

C 疯狂英语

CRAZY ENGLISH

国内的学生、老师以及家长都对英美国家的课本充满了好奇，希望能了解这些材料，借助它们来学好英语。本书就为你揭开国外课本的神秘面纱，让你在国内也能与国外的学生同步学习。

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所有材料均选自美国现行中高等学校课本，包括公民、科学、文学、经济、社会和历史等学科领域，使你全方位了解国外中高等学校的各个学科。

为中国学生量身定做

每篇文章后都附有阅读所需的词汇和短语，并侧重于大学英语四六级词汇的讲解；文章后附带的课后练习也进一步加强对词汇和短语的巩固，同时考查读者的理解程度；参考译文更是为国内读者全面了解所学文章提供了方便。

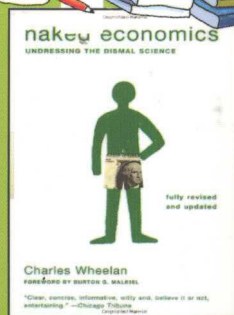
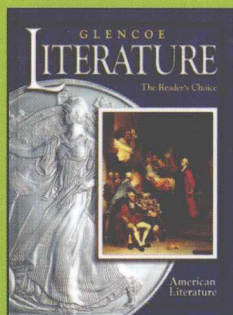
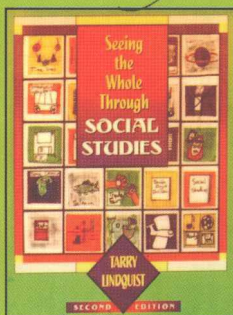
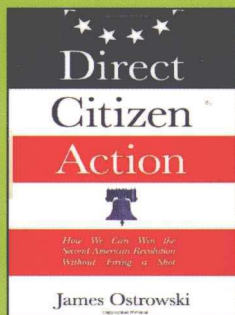
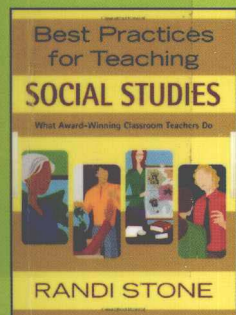
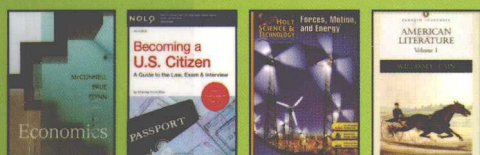
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跟美国学生一起学英语 高级版

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PREFACE 前言

目前,英语学习在中国仍然热度不减。然而读者们可以选择的英语学习读物大多拘泥于英语语言本身的学习,往往忽略语言背后所蕴涵的文化元素。与此同时,大多数的英语读物都趋于选择经典的文学作品,而忽略了其他文体中语言的特色。《疯狂英语:跟美国学生一起学英语·高级版》正是致力于填补这几方面的空白。

本书涉及内容广泛,所有材料均选自美国现行中高等学校课本,包括公民、科学、文学、经济、社会和历史等多学科领域。就阅读材料本身而言,文学方面文章的选择比较偏重于语言本身,在阅读中,读者可以尽情地领略和体味英语语言的魅力。历史方面的文章则侧重于历史人物和事件,使读者在阅读的同时,更多地了解文章所传达的内容。科学和经济类的文章都非常有专业性,不仅为读者提供了大量的相关知识,更值得学习的是它们所涵盖的大量的专业阅读词汇。公民学科的文章与上述所有学科的文章都大不相同,除了作为阅读材料呈现之外,主要是侧重于对美国社会一些基本常识的介绍。社会学科则是在了解基本常识的基础上较为深入地挖掘了美国一些社会现象所产生的根源和发展趋势,为读者进一步详细了解美国社会提供了重要参考。

本书的每篇文章后都附有阅读所需的词汇和短语,并侧重于大学英语四、六级词汇的讲解。值得一提的是,在“词句荟萃”部分,所有短语的例句都经过精挑细选,通过学习,读者可以熟练地掌握相关短语的用法。此外,每篇文章后附带的课后练习也进一步加强对文章中词汇和短语的巩固,同时还考查了读者对文章内容的理解程度。文章所对应的参考译文更是为读者全面了解文章内容提供了方便,同时对于有翻译兴趣的读者来说,参考译文也可以作为检验自己翻译质量的范本。

