

THEME-BASED ENGLISH READING COURSE

主题英语 阅读教程

主 编

赵 昊 防 敏

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文学

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报刊篇

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前言

Preface

处在建设世界一流大学和一流学科、实现高等教育内涵式发展的新时代，教育部最近出台《普通高等学校本科专业类教学质量国家标准》《中国英语能力等级量表》等国家专业质量标准，标志着培养大批符合专业标准、具有国际视野、通晓国际规则的创新人才成为时代所需。作为英语专业学生和非英语专业学生英语学习的主要技能之一，阅读不仅是语言输入的主要来源，也是听、说、译、写等语言素养整体发展的基础，在学生英语能力培养中长期占重要地位。基于此，本阅读教程按照国家级规划教材标准打磨，博采众长，推陈出新，以学生为中心，坚持英语语言的人文性特征，着力提升学生英语阅读水平。

《主题英语阅读教程1 报刊篇》在选材上注重趣味性、信息性、思辨性和前瞻性，内容丰富，主要涉及教育、人生、社会、就业、经济、食品、卫生、战争与和平等。本册共有8单元，每个单元侧重于一个话题，包括快速阅读、完形填空、精细阅读和阅读中国四部分。阅读材料大部分选自最新的英美报刊书籍，使学生读到原汁原味、生动鲜活的语言，充分了解和掌握报刊类体裁的特点，激发阅读英语的兴趣。

本册主编为赵昉、吴敏，副主编为白桂芬、张芳芳、余阳。各单元编写分工如下：1、2单元由白桂芬编写，3、5单元由吴敏编写，4、8单元由余阳编写，6、7单元由张芳芳编写。

本教材为河南省高等教育教学改革基金重点项目（2017SJGLX038）及河南省高等学校优秀基层教学组织建设项目成果。在教材编写过程中，得到了河南理工大学领导、教务处的的大力支持，同时，得到了英语教育界同仁和外籍专家的倾力相助，在此表示深深的感谢。

由于编者水平有限，书中如有不足之处，恳请各位专家、读者批评指正。

编者

2018年5月

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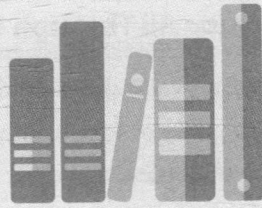
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UNIT

1

Education and Training

Part I Fast Reading

Passage 1 How We Put Six Kids All Through College*

(A) Many American families have two to three children that they have to consider sending to college. Imagine having double or even triple that number of young people seeking higher education. That was the task at hand for Jeffrey and Catherine Vecore: sending six kids to college—and taking on as little debt as possible in the process.

(B) It was always important for the Addison Township, Mich. couple that their children finish college. “Things don’t always go as you plan in life,” Jeffrey says. With a degree, “they’d be able to get jobs and support themselves and their families.”

(C) Saving enough money to put a child through college can seem like an insurmountable (不可逾越的) goal. According to the College Board, in 2016–2017 tuition and fees at a public four-year college or university cost \$9,650, on average. For out-of-state students that amount rises to nearly \$25,000 and at private schools more than \$33,000—and that’s not even including room and board.

(D) But for the Vecores, preparation allowed them to do it not once, but over and over again. All that planning paid off. Today, all of the Vecore children are out on their own. Four work in the medical industry with careers in various areas of nursing and one is a surgical technician. The other two chose careers in education and public relations. The road to educating their children wasn’t always easy. Here’s how the Vecores tackled it, step by step:

(E) **Set limits.** The Vecores decided to pay for tuition, but if the children wanted to go away to school they’d have to pay for their own room and board. Each child ended up going to school locally, so they lived at home. The Vecores also agreed to pay for each child to get a bachelor’s degree, but the children would have to pay for any additional degrees themselves.

(F) **Break the goal into manageable chunks.** If one child was going to be in school, the Vecores estimated they would need to have saved roughly \$13,000 for that academic year. At one point, they had three children in college at the same time, so they made sure they had at least \$39,000 saved for each of those years. Taking it one year at a time made the task less stressful and helped the couple focus on exactly how much they needed at any given time.

