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普通高等教育“十二五”重点规划教材

Nucleus 新核心

大学英语

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快速阅读 1



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前言

21世纪以来,我国相继出版了一批优秀的大学英语教材。如果说这些教材都是以趣味性、可思性、文学性和人文性为课文选材原则,提倡人文素质教育的话,那么《新核心大学英语》系列教材将在这些方面有一个新的突破。

一、教材编写依据

《新核心大学英语快速阅读》是以《新核心大学英语读写教程》为依托,从内容上对《新核心大学英语读写教程》做进一步推进,提倡科学素质教育,以 content-based 为编写原则,文章选材上偏向提高学术能力的科普性文章。

目前,我国大学英语教学不再是单单打基础的阶段,不再是单纯地为学语言而学语言,而是趋向于与某一方面的专业知识或某一个学科结合的发展方向结合起来,换句话说,大学英语应当与学生的专业内容结合起来,这样才能体现新时期语言教学中的“需求分析”原则。《新核心大学英语快速阅读》正是为了适应我国大学英语教学转型要求而编写的,是为了帮助大学生达到《大学英语课程教学要求》中阅读部分的一般要求、较高要求和更高要求而编写的一套具有鲜明时代特色的大学英语教材;是培养学生查阅学术文献能力的需要,培养学生在较短时间里通过快速阅读,查到自己所需要的信息。

二、教材结构框架

《新核心大学英语快速阅读》是《新核心大学英语》主干教材的配套教材,包括《新核心大学英语快速阅读 基础级》、《新核心大学英语快速阅读 1》、《新核心大学英语快速阅读 2》、《新核心大学英语快速阅读 3》四册。《新核心大学英语快速阅读》系列教材旨在培养学生语篇信息查找能力,训

练学生快速阅读能力以及水平考试中阅读理解文章的能力。

每册分八个单元,每个单元分为四篇阅读材料,其中短篇两篇,长两篇。教材中每个单元所选阅读材料基本与《新核心大学英语读写教程》相应单元的主题内容一致,难度略低于《新核心大学英语读写教程》,短篇长度为300~500词,长篇文章长度为700~1 000词。阅读材料的内容突出知识性,涉及自然学科和人文学科,体裁以说明文和议论文为主。

三、教材使用说明

作为《新核心大学英语读写教程》的配套使用教材,我们建议《新核心大学英语快速阅读》每个单元的总学时数不少于2个课时,课内学时数不少于1个学时,学生课外自主阅读时间不少于1个学时。在每周大学英语课堂教学中教师根据具体授课进度、单元主题内容指定《新核心大学英语快速阅读》中相应的文章让学生进行阅读训练,教师也可以将本系列教材作为学生课后自主阅读的材料,学生课后自主阅读训练时间不少于1个学时,教师对学生自主学习过程进行监督与评价。

