



普通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

New College English (Second Edition)

第二版

Reading Course 3
Student's Book

阅读教程
(高级本)
学生用书

主编 柯彦玢

3



W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com



WILEY-INTERSCIENCE
DISCOVER SOMETHING GREAT

WILEY-INTERSCIENCE

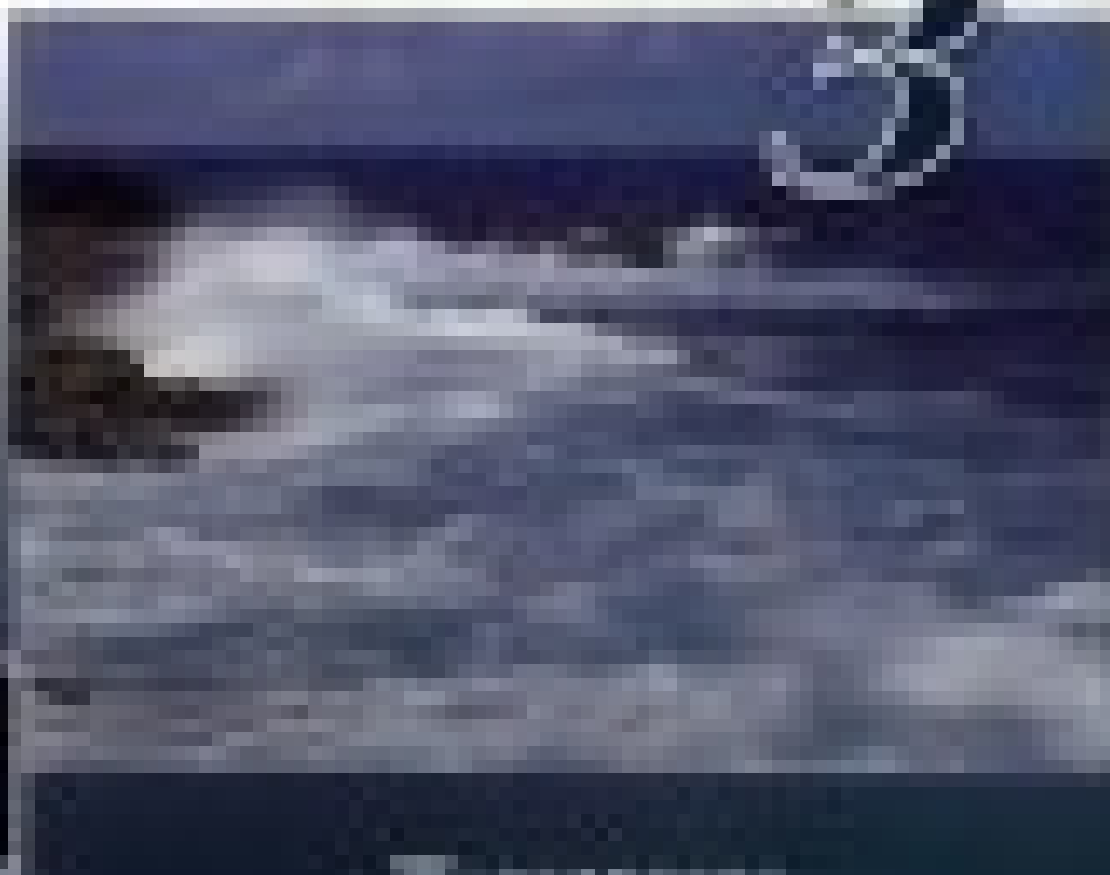
全新版大学英语

New College English (Fourth Edition)

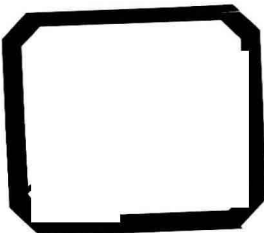
Reading Comprehension I
Student's Book

阅读教程
I (第二册)
学生用书

WILEY-INTERSCIENCE



WILEY-INTERSCIENCE



通高等教育“十一五”国家级规划教材
教育部推荐使用大学外语类教材

总主编 李荫华

全新版大学英语

New College English (Second Edition)

(第二版)

Reading Course 3

Student's Book

阅读教程
(高级本)
学生用书

3

主编 柯彦玢

编者 董欣 柯彦玢 茆卫彤

钱清 闻钧 刘瑾

林庆新 张砚秋 马乃强

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

全新版大学英语阅读教程高级本.3 / 柯彦玢主编; 董欣等编. —2版.

