

长篇阅读

Real Communication
Skimming and Scanning

2



新标准大学英语

NEW STANDARD
COLLEGE ENGLISH

总主编：Simon Greenall (英) 文秋芳

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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承外语教学与研究出版社与英国麦克米伦出版集团之邀，由中英双方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教材。

自2005年项目启动以来，《新标准大学英语》编委会成员密切合作，充分发挥各自优势与专长，就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中，我们拜访专家，研究现行教材，到课堂听课，与教师座谈，与学生交流，经过充分调研与反复论证，确定了本教材设计理念与编写方案。2008年秋，我们在国内选定多所院校进行试用，在认真听取试用院校师生反馈意见与建议的基础上，又对教材进行了调整和完善。现正式出版，与广大高校师生见面。

编写依据

- 一、《新标准大学英语》以教育部颁布的《大学英语课程教学要求》为指导，在设计与编写中力求准确把握大学英语教学的性质与目标，遵循对学生英语综合应用能力培养的要求，贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时，《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果，希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二、《新标准大学英语》充分考虑与基础阶段英语教学的衔接，满足新形势下的教学需要。自2001年起，教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》，高中新课程实验自2004年开始实施。目前，根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学，他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求，并为教学提供了多种解决方案。
- 三、《新标准大学英语》体现“教师主导，学生主体”的教学思想，充分考虑学生与教师在教学过程中的关系、作用与需求，促进师生的积极互动与共同发展。本着“以人为本”的理念，《新标准大学英语》从教材到网络自主学习平台的设计，从每一教程、每一单元到每一具体语言点的设计，都以学生的学习与发展为根本；同时，在教学内容、教学活动与教学过程的安排中，注重教师的主导作用与师生的互动交流，从而实现在教师的启发与指导下，学生积极地、富有创造性地学习。

教材特色

一、选材内涵丰富，语言鲜活地道，体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点，主题内容以人与人、人与自然、人与社会的关系为主线，涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角，既有经久传诵的文学佳作，也有风格独特的优美时文。全书语言地道，贴近实际，鲜活生动，折射出社会的发展，也充分展现了语言的魅力。

二、融合多种技能，培养综合素质，提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应，相互配合，训练多种技能；同时，每一单元内各板块环环相扣，内容彼此联系，技能互为补充。

前言

丰富的语言材料、形式多样的活动、具有启发性的训练（如 Reading and interpreting, Developing critical thinking 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。

三、展示多元文化，探讨文化差异，培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势，在教材中融入世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较，还是专题文化短篇（Reading across cultures），都在潜移默化地传授文化知识，培养文化意识，提升学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

四、优化教学模式，提供立体资源，构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式，提供课堂教学与网络自主学习所需要的立体化资源。学生可以根据个人需要，通过多媒体光盘巩固所学知识，通过数字课程拓展学习内容。在网络平台中，学生可以在教师指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练；也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

五、寓教于乐，激发兴趣，创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围。其语言材料不但耐人寻味、启迪心智，而且体裁多样、文笔优美，读来让人身心愉悦；教材的版面设计色彩明快、构图新颖、画面生动；所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便，使学生在轻松的学习环境中享受学习的乐趣。

六、满足个性化教学需要，促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间，教师可根据学生特点与教学需要组合资源，因材施教。同时，与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流，提升教学效果，《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台，还开通了教师与编者之间沟通的渠道，使教师在教学中不断提高，在探索中不断发展。

教材构成

《新标准大学英语》针对大学英语“一般要求”设计，包含1—4级，供两个学年使用。每一级设有《综合教程》、《视听说教程》、《文化阅读教程》、《长篇阅读》、《综合训练》与《同步测试》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级10个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《文化阅读教程》全面解读《综合教程》和《视听说教程》中的文化信息，深入挖掘其文化内涵，并从中西方不同文化视角补充生动有趣的阅读材料，帮助学生培养跨文化意识和跨文化交际能力。《长篇阅读》的主题与主教材相呼应，选篇体裁和练习设置充分体现长篇阅读的特点，并适应大学英语教学改革的新发展，注重培养学生的阅读技能和快速

获取信息的能力。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活学活用。《同步测试》针对《综合教程》每单元教学重点，多角度考查学生学习效果，题目设计体现大学英语四级考试改革思路，帮助学生巩固知识，提高能力。

