

新目标大学英语系列教材

总主编 / 束定芳 总策划 / 庄智象

主 编 束定芳

阅读教程 3

NEW TARGET COLLEGE ENGLISH
READING COURSE



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总序

随着高等教育国际化的不断推进,各高校在特色办学、内涵发展和国际化人才培养等方面不断提出新的需求;同时,随着数字网络技术和移动通讯的持续创新,大学生英语学习需求呈现出多元化、多层面的变化和发展趋势。

教育部最近制定的《大学英语教学指南》对接国家发展战略需求,对大学英语教学提出了全新的目标与要求。

为满足各高校全面贯彻执行《大学英语教学指南》提出的提高大学生英语能力、培养国际化人才的要求,我们在上海外语教育出版社的帮助下,组织全国十多所高校设计、编写了这套“新目标大学英语系列教材”。

本系列教材参照《国家中长期教育改革与发展规划纲要(2010-2020年)》、《教育部关于全面提高高等教育质量的若干意见》以及《大学英语教学指南》的精神与要求进行设计、编写,充分参照当今外语教学理论,并基于对中国大学英语现状与发展趋势的充分调研。

一、教材特色

“新目标大学英语系列教材”之“新目标”包含三层含义:1.全球化和高等教育国际化发展趋势以及中国新的国家发展战略对中国大学生英语能力提出的新目标和新要求;2.《大学英语教学指南》对大学英语提出的新的多元化课程目标;3.各个大学根据学校办学定位、特色、人才培养规格对学生英语能力设定的新目标和新要求。

教材设计同时体现以下特色:

1. 以学生为本

各教程注重语言知识的讲解与传授,以及语言技能、学习技能和思维能力的培养,通过任务、活动及练习的设置引导学生在做中学,在真实的语言交际环境中提高学习技能和语言技能。教材主题的选择对接学生的年龄特点和时代特点,符合学生认知和情感能力发展的需求,可帮助学生拓宽国际视野及提升综合素养。练习类型包括主题拓展、语言知识、思维训练、自主学习能力培养等方面。

2. 多维度多层次的立体体系

教材继承传统的“《综合教程》+其他”教材体系,根据新时期大学英语教学的特点以及英语学习的最佳路径,构建全新的“《综合教程》+《视听说教程》+《阅读教程》+‘主题英语教程’”教材体系,不仅全面培养学生的英语听说读写能力,而且注重提高大学生科学人文素养和跨文化交际能力,并培养他们以英语为媒介从事专业学习和国际学术交流的能力。

二、教材结构

本系列教材的结构体系按照《大学英语教学指南》提出的“通用英语”、“专门用途英语”和“跨文化交际英语”三大板块进行设计、编写。

通用英语

通用英语教材旨在全面提高学生的英语语言技能,为后续课程——特别是专门用途英语课程或全英语专业课程——的学习打下基础。

《综合教程》：1—4册（刘正光主编）

《综合教程》通过帮助学生阅读符合其认知和情感特点的优秀范文，掌握基本阅读技能和语言基础知识，逐步形成系统的组织和表达思想的能力，同时利用阅读材料所提供的英语语言素材和相关主题知识，培养学生综合使用语言的能力。

《视听说教程》：1—4册（徐锦芬主编）

《视听说教程》通过各种口头的语言交际活动，特别是学术交流活动，帮助学生获得听懂专业课程、参与学术交流的能力。

《阅读教程》：1—4册（束定芳主编）

《阅读教程》的主题完全对应《综合教程》的主题，教材内容不仅增加了相同主题选文的体裁和数量，更重要的是帮助学生进一步巩固和拓展相关主题知识和语言技能，熟练掌握阅读技巧，提升阅读速度。

专门用途英语

《科技英语教程》（王腊宝主编）；《人文社科英语教程》（文旭主编）

这两本教材是专门为理工科和人文社科专业方向学生进入全英语专业课学习或阅读专业文献而编写的过渡性教材，也可作为不同专业学生的拓展阅读教程。

跨文化交际英语

《中国文化英语教程》（束定芳主编）；《西方文化英语教程》（殷企平主编）

这两本教材的设计充分考虑到中国学生对中国传统文化和西方文化的兴趣，能满足学生加深对中国传统文化和西方文化了解的需求。

三、教材使用建议

本系列教材可充分满足《大学英语教学指南》提出的通用英语课程中基础级和提高级的教学要求，各高校可根据本校学生的实际情况和教学目标选择使用。

本系列教材中的《综合教程》、《视听说教程》、《阅读教程》可作为主干教材用于基础阶段和提高阶段的教学；《科技英语教程》、《人文社科英语教程》、《中国文化英语教程》和《西方文化英语教程》可作为提高阶段教材，或作为学生自主学习的拓展资源。

