

根据最新《大学英语教学指南》编写

总 主 编 向明友  
系列主编 崔校平

# New Voyage

## 新起航大学英语

### College English



主 编 李 岚 唐敬伟

阅 读  
Reading

# 3



上海交通大学出版社  
SHANGHAI JIAO TONG UNIVERSITY PRESS

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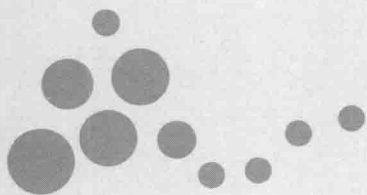
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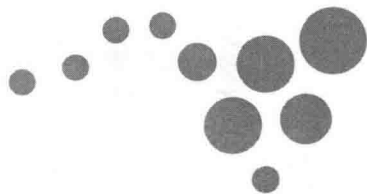
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# PREFACE 总序

自 20 世纪五六十年代我国开启大学英语教学以来,出于社会不同发展阶段的不同需求,受制于不同的客观实际,基于不同人的不同理解,就大学英语教什么、教多少、如何教的问题,从教育主管部门到学界一直存在不同的声音。反映在大学英语教材建设上,文革前有《文科英语》《理科英语》和《高等工业学校英语》的三足鼎立;从文革结束到 20 世纪 80 年代中叶仍然延用《英语》(供理科用)、《英语》(高等学校文科非英语专业教材)及《英语》(供工科用)的三足模式;伴随 1985 年和 1986 年分别供理工科和文理科使用的两份《大学英语教学大纲》的先后颁布,《大学英语》《大学核心英语》《新英语教程》及《现代英语》等教材应运而生;随着 1999 年大学外语教学指导委员会对理工科和文理科两份《大学英语教学大纲》的修订、合并完毕,尤其是 2007 年《大学英语课程教学要求》的问世,国内《新编大学英语》《21 世纪大学英语》《全新版大学英语》《新视野大学英语》《现代大学英语》《新世纪大学英语》等教材如雨后春笋般涌现。群雄并起的大学英语教材编写战可谓一路硝烟。如今,大学英语的内涵已不再是一门大学英语课所能包含的,其工具性和人文性的双重特质不断得以彰显;其作为我国高等学校人文教育一部分的功能已为大家所认知;其量大面广的优势已成为不争的事实。致力于指导和规范我国大学英语教学的《大学英语教学指南》(简称《指南》)即将面世。《指南》呼吁构建“服务于学校办学目标、院系人才培养目标和学生个性化发展需求”的新的大学英语课程体系,倡导“can do”理念,提出“基础”、“提高”和“发展”三级教学目标,推荐“通用英语”、“专门用途英语”和“跨文化交际”三大教学内容。修正旧问题,应对新要求,建设服务于新的大学英语课程体系的新教材已成为我国大学英语教育工作者无法回避的重要使命。因应这一新的形势,在上海交通大学出版社的推动下,我们策划出版《新起航大学英语》系列教材。该系列教材由《读写教程》《泛读教程》和《听说教程》等三套主干教材和一套《阅读》辅助教材构成,每套教材分别包括四个分册。

我们认为,英语更多是学生学出来的,不完全是教师教出来的。学好英语的关键是学生的内生动力,而非单靠教师的课堂操劳。在英语学习过程中,教师仅发挥组织教学、引导学习的教练作用。一套好的教材对帮助教师组织课堂,激发学生学习积极性、主体

性有着不可替代的作用。依循英语学习规律,编写一套力求简单、明了,突显趣味性、科学性、思辨性和时代性的大学英语教材,既能激发学生的内生动力,又能满足大学英语教学新内涵的要求。

《新起航大学英语》系列教材中的《读写教程》《听说教程》和《泛读教程》等三套主干教材撇开应试干扰,着重培养学生的英语应用能力。《阅读》辅助教材旨在巩固学生英语知识的同时,引导学生熟悉和适应国家级英语水平考试。本系列教材参照《大学英语教学指南》“基础”和“提高”阶段的教学目标要求,按每周4个学时设计。

