

“十二五”国家重点图书出版规划项目  
普通高等教育“十二五”重点规划教材

# Nucleus 新核心

# 大学英语

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## 阶梯阅读 基础级



上海交通大学出版社  
SHANGHAI JIAO TONG UNIVERSITY PRESS

# Nucleus 新核心 大学英语

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阶梯阅读  
基础级



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## 内容提要

本书包括八个单元,每个单元包括五篇阅读材料。两篇短篇文章长度为200~500词,两篇长篇文章长度为700~1200词,最后一篇文章是关于中国文化的,文后不设习题,主要是帮助学生了解中国历史文化的英语表达方式,提高他们对外交流能力。阅读材料的内容突出知识性,涉及自然学科和人文学科,体裁以说明文和议论文为主。

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# 前言

21世纪以来,我国相继出版了一批优秀的大学英语教材。如果说这些教材都是以趣味性、可思性、文学性和人文性为课文选材原则,提倡人文素质教育的话,那么《新核心大学英语》系列教材将在这些方面有一个新的突破。

2013年出版的《新核心大学英语快速阅读》系列教材得到广大师生的充分肯定。随着大学英语改革的推进,随着英语四、六级考试改革的深入,我们及时对其进行了改版,出版此套《新核心大学英语阶梯阅读》教材。

## 一、教材编写依据

《新核心大学英语阶梯阅读》是以《新核心大学英语读写教程》为依托,从内容上对《新核心大学英语快速阅读》做进一步改进,提倡科学素质教育,以 content-based 为编写原则,文章选材上偏向提高学术能力的科普性文章。

目前,我国大学英语教学不再是单单打基础的阶段,不再是单纯地为学语言而学语言,而是趋向于与某一方面的专业知识或某一个学科结合的发展方向结合起来,换句话说,大学英语应当与学生的专业内容结合起来,这样才能体现新时期语言教学中的“需求分析”原则。《新核心大学英语阶梯阅读》正是为了适应我国大学英语教学转型要求而编写的,是为了帮助大学生达到《大学英语课程教学要求》中阅读部分的一般要求、较高要求和更高要求而编写的一套具有鲜明时代特色的大学英语教材;是培养学生查阅学术文献能力的需要,培养学生在较短时间里通过快速阅读,查到自己所需要的信息。

## 二、教材结构框架

《新核心大学英语阶梯阅读》是《新核心大学英语》主干教材的配套教材,包括《新核心大学英语阶梯阅读 基础级》、《新核心大学英语阶梯阅读 1》、《新核心大学英语阶梯阅读 2》、《新核心大学英语阶梯阅读 3》、《新核心大学英语阶梯阅读 4》五册。《新核心大学英语阶梯阅读》系列教材旨在培养学生语篇信息查找能力,训练学生快速阅读能力以及水平考试中阅读理解文章的能力。

每册包括八个单元,每个单元包括五篇阅读材料。教材中每个单元所选阅读材料基本与《新核心大学英语读写教程》相应单元的主题内容一致,难度略低于《新核心大学英语读写教程》,两篇短篇文章长度为200~500词,两篇长篇文章长度为700~1 200词,最后一篇文章是关于中国文化的,文后不设习题,主要是帮助学生了解中国历史文化的英语表达方式,提高他们对外交流能力。阅读材料的内容突出知识性,涉及自然学科和人文学科,体裁以说明文和议论文为主。

## 三、教材使用说明

作为《新核心大学英语读写教程》的配套使用教材,我们建议《新核心大学英语阶梯阅读》每个单元的总学时数不少于2个课时,课内学时数不少于1个学时,学生课外自主阅读时间不少于1个学时。在每周大学英语课堂教学中教师根据具体授课进度、单元主题内容指定《新核心大学英语阶梯阅读》中相应的文章让学生进行阅读训练,教师也可以将本系列教材作为学生课后自主阅读的材料,教师对学生自主学习过程进行监督与评价。

编 者

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# **Unit 1**

## **Profile of Foreign Universities**





## Passage 1

Time Taken: \_\_\_\_\_ minutes

### Stanford Medical School to Expand Ethics Rules

The Stanford University School of Medicine plans on Monday to introduce rules that would prevent its volunteer teaching staff—called adjunct **faculty**<sup>(1)</sup>—from giving paid speeches drafted by the makers of drugs or medical devices.

