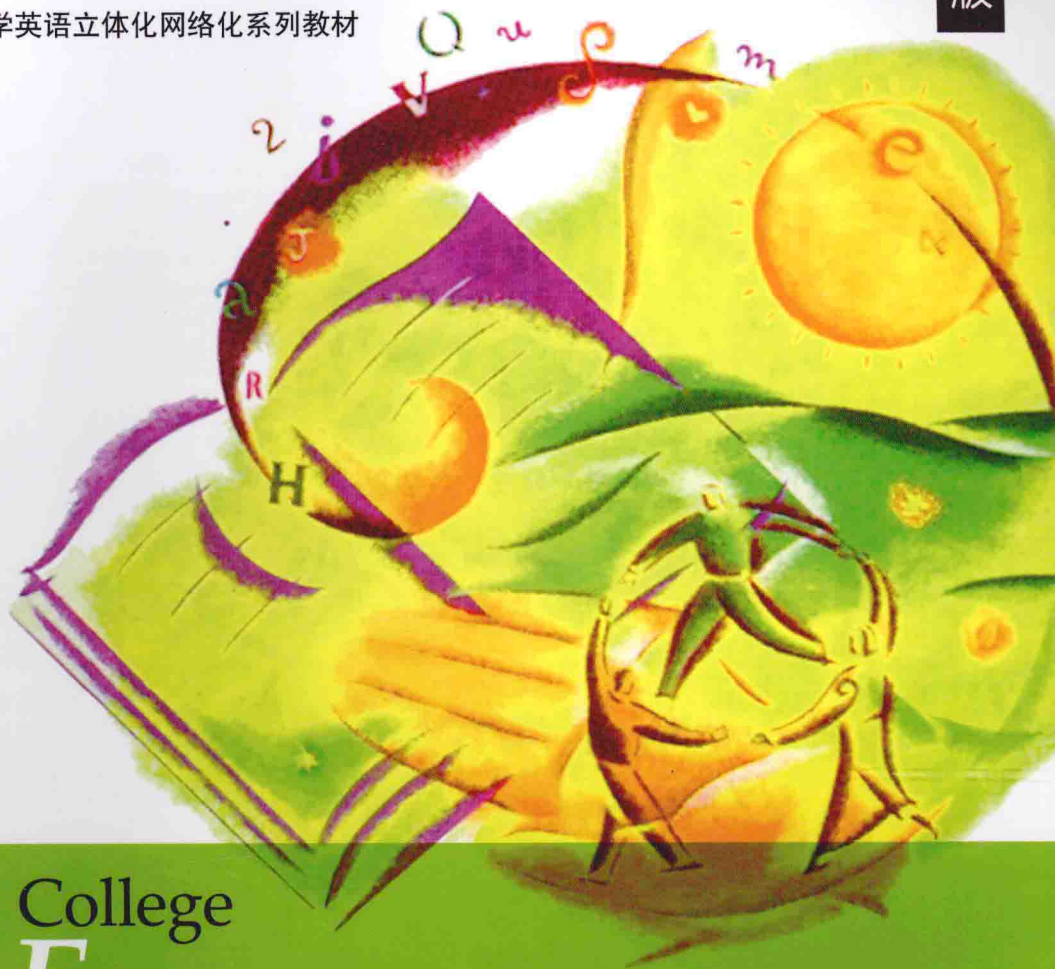




“十二五”普通高等教育本科国家级规划教材
大学英语立体化网络化系列教材

黄必康 ◎ 总主编

第二版



College
*E*nglish Reading

大学英语 阅读教程

人文篇

钱 清 王 芳 ◎ 主 编



北京大学出版社
PEKING UNIVERSITY PRESS

总主编 黄必康

大学英语阅读教程

(第二版)

(人文篇)

主 编 钱 清 王 芳

副主编 许 明

编 者 (按姓氏笔画排列)

