



普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

Reading Course 3
Student's Book



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学英语

阅读教程

(通用本)

学生用书

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杨瑞英 郭继荣



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《大学英语》系列教材(全新版)

编写前言

1. 编写目的与指导思想

《大学英语》系列教材(全新版)是一套依据全新的教学理念、全新的构思、全新的素材编写而成的供大学英语教学使用的系列教材。

本教材的宗旨是:在遵循现代外语教学理念、充分运用先进信息技术的基础上,注重为学生创造自主学习环境,强调个性化学习,全面培养学生的英语综合应用能力,尤其是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。

《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,较好地满足了当时教学的需求。然而,随着新世纪的到来,世界进入了经济全球化、科学技术一体化时代,英语作为当前国际上使用最为广泛的信息载体和交流工具,其重要性越发突出。近年来,由于我国的社会和经济迅猛发展、国际交往日益频繁,国家和社会对大学英语教学,对大学生的英语综合应用能力,尤其是听说能力,提出了更高和更迫切的要求。我国的大学英语教学面临着新的挑战。大学英语教学改革必须进一步深化。另一方面,我国的外语教学环境正逐步改善,多媒体、网络等现代教育技术的发展使得大学英语教学多样化、个性化有了可能。人们纷纷探求更适合我国国情的新的教学路子。许多教师已开始利用多媒体和网络技术进行英语教学,以弥补传统的课堂教学的不足,并取得成效。基于计算机/网络+课堂教学的新型教学模式日渐形成。教材作为教改的一个重要方面,作为教学思想的一种载体,更应更新观念跟上形势,有新的作为。

正是在这种新形势下,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,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的数百所院校的意见,历经近三年时间的准备后,编写出这套全新的系列教材,更好地服务于新世纪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》根据新世纪我国大学英语课程教学要求编写,供大学英语课程的一般要求和较高要求层次的教学使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,自主编写。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,并仔细分析、研究中国学生在英语学习过程中经常产生的问题,同时认真学习、借鉴国外的教学理论和方法,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,自行规划、自行设计、自行选材、自行编写。为此,本教材采用糅合中外多种教学法之长的折中主义(eclecticism)的教学法。

3)《全新版》倡导基于计算机/网络+课堂教学的新型教学模式。在现有的大学英语课堂教学的基础上,引进多媒体和网络技术,改进英语教学环境和教学手段,应该是我们当前教改的主攻方向。但这一模式不应该是一成不变的,它应该随着各校甚至各个班级的具体情况的不同而有所不同。

基于多媒体与网络的教学软件便于学生个性化学习,有助于学生反复进行语言操练,有助于学生在网络环境下用英语进行交流,在使用过程中巩固语言知识、提高语言技能。但我们认为,将多媒体和网络技术引进大学英语教学,决不等于取消或削弱课堂教学。恰恰相反,课堂教学的任务更重了。在学时较少的情况下,教师讲课更要精炼、更要切合学生的实际需要。同时,教师应大力加强小班辅导。

我们提倡学生自主学习,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。我们认为教师能否组织好教学——包括课堂教学和计算机辅助学习——是教学成败的关键。同时,教师还应指导学生掌握正确的学习方法和学习策略。

4)《全新版》特别加大听说教学的力度,但又保持传统教材长于读写译教学的特色。

《全新版》力求通过课堂内外、网上网下、大班小班、自学面授等一系列互动互补的教学环节,全面提高学生的听、说、读、写、译的应用能力,特别是听说能力。我们认为学生的操练,特别是说、写方面的实践活动,必须以一定量的语言输入为前提。

5)《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。供学习

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。

6)《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。

7)《全新版》的练习设计,一切从有利于学生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。

8)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一定数量的类似四、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,以帮助学生有所准备。

3. 教材框架

《大学英语》系列教材(全新版)由书面教材和网络学习系统两部分组成。网络学习系统又包括网络课程、教辅资源、网上测试和管理平台四大部分。

书面教材由下列几部分组成:

