

A NEW READING COURSE IN COLLEGE ENGLISH

新编大学英语 阅读教程

(下册)

主 编 杨立刚

副主编 何丽艳 李庆云 崔淑娟 姜金华

哈尔滨工业大学出版社

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内 容 简 介

本书是由从教多年的资深教师为提高学生的理解能力和增强学生对英美文化的了解而编写的阅读教程。本书分上、下两册,本册为下册,共设12个单元。内容涵盖了政治、经济、文化、艺术、教育、体育、卫生、科技、环保等,语言规范、清新,体裁多样,包括传记、随笔、评论、演讲、新闻报道等。

本书可作为高等学校专业及非英语专业的基础教材,也可供自学者参考。

图书在版编目(CIP)数据

新编大学英语阅读教程.下/杨立刚主编.一哈尔滨:
哈尔滨工业大学出版社,2007.8
ISBN 978-7-5603-2282-7

I.新… II.杨… III.英语-阅读教程-高等学校-教材 IV.H319.4

中国版本图书馆 CIP 数据核字(2007)第 092179 号

策划编辑 王雪婷

责任编辑 翟新烨

封面设计 卞秉利

出版发行 哈尔滨工业大学出版社

社 址 哈尔滨市南岗区复华四道街10号 邮编 150006

传 真 0451-86414749

网 址 <http://hitpress.hit.edu.cn>

印 刷 肇东粮食印刷厂

开 本 787mm×1092mm 1/16 印张 13.75 字数 317千字

版 次 2007年8月第1版 2007年8月第1次印刷

书 号 ISBN 978-7-5603-2282-7

印 数 1~1000册

定 价 50.00元(共两册)

(如因印装质量问题影响阅读,我社负责调换)

前 言

本书为佳木斯大学教材委员会审定批准的立项教材。同时也是黑龙江省教育厅人文社会科学研究项目《语言习得理论与大学公共外语教学平台的构建》阶段性成果之一。

书中课文主要选自近年英美出版的书籍和报纸杂志。其内容涵盖了政治、经济、文化、艺术、教育、体育、卫生、科技、环保等,语言规范、清新,体裁多样,包括传记、随笔、评论、演讲、新闻报道等。该书选编了24个方面的故事梗概,可进一步加强学生对英美文化的了解。在选编过程中,为了保持原文的风格和特点,不作任何改动和加工。

本书共分上、下两册,24个单元。每单元需用2~4学时,总授课时数约为50学时。每单元分为Part A, Part B, Part C三个部分。每部分都配有适量的阅读和词汇练习,旨在提高学生阅读理解能力。在本册书编写过程中,杨立刚负责13~16单元的编撰工作;何丽艳负责17~20单元编撰工作;李庆云负责21~24单元的编撰工作;崔淑娟负责本册书的部分习题的选编以及校对工作;姜金华负责本册书的词汇校对工作。

大学英语阅读一方面是为了提高学生的理解能力,另一方面是要加强学生对英美文化的了解。编者希望本书能够在这两方面对学生的外语学习有所裨益。

由于编者的水平有限,在本书编写过程中,难免有所疏漏,望读者不吝赐教。

编 者

2007.6.20

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Unit Thirteen

Part A

A Right to Die

By Scott Sullivan

On an average of six times a day, a doctor in Holland practices “active” **euthanasia**: intentionally administering a lethal drug to a **terminally** ill patient who has asked to be relieved of suffering. Twenty times a day, life-prolonging treatment is withheld or withdrawn when there is no hope that it can affect an ultimate cure. “Active” euthanasia remains a crime on the Dutch statute books, punishable by 12 years in prison. But a series of court cases over the past 15 years has made it clear that a competent physician who carries it out will not be prosecuted.