卫朝霞 王 东 许 颖

李 璘 赵晓英 靳 蓉

主 审 陈向京



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

大学英语阅读教程.人文篇/钱清,王芳主编.—2版.—北京:北京大学出版社,2014.8
(大学英语立体化网络化系列教材)

ISBN 978-7-301-24710-5

I. ①大… II. ①钱… ②王… III. ①英语—阅读教学—高等学校—教材
IV. ①H319.4

中国版本图书馆CIP数据核字(2014)第194570号

书 名: 大学英语阅读教程(第二版)(人文篇)

著作责任者: 钱 清 王 芳 主编

责任编辑: 李 娜

标准书号: ISBN 978-7-301-24710-5/H·3563

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

网 址: <http://www.pup.cn> 新浪官方微博:@北京大学出版社

电子信箱: nklina@gmail.com

电 话: 邮购部 62752015 发行部 62750672 编辑部 62759634 出版部 62754962

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

787毫米×1092毫米 16开本 12.75印张 324千字

2006年8月第1版

2014年8月第2版 2014年8月第1次印刷

定 价: 36.00元

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话: 010-62752024 电子信箱: fd@pup.pku.edu.cn

第二版前言

随着全球化趋势的加快和国际交流的日益增强,英语作为信息传播和国际交流的载体,在中国走向世界的过程中起着越来越重要的作用。切实掌握这门语言已经是众多学习者的迫切愿望。一部优秀的英语教材往往对学习者起着难以估量的巨大作用,它不仅能使学习者在语言文化方面得到良好的熏陶,而且能够帮助学习者树立正确的人生观、世界观和价值观。

《大学英语阅读教程》(第二版)(人文篇)依据教育部颁发的《大学英语课程教学要求》中对阅读和翻译的一般要求和较高要求编写而成。本书以阅读为出发点,对学习者的说、读、译等技能的训练,旨在为学习者提供丰富多彩的英文阅读素材,帮助学习者掌握阅读策略,培养学习者英语阅读和翻译技能。同时它还可以帮助学习者开拓视野、改善思维、提高人文素质以及增强跨文化意识和提高跨文化交际能力。

《大学英语阅读教程》(第二版)(人文篇)选材广泛,内容新颖,既涉及当今社会的许多热门话题,如社会、经济、教育、文化以及科技,又包含了贴近大学生校园生活的话题以及原汁原味的文学作品。所选文章大多出自英美国家著名报刊、书籍或网站,注重语言质量、文化内涵以及思想深意,一方面体现了很强的实用性,另一方面又极具可读性和趣味性。

《大学英语阅读教程》(第二版)(人文篇)的练习与活动设计方面,体现出以训练学习者阅读能力为中心,兼顾口语、翻译等多种技能训练的编写理念。在阅读主课文之前,编者专门设计了10项与课文相关的主要信息匹配题,以此激活学习者相关知识并训练学习者寻读与略读的快速阅读技能,此项练习还与大学英语四级考试快速阅读题型紧密结合;随后的阅读理解练习,既包含有对相关主课文信息的细节、主旨等的阅读技巧的训练,还有对题材、作者态度等推断题型的设计与训练,加深了读者对阅读材料理解;与主课文既有关联又有突破的读后思考题不仅为学习者练习口语提供机会,还训练了学习者的思维能力;之后的相关主题短文阅读,进一步强化了阅读者的阅读策略意识;除此以外,本书还精心选择相关主题材料作为翻译练习,使学习者了解更多相关主题文化的同时训练了翻译技巧,达到以阅读为主,融合多种技能,培养综合素质,提高语言能力与思维能力的目的。

此外,在策划和编写过程中,编者还研究了国内外出版的相关教材,从中得到重要启发,受益匪浅,在此向这些编者和作者们表示感谢。在编写过程中,由于编写人员学识有限,教材中难免会出现谬误之处,恳请使用本教材的教师同仁和学生谅解并提出批评和建议。

