

A New Course of 新编大学英语阅读教程 一级 English Reading for College Learners 修订版

主编 欧阳俊林

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东华大学出版社

*A New Course of English Reading for
College Learners 1*

新编大学英语阅读教程 一级
(修订版)

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编写说明

随着大学英语教学和考试系统的改革,大学英语的教与学对目的语的输入提出了更高的要求,体现了素质教育的基本导向。作为一门以扩大知识面和增强语言应用能力为目的的大学英语阅读课,迫切需要一套与之相适应的教材。《新编大学英语阅读教程》就是要体现这样的导向,满足这样的需求。

《新编大学英语阅读教程》广泛收集了现代英语,特别是近十年来英美社会的多式样语言文本。话题覆盖了当今政治、经济、文化、科技、教育、心理、人文、社会等诸多方面,帮助读者了解当今国际各领域的发展动态和问题,并从接触真实语料入手,学习和掌握语言形式、功能和用法,加深语言理解,从而全面提高学生英语语言的阅读水平,增强学生参加新体制下的大学英语四、六级考试的应试能力。

《新编大学英语阅读教程》一共四册,与目前大学英语教学的课程设置平行,每学期一册,循序渐进,由浅入深。通过课堂教学和学生课外阅读,逐步培养学生良好的语言思维和语言学习习惯,以达到最佳的教与学效果。

本书也可以作为英语专业泛读课程的选用教材。

参加本书编写的人员有:王木春、吴颖、郭颖、张瑰君、汪宁、陈丽、陈静琳、沈洁瑕、尹百艳、盛萍。本册主审:王木春、沈洁玉、裘正铨。此次修订过程中,参加校对的有:刘佳、张永琪、张晓东、单璟璐、廖洪中、张瑜、吕蕾、徐昌和、李坤、曲典宁、相会锋、史晓丽。

限于水平和时间,疏漏难免,恭请广大读者和学界同仁批评指正。

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Unit 1 College Education

Passage 1 Graduation

1 Spring and early summer are usually satisfying times for students who have completed the requirements of their schools. American high schools, colleges and universities hold ceremonies to honor these graduates. A school group often sings or plays at these events. Other musicians may also perform. School organization leaders and excellent students are recognized with awards. Clergy members sometimes lead opening and closing prayers. Many graduating classes present a gift to the school. Sometimes the students write a class song.

2 For most students, the most important part of the ceremony is the awarding of documents showing that they have graduated. The school's directors and teachers present these diplomas or degrees.

3 Many traditions are linked to graduation. Graduates often wear special clothing including hats called mortarboards. These hats have a flat, square top covered with cloth. At some schools, students write on the hats. Some write the year of their graduation. Others write their own names or the names of boyfriends or girlfriends. Still others write funny sayings or the names of rock and roll groups they like. Some students draw pictures or paint on their hats. At many colleges and universities, graduates throw the mortarboards in the air after the ceremonies. Guests then can take home a hat if they like.

4 Many high schools and colleges publish a yearbook. This book contains photos of the class members and memories of their school years. Students write good wishes in each other's yearbooks.

5 Families honor their graduating members with gifts. They take pictures at the ceremonies. They attend special meals prepared for the graduates and their guests. At some colleges and universities, the graduates march to the center where the ceremonies will be held.

6 Large universities sometimes divide students into groups to receive their degrees. For example, one ceremony may be held for students who mainly studied biology.

Another may be held for students whose major study area was music. The awarding of college degrees is an especially exciting moment for the graduates. At many schools they walk across a stage — a raised structure — to receive their degrees. Family members and friends shout as each name is read. An orchestra plays traditional graduation music.

7 Many American colleges invite someone well known to give the main commencement address, or speech. The schools invite government officials, including presidents of the United States. They invite scientists, actors, musicians, and artists. They invite educators and business leaders. Some schools invite foreign officials or religious leaders to talk to their graduates. For example, the Aga Khan has spoken several times at major American universities. He is the spiritual leader of millions of Shiite Ismaili Muslims.

8 Over the years, American presidents have sometimes made history while giving graduation addresses. In 1963, John Kennedy spoke at Yale University in New Haven, Connecticut. Great tension existed between the United States and the former Soviet Union at the time. President Kennedy noted that the two sides were producing many weapons. America's thirty-fifth president said there was a better way to spend money. He said it could be used to fight poor living conditions, disease and lack of education.

