what we’re trying to address.”

The students will live in the same residence hall and have to pay \$200, which will cover food, room and program materials.

UNR joins a growing number of campuses that offer this type of experience to help freshman successfully make the transition from high school to college.

Louisiana State University held the first weeklong boot camp in 2005 for new freshmen biology majors at its College of Science, where Kevin Carman was the dean at the time.

Carman, who became UNR’s new provost in February, made starting a boot camp at UNR one of his top priorities.

Thompson said LSU’s boot camp has increased student graduation rates for new freshmen by 50 percent.

“That is very significant,” he said.

He credits that improvement to the way boot camp exposes freshmen to the tougher academic requirements of higher education before they start their first semester.

“The point of boot camp is that college is very different, but most students don’t really understand that,” Thompson said.

They can hear that message repeated by UNR recruiters, high school counselors and their parents, but the boot camp experience drives it home, he said.

“We try to compress into a fairly short time what it is like to be a university student,” Thompson said.

The students will attend several classes each day, take exams and get feedback on how they did.

Although the first Biofit boot camp will be open only to biology and neuroscience majors, Thompson wants to offer it next year to all of the incoming freshman in the College of Science.

“Provost Carman eventually wants to expand this across as much of the university as we can,” Thompson said.

Other universities have boot camps for students majoring in theater, engineering and business as well as for disabled veterans and high school graduates who are smart but at-risk because of bad study habits.

Christina Cho, UNR’s director of advising, recruitment and retention for the College of Science, said the college is recruiting undergraduates majoring in biology and neuroscience to serve as mentors for the boot camp students.

Biology majors Brandy Reynolds and Chris Gomez, two undergraduates who will mentor freshmen in the upcoming boot camp, said they could have used some help adapting to university life when they first came on campus.

“One of the hardest things I had to deal with from a social aspect was having to deal with a roommate who was a slob, but he moved out six weeks into the semester,” Gomez said. “Then there were five guys who lived on the same floor and played video games until five in the morning.”

On the academic side, Gomez, who wants to become a dentist, and Reynolds, a pre-med student, found the work load much harder than they expected.

“You have to learn to manage the credit load and the intensity at which each professor teaches their class,” Gomez said. “In an hour and 15 minutes they go through two-and-a-half chapters of information.”

Freshmen will learn that exams are crucial to their grades, Reynolds said.

“In a lot of the courses you take, the grades are based mainly on exams, whereas in high school, you had homework and extra credit that could boost your grades in the end if you messed up on a test,” she said. “That’s not the case so much in college.”

Gomez said the newly found freedom that freshman experience when they leave home poses another danger, Gomez said.

“Some freshmen are like, ‘I’m away from mom and dad and there’s a party down the street and I can stay up until 3 in the morning,’” he said.

“But if you only get two hours sleep, you’re probably not going to function well the next day. So with that freedom comes responsibility and knowing your limits,” Gomez said.

(By Lenita and Reno Gazette, from *USA TODAY*, May 12, 2013)

## New Words and Expressions

|                               |                                      |
|-------------------------------|--------------------------------------|
| suck in that gut              | (口令) 收腹                              |
| the periodic table            | (化) 元素周期表                            |
| snarl [sna:l]                 | <i>n.</i> (动物的) 龇牙低吼, 愤怒叫嚷(声); 咆哮(声) |
| scrub [skrʌb]                 | <i>vt. &amp; vi.</i> 用力擦洗            |
|                               | <i>vt.</i> 取消(原有安排); 使净化             |
|                               | <i>n.</i> 灌木丛                        |
| latrine [lə'tri:n]            | <i>n.</i> (营地等处的) 茅厕, 便坑             |
| drop out                      | (中途) 退学; 退出(比赛等)                     |
| neuroscience ['njuərəʊsaiəns] | <i>n.</i> 神经系统科学(指神经病学、神经化学等)        |
| provost ['prɒvɒst]            | <i>n.</i> (美国某些大学的) 教务长; (苏格兰的) 市长   |
| credit... to                  | 为……增光的人(事物); 记入……账目                  |
| recruiter [rɪ'kru:tə(r)]      | <i>n.</i> 招聘人员; 征兵人员                 |

|                 |             |                   |
|-----------------|-------------|-------------------|
| mess up         |             | 搞砸；弄糟；干扰；搅乱；使不得安宁 |
| maggot ['mæɡət] | <i>n.</i>   | 蛆；怪念头             |
|                 | <i>adj.</i> | 多蛆的               |