编 者

2014年7月25日

第一版前言

随着中国改革开放步伐的加快,英语作为信息传播和国际交流的载体在中国走向世界的过程中起着越来越重要的作用。切实掌握这门语言已是众多学习者的迫切愿望。一部优秀的英语教材往往对学习者起着难以估量的巨大作用。它不仅能使学习者在语言文化方面得到良好的熏陶,而且能够帮助学习者树立正确的人生观、世界观和价值观。

新世纪的到来,给我国高等院校的英语教学带来了一片新的生机。我国高校英语教学改革步伐也随着改革开放的步伐与时俱进、突飞猛进。英语教材的建设和不断更新历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教委和全国高校外语教学指导委员会正坚定不移地推行大学英语教学改革,并制订颁布了新时期的大学英语课程教学要求,这为新的大学英语教材的编写提供了指导依据,同时新的教学要求亦使我们意识到了编写新的大学英语教材的必要性和紧迫性。在此情势下,北京大学教材建设委员会将“大学英语”教材建设列为重点项目,并由北京大学出版社具体组织、策划大学英语系列教材的编写和出版工作。

2004年,北京大学出版社推出了《大学英语教程》(包括1—6册学生用书和教师用书,共12册)。同时还出版了新型大学英语听说系列教材——《必胜英语——大学英语实用听说教程》(1—4册学生用书和教师用书,共8册),以及《大学英语视听说教程》(1—4册)、《大学英语实用听力教程》(1—4册)、《大学英语快速阅读》(1—4册)、《大学英语阅读教程》(1—4册)、《高级英语阅读教程》等教材。我国陆续有多所高校开始启用这套教材,并对该套教材给予了肯定的评价和极高的赞誉。

《大学英语阅读教程》是整个大学英语立体化网络化系列教材的一个重要组成部分。它旨在为学习者提供丰富多彩的英文阅读素材,帮助学习者掌握英语阅读策略,培养学习者的英语阅读技能。同时它还可以帮助学习者开阔视野、改善思维、提高素质以及增强跨文化意识等积极作用。

《大学英语阅读教程》共分四册,每册有24课。每册的选材与《大学英语教程》1—4册相对应,主题广泛,思考深刻。其中既有贴近大学生校园生活的话题,如大学生的学习、生活、成长过程、自我意识、亲情友情等,也有人们广泛关注的历史、文化、教育、环境等方面的话题。每课编排体例及说明如下:

1. 课文导读: 主课文之前有一段简短的中英文导读,目的在于暗示主课文将涉及的主题、激活学习者的相关知识并增强其阅读兴趣。

2. **主课文**: 主课文与《大学英语教程》中相应文章的话题一致,难度略大,长度在1000单词左右。

3. **生词旁注**: 主课文的左面是生词旁注,配有中文注解,便于学习者排除生词障碍,进行透彻的字面理解。

4. **问题旁注**: 主课文的右面设计了许多与文章内容紧密相关的问题以及启发学习者进行积极思考的问题,以帮助学习者更好地理解文章内容。

5. **阅读理解练习**: 主课文之后是阅读理解练习题,既有选择题,也有填空题,目的在于检验学生的阅读效果。

6. **阅读策略**: 阅读策略是高效率学习者必须具备的能力,它不仅能提高学习者的阅读速度,也能使读者加深对阅读材料的理解。为了强化学习者的阅读策略意识,在阅读策略分析之后设有相关练习题。

7. **读后思考题**: 读后思考题与主课文既相关又有突破,目的在于让学习者把视线从主课文中转移出来,放飞其想象力。

8. **快速阅读**: 快速阅读为一篇实效性较强的短文,长度为350单词左右。短文之后设计了填空、判断正误和选择三种检测阅读理解效果的练习题。填空题主要用来检查阅读者的快速识别能力,因此主要是考察最基本的信息。判断题重点考察对主题和重要细节的理解。选择题主要考察阅读者识别细节、猜测字义、识别篇章承转启合的能力。快速阅读部分还要求学生自测阅读速度和理解程度。

