

国家教委直属师范大学

# 研究生英语

Extensive Reading

for

Non-English-Major Graduates

Book One

(试用本)

滑明达 主编

陕西师范大学出版社

国家教委直属六所师范大学

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(非英语专业硕士生用)

泛 读 (上册)

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## 前 言

为了适应我国改革开放的形势对高等师范院校研究生英语教学提出的新要求,国家教委直属六所师范大学从事研究生英语教学的教师根据国家教委《研究生外国语学习和考试的规定》,结合六校研究生的实际情况,通力合作,编写了这套《研究生英语系列教材》。

本系列教材由精读、泛读、听力、快速阅读四种教程组成。《精读》由华东师范大学负责编写,《泛读》由陕西师范大学负责编写,《快速阅读》由东北师范大学负责编写,《听力》由华中师范大学负责编写。在编写审稿和试用过程中,六校教师自始至终通力协作,密切配合。北京师范大学和西南师范大学给予了有力的支持。《精读》、《快速阅读》、《听力》和《泛读》下册,已试用两年,效果良好。

本系列教材,各教程相互配合,适宜成套使用;但因各课本又自成体系,故也可单独选用。本教材主要供非英语专业硕士研究生和达到《大学英语》四级水平(即 CET—4)的本科生使用。当然,对具有中级以上英语水平的各类进修者,本教材也不失为一套较为实用的系列教材或教学参考书。

本书为该系列教材之一《泛读》的上册,供第一学期使用。

本册教材以大学英语四级为基础,旨在进一步扩大研究生的英语阅读范围,提高阅读能力。本册共选文 36 篇,每三篇为一单元。生词量不超过 3%。课文均选自国外原文书刊。内容涉及社会、政治、经济、文化、文学、教育、科普和历史等方面,题材、体裁广泛。文章知识性、趣味性强,内容健康,篇幅适中,教师可根据课时安排和学生专业情况酌情选讲。

课文注释内容包括作者简况、文化背景、专用术语和语言难点。

课后练习的编排是:每单元 A 篇课文后编有词汇和理解两种多项选择练习;B 篇后有若干讨论题。

课后词汇表中标有 \* 号的单词均为要求学生掌握的词汇。

本教材在编写过程中,得到委属其它 5 所师范大学以及陕西师范大学研究生处的大力支持和全力帮助,在此一并表示感谢。

诚然,本系列教材的问世,与其说这是我们根据新形势和新要求在高等师范院校研究生英语教学方面进行教材建设的结果,毋宁说这是我们在这方面从事改革的新起点。限于编者的水平和经验,若有不妥或疏误之处,谨请专家和读者批评指正,以便再版时修正。

编 者

1991 年 1 月

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## Unit 1

### Passage A

#### **A Blueprint For Better Schools**

by Jerry Buckley

Dante Hooker is only 10 years old, still too young to know the odds are against him.

From his back-row desk in Barbara Neilander's fourth-grade classroom at Martin Luther King Elementary School in Rochester, N. Y. , he tries hard to keep up with 5 hours a day of reading, writing and arithmetic. So far, he's succeeding. But his teacher worries that, as he gets older, his motivation will fade, and so will his chances of attending college or getting a good job. "I tell him to keep going," says his mother, Nettie Lloyd, who has raised Dante and five older children. "I hope he'll be different"—different from his father and two of his brothers, none of whom made it past the ninth grade. But when she sends him off each morning from their home in the Harriet Tubman Estates housing project, she knows that if he is to make it, he will need a lot of help, the kind of help she can't provide.

Fortunately, Dante Hooker may get that help. The Rochester school district is striving to change the odds for him and many of the 33,000 other students in the city's public schools. A new contract that makes Rochester's teachers among the highest paid anywhere—with some salaries to hit \$ 70,000—is the most visible sign of that effort. The contract is only one element of a community-wide initiative that could radically alter how the city's schools are run and become a model of re-



form for 15,000 school districts across America.

