



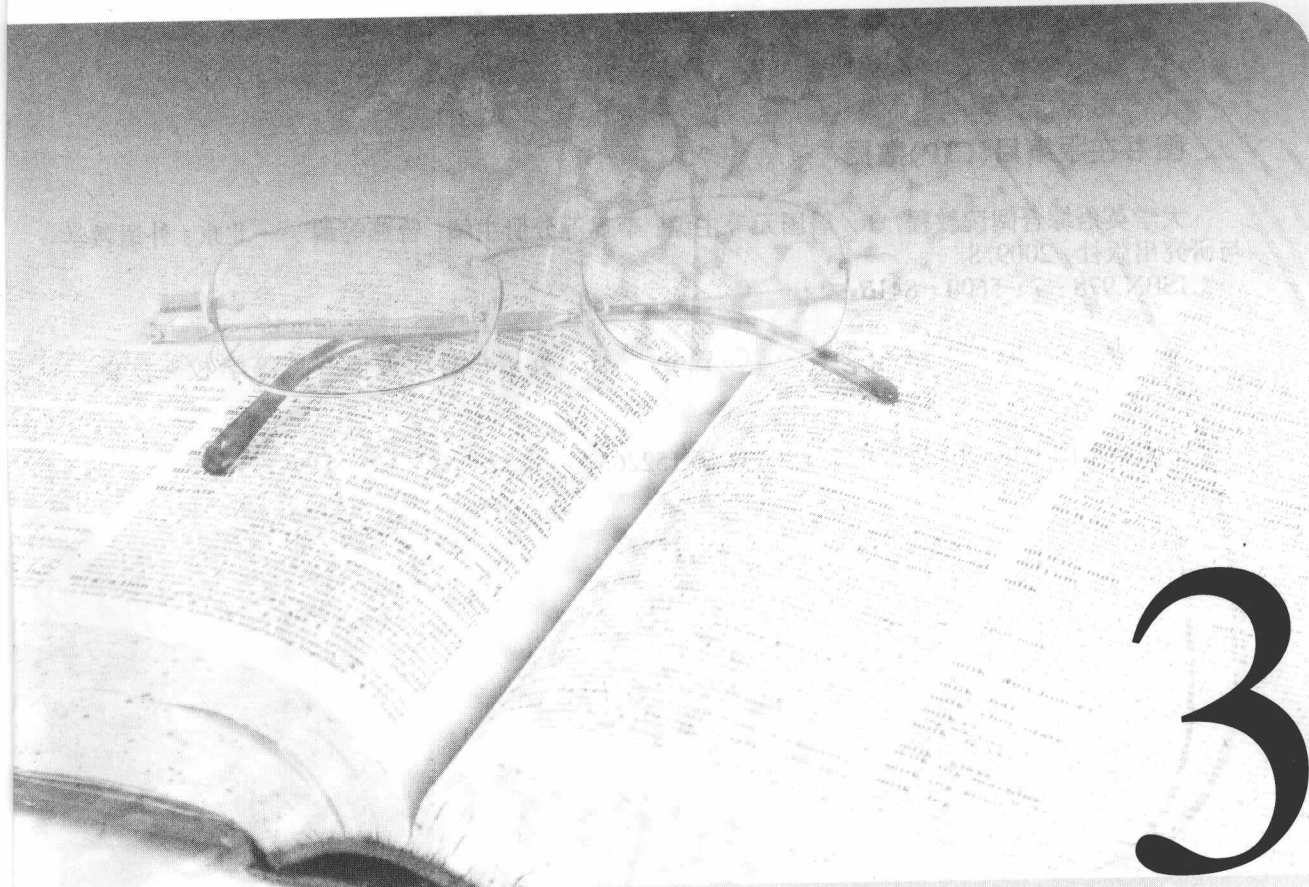
READING

大学英语综合阅读教程

总主编：屠国元 沈金华 主 编：李 瑶 孙晓玲

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



3

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江苏工业学院图书馆

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编写说明

在英语学习中,阅读是打好语言基础、掌握语言知识、获取信息的重要渠道之一,是提高英语应用能力(听、说、读、写、译综合能力)的重要手段。培养学生综合阅读、快速反应和思辨的理解能力,使学生在今后的学习、工作和社会交往中能用英语进行有效地交流正是本教程的所期望达到目标。

