

New Century
Reading Course for College English



新世纪
大学英语
阅读教程
报刊分册

王勇 主编

上海科技教育出版社

新世纪高等教育教学改革工程
大学外语教学改革与实践项目

Century

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《大学英语课程教学要求》明确提出:大学英语教学的目标在于培养学生的英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素质,适应我国社会发展和国际交流的需要。因此,大学英语教学改革的重点就是发展学生的语言实际运用能力。学生学习英语不仅要打下扎实的语言基础,更应注重学以致用;通过学习和实践,顺利地完成了从学习英语到使用英语的转变。

本套新世纪大学英语阅读教程是以《大学英语课程教学要求》为指导,以促进大学生学习英语的兴趣、扩大语言学习的知识面、培养其语言综合运用能力为宗旨而设计和编写的英语阅读教程,适用对象主要为学习大学英语课程的本专科生、出国进修生及其他各类欲继续深造的英语爱好者。全教程分为文化、文学、报刊和国际商务等4本分册,可以满足不同专业、不同层次读者的需要。

教程中的课文选材注重科学性、知识性、趣味性和可读性。每篇课文前配有导读语,课文后编有阅读理解题、思考讨论题和英汉翻译题。这些练习把语言的输入与输出有机地结合起来,给予学生大量的实践机会将学到的知识加以运用。为方便学习者,作者对课文中的有关生词、习惯用法与词组、专有名词及背景知识作了必要的注释。另外,每册书后附有阅读理解题和英汉翻译题的参考答案。所以,本教程既适用于大学英语的课堂教学,也不失为一套很好的英语自学课本。它对扩大学生的知识面,提高他们的文化素质和修养,培养其语言交际能力将起到积极的促进作用。

本分册的课文材料均选自英语原版的报刊杂志,题材涉及广泛,信息含量大。内容既包括了广大读者

关注的社会问题,也有人们在日常生活中应了解的知识,还有许多值得大家深思的问题和需要进一步进行探索的奥秘。在编写本册书的过程中,作者根据不同的需要和读者的实际水平,对所选的课文内容进行了适当的删改。

《新世纪大学英语阅读教程》曾作为教育部“新世纪高等教育教学改革工程”大学外语教学改革与实践研究项目的成果,全套教程由王勇教授担任主编,吴稚倩教授审阅了全书的主要内容。该套阅读教程出版后在一些高校作为阅读课教材使用,得到了广大教师和学生的好评。上海交通大学的王同顺教授和上海海事大学的左飏教授在评审这套教程时也都给予了很高的评价。现根据社会的实际需求和大学英语教学改革实践的需要,我们对这套阅读教程进行了及时的修订,增加了部分新的内容,使本套阅读教程的内容更为新颖、丰富和充实。在编写、修订和出版过程中,我们得到了所在学校和上海科技教育出版社的大力支持和帮助,在此表示衷心的感谢。

由于编者水平和经验所限,教程中存在的不足和疏漏之处,恳请广大读者批评指正。

编 者

2007 年 12 月

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Unit One

Paying for College

Every high school graduate yearns to attend college. But American students now have to face up to the fact that the gap between their anticipated college financial aid and the reality of grant money is growing wider. Sometimes their hopes of attending their desired college are dashed. How can they apply for scholarship successfully? In the following passage, an analysis will uncover the many useful secrets of financial aid application in America.

[1] When the Breen twins of **Lexington, Ky.**, started applying to college last fall, they just assumed that schools would look at their dad's new job as a controller^① for a hospital company in Tennessee, and the fact that their mom was going to lose her job as a special-education

assistant when she moved to join their father at his new job, and provide enough grants² to allow them to attend³. "People in the middle class live pretty much paycheck to paycheck," says Matthew Breen, 19. "They can't come up with \$35,000 a year. That's absurd." Then, in March, Matthew and Ryan started getting thick letters and their first lesson in college economics. While some of the schools offer grants so that they could just cover their costs, others gave the Breens little option but to **take out big loans**. "It was really unnerving⁴," Matthew says. "Your financial situation doesn't necessarily dictate⁵ how much aid you'll get."

[2] Never has the gap between the simplistic assumptions of applicants and the cutthroat⁶ reality of college financial aid been so wide. A report issued late last week documented just how typical the Breens' situation is. Of course, many government officials, school administrators, and educational lenders do try their best to help students afford college. Some elite⁷ colleges, for example, are becoming more generous, ensuring that the top students will get enough aid to pay their tuition. And a growing number of states and towns are funding full-tuition scholarships at community or state colleges for good students. Unfortunately, however, more and more schools are adopting secret and sophisticated⁸ aid strategies that often end up increasing families' out-of-pocket⁹ college costs. Meanwhile, the rules governing student loans and educational savings plans have changed so dramatically recently that those who fail to adapt will end up paying more than they should have to.