Rochester's blueprint for change is based largely on A Nation Prepared: Teachers for the 21st Century, a 1986 report by the Carnegie Forum on Education and the Economy that proposed an overhaul of how teachers teach and what students learn. The experts behind the report recognized that any national reform effort would flop unless local educators first came up with plans of their own. Rochester, taking up the challenge, last week released its response, entitled A Region Prepared.

#### **Ready for the workplace**

It's an ambitious plan that will shift much of the decision making to teachers and administrators in individual schools and make them more accountable for student performance. It calls for changes in the training and hiring of teachers, with an emphasis on minority recruitment. And it goes beyond the Carnegie report to target "at risk" students, which for Rochester is the bulk of the school population. The city aims to turn out students who can read; write, compute, use technology and be ready for the workplace. Even more, it wants to produce students with discipline, self-determination and self-respect.

But community leaders know that talking about improving schools is one thing; doing it is another. The contract that preceded last week's report is a high-stakes gamble, a \$31 million venture that critics fear will prove too expensive and do little to upgrade student achievement. "We bought a concept but not all that many specifics," says school-board member Archie Curry, who voted against the pact. "I'm worried that it will end up being business as usual, except that the teachers are getting paid more money."

Much has yet to be worked out, it is true, but national education ex-

perts say Rochester's experiment is further along than any in America. If it works, these experts say, cities across the country may follow suit. "If Rochester can do it, it can be done most anywhere," says Arkansas Governor Bill Clinton, who notes that Rochester's effort started from within and is directed at the grassroots level. "It gives the rest of us hope."

Education will be mentioned often in this year's presidential race. And it's a major concern of a well-known noncandidate, New York Governor Mario Cuomo, who last week announced the formation in Rochester of the National Center on Education and the Economy. New York's initial \$1 million contribution likely will lead to more money from national foundations and local sources. Eleven educational and business institutions in the area formed the Rochester Education Council, which will work with the national center to help implement the lofty ideals of the teachers contract. Heading both the center and the local council will be Marc Tucker, formerly the Carnegie Forum's executive director. Rochester is an ideal education laboratory, says Cuomo. "What we need are good ideas and practical applications. Rochester is a chance to think, analyze and apply the answers to real-life problems."

That Rochester has even reached this point—and has a fair chance of succeeding—is due to an unusual coalition of individuals for whom Rochester is an adopted home. They include the Boston-born superintendent of schools, a Polish immigrant who directs the teachers union, the Mormon head of Eastman Kodak, a Chicago native who is president of the University of Rochester and a black Virginian who leads the Urban League of Rochester. The project's modest start and its hope for real progress also reflect the Main Street character of a city where craftsmen and blue-collar workers have long combined with professors and

scientists to create diversity and a sense of community. "This city deep down believes it can solve its problems," says Dennis O'Brien, U. of R. 's president. "We're all different, but there's a belief that if we yell at each other long enough, somehow we'll get it right."

### **Philharmonic and poverty**

To most outsiders, Rochester is just a cold spot on the shore of Lake Ontario. The city of 236,000, surrounded by 464,000 suburbanites, is rarely mentioned as an example of urban woes. But visitors soon learn that it's not a lily-white community whose most pressing concern is snow removal. The city has its philharmonic but also its poverty. Affordable housing, adequate health care and good jobs are in short supply for many city residents. For teenagers, pregnancies, alcohol, drugs and dropouts are all part of the same sad résumé. In Rochester, as elsewhere, one place people look for answers—the school system—is part of the problem.

Most of the descendants of the Irish, Italian and German immigrants who helped build Rochester have moved to the suburbs, to towns with names like Pittsford, Penfield and Brighton. They send their children to top-rank public and parochial schools where teachers sometimes worry about students who work too hard. Rochester's East Avenue, with its stone churches and gracious mansions, remains a grand boulevard, and many nearby middle-class neighborhoods, lined with big clapboard houses, have been rejuvenated in recent years. But after business hours, many downtown streets are deserted and crime is common in several sections. For most suburbanites, "downtown" is a faraway place to be avoided except for a trip to a museum or a hockey game at the War Memorial.

