



普通高等教育“十二五”规划教材

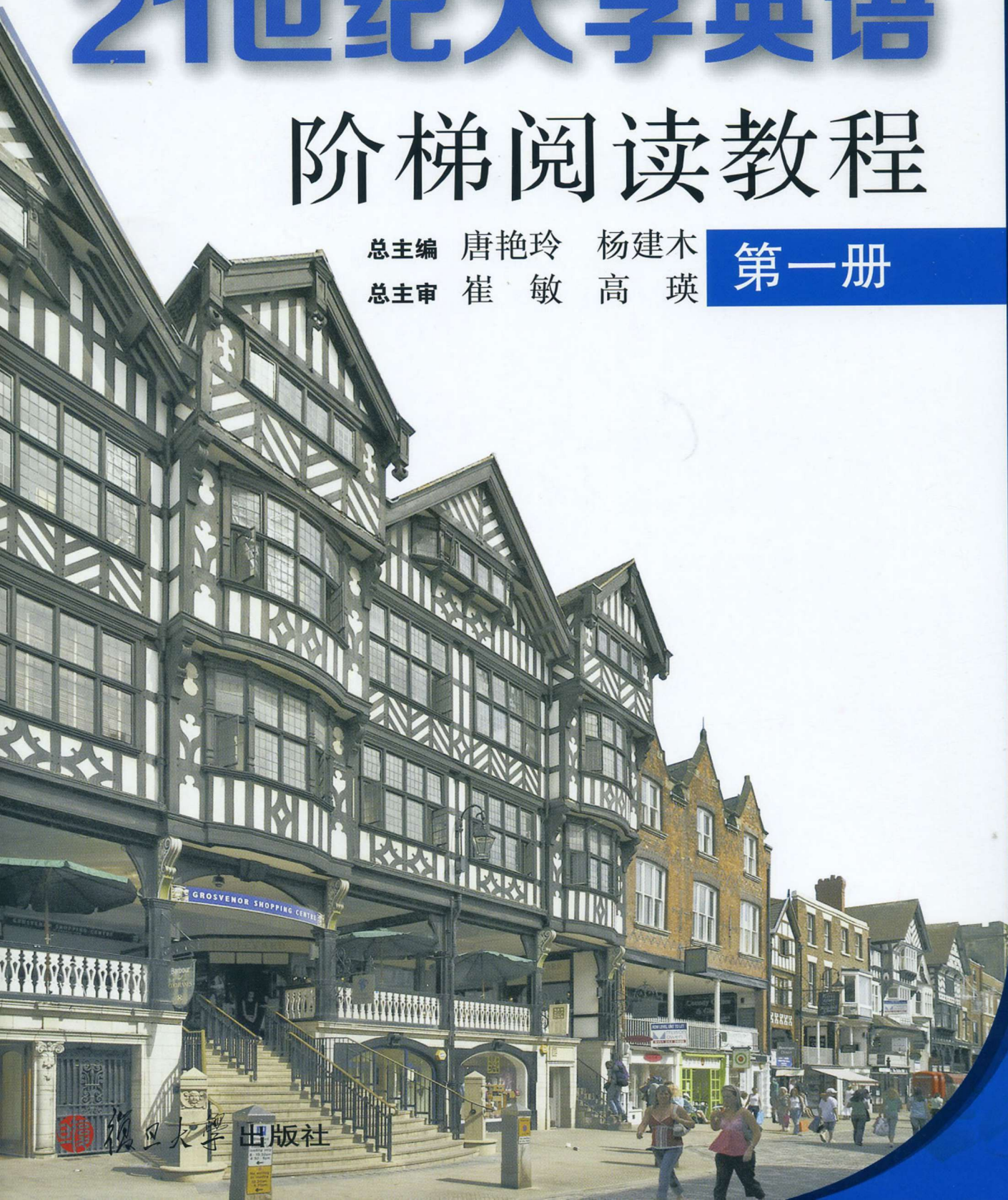
21st Century College English

21世纪大学英语

阶梯阅读教程

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第一册



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前 言

《21 世纪大学英语阶梯阅读教程》共四册,每学期一册,每册由十个单元组成,每个单元包含四篇文章。

《21 世纪大学英语阶梯阅读教程》选文短小精悍,内容生动有趣,语言流畅。每次使用前,先将材料准备好,可放在上课前,作为课程的“开篇”;也可放在课程中间,作为活跃课堂气氛的一种教学手段;更可于某课堂结束前使用,作为这堂课结束时的一个“小高潮”。

