



普通高等教育“十五”国家级规划教材

x p e r i e n c i n g

新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

扩展教程 3

Extended Book

《大学体验英语》项目组 编



高等教育出版社



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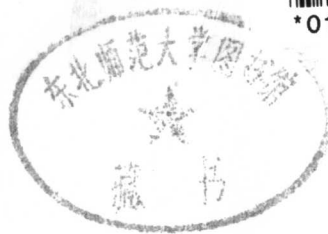
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前言

《大学体验英语》系列教材依据《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。《大学体验英语》参照《大学英语教学大纲》对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《扩展教程》第3册。《扩展教程》为《综合教程》内容的扩展与延伸。《扩展教程》着重提高英语阅读技能、词汇运用能力、翻译及写作能力。每个单元由阅读(Read and Explore)、写作(Write and Produce)两个部分组成。各部分的具体编排如下:

1) 阅读(Read and Explore):

阅读部分包括2篇阅读文章,文章C和文章D。文章内容与《综合教程》阅读课文的主题一致,但适当增加了阅读量和难度。练习形式多样,包括阅读理解练习、正误选择、课文重点词汇练习、短语和习惯用法练习及句子英汉翻译练习等。

2) 写作(Write and Produce):

写作部分包括 General Writing 和 Practical Writing 两部分。前者侧重纠正学生写作中的句子层面的结构错误,培养学生 essay-writing 的正确造句能力,后者通过阅读和模拟套写培养学生在交际环境下的常用应用文的写作能力。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力,较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶,它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作:北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有:吴中福(重庆大学校长,教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长,教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长,中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长,网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚彬(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。外籍专家 Teresa Ting 博士和 Pat Moore 女士为本书编写做出了突出贡献,并提出了宝贵的意见和建议;高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编 者
2002年5月

Write and Produce

Topic

Private Cars and Public Transport

Three Secrets of Success

Welcome to Tasty's

Should the Research on Human Cloning Be
Completely Banned

Never Too Old to Learn

* Traveling

Teenagers and Drugs

War and Peace

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Caring for Our Earth

PART I Read and Explore

PASSAGE **H**



Lead-in Questions

1. Would you prefer to use plastic bags or paper bags to take your shopping home? Why?
2. How do you usually deal with the plastic bags?
3. Have you ever seen plastic bags flying overhead in the street on a windy day? How do you feel about that?

Will That Be Paper or Plastic?

You've purchased your **organic** vegetables, **skinless** chicken **breast**, and **oatmeal** soup. The **grocery** cashier asks "Will that be paper or **plastic**?" You reply, "Plastic please."

This seems like a simple enough question and there are plenty of reasons we choose plastic: easier to carry, less expensive to the **grocer**, lighter than paper bags so possibly less damaging to the environment, reusable as **garbage** bags, because it's the "in" thing, because we have a choice.

There are many **differing** opinions on plastic **versus** paper. So let's take a look at what happens when the consumer chooses "plastic."

We will follow the travels of three plastic bags. It begins at the

- * organic *a.* 有机的
- ◆ skinless *a.* 无皮的
- * breast *n.* 胸脯
- ◆ oatmeal *n.* (燕) 麦片
- ◆ grocery *n.* 食品杂货店
- * plastic *n.* 塑料
- * grocer *n.* 食品杂货商
- * garbage *n.* 垃圾
- * differ *v.* 不一致; 区别
- ▲ versus *prep.* 与...相对, 对



grocery store with the consumer's choice. The first bag is filled with a third of the product that a paper bag can hold, so two more plastic bags join the first. These three plastic bags are taken home and usually **deposited** right into the **trash** can. Later that week, they are placed outside in the larger **trashcan** waiting for the trash **haulers**.

