

新概念大学英语阅读系列精品教材

# 3 新概念

(第三册)

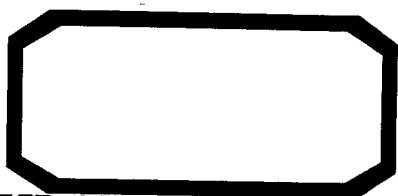
# 大学英语泛读教程

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**A New Concept College English for  
Extensive Reading**

东南大学出版社  
SOUTHEAST UNIVERSITY PRESS



# 新概念大学英语泛读教程

## 第 3 册

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东南大学出版社  
· 南京 ·

## 图书在版编目(CIP)数据

新概念大学英语泛读教程. 第3册/徐红森,田国民  
主编. —2版. —南京:东南大学出版社,2012.6

新概念大学英语系列精品教材

ISBN 978-7-5641-3541-6

I. ①新… II. ①徐… ②田… 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(2012)第 112541 号

## 新概念大学英语泛读教程·第3册

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出版发行	东南大学出版社	出 版 人	江建中
社 址	南京市四牌楼2号	邮 编	210096
销售电话	(025)83795801/83794174/83794121/83792214/83795802/57711295(传真)		
网 址	<a href="http://press.seu.edu.cn">http://press.seu.edu.cn</a>	电子邮件	press@seu.edu.cn
经 销	全国各地新华书店	印 刷	南京新洲印刷有限公司
开 本	700 mm×1000 mm	印 张	12.5
版 次	2012年6月第2版第1次印刷	字 数	245 千
书 号	ISBN 978-7-5641-3541-6		
印 数	1—4500册	定 价	25.00元

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## 前言

弗朗西斯·培根曾在他那著名的《论读书》一文中指出:读书使人充实(reading makes a full man),中国也有两句古谚:一为:“书读百遍,其义自现”。二为:“熟读唐诗三百首,不会做诗也会吟。”培根强调的是“读书”(阅读)与人生,而后二者强调的是“阅读”与“理解”,与“写作”(创作)的关系。不论怎样三者都突出强调了“读书”(阅读)的功用。“读书”就其本质而论就是“阅读”,而“阅读”又可分为“精读”(intensive reading)、“泛读”(extensive reading)、“跳读”(skipping)、“扫读”(scanning)和“快速阅读”(fast reading)以及“朗读”(reciting);也就是培根先生所说的 some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

学习一门外语,既需要“精读”也需要“泛读”,在某种意义上讲,“泛读”的多少决定了外语学习的成败高低。顾名思义,“泛读”就是泛泛而读,它的目标是通过大量的阅读,拓宽视野,扩大知识面,增加词汇量,从而增强语感——而语感是学习外语最最重要的一个因素。

基于这样的认识,我们特编写了这套《新概念大学英语泛读教程》(1—4册),供大学英语学习者和爱好者使用。本套教程取名为新概念,主要反映在以下几个编写特点:

阅读材料丰富多样,题材广泛,体裁多样,内容新颖,注重知识性、趣味性与实用性;

突破传统教材课文篇幅太短的局限,阅读量明显加大;

注重培养学生快速、准确、有效地获取信息的能力;

增加了有关中国传统节假日方面知识的阅读与摄取,以增强学生跨文化交际的能力;

为增强实用性,本教程有目的地收录了一些实用类体裁的阅读材料:如广告、信函、合同、协议、招标书以及招聘启事等,以便学生通过阅读和初步接触能了解此类文章的格式及其用词。

《新概念大学英语泛读教程》一套四册。每册有 15 个单元,每个单元由三部分组成:阅读课文和练习、快速阅读和练习、课外阅读和练习。此外,为方便阅读,我们在阅读课文和课外阅读后面增加了部分必需的注释。每册书后都配有练习参考答案,以便利教师和学生的教与学。

《新概念大学英语泛读教程》(1—4 册)由常州工学院外国语学院院长戎林海教授担任总主编,负责全书的策划、选题、编写体例设计、全书书稿的三审和终审。1—4 册每册设有两个主编,负责本册的编写与初审。

本套教材在编写与出版过程中得到了学校领导李文虎教授、教务处朱锡芳处长以及东南大学出版社刘坚博士的关心与支持,值此出版之际,谨向他们表示衷心的感谢。刘爱婷、邱晓琳、杨永萍、金政等人也为本套教材的出版做了不少工作,在此深表谢意。由于编者的水平和经验有限,全书错误和缺点在所难免,敬请读者批评指正。

戎林海

2012 年 6 月

于常州锦绣花园未厌斋

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# Unit One

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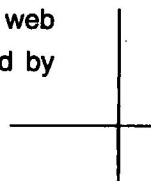
## Part One Text

### The Bloggers' Age

**In** the early days of the Internet, each new page was a cause for celebration. The early pioneers watched in excitement as the network grew, and they wanted to keep people informed about this growth. Now, home pages are so yesterday. You were cool 10 years ago if you had a home page. Today blogs are where it's at.

