



21

世纪英语专业系列教材

北京市高等教育精品教材立项项目

范守义 总主编

第一册

英语时文泛读

石毅 于倩 / 主编

Current News Articles
for Extensive Reading



北京大学出版社
PEKING UNIVERSITY PRESS



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写给本书使用者的话

21世纪的中国是改革向广度和深度进军的世纪，21世纪的世界是全球化走向优化整合和更高水平的世纪。中国与世界各国交往向全方位推进和巩固是历史发展之必然。走在历史发展最前沿的是双语或多语工作者；而在当今的世界上，英语使用之广泛是举世公认的。中国的外语教育中英语是最为重要的外国语言。外交学院作为外语类院校在过去的半个多世纪中为中国外交外事和各个部门培养了大批外语人才，他们在各个领域发挥了巨大作用，做出了杰出的贡献。

外交学院是具有外交特色和外语优势的重点大学，外交学院的英语教学在复校后的三十年中，积累了丰富的教学经验。英语时文泛读是外交学院英语本科教学的核心课程；该课程为学生提高英语阅读水平，扩大词汇量和阅读技巧，丰富文化和国际知识提供了很好的学习平台。学习这门课程以及其他相关课程，可为学生走向职场奠定坚实的基础。外交学院培养出的学生具有国际视野和外交外事专业水准是十分恰当的评价。

2005年以来外交学院英语系将英语泛读作为精品项目立项，2007年夏被评为北京市精品课程。目前我们正在向国家级精品课程努力。该精品课程由两大板块组成，即课堂教学和课外阅读——课堂教学使用了精选的时文作为主要的教学内容；课外阅读使用了精选的英语简易读物、注释读物和英语原著作为主要内容，并为每一部书设计了一百个问题，可以在计算机网络上进行在线测试，并立即得到结果，同时教师也能够立即看到全部参加测试者的成绩以及学生学期和学年的累计成绩。我们与北京外国语大学英语学院和首都师范大学外国语学院英语系合作，进行异地登录测试也取得了满意的结果。这种英语泛读课程创新的教学模式为迅速提高学生的英语水平和综合运用能力起到了很好的作用，深受教师和学生的欢迎。

这里我们主要谈一下课堂用书《英语时文泛读》的编辑情况。

我们的编辑设计思路如下：

1. 所选文本要语言地道，内容新颖（除个别为略早的文章，其余课文全部为2005年以后英美主要报刊杂志上发表的文章），题材广泛多样（涉及政治、经济、文化、教育、科技、环保、法律、社会等诸方面内容），贴近时代与生活，易激发学生兴趣。
2. 该教材就不同主题设不同单元，知识内容较成体系，既有助于学生系统学习、积累和运用所学知识，又有助于学生分类学习记忆相关词汇。

3. 练习设计合理、实用，既有很强的针对性（针对每个单元具体的阅读技巧及目标），又能考察学生的综合能力，形式比较灵活，易于操作。
4. 为使所选用的文本难度符合学生的英语程度，既不要过易，也不要过难，我们使用了根据美国著名教育家鲁道夫·弗莱施(Rudolf Flesch)博士的“英语文章难易度与单位长度的音节数和词数密切相关”理论，将数学模型化，并在其基础上编写的程序，进行《英语时文泛读》文本的选材，剔除了过难和过易的文本。
5. 编写旨在为使用《英语时文泛读》的教师准备的《教师参考书》，提供必要而丰富的备课参考资料和练习答案。
6. 制作课堂使用的PPT文档，供授课使用，教师亦可增添或删节内容，以适应具体需要。
7. 编辑快速阅读文本，以及相关的英国英语和美国英语的知识等内容，供教学参考使用。
8. 使用者可以根据本教学单位学生的英语水平，使用合适的单元和文本长度进行课堂阅读活动。
9. 为了锻炼学生自己查字典和确定词义的能力，在文本A和文本B之后的词汇表中，只给出没有在练习中出现的词；为照顾部分学生学习的需要，各单元的生词按英语字母表列在全书之后，学生可以查阅、记忆，然后再去做练习。
10. 在使用本教材时，教师应特别注意有些单元中有关中国国情的文本内容的真实性，由于外国记者的立场、观点与我们的不同，对事实的调查和资料的把握也不一定准确，所以其陈述很可能有不实之处。使用者应根据实际情况，在授课时作适当更正。