Plastic Bag #1: The waste engineers come by and pick up the trash. As they are lifting the cans into the truck, the first plastic bag falls out or blows out before they arrive. It sits in an **alley** for a couple of hours until a car comes along and **whisks** it down the road. Then a little **gust** of wind blows it across the **intersection**, then another car, then another gust of wind and finally it makes its way to the beach. The little plastic bag gets caught by the incoming **tide** and is dragged out to sea. Water fills the bag making it look like a **jellyfish**. A **seal** swims by thinking it looks very interesting and takes a bite out of it. Too late, the seal has already **swallowed** it and there it will sit in the seal's stomach for months, maybe years. You see our **marine** animals do not realize that plastic bags aren't natural. Our animals have been living for thousands of years in a world where everything is **edible**.

Plastic Bag #2: This bag does make its way to **landfills**. The bag gets **dumped** out of the truck into the landfill area. Before they have a chance to cover up the thousands of pounds of daily waste, a strong wind comes up and blows thousands of plastic bags out of the landfill and down the valley. Once the winds die down, workers are sent out to collect the thousands of bags strewn around. But they can't possibly get them all. So our little bag continues its adventure getting caught in trees (**suffocating** plants), eaten by birds or worse used to line their **nests**, and making its way into our lakes and rivers.

Plastic Bag #3: The last bag also blew away but was caught and replaced into the landfill where it sits for years and years, as all the landfill is **wrapped** in an even larger plastic bag making natural **degradation** of the material almost impossible. There are **leach** and air lines which do let the matter inside escape the big plastic bag. Although the landfill **operators** do a tremendous job to make sure no **pollutants** enter our water and air **systems**, some do. And guess what, plastic bags are made from petroleum products, a **hazardous** waste material, which in one way or another makes its way into the environment.

Another problem with putting plastic bags in our trash is that our **landfills** for most cities are estimated to be filled in about 20 years, which means no more places to dump all our plastic bags. More importantly, since we are running out of land to build homes, you might have the pleasure of one day living on top of your plastic bags!

The best **suggestion** is not to use a bag at all (for smaller purchases) or bring your own cloth bag. But if you must, please use paper. The majority of paper bags now made from recycled paper do **biodegrade**, are not suggested but can be eaten by animals, and there are more opportunities to recycle

- * deposit v. 存放
- * trash n. 垃圾, 废物
- ◆ trashcan n. 垃圾桶
- ◆ hauler n. 搬运工, 搬运车

- ◆ alley n. 小巷, 胡同
- ◆ whisk v. 迅速带走
- ◆ gust n. 阵风
- ▲ intersection n. 十字路口

- * tide n. 潮, 潮汐
- ◆ jellyfish n. 水母, 海蜇
- * seal n. 海豹
- * swallow v. 吞下, 咽下

- * marine a. 海(里)的

- ▲ edible a. 可食用的

- ◆ landfill n. 垃圾掩埋处, 垃圾场

- * dump v. 倾倒

- ◆ suffocate v. 使窒息

- * nest n. 鸟巢

- * wrap v. 包, 覆盖

- ◆ degradation n. 分解, 降解

- ◆ leach n. 沥滤, 溶滤, 淋洗
- operator n. 经营人

- ◆ pollutant n. 污染物质

- * system n. 系统

- ◆ hazardous a. 有害的

- * suggestion n. 建议, 提议

- ◆ biodegrade v. 生物降解分解

paper than plastic. It does take a little extra effort and thought, so please have a thought about the little seal or **dolphin** the next time you say, "Plastic please."

▲ dolphin *n.* 海豚

(718 words)

Phrases and Expressions

blow away	吹走; 驱散
come along	出现, 到来
come by	从旁走过, 经过
cover up	完全盖住, 掩盖
die down	变弱, 逐渐停止
make one's way	一路前进, 向前; (艰难地、迂回地) 走到
run out of	用完

