



“十二五”普通高等教育本科国家级规划教材



New College English

新编大学英语

扩展教程 3

主 编 王旭光

副主编 郑 艺 贾 煜 闫 枫 孙大军

复旦大学出版社



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王旭光 主编

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■ 前 言

《新编大学英语扩展教程》广泛借鉴了国内外优秀英语教材的编写经验,认真细致筛选了大量国外知名报纸、杂志、网站的文章,并依据教育部颁布的《大学英语课程教学要求》(以下简称《课程要求》)设计和编写而成。《新编大学英语扩展教程》重视外语教学理论对实践的指导作用,为大学英语教学评估和教学科研提供条件,同时更注重全面培养学生的英语综合实践能力。

《新编大学英语扩展教程》在教材体系的设计上体现出听、说、读、写、译各项技巧讲解和习题训练的相辅相成,实现接受技能和产出技能训练的有机结合;同时各分册之间相互关联,全面培养学生不同语言技能间的综合应用能力。本教材在注重学生综合能力提高的前提下,还强调对听力能力的培养和训练,为大学英语听力部分的课堂授课与课外学生自主学习提供条件。

《课程要求》在一般要求、较高要求和更高要求三个层次上都提出了对积极词汇掌握的要求。《新编大学英语扩展教程》突出《课程要求》所规定的各层次的高频词汇,通过高频单词的高重现率提高学生对积极词汇的掌握,充分体现了对积极词汇的关注和重视。

《新编大学英语扩展教程》配套习题以学业成绩测试为主,提供听、说、读、写、译等不同形式的测试题,为形成性评估和终结性评估提供了工具与途径,便于教师全面、客观、准确地获取教学反馈信息,改进教学方法和教学管理,也便于学生及时调整学习策略,提高学习效率。

系列结构

《新编大学英语扩展教程》针对大学英语一般要求、较高要求和更高要求三个层次教学设计而成,包含四册,其中:第一册为大学英语三级难度,第二册为大学英语四级难度,第三册难度由大学英语四级逐渐过渡到大学英语六级,第四册为大学英语六级难度。各分册之间难度呼应,既分工明确、各司其职,又互为补充、相辅相成,可供专升本、全日制本科、研究生等不同需求学生使用。《新编大学英语扩展教程》为深化

大学英语教学改革,提高大学英语教学质量,实现不同层次的教学要求和教学目标提供了选择和保障。

各册内容结构

《新编大学英语扩展教程》每册书均由 10 个单元构成,每单元包括 3 个部分:

1. Part I 为大学英语四、六级考试应试技巧介绍。本书每单元均提供大学英语听、说、读、写、译的应试技巧讲解,并辅以相关例子,针对性更强,便于教师开展课堂教学,利于学生掌握英语实践技巧。

2. Part II 包含一篇长文章和相关习题。Part II 的习题形式包括 Reading Related Tasks(共 3 项,分别为 Comprehension of the Text, Blank Filling, Reading Comprehension), Translation 和 Writing。

3. Part III 为听力训练,帮助学生掌握和运用主要听力技能。内容包括 Understanding Short Conversations(8 项), Understanding Long Conversations, Understanding Passages 及 Compound Dictation。

教学使用建议

《新编大学英语扩展教程》内容丰富,习题多样,在使用时可以根据本校实际教学情况及因材施教的原则,适当选择教学内容。建议每单元安排 2 课时,可以根据学校教学条件,选择不同的教学平台,按照教学计划安排面授精讲、自主学习和平时测试等内容。

大学英语听、说、读、写、译技巧讲解贯穿《新编大学英语扩展教程》四册书,其中:第一、二册为大学英语四级难度技巧讲解;第三册作为过渡,前两个单元延续四级难度,后八个单元开始介绍六级难度技巧;第四册为大学英语六级难度技巧讲解。教师可以根据教学需要适当选择讲解内容。

对于课文理解、翻译及写作等主观题,参考答案并非唯一正确答案,仅供教师参考。

《新编大学英语扩展教程》4 册书基本覆盖《课程要求》所规定的单个层次要求,教师可根据教学计划及教学情况,灵活使用本套教材,也可以作为学生自主学习、巩固提高的教辅用书。