编者

2013年3月

Contents

Unit 1 Freshman Convocation /1

Unit 2 Understanding Science /13

Unit 3 The Nobel Prize /27

Unit 4 The Way to Scientific Success /39

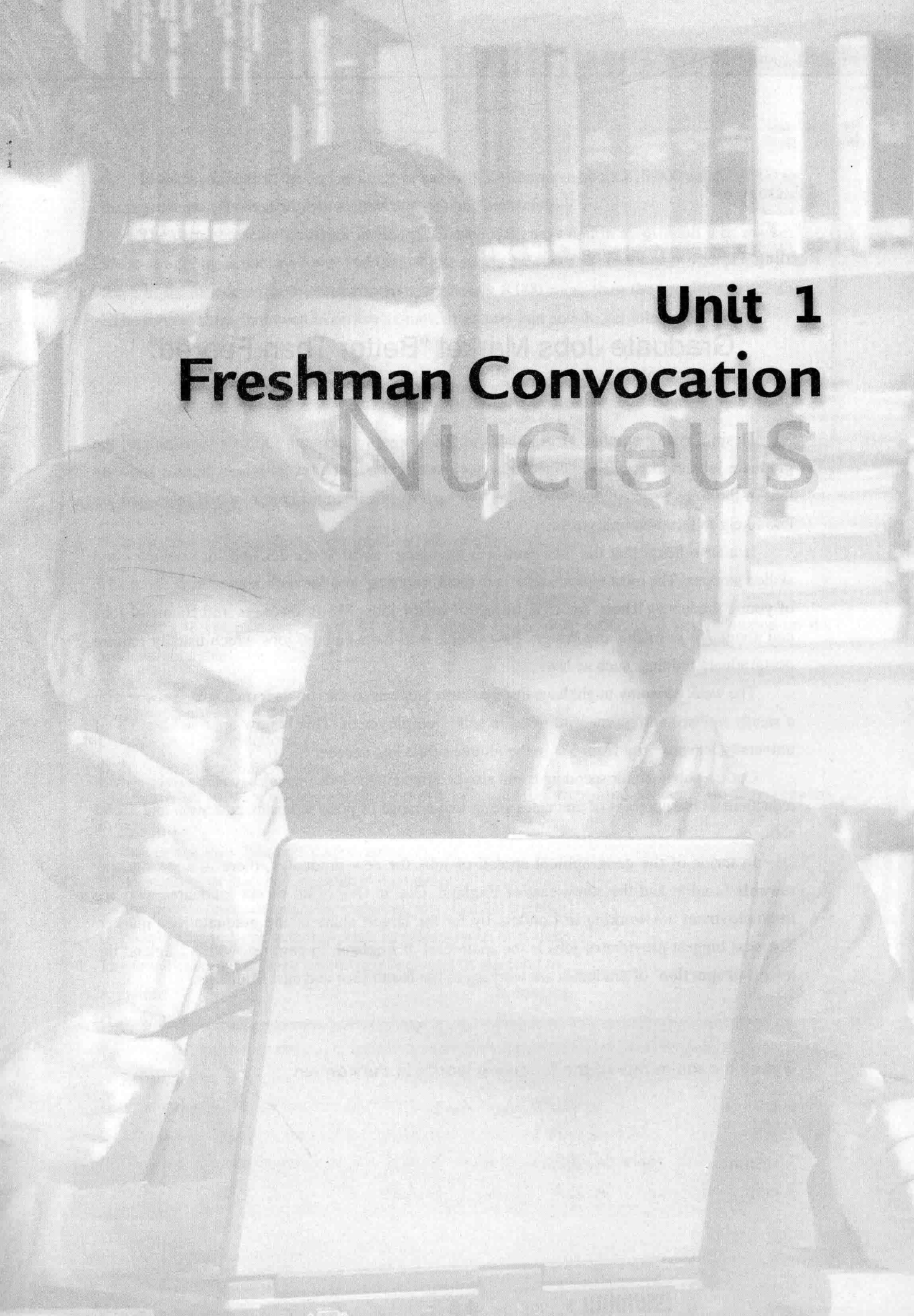
Unit 5 Viewpoints on Science /51

Unit 6 New Gadgets in the New Era /63

Unit 7 Scientific Inventions versus Ethical Issues /77

Unit 8 Academic Integrity /89

Keys /101

A black and white photograph of three students in a library setting. Two students are leaning over a laptop, looking at the screen. A third student is standing behind them, also looking at the screen. The background shows bookshelves filled with books.

Unit 1

Freshman Convocation

Nucleus

Passage 1

Reading Time: 3 minutes

Graduate Jobs Market “Better Than Feared”

By Sean Coughlan

Despite rising number of graduates and a struggling economy hitting recruitment, the graduate jobs market has remained relatively **resilient**¹. It **echoes**² previous studies showing that in the long term, graduates are likely to earn higher incomes than non-graduates and are less likely to face unemployment.

It also reflects that the jobs market is changing —with more demand for graduates and skilled workers. The most typical sector is in retail, **catering**³ and bar staff, representing about 15% of young graduates. There are 13% in health sector jobs, 8% in business and financial jobs and about 7% in media and design. Few people will have entered jobs which usually require postgraduate training, such as law.

The weak economy might have inspired more students to start up their own businesses —with a steady upward entrepreneurial trend in self —employment. This is now approaching 5% of university leavers —up from 3% in the middle of the last decade.

Cuts in public sector spending could also be affecting the jobs market, says the survey —with reductions in the numbers of graduates going into a range of posts in health, education and social services.

In terms of the geographical spread of jobs for new graduates, there is a strong **bias** towards London and the south-east of England. One in five of all recent graduates who are in employment are working in London, by far the largest share of the graduate jobs market. The next biggest provider of jobs is the south-east of England. In contrast, within England the lowest **proportion**⁴ of graduates are working in the North East and east Midlands.

Guess the meanings of the following words in the context.

- | | | | |
|---------------|--------|---------|----------|
| 1. resilient | A. 平静的 | B. 有活力的 | C. 不可避免的 |
| 2. echo | A. 附和 | B. 回忆 | C. 否认 |
| 3. catering | A. 销售 | B. 餐饮 | C. 修车 |
| 4. proportion | A. 规模 | B. 人数 | C. 比例 |

In terms of salaries, the typical range of earnings was between about £18,000 and £24,000 for those graduates who had jobs six months after leaving university.

