

# Reading Course

in American & British News Publications

## 英语报刊 阅读教程

张扬 主编



南京大学出版社

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# 英语报刊 阅读教程

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# 前 言

近年来,许多专家学者都在呼吁大学英语教学的转型,普遍形成的共识是要把普通英语的教学全部放到中小学阶段去,而大学英语的教学则应该定位在专用英语上。最新版的《大学英语教学指南》也特别强调大学英语要实现人文性与工具性的有机统一,而工具性则主要体现在专门用途英语上。但我们也需要认识到大学英语教学是国家英语教学体系的最后阶段,整个英语教学体系的改革必须是一个自下而上的过程,虽然转型是不可避免的趋势,但大学英语教学的转型并不是一蹴而就的。我们当前的大学英语教学正是处在这样一个从EGP(English for General Purposes)向ESP(English for Specific Purposes)发展的过渡阶段。

在当前的转型期,对非英语专业本科生开设英语报刊阅读课程既是对EGP课程的拓展,也是对ESP课程的探索。本书则是为该课程编写的配套教材,适用对象为达到大学英语教学“基础目标”的非英语专业本科二年级同学。

本教程的编写考虑到了跨文化交际教育和新闻英语工具性的特点。报刊英语具有题材广泛,内容新颖,语言地道的显著特点。丰富的题材,新颖的内容帮助学生了解中外不同的世界观、价值观和思维方式,培养学生中外文化差异意识。地道的语言为同学们学习现代英语提供了实用有效的材料。在本教程的编写过程中我们选取的都是近两年英美国家主流期刊上刊登的文章,文章质量较高,且具有较好的时效性。本教程共设八个单元,主题涉及校园、科技、医药、政治、体育、娱乐、饮食和经济。由于本教程过去作为校本教材在编者所任教的医科类院校使用,所以在文章选取时会有向医学或医学人文贴近的倾向。而作为对ESP课程的探索,本教程每个单元都附了英语报刊相关知识的介绍,讲解新闻英语的语言特点、语法知识和阅读技巧等,增强学生运用新闻英语专业知识进行英语报刊阅读和英语新闻写作的能力。此外,通过对研究生入学考试英语大纲的研读,以及对近年来研究生英语入学考试真题阅读部分的分析,我们会发现考研英语阅读的选材大多来自于英美国家主流的报刊。本教程的使用可以帮助训练同学们新闻英语的思维,掌握新闻英语的特点,增强新闻英语的阅读效果,这必将对未来同学们参加研究生英语入学考试大有裨益。

本教程共有八个单元,每个单元由同一主题的一篇报刊文章组成,其中课文A为精读材料,课文B、C为泛读材料。整本书供一学期使用。

Text A为精读材料,课文后附的讲解与练习共有8个部分:

I. Background Information 这部分分成四块:(1)标题解读部分对文章的标题做简单的讲解或翻译,帮助学习者理解标题,并可以通过标题对文章内容做预测;(2)关于作者部分帮助学习者对文章作者做简要了解;(3)话题背景部分让学生更好地理解本话题,开展头脑风暴;(4)相关阅读部分为学习者提供一些与本话题相关的文章链接,进行课后该话题的拓展阅读。

II. Proper Names 这部分对课文中出现的一些专有名词做出解释,帮助学习者了解

本话题相关的一些重要的概念和术语。

Ⅲ. Vocabulary 这部分对课文中出现的一些生词标注音标以及做出解释,其中四六级大纲以外的词汇用斜体标示。

Ⅳ. Reading Comprehension 这部分为对课文内容设计的阅读理解题,帮助学习者理解文章的主旨与细节。

Ⅴ. Vocabulary Exercises 针对本文中出现的生词设计的词汇练习,大多以选词填空形式出现,供对自己有更高要求的学习者检验词汇学习情况。

Ⅵ. Translation 针对课文中一些重点、难点的句子设计的英译汉练习。

Ⅶ. Questions for Discussion 针对课文主题设计的讨论问题,可以做随堂或课后的小组讨论的话题。

Ⅷ. Knowledge of English Newspapers & Magazines 对报刊英语知识的某一专题的简单介绍,具体课堂操作时将结合配套的电子课件以专题讲座的形式呈现。