教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”；同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合应用能力、自主学习策略以及综合文化素质的目的。

编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玠教授；《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学等多所院校的英语教师，他们都为教材的合理使用与教学方法的创新提供了许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。在教材使用中，我们希望得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新标准大学英语》编委会

2009年3月

Introduction

Overview

New Standard College English has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

Components and course organization

There are four levels for *New Standard College English* to be used over the two years of English language instruction. Each level contains:

- Real Communication: An Integrated Course Student's Book
 - Real Communication: Listening and Speaking Student's Book
 - Real Communication: Workbook
 - Real Communication: An Integrated Course Teacher's Book
 - Real Communication: Listening and Speaking Teacher's Book
- The Listening and Speaking course contains video and audio passages. The whole course is supported by an online version, which will both enhance the textbook version and include specially written material.
- Each Student's Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the College English Curriculum Requirements (CECR) and supported by the *Macmillan English Dictionary for Advanced Learners* (2nd edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

Unit organization

Real Communication: An Integrated Course

The unit follows a basic pattern:

Starting point introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

Active reading (1) contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

Talking point is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

Active reading (2) contains the second main reading passage, and covers the same stages as in Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

Talking point occurs again, and serves a similar function to the first Talking point.

Language in use is designed to explore aspects of grammar and complex sentence patterns which are presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

Reading across cultures contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

Unit task provides a task which allows the students to review all the language skills they have encountered in the whole unit.

Unit file is a summary of the language points and skills presented in the unit.

Real Communication: Listening and Speaking

Starting point is a pair- or group-work activity which introduces the unit theme.

Inside view provides listening practice by means of

Introduction

a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it shows their typical lives, interests and concerns, and provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

Talking point is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

Outside view uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

Listening in contains two listening passages which provide further practice listening to roughly graded material. As with **Outside view**, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

Presentation skills includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

Pronunciation focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

Unit task contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

Unit file is a summary of the language points and skills presented in the unit.

English in 21st-century China

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

The Chinese proverb is equally well-known in English. *New Standard College English* plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

Above all, *New Standard College English* lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall

Co-editor in chief

New Standard College English

《新标准大学英语 长篇阅读》编写说明

《新标准大学英语 长篇阅读》(以下简称《长篇阅读》)为《新标准大学英语》系列教材的重要组成部分。《长篇阅读》的编写遵循“以人为本”的教学理念,结合大学英语教学改革与发展的方向,以外语教学理论为指导,兼顾语言学习的人文性和工具性,注重培养学生的语言综合能力、跨文化交际意识以及创造性、批判性思维。

《长篇阅读》分为1-4级,每级10个单元,每单元4篇阅读文章。文章长度从第一级每篇700词左右过渡到第四级的1,200词左右。每单元围绕同一主题展开,并与《新标准大学英语 综合教程》各单元主题相呼应。所选文章不仅题材广泛、内容丰富、与时俱进,而且注重当今中国大学生的学习兴趣,着力凸显文章的趣味性、信息性、知识性和新颖性。《长篇阅读》的文章涉及英语国家的语言文化、风土人情、科学技术、教育思想、社会热点等各个方面,通过多元的主题内容拓展学生的视野。文章以说明文和论说文为主,主要来源于近年来出版的国内外书籍以及英语国家主要媒体的网站。

《长篇阅读》的练习设计强调通过由浅入深的练习和循序渐进的方法有效地培养学生的英语快速阅读能力以及在特定时间内获取信息的能力,从而进一步提高英语综合能力。练习形式与大学英语四六级考试长篇阅读题型紧密结合,每单元的4篇文章中有3篇文章的练习题型为段落匹配题,1篇文章的练习题型为多项选择题和信息填空题。

《长篇阅读》每篇文章前提供长篇阅读自测表,学生可以记录阅读时间和答题正确率,从而对自己的阅读速度和阅读水平进行评估。建议标准阅读速度从第一级每分钟90词过渡到第四级每分钟120词。《长篇阅读》同时提供“长篇阅读技能指南”,针对长篇阅读的特点,提供切实有效的阅读方法,帮助学生培养良好的阅读技能和学习策略。