编写队伍

《新编大学英语扩展教程 1》主编为吴建江,副主编依次为陈志新、严瑾、张璐。

《新编大学英语扩展教程 2》主编为魏巍,副主编依次为宋微、陈曦、徐丽丽。

《新编大学英语扩展教程 3》主编为王旭光,副主编依次为郑艺、贾煜、闫枫、孙大军。

《新编大学英语扩展教程 4》主编为王颖,副主编依次为侯云红、孙雁、田颖。

编者
2015 年 8 月

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Unit 1

Part I 四级考试应试技巧

四级写作常见文章结构错误分析

◆ 学生作文中有语篇衔接和连贯问题

有些学生的写作虽无明显的语法错误,但是结构松散,逻辑混乱,读起来不通顺、不连贯、不紧凑。其主要问题是句与句间、段与段间缺乏衔接性和连贯性。内容不能紧扣主题,未涵盖提示要点。在考试中,有的考生还会出现跑题、文不对题或者以偏概全的现象。写作的大概思路应该是:一是审题;二是思考支撑观点。对于审题,近几年四、六级题目大多是给出提纲,可以直接把提纲变为中心句,这些中心句就是每段的开头句。后面接入标志逻辑的词汇,如 first...;second...;third...等分支观点。审题就是考虑文章的合理结构。关于思考分支观点,作文考查目标不只是考生的思维水平或逻辑分析能力,更是考核语言表达能力。思想表达要具体。比如有考生喜欢写: Environment protection is important. 就完了。其实更重要的是写清楚“为什么?”若实在想不出、找不到要写什么内容,给大家的建议是,第一,问自己 WH 问题,即: Why? How? What? 再随着思路去回答就可以了。第二,可以将自己设置在问题的中心,再扩大思路向外写。例如:“Who is more important for children's education?”可以先写父母、家庭对孩子教育的影响;其次再扩大范围写老师、学校的影响;再进一步扩大范围写朋友、社会的影响;甚至可以更大范围地写整个国家、世界的影响等。有些学生在陈述一件事时提到了另一件事,结果在后面的叙述中脱离了原话题,而转变为对另一件事的论述。

◆ 死记硬背范文,生硬地套用题目

有些同学背了些文章,却生搬硬套,文不对题。背诵虽是语言学习的基础。但是关键在于,应试时间紧迫时,广大考生可能背不下来。建议背范文时一主要看看文章结构;二

要熟悉适合自己观点的语句。

◆ 缺乏逻辑性

很多考生在英语写作的过程中,其段落、语句逻辑衔接性差;论点武断,缺乏论证;只给结论,缺乏论点的细节解释及详细描述等。写作文时要注意恰当地使用过渡性词语,做到起、承、转、合,有头有尾。

◆ 文章的结构不清晰,散乱

大致讲来,四、六级英语作文的结构大多可以套用“中心句+1、2、3”的模式。一般来说,作文要有开头、主体、结论三部分。确保主体段落有明确的中心思想句,后面的扩展层次清楚。可把提纲变为中心句,体现在每段的段首,后面接分支观点。1、2、3 就是每段里的分支观点或分述。简单无误是第一原则。

◆ 中式思维

此类错误完全是受母语负迁移的影响所致。由于英语和汉语在语言结构和逻辑思维机制等方面存在着很大的差异,中国学生在英语学习过程中就自然而然会出现 Chinglish 现象,而且摆脱不了汉语思维,通常套用汉语的结构及句式,往往是先拟好中文草稿,然后再译成英文。结果文章中出现许多 Chinglish,例如:“有很多人赞同此观点。”同学会写成:“There are many people agreeing on the viewpoint.”显然受了汉语的影响。其实写成这样就可以了:“Many people agree on the viewpoint.”要想少写一点中式英文,就要多积累完整语句甚至段落表达,至少使用习惯句型和固定搭配,尽量避免逐字对译。
例 1: Our college has been built for ten years. 例 2: Our college has taken place great changes in the past ten years. 例 3: The price of the goods in our college's stores is very expensive. 这几个例句都是受到母语思维模式的影响,正确的表述分别为: 1) Our college was built ten years ago. 2) Great changes have taken place in our college in the past ten years. 3) The price of the goods in our college's stores is very high.

