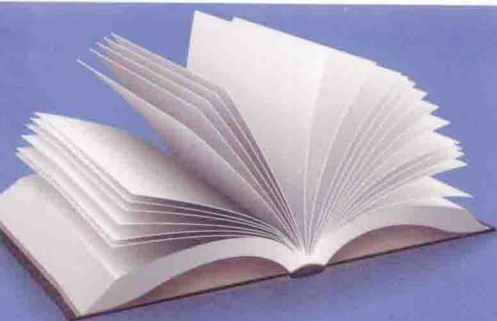


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分册

- 张洪兵 总主编
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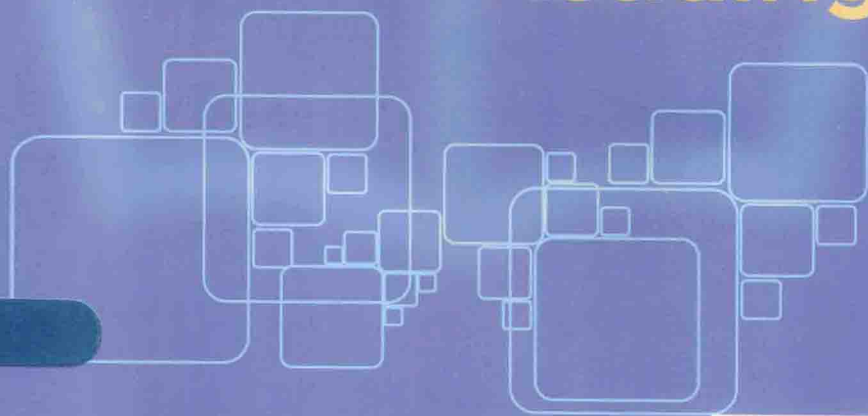
大学英语



阅读教程

(新题型)

College English
Reading Course



化学工业出版社

● 张洪兵 总主编
● 徐黎鹃 徐宗钰 主编

分册

大学英语 阅读教程

(新题型)



化学工业出版社

· 北京 ·

本书共 15 个单元, 每个单元由同一主题的四篇文章及相关习题组成。本书通过归纳、演绎、预测、推理等阅读技能的训练使学生积极思考, 自主习得语言知识; 并通过翻译实践增强其对重点词汇和短语的理解和积累, 从而逐步提高英语读写技能。

本书对提高广大学生的阅读理解能力具有一定的指导和辅助作用, 同时, 对备考研究生学生的英语学习具有事半功倍的效果, 是广大英语爱好者提高阅读水平的良师益友。

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六级分册

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前言

教育部颁布的《大学英语课程教学要求》(以下简称《要求》)对我国大学生英语阅读能力提出的较高要求如下:能基本读懂英语国家大众性报纸杂志上一般性题材的文章,阅读速度为每分钟 70~90 词。在快速阅读篇幅较长、难度适中的材料时,阅读速度达到每分钟 120 词。能阅读所学专业的综述性文献,并能正确理解中心大意,抓住主要事实和有关细节。能在阅读中使用有效的阅读方法。

为帮助学生提高英语阅读水平,达到《要求》所提出的各项能力,并为参加全国大学英语六级考试奠定坚实的基础,我们编写了这套《大学英语阅读教程》(分四级分册和六级分册)。本教程集阅读和练习于一体,围绕不同热点话题培养学生阅读和翻译能力。同时,贯彻以学生为中心的教学模式,充分满足学生汲取知识、提高智力和发展个性的需求,强调语言综合能力的提高和学生自学能力的培养。

本书为六级分册共 15 个单元,每个单元由同一主题的四篇文章及相关习题组成。本书通过归纳、演绎、预测、推理等阅读技能的训练使学生积极思考,自主习得语言知识;并通过翻译实践增强其对重点词汇和短语的理解和积累,从而逐步提高英语读写技能。本书具体特点如下。

1. 话题热点时尚,选材精细实用,集趣味性、知识性和科普性于一体

本书各单元都是广大学生所关心和感兴趣的话题,文章内容涉及生活的方方面面,具有一定的娱乐性和思想性。同时,所选文章在长度、难度、语言的精确性等方面均有统一要求。除精选了六级真题中的部分文章外,其余文章都出自近几年的英文原版报纸、期刊及权威网站。所选材料力求语言真实准确、地道优美,极大地满足了学生汲取原汁原味英语的需求。