本书的另一亮点就是与每篇文章内容相关的扩展板块,包括“美”事一桩、“美”文背景、名人链接和科学生活等。这一板块致力于配合文章本身,扩充读者对相关话题的了解,尤其侧重于与现实生活的联系,期望读者在阅读之后能够更多地体会美国及西方社会的历史背景和人文文化,同时也帮助读者更为深刻地理解前面所阅读的文章。

由于本书涉及学科跨度很大,因此适合有不同兴趣的英语学习者选读,这也打破了普通英语读物多限于文科材料的束缚。学科的侧重点不同,文章的阅读难度对于不同的读者来说感受也不同。因此,本书适合各类读者选择。

祝大家阅读快乐!

编者

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Part 1

American Civics

美国公民教育

美国是一个非常重视公民教育的国家，无论是在理论研究还是实践探索上都一直走在世界的前列。早在 18 世纪末美利坚合众国成立之初，其教育就被赋予了培育公民的使命。1790 年，出版了最早的关于美国历史、政府和公民教育的教科书，并在中小学开设了“公民科”，从此公民教育在美国正式诞生。此后，美国的公民教育随着社会的变迁不断发展。进入 20 世纪，美国的公民教育发生了重大转折。1916 年，全美教育协会 (NEA) 就公民教育的内容、方式、课程设置等向全国学校提出了建立“社会科”的建议报告，标志着美国现代公民教育的开始。从此，美国的公民教育即由注重政治教育转变为注重公民能力的培养和公民整体素质的提升。进入 20 世纪 90 年代以后，由于政府的高度重视，美国的公民教育进入快速发展的时期。良好的公民教育成为美国在新世纪追求的主要教育目标之一。

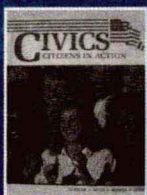
“公民教育，应该是一项基本的事务。没有什么比培养一个有知识的、有能力的、负责任的公民更重要。美国人应该认识到公民教育是支撑我们民主政治的根本。思维习惯、坚持民主的倾向不是与生俱来的。民主政治不是靠自身来运转的机器，它需要一代接一代的人们用意识来维护和完善。”这是美国公民教育的基本主张。美国的公民教育深深扎根于美国的宪政思想，为“宪政式民主国家培养有能力并负责任的社会、政治参与者”始终是其坚持的目标。为了实现这一目标，美国的公民教育把对民主政治制度的研习作为基本且最为重要的内容。众所周知，美国民主政治制度的核心价值是自由、民主，受其影响的美国公民教育表现出浓厚的自由主义倾向，充分肯定个人的平等性、自主性、自由权利的优先性，承认价值多元。

这一章节将美国公民教育中的一些基本问题呈现给大家。

1

Becoming an American Citizen

如何成为美国公民



每个国家都有关于公民身份的法律和习俗。这样的法律描述了什么样的人是该国公民和其他人如何成为该国公民。美国公民身份在美国宪法的第十四条修正案中得到定义。

所有在美国出生或后来加入美国国籍并且受美国司法管辖的人，都是美国公民，同时也是他们所居住州的公民。

Every nation has its own laws and customs concerning citizenship. Such laws describe who the country's citizens are and how others can become citizens. In the United States, American citizenship is defined in the Fourteenth Amendment¹ to the Constitution.

*All persons born or naturalized in the United States, and **subject to** the jurisdiction² thereof, are citizens of the United States, and of the state wherein they reside.*

As the amendment indicates, there are two ways that a person can become a citizen of the United States—by birth or by naturalization⁴.

Citizens by Birth

Over 90 percent of today's American citizens became citizens at birth. They gained United States citizenship because of where they were born or to whom they were born.

The Law of the Soil

The most common way people become American citizens at birth is known as the law of the soil, or *jus soli*. Any person born on American soil, either in the United States or in one of its territories, automatically becomes an American citizen. This is true even if the child's parents are not American citizens. Suppose, for example, that a child is born in Michigan to parents who are Canadian citizens. The child is an American citizen at birth because he or she was born on American soil.

The law of the soil also **applies to** children born in areas under American jurisdiction. This

includes government workers and military personnel stationed⁵ in other countries. Also included are American ships in foreign waters.

