

高等教育“十二五”部委级规划教材

大学英语 分级阅读

第一册

● 主编 张晓明 周红莉

东华大学出版社

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主编：张晓明 周红莉

参编：庞炳良 苟亚军 何国平

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张晓明 周红莉 主编

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出版前言

《大学英语分级阅读》系列教材全套共四册，全书严格按照美国蓝斯的分级方法分成四个级别，可以供大学英语1-4级的学生使用。

蓝斯 (Lexile) 测量是由美国MetaMetrics教育测量公司为了提高美国学生的阅读能力，历经20多年研发的一种衡量学生阅读水平和标识文章难易程度的标准。相对于其他测量方法，蓝斯测量体系独特之处在于它提供了一种衡量阅读能力 (Reading Capability) 与文章难度 (Text Difficulty) 的科学方法，即在一种阅读测量体系下，既可以测定学习者的阅读能力，也可以测定不同级别教材的阅读难度。

基于对2007年6月至2010年12月四年CET-4共8次考试试题阅读难度的实际测量发现：大学英语四级阅读部分难度区间大致在1000L-1400L之间。以此为依据，再根据现行大学英语教学分级教学的实际情况，编者将本阅读教程按阅读难度分为4个级别，1级至4级，其分别对应的阅读难度为1000L-1100L、1100L-1200L、1200L-1300L和1300L-1400L。本教程选编的阅读材料严格遵照上述标准进行选择，从而确保同一级别阅读材料难度符合实际级别水平，避免出现以往因阅读材料难度不一造成学生无所适从的现象，大大提高了阅读材料的使用效率，有助于快速提升学生的阅读能力。

同时，本系列教材内容涵盖面广，从学习者实际出发，把英语学习中接触较多、需求广泛的题材编辑为八大板块，分别以文化、教育、科技、经济、医药卫生、政治、法律和生物等领域的相关文章为主题构成全书的八个单元。每个单元配有一定的翻译、阅读理解和完型填空，帮助学生巩固和消化阅读材料的内容。

本书是《大学英语分级阅读》系列教材的第一册，阅读难度符合蓝斯测量的分级区间 (1000L-1100L)，每个单元的选材在相应题材范围内力比较注重知识性和趣味性，以激发学生的阅读兴趣，为学生进行二、三、四册的阅读做好铺垫。

本教材主编是张晓明、周红莉；庞炳良、苟亚宰、何国平老师参编。他们的智慧和辛劳，以及团队协作精神更使本书稿生辉许多。毋庸赘言，本书的设计、编写和制作过程中，难免会有不足之处，欢迎使用本教材的教师和学生给予批评和指正。

在此，特别感谢李盛老师，他负责对整个阅读材料的分级工作；还要感谢方小菊老师，她对本套丛书提出了许多宝贵的修改意见。东华大学外语学院领导和部门领导也给予了大力支持，同时本书的编写也得到了出版社和校内外专家的许多帮助，在此一并向他们表示由衷的感谢。

任再新

2012年7月

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Unit 1

Transformation of Life

Text A

Mother's Love...A True Story

by T. Lynn Adams

1 Fellow *missionaries* warned me about Willie ahead of time. A few days later I met him, *all attitude*, walking down a darkened Lima street. Only a year or two into his twenties, the once-active member now always wore a leather jacket and kept his eyes hidden behind sunglasses, even at night and in the house.

2 Willie came from a good family. Strong, active members, they worried about their oldest son. A black-belt in *karate*, Willie was ranked nationally for his age but was now using his skill on the streets.

3 His family only lived a few blocks from our apartment so often we would visit with them briefly on our way home for the night. If Willie came home during that time and saw us, he would *curse*, walk into his room and *slam* the door. His mother—a sweet, tiny woman—would turn to us with tears in her eyes. “Sisters,” she would *plead*, “please touch Willie’s heart.”

