



普通高等教育“十一五”国家级规划教材

College English 3

新通用大学英语

阅读教程

Reading Course

《新通用大学英语》项目组 编



高等教育出版社
Higher Education Press



SHANGHAI TRUST EDUCATION

College English

3

新通用大学英语

第三册

SHANGHAI TRUST EDUCATION



上海外语教育出版社

联重重联

本书是《新通用大学英语》系列教材之一，旨在帮助学习者提高英语阅读能力。本书选材广泛，内容新颖，注重培养学生的阅读策略和批判性思维能力。本书可作为大学英语专业及相关专业学生的教材，也可供英语爱好者参考。

ISBN 978-7-04-022134-3 (010) 58581118

010-58581118 (010) 58581118

ms. jing. qin@bbs. hgm - 8

北京：高等教育出版社，2007.10 (2008 重印)
北京：高等教育出版社，2007.10 (2008 重印)

110001：联 轴

图书在版编目(CIP)数据

新通用大学英语阅读教程 .3/《新通用大学英语》项目组编. —北京：高等教育出版社，2007.10 (2008 重印)
ISBN 978-7-04-022134-3

I. 新… II. 新… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 155067 号

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100011
总 机 010-58581000

经 销 蓝色畅想图书发行有限公司
印 刷 北京明月印务有限责任公司

开 本 889×1194 1/16
印 张 12.25
字 数 370 000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

版 次 2007 年 10 月第 1 版
印 次 2008 年 6 月第 3 次印刷
定 价 23.90 元 (含光盘)

本书如有缺页、倒页、脱页等质量问题，请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 22134-00



普通高等教育“十一五”国家级规划教材

College English 3

新通用大学英语

阅读教程

Reading Course

《新通用大学英语》项目组 编



高等教育出版社
Higher Education Press



林達以魁選案國“五一十”育培等高新普

《新通用大学英语》立体化系列教材

顾问：孔宪辉 David Coniam Arthur McNeill 马冠芳

编委(以姓氏笔画为序):

王桂芝 孙力 刘孟兰 乔梦铎 严明 欧阳铨 金启军 姚丽 赵雯
姜毓锋 黄卫祖

网络课程设计：黄卫祖 赵雯

《新通用大学英语——阅读教程3》

总主编：赵雯 严明

主编：王勃然 郝丽霞

编者：刘丽欣 张春良 姜雪 卢燕

策划：徐艳梅

责任编辑：秦彬彬

封面设计：周末

版式设计：王东岗

责任校对：秦彬彬

责任印制：朱学忠



前言

《通用大学英语》最早出版于1998年8月，是国内开发较早的一套面向学习者需求的系列电子教材。

《新通用大学英语》是在“九五”国家重点科技攻关项目——《通用大学英语》的研究、开发与应用的基礎上，依据教育部颁布的《大学英语课程教学要求》重新研发的供大学基础阶段英语教学使用的立体化系列教材。

本系列教材共分为6级，供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》以及配套的电子教案、网络课程等组成。

本系列教材以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点，充分考虑现代教育技术在大学英语教学中的应用，力图建立一套能适应以学生主动、交互和自主学习为主的，集先进的语言学习理论、教学理论和教学手段与媒介于一体的，具有时代特色的本土化与国际化相结合的新型大学英语立体化教材。在设计及编写上充分吸纳了国内外教材先进的编写理念与特色，引进了刚刚于2006年获得美国教育出版大奖的Top Notch，为教材提供了真实、自然与鲜活的语料。在教材的引进、改编与自主研发等方面，我们进行了积极有益的探索，主要体现在以下几个方面：

※ 系统化的语言教学思想

本套教程采用了多技能交际大纲的编写原则，融语言知识与听、说、读、写四项技能于一体，同时扩展了语音和词汇部分内容，并辅以先进的多媒体与网络教学手段；以全面提高学习者的英语交际能力为目标，以交际主题为线，意义构建为本，以活动为导向，任务为驱动，通过多样化的交际活动与探究式学习来进行知识建构，并以形成性评价作为教学重要的评价方法，来培养学生的综合分析能力和跨文化交际的能力。