新颁布的《大学英语课程教学要求》对阅读理解能力的要求为:能基本读懂一般性题材的英文文章,阅读速度达到每分钟 70 词;在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟 100 词(较高要求对快速阅读的要求为每分钟 120 词);能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节;能读懂工作、生活中常见的应用文体的材料;能在阅读中使用有效的阅读方法。调查显示,阅读能力是大部分非英语专业学生今后使用英语的主要技能。为了适应这一要求,在改革后的大学英语四、六级考试中,阅读理解部分的测试内容、题型和分值比例仍占很高,为 35% 到 40%。《大学英语综合阅读教程》以敏锐的眼光捕捉到这一变化,始终坚持把阅读能力的培养放在首位,以大量的阅读来体现“精讲多练”的原则,旨在使学生能按“课程教学要求”掌握阅读技巧,能够高效、快速地阅读中等水平和较高水平的一般性题材的英语文章,进行一定的分析、推理和判断,促进应用能力的提高。

本教程共分四册,每册分为八个单元,每个单元由同一主题的五篇文章组成。每篇文章配有生词注释、英文介绍、有关文化背景介绍和阅读理解练习等。练习形式多样,有判断题、选择题、词汇题、翻译题,还有具有总结归纳作用的填空题和查找细节的表格补充信息题。为了方便学生课外自学,我们在书后附有所有练习的参考答案。

本教程的特点如下:

- 1) 本教程从选材到编写、审校等各个环节全部由具有丰富教学经验的教师分工合作,集中了集体智慧编写而成,具有很强的专业性和针对性。
- 2) 本教程在编写过程中充分吸收了我国在英语教学方面长期积累的行之有效的经验和方法,取各家之长,兼收并蓄,能适应大学本科英语教学课的要求。
- 3) 本教程通过把教师课内的“精讲”和学生课外的“多练”结合起来,达到提高学生阅读的主动性、积极性和创造性的目的。
- 4) 本教程选用当代英语中常见语体或文体的典型样本作为素材,内容新颖,文章选材主要来自近年来英美国家出版的报刊、杂志和网络,涵盖了教育、科技、政治、经济、

文化、社会生活等各个方面，具有时代性、可读性、文化教育性和娱乐欣赏性。

- 5) 本教程将阅读教学中的“精读”、“泛读”和“快速阅读”的特点较好地结合起来，对所选文章的生词量和文章长度作了较好的控制，既有利于学生扩大生词量和阅读量，又有利于学生提高阅读速度。
- 6) 本教程在每篇文章的开头都用简短的语言对文章内容作了介绍，既能让学生在阅读初始就了解文章主要内容，也给学生如何总结归纳文章重点做了示范。
- 7) 本教程课后练习题型均按照最新的大学英语四、六级考试的标准和难度设计。题型多样，题量适中，既能较好地帮助学生提高阅读理解能力和写作能力，也能帮助学生逐步熟悉考试形式。
- 8) 本教程每单元的最后都列有与主题相关的词汇，便于学生练习写作和专题对话。

本教程由屠国元、沈金华两位教授担任总主编，从整体上设计了“编写提纲”和“编写要求”；肖立明教授对全书进行了严格审查，并提出了宝贵的修改意见。在本教程的策划、编写和出版过程中，得到了很多兄弟院校的教授专家的支持和帮助，在此一并表示衷心感谢！

编者
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UNIT

1

Friendship

Text A-1

New words

acknowledge *v.* 承认

authentic *adj.* 真的, 真正的

authenticity *n.* 确实性; 真实性

con *adj.* 欺诈的, 骗取信任的

fall apart 散开; 崩溃; 破碎

genuine *adj.* 真诚的, 真心的

humility *n.* 谦逊; 谦恭

on track 步入正轨

payback *n.* 报仇; 报复

pretentiousness *n.* 自负, 狂妄; 做作

rekindle *v.* 再点燃火, 重新燃起; 恢复

superficial *adj.* 表面(上)的

unremorseful *adj.* 无遗憾的

What Is Friendship?

Introduction

An acquaintance is superficial while a friendship is genuine. Friendship is an authentic relationship that normal human beings need. We need friends to share our inner feelings with. Then, in the development of a friendship we need learn to forgive and help others to forgive.

Text

There is a difference between a genuine friendship and a shallow acquaintance. An acquaintance is superficial, surface-level conversation. You ask how the kids are doing without really wanting to know. You ask about the weather and how life is. Even though you say "everything is fine", the world could be collapsing around you.

A friendship on the other hand is genuine, heart-to-heart sharing and caring. Friends get honest about who they are and what is happening in their lives. They share and reveal some of their deepest thoughts and feelings, acknowledge their shortcomings, admit their fears and weaknesses, and ask for help. It is an authentic relationship that normal human beings need—at least one. We all need mercy, because we all make mistakes and need help staying on track. We need to offer mercy to each other and be willing to receive it from each other.