新颁布的修订版《大学英语课程教学基本要求》、《英语四、六级考试大纲》及近两年的大学英语四、六级考试,都对大学生的英语快速阅读能力提出了进一步的明确要求。所以,根据形势有必要编写一套着眼于强化快速阅读的教材,努力提高学生阅读速度及切实增强学生快速获取信息的能力。

本教程每篇选文均配有多项选择题和填词题,测试学生对课文的理解能力。快速阅读主要着眼于培养学生的阅读速度,强调在单位时间内快速获取所需信息的能力,因此,每篇材料均略浅于相应的综合英语教程的课文。建议每次使用两篇文章,在规定时间内阅读完毕,否则视为不合格。

本教程旨在培养学生正确的阅读习惯,提高学生的阅读能力和速度。为保证语言文字的规范化,课文全部选自英美原著,但有少量删改。选材力求多样性、知识性和趣味性。

《21 世纪大学英语阶梯阅读教程》第一册由白城师范学院刘凤侠任第一主编,编写第一到第二单元、前言和目录部分,长春工程学院那茗任第二主编,编写第三到第四单元和答案部分,郝玉英编写第五到第六单元,长春大学旅游学院崔莹莹编写第七到第八单元,于海宁编写第九到第十单元。本册主编各编写 6.5 万字,副主编各编写 2 万字。

在本书的编写过程中,我们参考了有关书籍,得到了多方支持,在此一并表示感谢。由于时间有限,在编写过程中难免有疏漏之处,恳请读者批评指教。

编 者

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Passage 1

A Good Menu

词数: 163

难度系数: 0.5

阅读和练习建议时间: 5 分钟

实际用时:

正确答题数记录:

Very few people were coming to eat at the White Rose Restaurant, and its owner did not know what to do. The price was reasonable and the food was of good quality, but nobody seemed to want to eat there.

Then he did something that changed all that, and in a few weeks his restaurant is always full of men with their lady friends. Whenever a gentleman came in with a lady, a smiling waiter gave each of them a menu. The menu looked exactly the same on the outside, but there was an important difference inside. The menu that the waiter gave to the man supplied the correct price for each dish and each bottle of wine. while the menu that he gave to the lady supplied a much higher price! So when the man calmly ordered dish after dish and wine after wine, the lady thought he was much more generous (慷慨) than he really was.

Directions:



Choose the most appropriate answer for each of the following questions.

1. Why didn't people come to the White Rose Restaurant to eat at first?

- A. Because the price was high.
 - B. Because the food was too cheap.
 - C. Because the food was not good.
 - D. The passage didn't mention.
2. According to the passage we can conclude that the people who eat at this restaurant are mostly _____.
- A. poor old people
 - B. rich young people
 - C. men with their girl friends
 - D. parents with their children
3. The difference between the two kinds of menu lies in _____.
- A. the color
 - B. the shape
 - C. the price
 - D. the food
4. According to the passage we can infer that when men with their girl friends eat at this restaurant, the food was paid _____.
- A. always by the ladies only
 - B. always by the men only
 - C. sometimes by the ladies
 - D. either by the men or by the ladies
5. According to the passage we can know that, generally speaking, _____.
- A. men are more generous than women
 - B. women are more generous than men
 - C. men like their lady friends to be generous
 - D. women like their man friends to be generous



Passage 2

Sound

词数: 251	难度系数: 0.5	阅读和练习建议时间: 5 分钟
实际用时:		
正确答题数记录:		

Under proper conditions, sound waves are reflected from a hillside or other such obstruction (障碍物). Sound travels at a speed of about one-fifth of a mile per second. If the hill is eleven hundred feet away, it takes two seconds for the sound to travel to the hill and back. Thus by measuring the time between a sound and its reflection the echo (回声), you can calculate (计算) the distance to an obstruction.