为了鼓励学习者课后自学,提高自主学习能力、自我检测能力和自学效果跟踪能力,每册书后附有以下内容:

1. 主课文及阅读策略练习答案;
2. 快速阅读练习答案表;
3. 主课文阅读速度查对表;
4. 阅读理解准确率查对表;
5. 阅读进度记录表。

编 者

2005年12月

Contents

Lesson 1	College Culture	1
PART I	READING	1
PART II	SKILL DEVELOPMENT	7
PART III	CULTURAL READING	9
Lesson 2	Understanding Happiness	11
PART I	READING	11
PART II	SKILL DEVELOPMENT	17
PART III	CULTURAL READING	19
Lesson 3	Childhood Memories	21
PART I	READING	21
PART II	SKILL DEVELOPMENT	28
PART III	CULTURAL READING	30
Lesson 4	Empathy in Our Lives	32
PART I	READING	32
PART II	SKILL DEVELOPMENT	38
PART III	CULTURAL READING	40
Lesson 5	Your Name Matters	42
PART I	READING	42
PART II	SKILL DEVELOPMENT	49
PART III	CULTURAL READING	51
Lesson 6	Volunteer Work	53
PART I	READING	53
PART II	SKILL DEVELOPMENT	59
PART III	CULTURAL READING	61

Lesson 7	War Matters	63
PART I	READING	63
PART II	SKILL DEVELOPMENT	69
PART III	CULTURAL READING	70
Lesson 8	Changing Times	72
PART I	READING	72
PART II	SKILL DEVELOPMENT	77
PART III	CULTURAL READING	79
Lesson 9	Sports Life	81
PART I	READING	81
PART II	SKILL DEVELOPMENT	87
PART III	CULTURAL READING	88
Lesson 10	Watch Out!	91
PART I	READING	91
PART II	SKILL DEVELOPMENT	97
PART III	CULTURAL READING	99
Lesson 11	Animal World	101
PART I	READING	101
PART II	SKILL DEVELOPMENT	107
PART III	CULTURAL READING	109
Lesson 12	Interpreting Art	111
PART I	READING	111
PART II	SKILL DEVELOPMENT	118
PART III	CULTURAL READING	119
Lesson 13	Media	121
PART I	READING	121
PART II	SKILL DEVELOPMENT	126
PART III	CULTURAL READING	128

Lesson 14 Leisure Activities	130
PART I READING	130
PART II SKILL DEVELOPMENT	136
PART III CULTURAL READING	138
Lesson 15 Finding Your Place	140
PART I READING	140
PART II SKILL DEVELOPMENT	146
PART III CULTURAL READING	148
Lesson 16 A Happy Marriage	150
PART I READING	150
PART II SKILL DEVELOPMENT	156
PART III CULTURAL READING	158
Lesson 17 Science and Technology	160
PART I READING	160
PART II SKILL DEVELOPMENT	166
PART III CULTURAL READING	168
Lesson 18 Holidays	170
PART I READING	170
PART II SKILL DEVELOPMENT	177
PART III CULTURAL READING	179
Keys to Exercises	181



Lesson 1

College Culture

Lesson Tips

When it comes to American higher education, community college is an important issue. Community colleges are similar to technical colleges in China. Some American students choose to go to community college first, where they graduate after two years' education with an Associate Degree, and then find technical jobs or move on to four-year colleges or universities. Now, considering the issue of affordability and the growing need for technically trained workers in America, a handful of states as well as the president are calling for free and universal community college education for students, which is actually not a new idea and was put forward in 1947. But why haven't educators realized the dream until today and what problems have they run into? In this passage, you will find the answer.

PART I READING

A Pre-Reading: Skimming & Scanning

Starting Time _____

Read the ten statements attached to the following text. Each statement contains information given in one of the paragraphs of the text. Identify the paragraph from which the information is derived by skimming and scanning the text. You may choose a paragraph more than once. Each paragraph is marked with a letter. Do not read the notes on the right margin.

