



普通高等教育“十三五”规划教材  
“互联网+”大学英语教学立体化教材

# 拓展视野，交流文化

## ——新编大学英语

### 阅读教程 3

(含微课)

Broaden Horizons and  
Promote Cultural Communication  
—New College English Reading Course

主编 黄振羽 范丽娜



普通高等教育“十三五”规划教材

“互联网+”大学英语教学立体化教材

**拓展视野，交流文化——**

**新编大学英语阅读教程 3**

主编 黄振羽 范丽娜

贵州师范学院内部使用

 **外文出版社**  
FOREIGN LANGUAGES PRESS

图书在版编目 (C I P) 数据

拓展视野, 交流文化: 新编大学英语阅读教程. 3 /  
黄振羽, 范丽娜主编. — 北京: 外文出版社, 2018.9  
ISBN 978-7-119-11689-1

I. ①拓… II. ①黄… ②范… III. ①英语—阅读教  
学—高等学校—教材 IV. ①H319.37

中国版本图书馆 CIP 数据核字 (2018) 第 226751 号

拓展视野, 交流文化——新编大学英语阅读教程 3

---

主 编 黄振羽 范丽娜

责任编辑 王 蕊 王 岩

封面设计 刘幼峰

出版发行 外文出版社有限责任公司

地 址 中国北京西城区百万庄大街 24 号

邮政编码 100037

网 址 <http://www.flp.com.cn>

电 话 (010) 68320579/68996067 (总编室)

(010) 68995875/68990283 (编辑部)

(010) 62111051/62131450 (推广发行部)

印 刷 三河市祥达印刷包装有限公司

经 销 新华书店/外文书店

开 本 1/16

印 张 8.25

字 数 193 千字

装 别 平

版 次 2018 年 9 月第 1 版第 1 次印刷

书 号 ISBN 978-7-119-11689-1

定 价 39.80 元

---

版权所有 侵权必究

贵州师范学院内部使用

# 前言

## *Preface*

如今，经济全球化和科技进步将不同国家与地区的人们紧密联系在一起。英语作为全球目前使用最广泛的语言，是国际交往和科技、文化交流的重要工具。大学英语课程对大学生的未来发展具有现实意义和长远影响。通过学习和使用英语，学生可以直接了解国外前沿的科技进展、管理经验和思想理念，学习和了解世界优秀的文化和文明，这些将帮助其树立世界眼光、培养国际意识、提高人文素养，为迎接全球化时代的挑战和机遇做好准备。

阅读作为大学英语的重要组成部分，对于学生的英语学习具有重要作用。阅读不仅能培养英语语感，还能促进词汇积累、提高写作水平。此外，阅读对培养学生的英语综合能力还大有帮助，是学好英语的主要手段和有效途径。因此，我们编写了《拓展视野，交流文化——新编大学英语阅读教程》这套教材（共四册），以训练学生的阅读能力，培养学生的阅读技巧。

### 一、教材特色

《拓展视野，交流文化——新编大学英语阅读教程》的特色具体表现在以下几个方面。

#### 1. 内容丰富，覆盖全面

本套教材阅读资料的选材涵盖了社会、经济、文化、环境、科学、自然等多个领域，题材多样，旨在开拓学生视野，提高学生的人文学识和科学素养。

#### 2. 因材施教，循序渐进

本套教材在内容设计上富有层次感：每册根据不同学期学生所关心和面临的问题设置单元主题、进行选材，能激发学生的学习兴趣；按照循序渐进的原则，各册教材的语言难度随着学生英语水平的提高而逐步增加；练习形式多样，内容安排环环相扣，能有效提高学生的阅读能力。



### 3. 思想碰撞，文化交流

本套教材在贯彻其工具性、提高学生英语阅读能力的同时，还注重其人文性。教材内不仅有原汁原味的介绍西方文化的文章，还专门设置了介绍中国传统文化的双语模块，以此强调语言作为文化载体的作用，充分挖掘大学英语课程丰富的人文内涵，实现工具性和人文性的有机统一，有效培养学生的跨文化交际能力。