During World War II the British made a practical use of this rule to discover German planes on their way to bomb (轰炸) London long before the enemy was near the object. They used radio waves instead of sound waves, since radio waves can pass through fog and clouds. The outnumbered Royal Air Force (RAF) (皇家空军) always seemed to be lying in wait at the right time and the puzzled Germans never to be surprised. It was radio echoes more than anything else that won the Battle of Britain.

Since the radio waves were used to tell the direction in which to send the RAF planes and the distance to send them, the device (装置) was called radio directing and ranging, and from the first letters the word radar (雷达) was formed.



Directions:

Choose the most appropriate answer for each of the following questions.

1. Sound waves reflected from a hill can be used to calculate the _____.
 A. speed of sound
 B. time between a sound and its echo
 C. height of the hill
 D. distance to the hill

2. The British used radio waves because they _____.
 A. were more exact than sound waves
 B. could not be discovered
 C. could pass through fog and clouds
 D. were easier to use than sound waves

3. Practical use of radio waves brought about _____.
 A. new machines for planes
 B. a radio directing and ranging device
 C. new radio sets for RAF bombers
 D. a discovering device

4. Radar allowed British to be able to _____.
 A. discover German planes on their way to London
 B. direct the outnumbered RAF planes effectively
 C. kill German bomber pilots
 D. Both A and B.

5. The author of this passage mainly wanted to explain _____.
 A. exactly how radar worked
 B. why the British used radio waves in their device
 C. how radar (word and device) came into being
 D. how radar helped the British win the battle



Passage 3

Don't Be Afraid to Trust

词数: 476

难度系数: 0.6

阅读和练习建议时间: 6 分钟

实际用时:

正确答题数记录:

Directions:



Complete the following passage by choosing the proper words in the box.

A. violates	B. contract	C. fluently	D. deliberate	E. common
F. honor	G. arrested	H. stuck	I. lost	J. approached
K. casual	L. agreement	M. naturally	N. mutual	O. restrained

Last night I was driving from Harrisburg to Lewisburg, Pa., a distance of about eighty miles. It was late. I was late and if anyone asked me how fast I was driving, I'd have to plead the Fifth Amendment to avoid self-incrimination (自证其罪). Several times I got ____ 1 ____ behind a slow-moving truck on a narrow road with a solid white line on my left, and I was clenching my fists with impatience.

At one point along an open highway, I came to a crossroads with a traffic light. I was alone on the road by now, but as I ____ 2 ____ the light, it turned red and I braked to a halt. I looked left, right and behind me.

Nothing. Not a car, no suggestion of headlights, but there I sat, waiting for the light to change, the only human being for at least a mile in any direction.

I started wondering why I refused to run the light. I was not afraid of being ____ 3 ____, because there was obviously no cop around, and there certainly would have been no danger in going through it.

Much later that night, after I'd met with a group in Lewisburg and had climbed into bed near midnight, the question of why I'd stopped for that light came back to me. I think I stopped because it's part of a ____ 4 ____ we all have with each other. It's not only the law, but it's an arrangement we have, and we trust each other to ____ 5 ____ it: we don't go through red lights. Like most of us, I'm more apt to (有……的倾向) be ____ 6 ____ from doing something bad by the social convention that disapproves of it than by any law against it.

It's amazing that we ever trust each other to do the right thing, isn't it? And we do, too. Trust is our first inclination. We have to make a ____ 7 ____ decision to mistrust someone or to be suspicious. Those attitudes don't come ____ 8 ____ to us.

It's a damn good thing too, because the whole structure of our society depends on ____ 9 ____ trust, not distrust. This whole thing we have going for us would fall apart if we didn't trust each other most of the time. We trust each other in these matters, and when we don't do what we've promised, it's a deviation (背离) from the normal. It happens often that we don't act in good faith and in a trustworthy manner, but we still consider it unusual, and we're angry or disappointed with the person or organization that ____ 10 ____ the trust we have in them.



Passage 4

Small Schools Rising

词数: 1 043

难度系数: 0.8

阅读和练习建议时间: 10 分钟

实际用时:

正确答题数记录:

This year's list of the top 100 high schools shows that today, those with fewer students are flourishing.