Many will wear a mask to keep their guard up, and act as if all is perfect in their lives when in fact things are falling apart. This attitude should not be present in a real friendship. It is natural to hide one's flaws, failures, hurts, and fears, but we need someone to share our inner feelings with.

As I reflect on the past 14 years of my life, authenticity is the exact opposite of what I have found in many of these relationships. Rather than environment of honesty and humility there is pretentiousness and shallow conversation. A real friendship should be about giving and receiving, sharing responsibilities, and helping each other. Engaging in a friendship requires courage because it means facing our fear of rejection and being hurt again.

Whenever you're hurt, you have a choice to make: Will I use my energy for some sort of payback or for solving issues? We can't do both.

There is a healing aspect to forgiveness—even forgiving ourselves. It is a struggle to do it, but it is something we must do. We should try to forgive whether a person asks for it or not. Forgiveness is letting go of the past. All of this is easier said than done and I am still trying to figure it out as you don't know whether to be angrier with those that deceived you or at yourself for falling for their con game. There is also the challenge of trying to figure out how to move forward with your life while warning others not to fall into the same trap. How does one do this without rekindling the anger of all the years lost? We certainly can not allow these thoughts to prevent us from moving forward, but how can one stand by and continue to let the unremorseful hurt others? This is a reason why you need good friends—to help you to go through a complete healing process, sort through the mess and help you to remember people's grace and mercy.

(487 words)

Exercises

A. Decide on the best choice to answer the question or complete the sentence according to the passage.

1. What is a genuine friendship?
 - A. You needn't tell each other what you mean.
 - B. You guard against each other.
 - C. You tell each other the inner thoughts.
 - D. You ask more than what you give.

2. Which of the following characters is excluded in a friendship?
 - A. Authenticity.
 - B. Humility.
 - C. Honesty.
 - D. Pretentiousness.

3. What is true about forgiveness?
 - A. It is easy to forgive others.
 - B. Forgiveness can heal hurt.
 - C. We shouldn't forgive ourselves.
 - D. We never forgive others.

4. Which of the following statements can't explain why it is difficult to forgive?
 - A. You are angry with those who set a trap.
 - B. When you warn others not to be taken in, you become resentful again.
 - C. We can let bygones be bygones, but the evil people are unregretful.
 - D. Only patient people know how to forgive.

5. What is the main idea of the passage?
 - A. A friendship is about sharing and caring.
 - B. We need good friends to heal our hurt.
 - C. Whenever being hurt, we should pay back instead of forgiving.
 - D. There is a difference between a friendship and an acquaintance.

B. Make the best choice to complete the sentence or to substitute the underlined word or phrase in the sentence.

1. When she learned of her mother's death, she _____.
A. fell in B. fell down C. fell upon D. fell apart
2. It is easier to _____ others than being humiliated.
A. humiliate B. laugh C. make fun D. smile
3. You said it's an ancient antique, but I doubted about its _____.
A. origin B. source C. authenticity D. sincerity
4. Are you looking for a payback when you're hurt?
A. check B. revenge C. salary D. pay
5. They acknowledged that they made a serious mistake.
A. concealed B. covered up C. agreed D. confessed
6. A successful marriage needs genuine love.
A. false B. mutual C. great D. true

Text A-2

New words

adolescent *adj.* 青春期的, 青少年的

adulthood *n.* 成人期

bully *vt.* 恐吓, 威逼

compass *n.* 罗盘, 指南针

distinguished *adj.* 卓越的, 著名的, 受人尊敬的

intervention *n.* 介入, 干涉, 干预

ongoing *adj.* 继续进行的, 不断前进的

persistent *adj.* 持续的, 不断的

strained *adj.* 紧张的, 不友善的

sufficient *adj.* 足够的, 充足的

victimize *v.* 不公平地对待, 迫害

Children Who Bully Also Have Problems with Other Relationships

Introduction

Science Daily reveals the findings of a new study concerning children's bullying behavior. They say children who bully also have problems with other relationships, such as those with friends and parents. How to solve it? We should give them support to promote healthy relationships with others so as to prevent the bullying behavior which may later develop into social-emotional problems.

Text

Students who bully others tend to have difficulties with other relationships, such as those with friends and parents. Targeting those relationships, as well as the problems children who bully have with aggression and morality, may offer ideas for intervention and prevention.