《读写教程》在系统讲解英语构词、语法、修辞、文体知识的基础上,着重训练学生“读”、“写”能力,兼顾“说”的能力,并适时导入跨文化交际、学业英语及批判思维元素。

《听说教程》为引进改编教材,旨在培养学生英语“听”、“说”能力,兼顾“写”的能力。教材在保留原版教材生动鲜活语料的基础上,通过改编使之契合整套系列的理念、定位和目标。

《泛读教程》旨在培养学生良好的阅读习惯和有效的阅读技巧,在重点提升学生阅读能力,兼顾“说”、“写”训练的同时,扩大学生知识面,补充学生学习和工作所需的专门用途英语知识,课文选题涵盖自然科学、社会科学、人文素养及工程技术等五十余个学科。

《阅读》作为教辅,既是《读写教程》的延伸补充,又是对国家级英语水平考试的训练。本教辅围绕《读写教程》的单元主题设计阅读题目,题型向国家级考试靠拢,同时体现《大学英语教学指南》的要求与精神。

本套教材具有定位明确、目标清晰、手段具体、可操作性强等特点。我们按照不同规格高校人才培养的不同需求,把本套教材的服务对象明确定位为非“985”院校的非英语专业学生。三套主干教材遵照《大学英语教学指南》有关“基础”和“提高”阶段大学英语教学要求,以“can do”为目标,训练学生用英语交流和思辨,增强学生跨文化交际意识和交际能力,培养学生批判思维能力,提升学生综合文化素养,丰富学生专门用

途英语知识,倡导并向学生输入正确价值观,鼓励学生不仅学会用英语讲述西洋风情,还要会用英语介绍中国故事,可谓目标清晰;本系列教材启用听、说、读、背、咏、辩、写等多种训练手段,多管齐下,多模态综合,操练手段十分具体;本系列教材以《读写教程》为龙头,以《听说教程》和《泛读教程》为主体,形成教材主干,集知识、素养、能力提升于一体,着力增强学生英语应用能力、思辨能力和跨文化交际能力,把《阅读》列为辅助教材,引导学生掌握国家级考试的相关要求,这样既务实,又可操作。

针对教材服务对象的客观实际,我们综合参照高中英语选修1课程要求和“Collins Co-build”基础词表,核准本教材的起点词汇,不追求英语词汇量的盲目扩大,也不赶长难句的时髦,注重新知识的系统循序导入,严把词汇及知识点的重现率,让学生能够温故知新,以简单、有趣和省力来激发学生学习英语的内生动力。

感谢本套教材的全体主创人员,正是得益于大家的共同努力,本套教材才能够按计划如期面世。上海交通大学出版社领导对这套大学英语系列教材的出版提供了可贵支持,我向他们致以最真挚的敬意!

向明友

2016年3月于北京



# INTRODUCTION 编写说明

随着我国经济的快速发展和大学英语教学改革的不深入,大学英语教学水平及大学生的英语综合应用能力在不断提高。英语阅读既是我国大多数英语学习者的学习目的,又是其学习手段。可以说,英语阅读能力的培养是进一步提高听、说、写、译能力的基础,因此,培养英语学习者的阅读能力非常重要。

《新起航大学英语阅读》根据新的《大学英语教学指南》,在参考国内外多种英语阅读教材及阅读方法的基础上,由多年从事大学英语教学的教师,针对我国大学生目前的整体英语水平和实际英语能力编写而成。本教程共分4册,每册8个单元,每个单元由三部分构成。第一部分为长篇阅读(2篇),第二部分为短篇阅读(含完形填空1篇,深度阅读4篇),第三部分为“英语话中国”。本教程的主要特点是:①选材广泛:内容涉及社会、文化、科技、教育、人文、环境、生态等各个学科领域;②选材真实、地道,趣味性强:教程在选材上注重语言的真实性和规范性,题材以反映现实生活为主。大多数材料选自英美国家近期出版物,内容新颖,语言地道,趣味性强;③练习丰富,启发思维:练习的编写融快速阅读、深度阅读及词汇练习等多种有效阅读方法为一体,突出批判性思维能力的培养;④注重中华文化的传播:每个单元设有“英语话中国”栏目,旨在让学生用英语学习中华文化,了解中国的政策和建设成果,培养他们对外传播中华文化的能力。

本教程的编写既考虑到目前我国英语教学的实际情况,又适应大学英语教学改革的趋势,编写目的明确,内容丰富,练习得当,可以满足不同层次、不同模式的英语教学需要,尤其适合大学生参加四、六级英语考试训练阅读能力使用。

