



普通高等教育精品教材

E时代

大学英语

3

——阶梯阅读教程

主编 刘江红 刘晓燕 张晓丽

→ 内容全面——题材丰富 覆盖面广 →

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→ 模拟演练——选篇习题 贴近考级 →

→ 综合提高——文化拓展 翻译展示 →



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

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内容提要

《E时代大学英语——阶梯阅读教程3》是根据最新颁布的《大学英语教学指南》对大学英语阅读教程的要求编写。其旨在提高学生的英语综合阅读能力。

本书分为八个单元，每个单元有五篇文章和一篇阅读技巧介绍，包括五个模块——Reading in Depth、Banked Cloze、Skimming and Scanning、Tips for Effective Reading、Extended Reading of Chinese Culture。

本书所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣。同时每单元都设置了阅读技巧及策略指导，有助于强化学生的阅读水平，解决其在英语阅读时出现的问题和疑惑。文化拓展部分提供了中文翻译，有助于提高学生的翻译水平。练习题设计了与英语过级考试相同的题型，使学生尽早练习掌握，使教材更加实用。

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PREFACE



最新颁布的《大学英语教学指南》特别强调英语阅读能力的培养，在基础目标、提高目标、发展目标三个层次中对于非英语专业的本科生所应达到的阅读能力都有清晰的描述，这些要求成为了大学英语四、六级考试中阅读考核的重要依据。

尽管我国的大学生已经有了十几年的英语学习经历，但目前学生的阅读理解能力仍然有待提高，因此进一步增强学生的阅读能力仍是目前大学英语课堂的重要任务。虽然现有的大学英语视阅读教程丰富多样，但由于各地区、各高校之间的实际教学情况存在差异，办学定位也有所不同，现有教材难以满足开展分类指导、因材施教的实际需要及大学英语四、六级考试训练的需求。基于上述考虑，编者编写了本套《E时代大学英语——阅读教程》系列教材。

本系列阅读教材主要针对大学英语四、六级两个层次的教学进行设计。一共四册，前三册针对四级教学，第四册针对六级教学。本书为学生用书的第三册，分为八个单元。在内容的安排上，各个单元都是围绕学生熟悉的题材进行选材，本册的主题包括：Technology Impact、Modern Transportation、Culture and Education、Medicine and Health、World Safety、Social Life、Great Buildings、Scientific Research。每个单元包含 Reading in Depth、Banked Cloze、Skimming and Scanning、Tips for Effective Reading、Extended Reading of Chinese Culture 五部分，所选材料贴近学生生活、结合社会实际，重在激发学生的学习兴趣。选篇和练习题均与过级考试题型一致，练习题设计侧重于培养学生的英语思辨能力；阅读技巧内容全面，实用，便于学生随学随用；文化拓展部分涵盖了中国文化的各个方面，并附有中文翻译，有助于帮助学生提高翻译水平。

本套教材由北京工商大学外国语学院梁桂霞副教授总策划指导，带领北京工商大学、北京工业大学等高校一线教师团队倾情倾力打造而成。本册由刘江红、刘晓燕、张晓丽三位一线优秀教师担任主编，在此对于他们的付出表示由衷的感谢和敬意！

为督促学生、提升教学效果，答案另外提供，可致函邮箱 759422446@qq.com 索取。由于时间和编者水平有限，错误和疏漏在所难免，敬请提出宝贵意见，以便改进。

编者
2016年7月

《E时代大学英语——阶梯阅读教程》编写说明

编写依据

《E时代大学英语——阶梯阅读教程》是根据最新版的《大学英语教学指南》对阅读教程的三个级别（基础目标、提高目标、发展目标）目标编写的。

作为本系列教材之一，这套教材旨在帮助大学生通过阅读大量有深度、有广度、贴近四、六级水平的英语精选文章，以及中国文化扩展阅读和阅读策略技巧点拨，来提升其应对大学英语四、六级考试的能力，并加强其英语阅读能力，丰富其文化知识，开阔其视野格局。

结构安排

全套阅读教材共分四册，每册8个单元8个主题，每个单元包括5篇文章和一篇阅读技巧介绍，前两篇为短篇深度阅读（约230~500词左右），第三篇为选词填空阅读（约300词左右），第四篇为长篇快速阅读（700~1100词左右），第五篇属于中国文化拓展阅读。面对中国文化“走出去”国家战略，拓展阅读旨在培养大学生跨文化意识，提升大学生用英语传播中国文化的能 力。

