“十二五”普通高等教育本科国家级规划教材

21 English

21世纪大学新英语

for Interactive Purposes

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长篇阅读 4

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《21世纪大学新英语长篇阅读4》
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（按姓氏笔画为序）

《21世纪大学新英语》系列教材

总序

2007年颁布的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。”大学英语的教学目标是“培养学生的英语综合应用能力……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即采用基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

本系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材。

一、编写总则

本系列教材以《大学英语课程教学要求》为准则,以先进的外语教学理论为指导。教材的总体设计体现“以人为本”的人文主义教育观,注重培养学生的人文素质。教材编写坚持做到“四个结合”:语言知识与语言

技能相结合、单项技能与综合应用能力相结合、语言教学与文化传授相结合、课堂教学与自主学习相结合。教材编写注重对学生的“多维度”“一体化”培养：即语言能力、学习策略、文化素养的同步培养。在教学模式上本系列教材着重构建多层次、立体化教学模式。

二、选材要求

在编写过程中我们力图使内容具有时代性、趣味性、可思性和人文性；既要反映时代潮流，又要具有思想深度和弘扬积极的人生态度。语言难度适中，同时具有可教性。体裁和题材要体现多样性。

三、练习特点

我们在设计教材练习形式时既考虑到大学英语班级规模，也兼顾不同层次院校的学习需求。在形式上练习做到多样化、有新意；难度呈坡度状；提倡课堂互动；鼓励学生“learn to do”和“do to learn”。

四、教学目标

教学目标设计体现教学的层次性，目标进度呈阶梯状：一般要求、较高要求和更高要求。教学起始目标为一般要求，最终目标是更高要求。其中第一、第二册的教学目标为一般要求；第三、第四册的教学目标为较高要求；第五册为分级教学选修课用。

五、本系列教材涵盖的内容

本系列教材包括读写译教程(附学习者光盘)(1—5册)、读写译教程教学参考书(附电子教案)(1—5册)、练习册(1—5册)、视听说教程(1—5册)、视听说教程教学参考书(1—5册)(附电子教案)、快速阅读(修订版)(1—5册)(附助学光盘)以及长篇阅读(1—5册)(附助学光盘)。电子教案还包含课堂教学建议，为教师提供教学基本构想，同时在教学设计中兼顾不同水平的学生。

本系列教程的编者分别来自复旦大学、上海交通大学、上海外国语大学和南京解放军国际关系学院、解放军外国语学院、上海第二军医大学以及北京师范大学等知名学府。他们具备深厚的语言学、二语习得及外语教学理论功底，同时长期在大学英语教学一线工作，有着丰富的教学经历。历经几度寒暑，集全体编者智慧和心血的《21世纪大学新英语》系列教材已经问世。愿本系列教程能以其时代性、趣味性和实用性，为推动我国大学英语教改助一臂之力。

《21世纪大学新英语》系列教材编写组

前　言

在互联网高速发展的信息时代，我们需要阅读的英语资料浩如烟海，仅靠延长阅读时间来获取知识和信息的办法显然已不能适应时代发展的要求。因此，增加大学英语快速阅读教学，培养和训练学生的快速阅读能力，就成为大学英语教学中不容忽视的一项重要内容。

根据2007年教育部高教司颁布的《大学英语课程教学要求》（以下简称《课程要求》），大学英语的教学目标是培养学生的英语综合应用能力。而阅读作为一项基本技能，始终是英语综合能力训练中的一个重要环节。从一定意义上讲，阅读速度又是衡量阅读能力的重要指标之一。《课程要求》提出了三个层次的英语教学要求，其中的“一般要求”和“较高要求”均对快速阅读能力作了详细说明。快速阅读的一般要求是能够应对篇幅较长、难度略低的材料，阅读速度应达到每分钟100词，并能就阅读材料进行略读（skimming）和寻读（scanning）；而较高要求是能够应对篇幅较长、难度适中的材料，并且阅读速度达到每分钟120词。而且两个要求均提出学生通过阅读能够掌握中心大意，理解主要事实和有关细节。自2013年12月起，大学英语四六级考试委员会将原来的“快速阅读”题型改名为“长篇阅读”，考试形式也由原来的选择题加填空题改为“搭配题”，即在文中寻找和选项表达的信息相关的段落。这其实也是考查学生在快速阅读中捕捉信息和掌握大意的能力。由此可见，深化快速阅读教学，进一步提高阅读能力，仍是培养和提高大学生语言运用能力的关键所在。

本系列教材是以《大学英语课程教学要求》为准则，在参考国内外多种英语快速阅读教材的基础上，根据编者多年从事大学英语快速阅读教学的经验，以及我国非英语专业本科生目前整体英语水平和实际

英语能力编写而成。

教材共分五册，旨在帮助学生进行系统的、有针对性的快速阅读(长篇阅读)训练，掌握基本阅读技能，培养良好阅读习惯，提高阅读效率。选材方面，我们力求所选文章兼备时代性、信息性、趣味性以及可读性，语言难度适中，其体裁和题材体现多样性，话题涵盖中西文化、教育、生活、媒介、历史、科技、哲学、文学等。练习题型方面，我们主要是以2013年12月开始的大学英语四六级考试中“长篇阅读”中的配对题型为主，又适当增加其他形式的题型：既有搭配题等基本题型，又有选择题、对错题、简短回答、摘要以及句子和短文翻译等练习。目的是使学生在学习完本系列教材后提高快速阅读部分的应试能力，同时又增强他们的信息搜索能力。每册书后附有本册练习的参考答案供师生参考。

本书共分八个单元，每个单元由Passage 1、Passage 2和Passage 3三篇文章组成。Passage 1和Passage 2供课堂使用，Passage 3供学生课外阅读。

同时，为了提高学生的快速阅读能力和应对四六级机考，本系列教材还配有助学光盘。光盘内还增加了文化背景知识，词汇、短语、难句注释，以及答案解析等部分，以方便教师和学生配套使用。

本系列教材的编者分别来自复旦大学、上海外国语大学、华中科技大学、上海第二军医大学、北京师范大学、苏州大学以及解放军外国语学院等院校。由于编者水平有限，书中错误疏漏之处在所难免，敬请广大读者和同行专家批评指正。

本系列教材编写组

Contents

Unit 1

COLLEGE EDUCATION

Passage 1 Universities Branch Out

Reading Time: 10 minutes

A) 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.

B) 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.

C) 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.

D) 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.

E) 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 word-class scientist and his U.S. team.

F) 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.

G) 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 inflations 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.

H) 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.

I) 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 **Each of the following ten statements contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by choosing the corresponding letter.**

_____ 1. American universities prepare their undergraduates for global careers by giving them chances for international study or internships.

_____ 2. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.0 percent.

_____ 3. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.

_____ 4. The way research is carried out in universities has changed as a result of globalization.

_____ 5. Of the newly hired professors in science and engineering in the United States, twenty percent of them were born in other countries.

_____ 6. The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process.

_____ 7. The U.S. federal funding for research has been unsteady for years.

_____ 8. Around the world, governments encourage the model of linking university-based science and industrial application.

_____ 9. Present-day universities have become a powerful force for global integration.

_____ 10. When foreign students leave America, they will bring American values back to their home countries.

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 the 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.

( )——( )——( )——( )——( )——( )——
( )——( )——( )

Passage 2 What Good Is a College Education Anyway?

By *Katharine Hansan*

Reading Time: 11 minutes

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

B) 1. _____

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. 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. 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. 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.