

Second Edition

**NEW
ENGLISH
COURSE**

READING

3

第 二 版

新英语教程

阅 读

第 三 册

蒋毅君 曹 莉 编
孙郁根 郭红艺 王桂琴
李相崇 程慕胜 审阅

清华大学出版社



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内 容 提 要

本册是大学英语三级阅读课本,包括 10 个单元,2 个阶段复习。每单元分 3 部分:PART A 为精读,课文前有思考题,课文后有第一、第二次读后阅读理解题,其他习题包括词汇与语法结构、完形填空、翻译、口语与写作等项;PART B 为泛读,用来扩大阅读量和训练阅读流利程度;PART C 是提高阅读理解能力和扩大词汇量的技巧、实例和练习。

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第一版前言

本书为清华大学外语系根据国家教育委员会审定批准的《大学英语教学大纲(高等学校理工科本科用)》编写的《新英语教程》(New English Course)的《英语阅读》第三册(Guided Reading, Book 3)。

经过大学英语一、二级的学习,学生应已掌握 2600 左右的基本词汇以及一部分基本的语法知识和功能意念。本书为大学英语第三级的阅读和写作教材。除继续培养阅读理解能力外,还注意提高阅读速度和训练连句成段的写作能力。

本书共 10 个单元。每单元需用 4 到 6 个课内学时,总授课时数约 50 学时。每单元分 A, B, C, D 四个部分。Part A 为精读,包括课文、生词表、注释和练习; Part B 为泛读,有注释及理解练习; Part C 为快读; Part D 为写作。全书精读部分有 8760 词,泛读部分有 16560 词,快速阅读 20 篇共 9000 词,加上写作的范文,全书总阅读量为 35320 词。共出现新词 1122 个,要求记住 676 个(用 * 号标明); 出现词组 226 个,要求记住 154 个。

书中课文主要选自近年英美出版的书籍和报章杂志。内容包括一般生活、政经、人物、科普等方面。课文基本上未加改动或删节,保持了原文的风格和特点。

每单元的快读部分有两篇文章,第一篇供课内使用,第二篇可由学生在课外自行阅读,计时完成。快读材料后附有每分钟阅读速度表和速度理解进展表,供学生自我检查快读能力的提高程度。

根据教学大纲,本阶段的写作要求为“能运用学到的词汇、语法结构和功能意念连句成段”。

本书经国家教委大学外语教材编审委员会审定,参加审稿的有理工科编委郭杰克(华南理工大学)、吴银庚(上海交通大学)、耿宪章(哈尔滨工业大学)、王学铭(昆明工学院)、孔庆炎(大连理工大学)、潘能(西安交通大学)等六同志。清华大学程慕胜同志审校了部分原稿,刘平梅同志提供了部分素材,萧立齐同志参加了部分修改工作,在此一并表示感谢。

由于编者水平所限,书中缺点错误一定不少,热忱希望读者批评指正。

编者

1987 年 11 月

编写说明

《新英语教程》(第二版)阅读第三册供大学英语三级的学生使用,重点在于培养阅读能力,并兼顾写、说等能力。

第二版保持了原书的框架和特点。本册包括10个单元和两个阶段复习材料。每单元分PART A, PART B和PART C三个部分。一般可安排4个学时;两次阶段复习可安排2个学时。

PART A为精读部分,主要用来训练准确理解的能力,培养准确无误地进行书面交际的本领,同时也是积累词汇和句型、熟悉语法规则、掌握语言技能及促进表达能力提高的重要途径。

PART B为泛读部分。各单元的PART B在内容或文体上基本与PART A相联系,但语言难度较低,主要目的是扩大学生的阅读量和训练阅读的流畅性,同时也对精读所学知识和能力起巩固、加深和检验的作用,是PART A的重要补充和延伸。为了加强学生的阅读能力,在第二版中增加了一篇PART BⅡ,原则上由学生课外进行阅读及做练习,其中打*号的积极词汇亦统计在本册应掌握的词汇中。