—上海: 上海外语教育出版社, 2011

学生用书

ISBN 978-7-5446-2358-2

I. ①阅… II. ①柯… ②董… 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(2011)第092272号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 陶 怡

印 刷: 昆山市亭林印刷有限责任公司

开 本: 787×1092 1/16 印张 13.25 字数 340千字

版 次: 2011年8月第1版 2011年8月第1次印刷

印 数: 10 000 册

书 号: ISBN 978-7-5446-2358-2 / H · 1085

定 价: 24.00 元

本版图书如有印装质量问题,可向本社调换

编委会名单

顾问：（按姓氏笔画顺序）

董亚芬 杨惠中 杨治中

编委：（按姓氏笔画顺序）

王一普	（南开大学）	杨瑞英	（西安交通大学）
王守仁	（南京大学）	汪火焰	（武汉大学）
王海啸	（南京大学）	邱东林	（复旦大学）
石 坚	（四川大学）	林大津	（福建师范大学）
刘世生	（清华大学）	俞洪亮	（扬州大学）
刘龙根	（上海交通大学）	战 菊	（吉林大学）
刘爱军	（北京邮电大学）	柯彦玢	（北京大学）
孙倚娜	（苏州大学）	夏纪梅	（中山大学）
庄智象	（上海外国语大学）	夏国佐	（复旦大学）
余渭深	（重庆大学）	殷企平	（杭州师范大学）
张 森	（河北科技大学）	郭杰克	（华南理工大学）
李萌涛	（中国科技大学）	屠国元	（中南大学）
李霄翔	（东南大学）	樊葳葳	（华中科技大学）

前言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行口头和书面的信息交流。

教材按照《大学英语课程教学要求》编写，供大学英语课程的一般要求和较高要求层次的教学使用。

教材编写的指导方针是：充分汲取我国在外语教学中长期积累起来的行之有效的经验和方法，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养。使学生能较好地掌握英语的书面语，这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基

础课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材,以便将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

7. 练习设计从有利于提高学生语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式,如pair work、group discussion、debate等,或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要,除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外,还特地在《综合教程》中参照四、六级考卷设计了Test Yourself,以帮助学生熟悉考试题型。

教材框架如下:

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成:

综合教程(1—6册)(每册由8个单元组成)

听力教程(1—6册)(每册由14个单元组成)

视听说教程(1—6册)(每册由8个单元组成)

读写教程(1—6册)(每册由8个单元组成)

翻译教程(1—6册)(每册由8个单元组成)

上述各教程中,1—4册供修读一般要求的学生使用,5—6册供修读较高要求的学生使用。前三种教程编有供教师使用的教材各一册。另编有《教师手册》一本,供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外,各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

《全新版大学英语》系列教材问世十年以来,受到了全国高校师生的普遍欢迎,先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材,并获得2003年度上海市优秀教材一等奖。

然而,时代在进步,社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业,正在新的历史起点上全面向前推进;教育改革也在向纵深发展,作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》,作为各高等学校组织非英语专业本科生英语教学的主要依据;目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势,我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订,使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》（高级本）60%以上的文章是重新选用的。《阅读教程》（通用本）也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和gap filling等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》（第二版）系列教材仍由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和文编室主任梁泉胜等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华
2010年3月

