

高等院校研究生公共英语通用教材

总主编/高远

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研究生 新阶英语

阅读教程

Reading

主编 谢福之 王瑞瑶

学生用书

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北京航空航天大学出版社

高等院校研究生公共英语通用教材

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学
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研究生新阶英语

阅读教程

主 编 谢 雷

江苏工业学院图书馆
藏书章

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北京航空航天大学出版社

图书在版编目(CIP)数据

研究生新阶英语阅读教程 / 谢福之主编. —北京: 北京
航空航天大学出版社, 2009.8

学生用书

ISBN 978-7-81124-805-0

I. 研… II. 谢… III. 英语-阅读教学-研究生-教材
IV. H319.4

中国版本图书馆 CIP 数据核字(2009)第 089886 号

研究生新阶英语阅读教程 学生用书

主 编 谢福之 王瑞瑶

*

北京航空航天大学出版社出版发行

北京市海淀区学院路 37 号 (100191) 发行部电话: 010-82317024 传真: 010-82328026

<http://www.buaapress.com.cn> Email: bhpresse@263.net

北京市松源印刷有限公司印装 各地书店经销

*

开本: 787×1092 1/16 印张: 16.25 字数: 395 千字

2009 年 8 月第 1 版 2009 年 8 月第 1 次印刷

ISBN 978-7-81124-805-0 定价: 30.00 元

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前言

现在我国的外语教学正经历着一场因信息技术的进步而带来的新一轮的教学改革。计算机和网络在我国得到了广泛应用,新的教学手段给外语教学带来了很大的影响和变化,出现了多种教学、学习模式和方法,从而对教材建设提出了新的要求。基于这种认识,北京航空航天大学、首都师范大学、中国科学院研究生院、南京理工大学、中央财经大学、山东科技大学、中国石油大学(北京)7所学校的英语教师联合编写了这套研究生公共英语教材,以满足新形势下英语教学的

需要。在编写这套教材之前,我们曾对北京和外省市的十几所高校的研究生教学进行了调研,搜集了有关教材、教学方法、教学时数、学生需求等方面的资料。这些资料对明确本教材的指导思想、教学要求、选材、练习配置等诸多问题具有很大的参考价值。

本套教材的编写思路是以学生为中心,以任务型教学为基础,充分利用网络 and 多媒体等现代信息技术资源。在内容上,尽量贴近社会现实和当今的热点话题,同时考虑现代高校学生的价值取向和心理特征。本套教材包括阅读、视听说和写作三个方面,它们既相对独立又互相关联,而以培养学生的语言实际应用能力作为主线,贯穿始终。

本套教材具有如下特色:

1. 语言规范和实用

这套教材的课文均选自当前英美报刊、杂志、小说、电影等真实语言材料,语言规范并且表现了当代英语在词汇、语法、篇章、文体等方面的特点。选材还考虑到学生将来的就业取向,使语言材料尽量与学生将来的就业需要相关联。

2. 教材内容具有时代性

现代经济、文化和科技的发展给社会生活带来了巨大的变化。这套教材在选材时尽可能地反映它们的最新发展和社会现实,如新媒体、极限运动、克隆技术、深空探测、西方文化特征等。学生在学习外语的同时也丰富和加深了对社会发展和社会现象的了解。

3. 教材内容与当代青年心理特征的一致性

选材时注意选用目前当代青年关心的话题,如恋爱婚姻、旅游、职业规划、娱乐、通俗文化等,使学习内容能适应他们的心理特征和个性。

4. 练习上的安排与培养学生的语言实际应用能力的高度相关

本套教材在每个单元或每个小节后都安排了练习。练习的数量充分,形式和内容都很丰富。练习的配置总结了我国高校过去多年外语能力培养的经验和教训,既注意培养学生的理解能力,又注意培养他们的应用能力,既重视外语运用的流利,又重视语言能力的准确。本套教材的练习充分考虑到课上和课下完成的特点。课堂上的练习互动性较强、容易上口,课下的练习则偏重独立思考和撰写。

本套教材分为阅读、视听说和写作三种,每种都有学生用书和教师用书。阅读教材共十个单元,约需 60 个学时。视听说教材共十五个单元,可安排 60 个学时。写作共四章,约需 30 个学时。因各学校课程设置和学时不尽相同,各校可根据具体情况选用。