Text B 与 Text C 都可作为泛读材料使用,课文附的讲解与练习主要包括 Background Information, Proper Names, Vocabulary 和 Reading Comprehension,其中 Text C 的生词在课文中用中文注释,不列生词表。

读者可扫描封底二维码,关注“南大悦学”公众号后下载本书配套资源。

本书的编写受到了编者所在学院领导的高度重视与支持,得到了饶辉院长和秦晔主任的巨大鼓励和帮助,他们对本书的方向和定位都给予了指导,提出了宝贵的意见,特此表示衷心的感谢。同时,在本书的编写过程中各位同事积极参与,全力配合,这里也一并表示感谢。由于编者水平有限,时间仓促,书中一定还有不少疏漏和错误,恳请各位专家、教师 and 广大使用者不吝指出,多提宝贵意见。

编者

2018年1月

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# Unit

# 1

# School

## Text A

## The Many Costs of Campus Carry

Minkah Makalani

When I was growing up, in Kansas City, Missouri, none of my friends or relatives had gone to college. Almost everyone found work in the city's ever-growing service industry, learned a trade, or joined the army. College seemed like a great idea, though I knew little about how to get there as I did how to fly an airplane. I got all my knowledge about college life from the TV series "A Different World." From the life of the math **whiz** Dwayne Wayne and the Southern belle Whitley Gilbert at Hillman College I realized that, under whatever circumstances, college offered two things: a place where you could debate ideas, and a place with no guns.

This was hardly **inconsequential**. When I was twelve, a boy who played in the same basketball **league** as me was shot in the head, the first of many people I knew who would fall **prey** to gun violence. By the time I turned fifteen, weekend parties and Friday nights at the skating **rink** regularly ended with gunfire. At seventeen, as I was about to graduate from middle school, a kid pulled a gun on me for going out with his ex-girlfriend. For most freshmen, college represents the beginning of adulthood, **burgeoning** independence, some initial tentative steps in pursuit of one's American dream. For me, however, it also meant a shelter from danger. I followed my heart's desire, engaging in student **activism**, writing poetry and playing guitar. I took a break from school to start my own family before returning to get my B.A. in history. It was after that I started thinking about graduate school. Back in Kansas City, my brother was coping with an environment in which one **presumed** that everyone on the street had a gun and was ready to use it. I was twenty-three when he was shot to death, at the age of eighteen.

After earning my Ph.D., I now hold a faculty position at the University of Texas at Austin. Fate can sometimes be unexpectedly ironic. Last June, Texas Governor Greg Abbott signed into law Senate Bill 11. Going into effect in August, the law allows anyone to carry a handgun to or bring a handgun onto campus or into the classroom, as long as he or she has a license. Public university must **comply** with the law, while colleges and private universities can ban guns on their campuses. What adds insult to injury is



that the law went into effect on the fiftieth anniversary of the UT Tower massacre, in which a heavily armed **sniper** took position in the campus's clock tower and killed fourteen people walking on campus, injuring dozens more.

After the law took effect, a report about the first week of classes revealed that students start bringing guns to class. A photographer was even shown a **holstered** 45 in a library on campus. In mid-September, faculty members from different buildings reported having found bullet casings on departmental bulletin boards. One was left with a note that read, "In the land of the pigs, the butcher is king. OINK ... OINK ... OINK." Another was accompanied by a note that asked, "Triggered?"

The law's effect can be felt in another way, too. During the first week of classes this semester, Karla F. C. Holloway, who holds appointments in the Duke University School of Law and the University's Department of English, withdrew her acceptance of an invitation to speak at UT's Institute for Literary and Textual Studies. Earlier in June, Harry Edwards, a distinguished sociologist at the University of California, Berkeley, announced that he was **rescinding** all association with UT. Professor Edwards was one of the organizers of the 1968 Olympic protests, in whose name UT established in 2014 a lecture forum, the "Dr. Harry Edwards Lecture on Sport and American Culture." These were only two examples of teachers' refusals to come speak at UT. Some choose not to take positions at UT.

