



# 英语报刊选读教程

胡阳  
编著

A Course of  
English Newspaper  
and Magazine  
Reading



清华大学出版社  
<http://www.tup.com.cn>

## 内 容 简 介

本书是为非英语专业已完成大学英语基础阶段学习的本科学生及研究生编写的阅读教材，亦可供英语专业本科生、研究生选用。其所收阅读文章均选自近两年来原版英文报刊杂志，按主题分为8个单元，每单元3篇文章，每篇文章渐进地增加阅读长度和难度，其后附上一定的阅读理解和词汇练习，以及适量的写作练习，并附有练习答案，以方便自学。

本书同样适合中高级水平的其他英语学习者和大学英语四、六级，研究生入学考试，及TOFEL、GRE等各类考生自学使用。

### 图书在版编目(CIP)数据

英语报刊选读教程 / 胡阳编著. —北京: 清华大学出版社, 2003

(高校英语选修课系列教材)

ISBN 7-302-06624-8

I. 英… II. 胡… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆CIP数据核字(2003)第035290号

出 版 者: 清华大学出版社(北京清华大学学研大厦, 邮编 100084)

<http://www.tup.com.cn>

责任编辑: 徐梦非

封面设计: 常雪影

版式设计: 刘祎淼

印 刷 者: 北京密云胶印厂

发 行 者: 新华书店总店北京发行所

开 本: 787×960 1/16 印张: 12.5 字数: 228 千字

版 次: 2003年7月第1版 2003年7月第1次印刷

书 号: ISBN 7-302-06624-8/H·468

印 数: 0001~5000

定 价: 19.00 元

# 前 言

## 英语报刊选读教程

我们在教学中发现，很多学生由于语言水平的局限，习惯于逐字逐句的阅读，注意力通常集中在字和句上，尤其是那些自己不认识的词上。这也就是为什么多数外语学习者总觉得词汇量太小，读不懂，不知作者（文章）所云。那么如何才能成为一个熟练的外语阅读者呢？首先要克服一些不良的阅读习惯，养成良好的阅读习惯，如：

1. 用手指、尺子、铅笔等指着单词，一个字一个字地读，这样无形中降低了阅读速度。要学会按照“意群”阅读的能力，放宽眼睛“扫描”的范围，以提高阅读速度。

2. 必须读出声音才能理解，也就是说，首先要把字符变成声音，然后由声音转化成意义，这实际上多了一个阅读程序，极大地影响了阅读速度。出声阅读是阅读的初级阶段，要成为一个熟练的阅读者，必须有意识地多进行“默读”练习，学会将字符直接转化成意义的技能。

3. 只动眼睛不动手，这是许多考生总觉得记不住文章内容的原因之一。阅读时一定要手眼并用，学会做批注，即读的同时把标志文章脉络的诸如关联词语等应重点注意的地方画出来，这一方面帮助记忆，另一方面帮助理解。

4. 遇到生词就画下来，这是为什么许多英语学习者总觉得生词太多，读不懂文章的原因之一。通常在阅读时用笔画下的部分应该是文章内容较重要的部分，这一点我们回忆一下阅读汉语文章的过程就能发现。因此，画下生词必然使自己的注意力集中在不懂的部分，而画出这些生词实际上对理解文章毫无帮助，尤其在考试的时候更是毫无意义。那么试着把注意力集中到那些已经认识的词或短语上，你会发现根据这些即使你不能理解所有的细节，

你也能够理解文章的基本思想。

然后要了解阅读过程。其实，外语阅读和母语阅读一样，都是为了了解文章的中心议题。具体的阅读过程应该是：了解中心思想→了解有关主题的不同观点→了解文章（作者）所持观点→作者如何论述（证实）自己的观点（也就是说，作者是如何说服读者的）。那么，要完成这一过程，读者的注意力应该集中在句间关系、段落与段落之间的关系。

