



普通高等教育“十一五”国家级规划教材

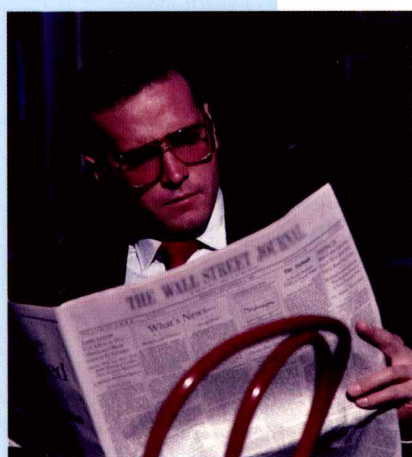
新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

# 阅读教程 3

*Reading to Develop Your Ideas*

主编 蒋静仪



学生用书  
Student's Book

第2版  
Second Edition



W 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS  
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副主编 杨 瑛 Wang Suchen

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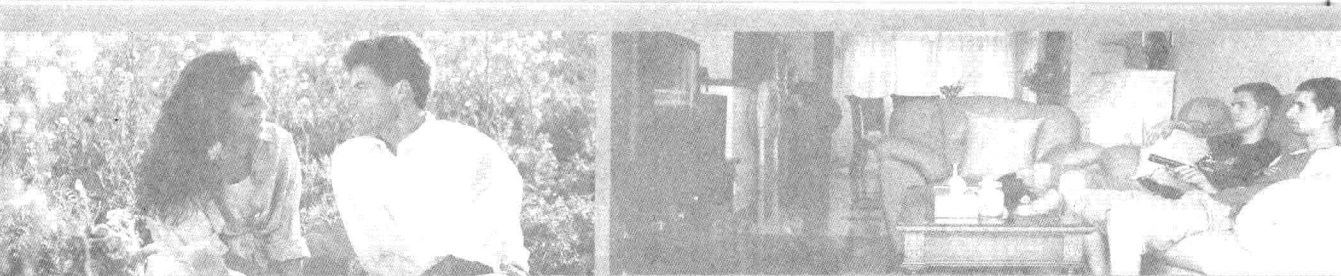
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## 总 序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、六级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科生教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。



作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

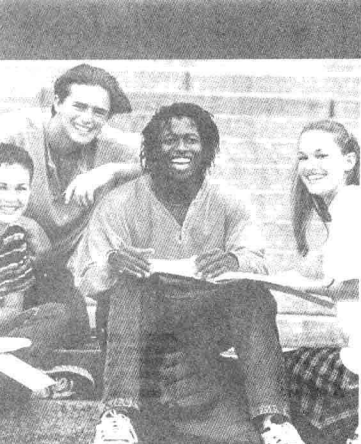
修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

**戴炜栋**

教育部高校外语专业教学指导委员会主任委员  
国务院学位委员会外语学科评议组组长



*Reading to Develop  
Your Ideas*

## 第二版前言

《阅读教程》这套教材是在“主题为基础”、“协作性学习”的原则下编写的,我们希望学习者通过学习同一主题下各种题材的文章从不同角度来加深对每一个主题的理解,通过参与协作性学习学会合作与分享,从而达到提高理解问题和解决问题的能力,同时提高语言习得水平。

本套教材自2005年出版投入使用至今已四年有余,在此期间我们与使用该套教材的老师 and 同学们进行了多种方式的沟通,认真听取了大家对这套教材的意见和建议,很高兴教材得到众多的认可。出于多方面考虑,我们在第一版的基础上对教材进行了修订。第二版坚持第一版的编写理念和原则,保留了第一版的主要内容,作了以下几点修改和补充:

1. 替换了一些阅读文章,力求各个主题下的文章连贯性更好,文体类型更多样,时效性更强。这次替换的文章在语言和内容层面都要胜过原来的文章。

2. 增加了短语词汇的解释和练习,加强学习者对语块的意识,从而有助于词汇的习得。

3. 制作了配套的学习光盘。光盘在纸质教材的基础上,增加了补充阅读(每单元保证四篇以上),各种词汇的知识介绍和练习(词缀、语义网)和测试题(每两单元一个测试题)等等。该套光盘获得广东省多媒体课件一等奖、全国多媒体课件优秀奖。希望通过光盘的辅助培养学习者的自主学习能力,同时弥补课堂教学时间的不足。