The deputy research director at Hecsu, Charlie Ball, says that in a “difficult jobs market” and a struggling economy “over 166,000 of last year’s graduates were known to be working in the UK six months after leaving university —nearly 8,000 more than the previous year” and “The figures show that even in difficult times, graduates can and do get jobs.” (361 words)

Abridged and revised from

<http://www.bbc.co.uk/news/education-19899305>

Select the most appropriate answer for each of the following questions.

- Based on author’s description, the graduate jobs market in Britain is _____.
 A. worrying
 B. optimistic
 C. pessimistic
 D. prosperous
- According to the passage, which of the following factor does NOT have any influence on the graduate jobs market in Britain? _____.
 A. Economic climate
 B. Demand of job market
 C. Recruitment regulations
 D. Number of graduate students
- The fact that more students get self-employed could be attributed to the following reasons except _____.
 A. the economy in Britain is discouraging
 B. the number of graduate students is increasing
 C. few people have entered jobs requiring postgraduate training
 D. people tend to be reluctant to work as salespersons or waiters
- The underlined word “bias” in the text is closest in meaning to _____.
 A. hatred
 B. longing
 C. prejudice
 D. preference
- Which of the following statement could best summarize the main idea of this passage?
 A. Public shows deep concern for the prospect of graduate students.
 B. Graduate jobs market has been proven to remain relatively optimistic.
 C. Job choices in Britain for graduate students are becoming more diverse.
 D. Geographical consideration plays a vital role in the process of job hunting.

Passage 2

Reading Time: 3 minutes

Student Reports to Show Work and Play

By Sean Coughlan

Universities are going to provide a much more detailed account of students' achievements, in changes expected to be adopted by most universities.

It responds to concerns that too many students are now awarded upper seconds and first class degrees, making it hard for employers to distinguish between similarly-qualified job applicants. This document will be updated during a student's time at university and the individual student will be able to talk to the university about what is included. However, once the student has graduated, this record will not be able to be changed—making this a permanent digital footprint of their time at university.

The use of Hears is being **endorsed**¹ by the representative bodies Universities UK and Guild HE, and it is expected that most institutions will use these documents, which can be up to six pages in length. They have already been extensively **piloted**²—with 45,000 Hears produced this year—and will continue to be rolled out, although their use will depend on the agreement of individual universities.

Prof. Burgess, who is vice chancellor of Leicester University, said: "Universities have recognized for some time that a single degree classification cannot do justice to the range of skills, knowledge and experience students gain during their time in higher education. The Hear is designed to encourage a more sophisticated approach to recording students' achievements in the 21st Century."

Employers welcomed the prospect of a "far richer and broader range of information" on potential employees.

Carl Gilleard, chief executive of the Association of Graduate Recruiters, said three quarters of its members now used an upper second class degree—a 2 : 1—as a cut-off point,

Guess the meanings of the following words in the context.

1. endorse

A. 影响

B. 支持

C. 签字

2. pilot

A. 飞行

B. 试行

C. 操作

excluding anyone below this grade. “Yet it is widely accepted that the degree classification system is not fit for purpose. As a **recruitment**³ tool it is a blunt and inconsistent measure, and so it is a shame it has become so heavily relied upon and used by employers.”

He said that the Hear would allow students to present a fuller picture of themselves. “I have already noticed how it is acting as a **catalyst**⁴ for change, with students better able to articulate what they have to offer to employers and considering the skills they have developed more carefully.”

“As importantly, the achievement records give employers much richer information about the skills and expertise of students—helping them to make more informed choices about who to employ, rather than relying on degree class alone.” (389 words)

Abridged and revised from

<http://www.bbc.co.uk/news/education-19802538>

3. recruitment

A. 再生

B. 招募

C. 管理

4. catalyst

A. 灾难

B. 结果

C. 催化剂

Select the most appropriate answer for each of the following questions.

- What makes it hard for employers to choose from similarly-qualified job applicants?
 - Employers are becoming increasingly demanding.
 - The competition in workplaces turns to be fiercer.
 - The evaluations of students often cluster on a narrow range.
 - Employees are equally qualified for the position they apply for.
- Which is the most possible meaning of the underlined phrase “roll out” ?
 - Test.
 - Launch.
 - Increase.
 - Experiment.
- Which of the following statements about Hear is true?
 - Hear would have students largely distracted.
 - Hear is a blunt and inconsistent measure on students.
 - Hear would make students become more sophisticated.
 - Hear would guide students to acquire fuller development.
- Why isn't the single degree classification system accepted?
 - Because the information it contains is too broad.
 - Because it couldn't justify the skills students learn.
 - Because it is inconsistent with the purpose of students assessment.