[3] But a *U.S. News* analysis of hundreds of 2006 financial aid award letters, as well as interviews with researchers, college aid officers, lenders, financial planners, and students, reveals strategies that can help make a college degree more affordable.

[4] **Free ride.** The most important new strategies are those that yield "free money" grants and scholarships. Most colleges tell families that the size of a financial aid award depends upon the student's ability to pay and academic performance. That's strictly true only for two kinds of schools: elite private colleges and popular public universities. Well-

endowed^①, top-ranked schools like Princeton simply pick among the world's best students, then provide enough grants to cover anything the students really can't afford. And cash-strapped^②, application-flooded public colleges such as the *University of Massachusetts-Amherst* spread around what little scholarship money they have according to fairly simple need, merit, and athletic criteria.

[5] But for thousands of lower-ranked schools scrambling^③ for smarter kids, more generous donors, and increased tuition revenue^④, aid decisions are far more complicated and secretive. "Most people would be shocked to learn how much goes into scholarship decisions," says James Nondorf, vice president for enrollment at *Rensselaer Polytechnic Institute*.

[6] **Academics:** Most schools give bigger grants to students who prove their abilities through grades, test scores, *Advanced Placement* classes, and other indicators. But an analysis of more than 300 award letters sent out by over 100 public and private colleges around the nation reveals a strategy likely to improve a student's chances for merit aid. No matter what the student's *SAT* score, those who applied to schools in which their scores put them in the top 25 percent of the school's student body tended to get more and bigger grants. On average, letters to students who were in the top 25 percent contained grants averaging \$11,144, meeting 81 percent of the student's need. Award letters to students whose SAT scores were at least 200 points below the top 25 percent floor offered grants totaling only \$7,800, meeting just 64 percent of need.

[7] Typical were the awards from *New York University*, where 25 percent of last year's freshmen had SAT scores above 1,420 and the total annual cost of attendance this year is likely to top \$48,000. Of seven awards examined, six failed to provide enough grants to allow the student to attend without borrowing. One student with a family *EFC* of about \$16,000, a *grade point average* of 4.1, and a below-average SAT score (for NYU) of 1,300 received no grants. The only student to get the

full amount of needed aid scored a very high 1,520 and had a GPA of 3.9. Because that student came from a family with an EFC of slightly more than \$39,000, the school grant of \$10,000 made up the gap in the cost of attendance. Barbara Hall, head of NYU'S admissions and financial aid offices, says that NYU doesn't promise to meet the need of any student and generally caps^⑩ its grants at \$25,000. But while NYU does tend to offer better packages to students who have better grades. It also offers bigger grants to lower-income students, without regard to their academic record. "We are concerned about access," she says.

[8] Students who want to increase their odds^⑩ of being admitted and scoring big aid packages should apply to a couple of safety schools-in-state public colleges and perhaps one or two private schools in which their grades and scores put them at the top of the class. But they shouldn't necessarily end up attending the school that costs them the least, says Sandy Baum, an economist at *Skidmore College* and the College Board. "For some students, being a big fish in a little pond is a great idea," she says. But others would benefit more by opting^⑩ for pricier^⑩ schools with better students and more challenging courses.

[9] **Gender:** At math-heavy schools like Rensselaer Polytechnic Institute, where females are in short supply, being a woman is one of about 100 factors that can increase a student's award. "We love women," Nondorf says. But he says other qualities can boost^⑩ aid as much or even more, joking that the scholarship jackpot^⑩ would be hit by "a harpist from *North Dakota* who is a woman and applies to nuclear engineering." Laura Wontrop, a junior majoring in mechanical engineering, says she wishes that applicants were simply judged on their merits. But, she adds, "my dad told me to use what I've got." So she's getting merit and need-based grants from Rensselaer.

[10] A growing number of universities are using aid to address^⑩ the opposite problem: a shortage of males. Just 43 percent of all current college students are men. And at not-quite-elite liberal arts schools, the male shortage is becoming acute. "At just below the top tier, men are

such a scarce commodity^② that those schools end up putting more money toward the males,” says John Maguire, a physics professor turned enrollment manager.

[11] **Talent or major:** Students know, of course, that there are scholarships set aside for those with in-demand athletic, musical, or other skills. But they may not realize that there is extra aid for students who choose majors that governments, schools, or donors want to encourage. The federal government is starting to hand out grants of up to \$4,000 to low-income students who study math, science, or foreign languages. And many colleges funnel^② extra aid to students who *beef up* majors the school wants to strengthen. Kellie Laurenzi, dean of enrollment services at *Robert Morris University* in western *Pennsylvania*, says she awards more aid to students who apply to the school’s new majors such as *actuarial sciences* or media arts. “We are trying to entice^② students who wouldn’t have considered the school before it started those courses of study,” she says.