※ 模块化的内容架构

《综合教程》每一册书共有10个单元，每单元2课。这10个单元的主题均贴近学生的生活现实，其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块，每个模块的内容均与主题相关，并重点操练2~3种语言功能。

※ 知识性、趣味性与文化性并重

在语料的选择方面，注重语言素材与中西方文化的结合，融知识性、趣味性与文化性于一体，题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容的设计上，力求语言知识学习、文化意识与批判性思维能力的培养并重。

※ 一体化的教学解决方案

由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

《阅读教程》是基于本系列教材的设计理念编写的，以全新的视角诠释了信息时代大学英语的教学内容、教学方法和教学规律，以先进的语言学习理论和教学理论为指导，独树一帜，充分突出了本教程与众不同的特色。在语料的选用上，内容丰富，极具时代感和先进性；在版式设计上，图文并茂、生动活泼；在编写模式上，不拘一格、富有创意；在操练形式上，体现了多样化和活泼性，寓学于乐。

本《阅读教程》共10个单元。每一单元由4篇文章组成：2篇短文章，2篇长文章。包括实用文、记叙文、议论文和说明文等。Unit Goals 和 Lead-in 均设在每个单元的开始。Unit Goals 配上与文章主题相关的图片，使学习者对本单元的学习要点一目了然；Lead-in 提出与本单元4篇文章相关的启发性问题，供学习者思考、讨论或就文章涉及的主题与教师展开互动；Pre-reading Questions 设在2篇长文章的开始，就文章主题和内容提出相关问题，引发学生对文章的阅读兴趣，启发学生对文章的理解；Notes 设在文章的结尾，主要对文章的文化背景及专有名词进行解释，使学习者对相关国家的文化有更全面的了解，以便更好地理解文章；Comprehension Questions 形式新颖独特，丰富多彩，包括 Matching, True or False Statements, Short Answer Questions, Chart Completion, Translation, Multiple Choice 等。Extended Activities 帮助学生巩固所学内容，培养其实际应用语言的能力；Translating Strategy 既讲又练，使学生逐步积累和掌握翻译技巧，达到提高翻译能力的目的；Fun Zone 设在每单元的最后，包括笑话，幽默故事、漫画、游戏、智力测试、脑筋急转弯等，使学生在轻松愉快的气氛中结束一个单元的学习。

《阅读教程》在设计、编写过程中得到了高等教育出版社编辑的帮助。香港中文大学的孔宪辉教授、David Coniam 教授、Arthur McNeill 博士、马冠芳博士以及沈阳理工大学的外籍语言专家 Chill Christine Margaret、Scherbakoff Alexy 和 Current Landon Alan 担任了本教程的审定与顾问工作，沈阳理工大学的领导及教务处领导为教材的试用提供了鼎力支持，在此一并表示感谢。尽管编写时作者在探索和体现新型教学思想方面尽了最大努力，但由于水平、经验有限，本教程中难免有一些不尽人意之处，我们热诚欢迎广大师生在使用时提出宝贵意见。

《阅读教程》编写项目组

2007年8月

《新通用大学英语》立体化系列教材

顾问: 孔宪辉 David Coniam Arthur McNeill 马冠芳

编委(以姓氏笔画为序):