4 We tried to engage Willie in conversation but he hated

missionarie ['mɪʃənəri] n. 传教士

all attitude 这里指人的行为或穿着等我行我素的态度

karate [kə'reɪtɛ] n. 空手道

curse [kɜ:s] vi. 咒骂

slam [slæm] vt. 砰的关上

plead [gæŋ] vt. 恳求

gang [gæŋ] n. 流氓

commandment

[kə'mɑ:ndmənt] n. 戒律

sibling ['sɪblɪŋ] n. 兄弟姐妹

congregate ['kɒŋɡri,geɪt] vi

聚集

clap [klæp] vt. 鼓掌

demonstrate ['demənstreɪt]

vt. 示范

the missionaries and wanted nothing to do with the Church. Always it was the same—he threw curses at us, walked into his room and slammed his bedroom door.

5 His mother never once criticized him. **She never complained of the dangerous gang he ran with, his attitude, his cursing, or the commandments we all knew he was breaking.** Instead, time and again she pleaded, “Touch Willie’s heart. He’s my son. I love him so much. Heaven wouldn’t be heaven without my Willie there.”

6 One time Willie’s younger brother asked if we could help him with his math. We couldn’t. He smiled and said, “If Willie was here, he could. He’s really good at math.”

7 He wasn’t the only *sibling* praising his older brother. Every single family member, including both parents, spoke only of Willie’s strengths. “Willie teaches me karate moves. He’s really good at it.” “Willie can do anything.” “One day I want to be just like him.” “Willie’s the smartest person I know.” “He has a good heart.”

8 It didn’t matter if Willie was there or not, they only spoke words of praise and love for him. And, continually, his mother restated her powerful words: “Heaven won’t be heaven without my Willie there.”

9 Through the closed bedroom door, I know Willie heard.

10 One night, on our way home, Willie’s ten-year-old brother ran out to greet us. He wanted us to stop by the house so he could show us a new karate move. We entered their home. **Standing in the living room, I laughed as the boy tried to practice the move on me but he couldn’t get it right.** Willie came through the door. The entire family turned with excitement. He was home! Siblings *congregated* around him, his parents *clapped* with joy. Willie could *demonstrate* the move. Would he, please? Through his sunglasses Willie stopped and looked at me—the intended victim. Slowly he shook his head, stepped through his family and disappeared into his room. But

this time he did not slam the door. As tears ran down her face, his mother took my hand in hers. “I need Willie in heaven. Even if all of my children make it—it won’t be heaven to me.

11 Over the next few weeks I noticed that, if Willie was home, his door stayed cracked open. I noticed, too, the family’s continual praise of him. Their deep love and sincere respect for Willie drifted through the door and into Willie’s heart. Eventually Willie started to find excuses to come out of his room—to get a drink of water, to *raid* the refrigerator, or to look for something. Then, little by little, Willie stopped disappearing into his room altogether. He started visiting with his family and they loved it because they loved him.

raid [reɪd] vt. 突袭

12 More than a year later, I was assigned to a new area for my last Sunday in Peru. While visiting with members in the *chapel* before *sacrament* meeting, I felt a tap on my shoulder. I turned around. It was Willie! He had traded his leather jacket for a white shirt and tie and was holding hands with the cutest Peruvian I had seen. She was his fiancée. **How overwhelmed I was to learn the Lord had assigned me to attend this--her ward during my last Sunday in the field.**

chapel [ˈtʃæpəl] n. 小教堂

sacrament [ˈsækrəmənt] n. 圣餐

overwhelmed [ˌəʊvəˈhwelmd] adj. 激动的

13 As we visited I learned his fiancée was the stake president’s daughter, raised all her life in the gospel. Willie beamed as he told me she accepted his past, he had been to see his bishop and stake president and they were now engaged, with a date to be married in the Lima temple.

stake president n. 支联会会长

14 That Sunday was the first time I had ever seen his eyes, and they were beautiful.

15 I was able to attend a farewell dinner at his parent’s home. There he handed me his sunglasses. “I see life better without them,” he said.

