



普通高等教育“十一五”国家级规划教材  
教育部推荐使用大学外语类教材

总主编 李荫华

# 全新版大学英语

New College English (Second Edition)

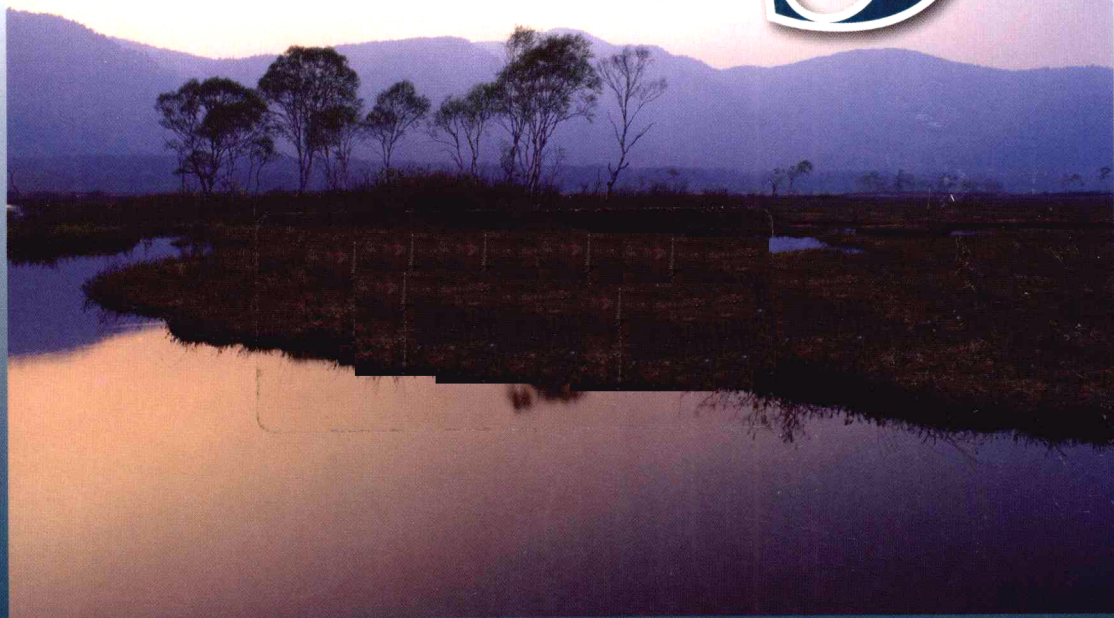
第二版

*Reading Course 3*  
*Student's Book*

阅读教程  
(通用本)  
学生用书

主编 白永权

# 3





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# 前 言

《全新版大学英语》系列教材酝酿于上世纪末，诞生于新世纪初。

《全新版大学英语》系列教材依据现代外语教学理念，运用多媒体、网络等现代教育技术，立足本国，博采众长，完全自主编写而成，是一套集纸质教材(学生用书、教师手册、教学辅助用书等)、多媒体课件(助学光盘、电子教案、题库等)和网络学习系统之大成的立体化教材。

教材的编写宗旨是：遵循外语教学的客观规律，满足我国当代大学生学习的实际需求，既适用于课堂教学又便于学生上机上网自主学习，既有利于巩固语言基础又能更好地培养学生较强的英语综合应用能力，尤其是听说能力，使他们在今后学习、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。

教材按照《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。

教材编写的指导方针是：充分汲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，详尽分析、研究中国学生在英语学习过程中以及在跨文化交际中经常产生的问题，学习、借鉴国外的教学理论和方法并根据我国的教学需要和现有条件加以消化、改造、吸收，自行规划、设计，自行选材、编写。为此，本教材采用了集中外多种教学法之长的折中主义(eclecticism)教学理念。

## 教材的编写原则是：

1. 倡导基于课堂教学+计算机/网络的新型教学模式。教学中多媒体和网络技术的引进，既可改善语言教学环境和教学手段，又便于学生个性化学习和语言操练，有助于师生之间的沟通。但这一模式不应一成不变，它应随着各校、各班级的具体情况而有所不同。此外，在利用现代信息技术的同时，应充分发挥传统课堂教学的优势，使之相辅相成。

2. 提倡学生自主学习，同时主张充分发挥教师的主导作用。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。除了课堂教学，教师更应加强课外辅导，应指导学生掌握正确的学习方法和学习策略。