[12] **Ethnicity^② or race:** Although court rulings and local laws have made some schools leery^② of race-based scholarships, schools are eager for diversity of all types and thus use aid to attract students who can bring cultural differences to a campus.

[13] **Geography:** Many schools try to recruit^② from far away so that students get to meet all sorts of people. But some schools, like the *University of Redlands* in *Southern California*, give bigger grants to locals. “We’re about meeting demand,” says Craig Slaughter, director of financial aid. “We think kids from *Wisconsin* will be willing to pay more. But we are competing with the low-cost in-state universities for California residents.”

[14] **Timing of the application:** Most schools admit a higher percentage of students who apply early. Only a handful of those schools, however, also give those early applicants better treatment in financial aid. Students who risk waiting and apply along with everybody else at the beginning of the year may lower their odds of admission but raise

their chances of getting bigger offers from schools, says consultant Maguire.

[15] **High school:** If previous graduates from the student's high school performed well at the college, or the high school is known as a tough grader, many colleges bend the rules to offer more merit aid, says Lucie Lapovsky, a financial aid economist who served as president of *Mercy College* in New York from 1999 through 2004. Colleges also often compare all admitted students from each high school's class to make sure the valedictorian[®] gets more than the student ranked, say, 25th.

[16] **A student's desire to attend a particular school:** Schools can draw surprisingly accurate conclusions about how much a student wants to attend from indicators such as the parents' college record, whether a student has visited a campus, and even in what order the student listed schools on the *FAFSA*. A study by educators in the state of Washington showed that the higher the student placed the name of a school on the FAFSA, the more likely the student was to attend and thus, the less financial aid the school might need to offer. Enrollment managers say only a handful of schools use information on a student's campus visit or FAFSA ranking to determine aid, since most schools don't want to scare students off from doing research they need to make the best college decision.

[17] The growing complexity of and competition for financial aid can't help but be daunting. But smart students like the Breens are succeeding by turning the competitive tables on colleges. The Breens each applied to six schools, to increase their odds of hearing from a school that wanted what the boys, both top students and football players, had to offer. In the mix for each: schools that promise to meet 100 percent of admitted students' need. That strategy was expensive, says their father, Gerard. The family probably spent at least \$1,000 on applications and campus visits. But it *paid off*. Matthew ended up at *Georgetown* and Ryan at the *University of Richmond*, both of which meet the full need of their students. "We're going to struggle to cover the family's EFC of

almost \$35,000 a year for the two students,” Gerard Breen admits. “But they did fantastically. I was really proud.”

Vocabulary

- ① controller *n.* someone who maintains and audits business accounts
- ② grant *n.* monetary aid
- ③ attend *v.* to go to (a school)
- ④ unnerving *a.* upset
- ⑤ dictate *v.* to determine
- ⑥ cutthroat *a.* cruel, harsh
- ⑦ elite *a.* selected as the best
- ⑧ sophisticated *a.* very complicated
- ⑨ out-of-pocket *a.* 需现款支付的
- ⑩ endowed *a.* provided (with money)
- ⑪ strapped *a.* in financial need
- ⑫ scramble *v.* to struggle with other people to get something
- ⑬ revenue *n.* money that an organization receives over a period of time
- ⑭ cap *v.* to restrict the number of
- ⑮ odds *n.* the probability
- ⑯ opt *v.* to choose
- ⑰ pricy *a.* costly
- ⑱ boost *v.* to increase
- ⑲ jackpot *n.* a large amount of money that you can win in a game by chance
- ⑳ address *v.* to start trying to solve
- ㉑ commodity *n.* a useful article
- ㉒ funnel *v.* to send money from various places to someone
- ㉓ entice *v.* to persuade someone to do something, usually by offering them something they want
- ㉔ ethnicity *n.* 种族划分
- ㉕ leery *a.* 机警的
- ㉖ recruit *v.* to find new people to join
- ㉗ valedictorian *n.* the student with the highest academic rank who makes a speech at the graduation ceremony

