



普通高等教育“十三五”应用型人才培养规划教材

大学英语

阅读教程 一

主 编 ◎ 邓超群 陈丽萍

COLLEGE ENGLISH
FOR READING COURSE

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前言 Preface

《大学英语课程教学要求》(简称《课程要求》)明确了大学英语教学的目标,强调培养学生的英语交际能力,提高综合应用语言能力。在英语学习中,阅读是提高英语交际及综合应用能力的重要手段和途径。从语言学习的规律来看,英语应用能力的提高是建立在大量语言输入尤其是大量阅读基础之上的。只有提高英语阅读能力,才能相应提高听、说、写、译的能力。

在改革后的全国大学生英语四、六级考试方案中,阅读理解分为仔细阅读和快速阅读,仔细阅读又分为多项选择和选词填空,阅读能力的测试题型多样,这就对学生的阅读能力提出了更高的要求。

我们主编的这本《大学英语阅读教程(一)》较好地适应了这一趋势。全书内容编排均以《课程要求》及大学生英语四级考试的出题脉络为依据,选取与大学生生活、学习以及未来工作有关的具有很强实用性的语篇为素材,主题涉及校园、友谊、假日、健康、能源、环境、技术、科学等,取材广泛,内容新颖,语料规范地道,并折射了社会发展需要,体现了英语语言时代的特色与魅力。

全书共八个单元,每单元均由相关题材的美文赏析、阅读技能训练以及扩展阅读组成。我们编写这本阅读教程,旨在使学生在阅读一般性题材的英语文章基础上,能进行一定的分析、推理、判断,掌握英语阅读策略和技能,促进其语言应用能力的提高。与此同时,还能帮助学习者开阔视野、改善思维、增强跨文化意识。

本教程所选文章大多出自英美国家著名报刊、书籍或网站,注重语言质量、文化内涵,是一部微型百科全书,为读者提供了不同领域的知识背景,融知识性、趣味性和可读性于一体。可作为高等院校各专业一年级学生的大学英语课程教材使用,同时也可供其他英语学习爱好者参考。

本书在编写过程中得到编者所在学校领导及老师们的大力支持与帮助,在此,向他们表示衷心的感谢。编写组的老师们于百忙中编选此书,难免有疏漏之处,恳请广大师生提出宝贵意见,以期在修订中完善。

编者

2016年6月

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Unit 1

Campus



Text

American Universities Develop Curriculums to Train Data Scientists

Harvard Business Review calls data science “the sexiest job in the 21st century”, and by most accounts this hot new field promises to revolutionize industries from business to government, health care to *academia* (学术界). The field has been *spawned* (大量生产)

by the enormous amounts of data that modern technologies create—be it the online behavior of Facebook users, **tissue** samples of cancer patients, purchasing habits of grocery shoppers or crime statistics of cities. Data scientists are the magicians of the Big Data **era**. They *crunch* (处理) the data, use mathematical models to analyze it and create **narratives** or *visualizations* (形象化) to explain it, then suggest how to use the information to make decisions.

In the last few years, dozens of programs under a variety of names have sprung up in response to the excitement about Big Data. Because data science is so new, universities are scrambling to define it and develop curriculums. As an academic field, it cuts across disciplines, with courses in statistics, analytics, computer science and math, coupled with the **specialty** a student wants to analyze, from patterns in marine life to historical texts.

With the sheer volume, variety and speed of data today, as well as developing technologies, programs are more than a repackaging of existing courses. “Data science is emerging as an academic discipline, **defined** not by a mere combination of *interdisciplinary* (跨学科的) fields but as a body of knowledge, a set of professional practices, a professional organization and a set of ethical responsibilities,” said Christopher Starr, chairman of the computer science department at the College of Charleston.

Most master’s degree programs in data science require basic programming skills. Students start with collecting and cleaning raw data and getting it into a table where they can actually analyze it. Studying a Web user’s data has privacy implications. Using data to decide someone’s *eligibility* (合格) for a line of credit or health insurance, or even recommending who are their friends on Facebook, can affect their lives. Ethics classes **address** these questions. Finally, students have to learn to communicate their findings, visually and orally, and they need business to know how, perhaps to develop new products. That’s one of the challenges. To be successful, you need to have a wide range of skills that doesn’t fit in one department.

The question, said Bill Howe, who teaches data science at the University of Washington, is whether it is even possible to *instill* (逐步灌输) in a single person all the skills needed, from statistics to predictive modeling to business strategy. “It remains to be seen,” he said, “but we’re still of the mind that a curriculum that aims to train data scientists is feasible.”