新生英语基础相对较好的高校可加快各基础阶段的教学进度，并补充主题英语的内容；对于新生英语基础相对比较薄弱的高校，建议使用基础阶段教材帮助学生打好语言基本功，再视学生语言能力开设拓展课程。

本系列教材在策划和编写过程中得到上海外语教育出版社社长兼总编辑庄智象教授的全方位支持和专业指导，此外还得到其他多方面的支持，特别是教育部大学外语教学指导委员会、外语界许多知名专家学者、高校一线教师和上海外语教育出版社高等教育事业部的编辑等，在此一并表示衷心的感谢！

由于编者水平所限，编写时间仓促，教材中难免有疏漏与不足，欢迎专家、广大教师和学生批评指正。

束定芳

Preface

The *New Target College English* series is the most comprehensive English language textbook series that I have seen. The whole series is based on the new college English curriculum guidelines set by the Ministry of Education, which emphasizes both training in basic skills and the development of cross-cultural awareness and some ESP skills. The contents of the textbooks are ideal for achieving these goals.

There is a primary focus on reading and writing in the *Integrated Course* but the reading texts also serve as a basis for creative thinking and developing speaking skills. The topics of each unit have been very carefully chosen to reflect the global role that English now plays. I was especially pleased to see that the reading passages were extensive rather than the fashionable short texts that figure in many contemporary textbooks. There is – very rightly – a major emphasis on developing students' vocabulary, including both words and phrases.

The *New Target College English* series also focuses on academic listening and speaking with the specially designed *Video Course*. *Readings in Western Culture* and *Readings in Chinese Culture* provide extensive reading materials in both Chinese and Western cultures while *Readings in Science and Technology* and *Readings in the Humanities and Social Sciences* are designed as ESP materials to enhance students' academic skills in English. This series will appeal to a wide range of teachers with its blend of traditional type and communicative activities.

A key feature of the series is that it aims to cater to the different needs of Chinese students at different levels and locations. There is a rich array of learning activities in each course that will allow teachers the opportunities to select those activities that they consider best suited to their own students. Teachers can also elect to use one, two or all of the courses in the complete series based on their students' English proficiency and the aims and objectives of the English curriculum in their own college. My hope, however, is that they will take advantage of the whole series.

The textbook series also takes account of the fact that many Chinese college students will need to use English to further their own academic studies. Thus there are activities specifically directed at the English language skills and strategies that students will need to study through the medium of English.

My lifelong work in second language acquisition points to one key principle that needs to inform the design of language courses – namely, the importance of providing as much input in the second language as possible. Language learning is a slow and gradual process that can only be successful if learners are exposed to massive amounts of input. Most language courses consist only of the main textbooks, which by themselves can never ensure the quantity of input needed to achieve high levels of proficiency. The *New Target College English* series is a very welcome exception.

I am very happy to endorse the *New Target College English* series.

Rod Ellis

Distinguished Professor, University of Auckland
Changjiang Scholar, Shanghai International Studies University

编者的话

《阅读教程》根据教育部制定的《大学英语教学指南》编写，旨在提高学生的英语阅读技能，拓宽学生的文化视野，提升学生的人文素养和思辨能力。

本教程单元主题和《综合教程》同步，选文贴近现实，关注社会热点，兼具对经典文化内容的介绍。在编排设计上，充分考虑学生已有的知识储备和成长背景，给学生提供“读”的时间和空间，真正帮助学生在“阅读”过程中提高读的能力。在语言技能和策略指导上，既包括基本的阅读技能训练，又关注学生的篇章理解能力，同时还引导学生了解不同的写作视角。课文编排和练习灵活多样，引导学生积极思考，拓展相关知识，培养其批判性思维能力。

本教程共4册，每册8个单元，每单元包括单元主题导入、3篇阅读文章及相关练习。导入部分通过名言、提问等形式，激活学生的相关背景知识，激发学生对该单元课文的兴趣和思考。阅读文章配有详细的文化背景知识和难词难句注释，可帮助学生更好地理解选文的思想内容。文后设计了丰富多样的练习，包括课文大意题、细节题、词汇题、翻译题以及思考讨论题等，可帮助学生操练并掌握略读、跳读、通过上下文猜词义等各种基本阅读技能，提高篇章理解能力，启发学生对相关话题的思考。

本教程既可作为《综合教程》的辅助教材，又可作为泛读教材独立使用。使用本教材时，教师可根据学生的需求特点和教学目标选用课文和设计教学，有意识地培养学生的自主学习能力和良好的阅读习惯。