2. 编写认真严谨,体例独特合理,集科学性、新颖性和实用性于一体

各单元均由阅读文章、难点注释、生词短语、语言聚焦和翻译练习五部分组成。其中,阅读部分涵盖了目前六级考试中所有的阅读题型,既有利于提高学生的阅读能力,又能使学生尽快熟悉和适应六级考试。难点注释言简意赅,详略得当。同时,生词表和注释均配有双语解释,既能拓宽学生的阅读视野,又能提高学生的语言能力。语言聚焦扼要介绍了文中所出现的重点语法、特殊句型及固定搭配,使学生能够及时复习和巩固相关的语言、语法知识。最后,为使学生学以致用,提高语言实际运用能力,本书增加了段落翻译题,满足了部分学生应试的需要。此外,书后附有统一的词汇表和词组表,并且每个单元均有答案活页,便于学生自主学习。

3. 注重微技能的训练和渗透,有利于学生在阅读中形成批判性思维能力

本书兼顾了不同层次学生的英语学习需求,体现了最新的大学英语教学理念。书中渗透了各种阅读微技能的训练和要求,有利于学生英语综合能力的提高。阅读理解问题的解答有助于学生思维能力的提高,预测、推理等技能的应用有利于增强学生在英语环境下的想象力,进而提高批判性思维能力。本书符合学生阅读和考试的需求,既体现了阅读教材的科学合理

性，又满足了实用性英语教学的客观需要。

本书集合了一批富有教学经验的一线教师的集体智慧，是各位编者不懈努力、辛勤劳动的结晶。大部分编写内容为北京化工大学英语教学中使用过的优秀素材，具有良好的教学效果和广泛的使用基础。本书对提高广大学生的阅读理解能力具有一定的指导和辅助作用，同时，对备考研究生学生的英语学习具有事半功倍的效果，是广大英语爱好者提高阅读水平的良师益友。

由于编写时间仓促、编者才智有限，书中若有疏漏之处，尚祈各位同仁及广大读者不吝指正。

编 者
2014 年 6 月
于北京化工大学

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Unit 1

Campus Life

I. Reading Activities (40 minutes)

Section A Bank Cloze

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank. You may not use any of the words in the bank more than once.

| | | |
|--------------|----------------|----------------|
| A. demanding | F. employers | K. sensational |
| B. formally | G. competitive | L. intensive |
| C. eloquent | H. contempt | M. purify |
| D. academic | I. extract | N. devote |
| E. fosters | J. invariably | O. peers |

Organised volunteering and work experience has long been a vital companion to university degree courses. Usually it is left to 1 to **deduce** the potential from a list of extracurricular adventures on a graduate's resume, but now the University of Bristol has launched an award to formalize the achievements of students who 2 time to activities outside their courses. Bristol has aims to boost students in an increasingly 3 job market by helping them acquire work and life skills alongside 4 **qualifications**.

"Our students are a pretty active bunch but we found that they didn't necessarily **appreciate** the value of what they did outside the lecture hall," says Jeff Goodman, director of careers and employability at the university. "Employers are much more 5 than they used to be. They used to look for potential and saw it as part of their job to 6 the value of an applicant's skills. Now they want students to be able to explain why those skills **are relevant to** the job."

Students who **sign up for** the award will be expected to complete 50 hours of work experience or voluntary work, attend four workshops on employability skills, take part in an 7 skills-related activity and, crucially, write a summary of the skills they have gained. **Exceptional** efforts will gain an Outstanding Achievement Award. Those who perform best on the sports field can take the Sporting PluS Award which 8 employer-friendly sports accomplishments.

The experience does not have to be 9 organised. "We're not just interested in easily identifiable skills," says Goodman. "For instance, one student **took the lead in** dealing with a

difficult landlord and so demonstrated negotiation skills. We try to make the experience relevant to individual lives.”

Goodman hopes the scheme will enable active students to fill in any gaps in their experience and encourage their less-active 10 to take up activities outside their academic area of work.

Section B Skimming and Scanning

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement 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.