Euthanasia, often called “mercy killing,” is a crime everywhere in Western Europe. But more and more doctors and nurses in Britain, West Germany, Holland and elsewhere readily admit to practicing it, most often in the “passive” form of withholding or withdrawing treatment. The long **simmering** euthanasia issue has lately boiled over into a sometimes fierce public debate, with both sides claiming the mantle of ultimate righteousness. Those opposed to the practice see themselves upholding sacred principles of respect for life, while those in favor raise the banner of humane treatment. After years on the defensive, the advocates now seem to be gaining ground. Recent polls in Britain show that 72 percent of British subjects favor euthanasia in some circumstances. An astonishing 76 percent of respondents to a poll taken late last year in France said they would like the law changed to **decriminalize** mercy killings.

Euthanasia has been a topic of controversy in Europe since at least 1936, when a group of **prominent** Britons held the first meeting of the Voluntary Euthanasia Society, and a bill was introduced in the House of Lords that would have legalized mercy killings under every tightly supervised condition. That bill failed, as have three others introduced in the Lords since then. Mercy-killing legislation was also introduced in the French Senate in 1978 and was quickly voted down. But pressure groups favoring euthanasia and “assisted suicide” have grown steadily in Europe over the years.

Reasons for the latest surge of interest in euthanasia are not hard to find. Europeans, like Americans, are now living longer. The average European male now lives to the age of 72, women to

almost 80. As Derek Humphrey, a leading British advocate of “**rational** euthanasia” says, “lingering chronic diseases have replaced critical illnesses as the primary cause of death.”

And so the euthanasists have begun to press their case with greater force. They argue that every human being should have the right to “die with dignity,” by which they usually mean the right to escape the horrors of a painful or degrading **hospitalization**. Most advocates of voluntary euthanasia contend that the right to die should be accorded only to the terminally and incurably ill, but the movement also includes a small minority who believe in euthanasia for anyone who rationally decides to take his own life.

All of the methods of euthanasia are used in European hospitals, although active euthanasia is very rarely reported, even in the Netherlands. “I’m sure,” says Dr. Helene Dupuis, professor of bioethics at Leiden University, “that no lung-cancer patient in this country dies of natural causes.” Jean Davies, chairman of the British Voluntary Euthanasia Society, says that “in England, there’s a lot of under-the-counter and furtive practice.” And, in a recent prime-time television program in France, Dr. Odette Thibaut calmly announced that she had “given **deliverance**” to three terminally ill patients and that she herself was planning to “disappear by suicide” before she enters the last stages of the cancer from which she already suffers.

Most experts believe that euthanasia will continue to be practiced no matter what the law says.

No other European country has wrestled with the issue as has the Netherlands. Widespread Dutch concern with euthanasia first surfaced in 1973, when Dr. Geertruida Postma, a general practitioner, was found guilty of killing her mother, an aging paralytic, with a massive shot of morphine. The judge sentenced the defendant to one week in jail (suspended) and one year’s probation. In a long series of test cases over the following years, Dutch courts and **prosecutors** gradually established a firm pattern; when a case of euthanasia was carried out under carefully controlled circumstances—including the patient’s stated wish to die—the doctor committing the act would not be prosecuted. Now, active euthanasia is regularly practiced in Dutch hospitals and by general practitioners, although such deaths are most often listed as “from natural causes.” Cancer patients and sufferers from **multiple sclerosis** are the most **frequent** subjects of euthanasia in Holland, but last April an official report from the Amsterdam Medical Center said that 11 AIDS victims had died from intentional overdoses provided by the hospital or by their private doctors.

There is no real prospect for a change of the law in England, although a **prestigious** pro-euthanasia lobby has been operating there for half a century. Active euthanasia remains a criminal act and so does “aiding a suicide.” As recently as 1984, a social worker named Helen Charlette Hough was sentenced to nine months’ imprisonment for providing poison to a lonely 83-year-old woman suffering from severe back pains, as well as incipient deafness and blindness. A year later, a very moderate **amendment** to the British Suicide Act, introduced in the House of Lords, was quickly voted down after one debate, in which Baroness Macleod described it as “a license to kill.”