Fifty years ago, they were the latest thing in educational reform: big, modern, suburban high schools with students counted in the thousands. As baby boomers (二战后婴儿潮时期出生的人) came of high-school age, big schools promised economic efficiency. A greater choice of courses, and, of course, better football teams. Only years later did we understand the trade-offs this involved: the creation of excessive bureaucracies (官僚机构), the difficulty of forging personal connections between teachers and students. SAT scores began dropping in 1963; today, on average, 30% of students do not complete high school in four years, a figure that rises to 50% in poor urban neighborhoods. While the emphasis on teaching to higher, test-driven standards as set in NO Child Left Behind resulted in significantly better performance in elementary (and some middle) schools, high schools for a variety of reasons seemed to have made little progress.

Size isn't everything, but it does matter, and the past decade has seen a noticeable countertrend toward smaller schools. This has been due, in part, to the Bill and Melinda Gates Foundation, which has invested \$1.8 billion in American high schools, helping to open about 1,000 small schools — most of them with about 400 kids each, with an average enrollment of only 150 per grade. About 500 more are on the drawing board. Districts all over the country are taking notice, along with mayors in cities like New York, Chicago and San Diego. The movement includes independent public charter schools, such as No. 1 BASIS in Tucson, with only 120 high-schoolers and 18 graduates this year. It embraces district-sanctioned magnet schools, such as the

Talented and Gifted School with 198 students, and the Science and Engineering Magnet, with 383, which share a building in Dallas, as well as the City Honors School in Buffalo, N. Y., which grew out of volunteer evening seminars for students. And it includes alternative schools with students selected by lottery (抽签), such as H-B Woodlawn in Arlington, Va. And most noticeable of all, there is the phenomenon of large urban and suburban high schools that have split up into smaller units of a few hundred, generally housed in the same grounds that once boasted thousands of students all marching to the same band.

Hillsdale High School in San Mateo, Calif., is one of those, ranking No. 423 — among the top 2% in the country — on Newsweek's annual ranking of America's top high schools. The success of small schools is apparent in the listings. Then years ago, when the first Newsweek list based on college-level test participation was published, only three of the top 100 schools had graduating Classes smaller than 100 students. This year there are 22. Nearly 250 schools on the full, Newsweek list of the top 5% of schools nationally had fewer than 200 graduates in 2007.

Although many of Hillsdale's students came from wealthy households, by the late 1990 average test scores were sliding and it had earned the unaffectionate nickname (绰号) "Hillsjail." Jeff Gilbert, a Hillsdale teacher who became principal last year, remembers sitting with other teachers watching students file out of a graduation ceremony and asking one another in astonishment, "How did that student graduate?"

So in 2003 Hillsdale remade itself into three "houses," romantically named Florence, Marrakech and Kyoto. Each of the 300 arriving ninth graders are randomly (随机地) assigned to one of the houses. Where they will keep the same four core subject teachers for two years, before moving on to another for 11th and 12th grades. The closeness this system cultivates is reinforced by the institution of "advisory" classes. Teachers meet with students in groups of 25, five mornings a week, for open ended discussions of everything from homework problems to bad Saturday-night dates. The advisers also meet with students privately and stay in touch with parents, so they are deeply invested in the students' success. "We're constantly talking about one another's advisers," says English teacher Chris Crockett. "If you hear that yours isn't doing well in math, or see them sitting outside the dean's office, it's like a personal failure." Along with the new structure came a more demanding academic program, the percentage of freshmen taking biology jumped from 17 to 95. "It was rough for some. But by senior year, two-thirds have moved up to physics," says Gilbert. "Our kids are coming to school in part because they know there are adults here who know them and care for them." But not all schools show advances after downsizing, and it remains to be seen whether smaller schools will be a cure-all solution.

The Newsweek list of top U.S. high schools was made this year, as in years past, according to a single metric, the proportion of students taking college-level exams. Over the years this system has come in for its share of criticism for its simplicity. But that is also its strength: it's easy for readers to understand, and to do the arithmetic for their own schools if they'd like.

Ranking schools is always controversial, and this year a group of 38 superintendents (地区教育主管) from five states wrote to ask that their schools be excluded from the calculation. "It is impossible to know which high schools are 'the best' in the nation," their letter read, in part. "Determining whether different

schools do or don't offer a high quality of education requires a look at many different measures, including students' overall academic accomplishments and their subsequent performance in college. And taking into consideration the unique needs of their communities."