- D. Because employers are ashamed of choosing applicants according to this system.
5. Hear has the following advantages except _____.
- A. to present a fuller picture of students
 - B. to help students get a satisfactory job more easily
 - C. to encourage the all-round development of students
 - D. to set up a reliable criterion for employers to pick up applicants

Passage 3

Reading Time: 8 minutes

Does Life Speed Up As You Get Old?

By Claudia Hammond

Why you get the sinking feeling that weeks, months and years are passing you by faster than ever. If you are like me, you'll be astonished to discover it's already halfway through the year. And before you know it, Thanksgiving or Christmas will be upon you yet again.

When I was a child it all seemed so different. I thought it was the **dumbest**¹, most obvious thing for my relatives to point out how much I'd grown since they last saw me. Now I spend my time constantly surprised at the way the months and years fly by, I finally understand what they meant. The school summer holidays used to stretch on forever. Now summer is gone in the blink of an eye. How can it be almost seven years since Hurricane Katrina^①, and twenty-six since the explosion at Chernobyl^②, when I remember so clearly hearing those news stories?

I know I'm not alone. The sensation that life is speeding up is a commonly reported aspect of ageing. Experiments have suggested that our ability to assess the passing of time does alter with age. If you ask a twenty-year-old and a seventy-year-old person to guess when a minute has passed without counting, the younger person does it more accurately, while time appears to be going slightly faster for the older person.

American biologist Robert B. Sothorn has spent forty-five years seeing if he encounters a similar effect as he ages. Five times a day he records his temperature, blood pressure, heart rate

Guess the meanings of the following words in the context.

1. dumb A. 无聊的 B. 欢快的 C. 愚蠢的

and estimation of the passing of a minute. He never misses a day, even when he's on holiday. His main research interest is in whether the timing of medical treatments can affect their **efficacy**², a theory about which most researchers remain **sceptical**³, but his diligent self-study does tell us something extraordinary about time perception. As he has become older his time estimation has become less accurate and time seems to be gradually speeding up.

This is not as straightforward as it seems. The way we assess time remains something of a mystery. Nowhere in the brain has anyone been able to find a single area dedicated to time perception. We do have a body clock that rules our 24-hour sleep/wake cycle; however, this only governs our circadian rhythms and plays no role in estimating seconds, minutes, or even the years passing.

But different medical conditions indicate that at least four different parts of the brain could have a role in time perception. Children with Tourette's Syndrome^③, for example, who need to use the pre-frontal cortex just behind the forehead to help them control their tics, are better at estimating intervals of just over a second than other children. Meanwhile, studies in which children with ADHD^④ are given time estimation tasks show time passes very slowly for them. This backs up other findings suggesting time perception is linked to the dopamine system in the brain. So for these children sitting still for five minutes could feel like far longer.

That said, the idea that time feels as though it's going faster in middle age appears to be a myth. In fact, it depends on the time-frame you are considering. In time perception studies, adults in mid-life report that the hours and days pass at what feels like a normal speed; it is the years that flash by.

As I have discussed in my book *Time Warped: Unlocking the mysteries of Time Perception*, I believe this is because we constantly assess time in two ways. We look at it prospectively, asking ourselves how fast time is passing right now. And then we also **gauge**⁴ it **retrospectively**⁵—how fast did yesterday or last week go by?

Usually these two perceptions match up and time feels smooth, but sometimes they get out of sync. Ageing is an example of this. The days still feel as though they pass at an average speed, but we're surprised when markers of time indicated how many months and years have passed or at how quickly birthdays come round yet again. Part of the reason is that as we get older life inevitably brings fewer fresh experiences, and more routines. Because we use the number of new memories we form to gauge how much time has passed, an average week that

- | | | | |
|------------------|--------|--------|--------|
| 2. efficacy | A. 不足 | B. 功效 | C. 疾病 |
| 3. sceptical | A. 拒绝的 | B. 无知的 | C. 怀疑的 |
| 4. gauge | A. 对待 | B. 判断 | C. 理解 |
| 5. retrospective | A. 预期的 | B. 回顾的 | C. 再次的 |

doesn't **loom**⁶ large in the memory gives the illusion that time is shrinking.

There is a remedy. If you want the weekend to go slowly, don't spend time resting and watching TV. Instead fill it with new experiences and by Sunday night you will look back and the weekend will seem long.

That said, we do have to ask ourselves whether we really want to slow time down. If you look at the circumstances where evidence tells us that time goes slowly, they include having a very high temperature, feeling rejected and experiencing depression.