Nevertheless, active and passive euthanasia does occur in British hospitals. Polls show that a majority of citizens favors legislation that would legalize euthanasia, and almost half of Britain’s

doctors say they would commit the act if it were legalized. Despite some exceptions, British courts have become increasingly **lenient** in cases of clearly **compassionate** killings, both by doctors and close relatives. Last fall 19 distinguished British doctors wrote an open letter calling for the legalization of euthanasia for AIDS patients in the advanced stages of their illness.

Though support for euthanasia has grown rapidly throughout the decade, opposition has become sharper as well. Some **zealous** actions by pro-euthanasists have supplied ammunition to those who contend that **legalizing** active voluntary euthanasia would be the “thin edge of the wedge” for a variety of abuses. Last December, Dr. Piet Voute, a cancer specialist at Children’s Hospital in Amsterdam, revealed that he had given lethal pills to about 40 patients between the ages of 15 and 18 and that some had used them to commit suicide. Even euthanasia advocates in the Netherlands **condemned** Voute’s actions and the Christian Democrats described the incident as proof of “the complete failure of our public health system.”

A French group called the Association for Prevention of Handicapped Childhood recently urged passage of legislation that would allow doctors to kill gravely **handicapped** children during the first 72 hours after their birth. The proposal produced a storm of outrage in France. Cardinal Jean-Marie Lustiger, the archbishop of Paris, denounced the idea as “a case of barbarism unworthy of our country and our civilization.” Inevitably, critics compared the plan to the “euthanasia program” carried out by the Nazis, in which more than 70 000 retarded and handicapped people were slaughtered in the interests of “**purifying** the Aryan race.” Hitler’s horrifying program of **exterminating** the weakest members of society regularly comes up in European debates on euthanasia. Opponents of mercy killing say it could well lead to a repetition of the Nazi atrocities. Most supporters of voluntary euthanasia reply that what they advocate is precisely the opposite of what Hitler did: they seek the individual’s right to determine when and how to die, while the Nazis imposed death on their victims.

Members of many Christian **denominations** oppose active euthanasia on the ground that it violates the Sixth Commandment. “Thou shalt not kill.” Luke Gormally, a British authority on medical ethics, argues that, no matter how convincingly a patient may ask to die, the situation requires a decision as to whether the patient’s life is “worth living.”

That right is unlikely to get legal recognition any time in the near future. Even in the Netherlands, the proposals now before Parliament would restrict euthanasia to a small number of cases and would surround even those with elaborate safeguards.

New Words

euthanasia [ˌjuːθəˈneɪziə] *n.* 安乐死

terminally *adv.* 末尾, 一定时期地

simmer [ˈsɪmə] *vt.* 慢煮 *vi.* 煨, 炖, 内部混乱状态 *n.* 将沸腾的状态, 将沸腾的温度

decriminalize [diˈkrɪmənə, laɪz] *vt.* -izing 非刑事化

prominent [ˈprɒmɪnənt] *adj.* 卓越的, 显著的, 突出的

rational ['ræʃənl] *adj.* 理性的, 合理的, 推理的 *n.* [数] 有理数
 hospitalization [hɒspɪtəlaɪ'zeɪʃən] *n.* 医院收容, 住院治疗
 deliverance [dɪ'livərəns] *n.* 释放, 意见, 判决
 prosecutor ['prɒsɪkjʊ:tə] *n.* 检举人
 multiple sclerosis (医) 多发性硬化
 frequent ['fri:kwənt] *adj.* 时常发生的, 频繁的
 prestigious [ˌpres'ti:dʒəs] *adj.* 享有声望的, 声望很高的
 amendment [ə'mendmənt] *n.* 改善, 改正
 lenient ['li:njənt] *adj.* 宽大的, 仁慈的, 慈悲为怀的
 compassionate [kəm'pæʃənɪt] *adj.* 富于同情心的
 zealous ['zeləs] *adj.* 热心的
 legalize ['li:gəlaɪz] *vt.* 使得到法律认可, 公认, 使合法化
 condemned [kən'demnd] *adj.* 被责难的, 被宣告有罪的
 handicapped ['hændɪkæpt] *n.* 残疾人, 身体有缺陷的人 *adj.* 残废的
 purifying ['pjʊərɪfaɪɪŋ] 精制, 提纯, 净化, 精炼
 exterminate [ɪks'tə:mineɪt] *v.* 消除
 denomination [dɪˌnɒmɪ'neɪʃən] *n.* 命名