- () 1. America once ranked first as for the number of young people with college education.
- () 2. Details concerning free community college and its execution constitute the obstacles to the offering of free community college.
- () 3. State and local budget situation greatly influences the number of students enrolled in colleges.
- () 4. The Great Recession forced the American government to decrease the budget for higher education.

- () 5. Experts have forecasted an increasing demand for workforce with a certificate or degree beyond high school in future job market.
- () 6. Several educators made President Harry Truman a proposition which was concerned with the free and universal access to education.
- () 7. President Barack Obama gives priority to access and affordability to higher education.
- () 8. The existing “high tuition, high aid” model in colleges would not sustain if tuition keeps rising.
- () 9. Some states in U.S. have tried in vain to put the idea of free community into practice.
- () 10. The business model of colleges forms a vital factor in the sustainable development of the colleges.

Free Community College Not a New Idea

Allie Bidwell

[A] In 1947, a group of education leaders recommended to then-President Harry Truman that education should be both universal and free, from kindergarten through the community college level, as a way to improve access and affordability to higher education. “It is obvious, that free and universal access to education, in terms of the interest, ability, and need of the student, must be a major goal in American education,” the commission’s report stated. “The time has come to make education through the fourteenth grade available in the same way that high school education is now available.”

[B] Now, a handful of states are again attempting to make that proposal a reality, by offering free community college to students, not only to address the issue of affordability, but also to tackle a growing need for technically trained workers in America. “So back in 1947, a bunch of American **luminaries** thought it was a good idea,” says Noah Brown, president and chief executive officer of the Association of Community College **Trustees**. “Obviously, we haven’t realized that dream yet. In a sense, it’s not a new idea, but the devil is in the details and its execution.”

[C] Years after Massachusetts Gov. Deval Patrick unsuccessfully pushed for free community college, Tennessee Gov. Bill Haslam **resurrected** that goal when he announced plans to provide two free years of community and technical college to all state residents with a high school diploma or equivalent during his State of the State address on Monday. House members in Mississippi are also considering a plan to **subsidize** community college tuition after

*What kind of suggestion was given to Harry Truman?
What is the major goal in American education?*

Do American students have free access to high school education?

What can be achieved by offering free community college to students?

When was the idea of free community college put forward?

What was required to receive free education in community and technical college in Tennessee?

financial aid is taken into account, while Oregon's legislature is considering a similar bill that would call for a study of the viability of such a program.

[D] "In the year 2025, 55 percent of Tennesseans will need a certificate or degree beyond high school to get a job," Haslam said in his speech. "Today, only 32 percent of Tennesseans qualify. To truly be America at its best, that's not good enough." By the year 2020, 65 percent of all jobs nationwide will require some sort of postsecondary training, according to a report from Georgetown University's Center on Education and the Workforce. Meanwhile, America has dropped in international standings of educational attainment.

[E] Once a world leader in the number of young people with a college education, America slipped to 12th place in 2010, according to a report from the College Board. Canada tops the list of developed nations, with 56 percent of all adults between 24 and 35 obtaining a college degree. By comparison, 40 percent of Americans in that age group are college-educated.

[F] President Barack Obama has also made it a priority of his administration to push for the country to graduate more students from college—both to meet that workforce demand, and to give all students the opportunity to receive a college education. One way to do that is to make college more affordable to all students and families. Community colleges are in a unique position to both train students for technical jobs and to prepare them to move on to four-year colleges and universities. But those schools have also faced the budget cuts and tuition hikes seen in bachelor's degree-granting institutions. On the surface, subsidizing the cost of attendance for community colleges could expand the gateway for both jobs and degrees.

[G] But the problems of college access and affordability run much deeper than the high sticker price of tuition and fees, experts say, because the two goals are so closely intertwined. Because community colleges often are heavily reliant on state funds, forming a model for universal and free community college could be problematic, according to David Baime, senior vice president for government relations and research at the American Association of Community Colleges. Any attempt to further subsidize the cost of attendance, beyond financial aid already in place, would depend on the state budget situation, he says. "This kind of attention to the

What measures will Oregon take to make the free community college possible?

