

21世纪 大学英语

快速阅读 (第二版)

邹 申 等◎总主编

21st Century

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复旦大学出版社

COLLEGE ENGLISH

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COLLEGE EDUCATION

Passage 1

Universities Branch Out

Reading Time: 10 minutes



1. As never before in their long story, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantages. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

2. In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative (合作的) research programs to advance science for the benefit of all humanity.

3. Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.0 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing

borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

4. Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000 students participate in the Erasmus program each year, taking courses for credit in one of 2,000 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships (实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity and providing the financial resources to make it possible.

5. Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend videoconference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U.S. team.

6. As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and integrated circuit of the 1960s to the Internet infrastructure (基础设施) and application software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.

7. For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

8. American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for

international exchanges and foreign-language study is well below the levels of 40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U.K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

9. Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and — like immigrants throughout history — strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished (珍视) values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

(1013 words)

Your reading time: _____



Exercises

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

1. From the first paragraph we know that present-day universities have become _____.
 A. more and more research-oriented
 B. in-service training organizations
 C. more popularized than ever before
 D. a powerful force for global integration
2. Over the past three decades, the enrollment of overseas students has increased _____.
 A. by 2.5 million
 B. by 800,000
 C. at an annual rate of 3.0 percent
 D. at an annual rate of 8 percent

3. In the United States, how many of the newly hired professors in science and engineering are foreign-born?
A. 10% .
B. 20% .
C. 30% .
D. 38% .
4. How do Yale and Harvard prepare their undergraduates for global careers?
A. They organize a series of seminars on world economy.
B. They offer them various courses in international politics.
C. They arrange for them to participate in the Erasmus program.
D. They give them chances for international study or internship.
5. An example illustrating the general trend of universities' globalization is _____.
A. Yale's collaboration with Fudan University on genetic research
B. Yale's helping Chinese universities to launch research projects
C. Yale's student exchange program with European institutions
D. Yale's establishing branch campuses throughout the world
6. What do we learn about Silicon Valley from the passage?
A. It houses many companies spun off from MIT and Harvard.
B. It is known to be the birthplace of Microsoft Company.
C. It was intentionally created by Stanford University.
D. It is where the Internet infrastructure was built up.
7. What is said about the U.S. federal funding for research?
A. It has increased by 3 percent.
B. It has been unsteady for years.
C. It has been more than sufficient.
D. It doubled between 1998 and 2003.

Complete the following sentences with the information given in the passage.

8. The dramatic decline in the enrollment of foreign students in the U.S. after September 11 was caused by _____.
9. Many Americans fear that American competitiveness may be threatened by foreign students who will _____.
10. The policy of welcoming foreign students can benefit the U.S. in that the very best of them will stay and _____.

II. The following box contains a list of statements taken from the passage. Please rearrange them in the order they appear in the passage.

- A. American politicians fail to understand that the admission of foreign students can bring huge benefits for its national interest.
- B. The fear that foreign students may do harm to the United States is exaggerated and irrational.
- C. The financial support for research in the United States is unstable.
- D. The in-and-out flow of international students is on the rise.
- E. The opening of national borders makes universities a significant power for global integration.
- F. The way research is performed has been changed with outsourcing of some research projects.
- G. Universities are seeking international students and sending their own abroad.
- H. Universities are very supportive when their students want to take undergraduate courses in another country.
- I. University-based science is closely connected with industrialized application of new discoveries.

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COLLEGE EDUCATION

Passage 2

What Good Is a College Education Anyway?

By Katharine Hansan

Reading Time: 11½ minutes



1. Questioning whether you should go to college? Here are five ways that a college education will make you a better person:

1. _____

2. First things first, because I know you're thinking "Show me the money." The lifetime income of families headed by individuals with a bachelor's degree will be about \$ 1.6 million more than the incomes of families headed by those with a high-school diploma, according to the Postsecondary Education Opportunity Research Center. The U.S. Census Bureau tells us that in 1999, average income for a male aged 25 or over who holds a bachelor's degree was about \$ 61,000, compared to about \$ 32,000 for a male with a high-school diploma — so the college graduate's income was about \$ 29,000 more annually than the high-school grad's. And incomes of those with only a high-school education are sinking steadily lower.

3. Now, unfortunately, women still make less money than men do, but the news for females who choose higher education is truly phenomenal: In a 1997 study, young women who had completed a bachelor's degree or higher earned 91 percent more than young women with no more than a high-school diploma.

4. A college education is an extraordinarily profitable investment. Every dollar spent on a young man's college education produces \$ 34.85 in increased lifetime income. Any Wall Street stockbroker would envy that kind of investment yield — especially these days. You say you can't afford to go to college? The Postsecondary Education Opportunity Research Center says you can't afford not to.