## Notes

**retention rate:** 保有率。这里是指大学的 **freshman** 在结束大一课程之后仍在这所大学升至 **sophomore** 比例。据统计，美国的新生保有率一般只有 2/3，也就是说大概有 30% 以上的学生会在大一结束之后换学校，这种转学是基于美国灵活的教育制度而实现的。

## Exercises

### *1. Choose the right answer to each of the following questions.*

1. What do freshmen do in the academic boot camp?
  - A. They are to be trained for combat.
  - B. They scrub the latrines with toothbrushes.
  - C. They overcome their shortcomings.
  - D. They attend classes, work in groups and take exams.
2. What is the purpose of UNR's boot camp?
  - A. To improve the chance of surviving their first semester of university.
  - B. To improve the graduation rate.
  - C. To improve the retention rate.
  - D. All of the above.
3. According to Thompson, which of the following statement is NOT true?
  - A. College is very different from middle school.
  - B. The boot camp can help freshmen change their roles from middle school students to college students in a short time.
  - C. The boot camp is open to all of freshmen.
  - D. Freshmen can have chance to experience tougher academic requirements of higher education before the start their university.
4. What do we know about mentors?
  - A. They are also majoring in biology and neuroscience.
  - B. They are undergraduates.
  - C. They help freshmen to adapt to college life.
  - D. All of the above.
5. What freshmen should NOT learn before they begin their first semester?
  - A. To manage the credit load.
  - B. Exams are crucial to their grades.

- C. College is more freedom than at home.
- D. The intensity of academic study is very hard.

**II. Translate the following into Chinese.**

He credits that improvement to the way boot camp exposes freshmen to the tougher academic requirements of higher education before they start their first semester.

## Passage 2

---

### What Is a B.A. in English Worth Anymore?

Jonathan Timm considers himself lucky. A 2011 college graduate, he landed a job not long ago that both pays the bills and makes use of his education.

“Basically, I got hired for my abilities to think and write analytically, cut through complex issues and communicate effectively—exactly the skills liberal arts education should teach,” says Timm, 24, of Oakland. An investigator for a state agency, Habeas Corpus Resource Center, he gathers evidence to help indigent inmates on death row get a new trial, off of death row or both.

The job search took about a year, during which he also waited tables, took an unpaid internship and had periods of “doubt and regret”. But if he had to do it over again, Timm says, he would again go to Shimer College, a liberal arts school in Chicago whose coursework is based on the Great Books.

There was a time when college was a place where young adults could expand their horizons. But as tuitions increase, student debt mounts and job prospects for recent grads remain uncertain, Timm and his alma mater represent increasing rarities in higher education: students and schools whose primary goals center on a broad-based education in the arts and sciences. Today, students and parents say college should prepare students for a good job.

A record 87.9% of freshmen this year say a very important reason for going to college is “to be able to get a better job,” according to an annual survey by UCLA’s Cooperative Institutional Research Program. And parents are more likely to strongly agree that vocational school—or no college at all—provides a better pathway to a good job than does a liberal arts education, says a survey out in March by *Inside Higher Ed*, a trade publication.

Meanwhile, Virginia, Arkansas, Tennessee and Colorado are among a growing number of states publishing databases comparing the earning power of degrees for recent graduates based

on where they went to school and what they majored in. Governors of Texas, Florida, Wisconsin and, most recently, North Carolina, argue that public universities should focus on majors, especially in the fields of science, technology, engineering and math, that will meet their state's workforce needs. Even President Obama has made jobs central to his higher-education agenda.

Proponents of the liberal arts say criticisms are based on outdated stereotypes. Many liberal arts colleges, including Shimer, have beefed up opportunities for internships. North Carolina's Davidson College will start a program this summer that will connect graduating seniors with paid fellowships at non-profits. Wake Forest University in Winston-Salem, N.C., posts data so students can see where graduates with their majors have landed jobs—including art history majors at Sotheby's, Deloitte Consulting and Kate Spade.