In a Digital Age, Students Still Cling to Paper Textbooks

- A. They text their friends all day long. At night, they do research for their term papers on laptops and commune with their parents on Skype¹. But as they walk the paths of Hamilton College, a poster-perfect liberal arts school in this upstate village, students are still hauling around bulky, old-fashioned textbooks — and loving it. “The screen won’t go blank,” said Faton Begolli, a junior from Boston. “There can’t be a virus. It wouldn’t be the same without books. They’ve defined ‘academia’(学术) for a thousand years.”
- B. Though the world of print is receding before a tide of digital books, blogs and other Web sites, a generation of college students growing up with technology appears to be **holding fast to** traditional textbooks. That loyalty comes at a price. Textbooks are expensive — a year’s worth can cost \$700 to \$900 — and students’ frustrations with the expense, as well as the emergence of new technology, have produced a perplexing **array** of options for obtaining them.
- C. Internet retailers like Amazon² and Textbooks.com are selling new and used books. They have been joined by several Web services that rent textbooks to students by the semester. Some 1500 college bookstores are also offering rentals this fall, up from 300 last year. Here at Hamilton, students this year have a new way to avoid the middleman: a nonprofit Web site, created by the college’s **Entrepreneur** Club, that lets them sell used books directly to one another.
- D. The explosion of **outlets** and formats — including digital books, which are rapidly becoming more **sophisticated** — has left some students **bewildered**. After completing the difficult job of course selection, they are forced to weigh cost **versus** convenience, analyze their own study habits and guess which texts they will want for years to come and which they will not miss.
- E. “It depends on the course,” said Victoria Adesoba, a student at New York University who was standing outside that school’s bookstore, a powder-blue book bag slung over her shoulder “Last semester, I rented for psychology, and it was cheaper. But for something like organic chemistry, I need to keep the book. E-textbooks are good, but it’s tempting to go on Facebook³, and it can strain your eyes.”
- F. For all the talk that her generation is the most technologically knowledgeable in history,

paper-and-ink textbooks do not **seem destined to** disappear anytime soon. According to the National Association of College Stores, digital books **make up** just under 3% of textbook sales, although the association expects that share to grow to 10%-15% by 2012 as more titles are made available as e-books.

- G. In two recent studies — one by the association and another by the Student Public Interest Research Groups — three-quarters of the students surveyed said they still **preferred** a bound book **to** a digital version. Many students are reluctant to give up the ability to flip quickly between chapters, write in the margins and highlight passages, although new software applications are beginning to allow students to use e-textbooks that way. “Students grew up learning from print books,” said Nicole Allen, the textbooks campaign director for the research groups, “so as they **transition** to higher education, it’s not surprising that they prefer a format that they **are most accustomed to**.”
- H. Indeed, many Hamilton students grow passionate about the weighty volumes they still carry from dorm room to lecture hall to library, even as they compulsively (克制不住地) check their smartphones for text messages and e-mails. “I believe that the codex is one of mankind’s best inventions,” said Jonathan Piskor, a junior from North Carolina, using the Latin term for book.
- I. That passion may be one reason that Barnes & Noble College Booksellers is working so hard to market its new software application, NOOK study, which allows students to navigate e-textbooks on Macs and PCs. The company, which operates 636 campus bookstores nationwide, introduced the free application last summer **in hopes of luring** more students to buy its electronic textbooks.
- J. “The real obstacle is getting them to try it,” said Tracey Weber, the company’s **executive** vice president. The company is giving away “College Kick-Start Kits” to students who download NOOK study in the fall semester, with a dozen classic e-books like *The Canterbury Tales*⁴ and *The Scarlet Letter*⁵. CourseSmart⁶ is letting students try any e-textbook free for two weeks.
- K. But not every textbook is available in digital or rental format. At Hamilton, for instance, only about one-fifth of the titles are sold as e-textbooks this fall. A stroll through the campus store **revealed** the price difference. A book on constitutional law, for instance, was \$189.85 new, \$142.40 used and \$85.45 for rent. (Typically, an e-textbook is cheaper than a used book, though more expensive than a rental.)
- L. The expense of college textbooks, which is estimated to have **risen** four times the **inflation** rate in recent years, has become such a concern that some politicians are taking up the cause. Last month, Senator Charles E. Schumer of New York **urged** more college stores to rent books, after a survey of 38 campus bookstores in New York City and on Long Island⁷ by his office found that 16 did not offer the option. On Thursday, students at more than 40 colleges nationwide are planning an Affordable Textbooks Day of Action to encourage faculty members to assign texts that are less expensive, or offered free online.
- M. For now, buying books the old-fashioned way — new or used — prevails. Charles Schmidt, the spokesman for the National Association of College Stores, said that if a campus store sold a new book for \$100, it would typically buy the book back for \$50 at semester’s end and sell it to the

