

“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



新核心 大学英语 总主编 蔡基刚

英文报刊选读

English Journalistic Reading

主编 孙志青 尹国梁

Nucleus



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

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内 容 提 要

《英文报刊选读》系《新核心大学英语》系列教材之一。全书共分 12 个单元,涵盖教育、网购、网络安全、智能手机、食品安全、环境问题、新能源汽车等社会热门话题,文章主要选自近两年的国内外知名报刊,具有较强的时效性和实用性。迷你新闻阅读(Mini-News Reading)、同主题的新闻视听(News Listening)、新闻热词(Buzzwords)为该教材的主要创新之处。教材配套练习以开放性的主观题为主,提高学生的整体篇章把握能力以及对重要信息获取和分析的能力。本教材适用于大学非英语专业二、三年级学生和英语新闻爱好者使用。

图书在版编目(CIP)数据

英文报刊选读/孙志青,尹国梁主编. —上海:
上海交通大学出版社, 2013
ISBN 978-7-313-09845-0

I. ①英… II. ①孙… ②尹… III. ①英语—阅读教
学—高等学校—教材 IV. ①H319.4

中国版本图书馆 CIP 数据核字(2013)第 194633 号

英文报刊选读

孙志青 尹国梁 主编

上海交通大学出版社出版发行

(上海市番禺路 951 号 邮政编码 200030)

电话: 64071208 出版人: 韩建民

上海交大印务有限公司印刷 全国新华书店经销

开本: 787 mm×960 mm 1/16 印张: 12.5 字数: 200 千字

2013 年 8 月第 1 版 2013 年 8 月第 1 次印刷

印数: 1~4030

ISBN 978-7-313-09845-0/H 定价: 34.00 元

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前 言

报刊具有内容新颖、语言现代实用和资料丰富的特点。英文报刊具有便捷易取的海量英语信息资源。阅读英文报刊可以学习现代英语、增长知识、扩大视野、认识世界。21 世纪的社会、科技、文化等的快速发展首先见诸报端,阅读英文报刊是大学生获取信息的重要手段之一,也是他们学习英语的一个不可或缺的手段。阅读英文报刊本身也是一种英语自主学习,对培养学生良好的自主学习意识和能力,树立终身学习理念有着积极的作用。

近年来,随着高校大学英语教育改革的日益深入,英语报刊教学现已发展成为大学英语系列拓展类课程之一。本教材是针对大学非英语专业二、三年级学生编写的。教材按主题分为 12 个单元,涵盖教育、网购、网络安全、智能手机、食品安全、环境问题、新能源汽车等社会热门话题,文章主要选自近两年的国内外知名报刊,具有较强的时效性和实用性。每单元围绕主题设有热身问题(Warm-up)、迷你新闻阅读(Mini-News Reading)、A 篇(Text A)、B 篇(Text B)、新闻热词(Buzzwords)五大板块。每个板块都围绕主题和篇章内容设计开放性问题,引导学生深入思考、学习探究。

教材引入与主题相关的趣味迷你新闻,并配以开放性问题,作为 A 篇、B 篇的讨论前奏,充分热身。教材配套练习不再以词汇和句型操练为重点,而是以开放性的主观题为主,围绕文章的整体提高学生篇章把握的能力以及对重要信息获取和分析的能力。习题包括理顺文章行文思路的图表题、篇章主旨概括题、重点难句长句的翻译题等。除此之外,教材还引入与主题配套的视听练习,突破了传统英文报刊选读教材单一的选文阅读模式,将“读新闻”与“听新闻”、“看新闻”

有机结合,促进学生的理性和感性认识。教材的新闻热词(Buzzwords)部分,采用留白的形式,便于针对学生英语水平和兴趣及时补充每周新闻热词,保证新闻的时效性、语言的鲜活性、讨论的趣味性,引导学生关注社会动态,学习鲜活的语言,增强语言实用性,激发学生学习英语兴趣和信心。留白的形式也为教学提供了教学活动的设计空间,可以采取教师讲授或学生新闻报道等互动形式完成此部分的教学任务。A篇为主讲文章,B篇作为同一话题的补充阅读,若学时有限,B篇可以设计成课后作业,由学生自主完成。

本教材是前后三版教学讲义在选文和体例上不断更新完善的结果,但限于作者能力,书中存在的疏漏和错误之处,衷心希望和欢迎各位同仁和读者提出批评建议。

编 者
2013 年 7 月

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Gap Year

Warm-Up

- Have you ever heard of “gap year”?
- Would you like to have a gap year sometime? When do you plan to do it?
- Do you think having a gap year is a legitimate way to learn and grow or an excuse to avoid work and school? Give your reasons.