王桂芝 孙力 刘孟兰 乔梦铎 严明 欧阳铨 金启军 姚丽 赵雯
姜毓锋 黄卫祖

网络课程设计: 黄卫祖 赵雯

《新通用大学英语——阅读教程3》

总主编: 赵雯 严明

主编: 王勃然 郝丽霞

编者: 刘丽欣 张春良 姜雪 卢燕

策划: 徐艳梅

责任编辑: 秦彬彬

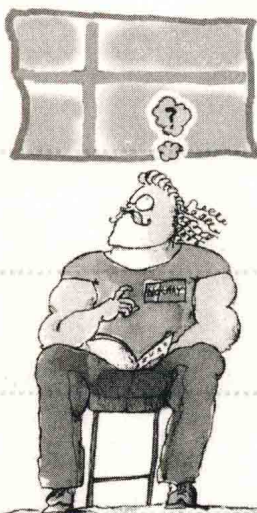
封面设计: 周末

版式设计: 王东岗

责任校对: 秦彬彬

责任印制: 朱学忠

Cultural Literacy



UNIT GOALS

Learners will be able to

- understand the American way of using people's names;
- clarify the differences between Chinese and American friendship;
- find out the meanings of gestures in different countries;
- observe proper table manners and customs in different countries;
- put literal translation and free translation strategies into practice.

Lead-in

1. What is culture? Exchange ideas with your partner and make your own definition of it.
2. Do you think it is necessary to have cultural literacy? If so, why is that?
3. Work in groups, make a list of five important cultural differences between China and Western countries.

Matching

Read the words and expressions in the left-hand column as used in Readings 1 & 2, and match each of them with an appropriate explanation in the right-hand column.

- | | |
|-----------------|---|
| 1. assistance | a. at a time that is best and easiest for sb. |
| 2. acquaintance | b. expect that sb. will always be there when needed |
| 3. put aside | c. use a particular situation to do or get what one wants |
| 4. offender | d. tell sb. that he can do sth. if he wants to |
| 5. intimate | e. tell sb. not to do sth. because it will have no effect |
| 6. independent | f. feeling or showing a lot of interest and excitement about sth. |
| 7. help out | g. want to know or learn more about sth. |
| 8. adopt | h. spend time with other people in a friendly way |
| 9. walk of life | i. close in relationship |
| 10. obligation | j. a person who does sth. wrong to make sb. else upset or hurt |

Reading 1

Required Time: 4 mins

Start Time:

Finish Time:

How Names Are Used in America

1 People generally call each other by their first names much sooner in their acquaintance than people do in other walks of life. Taking that liberty too soon has closed many doors for the offender. Therefore, one must sense the proper moment to drop formal address and adopt subtle measures to prevent unwelcome intimate address. If you have been accepted wholeheartedly into a group, however important first names are in the world's eyes, it would be conspicuous for you to continue beyond a certain time to call them by their last names, such as Mr. Robinson and Mrs. Harvin.

2 If an older woman enjoys having young people call her by her first name, she will ask you to do so — otherwise do not! In business circles, many people think it demeaning to be called by their first names, it is best to use "Mr.", "Miss" with a business superior or an employer.

3 A divorcee can ask the courts for her maiden name if there are no children. But usually the woman of taste, with or without children, takes after divorce her maiden name with the divorced husband's name. The remarried divorcee with children does not incorporate her divorced husband's name in her new one. The children retain their real father's name, unless by legal adoption they take the name of the mother's new husband.

4 Husband and wife refer to each other as "Mr." and "Mrs." when speaking to people who are not their equals. To acquaintances they call each other "my husband" and "my wife". To friends, they refer to each other by their first names.

5 Army officers are called by their titles when addressed. Catholic priests are called "Father". A senator is customarily called "Senator" all of his life. A congressman is called "Mr." both in and out of office and an ambassador is called "Mr. Ambassador".

(304 words)



Notes

1. maiden name: the family name a woman had before marriage 女子的娘家姓
2. Catholic priest: a person trained for various religious duties in a church which claims to be the historical descendant of the early Christian church 天主教的神父

Comprehension Questions



Chart Completion

Complete the following information according to the text.

How Names Are Used in America	
Subject	Proper Ways
1. an older woman	a. do not call her by her first name unless you are asked to do so
2. _____	b. call him "Mr." both in and out of office
3. a business superior or an employer	c. use "Mr.", "Miss" instead of _____
4. _____	d. "Father"
5. husband and wife	e. refer to each other as _____ when speaking to people who are not their equals, "my husband" and "my wife" when speaking to _____ and _____ when speaking to friends
6. army officers	f. call them by _____ when addressed
7. an ambassador	g. _____
8. new acquaintances	h. call them by _____



Word Replacement

Replace the italicized parts in the following sentences with words or expressions from the appropriate paragraph. Change the word form where necessary.