9 Later that year, Mr. Kennedy was murdered. His vice president, Lyndon Johnson, followed him in office. President Johnson spoke to graduates of the University of Michigan in 1964. During his speech, historians say, he used the expression "Great Society" for the first time in public. This name later was given to social reform programs that his government established.

10 This year, President Bush made a major policy proposal when he spoke to graduates of the University of South Carolina in Columbia, South Carolina. He suggested a free trade area in the Middle East.

11 Other speakers offered graduates personal advice. Writer Antwone Fisher spoke at Cleveland State University in Cleveland, Ohio. Mr. Fisher urged his listeners to write about their lives and thoughts. He said they should do this even if they shared the writing only with family. He said, "You can make yourself live forever through writing."

12 Former Senator George Mitchell spoke at Susquehanna University in Selinsgrove, Pennsylvania. Mr. Mitchell won international praise after he negotiated a peace agreement in Northern Ireland in 1998. He advised graduates to work hard to help others. George Mitchell said he hoped that they could find a valuable goal.

13 Secretary of Health and Human Services Tommy Thompson spoke at the University of Wisconsin in Eau Claire. Mister Thompson told graduates that some of their plans would fail and some of their ideas would be wrong. But he said they needed only a few simple things to lead a good life “A sound mind. A strong body. A loving heart . . .”

14 Graduates of New York University in New York City heard an address by their president, John Sexton. He commented on the long history of higher education. Mister Sexton said 85 human organizations have existed continually for more than 500 years. 70 of these institutions, he said, were universities.

15 Graduation marks an end to an important time in a student's life. But the event also marks a beginning. Many graduates of American high schools and colleges will continue their education. Others will begin their working lives. As one former student said, “I worked hard in school. Now I am ready to find out what the rest of the world is like.”

◇ Notes

| | |
|------------------------|------------------------------|
| mortarboard <i>n.</i> | 学士帽, 学位帽 |
| yearbook <i>n.</i> | (学校的) 毕业班年刊 |
| commencement <i>n.</i> | 学位授予典礼(日); 毕业典礼(日) |
| Aga Khan | 阿迦汗(伊斯兰教伊斯玛仪派对其领袖的称呼) |
| Shiite | [伊斯兰教] 什叶派 |
| Ismaili | [伊斯兰教] 伊斯玛仪派(伊斯兰教什叶派的一个派别) |
| Muslim | 穆斯林(即伊斯兰教信徒; 亦作 Muslem) |
| address <i>n.</i> | 演说, 致辞 |
| Yale University | (美国) 耶鲁大学 |
| Connecticut | 康涅狄格州 [美国州名] |
| Michigan | 密歇根城 [美国印第安纳州西北部港市] |
| Carolina | (英国在北美洲的) 卡罗来纳殖民地(1729 年分为北卡 |

| | |
|------------------|-----------------------|
| | 罗来纳和南卡罗来纳,现在成为美国的两个州 |
| Ohio | 俄亥俄州 [美国州名] |
| Pennsylvania | 宾夕法尼亚州 [美国州名] |
| Northern Ireland | 北爱尔兰(英国的一部分,在爱尔兰岛东北部) |

◇ Exercises

• *Choose the best answer according to the passage.*

- What is not included in the things that students may write on the hats? _____.
A. The year of their graduation
B. Famous sayings
C. Their own names
D. The names of their favorite rock and roll groups
- How do families celebrate their members' graduation? _____.
A. They send them presents
B. They prepare special meals for them
C. They take pictures at the ceremonies
D. All of the above
- Large universities sometimes divide students into groups to receive their degrees based on _____.
A. class B. achievements C. major D. gender
- Over the years, American presidents have sometimes made history by _____.
A. awarding best graduates prizes B. disclosing national secrets
C. giving valuable advice D. announcing their political views
- Which of the following is suggested by the four speakers mentioned in the passage? _____.
A. To write to live longer B. To work hard
C. To live a simple life D. To have aims

Passage 2 Educational Equality in America

1 In the year 1896, thirty years after Northern states won the Civil War, Southerners lost the right to have slaves. Black people were supposed to have the same

legal rights as white people under the Constitution. Yet the Supreme Court declared that blacks and whites can be educated in separate schools. The schools can be separated as long as the quality of the education is equal.