编者的话

1. 编写宗旨

本教程为学生提供较系统的、丰富多彩的课外阅读材料，旨在培养学生的阅读能力，扩大学生的知识面和词汇量，使学生在理解和欣赏两方面都得到提高。

2. 全书框架

全教程共分6册，每册配有相应的教师手册1册。

每册分8个单元，共24课。每课包括以下几个部分：

- 1) 除个别词语改换、段落删节外，全部课文均采用原文。改动的原则是在最大限度地保持原作的文体与文字的同时，降低学生的阅读难度。修订版第一册的课文是全新的，其他各册也适量更换课文，既保持上一版的质量，又体现满足学生的需求、与时俱进的发展意识。
- 2) 课文前设有Introduction，课文配有脚注，提供简单易懂的Background Information。这部分内容使学生对课文的主要内容和背景知识有一个大概的印象，既解决阅读课文时遇到的部分困难，又能提高阅读兴趣。
- 3) 注解采用边注的形式，列出所有可能对阅读形成障碍的单词和词组，用中文或英文解释。采用边注是为了节省时间、方便阅读、降低难度。应鼓励学生边读边猜词的意思，猜不出再看边注。详细列出单词和词组的目的是使学生把更多的时间和精力转向语言的其他方面，加强对课文的整体意识。
- 4) 课文后设Reading Skills and Practice，内容包括根据上下文猜测词义的练习和根据课文特点设计的、能解决本课阅读难点的阅读技能练习。安排这部分内容是为了使学生对课文的篇章结构及语言特点等有一个比较清醒的认识，把词的学习与词所处的语境紧密联系起来。
- 5) 多项选择是引导学生加深对课文内容的理解。
- 6) 词汇练习和句子结构练习的形式灵活多样，旨在培养学生对语言基本要素的学习意识，提高阅读与写作能力。
- 7) 英译汉练习是通过翻译加强对课文的理解，提高学生的翻译水平。所选句子均为课文中的难点。
- 8) 思考问题是要锻炼学生的分析、归纳、欣赏和口头表达的能力。

阅读是以理解和欣赏为目的的，不宜对语言做深入的探讨，点到即可。

本教程加上教师手册也适合学生自学，教师只需稍加指导、适当检查即可。

每册书最后附有总词汇表，供学生查找和记忆。表中无标记词为一般要求词汇，标(★)号的为较高要求词汇，标(▲)号的为更高要求词汇，标(#)号的为大纲外词汇。

3. 答谢

本教程由北京大学英语系大学英语教研室组织编写，得到了学校各级领导的大力支持。总主编李荫华教授从选篇到整个编写过程给予了悉心的指导，审阅了全书；语言专家Anthony J. Ward帮助改写课文并负责终审；上海外语教育出版社的谢宇老师为本书的编辑和出版做了大量的工作；刘红中老师对本书的总体规划提出了宝贵的建议；参与本书编写的我的同事们为本书付出了艰辛的劳动；刘星云老师承担了本书的打字及技术处理工作，在此一并表达深深的谢意。

主编 柯彦玢
2011年3月

Unit One

1. Escaping the Daily Grind for Life as a House Father	1
2. Sweatin' for Nothin'	9
3. Remote Control	16

Unit Two

4. The Middle-Class Black's Burden	23
5. Complexion	31
6. The Ways of Meeting Oppression	39

Unit Three

7. When a Citizen Fights Back	48
8. The Killion	57
9. No One Is Immune	65

Unit Four

10. The Nature of Scientific Reasoning	73
11. Human Intelligence Isn't What We Think It Is	80
12. Art in the Service of Religion	88

Unit Five

13. Thank You, Ma'am	96
14. Robert Frost's Favorite Poem	104
15. Thanksgiving	113

Unit Six

16. Daddy Tucked the Blanket	119
17. The Winner Instinct	127
18. Love Handles	135

Unit Seven

19. Stop Ordering Me Around	142
20. How It Feels to Be Out of Work	149
21. The Laugher	156

Unit Eight

22. The Selfish Gene	162
23. Who Gets the Good Genes?	170
24. Brave New World	177

Glossary	183
----------------	-----

1. Escaping the Daily Grind for Life as a House Father

Rick Greenberg

Traditionally, father is the supporter of his family. He works long hours and has no time looking after his children. But in this essay, we see a new type of father who chooses to stay at home and devotes himself to child rearing. And he finds this house fatherhood a worthy experiment.

“**Y**ou on vacation?” my neighbor asked. My 15-month-old son and I were passing her yard on our daily hike through the neighborhood. It was a weekday afternoon and I was the only working-age male in sight .

“I’m uh...working out of my house now,” I told her.

Thus was born my favorite expression for house fatherhood, one of those new lifestyle occupations that is never merely mentioned. Explained, yes. Defended. Even enthused about. I was tongue-tied then, but no longer. People are curious and I’ve learned to oblige .

I joined up earlier this year when I quit my job — a dead-end, ulcer-producing affair that had dragged on endlessly. I left to be with my son until something better came along . And if nothing did, I’d be with him indefinitely .