综合教程(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

阅读教程(通用本)(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

阅读教程(高级本)(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

快速阅读(活页)(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 8 个单元组成)

听说教程(1—6 册,其中 1—4 册供修读一般要求的学生使用,5—6 册供修读较高要求的学生使用)

(每册由 16 课组成)

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,各教程均配有教师手册;综合、听说教程配有相应的录音磁带和多媒体教学光盘。快速阅读各册也配有多媒体光盘。

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课。使用时,各校可根据具体情况灵活掌握。

编 者

关于《阅读教程》(通用本)的编写和使用

本教程为非英语专业学生提供了较系统且题材多样化的课外阅读材料,旨在培养学生熟练地运用阅读技巧、正确理解篇章的能力,扩大学生的知识面和文化视野,增进学生的阅读理解和欣赏水平。

本教程共分六册,每册分8个单元,每单元有3篇阅读文章,共有24篇阅读文章。每单元包含以下五个部分:

1) 每篇课文前设有 **Introduction**,以激发学生的阅读兴趣并让他们对文章的主要内容和文化背景有初步了解。

2) 每篇课文中的生词与语言难点均采用边注形式编写,以及时扫除学生在阅读过程中的理解障碍,这样有利于学生将阅读重点放在语篇水平上的理解。

3) 每单元第一篇文章的选材紧扣《综合教程》相关单元的主题,其目的是使学生对同一题材有更多的信息“输入”,自然亦有助于学生对相关信息的“输出”。另两篇文章的主题为其他内容的题材,如:短篇故事、科普、人物传记、历史事件等,以培养学生对人文知识的兴趣,并扩大其知识面。

4) 每单元第一篇文章后附有 **Reading Skills**,内容包括如何理解文章的中心思想,如何确定段落主题句,如何根据上下文、构词法猜测词义,如何查阅字典等,并安排了相应的练习,使学生在阅读后能马上进行操练,以达到事半功倍的效果。

5) 本教程涉及的练习形式有:多项选择题、正误判断题、英译汉练习、简短回答问题练习、词汇与定义配对选择题、思考讨论题等。每篇课文后使用了三种或四种练习形式。练习的目的旨在引导学生对课文进一步理解和对语言难点解惑释疑,进而提高学生分析、归纳的能力。

每册书后附有总词汇表,供学生查找和记忆。表中四级词汇用黑正体表示,六级词汇用黑正体并在词尾加▲表示,六级后词汇用黑斜体表示,纲外词汇用白斜体表示,短语(句子)用黑正体表示,文化地理等词条用白斜体表示。

本教程每册配有一册教师用书。

本书由西安交通大学英语系和语言教学实验中心编写,白永权教授任主编,参加编写人员有高岩杰、张雨金、杨瑞英和郭继荣。本书总主编李荫华教授十分关心本书的编写工作,提出了许多宝贵建议。在本书的编写过程中,西安交通大学的领导以及美籍教师和教授给了我们大力支持、指导和帮助,在此对他们表示感谢。

编 者

2003 年 5 月

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bumpy pod 豆荚

get/be carried away: lose control or be excited.

UNIT ONE

be in the:

be flooded with:

be faced with:

1. A White Heron¹

Sarah Orne Jewett

Intr duction

Here the story of a girl whose name means creature of the woods reminds all of us that we **must** be willing to stand alone, to make efforts requiring personal sacrifice, if we are to protect nature's vulnerable treasures.

Text

The woods were already filled with shadows one June evening just before eight o'clock. Sylvia² was driving her cow home. They turned deep into the dark woods. Their feet knew the way. The birds in the trees above her head seemed to sing "good night" to each other quietly. The air was soft and sweet. Sylvia felt a part of the gray shadows and the moving leaves. To Sylvia, it seemed as if she hadn't really been alive before she came to live with her grandmother in this beautiful place.

