



教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 精读 College English

总主编 董亚芬

INTENSIVE READING

学生用书 STUDENT'S BOOK

Book 1

主 编 翟象俊



上海外语教育出版社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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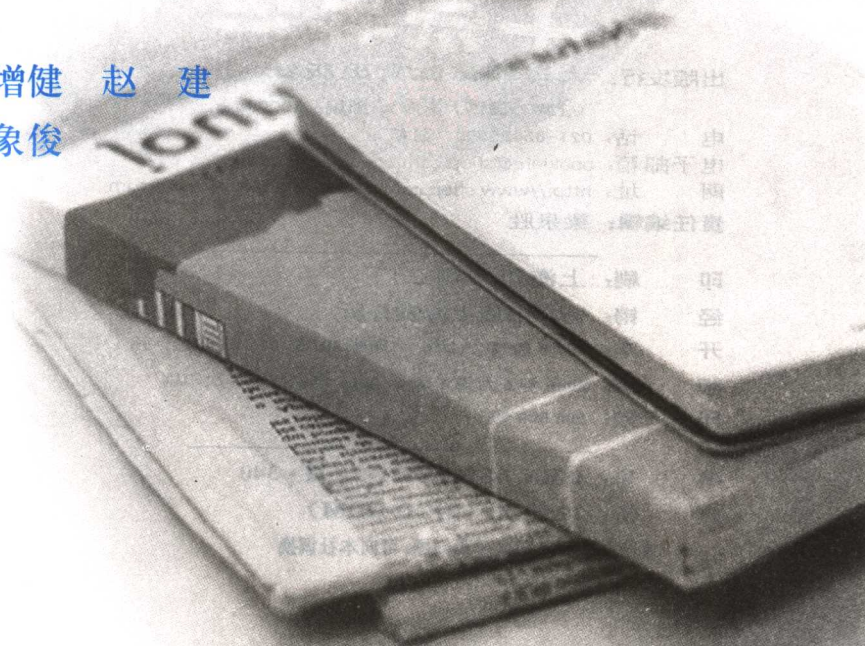
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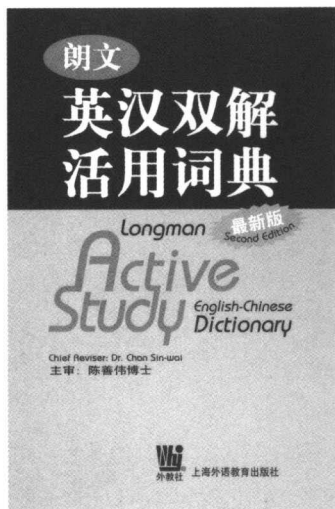
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总序

《大学英语》是遵照1986年国家教委审定的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于1986年出版试用本，1992年出版正式本，并于同年9月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部于2004年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于2004年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

本次修订原则：

1、教材的定位不变。《大学英语》是综合教育型（English for integrative purposes）而非特殊目的型（English for specific purposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2、选材原则不变。正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3、在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4、本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

本次修订重点：

精读：

1、更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2、梳理全教程的练习。除了设置新的听、说练习外，还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习，以提高学生在使用英语时的准确性。

3、为了帮助学生集中精力学好基本词语，这次修订继续遵循前次修订时的方法，把全书单词分为三类：(1) words to drill (通过反复操练能熟练掌握其用法的单词)；(2) words to remember (能记住其形、音、义的单词)；(3) words to have a nodding acquaintance with (能于再次出现时根据上下文识别其词义的单词)，并进一步调整各项练习，以确保常用词语的复现率。

4、为了提高学生的写作能力，这次修订还强调微观与宏观的写作技能同时发展，即一方面训练学生如何写好各类句子，同时从第一课开始就要求学生写成段的文章。

泛读：

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型（如增加了词汇练习和翻译练习），以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

听说：

除了大幅度更新听力材料，适当提高听力理解的要求之外，这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材，并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读：

除了原有的版本继续发行之外，还另外编写了一套全新的快速阅读教程，内容侧重科普，供各类院校选择使用。

语法与练习：

把原有四册书删繁就简为两册，以便于学生携带。删除部分章节，增补和替换了大量例句和练习。为方便学生自学，例句都附有中文译文。本教程既可作为语法参考书，也可作为补充练习手册。