I. Reading Comprehension

- What is the attitude of the author to euthanasia?
 A. positive B. negative C. neutral D. not mentioned
- What does euthanasia mean?
 A. mercy killing B. a kind of disease C. murder D. killing
- When was the first meeting of Voluntary Euthanasia held?
 A. in 1978 B. in 1936 C. in 1973 D. in 1980
- In Paragraph 2, some people opposed to "mercy killing", because they believe _____.
 A. euthanasia is a kind of killing
 B. euthanasia is illegal
 C. people should uphold sacred principles of respect for life
 D. every human being should have the right to "die with dignity"
- According to the passage, which is true in the following sentences?
 A. While the support for euthanasia has grown rapidly throughout the decade, opposition has become weaker.
 B. More and more doctors and nurses in Britain, West Germany, Holland and elsewhere have already practiced it.
 C. Other European country has wrestled with the issue as has the Netherlands.
 D. Euthanasia is a crime everywhere in Western Europe.

II. Vocabulary Exercises

- She _____ when she couldn't answer the teacher's question.

- A. flushed B. flashed C. flared D. flickered
2. China was struck by unprecedentedly huge floods in the summer of 1998 but successfully avoided famine and is _____ diseases.
- A. consecutive B. dreadful C. attendant D. serious
3. The doctor _____ the difficult operation he had to perform.
- A. thought B. dwelt C. reflected D. contemplated
4. After the heavy rains, floods _____.
- A. preceded B. continued C. ensued D. retreated
5. The task assigned to him was extremely difficult, but he accepted it without a(n) _____.
- A. murmur B. discontent C. expression D. delay
6. The criminal was accused of robbing the bank because one of his shoes had been found in the _____ of the bank.
- A. neighborhood B. district C. environment D. proximity
7. The boys had to fasten a rope round the man and _____ him up the cliff.
- A. hoist B. elevate C. haul D. lift
8. Our TV licence will _____ next week, so we shall then need a new one.
- A. terminate B. end C. conclude D. expire
9. A loud noise _____ my attention from cooking and everything was burnt.
- A. attracted B. diverted C. caught D. divided
10. If you have your meal in a _____, you have to collect your food on a tray at the counter and carry it to a table and eat there without being served.
- A. restaurant B. dining-room C. hotel D. cafeteria
11. Nature had _____ her with the beauty of Helen of Troy and the tongue of a fishwife.
- A. given B. accorded C. endowed D. afforded
12. _____ measure is used to determine length.
- A. Linear B. Weight C. Capacity D. Volume
13. The intervention of the U. S. and its NATO allies in the internal affairs of Yugoslavia is a blunder of the first _____.
- A. rate B. class C. multitude D. magnitude
14. The enemy forces were frustrated in their attempt to seize our position; they were very likely to launch another attack. In the _____, our troops made efforts to fortify our position.
- A. course B. process C. gap D. interim
15. I would _____ it an honor if the minister came to see me.
- A. regard B. deem C. view D. take

III. Reading Practices

Passage One

Space is a dangerous place, not only because of meteors (流星) but also because of rays from the sun and other stars. The atmosphere again acts as our protective blanket on earth. Light gets

through, and this is essential for plants to make the food which we eat. Heat, too, makes our environment endurable. Various kinds of rays come through the air from outer space, but enormous quantities of radiation from the sun are screened off. As soon as men leave the atmosphere they are exposed to this radiation but their spacesuits or the walls of their spacecraft, if they are inside, do prevent a lot of radiation damage.