16 I still have a picture of Willie and his mother taken that day. I cherish that photo but, more than that, I cherish the lifelong lesson I learned from their family. They loved Willie unconditionally.

divine [di'vain] adj. 神圣的

◆ **17** I also learned about *divine* motherhood. Setting an example the entire family followed, Willie's mother never once complained or spoke negatively about him. While she pleaded with us to touch his heart, she is the one who actually did. Over and over she lovingly said the words I never forgot and Willie could not ignore: "Heaven won't be heaven without my Willie there."

◆ **18** Now, as I look at my own children I remember, with gratitude, the lesson she taught me and I understand her feelings. She had it right. "Heaven won't be heaven. if Willie isn't there. I love him with all my heart." The feeling of love in that home for their *wayward* son was very powerful that night. Soon their efforts would start *piercing* his armor.

wayward ['weiwəd] adj. 任性的, 刚愎的

pierce [piəs] vt. 刺穿

Difficult Sentences

1. She never complained of the dangerous gang he ran with, his attitude, his cursing, or the commandments we all knew he was breaking.

分析: 这句话中 "...he ran with" 是定语从句修饰先行词 "gang"。

"dangerous gang", "his attitude, his cursing, or the commandments" 都是受 "complained of" 支配的并列宾语; "commandments" 后带一个省略 that 的定语从句。

参考译文: 她从不抱怨他与那些流氓为伍, 也从不埋怨他的恶劣态度, 他的谩骂, 或者我们都知道他打破的那些清规戒律。

2. Standing in the living room, I laughed as the boy tried to practice the move on me but he couldn't get it right.

分析: 这句话中 "standing in the living room" 分词结构表示伴随的状态, "as" 引导时间状语从句, 表示 "当……的时候"。

参考译文: 我站在客厅里, 当小男孩试图在我身上练习空手道动作却没成功

时，我笑了。

3. How overwhelmed I was to learn the lord had assigned me to attend this---her ward during my last Sunday in the field.

分析：这句话中“... to learn the lord had assigned me to attend this”不定式作状语表原因。

参考译文：呆在这个地方的最后一个礼拜日，当我得知上帝选派我作为她的守护人参加这个活动的时候，我激动万分。

Exercises

I. Cloze Test

Read the following passage, and fill in each of the numbered blanks with one suitable word from the word bank given below. You may not use any of the words in the blank more than once .

A. commandments	B. raided	C. siblings	D. divine	E. wayward
F. cherished	G. pleaded	H. congregate	I. disappearing	J. piercing
K. overwhelmed	L. chapel	M. curse	N. ranked	O. demonstrate

Willie came from a good family. He was once a judoka (柔道运动员) 1 nationally for his age but now used his skill on the street. Always wearing a leather jacket and sunglasses, he would 2 and close the door when he saw us, the missionaries, in the house. He hated missionaries and wanted nothing to do with church. His mother loved him very much. She never complained or criticized his bad attitude or the 3 he broke. Instead, she time and again 4 earnestly with us for his son's conversion to Christianity. His 5 also showed their love and admiration for Willie. Gradually, something changes happened to Willie. He stopped 6 into his room and started visiting with family.

More than a year later, I accidentally met Willie in the 7 for my last Sunday in

Peru. I was 8 to learn that he had become a Christian and was now engaged to the stake president's daughter.

His family's unconditional and powerful love, especially the 9 motherhood, had changed him completely. I 10 the lesson the mother taught me with gratitude. She had it right. "Heaven won't be heaven without my Willie there."

II. Reading Comprehension

1. What did Willie once do?

- A. Missionary.
- B. Worker.
- C. Sportsman.
- D. Bandit (恶棍).

2. Willie's attitude towards Christian was _____.

- A. sympathetic
- B. unfriendly
- C. indifferent
- D. neutral

3. Why did every single family members say words of praise and love for Willie?

- A. Because they intended to encourage him and restore his confidence.
- B. Because he was a good man.
- C. Because he wanted them to do so.
- D. Because they tried to educate him to love.