编写特色

（一）内容丰富，覆盖全面

本套教材选材涵盖了社会、经济、文化、环境、科学、自然等各个领域，文章体裁大多以说明文、议论文为主，旨在开拓学生视野，提高学生的人文学识和科学素养。

（二）因“才”施教，循序渐进

本套教材在内容设计上独具匠心，富有层次感。前三册设计难度贴近四级考试，第四册设计难度贴近六级考试。根据不同学期学生所关心和面临的不同问题进行选材，以便提高学生的学习兴趣。按照循序渐进的原则，各册教材的语言难度随着学生英语水平的提高而阶梯型逐步增加。

（三）授生以渔，策略点拨

本套教材中，每个单元的长篇快速阅读之后都设置了“阅读策略”，旨在指导培养学生采用正确、有效的阅读方法，向学生介绍一些实用的阅读策略和技巧，以消除学生在阅读过程中常见的困惑。

(四) 适用实用，一石多鸟

本套教材均设置了与大学英语四、六级考试题型相近的阅读题型，帮助老师便易地训练学生的阅读能力，让学生了解和熟悉四、六级考试阅读题型，锻炼学生的解题能力，提高学生的考试水平。同时，所选深度阅读短文也完全可以作为精选作文，中国文化扩展阅读部分也完全可以作为四、六级翻译训练材料，可谓“一石多鸟”，对大学英语教与学非常适用及实用！

编写团队

本套教材由北京工商大学外国语学院梁桂霞副教授总策划指导，带领北京工商大学、北京工业大学等高校一线教师团队倾情倾力打造而成。

本套教材在策划和编著过程中有幸得到《英韵三字经》译者、翻译家和语言学家天津外国语大学博士生导师、国家二级教授赵彦春教授和北京师范大学博士生导师、翻译研究所张政教授的指导点拨，在此对于他们的付出表示由衷的感谢和敬意！

附：《E 时代大学英语》简单说明

编写背景

最新出版的《大学英语教学指南》（以下简称《指南》）明确了大学英语教学的目标为：基础目标、提高目标和发展目标三个级别。《指南》明确指出了大学英语教学任务是：一方面要满足国家发展战略需求，为国家改革开放和经济社会发展服务；另一方面要满足对当代大学生培养的需要，通过学习英语，帮助大学生开阔视野，树立世界眼光和国际意识，提高其人文素养。

为了贯彻《指南》要求，我们特别组织国内知名英语教学专家编写了《E 时代大学英语》系列教材。

教材组成

《指南》提出，大学英语教学可分为通用英语、专门用途英语和跨文化交际三部分，由此形成相应的三大类课程，即必修课、限定选修课和任意选修课。

《E 时代大学英语》是为大学生通用英语学习阶段设计的系列教材，包括《E 时代大学英语——读写教程》、《E 时代大学英语——视听说教程》、《E 时代大学英语——阶梯阅读教程》、《E 时代大学英语——快速阅读教程》和《E 时代大学英语——综合训练》5 种，每种各 4 册。

教材特色

本系列教材着重于全面培养大学生的英语综合运用能力，具体包括培养大学生英语听、说、读、写、译的能力。本套教材在内容和形式安排上充分体现了英语语言的特色和优势，尽量体现英语学习的工具性和人文性，使学生在提高英语水平的同时，提升学生的人文素养和科学素养，开阔学生的国际视野，为他们一生的发展提供有益的帮助、打下良好的基础，从而更好地为国家的政治、经济、文化建设服务。