我们热烈欢迎广大读者对本教材提出意见和建议,以便在今后修订时改进。

编者

2009 年 4 月

编写及使用说明

《新阶研究生英语阅读教程》的编写依据《非英语专业硕士/博士学位研究生英语教学要求(试行)》(2008),旨在指导学生在深入学习课文的基础上,从词、句、语篇等角度进行阅读和写作等方面的训练,着重培养学生的语言综合运用能力。

《教学要求》有关阅读的基本要求规定:“能读懂不同体裁、一般性题材的英语语料。能理解作者的观点,掌握材料的中心思想和基本内容,获取相关细节,基本理解篇章结构,阅读速度在每分钟 80 词以上。基本具备快速浏览和检索文献的能力。”本教程的阅读材料选自英语国家的主要报刊和杂志,语言规范、实用性强;内容的选择丰富,注重反映现实社会生活的发展变化和人们所关注的话题。本教程 10 个单元的主题包括教育、美国少数民族、食品与健康、情感、职业选择、新闻媒体、体育精神、消除战争、跨文化交际和世界经济与贸易。每个单元由 3 篇课文组成,分别从不同角度介绍或讨论同一主题,其目的不仅是给学生提供信息,而且启发学生的思考,提高对相关问题的认识能力和水平。

《教学要求》有关词汇的基本要求规定:“理解掌握 7000 个以上单词和 1200 个以上词组,复用性掌握其中 2500 个以上的单词;基本掌握词根和词缀,并能根据构词法理解和运用派生词。”因此,编者在选材时尽量避免生僻词汇和专业词汇较多的文章,课文中较难词汇列在课后词表中,便于学生查找和学习。

本教程共分 10 个单元,每个单元由 3 篇文章组成。每个单元的结构如下:

1. 引导段:单元导读,介绍单元的主题或主旨。

2. 三篇课文:

Text A: 单元主课文。每篇课文约 1500 字,作为精读课文,课后有词汇表和练习。词汇表中的单词和短语以大学英语六级词汇为主,其中也包括部分六级后等高级词汇;练习包括课文理解、讨论题、词汇练习、翻译练习、填空题和写作练习,练习内容与课文相关,练习形式参考了北京市研究生英语水平考试和多所院校研究生英语学位考试的题型。

Text B: 单元副课文。每篇课文约 1200 字,是与单元主题相关的扩展阅读。课后有词汇表及课文理解和词汇练习两种练习形式,供学生检测阅读效果。

Text C: 快速阅读。每篇课文约 800 字。我们建议学生在 15 分钟内完成阅读和课后练习,提高阅读速度和准确提取主要信息的能力。

本教程有 2 个附录,一个是总词汇表,方便学生查阅和学习词汇;另一个是部分课后练习(客观题)答案,旨在方便学生自己检测。

本教程由首都师范大学、山东科技大学和中国石油大学(北京)等院校的英语教师共同

编写。第一单元由中国石油大学(北京)编写;第二、四、六、九单元由山东科技大学编写;第三、五、七、八、十单元由首都师范大学编写。

在本教程的编写过程中,曾参阅英美多种报刊杂志和网络资源,编者在此对原作者表示感谢。

本教程的编写从内容到形式都有不少新的尝试,加之编者水平有限,不妥之处,敬请读者通过出版社转给我们,以便我们在再版时改进。

编者

2008年6月

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Unit 1

Educational Fairness

Development from elite-oriented to public-oriented education in China since the end of the 20th century creates quite a few problems as well as benefiting an increasing number of people: the educational resources not shared proportionally among different classes of people and in different regions; the educational reforms lag far behind reforms in economy and other fields of society; intellectuals are getting increasingly marginalized; and above all, education is becoming more and more pragmatic, even snobbish. Presented here are three articles on these related issues. It is hoped that they will enlighten us about some ways to address these problems, not only in this country, but in the whole world. There will be a long way to go before these problems can be solved. But things will get better.