(G) **Take advantage of free money.** Jeffrey worked for General Motors, and the

* From <https://www.usatoday.com/story/money/2017/06/08/we-have-six-kids-heres-how-we-put-them-all-through-college/102357920/>

company offered a \$1,500 tuition compensation benefit that cut down the amount the Vecores had to save for each child. Also, a couple of the children received scholarships and other sources of financial aid. For example, one daughter received a \$5,000 grant each year.

(H) **Increase your earning potential.** They worked off-shifts, which came with premium (优质的) pay and allowed Jeffrey and Catherine to save money on child care since one parent was typically home. “I’d work afternoons, so I’d go in at 3:30 until 11:30,” says Catherine, who is a nurse. Jeffrey also worked overtime and a second job during the summers to make more money.

(I) **If you borrow, have a strict plan for that, too.** The Vecores were determined to give each child the gift of free tuition. However, during the years when multiple children were in college, they fell short of their savings goal. To make good on their promise, they took out a \$25,000 loan to make up the difference. However, they had no intention of staying stuck in debt, and put a plan in place to pay the balance off in four years.

(J) **Keep costs down.** The Vecores were able to save more by living frugally (俭朴地). They didn’t take luxurious vacations, did without expenses such as cable and they drove their cars for about 10 years before replacing them. Two of the children went to community college for the first two years before transferring to a four-year college, which kept tuition costs down.

(K) Once all six children had been educated, the Vecores looked to the next generation. They’ve opened up college savings accounts for each of their five grandchildren and make regular deposits instead of giving other types of gifts. “They have a lot of aunts and uncles who give them all the toys they’ll ever need,” Jeffrey Vecore says.

More advice for saving for college:

(L) The sooner you start saving, the better, but it’s never too late to make a difference, says Dana Branham, a Lexington, Kentucky-based financial adviser with Lasting Legacy Wealth Management. Here’s how to make the greatest impact.

(M) Be OK with not saving it all. The average cost of tuition, fees, room and board at a four-year private college was \$45,370 per year in 2016–2017, according to the College Board. You may not be able to save the entire amount, Branham says. Look for scholarships and other sources of aid to fill in the gaps. Having children attend a public four-year college in your state will also cut down on costs. Encourage others to contribute. Family members and friends will want to buy your child gifts and toys. “Tell people to instead contribute to the college fund,” Branham advises.

(Word count: 876)

Exercises

Directions: Each statement below contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. Each paragraph is marked with a letter. Answer the questions by filling the corresponding letter in the blank before each statement.

- _____ 1. The Vecores took advantage of free money, such as a couple of the children receiving scholarships and other sources of financial aid.
- _____ 2. The Vecores decided to pay for tuition for each child to get a bachelor's degree, but they set some limits for them.
- _____ 3. Dana Branham suggests that one could look for scholarships and other sources of aid without saving the entire amount.
- _____ 4. Jeffrey says that with a degree their children would be able to get jobs and support themselves and their families.
- _____ 5. The Vecores lived a simple life to save more money for their children's education.
- _____ 6. Jeffrey and Catherine worked off-shifts to save money on child care or worked overtime to make more money.
- _____ 7. In 2016–2017, the average cost of tuition and fees for a public four-year college or university is \$9,650 while for private schools it is more than \$33,000.
- _____ 8. For the next generation, they've opened up college savings accounts, making regular deposits rather than giving other types of gifts.
- _____ 9. For the Vecores, the road to educating their children wasn't always easy but all that planning paid off.
- _____ 10. When they fell short of their savings goal, the Vecores took out a loan to make up the difference but put a plan to pay back in four years.

Passage 2 School Gender Gap Crisis*

(A) Boys are almost twice as likely to struggle with mastering English language skills as girls by the time they start school. A report published on Monday by international children's charity Save the Children revealed that in the last academic year alone, a quarter of boys aged five in England—an estimated 80,000—started school

* From <http://www.newsweek.com/gender-gap-crisis-england-boys-fall-behind-girls-language-skills-early-years-481323>

unable to speak a full sentence with ease or follow basic instructions. They had trouble answering simple “how” and “why” questions.

(B) It is striking that there is no single region in England where boys outperform girls in early language skills. The charity’s report, based on a University of Bristol study entitled “The Lost Boys: How boys are falling behind in their early years,” also highlighted that children who start school behind often never reach an equal footing with their peers.