next student for \$75. The buy-back price plunges, however, if the professor drops the book from the syllabus or if the bookstore has bought enough books to meet demand. When Louis Boguchwal, majoring in **economics** and math, tried to sell a \$100 linear algebra (线性代数) textbook back to the college bookstore, he was offered \$15. "It was insulting," he said. "They give you next to nothing."

- N. Thus, the creation of Hamilton's new nonprofit Web site, *getmytextbooks.org*. So far, traffic has been light: only about 70 books have been sold this fall. But Jason Mariasis, president of the Entrepreneur Club, said he expected sales to pick up as word spread. Mr. Begolli, a member of the club, recently sold three German novels for \$17 on the site. "If I had sold them back to the bookstore, I would have gotten \$7 or \$8," he said. "The bookstore is king when it comes to textbook sales. We felt there should be something for students, by students."
 - O. Yet some students have to go it alone. Rosemary Rocha, an N.Y.U. student pursuing a degree in **hospitality** and tourism management, added up her required reading for the semester: \$600. "It's harsh," she said. "I'm currently collecting unemployment, so that's not going to happen." Instead, she waits to borrow the few copies her professors leave on **reserve** at the library, or relies on the kindness of classmates. "My friends will let me borrow their books in exchange for coffee or a slice of pizza," she said. "I very seldom buy the textbooks, but I'm always like a chicken without a head."
1. In order to expand e-textbook sales on campus, free e-book applications were introduced to students for them to try.
 2. Despite their loyalty to printed books, students get frustrated because printed books cost too much.
 3. It seems that printed textbooks will not disappear anytime soon as digital books currently account for a very small proportion of textbook sales.
 4. Students are confused as to what types of textbooks to choose because they have to consider both expenses and convenience while choosing them.
 5. In this digital age, students still think that paper textbooks play an irreplaceable role in their study considering their various advantages compared with e-textbooks.
 6. Most students still prefer the traditional paper-and-ink textbooks because they have already been used to their format ever since childhood.
 7. For students who live on unemployment benefits, they cannot but borrow textbooks from either the library or their classmates.
 8. To combat the soaring price of textbooks, some politicians suggest that college stores rent books to students.
 9. So far, not many books had been sold on Hamilton's nonprofit Web site, but its president was confident that its book business would improve as word spread.

10. If the professor no longer requires a textbook for the course, or the bookstore has enough stock of it, its buy-back price goes down as a result.

Section C Reading In-depth

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice.

Passage 1

Eleven summers ago I was sent to a management program at the Wharton School⁸ to be prepared for bigger things. Along with lectures on finance and entrepreneurship and the like, the program included a delightfully out-of-place session with Al Filreis, an English professor at the University of Pennsylvania, on poetry.

For three hours he talked us through “The Red Wheelbarrow” and “Stopping by Woods on a Snowy Evening.” The experience — especially when **contrasted** with the horrible **prose** of our other assigned reading — sent me fleeing to the campus bookstore, where I **resumed** a long-interrupted romance with meter and rhyme (韵).

Professor Filreis says that he is “a little shocked” at how intensely his Wharton students respond to this unexpected **deviation** from the businesslike, not just as a relief but as a kind of **stimulus**. Many write afterward asking him to **recommend** books of poetry. Especially now.

“The grim economy seems to make the participants keener than ever to think ‘out of the box’ in the way poetry encourages,” he told me.

Which brings me to Congress⁹, an institution stuck deeper inside the box than just about any other these days. You have probably heard that up on Capitol Hill¹⁰, they’re very big on prayer breakfasts¹¹, where members gather over scrambled eggs and ask God for wisdom. You can judge from the agonizing debt spectacle we’ve watched this summer how well that’s working. Well, maybe it’s time to add some poetry readings to the agenda.