### 4. 授生以渔，策略点拨

本套教材每个单元都设置有“阅读策略”模块，介绍了一些实用的阅读策略和技巧，旨在培养学生使用正确、有效的阅读方法阅读英文材料的能力。

### 5. 手机扫码，听读结合

本套教材每篇文章都配备了二维码微课，学生只需扫一扫就能获取地道的英语语音材料。阅读结合听力，能有效加深学生对文章的理解，纠正学生发音。

## 二、单元结构

本套教材每册包括八个单元，每个单元包括“Reading in Depth”“Banked Cloze”“Skimming and Scanning”“Tips for Effective Reading”“Extended Reading of Chinese Culture”五个模块。单元的设计和编排既考虑到题材和难易度，也照顾到策略训练的先后顺序；练习题设计侧重培养学生的英语思辨能力；阅读技巧从最基本的培养良好阅读习惯讲起，便于学生随学随用，从而有针对性地加强学生英语阅读能力的培养。

本书由黄振羽、范丽娜担任主编，丁文杜鹃、赵盼、郭明磊、黄婷婷参与编写。

无论我们如何追求完美，书中仍可能存在不完善和疏漏之处，敬请各位读者给予指正。此外，在编写本书的过程中，我们借鉴了一些文献资料，在此向这些文献的作者表示最诚挚的谢意。

编者

2018年8月

# 本书编委会

主 编：黄振羽 范丽娜

参 编：（参编按姓氏笔画排序）

丁文杜鹃 赵 盼

郭明磊 黄婷婷

|                   |                                     |           |
|-------------------|-------------------------------------|-----------|
| <b>Unit One</b>   | <b>Technology Impact</b>            | <b>1</b>  |
| Part I            | Reading in Depth                    | 2         |
| Part II           | Banked Cloze                        | 7         |
| Part III          | Skimming and Scanning               | 9         |
| Part IV           | Tips for Effective Reading          | 13        |
| Part V            | Extended Reading of Chinese Culture | 13        |
| <b>Unit Two</b>   | <b>Modern Transportation</b>        | <b>15</b> |
| Part I            | Reading in Depth                    | 16        |
| Part II           | Banked Cloze                        | 21        |
| Part III          | Skimming and Scanning               | 23        |
| Part IV           | Tips for Effective Reading          | 27        |
| Part V            | Extended Reading of Chinese Culture | 28        |
| <b>Unit Three</b> | <b>Culture and Education</b>        | <b>31</b> |
| Part I            | Reading in Depth                    | 32        |
| Part II           | Banked Cloze                        | 36        |
| Part III          | Skimming and Scanning               | 38        |
| Part IV           | Tips for Effective Reading          | 42        |
| Part V            | Extended Reading of Chinese Culture | 43        |
| <b>Unit Four</b>  | <b>Medicine and Health</b>          | <b>45</b> |
| Part I            | Reading in Depth                    | 46        |
| Part II           | Banked Cloze                        | 51        |
| Part III          | Skimming and Scanning               | 54        |
| Part IV           | Tips for Effective Reading          | 58        |
| Part V            | Extended Reading of Chinese Culture | 59        |
| <b>Unit Five</b>  | <b>World Safety</b>                 | <b>61</b> |
| Part I            | Reading in Depth                    | 62        |
| Part II           | Banked Cloze                        | 67        |
| Part III          | Skimming and Scanning               | 68        |
| Part IV           | Tips for Effective Reading          | 74        |
| Part V            | Extended Reading of Chinese Culture | 75        |



# 目 录

CONTENTS



# C 目 录

CONTENTS

## Unit Six Social Life 77

- Part I Reading in Depth 78
- Part II Banked Cloze 83
- Part III Skimming and Scanning 84
- Part IV Tips for Effective Reading 89
- Part V Extended Reading of Chinese Culture 89

## Unit Seven Great Buildings 91

- Part I Reading in Depth 92
- Part II Banked Cloze 96
- Part III Skimming and Scanning 99
- Part IV Tips for Effective Reading 103
- Part V Extended Reading of Chinese Culture 104

## Unit Eight Scientific Research 107

- Part I Reading in Depth 108
- Part II Banked Cloze 113
- Part III Skimming and Scanning 115
- Part IV Tips for Effective Reading 119
- Part V Extended Reading of Chinese Culture 120

参考文献 122

参考网站 122

# Unit One

## Technology Impact

*"Technology is a useful servant but a dangerous master."*

— Christian Lous Lange

*"It has become appallingly obvious that our technology has exceeded our humanity."*

— Albert Einstein

贵州师范学院内部使用



## Part I Reading in Depth



In this part, you are going to read two passages. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice according to the information given in the passage.