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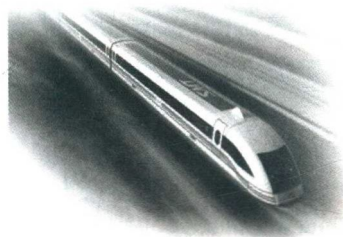
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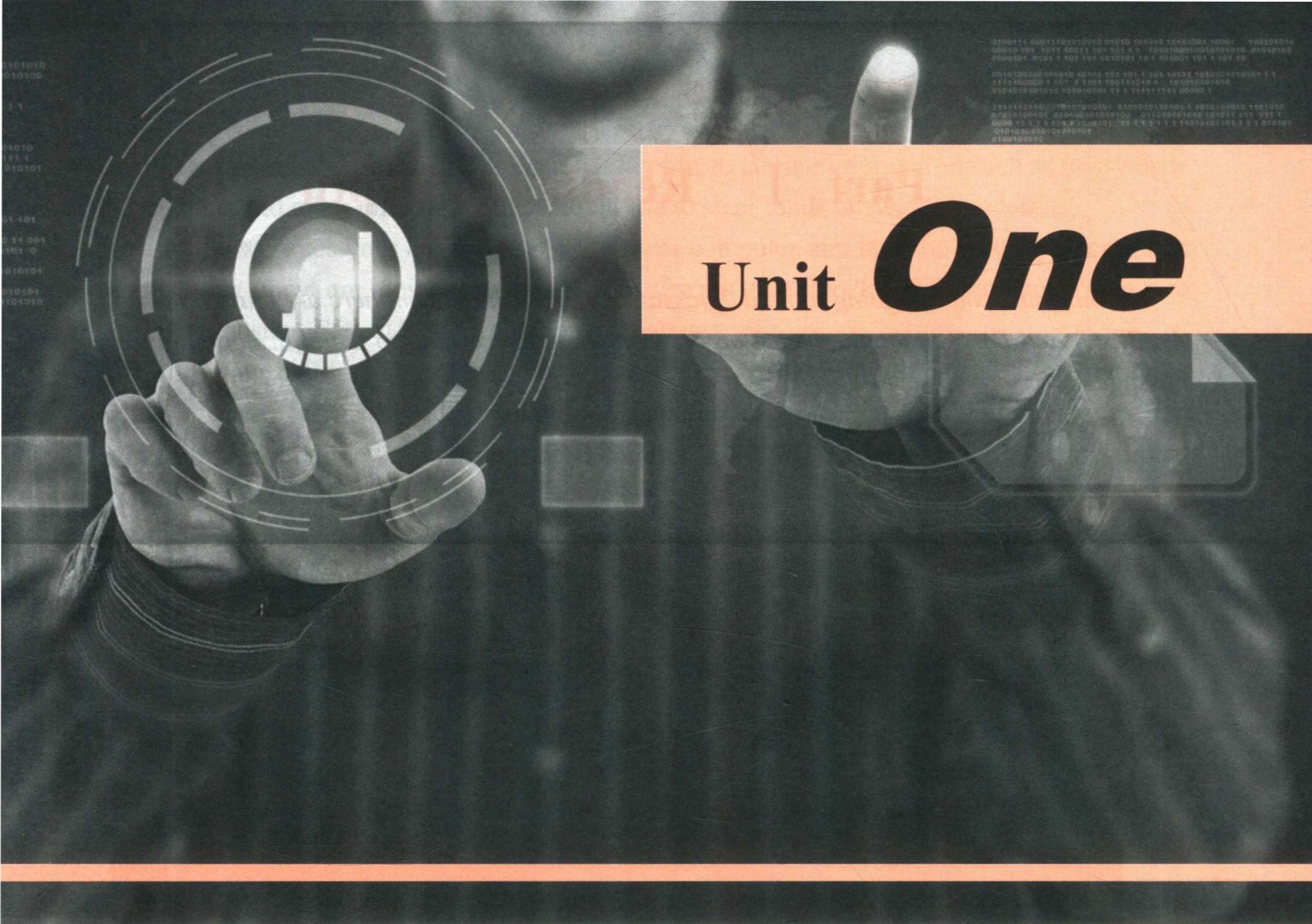
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Unit *One*

Technology Impact

“Technology is a useful servant but a dangerous master.”

—Christian Lous Lange

“It has become appallingly obvious that our technology has exceeded our humanity.”

—Albert Einstein

Part I Reading in Depth

In this part, you are going to read 2 passages. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice according to the information given in the passage.

Passage A

Time taken: _____ minutes



Online Security

As technology changes and millions of people have access to the Internet, the possibility of Internet crime grows. Crime may occur in the form of **fraud**, identity theft and online **stalking**. Parents should be aware that children are **vulnerable** to online **predators** (捕猎者) that may use the Internet to *lure* children into **inappropriate** chat rooms or in-person meetings. There are ways to protect yourself and your family from becoming a victim of Internet crime.