精读（预备级）、泛读（预备级）、听说（预备级）：

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写，不仅课文与练习是全新的，对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词，从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标，教材除了必须提供丰富的语言素材之外，还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程仍坚持每册编写10单元。但目前大学英语的有效授课时间有限，各校可以根据学生的具体情况制定自己的教学计划，灵

活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍及全国百余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正,内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家Anthony Ward协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006年3月

编者的话

关于《大学英语》系列教材(第三版)编写的总体情况,在“总序”中已有说明,这里仅就精读的编写作一些补充。

1. 更新部分课文 随着时间的推移,原有的一些课文(包括阅读练习中的课文)内容已显陈旧,有必要代之以一些内容更具时代感的新课文。这次各册课文均有不同程度的更新,总体更新率超过30%。正如“总序”中所说,我们的选材原则未变,仍坚持题材的广泛、体裁的多样、语言的规范,并强调选文的趣味性、知识性和可思性。我们认为,这对打好语言基础,培养学生的综合素质是有利的。鉴于原修订本中的 *Supplementary Reading in Popular Science* 与整套教材的风格不尽协调,而新选的课文中也有几篇科普类文章,故在这次再修订时,决定全部删除。

2. 改进练习设计 除适当修订原有的练习外,我们这次修订增加了惯用法(Usage)、听写(Dictation)和口语练习(Oral Practice)三个新项目,旨在加强听、说训练及使用英语的准确性。而原有的一些练习比如结构练习(Structure)虽看上去比较机械单调,但对打好语言基础却是必不可少的。如果能真正熟练地掌握全书(四册)约100个最常用的句型,亦将极大程度地提高英语说、写能力。

3. 分类处理词汇,保证重点 如“总序”中所说,这次修订继续采取上次修订时的办法,即把全书单词分为三类:(1) words to drill; (2) words to know; (3) words to have a nodding acquaintance with。各课的词汇练习、完形填空练习、翻译练习等均围绕 Words & Phrases to Drill 重新梳理,以保证常用词语能得到较充分的操练。另外,随着近年来中学英语教学水平的提高,大学新生入学时的词汇量已有所增加,所以本次修订我们把英语单词的起点由原来的1,600个提高到了1,800个。

本书为《大学英语》(第三版)精读第一册,供大学英语一般要求阶段学生使用。学生在学习本册之前应已经掌握英语的基本语音和语法知识及1,800个英语单词,并在读、听、写、说等方面受过初步的训练。

本册共有十个单元,供一个学期使用。每一单元由课文(Text)、生词(New words)和短语(Phrases & Expressions)、注释(Notes)、练习(Study & Practice)、阅读练习(Reading Activity)和有引导的写作(Guided Writing)六部分组成。

课文全部选用原文材料,但有大量删改。讲解课文时应从全篇内容着眼,并对一些常用词和词组的用法进行分析,既要防止只讲语言点而忽略通篇内容的倾向,也要避免只注意文章内容而不重视语言基础训练的做法。

为便于学生学习,生词释义采用英、汉结合的方式。在一般情况下,尽可能用英语释义,并酌情加注汉语,难以用英语解释清楚的则直接用汉语释义。

注释尽量用浅近的英语,主要介绍有关的背景知识,说明一些特殊的语言现象,供学生预习时参考。

练习包括朗读和背诵(Reading Aloud and Memorizing)、课文理解(Comprehension of the Text)、词汇练习(Vocabulary Activities)、构词(Enriching Your Word Power)、惯用法(Usage)、结构(Structure)、完形填空(Cloze)、听写填空(Spot Dictation)、翻译(Translation)和口语练习(Oral Practice)等部分。朗读和背诵练习主要要求学生能以正确的语音、语调朗读,并熟记课文中有关段落和一些英语诗歌及名人名言。课文理解练习要求学生根据课文回答问题或要求学生针对某些内容陈述自己的看法。有条件的班级可用一定的时间在教师引导下进行讨论,以提高学生的口头表达能力。词汇练习旨在巩固课文中所学常用词和词组的用法。构词练习要求学生熟悉现代英语中的主要构词法,熟练掌握一些常用的前缀、后缀,借以扩大词汇量。惯用法练习针对中国学生常犯、易犯的错误,每课讲一个问题,并配以一组练习,旨在提高学生使用英语时的准确性。结构练习的目的是使学生掌握一些英语常用句型,以提高学生的表达能力,尽量写出地道的英语。完形填空是一种综合性的练习,分1、2两篇。前者根据课文写成,主要围绕该课重点词和词组作篇章水平的操练;后者选自课外的文章。这一练习有一定难度,需要由教师予以启发引导。听写填空练习既可提高学生的听力水平,也可促使学生对单词拼写等基本功给予更多关注。翻译练习每课安排八句汉译英,可作为课外书面作业。口语练习则可以给学生提供一个机会,在学完一篇课文后试着用英语交流想法。