### Passage A

Time taken: \_\_\_\_\_ minutes



### Online Security



As technology changes and millions of people have access to the Internet, the possibility of Internet crime grows. Crime may occur in the form of **fraud**<sup>1</sup>, identity theft and online **stalking**<sup>2</sup>. Parents should be aware that children are **vulnerable**<sup>3</sup> to online **predators**<sup>4</sup> that may use the Internet to **lure** children into **inappropriate**<sup>5</sup> chat rooms or in-person meetings. There are ways to protect yourself and your family from becoming a victim of Internet crime.

Install **anti-spyware**<sup>6</sup> and **anti-virus**<sup>7</sup> software. Spyware is hidden programs that run on your computer. They monitor what you are doing on line without you realizing it. It can lead to identity theft. Anti-spyware helps prevent spyware from being used. Also install antivirus software to prevent your computer from being infected with a virus.

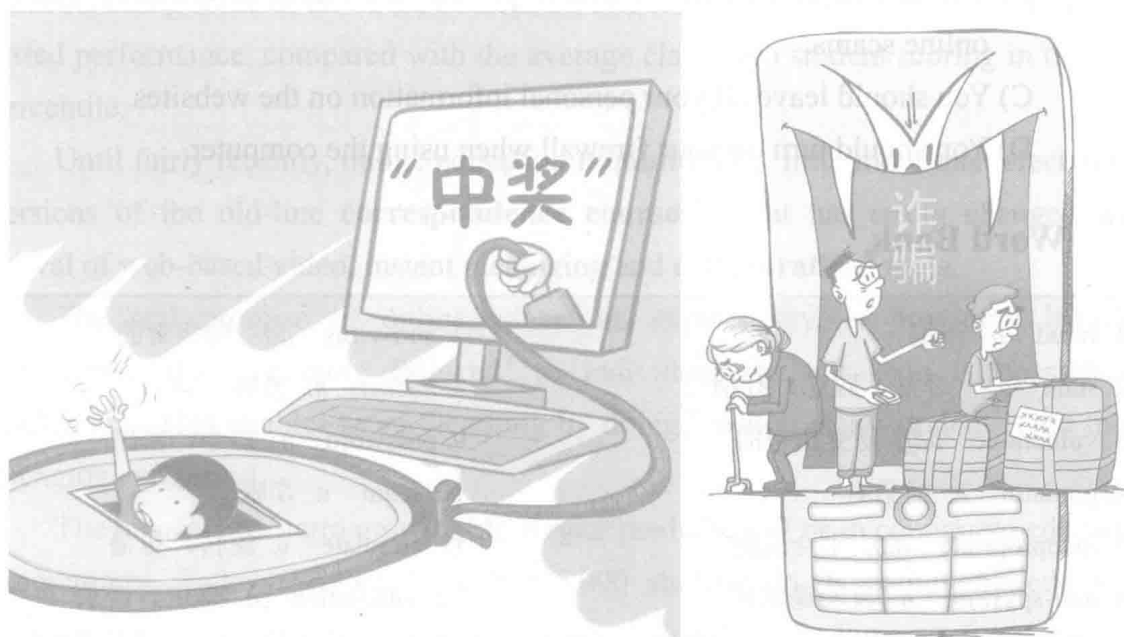
Turn on your firewall. This helps prevent **hackers**<sup>8</sup> from getting information such as **passwords**<sup>9</sup> to bank accounts and other information they could use to steal funds or steal your identity.

Monitor the websites your children go to. Put your computer in a location where you can keep an eye on what they are doing on line. Use software that blocks children from going to inappropriate websites. Set rules and limits for Internet use.

Talk with your children about online predators. Teach children not to engage in online chats with adults and never to give out their address to someone they meet on line. Warn them never to meet someone in person they meet on line. Tell children to talk to you about anything that happens inappropriate to them online.

Go to the FBI website to learn about Internet **scams**<sup>10</sup>. They keep the public informed about current scams that may be **circulating**<sup>11</sup> on line. They also have information on how to avoid online identity theft and investment fraud.