PART C为阅读技能部分。本册侧重培养快速阅读的能力。取消原第一版的快读,另册出版活页快读20篇,供教师当堂发给学生使用。快读的词汇不计入总词汇表中。

这次修订的主要内容如下:

(一) 更换和调整了部分课文:更换了原来的UNIT 6, PART A和UNIT 10, PART A;原来的UNIT 2, PART A改为UNIT 10, PART A;补选了UNIT 6, PART A;并将UNIT 5, PART B I改为UNIT 2, PART A。

(二) 根据1993年12月出版的《大学英语教学大纲通用词汇表(1—4级)》重新修订和统计本册的词汇。各课要求掌握的纲内词都用*号标明,并按大纲内所列的词义编了相应的练习,以帮助学生掌握。

(三) 重新设计了全书的练习,充实了练习的内容,提高了练习的质量,丰富了练习的形式。

1. 将PART A的练习基本上划分为三个层次。Pre-reading将学生引入积极的阅读状态。First Reading帮助对全文的宏观理解。在了解全文概貌后再进行Second Reading,细读各段,以宏观理解促进微观理解,而对句内关系、各章各部分之间的关系和词义的了解反过来再促进对全文的深入理解。

2. 通过各种形式的词汇练习保证重点词汇的理解和运用。PART B各课也要求通过练习掌握10—20个积极词汇,但练习的难度比PART A要低。

3. PART A 的各课安排有汉译英的短段练习,以促进 学生翻译及写作能力的提高。

4. 各单元的 PART A 增设了口头练习项目,以训练 学生简单的口头表达能力。在此基础上,鼓励学生 写 100 词左右的短文。

(四) 将原来第 4 册的 Reading Skills 略加删节后 移入本册,以加强对快读的指导及实践。

(五) 删去原书的 PART D Writing,增编“写作” 一书,以强化英语写作基本技能的训练。

(六) 将 REVIEW 1 和 REVIEW 2 改为阶段测验 和期末测试,形式与 CET 4 基本一致,使学生逐步 适应全国性考试。

本书词汇仍采用英汉双解,对难于用简单英语 释义的词则用汉语注释。分课词汇表按课文中出 现的先后列出。书后的总词汇表中只收入本册中 出现并要求掌握的纲内词,按字母顺序排列。词组 按第一个词的字母顺序排列,放在总词汇表的最后。

全书分课词汇表共出现 1300 个词(包括标以△ 的 5—6 级词汇)。PART A 中出现的全部 1—4 级 词汇均要求掌握,标有 * 号。PART B 中出现第二 次时才要求掌握。考虑到各单元词汇量的平衡,有 些词在 PART B 中虽只出现一次,也要求掌握。对于 在 PART B、PART C 及 REVIEW 中出现的少量的生 词,我们采取了词后加注中文的办法。本册出现 1—4 级词汇共 763 个,要求掌握 610 个,符合大 纲要求。

本册 10 个单元中 PART A 共计 8800 个词(大 纲规定 7000—8000 词)。泛读部分为 24950 个 词,快读部分约 8000 个词,加上 PART C 的阅读练 习 7240 个词,共计 40000 个词,超过了大纲规定 的泛阅读量(30000—35000 个词)的要求。

阅读是在原《新英语教程·英语阅读》的基础 上修订的。这一版的主要编者为蒋毅君、曹莉、孙 郁根、郭红艺和王桂琴。王维霞同志提供了 Reading Skills 的素材。李相崇和程慕胜两位教授审阅 了全部书稿。

本书由大学外语教学指导委员会审定。参加 审定的有吴银庚教授(上海交通大学)、郭杰克教 授(华南理工大学)、邢志春教授(哈尔滨工业大 学)和潘能教授(西安交通大学)。