As the coordinator of the **Diaspora** Talk lecture series, I now must confront a new reality. My task is to bring scholars of black studies across the country to UT. The first scheduled Diaspora Talk speaker for this year was Ruha Benjamin, a faculty member in African-American studies at Princeton University, who specializes in science, medicine, and technology, among other things. Dr. Benjamin penned an insightful letter informing us of her decision not to speak at UT. The letter captures what is **disconcerting** about campus carry, gun violence, and UT's failure to address this ongoing public-health crisis in a meaningful way. She mentioned her sister-in-law, who was murdered in a mass shooting at her workplace, in Kansas, and her recent dismay at a lockdown at UCLA, where she used to work, after a gunman killed his professor and then himself. She also informed us that, in June, just hours after delivering a lecture at the Colorado Convention Center, she found herself in a building lockdown again, as a gunman entered a nearby office building and committed another murder-suicide. "These tragedies make me extremely concerned about the safety of not only myself, but other faculty, staff, and students," Benjamin wrote.

Supporters of campus carry emphasize the right of citizens to defend themselves and how this could help **avert** another mass shooting on campuses. They hypothesize that a scared, poorly trained student or faculty member could navigate a hail of bullets to **retaliate** against a shooter. For many faculty members, gun violence is less of an abstraction. These realities are part of why we engage one another intellectually.

Ultimately, some of us hope to have a positive impact on gun laws, to alter society's **understandings** of policing, and to examine the underpinnings of tragedies seen in Ferguson, Charleston, and Orlando.

Faculty members have generally opposed campus carry because they suspect that allowing guns in the classroom will hinder our ability to teach about controversial subjects such as state **surveillance**, **sexuality**, race and racism, and radical social movements. Many of us entered the profession without knowing that we would have to consider whether a student who is upset about his grade, uncomfortable with a lecture on black queer sexuality, or disagrees with our placing slavery and white **supremacy** at the center of American history might have a gun holstered on his waist. We chose our profession believing that, while we might encounter resistance to new ideas, we could safely push our students to think more deeply about their inherited beliefs and assumptions. Campus carry undermines this kind of critical debate. I can't help but think that this is what the creators of campus carry wanted. Still, the quest for the freedom to learn must continue.

(Adapted from *The New Yorker*, Oct. 15, 2016)

## I . Background Information

### 标题解读

标题翻译:校园持枪的诸多危害

校园持枪,广义上指的是在美国大学校园内允许携带或持有枪支。美国各州关于校园持枪的规定不甚相同,总体来看共有三类校园持枪的律法,即强制性、制度性以及禁止性。强制性法规规定州内所有公立大学和教育机构须允许校园持枪,某些特殊场所除外,譬如校园安全区域、运动场等。对于持枪方式和特殊场所的界定因州因学校而异,譬如犹他州允许公开持枪(open carry),德州则规定隐蔽持枪(concealed carry)。制度性法规强调由各教育机构自行决定是否允许校园持枪。有自主选择权的教育机构多数选择校园内禁枪,少数除外,譬如位于美国弗吉尼亚州的自由大学(Liberty University)。施行禁止性法规的加利福尼亚州、佛罗里达州等地严禁校内持枪,但各州具体策略略有不同。

### 关于作者

Minkah Makalani is an assistant professor in the Department of African and African Diaspora Studies at the University of Texas. He is also an assistant professor of African American and African Diaspora History in the Department of History, Rutgers University. Professor Makalani's areas of research include African Diaspora, intellectual history, theory, social movements, race and racial formation.