由于时间仓促及作者水平所限,不当之处在所难免,还望广大读者批评指正。

编者

2016年3月



# CONTENTS

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<b>Unit 1</b>	<b>Culture Matters</b>	<b>1</b>
	Part I Long Passages	2
	Part II Short Passages	8
	Part III Read China in English	16
<b>Unit 2</b>	<b>Innovation</b>	<b>19</b>
	Part I Long Passages	20
	Part II Short Passages	27
	Part III Read China in English	34
<b>Unit 3</b>	<b>The Role of Practice</b>	<b>38</b>
	Part I Long Passages	39
	Part II Short Passages	46
	Part III Read China in English	53
<b>Unit 4</b>	<b>Home Ownership — Is It a Dream?</b>	<b>56</b>
	Part I Long Passages	57
	Part II Short Passages	63
	Part III Read China in English	71

# CONTENTS

---

<b>Unit 5</b>	<b>Observing Others</b>	<b>74</b>
	Part I Long Passages	75
	Part II Short Passages	82
	Part III Read China in English	90
<b>Unit 6</b>	<b>Love Is a Fallacy</b>	<b>94</b>
	Part I Long Passages	95
	Part II Short Passages	100
	Part III Read China in English	107
<b>Unit 7</b>	<b>Controversies in Education</b>	<b>111</b>
	Part I Long Passages	112
	Part II Short Passages	119
	Part III Read China in English	127
<b>Unit 8</b>	<b>Discrimination: Racial and Sexual</b>	<b>129</b>
	Part I Long Passages	130
	Part II Short Passages	137
	Part III Read China in English	145
	<b>Keys</b>	<b>148</b>

# Unit 1

## Culture Matters



## Part I Long Passages

### Passage One

#### Globalization and Its Effect on Cultural Diversity

*Svetlana Gibson*

- A** The discussion regarding the effects of globalization on cultural diversity is a challenging debate. The advancement of technology dissolves international boundaries and opens cultures to a whole new stage, enabling globalization to occur. Globalization can be an empowering unity. It can interconnect the world, support economic development, provide information availability and assist in developing a global village. Globalization provides both negative and positive influences on cultural diversity which can have far reaching impacts.
- B** Due to the widespread access to cultures, a much wider audience than ever before has a gateway to see, hear and experience phenomena that were never accessible previously. There are a number of negative impacts globalization has had on cultural diversity, including the influence multinational corporations have on promoting a consumer culture, exploitation of workers and markets and influencing social values. This increased availability of commercial media and products can “drown out” local cultural influences.
- C** Loss of individualism and group identity will occur when globalization encourages a “Western ideal of individualism”. This promotes a similar set of values and beliefs. The adoption of Western Culture and ideologies is seen as many computer-mediated technologies are developed, marketed and processed via western markets. The dominant population and culture of the day determine the next greatest technology along with the next commercialized tool that will be offered up to the masses and longed for by those who are at arm’s reach of financially obtaining these devices. Kanuka (2008) also cites that e-learning technologies makes colonization everlasting by designing curriculum that imitates the cognitive ( 认知的 ) styles of the dominant culture. Not having access to technologies

that are present in the classroom, combined with an education system adapted to the dominant society can be a vital combination for non-dominant cultures. The present education, legal and power structures reflect western ideas and philosophies. These western ideas are easily assimilated into other cultures and serve as typical examples with far reaching effects. There is an assumption that the values and ideologies of the “Global North” will provide a suitable framework for the new knowledge economies of the developing “Global South” (Youngman, 2000).

**D** Globalization allows further colonization which impacts intellectual property (知识产权) and cultural rights. Global access to information has opened the gateway to acquiring cultural property and information. Many view that ‘if it is out there it is free for the taking’, which includes cultural signs, songs, dance, religious ceremonies and so on. These symbols of a culture are viewed as a living heritage and are an integral part of identity. Using images, reselling them and mis-representing these rights are considered property theft and a hateful crime against communities. It is difficult to monitor or control what is out on the Internet and therefore difficult to prevent and prosecute (控告) appropriately.