许多兄弟院校的教师对本书的修订提出了 非常宝贵的意见。我系计算机房过浩川和周咏同 志给予了大力协助。

在《新英语教程》再版之际,谨向上述专家和 一切支持本书修订工作的同志表示衷心的感谢。对 原书的主编李相崇、副主编杨庆午、编委王静玢、 吴琼、王维霞及参加过部分编写工作的萧立齐同 志表示最诚挚的谢意。热情欢迎对本书的缺点和 不足之处提出批评和指正。

第二版编者

一九九四年五月于清华园

SHORT FORMS USED IN THE BOOK

<i>a.</i>	adjective
<i>ad.</i>	adverb
AmE	American English
BrE	British English
colloq.	colloquial
<i>count.</i>	countable
E	East
e. g.	for example
esp.	especially
etc.	et cetera; and so on
fml	formal
i. e.	that is
infml	informal
<i>n.</i>	noun
N	North
<i>pl.</i>	plural
<i>prep.</i>	preposition
<i>pron.</i>	pronoun
S	South
<i>sing.</i>	singular
sb	somebody
sth	something
<i>uncount.</i>	uncountable
usu.	usually
<i>v.</i>	verb
<i>vi.</i>	verb intransitive
<i>vt.</i>	verb transitive
W	West

符 号 说 明

1. 方括号[]

- 1) 说明和注解。例如：[心理学]。
- 2) 方括号内的字可以替换前面那个(或几个)字。例如：“收据[条]”，意思是“收据”或“收条”。“和…接触[联系]”，意思是“和…接触”或“和…联系”。

2. 圆括号()

- 1) 是词义的一部分。例如：现实(主义)的。意思是“现实的”或“现实主义的”。
 - 2) 圆括号内是词形变化。例如：knit (knitted 或 knit; knitting)。
 - 3) 圆括号内是前一词的汉语释义。例如：retail(零售)。
 - 4) 圆括号内是某词要求的介词搭配。例如：frown 不满, 不赞成(on)。
3. / /内是国际音标。例如：vain/vein/。
 4. △表示该词属 5—6 级词汇。
 5. * 表示要求记住的《大学英语教学大纲》1—4 级词汇。

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UNIT 1**PART A Books****PART B I On Buying Books****II How to Find Time to Read?****III International Students and the American Library****PART C Skimming to Identify the Topic****PART A****Pre-reading**

I. Answer the following questions before reading the text.

1. What do you think is the most effective way to acquire knowledge?
2. Is it necessary for us to read books in this age of high-technology? Why?
3. In your opinion, what should an ideal school system be like?

II. What do you expect to read in this passage? Circle the statements expressing ideas that are likely to be in the passage.

1. The best way, as well as the usual way, of gaining knowledge is through reading.
2. Books can be divided into two kinds: books for knowledge and books for entertainment.
3. The role that books used to play is being taken over by that of TV shows.
4. The spirit of enquiry rather than passive acquisition of facts should be encouraged in children's schooling.

BOOKS

Knowledge may be acquired through conversation, watching television or travelling, but the deepest and most consistent way is through reading. If we consider the literate population of the world, we may
5 conclude that a few spend their whole lives on academic reading; many read something light for pleasure, a few dip into something more serious now and then; while very many men, women and children never advance beyond the sports page of a newspaper, a fashion
10 article or a comic.

If you have learnt to love books as a child, the reading habit will never desert you. But if this has not been your good fortune, you tend to think of reading as a bore. A few, but very few, come to the habit late
15 in life. The circumstances which help to set a child on the path to the literary adventure are; a life even barely above real poverty, so that there is scope in the family for thoughts and activities not wholly devoted to the struggle for making a living; the availability of
20 free books either in the home or in public library; and the possession of a character both curious and independent.

In order to desire to read one must be curious. A few children are able to keep this curiosity and their
25 mental independence alive despite the educational system of their country. But many fail to do so either because of an overstrict system where what is most important is memory work; or because of a careless and lazy one where even the basic disciplines of literacy are
30 ignored in the sacred name of free expression. It is a wonder that at least a few children survive their

schooling and emerge as people who can think, people who are open-minded and knowledgeable.