This was no simple transition . I had never known a house father, never met one. I’d only read about them. They were another news magazine trend. Being a traditionalist, I never dreamed I’d take

1. grind /graɪnd/ *n.* 枯燥乏味的工作
2. for life as: living as
3. hike /haɪk/ *n.* 远足
4. in sight: within a reasonable distance for seeing
5. occupation /ˌɒkjʊˈpeɪʃən/ *n.* 职业
6. enthuse /ɪnˈθjuːz/ *vi.* 热情地谈论
7. oblige /əˈblɪdʒ/ *vi.* 帮忙
8. join up: become one of the house fathers
9. ulcer /ˈʌlsə(r)/ *n.* 溃疡
10. drag on: continue for too long
11. come along: appear on the scene
12. indefinitely /ɪnˈdefɪnətli/ *adv.* 无限期地
13. transition /trænˈzɪʃən/ *n.* 变化

14. take the plunge /plʌndʒ/: take the risk

15. This was a radical change... as benefits: The great change brought about both advantages and disadvantages.

16. over the edge: out of my mind; crazy

17. get by: have enough money to buy what you need, but no more

18. stroke /straʊk/ *n.* 举动

19. shatter /'ʃætə(r)/ *vt.* 粉碎

20. envious /'enviəs/ *adj.* 嫉妒的

21. they weren't quitting...middle-class taboos: they would find a new job before quitting the old one in case they should become jobless and this is the most important principle for middle-class working people

22. triumphantly /traɪ'ʌmfəntli/ *adv.* 得意洋洋地

23. resignation /,rezɪg'neɪʃən/ *n.* 辞职

24. therapeutic /,θə're'pjʊ:tɪk/ *adj.* 有益身心的

25. ...had served me well: had made me so tired and unhappy

26. heal /hi:l/ *vi.* 痊愈

27. gypsy /'dʒɪpsɪ/ *n.* 吉普赛人
newspaper gypsy: wandering newspaperman

28. This was unheard of... rang true: No newspaperman would live this kind of life, but it sounded good for me.

29. benchmark /'bentʃmɑ:k/ *n.* 标准

30. seamless /'si:mɪls/ *adj.* 无缝的

31. scary /'skeəri/ *adj.* 可怕的

32. typify /'tɪpɪfaɪ/ *vt.* 是……的典型

33. baby-boomer /'beɪbi'bu:mə/ *n.* (尤指20世纪50-60年代)生育高峰期出生的人

34. nanny /'næni/ *n.* 保姆

35. pang /pæŋ/ *n.* 突然的痛苦

36. substitute /'sʌbstɪtju:t/ *n.* 代替者

37. diaper /'daɪəpə(r)/ *n.* 尿布

the plunge .

But as the job got worse, I gave it serious thought. And more thought. And in the end, I still felt unsure. This was a radical change that seemed to carry as many drawbacks as benefits . My dislike for work finally pushed me over the edge . That, and the fact that we had enough money to get by .

Escaping the job was a bold stroke . I had shattered my indecision and stopped whining, and for that I was proud.

Some friends said they were envious . Of course they weren't quitting one job without one waiting — the ultimate in middle-class taboos . That ran through my mind as I triumphantly , and without notice, tossed the letter of resignation on my boss's desk. Then I walked away with rather less confidence in my step.

The initial shock of quitting, however, was balanced by my eagerness to raise our son. Mine was the classic father's lament: I felt excluded. I had become "the man who got home after dark," that other person besides Mama. It hurt when I couldn't quiet his crying.

I sensed that staying home would be therapeutic . The chronic competitiveness and aggressiveness that had served me well as a daily journalist would subside. Something better would emerge, something less unpleasant. My ulcer would heal . Instead of beating deadlines, I'd be doing something important for a change. This was unheard of coming from a newspaper gypsy , but it rang true .

There was unease, too. I'd be cut loose, stripped of the home-office-home routine that had defined my existence for more than a decade. No more earning a living. No benchmarks . Time would be seamless . Would Friday afternoons feel the same?

The newness of it was scary .

Until my resignation, my wife and I typified today's baby-boomer couples, the want-it-all generation. We had two salaries, a full-time nanny and guilt pangs over practicing parenthood by substitute .

Now, my wife brings home the paychecks, the office problems and thanks for good work on the domestic front. With me at home, her work hours are more flexible. Nanny-less, I change diapers , prepare meals and do all the rest. And I wonder what comes next.

What if I don't find another job? My field is tight. At 34, I'm not getting any more marketable and being out of work doesn't help.

As my father asked in disbelief: "Is this going to be what you

do?”

Perhaps. I don't know. I wonder myself. It's even more baffling to my father, the veteran of a long and traditional 9-to-5 career. For most of it, my mother stayed home. My father doesn't believe in trends. All he knows is that his only son — with whom he shares so many traits — has violated the natural order of men providing and women raising children. In his view, I've shown weakness and immaturity by succumbing to a bad job.

But he's trying to understand, and I think he will.