我们知道任何篇章都是为了传达某种信息，而篇章中的每一句话，甚至一个词都是为传达某种信息服务的，前后句子与段落通常有相互说明、解释的逻辑关系。“提问式阅读法”可使这种逻辑关系明朗化，在很大程度上解决因语言水平有限带来的阅读困难，提高阅读速度与效率。一般说来，每个篇章，甚至每句话，都有可能包含如下五个方面的信息：Who, What, Why (How), When, Where。根据“提问式阅读法”，每读一句话，读者可就其中的不定因素（内容）或整句话进行提问，然后在前后句子中寻找答案，从而掌握以上五种信息。也就是说，读者在阅读过程中主动与作者展开对话，主动索取信息。使用这种方法进行阅读就会越读越明白，而不是只懂“只言片语”，所谓“只见树木，不见森林”。

#### 本书的特色及编写目的

因此，本书的主要编写目的在于：（1）使学生了解英文报刊杂志各种体裁文章的语言特点，（2）帮助其学会如何快速有效地从所读文章中获得最大限度的信息，以训练学生主动索取信息的习惯和能力，从而提高其阅读能力。与传统的阅读教材比，其特色在于：

（1）方法独特：从句间关系入手，探索“提问式”（问题—解决）阅读方法，提高学生主动阅读和准确理解语言的能力，训练其快速获取信息的能力。

（2）信息量大：本书所选 8 个主题及其文章与生活和社会紧密结合，使学生在提高阅读能力的同时，丰富其科学、文化、经济等方面的背景知识，扩大其知识面。

（3）时代性强：所有文章选自近两年原版英文报刊杂志，同时考虑内容的持久性和语言的典型性。

（4）实践性强：学生在进行大量阅读后可进行写作、讨论和口头报告等活动。

（5）方便好用：本书编排简洁明了，练习指示及讲解语言简单易懂。

### 本书的编排设计及使用

本书的编排与设计基于上述基本思想，各种问题贯穿始终，包括如下部分：

(1) 每个单元的第1篇文章设计有 **Pre-reading questions** 放在文章标题下面，同时要求学生自己就文章标题提问，然后到文章中去寻找答案。对于找不到答案的问题，可要求学生自己查阅相关文章阅读。这一练习将潜意识的母语阅读习惯有意识化，从而帮助提高学生主动英语阅读的能力。（见 **Reading Strategy, Unit One**）

(2) 每单元前两篇文章配有 **Margin questions**，放在相应行的页边空白处，以训练学生在阅读过程中主动索取信息的习惯和能力，书后所附答案告知在何处可找到答案，以帮助了解句子与句子、段落与段落之间的关系。其中 **QUESTIONS: \_\_\_\_?** 要求学生自己就相应行的句子提问。建议教师在授课过程中坚持以上两种问题的练习，以帮助学生养成为了掌握信息而非单词而阅读（**read for information, not for words**）的习惯。每单元第3篇文章可以要求学生自己给出 **pre-reading** 和 **Margin** 问题。（见 **Reading Strategy, Unit Two & Three**）

(3) 课后阅读理解练习包括主、客观两种类型，检查学生对所读文章事实、主题大意等的理解程度，同时可以训练学生应试能力。

(4) 词汇练习则着重训练学生根据上下文确定涵义的能力，练习分主、客观两种，包括常用词和生词的词义确定，和文章细节的确定。短语练习目的在于引起学生对固定搭配、句子结构等的重视，为使用地道的英语做准备。

（见 **Reading Strategy, Unit Four & Eight**）

(5) 每个单元结尾处设计有 **Assignments**，要求学生对所读文章的观点和信息进行评论，并表述自己的观点，目的在于训练学生清楚表达自己的观点或阅读体会，学会思考，学会用英语与他人交流观点和体会。**Assignments** 要求学生列出读完文章后仍遗留的问题，即在所读文章中没有找到答案的问题，目的是鼓励学生自己进一步阅读其他相关文章，以扩大其阅读量，提高其主动阅读的兴趣。

以上五个部分一方面帮助准确理解文章内容及作者观点，另一方面帮助英语学习者掌握良好的阅读方法，训练其良好的阅读习惯，学会如何快速有效地从所读文章中获得最大限度的信息，以训练学生主动索取信息的习惯和能力，从而提高其阅读能力。