Is it very easy to get a job in future in the U.S.? How about those who have never received any higher education?

Who should be responsible for America's drop in international standings of educational attainment?

Why did America drop from No.1 to No.12 in standings?

What does President Barack Obama put priority on?

What role do community colleges play in society?

In which way can people expand the gateway for jobs and degrees?

What do two goals refer to? What is the barrier against forming a model for universal and free community college?

What impact of state budget situation will impose on students?

financial barriers students face attending our institutions is great," Baime says. "It sends a very strong signal to students that they can attend community college because, unfortunately, many students are intimidated by the sticker price of college."

[H] Between the 2002—03 and 2011—12 academic years, the average tuition and fees at public, two-year colleges increased by 38.5 percent, according to the National Center for Education Statistics. Another breakdown of the increases, from the College Board, shows the average tuition for full-time community college students increased by 29 percent in five years—from 2008—09 to 2013—14. By comparison, average tuition increased by just 4 percent during the prior five years, from 2003—04 to 2008—09. That's because state investment in higher education rapidly declined during the same time. Typically, about half of all community college funding comes from state and local budgets, Baime says, although that number has declined.

[I] As the economy slowly starts to recover from the Great Recession, states are beginning to reinvest in their higher education systems. Nationwide, states increased their spending on higher education by 5.7 percent between 2013 and 2014. But that increase still leaves funding levels below where they were before the recession, and there's no sign of any drastic increase in the near future, according to an annual report from Illinois State University's Center for the Study of Education Policy.

[J] But the larger problem lies in the business model of colleges, and the cost of delivering an education, Brown says. Remedial education, for example, is a huge financial burden on community colleges, he says. According to a 2012 study from the National Bureau of Economic Research, **remedial** credits make up about 10 percent of all credits earned at community college and cost a total of \$4 billion annually—just in the community college sector.

[K] "Imagine if we could reinvest [that money] in other areas of need, which could include providing more reduced or free tuition to students who need it," Brown says. "There are ways, in my opinion, of growing resources, but we have to be smarter and more intentional about things, including student success and completion."

[L] Colleges need to "modernize or rethink" their business models in order to be sustainable in the long run, Brown says. One potential problem with the way some colleges function is that the

What does the author want to show us by quoting so many figures?

What causes the rising cost of higher education?

Is there a close connection between economy and higher education?

What was the funding level for higher education before the recession?

What is the huge financial burden on community colleges?

What group of students should be provided with reduced or free tuition?

*How can colleges have sustainable development?
What's the shortcoming of "high tuition, high aid" model?*

financial aid institutions offer often is the product of a “high tuition, high aid” model. Some expensive colleges rely on some students paying the full price of attendance in order to offer reduced prices for low-income students, says Andrew Kelly, director of the Center on Higher Education Reform at the American Enterprise Institute.

[M] That model, he says, is going to get more difficult to sustain if prices keep rising because “the people you used to count on paying full price no longer want to do that.” “Is that necessarily a good definition of affordability for the long term?” Kelly says. “Rather than just letting that cost skyrocket, and financing it by this high tuition, high aid model, we also want campuses to try to get control over their costs and bring that tuition price lower to the actual cost of delivering the service.”

(1179 words)

Finishing time _____

Time required _____

Time used _____

Comprehension _____ %

Glossaries

luminary	<i>n.</i>	卓越的知识分子
trustee	<i>n.</i>	董事会
resurrect	<i>v.</i>	使再受注意
subsidize	<i>v.</i>	资助
legislature	<i>n.</i>	立法机构
viability	<i>n.</i>	切实可行
intertwine	<i>v.</i>	(使)缠绕在一起
reliant	<i>adj.</i>	依靠……的
remedial	<i>adj.</i>	补习的
skyrocket	<i>v.</i>	(使)急升

B

Post-Reading: In-Depth Reading

Now re-read the above text and do the following exercises. The reading notes on the right margin may be of help to you in your reading process. If you prefer reading the text straight through without

referring to these notes, just ignore them. Or you may want to turn to them for better reading comprehension in your post-readings.