Mini-News Reading

Monastery Makes Pitch for the “Gap Year” Market

By John Bingham

Quarr Abbey on the Isle of Wight is advertising its first “monastic internships”, offering young people a taste of life in a Benedictine community.

There will be no all-night beach parties or Himalayan treks to help them “find” themselves — just plenty of prayer and reflection.

The four successful candidates will receive board, lodgings and spiritual guidance in return for at least four hours work a day every day — except Sunday — cooking, growing food in the Abbey gardens, looking after cattle, pigs and bees or binding books.



They will live by the Benedictine traditions, rising before 5 a. m. each day to wash from a bowl in their cell before making their way for Vigils at 5.30 a. m. — the first of seven services throughout the day.

The Abbey has a long tradition of hospitality to visitors but the two month placement, which is open to young men aged 18 to 25, is the first extended stay of its kind.

(An excerpt from *The Telegraph*, Jul. 22, 2012)

Questions:

Would you like to stay in the Abbey for two months, leading an ascetic way of life as described above? If so, what do you think you can gain from this experience? If not, what should your ideal gap year be like?

Text A

The Lure of the Gap Year

Time of learning and maturing can mean refreshed batteries and prepared students.

By Thomas K. Grose

- 1** Tens of thousands of newly ***minted*** high school graduates will troop to campuses across the country this fall to begin four or more years of

minted /¹ˈmɪntɪd/ *adj.* 崭新的; 刚完成的



collegiate life. But Liz Teixeira de Mattos won't be among them, even though she was accepted by **prestigious** Vassar College in New York's Hudson Valley. Instead, she should be **wrapping up** a stay in Greece, where she had arranged to work with dolphins, and getting ready to head to South Africa. There, among other things, she'll **pitch in** at a **game preserve** and volunteer at an AIDS **orphanage**. Later she'll jet to London for a **stint** as a fashion industry **intern**. She's also scheduled time to travel around Europe.

2 But Teixeira de Mattos, 18, of Princeton, N.J., is no **slacker**. She's a "gapper" — one of a small but growing number of American students who are deciding to take a "gap year" off between high school and what would be their freshman year of college to travel, volunteer, work, study, and otherwise recharge their batteries before getting back on the **academic treadmill**. "I thought, 'Why not?'" There are other ways of learning than sitting in a classroom," says Teixeira de Mattos, who ultimately plans to earn a degree in environmental science.

3 That's a key point that many educators and other gap-year **proponents** make as well. They argue that the out-of-classroom experiences of a gap year give students eye-opening life lessons that help them become more mature, more aware of the wider world, and more self-sufficient, traits that will ultimately serve them well once they're on campus. "They develop nonacademic skills and end up better prepared," says Holly Bull, who runs the New Jersey-based Center for Interim Programs, which helps students

prestigious /preˈstɪdʒəs/ *adj.* 受尊敬的, 有声望的 **wrap up** 圆满完成, 圆满结束 **pitch in** 参与 **game preserve** 为保护野生动物的禁猎地 **orphanage** /ˈɔːfənɪdʒ/ *n.* 孤儿院 **stint** /stɪnt/ *n.* (在某地的) 工作时间 **intern** /ˈɪntɜːn/ *n.* 实习生 **slacker** /ˈslæəkə(r)/ *n.* 〈非正式〉逃避工作的人; 懒鬼 **academic** /ˌækəˈdemɪk/ *adj.* 学业的 **treadmill** /ˈtredmɪl/ *n.* 单调的工作 **proponent** /prəˈpəʊnənt/ *n.* 支持者; 提倡者

organize gap years. There's some **quantifiable** evidence **underscoring** that claim, too. A study of gap-year freshmen at Skidmore College in New York found they had higher **grade point averages** than their peers.

4 That readiness effect is one of the big reasons why the gap-year break — a British invention from the 1960s that has become a popular **rite of passage** for a large minority of **college-bound** U. K. students — is appealing to more and more American kids. The British company Gapyear, which offers planning and travel tips for students through its website (www.gapyear.com), **reckons** that its American **clientele** has grown in recent years from nearly **nil** to around 10 percent. And Bull reports that “inquiries and awareness are way up. Fifteen years ago it wasn't even on the radar screen. Now there are even gap-year fairs in the U.S. That was unheard of a few years ago.”