An exception to the law of the soil affects a small group of children born in the United States. These are children of foreign diplomats⁶ working in the United States. While here, the diplomats are representatives of other countries. For this reason, they are under the jurisdiction of their home governments. Although their children may be born on American soil, they are not American citizens at birth.

The Law of Blood

A second way a person can become a United States citizen at birth is by the law of blood, or jus sanguinis. Any person born outside the United States to parents who are American citizens automatically becomes an American citizen at birth. The only requirement is that one of the parents once lived in the United States. A child born in Paris to American parents who have moved to France, for example, is an American citizen at birth.

If only one of the child's parents is an American citizen, the law of blood still applies. But the rules are slightly different. In most cases, though, the child becomes an American citizen at birth as long as the American parent lived in the United States for a certain length of time.

Citizens by Naturalization

Not all Americans, of course, become United States citizens at birth. Many come to the United States as citizens of other countries. Those who wish to stay here permanently⁷ are known as immigrants. Many of the immigrants become American citizens. The process by which this happens is called naturalization.



To become a naturalized citizen, immigrants must meet certain qualifications. They must be at least 18 years old. They must have entered the United States legally. They must have lived here for at least five years, including six months in the state in which they are to be naturalized. They must show that they can read, write, and speak simple English. They must show an understanding of the principles of American government. And, they must be of "good moral character".



Vocabulary 新鲜酷词

1. **amendment** [ə'mendmənt] *n.* 改正, 修正; 改善; 修正草案, 修正建议
2. **jurisdiction** [dʒʊərɪs'dɪkʃən] *n.* 司法权; 裁判权; 管辖权
3. **thereof** [ðəər'ɒv, -'ɒf] *adv.* 在其中, 关于
4. **naturalize** ['nætʃərəlaɪz] *v.* 使加入国籍, 移植
5. **station** ['steɪʃən] *vt.* 驻扎, 安置
6. **diplomat** ['dɪpləmət] *n.* 外交官, 有外交手腕的人, 有权谋的人
7. **permanently** ['pɜ:mənəntli] *adv.* 永存地, 不变地



Useful Expression 词句荟萃

1. **subject to** 受……支配; 服从于

e.g. All nuclear installations are subject to international safeguards.

一切核设施均须执行国际防护措施。

All the holidays on offer are subject to availability.

现行所有的节假日只有在情况允许时才可放假。

2. **apply to** 有关; 涉及; 使用; 应用

e.g. What I am saying applies only to some of you.

我所说的只涉及你们中的一些人。

The new technology was applied to farming.

这项新技术已应用于农业。

3. **as/so long as** 只要; 由于; 既然; 就……来说

e.g. We'll go as long as the weather is good.

只要天气好我们就去。

So long as there is a demand for these drugs, the financial incentive for drug dealers will be there.

只要毒品有需求, 贩毒者的经济诱因就存在。



Exercise 牛刀小试

I. Write the correct letter in the blank.

- Every nation has its own laws and customs _____ citizenship.
A. concerning B. relating C. concerned
- Any person born on American soil _____ becomes an American citizen.
A. immediately B. automatically C. spontaneously
- This includes government workers and military personnel _____ in other countries.
A. stated B. stationed C. stayed
- Those who wish to stay here _____ are known as immigrants.
A. permanently B. persistently C. perceivably
- If only one of the child's parents is an American citizen, the law of blood still _____.
A. avails B. affects C. applies

II. Complete the paragraph.

An ____ 1 ____ to the law of the soil ____ 2 ____ a small group of children born in the United States. These are children of foreign ____ 3 ____ working in the United States. While here, the diplomats are ____ 4 ____ of other countries. For this reason, they are under the ____ 5 ____ of their home governments. ____ 6 ____ their children may be born on American ____ 7 ____, they are not American citizens ____ 8 ____.

III. Write true (T) or false (F).

- ____ Over 80 percent of today's American citizens became citizens at birth.
- ____ To become a naturalized citizen, immigrants must meet certain qualifications.
- ____ Not all Americans become United States citizens at birth.
- ____ A child born in Paris to American parents who have moved to France is not an American citizen at birth.
- ____ Immigrants must show an understanding of the principles of American government.