Install **anti-spyware** and **antivirus** software. Spyware is hidden programs that run on your computer. They monitor what you are doing on line without you realizing it. It can lead to identity theft. Anti-spyware helps prevent spyware from being used. Also install antivirus software to prevent your computer from being infected with a virus.



Turn on your firewall. This helps prevent **hackers** from getting information such as **passwords** to bank accounts and other information they could use to steal funds or steal your identity.

Monitor the websites your children go to. Put your computer in a location where you can keep an eye on what they are doing on line. Use software that blocks children from going to inappropriate websites. Set rules and limits for Internet use.

Talk with your children about online predators. Teach children not to engage in online chats with adults and never to give out their address to someone they meet on line. Warn them never to meet someone in person they meet on line. Tell children to talk to you about anything that happens inappropriate to them online.

Go to the FBI website to learn about Internet **scams** (诈骗). They keep the public informed about current scams that may be **circulating** on line. They also have information on how to avoid online identity theft and investment fraud.

Use secured websites when purchasing items on line and giving credit card numbers. Be wary of **solicitations** (恳请, 请求) for donations. Check out charities before giving money. (333 words)



1. What does “lure” (Para 1, Line 4) mean?

A) Invite.	B) Force.	C) Attract.	D) Defend.
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2. How should spyware be defined?

A) It can secretly keep track on your on-line actions.	B) It is the external program.	C) It is critical and useful to your computer.	D) It can not be controlled at present.
--	--------------------------------	--	---
3. You can monitor the websites your children go to through the following ways EXCEPT _____.

A) using software to prevent them from going to inappropriate websites	B) setting rules and limits for Internet use	C) putting the computer in a location where you can keep an eye on	D) hiding all your passwords to bank accounts
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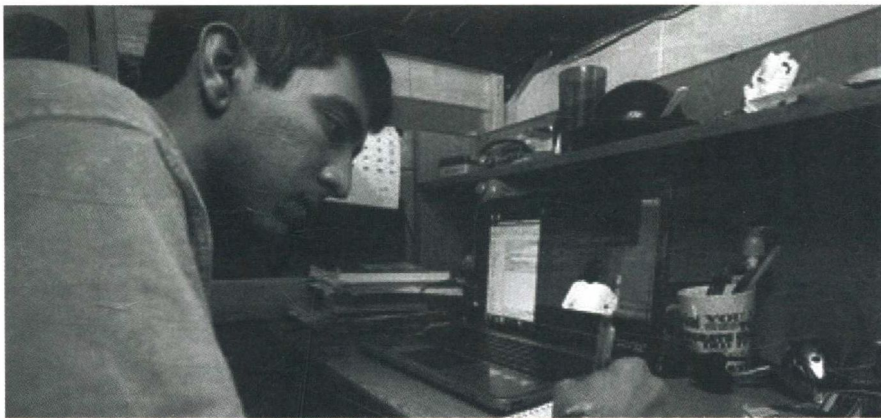
4. What can you get from the FBI website?
- A) Pictures of the online criminals.
 - B) Personal information about the criminals.
 - C) Latest news about the national security.
 - D) Current frauds that may be circulating on line.
5. Which of the following is NOT true according to the passage?
- A) You should use secured websites when shopping on line.
 - B) You can go to the FBI website to get the latest information about current online scams.
 - C) You should leave all your personal information on the websites.
 - D) You should turn on your firewall when using the computer.

Word Bank

- | | |
|-----------------------------------|--------------------------------|
| 1. fraud <i>n.</i> 诈骗 | 5. anti-virus <i>adj.</i> 反病毒的 |
| 2. vulnerable <i>adj.</i> 易受伤害的 | 6. hacker <i>n.</i> 黑客 |
| 3. inappropriate <i>adj.</i> 不合适的 | 7. password <i>n.</i> 口令, 密码 |
| 4. anti-spyware <i>n.</i> 反间谍软件 | 8. circulate <i>v.</i> 流传, 传播 |

Passage B

Time taken: _____ minutes



Online Education

A recent report examined the comparative research on online versus traditional classroom



teaching from 1996 to 2008. Over the 12-year span, the report found 99 studies in which there were **quantitative** comparisons of online and classroom performance for the same courses. The analysis of the Department of Education found that, on average, students doing some or all of the courses on line would rank in the 59th **percentile** (百分位) in tested performance, compared with the average classroom student scoring in the 50th percentile.