阅读练习旨在培养学生的阅读技能,每一(或二)单元讲述一项技能,并配有一篇内容与课文相近的阅读材料;其中1—4级的大纲词汇及个别超纲词均加注汉语,放在文章前面,希望学生尽量掌握。教师应紧扣技能的培养,不必在语言现象的讲解上花太多时间。

有引导的写作在本册中除了培养学生连词成句的能力之外,还要求学生学习段落写作,使其在写作实践中学会写作。

书中第五单元和第十单元后所设的自测题(Test Yourself),可帮助学生复习并巩固前面所学过的内容,书末附有参考答案。

总之,练习是按照《大学英语课程教学要求(试行)》和本册教程的要求编写的,练习量较大,难度适当照顾各类学生的需要。教师完全可以根据自己学生的具体情况有所选择地加以使用。

任建国、杨晨两位同志曾参加本册第一版编写,特此致谢。

编者
2006年3月

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Unit 1

Warm-Up Questions

1. Do you enjoy learning English? Why or why not?
2. What do you think is the most effective way of learning English?
3. What is the greatest difficulty you have in your learning of English?

Text

As we are at the start of the course, this seems a good moment to offer some advice on how to make the task of learning English easier.

Some Strategies for Learning English

- ① Learning English is by no means easy. It takes great diligence and prolonged effort.
- ② **Nevertheless, while you cannot expect to** gain a good command of English without sustained hard work, there are various helpful learning strategies you can employ to make the task easier. Here are some of them.
- ③ **1. Do not treat all new words in exactly the same way.** Have you ever complained about your memory because you find it simply impossible to memorize all the new words you are learning? But, in fact, it is not your memory that is at fault. If you cram your head with too many new words at a time, some of them are bound to be crowded out. What you need to do is to deal with new

words in different ways according to how frequently they occur in everyday use. **While active words demand** constant practice and useful words must be committed to memory, **words that do not often occur in everyday situations require just a nodding acquaintance.** You will find concentrating on active and useful words the most effective route to enlarging your vocabulary.

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- 4 2. **Watch out for idiomatic ways of saying things.** Have you ever wondered why we say, "I am *interested in* English", but "I am *good at* French"? And have you ever asked yourself why native English speakers say, "*learn the news or secret*", but "*learn of someone's success or arrival*"? These are all examples of idiomatic usage. In learning English, you must pay attention not only to the meaning of a word, but also to the way native speakers use it in their daily lives.

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- 5 3. **Listen to English every day.** **Listening to English on a regular basis will not only improve your ear,** but will also help you build your speaking skills. In addition to language tapes especially prepared for your course, you can also listen to English radio broadcasts, watch English TV, and see English movies. The first time you listen to a taped conversation or passage in English, you may not be able to catch a great deal. Try to get its general meaning first and listen to it over and over again. You will find that with each repetition you will get something more.

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- 6 4. **Seize opportunities to speak.** It is true that there are few situations at school where you have to communicate in English, but you can seek out opportunities to practice speaking the language. Talking with your classmates, for example, can be an easy and enjoyable way to get some practice.

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Also try to find native speakers on your campus and feel free to talk with them. Perhaps the easiest way to practice speaking is to rehearse aloud, since this can be done at any time, in any place, and without a partner. For instance, you can look at pictures or objects around you and try to describe them in detail. You can also rehearse everyday situations:

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After you have made a purchase in a shop or finished a meal in a restaurant and paid the check, pretend that all this happened in an English-speaking country and try to act it out in English.

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7 5. **Read widely.** It is important to read widely because in our learning environment, reading is the main and most reliable source of language input. When you choose reading materials, look for things that you find interesting, that you can understand without relying too much on a dictionary. A page a day is a good way to start. As you go on, you will find that you can do more pages a day and handle materials at a higher level of difficulty.