希望通过这次修订,《阅读教程》(第二版)可以更好地帮助学习者提高阅读理解和分析能力,在学习的过程中学会学习(Learn how to learn),并最终成为一个真正自主、自动的学习者。

编者



*Reading to Develop  
Your Ideas*

# 前言

这是一套为全国英语专业本科一、二年级学生编写的英语泛读教材。全套共分为四册,供第一、第二学年计四个学期使用。

什么是泛读?应用语言学家的定义是:泛读就是大量地阅读,阅读者对所读的材料不必面面俱到。泛读旨在培养学习者良好的阅读习惯,学习者通过阅读不断积累词汇和语言结构知识,提高对阅读的兴趣(Richards et al, 1985)。

诚然,泛读的基本意义就是多读,以增加对目的语的语感,这一点对于初级语言水平的学习者十分重要。而对中、高级语言水平的学习者而言,通过阅读来积累目的语的语言知识依然十分重要,但是他们要学会在一个更高的层次上来习得目的语,要学会总结、归纳文章作者的思想和观点并与自己的思想和观点融合在一起,也就是说要学会通过阅读来总结和发展自己的观点,只有这样学习者才能更好、更有效地习得目的语。

本套教材本着这一编写宗旨,结合英语专业本科学生较高的目的语水平,在常规的阅读理解、词汇等练习外,还设计了各种形式与主题相关的讨论题让学习者围绕文章拓展讨论,让他们将所阅读的文章与自己的观点融合在一起,从而更好地掌握所学内容,帮助习得目的语。

本套教材是在“主题为基础”、“协作性学习”的原则下编写的。每个阅读单元的主题就像一根绳索,将所有阅读文章有机地串联在一起。学习者通过阅读同一主题下各种体裁的文章,可从不同角度深化自己对每个相关主题的理解。“协作性学习”将学习者从传统的学习模式中解放出来,变被动为主动,提高学习兴趣。学习者通过协作性学习,达成知识共享,学会从多角度看待和理解问题,这样提出问题和解决问题的能力也得到加强。

为体现本套教材编写的宗旨和原则,使用本教材时可遵循如下步骤:

## 1. “课前阅读”(Pre-reading):

“课前阅读”是每一单元的引子,从诠释名人名言切入,过渡到



教材中设计的与本单元主题相关的问题,激活学习者的思维,为课中阅读作一个铺垫。

## 2. “课中阅读”(In-reading):

“课中阅读”每一主题下的四篇文章以不同的形式、从不同的角度描述或论证与主题相关的各种思想观点。为培养学习者的自主学习能力,学习者应在课堂讲解、讨论之前独立完成所有的阅读文章(快速阅读文章除外)。课堂教学以学习者为主,以教师指导、小组讨论、课堂辩论等为辅;教师对学习者的就阅读中难以解决的问题提供支持,不必也不需要文章进行逐行逐句的解释。要大力鼓励学习者参加协作性的小组和班级讨论,运用文章中的内容和语言知识表达自己的观点。

## 3. “课后阅读”(Post-reading):

“课后阅读”是本套教材的重要部分,也就是教材所要强调的:通过阅读来发展自己的观点。教材中设计的各种练习是为了促进学习者与文章、文章作者以及其他学习者之间的互动。所以学习者应逐一去完成这一部分设计的活动和任务,并要充分利用信息时代所提供的大量资源去进行更多的真实阅读,然后去总结、归纳所作的大量阅读,最终形成自己的观点,与同学共享。

课堂教学时间非常有限,对泛读教学来讲更是如此。要让学生多读书、读好书,教师一定要从传统的教学模式中脱离出来,在课堂上要避免不停地讲解,利用有限的时间来启发、指导学生,增加有限课堂教学时间内教师与学生、学生与学生的互动。教师退出主导地位而以学习者为中心的教学模式在国外的第二语言教学中已得到充分认可,相信中国的学习者经过一定的训练后也会成为这种学习模式的受益者。

本套教材希望以一种较新颖的形式,将学习者置于整个学习过程的中心,通过教师提供必要的支持,使其更快、更好地习得目的语。

最后,本套教材的编写者要借此机会向秦秀白教授表示衷心的感谢。可以这样讲,没有秦秀白教授的鼓励、支持和指导,就没有这套教材。

由于时间仓促,加之编写者水平有限,书中错漏之处在所难免,还请各位专家及本书的使用者批评指正。

编者

2005年3月



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Unit

# 1

## *Family and Marriage*



All happy families resemble one another; every unhappy family is unhappy in its own fashion.