Many who stay in the city are poor whites, blacks and Hispanics

and, more recently, refugees from Asia. Their children are the city school system's main clients. They go to schools with names quintessentially American: Benjamin Franklin, Theodore Roosevelt, Thomas Edison, Frederick Douglass. Half of Rochester's 47 schools are over 60 years old. What they produce is also quintessentially American.

### **No place for dropouts**

The nation's demographic destiny—an increasingly nonwhite, badly educated, low-skilled work force—is clearly evident in Rochester. As the home of Kodak, Xerox and Bausch & Lomb, the city has boasted a high share of hightech jobs. But over the past two decades, just as the workplace became more complex and demanding and foreign competition intensified, the basic skills of students coming from Rochester's public schools slumped sharply. The days when a teenager could quit school and start a long career at Kodak are long gone. The assembly line is still there, but it's different. No one knows that better than Kay Whitmore, Kodak's president. With 45,000 employees in the area, Kodak dominates Rochester's economy. "Kodak's future depends on its work force," Whitmore says. "Five years from now, even if we get all the qualified job seekers from the Rochester suburbs, we still won't have enough. If we don't improve the quality of the students in our city school system, we're in serious trouble."

Getting Whitmore and other leaders to recognize the problem wasn't easy. Yet for school Superintendent Peter McWalters, a key player in the Rochester experiment, it was a prerequisite to any serious talk about a new teachers contract, which he considered the centerpiece for reform. McWalters knew that before he and his school board and the union could tackle any education issue, the right people had to be brought

on board—the business and community leaders who could provide financial and political support for a long-term commitment. And that is where Bill Johnson could help.

### **Bacon, eggs and facts**

As head of the local Urban League and father of three children, Johnson had pointed an angry finger at the school system for years. In 1985, after learning that barely 3 percent of the blacks who graduated from city schools had a B average, he challenged the community to act. At his urging, a group of local leaders began meeting for breakfast, first at the home of U. of R. 's O'Brien and later in the executive dining room in the Kodak Tower.

McWalters brought to the bacon-and-eggs sessions a notebook full of grim statistics that hold true today. Most prominent among them is a dropout rate of 30 percent, which means that nearly 1,800 students currently in the city's high schools will never graduate. One of every 5 students is suspended for poor discipline. Among those who stay, half of the seventh, eighth and ninth graders fail at least one core subject—English, math, social studies or science. Even in kindergarten, 4 of 5 pupils are at least a year behind in readiness skills. "Our clients changed but we didn't," McWalters told the executives. "We've never done well with kids who don't conform to conventional expectations, kids who don't act like students."

But McWalters knew that statistics alone wouldn't convince the business leaders. He needed to bring his world to their world. And this son of an unskilled laborer, who grew up in a tenement, didn't mince words. "Those of you who think all that's needed is for us to simply do the old things better are missing the point," he told his listeners. "It's not a question of doing it harder. It's a question of doing it different-

ly. ”

It was last spring—16 months later—when McWalters finally realized that his message was getting through. “I could sense twinkles going off. One person said, ‘You’re talking about organizational development and research and development.’ Another one turned to me and said, ‘You’re not talking about a two or three-year deal, are you? This is going to take five to 10 years.’ ” That, says McWalters, “was the watershed. They understood. ”

No one embraced the message with more vigor than Kodak’s Whitmore, whose company was in the midst of an overhaul that included a cut of nearly 10,000 in its Rochester work force. In education, Kodak had given a helping hand mostly to colleges. Soon, Whitmore led the company in a new direction—the city’s public schools. “The best way to enhance quality is to get it right the first time,” he says. “It’s done in our business, and it can be done in the schools. Remediation is not the answer.” Business, he says, must wed education to jobs. “For too long, we’ve broken the link between what kids learn and what they do with it. ”

That’s changing. The breakfast sessions fostered a business-industry task force, which designated five executives to spend a school year studying Rochester’s school district and others around the nation to find ways for business to help. From that study came the Rochester Brainpower Program, which includes an ad campaign, partnerships between businesses and schools and the placement of a company-paid job counselor in every high school.