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8 6. **Write regularly.** Writing is a good way to practice what you already know. Apart from compositions assigned by your teacher, you may find your own reasons for writing. A pen pal provides good motivation; you will learn a lot by trying to communicate with someone who shares your interests, but comes from a different culture. Other ways to write regularly include keeping a diary, writing a short story and summarizing the daily news.

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9 Language learning is a process of accumulation. **It pays to absorb** as much as you can from reading and listening and then try to put what you have learned into practice through speaking and writing.

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[717 words]

New Words

(黑正体表示四级词汇, 黑正体后加[▲]符号表示六级词汇, 黑斜体表示六级后词汇, 白斜体表示纲外词汇)

strategy /'strætədʒi/ *n.* plan that is intended to achieve a particular purpose 策略

means /mi:nz/ *n.* way of doing or achieving sth. 方法, 手段

diligence /'dɪlɪdʒəns/ *n.* careful and hard effort 勤勉, 用功

diligent[▲] /'dɪlɪdʒənt/ *a.*

prolonged /prə'lɒŋd/ *a.* continuing for a long time 持续很久的, 长时间的

prolong[▲] /prə'lɒŋ/ *vt.* make (sth.) last longer 延长, 拖延

nevertheless /,nevəðə'les/ *ad.* in spite of what sb. has just said 然而, 尽管如此

command /kə'mɑ:nd, kə'mænd/ *n.* ability to use or

control sth. 掌握, 运用能力

sustained /sə'steɪnd/ *a.* continuing for a long time 持久的, 坚持不懈的

sustain /sə'steɪn/ *vt.* make (sth.) continue to exist or happen for a period of time 保持, 使继续下去

helpful /'helpfl/ *a.* useful and able to improve a particular situation; (of a person) willing to help 有帮助的; 乐于助人的

complain /kəm'pleɪn/ *vi.* say that you are annoyed, not satisfied, or unhappy about sth. or sb. 抱怨

complaint /kəm'pleɪnt/ *n.*

memorize[▲] /'meməraɪz/ *vt.* learn (sth.) so that you remember it perfectly 记住, 背熟

cram /kræm/ *vt.* make (sth.) too full; force (sth.) into a small space 把…塞满; 把…塞进

bound /baʊnd/ *a.* certain or very likely 一定的, 很可能的

constant /'kɒnstənt/ *a.* happening all the time or repeatedly 经常(发生)的, 不断的

commit /kə'mɪt/ *vt.* give ... to sb. or sth. to take care of 把…托付给

acquaintance /ə'kwemɪtəns/ *n.* knowledge of sb. or sth.; (a relationship with) sb. you know a little (对某人某事的)了解; 认识; 熟人

concentrate (on) /'kɒnsntreɪt/ *v.* give all your attention to what you are doing 集中注意力, 专心

effective /ɪ'fektɪv/ *a.* working well and producing the intended result 有效的

route /ru:t/ *n.* way of doing sth. or achieving a particular result; way from one place to another 途径; 路线

enlarge /ɪn'la:dʒ/ *v.* make or become larger 扩大, 放大; 变大

vocabulary /və'kæbjʊləri/ *n.* all the words that sb. knows or uses; all the words in a particular language 词汇(量)

idiomatic /ɪdɪə'mætɪk/ *a.* expressing things in a way that sounds natural 合乎语言习惯的

idiom [▲] /ɪdɪəm/ *n.* expression whose meaning is different from the meanings of the individual words 习语, 成语

usage /'ju:sɪdʒ/ *n.* way in which words are used in a language 惯用法

basis /'beɪsɪs/ *n.* way things are organized or arranged; facts, ideas, or things from which sth. can be developed (做事的)方法; 基础

addition /ə'dɪʃn/ *n.* act of adding sth. to sth. else; process of adding two or more numbers together to find their total 增加; 加法

movie /'mu:vi/ *n.* film 电影

repetition /,repɪ'tɪʃn/ *n.* doing or saying the same thing again once or more than once; act of repeating 重复

opportunity /,ɒpə't(j)u:nəti/ *n.* chance to do sth. 机会

communicate /kə'mju:nɪkeɪt/ *v.* exchange

information, news, ideas, etc. 交流情况(消息、思想等); 沟通

enjoyable /ɪn'dʒɔɪəbl/ *a.* giving joy, pleasant 令人愉快的, 使人快乐的

campus /'kæmpəs/ *n.* grounds and buildings of a university or college 校园

rehearse /rɪ'hɜ:s/ *vt.* practice (sth.) you are going to do or say; practice (a play, a concert, etc.) 自个儿排练; 排演