3. 在加强听、说的同时，充分兼顾对学生读、写、译等应用能力的培养，使学生能较好地掌握英语的书面语。这不仅是大学英语课程本身的性质所使然，更是我国多数大学生今后学习、工作的需要。而学生的外语学习，特别是说、写方面的实践活动，必须以读、听一定量的语言素材输入为前提。因此，必须通过课堂内外、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，才能全面提高学生的听、说、读、写、译的应用能力。

4. 选用当代英语的常见语体或文体的典型样本作为素材。选文语言规范、富有文

采、引人入胜、给人以启迪；题材广泛，以反映现实生活为主，科普内容亦占有一定比重；体裁多样；语体兼顾书面语和口语。

5. 充分考虑对学生的文化素质培养和国际文化知识的传授。大学英语课程不仅是一门语言基础课程，也是拓宽知识、了解世界文化的素质教育课程，兼有工具性和人文性。因此，教材在文化背景介绍和知识拓展方面也有相应的板块设计。

6. 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，以便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. 练习设计从有利于提高学生语言应用能力出发，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，如pair work、group discussion、debate等，或采用“任务”方式(task-based approach)。

8. 考虑到学生参加大学英语四、六级考试的实际需要，除了在各教程中均设有有一定数量的类似四、六级考题形式的练习外，还特地在《综合教程》中参照四、六级考卷设计了Test Yourself，以帮助学生熟悉考试题型。

**教材框架如下：**

《全新版大学英语》系列教材由纸质教材(含多媒体教学课件)和网络学习系统(即新理念大学英语网络教学系统)两部分组成。网络学习系统又包括网络课件、教辅资源、网上测试和管理平台四大部分。

纸质教材由以下教程组成：

综合教程(1—6册)(每册由8个单元组成)

听说教程(1—6册)(每册由14个单元组成)

阅读教程(高级本)(1—6册)(每册由8个单元组成)

阅读教程(通用本)(1—6册)(每册由8个单元组成)

快速阅读(1—6册)(每册由8个单元组成)

上述各教程中，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。前三种教程编有供预备级使用的教材各一册。另编有语法手册一本，供学生课外参考使用。

综合、听说教程配有相应的MP3录音光盘和网络课件。快速阅读各册也配有助学光盘。除快速阅读外，各教程均配有教师手册(综合和听说教程各册还配有电子教案)。

## 二

《全新版大学英语》系列教材问世十年以来，受到了全国高校师生的普遍欢迎，先后被列为教育部推荐使用大学外语类教材、普通高等教育“十五”国家级规划教材和普通高等教育“十一五”国家级规划教材，并获得2003年度上海市优秀教材一等奖。

然而，时代在进步，社会需求和人才培养在这十年间也发生了巨大的变化。我国的经济、政治、文化等各项建设事业，正在新的历史起点上全面向前推进；教育改革也在向纵深发展，作为大学基础课程的大学英语教学改革在过去的十年间亦在不断地深入。教育部此前特制订了《大学英语课程教学要求》，作为各高等学校组织非英语专业本

科生英语教学的主要依据；目前又颁布了《国家中长期教育改革和发展规划纲要(2010—2020年)》。鉴于当前新形势，我们对《全新版大学英语》系列教材进行了一次认真、彻底、全面的修订，使之更好地满足我国大学英语教学和改革的进一步需要。

本次修订的总体目标是：根据《大学英语课程教学要求》，在坚持并发扬第一版原有特色的基础上，通过全面修订，使新版教材更贴近教学的实际需要、更贴近广大使用者。

本次修订的重点是：梳理全书，改正讹错；适当降低原书难度；坚决删改掉教学效果差或不太符合当前教学实际的课文和练习；替换进一批更精彩的选文和更富有成效的新的练习形式；调整某些单元先后排序，使其更符合循序渐进原则；适当压缩、精简内容，做到便于教、便于学。