Stanford already has one of the most **comprehensive**<sup>(2)</sup> policies in the country governing the interactions between the academic faculty and the medical industry. The policy is intended to limit potential industry influence on day-to-day clinical practice (临床实践) and medical education, according to a Stanford press **release**<sup>(3)</sup>.

And as of Monday, the 660 community physicians who volunteer their time to teach at Stanford will also have to **abide**<sup>(4)</sup> by the same policy—or give up their Stanford titles. “We welcome interactions with industry that are positive and **collaborative**<sup>(5)</sup>,” said Dr. Philip A. Pizzo, the dean of Stanford Medical School. “But where I think the line should not be crossed and where we are not going to allow our full-time or part-time faculty to engage is in marketing.”

But Stanford decided to rethink its policy last November. Stanford grew concerned that the school’s reputation might be tarnished (使……失去光泽) because

#### Guess the meanings of the following words from their context.

- |                   |        |        |        |
|-------------------|--------|--------|--------|
| (1) faculty       | A. 能力  | B. 教员  | C. 错误  |
| (2) comprehensive | A. 综合的 | B. 公司的 | C. 误解的 |
| (3) release       | A. 发布  | B. 放松  | C. 解放  |
| (4) abide         | A. 改写  | B. 遵守  | C. 赌博  |
| (5) collaborative | A. 合作的 | B. 集体的 | C. 全面的 |

of confusion over academic titles. Members of the public, for example, might not understand the difference between a full professor, and an adjunct professor.

Now, those adjunct faculty members who want to enjoy the benefit of a Stanford title will have to adhere to the same policy on conflicts of interest as regular faculty members do. Dr. Pizzo of Stanford said, "The leading academic medical centers must set a new standard for engaging the public trust in medicine."

"Witnessing the gradual deterioration (恶化, 变坏) in how physicians have been perceived," Dr. Pizzo said, "we have to get back on the high road and avoid the negative interactions in which industry engages physicians in marketing products." (306 words)

From *The New York Times*

**Select the most appropriate answer for each of the following questions.**

- (1) What is the purpose of rules introduced by the Stanford University School of Medicine?
  - A. To prevent its teaching staff from giving speeches in public.
  - B. To stop the interactions between the academic faculty and the medical industry.
  - C. To rid clinical practice and medical education of bad influences.
  - D. To prevent adjunct faculty giving paid speeches drafted by the medicine makers.
- (2) What can be inferred from Dr. Philip A. Pizzo's words?
  - A. The positive interactions with industry are welcomed within permitted levels.
  - B. Full-time faculty members and part-time faculty members are treated unfairly.
  - C. Only full-time faculty members are allowed to engage in marketing with industry.
  - D. All the faculty members in Stanford University are not capable of their work.
- (3) What made Stanford decide to rethink its policy according to Dr. Pizzo?
  - A. An adjunct faculty member earned a substantial sum of money, against the school's rules.
  - B. Some adjunct faculty members' behavior may damage the fame of Stanford.
  - C. The Medical School of Stanford decided to deprive the titles of those adjunct faculty members.

- D. Stanford wants to ensure much more income for their full-time faculties.
- (4) According to the new policy, the adjunct faculty members \_\_\_\_\_.  
A. have to give up their academic titles due to their misbehavior against the school policy  
B. can still carry a Stanford title but must obey the rules as the full-time faculty do  
C. will be fairly treated like the full-time faculty if they give up interactions with industry  
D. feel that it is rather hard to meet the standards set by the leading academic medical centers
- (5) We can infer from the passage that \_\_\_\_\_.  
A. Stanford Medical School would get involved in highway construction  
B. Stanford Medical School would regulate the interactions with industry  
C. physicians become degraded because of their interactions with industry  
D. the Stanford faculty would be forbidden to interact with industry

### Passage 2

Time Taken: \_\_\_\_\_ minutes

## Barriers Found to College Degrees for Hispanics

The percentage of Hispanic (拉美裔的) students who graduate from college in six years or less continues to lag behind that of white students, according to a new study of graduation figures at more than 600 colleges.

In the study, the American Enterprise Institute, a non-profit research organization, examined graduation rates for students who entered college in 1999, 2000 and 2001, and found that 51 percent of those identified as Hispanic earned bachelor's degrees in six years or less, compared with 59 percent of white students.