Minkah Makalani received his Ph.D. of history in 2004 at the University of Illinois at Urbana-Champaign. He is the author of the book *In the Cause of Freedom: Radical*

*Black Internationalism from Harlem to London, 1917—1939* (2011), and co-editor of *Escape from New York! The New Negro Movement Reconsidered* (2013). For more information, please visit his personal website on <https://liberalarts.utexas.edu/aads/faculty/mm64278>.

## 话题背景

2010年以来,美国社会的枪支暴力问题愈演愈烈,校园枪击事件也愈发频繁。美国时任总统奥巴马在其任期最后一年依然坚持推行控枪举措,要求更多枪支销售商须持有执照,并对更多枪支买家实施背景调查。根据新举措,全美所有实体店、枪支集市和互联网的枪支售卖者登记为持有经营许可的枪支经销商,并对所有购枪者实施背景调查。未获许可进行枪支交易者将面临最高5年刑期和至多25万美元罚款的处罚。此外,美国联邦调查局还将雇佣超过230名检查员和其他工作人员,以加强对购枪者的背景调查力度。

此项举措遭到美国共和党以及枪支协会的强烈反对。美国最大的通讯社美联社也质疑,新举措中对需要登记为枪支经销商的主体定义模糊,缺乏量化标准。譬如,新举措没有明确规定售卖多少支枪才须被认定为枪支经销商。另外,这些举措只停留在政府机构指导意见的层面,缺乏联邦法规的绝对效力,很可能面临朝令夕改的窘境。

2016年底,美国昆尼皮亚克大学(Quinnipiac University)公布的民意调查显示,美国民众更倾向于对购枪者进行背景调查,而不希望政府通过严格立法来控枪。与此同时,美国许多州为提高自卫能力,颁布了允许携带枪支进入校园的法令。截至2017年5月,美国已有十个州允许校园持枪,德克萨斯大学奥斯汀分校所在的德州位列其中。

## 相关阅读

1. Campus Carry to Begin Monday, Aug. 1, University of Texas, Austin  
(<https://campuscarry.utexas.edu/campus-carry-update>)
2. If You Want to Carry a Gun on Campus, These States Say Yes  
([https://www.washingtonpost.com/news/grade-point/wp/2016/01/27/if-you-want-to-carry-a-gun-on-campus-these-states-say-yes/?utm\\_term=.ead52f6358b4](https://www.washingtonpost.com/news/grade-point/wp/2016/01/27/if-you-want-to-carry-a-gun-on-campus-these-states-say-yes/?utm_term=.ead52f6358b4))
3. 10 States Allow Guns on College Campuses and 16 More Are Considering It  
(<http://www.businessinsider.com/states-that-allow-guns-on-college-campuses-2017-4>)
4. List of School Shootings in the United States  
([https://en.wikipedia.org/wiki/List\\_of\\_school\\_shootings\\_in\\_the\\_United\\_States#2010s](https://en.wikipedia.org/wiki/List_of_school_shootings_in_the_United_States#2010s))
5. Status of Campus Carry in all States of US  
([https://en.wikipedia.org/wiki/Campus\\_carry\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Campus_carry_in_the_United_States))

## II . Proper Names

***A Different World***: *A Different World* is an American situation comedy that aired for six seasons on NBC from September 24, 1987 to July 9, 1993. The series originally centered on Denise Huxtable (Lisa Bonet) and the life of students at Hillman College, a fictional historically Black college in Virginia. After Bonet's departure in the first season, the remainder of the series primarily focused more on Southern belle Whitley Gilbert (Jasmine Guy) and math whiz Dwayne Wayne (Kadeem Hardison).

**The American Dream**: The American Dream is a national ethos of the United States, the set of ideals (democracy, rights, liberty, opportunity and equality) in which freedom includes the opportunity for prosperity and success, as well as an upward social mobility for the family and children, achieved through hard work in a society with few barriers. In the definition of the American Dream by James Truslow Adams in 1931, "life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement," regardless of social class or circumstances of birth. It is rooted in the Declaration of Independence, which proclaims that "all men are created equal" with the right to "life, liberty and the pursuit of happiness."

