

COLLEGE ENGLISH

*Reading Course 3
Student's Book*



全新版

New

大学
英语

阅读教程

学生用书

3



外教社 上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

普通高等教育“十五”国家级规划教材

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Reading Course 3
Student's Book

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《大学英语》系列教材（全新版）

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来，受到广大师生和英语学习者的青睐，先后被千余所院校采用，成为我国高校英语教学的首选教材，并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间，教材曾数度修订，分别在1992年、1997年出版了正式本和修订本，以适应教学需要。然而，随着我国改革开放步伐的加快，社会各方面对大学生的外语学习，尤其是他们的外语实用能力，提出了更高的要求，要求他们不仅应具有较好的阅读水平，而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此，《大学英语教学大纲》进行了修改并于1999年公布了修订本，从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面，作为教学思想的一种载体，理应有新的作为。

正是在这种新的形势鼓舞下，上海外语教育出版社组织、策划了《大学英语》系列教材（全新版）的编写工作。在该社的全力支持、协调下，开展了广泛而深入的调研、论证工作，并在此基础上经过精心设计，认真编写出《综合教程》和《听说教程》的样课，于2000年秋季在复旦大学等院校部分班级试用，同时征询了二十多个省市，数百所院校的意见。历经近三年时间的准备后，我们决定从今秋起陆续推出全新版，更好地服务于我国的大学英语教学。

《大学英语》系列教材（全新版）（以下简称《全新版》）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资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编，董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1) 《全新版》根据《大学英语教学大纲》（修订本）编写，供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,即,充分吸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,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》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。这样可以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。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,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(interaction),如pair work、group discussion、debate等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有数量一定的类似四、六级考题形式的练习外,还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

3. 全书框架

全书由下列几部分组成:

综合教程(1—6册)

(每册由8个单元组成)

阅读教程 (1—6册)

(每册由8个单元组成)

快速阅读 (活页)

(每册由8个单元组成)

听说教程 (1—6册)

(每册由16单元组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有语法手册一本,供学生课外参考使用。

除快速阅读外,各教程均配有**教师用书**;综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。

使用时,各校可根据具体情况灵活掌握。

编者

2002年8月

关于《阅读教程》的编写和使用

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，旨在培养和提高学生的英语阅读能力，扩大学生的知识面和词汇量，从而增进学生的理解和欣赏水平。

2. 全书框架

全教程共分六册，每册配有一册教师用书。

每册分8个单元，每单元有3课，共24课。每课包括以下几个部分：

1) 课文前设有Introduction，以便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。

2) 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。部分简单词汇不作注解，但收入附录的Glossary。发音相同而释义不同的词汇只在首次出现时注明音标。

3) 课文后设Reading Skill，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，把词语的学习与词语的语境紧密联系起来。

4) 多项选择练习的目的是引导学生加深对课文的理解。

5) 英译汉练习的目的是通过翻译加强对课文的理解，所选句子均为课文中的难点。

6) 思考题是要锻炼学生的分析、归纳的能力。

每册书最后附有总词汇表，供学生查找和记忆。表中标星号(*)的属于大学英语教学大纲通用词汇表(1-4级)所列词汇，标三角号(▲)的属于大学英语教学大纲通用词汇表(5-6级)所列词汇。无记号者为纲外词汇。

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，除主编外，傅浩先生、董欣老师协助选材，北京大学英语系的黄必康副教授及英国专家 Anthony J. Ward 审阅了本书，并提出了许多宝贵的意见，在此一并表示深深的谢意。

编者
2002年8月

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UNIT ONE

1. Be Kind to Commuters

Christopher M. Bellitto

Introduction

One may enumerate various advantages of a college student who lives at home and commutes to school every day. In the following essay, the author tries to reveal the other side of the coin by claiming that a commuter's life is not as easy as one might think. He is leading a paradoxical life, for he goes to college to enjoy a life of self-exploration, but there is no possibility of maintaining his independence when he stays with Mom and Dad.

Text

You may think that those of us who live at home and commute to school have it easy. There's a washing machine with no wait, a new tube of toothpaste in the medicine cabinet¹ and, most important, a fridge stocked with food someone else has paid for. Not only
5 that, but the phone bill is usually taken care of and dinner's sitting in the microwave even late at night. That's not college, you sneer — that's permanent² adolescence.