5. College may be expensive, but the only thing more expensive than getting a college education is not getting one. The income differential empowers you to make choices that enrich your life.

6. Unlike most purchases, a college education appreciates (增值) in value instead of depreciating. And don't forget that there are ways to get around the high cost — scholarships, financial aid, community colleges, and emerging choices in distance learning that can enable you to take classes on your computer while also participating in the workforce.

7. John G. Ramsay, a professor at the Perlman Center for Learning and Teaching, said that the credentials (凭证) you gain with a college education “are about setting yourself apart, being employable, becoming a legitimate candidate for a job with a future. They are about climbing out of the dead-end job market, and achieving one of life's most difficult developmental tasks: independence from one's parents. Strong credentials trigger that magical set of middle class ‘firsts,’” Ramsay said: “The first real-world job, the first non-student apartment, the first new car, and of course, the first loan payments. Weak credentials can be painful reminders of a string of misfortunes: poor advice, money problems, bad decisions, and wasted time.”

2. _____

8. Next, quality of life. Is there anyone who wouldn't like to live a longer, healthier life? Studies show that, compared to high-school graduates, college graduates have: longer life spans; better access to health care; better dietary and health practices; greater economic stability and security; more prestigious employment and greater job satisfaction; less dependence on government assistance; greater use of seat belts; more continuing education; greater Internet access; greater attendance at live performances; greater participation in leisure and artistic activities; more book purchases; higher voting rates; greater knowledge of government; greater community service and leadership; more volunteer work; more self-confidence and less criminal activity.

3. _____

9. Thirdly, more money and greater quality of life aren't the only reasons for a college education. Children's Defense Fund director Marian Wright Edelman cautioned that “Once you have that college diploma in hand, never work just for money or power. They won't save your soul or build a decent family or help you sleep at night.”

10. Edelman explains why this advice is so important: “We are the richest nation on earth, yet our imprisonment, drug addiction, and child poverty rates are among the highest in the industrialized world. Don't

forgive or tolerate moral corruption, whether it's found in high or low places, whatever its color... Don't confuse legality with morality. Dr. Martin Luther King noted that everything Hitler did was legal."

11. Cuban patriot Jose Marti once wrote: "Students are the strongest army of freedom. When liberty is in danger, a newspaper threatened, a ballot box in peril, the students unite ... And arm in arm they go through the streets demanding justice, or they run underground printing presses for what they cannot say."

12. If you doubt that knowledge is power, consider the societies that have denied education to selected parts of the population. The Taliban in Afghanistan keeps women from having any power by outlawing their education, much as American society before the Civil War kept slaves from possessing power by denying them schooling.

13. Institutions of higher learning continue to be among the best places for cultivating social change.

4. _____

14. The fourth point is that a college education is a legacy for your children. The idea of having children may be as remote to you as the international space station, but trust us, your college education will benefit your children — and not just so you can impress them with how well you play "Who Wants to Be a Millionaire."

15. Research shows that children of college-educated parents are healthier, perform better academically, and are more likely to attend college themselves than children of those with lower educational attainment.

16. Your education builds a foundation for your children — for our nation's children, and for the children of our global community — which leads to the last point.

5. _____

17. Education is the cornerstone of public progress. Education is the essence of the democratic ideals that elevated the United States from a backward land of rebellious colonists to the greatest, most spirited, powerful and successful nation in the world.

18. And we are the greatest nation. America leads the world in educational attainment, and with only one exception, we lead in per-capita income. Speaking at a symposium on American values, Anne L. Heald said there is "an extraordinary consensus that the preparation of young people for work is one of the singular most important things a society can do to improve its ability to prosper in a new international economy."

19. Similarly, Federal Reserve Board Chairman Alan Greenspan said recently, "We must ensure that our whole population receives an education that will allow full and continuing participation in this dynamic period of American economic history."

20. What Greenspan is saying is that, without college, you may be left out. And the relationship between a college education and success will become more and more significant in our information-driven global economy. Higher education will be increasingly important for landing high-paying jobs.

21. Technology and the information age are not the only reasons to be well educated; the trend is toward multiple jobs and even multiple careers, and higher education prepares you to make the transitions to new fields.

(1176 words)

Your reading time: _____



Exercises

I . Go over the passage quickly and decide whether the following statements agree or not with the information in the passage.

Mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

- _____ 1. According to the U.S. Census Bureau, the average income for a man with a bachelor's degree was \$ 32,000 more than a male with a high-school diploma in 1999.
- _____ 2. According to the Postsecondary Education Opportunity Research Center, people now cannot afford the expensive college education.
- _____ 3. Many ways are available to pass by the high costs of college education, such as distance learning.
- _____ 4. John G. Ramsay thinks that college credentials help a person achieve independence.
- _____ 5. Studies show that college graduates have a better marriage quality in their life than high-school graduates.
- _____ 6. Marian Wright Edelman believes that legality equals to morality.
- _____ 7. The Taliban deliberately deprives women of their rights of education in Afghanistan.