Text A How the “Z-List” Makes the A-List: Harvard’s Payback for Big Donors 002

Text B Bring Our Schools out of the 20th Century 015

Text C Intellectual: Clever Dick 022

Introduction

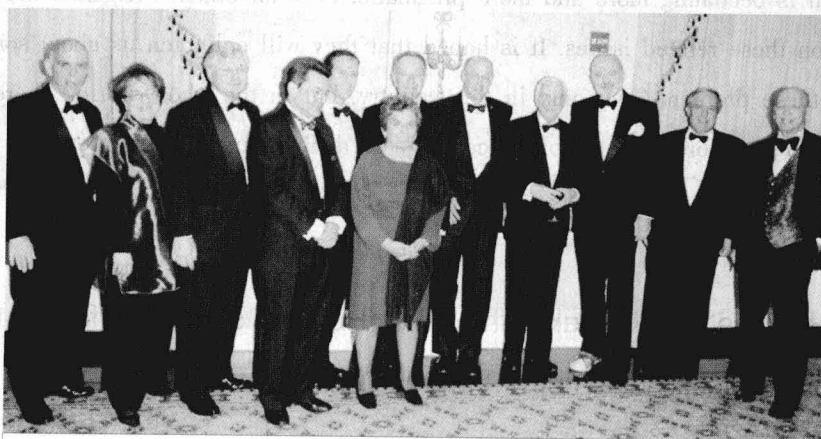
Educational fairness has recently become a hot topic in China. But actually it is a global issue. In this article, the author presents us what price a first-class university has to pay to ensure its survival and development. According to the text, a child's acceptance may closely precede or follow a major gift that only very wealthy parents can afford. The author gives a lot of examples of how Harvard collects money from its alumni and how their children gain "tip" to enter the University. An interesting detail is that Harvard plans to boost enrollment of students from families earning less than \$40,000 a year by making their education free. But this, of course, is disliked by those big donors.

Topics for Discussion

1. How do you comment on Harvard's reward to its biggest donors? Do you think we can follow Harvard in China?
2. Students work in groups to give comments on Harvard's way of fundraising and discuss the issue of educational fairness in China.

Text A How the "Z-List" Makes the A-List: Harvard's Payback for Big Donors*

Daniel Golden



The Harvard Business School Club of Greater New York's 36th Annual International Dinner.

* Taken from *The Price of Admission*, © 2006.

1 On a mild evening in early spring, corporate executives, lawyers, oil barons, money managers, high-priced consultants, and heirs to Brahmin fortunes strolled unrecognized across Harvard Yard from their **suites** at the Charles Hotel or Harvard Inn. Hardly a black or Hispanic face could be seen as the gray-suited, gray-haired businessmen—some leaning on **walkers**, others **spry** and **ruddy**-faced, 5 with athletic builds **honed** on Harvard crew or tennis teams—and women in silk scarves and slimming black pants made their way through an unmarked door into Annenberg Hall. There was no campus announcement of the gathering, and no press coverage allowed.

2 **Bouquets** of **forsythia** and tulips **decked** out the usually **spartan** 10 freshman dining hall. The visitors enjoyed cocktails, wine, and appetizers—beef **tenderloin**, crab cakes, **asparagus spears**—as well as the **attentions** of Lawrence Summers, then Harvard's president. Several guests chatted about the latest show by the Hasty Pudding Club, the student theatrical society that puts on a musical **burlesque** every spring **featuring** Harvard men **in drag**. 15

3 Then the Harvard band, **perched** in a balcony overhead, **struck up** "Ten Thousand Men of Harvard," and the group sat down to a candlelit dinner. Wine refills put the crowd in an **expansive** mood, and they frequently interrupted Summers's after-dinner speech with applause. The sole exception was when he outlined his **initiative** to **boost** enrollment of students from families earning less 20 than \$40,000 a year by making their Harvard educations free. He appeared to wait for an **ovation** that never came. I interpreted the awkward silence to convey a message, perhaps even a threat: If you make room for more low-income students by rejecting our children, we'll stop giving our millions.

4 The April 8 dinner **kicked off** the 2005 annual meeting of what is likely 25 the wealthiest advisory group in higher education: Harvard's Committee on University Resources. Little known and rarely mentioned in the media, COUR is not actually a committee in the usual sense—it doesn't formally make or advise on university policy—but Summers or any other Harvard president needs its support. It consists of Harvard's biggest donors, who form the financial 30 **backbone** of an **endowment** that totaled \$25.5 billion as of fiscal 2005, making it the nation's largest, more than \$10 billion ahead of second-place Yale's.