2 Then in 1954, almost sixty years have passed. These days, there is a lot of talk about civil rights. The United States armed services are no longer separated by race. President Harry Truman made that order in 1948, three years after World War II ended. After the war, society is changing, life is getting better, but not for all Americans. Equal treatment is an issue not just in the military. The Supreme Court declared that schools paid for with public money must be open to students of all races.

3 The case was important in the movement to gain equal rights for African Americans. At that time, it was legal to separate blacks and whites in public places as long as the services were “separate but equal”. But schools for white children were almost always better. The situation was worst in the South. Most blacks in the South were not permitted to vote. They were denied jobs. They often had to live in fear of racists.

4 The National Organization for the Advancement of Colored People is a leading civil rights group. In the nineteen-forties, the N-A-C-P decided to take action to get the Supreme Court to reconsider its 1896 ruling. In 1951, the N-A-C-P sent its lawyers to help an African American man in the middle of the country. Oliver Brown of Topeka, Kansas, wanted to send his daughter, Linda, to a new school closer to their home. But the school said no. That school was for white children only. So Oliver Brown and twelve other black parents in Topeka brought legal action. State courts ruled against them.

5 After that, many parents joined with black families in other states. Twenty other states also separated schoolchildren by race. With the help of the N-A-C-P, the parents appealed their case to the Supreme Court. The court decided to combine five cases involving schools in Kansas, South Carolina, Delaware, Virginia and Washington, D. C. These cases became known together as Brown versus the Board of Education. Thurgood Marshall was the top lawyer for the civil rights organization. Later, he became the first African American justice on the Supreme Court. The case opened in nineteen-fifty-two. Thurgood Marshall and other lawyers presented their side. They argued that separate schools denied black children the constitutional right

of equal protection under the law.

6 The Supreme Court justices considered the case for almost a year and a half. Then on May 17, 1954, they announced their decision. All nine justices called for an end to racial separation in public schools. They decided that the rule of “separate but equal” had no place in public education. They found that separation made minority students feel of lesser value. This affected their ability to learn. The next year, the court said public schools must accept children of all races as quickly as possible. Some of the twenty-one states moved quickly to permit black students and white students to attend the same schools. Some in the South, however, resisted. The governor of Virginia closed public schools to thousands of students rather than desegregate.

7 In 1957, the governor of Arkansas called out state troops. Orval Faubus ordered them to bar a group of black students from a school in the city of Little Rock. President Dwight Eisenhower sent federal troops to Little Rock to protect black students.

8 In 1964 Congress passed a civil rights act. This law said the government could withdraw federal aid to schools that were racially separated. By 1970, schools in the South were described as more integrated than anywhere else in the country. Experts say this remains true. Yet it is still possible to find traditional events like separate dances for blacks and whites.

9 After the Brown decision, many people and groups organized protests to demand equal rights for black people in all areas of life. The ruling also led to hundreds of other civil rights cases along with legislation. The Civil Rights Act of 1964 banned unequal treatment of black people in employment and public places. The Voting Rights Act of nineteen-sixty-five banned actions by Southern states that prevented black people from voting.

10 Recently, experts have been discussing the progress made in the fifty years since the decision. Many note the improvements in the number of black students who graduate from high school. And they say growing numbers of minorities are studying science and engineering in higher education.

11 However, black and Hispanic students are still far more likely than whites or Asian Americans to leave high school early. Critics also note that there are areas

throughout the country where racial and ethnic groups live separately. This is the result not of laws, but usually of economics and immigration patterns. Research shows that most white, black and Hispanic students still go to a school where they are in the majority. Public schools get most of their money from taxes, often based on local property values. Schools that are mostly black or Hispanic often have too many students and not enough money. Many critics also say blacks and Hispanics are too often placed in lower-level programs instead of honors classes.

12 Legal rulings during the 1990s have led to the end of court-supervised desegregation programs in many cities. These included programs like busing students across town in an effort to establish racially mixed schools. But creating a balance became more and more difficult. Many white families moved out of cities. Or they put their children into private schools.

13 Some critics say that segregation is worse now in parts of the country than it was at the time of the Brown decision. But some steps have been taken to improve the quality of schools.