Content Awareness

1 Choose the best answer to each question based on the information from the passage.

- According to the passage, what is not a proper reason for a consumer to choose plastic bags?
 - He can use plastic bags to carry garbage later.
 - He can save money as plastic bags are free.
 - He finds paper bags heavier than plastic ones.
 - He finds plastic bags more convenient to carry.
- The author describes the whereabouts of the first plastic bag in order to show _____.
 - seals can eat plastic bags
 - seals have a good stomach
 - seals are potential victims of plastic bags
 - seals like everything edible
- According to the passage, what is the problem with landfills?
 - Some sorts of garbage are not allowed to be dumped in to landfills.
 - No more land will be left for landfills in the near future.
 - They cannot dispose of the garbage dumped there.
 - The landfills available are not large enough to handle the garbage.
- Why does the author suggest that plastic bags should not be used for shopping?
 - They are not biodegradable.
 - They cannot be properly deposited.
 - They are more costly to make.
 - They should be used for other purposes.
- What is the overall tone of this passage?
 - Subjective.
 - Humorous.
 - Ironical.
 - Persuasive.

2 Answer the following questions according to the passage.

1. In what ways are plastic bags hazardous to our environment?
2. What does the author mean by saying: "You see our marine animals do not realize that plastic bags aren't natural"?
3. Why does the author specifically describe the journeys of the three plastic bags?
4. What solution does the author suggest for the plastic bag issue?
5. What do you think of the author's suggestion?

*Language Focus***3** Fill in the blanks with the words given below. Make changes where necessary.marine
wrapdeposit
systemorganic
differwhisk
edibleswallow
dump

1. You have to _____ \$ 500 in order to open a checking account.
2. Since the weather was very cold, she _____ her fur coat closely about herself.
3. Are these wild mushrooms _____, or are they poisonous?
4. John got a fine for _____ trash on public land.
5. She _____ the medicine with some soda water.
6. The community college offers an excellent course in _____ biology.
7. _____ gardening uses no manufactured chemicals.
8. A leakage in the pipeline has led to the failure of the heating _____.
9. She saw there was only one bay of oranges left, so that she _____ it into her basket at once.
10. Let us see how communication-practice drills _____ from pattern-practice drills.

4 Complete the following sentences with phrases or expressions from the passage. Make changes where necessary.

1. The applause _____ and the actors were able to continue.
2. Too many executives in this corporation are trying to _____ the mistakes of the past few years and no one is in charge of the on-going projects.
3. The wind _____ the clothes that were hanging on the line.
4. In the evening Mr. Smith _____ to the appointed meeting-place.
5. Is your daughter married yet? No, she's still waiting for Mr. Right to _____.

5 Translate the following sentences into English.

1. 不用担心，这是个简单不过的问题，我有足够的理由帮你拒绝他。(plenty of)
2. 不同意见如此之多，我们有必要看一下。(take a look at)
3. 因为没钱坐公交车，他不得不步行到市场上去。(make one's way)
4. 选民宣称总统在作出决定时必须考虑民众的意愿。(have a thought about)
5. 在旧的婚姻制度下，她还没有机会了解他就成了他的老婆。(before ... have a chance)

PASSAGE **D**

Lead-in Questions

1. What are the conveniences motor cars bring to us?
2. What are the problems cars bring to our environment and traffic system? How can we solve them?
3. What would a city be like without cars?

Cities Without Cars

Imagine the peaceful **serenity** of a city without cars. Think of downtowns you have known after midnight when you could hear the knock of **footsteps** and the distant **rumble** of a night truck. Recall holidays or weekends in a city when the usual roar of city traffic was replaced by the voices of children from a **nearby** park.

Doesn't that **scratch** some **fleeting** memory?

Humanity has almost forgotten how cities felt and sounded before the **invasion** of the iron **dinosaurs**. We've almost forgotten the joys of the city, forgotten why we built cities in the first place. For many of us today, especially for **suburbanized** Americans, the city is a place to **flee** — in our cars, naturally.