Suddenly she heard a call. Not a bird's call, which would

1. heron / 'herən / n. 苍鹭

2. Sylvia / 'sɪlvɪə / n. 西尔

维娅(女子名)

make way for 为...让路

1. A 2. C 3. B 4. C 5. A 1. A 2. A 3. B 4. A 5. D
1. F 2. F 3. F 4. F 5. F 6. F 7. F 1. D 2. A 3. C 4. C 5. A

10 have had a friendly sound. It was a young man's call, sudden and loud. Sylvia left the cow alone and hid behind some leaves. But the young man saw her.

"Hallo¹, little girl. How far is it to the road?"

Sylvia was afraid. She answered in a soft voice, "A good
15 ways²..."

"I'm hunting for some birds," the young man said kindly. He carried a gun over his shoulder. "I'm lost and need a friend very much. Don't be afraid. Speak up³, and tell me what your name is. Do you think I can spend the night at your house and go
20 out hunting in the morning?"

Sylvia was more afraid than ever. But she said her name, and dropped her head like a broken flower.

Her grandmother was waiting at the door. The cow gave a "moo" as the three arrived.

25 "Yes, you should speak for yourself, you old cow," said her grandmother. "Where was she hiding so long, Sylvy⁴?"

Sylvia didn't speak. She thought her grandmother should be afraid of the stranger.

30 But the young man stood his gun beside the door. He dropped a heavy gun-bag beside it. He said good evening and told the old woman his story.

"Dear me⁵, yes," she answered. "You might do better if you went out to the road a mile away. But you're welcome to what we've got. I'll milk the cow right away. Now, you make
35 yourself at home. Sylvy, step round, and set a plate for the gentleman!"

Sylvia stepped. She was glad to have something to do, and she was hungry.

The young man was surprised to find such a comfortable,

1. hallo = hallo

2. ways (口) = 很远的
路

3. speak up 大声地说, 大胆
地说

4. Sylvy / 'silvi / n. Sylvia
的昵称

5. Dear me 哎呀

clean house in the deep woods of Maine⁸. He thought this was the best supper he had eaten in a month. After supper the new-made friends sat in the shadowed doorway to watch the moon come up. The young man listened happily to the grandmother's stories. The old woman talked most about her children. About her daughter, Sylvia's mother, who had a hard life with so many children. About her son, Dan, who left home for California many years ago.

"Sylvy is like Dan," she said happily. "She knows every foot of the woods. She plays with the woods animals and feeds the birds. Yes, she'd give her own meals to them, if I didn't watch her!"

"So Sylvy knows all about birds, does she?" asked the young man. "I'm trying to catch one of each kind."

"Do you keep them alive?" asked the old woman.

"No. I ⁹stuff them in order to save them," he answered. "I have almost a hundred of them. And I caught every one myself."

Sylvia was watching a ¹⁰toad jump in the moonlight.

"I followed a bird here that I want to catch. A white heron. You would know a heron if you saw it, Sylvy," he said, hopefully. "A strange, tall white bird with long, thin legs."

Sylvia's heart stopped. She knew that strange white bird.

"I want that bird more than anything," the young man went on. "I would give ten dollars to know where its nest is."

Sylvia couldn't believe there was so much money in the world. But she watched the toad and said nothing.

The next day Sylvia went with the young man into the woods. He was kind and friendly, and told her many things about the birds. She wasn't afraid of him anymore. Perhaps in her heart a dream of love was born. But she couldn't understand why he

8. Maine / meɪn / n. 缅因州

9. stuff / stʌf / vt. 填充成标本

10. toad / təʊd / n. 蟾蜍, 癞蛤蟆

killed and stuffed the birds he liked so much.

At the edge of the woods a great pine tree stood. Sylvia knew it well. That night she thought of the tree. If she climbed it early in the morning, she could see the whole world. Couldn't she watch the heron fly, and find its hidden nest? What an adventure it would be! And how happy her friend would be! The young man and the old woman slept well that night, but Sylvia thought of her adventure. She forgot to think of sleep. At last, when the night birds stopped singing, she quietly left the house.