On the flip side, more than 35 business schools last month met to talk about how to incorporate the liberal arts into their courses. "There's... a sense that business education has become too narrow and isn't preparing graduates adequately—for career success, certainly—but also more broadly for lives as engaged citizens," says Judith Samuelson, of the non-profit Aspen Institute's Business and Society program, which organized the meeting.

The number of schools awarding more than half of their bachelor's degrees in liberal-arts disciplines, such as history, literature and philosophy, has dwindled, from 212 in 1990 to 130 last year, research by Vicki Baker, a professor Albion College in Michigan, shows.

Liberal arts colleges in recent months have acknowledged a need to better justify their often-hefty price tag.

At Occidental College, a liberal arts school in Los Angeles, a course this spring challenges freshmen to consider the purpose of college. "To me, education is not a means of creating workers or even to creating citizens, but of building the capacity to analyze, create and collaborate," says Carey Sargent, who is teaching the course, called "Liberal Arts at the Brink? Navigating the Crisis in Higher Education."

Daniel Stigall, 18, who is taking the course, says he chose Occidental over a larger public university because he liked its "intimacy and communal values". His parents, Cheryl and Gary Stigall, of San Diego, worry. "We have very strong concerns that Daniel's education is too expensive and that at graduation he won't have a career, like so many these days that end up as part of the underpaid service economy, living with their parents," Cheryl Stigall says.

But Daniel Stigall, who is considering entrepreneurship as a career, says Sargent's course has made him appreciate Occidental's approach all the more. "With a well-rounded education, I think I'll be better prepared to start a company than most business students."

(By Mary Beth Marklein, From *USA TODAY*, April 5, 2013)

## New Words and Expressions

|                             |             |                                 |
|-----------------------------|-------------|---------------------------------|
| rarity ['ræərəti]           | <i>n.</i>   | 稀有, 罕见; 稀薄, 稀少; 珍品, 罕见的东西       |
| land a job                  |             | 工作有了着落, 找到了工作                   |
| indigent ['ɪndɪdʒənt]       | <i>adj.</i> | 贫穷的, 贫困的, 缺少钱财的                 |
| inmate ['ɪnmert]            | <i>n.</i>   | 同居者; 居民; (监狱里的) 犯人; (精神病院的) 住院者 |
| internship ['ɪntɜ:nʃɪp]     | <i>n.</i>   | 实习岗位; 实习期                       |
| coursework                  | <i>n.</i>   | 偏重实用的课程                         |
| alma mater [ælmə meɪtə:]    | <i>n.</i>   | 母校                              |
| proponent [prə'pəʊnənt]     | <i>n.</i>   | 支持者; 拥护者; 辩护者                   |
| beef up                     |             | 改善; 加强; 改进; 提高                  |
| on the flip side            |             | 在另一方面; 相反                       |
| dwindle ['dwɪndl]           | <i>vi.</i>  | (数量上) 减少, 缩小; 衰落, 变坏, 退化        |
| hefty ['heftɪ]              | <i>adj.</i> | (体积、重量或数量) 巨大的; 有力的; 猛烈的        |
| intimacy ['ɪntɪməsɪ]        | <i>n.</i>   | 亲密; 亲近; 亲昵的言行                   |
| communal [kə'mju:nəl]       | <i>adj.</i> | 群体的; 社区的; 团体的; 公共的; 公用的         |
| well-rounded ['wel'rʌʊndɪd] | <i>adj.</i> | 全面的, 全能的, 全才的                   |

## Notes

liberal arts education: 字面意思为自由教育, 或称为通才教育, 人文教育, 强调对人的教育, 而不是对技艺的教育。它关注的是如何把一个人教育成一个能够独立思考、具有价值观念和道德操守、了解文化差异的健康个体。

## Exercises

### I. Choose the right answer to each of the following questions.

- Jonathan Timm landed a job because \_\_\_\_\_.
  - he majored in science
  - he majored in art
  - he got well education in liberal arts
  - he was an investigator for a state agency
- Most freshmen this year say the reason for going to college is NOT \_\_\_\_\_.
  - to prepare them for a good job
  - to get liberal arts education
  - to be able to get a better job
  - to meet the state's workforce needs
- Which of the following statements is NOT true?
  - Parents agree that it is easier to find a good job for students who study in vocational schools than those in liberal arts colleges.