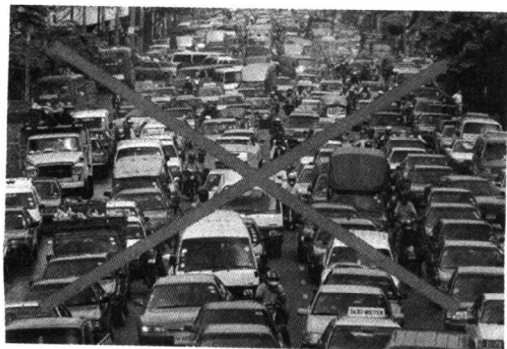
Specifically, the urban automobile kills street life, damages the social **fabric** of communities, isolates people, **endangers** other street users, **spoils** the city's beauty, upsets people with its noise, causes air **pollution**, wastes energy and natural resources, and **impoverishes** nations.

But **damn** automobiles as you will, I suspect that most Americans faced with a choice between cars and cities would give up cities. In fact, isn't that what we have actually done with our flight to the suburbs?

If the American rate of automobile **ownership** becomes the **norm** worldwide, we will **someday** have two or three billion cars. Can we find enough resources to build these cars? Can we find the **gasoline** to run them? Can we

bear the **stink**, the noise, the danger and damage? Or is there a better way?

The strongest **argument**, which applies to all of us, is not **environmental**. Rather, it is a hard fact. The current automobile age is coming to a rapid **halt** within the lifetime of most people under 50



- ◆ serenity *n.* 平静
- * footstep *n.* 脚步 (声)
- ◆ rumble *n.* 隆隆声
- * nearby *a.* 附近的
- * scratch *v.* 抓, 挠, 刮开; 触动, 揭开
- * fleeting *a.* 飞逝的, 短暂的
- * invasion *n.* 入侵
- dinosaur *n.* 恐龙
- ◆ suburbanize *v.* 市郊化
- * flee *v.* 逃避, 逃走
- * specifically *ad.* 明确地
- * fabric *n.* 结构, 构造
- ◆ endanger *v.* 危及
- * spoil *v.* 损坏, 搞糟
- * pollution *n.* 污染
- ◆ impoverish *v.* 使贫穷, 使枯竭
- * damn *v.* 谴责
- * ownership *n.* 所有 (权)
- ▲ norm *n.* 标准
- ◆ someday *ad.* 有朝一日
- * gasoline *n.* 汽油
- ◆ stink *n.* 臭味
- * argument *n.* 争论, 论据
- ◆ environmental *a.* 环境的
- * halt *n.* 停止

today! Car-free cities are not a matter of choice to be **debated**. They are **inevitable**. The sooner we begin to face this truth and prepare for it, the less **traumatic** the change will be. In fact, the car as we know it is a **doomed** species. The petroleum-powered automobile cannot be sustained for more than a few more decades — if that long.

The challenge is to remove cars and trucks from cities while at the same time improving **mobility** and reducing its total costs. But solution?

The urban automobile can be replaced only if a better alternative is available. What would happen if we designed a city to work without any cars? Would anyone want to live in such a city? Does it make social and economic sense? Is it possible to be free of the automobile while keeping the rapid and convenient mobility it once offered? Public transport can become more attractive than the car for the average urban user if it addresses three issues: speed, comfort, and cost.

The city that has never yielded is Venice. Venice is **densely populated**, yet still wonderfully quiet, open, and **livable**. Its **canals** and narrow bridges **shielded** it from the car. In Venice you can still taste a quality of European city life that could not be **plundered** by the 20th century **barbarians** of steel and petroleum.

In the Third World, public transport is **profit-making**. Almost everybody uses it. Although it **consumes** a considerable amount of personal income (though still far less than a private automobile), public transport in these areas is demand-driven and works well up to the limits of road capacity.

Somehow, through the smoke of the **media** dominated by the Auto **Axis**, we Americans should at least begin debating the inevitable death of our **beloved** automobiles. The advent of the Post-Petroleum Age is going to be **massively disruptive** if it comes upon us quickly and we are unprepared. In that worst-case **scenario**, most American cities and suburbs could quickly become virtually **inoperable** nightmares for a decade or longer.