I'm trying to understand it myself. House fatherhood has been humbling, rewarding and unnerving.

“It's different,” I tell friends. “Different.”

Imagine never having to leave home for the office in the morning. That's how different. No dress-up, no commute. Just tumble out of bed and you're there.

I find myself enjoying early morning shopping. My son and I arrive right after the supermarket opens. The place is almost empty. For the next hour we glide dreamily, cruising the aisles to a Muzak accompaniment. This is my ideal. My son likes it, too; he's fascinated by the spectacle.

Housekeeping still doesn't seem like work, and that's by design. I've mastered the art of doing just enough chores to get by. This leaves me enough free time. Time to read and write and daydream. Time with my son. Time to think about the structure.

So much time, and so little traditional structure, that the days sometimes blur together. I remember on Sunday nights literally dreading the approaching work week, the grind. Today, the close of the weekend still triggers a shiver of apprehension; I now face the prospect of a week without tangible accomplishments, a void.

On our hikes to the playground, I can feel my old identity fading. All around are people with a mission, a sense of purpose. Workers. And then, there's the rest of us — the stroller and backpack contingent. The moms, the nannies, and me. I wonder if I've crossed over a line never to return.

Still, the ulcer seems to be healing. I take pride in laying out a good dinner for the family and in spoiling my wife after a tough day at the office. I love reading to my son. Running errands isn't even so bad. A lot of what had been chores or not worthy of attention is taking on new meaning; maybe I'm mellowing.

38. baffling /'bæflɪŋ/ *adj.* 令人困惑的

39. veteran /'vetərən/ *n.* 老手

40. violate /'vaɪəleɪt/ *vt.* 违反

41. succumb /sə'kʌmb/ *vi.* 屈服

42. humbling /'hʌmbliŋ/ *adj.* 卑贱的

43. rewarding /rɪ'wɔːdɪŋ/ *adj.* 有益的

44. unnerving /ʌn'nɜːvɪŋ/ *adj.* 令人丧失信心的

45. tumble /'tʌmbəl/ *vi.* 打滚

46. glide /ɡlaɪd/ *vi.* 悄悄地走

47. cruise /kruːz/ *vt.* 巡游

48. Muzak /'mjuːzæk/ *n.* 米尤扎克(一种通过线路向餐馆、商店、工厂等用户播送录制好的背景音乐广播系统)

49. accompaniment /ə'kʌmpənɪmənt/ *n.* 伴奏

50. by design: as a result of purposeful planning

51. blur /blɜː(r)/ *vi.* 模糊

52. trigger /trɪɡə(r)/ *vt.* 触发

53. shiver /'ʃɪvə(r)/ *n.* 战栗, 哆嗦

54. fade /feɪd/ *vi.* 退去

55. stroller /'strɒlə(r)/ *n.* 闲逛者

56. backpack contingent /kən'tɪndʒənt/: 背包客队伍

57. ... I've crossed over a line never to return: ... by working as a house father, I will never be able to go back to work.

58. errand /'erənd/ *n.* 差事
run errands: 跑腿, 办差事

59. take on: begin to have

60. mellow /'meləu/ *vi.* 变成熟

61. Which is ironic: an attributive clause modifying the previous sentence
62. outwardly /'aʊtwɔːldli/ *adv.* 表面上
63. edge /edʒ/ *n.* 优势
64. The conflict has yet to be resolved: I have not found a satisfactory way of settling the conflict.
65. in the meantime: during this time
66. put something together: form by combining parts
67. confide in me: trust me
68. devilish /'devɪlɪʃ/ *adj.* 捣蛋的
69. try on: attempt something to see if it will be accepted
70. crack each other up: make each other laugh
71. I'm no longer the third wheel: I am not the unnecessary person in my family any more

Which is ironic . To be a truly committed and effective at-home parent, there must be this change — a softening, a contentment with small pleasures, the outwardly routine. This is a time of reduced demands and lowered expectations. Progress is gradual, often painfully so. Patience is essential. Ambition and competitiveness are out. Yet eliminating these last two qualities — losing the edge — could ruin my chances of restoring my career. I can't have it both ways.

The conflict has yet to be resolved . And it won't be unless I make a firm commitment and choose one lifestyle over the other. I'm not yet ready for that decision.