参考译文

如何成为美国公民

每个国家都有关于公民身份的法律和习俗。这样的法律描述了什么样的人是该国公民和其他人如何成为该国公民。美国公民身份在美国宪法的第十四条修正案中得到定义。

所有在美国出生或后来加入美国国籍并且受美国司法管辖的人，都是美国公民，同时也是他们所居住州的公民。

正如修正案里定义的那样，成为美国公民有两种方式——出生与血统和后来加入美国国籍。

出生和血统

90% 以上的美国公民都是因为出生在美国而成为美国公民的。他们因为出生地或他们父母的公民身份而获得美国公民身份。

出生地国籍法

成为美国公民最常用的方式就是适应出生地国籍法。所有出生在美国国土的人，无论是美国国内或它的海外领土之一，都自动成为美国公民。即使孩子的父母不是美国公民，这一规定也适用。比如，假设孩子在密歇根出生，而其父母是加拿大公民。这个孩子由于其出生而成为美国公民，因为他/她出生在美国国土上。

出生地国籍法还适用于出生在美国司法管辖区域内的孩子们。这包括常驻其他国家的政府官员和军事人员，也包括在外国海域的美国船只。

出生地国籍法不适用于在美国出生的一小部分孩子。他们是在美国工作的外国外交官的孩子。在这里，外交官是其他国家的代表。正是由于这个原因，他们受他们自己国家的司法管辖。虽然

他们的孩子可能生在美国国土，但他们不能由于出生而成为美国公民。

血统国籍法

成为美国公民的第二种方法是适应血统国籍法。所有的孩子，如果是在美国之外的国家出生，但父母都是美国公民，其自动成为美国公民。唯一的要求是其父母中任意一个曾经在美国居住过。例如，一对美国夫妇移居法国，他们的孩子出生在巴黎，这个孩子仍然是美国公民。

如果孩子的父母有一方是美国公民，血统国籍法仍然适用。但具体的规定稍有区别。然而在大多数情形下，只要父母中是美国公民的那一方在美国居住过一定的时间，孩子出生就成为美国公民。

加入美国国籍

当然，并不是所有的美国人都是一出生就成为美国公民的。很多人都是以其他国家公民的身份来到美国。那些希望长期留下的人就是移民。很多移民成为美国公民。这个过程叫做加入美国国籍。

要想加入美国国籍，移民必须符合一定的条件。年龄必须在 18 岁及以上；必须是合法进入美国；必须已经在美国居住至少 5 年，其中包括在他们将要加入的州居住 6 个月；必须证明自己能够阅读、书写、说简单的英语；必须证明自己了解美国政府的法则。而且，他们必须具有“良好的品质”。

“美”事一桩

美国移民

美利坚民族是一个移民和多样性的民族。美国接受的移民比其他任何国家都多，总共有 5000 多万人，而且现在每年仍接纳近 70 万人。

土著美洲人

两万多年以前就有了最初的美洲移民，他们都是些跨越大陆、四处漫游的人：跨过今天白令海峡所在的陆桥，从亚洲跟踪兽群来到美洲的猎人及其家人。当克里斯托弗·哥伦布在 1492 年发现新大陆时，误以为他登陆的地方——巴哈马群岛中的圣萨尔瓦多岛——是印度，便将土著美洲人称为“印第安人”。

欧洲移民

在美国的早期移民中，英国人是居主导地位的种族群体，虽然也有移民来自欧洲其他国家，包括西班牙、葡萄牙、法国、荷兰、德国和瑞典。但在 1780 年，每四个美国人中就有三个是英国或爱尔兰血统。

在 1840 至 1860 年间，美国迎来了它的第一个大的移民浪潮。在整个欧洲，由于饥饿、欠收、人口增长和政治动乱，每年约有 500 万人离开家园。在爱尔兰，一场枯萎病使马铃薯颗粒无收，75 万人饿死街头。许多幸存者移居国外。仅在 1847 年这一年，从爱尔兰移民到美国的人数就达 11,812。今天，美籍爱尔兰人约有 3,900 万。

1848 至 1849 年德意志邦联革命的失败，使许多德国人移居国外。美国南北战争(1861—1865)期间，联邦政府为招兵买马而鼓励从欧洲，尤其是从德国各州移民。今天，有 22% 的美国人其祖先是德国人。