为保证教材编写的专业水准，我们组成了以范守义教授为负责人的《英语时文泛读》教程编辑委员会，人员如下：

范守义：总主编，负责策划统筹、审阅和编辑等工作。

石毅、于倩：共同主编，负责《英语时文泛读》第一册的编写工作；

张蕾、吴晓萍：共同主编，负责《英语时文泛读》第二册的编写工作；

武波、王振玲：共同主编，负责《英语时文泛读》第三册的编写工作；

徐英、魏腊梅：共同主编，负责《英语时文泛读》第四册的编写工作。

我们期待《英语时文泛读》的出版能够为我国大学本科和程度相当的英语学习者提供一套新的泛读教程，以满足与时俱进的教学要求；为此我们期待广大教师和学生提出宝贵意见和要求，以改进我们的编辑工作。我们也期待以《英语时文泛读》为主和能进行在线测试的课外阅读为辅的创新英语泛读教学模式为推动和提升全国泛读教学做出贡献。

《英语时文泛读》教程编辑委员会

2008年9月26日

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EDUCATION

Target of the Unit

- ☞ To get a glimpse of modern education of the US
- ☞ To practice reading skills
- ☞ To enlarge your vocabulary

1) LEAD IN

Directions: In this unit, you will read 3 passages about education. Read them and think about the purpose of education.

2) DISCUSSION

In your opinion, what role should education play in the growth of a person?

Text A



Battling the One Bad Apple

By Eric L. Wee

Warming-up Exercises

- ☞ What do you think should be the normal relationship between the teacher and the students? What should we do to bring teachers and students closer together?

• First reading •

Directions: Now please read the following passage as fast as you can and summarize the main idea.

1 I hated him. I didn't plan on it. In fact, I wanted to like S. I wanted him to like me.

2 Before teaching my first college journalism class at a private university in Virginia, I expected to forge friendships with all my students. I'd be that young cool professor, **approachable** and informal. I'd have my students call me Eric. We'd laugh and hang out. And they'd love my class.

approachable *adj.* friendly and easy to talk to 平易近人的

nemesis *n.* an opponent that cannot be beaten or overcome 难以取胜的对手, 劲敌, 死对头

downer *n.* one that depresses, such as an experience or person 使沮丧的事或不争气的人

vibes *n.* the good or bad feelings that a particular person, place, or situation seems to produce and that you react to 气氛, 环境

3 Then the first day of the semester arrived, and there it was—this invisible line I wasn't sure how to cross. The students were on one side of it. And I was on the other. I tried to chat with a few of them, but it felt forced and awkward. I had this unnerving feeling that I was a stand-up comedian hoping to win their applause. In the corner, S. looked as if he was about to fall asleep.

4 Each week, I would try new things to engage the students and make the class fun. I created mock news conferences. I took them on a walking tour and had them write about it on deadline. But S. rolled his eyes with each new project. One day I asked the class to write about an important person in their lives, an assignment designed to hone their use of details. S. let out a sigh that echoed across the room.

5 He became my **nemesis**. The night before class, I'd lie in bed thinking about how I had to endure him the next day. I could see his moppish hair dangling over his eyes, his slouch, his bored look. I dreaded him. Yet somehow I still thought I'd win him over. Instead, as the weeks rolled by, things got worse. S.'s disdain for the class and for me grew more open. He was a virus, and he was contaminating everyone around him! A lesson would be flowing, the students enthusiastic, and S. would bring it to a halt with his **downer vibes**.

6 One day in class, I met with the students individually to talk about their projects. The others waited for their turn. But S. grew impatient and started to walk out before I caught him and asked him to sit. He did so reluctantly. His e-mails to me began to get ruder.