**The University of Texas at Austin**: 德克萨斯州大学奥斯汀分校 The University of Texas at Austin (UT Austin, UT, or Texas) is a public research university and the flagship institution of the University of Texas System. Founded in 1881 as "The University of Texas," UT Austin now has the nation's eighth-largest single-campus enrollment, with over 50,000 undergraduate and graduate students and over 24,000 faculty and staff. Among university faculty are recipients of the Nobel Prize, Pulitzer Prize, the Emmy Award, the Turing Award, and the National Medal of Science, as well as many other awards.

**Senate Bill 11**: Senate Bill 11, also known as "campus carry," permits handgun license holders to carry their weapons onto the campus and into the general buildings of public universities and colleges in Texas. Passed by the 84th Texas Legislature and signed into law by Gov. Greg Abbott, Senate Bill 11 took effect on Aug. 1, 2016.

**The UT Tower massacre**: On August 1, 1966, Charles Whitman, a former Marine sharpshooter who was admitted to UT Austin on a scholarship in 1961, took rifles and other weapons to the observation deck atop the Main Building tower at The University of Texas at Austin, then opened fire on persons indiscriminately on the surrounding campus and streets. Over the next 96 minutes he shot and killed fifteen people including one unborn child and injured thirty-one others; another victim died in hospital and the final victim died from the lingering effects of his wounds in 2001, and his death was ruled a homicide. The incident ended when police reached Whitman and shot him. Before going

to the campus Whitman had killed his mother and wife. It has been suggested that his violent impulses, with which he had been struggling for years, were due to a small tumor found in his brain on autopsy.

**Duke University:** 杜克大学 Duke University is an American private research university located in Durham, North Carolina. Founded in 1838, the school moved to Durham in 1892. According to a *Forbes* study, Duke is ranked 11th among universities that have produced billionaires.

**The University of California, Berkeley:** 加州大学伯克利分校 The University of California, Berkeley (also referred to as UC Berkeley, Berkeley, and Cal), is a public research university located in Berkeley, California. Founded in 1868, Berkeley is the oldest of the ten research universities affiliated with the University of California system and is ranked as one of the world's leading research universities and the top public university in the United States. Berkeley faculty, alumni, and researchers include 91 Nobel laureates (including 33 alumni). They have also won 9 Wolf Prizes, 13 Fields Medals, 23 Turing Awards, 45 MacArthur Fellowships, 20 Academy Awards, 14 Pulitzer Prizes and 117 Olympic gold medals (51 silver and 39 bronze).

**1968 Olympic protests:** On the morning of 16 October 1968, US athlete Tommie Smith won the 200 meter race with a world-record time of 19.83 seconds, and John Carlos won third place with a time of 20.10 seconds. After the race was completed, the two US athletes received their medals shoeless, but wearing black socks, to represent black poverty. As the American national anthem, "The Star-Spangled Banner," begins to play, the two black Americans raised their fists in the black power salute. It is a symbol of resistance and defiance.

**Princeton University:** 普林斯顿大学 Founded in 1746, Princeton University is a private Ivy League research university in Princeton, New Jersey, United States. Two US Presidents, 12 US Supreme Court Justices (three of whom currently serve on the court) and numerous living billionaires and foreign heads of state are all counted among Princeton's alumni body.

**The Ferguson unrest:** On August 9, 2014, in Ferguson, Missouri, Brown, an 18-year-old black man, was fatally shot by Darren Wilson, 28, a white Ferguson police officer, after Brown reportedly robbed a convenience store. The shooting sparked unrest in Ferguson. The "hands up" account was widely circulated within the black community immediately after the shooting and it contributed to the strong protests and outrage about the killing of the unarmed man. Believing accounts that Brown had his hands up in surrender when he was shot, protesters chanted, "Hands up, don't shoot."