Meg Hourihan was in a bad mood. She had nothing major to worry about, but she was afflicted by the triple malaise of a woman in her late twenties. (a) the weather was lousy; (b) she was working too hard; and (c) she didn't have a boyfriend. Nothing, not even eating, seemed very interesting to her. The only thing that did sound appealing was moving to France and finding a new French boyfriend, but even when she talked about that idea she struck a sardonic, yeah-right-like-I'm-really-going-to-do-that kind of tone.

I know this about Meg because I read it a few months ago on her personal website, which is called Megnut.com. I've been reading Meg for a while now, and so I know all kinds of things about its author, like how much she loved Hilary Swank in *Boys Don't Cry*, and how she wishes there were good fish tacos to be had in San Francisco, where she lives. I know she's a feminist, and that she writes short stories, and that she's close to her mom. I know that she's a little dreamy and idealistic; that she fervently believes there is a distinction between "dot-com people", who are involved in the Internet for its I. P. O. opportunities, and "web people", who are in love with the imaginative possibilities presented by



the medium, and that she counts herself among the latter.

This new kind of website is known as a “weblog”, or “blog”, of which Meg is an example. Blog is short for weblog. A weblog is an online journal, typically consisting of a personal diary or social and political commentary, sometimes with replies from readers. Blogs generally represent the personality of the author or the website. Blogs have common elements: updated frequently (usually daily); informative and/or inspiring (the good ones); frequently linked to other sites that inspired the blog; and addictive for those who blog. The author of a blog is often referred to as a blogger. When we add an entry to our blogs, we may often say we blogged today. Blogs are part of a non-publishing revolution that allows individuals to express themselves to the world. Blogs are easy to create, easy to maintain and fun to read.

Most of the new blogs are, like Meg, intimate narratives rather than digests of links and commentary; to read them is to enter a world in which the personal lives of participants have become part of the public domain. Because the main audience for blogs is other bloggers, blogging etiquette requires that, if someone blogs your blog, you blog his blog back. Reading blogs can feel a lot like listening in on a conversation among a group of friends who all know each other really well. And that is how, when Meg followed up her French-boyfriend-depression by posting with a stream-of-consciousness blog entry a few weeks later saying that she had developed a crush on someone but was afraid to act on it. “Maybe I’ve become very good at eluding love but that’s not a complaint, I just want to get it all out of my head and put it somewhere else,” she wrote her love life became not just her business but the business of bloggers everywhere.

But the reason the blog phenomenon is so hot right now is that blogs have become vehicles for news and commentary. Not a few nobodies have become famous simply because their commentary is trenchant and entertaining. And some of these bloggers are now wielding influence in public affairs. All it took was a free and simple tool and a sharp mind. That’s the beauty of the Internet.



2. Meg identifies herself as one of dot-com people. T ☐ F ☐
3. Blogs generally stand for the characteristics of the author. T ☐ F ☐
4. Reading blogs is just like listening in on a conversation among strangers. T ☐ F ☐
5. As a free and simple tool, blogs can cause little influence on public affairs. T ☐ F ☐

### III. Topics for Discussion

1. Have you ever been in any blog? What tempts you to do that?
2. Do you have your own blog? Why or why not?
3. What is your opinion about blogs?

## Part Two Fast Reading

### Education? Computer, Naturally

**From** computer lessons in kindergarten to graduate degrees for the elderly, education over the next 50 years will become a lifelong pursuit.

While institutions called schools will remain places for children to learn basic skills, electronic communications will bring knowledge to people at every age wherever they are—at home, on the job, by a hospital bed, in the car, as well as in a traditional classroom. “People will be able to say, ‘I’ll learn where and when I want’,” says Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

Key to the expansion of education in the next 50 years will be the computer. In every kind of setting, the emphasis will be on individualized instruction. Teaching in elementary grades will be streamlined not only according to ability and IQ but also on the basis of tests revealing how an individual brain works best and in what environment.

Students, for example, who learn through hearing information, would receive much of their instruction aurally, either from a teacher or a computerized recording machine. Visual learners would spend more time

reading and writing on computer screens.

In a single classroom, desk-top computers will enable students to work at their own speeds and on different subjects at the same time. New research indicates young brains grow in spurts—not at steady, continuous pace, as previously thought. As a result, school curricula will be tailored to match stages of brain development.

Skills such as mathematical reasoning will be emphasized in the age groups 2-4, 6-8, 10-12 and 14-16, when the brain is expanding rapidly, rather than at plateau phases when the brain cannot handle these tasks as well.

Observer Conrad Toepfer, associate professor in the department of learning and instruction at the State University of New York at Buffalo: "School programs will be much more responsive to what the child is capable of thinking, which will minimize over-challenge and under-challenge."

By the turn of the century, educators say, there will be a shift from engineering and other applied skills since computers will be able to solve such problems. The focus will be on reasoning, with emphasis on the basic subjects of math, chemistry, physics and English.

Just because students will carry a personal computer instead of a book bag, teachers will not disappear. Futurist Christopher Dede of the University of Houston at Clear Lake notes that computers will be effective in teaching subjects such as maths, but "in areas such as creative writing, where there are many different right answers, machines will never teach as effectively as people."