7 Finally I'd had enough. I called him to my office and told him I wanted him out of the class. I had no other choice. He was infecting the other students with



his derision, I explained. Surprisingly, he seemed to understand. He didn't argue or get belligerent. Instead, he nodded and left.

boot *n.* (slang) an unceremonious dismissal, as from a job, used with the boot 撵走
buddy *n.* a good friend; a comrade 好友, 哥们

8 After he dropped the course, I felt terrible. And terrific. I wasn't making friends with my students; I was giving them the **boot**! Yet I knew this had been the right thing to do. S. had forced me to take back control of my class. And in the process, he'd taught me something valuable: Sometimes, you need to be tough to be a good teacher. My fantasies about college teaching had been naïve. My students and I weren't going to be **buddies**. But I could create and maintain an environment where they could learn.

9 I ran into S. months later on campus. I looked up and saw him heading my way. I wasn't sure what he'd say or do. Would he swear at me? Would he give me the finger? Instead as we got closer, he smiled. He was pleasant and asked how I was. We didn't talk about the class. Instead he just shook my hand. It was the nicest he'd ever been to me.

(Words: 609)

• Second Reading •

Directions: Read the text again more carefully to find enough information for Exercises I, II & III.

Exercise I True or False

Directions: Please state whether the following statements are true or false (T/F) according to what you've found in the text.

1. The author was quite optimistic about his future career at the very beginning.
2. He would like to become a very formal and strict professor who can help the students learn in college.
3. S. became the obstacle the first day he started his teaching.
4. The author tried his best to make the classroom as active as possible by introducing various kinds of activities.
5. Although S. did not want to do the homework and tended to fall asleep in class, the other students were not influenced by him.

6. S.'s attitude toward the author was getting more and more negative after the author drove him out of class.
7. S. was quite calm when the author asked him to leave the class.
8. Finally the author realized that his dream about the teaching career had been too naïve.
9. The author learned how to relate to the students from his experience with S.
10. The encounter between the author and S was quite hostile after S. dropped the course.

Exercise II Word Inference

Directions: Often you can guess the meaning of a word/expression by reading the words around it. Please read the given sentence to see how each word/expression in bold type is used in the text. Then choose the answer that is closest in meaning to the bold-faced word/expression.

1. Before teaching my first college journalism class at a private university in Virginia, I expected to **forge** friendships with all my students.
 - A. beat
 - B. build
 - C. recreate
 - D. counterfeit
2. I'd be that young **cool** professor, approachable and informal.

A. cold	B. calm
C. uninterested	D. pleasant
3. I had this **unnerving** feeling that I was a stand-up comedian hoping to win their applause.
 - A. discouraging
 - B. embarrassing
 - C. disgusting
 - D. humiliating
4. One day I asked the class to write about an important person in their lives, an assignment designed to **hone** their use of details.
 - A. sharpen
 - B. desire
 - C. demand
 - D. facilitate

5. I could see his moppish hair dangling over his eyes, his **slouch**, his bored look.
- laziness
 - muteness
 - rudeness
 - restlessness
6. S.'s **disdain** for the class and for me grew more open.
- reluctance
 - dislike
 - disposal
 - displeasure
7. A lesson would be **flowing**, the students enthusiastic, and S. would bring it to a halt with his downer vibes.
- continuing in a smooth, graceful way
 - continuing in a smooth, uncontrolled way
 - continuing in a noisy, uncontrolled way
 - continuing in a free, uncontrolled way
8. He was infecting the other students with his **derision**, I explained.
- erosion
 - tardiness
 - mockery
 - restlessness
9. He didn't argue or get **belligerent**. Instead, he nodded and left.
- aggressive
 - annoyed
 - excited
 - rude
10. Sometimes, you need to be **tough** to be a good teacher.
- violent
 - unyielding
 - difficult
 - unfortunate

Exercise III Discussion

Directions: Please discuss the following questions in pairs or groups.