4. What happened to Willie a year later?

- A. He converted to Christianity and was engaged.
- B. He became a black-belt in karate again.
- C. He got married.
- D. He left home for Peru.

5. How to comprehend the sentence "I see life better without them" ?

- A. Sunglasses prevented him from seeing life clearly.
- B. He had realized the meaning of life.
- C. He had completely discarded the past.
- D. He had stepped out of the shadow and come to love life again.

III. Translation from English to Chinese

1. A black-belt in karate, Willie was ranked nationally for his age but was now using his skill on

the streets.

2. Their deep love and sincere respect for Willie drifted through the door and into Willie's heart.
3. He had traded his leather jacket for a white shirt and tie and was holding hands with the cutest Peruvian I had seen.
4. As we visited I learned his finance was stake president's daughter, raised all her life in the gospel.
5. Setting an example the entire family followed, Willie's mother never once complained or spoke negatively about him.

Guest-Teaching Chinese and Learning America

by Sam Dillon

zone out 上课开小差

take aback 吃惊

subsidize ['sabsidaiz] vt. 资助

torture ['tɔ:tʃə] n./vt. 折磨, 痛苦

choir ['kwaɪə] n. 合唱队

1 “Sorry, I was *zoning out*,” said the girl, a junior wearing black eye makeup. “What are we supposed to be doing?”

2 Ms. Zheng seemed *taken aback* but patiently repeated the instructions.

3 “In China,” she said after class, “if you teach the students and they don’t get it, that’s their problem. Here if they don’t get it, you teach it again.”

4 Ms. Zheng, 27, is teaching Chinese in Lawton—and learning a few things herself about American culture—because of a partnership between an agency of China’s Education Ministry and the College Board.

5 China wants to teach the world its language and culture, and Ms. Zheng is one of about 325 guest teachers who have volunteered to work for up to three years in American schools, with their salaries *subsidized* by the Chinese government.

A parallel effort has sent about 2,000 American school administrators to visit China at Beijing’s expense.

6 Ms. Zheng left her *teaching* post at a provincial university south of Beijing two years ago to come to Lawton. **She is out of her usual element in this city of strip malls and car dealerships surrounded by cattle ranches and an Army base.** The culture of American schools is also different.

7 “My life in high school was *torture*, just studying, nothing else,” said Ms. Zheng (pronounced djung). “Here students lead more interesting lives,” partly because they are more involved in athletics, *choir* and other activities.

8 “They party, they drink, they date,” she added. “In China,

we study and study and study.”

9 In interviews, several other Chinese teachers said they had some difficulties adjusting to the informality of American schools after working in a country where students leap to attention when a teacher enters the room.

10 One Chinese teacher who has built a successful language program in Wisconsin, Hongmei Zhao, said a few students sometimes *disrupted* classes by speaking English so rapidly that she cannot understand them.

disrupt [dis'rʌpt] vt. 使中断

11 “Then the whole class laughs, maybe because of my accent,” Ms. Zhao said.

12 Ms. Zheng said none of her students had been disagreeable, and Samantha Weidenmaier, an assistant principal at the school, MacArthur High, said that in Ms. Zheng’s classes “the respect levels are *kicked up a notch*.”

kick up a notch 更好一些

13 Still, Ms. Zheng said she believed that teachers got little respect in America.

14 “This country doesn’t value teachers, and that upsets me,” she said. “Teachers don’t earn much, and this country worships making money. In China, teachers don’t earn a lot either, but it’s a very honorable career.”

15 Ms. Zheng said she spent time clearing up *misconceptions* about China.

misconception

[,miskən'sepʃən] n. 误解

16 “I want students to know that Chinese people are not crazy,” she said. For instance, one of her students, referring to China’s one-child-per-family population planning policy, asked whether the authorities would kill one of the babies if a Chinese couple were to have twins.

