



新概念大学英语

阅读教程

New Concept College English Reading

主 编 · 田国民 蒋立辉

副主编 · 顾晓波 杨 柳 吴晓蓉 王 芬



东南大学出版社
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· 南京 ·

内容提要

本书精选体现时代特征和社会需求的文章 30 篇,按校园生活、东西方文化、全球化、娱乐、能源等主题编入 10 个单元,涉及中西方文化对比、网上购物、人工智能、食品安全、环保等话题,旨在帮助学习者拓展知识的同时,提升其阅读能力,从而有效提升语言运用能力。本书适用于“应用型本科”院校、高职类院校的英语专业学生,也可供非英语专业学生作为提升素养的“拓展”课程教材使用。

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前 言

《新概念大学英语阅读教程》以教育部颁发的《大学英语教学要求》为指导,结合我国高等学校大学英语教学的实际,是以培养学生较强的英语阅读能力为目标而编写的。

18世纪中叶以来,人类历史上先后发生了三次工业革命。在此期间,新技术和新发明不断涌现,从收音机、电视、雷达、汽车、飞机到火箭、激光、计算机、航天飞机,以及因特网、网络电话、电子商务;从信息技术到信息高速公路;从基因工程、克隆技术到虚拟社区;从生物技术、环境保护到新能源等。为了帮助学习者拓展课外知识,了解最新的科技成果和科技发展的趋势,以及现代社会对理工类人才的需求,我们在对国内外已经出版的同类教材调研的基础上,结合多年来从事英语教学的体会,编写了这本教材。本教材具有以下特点:

第一,材料新颖、内容丰富。本教材所选内容大多选自最近几年国内外知名报刊杂志和英文网站公开发表或出版的文章,所选素材涉及文化、娱乐、高科技、环境保护,都是当今社会人们关心的热门话题。

第二,题材多样、主题明确。本教材所选的文章主题明确,前5个单元涉及人文社科类知识,有助于学生了解校园生活、东西方文化及全球化;后5个单元涉及当今社会科技发展的最新成果,有助于学生讨论热门话题如新材料、新能源、转基因等,体现时代特征和社会需求。

第三,编排合理、适应性强。本教材的主要读者对象是“应用型本科”院校的学生,可以是文科学生,也可以是理工科学生。我们在选材时充分考虑到文章的难度、长度,有极少数文章的篇幅较短,难度较低。总体上,文章的编排是前半部分偏文,后半部分偏理,力求以多样化的选材满足学生需求,并取得较好的教学效果。

本教程的编写理念是:结合英语语言的特点,体现基础英语、专业英语和专业知识相结合,力求系统性、指导性、趣味性以及可读性,既有利于教学,也有利于自学。本书

共 10 个单元,主题涉及中西方文化、电子商务、在线购物、物流、娱乐、旅游、WTO 与全球化、新材料、食品安全、转基因、新能源、环境保护、人工智能等,每个单元都由 Part A、Part B 和 Part C 组成。Part A、Part B 和 Part C 则由注释、练习等部分组成。本书是按照 32 课时来设计的,教师和学生在使用时可根据需求作适当调整。

本书适用于“应用型本科”院校、高等职业技术学院英语专业、理工类专业学生以及非英语专业学生的“拓展”课程,也可供科技工作者和理工类专业人员阅读、学习使用。

本书在编写过程中参考了多种同类教材以及多个中英文网站,在此谨对前辈和同行们所付出的辛勤劳动表示感谢。由于时间紧、任务重,且编者的水平有限,书中难免有疏漏、不妥之处,恳请广大师生和同行专家批评指正。

编者

2015 年 5 月

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Unit 1

College Life

Part A

Text Reading

Warm-up Questions

1. What do you think is the most important skill for students to acquire in colleges and universities?
2. What is critical thinking according to your understanding?

Thinking Critically: The Most Important Skill for Students' Success

By Dr. Bruce Johnson

Despite being immersed in college classes that demand reading and writing about required topical material, students are often ill equipped to tackle higher cognitive thinking about their courses. Critical thinking—a learnable skill with educational and workplace implications—requires focused effort and conscious practice, yet it seems that they aren't being taught to develop this important skill. And while educators and students would likely agree critical thinking is needed for a successful college career, many argue that it is not emphasized strongly enough in curricula.

The good news is that students do not have to wait until they have been taught to use this method of analysis. Once a student has a clear definition and set of techniques for use of critical thinking and analysis skills, they can apply it immediately to school work and improve their overall performance.