Part II Reading

The Trouble with Television

[A] It is difficult to escape the influence of television. If you fit the statistical averages, by the age of 20 you will have been exposed to at least 20,000 hours

- of television. You can add 10,000 hours for each decade you have lived after the age of 20. The only things Americans do more than watch television are work and sleep.
- [B] Calculate for a moment what could be done with even a part of those hours. Five thousand hours, I am told, are what a typical college undergraduate spends working on a bachelor's degree. In 10,000 hours you could have learned enough to become an astronomer or engineer. You could have learned several languages fluently. If it appealed to you, you could be reading Homer in the original Greek or Dostoyevsky in Russian. If it didn't, you could have walked around the world and written a book about it.
- [C] The trouble with television is that it discourages concentration. Almost anything interesting and rewarding in life requires some constructive, consistently applied effort. The dullest, the least gifted of us can achieve things that seem miraculous to those who never concentrate on anything. But Television encourages us to apply no effort. It sells us instant gratification. It diverts us only to divert, to make the time pass without pain.
- [D] Television's variety becomes a narcotic, nor a stimulus. Its serial, kaleidoscopic exposures force us to follow its lead. The viewer is on a perpetual guided tour: 30 minutes at the museum, 30 at the cathedral, 30 for a drink, then back on the bus to the next attraction — except on television, typically, the spans allotted arc on the order of minutes or seconds, and the chosen delights are more often car crashes and people killing one another. In short, a lot of television usurps one of the most precious of all human gifts, the ability to focus your attention yourself, rather than just passively surrender it.
- [E] Capturing your attention and holding it is the prime motive of most television programming and enhances its role as a profitable advertising vehicle. Programmers live in constant fear of losing anyone's attention — anyone's. The surest way to avoid doing so is to keep everything brief, not to strain the attention of anyone but instead to provide constant stimulation through variety, novelty, action and movement. Quite simply, television operates on the appeal to the short attention span.
- [F] It is simply the easiest way out. But it has come to be regarded as a given, as inherent in the medium itself; as an imperative, as though General Sarnoff, or one of the other august pioneers of video, had bequeathed to us tablets of stone commanding that nothing in television shall ever require more than a few moments' concentration.

- [G] In its place that is fine. Who can quarrel with a medium that so brilliantly packages escapist entertainment as a mass-marketing tool? But I see its values now pervading this nation and its life. It has become fashionable to think that, like fast food, fast ideas are the way to get to a fast-moving, impatient public.
- [H] In the case of news, this practice, in my view, results in inefficient communication. I question how much of television's nightly news effort is really absorbable and understandable. Much of it is what has been aptly described as "machine-gunning with scraps." I think the technique fights coherence. I think it tends to make things ultimately boring and dismissible (unless they are accompanied by horrifying pictures) because almost anything is boring and dismissible if you know almost nothing about it.
- [I] I believe that TV's appeal to the short attention span is not only inefficient communication but decivilizing as well. Consider the casual assumptions that television tends to cultivate: that complexity must be avoided, that visual stimulation is a substitute for thought, that verbal precision is an anachronism. It may be old-fashioned, but I was taught that thought is words, arranged in grammatically precise.
- [J] There is a crisis of literacy in this country. One study estimates that some 30 million adult Americans are "functionally illiterate" and cannot read or write well enough to answer the want ad or understand the instructions on a medicine bottle.
- [K] Literacy may not be an inalienable human right, but it is one that the highly literate Founding Fathers might not have found unreasonable or even unattainable. We are not only attaining it as a nation, statistically speaking, but we are falling further and further short of attaining it. And, while I would not be so simplistic as to suggest that television is the cause, I believe it contributes and is an influence.
- [L] Everything about this nation — the structure of the society, its forms of family organization, its economy, its place in the world — has become more complex, not less. Yet its dominating communications instrument, its principal form of national linkage, is one that sells neat resolutions to human problems that usually have no neat resolutions. It is all symbolized in my mind by the hugely successful art form that television has made central to the culture, the 30-second commercial: the tiny drama of the earnest housewife who finds happiness in choosing the right toothpaste.
- [M] When before in human history has so much humanity collectively surrendered

so much of its leisure to one toy, one mass diversion? When before has virtually an entire nation surrendered itself wholesale to a medium for selling?