(C) “The gender gap (in which boys fall behind in achievement behind girls) is well-documented,” the study said. “It has hardly changed for 5-year-olds over the past decade, despite a dramatic improvement in overall results. The difference in outcomes for boys and girls is having a devastating (破坏性的) impact; nearly a million boys have fallen behind with their early language skills since 2006. That is nearly a million 5-year-olds who may struggle with skills like explaining what they think and how they feel, and engaging with the adults and children around them.”

(D) The gender gap is worst in St. Helens, Merseyside, where boys started primary school over 17 percentage points behind their female peers; 11 percentage points is the national “gender gap” average. The smallest gap of five percentage points was in Richmond-upon-Thames, an affluent (富裕的) area in south-west London.

(E) Andy Bowden, St. Helens Council’s cabinet member for education, said: “We’re very aware of the gender issue, but it’s important to point out that the data used in this report is up to 2-year-olds (from 2014/15). Since then, great efforts have been made to encourage nurseries to narrow the very evident gaps in children’s development when they start nursery or school.” “We’re also doing all we can to encourage parents and carers to help prepare their children for school with initiatives like Read and Rhyme Time in our network of local libraries.”

(F) The charity suggested that socioeconomic factors directly affect a child’s early language and communication skills. Boys from deprived backgrounds, living in poorer areas of the country, are the furthest behind, with 40 percent of the poorest 5-year-old boys struggling the most in the early years. Of the 15 most deprived English local authorities (out of 150), only Hartlepool had a gender gap smaller than the national average.

(G) Other factors cited as important include the suggestion that girls tend to have better learning-related skills, including persistence and organization. Parents and carers can also be hugely influential on a child’s educational development.

(H) The report called for a specific early years teacher in every nursery to make sure that all youngsters are given necessary assistance. “We cannot wait for disadvantaged children and boys to get to school before they receive the support they need,” the

report concluded. “By this time many will have already fallen behind, with negative consequences for their childhoods, school attainment and life chances... We are calling on the government to invest in the best early education and childcare provision (供应), particularly in the most deprived areas, which is led by graduates and supported by skilled staff at all levels.”

(I) Gareth Jenkins, Director of U.K. Poverty at Save the Children, said: “In England, too many children, especially boys, are slipping under the radar without the support they need to reach their potential. They’re falling behind before they even get to school and that puts their life chances at risk. In 2016, this is unacceptable. A whole generation of boys is being failed.”

(J) Unless the Department for Education (DfE) makes changes to schooling in the early years, almost a million more young boys could be left behind in the next decade, the report suggests.

(K) “We are making a significant investment in the early years sector and the number of qualified staff is rising with more trained graduates in the workforce and a record number of providers rated good or outstanding,” a DfE spokeswoman said. “This investment is paying off; latest figures show more than 80 percent of children are reaching the expected communication and language skills by age five, but we will continue working with the sector until every child gets the high-quality education they deserve.”

(L) Neil Leitch, chief executive of the Pre-school Learning Alliance, a leading educational charity praises the report and hopes that further research into the gender attainment gap in the early years will follow. “We strongly believe that a child’s life chances should not be determined by their background, family income or indeed their gender, and so we share Save the Children’s concerns that boys are continuing to fall behind girls in terms of attainment at such an early stage,” he said in a statement issued to *Newsweek*.

(M) The report rightly acknowledges that to blame this on biology is too simplistic an approach, and we agree that more research on what is causing this gender attainment gap, and what we can do to address it, is needed. As argued by the report, research has shown that a well-qualified early years workforce does have a positive impact on early outcomes. “That said, while we support the call for more early years graduates in principle, we believe that high-quality provision is more than just academics—it’s about a workforce that is experienced, passionate, and understands that the early years is about care as well as education.”

(N) The National Literacy Trust, a charity which works to improve the reading, writing, speaking and listening skills in the U.K.’s most disadvantaged communities

provides helpful tools for pre-school boys struggling to keep up. “Boys need strong literacy role models and dads have a particularly important part to play in helping to develop their sons’ early literacy. It is never too early to start reading to children and finding books about their interests can make story time even more fun and engaging,” a spokeswoman from the charity told *Newsweek*.