Thus, various circumstances are not favourable
 35 for the reading habit. And we may add to this the
 worldwide atmosphere of violence and anarchy, the
 New Dark Age¹ in which we live today. Many of us no
 longer have the peace of mind necessary to a quiet
 hour with a book. But it is precisely because of our
 40 present troubles that we should read. How, other-
 wise, are we to understand the nature of hatred, of
 cruelty, of power politics? How, otherwise, are we to
 take a stand on the serious question of individual free-
 dom and authority? How, otherwise, are we to com-
 45 prehend and perhaps solve these urgent problems that
 face us?

Ideally then, a school system should be one in
 which the love of learning, rather than the acquisition
 of facts, is cultivated; one in which the spirit of en-
 50 quiry is encouraged. Ideally, family and governmental
 policy should be to see that we have a great number of
 books—any books. A person with a book is a real per-
 son alive on the earth; without a book he is a fool.

NEW WORDS

* **consistent** /kən'sistənt/ *a.* the same or regular 坚持的, 一贯的, in agreement 一致的, 符合的

literate /'litərit/ *a.* able to read and write 有阅读和写作能力的; 有文化的

* **dip** /dip/ *vt.* (dipped; dipping) (*in/in-to*) to put sth in/into a liquid for a moment and then take out 浸, dip in-
to vi. to read without much attention 浏览

* **fashion** /'fæʃən/ *n.* a manner 方式, 样子; (of dress, behavior, thought, custom, etc.) that which is considered very popular and most modern at a certain time (服饰等的) 流行式样, 时尚, 时髦

comic /'kɒmɪk/ *n.* (AmE usu. *comic book*) 连环漫画(杂志)

* **circumstance** /'sə:kəmstəns/ *n.* 条件, 情况; [*pl.*] 境遇, 经济情况

- * **literary** /'lɪtərəri/ *a.* of or concerning literature 文学(上)的
- adventure** /əd'ventʃə/ *n.* a journey, activity, experience, etc., that is strange and exciting and often dangerous 冒险(活动); 奇遇
- barely** /'beəli/ *ad.* almost not; hardly 仅仅, 几乎没有
- * **wholly** /'həʊli/ *ad.* completely; entirely 完全(地), 全部(地)
- △ **availability** /ə'veɪlə'bɪləti/ *n.* 可得到的东西; 可得性
- * **possession** /pə'zeshən/ *n.* ownership 所有(权), 所有, 拥有; [*pl.*] 所有物
- * **strict** *a.* severe, esp. in rules of behavior 严格的, 严厉的
- overstrict** /əʊvə'strɪkt/ *a.* 过于严格的
- literacy** /'lɪtərəsi/ *n.* the condition of being literate 识字, 有文化
- * **ignore** /ɪg'nɔ:/ *vt.* not to take notice of 忽视, 不顾
- sacred** /'seɪkrɪd/ *a.* holy; serious 神圣的; 庄严的
- * **survive** /sə'vaɪv/ *vi.* to remain alive 活下来, 幸存; *vt.* to continue to exist after (some event) 从...中逃出, 从(困境中)挺过来; to live longer than ... 比...活得长
- schooling** *n.* education 教育
- open-minded** /'əʊpən-'maɪndɪd/ *a.* having an open mind 坦率的, 不偏执的
- knowledgeable** /'nɒlɪdʒəbəl/ *a.* well-informed 有知识的, 渊博的
- * **worldwide** /'wɜ:ld'waɪd/ *a., ad.* reaching or extending throughout the world 遍及全球的
- ✓ **anarchy** /'ænəki/ *n.* absence of government or control 无政府状态, 混乱, 无秩序
- precisely** /pri'saɪsli/ *ad.* exactly 正好, 恰恰
- △ **cruelty** /'kruəlti/ *n.* (also **cruelness**) the state or quality of being cruel 残忍; 残酷
- comprehend** /kəm'pri'hend/ *v.* to understand 理解
- * **ideally** /aɪ'diəli/ *ad.* in an ideal state of affairs 理想地, 在理论上
- acquisition** /ækwi'zɪʃən/ *n.* the act of acquiring 获得
- * **cultivate** /'kʌltɪveɪt/ *vt.* to break up land 耕种, 种植; to improve or develop by careful attention, training, or study 培养, 陶冶
- * **enquiry** /ɪn'kwɪəri/ *n.* (also **inquiry**) (an act of) asking or investigating 打听, 询问; 调查, 查问