II . Complete the following sentences with the information given in the passage.

8. For your kids, college education may be a _____ that you can pass on to them, although currently the idea of having babies still seems to be irrelevant.
9. Anne L. Heald claimed that it is _____ that the most important thing a society can do is to well prepare its young people for future work.
10. Technology, the information age and the trend _____ are the reasons why a person should be well educated.

III . The following statements are the subtitles of related paragraphs. Put them in the correct place marked 1 – 5 in the article.

- A. It makes you a major contributor to the greatest nation on earth.
- B. It will be something you can pass on to your children.
- C. It will give you a better quality of life.
- D. It will give you the power to change the world.
- E. It will likely make you more prosperous.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____



COLLEGE EDUCATION

Passage 3

Colleges Taking Another Look at Value of Merit-Based Aid

By Mary Beth Marklein

Reading Time: 10½ minutes



1. Good grades and high test scores still matter a lot to many colleges as they award financial aid.
2. But with low-income students projected to make up an ever-larger share of the college-bound population in coming years, some schools are re-examining whether that aid, typically known as “merit aid”, is the most effective use of precious institutional dollars.
3. George Washington University in Washington, D.C., for example, said last week that it would cut the value of its average merit scholarships by about one-third and reduce the number of recipients (接受者), pouring the savings, about \$ 2.5 million, into need-based aid. Allegheny College in Meadville, Pa., made a similar decision three years ago.
4. Now, Hamilton College in Clinton, N.Y., says it will phase out merit scholarships altogether. No current merit-aid recipients will lose their scholarships, but need-based aid alone will be awarded beginning with students entering in fall 2008.
5. Not all colleges offer merit aid; generally, the more selective a school, the less likely it is to do so. Harvard and Princeton, for example, offer generous need-based packages, but many families who don't meet need eligibility (资格) have been willing to pay whatever they must for a big-name school.

6. For small regional colleges that struggle just to fill seats, merit aid can be an important revenue-builder because many recipients still pay enough tuition dollars over and above the scholarship amount to keep the institution running.

7. But for ranking-conscious schools in between, merit aid has served primarily as a tool to recruit top students and to improve their academic profits. “They’re trying to buy students,” says Skidmore College economist Sandy Baum.

8. Studies show merit aid also tends to benefit disproportionately students who could afford to enroll without it.

9. “As we look to the future, we see a more pressing need to invest in need-based aid,” says Monica Inzer, dean of admission and financial aid at Hamilton, which has offered merit scholarships for 10 years. During that time, it rose in U.S. News & World Report’s ranking of the best liberal arts colleges, from 25 to 17.

10. Merit aid, which benefited about 75 students a year, or about 4% of its student body, at a cost of about \$ 1 million a year, “served us well,” Inzer says, but “to be discounting the price for families that don’t need financial aid doesn’t feel right any more.”

11. Need-based aid remains by far the largest share of all student aid, which includes state, federal and institutional grants. But merit aid, offered primarily by schools and states, is growing faster, both overall and at the institutional level.

12. Between 1995-96 and 2003-04, institutional merit aid alone increased 212% , compared with 47% for need-based grants. At least 15 states also offer merit aid, typically in a bid to enroll top students in the state’s public institutions.

13. But in recent years, a growing chorus (异口同声) of critics has begun pressuring schools to drop the practice. Recent decisions by Hamilton and others may be “a sign that people are starting to realize that there’s this destructive competition going on,” says Baum, co-author of a recent College Report that raises concerns about the role of institutional aid not based on need.

14. David Laird, president of the Minnesota Private College Council, says many of his schools would like to reduce their merit aid but fear that in doing so, they would lose top students to their competitors.

15. “No one can take one-sided action,” says Laird, who is exploring whether to seek an exemption (豁免) from federal anti-trust laws so member colleges can discuss how they could jointly reduce merit aid, “This is a merry-go-round that’s going very fast, and none of the institutions believe they can sustain the risks of trying to break away by themselves.”

16. A complicating factor is that merit aid has become so popular with middle-income families, who don’t qualify for need-based aid, that many have come to depend on it. And, as tuitions continue to increase, the line between merit and need blurs.

17. That’s one reason Allegheny College doesn’t plan to drop merit aid entirely.

18. “We still believe in rewarding superior achievements and know that these top students truly value the scholarship,” says Scott Friedhoff, Allegheny’s vice president for enrollment.

19. Emory University in Atlanta, which boasts a \$ 4.7 billion endowment (捐赠), meanwhile, is taking another approach. This year, it announced it would eliminate loans for needy students and cap them for middle-