(Word count: 1043)

Exercises

Directions: Each statement below contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. Each paragraph is marked with a letter. Answer the questions by filling the corresponding letter in the blank before each statement.

- _____ 1. Neil Leitch hopes that further research will be done into the gender attainment gap in the early years.
- _____ 2. A DfE spokeswoman said the investment in the early years sector was paying off.
- _____ 3. The charity suggested that boys from deprived backgrounds, living in poorer areas of the country, are the furthest behind.
- _____ 4. In England, too many children, especially boys, are falling behind before getting to school, which puts their life chances in danger.
- _____ 5. A spokeswoman from The National Literacy Trust said that it was good to start reading to children as early as possible.
- _____ 6. A report argued that a well-qualified early years workforce does have a positive impact on early outcomes.
- _____ 7. In the whole nation, boys started primary school with the average of 11 percentage points behind their female peers.
- _____ 8. Girls tend to have better learning-related skills, which also accounts for that they do better than boys.
- _____ 9. Since 2014/15, great efforts have been made to narrow the gender gap in children’s development when they start nursery or school.
- _____ 10. A report revealed that in the last academic year alone, an estimated 80,000 boys aged five in England started school with trouble answering simple questions.

Part II Banked Cloze

Passage 1 Exercise Can Make Children Smarter*

Directions: Read the passage through carefully and select one word for each blank from a list of choices given in the following word bank.

A) impact	B) point	C) further	D) gained	E) derive
F) constructing	G) ease	H) fantastic	I) involved	J) scale
K) consisting	L) release	M) significant	N) secondary	O) association

There may be an association between physical fitness and brain volume in children, a new study from researchers in Spain suggests.

In recent years, studies about the effects of exercise on the brain and behavior have 1. _____ a lot of attention. Research has shown that aerobic (有氧的) exercise can 2. _____ depression in adults and protect against it in children. This new study suggests that children's cardiovascular (心肺的) health may also have an 3. _____ on the structure of their brains.

The researchers recruited over 101 overweight children from Granada, Spain. The children were put into two groups: one was put through an exercise program 4. _____ of three to five 90-minute sessions per week for 20 weeks that included aerobic exercise, while the other group was not. After the exercise regimen was over, scientists examined the brains of each participant using fMRI (功能性磁共振成像). They said they found a 5. _____ difference in gray matter between the two groups.

Taking it one step further, the researchers administered an academic test to the children 6. _____. They claimed to see an 7. _____ between "fitness-related changes" and higher test scores from the children who participated.

The researchers said this suggests there is an independent association between cardiorespiratory fitness and gray-matter volume in different areas of the brain. If true, the findings 8. _____ to exercise as a possible intervention against the negative effects of obesity (肥胖) on children's brains.

While the researchers state that 9. _____ studies need to be done to replicate (复制) their findings, and to look at what happens to these students on a longer time 10. _____, they write that these findings could inform the way public health and education officials can work to help children excel in school.

(Word count: 327)

* From <http://www.newsweek.com/exercise-can-make-children-smarter-scientists-say-723679>

Passage 2 Why Do Students Cheat?*

Directions: Read the passage through carefully and select one word for each blank from a list of choices given in the following word bank.

A) confidence	B) innocence	C) underestimate	D) variety	E) persuasive
F) hesitate	G) consequences	H) motivated	I) rarely	J) unprepared
K) worth	L) rewarding	M) lost	N) really	O) estimate

Surveys indicate as high as 70% of students report some kind of cheating in college. These survey results, which have remained consistent over time, represent a 1. _____ of behaviors.

Students cheat for several reasons. It can be an intentional, calculated decision in order to get ahead. Often, it is 2. _____ by the path to success that they see around them—people cheating without incurring any real 3. _____. What's worse, society seemingly rewards these individuals for their dishonest behaviors. Students then come to believe that dishonest behavior is rewarded and often do not 4. _____ to engage in it.

Another reason for student cheating is being 5. _____ for college level work. Student after student has written a research paper and not given proper attribution. This is not because they were taking credit for someone else's words, but simply because they were never taught how to write a research paper.