[N] Some years ago Yale University law professor Charles L. Black, Jr. wrote: "... forced feeding on trivial fare is not itself a trivial matter" think this society is being forced-fed with trivial fare, and I fear that the effects on our habits of mind, our language, our tolerance for effort, and our appetite for complexity are only dimly perceived.

[O] If I am wrong, we will have done no harm to look at the issue skeptically and critically, to consider how we should be residing it. I hope you will join with me in doing so.

New Words

statistical	adj.	统计的;统计学的
astronomer	n.	天文学家
miraculous	adj.	不可思议的,奇迹的
gratification	n.	满足;喜悦
divert	v.	转移;使...欢娱
narcotic	n.	[药] 麻醉药;镇静剂
stimulus	n.	刺激;激励;刺激物
kaleidoscopic	adj.	千变万化的
perpetual	adj.	永久的;不断的
cathedral	n.	大教堂
usurp	v.	篡夺;夺取;侵占
surrender	v.	放弃;交出;投降;屈服
bequeath	v.	遗赠;把...传下去
tablet	n.	匾;便笺
pervade	v.	遍及;弥漫
absorbable	adj.	可吸收的;容易被吸收的
dismissible	adj.	可解雇的
decivilize	v.	使丧失文明
anachronism	n.	时代错误;不合潮流的人或物

(To be continued)

(Continued)

inalienable	adj.	不可分割的;不可剥夺的
simplistic	adj.	过分简单化的
neat	adj.	灵巧的;齐整的
trivial	adj.	不重要的,琐碎的
appetite	n.	食欲;嗜好
skeptically	adv.	怀疑地

Phrases and Expressions

appeal to	对...产生吸引力;呼吁
regard as	认为是;当作是
quarrel with	和...争吵;和...争论

Proper Names

Homer	荷马(希腊诗人)
Dostoyevsky	陀思妥耶夫斯基(俄国小说家)
Yale University	耶鲁大学

Exercises

I. Reading-related Tasks

Task 1 Comprehension of the Text

Directions: In this section, you are going to read ten statements attached to the text. Each statement contains information given in one of the paragraphs. Each paragraph is marked with a letter. Identify the paragraph from which the information is derived. You may choose a paragraph more than once.

1. The structure of the society and its forms of family organization has become more complex, not less.
2. According to the author the improper television operation in American society will be likely to make things eventually boring and dismissible.

3. The trouble with TV is that it distracts people's attention but it encourages us to apply no effort.
4. The author hopes you will join with her in doing so.
5. One study estimates that some 30 million adult Americans are "functionally illiterate" and cannot read or write well enough.
6. In America, except sleep and work, people watch televisions more than anything else.
7. The author questions how much of television's nightly news effort is really absorbable and understandable.
8. The author believes that TV's appeal to the short attention span is not only inefficient communication but decivilizing as well.
9. From the passage we know that five hours of an average American spends are close to that a typical college undergraduate spends working on a bachelor's degree.
10. Capturing your attention enhances the role of television as a profitable advertising vehicle.

Task 2 Blank Filling

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.

Questions 11 to 20 are based on the following passage.

In families with two working parents, fathers may have more impact on a child's language development than mothers, a new study suggests.

Researchers (11) _____ 92 families from 11 child care centers before their children were a year old, interviewing each to establish income, level of education and child care arrangements. Overall, it was a group of well-educated middle-class families, with married parents both living in the home.

When the children were 2, researchers videotaped them at home in free-play sessions with both parents, (12) _____ all of their speech. The study will appear in the November issue of *The Journal of Applied Developmental Psychology*.

The scientists measured the (13) _____ number of utterance of the parents, the number of different words they used, the complexity of their sentences and other (14) _____ of their speech. On average, fathers spoke less than mothers did, but they did not differ in the length of utterances or proportion of questions asked.

Finally, the researchers (15) _____ the children's speech at age 3, using a standardized language test. The only predictors of high scores on the test were the mother's level of education, the (16) _____ of child care and the number of different words the father used.