感谢选修本课程的清华大学本科同学为本书编写及使用提出宝贵意见；感谢清华大学出版社的鼎力相助。本书受清华大学 985 项目资助，特此致谢。恳请读者朋友及各位同仁对本书不当与不足之处提出批评指正。

编者

2002 年 12 月 6 日

于清华园

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# Unit One

## Economics

### 1. Evaluating Good Corporate Citizenship<sup>1</sup>

*Being a good company increasingly means more than just making a profit.*

By CYNTHIA G. WAGNER

#### Pre-reading Questions

1. What is a good company in your mind?
2. What is citizenship?
3. What is a good citizen?
4. What is the relationship between a company and a citizen?
5. What does "corporate citizenship" mean?

*Your questions before reading the article:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

*Words you know related to this topic:*

company      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<sup>1</sup> Reprinted from *Time*, July August, 2001.

[1] Social responsibility is no longer the enemy of good business: Increasing numbers of mutual funds are adding “social screens” to their investment criteria, such as whether the fund invests in businesses that are committed to workforce diversity or to improving the environment. Though most business journals continue to trumpet the most profitable corporations, *Business Ethics* spotlights the best corporate citizens.

[2] The top honor for 2001 goes to Procter and Gamble, which moved up from number four in 2000, *Business Ethics* reports in its March-April 2001 issue. The giant consumer products company scored high in the category of “service to international stakeholders,” a measure of how well the company behaves in the 44 countries outside of the United States in which it does business. P&G “has been generous in international grants and gifts in these communities, including earthquake relief in Turkey, community building projects in Japan, plus contributions for schools in China, school computers in Romania, special education in Malaysia, and shore protection in France,” according to the magazine.

[3] Following P&G in the top 10 are Hewlett-Packard, Fannie Mae, Motorola, IBM, Sun Microsystems, Herman Miller, Polaroid, The St. Paul Companies, and Freddie Mac.

[4] “The term ‘corporate citizenship’ is coming into broader use these days, as awareness grows that business has responsibilities beyond profits,” write *Business Ethics* editor Marjorie

Why?

What are social screens?

Who is the best company according to *Business Ethics*?

Why does Procter and Gamble get the top honor?

How well does Procter and Gamble behave?

How generous?

Why is the term being used widely?

How to judge “corporate

Kelly and management professors Sandra Waddock and Samuel Graves. "There is no single indicator of good citizenship. It must be measured through lenses representing various viewpoints."

[5] The magazine has been ranking corporate citizenship for five years, at first using data collected in-house, then in 2000 adding data from Kinder, Lydenberg, Domini & Co. (KLD), a social-research firm in Boston whose data serves as the basis for the Domini 400 Social Index. For 2001, *Business Ethics* further refined its rating system, adding the environment, minorities, and non-U.S. stakeholders to the previous list of stakeholders: stockowners, customers, employees, and the community.

[6] "In addition to stockholders, other stakeholders also make investments in companies," the authors note. "Employees invest their time and their intellectual capital. Customers invest their...trust and repeated business. Communities provide infrastructure and education of future employees, in addition to more direct investments of tax supports. And so on."

[7] All of the companies of the Standard & Poor 500, plus 150 other publicly owned companies, are ranked on a standardized scale measuring the various stakeholder ratings. And to further ensure that only good corporate citizens make it onto the list, the magazine did a scandal scan: "We did a search of the Lexis database of news sources on each company to look for scandals or improprieties not detected in the KLD data. As a last check, we submitted the rankings to a board of experts for review." Among the companies dropped

citizenship"?

What kinds of viewpoints?

How was the rating system refined?

Who are stakeholders?

What are the stakeholders' investments?

What is a scandal scan?

Is there any scandal found?

from the list during this process were Ben & Jerry's, which had been acquired by Unilever; Xerox, due to allegations of misstated financial information; and Microsoft, due to its antitrust conviction.