In the meantime , a wonderful change is taking place in our home. Amid all the uncertainties, my son and I have gotten to know each other. He can't put a phrase together , but he confides in me . It can be nothing more than a grin or a devilish look. He tries new words on me, new tricks. We roll around a lot; we crack each other up . I'm no longer the third wheel , the man who gets home after dark. Now, I'm as much a part of his life as his mother is. I, too, can stop his crying. So far, that has made the experiment worthwhile.

From *Gender Reader*, eds. E. Ashton Jones and G. Olsen. New York: Allyn & Bacon, 1990.
1,178 words

Reading Skills and Practice

Understanding Cause and Effect

By using the pattern of cause and effect, the author shows why something has happened and the consequence it has produced. In this essay, Rick Greenberg tells the readers why he has decided to become a house father. He also illustrates the great changes in his life as a result of his staying at home.

Read the text carefully and get the answers to the following two questions by completing the given sentences.

- Why does the author decide to become a house father?
 - His job was _____.
 - He felt _____ from the family.
 - He was suffering from _____.
 - The family could _____ without his earnings.
- What happens as a result of his decision?

- A. His father _____.
- B. His wife _____.
- C. His health _____.
- D. He doesn't need to follow _____ routine.
- E. His time becomes _____.
- F. He _____ his son and develops a _____ relationship with him.
- G. He did the family _____.
- H. He is still hesitant as to whether _____.

Context and Other Clues

Guess the meanings of the following with the help of the context and other clues.

- | | |
|--------------------------|----------------------------|
| tongue-tied (L. 9) _____ | dead-end (L. 11) _____ |
| drawbacks (L. 21) _____ | excluded (L. 33) _____ |
| beating (L. 38) _____ | be cut loose (L. 41) _____ |
| tight (L. 54) _____ | literally (L. 82) _____ |

Reading Comprehension

Read the text again and choose the best answer to each of the following questions or statements.

- 1) According to the author, house fatherhood is _____.
 - A. a lifelong occupation worth pursuing
 - B. a popular trend reported in the newspaper
 - C. a lifestyle still strange to most people
 - D. a radical change in gender role

- 2) What did the author expect after quitting his job?
 - A. He expected to escape envy and competition in the workplace.
 - B. He expected that his wife could support the whole family.
 - C. He expected to have more time writing whatever he liked for newspapers.
 - D. He expected to form a stronger relationship with his family.

- 3) Which is the word that best describes the feelings of the author soon after he quitted his job?

A. Nervous.	B. Guilty.
C. Regretful.	D. Delighted.

The first two sentences for each given word are taken from the text.

1) edge

- A. My dislike for work finally pushed me over the edge. (Ll. 21-22)
- B. Yet eliminating these last two qualities – losing the edge – could ruin my chances of restoring my career. (Ll. 101-102)
- C. He is as proud as a peacock and he always thinks he has the edge on me. I need to undertake some action and take the edge off.
- D. Although it is a kind of cutting-edge technology, it is a double-edged sword.

2) sense

- A. I sensed that staying home would be therapeutic. (L. 35)
- B. All around are people with a mission, a sense of purpose. (L. 87)
- C. Nothing will give you a deep sense of happiness, unless you cultivate happiness consciously.
- D. Though Mary stayed with her daughter only for a couple of days, she sensed that there was trouble between Ann and her husband.

3) only

- A. It was a weekday afternoon and I was the only working-age male in sight. (Ll. 3-4)
- B. I had never known a house father, never met one. I'd only read about them. (Ll. 15-16)
- C. The Great Wall of China is immense; it's the only man-made structure visible from the Moon.
- D. Minor earthquakes occur around the world every day, some so small that they can only be "felt" by sophisticated instruments.



Grammar Study

Fill in the blanks with the verbs given in their proper tenses and forms.

In 1986, there _____(be) 445 stay-at-home fathers in the UK. Two decades later, that number _____(rise) to over 21,000. And in June this year, the UK's Equal Opportunities Commission (EOC) _____(announce) that 79 percent of men _____(question) said they _____(be) happy to look after their young children while their wife _____(go) out to work. In a single generation, a behavior that _____(consider) once eccentric _____(become) mainstream.

This _____(be) just one illustration of a big change in social attitudes in the western world. Formerly, a father _____(refuse) entry to a delivery room(产房); now he _____(reproach 责备) for his absence. His traditional role in family life _____(be) that of breadwinner and disciplinarian, but today childcare manuals all _____(urge) a more loving paternal approach.

The EOC report _____(receive) unexpectedly wide press coverage, because the trend for men _____(take) on traditionally female roles _____(be) still controversial.