Educator Karen I. Adsit provided a list of definitions in *What is Critical Thinking*, which provides a starting point for learning about this concept:

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven, 1996).

“Most formal definitions characterize critical thinking as the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation (Angelo, 1995).

“Critical thinking is the thinking that assesses itself (Center for Critical Thinking, 1996).”

What these definitions are based upon is Bloom’s Taxonomy, which outlines thought processes according to the levels of cognitive complexity. For example, memorizing information requires minimal cognitive functioning so that it is a lower order of cognitive capability. The ability to work with information and process it requires higher levels of cognition and that’s the point where critical thinking occurs—at the higher end of the list of functions. The following provides a summary of the levels as defined by Bloom’s Taxonomy, along with examples:

Level 1—Knowledge—You can memorize, recite, or recall information and facts.

Level 2—Comprehension—You are able to demonstrate what you know about the information by organizing it, providing descriptions, and interpreting it.

Level 3—Application—Now you begin to solve problems by using the information in new ways.

Level 4—Analysis—With this level of cognition you are looking for causes and motives, making inferences, and finding evidence to support your claim.

Level 5—Synthesis—At this stage you are putting information together in a new way to develop a new solution or proposed plan of action.

Level 6—Evaluation—This is the highest cognitive level and the point where you make evaluative statements and value judgments about your solutions, suggestions, or plans.

A recent *Forbes* article provided a list of critical thinking types for business leaders that would also be applicable for the work that students complete. The reason it is

helpful is that students may not need to follow the entire critical thinking process (from knowledge to evaluation) for every class project. However, there are elements of critical thinking that can be applied to almost all tasks and assignments. The following is a list of these cognitive functions:

“Critical thinking—this follows the steps outlined in Bloom’s Taxonomy. A situation is analyzed, a new solution developed, and the proposed solution is evaluated for its strengths, weaknesses, and long-term outcome.

“Implementation thinking—this is a type of critical thinking that involves organizing ideas and plans so they can be utilized.

“Conceptual thinking—this is a process of looking for connections and patterns between abstract ideas.

“Innovative thinking—at times you need to develop creative, new, and innovative ideas as solutions to problems.

“Intuitive thinking—with this form of critical thinking you are relying on an intuitive hunch, or something you can accept as a possible solution without seeing immediate evidence to support it.”

Not everyone believes that critical thinking is emphasized in college. Here are two recent examples:

“In a *USA Today* opinion column post, *Forget Resume Padding; Stress Critical Thinking*, it discussed the primary work of students as preparing for tests and reading textbooks but they are ‘not learning to think critically’, which involves ‘questioning assumptions or finding patterns in what they see or read outside of the classroom’.

“Attorney Doug Mataconis wrote an opinion piece, *College Students Lack Critical Thinking Skills, But Who’s to Blame*, and put the blame on the current focus of a monetary return for the college investment. Mataconis believes that ‘majoring in history or political science may help you to learn to think critically, and that is a skill that is valuable in fields like medicine and law, but it’s unlikely to lead to the same level of monetary reward as someone who pursues, say, a Master’s Degree in Business Administration’.”

As an educator, I find these perspectives interesting as I cannot recall a time when a school I have taught for had a policy specifically in place about critical thinking. Often in traditional colleges there is an approach to teaching that emphasizes testing as a

primary form of assessment, which does not always require higher levels of cognitive functioning. There is a different approach to assessment with online schools as written assignments and discussion boards are the usual form of learning activities.

Why is critical thinking necessary for use in college coursework? Students process information based upon their unique perspectives, which is formed by their experiences, level of intelligence, and existing knowledge. They may encounter something that prompts reflective thinking, such as a job loss, marriage divorce, new career, or anything else that causes an examination of their life. While these incidents can trigger reflection and introspection, it is the ability to think in a critically reflective manner that many students will not be familiar with unless they have been taught to do so.

In my post, *Critical Thinking is Critical for Learning Online*, I talked about the tasks you may be assigned that require you to find information, provide answers, develop solutions to a problem, consider alternatives, evaluate options, and present your findings. You can use critical thinking to improve the quality of your written assignments because it is a structured cognitive method of gathering information, comprehending the meaning of it, and then processing it so that new conclusions and ideas can be developed.

The ability to move from lower-level cognitive thinking to higher-level cognitive thinking requires time, experience, and practice. It is an intentional process of cognitive development that you can begin by studying current events, issues, and challenges as a means of gaining new perspectives. If you are an online student, take time to read through your classmates' discussion board posts. You don't have to wait until your instructor asks you to use critical thinking skills; this is a skill that you can develop right now.