Use secured websites when purchasing items on line and giving credit card numbers. Be wary of **solicitations**<sup>12</sup> for donations. Check out charities before giving money. (318 words)

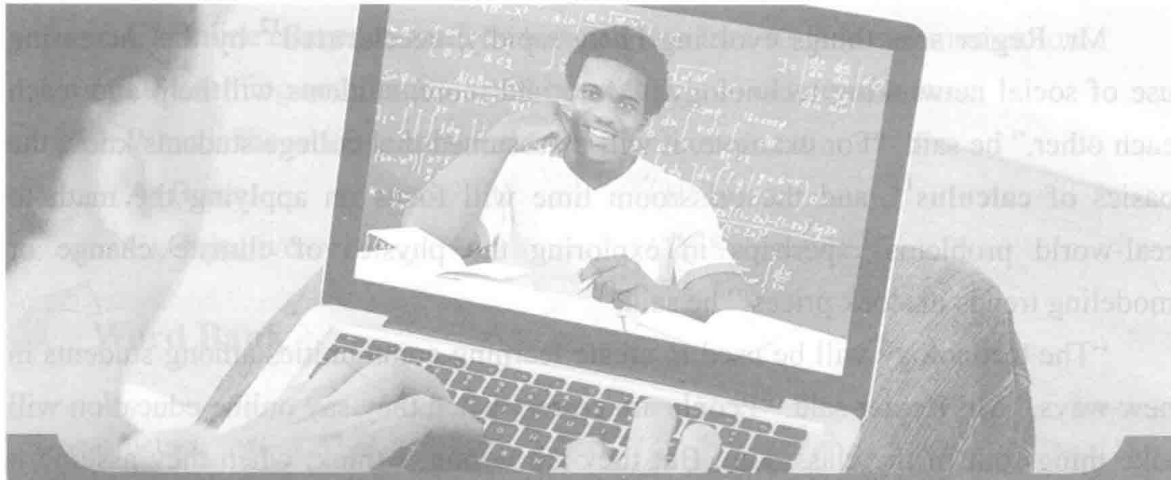


1. What does "lure" (Line 4, Para. 1) mean?
  - A) Invite.
  - B) Force.
  - C) Attract.
  - D) Defend.
2. How should spyware be defined?
  - A) It can secretly keep track on your on-line actions.
  - B) It is the external program.
  - C) It is critical and useful to your computer.
  - D) It can not be controlled at present.
3. You can monitor the websites your children go to through the following ways EXCEPT \_\_\_\_\_.
  - A) using software to prevent them from going to inappropriate websites
  - B) setting rules and limits for Internet use
  - C) putting the computer in a location where you can keep an eye on
  - D) hiding all your passwords to bank accounts
4. What can you get from the FBI website?
  - A) Pictures of the online criminals.
  - B) Personal information about the criminals.
  - C) Latest news about the national security.
  - D) Current frauds that may be circulating on line.
5. Which of the following is NOT true according to the passage?
  - A) You should use secured websites when shopping on line.
  - B) You can go to the FBI website to get the latest information about current online scams.
  - C) You should leave all your personal information on the websites.
  - D) You should turn on your firewall when using the computer.



### Word Bank

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. fraud <i>n.</i> 诈骗             | 7. anti-virus <i>adj.</i> 防病毒的    |
| 2. stalk <i>v.</i> (非法) 跟踪, 盯梢    | 8. hacker <i>n.</i> 黑客            |
| 3. vulnerable <i>adj.</i> 易受伤害的   | 9. password <i>n.</i> 口令, 密码      |
| 4. predator <i>n.</i> 捕猎者         | 10. scam <i>v.</i> 诈骗             |
| 5. inappropriate <i>adj.</i> 不合适的 | 11. circulate <i>v.</i> 流传, 传播    |
| 6. anti-spyware <i>n.</i> 反间谍软件   | 12. solicitation <i>n.</i> 恳求, 请求 |



## Online Education

A recent report examined the comparative research on online versus traditional classroom teaching from 1996 to 2008. Over the 12-year span, the report found 99 studies in which there were **quantitative**<sup>1</sup> comparisons of online and classroom performance for the same courses. The analysis of the Department of Education found that, on average, students doing some or all of the courses on line would rank in the 59th **percentile**<sup>2</sup> in tested performance, compared with the average classroom student scoring in the 50th percentile.



Until fairly recently, online education **amounted to**<sup>3</sup> little more than **electronic**<sup>4</sup> versions of the old-line **correspondence courses**<sup>5</sup>. That has really changed with arrival of web-based video, instant messaging and **collaboration**<sup>6</sup> tools.