There was the tall pine tree, still asleep in the moonlight. First she climbed a smaller tree next to it. Then she made the dangerous step across to the old pine. The birds in the woods below her were waking up. She must climb faster if she wanted to see the heron as it left its nest. The tree seemed to grow taller as she went up. The pine tree must have been surprised to feel this small person climbing up. It must have loved this new animal in its arms. Perhaps it moved its branches a little, to help her climb. Sylvia's face shone like a star when she reached the top. She was tired, but very happy. She could see ships out to sea. Woods and farms lay for miles and miles around her. The birds sang louder and louder. At last the sun came up. Where was the heron's nest? Look, look, Sylvia! A white spot rises up from the green trees below. The spot grows larger. The heron flies close. A wild, light bird, wide wings, and a long thin neck. He stops in the tree beyond Sylvia. Wait, wait, Sylvia! Do not move a foot or finger, to frighten it away!

A moment later, Sylvia sighs. A large group of noisy birds comes to the tree, and the heron goes away. It flies down to its home in the green world below. Sylvia knows its secret now. She climbs back down. Now she is almost crying. Her fingers hurt, and her feet slip. She wonders what the young man will say to her. What will he think when she tells him how to find the heron's nest?

/ paɪn / n. 松属树
木

/ 'kʌmpəni / n.
一群

/ slɪp / vi. 滑动, 滑
倒

"Sylvy, Sylvy," her grandmother called, but nobody answered.

The young man woke up and dressed. He wanted to begin hunting again. He was sure Sylvia knew something about the white heron. Here she comes now. Her small face is white, her old dress is torn and dirty. The grandmother and the young man wait at the door to question her. The time has come to tell about the heron's nest.

But Sylvia does not speak. The young man looks into her eyes. He will make them rich. She wants to make him happy. He waits to hear the story she can tell.

No, she must keep silent! What is it that keeps her quiet? This is the first time the world has put out a hand to her. Does she have to push it away because of a bird? She hears again the wind blowing in the pine tree. She remembers how the white heron flew through the golden air. She remembers how they watched the sea and the morning together. Sylvia cannot speak. She cannot tell the heron's secret and give its life away.

Poor Sylvia! She was sad when the young man went away. She could have helped him. She would have followed him like a dog. She would have loved him *faithfully*! Many nights afterwards Sylvia remembered his "Halloa" as she came home with the cow. She forgot the sharp sound of his gun. She forgot the birds, wet with blood. Were the birds better friends than the hunter? Who can tell?

= faithfully

Oh, Woods! Oh, Summertime! Remember what riches were lost to her. Bring her your riches instead, your beauties and your gifts. Tell all your secrets to this lonely country child!

1382 words

From Great American Stories

COMPREHENSION EXERCISES

I. Decide on the best choice to answer or complete each of the following.

1. According to the first paragraph,
 - A. Sylvia feels happier living in the woods than in other places
 - ☒ B. Sylvia feels unhappy living in the woods
 - C. Sylvia lives with her parents
 - D. Sylvia goes hunting in the woods everyday
2. Sylvia began to feel frightened
 - A. when it began to get dark
 - ☒ B. when the young man called out
 - C. when she lost the cow
 - D. when she heard the birds call
3. The young man wanted to find the white heron for the purpose of
 - A. doing scientific research
 - B. saving it and taking good care of it
 - ☒ C. killing and stuffing it for exhibition
 - D. taking photos of it
4. Sylvia decided to find the heron's nest
 - A. in order to help the young man to get the bird
 - B. so that she can get the money from the young man
 - C. in order to save it
 - ☒ D. none of the above
5. We can learn from this passage that
 - ☒ A. Sylvia is a girl who loves and cares about nature
 - B. the young man who wants to find the heron is a person who loves animals
 - C. Sylvia felt happy when the young man left without knowing the heron's nest
 - D. Sylvia did not tell the heron's secret because she did not like the young man

II. Give brief answers to the following questions.

1. Who was the little girl living with?
2. What was the young man? What was he doing in the forest?
3. What was the new feeling towards the young man?
4. Why did the young man offer ten dollars to the girl?
5. Was it possible for the girl to help the young man?
6. Why did she not tell the young man what she had found?