1. cabinet /'kæbɪnɪt/ n. 箱, 柜

2. permanent /'pɜ:mənənt/ a.
永久

So maybe we look like pampered³ kids, but it's not that simple. The college student living at home leads a paradoxical life. Like you,
10 we came to college to learn about ourselves; self-exploration is as much a part of our education as organic chem.⁴ Yet it's hard to maintain our independence when Mom or Dad can't shake the parental instincts for surveillance.⁵ Nor can family obligations⁶ be avoided easily. What do I do, for example, when my parents' anniversary
15 falls the day before my finals? The truth is, being a student who hasn't left the nest⁷ can be just as difficult as trying to get along with a roommate you don't like.

Our problems can be complex. To some extent, we're second-class citizens in the social world: it's tough to enjoy clubs, frat⁸
20 parties and dances when you have to drive back home or catch the last bus. Ditto⁹ when you realize you can't make the only review class for business law because it ends late. But that's not the critical¹⁰ issue: after all, everybody's got standing¹¹ invites to crash with friends in the dorm. ¹²The real problem is that we lose out on¹³ the
25 results of those activities: a sense of camaraderie that springs from nights spent cramming¹⁴ for industrial psychology, gossiping¹⁵ about who's sleeping with whom and, after most of the favorite topics of both George Will and Dear Abby are exhausted, sharing the heart-to-heart realization that graduation is closer than we think. True, we
30 commuters can join in every now and again,¹⁶ but we can't fall into the day-and-night rhythm of collegial introspection.¹⁷ There's a whole group of us who'll never be able to appreciate the lifetime bonds of "The Big Chill" as much as our dorming peers.

Then there's the issue of budgeting time. Commuters have
35 much more structured days than dormers; we have to. Many of us live as we do to save money, and we devote a lot of hours to jobs that can help defray¹⁸ tuition. Of course, working out our convoluted¹⁹ schedules may teach more about efficiency than all the freshman workshops²⁰ on note-taking. Who else but a commuter could
40 perfect the art of plotting²¹ discrete-probability distribution²² on a train hurtling²³ through a dark tunnel while some sleaze²⁴ with Mick

3. pampered /'pæmpəd/ *a.* 娇生惯养的

4. organic chem 有机化学

5. surveillance /sə:'veɪləns/ *n.* 监督, 监视

6. obligation /'ɒblɪ'geɪʃən/ *n.* 责任, 义务

7. nest /nest/ *n.* 巢, 窝

8. frat /fræt/ (=fraternity) *n.* (美) 大学生联谊会

9. ditto /'dɪtəʊ/ *ad.* 同样地

10. critical /'krɪtɪkəl/ *a.* 关键

11. standing /'stændɪŋ/ *a.* lasting

12. crash ...dorm (美俚) stay overnight in a friend's dorm

13. lose out on suffer a loss of

14. cram /kræm/ *vi.* 临时抱佛脚

15. gossip /'gɒsɪp/ *vi.* 闲聊

16. every now and again from time to time; occasionally

17. fall into...introspection /,ɪntrəʊ'spekʃən/ 跟上大学学术生活的日夜节奏

18. defray /dɪ'freɪ/ *vt.* 支付

19. convoluted /'kɒnvəlu:tɪd/ *a.* 错综

20. workshop /'wɜ:kʃɒp/ *n.* 研修班

21. plot /plɒt/ *vt.* 绘制

22. discrete-probability distribution 离散概率分布图

23. hurtle /'hɜ:tl/ *vi.* 飞驰

24. sleaze /sli:z/ *n.* 遭遇鬼

Belker breath hulks²⁵ down over your textbook? And sharing one bathroom with parents preparing for work, little brothers late for school and a sister rinsing²⁶ stockings in the sink makes the three-
 45 minute shower sprint²⁷ a useful skill that rivals²⁸ almost anything gleaned²⁹ from a class. True, all this planning becomes moot³⁰ when the 40-minute trip takes two hours because of a track fire and a wino³¹ who gets caught in the door.