The Center for Critical Thinking provides a list of critical thinking tools in critical thinking in everyday life, which is adapted from critical thinking: Tools for Taking Charge of Your Learning and Your Life (Paul & Elder, 2001). The most important strategy listed that I highly recommend is: A Problem a Day. Take a problem every day and work through these steps to solve it:

- 1 State the problem clearly and concisely.
- 2 Study the problem and determine if it is the one that you can solve. You only

want to work on a problem that you could realistically solve.

- ③ Actively search for the information you need to solve it.
- ④ Analyze and interpret the information collected.
- ⑤ Determine short-term and long-term options. Also consider possible limitations, such as finances or time.
- ⑥ Evaluate the options by weighing advantages and disadvantages.
- ⑦ Develop and implement a strategic approach for solution of the problem.
- ⑧ Monitor the outcome as you act and critically reflect upon the results, modifying your approach as required.

As you begin to practice using higher order cognitive functions, you'll soon discover that it is a process that gets easier to use over time. The Critical Thinking Company staff summarizes this self-development process best: "deeper analysis produces deeper understanding, resulting in better grades and higher test scores," and that "critical thinking empowers students to be independent, innovative, and helps them succeed in school and in life."

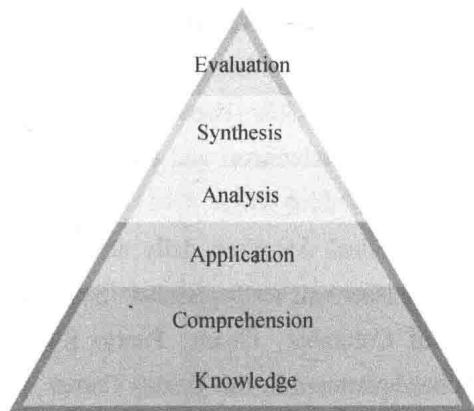
Students benefit from the process of critical thinking by learning to make informed decisions and developing ideas that are supported with research. For example, you can utilize logic and reasoning to evaluate assigned problems and discussion topics, search for answers to real-world issues, assess potential solutions, and weigh the credibility of your sources. As you learn to think in a critically reflective manner, you will develop another strategy that can lead to improved performance in school and in your career.

(1476 words)

(From <http://www.onlinecollegecourses.com/2012/07/02/thinking-critically-the-most-important-skill-for-student-success/>)

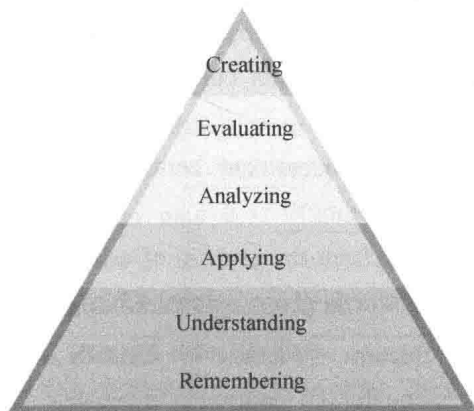
Notes to the Text

1. **Bloom's Taxonomy**: Bloom's Taxonomy is a classification system developed in 1956 by education psychologist Benjamin Bloom to categorize intellectual skills and behavior important to learning. Bloom identified six cognitive levels: knowledge, comprehension, application, analysis, synthesis (综合), and evaluation, with sophistication growing from basic knowledge-recall skills to the highest level, evaluation.



Original Bloom's Taxonomy

In the 1990s, one of Bloom's students, Lorin Anderson, revised the original taxonomy. In the amended version of Bloom's Taxonomy, the names of the major cognitive process categories were changed to indicate action because thinking implies active engagements. Instead of listing knowledge as a part of the taxonomy, the category is divided into different types of knowledge: factual, conceptual, procedural, and metacognitive. This newer taxonomy also moves the evaluation stage down a level and the highest element becomes "creating". 布罗姆分类法,即将教育者的教学目标分成从获取知识到能熟练运用的几个阶段



The revised taxonomy

(From <http://www.learnnc.org/lp/pages/4719>)

2. **Forbes**: *Forbes* is an American business magazine owned by Forbes, Inc. Published biweekly, it features original articles on finance, industry, investing, and marketing topics. *Forbes* also reports on related subjects such as technology, communications, science, and law. Its headquarters is based in New York City. Primary competitors in the national

business magazine category are *Fortune* and *Bloomberg Businessweek*. The magazine is well known for its lists and rankings, including its lists of the richest Americans (The Forbes 400) and rankings of world's top companies (The Forbes Global 2000). The motto of *Forbes* magazine is "The Capitalist Tool". Its chairman and editor-in-chief is Steve Forbes, and its CEO is Mike Perlis. 《福布斯》,一种商业杂志