**E** The technological global mecca (圣地) can be empowering for various cultures as it allows self-representation and information sharing on a whole new level. Technology provides a medium where description of images and portrayals of self-identity can provide the means in which common sense can be established. Global media centers allow cultures a distinctive voice to promote awareness and provide public knowledge and understanding of their stories and identities. It also allows for the communication of their relevant accounts and remarks on issues that are important in preserving the culture and knowledge acquisition of cultural ways—allowing them to retain their diversity. Being in charge of their own media production companies allows control of their artifacts, signs and symbols that are regarded as cultural property. When cultures are in control of their own public images they are better equipped to manage and represent their images appropriately without misrepresentation.

**F** Instead of destroying some cultures, as others predicted, mass media assists in the refreshing, revitalizing and restoring of cultural preservation of nations. Technology can be used to preserve language, customs and culture. Technology allows for self-representation and preservation of personal and collective identity by providing autonomy (自治权) and empowerment. Global technology has provided the opportunity to redefine collective identity along with identifying a place for distinctive cultures. Global social, political and economic networks, combined with common goals, will no doubt enable the emerging empowerment among cultural peoples. This is far more advantageous than individual communities or groups coming forward to raise global or local concerns.

**G** Global positioning of cultural groups allows social and political power that has previously not been seen. Example 1: Middle East and North Africa empowerment of civil society networks that were developed through the availability of technology, have afforded the possibility to overcome political and geographical boundaries resulting in international support for democracy, health, environment and development issues. Example 2: The recent Tunisia (突尼斯) Revolution. Example 3: The recent Egypt Revolution. A major part of these revolutions can be attributed to social networking and information exchanges made possible by networking platforms like Facebook and Twitter. These methods provide information sharing on a whole new level.

**H** Utilizing global networking provides the opportunity to problem-solve and strategize with other cultures that are experiencing similar challenges in adapting to technological change. It can become a platform to mobilize ideas, viewpoints, campaigns and strategies to protect and cultivate interests and gain political power. Global technology can become a stage for public support and public awareness leading to public acceptance. Relationships are a key component of communities and communication technology thereby provides the ability to cultivate and strengthen relationships over the miles, creating what is commonly known as a global village. These efforts allow cultures to remain untouched.

**I** Global awareness provides many benefits, including public focus on government policies, access to education, living conditions, and injustices, which promotes economic pressure from foreign countries to promote national change. Cultural awareness leads to empathy (共鸣), understanding and tolerance, while global markets can lead to employment, economic and educational opportunities. The positive side of this discussion recognizes that in the history of mankind, there have been many periods of time when greater communication between cultures has lead to a flowering of creativity. Periclean Athens and Renaissance Italy are cited as prime examples. Diversity has become valued internationally, and is promoted through international organizations. (1023 words)



**Directions:** Each of the following statements contains information given in one of the paragraphs in the passage above. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

- \_\_\_\_\_ 1. Globalization has a lot of negative influence on societal values.
- \_\_\_\_\_ 2. Global access to information will possibly damage some cultural heritages, which is difficult to supervise.

- \_\_\_\_\_ 3. Networks like Facebook and Twitter can make some revolutions possible.
- \_\_\_\_\_ 4. An overview of the history of mankind demonstrates us that globalization has many benefits in various aspects, including politics, economics and cultures.
- \_\_\_\_\_ 5. The improvement of technology can contribute to the formation of globalization.
- \_\_\_\_\_ 6. When technologies based on computer are widely used through western markets in global environment, the Western Culture and ideologies will be adopted.
- \_\_\_\_\_ 7. Technological globalization can provide various cultures the opportunity to represent their images, stories and identities appropriately.
- \_\_\_\_\_ 8. Global networking plays an important role in problem-solving and puts forward some suggestions to other cultures suffering similar difficulties.
- \_\_\_\_\_ 9. In Kanuka's opinion, people will follow the cognitive styles of the dominant culture since e-learning technologies strengthen colonization.
- \_\_\_\_\_ 10. Mass media can help to refresh and renew cultural preservation of nations, such as language, customs and culture.

## Passage Two

### Can You Survive Reverse Culture Shock?

*Amanda Kendle*

**A** Everybody knows about experiencing culture shock when you visit a country with different customs, cuisine or language. But sometimes the worst culture shock of all comes when you return home. Reverse culture shock is the name people give to that feeling of not fitting in to your home country, and you're especially at risk of it if you return home after living abroad for an extended time. The best way to beat reverse culture shock is to be aware of how it might strike. Here are a few of the experiences you could expect to have once you return home.