Fifty years from now, a college education will mean as much as a high school degree for the generation who came of age in World War II. In 2033, more than 60 percent of American adults will have attended college compared with less than 30 percent today.

That doesn't mean college won't face problems. In this century, a 25 percent drop in the number of 18-to-22-year-olds will doom scores of small private schools. The remaining 3,000 colleges and universities will provide only a part of a person's never ending education.

Industry, for one, will become much more involved in education and job training. Hundreds of corporations will grant degrees, most often in

high technology, science and engineering, where state-of-the-art equipment and research will surpass that on most campuses.

Use of television, computers and videotapes will also create classrooms in libraries, museums, neighborhood centers and the home. As a result, futurists see a surge in “public” professors—national experts appearing electronically across the country. In the next century, academia’s motto “publish or perish” could well become “perform or perish”.

As learning becomes more accessible, more efficient and more rewarding for a greater number of people, the result should be a better-educated citizenry. Says Robert Glaser, co-director of the Learning Research and Development Center at the University of Pittsburgh: “The average intelligence should be greatly moved up in the population.”

But educators fear that not all Americans will be part of this march toward better learning. Children with home computers will outpace those who have none. Libraries and small firms in poor neighborhoods will not be able to offer the same educational programs as wealthier facilities. The Carnegie Foundation’s Boyer warns: “The gap between the educated haves and the have-nots may well increase.”

The hope for the future is that as the opportunities for lifelong learning expand, computer literacy will become a basic right for all Americans.

## Notes to the Text

1. the Carnegie Foundation: 卡内基基金; Carnegie: 卡内基(1835-1919), 美国人, 著名工业家, 慈善家。
2. at plateau phases: (智力发展) 停滞阶段。
3. state-of-the-art: 最新型(现代)的。

### ◆ Multiple Choice

1. In the future, learning will not be confined to schools because \_\_\_\_\_.
  - A. more working people will receive career training from their employers
  - B. computers will enable people to learn where and when they want to
  - C. more working people will be able to afford a higher education
  - D. schools will not be able to take so many students
2. Which of the following is not an example of individualized instruction?

- A. Visual learners would spend more time reading and writing on computer screens.
  - B. School programs will be more responsive to what the child is capable of thinking about.
  - C. School curricula will be adjusted to match the stages of brain development.
  - D. Computers in classrooms will enable individuals to learn the same subject at the same speed.
3. According to the author, educators in the future will lay more emphasis on the training of \_\_\_\_\_.
- A. applied skills
  - B. reasoning
  - C. professional skills
  - D. creative thinking
4. Teachers will not disappear in the future because \_\_\_\_\_.
- A. computers cannot replace teachers to teach writing
  - B. computers cannot calculate as accurately as the human brain
  - C. teachers are more knowledgeable than computers
  - D. teachers are more flexible and can teach some courses better
5. In the future, university teachers, in order to maintain their positions, will \_\_\_\_\_.
- A. have to present their academic abilities electronically
  - B. have to publish books every year
  - C. have to be trained in the performing arts
  - D. give lectures in museums and neighborhood centers

## Part Three Supplementary Reading

### Privacy on Parade, at a Price

**How** much did you value your privacy? There's not much of it left. Tesco already knows almost as much about me as my mother does. The cookies in my computer record every website I visit. My weakness for questionnaires means that marketers long ago catalogued my income, age, hobbies and frustrating failure to consume



their cars/loans/wines.

All I know is that the ID card debate feels a bit out of date. We will never be anonymous again; we leave too many electronic traces. What we have to do is to figure out how to live in this new age; what information we want to keep secret, and what we are prepared to trade.

It's such a gradual surrender. You tolerate CCTV on the grounds that it might save you from a mugging if anyone has remembered to put the film in. You sign up for reward cards and pride yourself on the £2 voucher for food that expires on Monday. You like Amazon to remember your credit card details; it saves you typing them in every time you buy a book.

Then one day you find your phone is haunted by robotic voices extolling holidays in Florida. Your doormat is deep in charity mailings because you once tried to save the whale. You are refused credit because of something you never did, but you can't seem to correct the mistake. You hear about identity theft, of doppelgangers who take your place on the retail stage and consign you to the bank manager's waiting room. And you start to wonder why you gave away so much power to a bunch of no-name suits for a bit of convenience or a free Biro or a lottery draw you never won.

There is nothing wrong with sharing. The problem comes when discrete pieces of information you have given to different people for different purposes are put together.

Malign intent is not required for unsettling consequences. There were two examples just week. On Wednesday, doctors gave a warning that centralizing NHS record on to a single database could be a greater infringement of personal freedom than ID cards, because four times more information is involved. And the marketing arm of Barclays Bank analyzed it 60,000 top-earning customers and declared that people named David and Susan are richer than those called Algernon. The second is potentially more scary than the first. Why link all that data for a cheap publicity stunt?

It may be tempting to take refuge in the idea that sticking to archaic paper-based systems would protect us. But those days are over.

The recent report by the London School of Economics into ID cards