The researchers also found that Hispanic students trailed their white peers no matter how selective the colleges' admissions processes. In some ways, the report,

**sponsored**<sup>(1)</sup> by the Bill and Melinda Gates Foundation, **echoed**<sup>(2)</sup> a study prepared seven years ago by the Pew Hispanic Center.

Like their counterparts at Pew, the American Enterprise Institute scholars found barriers of language and culture as mainly hindering students from Hispanic backgrounds. The institute's researchers specifically noted that such students' "family and social ties to home are particularly strong", and that university administrators sometimes described white students as "better prepared academically and financially for college".

But in a statement, Andrew P. Kelly, one of the lead authors, said, "The data show quite clearly that colleges and universities cannot place all of the blame on students for failing to graduate." The authors cast their research as a cautionary (警戒的, 警告的) tale for President Obama, who, they note, "has called for the United States to reclaim (收回, 要回) its position as the nation with the highest concentration of adults with post-secondary degrees in the world".

The study recommended that colleges adopt an "institution-wide **commitment**<sup>(3)</sup> to ensuring that all their students graduate", that college counselors and others disseminate (散布, 传播) "information about schools that have a successful track record with Hispanic students" and that the government tie aid to colleges "more closely to how well schools serve their students, not simply how many students they **enroll**<sup>(4)</sup>".  
(327 words)

From *The New York Times*

### Guess the meanings of the following words from their context.

- |                |       |           |       |
|----------------|-------|-----------|-------|
| (1) sponsor    | A. 赞助 | B. 发动     | C. 运用 |
| (2) echo       | A. 回声 | B. 开始     | C. 响应 |
| (3) commitment | A. 保证 | B. 运动     | C. 诺言 |
| (4) enroll     | A. 招聘 | B. 招收, 吸收 | C. 毕业 |



**Select the most appropriate answer for each of the following questions.**

- (1) What can we learn from the new study about American students?
  - A. Compared with white students, none of Hispanic students graduate from college.
  - B. The follow-up study was conducted for over 3 years by 600 colleges.
  - C. Hispanic students can easily earn their college degrees.
  - D. Hispanic students perform worse than their peers at colleges.
- (2) Which of the following is TRUE about the new study mentioned in the passage?
  - A. The new study is conducted by the American Enterprise Institute.
  - B. Bill Gates and his wife, Melinda, are in charge of the new study.
  - C. Pew Hispanic Centre carried out the new study.
  - D. The results of the new study conflict with the one prepared 7 years ago.
- (3) What brings about the current situation among Hispanic students?
  - A. Financial and family problems.
  - B. Racial discrimination and prejudice.
  - C. Barriers of language and culture.
  - D. Academic and intellectual capacity.
- (4) We can learn from the passage that \_\_\_\_\_.
  - A. there are fewer language and culture barriers for white students
  - B. Hispanic students perform poorly when they are at middle school
  - C. the government should be blamed for the current trend
  - D. white students are faced with academic and financial problems
- (5) To deal with the current situation in Hispanic students, \_\_\_\_\_.
  - A. colleges should set up less strict rules for them
  - B. they should be independent academically and financially
  - C. the government should give more financial support to them
  - D. colleges should carry out more studies to analyze the problems

**Passage 3**

Time Taken: \_\_\_\_\_ minutes

**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 following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item. You may not use any of the words in the bank more than once.*

Woodard's not alone in extending his university studies beyond a typical senior year. While undergraduate education is typically billed as a four-year \_\_\_\_\_ (1), many students, \_\_\_\_\_ (2) at public universities, actually take five, six or even more years to attain a degree. According to the Department of Education, fewer than 40% of students who \_\_\_\_\_ (3) college each year graduate within four years, \_\_\_\_\_ (4) almost 60% of students graduate in six years. At public schools, less than a third of students graduate on time.

Reasons for \_\_\_\_\_ (5) graduation are numerous. For students who choose to \_\_\_\_\_ (6) in internships during the school year, it can be tough to fit in all the \_\_\_\_\_ (7) courses. Overcrowded classes can make it impossible for students to fulfill degree requirements in a timely manner. And the common \_\_\_\_\_ (8) of changing majors midway through college can make a four-year degree impractical.