14 In January of 2002, President Bush signed a federal education law that his administration proposed in Congress. The law is called No Child Left Behind. By two-thousand-fourteen, it calls for all children to be able to read and do math at the grade level for their age. Yet many schools are struggling to meet the requirements. Some states have been taking steps to withdraw, even if they lose federal aid.

15 One way schools have tried to increase racial balance is through affirmative action. Such programs give special consideration to minorities who want to attend. Last year, the Supreme Court agreed to let the University of Michigan law school continue its program. Affirmative action is under attack, though. Some call it unfair. Others say students who attend racially mixed schools are better prepared to live in society. But some civil rights leaders say they are more concerned with the quality of the education than the racial balance of a school.

16 The daughters of Oliver Brown are taking part in the fiftieth anniversary celebration of the ruling in their famous case. Linda Brown Thompson and her sister Cheryl Brown Henderson operate a private organization. It is called the Brown Foundation for Educational Equity, Excellence and Research. It awards scholarships

and publishes information about the case. The Brown sisters say huge gains have been made since 1954. But they say America still has a long way to go.

◇ Notes

| | | |
|-------------------|-----------|-----------------------|
| Constitution | <i>n.</i> | 宪法 |
| constitutional | <i>a.</i> | 宪法赋予的,符合宪法的 |
| the Supreme Court | | (美国)最高法院 |
| civil rights | | 民权 |
| Harry Truman | | 杜鲁门(美国前总统) |
| desegregate | <i>v.</i> | 反种族隔离,取消隔离 |
| Dwight Eisenhower | | 艾森豪威尔(美国前总统) |
| ruling | <i>n.</i> | 裁定,决定 |
| legislation | <i>n.</i> | 立法,立法机构 |
| federal troops | | 联邦军队 |
| withdraw | <i>v.</i> | 撤回,撤退 |
| integrate | <i>v.</i> | 结合,合并,本文指使(黑人等)获得平等待遇 |
| ethnic | <i>a.</i> | 民族的 |
| Hispanic | <i>n.</i> | 讲西班牙语的美国人,西班牙裔的美国人 |
| immigration | <i>n.</i> | 移民 |
| affirmative | <i>a.</i> | 同意的,支持的 |

◇ Exercises

• *Answer the following questions briefly.*

1. In the 19th century, under the constitution black people were supposed to have the same legal rights as white people, could blacks and whites receive education in the same school?
2. Why did Mr. Oliver Brown and twelve other black parents bring legal action against school?
3. From the event of Little Rock, Arkansas in 1974, can you infer the attitudes of state authority and federal government toward educational desegregation?
4. With the elimination of educational desegregation in last century, why is the quality of education in most black and Hispanic students' school still far from satisfactory?

5. What steps have been taken to improve the quality of school?

Passage 3 Colleges Encourage Students to Stay on Four-Year Track

1 After four solid years of classes, Eric Morath could have graduated from Michigan State University last May as journalism major. Instead, uncomfortable about a tepid job market, Mr. Morath opted for a fifth year of college, adding a double major in economics to bring additional luster to a resume that already included a grade point average of 3.7 and a stint as an editor on the school paper.

2 This may have been a good move for Morath — but not necessarily for his school. The number of college students who now take more than the standard four years to graduate has been steadily climbing — and that includes motivated students like Morath who once were likely to march through school on schedule.

3 The result has been a slow but steady erosion of four-year graduation rates. Only 35 percent of bachelor's degree recipients in 2000 completed their degrees in four years, compared with 39 percent in 1993, according to the US Department of Education's National Center for Education Statistics.

4 For many colleges, the students who extend their stay cause only problems. For one thing, lingering students take up spaces that could otherwise go to new first-years. David Colburn, provost at the University of Florida, says the school receives 25,000 applications for 6,700 seats in the freshman class. The school is now striving to increase its four-year graduation rate from 52 percent to 75 percent in an effort to free up more of those coveted freshman seats.

5 Overcrowding is not the only difficulty. Strained budget is also a big factor for many public universities. The longer students stay, the bigger the bill footed by taxpayers.

6 At public institutions, about two-thirds of educational costs are absorbed by the state, says Wes Habley, a director at ACT, Inc., which has tracked students' graduation rates since 1983.

7 In that context, students like Morath, pursuing a double major, present a quandary for administrators, says Dennis Jones, president of the National Center for Higher Education Management System.