5 The take-a-break-first concept got a **high-profile boost** when Princeton University began its own “bridge year” program last fall. Twenty Princeton freshmen spent nine months this past year not in class but instead working in one of several overseas service programs. Among them was Lelabari Giwa-Ojuri of Los Angeles, who worked with nonprofit youth groups in **Serbia**, including one that provides HIV/AIDS advice to teens. “Just being part of that was really fulfilling for me,” she says. Another 20 students will participate in Princeton's program this year, and the **eventual** goal is to enroll 100 students a year. Harvard College has for three decades advised incoming freshmen to

quantifiable /'kwɒntɪfaɪəbl/ *adj.* 可以计量的 **underscore** /ˌʌndə'skoʊ(r)/ *vt.* 强调 **grade point average** (GPA) 平均积分点 **rite** /raɪt/ *n.* 惯例 **passage** /'pæsiɪdʒ/ *n.* 过渡 **bound** /baʊnd/ *adj.* 要到……去的 **college-bound** *adj.* 即将进大学校门的 **reckon** /'rekən/ *vt.* 估计; 认为 **clientele** /ˌklaɪən'tel/ *n.* 顾客; 客户 **nil** /nɪl/ *n.* 无, 零 **high-profile** /haɪ'prəʊfaɪ/ *adj.* 高调的; 名气大的 **boost** /buːst/ *n.* 提高, 增加 **Serbia** /'sɜːbiə/ *n.* 塞尔维亚 **eventual** /ɪ'ventʃʊəl/ *adj.* 最终的



take a gap year, and each year around 50 to 70 students do so.

6 Pause that refreshes. One key way a gap year tends to improve students' college performance, proponents argue, is by allowing them to *depressurize* after some 12 years of hitting the books and taking tests. "A lot of kids are *incredibly burned out*," Bull says. An essay titled "Time Out or Burn Out for the Next Generation," cowritten by William Fitzsimmons, Harvard's dean of admissions, states that "the pressures on today's students seem far more intense than those placed on previous generations." *Advocates* say that students who *defer* school for a year return *rejuvenated* and more motivated to *excel*. "It gives students another 15 months of growing-up time. That's a good thing," explains Mike Nicholson, director of undergraduate degrees at Britain's University of Oxford. It certainly worked for Giwa-Ojuri. "I do feel refreshed," she says. "It also *reinforced* my passion for learning."

7 Despite the potentially positive effects of taking a gap break, it remains a concept many American families find *alien*. "It's a *hard sell*," admits Robert Bardwell, a *counselor* at Monson High School in Monson, Mass. "For most American students, anything that delays the goal of getting a degree is not good." That may be understandable, as the reality now is that it takes more than six years, on average, for U.S. students to earn a four-year degree. "There's a lot of peer pressure to go straight to college," Bardwell adds. Teixeira de Mattos certainly felt it. "Most of my friends were really shocked. They said, 'Just go to Vassar. Just go.' " But she decided that Vassar wasn't right for her, at least not

depressurize /di:'preʃəraɪz/ vt. 使减压,使降压 *incredibly* /ɪn'kredəbli/ adv. 难以置信地,极为 *burn out* (使)精疲力竭 *advocate* /'ædvəkeɪt/ n. 支持者 *defer* /dɪ'fɜ:(r)/ vt. 拖延,推迟 *rejuvenated* /rɪ'dʒu:vənətɪd/ adj. 恢复活力的 *excel* /ɪk'sel/ vi. 胜过(他人) *reinforce* /rɪɪn'fɔ:s/ vt. 加强,增强 *alien* /'eɪliən/ adj. 陌生的 *hard sell* "强行推销",强迫别人买东西 *counselor* /'kaʊnsələ/ n. 指导老师



right now. She plans to apply to other universities during her year off. “I don’t want to go to just a good school, but the right school,” she says.

8 Some moms and dads worry that their children will never go to college if they don’t go straight out of high school. But Karl Haigler and Rae Nelson, the husband-and-wife team who wrote *The Gap Year Advantage*, say that’s largely a **myth**. They interviewed 280 gappers for their upcoming book, *Gap Year, American Style*, and found that 90 percent of them did go on to college. The fear that gap-year students fall behind or lose their study skills “is rarely justified,” the Harvard essay says. Still, for some additional peace of mind, it’s recommended that students first get accepted at a university, then request a year’s **deferral**.

