



英语教学节目丛书

王少如 高 路 主编

SPECIAL
ENGLISH

美国之音
授权出版



People in America & Economics Report

精英荟萃 · 经济纵横

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王少如 高路 主编

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藏书章

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ECONOMICS REPORT

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June 30, 2004

Shanghai World Publishing Corporation
1704, Tower B
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Shanghai, China

Dear Sirs:

Congratulations on publishing scripts of the Voice of America's Mandarin Service radio programs *Popular English* and *Words and Idioms*. I would like to express my most sincere thanks to the Shanghai World Publishing Corporation's cooperation with the Voice of America to put these two popular English-language teaching programs into print. As the standards of English teaching and learning rise in China, Chinese students' understanding of American slang and popular phrases is important to advance communication between our peoples, especially the younger generation.

Popular American and *Words and Idioms* are now broadcast by dozens of provincial and local radio stations across China. Listeners across China have requested scripts of the programs to enhance their study of English. VOA is proud to work with Shanghai World Publishing Corporation to assist the listeners of these programs to more effectively study and comprehend the English language as it is spoken in the United States.

I wish you and your readers the greatest success in learning to communicate effectively in American English.

Sincerely,

A handwritten signature in black ink, which appears to read 'David S. Jackson', is written over the typed name.

David S. Jackson
Director

前言

1620年11月,乘坐“五月花”号帆船远渡重洋的102个英国清教徒,历经66天的艰险漂泊,终于踏上了北美大陆。从此,来自欧洲的移民络绎不绝。他们在这块自由的土地上劳作生活,建立殖民地,后来又组成了独立的国家。星移斗转,沧海桑田,如今的美国已跃居世界列强之首。

作为一个移民国家,美国的语言就像它的人种一样,具有“大熔炉”的特点。美式英语兼收并蓄,除了继承原来英国英语的基本内容之外,又混杂了土著印第安人、非洲黑人和欧洲大陆国家的语言,且因地域辽阔而受到一些次文化社会阶层的影响。20世纪以来,随着现代美国的崛起,美式英语的应用已日益广泛。

美国之音(Voice of America, VOA)的英语教学节目,以其流行的美国语言、纯正的美式发音和丰富的教学内容,对中国广大的英语学习者、尤其是青年学生,产生着重要的影响,成为人们学习美式英语、练习听力和口语的有效途径。

奉献给读者的这套《VOA 英语教学节目丛书》,由 AA Culture & Publication Inc(美亚文化出版有限公司)特别策划,经 VOA 授权上海世界图书出版公司出版。

本丛书继《流行美语》和《美国习惯用语》之后,这次又推出 VOA 特别英语节目的学习用书和词汇手册共七种,以后还将陆续推出 VOA 的其他英语教学节目。

美国之音的特别英语节目(VOA Special English),以美国社会生活为题材,通过美国人的文化视野学习美式英语,不仅句子简练,基本词汇约1500余个,而且播送的语速约一分钟90个单词,比正常语速慢三分之

一,因此尤其适合中学生、大专院校低年级学生和广大英语初学者,既可用作英语泛读的课本,又可用作听力训练的教材。

目前,VOA 英语广播节目已是大学英语 4-6 级听力考试的重要内容之一。而这套 VOA 特别英语节目的学习用书,完全按照原节目的 12 个栏目分类,并选取今年最新播出的节目内容,配上 VOA 资深播音员朗读的 MP3 原声光盘,将成为广大 4-6 级应试者迅速提高 VOA 听力的阶梯。

为了便于中学英语程度的读者阅读和训练听力,这套 VOA 特别英语节目的学习用书除了配有《VOA 特别英语词汇手册》之外,又以 2003 年教育部制订的《普通高中英语课程标准(实验)》为依据,在其词汇表的基础上,适当地加注了一部分中文解释。各书所附 MP3 原声光盘,可以在电脑、MP3 和具有 MP3 功能的手机、DVD 等家用电器上播放学习。

本丛书在出版过程中,承蒙 VOA 台长 David Jackson 来函致贺,并得到 VOA 中文部主任 William Baum (彭慕仁)、中文部节目推广及因特网主任陈光、上海世界图书出版公司总经理冯国雄、副总编辑陆琦及何耀萍、王丹等诸位鼎力相助,在此一并致谢!

愿《VOA 英语教学节目丛书》成为读者学习美式英语的良师益友!