17 Some students were astonished to learn that Chinese people used cellphones, she said. Others thought Hong Kong was the capital.

superintendent

18 Barry Beauchamp, the Lawton *superintendent*, said he was *thrilled* to have Ms. Zheng and two other Chinese instructors working in the district. But he said he believed that the guest

[,sju:pərin'tendənt] n. 主管

thrilled [θrild] adj. 兴奋的，
激动的

indoctrinate [in'dɒktrineɪt]

vt. 灌输

rodeo [rəu'deɪəu, 'rəudiəu] n.

竞技表演

soak up: 吸收

stipend ['staɪpend] n. 定期生

活津贴

lumbering ['lʌmbərɪŋ] adj. 笨

重的

plastic surgeon 整形外科医生

stumble ['stʌmbl] vi. 犯错

mandatory ['mændətəriː,
-tɔːri] adj. 强制的

khaki-colored aj. 灰色的

teachers were learning the most from the cultural exchange.

19 “Part of them coming here is us indoctrinating them about our great country and our freedoms,” he said. “We’ve seen them go to church and to family reunions, country music concerts, *rodeos*. So it’s been interesting to see them *soak up* our culture.”

20 Ms Zheng’s situation is fairly typical of other guest teachers working in American schools: China pays about \$13,000 a year toward her salary, and the school district provides her with housing and a \$500 monthly *stipend*.

21 Some districts pay more, but Lawton is one of the few that lends their guest teachers a car—in Ms. Zheng’s case, a lumbering blue Buick Century once used for drivers’ education.

22 At MacArthur High, Ms. Zheng teaches three hourlong Chinese classes a day.

23 One day last week, Cynthia Thompson, a senior, worked with Ms. Zheng through a dialog in Chinese about attending the Beijing opera, showing considerable fluency. Another student, Raymond Veal, who said he wanted to be a *plastic surgeon*, *stumbled* often, confusing the Chinese words for movie theater and Beijing opera.

24 “I’m not good at memorizing Chinese characters,” Mr. Veal said.

25 Ms. Zheng has described to her classes the high-pressure schools she attended in the city of Pingdingshan, where students study six days a week from 8 a.m. through a *mandatory* evening study hall ending at 10 p.m.

26 “No way I could do that,” Mr. Veal said.

27 After her morning classes, Ms. Zheng drove west through Lawton in search of lunch, passing a seed elevator. The Buick fought a stiff wind that had kicked up a vast khaki-colored dust cloud. Pulling into a Burger King, she ordered a fish sandwich.

28 “I’ve gained 10 pounds in Oklahoma,” she said.

29 Between bites, she recalled how earlier this spring a student

brought her newborn to school to show it off to admiring students and teachers.

30 “Teenage pregnancy is rare in China,” Ms. Zheng said. “I thought it was nice that when the girl brought in her child, people were happy for her. But I found it shocking, because we think girls should focus on their studies and get into college.”

31 That afternoon, Ms. Zheng taught classes at Central Middle School, drilling 22 eighth graders on how to count to 100 in Chinese and explaining some Chinese holidays before turning her back to write a Chinese tongue twister on the board.

32 *Out of the blue*, a girl with long brown hair asked her classmates loudly: “Where’s France at?”

33 “In Europe,” a boy with *baggy* jeans called out from across the room.

34 “France is not in Europe,” another boy said.

35 Ms. Zheng just kept writing Chinese characters on the board.

36 “American students don’t know a lot about the outside world,” she said later. “Mostly just what they see here.”

37 Ms. Zheng says she is hoping to do her part by teaching them more than how to write characters.

38 “I want my students to have a sweet, sweet memory of taking Chinese,” she said. “They won’t remember a lot of words, but I want them to remember the beauty of the language and the culture.”

out of the blue 突然地

baggy [ˈbægi] adj. 宽松下垂