- B. Some Governors argue that public universities should focus on majors in science and engineering.
  - C. The purpose of college is to help students build the capacity to analyze, create and collaborate.
  - D. Liberal arts education should be replaced by career education.
4. What should liberal arts college do to survive the dilemma?
- A. It should change its focus from liberal to science.
  - B. It should decrease its bachelor's degree in liberal-arts disciplines.
  - C. It should incorporate liberal arts into business courses.
  - D. It need to better justify their price tag.
5. What can we conclude from the report?
- A. Liberal arts education is not necessary in college.
  - B. It is hard for a graduate with a B.A. degree to land a good job.
  - C. Well-rounded education can better prepare?
  - D. Liberal arts education is popular with students and parents.

## **II. Discussion.**

1. Which one do you like better, USA education or Chinese education? Why?
2. As a college student, how do you think about the problem that the report talks about?

## **Passage 3**

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### **Egypt Top Court Rules Against Islamist-backed Election Law That Lifts Ban on Religious Slogans**

CAIRO—Egypt's Supreme Constitutional Court ruled on Saturday against parts of an election law approved by the Islamist-led legislature that had lifted a long-standing ban on the use of religious slogans during campaigning.

The decision is the latest sign of tensions between the judiciary and President Mohammed Morsi and his Islamist allies. The courts have dealt Islamists several setbacks over the past two years, including the dissolution of parliament's lower house last year. That ruling was also issued by the Supreme Constitutional Court, which had judged the law governing its election invalid.

In its decision on Saturday, the court said that not explicitly banning religious slogans in



campaigns runs counter to national unity and principles of citizenship. It said religious slogans may distract voters from focusing on the candidate's platform.

The bill will be sent back to the Shura Council, or upper house of parliament, for review. The council has temporarily assumed legislative powers in the absence of a lower house of parliament.

It was the second rebuff for the interim parliament's electoral law. The first came in March when a court ruled that the Shura Council had improperly passed the law without allowing the country's Supreme Constitutional Court to review it to ensure it conforms with the constitution. That decision annulled Morsi's decree to begin elections in April.

The Supreme Constitutional Court similarly ruled Saturday against a provision of the law that requires media outlets to give equal time to candidates, saying this violates freedom of the press.

The court also said the bill breaches the principles of separation of powers because it allows the president to set election dates and change them. Morsi had said recently elections could be held in October.

The back and forth over the law is the latest example of the power tussle between the judiciary and Morsi and his allies.

Another row is centered on a controversial law that would drop retirement age for judges from 70 to 60. This would affect nearly a quarter of the country's 13,000 judges and prosecution officials, most of them in senior positions, including in Egypt's Supreme Constitutional Court.

Muslim Brotherhood lawmakers backed by other Islamists in the Shura Council pushed ahead with plans to debate the judicial reform law Saturday.

The move by the president's party and others prompted the country's top council of judges to suspend participation in a government-backed conference earlier this month. Morsi had sponsored the conference, which was meant to allow judges the chance to draft proposals on how reform the judiciary.

Morsi's allies say Egypt's judiciary is filled with supporters of ousted president Hosni Mubarak, who have worked to undermine the transition to democracy and the Islamists' rise to power.

Many judges agree in principle on the need for reform, but don't want the presidency or the legislature to carry it out. They say Morsi has tried to interfere in their affairs and curb their independence.

On Saturday, opposition lawmakers wore black sashes during the Shura Council session that read: "Illegitimate procedure. Illegitimate law."

The handful of opposition members in the Shura Council shouted "illegitimate" as the speaker of the interim parliament, Ahmed Fahmy, said the law will be debated in principle by the body's Legislative Committee. Fahmy is also a Brotherhood party member.

Dozens of protesters outside the building were led by opposition figure Hamdeen Sabahi,