丛书编委会

2004 年 12 月

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PEOPLE IN AMERICA

1. *Mary Lyon*

Welcome to *People in America* in VOA Special English. Every week at this time, we tell the story of someone important in the history of the United States. Today, Steve Ember and Shirley Griffith tell about Mary Lyon. She was a leader in women's education in the nineteenth century.

During the nineteenth century, women's education was not considered important in the United States. Supporters of advanced education for women faced many problems.

States did require each town to provide a school for children, but teachers often were poorly prepared. Most young women were not able to continue on with their education in private schools. If they did, they often were not taught much except the French language, how to sew clothing, and music.

Mary Lyon felt that women's education was extremely important. Through her lifelong work for education she became one of the most famous women in nineteenth century America. She believed that women were teachers both in the home and in the classroom. And, she believed that

efforts to better educate young women also served God. If women were better educated, she felt, they could teach in local schools throughout the United States and in foreign countries.

Mary Lyon was born in Buckland, Massachusetts, in seventeen-ninety-seven. Her father died when she was five years old. For Mary, hard work was a way of life. But she later remembered with great pleasure her childhood years in the home where she was born. This is how she described what she could see from that house on a hill:

“The far-off mountains in all their grandeur¹, and the deep valleys, and widely extended plains, and more than all, that little village below, containing only a very few white houses, but more than those young eyes had ever seen.”



At the age of four, Mary began walking to the nearest school several kilometers away. Later, she began spending three months at a time with friends and relatives so she could attend other area schools. She helped clean and cook to pay for her stay.

When Mary was thirteen, her mother re-married and moved to another town. Mary was left to care for her older brother who worked on the family farm. He paid her a dollar a week. She saved it to pay for her education. Mary's love of learning was so strong that she worked and saved her small amount of pay so she could go to school for another few months.

Mary began her first teaching job at a one-room local school teaching children for the summer. She was seventeen years old. She was paid

seventy-five cents a week. She also was given meals and a place to live.

Mary Lyon was not a very successful teacher at first. She did not have much control over her students. She always was ready to laugh with them. Yet she soon won their parents' respect with her skills.

When Mary Lyon was twenty years old, she began a long period of study and teaching. A new private school opened in the village of Ashfield, Massachusetts. It was called Sanderson Academy. Mary really wanted to attend. She sold book coverings she had made. And she used everything she had saved from her pay as a teacher. This was enough for her to begin attending Sanderson Academy.

At Sanderson, Mary began to study more difficult subjects. These included science, history and Latin. A friend who went to school with Mary wrote of her "gaining knowledge by handfuls". It is said that Mary memorized a complete book about the Latin language in three days. Mary later wrote it was at Sanderson that she received the base of her education.

After a year at Sanderson Academy, Mary decided that her handwriting was not good enough to be read clearly. She was a twenty-one-year-old woman. But she went to the local public school and sat among the children so she could learn better writing skills.

In eighteen-twenty-one, Mary Lyon went to another private school where she was taught by Reverend Joseph Emerson. Mary said he talked to women "as if they had brains". She praised his equal treatment of men and women when it came to educating them.

Three years later, Mary Lyon opened a school for young women in the village of Buckland. She called it the Buckland Female Seminary. Classes were held in a room on the third floor of a house.

Mary's students praised her teaching. She proposed² new ways of teaching, including holding discussion groups where students exchange ideas.

Mary said it was while teaching at Buckland that she first thought of founding a private school open to daughters of farmers and skilled workers. She wanted education, not profits, to be the most important thing about the school. At that time, schools of higher learning usually were supported by people interested in profits from their investment.

In eighteen-twenty-eight, Mary became sick with typhoid³ fever. When her health improved, she decided to leave Buckland, the school she had started. She joined a close friend, Zilpah Grant, who had begun another private school, Ipswich Female Seminary.

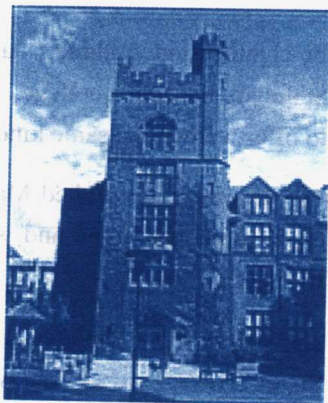
At Ipswich, Mary taught and was responsible for one-hundred-thirty students. It was one of the best schools at the time. But it lacked financial support. Mary said the lack of support was because of "good men's fear of greatness in women". Zilpah Grant and Mary Lyon urged that Ipswich be provided buildings so that the school might become permanent. However, their appeal failed.