- Imagine that you are the teacher in that classroom. What measures will you take to battle the one bad apple in the classroom? Work out your proposed action plan, and be prepared to present it to the class.

Text B

Which College Brings the Bling

By Devin Gordon and Joan Raymond

Warming-up Exercises

- ☞ How many kinds of recreation facilities does your university have? Which one do you like best, and why?

• First reading •

Directions: Now please read the following passage as fast as you can and summarize the main idea.

- 1 Once upon a time, a typical college freshman's day would begin something like this: wake up in a **creaky** dorm room, step over your roommate's dirty laundry, then step over your roommate, slump down the hall to the bathroom and brush your teeth next to a total stranger, hit the gym for a quick run, then stop off at the cafeteria before class for a nice breakfast of **runny** eggs. It wasn't glamorous, but that was OK, because you were there for your *education*. And now? Put it this way: colleges no longer use icky words like dorm or cafeteria. These days, you'll get a funny look unless you say residence hall, recreation center or dining marketplace. A. But it isn't just a pitch. All across the country, facilities devoted to students' extracurricular life are nicer than ever. A lot nicer. The lucky brats.
- 2 It's no secret that the admissions process has become as ferocious as Tom Cruise in a roomful of psychiatrists, but it's not just the kids trying to **best** each other. B. The University of Houston's new rec facility features an outdoor pool with waterfalls, water slides and a hot tub that seats 20. The University of North Carolina at Chapel Hill just opened its \$80 million Rams Head Center, complete with a 6,500-square-foot supermarket, a giant

creaky *adj.* something such as a door, floor, or bed that is creaky creaks when you open it, walk on it, sit on it etc, especially because it is old and not in good condition 吱嘎作响的

runny *adj.* food that is runny is not as solid or thick as normal or as desired (食物因未熟或变质而变得) 软, 粘, 稀溜溜的

best *v.* to defeat someone 打败某人

food court with actual, edible food and a state-of-the-art sports bar with remotes at each table connected to a series of wall-mounted **plasma** TVs. Ohio State University's sparkling \$140 million facility boasts massage rooms and saunas, plus an Adventure Recreation Center with a bouldering cave and 4,000 square feet of climbing wall, which should give jealous Mom and Dad something nice and high from which to hurl themselves.

plasma *n.* It is a distinct phase of matter, separate from the traditional solids, liquids, and gases. It is a collection of charged particles that respond strongly and collectively to electromagnetic fields, taking the form of gas-like clouds or ion beams. Since the particles in plasma are electrically charged (generally by being stripped of electrons), it is frequently described as an "ionized gas."

此处指Digital High Definition Plasma TV 数字高清等离子电视

digs *n.* lodging 宿舍

- 3 C. Jed Johnson, a recent Ohio State graduate, says the new rec center addressed a desperate need. "It was totally weird that a major university had these horrendous facilities," he says. The school's old gym was "a maze. You could die in the hallways and no one would ever find you." From a marketing perspective, Ohio State had to upgrade or risk losing students and athletic recruits to—hiss!—rival Michigan.



- 4 At the University of Missouri—Kansas City, the administration just put the finishing touches on its first new residence hall in nearly half a century, the \$22 million, 561-bed Oak Street Hall, a suite-style building wired for the digitally savvy freshman. The building should ease grumbling that the school couldn't compete with neighboring universities for out-of-town students until it addressed its meager housing situation. Like most new residence halls, Oak Street is a welcome departure from the psych-ward look favored by dorms of the past. "My mom says I'm spoiled," says junior Matt Franklin. "I always hear, 'Back when I was in school...'" Of course, back when she was in school, a dorm room didn't cost \$6,270 a year, which is what students pay to live large in Oak Street—\$1,000 more than students pay for a similar room in a nearby hall.