— *Leo Tolstoy*

Nobody who has not been in the interior of a family can say what the difficulties of any individual of that family may be.

— *Jane Austin*

Marriage is the best of human statuses and the worst, and it will continue to be. And that is why, though its future in some form or other is as assured as anything can be, this future is as equivocal as its past. The demands that men and women make on marriage will never be fully met; they cannot be.

— *Jessie Bernard*



## **Section One Pre-reading**

We always say families are the cells of a society. When a man meets a woman he loves, and marries her thereafter, together they start a family of their own, adding a new cell to the society. Every day we hear loving family stories; every day we hear bitter family stories. What is family? What is actually taking place in every family? Before we read articles about family and marriage, let's think of the following questions first.

1. What is your ideal picture of a family? Which family model do you prefer: one with a working dad, a stay-at-home mum, and a group of kids; one in which both dad and mum work and kids are put at a day-care center; or some other arrangements? Explain.
2. What is the role of the husband in a family, and that of the wife? Are they mutually independent or is the wife mostly dependent on the husband, especially when she is not working? Explain.
3. Should one stay in a marriage once he/she gets married, or should he/she walk away from the marriage once he/she gets unhappy about it?
4. The divorce rate in China has been increasing. It is suggested that this is the by-product of the market economy because people are moving around a lot and family ties are loosening. What is your interpretation of this social phenomenon?



## Section Two In-reading



### READING ONE

What is a happy marriage? What is an unhappy marriage? Nobody has the exact answer except those who are in the commitment, as the following text reveals. A somewhat odd union in the eyes of others may actually be one full of love and passion in its own way.

### The Wink

1 Not so very long ago, my husband of thirteen years admitted he'd had second thoughts about marrying me. The afternoon before our wedding, he stopped by the hall where our reception was to be held to **drop** something **off**. My parents were already there. Mom, **renowned** for her talents in the kitchen, had **taken it upon** herself to prepare a simple, but delicious meal for no less than 150 guests. When my soon-to-be husband went in, he found my father **placidly** sitting by the door to the kitchen and my mother **ranting and raving** at the poor man. Dad sat there as Mom **ticked off** her list of **grievances** against him. Everything from being short of a jar of pickles to the ham having been sliced too thin. It was all his fault.

2 Those acquainted with my parents would probably testify to the fact that they had a somewhat odd marriage. And **in all honesty**, most would classify Mom as **harpy** and Dad as **henpecked**.

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**drop off** If you drop off something, you take them somewhere and leave them there, usually in a car or other vehicle.

**renowned** *adj.* A person who is renowned for something, usually something good, is well-known because of it.

**take upon** If you take something on or upon yourself, you decide to do it without asking anyone for permission or approval.

**placidly** *adv.* Someone who is placid is calm and does not easily become excited, angry, or upset. "Placidly" is the adverb form.

**rant and rave** If you say that someone rants and raves, you mean that they talk loudly and angrily in an uncontrolled way.

**tick off** If you tick off a list of something, you go through each item at a time.

**grievance** *n.* A grievance is a complaint that you make or have about something which you feel is unfair.

**in all honesty** You say "in all honesty" when you are stating an opinion or fact that might be disappointing or upsetting, and when you want to soften its effect by emphasizing your sincerity.

**harpy** *n.* A harpy is an insulting word for a woman who nags all the time and may be nasty.

**henpecked** *adj.* A man who is henpecked is always told what to do by his wife, and is afraid to disagree with her.

3 As an only child, and labeled a “change-of-life baby” by my parents, I grew up witnessing their peculiar relationship. At the time of my birth, they had already been married twenty-plus years. I remember wondering if other parents conducted their marriages this way as well. As the years passed, I grew older and began to study the interaction between other couples. The more I studied other relationships, the more I wondered why on earth my parents had married each other, let alone stayed together when divorce is as common as changing the oil in your car.