Language points1. **curriculum** *n.* 课程

We have no problem with education, it's the **curriculums** that we have problems with.

对于教育,我们没有问题,有问题的是学习的课程。

Has computer studies been introduced into the school **curriculum**?

计算机学习已经列入学校课程了吗?

2. **tissue** *n.* 组织

The blood feeds the body **tissue**.

血液滋养着机体组织。

As we age we lose muscle **tissue**.

肌肉组织会随着我们日趋衰老而萎缩。

3. **era** *n.* 时代,纪元

We are living in a great historic **era**.

我们正处在一个伟大的历史时代。

The **era** when foreign goods flooded the Chinese market is gone for ever.

洋货充斥中国市场的时代已经一去不复返了。

4. **narrative** *n. & adj.* 叙述,讲述

She wants to fable up this **narrative** into a fiction.

她想把这个故事改编成小说。

The story shows a strong **narrative** gift and a vivid eye for detail.

这个故事显示了作者较强的叙事能力和对细节的观察入微。

5. **specialty** *n.* 专业

You should get to know recruiters and search firms in your area of **specialty**.

应该了解你所在的专业领域的招聘人员和猎头公司。

Curriculum construction sets the level and feature of a **specialty**.

专业的水平和特色,取决于它的课程建设。

6. **define** *vt. & vi.* 给……下定义

When people are asked "What is intelligence?" they tend to reply: "I don't know how to **define** it, but I can certainly recognize it when I see it."

当被问及“智力是什么”的时候,人们往往会回答说:“我不知道该如何定义它,但

我见到了肯定就能认得出。”

This word is hard to **define**.

此词难下定义。

7. **address** *vt.* 处理(问题)

This is how we **address** that purpose of education to give students an opportunity to apply in practice what they have learnt.

借此,我们确立了教育的目标之一,即给学生机会,将所学知识运用于实践。

Throughout the book we have **addressed** ourselves to the problem of ethics.

整本书中我们都在讨论伦理观的问题。

Exercises

● Section A

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. You may not use any of the words in the bank more than once.

We believe that hunger and its underlying root cause of 1 is a serious problem and that the answer to that problem 2 beyond food and hand-outs. The answer lies in strong leadership for large-scale systemic change. We believe we can 3 that kind of leadership in our nation's schools, which are innovative laboratories 4 the essential resources to study and 5 the nation's major social problems, 6 poverty and hunger.

The 7 is simple: Teach. Reach. Feed. Lead. Our simple model 8 students about poverty, reaches the least fortunate in the community and those with the greatest ability to change the problem, 9 a changing and growing hunger need and asks 10 people to lead the effort with their own entrepreneurial solutions.

(123 words)

Word Bank

A) solve	F) containing	K) poor
B) poverty	G) including	L) community
C) lies	H) feeds	M) lead
D) teaches	I) philosophy	N) believe
E) find	J) young	O) teenager

 Section B

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. Answer the questions by matching the statements with the chosen paragraph.*

Are We Ready for the Library of the Future

- A) Librarians today will tell you their job is not so much to take care of books but to give people access to information in all forms. Since librarians, like so many people, believe that the entire universe of commerce, communication and information is moving to digital form, they are on a reform to give people access to the Internet—to prevent them from becoming second-class citizens in an all-digital world. Something funny happened on the road to the digital library of the future, though. Far from becoming keepers of the keys to the Grand Database of Universal Knowledge, today's librarians are increasingly finding themselves in an unexpected, overloaded role: They have become the general public's last-resort providers of tech support.
- B) It wasn't supposed to be this way. Today's libraries offer a variety of media and social-cultural events—they are “blended libraries”, to use a term created by Kathleen Imhoff, assistant director of the Broward County Library of Fort Lauderdale, Florida. At the newly remodeled San Francisco Public Library, the computers are prominently displayed in the center of the library building while the books are all but hidden on the

periphery (外围). Imhoff's own library has word processing and other types of software for visitors to use, Internet access, audio CDs, videotapes, concerts, lectures, books and periodicals in three forms (print, microfiche and digital). Many libraries have found that this kind of "blending" is hugely popular in their communities, and librarians explain the changes in their institutions' roles by pointing to the public demand for these new services. But other trends are at work, too.