I. Choose the best answer from the three options given.

1. Which of the following is not the reason why community colleges are in a unique position?
 - A. They can train students for future technical jobs.
 - B. They can help students brush up and improve their knowledge.
 - C. They can prepare students to move on to four-year colleges and universities.
2. What is the major goal in American education?
 - A. To improve the quality of the higher education.
 - B. To increase the enrollment of high school students.
 - C. To offer free and universal access to education.
3. President Barack Obama's focal point of the work is to _____.
 - A. create more job opportunities for the graduates from community colleges
 - B. increase the number of young people with a college education and degree
 - C. take effective measures to stimulate consumption and economic growth
4. Community colleges are heavily burdened with _____.
 - A. remedial education
 - B. student assistance
 - C. bank loan
5. The author's purpose in writing this passage is _____.
 - A. to stress the impact of the free community college education on society
 - B. to illustrate the requirements for being enrolled in the community college
 - C. to encourage colleges to modernize their business models to sustain

II. Fill in the blanks wherever required.

1. The idea of providing (1) _____ and free education to the students from kindergarten through the (2) _____ college level was proposed by a (3) _____ of American luminaries in 1947. Its aim is to improve (4) _____ and (5) _____ to college education and help students to meet the (6) _____ demand. But unfortunately, this dream hasn't (7) _____ yet. A lot of efforts are still needed to put it into practice.
2. 60 percent of Americans aged 24 to 35 are not (1) _____, which makes America drop in international (2) _____ of educational (3) _____. Therefore, to have more graduates with a college (4) _____ or degree has become President Barack Obama's (5) _____ of his administration. Community colleges find it hard to provide (6) _____ or free tuition to the students who need it due to the sharp decrease in state (7) _____ in higher education. One of the ways to solve the problem is to modernize the business model of colleges to be sustainable in the long run.



Reading Afterthoughts

Think of the following questions. If possible, discuss them with your classmates and the instructor.

1. According to the passage, what problems do people run into in making community colleges free and universal?
2. In China, are colleges and universities funded by the government? Do the state-funded colleges and universities in China have similar problems as the American community colleges?
3. In what way do China's technical colleges differ from America's community colleges? Do you think it possible for Chinese government to make technical colleges free and universal to students?
4. What do you suggest the community colleges should do to reform their business models in order to be sustainable in the long run?

PART II SKILL DEVELOPMENT

America's Colleges Embrace the Capital Markets

In the lecture halls of America's universities, capitalism is far more likely to be damned than praised. Those who run the universities, however, have a keen appreciation of the capital markets. It is well known that some institutions, notably Harvard, have benefited greatly from putting *top-notch* (一流的) managers in charge of their endowment funds. Less well known is the increasing willingness of colleges to borrow in the markets, too. On May 15th, for example, Cornell University sold \$250m-worth of bonds. In recent weeks both Harvard and the University of Texas have also raised hundreds of millions of dollars in this way.

Such debt-raising is becoming more common, although the average bond issue is smaller than these. Lehman Brothers reckons that the overall market for higher education debt has tripled since 2000, to \$33 billion, and there are abundant reasons besides the recent trend to believe that the market will grow much bigger yet.

Largely this is because colleges are only belatedly becoming aware of how useful the financial markets can be. No doubt some of their hesitation has been cultural: academics may have been reluctant to look at their universities as businesses; or they may have misunderstood what was needed to help those businesses grow.

If they did look at their institutions in economic terms, people in education tended not to think that universities lacked capital. Rather, they thought that they had a structural inability to use capital and labor more efficiently. Unlike the car industry, say, which is continually cutting the number of worker-hours needed to assemble a vehicle, many schools felt that they must maintain, or even increase, the ratio of employees (teachers) to customers (students). Small class sizes are taken as a