在课时允许的前提下，教师可以在课堂上选择不同视角的文章拓展学生的视野，训练他们的阅读技能。例如：

1. 培养学生通过阅读标题等方式预测选文主旨的能力；
2. 在课堂上组织学生限时阅读，训练他们的略读和跳读等基本阅读技能。

如果课时有限，建议教师引导学生在课外通过本教材加强语言输入，有意识地培养他们的自主学习能力和良好阅读习惯。例如：

1. 指导学生课外阅读时有意识地记录阅读速度和理解情况，逐步提高阅读速度和理解能力；
2. 指导学生根据自己的需要和薄弱环节选做练习，用所附的答案自我检测；
3. 鼓励学生阅读时开拓思维，批判性地吸收他人观点。

书后附有答案，可供学生自学时参考。

本教程在编写之初，在部分学校进行了试用，在此对这些学校的师生致以谢意。
由于编者水平有限，本教材肯定还存在一些不足之处，敬请广大专家、教师和学生不吝指正。

编者
2016年1月

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Unit 1

A hand is shown interacting with a tablet computer. The screen displays a map application with a grid of streets and various icons. The hand is positioned over the screen, with fingers spread as if navigating or pointing at a specific location. The background is dark and out of focus.

Experiencing a Changing World

Be the change you wish to see in the world.

— Mahatma Gandhi

Lead-in

Answer the following questions.

- (1) Modern mobile devices have affected your work, study and leisure. How have they changed the way you feel and behave?

- (2) Every individual lives in a continually changing world. Are the changes always favorable?

- (3) “Nature is a kind of loving mother, but also a butcher in cold blood.” Do you agree with this quote? Why or why not?

The App-driven Life: How Smartphone Apps Are Changing Our Lives

Chris Gaylord

1 “There’s an app for that” is more than just Apple’s marketing **mantra**. Apps have become an American lifestyle.

2 “I’m using my phone when I’m sleeping,” says Amanda Soloway. Every night, Ms. Soloway turns on an iPhone application called Sleep Cycle and tucks her smart phone into bed with her. The app monitors her sleep patterns and wakes her at the **optimal** moment – within a 30-minute time frame she has selected.

3 Before she’s out from under the covers, she’s checking the weather and connecting with her world via Facebook and e-mail. Once she’s out of doors, she plugs in her headphones and hunts for good walking music in **SoundCloud**. The **jukebox** app pulls up a few tracks from the **DJ duo Poolside** and streams them over her phone’s **cellular Internet connection**.

4 As she dashes between classes for her master’s in business administration program, Soloway’s iPhone calendar app vibrates 10 minutes before important appointments.

5 She has more than 100 apps on her phone, each serving a different purpose. She deposits checks through the Bank of America app, finds bus schedules through **OneBusAway**, passes time playing **Bejeweled**, compiles grocery lists through **ZipList**, texts with her best friend through **WhatsApp**, and edits her photos with any of 18 different photography apps.

6 Soloway actually prefers regular computers. Websites never

app *abbr.* software application 的简写, 意思是“应用软件”, 特指移动电子设备上的小应用软件。

mantra *n.* 口号

optimal *adj.* 最佳的; 最理想的

SoundCloud 和 DJ duo Poolside 都是应用软件。

jukebox *n.* 自动唱机

cellular Internet connection 移动互联网连接

OneBusAway、Bejeweled、ZipList 和 WhatsApp 都是应用软件。

look quite right shining through a screen the size of a baseball card. Typing e-mails never quite feels right when she taps on the phone's smooth glass surface. But life extends well beyond the reach of her desktop.

7 “I remember when I got my iPhone,” she says. “So many people told me, ‘It will change your life.’ But I was really hesitant. Now, I don’t know if I could go back. My phone is just a lot more convenient.”

8 Millions of Americans now rely on pocket-sized computers to shop, play, read, date, learn, work out, take photos, and find directions. These apps – shorthand for software applications – are the heart and soul of smart phones.

9 The app-driven life has **kick-started** a new computer revolution – one that has spread faster and become more intimate than any before.

10 The world has adopted smart phones and **tablets** 10 times faster than it **embraced** personal computers in the 1980s, twice as fast as it logged into the Internet boom of the '90s, and three times faster than it joined social networks in the new **millennium**, according to the app-tracking firm Flurry.

11 **Svelte**, **intuitive** hardware helps **propel** the movement, but this new era in consumer electronics really started a year after the debut of the original iPhone. In early 2008, Apple opened the digital doors to its App Store, an online marketplace for programmers around the world to sell their own mobile apps.

12 While Apple guarded the gates – demanding that each app be submitted for review – it kept a wide **berth**. Programmers for the iPhone and Google’s competing Android line could take advantage of tools unavailable on most personal computers: touch screens, cameras, **tilt sensors**, compasses, location tracking, cellular Internet connections, and the fact that people carry these devices with them at all times.