4 When I was sixteen, Mom, a **diabetic**, became seriously ill and was hospitalized for nearly ten days. I came home from my part-time job one afternoon and found Dad sitting at the kitchen table, playing game after game of **solitaire**. Every few minutes he’d glance at the clock. He hadn’t eaten dinner yet, probably because making coffee was the extent of his skills in the kitchen. I made him a hot meal, and he resumed his solitaire. The phone rang, and I answered in the living room.

5 “Hello, dear.”

6 “Hi, Mom. I hope you’re feeling better than this morning when I was up there.”

7 “Lots better. Is your dad still home or has he left?”

8 “**Nope**, he’s still here.”

9 “Did he stop and get something to eat? I sent him home. He needs to get some rest. He looks so tired. I told him to stop and pick up a hamburger or something. The food in this hospital is awful. Your father shouldn’t have to eat this stuff. It’s bad enough I have to. I told him not to come back until after six.”

10 “No, I don’t think he picked anything up, but I just cooked him dinner.”

11 “Thanks, sweetie. I’ve gotta go. They want to take some blood. See you in the morning.”

12 I went back into the kitchen to finish cleaning up.

13 “That was Mom. I told her you’d eaten.”

14 He checked the clock again: six o’clock on the dot. “Thanks for dinner, honey. That was just as good as if Mom had made it. I’ve got to get back to the hospital.”

15 He gathered his deck of cards, put them in their box and left.

16 I remember the events of that day long ago. Not because I noted anything special at the time, but because of my mother’s illness and the **glowing** compliment to my cooking from my father.

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diabetic *n.* A diabetic is a person who suffers from diabetes, an illness in which one’s body is unable to control the level of sugar in his blood.

solitaire *n.* Solitaire is a game of cards played by one person.

nope *adv.* “Nope” is used in spoken English meaning “no” when you answer someone.

glowing *adj.* A glowing description of someone or something means you praise them very highly.



17 As I look back, I realize a great deal about my parents' relationship was demonstrated by their actions during those trying days: my mother's concern for my father even though she herself was seriously ill and my father counting the minutes until he could return to her side. Both acts **spoke volumes**. These two people shared much more than the world could ever know.

18 The insight I've gained is priceless. No two relationships are alike. It would be like comparing two leaves from the same tree. On the surface, they both appear the same, but it's the tiny, indefinable differences that make the two unique.

19 What might seem like an odd union to you or me is perfectly ordinary to the couple involved. Relationships are about what you put in and what you take out. And the only people who can judge the worth of what they receive are the people in the commitment. Mostly I believe love is a personal thing; it can best be valued by the person you give it to.

20 My husband told me that on that long-ago day, the day before our wedding when he wondered what on earth he was getting himself into and nearly **backed out**, one thing stopped him. When he stooped up from behind the bar, he glanced at my poor, **beleaguered**, **browbeaten** father, my mother's **haranguing** echoing across the hall, and my father winked at him and smiled.

21 After nearly fifty years of marriage, Dad very suddenly passed away ten years ago. Mom suffered a massive stroke that left her wheelchair-bound only two months after Dad left us. Mom continued on for another six years. She stayed and greeted both of her grandchildren before she left to be with Dad.

22 There's no doubt in my mind that as soon as Mom passed through the **pearly** gates and saw Dad, she probably scolded him because he needed a haircut, or his pants pressed. And I'm sure Dad glanced over at Saint Peter, winked and smiled.

(905 words)

(From *Chicken Soup for the Couple's Soul*. By Jack Canfield, Mark Victor Hansen et al. Health Communications, Inc. 1992.)

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**speak volumes** If you say that something speaks volumes about someone or something, you mean that it gives you a lot of information about them.

**back out** If you back out, you decide not to do something that you previously agreed to do.

**beleaguered** *adj.* A beleaguered person is experiencing a lot of difficulties, opposition, or criticism.

**browbeaten** *adj.* If you browbeat someone, you bully him and try to force him to do what you want. "Browbeaten" is the adjective form.

**harangue** *v.* When you harangue, you make a loud speech that criticizes or blames someone or tries to persuade people of something.

**pearly** *adj.* Something that is pearly has a soft, smooth, shiny appearance, like a pearl.