5 Committee membership has tripled in the past fifteen years, **propelled** by

the university's record-setting \$2.6 billion fundraising campaign, which lasted from 1994 to 1999 and relied heavily on multimillion-dollar gifts. "As a member of COUR, you will be asked to play a leading role in the proposed campaign," committee chairman Robert G. Stone Jr. told members in 1991 in the first issue of its newsletter. By 2004, COUR's 424 members, **handpicked** by university fund-raisers, included ten of Forbes magazine's four hundred richest Americans, led by Microsoft chief executive Steven Ballmer (2005 net worth: \$14 billion), oil **tycoon** Robert Bass (\$3 billion), and banker David Rockefeller (\$2.5 billion). Most are **alumni** of Harvard's undergraduate college or its graduate programs, but not all; Bass, for instance, went to **archrival** Yale, followed by business school at Stanford.

To qualify for membership, donors must generally have given at least \$1 million to Harvard—or be expected to do so—although a few smaller donors were picked for their **prowess** in raising large sums from wealthy classmates and business associates on Harvard's behalf. The seventy-three members of the group's inner circle, the executive committee, have typically given or raised at least \$5 million, and sometimes much more.

A free dinner and a newsletter aren't the only signs of Harvard's gratitude to COUR members. The school summons top faculty to the committee's annual meeting to **expound** on such topics as **nanotechnology** and the science of aging. It names athletic facilities, research centers, faculty chairs, fellowships, and scholarships after donors.

And, in the most valuable reward of all, Harvard gives a massive admissions edge to their children, who **flourish** in a selection process that lacks conflict-of-interest rules and systematically favors the wealthy and well-connected. Although Harvard **bridles** at any suggestion that its **slots** are for sale, I found numerous instances in which a child's acceptance closely preceded or followed a major gift from the parents, giving at least the appearance of a **quid pro quo**. Most notably, a politically connected New Jersey real estate **mogul** with no Harvard ties pledged \$2.5 million to the university only months before his elder son—a student below Harvard's usual standards—was admitted.

Harvard admits fewer than one in ten undergraduate applicants, turning down more than half of candidates with perfect SAT scores. Nine-tenths of its

freshman ranked in the top 10 percent of their high school classes. Its graduate and professional schools boast similarly high standards: Harvard law school, for instance, accepts only 11 percent of applicants.

10 Children of major donors enjoy far better **odds**. By examining Who's Who 70 entries, alumni records, and other sources, I found that 218 of 424 COUR members, or more than half, have had at least one child at Harvard. Many donors send more than one child to Harvard, bringing the total number of COUR members' offspring who have enrolled there over the years to at least 336. 75 Nearly three hundred of these children attended Harvard as undergraduates, with most of the rest attending the law and business schools, which provide an entrée into the corridors of American power.

11 Since, by my count, at least eighty COUR members either do not have children or their children have not reached college age, the number of COUR 80 offspring who have gone to Harvard works out to 336 children of about 340 **eligible** members—an astonishing enrollment rate of one child per major donor. Given that the typical married couple in the United States has one or two children, that wealthy women tend to have fewer children than the average, and that many children of COUR members never apply to Harvard at all, a conservative conclusion would be that the university welcomes well over half of 85 applicants from the families of its biggest donors.

12 Through their easy access to Harvard, the children of COUR members don't just gain intellectual **polish**. They also acquire a prestigious career **credential** and **high-powered** friends and spouses, consolidating their families' place in the American **aristocracy**. "Last year we completed a double '**hat trick**' when my 90 youngest daughter, Morgan, married Harvard classmate John Stafford," investment banker Ralph Hellmold, a member of the Committee on University Resources, boasted to his Harvard classmates on their fortieth reunion in 2002. "Thus, each of my three daughters has not only graduated from the college, but married her own Harvard man." 95

13 Undoubtedly some children of COUR members were superb candidates whom Harvard might have admitted even if they were unhooked. For others, the preferences of privilege outweighed test scores or grades below Harvard norms. These fortunate candidates with **marginal** credentials—like many minorities

aided by affirmative action—are often **saddled** with self-doubt, wondering if they 100
deserved their Harvard admission.