[8] "What corporate citizenship is about is progress toward better treatment of stakeholders," the authors conclude. "We publish this list not to certify companies as unblemished but to push the envelope on what it means to be a good corporate citizen, and to move corporations toward ever-better practices in stakeholder relations."

## Notes

**Headline. corporate citizenship:** 公司的公民义务/责任

**1-2. Increasing numbers of mutual funds are adding "social screens" to their investment criteria, such as whether the fund invests in businesses that are committed to workforce diversity or to improving the environment.**

本句为单句结构, such as 用于引出例子, 说明解释前面的 investment criteria。such as 后面 whether 句中 are committed to workforce 和 (are committed) to improving the environment 是并列选择成分。

**5-1a. data collected in-house:** (*in-house:* within the company, from the company itself) 从公司内部搜集的数据, 公司自己提供的数据

**5-1b. Kinder, Lydenberg, Domini & Co. (KLD):** 即 KLD Research & Analytics, Inc., 总部设在波士顿, 为世界主要的投资机构提供研究、基准尺度 (benchmarks)、咨询等服务。KLD 拥有全面的网上社会研究数据库和 DSI、BMSI、LCSI 等社会指数。

**5-1c. Domini 400 Social Index:** 简称 DSI, 是已确立的衡量社会审查对企业、公司财政行为的作用的基准。此指数于 1990 年开始使用, 是为社会投资者提供的审查股票证券的第一个基准尺度。

**6-3. infrastructure:** subordinate parts forming the basis of an enterprise, such as communication, transportation, and power etc. 基础结构

**7-1. Standard & Poor 500:** Standard & Poor's 创建于 1860 年, 主要为评估公司

业绩、投资等提供独立的分析数据，Standard & Poor 500 是世界通用的社会指数之一。此公司于 1966 年被 1888 年创建的 McGraw-Hill Inc. 公司兼并，成为其一个分支。

7-2. **make it:** be successful

8-2. **push the envelope on:** decide

## Reading Strategy 提问式阅读法 (1)

不管用什么语言阅读报纸杂志，其阅读的顺序应该是一致的，即先读大标题(headline)和副标题，决定本篇是讲什么的，决定自己是否对此感兴趣，以及感兴趣的程度，然后决定是否阅读，或快速浏览，或部分阅读，或全文仔细阅读。

大标题通常是一篇文章中心思想的高度浓缩。那么，根据标题进行提问，然后到文中去寻找答案，即“问题—解决法(problem-solving)”应该是一个快速抓住文章中心思想的有效方法。要注意的一点是：所提问题应该围绕主题内容，而不是某个词的词义。根据标题提问的问题通常以 why, what, how, who 和 where 等开始。

带着问题阅读实际上就是“有目的的阅读”。这是快速理解并掌握信息的必备能力。这种“提问式阅读法”有助于整体理解文章，而不是只懂“只言片语”，所谓“只见树木，不见森林”。

例: Evaluating Good Corporate Citizenship

Being a good company increasingly means more than just making a profit.

解析: 看到这个标题后，可围绕标题关键词问如下问题:

How can corporate citizenship be evaluated?

Why does being a good company increasingly mean more than just making a profit?

How important is good citizenship to a company?

What should a company do to build up good corporate citizenship?

What's the relationship between citizenship and profit?

带着这些问题去文中找答案，会发现这些正是文章所要论述的主要观点。那么，通常会有一些问题在文章中找不到答案，便需要你再找有关文章阅读（当然是在有兴趣的前提下）。

练习：请根据下列标题提问：

1. Your Call. Everybody's Business.
2. The Poverty of Affluence: Choosing Our Success

— *When Robert Reich noticed that work was costing him his personal life, he stepped down as U.S. secretary of labor to reflect on what "success" really means.*

## Exercises

**I Reading comprehension:** *Try to answer the following questions according to the text:*

1. What is the social responsibility for a good company?
2. What did Procter and Gamble do to win the top honor for 2001?
3. How is the corporate citizenship evaluated?
4. Why are stakeholders very important to evaluate a company?
5. What is the list of good company published for?