9 Cost can also be a **hurdle**. Many parents should expect to **pony up** around \$15,000 to \$20,000 to cover a student’s gap year. Teixeira de Mattos’s year will cost between \$20,000 and \$25,000. That kind of **dough** is **beyond the reach of** many folks. There are, however, much cheaper options, including programs that offer room and board or don’t require overseas travel. Some even give students a chance to earn money. The state and national programs within AmeriCorps are designed for kids 17 or older. Participants can earn up to \$5,350 in **stipends** that can be used to pay college costs. Moreover, 92 U. S. colleges and universities will match whatever amount a student receives from AmeriCorps.

myth /mɪθ/ *n.* 错误的看法(或认识) **deferral** /dɪˈfɜːrəl/ *n.* 延期 **hurdle** /ˈhɜːdl/ *n.* 障碍; 困难 **pony up** 〈美俚〉付账, 付钱 **dough** /dəʊ/ *n.* 〈美俚〉钱 **beyond the reach of ...** 超出……能力之外 **stipend** /ˈstaɪpend/ *n.* 薪俸, 生活津贴

10 Structured approach. In Britain, gap students typically work for most of the year to earn enough money to cover the cost of **backpacking** around various parts of the globe for a few months. American students and their parents usually prefer taking a more organized approach. “They can’t just travel in an unstructured way,” Bull says. That said, the list of gap-year options available to students is limited only by their imagination, and many, like Teixeira de Mattos, weave together a range of experiences. Bull tells kids, “Do something that draws you.” That can, and often does, include some type of service work, as well as internships, learning new skills, and a bit of traveling for fun, too. What isn’t a good idea is taking a year off and not doing much of anything. “We don’t define a gap year as sitting around for a year on a sofa playing video games,” Nelson says.

11 Oxford’s Nicholson says gap years are particularly suited to “**self-starters** who are highly motivated.” But Bull says she believes that almost any student can benefit from a gap year. Giwa-Ojuri agrees: “I think it could be a valuable experience for a variety of students,” so long as they’re willing to be challenged and fully understand that their **self-imposed hiatus** will likely change them — for the better. That’s something that Teixeira de Mattos certainly expects. Looking ahead to fall 2011, she says, “I know I will be a different person.” And the **odds** are high she’ll be a better student, too.

(From www.usnews.com, Aug. 16, 2010)

backpacking /ˈbækˈpækiŋ/ *n.* 背着背包徒步旅行 **self-starter** *n.* 〈美口〉做事主动的人
adj. 自愿承担的 **hiatus** /haɪˈeɪtəs/ *n.* 中断, 间断 **odds** /ɒdz/ *n.* (复数) 可能性

self-imposed

I. Comprehension of the Text

Section A: *Answer the following questions according to your understanding of the text.*

1. What delayed Liz Teixeira de Mattos going to college? Why would she do that?

2. What benefits can one gain from the gap year experience as claimed by gap year proponents?

3. What does Robert Bardwell think of the practice of taking a gap break?

4. What are parents' concerns?

5. What is the difference between British students and American students in planning their gap year?

Section B: *Review the text and complete the following table.*

1		Gap year experiences may help students get ready for their future academic life.
Agree	Disagree	
2		High school students will never go to college once they take a gap break.
Agree	Disagree	
3		The cost for a gap year can be an insurmountable hurdle.
Agree	Disagree	
4		Anyone can benefit from a gap year.
Agree	Disagree	

II. Summary of the Text

Complete the following passage with words chosen from the following box. Change the form where necessary.

minted	proponent	burn out	appealing	depressurize
rejuvenated	excel	self-sufficient	defer	alien
limitless	recharge	eye-opening	hiatus	hurdle

While tens of thousands of newly (1) _____ high school graduates will troop to college this fall, a growing number of American students are deciding to take a “gap year” off so that they can (2) _____ their batteries before getting back on the academic treadmill. This serves as a key point made by many gap-year (3) _____ who argue that gap year experiences give students (4) _____ life lessons and help them become more mature, more worldly, (5) more _____, and better prepared for their future academic life. This readiness effect explains why this British invention is (6) _____ to more and more American kids. The gap year advocates maintain that students who (7) _____ school for a year are able to (8) _____ after being incredibly (9) _____ in years of toil, and return (10) _____ and more motivated to (11) _____, therefore improving their college performance. Despite the potentially positive effects of taking a gap break, it remains an (12) _____ concept to many American families, since they are concerned that a gap year may delay or disrupt the goal of getting a degree, and that the cost can be a (13) _____. Unlike their British counterparts, American students usually prefer taking a more structured approach, since there are (14) _____ gap-year options available. It is essential that they should be highly motivated, willing to be challenged and fully understand that their self-imposed (15) _____ will likely change them for the better.

III. News Listening

Listen to the news, *Gap Year*, and fill in the blanks.