13 Soon, apps emerged for practically every need in a person’s day.

Apps replace scissors and glue

14 For a year and a half now, the Bancroft School in Worcester, Mass., has required each student from Grades 6 through 12 to

kick-start *v.* 强劲启动

tablet *n.* 平板电脑

embrace *v.* 接受

millennium *n.* 千禧年

svelte *adj.* 线条清晰的；苗条的

intuitive *adj.* 直觉的

propel *v.* 推进；激励

berth *n.* 安全距离

tilt sensor 倾斜传感器

own and carry an iPad. Apple's tablet computer plays a role in every class, says Elisa Heinricher, the administrator behind the private school's tablet program. Students **dissect** digital frogs for biology, read e-books in Spanish, and e-mail their English essays.

15 "The iPads have become such an integral part of our day that we don't even notice them anymore," says Ms. Heinricher.

16 In the four years since the App Store opened, Apple customers have downloaded 40 billion mobile apps; they downloaded 20 billion in 2012 alone.

17 This McDonald's-like number of customers served has **caught** some parents at the Bancroft School a bit **off guard**.

18 "My son had an assignment to create a **collage**," says Mary Ann Preskul-Ricca to a room of fellow Bancroft parents who meet with Heinricher once a month to keep on top of iPad trends and new apps. "Of course, I'm thinking, 'We need to get supplies and do we have glue?' He just says, 'No, Mom. There's an app.'"

19 Ms. Preskul-Ricca is no Luddite¹. She uses an iPad regularly for work. "I'm a little slower at this stuff," she says after the meeting. "But it's just my generation. I grew up with paper and books."

20 On the other hand, eighth-grader Ashley Kiel seems pretty **blasé** about the new role iPads play in the classroom. She uses the tablet when it makes sense and sets it aside when the touch controls get in the way, such as when writing out math problems.

21 While Ashley and her classmates have never known middle-school life without tablet computers, Heinricher says the devices have transformed the school for the better. It removed the "**sage on the stage**" style of lecturing, **empowering** students to not only listen and absorb, but also see, touch, and create the lesson material. It's also cut down on textbook costs, wasteful paper use, and the weight of students' backpacks.

22 More than 600 school districts now require entire grade

dissect *v.* 解剖

catch ... off guard 让
(某人)措手不及

collage *n.* 拼贴画(一般指许多从画报和报纸上剪下来并拼贴而成的照片或图像的组合,或随意为之,或苦心设计而成。)

blasé *adj.* 漠不关心的;
冷淡的

sage on the stage 讲
台上的圣贤(暗讽满堂灌
的教学法)

empower *v.* 使能够

¹ If you refer to someone as a Luddite, you are criticizing them for opposing changes in technology or working methods, especially the introduction of new machines and modern methods.

levels to have an iPad, including public schools in Texas, Utah, Kentucky, Massachusetts, and Illinois.

23 And according to a study commissioned by the Verizon Foundation, 39 percent of all American students in Grades 6 through 8 use a smart phone for homework; 31 percent use a tablet for homework.

A generation weaned on apps

24 Michael Nathanson wonders what the app landscape will look like when his 2-year-old son grows up. Already, Beckett is quite the smart-phone-savvy toddler.

25 When he was 6 months old, his parents read him the iPad versions of Dr. Seuss books. At 9 months, Beckett figured out how to slide his little finger across an iPhone, unlocking the device all on his own. After a year, he realized the phone was snapping photos of him, and started posing when his parents held up the device. By 18 months, Beckett talked to his grandparents using Apple's FaceTime video chat, kissing the screen to say goodbye.

26 Smart phones and tablets "have just been such a part of his life that it's hard to imagine him knowing anything else," says Mr. Nathanson. "Like in the case of his grandparents, he knows that they're not there, but the screen is not a barrier for interacting with them."

27 Nathanson understands that screen time is no substitute for parenting. He and his wife have made sure to read Beckett paper books, buy him physical toys, and not to leave him with an iPhone unattended. Perhaps because of this sensitivity, Nathanson seems rather charmed by a recent shift in his son.

28 "At this point, he'd rather play with his train set than with the iPad," he says. Beckett still wants his dad to find videos of cars and trains on YouTube, but when it comes to playtime, toys win, hands down.

29 After hearing Beckett's story, child-development expert Nancy Darling lets out a cheer, but says that she's not really surprised by his new fascination. At that age, kids are very sensory-oriented. They want reactions, smells, splashes, and clangs. Tablets and smart phones offer interactions, but only in

wean sb. on sth. 使某人从小就习惯或熟悉某事物

savvy adj. 有理解能力的; 熟谙(某事)的
toddler n. 学步的小孩

FaceTime 苹果设备内置的一款视频通话软件

hands down 轻而易举地; 不费吹灰之力地