The post-**automotive** world is not something most Americans want, but the world cannot avoid it. When traffic finally dies here, many Americans will recall those "good old days" of traffic jams.

Bottom line: few Americans will ever see this challenging message. This means that the Post-Petroleum Age is likely to arrive as a great surprise to us. The concept of car-free cities will still be foreign to Americans when cars begin **sputtering** to a halt. Not a pretty picture.

(704 words)

- * debate v. 争论, 辩论
- * inevitable a. 不可避免的, 必然的
- ◆ traumatic a. 创伤的
- ▲ doom v. 注定; 注定毁灭

- ◆ mobility n. 机动性

- ◆ densely ad. 稠密地
- ◆ populate v. 使人口聚居于
- ◆ livable a. 适于居住的, 可住的
- * canal n. 运河
- * shield v. 防护
- ◆ plunder v. 掠夺
- ◆ barbarian n. 野蛮人
- * profit n. 利润
- * consume v. 消耗; 消费
- * media n. 媒体
- ▲ axis n. 轴心 (某种联盟)
- * beloved a. 心爱的
- ◆ massively ad. 大规模地; 大量地
- ◆ disruptive a. 破坏性的
- ◆ scenario n. 情景; 场面; 前景
- ◆ inoperable a. 不能运行的
- ◆ automotive a. 汽车的

- ◆ sputter v. 发出劈啪声

Phrases and Expressions

apply to	将...应用于, 适用
be faced with	面对, 面临
come to a halt	停止
in the first place	首先
make sense	有意义

Proper Names

the Auto Axis	汽车联盟
The Post-Petroleum Age	后石油时代
the Third World	第三世界

Content Awareness

6 Read the passage again and decide whether the following statements are true or false.

- _____ 1. Most Americans faced with a choice between cars and cities would give up cars.
- _____ 2. The author predicts that cars are destined to disappear, and car-free cities are inevitable.
- _____ 3. Venice is still wonderfully quiet, open, and livable because the population in Venice is not very large.
- _____ 4. In the Third World, public transport consumes a small part of its users' income, far less than a private car.
- _____ 5. Most Americans welcome the coming of the post-automotive world.

7 Answer the following questions according to the passage.

- 1. What does the author mean by saying "...for suburbanized Americans, the city is a place to flee—in our cars, naturally."? (Paragraph 3)
- 2. What are the ill effects automobiles bring along to cities?
- 3. What is the author's prediction of the future of the car?
- 4. What do "the iron dinosaurs" (in paragraph 3) and "the 20th century barbarians of steel and petroleum" (in paragraph 10) refer to?
- 5. Why should Americans begin debating the inevitable death of automobiles?

Language Focus

8 Fill in the blanks with the words given below. Make changes where necessary.

beloved	consume	debate	fabric	doom
rumble	populate	scratch	sputter	shield

- 1. She refused to part with her _____ doll on the trip to Europe, saying she wouldn't go anywhere without it.
- 2. Anyone could see that the plan was _____ to failure, but he still stuck to it.
- 3. Thunder is _____ in the distance and there is a storm coming on.
- 4. Arguing about trivial details _____ many hours of the committee's valuable time.
- 5. The car's engine started, _____ for a moment, and died again.
- 6. They _____ whether to accept the management's proposals or to go on strike.
- 7. The land used to be fertile fields but now is densely _____, without adequate public facilities.

8. The whole _____ of society was changed by the war, leading to a period of disorder.
9. The never-ending quarrel among the visitors certainly _____ the atmosphere at the banquet.
10. This report is not worth our attention; it doesn't even _____ the surface of the problem.