《长篇阅读》同时提供配套数字课程,方便学生进行个性化、自主式学习,同时便于教师对学生的学习情况进行监控、检查。

长篇阅读技能指南

长篇阅读要求学生在限定的时间内，有方法、高效率地阅读材料，理解文章，并从中获得所需要的信息。长篇阅读与快速阅读相比有一定的区别，快速阅读侧重阅读的速度，不太关注细节，而长篇阅读强调在较短的时间内阅读篇幅较长的材料，尽可能多地获取信息，并且快速识别、定位重要信息，以便在短时间内达成最佳的阅读目的和理解效果。与其他语言能力一样，这也是一种需要专门学习、培养和训练的能力，可以通过适当的方法掌握。

1. 长篇阅读的特点及方法

1) 速度与理解并重

与传统仔细阅读侧重理解的准确性不同，长篇阅读是一种限时阅读，即在规定的时间内阅读篇幅较长的材料。在理解文章主旨大意的同时，能够获取文章中的主要事实和重要细节。

2) 浏览阅读 (Skimming)

浏览阅读主要是指“全景式”通览全文，有选择地阅读材料中的部分内容，快速了解文章大意。换句话说，这种浏览可以跳过某些细节，以求从宏观上把握文章的主要信息，从而加快阅读速度。例如，我们在阅读新闻报道时就常用这种方法：浏览文章的开头段落以了解文章的主题及文章大体内容，然后即可快速阅读，了解文章的一些辅助细节，不需要逐字逐句地阅读。

3) 查找阅读 (Scanning)

查找阅读也称为扫描式阅读，指用较短的时间快速扫视文章，迅速查找出某一个具体事实或某一个特定信息，主要适用于细节检索式问题的解答。这是一种带着明确目的寻找特定信息、忽略无关内容的点式阅读方法。运用这种方法，读者能在最短的时间内阅读尽可能多的材料，找到所需要的信息。例如，在车站寻找某次列车或汽车的运行时刻，在图书馆查找书刊的目录，在文献中查找某一日期、名字、数字或号码等。

2. 长篇阅读的一般步骤

1) 浏览全文，了解大意

段落匹配题并不是根据文章的行文顺序出题，所以拿到长篇阅读文章时先浏览全文，了解文章的行文思路和段落大意，这样在答题时才能准确快速地在文章中定位题目中所包含的信息。在略读文章时，重点关注文章各段的主题句，主题句一般位于段落的开头或结尾。

2) 阅读题目，确定关键词

完成对文章的总体把握后，则需要认真阅读文章后的题目，明确阅读任务。在题目中确定一两个能够表示题目话题的词，即信息点，作为从文章中寻找答案的参照词。

3) 查读文章，定位相关信息

阅读完题目后，根据题目的核心意思和关键词回到文章，对文章中与题目相关的语句进行定位，对直接帮助解题的短语或句子进行标记。

4) 对比语意，进行判断、选择或填空

标记完相关语句后，认真比较原文和题目，作出判断、选择或补全句子。需要注意的是，题目往往是基于原文的同义转换，例如改变词性、使用意义相似或相反的表达、变换句式、转换语态等。

以上介绍了长篇阅读的特点、阅读方法以及解题步骤。要切实提高长篇阅读能力，还需要在平时科学练习的基础上多阅读、多积累、多思考、多总结，养成良好的阅读习惯，并通过持续的训练稳步提高。

编者

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Unit 1

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Passage 1

Directions: Read the following passage with 10 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.

▶▶ 长篇阅读自测表

阅读和练习实际用时	
正确答题数	

Why does college cost so much?

- A) The artisanal (手工艺的) nature of higher education makes it expensive, and technology is more a cause of price increases than a solution. At this time of year, many rising high school seniors are visiting college campuses, trying to determine which schools interest them. Their parents are busy figuring out what they will have to pay.
- B) Here are three salient (显著的) facts about tuition and fees. Over the last 30 years, the average sticker price at public and private American universities has accelerated upward. Since 1981, the least price level of tuition and fees has risen sixfold while the consumer price index has only increased two-and-a-half times. This fact is well-known, and it fuels much of the talk about a crisis in higher education. The other two facts are less well known. The average family bill for a college education has been increasing faster than the overall inflation rate for much of the past century, so rising inflation-adjusted college tuition is not a new issue. And lastly, higher education is not alone. There is a set of important industries with price behaviour that is remarkably similar to what college students and their families have experienced.
- C) In a forthcoming book, we attempt to explain all three of these facts in a way that ties higher education to the broader development of the economy.
- D) Most of what is written about rising college costs places primary blame on a dysfunctional university system. The culprits (罪犯) are things like wasteful prestige games among elite schools, gold plating of facilities for students and a lax (松懈的) workplace culture that breeds both inefficiency and a stiff resistance to innovation. Like many large organizations, American