Radiation is the greatest known danger to explorers in space. The unit of radiation is called "rem". Scientists have reason to think that a man can put up with far more radiation than 0.1 rem without being damaged; the figure of 60 rems has been agreed on. The trouble is that it is extremely difficult to be sure about radiation damage—a person may feel perfectly well, but the cells of his or her sex organs may be damaged, and this will not be discovered until the birth of deformed (畸形) children or even grandchildren. Missions of the Apollo flights have had to cross belts of high radiation and, during the outward and return journeys, the Apollo crew accumulated a large amount of rems. So far, no dangerous amounts of radiation have been reported, but the Apollo missions have been quite short. We simply do not know yet how men are going to get on when they spend weeks and months outside the protection of the atmosphere, working in a space laboratory. Drugs might help to decrease the damage done by radiation, but no really effective ones have been found so far.

1. According to the first paragraph, the atmosphere is essential to man in that _____.
 - A. it protects him against the harmful rays from space
 - B. it provides sufficient light for plant growth
 - C. it supplies the heat necessary for human survival
 - D. it screens off the falling meteors
2. We know from the passage that _____.
 - A. exposure to even tiny amounts of radiation is fatal
 - B. the effect of exposure to radiation is slow in coming
 - C. radiation is avoidable in space exploration
 - D. astronauts in spacesuits needn't worry about radiation damage
3. The harm radiation has done to the Apollo crew members _____.
 - A. is insignificant
 - B. seems overestimated
 - C. is enormous
 - D. remains unknown
4. It can be inferred from the passage that _____.
 - A. the Apollo mission was very successful
 - B. protection from space radiation is no easy job
 - C. astronauts will have deformed children or grandchildren
 - D. radiation is not a threat to well-protected space explorers
5. The best title for this passage would be _____.

- A. The Atmosphere and Our Environment
- B. Research on Radiation
- C. Effects of Space Radiation
- D. Importance of Protection Against Radiation

Passage Two

Taste is such a subjective matter that we don't usually conduct preference tests for food. The most you can say about anyone's preference, is that it's one person's opinion. But because the two big cola (可乐饮料) companies—Coca-Cola and Pepsi Cola are marketed aggressively, we've wondered how big a role taste preference actually plays in brand loyalty. We set up a taste test that challenged people who identified themselves as either Coca-Cola or Pepsi fans: find your brand in a blind tasting.

We invited staff volunteers who had a strong liking for either Coca-Cola Classic or Pepsi, Diet (低糖的), Coke, or Diet Pepsi. These were People who thought they'd have no trouble telling their brand from the other brand.

We eventually located 19 regular cola drinkers and 27 diet cola drinkers. Then we fed them four unidentified samples of cola one at a time, regular colas for the one group diet versions for the other. We asked them to tell us whether each sample was Coke or Pepsi; then we analyzed the records statistically to compare the participants' choices with what mere guess-work could have accomplished.

Getting all four samples right was a tough test, but not too tough, we thought, for people who believed they could recognize their brand. In the end, only 7 out of 19 regular cola drinkers correctly identified their brand of choice in all four trials. The diet cola drinkers did a little worse—only 7 of 27 identified all four samples correctly.

While both groups did better than chance would predict, nearly half the participants in each group made the wrong choice two or more times. Two people got all four samples wrong. Overall, half the participants did about as well on the last round of tasting as on the first, fatigue, or taste burnout, was not a factor. Our preference test results suggest that only a few Pepsi participants and Coke fans may really be able to tell their favorite brand by taste and price.

6. According to the passage, the preference test was conducted in order to _____.

- A. find out the role taste preference plays in a person's drinking
- B. reveal which cola is more to the liking of the drinkers
- C. show that a person's opinion about taste is mere guess-work
- D. compare the ability of the participants in choosing their drinks

7. The statistics recorded in the preference tests show _____.

- A. Coca-Cola and Pepsi are people's two most favorite drinks
- B. there is not much difference in taste between Coca-Cola and Pepsi
- C. few people had trouble telling Coca-cola and Pepsi
- D. people's tastes differ from one another