本次修订中，各教程编者本着认真、负责的态度，对教材进行了较大幅度的改动。《综合教程》1—4册共64篇课文，此次更新了21篇，更新量超过30%；编者还根据调研中同学们喜欢英语诗歌的反馈，尽可能多地选用了英诗中最脍炙人口的部分增补到各册中去。《听说教程》花大力气将听力材料的长度从原来的500字左右普遍缩短到250—380字，调整了材料的难易度，同时从第一册开始就帮助学生逐渐熟悉四、六级考试题型，口语部分的设计也大大方便了操作。《阅读教程》(高级本)60%以上的文章是重新选用的。《阅读教程》(通用本)也换上了许多更为精彩的文章。《快速阅读》教程考虑到学生参加大学英语四、六级考试的需要，适当增加了部分文章的长度，此外还新增了information transfer 和 gap filling 等考核学生快速阅读能力的练习形式。《语法手册》删繁就简，提高质量，方便参考、使用。如今修订工作已接近完成，各教程第二版将陆续面世。我们希望通过我们的努力和辛勤劳动，给支持我们的广大使用者献上一套高质量的精品教材。

《全新版大学英语》(第二版)系列教材仍由复旦大学、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长期从事大学英语教学的资深教授、英语教学专家分工协作、集体编写而成，董亚芬、杨惠中、杨治中三位教授任顾问。

第二版启动前，上海外语教育出版社曾在全国开展了大规模问卷调查和召开座谈会，收集到大量宝贵的意见和建议，为我们的修订、编写提供了可靠的依据。在此谨向各位参与问卷调查或座谈会的全国各地的读者，向历年通过邮件或口头形式对教材提出批评、建议的读者，向所有使用和关心教材的老师和同学，表示深深的敬意和感谢，欢迎你们今后一如既往地不吝指教。上海外语教育出版社庄智象社长、张宏副社长、严凯和孙玉副总编、高等教育事业部谢宇主任和责任编辑梁泉胜女士等，多年来为教材的策划、编写、出版、营销做了大量工作，英国专家、也是本人与之合作共事长达20多年的友人Anthony J. Ward博士更是在教材的编审过程中倾注了大量的心血，借此机会也一并向他们表示深切的谢忱。

总主编 李荫华  
2010年3月

# 编者的话

## 1. 编写宗旨

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。

## 2. 全书框架

本教程共6册，每册8个单元，每单元有3篇阅读文章，共有24篇阅读文章。每单元包括以下五个部分：

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3到4种练习形式。练习的目的旨在引导学生对课文进一步理解，并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，文化地理信息等词条用白斜体表示。

本教程配有教师手册。

## 3. 关于修订

按照《全新版大学英语》(第二版)修订方案的要求，我们对《阅读教程》第三册学生和教师手册进行了全面修订，以满足当前大学英语教学和教改的需要。



本次修订的整体原则是本套教材原有的定位不变、总体框架不变和编写原则不变。修订的总体目标是通过修订使本教材更贴近教学的实际需要、更贴近广大使用者。修订的重点是适当降低难度和更换教学效果不佳或不太符合当前教学实际的课文或练习。为此我们对本书主要做了以下几方面的修订：

一、更换了原书三分之一的课文。对原书中难度过大、内容过时和与主教材联系不紧密的课文进行了替换。新选的文章语言更优美、更具有时代感、难度更适合当代大学生阅读、内容更贴近主教材单元主题。

二、根据阅读文章的难易程度以及对应主教材每个单元的主题，对保留下来的和新选入的文章重新进行了排序，使其更符合由易到难循序渐进的学习原则。

三、在坚持练习形式和练习总量不变的前提下，我们对所有课后练习的内容和语言进行了必要的修改使其更加完美。对于新增的选文，一律按原书的形式来编写练习。

通过以上修订，我们希望本教材更加贴近教学的实际需要、更加贴近广大使用者。

本书由西安交通大学外国语学院编写。白永权任主编，陈向京任副主编，参加编写的人员有王敏、李莹、聂文信、董艳云、易超和曲宁迪。郭继荣、张雨金、杨瑞英和高岩杰曾参加本书第一版的编写。由于时间仓促，编者水平有限，谬误难免，欢迎不吝指正。

编者

2010年12月

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# 1

## 1. A White Heron<sup>1</sup>

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### Introduction

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.

The woods were already filled with shadows one June evening just before eight o'clock. Sylvia<sup>2</sup> 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 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.

"Halloa<sup>3</sup>, little girl. How far is it to the road?"

Sylvia was afraid. She answered in a soft voice, "A good ways<sup>4</sup> ..."

"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 up<sup>5</sup>, and tell me what your name is. Do you think I can spend the night at your house and go out hunting in

1. heron /'herən/ *n.* 苍鹭

2. Sylvia /'sɪlvɪə/ *n.* 西尔维亚(女子名)

3. halloa=hallo

4. a good ways(口) 很远的路

5. speak up 大声地说, 大胆地说

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.