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universities could be made more efficient, but our review of the evidence convinces us that the primary forces that are driving up costs are not to be found by scouring the account books of colleges for examples of waste. For starters, the dysfunction stories have trouble explaining why inflation-adjusted college costs were flat or falling for over a decade in the 1970s and early '80s, or why the rate of cost increases is so high today, but was not nearly as high in the '60s, when baby boomers began flooding into school.

- E) Instead of holding up a magnifying glass to the industry, we take an aerial view (俯瞰图). The view from above shows us different things. Rising college costs are an important byproduct of broad economic forces that have reshaped the entire economy, and in particular of the technological progress that has so dramatically raised living standards over time.
- F) Our technology story rests on three strong pillars. First, like many personal services, including much of health care, the law and banking, higher education remains essentially an artisanal industry. These are industries in which technological progress has not reduced the number of labour hours needed to “produce” the service. By contrast, labour productivity in basic manufacturing has soared, and this is why the cost of a year of college has gone up compared with the purchase price of a basic car or a basket of groceries. Students interacting directly with professors and other students in small groups remain a benchmark of quality in education. Ask any family if they want their son or daughter to learn in small group seminars taught by tenured professors, or if they prefer giant impersonal lectures or online chat rooms monitored by adjunct teachers who answer lots of e-mail questions.
- G) Secondly, higher education shares with many other personal services a reliance on an extremely highly educated labour force. Starting in the late 1970s, the cost of hiring highly educated people began a sustained rise. This has driven up costs in any industry that cannot easily shed expensive labour.
- H) Lastly, technological change affects higher education directly. But unlike steel or autos, where the primary impact of new techniques is to reduce the amount of labour or energy it takes to make the product, new technology in higher education tends to change what we do and how we do it. Colleges must offer an education that gives students the tools they need to succeed in the modern economy. The contemporary chemistry student, for instance, needs to be familiar with current laboratory tools, and they are more expensive than the chalk-and-test-tube world of the past. As in modern medicine, there is a standard of care that higher education must meet, and that standard is set in the labour market that hires our graduates.
- I) Our story of rising cost is nothing with bad people making bad decisions. This means that there are no simple methods, like price controls, that would not also reduce the quality of the education we offer.
- J) Yet there are indeed significant problems to solve in American higher education. As the national income distribution has skewed (使歪斜) toward those with ever more years of schooling, children from families with wage earners that are less well-educated find a college education, especially from a selective four-year institution, harder to afford. This is a problem

for our financial aid system, which is part of the problem. It is needlessly complex, and it increasingly fails to provide access to many students who could succeed in college. We need to streamline this system and rewrite the funding relationship between public universities and their state sponsors.

(912 words)



- _____ 1. There are no easy solutions to the rising college cost, and the policy makers who take charge of the higher education should not be responsible for it.
- _____ 2. In higher education, the development of technology cannot reduce the working hours of the teachers.
- _____ 3. The luxurious facilities like computer games for the students and the slack working atmosphere contribute to the lack of innovation and efficiency in the universities.
- _____ 4. The senior high students pay a visit to the campuses and further decide which colleges they are interested in, whereas the parents have to consider the tuitions and fees.
- _____ 5. Generally speaking, the development of technology results in higher living standards as well as rising college costs.
- _____ 6. The rate of cost increases is not so high as that in the 1960s, when a large number of children enrolled at school.
- _____ 7. Higher education has depended on the highly educated and expensive labour force since the late 1970s.
- _____ 8. We also have to put blame on the financial aid system which fails to help those low-income families.
- _____ 9. The new technology in higher education cannot save our labour and time, whereas it influences the way we do education.
- _____ 10. The price of tuition and fees has increased much more in contrast with the cost of consumer goods and services.