Mary resigned from Ipswich. She helped to organize another private school for women, Wheaton Female Seminary in Norton, Massachusetts. It opened in eighteen-thirty-five.

She also began to raise money for her dream of a permanent, non-profit school for the higher education of women. This school would own its own property. It would be guided by an independent group of directors. Its finances would be the responsibility of the directors, not of investors seeking profit. The school would not depend on any one person to continue. And, the students would share in cleaning and cooking to keep

costs down.

Mary Lyon got a committee of advisers to help her in planning and building the school. She collected the first thousand dollars for the school from women in and around the town of Ipswich. At one point, she even lent the committee some of her own money. She did not earn any money until she became head of the new school.



Clapp Laboratory
at Mount Holyoke College

Mary Lyon opened Mount Holyoke Seminary for Women in eighteen-thirty-seven. It was in the town of South Hadley, Massachusetts. She had raised more than twelve-thousand dollars. It was enough to build a five-story building.

Four teachers and the first class of eighty young women lived and studied in the building when the school opened. By the next year, the number of students had increased to one-hundred-sixteen. Mary knew the importance of what had been established — the first independent school for the higher education of women.

The school continued to grow. More students began to attend. The size of the building was increased. And, all of the students were required to study for four years instead of three.

Mary Lyon was head of the school for almost twelve years. She died in eighteen-forty-nine. She was fifty-two years old.

She left behind a school of higher education for women. It had no debt. And it had support for the future provided by thousands of dollars in gifts.

In eighteen-ninety-three, under a state law, Mount Holyoke Female Seminary became a college. Mount Holyoke College was the first college to offer women the same kind of education as was offered to men.

People who have studied Mary Lyon say she was not fighting a battle of equality between men and women. Yet she knew she wanted more for women.

Her efforts led to the spread of higher education for women in the United States. Historians say she was the strongest influence on the education of American young people during the middle of the nineteenth century. Her influence lasted as the many students from Mary Lyon's schools went out to teach others.

Note

1. grandeur: 庄严, 伟大
2. propose: 提议, 建议
3. typhoid: 伤寒



2. Harriet Tubman

I'm Shirley Griffith.

And I'm Ray Freeman with the Special English program, *People In America*. Every week we tell the story of someone important in the history of the United States. Today we tell about Harriet Tubman, an African American woman who fought slavery and oppression.

Historians say Harriet Tubman was born in the year eighteen-twenty. Nobody really knows. In the United States in the nineteenth century the birth of slaves was not recorded.

We do know that Harriet Tubman was one of the bravest women ever born in the United States. She helped hundreds of people escape from slavery on the Underground Railroad. This was a system that helped slaves escape from the South to states where slavery was banned.

Because of her work on the Underground Railroad, Harriet Tubman was called Moses. In the Bible, Moses was the leader of the Jewish people enslaved in Egypt. He brought his people out of slavery to the promised land. Harriet Tubman died in nineteen-thirteen. All her life, she always tried to improve life for African Americans.

From a very early age, Harriet knew how slaves suffered. Her parents were slaves. They belonged to Edward Brodas, a farmer in the middle Atlantic

state of Maryland. Harriet's parents tried to protect her and their ten other children as much as they could. There was little they could do, however. Slaves were treated like animals. They could be sold at any time. Families often were separated. Slave children were not permitted to act like children. By the time Harriet was three years old, Mister Brodas ordered her to carry notes from him to other farmers. Some of these farmers lived as far as fifteen kilometers away. Harriet was punished if she stopped to rest or play.



When Harriet was six years old, the Brodas family sent her to work for another family who lived near their farm. While there, Harriet was infected with the disease measles¹. Even though she was sick, she was forced to place and remove animal traps in an icy river. She was sent home when she became dangerously ill. Harriet's mother took very good care of her. The child survived. Then she was sent to work in the Brodas's house. Her owners never gave her enough to eat. One day she

was working in the kitchen. She was looking at a piece of sugar in a silver container when Missus Brodas saw her. Harriet ran away in fear. She was caught and beaten very severely. Her owners decided that Harriet never would make a good worker in the house. She was sent to the fields.

Harriet's parents were sad. They worked in the fields and they knew how difficult it was to survive the hard work. But working outside made Harriet's body strong. And she began to learn things from the other slaves.