#### **Educating the teachers**

The breakfast meetings also helped push the U. of R. out of its ivory tower. Like many big-city colleges, it historically had shown scant in-

terest in its city schools, even while it lamented the shortcomings of their graduates. One goal when O'Brien became president four years ago was to change the university's reputation for being aloof. The schools initiative gave him an ideal opportunity. Now, The U. of R. has introduced joint faculty appointments between the Graduate School of Education and other departments in the belief that teachers don't teach education, they teach subjects. The new emphasis is not so much on "teacher education" as on the "education of teachers." City schools and the U. of R. are bringing six city teachers to the campus a few days each week as adjunct professors in the education school. The goal is for city schools to become teaching centers, as hospitals are for the university's medical school.

Much of McWalters's progress results from his credibility. He's a straight talker who lets others quote John Dewey and Horace Mann. "Student performance is the only means of evaluation I will accept," he says. "And not just for some students. All students. I no longer believe there is such a thing as a good teacher if the kids aren't learning." A Peace Corps volunteer who came to Rochester in 1970, McWalters worked mostly as a teacher until 1981 when then Superintendent Laval Wilson plucked him from the ranks and put him in charge of the district's budget. He got the top job in 1986 after Wilson left to run Boston's schools. Unlike most of his teachers and administrators, McWalters lives in Rochester and can walk to his office. His wife Alice teaches at Monroe High, and their three daughters attend public schools.

McWalters's commitment was a factor when he began discussing a new contract with Adam Urbanski, president of the Rochester Teachers Association. Urbanski agreed that fundamental change was needed, but

he knew it would be hard to convince his 2,300 union teachers. Yet Urbanski was accustomed to challenges; He fled Poland as a boy, worked his way through the Rochester school system and earned a Ph. D. from the U. of R. And the Solidarity poster in his union office served as a reminder that one man can make a difference.

As a starting point in their discussions, McWalters and Urbanski focused on Carnegie's report on teaching. But the report failed to deal with McWalters's chief concern; Better student performance. "Why should I improve the lot of teachers if you can't guarantee me better results?" he asked Urbanski. To McWalters, that meant holding teachers accountable for student achievement, a notion alien to most union leaders. The superintendent wanted teachers to become more closely involved in students' lives. Meanwhile, he would gain more control over the assignment of teachers to remedy the old problem of inexperienced teachers facing the toughest students. The plan included the right to dismiss weak teachers if peer mentoring and other intervention didn't work.

from U. S. News & World Report

Jan. 18, 1988

### Glossary

- |                  |   |
|------------------|---|
| 1. initiative* : | first step or move                                |
| 2. blueprint :   | plan  |
| 3. overhaul* :   | examination for the purpose of improving,<br>etc. |
| 4. flop* :       | fail completely                                   |
| 5. lofty :       | noble   |



6. superintendent: educational administrator
7. philharmonic: fond of music
8. suburbanite\*: 郊区居民
9. parochial: 教区的, ~school 教区学校
10. quintessential\*: typical, basic
11. prerequisite\*: 先决条件
12. mince: 吞吞吐吐地(讲) ~one's words
13. remediation: 补习, 辅导
14. adjunct: associate (professor)
15. accountable: responsible

### Notes

1. a high-stakes gamble: a costly experiment with unclear results
2. follow suit: (others) will follow Rochester experiment
3. ... for whom Rochester is an adopted home; to them Rochester is a place they chose to live but it is not their native town
4. the Main Street character: the typical attitudes of the residents in a city
5. U. of R.: University of Rochester
6. peer mentoring: an experienced teacher who serves as a wise and trusted adviser to the inexperienced teachers

### Exercises

- I. Guess the meaning of the underlined word or phrase from the context.
  1. The contract is only one element of a community-wide initiative that could radically alter how the city's schools are run...
    - a. the first effort made by people of the whole community