"Yes, you should speak for yourself, you old cow," said her grandmother. "Where was she hiding so long, Sylvy<sup>6</sup>?"

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

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 me<sup>7</sup>, 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 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, clean house in the deep woods of Maine<sup>8</sup>. 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 stuff<sup>9</sup> 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 toad<sup>10</sup> 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.

6. Sylvy /'sɪlvɪ/ n. Sylvia的昵称

7. Dear me 哎呀

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

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

60 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  
65 of love was born. But she couldn't understand why he killed and  
stuffed the birds he liked so much.

At the edge of the woods a great pine<sup>11</sup> 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  
70 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.

75 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  
80 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  
85 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  
90 finger, to frighten it away!

A moment later, Sylvia sighs. A large company<sup>12</sup> 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  
95 slip<sup>13</sup>. 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?

11. pine /paɪn/ n. 松树

12. company /'kʌmpəni/ n. 一群

13. slip /slɪp/ v. 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 as a dog loves<sup>14</sup>! 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?

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*

14. as a dog loves=faithfully

## Comprehension Exercises

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

1. What can we learn from the first paragraph?
  - A. Sylvia prefers living in the woods.
  - B. Sylvia is fed up with her present life.
  - C. Sylvia lives in the woods with her parents.
  - D. Sylvia goes hunting in the woods every day.

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. keeping it as a pet
  - C. making it into a specimen
  - D. taking photos of it
  
4. Sylvia decided to find the heron's nest so as to \_\_\_\_\_.
  - A. help the young man catch it
  - B. get money from the young man
  - C. keep it from being hurt
  - D. please the young man
  
5. We can learn from this passage that \_\_\_\_\_.
  - A. Sylvia is a girl who loves and cares about nature
  - B. the young man 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

**2 Give brief answers to the following questions.**

1. Who was Sylvia living with?  
\_\_\_\_\_
2. What was the young man? What was he doing in the forest?  
\_\_\_\_\_
3. What was Sylvia's new feeling towards the young man?  
\_\_\_\_\_
4. Why did the young man offer ten dollars to Sylvia?  
\_\_\_\_\_
5. Was it possible for Sylvia to help the young man? Why or why not?  
\_\_\_\_\_
6. Why didn't Sylvia tell the young man what she had found?  
\_\_\_\_\_

**3 Questions for discussion.**

1. Do you think Sylvia should have helped the young man? Why, or why not?
2. The story says that Sylvia "couldn't understand why he killed and stuffed the birds he liked so much." Explain her feelings for the birds in comparison to the feelings of the young man.



## Getting Main Ideas – Skimming

The main idea is the central thought, point of view or purpose expressed by an author in a paragraph or an essay. It is very important to grasp the main idea no matter what kind of material you read. The skill to summarize the main ideas in what you are reading is called skimming.

The main idea of an essay is usually located at the beginning or end of it, while the main idea of a paragraph, usually called the topic sentence, is usually at the beginning or end of a paragraph.

Let's look at the following paragraph:

*In other species evolution has led to specialization, both in the species abilities and in its place within the environmental structure. For example, the giraffe is marvelously adapted to grazing on treetops but, as such, it is also specialized and thus restricted to grazing on trees and shrubs. Only with great difficulty can it bend down to graze on the ground. Similarly, the anteater is extremely well adapted to eating ants but is incapable of catching or eating other prey. The same is true for countless other species.*

Here the first sentence can be called the topic sentence that tells the main idea of this paragraph.

However, in many cases the main idea is not clearly stated, the best way to find the main idea is to ask three questions:

1. Who or what is the paragraph or essay about?
2. What is the key message that the author wants readers to get?
3. What is the purpose of the author in writing the paragraph or essay?

Take Text 1 "A White Heron" for example. What do you think is the main idea? The text tells a story about a little girl who found herself at home in nature. She loved animals and woods, and they seemed to be her friends. The story described the conflict she experienced: whether to tell the young man about the nest of a white heron and get the money he offered or to keep it a secret so that the white heron would not be killed. Finally she chose to protect the white heron. The main idea of this text is not explicitly expressed, but after reading it, you can conclude that the message from the author is that animals and woods are with life and they are better friends to the little girl than the young man.