So, as surprising or frustrating as it might seem, perhaps if life does seem to be rushing by it is a sign that things are going well. (843 words)

Abridged and revised from

<http://www.bbc.com/future/story/20120709-does-life-speed-up-as-you-age/2>

6. loom

A. 显现

B. 变化

C. 觉察

Select the most appropriate answer for each of the following questions.

- Compared with old people, young people could guess more _____ when a minute has passed without counting.
 - slowly
 - quickly
 - skillfully
 - precisely
- Which of the following statements about human's time perception is NOT correct, according to the passage?
 - Our circadian rhythm is governed by the body clock.
 - Our body clock performs the function of time perception quite well.
 - Nobody has discovered a single area in brain that is in charge of time perception.
 - There are four or even more parts in human brain that have a role in time perception.
- Children with _____ are likely to be better at estimating time intervals.
 - ADHD
 - higher IQ
 - dopamine system
 - Tourette's Syndrome
- Which of the following factors could NOT account for the feeling that time is running faster?
 - More routines
 - An average week

- C. Fewer new experiences
D. Increasing number of new memories
5. Which of the following statement could best summarize the main idea of this passage?
- A. Young people perform better at perceiving time than old people.
B. Human brain is chiefly responsible for perceiving the passage of time.
C. Perception of time is largely determined by the style of life people lead.
D. Scientific researches have made no conclusive finding on human's time perceiving part.

Notes

- ① Hurricane Katrina: 卡特里娜飓风, 2005年8月袭击了美国南部的特大飓风。
② Chernobyl: 切尔诺贝利, 位于乌克兰北部的核电站, 1986年发生严重核泄漏事故。
③ Tourette's Syndrome: 图雷特氏综合症。
④ ADHD: 多动症 (Attention Deficit Hyperactivity Disorder)。

Passage 4

Reading Time: 9 minutes

Be Brave and Rigorous in Your Pursuit of Knowledge

By Gerhard Casper

Freshmen members of the Stanford college class of 2000 and those among you who had the splendid good sense to transfer to Stanford: On behalf of the university's faculty and staff, and your fellow students, both undergraduate and graduate, I warmly welcome you.

I do so to say to you, our new students, that you are about to begin one of the most **elevated**¹, noble, honorable forms of public service that I know. That is, you will promote the public welfare

Guess the meanings of the following words in the context.

1. elevated A. 高尚的 B. 选举的 C. 优雅的

through the increase of knowledge: your own knowledge, your fellow students' knowledge, your faculty's knowledge, and society's knowledge.

I shall take these one by one, beginning with you, new students. I appreciate that it may sound a little strange to suggest that the public welfare will be promoted by your increasing your knowledge. To Jane and Leland Stanford, however, that was obvious. They knew, to quote the university's charter, that "cultivation and enlargement of the mind" were necessary conditions "to qualify students for personal success, and direct usefulness in life." They thought of education as a **prerequisite**² of good citizenship.

Probably one of the things that attracted you to Stanford was its reputation as a university ranked at the very top of those in our nation, if not in the world. As one who has **basked**³ in this prestige and used it shamelessly, I am pleased to say that the reputation is correct. But it is only the **glinting**⁴ surface water on a very deep lake. Surfaces can change quickly when the wind shifts, the rain starts or the season turns cold. The essence of a great university lies in its ability to teach its students how to think critically.

The search to knowledge, the search for truth has always been characterized by the need to doubt, the need to be critical, including being self-critical: looking not just for the evidence, but for the counterevidence as well. As Thomas Huxley, the great 19th century British scientist, formulated it: "Science ... warns me to be careful how I adopt a view which jumps with my preconceptions, and to require stronger evidence for such belief than for the one to which I was previously hostile. My business is to teach my aspirations to conform themselves to fact, not to try and make facts **harmonize**⁵ with my aspirations."

You also will promote the public welfare by increasing your fellow students' knowledge, just as they, in a wholly dialectical process, will make major contributions to increasing your knowledge. This will happen in classrooms, in your dorms, and right here in the Main Quad^① during chance encounters.

And, in those encounters, you should remember that you were admitted to Stanford as individuals, not in groups. In a university discussion, the only criterion is whether the argument is valid. An argument must not be judged by whether the speaker is male or female, black or white, American or foreign.

Your role in one another's education will be as important as the faculty's role. You may, however, find it **outright**⁶ weird that I take the position that the public service career you are

2. prerequisite

A. 要求

B. 设想

C. 前提

3. bask

A. 炫耀

B. 使用

C. 享受

4. glinting

A. 静止的

B. 闪耀的

C. 狂暴的

5. harmonize

A. (使)协调

B. (使)融合

C. (使)伤害

6. outright

A. 外在的

B. 正确的

C. 完全的