犹太人大约是在 1880 年开始大量来到美国的，在这 10 年中，他们在东欧遭到残酷迫害。在其后的 45 年中有 200 万犹太人移居美国，美籍犹太人现有人口 500 多万。

非自愿的移民

在汹涌来到北美的移民中，有一个群体是不情愿的。那就是非洲人，他们当中，有 50 万人是在 1619 至 1808 年间被作为奴隶贩运来的。当时，向美国输入奴隶已属非法。然而，拥有奴隶及其后代的做法仍在继续，尤其是在以农业为主的南方，那里需要大量的劳动力耕田种地。今天，美籍非洲人占美国总人口的 12.7%。

非法移民

美国移民规划局估计，现在约有 500 万没有得到许可的人生活在美国，而且该数字正以每年约 27.5 万人的速度增长。土生土长的美国人和合法移民对非法移民问题感到担忧。

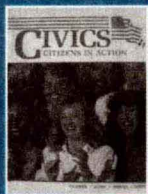
Answer

- I. 1.A 2.B 3.B 4.A 5.C
 II. 1. exception 2. affects 3. diplomats 4. representatives
 5. jurisdiction 6. Although 7. soil 8. at birth
 III. 1. F 2. T 3. T 4. F 5. T

2

Making American Democracy Work

美国民主的运作



美国人是民主的公民。这是由历史和现实形成的。但是，要想使美国民主一天天地运作起来，不光要知道谁是美国公民，还需要公民有意愿参与到政府工作中来。

Americans are citizens of a democracy¹. They have been shaped by their past and by the modern age in which they live. But, something more than knowing who American citizens are is needed to make American democracy work from day to day. It takes citizens' willing to become involved in government. But, being involved in government is not always easy. American citizens need knowledge and skills to do their jobs effectively².

Acquiring³ and Using Information

Today's citizens need to know how to answer important questions. They need to know how to find facts in books, magazines, and reference⁴ works, from radio and television reports, and from other sources. They need to know how to learn information from telephone inquiries⁵, interviews, and by letter.

One of the first skills needed for effective citizenship⁶, then, is the ability to gather and use information. Being informed is the first step toward making a sensible⁷ decision. Only after making a decision based on the facts can citizens take actions to meet their goals.

Consider this example. Imagine that you live on a very busy street. You have heard that the city government is considering installing a new traffic light on the street. Your neighbors seem divided on the issue. Several favor the idea, believing it will bring added safety. Others are against it. Some fear it would raise taxes. Others think it might slow traffic.

Before you can make a decision about the new traffic light, you need to gather information. You need to ask questions like: where would the traffic light be placed? Have any accidents

occurred there in the last year?

To answer the first question, you might contact a member of city government. This contact could be made by telephone, by letter, or in person. To answer the second question, you could look in the newspapers at the library and see how many accidents have been reported. You also could contact the local police department or city traffic division.

After you have gathered information, you need to use it, or to present it in a way that is easily understood. Perhaps you could write a report of your findings. Or, you might draw a graph⁸ comparing traffic on your street with traffic on another busy street in town.

Assessing⁹ Involvement

Many issues affect citizens in today's world—so many, in fact, that every person cannot become involved in them all. Instead, Americans must decide which issues to become involved in and which issues to pass by. To do this, citizens need to assess their involvement in each issue, or decide how important an issue is to them.

To decide how involved you should be in an issue, you need to know two things. First, in what ways could the situation affect you and others? Second, how could your own actions affect the outcome of the situation?

Think again about the traffic light example. How are you involved? Do you regularly cross the street? If not, is it important to other people that the traffic light be installed? Knowing your own needs and being aware of the needs of others are important to the mastery of this skill.

Making Decisions

A third vital citizenship skill is making thoughtful decisions about government matters. Citizens need to recognize that there can be more than one solution to any problem. They need to be able to identify alternatives¹⁰ and decide which will be the most effective for themselves and others. To do this, citizens need to know what goals or values are involved in each alternative, and what the consequences of a certain choice will be.

In the debate about the traffic light, you need to make some important decisions. Before deciding for or against a new light, you need to think about other alternatives. You might consider whether a flashing yellow light would serve the same purpose. Perhaps a crosswalk would be enough. What are the consequences of choosing one of these alternatives? Are they better choices than installing a traffic light? When you have given all the alternatives careful consideration, you