**The Charleston church shooting:** The Charleston church shooting (also known as the Charleston church massacre) was a mass shooting that took place at a church in

downtown Charleston, South Carolina, on the evening of June 17, 2015. During a prayer service, nine people were killed by gunman Dylann Roof, a 21-year-old white supremacist. Three other victims survived. The morning after the attack, police arrested Roof in North Carolina. Roof confessed to committing the shooting in hopes of starting a race war.

**2016 Orlando nightclub shooting:** On June 12, 2016, Omar Mateen, a 29-year-old security guard, killed 49 people and wounded 58 others in a terrorist attack/hate crime inside Pulse, a gay nightclub in Orlando, Florida. He was shot and killed by police officers after a three-hour standoff.

**Queer:** 酷儿, (尤指男)同性恋 Queer is an umbrella term for sexual and gender minorities who are not heterosexual. Its original meaning is “strange” or “peculiar.” Beginning in the late 1980s, queer scholars and activists began to reclaim the word to establish community and assert an identity distinct from the gay identity. People who reject traditional gender identities and seek a broader and deliberately ambiguous alternative to the label LGBT may describe themselves as queer.

### III. Vocabulary

*whiz* [wɪz] *n.* also whizz (BrE), someone who is very fast, intelligent, or skilled in a particular activity 快手, 高手, 能人

*vi.* (+ *adv.* / *prep.*) to move very quickly, making a high continuous sound 嗖嗖地飞驰; to do sth. very quickly 迅速地做完

*inconsequential* [ɪn,kɒnsə'kwɛnʃəl] *adj.* not important or worth considering 不重要的, 微不足道的, 琐碎的

*league* [li:g] *n.* a group of sports teams or clubs which play each other over a period for a championship (体育运动队的) 联合会, 联赛; a collection of people, countries, or groups that combine for mutual protection or cooperation 联盟, 同盟

*prey* [preɪ] *n.* 猎物; 受骗者, 受害者

*vi.* ( ~ on sb.'s mind; ~ on/upon sb./sth.) 萦绕心头, 使耿耿于怀; 捕获, 欺凌

*rink* [rɪŋk] *n.* an enclosed area of ice for skating, ice hockey, or curling 溜冰场, 室内溜冰场; 冰球场 skating rink 旱冰场

*burgeoning* ['bɜ:dʒənɪŋ] *adj.* growing, expanding, or developing rapidly 急速增长的, 激增的

*activism* ['æktəvɪzəm] *n.* taking direct action to bring about political or social change 激进主义, 行动主义 (主张为社会、政治目的可采取暴力等一切手段); 积极, 活跃

**presume** [pri'zju:m] *vt.* 假定,假设,推测;意味着;认为,猜想,想象

*vi.* 设想,相信

**comply** [kəm'plai] *vi.* (～with sth.) to obey a rule, an order, etc.

**sniper** ['snaɪpə] *n.* a person who shoots at sb. from a hidden position 狙击手

**holster** ['hɒlɪstə] *n.* a leather case worn on a belt or on a narrow piece of leather under the arm, used for carrying a small gun 手枪皮套(挂在腰带或腋下皮带上)

**rescind** [ri'sɪnd] *vt.* to officially state that a law, contract, decision, etc. is no longer valid; to take back, cancel 废除,取消,撤销

**diaspora** [daɪ'æspərə] *n.* the Diaspora, the movement of the Jewish people away from ancient Palestine, to settle in other countries 大流散(犹太人离开巴勒斯坦到其他国家定居的迁移); the spreading of people from a national group or culture to other areas (某一民族或文化人群的)大移居

**disconcerting** [dɪskən'sɜ:tɪŋ] *adj.* making you feel slightly confused, embarrassed, or unsettled 令人困惑的,令人尴尬的,令人不安的

**avert** [ə'veɜ:t] *vt.* 防止,避免(不快之事);(～your eyes/gaze, etc.)转移目光等

**retaliate** [ri'tæliet] *vi.* (～against sb./sth.; ～by doing sth. /with sth.) to do sth. harmful to sb. because they have harmed you first 报复,反击,复仇