I’m not suggesting that poetry will guide our legislators to wisdom any more than prayer has. Just that it might make them a little more human. Poetry is no substitute for courage or **competence**, but properly applied, it is a challenge to self-certainty, which we currently have **in excess**. Poetry serves as a spur to creative thinking, a reproach to dogma and habit, a remedy to the current fashion for **pledge** signing.

The poet Shelley¹², **in defense of** poetry nearly two centuries ago, wrote, “A man, to be greatly good, must imagine intensely and comprehensively; he must put himself in the place of another and of many others; the pains and pleasures of his **species** must become his own.” Shelley concludes that essay by calling poets “the unacknowledged legislators of the world,” because they bring imagination to the realm of “reasoners and mechanists.”

The relevance of poetry was declared more concisely in five lines from the love poem “Asphodel, That Greeny Flower,” by William Carlos Williams¹³:

It is difficult

to get the news from poems

yet men die miserably every day

for lack

of what is found there

1. Why did the author participate in the Wharton School management program?
 - A. He was a passionate lover of classical poetry.
 - B. He was being trained for an important position.
 - C. He had just been promoted to top management.
 - D. He was interested in finance and entrepreneurship.
2. What did the author think of Professor Filreis’s poetry session?
 - A. It diverted students’ attention from the assigned reading.
 - B. It made the management program appear romantic.
 - C. It was extremely appealing to the students.
 - D. It pulled students out of prose reading sessions.
3. What was the impact of the poetry session on the program participants according to Professor Filreis?
 - A. It inspired them to view things from broader perspectives.
 - B. It led them to think poetry indispensable to management.
 - C. It helped them develop a keener interest in literature.
 - D. It encouraged them to embark on a political career.
4. What does the author think of Capitol Hill’s prayer over breakfast?
 - A. It is a ritual that has lost its original meaning.
 - B. It doesn’t really help solve the economic problem.
 - C. It provides inspiration as poetry reading does.
 - D. It helps people turn away from the debt spectacle.
5. What do we learn from Shelley’s essay?
 - A. Poetry can relieve people of pains and sufferings.
 - B. It takes poetic imagination to become a legislator.
 - C. Legislators should win public acknowledgement.
 - D. It is important to be imaginative and sympathetic.

Passage 2

On a cold, rainy day, four college students were sitting around the kitchen table, depressed about their heavy homework and class loads at Canada’s **prestigious** Queen’s University in Kingston, Ontario.

To **cheer** themselves and others **up**, third-year undergraduates and aspiring teachers Rachel

Albi, Erica Gagne, Jessica Jonker, and Amanda Smurthwaite started a Facebook profile called Queen's U Compliments, in which fellow classmates **anonymously** submit **compliments** about members of the campus community, and the four founding members post them from the account.

Since its launch on Sept. 12, the founders say the account boasts more than 4,000 friends and 1,300 compliments and has inspired Compliments pages **attributed to** at least 56 colleges and universities in Canada, the United States, and soon, Europe. The number of copycat (仿冒者) pages is growing every day, and this week, the founders created a private group called University Compliments as an effort to unite all of the Compliments pages on Facebook. The Queen's University founders estimate that Compliments pages collectively boast more than 35,000 "likes."

Effusive posts on Queen's U Compliments have called students "the human **equivalent** of a ray of sunshine," "the **inspiration** for Aretha Franklin's 'Respect,'" and "the Queen of Queen's." Some **border on** flirtatious(调情的), including "I want to wrap him up like a present and give him to myself for Christmas" and "She'll make your drink come out of your nose with laughter, and she'll make tears pour from your eyes when you realize you'll NEVER HAVE HER." The founders **opted to** create a Facebook People account as opposed to a Page because they wanted to be able to connect the people receiving praise. If they are not already friends with a person being complimented, they send a Friend Request to that person.