Those are the findings of a new study that was conducted by scientists at York University and Queens University. The researchers looked at 871 students (466 girls and 405 boys) for seven years from ages 10 to 18. Each year, they asked the children questions about their involvement in bullying or victimizing behavior, their relationships, and other positive and negative behaviors.

Bullying is a behavior that most children engage in at some point during their school years, according to the study. Almost a tenth (9.9 percent) of the students said they engaged in consistently high levels of bullying from elementary through high school. Some 13.4 percent said they bullied at relatively high levels in elementary school but dropped to almost no bullying by the end of high school. Some 35.1 percent of the children said they bullied peers at moderate levels. And 41.6 percent almost never reported bullying across the adolescent years.

The study also found that children who bullied tended to be aggressive and lacking in a moral compass and they experienced a lot of conflict in their relationships with their parents. In addition, their relationships with friends also were marked by a lot of conflict, and they tended to associate with others who bullied.

The findings provide clear direction for prevention of persistent bullying problems, according to Debra Pepler, distinguished research professor of psychology at York University, and senior associate scientist at the hospital for sick children. Pepler, who is the

study’s lead author, calls bullying “a relationship problem”.

“Interventions must focus on the children who bully, with attention to their aggressive behavior problems, social skills, and social problem-solving skills. A focus on the child alone is not sufficient. Bullying is a relationship problem that requires relationship solutions by focusing on the bullying children’s strained relationships with parents and risky relationships with peers”, according to Pepler. “By providing intensive and ongoing support starting in the elementary school years to this small group of youth who persistently bully, it may be possible to promote healthy relationships and prevent their ‘career path’ of bullying that leads to numerous social-emotional and relationship problems in adolescence and adulthood.”

(397 words)

Exercises

Fill in the chart with the information according to the passage.

Study	Children’s Bullying Behavior
Analysis	1. Children who bullied tended to be _____. 2. They experienced _____. 3. They conflicted with their _____. 4. They tended to _____ others who bullied. 5. Bullying is a _____ problem.
Solution	6. _____ is not enough. 7. _____ should be concentrated on.
Significance	8. Providing problem children with intensive and ongoing support may _____.

Text B-1

New words

belly <i>n.</i> 肚子，腹部	detach <i>v.</i> 拆卸；使分开，使分离
canter <i>n. & v.</i> (指马) 慢跑，小跑	gait <i>n.</i> 步态，步法
confidant <i>n.</i> 心腹朋友，知己	gallop <i>n.</i> (马等) 奔驰；骑马奔驰

giddy *adj.* 令人眩晕的, 令人头晕的

glimmer *v.* 发闪光; 发微光

mount *n.* 坐骑 *v.* 登上; 骑上

nightmare *n.* 噩梦

pen *n.* 圈, 围栏

petrify *v.* 吓呆; 使麻木

sorrel *n.* 栗色

splash *v.* 飞溅, 洒落 *n.* 溅泼声

to no avail 完全无用, 没有效果

trance *n.* 出神, 恍惚

trot *n. & v.* 小跑, 急走

versatile *adj.* 多才多艺的

True Friendship with a Horse

Introduction

This horse story depicts about the relationship between a human and a horse to its extremes. A really amazing story about pure love that people share with animals. Just read on...

Text

Staring up at the striking copper mare, I could hardly believe she was finally mine. Her soft sorrel coat glimmered in the late January light. The patches of white which splashed her face, legs, and belly gave her a uniqueness which was all her own. The horse gazed back at me with gentle brown eyes, and my heart was instantly stolen by the animal who would come to be my best friend. And as I later found out, permanently.

"Alright, Caitlin. Up you go." I was awakened from my sweet trance by the voice of my riding instructor. Mounting the mare, I settled myself into the soft leather saddle and urged her into an easy walk. "Nice," my instructor called from the center of the round pen. "Keep Ellie just like that as you ask her to pick up a controlled trot."

Ellie. The name echoed through my consciousness. Ellie. My horse. A wave of giddy shot through my body as I touched my legs to Ellie's sides, and began to rise and fall softly with the gentle motion of her trot. Though the horse beneath me was barely three years old, she was behaving quite well today, and I was determined to make her the horse of my dreams.

"She looks really nice, Caitlin. Why don't you go ahead and ask her to canter?" I closed my eyes for an instant as Ellie eagerly stepped into the faster gait. One-two-three, one-two-three, one-two-three. I could feel every stride, every muscle moving in her body as we loped

along as one.