The researchers are (17) _____ why the father's speech, and not the mother's, had an effect. "It's well (18) _____ that the mother's language does have an impact," said Nadya Pancsofar, the lead author of the study. It could be that the high-functioning mothers in the study had (19) _____ had a strong influence on their children's speech development, Ms. Pancsofar said, "or it may be that mothers are (20) _____ in a way we didn't measure in the study."

- | | | | |
|-----------------|---------------|----------------|---------------|
| A) already | B) analyzed | C) aspects | D) characters |
| E) contributing | F) describing | G) established | H) quality |
| I) quoted | J) recording | K) recruited | L) total |
| M) unconscious | N) unsure | O) yet | |

Task 3 Reading Comprehension

Directions: There is one passage in this section. The passage is followed by 5 questions. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice.

Telephone, television, radio, and the Internet help people communicate with each other. Because of these devices, ideas and news of events spread quickly all over the world. For example, within seconds, people can know the results of an election in another country. An international football match comes into the homes of everyone with a television set. News of a disaster, such as a flood, can bring help from distant countries. Within hours, help is on the way. This is because modern technology information travels fast.

How has this speed of communication changed the world? To many people, the world has become smaller. Of course, this does not mean that the world is actually physically smaller. It means that the world seems smaller. Two hundred years ago, communication between the continents took a long time. All news was carried on ships that took weeks or months for news from Europe to reach the Americas. This time difference influenced people's actions. For example, a few battles in the war of 1812 between England and the United States could have been avoided. A peace agreement

had already been signed. Peace was made in England, but the news of peace took six weeks to reach America. During these six weeks, the large and serious battle of New Orleans was fought. Many people lost their lives after a peace treaty had been signed. They would not have died if news had come in time. In the past, communication took much more time than it does now. There was a good reason why the world seemed so much larger than it does today.

21. News spreads fast because of _____.
A) modern transportation B) new technology
C) the changes of the world D) a peace agreement
22. According to this passage, _____ is very important to people in a disaster area.
A) fast communication B) modern technology
C) the news D) new ideas
23. Which of the following statements is true based on the text?
A) The world now seems smaller because of faster communication.
B) The world is actually smaller today.
C) The world is changing in size.
D) The distance between England and America has changed since the war of 1812.
24. Two hundred years ago, news between the continents was carried _____.
A) by telephone B) by land C) by air D) by sea
25. The New Orleans battle could have been avoided if the peace agreement had been signed _____.
A) by both sides B) in time C) in America D) in England

II. Translation

Directions: For this part, you are allowed 30 minutes to translate a passage from Chinese into English.

长城又被称作“万里长城”，不仅是中华文明的瑰宝，也是中国古代人民智慧的结晶。长城是世界文化遗产(heritage)之一，更是中华民族的象征。其在建筑上的价值，足以与其在历史和战略上的重要性相媲美。长城现存的遗址有很多处，其中北京的八达岭长城是驰名中外的景区，也是明代(Ming Dynasty)长城最具代表性的一段，每年都会接待来自世界各地的许多游客。

III. Writing

Directions: For this part, you are allowed 30 minutes to write an essay commenting on

the remark "The Consumption of Luxury Products" You can cite some examples to illustrate your point. You should write at least 120 words but no more than 180 words following the outline given below.

1. 很多人喜欢买名牌、奢侈品
2. 分析出现这种现象的原因
3. 总结自己的观点

Part III Listening Comprehension

Activity 1 Understanding Short Conversations

New Words and Expressions

field trip (学生)实地考察旅行

show up 露面;揭露

sculpture *n.* & *v.* 雕塑;雕刻

turn around 转向反方向

get in touch with 与...联系;和...接触

atmosphere *n.* 气氛;空气

Directions: In this section, you will hear 8 short conversations. At the end of each conversation, one question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.

1. A) The woman should explain to her professor.
B) The woman deserves a zero for the field trip.
C) The woman is right to be angry with her professor.
D) The woman should have gone on the field trip.
2. A) Ask for direction.
B) Try a different route.
C) Go back for the map.
D) Cancel their trip.
3. A) He is happy to share dessert with the woman.
B) He didn't know what time to have lunch.
C) He expected the traffic to be bad.