- C) For some time, libraries have been automating their back-end, behind-the-desk functions for reasons of cost and convenience, just like any other business. Now, the computers have moved out from behind librarians' desks and onto the floor where the visitors are. This means that, suddenly, library-goers will have to know how to use those computers. This sounds reasonable enough until you take a close look. Unfortunately, the same technology that cuts costs and relieves librarians of work behind the scenes increases it for the public—and for the librarians at the front desk who have to help the public figure out how to use the technology. The unhappy result: People are simply not finding the information they seek.
- D) If you are just coming to the library to read a book for pleasure and you know what a card catalog is and you have some basic computer skills, then you are going to be OK. But if you are trying to find some specific information—say, whether software in the classroom helps kids learn better or the causes of lung cancer or the basic procedure for doing a cost-benefit analysis of computer systems (three topics I have actually tried to look up in the San Francisco library)—then you're in trouble.
- E) To begin with, library visitors must now be able to type, to use a mouse and a menu and to understand the various types of computer interfaces (terminal text, windows and browsers). It's also nice if you know 17 different ways to quit a program, which electronic databases you should look in for what kinds of information, the grammar necessary to define your search and the Library of Congress, controlled vocabulary. After I had been to the new San Francisco library three times, I started keeping a folder of instructions on how to do a keyword search, since I would forget between visits.
- F) Probably 50% of the population has never used a computer, fewer know how to type and almost nobody knows anything about electronic databases or searching grammar. As a result, the public library is now engaged in a massive attempt to teach computer

literacy to the entire country. Some librarians compare it to the adult literacy programs the library also sponsors, but this is on a far larger scale—and less closely tied to the library's traditional mission. The response at each library system has been different. Some libraries actually give courses in word processing, accounting program and so on. But even at libraries where the staff has resisted becoming computer trainers, they are still forced to devote significant resources to the problem.

- G) Such has been the case in San Francisco, where people with disabilities can sign up to use the voice-recognition program Dragon Dictate—but only if they can prove they already know how to use the software. The librarians have neither the time nor the peculiar skill (nor the time to develop the skill) to teach it to them. At the reference desks, librarians try not to spend a lot of time teaching people the basics of how to use the computer, but sometimes it's unavoidable. "We try to get them started," says business librarian John Kenney. "We let them do as much as they can on their own and they come get us. It's certainly a big problem."
- H) The San Francisco library offers classes on its own electronic catalog, commercial periodical indexes and the Internet twice a week as well as occasional lectures about the Internet. Although it seems odd to me that people now need to take a two-hour class before they can use the library, the classes are always full. But despite the excellent teachers, two hours is simply not enough to meet the needs of the students, many of whom have never used a computer before in their lives and many of whom simply can't type. When I took the class one Tuesday, the man sitting next to me said he has used the library's computer catalog many times, but he keeps making typing mistakes without knowing it. This unexpectedly throws him into the wrong screens and he doesn't know how to get back. On the floor, he repeatedly has to ask a librarian for help.
- I) "Providing technology does not mean people can use the technology," says Marc Webb, a San Francisco librarian and one of the teachers. "Half the voters are still trying to read English." The library has also had to deal with the practical difficulties of making its catalog accessible via the Internet, a new service many libraries are starting to offer. "It's absolutely overwhelming," Webb says. "Everyone is getting to us with multiple transports, they're all using different software, they have Winsock or Telnet set up differently, and suddenly the library is forced to become a hardware and

software help desk. When you're trying to tell someone over the telephone how to set up Winsock through AOL when this is the first time they've ever used a computer, it's very difficult. "

(1117 words)

1. Computers are more prominently displayed than books in San Francisco Public Library.
2. Libraries have been automating their back-end, behind-the-desk functions in consideration of cost and convenience.
3. Recently, many libraries are trying to provide the visitors with a new service: making their catalogs accessible via the Internet.
4. As 50% of the population may have never used a computer, the public library now has been engaged in computer literacy programs.
5. In today's libraries, the librarians are playing an unexpected role as a provider of tech support for the public.
6. Library visitors have to know how to type and use a mouse if they want to seek information in the modern library.
7. If you have some basic knowledge of card catalogue and computer skills, you will be able to read a book for pleasure.
8. The San Francisco library regularly provides classes & lectures to help people use the library.
9. Blended libraries are hugely popular in communities at the present time.
10. Dragon Dictate is the software which is used to help the disabled in library use.

● Section C

Directions: *There are two passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C, and D. You should decide on the best choice.*

Passage One

Sign has become a scientific hot button. Only in the past 20 years have specialists in language study realized that signed languages are unique—a speech of the hand. They offer a new way to probe how the brain generates and understands language, and throw new light on an old scientific controversy: whether language, complete with grammar, is something that we are born with, or whether it is a learned behavior. The current interest in sign language has roots in the pioneering work of one rebel teacher at Gallaudet University in Washington, D. C., the world's only liberal arts university for deaf people.