CRASH! Suddenly, this dream ride became a nightmare. A sheet of ice detached itself from the roof of the indoor arena and plowed its way to the ground. Terrified by the unexpected disturbance, my young mount panicked and charged her way around the round pen. Clinging to her neck, I made every attempt to pull up the petrified horse, to no avail. I felt myself slipping. I couldn't hold on much longer. Finally shaken loose by Ellie's mad gallop, I slammed into the round pen and hit the dirt.

There was a piercing ache in my knee and I could hardly breathe. When I decided I wasn't injured, I rose to my feet, shaken and alarmed. I eyed Ellie nervously, and she watched me with the same expression. I wordlessly walked out of the round pen. My instructor and parents followed me.

"Caitlin, wait!" I heard my dad shout from behind me.

"Cait, you should really try to get back on her," my mom pleaded.

Without a backward glance, I kept walking. "Sell her," I yelled through my frightened tears.

That was nearly three years ago. My parents wouldn't let me sell Ellie. Looking back on that incident today, it was the best thing they could have done for me. Ellie is a magnificent, versatile horse, and she's my best friend.

Over the years, she's been so much to me. A friend, a teacher, a responsibility, a confidant, a shoulder to cry on. Though we've had our share of ups and downs, we made it through, and are now a wonderful team. Ellie's given me and continues to give me each day, more than anyone ever has or ever will. She's given me something to dream about, something to wish and hope for, something to work for, and most of all, something to love. I've never loved anything as much as I love Ellie. It's indescribable.

Ellie has given me a freedom, an escape. There's nothing—no bad day, no hurt feelings, no broken heart—that a ride on Ellie can't cure. When riding Ellie, there's no one in the world except her and I. I treasure my time spent in the saddle; it is the one precious place where all the world is right. There is no hate, no crime, no pain, no war, no death. It is the one time when I am completely free, and that's a feeling only Ellie can give me. I've had so many good times with Ellie, and that's something no one can ever take away from me. I can only hope that it lasts forever.

(693 words)

Exercises

A. Give brief answers to the questions according to the passage.

1. How do you know that I liked the horse at the beginning of the text?
2. How old was Ellie when the nervous incident happened?
3. What made Ellie panic and run madly?
4. What happened to Ellie after the frightening accident?
5. What do I consider Ellie now?

B. Translate the following sentences into English.

1. (真是太糟糕了) _____ that I am not well prepared but supposed to give a presentation just next class.
2. Mother cursed to chase away the naughty dog, _____ (但是没有用).
3. (宠物是我们的挚友) _____ and we should treat them nicely.
4. _____ (我的心被这音乐深深吸引住了). It is so beautiful.
5. (照料老人是我们的职责) _____, and no one should avoid it.

Text B-2

New words

affinity *n.* 亲和力

apprehensive *adj.* 不安的, 害怕的

ascertain *v.* 弄清; 确定; 查明

deduce *v.* 推论, 演绎

in case of 就……而言

in line with 跟……一致; 符合

induce *v.* 诱导; 诱发

match *v.* (使) 相配; (使) 相称

partner *n.* 配偶, 情人

pros and cons 有利有弊

receptive *adj.* (对新思想等) 善于接受的

tad *n.* 微量, 少量

Friendship Becomes Love

Introduction

When you find the desired traits in your best friend, you realize that you find your life partner. Then, how will you move? This text gives you some tips to help you transcend from friendship to love. Maybe you should try them, if you are under the same situation.

Text

Sometimes in life you realize that your best friend is the person you are looking for as your partner. The individual possesses the desired traits which matches what you seek. You feel that your relationship needs to graduate from friendship into love. But then you are apprehensive regarding the pros and cons of such a move!

There are many ways by which you could transcend from friendship to love. Some of them are:

Inducing a sense of affinity

To do so, you would need to encourage a sense of affinity which is different from friendship. You need to make your best friend (a female) realize that you really want the individual for yourself not just as a friend, rather as a romantic partner.

You could do so by bearing in mind the following points:

Open lines of communication and recognize signs of encouragement;

Find out if your opposite person is available and interested in a romance with you;

Communicate slowly and explicitly to your partner who can't read signals.

Opening lines of communication and recognizing signs of encouragement

If the girl you are with is interested in you, she will exhibit certain signs of attraction and encouragement. You just need to recognize them and act upon it. However, if you're hesitating to invite her, another man could jump in as well.

The same applies to men, too. If a man is interested in a woman, he would give leads in a manner which could differ from a girl's but nevertheless could imply you to deduce that he is interested in you more than a mere friend.

For successful relationship it is essential to open lines of communication, for you never know when you get a lead. Sometimes they are unexpected!