rehearsal [▲] /rɪ'hɜ:səl/ *n.*

partner /'pɑ:tnə(r)/ *n.* person that you are doing an activity with, such as dancing or playing a game 同伴, 搭档

instance /'ɪnstəns/ *n.* particular example or case of sth. 事例, 实例

detail /'di:teɪl, dɪ'teɪl/ *n.* small facts or features of sth.; small individual fact or item 详情; 细节

purchase /'pɜ:tʃəs/ *n.* act or process of buying sth.; sth. that you have bought 购买; 购置物

vt. 购买

environment /ɪn'vaɪərənmənt/ *n.* conditions in which people carry on a particular activity; natural world in which animals, people and plants live 环境; 自然(生态)环境

reliable /rɪ'laɪəbl/ *a.* that can be trusted or depended on 可靠的

source /sɔ:s/ *n.* person, book, etc. that supplies you with information; thing, place, etc. that you get sth. from 来源; 出处

input /'ɪnpʊt/ *n.* sth. such as energy, money, or information that is put into a system so that it can operate 输入

rely (on) /rɪ'laɪ/ *vi.* need or be dependent on; trust or have faith in 依赖; 信赖

handle /'hændl/ *vt.* deal with, manage or control 处理, 对付, 控制

apart /ə'pɑ:t/ *ad.* not together; separately 相隔, 相距; 分开地

a. separated 分离的

assign /ə'sam/ *vt.* give (a particular job) to sb. 分配(任务)给某人

assignment /ə'sammənt/ *n.* piece of work that a student is asked to do; piece of work that is given

to sb. as part of their job (学生的)作业; (分配的)任务

pal /pæl/ *n.* (informal) friend 朋友

motivation /ˌməʊti'veɪʃn/ *n.* reason why you want to do sth.; eagerness and willingness to do sth. without needing to be told or forced to do it 动机; 动力

motivate /ˈməʊtɪveɪt/ *vt.* 使有动机; 激起(行动)

culture /ˈkʌltʃə(r)/ *n.* way of life, esp. general customs and beliefs, of a particular group of people

at a particular time 文化

summarize /ˈsʌməraɪz/ *vt.* give a summary of (sth.)
总结; 概括, 概述

process /ˈprəʊses, 'prɒses/ *n.* series of things that are done in order to achieve a particular result 过程

accumulation /əˌkju:mjə'leɪʃn/ *n.* 积累

accumulate /əˈkju:mjəleɪt/ *v.* gradually get more and more of sth. over a period of time 积累

absorb /əb'sɔ:b/ *vt.* understand completely and store in one's memory; take in, esp. gradually 汲取; 吸收

Phrases & Expressions

by no means

at fault

at a time

be bound to

commit to memory

watch out for

learn of / about

on a regular / daily / weekly basis

in addition to

over and over again

seek out

feel free

for instance

in detail

act out

apart from

put ... into practice

not at all 决不

responsible for sth. bad that has happened 有过错, 有责任

on each occasion 每次, 一次

be certain or very likely to 肯定会

learn (sth.) so that you remember it 记住

make an effort to be aware of what is happening, so that you'll notice if anything bad or unusual happens 密切注意

get to know (sth.) by hearing about it from sb. else 得知, 听说

regularly / every day / every week, etc. 经常 / 每天 / 每周

as well as, besides 除...外(还有)

very often, many times 反复, 多次

look for and find 寻找, 找出

be not restricted; be welcome 随意

for example 例如

fully 详细地

show how (sth.) happened, as if performing a play 将...表演出来

in addition to, as well as 除...外(还有)

start to use (and see if it is effective) 把...付诸实践

Notes

1

- Nevertheless, **while** you cannot expect ..., there are various helpful learning strategies ... (Para. 2)
- **While** active words demand ... and useful words must ..., words that do not often occur ... (Para. 3)

In these two sentences, the word **while** is used as a conjunction meaning "although" or "even though".

Other examples:

While I quite understand why he refused to help her, I cannot agree that he was right not to do so.

While I am willing to help, I do not have much time available.