In the end, the superintendents agreed to provide the data we sought, which is, after all, public information. There is, in our view, no real dispute here; we are all seeking the same thing, which is schools that better serve our children and our nation by encouraging students to tackle tough subjects under the guidance of gifted teachers. And if we keep working toward that goal, someday, perhaps a list won't be necessary.



Directions:

In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For questions 1–7, choose the best answer from the four choices marked A, B, C and D. For questions 8–10, complete the sentences with the information given in the passage.

1. Fifty years ago, big, modern, suburban high schools were established in the hope of _____.
 - A. ensuring no child is left behind
 - B. increasing economic efficiency
 - C. improving students' performance on SAT
 - D. providing good education for baby boomers

2. What happened as a result of setting up big schools?
 - A. Teachers' workload increased.
 - B. Students' performance declined.
 - C. Administration became centralized.
 - D. Students focused more on test scores.

3. What is said about the schools funded by the Bill and Melinda Gates foundation?
 - A. They are usually magnet schools.
 - B. They are often located in poor neighborhoods.
 - C. They are popular with high-achieving students.
 - D. They are mostly small in size.

4. What is most noticeable about the current trend in high school education?
 - A. Some large schools have split up into smaller ones.
 - B. A great variety of schools have sprung up in urban and suburban areas.
 - C. Many schools compete for the Bill and Melinda Gates Foundation Funds.
 - D. Students have to meet higher academic standards.
5. Newsweek ranked high schools according to _____.
 - A. their students' academic achievement
 - B. the number of their students admitted to college
 - C. the size and number of their graduating classes
 - D. their college-level test participation
6. What can we learn about Hillsdale's students in the late 1990s?
 - A. They were made to study hard like prisoners.
 - B. They called each other by unaffectionate nicknames.
 - C. Most of them did not have any sense of discipline.
 - D. Their school performance was getting worse.
7. According to Jeff Gilbert, the "advisory" classes at Hillsdale were set up so that students could _____.
 - A. tell their teachers what they did on weekends
 - B. experience a great deal of pleasure in learning
 - C. maintain closer relationships with their teachers
 - D. tackle the demanding biology and physics courses
8. _____ is still considered a strength of Newsweek's school ranking system in spite of the criticism it receives.
9. According to the 38 superintendents, to rank schools scientifically, it is necessary to use _____.
10. To better serve the children and our nation, schools encourage students to take _____.



Passage 1

Gorilla

词数: 169

难度系数: 0.5

阅读和练习建议时间: 5 分钟

实际用时:

正确答题数记录:

An ape has a larger brain than any animal except man, though it is much smaller than a man's brain. Apes all belong to the hot countries of the world — tropical Africa and Southeast Asia.

The gorilla is the largest of the apes. He is as tall as six feet when standing upright. Many people think that gorillas are very fierce. They are often described as standing upright like a man, beating their fists and roaring. In their home, in the forests of Central Africa, however, they are not at all like this. They are peaceful animals and never use their great strength unless attacked. Even then, they retreat if they can.

Gorillas have black faces and long, black, hairy coats. They feed during the day on plants and fruit. At night the old male often sleeps on the ground at the foot of a tree, while the others each make a sleeping platform in the tree bending the leafy branches. Besides this, gorillas climb trees very seldom.

Directions:



Choose the most appropriate answer for each of the following questions.

1. Apes live in _____.

- A. different parts of the world
 - B. the cold countries
 - C. South America and Africa
 - D. the countries of Africa and Southeast Asia
2. An ape's brain is _____.
- A. as large as a man's brain
 - B. a lot smaller than a man's brain
 - C. larger than that of any other animal including man
 - D. a lot larger than a man's brain
3. A gorilla is about six feet tall when he _____.
- A. stands on his legs
 - B. stand on his arms
 - C. roars
 - D. uses his great strength
4. All gorillas live on _____.
- A. vegetables
 - B. leaves and grass
 - C. plants and fruit
 - D. rice
5. During the night gorilla usually sleep in trees EXCEPT _____.
- A. the old female gorilla
 - B. the old male gorilla
 - C. the young gorillas up to six years old
 - D. the baby gorillas