Much of high school these days is teaching to the large number of standardized tests. As a result, learning how to research is being 6. _____. Also, students aren't being taught how to paraphrase. So, they just cut and paste from the articles they read on the Internet—it is easy, quick and takes very little effort to do this. Some others don't have any 7. _____ in their own thoughts. So when given the chance to write a paper in which they must share their own ideas, they simply go to the Internet and cut and paste someone else's words or ideas, thinking they are 8. _____ more than their own.

Some others cheat because they have poor time management skills. College work is challenging, and some students 9. _____ how long it will take them. When they run out of time, they panic and take a shortcut.

Cheating is a challenge for our society, both at the high school and college levels. We need to remember, however, that it is 10. _____ a premeditated (预先策划的) act. More often, it is an impulsive act. To have a real impact, we need to address the underlying issues.

(Word count: 345)

* From <http://www.newsweek.com/why-do-students-cheat-dean-explains-334906>

Part III Close Reading

Passage 1 Early Childhood Education*

Brain growth, approaches to life and learning, language skills: All these are shaped by what does—or does not—happen in a child's first days, months, and years. In her article, "Brain Development Research Can Influence Early Childhood Curriculum," author Judith Colbert stresses, "What happens in the earliest months and years is of greatest importance and has long-term consequences for later life."

Think about the powerful implications of Colbert's statement "long-term consequences for later life". For example, a first grade child entering formal education may have serious problems remembering sight-words (常用词) and/or simple math facts. Inappropriate behaviors happen suddenly due to feelings of failure and inadequacy. The child, unable to express his/her frustration, may demonstrate signs of aggression, withdrawal, depression, fear. If the child's skills and behavior deteriorate (恶化) to an at-risk level, the teacher may possibly consider a referral (移交) for special education. Continuing in the educational system, this child may always perform below grade level with behavior issues.

We need to ask why a child 7 years of age is so angry? Why a child 7 years of age cannot retain or recall a simple sight word, such as "ball?" Why a child 7 years of age cannot comprehend the concept behind 3 plus 3 equals 6? The impact of a disastrous or enriching quality of life for children zero to age 5 answers these questions. And, there are plenty of scientific researches supporting this opinion: "Early experiences that are nurturing, active, and challenging actually thicken the cortex (大脑皮层) of an infant's brain, creating a brain with more extensive and sophisticated neuron (神经元) structures that determine intelligence and behavior. While good experiences help the brain develop well, poor experiences can literally cause a genetically normal child to have a lower IQ. Children who are exposed to fewer colors, less touch, little interaction with adults, fewer sights and sounds, and less language actually have smaller brains."

It is important to stress, early childhood public school education is different from elementary public school education. I am not suggesting toddlers (蹒跚学步的孩子) walk in a straight line, sit in a desk, or read from a chapter book. What I am suggesting is a coordinated curriculum between the early childhood education program and the public elementary school. That coordinated curriculum could very well be the Montessori

* From <http://www.newsweek.com/early-childhood-education-parenthood-not-odds-494292>

Method, “a system for teaching young children, in which the fundamental aim is self-motivated education by the children themselves, as they are encouraged to move freely through individualized instruction and physical exercises, accompanied by special emphasis on the training of the senses and the early development of reading and writing skills.”

To repeat, parents should always have freedom to choose what is best for their children. One parent may opt out of early childhood education for their child. However, another parent may opt to have early childhood education for their child. The choice and government funding should be available. Yes, parents will always be the primary educators.

(Word count: 500)

Exercises

Directions: Go over the passage and answer the questions. Choose the best answer from the four choices marked A), B), C) and D).

1. What does Judith Colbert emphasize in her article?
 - A) Brain growth is related to a child's early experience.
 - B) Experiences in the earliest childhood can have an impact on future life.
 - C) Early children curriculum will be influenced by the childhood experiences.
 - D) Some children have problems remembering sight-words or simple math facts.
2. What may happen to a child whose skills and behavior decline to an at-risk level?
 - A) The child may be sent for special education.
 - B) The child may perform better with the help of teachers.
 - C) The child may demonstrate signs of positive emotions.
 - D) The child may not have the chance to get better.
3. Which of the following statements is true?
 - A) Early experiences can thicken the cortex of an infant's brain.
 - B) Early experiences can make a normal child have a lower IQ.
 - C) Poor early experiences can cause a child to have smaller brain.
 - D) Good early experience can determine a child's intelligence and behavior.