1. It is evident that we greet people from different *fields* in quite different ways. (Para. 1)
2. It is safe and wise not to call your *boss* by his first name unless you are asked to do so. (Para. 2)
3. The remote mountain village still *keeps* the cultures and customs from ancient times. (Para. 3)
4. After heated discussion, the management has decided to *include* her new ideas in the plan. (Para. 3)
5. No doubt, there are more people one *knows slightly* than those one can make friends with. (Para. 4)
6. In Western countries, people *usually* tell strangers their first names whereas in China, people generally give out their last names. (Para. 5)

Reading 2

Required Time: 5 mins

Start Time:

Finish Time:

Friendship in Different Cultures

1 In writing assignments in English classes, my students frequently raise the topic of friendship. Reading what they write, I start to understand Chinese friendship obligations. For instance, once a student wrote that she understood that her friend wanted to go shopping. My student was busy and really had no time to do that, but she kept silent, put her work aside and went shopping with her friend. This is quite different from what American young people would say about friendship.



2 In the United States you can certainly ask a friend to do something with you, but you would not expect a friend to recognize and respond to your wishes without stating them. Nor would you expect a friend to drop everything to respond to a non-urgent need such as going shopping. In the US you feel free to ask your friend for help, but you recognize that the friend may say no, if they give you a reason.

3 Another difference is that my Chinese students seem to expect their friendship to stay the same over a long period of time, maybe for a lifetime. A true friendship is a relationship that endures through changes in the lives of the friends. In the US a person is likely to change even "best friends" several times over the years.

4 As with so many other things in the West, people prefer to be independent rather than dependent, so they do not feel comfortable in a relationship in which one person is giving more and the other person is dependent on what is being given. For Westerners, friendship is mostly a matter of providing emotional support and spending time together. Chinese friends give each other much more concrete help and assistance than Western friends do. For example, Chinese friends give each other money and might help each other out financially over a long period of time. This is rarely part of Western friendship, because it creates dependence of one person on the other and it goes against the principle of equality.

(337 words)



Comprehension Questions

True or False Statements

Decide whether the following statements are true or false according to the text. Write T for true and F for false.

- () 1. The Chinese seem to depend less on their friends than Westerners when they are in trouble.
- () 2. The Chinese are likely to believe that time is a measure of friendship.
- () 3. If you want to get help from your friends in America, you'd better ask them.
- () 4. For Westerners, friendship simply means providing emotional support and being together.
- () 5. Since America is a highly mobile country, friendship among people changes from time to time.



Translation

Complete the following sentences by translating the Chinese into English, using the words or expressions from the text.

1. Although we are good friends, we'll _____ (在足球场上把友谊放到一边) . (Para. 1)
2. As a teacher, it is _____ (寻求最佳方式是你的义务) for the student's learning. (Para. 1)
3. It really hurt me to see my best friend _____ (违背我的意愿去作弊) . (Para. 4)
4. The _____ (实实在在的情感方面的益处) people derive from friends are of great importance. (Para. 4)
5. My friend, Jim, _____ (帮助我渡过经济难关) when I lost my job. (Para. 4)

Reading 3

Pre-reading Questions

1. Do you often use gestures in your daily life? If so, make a list of the three gestures you use most frequently.
2. What do you know about the gestures used by people in foreign countries? And do you think it worthwhile to study the meaning of gestures in other cultures?