The real promise of online education, experts say, is providing learning experiences that are more **tailored**<sup>7</sup> to individual students than is possible in classrooms. That enables more “learning by doing,” which many students find more engaging and useful.

The biggest near-term growth, Mr. Regier predicts, will be in continuing education programmes. Today, Arizona State has 5,000 students in its continuing education programmes, both through in-person classes and online. In three to five years, he **estimates**<sup>8</sup>, that number could **triple**<sup>9</sup>, with nearly all the growth coming on line.

But Mr. Regier also thinks online education will continue to make further



**inroads**<sup>10</sup> in **transforming**<sup>11</sup> college campuses as well. Universities — and many K-12 schools — now widely use online learning management systems, like Blackboard or the open-source Moodle. But that is mostly for posting assignments, reading lists, and class schedules and hosting some web discussion boards.

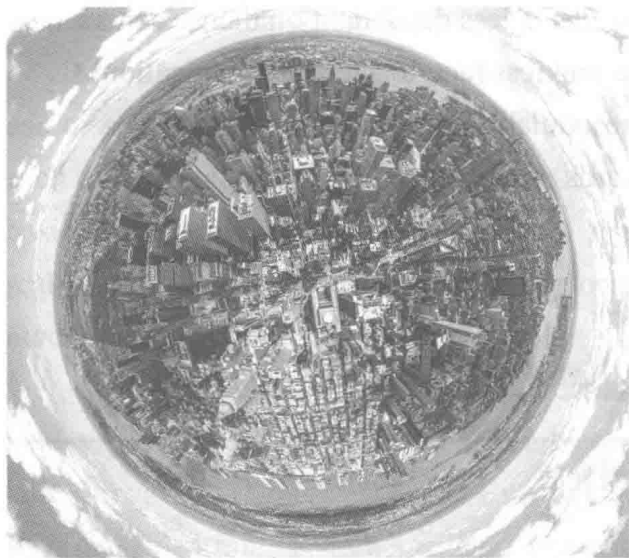
Mr. Regier sees things evolving fairly rapidly, **accelerated**<sup>12</sup> by the increasing use of social networking technology. “More and more, students will help and teach each other,” he said. “For example, it will be assumed that college students know the basics of **calculus**<sup>13</sup>, and the classroom time will focus on applying the math to real-world problems — perhaps in exploring the physics of climate change or modeling trends in stock prices,” he said.

“The technology will be used to create learning communities among students in new ways,” Mr. Regier said. “People are correct when they say online education will take things out of the classroom. But they are wrong, I think, when they assume it will make learning an independent, personal activity. Learning has to occur in a community.” (382 words)

6. What can be concluded from the first paragraph?
  - A) Online learning is the only way to improve students' performance in tests.
  - B) Classroom learning can be replaced completely by online learning.
  - C) Students benefit more from online learning than from classroom learning.
  - D) Even with the help of online learning, some students still fail the exams.
7. What makes online education different from classroom education?
  - A) Online education can provide courses suited to various special needs.
  - B) There are as many materials available in online education as in conventional one.
  - C) Students taking online education are much more competitive in their future career.
  - D) Students can take online courses at home instead of going to school.
8. What does Mr. Regier say about continuing education programmes?
  - A) The development in continuing education programmes will peak in several years.
  - B) They will witness great growth in online education in the coming few years.
  - C) They will surpass universities in the enrollment in the following three to five years.
  - D) There are 5,000 students taking the programs on line in Arizona State.



Such absent-mindedness may be 1) \_\_\_\_\_ to you; now British and German scientists are developing memory glasses that record everything the 2) \_\_\_\_\_ sees.



The glasses can play back memories later to help the wearer remember things they have forgotten such as where they left their keys. And the glasses also 3) \_\_\_\_\_ the user to “label” items so that information can be used later on. The wearer could walk around an office or a factory identifying certain 4) \_\_\_\_\_ by pointing at them. Objects indicated are then given a 5) \_\_\_\_\_ label on

a screen inside the glasses that the user then fills in.

It could be used in 6) \_\_\_\_\_ plants by mechanics looking to identify machine parts or by electricians **wiring**<sup>1</sup> a 7) \_\_\_\_\_ device.

A spokesman for the project said: “A car mechanic for 8) \_\_\_\_\_ could find at a glance where a part on a certain car model is so that it can be identified and repaired. For the motorist the system could 9) \_\_\_\_\_ accident black spots or dangers on the road.”