**B** Really, you'll be surprised how few people show even the slightest bit of interest in the life-changing trip or period abroad you've just returned from. If you're the kind of person who loves to



travel a lot, you might have trouble understanding this, because you're probably the exception to the rule. I'm the exception who always asks to see everybody's holiday photographs and get the rundown on the kinds of places they stayed in and any interesting people they met.

**C** Basically, until someone asks, just keep your exciting experiences to yourself. You might be lucky enough to have a like-minded friend or two, or a mother like mine who would be interested in my experiences no matter what they were — take advantage of these people and share some of the interesting tales you have with them, but be careful not to overload them. You might need them to still be listening when you return from your next big overseas tour. And a necessary result to this: don't take it personally when people you know and care for have no idea what you've been doing all this time.

**D** Once you've drunk your favorite coffee again or visited the best CD shop in your neighborhood, the routine normality of home could hit you hard. While you were living or traveling abroad, even ordinary everyday tasks might have seemed a bit more exotic or interesting, but at home, going to the supermarket is not a place where you'll find a dozen new foods. And if home is a place you lived most of your life, you probably won't find any incredible historic attractions that you don't know about, either.

**E** Every time I've returned from long periods abroad in countries where I didn't speak the language well, one thing that really hit me is how tedious it is to hear everyday conversations in a language you understand well. Hearing people discuss how long it takes to get to the next bus stop or complaining about their partner not putting the toilet seat down sounds a whole lot more interesting in a foreign language.

**F** It's a pretty common thread that people who have spent an extended time abroad tend to come home with some new opinions. Usually — hopefully — these come along with a big dose of open-mindedness and a heightened interest in other cultures. But for your friends or colleagues who haven't left your homeland, these kinds of issues just won't have the priority that they do for you. Take this as an example. On a short trip back home in between jobs on different continents, someone I knew asked me: "How do you be friends with somebody who doesn't speak English as a first language?" They already had trouble grasping how I could teach English to Japanese people when I couldn't speak their language, but when I told them that people like these had become good friends of mine, their understanding completely failed them.

**G** Be careful not to drop your travel tales into too many conversations. After traveling pretty widely, I know I'm guilty of this at times, and there is a clear reaction from some people if I begin a

story with “When I was on the Trans-Siberian ...”, which seems like one of jealousy. Not everybody has the same opportunity as you to travel abroad, but they might want to — so be sensitive about who you discuss your experiences with.

**H** I’d lived in Europe and Asia for six years and taken probably a dozen short trips a year to different countries and regions. In Europe, budget airlines made it affordable to literally fly to Paris for the weekend. When I returned to Perth, the most isolated city on earth, getting away to see something different became much more difficult, and a whole lot more expensive. Just as I was feeling the most depressed about being back home, my best friend in Germany rang up to ask advice on how she should celebrate her upcoming big birthday. “I’m trying to decide between going to New York or renting a house in Tuscany.” I knew she was serious and that from her base in Germany, where I used to live too, these ideas didn’t sound at all exotic. But from here in the bottom corner of the southern hemisphere they sounded sky high impossible. In case you’re interested, she chose Tuscany.

**I** My reverse culture shock was so bad on visiting home while I lived overseas that I wondered if I could ever return to Australia. Eventually, I met and married a German who convinced me that we should give it a go. And it’s turned out fine, but not without some reverse culture shock. For me, the best way to deal with all of these problems is to ensure the world around me is both multicultural and supportive. I’ve gone out of my way to make friends with people who speak the languages I’ve picked up, or who have had similar experiences living abroad. That makes all the rest of the crazy reactions and fears of normality decline enough for me to deal with life happily. So far. But I’m still eager to get away again. ( 1031 words )



**Directions:** Each of the following statements contains information given in one of the paragraphs in the passage above. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

- \_\_\_\_\_ 1. Making your interesting experiences public is not suggested unless you’re asked.
- \_\_\_\_\_ 2. The same topics would be appealing in a foreign language while boring to hear at home.
- \_\_\_\_\_ 3. In Europe, it’s inexpensive to take a plane.