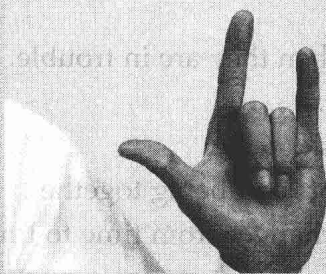
Gestures

1 Although we are not normally aware of it, most of us use our hands when we are talking. You can see this by turning down the sound on your television set. Notice how much the speakers use their hands as they talk. Our hands can show the shape and size of things (try describing a spiral staircase without using your hands!) and emphasize what we are saying. Some gestures, though, have special meanings; what do these people seem to be saying?

2 These gestures are not made naturally: we have to learn them and they vary from one country to another. For example, how do you call someone to you? In Spain and many other countries you beckon someone with your palm down, which can look like the English sign for sending someone away. In Italy you wave goodbye with the back of your hand, which can look like the English sign for beckoning someone!

3 What do you mean when you nod or shake your head? Nodding seems to be one of the few gestures found in nearly every country; it also means "yes" almost everywhere but in some parts of India, for example, shaking the head also means "yes." In Greece and Southern Italy and many other parts of the world, throwing the head back, which can look like a nod, means "no."

4 When you see your friends, how do you greet them? People in many countries find the English cold and unfriendly because they often do no more than say "hello." Even adults shake hands usually only the first time they meet. French people, including



schoolchildren, shake hands with their friends or kiss them on both cheeks, if they are close friends, each time they meet and when they leave one another. At home they do not go to bed without kissing everyone in the family good night, on both cheeks, and shaking hands with any visitors. The same thing happens in the morning. How do you think a French child might feel staying in your family?

5 Other countries have different ways of greeting. The Eskimos rub noses. In Samoa people sniff one another, and in Polynesia you take hold of your friend's hands and use them to stroke your face. In China's Tibet it is very polite to stick your tongue out at someone; you are saying "there is no evil thought in my tongue!"

6 In some parts of East Africa it is considered very unlucky to point with your fingers, and so people turn their heads and put their lips in the direction they mean. In Britain some people "cross their fingers" for good luck but in Austria and Germany they hold their thumbs. In Britain, if the people in an audience do not like a performer and if they are not very polite, they may clap their hands slowly to mean "go away!" In other parts of Europe the slow hand clap is a great compliment! In Britain people may stand up as a sign of respect. In some other countries they sit down to show that they look up to the person.

7 There are many other signs used in different countries, and what is an insult in one country may not be understood or may have quite a different meaning in another. The English do not use gestures as much as many other people, and it is very easy for misunderstandings to arise with them.

(570 words)

Notes

1. The Eskimos: aboriginal people who inhabit the circumpolar region, excluding Scandinavia and most of Russia, but including the easternmost portions of Siberia 爱斯基摩人
2. Samoa: an independent nine-island country in the Pacific Ocean, Apia being its capital 萨摩亚
3. Polynesia: a division of Oceania including scattered islands of the central and southern Pacific Ocean roughly between New Zealand, Hawaii, and Easter Island 波利尼西亚

Comprehension Questions



Multiple Choice

Choose the best answer from the four choices given below according to the text.

1. To beckon someone in Spain, you should _____.
 - A. throw your head back
 - B. hold your thumb up
 - C. wave your hand with your palm down
 - D. nod toward yourself
2. People in many countries find the English cold and unfriendly because they _____.
 - A. often do no more than say "hello"
 - B. sit down to look up a person
 - C. only shake hands with people they meet
 - D. clap their hands slowly after a performance they like

3. Which gesture mentioned in this text is found in nearly every country bearing the same meaning?
 - A. Clapping hands.
 - B. Nodding the head.
 - C. Saying "hello" to friends.
 - D. Sending someone away.
4. According to the text, which of the following nationalities will likely cause the most misunderstanding with their gestures?
 - A. The Americans.
 - B. The Australians.
 - C. The Chinese.
 - D. The English.
5. From this text we can infer that _____.
 - A. it is proper to do no more than say "hello" to greet an Englishman
 - B. it does not take gestures to tell someone about the layout of the Forbidden City in Beijing
 - C. it is easy to understand the gestures of other nationalities
 - D. something like a gesture can never cause a misunderstanding

B Matching

Match the gestures in Column A with the meaning in Column B.