When Bill Stokoe went to Gallaudet to teach English, the school enrolled him in a course in signing. But Stokoe noticed something odd: among themselves, students signed differently from his classroom teacher.

Stokoe had been taught a sort of gestural code, each movement of the hands representing a word in English. At the time, American Sign Language (ASL) was thought to be no more than a form of *pidgin English* (混杂英语). But Stokoe believed the “hand talk” his students used looked richer. He wondered: Might deaf people actually have a genuine language? And could that language be unlike any other on Earth? It was 1955, when even deaf people dismissed their signing as “substandard”, Stokoe's idea was *academic heresy* (异端邪说).

It is 37 years later. Stokoe—now devoting his time to writing and editing books and journals and to producing video materials on ASL and the deaf culture—is having lunch at a café near the Gallaudet campus and explaining how he started a revolution. For decades educators fought his idea that signed languages are natural languages like English, French and Japanese. They assumed language must be based on speech, the *modulation* (调节) of sound. But sign language is based on the movement of hands, the modulation of space. “What I said,” Stokoe explains, “is that language is not mouth stuff—it's brain stuff.”

(339 words)

1. The study of sign language is thought to be _____.

- A. a new way to look at the learning of language
- B. a challenge to traditional views on the nature of language
- C. an approach to simplifying the grammatical structure of a language
- D. an attempt to clarify misunderstanding about the origin of language

2. The present growing interest in sign language was stimulated by _____.
 - A. a famous scholar in the study of the human brain
 - B. a leading specialist in the study of liberal arts
 - C. an English teacher in a university for the deaf
 - D. some senior experts in American Sign Language
3. According to Stokoe, sign language is _____.
 - A. a substandard language
 - B. a genuine language
 - C. an artificial language
 - D. an international language
4. Most educators objected to Stokoe's idea because they thought _____.
 - A. sign language was not extensively used even by deaf people
 - B. sign language was too artificial to be widely accepted
 - C. a language should be easy to use and understand
 - D. a language could only exist in the form of speech sounds
5. Stokoe's argument is based on his belief that _____.
 - A. sign language is as efficient as any other language
 - B. sign language is derived from natural language
 - C. language is a system of meaningful codes
 - D. language is a product of the brain

Passage Two

Homework has never been terribly popular with students and even many parents, but in recent years it has been particularly scorned. School districts across the country, most recently Los Angeles Unified, are revising their thinking on this educational ritual. Unfortunately, L. A. Unified has produced an inflexible policy which mandates that with the exception of some advanced courses, homework may no longer count for more than 10% of a student's academic grade.

This rule is meant to address the difficulty that students from impoverished or chaotic homes might have in completing their homework. But the policy is unclear and contradictory. Certainly, no homework should be assigned that students cannot do without expensive equipment. But if the district is essentially giving a pass to students who do not

do their homework because of complicated family lives, it is going riskily close to the implication that standards need to be lowered for poor children.

District administrators say that homework will still be a part of schooling: teachers are allowed to assign as much of it as they want. But with homework counting for no more than 10% of their grades, students can easily skip half their homework and see very little difference on their report cards. Some students might do well on state tests without completing their homework, but what about the students who performed well on the tests and did their homework? It is quite possible that the homework helped. Yet rather than empowering teachers to find what works best for their students, the policy imposes a flat, across-the-board rule.

At the same time, the policy addresses none of the truly thorny questions about homework. If the district finds homework to be unimportant to its students' academic achievement, it should move to reduce or eliminate the assignments, not make them count for almost nothing. Conversely, if homework does nothing to ensure that the homework students are not assigning more than they are willing to review and correct.

The homework rules should be put on hold while the school board, which is responsible for setting educational policy, looks into the matter and conducts public hearings. It is not too late for L. A. Unified to do homework right.

(364 words)

1. It is implied in Paragraph 1 that nowadays homework _____.
 A. is receiving more criticism
 B. is no longer an educational ritual
 C. is not required for advanced courses
 D. is gaining more preferences
2. L. A. Unified has made the rule about homework mainly because poor students _____.
 A. tend to have moderate expectations for their education
 B. have asked for a different educational standard
 C. may have problems finishing their homework
 D. have voiced their complaints about homework
3. According to Paragraph 3, one problem with the policy is that it may _____.