For schools themselves, there are \_\_\_\_\_ (9) to shuttling students through efficiently. Four-year graduation rates can affect colleges' national rankings, which are used heavily in recruiting students. A shorter time to degree also means more students receive an education from a given school, and it can potentially \_\_\_\_\_ (10) a less crowded campus. (211 words)

Abridged and revised from

<http://business.time.com/2013/01/10/the-myth-of-the-4-year-college-degree/>

- |                  |                    |
|------------------|--------------------|
| ( A ) experience | ( I ) experiment   |
| ( B ) delaying   | ( J ) particularly |
| ( C ) advantages | ( K ) participate  |
| ( D ) negative   | ( L ) enter        |
| ( E ) specially  | ( M ) mean         |
| ( F ) therefore  | ( N ) while        |
| ( G ) practice   | ( O ) necessary    |
| ( H ) focus      |                    |

## Passage 4

Time Taken: \_\_\_\_\_ minutes

**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.*

### The Write Way to Stay Connected

- A** When students arrive on campus with their parents, both parties often assume that the school will function in loco parentis (身处父母位), watching over its young charges, providing assistance when needed. Colleges and universities present themselves as supportive learning communities — as extended families, in a way. And indeed, for many students they become a home away from home. This is why graduates often use another Latin term, alma mater (母校), meaning “nourishing mother.”

Ideally, the school nurtures its students, guiding them toward adulthood (成人期). Lifelong friendships are formed, teachers become mentors, and the academic experience is complemented by rich social interaction. For some students, however, the picture is less beautiful. For a significant number, the challenges can become overwhelming.

- B** In reality, administrators at American colleges and universities are often obliged to focus as much on the generation of revenue as on the new generation of students. A troubled student can easily fall through the cracks. Public institutions in particular are often faced with tough choices about which student support services to fund, and how to manage such things as soaring health-care costs for faculty and staff. Private schools are feeling the pinch as well.
- C** Ironically, although tuition and fees can increase as much as 6.6 percent in a single year, as they did in 2007, the high cost of doing business at public and private institutions means that students are not necessarily receiving more support in return for increased tuition and fees. To compound the problem, students may be reluctant to seek help even when they desperately need it.
- D** Just as colleges are sometimes ill-equipped to respond to the challenges being posed by today's students, so students themselves are sometimes ill-equipped to respond to the challenges posed by college life. Although they arrive on campus with high expectations, some students struggle with chronic shyness or perfectionism, learning disabilities, addiction, or eating disorders. Still others may have an unreliable moral compass, and some go wild when they realize that the only real prohibition against things like alcohol, drugs, and sex is their own willpower. Most experience failed relationships; some suffer from acute loneliness, mental illness, or even rage.
- E** Unfortunately, higher education is sometimes more of an information delivery system than a responsive, collaborative process. We have created cities of youth in which students can pass through unnoticed, their voices rarely heard, their faces rarely seen. As class size grows in response to budget cuts, it becomes even less



likely that troubled students, or even severely disturbed students, will be noticed. When they're not, the results can be tragic.

**F** As a teacher of creative writing who has worked with many overwhelmed students, I have found that there are ways to communicate more effectively. Most students have stories they want to share, and students in trouble can be desperate to find someone who will listen to them. Parents, as their children's primary listeners, have a key role to play.

**G** Some young people are unable to find their own way out of the dark, and meaningful dialogue can become a light for them to see by. Which is not to say that writing can be used to diagnose mental illness, or as a substitute for counseling; rather, I think some of the approaches writing teachers use to enter into a reflective dialogue with students can be adapted by parents and students who want to learn more about each other. Having witnessed what can happen when a student communicates almost exclusively with himself, I believe this kind of responsive, one-on-one communication is more important than ever. Teachers of writing are sometimes granted special access to students; we are able to learn things about them that even their parents and close friends may not know.

**H** Students in creative-writing classes may have no idea that they have revealed so much about themselves because, for them, writing is like speaking inside the pages of a journal. In fact, all of us who write reveal more than we imagine. This is one of the reasons why writing, even more than speaking, can provide us with important insights into ourselves and others. Many of us don't know our children (or our students) as well as we should, yet it can be easier than we imagine to begin these necessary dialogues. (739 words)

Abridged and revised from

<http://www.thedailybeast.com/content/newsweek/2009/08/11/the-write-way-to-stay-connected.html>