8. It is implied in the first paragraph that _____.
A. the purpose of taste tests is to promote the sale of colas
B. the improvement of quality is the chief concern of the two cola companies
C. the competition between the two colas is very strong
D. blind tasting is necessary for identifying fans
9. The word "burnout" (Para. 5, Line 4) here refers to the state of _____.
A. being seriously burnt in the skin
B. being unable to burn for lack of fuel
C. being badly damaged by fire
D. being unable to function because of excessive use
10. The author's purpose in writing this passage is to _____.
A. show that taste preference is highly subjective
B. argue that taste testing is an important marketing strategy
C. emphasize that taste and price are closely related to each other
D. recommend that blind tasting be introduced in the quality control of colas

Part B

Educating Girls and Women: A Moral and Spiritual Imperative

By Sandra J. Beam

Close on the heels of the summer Women's Conference, The International Herald Tribune (September 15, 1995) published a commentary by Arneane M. Choksi, a World Bank vice president, in which he **unequivocally** wrote that, "women are the key to economic growth in developing countries," and, "No country can eradicate poverty if it ignores women." The idea is not a new one.

More than 80 years ago, in 1912, speaking before a group assembled in Boston, Massachusetts, a Persian sage said, "Woman must especially devote her energies and abilities toward the industrial and agricultural sciences seeking to assist mankind in that which is most needful. By this means she will **demonstrate** capability and ensure recognition of equality in the social and economic equation."

It was an admonition then; it is an urgent need today.

In that same year, the Persian had said, "...the education of women is of greater importance than the education of men, for they are the mothers of the race, and mothers rear the children." As the first teacher of her child, imagine the effect an uneducated woman has on future generations of her country. So the education of girls is key to the progress both materially and spiritually of human society, of Chinese society. But those words fell on deaf ears. As Choksi points out, even today in

the supposedly enlightened latter part of the 20th century , “a much greater share of education, health, and food **expenditures** worldwide go to boys than girls.” This begins a vicious cycle, leaving women disadvantaged for life. “The losers,” he notes “are not only the women but the entire society.”

Echoing the earlier words of Abdu’I-Baha Abbas, the aforementioned Persian, Chokis bullets three facts.

- Educated women have healthier children
- Educated women have fewer children
- Educated women have a profound impact on the status of women in their community.

Returns on education, notes Chokis, may take 15 to 20 years, but the “effect is real and tangible.” Governments, businesses, almost every arena of human **societal** organization, is unwilling to wait that long. But wait they must, if we are to have healthy societies. And attending to the education of girls and women must be a priority.

They must think of it as planting trees. A tree takes a generation to reach **maturity**.

Where can we begin in this effort?

First and foremost, girls must receive preference in education and health care, to make up for centuries of neglect. In a family where there is a girl and a boy, the girl, contrary to centuries of tradition and practice and in the face of widespread ignorance, must receive **preferential** treatment. Government policies must favor girls. This must begin now. A girl must be viewed as a national treasure of her country, and her health and wellbeing as key to national security. She must receive an excellent diet and a sterling education. She must be seen as the **repository** of the wisdom and scholarship of her country, and as the first to pass on the benefits of that knowledge to the next generation.

9

We now can be fairly certain from historical records that agriculture was an invention of women. Its current importance to the economy and well-being of any country goes without saying. In some provinces of China, the **participation** of women in agriculture today is as high as 80 percent. If women and men received the same education, according to a recent World Bank study, farm-specific yields would increase by from 7 to 22 percent. Thus for purely pragmatic reasons, it makes sense to educate women, especially rural women.

What more reason do we need?

Even taking a purely traditional approach, mothers need education more than do fathers, because a child’s life, his education, begins at his mother’s breast. If that mother is ignorant, it is her ignorance she bestows on her child. What could be worse for any country than this?

Clearly, it is time to shift our focus. It is time to value girls, to nurture them, to appreciate them, to educate them for the important roles they will play in society—beginning with their role as mother-educators, and then as leaders, taking their place alongside men “in the social and economic equation.”