Notes

1. Lexington: (美)莱克星顿市(位于美国肯塔基州)
2. Ky.: (美)Kentucky 的缩写,肯塔基州
3. Tennessee: (美)田纳西州
4. take out loans: 贷款
5. *U.S. News*: 全称为 *U.S. News & World Report*, 《美国新闻与世界报道》(美国三大新闻周刊之一)
6. University of Massachusetts-Amherst: (美)马塞诸萨大学阿默斯特分校
7. Rensselaer Polytechnic Institute: (美)伦斯勒理工学院
8. Advanced Placement: 大学预修课程(学生在高中阶段预修部分大学课程,通过考试后可获得大学承认的学分)
9. SAT: Scholastic Assessment Test 的缩写,美国高中生进入大学必须参加的考试
10. New York University(NYU): (美)纽约大学
11. EFC: Expected Family Contribution 的缩写,家庭应付额
12. grade point average (GPA): 平均成绩点数
13. Skidmore College: (美)斯基德摩尔学院
14. North Dakota: (美)北达科他州
15. beef up: 加强
16. Robert Morris University: (美)罗伯特莫里斯大学
17. Pennsylvania: (美)宾西法尼亚州
18. actuarial sciences: 保险精算学
19. court rulings: 法院裁决
20. University of Redlands: (美)雷德兰兹大学
21. Southern California: (美)南加利福尼亚州
22. Wisconsin: (美)威斯康星州
23. Mercy College: (美)玛希学院
24. FAFSA: (美) Free Application for Federal Student Aid 的缩写,联邦学生资助免费申请
25. pay off: 回报,盈利
26. Georgetown: (美)乔治城(文中指乔治城大学)
27. University of Richmond: (美)里士满大学

Exercises

I. Choose the best answer for each of the following:

1. By composing this article, the author mainly intends to _____.
 - A. reveal the growing complexity of scholarship application in American schools
 - B. demonstrate the intense competition of college financial aids in America
 - C. provide a guidance for students to apply for college financial aid
 - D. describe various factors in the schools' financial aid decisions
2. From the sentence "Then, in March, Matthew and Ryan started getting thick letters and their first lesson in college economics", we learn that _____.
 - A. Matthew and Ryan were registered as the economics majors
 - B. Matthew and Ryan applied for the economics courses
 - C. Matthew and Ryan were admitted to an economic college
 - D. Matthew and Ryan had to learn stuff about college financial aid
3. According to the author, compared with top-ranked schools which grant their financial aid only to the world's best students, lower-ranked schools _____.
 - A. have much more complicated and confidential policy of financial grant
 - B. have their grant policy favorable for students from poor families
 - C. are more likely to offer grant to students with athletic or musical skills
 - D. prefer to grant scholarship to students with a great potential
4. NYU also offers bigger grant to lower-income students without regard to their academic record because _____.
 - A. students from poor families are usually smarter
 - B. students from poor families should also be given equal rights to higher education
 - C. the school wants to establish its good reputation in treating students from poor families
 - D. the school wants to keep a balance between students from rich families and students from poor families
5. The sentence "... being a big fish in a little pond is a great idea" in paragraph 8 suggests that _____.
 - A. lower-ranked schools provide a better learning environment for good students
 - B. students can distinguish themselves more easily in lower-ranked schools
 - C. students can gain more confidence in lower-ranked schools
 - D. life in lower-ranked schools is more enjoyable

6. Which one among the following is a good strategy to raise the chance of getting a bigger offer of scholarship according to the passage?
- A. Applying to well-endowed elite schools.
 - B. Applying to local universities or colleges.
 - C. Applying for some new majors that have been encouraged.
 - D. Applying for a scholarship as early as possible.
7. The word “daunting” in paragraph 17 most probably means ____.
- A. worrying
 - B. being fearful
 - C. being dangerous
 - D. discouraging
8. It is safe to conclude from the passage that ____.
- A. colleges do no charge for application in America
 - B. a top-ranked school may grant those best students enough aid to cover all education cost regardless of their ability to pay
 - C. parents are supposed to pay an appropriate share of their children's education cost according to their financial situation
 - D. the better the school is, the bigger financial aid it grants

II. Topics for Discussion:

1. Give a brief account of strategies to obtain bigger college financial aid in America.
2. Do you think it is fair that NYU offers low-income students bigger financial aids without considering their academic records? Give your reasons.
3. Compare the way of students' paying for college in China with that in America.

III. Translate the following sentences into Chinese:

1. While some of the schools offer grants so that they could just cover their costs, others gave the Breens little option but to take out big loans. “It was really unnerving,” Matthew says. “Your financial situation doesn't necessarily dictate how much aid you'll get.”
2. But for thousands of lower-ranked schools scrambling for smarter kids, more generous donors, and increased tuition revenue, aid decisions are far more complicated and secretive. “Most people would be shocked to learn how much goes into scholarship decisions,” says James Nondorf, vice president for enrollment at Rensselaer Polytechnic Institute.