Column A	Column B
1. beckoning someone with your palm down in Spain	a. good luck
2. shaking the head in some parts of India	b. no
3. throwing the head back in Greece and Southern Italy	c. showing respect
4. sticking one's tongue out at someone in Tibet	d. unlucky
5. pointing with your finger in some parts of Africa	e. calling someone to you
6. sitting down	f. yes
7. holding one's thumbs in Austria and Germany	g. there is no evil thought in my tongue
8. clapping one's hands slowly during a performance in Britain	h. showing dislike, meaning "go away"
9. standing up in Britain	
10. crossing one's fingers in Britain	



Preposition or Adverb Filling

Fill in each of the blanks in the following sentences with an appropriate preposition or adverb.

1. Some parents are not aware _____ the danger of lead paint to their children and themselves.
2. I wish the people in the next room would turn _____ their radio. It is driving me crazy.
3. Table manners and customs vary _____ country to country.
4. Deep in a conversation with another student, the teacher gave me a look that sent me _____; but I knew I could go back later.
5. The students stood up and took hold _____ their chairs and moved them into groups.
6. That bicycle sticks so far _____ into the lane that someone is sure to hit it.
7. Many of the professors at our universities are scholars whom everyone looks up _____.
8. New challenges are bound to arise _____ the coming era of information.

Extended Activities

You are about to work on a short passage entitled "A Journey of Hand Gestures"


Step 1: Read the passage below. Work in pairs and fill in the blanks with the given words to make the subtitles complete.

unique misleading confusing

Hand gestures could be ()



This hand gesture in the US means okay; however, in Japan it means money. So let's imagine

what Americans will encounter when they are doing business with Japanese. While Americans use  to imply "Okay! No problem!" Japanese may misread "Oh! What they want is money."



A sign in China could mean either number two or victory, but in England, a "V" sign in this way



is a rude challenge, which has the same meaning as showing the middle finger in the US.

Hand gestures could be ()

Several hand gestures are commonly used in our daily life. It is easy to distinguish from number one to number five, as long as we count the number of fingers correctly; it will not give you too much trouble. However, when it comes to six, seven, eight, nine in different countries, it is like playing a guessing game.



In China, this stands for six, but it doesn't mean it can also work in other countries. Last year when I was in Japan, a Japanese friend asked me "Which floor do you live on?" I showed her



. She was totally lost and responded, "What does that mean?" After a long explanation, her conclusion for this gesture was "a very cool hand gesture".

Here is another example. I have a waiter friend, who works for a Japanese restaurant. One time a group of Japanese people entered the restaurant, so my friend asked them politely "How many



people do you have?" One guy walked toward him and showed him . My friend stared at the hand gesture for quite a long time, but could not figure out the meaning. He later on realized



the meaning after someone explained to him, "In Japan means eight in number."

Hand gestures could be ()



This hand gesture is commonly used in the American culture to indicate good luck. So another way to wish someone luck is to say "I'll cross my fingers for you". For the people who are not familiar with this hand gesture, it is probably hard to get the point of the sentence. The funny thing is with the same hand gesture putting behind the back meaning "I am lying or I am not telling the truth."

Step 2: In small groups, discuss what might be written down to serve as the introductory and concluding paragraphs of the passage.

Step 3: Present your group work to the whole class.

Reading 4

Pre-reading Questions

1. Are there any special table manners and customs in your hometown? If so, what are they?
2. What are some of the polite table manners and customs in China?
3. What do you know about some unique table manners and customs in the world?

Table Manners and Customs

1 In Great Britain today good manners at table include the following: eating with the mouth closed; not letting any of the food fall off the plate; using the knife only for cutting; and not trying to take food from across the table. In other parts of the world there are also rules for people to follow when they are eating, but they are not the same as those of Britain. Indeed, what are considered good table manners in some other countries are what British people try hardest to avoid. In Arabia, for instance, the people at a feast take