PHRASES

come to the habit 养成习惯

make a living 谋生

in the name of ... 以...名义

take a stand on 主张, 决定态度

see (to it) that 注意, 务必做到, 保证使

NOTE

1. **the Dark Ages**: the period in European history from about AD 476 (the fall of Rome) to about AD 1000, believed to be lacking in knowledge and art. 欧洲中世纪

EXERCISES

First Reading

Reading Comprehension

I. Decide whether the following statements are true or false. Mark "T" before a true statement and "F" before a false one.

- _____ 1. In the author's opinion, a child can be set on the path of literature with the guidance of a good teacher.
- _____ 2. Most children fail to keep their curiosity and mental independence alive because of the educational system in their country.
- _____ 3. The author thinks that people's peace of mind to read books is disturbed by the present troubles.
- _____ 4. In line 13, "good fortune" refers to the fact that one was born into a rich family.
- _____ 5. In line 37, "the New Dark Age" refers to the lack of knowledge and art at the present time.
- 6. The author argues that what should be encouraged is the love of learning rather than mere memory work.

II. Choose the best answer to complete each statement.

- 1. Most of the literate people like to read _____.
 - a. for academic purposes
 - b. for pleasure
 - c. for information
 - d. for instruction
- 2. If you have not learnt to love books as a child _____.
 - a. you will find reading boring when you grow up
 - b. you can never form the reading habit
 - c. you will become a writer late in life
 - d. you are not going to have a good fortune
- 3. In Line 29 "lazy one" means _____.
 - a. a lazy student
 - b. a lazy teacher
 - c. a lazy parent
 - d. a lazy educational system
- 4. We should read _____.
 - a. because we have more free time nowadays
 - b. for it is good for our mental health
 - c. so that we can understand and solve the urgent problems that face us today

- d. since we do not have better forms of entertainment
5. An ideal school system should be _____.
 a. provided with good leadership
 b. equipped with modern facilities
 c. well-known for its satisfactory graduates
 d. one in which the spirit of curiosity is encouraged

Second Reading

Vocabulary and Structure

- I. Fill in the blanks with appropriate words.
- Perfection can be acquired _____ practice.
 - The elderly spent most of their time _____ talking.
 - Whenever he is asked to write an experiment report, he seldom goes _____ two pages.
 - The boy did not talk much in class, but he emerged _____ one of the best students upon graduation.
 - What do you read this book _____?
 - What stand are you going to take _____ this issue?
 - When did you come _____ the habit of getting up so early?
 - He is barely _____ the average.
 - I haven't read that book properly. I've only dipped _____ it.
 - He was set _____ the path to a sports career when he was only a child.
 - The criminal was executed in the name _____ law.
 - The bad weather added _____ the difficulty of the job.
 - He tends _____ get angry when people disagree with him.
 - What am I _____ do in such a situation?
 - A great number _____ people were already in the room when he arrived.
- II. From the list below, choose a word or phrase that is close in meaning to the italicized one in each sentence.

ideal	teaching	education	leave	regular
developed	universal	investigating	pressing	difficult
encouraged	condition	completely	taken no notice of	

- The deepest and most *consistent* way to get knowledge is through reading.
- The basic disciplines of literacy are *ignored* in the sacred name of free expression.