- 5 D . So where does the money come from? You. The schools borrow, then attach building-user fees to pay back the bonds. The downside is the risk of establishing class divisions on campus: the rich kids live in the fancy new digs. It's a risk, however, that colleges not only are willing to make but believe they must in order to compete.
- 6 Some schools are even trying to woo students with, well, refreshments. On select Friday nights at Colby College, a private liberal-arts school in Maine, 21-and-older students can enjoy a nice South African Shiraz (and various microbrewed beers) served to them by a tuxedo-clad bartender. The wine tastings are part of Colby's alcohol-education efforts. For a dollar per varietal—cheaper than Schlitz—undergrads get to drink the good stuff out of a crisp, clean wine glass. E .

largesse *n.* (fm/) when one gives money or gifts to people who have less than do, or the money or gifts that they give 慷慨大方

(Words: 757)

• Second Reading •

Directions: Read the text again more carefully to find enough information for Exercises I, II, III, IV & V.

Exercise I Understanding Text Organization

Directions: You may find there are a few sentences missing from the passage. Read the article through and decide where the following sentences should go.

1. Now the universities are learning a new trick: if you can't beat 'em, luxuriate 'em.
2. Enjoy it, kids. Once upon a time, all your elders had was a funnel.
3. It's all part of the sales pitch to make collegiate facilities sound as nice as possible.
4. Construction-happy colleges rarely dip into their endowments to pay for their largesse.
5. The students are justifiably thrilled with their lavish new surroundings—but they also expect it.

Exercise II Multiple-Choice Questions

Directions: Complete each of the following statements with the best choice given.

1. Once upon a time, a typical college freshman's day would begin something like _____.
A. waking up in a creaky dorm room

- B. stepping over your roommate's dirty laundry
 C. slumping down the hall to the bathroom
 D. all of the above
2. In today's college, you _____.
 A. brush your teeth next to a total stranger
 B. no longer use words like dorm or cafeteria
 C. step over your roommate in your dorm
 D. get a funny look if you say residence hall, or dining marketplace
3. _____'s new rec facility features an outdoor pool with waterfalls, water slides and a hot tub that seats 20.
 A. The University of North Carolina at Chapel Hill
 B. The University of Houston
 C. Ohio State University
 D. The University of Missouri-Kansas City
4. _____ will pay for those fancy new digs.
 A. The schools
 B. The building users
 C. The government
 D. The community
5. The wine tastings are part of _____'s alcohol-education efforts.
 A. Colby College
 B. the University of Houston
 C. the University of North Carolina
 D. Ohio State University

Exercise III Word Matching

Directions: Please choose from among the supplied words to explain the original forms of the boldfaced words in the following sentences.

- A. horrific B. persuade C. unpleasant D. disadvantage E. clever
1. Put it this way: colleges no longer use **icky** words like dorm or cafeteria.
2. It was totally weird that a major university had these **horrendous** facilities.
3. At the University of Missouri-Kansas City, the administration just put the finishing touches on its first new residence hall in nearly half a century, the \$22 million, 561-bed

- Oak Street Hall, a suite-style building wired for the digitally **savvy** freshman.
- The **downside** is the risk of establishing class divisions on campus.
 - Some schools are even trying to **woo** students with, well, refreshments.

Exercise IV Short-Answer Questions

Directions: Please answer the following questions briefly in your own words.

- What kind of extracurricular life do today's college students have?
- "It's no secret that the admissions process has become as ferocious as Tom Cruise in a roomful of psychiatrists." What does this sentence mean?
- What does the expression "if you can't beat 'em, luxuriate 'em" mean?
- How do you understand the title of this article "which college brings the bling"?

Exercise V Discussion

Directions: Please discuss the following questions in pairs or groups.

- What do you think of the rec facility on your campus?
- Do collegiate facilities play an important role in your choice of university?

Text C



Mixed Results on Paying City Students to Pass Tests

By Elissa Gootman

- Offered up to \$1,000 for scoring well on Advanced Placement exams, students at 31 New York City high schools took 345 more of the tests this year than last. But the number who passed declined slightly, raising questions about the effectiveness of increasingly popular pay-for-performance programs in schools here and across the country.
- Students involved in the program, financed with \$2 million in private donations and