The four founders **acknowledge** that Queen's U Compliments is their attempt to create a more positive atmosphere on campus and **contribute to** school-wide **initiatives** about mental health awareness and anti-bullying. Between 2010 and 2011, several student deaths — both suicides and accidents — rattled the campus, with two tragedies occurring in one week. And there have been reports of Facebook bullying among students at the School of Music, according to co-founders Jonker and Gagne, who are both **enrolled** at the school. In fact, inspired by the Queen's U Compliments model, the School of Music's student council asked students to write nice things about each other on Post-it notes and post them on a wall for a day.

"We thought [Queen's U Compliments] was a really great way to help students help other students," says co-founder Smurthwaite. Albi **likens** the project **to** the 2000 film *Pay It Forward*¹⁴, in which a young boy tries to make the world a better place by encouraging people to carry out acts of kindness for one another.

6. What was the initial purpose to start Queen's U Compliments?
 - A. To create an academic atmosphere for teachers and students at Queen's University.
 - B. To encourage each other and relax themselves from the heavy academic burden.
 - C. To unite all of the Facebook profiles created by students at Queen's University.
 - D. To inspire other colleges and universities to follow suit.
7. What has happened to Queen's U Compliments since it was founded?
 - A. It has provoked controversies because of those flirtatious compliments.
 - B. It has been greatly welcomed by university students both in Canada and abroad.
 - C. It has owed its success to other colleges and universities in Canada.
 - D. It has gradually evolved into a private organization.
8. Why did the founders of Queen's U Compliments choose to create a Facebook People account

instead of a Facebook Page?

- A. Because a Facebook People account allows users to make friends with people who receive compliments.
 - B. Because a Facebook People account requires that only your friends can access your profile.
 - C. Because a Facebook People account has sent requests to the founders.
 - D. Because the founders had received strong oppositions as to creating a Facebook Page.
9. What can NOT be inferred about Queen's University before Queen's U Compliments was founded?
- A. Campus violence was prevalent at Queen's University.
 - B. Students were in great panic about accidental deaths on campus.
 - C. There had already been some practices to use internet to fight against bullying.
 - D. Mental health problems did not receive enough attention.
10. Why is the film *Pay It Forward* mentioned in this passage?
- A. Because the founders of Queen's U Compliments got inspirations from the film.
 - B. Because all the founders of Queen's U Compliments like this film very much.
 - C. Because users of Queen's U Compliments have posted many praises about this film.
 - D. Because the film and Queen's U Compliments convey the same message about expressing kindness.

II. Notes

1. Skype is a worldwide instant messaging client 讯佳普，一款网络即时语音通讯工具
2. Amazon is an American international electronic commerce company, the world's largest online retailer 亚马逊，世界最大的电子商务公司
3. Facebook is the world's largest online social networking service 脸谱网，全球最大的社交网站
4. *The Canterbury Tales* is a collection of over 20 stories written in Middle English by Geoffrey Chaucer at the end of the 14th century 《坎特伯利故事集》，一部诗体短篇小说集
5. *The Scarlet Letter* is an 1850 romantic work of fiction in a historical setting, written by Nathaniel Hawthorne 《红字》，19世纪美国浪漫主义作家霍桑的长篇小说
6. CourseSmart, founded in 2007, is supported by leading publishers in higher education and is the world's largest provider of digital textbooks 世界最大的电子课本供应商
7. Long Island is an island in the U.S. state of New York 长岛，属于美国纽约州
8. The Wharton School is the business school of the University of Pennsylvania. It is the United States' oldest business school and the world's first business school affiliated with an institution of higher learning 宾夕法尼亚大学沃顿商学院，世界著名的商学院
9. The Congress is the bicameral legislature of the federal government of the United States consisting of two houses: the House of Representatives and the Senate 美国国会
10. Capitol Hill, aside from being a metonym for the United States Congress, is the largest historic residential neighborhood in Washington D.C 美国国会山，美国国会办公机构的建筑
11. Prayer Breakfast is a yearly event consisting of a series of meetings, luncheons, and dinners hosted by the United States Congress. It is a forum for the political, social, and business elites to

assemble and build relationships (美国) 祈祷早餐会

12. Shelley (Percy Bysshe Shelley 1792–1822) was one of the major English Romantic poets. 雪莱, 英国浪漫主义民主诗人

13. William Carlos Williams (1883–1963) was an American poet closely associated with modernism and imagism 威廉·卡洛斯·威廉斯, 美国著名诗人