Until fairly recently, online education **amounted to** little more than **electronic** versions of the old-line **correspondence courses** (函授课程). That has really changed with arrival of web-based video, instant messaging and **collaboration** (合作, 协作) tools.

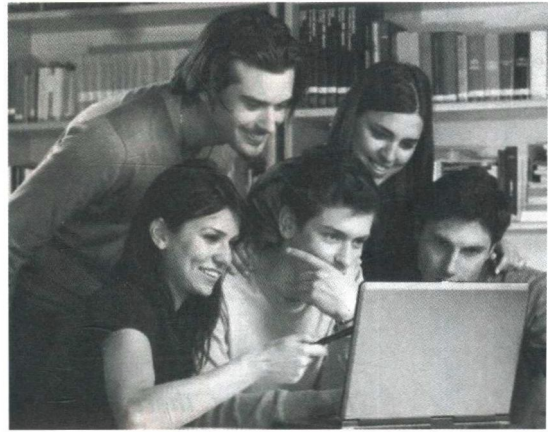
The real promise of online education, experts say, is providing learning experiences that are more **tailored** (定制的) to individual students than is possible in classrooms. That enables more “learning by doing,” which many students find more engaging and useful.

The biggest near-term growth, Mr. Regier predicts, will be in continuing education programmes. Today, Arizona State has 5,000 students in its continuing education programmes, both through in-person classes and online. In three to five years, he **estimates**, that number could **triple**, with nearly all the growth coming on line.

But Mr. Regier also thinks online education will continue to **make** further **inroads** (侵犯) in **transforming** college campuses as well. Universities—and many K-12 schools—now widely use online learning management systems, like Blackboard or the open-source Moodle. But that is mostly for posting assignments, reading lists, and class schedules and hosting some web discussion boards.

Mr. Regier sees things evolving fairly rapidly, **accelerated** by the increasing use of social networking technology. “More and more, students will help and teach each other,” he said. “For example, it will be assumed that college students know the basics of **calculus** (微积分), and the classroom time will focus on applying the math to real-world problems—perhaps in exploring the physics of climate change or modeling trends in stock prices.” he said.

“The technology will be used to create learning communities among students in new ways,” Mr. Regier said. “People are correct when they say online education will take things out of the classroom. But they are wrong, I think, when they assume it will make learning an independent, personal activity. Learning has to occur in a community.” (413 words)



6. What can be concluded from the first paragraph?

- A) Online learning is the only way to improve students' performance in tests.
- B) Classroom learning can be replaced completely by online learning.
- C) Students benefit more from online learning than from classroom learning.
- D) Even with the help of online learning, some students still fail the exams.



Such absent-mindedness may be 1) ___ to you; now British and German scientists are developing memory glasses that record everything the 2) ___ sees.

The glasses can play back memories later to help the wearer remember things they have forgotten such as where they left their keys. And the glasses also 3) ___ the user to “label” items so that information can be used later on. The wearer could walk around an office or a factory identifying certain 4) ___ by pointing at them. Objects indicated are then given a 5) ___ label on a screen inside the glasses that the user then fills in.

It could be used in 6) ___ plants by mechanics looking to identify machine parts or by electricians **wiring** a 7) ___ device.

A spokesman for the project said: “A car mechanic for 8) ___ could find at a glance where a part on a certain car model is so that it can be identified and repaired. For the motorist the system could 9) ___ accident black spots or dangers on the road.”

In other cases the glasses could be worn by people going on a guided tour, 10) ___ points of interest or by people looking at **panoramas** where all the sites could be identified. (259 words)

A) allow

F) items

K) white

B) instance

G) indicating

L) annoying

C) blank

H) highlight

M) successful

D) industrial

I) user

N) articles

E) frustrating

J) complicated

O) simple

Word Bank

1. wire v. 接线, 架线

2. panorama n. 全景图像

Part III Skimming and Scanning

In this part, there is one 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.

Time taken: _____ minutes