There's a myth that commuters are lucky because they can
 50 leave the jungle of school and go home. Actually, you dormers may have it easier here: at least you can get away with screaming out of the window and working off³² tension at a party that's never hard to find. When we have a bad stretch,³³ there's no escape; the end of a frustrating day is just the beginning. First there's the long ride home
 55 where, on public transportation, the heaters and air conditioners seem to operate on Argentina's schedule of seasons.³⁴ Then there are the reminders³⁵ from parents which, however well intentioned, are still nagging.³⁶ How can we feel "on our own"³⁷ when we're constantly told: "Call if you'll be late"? And of course there's Grandma, who
 60 starts heating up the leftovers when we're three blocks away, sits to watch us eat them and then clucks³⁸ that we're too skinny and not getting enough sleep. Even if the lasagna³⁹ is major league,⁴⁰ it might be even nicer just to be left ALONE sometimes.

And when the breakaway point does come, leave-taking is more
 65 painful for those of us who've never really left. Students who move out of the house for college can enjoy a separate peace; they build another base of operations on campus. True, all families have a hard time saying goodbye to the child who goes off to school at 18, but by graduation they've gotten over it and come to view you as an
 70 adult with your own life. Commuters are not nearly so detached. There are some family situations we can't ignore. It's the difference between returning for Thanksgiving to discover how old Grandpa has gotten and living with him, watching him die a little more each day. That makes the parting at graduation even more poignant⁴¹ —
 75 for both families and students.

25. hulk /hʌlk/ *vi.* 笨重地移动

26. rinse /rɪns/ *vt.* 漂洗, 漂清

27. sprint /sprɪnt/ *n.* 冲刺

28. rival /'raɪvəl/ *vt.* 比美

29. glean /gliːn/ *vt.* 搜集

30. moot /muːt/ *a.* 空谈

31. wino /'waɪnoʊ/ *n.* (狂)酒鬼

32. work off *get rid of*

33. stretch *n.* time

34. operate...seasons *don't work properly*

35. reminder /rɪ'maɪndə/ *n.* 提醒

36. nagging /'nægɪŋ/ *a.* 恼人

37. on our own *independent*

38. cluck /klʌk/ *vt.* 啧啧地说

39. lasagna /lə'zɑːgnə/ *意式肉汁面*

40. major-league *a.* 一流

41. poignant /'pɔɪnjənt/ *a.* 悲伤

The living arrangement is hard on our elders, too, since they're torn between stepping back to allow us autonomy⁴² and jumping in where they always have before. When school is miles away, parents can't see their kids staying up until 6 a.m. to type a paper or letting
 80 loose with a keg⁴³ — though I'm sure both situations are vividly imagined during many a late night's insomnia. Naturally, at home your movement is watched. I can appreciate that my mother worries if I don't make it home⁴⁴ by a certain hour, but I build up some tense⁴⁵ moments myself if I can't stay late at the library doing re-
 85 search for tomorrow's oral presentation. "I don't even know you anymore," is a frustrated parent's response to a student who, of necessity, sometimes uses home like a boarding house.⁴⁶ But we're supposed to get to know our profs,⁴⁷ make new friends and be exposed to new fields — and that can only be accomplished when
 90 we're on our own.

We are a special breed:⁴⁸ young adults who are enthusiastic about the independence of being in college yet remain to some degree children in our family's eyes — and to some extent, perhaps, in our own. I still believe that I'm receiving a top-notch⁴⁹ education,
 95 though I'll be the first to admit — and lament⁵⁰ — that I'm also missing out on⁵¹ some of the traditional collegiate experiences. So don't think of commuters as lesser beings or as softies⁵² who are taking the easy way out.⁵³ We're just caught between the rock of academia⁵⁴ and the sometimes hard place of home, struggling with
 100 the age-old problem of serving two masters.

42. autonomy /ɔ:'tɒnəmi/ n. 自主权

43. letting...keg letting themselves enjoy a drink freely
keg /keg/ n. 小桶啤酒

44. make it home arrive home in time

45. tense /tens/ a. 紧张

46. boarding house 食宿处

47. prof /prɒf/ n. (口语)教授

48. breed /brɪd/ n. 群体

49. top-notch /,tɒp'notʃ/ a. 优等

50. lament /lə'ment/ vt. 悲叹

51. miss out on fail to get

52. softy /'sɒfti/ n. 软骨头

53. taking...out living a comfortable life

54. academia /,æke'di:mjə/ n. 学术界

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