**II Vocabulary from context:** *Try to answer the questions after each of the following sentences with the context clues:*

1. **Though** most business journals continue to trumpet the most profitable corporations, Business Ethics spotlights the best corporate citizens.
  - Business Ethics is \_\_\_\_\_.
  - The word "spotlight" means \_\_\_\_\_.
2. P&G "has been generous in international grants and gifts in these communities, **including** earthquake relief in Turkey, community building projects in Japan, plus contributions for schools in China, school computers in Romania, special education in Malaysia, and shore protection in France.
  - How generous is the P&G Company?
3. For 2001, *Business Ethics* further refined its rating system, **adding** the environment, minorities, and non-U.S. stakeholders to the previous list of stakeholders: stockowners, customers, employees, and the community.
  - The word "refine" means \_\_\_\_\_.
  - What is the difference of "stakeholder" and "stockholder"?
4. We did a search of the Lexis database of news sources on each company to

look for scandals or improprieties not detected in the KLD data.

→ What do improprieties of a company include?

**III Phrases and sentence structures:** *Fill in the blanks with proper words.*

1. I am committed \_\_\_\_\_ taking part in the meeting.
2. The term has been coming \_\_\_\_\_ broader use since 1990.
3. There is no single indicator \_\_\_\_\_ good relationship between the two countries.
4. Have you submitted your application \_\_\_\_\_ the committee for consideration?
5. The accounts were certified \_\_\_\_\_ correct.

**IV Further research**

Try to find some information about “Microsoft’s antitrust conviction”.

## 2. The Cost of Survival<sup>1</sup>

*Most corporations aren't managed for change.*

By PETER MCGRATH

[1] In the go-go years of the late 1990s, no economic theorist looked better than Joseph Schumpeter, the Austrian champion of capitalism who died in 1950. His distinction? A theory he called "creative destruction." The idea was straight-forward: in with the new, out with the old. Companies had life cycles, just as people do. They were born, they grew up. And when a better competitor came along, they died due to capital starvation. It was the way things were, and the way they should be. The markets had no sentiment. Capitalism was relentless, unforgiving.

[2] In their book "Creative Destruction" (367 pages. *Doubleday*. \$27.50), Richard N. Foster and Sarah Kaplan of the consulting firm McKinsey & Co. apply Schumpeter's logic in the context of a technology-driven economy. They want their corporate readers to understand the implications of one basic idea: there is an inescapable conflict between the internal needs of a corporation and the total indifference capital markets have for those needs. Managers care desperately about the survival of their companies. Investors don't give a hoot. This was always true, the authors say, but until recently nobody really noticed because of the

Why?

What is the detail of the theory?

What does the theory mean?

How do they apply the theory?

What kind of conflict?

<sup>1</sup> Reprinted from *Newsweek*, May 28, 2001.



relatively languid pace of economic change. No more. In the 1920s, when the first Standard & Poor's index was compiled, a listed company had a life expectancy of more than 65 years. In 1998 the annual turnover rate of S&P firms was nearly 10 percent, implying a corporate lifetime of only 10 years.

[3] How does anyone manage in this environment? Foster and Kaplan argue that companies today must embrace "discontinuity," the idea that everything they have always done is now irrelevant. Consider Intel: by its top executives' own accounts, the company had to kill its ground-breaking memory-chip business once it became clear that Japanese companies could deliver essentially the same product at a lower price. Intel then moved into the much more lucrative microprocessor business. It was an obvious decision, but one that was hard to make. Memory chips were Intel's core competence. They were at the heart of the company's self-image. The transition was wrenching, said Intel chief Andrew Grove. But as a result, the company survived and prospered.

[4] From now forgotten automobile companies like Studebaker to early technology leaders like Wang, the corporate landscape is littered with the bones of companies that couldn't adapt to change. At bottom, say Foster and Kaplan, corporations are managed for survival. They presume continuity in the business environment. They fail to introduce new products for fear of cannibalizing current product lines. They turn down acquisition opportunities to keep from

So how?

What does "discontinuity" mean?

Why is it hard to make?

What is the actual situation?

How do they keep continuity and why?