In other cases the glasses could be worn by people going on a guided tour, 10) \_\_\_\_\_ points of interest or by people looking at **panoramas**<sup>2</sup> where all the sites could be identified. (232 words)

- |                |                |               |
|----------------|----------------|---------------|
| A) allow       | F) items       | K) white      |
| B) instance    | G) indicating  | L) annoying   |
| C) blank       | H) highlight   | M) successful |
| D) industrial  | I) user        | N) articles   |
| E) frustrating | J) complicated | O) simple     |



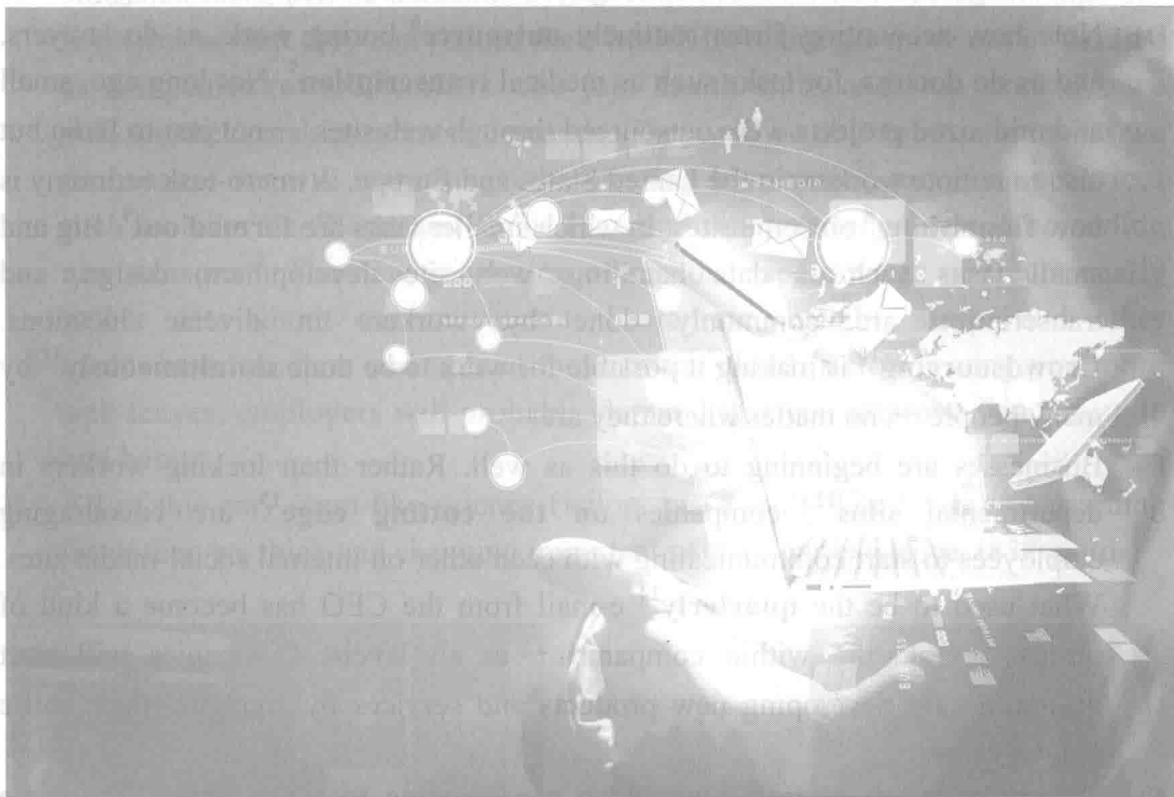
### Word Bank

1. wire v. 接线，架线      2. panorama n. 全景图像

## Part III Skimming and Scanning

*In this part, there is one passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.*

Time taken: \_\_\_\_\_ minutes



### The Future of Work Lies in Technology

- A) We check email as soon as we reach home, and take a look at our **inboxes**<sup>1</sup> along the way. We respond to calls, texts, and messages even while on vacation. At work, we use Cisco **Telepresence**<sup>2</sup> or Skype to discuss with colleagues all over the world. Companies often allow employees to work from home for one or two days a week; some let them live in remote locations. This has all become the norm. A decade ago, we could not have imagined being always on, always connected, with work following us wherever we go.