3. *USA Today*: It is a national American daily newspaper published by the Gannett Company. It was founded by Al Neuharth on September 15, 1982. *USA Today* is distributed in all 50 states, the District of Columbia, Guam, Puerto Rico, Canada, and the United Kingdom. The newspaper is headquartered in the Tysons Corner, Virginia in Fairfax County. *USA Today* sells for US \$2 in newsstands, although it is often found free at hotels and airports that distribute it to their customers; the paper is also free online. 《今日美国》,美国的一种日报

Exercises

I. Reading Comprehension.

Directions: Answer the following questions according to the text above.

1. When can students apply critical thinking to their school work and improve their performance?
2. What are the six levels of cognitive complexity according to Bloom's Taxonomy?
3. According to a *USA Today* opinion column post, what is the primary work of students?
4. What is the difference in assessment between traditional colleges and online schools according to the author?
5. How can students benefit from the process of critical thinking?

II. Fill in the blanks with the words given below. Change the form where necessary.

cognitive	reflection	assess	critical	perspective
emphasize	encounter	analyze	evaluate	performance

1. The poor _____ has been blamed on the recession and cheaper sports car imports.
2. As children grow older, their _____ processes become sharper.
3. While the news at first shocked me, on _____ it made perfect sense.
4. By reading the following test data, you can see how we arrived at our results and _____ whether or not the findings apply to your environment.
5. We should learn to discern and _____ the essentials of complicated questions.

6. You need to _____ all project risks to determine if the projects are within acceptable levels of risk.
7. He was a critic and theorist. What I discovered was his _____ writings.
8. Every day of our lives we _____ major and minor stresses of one kind or another.
9. "It is useful occasionally to look at the past to gain a _____ on the present."
(Fabian Linden)
10. "Creativity," he said, "might be an even more valuable asset that educators and parents should _____."

III. Cloze.

Directions: Select one word for each blank from a list of choices given in the following box. You may not use any word more than once.

A. tend	B. lose	C. miss	D. evaluate	E. assumption
F. decisions	G. resolution	H. analysis	I. between	J. among
K. answer	L. key	M. risk	N. skill	O. techniques

How often do you think about how you think? For most people, the 1. _____ is "not very often". And yet, every day, we each make 2. _____, generate ideas, draw conclusions, 3. _____ other people's opinions and so on. These are things that often need careful thought. Even when using tools and 4. _____ to help with this, we 5. _____ to think about specific techniques of "decision making" or "idea generation" rather than the wider process of thinking. These techniques are very helpful, but sometimes things can fall 6. _____ the cracks: If you use an incorrect 7. _____ when you evaluate something, your final conclusion may be flawed. If you allow your emotions to cloud your 8. _____, you risk making a biased decision. If you don't have all the facts, you may 9. _____ the best solution. And if you unthinkingly accept what you hear or read from other people, you 10. _____ being manipulated. That's where critical thinking comes in.

IV. Translate the following passage into English.

思辨是孩子和成人都应该掌握的解决问题的技能。它包括对通过观察、体验和交流所获得的信息进行分析和评价。思辨的核心不是接受信息,而是对信息做出迅速积极的反应。质疑是思辨最重要的部分,它是科学思维、数学思维、历史思维、经济思维和哲学思维的一部分,这些思维都是未来社会发展所必需的。

V. Topic for discussion or oral report.

What is the importance of critical thinking for college students and how to develop it?

Part B

Text Reading

Is College Really Necessary for All High School Graduates?

By Trent Hamm

One of the biggest assumptions I read about in books and articles about financial planning for your children is the outright assumption that your children must attend a college or university of some sort after graduating from high school, so you'd better financially plan for it. To me, this assumption is the one that needs to be seriously re-evaluated.

First of all, what percentage of students actually manage to complete high school? According to the National Center for Higher Education Management Systems (NCHEMS), the public high school graduation rate in 2005 was a surprisingly low 68.8%. What about homeschooled and privately schooled kids? The National Center for Education Statistics estimate that 2.2% of all students nationwide are homeschooled, whereas the percentage of private school attendees is 9%. This means that 89% of students nationwide (roughly) are educated in public schools. Even if we assume all private and homeschooled students graduate, the high school graduation rate is still only 72.2%.

According to NCHEMS, 24.1% of high school graduates receive an associate