New Words

- unequivocal [ˈʌniˈkwivəkəl] *adj.* 不含糊的
 demonstrate [ˈdɛmənstreɪt] *vt.* 示范, 证明, 论证 *vi.* 示威
 expenditure [ɪksˈpendɪtʃə, eks-] *n.* 支出, 花费
 societal [səˈsaɪətəl] *adj.* 社会的
 maturity [məˈtjʊərɪti] *n.* 成熟, 完备, (票据)到期, 成熟
 preferential [ˌprefəˈrenʃəl] *adj.* 先取的, 优先的, 特惠的
 repository [rɪˈpɒzɪtəri] *n.* 贮藏室, 智囊团, 知识库, 仓库
 participation [rɑːˈtɪsiˈpeɪʃən] *n.* 分享, 参与

I. Translate the Following Sentences

1. By this means she will demonstrate capability and ensure recognition of equality in the social and economic equation.
2. As the first teacher of her child, imagine the effect an uneducated woman has on future generations of her country.
3. This begins a vicious cycle, leaving women disadvantaged for life.
4. Attending to the education of girls and women must be a priority.
5. A girl must be viewed as a national treasure of her country, and her health and wellbeing as key to national security.

II. Vocabulary Exercises

1. She was a very industrious and _____ teacher with a creditable record at the Normal Training college.
 A. conscientious B. cautious C. ambitious D. trustful
2. I spent a(n) _____ afternoon staying in the school library; I collected a lot of information on the subject on which I was going to write the term paper.
 A. exhausting B. profitable C. demanding D. promising
3. This document is _____ unless it is officially stamped.
 A. illegal B. invaluable C. inefficient D. invalid
4. Scientists first _____ the idea of the atom bomb in the 1930s.
 A. imagined B. conceived C. considered D. acknowledged
5. A new express highway, which is under construction, _____ the big city.
 A. transcends B. bypasses C. crosses D. overtakes
6. American culture has been _____ by immigrants from all parts of the world.
 A. enriched B. enlightened C. enlarged D. enlivened
7. All things are interrelated and _____ with each other.
 A. intervene B. interfere C. interrupt D. interact

8. The roofs of traditional one-storey brick houses were paved with tiles _____ each other.
A. overlapping B. overrunning C. overriding D. overshadowing
9. Twenty years have _____ since our first meeting.
A. collapsed B. elapsed C. relapsed D. vanished
10. Kings and emperors without exception used to claim to rule by _____ right.
A. sacred B. inherent C. divine D. hereditary
11. It is _____ for me to take a nap after lunch each day.
A. common B. customary C. traditional d. practical
12. The volcano _____ lava and ashes.
A. issued B. ensued C. ejected D. injected
13. He has pointed out the dangers _____ in this type of nuclear power station.
A. interior B. inherent C. inside D. inner
14. There are a lot of hot springs in this part of the country. Some are incessant, some are _____.
A. discontiguous B. intermittent C. separate D. disconnected
15. This is a _____ watch. You can read the time in the dark night.
A. brilliant B. bright C. luminous D. transparent

III. Reading Practices

Passage One

The concept of "environment" is certainly difficult and may even be misunderstood; but we have no handy substitute. It seems simple enough to distinguish between the organism and the surrounding environment and to separate forces acting on an organism into those that are internal and biological and those that are external and environmental. But in actual practice this system breaks down in many ways, because the organism and the environment are constantly interacting so that the environment is modified by the organism and vice versa (反之亦然).

In the case of man, the difficulties with the environmental concept are even more complicated because we have to deal with man as an animal and with man as a bearer (持有者) of culture. If we look at man as an animal and try to analyze the environmental forces that are acting on the organism, we find that we have to deal with things like climate, soil, plants, and such-like factors common to all biological situations; but we also find, always, very important environmental influences that we can only class as "cultural", which modify the physical and biological factors. But man, as we know him, is always a bearer of culture; and if we study human culture, we find that it, in turn, is modified by the environmental factors of climate and geography. We thus easily get into great difficulties from the necessity of viewing culture, at one moments, as a part of the man and, at another moment, as a part of the environment.

1. Which of the following words can best describe the popular understanding of "environment" as the author sees it?
A. Elaborate B. Prejudiced C. Faultless D. Oversimplified