14. *Pay It Forward* is a 2000 American drama film based on the novel of the same name by Catherine Ryan Hyde 《把爱传下去》, 根据同名小说改编的电影

III. Word Bank

eloquent *adj.* able to express your ideas and opinions well, especially in a way that influences people 雄辩的, 有口才的

foster *vt.* to help a skill, feeling, idea etc develop over a period of time 培养, 促进

contempt *n.* a feeling that someone or something is not important and deserves no respect 轻视, 轻蔑

extract *vt.* to get something which you want from someone, such as information, money, help etc 获取, 设法得到

invariably *adv.* if something invariably happens or is invariably true, it always happens or is true 总是, 不变地

sensational *adj.* intended to interest, excite, or shock people – used in order to show disapproval 轰动的, 耸人听闻的

purify *vt.* to remove dirty or harmful substances from something 使纯净, 净化

deduce *vt.* to use the knowledge and information you have in order to understand something or form an opinion about it 推断, 演绎

qualification *n.* a skill, personal quality, or type of experience that makes you suitable for a particular job or position 资格, 条件

exceptional *adj.* unusually good 优越的, 杰出的

array *n.* a group of people or things, especially one that is large or impressive 一大批, 一大群

entrepreneur *n.* a person who sets up businesses and business deals 企业家

outlet *n.* a shop that sells things for less than the usual price 折扣店

sophisticated *adj.* very complex or complicated 复杂的, 精致的

bewilder *v.* to confuse someone 使迷惑

versus *prep.* used when comparing the advantages of two different things, ideas etc (比较两种不同想法、选择等) 与……相对

transition *vi.* to change to a new state or start using something new 过渡, 转变

lure *vt.* to attract customers, workers, money etc from another company or place 吸引, 引诱

executive *adj.* relating to the job of managing a business or organization and making decisions 执行的, 管理的

reveal *vt.* to show something that was previously hidden 显露, 揭露

inflation *n.* a continuing increase in prices, or the rate at which prices increase 通货膨胀

economics *n.* the study of the way in which money and goods are produced and used 经济学

hospitality *n.* services such as food and drink that an organization provides for guests at a special event 餐饮招待

reserve *n.* something ready to be used if needed 预备品

contrast *vi&vt.* if two things contrast, the difference between them is very easy to see and is sometimes surprising 对比，对照

prose *n.* written language in its usual form, as opposed to poetry 散文

resume *vi&vt.* to start doing something again after stopping or being interrupted 重新开始

deviation *n.* a noticeable difference from what is expected or acceptable 背离，偏离

stimulus *n.* something that helps a process to develop more quickly or more strongly 刺激物，刺激因素

recommend *vt.* to say something or someone is good, or suggest them for a particular purpose or job 推荐，建议

competence *n.* the ability to do something well 能力，技能

pledge *n.* a serious promise or agreement, especially one made publicly or officially 誓言，保证

species *n.* a group of animals or plants whose members are similar and can breed together to produce young animals or plants 物种，种类

prestigious *adj.* admired as one of the best and most important 受尊敬的，有声望的

anonymously *adv.* done, sent, or given by someone who does not want their name to be known 匿名的

compliment *n.* a remark that shows you admire someone or something 恭维，赞美

equivalent *n.* a person or thing that has the same function in a different place, time, or system 对等物，相应者

inspiration *n.* a good idea about what you should do, write, say etc, especially one which you get suddenly 灵感，启发灵感的人（或事物）

acknowledge *vt.* to admit or accept that something is true or that a situation exists 承认

initiative *n.* an important new plan or process to achieve a particular aim or to solve a particular problem 倡议

enroll *vi&vt.* to officially arrange to join a school, university or course, or to arrange someone else to do this 招收，入学

devote ... to 投入（时间，精力等）到……

be relevant to 与……相关

sign up for 报名参加

take the lead in ... 带头做……

cling to 依附，坚持

hold fast to 紧紧抓住；坚持（某种思想或原则等）

seem/be destined to do 似乎注定会发生

make up 占……百分比

prefer ... to ... 比起……更青睐……

be accustomed to 习惯于

in hopes of 希望

in excess 过多地

in defense of 为……辩护