9 Complete the following sentences with phrases or expressions from the passage. Make changes where necessary.

1. The old adding machine has long _____ by a computer.
2. Rapid economic development and _____ trade made Britain the richest nation in the world during the reign of Queen Victoria (维多利亚女王) in the 19th century.
3. My grandfather often recalls those _____ when the city was very clean and there was hardly any air pollution.
4. When Don Quixote (堂吉珂德) encountered a barber wearing a brass basin on his head to _____ himself _____ the rain, he thought that the basin was a magical golden helmet.
5. No matter how hard I tried to understand it, the sentence didn't _____ any _____ to me.

10 Translate the following sentences into English.

1. 我建议你们不去读那本书。因为首先它太难，其次它有点枯燥。(in the first place)
2. 我们正面临格外艰难的局面。(be faced with)
3. 科学的发明应当及时应用到工业生产上去。(apply to)
4. 那辆汽车及时停下来，避免了一场车祸。(come to a halt)
5. 把自然资源挖掘出来，用一次，然后把它们作为污染物又扔回到环境中，这样做一点意义都没有。(make sense)

PART II Write and Produce

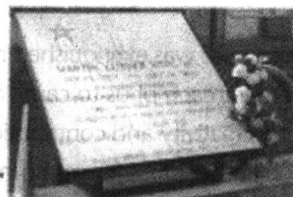
11 Write a short passage (100 — 120 words) about *Private Cars and Public Transport*, based on the information given in Chinese below.

私家车	公交车
便利、舒适、灵活的流动性	开车紧张，坐车轻松
不等车，不拥挤	减少污染和堵车
随时愿去哪里就去哪里，	费用少，创造就业机会
个人意向：不喜欢污染和交通堵塞，更喜欢公交系统	

Nobel Prize Winners

PART I Read and Explore

PASSAGE

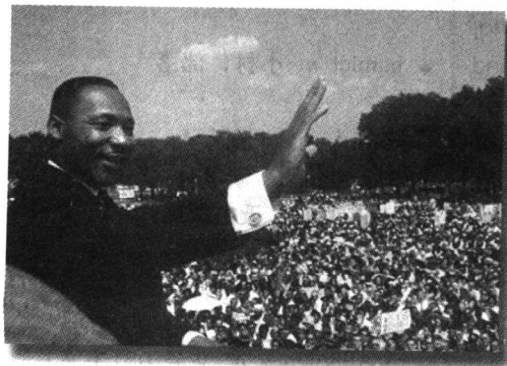


Lead-in Questions

1. Do you know the origin of Martin Luther King Day? For what purposes is the day remembered?
2. Martin Luther King's "I Have A Dream" speech is so famous that it is known by people around the world. Do you know what his "dream" was?
3. A large part of the world today is in chaos, full of hatred and conflict. What do you think is the best way to solve the vital political and moral problems of our time?

Keep the Dreamer and the Dream Alive

I recently conducted a survey (albeit unscientific) to see what people thought and knew about Martin Luther King, Jr. I did this by bringing up the subject of MLK Day in **casual** conversations with people and **gauging** their **reaction**. (The sampling was 23 friends, colleagues, and strangers; 10 Black, 9 White, 3 **Hispanic**, 1 **Asian**; 4 were between the ages 42-35 and 19 were 34-20.) All knew King as the famous black civil rights **leader** who was killed, but few knew much more. The majority of people under 30 — regardless of race — knew little more, in fact.



How is it that Jil (black, 27, college **educated**) did not know that MLK was a Nobel Peace Prize recipient? Or that Tim (white, 31, college **educated**) was **clueless** about King's non-violent approach to civil rights **activism**?

- ◆ dreamer *n.* 梦想家
- * Jr.=junior *a.* 小(父子同名时指儿子)
- * casual *a.* 随便的
- ▲ gauge *v.* 评估; 判断
- * reaction *n.* 反应
- ◆ Hispanic *a.* 讲西班牙语的
- ◆ Asian *a.* 亚洲的
- * leader *n.* 领袖
- * educate *v.* 教育
- ◆ clueless *a.* 一无所知的
- ◆ activism *n.* 行动主义; 激进主义