14 Most COUR children at Harvard have been **legacies**—a group to which
Harvard acknowledges giving at least a small admissions boost. Harvard accepts
one third of alumni children, nearly four times its overall admission rate.
Legacies **constitute** 13 percent of the student body. William Fitzsimmons, dean 105
of admissions and financial aid at Harvard, who has been a guest speaker at
COUR meetings, told me that he personally reads all applications from alumni
children. He said the average SAT score of legacies admitted to Harvard falls
just a couple of points below the school's overall average, and that he uses
legacy status as a **tie-breaker** between comparable candidates. Asked how he 110
defends a policy so little rooted in merit, Fitzsimmons, a 1967 Harvard graduate,
said the school's alumni “volunteer an immense amount of their free time in
recruiting students, raising money for their financial aid, taking part in Harvard
Club activities at the local level, and in general promoting the college.” He
added, “They often bring a special kind of loyalty and enthusiasm for life at the 115
college that makes a real difference in the college climate... and makes Harvard
a happier place.” Therefore, he said, “when their sons and daughters apply, we
review their applications with great care and will give a ‘**tip**’ in the admissions
process to them.”

15 Loyalty and volunteerism aside, the biggest reason for Harvard's legacy 120
preference is money. Alumni donations drive Harvard's endowment, and the
ability and willingness of graduates to donate to the university influence the size
of the preference given to their **progeny**. The better than one-in-two admission
rate for COUR members' children in my survey indicates that children of big
alumni donors enjoy more than the tie-breaker edge Fitzsimmons describes. 125
(1,445 words)

New Words and Expressions

baron /'bærən/ *n.*

an important or powerful person in a specific business or
industry 工商业界举足轻重的人物

suite /swi:t/ *n.*

a set of rooms in a hotel or other building 套房

walker /'wɔ:kə/ <i>n.</i>	(also walking frame) a special kind of frame which is designed to disabled or ill people to walk, typically made of metal tube and rubber feet 一种供残疾人或病人使用的手杖
spry /sprai/ <i>a.</i>	lively and active; spright 充满活力的, 活跃的, 敏捷的; 生气勃勃的
ruddy /'rʌdi/ <i>n.</i>	reddish 红润的, 红的
hone /həʊn/ <i>v.</i>	to develop or improve sth. esp. a skill 磨炼, (文章)推敲
bouquet /'bəʊkeɪ, 'bu:keɪ/ <i>n.</i>	a bunch of flowers 一束花
forsythia /fɔ: 'saɪθiə/ <i>n.</i>	a shrub of the olive family, having yellow flowers that blossom in early spring 连翘花
deck /dek/ <i>v.</i>	decorate 装饰, 装修
spartan /'spɑ:tən/ <i>a.</i>	suggestive of the ancient Spartans, sternly disciplined and rigorously simple, frugal or austere 简朴的, 艰苦的, 清苦的
tenderloin /'tendəlɔɪn/ <i>n.</i>	(牛、猪)腰部的嫩肉, 里脊肉
asparagus /ə'spærəgəs/ <i>n.</i>	芦笋
spear /spiə/ <i>n.</i>	a sprout or shoot of a plant: stalk 嫩茎
attentions /ə'tenʃəns/ <i>n.</i>	(pl.) acts of courtesy; a person's willingness to please others, especially when unwelcome or regarded as excessive 殷勤
burlesque /bə:'lesk/ <i>n.</i>	a performance that makes fun of something by copying it in an exaggerated way 滑稽戏, 滑稽表演
feature /'fi:tʃə/ <i>v.</i>	show sb. in a play, film 由...主演
perch /pə:tʃ/ <i>v.</i>	sit on top of 栖息
expansive /iks'pænsiv/ <i>n.</i>	amiably frank and communicative because of feeling at ease 豪爽的, 开朗的, 愿交往的
initiative /i'niʃiətiv/ <i>n.</i>	a new plan for dealing with a particular problem 倡议, 新方案
boost /bu:st/ <i>v.</i>	increase 增加, 增长
ovation /əu'veɪʃən/ <i>n.</i>	applause, appreciation 热烈欢迎, 喝彩
backbone /'bækbəʊn/ <i>n.</i>	the most important part of a system or organization: mainstay 骨干, 支柱
endow /in'dau/ <i>v.</i>	provide, supply 捐赠, 赋予, 提供
endowment /in'daʊmənt/ <i>n.</i>	supply, donation 资助, 捐赠
propel /prə'pel/ <i>v.</i>	drive 推进, 推动