**underpinning** ['ʌndə'pɪnɪŋ] *n.* sth. that serves as a foundation, often used in plural 基础材料; the material and construction (such as a foundation) used for support of a structure 支撑结构,支撑物

**surveillance** [sə'veɪl(ə)ns] *n.* (～of) when the police, army, etc. watch a person or place carefully because they may be connected with criminal activities 盯梢,监视; when one country watches the military activities of another country to see what they are planning to do 监视,侦察

**sexuality** [sekʃu'æləti] *n.* the things people do, think, and feel that are related to their sexual desires 性征,性欲,性行为

**supremacy** [s(j)u:'preməsi] *n.* (～over sb./sth.) a position in which you have more power, authority or status than anyone else 至高无上,最大权力,最高权威; white supremacy 白人至上主义

#### IV. Reading Comprehension

**Directions:** Answer the following questions.

1. What did college mean to the author when he was a boy?
2. What does "This was hardly inconsequential" mean?

3. What examples did the author give to show the prevalence of gun violence in Kansas City?
4. What is law Senate Bill 11?
5. Does the law apply to every university in Texas?
6. In what sense is fate “unexpectedly ironic” according to Paragraph 3?
7. What’s the effect of the law according to the essay?
8. What kind of new reality is the author faced with?
9. What justifies campus carry law according to its supporters?
10. What’s the general attitude of faculty members of UT towards campus carry? Why?

## V. Vocabulary Exercises

**Directions:** Fill in the following blanks with the words given below. Change the forms where necessary.

activism	burgeoning	comply	diaspora	surveillance
inconsequential	league	prey	whiz	presume
sexuality	retaliate	rescind	disconcerting	avert

1. Manufactures are keen to cash in on the \_\_\_\_\_ demand.
2. Voting is \_\_\_\_\_ in its simplest form.
3. She \_\_\_\_\_ down the road on her motorbike.
4. United were \_\_\_\_\_ champions last season.
5. The suspects were under close \_\_\_\_\_ day and night.
6. Elderly people are easy \_\_\_\_\_ for dishonest salesmen.
7. Don’t waste your time on those \_\_\_\_\_ details.
8. Victorian women were rarely allowed to express their \_\_\_\_\_.
9. The manager finally took Jennifer’s advice and \_\_\_\_\_ the original plan.
10. Derived from the Greek verb “scatter”, \_\_\_\_\_ has come to refer particularly to historical mass dispersions of an involuntary nature, such as the expulsion of Jews from Judea.
11. Jack has a \_\_\_\_\_ habit of offering jobs to people he met at dinner parties.
12. Failure to \_\_\_\_\_ with the regulations will result in prosecution.
13. Taylor didn’t say when she’d return, but I \_\_\_\_\_ that she’ll be back for dinner.
14. The army began to \_\_\_\_\_ against the civilian population.
15. Bob \_\_\_\_\_ his eyes as she undressed.



## VI. Translation

**Directions: Translate the following sentences into Chinese.**

1. From the life of the math whiz Dwayne Wayne and the Southern belle Whitley Gilbert at Hillman College I realized that, under whatever circumstances, college offered two things: a place where you could debate ideas, and a place with no guns.
2. What adds insult to injury is that the law went into effect on the fiftieth anniversary of the UT Tower massacre, in which a heavily armed sniper took position in the campus's clock tower and shot fourteen people walking on campus, injuring dozens more.
3. Dr. Benjamin penned an insightful letter informing us of her decision not to speak at U. T. The letter captures what is disconcerting about campus carry, gun violence, and UT's failure to address this ongoing public-health crisis in a meaningful way.
4. Ultimately, some of us hope to have a positive impact on gun laws, to alter society's understandings of policing, and to examine the underpinnings of tragedies seen in Ferguson, Charleston, and Orlando.
5. We chose our profession believing that, while we might encounter resistance to new ideas, we could safely push our students to think more deeply about their inherited beliefs and assumptions.